**Тема 10.** Особливості складання анотацій наукового дослідження англійською мовою

## HOW TO WRITE A SCIENTIFIC ABSTRACT

Scientific publications are an important source of information and knowledge in Academics, Research and development. When articles are submitted for publication, the first part that comes across and causes an impact on the minds of the readers is the abstract. It is a concise summary of the paper and must convey the right message. It is a quick overview of the entire paper and giving a gist of the paper, and gives us and insight into whether the paper fulfills the expectations of the reader.

Abstracts are significant parts of academic assignments and research papers. The abstract is written at the end and by this time, the author has a clear picture regarding the findings and conclusions and hence the right message can be put forward.

There are several types of scientific abstracts. They are as follows:

- Descriptive
- Informative
- Structured
- Semi-structured
- Non-structured

*Descriptive Abstracts*

This type of abstract is usually very short (50–100 words). Most descriptive abstracts have certain key parts in common. They are:

- Background
- Purpose
- Particular interest/focus of paper
- Overview of contents (not always included)

These abstracts are inconvenient in that, by not including a detailed presentation of the results, it is necessary to have access to the complete article; they may present the results via a phrase synthesizing them, without contributing numerical or statistical data. Ultimately, these guide readers on the nature of the contents of the article, but it is necessary to read the whole manuscript to know further details.

*Informative Abstracts*

From these abstracts, you must get the essence of what your report is about, usually in about 200 words. Most informative abstracts also have key parts in common. Each of these parts might consist of 1–2 sentences. The parts include:

- Background
- Aim or purpose of research
- Method used
- Findings/results
- Conclusion

The abstracts provide accurate data on the contents of the work, especially on the results section. Informative abstracts are short scientific productions and can in fact replace the whole text, because readers extract from these the most valuable information and in many instances, it is not necessary to read the complete text.

*Structured Abstracts*

A structured abstract has a paragraph for each section: Introduction, Materials and Methods, Results, and Conclusion (it may even include paragraphs for the objectives or other sections). This type of presentation is often required for informative abstracts. Structuring an abstract permits its informative development

*Semi-structured Abstract*

A semi-structured abstract is written in only one paragraph, where each sentence corresponds to a section. All the sections of the article are present as in the structured abstract.

*Non-structured Abstract*

When the abstract does not present divisions between each section, and it may not even present any of them, it is a non-structured abstract. The sentences are included in a sole paragraph. This type of presentation is ideal for descriptive abstracts.

There are the following key steps to plan writing an abstract.

1. Introduction – the topic description.
2. Statement of purpose.
3. Summarizing why other studies have not tackled similar research questions.
4. Explaining how the research question has been tackled.
5. Show the way the research was done.
6. State the key impact of the research.

The abstract of an article should contribute to readers the most relevant aspects of each part of the whole manuscript, maintaining a balance between excessive detail and a vague contribution of information.

The abstract should be written by adequately selecting the words and sentences to accomplish coherent, clear, and concise contents. A common defect in writing the abstract is including adequate information like abbreviations, excessive acronyms, bibliographic references, or figures.

The length of an abstract is determined by the instructions to authors by each journal; an excessively lengthy abstract is the most frequent error.

Sections should maintain coherence and order and that the conclusions must be substantiated by the results revealed and respond to the objectives proposed. Frequently, abstracts have poorly defined objectives, excessive numerical data and statistical results, and conclusions not based on results presented.

Thus, a good abstract is one that is coherent and concise, covers all the essential academic elements of the full-length paper, only contains the information included in the paper, is written in plain English and understandable to a wider audience as well as to a discipline-specific audience, uses passive structures in order to report on findings, uses the language of the original paper in a more simplified form, and does not include any referencing. In publications such as journals, abstract is found at the beginning of the text, but in academic assignments, it is placed on a separate preliminary page.

A good abstract usually ensures a good article, but a bad abstract often points towards an undesirable article. Scientific abstracts are a challenge to write and for the success of publications, careful and planned writing of the abstract is essential. (Adapted from Nagda S. (2013). How to Write a Scientific Abstract. The Journal of the Indian Prosthodontic Society, 13(3), 382–383. https://doi.org/10.1007/s13191-013-0299-x)

Task 1. Analyse the Abstracts given below, define the type of abstracts, and prove your point:

**Abstract 1**

In the global economy, the international strategies of family firms, influenced by family ownership and management, remain underexplored. Bridging the family business and international business fields, we use the socioemotional wealth lens to examine 1,236 international expansions from 2007 to 2013. Categorizing firms into pure family, nearly pure family, borderline family, and non-family typologies, we assess the influence of internal (experience, knowledge) and external (country risk) factors on their entry modes. Results indicate that higher family involvement in ownership/management increases the preference for greenfield investments over acquisitions or equity alliances, a relationship further moderated by international experience and country risk. This study provides nuanced insights into the international behaviors of family firms.

