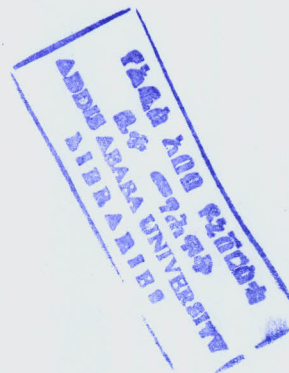


**ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE
(GRADUATE PROGRAMME)**

**AN ANALYSIS OF THE STRUCTURE OF GROUP WRITING
ACTIVITIES IN GRADE 11
ENGLISH TEXTBOOK**



***BY
MOHAMMED YIBRE***

**JUNE, 2009
ADDIS ABABA**

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**SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE**

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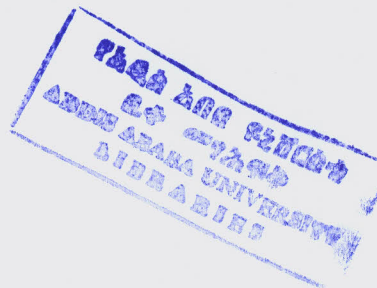
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Abstract

The main purpose of the present study was to analyze to what extent the pair/group work writing activities in the currently in use grade 11 English textbook were well structured or organized in a way that they could promote CLL. To this end, the pair/group work writing activities were identified and analyzed based on the six basic elements of the CLL. In addition, interviews and focus group discussions were conducted with teachers and students. Classroom observations were also conducted to see the actual implementation of the pair/group work writing activities suggested in the textbook. Findings of the study show that less weight is given to the pair/group work writing activities compared to that of the non-group work writing activities in the textbook. The promotion of most of the basic elements of CLL in the designed pair/group work writing activities is limited to only the pre-writing stage. It has been found that only few of the pair/group work writing activities require and encourage learners to work cooperatively at drafting and revising stages of writing. It is also noted that no pair/group work writing activities in the textbook promotes processing group interaction. Further more, the results of the study show that learners are mostly engaged in interactions at the pre-writing stage, and pair/group work writing activities are usually given as home take assignment because of time constraints. There is no practice of evaluating the group relationships after CLL. It is, therefore, recommended that textbook developers should consider incorporating the six basic elements of CLL in each stage of writing to structure or organize pair/group work writing activities in preparing materials.



CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Success in language teaching and learning depends on giving proper consideration to both human elements and non-human elements. Teachers are not the only source of success in teaching a target language. The teaching materials, for example textbooks, are also a key component in most language programs (Richards, 2001). He writes, "... instructional materials generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom" (p. 251).

Preparation and development of activities in the textbooks are greatly influenced by theories of language and language learning. For example, until the 1970's, most ESL/EFL programmes all over the world focused on the forms of the target language. It was assumed that mastering the forms and the rules governing the creation of correct sentences would make it possible for the learner to use the target language for communicative purposes in real life situation. As a result, textbooks were prepared in line with this assumption. Richards and Rodgers (2001: 4-5) say:

... A typical textbook in the mid-nineteenth century... consisted of chapters or lessons organized around grammar points. Each grammar point was listed, rules on its use were explained, and it was illustrated by sample sentences.... Textbook compilers were mainly determined to codify the foreign language into frozen rules of morphology and syntax to be explained and eventually memorized. Oral work was reduced to an absolute minimum.

However, beginning from the 1970s, widespread dissatisfaction with structural, grammar based instruction led to the development of the notional-functional syllabus in which notions and functions were used to develop teaching units in a language course. The notional-functional syllabus, which was also proposed as a potentially more viable alternative, was criticized in turn for not being helpful in developing the learner's

interaction and communicative ability (Yalden, 1983; Richards and Rodgers, 2001).

Consequently, different approaches/versions of the communicative language teaching were developed as a prominent pedagogy which replaced the structural and notional-functional syllabuses as the dominant approach. As it is known, the main emphasis of the CLT approach is to develop learners' communicative competence through the use of the target language in classroom interaction and communication. This marks a shift to a different view of language that focuses on language as communication in which the classroom is seen as an environment for authentic communication (Richards and Rodgers, 2001:172). This approach has influenced textbooks preparation and design of activities.

The CLT has been widely accepted all over the world and, Ethiopia is no exception to this. The language panel of ICDR revised the secondary school English Language series (Berhanu Bogale, 2000:19). The new syllabus changes the emphasis from teaching language forms to language use because knowledge of usage is significant, but not adequate in achieving communication. Knowing the deficiency of the English for New Ethiopia (ENE) textbooks that they were being used for English language teaching, the ICDR developed new textbooks-English for Ethiopia series-in 1996 (Alemu,2004:17). The textbooks include meaningful and communicative activities, pair and group work activities that make them different from their predecessors (Girma, 2005:11). Girma writes about the nature of the textbooks

... The books appear to introduce radical change within the Ethiopian context where teacher centered; form focused teaching predominated English language teaching at secondary schools for years and where teachers and textbooks used to give more emphasis to the teaching of form than to use (pp. 11-12).

According to the MoE, the second cycle of secondary education (Grades 11 and 12) English syllabuses should provide a continued training in language development of the learners, and they should help learners develop ability to communicate effectively in education as well as non-educational settings. Whenever possible, the English language skills should be developed through problem solving and posing skills. Learners need to be involved in activities like discussion, debate and a variety of individual and group writing activities (MoE, 2006: ii) since the main aim of the English syllabus at this level is to help the students to become autonomous learners-learners have to work independently without the immediate supervision of the teacher taking responsibility for their own learning. In classrooms, this is practiced in pair and group work where each pair or group has to be ready to report back to the class or give a presentation. For example, project works in groups are important ways of developing deeper knowledge in a particular topic as well as improving the social skills of team work, cooperation and sharing (MoE, 2006: iii).

Thus, it has been claimed that the currently in use ELT textbooks are designed in the way that learners obtain opportunities to learn the language items such as grammar and vocabulary, and to practice the four major skills through group interaction. Alemu (2004: iii-iv) writes:

In the English for Ethiopia series, language skills that were excluded from the previous textbooks (speaking and writing) were given the maximum teaching emphasis. [And] an approach that brings learners to the center of learning was introduced in the new series. Learning tasks are organized in the way they bring learners to the center of learning. Learners are encouraged to do activities by themselves in pairs/groups, and the role of teacher is reduced to guiding and rendering help when learners need.

With regard to writing skills, scholars like (Ramies, 1983; Hedge, 2000; Richards and Lockhart, 1994; Atkins, Hailom and Nuru, 1996) say that

writing activities which enhance cooperation, involvement and participation of learners in groups should be vital. Therefore, pre-writing activities, drafting activities, and revising activities are to be recommended (Richards and Lockhart, 1994) in the textbooks to make the teaching of writing in line with the current views of language and language learning. In real world context, writing is not a solitary activity but it is the result of a social act of the interaction among people, context and texts (Murray as in Nunan, 1992: 100). Thus, *"If we want to ensure our ESL writing classes prepare students for their life outside the classroom, we must give them opportunities to experience [cooperative] writing."* (p.100).

1.2 Statement of the Problem

CLL is amongst the recent communicative approaches/versions of second/or foreign language teaching. According to Richards and Rodgers (2001:193), CLL is an approach to teaching a language that makes maximum use of cooperative activities involving groups of learners in the classroom. Thus, language learning is seen as a process that requires opportunities for learners to participate in communication where making meaning is primary (Ellis, 2003: 269).

CLL is greatly supported by recent research inspired by process oriented models of second language learning (Nunan, 1992). For example, the research findings by Stevens, Madden, Slavin and Farnish (1987) showed that learners working in cooperative groups significantly outperformed on standardized measures of reading comprehension. Learners also performed better on writing skills (Nunan, 1992:3). With regard to this, Richards and Rodgers (2001: 194) also write that CLL has been extensively researched and duly evaluated, and the research findings stress that it is a very useful approach to enhance both learning and learners' interaction skills. That is why it has gained a lot of acceptance in a foreign language instruction these days.

Based on the insights gained from CLL, new English textbooks have been designed and published for Ethiopian secondary schools. In the textbooks, group activities have been suggested widely to promote the English language classroom learning because these activities can make students active participants in the target language learning process (Girma, 2003:36).

In an attempt to study the effectiveness of the group activities in promoting CLL in Ethiopia, there have been limited numbers of local studies. One is a study conducted by Berhanu (2000) on the practice of CLL in grade 11 focusing on oral group work organization. The findings of his study indicate that the practice of CLL is not frequent and many of the elements of the CLL lessons are not well practiced. The second is a study on group activities in English for Ethiopia grade nine in promoting CLL focusing on speaking skill by Seifu (2005). According to Seifu (2005), most of the oral (speaking) group activities in the textbook promote almost all the basic elements of CLL though there are no varieties of oral group activities. The third study is by Wondwosen (2008) on the oral group lessons in grade seven textbook in promoting cooperative learning. His findings were almost similar with that of Seifu's (2005). The result of the study shows that the oral group lessons in the grade seven textbook foster almost all the basic elements of CLL. He also concluded that the textbook does not have rules, techniques and procedures which could be used along with the oral group lessons.

However, as far as the present researcher's knowledge is concerned, no study has dealt with the effectiveness of group activities in relation to skills like writing, reading, listening and other language components such as grammar and vocabulary.

Therefore, this study is designed to analyze the structure of pair/group work writing activities suggested in the currently in use grade 11 English textbook in promoting CLL.

1.3 Objectives of the Study

1.3.1 Main Objective

The main objective of this study is to analyze to what extent the pair/group work writing activities, suggested in the currently in use grade 11 English textbook, are well structured or organized in a way that they could promote CLL.

1.3.2 Specific Objectives

The specific objectives of this study are, therefore, to:

- See the emphasis (weight) given to pair/group work writing activities in the textbook.
- See if the pair/group work writing activities match the time allocated to carry out the writing activities in each unit of the textbook.
- See the distribution of the pair/group work writing activities in each unit of the textbook.
- Identify pair/group work writing activities that promote the basic elements of CLL as it has been claimed.
- See if the nature of the pair/group work writing activities is relevant to developing writing skills.
- Identify problems (if any) in analyzing the pair/group work writing activities to promote the basic elements of CLL.

Accordingly, the study is aimed at addressing the following research questions:

- What is the percentage of pair/group work writing activities in grade 11 English textbook?
- Do the pair/group work writing activities match the time allocated to carry out the activities in each unit of the textbook?
- How are the pair/group work writing activities distributed in each unit of the textbook?

- Do the pair/group work writing activities promote the six basic elements of CLL in each stage of writing?
- Is the nature of the pair/group work writing activities in the textbook relevant to developing writing skills ?
- What are the problems (if any) of the pair/group work writing activities in the textbook to promote the basic elements of CLL?

1.4 Significance of the Study

As textbooks are a source of stimulation and ideas for classroom activities for learner practice and communicative interaction (Cunningsworth, 1995:7), they should contain activities which foster cooperation among learners in the language skills and aspects. Then, the learners can undoubtedly benefit from the designed activities while the learning is going on if the group activities are structured in the way that they reflect the sense of cooperation. To see critically if the group activities are properly designed, a study is mandatory, and it is possible to get insights and directions on how the activities are structured or organized. Therefore, it is hoped that from the findings of this study, syllabus designers and textbook writers may get invaluable information on the designing of group activities focusing on writing skills in relation to CLL. So that they may design group activities that help learners develop writing skills. Furthermore, since there has been no study conducted on group writing activities, this study may serve as a springboard for those who want to conduct further research on the same area.

1.5 Delimitation of the Study

This research was limited to the pair/group work writing activities found under the writing sections in the currently in use grade 11 English textbook in relation to three private schools in Addis Ababa. The reason why the writer focused on this grade level was that it is the grade in which learners prepare themselves for university education where they strongly develop cooperation. Besides, as far as the knowledge of the researcher is concerned, no research

hasn't yet been conducted on the pair/group work writing activities of this textbook. Thus, the writer believed the necessity of assessing whether or not the pair/group work writing activities in the newly used textbook promote the basic elements of CLL.

1.6 Limitation of the Study

Although more classroom observations were believed to be important to see the actual implementation of the pair/group work writing activities in the class, only few observations were made because of less access of pair/group work writing lessons when the study was conducted.

1.7 Abbreviations and Operational Definitions

- EFL-** English as a Foreign Language
- ESL-** English as a Second Language
- CLT-** Communicative Language Teaching
- ICDR-** Institute of Curriculum Development and Research
- ENE-** English for New Ethiopia
- MoE-** Ministry of Education
- CLL-** Cooperative Language Learning
- ELT-** English Language Teaching
- FGD-** Focus Group Discussion
- KAWGMPSS-** Kegon-Azimach Andarigie Wolde Giorgioes Memorial
Primary and Secondary School
- GWA-** Group Writing Activities
- NGWA-** Non- Group Writing Activities
- GROUP WRITING ACTIVITIES-** Writing Activities which require and encourage learners to work together (including pair work)

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 CLL: Concept

Different scholars have given their own definitions for CLL. Christison (1994) defines CLL as "... a strategy for the classroom that is used to increase motivation and retention, to help students develop a positive image to self and others, to provide a vehicle for critical thinking and problem solving, and to encourage collaborative social skills " (p. 140). Olsen and Kagan (1992:8 as cited in Richards and Rodgers, 2001:192) have also given the following definition.

Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.

Another definition given by (Ellis, 2003:341) is that it is "... learning that results from group work in which the participants engage in collaborative dialogue, i.e. each student adds to or extends his/her partner's contributions." The idea is that learners in pairs/groups work together helping one another to achieve their common goal.

From the definitions given above we can conclude that CLL is a successful strategy in which the group members, each with learners of different levels of capacity, use a variety of learning activities to improve their understanding or/and skill of what they are learning/practicing. Each member of a group is responsible not only for his/her of learning what is taught, but he/she is responsible for helping group members learn. This implies that learners benefit from working together rather than working alone. In other words, students perceive that they can reach their learning goals only if the other students in the learning group also do the same.

CLL is regarded as a subset of pair/group work methods (Jacobs and Ball, 1996:100). According to Dörnyei (2001:106), it is entirely built on the notion of peer collaboration, and has been one of the greatest success stories in the history of educational research.

In ESL/EFL teaching, CLL has been believed as a means of promoting communicative interaction in the classroom and is seen as an extension of the principles of CLT (Richards and Rodgers, 2001: 193). Thus, CLL is sought to do the following:

- Raise the achievement of all students, including those who are gifted or academically handicapped;
- Help the teacher build positive relationships among students;
- Give students the experiences they need for healthy social, psychological, and cognitive development;
- Replace the competitive organizational structure of most classrooms and schools with a team-based, high-performance organizational structure (Johnson, Johnson and Holubec, 1994:2 as cited in Richards and Rodgers, 2001:192).

According to Williams and Burden (1997) and Ames and Ames (1985), students learning goals may be structured to foster competitive, individualistic or cooperative efforts. Competitive learning situations are ones in which students work against one another to achieve a goal that only one or a few may realize. Whereas, in individualistic learning situations, the learners work alone to achieve goals unrelated to those of classmates, i.e. the students' goal achievements are personal. The result is to focus on self interest and personal success, and ignore the success and failure of others as irrelevant.

Contrary to individualistic and competitive learning situations which are supposed to be traditional, Johnson et al (1993) explain that cooperative, competitive and individualistic learning situations are important and should be used in the teaching learning process, but the central goal structure in

any class should be cooperative. Because, competitive and individualistic learning are effective and efficient mainly when they are used within a context of cooperation. Thus, cooperation which can be maintained by structuring positive interdependence among students leads to positive outcomes. In this regard, Brubacher et al (1990:172) write, "Higher achievement, more positive relationship among individuals involved, greater social support, and higher self-esteem are the outcomes that seem more important than the many outcomes that are affected by cooperative efforts." Besides, scholars like Woodward (1985) and Britton (1990) state that, regardless of the subject matter, learners working cooperatively in pairs/groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional modes. Thus, it is possible to say that Achievement can be expected to be higher in CLL than in competitive or individualistic learning.

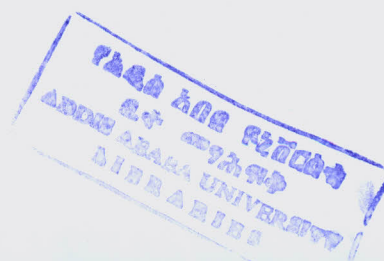
CLL shows the role of members in groups and the social aspects of cooperation as well. In the classroom where CLL is used, learners perceive much more encouragement and support for academic effort and actual facilitation of other learners' learning goals. Hence, CLL enhances the value of student-student interaction (Tan et al, 1999: 2).

2.2 The Potential Benefits of using CLL

Using CLL in second language instruction has many positive benefits at different grade levels. Some of these benefits of using CLL suggested by different scholars are summarized as follows.

2.2.1 Increases Enjoyment

According to Ellis (2003, 267) student interaction is often forbidden in traditional classrooms. However, in CLL based classrooms, learners can get more opportunities for interaction among the pair/group mates. Therefore, since learners are social animals, they enjoy interacting with their classmates



in groups. Tan et al (1999:2) write *“By working in groups, students enjoy more opportunity to see how their peers think and create new ideas.”*

2.2.2 Enhances Learning

Compared to a teacher fronted classrooms, in CLL, students are willing to face challenges and take risks because they can scaffold each other's efforts to work on the group activities (Ellis, 2003: 267). This, in turn, increases learning.

2.2.3 Increases Motivation

The pace of communication in CLL groups becomes more student-centered than in traditional classrooms because learners in CLL groups are interactive. In traditional classrooms, a teacher is bound to proceed according to pace of learning of the students. In CLL, however, students adjust the pace of their communications to the understanding level of their peers. They know that the group will suffer if they go too fast. Over time, learners develop considerable attention among group members to the understanding level of others (McKernan, 1996; Ellis, 2003).

Thus, in CLL groups, learners encourage and help one another because they know that one's unique contribution is required for the group to succeed (Dornyei, 2001:101). That is, the cooperative atmosphere of working in a small group may help the learners develop affective bonds among themselves. This, in turn, greatly increases motivation because cooperative group members are powerful contributors to motivation.

2.2.4 Reduces Anxiety

Students are often more anxious in second language classroom when they work individually. In contrast, there is less anxiety connected with activities done in smaller groups. When a learner represents the group and reports to

the whole class, he/she feels more supportive because the answer is not just his/her own, but it is the answer of the whole group (Long and Porter, 1985; Ellis, 2003). Brown (2001:178) writes, "*In group activities, the security of the student will be improved and each individual is not entirely on public display.*" Tan et al (1999) also explain that discussing, creating and thinking in a group can provide a less anxiety-producing context as the situation develops supportive atmosphere, in which learners may feel free to try out new ideas.

