Writing an Abstract for Your Research Paper
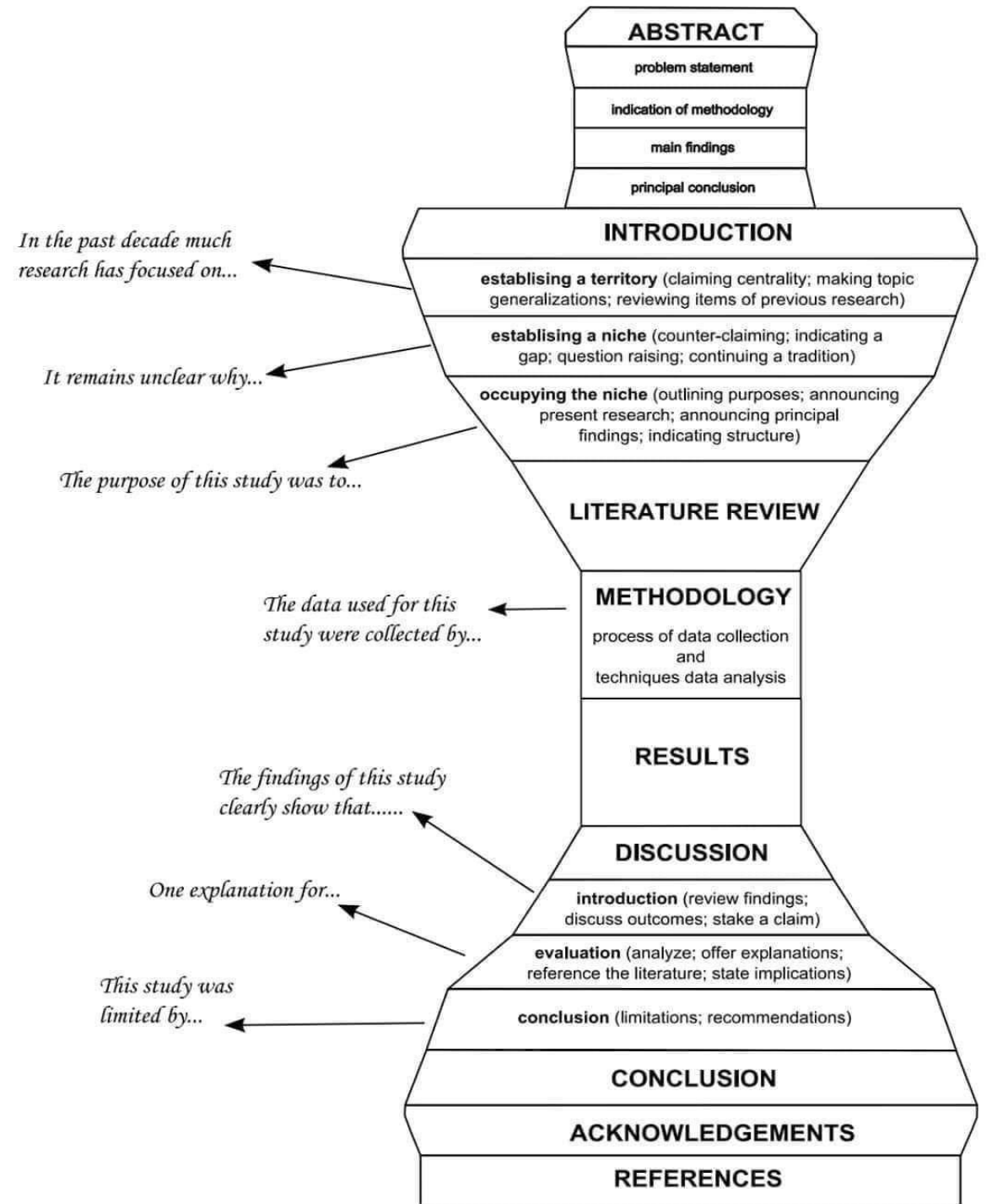
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ABSTRACT

ABSTRACT
- problem statement
- indication of methodology
- main findings
- principal conclusion

INTRODUCTION

In the past decade much research has focused on...
- **establising a territory** (claiming centrality; making topic generalizations; reviewing items of previous research)

It remains unclear why...
- **establising a niche** (counter-claiming; indicating a gap; question raising; continuing a tradition)
- **occupying the niche** (outlining purposes; announcing present research; announcing principal findings; indicating structure)

The purpose of this study was to...

