

ADDIS ABABA UNIVERSITY
COLLEGE OF HUMANITIES, LANGUAGE STUDIES,
JOURNALISM AND COMMUNICATION
DEPARTEMENT OF FOREIGN LANGUAGES AND LITRATURE

THE PRACTICE AND CHALLENGES OF TEACHING WRITING SKILLS:
IN THE ADDIS ABABA PEACEKEEPING ENGLISH TRAINING CENTER
LEVEL-2 STUDENTS IN FOCUS

BY: SAMUEL GETAHUN

JUNE 2019

ADDIS ABABA

**THE PRACTICES AND CHALLENGES OF TEACHING WRITINGSKILL:
IN THE ADDIS ABABA PEACEKEEPING ENGLISH TRAINING
CENTER: LEVEL-2 STUDENTS IN FOCUS**

**A Thesis Presented to the Department of Foreign Languages and Literature
Addis Ababa University**

**In Partial Fulfillment of the Requirements for Degree of Master of Arts in Teaching English
as a Foreign Language (TEFL)**

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This is to certify that the thesis was prepared by Samuel Getahun Woldemariam. The title of the thesis is: The practices and challenges of Teaching Writing Skill: Addis Ababa Peacekeeping English Training Center. Level-2 Students in Focus; the thesis is submitted in partial fulfillment of the requirements for the degree of master of Arts in Teaching English as a Foreign Language (TEFL) complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

Signed by the Examining Committee:

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Advisor _____ Signature _____ Date _____

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LIST OF ABBREVIATIONS

- 1. ESP -English for Specific Purposes**
- 2. ESOL -English for Speakers of Other Languages**
- 3. CELTA -Certificate in English Language Teaching to Adults**
- 4. CMR -Cargo Movement Request**
- 5. PEP -Peacekeeping English Project**
- 6. SAC -Self Access Centre**
- 7. UNISFA -United Nations Interim Security Force for Abyei**
- 8. UNMO -United Nations Military Observers**
- 9. NATO STANAG - North Atlantic Treaty Organization Standardization Agreement**
- 10. TCC - Troop Contributing Countries**
- 11. EMOND - Ethiopian Ministry of National Defence**

Abstract

The main objective of the study was to explore the practices and challenges of teaching writing skills with reference to students in the Addis Ababa Peacekeeping English Training Center. In order to achieve this goal, level-2 students of the center were taken as the participants of the study. The purpose was to explore techniques and strategies used by the teachers to practice writing, the types of classroom activities often used in writing lessons, the roles of teachers and learners in writing classes, the factors that cause difficulties or problems that learners face in learning writing skills and the type of error correcting techniques frequently used in writing lessons. The researcher used descriptive survey methods for the study. For the purpose of gathering sufficient and reliable data, four instruments were used. These are: questionnaire (for the students), interview (for teachers), classroom observation and content analysis. The data obtained through questionnaire was analyzed quantitatively whereas data obtained through interview; observation checklist and the content analysis (tasks from the students' course book and students' writing assignments) were analyzed qualitatively. The findings of the study demonstrated that appropriate techniques and strategies were often used in teaching writing skills for level- 2 students. There is a good culture of using more recent language teaching techniques such as pair work, small group work and sometimes individual work, information gap and problem solving that could promote active learning in the writing lessons. Furthermore, the teachers used different strategies that could help the learners to develop their writing skills and the students mostly played their role actively in a writing class despite shortage of time to complete writing tasks in the class. Teachers also implemented all types of error correction techniques when teaching writing skills. However, teacher correction technique (mostly directly written feedback and correction) was observed more frequently than self-correction and peer-correction techniques both in and outside the classrooms. Even though results drawn from the entire data gathering instruments show that there is a good tendency of teaching writing skills for level-2 classes, the students still have some difficulties or challenges that emanated from a multitude of variables such as poor language background of the students, lack of opportunities to practice writing outside the class, lack of time to accomplish writing tasks in the classroom, lack of teachers' support and motivation that was reflected by lack of giving regular and timely feedback and correction and sometimes too much reliance on the mother tongue. Generally, the results of this study indicated that there are good practices and good opportunities in the teaching and learning of writing skill in the Addis Ababa peacekeeping English training center of level- 2 classes, though the students face some difficulties or challenges in learning and developing their writing skills. Finally, based on the findings of the study, possible implications and recommendations were drawn and presented.

CHAPTER ONE

1.1. Background

Language is an important device and a very valuable tool for people to communicate. By using language, people can communicate and understand each other. They can communicate with other groups of people or nations. According to Scrivener (2005), a successful communication needs communicative language media (communicative competence) that have rules and norms, which should be carried out in communication. Brown (2000) states that language is a system of arbitrary conventionalized vocal, written or gestural symbols that enables members of given community to communicate intelligibly with one another.

In learning English, there are four skills vital to learn: listening, speaking, reading, and writing. Those skills are supported by some components namely vocabulary, grammar, pronunciations, etc. Harmer (1991) identifies four major skills: listening, reading, speaking and writing. Speaking and writing are obviously skills that involve some kind of production. On the other hand, reading and listening are categorized as receptive skills.

The demand for peacekeeping Missions throughout the world has grown by a significant number. As Ethiopia is one of the founders of the UN, as an international multinational organization, its role in the international peace dates back to the Korean War in the 1950s. She deployed troops on peace support missions in the Congo, Rwanda, and Burundi. Currently, Ethiopia has contributed troops to such missions in Sudan (Darfur), South Sudan (Abyei) and Somalia. Now, Ethiopia ranks 1st in Africa and 1st from the world as troop contributing country to the UN and AU. The government of Ethiopia established an international peace support operation facility which has become a centre of excellence, meeting the highest standards and working towards regional and continental operation.

The Ministry of National Defense (EMOND) recognizes that in order to carry out its peacekeeping responsibilities effectively. It is essential for Ethiopian peacekeepers to be able to communicate in English to an internationally recognized standard as English is the Lingua Franca of most nations. In line with this need, intensive training on peacekeeping related English has become mandatory.

According to the official Training Policy Document, which was prepared by the British Council Ethiopia, Peacekeeping English project in Ethiopia was launched in February 2008 with the aim of establishing a sustainable system of English language training program for Higher Ethiopian Military officers with financial and technical support from the UK Government. There are seven centers including the Addis Ababa centre throughout the country and they have got their own modern equipment for teaching and learning with Self Access Centers (**SAC**), standardized syllabus based on Military English for Peacekeeping purposes, a Testing System based on **NATO STANAG 6001** (North Atlantic Treaty Organization Standardization Agreement) and all **CELTA** qualified teachers.

The training policy states that teachers should adhere to learner-based Communicative Language Teaching Approach (**CLTA**) and uses a full package of **Campaign** Military English course book as the main source for content. It also encourages teachers and learners to use every available resource such as authentic materials and other supplementary books both in the classrooms and in the Self Access Centers (**SAC**).

Generally, the project introduces the idea of teaching English for Specific Purpose (**ESP**) with the aim of developing the English language proficiency and competency of the Ethiopian Peacekeepers. The trainees are higher Ethiopian military officers who have at least completed college diploma and are supposed to be deployed to different peacekeeping missions as **UN** Military Observers (**UNMO**), **UN** Staff Officers and Contingent Staff members. Each training centre teaches three levels. These are: Level-1, level-2 and level-3. Level-1 is equivalent to elementary and level-2 is almost equal to lower intermediate and intermediate and finally, level-3 matches with upper intermediate level. After they complete level two or three, they are expected to perform their duties and responsibilities in a more effective and efficient way in an international working context as **UN** Peacekeepers. The peacekeeping English curriculum gives emphasis to developing students' ability to communicate in the target language by mastering the four skills among them speaking and writing are given more attention due to the fact that most learners have faced difficulties in these areas and are used intensively in the UN Peacekeeping missions by Military officers to perform and report their duties.

Since most of the staff officers in the **UN** peacekeeping missions communicate through different means such as memos, e-mail and reports of different types, Teaching Writing Skill is the most

crucial part of the language training goals next to speaking skill. Hence, in the teaching of writing skill, the future peacekeepers mainly learn and practice writing e-mail and incident and accident reports mostly on paper. When they complete levels two and three, they will be ready to deploy on different UN peace Support Missions and start to deliver their duties and responsibilities.

1.2. Statement of the Problem

As far as the knowledge of the researcher is concerned, so far in the Addis Ababa peacekeeping English project center, there have been some studies conducted on most language areas in general but, on topics related to the Teaching Writing Skills, we could hardly find any research paper.

Though there are some studies on teaching writing skills in some Ethiopian high schools however, it appears that the problem was not touched in the context of peacekeeping English projects. In addition, as far as the knowledge of the researcher is concerned, a few studies have been done in some areas of the language such as kemal Tuha (2011), Belehu Bkena (2011) and Adisu Yilehal (2012). However, no research has been conducted yet regarding the practices and challenges of teaching writing skill in the peacekeeping English Project. Therefore, the researcher is interested in carrying out the study on Practices and Challenges of Teaching writing Skill: Addis Ababa Peacekeeping English project Level 2 (Intermediate) Students in Focus.

The other reason to conduct research on writing skill in the Addis Ababa peacekeeping English training center has to do with the researcher's personal experience working with Ethiopian peacekeepers in the conflict affected area of Abyei, South Sudan, as a member of **UNISFA HQ** Support Company. The researcher mostly helped the contingent staff and other staff officers in English language related matters. In his one-year assignment, he observed that the officers especially those who work in offices with different roles such as logistics, personnel and administration had problem of lack of communicating in writing in English with other international staff as English is one of the most widely used working languages of the **UN**. For example, the logistics officers are in charge of requesting rations, transport of cargo and personnel, accommodation and administration and maintenance of all vehicles, weapons and equipment at the company level and have to write reports on daily, weekly and monthly bases in English to the international staff electronically. To produce such reports, they must fill very long and inter-dependant forms electronically. One of these forms was a Cargo Movement Request **(CMR)**. The personnel officer had also more or less similar duties and responsibilities. Because

of lack of Writing Proficiency, they had problems in terms of delay and sometimes rejection of food and other important cargo which resulted in chaos, wastage of time and resources.

Therefore, the researcher, as one of the members of the teaching staff, thought about the practices of Teaching Writing Skill in the Addis Ababa Training center and how best teachers could help the learners (peacekeepers) to bring their writing skill to the level of communicating in an international peacekeeping scenario with the help of modern instructional materials such as the internet and computers.

Moreover, the annual reports of the Department of Peacekeeping Operation of the UN and the Peacekeeping Main Department of the Ethiopian Ministry of National Defense also indicate that the Ethiopian Peacekeepers have always done their duties extraordinarily well in the field but, often lack to communicate what they have performed in English mostly through writing e-mail and reports (incident and accident) on the UN official outlook. Because of this reason, other Troop Contributing Countries (TCC) to the UN take advantage over the Ethiopian Peacekeepers on different occasions.

Based on the practical needs of writing competency of the Ethiopian peacekeepers in mission areas, teaching English Writing skill is the key part of the training program of English Language for Peacekeeping Purposes.

When comparing writing skill with the other three skills of English in its general context, it gives more challenges to both the teachers and the learners who in this case are peacekeeper soldiers and are supposed to apply the skill to perform their duties in an international working context and to the expected UN standard. However, the peacekeepers find this skill difficult to attain it easily.

In this regard, Haman (2014), describes the distinctive feature of writing skill as, “Writing is the productive skill in the written mode. It too, is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of English, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.”

1.3. Objectives of the Study

The researcher tried to achieve the following general and specific objectives:

1.3.1. General Objective

The General Objective of this study is:

- To explore the Practices and Challenges of Teaching Writing Skill in the English Language Training for Peacekeepers at the Addis Ababa Centre.

1.3.2. Specific Objectives.

In order to achieve this general objective, the research focuses on the following specific objectives:

- To explore some of the techniques and strategies implemented by teachers to teach writing skill, mainly e-mail, incident and accident reports.
- To find out the most commonly used writing activities implemented in a writing lessons
- To point out the roles of teachers and learners in writing classes
- To identify techniques used by teachers to give feedback and correction on the learners' written works mainly, e-mail and reports.

1.4. Research Questions

In order to achieve the general and specific objectives, the study tries to address the following questions:

1. What techniques and strategies do teachers use to teach writing in general and writing e-mail and reports in particular?
2. How do teachers give feedback and correction on the learners' e-mail and reports?

1.5. Significance of the Study

This study will have the following contributions:

- It introduces some of the techniques and strategies of Teaching Writing Skill employed in the Addis Ababa center of the Peacekeeping English project.

- It identifies some of the drawbacks of teaching writing skill in the Addis Ababa Training center of English language for Peacekeepers.
- It could help teachers to adjust their teaching methods and strategies when teaching writing skill so as to address the peacekeepers' actual demand for writing e-mail and reports by using different teaching and learning resources.
- It may give good insight for Peacekeepers on how to establish their own strategy to develop their writing skill especially, e-mail and reports electronically.
- It could be used as a resource for anyone who wants to conduct further research in this area or on related topic.

1.6. Scope of the Study

This study is carried out on peacekeepers that are holding at least a college diploma, have completed **level two (Intermediate) students** and attending class in the Addis Ababa center in order to be prepared for the **UN Peacekeeping Mission**. The above target group is selected due to the fact that peacekeepers that completed this level are expected to be competent in the language to pass to the next level and it is a minimum requirement to be eligible for deployment on different United Nation Peacekeeping Missions. Therefore, the study does not consider **level one or Elementary** or **level three or upper intermediate** students

The study is also limited to only **Writing E-mail and Reports (Accident and Incident)**. This is because the **UN** peacekeepers need to write e-mail and reports in order to communicate what they have done in the fields to the respected body based on the chain of command. Thus, the findings of this study will only reflect the facts based on the above mentioned Target Group and the two genres of Writing.

1.7. Limitations of the Study

The main limitation face by the researcher are time and finance. Due to this constraint, it was impossible to include the same level of students from all the centers in the project located indifferent parts of the country. If all the centers were the focus of this study, it would be possible to generalize the finding in the project. Since this study is only focused on students in the Addis

center, caution should be taken to conclude until additional studies verify the problem is the same in all the other centers. In addition, the study also mainly considered the two genres of writing: e-mail writing and report writing. So, it should be noticed that the results of the study, especially, the contentment analysis is only based on the above mentioned writing types.

1.8. Organization of the Study

This study consists of five chapters. The first chapter deals with background of the study, research problem, objective of the study, research questions, significance of the study, scope of the study.. The second chapter covers literature review. Here the research attempts to reviews theoretical literature related to the practices and challenges of teaching writing skills in some areas such as: general concept of writing, teaching writing skill, techniques of teaching writing, current classroom activities in teaching writing, the roles of teacher and learners in teaching writing skill, challenges of teaching writing skill and giving feedback and error correction. Chapter three will mainly focus on research methodology and procedures used in the study. It includes research design, research setting, participant of the study, data collection instruments and data organization and analysis. The research finding and discussion will be covered in the fourth chapter. The last part, conclusion and recommendation will be presented in chapter five where the researcher gives general overview of the study and some recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

In this unit, the researcher tries to present literature related to the practices and challenges teaching writing skill. The main topics discussed include: the concept of writing skill, the teaching of writing, strategies and approaches of teaching writing, the roles of learners and teachers, resources used for teaching writing and methods of giving feedback and correction.

2.2. The Concept of Writing

According to the Oxford Advanced Learner's Dictionary of English 2010, **WRITING** is defined as "an activity to make letters or numbers on a surface, especially using a pen or a pencil." This definition is entirely based on the physical aspect of writing.

In another perspective, Jeremy Harmer, 2004, states that the history of writing dates back to five thousand and five hundred years ago and the first 'symbols' (script) was found in 1999 at a place called 'Harappa' or in the region where the great Harappa or Indus civilization once flourished. Since then many different writing systems have evolved around the world and English Writing has changed considerably over the centuries. For example, the early fourteenth century writing had significantly different spellings from present-day English and some letters were formed differently too. However, a modern version of written or 'texted' communication received through a mobile. Thus, this shows that writing has come a long way in order to become what it looks like today. The Wikipedia dictionary defines report as:

2.2.1. Report: is a written account of incidents/accidents and actions, as they relate to a specific event.

2.2.2. Incident Report: is a form that is filled out in order to record details of an unusual event that occurs at a health facility such as injury to a patient. The purpose of incident report is to document the exact details of occurrences while they are fresh in the minds of those who witnessed the event. This information may be useful in the future when dealing with liability issues stemming from the incident.

Hence, in order to carry out its mandates, the UN police, the UN military observers (UNMOS) and UN staff officers need to report on activity of importance based on a well specified UN standard which guides all police and military officers when writing reports in the UN peacekeeping operations.

2.2.3. E-mail Writings: are messages in the form of texts distributed from one computer user to another or more recipients via a net work. While E-mail messages are usually simple, attachments such as image files, and spread sheets can be included.

2.3. WHY LEARN TO WRITE?

As the other three language skills, writing has its own specific function in every day communication. Jim Scrivener 2011 argues that though writing started long time ago, it became a business for only a few people in the society. This was partly because most human beings grow up speaking their first or sometimes second or third language but, writing has to be taught. Spoken language for a child is acquired naturally as a result of being exposed to it; whereas the ability to write has to be consciously learned.

In addition to the above mentioned reasons for why writing has been given little or no attention as the other language skills and not a business for the majority of the society, there are factors related to the political and economic structure of our society. Jeremy Harmer 2004 describes this as “it is only in the last two hundred years or so that ‘literacy’ -that is being able to read and write- has been seen as a desirable skill for whole populations. Before that it was not thought to be a good thing for the majority of the working population and it was only used by the rulers of the church and the state. But, as societies grew larger and more industrialized, the need for citizens to be able to write and read became vital in order for bureaucratic organization to be successful.

He also added that through time, the need for education including ‘numeracy’ and ‘literacy’ became very high for the fulfillment and advancement of individuals and writing was considered as one of the fundamental rights.

As Chris Tribble cited by Jim Scrivener 2011 states, “to be deprived of the opportunity to learn to write is.....to be excluded from a wide range of social roles, including those which the majority of people industrialized societies associate with power and prestige”

Finally, there is one last reason why people should learn to write. Writing has an irreplaceable role in the modern education system especially in Exams and Testing. Jill Hadfield 2011 describes this as “ in the context of education, it is worth remembering that most exams, whether they are testing or foreign language abilities or other skills, often relay on the students’ writing proficiency in order to measure their knowledge.”

2.4. Writing as Process-Approach

In the teaching of writing, we can focus on either the product of the writing or on the writing process itself. When we concentrate on the product, we are only interested in the aim of the task and in the end product. However, Jeremy Harmer 2001 states that those who advocate the process approach to writing pay attention to the various stages that any piece of writing goes through. By spending time with learners on pre-writing phases, editing, redrafting and finally publishing ‘their work’. A process approach aims to get to the heart of the various skills that should be employed when writing.