2.2.5 Increases Self-esteem and Self-direction

The main aim of education is to help learners to be life-long learners: to create students who can think and learn without teacher telling them what to do every time. Cooperative group activities help learners to be independent learners forming a community of learners among themselves (Tan et al, 1999, Christison, 1994; Dornyei, 2001). Dornyei (2001: 101) explains that cooperative teams are autonomous since students work a lot without the immediate supervision of the teacher, which in turn develops self-esteem and self-direction.

2.2.6 Enhances Students' Communicative Skills

In the actual world, people need to cooperate with others. In their families, on their jobs and in their social lives, they need to work with others for everyone's mutual benefits. However, schools have not done enough to prepare learners cooperate in learning. The learners are often conditioned to compete with each other considering others as enemies who block their own success. It is felt that other students' failure increases one's own chances of success. In CLL groups, students exercise their communicative skills and practice working together to achieve mutual benefits, rather than thinking competitively and independently (Freeman, 2000; Richards and Rogers, 2001; Ellis, 2003).

2.2.7 Increases Learners' Participation

According to Ellis (2003:267), teachers usually speak 80% of the time in a teacher-centered class. However, the learners are not empty vessels to be filled in. Instead, they are active participants who need to build their knowledge by activating their own Schemata (Long and Porter, 1985; Brown, 2001; Ellis, 2003). In CLL groups, students talk most of the time. Brumfit (1984:87) writes, "The use of pair and group work is the only available basis that can increase the amount and intensity of practice."

2.2.8 Enhances Individualization of Instruction

In a teacher fronted traditional classroom with a great focus on a lecturing method and a whole class discussion, teachers have to provide their lessons to the average. If some students can't keep up with the class, the teacher can't always stop the class to help them. However, with CLL groups, there is the potential for the students to receive individual's assistance from teachers and from their classmates (Long and Porter, 1985; Dornyei, 2001; Ellis, 2003). Help from classmates increases learning of the students being helped and that of those giving the help. For the students being helped, the assistance they receive from their classmates enables them to move away from dependence on teachers and gives more opportunities to enhance their own learning. For the students giving help, the CLL group serves as opportunities to increase their own performance (Farivar and Webb, 1994; Dornyi, 2001; Ellis 2003).

2.2.9 Creates Opportunities for Learners to Appreciate Differences

Learners from pluralistic society should work harder to overcome their prejudices against others due to different backgrounds such as language, age, sex, culture, learning style, learning preferences ,religion, etc (Slavin,1994). CLL therefore, creates opportunities for learners to enhance

inter-ethnic relations and help them to appreciate differences since their focus is on conducting group activities in the classroom together. In relation to this Dornyei (2001: 100) says, "*When students work together, they tend to like each other regardless of ethnic, cultural, class or ability differences. This is, because, in cooperative situations students are dependent on each other and share common goals, which in turn, creates a feeling of solidarity and comradely supportiveness.*"

NOTE: See Appendix F for the 44 benefits of CLL.

However, Jacobs and Ball (1996: 99) referring Long (1990) state that not all group work activities promote learning. That means the group work activities might not be in the position to provide the learners with the benefits expected. For example, in some ELT coursebooks, group activities appear to have been created only by writing the phrases 'in pairs' and 'in groups' in front of what were previously individual activities with no significant changes to encourage learners to cooperate to one another. This means that there might be pair/group work activities which don't offer learners more guidance and encouragement for effective and meaningful interaction. Therefore, a paramount effort and care should be taken into consideration in designing appropriate group activities.

2.3 Elements of Group-Based Learning in CLL

As Richards and Rodgers (2001:196) explain, the success of CLL crucially depends on the nature and organization of group activities. They state that CLL requires a carefully designed and well structured program of learning so that learners interact with each other, and then they are motivated to increase each other's learning (p.196). To make a lesson to be cooperative in the classroom, activities should include the following basic elements that lead to a long term success (Tan et al, 1999; Thousand et al, 1994, and Olsen and Kagan (1992) as cited in Richards and Rodgers (2001: 196).

2.3.1 Positive Interdependence

Positive Interdependence occurs when group members feel that what assists one helps all and what hurts one hurts all (Richards and Rodgers, 2001: 196). This is successfully structured when all group members perceive that they are linked with each other in a way that one cannot succeed unless every one succeeds and/or that they must coordinate their efforts with the efforts of their group mates to complete a task (as Johnson et al (1991:3) are cited in Jacobs and Ball (1996:100). Group goals and activities, therefore, must be designed and communicated to learners in the ways that students believe that they sink or swim together (Thousand et al, 1994). According to Dornyei (2001:101-102), positive interdependence can be achieved in several ways:

- Learners work towards a single team product (e.g. joint performance);
- In addition to individual grades, some sort of team score is also calculated, and it is used to modify the individual scores (e.g. when a team has prepared together for a test which the students take individually, the individual test marks will be modified by taking into account the team's average score);
- Specific roles are assigned to every team member so that everybody has a specific responsibility (e.g. 'explainer', 'summarizer' or 'note-taker');
- Resources are either limited so that they need to be shared (e.g. one answer sheet per team), or they need to be fitted together (e.g. everybody receives a different section of an article);and
- Certain class rules are set to emphasize team responsibility (e.g. no one can proceed to some new material before everybody else in the team has completed the previous assignment).

2.3.2 Individual Accountability/Personal Responsibility

According to Johnson et al (1991) as they are cited in Jacobs and Ball (1996:101) individual accountability exists when the performance of each group member is assessed, the results given back to the individual and the

group, and the student is held responsible for contributing his or her fair share to the groups' success. Ellis (2003:271) writes that each student in the group formed needs to be made accountable for his/her own contribution to the completion of the activity. This can be achieved either by giving each group member a specific role to perform or by asking each student to make an explicit comment on each individual or personal contribution in the past task report. Therefore, a level of accountability or responsibility must be structured into cooperative activities so as to help learners subsequently gain greater individual competence (Tan et al, 1999; Thousand et al, 1994; Johnson et al, 1993).

2.3.3 Face-to-Face Promotive Interaction

Learners need to do real work cooperatively in which they promote each other's success by sharing resources, and helping, encouraging and applauding each other's efforts . There are significant cognitive activities and interpersonal dynamics that can only occur when learners promote each other's learning which include orally explaining how to solve problems, teaching one's knowledge to others, checking for understanding, discussing concepts being learned, and connecting present with past learning (Tan et al, 1999; Thousand et al, 1994). Each of these activities can be structured into group task directions and procedures. This ensures that CLL groups are both an academic support system and a personal support system. It is through promoting each other's learning face-to-face that members become personally committed to each other as well as to their mutual goals (Ames and Ames, 1985; Tan et al, 1999).

2.3.4 Social (communicative) Skills

According to (Tan et al,1999), CLL is naturally more complex than competitive or individualistic learning since learners have to engage in both task work (learning academic subject matter) and team work (functioning effectively as a group) at the same time . Social (communicative) skills for

effective cooperative work do not magically appear when cooperative lessons are employed. Instead, social skills must be taught purposefully and precisely as that of the academic skills. Leadership, decision making, trust building, communication and conflict management skills empower learners to manage both team work and task work successfully (Christison, 1994:140). Communicative skills that learners need to cooperate successfully must often be explicitly taught (Tan, et al, 1999). Richards and Rodgers (2001:198) write, "*Social skills determine the way learners interact with each other as teammates. Usually some explicit instruction in social skills is needed to ensure successful interaction.*" Thus, social skills are strong keystones for building and maintaining a stable family for a successful career, and for a stable group of friends (Christison, 1994:140).

2.3.5 Processing Group Interaction

Processing group interaction is one of the essential components of CLL. Effective group work activities are influenced by whether or not the group members reflect on how well they are functioning (Thousand et al, 1994; Tan et al, 1999). According to Thousand et al (1994), Processing group interaction is defined as "*...reflecting on a group session to describe what member actions were helpful and unhelpful, and make decisions about actions to continue or change.*" This processing of group interaction helps group mates learn how to collaborate more effectively to achieve the group's goal (Tan, et al, 1999). Therefore, learners should be given time to discuss how effectively members worked together in group work activities.

2.3.6 Group Formation

Group formation is one of the basic elements of CLL which is a significant factor in creating positive interdependence (Richards and Rodgers, 2001: 196). They indicate the following procedures to be followed in setting up groups.

- a) Deciding on the size of the group: this will depend on the tasks they have to carry out, the age of the learners, and the time limits for the lesson. Typical group size is from two to four.
- b) Assigning students to groups: groups can be teacher-selected, random, or student-selected, although teacher selected is recommended as the usual mode in order to create groups that are heterogeneous on such variables as past achievement, ethnicity, or sex.
- c) Assigning students' roles in groups: each group member has a specific role to play in a group, such as a noise monitor, turn-taker monitor, recorder, or summarizer.

2.4 Teaching Writing Skills through CLL

Though writing was the most ignored of the language skills in the previous time, changes in attitude have been seen regarding writing skills in a second language classroom (Leki, 1994: 170). In Traditional classrooms, the purpose of a writing activity is to reinforce grammar, or vocabulary items learnt. According to Leki (1994,) the focus in such types of writing activities is primarily on language structure. However, methodology for the teaching of writing in ELT classrooms made dramatic departures/shifts from traditional approaches (Hedge, 2000; 300).

Teaching writing has been shifted from the product approach to the process oriented approach. The former gives emphasis on what learners can do at the end of a learning process focusing on imitating, copying and transforming models of correct language. The later views writing as a process that needs planning, writing, editing and revising (Hedge, 2000; Ramies, 1983). Ramies (1983: 10) writes,

Recently, the teaching of writing has begun to move away from a concentration on the written product to an emphasis on the process writing. Writers ask themselves not only the questions about purpose and audience but also the crucial questions: How do I write this? How do I get started?

The process approach pays attention to quantity than quality. It encourages learners to put their ideas on paper without bothering much about formal correctness because it is believed that error-free writing without substance is not as good as substantive writing with errors (Leki, 1994: 176).

The process approach involves a number of writing activities such as setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, revising and editing (Hedge, 2000:302). Such activities enhance cooperation, involvement and participation of learners in groups, and that the student writer feels less loneliness. Leki (1994:174) writes,

The process approach encourages students to experiment with ideas through writing and then to share their writing with their classmates and to get the opinions of several people to help them figure out what to say and how to say it. The result is that the writing class is suddenly noisy, may be more noisy than even a conversation class, as students work in groups to write, read each others writing, and comment on it.

From the above quotation, we can conclude that CLL in teaching writing skills is applied through process approach that encourages learners to work in pairs/groups. Therefore, writing materials help learners to organize their ideas in planning groups through guided note making, in strategic questioning, organizing points in a hierarchy of importance for presentation, in highlighting essential information, in sequencing the given information, and in sorting and matching ideas (Hedge, 2000: 311). This implies that students cooperate with each other in getting the writing activities done as better as possible (Leki, 1994: 176). And this cooperation on a writing task increases interest and motivation (Atkins, Hailom and Nuru, 1996:111).

In using the process approach, there are three stages of writing in which different activities are practiced as recommended by Proet and Gill (1986) as they are cited in Richards and Lockhart (1994: 119-120). These are:

1. **Pre-writing Stage** - includes activities designed to generate ideas for writing or focusing the writers' attention on a particular topic.
2. **Drafting Stage** - includes activities in which students produce a draft of their composition, considering audience and purpose.
3. **Revising Stage** - is a stage in which students focus on rereading, analyzing, editing, and revising their writing

Hence, in each stage of writing activities students cooperate with each other to complete the writing activities. According to Richards and Rodgers (2001:195), CLL is used in teaching language items such as grammar, pronunciation, vocabulary and in teaching the four skills like writing. For instance, learners might be required to write an essay, report, poem, and story or a review of something that they have read together. Thus, a cooperative writing and editing group arrangement might be used (p.196).

To sum up, the process approach of teaching writing is greatly linked with CLL because the writing activities in this approach need learners' involvement in different groups to accomplish the activities. The approach recommends helping learners at different stages of writing, rather than focusing on what they write. It underlines the importance of developing writing skills individually as well cooperatively. Thus, individual as well as group activities have been suggested in practicing the writing activities in the textbook. Hence, the group work activities in teaching writing skills should be designed in line with the key elements of the CLL (see pp.15-19).

2.4.1 The Nature of Writing Activities

The main purpose of language activities in CLL is to enhance the cooperation, involvement and participation of the group members in carrying out the activities (Tan et al, 1994). Therefore, writing activities which are designed to be used in CLL should be suitable enough to be done in groups. One instance of cooperative structure would be in a writing activity in which the group works together on a report, with one member working on the introduction, one on the body, and one on the conclusion. The group will receive the same grade when the activity is completed.

According to Grabe and Kaplan (1997), the writing course should engage students in the writing process at each stage of writing like pre writing, drafting and revising (Richards and Lockhart, 1994). They also write that writing course should incorporate cooperative learning activities which are based on relevant and interesting topics to learners. In connection to this Leki (1999) also writes that process approach of teaching writing emphasizes that a piece of writing does not have to be done alone or at one setting. Therefore, learners should breakup the process and often seek responses to their work.

Atkins, Hailom and Nuru (1996) write that if learners are expected to develop writing skills, they need to work on writing skills activities in class under the teachers supervision as well as writing out of class. To this end, appropriate writing activities based on the following principles should be planned and designed in the textbook for the students in practicing writing skill (Atkins, Hailom and Nuru, 1996:111). Some of the principles indicate that writing activities should:

- Be interesting and motivating to do;
- Have a realistic purpose;
- Be contextualized;

- Be graded in terms of language;
- Appropriate to the experience of learners;
- Enable students to express their own ideas;
- At least lead to a piece of meaningful writing;
- Be suitable for discussion and writing in groups;
- Have clear instructions; and
- Encourage students to draft, then improve and redraft their work.

2.4.2 Time to Practice Writing Activities in CLL

In the process approach of teaching writing which encourages CLL, learners do not write on a given topic in a restricted time and hand in the written text for the teacher to be marked (Ramies, 1983:10). Rather, learners are supposed to explore a topic through writing, showing the teacher and peers their drafts and read what they write again and again, think about and move them on to new ideas. This implies that pair/group work writing activities which are aimed at enhancing learners writing skill through CLL take a lot more time than the usual writing activities (p.10). As learners do different activities in the stages of writing during practicing writing, they need enough time. This is because learners, to work on writing activities in a group, jot down any and all ideas associated with the topic they plan to write. Learners also rely on the ideas of group members to accomplish the writing works. Being able to rely on the ideas of others to supplement their own ideas helps student writers feel less alone and thus less anxious about what to write on a topic (Leki, 1999:68). And this process need much time. Therefore, it is important for syllabus designers to include enough time for learners to explore a topic thoroughly and to try again since learners can interact with each other at all points in the process: before writing, while they are writing and after they have written (Ramies, 1983:10; Richards and Lockhart, 1994).

2.5. The Roles of a Textbook

Textbooks bring together teachers, students and curriculum. Teachers and learners use the textbooks and they have their own opinions about the textbooks. Therefore, textbooks play important roles in creating opportunities for learners to work cooperatively (Richards and Rodgers, 2001: 200). Richards (2001: 254) writes:

Textbooks are used in different ways in language programmes. For example, a reading textbook might be the basis for a course on reading skills, providing both a set of reading texts and exercises for skills practice. A writing textbook might provide model compositions and a list of topics for students to write about. A grammar textbook might serve as a reference book and provide examples as well as exercises to develop grammatical knowledge.

Textbooks have vital and positive roles to play in the day to day teaching languages and their importance has become even greater and greater from time to time (Hutchinson and Torres, 1994: 317-327).

These writers list the roles of the textbooks as follows:

- Learners see the textbook as a framework or guide that helps them to organize their learning both inside and outside the classroom-during discussions in lessons, while doing activities and exercises, studying on their own, doing home work, and preparing for tests. It enables them to learn better, faster, clearer and more.
- For teachers, it saves time, gives direction to lessons, guides discussion, facilitates giving of homework, making teaching easier, better organized, more convenient, and learning easier, faster, better. Most of all the textbooks provide confidence and security.
- The textbook can introduce changes gradually with in a structured framework enabling teachers and learners to develop in harmony with **the introduction of new ideas**: In other words, the textbook can be not just a learning programme for language content, but also a vehicle for teacher and learner training.

- The textbook can provide as complete a picture as possible. Through the structured scripts (particularly when supported by a teacher's guide), it can show as explicitly as possible what to do.
- The great benefit of a textbook is that it is visible and therefore can be freely negotiated. It satisfies a range of needs both within the classroom and beyond it. Principally, it provides a structure for the management of the lesson as a social interaction and basis for negotiation between all the relevant parties.
- The textbook may play a pivotal role in innovation, i.e. it can support teachers through potentially disturbing and threatening change process, demonstrate new and/or untried methodologies, introduce change gradually and create scaffolding upon which teachers can build a more creative of their own.
- It serves as the basis for much of the language input learners receive and the language practice that occurs in the classroom. It may provide the basis for the content of the lessons, the balance of skills taught and the kinds of language activities learners actively use.
- It is viewed by Allwright (1999:25) as it is a resource book for ideas and activities rather than as instructional materials. This perspective is supported by Cunningsworth (1984:65) as she writes that published materials provide the initial framework, which must be adapted by each individual teacher to match the needs of their learners.

Generally, the textbook is almost a universal element of ELT material. Millions of copies are sold every year, and numerous aid projects have been established to produce them in various countries because no teaching learning situation is complete without a relevant textbook (Hutchinson and Torres, 1994: 315). In addition, a good textbook which is properly employed can bring about effective and long lasting changes in the learners.

CHAPTER THREE: METHOD OF THE STUDY

3.1 Method

As already indicated in chapter one, the main aim of this study was to analyze the extent to which the pair/group work writing activities suggested in the currently in use grade 11 English textbook were well structured or organized in a way that they could promote CLL. To this end, qualitative method of data analysis was mainly found to be relevant and appropriate for the study.

3.2 Sampling

3.2.1 The Textbook

The main target of the study was the pair/group work writing activities in the currently in use grade 11 English textbook. The book has seven sections. Thus, all the available pair/group work writing activities in the writing sections of the textbook were taken to be analyzed. The pair/group work writing activities were analyzed based on their capacity to promote CLL. The grade 11 English textbook was selected for the study because it is the book of learners who start preparing themselves for university education where they are expected to develop cooperation. Besides, the researcher believed that the students at this grade level are matured enough to give additional data about the activities of the textbook so that it would be possible to collect relevant information from the students.

