



# English Academic Writing for Graduate Students

东南大学外国语学院 制作



# **Unit Seven**

## **Abstract & Documentation**

## Unit Seven

### Learning Objectives

- To understand the elements and features of an abstract;
- To be aware of the use of verbs and tenses in an abstract;
- To learn how to provide keywords in an abstract;
- To understand reference styles;
- To write an abstract and create a reference list.

## Unit Seven

### I. Warm-up

- Where can you find an abstract in a thesis or dissertation?
- What is the purpose of writing an abstract?
- What are the basic elements for an academic abstract?
- What language problems may you have in abstract writing? (For example, the wording problem, the tense problem, the voice problem, etc.)

## I. Warm-up

1. **Where** can you find an abstract in a thesis or dissertation?
2. What is the **purpose** of writing an abstract?
3. What are the **basic elements** in an academic abstract?
4. What **language problems** may you encounter in abstract writing?  
(For example, the wording problem, the tense problem, the voice problem, etc.)

## II. Sample Reading

1. Which subject/discipline is the sample abstract most likely from?

- ☐ A Computer Science
- ☐ B Civil Engineering
- ☐ C Applied Linguistics
- ☐ D Chemistry Industry

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### II. Sample Reading

2. Answer the following questions based on the sample abstract.

1) **How** was the study carried out?

a move structure analysis

2) **What** did the study find?

4 moves were *identified* to account for the different rhetorical purposes employed by writers of preface sections to create a niche and establish the importance of their textbooks.

- establishing the needs of the readership,
- establishing their orientations like purpose and audiences,
- outlining of the scope of the chapters,
- acknowledgments.

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### II. Sample Reading

2. Answer the following questions based on the sample abstract.

3) What is the application of the findings?

- incorporated into instructional literature for writers wishing to **start book projects**.
- helpful for English as a Foreign Language (EFL) teachers in **selecting materials** for their classrooms



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### II. Sample Reading

3. Match the information elements of an abstract in the box with the following sentences taken from the sample abstract.

a. background	b. objective	c. materials	d. approach
e. findings	f. conclusion	g. implication	h. limitation

a b c 1) This paper presents **a genre analysis** of the **preface section** in academic textbooks, specifically twenty-two preface sections from the closely-related fields of linguistics and applied linguistics.

a. background

b. objective

c. materials

d. approach

e. findings

f. conclusion

g. implication

h. limitation

d e 2) With the adoption of **the move structure analysis** proposed by Swales (1990) and Bhatia (1993), ***four moves were identified*** to account for the different rhetorical purposes employed by writers of preface sections to create a niche and establish the importance of their textbooks. These moves comprise: establishing the needs of the readership, establishing their orientations like purpose and audiences, outlining of the scope of the chapters, and finally acknowledgments.

f 3) This move structure reflects the textual strategies used by writers to achieve the rhetorical purposes of the preface sections.

g 4) It is suggested that these findings could be incorporated into instructional literature for writers wishing to start book projects, and that they may also be helpful for English as a Foreign Language (EFL) teachers in selecting materials for their classrooms based on their external evaluation of academic textbooks.

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### II. Sample Reading

4. In order to increase the probability that a paper will be read and retrieved, it is necessary to select **3–5 keywords** from ***categories*** like *discipline, topic, location, methods, and data* so that they can potentially improve citation counts and journal impacts.

Look at the **keywords** in the sample abstract and decide what categories they belong to.

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### II. Sample Reading

Keywords	Categories
genre	Background and Subject
preface	Background and Subject
move	Material and Method
textual strategies	Conclusion
rhetorical purposes	Material and Method & Conclusion



### III. Language Focus

1. Read the sample abstract and find out the verbs and the sentence patterns. An example has been given for you.

Verbs	Sentence Patterns
analyze	... are analyzed...
investigate	.....were investigated.
evaluate	.....was evaluated by.....
show	Although both.....showed....., the latter showed.....
suggest	.....suggests.....
enhance	This work enhances.....