In other terms, a process approach asks students to consider the procedure of putting together a good piece of writing work. For example, we may discuss the concept of first and final drafts with our students and then ask them to say whether activities take place at first or final stages, and to put them in the best order.

In reality, the writing process is more complex than just telling students to follow a certain procedures. As Jeremy Harmer 2004 puts, “the various stages of drafting, reviewing, redrafting and writing etc are done in recursive way. We loop backwards and move forwards between these various stages”.

White and Arndt 1991 cited by Jeremy Harmer 2004, suggests a model which is a set of recursive stages that include the following elements:

- ❖ Drafting
- ❖ Structuring (ordering information, experimenting with arrangements... etc)
- ❖ Reviewing (checking context, connection, assessing impact, editing...etc)
- ❖ Focusing (that is making sure we are getting the message across)
- ❖ Generating ideas and evaluation (assessing the draft and or subsequent drafts.

Some scholars have a different perspective on the process writing approach. For example, Jeremy Harmer 2004, introduces only four stages in his book, 'how to Teach Writing'. These stages are:

Planning_____Drafting_____Editing_____Final Drafting

He describes a process as stages a writer goes through in order to produce something in its final written form. He suggests this process may, of course, be affected by the content (subject matter) of the writing , the type of writing(shopping lists, letters, essays, reports or novels) and the medium it is written in(pen and paper, computer, word files, live charts, etc) but, in all of these cases. It should include the four stages.

2.4.1. Planning

Planning is the first stage in the writing process. This stage incorporates elements which can be used as spring board and road map for the following stages.

According to Jeremy Harmer 2004, when we plan, we should think about three main issues. In the first place, we have to consider the ‘purpose’ of our writing since this will influence not only the type of text which we wish to produce, but also the language we use and the information we want to include.

Secondly, we should think of our ‘audience’ who we are writing for as this can influence the shape of the writing, how the paragraphs should be structured, and also the choice of language whether it should be Formal or Informal.

Finally, we should take in to account the ‘content structure’ of writing piece-which is about sequencing of facts, ideas, or arguments which we decide to include.

2.4.2. Drafting

We can refer the first version of a piece of writing as a ‘draft’. This first stage is often done based on an assumption that it will be amended later. As the writing process proceeds, in to editing, a number of drafts may be produced on the way to the final version.

2.4.3. Editing (Reflecting and Revising)

Once we produce our first draft, we need to read through what we have written to see where it works and where it doesn’t.

Scrivener (2002) states that more experienced writers tend to look at issues of the general meaning and over all structure before concentrating on detailed features such as individual words and grammatical accuracy. The last two are, of course, important and are often dealt with in the final phase of the process.

He also suggests that ‘Reflecting and ‘Revising’ are often helped by other readers (editors) who give comment and make suggestions. Another reader’s reaction to a piece of writing will help the writer to make appropriate revisions.

2.4.4. Final Version

After editing our drafts and making the necessary changes, we can produce the ‘Final Draft’. This may look considerably different from both the original plan and the first draft because things have changed in the editing process and the writer can now be ready to send the written text to its intended audience.

However, the above Writing Process model lacks one important thing to become a complete cycle of the Writing Process. This indicates that the above mode tells us little about how much weight is given to each stage by suggesting the process writing is ‘Linear’ and by misrepresenting the way in which the majority of writers produce written text. However, the **process writing** is not ‘Linear’ but, rather ‘recursive’. This means that writers plan, draft, and edit but often re-plan, re-draft, and re-edit.

Taken in account the limitation of the model, the model reflects a writing process cycle. This new version is named as ‘**the Process Wheel**’.

2.5. Strategies to a Process-Writing

There are a number of strategies that teachers employ in teaching writing skill as process. According Jeremy Harmer 2001, some these strategies are:

2.5.1. Getting Students to Plan

Before getting students to write, we should encourage them to think about what they are going to write, by planning the content and sequence of what they will put down on paper or type in the computer.

There are various ways of doing the above task of the teacher in a writing lesson. One of these methods is 'Brainstorming'. This means that students in pairs or groups come up with as many ideas as they can through discussion and then move to doing more 'guided tasks' where the teacher or the course book includes a number of activities.

We should not only need to encourage our students to think about the content of a writing task, but, we should also help them to think about the purpose of their writing and who they are writing for.

2.5.2. Encouraging Students to Draft, Reflect and Revise

Students who are not familiarized with a process writing lessons need to be encouraged to reflect on what they have written, learning how to deal with first drafts as first attempts and not as finished products. We also need to train them in using and responding to correction symbols.

Jeremy Harmer 2001, states that one way of encouraging drafting, reflection, and revision is to have students involved in '**Collaborative Writing**' – a pair or group of students working together on a piece of writing can respond to each other's ideas (both in terms of language and content), making suggestions for changes and so contributing to the process of the finished product.

2.6. Weakness of the Process-Writing Approach

So far, we have seen that a process-writing is recursive and may involve many changes of directions between the four main process-writing elements-(Planning, drafting, editing, and final draft). However, Jeremy Harmer 2001, states that process-Writing may not be the answer in every learning situation. Over emphasis on writing process elements may lead us in to the 'process-trap'- this concept is described as one of the problems of process-writing by taking too much time. For example, over-planning can take up too much time and sometimes restrict spontaneity and creativity. Working intensively on 2nd and 3rd drafts also requires periods for reflection, editing and rewriting. If this is done conscientiously, it can be quite a long process.

Thus, the effectiveness the writing-process will depend on the time table we are teaching to and how it is to carry work over from one lesson to the next. So, we should think about what students are likely to be able to accomplish in a lesson. He also suggests that we may want, in some lessons, to prompt students in to writing as quickly and immediately as possible.

This kind of 'instant writing' (often used in writing games) helps to develop the students' writing fluency.

Generally, Process-Writing is not as easy option for students or teachers. Apart from it taking up time, it also takes up space (especially, in a ‘paper driven world’) and can be problematic for the more disorganized students.

2.7. Methods and Approach Employed for Teaching Writing Skill

In all the training centers of English for Peacekeepers in Ethiopia, the method and classroom techniques and activities are employed based on the basic principles of Communicative Language Teaching (CLT) or Functional Approach. According to Jack C. Richards and Theodore S. Rodgers 2001, these principles are:

- Learners learn a language through using it to communicate.
- Authentic and meaningful communication should be the goal of class room activities.
- Fluency is an important dimension of communication.
- Communication involves the integration of different language skills.
- Learning is a process of creative construction and involves trial and error. (2001, 321-322).

Thus, the course syllabus of Teaching Military and Peacekeeping English to adult military officers considers the above principles. Though it is up to the teacher to implement a certain classroom teaching strategy and technique to teach writing skill, every teacher is expected to follow the presentation, process and production (PPP) procedure in any kind of English lesson. The course book (**Campaign Military English**) is also organized in such a way that receptive skills- reading or listening come in the first stage followed by productive skills: speaking or writing in each lesson. Vocabulary, grammar points and functional English are also included at the different stages of a particular English lesson.

However, Jack C. Richards and Theodore S. Rodgers 2001 emphasize that the range of exercise types and activities compatible with a communicative approach is unlimited as long as such exercises enable learners to attain the communicative objectives of the curriculum, engage learners in communication and require the use of communicative processes as information sharing, negotiation of meaning and interaction.

2.8. Writing for Learning Purpose

As one of the productive skills, writing skill can be practiced to produce something in the form of essay, letter, memos, reports etc by which we can communicate with the target audience. However, Jeremy Harmer 2004 states,” as part of the syllabus in teaching of English, Writing can be used for a variety of purposes, ranging from being merely a ‘backup’ for grammar teaching to a major syllabus stand in its own right, where mastering the ability to write effectively is seen as a key objective for learners. He further added that in its ‘writing for learning’ role, students write predominantly to augment their learning of the grammar and vocabulary of the language. This means that student can practice writing skill in every lesson even if the objective of the lesson is not to develop the students’ writing skill.

2.9. Writing for writing purpose

From the above mentioned aspect of writing, not all writing activities necessarily help students to write more effectively and even if they do, that is a by-product of the activity rather than its main purpose. In this regard, Steven Krashen (2008) argues that teaching ‘Writing for writing’ is entirely different from ‘Writing for Learning’ as the objective of the earlier is to help students to become better writers and so learn how to write in various genres using different registers .

General language improvement may occur, but that is a by-product of ‘writing for writing’ activities not necessarily its main purpose. But he also stresses that it is important to help students with matters of handwriting, orthography (the spelling system), and punctuation as teaching writing is more than just dealing with these features, it is about helping students to communicate real messages in an appropriate manner.

2.10. Teachers’ Role in a Writing Lesson

Unlike in the traditional teaching of English, in Communicative Language Teaching, teachers have distinct roles in the classroom. Breen and Candlin cited by Jack C. Richards and Theodore S. Rodgers describe teacher role in the following terms:

The teacher has two main roles: the first role is to facilitate the communication process between all participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first as an organizer of the resources and a resource himself, second as a guide with in the classroom

procedures and activities... a third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities. (2001:167)

There are also additional teacher roles which are commonly implemented in a Communicative Language Teaching Approach oriented syllabus such as of the peacekeeping English program. For example, in each centre, teachers are expected to conduct need analysis in the beginning and middle of the course. In order to do this, they prepare questionnaire and administer it accordingly. After they analyze the results of the questionnaire, they either plan their lesson so as to fit the learners' interest or adjust their way of teaching or select and design tasks and activities to address the learners' abilities and interests or language areas where they find difficulties. So, the teacher can be a need analyst.

The other important role is related to helping students become autonomous learners. In order to do this, all the centers have Self Access centers (SAC) which are equipped with computers with language software, satellite TV, authentic materials such as news papers and magazines and other supplementary books. When students are working in the SAC, teachers counsel them individually on their progress or any challenges they face during their self study time. Thus, teachers are also counselors.

Jack C. Richards and Theodore S. Rodgers 2001 also confirm, "the teacher- counselor is expected to exemplify an effective communicator seeking to maximize the meshing of speaker intention and hearer interpretation, through the use of paraphrase, confirmation, and feedback.

The last teacher role which is so important especially in the teaching of the writing process is a Group Process Manager. On this issue, Jack C. Richards and Theodore S. Rodgers 2001 state that CLT procedures often require teachers to acquire less teacher-centered classroom management skills as it is the teacher's responsibility to organize the classroom as a setting for communication and communicative activities.

Some scholars have also stated their view on this role of teachers with its own limitations. For example, Littlewood 1981 and Finocchiaro & Brumfit 1983 as cited by Jack C. Richards and Theodore S. Rodgers, describe this as follows:

... during an activity the teacher monitors, encourages, and suppresses the inclination to supply gaps in lexis, grammar, and strategy but notes such gaps for later commentary and communicative practice. At the conclusion of group activities, the teacher leads in the debriefing of the activity, pointing out alternatives and extensions and assisting groups in self-correction discussion. Critics have pointed out, however, that nonnative speakers may feel less than comfortable about such procedures without special training. (2001:168)

2.11. Learners' Role in a Writing Lesson

As opposed to the traditional teacher-centered classroom, learners have a lot of roles to play in a Communicative Language Teaching starting from taking responsibly for their own learning to working cooperatively and interactively with their classmates and the teacher. Furthermore, Breen and Candlin cited by Jack C. Richards and Theodore S. Rodgers describe learner role in the following terms:

The role of learner as negotiator- between the self, the learning process, and the object of learning- emerges from and interacts with the role of joint negotiator with in the group and with in the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and there by learn in an independent way. (2001:166)

In addition, Jack C. Richards and Theodore S. Rodgers 2001 state," CLT methodologists consequently recommend that learners learn to see that failed communication is a joint responsibility and not the fault of speaker or listener. Similarly, successful communication is an accomplishment jointly achieved and acknowledged.

2.12. Instructional Materials Used to Teach Writing Skill

For any type of language teaching approach and methodology, the roles of instructional material are some of the irreplaceable components of the second or foreign language teaching- learning process. The type and purpose of any material or resource might vary from one teaching method to another. However, when teaching Writing Skill in the Communicative Language Teaching Approach, there are some materials which can promote communicative language use.

Jack C. Richards and Theodore S. Rodgers 2001 consider three kinds of instructional materials which are currently used in CLT. These are:" Text-based, Task based and Realia." When they

describe each as “Task based materials are numerous text books designed to direct and support communicative language teaching. Their tables of contents sometimes suggest a kind of grading and sequencing of language practice not unlike those found in structurally organized texts.” (2001:169)

The second types of materials are known as Task-based materials. Under this category, there are a variety of games, role-plays, simulations and task based communicative activities that have been prepared to support communicative Language Teaching classes. According to Jack C. Richards and Theodore S. Rodgers, these include:

Exercise handbooks, cue cards, activity cards, pair-communication practice materials for a pair of students, each set containing different kinds of information. Sometimes the information is complimentary, and partners must fit their respective parts of the ‘jigsaw’ in to a composite whole. Others assume different role relationships for the partners, e.g. (an interviewer and an interviewee). Some others provide drills and practice materials in interactional formats. (2001:169)

Task-based materials are the major instructional materials which are widely applied in the peacekeeping projects though out the country.

The third types of instructional materials are called Realia or concrete objects. Many advocates of the Communicative language teaching approach encourage the use ‘authentic’ or ‘from-life’ materials in an ESOL classroom. Jack C. Richards and Theodore S. Rodgers describe these materials as language-based realia, such as signs, magazines, advertisements, and news papers or graphic and visual sources around which communicative activities can be developed, such as maps, pictures, symbols, graphs, and charts.(2001:170).

Hence, the course book (Campaign Military English) has also a lot of photos, maps, pictures...etc which were directly taken from the real-life world in order to help the learners with contemporary communication in a peacekeeping scenario. Furthermore, the Self-Access Centers (SAC) in all the centers of the Peacekeeping projects in Ethiopia are equipped with ‘authentic ‘materials so as to promote autonomous- learning. These include: satellite TV, news papers, military magazines, different manuals, guides, life lets...etc.

2.13. Electronic Communication and Writing Skill

Though still many people of the world have little or no access to the internet and the use of computers, the number of second language learners in developing countries like Ethiopia is increasing dramatically. Thus, many scholars in Communicative Language Teaching (CLT) suggest the use of computers and the internet for developing language skills specially writing and reading. Dave Willis and Jane Willis describe this change as:

Some years ago, most learners would probably expect to do relatively little in the way of writing in a foreign language in the world outside the classroom unless they were likely to study or work in the medium of English. With the wide spread use of e-mail and chatrooms that has all changed, there is now a good chance that learners will need English for e-mail correspondence either with native English speakers or with others who use English as a common language or that they will enter a virtual chat room where English is required.(2007:140-141)

Fortunately, in the entire peacekeeping English project centers there are computers connected to the internet. But, the extent to which this resource is used to develop the learners' writing skill is still under question mark. And it is one of the questions that this research is going to try to find out the answer.

2.14. Giving feedback to Students' writing work

In this section, teacher methods of correcting and responding to students' written works will be dealt based on a Process-Writing Approach. A brief description of the nature of giving correction and responding to students' writing works will be presented. Jeremy Harmer 2004 explains the nature of giving feedback in the following terms:

“at various stages in a writing activity, teachers should intervene with editorial comment, motivating suggestions, or language advice. Students Indeed, expect feedback on what they are doing or what they have done. The ways we react to students' work will depend not only on the kind of task the students are given, but on what we want to achieve at any one point.” (2004:108)

2.15. Responding to Students' written work

According to Johnson Edge (1985) there are two types of giving feedback or reacting to students' written works. And these are: Responding and Correcting.

2.15.1. Responding: When responding to our students' work, we are not only concerned with the accuracy of their performance but also with the content and design of their writing. We might respond to for example, to the order in which they have made their points.

2.15.2. Correcting: Is the stage at which we indicate when something is not right. We correct mistakes in the students' written performance on issues such as 'syntax' (word order), 'concord' (grammatical agreement between subjects and verbs), 'collocation' (words which often go together), or word choice or diction.

Johnson Edge (1985) compares the advantages and disadvantages of responding and correcting based on the stages of the writing process and the level of learners as follows:

In a 'process writing' sequence, where the teacher's intervention is designed to help students edit and move forward to a new draft, responding is often more appropriate than correcting. Our task is not to say what is unequivocally right or wrong, but to ask questions, make suggestions, and indicate where improvements might be made to both the content of the writing and the manner in which it is expressed. Feedback of this kind becomes more and more appropriate as the students' level improves and they can take advantage of such help. (2004:109)

In order for a Process-Writing Approach to become more effective, we may need to think about how we should react to our students' written works.

Jeremy Harmer 2001, suggests that in addition to making correction to a finished version, at times, we need to respond to a 'Work-in-Progress'. This may involve talking with individuals students about a first, second, third, or fourth draft, while other members of the group are working on their own or teachers can read through a draft and then make written suggestions about how the text could be reordered.

He also added that there are some alternatives for teachers to respond to the students' written works. One way is to write out their version of how a section of text might look better. Such 'reformulation' will be beneficial to the students who compares his or her version with the teachers'.

Many scholars suggest that it is not only the teacher who can respond to the students' written works. It is often useful to have students look at works done by their colleagues and respond in their own ways. According to Jeremy Harmer 2001, this is called 'Peer-response' and suggests

that it may provide a welcome alternative to the teachers' feedback and offer a fresh perspective on the writing.

2.16. Peer-edit or Review and Self-edit

Many scholars in the field of communicative language Teaching believe that learners should also be given the opportunity to react to their written works in collaborative and constructive manner. Despite its constraints, this process can benefit learners a lot especially for those students who might be afraid of teacher feedback and want to develop their confidence in some stages of the writing process.

In this regard, Jeremy Harmer 2004 states that peer-review is a valuable element in the writing process. It has the advantage of encouraging students to work collaboratively. It also solves the problem of students reacting too passively to teacher responses. Some students sometimes see these responses from their teacher as anything other than commands which have to be obeyed and this reduces their self-reliance in the editing process. He added, "although there are occasions where teacher correction and feedback may be extremely useful, still we want to develop our students' ability to edit and revise when they are on their own".

He also suggests the following statement for all teachers who would like to support their students in the writing process:

If we want students to be able to edit their written work based on teacher or peer-review, or if we want them to be able to make corrections based on symbols, they need to know what the symbols mean and how to do this. Otherwise, the symbols won't be much use. Unless they believe in the editing process and have some experience of it, they will not get sufficient benefit from this element of the writing process. We need, therefore, to train them to read their own work critically so that they can make corrections and changes with or without our guidance. (2004:117)

Therefore, self-editing and peer-editing techniques are more useful for our students than teacher's feedback and correction methods as the earlier gives good opportunity for the learners to exercise and develop the habit of reading their own writing before any one and make it better.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter deals the research methodology. First, it presents the research design followed by research setting and then states the participants of the study. After that it briefly explains the data gathering instruments and how they are administered. Finally, way of data analysis and interpretation are shown.