3.2.2 Schools

Private schools in Addis Ababa were selected for the research setting because it was believed that the private schools might have better practices of teaching writing skills which could be used as models. The schools selected were: Enat General Secondary and Preparatory School, Awalia Secondary and Preparatory school and KAWGMPSS. The schools were selected because of familiarity of the researcher to these schools. It was believed that the

researcher could easily access these schools because of his acquaintance with them. Therefore, for the selection of the sample schools convenient sampling technique was used.

3.2.2.1 Sections

All in all there were seven grade 11 sections in the sample schools selected for the study: three in Awalia Secondary and Preparatory school, four in Enat General Secondary and Preparatory School, and three in KAWGMPSS. On average there were 52 students in each section. Of these sections in the schools, one section in which pair/group work writing activities were conducted was selected for classroom observation in consultation with the English language teachers.

3.2.2.2 Students

From each observed class, ten students were selected for the focus group discussions using simple random sampling. That is the students were selected by a lot to give equal chance to all students. This was done by writing the numbers of all students in each section, and by drawing lots turn by turn till the desired number was achieved.

3.2.2.3 Teachers

There were three English language teachers (one in each school) in grade 11 in the sample schools selected for the study. All the three available teachers were used as additional sources of the study to obtain supplementary information.

3.3 Instruments

3.3.1 Textbook Analysis

As already mentioned, the writing sections of the currently in use grade 11 English textbook were examined to analyze the pair/group work writing activities and NGWA in the textbook. The main objective was to see the nature of the pair/group work writing activities. Thus, the pair/group work

writing activities in the writing sections of each unit of the textbook were evaluated and analyzed based on the basic elements of CLL suggested by scholars. The basic elements of CLL included positive independence, individual accountability, social (communicative) skills, processing group interaction, face-to-face promotive interaction and group formation (see Appendix A). These elements of CLL were used to analyze the nature of pair/group work writing activities at each stage of writing and to see the extent to which these activities promoted CLL at each stage of the writing practices.

3.3.2. Classroom Observations

Three Classroom observations, one each school, were conducted to see the actual implementation of the pair/group work writing activities in the classroom to triangulate the information gathered from textbook analysis, interviews and focus group discussions. It was believed that the observations would enable the researcher to see what teachers and students do by observing them in action in the classrooms. As mentioned earlier, sections to be observed were selected based on the lesson plans of the teachers. That means three writing lessons in which learners do pair/group work writing activities were selected for observations. Observations focused on what students did in groups at pre-writing, drafting and revising stages. During the observations, field notes and observation checklist were used (see Appendix E). The checklist consisted of eleven items which were adapted from the review of related literature made. Field notes were used to record the details and reconstruct the situation during data gathering.

3.3.3 Interviews

Semi-structured interview was also used to collect more information for the study. Interviews were conducted with three observed teachers after the observations. The main areas of focus of the interviews were the basic elements of CLL (see Appendix B).

3.3.4. Focus Group Discussions

Three focus group discussions were conducted with ten students in each school to gather additional data. As mentioned earlier, the students for the group discussion were selected from each school using lottery system (see 3.2.2.2 for the details).

Group discussions mainly focused on to what extent the pair/group work writing activities promoted CLL. That means most of the issues raised during the focus group discussions were similar to that of the issue considered in the textbook analysis and raised during the interviews with teachers (see Appendix C).

3.4 Procedures

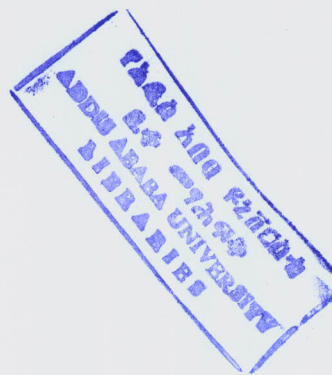
First, the grade 11 English syllabus, the textbook and the teacher's guide were examined. Next, the writing activities designed in each unit of the textbook were selected and numerated. Then, the selected writing activities were grouped into non-group work writing activities (NGWA) and pair/group work writing activities (GWA). After that, the writing activities and periods allocated in each unit in the syllabus were correlated using SPSS with the help of computer. Then, the pair/group work writing activities (GWA) were analyzed and evaluated based on the six basic elements of CLL to see the extent to which these activities were well structured and organized to promote CLL in writing lessons(see Appendix A).

After the analysis of the textbook, the classroom observations were conducted. Finally, the interviews and focus group discussions were conducted with the teachers and the students. The interviews and the focus group discussions were conducted soon after the classroom observations.

The interviews and focus group discussions were conducted after the observations because it was believed that teachers' and students' classroom behaviors might be influenced if the interviews and the focus group discussions were to be held before the classroom observations.

3.5 Data Organization

Data from textbook analysis were organized in four main categories and presented in tables. These categories included the number of writing activities in the textbook, time given to the writing activities, distribution of pair/group work writing activities and evaluation of the pair/group work writing activities. Under the evaluation of the pair/group work writing activities, the occurrences of the basic elements of CLL in each pair/group work writing activity were tallied, tabulated and discussed descriptively. Moreover, the nature of the pair/group work writing activities in each unit in relation to each element of CLL was qualitatively described under each sub-category. Data gathered through interviews, focus group discussions and classroom observations were described and discussed separately. However, attempts were made to compare and contrast pieces of information gathered through different instruments during the data analysis.



CHAPTER FOUR: DATA PRESENTATION AND DISCUSSION

4.1 Data from the Textbook Analysis

4.1.1 Writing Activities

Grade 11 English textbook has fourteen units in which each unit is divided into six sections: reading, vocabulary, language pattern (grammar), speaking, listening and writing. The writing section is mostly placed at the end of each unit with different writing activities. Table 1 below presents the total number of writing activities in the textbook with their mode of presentations and periods allocated to carry out these activities in each unit.

Table 1: Writing Activities in Grade 11 English Textbook

Units	No of Activities	No of NGWA	No of GWA	Periods*
Unit One	6	3	3	3
Unit Two	2	2	0	2
Unit Three	5	2	3	2
Unit Four	4	3	1	3
Unit Five	3	0	3	2
Unit Six	3	1	2	2
Unit Seven	7	7	0	3
Unit Eight	6	5	1	3
Unit Nine	2	2	0	3
Unit Ten	2	2	0	2
Unit Eleven	3	2	1	3
Unit Twelve	1	1	0	2
Unit Thirteen	3	3	0	3
Unit Fourteen	1	0	1	3
Total	48 (100%)	33(68.75%)	15(31.25%)	36

Note: *One period is 40/45 minutes

As it is indicated in Table 1 above, there are 48 writing activities in the 14 units of the Grade 11 English textbook. Of these writing activities, 33(68.75%) activities are non-group work writing activities in which students are asked to do them individually without interaction with their classmates. However, 15(31.25%) of the activities are that students do in groups helping each other. This shows that the majority of the writing activities require learners to work independently.

4.1.2. Relations between the Writing Activities and Periods

The relations between the writing activities and periods allocated in each unit of the grade 11 English textbook are presented in Table 2 below.

Table 2: Correlations between the Writing Activities and Periods

		Period	Writing Activities	NGWA
Writing Activities	Pearson Correlation	.358		
NGWA	Pearson Correlation	.493*	.796**	
GWA	Pearson Correlation	-.195	.353	-.286

*Correlation is significant at the 0.05

**Correlation is significant at the 0.01

As Table 2 above shows, it is understandable from the results that non-group work writing activities correlate significantly with periods allocated ($r=0.493$, $p<0.05$) which is in the expected direction. This implies that the number of non-group work writing activities matches the allocated time to carry out the suggested writing activities in each unit of the textbook. On the other hand, the number of pair/group work writing activities and periods in each unit of the textbook correlate negatively and insignificantly ($r=-0.195$, $p>0.05$). This shows that the number of pair/group work writing activities do not match the time allocated to carry out the activities. Therefore, it is possible to infer that the time given may inhibit learners to practice the writing activities in pairs/groups and with the help of the teacher in the classroom.

4.1.3 Distribution of Pair/Group Work Writing Activities

Table 3: Distribution of Pair/Group Work Writing Activities

Units	No of GWA
Unit One	3
Unit Two	0
Unit Three	3
Unit Four	1
Unit Five	3
Unit Six	2
Unit Seven	0
Unit Eight	1
Unit Nine	0
Unit Ten	0
Unit Eleven	1
Unit Twelve	0
Unit Thirteen	0
Unit Fourteen	1
Total	15

As we can see in Table 2, there are 3 pair/group work writing activities in each of units 1, 3 and 5, and there are two pair/group work writing activities in unit 6. Units 4,8,11 and 14 have one pair/group work writing activity each. The rest units (units 2, 7, 9, 10, 12 and 13) don't have any pair/group work writing activity that requires learners' interaction (cooperation). This implies that the distribution of the number of pair/group work activities in the writing sections of each unit of the textbook varies from unit to unit. Therefore, it is possible to infer that the practice of pair/group work writing activities is not frequently and consistently presented in each unit of the textbook. This implies that the learners may not get enough opportunities to practice collaborative writing frequently throughout the writing lessons.

4.1.4 Evaluation of the Pair/Group Work Writing Activities

4.1.4.1 Positive Interdependence

The pair/group work writing activities in the textbook were assessed and analyzed to see to what extent they promote positive interdependence in each stage of writing.

Table 4: Positive Interdependence

No.	Element of CLL	No. of Pair/Group Work Writing Activities	Occurrences of Pair/Group Work Writing Activities that promote Positive Interdependence			
			Stages of writing	Fully occur No.	Partially occur No.	Absent No.
1	Positive Interdependence	15	Pre writing	9	-	-
			Drafting	-	-	-
			Revising	3	-	-
			Pre-writing, Drafting and Revising	3	-	-
			Total	15	-	-

Table 4 above shows that all of the 15 pair/group work writing activities fully encourage positive interdependence though they do not do so equally at the three stages of writing. This implies that the pair/group work writing activities encourage learners to interact with each others in doing the activities. But, as shown in the table, the majority of the pair/group work writing activities (9) are those done at the pre-writing stage. In other words, most of the pair/group work writing activities are those activities that help learners to generate ideas and to plan together about what/how they write. Only, three pair/group work writing activities are devoted to revising stage, and the rest three activities are devoted to the three writing stages. This implies that only few pair/group work writing activities require and encourage learners to work together in practicing writing and in revising what they have written. The following section discusses the nature of pair/group work writing activities in each unit of the textbook.

4.1.4.1.1 The Nature of the Pair/Group Work Writing Activities

In the writing section of unit one of the textbook, under the title '**Writing Description of People**' (see Appendix G), learners are asked to define descriptive writing and its general characteristics and to explain ways in which it differs from other types of writing first individually and then compare their answers with their partners. They are also asked and encouraged to compare and contrast the key possible qualities of descriptive writing when they discuss with their friends. In this activity, each learner's contribution to the group activity is vital to carry out the task properly. However, though the activity promotes positive interdependence, the purpose of learner's interaction is not directly related to the objective of teaching writing. In this pair/group work writing activity, learners focus on talking or sharing ideas about descriptive writing rather than practicing the writing skill itself.

Learners are also asked to write a short paragraph about the poem titled "**TO SEE A WORLD**" and what they have understood about the poet's idea, feelings and about his world outlook. Here, learners are also encouraged to discuss and share ideas with each other. Group activity is limited to the pre-writing stage which is hoped it would help learners to generate ideas for developing details for the paragraph.

In the writing section of the third unit, students are asked to discuss the way the writer has described his character-Uncle Kwok after reading the passage titled "**Uncle Kwok by Jade Snow Wong**" (see Appendix G). In this writing section, learners are also asked to read the paragraph that uses specific details to create a distance impression of a particular boy, and to discuss the writer's writing style and the modifiers used in the paragraph.

In unit five, there are two pair/group work writing activities (see Appendix G): identifying the main points and discovering supporting opinions. In the first activity, learners are asked to read the text '**Cultural Perspectives on Child Rearing**' and then write down the main points of the text first individually, and then compare their answers with their classmates. The aim of pair/group interaction is to enable learners solve their differences (if any).

In the writing section of unit six, there is a group writing project work in which learners write a reply letter in a group of five. In this activity, learners are first asked and encouraged to answer different questions in the letter sent to them by asking either their parents or people from their local "kebele". Then, they are asked to decide on the common answers in groups before they write the final reply. Therefore, to write a reply letter, learners are greatly interacted on deciding the common issues or details to be included in the to be written reply letter. So they work towards a single team product together as the activity requires their interaction (Thousand et al, 1994).

Similarly, in the writing section of unit eleven, there is a writing project work that the students are supposed to do in pairs or groups (see Appendix G). The activity requires learners to go to a nearby health center and gather statistics on some issues related to HIV patients. Then, they are asked and encouraged to compile the information they have gathered and produce a minimum of two page's report in pairs/groups. This activity requires learners' interaction starting in planning, collecting and compiling data and producing the final written work though there is no clear specific role assigned to each team member. Data from the classroom observation show that learners' interaction in groups in carrying out this project work is very high (see 4.4.3 for the details).

Though there're pair/group work writing activities that promote positive interdependence, there are writing activities that might have little role in helping learners develop writing skills by helping each other. For instance, in

unit six of the writing section, there is a pair work in which students are asked to discuss the characteristics of an essay and a report writing, and then asked to list down their characteristics under each column as indicated in the table below.

	Essay writing	Report writing
1		
2		
3		

This activity requires learners' interaction. However, it is not a suitable writing activity that helps learners' practice the writing skill through cooperation, involvement and participation in pairs/groups. It might help learners to make theoretical differences between an essay and a report writing. It was observed at Awolia Secondary School that a lesson developed to carry out this activity was devoted to only oral presentation. That means representatives from the groups presented in front of the class what they had discussed. Then, the lesson ended with no pair/group writing practice. Therefore, we can infer that learners' interaction on developing the actual writing skills through pair/group work writing activities such as rereading, analyzing, editing, and revising were not observed in carrying out the activity though there is a positive interdependence in accomplishing the task.

4.1.4.2 Individual Accountability

The pair/group work writing activities in the textbook were analyzed to see whether they promote individual accountability or not. Table 5 below presents the result.

Table 5: Individual Accountability

No.	Element of CLL	No. of Pair/Group Work Writing Activities	Occurrences of Pair/Group Work Writing Activities that promote Individual Accountability			
			Stages of Writing	Fully occur	Partially occur	Absent
				No.	No.	No.
2	Individual Accountability	15	Pre writing	9	-	-
			Drafting	-	-	-
			Revising	3	-	-
			Pre-writing, Drafting and Revising	3	-	-
			Total	15	-	-

Table 5 above reveals that all of the 15 pair/group work writing activities in the textbook fully promote individual accountability though they do not do so at the three stages of the writing activities. As shown in the above table, nine of the pair/group work writing activities ask the learners to contribute their own part to complete the tasks at the pre-writing stage. This implies that most of the activities encourage learners' personal contribution to the pair/group work writing activities at the pre-writing stage. As shown in the above table, three activities require learners to contribute their individual part to the pair/group at the revising stage, and the rest three activities at all three stages of writing (pre-writing, drafting and revising). This implies that only few activities involve learners to contribute their own efforts to practice writing skills at drafting and revising stages. The following sub parts discuss the nature of the pair/group work writing activities in each unit in accordance with the positive interdependence.

4.1.4.2.1 The Nature of the Pair/ Group Work Writing Activities

In the writing section of the first unit of the textbook, learners are required to read the given poem personally, and then discuss the difference between poetry and prose. They are also asked to discuss with their friends about the issues raised in the text. Finally, the learners are required to write a short paragraph independently about the poem using the ideas they have discussed with their partners.

In the writing section of unit three, the learners are asked to read the passage titled "**Uncle Kwok by Jade snow Wong**" individually, and then discuss the way the writer has described his character - Uncle Kwok (see Appendix G). The learners are also asked to read the given paragraph and list down some of the descriptive words that have created in them an impression of the boy's unusualness. Finally, the learners are asked to produce a composition of some of its paragraphs describe a national character so that the composition can impress foreigners. In this writing activity, the learners contribute their own ideas by reading the given descriptive texts and identifying the descriptive adjectives which the writer used to create in the readers the impression of the writer's character unusualness. Having done this individually, the students interact with their classmates in groups. After the discussion, learners are also asked and encouraged to write some paragraphs describing their own national character.

In unit five, there are two writing activities which encourage learners to work in pairs/groups. In the first activity- **Identifying the main points** - learners are asked to read the passage titled "**Cultural Perspectives on Child Rearing**" and write down the main ideas of each paragraph. Then, they are asked to checkout their answers with friends and solve differences (if any). The same thing is true of the second activity-**Discovering supporting opinions** (see Appendix G). There are two activities designed to encourage learners to contribute their own share for the final work from the ideas that

they get from the passage before they interact with their friends. This implies that the activities promote individual accountability though it is not at the three stages of writing.

In the writing section of unit six, there are activities designed to be done in pairs/groups. The first activity is designed to be done in pairs (see Appendix G) though it is not as such important in helping learners develop writing skills since it simply invites learners to discuss some theoretical issues about an essay writing and a report writing. Since the learners are asked to answer the question "What is the difference between essay-writing and report-writing?" individually, it is possible to say that this activity encourages individual accountability. But it seems that it is a speaking activity.

In the group work writing activity of the same unit, learners first do individual work: they collect information individually by asking either their parents or other people from their local "kebele" in order to write a reply to the letter sent to them. This implies that the learners are given personal responsibility in writing the intended reply letter in groups.

In the writing section of unit eight, students first read individually the model paragraph given and do the exercises given before they discuss with their friends (see Appendix G). However, the activity invites learners only to take part in the oral discussion. That means, they are not asked to write something in pairs/groups after oral discussion. Instead, the learners are asked to write their own paragraphs about a favorite object of their own. In other words, the activity doesn't allow learners practice writing in pairs/groups.

In the writing section of unit 11, there is a writing project work which is designed for pair/group work activity (see Appendix G). In this activity, the learners are asked to go to a nearby health center and gather statistics on:

- Patients who have had a blood test for HIV
- Patients who come regularly for counseling
- Patients who disappeared after the test.

Then, they are asked to compile the data they have gathered and then write a minimum of a two-page report in pairs/groups. This activity encourages learners to contribute personally something to the final pair/group writing work which is the product of the contribution of the pair/group members. Therefore, we can say that this activity fully promotes individual accountability.

Data gathered from learners and teachers through interviews reveal that the content of the above mentioned activity is not suitable for interaction. For example, some students said that it is not easy to get the statistics on HIV patients from clinics. They reported that it would have been interesting if they had got the required information. However, most of the learners during the FGDs said that talking about HIV and writing about it doesn't make them feel happy.

