IMRAD Structure for Research Papers and Abstracts

During the course of the twentieth century, **the structure and layout of academic research papers** has become more standardized.

The format commonly referred to as IMRAD now predominates.

What is IMRAD?

IMRAD is an acronym standing for:

- **Introduction (Введение)**
- **Methods (or, sometimes ‘Materials and Methods’) (Методология / Материалы и методы)**
- **Results (Результаты)**

  and

- **Discussion / Conclusions (Обсуждение / Выводы)**

The complete list of headings or components of research papers

Section	Purpose
Title	Concisely describes contents/main finding
Authors	Ensures recognition for the writer(s)
Abstract	Describes paper, main findings, conclusion
Keywords	Ensure the article is correctly identified
Introduction	Defines problem and structure of paper
Methods	Explains how the data were collected
Results	Describes what was discovered
Discussion	Discusses the implications of the findings
Conclusions	Brings together question/hypothesis, findings, analysis, & discussion
References	Ensure previously published work is recognized
Appendices	Some journals ask for supplemental data
Acknowledgements	Ensure those who helped in the research

Abstract

Abstract is a very concise summary of what the article is about and is placed before the body of your writing.

An abstract is a 150- to 250-word paragraph that provides readers with a quick overview of your article (essay, report) and its organization. It should express your central idea and your key points; it should also suggest any implications or applications of the research you discuss in the paper.

The word ***abstract*** comes from the Latin ***abstractum***, which means a condensed form of a longer piece of writing.

Abstract

- The function of an abstract is **to describe**, not to evaluate or defend, the paper.
- The abstract should begin with **a brief but precise statement of the problem or issue**, followed by **a description of the research method and design**, **the major findings, and the conclusions reached**.
- The abstract should contain the most important **key words referring to method and content**: these facilitate access to the abstract by computer search and enable a reader to decide whether to read the entire paper.

Abstract (Key Parts)

- Introduction (Background / Purpose (Aim))
- Methods (Materials and Methods)
- Results
- Discussion
- Conclusions

Introduction (Background / Purpose (Aim))

Metalinguistic awareness contributes to effective writing at university. Writing is a meaning-making process where linguistic, cognitive, social and creative factors are at play. **University students need to master the skills of** academic writing not only for getting their degree but also for their future career. **It is also significant for lecturers to** know who our students are, how they think and how we can best assist them.

Introduction (Background / Purpose (Aim))

This study examines first-year undergraduate Australian and international engineering students as writers of academic texts in a multicultural setting at the University of Adelaide.

Materials and Methods

A questionnaire and interviews were used to collect data about students' level of metalinguistic awareness, their attitudes toward, expectations for, assumptions about and motivation for writing.

Results

The preliminary results of the research show that students from different cultures initially have different concepts about the academic genres and handle writing with different learning and writing styles but those with a more developed metalanguage are more confident and motivated.

Conclusions

The conclusion can also be drawn that students' level of motivation for academic writing positively correlates with their opinion about themselves as writers. Following an in-depth multidimensional analysis of preliminary research results, **some recommendations for writing instruction will also be presented (Zoltan, 2005).**

THE ASSOCIATION BETWEEN ATTENDING A GRAMMAR SCHOOL AND CHILDREN'S SOCIO-EMOTIONAL OUTCOMES. NEW EVIDENCE FROM THE MILLENNIUM COHORT STUDY

- **John Jerrim** &Sam Sims

British Journal of Educational Studies

- Volume 68, 2020 - Issue 1
- Pages 25-42 | Published online: 20 Sep 2018
- https://doi.org/10.1080/00071005.2018.1518513

ABSTRACT

Several areas in the UK allocate children to secondary schools based on exam results at age 11. **While many studies have investigated** how attending academically selective schools affects pupils' subsequent educational attainment, **we know very little about how** grammar attendance affects other outcomes, such as pupils' self-confidence, academic self-esteem and aspirations.

We investigate this by applying propensity score matching **techniques** to rich data from the Millennium Cohort Study.

Results show that attending a grammar school has very little impact upon pupils' socio-emotional outcomes. Expanding grammar schools is therefore unlikely to benefit pupils in this respect.