3.2. Research Design

The main research design for the study was the Descriptive Survey. The researcher has chosen this type of research mainly because the research is concentrated on exploring what is being practiced to teach Writing Skill and Challenges that students face in the Addis Ababa peacekeeping English project centre.

Cook (1979) as cited by Addisu (2012) states that “the major purpose of descriptive survey research method is to describe the state of affairs as they exist.” Thus, the researcher believes that the descriptive survey method is appropriate for the study to achieve the research objectives.

The researcher will also use both qualitative and quantitative research methods to analyze the data. According to Burns (1999), as cited by Eyob (2013), “both qualitative and quantitative are essential to the research process in the social science. Since, Research on language Study is one of the Social Science fields, choosing the above research method will be appropriate to achieve the objectives of this study. He further added that each methodology has its own strengths and weaknesses, thus using only one of them may not help that much to find out satisfactory and sufficient information.

However, the researcher tries to focus more on qualitative research method as it is related to the research design which is descriptive survey method.

3.3. Research Setting

The Peacekeeping English Project is established to help those officers who are going to be deployed for Peacekeeping mission as staff members and military observers. Before 2007, they were deployed with interpreters and translators because they had not had good language skills that would enable them to communicate with the international community. However, this had also its own limitations since the translators were all civilians who mostly found it difficult to interpret or translate military jargons and technical words and this could affect the success of the mission to a certain extent. As a result, the Ethiopian Ministry of National Defense in collaboration with the British Council settled in Addis Ababa decided to establish language-training centers where the officers can learn English for specific purpose before they deploy on UN peacekeeping operations. A number of language training centers were opened in different parts of the country including Addis Ababa. Therefore, the data gathering will be carried out in Addis Ababa peacekeeping English project site for one month.

The selection was based on purposive sampling technique because so far, in the Addis Ababa training center very few researches have been conducted in some areas of the language however, so far almost no research has been done concerning the Practices and Challenges of Teaching Writing Skill.

3.4. Participants of the Study

The Addis Ababa peacekeeping English project centre teaches three levels. These are: Level-one (Elementary), Level-two (intermediate) and Level-three (advanced). In order to achieve the objective of the study, level-two students were selected as a target population. This is because students at this level are expected to be proficient and competent to pass to the next level of the course so that they can have a better chance for deployment on different peacekeeping missions especially as contingent Staff Officers, Military Observers and UN Staff Officers.

A total of 22 soldier students who were attending level- two classes and five English teachers were included in the study. The selection was made based on purposive and convenience non-probability sampling techniques respectively. This is because the non- probability sampling technique is usually chosen in order to meet some pre-established criteria. According to some scholars, purposive sampling technique is a process where participants are selected because they

meet criteria that have been predetermined by the researcher as relevant to addressing the research question whereas in convenience sampling technique, participants are selected because they are accessible and therefore relatively easy for the researcher to recruit. Thus, one of the criteria for selecting the 22 students is that they are currently attending level-2 class and if they complete the course, they will have a better chance to be selected as the UN peacekeepers. These soldier students provided information in order to identify the reason why they have difficulties and problems while learning writing skill and the overall practices of teaching writing skill by their English teachers.

Similarly, a total of five teachers, who have been teaching English Language for Peacekeepers since the year 2008, were included in the study. These teachers were used as respondents to give the information needed for the study. The five teachers will be chosen because currently there are only six teachers who are working in the Addis Ababa centre but, one of them is the researcher so, five teachers are selected. All the teachers have more than ten years of experience in the project teaching at different levels. They also attended different long and short term training including the Cambridge University **ESOL** certificate (**CELTA**), a one month intensive course. They also attended a number of short-term courses. The training areas include: teaching methodology, testing system, material design and development, the use of self access center or SAC facility and autonomous learning and teaching beyond the course book.

3.5. Data Gathering Instruments and Administration

To obtain the necessary information from the participants, Non-participatory Classroom Observation method was used as the main data gathering tool followed by Questionnaire, Interview and content analysis method to complement the observation method. The reason for choosing the observation method is that the researcher is particularly more interested in what is actually going on in the classroom than what the teachers and students respond to questions in the Questionnaire and Interview. It has also to do with the research design method which is a descriptive survey implemented to explore the existing practices and challenges of teaching writing skill.

3.5.1. Observation

The observation method was used as the main method to obtain information about different aspects of the practice of teaching writing skills and the challenges that the students face while learning writing skill.. These aspects include; teaching strategies and techniques, writing activities, classroom interaction, classroom language... etc. The researcher used appropriate checklist in order to record what is being observed in reference to the research objectives. Thus, the researcher observed class room lessons while writing skill, especially, report and e-mail writing were taught because these genres are the main objective of the study. The researcher and the co-observer got in to level-2 classes and observed lessons for four weeks without interacting with the teachers or the learners in order to gather information based on observation checklist. The checklist was prepared based on some criteria that the researcher set in order to answer the research questions and the literature review.

Some scholars such as Kumar (1961) as cited by Eyob (2013) confirm, “Observation as data gathering instrument provides highly accurate information that would help to analyze a research situation”.

3.5.1.1. Administration of Classroom Observation

A non-participatory classroom observation is the main data collecting instrument which was used by the researcher in order to get tangible and accurate information on the use and practice of the different techniques and strategies implemented by teachers so as to teach writing skill.

The researcher arranged eight classroom observation sessions of level-2 students at different times. The first and second observation sessions were conducted in the beginning of the course.

The remaining classroom observations were done in the middle of the course. This is because it helps the researcher to compare any differences or similarities in the data obtained between the two phases of the course. The researcher also prepared checklists which are logical and well targeted to find out the required information which are related to the research objectives.

Finally, the data obtained through non-participatory classroom observation were analyzed and discussed qualitatively based on the information obtained from the checklist

3.5.2. Questionnaire

Next to the Non-participatory Observation Method, the researcher used Questionnaire as data gathering instrument to study the different aspects of Teaching and learning of Writing Skill such as methods of teaching writing skill, learning strategies, learners' roles, types of writing tasks, time given to complete tasks, challenges of the learners, ways of giving feedback and correction by the teacher on the learners' written e-mail, reports (incident and accident) on computers and papers.

One of the possible ways for the researcher to find answer to the research question is through administering questionnaires to all 22 level two students. The questionnaire was prepared in English. However, in order to avoid the problem of language barrier which could interfere with obtaining accurate information, the questionnaires were translated in to Amharic but, the analysis and interpretation were written in English.

The questionnaire was made up of 41 close-ended questions. The questions aimed at collecting information about the attitudes of learners on the importance of writing skill, the most predominant techniques and strategies used by teachers to practice Writing skill, the types of classroom activities which are often used by the teachers in Writing lessons, identifying the most frequent and widely implemented roles of learners in Writing class, the difficulties or problems learners encounter in English Writing lessons and the type of error correcting techniques frequently used in Writing class. There are also two general questions included in the questionnaire. These questions were constructed to get the learners' general opinion about Writing Skill.

Some questions seek information about how important Writing skill is for the learners' real life situation. Three rating options are given: important, somewhat important and not important. In part 2 question learners are asked how often they practice Writing in English and four ratings were given. These are Never, Rarely, Sometimes, Often and Always. Part 3 is multiple types of questions where learners chose the most frequently used techniques in teaching Writing Skill. The Result of all the three parts of the questions was presented in percentage.

Other questions were measured by applying Likert frequency scales taken from Klinger (1977). This scale consists of five responses rating such as 'never', 'rarely', 'sometimes', 'often' and 'always' are valued as 1,2,3,4 and 5 respectively. A theoretical mean value of 3.0 is determined as

a criterion to judge the mean of the items in this part of the questionnaire. Accordingly, any item with a mean value equal to or higher than 3.0 indicates it is often used. While, an item with a mean between 2.5 and 2.99 indicates it is sometimes used. However, any item with a mean less than 2.5 is regarded as rarely used. The score of the items in each category are then summed up and expressed in percentage. Thus higher percentages of items in each question means greater exposure for the activities used in the class room. However, lower percentages show the inverse.

Likewise, there were questions designed on Likert Scale of intensity rating that place the respondents somewhere on an agreement continuum on a particular item. These variant greater responses were chosen with the assumption that individuals show differences in agreement of strategies used by English teachers to teach Writing Skill and factors that causes learners' problems or difficulties in English Writing lessons. Hence, the Likert rating scale comprises five-response ratings of strongly disagree (1), disagree (2), undecided (3), agree (4) and strongly agree (5) were used to count for this differences. Correspondingly, a theoretical mean value of 3.0* were determined as a criterion to judge the means of the items in this sections of the questionnaire. Therefore, any items in this sections with a mean equal to or higher than 3.0 indicates the respondents have agreed, while items with a mean value between 2.5 -2.9 considered as neutral whereas a mean value less than 2.5 was regarded as disagreed (Kelinger, 1977).

3.5.2.1 Administration of the Questionnaire

First, the questionnaire was piloted using 10 randomly selected students and based on the response of the students, some of questions were redesigned. That is, the number of the questions was reduced and some questions were changed in order to reflect the research objectives.

The researcher chose the fourth and the fifth weeks of the course to administer the questionnaire, since learners at this time were half way to the final course and the researcher expected that by this time students were able to provide well-versed answers to the questions.

The researcher administered the questionnaire to the 22 level-2 students. Since the questionnaire was filled during class hour and similarly, the respondents were briefed about the purpose of the questionnaires. Therefore, there was almost a highest return rate.

3.5.3. Interview

Interview is a commonly used method of collecting information in depth. This method was administrated for teachers in order to get detailed information about the Practices and Challenges of Teaching Writing Skill for Level Two (Intermediate) Students.

3.5.3.1. Conducting Interview

In order to get further information from the subject and bridge the likely gaps between the classroom observation and questionnaire, the researcher prepared five semi-structured interview questions for five teachers and these questions were open enough to allow the interviewees to express their thoughts, feelings, or opinions about the practices and challenges of teaching writing skill.

The researcher conducted the interview in the sixth week of the course after a week break of conducting the classroom observation and completing the questionnaire.

3.5.4. Content Analysis

3.5.4.1. Sample Writing Tasks from level-2 Students' Course book

In addition to all the above three data gathering instruments, the researcher took two samples of writing tasks which are e-mail and reports from the campaign level-2 military English students' course book(see appendix-G) in order to analyze based on three criteria: presentation of the tasks, difficulty level and relevance of the tasks for the students need. The contents of the both the e-mail and report based tasks were analyzed qualitatively and the results were presented in the last part of chapter four.

3.5.4.2. Sample Writing Assignments of level- 2 Students

The aim of taking sample writing assignments of level-2 students (see appendix-H) is to find out the different ways of giving feedback and correction, especially correction given by the teachers. The two sample writing assignments were already seen by the teachers and unfortunately not

given back to the students. This gives the researcher a good opportunity to see the papers with the teachers' feedback and correction written by red papers. The two writing assignment of level-2 students were analyzed qualitatively and the results were presented in the last sections of chapter four.

3.6. Data Analysis and Interpretation

After the collection of the data, the researcher organized the information according to their nature. This means that the quantitative data obtained from questionnaire and the qualitative data gathered from classroom observation, content analysis and Interview were analyzed qualitatively and separately but in a coherent manner.

The data obtained from questionnaire were organized and analyzed quantitatively by using percentage and frequency and the data collected from classroom observation, Semi-structured teachers' Interview and the contents of the course book and the writing assignments of the students were organized, analyzed and interpreted qualitatively based on information written on the Observation Checklist, the Transcription of the Audio recording, writing tasks taken from the course book and sample students writing assignments.

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CHAPTER FOUR

RESULTS AND DISCUSSIONS

This chapter discusses the data gathered through questionnaire, interview, observation and content analysis in accordance with the objective of the study and the research questions stated in the first chapter. The data obtained through questionnaire were analyzed quantitatively in terms of percentage and frequency mean value whereas the data from interview, observation and content are analyzed qualitatively. The results are presented, analyzed and discussed below.

4.1. Students' Questionnaire

4.1.1 Students' Opinion about the importance of writing skill

Part 1 and part 2 questions are designed to investigate respondents' general opinion about writing skill. The results are summarized in Table-1 below.

TABLE-1 Summary of Responses to Students' opinion on the importance of writing skill

Responses	No of students	Percentages (%)
Important	4	18.2
Very important	18	81.8
Not important	-	-
Total	22	100

Students' response to the question how important is writing skill to their real life situation (in Table -1) above and the statistical result revealed that 81.8 % of the students stated that writing skill is very important. Such a high rating of writing skill may be related to the reason with the demands of the UN of the Ethiopian military personnel's who take part in peacekeeping mission as English is one of the working languages and most of the works are reported in writing in English. This requirement together with the position of English as a world language may account for a strong position of writing within the language learning.

4.1.2 The frequency of practicing writing skill in the classroom

Part 2 of the questionnaire tries to find out the frequency of practicing writing skill in the classroom. The result is summarized in table 2 below.

TABLE 2 the frequency of practicing writing skill in the classroom.

Frequency	Number	Percentage (%)
Never	0	-
Rarely	0	-
Sometimes	20	90.9
Often	0	-
Always	2	9.09
Total	22	100

As shown in Table 2 above, 90.9% of the respondents answered that they sometimes practice writing skill in the classroom whereas only 9.09% of the respondents said they always practice writing skill in the class. This indicates that the students do not practice writing on regular bases in contrast with the importance of writing skill to perform their duties in the UN peacekeeping missions.

4.1.3 Techniques Used in Teaching Writing

Part 3 of the questionnaire is designed to investigate students' opinion on most frequently used techniques of teaching writing in the classroom. The result is summarized in table-3 below.

TABLE-3 summary of the responses on the most frequently used techniques by the English teacher in a writing class.

Techniques used by the English teacher	Number	Percentage (%)
Group work	11	50
Pair work	7	31.8
Individual work	4	18.2
Project work	0	-
Problem solving	0	-
Other	0	-
Total	22	100

The Table-3 above summarizes the most frequent techniques teachers use to carry out a writing activity. As it is shown table-3, about 50% or half of the respondents stated that they practice writing in a group followed by pair work which is 31% and individual work takes the remaining 18.2% respectively. The result of the statistics indicates that there is a regular practice of the

students working together in order to accomplish a certain writing task in the classroom depending on the actual demand of the English teacher to organize the learners either in small group or in pair and sometimes individual work.

4.1.4 Classroom Activities Employed by Teachers to Practice Writing

Part 4 questions are constructed to explore the most frequently used activities in writing lessons that help learners to practice the target language. The result is shown below.

TABLE-4 Summary of Responses to the Frequencies of Classroom Activities used in writing class

No	Activities used by the English teacher	Responses										T	Mean
		Always		Often		Sometimes		Rarely		Never			
1	Writing different types of essays	N	%	N	%	N	%	N	%	N	%	22	3
		4	18.2	8	36.4	10	45.4	-	-	-	-		
2	Writing e-mail	N	%	N	%	N	%	N	%	N	%	22	2.3
		-	-	1	4.5	11	50	3	13.6	7	31.8		
3	Writing incident reports	N	%	N	%	N	%	N	%	N	%	22	2.8
		2	9	3	13.6	10	45.4	2	9	5	22.7		
4	Writing accident reports	N	%	N	%	N	%	N	%	N	%	22	2.8
		1	4.5	4	18.2	11	50	2	9	4	18.2		
5	Filling out forms	N	%	N	%	N	%	N	%	N	%	22	2.6
		1	4.5	3	13.6	10	45.4	3	13.6	5	22.7		
6	Note making	N	%	N	%	N	%	N	%	N	%	22	3.3
		4	18.2	3	13.6	12	54.4	2	9	1	4.5		
7	Dictation	N	%	N	%	N	%	N	%	N	%	22	3.1
		4	18.2	6	27.2	3	13.6	6	27.2	3	13.6		

As shown in Table-4 above for the first item 18.2% of the students pointed out that their teachers always use this activity in the classroom and 36.4% of the respondents on the other hand, said their teacher often write different types of essays in the classroom. In addition, 45.4% of the students answered they sometimes write essays. According to Likert rating scale, the mean value of the frequency of the usage is 3. This shows that the item is often used to practice writing in the classroom. Both the classroom observation and the follow up interviews also revealed similar result.

The other activity used in writing class is E-mail. As seen in Table-4, 4.5% of the students said that their teacher often used this activity and 13.6 % of them said they rarely write e-mail in the

classroom. 31.8% of the student answered that their teacher never used this type of activity. On the other hand, 50% of the respondent reported that their teacher sometimes used this activity to practice writing in the classroom. The mean frequency value is 2.3 and this means that e-mail writing activity is only sometimes used in teaching writing. The classroom observation also shows that students do not practice e-mail writing very often based on different military topics found in the military campaign student book and other related supplementary materials.

Writing incident report is also another activity used in writing lesson. As it is shown in Table-4 9% of the respondents indicated that their teachers always used this activity. In addition, 13.6% of the respondents claimed that this activity is often used in the classroom and the majority of the students 45.4% said that their teacher sometimes used it. On the other hand, 9% and 22.7% of the respondents reported that their teacher rarely and never used this activity respectively. The mean frequency value of this item is 2.8 therefore; this indicates that the learners sometimes write incident reports in a writing class.

As far as writing accident report is concerned as the result summarized in table 4 shows, half of the proportion of the students, 50% pointed out that their teacher sometimes do this kind of activity and 18.2% of them reported that their teacher often use it. On the other hand, 18.2% of the respondent claimed that teachers never used this activity. It is only 4.5% and 9 % of the students said that their teachers always and rarely used this activity in the writing lessons respectively. The frequencies mean (i.e.2.8) shows that this activity was sometimes used in writing class. However, the classroom observation data showed teachers hardly used such kind of activity in the classroom.

Based on the students response in Table-4 above only 4.5 % of the students answered that their teachers always used filling out forms as writing activity and 13.6% of the respondents said their teacher often use. Similarly, 45.4 % of the students indicated that teachers sometimes try to use this activity. Moreover, 13.6% of the respondent in general claimed their teacher rarely employed the activity in the class. On the contrary, 22.7 % said their teacher never used the activity in their writing lesson. But its frequency mean (i.e.2.6) indicates that this activity is sometimes implemented by the teacher when teaching writing. However, the data obtained from classroom observation depicted that teachers were not used this activity at all in the eight days observation to help learners practice writing in the classroom.

Regarding students' response on note making activity as it is displayed in table-4 above 18.2% of the respondents answered their teacher always employed this activities and 13.6% claimed that their teacher often used it in the writing class. In addition, 54.5 and 9% of the students indicated that their teacher sometimes and rarely used note making activity respectively. Only 4.5% said that they never do this activity in the classroom. The mean frequency value is 3.3. This shows students often practice this type of activities in the classroom. All the other data gathering instruments also showed similar result.