In general, all of the pair/group work writing activities used in the textbook encourage individual accountability as they require each pair/group member to contribute his/her own part to the pair/group work writing activities. However, the activities don't encourage learners to play their own personal roles at each stage of the writing activities. The learners are mostly asked to do activities in pairs/groups at the pre-writing stage. There are few activities designed that encourage pair/group work writing activities at the three stages of writing.

4.1.3.3 Processing Group Interaction

Processing group interaction is one of the essential components of the CLL. Accordingly, the pair/group work writing activities in the textbook were analyzed to see if they promote this component of CLL. Table 6 below presents the result.

Table 6: Processing Group Interaction

No.	Element of CLL	No. of Pair/Group Work Writing Activities	Occurrences of Pair/Group Work Writing Activities that promote Processing Group Interaction			
			Stages of writing	Fully occur	Partially occur	Absent
				No.	No.	No.
3	Processing Group Interaction	15	Pre writing	-	-	-
			Drafting	-	-	-
			Revising	-	-	-
			Pre-writing Drafting, and Revising	-	-	15
			Total	-	-	15

As it is shown in Table 6 above, none of the 15 pair/group work writing activities promotes processing group interaction at the three writing stages (see Appendix G). This means, the pair/group work writing activities suggested in the textbook do not encourage learners to evaluate their work. This shows that the entire pair/group work writing activities don't give the learners the opportunity to evaluate the effectiveness of their groups' success to achieve their common goal. Data gathered through the interviews and focus group discussions highly support this. Data from the classroom observations and FGDs show that learners are not encouraged to evaluate the extent that they have collaborated, and identify helpful and unhelpful actions of the pair/group members in completing the pair/group work writing activities. For example, in the FGDs, most of the learners agreed that they were not given opportunities to evaluate the success of the pair/group work writing activities.

4.1.3.4 Face-to-Face Promotive Interaction

The pair/group work writing activities in the textbook were assessed and analyzed to see whether they promote face-to-face interaction or not.

Table 7: Face-to-Face Promotive Interaction

No.	Element of CLL	No. of Pair/Group Work Writing Activities	Occurrences of Pair/Group Work Writing Activities that promote Face-to-face Promotive Interaction			
			Stages of writing	Fully occur No.	Partially occur No.	Absent No.
4	Face-to-Face promotive Interaction	15	Pre writing	9	-	-
			Drafting	-	-	-
			Revising	3	-	-
			Pre-writing, Drafting and Revising	3	-	-
			Total	15	-	-

As it is shown in Table 7 above, nine pair/group work writing activities enhance face-to-face promotive interaction though this is mostly limited to the pre-writing stage. Three activities promote face-to-face interaction at revising stage. Other three activities require learners to interact face-to-face at the three stages of practicing writing. Therefore, all the pair/group work writing activities (15) in one way or the other promote face-to-face interaction since they require learners to work together helping each other. For instance, the following issues were raised in the pair/group work writing activities. (see Appendix G for the details).

- Define descriptive writing and then share what you think about descriptive writing.
- In what ways does descriptive writing differ from other types of writing? Discuss and jot down all possible differences the group suggests.
- Discuss your views of key qualities of descriptive writing with your partner. Compare and contrast the group view with the key possible qualities listed in the textbook.

- Read the short Poem by William Blake and discuss the difference in the arrangement of lines of poetry with your teacher and your partner.
- After discussing and sharing ideas with your partner about the poem, write a short paragraph about the poem and how you understand William Blake's ideas, feelings and description of his World.
- Below is a short passage. Read it and discuss the way the writer has described his character. Discuss the writer's style of descriptive writing.
- Read the text on cultural perspectives on child Rearing and Write down the main points in each paragraph. Check out your answers with your friend and discuss your differences of opinion, if any.
- Edit your essay and discuss it with your classmate.
- Discuss the characteristics of essay and report writing and then jot down the characteristics under each column.
- Divide into groups of five and write a reply to the letter... Answer the questions in the letter sent individually, asking either your parents or other people from your local 'kebele' and then discuss and decide on common answers before you write the final reply.
- Can you mention some more points that can help you to describe the appearance and function of an object when you write about it? Discuss with your partner (s) and write the additional points.
- Discuss the following points (stating information or idea, putting your points in order, adding and linking points, introducing contrasting ideas) thoroughly with your partner.
- Work in pairs or groups and then compile your work. Write a minimum of 2 pages.

The above statements reveal that face-to-face promotive interaction is vital to carryout the pair/group work writing activities. The learners are expected to interact with each other in answering and dealing with the activities. In other words, the statements indicate that the writing activities require the pair/group members to explain, argue, and elaborate and then link the

issues with what they have learned previously. Thus, learners can get both academic and personal support by working together for mutual benefit.

Therefore, it is possible to conclude that the designed pair/group work writing activities in the textbook enhance face-to-face interactions among the group members though most of the interactions occur at the pre-writing stage.

4.1.3.5 Social (Communicative) Skills

The pair/group work writing activities in the Grade 11 English textbook were assessed and analyzed to see whether they promote social or communicative skills of the learners.

Table 8: Social (Communicative) Skills

No.	Element of CLL	No. of Pair/Group Work Writing Activities	Occurrences of Pair/Group Work Writing Activities that promote Social(communicative) Skills			
			Stages of writing	Fully occur No.	Partially occur No.	Absent No.
5	Social Skills	15	Pre-writing	-	7	-
			Drafting	-	-	-
			Revising	-	3	-
			Pre-writing, Drafting and Revising	1	-	4
			Total	1	10	4

Of the 15 pair/group work writing activities in the textbook, ten of them partially promote social or communicative skills at the pre-writing and revising stages, while four of them don't do so at all. There is only one pair/group work writing activity that promotes social or communicative skills at the three stages of writing. This implies that learners do not get adequate opportunities to practice social or communicative skills at the three stages of writing.

The following sub-part presents and discusses briefly the nature of the pair/group work writing activities in each unit of the textbook in relation to the social or communicative skills.

4.1.3.5.1 The Nature of the Pair/Group Work Writing Activities

In the writing section of unit six, learners are asked and encouraged to write a reply in groups of five to the letter sent to them from abroad students. To write the letter, the learners have to gather information by asking people. Then, they discuss and decide details of the letter in groups to write the reply letter. To decide the contents of the letter they write, learners should make decisions about the relevant details of the letter at the pre-writing or drafting stage. In this instance, learners practice one of the social skills: decision-making. They also develop problem-solving skill as they try to find solution to the problems that abroad students have faced.

However, the majority of the pair/group work writing activities (10) in the textbook partially promote social skills. For instance, in the writing section of unit one, learners are encouraged to practice the decision-making skill when they compare and contrast the key qualities of descriptive writing given in the textbook in groups.

In the writing section of the third unit, learners are asked to express their agreements and disagreements in small groups about their own national character that they describe to foreigners. In this activity, learners practice expressing agreements and disagreements which they use both inside and outside the classroom whenever they need.

In the writing section of unit five, the activities require learners to discuss differences of opinions (if any) with their partners after they have written the main points of the passage they read (see Appendix G). Therefore, learners practice expressing and accepting opinions. They also get the opportunity of practicing listening to others who have different opinions.

In the writing section of unit eleven, learners are asked to compile the data they have gathered in order to write a report based on the gathered data about HIV patients. This activity encourages learners to sort out relevant and irrelevant information to produce a report that helps the learners practice decision-making skill and respecting others' view also.

However, four of the pair/group work writing activities don't help learners promote social skills since they do not require and encourage learners to cultivate social skills, except allowing learners to work in pairs/groups. For example, in the writing section of unit one, there are two pair/group work writing activities which don't help learners practice social skills. Learners are simply asked to discuss the definition of descriptive writing, and the idea provided in the given poem in the textbook in order to write a paragraph.

In the writing section of unit five, learners talk about the essay that they write individually which does not cultivate any social skill. The same is also true in the pair/group work writing activities of unit eight. There is only one pair/group work writing activity that encourages learners to develop social skills. Therefore, there are no as such pair/group work writing activities that encourage learners to develop social skills that they need in their daily life.

4.1.3.6 Group Formation

Group formation is one of the basic elements of group based learning in CLL. The pair/group work writing activities in the Grade 11 English textbook were assessed and analyzed in line with this basic component of the CLL.

Table 9: Group Formation

No.	Element of CLL	No. of Pair/Group Work Writing Activities	Occurrences of Pair/Group Work Writing Activities that fulfill Group Formation			
			Stages of writing	Fully occur	Partially occur	Absent
				No.	No.	No.
6	Group formation	15	Pre writing	-	5	-
			Drafting	-	-	-
			Revising	-	3	-
			Pre-writing, Drafting and Revising	-	3	4
			Total	-	11	4

Table 9 reveals that none of the 15 pair/group work writing activities provided in the textbook all in all fulfils this requirement as both the size of the group and the group members' role are not indicated precisely in conducting the activities in groups. However, 11 of the group writing activities suggest the group size to be engaged in performing the activities. For example, in units 5, 6, 8, 11 and 14, learners are asked to work in pairs.

In the writing section of unit 6, learners are asked to form groups of five in writing a reply letter to the letter sent to them. It is said that the activities in the mentioned units partially fulfill the requirement since the role of each student in the pair/group work is not identified. Four of the activities do not mention number of the group participants. That means neither the group size nor the student's role in the pair/group is suggested in doing the activities. For instance, in the writing sections of units 1, 5, 8, 13, learners are simply asked to work in pairs/groups without indicating their roles in the group and the group size (see Appendix G). The teacher's guide also does not give any guidance regarding the group size and the role of individuals in the pair/group works.

4.2 Data from Teachers' Interview

4.2.1 Practicing Writing Skills

First of all, the teachers were asked if they helped their students to practice the writing activities presented in each unit of the currently in use grade 11 English textbook. In response to this question, two of the teachers said that they helped learners practice all the writing activities suggested in the textbook. They also added that they sometimes used additional writing activities to help learners develop writing skills. However, one interviewee said that he rarely dealt with the writing activities in the textbook. His reason for this was that the students were not motivated and willing to practice such large writing activities (e.g. composition writing) presented in the textbook. He also said that the time was not sufficient enough to encourage the learners to practice the suggested writing activities in the classroom.

This implies that the majority of the teachers help their learners to practice writing activities suggested in the textbook. This might go with the result obtained from students' FGD data.

4.2.2 Pair/Group Work Activities

The second question asked the teachers if they ever thought that there were pair and group work activities in the writing sections in the textbook. As to this question, all of the teachers said that some pair and group work activities were suggested or presented in the writing sections in the textbook.

4.2.3 Learners' Contribution to the Groups' Success

During the interviews, the teachers were asked if the pair/group work writing activities in the textbook enabled each student to contribute to the group's success. As a response to this question, two of the teachers reported that the pair/group work writing activities helped the learners to develop the feelings of cooperation in the activity. They added that learners shared ideas that

each couldn't have during the pair/group interaction. But, the other interviewee reported that the clever students mostly dominated the group's contribution.

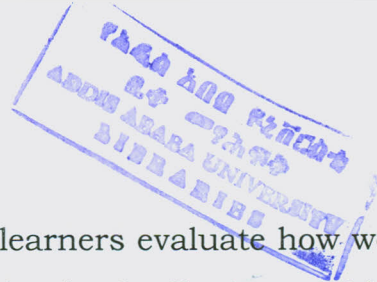
4.2.4 Group Size and Student Role

The teachers were asked if the group size and students' roles in the group work writing activities were indicated in the textbook/teacher's guide. In response to this question, all of the teachers said that the group size was mostly indicated, but students' roles were not clearly indicated in the textbook/ teacher's guide.

4.2.5 Practice of Communicative (Social) Skills

The informants were asked whether the pair/group work writing activities helped the students practice communicative (social) skills. As to this question, they had almost the same responses. They reported that the pair/group work writing activities enabled the learners to practice some of the social skills like self confidence, tolerance, listening to each other, giving and respecting opinions/ideas, decision making, etc by involving learners in different roles in the pairs/groups. In relation to this, one of the interviewees strongly said that Learners experience a skill of conflict management. He further explained that as there is always conflicts in pair/group work, learners try to resolve their conflicts to reach at a common agreement for the accomplishment of the given group activities.

This result may suggest that teachers believe that the pair/group work writing activities help learners to practice some of the social skills. This result also goes with the result obtained from learners' focus group discussions and the textbook analysis.



4.2.6 Evaluation of Working Relationships

In the interviews, the teachers were asked if their learners evaluate how well they have achieved their common goals and maintained effective working relationships. With regard to this, all of the teachers said that the learners never experienced evaluating how well they have achieved the group's goal and maintained effective working relations in the groups. They reported that they did not give time and opportunity to the learners to evaluate work of each group member in attaining their common goal. They claimed that evaluating the effectiveness of group's behavior was not part of the lesson. If so, they said, the time was not sufficient to allow learners to do this. They were also asked if either the textbook or the teacher's guide encourage learners to evaluate individual's performances in the pair/group works. They reported that there is no any information/idea about this issue that is mentioned either in the textbook or teacher's guide.

This might imply that learners do not get the opportunity to practice evaluating pair/group working relationships in the writing lessons. Data obtained from learners' FGD also support this. Data from the FGD show that learners do not experience evaluating the group's goal and the effectiveness of their working relationships. Similarly, information from textbook analysis shows that none of the pair/group work writing activities in the textbook promotes processing group interaction (see Table 6).

4.2.7 Structure of Pair/Group Work Writing Activities

The teachers were asked whether the pair/group work writing activities in the textbook were structured sequentially in pre-writing, drafting and revising stages in which learners get together to accomplish the activities. All of the interviewees said that all the pair/group work writing activities are not structured or presented sequentially in the three stages of writing in which the learners get together at these stages to practice writing. They reported that there are very few writing activities that encourage learners to work

together at any of the three writing stages. They said that the activities mostly invited learners to work in pairs/groups at pre writing. They further explained that these activities did not clearly show what the learners do at pre writing, drafting and revising stages in pairs/groups, except ordering learners to work in pairs/groups.

These data might suggest that all the teachers believe that the majority of the pair/group work writing activities are not sequentially structured in a way that learners get together to practice developing writing skills at any of the writing stage. This contradicts from the textbook analysis. Data from the textbook analysis show that most of the activities invite and encourage learners' cooperation at the pre-writing stage, which was also observed during the classroom observation (see 4.4.1 and 4.4.2).

4.2.8 Nature of Pair/Group Work Writing Activities

The teachers were asked whether they were happy about the nature of the pair/group work writing activities in the textbook. In response to this question, two of the teachers replied that they were not happy about it all in all. As they claimed, the activities mostly ordered learners to discuss questions and some concepts in pairs/groups, but did not invite learners to draft or revise together. They reported that though there were few pair/group work writing activities which invited learners to work together at drafting and revising stages of writing, the activities did not clearly indicate group-size at each stage of writing. Besides, they claimed that the activities were too long to be done in the classroom which forced the learners to do group assignments outside the classroom. They also said that learners were not interested in doing the activities. They reported that learners would be motivated if the activities were short and interesting to them to encourage learners to work cooperatively at the three stages of writing in the classroom.

However, one of the interviewees replied that he was happy about the pair/group work writing activities in the textbook. He said that these activities at least invited learners to discuss together on some issues of writing. He further said that the discussion learners had in pairs/groups could help them to develop their word power and expression knowledge when they write individually.

This may imply that majority of the teachers believe that the nature of the pair/group work writing activities are not interesting and suitable to make learners practice writing in pairs/groups. This might not also contradict with the result obtained from students' FGD. The classroom observations data also supports this.

4.2.9 Comment on Pair/Group Work Writing Activities

Finally, the interviewees were asked whether they had some other opinions with regards to the pair/group work writing activities in the textbook. In response to this question, the interviewees reported that majority of the pair/group work writing activities were not interesting, participatory, at the learner level of capacity. They said the pair/group work writing activities should be attractive and short to be properly handled by the group members with the help of the teacher in the classroom. They added that this could give opportunity for each group member to take part in the activity. They also claimed that the pair/group work writing activities should invite learners to practice or exercise the actual writing work by including hot and new issues related to the learners' interest and motivation. One of the interviewees suggested that the pair/group work writing activities should contain detail and clear instructions which encourage the group members to show his/her contribution in each stage of writing. He also added that it would be advantageous if pair/group work writing activities are at paragraph level or guided writing activities.

4.3 Data from Students' FGD

4.3.1 Practicing Writing Skills

The first question for the FGD was that whether teachers helped learners practice the writing activities presented in each unit of the textbook. Most of the participants reported that their teachers helped them in practicing the writing activities suggested in the textbook. This implies that the teachers are teaching writing skills using the writing activities provided in the textbook. This might be similar with the result from teachers' interview data.

4.3.2 Pair/Group Work Activities

In the focus group discussions, learners were also asked if how often they worked in pairs/groups in writing lessons, and how much emphasis the teacher and the students gave to pair/group work in writing lessons. To these issues, most of the participants reported that they sometimes worked in pairs/groups in writing lessons. They said that their teachers didn't usually encourage them to do such activities inside the classroom. They added that such types of activities were either usually escaped by their teachers or given as home take assignment. They claimed that both the teacher and students did not usually give emphasis for pair/group work in writing lessons. However, they did not deny that the teachers sometimes encourage them to work in pairs/groups in writing lessons. Here, we can infer that learners are not adequately experiencing collaborative writing.

4.3.3 Learners' Contribution to the Groups' Success

During the FGDs, an attempt was made to investigate whether learners thought the pair/group activities in the writing sections of the textbook enable each student to contribute to the group's success. As a response to this question, most of the participants reported that few of the pair/group work writing activities helped each student to contribute to the group's success because all the learners in the group did not have the expected

motive and interest to the activities. They also claimed that pair/group work writing activities in the textbook (for example, project work) were mostly given as home take assignment. As a result, only few clever students took the responsibility and completed the task. This discouraged other learners to contribute their own fair to the success of the group.

4.3.4 Group Size and Student Role

Learners in the focus group discussion were asked if the group size and learners' role were indicated in the textbook. To this question, most of the participants reported that group size in the textbook was sometimes indicated, but learners' role in the group was not clearly indicated in the textbook. In relation to the students' roles, they explained that their teacher sometimes assigned learners roles in the group. However, few participants claimed that they did not remember whether the group size and students roles were indicated in the textbook.

4.3.5 Practice of Communicative (Social) Skills

In line with this issue, learners were asked if the pair/group work writing activities helped learners practice communicative skills. In response to this, half of the participants reported that the activities helped learners practice social skills like tolerance, respecting ones idea, conflict management, decision making etc. However, the other half of the participants did not believe that these activities help them to practice social skills. They explained that they rather became intolerant and felt board; as a result they preferred to be idle during pair/group writing lessons.

