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Teaching Short Stories to the Second Year Students Specializing in English

Tin Tin Wynn*

Abstract

The paper "Teaching Short Stories to the Second Year Students Specializing in English" deals with the approach the teacher can use effectively when they want to teach literature to the students specializing in English. In this paper why short stories should be chosen to teach the students and how they can be taught effectively to the students are presented. By using the activities used in this paper, students will be able to appreciate literature and they can also improve their language skills.

Key words: teaching short stories, language skills

Introduction

Literature can be taught in two ways: teaching literature for its own sake and teaching literature as a resource for language learning. In the traditional way of teaching literature, the approach is teacher-centered and the students are passive recipients of knowledge. The teacher gives lectures about the elements of a work of fiction- character, plot, setting, theme, etc. while the students takes notes silently. However, in this paper, characters, plot and themes of short stories are studied, using the activities developed for teaching literature as a resource for language development.

The language-based approach adopted involves standard procedures widely-used and widely-known for developing language competence and sensitivities and is based on activities with language, leading to the productive use of language. So this approach is learner-centered and activity-based.

By using this approach, students will become active participants in studying the elements of literature and this will lead them to reading outside literature and thus interpret and appreciate literature on their own. Being English Specialization students, they should have literary competence as well as linguistic competence. So studying literature with the language-based approach can help the students gain interpretive skills and the ability to analyse the text on their own. Short stories are often an ideal way of introducing students to literature in the foreign language classroom.

Aims and Objectives

This paper aims at helping the students specializing in English to be able to appreciate and interpret some of the English literature and to develop their ability of making critical judgement. It also aims to improve the four language skills by using the language-based approach.

Literature Review

Selecting the teaching material for the students is a very important factor. To select the appropriate text there are several criteria put forward by a number of experts. In choosing short stories for the second year students specializing in English, the following criteria were adopted.

Firstly, the work must be written in simple language. According to Schuiz (1982), the literary work must have simplicity in terms of short, simple sentences and use of common

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words. So the works of writers who employ a simple style like Ernest Hemingway is appropriate for the EFL students.

Secondly, the literature to teach to the students must be contemporary or recently written as Povey (1967) points out that words and distant historical events add little to ESL students' experience of literature and may even discourage them.

Thirdly, length of the literary work is also considered because brevity will improve the teacher's chance of maintaining student's interest throughout a lesson. If they have to struggle for too long with an unfamiliar text, they may lose interest.

Finally, as Povey (1967) notes, the topics and themes of literary works must be universal in nature so that students can relate to them and may have had personal experiences of their own to relate to them. Short stories have been chosen because they can be completed in less time, giving the pupil a sense of achievement.

Ernest Hemingway's short story "Indian Camp" has been chosen as it is brief, written in a simple style and its themes of man and nature, death, suffering and endurance are universal.

Methodology

After selecting the story to be taught, the presentation of it to the students effectively is a very important factor in teaching literature. Although the material chosen is suitable enough for the students, if the teaching method is not effective, it will be useless.

In teaching literature, the language-based approach can help the students to achieve linguistic competence as well as literary competence. This approach enables the reader to be involved in direct experience. The experience of the text will depend on the correct processing of the information that it contains.

A full understanding and appreciation of literature depend on the ability to analyse and generalize as well. Before a student can analyse the literary text on his own, he must be able to understand and interpret it first.

Sample Lesson

Pre-reading Stage

There should be supportive activities before reading the text so that they can stimulate valuable classroom interaction, to promote more efficient word attack skills and to encourage meaningful vocabulary growth. Unfamiliar vocabulary will interfere with comprehension. So some vocabulary items chosen to help students approach the text successfully and avoid misunderstanding. The following are some useful exercises.

Vocabulary (Matching)

Match the words in list A with their meanings in list B. (Use a dictionary if necessary)

A	B
1. bark-peelers	a. happiness for success
2. camp	b. little hut
3. interne	c. people who peeled the bark of the trees
4. caesarian	d. a thick, padded blanket
5. exhilaration	e. a young doctor
6. elated	f. put his hand into the water

- | | |
|----------------------|--|
| 7. stitches | g. delivery of child by operation |
| 8. shanty | h. place where people live in tents for a time |
| 9. quilt | i. high-spirited |
| 10. trailed his hand | j. the thread between two edges made by needle |

Anticipation of Theme

1. Who can bear more physical and mental pain, male or female? Why?
2. Describe some incidents that men can endure more than women.
3. In which situations can women endure suffering more than men?
4. Do you think life is a struggle?
5. Have you ever noticed that life is full of suffering and endurance?
6. Describe any physical pain and mental pain you have suffered.
7. How would you try to face it and overcome it?
8. Have you come across someone who cannot endure suffering common to mankind?
9. How will you comment on this sort of person?

