

WRITING ABSTRACTS

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ABSTRACT

- Usually your research article requires an abstract. (unless you are in the humanities)
- An abstract is a single paragraph, containing 4 to 10 sentences. (usually requires 150-250 words)
- An abstract is important for readers. It is the key to whether the readers would continue to read.

THE TYPICAL STRUCTURE OF AN ABSTRACT

Move 1: Introduction (including **background, problem, purpose**)

Move 2: Methods

Move 3: Results

Move 4: Discussion (or conclusion)

MOVE 1: INTRODUCTION

Purpose:

- Provide the reader with some **background information**.
- Explain **what has been done** in the field.
- Give hints about the **problem** which is going to be solved.
- Outline the author's **purpose**, the **goals of the research** or the **problems** that the author wishes to tackle.

MOVE 1: INTRODUCTION

- ◎ Background information usually precedes purpose statement.

e.g. With a listening typewriter, what an author says would be automatically recognized and displayed in front of him or her. However, speech recognition is not yet advanced enough to provide people with a reliable listening typewriter. An aim of our experiments was to determine if an imperfect listening typewriter would be useful for composing letters.

MOVE 1: INTRODUCTION

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However, speech recognition is not yet advanced enough to provide people with a reliable listening typewriter. An aim of our experiments was to determine if an imperfect listening typewriter would be useful for composing letters.

MOVE 2: METHODS

- Purpose: to explain how the problem has been studied or the goal set out. This might include the data used and the methodology followed.

e.g. An **alternative solution**; the **approach** described here uses...

MOVE 3: RESULTS

- ◎ Purpose: to summarize the general findings.
- ◎ The compulsory move in RA and thesis abstracts
- ◎ The findings revealed that undergraduate writing is influenced by an array of interrelating educational and contextual factors:....

MOVE 4: DISCUSSION (CONCLUSION)

Purpose:

- to include an interpretation of the results, some implications for further research, or application of the findings.
- To place the results of the method in a broader context.
- To interpret or extend results beyond the scope of paper, draw inferences, points to applications or wider implications.

DIFFERENT TYPES OF ABSTRACTS

Research article abstracts	Thesis abstracts	Conference abstracts
I V	I V	I V
M	M V	M
R V	R V	R
D	D	D

Let's try **TASK ONE**



THE TYPICAL STRUCTURE OF AN ABSTRACT

Move 1: Introduction (including background, problem, purpose)

Move 2: Methods

Move 3: Results

Move 4: Discussion (or conclusion)

MOVE I: INTRODUCTION

Linguistic features:

- Reference to previous work: **existing approaches; prior work; previous work**
- General statements: ...**has a number of advantages...**; ...**plays an important role....**
- Problem: ...**However,...**; **limited research; little is known**
- The purpose is usually signaled through phrases: **we describe; we present; a formalism is presented; we outline.**

MOVE 2: METHODS

Linguistic features:

- The method is described **in general terms**, not as a sequence of steps.

e.g. Participants **dictated** letters, either in isolated words or in consecutive word speech. They **did** this with simulations of listening typewriters that **recognized** either a limited vocabulary or an unlimited vocabulary.

MOVE 3: RESULTS

Linguistic features:

◎ Phrases are used: **we show; it is shown; this study provides/reveals/yields/investigates/finds.....**

◎ Reporting Verbs are used: **show; demonstrate**

e.g. **Results indicated** that some versions, even upon first using them, were at least good as traditional methods of handwriting and dictating.

MOVE 4: DISCUSSION (CONCLUSION)

Linguistic features:

- Reference to the work to mark the beginning of this move:
This work provides; these observation suggest; this paper concludes; as a conclusion; as a result.

MOVE 4: DISCUSSION (CONCLUSION)

Examples:

- Isolated word speech with large vocabularies **may provide** the basis for a useful listening typewriter.
- **In the conclusion, the pedagogical implications of the study are discussed and suggestion made** for using concordance-based exercises...

VERB TENSES IN THE ABSTRACT

Move	Tense	Examples
Move I: background	Present	•One of the basic principles of communication is that the message should be...
Move I: purpose	Past/ present	•In this study the readability of tax booklets... was evaluated. •Net energy analysis have been carried out for eight trajectories...

VERB TENSES IN THE ABSTRACT

Move	Tense	Examples
Move 2: method	Past/ present	•Children performed a 5-trial task.
Move 3: results	Past/ present	•Older workers surpassed younger ones in...
Move 4: conclusion	Present/ modal verbs	•The results suggest that the presence of unique sets of industry factors can be used to explain variation in....

Let's try **TASK TWO**



CONFERENCE ABSTRACT

- Unlike RA abstracts, conference abstracts are independent texts and must stand on their own.
- Whether your paper will be accepted all depends on your abstract.

→ You must **sell** your work!