4.3.6 Evaluation of Working Relationships

The participants in the FGDs were asked if they evaluated how well they have achieved their goals and maintained effective working relationships when they worked in pairs/groups in writing lessons. All of them reported that they did not experience evaluating the groups' goal and the effectiveness of their

group's working relationships. They claimed that neither their teacher nor other members in the group encouraged them to do so. This may suggest that learners do not experience evaluating the weaknesses and strengths of their group after pair/group work. This result is also consonant with the result from textbook analysis, teachers' interview and observation data.

4.3.7 Structure of Pair/Group Work Writing Activities

With regard to this issue, most of the participants said that their teachers did not usually clearly involve them in stages of writing like pre writing, drafting and revising activities at once. They claimed that their teachers did not properly follow the stages to teach them the writing activities. Here, we can infer that teachers could be influenced by the activities presented in the textbook. This may suggest that learners did not cooperatively practice writing according to the process approach of teaching. This might be because of the nature of the pair/group work writing activities in the textbook. (see data from textbook analysis for the details).

4.3.8 Nature of Pair/Group Work Writing Activities

During the focus group discussions, the participants were asked whether they were happy about the nature of the pair/group work writing activities in the textbook or not. In response to this question, most of the learners said that they were not happy about it. They reported that the activities were not attractive and motivating to them. They also claimed that they were mostly instructed and asked to have much theoretical discussions at the beginning, but they were not invited to draft, to write and to comment together what they have written. They also added that the project writing activities were very long and not suitable to work together in the classroom. Therefore, they reported that one or two members of the group completed them and gave to the teacher for marking.

4.3.9 Comment on Pair/Group Work Writing Activities

Finally, the participants in the FGDs were invited to express their additional opinions with regard to the pair/group work writing activities in the textbook, and they reflected the following points.

- The writing activities which the learners were expected to complete in pairs/groups in the textbook seem speaking activities. That means learners were mostly asked to discuss some issues, however, rarely invited to draft, to write and to comment together.
- The issues to be discussed and written in pairs/groups should be greatly linked with the feelings of youngsters like film, football, current issues in the country and in the world etc, which are very motivating, and as far as possible pair/group work writing activities should be short enough to be practiced in pairs/groups in the classroom by the help of the teacher with in the allotted time
- The pair/group work writing activities in the textbook seem nearly similar in their design and questioning from one unit to the other. They also said that some points or issues were even similar with that of other activities in the other sections of the textbook; as a result, they felt bored. And they suggested that the nature of the pair/group work writing activities and issues raised there should vary from unit to unit, and also should clearly show what each member should contribute in each stage of writing in the activity.
- They reported that they prefer pair/group work writing activities which should include new or current issues, and encourage them to generate ideas for developing their actual writing ability through working together at drafting and revising stages of writing. For example, some of the participants claimed that they were asked to write about HIV patients in groups by gathering data from clinics, but they disliked the activity as they believed or perceived that the issue of HIV was almost the same for everyone. They added that they would be happily involving in the group work writing activities if activities were concerned with new thoughts

and knowledge which encourage learners to generate ideas for their writing. The result from these data may suggest that learners are not interested in the issues and the nature of the pair/group work writing activities in the textbook.

4.4 Data from the Classroom Observation

As mentioned in chapter three, three classroom observations (one in each school) were conducted in the three sample schools selected for the study. Information obtained from classroom observations is used for triangulation in this study, i.e. to crosscheck data obtained from textbook analysis, interviews and focus group discussions by observing the actual implementations of some of the pair/group work writing activities in the classroom. This sub-part presents situations of the classrooms observed focusing on the presentation of lessons, teacher's and students' roles during the lessons, the adequacy of time, objective of teaching writing in the syllabus and physical conditions of the classrooms.

4.4.1. Observation 1

School: Awalia Secondary and Preparatory School

Grade: 11 A

Date: March 14, 2009

Time: 5:30-6:15

Number of students: 54

Focus of the lesson: Writing

Topic of the lesson: Characteristics of essay and report writing

It was held at Awolia secondary school on Wednesday, March 18 2009. The lesson started at 4:15 in the morning. When the teacher and the researcher entered the classroom, all the learners stood up to welcome them, and their teacher ordered them politely to sit down.

4.4.1.1 Description of the Lesson

The teacher, after revising what he taught in the previous period, began the new lesson by writing the topics found on page 112 of the textbook on the blackboard (see Appendix G). Then, he told learners that the lesson was concerned with essay writing and report writing. After telling this, the teacher ordered the students to take out their textbooks and do exercise one found on page 112 individually. Then after, he drew the table found on page 112 on the blackboard like below.

	Essay writing	Reporting writing
1		
2		
3		
4		
5		

After drawing the table, the teacher ordered the learners to make pairs to discuss the difference between Essay writing and Report writing, and to list their characteristics under each column of the given table. He told them to use a piece of paper for writing the answers. Then, most of the learners made the pairs according to their seats and started the discussion. There were some learners doing the activity in groups of three, and also few of them alone.

When the learners were discussing the issue on given activity, the teacher was standing in front of the class doing nothing till the discussion was over. In fact, he frequently asked the learners if they finished the discussion, and hurried them to finish the activity. After 20 minutes were went, he ordered the learners to present their answers to the whole class. He randomly asked one student from the pairs found at the front seats to present the answer for the discussion made in his group standing in front of the whole class. Then, the learner presented the answer for the discussion by reading what he wrote

during the discussion on the piece of paper. Three students from the other groups did also present their answers in the same manner. Without giving chances to other groups to present what they did, the teacher ordered the learners to copy the characteristics of essay and report writing while he was writing them on the table he drew on the blackboard. The time was almost over. Before he left the class, the teacher ordered learners to do the activity found on page 113 as home take assignment. Finally, he left the room.

4.4.1.2 Teachers' Roles

As noticed from the description of the lesson, though the teacher might seem a facilitator in the teaching process; he did not properly assist the learners in pairs to accomplish the given activity. He was standing in front of the class without trying to monitor the pair/group discussion. He couldn't also explain well the project writing work given as groups home take assignment. He simply ordered learners to do the assignment in groups without explaining how to do the activity, and assigning learners in groups with their roles.

4.4.1.3 Learners' Roles

Though the teacher did not help learners to form pairs; learners were trying to form pairs by themselves, but they were not given specific roles. Learners were not given opportunities to identify the causes of their effectiveness or failure of the lesson, and to give feedback on the pair work writing activity conducted in the classroom. It was also observed that the pair work done on the writing lesson did not involve learners doing activities at all stages of writing. Learners were only taking part on oral discussion and presentation. Thus, the researcher felt that the lesson seemed to develop practicing speaking rather than practicing writing skill since much time was devoted to oral discussion and presentation.

In fact, the activity given as an assignment could play a big role in enhancing learners' writing skill (see Appendix G). However, there was a great doubt that learners could not form the groups by themselves and cooperate to

complete the group work writing activity because the activity was supposed to be done outside the classroom with the absence of the teacher. This was also confirmed by students during the FGD as they reported that most of such types of activities were simply done by one or two better students in the groups. This implies that all the group members did not equally take part in completing the activity.

4.4.1.4 Time

The time was 45 minutes. It was not sufficient to process the writing activity in groups. That is why the teacher reported that he did not discuss the writing assignments given to learners with them in the classroom.

4.4.1.5 Objective Stated in the Syllabus

It is difficult to conclude that the writing lesson was properly delivered in accordance with the objective stated in the syllabus because of the following reasons. Firstly, the teacher gave emphasis for the oral presentation (the theoretical issues of essay and report writing). Secondly, the teacher let learners do the project work that might play a great role to help learners practice writing skill involving the three stages of writing without the help of the teacher. Thus, the teacher focused on the product rather than the process of writing.

4.4.1.6 Physical Condition of the Classroom

The classroom was neat and clean. It was in a very good condition. There was fresh air and light. It was not overcrowded. Learners were sitting on individual and movable chairs, but sharing a table for writing-one to three. In each row there were six tables for writing. The classroom was arranged for 54 students. There was enough space to arrange chairs for group work. The physical condition of the classroom was suitable to arrange learners for pair/group work activity.

4.4.2. Observation 2

School: (KAWGMPSS)

Grade: 11C

Date: 1st April, 2009

Time: 8:00-8:45

Number of students: 50

Focus of the lesson: Writing

Topic of the lesson: Describing an instrument/a piece of equipment

Like the learners at Awolia Secondary School, learners at this school stood up when the teacher and the researcher entered the classroom, and the teacher ordered them to sit down. Before he started the lesson, the teacher introduced the researcher to the learners by saying that this was a guest who intended to observe the class for some research purpose. Then, he let the researcher sit at the back of the classroom. During the course of the whole observation, the researcher sat at the back desks in the corner so that he could observe activities conducted in the class.

4.4.2.1 Description of the Lesson

The teacher cleaned the blackboard and ordered the learners to take out their textbooks and open on page 161. He told the learners the lesson was writing -specifically, describing an instrument/a piece of equipment. He explained a lot about writing a description of an instrument or an object. He discussed what was written on the top of page 161 of the textbook, i.e. what the writers should know to describe the appearance and function of an object or instrument. During this time, the students were carefully listening to the teacher. Spending more than 20 minutes, he asked the learners if they had questions. And the learners replied nothing. Then, he ordered learners to form a group and list some more points that can help them to describe the appearance and function of an object when they write about it (see Appendix G).

Learners formed the pairs according to their seats and started doing the activity. Though the learners in different pairs/groups had a heated discussion, some of them used Amharic while discussing in groups to create mutual understanding among them. Most of the time, the teacher was standing in front of the class when learners were discussing. There were some learners who were not taking part in the discussions. After 15 minutes gone, the teacher asked the learners if they finished doing the activity. Some students replied, "Yes", some others, "No". However, the teacher wanted to proceed doing the next activity without inviting the groups to reflect the group's view on the activity by saying that the answer of the activity was almost the same as that of what he discussed at the beginning of the lesson. Next to this, the teacher ordered the learners to read the model paragraph and to do the activity given based on the mode paragraph with their partners (see Appendix G). Learners read the model paragraph individually and started discussing the questions in pairs. After some minutes, the teacher asked students from different pairs to say something about how to describe an object that they like/hate. Few of the learners explained the answers orally, and the teacher added some brief explanation on what the learners said. Finally, before he left the class, the teacher told the learners to write a paragraph about their favorite object/instrument individually to submit for the coming period.

4.4.2.2 Teachers' Roles

From the description of the lesson, it is possible to notice that the teacher tried to explain the activities. But the teacher did not monitor the pair/group discussions and did not mostly invite learners to practice writing in their groups. In fact, he made learners read the model paragraph individually in the classroom though they did not evaluate the paragraph they read in groups.

4.4.2.3 Learners' Roles

Learners were told to form pairs, but they were not given roles. They were mostly encouraged and required to discuss some information on describing objects.

4.4.2.4 Time

As seen from the description of the lesson, the teacher did not invite the groups to reflect their views on the activity done in groups. Learners did not even get enough opportunities to present what they discussed. The teacher was seen hurrying learners to finish the discussion. Therefore, we may suggest that the time was not sufficient even to process the activity.

4.4.2.5 Objective Stated in the Syllabus

From the description of the lesson, we can infer that the teacher lectured about what writers should know to describe the appearance and function of an object/instrument for more than 20 minutes. And, learners were listening to the teacher. More over, learners were mostly involving in discussing some theoretical concepts (issues) on how to describe an object that they like/hate. This, of course, may help learners to get theoretical knowledge on describing objects. However, learners were not practicing writing in groups with the help of the teacher. Thus, it may not be possible to say that the lesson was taught in accordance with the objective stated in the syllabus.

4.4.2.6 Physical Condition of the Classroom

The classroom was in a good condition. It was clean and attractive. It wasn't overcrowded. Students were sitting on fixed desks arranged in three rows, and there were six desks, therefore, the room was arranged for 54 students. Though the number of learners was not large, the nature of desks was not suitable for arranging learners for pair/group work.

4.4.3. Observation 3

School: Enat General Secondary and Preparatory School

Grade: 11B

Date: April: 15

Time: 4:15-5:50

Number of students: 52

Focus of the lesson: Writing

Topic of the lesson: Project work (Writing a report based on the gathered statistics on HIV patients)

It was on Wednesday 15th April, 2009 at Enat General Secondary and Preparatory school. The time was 4:15 in the morning. As soon as the teacher and the researcher entered the classroom, almost all the learners stood up to greet them, and the teacher ordered them politely to have their seats again. The teacher offered the researcher a seat at the back side of the classroom. During the observation was going on, the researcher also moved from one group to the other so that he could observe what the group members were doing in the group work writing activity.

4.4.3.1 Description of the Lesson

Just to begin the lesson, the teacher wrote the following on the blackboard: **Section 6: Writing Exercise 3: Project work.** Then, he first explained what they did on exercises 1 and 2 (see Appendix G) as a revision, and asked the learners if they collected data from the clinics to deal with the project work because he ordered them to do so previously as field work. Some of the learners complained that they could not collect the data/statistics because officials in the clinics which they visited said that the data about HIV patients were confidential, thus, they were not willing to give them the required statistics. However, some other students said that they collected the required statistics from different clinics.

Having heard what the learners reported, the teacher explained the activity on page 191 again and ordered the learners to sit in their groups he formed for the project work. He helped learners to arrange the classroom for the group work. He also told those students who did not gather the statistics to sit together and use their own artificial data and start writing the project work in their groups. The teacher explained thoroughly what the learners had to do in the activity once again.

Learners started discussions in their groups to produce the report. There were 12 groups containing almost four/five members in each group. Most of the group members were talking and helping each other to complete their activity. There were students who were assigned as a group leader and a secretary to write the report. Certainly, there were few students who were sitting idle without taking part in the activity. Students were also heard using Amharic in doing the activity. Most of the group members were seen writing notes on their papers. The teacher was moving from one group to the other to assist learners in the activity. He monitored the group work even though he devoted much time for few groups of learners. Students also put up their hands now and then to ask the teacher for help. While the students were working, the bell was rung. As soon as the bell was rung, the teacher asked learners if they finished their writing. Almost all the groups reported that they did not finish the activity. Only three groups said that they had almost finished the activity. Finally, the teacher collected these groups' writing work and ordered the other groups to finish the activity outside the classroom as an assignment and to submit it the following period for marking. Then, he left the room.

4.4.3.2 Teachers' Roles

From observation three, we can conclude that the teacher in the observed class played a role of facilitator because he was trying to do his best in helping learners practicing writing skills. He properly explained the activity in

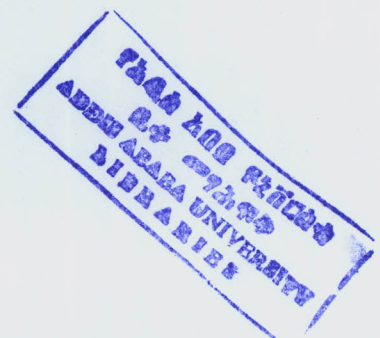
the lesson. He tried to assist learners in the groups; and also monitored the group activity very well because he was just seen moving from one group to the other when learners put up their hands for help. Though the time was not sufficient to process the writing activity, he involved learners practicing writing activities at pre-writing, drafting and revising stages. Thus, the observation may suggest that such type of activity is probably useful in helping learners practice writing cooperatively. This result is also consonant with the result from textbook analysis data (see 4.1.4.1.1).

4.4.3.3 Learners' Roles

Learners were assigned in groups giving roles to some of them like group leader and secretary. Except few of them, students were involved in doing the activity at pre-writing and drafting though they did not revise their final work because of shortage of time. Learners did not also identify the causes of their effectiveness and/or failure of the group writing lesson. This may suggest that learner's couldn't experience evaluation of working relationships. The data from textbook analysis, focus group discussions and interviews also reveal similar result.

4.4.3.4 Time

What was special for this class was that it was a double period (90') lesson arranged consequently. Therefore, this was an advantage for the learners at least to have a meaningful interaction for the actual writing skills practice. However, learners were seen facing a problem of shortage of time in completing the final written work. Thus, the time was not adequate to process the writing stages in groups. This may imply that the activity was very long or it may be beyond learners' present language ability. Otherwise, learners and teachers might not have used the time properly. That means there may be a problem of time management.



4.4.3.5 Objective Stated in the Syllabus

As most learners in the group were involved in practicing writing skills in different stages of writing, it is possible to conclude that the lesson was delivered or taught in accordance with the objectives stated in the syllabus. Therefore, we can say that the activity and the teacher focused on the process rather than the product of writing.

4.4.3.6 Physical Condition of the Classroom

The classroom was very new, the chairs and tables too. It was very neat. It was not overcrowded. Learners were sitting on individual chairs, but sharing a table for writing-one to three. In each row, there were six tables for writing. The classroom was arranged for 54 students. The physical condition of the class room was suitable to arrange learners for pair/group work.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

From data presentations and discussions, the following conclusions have been made.

- In the currently in use grade 11 English textbook, less emphasis (weight) is given to the pair/group work writing activities compared to that of the non-group work writing activities. Out of the 48 writing activities presented in the textbook, only 15 activities (31.25%) require and encourage learners to work in groups. However, majority of the activities 33 (68.75%) require learners to work independently.
- Pair/group work writing activities are not frequently presented in each unit of the textbook. The distribution varies from unit to unit in the textbook. Therefore, the unequal distribution of the activities might inhibit the practice of frequent collaborative writing.
- The time allocated to practicing the pair/group work writing activities don't match the number of writing activities provided in the textbook. Thus, learners do not get adequate time to carry out these activities. Data from classroom observations, interviews and focus group discussions show that the pair/group work writing activities are not properly practiced in the classroom due to time constraints. This might suggest that learners do not get the opportunity to help each other in developing the writing skills.
- The promotion of most of the basic elements of CLL in the designed pair/group work writing activities is limited to only the pre-writing stage. Therefore, the pair/group work writing activities do not adequately promote these basic elements of CLL at drafting and revising stages of writing which are vital in practicing writing skills.
- In most of the designed pair/group work writing activities, the role of each group member is not clearly stated.

- There are some pair/group work writing activities which are focusing on theoretical discussion rather than practicing writing skills. These might play little in helping learners practice writing skills.
- There are no any pair/group work writing activities in the grade 11 English textbook that promote processing group interaction which is very significant in encouraging learners to identify their weaknesses and strengths in CLL. This might suggest that learners do not experience evaluating pair/group working relations.
- The textbook and the teacher's guide do not have clear and specific procedures which encourage and guide the learners to work cooperatively in the pair/group work writing activities in relation to the three stages of writing. For example, most of the activities ask learners only to work in pairs or groups without clearly showing what/how the learners should perform in each stage of writing with specific guidelines.

5.2. Recommendations

Based on the above conclusions, the following recommendations have been made.

