



## Master's Degree English Students' Response to Abstract Writing: Issues and Challenges for Second Language Learners

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### Keywords

*Abstract writing, academic writing, in-campus support, instruction strategy*

### Abstract

*This paper examines the responses and reflections of five Master's level students of the academic year of 2023-2024 majoring in English from Saraswati Multiple Campus, Kathmandu of Tribhuvan University, Nepal, to explore their performance of abstract writing in their thesis works. The purpose of this study was to assess the status and the area of possible improvement of abstract writing skills. Grounded in the primary data gathered from the interviews, a hermeneutic phenomenological study was done to infer lived experiences of those students regarding abstract writing during thesis writing. The study found that the students had struggled to produce a condensed and logically cogent abstract, revealing a gap between students' performance and institutional instructional strategies in academic writing. It led to the conclusion that the lack of adequate departmental support and lax mentoring are responsible for students' performance gap in composing a logical abstract. This study recommends institutional support with ample authentic resources and guidelines for abstract writing during students' thesis writing.*

### Introduction

The abstract forms a key component of any research writing. Although it is normally composed after the research is completed, it is the first to draw readers' attention. An abstract is condensed and compact writing, as it reflects

at one glance what the main part of the thesis constitutes. However, many researchers, particularly novice ones, find abstract writing a daunting task. They often fail to incorporate its essential elements into their abstracts while writing their thesis. Hence, the abstract holds

a paramount importance in a research work. However, despite its pivotal role in research work, it seems that no adequate attention has been given to introducing its different components and elements to novice researchers. As a result of this indifference, such researchers are found struggling to compose a coherent and structured abstract. In this regard, the role of departmental mentoring and the timely guidance, feedback, and periodic follow-ups from supervisors is considered significant.

As mentioned, abstract writing holds a significant part of any research work because it portrays the essence of the whole research in a condensed form. Given this significance, the in-campus instruction and hands-on guidelines play a vital role to empower naïve researchers with the skills and confidence in writing abstracts. Such fledgling researchers become disheartened because there are no proper guidance and uniform samples in place. This situation prevents them from working further. This study lays stress on the in-campus instruction and workshop to familiarize students with every part of abstract and representative best samples early on to enable them to compose well-organized abstracts.

This paper is based on lived experiences derived from the reflections of students who recently completed their thesis for a Master's Degree in English from Saraswati Multiple Campus under Tribhuvan University. The researchers who pursued research felt confused about the components of abstract writing since they were rarely involved in-campus exercise activities. Consequently, they faltered in their pursuit of research in real-life situations.

In any research writing, novelty in style is an important facet of content presentation of an academic writing since it lends inventiveness through stylistic variation. Bailey allows a leeway to writers which according to him

is a niche for them to articulate their voice. He notes that "There is no one correct style of academic writing, and students should aim to develop their voice" (2011, p.150). Giving emphasis on accuracy and objectivity, he argues in favor of the significance of the practical aspect for the development of the personal voice since it generates from the repeated application of the style in writing.

Greene & Lidinsky (2015, p.2) state that an important component of academic writing involves "making an argument-text drafted to persuade an audience in the service of changing people's minds and behaviors." Persuasion is the undercurrent of such writing due to which academic writing designates the writing for the resolution of the awareness for the public using logic and reasoning. Such cognition advances through regular writing activities. Booth et al. (2016, 59) indicate that in the field of humanities and social science quest for knowledge with the logical backup gears philanthropic feeling, "the pursuit of knowledge for its own sake reflects humanity's highest calling" for the "transcendental good of greater understanding and a richer life of the mind." The transcendental good gets the point using the critical but reasonable point. Logic is the scientific practice that puts forth the point with supporting devices for the persuasion of the point under study.

The study's main objective was to find out the classroom instruction lacuna and contribute to instructors developing uniformity and prioritizing practice along with the presentation of abstract writing. The complicated interplay of abstract arrangement, content, length, and edifice produces confusion among the researchers due to the gap between theory and practice during the instruction phase. The knowledge and practice of academic writing for the students of M.A. in English from the initial phase of the class have to move simultaneously to support making academia a credible field.

