



ADDIS ABABA UNIVERSITY

**COLLEGE OF HUMANITIES, LANGUAGE
STUDIES, JOURNALISM AND COMMUNICATION**

**DEPARTMENT OF FOREIGN LANGUAGES AND
LITERATURE**

**IDENTIFICATION OF THE TARGET ENGLISH LANGUAGE
NEEDS OF ETHIOPIAN POLICE PEACEKEEPERS**

ASCHALEW BIRHANU TADESSE

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BY

ASCHALEW BIRHANU TADESSE

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ASCHALEW BIRHANU TADESSE

APPROVED BY

Name

Signature

Adviser

Examiner

Examiner

DECLARATION

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university and that all sources of material used for the thesis have been duly acknowledged.

Name: Aschalew Birhanu Tadesse

Signature: -----

Phone Number: 0928344029

Date: May 10, 2020

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Abstract

The objective of this study was to identify the target English language needs of Ethiopian police peacekeepers and by doing so, to evaluate the effectiveness of the English language course material in addressing these needs. To this end, a focus group discussion was conducted to identify the target needs and an evaluation of the course material was made with the help of a content analysis card. Five Ethiopian police officers with previous peacekeeping experience participated in the focus group discussion that lasted for about an hour. The focus group discussion was recorded and transcribed and analysis of the discussion was made based on the transcript. Then the content analysis card was used to decide on the extent to which the course material addresses the target needs identified through the analysis of the focus group discussion.

The findings of the study showed that English is very important to Ethiopian police officers to do their job as police peacekeepers. The other finding was that the level of English language proficiency required for mission service depends on the position occupied by the peacekeeper. Intermediate level of proficiency is enough for field or operational posts whereas advanced level of proficiency is required for office posts. Also among the findings was that all the four major language skills are important for Ethiopian police officers to do their job as police peacekeepers. The study also revealed that Ethiopian police peacekeepers mainly need English to: communicate over the radio; give briefing and debriefing; take a statement from suspects, victims and witnesses; listen to and understand briefings and debriefings; read and write e-mails; write reports. Last but not least, the findings also indicated that the course material does not satisfy the target English language needs of Ethiopian police peacekeepers. Finally, based on the above findings, the researcher recommended the development of a new course material that takes the needs of Ethiopian police peacekeepers into account.

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List of Abbreviations and Acronyms

- ELT – English Language Teaching
- ESP – English for Specific Purposes
- GPE – General Purpose English
- EOP – English for Occupational Purposes
- EAP – English for Academic Purposes
- EGAP – English for General Academic Purposes
- ESAP – English for Specific Academic purposes
- ERL – English as a Restricted Language
- EAOP – English for Academic and Occupational Purposes
- EST – English with Specific Topics
- VTC – Video Tele Conferencing
- UN – United Nations
- IPO – Individual Police Officer
- FPU – Formed Police Unit
- PCC – Police Contributing Country
- PEP – Peacekeeping English Project
- EMOND – Ethiopian Ministry Of National Defense
- SAAT – Selection Assistance and Assessment Team
- ONUC – Operation Nations Unies Congo
- UNAMIR – United Nations Assistance Mission for Rwanda
- AMIB – African Union Mission In Burundi
- UNMIL – United Nations Observer Mission In Liberia
- UNAMID – United Nations and African Union Mission In Darfur
- UNMISS – United Nations Mission In South Sudan
- UNISFA – United Nations Interim Security Force for Abyei

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Chapter One: Introduction

1.1 Background of the Study

After the establishment of the United Nations Organization (UN) in 1945, peacekeeping operations have been used as an important tool in maintaining global peace and security. Ethiopia is one of the founding members of the UN and has a long history of participation in UN international peace operations. According to Kahsay (2018), Ethiopia first participated in international peace operations as part of the UN multinational force in the Korean War in 1951. Since then, the country has contributed to many other international peace operations like the UN Operations in Congo (ONUC, 1960), the UN Assistance Mission for Rwanda (UNAMIR, 1994), the AU Mission in Burundi (AMIB, 2003), the UN Observer Mission in Liberia (UNMIL, 2003), the UN AU Mission in Darfur (UNAMID, 2005), the UN Mission in South Sudan (UNMISS, 2011) and the UN Interim Security Force for Abyei (UNISFA, 2011). Currently, with over 8,400 uniformed personnel, Ethiopia is the number one contributor to UN peacekeeping operations (Solomon, 2017).

UN peacekeeping operations are mainly made up of military and police components. Although the military component still dominates UN peacekeeping operations, the role of the police component has improved over the years. Durch & Ker (2013) state that “in the past two decades, UN police have become an increasingly visible and important part of UN peacekeeping” (p.1). The number and function of the UN police increased dramatically as peacekeeping mandates expanded and became complex. According to Sebastian (2015), there were 6,500 police peacekeepers serving in UN peace operations in 2005 and by 2010, this number grew to 17,500 reaching an all-time high.

The mandate of UN police peacekeepers has also shown a significant change in the past few decades. It evolved from just observing and reporting to replacing the host country’s law enforcement organization. According to the UN police policy published in 2014 and mentioned in Sebastian (2015), the UN police peacekeepers mainly perform two tasks: (1) operational support or (interim) executive policing for the delivery of effective prevention, detection and investigation of crime and (2) support for the reform and restructuring of the host-state police so that they can provide police services that are responsive, representative and accountable.

According to Sebastian (2015), there are many tasks performed by the UN police within the range of the above two broad categories: advising and reporting; reforming, restructuring and strengthening institutions; training and mentoring; executive law enforcement; assistance in electoral processes; disarmament and demobilization; community based policing; patrolling; border management; public information and education.

The UN police are deployed in two different modalities: IPOs (Individual Police Officers) and FPU (Formed Police Units). So far, Ethiopia's police contribution to UN peace operations has been in the IPO modality. Sebastian (2015) states that IPOs are "normally unarmed (with some exceptions), and have historically been utilized for community-oriented policing, information-gathering, training and monitoring" (p.11). According to the UN selection guideline, to be deployed as an IPO, police officers must have capabilities like five years of professional police experience, mission language proficiency, one year of driving experience, weapons proficiency and basic computer literacy. FPU on the other hand, according to Sebastian (2015) "are armed and provide a more robust form of policing than IPOs" (p.11). According to the UN police policy, FPU carryout three important tasks: managing the safety and security of the public, protecting UN personnel and facilities and supporting police operations that require formed response. According to Sebastian (2015), more than 70 percent of police peacekeepers are deployed as part of an FPU.

Compared to its military contribution, Ethiopia's police contribution to UN peace operations is very small. According to the 2019 progress report of the Ethiopian Federal Police Commission Peacekeeping Language Training Center, Ethiopia's police contribution to peacekeeping stands at only 250 police officers. The report also states that the country is making preparations to deploy its first FPU to one of the UN missions in Africa. According to Solomon (2017), poor mission language proficiency is to blame for Ethiopia's limited contribution of police peacekeepers to UN peacekeeping missions. English is the official language of most UN peacekeeping missions and peacekeepers, especially IPOs, are required to be good at both written and oral communications in the language. The UN Selection Assistance Team (SAT) assists police-contributing countries (PCCs) by conducting pre-deployment assessments in which language assessment is one of them. Many Ethiopian police officers do not pass the language assessment and a few of those who pass and get deployed end up being repatriated due to poor

proficiency in English language. This language problem has long been recognized by the Ethiopian Federal Police Commission and other stakeholders as the main hindrance to the country's effort to increase its police contribution to UN peacekeeping operations.

With the aim of solving the language problem, the Ethiopian Federal Police Commission established the Peacekeeping Language Training Center. The Peacekeeping Language Training Center went into action in October 2013 after memorandum of understanding was signed between the Ethiopian Federal Police Commission and the government of UK. The center has English and French language programs. The English language program is supported by a project called Peacekeeping English Project (PEP). PEP is funded by the UK government and managed by the British council on its behalf. The project assists English language trainings to military, law enforcement and security personnel in different countries. PEP also works with the Ethiopian Ministry of National Defense /EMOND/.

Police officers who study in the Peacekeeping Language Training Center are recruited from the Federal Police Commission, the Addis Ababa Police Commission and the Federal Prison Administration. Majority of these officers study in the English language program. The English language program provides an ESP (English for Specific Purposes) course called English for law enforcement. This ESP course is being offered without prior investigation of the language needs of the learners. Munby (1978) said that "ESP courses are those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learners" (p.2). This clearly shows how important needs analysis is to ESP course design. According to Hutchinson and Waters (1987), needs are of two types: target needs and learning needs. Target needs refer to the language learners need to operate effectively in a target situation. Learning needs on the other hand refer to the means to achieve the target needs. This study focused on the target needs of Ethiopian police peacekeepers that will help them to effectively perform their duty in peacekeeping missions.

1.2 Statement of the Problem

English for Specific Purposes (ESP) is one of the branches of English Language Teaching (ELT) which emerged with the objective of satisfying the specific English language needs of specific group of learners. Discussing the emergence of ESP, Menna (1993) states “ESP developed primarily in response to the discontent of certain group of learners with language learning programs that did not meet their particular needs” (p.7). This shows us that learners’ need is at the center of the concept of ESP. So it is possible to say that any ESP course must equip learners with the specific English language needed to operate effectively in a target situation. The first step in any ESP course design is the identification of the needs of the learners through needs analysis. According to Dudley Evans & St. John (1998) mentioned in Seid (2007), needs analysis refers to the task of identifying what is to be taught and how it should be taught. One good thing about needs analysis is that it can be conducted at any point in a language program. Olum (2016) states that needs analysis can be carried out “before, during and after a language program” (p.19). The current needs analysis study was conducted in an on-going language program.

A study on the English language needs of learners is not new to Ethiopia. Many Ethiopian researchers have studied the English language needs of learners in different contexts. To mention a few: Developing Criteria for a Course in English for Aircraft Technicians of the Ethiopian Air Force by Abraham Menna (1993); Government Nursing Schools English Course Needs Analysis by Ephrem Tessema (2004); An Investigation into the English Language Course Needs of Electricity Students of Dilla TVET College by Tagel Elias (2007); Discovering The English Language Needs of Learners (Cadets): the Case of Ethiopian Police College by Mohammed Seid (2007); English Language Needs Analysis of Fine Art Students at Mekelle College of Teacher Education by Habtamu Desta (2008). What makes the current study different is its focus on the target English language needs of Ethiopian police peacekeepers. As far as the researcher’s knowledge is concerned, no local research work has dealt with the English language needs of Ethiopian police peacekeepers.

English is the official language of most UN peacekeeping missions and is one of the requirements to participate in UN peace support operations. So learning this language has become important for Ethiopian police peacekeepers. To help with the English language needs of Ethiopian police peacekeepers, the English language program of the Peacekeeping Language

Training Center offers the ESP course English for Law enforcement. The material for this course is not specifically designed either for peacekeepers in general or police peacekeepers in particular. If someone goes through the law enforcement book, they will notice that much of it is not related with peacekeeping and that it does not have much to offer to police peacekeepers. The introductory section of the book clearly states that the book is specifically designed for law enforcers such as the police, customs officials, border guards and gendarmes. Police peacekeepers are nowhere to be found in the list.

Many police officers who are trained in the Peacekeeping Language Training Center do not pass the UN pre-deployment English language assessment. This is mainly due to a mismatch between the training offered at the language center and the contents of the English language test. What the test tries to assess is not something these officers are trained in. This clearly shows the gap between training and practice. So the researcher believed that it was time to study what the Ethiopian police peacekeepers need English language for in order to minimize the gap between training and practice.

The purpose of the current study was, therefore, to identify the target English language needs of Ethiopian police peacekeepers and to evaluate the effectiveness of the law enforcement book in addressing these needs. This in turn enables the Peacekeeping Language Training Center to design an English language course suitable for Ethiopian police peacekeepers.

1.3 Research Questions

In connection with the above problem, the current study aimed to answer the following questions:

- What are the target English language needs of Ethiopian police peacekeepers?
- How effective is the law enforcement book in addressing these needs?

1.4 Objectives

The objective of the current study was to:

- Identify the target English language needs of Ethiopian police peacekeepers.
- Evaluate the effectiveness of the law enforcement book in addressing these needs.

1.5 Significance of the Study

The objective of this study was to identify the target English language needs of Ethiopian police peacekeepers and the finding enables the Peacekeeping Language Training Center to design an English language course appropriate to Ethiopian police peacekeepers. This in turn will help to narrow and eventually fill the gap between training and practice.

1.6 Scope of the Study

This study restricted itself to the identification of the target English language needs of Ethiopian police peacekeepers. According to Hutchinson and Waters (1987), needs are classified into two: target needs and learning needs. Target needs refer to the language needed in the target situation. Learning needs on the other hand refer to what learners have to do to learn the target language. Learning needs are concerned with issues like the strengths and weaknesses of learners in learning the target language and their preferred way of learning. The reason why the researcher focused on target needs and not on learning needs is because target language needs are the same for all potential learners and stay unchanged for a relatively longer period of time. In addition to this, the researcher believed that a study as detailed as this one should come up with a finding that has a lasting effect. On the contrary, learning needs differ from individuals to individuals and from classes to classes. The English language course at the peacekeeping language training center lasts for three months only. The best thing to do is to conduct learning needs analysis at the beginning of every round of teaching.

1.7 Limitation of the Study

The limitation of this study is that it did not include observation as an instrument. Had the study been supported with observation of the target situation, it would have given a more complete picture of the target needs of Ethiopian police peacekeepers. The observation was not conducted because the target situation is outside Ethiopia and is not accessible to the researcher. As a result of this, the researcher had to rely on the response of the participants of the focus group discussion.

Chapter Two: Literature Review

In this chapter, literatures relevant to the current study are discussed in detail. The current study aimed to identify the target English language needs of Ethiopian police peacekeepers. Since this is a needs analysis study, the discussion focuses on issues related with English for Specific Purposes (ESP).

2.1 What is ESP?

English language teaching (ELT) has witnessed several changes and developments in its long history and one of the significant developments has been the emergence of English for Specific purposes (ESP) as the sub-field of ELT. Various definitions have been given to ESP at different times and by different scholars in the field. Mackay et al (1978) defined ESP as the teaching of English for a “clearly utilitarian purpose” (p. 2). Munby (1978) sees ESP in terms of the communicative purpose of the learner. He states that “ESP courses are those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learners” (p.2). According to Harmer (1983) ESP is “situations where the student has some specific reasons to learn a language” (p.1). Hutchinson and Waters (1987) state that ESP is “An approach to language teaching in which all decisions as to content and methods are based on the learner’s reason for learning” (2:19). From the above definitions we can see that learners and their needs are central to the concept of ESP and one cannot think of ESP without considering the needs of the learners.

ESP can also be explained in terms of the difference it has with GPE (General Purpose English). ESP is different from GPE in that ESP tries to satisfy the immediate and practical language need of the learner while GPE addresses somewhat general and broader goals set for the learner by other stakeholders. Widdowson (1983) mentioned in Menna (1993) has clearly discussed the distinction between these two branches of ELT:

..... As generally conceived, ESP is essentially a training operation which seeks to provide learners with a restricted competence to enable them to cope with certain clearly defined tasks. GPE, on the other hand, is essentially an educational operation which

seeks to provide learners with a general capacity to enable them to cope with undefined eventualities in the future. (p.6)

The researcher agrees with Widdowson's view of ESP as a training operation. Trainings by their very nature are short and practical and the same can be said about ESP courses. For example, the ESP course offered at the Peacekeeping Language Training Center lasts for about three months and tries to equip police learners with the language believed to be useful in actual peacekeeping situations.

2.2 The Development of ESP

Starting from the 1960s ESP began to be an important and popular sub-field of English language teaching. The emergence of ESP was not an intentional undertaking. It evolved from different circumstances that laid the foundation for it. Hutchison and Waters (1987) explain that "ESP was not a planned and coherent movement, but rather a phenomenon that grew out of a number of converging trends" (p.6). According to Otilia (2015), the growing demand for English as a medium of communication and the communicative approach to English language teaching and learning contributed to the emergence of ESP (p.54). Hutchison and Waters (1987) claim that there are three main reasons that led to the realization of ESP in the field of ELT: trade and technology, a revolution in linguistics and the focus on the learner and its needs.

The first factor that contributed to the development of ESP, according to Hutchison and Waters, was trade and technology. The post-world-war two era saw a revolution in science and technology and this resulted in highly industrialized countries. Following this change, countries began making deals, importing and exporting goods and this created the need for a common language, a lingua franca, between countries. Since it was the language of science and technology, English was used as the lingua franca of the world and learning this language became very important as a result. Later it was found to be necessary to simplify and condense the function of English according to specific contextual needs and ESP was born due to this (Abdullah, 2005, p.48).

The other factor that contributed to the emergence of ESP was a revolution in linguistics. Discussing this point, Ilham (2017) said:

The old criteria of teaching the traditional linguistics (grammar) can no longer stand alone. Research has shown that teaching grammar should not be done in isolation but, it should be taught within different contexts to show how language is used in different situations. And since teaching the English of science and that of commerce is not the same, this resulted in the rise of teaching English for specific purposes to specific groups of learners. (p.8)

The third factor is the focus on learners and their needs. Following developments in ELT and other fields like educational psychology, the focus shifted from teaching to learning and from the teacher to the learner. This in turn gave rise to ESP which is based on learner need. In relation to this, Ilham (2017) discussed:

Researchers realized that each learner has his or her reasons or purposes to learn a language. Thus, they have taken their needs into account in the process of designing ESP courses so as to affect positively on students' motivation as well as their performance and achievement. (p.8)

After its emergence due to factors discussed above, According to Hutchinson and Waters (1987), ESP has passed through five stages of development to get to its present status in the field of ELT. The stages are register analysis, discourse analysis, target situation analysis, skills-centered approach and learning-centered approach.

Register analysis: this first phase of development is based on the assumption that there is a special language for every discipline and that ESP courses can be designed based on the identification of this special language. Register analysis focuses on language forms and tries to identify the grammatical and lexical items unique to a particular discipline. But the problem here is that it is difficult to prove that these language forms specially belong to that particular register. Scholars like Peter Strevens (1964), Ewer and Latorre (1969) and John Swales (1971) are known for their work on register analysis.

Discourse analysis: this development phase of ESP was characterized by the analysis of patterns of linguistic organization in discourse. Unlike register analysis, discourse analysis focuses on language and meaning beyond the sentence level. It emphasizes the understanding of how

sentences are combined to produce meaning. Although this phase of linguistic revolution helped learners understand discourse patterns, it failed to show how meaning is created from these patterns. Henry Widdowson, Larry Selinker, Louis Trimble and John Lackstorm are the leading proponents of discourse analysis (Elias, 2007: 10).

Target-situation analysis: this is the third phase of the development of ESP. ESP works of this period emphasized on the analysis and identification of the target needs of learners to help them operate effectively in the target situation. This view of ESP was criticized for solely focusing on objective needs and not on subjective needs. This is to mean that it neglected learning needs that arise from both the learner and learning situations. Munby (1978), Chambers (1980), and Widdowson (1983) are the pioneers of target-situation analysis (Hutchinson and Waters 1987).

Skills-centered approach: during this stage of development, the focus was on the need to equip learners with the skills and strategies that will help them interpret and understand the language in their specialist area. Mentioned in Menna (1993), Hutchinson and waters (1987) discussed this stage of development as follow:

The principal idea behind the skills-centered approach is that underlying all language use there are common reasoning and interpreting processes, which, regardless of the surface forms enable us to extract meaning from discourse. The focus should rather be on the underlying interpretive strategies, which enable the learner to cope with the surface forms. (p.13)

Learning-centered approach: this stage of ESP development advocates process-oriented approach to language learning. According to Menna (1993), this phase is mainly interested in how people learn language instead of what they do with it. This is to mean that it focuses on learning processes and hence on what learners can do to achieve the target language.

2.3 Branches of ESP

There are a number of different classifications of ESP out there in the literatures. But the most commonly discussed and the most commonly recognized classifications of ESP are English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). Among the researchers who classified ESP as EAP and EOP are Hutchinson and waters (1987), Robinson

(1991) and Dudley-Evans and St. John (1998). EAP refers to those ESP courses delivered in an academic setting where students are studying or are about to study other subjects. Dudley-Evans and St. John (1998) further classify EAP into English for General Academic Purposes (EGAP) and English for Specific Academic Purposes (ESAP). Javid (2013) describes EGAP as being “related to the teaching of language skills that are common in different disciplines” (P. 141). ESAP courses on the other hand are specific to a particular field of study and are designed to help students carry out their academic responsibility. These kinds of courses make use of topics and contents from the students’ area of specialization for the objective is to enable students master the specific discipline they are studying.

EOP is the other major branch of ESP. Menna (1993) defines EOP as “the teaching of English to prospective workers” (P. 16). EOP courses equip learners with the kind of English they need to do their jobs. The following discussion by Kennedy and Bolitho (1984) mentioned in Menna (1993) explains EOP more clearly:

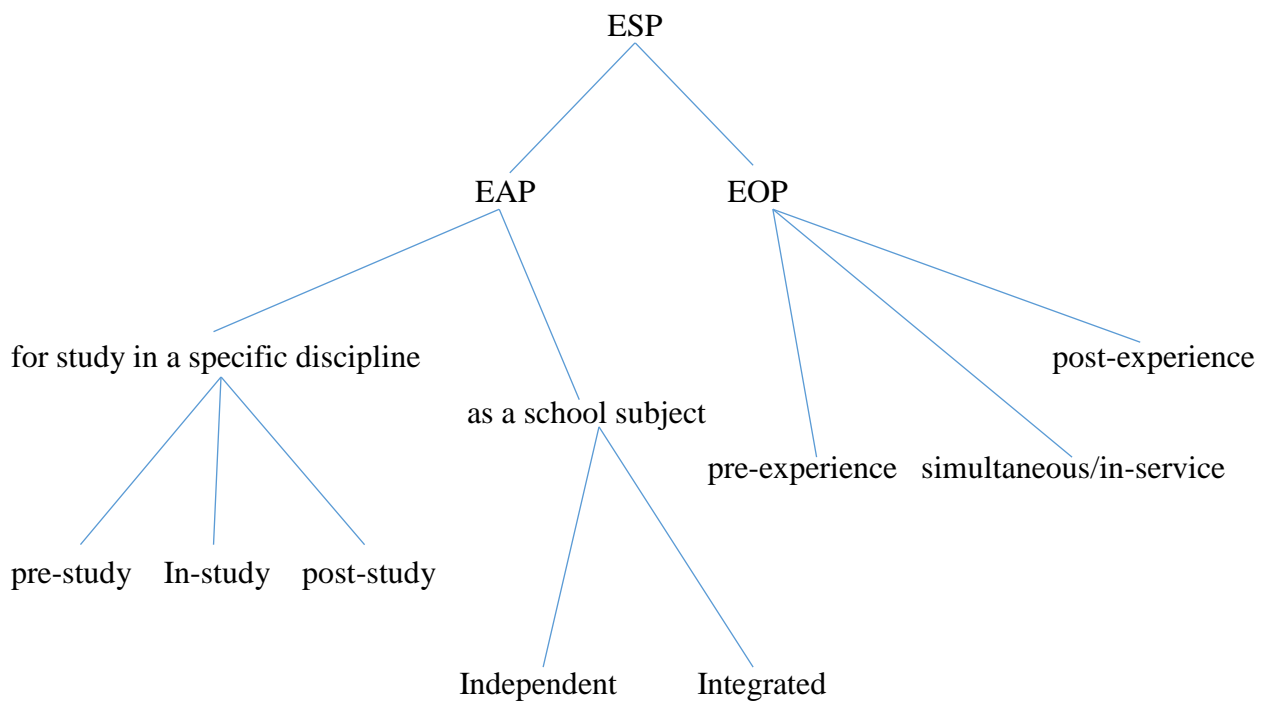
EOP is taught in a situation in which learners need to use English as part of their work or profession. Instances of EOP students would be doctors in casualty or technicians servicing equipment. They need English, in the first case, to talk and respond to patients and other staff, and in the second, to read technical manuals (P. 4)

According to the classifications made by Robinson (1991), EOP learners can be grouped into three. One group of learners comprises those who learn English before they start work and they can be referred to as pre-experience learners. The other group consists of learners who learn English while working at the same time. These learners are called simultaneous or in-service learners of English. The third group of learners learns English having an experience of doing their jobs. Learners in this group can be addressed as post-experience learners. The police officers learning in the Peacekeeping Language Training Center are pre-experience EOP learners. The reason for this is that English is the official mission language and these officers need it to perform their duties when they get deployed in the future.

This classification of ESP into EAP and EOP has faced criticism from scholars in the field. Carter (1983) for example thinks that it is hard to make a clear distinction between the two. The following discussion by Hutchinson and Waters (1987) strengthens Carter’s claim that EAP and EOP are not entirely different from one another:

People can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to, a job (p.16).

The following tree diagram by Robinson (1991) would best summarize the discussion made so far about EAP and EOP.



Carter (1983) has come up with somewhat different classifications of ESP. They are English as a Restricted Language (ERL), English for Academic and Occupational Purposes (EAOP) and English with Specific Topics (EST). ERL is concerned with the kind of English language that is used in very limited situations. Explaining about restricted language, Mackey and Mountford (1978) said:

the language of international air-traffic control could be regarded as 'special', in the sense that the repertoire required by the controller is strictly limited and can be accurately determined situationally, as might be the linguistic needs of a dining-room waiter or air-hostess. However, such restricted repertoires are not languages, just as a tourist phrase book is not grammar. Knowing a restricted 'language' would not allow the speaker to communicate effectively in novel situation, or in contexts outside the vocational environment (p. 4).

Similarly, Javid (2013) says that ERL “restricts itself to limited number of phrases and expressions and as a result, learners remain unable to use English in any setting other than the one they have been trained for” (P. 141).

The second type of ESP identified by Carter (1983) is English for Academic and Occupational Purposes (EAOP). This classification merges EAP and EOP together as one whereas majority of other researchers prefer to see EAP and EOP as separate branches of ESP. But Hutchinson and Waters (1987) argue that there is not a clear-cut distinction between EAP and EOP saying that “People can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to, a job” (p.16). Perhaps this might explain the reason behind Carter’s decision to bring EAP and EOP together as one type of ESP. It seems that Carter is implying that the end goal of both EAP and EOP is one and the same that is employment.

English with Specific Topics (EST) is the third and final type of ESP in Carter’s classification of ESP. This branch of ESP is more concerned with future English language needs of, for example, scientists requiring English for postgraduate reading studies, attending conferences or working in foreign institutions. The emphasis here is more on topic than purpose of the course. But it can be difficult to distinguish this type of ESP from other ESP courses which focus on language used in target situations. One good reason for this is that all ESP courses use needs analysis to identify target language need of the learner including possible topics to deal with.

2.4 Needs and Types of Needs

According to Widdowson (1981:2), needs “may refer to the students’ study or job requirements, that is, what they have to be able to do at the end of their language course”. Similarly, Menna (1993) writes that needs are “the requirements learners have for their academic studies or for jobs for which they are being trained and the learning requirements for attaining those academic or professional goals” (P. 16). For Dudley-Evans and St. John (1998), needs are similar with the learner’s reason for learning language. Another definition is by Brindley (1989) who sees needs as the difference between what the learner is able to do with the language at present and what he or she should be able to do.

What we understand from the above definitions of needs is that scholars try to define needs in their own terms and that there is no agreement as to what it is and what it is not. “The very concept of language needs has never been clearly defined and remains at best ambiguous” (Richterich, 1983, p. 2). Perhaps this might explain the reason why there are many definitions and types of needs in the literature. Regarding types of needs, what the researcher understood from the literature is that it is sometimes difficult to tell the difference between the different types of needs for they carry overlapping ideas in them. Needs have been classified, for example, as felt and perceived (Berwick, 1989), subjective and objective (Brindley, 1988), target and learning (Hutchinson & Waters, 1987), situation and language (Brown, 1995), and situational and communicative (Richards, 1990).

Felt needs are those needs which are assumed to be relevant by learners themselves. In this case, what the learner wants and expects from a language program becomes their language need and perception plays a great role in determining what the learner feels is important. Perceived needs, on the other hand, are determined by people and institutions that surround the learner. What these institutions and the people in them perceive as relevant for learners is what we call perceived language needs. People such as teachers, administrators, employers can influence what the learner learns in a language program. Perceived needs are less subjective than felt needs and are seen as more factual and objective than felt needs (Berwick, 1989; Nunan, 1988).

Subjective and objective needs are the other types of needs. Subjective needs, as the name indicates, are subjected to information about the learner. These needs are derived from information about the learner's personality, expectations, learning styles and strategies, confidence and motivation. In short, subjective needs focus on cognitive and affective needs of the learner. Subjective and felt needs have some similarities between them. Objective needs, on the other hand, are the needs of learners which are based on the end use of the language the learner is learning. Objective needs also take into account the difference between the learner's present linguistic ability and expected linguistic ability (Brindley, 1989; Brown, 1995).

