

## Language Centre English Seminar

# Teaching Development Seminar

Presented by

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Date: 28 Jan 2019 (Monday)  
Time: 3:30 – 5:00 p.m.  
Venue: OEM906, 9/F, OEN Hall Building (Main),  
Ho Sin Hang Campus,  
Hong Kong Baptist University

### **An Analysis of the Macro-structure, Metadiscoursal and Microdiscoursal Features in Research Article Abstracts Across Multiple Science Disciplines by *Rita G. Singh***

#### **Abstract**

The abstract of a scientific research article convinces readers that the article deserves to be read. Abstracts can also determine the success of publications and grant applications. Scientists have been increasingly expected to engage not only experts of their own disciplines, but also other disciplines with the scope of interest extending to non-experts, such as policy-makers and the general public. Thus, the macro-structure, metadiscoursal and microdiscoursal features exhibited in scientific article abstracts merit attention. In this study, 500 abstracts of scientific research articles published in 50 high-impact journals across five science disciplines (Earth, Formal, Life, Physical and Social Sciences) were examined, and quantitative analysis of the move structure as well as use of boosters and linguistic features was performed. Significant interdisciplinary variations were found in the move structure, boosters and linguistic features employed by these science disciplines. Each science discipline possesses a distinct set of macro-structural, metadiscoursal and formalization features, which contribute to its own unique discipline-specific convention. Understanding and observing the disciplinary rhetorical choices and communication conventions will allow scientists to align the abstracts of their studies with the expectations of the targeted audience.

### **Use Mind Maps to Visualize Essay Organization and Development by *Simon Wang***

#### **Abstract**

Mind mapping is a useful pedagogical tool for teaching reading and writing at different levels (e.g. Chalarut & DeBacker, 2004; Ferreira & Lantolf, 2008). Recently, Wette (2017) used this tool to assess students' understanding of how book reviews and literature reviews should be organized. In this workshop, I will first demonstrate how mind maps could be used to identify key themes in an argumentative essay and visualize two types of connections among the themes: hierarchical and crosslink. I will then illustrate a number of writing skills used in the argumentative essay with labelling in the mind map. Simple Mind (<https://simplemind.eu/download/trial-edition/>), a user-friendly mind-mapping tool, will be introduced for colleagues interested in using mind maps in their courses.

#### **References**

- Chalarut, P., & DeBacker, T. K. (2004). The influence of concept mapping on achievement, self-regulation, and self-efficacy in students of english as a second language. *Contemporary Educational Psychology*, 29, 248–263.
- Ferreira, M. M., & Lantolf, J. P. (2008). A concept-based approach to teaching writing through genre analysis. In J. P. Lantolf, & M. E. Poehner (Eds.). *Sociocultural theory and the teaching of second languages* (pp. 285–320). Oakville CT: Equinox.
- Wette, R. (2017). Using mind maps to reveal and develop genre knowledge in a graduate writing course. *Journal of Second Language Writing*, 38, 58–71. <https://doi.org/10.1016/j.jslw.2017.09.005>

**ALL ARE WELCOME**