While Reading Stage

After the pre-reading activities, the teacher asks the students to read the story aloud. While reading the story, the teacher can stop at some key points and elicit predictions of how the story develop. Prediction exercises lend themselves particularly to work in pairs or small groups, verbal prediction by close references to the foregoing text and to their own individual experiences of human behaviour. Such activities can be a basis for stimulating and motivating in-class oral work and discussion.

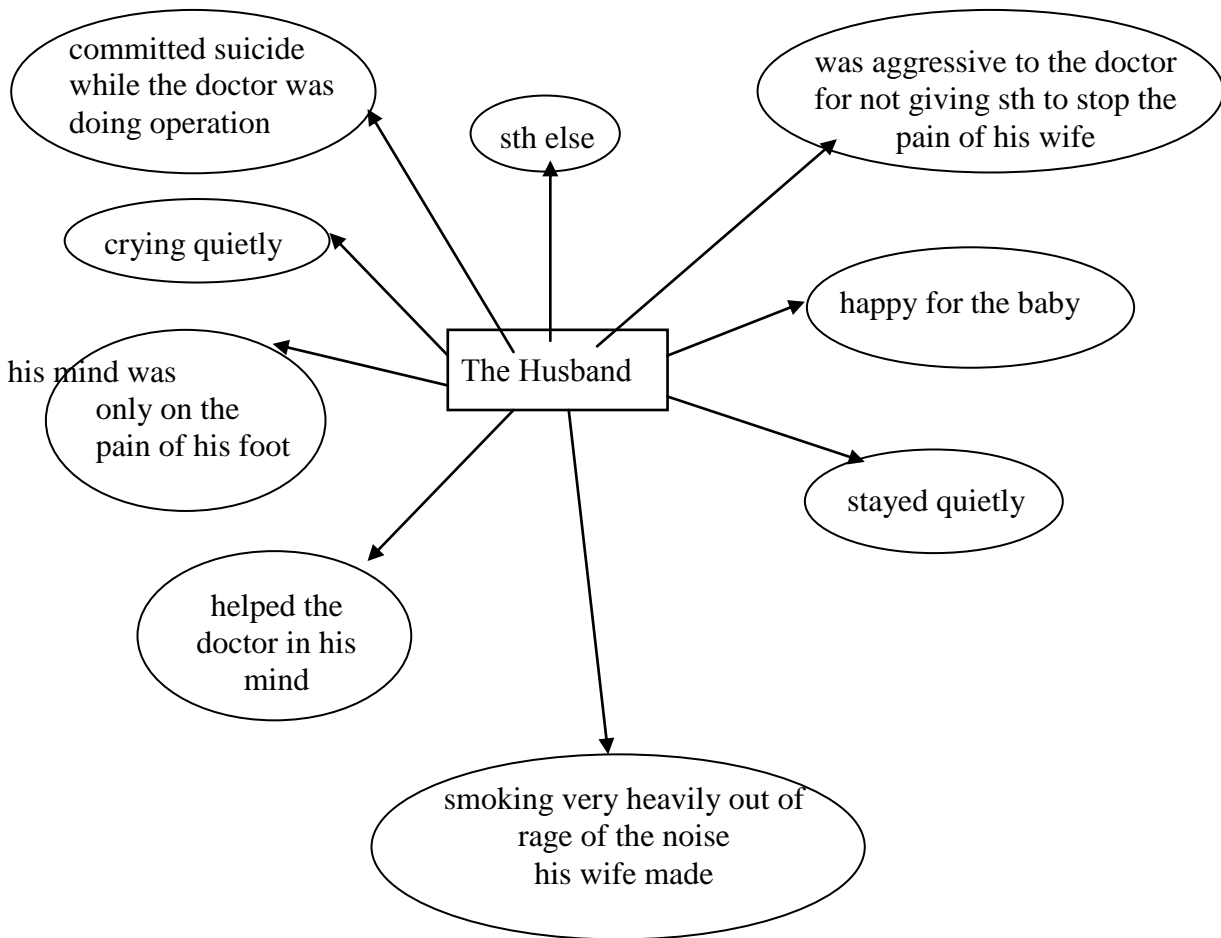
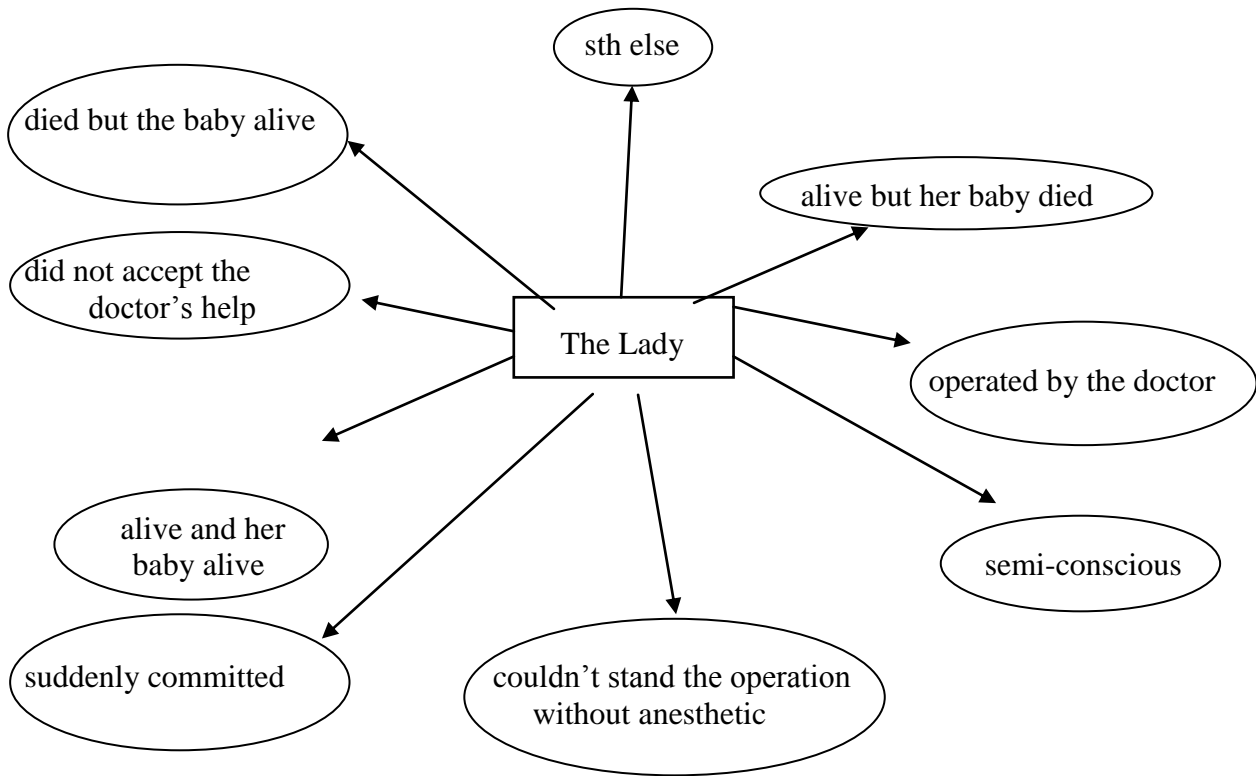
Prediction of Plot

