



ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

**STUDENTS' PERCEPTIONS, CHALLENGES AND PERFORMANCE OF
EFL WRITING: A STUDY IN ETHIOPIAN DEFENSE UNIVERSITY**

BY
ABEBE ALEMU DAGNE

DECEMBER, 2025

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DECEMBER, 2025

ADDIS ABABA

Dedication

I hereby dedicate this thesis to the memory of my mother, Mezengia Fikre, whose prayer was a springboard to where I am today. May God rest her soul in peace.

Declaration

I, the undersigned Ph.D in ELT student, hereby declare that this dissertation is my original work, and that all sources of the materials used for this thesis have been properly acknowledged.

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Abstract

The main objective of this study was to investigate students' perceptions, challenges and performance of EFL writing in the Ethiopian Defense University. To achieve this study, the researcher employed explanatory sequential mixed method design in which both quantitative and qualitative data were mixed. Data for the study were gathered from first-year students and English language instructors of the university. The participants were selected specifically from the university's College of Engineering and College of Resource Management. After nine sections were selected by lottery method, the participants were chosen using systematic random sampling technique. As a result, one hundred eight first-year undergraduate students filled in two questionnaires, that were used to determine the students' perceptions of writing and their challenges of writing. The same number of students took a paragraph writing test, which was used to determine the students' writing performance levels. Moreover, using purposive sampling technique, eight students and six English language instructors were selected and interviewed. The findings revealed that most of the students had positive perceptions of writing; however, their overall writing performance remained below average. In addition, the students were encountered linguistic, psychological and cognitive challenges. The results of the correlation analysis showed that the students' writing perceptions, challenges and performance were not statistically significant. The qualitative results further showed that limited prior writing experience, low motivation, lack of consistent practice, and insufficient support from the existing English courses and modules contributed to students' weak writing performance. Based on these findings, the study recommended providing remedial English language training, revising the current English courses and modules, raising awareness about factors that negatively affect writing performance, offering targeted professional development for English language instructors, preparing supportive instructional materials relevant to military students, and improving lower-grade English curricula to better prepare learners for university-level writing.

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I am greatly thankful to the leaders of Ethiopian Defense University for giving me the opportunity to attend my Ph.D study at AAU. Their cooperation and encouragement have been irreplaceable in the process of data collection through all colleges of the university. Without their consent, this study wouldn't have been real. I am also grateful to Dr. Girma Gezahegn, Graduate Students' Coordinator; I don't think it is appropriate to withhold my gratitude to him for the close supervision, and regular provision of appropriate information that helped me work diligently.

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List of Acronyms

AAU-- Addis Ababa University

EDFs-- Ethiopian Defense Forces

EDU-- Ethiopian Defense University

EFL—English as a Foreign Language

ELT-- English Language Teaching

FDRE-- Federal Democratic Republic of Ethiopia

FGD--Focus Group Discussion

MA-- Masters of Art

MoD-- Ministry of Defense

MoE-- Ministry of Education

PTSD-- Post-Traumatic Stress Disorder

SPSS-- Statistical Package for the Social Sciences

TEFL-- Teaching English as a Foreign Language

CHAPTER ONE

Introduction

1.1 Chapter Overview

In this chapter, background of the study, statement of the problem, objective of the study, research questions, significance of the study, scope of the study, limitation of the study, organization of the study, conceptual framework and definitions of key terms are presented respectively.

1.2 Background of the Study

In the contemporary Ethiopian education system, English language is taught in all Ethiopian schools, from primary to tertiary levels, as an essential subject. Therefore, the Ethiopian students are required to take the language as a subject or a course for their academic success and for their future career development. Since Ethiopia is the hub of diplomatic communities, English language is highly required to work in these international organizations, where English is used as a working language. Consequently, having a good English language can open up opportunities for many Ethiopians to communicate and work with these people from all over the world. Likewise, English language is mainly a language of technology. Most of internet contents, blogs, social media posts, and academic articles, software programming, are prepared in English. The reason might be that most of the innovators are English speaking countries. Thus, without English language use, it is almost impossible to bring about the digital world we live in.

Though ELT should be a major concern for university students, it is too difficult to bring it into practice. Seime (1999) notes that students with low level of English acquired in their secondary schools is very less for them to continue their higher-level education where English is the medium of communication. In addition, (Hailemariam, 2011) confirms that it is very common the Ethiopian students' English language skills in general is very low. In this regard, (Hailom, 1993: 10) reasons out, "English language teaching is difficult since the students are from diverse linguistic and cultural background which need professionally dedicated teachers who are capable in teaching sensitive classroom events, and intelligent enough to handle situations flexibly, and to take proper decisions." In line with this, teachers' motivation will increase and improve the students' performance if they are inspired by a certain subject because there is a strong correlation between student motivation and performance (Weiner, 1992; Dumitrescu et al., 2015).

Today, our planet has become text-oriented. Writing as a major language skill, people use it to record their history, disseminate information, and to clarify and expend their ideas on a piece of paper. Geremew (1999:1), furthermore, extends the uses of writing as, "...it has opened up the opportunities for examining and criticizing information made available in writing, thereby making it possible for man to continually shape and reshape his understanding of the world also improve his own conditions." It is also a platform used to promote creativity and critical thinking. As the result of this, writing has become the major language skill that needs the highest concern more importantly in the language learning and teaching practices (Koay 2017). That is why, we make use of it in our day-to-day life for academic achievement, career advancement, and effective self-assertiveness.

The concern of human beings to understand their environment and the world at large, the teaching and learning writing has become a center of focus. In relation to writing, the social cognitive theory perspective emphasizes the cognitive, behavior and environmental factors. Santrok, (2009) as cited in Rahmat et al. (2017) explains that the cognitive factor gives the writer to make decision on what to write and not to write; and behavior as a factor deals with the observed difficulties, and the environmental factor focuses on the classroom teaching. As social cognitive theory underscores, therefore, writing development can take place through the interface of cognitive, social, and environmental factors.

