

Add-on Lecture 3

under the definition :

- If we don't write a well Abstract = we may lose reader cause we have not make them interesting.
- The 1st keyword of abstract is "summary" → it's very short & not long than one page (around 200, 250, 350, 500 word) depending on the require of your research.
- The 2nd keyword of abstract is "completed research" → it's written by the end of research.
- Research is an **eqmentef** knowledge → it's started from nothing (from past research) and then developed continued by different researches until it reach us.

It is important to note that the weight of abstract accorded to the different components can vary by discipline

Solution ..

For models, try to find abstracts of research that is similar to your research.

under components :

1| we always start the abstract by stating the problem which is installs the objective of your research → like (this research is going to look at ...) or (my study is going to look at problem of ...) → just a few lines .

the gap thing ... in 9:50

3| it's very critical because some people tend not to tell us their result in abstract (why?) cause they want to leave it to very end of research and to get us excited about the result .

→ This is **very very very wrong !!**

in the abstract you need to tell us about the result and don't leave it until the end of your research → but you must just mention the main result and make it specific not every little result.

4| we can not conclude the abstract without mentioning the effects or the implications.

notes : this mark (!) in the beginning of the line means to avoid

Example of an Abstract (A good one)

The Factors Accounting for the Egyptian EFL University Students' Negative Writing

Affect >> (the title)

(1) This study attempts to identify the factors that account for the Egyptian English majors' negative writing affect, i.e. their high English writing apprehension and low English writing self-efficacy. (2) The subjects were administered *two scales measuring their writing apprehension and writing self-efficacy, then those students with scores falling into the extremes of the two scales were interviewed about their writing experience and background. To supplement the qualitative data obtained from the interviews, the subjects' scores on three linguistic tests used for measuring their English grammar and vocabulary knowledge were compared to their scores on the two scales. (3) Analysing both types of data showed that there are six causes of the subjects' high English writing apprehension and four causes of their low English writing self-efficacy. (4) Based on the results reached, the study presents some recommendations for writing instruction and suggestions for further research.

* scales = questionnaires

Example of a Poor Abstract .. in 30:40

The End ..