Master02 Level

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Lecture:01   *The Abstract of a dissertation*

Definition

An abstract summarizes, usually in one paragraph of 300 words or less, the major aspects of the entire dissertation in a prescribed sequence that includes: 1) the overall purpose of the study and the research problem(s) you investigated; 2) the basic design of the study; 3) major findings or found as a result of your analysis; and, 4) a brief summary of your interpretations and conclusions.

Importance of a Good Abstract

Sometimes your professor will ask you to include an abstract, or general summary of your work, with your research paper. **The abstract allows you to elaborate upon each major aspect of the dissertation and helps readers decide whether they want to read the rest of the paper.** Therefore, enough key information [e.g., summary results, observations, trends, etc.] must be included to make the abstract useful to someone who may want to examine your work.

Structure and Writing Style

I. Types of Abstracts

To begin, you need to determine which type of abstract you should include with your paper. There are four general types.

Critical   Abstract

A critical abstract provides, in addition to describing main findings and information, a judgment or comment about the study's validity, reliability, or completeness. The researcher evaluates the paper and often compares it with other works on the same subject. Critical abstracts are generally 400-500 words in length due to the additional interpretive commentary. These types of abstracts are used infrequently.

Descriptive   Abstract

A descriptive abstract indicates the type of information found in the work. It makes no judgments about the work, nor does it provide results or conclusions of the research. It does incorporate key words found in the text and may include the purpose, methods, and scope of the research. Essentially, the descriptive abstract only describes the work being summarized. Some researchers consider it an outline of the work, rather than a summary. Descriptive   abstracts   are   usually   very   short,   100   words   or   less.

Informative   Abstract

The majority of abstracts are informative. While they still do not critique or evaluate a work, they do more than describe it. A good informative abstract acts as a surrogate for the work itself **(Un bon résumé informatif agit comme un substitut à l'œuvre elle-même.)**. That is, the researcher presents and explains all the main arguments and the important

results and evidence in the paper. An informative abstract includes the information that can be found in a descriptive abstract [purpose, methods, scope (**champ d'application**)] but it also includes the results and conclusions of the research and the recommendations of the author. The length varies according to discipline, but an informative abstract is usually no more than 300 words in length.

II. Writing Style

Use the active voice when possible, but note that much of your abstract may require passive sentence constructions. Regardless, write your abstract using concise, but complete, sentences. Get to the point quickly and **always use the past tense** because you are reporting on a study that has been completed.

Formatting

Abstracts should be formatted as a single paragraph in a block format and with no paragraph indentations. In most cases, the abstract page immediately follows the title page. Do not number the page. Rules set forth in writing manual vary but, in general, you should center the word "Abstract" at the top of the page with double spacing between the heading and the abstract. The final sentences of an abstract concisely summarize your study's conclusions, implications, or applications to practice and, if appropriate, can be followed by a statement about the need for additional research revealed from the findings.

Composing Your Abstract

Although it is the first section of your paper, the abstract should be written last since it will summarize the contents of your entire paper. A good strategy to begin composing your abstract is to take whole sentences or key phrases from each section of the paper and put them in a sequence that summarizes the contents. Then revise or add connecting phrases or words to make the narrative flow clearly and smoothly. Note that statistical findings should be reported parenthetically [i.e., written in parentheses].

Before handing in your final paper, check to make sure that the information in the abstract completely agrees with what you have written in the paper. Think of the abstract as a sequential set of complete sentences describing the most crucial information using the fewest necessary words.

The abstract SHOULD NOT contain:

- Lengthy background or contextual information,
- Redundant phrases, unnecessary adverbs and adjectives, and repetitive information;
- Acronyms or abbreviations,
- References to other literature [say something like, "current research shows that..." or "studies have indicated..."],
- Using ellipticals [i.e., ending with "..."] or incomplete sentences,
- Jargon or terms that may be confusing to the reader,
- Citations to other works, and
    - Any sort of image, illustration, figure, or table, or references to them.

Abstract translation examples

Example01:

Mosbah, R. (2009). *Language Needs Analysis of Judiciary Police Officer Students for an ESP.* **setif**

ABSTRACT

English Language Needs Analysis of OPJ Students for an ESP Curriculum At the National School of Non-Commissioned Officers of Sétif