Students in all academic stages from rudimentary to tertiary, therefore, need to be engaged with adequate mastery of writing development practices. Particularly, a good writing ability is very essential for professional military duties including operational planning, report writing, policy development, peace-keeping mission, international purchasing, diplomatic engagements and the like. Accordingly, Likaj (2015:102) explains about the importance of a good writing skill from the context of Armed Forces Academy of Albania, "writing in military English is considered as a difficult skill for cadets and officers who come from non-native English countries. Regarding military students, of any army branch, writing skill is always used as a tool to communicate with their international counterparts. These professionals cannot operate and carry out their jobs properly without acquiring this skill."

In educating qualified military professionals, therefore, military universities have a vital contribution to equip learners with sufficient knowledge and skills for successful military missions. Apparently, these military universities have a unique learning environment that distinguish them from the civilian institutions. Like any other students, however, the students with uniform, face challenges in developing their writing skills. The unique context of the military setting may force the students to give less emphasis to writing which require much time to practice. Therefore, it is quite compulsory to provide communicative English courses in the military institutions based on the need to the officers (Likaj, 2013). Consequently, understanding the problems that military university students face in developing their writing skills would help educators and policymakers to craft appropriate strategies and interventions that can help enhance their writing skill.

Ethiopian Defense University /EDU/ is a military university in Ethiopia that educates military professionals in different field of studies. The university typically admits students from different military commands of the Ethiopian Defense Forces /EDFs/ who have diverse educational, cultural, linguistic backgrounds. This university was legally established in 2001 as Defense University College by the council of Ministers' regulation No 68/200, and was promoted to university level in 2013. Since its establishment, the university has been offering higher education trainings in three colleges: Health Science, Engineering and Resource Management.

All the colleges provide first-year students with English language courses to enabling them write competently in academic and social context. These English language courses are: Communicative English Language Skills I and Communicative English Language Skills II. The courses have modules that were first launched in 2019 and 2020 respectively. The researcher, as an English language instructor at the university, recognizes that the students are facing different problems in the effort of improving their writing performance. For example, time constraints, limited access to resources, stressful environment, cultural differences, technical jargon, and limited exposure to writing skills may all make it difficult to improve their writing performance.

By the same token, major course instructors are discontented by the writing performance of their students as well. They fail to understand their students' writings during group and individual project report writings and examinations, where most of students leave open spaces without writing for a simple question that need few things to write. Likewise, students who graduated from

the university and who offer different professional services in the Ethiopian Defense Forces /EDFs/ and elsewhere in the community around, are expressing their displeasure with their inability to write effectively.

1.3 Statement of the Problem

Writing performance is the skill and efficiency with which people use written language to communicate their ideas, thoughts, and facts. Having a good writing performance is an ability which is necessary for outstanding academic achievement. It is important for more than just an individual; it affects businesses, educational institutions, and society at large. Writing performance is a crucial indicator of students' accomplishment in educational contexts. It is also frequently used to evaluate learning objectives. Students' writing performance may be greatly impacted by educational experiences such as receiving quality writing instruction, having access to writing resources, and having opportunities for writing practice and the like.

Writing, as a domineering language skill, remains confusing for undergraduate students in particular. These students face problems at the commencement of their studies to acquire new sets of learning practices (Al Murshidi, 2014). One of the primary challenges that affect students to have good writing performance is having poor background knowledge of grammar. Without a good foundation of grammar, students fail to construct comprehensible and grammatically correct sentences in the process of changing their thought into a written text. The writing challenges are acute among students of non-English speaking backgrounds and who have limited exposure to the language. In this regard, Maguire (2002) as cited in Manedante (2011:3) confirms, "no matter how good and effective a written communication may be, yet the fact is that it does face certain challenges which need to be paid more attention."

Additionally, the students' writing performance can be hindered by the students' limited vocabulary knowledge. Students need to have a broad and nuanced vocabulary in order to write a good piece of writing. However, using an extensive vocabulary requires active reading and exposure to various literary genres which some students may not have access due to inadequate socioeconomic background and insufficient support system.

Furthermore, students are struggling to organize their ideas in writing. Sometimes they write without taking into account the consistency and unity from one sentence to the next or from one

paragraph to the subsequent. While all students may be able to write, this does not imply that they can write. This implies that writing is merely a universal activity, but skill refers to an individual's talent that has been developed via extensive training or practice. In addition to training and practice, it calls for a far higher degree of brain growth (Soraya et al., 2020).

As a result, in their effort to improve their writing performance, students fail to organize their thoughts logically in a clear and succinct ways. In paragraph writing, for example, putting ideas in a smooth flow may resulting in confusing when students have inadequate experience to different writing types. With regard to the significance of developing coherent writing, Byrne (1988:2) notes, "it is by the organization of our sentences into a text, into a coherent whole which is as explicit as possible and complete in itself, that we are able (or hope to be able) to communicate successfully with our reader through the medium of writing." Thus, it is almost impossible to understand a written text when the writer is leaping from idea to idea and does not have coherence to connect words, sentences and paragraphs. Therefore, students should be autonomous in selecting their own writing topics that enable them create impression into their writings, develop confidence, generate ideas and organize coherent texts (Mesfin, 2013).

Procrastination is also one of the critical problems of students in general and university students in particular. Time management is an important skill that students at university must have. Since writing is time consuming, misuse of time can lead learners to academic dissatisfaction. Most of the time, students may complain about time shortage to do their writing assignments in and outside the classroom. They mainly complain at having overlapped course works, extracurricular activities, and personal and institutional commitments that expose them with less time for writing. Beside all the problems, to be effective writers, time management is essential for academic success (Mohamed et al., 2018).

Likewise, writing anxiety is another problem that students suffer from. The writing anxiety may emanate from the fear of criticism that can hinder students from reflecting their ideas through written text. Such feelings may lead them to loosing self-confidence and to take any risk in writing. Since writing is a productive skill which predominantly requires individual effort and that comprises a strict follow up and encouragement of instructors. The problem might be critical when

the instructors are not well trained in teaching writing through training programs that can equip them with the knowledge and skills to properly educate learners from their thinking to inking.

