Pyay University Research Journal

Pyay University Research Journal 2019
Vol. 11, No. 2

Editorial Board

Teaching Speaking and Writing to Hotel Receptionists

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Abstract

This paper presents how to teach speaking and writing to hotel receptionists. It is a must for hotel receptionists to have language skills because they have to communicate with various nationalities of guests everyday. Hotel English is different from everyday English. By using the communicative approach, a sample lesson for receptionists at the hotel is expressed in this paper. To get the learner's needs, Needs Survey questionnaires and informal interviews are used according to Hutchinson and Waters (1987). Both quantitative and qualitative methods are used in this paper. This paper can help the hotel receptionists who want to improve their hotel English.

Key words : speaking and writing, hotel receptionists, communicative approach

Introduction

The importance of English as an international language continues to increase as more and more people want or require to learn English. The growth of business and increased occupational mobility is resulting in a need for English as a common medium of communication.

This requirement has resulted in the expansion of one particular aspect of English Language Teaching (ELT). This development focuses on the learner and his needs as main consideration in course design. The way of teaching English in this development is different from the tradition in that it views language as not only a set of grammatical structures but also a set of functions. In other words, this new development moves towards the "communicative" approach of language teaching which provides the learners with an opportunity to use their basic knowledge more productively than have been possible before.

Nowadays in Myanmar, because of the open-door economic policy, the wider use of English in trade demands for the teaching of English for Specific Purposes. Among these demands, hotel receptionists require to learn English based on their occupational needs. Therefore, this paper is an attempt to teach English to Hotel Receptionists in Myanmar with the hope to fulfill their needs and requirements.

Aim and Objectives

fter the World War II, the enormous and unprecedented expansion of scientific, technical and economic activity rose to an international scale and in turn demanded the need for an international language. This pushed forward English as the key to the international currencies of technology and commerce. At the same time, in the educational field, the new study shifted from defining the formal features of language usage to discovering the ways in which language is actually used in real communication. This shift pointed out of the idea that language could vary from one situation of use to another and that variation could serve as the basic features of the learners' course. New development in educational psychology also emphasized the importance of the learners and their attitudes to learning. Learners were seen to have different needs and interests, which would have an important influence on their motivation to learn and on the effectiveness of their learning.

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Therefore, the importance of English as an international language continues to increase as more and more people require to learn English for certain purposes. These desires and requirements have resulted in the expansion of one particular aspect of English Language Teaching (ELT). The demand for this has come from groups of learner whose specialized needs were not being sufficiently and efficiently met by the EFL courses. Some learners wish to learn English for particular reasons with their jobs.

The aim of this paper is an attempt to teach speaking and writing to hotel receptionists who need to learn English for their occupation. Therefore, This paper is based on a certain utilitarian purpose with regard to some academic or occupational purposes.

Literature Review

The communicative language teaching has become the project of discussion in foreign language teaching since the early 1970s. In the field of ELT, the influence has been given on communicative movement because of the realization that communicative ability is the goal of English language teaching.

The communicative approach to language teaching considers language not only in terms of its structures (grammar and vocabulary), but also in terms of the communicative functions that it performs. This approach points out the idea that it is not enough to teach learners how to manipulate the structures of the language, but is necessary to develop strategies for relating these structures to their communicative functions in real situations at real time.

This approach contrasts from the traditional concern with correctness and formal grammatical usage and it exphazises on language being used for a purpose or a desire to communicate. To stimulate natural language activity in the classroom, pair and group work are adopted. The use of pair and group work allows for genuine information exchange and provides opportunities for practice. Pair and group work can also be used as a means of increasing the effectiveness and intensity of accuracy work.

Practical Consideration in Designing English for Hotel Receptionists

The reception office is really the shop window of the hotel. The efficiency and personality displayed by the receptionist is of paramount importance to the hotel as the receptionist is the first and last person the guests meet, and the impression gained is one that the guests retain for their stay in the hotel and take home with them.

The first impression which a prospective guest forms of a hotel is very important. Therefore, a hotel receptionist must possess qualities of having good manners, common sense, diplomacy, a good command of English and a smart appearance. Their main duties are receiving and welcoming visitors, making registration of all arrivals and giving general enquies concerning accommodation.

In the hotel trade, the receptionists communicate with various nationalities of guestseveryday. So, they need to have a good command of English to understand accurately what the guests want to know or do and to give precise information clearly.

Most of the hotel receptionists in Myanmar are graduates and they get their degrees by majoring mostly in science. In their past education, English was taught as a minor subject and they had been taught by giving more on accuracy or the grammar of English rather than on fluency. So, most of them feel reluctant in communicating with the guests.

Specification of Needs

All courses are based on a perceived need of some sort. The fact which distinguishes ESP from General English is the awareness of the need. If learners, sponsors and teachers

know why the learners need English, that awareness influence the content in the language course. Therefore, it is important to discover learners' true needs first. Hutchinson and Waters (1987) focus on the basic distinction between target needs (i.e. what the learner needs to do in the target situation) and learning needs (i.e. what the learner needs to do in order to learn.)

The analysis of target situation needs is in essence a matter of asking questions about the target situation and the attitudes towards that situation of the various participants in the learning process. The candidate has gathered the following information from the hotel receptionists of Inya Lake Hotel, Park Royal Hotel,Thamada Hotel and Thiripyitsaya Hotel (Bagan) by Needs Survey questionnaires and informal interviews based on the six questions pointed out by Hutchinson and Waters (1987).

(1) Why is the language needed?

A hotel receptionist needs to learn English for the occupational requirement.

(2) How will the language be used?

The duties of the hotel receptionists are welcoming guests, giving information, making registration of all arrivals, giving and taking messages and notes, making advanced conversations and so they need to learn all four language skills of speaking, listening, writing and reading.

(3) What will the content areas be?

The content areas will include daily expression, description of things, information, current events, polite forms of welcoming, apologizing, complaints and social matters.

(4) Who will the learner use the language with?

The hotel receptionist will meet guests of various nationalities of different ages who probably have native or lay-man's knowledge of English. The relationship between the learner and the guest will be that of host to guest, official to traveller.

(5) Where will the language be used?

The language will be used in hotels in Myanmar.

The receptionist will use English regularly to communicate with guests of various nationalities. After the analysis of the target situation needs, it is necessary to know the learning needs which also has the influence in designing a course. By using another six questions pointed out by Hutchinson and Waters (1987), Theresearcher can get the following information.

(1)   Why are the learners taking the course?

The majority of the learners realize the demands made on them by the nature of their profession very well so that they are in favour of hotel receptionist training course. They feel the need and want to improve their English to the extent of distinct fluency and correct pronunciation, and that this will effect their status in their profession.

(2)   How do the learners learn?

Since the learners already have a knowledge of the basic structures as well as a general vocabulary, they need to learn how to use English in a communicative way. To convey their needs, this paper will adopt communicative learning methods which create types of activities that provide opportunities for learners' participation.

(3)   What resources are available?

There are certain amount of teaching aids available like the library, language laboratory, cassette or tape-recorder, etc. The learners also get the opportunities for practical study at the hotels in Yangon.

(4)   Who are the learners?

The majority of the learners are adult learners and so they are between their mid twenties to late thirties, and are of both sexes. Most of them are holders of Bachelor Degree in Science or Arts so that they have a basic knowledge of English. The hotel receptionists also have a positive attitude towards English and are able to understand the foreigners' cultures and customs.

(5)   Where will the course take place?

The pre- service or in-service courses for hotel receptionists are usually conducted at Hotel and Tourism Training Centre at Kandawgyi Hotel. The lecture room has a pleasant atmosphere and the language laboratory is also available.

(6)   When will the course take place?

T'he course is a pre-job training course and the duration is one and a half months with five periods of English for a week.

Methodology

In recent years, in the field of ELT, there has been a shift of the interest of drawing courses under 'language-centred' and 'skills-centred' approaches to more progressive 'learner-centred' approach. The previous two approaches fail to encounter the complexity of learning process of the learner and treat him as a user of language rather than as a learner of language. Both of them deal only with the surface level of learning.