- Keywords: *grammar schools*, *socio-emotional outcomes*

SCHOOLING, SELECTION AND SOCIAL MOBILITY OVER THE LAST 50 YEARS: AN EXPLORATION THROUGH STORIES OF LIFELONG LEARNING JOURNEYS

- **Cath Gristy**,Gayle Letherby &Ruth Watkins

- **British Journal of Educational Studies**
- Pages 161-177 | Published online: 15 Apr 2019
- https://doi.org/10.1080/00071005.2019.1589416

Abstract. This paper explores the impact of selection by ability in schooling systems **on** individual lives. **It draws on** narratives collected with a group of 18 people who were at school in Britain in a period from the 1940s through to the 1960s. This period saw significant changes in society and to schooling following the 1944 Education Act and the so-called tripartite school system which ensued. Drawing on the concept of the 'sociological imagination', the 'personal troubles' of individuals are drawn together with the 'public issue' of a national schooling system that segregated children by ability. **Analysis of the narratives reveals** the selection tests based on ability (the 11+) to be a key fulcrum in all their lives. **The paper contributes to** ongoing debates about selection, equity and social justice in contemporary schooling systems.

Keywords: *selection*, *ability*, *sociological imagination*, *eleven plus*, *narratives*

- **The development and consequences of national curriculum assessment for primary education in England**
- **Dominic Wyse** &Harry Torrance
- Pages 213-228 | Received 01 Aug 2008, Published online: 20 May 2009
- https://doi.org/10.1080/00131880902891479

Abstract

Background: In 2008 primary education in England reached, historically, another important phase in its development. Government reviewed the primary curriculum and some aspects of the national system of assessment. These government reviews coincided with an independent *Primary Review* based at the University of Cambridge to which the authors of this article contributed one of the research surveys.

Purpose: **The main aim of the article is to review research and other evidence about** the development of national curriculum assessment in England since 1988. Some historical background is also provided about the period pre-1988.

- *Sources of evidence:* The main source of evidence is significant research studies that have shown the impact of national curriculum assessment on teachers and pupils.
- *Main argument:* **The evidence shows that** there were gains in national curriculum test scores up to 2000 but that they then plateaued. **The research evidence reveals** a number of negative consequences of the implementation of a ‘high stakes’ national assessment system in England.

- *Conclusions:* **It is concluded that** greater emphasis on appropriate formative assessment strategies would be of benefit to pupils. The replacement of a high stakes assessment system with a system of sampling in order to evaluate educational progress nationally is also recommended.
- Keywords: assessment, curriculum, primary education, curriculum and assessment policy, summative assessment, formative assessment

Preparation for family-school partnerships within initial teacher education programmes in England

- **Trevor Mutton** ,Katharine Burn &Ian Thompson
- Pages 278-295 | Received 10 Jul 2017, Accepted 18 Jan 2018, Published online: 20 Apr 2018
- **Journal of Education for Teaching**

  International research and pedagogy
- Volume 44, 2018 - Issue 3: Preparing Pre-service Teachers for Family-School Partnerships

- https://doi.org/10.1080/02607476.2018.1465624

Abstract

The few studies conducted in Europe to date suggest that little attention is paid to pre-service teacher preparation for family-school partnerships (FSP) and that many teachers feel unprepared for such work. **In England there has been little research in this area** but a government review of best practice in parental involvement with schools concluded that 'teachers often lack the confidence and knowledge to work with parents …'. Given the apparent discrepancy between the need for teachers to be more knowledgeable about FSP and the lack of opportunity within initial teacher education (ITE) programmes to address **the issues, we carried out a national survey of ITE providers in England in order to ascertain what provision is currently on offer**.

Our findings indicate that while there is overall recognition of the value of preparing trainee teachers to become confident and knowledgeable about home-school partnerships, ITE providers feel constrained by the lack of time available to them to explore this area in greater detail. **The article concludes by discussing some of the challenges** of both planning and delivering effective FSP provision within the ITE curriculum and how this might relate to future professional learning.

- Keywords: Family-school partnerships, initial teacher education (ITE), ITE curriculum, England

- https://journals.sagepub.com
- https://www.tandfonline.com

Задание:

1. Найдите 4 аннотации статей по направлению (теме) исследования.

2. Переведите заголовки, сами аннотации, ключевые слова.

3.Проанализируйте структуру аннотаций, выделите основные части.

4. Выпишите тематическую лексику и клише, характерные для жанра аннотации.