Moreover, lack of feedback and guidance can limit students' writing performance. English language instructors have a major role in providing their students with effective feedback and guidance that can help them figure out the strengths and weakness of their students in writing. Feedback is very essential to improve students' writing performance so that they have be able to assess their level of achievement and identify their areas for growth by means of feedback. Thus, giving constructive criticism is crucial when students do not realize they have made a mistake since it enables classroom communities to lower the likelihood that mistakes will be made again (Halfom, 2011).

Undeniably, Post-Traumatic Stress Disorder /PTSD/ which is a mental problem after experiencing hardship events such as war, violence and tense learning environment in general can deter learners' writing performance. It is because PTSD can affect the emotional well-being and cognitive functioning particularly of military students to effectively work on writing. Students in a military university can be assigned for military mission that may result in physical and psychological harm. Their traumatic experiences can severely affect their effort to write effectively. PTSD can also affect one's understanding as Bisson et al., (2015:1) uphold their view, "whether in the military or as a civilian, at some point during our lives nearly all of us will experience a traumatic event that will challenge our view of the world or ourselves." Along the traumatic effects on the learners, teachers misunderstanding about the impact of PTSD can lead the military students to develop self-doubt to write confidently, and to develop negative perceptions about writing.

Addressing negative perceptions about writing is crucial to mitigate these impacts and to foster a positive relationship with the writing process. Encouraging supportive environments, providing targeted instructional interventions, and promoting the value of effective writing may help individuals overcome negative perceptions and foster confidence and proficiency in written communication. By recognizing the impacts of negative perceptions about writing, English language teachers and individuals can work towards promoting a positive and empowering writing culture that advances proficiency.

Whatever the nature of the teaching setting may be, teachers are generally believed to play a vital role in helping students improve their writing performance. Similarly, if students put the right effort and get the right support, they can overcome these challenges and achieve their academic and professional objectives by devising ways to make the learning of writing more appropriate to their level of understanding and need.

In relation to writing skills development, there are different researches conducted world-widely on every level of education. Since it is too difficult to present all the studies conducted across the globe, the researcher tries to present some of the studies that are related to this research selectively. To begin with some of locally researched studies here in Ethiopia, Habtamu (2018) conducted his research on students' beliefs about writing, their writing strategy use and writing performance in the case of four public universities. His analysis revealed that even if the students have positive beliefs about writing, the students have low writing strategy use and poor writing performance. Meseret (2012), in her study explored, the perceptions and practices of instructors and students in task-based writing in the case of Haramaya University from 2008-2011. The study revealed that students, who were trained in task-based writing, practiced in a better way than those who didn't get the training. Her study, finally, exhibited that the students' perceptions of the writing tasks are correlated with their practice. Additionally, Halefom (2011) investigated the effectiveness of peer feedback on composition writing performance in the case of Raya / Mekhoni Preparatory School. His findings indicated that peer feedback has strong correlation with students' progress of writing.

The other one is Manendante (2011) who conducted research on an investigation of challenges students face in learning writing in Sophomore English course. He finally concluded that the students' problems such as: lack of interest, poor background and cooperation were the identified challenges while the students were taking the course Sophomore English course at Admas University College. Haregewoin (2008) also conducted her research on the effect of communicative grammar on the accuracy of students' academic writing. She concluded that when the teaching/learning of the writing skills was backed by communicative grammar activities, students can produce efficient and accurate writing. Alamirew (2005), in his survey-based study on teachers' and students' perception of writing instruction, and the writing Performance of grade 12 government school students, brought to light that both the teachers and students have a positive

attitude towards teaching/learning writing, but they give less attention to writing lessons in particular. As a result of this, the students have low writing performance.

The other scholar, Geremew (1999), studied on the requirements in writing for academic purpose in the context of four departments at the Addis Ababa University /AAU/. His finding revealed that the most broadly given writing tasks were: essay examinations, term papers, lab reports, technical reports, and senior essay/senior student projects. In order to be successful in writing, he also identified the learners' needs: rhetorical and thinking skills, research skills, and an examination skill. Italo (1999) in his study on a comparison of the effectiveness of teacher versus peer feedback at Addis Ababa University first year students' writing revisions showed that teacher and peer feedback were equally operative in improving students' writing. He rationalized that the enhancement of students' writing is the result of rewriting of the revisions after receiving feedback from the teacher or the peers.

On the other arm, there are a number of researches conducted globally in relation to writing skill. For example, Schnee (2010) researched to identify the impact of teaching students to revise their stories on writing production, and the result indicated that instruction in revising increased students' interest, attitudes and their writing accuracy. Devi et al., (2017) researched on strategies for improving writing skills of elementary English language learners. They finally concluded that writing can be improved through the use of technology, pre-taught vocabulary, various teacher influences and the application of positive varied learning practices. Sapkota (2013) conducted action research on how peer and teacher correction can improve students' writing skill, and finally, the peer correction and teacher correction were found to be productive in teaching writing. Lastly, Anastasiadou (2010) investigated whether the process writing approach can enable young learners of the sixth grade to become more independent writers in their second language in the case of Greek State Primary. The finding showed that the process approach supported the students to improve their writing skills.

Among all the studies conducted, to the best of the researcher's knowledge, there is no adequate researches conducted on students' perceptions, challenges and performance that university students have in improving their writing skills particularly in a military university context.

1.4 Objective of the Study

Students at university should create ideas and organize their writing into paragraphs in logical and smooth ways by reading about the topic, writing an outline, and deciding what to write in the introduction, body and conclusion parts of the paragraphs they write (Aldabbus and Almansouri, 2022). Though students at university are expected to write effectively, they are entangled with so many challenges. This research on students' perceptions, challenges and performance of EFL writing may contribute to get veracious insight. Solving a problem is also a means of searching for a way out of a difficulty, a way around a problem, achieving an aim which was not directly achievable (Polya, 1962:ix).

