



Writing an Abstract: Nuts & Bolts

How long is an abstract?



What's its purpose?

Analyzing an abstract

Hyland K (2001) Bringing in the reader: Addressee features in academic articles. *Written Communication* 18(4): 549–574.

Writing an abstract

1. Background
2. Aims
3. Approach
4. Results
5. Conclusion



Abstract structure

	Question
1. Background	What is the context of the work?
2. Aims	
3. Approach	
4. Results	
5. Conclusion	

Abstract structure

1. Background	What is the context of the work?
2. Aims	What is the purpose of the research?
3. Approach	What are the methods used in the research?
4. Results	What are the main findings?
5. Conclusion	What are the consequences of the research?

- ▶ Much of the literature concerning participant relationships in academic writing has discussed features that project the stance, identity, or credibility of the writer, rather than examining how writers engage with readers. In contrast, this article focuses on strategies that presuppose the active role of addressees, examining six key ways that writers seek explicitly to establish the presence of their readers in the discourse. Based on an analysis of 240 published research articles from eight disciplines and insider informant interviews, the author examines the dialogic nature of persuasion in research writing through the ways writers (a) address readers directly using inclusive or second person pronouns and interjections and (b) position them with questions, directives, and references to shared knowledge. The analysis underlines the importance of audience engagement in academic argument and provides insights into how the discursual preferences of disciplinary communities rhetorically construct readers.

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Abstract structure

1. Background	What is the context of the work?
2. Aims	What is the purpose of the research?
3. Approach	What are the methods used in the research?
4. Results	What are the main findings?
5. Conclusion	What are the consequences of the research?

- a) The findings of the research illustrate how.../ show the impact of...
- b) Previous research indicates/ has shown that/ has focused on...
- c) The main purpose of the article is
- d) We can predict/ foresee that...
- e) We provide/ support for the key arguments...
- f) The research explored the role of...
- g) The article examines/ studies/ delves into...
- h) The findings support the prediction/ model...
- i) We conclude that...
- j) We tested these hypotheses using...
- k) We conducted the studies of/ experiments on...
- l) This article is motivated by...
- m) We employed the following methods: ...
- n) ... is a fundamental question in...
- o) This article has the following goals/objectives...
- p) Theoretical contributions and practical implications are discussed/ presented...

Vocabulary for writing abstracts

1. Background	This article is motivated by...; ... is a fundamental question in...; Previous research indicates/ has shown that/ has focused on...
2. Aims	This article has the following goals/objectives...; The article examines/ studies/ delves into...
3. Approach	We conducted the studies of/ experiments on...; We employed the following methods:...; The research explored the role of...; We tested these hypothesis using...

Vocabulary for writing abstracts

3.Approach

We conducted the studies of/
experiments on...; We employed the
following methods:...; The research
explored the role of...; We tested these
hypothesis using...

4.Results

The findings of the research illustrate
how.../ show the impact of... We can
predict/ foresee that...

5.Conclusion

We offer/conclude that... The findings
support the prediction/ model...
Theoretical contributions and practical
implications are discussed /
presented... We provide/ support for
the key arguments

Linking

similarly

whereas

on the whole

likewise

unlike

in the same

way

on the contrary

mostly

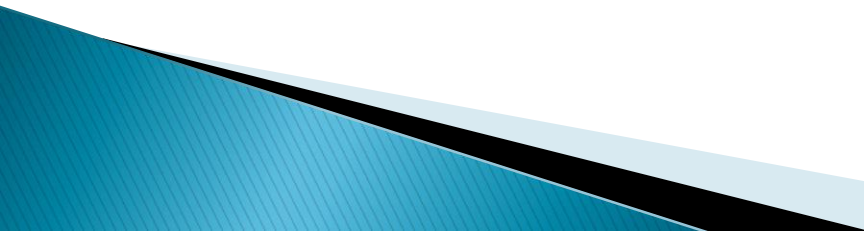
in general

yet overall

nevertheless

however

Extra: Linking – answers

- a) as a result;
 - b) whereas /
nonetheless /
in fact;
 - c) however;
 - d) overall;
 - e) firstly;
 - f) secondly;
 - g) also;
 - h) finally;
 - i) in contrast;
 - j) in addition.
- 

Peer correction

The text is about 150 words

The text is easy to read / understand

The text consists of 1 or 2 paragraphs

The text addresses to peers / colleagues

The problem is clearly defined (there is a gap in knowledge)

Research methods are mentioned

Results are given

The abstract does not include specific information

Academic vocabulary is used

The tone is neutral, not dramatic

The register is (semi) formal

Linkers are used

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