A Comparative Study on the Extent of Thinking Skills in *Straightforward Series*

Khin Khin Yone*

Abstract

Nurturing 21st century skills becomes crucial in the educational field with the emergence of coursebooks which can develop higher order thinking skills. This study aimed to investigate and compare the thinking skill levels in *Straightforward Series: Level 1A* to *Level 4B,* the adapted versions for Arts and Science (except English specialization) undergraduate students of Myanmar. For this purpose, the instructions of tasks and activities in eight *Straightforward coursebooks – Level 1A, 1B, 2A, 2B,* 3*A, 3B,* 4*A* and *4B* – were collected and analyzed according to revised Bloom's taxonomy proposed by Anderson and Krathwohl (2001). Based on the results of the analysis, it is found that *Straightforward Series* which are *English in General Purpose Coursebooks* can nurture higher order thinking skills which are also known as critical thinking and creative skills of students. It is hoped that this study would highlight upon the role of *Straightforward coursebooks* in developing thinking skills among Myanmar students.

Keywords*:* revised Bloom's taxonomy, cognitive process levels, lower order and higher order thinking skills

Introduction

In the process of teaching-learning context, coursebooks play a prominent role as they provide a clear framework of directions and contents. According to Richard (2006), language should serve as a means of developing higher order thinking skills which are also known as critical and creative thinking skills. In other words, learning a language for its own sake is not sufficient for students and it should help students develop their thinking skills. Nowadays, with the emergence of higher order thinking skills in educational field, this study investigated the coverage of lower order and higher order thinking skills in *Straightforward Series: from Level 1 A* to *Level 4 B,* and then compare the extent of the coverage.

Aim of the study

The aim of this research was to find out and compare the levels of thinking skills in cognitive process which are developed by the instructions of tasks and activities in *Straightforward series.*

Research Question

The research question of the present study is:

How does the extent of different thinking skills increase and decrease in *Straightforward Level 1 A* to *Level 4 B*?

Scope and limitation of the study

The scope of this research focused on the instructions of tasks and activities in the sections of vocabulary, grammar, speaking, listening, reading and writing in the unit lessons from *Straightforward Series: from Level 1 A* to *Level 4 B.* This study neither takes into account of teaching methodology nor concerns with the factors of coursebook selection.

* Professor, Department of English, Maubin University, Myanmar

Theoretical Background

In the field of education, a lot of educators and psychologists have developed models for understanding cognitive complexity as it relates to designing instructions and assessments. Among them, revised Bloom's taxonomy is the most heavily applied. This taxonomy was firstly developed by Benjamin Bloom who headed a group of educational psychologists in 1956. It is a classification of levels of intellectual behaviour in learning.

Within the cognitive domain, Bloom (1956) identified six levels – Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation – starting from the simple recall or recognition of facts, as the lowest level, known as "knowledge" and through increasingly more complex and abstract mental levels, to the highest level, classified as "evaluation."

But in 2001, Anderson and Krathwohl revised the taxonomy. In the revised taxonomy, the cognitive process consists of six separate thinking levels which are defined as Remember, Understand, Apply, Analyze, Evaluate, and Create. In the revised version, Anderson and colleagues changed the nouns to verbs to reflect thinking as an active process. These levels of cognitive process are hierarchically arranged which means that the achievement of a lower level is the prerequisite to the higher ones. *Knowledge* is changed to *Remembering*, *Comprehension* becomes *Understanding*, and *Synthesis* is renamed as *Creating*. Although the new version is fundamentally the same, but some of the levels are changed in order. *Creating* becomes the highest level by switching places with *Evaluating*. The revised version is now *Remembering, Understanding, Applying, Analyzing, Evaluating,* and *Creating*, in that order. (Anderson et. al., 2001).

Research Procedure

This research used the concept of revised Bloom's taxonomy to investigate the level of thinking skill levels required by the instructions of tasks and activities in *Straightforward Series: Level 1A* to *Level 4B*. Firstly, all the instructions in the unit lessons were collected unit by unit and next the instructions of each unit were analyzed according to revised Bloom's taxonomy. After that the thinking skill levels of each unit were counted and the percentages were calculated to find out the coverage. Finally, the extent of the higher order thinking skills of the eight coursebooks was compared.

Sample Analysis

Remembering Level

Example: ***On a piece of paper, write everything that you know about Scotland. You have two minutes. (Unit 3A, Pg-26, Level 1B)***

The instruction requires students to recall back what they know about Scotland from their background knowledge.

Understanding Level

Example: ***Read the article and choose the best headline. (Unit 5A, Pg-45, Level 3B)***

In order to choose the best headline, students must be able to understand the article and summarize the main point. If they do not comprehend the given text, they will not get the correct answer.