### **Theoretical Framework**

Uniform organization and content management of the abstract and reinforcing the structure and quality of the research papers are the calls of the students. This article draws on the insights and concepts of phenomenology to examine the perceptions of the students of Saraswati Multiple Campus about how they relate their lived experiences of abstract writing in their dissertation/thesis/research papers for their Master's Degree. The concept of phenomenology, with its pedigree traceable to "William James' radical empiricism and Franz Brentano's work in descriptive psychology" (Moran xiii), was announced by the German philosopher Edmund Husserl (1859-1938). Dubbed "a new way of thinking" (Tymieniecka p.xii). Husserl, as its precursor, introduced the concept through his lecture entitled "Pure Phenomenology, its Methods and its Foundation of Investigation" which he delivered in 1917. At the center of the concept of phenomenology is the motif that it is "a new way of doing philosophy, an attempt to bring philosophy back from abstract metaphysical speculation wrapped up in pseudo-problems, to come to contact with the matters themselves, with concrete living experience" (Moran p. xiii). One of the most recurring ideas of phenomenological undertakings is that of "bracketing", which means the deliberate suspension of all the pre-defined "scientific, philosophical, cultural, and everyday assumptions" (Moran, p. 11). The essence of Husserl's idea of phenomenology revolves around the central argument that "we cannot be sure of the nature of the outside world; but we can have certainty about the nature of our perception and about how we construct the world, how that world appears to our subjective apparatus" (Habib, p.709). He asserts about the nature of the world and perception.

Taking a cue from Husserl's idea of "the intentional acts" (Moran, p.2) of understanding the lived world through "the intentional structure of consciousness"(

Moran, p.16) of the students of the Master's Degree of English Literature of Saraswati Multiple Campus, this article explores how the phenomena of the task of writing abstracts in their research projects appear to them and what issues (structure, format, organization of ideas, institutional/departmental) hinder them in the process of producing well-structured and logical abstracts. It elicits students' real and pure responses and intentions about the problems that they encountered personally in the domain of preparing logically structured abstracts for their dissertation at the Master's level.

### **Review of Related Literature**

Academic writing is a significant aspect for easily accomplishing a dissertation and getting novice researchers involved in research to investigate in new area. The current studies show the complexities in academic writing due to several reasons. Torrance, Thomas, & Robinson (1994) studied the thesis writing strategies and their results suggest, "Our results suggest that both think-then-write and think while-you write strategies have utility in the context of academic writing" (p.390). Between these two strategies, which one functions well among novice researchers is a matter of debate. In the same way, Bawa (2017) studied five Chinese students using phenomenological methods and found out that "Socio-cultural and political factors play a crucial role in English language learning for its citizens" (p.782). His concentration is for the second learners' deficiencies in academic writing due to the socio-cultural and political factors affecting writing. However, Sennewald (2021) in his study, found fragmentation in the structure of academic writing, "A loose correlations exist among and between these fragments, and it is difficult to impose a coherent structure on them because the writer's perspective on the subject matter is continually changing" (p.173). For him, the lack of coherent structure mars the quality of academic writing. Joseph Jeyaraj, Too & Lastio (2020) studied about the academic writing pieces of knowledge of twenty-

four post-graduate students in Malaysia and recommended three major dimensions for second language learners, “pedagogically driven writing support; pedagogically informed supervisory support; and targeted and systematic peripheral support” (p.405). Their studies focused on these dimensions to make writing effective for second language learners. Linda (2022) “Investigated second language (L2) learners’ experiences and English language teaching and examines the roles of emotions. It deduced poetry writing can transform the traditional EFL classroom” (p.53). This study indicated the correlation between poetry writing and academic writing to promote the writing performance of second language learners. Similarly, Joseph Jayaraj (2021) drew on the lived experiences of students during the COVID-19 pandemic. The findings of the study were “writing was purposeful, time and space for critical reflections were provided, and writing became emotionally charged. Writing experiences on public platform brought about a sense of discomfort” (p.450). The above-mentioned studies found the requirements for additional support for second-language learners.