Dictation is another activity which can be used in teaching writing. As students' response in table-4 shown, 18.2% and 27.2% of the students answered that, their teacher always and often used this activity respectively. In addition, only 13.6% of the students said that teachers sometimes used and 27.2% of the students reported their teacher rarely employed this activity in the class. Nevertheless, it is 13.6% of the respondents claimed that their teachers never used note making activity at all when teaching writing. As the frequency mean (i.e.3.1) reveals that teachers often use this activity during writing lessons.

Generally, as the data gathered through classroom observation and students' questionnaire revealed the majority of the students reported that their teachers often used activities such as writing different types of essays, note making, and dictation activities. On the other hand, some of the most important activities for peacekeepers such as writing e-mail, incident report and accident reports are only practiced sometimes. This result is also shown in the classroom observation and content analysis instruments.

4.1.5 Strategies Employed by the Teachers

Part 5 of the questionnaire are designed to find out the extent to which students agree or disagree with the different strategies teachers implement in the writing lesson. Thus, the following eight questions were asked in questionnaire and the results are presented as follows:

TABLE-5 Summary of Responses on Strategies Employed by Teachers Teaching Writing

No	Statements	Responses										T	Mean
		SA		A		UN		D		SD			
1	Gives clear instructions	N	%	N	%	N	%	N	%	N	%	22	4.4
		9	40.9	13	59	-	-	-	-	-	-		
2	Give us enough time to think and generate ideas	N	%	N	%	N	%	N	%	N	%	22	4.3
		7	31.8	15	68.2	-	-	-	-	-			

3	Organizes the class for pair and group work activities and encourage collaboration	N	%	N	%	N	%	N	%	N	%	22	4.4
		9	40.9	13	59	-	-	-	-	-	-		
4	Provides enough support and motivation while we are working in groups	N	%	N	%	N	%	N	%	N	%	22	3.9
		2	9	19	86.4	1	4.4	-	-	-	-		
5	Encourages self-edit and peer-edit(review)	N	%	N	%	N	%	N	%	N	%	22	4
		3	13.6	16	72.7	3	13.6	-	-	-	-		
6	Gives timely and regular feedback and correction on our writing	N	%	N	%	N	%	N	%	N	%	22	3.8
		2	9	17	77.3	1	4.5	1	4.5	1	4.5		
7	Uses appropriate teaching resources such as computers to practice writing	N	%	N	%	N	%	N	%	N	%	22	3.3
		2	9	2	9	4	18.2	11	50	3	13.6		
8	Helps us to discover and develop effective ways of learning writing skill	N	%	N	%	N	%	N	%	N	%	22	3.8
		4	18.2	12	54.5	4	18.2	2	9	-	-		

KEY:

SD= strongly disagree D= Disagree UN= Undecided A= Agree SA= strongly agree
No. = Number of respondents T= Total

Item 1 of the questionnaire is used to ask students if their teachers give clear instructions during writing lessons. As summarized in Table-5, 40.9 % of the respondents strongly agree and 59% of them agree. However, none of the respondents replied undecided, strongly disagree and disagree. The mean frequency of the item is 4.4. This shows that almost all the students agree that their teachers give clear instructions while they are learning writing. The follow-up teachers interview and classroom observation also showed that teachers did their best to make their instructions clear by using different techniques such as grading their language to the appropriate level, using simple, precise and unambiguous language ..Etc.

Item 2 of the questionnaire is designed to find out if teachers give students enough time to think and generate ideas before they write about any topic. The majorities (68.2%) of the respondents agree and 31.8% of them strongly agree that every time their teachers encourage them to think and generate ideas whenever they practice writing in the class and none of the respondents chose undecided, disagree and strongly disagree. Its mean frequency is 4.3. This shows that the students have a higher agreement on the point.

In item 3, respondents were asked if their English teachers organize the classroom for pair and group work activities and encourage collaboration. As shown in table-5 above 40.9 % of the students strongly agree and 59 % of them agree with the above point. However, none of the respondents answered undecided, disagree and strongly disagree on the statement. Hence, its

mean frequency (i.e.4.4) shows that most of the students agree on the item. All the other data gathering instruments also showed similar result.

Item 4 of the questioner is designed to know whether or not the teachers provide enough support and motivation while the students are working in groups. The majority (86.4%), of the respondents agree with the above statement and 9% replied strongly agree and only 4.5% answered undecided. The mean frequency of the Likert scale is 3.9. This shows that the students agree on the item. Both the follow up teachers' interview and classroom observation results indicated that the teachers provide enough support and motivation while the students are working in groups in a writing class.

Item number 5 about whether the English teacher encourages self-edit or peer-edit or review on the students' writing works both in the classroom and outside the class. The result showed that 72.7% of the respondents agree with the statement and 13.6% strongly agree. However, 13.6% of the students chose undecided. This item has got the frequency mean value of 4 which shows that students agree on the item. The follow up teacher interview and the classroom observation also revealed that teachers often promote self-edit and peer-edit techniques before the teacher gives his or her own feedback or teacher correction on the students' writing works.

In item 6, respondents were asked if their teachers give them timely and regular feedback and correction on the students' writing. 77.3% of the respondents agree with the statement and 9% of them strongly agree on the item. Undecided, disagree and strongly disagree each were selected by only 4.5 % of the respondents. Thus, the mean value (i.e. 3.8%) of the item indicates that this item as one of the strategies used by the teacher to develop the students' writing skill. However, the classroom observation and interview result indicated that teachers do not frequently give feedback and correction on the students' writing and advise them on how they can practice writing skill outside classroom.

Item 7 of the questionnaire is intended to identify if the teacher uses appropriate teaching and learning resources such as computers or not. As summarized in table 5, 50% of the students disagree with the statement followed by 18.2% who chose undecided. Only 9% of the respondents strongly agree and another 9% agreed with the item. In addition, 13.6% also strongly disagree with the item. The mean frequency value is 2.5, which means the students disagree with the idea that teachers use appropriate teaching and learning resources such as computers while teaching writing skill.

In item, 8 students were asked whether or not their teachers help them to discover and develop effective ways of learning writing skill in the classroom. As shown in table 5, almost the majority of the respondents (54.5%) agree and 18.2 % of them strongly agree on their teacher's advice to discover and develop effective ways of learning writing skill. However, 18.2 % and 9 % of the respondents answered undecided and disagree on the statement respectively. However, its mean frequency (i.e.3.8) shows that most of the students agree on the item. All the other data gathering tools also showed that students were encouraged to discover their own learning style which can help them practice writing skill in a better more effective ways.

In general, the data revealed that teachers used different strategies that could help students to develop their writing skill. Sandra 2008, cited by Eyob Gelashe (2012) also stated that strategies are considered to be vital for effective language learning because they are tools for active, self-directed improvement, which is essential for developing communicative confidence. However, the result of the item which is about the use of appropriate resources such as computers for teaching writing skill revealed that students do not frequently use appropriate learning resources such as computers in order to practice their writing skill.

4.1.6 Students' Roles Implemented in Writing Class

Table 6 Summary of Responses on the Learners' Roles in a Writing Class

No	Items	Always		Often		Sometimes		Rarely		Never		T	Mean
1	I work with partners in writing class	N	%	N	%	N	%	N	%	N	%	22	4
		6	27.3	11	50	5	22.7	-	-	-	-		
2	I ask my teacher any unclear points for clarification	N	%	N	%	N	%	N	%	N	%	22	4.2
		10	45.4	6	27.3	6	27.3	-	-	-	-		
3	I try to develop my writing skill outside the classroom	N	%	N	%	N	%	N	%	N	%	22	3.3
		2	9	7	31.8	10	45.4	3	13.6	-	-		
4	I read my own writing and try to make corrections	N	%	N	%	N	%	N	%	N	%	22	3.2
		1	4.5	5	22.7	13	59	3	13.6	-	-		
5	I read my partners' writing and try to give feedback and correction	N	%	N	%	N	%	N	%	N	%	22	3.1
		2	9	6	27.3	7	31.8	7	31.8	-	-		
6	I practice writing skill with other English skills: reading, listening and speaking.	N	%	N	%	N	%	N	%	N	%	22	3.3
		6	27.3	4	18.2	5	22.7	4	18.2	3	13.6		
7	I use every learning resources such as computers to practice writing skill	N	%	N	%	N	%	N	%	N	%	22	2.3
		1	4.5	1	4.5	8	36.4	6	27.3	6	27.3		
8	I actively participate in a group writing task in order to achieve a common goal	N	%	No	%	No	%	N	%	N	%	22	3.4
		3	13.6	6	27.3	9	40.9	4	18.2	-	-		
9	I think and generate ideas for writing and	N	%	No	%	No	%	N	%	N	%	22	3.1

	make notes	1	4.5	6	27.3	11	50	3	13.6	1	4.5		
10	I organize my ideas in a logical order and make priorities	N	%	N	%	N	%	N	%	N	%	22	3.3

In the first item, students were asked if they work with partner in writing class. Half of the respondents (50%) and 27.3% replied that they often and always work with their partners in writing class respectively. On the other hand, 22.7% of the respondents sometimes work with their partners. The mean frequency is 4. This tells students often work with their partners in writing class. The classroom observation and the follow up interviews also revealed that students mostly work with their partners when they were doing different writing tasks in the classroom.

Item 2 of the questionnaire was designed to find out whether the students ask their English teacher unclear points for clarification in the classroom. As shown in table 6 above 45.4% of the students answered that they always ask questions their English teacher in the classroom. Sometimes and rarely each got 27.3% of the respondents. As the frequency mean (4.2) reveals that students often ask their English teacher questions about any unclear points in writing class. The classroom observation also indicated that students often ask questions in English.

Item 3 was intended to get information about if the students try to practice writing skill outside the classroom. Regarding this, only 9% and 31.8 of the students replied that they always and often practice writing outside their class respectively. Whereas, 59% and 13.6% of the respondents answered they sometimes and rarely practice writing skill outside their classroom respectively. The frequency mean value (i.e.3.6) however indicated that this item is often used by the teachers to help learners to practice speaking in the classroom. From the data obtained through interview and classroom observation students were seen asking questions for clarification.

Item 4 of the questionnaire is used to ask students if they read their own writing and try to make corrections. As summarized in table-6, only 4.5% and 22.7% of the respondents always and often read their own writing and make corrections. On the other hand, 59% and 13.6% of the respondents responded sometimes and rarely for the item4 respectively. The mean frequency of the item is 3.2. This shows students often read their own writing and try to make corrections.

However, data obtained through teacher interview revealed that most students did not have the habit of reading their own writing and correct any error or language mistakes; rather, they tend to be dependent on their English teachers.

Item5 is about whether the learners read their partners' writing and try to give feedback and correction. Regarding this, only 9% always do the above activity followed by 27.3% who often read their partners' writing and give feedback and correction. In addition, 31% of the respondents and another 31% replied sometimes and rarely respectively. The average mean frequency of this item is 3.1 and this implies that students often practice this item. However, the data obtained through teacher interview and classroom observation indicate that teachers sometimes encourage their students to read their partners' writing and try to give feedback and correction.

Item 6 is designed to investigate whether students practice writing skill with other English skills: reading, listening and speaking. As the result summarized in table 6, 27.3% of the students reported that they always practice writing skill with the other English skills, whereas, 18.2% of them often do the above activity. Furthermore, 22.7% and 18.2 of the respondents answered sometimes and rarely respectively. Only 13.6% of the students replied that they never practice writing skill with the other English skills. However, its mean frequency (i.e.3.3) shows that most of the students often practice writing skill integrated with the other skill such as reading, listening and speaking. The classroom observation and teacher interview also showed that students were seen practicing writing skill with reading, listening and speaking.

In item 7, respondents were asked if they use every learning resource such as computers in order to practice writing skill. Very few students, 4.5% and another 4.5% of the respondents reported that they always and often use learning resources such as computers to practice writing skill respectively. 36.4% of the respondents sometimes use learning resources such as computers to practice writing skill. Finally, 27.3% of the respondents answered that they rarely do item 7 and another 27.3% replied they never use learning resources such as computers in order to practice writing skill. The frequency mean (i.e.2.3) shows this item is rarely implemented by the students. Even though the data obtained from teachers' interview indicated students have the possibility to practice writing in the SAC by using language software, the researcher could observe that most of the language software's are used for practicing the other skills such as listening, reading. Hence,

students were observed doing less on tasks that are intended to improve their writing skill in the SAC.

Item 8 of the questionnaire tries to find out the frequencies of the learners active participation in group writing tasks in order to achieve a common goal. As summarized in table 6 above, 13.6% and 27.3% of the respondents always and often do item 8 respectively. On the other hand, 40.9% of the students sometimes participate in a group writing activity actively and 18.2% of them rarely do the item. The frequency mean is 3.4 and this implies that the learner often actively participate in a group writing activity in order to achieve a common goal. The data obtained from the classroom observation also revealed similar result.

Item 9 of the student questionnaire is targeted to point out whether the students think, generate ideas and make notes before they write about a topic. As indicated in the table 6 above, only 4.5% and 27.3 % of the students answered that they always and often do item 9 respectively. In addition, half (50%) of the respondents replied that they sometimes think and generate ideas and make notes before they write and 13.6% and 4.5% of the students reported that they rarely and never do the above activity respectively. The frequency mean is 3.1 and this shows that the students often think, generate ideas and make notes before they actually start writing. However, according to the data obtained from teacher interview and classroom observation, the students often face difficulties on the above mentioned pre-writing activities because of different factors such as lack of awareness and experience on the idea of process writing and their poor English language background.

The last item (item10) in this section is all about finding whether the students can organize their ideas of a certain topic in a logical order and be able to make priorities. As indicated in table 6, almost half of the respondents (45.4%) sometimes do the above activity followed by 31.8% who replied that they often organize their ideas in logical order and make priorities. However, 9% and 13.6% of the respondents answered that they always and rarely do the activity in the classroom respectively.

The average frequency mean is 3.3 and this implies that the learners often organize their ideas of a topic and make priorities in a writing class. Even though the students think that they can organize their ideas about a topic and make priorities in a writing lesson, the data gathered from teachers

interview and classroom observation indicate the opposite result. The students were not really seen following all the steps in a writing process and they rarely spend time on the above mentioned activities.

Generally, the data gathered based on the three instruments revealed that students often play most of the roles while they were learning writing skill. However, regarding the use of learning resources, the result showed that the learners have very little experience of using suitable learning resources such as computers in order to practice their writing skill though there is enough number of computers available in the Self Access Center (SAC) facility.

4.1.7 Causes for Problems or Difficulties Learners Face While Learning Writing Skill

In this section, factors which can be considered as the possible causes learners' difficulties while learning writing skill are presented in the following table and analysis.

TABLE-7 Summary of Students' Responses on Factors that Cause Problems or Difficulties While Learning Writing.

No	Statements	Responses										T	Mean
		SA		A		UN		D		SD			
1	Unclear instructions given by the teacher to practice writing skill	N	%	N	%	N	%	N	%	N	%	22	2.7
		1	4.5	9	40.9	1	4.5	7	31.8	4	18.2		
2	Teachers ‘ lack of commitment to help us	N	%	N	%	N	%	N	%	N	%	22	2.6
		3	13.6	4	18.2	2	9	7	31.8	6	27.3		
3	Poor language background(lack vocabulary and grammar)	N	%	N	%	N	%	N	%	N	%	22	2.5
		2	9	7	31.8	3	13.6	7	31.8	3	13.6		
4	Too much reliance on mother tongue when practicing writing skill	N	%	N	%	N	%	N	%	N	%	22	3
		2	9	8	36.4	3	13.6	6	27.3	3	13.6		
5	Teachers’ discouraging feedback	N	%	N	%	N	%	N	%	N	%	22	2.4
		2	9	3	13.6	4	18.2	7	31.8	6	27.3		
6	Lack of opportunity to write in English outside class	N	%	N	%	N	%	N	%	N	%	22	2.7
		4	18.2	9	40.9	4	18.2	5	22.7	-	-		
7	Lack of enough time to complete writing tasks in the classroom	N	%	N	%	N	%	N	%	N	%	22	3.5
		2	9	12	54.5	3	13.6	5	22.7	-	-		
8	Lack of learning resources such as computers to practice writing skill	N	%	N	%	N	%	N	%	N	%	22	2.7
		2	9	3	13.6	4	18.2	12	54.5	1	4.5		
9	Unfamiliar topics in the campaign level -2 course book	N	%	N	%	N	%	N	%	N	%	22	3.1
		4	18.2	6	27.3	2	9	8	36.4	2	9		
10	Difficult classroom language of the English teacher	N	%	N	%	N	%	N	%	N	%	22	2.7
		2	9	5	22.7	3	13.6	9	40.9	3	13.6		

KEY SD= strongly disagree, D= Disagree, UN= Undecided, A= Agree, SA= strongly agree
No. = Number of respondents, T= Total

For item 1 as shown in table-6 above only 4.5% of the respondents strongly agreed and 40.9% of them agreed that unclear instructions given by the teachers in writing lessons are the cause of their problem or difficulties to practice the target language. Another 4.5% of the students replied that they had no any idea about the point. On the other hand, 31.8% and 18.2% of the students were disagreeing and strongly disagreeing respectively to the statement. However, the mean frequency value (i.e. 2.7) shows that students were not sure or could not be able to decide on the item or unclear instructions were the cause for their problems in learning writing skill. Nevertheless, the classroom observation showed that teachers were giving clear instruction before students engaged in writing activities.

Concerning Item 2, 13.6% of the students strongly agreed that teachers' lack of commitment to help students in writing lessons is the cause of their problem. And 18.2% of them agreed on the statement. Whereas 9% and 31.8% of the respondents chose undecided and disagreed respectively with factors associated to teachers' lack of commitment to support students in writing class whenever they have difficulties to practice the target language. Furthermore, 27.3% of the students strongly disagree with the item. However, the mean value (i.e. 2.6) indicated that students almost disagreed with this item as a factor for learners' difficulty to write in English in the classroom. Both the follow up teachers' interview and classroom observation indicated that teachers were more committed to help their students in the writing class.

As far as students' English language background is concerned as a factor in item 3, only 9% of the respondents strongly agree on the item. On the other hand, 31.8% and 13.6% of the students agree and could not decide on the item respectively. Another 31.8% of the respondents disagreed and 13.6 of them strongly disagree that poor English background is the cause for their difficulties while learning writing skill. The frequency mean value of this item is 2.5 and this tells us that students disagree with this item as the cause for their problem to learn writing skill in the class. The classroom observation however showed that students often struggled to study more of grammar and vocabulary aspects of the language instead of concentrating on the most important skills such as writing. This implies that students lack the necessary English language inputs which can be used to produce something in writing.