LITERATURE REVIEW

METHODOLOGY

The data used for this study were collected by...
- process of data collection and techniques data analysis

RESULTS

The findings of this study clearly show that......

DISCUSSION

One explanation for...
- **introduction** (review findings; discuss outcomes; stake a claim)
- **evaluation** (analyze; offer explanations; reference the literature; state implications)

This study was limited by...
- **conclusion** (limitations; recommendations)

CONCLUSION

ACKNOWLEDGEMENTS

REFERENCES

What is desk rejection?

A desk reject, also known as a desk rejection, is when your paper is turned down by a journal, prior to them sending it out for review.

Abstract

- **Noun-** summary of points

- **Verb-** consider something separately or remove (something)

- **Adjective -**existing in thought or as an idea

Abstract

-summarizes, usually in one paragraph of 300 words or less, the major aspects of the entire paper in a prescribed sequence that includes:

1) the purpose of the study and (or) the research problem or gap

2) the basic design of the study (methods used)

3)major findings or trends found and,

4) a conclusion or implications

Importance of a Good Abstract

1. allows you to elaborate on each major aspect of the paper and helps readers decide whether they want to read the rest of the paper (the educated public)

2. A simple rule-of-thumb is to imagine that you are another researcher doing a similar study. Then ask yourself:

-The only part of the paper you could access? Independent?

-Happy with the amount of information presented there?

-The whole story about your study?

Types of Abstracts

4 general types:.

1. Critical Abstract

-provides, in addition to describing main findings and information, a judgment or comment about the study's validity (ความเที่ยงตรง), reliability (ความเชื่อมั่น), or completeness.

-evaluates the paper and often compares it with other works on the same subject.

-400-500 words in length due to the additional commentary.

-are used infrequently.

2. Descriptive Abstract

-indicates the type of information found in the work.

-makes no judgments about the work, nor does it provide results or conclusions of the research.

-incorporate key words found and may include the purpose, methods, and scope of the research.

-only describes the work being summarized.

-An outline of the work, rather than a summary.

-**usually very short, 100 words or less**

3. Informative Abstract

-majority of abstracts

-No critique of a work, but more than describe it.

-A surrogate for the work itself

-presents and explains all the main arguments and the important results and evidence plus the results and conclusions of the research and the recommendations of the author

-length varies according to discipline

-usually no more than 300 words in length

.

4. Highlight Abstract

-written to attract the reader's attention to the study.

-incomplete and leading remarks used to spark the reader's interest.

-cannot stand independent of its associated article

-not a true abstract

-rarely used in academic writing

Abstract Writing Style

-use the active voice when possible

-may require passive sentence constructions as well

-could use the **past tense** because you are reporting on a study that has been completed.

Note: Use of tenses

1. all present

2. all past

3. mixed tenses (recommended)

(present –the work/paper in general, reporting facts)

Ex. -This paper presents a case study…

-Overall, this study suggests that...

-This study aims to investigate how teachers perceive the presentation …

(past –reporting what has been done/completed, storytelling

Ex. -The sample group in the study consisted of 48 pre-service teachers of English.

-The students were trained to understand the nature of research articles and

practice in conducting research.

Abstract Formatting

-a single paragraph in a block format and with no paragraph indentations.

-the abstract page immediately follows the title page.

-do not number the page

-center the word "Abstract" at the top of the page

-final sentences of an abstract summarizing the study's conclusions or implications.

Writing Your Abstract

-should be written last since it summarizes the contents of the entire paper

-Statistical findings should be reported parenthetically [written in parentheses].