- Textbook developers should consider incorporating the six basic elements of CLL in each stage of writing to structure or organize pair/group work writing activities in preparing materials. Due emphasis should also be given for encouraging and guiding learners on how to work together at drafting and revising stages.
- Syllabus designers should allocate adequate time for the pair/ group work writing activities. This would help both teachers and learners to practice the pair/group work writing activities in the classroom, instead of treating them as a home take assignment. Thus, teachers might see the contribution of each group member in the actual writing practices.

- Textbook developers should include pair/group work writing activities which are interesting, and can motivate learners to easily generate ideas for practicing collaborative writing.
- Support for teachers can play a significant role in facilitating the implementation of CLL in teaching writing at the classroom level. Such supports can be provided through teacher's guide and textbooks. Thus, textbook writers should also take this into account.
- Teachers should try to modify the pair/group work writing activities in the way that their learners can easily interact collaboratively to produce a written text in pairs/groups. They should also provide their own writing activities appropriate to CLL in consultation with their students.
- Further research should be done on the effectiveness of pair/group work writing activities in promoting CLL in teaching writing skills in Ethiopian context.

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APPENDICES

Appendix A: Guideline for Textbook Analysis

Element of CLL	Stages of writing Activities	Rating (Occurrences of Pair/Group Work Writing Activities against each Element of CLL)			
		Fully occur	Partially occur	Absent	Remark
1. Positive Interdependence (If the activity requires each group members efforts for the success of the group/or if it develops the feeling among a group of learners that they succeed or fail together.)	Pre-writing				
	Drafting				
	Revising				
2. Individual Accountability (If the activity requires that each member of the group is responsible for their own learning as well as that of their group-mates.)	Pre- writing				
	Drafting				
	Revising				
3. Social Skills (If collaborative skills like leadership, decision making, conflict management, etc are cultivated and explicitly taught.)	Pre- writing				
	Drafting				
	Revising				

Element of CLL	Stages of writing Activities	Rating (Occurrences of Pair/Group Work Writing Activities against each Element of CLL)			
		Fully occur	Partially occur	Absent	Remark
4.Processing Group Interaction (If the activity provides the learners with opportunities to evaluate how the group is working, to think about how well they have cooperated and how to enhance their future cooperation.)	Pre- writing				
	Drafting				
	Revising				
5.Face-to-Face Promptive Interaction (If each group member works together with in the group or if the activity requires learners explain, argue, elaborate, and link current material with what they have learned previously.)	Pre- writing				
	Drafting				
	Revising				
6. Group Formation (If the size of the group and the students' role in group activities are indicated.)	Pre- writing				
	Drafting				
	Revising				

Note

Fully Occur - When the instructions and the contents of the pair/group work writing activities in the textbook witness the writing activities are fully in line with the elements of CLL.

Partially occur - When the instruction and the contents of the pair/ group work writing activities in the textbook are not strongly in line with the elements of CLL, (or show some aspects of the elements).

Absent- When the elements of CLL mentioned in the table are totally missing.

Appendix B: Questions for Teachers' Interview

1. In the currently in use Grade 11 English textbook, writing activities are presented in each Unit. Do you help students to practice these writing activities in each unit?
2. It is stated in the teacher's guide that the use of pair and group work activities is recommended to bring learners to the center of learning. Do you think pair and group activities are recommended for the writing?
3. Do you think that the pair/group work activities in the writing sections enable each student to contribute to the group's success? How?
4. Are the group size and students' roles in the pairs/groups indicated in the textbook /teacher's guide?
5. Do you think that writing activities help students practice collaborative (social) skills like leadership, decision making, conflict management, giving praise, giving advice, etc? How?
6. Do the learners evaluate how well they have achieved their goals and maintained effective working relationships in writing lessons?
7. Are the pair/group work writing activities in the textbook structured sequentially according to pre writing, drafting, revising stages in which learners get together to complete?
8. Are you happy about the nature of the pair/group work writing activities in the textbook? Why?
9. Do you have any other opinion with regards to the pair/group work writing activities in the textbook?

Appendix C: Questions for Students' FGD (in English)

1. In the currently in use Grade 11 English textbook, writing activities are presented in each unit. Does your teacher help you to practice these writing activities in each unit?
2. How often do you work in pairs/groups in writing lessons? How much emphasis do a teacher and students give to pair/group work in writing lessons?
3. Do you think that the pair/group work activities in the writing sections enable each student to contribute to the groups' success? How?
4. Are the group size and students' roles in the pair/group indicated in the textbook?
5. Does your teacher involve you in stages of writing like pre-writing, drafting and revising with different activities? How?
6. Do you think that pair/group work writing activities help students practice collaborative (social) skills like leadership, decision-making, conflict management, giving praise, giving advice, etc? How?
7. Do you evaluate how well you have achieved your goals and maintained effective working relationships in pair/group work writing lessons? How?
8. Are you happy about the nature of the pair/group work writing activities in the textbook? Why?
9. Do you have any other opinion with regard to the pair/group work writing activities in the textbook?

Appendix D: Questions for Students' FGD (in Amharic)

1. አሁን በጥቅም ላይ ባለው (በምትማሩበት) የ11ኛ ክፍል የእንግሊዝኛ መጽሐፍ፣ የመጻፍ ክህሎትን የሚመለከቱ መልመጃዎች (writing activities) በእያንዳንዱ ምእራፍ ቀርበዋል። መምህራችሁ እነዚህን መልመጃዎች በየምዕራፍ እንድትሰሩ ያግዛችኋል (ታግዛችኋለች)?
2. በመጻፍ ክህሎት ትምህርት ጊዜያት ምን ያህል በቡድን ትሰራላችሁ? የመጻፍ ክህሎት ስትማሩ መምህራችሁና ተማሪዎች ለቡድን ስራ ምን ያህል ትኩረት ይሰጣሉ?
3. የመጻፍ ክህሎት ለማስተማር የተዘጋጁት የቡድን መልመጃዎች፣ እያንዳንዱ የቡድን አባል ለቡድኑ ስኬት የራሱን ድርሻ እንዲያበረክት ያስችሉታል ብላችሁ ታስባላችሁ? እንዴት?
4. የቡድኑ አባላት የቁጥር መጠንና በቡድኑ ውስጥ የአባላቱ ሚና በመፅሀፉ ውስጥ ባሉ መልመጃዎች ተገልጿል?
5. መምህራችሁ የመጻፍ ክህሎት ለማስተማር ባሉት ቅደም ተከተል ማለት ቅድመ መጻፍ /pre-writing/ ፣ ማርቀቅ /drafting/ እና መከለስ /revising/ መልመጃዎች እንድትሰሩ ያደርጋችኋል? እንዴት?
6. የመጻፍ ክህሎት ለማስተማር የተዘጋጁት የቡድን መልመጃዎች ተማሪዎች የማህበራዊ መግባባት ክህሎት (social skills) እንዲለማመዱ ያግዟቸዋል ብላችሁ ታስባላችሁ? ከሆነስ ምን ዓይነት የማህበራዊ መግባባት ክህሎት?
7. ምን ያህል የትምህርት ግባችሁን እንዳሳካችሁ እና ውጤታማ የሥራ ግንኙነቶች እንደመሰረታችሁ ትገመግማላችሁ? እንዴት?
8. መማሪያ መጻሕፍት ውስጥ የመጻፍ ክህሎት ለማስተማር በተዘጋጁት የቡድን መልመጃዎች አቀራረብ እና አዘጋጃጀት ደስተኛ ናችሁ? ለምን?
9. በመፅሀፉ ውስጥ ስላሉት የመጻፍ ክህሎት የሚመለከቱ መልመጃዎች ሌላ ተጨማሪ ሃሳብ (ይኖራችኋልን) አላችሁን?

Appendix E: Classroom Observation Checklist

No.	Items	Alternatives		
		Yes	No	Remark
1.	Is the writing lesson taught/delivered in accordance with the objective stated in the syllabus?			
2.	Are learners assigned in pairs/groups?			
3.	Are learners given roles?			
4.	Does the teacher explain the activity?			
5.	Does the teacher monitor the pair/group activity?			
6.	Does the teacher assist the learners in the group?			
7.	Do learners give feedback on the group activities?			
8.	Do learners identify the causes of their effectiveness or failure of the group writing lesson?			
9.	Are learners involved doing activities at pre writing, drafting, editing, etc stages in groups?			
10.	Is the time sufficient enough to process the writing stages in groups?			
11.	Other remarks			

Appendix F: 44 Benefits of CLL

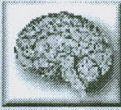
CLL

44 Benefits of Cooperative Language Learning

1. Develops higher level thinking skills
2. Promotes student-faculty interaction and familiarity
3. Increases student retention
4. Builds self esteem in students
5. Enhances student satisfaction with the learning experience
6. Promotes a positive attitude toward the subject matter
7. Develops oral communication skills
8. Develops social interaction skills
9. Promotes positive race relations
10. Creates an environment of active, involved, exploratory learning
11. Uses a team approach to problem solving while maintaining individual accountability
12. Encourages diversity understanding
13. Encourages student responsibility for learning
14. Involves students in developing curriculum and class procedures
15. Students explore alternate problem solutions in a safe environment
16. Stimulates critical thinking and helps students clarify ideas through discussion and debate
17. Enhances self management skills
18. Fits in well with the constructivist approach
19. Establishes an atmosphere of cooperation and helping schoolwide
20. Students develop responsibility for each other
21. Builds more positive heterogeneous relationships
22. Encourages alternate student assessment techniques
23. Fosters and develops interpersonal relationships
24. Modelling problem solving techniques by students' peers
25. Students are taught how to criticize ideas, not people
26. Sets high expectations for students and teachers
27. Promotes higher achievement and class attendance .
28. Students stay on task more and are less disruptive
29. Greater ability of students to view situations from others' perspectives (development of empathy)
30. Creates a stronger social support system
31. Creates a more positive attitude toward teachers, principals and other school personnel by students and creates a more positive attitude by teachers toward their students
32. Addresses learning style differences among students
33. Promotes innovation in teaching and classroom techniques
34. Classroom anxiety is significantly reduced
35. Test anxiety is significantly reduced

36. Classroom resembles real life social and employment situations
37. Students practice modeling societal and work related roles
38. CL is synergistic with writing across the curriculum
39. CL activities can be used to personalize large lecture classes
40. Skill building and practice can be enhanced and made less tedious through CL activities in and out of class.
41. CL activities promote social and academic relationships well beyond the classroom and individual course
42. CL processes create environments where students can practice building leadership skills.
43. CL increases leadership skills of female students
44. In colleges where students commute to school and do not remain on campus to participate in campus life activities, CL creates a community environment within the classroom.

Source: Posted on Co-Learn mailing list by Ted Panitz TPANITZ@mecn.mass.edu



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[Return to Collaborative Learning](http://www.gdrc.org/kmgmt/c-learn/44.html)

From <http://www.gdrc.org/kmgmt/c-learn/44.html>

Appendix G: Writing Activities in Grade 11
English Textbook (both GWA and NGWA)

የአዲስ አበባ ዩኒቨርሲቲ
 ቤተ-ምግብ
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ENGLISH

Student Text
 Grade 11

Revised Edition

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Section 6: Writing

Writing Descriptions of People

Define descriptive writing and then share what you think about descriptive writing. What are the general characteristics of descriptive writing? In what ways does it differ from other types of writing? Discuss and jot down all possible differences the group suggests.

E.g. Descriptions

- Paint word pictures of particular people, places, or things.
- Create a visual impression of objects or a scene.

The descriptive writer has a "camera eye" that ranges over its subject in a careful, consistent way and keeps a basic goal in mind, to permit the reader

- to see the world in a fresh, vivid, and concrete way.
- to look at the world, perhaps for the first time, closer.
- to search for meaningful details and images round him/her.

Discuss your views of key qualities of descriptive writing with your partner. Compare and contrast the group view with the key possible qualities listed below.

The writer

- relies on a basic talent- the ability to see, touch, taste, hear, or smell various elements in the world.
- Selects details carefully i.e those most useful in painting a picture for the reader.
- Organizes the description carefully- top to bottom, left to right, front to back and then moves carefully from detail to detail.
- Creates a "dominant impression" of the subject.
- Offers a thesis or main idea concerning the subject.

Based on these situations let's compare and contrast two examples:

Example A: A man came into the room

Example B: A handsome young man with a beard came in to the room. He was wearing a white shirt, brown trousers and a pair of black, leather boots.

Which example creates a picture in the reader's mind, using the power of the five senses and expressing particular people, places, things, emotions and ideas?

When we describe a person we are concerned both with their physical appearance and also with their personality. Certain nouns and adjectives help us to describe the person accurately. Here are some examples of words that we can apply.

1. Useful nouns for describing a person's appearance

Age: baby, toddler, youngster, youth, boy, girl, teenager, man, woman, elder,

Parts of the Face: eyes, eyebrows, nose, nostrils, ears, cheeks, mouth, lips, jaw, chin

Parts of the Body: head, neck, shoulders, arms, hands, legs, feet

Hair: hairstyle, plaits, braids, beard, moustache, clean-shaven

Clothes: cloth, fabric, shirt, tee-shirt, tie, coat, jacket, trousers, jeans, socks, pullover, sweater, suit, overcoat, dress, blouse, skirt, shawl, scarf, shoes, sandals, boots, hats, glasses spectacles, shemmas.

Jewellery: necklace, bracelet, ring, earrings, anklet

2. Useful adjectives for describing a person's appearance

Age: young, middle-aged, elderly, old, in his early thirties, mid forties, late fifties etc.

Face: long, round, oval, attractive, beautiful, clean

Hair: long, mid-length, short, straight, curly, wavy, dark, black, grey, fair, white, plaited, bald

Forehead: high, low

Eyes: brown, blue, grey, large, small

Ears: big, small

Nose: long, pointed, turned-up

Build: tall, short, fat, plump, over-weight, thin, slim, slender, skinny under-weight, broad-shouldered, muscular

Clothes: cotton, woolen, hand woven, leather, traditional, western, colourful, drab

General Appearance: handsome, good-looking, beautiful, lovely, pretty, attractive, well-dressed, smartly dressed, casually dressed:

3. Useful adjectives for describing a person's personality

Positive words

happy, cheerful

friendly, pleasant, amusing

kind

hardworking

reliable, trustworthy

polite, well-mannered

honest, truthful

unselfish, generous

Negative words

unhappy, sad, miserable

unfriendly, unpleasant

unkind, cruel

lazy

unreliable

impolite, rude, ill-mannered

dishonest, crafty

selfish, mean

clever, intelligent, wise

serious

quiet

proud, boastful, arrogant

stupid, dull, ignorant

silly

talkative

modest, humble

Exercise 1: Choose words from the list to complete the following description

- | | | | | |
|---------------|-------------------|----------------|-------------|--------|
| - thin | - quiet | - hard-working | - brown | - late |
| - jeans | - smartly-dressed | - intelligent | - grey | |
| - over-weight | - glasses | - tall | - tee-shirt | |

I am a schoolteacher in my _____ fifties. I am quite _____ and rather _____ because I don't take enough exercise. My hair was once dark but now it is turning _____. I have _____ eyes and because I am short-sighted, usually wear _____. My wife says that they make me look _____. My face is long and _____. I don't have any expensive clothes, but when I go out I always try to be _____ especially when I am teaching. At home I usually wear a pair of _____ and a _____.

I am a fairly _____ person so I don't like talking to other people very much. Like all teachers I am very _____.

Exercise 2: Compositions

Write a short composition describing yourself. Describe your face, your hair, your general physical appearance and the clothes you are wearing. You do not need to include your name. If your description is accurate, your classmates should be able to identify you from the description.

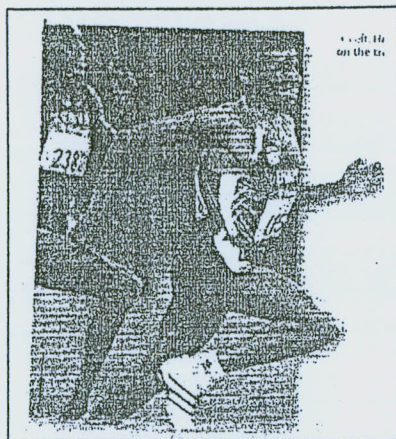
Exercise 3: Compositions

Write a short composition on how you think other people describe your personality. In other words, try to see yourself as others see you. How do you think other people, other members of your family your best friends, your teachers or employers, your neighbours, your school friends, your workmates or colleagues and the like describe you?
(Not more than 150 words).

Exercise 4

Here is picture of Haile Gebreselassie with his archrival Paul Tergat of Kenya on the track, demonstrating that his hunger for winning and breaking records is as strong as ever. Write a short description of Haile Gebreselassie as he appears in the picture.

"I have unfinished business to handle," said Haile Gebreselassie.



Haile Gebreselassie

Poetry

1. Do you like poems?
2. How do you read and write poems in your mother tongue/ local language?
What is the peculiar characteristic of poems in your language as compared with prose?
3. What is the difference between poetry and prose? Jot down as many differences as possible.

Read the following short poem by William Blake

To See a World

To see a world in a grain of sand
And a heaven in a wild flower
Hold Infinity in the palm of your hand
And Eternity in an hour.

Discuss the difference in the arrangement of lines of poetry (lines, phrases, stanzas, capitalization of each new line even though it may not begin a new sentence) with your teacher and your partner.

Exercise 5: After discussing and sharing ideas with your partner about the above poem, write a short paragraph about the poem and how you understand William Blake's ideas, feelings and description of his world.

Section 6: Writing

A. Note making and summary

In the second section of this unit you learnt that note-taking and summary skills are important and useful 'study-skills'. They can enable us to make simple, written records of important and relevant information from the reading passage. Such records can be made in the form of prose summary, note summary, table or diagram summary.

If there is a large amount of information, or the original passage is quite long, it may be better to make a note summary or possibly a table or diagram summary. However, if the passage is short, you may wish to write your summary in the form of a short prose summary.

Study the following passage and by taking notes on the main points in each paragraph try to summarize the theme in one or two sentences.

Disability in the Eyes of Others

In fact, across cultures traditionally, individuals seem to have been categorized and their place in society determined by a number of variables concurrently, rather than by one variable, such as the presence of impairment. The type of impairment an individual has is among the most prominent of these variables. In almost all societies certain types of disability are far more acceptable than others. The acceptability of different types of disabilities do not seem, in a cross-cultural context to be determined arbitrarily, but seems to be closely tied to how a society explains the appearance of that specific kind of disability. For example, in a society where it is believed that mental retardation happens by chance, but blindness is caused by sorcery, an individual with mental retardation may be easily integrated into the community but everyone will avoid a blind person.

B. Guided writing

Choose one of the following three topics and based on the instructions write a short paragraph of a minimum of 100 words.