Quinn et al. (2022) studied 71 institutes in the US about writing culture and found writing as “narrowly focused in terms of content, with more frequent writing in art, planned small group activities, and in writing centers, with few instances occurring naturalistically in play, despite professional recommendations” (p.143). Al Maawali (2022) used case study design of 43 students of Oman higher education and found that “connectivism learning theory helped students’ author longer texts than they usually did” (p.305) He employed the theory to improve writing. But Calle-Arango & Avilla Reyes (2022) through empirical study found out that researchers are the reason for faulty production due to “Negative self-perceptions and low self-regulation are among the main obstacles of the writing process” (p 133). The researchers have to develop high respect and recognize their skill in writing.

Current studies informed the theoretical and practical concepts like think and write strategies support academic writing, socio-cultural and political factors influence writing, the ever-changing pattern affects writing, pedagogical support for the researchers gears up writing, and low-grade self-assessment demotivates for writing. However, abstract writing for post-graduate students at Saraswati Multiple Campus, Kathmandu was traumatic. Students showed their lacuna in writing. The researcher used the phenomenological study to derive the themes of the abstract and the way forward. The respondents reflected on the hurdles of abstract writing during the writing process due to the unfamiliarity of the samples and written proof to encompass the components in the abstract. They revealed the traumatic experiences of writing abstracts due to which they could not complete their research on time. The ultimate solutions for post-graduate level students’ deficiencies in abstract writing skills have not been studied so far. Many students fail to accomplish their dissertations on university-assigned time and cannot write and properly organize abstracts. They showed hesitation to pursue such writing, which indicated a lack of academic writing skills. The post-graduate students’ challenges for abstract writing at Saraswati Multiple Campus, Kathmandu is an untouched area in the academic writing domain. So, this study tries to find out the solutions for issues and challenges for delayed completion of such writing.

## **Research Methodology**

### **Research Design**

This study adopted a hermeneutic phenomenological research design to explore the lived experiences of master’s degree students in abstract writing at Saraswati Multiple Campus. Hermeneutic phenomenology, rooted in the philosophy of Edmund Husserl and expanded by Martin Heidegger, focuses on interpreting and understanding the meanings embedded in human experiences. This approach is

particularly suitable for examining the challenges faced by second-language learners in abstract writing, as it allows for an in-depth exploration of their subjective experiences and the broader contextual influences.

The study integrated phenomenology's emphasis on lived experiences with hermeneutics' interpretative approach. The design incorporated qualitative analysis of the responses of five novice researchers using content analysis and interpretation. The aim was to describe and interpret the challenges faced by students, uncovering both explicit issues and the implicit meanings they attribute to their experiences. The study also drew on insights from analytical and descriptive discourses by Moran (2000), Bailey (2011), Booth et al. (2016), Gurak & Lannon (2013), and Swales & Feak (2012).

### **Participants**

The research involved five master's degree students from Saraswati Multiple Campus who completed their theses between May and June 2024. Participants were purposively selected based on their involvement in abstract writing and willingness to share their experiences. Due to ethical considerations, participants' identities were anonymized using initials beginning with their surname followed by their first name.

### **Data Collection Methods**

**1. In-depth Interviews:** The primary method for data collection was in-depth interviews conducted with the five participants. Open-ended questions were used to draw out detailed responses regarding their familiarity with the components of an abstract and their personal experiences during the writing process.

- 2. Reflective Narratives:** Participants provided reflective accounts of their abstract-writing journeys, emphasizing challenges and moments of learning.
- 3. Document Analysis:** Abstract drafts submitted by participants were reviewed to identify patterns and specific challenges related to structure, syntax, and content.

### **Data Analysis**

Designed on qualitative analysis, this hermeneutic phenomenological study offers a comprehensive understanding of the complexities of abstract writing as experienced by Master's degree students. By combining lived experience with interpretative analysis and drawing from robust secondary sources, the study highlights the need to address pedagogical and institutional gaps. The insights gained have contributed to developing strategies to support second-language learners in mastering academic writing. The analysis was conducted using a hermeneutic cycle, which included the following steps:

- 1. Immersion:** The researchers engaged deeply with interview transcripts, reflective narratives, and abstract drafts to uncover key themes and recurring patterns, providing a foundation for detailed analysis.
- 2. Content Analysis:** Participants' responses were systematically coded into categories, highlighting linguistic challenges, institutional support gaps, and personal strategies used during the abstract-writing process.
- 3. Interpretation:** Using Edmund Husserl's phenomenological framework, the coded data were analyzed in the context of second-language learning and

academic writing practices. Themes were synthesized from the lived experiences of participants and aligned with relevant theoretical insights from secondary sources.