This activity is based on partial reading of the text. After having read the conversation contained in the third paragraph, students can be asked the following questions.

1. Predict why Nick, his father and Uncle George went to the Indian camp.
2. What do you think they will do there?
3. What is the story going to be about?

When the story reaches the place "You see, Nick.....when they're not they make a lot of trouble for everybody", students can be asked the following questions.

1. What will be the possible outcome of the story?
2. Can you guess the end of the story?
3. What will happen to the lady?
4. How will the husband feel and act?
5. Which of these possible outcomes do you think is most likely for each of the characters? Why?



The teacher does not confirm or reject any of the ideas that the students have put forward.

After the prediction stage, students are given an opportunity to read and work with the text silently. From this extensive reading, they can again an overall sense of the piece and enjoyment of the story. Then, they are asked to read the story at home a second time. This intensive reading helps students assume responsibility for in-class work if they have been given some fairly factual questions to answer before they come to class.

After Reading Stage

After the students have read the story at least twice, they will have a general idea of it. A list of questions are designed to ensure that they really understand the explicit and the implicit meanings of the story. These questions aim at helping to focus on plot, character, setting and theme.

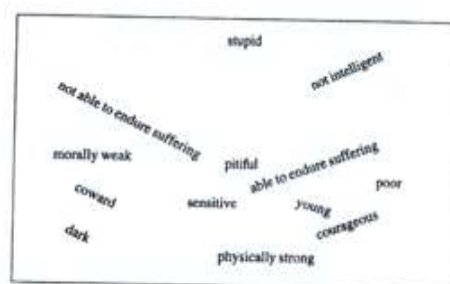
Discovering Explicit Meaning

1. Who is the main character in the story?
2. How did the Indians earn their living?
3. At what point in the story do you think Nick's curiosity started to go?
4. How did Nick's father help the woman?
5. Pick out the sentences where the climax of the story occurs? Why do you think so?

Discovering Implicit Meaning

1. What is the underlying meaning of "It felt warm in the sharp chill of the morning?"
2. "The sun was coming up over the hill". Does this sentence suggest anything about Nick's state of mind? Are there any connection?
3. At the end of the story, why do you think Nick felt quite sure that he would never die?