Learning is seen as a process in which the learners use whatever knowledge or skills they have in order to make sense of the flow of new information. Learning is not just a process, it is a process of negotiation between individual and society where the learner will use the target language. So, for this paper, learning-centred approach will be adopted. This approach looks beyond the competence which enables the learner to perform and it realizes that it is important to see how the learner acquires that competence.

In this paper, language teaching and learning may be seen as a process which grow out of the interaction between learner, teacher, texts and activities (tasks). The principle of interaction is applied to extend the responsibility, and participation of the learner. Therefore, in this process, the learner must involve in a range of task-oriented activities.

While the learner engages in the communicative activities, the teacher acts as a facilitator, giving help when requested but not volunteering corrections on grammatical form or pronunciation. There is a minimum of teacher intervention because intervention and frequent error correction interrupt natural language use and distract from the message.

Each unit of the proposed syllabus is divided by these procedures: presentation, practice and production stages.

One lessonischosen as a sample for teaching procedures. It is chosen as an example because making reservation is the main job for a hotel receptionist. After every four units, the round-up activity or review activity follows to check whether the learners understand the previous units well or not.

A Sample Lesson and Teaching Procedure

Objectives   : Making reservation at a hotel

Language   : (1) Giving and asking for personal details

generated   (2) Indicating the purpose of communication

                    (3) Signalling or asking about plans and intentions

Skills   : Listening

                     Speaking

                     Writing

Time   : 150 minutes approx.

                     It could be divided into 3 periods:

                    (1) Presentation and practice stage.
                    (2) Production stage and
                    (3) Parallel writing.

Procedure

  (1) Presentation and practice stage
  (a) Presentation (20 mins)

     Teacher presentsthe following language items and explains their usefulness in certain
     functions.

     (1)   Giving and asking for personal details.
              - My name is ………..
              - May I have your name, please?
              - Do you want me to spell that?

              -Could you spell that, please?

     (2) Indicating the purpose of communication:
              -I'd like to │ book   │ a room, please.

                           │ reserve │

     (3)   Signalling or asking about plans and intentions:
              -I'll be│ arriving……..

                      │ staying………

              -When will you be arriving?

              -How long will you be staying?

(4) Dates and times:

-from ……..to………

-for | one night.

four nights.

a couple of days.

-Next | Friday evening.

Sunday morning.

(5)　　Numbers:

-2nd ,3rd,29th,205, 401, etc.

(6)　　Types of hotel rooms:

-single/ double/ triple/ suite/ junior suite

-overlooking the | lake.

park.

main road.

-quiet, big, light, etc.

-with | bath.

shower.

common bathroom.

air- conditioner

(b)　　Practice stage (30mins)

Learners are asked to practice the following two line dialogues by pairs for 2 times.

A: Hello. Good morning!

B: Hello. Good morning, Sir. Can I help you?

A: May I have your name, please?

B: Yea, Jerrold. J-E- double R-O-L-D.

A: Do you want a double or a single room, Sir?

B: A double with bath, please.

A: What's the price?

B: A double room with bath is 140 dollars per night, without bath 115.

A: When will you be arriving?

B: Friday 27th May, in the evening.

A: How long will you be staying, Mr. Jerrold?

B: Till the Monday, that's the 30th –in the morning.

Teacher asks each pair to change their role and practice these dialogues again for 2 times. The objective is to give each learner a chance to practice speaking.

(2)   Production stage
(a)   Free- practice (25 mins:)

Teacher asks learners to work in pairs by changing their own names, locations, date of arrivals, duration of stay, types of room and the prices.

(b)   Creative oral work (25 mins:)

Teacher creates the situation. A young American couple will have six day holiday and they want to spend their time in Myanmar. But they haven't decided where to stay. So, they want to know exactly the names of the available hotels in Myanmar: and

- the location of each hotel:
- what kind of rooms the hotels have:
- the accommodation of each hotel:
- the prices etc.

Two learners of the class represent as the couple and the rest are as hotels in Myanmar.
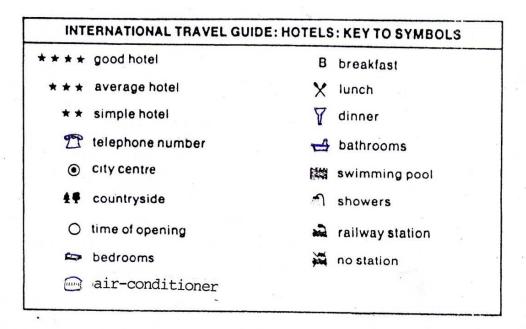
Each hotel answers the enquiries of the couple.

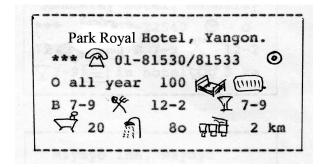The hotel that can give more and detail information is the winner of this game.

(3)   Parallel writing (30 mins)

The teacher presents the symbols of hotels on the blackboard. Then he takes the entry for Park Royal Hotel in Yangon as an example and writes what the symbols mean.

Then he asks the students to write.

```
INTERNATIONAL TRAVEL GUIDE: HOTELS: KEY TO SYMBOLS

★ ★ ★ ★  good hotel                    B   breakfast
    ★ ★ ★  average hotel              X   lunch
       ★ ★  simple hotel               Y   dinner
       ☎  telephone number           bathrooms
       ◉  city centre                 swimming pool
       ♣  countryside                 showers
       ○  time of opening             railway station
       ▭  bedrooms                    no station
       air-conditioner
```

Here is the entry for Park Royal Hotel, Yangon.

```
Park Royal Hotel, Yangon.
*** ☎ 01-81530/81533    ◉
O all year  100
B 7-9    12-2    7-9
     20      8o       2 km
```

It means:

Park Royal hotel, in Yangon is an average hotel. The telephone number is 01-81530/81533. It is in the city centre.

The hotel is open all year and there are 100 bed-rooms. There are air-conditioned rooms.

Breakfast is from seven to nine, lunch is from twelve to two, and dinner is from seven to nine.

There are twenty bathrooms and eighty showers. The nearest railway stations is two kilometers away.

Now read these symbols, and describe the hotels in the same way.

Composition (20 mins)

Apply for a job in a letter of between 120 and 180 words in length.

TEMPORARY HOTEL RECEPTIONIST

Pleasant medium-size hotel in the heart of Yangon seeks young person with pleasant personality to assist in reception office.

Previous experience an advantage but not essential.

Knowledge of at least one foreign language required.

Good pay for someone who can work sensibly and cheerfully in our team. Apply in writing to Inya Lake Hotel, Yangon.

Findings and Discussion

At the presentation stage, new language forms and their functions are introduced. It is found that the learner also gets the opportunity to pay attention to the pronunciation, stress, intonation and spelling of the new language.

The practice stage gives learners the opportunity to use the newly presented language in a controlled frame work so as to allow them to memorise its form and assimilate its meaning fully.

The production stage gives learners priority to experiment the uses of creative language which include spontaneous reaction, motivation, self-confidence building and fluency. The

most suitable participation patterns for the production stage are pair-work and group work as they give everyone many opportunities to participate. The appropriate activities for this stage are role-play, communication-gap activities, discussion, creative writing and so on.

Conclusion

This paper is an attempt to teach speaking and writing to hotel receptionists. It is intended for adult learners who have already had a basic concept of English. What they need is the fluency or the communicative competence. For this reason, this paper aims to provide meaningful communicative tasks and activities which are closely relevant to their occupation.