Titles for choice:

- The Braille
- Speaking to the Deaf
- Love People with Disabilities

- Step 1. Collect information about the title of your choice*
- Step 2. Produce one topic sentence (A comprehensive sentence that states almost all the substance of the paragraph. A topic sentence usually has subject and attitude: an issue to write about and question raising items.)*
- Step 3. Try to produce as many other sentences as possible to clarify the topic sentence and address the possible questions that may emanate from it.*
- Step 4. Identify major support sentences which elaborate on general statements that need more specification.*
- Step 5. Cut out sentences that you think are redundant and irrelevant and arrange the rest of sentences in a coherent order.*
- Step 6. Edit the paragraph.*

Section 4: Writing**Descriptive Writing**

In descriptive writing the author paints a convincing picture by listing the characteristics of the subject, that is, the people, places, situations or events, and ideas involved. Recognizing these characteristics helps you build a solid basis of literary comprehension.

Below is a short passage. Read it and discuss the way the writer, Jade Snow Wong, has described his character-Uncle Kwok.

Uncle Kwok by Jade Snow Wong

Among the workers in Daddy's factory, Uncle Kwok was one of the strongest, a large-framed, awkward, unshaven man whose worn clothes hung on him as if they did not belong to him. Each afternoon around three-thirty, as some of the workers were about to both home to prepare their early dinners, Uncle Kwok slowly and deliberately ambled in through the Wong front door, dragging

... heavily, and gripping in one hand the small black satchel from which he never separated.

Going to his own place at the sewing machine, he took off his battered hat and ragged coat, hung both up carefully, and then sat down. At first Jade Snow was rather afraid of this extraordinary person, and unseen, watched his action from a safe distance. After Uncle Kwok was settled in his chair, he took off his black, slipper-like shoes.

In real life as in writing, everyone creates an impression. Each person's clothing, hairstyle, way of walking, vocal quality—all are details that contribute to creating the impression. In the same way, details that a writer selects help create an impression about the subject being described.

The following paragraph uses specific details to create a distance impression of a particular boy. Read it and answer the questions.

He was exotic for these parts, with his new, creased levis, skin-tight, blue silk shirt with scarlet trim, and new, black sombrero. His belt and hat band were made of linked silver conchos, shells, and he wore on one wrist an old silver bracelet as wide as my hand, and on a finger of the other hand a silver ring with a large matrix turquoise, a precious greenish-blue mineral. His long hair was tied in a knot on his neck and bound with a scarlet band. He was thin, and exceedingly straight, and had a long, narrow face and aristocratic hands. His eyes were rather intentionally direct as he smiled at my examination, a faint, even uncertain smile, but with that some quality of light ridicule.

(Slightly adapted from **Composition: Models and Exercise** by Walter Van Tilburg Clark).

Exercise 2

1. Discuss the writer's style of descriptive writing.
2. From the above passage, can you mention some descriptive words that create an impression of the boy's unusualness. What words or phrases make each of the details specific?
3. Discuss in pairs or groups about these in particular

Exercise 3: Composition

Write some brief paragraphs about your own national character. Think foreigners see you. For example, do foreigners find you reserved? hard-working? polite? noisy? talkative? patient? helpful, small groups, describe to each other this 'foreign' view of your nation. You agree or disagree with it.

Exercise 4

Write a composition about a time when you met an interesting person. The questions provided below will help you to plan your work, but you may add other information if you wish. When you have finished your plan, choose a suitable title and write your composition.

1. How did you meet this person? What were you doing? What was the person doing? Did you talk to him/her? What did you say to each other?
2. What kind of clothes was the person wearing? Were they unusual? Describe them.
3. What was the person's face like? Describe it.
4. Why did you think the person was so interesting? Was there anything special or unusual about his/her appearance or behaviour?

Exercise 4: Punctuation

Re-write the following passage, adding punctuation marks and capital letters where necessary. The passage should have three paragraphs.

Cosmetics

the word cosmetics refers to a wide range of products which make themselves more attractive lipsticks eye-shadows face-powders and shampoos are all cosmetics people have been using cosmetics for thousands of years there is evidence from wall-paintings and statues that the egyptians used cosmetics over 6,000 years ago the egyptians used called kohl to darken their eyelids, and they used a red dye called

Unfettered, free- help me!
All you who are dreamers too,
Help me to make
Our world anew
I reach out my dreams to you.

(By Langston Hughes)

Taken from **Spotlight on Literature** (1997) MACMILLAN/ MCGRAW
HILL

Exercise 4: *After reading the poem discuss the following questions. Use the following points to write your summary.*

- What is your immediate feeling after reading this poem?
- What is the theme (central idea) of this poem?
- Do you agree/disagree with the writer's idea? In what way?
- What do you learn from this poem?

Section 6: Writing

Exercise 1: Punctuation

Re-write the following passage adding punctuation marks and capital letters where necessary.

The Red Cross

the red cross is one of the most famous charity organizations in the world it was begun by international agreement in 1864 but it was originally the idea of henri dunant a swiss businessman.

in 1859 the austrians and the french fought a terrible battle at solferino in northern italy dunant happened to be traveling in the area at the time and saw the battle he spent several days helping the wounded men left on the battle field

dunant was very shocked by what he saw at solferino he wrote a book suggesting that societies should be set up in every country to help wounded soldiers in 1864 an international conference was held in geneva switzerland at this conference the red cross was set up as an international organization it adopted as its emblem the swiss flag with the colors reversed

today the organization is known as the international red cross and red crescent movement the international committee of the red cross (icrc) acts as an intermediary between countries which are at war there are also national red cross societies in most countries they carry out their own programmes including teaching people first aid so that they can help people in an emergency or after an accident

Exercise 2: *Imagine you used to work for the Ethiopian Airlines Company and that you received the following note from one of your close friends who is at present working in the Economic Commission for Africa, ECA.*

Dear Kiruble

I hear you resigned from your job with the Ethiopian Airlines Company, on July 10, 2005. Is that true? Write and tell me what happened.

Regards,
Yohannes

Write a letter to Yohannes. In your letter.

- Thank Yohannes for his letter.
- Answer his question.
- Tell him what happened describing
 - a. how you persuaded the company to invest millions of dollars in a new range of aeroplanes
 - b. how the company lost several million dollars because the new aeroplanes did not become popular
 - c. how you felt when this happened
 - d. why you thought of resigning
 - e. how you felt when the personnel manager called you to his office
 - f. the interview with the personnel manager
 - g. how you feel now
 - h. what you plan to do in the future
- You can add further details if you like.

Note: When you write this reply, don't forget to paragraph your letter. Write about 250 words.

Exercise 3: *Read the following poem and re-write it in your own words.*

Read the following short poem "To you" carefully. Try to understand Langston Hughes' view: what he thinks/thought while he was writing it. Feel free to express your ideas about the poem to your partners. During this time, there may be differences of opinion among you. If so, discuss them thoroughly. After that, write what you understand, using your own words.

To You

To sit and dream, to sit and read,
To sit and learn about the world,
Outside our world of here and now.

Our problem world-
To dream of vast horizons of the soul,
Through dreams made whole,

Section 6: Writing

Learning writing from a reading text

Exercise 1: Identifying the main points

Read the following text on *Cultural Perspectives on Child Rearing* and write down the main points in each paragraph. Check out your answers with your friend and discuss your differences of opinion, if any.

Cultural Perspectives on Child Rearing

(Slightly adapted from the *National CASA Volunteer Training Curriculum*, Unit 3 Cultural Awareness, Author: National CASA)

Conventional wisdom might lead one to believe that child abuse and neglect would be easily identified regardless of cultural boundaries. As one begins to explore the considerable variation in child rearing beliefs and behaviours cross-culturally, however, it becomes clear that there is not a universal standard for child rearing, nor for child abuse and neglect. This presents a dilemma. If we fail to allow for a cultural perspective in defining child abuse and neglect, we find ourselves in the position in which our own set of cultural beliefs and practices are presumed to be preferable, and in fact superior, to another. For instance there are places where kids are married to old people without their consent, which practice needs to be reversed soon. At the same time, we cannot take the stance of accepting inhumane treatment of children in the name of cultural sensitivity.

Culture, no matter whose it is, is never an excuse for hurting children, and virtually all cultures have as a value that children may not be damaged. In every culture, members of the community have a responsibility to intervene when children are being hurt -- that's clear. However, what behaviour we label as abusive or neglectful, how we go about intervening, how we understand the causes of problems, and what we do to help alleviate the stresses, have much to do with our understanding of the family's culture and what is normal or acceptable within that culture. Some fathers, for instance, do not give any time at all to their children if they are girls. This practice would actually hurt not only the child but future positive parenting as well. In most cases women who have been raised in that way develop hatred towards males in general and by implication towards their own husband and sons. Hence, they can't be good wives and mothers.

Western cultures consider, for example, the harsh initiation rites that occur in other parts of the world as abusive. During such rites, pre-adolescent boys may undergo genital operations, facial scarring, beatings, and hazing by older members of the group. Sharp reeds are used to induce bleeding of the tongue, nostrils, or urethra. They sometimes are deprived of food or forced to vomit by inverting long canes down their throats. At the same time, many Western child rearing practices would be viewed as equally abusive or neglectful by these same groups. Practices such as isolating children in beds or rooms of their own at night, making children wait for food when they are hungry, forcing young children to sit in a classroom all day, or allowing infants to "cry themselves out" would seem as bizarre, exotic, and damaging as their behaviours seem to us.

Exercise 2: Discovering supporting opinions

Read the text once again and find out supporting opinions for each main point that you have stated for exercise one. Check out on your answers with your friend and discuss your differences, if any.

Have you realized the fact that support opinions can be produced in the form of pieces of evidence, examples, illustrations, explanations and reasons and in other additional details to the main point?

Exercise 3: Writing an essay

Follow the steps given below and produce an essay of a minimum of 250 words.

Step 1. Choose any one of the topics given below.

- My Parents and I
- How I have been Reared
- My Mother, the Person I Love best
- Children Need Honour.
- Love: Children's Daily Bread
- Care for the Child; Care for the Future

Step 2. Decide how main points you will need to make to fully express what you want to write

Step 3. Write the main points and avoid irrelevant and redundant ones.

Step 4. Produce supporting opinions for all your main points. Your supporting opinions can be pieces of evidence, examples, illustrations, reasons and any other detail you may introduce to give more meaning to the main point.

Step 5. Avoid irrelevant and redundant opinions.

Step 6. Arrange the support opinions together with their respective main points coherently. Edit your essay and discuss it with your classmate.

Section 6: Writing

Agricultural Industry in Ethiopia

Exercise 1: Pair work

What is the difference between essay-writing and report writing? Discuss the characteristics of essay and report writing. And then jot down the characteristics under each column.

	Essay writing	Report writing
1		
2		
3		

Exercise 2: Project: Group work

Agro-Industry in Ethiopia

Your class has just received the following letter from some students in a Grade 11 Class in England. Divide into groups of five and write a reply to the letter. Include all the information you are asked for. Answer the questions individually, asking either your parents or other people from your local 'kebele' and then discuss and decide on common answers before you write the final reply. Add more points that might possibly help the students from Happy Valley Secondary School.

Dear Students,

We are writing to you in the hope that you will be able to send us some useful information.

As part of our Agricultural Science course at secondary school we are doing a project on the agricultural industry in different parts of the world. We are particularly interested in learning about the agricultural industry in your area of Ethiopia. We would be very grateful if you could send us information about the following points.

1. What types of Agro-industry are there in your area?
2. What products are manufactured and from what animals and plants?
3. Which are the most important products in your country?
4. How do manufacturers sell their products?
5. How many employees are there in the industry?
6. Is any factory product exported? If so, to which countries?
7. What are the main problems faced by agro- industrialists?
8. In which month(s) do you produce more? Why?
9. In which month do you sell the most and produce the least? Why?

The information you send us will be very useful. Thank you very much for your help

With best wishes from us all,

Yours sincerely,

Grade 11 Students,

Happy Valley Secondary School

Exercise 3: *Write an essay composition of not more than 250 words based on your personal views of the economic contribution of agro -industry in Ethiopia. Make sure your essay is clear, relevant, persuasive and very well organized. Follow the usual essay- writing procedures:*

Think

Plan

Write and

Check.

writing

You have been asked to represent your country at the World Youth Parliament. You have the choice of talking about the future using one of these topics.

1. My Country's Future National Dress
2. My Future Dream for the clothing Industry in Ethiopia.
3. Fashion in the Minds of Young People in Ethiopia.

Choose one of the three topics that you feel optimistic about and set out your vision of the future. Write about 150 words only.

Section 6: Writing

Writing Instructions

The purpose of telling and writing instructions is to tell someone how to do something, e.g. how to do an experiment, how to describe a process, etc.

To improve our written instructions, we have to follow basic rules.

1. Improve your word power for instructions

To do this, you should be voracious for new words and also give more attention to some important verbs and other expressions that will be useful for giving instructions. To brainstorm, discuss the function and meaning of the verbs given in the box below.

pour	chop	tighten	fold
stir	slice	loosen	measure
tie	screw up	spread	filter

Can you add more verbs that express instructions? Take any situation and then jot down the possible verbs that could express instructions.

Exercise 1: Brainstorming questions

Complete these sentences with an appropriate form of some of the verbs that are listed above. Use a different word in each one.

1. _____ the liquid into a bottle.
2. We _____ the leaf into two pieces so that we could study it.
3. Then _____ the top of the bottle.
4. You _____ the liquid to remove the dirt.
5. Now _____ the string into a bow.

2. Successful written instructions should always be clear and simple.

- i) Aim, heading or title
- ii) Materials
- iii) Ingredients
- iv) Method
- v) Procedure
- vi) Things to watch out for

3. Use the appropriate verb form

i) Imperative verb forms

Imperatives are used, for example, to tell or ask people what to do, to make suggestions, to give advice, to encourage and offer, and to express wishes for people's welfare. When giving instructions, we often use the imperative form of verbs for clarity. Although it is not stated, the subject of the imperative form of a verb is 'you'. Here are some examples of imperatives from a recipe for 'Perfect Rice'.

- Heat the oil
- Add the rice
- Stir the grains

ii) Present tense verb form

Present tense can be used to personalize instructions

Examples: The driver then releases the handbrake (of the car).

You tie the string into a bow.

You filter the liquid to remove the dirt.

iii) Passive verb form

Reports of instructions often use the passive verb form especially in a formal style, because it is impersonal. To apply this, let's practise the passive verb form.

Exercise 2: Rewrite the following imperative instructions using the passive verb form

Example: Add the liquid slowly _____ (Imperative verb form.)

The liquid was added slowly _____ (Passive verb form.)

1. Repeat the experiment several times.
 2. Assign the students into groups.
 3. Use a stop watch to measure the time taken to react.
 4. Calculate the time taken to react by using a special formula.
 5. Add the ingredients gradually.
 6. Record the results in a table.
 7. Give a ruler to each pair.
 4. *Check that the instructions are complete*
 5. *When you write instructions for a process, it is very important to describe the main stages, steps or procedures in a logical and meaningful order. In other words, avoid confusion as much as possible.*
 6. *Written instructions need linking expression or 'sequence indicators', such as: 'first', 'second(ly)', 'next', 'then', 'following that', 'after this', 'after that', 'before', 'after(wards)', 'meanwhile', 'lastly', 'finally', and so on.*
- Example:** First heat the oil or butter.
Then add the rice and stir the grains.
Next add the boiling water.
7. *Written instructions describe a series of events in the proper order in which they should happen. Sometimes the main stages, steps or procedures are numbered.*
 8. *If we are writing a scientific report, formal report, we can use the following headings:*

Aim → Material → Methods or procedure → Results → Conclusion.

Study carefully the set of instructions in the following reading passage which is taken from recipe book and then write all the verbs used to give instructions.

Perfect rice

1. Aim/Title/Heading

How to cook perfect rice

2. Materials

A small saucepan with a lid

A wooden spoon

A shallow serving dish

A fork

3. Ingredients

1 cupful of rice

2 cupfuls of boiling water

1 dessertspoon of cooking oil or 10g butter

2 teaspoons of salt

4. Method/procedure

First heat the oil or butter gently in the saucepan, just to the melting stage.

Then add the rice and, using a wooden spoon, stir the grains until they are thoroughly coated.

Next add the boiling water and salt. Stir just once as the liquid begins to simmer and reduce the heat so that the liquid continues to simmer gently. Cover the saucepan with a lid. Do not take off the lid and do not stir.

Meanwhile warm the serving dish either by placing it in the oven or immersing it in hot water for 15 minutes.

Lift the lid off the saucepan and remove a few grains with the wooden spoon. Allow to cool and then test the rice by pressing the grains between your thumb and index finger. If the grains are soft and no trace of liquid is left, the rice is cooked. If not, let the rice simmer for a few more minutes and test again.

Finally, tip the rice into the warmed serving dish. Lightly fluff the grains with a fork.

Serve immediately.

Exercise 3: Choose a type of food or drink which is popular in your area, for example, 'injera', 'buddena', 'kocho', coffee, etc. Write a recipe for cooking the food or preparing the drink. Use the heading, 'How to cook perfect' or 'How to prepare-----' Remember to give information about a) the ingredients, b) the utensils or materials, and c) the method/procedure

Don't forget to

1. Think
2. Plan
3. Write and
4. Check

Exercise 4: Write a set of instructions for any one of the processes in the list below. Your instructions should be clear and well set out. Include diagrams where necessary. Remember to provide a list of the materials and tools required. Describe the processes using the correct tenses.

Example: How to build a strong wooden fence

Materials: hoe, wood, rope, cement, sand

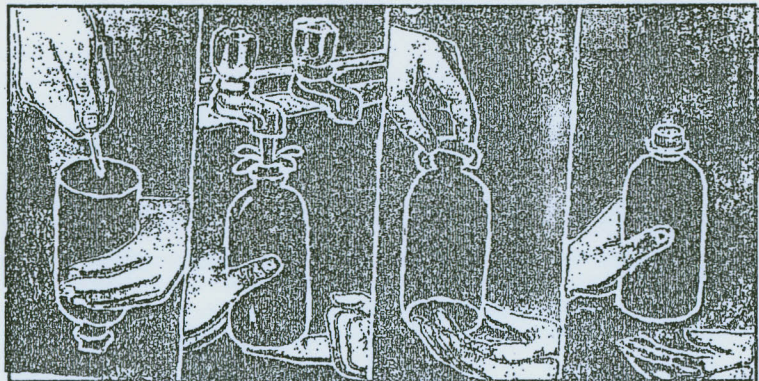
1. Dig holes along the proposed line of the fence.
2. Place the wood in the holes
3. Fill the holes with mixed sand and cement/concrete, etc.