4. **Validation:** The findings were presented to participants for feedback and refinement, ensuring the analysis accurately reflected their experiences and perspectives.

#### **Ethical Considerations**

1. **Informed Consent:** Participants were thoroughly informed about the purpose, objectives, and procedures of the study, including how their data would be used. Written consent was obtained before data collection to ensure their understanding and agreement to participate.
2. **Confidentiality:** To safeguard participants' privacy, all identifying information was removed, and anonymized initials were used in data presentation and analysis. This ensured their responses remained confidential and protected from unauthorized access.
3. **Voluntary Participation:** Participation was entirely voluntary, with participants given the autonomy to withdraw from the study at any point without any obligation or negative consequences. This upheld their rights and freedom throughout the research process.

#### **Analysis and Interpretation**

Research writing has become a tough task for second language learners pursuing Masters' Degrees due to which they fail to submit their academic papers within university assigned deadlines. This study probes issues and challenges for writing abstracts for M.A. (English) students. It encompasses qualitative live information from students tracking

M.A. in English. The in-depth interview and discussion led to the inference that second language learners need rigorous instruction for academic writing in general and abstract writing in particular.

#### **Students' Theoretical Knowledge in Abstract Writing**

Abstract writing is one of the significant components of academic writing that encompasses all the parts of the complete paper from introduction to conclusion. The researchers discussed the students' familiarity with the theoretical idea of abstract writing.

Five in-campus researchers participated in the interview enthusiastically to share their live experiences. About the first variable of the question—the components of the Abstract—the perception of the five participants revealed a welter of mixed responses. Overall, all the participants admitted their acquaintance with some aspects of the abstract. Although no respondents presented an exhaustive definition, they, however, demonstrated a tentative grasp of what constitutes an abstract. Each participant provided an explanation that included at least one component. A common understanding shows that an abstract should be a succinct demonstration of the key ideas of the topic under discussion. As can be discerned from their responses, the results show that their knowledge of the elements of the abstract is fairly high and encouraging. Precisely, the phenomenological examination of the "concrete living experiences" (Moran p. xiii) of five Master's level novice researchers of Saraswati Multiple Campus as the primary respondents of the study revealed that they are fairly au fait with the fundamental dimensions of abstract. The researchers asked two questions. The table below answers the first question: What are the components of an abstract?

**Table: 1***Understanding the Components and Functions of an Abstract: Insights from Students' Perspectives*

Q. N.	Question	Response	Remarks
1	What are the components of abstract? Elaborate its function.	The major components are the title, problem, findings, and conclusion. An abstract summarizes the thesis and familiarizes readers with the complete study. (SMC, BS)	“All of them are familiar with the components of the abstract. However, each of them missed either one component or the other. Title, background information, important reviews, study gap, analysis and interpretation/ results, and discussion, findings, summary, conclusion, and implications are the main components of the abstract. All of them have the common expression that the abstract highlights the findings of the research in the concise form”
		Background information, problem, point of departure, analysis, and conclusion. The abstract gives information about the thesis in short form (SMC, PB).	
		Introduction, gap, methodology, interpretation, and conclusion. The abstract conveys the findings of the research. (SMC, RN).	
		Title, background, point of departure, analysis, conclusion, and implication. The abstract is the summary of the research. (SMC, MA).	
		Background, gap, interpretation, summary, and conclusion. The abstract gives information about the research in concise form (SMC, MS).	

(Source: Field Survey, 2024)

As the table above illustrates, the responses constitute five common denominators of abstract writing. They can be categorized as the “background information”, “problem/study gap” “methodology” “results and finding” and “conclusion and implication.” These components form the abstract. However, they missed either one or the other apparatuses. They show what differences separate abstract writing from common writing. They, however, reported being disheartened because of the complexities that are characteristic of writing abstracts due to their unfamiliarity with this type of writing genre, which forms a part of regular courses. As the abstract is a condensed form of writing, their responses typically address it. Therefore, researchers need to be habituated with the basic apparatuses and edifice of abstract in clear and concise form. Students’ Academic Experience of Writing Abstract

Research writing for the students is a collaborative task between the devoted supervisor and a curious researcher. The researchers are in close contact with the professors who are pivotal in motivating, sharpening, and leading the research task. Collaborative task succeeds, encouraging the learners. The following table summarizes and analyzes the personal responses of the researchers in the process of thesis writing. Their experiences have been recorded in short form. The table points out the specific issues in relation to abstract writing. It summarizes researchers' the lived experiences of the researchers during the process of writing an abstract.