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### III. Language Focus

2. Read sample abstract 2 again and check the verb tenses in it.

Elements	Verb tenses	Examples
Background	the simple present tense	The electrical and piezo-resistive responses of recycled carbon fiber (RCF)-reinforced concrete are analyzed in this article.
Methods	the simple past tense	Two different PAN-based RCFs (monofilament RCF and fibrillated RCF sheets) incorporated into dry concrete mix were investigated. Piezo-resistivity was evaluated by simultaneously monitoring the variation in the applied DC voltage during both flexural and compressive tests.
Results	the simple past tense	Although both plain and RCF-reinforced concrete samples showed piezo-resistive responses, the latter showed increased signal-to-noise-ratio and thus behaved like self-sensing materials.
Conclusion	the simple present tense	The electrical behavior suggests a mixed control owing to both ionic and electronic conductivity, with the dominant one depending on the RCF content and RCF dispersion.
Significance	the simple present tense	This work enhances the possibility of generalizing the use of smart cementitious materials in the civil engineering industry.



## 填空题 5分

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### A. Preparing for Writing an Abstract

Rearrange the following statements to form a reasonable process of writing an abstract.

- [填空1] 1) Identify the major results from the discussion or results section.
- [填空2] 2) Check to see if it meets the guidelines of the targeted journal.
- 1 3) Identify the major objectives and conclusions.
- [填空3] 4) Remove extra words and phrases.
- [填空4] 5) Identify phrases with keywords in the method section.
- 4 6) Assemble the above information into a single paragraph in a right information order with appropriate verbs, tenses, and sentence patterns.
- 8 7) Give the abstract to a colleague (preferably one who is not familiar with your work) and ask him/her whether it makes sense.
- [填空5] 8) Revise the paragraph so that the abstract conveys only the essential information.

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### IV. Academic Writing Skills

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#### A. Preparing for Writing an Abstract

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### IV. Academic Writing Skills

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#### B. Outlining an Abstract

**The following paper is finished without an abstract and the keywords. Read the paper and find the related statements to fill in the table that follows the paper.**

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### IV. Academic Writing Skills

Information Elements	Examples
Background	With the development of Information Technology, the Internet is accessible to all, especially to the students. Based on the network, English teaching is changing greatly, which is not simply with textbooks, chalk and blackboard, but with multimedia, various apps and other tools.
Research objective (aim)	To study the network-based English phonetics teaching mode for English majors.
Methods (procedure, methodology)	By selecting college English majors of 2017 in Anhui Institute of Information Technology as the subjects of the teaching experiment, the author collects and analyzes the data.
Results (findings, product)	Result 1 more time spent on net learning. Result 2 more positive attitudes towards net learning Result 3 more effectiveness achieved by net learning Result 4 effective study achieved by net learning
Conclusion (implication)	It has been found that the students who have learned on the net have better English pronunciation than those learning in the traditional mode. The author suggests that teachers use the network-based teaching mode to improve the effectiveness of teaching and learning.

## IV. Academic Writing Skills

### C. Drafting an Abstract Together with Keywords.

**Draft an abstract together with keywords for the paper based on the table above.**

**Abstract**—With the development of Information Technology, the Internet is accessible to all, especially to the students. Based on the network, English teaching is changing greatly, which is not simply with textbooks, chalk and blackboard, but with multimedia, various apps and other tools. As to the network-based English phonetics teaching mode for English majors, the background of the subjects, the steps of the network-based teaching mode and the theoretical basis are introduced firstly. By selecting college English majors of 2017 in Anhui Institute of Information Technology as the subjects of the teaching experiment, the author collects and analyzes the data. It has been found that the students who have learned on the net have better English pronunciation than those learning in the traditional mode. Thus, the author suggests that teachers use the network-based teaching mode to improve the effectiveness of teaching and learning.

**Keywords:** Network-based teaching mode, phonetics, teaching experiment



### IV. Academic Writing Skills

#### D. Making a Reference List.

Decide whether the following statements are true or false based on the passage above.

- 1) You needn't list all your references at the end of the reference list. F
- 2) The materials you have paraphrased can't be regarded as the references. F
- 3) A reference can be used to avoid plagiarism. T
- 4) A reference list can help readers to locate the materials that have been referred to. T
- 5) A good reference must be authoritative but not up-to-date. F
- 6) IEEE style is widely used in computer science while APA style is especially used in social sciences. T



**Thanks**

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