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Appendies

Needs Survey

I.   The Learner

1.1. Identity

1.1.1.Age range …………

1.1.2. Sex   …………

1.1.3. Nationality………..

1.2. Past Education

1.2.1. Field of Study

[ ]   Commerce/ business

[ ]   Public administration

[ ]   Science

[ ]   Arts

[ ]   Professional (teaching, medicine, law, etc.) other ……………

1.2.2. Degrees/ Diplomas awarded

1…………..   3…………

2…………..   4…………

1.2.3. Courses taken in major field of study

1………….   5…………

2………….   6…………

3………….   7…………

4…………..   8…………

1.2.4. How many (if any) of these courses were in English?

……………………………………………………

1.3 Language

1.3.1. Mother tongue (L1)……………………..

1.3.2. Foreign language (L2)……………………

1.3.3. Present level of English

[ ]   Zero

[ ]   False beginner

[ ]   Elementary

[ ]   Intermediate

[ ]   Advanced

II. Purposes for which English is required:

2.1. Occupational classification

2.1.1. Type of worker

[ ]   Clerical

[ ]   Technical

[ ]   Managerial

[ ]   Professional

[ ]   Officer

2.1.2. Field of work

[ ]   Commerce

☐ Industry

☐ Profession

☐ Services

☐ Other………….

2.1.3. Specific occupation

2.1.3.1. Central duty (where applicable)………………..

2.1.3.2. Other duties involving English…………………

III. Setting

3.1. Where will the language be used?

☐ Office

☐ Classroom

☐ Hotel

☐ Workshop

☐ Library

3.2. Who will the learner use the language with?

☐ Native speakers

☐ Non-native speakers

☐ Different nationalities

3.3. The language will be used by means of:

☐ Face to face

☐ Telephone

☐ Radio contact

☐ Print (letters, cables, telex, fax, etc)

3.4. Social relationship

☐ Formal

☐ Informal

☐ Both

3.5. The language will be used to deal with:

☐ Colleague

☐ Teacher

☐ Customer

☐ Superior

☐ Subordinate

3.6. The language needed to be learnt will be:

☐ Standard English

☐ American English

3.7. Communication skills needed will be:

☐ Speaking

☐ Listening

☐ Reading

☐ Writing

☐ Speaking and listening

☐ Reading and writing

☐ All four skills

3.8. Is the language required:

☐ Regularly

☐ Often

☐ Occasionally

☐ Seldom

The Application of Grammar in Oral Communication

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Abstract

The present research focuses on the application of grammar in oral communication. Grammar is taught to ESL learners from the elementary level to intermediate or upper-intermediate levels to know the language clearly. In Myanmar, however, some of the first year university students are not able to apply grammar effectively. This paper examines the ways to teach grammar effectively to students through grammar rules to oral communication and investigates whether they can apply the grammar they have learnt in real communication or not. The data in the present research are collected from forty students, First Year Mathematics Specialization, Yadanabon University during the Second Semester of the 2018-2019 Academic Year. The data are compiled by providing pre-tests and post-tests. Oral communication sessions follow after post-tests. Five grammar patterns from Straightforward, Level 1B are chosen to be focused. Teaching methods are based on Straightforward, Level 1B, Teacher's Book (Jim Scrivener & Mike Sayer, 2013). The findings show that students can produce meaningful sentences when they understand the form and meaning of grammar patterns. Applying their grammatical competence, they are able to maintain a conversation with their partners or group members during the learning process.

Key words: real communication, grammar patterns, grammatical competence

Introduction

Grammar is taught in schools and universities in Myanmar to learn more about language. Teaching grammars are used to fulfill language requirements. Grammar must be taught to the second language learners as it has infinite power to shift the structure of a sentence which alters the meaning of that sentence. In studying grammar, to know the relationship between form and meaning is important that it helps students much in communicating with others. It cannot be expected that a learner knows grammar if he can construct correct sentences by using grammar patterns. He knows grammar only when he applies his grammatical competence appropriately in real life. Thus, teaching grammar includes two main parts; helping students understand the relationship between form and meaning, and then creating a lively environment for them to apply their knowledge.

The paper studies the application of grammar in oral communication. The study examines the ways to teach grammar to students through grammar rules to oral communication and investigates whether they can apply their grammatical knowledge appropriately or not. The data are collected from forty students, first year Mathematics specialization, Yadanabon University by setting pre-tests and post-tests. Oral communication sessions follow after post-tests. Teaching methods from Straightforward, Level 1B, Teacher's Book (Jim Scrivener & Mike Sayer, 2013) are applied for the study.

Literature Review

What is grammar?

Grammar refers to the explicit theory constructed by the linguist and proposed as a description of the speaker's competence (Chomsky& Halle, 1968). According to Merriam-Webster Dictionary, grammar is a system of rules that define the grammatical structure of a language. Grammar is the branch of linguistics that deals with syntax and morphology (and sometimes also deals with semantics). Grammar is also stated as the rules in a language for changing the form of words and joining them into sentences, and it is also a person's

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knowledge and use of a language. In accordance with these definitions, grammar is a set of rules of a language which is essential for the mastery of a language. One cannot use words unless he knows how they should be put together. As it also deals with semantics, grammar effects on the ability to communicate practically and to be able to express one's thoughts vividly, or clearly and not to be ambiguous.

According to Martin, Alan and Eddie (1994), there will be a considerable difference between teaching grammar to ESL learners and teaching grammar to native ones. Native speakers know the forms and the meanings of *didn't go* and *doesn't go*. However, the position of ESL learners is different. They would have to be taught the meaning associated with the structures. If learners are not taught, they will never know the association. The relationship between syntactic form and meaning is as arbitrary as that between lexis and meaning. Some students do not know the difference between *She didn't go* and *She doesn't go*. For students, such differences are to be learnt because people 'say what they mean'. Thus, the teacher needs to explain the relationship between form and meaning first, and then carry on teaching 'appropriate' communication or improving communicative skills.

Meaning in grammar

Thinking about grammar as a resource for making and exchanging meanings, it is necessary to explore what might be meant by meaning. Graham (1994) mentions three types of meaning within grammatical structures: experiential meaning, interpersonal meaning, and textual meaningas follows.

Experiential meaning

Try to consider the following example.

    a. Jack came back at 4.00.

The question *What does this sentence mean?* might be answered by explaining what it is about. It is about one person (Jack) performing an action in the past (came back) at a certain time (at 4.00). Meaning in this sense is known as experiential meaning. Graham states that experiential meaning has to do with the ways language represents our experience (actual and vicarious) of the world as well as the inner world of our thoughts and feelings. In other words, it is concerned with how people talk about actions, happenings, feelings, beliefs, situations, states, and so on, the people and things involved in them, and the relevant circumstances of time, place, manner and so on.

Interpersonal meaning

The following sentences are also possible:

    b. Did Jack come back at 4.00?

    c. Jack might have come back at 4.00.

Sentences b and c are still about the same things as sentence a, one person performing an action at a certain time in the past. So they both have the same experiential meaning as sentence a. However, they differ in other aspects of meaning.

Sentence a informs the listener that the event took place, whereas sentence b calls on the listener to confirm or deny that the event took place. The term statement is used to refer to sentences like sentence a, and the term question is used to refer to sentences like sentence b.

Sentence c is still a statement, but it introduces into the sentence an assessment by the speaker of a likelihood of the event actually having taken place.

Sentences b and c differ from sentence a in terms of their interpersonal meaning. Interpersonal meaning has to do with the way in which we act upon one another through language_ giving and requesting information, getting people to do things, and offering to do things ourselves _ and the ways in which we express our judgments and attitudes _ about such things as likelihood, necessity, and desirability.

Textual meaning

There are still other ways in which the experiential meaning of sentence a could be expressed, for example:

d. He came back at 4.00.

e. It was Jack who came back at 4.00.

In sentence d the name of the performer of the action has been replaced by the pronoun *he.* The listener would need to refer to something in the context (e.g. a preceding sentence such as *Jack left for the school at about 8*) to know who *he* refers to.

In sentence e, the experiential content has been reorganized so that there is a strong focus on *Jack*.

Sentence d and sentence e differ from sentence a (and from each other) in their textual meaning. Textual meaning has to do with the way in which a stretch of language is organized in relation to its context. Textual meaning is important in the creation of coherence in spoken and written text.

Why does grammar matter?

Grammar matters because it is the language that makes it possible for us to talk about language. Human beings can put sentences together even as children, they can all do grammar. However, knowing about grammar is important because it is to be able to talk about how sentences are built, about the type of words and word groups that make up sentences. Knowing about grammar offers a window into the human mind and into our amazingly complex mental capacity. It is necessary to know grammar and it is well to remember that grammar is common speech formulated.