Applying Level

Example: ***Look at the highlighted place names. Add 'the' where necessary. (Unit 4 A, Pg-34, Level 4A)***

The targeted grammar item in this unit is *'the & geographical names'*. Students have already learnt the usage of 'the' together with specific geographical names before this exercise. What students have to do is apply the learnt grammatical rules in completing the task.

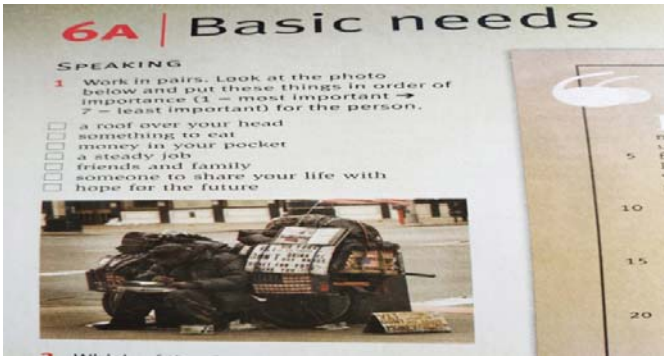
Analyzing Level

Example: ***Work in pairs and describe each pair of photos. Discuss the similarities and differences. (Unit 2B, Pg-16, Level 4B)***

Three pairs of photos are given on page 16 and page 17. Students are required to find out the similar things and differences between the pairs of photos in connection to each other and in concern with problems with rubbish and rubbish collection. They have to analyze and explore the contexts provided by the graphic representation.

Evaluating Level

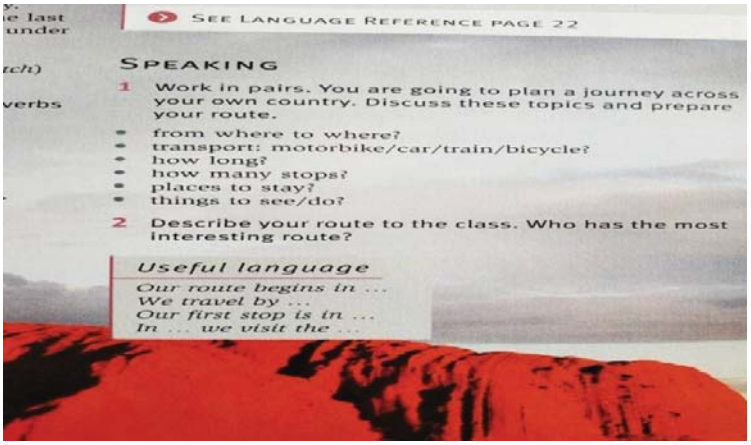
Example: ***Work in pairs. Look at the photo below and put these things in order of importance (1= most important →7= least important) for the person. (Unit 6A, Pg-64, Level 3A)***



Students are asked to prioritize seven things: *a roof over your head, something to eat, money in your pocket, a steady job, friends and family, someone to share your life with and hope for the future.* Based on their own reasons, students have to make judgment in ordering the most important things.

Creating Level

Example: ***Work in pairs. You are going to plan a journey across your own country. Discuss these topics and prepare your route. (Unit 2C, Pg-19, Level 2B)***



Students have to create an arranged journey across their own country including *the starting point and destination of the journey, transportation throughout the journey, duration, number of stops, sightseeing and activities, etc.* They need to use all their background knowledge, linguistics resources and individual's unique ideas in inventing and planning a fascinating journey.

Findings and Discussion

Based on the results of the analysis, the research question of this study is answered.

The data of unit lessons gained from the analysis using revised Bloom's taxonomy from the eight Student's Books (from Level 1A to Level 4B) are shown in Table 1.

Table 1 Frequency and percentage of cognitive process levels in the unit lessons of Level 1A, 1B, 2A, 2B, 3A, 3B, 4A and 4B

Cognitive process levels in unit lessons			Level 1A	Level 1B	Level 2A	Level 2B	Level 3A	Level 3B	Level 4A	Level 4B
Lower Order Thinking Skills	Remembering	Frequency	90	105	106	78	46	56	49	38
		%	17.44	20.67	21.37	15.06	8.9	10.41	10.15	9.46
	Understanding	Frequency	241	196	174	214	233	241	199	175
		%	46.7	38.59	35.08	41.32	45.06	44.8	41.2	43.54
	Applying	Frequency	77	62	57	77	66	58	52	38
		%	14.92	12.21	11.49	14.87	12.77	10.78	10.77	9.46
Higher Order Thinking Skills	Analyzing	Frequency	24	24	17	18	12	18	22	10
		%	4.64	4.72	3.43	3.48	2.32	3.34	4.56	2.49
	Evaluating	Frequency	60	83	107	85	108	125	110	104
		%	11.63	16.33	21.57	16.41	20.88	23.23	22.78	25.87
	Creating	Frequency	24	38	35	46	52	40	51	37
		%	4.65	7.48	7.11	8.88	10.06	7.43	10.56	9.21