MOVES IN CONFERENCE ABSTRACT

- Outlining the research field I (B)
- Justifying a particular piece of research/study I (Pro)
- Introducing the paper to be presented at the conference I (Pur)
- Summarizing the paper M+R
- Highlighting its outcome/results R+D

THE RATING OF CONFERENCE ABSTRACTS

High-Rated Abstracts	Low-Rated Abstracts
Topics were of current interest to the field	Topics were of lesser interest
A problem was clearly defined	No clear problems
Problem was addressed in a novel way	Problem, if defined, received less interesting treatment
Special terminology was current	Terminology was standard
Several explicit and implicit references to the literature	Fewer citations and allusions

Let's try **TASK THREE**



SELL YOUR RESEARCH APPROPRIATELY

- ◎ Present measurement and automated control systems **need to have sensors with higher reliability and accuracy** than is practical with discrete and isolated components. In addition, **issues** such as cost optimization of testing, packaging and interfacing with higher level control systems **have provided the motivations** to change micro-sensors from “isolated components” to “integrated system elements.” This paper describes the design of **an addressable VSLI smart sensor capable of** handling up to eight sensors with 12 bit accuracy, introduces a custom designed bus, and **describes a new method** for data compensation.

- ◎ As integrated transducers are..., where to...and how much electronics to include with the “sensor” **become major issues.**
-

Integrated sensors, particularly those..., are likely to **evolve into smart peripherals**, and the definition of appropriate sensor interface standards **is currently the subject of three national committees.** This paper describes...The device described here is **addressable, programmable, self-testing, compatible with...and offer 12-bit accuracy...** The design is **sufficiently flexible** to allow...**without reprogramming** the host system and **will accommodate differing sensor features.**

TENSE OF CONFERENCE ABSTRACTS

- First type: When you already have some results
- Second type: When you don't have results yet

CONFERENCE ABSTRACTS WITH RESULTS

- Introduction: **Mostly present**
- This study **employs** methods of grounded theory and correlational analyses to examine how components of project-based learning (PjBL) - such as small group work, hands-on activities, interdisciplinary teaching, and "real world" connections - **impact** students', particularly women's, interest in and attitudes about an introductory engineering curriculum.

CONFERENCE ABSTRACTS WITH RESULTS

- Methods: **Mostly past; disciplinary variations**
- The experiments **were carried out** on 101 images consisting of 14 normal and 87 abnormal (malignant and benign tumors) from a real human brain MRI dataset.
- This qualitative and quantitative pilot exploration **was initiated** at a small, gender-balanced engineering school that uses PjBL as its main teaching practice.

CONFERENCE ABSTRACTS WITH RESULTS

- Results: **Disciplinary variations**
- The results **revealed** that students' learning motivation, and attitudes toward cooperative learning did not have any significant differences....
- Our results **indicate** that: 1) both men and women **benefit** from small group work, hands-on activities, and interdisciplinary teaching;

CONFERENCE ABSTRACTS WITH RESULTS

- Discussion: **Mostly present**
- Nevertheless, the TBA method of attenuation correction **is** a promising alternative to MBA with its still complex and not yet resolved accurate segmentation of MR images.

CONFERENCE ABSTRACTS WITHOUT RESULTS

- Methodology: **Present**
- We also **attempt to** optimally solve the task scheduling problem in branches with several sequential tasks by modeling the branch as a Markov decision process and using the value iteration method.

CONFERENCE ABSTRACTS WITHOUT RESULTS

- Discussion: **Present**
- The main contribution of this paper **is** a set of seven good practices for project based software engineering education.

REFERENCES

- ① Swales, J. M., & Feak, C. B. (2000). English in Today's Research World. Ann Arbor: The University of Michigan Press.
- ① Swales, J. M., & Feak, C. B. (2004). (2nd Ed.) Academic Writing for Graduate Students. Ann Arbor: The University of Michigan Press.
- ① Weissberg, R., & Buker, S. (1990). Writing up research. Pearson Education Taiwan: Taiwan.
- ① Example sentences can be found on ieeexplore.ieee.org, 2020 TESPA conference.

[HTTPS://LANGIAE.NTOU.EDU.TW/](https://langiae.ntou.edu.tw/)

國立臺灣海洋大學 應用英語研究所 現正招生中！



選擇應英所的理由

英文教學為主，專業英文為輔。
只有面試，考官親切。
一技在手，一世無憂。**就業率100%**
全英文環境，輕鬆培養語言能力。
距雙北近，公車直達。



誰適合讀應英所？



一般科系畢業生



欲報考英文老師者



欲增進英文專業者



：五年一貫是什麼？

為鼓勵大學部繼續留在本系就讀碩士班，
並期達到連續學習及縮短修業年限之機會。
本校三年級學生及四年級學生
於學校公布時間內向系上提出申請。
相關文件請參閱海大官網。



：申請應英所需要哪些文件？

1. 大學或大學以上之學經歷及說明。
2. 大學歷年成績單。
3. 有利審查之英語文能力檢定資料。



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NTOUIAE



歡迎加入應英所！

THANK YOU!

Q&A TIME

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