Why apply grammar in oral communication?

Grammar is the structural foundation of our ability to express ourselves. The more how it works is aware, the more the meaning and effectiveness of the way of language use can be monitored. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English. And it can help everyone not only teachers of English, but teachers of anything, for all teaching is ultimately a matter of getting to grips with meaning (David Crystal, "In Word and Deed" TES Teacher, April 30, 2004). In real life situation, we communicate with others using languages. In real communication, we must have the ability to express ourselves as well as to comprehend what others said. Not to be ambiguous or to know the exact meaning, it is grammar that helps the learners most.

Research Methodology

This research examines the application of grammar in oral communication based on Straightforward Level 1B. Five out of seventeen grammar patterns from Straightforward Student's Book, Level IB are selected as a scope of this research. The data in the research are collected from forty students, first year Mathematics Specialization, Yadanabon University during the second semester of the 2018-2019 academic year. Teaching methods are based on Straightforward, Level 1B, Teacher's Book (Jim Scrivener & Mike Sayer, 2013). The data are gathered by setting pre-tests and post-tests. Data analysis is conducted after the completion of data collection procedures. In analyzing the data, the quantitative method is used. Oral communication session is followed after step one of every post-test to get the final outcome.

Test before teaching

To be effective for both teachers and students, the teacher sets tests although it may feel strange as most tests are usually set after the students have learnt something. These tests allow the teacher to get an idea of how much the students can already do with the items he plans to teach. If the teacher realizes that the students know a lot about one aspect but little about another, he might decide to plan a lesson that spends more time on the latter. Tests before teaching help students to realize for themselves what they can or cannot do. By asking students to do a task which they perhaps cannot yet achieve with full success, they may realize that there is some language that they do not yet have full command of. This may help them to see the purpose of the language items when they come to study them. For this research, the teacher provides five pre-tests for five grammar patterns especially which seem to be confused or difficult for students and which are frequently used in oral communication. In all pre-tests, the students are given a question and asked to write down ten meaningful sentences using the target grammar pattern without referring any books but using their prior knowledge.

Teaching

Teaching procedure is followed after the students have been tested with suitable kinds of questions before teaching. In learning and teaching grammar, Straightforward coursebook provides a Grammar box for each grammar pattern. Procedure for teaching grammar includes these common steps; asking one or two students to read the information aloud to the rest of the class, asking students to work in pairs and read the information aloud to each other, asking students to work in pairs, read and then discuss or ask each other questions about the contents, allowing quiet reading time and then asks questions based on the material in the box, using material in the substitution tables to give students simple repetition or substitution drills, and asking students in pairs to drill each other (Jim Scrivener & Mike Sayer, 2013). The teacher uses the procedure and sometimes modifies it.

Based on teaching procedure, the teacher explains the grammar pattern, its meaning and the relationship between them. While teaching, the teacher explains the students' weak points and mistakes they have made in pre-tests. Giving some examples, the teacher makes the students see when and how the pattern is used in real life communication.

Giving exercises

The students are asked to do respective exercises which come after the grammar box in every lesson of a unit. Exercises include matching, rearranging words or sentences, filling blanks with given words, completing the given text or sentences and multiple choice. For these exercises, students are usually asked to write down the answers. When they finish, the teacher checks the answers and gives feedback at the same time. After that, exercises in workbook are also done and if the students' answers are incorrect, the teacher explains their mistakes again.

Test after teaching

Test after teaching involves two steps. In the first step, in post-test, the students are asked to write ten meaningful sentences using the grammar pattern that they have just learnt. In the second step, in oral communication session, the students are asked to form into groups of five and then asked to have a conversation using that grammar pattern. For the grammar pattern 'How & What', the teacher gives the question, "Ask your friends about their family, using 'How & what' questions", for 'used to', the question "Tell your friends about your habits when you were in Grade 11", for 'Present Simple', the question "Tell your friends about your daily routine and habits" respectively. The teacher encourages them to think about simple contexts to start the conversation. For 'Past continuous' and 'Present continuous', the teacher asks the students to look at the photos and pictures in the Student's book and to ask and answer the questions using the tenses. With their classmates or partners, students try to communicate each other using certain grammar patterns. Forweak groups, the teacher works as a facilitator by starting the conversation. The teacher goes round the class and makes sure that all the groups work well.

The following Tables show the different scores students get in pre-tests and post-tests for the respective grammar patterns.

Table (1) The different scores students get in pre-tests and post-tests for the respective grammar patterns

How & what questions						Used to					
Pre-test 1			Post-test 1			Pre-test 2			Post-test 2		
S	F	P	S	F	P	S	F	P	S	F	p
0	0	0%	0	0	0%	0	0	0%	0	0	0%
1	0	0%	1	0	0%	1	0	0%	1	0	0%
2	0	0%	2	0	0%	2	0	0%	2	0	0%
3	0	0%	3	0	0%	3	0	0%	3	0	0%
4	8	20%	4	0	0%	4	0	0%	4	0	0%
5	15	37.5%	5	6	15%	5	0	0%	5	0	0%
6	10	25%	6	13	37.5%	6	0	0%	6	0	0%
7	3	7.5%	7	8	20%	7	20	50%	7	4	10%
8	4	10%	8	13	32.2%	8	2	5%	8	11	27.5%
9	0	0%	9	0	0%	9	10	25%	9	15	37.5%
10	0	0%	10	0	0%	10	8	20%	10	10	25%
	40	100%		40	100%		40	100%		40	100%

S = Scores   F = Frequency (n = 40)   P = Percentage

Table (2) The different scores students get in pre-tests and post-tests for the respective grammar patterns

Past continuous						Present simple, frequency adverbs & phrases						Present continuous					
Pre-test 3			Post-test 3			Pre-test 4			Post-test 4			Pre-test 5			Post-test 5		
S	F	P	S	F	p	S	F	P	S	F	P	S	F	P	S	F	P
0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%
1	0	0%	1	0	0%	1	0	0%	1	0	0%	1	0	0%	1	0	0%
2	0	0%	2	0	0%	2	0	0%	2	0	0%	2	0	0%	2	0	0%
3	2	5%	3	0	0%	3	0	0%	3	0	0%	3	0	0%	3	0	0%
4	10	25%	4	0	0%	4	4	10%	4	0	0%	4	0	0%	4	0	0%
5	5	12.5%	5	0	0%	5	2	5%	5	0	0%	5	0	0%	5	0	0%
6	5	12.5%	6	2	5%	6	14	35%	6	0	0%	6	15	37.5%	6	3	7.5%
7	4	10%	7	10	25%	7	8	20%	7	15	37.5%	7	11	27.5%	7	5	12.5%
8	8	20%	8	10	25%	8	5	12.5%	8	2	5%	8	12	30%	8	6	15%
9	3	7.5%	9	9	22.5%	9	5	12.5%	9	12	30%	9	2	5%	9	4	10%
10	3	7.5%	10	9	22.5%	10	2	5%	10	11	27.5%	10	0	0%	10	22	55%
	40	100%		40	100%		40	100%		40	100%		40	100%		40	100%

S = Scores   F = Frequency (n = 40)   P = Percentage

Findings and Discussions

The paper focused on how students can apply their grammatical competence in oral communication. The research was conducted on the teaching methods of Jim Scrivener & Mike Sayer (2012). The research dealt with five grammar patterns: "How and What questions", "Used to", "Past continuous", "Present simple, frequency adverbs and phrases", and "Present continuous". According to the data, it was found that although a few students knew the form and meaning of grammar and could construct correct and meaning sentences in pre-tests, the performance of most students in post-tests was fairly developed.

In dealing with "How and What questions", 80% of the students got five marks and above in pre-test 1. It meant that students were not so bad in making 'How and What' questions. This is because they had already learnt "Questions with to be" and "Questions with auxiliary verbs" in lessons 1A and 1B. In post-test 1, all the students got more than five marks. 32.2% got eight marks whereas no one got nine or ten marks. This was not because of their grammar knowledge but because of their careless mistakes in spelling (e.g. How often do you go to the supermaket?)