According to the findings, the percentage of Remembering Level declines from Level 1A (17.44%) to Level 4B (8.97%) though there are rises and falls. This noticeable finding means the move from rote learning to more meaningful learning. The coursebook writers add instructions that require Remembering Level to a certain extent, as recognizing and recalling of previously learnt vocabulary, grammatical rules and sentence structures of the target language cannot be discarded in language learning process.

An obvious finding is that Understanding Level has the highest percentage among the six cognitive process levels. This shows the consistency of the emphasis on the same thinking skill. It has 46.7% in Level 1A and finally 43.54% in Level 4B. Understanding Level goes one step beyond recognition and recalling. Comprehending or understanding the received input is one of the factors which plays a fundamental role in language learning. Students must have the ability to grasp the meaning of the reading texts and incoming listening input as well as interpret the graphic representation of given pictures and photos. Despite the fact that Understanding Level is one of the lower order thinking skills, students cannot progress to the next level without mastering it. Thus, it is clear that the authors of *Straightforward series* would like to build a good foundation for students though the less coverage in Level 4B.

Once students attain the level of Understanding, they are able to use the learnt linguistic knowledge – grammar rules, principles and concepts – in familiar and new situations. An interesting finding indicates that the coverage of Applying Level decreases from 14.92% in Level 1A to 9.46% in Level 4B while that of Evaluating Level increases from 11.63% in Level 1A up to 25.87% in Level 4B.

According to the results, the percentage of Analyzing Level goes down to 4.64% in Level 1A and to 2.29% in Level 4B. Learning outcomes of Analyzing Level represent a higher intellectual level than comprehension and application because students need the ability to break the given material into its constituents and determine how these are related to one another and to the overall structure.

Learning outcomes in Evaluating Level are the second highest level in the cognitive hierarchy. At this level, students need to give opinions, make judgments about the actions of the story or films or on the effectiveness of an idea and evaluate the given statement. Although there is no explicit description of developing critical thinking skill, the analysis shows the inclusion of more instructions requiring critical process. It is obvious that the authors include more instructions that require Evaluating Level starting from Level 1A (11.63%) to Level 4B (25.87%) in spite of the random distribution.

Creating is the highest level of thinking skill as students need to use all the levels of knowledge gained to create, assemble or construct a new one. Moreover, they need to think critically and reasonably to solve problems. The need of Creating Level is nearly doubled in Level 4B (9.21%) as compared to Level 1A (4.65%) though it has 10.06% in Level 3A and 10.56% Level 3B indicating the inconsistency in distribution.

In the light of lower and higher order cognitive skills of revised Bloom's taxonomy, the following data were obtained by investigating *Straightforward coursebooks*. (See Table 2)

Table 2 Frequency and percentage of lower order and higher order thinking skill levels in the unit lessons of Level 1A, 1B, 2A, 2 B, 3A, 3B, 4A and 4B

Thinking Skill Levels in unit lessons		Levels							
		Level 1A	Level 1B	Level 2A	Level 2B	Level 3A	Level 3B	Level 4A	Level 4B
Lower Order Thinking Skills	Frequency	408	363	337	369	345	355	300	251
	%	79.06	71.47	67.94	71.25	66.73	65.99	62.12	62.46
Higher Order Thinking Skills	Frequency	108	145	159	149	172	183	183	151
	%	20.92	28.53	32.11	28.77	33.26	34	37.9	37.57

According to the data, the demand of higher order thinking skill levels increased, while the necessity of the lower order thinking skill levels decreased. It was found that the demand of higher order thinking skill levels covers a bit more than one third of the all instructions in the unit lessons of eight *Straightforward coursebooks*. As shown in Figure 3, the increase in the percentage of higher order thinking skills in unit lessons of Student's Book was investigated in spite of the decrease in Level 2B and a slight fall in Level 4B.