With this in mind, this research was conducted with the general and specific objectives stated here after. Therefore, the general objective of the study was to investigate students' perceptions, challenges and performance of EFL writing in the Ethiopian Defense University. The specific objectives were to:

- 1- identify the perceptions of freshman students in the Ethiopian Defense University towards English writing as a skill
- 2- investigate the main writing challenges faced by freshman students in the courses Communicative English I and Communicative English II.
- 3- assess the level of writing performance of freshman students upon completion of the Communicative English courses
- 4- examine the relationships among students' perceptions of writing, their perceived writing challenges, and their actual writing performance.

1.5 Research Questions

Subsequently, this research attempts to answer the following basic questions:

1. What are the perceptions of freshman students in Ethiopian Defense University about English writing as a skill?
2. What are the main writing challenges that the freshman students face in the course Communicative English I and Communicative English II?
3. What is the level of freshman students writing performance after they take the English courses?

4. Do the students' perceptions of writing, their perceived challenges they encounter and their performance of writing test take relate?

1.6 Significance of the Study

The study findings may contribute to connecting theoretical knowledge with real-world applications in English language teaching /ELT/. The researcher believe that the study has substantial relevance for a variety of stakeholders. Its contributions are expressed across theoretical, practical, and pedagogical aspects, with immediate advantages for researchers, educators, curriculum designers, and learners.

1.6.1 Theoretical Significance

This study significantly advances the field of EFL writing theory. It highlights individual cognitive or emotional aspects by using and verifying Social Cognitive Theory /SCT/ within the specific area of EFL writing specially in a military university context. Consequently, it is possible to say that Albert Bandura's Social Cognitive Theory places a strong importance on the value of modeling, imitation, and observational learning in the development of writing skills (Bandura, 1986). The study actually showing that writing performance is the result of the active interaction of behavioral (writing practice), personal (perceptions), and environmental (classroom atmosphere) elements. It presents a comprehensive, integrated framework that future researchers may apply to explore writing not only as a skill, but a complicated activity.

1.6.2 Pedagogical and Practical Significance

This study's straightforward conversion of theory into practical teaching strategies is its main practical influence. According to Byrne (1988), it offers a diagnostic and instructional roadmap for educators by methodically classifying writing issues into three addressable domains:

- Linguistic Difficulties (such as grammar and vocabulary): The study confirms the necessity of teaching integrated skills rather than decontextualized grammar exercises.
- Cognitive Difficulties (such as Organization): It highlights the effectiveness of process-writing techniques (planning, drafting, revising, editing) in support of difficult cognitive tasks.

- **Psychological Challenges (such as anxiety):** It emphasizes the importance of stress-reduction strategies and motivational support as vital elements of writing education.

Additionally, it makes the case that regular, helpful criticism given in the context of worthwhile writing assignments fosters a supportive atmosphere. This approach helps reduce writing difficulties by promoting skill development through real practices.

1.6.3 Beneficiaries and Stakeholders

EFL/ELT instructors & teacher trainers can benefit from the study findings. It may serve as a practical guide, presenting a classification of issues and accompanying evidence-based remedies. Trainers can use it to construct professional development programs that excel beyond product-oriented instruction.

In addition, the study can benefit curriculum and materials developers. The findings argue for curricula that combine language education with teachers training and emotional support, informing the development of more suitable writing textbooks and syllabi.

The finding can also benefit administrators and policymakers in Education. The study emphasizes how crucial it is to provide teacher training in process-oriented writing pedagogy and to create learning settings that promote student wellbeing. Moreover, the EFL students gain from instructional strategies that provide to all of their requirements, which enhances their writing skills, increases their self-esteem, and makes learning more enjoyable. Generally, this study goes beyond by combining theory and practice.

1.7 Scope of the Study

The scope of this study was to investigate first-year students' writing perceptions, writing challenges, and writing performance in the Ethiopian Defense University (EDU). The university was selected because the researcher as an English instructor in the EDU has recognized that the freshman students in the university were greatly challenged to produce a piece of text. The investigation focused on first-year military students who were enrolled in the EDU College of Engineering and the College of Resource Management, which are located at Bishoftu / Debre Ziet – about 47 kms away from the capital, Addis Ababa. This researcher used the opportunities to access the necessary information from the research participants and to associate his experiences

with the research works that matter. The study did not include students from the College of Health Sciences, nor did it involve second-year, third-year, or postgraduate students. This narrowing allowed the researcher to gain a detailed understanding of first-year students' writing conditions within a military university context.

The study also concentrated specifically on three core constructs: students' perceptions toward writing, students' linguistic, psychological, and cognitive writing challenges, and their actual writing performance. These constructs were selected based on research gaps within Ethiopian higher education and the absence of similar investigations within military academic institutions.

In assessing writing performance, the scope was restricted to a paragraph-level writing test, which required students to produce a 150-word paragraph on a familiar topic. This decision was based on the structure of the university's English course modules, which set paragraph writing as the highest expected writing achievement for first-year students. The focus on paragraph writing excluded other genres such as essays, reports, and research writing.

The population of the study comprised only first-year undergraduate students enrolled in compulsory English language courses: Communicative English Language Skills I and Communicative English Language Skills II, and English language instructors, who were teaching these courses. Out of this population, a sample of 108 students filled out questionnaires and completed the writing test, while 8 students and 6 instructors participated in semi-structured interviews. This sample size was selected through convenience, systematic, and purposive sampling techniques.

1.8 Limitation of the Study

The limitations of a study are typically included in research reports to clearly articulate the restrictions, constraints, and weaknesses of the study. This research had been encountered by certain restrictions. The first constraint was lack of willingness of some participants in the study. Some student participants lacked the motivation and dedication that were necessary to complete the questionnaire and to take the writing test. Second, it was also challenging to interview students and English instructors since they were overburdened with academic schedules during the time of data collection that shaded on the researcher's time usage.