**Table 2**  
*Challenges in Abstract Writing: Students' Personal Experiences and Reflections*

Q. N.	Question	Response	Remarks
1	What were the difficulties of writing abstract of your thesis paper? Write your personal experiences.	<p>I struggled to formulate a logical sentence as suggested by my supervisor based on the pattern of academic writing. I have to rewrite the abstract five/six times. Moreover, meeting criteria like length, and format of abstract puzzle. As a result, I lost my energy during the process. The faculty instructed me to make it error-free in the track change comment, I felt it was too heavy for me. But ultimately, I completed it with theoretical and practical knowledge. (SMC, BS)</p> <p>I could not write the point of departure, methodology, findings, and implications of the study making it very short in the abstract. Additionally, I had to focus on grammatical mistakes. The most troublesome point I felt was the difficulty in the chronological order to place the components of the abstract, The other problem I faced was the length of the abstract. (SMC, PB).</p> <p>I did not get positive feedback from assigned faculty and changed the supervisor in the initial phase. I did not get specific suggestions from the faculty on where to place the theoretical modality and methodology. Implication writing troubled me because I failed to generalize only based on reading one novel. I spent a long time and energy in this process. The internal editing blocked the flow of writing because after writing every sentence I began to edit because English is my second language. Finally, I was successful in completing it.(SMC, RN).</p> <p>When I was about to finalize my thesis, I thought I could not formulate a good abstract. It haunted me what a good abstract is. I could not manage the appropriate beginning, middle, and end. I did not get a proper sample abstract and it took a long time to complete an abstract. For me grammatical issues triggered during writing (SMC, MA)</p> <p>Abstract writing has been a significant aid in my thesis writing to be familiar with the new components of abstract like title, problem, theory, and conclusion. The supervisor told me to prepare an abstract, but he did not give a sample. So, I could not write an abstract for one week after completing the other parts. I could not get the proper vocabulary to express. (SMC, MS)</p>	<p>The content, length, methodology writings, findings, conclusion, and implication troubled the researchers in writing the abstract of the research. They expressed that it was too difficult for them to write logically and chronologically in very short paragraphs. The exact length of the abstract is another important issue. The traumatic experience of writing abstracts of the thesis of the students. Theserious issue was their inability to formulate accurate sentences. The other issue was the lack of vocabulary. They cannot express implications based on analysis. Ultimately, they were delighted to create a new domain of writing.”</p>

(Source: Field Survey, 2024)



As presented in the given table, some common patterns of the phenomena of abstract writing as conceived by the participants emerge. Their perceptions can be divided into two distinct parts. First, they narrate their struggle to understand the concepts of the different components and the lack of their skills to amalgamate them in producing coherent and logically valid texts of the abstract. The second is the agonizing and depressing personal experiences that they confronted during the process of writing. They claim that the lax and apathetic institutional responses are largely responsible for their pathetic situation. In short, they reiterated the complexity of writing abstracts during the research writing phase due to their unfamiliarity with the predetermined style, technique, and chronological placement of the components along with the lackadaisical attitude of the related authority. Their inability to write “logical sentences”, “gap findings sentence”, “accurate grammatical structure” “enough vocabulary” “refutation in conclusions” and “implication” lengthened the process of writing. Writing the whole study in a succinct form was challenging which forced them to rewrite the abstract “five/six times” before finalizing it. The other issue for them was related to the “length and format of the paper” which slowed down the process of writing the abstract, which “took a long time” to complete the task. Wallwork suggests that the general length of an abstract (2011, p.179) should range “between 100–250 words, containing a very brief summary of each of the sections of your paper.” However, Wallwork (2011, p.179) enunciates the differences in length between a general abstract and a stand-alone abstract: “A stand-alone abstract is sometimes up to 500 words.” The abstract for the research paper and stand-alone abstract do have a length variation. Discussing the structure of the paper, Wallwork states that “[c]ontext setting should never take up more than 25% of the whole abstract” simply because “your readers want new information, not old information”

(p. 181). Gurak & Lannon (2013, p. 285) state that the abstract should encompass issues, “identifies the need or issues that prompted the document; it describes the research methods used; it reviews the main facts and findings...condenses the conclusions and recommendations.” As highlighted in these quotes, the abstract is to be structured in a set format and should encompass the key thoughts of the research paper.