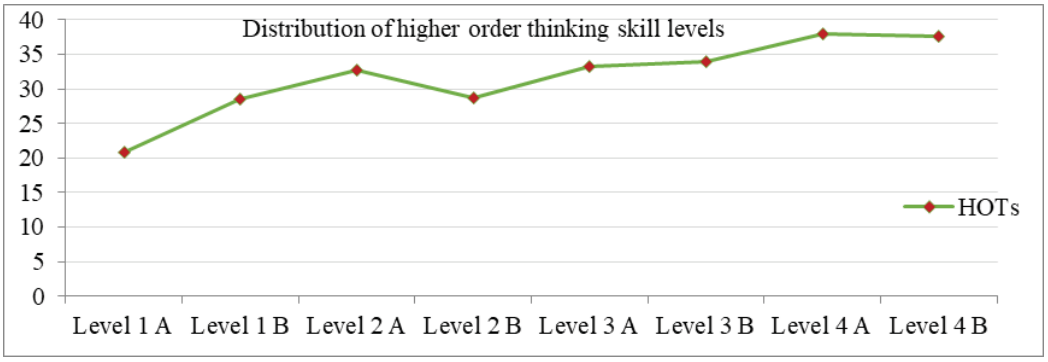


Figure 1 Distribution of higher order thinking skill levels in the unit lessons of Level 1A, 1B, 2A, 2B, 3A, 3B, 4A and 4B

In the eight coursebooks, Level 1A, 1B, 2A, 2B, 3A, 3B, 4A and 4B, the frequencies of the lower order skills were found to be higher than the higher order skills. Though the lower order cognitive skills were more prevalent in the eight coursebooks, the data shows an increase in higher order thinking skills. So, the results of the analysis prove that there is an incorporation of tasks and activities for students to develop higher order thinking skills.

Conclusion

In conclusion, *Straightforward series* could support not only the development of students' English proficiency but also the growth of critical thinking and creative skills in the context of language learning. In other words, *Straightforward series* could foster the 21st century skills that Myanmar students need for life beyond the classroom. Moreover, the findings of the present study, the coverage of thinking processes, may be useful for teachers in using these instructions in handling the different teaching-learning processes in different Arts and science universities in Myanmar. The awareness of the extent of thinking processes in the coursebooks that they currently use may help them adjust, modify or adapt the instructions depending on the different situations or different levels of students. In addition, knowing the inclusion extent of higher order thinking skills in the unit lessons may be a guide for

the teachers who would like to give more focus on developing critical and creative thinking skills of the students although Straightforward coursebooks are intended to be used as resources for students to learn the English language for general purpose. As a result, Myanmar students will have a chance to develop critical thinking skills as they progress through Level 1A to Level 4B.

Acknowledgements

First of all, I am grateful to Dr. Aung Kyaw, Rector, and Dr. Lwin Lwin Myint, Pro-rector, Maubin University, to give me a chance to submit my research paper. Secondly, I would like to express my special thanks to all the staff of English Department, Maubin University who are like family members. Last but not the least, my great thanks go to my husband and daughter who are always ready to support and help me.

References

Anderson, L. D. & Krathwohl, D. (Eds.) (2001). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman, Inc.

Banks, S. R. (2005). *Classroom Assessment: Issues and Practices*. London: Pearson Education, Inc.

Bloom, B. S. (Ed.) (1956). *Taxonomy of Educational Objectives: The Classification of Educational Goals: Handbook I, Cognitive Domain.* New York: Longman.

Richard, J. C. (2006). *Communicative Language Teaching Today*. Cambridge: Cambridge University Press.

Ur, P. (1996). *A Course in Language Teaching – Practice and Theory.* Cambridge: Cambridge University Press. Retrieved from http://www.uom.edu.pk/telshep.php

Yone, Khin Khin (2018). *A Study of the Coverage of Cognitive Process Levels Developed and Knowledge Types Demanded in the Courseboooks 'Straightforward.'* (Unpublished) Ph. D Dissertation. University of Yangon

A Move Analysis of ELT Conference Abstracts

Aung Kyi*

Abstract

In identifying the fundamental content of the English Language Teaching report in English language teaching in Myanmar conference abstracts are very important for writing research articles. The purpose of the paper is to investigate whether research article writers with PhD degrees and research article writers with non-PhD degrees differed in terms of rhetorical moves and the use of verb tenses in abstract writing. To examine the research data in this study a sample of the six conference abstracts was chosen out of the twenty one abstracts submitted at 2019 ELT Conference which was held in Pinlon Hall, University of Yangon with the theme "**Revisiting the Assessment of ELT in Myanmar".** Hyland's (2000) model was used to identify rhetorical moves such as Introduction, Purpose, Method, Results and Conclusion. Tseng's model (2011) was also used to identify some common verb types used in the moves. According to the results of the study, moves 1, 2 and 3 were obligatory whereas moves 4 and 5 were optional in two sets of the data. Moreover, in the two sets of the data the conference abstracts displayed no preference for the self-mention pronouns. As for the use of the tenses, the authors in the two sets of the data liked to use the present and future tense. The rare use of the past and present perfect tense could be identified in the first set, not in the second one. Moreover, the authors from the two groups preferred active voice tenses. It is hoped that the findings will help future ELT conference participants to be fully aware of the principles of writing clear and successful conference abstracts.