According to the data, the percentage for "Used to" was quite different from others. In pre-test 2, there was no one who got less than six and in post-test 2, the students' scores were above seven. However, in Pre-test 2, the teacher could not expect that the students had had good knowledge of "Used to". The result was quite good in pre-test 2 because of the teacher's question_ Write ten sentences about your childhood using "used to+ infinitive". The question was easy enough for students to answer. After pre-test 2, during discussion session, when students were asked the meaning of "used to", only one third of them knew the correct

meaning. Pre-test 2 pointed out that sometimes students are not expected to know the meaning of a pattern of grammar although they knew the form and can construct sentences. For "Past continuous", 30% of the students got less than five marks in Pre-test 3. In post-test 3, 95% of them got seven marks and above. In Pre-test 4, some students could not place the frequency adverbs and phrases in the right place in the sentences. After teaching, in Post-test 4, the teacher got a satisfactory result that the least score was seven and 37.5% of the students got it. The data also showed that nearly half of the students could do well in Pre-test 5 that 37.5% got six marks and in Post-test 5, 55% of them got full marks. After step one of every post-test, oral communication session followed. For each oral communication session, it was quite difficult to collect the data in details and to display them exactly because all pairs or groups of students engaged in their respective communication simultaneously. Based on the teacher's observation, it can be said that most of the students could actively communicate with their group members or partners.

Learning in a classroom is quite different from 'natural learning'. In a formal course of study, there is very much less time available to learn and know each and every pattern thoroughly. The teacher needs to create a lively environment or use realia for the students to have a chance to apply their grammatical knowledge. It has been clearly found that if the students keep applying the grammar they have learnt in every day conversation, through their knowledge of the relationship between the form and meaning of grammar, their communicative skill can be developed more.

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Approaching Ways of Critical Analysis to the Poem, *The Tyger* by Using M.H. Abrams's Theories

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Abstract

This study presents approaching ways to learn a poem from critical point of view. The aim of the study is to develop students' critical thinking skills by using M.H. Abrams's four critical theories in approaching ways of critical analysis to the poem, "The Tyger". The objective of the study is to find out whether the theories of M.H. Abrams (1953) are effective in teaching poems or not. This study is based on four critical theories of M.H Abrams. The thirty third-year English specialization students at Monywa University are randomly conducted as research subjects. Data were collected over the post-test responded by thirty undergraduate English specialization students. The findings of the research indicate that learning the poem, "The Tyger", by using M.H. Abrams's theories makes the students get critical thinking. This makes the students improve their ways of thinking skills. Therefore, this study helps the students get ways of critical analysis to a poem.

Key words : critical thinking skills, poem, M.H. Abrams's theories

Introduction

This study tries to observe learning a poem from critical point of view effectively. The aim of this paper is to enhance ways of critical analysis of the students to the poem, "The Tyger" by using M.H Abrams's Theories. This study is based on four critical theories of M.H. Abrams. The 30 third-year English specialization students at Monywa University are randomly conducted as research subjects.

Teaching literature is not easy as the learners have tostudy and understand the writer's point of view and styles in his or her works. Poetry refers to literary works written in verse. A good poem is a clever arrangement of words written with emotional intensity or sincerity and profound insight. Poetry can be works of great beauty due to its meter and rhyme, like the ebb and flow of an ocean. It is very important to understand the types ofthe poetry and their styles before teaching poetry in class. There are different ways to teach poetry that encourage students to enjoy and participate in the class.

Meyer (Mike) Howard Abrams is an American literary critic, known for works on Romanticism, in particular his book "The Mirror and the Lamp". Contribution of him in the postmodern literary criticism cannot be avoided. Abrams stands unique because of his four oriental critical theories which cover up entire history of English literary theories and criticism. In literature, nothing is existed out of universe, text, artist and audience. According to M.H Abrams, there are four critical theories: Mimetic Theory, Pragmatic Theory, Expressive Theory and Objective Theory. Teaching a poem by using M.H. Abrams's four critical theories can make students learn the poems clearly and completely.

Critical thinking refers to the individuals' ability to think and make correct decisions independently. Today EFL teachers should teach students to enhance critical thinking skills. Poetry is a type of literature and it is based on the rhythm and figures of speech. It is gentle and deep in feeling and teaching. In poetry, words are strung together to form sounds, images, and

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ideas that might be too complex or abstract to describe directly. Therefore, teachers should use M.H. Abrams's four critical theories for students to understand the poems and think correctly and independently. It has four steps and these four steps make students enjoyable in learning poems. So, in this research, the teacher used M.H. Abrams's four critical theories in teaching the poem "The Tyger".

Literature Review

According to M.H. Abrams (1953), there are four critical theories: Mimetic Theories, Pragmatic Theories, Expressive Theories and Objective Theories. Mimetic theories emphasize the universe. It names from mimesis, Greek for *imitation*. Plato, Athenian Philosopher, (429-347 BC) also shows that poetry is mimesis. That is, poetry is a mirror that reflects the world. In Plato's philosophy, the world itself is illusory, an imitation of the perfect forms that constitute reality; so poetry becomes an imitation of an imitation. Aristotle, a Greek philosopher, (384-322 BC) shows that "Mimetic Theory" is the manner of imitation and not to relation to the truth which is important in art, and that aesthetic evaluation should be based on the assessment of both "manner of imitation" and the emotional effect produced in the audience. Therefore, before a poem is taught, it is imitated and interpreted of the work and it is found helpful to think and see about the poem clearly in the mind by using this theory. Pragmatic theories emphasize the audience. Horace, a Roman poet, (65-8 BC) urges that poets need to keep their audience in mind at all times.Then, according to Abrams's pragmatic theories, the audience is attracted to think about the poem at all times. Thus, poetry has a clear-cut purpose to achieve certain effect in an audience. Expressive theories emphasize the poet.Students or audience have to be told about the poet: his biographyand later psychology. After that the audience becomes the author and his feelings in relation to the poem. In the expressive orientation, the poet moves into the center of the scheme. John Stuart Mill, a British philosopher, (1806-1873) explains that "Poetry is feeling, confessing itself to itself in moments of solitude." Expressive criticism led to an interest in the author's biography and later psychology: to understand the poem, one must psychoanalyze the author and know all the secrets of his biography. Objective theories emphasize the perspective of the reader or audience perceiving the poem as a given object. Addison, an English poet, (1579-1830) says that poetry makes new worlds of its own, shows us persons who are not to be found in being. It emphasizes on thoughts and facts of the poem. In this section, audience becomes to know the elements of the content of the literary work, such as theme, setting, plot, characters, point of view, and etc.

Methodology

Thirty research subjects, third year English Specialization students at Monywa University, are used for conducting the present research. In selecting the research subjects, simple random sampling method is used. First, the students are taught the poem "The Tyger" by using Abrams's four critical theories. The poem is from their course book. It is a prescribed course book for English Specialization students in third year. The poem was written by the English poet William Blake. Students are instructed to answer two comprehending questions about the poem "The Tyger"with their own ideas. They produce related words or expressions by using Abrams's four critical theories. Then, students are given five questionnaires (Tripod) about the poem. Then, their scores are evaluated. Students' achievements are categorized into two parts: Achievements of Students over Questionnaires and Average Achievements of Students over Questionnaires. Finally, data interpretation and discussions are followed.

Rationale

The students are taught the poem "The Tyger" by using Abrams's four critical theories. Firstly, students are explained the poem "The Tyger" using Abrams's first theories, Mimetic Theories. According to these theories, they are led and discussed with the poem. For example,

they are asked what they think about the title "The Tyger" and the characteristics of an animal, tiger, such as the eyes, its roar, teeth, mouth, fearfulness, etc. They are explained about it line by line gradually. Secondly, students are taught the poem using second theories, Pragmatic Theories. In accordance with these theories, the audience, students, are attracted to think about the poem during teaching to achieve certain effects. For instance, they are asked some questions and opinions like how they understand the first line, second line, first stanza, second stanza, their feelings about the poem, etc.