Needs have also been classified as target and learning needs. Target needs refer to the kind of language learners need in order to perform their roles in the target situation. Target needs are further divided into necessities, lacks and wants (Hutchinson & Waters, 1987). Necessities are meant to refer to the language requirements of the target situation. Lacks, as defined by Menna (1993: 18), are "the difference between what the learner already knows and the necessities identified". He continues to say that lacks simply refer to "those aspects of target necessity which the learner is unable to cope with at the present" (P. 18). Like felt and subjective needs, wants are the needs of learners as viewed and articulated by them. Learning needs are defined as what learners have to do in order to learn the target needs. Identifying these needs requires answering questions like Who are the learners? Why are they learning? How do they learn? What resources are available? Where is the course taking place? When is the course taking place?

Situation and language needs are also among the types of needs found in the literature. Situation needs, like learning needs, arise from the situation or the environment in which the learner learns and enable the learner to reach the target linguistic ability (Brown, 1995). Among the factors that determine situation needs are learning resources, the physical setting of the learning environment, teachers and their teaching style, learners' level of autonomy and attitude towards language learning. The above discussion on situation needs tells us that environmental and psychological factors play significant role in determining the success of learners in achieving the target language needs. On the other hand are language needs which are more or less similar with target needs. Language needs refer to the linguistic ability learners are expected to have by the end of a language program. Target Situation circumstances in which learners will be using the language determine the language needs of learners (Brown, 1995; Hutchinson & Waters, 1987).

(Richards, 1990) classifies needs as situational and communicative. Situational needs are very much related with situation needs and are derived from the features of the language program such as its objectives, learners' learning style preferences, linguistic ability of learners, teachers' perceptions, instructional methods and techniques. Communicative needs are concerned with the communicative competence the learner is expected to master in order to operate in the target situation. If we carefully study the discussion made so far, we can see that needs are mainly of two types: target situation needs and learning situation needs. Target situation needs are concerned with what learners use the language for in the target situation and learning situation needs on the other hand are concerned with how best learners learn the target situation needs. This study mainly focuses on the target situation needs of Ethiopian police peacekeepers.

2.5 Needs Analysis

Central to the concept of ESP is needs analysis. It is needs analysis that separates ESP from GPE. Holmes (1981) writes "needs analysis is the departure point where ESP leaves the methods of the standard general English course and adapts a student centered approach" (P. 10). Needs analysis is considered as an important means in the process of ESP course design. It is "the corner stone of ESP and leads to a much focused course" (Dudley - Evan & St. John, 1998, p.122). Needs analysis is perhaps one of the major contributions of ESP to the field of ELT.

There are different definitions of needs analysis in the literature. Brown (1995) defined the term as the procedures conducted to gather all the necessary information to develop a curriculum which meet the needs of a particular group of learners. Similarly, Tarone and Yule (1989) define needs analysis as the task of gathering and analyzing information to answer the question what aspects of the language learners need. Hutchinson and Waters (1992) on the other hand describe the term needs analysis based on three elements which are necessities, wants and lacks. The first element can be explained as what the learners have to know; the second refers to what the learners feel they need to know; while the third term represents the gap between the required knowledge in the target situation and the existing knowledge of the learners. Another definition is by Basturkmen (1998) who defines needs analysis in terms of lacks only. He writes that needs analysis refers to "the identification of difficulties by observation of participants functioning in a target situation" (P. 2). This study focuses on the first element, necessities, which is what learners are expected to know to operate smoothly in the target situation.

2.6 Types of Needs Analysis

ESP researchers have suggested different approaches to needs analysis. But for Jordan (1994), the two major approaches to needs analysis are the target-situation analysis and the present-situation analysis. Jordan continues to say that other approaches like the deficiency analysis approach, the strategy analysis approach and the means analysis approach are either similar or not that different from the two major approaches mentioned above. Deficiency analysis, for example, analyzes lacks which is one aspect of target situation needs. Strategy analysis on the other hand analyzes strategies employed by learners to learn a language. Means analysis, which also covers strategy analysis, is more or less similar with present-situation analysis.

Target-Situation Analysis is the earliest of all types of needs analysis. Target-situation analysis, as the name indicates, focuses on target needs and tries to formally discover them by analyzing different aspects of the target situation. It is the result of Munby's (1978) Communication Needs Process model. This model incorporates detailed procedures that one needs to follow in discovering target situation needs. This model bases itself on the analysis of language communication in the target situation to come up with a communicative needs profile for a specific group of learners. The communicative needs profile contains information about the skills and linguistic forms required by the learners to operate smoothly in the target situation. This needs profile eventually translates into a full-fledged syllabus and course material. In short, we can say that target-situation analysis aims to identify the real world language needs of learners.

Munby's target situation analysis model used nine elements to specify the target communicative needs of learners. These elements are:

1. **Participant:** answers the question - Who is the learner?
2. **Purposive domain:** answers the question - Why is the language needed?
3. **Setting:** answers the question - When and where is the language going to be used?
4. **Interaction:** answers the question - Who will the learner use the language with?
5. **Instrumentality:** answers the question - How will the language be used?
6. **Dialect:** answers the question - What variety of the language is needed?
7. **Target level:** answers the question - What level of proficiency is required?
8. **Communicative event:** answers the question - What communication situations are there?

9. Communicative key: answers the question - What communication skills are required?

Later, four components were added to Munby's target situation analysis model by Tarone & Yule (1989). These components included:

- 1. The global level** - situations, participants, communicative purpose, and target activities
- 2. The rhetorical level** - organizational structure of the communicative activities
- 3. The grammatical-rhetorical level** - linguistic forms required to realize the forms in the rhetorical level
- 4. The grammatical level** - the frequency of grammatical and lexical constructions in the target situation

The Target-Situation Analysis model is the most commonly used, if not the only, form of ESP needs analysis. It was the first needs analysis model based on the concept of communicative competence. Munby's communicative needs profile and its correspondence with communicative events of the target situation is an indication of real world language use (West, 1994). It is also important to mention that Munby's model of target situation analysis focuses on the four major language skills - listening, speaking, reading, and writing (Jordan, 1997).

The Present-Situation Analysis, also called learning needs analysis, is the second major type of needs analysis proposed by Richterich and Chancerel (1980). It is concerned with the requirements of the learning situation that will enable learners to acquire the language needed in the target situation. Richterich and Chancerel (1980), cited in Menna (1993), suggested three sources of information for this model of needs analysis: the learners themselves, the teaching establishment and the learners' institution like their place of work. The Present-Situation Analysis collects and analyzes information related with learners' level of ability, available resources, teaching methods, views on language teaching and learning and cultural elements. This model of needs analysis was developed with the believe that learning needs are as important as target needs. This is to mean that the means (learning needs) is the instrument by which we achieve the end (target needs). But we should also remember that learning needs exist because there are target needs.

Target-Situation Analysis and Present-Situation Analysis are the two commonly used models in needs analysis studies. Researchers in the field of ESP continue to use one of these models as their theoretical base depending on the context of their studies. The current study will employ Target-Situation Analysis as an approach to needs analysis to identify the target English language needs of Ethiopian police peacekeepers.

2.7 Needs Analysis Philosophies

According to Brown (1995), there are four philosophies that can serve as the foundation for any needs analysis process. These philosophies help the researcher determine the kind of need to be investigated. West (1994) writes “the importance of such philosophies lies in the fact that they will affect the types of information that will be gathered” (P. 6). These philosophies are:

1. **The Democratic Philosophy** – sees needs as anything but what the majority of the participants involved in the needs analysis desires. This philosophy results in a needs analysis that seeks to identify the needs of the majority of the group (Brown, 1995).
2. **The Analytic Philosophy** – understands needs as what learners will learn next. Brown (1995) explains “the students are at stage X in their language development, and they next need to learn X+1 or whatever is next in the hierarchy of language development” (P. 25).
3. **The Diagnostic Philosophy** – explains needs as language deficiency that is harmful to the learner. It focuses on the most urgently required language skills necessary for the learner to operate in the target situation.
4. **The Discrepancy Philosophy** – defines needs as the difference or discrepancy between a desired linguistic performance and the present performance of learners.

In this current study, the researcher followed the diagnostic philosophy of needs analysis. This study tried to identify the English language skills most urgently needed by the Ethiopian police peacekeepers so that they will be able to successfully discharge their responsibility in the mission area. These police peacekeepers have only three months to learn the language before they are deployed to the peacekeeping mission. So they do not have the luxury of time to learn other communication skills that they might benefit from.

2.8 Local Needs Analysis Studies

Many Ethiopian researchers have conducted a needs analysis study on the English language needs of learners. Many of them are EAP studies. They focused on the academic English language needs of learners studying in different disciplines. In fact, a literature search conducted for this study found no pure local EOP studies. They were either purely EAP studies or a mixture of the two. So what makes the current study different is that it is pure EOP study trying to identify the English language Ethiopian police officers need to do their job as police peacekeepers. But for the purpose of comparison, three previous needs analysis studies are reviewed as follow.

The earliest of the three was the study conducted by Abraham Menna (1993) to develop criteria for course design in English for aircraft technicians of Ethiopian Air Force. The study tried to find out both the academic and occupational needs of the aircraft technicians. To this end, Menna gathered data from aircraft technicians, aircraft students, aircraft maintenance shop supervisors, English teachers, subject teachers and employers using questionnaire and interview. He also conducted an analysis of the maintenance manuals and observation of the maintenance work of the technicians. The finding suggested that the syllabus should mainly be topic-based with functions, notions, vocabulary and structures included as sub-syllabus. It was also discovered that the content of the material should include both general and technical English and that it should cover all the four language skills with emphasis being on reading, listening, speaking and writing respectively.

The second one is a needs analysis study on the English language needs of fine art students at Mekelle College of Teacher Education by Habtamu Desta (2008). Questionnaire, interview, focus group discussion and textual analysis were used as instruments to gather data from students, English teachers, subject teachers and college deans. The result showed that students needed English for academic purposes more than they needed it for their future profession and personal life. Students also rated speaking, writing, listening and reading from the most important to the least important. The study also identified lack of motivation, low confidence level, poor background, shortage of instructional aids, lecture dominated teaching and inadequacy of the material as hindrances to the students effort to acquire the language they needed to succeed in their academic studies.

Mohammed Seid (2007) conducted a needs analysis study on the English language needs of police cadets learning in the Ethiopian Police College. As far as the researcher's knowledge is concerned, this is the only local research work conducted on the English language needs of the police. The objective of the study was to identify the English language the police cadets needed for their academic studies, future police career and personal life. The researcher used questionnaire, interview, focus group discussion and text analysis of the course material to collect data from students, former graduates, English language instructors and administrators. The study indicated that although the students have needs in all the three domains mentioned above, they emphasized on the English language they needed for their future police career. The course material analysis, on the other hand, indicated that the material does not have much to offer to the students' future career need. The result also showed that the participants prioritized speaking, listening, reading and writing in due order.

What makes the above studies similar is their choice of data gathering instruments. They used questionnaire, interview, focus group discussion and course material analysis as instruments of data collection. These instruments are the most commonly used methods of data collection in needs analysis studies. Similarly, the current study employed focus group discussion and content analysis card as instruments to gather data about the target English language needs of Ethiopian police peacekeepers and the effectiveness of the course material in addressing these needs.

Chapter Three: Methodology

This chapter presents a discussion on the population, instruments, sample size and sampling technique, participants and methods and procedures of data analysis of the study.

3.1 Population

Since the objective of this study was to identify the English language needs of Ethiopian police peacekeepers, the target population were Ethiopian police peacekeepers who have been to peacekeeping missions before. An ESP course is based on a target situation analysis. Georgieva (2014) states that the best situation analysis is conducted when based on the real life experience of people who were in the situation themselves and in this case, the Ethiopian police peacekeepers who have the experience of participating in peacekeeping operations.

3.2 Instruments

In relation to the objective of the study, the researcher used focus group discussion and content analysis card as the main instruments of data gathering. Hyland (2003), cited in Desta (2008), suggests interview with experts as one of the preferred methods to gather data about target behaviors. The focus group discussion was used to gather data about the target English language needs of Ethiopian police peacekeepers and the participants were Ethiopian police officers with previous peacekeeping experience. The content analysis card was used to evaluate the effectiveness of the course material in addressing the target English language needs of Ethiopian police peacekeepers.

3.3 Sample Size and Sampling Technique

The researcher used five Ethiopian police officers with previous peacekeeping experience to participate in the focus group discussion. According to Johnson & Christensen (2004), a good focus group discussion should involve between 6 and 12 participants. Scholars like Krueger (1994) and Morgan (1997) suggest the number of participants to be as small as 4 and 3 respectively. Regarding the sampling technique, the police officers were selected using availability sampling. The researcher used those officers who were available at the time of the focus group discussion.

3.4 Participants

Five Ethiopian police officers participated in this study as respondents in the focus group discussion. All the participants had at least one year of peacekeeping experience. They work for Ethiopian Federal police Commission. The following table summarizes the profile of these participants.

No	Name	Sex	Rank	Mission	Duration
1	Tewolde Woldegebriel	M	Commander	UNMISS (United Nations Mission In South Sudan)	April 2016 – May 2018
2	Kahsay Assefa	M	Deputy Commander	UNMISS (United Nations Mission In South Sudan)	April 2016 – October 2017
3	Kebadu Argaw	M	Deputy Commander	UNMISS (United Nations Mission In South Sudan)	October 2017 – July 2019
4	Shewanesh Tadesse	F	Deputy Commander	UNAMID (United Nations and African Union Mission In Darfur)	April 2016 – January 2018
5	Mitiku Neda	M	Inspector	UNISFA (United Nations Interim Security Force for Abyei)	April 2017 – July 2019

3.5 Methods and Procedures of Data Analysis

The researcher used qualitative methods of data analysis to analyze the data from the focus group discussion and the content analysis card. This was due to the qualitative nature of the data. The focus group discussion was conducted in Amharic and lasted for about an hour. The reason for using Amharic was to boost the confidence of the participants and to enable them to share their experience of peacekeeping without any language problem. The discussion was recorded and transcribed. The researcher used twelve questions in the focus group discussion. The questions were developed in line with the objective of the study and focused on general language needs and skill-specific needs. They were piloted with the teachers in the Peacekeeping Language Training Center to check their relevance for the objective of the study and some improvements were made afterwards.

First of all, a transcript of the focus group discussion was made. And then the transcript was translated into English. After that, the researcher developed themes under which the contents of the transcript were analyzed. The themes were developed based on the nature of the questions used in the focus group discussion. Then the researcher used the content analysis card to compare the findings from the analysis of the focus group discussion with the contents of the course material. This enabled the researcher to check the effectiveness of the course material in addressing the target English language needs of Ethiopian police peacekeepers. Finally, conclusions and recommendations were drawn from the findings of the study.

Chapter Four: Data Presentation and Analysis

The objective of this study was to identify the target English language needs of Ethiopian police peacekeepers and by doing so, to evaluate the effectiveness of the course material in addressing these needs. To this end, a focus group discussion was conducted to identify the target needs and an evaluation of the course material was made with the help of a content analysis card to determine the effectiveness of the material. So this chapter deals with the presentation and analysis of the data from the focus group discussion and the content analysis card.

4.1 Analysis of the Focus Group Discussion

The researcher mainly used 12 questions in the focus group discussion to identify the target English language needs of Ethiopian police peacekeepers. These questions are dealt with under six different headings depending on the nature of the questions. The first three questions are concerned with general language needs and the rest of the questions deal with skill-specific needs.

4.1.1 General Language Needs

Question #1: How important is English to perform your job as police peacekeepers?

Answering this question, the group unanimously agreed that English is very important for them to do their job as police peacekeepers. The reason they gave is that English is the official language of the peacekeeping missions to which Ethiopian police peacekeepers are deployed and that they do their job in English. In relation to this, one of the participants said:

English is important. No doubt about that. This is because English is our working language. English is one of the five official languages of the UN. Our peacekeeping experience so far has been with missions that use English as their official language. We are only joining English speaking missions so far. Because we do our jobs in English, it is important for us. (P1)

According to one of the participants, the importance of English begins even before they are deployed. He said:

English is one of the most important things for missions. Its importance begins from the UN language assessment. The language test includes interviews and other activities. (P4)

Further reading by the researcher confirmed that this is indeed the case. English language assessment is one of the pre-deployment assessments conducted by the UN when selecting police candidates for peacekeeping missions. The other assessments are driving assessment and fire arms handling and shooting assessment. According to the UN SAAT exam guidelines, a candidate who fails the language assessment will not be admitted to the other assessments and will not participate in peacekeeping missions.

The participant continued to say that English becomes even more important after deployment.

Once we join the mission, English becomes even more important. There are different countries in the mission area. Communication with these countries is in English. There is no other language. So English is very important to do your job in the mission area. (P4)

Explaining the reason why Ethiopian police peacekeepers join English speaking missions, another participant of the discussion said:

There are also non-English missions as well. There are French speaking missions for example. Peacekeeping missions in French speaking countries like Congo and Mali use French as their official language. But we only participate in English speaking missions because English is the only foreign language we know. (P2)

Overall, it is possible to say that English is very important for Ethiopian police peacekeepers to do their job in the mission area.

Question #2: What level of English language proficiency is required to do your job – elementary, intermediate or advanced?

The response given to this question by the majority of the participants was confusing and did not convince the researcher. One of the participants said that the job needs an advanced level of

proficiency although they were not at that level themselves. This statement begs the question – how were they able to do the job without having the required level of proficiency? The only logical explanation would be the job may not require advanced level of proficiency in the first place. The participant’s statement reads like this:

Though we are not that good, I believe it should be the advanced level. This is because we prepare reports, write different emails and after patrol, we give briefings and debriefings. As a result, advanced English would be very useful. (P5)

Responding to the same question, another participant of the focus group discussion said:

The job may not require that much higher level of English language proficiency. But it will be good for the country’s image if we receive advanced level of trainings and get deployed with good English. For example, commander’s post was a big post. There are also other Ethiopians who work in senior leadership positions. Why don’t we also compete and get those posts as well? So, I think it is good if we have advanced level of proficiency. (P4)

This participant made the level of proficiency a matter of national pride and clearly said that the job may not require advanced level of proficiency. This seems to be in full agreement with the analysis made above.

Another participant would say that it is good to have advanced level of proficiency than having intermediate level of proficiency.

I think we should go for the advanced level of proficiency. If we strive for the advanced level of proficiency, we will at least achieve the intermediate level of proficiency. It is of course possible to decide on the level of proficiency based on the post. But it is good if you have advanced level of proficiency because communication is the key thing in the mission area. (P1)

Instead of explaining about the level of proficiency needed to do the job, this participant is talking about the kind of language training the peacekeepers should receive before deployment. In addition to this, it is not scientific to say that students will achieve intermediate level of proficiency if they receive advanced level language training. This participant seems to be

suggesting that the peacekeepers should have advanced level of proficiency not because the job really needs it, but because it is better than being at an intermediate level of proficiency.

A more convincing and logical answer was given by one of the participants. He said that the level of proficiency required depends on the position occupied by the peacekeeper. This is to mean that the level of English language proficiency needed is determined by the kind of work the peacekeeper does.

The level of proficiency required depends on the kind of post you will be assigned to when you get deployed. For example, many peacekeepers with intermediate level of proficiency perform field works. They engage in patrols and they inform you whatever they have observed. Those who have advanced level of proficiency receive this information and compile it into a report. So it depends on the post. Intermediate and advanced level of proficiency is required. Intermediate level of proficiency is enough to describe what you have seen and observed while patrolling. There are posts that only require you to express your mind. These are operational posts and intermediate level of proficiency will be enough for them. Office or staff posts, on the other hand, require advanced level of proficiency. Office tasks like report writing, giving briefings and providing trainings for mission members on mission mandate require advanced level of proficiency. So, different posts require different levels of proficiency. (P2)

Similarly, another participant indicated that it is *possible to decide on the level of proficiency based on the post. (P1)*

The same participant stressed the need for Ethiopian police peacekeepers to have advanced level of proficiency in English for office posts are based on competition and that you have to compete with other fellow peacekeepers to get the post.

What we can take from this discussion is that the level of English language proficiency required for mission service depends on the kind of work the peacekeeper does. Intermediate level of proficiency will be adequate for police peacekeepers who work in the field as patrol officers. Advanced level of proficiency, on the other hand, is required by police peacekeepers who work in office posts.

Question #3: How do you rate the importance of the four language skills – speaking, listening, reading and writing?

In relation to the importance of the skills, the participants recognized that all the skills are important for police peacekeepers to do their job in the mission area. Explaining this fact, one participant said:

All four are important. You cannot do the job if you are not good at one of the four skills. (P1)

Similarly, another participant said:

Overall, you need all the four skills in the mission area. All are important. (P2)

The fact that the UN pre-deployment language assessment assesses police candidates on all the four language skills makes the participants' claim about the importance of the skills genuine. When selecting police peacekeepers from police contributing countries, the UN conducts three different pre-deployment assessments one of them being language assessment. The objective of the language assessment is to ensure that a police officer meets the language proficiency required for the mission. It includes reading comprehension, listening comprehension, report writing and oral interview tests.

But when it comes to putting the skills in their order of importance, the participants did not seem to have the same opinion. Some of them argued that all the skills are equally important and the others prioritized one skill over the others. Arguing in favor of the idea that all the skills are equally important, one participant said:

They are equally important for me. You need to listen to understand what is being said. Then you communicate what you listened to others through speaking and writing. First, you report through radio communication. After that, you report the same information in writing. Reports are of two types by the way. The first one is oral report. This happens through radio communication when you are still in the field patrolling or investigating a crime. The second one is written report. Once you return to the base, you are expected to write detailed report of the same incident. When you are the receiver of the reports on the other hand, you must be able to

read and understand. You cannot prioritize one skill over the other. However good you are on the other skills, you will not succeed if you fail to deliver on one of the skills. (P1)

In a similar argument, another participant said they use all the four skills in their day to day engagement as police peacekeepers. Her statement reads like this:

We apply all the four skills in our day to day activities. We go out, we interact and gather information. And then we write reports and give briefing and debriefing. For this reason, all four are equally important and mandatory for our day to day activities. (P5)

In a different argument, one of the participants of the focus group discussion said that if he is asked to put the skills in their order of importance, he would put listening on top of the other skills followed by speaking, writing and reading. He then changed his mind and went for speaking as the most important skill. His statement regarding listening being the most important skill reads like this:

If I am asked to put them in their order of importance, I would put listening on top. You will receive information about a crime through telephone or radio from different informants in the mission area. If you are not able to listen well, you will not understand what the information is about. In addition to this, you will interview different people when you investigate a crime. These people give you information about the crime. Again you will be in trouble if you are not able to listen and understand what they are saying. When you return to base, you must also be able to write a report using the information you get. At the same time, you will also give briefings. So, you have to be able to speak. There are parallel departments at the base that handle cases. You are expected to explain or brief these departments about what you observed and listened in the field. So, listening, speaking and writing are mandatory. (P2)

Later, justifying his argument for putting speaking as a priority skill, the same participant said:

I think the focus should be more on speaking than listening. You have to give briefings and make presentations. One problem we face is that our people do not want to speak. They cannot express what is in their mind. This is because they did not practice well. The fact that Amharic is our working language and we do not get the opportunity to speak English also contributes to this. So I sometimes observe this kind of problem. There were officers who used to lock themselves in

their room just to avoid speaking in English. This is because they are not good at speaking. Practicing presentation and briefing skills boosts your self-confidence. Speaking gives you more confidence than listening. After a few interactions, you will be able to communicate easily. But if you choose to hide yourself, you will not improve your speaking. (P2)

Although there is some grain of truth in it, it is difficult to take the argument of this participant seriously for he himself is not sure of the order of the skills.

Another participant of the discussion made a similar confused argument about the order of the skills. First, he argued and the argument implied that the order of the skills should be just like the one in which a child acquires a language: listening, speaking, reading and writing. He then said that although the skills have equal importance for the mission area, he would prioritize listening over the other skills for the pre-deployment language training. His statement reads like this:

In relation to mission area requirement, I agree with what commander Tewolde just said. If you fail for example on one of the skills in the pre-deployment assessment, you will not participate in peacekeeping missions. If you are not a good listener, you will fail the report writing test and if you fail the report writing test, you will not be deployed to the missions. So the skills have equal status. But in relation to the language training given here, the focus should be on listening. We think we know the language. But once we go there it becomes difficult to listen to the different accents of peacekeepers from different countries. (P3)

Although it is difficult to decide on the order of the skills, the analysis made above clearly suggests that all the four language skills are important for Ethiopian police officers to do their job as police peacekeepers and all should be given due attention in the pre-deployment language training program.

4.1.2 Speaking Needs

This section deals with the analysis and identification of the needs Ethiopian police peacekeepers have in relation to the skill of speaking. This was done by determining the communication situations in which the peacekeepers are required to speak in English.

Question #4: What situations are there that require you to speak in English?

The participants of the focus group discussion mentioned the following as speaking situations in the mission area:

- Briefing and debriefing
- Training and mentoring
- Advising local law-enforcement personnel
- Video Tele-Conferencing (VTC)
- Radio communication
- Get-together and socialization events
- Taking a statement

During the focus group discussion, the researcher asked a number of follow up questions to obtain further information about the speaking situations mentioned above. The first of these questions was about briefing and debriefing. The researcher asked the participants what this briefing and debriefing was about. Responding to this question, one of the participants said:

There are different types of briefings. If you are the duty officer for example, at the end of your eight hour shift, you brief the officers who are going to work in the next shift about the events that took place in your shift. This is one kind of briefing. The other type of briefing happens when there is an escort or patrol duty. Before you start your duty, you brief your team members about the starting and finishing time, the things that you are going to do and other important details. Debriefing happens after you finish your duty. Once you return to the base, you debrief your team members about what went well, what went wrong, challenges faced and actions taken. (P3)

Similarly, another participant of the discussion explained about the different types of briefings they give in the mission area. His statement reads like this:

One type of briefing is security situation briefing. Every twenty four hours, you brief and update the senior management and the section chiefs about the security situation. As he mentioned, you also brief your team members about what they are going to do and how they are going to do it before they start work. Another type of briefing is the one you give to the different delegations that come to visit the mission. You brief them about the overall mission situation, the mandate of

the mission, the challenges facing the mission and the things to be done in the future. Different guests come to the mission and you brief them about the dos and don'ts of the mission. New peacekeepers joining the mission are briefed about the general situation in the mission in the form of induction training. (P2)

What we understand from the participants' response is that briefing and debriefing are two way communications involving the person giving the briefing and those who are briefed. They are mechanisms by which important information is shared to a target audience. There might also be questioning from the audience side regarding the topic of the briefing and debriefing. We also understand that mission security situation, patrol and escort operations, mission mandate, mission challenges and the dos and don'ts of the mission are possible topics of briefings and debriefings. In addition to this, one participant said that briefing and debriefing could be done at the same time. He explained that although the procedure is to give briefing in the morning and debriefing in the evening, they do both one after the other to avoid meeting twice within a day.

When asked what the training and mentoring is about, one of the participants explained:

I used to be a trainer myself for example. I am not sure if it is the same in all missions, but the training is mainly work related. Every section head trains its new entry about the section. If you come to our mission, UNMISS, for example, there are a number of different sections: forensic section, human resource section, personnel section and operation section. All these sections train their new entries for one week. The other type of training is the one given to the local police. Depending on the mandate of the mission, you might train the local police personnel to enable them carry out their duty effectively. Mentoring comes after the training. You will be paired up with the local staff to assist them put the training into practice. You closely monitor what they do and advise them when necessary. So most of the time, mentoring is done with the local police. (P1)

The same participant continued to say that *the kind of training to be given and whether there should be mentoring or not all depends on the mandate of the mission*. He also added that the mandate of peacekeeping missions differs depending on the situations in which they are carried out.

The other follow up question asked by the researcher was in relation to what the participants called get-together and socialization. The researcher asked if there are common topics that police peacekeepers talk about when they engage in get-together events or when they socialize with fellow peacekeepers. The participants mentioned the following as get-together events or opportunities to socialize in the mission area:

- Farewell party for peacekeepers who are checking out
- Celebratory party for peacekeepers who get promoted or assigned to a new post
- Medal parade
- Field duty with other peacekeepers
- Social welfare trip
- Holydays like Easter and Meskel

Discussing about some of the events above and possible topics, one of the participants of the focus group discussion said:

In our case, most get-together events are farewell parties. When there are officers who are checking out, we organize a farewell party. We mainly talk about the person departing from the mission. We say some good things about the person, their behavior and their achievement. We also tell them that they will be missed and our best wishes for the future. Another opportunity for get-together is when someone gets assigned or promoted to another post. In this occasion, we mainly thank the person for their contribution and wish them the best of luck in their new post. Food, drink, music band and DJ are part of the event. Apart from thanking the person, you also get the chance to talk about your country and your culture. (P1)

The participant continued his explanation and mentioned medal parade, other get-together events and field duty as opportunities to discuss one's country with peacekeepers from other countries.