In order to reduce the difficulties, the researcher employed different coping mechanisms. First, the researcher recognized that the students' reluctance might have been emanated from high degree of military discipline that forced them not to give any information to someone else. Therefore, the consent letter of the university academic vice-commandant and deans of the colleges had contributed to bring the case even. Second, the researcher clearly discussed with the participants on the objectives of the study and its contribution to the teaching-learning in general. Then, the researcher created transparency with the participants on the code of conducts listed on the consent form and signed up on it with them to gain their trust.

Methodologically, the study was limited to an explanatory sequential mixed-method design which first analyzed quantitative results from questionnaires and writing tests before gathering qualitative data to explain and enrich the quantitative findings. The study did not include experimental or ethnographic methods, nor did it aim to measure long-term changes in writing proficiency. Instead, it provided a highlight of students' writing conditions during their first year of study.

The questionnaire on perceptions was adapted from prior studies, while the writing-challenges questionnaire was constructed based on Byrne's (1988) categorization of linguistic, psychological, and cognitive problems. The scope did not extend to classroom observations or students' writing text analysis which might have additional analysis.

In terms of variables, the study deliberately examined the relationship among perceptions, challenges, and writing performance using correlation and regression analyses. However, it did not investigate other potentially influential factors such as instructional practices, availability of resources, students' socio-economic backgrounds, or teachers' professional development history.

Relying simply on data from a questionnaire and interviews to examine the influence of trauma on writing has limitations. The absence of clinical assessment is a limitation as well. Self-reported figures might be affected by a participant's present mood, self-perception, or inability to accurately describe their internal experience.

1.9 Organization of the Study

This study contains six chapters. The first chapter is the introduction part that comprises the chapter overview, background of the study, statement of the problem, objective of the study, research questions, significance of the study, scope of the study, limitation of the study, organization of the

study, conceptual framework and definition of key terms. The second chapter is about the review of related literature. The purpose of review of related literature is to comprehend the study. It dispels any doubt about the motivation for the study and show the terms and theories associated with the phenomenon of the study. This chapter includes chapter overview, definition of writing, purpose of learning writing skills, challenges of writing, elements of writing, approaches of writing, stages in teaching writing, students' perception about writing, the nature of motivation, feedback on students' writing and theoretical. The third chapter is about the research methodology. This section of the study embraces the chapter overview, research paradigm, research design, research sample and sampling techniques, research participants, research instruments, data collection procedures, validity and reliability of the study and ethical considerations.

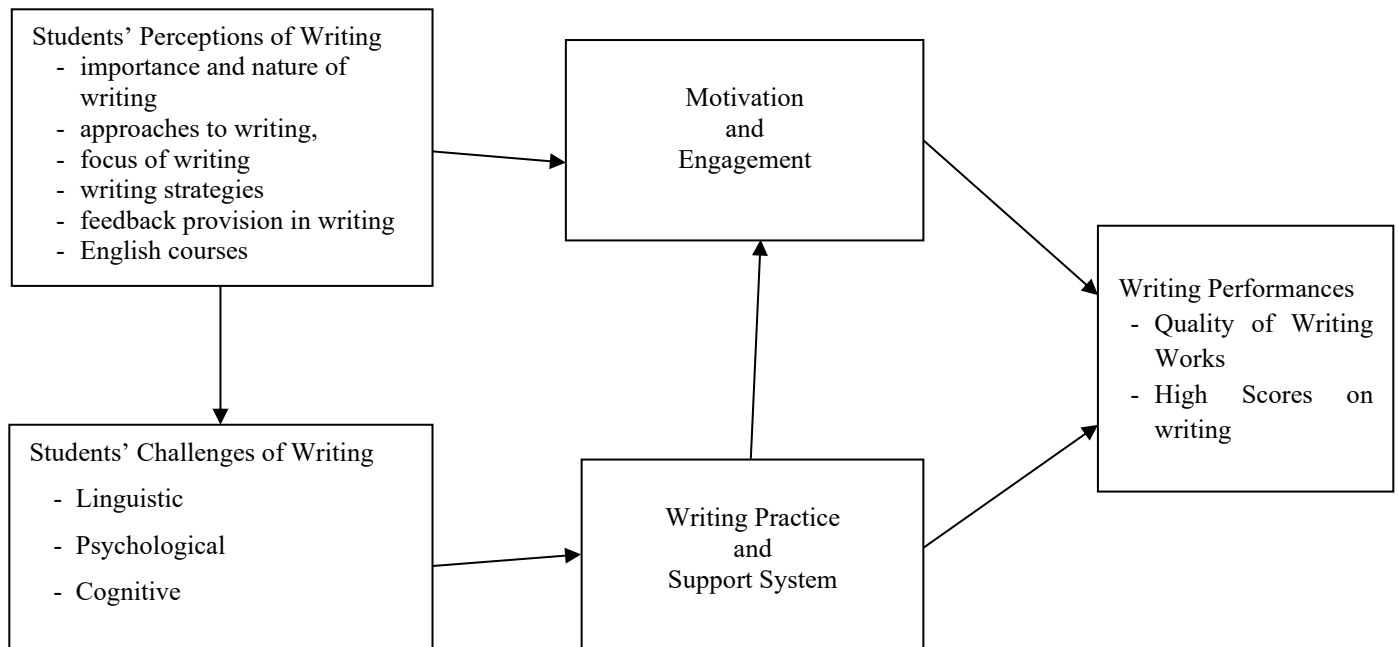
The next chapter is about the pilot study. In the chapter, the chapter overview, summary of the pilot study results and lesson learnt from the pilot study are included. Following that, the fifth chapter is presented comprising chapter overview, results of students' writing perceptions, results of students' writing challenges, results of students' writing Performance, correlation analysis between variables, results of interviews with students, results of interviews with English language instructors and discussion of the results. The last chapter is chapter six. It contains the chapter overview, conclusions and recommendations of the study. In the last part of the paper, the section of the references in which list of referred sources are listed in APA 7th edition format, and in the appendices where information that are not very essential in the report, but that supports the analysis and conclusion, are annexed.

