

Abstract Reading

Importance of a Research Abstract



An abstract...

- Concludes all the important points from each main structure.
- Portrays the whole picture of how a study was conducted and accomplished.
- Presents interesting points or research's highlights. → readers feel more interested to delve into specific details or decide to use a study for their purposes.

Structure of a Research Abstract

IMRaD

- Introduction: Background, objectives, hypotheses
- Methods: Population, samples, variables, tools, research methodology, statistics
- Results: Score, satisfaction, opinions
- Discussion: More explanation of results, discoveries, aspects of academic contribution

*Many abstracts do not contain information to fall into the 4 parts of this formulaic structure. (word count limitation, conciseness, necessity of info)

*To complete this entire structure, it depends on an amount of info for each part and elaboration in an appropriate proportion.

A DEVELOPMENT OF ENGLISH READING COMPREHENSION
ABILITY BY THE SQ3R TECHNIQUE AND MIND MAPPING FOR
GRADE 5 STUDENTS OF ANUBAN THAPKHLO SCHOOL,
PHICHIT PROVINCE

The objectives of this research were 1) to develop students' English reading comprehension ability by using the SQ3R technique and mind mapping for grade 5 students 2) to explore students' satisfaction towards a development of English reading comprehension ability by the SQ3R technique and mind mapping for grade 5 students. The samples were 22 students in grade 5 from Anuban Thapkhlo school, Phichit province who were random selected. The research instruments were 1) 12 lesson plans 2) English reading comprehension assessment tests 3) the learning satisfaction survey toward English reading comprehension ability by using the SQ3R technique and mind mapping. Data was analyzed using mean, standard deviation and t-test dependable.

The research revealed that 1) English reading comprehension ability when compared to the pre-post test after studying was significantly higher than before at .05 2) students' satisfaction towards a development of English reading comprehension ability as a whole was at the highest level.

Development of English Listening Speaking Skills

of Prathom Suksa 5 Students Through Role Play

ABSTRACT

The purposes of this study were to construct and use English listening and speaking skills learning plans using role play for Prathom Suksa 5 students, and to study learning achievement of English listening and speaking skills using role play. The target group used in this study was 10 Prathom Suksa 5 students in the 1st semester of 2010 academic year at Mae Mok Wittaya School, Thoen district, Lampang province. The instruments used in this study were 10 English listening and speaking skills learning plans using role play with the total of 20 hours learning time, English listening and speaking skills evaluation form for Prathom Suksa 5 students, and English listening and speaking skills achievement test. The data was analyzed by computing percentage and mean, and then presented through tables with description.

The results were as follow :

1. The 10 English listening and speaking lesson plans with the total of 20 hours learning time were suitably relevant to students' ages and interests.
2. English listening and speaking skills using role play achievement of Prathom Suksa 5 students found that mean score of those skills while using the plans were at 86.95% and 86.65% respectively, and after using the plans were 80.00% and 80.25% respectively, which were higher than the set criteria of 70.00%.

- I need more explanation about theories behind it.
- I am doing research in this field and this is a related study.
- I think it's good but

Effects of Integrated Inquiry-based Learning to Improve the Evaluation Ability of Thai Preservice Teachers of English

This research attempted to strengthen the evaluation ability of preservice teachers, who were English majors at the Faculty of Education, Suan Sunandha Rajabhat University, through procedural instruction based on integrated inquiry-based learning, the 7E Cycle, and Miller's Model and to investigate their attitudes toward the instruction. The sampling group was eighty-one preservice teachers. The instruments were a course syllabus in accord with integrated instruction, paper-based tests, evaluation criteria, and an attitude survey questionnaire. In the cognition and behavior domains of the model, the selected 7E Cycle was combined with the four stages of the model: Knows, Knows How, Shows How, and Does. In the Knows stage, the range of experience sharing and knowledge-updating activities were organized. In the Knows How stage, a knowledge-reviewing activity was assigned. For experiential learning, simulated practices and authentic performance were determined for the Shows How and Does stages, respectively. The results in Knows, Knows How, Shows How, and Does stages were at the percentage of 81.07, 94.81, 77.90, and 84.73, and these ranged in level from good to very good. In addition, the majority of preservice teachers (seventy-five) were satisfied with the applicable principles, complete knowledge, and experiential practices. Meanwhile, a minority of preservice teachers (eleven) believed that writing a subjective test was difficult.

Example of elaboration

Structure of a Research Abstract

Points of observation for fact exploration

- Introduction: How important are the problems? Why did the researcher focus on the participants this level? Why did the researcher select that solution? What theory did the researcher use to support the solution?
- Methods: How were the tools created? How did the researcher implement the tools? How did the author analyze the data?
- Results: Are there any deeper results? What are they?
- Discussion: What are positive or negative factors? What were new discoveries from the research? In what extent could this study benefit to academic extension?



Language in a Research Abstract

- Accuracy
- Clear word selection
- Formal language
- Good punctuation
- Correct display of statistical info and symbols (also abbreviations)
- Past tense for completed process or accomplished work



Language in a Research Abstract

- Third person perspective : The researcher, the author (Though you are telling your readers about your work, using the you attitude is too direct and looks very conversational for academic writing.)

The me attitude is sometimes seen in some research but the third person perspective is more accepted.

- Word consistency between an abstract and its full text or article
- All the objectives are answered.
- No citation
- No images
- No tables or charts
- No personal opinions and feeling sharing (facts and proofs only)

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