(D'Allura, G. M., Calabrò, A., Bannò, M., & Pisano, V. (2024). Family firms' equity entry modes: Bridging family business and international business. Journal of Management & Organization, 1–21. doi:10.1017/jmo.2024.14)

**Abstract 2**

Purpose

This research aims to analyse the perceptions of practitioners in three regions regarding the challenges faced by their firms during the pandemic, considered a black-swan event. It examines the strategies implemented to mitigate and recover from risks, evaluates the effectiveness of these strategies and assesses the difficulties encountered in their implementation.

Design/methodology/approach

In the summer of 2022, an online survey was conducted among supply chain (SC) practitioners in France, Poland and the St. Louis, Missouri region of the USA. The survey aimed to understand the impact of COVID-19 on their firms and the SC strategies employed to sustain operations. These regions were selected due to their varying levels of SC development, including infrastructure, economic resources and expertise. Moreover, they exhibited different responses in safeguarding the well-being of their citizens during the pandemic.

Findings

The study reveals consistent perceptions among practitioners from the three regions regarding the impact of COVID-19 on SCs. Their actions to enhance SC resilience primarily relied on strengthening collaborative efforts within their firms and SCs, thus validating the tenets of the relational view.

Originality/value
COVID-19 is (hopefully) our black-swan pandemic occurrence during our lifetime. Nevertheless, the lessons learned from it can inform future SC risk management practices, particularly in dealing with rare crises. During times of crisis, leveraging existing SC structures may prove more effective and efficient than developing new ones. These findings underscore the significance of relationships in ensuring SC resilience.
(Enz, M.G., Ruel, S., Zsidisin, G.A., Penagos, P., Bernard Bracy, J. and Jarzębowski, S. (2024), "Supply chain strategies in response to a black-swan event: a comparison of USA, French and Polish firms", The International Journal of Logistics Management, Vol. 35 No. 7, pp. 1-32. https://doi.org/10.1108/IJLM-07-2023-0288)

**Abstract 3**

The transformation of transnational organizations coincides with the innovation ability and is based on the evolutionary changes in MNEs. The phenomenon of interest is investigated with a qualitative study through interviews with senior directors of a pharmaceutical MNE in both headquarters and subsidiaries supplemented with company data and information. A configurational analysis using fuzzy set Qualitative Comparative Analysis (fsQCA) transfers the antecedent and outcome conditions into equifinal paths. The ability to innovate effectively is a function of the complexity of organization, complexity of science in light of local responsiveness. The findings contribute to enlarging the transnational theory regarding the ability to innovate effectively and the reconfiguration to a neomultidomestic archetype. The transnational organization with its evolutionary developments and re-configurations is the driver for worldwide innovation in an uncertain environment and with the challenges of new drug development a vehicle for innovation in the pharmaceutical industry. The study is important because it provides access to one of the leading pharmaceutical companies investigating its evolution and reconfiguration to adapt to new challenges in an ever-changing international business and scientific environment.

Task 2. Analyse the introduction

**INTRODUCTION**

Artificial intelligence (AI) is now expanding into both the media and business ap-plications, including business tools and online search platforms such as Bing and google. Corporate enterprises cannot afford to ignore this development, since it is expected to shift the way business is conducted. ai has been around for some time (delipetrev et al., 2020); however, the race to keep ahead of this technological advancement became evident in 2023, particularly among big technological corporations such as Microsoft and google. on the one hand, the challenge to be first movers in this field has accelerated the propaganda for the use of ai. on the other hand, critics have been calling for caution and regulation,
46Journal of ManageMent & adMinistration, 2023considering the possible threats to humanity and other potential risks of ai, such as, for example, job losses. this paper presents a literature review, highlighting business opportunities that ai offers to

corporates, while exposing the potential dangers of its adoption and the need for urgent regulation to mitigate these threats. the paper adds to the existing literature on the debate regarding the emergent applications and development of ai, risks of impetuous embracement of the ai technology, and the urgency of regulating the ai development for business, as well as its wider applications in government and society.

Text 2.

## FORMAL FEATURES OF ABSTRACTS: LENGTH, WORD CHOICE, AND GRAMMAR

In this text, we will examine the formal features of abstracts, including length, word choice, and some grammatical issues.