For item 4, 9% of the respondents strongly agree and 36.4% agreed that too much rely on their mother tongue while practicing writing as the cause for the difficulties. Conversely, 13.6 % of the respondents prefer undecided. 27.3% disagreed and 13.6% of the students strongly disagreed on this item as a cause for their problem in writing class. However, the mean value (i.e.3) signifies the item to be the main cause for the students' problem in writing class. From the data gained through the follow up teacher interview and classroom observation, students tend to mostly dependent on their mother tongue whenever they practice writing skill.

Regarding whether teachers' give discouraging feedback to their students in item 5, 9% of the respondents reported that they strongly agree with this statement. In addition, the majority 31.8% of them disagreed that discouraging feedback is not the cause for their difficulties while learning writing skill Whereas, 27.3% reported strongly disagree and 13.6% agree on the item respectively as the cause of their problem. Only 13.6% agreed that item 5 to be the cause for the problems in a writing class. However, this item has got the mean frequency value of 2.4 and this, according to Likert scale, item 5 is almost considered to be the cause for the learners' problems while practicing writing skill. However, the follow up teacher interview and classroom observation revealed the opposite result (see the Appendix --)

Lack of opportunity to write in English outside class or item 6 is strongly supported by 18.2% of the respondents and similarly 40.9% of them agreed that it is the cause for their problem to practice writing. And 18.2% of the students prefer not to decide regarding this item as the cause for their problem. On the other hand, 22.7% disagree to the statement in item 6. Nevertheless, the frequency mean value (i.e.2.7) indicated that students were not able to decide on the item. But, the classroom observation indicates that students lack opportunity to write in English outside their classroom.

For item 7 of the questionnaires, 9% and 54.5% of the students strongly agree and agree respectively that lack of enough time to complete writing tasks in the classroom is the cause of their problem to develop their writing skill. However, 22.7% of the students disagree with statement and 12.5% of them did not decide on the item. The frequency mean value of this item is (i.e. 3.5) shows students agree on this item as the cause for their problem in learning writing skill. Both the follow up classroom observation indicated that students were hardly able to complete writing tasks as the time given to complete a certain task and their phase of learning do not often match.

Regarding item 8, 9% of the respondents strongly agree on lack of learning resources such as computers to practice writing skill to be the cause for students' problems and 13.6% of them agree on this item. On the other hand, 54.5% and 4.5% of the students among the total respondents reported disagree and strongly disagree respectively on the item. Nevertheless, the mean value (2.7) signifies the respondents were not able to decide on the item. From the data gained through the follow up teachers' interview and classroom observation, it could be known that there are enough learning resources such as computers which can be used by the learners in order to improve their writing skill in the Addis Ababa center.

In item, 9 students were asked whether or not unfamiliar writing topics in the campaign level -2 course book is the factor that cause problem to learn writing skill. As also shown in table 9 above, 18.2% of the respondents strongly agree and 27.3% agreed that this is the cause of the problem. On the other hand, 9% of the students prefer undecided and 36.4% disagree to the item. The rest 9% of the students strongly disagree on the item. The mean value (i.e. 3.1) indicated that students agree with this item as a factor for learners' difficulty to write English in the classroom. The classroom observation revealed that students were not observed facing challenge in this regard and this item was not considered as the cause of students' problem in writing session.

As far difficult classroom language of the English teacher is concerned (item 10), 18.2% of the students reported strongly agree on this item as the cause of learners' problem. Whereas 9% and 36.4% of the respondents strongly disagree and disagree respectively on difficult classroom language is the cause for their problems while practicing writing skill. However, the frequencies mean value of the item (i.e. 2.7) indicates students did not decide on the item. The data obtained through classroom observation and teachers' interview result showed that students found the classroom language, especially the teachers' instructions fairly difficult to understand and sometimes create confusion among themselves.

In general, the data gathered through both instruments revealed that despite having great interest, students often face difficulty to write in the target language. In addition to results shown in the Likert scale and the follow up interviews (see Appendix C&D) to comment on what caused students problem, they identified a multitude of variables such as too much reliance on their mother tongue, lack of time to complete writing tasks, lack of opportunity to write in English outside the classroom, difficult classroom language and teachers' instructions were selected to be the main causes for the learners challenges while learning writing.

4.1.8 Error correction Techniques

Part 8 of the questionnaires is designed to investigate the most frequently practiced error correction techniques in speaking class. Three questions were asked and the responses are presented below.

Table 8 Summary of Error Correction Techniques Implemented in Writing Class

No	Error correcting techniques	Reponses										T	Mean
		Always		Often		Sometimes		Rarely		Never			
1	Self-correction	N	%	N	%	N	%	N	%	N	%	22	3.2
		2	9	5	22.7	10	45.4	5	22.7	-	-		
2	Peer-correction	N	%	N	%	N	%	N	%	N	%	22	3.2
		1	4.5	6	27.3	12	54.4	3	13.6	-	-		
3	Teacher correction	N	%	N	%	N	%	N	%	N	%	22	4.2
		10	45.4	6	27.3	6	27.3	-	-	-	-		

For item 1 as shown in table-8, 9% of the respondents replied that their teachers always use self-correction techniques in writing class. Similarly, 22.7% of the respondents reported that their teachers often implement self-correction as a technique to correct errors students make while practicing writing skill in the class. On the other hand, 45.4% of the students said their teacher sometimes apply this type of error correction techniques in the writing lesson. In addition, 22.7% of the respondents claimed that they rarely practice the above item. The frequencies mean (i.e. 3.2) shows that students often practice this type of correction techniques in the class. However, the classroom observation indicated that students hardly made self-correction when practicing writing skill in the class.

Regarding peer-correction techniques on item 2 above in table8, 4.5% of the students reported that their teachers always use this type of correction techniques in writing class. While, 27.3% and 54.5% of the respondents answered often and sometimes respectively. However, the rest 3.6% of the students said that their teachers rarely implement peer-correction techniques for correcting students' errors in writing class. However, the frequencies mean value (i.e.3.2) instead shows that students often practice this type of error correction techniques in writing lessons. The data obtained from classroom observation and teachers' interview also revealed similar result.

As far as teacher correction techniques is concerned in item 3, 45.4% of the students replied that their teachers always use teacher correction techniques and 27.3% answered that their teachers

often employ this technique in the class and another 27.3% of the respondents reported that their teachers sometimes use this type of correction with their students in the writing lessons. The mean frequency of the item is 4.2. This shows that students always practice this type of error correction technique in the writing lessons. All the other data gathering instruments also revealed similar result.

CLASSROOM OBSERVATION CHECKLIST

4.2 The Analysis of Classroom Observations

4.2.1 Techniques Used by the Teachers

In order to observe the kind of techniques used by the teachers in teaching writing skill, the following checklist was used during the observation time.

TABLE -9 Checklists for Identifying Techniques used by the Teachers in Writing Class

[illegible]

4.2 The Analysis of Classroom Observations

As far as the eight continuous classroom observations were concerned, teachers used different techniques that helped the learners to develop their writing skill. The most frequently used techniques were pair and group work. For more than 75% of the observation time, these techniques were seen being employed by teachers. Even though Michael and Jimmie (2002) stated problem-solving create a condition for natural language use and invite students to use information from experience outside the language learning classroom, this technique was rarely used in most of observation sessions. Even the researcher could see that students looked a bit confused and found it challenging to perform this kind of activities during one observation time. However, in general, teachers were using those techniques that could promote active learning in the classroom and helped learners to develop their writing skill.

CLASSROOM OBSERVATION CHECKLIST

4.2.2 Activities Used in the Writing Class.

To see the kind of activities used in writing lessons, the researcher used the following checklist during the observation time.

TABLE-10 Checklist for Identifying Activities Employed in the Writing Lessons.

[illegible]

4.2.2 Activities Used in the Writing Class.

During the eight days observations, the researcher was able to observe both teachers were using different activities that promote effective learning in the writing class. As the observer report indicated, the most frequently used activities were different types of essays, note making and information gap activities. However, some activities such as e-mail writing and filling out forms were rarely seen being practiced by students in the class only sometimes students write reports mostly incident reports in the classroom. The follow up teacher interview also showed that students sometimes practiced most of these activities in the writing lessons. It is also known that to increase learners' motivation in learning writing skill, teachers use varieties of activities that promote effective learning. As Thorn bury, 2002 claimed that these activities have the potential to speed up lessons and help for retention, creativity and critical thinking.

CLASSROOM OBSERVATION CHECKLIST

4.2.3 Strategies Implemented by the Teachers to Teach Writing Skill

To observe strategies used by the teachers to teach writing skill, the researcher used the following checklist during the observation time.

TABLE-11 Checklist for Identifying Strategies Implemented by the Teachers to Teach Writing Skill

No	Does the English teacher:	Teacher One								Teacher Two							
		Observation day								Observation day							
		1		2		3		4		5		6		7		8	
		yes	No	Yes	no	yes	no	yes	No	Yes	no	yes	No	yes	no	yes	no
1	Give clear instructions	√		√		√		√		√		√			√	√	
2	Give learners enough time to think and generate ideas		√		√		√	√			√		√		√		√
3	Organize the class for pair and group work activities and encourage collaboration	√		√		√		√		√		√		√		√	
4	Provide enough support and motivation while students are working in groups	√		√		√			√		√	√		√			√
5	Encourage self-edit and peer-edit correction techniques		√		√		√		√		√		√		√		√
6	Give timely and regular feedback and correction on the students' writing		√		√		√		√		√		√		√		√
7	Use appropriate teaching and learning resources such as computers for practicing writing skill		√		√	√		√			√	√		√		√	
8	Help learners to discover and develop effective ways of learning writing	√			√	√		√			√	√		√			√

4.2.3 Strategies Used by the Teachers to Teach Writing Skill

Regarding the strategies used by teachers to help learners develop their writing skill and based on results from the classroom observation, teachers were mostly observed encouraging students every time to work with their partners and in small groups in writing activities. In most of the observation time, teachers often use different codes to organize students for pair and group work activities. Students were seen working in pair and small groups and this helped them to share different ideas and their own experience while practicing writing skill. The teachers were helping students to write in English in the class by giving different contexts in the form of guided and semi guided writing activities. In all of the observation sessions teachers were observed advising their students how they could correct errors they made while practicing writing. Mostly, errors were treated systematically. Teachers were not often seen giving correction first; rather they encourage peer correction where students got the chance to learn from each other. After that, the teacher gave the final correction. It was also observed that corrections were not given for every errors the students made rather this depend on other factors such as type of errors, the nature of the errors, goal and personality of the learners as stated by Parrot (1993) cited in Abdisa (2011) in the review chapter. However, in most of the observation time, teachers were not seen advising students how they could practice writing outside the classroom and use every available teaching resources such as computers in order to help them practice writing e-mail and different types of reports.

Generally, both teachers were observed using effective teaching strategies that facilitate and promote effective learning and help students to develop their writing skill in the target language in the classroom.

4.2.4 The Roles of Students in learning Writing

To find out the different roles students play in the class and what efforts they often made to develop their writing ability as a whole, the following checklist was prepared and used in the eight observation sessions.

[illegible]

4.2.4 The Roles of Students in learning Writing

As far as the different roles learners played when learning writing skill in the classroom, students were observed playing active roles in most cases. Students were closely working with their partners and whenever they came across any unclear points in their group work, they tried to work out together first by themselves and if they couldn't, they were observed asking their teachers for clarification. In most of the observation time, the researcher could see that students actively participated in pair and group work activities even if the data obtained through teachers interview revealed that sometimes students didn't want to work in pair and group rather they need to work alone. It was also observed that throughout the observation sessions, students were trying to correct errors made by themselves first but if they couldn't, they often asked help from their partners and teachers respectively. Even though students actively play the above role in writing class, the researcher could also observe that students rarely proofread their writing or their partners' so as to improve their writing skill. The researcher also observed that students were not using every learning resource such as computers in order to practice their writing skill. The data gathered through questionnaire and the follow up interview also showed similar result (See Appendix I)

Generally, the data obtained through observation revealed that students were making good effort to learn writing though they were observed weak on some items (8, 9 and 10) see (Appendix). In many ways, students were seen more responsible for their own learning when they were practicing writing skill in the class.

CLASSROOM OBSERVATION CHECKLIST

4.2.5 Factors that cause Difficulties or Problems for Students to learn Writing Skill

In order to observe and identify factors which could be causes for students' difficulties to learn writing, the following checklist was used during the observation time.

TABLE-13 Checklist for Identifying Factors that Cause Difficulties or Problems for Students to Learn Writing Skill.

[illegible]

4.2.5 Factors that cause Difficulties or Problems for Students to learn Writing Skill

As the observers' record in the checklist indicated, the most frequently observed factors that brought challenges for students to practice writing skill were poor English language background, lack of opportunities to practice writing outside the class, difficult classroom language, lack of teachers commitment, especially to give regular and constructive feedback and correction and not using appropriate teaching resources such as computers in order to motivate and enhance students to practice writing outside the classroom.

Students were observed having poor language ability such as lack of word power and inaccuracy in using structure. Mostly students were observed deficiency of vocabulary when they did a certain writing task or they might use inappropriate words in their writing that made comprehension more difficult for the readers. They were also observed using wrong tense, subject-verb agreement and numbers in most of their efforts, which sometimes impede communication. The other factor that puts challenges to the learners was lack of opportunity to write in English outside of classroom. Even if the researcher could see that students were sometimes working in the SAC after class hour, most students were observed practicing more on the other skills and aspects of the target language such as grammar, reading and listening than working on tasks that can help them improve their writing skill. The researchers also observed that there are not enough writing materials that students can use independently or with friends to practice writing in the SAC. As the other data instruments also revealed, lack of opportunity to practice writing outside the class was one of the major factors that is responsible for students not to develop their writing skill and be able to use it for their real life situations.

Though the data obtained through students' questionnaire revealed that unclear instructions given by the teachers and unfamiliar topics in the campaign level-2 course book were the cause for students' challenges while learning writing skill, the researcher could observe that students had very little impact on this regard. Mostly, teachers were seen repeating, rephrasing instructions so as to make it easy for them to understand. Teachers were also tried their best to adapt the writing activities in the course book to make them suitable for learners to practice in the classroom. However, the remaining items were not observed as the causes for students' challenges while learning writing skill. The other data gathering instruments also indicated similar result.

CLASSROOM OBSERVATION CHECKLIST

4.2.6 Error Correction Techniques used by the Teachers in Writing Lessons

To see the type of error correction techniques used in writing lessons, the researcher used the following checklist during the observations sessions.

TABLE-14 Checklist for Identifying Error Correction Techniques used by the Teachers during Writing Class

No	Do teachers use the following error correction techniques in writing lesson?	Teacher One								Teacher Two							
		Observation day								Observation day							
		1		2		3		4		5		6		7		8	
		yes	no	Yes	No	Yes	no	yes	no	yes	no	yes	no	yes	no	yes	No
1	Self-correction		√		√		√		√		√		√		√	√	
2	Peer-correction	√			√		√		√		√	√			√		√
3	Teacher correction	√		√		√		√		√		√		√		√	√

4.2.6 Error Correction Techniques used by the Teachers in Writing Lessons

As far as the type of error correction techniques are concerned, the researcher could observe that the teachers were mostly using both types of correction techniques (teacher-correction and peer-correction) during writing lessons. However, self-correction technique was hardly applied in the classroom. Michael and Jimmie (2002) also stated that self-correction is best however if students can't do this, teachers should invite other students in the class to read their partners writing and try to give feedback and correction before providing the correct language. On the other, it means peer-correction or peer-review should be used. This technique was only used when students compare other pre-writing activities such as grammar, vocabulary and reading comprehension questions. However, students were not seen reading either their own writing or their partners' in order to make corrections and it looks like this is something that teachers should enhance their students in terms of enabling them to possess the necessary skills and knowledge about self- and peer correction techniques. This will reduce teachers' element of domination, which in turn increases the students' confidence in their progress and improvement.

4.3. Summary of Interviews with Teachers

As the teachers interview response (see Appendix-E) show, all the teachers have long experience of teaching English in the peacekeeping English project. This enabled the researcher to get reliable information about the overall practices and challenges of teaching writing in the Addis Ababa peacekeeping English training center. All the teachers used different kinds of techniques and strategies to teach writing skill in the classroom. The most widely used techniques include: pair and group work, writing descriptive essays, writing reports, information gap and problem solving. However, as stated by teacher one, problem solving was rarely used in the class. This was also observed during the classroom observation (Appendix). As strategies, most of the teachers often helped students to write in the target language through providing varieties of contexts. They also motivated students to use the language confidently by giving different guided and semi guided writing tasks and activities related to their real life situation that students found interesting to perform. Furthermore, they advised students on how to practice writing skill in pairs and in small groups and thought them effective ways of learning writing.

Of the classroom activities teachers used to teach writing, information gap, note making, essay writing, writing rules and instructions, filling out forms and completing charts were identified as the most frequently employed activities in writing class. Some of the reasons of using these activities are helping students to learn writing in a more natural way, add students' confidence, motivate students to work collaboratively and make learning easy and interesting for the students. Teachers played different roles in teaching writing skill however, the most frequently applied teachers' roles in the class were: 'facilitator', a 'classroom manager' a 'consultant' or 'adviser' 'communicator' with the learners, 'monitor' 'controller', 'organizer', 'assessor', 'observer,' and . Generally, teachers had less domination in the writing class than the students did and offer more time for students to take the phase. But, the data obtained from the students' questionnaire and classroom observation indicate that students often lack time to complete writing tasks in the classroom. In addition, they also don't use teaching resources such as computers in order to practice writing e-mails or different types of reports.

As far as ways of giving feedback is concerned, teachers mostly use peer correction, and teachers' correction techniques in the classroom. Teachers often prefer to use indirect correction where teachers take record of errors made by students while performing pair and group work activities. Then, at the end of the writing process, the teachers indicate those errors on the students' papers

by using some symbols and abbreviations so as to them to correct by themselves. Sometimes they also encourage students to proofread their own papers and give each other feedback and correction in either pair or small groups. The teachers often did the final correction. Teachers do not always give feedback to learners and this usually depends on type of errors (whether they are global or local errors), the nature of the error or mistakes (is it corrected by the learner himself or with peers, the learners intended goal (whether it is focused on accuracy or on fluency), the personality of the learners (is he/she confident or fell fear) and the ability of the learners and the ease with which the errors can be corrected.