Discussing field duty as an opportunity to talk about one's country, another participant of the focus group discussion said:

You engage in a conversation with colleagues when you are on duty. When you are on a patrol duty for example, you talk to fellow peacekeepers that are on duty with you. You talk about

different things. They may ask you questions about your country, its culture, language, religion, wedding ceremonies etc. You need to explain these things to your colleagues. (P3)

Other participants also discussed their experience in relation to opportunities to socialize and introduce one's country. One of them mentioned holydays like Easter and Meskel as possible opportunities to socialize with other fellow peacekeepers and to introduce one's country to them. Similarly, another participant mentioned social welfare trips as an opportunity for peacekeepers to know more about each other's culture. His statement reads like this:

There are social welfare trips also. You travel with people from different departments and they may not be from the same country. In such an event, you will get to experience different cultures that are new for you. Likewise, you will also have the chance to explain about your culture, language and the country you come from. (P2)

The other speaking situation mentioned during the focus group discussion was taking a statement. According to one of the participants, crime investigation is one of the responsibilities of police peacekeepers and taking a statement is part of the task of investigating a crime. The participant gave an example of a situation in the mission area to explain about the procedures they follow when investigating a crime.

For example, let us say somebody steals sorghum. When you start the investigation, there is a form to be filled in. You take this form and talk to witnesses about the crime. You ask the witnesses the when, the where, the who and the why of the incident and complete the form accordingly. After this, you report the incident to the duty officer via radio communication and take the suspect to a holding facility if there is a need for it. Finally, you write a complete report of the incident. (P3)

What the above statement implies is that taking a statement, as a speaking situation, involves the use of WH questions and that questioning should be part of the pre-deployment language training in order to equip our peacekeepers with practical language needed in the mission area.

Question #5: Which of these speaking situations do you engage in frequently?

The objective of this question was to identify the most important speaking situations to Ethiopian police peacekeepers so that they would get proper attention in the pre-deployment language training. The response of the focus group discussion participants to this particular question revealed the following as the most frequent speaking situations in the mission area.

- Radio communication
- Briefing and debriefing
- Taking a statement

The participants identified radio communication as the most frequent and the most important of all the other speaking situations in the mission area. They said that it is mandatory for every peacekeeper to be able to use radio for communication. Discussing the importance of radio communication, one of the participants said:

Whether you are inside or outside the UN perimeter, you need radio communication even to let others that you are alive. Apart from this, at a certain interval, you are expected to give a situation report via radio communication. So I think it is the most frequent speaking situation. (P1)

According to the participants, police peacekeepers have the responsibility of giving a situation report at a certain time interval using the radio in their hand. They also mentioned a crime in progress and incidents involving or affecting peacekeepers as possible situations to be reported over the radio.

Another participant of the discussion added on the importance of radio communication and said:

I think radio communication is the most frequent speaking situation. Before you come to office posts and do the briefing and debriefing, you work as field officer for at least one or two months. During this period, you do patrolling most of the time reporting the situation through radio communication. So radio communication becomes very important. (P3)

The same participant identified taking a statement as an important speaking situation by saying:

Another important speaking situation is when you investigate a crime. Whenever a crime is committed, the police observer handles the case. You talk to witnesses, you listen to what they have to say and then finally you report your finding. (P3)

Also mentioned as important speaking situations are briefing and debriefing. One of the participants of the focus group discussion presented briefing and debriefing as everyday speaking situations. His statement reads like this:

The situation might be different depending on the post. But in my mission, we used to have briefing and debriefing everyday. Radio communication and briefing are every day speaking situations. Every morning, they radio check everyone to see if they are ok and you have to report back and say that you are ok. When you start work, you debrief and brief your team members about the security situation and what they are going to do that day. (P2)

The discussion made so far, under the theme of speaking needs, clearly indicates that communicating over the radio, giving briefing and debriefing and taking a statement are the most important speaking skills needed by Ethiopian police peacekeepers in the mission area.

4.1.3 Listening Needs

This section deals with the analysis and identification of the needs Ethiopian police peacekeepers have in relation to the skill of listening. This was done by determining the communication situations in which the peacekeepers are required to listen and understand.

Question #6: What situations are there that require your listening skills?

The listening situations mentioned by the participants of the focus group discussion are more or less similar with the speaking situations they mentioned above. This is understandable given the fact that a speaking situation, on its other side, is a listening situation at the same time.

The participants identified the following as situations in which police peacekeepers are expected to listen and understand what is being said:

- Radio communication
- Briefing and debriefing
- Meetings
- Get-together events
- VTC
- Announcements over the mini-media
- Managing calls in the operations center

Discussing some of the listening situations mentioned above, one of the participants said:

The first situation that requires your listening skill is radio communication. You must be able to listen and understand the order you are given through radio communication. The other listening situations are briefings, daily meetings and weekly meetings. When you take part in these situations, you need to listen carefully for you will be given tasks you might need to execute or you might be asked questions that you need to answer. So these are important situations. (P4)

Another participant discussed how demanding radio communication is when it comes to listening and he explained the reason behind as follow:

You need to have a very good listening skill when it comes to radio communication. In a face to face communication like briefing, the listening is less stressful because you have plenty of opportunity to ask for clarification. During radio communication on the other hand, you will not dare to ask the other person for clarification more than once. This is because others will be listening your communication over the radio. So I think radio communication is more demanding in terms of listening skill. (P3)

Discussing VTC as a listening situation, the participants of the focus group discussion said that it is a serious meeting and that it requires careful listening on the part of the police peacekeeper. What shows the seriousness of the conference is that it could be with the UN headquarters in New York. Similarly, announcements over the mini-media and the radio were discussed by the participants as a listening situation. One of the participants gave examples of announcements in the mission area to explain about the listening situation. His statement reads like this:

Sometimes, when there is a meeting, they announce the time and the place over the mini-media and you have to listen and attend the meeting. During emergency, emergency announcements are made over the radio and this requires careful listening on the part of the listener. (P2)

Another listening situation in the mission area is managing calls in the operations center. When discussing about radio communication as a speaking situation, the participants mentioned that Ethiopian police peacekeepers also work as operators in the call operations center managing different calls. Listening is a very important skill for call operators to do their job. One of the participants of the focus group discussion said that call operators *take different calls and they gather and disseminate information. (P1)*

Question #7: Which of these listening situations do you engage in frequently?

The participants of the focus group discussion agreed on radio communication, briefing and debriefing as the most frequently engaged in listening situations in the mission area. The reason given for this is that these are everyday situations involving police officers in doing their job as police peacekeepers.

Overall, the analysis made on the listening needs of Ethiopian police peacekeepers implies that the listening requires the use of listening strategies like listening for the gist, listening for specific information and listening for detailed understanding and that the peacekeepers need to get enough pre-deployment listening practice with these strategies in mind. Listening to announcements of meetings, for example, requires the peacekeeper to listen for specific information like time and place of the meeting. On the other hand, a serious meeting like VTC demands the peacekeeper to listen for detailed understanding for the meeting could be with the UN headquarters in New York on matters of great importance to the mission. If it is a speech by a colleague at a get-together event, listening for the gist might just be appropriate.

The analysis on listening needs also revealed that our police peacekeepers frequently engage in the listening situations of radio communication, briefing and debriefing. This signals the importance of the situations and the kind of attention they deserve in the pre-deployment language training.

4.1.4 Reading Needs

This section deals with the analysis and identification of the needs Ethiopian police peacekeepers have in relation to the skill of reading. This was done by determining the reading tasks they do as part of their job.

Question #8: What reading tasks do you do as part of your job?

The participants of the focus group discussion identified the following activities as reading tasks in the mission area:

- Reading e-mails
- Reading reports
- Reading mission magazines
- Reading mission and UN broadcasts
- Reading rules and regulations of the mission
- Reading online training materials
- Reading mission mandate documents

Discussing the aim of UN broadcasts, one of the participants said that *UN broadcasts aim to update peacekeepers from all missions with information regarding new polices, training modules, standards and procedures. (P2)*

Question #9: Which of these reading tasks do you do frequently?

Answering this question, the participants of the focus group discussion agreed on reading e-mails as the most frequent of all reading tasks in the mission area. The participants reported that all peacekeepers have their own official e-mail addresses and that they do most of the readings mentioned above from the e-mails sent to them. The participants also indicated that there is hardly any paper work in the mission area due to the use of e-mails for communication.

All kinds of requests and questions come to you via your e-mail address. There is almost no paper work. (P1)

We read reports from e-mails. (P2)

They send you the reports to your e-mail. (P3)

Even when there is a meeting, they inform you using your e-mail address. (P3)

We read all kinds of message from the headquarters from our e-mails. (P5)

If someone is checking in or checking out, they will be notified via their e-mail address. (P3)

Asked about the purpose of their reading, the participants reported that they sometimes read for comprehension only; simply to understand what the text is about. They also indicated that there are times when there is a need for a response of some kind after the reading. In relation to this, one participant said:

Sometimes we receive e-mails with details of tasks to be performed. In this case, we read the e-mail and carryout the task according to the instruction. Other times we receive modules, policy documents, rules and regulations that do not require immediate response. In this case, the purpose of the reading is simply comprehension and for our own understanding. (P2)

Another participant came up with examples to further explain what the above participant said.

To explain what he said, for example, you will receive a message about the security situation of a certain place and the message tells you not to go to that place because it is not safe. The purpose of this kind of messages is to inform the reader and the objective of the reader will also be to understand the message and to comply with it. On the other hand, if you receive an e-mail telling you that there will be a meeting and that you should avail yourself at the time and place mentioned, comprehension will not be enough for you are expected to act and make yourself available for the meeting. (P3)

The reading tasks mentioned by the participants of the focus group discussion require the application of different reading styles like scanning, skimming, extensive reading and intensive reading. Scanning and skimming are rapid reading techniques that aim for specific information in the text and the main idea of the text respectively. A peacekeeper may scan an e-mail, about a meeting to be held, in search of specific information like the when and the where of the meeting.

On the other hand, a peacekeeper might skim a mission magazine to decide on the article to be read in detail.

Extensive reading aims to get a general understanding of a subject and usually involves the reading of longer texts for pleasure. Reading online training materials could be an example of extensive reading. Intensive reading on the other hand is a serious reading of relatively shorter texts for detailed understanding. Reading the rules and regulations of a peacekeeping mission can be an example of intensive reading.

So what we can take from the discussion on reading needs is that reading e-mails is the most important reading need for Ethiopian police peacekeepers. This is because other reading texts come in the form of e-mails. What we also take from the discussion is that Ethiopian police peacekeepers need to be equipped with the knowledge and practice of reading styles like skimming, scanning, extensive reading and intensive reading.

4.1.5 Writing Needs

This section deals with the analysis and identification of the needs Ethiopian police peacekeepers have in relation to the skill of writing. This was done by determining the tasks that require Ethiopian police peacekeepers to write in English.

Question #10: What tasks are there that require you to write in English?

The participants of the focus group discussion identified the following tasks as writing needs in the mission area:

- Writing reports
- Writing e-mails
- Filling forms
- Writing requests
- Preparing PowerPoint presentations for briefing and debriefing
- Writing training materials
- Writing work plans

Below are the statements of the participants in relation to the writing needs of police peacekeepers in the mission area.

You write reports. We have different kinds of reports. There are daily, weekly and annual reports. You prepare PowerPoint presentation for briefing and debriefing. You also write requests of different type and respond to them via e-mail. (P2)

It has more or less been mentioned. You write reports. You write training materials. You need these materials when you give training. You write and respond to requests. You also write for briefing. (P1)

There is also planning. (P1)

You plan your daily, weekly and annual activities. (P2)

You first write your annual plan. Then you breakdown the annual plan into weekly and daily plans. (P1)

For example, let us say somebody steals sorghum. When you start the investigation, there is a form to be filled in. You take this form and talk to witnesses about the crime. You ask the witnesses the when, the where, the who and the why of the incident and complete the form accordingly. After this, you report the incident to the duty officer via radio communication and take the suspect to a holding facility if there is a need for it. Finally, you write a complete report of the incident. (P3)

Question #11: Which of these writing tasks do you do frequently?

The participants' response to the above question and the overall discussion on writing needs revealed that Ethiopian police peacekeepers frequently engage in the task of writing reports and e-mails. The discussion also revealed that almost all writings are done over the computer and that there is almost no paper work in the mission area. Explaining about the paper work situation, one participant said:

The only paper work situation is when you are unable to sign on the computer and when you need to put a stamp on the paper. In this case, you print out the paper, put your signature and the stamp and scan it back into the computer. (P1)

In general, the discussion on writing needs clearly indicates that Ethiopian police peacekeepers mainly need the skill of writing reports and e-mails to be able to do their job in the mission area. The implication of this finding is that these writing needs should get enough attention in the pre-deployment language training.

4.1.6 Pronunciation Needs

The last of the questions used in the focus group discussion was related with pronunciation. The objective was to find out the difficulties Ethiopian police peacekeepers face in relation to pronunciation.

Question #12: What pronunciation difficulties are there in the mission area?

The participants of the focus group discussion mentioned the different accents in the mission area as pronunciation difficulty. One of the participants said the following:

There are peacekeepers from different countries in the mission. When you get used to the American English, the British becomes a problem. When you get used to the British, the West African becomes a problem. When you get used to the African, the Asian becomes a problem. When you get used to the Asian, the Latin American becomes a problem. Understanding the Arabs is also a problem. (P1)

The participant continued to give examples of situations from his experience in the mission area:

I remember, when we were being interviewed, a friend of mine asked me to switch interviewers because he was unable to understand what his interviewer was saying. (P1)

After I came to a leadership position, I and my American partner used to conduct pre-deployment interview over a phone or radio. In some cases, the interviewees request that I interview them and not the American because they do not understand what he was saying. Situations like this are common in peacekeeping missions. (P1)

What we understand from the discussion above is that the problem of accents is more of a listening difficulty than that of pronunciation. This has an implication for the listening activities in the pre-deployment language training. The implication is that the audio for the listening activities must include common accents in the mission area in order to help Ethiopian police peacekeepers cope with the problem.

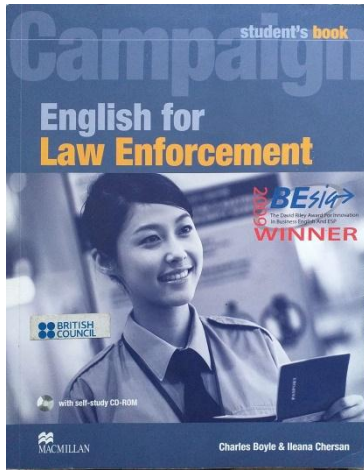
4.2 Material Evaluation

This section evaluates the effectiveness of the main course material in addressing the target needs identified through the analysis of the focus group discussion. The evaluation was done with the help of a content analysis card. The section is divided into two parts. Part one presents an overview of the course material. Part two evaluates the course material using the content analysis card.

4.2.1 Overview of the Material

The main course material used in the Peacekeeping English Language Training Center is called Campaign English for Law Enforcement. The book was authored by Charles Boyle and Ileana Chersan. It was first published in 2009 by Macmillan Publishers. The material includes student's book, teacher's book, classroom audio CD and CD-ROM for self-study. The book comes in color print and contains pictures and photographs relevant to its objective. It is probably the best English for law enforcement material out there in the market. It even won the David Riley Award for Innovation in Business English and ESP in 2009.

English for Law Enforcement, as the name indicates, is an ESP course material for law enforcement professionals from different backgrounds. The book tries to address all the major aspects of the law enforcement world. It follows a topic-based syllabus. It is divided into twelve units. Each unit revolves around a law enforcement topic and is organized into four sections: alpha, bravo, charlie and delta. Section alpha is the first of the sections and presents important information and language in relation to the topic of the unit. Section bravo mainly deals with grammar and structures. Section Charlie focuses on functional languages related with the topic of the unit. Section delta contains pair, group and information gap activities that enable students to use the information, vocabulary and grammar from the previous sections.



Picture 1. Book cover

UNIT	TITLE	TOPICS	FUNCTIONS	LANGUAGE	EXERCISES
1	The world of law enforcement	Aspects and aspects Numbers and size Shift work Equipment Law enforcement agencies	Describing your job Talking about routine police work Talking about cases and investigations Describing law, law enforcement activities	Present simple Present continuous Past simple Past continuous Word building	
2	Traffic and vehicles	Types of vehicles Vehicle accidents Auto-insurance policies Motorist's club White and using offences Crash scene	Describing vehicles Reporting a vehicle Checking documents Describing traffic offences and penalties Reporting an accident	Present continuous Past simple Past continuous Relative clauses Modals - have to Must / might to express possibility	
3	Out in the community	Identifying a community Types of anti-social behaviour Dealing with anti-social behaviour Community policing	Identifying reactions to anti-social behaviour Using a warning Giving advice Describing concerns	Present continuous Gerunds First conditional Past simple Past continuous Modals - can / could for requests, ability and permission Word building	
4	Emergency call	Emergency calls Types of emergency Crash scene response Parts of the body Describing injuries	Giving times and responding Describing an accident Describing an accident Describing a road traffic accident Talking about injuries Asking questions about an incident	Past continuous Relative clauses Question forms	
5	Crimes against property	Theft crimes Security Crime prevention White and Crime prevention campaigns	Theft report form Using professional advice Describing a crime Describing a crime campaign	Relative clause using a post-positive Relative clause using a relative pronoun Present perfect simple	
6	Drugs and alcohol	Drug laws Drug classification Customs control Drug-related security checks Preventing offences of drugs Drug and drug Drug and drug	Describing drug-related offences Making reference to a driver Sustaining control Dealing with a driver who is under the influence	Comparative adjectives Superlative adjectives Prepositions of place and movement Present perfect simple (continuous)	

Picture 2. Content page

UNIT	TITLE	TOPICS	FUNCTIONS	LANGUAGE	EXERCISES
7	Civil disorder	Food shortages Spare parts Shops and shops Shops Shops Shops Shops Shops Shops	Dealing with civil disorder Reporting a case Talking to a shop Talking to a shop Talking to a shop Talking to a shop Talking to a shop Talking to a shop	Present simple Present continuous Past simple Past continuous Word building	
8	At the police station	The police station Hours and hours Hours and hours Hours and hours Hours and hours Hours and hours Hours and hours Hours and hours	Interviewing a suspect Talking to a suspect Talking to a suspect Talking to a suspect Talking to a suspect Talking to a suspect Talking to a suspect Talking to a suspect	Present continuous Past simple Past continuous Relative clauses Modals - have to Must / might to express possibility	
9	Crime scene investigation	Crime scene investigation Physical evidence Physical evidence Physical evidence Physical evidence Physical evidence Physical evidence Physical evidence	Reporting a crime scene investigation Reporting a crime scene investigation Reporting a crime scene investigation Reporting a crime scene investigation Reporting a crime scene investigation Reporting a crime scene investigation Reporting a crime scene investigation Reporting a crime scene investigation	Present continuous Past simple Past continuous Relative clauses Modals - can / could for requests, ability and permission Word building	
10	Criminal justice	Prison and prisoners Prison and prisoners Prison and prisoners Prison and prisoners Prison and prisoners Prison and prisoners Prison and prisoners Prison and prisoners	Establishing the criminal justice system Establishing the criminal justice system Establishing the criminal justice system Establishing the criminal justice system Establishing the criminal justice system Establishing the criminal justice system Establishing the criminal justice system Establishing the criminal justice system	Relative clauses Relative clauses Relative clauses Relative clauses Relative clauses Relative clauses Relative clauses Relative clauses	
11	Organized crime	Organized crime Organized crime Organized crime Organized crime Organized crime Organized crime Organized crime Organized crime	Describing organized crime Describing organized crime Describing organized crime Describing organized crime Describing organized crime Describing organized crime Describing organized crime Describing organized crime	Relative clause using a post-positive Relative clause using a relative pronoun Present perfect simple	
12	International co-operation	International co-operation International co-operation International co-operation International co-operation International co-operation International co-operation International co-operation International co-operation	Requesting information and assistance Requesting information and assistance Requesting information and assistance Requesting information and assistance Requesting information and assistance Requesting information and assistance Requesting information and assistance Requesting information and assistance	Relative clauses Relative clauses Relative clauses Relative clauses Relative clauses Relative clauses Relative clauses Relative clauses	

Picture 3. Content page

4.2.2 The Content Analysis Card

The content analysis card was designed to enable the researcher to evaluate the effectiveness of the law enforcement book in addressing the target needs of Ethiopian police peacekeepers. It contained six questions and they are treated one by one here under.

Question #1: Is the material appropriate for the level of proficiency required in the mission area?

The answer to this question is yes. According to the authors, the law enforcement book is suitable for students who are at pre-intermediate or intermediate level of proficiency in English. The authors suggest that the book is also useful for students at an advanced level of proficiency. The authors' statement reads like this:

English for law enforcement has been developed for students studying at an A2 (pre-intermediate) to B1 (intermediate) level of English. However, due to the specialized nature of the content, the course may also be of interest even if you have a higher level of general English.

This seems to be in line with the finding of the analysis of the focus group discussion. The analysis of the focus group discussion revealed that intermediate and advanced level of proficiency is required to work as police peacekeeper in peacekeeping operations. This implies that the level of difficulty of the book will not be a problem in using the book as a course material for Ethiopian police peacekeepers.

Question #2: How does the material treat the four major language skills?

All the four major language skills are very well entertained in the law enforcement book except writing. There are plenty of exercises on listening, reading and speaking in every unit of the book. The book also includes enough exercises on grammar, pronunciation and vocabulary. But when it comes to writing, it is possible to say that this skill did not receive enough attention throughout the book. Of the twelve units in the book, five of them do not have writing exercises at all. Three of the other seven units contain only one writing exercise in them. The rest four units have two writing exercises each.

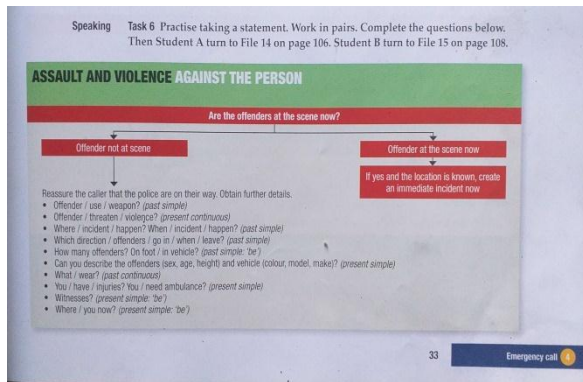
The fact that writing did not get enough attention in the law enforcement book is not in agreement with the finding from the focus group discussion. The finding from the analysis of the focus group discussion showed that writing is as important as the other skills for Ethiopian police officers in performing their duty as police peacekeepers. The importance of writing skill begins even before deployment. Police candidates have to pass a report writing test before they are deployed as police peacekeepers.

Question #3: To what extent does the material address the speaking needs?

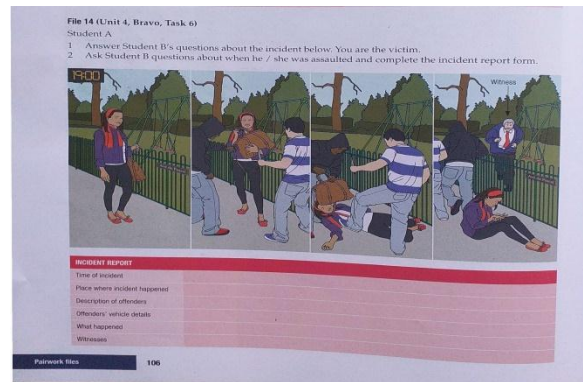
As mentioned above, the skill of speaking is very well addressed in the law enforcement book. On average, there are about five speaking tasks in every unit of the book. The issue now becomes the relevance of these tasks in addressing the needs of Ethiopian police peacekeepers. Close examination by the researcher showed that almost all the speaking tasks are not of direct use to Ethiopian police peacekeepers in the mission area. The analysis of the focus group discussion indicated that Ethiopian police peacekeepers mainly need the skills of communicating over the radio, giving briefing and debriefing and taking a statement. The researcher found no speaking activities on radio communication and briefing and debriefing. There are also no speaking activities on the other speaking situations like training and mentoring, advising local law enforcement personnel, video-tele-conferencing and get-together.

The book contains about four tasks on taking a statement and interviewing; two in unit 4, one in unit 8 and another one in unit 11. The tasks are presented in the form of information gap activity and can be useful for Ethiopian police peacekeepers in practicing the skills of taking a statement

and interviewing suspects, witnesses and victims. Overall, it is possible to say that the law enforcement book does not address the speaking needs of Ethiopian police peacekeepers.



Picture 4. A speaking task on taking a statement



Picture 5. One of the pairwork files

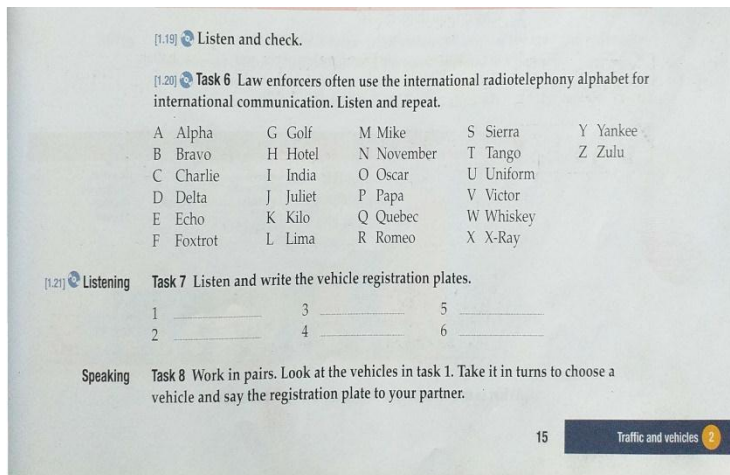
Question #4: To what extent does the material address the listening needs?

Just like speaking, the skill of listening has received enough attention in the law enforcement book. There are about five listening tasks on average in every unit of the book. Of these listening tasks, only a few are useful for Ethiopian police peacekeepers. Even these few tasks lack the context of peacekeeping. According to the analysis made on the focus group discussion, radio communication, briefing and debriefing are the most important listening situations for Ethiopian police peacekeepers. As a result of this, the researcher examined the law enforcement book to see if there are activities on these listening situations. The researcher found some activities that might be of use to Ethiopian police peacekeepers.

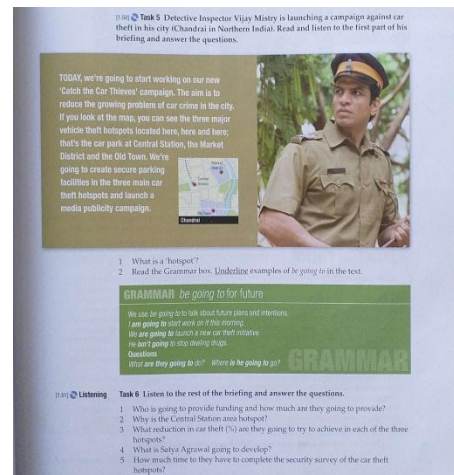
1. Task 6 and 7 in unit two section alpha on page 15. Though not radio communication activities, these tasks introduce students with the international radiotelephony alphabet. The alphabet is used by law enforcers and military personnel for communication over the radio.
2. Task 8 in unit twelve section Charlie on page 99. This is an activity on telephone conversation and has some useful language that might be of use to Ethiopian police peacekeepers during radio communication.

3. Task 5 and 6 in unit five section Charlie on page 43. These tasks provide students with practice on listening to a briefing. The tasks can also be adapted into a speaking task on giving briefing. One problem is that the tasks are not based on peacekeeping context.
4. Task 10 in unit one section alpha on page 7, task 1 in unit two section alpha on page 14, task 4 in unit two section bravo on page 17 and task 8 in unit nine section bravo on page 73. All these listening tasks can be useful for Ethiopian police peacekeepers who manage calls in the operations center. The problem again is the lack of peacekeeping context.

The law enforcement book does not have listening activities on real radio communication and as a result, fails to incorporate important radio languages. The possible topics of briefings identified by participants of the focus group discussion are not dealt with in the book. In addition to this, other listening situations like meetings, get-together events, VTC, announcements over the mini-media and managing calls in the operations center are also not addressed in the law enforcement book. In general, the information presented above paints the picture that the law enforcement book does not satisfy the listening needs of Ethiopian police peacekeepers.



Picture 6. The international radiotelephony alphabet



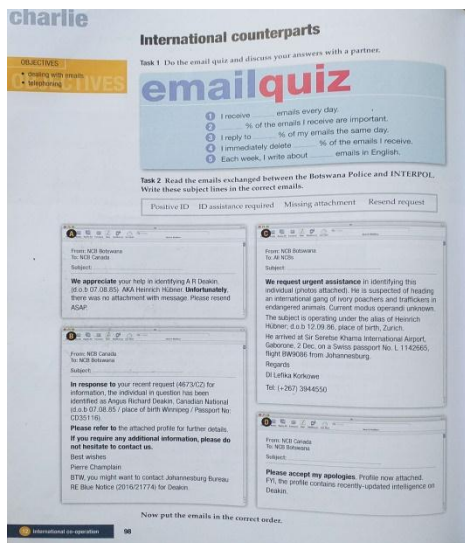
Picture 7. A listening task on briefing

Question #5: To what extent does the material address the reading needs?