Keywords: rhetorical moves, obligatory, optional, Hyland's model and Tseng's model

Introduction

Abstract writing is an important area of research in academic writing. Abstracts can serve as shortcuts to full academic papers. They can disseminate academic knowledge briefly before we start reading them. Therefore, abstract writers must be fully aware of the principles of abstract writing.

Move analysis is used to understand how an abstract is written. Move analysis is used to explore rhetorical structures, language use and text organization of a text used in writing the 6 conference abstracts. There were a total of 21 conference abstracts submitted at 2019 ELT Conference which was held in Pinlon Hall, University of Yangon with the theme "**Revisiting the Assessment of ELT in Myanmar".** A sample of the 6 conference abstracts was chosen out of 21 abstracts. Three abstracts were written by the conference presenters with PhD degree. These abstracts were marked with a star. The other three abstracts were written by the ones with non-PhD degrees. The purpose of this study is to investigate whether Research Article writers with PhD degrees and RA writers with non-PhD degrees differed in terms of rhetorical moves and the use of verb tenses in abstract writing. Hyland's (2000) model was used to identify rhetorical moves such as Introduction, Purpose, Method, Results and Conclusion. Then Tseng's model (2011) was used to identify some common verb types used in the moves, which were used to serve the communicative and social purposes of the conference abstracts. This was followed by some pedagogical implications for innovative writing of successful ELT conference abstracts.

* Associate Professor, English Department, Maubin University, Myanmar

In this study an attempt was made to investigate the rhetorical moves of the six abstracts chosen from the ELT Conference and the linguistic realization of these moves. The study aims to seek the answers to the following research questions.

1. How frequently do the moves occur in the abstracts?
2. How are the linguistic features utilized in these moves?

Literature Review

According to Swales (2009), a genre includes a class of communicative events. These events share some common sets of communicative purposes. According to Bhatia (1997: 181), genre is "the study of situated linguistic behavior in institutionalized academic or professional settings." According to Swales and Feak (2009), genre is a text designed to achieve a series of communicative purposes.

Bhatia's (1994) model included the four moves: introducing the purpose, describing the methodology, summarizing the findings or results and lastly presenting the conclusion. Swales' model (1990) has been known as "Create a Research Space" (CARS) model. It has three moves: establishing a territory, establishing a niche and lastly occupying the niche. The first move contains the three steps: claiming centrality, making topic generalizations and finally reviewing items of previous research. The second move contains the steps of counterclaiming, indicating a gap, question-raising and continuing a tradition. The last move contains the steps of outlining the purposes, announcing present research, announcing principal findings and indicating article structure.

Hyland's (2000) model includes five moves: introduction, purpose, method, product and conclusion. Introduction establishes the context of a paper and motivates the research. Purpose indicates purpose and outlines the aim behind the study. Method provides the information on research procedure in handling research data. Product indicates results and the argument and lastly conclusion indicates wider implications of the scope of the paper.

In his paper "Move Analysis of Research Article Abstracts: A Cross-disciplinary Study" Darabad (2016) investigated the formation of RA abstracts in terms of their rhetorical moves. Three disciplines such as Applied Linguistics, Applied Mathematics and Applied Chemistry were chosen for his study. A sample of 21 abstracts from each discipline, totaling 63 abstracts was chosen for a cross-disciplinary study. Hyland's (2000) model was used in the analysis of the abstracts. The results of the study were that instances of Purpose-Method moves were found in Applied Linguistics abstracts with no occurrence of Purpose-Results moves. In contrast, instances of Purpose-Results moves were found in Applied Mathematics abstracts with no occurrence of Purpose-Method moves. However, both types of these integrated moves were found in Applied Chemistry abstracts. Another important finding was that the use of passive verbs in the three disciplines was more frequent than the use of active verbs. Moreover, more self-mention pronouns were used in the abstracts of Applied Linguistics and Applied Mathematics than in those of Applied Chemistry. The most frequent move pattern was PMRC. The researcher concluded that this finding confirmed the existence of a significant difference in the frequency of moves in relation to different disciplines.