Ex. The cloze-elide score has a significant, moderate correlation with the TOEFL iBT writing score (*r* = .42, *p* = .04) while the elicited imitation section score has a significant, strong correlation with the TOEFL iBT speaking score (*r* = .74, *p* < .0001).

Pearson's correlation coefficient (r)

The p-value (probability value) (p)

The abstract should not contain:

- Lengthy background or contextual information

- Redundant phrases, unnecessary adverbs and adjectives, and repetitive information

Adverbs to avoid in academic writing

Intensive adverbs such as *very*, *truly*, *really*, *actually*, and *extremely* are avoided in academic   writing. Intensive adverbs often weaken instead of intensifying the words.

The abstract should not contain:

-Abbreviations or acronyms

Ex. Abbreviations and acronyms (etc., exam, photo, TEFL, UNWTO)

- References to other literature [say something like, "current research shows that..." or "studies have indicated..."]

The abstract should not contain:

- Using ellipticals [i.e., ending with "..."] or incomplete sentences

- Jargon or terms that may be confusing to the reader

- Citations to other works

- Any sort of image, illustration, figure, or table.

Is this a good or bad abstract? Why?

Abstract 1

This paper presents and assesses a framework for an engineering capstone design program. We explain how student preparation, project selection, and instructor mentorship are the three key elements that must be addressed before the capstone experience is ready for the students. Next, we describe a way to administer and execute the capstone design experience including design workshops and lead engineers. We describe the importance in assessing the capstone design experience and report recent assessment results of our framework We comment specifically on what students thought were the most important aspects of their experience in engineering capstone design and provide quantitative insight into what parts of the framework are most important.

Comments (BAD)

1. This abstract begins well with a concise statement of the objectives of the paper**, but then wanders from good technical writing style from there.**

2. **The abstract is written in the first person** (e.g. "We explain...", "We discuss...", "'We comment...", etc.)

3. **No results are presented.** This abstract describes only the organization of the paper.

Example: "Next, we describe... We comment specifically on what students thought were the most important aspects of their experience in engineering capstone design…

Instead, the abstract should summarize the actual results and how they were obtained.
Example: "A statistical analysis was performed on answers to survey questions posed to students enrolled in a capstone design course at Georgia Tech. The analysis showed that students thought the most important aspects of their experience in engineering capstone design were quality of the instructor and quantity of student/instructor interaction time.

Is this a good or bad abstract? Why?

Abstract 2

The greatest obstacle to the development of policies for the curtailment of gender bias is lack of information on the scope and effects of the problem. This study represents an attempt to quantify attitudes toward gender bias among profession women engineers working in the State of Kuwait. The major findings that emerged were as follows: a) Since 1970, Kuwait has witnessed an enormous growth rate in the participation of women in higher education. b) With respect to the job-related factors of salary scale, professional treatment, responsibility, benefits, and vacation, a clear majority (68%) of the professional Kuwaiti women engineers surveyed expressed a feeling of equality with or even superiority to their male counterparts. c) The one job-related factor in which significant gender bias was found to be in operation was that of promotion to upper management positions. In this criterion, the women engineers surveyed felt "less than equal" to their male colleagues.

Comments (FAIRLY GOOD)

1. This abstract begins with a succinct statement of the problem and the objective of the paper.

2. Overall results are clearly presented.

BUT (can be improved)

HOW?

1. The methods of investigation should be provided.
2. A conclusion or implications would make this abstract more complete.

การเขียนบทความวิจัย
(บทคัดย่อและคำสำคัญ)

- **บทคัดย่อ** (Abstract)

กล่าวถึงวัตถุประสงค์การวิจัย วิธีการเก็บข้อมูล เครื่องมือที่ใช้เก็บข้อมูล ผลการวิจัยที่สำคัญๆ ข้อเสนอแนะ และการนำไปใช้ประโยชน์

ควรเขียนเป็นความเรียงที่ใช้ข้อความสั้นๆ กระชับ มีเนื้อหาอยู่ใน1 ย่อหน้า ความยาวไม่เกิน 10-15 บรรทัด (ไม่เกินครึ่งหน้ากระดาษ A4 หรือ 200-250 คำ)