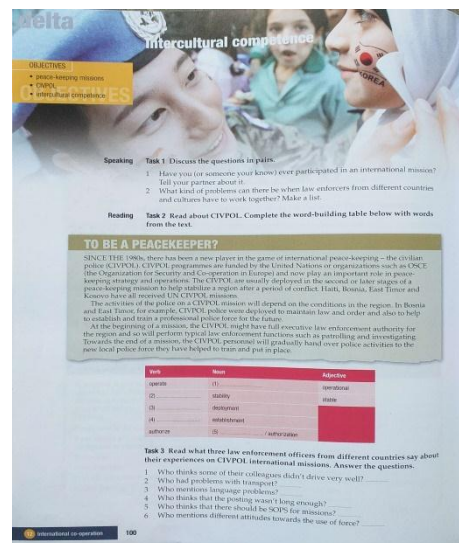
The law enforcement book has on average four reading tasks in every unit and of these tasks, almost all are not directly related with the reading needs identified from the focus group discussion. The only reading tasks, that are of direct use to Ethiopian police peacekeepers, are those found in unit twelve section Charlie and delta. Task 2, 3 and 4 in section Charlie deal with

reading e-mails. They introduce students with the basics of reading e-mails. According to the finding from the focus group discussion, reading e-mails is the most frequent reading task in the mission area.

Task 2 and 3 in section delta of unit 12 are the other reading tasks that can be relevant to Ethiopian police peacekeepers. These are the only reading tasks in the law enforcement book that deal with the topic of peacekeeping. The texts are about the role of the UN CIVPOL (civilian police) in peacekeeping missions and the experience of police peacekeepers on CIVPOL missions. But altogether, it is possible to say that the law enforcement book does not address the reading needs of Ethiopian police peacekeepers.



Picture 8. A task on reading e-mails



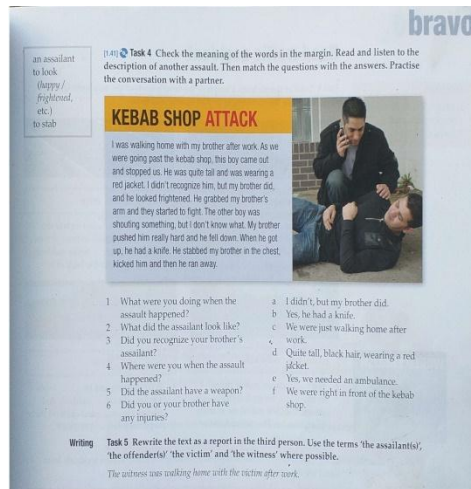
Picture 9. A reading task on peacekeeping

Question #6: To what extent does the material address the writing needs?

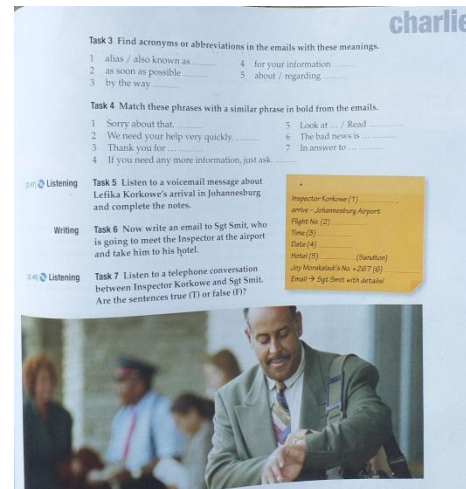
Compared to the other skills, the skill of writing has not received that much attention in the law enforcement book. Five of the units in the book do not have writing exercises in them. The other seven units altogether contain eleven writing tasks only. Of these few writing tasks, only three of them are useful to Ethiopian police peacekeepers.

1. Task 5 in unit four section bravo on page 33 and task 6 in unit six section Charlie on page 51. These tasks give students the practice of writing an incident report.
2. Task 6 in unit twelve section Charlie on page 99 gives students the practice of writing an e-mail.

The finding from the analysis of the focus group discussion indicates that Ethiopian police peacekeepers mainly need the skills of writing reports and e-mails. Given the importance of the skills, the above tasks are not enough in terms of number and depth. Other writing needs like writing requests, writing PowerPoint presentation for briefing and debriefing, writing training materials and writing work plans are not dealt with in the law enforcement book. In short, we can say that the law enforcement book does not satisfy the writing needs of Ethiopian police peacekeepers.



Picture 10. A task on report writing



Picture 11. A task on writing e-mails

The overall picture of the evaluation made so far shows that the target English language needs of Ethiopian police peacekeepers are not addressed well enough in the law enforcement book. As a result of this, the book cannot be used as the main course material in preparing Ethiopian police peacekeepers to cope with the language requirement of peacekeeping missions. This does not mean that the book is irrelevant. It can be used as a supplementary material for some of its contents are useful to Ethiopian police peacekeepers.

Chapter Five: Summary, Conclusion and Recommendation

As we can see from the title, this chapter has three parts. Part one summarizes the processes followed in realizing this study. Part two presents the conclusions drawn from the findings of the study. Part three contains some recommendations of the study.

5.1 Summary

The objective of this study was to identify the target English language needs of Ethiopian police peacekeepers and to evaluate the extent to which the main course material addresses these needs. To this end, a focus group discussion was conducted to identify the target needs and an evaluation of the course material was made with the help of a content analysis card.. Twelve questions, developed in line with the objective of the study, were used in the focus group discussion. The questions focused on general language needs and skill-specific needs. Five Ethiopian police officers with previous peacekeeping experience participated in the focus group discussion that lasted for about an hour. First, a transcript of the discussion was made. And then the data from the transcript was analyzed qualitatively based on the nature of the questions used in the discussion.

Once the target needs were identified, an evaluation of the course material was made to find out the extent to which these needs are addressed. A content analysis card was used to facilitate the evaluation process. The card contained six questions that enabled the researcher to check the effectiveness of the course material in addressing the target English language needs of Ethiopian police peacekeepers.

5.2 Conclusions

The following conclusions were drawn from the findings of the focus group discussion analysis and the evaluation of the course material.

1. English is very important for Ethiopian police officers to do their job as police peacekeepers.
2. The level of English language proficiency required for mission service depends on the position occupied by the peacekeeper. Intermediate level of proficiency is enough for

field officers whereas advanced level of proficiency is required by peacekeepers who work in office posts.

3. All the four major language skills are important for Ethiopian police officers to do their job as police peacekeepers.
4. Ethiopian police peacekeepers mainly need English to:
 - Communicate over the radio
 - Give briefing and debriefing
 - Take a statement from suspects, victims and witnesses
 - Listen to and understand briefings and debriefings
 - Read and write e-mails
 - write reports
5. The law enforcement book does not address the target needs well enough and for this reason, it cannot be used as the main course material.

5.3 Recommendations

The following recommendations are given based on the findings of the study.

- Because the law enforcement book does not satisfy the target English language needs of Ethiopian police peacekeepers, a new course material must be developed based on detailed needs analysis.
- Teachers should use the law enforcement book as a supplementary material for some of its contents are useful to Ethiopian police peacekeepers.
- Further needs analysis study, supported with observation of the target situation, must be conducted for better understanding of the target needs of Ethiopian police peacekeepers.

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Appendix I: Focus Group Questions (Amharic Version)

The following questions were used in the focus group discussion, with some follow up questions, to gather data about the target English language needs of Ethiopian police peacekeepers.

1. እንግሊዘኛ ለስራችሁ ምን ያህል አስፈላጊ ነው?
2. ስራችሁን ለመስራት ምን ያህል የእንግሊዘኛ ችሎታ ነው የሚያስፈልጋችሁ?
3. የአራቱን የቋንቋ ክህሎቶች አስፈላጊነት እንዴት ትገልጹታላችሁ?
4. የንግግር ክህሎታችሁን የሚጠይቁ ምን አይነት ሁኔታዎች አሉ?
5. ብዙ ጊዜ የሚደጋገሙት የትኞቹ ሁኔታዎች ናቸው?
6. የማዳመጥ ክህሎታችሁን የሚጠይቁ ምን አይነት ሁኔታዎች አሉ?
7. ብዙ ጊዜ የሚደጋገሙት የትኞቹ ሁኔታዎች ናቸው?
8. ምን አይነት ዕሁፎችን ታነባላችሁ?
9. ብዙ ጊዜ ደጋግማችሁ የምታነባቸው ዕሁፎች የትኞቹ ናቸው?
10. ምን አይነት የዕሁፍ ስራዎች አሉ?
11. ብዙ ጊዜ የሚደጋገሙት የዕሁፍ ስራዎች የትኞቹ ናቸው?
12. ምን አይነት የፕሮክራም ችግሮች አሉ?

Appendix II: Focus Group Questions (English Version)

1. How important is English to perform your job as police peacekeepers?
2. What level of English language proficiency is required to do your job?
3. How do you rate the importance of the four language skills?
4. What situations are there that require you to speak in English?
5. Which of these speaking situations do you engage in frequently?
6. What situations are there that require your listening skills?
7. Which of these listening situations do you engage in frequently?
8. What reading tasks do you do as part of your job?
9. Which of these reading tasks do you do frequently?
10. What tasks are there that require you to write in English?
11. Which of these writing tasks do you do frequently?
12. What pronunciation difficulties are there in the mission area?

Appendix III: Transcript (Amharic version)

The following is a transcript of the focus group discussion that was conducted in Amharic. For simplicity, the participants are addressed using the first letters of their names.

1. አ - አስቻለው (the researcher)
2. ም - ምትኩ (participant)
3. ካ - ካህሳይ (participant)
4. ከ - ከባዱ (participant)
5. ሸ - ሸዋነሽ (participant)
6. ተ - ተዎልደ (participant)

አ: አመሰግናለሁኝ። በመጀመሪያ ለትብብራችሁ አመሰግናለሁ። የዚህ ፎክስ ግሩፕ ዲስክሽን አላማው የኛ ፖሊስ ሰላም አስከባሪዎች ወደ ሚሽን ሲሰማሩ ምን አይነት እንግሊዘኛ ቋንቋ ይጠቀማሉ የሚለውን ለማወቅ እሚደረግ ጥናትና ምርምር ዳታ መሰብሰብ ነው አላማው። የተወሰኑ ጥያቄዎች አሉኝ። ጥያቄዎቹን እጠይቃለሁ። በመሀል ግን ተጨማሪ ጥያቄዎች ካሉ እየጠየኩኝ ማብራሪያ እምጠይቅበት ይሆናል። ስለትብብራችሁ በድጋሚ አመሰግናለሁኝ ማለት ነው። ሶ እሚሆነው እንደዚህ ነው ጥያቄ እጠይቃለሁ መመለስ የሚችል ሰው መመለስ ይችላል። ማብራራት ተጨማሪ ደሞ አይዲያ የቀረ አለ ካላችሁ ደሞ መጨመር ትችላላችሁ። እንደዚህ እድል እንደዚህ እየሰጠሁ አይደለም የምሄደው። አለኝ መናገር የምፈልገው ነገር አለኝ ካላችሁ ማንኛውም ሰው መናገር ይችላል። በዛ መልኩ ብንሄድ ጥሩ ነው። እሺ ወደ መጀመሪያው ጥያቄዬ እገባለሁኝ። የመጀመሪያ ጥያቄዬ ምንድነው፡-

1. እንግሊዘኛ ለስራችሁ ምን ያህል አስፈላጊ ነው? እንግሊዘኛ ሰላም ማስከበር ለሚሄድ የኛ አባል አስፈላጊ ነው አይደለም? ምን ያህል ያስፈልጋል? አስፈላጊ ከሆነ ምን ያህል አስፈላጊ ነው? ይህንን ጥያቄ በመመለስ ብንጀምር ደስ ይለኛል።

ም: እንግሊዘኛ አስፈላጊ ነው። ምንም ጥያቄ የለውም። ምክኒያቱም ሚሽኑ ላይ የምንሰራው በእንግሊዘኛ ስለሆነ። የስራ ቋንቋው የዩኤን የስራ ቋንቋው ያው ከአምስቱ የስራ ቋንቋዎች አንዱ እንግሊዘኛ ነው። እኛ ደግሞ እስካሁን ድረስ ባለን ኤክስፐርትሪንግ እስካሁን ሚሽን ጆይን የምናደርገው የእንግሊዘኛ ሚሽን ብቻ ነው። ኢንግሊሽ እስፐርትሪንግ የሆኑ ሚሽኖች ላይ ብቻ ነው ጆይን እያረግን ያለንው። ስለዚህ የምንሰራው በእንግሊዘኛ ስለሆነ እንግሊዘኛ ቋንቋ አስፈላጊ ነው ምንም ጥያቄ የለውም።

አ: ተጨማሪ

ካ: ያው ተጨማሪ የምሰጠው ምንድን ነው እንግሊዘኛ አንዱና ዋነኛው ክራይቲሪያ መመዘኛም ነው። ምክኒያቱም በአለም ደረጃ የታወቁት ይህ ኢንተርናሽናል ላንጉዌጅስ እሚባሉት እንግሊዘኛ፣ አረብኛና ፈረንሳይኛ ናቸው። ስለዚህ ለኛ ደግሞ የሚቀርቡን በደንብ ባንችልም እንግሊዘኛው ነው። የሚቀርቡን ማለት ነው። እና እንግሊዘኛ ካልቻልክ የዩኤን አባል ሁኔታ መወዳደር አትችልም። መሄድ ይቅርና መወዳደርም አትችልም ማለት ነው። ስለዚህ እንግሊዘኛ በጣም መሰረታዊ ክራይቲሪያ ነው። ሪፖርት የሚጻፈው በእንግሊዘኛ ነው; መልዕክት ብሪሬንግ በእንግሊዘኛ ነው; እኔ የነበርኩበት ሚሽን ሁሉም ነገር ሬዲዮ ኮሚኒኬሽን በእንግሊዘኛ ነው። ሌላ ምታወራው ቋንቋ የለም። ስለዚህ ዋና መሰረታዊ የሆነ ቋንቋ ነው ማለት አፈልጋለሁ።

አ: እሺ.

ከ: ተጨማሪ ነው እኔ አሁን እነሱ ካሉት። እንግሊዘኛ እጅግ በጣም አስላጊ ከሆኑ ጉዳዮች አንዱ ነው ለሚሸኑ። ከዚህ ከፈተናው ጀምሮ ዩኤን ከሚሰጠው ፈተና ጀምሮ ኢንተርቨው አለው ፈተናዎች አሉት ከዛ ጀምሮ ነው የሚያስፈልገው። እዛ ከገባን በኋላ ደግሞ እጅግ በጣም ወሳኝ ነው። የተለያዩ አገሮች አሉ። ከተለያዩ አገሮች ጋር የምትግባባው በእንግሊዘኛ ቋንቋ ነው። በሌላ ቋንቋ አይደለም። ስለዚህ ለስራውም እጅግ በጣም አስፈላጊ ነገር ነው ማለት ነው።

አ: እሺ።

ም: ይህ ማለት እንግሊዘኛ ብቻ ነው ማለት አይደለም። ለምሳሌ ከእንግሊዘኛ ውጪ የሆኑ ሚሽኖች አሉ። ፍሬንች ሚሽኖች አሉ። ለምሳሌ እነ ኮንጎ እነ ማሊ እነዚህ አገሮች የነሱ ሚሽኖች አሁን የፈረንሳይኛ ሚሽኖች ናቸው። ፈረንሳይኛ ተናጋሪዎች ናቸው። ለኛ ግን የሚቀርቡን እንግሊዘኛው ስለሆነ ያው ከመጀመሪያ ጀምሮ ያለችን ቤዝ እንግሊዘኛ ስለሆነች ኢንግሊሽ ሚሽን ላይ ብቻ ነው እምንሰማራው እስካሁን ድረስ።

አ: አኬ። ስለዚህ በጣም አስፈላጊ ነው የሚለውን ብንይዝ ትክክል ነው ማለት ነው።

ከ: አዎ።

ሸ: አዎ። በጣም በጣም።

ካ: እጅግ የሚለው ቢጨመርበት።

አ: እጅግ በጣም አስፈላጊ ነው።

ካ: አዎ።

አ: እሺ አመሰግናለሁኝ። ወደሚቀጥለው ጥያቄዬ እገባለሁ። ሁለተኛው ጥያቄዬ፡-

2. ስራችሁን ለመስራት ምን ያህል የእንግሊዘኛ ችሎታ ነው የሚያስፈልጋችሁ? እንግሊዘኛውን ልበልላችሁ ምናልባት ክላራቲ እንዲኖረው። what level of English language proficiency is required to do your job? Elementary, intermediate or advanced? ምን ያህል የእንግሊዘኛ ቋንቋ ችሎታ ነው እሚያስፈልገው እዛ ሄዶ ስራን ለመስራት? በጀማሪ ደረጃ ያለ ችሎታ ነው እሚያስፈልገው? መካከለኛ የእንግሊዘኛ ችሎታ ነው እሚያስፈልገው? ወይስ በጣም አድቫንስድ የሆነ ከፍተኛ የእንግሊዘኛ ቋንቋ ችሎታ ነው እሚጠይቀው ስራው? ይህንን ብትመልሱልኝ ደስ ይለኛል።

ሸ: ያው የእንግሊዘኛው ሌቭል ካለን አቅም አኳያ እንጂ አድቫንስድ ቢሆን የተሻለ ነው። ለምን ሪፖርት እናረጋለን፤ የተለያዩ ኢሜይሎች እንላላካለን፤ አፍተር ፓትሮሊንግ ደግሞ ዲብራሬንግ አለ ብራሬንግ አለ ያንን ያንን ያካተተ ስለሆነ አድቫንስድ የሆነ እንግሊዘኛ ጠቃሚ ነው ነው የምለው እኔ።

አ: እሺ.

ም: እንትን ነው። ቤዝድ ኦን ዘ ፖስት ነው እንግሊዘኛ። እዛ ሄደህ ዲፕሎይ ስታረግ ፖስት እንደምትደረግበት ኤሪያ ይለያያል የእንግሊዘኛ አስፈላጊነት። ለምሳሌ ሚዲየም ኢንግሊሽ ተናጋሪ የሆኑ ሰዎች ኦፕሬሽንስል ስራ ላይ በብዛት ይሰራሉ። ፓትሮል ያረጋሉ ያገኙትን ነገር ኦብዘርቭ ያደረጉትን ነገር ኢንፎርም ያረጉሁል ኢንፎርሜሽን ይሰጡሁል። ከዛ አድቫንስድ ኢንግሊሽ የሚችሉ ሰዎች ደግሞ ምን ያረጉታል ያ ካንተ የሰበሰቡትን መረጃ ኮምፓይል አርገው በሪፖርት መልክ ያቀርቡታል።

እንደየፖስቱ ይለያያል ማለት ነው። ሚዲያምና አድቫንስድ የሆነ እንግሊዘኛ ያስፈልጋል። ሚዲያም ስልጠና ጀስት ያገኘውን መረጃ ይህን አግቻለሁ ይህን አይቻለሁ ይህን ኦብዘርቭ አድርጊያለሁ ብሎ መስጠት የሚችል ኦር ደግሞ ካለው ኤክስፒሪያንስ ተነስቶ ይህ ነገር እንደዚህ ቢሰራ እንደዚህ ቢደረግ እንደዚህ ቢደረግ ብሎ መረጃ መስጠት የሚችል ማለት ውስጡ ያለውን ነገር አውጥቶ መናገር ከቻለ በቂ የሚሆንባቸው ፖስቶች አሉ። ኦፕሬሽንና ፖስቶች ማለት ነው። ከዛ ወደ ኦፊስ ፖስት ላይ ስትመጣ እስታፍ አካባቢ ያሉ ፖስቶች ደግሞ አድቫንስድ ኢንግሊሽ የሚያስፈልጋቸው ናቸው። ለምሳሌ የሰራኸውን ነገር በደንብ ኮምፓይል አድርገህ ሪፖርት ማዘጋጀት ያ ኮምፓይል የተደረገው ሪፖርት ደግሞ ከሱ ቀንጭቦህ ብሪሬንግ ማዘጋጀት የሚሸኑ ማንዴት ምን ይመስላል ብለህ ደግሞ ለአባላት ትሬኒንግ መስጠት እንደዚህ እንደዚህ አይነቶች ላይ አድቫንስድ ኢንግሊሽ የሚያስፈልጋቸው ቦታዎች አሉ። ስለዚህ ቤዝድ ኦን ዘ ፖስት የተለያየ አይነት የእንግሊዘኛ ችሎታ ያስፈልጋል።

አ: ስለዚህ የኛ አባላት የስታፍ የቢሮ ስራ ውስጥ ይሰማራሉ?

ካ: አሉ አዎ

አ: ይህንንም ስራ ይሰራሉ ማለት ነው።

ም: አዎ ይህንንም ስራ ይሰራሉ።

አ: ኦኬ። ስለዚህ በዚህ እንስማማ እንደየፖስቱ ይለያያል ማለት ነው። ፊልድ ላይ ለምሳሌ የሚሰሩ ከሆነ ሚዲያም ኢንግሊሽ በቂ ነው ነው የምትሉኝ? የቢሮ ስራ ሲሆን ደግሞ አድቫንስድ ኢንግሊሽ ያስፈልጋል ነው። ሌላ ለየት ያለ ሀሳብ ያለው አለ?

ተ: እኔ ሁለቱም አስፈላጊ ናቸው ባይ ነኝ። ይህ ሚዲያም የሚለው ነገር ምክኒያቱም ማክሲመም ይዘን ነው ወደ ሚኒመም መውረድ ያለብን። በሚዲያም ይዘንው በኋላ ከምንቸገር ምክኒያቱም ማክሲመምን ብንሰጥ ሚዲያም ላይ ነው ምንገኘው። እርግጥ ነው ሚዲያምና አድቫንስድ የሚለውን ፖስት ላይ ልትለያየው ትችላለህ። ለፊልድም ግን የሚያስፈልገን ለምንድን ነው ኮሚኒኬሽን ያስፈልጋል አዛ። ኮሚኒኬሽንና ፖስቶች የተሻለ መሆን መቻል አለበት። ኮምፒዩተር መሆን መቻል አለብን። አሁን ላይ ያለው እስታፍ ፓርቲሲፔሽን ኢት ኢዝ ቤዝድ አፖን ውድድር ነው ኮምፒዩተር ላይ ነው። ተወዳድረህ ነው እስታፍ የምትገባ እንጂ ከዚህ እንደ መከላከያ ተመድቦህ ለፖስት አትሄድም። መከላከያ ፖስትን መሰረት አርጎ ነው የሚመድበው። ኦብዘርቭር ሲሆን ማለት ነው። የኛ ግን ከየትኛውም አለም ሲመጣ ፖሊስ አድቫንስድ ከዛ በኋላ ኮምፒዩት አርጎ ነው ወደ እስታፍ መግባት ያለበት። ከዛም ተወዳድሮ ስለሆነ የሚገባው ፊልድም በጣም መብቃት መቻል አለበት ምክኒያቱም አንዱ ክራይቲሪያ እሱ ስለሆነ ማሳየት ስላለብህ ፖቲንሺያልህን በኋላ ወደ እስታፍም ስትገባ እሱ ስለሚሆን። ስለዚህ አንደኛ አድቫንስድ ኢንግሊሽ ነው። አድቫንስድ ኢንግሊሽ ግን ምን ቢያካትት ጥሩ ነው የሚመስለኝ ፕላኒንግ ራሱ እዛጋ ቢካተት። ፕላኒንግ በርግጥ ሌላ ፕሮፌሽን እንደሆነ ይገባኛል ። ፕላኒንግ ከራይቲንግ ጋር ተያይዞ መካተት ያለባቸው ነገሮች እየተካተቱ ቢሄዱ። ከፕላኒንግ መጀመር አለብን። ፕላን ታረጋለህ ፕላን ያረከውን ፕላንንት ታረጋለህ ፕላንንት ያረከውን ከዛ በኋላ ኤግዘኪዩት ማድረግ መቻል አለብህ። ኢን ፋክት ብሪሬንግ አለ ብሪፍ ታረጋለህ። ከብሪሬንግ በኋላ ኤግዘኪዩሽን አለ። ስለዚህ በምትፈፀምበት ሰዓት ደግሞ መልሱ ሲብሪሬንግ መኖር አለበት።

አ: ስለዚህ ምን በሚለው እንይዘው? አትሊስት ቢያንስ ኢንተርሚዲየት ሌቭል ኦፍ ፕሮፌሽያንሲ ያስፈልጋል በትንሹ ወይም ከዛ በላይ ማለት ነው። እንደዛ በሚለው ትስማማላችሁ?

ከ: ለምን ባድቫንስድ አንይዘውም? እኔ አሁን እንድ ነገር ማለት እፈልጋለሁ። ኮማንደር እንደገለፀው ከዚህ ይዘን የምንሄደው በጣም ኢምንት ነገር ነው። እኔ ጥሩ ተሰቶ ቢሄድ አሁን እኮ ቀጣይ ምን ቢሰጥ ጥሩ ነው የሚል ነገር ነው ጥያቄም እንደዛ መሰለኝ።

አ: አባባሌ ስራን ለመስራት እዛ ቢያንስ ምን ያህል የእንግሊዘኛ ችሎታ ይጠይቃል ቦታው? በትንሹ ምን ያህል የእንግሊዘኛ ችሎታ ያስፈልጋል ለስራው?

ከ: ትክክል አሁን ቅድም ያነሳው ነገር ምትኩም ትክክል ነው። ማለት ይህን ያክል ከፍ ያለም እንትን ባቲዝ ሄደህ የምትሰራበት እንትን ነው። ግን ሞር ለቀጣይ ማለት ነው አድቫንስድ በሆነ ሁኔታ ቢሰጥና ጥሩ እውቀት ይዞ ቢሄድ እዛጋ አንድም ላገርህ እንትን ነው። አሁን ኮማንደር የነበረበት ፖስት ትልቅ ፖስት ነው። ሌሎችም አሉ አሁን ጥሩ ጥሩ ቦታ የያዙ። ዋይ ኖት እኛስ ለምን እንትን አንልም። እንደዚህ አይነት ቦታዎች ለምን አንይዝም? ለምን ተወዳድሮ እዛጋስ ለምን አይገባም? ስለዚህ እኔ አድቫንስድ ይዘን ብንገባ የበለጠ ጥሩ ነው የሚል እንትን አለኝ።

አ: እሺ አመሰግናለሁ። ወደሚቀጥለው ጥያቄ ልሂድ። ሰስተኛው ጥያቄ፡-

- 3. የአራቱን የቋንቋ ክህሎቶች አስፈላጊነት እንዴት ትገልጹታላችሁ? እስፐሪት፣ ሊስፒንግ፣ ሪዲንግና ራይቲንግ። እንደአስፈላጊነታቸው በቅደምተከተል አስቀምጡ ብትባሉ እንዴት ነው የምትገልጹት? ማንም መጀመር ይችላል።

ተ: አይ ብዙ ስለወሰዱ እድል ምናልባት በልጠውኝ ሊሆን ስለሚችል እኔ ልቀጥል። ሪል ቤዚክ ነገር መጀመሪያ አራቱም አስፈላጊ ናቸው።

አ: አራቱም አስፈላጊ ናቸው!

ተ: አራቱም አስፈላጊ ናቸው። ምክኒያቱም ካራቱ አንዱ ቢጎድል ለምሳሌ እስፐሪት ጎበዝ ሆነህ መስማት ሊስፒንግ ከሌለህ ሁሉም ኮላብስድ ናቸው። መስማቱን ችለህ እስፐሪት ከሌለህ ኮላብስድ ነህ። እኔ ኢኮዋሊ ማለት ይሄኛው ቀድሞ ይሄኛውን ወደጊላ የምታስቀምጣቸው አይደሉም። ለመናገር መስማት አለብህ። የሰማኸውን ደግሞ መናገር መቻል አለብህ። መፃፍ ማንዳቶሪ ነው። የሰማኸውን ነገር ካልፃፍከው በስተቀር ትራንስፈር አታረገውም አንድ። ሁለተኛ ግን አት ሪል ቤዝ ኤቭንት አጋጥሞህ በራይቲንግ ሪፖርት ማድረግ ካልቻልክ ያንተ መስማት መሀይም እንግሊዘኛ ነህ ማለት ነው። መሀይም እንግሊዘኛ ደግሞ በቃ ሪፖርቲንግ ወደ ቢሮ አይገባም ወይ ወደ ስራ አይገባም ማለት እኮ ነው። ምክኒያቱም ሪፖርት በዕሁፍ ማስተላለፍ አይችልም። ስለዚህ ኢኮዋሊ ተመጣጣኝ ናቸው።

አ: ሶ ሁሉም አራቱም በኩል ደረጃ አስፈላጊ ናቸው?

ሸ: አዎ

አ: በቅደም ተከተል አስቀምጡ ብትባሉ እምታስቀምጡት አለ ሌሎቻችሁ?