Thirdly, using the third theories, Expressive Theories led the students to an interest in the author's biography and later psychology: to understand the poem, one must psychoanalyze the author and know all the secrets of his biography. Thus, they get more interested and understand the poem in detail. Finally, they are explained by using the last theories, Objective Theories. It emphasizes the perspective of the reader or audience perceiving the poem as a given object; it emphasizes on thoughts and facts of the poem. Then, they become to know the elements of the content of the literary work, such as theme, setting, plot, characters, point of view, and etc.

By learning the poem through these four theories, students think and know it thoroughly and systematically. Moreover, they feel easy and enjoyable in learning every poem in their study. It improves them the ability to read, comprehend, and analyze the text. Moreover, it can help students develop the critical-thinking skills.

Data Collection

The thirty third-year English specialization students were instructed to answer two comprehending questions with their own ideas about the poem "The Tyger". Each student wrote down the answers by using their own ideas. In addition, based on the teacher observation, students were given to answer five questionnaires (Tripod) about the poem. Then, explanation about the process of teaching and learning was followed. From the observation, the teacher explained the approaching ways of critical analysis to the poem, "The Tyger" by using M.H. Abrams's Theories. Thus, the comprehension of students about the poem was also found from the study.

Data Analysis

Data ofthe comprehending questions and five questionnaires (Tripod) were analyzed. Firstly, students' open-ended answers based on their own critical thinking writings were analyzed. Secondly, students' answers to the five questionnaires (Tripod) were analyzed through their opinions of M.H. Abrams's Theories learning. They were shown in Table 1: Students' Data over Questionnaires. Average Students' Data over Questionnaires were also measured in Table 2. The comprehending questions were shown in the following.

Two Comprehending Questions

Answer these comprehending questions.

1. Write about five sentences to shape the features and the strengths of the tiger in the poem, using your own ideas.

2. What do these terms refer to?

(i) deeps and skies

(ii) the stars and their spears

(iii) the Lamb and the Tyger

Student Survey Questionnaires (Tripod)

	Strongly agree	Agree	disagree	Strongly disagree
1. This type of learning to the poem, "The Tyger" improves my critical thinking and the way of critical analysis.	☐	☐	☐	☐
2. This type of learning makes me see clearly the author's imagination and situation.	☐	☐	☐	☐
3. This type of learning makes me more comprehensive the theme of the poem.	☐	☐	☐	☐
4. This type of learning helpsme in analyzing the reference of the isolated word from the poem.	☐	☐	☐	☐
5. This type of learning makes me study the poem from the critical point of view effectively.	☐	☐	☐	☐

Figure. Student's Answers over Questionnaires

Table 1
Students' Data over Questionnaires

Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
Q1	18	12	0	0
Q2	12	18	0	0
Q3	16	11	3	0
Q4	12	18	0	0
Q5	13	17	0	0

Table 2
Average Students' Data over Questionnaires

Total Number	Strongly Agree	Agree	Disagree	Strongly Disagree
150	71	76	3	0

Findings

According to the data, the total number of "agree and strongly agree"are strong. There are 71 "strongly agree" and 76 "agree". There are only 3 "disagree". Therefore, almost all the students comprehended the poem "The Tyger". That is because approaching ways of critical analysis to thepoem, "The Tyger" by using M.H Abrams's Theories is effective. It assists to boost students' comprehension skills and critical thinking skills to the poem. By doing this, students can understand the poem and think about it freely and widely and feel the real things well. So, it is suggested that teachers should use M.H. Abrams's four critical theories in teaching poems, dramas and novels.

Conclusion

The aim of the study is to develop students' critical thinking skills in learning poems by using M.H. Abrams's four critical theories in approaching ways of critical analysis to the poem, "The Tyger". According to the findings, students are found happy and interested in learning the poem using the critical theories. By using these four theories, poetries can be

taught and appreciated by the learners. Their critical thinking skills will be developed and assessed of the text. By getting critical thinking, it can make the leaners improve the quality of their thoughts and their decisions. Moreover, it makes them favor the poems i.e. literature. Therefore, teachers should teach students poems by using these four theories. It can be concluded that approaching ways of critical analysis to thepoem, "The Tyger" by using M.H. Abrams's four critical theories are useful for the teachers as well as students in teaching and learning poems.

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Appendies

I.   The Poem THE TYGER
II. Sample Answers of Two Comprehending Questions of a Student
III. Sample Achievement of a Student's Answers Over Survey Questionnaires (Tripod)

I.THE TYGER (from *Songs of Experience*)

By William Blake

Tyger Tyger, burning bright,

In the forests of the night;
What immortal hand or eye,
Could frame thy fearful symmetry?

In what distant deeps or skies,
Burnt the fire of thine eyes?
On what wings dare he aspire?
What the hand dare seize the fire?

And what shoulder, &what art,
Could twist the sinews of thy heart?
And when thy heart began to beat,
What dread hand? &what dread feet?

What the hammer? what the chain,
In what furnace was thy brain?
What the anvil? what dread grasp,
Dare its deadly terrors clasp?

When the stars threw down their spears,
And watered heaven with their tears:
Did he smile his work to see?
Did he who made the Lamb make thee?

TygerTyger, burning bright,
In the forests of the night;
What immortal hand or eye,
Dare frame thy fearful symmetry?

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II. Answer these comprehending questions. Write your own ideas about the poem "The Tyger".

   1. Write about five sentences to shape the features and the strengths of the tiger in the poem.

   1. Tygger has burning bright.
   2. Tygger has fearful force.
   3. Tygger's eyes can burn everything.
   4. Tygger has dread hand and feet.
   5. Tygger has hard manners.

   2. What do these terms refer to?

   (a) deeps and skies

   (b) The stars and their spears

   (c) The Lamb and the Tyger

   2.(a) deeps and skies = hell and heaven
   (b) The stars and their spears = fire and milky way
   (c) The Lamb and the Tygger = weakness and strength.

III.

Student Survey Questionnaires (Tripod)

	Strongly agree	Agree	Disagree	Strongly disagree
1. This type of learning to a poem, "The Tyger "makes the students get critical thinking and the way of critical analysis.	✓			
2. This type of learning makes the students see clearly the author's imagination and situation.		✓		
3. This type of learning makes the students more comprehensive the theme of the poem.	✓			
4. This type of learning makes the students analyze the reference of the isolated word from the poem.	✓			
5. This type of learning makes the students study the poem from the critical point of view effectively.		✓		

Figure: Sample Achievement of a student's Answers over Questionnaires.

Studying the Learners' Ability of Applying their Knowledge of Research Paper Writing in their Thesis Abstracts

Thin Thin Wai[1] , Phyo Pwint Hlaing[2]

Abstract

Move structures of an abstract reflect its writer's ability to make use of the required moves and sub-moves of an abstract; to follow the language convention of an abstract; and witness his or her academic writing skills. Aiming at investigating MA (English) students' ability of applying their knowledge of research paper writing in their thesis abstracts, two corpora of MA (English) thesis abstracts, altogether twelve abstracts from Pyay University were studied based on Bitchener's (2010) move model of an abstract. Other components are beyond the study. The findings revealed that in practice, no one from both Corpora could fully make use of all the sub-moves of an abstract proposed by Bitchener (2010) although most of them from Corpus 2 were able to fulfill all its functions whereas all from Corpus 1 failed to include Move 5; and one from Corpus 2 neglected Move 2 and 3 at all. The present study may be useful for both MA (English) thesis students and their supervisors for the understanding of thesis components, and their functions; and research strategies for writing their theses systematically.

Key words: moves, sub-moves, abstract, language convention, genre analysis

Introduction

With the emergence of research culture in Myanmar, it is important both for MA thesis candidates and their supervisors need to master in research paper writing strategies, and language disciplines for writing up an effective and appropriate component. Most MA (English) students, however, are not familiar with research paper writing and they have limited knowledge about it such as structuring each component of a thesis. In addition, they lack adequate practice in it. Moreover, different writers have proposed different style guides and information on research paper writing strategies across disciplines, making the beginners confused in their work. Weissberg and Buker (1990), for example, proposed a five-move model for abstracts in their textbook where as Pyrczak (1999) suggested two structured abstracts, and Wallwork (2011) and Swales and Feak (2012), Five-move model for abstracts.