In another paper "Rhetorical moves and verb tenses in abstracts: A comparative analysis of American and Iranian academic writing" Chalak (2013) investigated whether native and non-native academic writers differed in terms of rhetorical moves and the use of verb tenses in abstracts. A sample of 40 research article abstracts (20 by American and 20 by Iranian academic writers) was selected

from International Journal of Language Studies. The data analysis revealed that Purpose, Method and Results moves were obligatory in both sets of the data. Introduction and Conclusion moves served as optional moves. As for the use of tenses, present tense was the preferred tense in Introduction and Conclusion moves. However, past tense was used in Method move more frequently in two sets of the data. American writers used the present tense in Purpose and Results moves whereas Iranians used past tense in these moves. Both American and Iranian writers used moves 2, 3 and 4 (Purpose, Method and Results) the most in their abstract writing. The findings revealed that these moves seemed to be obligatory whereas moves 1 and 5 (Introduction and Conclusion) were optional.

Method

The analysis of conference abstracts can show how research article writers for English Language Teaching offer their own versions of their researches. The identification of moves and their accompanying steps was based on Hyland's (2000) model as follows:

Moves	**Function or description**
Move 1: Introduction (I)	Establishing the context of the study and motivating the research
Move 2: Purpose (P)	Stating the purpose of the study or thesis or hypothesis and outlining the aim behind the study
Move 3: Method (M)	Describing the design, procedures, assumptions, approach and data, etc.
Move 4: Product (P)	Reporting the main findings or results of the research, argument, or what was accomplished
Move 5: Conclusion (C)	Interpreting the results or highlighting the outcomes or giving recommendations or applications of the study to further research

Hyland's (2000) five-move structure model provides a clear-cut distinction between each move.

Move 1: (Introduction or Background study)

Move 1 offers the readers the background knowledge of the topic under discussion. According to Darabad (2016), background information may be in the form of stating existing knowledge or citing previous researches to lead to this current study.

Move 2: (Purpose)
The primary aim of this Purpose move is the reference to the author's own research by presenting the key features of the research questions or stating the purpose of the study or providing a rationale for the research to be carried out.

Move 3: Describing the methodology
This move states the way the current research will be carried out. It is important to mention whose method of analysis will be utilized in carrying out this research.

Move 4: Summarizing the results
This move serves to answer research questions. Therefore, it tends to briefly summarize the significant findings of the study. The authors of the abstracts do not

refer to themselves, but to the research itself in the analysis. As regards the tone of the writing of the abstract, a neutral, scientific and impersonal tone is used in Move 4.

Move 5: Discussing the research
This move refers to the discussion of the findings or results, recommendations or suggestions or evaluations of the findings.

As regards the analysis of the verb tenses of the moves, Tseng's (2011) model was used. According to him, the analysis has three parts.

1. When a single sentence presents a move, the verb tense of that sentence is the tense of the move.
2. When several sentences present a single move, then all tenses in that move are included in the data analysis.
3. When no verb tense is used to present a move because the tense is realized in a clause or a phrase, then no verb tense is included in the data.

In his model there are three tenses involved: present, past and future. The present perfect and present tense are counted as one.

Analysis of the conference abstracts

Sample 1

***MDTC and DCT as assessment tools for students' performance in various speech acts**

[In Myanmar, English has been taught as a compulsory subject in universities in Myanmar. The coursebooks currently used are meant to develop all four language skills: speaking, listening, reading and writing. However, teachers have difficulties in assessing students' performances in speaking skills especially in large classes. Even in the exams, questions for functional language sections cannot adequately assess students' performance of various speech acts, in order to assess students' speaking skills, multiple-choice discourse completion test (MDCT) and discourse completion test (DCT) can be used to assess whether students can perform particular speech acts appropriately in different social contexts or not.] (Move 1: Information & Move 3: Method)

[This paper presents different types of MDCTs and DCTs, their strengths and weaknesses, ways to construct MDCTs and DCTs based on the current coursebooks and ways to conduct them in language classes.] (Move 2: Stating the purpose)

Table 1 Tally of Sample 1 Analysis

Moves	I	P	M	R	C
Tense & Voice	Present Perfect & Present tense (P & A)	Present Tense (A)	Present (P & A)	_	_
Order of moves	I M P				

Sample 2

***Developing English used in the media through assessment for learning and assessment of teaching**

[Assessment in academic field serves as a ruler to measure how much students have achieved and what needs to be done for better performance in making assessment.