ም: ለምሳሌ በቅደም ተከተል ስታስቀምጠው መስማትን እንደአስፈላጊነት የምታስቀምጥባቸው ብዙ መሰረታዊ ነገሮች አሉ። የሆነ የክራይም ሪፖርት ሊቀርብልህ ይችላል በስልክ በራዲዮ በተለያዩ መንገዶች የተለያዩ ኢንፎርሜሽንቶች አሉ ኢንፎርም ሊያረጉህ ይችላሉ። ስለዚህ የነገሩህን ነገር በትክክል ማዳመጥና መስማት ካልቻልክ ምን አይነት ሪፖርት ነው የቀረበልኝ ምን አይነት መረጃ ነው የተሰጠኝ የሚለውን ነገር በትክክል አንደርስታንድ ማድረግ አትችልም። ሁለተኛ ክራይም ኤሪያ ላይ ስትሄድ የተለያዩ ሰዎችን ኢንተርቪው ታረጋለህ የተለያዩ ሰዎች የሚሰጡህ መረጃ አለ። እነሱ የሚሰጡህን መረጃ በደንብ ተረድተህ ሰምተህ በደንብ መረጃውን አንደርስታንድ ማድረግ ካልቻልክ አሁንም ችግር ውስጥ ትገባለህ። አት ዘ ሴም ታይም እነዚህ የሰማሃቸውን መረጃዎች መተህ መፃፍ እንደ ሪፖርት ኮምፓይል ማድረግ ካልቻልክ አሁንም ችግር ውስጥ ነህ ማለት ነው። አንተ የሰማኸውን የተረዳኸውን ያገኘኸውን መረጃ ወደ ሌላ ሰው ትራንስፈር ማድረግ አልቻልክም ማለት ነው። አት ዘ ሴም ታይም ብሪፍ ማድረግ አለብህ። ስለዚህ መናገር መቻል አለብህ። ይህንን መረጃ እንደዚህ እንደዚህ አይነት ነገር አገንኞ

እንደዚህ እንደዚህ አይነት ነገር ተፈጥሯል ብለህ ለተለያዩ ዲፓርትመንቶች ፓራላል ዲፓርትመንቶች አሉ ኢሹውን ሀንድል የሚያደርጉት ዲፓርትመንቶች አሉና ለነሱ ማስረዳት ብሪፍ ማድረግ አለብህ። ስለዚህ መናገር መቻል አለብህ። ስለዚህ መስማትም መናገርም መፍፍም የግድ አስፈላጊ ነው።

አ: ማንበብስ?

ም: ማንበብም ሪፖርቶች ይመጡልህል። አንተ ያልተሰማራህባቸው ከተለያዩ ኤሪያዎች ላይ ያንተ አባሎች ባሉበት አካባቢ እንደዚህ እንደዚህ አይነት ነገሮች ተፈጥረዋል ተብሎ የተለያዩ ሪፖርቶች ይመጡልህል። እነዚህ ሪፖርቶች አንብበህ ተረድተህ ያልገባህ ነገር ካለ በስልክ ጠይቀህ ምን ብለህ ያንን ሪፖርት ወደ ራስህ ኮምፓይል አድርገህ ደግሞ ወደ ሌላ ክፍል ትራንስፈር ታረጋለህ። አንተ ወዳለህ ሱፐርቫይዘር ወይም ደግሞ ወደሚመለከተው ዲፓርትመንት ትራንስፈር ማድረግ አለብህ። ስለዚህ አንብበህ መረዳት አለብህ ሪፖርቶችን ማየት አለብህ። የሚመጡልህን ሪፖርቶች በደንብ ተረድተህ ነው ትራንስፈር ማድረግ የምትችለው ማለት ነው።

አ: ሌሎቻችሁ ትስማማላችሁ?

ከ: እኔ እስማማለሁ።

ከ: እኔ በርግጥ ያስቀመጡት ትክክል ነው እኔም እስማማለሁ። ነገር ግን ቅደም ተከተል አስቀምጦ ቢባል እኛ ቀደም ሲል ትምህርት ስንማር የቋንቋ ቅደም ተከተል ይህ ሚኒስትሪ ከስምንተኛ ክፍል ጀምሮ ስንማር አስታውሰዋለሁና ስንፈተን ቅደም ተከተል አለው። ያ ነገር የቋንቋ ባለሙያዎች ሲያስቀምጡት ቅደም ተከተሉን ዝምብለው አይመስለኝም። የተለያዩ ሪሰርች አድርገውበት ሰርተውበት ይመስለኛል የቋንቋ እድገት ቋንቋ ይሞታል ያድጋል ምናምን የሚሉትና እሱ ላይ ሊስኪንግ እስፒኪንግ ሪዲንግና ራይቲንግ ይመስለኛል ካልተሳሳትኩኝ ቅደም ተከተሉ። ስለዚህ እኛ ምትኩም ስታስቀምጥ እንደዛ አድርገህ ነው ያስቀመጥከው። እኩል ናቸው አልክና ግን መስማት አሁን ለምሳሌ ፈተና ስንወስድ ከዚህ ይጀምራል። ካልሰማህ የሚሰጥህን ኦሪየንቴሽን ኦዲዮውን ካልሰማህ ምንም ማለፍም አትችልም መሰማራት አትችልም። ስትሄድ ደግሞ ኦሪየንቴሽን ብሪፊንግ ይሰጥሃል። እሱን ነገር ካልሰማህ ምንም ማድረግ አትችልም ማለት ነው። ካልሰማህ ደግሞ መናገርም አትችልም። ስለዚህ መጀመሪያ መስማቱን ቅደም ተከተል እስጠዋለሁ በግሌ ማለት ነው። ከዚያ ደግሞ ማንበብ ማለት ነው። ከዛ መፍፍ መናገር ከሰማህ በኋላ መናገር። ስትጠየቅ ኢንተርቪው ስትደረግ አሁን ለምሳሌ ትሰማለህ። ከሰማህ በኋላ ደግሞ መልስ ትሰጣለህ። ተናገርክ ማለት ነው። ከዛ ለፅሁፉ ደግሞ መጀመሪያ ታነባለህ። በፕሮጀክተር ሊሆን ይችላል የተፃፈው። ወይም ደግሞ ጥያቄ ሊሆን ይችላል የተሰጠህ። ታነበዋለህ ከዛ ካነበብክ በኋላ ደግሞ መልስ ትፀፋለህ። የምትፀፈው ሪፖርት ሊሆን ይችላል ፊልንግ ዘ ብላንክ ሊሆን ይችላል። የተለያዩ ነገር እና ይህ ቅደም ተከተል የቋንቋ ባለሙያዎች ያስቀመጡት ከዛ ውጪ ይሆናል ብዬ አልገምትም። ግን ኢንተርፕራት ስታደርገው እኩል የሆነ ቫልዩ ሊኖራቸው ይችላል። ቅደም ተከተል ስጥ ብባል እኔ እንደዛ አስቀምጠዋለሁ።

አ: እሺ

ተ: እሱ ላይ ልክ ነው። ግን እሱ ምን ማለት ነው እኔ የሚገባኝ ማለት ነው ይህ ቅደም ተከተል የሚያስፈልገው መጀመሪያ ቋንቋን ቢዩልድ ስታረግ ይመስለኛል። አንድ ቋንቋን ማወቅ ስትፈልግ ነው አሁን ካህላይ ያለው ያው ትሰማለህ መጀመሪያ ከዛ መናገር አለብህ ከዚያ ማንበብ አለብህ ከዛ መፍፍ አለብህ። እኛ ግን እያልን ያለንው ስለ አደልት ላንጉዌጅ ነው እያወራን ያለንው። ህፃናት ከመጀመሪያው እንዴት አርገው እንግሊዘኛን ወይም አንድን ቋንቋ እንግሊዘኛ ብቻ ሳይሆን ኤኒ ቋንቋ የትኛውን ቅደም ተከተል ለመያዝ ግራስፕ ለማረጋገጥ የሚለው ነገር ሊያስኬድ ይችላል። አሁን ግን እኛ እያልን ያለንው ሚሽን ነው ኦሪየንቴሽኖችን። ስለዚህ መስማትን በቅደም ተከተል አስቀምጠን ይሄኛው ነው ኢምፖርታንት ብለን ካልን ሌሎቹ ምንም

ኢምፖርታንስ የላቸውም ማለት ነው። በሚገባ ሊሰን ብናረግ ከሶስቱ ቅደም ተከተል ባንዱ ደካማ ከሆንን በዛጋ የትም መድረስ አይቻልም።

አ: ስለዚህ

ተ: ስለዚህ ለኔ አዝ ኤ ሚሽን ኢኮሎጂ ኢምፖርታንት ናቸው። ምክኒያቱም መስማት አለብህ ምክኒያቱም ኤሽንቱን መረዳት ስላለብህ። የሰማኸውን ነገር ሁለት ነገር ነው የምታስተላልፈው። አንደኛ ኢሚዲየት ሬዲዮ ኮሚኒኬሽን ሊኖር ይችላል። ስለዚህ እስፖንን ላይ መናገር አለብህ። አንን በራይቲንግ ሞድ ሪፖርት አርግ ትባላለህ በኋላ። ሁለት ሪፖርት ነው ያለው ባይ ዘ ዌይ። ኤሽንቱ ላይ አት ክራይም ሲን ላይ ሆነህ የምታስተላልፈው ሪፖርት ኢሚዲየት ኮሚኒኬሽን ነው። ከዛ በኋላ አደራጅተህ እንደገና ኢንፎርሜሽን ከሰጠህ በኋላ እሚያስፈልግ እርዳታም ካለ እሚያስፈልጉ ተጨማሪ ነገሮችን ካመቻቸህ በኋላ ዲቴይል ሪፖርት በራይቲንግ ነው። ይህ ስትዕፍ ነው። ዜን ተቀባይ ስትሆን ደግሞ ዕፈው ያመጡልህን ነገር ደግሞ ማንበብ ይኖርብህል። ስለዚህ አንዱን ካንዱ ቅደም ተከተል ማረጋገጥ አትችልም። ይህ የቋንቋ ሳይንስ እንዳለው ሳይንሱ እንደተጠበቀ ሆኖ አክሴብትድ ነው ኦልሬዲ እየተሰራበት ነው። አሁን ላይ ሚሽን ላይ ስላሉት አባላት ስናወራ ግን ማስቀመጥ አትችልም። ጎዶሎ ነህ አትሆንም ማለት ነው በቃ እኮ። አንዱን ከደክምክ ሞቲቨር የበለጠ ነገር ቢኖርህ በዲግሪ ብታስቀምጠው አኔ እዚህ ቢበልጥ እዚህ ቢያንስ ልትል ትችላለህ። ችግር የለውም ከንትኑ አንጻር ልትል ትችላለህ። ቤዚክ ነገሩ ግን አራቱም አስፈላጊ ናቸው። እነሱ እንዳሉት ችግር ካለ መውደቅህ አይቀርም ማለት ነው።

አ: እሺ። ሶ አብዛኞቻችሁ በዚህ የምትሰማሙ ይመስለኛል። አይ ይህን ጥያቄ ያነሳሁት ምንድነው ምናልባት አብዛኛው ስራ በምን መልኩ ነው የሚሰራው - በራይቲንግ ነው በስፒኪንግ ነው የሚለውን እና ስልጠናም እዚህ ሲሰጥ የትኛው እስኪል ላይ ትኩረት እናርግ የሚለውን ለመወሰን ነበረ አራቱም አስፈላጊ ነው ብላችሁኛል ያንን ወስዳለሁኝ እሺ። ቀጣዩ

ካ: እዚህ ላይ እዚህ ላይ አሁን ኮማንደር ተዎልዶ ያለው እኔም በሚሽን ኤሪያ ላይ ስትሄድ እኔም በሱ ላይ እስማማለሁ። ለምንድነው የምስማማው ለፈተናውም ራሱ አንዱን ፊይል ብታረግ አትሄድም። ካልሰማህ አትሄድም። ሪፖርት መጻፍ ካልቻልክ አትሄድም። ኢኮሎጂ እስታተስ አላቸው። እዚህ ለስልጠናችን ላይ ግን በሊስኒንጉ ላይ አሁን ለምሳሌ ሚሽን ላይ ሄደን እንዳየንው ትንሽ እምትችል ይመስልህና አንድ የሆነ ፈረንጅ ሲመጣ አክሰንቱ በጣም ችግር አለ። እምትችል ይመስልህና ከደና ሰው ጋር ስታወራ ሌላ ሰው ሲመጣ ግን እማትሰማው አክሰንት። ስለዚህ ምንድነው የተለያዩ ኦዲዮዎች ስላሉ ይህ ስልጠና በሊስኒንጉ ላይ ሞር ፎክስ ቢደረግበት መልካም ነው እላለሁ።

አ: እሺ

ም: የኔ ደግሞ ከሱ የተለየ ነው። ከሊስኒንጉ ይልቅ እንደውም እስፒኝ ላይ የበለጠ መናገር ላይ የበለጠ ፎክስ ቢደረግ ጥሩ ነው። ለምሳሌ ብሪፍ ማረጋገጥ ፕረዘንት ማረጋገጥ የሆነ ፕረዘንቱሽን ሰርተህ አምተህ እራስህ ያን ነገር ተናግረህ የኛ ሰዎች በብዛት እንደውም ችግር የሚገጥመን መናገር አይፈልጉም። ውስጥህ ያለውን ነገር እራስህ መናገር መቻልን እማያውቁ አሉ። ምክኒያቱም ተነጋግሮ ፕራክቲስ አድርጎ ስለማያውቅ እኛጋ ብዙ ጊዜ የስራ ቋንቋችን አማርኛ ነው የመናገር አፖርቼኒቲ የለንም ብዙ። ስለዚህ አንዳንድ ጊዜ ኦብዘርቭ እማደርገው ነበረ። በር ቆልፈው ረጅም ሰአት እቤት ውስጥ እሚያሳልፉ ሰዎች ጋር ላለመገናኘት ላለማውራት እሚያሳልፉ ነበሩ። ያ ማለት የመናገር አቅም ስለሌላቸው ነው። ስለዚህ ፕራክቲስ ማረጋገጥ እንደ ፕረዘንቱሽን ብሪፍን የሆኑ ነገሮች ላይ ፕራክቲስ ማረጋገጥ የበለጠ ኮንፊደንስ ይኖርህል በራስ መተማመንን እየጨመረ ይሄዳል። ብዙ ከማዳመጥ ይልቅ መናገር የበለጠ በራስ መተማመን ይሰጥህል። ከዛ በኋላ አቅምህን ካዳበርክ በኋላ የተወሰነ ጊዜ ኢንተራክት ካደረክ እኮ ትረዳለህ ሰውን። ግን ደግሞ እራስህን ሀይድ እምታረግ ከሆነ የነገሩን ነገር አትረዳም። አንተም ለመናገር አትደፍርም። ስለዚህ ድፍረት የበለጠ በራስ መተማመን እያዳበረ ይመጣል። የበለጠ ፕራክቲስ ባደረክ ቁጥር

መስማትም ትጀምራለህ እራስህም እንትን ማለት ትጀምራለህ። ዞሮ ዞሮ ግን ሚሽን ላይ ሁሉም አስፈላጊ ናቸው። ሊስኒንግም ራይቲንግም ሁሉም አስፈላጊ ናቸው።

ሸ: አዎ በደይ ቱደይ አክቲቪቲያችን ላይ አራቱንም አጥላይ ማድረግ የግድ ነው። ወተን ተግባብተን ኢንፎርሜሽን ይዘን መተን ሪፖርት መጻፍ ብሪፊንግ ዲብሪፊንግ ላይ ያያ ነገር እኩል ጠቀሜታ ያላቸውና አራቱም እኩል አስፈላጊ ናቸው ማንዳቶሬ ናቸው የ ደይ ቱደይ አክቲቪቲ ላይ።

አ: ኦኬ እሺ። ወደሚቀጥለው ጥያቄ ልሂድ። አራተኛው ጥያቄዬ።

4. የንግግር ክህሎታችሁን የሚጠይቁ ምን አይነት ሁኔታዎች አሉ? የንግሊዘኛውን ጥያቄ ልድገምላችሁ ምናልባት ግልፅ እንዲሆን what situations are there that require you to speak in English?

ም: አሁን እኔ ያልኩህ ነገሮች ናቸው። ለምሳሌ ብሪፊንግ አለ።

አ: አዎ እንደዚህ እየዘረዘርክ እንድትነግረኝ ነው እምፈልገው።

ም: መናገር የግድ ያስፈልግህል ብሪፍ ለማረጋገጥ የሆነ ነገር። የሆነ ሲቸዋሽን ሄደህ ኦብዘርቭ አርገህ አይተህ ምናምን ትመጣለህ። ስለዛ ነገር ብሪፍ ማረጋገጥ የግድ ያስፈልግህል። እና የመናገር እንትን ያስፈልግህል የግድ ማለት ነው። ሁለተኛ ሁልግዜ ለምሳሌ የተለያዩ አይነት እንትኖች ኢንፎርሜሽን ፈላጊዎች ወዳንተ ኦሬስ ይመጣሉ። ያው ቤዝድ ኦን ዘ ፖስት የተለያዩ ማንዴት ቢኖረንም አንተጋ የሆነ መረጃ ፈልገው የሚመጡ ይኖራሉ። ስለዚህ ሲቸዋሽን ብሪፍ አርግልን ይሉሁል። ስለሆነ ነገር ስለ ጀንደር ስለ ኤችአር ስለሆኑ ቫዮሌሽን እዚህ አካባቢ ስላለው ሲቸዋሽን ምን ይመስላል ብለው ስለዛ ነገር መረጃ የሚፈልጉ ሰዎች ይመጣሉ። ኦር ደሞ ኢቭን ያንተ ሱፐርቫይዘሮች ወይ ያንተ ሀላፊዎች ስለዚህ ነገር እስቲ ምን አለ አንተ ባለሀብት ኤሪያ ኦፍ ሪስፖንስቢቢቲ ስለነዚህ ነገሮች ምን አይነት ኢቮዎች አሉ ብለው አንተን ይጠይቁሁል። ስለዚህ አንተ ስለዛ ነገር የግድ ብሪፍ ማረጋገጥ አለብህ ዲስክራይብ ማረጋገጥ አለብህ። እንደዚህ አይነት ነገሮች አሉ እንደዚህ አይነት ነገሮች አሉ እንደዚህ ተከስቷል ቻሌንጆች ምን ቻሌንጆች አጋጥመውሁል የሚሉ አሉ። ብዙ ጊዜ እንደዚህ አይነት ሪፖርቶች ፈልገው ይመጣሉ ወዳንተ ማለት ነው። አንደኛ እሱ። ሁለተኛ አድቫይዝ ማረጋገጥ ይጠበቅብህል እንዳንድ ጊዜ በምትሄድበት አካባቢ። ኢቭን ፓትሮል ስታረግ ኦር ደሞ ሰዎችን ስታነጋግር አንዳንዴ ካንተ ከፖሊስ ሞያ አንገር ለሰዎች የሆነ አድቫይዝ መስጠት ኦር ደሞ እነሱ ከዛ አካባቢ ከምትሰሩበት አካባቢ ካሉ ፖሊሶች ሌሎች ሎው ኢንፎርሽን መንት አውቶሪቲ ይኖራሉ እዛ አካባቢ እና እነሱን በምን መልኩ ሀንድል ማረጋገጥ እንዳለባቸው ትምህርት መስጠት ሊያስፈልግ ይችላል። አድቫይዝ መስጠት ሊያስፈልግ ይችላል። ስለዚህ የግድ መናገር አለብህ። አንተ ያለህን ኤክስፒሪዎንስ ወይም ደሞ አንተ ያለህን የፖሊስ ሞያ ለነሱ ትራንስፈር የምታረግበት ሲቸዋሽን ይኖራል። ስለዚህ መናገር የሚያስፈልግባቸው ብዙ ሲቸዋሽኖች አሉ።

አ: እሺ።

ቱ: አንዱ እሺ ኦኬ ሶሪ

አ: እሺ ቀጥሎ መናገር ትችላላችሁ። እሱ ብሪፊንግ ብሎኛል።

ቱ: አንዱ ብሪፊንግ ነው። ሁለተኛ ትሬኒንግ ወይም ሜንቶሪንግ። ኢትስ ማንዳቶሬ። ይኖረናል ከስራ ጋ ሊያጋጥምህ የሚችል ነገር ነው። ሌላኛው ክራይም ኤቭንትሰ ነው። ኤኒ ክራይም ሀፕን ካረገ ያኛው ሲቸዋሽን ያስገድድህል በስፖንን ማለት ነው በስፕሮች። ክራይም ላይ ኤኒ ክራይም ሀፕን ያ አንተን ጋብዘህል እንድታወራ ስለዚህ ስለ ክራይም ኤቭንት ማለት ነው። ሌላኛው ሪፖርቲንግ ሪኪየርመንት ነው ዊች ኢዝ ኮሚኒኬሽን። ሪፖርቲንግ ሪኪየርመንቱ ኢን ራይቲንግ አይደለም። ሸርባል ሪፖርቲንግ ሪኪየርመንት አለ። ስለዚህ የሪፖርቲንግ ሪኪየርመንት እንዳልኩህ በሁለት መልኩ ነው። አንደኛው ሸርባል ነው

ሁለተኛው ራይቲንግ ነው። ራይቲንግ ፎርማል ነው። ይህኛው ግን ኢሚዲየት ሪስፖንስ ያስፈልግሃል። አንድ ሪካየርመንት ነው ይህ። ባለሀብት ሲቸዩሽን ሸርባል ኮሚኒኬሽን የራዲዮ ኮሚኒኬሽን በዎኪ ቶኪ ሊሆን ይችላል ሞባይል ሊሆን ይችላል ዋራሽር። ኤኒ አፓራተስ ተጠቅመህ ለስፒኪንግ ይጋብዝሃል።

አ: ሶ ሬዲዮ ኮሚኒኬሽን

ም: የስ ሬዲዮ ኮሚኒኬሽን አለ። ቴሌኮሚኒኬሽንም ይኖራል። በስልክም አንትን ልታረግ ትችላለህ።

አ: ሬዲዮ ኦር

ም: ቴሌኮሚኒኬሽን

አ: ቴሌኮ...

ካ: ሴልፎን

አ: ኦኬ ሴልፎን ኮሚኒኬሽን።

ተ: ሌላኛው ጌት ቱዝር አለ። አንዱ ኤሽንት ነው ይህ ለስፒኛ የሚጋብዝ። በጌት ቱዝር ሁለት ነገር ሊኖር ይችላል። ሰው ልትሸኝ ትችላለህ ኦር ኤልስ ጀስት ለራስህ ለሪፍረሽመንት ሊሆን ይችላል። እዛ ግን የምታቀርባቸው እስፒኞች ይኖራሉ።

ም: VTC አለ (Video Tele-Conferencing)።

ተ: የቴሌ ኮንፈረንስ ኢሚዲየት በጣም ከሩቅ

ም: ከሄድኳርተር

ተ: ከሄድኳርተርና ምናልባትም ከኒውዮርክ ሊሆን ይችላል። ከየትኛውም ቦታ ሆነህ። እነዚህ ለስፒኛ የሚጋብዙ ኤሽንቶች ናቸው ከብዙዎቹ በትንሹ። ሁሉንም ማስታወስ ስለማንችል እንጂ ከዚህ በላይ በጣም ብዙ ኤሽንቶች አሉ። እነዚህ ግን ቤዚክ ናቸው። ብሪሬንጉ ከሪስፖንስብሊቲ ይነሳል። ሶ አንተ ብሪፍ የምታረገው ሰው ይኖራል ብሪፍንግ ግድ ነው። ዲብሪሬንግም ይኖራል።

አ: ዲብሪሬንግ

ተ: አዎ ብሪሬንግ ኤንድ ዲብሪሬንግ ይኖራል። እና ይህ ከሪስፖንስብሊቲ የተነሳ ነው። ትሬኒንግ ኤንድ ሜንተሪንግ ደሞ ይህ ከሪስፖንስብሊቲ ነው። አሳይን ልትደረግ ትችላለህ። ትሬኒንግ ኤንድ ሜንተሪንግ ሊኖር ይችላል። እንዳልኩህ የሪፖርት ሪካየርመንት ነው ሸርባሉ። ጌት ቱዝር ሊኖር ይችላል። ኤንድ የቪዲዮ ኮንፈረንስ ሊኖር ይችላል። እና በነዚህ መልኩ ያው ለስፒኛ የሚጋብዙ ኤሪያዎች እነዚህን ነው በትንሹ መጥቀስ የምንችለው።

አ: እሺ የቀረ

ከ: ጨርሶ ተጠቅሷል።

አ: ሁሉም ተጠቅሷል?

ከ: ሞር የፈለኩትን እሱ ጠቅሶታል።

ተ: እና ሰሪ በቃ።

አ: አይ ችግር የለውም።

ም: እስፔሻል ክራይም ሪስፖንስ የትም ቦታ ላይ አለ። ክራይም ሪስፖንስ ፍለጋ የግድ ሪፖርት ያስፈልጋል። ቴሌ ሪፖርት ኦር ሬዲዮ ሪፖርት ኦር የሆነ ሪፖርት። ኢሚዲየት ሪስፖንስ የሚፈልጉ ክራይም ሲን ላይ ካለህ ወዲያውኑ ኢንፎርም አድርገህ ወይም ሴኪዩሪቲ ወይም ሰው ገብቶ ያነገር ሪስፖንድ እንዲያረጋግጡ ማረግ። ስለዚህ የግድ የትኛውም ፖስት ላይ ያለ ሰው እዝቸጋ መናገር የግድ ያስፈልገዋል። ለራስህም ቢሆን አደጋ ደርሶብኛል ብለህ እንደዚህ አይነት አደጋ አጋጥሞኛል እንደዚህ አይነት ነገር ደርሶብኛል ብለህ የግድ መናገር ያስፈልግሃል።

ካ: ሌላው አብዛኛውን ጠቅሰውታል። መጥቀስ የፈለኩት ግን ምንድነው አንዱ ስራ ላይ ስትወጣ ከሰዎች ጋር የምታደርገው ራሴንሽን ወይም ደግሞ ኮንሸርሴሽን አለ ስራ ቦታ ላይ ማለት ነው። በስራ በኩል ጠቅላኛውታል ግን ስራ ላይ አሁን ለምሳሌ ፓትሮል ወተሀ ያገርህን ትራዲሽናል ኤቭንትስ ይጠይቁሀል። ጋብቻ እንዴት እንደሚፈጸም ይጠይቁሀል አሁን ለምሳሌ። እንዴት ነው ጋብቻ ወንድ ሴትን ለጋብቻ እንዴት ይጠይቃል ስለ ሀይማኖት ስለ አገር ስለ ቋንቋ ብዙ ነገር እዛ ኮንሸርሴሽን የምታረገው ነገር አለ። አስበኸው አይደለም የምትሄደው ግን እዛ ስትሄድ ትጠየቃለህ። የስራ ባልደረቦችህ ይጠይቁሀል። እና እሱ የግድ እንድትመልስ ያስገድድሀል። እንደውም እዛ የሚሰማሩ ሰዎች ያገራቸውን ቋንቋ ባህል በደንብ አርገው ይዘው ቢሄዱ መልካም ነው።

ተ: ይህ ማለት ሶሻላይዜሽን ማለት ነው።

ካ: አዎ

ተ: የግድ ይልሀል ሶሻላይዜሽን አንዱ ኢንቫይት የሚያረግ የሚጋብዝ ነገር ነው።

ካ: አዎ ይጋብዝሀል በቃ። እና በዚህ አካባቢ እራሱ ስልጠናም ተሰቶበት የሆነ ነገር ይዘን ብንሄድ ሲሄዱ በዚህ በኩል ተዘጋጅተው ቢሄዱ መልካም ነው የሚል ሀሳብ አለኝ።

አ: ኦኬ እሺ

ሸ: ሌላው ወደ ስራ ስትወጣ ያው ፓትሮል ስትወጣ በየኢንተርሻሉ ላይ ኮሚኒኬት ታረጋለህ። እኔ ሬዲዮ ኮሚኒኬተር ከሆንኩኝ ከግቢ ከወጣሁ ጀምሮ ያለውን ሲቸዋሽን እምሄድበት ሲቸዋሽን ደርሼ ያለውን ሁኔታ ሁሉ ሴኪዩሪቲ ሲቸዋሽኩን ሁሉ እስክመለስ ድረስ ግቢ እስክገባ ድረስ ኮሚኒኬት አረጋለሁ። ያ የግዴታ ነው ሬዲዮ ኮሚኒኬሽን።

አ: ሶ የኛ ፖሊስ አባላት ሬዲዮ ኮሚኒኬሽን ላይ ይሳተፋሉ ማለት ነው?

ካ: አዎ

አ: በሬዲዮ ኮሚኒኬት ያረጋሉ?

ከ: የግድ ነው።

ተ: ኢቭን የሴንተር ነበረን። ኖት ኦንሊ እሱ ፐርሰናል ነው ሁሉም በሬዲዮ ኮሚኒኬት ያረጋሉ። ቤዝ አለን በራሱ። ቤዝ ማለት ሁሉንም ሲቸዋሽን የሚጠይቅ ሴንተር።

አ: ኦኬ እንደ ...

ም፡ እንደ አፕራተር ሆኖ የሚሰራ ማለት ነው።

ቱ፡ አፕራተር ሆኖ የሚሰራ። ኖት ኦንሊ መጠቀም ብቻ አይደለም። ያስተናግዳሉ ማለት ነው። ኢንፎርሜሽን ሴንተር ሆኖ ይሰበስባል ኢንፎርሜሽን ዲሰምኔት ያረጋል።

አ፡ አኬ እሺ። ቴንኪው። አንድ ሳልጠይቅ ማለፍ የማልፈልገው በተለይ ይህ ብሪሬንግና ዲብሪሬንግ የምትሉት ውሏችሁን የሚመለከት ነው? በምን ጉዳይ ላይ ነው አሁን ብሪሬንግ ብዙ ጊዜ የሚያጠነጥነው? ብሪሬንግና ዲብሪሬንግ ስትሉ በምን ርዕስ ላይ ነው ብዙ ጊዜ አሚያተኩረው?