1.10 Conceptual Framework

A conceptual framework is a network of related ideas that when taken as a whole offer a thorough comprehension of phenomenon or phenomena. A conceptual framework is made up of ideas that express their respective phenomena, support one another, and build a philosophy specific to the framework (Jabareen, 2009). A conceptual framework is, therefore, an ordered plan or system that offers a methodical and lucid approach to comprehend and examine a certain topic or situation. It provides an overview of the main ideas, theories, and factors that are pertinent to a project or research and explains their relationships. This framework provides a foundation for evaluating data and forming conclusions, as well as establishing the scope and emphasis of the study.

Therefore, this conceptual framework helps to give the work a distinct focus. It guides the collection and analysis of data by delineating the links between variables: students' perceptions of writing, students' challenges of writing, and students' Performance of writing. It also gives the study a theoretical basis and aids in the interpretation of results. Moreover, it makes concepts easier to comprehend by revealing the predicted connections between the variables, which are represented graphically. Therefore, a visual model can effectively demonstrate the influence of independent variables, students' perceptions and challenges of writing, on the dependent variable, students' performance of writing. For this research, the researcher crafted the conceptual framework as presented below.

Figure 1: Conceptual Framework of the Study



The conceptual framework emphasizes the interrelated dynamics among first-year EDU students' perceptions, challenges and performance of EFL writing. It implies that students' motivation and engagement are significantly influenced by how they view writing. For example, students are more motivated to devote time and energy to improving their writing skills if they believe that writing will be a useful skill for both their academic and professional prospects. On the other hand, those who have low unfavorable perception could find it difficult to participate in writing assignments, which could result in low performance. This emphasizes how crucial it is to help

students develop positive perception and writing confidence at an early stage of their academic careers.

First-year students' writing performance is impacted by writing challenges they face, including linguistic, psychological and cognitive challenges. While linguistic difficulties like poor grammar and vocabulary might impair their capacity to communicate ideas clearly, cognitive difficulties like organizing ideas or critical thinking may influence the quality of their writing works. These problems are also exacerbated by psychological challenges like anxiety or fear of failure, which causes stress and poor performance. But according to the framework, these difficulties may be lessened with the help of support networks and efficient writing techniques. For instance, students may overcome these challenges and improve their writing performance with regular writing practice, helpful criticism, support system and collaborative learning. Therefore, interventions aimed at enhancing writing skills should address all three components: reshaping perceptions, providing resources to overcome challenges, and fostering consistent improvement in writing performance should be implemented.

1.11 Definitions of Key Terms

- *Perceptions of writing*: refers to the first-year students' view and awareness about writing in English as measured through a 40-item Likert-scale questionnaire.
- *Challenges of writing*: refer to the linguistic, psychological, and cognitive difficulties students experience during the writing process (Byrne 1988).
- *Writing Performance*: is defined as first-year students' actual ability to produce a coherent and complete written paragraph in English that was assessed through a 150-word paragraph writing test on the topic: "The Advantages of Learning English Language."

CHAPTER TWO

Review of Related Literature

2.1 Chapter Overview

In this chapter, the description of scholarly views through synthesis of academic literatures, are provided. The reviewed literatures state the existing knowledge and gaps in the process of addressing the unresolved problems in line with the objective of this study. The chapter encompasses: chapter overview, definition of writing, purpose of learning writing skill, challenges of writing, elements of writing, approaches of writing, stages in teaching writing, students' perception about writing, the nature of motivation, feedback on students' writing, and theoretical framework of the study are presented respectively.

2.2 Definition of Writing

Writing is a fundamental language skill that involves individuals to express their ideas, thoughts and feelings in written form. Different scholars define writing in various ways. For example, Zamel (1982: 197) defines it as, “a process of exploring one’s thought and learning the act of writing itself what these thoughts are.” Similarly, (River, 1992) describes that writing is a productive language skill through which people write down their ideas on a piece of paper to communicate from truthful information to personal views and emotions. It involves the use of words to make expressive and coherent sentences, paragraphs, and texts in general that transfer a message to a particular audience.

According to Zamel, (1983), writing is not only about graphic presentation, but also a process of realizing and making meaning in which the ideas are discovered, elucidated, and reformulated. It is also the process of putting words together to make sentences that become paragraphs. In everyday life, people utilize it to communicate with one another. In order to become good writers, students need to understand and adhere to a number of guidelines. Writing is therefore one of the hardest things to do in English (Kadwa & Alshenqeeti, 2020). In other way, Danielson (2001:1) classifies those who define writing based on their focuses: expressive function and communication on internal forms. He says, “those who define writing as an expressive function, focus on the writers experience, while those who define writing as communication based on internal forms, focus on content and the readers’ experience.”

Therefore, writing can be defined as a versatile communication tool that includes the process of putting ideas, thoughts, and information into written words, symbols, or visual aids. It is an essential tool for communicating ideas, preserving information, recording historical events, and promoting communication in a variety of settings and goals. It is an instrument for empowerment, creativity, critical thinking, and self-reflection that helps people to express themselves clearly, tell compelling stories, and have meaningful conversations that improve our experience as a group. As Byrne (1988:1) states, “The symbols have to be arranged, according to certain conventions, to form words, and words have to be arranged to form sentences, although again we can be said to be 'writing' if we are merely making lists of words, as in inventories of items such as shopping lists.”

2.3 Purpose of Learning Writing Skills

Writing has been an essential part of human communication for many years now. It has been a tool for communication from the time of cave painting to the present digital world. One of the purposes of learning writing is to communicate with people. In communication, it allows individuals to convey information, express ideas, and share experiences with others. Writing as a tool of communication is used for persuasive purposes, such as influencing readers' perspective on an issue. Successful communication through writing requires the ability to effectively convey a message using appropriate tone, style, and structure. From the students' perspective, when they are taking academic writing courses, their aim is to learn to write effectively within their specific discipline and to succeed in their academic studies. Therefore, students' needs, perceptions and present writing proficiency levels should be required first in order to offer them the essential support (Ismail, 2011).