The need for English as a professional language in military circles is nowadays beyond doubt of paramount importance. Hence, the reason why this study seeks to examine the English language needs of Judiciary Police Gendarmerie Non-Commissioned Officers (**OPJ students,** hereafter) at the "Ecole de Sous-officiers de la Gendarmerie Nationale" [National School of Non-Commissioned Officers] at Ain El Roumane Sétif Algeria (**ESOGNS,** hereafter) by casting light on the perceptions of OPJ students and English for Specific Purposes (ESP) teachers, to determine their needs, prerequisite condition for the elaboration of a curriculum that is lacking for the implementation of National Defense objectives as to the teaching of English. In this dissertation, a thorough description of needs analysis has been carried out, according to the approach developed by Dudley-Evans & St John (1998) covering areas such as: Target situation analysis; objective needs; subjective needs; present situation analysis; learners' lacks; learning needs; what is wanted from the course and finally means analysis. Many data collection instruments have been used for the study and for each stage starting with an Initial Exploratory Study; then a Present Situation Analysis (PSA); and ending with a Target Situation Analysis (TSA). The analysis of the data has revealed that there are similarities and differences among the perceptions of students and ESP teachers, with respect to the learning and target needs of students. The results obtained indicated a need for most of the skills, besides translation and specialist vocabulary. On the basis of this, it is suggested that speaking, listening reading, specialist vocabulary and translation be emphasized more in an ESP curriculum catered for OPJ students.

Résumé

Le besoin de l'anglais comme langue professionnelle dans les milieux militaires est de nos jours sans aucun doute d'une importance capitale. C'est donc pourquoi cette étude cherche à examiner les besoins en langue anglaise des Officiers de la Police Judiciaire (OPJ) à l'Ecole de Sous-officiers de la Gendarmerie Nationale, à Ain El Roumane (Sétif, Algérie) (ESOGNS) en mettant en lumière les perceptions des étudiants OPJ et les enseignants de l'Anglais pour Objectifs Spécifiques (ESP), afin de déterminer leurs besoins, condition prérequise pour l'élaboration d'un programme qui manque à l'implémentation des objectifs la Défense Nationale pour l'enseignement de l'anglais. Dans cette recherche, une description minutieuse de l'analyse de besoins a été menée, selon l'approche développée par Dudley Evans et St John (1998) couvrant des aires comme : Analyse de la Situation Cible (TSA) ou besoins objectifs ; besoins subjectifs ; Analyse de la Situation Présente (PSA) ; lacunes des apprenants ; besoins d'apprentissage ; analyse de discours et analyse linguistique ; ce qui est attendu du cours et finalement l'analyse logistique. Plusieurs outils de collecte de données ont été utilisés pour l'étude et pour chaque niveau, en partant d'une étude exploratoire initiale, suivie d'une analyse de situation présente et s'achevant sur une analyse de la situation cible. L'analyse des données a révélé des similarités et des différences au niveau des perceptions des étudiants OPJ et des enseignants ESP, compte tenu des besoins d'apprentissage et de la situation cible. Les résultats obtenus indiquent un besoin pour la plus parts des compétences, en plus de la traduction et du vocabulaire spécialisé. Sur cette base il est suggéré que les compétences à parler, écouter, lire le vocabulaire spécialisé et la traduction soient davantage accentués dans un programme ESP élaboré à l'intention des étudiants OPJ.

"Mosbah, R. (2009). Language Needs Analysis of Judiciary Police Officer Students for an ESP. setif"

Example 02:

"Mounnes, A. (2019). *English Language Needs Analysis for Hotel and Catering Personnel Case of Best Western Sétif Hotel Receptionists"*

Abstract

The demand for English as a professional language in hospitality industry grew tremendously and is currently beyond doubt of paramount importance. Therefore, the present study aims at examining the English language needs (lacks, wants, and necessities) of hotel employees at Best Western Plus Sétif Hotel, as well as casting light on their perceptions towards undergoing a local English for hotel and catering industry training. Moreover, the research design of the current study is and exploratory and descriptive single site case study. Throughout the process of this research, and for the sake of collecting data, triangulation method which incorporated both qualitative and quantitative tools was utilised. The instruments operated in this study were a placement test, a focus group discussion, a motivation scale, a reading anxiety scale, a learning style preferences modality, a speaking anxiety scale, a questionnaire, and an interview. The previously mentioned instruments helped the researcher to gain more understanding of the issue in hand. The findings of this research revealed that both speaking and listening skills were of a significant importance and the foremost required for the hotel employees to perform their job effectively as well as the specialist vocabulary. The writing and reading skills, along with grammar and translation were yielded less importance. In addition, the results signposted the willingness of the employees and the head the hotel to have a local English language training. Thus, and based on the outcomes of this research recommendations for an English language training have been advocated.