If measured against this yardstick, the responses of the participants emphasize that they have not learned about the basic structure and content of an abstract. Due to the lack of enough knowledge about syntax they failed to come up with abstract on time. For the researcher, the primary problem was the argument formation in the paper. The researchers need full-phased instruction about the length of the abstract for the research paper. According to them, they also suffered from “resource availability” for writing the academic paper.

A systematic integration of the necessary components of the abstract as per the writing protocols of the department concerned draws readers' attention to the main content of the research paper immediately. Biggam (2008) points out that the abstract should incorporate “background information, research problem, gap in the knowledge, methodology, results, conclusion and implication” (p.183). Therefore, although very short, an abstract is a structured, methodical and systematic piece of writing and therefore vitally indispensable component of any research study.

Nevertheless, there are certain components that researchers should not include in their abstract. These are numerical findings and references. Wallwork (2011) prescribes that an abstract should not contain a “definition of key terms, mathematical equation, generic quantification, unnecessary details and reference to other papers” (p. 191). So, the abstract speaks the form and the content of

the paper from the title to the conclusion. Hence, writing an abstract is deriving the apparatuses, content, and inferences of the research results. The valid findings stimulate the readers to read the paper in detail and add knowledge.

Non-native speakers or second language learners are at a double disadvantage. First, English as an acquired language takes a long time for them to master the basic mechanics of English grammar, and still the achievement is far from satisfactory. This linguistic hurdle poses a real challenge for them. In this regard, additional training is required for the second language learners. Second, quite related to the first one, which even every new researcher faces, is the need for additional instruction for abstract writing because it is the new domain of writing that is introduced only at Masters' level research writing. Students get the rules and ideas in academic writing classes concerning writing during in campus phase. However, as the respondent pointed out, they fail to transform the knowledge into practice.

Student researchers shared the anxiety that they experienced during the abstract writing phase. They narrate their inability to prepare the preliminary draft of the abstract, which resulted in the preposterous delay in the submission of their research. From their narration, it is discernible that there exists a massive hiatus or gap between institutional support and abstract writing. For them, the task of writing an abstract is a completely new domain, due to which they failed to complete it satisfactorily. The reason, according to them, was the gap in the Bachelors' and Master's degree academic writing in the abstract formation. As the faculty members are also held to be responsible for the poor outcome, all the concerned faculty resources in general and supervisors, in particular, have to address the lacuna during the intramural instruction and supervision phase. Based on respondents' "concrete living experience" (Moran, p. xiii) of the setbacks that hindered

the phenomena of abstract writing to the Masters' Degree students.

To sum up, the setbacks stemmed from unclear and haphazard samples and the lack of written documents about the basic components of the abstract. Ultimately, chronologically presenting five domains are background information or context setup, problem or gap identified through current study for point of departure, methodology, results, and discussion, findings, and implication are the specific domains of the abstract.

### **Discussions and Findings**

The somber complaints and delayed submission of academic papers in academic writing result in a distraction to higher education. It results in a decline of the number of students pursuing academic degrees. Intervention in the institutional instructional strategy in-campus phase. generates paradigm shifts in writing conventions among students. Calle-Arango and Avilla Reyes (2022) found that "Negative self-perceptions and low self-regulation are among the main obstacles of the writing process" (p 133) that are about second language learners' perception of academic writing with this study. To erase the negative self-evaluation, writing culture has to be geared up for the promotion of academic papers. The respondents pointed out that the setbacks that hindered the process of abstract writing stemmed from unclear and haphazard samples and the lack of adequate departmental guidance. They revealed the traumatic experiences that they underwent during abstract writing, which caused delays in the completion and submission of their research on time.