ም፡ የተለያዩ አይነት ብሪሬንግ አለ።

አ፡ እሺ ኮማንደር

ካ፡ የተለያዩ ብሪሬንግ አለ። አሁን ለምሳሌ ዲዩቲ ኦፊሰር ተረኛ መኮንን የሚባለው ሆነህ ካደርክ በስራ በቆየህበት በስምንት ሰዓት ውስጥ የነበሩ ኤቮንቶችን ብሪፍ ታረጋለህ ወደስራ ለሚሰማሩት አባላት ማለት ነው። ይህ አንዱ ብሪሬንግ ነው። እስከርት ወይም እጃባ ወይ ምናምን የሆነ ነገር ካለ ደሞ እንደዚህ እንደዚህ አይነት ስራ እንሰራለን ከዚህ እንነሳለን እዚህ እንደርሳለን ስራችን ከዚህ ሰዓት እስከዚህ ሰዓት ይቆያል ብለህ ስለስራ በተመለከተ ደሞ ብሪፍ ታረጋለህ። ስለዚህ ዲብሪሬንግ ማለት ደሞ ስትጨርስ ነው። ስትጨርስ ደሞ ስራው እንዴት እንደተጠናቀቀ ምን ምን ሁኔታዎች እንዳጋጠሙ ቻሌንጅ ምናምን ካጋጠመ እንዴት መፍትሄ እንደተሰጠበት ደሞ ዲብሪሬንግ ታረጋለህ።

አ፡ አኬ እምትጨምሩት ነገር ካለ

ም፡ ያው እሱ እንዳለው ነው። ብሪፍ የምታረግባቸው ኢሹዎች የተለያዩ ቢሆኑም በየ 24 ሰዓት ልዩነት ለምሳሌ በ24 ሰዓት ውስጥ የነበረውን የሰኪዩሪቲ ሲቸዌሽን የሚቀጥለውን የ24 ሰዓት ስራ ከመጀመርህ በፊት እንደዚህ አይነት የሰኪዩሪቲ ሲቸዌሽን ነበር ብለህ ብሪፍ ታረጋለህ ለሲኒዩር ማኔጅመንቱ ኦር ደሞ ለሴክሽን ቺፎች በየ 24 ሰዓቱ ብሪፍ ታረጋለህ። አንዱ ይህ ነው። ሁለተኛው እሱ እንዳለው ወደ ስራ ከመሰማራታቸው በፊት ስለሚሰማሩበት ስራ ምን መስራት እንዳለባቸው ምናምን ብሪፍ የሚደረግበት ኢሹም አለ። ሌላው የተለያዩ አይነት ዴቪዥኖች ሚሽኑን ለማየት ሲመጡ ስለሚሸኑ አጠቃላይ ሲቸዌሽን አሁን ስላለው እስታተስ ስለማንዴቱ ስለ ቻሌንጆቹ ወደፊት መስራት ስለምታስባቸው ነገሮች ብሪፍ ታረጋለህ ለደሊጌሽኑ። የተለያዩ እንግዶች ወደሚሸኑ ሲመጡ ምን ይመስላል ሲቸዌሽኑ ከነሱ የሚጠበቀው ምንድነው ምን ማድረግ የለባቸውም ምን ማድረግ አለባቸው አዲስ ወደሚሸኑ ለሚገቡ ሰዎች የሚሸኑ አጠቃላይ ሁኔታ ምን ይመስላል ልክ እንደ ኢንዱስትሪ አይነት በየቀኑ ብሪፍ ሊደረግ ይችላል።

አ፡ አኬ ያልተገለፀ የምትሉት

ቱ፡ ይህ ነው። ብሪሬንግ ኤንድ ዲብሪሬንግ አት ዘ ሴም ታይም የሚሰጥበት ሁኔታም አለ። ዲብሪሬንግ የትናንትናውን ነው። ለምሳሌ እኔ ብነግርህ አት ደይሊ ቤዝ ብሪሬንግ ኤንድ ዲብሪሬንግ ዘ ሴም ነው። ለዛሬ ብሪፍ ታረጋለህ የትናንቱን ደሞ ዲብሪፍ ታረጋለህ።

አ፡ አኬ

ቱ፡ ሶ ዛሬ የሰጠሁት ብሪሬንግ ለነገ ጠዋት ዲብሪሬንግ ነው። ኤንድ ዜን ለሚቀጥለው ደሞ ብሪሬንግ ይኖራል።

አ፡ ሳይመልቴኒየስሊ

ተ፡ ሳይመልቱኒየስሊ ልታስኬዳቸው ትችላለህ። አንዳንዶቹ ማለት ሁለቱ ላለመሰብሰብ ነው ባይ ዘ ዌይ። ትክክለኛ ስረዓቱ ጠዋት ብሪፍ ታረጋለህ ስለስራህ ማታ ዲብሪፍ ማረግ አለብህ። ወይ ደግሞ ስራውን ካከናወንክ በኋላ የስራ አፈፃፀም እንዴት ነበር በሄድክበት ያጋጠሙ ቻሌንጆች ምንድናቸው ነገ ምን መደረግ አለበት ከዚህ ምን ሌላን መውሰድ አለብን ዋቱቨር ይሄን ዲብሪፍን ላይ ማስቀመጥ አለብህ። ብዙውን ጊዜ ሁለቱ ላለመሰብሰብ ብሪፍን ሌንድ ዲብሪፍን አት ዘ ሴም ታይም ሳይመልቱኒየስሊ የሚሰጥባቸው አካሄዶች አሉ።

አ፡ እሺ ሌላው በምን ጉዳይ ላይ ነው ትሬኒንግ እና ሜንተሪንግ የሚከናወነው?

ተ፡ ኢት ዲፔንድስ ግን እኔ ለምሳሌ ፐርሰናሊ እኔ ትሬኒንግ በለው ወይ ሜንተሪንግ ማንተሪንግ አይደለም ትሬኒንግ እሰጥ ነበር። እምትሰጠው ምንድነው ያለህበትን ስለስራ ሁኔታ ኒው ከመርስ ኒው ኢንትሪ ሲመጣ እያንዳንዱ ሴክሽን ሄድ እንደሚሸኑ የሚለያይ ከሆነ አላውቅም። በኛ ሚሽን እሚደረገው ምንድነው እያንዳንዱ ሴክሽን ሄድ ለኒው ኢንትሪ ስለ ሴክሽኑ ትሬይን ያረጋል ሰዓት ተሰቶት።

አ፡ ኦኬ ኦኬ

ተ፡ ሶ እሱ ማለት ነው። ለኒው ኢንትሪ ለራስህ እስታፍ ለኢንተርናሽናል እስታፍ ለራስህ ለፒስኪፐር ለምሳሌ ከኛ ከ UNMISS ከሄድክ ሁሉም ሴክሽኖች አሉ። ፎረንሲክ ሰክሽን አለ ሂውማን ሪሶርስ ሰክሽን አለ ፐርሶኔል ሰክሽን አለ ኦፕሬሽን ሰክሽን አለ። እነዚህ ሁሉ ኒው ኢንትሪ ሲመጣ ለአንድ ሳምንት ያህል ትሬይን ያረጋሉ ኒው ኢንትሪውን። ያ ማለት ነው ትሬኒንግ ማለት። አንድ። ሌላኛው ትሬኒንግ ሊሆን ይችላል ኢት ዲፔንድስ አፖን ይህ ማንዴትን መሰረት ያረገ ነው። ለራሱ ለሎካል ፖሊስ ደግሞ ትሬኒንግ የሚሰጥበት ደግሞ አለ። እሱ ማንዴትህን ሰፖርት የሚያረግ መሆን አለበት። አንዱ ትሬኒንግ እሱ ነው። ሁለተኛው ሜንተሪንግ አለው። ሜንተሪንግ ደግሞ ከኮሎኔሽን ጋር ይያያዛል። ከትሬኒንግ በኋላ ኮሎኔሽን አለ። አብረህ ከሎካል እስታፍ ጋር አብረህ ትሰማራለህ። አት ዛት ታይም ሜንተር ነው የምታረገው። አት ደይሉ ቤዝ በሚሰራቸው ስራዎች ይህ እንደዚህ ነው ይህ እንደዚህ ነው እዚህ ጋር የሰራሽው እንደዚህ መስተካከል አለበት እያልክ ሜንተር ታረገሃለህ። ማን ሎካል ፖሊሱን። ሶ ሜንተሪንግ ብዙውን ጊዜ ከሎካል ፖሊስ ጋር ነው የሚደረገው። ትሬኒንግ ከሰጠህ በኋላ የሚከተሉ ስራዎች ናቸው። በተለይ በተለይ ደግሞ ኮሎኔሽን ካለ አብረህ የመሰማራት አፖርቲኒቲዎች አሉ። ብዙውን ጊዜ ፒስኪፐንግ የሚነሳው ከማንዴት ነው።

አ፡ ያ ትክክል ነው።

ተ፡ ሚሽኖች ደግሞ ሁሉም እንደየሁኔታቸው ማንዴታቸው ይለያያል። ስለዚህ እዛ ማንዴት ላይ መሰረት አርገህ ትሬኒንግ ይኖራል ሜንተሪንግ ይኖራል ኮሎኔሽኑ አብሮ ይኖራል። በተለይ ኮሎኔሽን በምንልበት ሰዓት አሁን ሜንተሪንግ የሚገለፀው በኮሎኔሽን ነው። አብረህ ካሰለጠንክ በኋላ አብረህ በየጣቢያው ሄደህ አብረህ ተመድበህ የምትሰራው ማለት ነው እሱ።

አ፡ ኦኬ እሺ። ቱንኪው። ይህ ጌት ቱንኪ ወይም ሶሻላይዜሽን ያላችሁት እንደዚህ ጌት ቱንኪ እርስ በርስ በምትገናኙበት ሰዓት ባብዛኛው የምታውሩት ስለምን ጉዳይ ነው? ኮመን የሆኑ ቶፒኮች ካሉ እምታስታውሱት?

ተ፡ ብዙዎቹ በኛ ኬዝ አሁን በመለያየት ነው። ጌት ቱንኪ ብዙውን ጊዜ የራሳችን ይሆንና ነገር ግን ሰዎች ቸክአውት ሲያረጉ ሲወጡ ሽኝት ታረጋለህ። ስለዚህ ስለሰዎች የምናወራው ምንድነው ማመስገንን ነው። በቃ ጥሩ ባህሪ ነበረህ ጥሩ ስራ ነበረህ በሄድክበት ሁሉ ጥሩ ጥሩ ነገር ይግጠምህ ስለዚህ የነበረን ጊዜ በጣም አሪፍ ነው ብለህ ትሸኛለህ። ዛቲዝ ዋን አንዱ አስፔክት ነው። ከቸክአውት ባሻገር እንደገና ወደ ፖስቲቲቫ ስትወጣ አር ሀላፊነት ከአንድ ቦታ ቆይተህ ወደ ሌላ ሀላፊነት ስትሄድ የነበርክበት ቦታ አይደን አመስግኖ ጌት ቱንኪ አርጎ ስለ አንተ ነው እንዲህ ማግኘትህ በጣም ደስ ብሎናል ባትሄድብን ምናምን ጥሩ ነበር ኢንኬዝ ግን እድገትም ስለሆነ ፖስቲቲቫ ስለሆነ ጥሩ ነው እናመሰግንሀለን ብለህ በጌት ቱንኪ ትገልፀሃለህ። ይህ

ፕሮግራምም አለው ባይዘወይ። ኢት ኢዝ ኖት ሲምፕሊ ጌት ቱዝር አይደለም። ፕሮግራም አለ የሚባል የሚጠጣ አለ ዋሬሽር ከቻልክም ቱፕ በካሌት አርገህ ባንድ ነገር ታረጋለህ በዲጂ እሱን እሱን ተደርጎ ይኖራሉና እነዚህ ጌት ቱዝርች በጣም በጣም ወሳኝ ናቸው። ስለዚህ እዛ ምንድነው ጠቀሜታው በምታስተላልፍበት ሰዓት ሁለት ነገር ታስተላልፋለህ። አንደኛ ስለሚሄደው ሰው። ሁለተኛ ስለራስህ ካልቸር በዛ ሰዓት ስለ አገርህም ። አገር ሶስት ኦፖርቲኒቲዎች አሉ አገርህን ዲስከስ ለማረጋገጥ። አንደኛ ሜዳል ፓራድ ነው። ሜዳል ፓራድ በሚኖር ሰዓት ሰዎችን ትጋብዛለህ። ግን ሰዎች እንዲበሉልህ ነው የምታመጣቸው። ሲበሉ ግን ዋናው ያንተ አድቫንቲጅ ምንድነው ያገርህን ሁኔታ ማስተዋወቅ ነው። ሁለተኛ በጌት ቱዝር ጊዜ ነው ያገርህን ነገር የምታስተላልፈው። ስለ አንድ ኢንዲቪዥኖቻል ታውራና የመጣህበትን አንተ ስለምትጠቅስ እኔ ከኢትዮጵያ ነው የመጣሁት ስለዚህ ከዚህ ወንድሜ ጋራ በባህልም ባህላችን እንዲህ ይመስላል የነሱ ባህል ይህን ይመስላል ሲለዚህ በዚህ ደረጃ ጥሩ የሚመሳሰል ነገር ባይመሳሰልም ለምጃለሁ ስለዚህ ምን ታረጋለህ የራስህን ሼር ታረጋለህ። ሶስተኛ ቅድም ያለው ካህላይ ነው። የስራ ስምሪት በምታረግበት ሰዓት አብረህ ነው ከሌሎች አገሮች ጋር። እስፔሻል እኛ ጋር አሁን 37 አገር ነበር UNMISS ላይ። UNMISS ማለት 37 አገሮች ናቸው አብረን የምንሰራው። ከ37ቱ ያው አት ዘሴም ታይም አታገኛቸውም። በተለያ ጊዜ ግን ከየአገሩ ጋር ሲያጋጥም የራስህን ባህል ካልቸር ያገርህን ሁኔታ ሂስቶሪካል ባግራውንዱን ታውራለህ። ያ ኢንቫይት ያረግሃል ማለት ነው። እና በዚህ ደረጃ ነው የጌት ቱዝር ሊተላለፉ የሚችሉበት መልክቶች።

አ: እሺ

ም: ጌት ቱዝር ሌላው ማለት ነው ለምሳሌ ሶሻል ትሪፖች ሶሻል ዌልፌር ትሪፕ የምታረግበት ጊዜ አለ። ትሪፕ ስታረግ ከተለያዩ ዲፓርትመንት የተውጣጡ ሰዎች ናቸው የምትሄደው። ካገርህ ሰው ጋር ላይሆን ይችላል። ስለዚህ እዛ በምትሄድበት ጊዜ የተለያዩ አይነት ባህሎች የተለያዩ አይነት አንተ እማታቃቸው አይነት ካልቸሮች ታያለህ። ስለዚህ ስላንተም ስለራስህም እግረመንገድህን ኤክስፕሌይን የምታረግበት አጋጣሚዎች ይኖራሉ። ወደተለያዩ ቦታ ስትሄድ በግሩፕ ትሄዳለህ እዛ ግቢ ውስጥ የሚዘጋጁ ዌልፌሮች ላይ አንዳንድ ጊዜ ስለራስህ ማውራት እሚጠበቅብህ ጊዜ አለ። ስለ አገርህ ስለ ባህልህ ስለ ሆነ ኢሹ ይነሳና በተለያዩ አገር ላይ ስለዛ ኢሹ ምን አይነት አቲቲዩድ አለ በየአገሩ በየባህሉ በየመጣበት አካባቢ ስለዛ ነገር ያለው አቲቲዩድ ሁሉም ኤክስፕሌይን ያረጋልና ስለዚህ አንተም ኤክስፕሌይን የማድረግ አጋጣሚ ይኖርህል ስለዛ ኢሹ ለማውራት።

አ: እሺ። ለየት ያለ የቀረ ካለ ሰዓታችንን ማኔጅ ለማረጋገጥ።

ከ: አይ ገልፀውታል። እነዚህ በዓላቶች አሉ አሁን የተለያዩ በዓላቶች አሉ። በኛ ፋሲካ አለ። ራሱ መስቀል ራሱ ያከበርንበት ሁኔታ አለ። ሌሎችም ምንድነው እኛ አገር ላይ የሚደረገው የሚል ነገር የኛን ባህልም ለማስተዋወቅ ብዙ እንትን የተደረጉ አሉ። እዛጋ ያለህን ካልቸር ምን ይደረጋል የሚለውን ካላንደራችን ራሱ የኛ ልዩ ነው። እና በዚህ ራሱ በጣም ይደነቃሉ። በኛ ባህል ደግ ይህን ይህን ይህ ይለበሳል የሚል ነገር ብዙ አጋጣሚዎች አሉ እንዲህ ጌት ቱዝር የሚደረግባቸው ስለዚህ እሱን እሱንም እናተኩር እላለሁ።

አ: እሺ አኬ። እሺ የቀረ ከሌለ ወደሚቀጥለው ጥያቄ ልሂድ።

- 5. ብዙ ጊዜ የሚደጋገሙት የትኞቹ የንግግር ሁኔታዎች ናቸው? አሁን ከጠቀሳቸዋቸው። በተደጋጋሚ የምታረጋቸው ነገሮች የትኞቹ ናቸው? ፍሪኩዌንሲውን ለማወቅ ነው። ትኩረትም ለማረጋገጥ እንዲሁም ወደፊት ስልጠናው ላይ በጣም ወሳኝ የሚባሉት የንግግር ክህሎት ሚጠይቁ ሁኔታዎች የትኞቹ ናቸው? ባብዛኛው ተደጋግሞ የምታከናውኑት የትኛውን ነው ነው? ለምሳሌ እዚህ ጋር የጠቀሳችሁት ብሪሬንግ ዲብሪሬንግ አለ። Giving information to guests and supervisors, advising local police personnel, radio communication ከነዚህ ከጠቀሳቸዋቸው ውስጥ ባብዛኛው በጣም አስፈላጊ የሆነው የትኛው ነው?

ተ: ኢት ዲፔንደስ እንደሁሉም። ግን ራዲዮ ኮሚኒኬሽን ኢዝ በጣም ሀይ ነው።

ም፡ ማንዳቶሪ ነው የትኛውም ቦታ ላይ።

ቱ፡ አንተ የዩኤን ፐሪሜትር አለ ከፐሪሜትሩ ብትንቀሳቀስም ባትንቀሳቀስም ሪፖርቲንግ መኖርህን ትንፋሽህን ማሳወቅ የምትችልበት ማሳወቅ ያለብህ አፓራተስ ነው ወይ ደሞ ዌይ አፍ ኮሚኒኬሽን ነው። ወደ ስራ ከሄድክ ደሞ አት ታይም ኢንተርቫል ያለውን ሲቸዌሽን የምትገልፅበት ነው። ሶ ሬዲዮ ኮሚኒኬሽን እንግዲህ አይ ቲንክ በጣም ሀይሊ ፍሪክ-ዌንትሊ የምንጠቀምበት ይመስለኛል።

አ፡ እሺ ሌላ። ተመሳሳይ ነው?

ም፡ አዎ አት ዘ ሴም ታይም ብሪሬንግና ዲብሪሬንግ ደሞ ሁሌ አለ።

ቱ፡ ብሪሬንግ ግን ትንሽ ሀላፊነት ነገር ምናምን ይጠይቃል አፍ ኮርስ።

ም፡ ያው ምናልባት እንደየፖስቱ ይለያይ ይሆናል እንጂ ለምሳሌ እኔ በነበርኩበት ሚሽን በየቀኑ ብሪፍ ታረጋለህ በየቀኑ ስለ ሴኪዩሪቲ ሲቸዌሽን ኢንፎርሜሽን ትሰጣለህ በየቀኑ ደይለ። ግን ያ የሚሆነው እንደየፖስቱ ምናልባት እንደየምትሰሩበት ፖስት የተለያየ ሊሆን ይችላል። እኔ በነበርኩበት ሚሽን ላይ ሁል ጊዜ መናገር የግድ የሚያስፈልግህ ብሪሬንግ ላይና ሬዲዮ ኮሚኒኬሽን ነው። ጧት ጧት በሬዲዮ የግድ መኖርህን ታሳውቃለህ። ሰላም አድሪያለሁ ማለትም አንድ ነገር ነው። ቼክ ሬዲዮ ቼክ ያረጋሉ እያንዳንዱ ኢንዱሺጁዋልን ሬዲዮ ቼክ ያረጋሉ። ከዛ ወደ ስራ ስትገባ ደሞ ስለ ሴኪዩሪቲ ሲቸዌሽን እንደዚህ ይባላል ዛሬ ይህን እንሰራለን ብለህ ብሪፍና ዲብሪፍ ታረጋለህ። ወደ ስራ ትገባለህ። እነዚህ በየቀኑ እማይቀሩ ስራዎች ናቸው።

አ፡ እሺ። ለየት ያለ እሺ ኮማንደር ከዛ

ሸ፡ ሌላው ያው ወደ ስራ ስንወጣ እስፔሻሊ ወደ እንትን ያው እንደየቦታው ይለያያል። ወደ ቲም ሳይቶች ስትሄድ ደሞ ወደ ስራ ስትወጣ አይዲፒዎች ጋር ሊሆን ይችላል ከኮሚኒቲው ጋር ሊሆን ይችላል ትምህርት ቤት ሊሆን ይችላል እዛም ሄደህ የምታረጋቸው አድቫይዝ የምታረጋቸው በተደጋጋሚ አድቫይዚንግ ስራ ትሰሩለህ። በምታየው ነገር ላይ አድቫይዝ የማድረግ ስራ ትሰሩለህ። ያ የደይ ቱደይ አክቲቪቲ ኤሪያ ነው።

አ፡ እሺ ኦኬ። ኮማንደር

ካ፡ ብዙ ልዩነት የለኝም ግን አሁን ለምሳሌ ሬዲዮ ኮሚኒኬሽን ላይ ሞር እዛ ነው ብዬ አምናለሁ። አሁን ይህ ብሪሬንግ ብሪሬንግ ለመድረስ መጀመሪያ ኦብዘርቨር ከሆንክ የሄድከው ወይ አንድ ወር ወይ ሁለት ወር እንደፍጥነትህና እንደራስህ ለውድድር ያለህ ፍላጎትና አቅም ነው። መጀመሪያ ግን አንድ ወር ወይም ሁለት ወር አካባቢ የግድ ሁሉም ኦብዘርቨር እዛ ሆኖ መታየት አለበት። ብቃቱ ማለት ነው። ሬዲዮ ኮሚኒኬሽን ፓትሮል ላይ። ከዛ እዛ ብቃቱን ያዩትና ከዛ እሱም ይወዳደራል ያልፋል። ከዛ በኋላ ሬዲዮ ኮሚኒኬሽን ሊቀንስለት ይችላል። ይህ በሬዲዮ ፓትሮል ላይ ሆኖ ሪፖርት ሚያረገው ነገር በየሰዓቱ የሚያረገው ነገር ሊቀንስና ግን ወዴት ሺፍት ሊያረግ ይችላል ወደ ብሪሬንግ እንግዶችን መቀበል ስልጠናዎችን መስጠት ወደዛ ሊሄድ ይችላል። እና መጀመሪያ ግን የመጀመሪያው ጊዜ ሬዲዮ ኮሚኒኬሽን በጣም ኢምፖርታንት ነው የሚል ሀሳብ አለኝ። ሌላ ሸዋነሽ እንዳላቸው ይህ አክቲቪቲ እምታደርጋቸው ስራዎች አሁን ለምሳሌ ዊትነስ የሆነ በየኬዙ በየጊዜው ወንጀሎች ይፈፀማሉ። እና ሃንድል የሚያረገው የፖሊስ ኦብዘርቨር ነው ሃንድል የሚያረጋቸው ኬዎቹን። እና ኬዎቹን ማጣራት መቻል አለብህ። ኬዎቹን አጣርተህ ሪፖርት ማድረግ መቻል አለብህ። ዊትነስ እዛ ማጣራት አለብህ መስማት አለብህ። ከዛ ዊትነሱ ያለህን ነገር አድርገህ ኬዙ ደሞ ወዴት ነው የሚሄደው ወዴት ውሳኔ መስጠት አለብህና እዛ አካባቢ ...

አ፡ ሶ ኢንተርቪው ታረጋላችሁ ማለት ነው?

ካ: እዛ ላይ እዛ ላይ ትጠይቃለህ አዎ።

አ: ጥያቄ ትጠይቃለችሁ?

ካ: ትጠይቃለህ።

ሸ: አዎ።

ካ: ለምን እንደዚህ ሆነ አሁን ለምሳሌ የሆነ ሰርገም የሆነ ምንድነው ማሻሻሻ ቢሰርቅ ሲሰረቅባቸው ለምን ተሰረቀ ማነው የሰረቀው ታጣራለህ። ከዛ ፎርም አለው ትወስዳለህ ፎርም አለው። ይህ ስንት ሰዓት ነው የተሰረቀው ሰውዬው ማነው ያያቱ ስም እራሱ የት ነው የሚኖረው እድሜው ስንት ነው አግብቷል ወይ ምናምን ሚላውን ታጣራለህ ከሱ ነው እምነት ወስደው። ይህን ሁሉ ካጣራህ በኋላ እሚታሰር ከሆነ ወደ ኦፕሬሽን ኦፊሰር ሪፖርት ታረጋለህ ወደ ዲዩቲ ኦፊሰር ትጠይቃለህ። ወይ ደግሞ ራስህ ውሳኔ ትወስንና ወደ ሆልዲንግ ፋሲሊቲ እሚባል አለ ታስረዋለህ። ከዛ እንደዚህ እንደዚህ ሰርቆ እንደዚህ እንደዚህ ወደ ሆልዲንግ ፋሲሊቲ እንዲቆይ ለተጨማሪ ኢንቨስቲገንት እዛ ላይ እንዲቆይ አድርጌለሁ ብለህ ታሳውቃለህ ማለት ነው። እና እዛ ላይም ቀላል አይደለም እምታደርገው። ይህ ሁሉ የሚሆነው ያለው በሬዲዮ ነው። በሬዲዮ ኮሚኒኬሽን ማለት ነው። ከዛ ከተመለስክ በኋላ ሪፖርት ራይቲንግ ትፀፈዋለህ ማለት ነው።

አ: እሱን እንመጣበታለን።

ካ: ቅድም እንዳልነው በሪፖርት ራይቲንግ ትፀፈዋለህ።

አ: እሺ። ቱንኪው። እስፒሪንግን ጨርሰናል ወደሚቀጥለው ወደ ሊስኒንግ ልምጣ። ስድስተኛው ጥያቄዬ።-

6. የማዳመጥ ክህሎቶችሁን የሚጠይቁ ምን አይነት ሁኔታዎች አሉ? ጥያቄዎቹ ሞር ኦር ሌስ ተመሳሳይ ናቸው። ይህ ሊስኒንግ ስለሆነ ነው። እንግሊዘኛውን What situations are there that require your listening skills? ማዳመጥ እሚያስፈልግበት ሁኔታዎች ምን አይነት ሁኔታዎች አሉ? እንደዚህ በዝርዝር ብትነግሩኝ ልክ ቅድም እንዳረግንው ማለት ነው። እሺ ኮማንደር።

ከ: እኔ በመጀመሪያ ደረጃ ቅድም ያነሱት ሬዲዮ ኮሚኒኬሽን ላይ ምታዳምጠው ነገር ነው። እዛ ላይ በጣም ክለር መሆን መቻል አለብህ። እሚሰጥህን ኦርደር ምንድነው የሚለውን ነገር በደንብ አጣርተህ መስማት መቻል አለብህ። ከምንም ነገር በላይ በፅሁፍ የሚመጣብህ ቀላል ነገር ነው። ሁለተኛ ነገር ብሪሬንጎች አሉ አሁን ለምሳሌ ዊክሊ ሚቲንግ አለ ደይሊ ሚቲንግም አለ እዛ ላይ አንተን የሚመለከት ስራ የሚሰጥህ ሁኔታዎች አሉ። እነዚህን ነገሮች ምንድነው ብለህ በደንብ አዳምጠህ አረጋግጠህ መቀበል መቻል አለብህ። የሆነ ነገር ሲነገርህ ምንድነው ብለህ አንድ ሁለት ማዳመጥ መቻል አለብህ። መስማት ብቻ ሳይሆን ማዳመጥ በደንብ። እና እነዚህን ካዳመጥክ በኋላ ነው ሄደህ ስራ ውስጥ እምነትገባው። ስለዚህ ትልቁ እንትን በሬዲዮ ኮሚኒኬሽን እምታዳምጠውና እዛጋ ሲሰጥህ የስራ ኦርደር ሲሰጥህ የምትሰማቸው ነገሮች ከምንም በላይ ወሳኞች ናቸው። እና ሌላው ያው በስብሰባ ላይ እሚደረጉ ኢንተራክት ስታረግ እምታዳምጣቸው ነገሮች ያም እጅግ በጣም ወሳኝ ነገሮች ናቸው። እኔ ግን በመጀመሪያ ደረጃ ሬዲዮ ኮሚኒኬሽን እና ያ ነው። እና እነዚህ ናቸው በኔ በኩል።