***Length*.** The first step to writing an abstract is to find out the word or character limit. Indeed, word/character limits are an especially noteworthy aspect of abstracts because they are so often used as a gateway into acceptance – especially for conferences. Abstracts in journals are usually between 150-200 words without subheadings (unstructured) or a bit longer (~250 words) if structured (with headings). Disciplinary differences may allow for longer (~500 words or more) abstracts; specifically, those for conference submission are generally longer.

The Institute of Electrical and Electronics Engineers uses shorter abstracts (~50 words) for "short communications," which is a type of article in many of the journals that it publishes.

Although length is often a challenging component of writing an abstract because it is difficult to summarize an entire study in only a few hundred words, it is a fairly straightforward aspect of this section of a research article. Each journal has a requirement, so you can look up their maximum word lengths on their website.

***Word Choice.*** The primary determinant of the language used in an abstract is its function/purpose. The purpose drives the decisions you will make about what kinds of words and information to use or avoid. Prescriptive guidelines for abstracts are usually dictated by either the discipline or the journal/editor, and, there are often "not rules to follow, but rather choices you can make" about what language to include or exclude.

Since the abstract is a prominent way for others to be introduced to your research, it is particularly important that the language be clear and appropriate. Several research writing guide books claim that because of the heavy reading requirements that researchers face, they must be extremely selective about what they choose to read. Therefore, one best practice is to include every important word from the title in the abstract. This will help you consider the content of the abstract, but there are other considerations as well. For instance, generally abstracts present information in the same order as the research article. As noted previously, the final section may or may not be included based on what stage the research is in, but regardless, the abstract will flow in this general order/pattern.

Some particular ***word/grammatical categories*** below will provide you with some ideas. These are not rules, but rather, are suggestions based on linguistic research and general academic writing standards.

***Pronouns.*** The use of personal pronouns (e.g., I, me, my, you, s/he, you, they, etc.) in academic writing are a common source of confusion for many graduate students and other novice academic writers. If you are writing about someone else's work, the third person *"they"* or *"s/he"* is widely accepted. In contrast, the use of the second person *"you"* is typically avoided.

In general, there is much variation in the use of personal pronouns in academic writing even among expert writers. Most writing style guides advise against the use of first and second pronouns and the use of the singular masculine ***he***. Often the suggestions about alternative structures include the use of passive voice, the combined ***s/he*** (which can be formed as she/he, he/she, or with the conjunction and between the two), or they regardless of gender and number. In fact, studies show that the singular pronoun they is the most frequent personal pronoun, and has been for at least two decades.

Given this information, we suggest that the use of ***they*** is very likely the best choice regardless of the number (singular or plural) or gender. That is, the pronoun they can have antecedents that are male, female, singular, or plural.

***Verbs/Tense.*** Generally, the use of verb tenses varies by section within an abstract. Abstracts tend to begin and end in the present tense but vary significantly in their mid-sections. A recent study found that past tense is often used to write about the purpose/background of the article, to explain the methods, and to highlight the most significant results. However, that study also notes that when a writer wants to focus on the generalizability or boost the significance of the findings, authors will often opt for present tense. Note the difference in the strength of these two sentences:

*Our results **showed** that there **were** significant differences between the two types of X.*
*Our results **show** that there **are** significant differences in the two types of X.*

The second sentence presents a stronger stance simply because it is in the present tense, which is typically used for facts, general truths, or fixed circumstances. Simple past tense is used for actions started and finished in the past but not necessarily continuing into the present. Therefore, choose your tense carefully because it can be indirect evidence of your stance.

***Modality.*** Modal verbs indicate stance; in other words, they allow the writer to strengthen or weaken a claim. In English, there are nine modal verbs as follows: ***can, could, may, might, should, must, had better, ought to, will/shall.*** It is important to note that each verb carries a level of certainty or doubt that is a really useful way to hedge or boost your claims about findings. Since the abstract is such an important part of representing your work, the careful use of modals is essential to striking the right tone in terms of your level of confidence. Of course, there are other words you can use that also indicate the tentative nature of your work (e.g., adverbs and adjectives such as ***possibly/possibly, obviously/obvious***, etc.). The important point to remember is that you always have a choice about presenting your level of certainty, and modal verbs are important tools in your writing toolbox.

***Clauses with that.*** In 2005, linguistic researchers did a study of over 200 abstracts from six disciplines. The most important finding from the study was that

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|---|---|---|
| observe | Assume | claim |
| assert | Examine | state |
| believe | Mention | reveal |
| Argue | Discuss | find |
| suggest | Focus | provide |
| propose | Reveal | write |