Choose a topic from this list:

- a) How to build a grain store
- b) How to repair a bicycle puncture
- c) How to make a pot of coffee
- d) How to make a canoe
- e) How to make a fish trap

Exercise 5: You are going to report the following experiment using active and passive verb forms as needed and express what happened in these pictures. First, write the instructions so that someone else can do the experiment, then report the experiment, using the scientific or

formal report format, that is, heading-materials-method/procedure-result and conclusion. Write the process from the pictures.



Example: Instructions: First, take a plastic bottle. Then, make a hole in the bottom of the bottle.

Report: We made a hole in the bottom of a plastic bottle/A hole was made in the bottom of a plastic bottle etc.

Exercise 6: Rewrite the following paragraph using appropriate punctuation marks and capital letters.

all my photography is confrontational my objective is to shock i try to take photographs that force themselves on you im trying to photograph in the way goya a spanish artist painted or did his war sketches im hoping to show the circumstances the cause the sources so that the photograph tells a story i sometimes think of my pictures as pictures in the old sense as icons with the impact of religious images i like to think my pictures stick in your mind the way an icon does that they are remembered in the way that icons are remembered

UNIT EIGHT

Section 6: Writing

Describing an instrument /a piece of equipment

To describe the appearance and function of an object the writer should know/ make the following points.

- what the instrument /equipment is
- the size or shape of the object
- the weight and appearance of the object
- from what material it is made
- the use /purpose of the object
- where it came from
- the owner's feeling about the object, and so on.

These are some of the points that can help us to write the description of an object clear, simple, and vivid. Can you mention some more points that can help you to describe the appearance and function of an object when you write about it? Please discuss with your partner (s) and write the additional points.

As an example read the model below and then do the exercises that follow.

Model 1: My Favourite Possession

My watch is quite traditional in appearance, exactly right for me. It's round and has all the numbers from 1-12 on it, which I can read easily. The strap is made of the same silvery metal as the watch and it's sort of plastic. It is simple to put on in the morning and feels good on my wrist. It was given to me by a good friend for my birthday 10 years ago so that makes it a bit more special. It means a lot to me.

Exercise 1: *In what way would you describe an object that you hate/ like?*

Discuss the following points thoroughly with your partner:

1. stating information or idea
2. putting your points in order
3. adding and linking points
4. introducing contrasting ideas.

Choose a favourite object of your own. If you want, use the above guidelines to help you get some ideas. Include your own points and then write the details of

your favourite object into a paragraph. You can also follow the structure of the watch description.

Model 2: Why I hate Mobile Phones

First of all, very few people really need a mobile phone. If you need to speak to someone, there are plenty of public phone boxes in Addis Ababa. Nowadays, a mobile phone is a status symbol in Ethiopia. People like being seen with one, since they think it makes them look important and successful. It is also a very fashionable object and a sign of modernity for them. People buy them, in the same way as they buy the latest cars, jeans, woolen suits or valuable jewellery, and very often don't use them.

In addition, mobile phones are often used in public places like buses, restaurants and even in meetings, other people around have no choice but to listen to the conversation, which is really very irritating. As well as this, it can actually be dangerous in some situations to use a mobile, for example when driving (because it distracts you when you drive) or flying by plane (because it can affect the whole electronic system within the plane since it has high power and frequency). That is why passengers in a plane are kindly requested to not use their mobile phones. According to the police and flight engineers, speaking on the phone while driving and flying by plane is a major cause of accidents.

Exercise 2: Write a guided short paragraph entitled 'Why I like Mobile Phones'

You can use the following points if you wish.

Describing a process

Exercise 3: Here is a description from a biology textbook. It describes the process of breathing in. Change the verbs in bracket into the correct form of the present simple tense or the passive voice.

Breathing in

Breathing is an automatic action. We (1. not have) to think about it. We each (2. have) two lungs in our chest which (3 protect) by our rib cage. When a person (4 breathe) in, the diaphragm muscles which (5. lie) between the stomach and the lungs, (6.move) down and the ribs (7. rise) to increase the size of the chest cavity. This (8 have) a similar effect to pulling back the plunger of a bicycle pump

to draw air inside. As the chest (9. expand) air (10 draw) into the lungs through the nose or mouth.

The inside walls of the nose and the airways through which the air (11 travel) to the lungs (12. line) with hairs and special cells that (13 make) a sticky liquid called 'mucus'. The hairs and mucus (14 trap) particles of dust in the air which we (15. breathe) in. The mucus also (16. moisten) hot, dry air to prevent the lungs from drying out. When we (17 have) a cold, too much mucus (18.produce) and our nose(19 become) runny or blocked. This (20. make) breathing more difficult.

From the nose, the air (21 pass) into the throat and then into the windpipe. About 20 cm down the wind pipe (22. divide) into two branches which (23. call) ' bronchi' . If you (24. suffer) from bronchitis, then you have an infection of the lining of the bronchi which (25 cause) them to produce too much mucus and (26 give) you a chesty cough.

Note summary

A note summary is quite different from a prose summary. What is the difference between these two? Talk about them with your partner(s).

- Points to remember about a note summary:

A note summary:

- does not usually contain complete sentences.
- is often written in the form of a list.
- often contains abbreviations.
- contains only relevant, useful, clear and brief information.
- uses the most important key words and expressions usually nouns, adjectives, verbs + adverbs.
- leaves out/omits some words i.e articles, pronouns prepositions, conjunctions, interjections and the like.

Exercise 4: Rewrite the following passage in *note summary* form by omitting the less important words and using abbreviations.

The first television broadcasts were transmitted in London in 1929 using a system invented by John Logie Baird. Everyone thought the pictures were wonderful. However they were very poor quality compared with modern pictures. Baird's television sets produced a black and white picture and had only thirty broad lines. Therefore, the pictures were very unclear.

Modern television sets are much improved. They produce pictures in colour and have 625 narrow lines. High-definition television sets are now being produced with over 1,000 scanning lines and give even clearer pictures.

Exercise 5: Rewrite the following short passage in *note summary* form by omitting the less important words and using abbreviation.

Invention: The Internet

The Internet began in 1969 when some scientists in the United States military thought it would be handy to link together a few of their computers situated in different places. Two years later, 23 computers had been connected up. Today, the Internet serves over 50 million people worldwide. As more people connect up, the potential for the system will become even more exciting in the future.

Section 3: Writing

Exercise 1: Guided summary

Read the above passage 'Basic concepts of Responsibility' critically and fill in the blank spaces in the text summary below.

The first paragraph brings forth the ideas (of/that) _____, _____ and _____. The second paragraph, on the other hand, focuses on _____ and _____. In conclusion the last paragraph gives further information about _____.

Exercise 2: Summary writing

The following reading passage, which talks about responsibility in the work place, has seven short paragraphs. Read the paragraphs silently but critically and identify the main point in each of them so that you are able to coherently combine them to write a summary of the text in one paragraph form.

Responsibility in the Workplace

Employees who take responsibility and are motivated to get the job done without being "driven" by their manager are a real asset. Effective delegation is an example of a business application of responsibility. Managers seek employees who demonstrate commitment, are motivated, and are willing and able to accomplish the desired results. In delegating "responsibility" to a subordinate it is important to provide a clear statement of the required outcome and establish boundaries regarding behaviours and actions appropriate in accomplishing the outcome. Where possible, this is best detailed as what is **not** permitted, so freedom is open to the employee to choose any appropriate actions.

To demonstrate trust in the capabilities of the employee matters a lot when it comes to making the employee responsible for his job. It is an agreed upon fact that, it indeed requires accountability for performance and willing acceptance of the assignment from the employee. It also helps to offer support so the employee can grow and develop in a nurturing environment, and hence feel more comfortable with additional responsibilities.

The results of successful delegation can include for the employee growth and development with new skills and capabilities and increased trust of and loyalty for the manager because of the expression of trust and the opportunity for increased responsibility. It can also help to improve self-worth and self-confidence and establish greater recognition that the employee can contribute in a meaningful way.

As wonderful as it would be to achieve and take up these results, the employees' attitude to responsibility, assuming it, owning it, and being accountable, may be stymied by faulty personal beliefs, programs and patterns that undermine and distract from the focus and energy needed to perform the role. Self-worth issues, guilt, defensiveness and other patterns associated with self-protection may impede a worker's ability to engage at work and be effective.

Attitudes of the manager may also damage or destroy the intended results of delegation. Fear of loss of control can result in the manager not truly passing responsibility to the other person. Instead the manager micromanages, meddles, or even overtly takes back the activity. Perfectionism is one reason for such attitudes.

Where the manager is unable to let the employee demonstrate capability and be responsible, and holds on to the supposedly delegated task, then resentment within the employee is the natural result. Taking responsibility for the results of subordinate to whom you have delegated responsibility, sends messages at odds with the desired positive outcomes, and can leave the employee feeling powerless unable to contribute in that situation. Resentment can erode the relationship between manager and employee, leading to loss of trust, loyalty, respect, and interest in working with the manager.

When the manager successfully delegates, an employee shows interest in progress, within the bounds of the agreed accountability, and may strengthen the delegation through non-interfering support. Offering coaching, where the employee can return, share their issues and concerns, and where the manager as coach listens, and may be invited by the employee to offer suggestions, can have a powerful and strengthening effect to the whole delegation experience, and the relationship.

In our relationships at work, within our families, and every other setting there are opportunities to strengthen our sense of power by taking responsibility for ourselves, leaving others to be responsible for themselves, and engaging at a deeper, more meaningful level as we share our thoughts, feelings, needs etc with those around us in appropriate ways. Responsibility as a concept underpins and strengthens how we feel about ourselves, others, and our relationship to them regardless of the environment. As we own our results, we stop seeking scapegoat and making excuses. We become the captains of our own ship. As we develop these skills, our capacity to sail the stormy oceans of life, sure within ourselves of who we are, what we have to offer, and that we can succeed becomes real.

Section 6: Writing

Exercise 1: Expressing personal views in writing

Complete the following dialogue between Tiblets and her boyfriend Mengistu. Using the dialogue write a short paragraph containing both opinions about the election.

Tiblets: Ethiopia is entering a new era of democracy? What do you think about the Ginbot 7 election?

Mengistu: It was splendid indeed. Nearly,

Tiblets: _____
That is great I didn't imagine this many people would come out to vote. Did you?

Mengistu: Not at all, but what surprised me even more is _____

Tiblets: Me too, I am proud of my people indeed. But, I didn't like the unlawful situation, which occurred later.

Mengistu: _____

Tiblets: Oh yes, that was too terrible indeed.

Exercise 2: Report writing

Gather information from at least three people who actively participated in the Ginbot 7 election and write a brief (not more than 250 words) report on it. While writing the report follow the structure.

1. The report should have an introduction that contains:
 - What the report is all about,
 - When and where it was produced,
 - Who produced it,
 - Sources of information,
 - Why it was produced,
 - Brief statement of the content.
2. Body (Can be one or more paragraphs depending on the size of the information gathered)
 - The details of the report,
 - Analysis of the information gathered,
 - Examples, reasons and evidence,
 - Your personal opinion about the information gathered,
3. Conclusion
 - Summary of the details
 - Suggestions and recommendations.

Section 3: Writing

Exercise 1: Understanding a table

Read the information in the table below and produce a meaningful descriptive paragraph based on it.

HIV positive in five high schools

Name of High schools	Years							
	2004		2005		2006		2007	
	Male	Female	Male	Female	Male	Female	Male	Female
High School 1	300	306	350	356	401	449	408	439
High School 2	307	311	357	360	419	425	439	434
High School 3	309	314	359	500	510	670	650	675
High School 4	318	345	362	500	521	589	597	599
High School 5	321	346	374	543	567	600	642	657

Exercise 2: Table summary

Read the passage below and prepare a table that shows the data of HIV positive patients who have received counselling services since 2001.

According to statistics compiled through the National Center for Health Statistics, at the Centers for Disease Control, less than 15% of adults in the U.S.A have been tested for HIV. Based on findings from large population surveys of people who had not taken HIV tests, 8% indicated that they intended to test in the upcoming year. When given the option of in-home access to HIV tests, the willingness of individuals to test for HIV tripled to 24%. Half of the people who comprise that 24% included people who perceive themselves to be at risk for HIV-infection.

Clearly, statistics show that if HIV testing through in-home access were available, there are people who might utilize this option who would not otherwise test through existing mechanisms. Furthermore, 31% of people surveyed who had been tested for HIV reported receiving test results either by mail or over the telephone. This statistic does not speak to the quality or appropriateness of how these test results were delivered based on an individual's needs. It does speak to the need, however, of formalizing and developing options of anonymous and confidential telephone counselling in this regard, for people who choose to utilize this option and for people who feel phone based notification and counselling best serves their needs.

Exercise 3: Project work

Go to nearby health centers and gather statistics on:

1. Patients who have had a blood test for HIV.
2. Patients who come regularly for counselling.
3. Patients who disappeared after the test.

Work in pairs or groups and then compile your work. Write a minimum of 2 pages. Include tables.

Section 6: Writing (Giving Opinions in Academic Writing)

Academic writing is **impersonal**. This means that 'I' (the writer) are not important and 'you' (the reader) are not important. The normal emphasis is on the 'it', (the information which lies between the reader and the writer). Giving an opinion is important, but it should be done indirectly, using impersonal language.

It is possible to use 'I' at the beginning, in order to introduce the topic of the essay, e.g. "In this paper I investigate the extent to which current and future shareholder cash flow is reflected in UK share prices." 'I' can also be used for the conclusion, e.g. "In this essay I have attempted to demonstrate that...". However, it is generally best to avoid 'I' altogether. This can be done in two ways:

1. Make the paper/research the subject of your sentence: "**This paper** investigates the extent to which current and future shareholder cash flow is reflected in UK share prices."
2. Use the passive: "The extent to which current and future shareholder cash flow is reflected in UK share prices **is investigated** in this paper."

An impersonal 'you' can at times be used, e.g. "You can treat heart disease by adopting one of several approaches." However, it is generally best avoided. This can be done in three different ways:

1. Use the passive voice: "Heart disease **can be treated** by adopting one of several approaches."
2. Imagine a third-person equivalent, e.g. 'doctors': "**Doctors** are able to treat heart disease by adopting one of several approaches."

3. Use 'one' (however this is becoming unusual in modern academic English): "**One** can treat heart disease by adopting one of several approaches."

Giving an opinion in writing is possible but not directly (i.e. you cannot say "I believe that the Scots are friendlier than the English.", or "In my opinion the Scots are friendlier than the English."). There are three indirect ways to give your opinion:

1. Use cautious language: "The Scots **are often said to be** friendlier than the English.", or "The above discussion **suggests that** the Scots are friendlier than the English."
2. Refer to evidence: "**Government statistics** (HMSO, 1999) demonstrate that the Scots are friendlier than the English", or "**The table above shows** that the Scots are friendlier than the English."
3. Find a published author(s) who shares your opinion: "**Brown (1998) and Morrow (2000)** argue that the Scots are friendlier than the English."

Exercise: Reflecting Opinions in writing

Write your opinion about the method your English teacher is using to teach you this English course.

Follow the following procedure:

1. Collect your observations in written form,
2. Select your focus points,
3. Write your opinion,
4. Impersonalise the text.

Semu: _____

Section 6: Writing

Exercise 1: Writing questions asking for advice

Look at the examples below and learn more patterns for questions asking for advice.

I am having a lot of health problems connected to HIV/AIDS

- a. What do you advise me to do?
- b. What do you suggest I do?

- c. What shall I do?
- d. Do you think I should ...
 - i. see a doctor?
 - ii. discuss it with my parents?
 - iii. make it public?
- e. What do you recommend that I do?
- f. Do you have any experience of/about this?

Questions on writing question on asking for advice

Write questions seeking advice based on the following problems.

- 1. I have a lot of family problems.
- 2. My friend is not in good terms with me.
- 3. I don't like mathematics, but is one of the compulsory subjects.
- 4. I dislike living in Addis Ababa, Jimma, Bahir Dar, Dessie, etc. (Write your town or village)

Exercise 2: Writing suggestions/advice in response to a written request

Study the following examples of making suggestions/giving advice in response to a written request and learn more from other sources.

- 1. Have you ever thought of
 - a. changing your _____?
 - b. looking for another _____?
 - c. trying to forget about it?
 - d. praying?
 - e. making it public?
 - f. supporting her?
 - g. studying hard?
- 2. You might consider
 - a. changing your _____
 - b. looking for another _____
 - c. ignoring it.
 - d. praying.

- e. making it public.
- f. divorcing her.
- g. studying hard

3. You could always _____.
4. Why don't you . . . ?
5. Why don't you try _____.
6. I suggest you _____.

Write suggestions/advice in response to the following questions.

1. I am not good at English and my teacher is not happy about it. What can I do?
2. My father doesn't like me for reasons I can't understand. What do you advise me to do?
3. I am HIV positive and have no hope for the future/the future looks bad. What do you recommended me to do?
4. I'd like to marry Kebede, but I don't think he loves me. What should I do?
5. I want to live the rest of my life in America. How can I get the chance to go there?

Exercise 3: Producing a dialogue

Based on the situations given below, produce meaningful dialogues on seeking for advice and getting advice.

Situation 1

Dr. Ashenafi is a medical doctor and Wzt. Tshion is a HIV positive woman looking for medical help to cope with life as an HIV positive woman.

Situation 2

Ato Yohannes is an English teacher and Wzt. Kidist is his student who is not good at the subject but would like to improve as much as possible.

Section 6: Writing**Exercise 1: Writing an argumentative report**

You are a **columnist** for a nationally **acclaimed magazine**. You and another columnist have been assigned to report opposing sides of the hot issue of the food security endeavour in Ethiopia. You will work with this columnist to investigate the issue in depth, then each of you will write an argumentative essay presenting opposing sides of the issue. You and your partner will then present your sides of the argument to a group of students. Finally you will try to merge your essays and produce an argumentative essay of not more than 300 words.

In this task you will:

- learn about argumentative writing
- learn about the different sides of a controversial issue
- process your essay in a maximum of 250 words
- present your argument to the class

The following will help you to go about the assignment in the best way. You will:

1. familiarize yourself with the argumentative writing style
2. with your partner, choose a topic to debate
3. collect as much information as possible
 - The information must be fresh, hot and factual.
4. plan your argument
 - Identify your topic sentence, other supporting sentences
5. develop reasons and evidence
 - They can be given in the form of examples
6. try to arrange your points in a logically acceptable order
 - Use either climatic and/ or chronological order (Climatic order is when you arrange the items based on a priority list according to their importance, while chronological order arranges the incidents according to the time they happened.)

Declaration

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

Name: Mohammed Yibre

Signature: Mohammed Yibre

Date: June, 28, 2009

Place: Addis Ababa University