ካ: ተጨማሪ።

አ: እሺ እሺ።

ካ: ተጨማሪ ምንድነው እኔም ሬዲዮ ላይ በጣም ክለር የሆነ የመስማት ክህሎት ሊኖረን ይገባል የሚል ሀሳብ አለኝ። ሊኖረው ይገባል ፖሊሱ። ለምን አሁን ብሪሬንግ ላይ ወይ እንትን ላይ ፊስ ቱ ፊስ ቢሆን ድገምልኝ ብለህ ሁለት ሰዎች ነው ያለኸው

ድገምልኝ ብለህ በጣም ሳትጨናነቅ እንትን ልትለው ትችላለህ። ያ ግን ኦንላይን ነው ያለኸው ብዙ ሰው እየሰማ ነው። እንደ ጊዜ ድገምልኝ ልትለው ትችላለህ። ሶስት ጊዜ አራት ጊዜ ግን በጣም ከባድ ነው አይቻልም። ስለዚህ ሬዲዮ ላይ በጣም ክለር ሊሰረዝንን ቢኖር ከሁሉም የተሻለ ነው። ይበልጥ እካ ላይ ክህሎት ቢኖረን የተሻለ ነው የሚል ሀሳብ አለኝ።

አ: እሺ።

ካ: አሁን ለምሳሌ ፅሁፍ ላይ ከሆነ ዲክሽነሪም ልታይ ትችላለህ አክሲዮኖችም ልታይ ትችላለህ ምናምን ሰውም አጋዥም አያስፈልግህም ችግር የለውም። ያልገባህ ወርድ ካለ ማለት ነው። ቅድም እንዳልኩት በንግግር ላይ ከሆነ ድገምልኝ አልሰማሁም ማለት ትችላለህ ቀላል ነው። ስብሰባ ላይም ከሆነ ደግ በጣም ካልገባህ ጓደኛህንም መጠየቅ ትችላለህ። በሬዲዮ ላይ ግን ኦንላይን ሆነህ ትንሽ ስለሚከብድ እካ ላይ ቅድሚያ ቢሰጠው የሚል ሀሳብ አለኝ።

አ: እሺ። ሬዲዮ ኮሚኒኬሽን ብሪሬንግና ዲብሪሬንግ ሚቲንግስ ብላችሁኛል። የቀረ ያልተጠቀሰ ካለ።

ም: ሚቲንግስ አለ ጌት ቱዝር አለ። ጌት ቱዝር ላይ የሚተላለፉ መልክቶችን መስማት ማዳመጥ ያስፈልግሃል። VTC አለ ሺዲዮ ቴሌኮንሬረንሶች ላይ እነሱ እሚያስተላልፉልህ መመሪያዎች ይኖራሉ መረጃዎች ይኖራሉ እነሱን ማዳመጥ ያስፈልጋል። ሁለተኛ የፓትርል አክቲቪቲ ስታረግ ከኮሚኒቲው የሚመጡ መረጃዎች አሉ የተለያዩ ኢንፎርሜሽኖች ይሰጡሃል እነሱን በደንብ መስማትና መረዳት ያስፈልጋል። አንዳንድ የታውን ሆል ሚቲንግ በንትን እሚተላለፍበት ጊዜ አለ በምንድነው በሚዲያ ምንድነው እኛ አገር እንደ ሚኒሚዲያ ነው እሚባለው እንደዚህ እኛጋ አለ ዩኒስፋ ላይ በሚኒሚዲያ እሚተላለፍበት ጊዜ አለ። እዚህ አንተ በሬዲዮ ያልሰማኸውን ነገር አንዳንድ ጊዜ እንደዚህ ሲነገር ትሰማለህና እሷን ሰምተህ ሚቲንግ ካለ እንትን ያረጉና አናውንስ ያረጉና ቶሎ ብለህ ወደ አዳራሹ እምትገባበት ጊዜ አለ። ኢመርጆንሲ ሲፈጠር ኢቭን በሬዲዮ እሚነገርበት ጊዜ አለ። ኢመርጆንሲ ኢመርጆንሲ አሴምብሊ ቦታ እዚጋ ነው በዚጋ ውጤ ምናምን ተብሎ እሚደረግበት ጊዜ አለ። ስለዚህ ማዳመጥ እሚያስፈልግባቸው ሁኔታዎች እነዚህ ናቸው።

አ: እሺ። ቀረ እምትሉት። የለም። እሺ።

7. አሁን ከዘረዘራቸዋቸው ውስጥ ከዘረዘርንው ውስጥ በተደጋጋሚ እሚከናወነው የትኛው ነው? ፍሪክ-ዌንሲው በጣም አስፈላጊ እምትሉት?

ም: ሬዲዮ ኮሚኒኬሽን። በሬዲዮ ኮሚኒኬሽን በየቀኑ መረጃዎች ይነገራሉ። ሰኪዩሪቲ ኢቮ-ዎች ሲኖሩ በሬዲዮ ይነገራል። ሌላው ብሪሬንግና ዲብሪሬንግ በየቀኑ አለ። ስራ ስትወጣም ኦሪየንቲሽን ይሰጥሃል። ሰኪዩሪቲ ሲቸዌሽን ኦሪየንቲሽን በየቀኑ አለ። እነዚህ በጣም ተደጋጋሚ ጉዳዮች ናቸው።

አ: እሺ። ትስማማላችሁ ሌሎቻችሁ?

ከ: አዎ።

ሸ: አዎ።

አ: እሺ። ወደሚቀጥለው ጥያቄዬ እሄዳለሁኝ።

ተ: አላለቀም እንዴ ጥያቄው? ግን ሰላሳ ደቂቃ ነበር ያላችሁት ሀምሳ ደቂቃ አርገናል።

አ: አዎ ዲቴይል እሄድን ነው። አሁን እያፈጠንኩት ነው ጨርሻለሁ ትንሽ ነው የቀረኝ። ሰባተኛ ጥያቄዬ፡-

8. ምን አይነት ፅሁፎችን ታነባላችሁ? ራዲዮንን በተመለከተ የሚነበብ ምን አይነት ነገር አለ?

ም፡ ሪፖርቶች አሉ። በየቀኑ እሚተላለፉ ሪፖርቶች አሉ። ሪፖርትስ ታነባለህ። የሚሸን ማጋዘኖች አሉ በየቀኑ እሚለቀቁ። ብሮድካስቶች አሉ በየቀኑ እሚለቀቁ። ብሮድካስት ማለት የሚሸኑ አሁን ሚሸን ብሮድካስት አለ ጠቅላላ ዩኤን ብሮድካስት አለ። ዩኤን ጠቅላላ ዘ ሆል የትም አካባቢ ያሉ ሚሸኖች ባንድ ላይ እንዲያውቁት እሚፈለጉ ለምሳሌ ሞጁሎች የትምርት እንትኖች ኢሹዎች የስራ መመሪያዎች ፖሊሲዎች እስታንዳርዶች ምናምን ሁልጊዜ ብሮድካስት ይደረጋሉ እነሱን ታነባለህ። ሩል ኤንድ ሬጉሌሽኖች አሉ የሚሸንም ጠቅላላ የዩኤንም በኢሜይል ይላካሉ አታች ይደረጋሉ እነሱን ታነባለህ። የስራ መመሪያም አንዳንድ ጊዜ በኢሜይል ይበተናል ለሁሉም። እንደዚህ እንደዚህ አይነት ነገር ስላለ ይህንን እንድታረጉ ተብሎ ይበተናል ኢሜይል ላይ ታነባለህ እሱን።

አ፡ so you read emails? ኦኬ። የቀረ እምትጨምሩት።

ከ፡ እነዚህ ኦንላይን ትሬዲንጎች አሉ። እነሱንም ነው ታያቸዋለህ። ኦንላይን ትሬዲንግ በዩኤን እሚሰጡ አሉ።

ም፡ ማንዳቶሪ ትሬዲንጎች ናቸው።

ካ፡ ማንዳቶሪ ትሬዲንግ።

አ፡ ሶ ኦንላይን ትሬዲንግ ማቴሪያሎችን ታነባላችሁ?

ከ፡ አለ እዛው ላይ አዎ።

አ፡ ኦኬ። እሺ። ሌላ እምትጨምሩት?

ተ፡ ሚሸን ማንዴት። ሚሸን ማንዴት።

አ፡ ዶኪደመንቱ?

ተ፡ ዶኪደመንቱ ያ። ሚሸን ማንዴት ዶኪደመንትስ።

አ፡ ኦኬ ሚሸን ማንዴት ዶኪደመንትስ። እሺ።

ተ፡ ኤንድ ፕሮሲጀርስ። ሚሸን ቤዝድ ፕሮሲጀርስ አሉ።

አ፡ ኦኬ። እሺ የቀረ እምትጨምሩት ከሌለ ከነዚህ ውስጥ አሁን ከጠቀሳችኋቸው ውስጥ so you read emails ya?

ም፡ የስ።

ተ፡ ኢሜይል ማንበብ የየሰከንድ ስራ ነው።

ም፡ ኢትስ ማንዳቶሪ። የምትሰራው በኢሜይል ስለሆነ።

አ፡ እሺ።

9. አሁን ከነዚህ ከጠቀሳችኋቸው ውስጥ በጣም አስፈላጊ ነው እሚባለው ደጋግማችሁ እምታነቧቸው ማቴሪያሎች የትኞቹ ናቸው?

ም፡ ኢሜይል።

አ: ኢሜይልስ። ኦኬ። ሌላ?

ም: ቢቃ ኢሜይል ላይ ነው ሪፖርትስ በየቀኑ ሪፖርትስ ታያለህ።

ተ: ያው ኢሜይል ነው እምታነበው እሱማ። ሪፖርት ሀርድ ኮፒ ዜር ኢዝ ኖ ሀርድ ኮፒ ሪፖርት።

አ: ሶ ሪፖርትም በኢሜይል ነው እምታነቡት ማለት ነው።

ም: በኢሜይል ነው እምታነበው አዎ።

ካ: በኢሜይልህ ነው እሚላክልህ።

ም: ሶ የራስህ ኢሜይል አለህ ስራ እምትሰራብት።

ሸ: ከቲም ሳይት ወደ ሄድኳርተር ከሄድኳርተር ወዳንተ እሚመጣው ኢሜይልህ ላይ ነው እንትን እምትለው።

ካ: ኢቭን ስብሰባ ካለህ በዛ ነው እሚነገርህ።

ም: በኢሜይልህ ይነገርሀል።

አ: በኢሜይል?

ተ: አዎ።

ካ: በኢሜይልህ ነው እሚነገርህ ስብሰባ ሲኖር።

ተ: ኢሜይል ማለት ለኔ ሁሉም ነገር ነው። እሚትፈርመውም ኢሜይል ላይ ነው። የፊርማ ጥያቄ ቢመጣልህ በዛ ነው እምትፈርመው በኢሜይልህ። ጥያቄ እምታስተናግደው እዛ ነው በኢሜይል። ሪከዌስቲንግ እሚቀርበው በዛ ነው። አለቃም እሚፈርም ከሆነ እሚፈርመው ሪጀክት እሚያረግም ከሆነ ሪጀክት እሚያረገው በኢሜይል ነው። ሀርድ ኮፒ እሚባል ነገር ኢትስ ኦልሞስት ነን ነው።

ም: የለም።

ካ: ወረቀት ብክነት የለም እዛ።

ሸ: ከሄድኳርተር እሚመጡ ጠቅላላ ሚሴጆችን በኢሜይል ነው እምናየው።

ካ: ቼክ ኢን እሚያረግ ካለ ቼክ አውት እሚያረግ ካለ በኢሜይል ነው እሚደርስህ።

አ: ባብዛኛው አንብባችሁ ምን እንድታደርጉ ነው እሚፈለገው? እንድትረዱት ነው ወይስ አክት እንድታረጉ ይፈለጋል?

ም: ሁሉም።

ሸ: ሁሉም።

ም: ሁሉም። አክትም እምታረገው አለ። ፐርፎርም እምታረገው የስራ ታስክ ምናምን ይሰጥሀል በኢሜይል። ይሄን ይሄን እንድታረጉ ተብሎ በኢሜይል ይነገራል። ስለዚህ ያ የተሰጠህን መመሪያ ኢሜይሉ ላይ አንብቦህ ስራህን ትፈፅማለህ። አት ዘ

ሴም ታይም ደሞ እንድትረዳቸው እሚላኩ ሞጁሎች መመሪያዎች ፖሊሲዎች ፕሪንሲፕሎች ምናምን አሉ። እነሱ ደሞ ይህን ይህን አይነት አዲስ መመሪያ የወጣ ስለሆነ እንድታውቁት ተብሎ ይበተናል። አንብቦ በዛ መሰረት ትተገብራለህ። ስለዚህ አንብቦ እንድትተገብርም አንብቦ ስራህን በዛ ፐርፎርም እንድታረግም ለራስህ እንድታውቀውም ፍሊጅም እንድታገኝ ኢሜይልህ ላይ ይለቀቅልህል።

ካ: አሁን ለምሳሌ ለማብራራት ያህል እሱ እንዳለው ስለ ሴኪዩሪቲ ከሆነ ሴንድ ያረገው ሜሴጅ እዚህ አካባቢ እዚህ አካባቢ ፀጥታው ጥሩ ስላልሆነ አትሂዱ ይልህል አሁን ለምሳሌ። ወደ አንድ አገር ይጠቅስና ወደዚህ እዚህ አገር እዚህ አካባቢ እዚህ ከተማ ላይ ሰኪዩሪቲው ጥሩ ስላልሆነ እንዳትሂዱ ብሎ አዋርነስ ይፈጥራል የዩኤን ኤምባሲ። ስለዚህ ይህ አካት እንድታረግ ሳይሆን እራስህ እንድትጠነቀቅ እያደረገህ ነው። ነገ በዚህ ሰዓት ላይ ስብሰባ እንድትገኙ በዚህ አዳራሽ ካለ ደሞ ስብሰባ ላይ ትገኛለህ። አክት አደረክ ማለት ነው። በፖስት በሀላፊነት ያሉ ቦታዎች ደሞ እዛ እያዩ እሚፈርሙት አለ። አሁን ለምሳሌ ፈቃድ ሰኪዩሪቲ ምንድነው ሲቲኦ እሚባል ፍቃድ አለ ሲቲኦ። ኮምፕንሴሽን ታይም አፍ እሚባል ፍቃድ ሲወጣ ሰው በዛ ነው ሴቭ እምታረገው። አንተ ሪኩዌስት ታረጋለህ ፈርሞ ይመልስልህል ማለት ነው። እንጂ ወረቀት ፕሪንት አርገህ ወደዛ መሄድ አይጠበቅብህም።

አ: እሺ። ሪፖርት ስታነቡ ካነበባችሁ በኋላ ብዙ ጊዜ ምንድነው እምታረጉት? አንብባችሁ አንደርስታንድ አርጋችሁ መተው ነው?

ተ: እየውልህ እነዚህ ሶስቱ ኮሚኒኬሽኖች ሶስት ነገሮች ናቸው። ለማድረግ ነው ላለማድረግ ነው ኤንድ ለመፈፀም ወይ ለመስራት ናቸው። ሶስቱ ናቸው ማለት ነው። ሪፖርት ከሆነ ኢት ዲፕንድስ ያንተ ፖዚሽን። አውቀህ ለመሄድ ትጠቀምበታለህ። አለቃ ከሆንክ ሪስፖንድ ታረጋለህ። እሚመለከትህ ከሆነ ሪፖርት እምታረግ ከሆነ። መመሪያዎች ሌሎች ሌሎች ፓምፕሎቶች ደሞ እሚመጡ አታድርጉ ከሆነ እንዳታደርግ ሪፍሬይን ታረጋለህ ማለት ነው። አድርጉ ከሆነ ደሞ ታደርጋለህ። ሶስቶቹ ናቸው አክቲቪቲዎች እዛ ውስጥ ያሉ።

አ: እሺ።

ም: ሪፖርቶች እንትን እሚያረግ አለ። ለምሳሌ ሪፖርቶች የሁሉንም ሰብስቦ ታነብና ያንን ሪፖርት አንድ ላይ ኮምፓይል አድርገህ ደሞ ሌላ ሪፖርት ልታዘጋጅ ትችላለህ።

አ: Ok. Ok. Ok I think that's clear. ወደ ቀጣዩ ጥያቄ ልሂድ። አኬ ወደ የመጨረሻ ራይቲንግ ነው የቀረገ። እሺ።-

10. ምን አይነት የፅሁፍ ስራዎች አሉ?

ተ: እ እ

አ: ምን አይነት የፅሁፍ ስራዎች አሉ? በፅሁፍ የምትሰሯቸው ስራዎች ምን አይነት ስራዎች አሉ? ይህንን ልክ እንደ ሌሎቹ ብትዘረዝሩልኝ። ራይቲንግን በተመለከተ ማለት ነው። በፅሁፍ የምትሰሯቸው ...

ም: እስካሁን የጠቀስናቸው ናቸው። ለምሳሌ ሪፖርት አለ።

አ: አኬ።

ም: ሪፖርት ኮምፓይል ታረጋለህ። ብሪፊንግና ዲብሪፊንግ በስላይድ ታዘጋጃለህ ፕረዘንቴሽን ትሰጣለህ። ሪፖርት ያው ብዙ አይነት ሪፖርቶች አሉ። ደይሊ ሪፖርት አለ። ዊክሊ ሪፖርት አለ። አኑዋል ሪፖርት አለ። እና ብዙ አይነት ሪፖርቶች በየቀኑ እምታዘጋጃቸው አሉ። አሁን ብሪፊንግም ብዙ አይነት ብሪፊንግ አለ። የተለያዩ እንደደ ከስተማይዝ የሆኑ እንደየፍላጎት

እምታዘጋጃቸው ብዙ አይነት ሪፖርቶች አሉ። እምትዕፋቸው ለምሳሌ ሪኩዌስቶች የተለያዩ አይነት ሪኩዌስቶች ይኖራሉ። በኢሜይል ዕፈህ እምጠይቃቸው ሪኩዌስቶች። በቃል አይደለም እምጠይቀው በኢሜይል ነው። ስለዚህ ሪኩዌስት ትዕፋለህ። ሪስፖንስ ትሰጣለህ። በኢሜይል እምትሰጣቸው ሪስፖንሶች አሉ። ያው ቤዝድ ኦን ዘ ፖስት ቢለያይም የምትሰጣቸው ሪስፖንሶች አሉ።

አ: ስለዚህ አብዛኛው የዕሁፍ ስራ በኢሜይል ነው እሚከናወነው ማለት ነው?

ም: አዎ።

ሸ: አዎ።

ቱ: አብዛኛው ሳይሆን...

አ: ሁሉም

ም: በቃ ሁሉም ማለት ትችላለህ።

ቱ: እንደውም ኤኒ ኤኒ ፔፐር ...

አ: ፔፐር ዎርክ የለም ማለት ነው?

ም: ወረቀት ላይ እምትሰራው ብዙም ነገር የለም።

ቱ: ምንድነው ፔፐር ዎርኩ አንዳንዱ እዛ ላይ ፊርማህ ላይ ከስቸገረህ አውጥተህ ፈርመህ እስካን አርገህ መልሰህ ...

ም: እስካን አርገህ መልሰህ ያው ኢሜይል ላይ ነው እምታረገው።

ቱ: ግን መልሰህ እዛው ነው እምትፈፅመው።

ም: እስታምፕ ምናምን እሚያስፈልገው ከሆነ ብቻ ነው። ፔስት አርገህ እስታምፕ አርገህ መልሰህ እስካን አድርገህ ያው ኢሜይል ነው። ሀርድ ኮፒ እሚባል ነገር የለም።

አ: ሶ

ሸ: ኢቭን ጉዟችንንም በተመለከተ በኢሜይል ላይ ነው ተጻፎን ጉዞ ፍቃድ ስንወጣ እምንወጣው።

ቱ: እየውልህ እንትኖቹን ጠቅሰዋቸዋል። ሪፖርቲንግ አለ። ለሪፖርቲንግ ትዕፋለህ። ለትሬኒንግ ትዕፋለህ። ትሬይን ለማድረግ የግድ ነው ትራንስፈር በምታረግበት ሰዓት። ለብሪሬንግ ትዕፋለህ። ሪኩዌስት ኤንድ ሪስፖንድ ታረጋለህ። ሪኩዌስት ሲሆን ያው እሚቀርብልህ ነገር ይኖራል በጣም ብዙ ሪኩዌስት። ያመት ፈቃድ ሊሆን ይችላል። የመኝታ ቤት ሊሆን ይችላል። የዕቃ ፍላጎት ሊሆን ይችላል። ዋሬሽር ሪኩዌስት ታረጋለህ። እሱም ዕሁፍ ነው። ስለዚህ ሪስፖንድ ማረግ ነው እሱን። ኤንድ ዜን ማኑዋል ፕሪፓሬሽን አለ። እሱን ታዘጋጃለህ።

አ: ኦኬ።

ቱ: ስለዚህ እነዚህ በትንሹ ...

ም፡ ፕላን ...

ቱ፡ ፕላንን ስለ የሱ፡ ፕላንን ስለ፡፡

አ፡ ፕላንን

ቱ፡ አዎ፡፡

ም፡ የተለያዩ አይነት ፕላንን ስለ፡፡

አ፡ ፕላንን ምን ምን ድካም በፕላንን ውስጥ እሚካተተው? ስለምንድነው ፕላን እምታረጉት?

ቱ፡ ስራህን ነው፡፡

ም፡ እምትሰራውን ሲራ፡፡

አ፡ ደይሌ. እምትሰራትን ነው ፕላን እምታረጉት?

ም፡ ደይሌ. አክቲቪቲህንም ዊክሊ. አክቲቪቲህንም አኩዋል አክቲቪቲህንም፡፡

ቱ፡ አንዋሉን መጀመሪያ ታወጣለህ፡፡ ከአንዋሉ ብሬክዳውን ትወስዳለህ፡፡ ያንዋል ፕላንን ስለ ከዛ አኮርዲንግሊ. አት ደይሌ. ቤዝ ስለ፡፡ ብሬክዳውን ስለ፡፡

ም፡ ብሬክ እያረክ ከዛ ውስጥ በዚህ ሳምንት ምን መስራት አለብኝ ብለህ ፕላን ታረጋለህ፡፡

ቱ፡ ያው ሪፖርትህም መሰረት እሚያረገው ያን ፕላንን ነው፡፡

አ፡ እሺ፡፡

11. ከነዚህ ውስጥ ብዙ ጊዜ እምታከናውኑት የትኛውን ነው? የፅሁፍ ስራ

ካ፡ ሪፖርት፡፡

ከ፡ ሪፖርት፡፡

አ፡ ሪፖርት፡፡

ም፡ ሪፖርትና ብሪሬንግ ናቸው፡፡

ሸ፡ ብሪሬንግ ዲብሪሬንግና ሪፖርት፡፡

አ፡ ብሪሬንግ በስላይድ ነው እምታዘጋጁት?

ም፡ አዎ፡፡

አ፡ በስላይድ ይጻፋል?

ም፡ ለፕሪዘንቱሽን፡፡

አ: እሺ።

ተ: ያው ኢት ዲፕንድስ። እንደየኔቸሩ ነው።

ሸ: ኢት ዲፕንድስ አዎ።

ም: እንደየኔቸሩ ነው። እንደየፖስቱ ነው።

ተ: እንደየሰራ ባህሪው ነው። እኔ አሁን አት ደይሊ ቤዝ ብሪሬንግ አላዘጋጅም። አይ ሚን ስላይድ አላዘጋጅም። አልሬዲ ፕላኒንግ አለ። አት ደይሊ ቤዝ ነው ምክኒያቱም ደይሊ ቤዝ ነው የኔ ብሪሬንግ። ስለዚህ ብሪሬንግ ዲብሪሬንግ ስለሆነ አንዴ ዋንስ ፕላናቸውን ካወጡ በኋላ ስራቸውን ነው። ያ ማለት ደሞ በየጊዜው በስላይድ እንዲያቀርቡት አይደለም በኖርማል ሪፖርት በሸርባል ነው እምናረገው። መመሪያ በዛው በሸርባል ይደረጋል። በኋላ ላይ ምናልባት በኢሜይል እናረገዋለን።

አ: እሺ።

ተ: ኢት ዲፕንድስ ኤኒ ዌይ። በስላይድ እሚያስፈልገው ደሞ አለ።

ም: አዎ። ለምሳሌ እኔ በየቀኑ የብሪሬንግ ስላይድ በየቀኑ ምክኒያቱም ቶታል ሚሽን ሪፖርት ስለበረ በየቀኑ በሀያራት ሰዓት ውስጥ ምን ነበረ ብለህ በየቀኑ ብሪሬንግ ታዘጋጃለህ በየቀኑ ሪፖርት ትፀፋለህ።

አ: ሶ ሌሎቻችሁም ተስማምታችኋል በዚህ?

ካ: አዎ።

ከ: አዎ።

አ: እሺ። የመጨረሻ ጥያቄ፡-

12. ምን አይነት የፕሮግራሚንግ ችግር አለ ሚሽን ላይ? ከፕሮግራሚንግ ጋር የተያያዘ ምን አይነት ፕሮብለም ያጋጥማቸዋል የኛ አባላት? እናንተ ማስታወስ እምትችሉት።

ተ: ሽሪ በደንብ ነው ማስታወስ እምንችለው። ይህንንም መርሳት እንዴት። የረሳነው ካለ ነው እሚገርመው እንጂ። ምክኒያቱም ሚሽን ላይ በተለይ ኮሌክሽን ኦፍ ካንትሪስ ነው ያሉት። ያሜሪካኑ ሊያዝ ሲል የንግሊዙ ይመጣል። የንግሊዙ ሊያዝ ሲል የዌስት አፍሪካው ይመጣል። ያፍሪካኑ ሊያዝ ሲል የኤገርያን ይመጣል። የኤገርያን ያዝኩ ስትል የላቲኑ ይመጣል። ሲሆን ደሞ ወደ አረቦች ሲሄድ ሌላ ነገር ይዞ ይመጣል።

አ: ሶ አክሰንትስ።

ካ: አክሰንትስ ያ።

ም: ያያያ...

ተ: ኢንፋክት ለኛ ብቻ አይደለም እሱ ፕሮብለም ባይ ዘ ዌይ። ፍሮም ኤኒ ካንትሪ ለመጣ ሚሽን ፓርቲሲፓንት ፒስኪፐር ነው። ምክኒያቱም የኔ አክሰንት ለሱ አይሰማውም። የሱ አክሰንት ለኔ አይሰማኝም።

አ: ያ አኬ።

ተ: ያ ኦቨርል ያለ ነው። ቤዚካሊ ግን ከኛ የነሱ እሚሻለው አክሰንት ምንድነው ቢያንስ የእንግሊዝና ያሜሪካኖቹ የኦሪጅናሎቹ በደንብ ይገባቸዋል። እኔ አስታውሳለሁ ኢንተርቪው ስንደረግ የቀየረኝ ጓደኛ ነበረኝ። በናትህ ይህ ሰውዬ ምንም አይሰማኝም አንተ ውሰድልኝና እኔ ሌላ ኢንተርቪው ሰው ያርገኝ ብሎ ማለት ነው።

ም: አዎ ብዙ ጊዜ እንደውም እንደዚህ ያጋጥማል። እኛጋም እንደዚህ ነው።

ተ: አንድ። እኔ ወደ ሀላፊነት ከወጣሁ በኋላ ኢንተርቪው ስለምናረግ በራሳችን እኛ ፖስት ምናምን ሲወጣ አሜሪካዊው አጠገቤ ያለው አሜሪካዊው ከኔ ጋር ቦርድ ኦፍ ፓኔሉ ማለት ነው ማምበሩ በቴሌፎን በሬዲዮ ምናምን ነው እምንጠይቀው ኢንተርቪው። እባክህ ሰላም ስማችንን ስናስተዋውቅ ይሰማሉ ኢንተርቪዎቹ ማለት ነው። እባክህ ከኢትዮጵያ የመጣውን ሰውዬ አገናኝኝ የሚል ሰው አለ። ያ አሜሪካዊ በፍፁም ምን እያለ እንደሆነ እየተሰማኝ አይደለም ሌላ ሰው ይቀየርልኝ እሚል አለ። ዊች ኢዝ ከሌላ አገር ካንትሪ ከሌላ አገር ማለት ነው። እንደዚህ አይነት ነገሮች ኢትስ ኮመን ነው። ግን ከኛ ግን በጣም ይሻላሉ። አት ሊስት እንግሊዘኛውን አዝ ኤ ምርኪንግ ላንጉዌጅ ስለሆነ እሚሰሩበት። እንደኛ አይነት ፑር የሆነ ኢንፋክት ፑር አይደለም ኢትስ ቢኮዝ ኦፍ ዘ የሎካል ላንጉዌጅ አክሰንት የተሞረደበት ነው። አይደለም እዛ እዚህ እምናየው ትግረኛ አውራ ስትለው ሰው ሀ ና ኸ ን አያውራም አ ን አያውራልህም። አንተም አውራ ብልህ አታውራም።

አ: ትክክል ነው።

ተ: የኔ ልጆችም አያውሩም። ስለዚህ ያ አይነት ነገር በእንግሊዘኛውም አለ። እሱን ነገር አክሰንት ከሎካል ላንጉዌጅ ጋር ተያይዞ እሱን ስለማያውቁት ማለት ነው። እና እሱ መልታይ ነው።

ም: ይህ የአክሰንት ዲፈረንሶች ማለት ነው።

ተ: የአክሰንት መልታይ ዲያሜትሩን ነው። ዝምብለህ እንደዚህ በዚያ በዚህ አትለውም።

አ: ኦኬ። ሌላ እምጠቅሱት አለ ከፕሮግራሞቹን ጋር የተያያዘ?