A number of factors were also addressed by teachers that cause difficulties or problems for students to learn writing. These factors include: students' poor English language background, lack of enough for students to complete a writing task in the classroom, lack of opportunity to write outside the classroom and too much dependency of students on their mother tongue and some unfamiliar writing topics in the level-2 course book. The researcher could also observe these were the most dominant factors that cause difficulties for students not to be good at writing skill in the target language. However, even though factors such as unclear instructions, difficult classroom language of the teachers and teachers' lack of commitment to provide regular support and advice are among the factors that learners reported as causes of the students' difficulties to develop their writing skill, the researcher couldn't observe any serious problems that students face in this regard during classroom observation time. Mostly teachers used different techniques to make the instruction clear and most of the students were almost similar level in their language ability. Furthermore, many of the topics discussed in the classroom were very much related to their real life situation and the students are familiar with the topics. There were different mechanisms teachers used to solve those problems actually the word to solve may not be proper to use in this context rather it would be better to say to minimize the problems. Among the mechanism teacher used, the most common were encouraging students to write in English, adjusting the level of difficulty of the task, giving different scaffolding tasks for both for slow and fast learners so that they could avoid domination and encouraging students to work with their peers. However, the researcher could observe that this did not work well. Especially, the weak students were observed passive and took more time to perform the writing tasks even if they appeared less inhibited and motivated to participate in a group work activities. The fast learners on the other hand became over confident and underestimate the slow learners. Furthermore, this mechanism created

problem on time management and teachers often-observed facing difficulty to keep the pace between the two groups.

Generally, the teachers' interview result revealed that teachers employed different techniques and strategies in teaching writing. They used different activities that promote active learning in the classroom however; some factors were also reported as the causes of students' difficulty to learn writing in the classroom and this could affect negatively the overall practice of teaching writing in general and students' writing proficiency in particular.

4.4. Summary of Content Analysis

This is the fourth data gathering tool that the researcher used to further strengthen the results of the data obtained from the students' questionnaire, teachers interview and classroom observation.

In order to achieve the above objective, the researcher selected three samples of writing tasks from level-2 campaign course book and two students' written papers with teacher's feedback and correction on them. The results of the analysis of the above samples are presented as follows:

4.4.1. The analysis of Sample Writing Tasks Taken from level-2 Campaign Course book

The campaign level-2 military English course book (look at appendix) is divided into twelve chapters and each chapter is further structured it to four categories. These are: Grammar, functional English, Pronunciation and Vocabulary. When we look at each unit, there are five sections called Alpha, Bravo, Charlie, Delta and Foxtrot.

The first section of each unit introduces the main title and sub title of the whole chapter. The main topic of the unit is often presented with pre-reading vocabulary, a reading text, while reading and post-reading tasks right in the beginning. Then, there is either speaking part with its different aspects such as syllable and stress, pronunciation ...etc or a grammar point. At the end of each unit, there are writing tasks which enable the students to produce something in English.

Sometimes, the reading text is also replaced by a listening activity and some functional English tips and tasks. The last section (Echo) of each unit presents problem solving tasks which encourage the learners to apply all the four English language skills they have been practicing throughout a unit. The learners are expected to find a solution to a certain given situation in either pair or small groups.

There are about 20 writing tasks through the twelve chapters of the campaign course book. The writing tasks include guided, semi-guided and free writing activities. The type and number of the writing tasks are summarized in the following table:

TABLE- 15 Summary of the type and number of writing tasks in the campaign level-2 course book

#	TYPE OF WRITING TASKS	NUMBER OF TASKS
1	Writing descriptive paragraphs	2
2	Writing about rules and instructions	3
3	Writing a guide	1
4	Writing a patrol report	1
5	Writing an incident report	2
6	Writing e-mail	2
7	Writing a conversation	1
8	Completing sentences or a text	3
9	Making notes	1
10	Taking notes	1
11	Writing definitions of words	1
12	Writing predictions	1
13	Writing about their career	1
Total		20

Out of the total number of writing tasks (20) in the campaign level-2 course book, only 2 tasks or (10%) about e-mail writing and there are only 3 tasks i.e. about 30% are about report writing. The remaining tasks are all about different language functions such as writing rules and instructions, writing descriptive paragraphs, and semi guided activities such as completing a text or sentences. Given the significance of writing e-mails and incident and accident reports in the UN peacekeeping missions for our peacekeeper soldiers, these types or writing activities are not covered in the course book very well..

The samples of the writing tasks which are designed to help the learners to practice writing e-mail, incident and patrol reports are now presented based on some criteria such as difficulty level, presentation of tasks and relevance respectively.

The task about incident report is presented first with some pre-reading vocabulary task followed by while reading questions. The reading text is an example of a summary of an incident report. This can motivate the students and is also use as a comprehensive language input. Then the report is again presented in the form of chart or table to let the learners to complete some information missing from the form. This seems to be used as one of the main scaffoldings (there are also grammar and listening tasks) that pave the way for the final activity which demands the students to write their own incident report based on the direct oral conversations between two UN officers later. This task is relevant for the soldiers when they deploy for peacekeeping missions. The tasks are also presented in a logical order and that minimizes the difficulty level ton match with the students' ability.

The next task is also a report but this time the students are expected to write a patrol report based on a given context. However the given language game needs a dice in order to use it in the classroom. If teachers don't have this equipment, they cannot use the activity in the classroom. Otherwise, the task is relevant to the students' need and it is on difficult to accomplish it.

The final sample task is about writing e-mail. This task also like the incident report, presented with a number of scaffolding activities to make it of medium difficulty level and interesting to motivate the learners. e-mail writing is also one of the major tasks of the UN peacekeepers in order to report what they have performed in the field to the higher staff based on the chain of command. Thus, teaching how to write an intelligible e-mail is so important for our soldiers.

4.4.2. The Analysis of Sample Writing Assignments of Level-2 Students

In the second part of the content analysis method of data gathering, the researcher took two samples of the level-2 writing assignments and they were analyzed based on task relevance and techniques of giving written feedback and correction. Both writing assignments had teacher's feedback and correction written on them. The learners were required to write a road traffic accident reports based on a given situation and some guiding outlines. Thus, the writing tasks were not entirely free writing activity. The students wrote based on the given prompts and gave them to their teachers in order to be checked.

Based on the first criterion, both tasks were considered to be relevant to the needs of the students because writing incident report is one of the main duties of any peacekeeper soldier who especially work as the UN staff officers, UN military observers or UN contingent staff members.

The second criterion is to identify the technique that the teacher used in order to give students a written feedback and correction. The teacher who gave a direct correction on both papers (see appendix-G) by writing answers that he/she thought were correct using a red pen. There is no any evidence on the papers that shows teacher's indirect feedback and correction which can be indicated by different codes or some kind of symbols. In addition, the teacher was trying to correct each and every mistakes or errors that the students made and show that there is no specific language area such as grammar or vocabulary that were taken as focus. There are many disadvantages of giving direct and unrestricted feedback. According to Johnson 1989), direct correction is often given by non-native teachers of English and he states "non- native teachers tend to be severest of all on mistakes. This is entirely understandable, given that they are often less sure of their own English. They themselves were probably taught by a teacher who believed 'good English' **means** 'free of mistakes'. The effect of doing the above action could be devastating for the students' morale and motivation. Furthermore, he described teachers' giving direct correction as '**a red pen syndrome**'. Therefore, to avoid the bad effects of giving direct feedback and correction, the writer suggested the following advices:

- ❖ Don't expect perfection. Concentrate on where the students' writing is effective, as well as where it is defective.

- ❖ Mistakes are often a sign of learning.
- ❖ Mistakes come and go- a student's 'correctness' goes up and down from day to day.
- ❖ Good writing like all language learning is a long time process.
- ❖ Some mistakes are more important than others.

CHAPTER FIVE

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

In this research, an attempt was made to discover the overall practices and challenges of teaching writing skill in military or Peacekeeping English students' context. The study particularly aimed at exploring the most widely used techniques and strategies of teaching writing, exploring activities often used in the class, find out the different roles of teachers and students, explore ways of giving corrections and difficulties that students encounter in the teaching practices. To achieve this, four instruments were used to gather the data. A total of 41 closed ended questions were distributed to 22 level-2 students. Furthermore, to assess what actually happen during teaching and learning writing skill, the researcher made eight-class room observation and interviewed five teachers for further information.

The results of this study indicated that there are good practices of teaching writing in the peacekeeping English project level two classes in focus even if students have some difficulties or challenges in learning writing. Some of the evidences regarding the existence of good practices of teaching writing are:

- Despite some of the difficulties students face, all students find writing skill is important skills to learn to be able to communicate and most of all as it become very necessary for their future career in the United Nation Peacekeeping Mission.
- Teachers were using different techniques of teaching writing that could promote active learning in the classroom. The most frequently used are pair and small group work, and individual work. However, problem solving is seen to be less used in the class.
- Teaches often use different activities such as writing different types of essays or paragraphs, filling-out forms, note making, writing reports and information gap activity. These activities help students to learn writing in a more communicative way, motivate students to work collaboratively and make learning easy and interesting for the students. This showed that teachers well consider the balanced activities approach recommended by parrot (1993) to develop the students' language proficiency.

- It is obvious that English language teachers are expected to teach writing by using different techniques and strategies. The data also indicated that teachers use almost all strategies to help learners develop their writing skill. As (Oxford 1990; Sandra 2008) also stated that strategies are considered to be vital for effective language learning because they are tools for active, self-directed improvement, which is essential for developing communicative confidence.
- Generally teachers often play different roles in the writing class as facilitator, a 'classroom manager' a 'consultant' or 'adviser' 'communicator' with the learners, 'controller', 'organizer', 'assessor', 'observer,' and 'prompter'. The teachers had less domination in the writing class than the students did but, offered little time for the students to accomplish a certain writing task.
- Students' implement most of their roles in learning the writing skill. Mostly students work with partners' in the writing class and actively participate in pair and group work activities. They try to correct their own errors first by themselves and if they can't they often correct with partners and if not, with the help of their teachers. They also ask clarification of any unclear points from their teachers. However, the data revealed that teachers do not usually give regular written feedback and corrections when students practice writing outside the classroom.
- Although teachers use all correction techniques in the class, teacher correction is seen to be the most frequently practiced techniques of correction compared to the others techniques. Teachers often give written feedback and correction to the learners and this usually depend on the type of errors (whether they are global or local errors), the nature of the error or mistakes (is it corrected by the learner himself or with peers, the learners intended goal (whether it is focused on accuracy or on fluency), the personality of the learners (is he confident, shy or fell fear) and the ability of the learners and the ease with which the errors can be corrected. Mostly teachers use direct correction especially when students are practicing for grammar or vocabulary accuracy. Sometimes they also encourage the learners to read their own writing and try to correct their mistakes.

- The analysis also showed that teachers use different materials such as student book with the workbook, and sometimes other supplementary materials when teaching writing skills. However, the results of the content analysis indicated that there are only very few activities that help the students to write reports and e-mail in the level-2 students' course book. Most of the tasks focus on writing descriptive paragraph writing. And even when the students practice writing e-mail or report, they do not often use the computers which are available in the centre and can be accessible in the SAC at any time.

However, there are also some challenges students faces in practicing writing. Some of the factors that cause student difficulties to develop their writing skills are:

- Teachers do not properly advice students on the strategies used to practice writing outside classroom.
- The majority of the students do not share ideas about language learning problems and possible strategies use to solve the problems with their classmates.
- Most students do not have the opportunity or exposure to practice writing outside classroom. Even in SAC, where students practice the target language in more authentic way compared to other skills, there are only very few writing activities in the software's which can help learners to develop their writing ability. As a result, students usually spend more time on practicing other skills and language areas (Grammar and vocabulary listening, reading and Pronunciation) than writing.
- Other factors such as poor language ability (grammar and vocabulary), first language interference, lack of enough time to complete writing tasks in the classroom and lack of opportunity to write outside the class were reported by the students as the major factors that affect the students' learning writing skill. Even though factors such as unclear instructions, unfamiliar topics in the course book and difficult classroom language were among the reported factors as causes for students' difficulties to develop their writing skill, they are not serious matters and students face very little challenge in this regard.

Generally, there is good practice of teaching writing in the Addis Ababa Peacekeeping English Training center even if there are some challenges that students encounter not to be effective user of the target language in their real life situation.

5.2 Recommendations

Based on the findings of the study, the following recommendations are made:

- The teachers should advise students on techniques of developing writing outside classroom
- The teachers should create a better English learning environment and introduce more communicative writing activities from other supplementary materials. These activities should also motivate the students and be relevant to their real life language needs.
- The teachers should teach students writing strategies, which they can use to help themselves expand their knowledge of the language and their confidence in using it.
- The teachers should also have counseling time for students after the normal class where students can be advised about their language learning problems
- Student should be encouraged to develop self-edit or review and peer- edit techniques avoid too much dependency on their teachers and use the habit in the future when they actually write in real life working conditions.
- The peacekeeping English project should also encourage the teachers to use computers to the students to practice writing reports or e-mail. In addition, the administration should give enough attention for writing skill because the students need the skill to write reports or e-mail in order to report their regular duties in the UN peacekeeping missions.
- The teachers should give enough time for the learners when they practice writing skill in pairs or small groups and also encourage collaborative efforts and process writing approach.

- Teachers should give regular and timely feedback and correction followed by continuous follow up and support to their students despite some factors such as number of students and shortage of time.

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APPENDIX-A
STUDENTS' QUESTIONNAIRE

ADDIS ABABA UNIVERSITY

COLLEGE OF HUMANITIES, LANGUAGE STUDIES, JOURNALISM AND COMMUNICATION

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

Dear students,

The purpose of this questionnaire is to collect information to conduct research on the practices and challenges of teaching writing skill in the level-2 classes of the Addis Ababa centre of peacekeeping English project. So, please respond to each question and give your genuine answers. I am very much grateful for your cooperation. **Please write (X) in the box that corresponds to your answer.**

1. How important is Writing skill to you?

- A. Important ☐
- B. Very important ☐
- C. Not important ☐

2. How often do you practice Writing Skill in the class room?

- A. Never ☐
- B. Rarely ☐
- C. Sometimes ☐
- D. Often ☐
- E. Always ☐

3 Which of the following techniques do your English teachers use most to practice writing skill in the class?

- A. Group work ☐
- B. pair work ☐
- C. Individual work ☐

D. project work ☐

E. Problem solving ☐

F. other, please specify _____

4. How often does your teacher use the following classroom activities in teaching writing skill? Please put (X) mark under the corresponding column.

No	Activities used	Always	Often	Sometimes	Rarely	Never
1	Writing different types of essays					
2	Writing e-mail					
3	Writing incident reports					
4	Writing accident reports					
5	Filling out forms					
6	Note making					
7	Dictation					

5. How far do you agree to the methods used by your English teacher to teach writing? Please put (X) mark under the corresponding column.

No	My English teacher	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	Gives clear instructions					
2	Give us enough time to think and generate ideas					
3	Organizes the class for pair and group work activities and encourage collaboration					
4	Provides enough support and motivation while we are working in groups					
5	Encourages self-edit and peer-edit(review)					
6	Gives timely and regular feedback and correction on our writing					
7	Uses appropriate teaching resources such as computers to practice writing					
8	Helps us to discover and develop effective ways of learning writing skill					

6. How far do you implement the following roles of learners in writing class? Please put (X) mark under the corresponding column.

No	Items	Always	Often	Sometimes	Rarely	Never
1	I work with partners in writing class					
2	I ask my teacher any unclear points for clarification					
3	I try to develop my writing skill outside the classroom					
4	I read my own writing and try to make corrections					
5	I read my partners' writing and try to give feedback and correction					
6	I practice writing skill with other English skills: reading, listening and speaking.					
7	I use every learning resources such as computers to practice writing skill					
8	I actively participate in a group writing task in order to achieve a common goal					
9	I think and generate ideas for writing and make notes					
10	I organize my ideas in a logical order and make priorities					

7. To what extent do you agree to the following statements to be the cause to your problems or difficulties in learning writing skill? Please put (X) mark under the corresponding column.

No	Statements	Strongly agree	Agree	Have no idea	Disagree	Strongly disagree
1	Unclear instructions given by the teacher to practice writing skill					
2	Teachers ' lack of commitment to help us					
3	Poor language background(lack vocabulary and grammar)					
4	Too much rely on mother tongue when practicing writing skill					
5	Teachers' discouraging feedback					
6	Lack of opportunity to write in English outside class					
7	Lack of enough time to complete writing tasks in the classroom					
8	Lack of learning resources such as computers to practice writing skill					
9	Unfamiliar topics in the campaign level - 2 course book					
10	Difficult classroom language of the English teacher					

8. How often does your English teacher apply the following error correction techniques in writing class?

No	Error correcting techniques	Always	Often	Sometimes	Rarely	Never
1	Self-correction					
2	Peer-correction					
3	Teacher correction					

APPENDIX-B

የተማሪ መጠይቅ

በአዲስ አበባ ዩኒቨርሲቲ የድህረ ምረቃ ት/ቤት

የሂደማኒቲስ፣ የቋንቋዎች ጥናት፣ የጋዜጠኝነትና ኮሚኒኬሽን ኮሌጅ

የውጭ ቋንቋዎችና ሥነ-ፅሁፍ ትምህርት ክፍል

ውድ ተማሪዎች ፡ የዚህ መጠይቅ አላማ የእንግሊዝኛን የመፃፍ ክህሎት ማስተማርና መማር ላይ ያለውን ልምድና ፈተናዎች ወይም ተግዳሮቶችን ለማጥናት መረጃ ለመሰብሰብ ነው። ይህ ጥናት በአ/አ ሠላም ማስከበር ዋና መምሪያ የአለም አቀፍ የሰላም ማስከበር ማሰልጠኛ ማዕከል ሥር በሚሰለጥኑት የደረጃ ሁለት ተማሪዎችና ማስተማር ላይ ያተኮረ ነው። ስለሆነም ለእያንዳንዱ ጥያቄ እውነተኛና ተገቢ የምትሉትን ምላሽ እንድትፀፉ በአክብሮ አጠይቃለው። ለምታደርጉትም ቀና ትብብር በቅድሚያ አመሰግናለው

1. የእንግሊዝኛ የመፃፍ ክህሎት ለእርሶ ምን ያህል ጠቃሚ ነው ይላሉ? እባክዎ በመልስ መስጫው ሳጥን ውስጥ የ (X) ምልክት ያስቀምጡ።
ሀ. ጠቃሚ ☐
ለ. በጣም ጠቃሚ ☐
ሐ. አይጠቅምም ☐
2. የእንግሊዝኛ የመፃፍ ክህሎትን ለማዳበር በክፍል ውስጥ ምን ያህል ጊዜ ይለማመዳሉ?
ሀ. በፍፁም ☐
ለ. በጣም ጥቂት ጊዜ ☐
ሐ. አልፎ አልፎ ☐
መ. በአብዛኛው ጊዜ ☐
ሠ. ሁል ጊዜ ☐
3. ከሚከተሉት ውስጥ የእንግሊዝኛ የመፃፍ ክህሎትን ለማስተማር አስተማሪዎቹ በአብዛኛው የሚጠቀሙት ዘዴ የትኛውን ነው?