Résumé

La demande en anglais en tant que langue professionnelle dans l'industrie de l'hospitalité a considérablement augmenté et est actuellement d'une importance primordiale. Par conséquent, la

présente étude vise à examiner les besoins en langue anglaise (manques, désirs et nécessités) des employés de l'hôtel du Best Western Plus Sétif Hôtel, ainsi mettre en lumière leur perception de suivre une formation d'hôtel en anglais. En outre, le plan de recherche de la présente étude est une étude de cas exploratoire et descriptive mono-site. Tout au long du processus de recherche et dans l'intérêt de la collecte de données, une méthode de triangulation intégrant des outils qualitatifs et quantitatifs a été utilisée. Les instruments utilisés dans cette étude étaient un test de niveau, une discussion de groupe, une échelle de motivation, une échelle d'anxiété de lecture, une modalité de préférences de style d'apprentissage, une échelle d'anxiété de parler, un questionnaire et une interview. Les instruments susmentionnés ont aidé le chercheur à mieux comprendre la recherche. Les résultats ont révélé que les compétences de parole et d'écoute ainsi que le vocabulaire spécialisé étaient d'une importance capitale et qu'il fallait avant tout que les employés de l'hôtel exercent leur métier de manière efficace. Or, les compétences en écriture et en lecture, la grammaire et la traduction avaient moins d'importance. Néant moins, les résultats ont montré la volonté des employés et du responsable de l'hôtel de suivre une formation linguistique en anglais. Par conséquent, et sur la base des résultats de cette recherche, des recommandations pour une formation en anglais ont été préconisées.

"Mounnes, A. (2019). *English Language Needs Analysis for Hotel and Catering Personnel Case of Best Western Sétif Hotel Receptionists"*

Example 03:

"Aggoun, A. (2019). *Effects of the Erasmus+ Virtual Exchange Program on Enhancing Students' Self-esteem: Case of Students of English at Mohamed Lamine Debaghine Sétif 2 University."*

Abstract

Current technology revolution in the arena of foreign language learning has uncovered an immense gap between traditional teaching methods and modern ones. Virtual learning is one of those trending technologies supporting swift and harmless psychological transitions as to privilege higher self-esteem. This quasi experimental study picked the one group pre-post-test design. Thirty subjects from the Department of English Language and Literature were conveniently selected from a population of 69 participants of the Erasmus+ Virtual Exchange program as subjects for the study inspecting the potential effects of the integration of the Erasmus+ Virtual Exchange program on enhancing their self-esteem. Numerous tools have been administered to identify the problem namely informal discussions, focus group discussion, public speaking anxiety scale and the foreign language anxiety scale. The statistical analysis of the data generated from the pre and post-tests and the satisfaction scale revealed that the virtual exchange program has yielded a significant difference between the pre & post-test Moreover, the students have articulated a positive attitude towards the integration of the Erasmus+ Virtual Exchange program during the ten-week period of the treatment. Though this research has some limitations, still its results stay vital, and its sound germane recommendations and suggestions necessary to further test the applicability of the findings to a larger population and a different sample.

Résumé

L'actuelle révolution technologique dans le domaine de l'apprentissage des langues étrangères a mis en lumière l'énorme fossé déjà existant entre les méthodes traditionnelles de l'enseignement et les plus récentes. L'apprentissage virtuel est l'une de ces technologies tendances qui aident lors des transitions psychologiques d'une manière rapide et inoffensive dans le but de privilégier une haute estime de soi. Cette étude quasi expérimentale a sélectionné le groupe selon le model post et pré teste. Une trentaine de sujets du Département de Langue et Littérature Anglaise ont convenablement été retenus parmi un échantillon de 69 participants d'Erasmus + Programme d'Echange Virtuel comme sujets pour l'étude

inspectant les effets potentiels de l'intégration d'Erasmus + Programme d'Echange Virtuel dans l'amélioration de l'estime du soi. De nombreux outils ont été administrés afin d'identifier le problème, à savoir, des discussions officieuses, des groupes de discussion ciblée, l'échelle d'anxiété vis-à-vis de la prise de parole en public ainsi que l'échelle d'anxiété autour d'une langue étrangère. L'analyse statistique des données générées par les tests pré et post et l'échelle de satisfaction a révélé que le Programme d'Echange Virtuel a démontré une différence significative entre le test pré et post, de plus les étudiants ont montré une attitude positive vis-à-vis de l'intégration d'Erasmus + Programme d'Echange Virtuel durant les dix semaines du traitement.

Malgré que cette recherche ait certaines limites, ses résultats restent néanmoins essentiels, ses recommandations et propositions nécessaires pour pousser à d'autres essais sur l'applicabilité de ses conclusions sur un plus large échantillon et un modèle différent.

"Aggoun, A. (2019). *Effects of the Erasmus+ Virtual Exchange Program on Enhancing Students' Self-esteem: Case of Students of English at Mohamed Lamine Debaghine Sétif 2 University."*