There are, therefore, similarities as well as some significant variations especially in the structural organization. It is those variations in the structural organization that make the learners confused and meet difficulties in writing up their theses. In this case, the structural framework of a thesis must be taken into consideration. As a result, it is important to have knowledge and guideline in writing an effective and appropriate component in order to maintain the paper to be interesting and also to draw the reader's attention to selecting papers for further reading.

Many studies have been done to analyze the rhetorical moves of dissertation abstracts, but only a few on MA theses, and none in Myanmar. In the present study, other thesis components: Introduction, Method, Results and Discussion or Conclusion are beyond the study. Previous research studies have shown that there are some significant variations in the structural organization in RAs. The present study has been conducted to seek whether MA (English) students from Pyay University have the ability to apply their knowledge of research paper writing in their thesis abstracts or not.

Aim and Objectives

The aim of this study is to investigate MA (English) students' ability of applying their knowledge of research paper writing in their thesis abstracts.

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Its objectives are:
- to evaluate whether all thesis candidates studied are able to make use of all the moves and sub-moves of an abstract proposed by Bitchener (2010)
- to examine students' ability to follow the language convention of an abstract

Literature Review

In this section, different definitions of an abstract were discussed first, followed by the definitions of move, what "move analysis" was, the importance of an abstract, different move steps proposed by different scholars, language convention of an abstract such as the use of tenses, and previous studies by different scholars across disciplines.

The Definition of Abstract and its Importance

Abstract is defined by many scholars as a brief summary of the whole thesis, drawing the reader's attention to the entire paper. It, therefore, needs to be clear, logical and understandable.

According to Weissburg and Buker (1990), abstract is a general preview of one's investigation of the data from the other portions of the research studied. Many readers count on the abstract for information about the study to decide if they continue reading the entire report or not. Conciseness plays a key role in writing an abstract. In almost all fields of study, abstracts are written in a very similar way, and the information included and their order is very "conventional". However, due to a word limit for the abstract, some information is either eliminated or combined for journal articles (Weissburg and Buker, 1990).
In accordance with Bitchener (2010), since the aim of a thesis abstract is to introduce the reader to main considerations of the thesis, and it, moreover, has an influential purpose, it needs to prove readers that "the main text has something new and important to offer" (p.10). It is, therefore, crucial in writing a thesis or dissertation, and it needs to be precise, non-evaluative, logical, clear, and brief.
Zand-Moghadam and Meihami, (2006) defined abstract as "an attention-grabber" being able to persuade readers to continue or to stop reading the research and it plays a vital function in sharing out the findings of the research. Can, Karabacak and Qin (2016) defined the term 'abstract' as: "An abstract summarizes the accompanying article in order to promote it".

The Definition of Move and Move Analysis

"Move," is defined by Swales & Feak, (2009), as a stretch of text or a communicative stage. Bitchener, (2010, p.10) stated why "genre analysis" should be done in academic field, and also defined "move" and "sub-move". According to him, "moves" are "units of content" and "sub-moves" refer to "steps or strategies" used in presenting the "units of content". Moreover, he claimed that analyzing genre helps writers understand "the type and structure of content that typically characterize the different part- genre of a thesis and how this may be achieved through the use of various moves and sub-moves". He argued that the number of moves and sub-moves included could differ from topic to topic and "within and across disciplines". Move, as cited by Can, Karabacak and Quin, (2016), are "categories of functional roles" in academic writing, and "the conventional method" for examining language use, rhetoric, and "text organization" is move analysis.

Move Structure and Functions for Abstracts

Across disciplines, different writers proposed different move structures and functions for abstracts. A number of papers have attempted to explain the concepts and format of the structures of the research article abstracts. Many scholars have published many books

containing guidelines: how to write and structure each component of the research article abstracts effectively and appropriately.

Table 1: Comparison between the move structures proposed by six different writers

	Weissberg and Buker (1990)	Bitchener, (2010)	Wallwork, (2011)	Swales and Feak, (2012)	Cresswell, (2014)	Pyrczak, (2017)
Move 1	B (Some background information)	"Introduction" a. 'Provide context, background of the research b. Identify the motivation for the research' c. 'Explain the significance/centrality of the research focus' d. 'Identify a research gap or continuation of research tradition'	Background information	the background information about the problem	the issue or problem leading to a need for the research	Objective
Move 2	P (The principal activity or purpose of the study and its scope)	"Purpose" a. 'Identify aims or intentions, questions or hypothesis' b. 'Develop aims or intentions, questions or hypothesis'	aim and its importance	purpose of the study or hypothesis	the purpose of the study and talk about the central phenomenon being explored, the participants who will be studied, and the site where the research will take place	Methods
Move 3	M (Some information about the methodology used in the study)	"Method" a. 'Identify/ Justify overall approach and methods' b. 'Identify key design aspects' c. 'Identify data source(s) and parameters' (limit/structure/bound) d. 'Identify data analysis'	contribution and its value	Methods used, materials and procedures	data collected to address this purpose	Results

Table 1: Comparison between the move structures proposed by six different writers (Contd.)

	Weissberg and Buker (1990)	Bitchener (2010)	Wallwork (2011)	Swales and Feak (2012)	Cresswell (2014)	Pyrczak (2017)
Move 4	R (The most important results of the study)	"Product" a. 'Present main findings/results of key aims, questions' b. 'Present main findings/results of subsidiary/ additional aims, questions'	what you looked at	Results/ Findings	themes or statistical results that will likely arise in your study	Conclusions
Move 5	C (A statement of conclusion or recommendation)	"Conclusion" a. 'Suggest significance/importance of findings beyond the research, considering contributions to theory, research and practice' b. 'Suggest applications (for practice) and implications' (for further research)	conclusions and implications	Discussion/ Conclusion with implication and/or recommendation	practical implications of the study	

       Weissberg and Buker (1990), Bitchener (2010), Wallwork (2011), Swales and Feak (2012), and Cresswell (2014) for example, proposed a five-move model for abstracts in their textbooks whereas Pyrczak (2017) suggested two structured abstracts: Tri-partitioning of abstracts and Quad-partitioning of abstracts.

After studying six different models of abstract by six different writers, it was found out that only Weissberg and Buker (1990), Bitchener (2010), Wallwork (2011) and Swales and Feak (2012) proposed "background information" in their move structure of an abstract. Cresswell (2014) suggested to start an abstract with 'the issue or problem leading to a need for the research' whereas Pyrczak (2017), with 'objective of the present study'.

All the writers studied proposed "purpose, method, results and discussion/conclusion" as the necessary moves in their abstracts though there are slight variations in terminology. Among them, Bitchener (2010) gave the detailed descriptions for each move. After studying abstracts from almost all the fields, Weissberg and Buker (1990) pointed out that "abstracts are written in a very similar way, and the types of information included and their order are very conventional".

       According to Weissburg and Buker (1990), because of the word limit, the reduced abstracts are common in journal articles, focusing on only two or three elements and omitting the background information. They proposed the order of information elements in reduced abstracts as follows:

- P+M (purpose and method of the study),
- R (results), and
- C (conclusions and recommendations*) (p.187)

Bitchener (2010) highlighted five functions of a thesis abstract: aim, background, methods, main findings and contribution of the present study.

Concerning with language convention, Bitchener claims that "the choice of the tense use will depend upon how the author views the writing of the abstracts" (2010, p. 30).