Bew (2010) highlighted the need to deliver "rigorous, valid and reliable assessments which promote attainment and progression". Common issue in Myanmar higher institutions is to have rigid norms for subjective questions.] (Move 1: Introduction)
[This paper attempts to suggest two mainstreams in assessing students' performance namely assessment for learning and assessment of learning in the module English in the Media for students of BA (Honours) (English) and BA English for Professional Purposes.] (Move 2: Purpose)
[Sample lesson plans with effective activities based on Revised Bloom's Taxonomy (2011) were suggested and students' performance was evaluated through assessment for learning and assessment of learning.] (Move 3: Method)
[It is hoped that types of assessment conducted for this paper will technically serve as reference to the module, English in the Media and will practically be useful in revisiting the assessment of teaching English used in the media. (Move 5: Conclusion)

Table 2 Tally of Sample 2 Analysis

Moves	I	P	M	R	C
Tense & Voice	Present & Past & Present Perfect (A)	Present Tense (A)	Past tense (P)	_	Future (A)
Order of moves	I P M C				

Sample 3

*** Quality Assessment through Insightful Feedback**

[Quality assessment involves a number of features and giving feedback is crucial in assessing their performance. In general, well-informed discerning feedback seems to be less emphasized by majority of teachers. Providing feedback should not be just to highlight the weak or erroneous items in students' performance. Instead, feedbacking, an integral part of the assessment process, should be aimed at providing students with motivation and insights that extend and develop their learning and thinking.] (Move 1: Introduction & Move 3: Method)
[Thus, this paper aims to highlight what feedback technically means, what makes effective and insightful feedback and how immense its impact it can have on the teaching learning process.] (Move 2: Purpose)
[This paper could shed lights on the ELT practices that teachers in Myanmar should adopt in giving feedback, so that they would become excellent judges of their students' accomplishments.] (Move 5: Conclusion)

Table 3 Tally of Sample 3 Analysis

Moves	I	P	M	R	C
Tense & Voice	Present tense (A)	Present Tense (A)	Present (A) & Future (P)	_	Future (A)
Order of moves	I M P C				

Sample 4

Putting assessment for learning into action in ELT classrooms

[Assessment has a significant impact on the education process to inform and improve ongoing learning, and plays a vital role in teaching learning context (Cowie & Bell, 1999). It provides not only specific feedback to students in support of their learning but also immediate feedback for teachers to reshape their teaching practices to meet the learning styles of their students. Therefore, it is the responsibility of teachers to put both formative assessment and summative assessment into action for the success of teaching action.] (Move 1: Information)

[This workshop is based on the experience of the researcher in teaching literature to undergraduate and postgraduate English specialization students in University of Yangon. The workshop will explore such topics as introducing and warming up exercise to assessment, the impact of assessment on teaching and learning, assessment for learning practices and hands-on assessment practices.] (Move 2: Stating the purpose & Move 3: Method)

Table 4 Tally of Sample 4 Analysis

Moves	I	P	M	R	C
Tense & Voice	Present tense (A)	Present Tense & Future (A & P)	Present & Future (A & P)	_	_
Order of moves	I P M				

Sample 5

Enhancing students' learning through formative assessment strategies in TEFL class

[Assessment is an important part of the teaching-learning process. Traditionally, there are two ways to look at assessment: summative assessment and formative assessment. The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning. As the nature of summative assessments is to judge rather than to improve student performance, they do not occur frequently enough to affect timely instructional decisions.] (Move 1: Introduction)

[This paper focuses on formative assessment strategies which enhance students' learning by assessing them individually, in pairs, in small groups or as a class.] (Move 2: Purpose & Move 3: Method)

[By using these strategies, teachers will be able to gather information on what students have understood and learnt, and what they will need to learn to achieve outcomes of their lessons.] (Move 4 (Results) & Move 5: Conclusion)

Table 5 Tally of Sample 5 Analysis

Moves	I	P	M	R	C
Tense & Voice	Present tense (A)	Present Tense (A)	Present (A)	Future (A)	Future (A)
Order of moves	I P M R C				

Sample 6

A study of questions on literature at Taunggyi University

[Bloom's taxonomy is a teaching tool that can be used to plan and implement relevant and meaningful instruction. Therefore, teachers can use the taxonomy to plan new or revise existing curricula, test relevance of course goals and objectives, design instruction (including assignments and activities), design assessments and engage students in and out of the classroom. Setting questions plays a significant role to assess students' thinking skills in the student-centered approach.] (Move 1: Introduction)

[The present study focuses on studying questions on literature of English specialization students. The purpose of the study is to examine whether literature questions enhanced students' critical skills or not.] (Move 2: Purpose)

[The six levels of Bloom's taxonomy are applied to measure the level of students' critical thinking skills required in answering the questions.] (Move 3: Method)

[It is hoped that these literature questions will be useful for students to reflect their critical thinking skills.] (Move 5: Conclusion)