Character



e box belongs mor

Nick

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

His father

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

The Indian Lady

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

The Husband

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Write brief notes in each box as appropriate name.

	Nick	The Doctor	Indian Lady	The husband
appearance				
personality				
reaction to the operation				
reaction to the woman's scream				
attitude towards death, suffering and endurance				
their relationships				

Questions

1. Write notes about the personalities of each character.
(Refer to the sentences or quotations from the story)
2. Which character do you like least? Why?
3. Which character do you like most? Why?
4. Comment on the character of "The Young Indian Lady".

Plot

Rearrange the following jumbled sentences in the correct order.

1. The doctor hadn't got any medicine to stop the pain of the woman.
2. Nick's father felt sorry for taking Nick along with him.
3. Her husband had cut his foot very badly three days before.
4. The doctor carried out an operation on the lady.
5. Nick, his father and Uncle George went to the Indian Camp.
6. The operation had been made without anesthetic.

Questions

1. Describe the plot of the story "Indian Camp".
2. Rewrite/Retell the story from the point of view of Nick's father.
3. If you were the author, how would you end the story?

Theme

First of all, students are asked what different categories they know for stories. They may come up with romance, adventure, war, love and hate, man and nature, death, isolation etc. They may come up with others. If they do not know by name, they can tell instead using examples of the type. (After that, the following questions are given to them.)

1. What is the theme of the story?
2. If you think the title of the story is not appropriate to the story, give the new title, give reasons for your title.
3. Write an argument about, " Women can endure suffering more than men."
4. Write about an early experience in which you learned about birth or death.

Setting

1. Where does the story take place?
2. What time is it at the beginning of the story and at the end of it?

The activities presented help students to discover for themselves the multiple layers of meaning in literature. In this process, they are developing skills for critical thinking, leading to general intellectual and ethical growth. Moreover, they can develop their four languageskills. In addition to these benefits, students will be encouraged to attempt outside reading on their own.

Findings and Discussion

By using the language-based approach, it is found out that student's interpretive skills which are very important in analyzing a literary text may be improved. To help their understanding of a story, language-based activities such as prediction, sentence scrambling, rewriting, information transfer, matching, grid, multiple choice and argument writing are used in different stages. These activities are included in the pre-reading stage, while reading stage and after reading stage.

There will be a proportion of group and pair work appropriate to the nature of the activities which will in turn be those appropriate to the particular text.

Pre-reading activities encourage the students to guess meanings from context. By using the whole context, they can decode the meaning of unfamiliar words. It is the basis for contextualized teaching and practice of complex sentence grammar. This stage is important as it can whet the student's appetites to read and at the same time stimulate curiosity. It can provide a need to complete an activity or confirm an idea, and it can persuade the students. As far as perception or hypothesis is concerned, there are no right or wrong answers, only different ones.

The while reading stage increases the student's awareness and encourages them to look more closely at the story before its completion, and so enables the teacher to gauge how successful the text is and perhaps modify and adapt aims and pace. At this stage, extensive reading and intensive reading are needed because of the more complex and detailed nature of the material. Students can grasp the general idea of the story from their extensive reading. This is followed by intensive reading so that students can find details of a character or theme of in-depth comprehension, paying full attention to all parts of the story.

The after-reading stage encourages reflection upon what has been read and enables the students to expand and enhance their perceptions. The activities used at this stage enable the students to interact with a literary text and beyond the text, asking for creative, relevant responses from the students.

Conclusion

The activities presented in this paper are useful for the development of the cognitive and analytical processes and fluency in English that is important for foreign language learners.

At the pre-reading stage, we try to make the students find out the meanings of the difficult words that way interfere with the understanding of the text themselves. Sometimes the themes of the stories may be difficult to understand and difficult to discover by the students. As such, the kind of activity for this sort of story can get the class thinking along the lines of the story the students are going to read and will make comprehension easier.

There is plot development by close reference to main characters at the while-reading stage. Information transfer, sentence scrambling, argument writing, etc for the study of character, plot and theme are included at the after-reading stage. All these activities help students to discover for themselves the multiple layers of meaning in literature. In this process, they can learn a lot of English and at the same time, they are developing skills for critical thinking leading to general intellectual and ethical growth. Moreover, they can develop their four language skills. In addition to these benefits, students will be encouraged to attempt outside reading on their own.

In conclusion, being English Specialization students, they can achieve literary competence and linguistic competence through the language-based approach in studying and analyzing the element of literature.

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I would like to express my sincere thanks to all those who have helped me to complete this research. I would like to express my deepest gratitude to Dr. Aung Aung Min, Rector-in-charge, Pyay University, and Dr. Thwe Linn Ko, Pro-rector, Pyay University for their encouragement to do this research.