In order to successfully communicate meaning, it is also a sophisticated cognitive process that entails converting ideas and concepts into a written form that is cohesive and structured. To convey the intended meaning and hold the reader's attention, this procedure frequently involves choosing the right word, sentence construction, and rhetorical techniques. Therefore, writing is seen as a necessary ability for effective language development. It becomes much more crucial when writing in English, which is frequently utilized for understanding the necessary information and for worldwide communication (Sarwat et al., 2021).

Another purpose of learning writing is for self-expression. It is a means of building personal identity. It also enables learners to explore their inner thoughts and emotions freely. Self-expression, in general, allows individuals to express their unique personality and perspective, experience and beliefs. As we give students more and more opportunity to express themselves via writing, we have to see the writings they produce as attempts at communication. Naturally, we owe it to the students to review and edit their work to the degree that doing so will enhance their performance, particularly on exams, which frequently place a greater emphasis on writing abilities. Therefore, self-expression can boost-up learners' motivation and increase their writing performance that can pave the way to academic success (Byrne, 1988).

Writing also serves as a means of documentation. Writing preserves the history, culture, and knowledge of individuals. Through writing, people can record significant events, important discoveries, and innovations that have shaped human society. It enables people to communicate across time and space, ensuring that information for future generation. (Byrne, 1988:2) explains, "it is helpful to keep in mind some of the many uses we are likely to make of writing. For example, on a personal level, most of us use writing to make a note of something (things we have to do or want others to do, like our shopping list), and to keep records of things we want to remember." Documentation through writing, therefore, enables individuals and organizations to reflect on their past, make informed decisions, and plan for the future.

In this connection, it is worth mentioning that academic writing as a learning practice is not simply about conforming to a set of agreements or disciplinary rules, but it is also a cultural and social practice, which involves using cognitive abilities to negotiate power, authority and identity within the landscape of universities. According to (Key, 2000; Shanahan, 2004; Sperling & Freedman, 2001) as cited in (Huy, N. 2015), writing can play two distinct characters. in academic setting, there are two separate but related responsibilities that writing performs. First of all, it's a talent that involves applying tactics (such as organizing, assessing, and rewriting material) to achieve a range of objectives, like producing a report or stating a viewpoint with supporting data. Second, writing serves as a vehicle for subject matter learning, allowing students to expand and enhance their knowledge.

Thus, writing is one of the primary language skills which has a potential impact in everyday academic performance of students at all level because it is the primary means of academic communication. Undoubtedly, it is the most significant talent in academic settings. In order to succeed in their academic performace, students should produce different written works. It is also the hardest skill to learn for the majority of them.

2.4 Challenges of Writing

Writing as major language skill, which is a key for academic success, is perceived as difficult task for many university students. This is, of course, due to multiple factors that affect students to produce effective pieces of writing. Regarding how challenging writing is, Meseret (2012) remarks that writing is a crucial yet challenging skill for individuals studying English as a foreign language (EFL). It's a difficult procedure that calls on writers to investigate ideas and concepts and give them a visible, tangible form. In order to enhance communication and make thought available for reflection, it promotes thinking and learning. Byrne, D. (1988), on the other hand, classified the causes of writing problems under three categories: linguistic, psychological and cognitive problems though the problems are overlapping to some extent.

2.4.1 Linguistic Problem

The common linguistic problems of writing can include problems with grammar, vocabulary, syntax, and style of tone, voice, and manner of expressions. Linguistic problems of writing can negatively impact the writing's effectiveness by making the written ones harder for readers to comprehend and enjoy. (Al Murshidi, 2014:93) confirms in his study on Emirati and Saudi students, “English vocabulary and grammar are linguistics aspects which Emirati and Saudi students emphasized as creating difficulties.

(Aldabbus and Almansouri, 2022:3) referring another study conducted by Al-Khairi (2013) reaffirm, “On several higher education students showed that the inability to choose the appropriate academic words, incorrect punctuation, linguistic and grammatical errors are the main source of difficulties encountered by the students.” Mostly, the common obstacles that students face in writing include linguistic ones, which might affect the communication's efficacy, coherence, and clarity. These linguistic problems can occur at several stages of language usage, including the

choice of vocabulary, the creation of grammar, the organization of syntax, and general stylistic components.

2.4.2 Psychological Problem

Writers may experience a variety of emotional and mental difficulties in writing. These psychological obstacles have the potential to have a substantial influence on writers' productivity, creativity, and writing process. (Rusinovci, 2020:366) states, "Many exams and tests, being graded the way they are, all of these have a negative effect and give the students a great stress." The other might be a condition known as "creativity stagnation," in which people find it difficult to come up with ideas or put them in writing. Perfectionism and self-doubt are also psychological roadblocks that can impede confidence and literary growth. For students, the anxiety of being judged and criticized by teachers or others may also be a major psychological burden.

Lack of motivation, an excessive effort on perfection, and stress caused by shortage of time can be of the psychological problems that originates from fear of failure or insecurity, which can lead to evading behavior and undesirable self-talk. Byrne, D. (1988:4) clarifies how lack of feedback can affect psychologically, "(writing) is essentially a solitary activity and the fact that we are required to write on our own, without the possibility of interaction or the benefits of feedback, itself marks the act of writing difficult."

Developing a strong and long-lasting writing habit requires understanding the psychological obstacles associated with writing. Through the recognition and resolution of concerns like writer's block, self-doubt, judgmental dread, and emotional susceptibility, students may foster resilience, inventiveness, and psychological wellness throughout their writing performance. Therefore, in order to help students overcome challenges, improve their writing experience, and maintain their mental health, it is imperative to recognize and address these psychological issues. (Habtamu, 2018) in his study revealed that educational and psychological factors such as their negative attitude towards learning English, their lack of interest to use the different approaches and strategies of writing, the marginalization of the writing strategies from the curriculum, university's system of assigning students to the English department as the main reasons for students' low use of writing strategies and poor writing performance.