The responses from students emphasized that abstract writing is a complex phenomenon for them because of the lack of appropriate and sufficient orientation and feedback from faculty members, their inability to write syntactically accurate sentences, and lack of lexical knowledge. Two questions were

asked to elicit their understanding. The first question focused on the components of the abstract. Apropos this question, the participants' responses and experience at the definitional level were the same. Invariably, they demonstrated the basic knowledge about what is required to compose an abstract. However, as they reported, they were largely confused in terms of how it should be structured incorporating five moves of abstract writing and in appropriate chronological order. Regarding the second question, they respond that they failed to present these elements in logical order which

resulted in the traumatic experiences of failure during the process of abstract writing. As a corollary to this, the immediate effect was the unreasonable delay in the completion and submission of their research on time.

Based on the hermeneutic phenomenological analysis of these students, this study led to the conclusion that five moves developed by Santos in 1996 support to pave the road map for abstract writing. Novice researchers need the theoretical knowledge about components of abstract writing.

**Table: 3**  
**Summary of the Findings**

Q. N.	Components of Abstract	Description of the Components	Reason for the application component
1	Introduction	The introduction sets up the background for the study, giving the contextual information. This is the introductory part of the abstract	To acquaint the readers with the subject under study
2	Aim of the study	The logic behind the research is the aim, purpose, and objective of the study. The research study has created an aim based on the current study gap. To disseminate solutions, the niche of the study is to important aspect of the research in social science. The researcher has to state the purpose in a concise form.	To show the purpose of the study, indicating the point of departure.
3	Research methodology	The research design and methodology create the road map for the study. Methodology deals with the variables and procedures to indicate the blueprint of the process of the research	To designate the procedure and method of doing research.
4	Results and Discussion	Numerical information and textual evidence deduce results, whereas qualitative data gives logical evidence in research. The results support or refuse or null the hypothesis in statistical analysis. Content analysis evaluates pieces of evidence and draws warrants to infer meaning from the results	To specify valid information derived through analysis and interpretation of facts and pieces of evidence.
5	Findings	This is the ultimate point for the abstract writing that hints at the inference of the study and the probable implication and application of the study in knowledge production, and problem-solving in society, nation, or the world on the basis of sample size and procedure.	. To indicate the way forward based on research interpretation

(Summary: Basic Components of Abstract)

## Conclusion

The purpose of this article was to explore the phenomena of abstract writing as understood and perceived by the Master's Degree students of English Studies of Saraswati Multiple Campus, Kathmandu, Nepal, using hermeneutical phenomenology. The researchers interviewed five novice students of the said campus to examine how the phenomenon of the task of writing abstracts appears to them and what problems, if any, they encountered in the process of producing a well-structured and logical abstract. The researchers elicited participant students' real and pure intention about preparing logically structured abstracts for their dissertation at the Master's level.

The inference from all the respondents indicated that the abstract has to encompass background information about the study, the problem and purpose of the study, methodology, results and discussion/analysis and interpretation, and findings and implications. The well-structured abstract has to be as brief as possible, giving the crux of the study to allow the readers to navigate the process of abstract writing effortlessly. This phenomenological study recommends the concerned authority rethink and revisit the strategies employed by the institution for novice researchers to strengthen their knowledge related to structure, vocabulary, and syntax and skills for organization in academic writing. This study recommends the reevaluation of instructional strategies and restructuring of the institutional policy for abstract writing. Additionally, this descriptive and explanatory study suggests a recommendation to address the problems hinted at by the participants by incorporating the insights and feedback that they provided to us about the abstract. The lack of adequate academic support and lax mentoring are responsible for students' confusion and dilly-dallying.

## Avenues for Future Research

This small-scale and preliminary project is limited in examining the experience of abstract writing skills of only the five students of a specific campus, Saraswati Multiple Campus. Hence, its area of research is narrow so far as its data, discussion, methods, and objectives are concerned. In this regard, we emphasize that it is imperative to expand the scope of the inquiry of writing skills, not just abstract writing, with more texts of related samples, and diverse data from crucial stakeholders like students and instructors. Much wider and diversified research is required from instructors, policymakers, and academic fraternities to account for the problems that novice researchers encounter in the various phases of their writing journey. Therefore, we genuinely believe that taking a cue from this inquiry, prospective researchers will take a broader view, and expand the scope of primary data, methods, and purpose to make a significant contribution to improving students' overall writing skills.

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