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Test-teach-test: Studying Learners' Perception

Thin Thin Wai*

Abstract

With the purpose of investigating students' capacity on perceiving what has been taught and the ability to use them in different contexts, "Test-teach-test" approach with some adaptation was used in teaching the Module: "Writing a Research Paper," and the corpus of 120 English Specialization students were studied through two question sets; and a questionnaire for data collection. Although there was some progress in testing remembering, and understanding after the course, all the results for testing their application were not satisfactory. After an informal interview with the students, it was found out that Test-teach-test approach could ensure progress but, only to some extent due to the weakness of the students in cognitive thinking and reasoning skills; lack of adequate practice; and their reluctance and lack of confidence in applying their knowledge to different contexts, a test type that they are not familiar with.

Key words: perception, adaptation, cognitive thinking, reasoning

Introduction

In the teaching learning process, most students are familiar with the lower level of rote-learning and memorization, and they are rather weak in cognitive thinking and reasoning skills. Moreover, they mostly hesitate to deal with the higher level of analysis, evaluation, creativity and problem-solving approach. As a result, even *application* from the lower level assessment seems to be quite challenging to most of them.

Darling-Hammond et al. (2014), claimed "knowledge is expanding at a breathtaking pace." It is found out that, in the developed countries, remembering pieces of knowledge is no longer the highest priority for learning. It, on the other hand, is still widely used in many teaching learning situations in Myanmar; and most of the test items convince this. In order to achieve a successful education, it is suggested by Darling-Hammond et al. (2014) to teach "disciplinary knowledge" in the ways which help students learn how to learn. In this way, they can apply that knowledge in new situations and they can further manage the demands of other conditions on their own so that the practice for self-study can gradually emerge. When students get used to doing things by themselves, as suggested by Harmer (1998), they can gradually start to take their own decisions about learning.

According to Tharman Shanmugaratnam, the ex- education minister of Singapore, as cited by Darling-Hammond et al., (2014), the whole education system should be changed from rote learning, chronic assessment system and a 'one size fits all' type of instruction to "more on engaged learning, discovery through experiences, differentiated teaching, the learning of life-long skills, and the building of character" in order to build up "the attributes, mindsets, character and values for future success."

In Myanmar educational reform, assessing students' capacity to apply knowledge to authentic/ academic tasks should be forcefully developed and should be well practised in teaching learning contexts for students' sake to be able to find, evaluate, synthesize, and use knowledge in new contexts. This task, on the other hand, is quite challenging for most of the students as they are familiar with 'deep-seated' teaching learning context and are unwilling to accept any change, especially in their assessment system.

In *Use of Test-Teach-Test Method in English as a Foreign Language Classes*, Pitambar Paude (2018) studied the effect of teach-test-teach method in developing vocabulary, grammatical and reading comprehension skills of Bachelor level first year EFL students in the

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faculty of education, Tribhuvan University, Nepal; and claimed that the experimental group could perform significantly better than the controlled one.

The present study has been carried out to see whether the test-teach-test approach is appropriate and performance assessment is effective to English specialization students in teaching “Writing a Research Paper”. To relinquish ‘deep-seated’ teaching learning context, TTT approach was used in teaching “Writing a Research Paper” as it gives teachers a chance to know the learners’ need or problem, and based on these problems, the teacher taught the target language. In this approach, learners have to take responsibility for their own learning; and if they have a basic knowledge about the target language, it is beneficial for them. However, due to students’ weakness in cognitive thinking and reasoning skills; and lack of adequate practice, the results, in particular, in testing ‘application’ are not satisfactory at all.

Aims and Objectives

The aim of this study is to investigate how much students can perceive what has been taught and can apply the knowledge perceived to new situations.

Its objectives are:

- to evaluate whether the test-teach-test approach is appropriate and, performance assessment is effective to English specialization students in teaching ‘Research Paper Writing’
- to examine students’ ability to apply knowledge to new situations

Literature Review

Test-teach-test

Test-teach-test is an approach to teaching where learners first complete a task or activity without help from the teacher. Then, based on the problem seen, the teacher plans and presents the target language. Then the learners do another task to practice the new language. In the classroom, TTT is a useful approach as it enables teachers to identify the specific needs of learners concerning a language area and address this need suitably. It can be particularly useful at intermediate levels and above, where learners may have seen language before, but have specific problems with it, and also in mixed level classes to help identify objectives for each individual. In this approach, the teacher sets a communicative activity for the students designed to find out how well they can understand and use a particular area of language; it can be a creative activity such as taking part in a role play or writing a story. The teacher monitors and evaluates the activity in order to assess whether the language structure he/she wants to focus on is being used correctly and appropriately or not. If students have no problem with the structure, the teacher can then go on to something else. If not, the teacher can revise the target language. If they are having problems, or avoiding it altogether, then the teacher can revise the target language. Practice activities which consolidate the students’ ability to use the language can follow until the teacher is satisfied with the students’ performance. The first phase is the ‘test’ where the teacher finds out what the students can and cannot already do; ‘teach’ is second phase when the language is revised, and the second ‘test’ is when practice activities are done to see if the students can use the language better than in the first phase. (Teaching English/ British Council/ BBC)