มีจำนวนคำน้อยกว่าบทคัดย่อในงานวิจัยฉบับสมบูรณ์

การเขียนบทความวิจัย
(บทคัดย่อและคำสำคัญ)

- **คำสำคัญ** (Keywords)

คำที่เลือกมาประกอบข้างท้ายบทคัดย่อต้องเป็นคำที่แสดงให้เห็นประเด็นหลักของ
เรื่อง ควรเป็นคำที่ปรากฏในบทคัดย่อ หรือหัวข้องานวิจัย เพื่อให้ระบบสืบค้น
ฐานข้อมูลตรวจพบ

ตัวอย่างบทคัดย่อในบทความวิจัย

Reflecting on ESL Teacher Beliefs and Classroom Practices:
A case study
Thomas S.C. Farrel & Karen Bennis

Abstract
This paper presents a case study that investigated and compared the stated beliefs and observed classroom practices relating to language teaching of one experienced and one novice English language teacher. Areas where observed practices converged with or diverged from stated beliefs are explored and discussed with reference to factors which might have influenced particular practices with respect to grammar teaching. Throughout this study, the novice and experienced teachers are compared with one another. The findings indicate that teachers indeed possess a set of complex beliefs that are not always realized in their classroom practices for a variety of potential reasons: some of these might be directly related to the context of teaching. Further, findings from this study show some similarities with previous studies that have compared experienced teachers with novice teachers.

Keywords:_____ , _____ , _____

English Learning Strategies of Adult Learners
for Professional Development

This study explores how adult learners develop their learning strategies to learn the English language beyond the formal lessons offered in classrooms. The main objective is to look into how the deeper strategies are employed in learning environments of the adult learners of English. 33 Thai adult language learners enrolling in the Master's degree program of English for Professional Development participate in this study. They are basically goal oriented and direct their learning to fulfill particular needs or demands—to advance their studies or to progress up the career ladder, and to be successful users of the language. Two qualitative data collection methods are employed: classroom observations and semi-structured interviews with 10 selected learners. Results reveal that the adult language learners use more practical learning strategies to make meaning of English as well as language learning environments are considered as primary factors affecting how the adult learners develop their proficiency of English. Overall, this study suggests that language instructors should facilitate the adult learners to be aware of how to make use of practical learning strategies to be incorporated into social learning environments in order that they would acquire more of the target language.

การเขียนบทความวิชาการ

(เทคนิคการเขียนบทคัดย่อและคำสำคัญ)

- **บทคัดย่อ** (Abstract) และ **คำสำคัญ** (Keywords)

เทคนิคการเขียน

- **บทคัดย่อ**ควรมีความยาวไม่เกิน 10-15 บรรทัด

   (ไม่เกินครึ่งหน้ากระดาษ **A4** หรือ 200-250 คำ)

- **คำสำคัญ**ควรเป็นคำที่ปรากฏในบทคัดย่อ เพื่อให้ระบบสืบค้นฐานข้อมูลตรวจพบ

- ควรเขียน**คำสำคัญ**เป็นลำดับสุดท้าย

ตัวอย่างบทคัดย่อและคำสำคัญในบทความวิชาการ

Reconceptualising and Utilising Language Switching in TEFL/TESOL

Sureepong Phothongsunan

Abstract

Code switching, alternating back and forth between two or more languages in the course of conversation, is a verbal skill that requires a large degree of linguistic competence in more than one language. This article discusses notions about the exercise of code switching as to what extent it can be practically used, especially in TEFL/TESOL. The interplay between code switching and interference in foreign/second language learning will be first presented. Subsequently, code switching will be analysed, restrictions to secure the effective use of code switching pointed out, as well as its usefulness discussed. This is followed by the writer's stance on a boon attached to its suitable application in foreign/second language teaching. The article ends with an impression that when code switching is employed, it should not always be seen as intolerable interference, predominantly when keenly adopted as a communicative tool.

Keywords: _____ , _____ , _____

Thank you for your attention