ከ: የለም በቃ ይሄው ነው።

አ: ይሄው ነው? እሺ። አመሰግናለሁ። ኢንተርቪው ከቆይታኛቸው ጨርሻለሁኝ። እናንተ እምትጨምሩት ነገር ካለ መጨመር ትችላላችሁ። በኔ በኩል ጨርሻለሁ። የለም?

ካ: እምንጨምረው ነገር ካለ የዚህ ውጤቱ ለማዕከላችን ጠቃሚ እንደሚሆን ተስፋ እናደርጋለን። ጨርሰናል።

አ: እሺ። ቴንኪው።

Appendix IV: Transcript (English version)

The following is the English version of the focus group discussion that was conducted in Amharic. For the purpose of analysis, the respondents are addressed as follow.

1. R – researcher (Aschalew Birhanu)
2. P1 – participant one (Mitiku Neda)
3. P2 – participant two (Tewolde Woldegebriel)
4. P3 – participant three (Kahsay Assefa)
5. P4 – participant four (Kebadu Argaw)
6. P5 – participant five (Shewanesh Tadesse)

R: First of all, I would like to thank you for your cooperation. The objective of this focus group discussion is to gather data for a study that is being conducted to identify the kind of English language used by our police peacekeepers when they go on a peacekeeping mission. I have some questions and I will ask you these questions. I will also ask follow up questions in between our discussions if there are points that need further explanation. I thank you again for your cooperation. Here is how I want things to go, I will ask questions and anyone can answer them. Do not wait for me to give you the chance to speak. If you feel like you have something to say, you can say it without waiting for my permission. It will be good if we do our discussion that way. Ok, I will move onto my first question. My first question is:

1. How important is English to perform your job as police peacekeepers? Is it important or not? If it is important, how important is it? I would like us to begin by answering this question.

P1: English is important. No doubt about that. This is because English is our working language. English is one of the five official languages of the UN. Our peacekeeping experience so far has been with missions that use English as their official language. We are only joining English speaking missions so far. Because we do our jobs in English, it is important for us.

R: anything to add?

P3: what I would like to add is that English is one of the criterions to participate in peacekeeping. English, Arabic and French are international languages. Though we are not good

at it, English is the closest language to us. If you are not good at English, you will not participate in UN peacekeeping missions. Let alone participate, you cannot even compete to participate in the missions. So English is the primary criteria. We write reports in English. Briefing is in English. Radio communication is in English. There is no other language to use. Because of this, English is a very important language.

R: ok.

P4: I would like to add on what they said. English is one of the most important things for missions. Its importance begins from the UN language assessment. The language test includes interviews and other activities. Once we join the mission, English becomes even more important. There are different countries in the mission area. Communication with these countries is in English. There is no other language. So English is very important to do your job in the mission area.

R: ok.

P2: This does not mean that it is only English. There are also non-English missions as well. There are French speaking missions for example. Peacekeeping missions in French speaking countries like Congo and Mali use French as their official language. But we only participate in English speaking missions because English is the only foreign language we know.

R: Ok. So, will it be ok if we say that English is very important to do your job as police peacekeepers?

P4: yes.

P5: yes, very important.

P3: It is very very important.

R: It is very very important.

P3: yes.

R: ok. Thank you. I will go to my next question. My second question is:

2. What level of English language proficiency is required to do your job – elementary, intermediate or advanced? I would like you to answer me this question.

P5: Though we are not that good, I believe it should be the advanced level. This is because we prepare reports, write different emails and after patrol, we give briefings and debriefings. As a result, advanced English would be very useful.

R: ok.

P2: It is based on the post. The level of proficiency required depends on the kind of post you will be assigned to when you get deployed. For example, many peacekeepers with intermediate level of proficiency perform field works. They engage in patrols and they inform you whatever they have observed. Those who have advanced level of proficiency receive this information and compile it into a report. So it depends on the post. Intermediate and advanced level of proficiency is required. Intermediate level of proficiency is enough to describe what you have seen and observed while patrolling. There are posts that only require you to express your mind. These are operational posts and intermediate level of proficiency will be enough for them. Office or staff posts, on the other hand, require advanced level of proficiency. Office tasks like report writing, giving briefings and providing trainings for mission members on mission mandate require advanced level of proficiency. So, different posts require different levels of proficiency.

R: Do our police peacekeepers work in office posts?

P3: Yes, they do.

R: They engage in office works.

P2: Yes, they engage in office works.

R: Ok. So, we agree that the level of proficiency required depends on the kind of post you will be assigned. You are saying that intermediate level of proficiency is enough for field posts and that of advanced level of proficiency for office posts. Anyone who has a different opinion?

P1: I think we should go for the advanced level of proficiency. If we strive for the advanced level of proficiency, we will at least achieve the intermediate level of proficiency. It is of course possible to decide on the level of proficiency based on the post. But it is good if you have

advanced level of proficiency because communication is the key thing in the mission area. You have to be a good communicator. You have to be competent. Staff participation is based on competition. You have to compete with others in order to get an office post. While working as a field officer, you need to show that you are good at English before you are given this chance. So, you need advanced level of proficiency for this to happen. But the advanced English language training should include planning, especially in relation to writing. You plan first. You present your plan and then you execute what you have presented. There is also briefing and debriefing.

R: So, what should we agree on? Should we agree that we at least need intermediate level of proficiency to work as police peacekeepers?

P4: Why don't we agree on the advanced level? As commander expressed it, we go to peacekeeping with limited proficiency of English. It is good if we get good training on that. I think your question is also about the kind of training to be given in the future.

R: My question is about the level of proficiency required to do your job.

P4: What Mitiku said earlier is correct. The job may not require that much higher level of English language proficiency. But it will be good for the country's image if we receive advanced level of trainings and get deployed with good English. For example, commander's post was a big post. There are also other Ethiopians who work in senior leadership positions. Why don't we also compete and get those posts as well? So, I think it is good if we have advanced level of proficiency.

R: Ok. Thank you. Let me go to the next question. The third question:

3. How do you rate the importance of the four language skills – speaking, listening, reading and writing? If you are asked to put them in their order of importance, how would you put them? Anyone can start.

P1: I will start. They have had enough chances so far. The basic thing is that all four are important.

R: All four are important?

P1: All four are important. You cannot do the job if you are not good at one of the four skills. You cannot say that one is more important than the others. You have to listen in order to speak and similarly, you must be able to express what you listen. Writing is mandatory. You cannot transfer what you listen unless you write it. You will become an illiterate English man if you are unable to report in writing. An illiterate English man cannot read and write. This kind of person cannot work in the office. So, all the four skills are equally important.

R: So, all four are equally important?

P5: Yes.

R: What about the others? How do you rate the importance of the skills?

P2: If I am asked to put them in their order of importance, I would put listening on top. You will receive information about a crime through telephone or radio from different informants in the mission area. If you are not able to listen well, you will not understand what the information is about. In addition to this, you will interview different people when you investigate a crime. These people give you information about the crime. Again you will be in trouble if you are not able to listen and understand what they are saying. When you return to base, you must also be able to write a report using the information you get. At the same time, you will also give briefings. So, you have to be able to speak. There are parallel departments at the base that handle cases. You are expected to explain or brief these departments about what you observed and listened in the field. So, listening, speaking and writing are mandatory.

R: What about reading?

P2: Reading is also important. Your team members bring you different reports of incidents they observed and you must be able to read and understand these reports before you compile them into your own report and transfer them to your supervisor or other concerned departments. So, you have to be a good reader.

R: what about the others? Do you agree?

P4: Yes, I agree.

P3: I agree with what they said. But back when we were in school, I remember when we were taking ministry exam; the tests were administered in order. Language experts must have a reason when putting the tests in order. They must have done a research before they suggest this order. According to them, the order is I think listening, speaking, reading and writing. Mitiku also put it this way. The importance of listening, for example, begins when we take the UN SAAT Exam. You will not pass the test unless you understand what the audio recording is about. When you get to the mission area, you will participate in orientations and briefings. In this case, you need to listen and understand what is being said. On the other hand, you cannot speak if you are not able to listen. So, I personally give priority for listening. Speaking is after listening. Reading comes next and then writing follows. If you are in an interview for example, what you do first is listen. After you listen, you respond to the questions. That is speaking. Then you read and write respectively. This order of the skills suggested by language experts is the correct one. But they might be equal in terms of their value. So, this is how I put it.

R: Ok.

P1: This order of the skills Kahsay was talking about only works for those who learn language as complete beginners. These kinds of learners first listen and then they speak, read and write. But we are talking about adult language learning. This order works only for children acquiring a language. But our discussion is about mission language use. If we give more importance to listening, it will mean that the others are less important. You will not succeed unless you are good at all the skills.

R: So?

P1: So, they are equally important for me. You need to listen to understand what is being said. Then you communicate what you listened to others through speaking and writing. First, you report through radio communication. After that, you report the same information in writing. Reports are of two types by the way. The first one is oral report. This happens through radio communication when you are still in the field patrolling or investigating a crime. The second one is written report. Once you return to the base, you are expected to write detailed report of the same incident. When you are the receiver of the reports on the other hand, you must be able to

read and understand. You cannot prioritize one skill over the other. However good you are on the other skills, you will not succeed if you fail to deliver on one of the skills.

R: Ok. So I think most of you agree. The reason why I am asking this question is to see if we can put the skills in their order of importance, but you have told me that all are equally important. So I will take that. Ok. The next

P3: In relation to mission area requirement, I agree with what commander Tewolde just said. If you fail for example on one of the skills in the pre-deployment assessment, you will not participate in peacekeeping missions. If you are not a good listener, you will fail the report writing test and if you fail the report writing test, you will not be deployed to the missions. So the skills have equal status. But in relation to the language training given here, the focus should be on listening. We think we know the language. But once we go there it becomes difficult to listen to the different accents of peacekeepers from different countries.

R: Ok.

P2: My idea is different from him. I think the focus should be more on speaking than listening. You have to give briefings and make presentations. One problem we face is that our people do not want to speak. They cannot express what is in their mind. This is because they did not practice well. The fact that Amharic is our working language and we do not get the opportunity to speak English also contributes to this. So I sometimes observe this kind of problem. There were officers who used to lock themselves in their room just to avoid speaking in English. This is because they are not good at speaking. Practicing presentation and briefing skills boosts your self-confidence. Speaking gives you more confidence than listening. After a few interactions, you will be able to communicate easily. But if you choose to hide yourself, you will not improve your speaking. Overall, you need all the four skills in the mission area. All are important.

P5: We apply all the four skills in our day to day activities. We go out, we interact and gather information. And then we write reports and give briefing and debriefing. For this reason, all four are equally important and mandatory for our day to day activities.

R: Ok. Let me go to the next question. My fourth question is:

4. What situations are there that require you to speak in English?

P2: These are what I just mentioned now. There is briefing for example.

R: Yes. I would like you to mention the situations like that.

P2: Briefing requires you to speak. You are expected to give a briefing about what you observed while you were in the field. Another situation is that different people come to your office seeking information about the mission. They will ask you to brief them about the situation in the mission. They might also ask you questions related with gender and human rights violations in your mission area. Even your supervisors require you to give them information about matters under your area of responsibility. So you have to be able to explain and describe the different situations based on the mandate of your post. The other speaking situation is when you advice local law enforcement personnel. You are expected to share your experience of law enforcement with the local police personnel. You have the responsibility to transfer your skills and knowledge to these officers. This requires you to speak.

R: Ok.

P1: one of them Ok. Sorry.

R: Ok. Please continue. He mentioned briefing.

P1: Briefing is one of them. The other one is training or mentoring. This is mandatory. It is part of our job. Oral reporting is the other situation that requires you to speak. I am not referring to the written report. That is very formal. When there is a need for immediate communication, you report orally using a walkie-talkie, a mobile phone or any other apparatus.

R: So radio communication.

P2: Yes. There is radio communication. There is also telecommunication. You might also use cellphone.

R: Radio or ...

P2: Telecommunication.

R: Teleco....

P3: Cellphone.

R: Ok. Cellphone communication.

P1: The other one is get-together. It is one of the events in which you need to speak. We mainly organize get-together for two reasons. If someone is checking out, we organize a farewell party. The other reason is just to refresh ourselves. You might make a speech concerning the event.

P2: There is VTC (Video Tele-Conferencing).

P1: Tele-conference could be with the

P2: Headquarters.

P1: It could be with the headquarters in New York. These are the events that require you to speak. There are many other events that we may not remember now. But these are the basic ones.

R: Ok. Are there any situations that are not mentioned?

P4: All have been mentioned.

R: All are mentioned?

P4: He has said it all.

P2: Responding to a crime is the responsibility of any peacekeeper. You must report immediately through radio communication if you see a crime being committed. This enables you to get further help to deal with the problem. Any peacekeeper needs his/her speaking skill in a situation like this. Even when you are in trouble, you must be able to tell others about it in order to get further assistance from them.

P3: Most of the things have been mentioned. What I wanted to add is that you engage in a conversation with colleagues when you are on duty. When you are on a patrol duty for example, you talk to fellow peacekeepers that are on duty with you. You talk about different things. They may ask you questions about your country, its culture, language, religion, wedding ceremonies etc. You need to explain these things to your colleagues. So this is another speaking situation.

P1: This is what we call socialization.

P3: Yes.

P1: Socialization is one of the events that invite you to speak.

P3: Yes, it invites you. I think it is a good idea if we train our peacekeepers on this one before they are deployed.

R: Ok.

P2: when you go out for a patrol, you are expected to give a situation report from time to time until you return to the base. So radio communication is a must.

R: Do our police peacekeepers participate in radio communication?

P3: Yes.

R: They communicate using a radio?

P4: It is a must thing to do.

P1: Apart from using a personal radio, our police peacekeepers also work in the operations center.

R: Ok, as...

P2: They work as an operator.

P1: Yes, as an operator. Working at the information center, they take different calls and they gather and disseminate information.

R: Ok. Thank you. This briefing and debriefing, what is it about? What issues are covered under this briefing and debriefing?

P2: There are different kinds of briefings.

R: Ok, commander.

P3: There are different types of briefings. If you are the duty officer for example, at the end of your eight hour shift, you brief the officers who are going to work in the next shift about the

events that took place in your shift. This is one kind of briefing. The other type of briefing happens when there is an escort or patrol duty. Before you start your duty, you brief your team members about the starting and finishing time, the things that you are going to do and other important details. Debriefing happens after you finish your duty. Once you return to the base, you debrief your team members about what went well, what went wrong, challenges faced and actions taken.

R: Ok. Anything you would like to add?

P2: It is more or less what he mentioned. One type of briefing is security situation briefing. Every twenty four hours, you brief and update the senior management and the section chiefs about the security situation. As he mentioned, you also brief your team members about what they are going to do and how they are going to do it before they start work. Another type of briefing is the one you give to the different delegations that come to visit the mission. You brief them about the overall mission situation, the mandate of the mission, the challenges facing the mission and the things to be done in the future. Different guests come to the mission and you brief them about the dos and don'ts of the mission. New peacekeepers joining the mission are briefed about the general situation in the mission in the form of induction training.

R: Ok. Anything that is not mentioned?

P1: That is all. There are situations in which briefing and debriefing are done at the same time. In our mission for example, we do briefing and debriefing at the same time on daily basis. The debriefing is concerned with what has been done the previous day and the briefing on the other hand deals with what is to be done.

R: Ok.

P1: So today's briefing becomes tomorrow's debriefing. And then there will be briefing for the next task.

R: Simultaneously?

P1: You can do both simultaneously. The reason for this is to avoid meeting twice within a day. The standard procedure requires you to give briefing in the morning and debriefing in the evening.

R: Ok. This training and mentoring, what is it about?

P1: It depends. I used to be a trainer myself for example. I am not sure if it is the same in all missions, but the training is mainly work related. Every section head trains its new entry about the section.

R: Ok. Ok.

P1: If you come to our mission, UNMISS, for example, there are a number of different sections: forensic section, human resource section, personnel section and operation section. All these sections train their new entries for one week. The other type of training is the one given to the local police. Depending on the mandate of the mission, you might train the local police personnel to enable them carry out their duty effectively. Mentoring comes after the training. You will be paired up with the local staff to assist them put the training into practice. You closely monitor what they do and advise them when necessary. So most of the time, mentoring is done with the local police.

R: Yes. That is right.

P1: Peacekeeping missions may have different mandates depending on the situation in which they operate. The kind of training to be given and whether there should be mentoring or not all depends on the mandate of the mission.

R: Ok. Thank you. When you socialize in a get-together, what do you talk about most of the time? Are there common topics that you remember?

P1: In our case, most get-together events are farewell parties. When there are officers who are checking out, we organize a farewell party. We mainly talk about the person departing from the mission. We say some good things about the person, their behavior and their achievement. We also tell them that they will be missed and our best wishes for the future. Another opportunity for get-together is when someone gets assigned or promoted to another post. In this occasion, we

mainly thank the person for their contribution and wish them the best of luck in their new post. Food, drink, music band and DJ are part of the event. Apart from thanking the person, you also get the chance to talk about your country and your culture. There are three opportunities to discuss your country. The first one is a medal parade. When there is a medal parade, you invite people to the event and sponsor their food and drink so that they have fun. This gives you the advantage to talk about and introduce your country to the gathering. The second opportunity is when there is get-together. You talk to different people at the event and this creates the opportunity to discuss one's country, its culture, language and people. The third opportunity is when you are in a field duty. When you work in the field, you work with officers from different countries. This is the right moment to know more about each other's country, language and culture. In UNMISS for example, there were peacekeepers from 37 different countries. At different times, you get the chance to work with these officers and you have to use this opportunity to promote your country.

R: Ok.

P2: There are social welfare trips also. You travel with people from different departments and they may not be from the same country. In such an event, you will get to experience different cultures that are new for you. Likewise, you will also have the chance to explain about your culture, language and the country you come from.

R: Anything that needs to be mentioned? We have to manage our time.

P4: Most of it has been mentioned. There are different holydays like Easter and Meskel. Meskel was celebrated in our mission for example. This by itself is another opportunity to talk about your country. Our fellow peacekeepers used to be surprised when we tell them about our calendar.

R: Ok. I will move onto the next question.

5. Which of the above mentioned speaking situations do you engage in frequently?

P1: It depends. But I think radio communication is the most frequent one.

P2: It is mandatory for every post.

P1: whether you are inside or outside the UN perimeter, you need radio communication even to let others that you are alive. Apart from this, at a certain interval, you are expected to give a situation report via radio communication. So I think it is the most frequent speaking situation.

R: ok. Is that it?

P2: We also have briefing and debriefing every day.

P1: But briefing requires the person to have some kind of position.

P2: The situation might be different depending on the post. But in my mission, we used to have briefing and debriefing everyday. Radio communication and briefing are every day speaking situations. Every morning, they radio check everyone to see if they are ok and you have to report back and say that you are ok. When you start work, you debrief and brief your team members about the security situation and what they are going to do that day.

R: Ok. Ok commander.

P5: when we go out in the field, we engage with the local community and the schools in the area as part of our everyday assignment. We advise them on different issues of importance to them. This is our day to day activity area.

R: Ok. Ok commander.

P3: I do not have that much difference but I think radio communication is the most frequent speaking situation. Before you come to office posts and do the briefing and debriefing, you work as field officer for at least one or two months. During this period, you do patrolling most of the time reporting the situation through radio communication. So radio communication becomes very important. Another important speaking situation is when you investigate a crime. Crime investigation is one of your responsibilities as police observer. Whenever a crime is committed, the police observer handles the case. You talk to witnesses, you listen to what they have to say and then finally you report your finding.

R: So you interview witnesses?

P3: Yes, we do interviews.

R: You ask questions?

P3: Yes, we do that.

P5: Yes.

P3: For example, let us say somebody steals sorghum. When you start the investigation, there is a form to be filled in. You take this form and talk to witnesses about the crime. You ask the witnesses the when, the where, the who and the why of the incident and complete the form accordingly. After this, you report the incident to the duty officer via radio communication and take the suspect to a holding facility if there is a need for it. Finally, you write a complete report of the incident.

R: Ok. Thank you. We have finished the speaking part. Let me come to the listening. My next question is:

6. What situations are there that require your listening skills?

P4: The first situation that requires your listening skill is radio communication. You must be able to listen and understand the order you are given through radio communication. The other listening situations are briefings, daily meetings and weekly meetings. When you take part in these situations, you need to listen carefully for you will be given tasks you might need to execute or you might be asked questions that you need to answer. So these are important situations.

P3: I would like to add on what he said.

R: Ok.

P3: You need to have a very good listening skill when it comes to radio communication. In a face to face communication like briefing, the listening is less stressful because you have plenty of opportunity to ask for clarification. During radio communication on the other hand, you will not dare to ask the other person for clarification more than once. This is because others will be listening your communication over the radio. So I think radio communication is more demanding in terms of listening skill.

R: Ok. You said radio communication, briefing, debriefing and meetings. Are there any left?

P2: There is get-together. You must be able to listen and understand the different things people say at the get-together. VTC (Video Tele-Conferencing) is the other listening situation. It requires careful listening for it is a serious meeting. When you are on a patrol duty, the local community gives you information on different matters and it is up to you to listen and understand and use that information. Sometimes, when there is a meeting, they announce the time and the place over the mini-media and you have to listen and attend the meeting. During emergency, emergency announcements are made over the radio and this requires careful listening on the part of the listener.

R: Ok. Are there any situations left? No? Ok. The next question:

7. Which of these listening situations do you engage in frequently?

P2: Radio communication. You receive information through radio communication everyday. Briefing and debriefing are the other situations. It happens everyday. These are the most frequently engaged in listening situations.

R: Ok. What about the others? Do you agree with this?

P4: Yes.

P5: Yes.

R: Ok. I will move onto my next question:

8. What reading tasks do you do as part of your job?

P2: There are everyday reports. So you read reports. You read daily mission magazines. You also read mission broadcasts and UN broadcasts. UN broadcasts aim to update peacekeepers from all missions with information regarding new polices, training modules, standards and procedures. You also read rules and regulations of the mission and the UN in general sent via e-mail. Sometimes, we get notified about new assignments via e-mail and we read that.

R: So you read e-mails. Ok. Do you want to add more?

P4: There are online trainings. The UN provides online courses. You have to read when you take these courses.

P2: These are mandatory trainings.

P4: Mandatory training.

R: So you read online training materials?

P4: Yes, we do.

R: Ok. Do you want to add some more?

P1: Mission mandate.

R: The document?

P1: Yes, the document. Mission mandate documents.

R: Ok. Mission mandate documents. Ok.

P1: And procedures. There are mission based procedures documents.

R: Ok. So you read e-mails ya?

P2: Yes.

P5: Ya.

P1: We read e-mails every second.

P2: It is mandatory. Most communications are through e-mails.

R: Ok. The next question:

9. Which of these reading tasks do you do frequently?

P2: E-mails.

R: E-mails. Ok. Another one?

P2: That is it. The other reading tasks are done from our e-mails. We read reports from e-mails.

P1: Yes. We read from our e-mail. There is no hard copy report.

R: So you read even reports from your e-mail?

P2: Yes. We read from our e-mail.

P3: They send you the reports to your e-mail.

P2: Everyone has their own official e-mail address.

P3: Even when there is a meeting, they inform you using your e-mail address.

P1: They inform you via e-mail.

R: Using your e-mail address?

P1: Yes. E-mail is everything for me. If there is a need for a signature, you sign using your e-mail. All kinds of requests and questions come to you via your e-mail address. There is almost no paper work.

P2: No paper work.

P3: There is no wastage of paper there.

P5: We read all kinds of message from the headquarter from our e-mails.

P3: If there is someone checking in or checking out, they will be notified via their e-mail address.

R: What is the purpose of your reading? Is it only comprehension or are you supposed to give some kind of response?

P2: It is both.

P5: It is both.

P2: It is both. Sometimes we receive e-mails with details of tasks to be performed. In this case, we read the e-mail and carryout the task according to the instruction. Other times we receive

modules, policy documents, rules and regulations that do not require immediate response. In this case, the purpose of the reading is simply comprehension and for our own understanding.

P3: To explain what he said, for example, you will receive a message about the security situation of a certain place and the message tells you not to go to that place because it is not safe. The purpose of this kind of messages is to inform the reader and the objective of the reader will also be to understand the message and to comply with it. On the other hand, if you receive an e-mail telling you that there will be a meeting and that you should avail yourself at the time and place mentioned, comprehension will not be enough for you are expected to act and make yourself available for the meeting.

R: Ok. After you read reports, what do you usually do?

P1: It depends. Sometimes you read reports simply to inform yourself about it. But if you are a person in a leadership position, you might be expected to respond depending on the kind of report presented to you.

R: Ok.

P2: For example, you might read different reports and compile them into one comprehensive report.

R: Ok. Ok. Ok. I think that is clear. Let me go to the next question. We are left with one last skill, writing.

10. What tasks are there that require you to write in English?

P2: It is what we mentioned so far. There is report writing for example.

R: Ok.

P2: You write reports. We have different kinds of reports. There are daily, weekly and annual reports. You prepare PowerPoint presentation for briefing and debriefing. You also write requests of different type and respond to them via e-mail.

R: So most writings are done in the form of e-mail?

P2: Yes.

P5: Yes.

P1: Not most.

R: All.

P1: You might say nearly all writing tasks.

R: Are you saying that there is no paper work?

P2: There is almost no paper work.

P1: The only paper work situation is when you are unable to sign on the computer and when you need to put a stamp on the paper. In this case, you print out the paper, put your signature and the stamp and scan it back into the computer.

P2: You scan it and put it back into your e-mail.

P5: Even when we request for a leave, we do it by writing an e-mail.

P1: It has more or less been mentioned. You write reports. You write training materials. You need these materials when you give training. You write and respond to requests. You also write for briefing.

R: Ok.

P2: Plan....

P1: Yes. There is also planning.

R: Planning?

P1: Yes.

P2: There are different kinds of plans.

R: What is the planning about?

P1: You plan what you do.

P2: It is about what you are going to do.

R: Is it about what you do daily?

P2: You plan your daily, weekly and annual activities.

P1: You first write your annual plan. Then you breakdown the annual plan into weekly and daily plans.

R: Ok. The next question:

11. Which of these writing tasks do you do frequently?

P3: Report.

P4: Report.

R: Report.

P2: They are report writing and briefing.

P5: Briefing, debriefing and report writing.

R: Do you write PowerPoint presentation for briefing?

P2: Yes.

R: Ok.

P1: It depends on the nature of the post.

P5: Yes. It depends.

P2: It depends on the nature of the post.

P1: It depends on the kind of work you do. I for example do not prepare PowerPoint presentation at daily base. Because I give briefing and debriefing everyday, we do it orally most of the time. I might e-mail it afterwards.

R: Ok.

P1: It depends anyway. There are also situations that require PowerPoint presentation.

P2: Yes. For example, I used to prepare PowerPoint presentation everyday for the briefing was about total mission report. You include everything that has happened within 24 hours.

R: Do the others agree with this?

P3: Yes.

P4: Yes.

R: Ok. The last question:

12. What pronunciation difficulties are there in the mission area?

P1: There are peacekeepers from different countries in the mission. When you get used to the American English, the British becomes a problem. When you get used to the British, the West African becomes a problem. When you get used to the African, the Asian becomes a problem. When you get used to the Asian, the Latin American becomes a problem. Understanding the Arabs is also a problem.

R: So accents.

P3: Accents. Yes.

P2: Ya ya ya.

P1: In fact this is not only our problem by the way. Peacekeepers from other countries also find it difficult to deal with different accents.

R: Ok.

P1: This is the overall situation. But basically, the other peacekeepers are better than us in understanding the British and the Americans, the originals. I remember, when we were being interviewed, a friend of mine asked me to switch interviewers because he was unable to understand what his interviewer was saying.

P2: Yes. This happens a lot. It is the same in our mission.

P1: After I came to a leadership position, I and my American partner used to conduct pre-deployment interview over a phone or radio. In some cases, the interviewees request that I interview them and not the American because they do not understand what he was saying. Situations like this are common in peacekeeping missions. But still, the peacekeepers from other countries are better than us for they use English as a working language.

R: Ok. Anything you would like to add in relation to pronunciation?

P4: That is all.

R: That is all? Ok. Thank you. I have finished my interview questions. I am done. But if there is anything you want to say, you can do so.

P3: We hope that the result of this study will benefit our language center.

R: Ok. Thank you.