ሀ. የቡድን ሥራ ☐

ለ. ችግር የመፍታት ዘዴ ☐

ሐ. የግል ሥራ ☐

መ. የፕሮጀክት ሥራ ☐

ሰ. የአቻ ጫወታ ☐

ረ. ሌላ ካለ እባክዎ እዚህ ይፃፉ _____

4. የሚከተሉትን እንግሊዝኛ የመፃፍ ክህሎትን ለመለማመድ የሚያግዙ የክፍል መልመጃዎችን አስተማሪዎቹ ምን ያህል ጊዜ ይጠቀማሉ? እባክዎ በትክክለኛው አምድ ሥር የ(X) ምልክት ያስቀምጡ።

ተራቁ	የሚሰጡ መልመጃዎች	ሁል ጊዜ	በአብዛኛው ጊዜ	አልፎ አልፎ	በጣም ጥቂት ጊዜ	በፍፁም
1	የተለያዩ የሀተታ ፅሁፎች					
2	ኢ-ሜል መጻፍ					
3	የክስተት ዘገባዎች መጻፍ					
4	የአደጋ ዘገባዎችን መጻፍ					
5	ፎርሞችን መሙላት					
6	ሀሳብን በጽሁፍ ማስቀመጥ					
7	ንግግርን መፃፍ					

5. አስተማሪዎቹ የእንግሊዝኛ የመፃፍ ክህሎትን ለማስተማር በሚከተሉት ስልቶች ላይ ምን ያህል ትስማማላቸው? እባክዎ በትክክለኛው አምድ ሥር የ(X) ምልክት ያስቀምጡ።

ተራቁ	የእንግሊዝኛ አስተማሪዬ	በጣም እስማማለሁ	እስማማለሁ	ለመወሰን ይከብዳል	አልስማማም	በጣም አልስማማም
1	ግልጽ የሆነ መመሪያ ይሰጡናል					
2	ለማሰብና ሀሳብ ለማመንጨት በቂ ጊዜ ይሰጡናል					
3	ክፍሉን ለጥንድ እና ለጋራ ሥራ በማድረጃት ለትብብር በቂ ትኩረት ያደርጋሉ					
4	በጋራ በምንሰራበት ጊዜ በቂ ድጋፍና					

	ማነቃቃትን ይሰጣሉ					
5	የግልና የጥንድ እርማትን ያበረታታሉ					
6	የምንፅፈውን ፅሁፍ በማንበብ ሁል ጊዜና በበቂ ሁኔታ እርማትና ገንቢ ምላሽ ይሰጣሉ					
7	የፅሁፍ ክህሎት ለማዳበርና ለመለማመድ የሚረዱ ቁሳቁስ ለምሳሌ ኮምፒተር ይጠቀማሉ					
8	የፅሁፍ ክህሎትን ለማሻሻል የሚረዱ ዘዴዎችን እንድንፈልግና ውጤታማ የመማሪያ ዘዴዎችን እንድናዳብር ያበረታታሉ					

6. የእንግሊዝኛ የፅሁፍ ክህሎትን ለመማር ተማሪዎች የሚከተሉት ሚና አላቸው። እነዚህን ሚናዎች በክፍል ውስጥ ምን ያህል ትተገብራላቸው? እባክ በትክክለኛው አምድ ሥር የ(X) ምልክት ያስቀምጡ።

ተራቁ	የተማሪው ሚና	ሁል ጊዜ	በአብዛኛው ጊዜ	አልፎ አልፎ	በጣም ጥቂት ጊዜ	በፍፁም
1	ከክፍል ጓደኛ ጋር መፃፍ እለማመዳለው					
2	ግልፅ ያልሆኑ ነገሮችን እንዲያብራሩ አስተማሪዬን እጠይቃለው					
3	የእንግሊዝኛ የመፃፍ ክህሎቴን ለማዳበር ከክፍል ውጭ እለማመዳለው					
4	የራሴን ፅሁፍ አንብቤ ተገቢውን እርማትና ማሻሻያ አደርጋለው					
5	የእንግሊዝኛ የመፃፍ ክህሎትን ከሌሎች ክህሎቶች ማለትም ከማንበብ፣ ከማድመጥና ከመናገር ጋር በቅንጅት እለማመዳለው					
6	የእንግሊዝኛ የመፃፍ ችሎታዬን ለማዳበር የሚያግዙ እንደ ኮምፒተር ያሉ ቁሳቁሶችን እጠቀማለው					
7	በክፍል ውስጥ በጋራ የፅሁፍ ልምምድ ለማድረግ በንቃት እሳተፋለው ለጋራ አላማም እሰራለው					

8	ለዕሁፍ የሚረዱ ሀሳቦችን በማመንጨት ወደ ዕሁፍ መቀየርን እለማመዳለው					
9	ሃሳቦችን በምክንያት በማደራጀት እና ቅደም ተከተል በማስያዝ መፃፍ እለማመዳለው					

7. የሚከተሉት አረፍተ ነገሮች የመፃፍ ክህሎትን ለመማርና ለማሻሻል እንቅፋት ለሆኑ ችግሮች ምን ያህል መንስኤዎች ናቸው ብለው ይስማማሉ? እባክዎ በትክክለኛው አምድ ስር የ(X) ምልክት ያኑሩ።

ተራቁ	አረፍተ ነገሮች	በጣም እስማማለሁ	እስማማለሁ	አላውቅም	አልስማማም	በጣም አልስማማም
1	የመፃፍ ክህሎት ለመለማመድ ተብለው የሚሰጡ የአስተማሪው ግልጽ ያልሆኑ መመሪያዎች					
2	በክፍል ውስጥ ተማሪውን ለማገዝ የአስተማሪው ቁርጠኝነት ማነስ					
3	የተማሪው ዝቅጠኛ የእንግሊዝኛ ቋንቋ ክህሎት (ለምሳሌ የቃላት እና የሰዋሰው ችግር)					
4	የመፃፍ ክህሎትን በምንለማመድበት ወቅት የአፍ መፍቻ ቋንቋ ላይ ጥገኛ መሆን					
5	የአስተማሪው የማያበረታታ ምላሽ ወይም አስተያየት					
6	በእንግሊዝኛ ለመፃፍ ከክፍል ውጭ ያለው ዕድል ማነስ					
7	በክፍል ውስጥ የመፃፍ ክህሎትን ለመለማመድ ለምንሰራቸው ሥራዎች በቂ ጊዜ አለመኖር					
8	የዕሁፍ ክህሎትን ለመለማመድ፣ የሚያግዙ ቁሳቁሶች ችግር ለምሳሌ ኮመፒተር					
9	በማስተማሪያ መፅሃፍ ውስጥ ያሉ እርዕስ ጉዳዮች ከባህላችን ጋር አለመጣጣም					
10	በክፍል ውስጥ አስተማሪው					

	የሚጠቀመው እንግሊዝኛ ቋንቋ ለመረዳት ከባድ መሆን					
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8. የሚከተሉትን የስህተት ማረሚያ ዘዴዎች አስተማሪው በክፍል ውስጥ ምን ያህል ጊዜ ይጠቀማሉ?

ተራ.ቁ	የሥህተት ማረሚያ ዘዴዎች	ሁል ጊዜ	በአብዛኛው ጊዜ	አልፎ አልፎ	በጣም ጥቂት ጊዜ	በፍፁም
1	የግል ሥህተት ማረም					
2	በክፍል ጓደኛ ሥህተትን ማረም					
3	በአስተማሪው ሥህተትን ማረም					

APPENDIX-C

TEACHER INTERVIEW QUESTIONS

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES

COLLEGE OF HUMANITIES, LANGUAGE STUDIES, JOURNALISM AND COMMUNICATION

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

- 1. How long have you been teaching English language?**
- 2. How do you teach writing skill? What strategies and techniques do you use most in teaching writing?**
- 3. What activities do you usually use in teaching writing skill?**
- 4. What are your roles in teaching Writing Skill?**
- 5. How do you give feedback and correction for your learners while practicing writing skill?**

APPENDIX-D

CLASSROOMS OBSERVATION CHECKLIST

1. Techniques used by the teacher

[illegible]

2. Activities Used in the Writing Lesson

[illegible]

3. Strategies Used by the Teachers to teach writing Skill

[illegible]

4. The Roles of Students in Learning Writing Skill

[illegible]

5. Factors that cause Difficulties for Students to Learn Writing Skill

[illegible]

APPENDIX-E

TEACHERS' INTERVIEW RESPONSES

Teacher-1

Question-1 How long have you been teaching English so far?

ANSWER: I have been teaching English for eight-nine years. Before I joined this project, I had taught English language for two years in high school and three years in private college respectively. Then in 2000 EC, I joined the peacekeeping English project where I have been teaching for more than ten years now.

QUESTION -2 How do you teach writing skill? (What strategies and techniques do you use most in teaching writing?)

ANSWER: Well, I often try to use different techniques and strategies to teach writing. When I mean by strategies for examples, I usually start my lesson by asking some general questions about a certain topic so that students get opportunity to generate ideas before they write in the classroom. I help my students to write more in English by creating different contexts and providing them varieties of guided and semi guided writing tasks and activities to perform in the classroom. I also tell them how to find out most effective ways of learning writing skill. Mostly I use collaborative writing as a technique to teach writing and sometimes I use problem solving.

QUESTION -3 What activities do you often use for teaching writing?

ANSWER: Mostly I use information gap activities where students seem to have knowledge gap between them and this gap can be bridged by using the language. For example, in this kind of activity students may work in pair and exchange personal information of their own or they can spot differences in the pictures and write a report to the class. I also use asking and answering question or conduct interview and make notes and later use the notes to write a report. I like to use these activities with my students because they are very interesting and help the learners to practice writing with the other English skills.

QUESTION-4 What are your roles in teaching writing?

ANSWER: well I have different roles among which the first one is creating situations where students can communicate by using the target language and express their ideas. I organize resources to be used for the intended purpose. I give students guidance on how to perform the writing tasks or activities within a given time. Furthermore, I also give learners on time feedback and correction both orally and in writing so that they can correct their language errors.

QUESTION-5 How do you give feedback for the learners while they are practicing writing?

ANSWER: I usually provide oral feedback and correction when the students are working in pairs or in small groups. Then I give the final written feedback and correction after they finish completing the

writing tasks. Mostly, I employ peer-correction techniques instead of self and teacher correction because this gives the learners wider opportunity to learn from each others' errors.

Teacher-2

QUESTION -1How long have you been teaching English so far?

ANSWER: I have been teaching English for about nine years in high school, Collages and in the peacekeeping English project where I am working now. I like teaching English and especially I am very much interested to teach English in the military.

QUESTION -2How do you teach writing? (What strategies and techniques do you use most in teaching writing?)

ANSWER: There are different techniques and strategies to be used when you teach writing skill. I often use pair and small group work techniques to enable learners to write more in the target language. Most of the time I motivate students to use the language confidently in the class room by creating varieties of context related to their real life situation and this help them to generate more language inputs to be used for their writing activity.. I also help my students to correct their errors either individually or in pairs whenever they practice writing skill.

QUESTION -3 What activities do you often use in teaching writing?

ANSWER: I think there are many activities that I often use in the classroom depending on the kind of learner you have and their levels and in fact, the time that the activities take. Most of the time, I use interview and note making, then reporting, writing different types of essays, Communicative writing games and information gap activities. These activities motivate students to write more using the target language. They also help them to develop their confidence to use the language in different situations.

QUESTION -4 What are your roles in teaching writing?

ANSWER: As a teacher, I have many roles to play when teaching writing. I usually give support for my students when they practice writing. Mostly I facilitate pair and group work writing activities and monitor whether they are doing the tasks correctly or not. Sometimes students find difficult to perform a certain task or activity and at this time, I give them guidance on how to do the task, in addition, I give them on time feedback at the end of every activity they perform.

QUESTION-5How do you give feedback for the learners while they are practicing writing?

ANSWER: I think there are two ways of doing this such as direct and indirect correction. Directly means you try to correct each and every error directly on the spot when learners are writing about a certain topic. Actually, I do not use this kind of error correction technique in most cases as it may affect the flow of communication and de motivates their efforts. Therefore, I often use indirect correction such as taking note of students' most frequent and common errors and give them back to their group and help them to correct with their peers. After that I collect their final draft papers and read them carefully, then I either correct some of the errors directly or indicate the errors with

Some symbols in order to let them to correct by themselves. I sometimes write a short comment on their papers as feedback.

Teacher-3

QUESTION-1 How long have you been teaching English so far?

ANSWER: Before I joined to this project, I taught English for two years in high school and after that I got chance to work in the peacekeeping English project which is run by the ministry of defense in collaboration with the British council Ethiopia and I have been teaching English for the military personnel for a little bit more than ten years since the inception of the project in 2008.

QUESTION -2 How do you teach writing? (What strategies and techniques do you use most in teaching writing?)

ANSWER: I think there are different ways of teaching writing skill and especially after I joined this project I am able to know and use varieties of techniques and strategies to teach writing, I often use different guided and semi guided writing tasks that help learners to write with some support until they develop their confidence towards using the language. I also organize the learners in small groups with specific individual roles and common goals so that they practice writing skill in a more collaborative way. I also encourage them to write in English outside classroom through individual home work tasks and group assignment. I would prefer to use pair work and group work because in this way, learners will get more time and opportunity to share ideas and experiences by using the target language.

QUESTION-3 what activities do you often use in teaching writing?

ANSWER: mainly, I use activities that motivate my students to learn writing. Some of the commonly used activities are: filling out forms, writing rules and instructions, making notes, writing e-mails writing descriptive essays and incident reports. As we know that my students are learning English for specific purpose i.e. for peacekeeping mission hence to meet this purpose, they have to be good at using the language and these activities can help them develop their writing ability as they are more related to their real life situation and giving them opportunity to use the target language. They can also be used as a means to reflect the actual UN peacekeeping mission tasks and help them to develop their confidence if they are frequently used in the class.

QUESTION-4 What are your roles in teaching writing?

ANSWER: There are different roles I play in a writing lesson. First of all, I am responsible for organizing the different resources that I have for writing purpose. Mostly I prepare tasks or select from books to be used by students and then I organize students either in pair or group depending on the type of activities they perform. I have also the role of facilitating the pair and group work activities and giving them feedback and correction in the end.

QUESTION -5How do you give feedback and correction for learners when practicing writing skill?

ANSWER: I think this may depend on the type of error they make when practicing writing. For example if it is local error I may not frequently correct them because this does not affect the meaning of their message however, if it is global error I correct it. But this should be done systematically. Most of the time I take some notes on the most frequent and common errors learners make when they are practicing writing in a number of lessons and I give them back to the class for discussion and encourage them to correct either in pairs or small groups. Then finally, I give them a written feedback and correction on individual papers. Generally, I reinforce self and peer correction instead of teacher correction and I think the teacher correction should come last in the process as it may affect the communication flow while students are practicing writing in the classroom.

Teacher-4

QUESTION-1 How long have you been teaching English so far?

I have more than ten years experience of teaching English language. First, I taught English for a year in high school and then I joined the ministry of defense English language program. I have been teaching in this project since 2008.

QUESTION -2How do you teach writing (What strategies and techniques do you use most in teaching writing?)

ANSWER: well I use different methodology first of all as a teacher I prepare different writing tasks and activities that can be used by the students. Before students start to practice writing activities, I have to give them enough scaffolding that help them to perform without difficulty. Mostly I use communicative language teaching approach where students are expected to control their own learning and my role here is to organize them either in pair or in-group and give them comprehensive language inputs for them to write in English.

QUESTION-3 What activities do you often use in teaching writing?

ANSWER: There are different activities to use in the classroom depending on the level of your students. Most of the time, I prefer to use pair-work and small group writing activities such as information gap activities like listening and filling out forms or writing accident reports. Sometimes I also use group work activities like problem solving followed by project writing. When students work with their partners by using these activities, they gradually develop self confidence and then try to write in English more independently.

QUESTION- 4 What are your roles in teaching writing?

ANSWER: My primary role in teaching writing is to provide comprehensive language inputs for practicing writing skill either in pair or group and monitoring the class and encourage collaborative learning. I also give them feedback when it is necessary. In short my roles are summarized as organizer, facilitator, good listener and feedback giver.

QUESTION-5How do you give feedback for the learners while they are practicing writing?

ANSWER: I think this depends on the number of students you have, the type of errors, nature of errors and the type of activities the students perform. Sometimes I give on the spot correction especially when students are practicing for accuracy for grammar or vocabulary. Whereas, if my aim is for meaning or comprehension, I use written feedback and correction, I also encourage self editing and peer editing methods at every stage of the process writing activities.

Teacher-5

QUESTION -1How long have you been teaching English so far?

ANSWER: I have been teaching English in this project for about ten years.

QUESTRIION -2How do you teach writing? (What strategies and techniques do you use most in teaching writing?)

ANSWER: there are different ways of teaching writing for example mostly I use pair and group work activities such as writing descriptive essays, writing and replying to e-mails, writing incident and accident reports and completing information gap activities as techniques to help my students to develop their writing skill in English and writing for different purposes.

QUESTION -3What activities do you often use in teaching writing?

ANSWER: there are different activities I use when teaching this particular skill for example information gap, interview and note making or writing a report or summary based on a certain context and problem solving activities such as planning operation and writing an operation order etc are commonly used in the level -2 writing lessons. There are many reasons why I use these activities in the classroom. First, I can say that all of them are interesting and they can motivate learners to practice writing skill in particular but, they also help the learners to integrate the other English language skills such as listening, reading and speaking and share their personal experiences. Since these activities are related to students' real life situation, mostly they find them useful when they deploy for peacekeeping missions in the future.

QUESTION-4 what are your roles in teaching writing?

ANSWER: As a teacher, you have different roles to play for instance like as supporter, collaborator, organizer and facilitator but in my case mostly I have the role of supporter and facilitator in the classroom.

QUESTION -5How do you give feedback for learners when they practice writing?

ABSWER: I think this is depend on my objectives for example if my objective is practicing for meaning or comprehension, I do not give direct correction while the students are practicing writing skills ,but if may focus is language accuracy such as grammar, vocabulary, spelling or punctuation, I often give direct written feedback and correction on the students writing products. Most of the time I prefer to use peer correction where students correct their errors by themselves and if they can't I

will give them the final correction, I also believe that indirect correction is more useful than direct correction, especially when students are practicing writing skill at this level.