[Fourteen questions will be analyzed and examined to find out the levels of critical thinking skills they required the students to use.] (Move 3: Method)

Table 6 Tally of Sample 6 Analysis

Moves	I	P	M	R	C
Tense & Voice	Present tense (A)	Present Tense (A)	Present tense (P) & Future (P)	_	Future (A)
Order of moves	I P M C (M)				

Findings and Discussion

Tally of PhD degree holders' abstracts

Moves	I	P	M	R	C
Frequency	3	3	3	_	2
Order of moves	I M P I P M C I M P C				

Tally of non-PhD degree holders' abstracts

Moves	I	P	M	R	C
Frequency	3	3	4	1	2
Order of moves	I P M I P M R C I P M C (M)				

Comparison of the two categories in terms of Active or Passive Voice

	PhD degree holders' abstracts			Non-PhD degree holders' abstracts	
Voice	Active	Passive		Active	Passive
Frequency	10	4		11	4

Use of tenses and self-mention pronouns

PhD degree holders' abstracts			Non-PhD degree holders' abstracts	
Tense	Frequency		Tense	Frequency
Present & Present Perfect	9		Present & Present Perfect	9
Past	2		Past	-
Future	3		Future	6
Self-mention pronouns	-		Self-mention pronouns	-

The findings revealed that in the first set of the data (PhD abstracts) all the sample abstracts analyzed contained instances of Information, Purpose and Method moves. However, no instance of Results move was found and two instances of Conclusion move were found. As for the second set of the data (Non-PhD abstracts) the same pattern can be observed for the first three moves. However, one Results move and two Conclusion moves were found. Method move was repeated in one abstract. From this data it can be interpreted that moves 1, 2 and 3 were obligatory moves whereas moves 4 and 5 were optional in two sets of the data. Another similarity found between the two sets of the data was that they displayed no preference for the self-mention pronouns. However, in Sample 4 abstract the author indirectly mentioned herself as an author by using ***the researcher.***

As for the use of the tenses, the authors in the two sets of the data liked to use present tense and future tense. The rare use of past tense and present perfect tense could be identified in the first set, not in the second one. Another similarity between the two sets of the data is that the authors from the two groups preferred active voice tenses. However, the frequency of the use of future tense was more preponderant in the second set than in the first set. As regards the order of moves, the usual order as suggested by Hyland (2000) was followed in the second set of the data. However, the authors from the first category did not follow this order.

Conclusion

The analysis of the rhetorical moves in the two sets of the data (PhD abstracts and non-PhD abstracts) indicated that the main similarity between the two sets was in the use of common moves such as Introduction, Purpose and Method. Results move and Conclusion move were not obligatory. Moreover, the authors from the two groups preferred to use present and future tenses in their abstract writing. However, the authors from the first group preferred to use a variety of tenses in their research article writing.

The process of mixing moves could be identified. In the first set of the data the mixed move pattern was Information-Method. However, mixed move patterns found in the second category were Purpose-Method and Results-Conclusion. Moreover, the authors from the second group relied more on the frequent use of present and future tenses and followed the usual move order. Unlike the second group the first group authors put more priority on Method move after Information move. It can be concluded that abstracts in the second set of the data contained longer sentences belonging to Information move. Since abstracts must be concise, parts of the text must be balanced so that all the information can be described concisely and precisely with no superfluous details. It is hoped that the results of this study can help students with their research article writing in order to produce better research articles.

Acknowledgements

I would like to express my heartfelt thanks to my mother for her emotional support. I would also like to express my sincere thanks to my wife for her emotional support.

References

Bhatia, V. K. (1994). *Analyzing genre: Language use in professional setting.* London: Longman.

Bhatia, V. K. (1997). *Introduction: Introduction and world Englishes* . London: Longman .

Chalak, A. & Norouzi, Zahra. (2013). Rhetorical moves and verb tense in abstracts: A comparative analysis of American and Iranian academic writing . *International Journal of Language Studies Vol 7, No. 4*, 101-110.

Darabad, A. M. (2016). Move analysis of research abstracts: A cross-disciplinary study. *International Journal of Linguistics Vol 8, No. 2*, 125-140.

Hyland, K. (2000). *Disciplinary discourses: Social interactions in academic writing.* London, UK: Longman.

Swales, J. M. & Feak, C. B. . (2009). *Abstracts and the writing of abstracts.* Ann Arbor: University of Michigan Press.

Swales, J. M. (1990). *Genre analysis: English in academic and research settings.* Cambridge, UK: CUP.

Tseng, F. P. (2011). Analyses of move structure and verb tense of research article abstracts in Applied Linguistics Journals . *International Journal of English Linguistics* .