Performance Assessments

Darling-Hammond et al., (2014), define performance assessments as “measuring students’ cognitive thinking and reasoning skills and their ability to apply knowledge to solve realistic, meaningful problems”. In performance assessments teachers measure or gauge

whether students can really do what they are learning. Traditional tests cannot measure students' ability to apply what they are learning. Mere remembrance of pieces of knowledge is not "the highest priority" for learning; the most important thing, nowadays, is what students can *do* with such knowledge, and measuring students' ability to apply knowledge to new problems becomes preferable.

Classroom Research and Teacher- Action Research

Nowadays, classroom research and teacher- action research are new ideas in Myanmar academic field, especially in higher education. According to Williams, (2015), teachers are encouraged to be researchers in "teaching as research". In this process, they collect data about their own classrooms, constantly review them, making critical observations of their students and themselves to inform and improve their teaching and student learning. Moreover, according to Center for the Integration of Research, Teaching and Learning (CIRTL), as cited by Williams, (2015), "*Teaching as research*" involves the deliberate, systematic and reflective use of research methods to develop and implement teaching practices that advance the learning experiences and outcomes of students and teachers. Williams, (2015) suggested the following questions to consider for the improvement of one's teaching.

1. What are my educational/instructional outcomes/objectives I hope my students will get out of this course?
2. How will I know if students have met the outcomes/objectives I have set forth?
3. How can I create a positive classroom learning community/environment where all students feel respected and engaged?
4. How do I get every student engaged in the classroom?
5. How Can I use research to determine if the changes I have made have had a positive impact?

The Role of Teachers

One of the main tasks for the teachers is to provoke interest and involvement in the subject even when students are not initially interested in the subject. In this case, there are other factors to be considered: choice of the topic, activity and linguistic content that they may be able to turn a class around. It is by their attitude to class participation, their conscientiousness, their humour, their seriousness that they may influence their students. By their own behaviour and enthusiasm they may motivate their students. Teachers are not, however, completely responsible for their students' motivation. They can only encourage by word and deed. Real motivation comes from within each individual student. Students should take responsibility for their own learning. (Harmer, 1998)

Harmer, (1998) pointed out that in certain educational backgrounds and cultures; it is believed that it is the teachers' job to provide learning. In such situations, it is advisable for teachers to start very gradually with a piece of homework which they have to do on their own. When they are accustomed to doing things by themselves, they can gradually start to take their own decisions about learning.

Qualities of Good Learners

The qualities of good learners and the attitudes of most students towards academics should also be taken into consideration. Harmer, (1998) argued that although every student has "unique personality" in the classroom; it is difficult for the teachers to assess the qualities of good learners.

According to Harmer, (1998), the factors to be considered about the qualities of good learners are as follows:

What is their background, that is, their learning experiences?

Why are they in the classroom?

Why is one study method appropriate for student A but not for student B?

According to the study of the British university research team, it was found out that only some children, but not all, who learned musical instruments, became good at it depending on the number of hours they had practiced. As the old saying goes, “practice makes perfect”. Some researchers point out exceptional children who became experts although they did not practice as much as others. Adequate practice, student’s motivation and positive attitude towards their subject, however, play very important roles to achieve their educational goals.

Previous Studies

Use of Test-Teach-Test Method in English as a Foreign Language Classes was conducted by Pitambar Paude (2018), aiming at finding out the effect of teach-test-teach method in developing vocabulary, grammatical and reading comprehension skills of Bachelor level first year EFL students in the faculty of education, Tribhuvan University, Nepal. On the basis of odd even ranking system, 42 B.Ed. students from a Public College, Pokhara were divided into two corpuses: experimental and controlled; each consisting of 21 students. After experimental teaching for four weeks, the post-test was administered by using the same set used in pre-test. The results of both the tests were compared and determined using simple statistical mean. The findings revealed that the experimental group could perform significantly better than the controlled one.