APPENDIX-F

COVER PAGE AND SYLLABUS OF LEVEL-2 CAMPAIGN STUDENTS' COOURSEBOOK

STUDENT'S BOOK 2

CAMPAIGN

English for the military



Simon Mellor-Clark
Yvonne Baker de Altamirano

MACMILLAN

UNIT	TITLE	GRAMMAR	FUNCTIONAL ENGLISH	PRONUNCIATION	VOCABULARY
CD1					
1	Parachute regiment	past simple	talking about your career talking about ability sequencing instructions	syllables and word stress sentence stress	military bases, training, army ranks battles sports and sports facilities individual weapons personal equipment
Task processing gathering facts and identifying problems					
2	The battalion	<i>must always / must never / must only</i>	describing military units / describing responsibilities at work orders and requests modes of address persuading orders with <i>will</i>	orders and requests	military units and jobs football range safety
Task processing analysing the situation and determining tasks					
3	Military observer	present perfect describing location (1) - <i>in, at, on</i>	accepting and rejecting invitations sending a radio report managing radio conversations	<i>would you</i> saying figures on the radio	armed conflict / peacekeeping tasks INFOSUM reports SITREP FIREREP
Task processing communicating your situation					
4	March or die	<i>prohibited, permitted and allowed</i> past continuous and past simple collective nouns	making recommendations making suggestions	dates and times	rules and regulations military routines airborne operations leisure activities special operations
Task processing developing courses of action					
CD2					
5	The 3d Armored Regiment	during, while and for verbs and prepositions of movement comparisons (1) comparisons (2) - comparative and superlative adjectives	reporting procedures	ordinal numbers	vehicles and weapons locations on a military base shops and businesses, housing armoured fighting vehicle parts / formations
Task processing applying rules of engagement					
6	International HQ	infinitives and gerunds indirect objects indirect questions	asking for explanations introducing yourself and greeting people opening and ending conversations making telephone calls	introductions saying telephone numbers and internet addresses	staff organisation official visits / acronyms in staff correspondence
Task processing determining tasks and finding solutions					

UNIT	TITLE	GRAMMAR	FUNCTIONAL ENGLISH	PRONUNCIATION	VOCABULARY
7	Carrier	<i>will</i> and predictions about the future	naval commands shopping talking about problems describing and defining	directions on board ships	naval vessels expressions from naval usage electronic goods naval terms
Task processing predicting courses of action and the results					
8	Fearless warrior	instructions with <i>be + to + infinitive</i>	confirming and clarifying instructions offering help / ordering food and drink giving a military briefing	stressing content words	military exercises (1) locations on a base military exercises (2)
Task processing finding solutions and giving instructions					
CD3					
9	Operation orders	purpose clauses describing location (2) - positions	introducing and commenting on stories organising stories	abbreviations and acronyms showing surprise	operational tasks and coordination measures operational terms field routines
Task processing deciding on alternative courses of action					
10	United Nations Police	past perfect reported speech (1) and (2) linking ideas	describing trends reacting to news	reacting	crimes
Task processing writing a report					
11	Combat Search and Rescue	phrasal verbs modals verbs - certainty, possibility and necessity	describing symptoms	stress in compound nouns	helicopters, air operations casualty evacuation illness and symptoms injuries and first aid
Task processing prioritising					
12	Lessons learned	reported questions, requests and commands	talking about plans and intentions	linking	alert status peace support operations vehicle checkpoints reviewing actions contact
Task processing applying lessons learned					
Files page 124					
Listening scripts page 128					

APPENDIX-G

SAMPLE WRITING TASKS FROM LEVEL- CAMPAIGN COURSE BOOK

The incident report

OBJECTIVES

- linking ideas

Task 1 Answer the questions.

- 1 Have you ever written a report in your own language?
- 2 What were the reports about?
- 3 Have you ever written a report in English?

Reading

Task 2 Read the text and order the sentences.

- 1 Lieutenant Kimura takes John Bells into UN Police custody.
- 2 UN Military Observers make a report regarding the treatment of a prisoner.
- 3 Lieutenant Kimura meets John Bells.
- 4 John Bells is arrested by Officer Tull.
- 5 Lieutenant Kimura meets the Blueville Police Chief.
- 6 George Tull hits John Bells in the face and stomach.
- 7 Lieutenant Kimura is sent to the Blueville Police Station.

SUMMARY

On 12 January 2003 at approximately 1200 hours, I was dispatched to the Blueville police station in response to a call from UN military observers regarding the treatment of a prisoner from Redland. On arrival, I met the Blueville Police Chief who identified himself as Officer George Tull. I requested to see the prisoner and Officer Tull refused. After explaining that the UN mandate required me to visit prisoners, Officer Tull granted permission.

I then met the victim who identified himself as John Bells, DOB 12 NOV 1969, resident at 24 High Street, Apartment 2A in Blueville. Mr Bells stated that he was arrested on the evening of 11 January 2003 but was not informed of the reason for his arrest. He also stated that when he was taken to the Blueville police station, he was hit in the face and stomach by one of the officers who he identified as Officer George Tull. Additionally, Mr Bells indicated that there have been incidents of assault at the Blueville police station in the past; however, he stated that these incidents have not been reported because of the fear of further attacks. Mr Bells stated he was prepared to sign a complaint on this matter. Mr Bells completed a written statement and a copy of that form is attached to this report.

After the interview with Mr Bells, I asked Officer Tull what the charges and evidence were against Mr Bells. Officer Tull stated that the prisoner had not been formally charged. I then informed Officer Tull that I was taking Mr Bells into UN police custody in order to make further enquiries.

Lieutenant Kimura

OBSERVER/MONITOR I.D. 89725148 X

Signature

STATION COMMANDER

Signature

Now complete the report.

UN RESTRICTED INCIDENT REPORT

SECTOR	DATE AND TIME	INCIDENT NO	INCIDENT DATE
54	(1) 12 Jan 03	56879 D	(2)
CIVPOL I.D. 89725148 X		CIVPOL NAME (3)	
LOCATION: (4)		Approximate Map Reference (AMR): 561943	

VICTIM / WITNESS / SUSPECT

LAST NAME: (5)	FIRST NAME: (6)
DOB: (7)	SEX: Male
ADDRESS: (8)	CITY: Blueville

Task 5 Complete the text with *say* or *tell*.

I (1) that the local police had (2) me it was a car accident and he (3) that he did not agree. He (4) that their injuries were not typical of a car accident. He (5) me that he had treated a lot of wounded in the war and that the injuries were more typical of an anti-personnel mine.

Task 6 Complete the chart for Doctor Sin. Use these words.

doesn't say / doesn't know no yes

	Doctor Sin	Officer Tull	Major Gerard
The fuel tank exploded.	<i>doesn't say</i>		
The car hit a mine.			
There are no mines in the area.			
The people are angry.			

[11 and 12] Listening**Task 7** Listen to two conversations and complete the chart for Officer Tull and Major Gerard.**Task 8** Work in pairs. Answer the questions.

- What differences can you find in the three stories?
- Do you think Officer Tull is telling the whole story? If not, why not?
- Why do you think the people from the village are angry?

[13] Now listen to Lieutenant Kimura's report and compare your answers.

Grammar**Reported speech (2)****Task 9** Match the direct and reported speech.

- | | |
|---|--|
| 1 I'm afraid I can't speculate. | a He claimed that engineers had cleared all the mines. |
| 2 There are no mines in this area. | b He said he couldn't speculate. |
| 3 Our engineers have cleared all the mines. | c He said there were no mines in that area. |

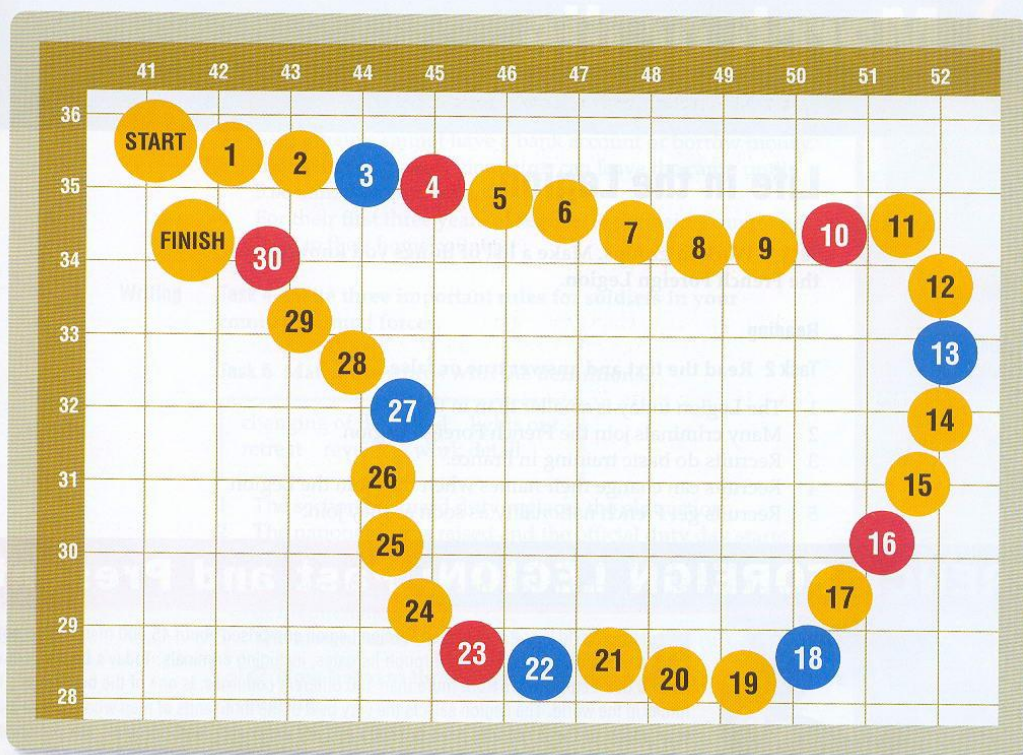
Now work in pairs. Answer the questions.

What do you notice about ...

- the way tenses change in reported speech?
- the way pronouns change?
- the way references to places change?

Writing**Task 10** You are Lieutenant Kimura. Report what Major Gerard said.

Lieutenant Kimura What time did you receive reports of the explosion?
 Major Gerard We received a radio report from our OP at 0800 hrs.
 Lieutenant Kimura The local police chief thinks the explosion was caused by the car hitting a tree. Is that consistent with your report?
 Major Gerard There's still a lot of unexploded ordnance in that area, especially anti-personnel mines.
 Lieutenant Kimura The police chief told me there are no mines.
 Major Gerard I have an engineer report on de-mining activities and it says there are still mines in that area.



4 PROBLEM SITUATION You have entered a minefield. ACTION Miss your next go.	10 PROBLEM SITUATION Your vehicle breaks down. ACTION Conduct emergency maintenance. Miss your next go.	16 PROBLEM SITUATION The road is blocked. ACTION Go back 3 squares.	23 PROBLEM SITUATION Conduct a foot patrol. ACTION Go back 2 squares.	30 PROBLEM SITUATION You stop to give first aid. ACTION Go back 3 squares.
3 TASK SITUATION Vehicle reporting point. TASK Report your position to your HQ.	13 TASK SITUATION You hear machine gun fire 500 metres from your current position. TASK Send a SHOOTREP to HQ.	18 TASK SITUATION You witness a road traffic accident between a UN armoured vehicle and a civilian car. There is a doctor and an ambulance at the site. TASK Send a SITREP.	22 TASK SITUATION You are denied passage at a Blueeland Army checkpoint. TASK Request instructions from HQ.	27 TASK SITUATION You observe a Blueeland Army armoured personnel carrier in the exclusion zone. TASK Send a SITREP.

Writing Task 4 Write a short patrol report based on the log in task 3. Include the ...

- 1 event.
- 2 action you took.

Speaking Task 4 Describe the organisation and tasks of your unit's headquarters.

Task 5 Work in pairs. Match the words and make terms.

- | | | | |
|--------------|----------|----------|----------------|
| 1 CHOD | Chief | of | Representative |
| 2 COS | Director | National | Staff |
| 3 DOS | Chief | of | Defence |
| 4 SNR | Senior | of | Staff |

Now match the terms and definitions.

- The principle advisor to the Commander.
- The highest authority in a country's armed forces.
- The highest ranking representative of member nations.
- The Chief of Staff's advisor about staff matters.

Reading Task 6 Order the e-mails.

☐
From: Protocol Chief **To:** Polish SNR
 Sir,
 Regarding the Polish CHOD's visit, I am sending you a provisional timetable for coordination. Please evaluate the attached document and let us have your comments.

☐
From: Polish SNR **To:** Protocol Chief
 Pablo,
 The outline plan looks fine. The CHOD will be accompanied during the visit by his Military Assistant, Major Lowca. Could you organise transport from the airport to the hotel, then from the hotel to this headquarters? He will be arriving on Wednesday 10 Nov at 1820 (LOT Polish airlines flight LO432). He will be leaving the day after the visit. I have booked the Palace Hotel.

☐
From: DOS **To:** Protocol Chief
 Pablo,
 Please check with our schedule and the Commander's office and recommend a date. Please reply no later than 4 Sep.

☒
From: SNR Poland **To:** DOS
 Sir,
 I have received an e-mail from the Polish Defence Attaché. He is proposing one of the following dates for a visit of the Polish CHOD, Lieutenant General Wojak, to this HQ: 11 or 19 Nov with 2 or 6 Dec as reserve dates. Can you please indicate which date is more appropriate?

☐
From: Protocol Chief **To:** Director of Staff
 Sir,
 The Commander has decided 11 Nov as recommended date and 19 Nov as reserve date.

Writing Task 7 Order the sentences.

From: Protocol Chief To: Public Information Officer

Enrique,

Can you please evaluate the schedule and let me have your comments? | I am sending you a provisional timetable for coordination. | Please reply no later than 10 Sep. | The visit will take place on 11 Nov. 2 | We have received a request for a visit from the Polish CHOD.

Task 3 Complete the e-mail with words and phrases from task 2.

From: S6
To: PIO

(1) your message dated 6 March, (2) my comments on the proposed agenda for the Blueand DA's visit on 24 May. (3) the proposed presentation by S6 on communication and information systems, (4) no one in this office will be available at this time. I propose 1200 hours or 1230 as alternatives. (5) you let me know which time you prefer? (6) NLT 14 January.

Writing Task 4 Write a reply to the e-mail in task 3. Follow these instructions.

- 1 Confirm 1230 hours for the briefing by S6.
- 2 Ask for the name of the briefer.
- 3 Ask for a copy of the briefing slides NLT 10 February.
- 4 Request confirmation of receipt of your e-mail.

Task 5 Work in pairs. Order the steps for planning a visit.

- 1 Identify who performs the tasks.
- 2 Agree on the programme for the visit.
- 3 Confirm that arrangements are complete.
- 4 Communicate tasks to the person / office responsible.
- 5 Determine what tasks must be performed to prepare for the visit.
- 6 Decide the suspense date.

Speaking Task 6 Read the text and complete the tasks.

You are responsible for protocol in your Unit. You have received a request from the Military Attaché of Blueand asking to arrange a visit to your Unit. You have spoken to the base commander and he has agreed to the visit for 17 May. Your CO has tasked you to organise a reception for the visitor at the main gate, a tour of the base, briefings from personnel in key areas and lunch.

- 1 Determine the programme for the visit.
- 2 Decide what tasks must be performed in order to prepare for the visit.
- 3 Decide what office or department will be responsible for each task.
- 4 Determine a suspense date for each task.

Now complete the tasker.

SUBJECT: Visit of the Blueand Military Attaché

1 **Tasked Organisation**

- a. OPR:
- b. SUPPORT:

2 **Situation:** Blueand Military Attaché will visit this unit on3 **Task**

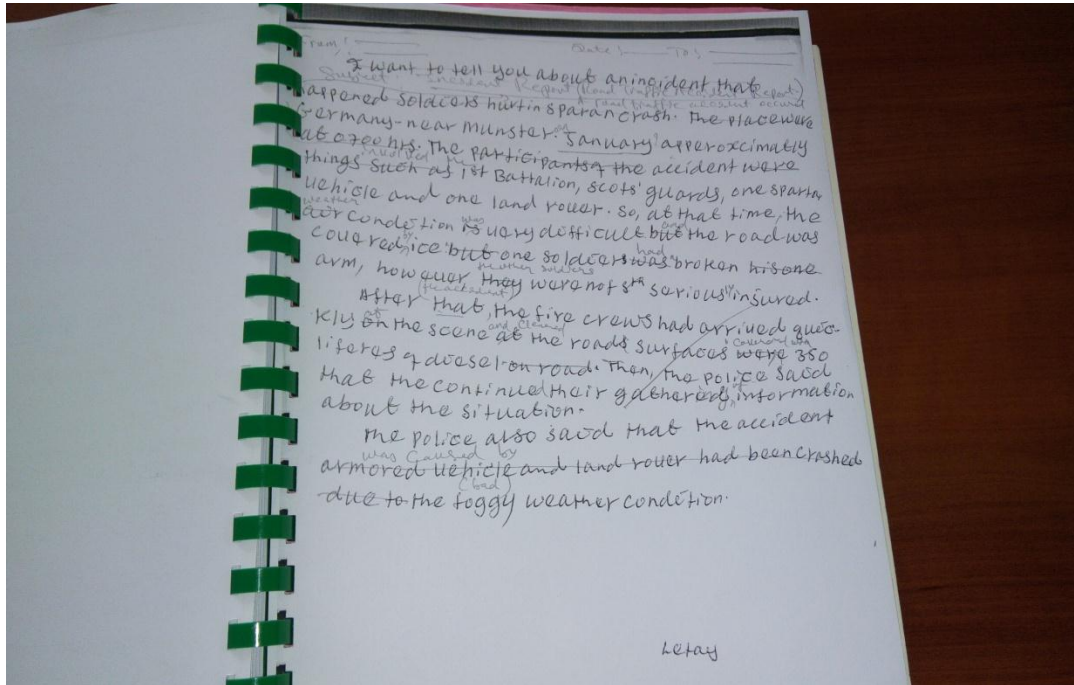
Office	Task	Suspense
.....		NLT

Writing Task 7 Write an e-mail to one of the offices or departments you have tasked.

Now exchange your e-mail with another student and write a reply.

APPENDIX-H

SAMPLE WRITING ASSIGNMENTS OF LEVEL- STUDENTS



I want to tell you about an incident that ^{happened} ^{Subject} ^{Incident} ^{Report} ^(Name of report) ^{about} ^{the} ^{accident} ^{against} ^{Germany} ^{- near} ^{Munster} ^{January} ^{approximately} ^{things} ^{such} ^{as} ^{1st} ^{Battalion} ^{scots'} ^{guards} ^{one} ^{sparta} ^{vehicle} ^{and} ^{one} ^{land} ^{roller} ^{so} ^{at} ^{that} ^{time} ^{the} ^{condition} ^{is} ^{very} ^{difficult} ^{but} ^{the} ^{road} ^{was} ^{could} ^{reduce} ^{but} ^{one} ^{soldier} ^{was} ^{broken} ^{his} ^{one} ^{arm} ^{how} ^{quar} ^{they} ^{were} ^{not} ^{so} ^{serious} ^{injured} ^{after} ^{that} ^{the} ^{accident}

After that, ^(the accident) the fire crews had arrived quickly ^{at} the scene ^{and cleaned} the roads surfaces ^{covered with} 1.5m of diesel on road. Then, the police said that the continued their gathering ^{of} information about the situation.

the police also said that the accident ^{was caused by} armored vehicle and tank ^(road) had been crashed due to the foggy weather condition.