Table 2: Some tips for linguistic features suggested by Bitchener (2010): Tense use in abstract

Writer	Present Tense	Past Tense	Present perfect Tense
Bitchener (2010)	To explain the generalizability of the results of the study	To report a completed action in present study	To show what the present study was continuing a tradition by extending the research focus and that it has been completed

Previous Studies

With the purpose of investigating the variations of move structure on applied linguistics MA thesis abstracts and introductions, Saman Ebadi, et al. (2019), analyzed two corpora of MA theses by Iraqi and international students (30 theses each) utilizing the model of Hyland (2000) and framework of Chen and Kuo (2012). The hypotheses of the research and outlines of thesis structures were found in the Iraqi university students' abstracts but these rhetorical features were not traced in their counterparts. In their abstracts, more frequent discussion about the results was conducted by Iraqi students than international MA students whereas international students made use of different steps for the understanding of Move 1 and Move 3. According to their findings, a genre-based approach was required in EFL MA thesis academic writing classes.

In order to analyze the rhetorical move structures of MA (TEFL) thesis abstracts from 'Allameh Tabataba'i University', Zand-Moghadam and Meihami (2006) studied 300 abstracts (from the year 1988 to 2015) in three time periods based on Hyland's (2000) rhetorical move framework. According to their results, "Purpose", "Method", and "Product" were the most prominent rhetorical moves in the first period whereas the "Purpose" was the top one in the second and third periods, and the "Introduction" and "Conclusion" was the least frequently used ones for all periods. There was a shift in the move structure of the abstracts of the theses studied: from 'Purpose-Method-Product' to 'Introduction-Purpose-Method-Product Conclusion'. This study was useful for L2 learners for better understanding of 'community of practice' and it was advisable for teachers to 'prepare genre-based writing materials'.

Aiming at examining move structures in AL abstracts and comparing its results with those of previous studies, both synchronically and diachronically, fifty abstracts from articles published in the journal English for Specific Purposes (ESP) between 2011 and 2013 were studied using a five-move scheme adapted from previous studies. The results of their study showed the lack introduction of the topic and discussion of the findings in about half of the articles studied, and the frequent violation of the authors on the move sequence. Can, Karabacak and Qin (2016) suggested future researchers conducting move analyses that their teaching materials should be based on their research findings in academic writing classes.

In *A discourse analysis of the abstracts of the research papers from the journals of the Myanmar Academy of Arts and Science,* employing a model with five-move structure based on Weissberg and Buker (1990), Hyland (2000) and Samraj (2003), Kyaw San Win (2013) made a genre analysis and studied the generic structure of the abstracts of research articles of MAAS (2004-2011) to seek rhetorical moves, tense distribution and length of the abstracts. The first three researchers studied only the rhetorical moves of thesis abstracts, excluding language

convention while the last one investigated not only rhetorical moves but also tense distribution and length of the RA abstracts, not those of MA theses. Previous research studies have shown that there are some significant variations in the structural organization in theses and RA abstracts.

Research Methodology

Two corpora of MA (English) thesis abstracts, altogether twelve abstracts: two submitted in 2016-2017 Academic Year, and ten in 2018-2019 from Pyay University were studied based on the move model on abstract proposed by Bitchener (2010).

Findings

Table 3: Evaluating the move features of the abstracts of the MA Theses from all corpora

Corpus	No. of the theses studied	Features of an Abstract													
		Move 1				Move 2		Move 3				Move 4		Move 5	
		1a	1b	1c	1d	2a	2b	3a	3b	3c	3d	4a	4b	5a	5b
C-1	C-1.1	√	-	-	-	√	-	√	-	-	-	√	√	-	-
	C-1.2	√	√	-	-	√	-	√	-	-	√	√	-	-	-
Total		2	1	-	-	2	-	2	-	-	1	2	1	-	-
C-2	C-2.1	√	-	-	-	√	-	√	-	-	√	√	√	√	-
	C-2.2	√	-	-	-	√	-	√	-	-	-	√	-	√	-
	C-2.3	√	-	-	-	√	-	√	-	√	-	√	√	-	-
	C-2.4	√	-	-	-	√	-	√	√	-	√	√	√	-	√
	C-2.5	-	-	√	-	√	-	√	-	-	-	√	-	√	-
	C-2.6	√	-	-	-	√	-	√	-	-	-	√	-	√	√
	C-2.7	√	√	-	-	√	-	√	-	√	-	√	√	√	-
	C-2.8	√	√	-	-	√	-	√	-	-	-	√	-	√	-
	C-2.9	√	√	-	-	√	-	√	-	-	-	√	√	-	√
	C-2.10	√	-	-	-	-	-	-	-	-	-	√	-	√	√
Total		9	3	1	-	9	-	9	1	2	2	10	5	7	4

Discussion and Conclusion

According to the data analyzed, it is found out that in practice, no one from both Corpora could fully make use of all the sub-moves of an abstract proposed by Bitchener (2010) although most of them from Corpus 2 were able to fulfill all its functions whereas all from Corpus 1 failed to include Move 5 which is important in "convincing readers that the main text has something new and important to offer" (Bitchener, 2010, p.10); and one from Corpus 2 neglected Move 2 and 3 at all. Move 3c: limitations of the study and Move 5: implications and recommendations for further research play vital roles in abstracts. After making a brief consideration on some data from Hyland, Swales and Feak (2009, p. 20) also claimed the "utility and applicability" of the results. According to them, to write the "hedged" conclusion, it is advisable for the beginners to mention something meaningful and significant in their conclusion (p. 23), and general implications and recommendations are, therefore, important. These moves should be a "must" for an accurate, non-evaluative, coherent, readable, and concise abstract. Moreover, some redundancies, and improper use of tenses because of mother

tongue interference were also investigated. Regarding with the use of tenses, the most noticeable misuse was found in Move 2a: Identifying aims.

The findings revealed that due to their limited knowledge and lack of adequate practice on research paper writing, it is not possible for MA candidates to make use of all the moves and sub-moves of an abstract proposed by Bitchener (2010); and to follow the language convention of an abstract.

In *Test-teach-test: Studying Learners' Perception,* Thin Thin Wai (2018) studied the perception of Ten Second Year (Honours) and one hundred and ten Fourth Year English Specialization students, using Test-teach-test approach with some adaptation in teaching the research paper writing and collecting the data by means of the questionnaire and two question sets. According to their findings, although some progress could be furnished by TTT approach and performance assessment, they are not satisfactory because of the weakness of the students in cognitive thinking and reasoning skills; and lack of adequate practice. This revealed the importance of adequate practice which also plays a vital role in evaluating the work of others. And it was the lack of practice in evaluating the work of others which made them face difficulty in writing their own theses.

In order to write up an effective abstract with appropriate components, not only sufficient knowledge on research paper writing but also adequate practice on evaluating and writing each component of the whole thesis are undeniably necessary.
The present study may be, to some extent, useful for both teachers who are going to teach Eng 4101/ Eng 4201: Research Paper Writing, and E-621: Research Methodology, and MA (English) thesis supervisors, and MA (English) students, as well, for writing their thesis abstracts systematically.

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Appendix
Sample Data Analysis
Table 1: Data analysis of move and sub-move of a thesis abstract C1.1, using the model
proposed by Bitchener, (2010)

Move	Sub-move		Tense	
1. "Introduction"	a. 'Provide context, background of the research'	√	Present	√
	b. 'Identify the motivation for the research'	-		
	c. 'Explain the significance/centrality of the research focus'	-	Present	√
	d. 'Identify a research gap or continuation of research tradition'	-		
2. "Purpose"	a. 'Identify aims or intentions, questions or hypothesis'	√	Present	×
	b. 'Develop aims or intentions, questions or hypothesis'	-		
3. "Method"	a. 'Identify/Justify overall approach and methods'	√	Present	√
	b. 'Identify key design aspects'	-		
	c. 'Identify data source(s) and parameters (limit/structure/bound)'	-		
	d. 'Identify data analysis processes'	-		
4. "Product"	a. 'Present main findings/results of key aims, questions'	√	Present	×
	b. 'Present main findings/results of subsidiary/ additional aims, questions'	√	Present	×
5. "Conclusion"	a. 'Suggest significance/importance of findings beyond the research, considering contributions to theory, research and practice'	-		
	b. 'Suggest applications (for practice) and implications (for further research)'	-		

(Adopted from Bitchener, 2010, pp. 11-12)