In ‘*Teaching to the Test: A Controversial Issue in Quantitative Measurement,*’ Styron, J. L., and Styron, R. A. (2012) explored related literature about the concept of ‘teaching to the test’ to determine the pros and cons of teaching philosophies and testing systems currently used in the United States. Addressing the validity of these practices and their implications, the researchers investigated the reasons and causes for improper teaching practices. They discussed testing systems and school responsibility; and presented the advantages and disadvantages of ‘teaching to the test.’ They discovered that research studies were unsatisfying as they did not clearly indicate pros and cons of practising teaching to the test. But what is most notably for them is the problem discussed seems to be the lack of understanding of item-teaching and curricular teaching. Many educators opined item teaching, curriculum teaching and teaching to the test are the same; and according to the Styrons, ‘unethical practices’ created by teachers and administrators themselves just provide students with answers to test items without developing problem-solving and higher order thinking skills and, knowledge transfer.

Research Methodology

Ten Second Year (Honours) and one hundred and ten Fourth Year English Specialization students took part in the activity, and Test-teach-test approach with some adaptation was used in teaching some units from “Writing a Research Paper”: Writing Research Paper, Narrowing the Focus, Preliminary Bibliography and Plagiarism. Data were collected by means of the questionnaire and two question sets in which students needed to apply their knowledge to new situations. The findings showed some progress, but they are not satisfactory.

Data Analysis and Findings

Table 1: Table indicating Students' Background Knowledge about Research Paper Writing before the Course and after the Course

Questionnaire	Before TTT		After TTT	
	Yes	No	Yes	No
1. Do you know the components of a research paper? / Do you know what must be included in a research paper?	3	117	111	9
	2.5%	97.5%	92.5%	7.5%
2. Do you know what should be included in <i>abstract</i> , <i>introduction</i> and <i>conclusion</i> of a research paper?	1	119	112	8
	0.83%	99.17%	93.33%	6.67%
3. Do you know what <i>literature review</i> is?	-	120	107	13
		100%	89.17%	10.83%
4. Do you know how important <i>literature review</i> is?	1	119	77	43
	0.83%	99.17%	64.17%	35.83%
5. Do you think literature review is just copying the ideas of other scholars?	1	119	20	100
	0.83%	99.17%	16.67%	83.33%
6. Do you know the importance of citation, and the tips to be followed when citing other scholars' information?	-	120	107	13
		100%	89.17%	10.83%
7. Do you know how to cite the information and ideas of other scholars?	2	118	111	9
	1.67%	98.33%	92.5%	7.5%
8. Do you know the different forms of citation and their purposes?	2	118	87	33
	1.67%	98.33%	72.5%	27.5%
9. Do you know the role of reporting verbs and tenses in writing a research paper?	-	120	107	13
		100%	89.17%	10.83%
10. Do you know one can make his/ her own belief or opinions and those of others stronger or weaker by using certain reporting verbs?	-	120	10	110
		100%	8.33%	91.67%
11. Do you know how to avoid plagiarism?	-	120	120	-
		100%	100%	
12. Do you know that one's writing reflects his/her critical thinking?	-	120	93	27
		100%	77.5%	22.5%

Table 1 indicates students' background knowledge about research paper writing before taking the course and after taking the course, revealing their progress after the course.

Table 2: Table indicating Students' Progress in *Identifying Report or Argument*

Number of students	Test 1			Test 2			Remark
	A	B	C	A	B	C	
120	-	42	78	-	94	26	No one could give relevant reason
		35%	65%		78.83%	21.67%	

'A' denoting the fact that the students could correctly identify whether the given statement was report or argument and give the relevant reason

'B' denoting the fact that the students could correctly identify whether the given statement was report or argument but could not give the relevant reason

'C' denoting the fact that students neither correctly identified nor gave the relevant reason

According to the statistics shown in Table 2, students made progress in *Identifying Report or Argument*, but it was found that they were weak in cognitive thinking and reasoning skills. As a result, they could not give the appropriate reasons at all.

Table 3: Table indicating Students' Progress in *Developing Bibliography*

Number of items that students can correctly cite	Number of students	Test 1	Number of students	Test 2
5	-	0%	6	5%
4	-	0%	8	6.67%
3	14	11.67%	16	13.33%
2	106	88.33%	18	15%
1	-	0%	29	24.17%
Totally wrong	-	0%	43	35.83%

In *Developing Bibliography*, some progress can also be seen. However, all the results shown in the above Tables are not satisfactory.

Discussion and Conclusion

For *Identifying Report or Argument* and *Developing Bibliography*, students need to apply the knowledge they perceived to new contexts. However, all the results shown in the above Tables are not satisfactory. After analyzing the results, it was found that TTT approach and performance assessment could ensure some progress but, only to some extent, that is, in testing their remembrance of pieces of knowledge, due to the weakness of the students in cognitive thinking and reasoning skills; and lack of adequate practice. An informal interview in the classroom revealed that due to their attitude towards academics, their experience throughout their schooldays, most of the students were not eager to practise TTT and 'performance assessment' in which they have to take responsibility for their own learning as they are rooted in the lower level of rote-learning and memorization, and chronic assessment system. They felt uneasy as it made them worried for not being able to answer it well. Students' attitude towards academics; how much they practise and make efforts in everyday

teaching learning situation play an important role in developing teaching learning outcomes. It is advisable for teachers to evaluate learning outcomes so as to ‘maximize positive ones and minimize negative ones’.

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Appendices

Question (Set A)

1. Use the information in the following statements, and write a complete citation for each book and article mentioned.
 - (a) Recently, I came across a useful book called: Oxford learner’s grammar: Grammar builder. It was published by Oxford University Press in 2005, and was written by John Eastwood. The publisher is located in Oxford, in New York.
 - (b) I strongly advise you to read the article “Looking at citations: Using corpora in English for academic purposes.” Its authors are Paul Thompson and Chris Tribble. You’ll find it between pages 91 and 105 in volume 5, Number, 3. It appeared in the journal “Language Learning & Technology in September 2011.

- (c) I like the article “Citation practices in PhD theses” written by Paul Thompson in 2000. It was edited by Lou Burnard and Tony McEnery in their book “Rethinking Language Pedagogy from a Corpus Perspective”. You can find it between pages 91 and 101. It was published by Peter Lang based in Frankfurt.
- (d) The article “Integrative vs. Non-Integrative Citations among Native and Nonnative English Writers,” written by Ghaleb Rabab'ah & Ahmed Al-Marshadi in 2013 in *International Education Studies*, published by Canadian Center of Science and Education makes me interested in different forms of citations. You can find it between pages 78 and 87 in volume 6.
- (e) In 2010, American Psychological Association published their sixth edited book “Publication Manual of the American Psychological Association” in Washington, DC.
3. (b) Paraphrase the following to avoid plagiarism.
- “When you cite the work of other authors, you may choose to focus either on the *information* provided by that author or on the *author him- or herself*.” (Weissberg and Buker, 1990, p. 43)
5. (b) “The sun, the wind and the sea become our main sources of energy. We will live in a cleaner, healthier world.” Is it argument or report? Give reasons for your answer.

Question (Set B)

1. Use the information in the following statements, and write a complete citation for each book and article mentioned.
- (a) I want to recommend a book, “Bringing the State Back In” which is originally published in September, 1985, however, edited by Peter B. Evans, Dietrich Reuschmeyer, and Theda Skocpol and published in Cambridge, Cambridge University Press in the same year.
- (b) I strongly advise you to read the article “Citation Forms in Scientific Texts. Similarities and Differences in L1 and L2 Professional Writing.” Its author is Akiko Okamura. You’ll find it between pages 61 and 81 in volume 7, Number, 3. It appeared in the journal: *Nordic Journal of English Studies*, in December 2008.
- (c) I like “The ‘Grammar’ of Schooling: Why Has it Been so Hard to Change?” written by David Tyack, and William Tobin in Autumn, 1994. I found it *American Education Research Journal* Volume 31, Number 3 from the page number 453 to 479.
- (d) Ann S. Epstein, Lawrence J. Schweinhart, Andrea DeBruin-Parecki, and Kenneth B. Robin wrote “Preschool Assessment: A Guide to Developing a Balanced Approach,” and published in *Preschool Policy Matters*, Volume 7 in July, 2004. It is retrieved in <http://www.doe.in.gov/sites/default/files/earlylearning/preschool-assessment-guide-developing-balancedapproach.pdf>
- (e) In 2010, American Psychological Association published their sixth edited book “Publication Manual of the American Psychological Association” in Washington, DC.
2. (b) “The 21st century is the age of internet.” Is it argument or report? Give reasons for your answer.
4. (b) Paraphrase the following to avoid plagiarism.

“The literature review accomplishes several purposes. It shares with the reader the results of other studies that are closely related to the one being undertaken.” (John, W. Cresswell, 2014, p. 27)

Questionnaire used to investigate students' background knowledge about research paper writing before the course and after the course

Questionnaire	Yes	No
1. Do you know the components of a research paper? / Do you know what must be included in a research paper?		
2. Do you know what should be included in <i>abstract, introduction</i> and <i>conclusion</i> of a research paper?		
3. Do you know what <i>literature review</i> is?		
4. Do you know how important <i>literature review</i> is?		
5. Do you think literature review is just copying the ideas of other scholars?		
6. Do you know the importance of citation, and the tips to be followed when citing other scholars' information?		
7. Do you know how to cite the information and ideas of other scholars?		
8. Do you know the different forms of citation and their purposes?		
9. Do you know the role of reporting verbs and tenses in writing a research paper?		
10. Do you know one can make his/ her own belief or opinions and those of others stronger or weaker by using certain reporting verbs?		
11. Do you know how to avoid plagiarism?		
12. Do you know that one's writing reflects his/her critical thinking?		