Addressing these psychological issues, therefore, requires attention to language use and seeking feedback from peers or teachers. In this respect, Byrne, D. (1988:4) adds, “we have to keep a channel of communication open through our own efforts and to ensure, both through our choice of sentences are linked together and sequenced, that the text we produce can be interpreted on its own.”

2.4.3 Cognitive Problem

Cognitive problem can include difficulty in organizing ideas, lack of focus and poor working memory that can negatively affect the writing process. Addressing the cognitive problems can create an environment that supports writers to produce a good piece of writing. In this regard, Byrne, D. (1988) further explains that writing, on the other hand, requires learning through a process of instruction. In order to communicate effectively in writing, writers must acquire certain language structures that are either seldom or never used in speech as well as how to write the language. Additionally, writers must have the ability to arrange their thoughts so that a reader who is not present or even a reader we do not know can understand them.

Writing is a cognitive activity that requires a variety of mental exercises, cognitive abilities, and problem-solving techniques in addition to being a creative form of expression. Writers frequently have cognitive difficulties that might affect their capacity to produce ideas, arrange ideas, and successfully put notions into written form. Working memory can also be more problematic in the presence of distractions. In this case, the ability to recall and process information in the presence of distraction is referred to as working memory (Engle, 2002). The discovery that working memory capacity is a very accurate predictor of performance on a variety of complex cognitive tasks, including tests that test language comprehension skills, provides empirical evidence for the function of working memory in complex reasoning (Daneman and Merikle 1996).

To improve general cognitive function during the writing process, encourage creativity, and produce higher-quality writing, it is important to recognize and overcome these cognitive obstacles. Writing, therefore, is not something given for granted, but it is multifaceted and effortful cognitive task in which writers have to manipulate their thoughts, language rules (spelling, grammar, etc.), content, genre, the reader, motor (holding a pen), etc. while concurrently writing a text. Treatment programs usually do not focus on the growth of functional motor skills in natural

environments because students frequently are viewed as not ready to achieve such high-level skills (Rainforth & York-Barr).

Post-traumatic stress disorder /PTSD/ has a negative impact on English Language Teaching /ELT/. It is a mental illness that can arise from a particularly dangerous or tragic experience is post-traumatic stress disorder (PTSD) according to (National Institute for Health and Care Excellence, 2005). These incidents include domestic violence, sexual abuse, assault, and auto accidents. Acute stress reactions, anxiety states, and personality changes are among the most prevalent illnesses, along with depression and substance misuse. Over the last 20 years, PTSD has drawn a lot of attention as a disorder that follows trauma. 20-30% of people who experience traumatic situations develop PTSD, which has a 1% prevalence in the general population and a 9.2% lifetime prevalence (Helzer et al., 1987).

In connection to cognitive challenges, PTSD impairs a number of cognitive processing ability necessary for learning. In this regard, different scholars have associated the cognitive challenges with PTSD. For example, attention deficits which is difficulty of maintaining focus due to intrusive memories or hyper arousal (Aupperle et al., 2012), working memory impairment which is limited capacity to retain and manipulate information (Schonfeld et al., 2009), executive dysfunction that causes challenges in planning, problem-solving, and decision-making (Hayes et al., 2012), and emotional regulation issues which heightened emotional reactivity can interfere with cognitive tasks (Shipherd & Beck, 2005). Thus, writing skills, which needs students' processing ability, can seriously be affected by PTSD.

Understanding the impact of PTSD in ELT, would help English language instructors and leaders in the education sectors to take appropriate measures by avoiding sensitive issues that might trigger trauma, creating emotionally and physically safe ELT classrooms. In addition, using visual aids, flashcards can improve the students' memory, and breaking broad lessons into shorter segments, can also catch the students' attention. In relation to teacher role in ELT, Medley (2012:122) noted "Integrating language instruction with self-expression and exploration of social relationships creates a safe environment and supportive community in which all learners thrive and the trauma-affected among them learn to trust others and regain self- efficacy." In the same way, (Cole et al., 2005) stated it that a safe language classroom for young people who have experienced trauma

fosters a positive learning environment for all students. A few actions that can be taken include maintaining a consistent routine, putting the daily schedule on the board and alerting students in advance if there will be a significant departure from it avoiding introducing too many new task, using elicitation techniques that do not put students to embarrassment, getting students involved in small-group practice, using correction techniques that do not put students in threat, and having students work in small groups to avoid situations where the entire class focuses on a single student.

2.5 Elements of Writing

There is no any specific formula to write well, however, there are certain elements of good writing that most examples of good writing share in common. Here are five elements of a good writing that Blass & Vargo, (2018) listed down: 1: Purpose: When we talk about the purpose of a paragraph, we are talking about the reasons that a writer is writing a particular paragraph. 2: Audience: The second element of good writing is to keep your audience in mind as you write. The term audience refers to the readers. 3: Clarity: Clarity refers to how easy it is for the reader to understand your writing. Good writers explain their points clearly. 4: Unity: Unity in a paragraph means that all the sentences are related to the topic sentence and its controlling idea. 5: Coherence: A piece of writing has coherence when all of the ideas are organized and flow smoothly and logically from one to the next (*P.40-56*).

Additionally, (Raimes, 1983; 3-4 Byrne, 1988: 4 Hedge, T. 1988:5), as cited in Hailemariam (2011), stated some of the characteristics of a good writing. High standards of organization are necessary for the development of ideas and information in effective writing. Accuracy is also crucial to prevent meaning ambiguity. Difficult grammatical constructions must be used for focus points, and sentence structures must be used to create a style that is appropriate for the topic and the reader. An avid writer should easily identify the difference between good writing and poor writing because it helps the writers to improve their writing skills. Sometimes, writers do not pay attention to the quality of writing and even do not know how quality is more important than quantity.

2.6 Approaches of Writing

Fresh discoveries have demonstrated that one may need to modify their approach to suit the needs of various situations as they gain more knowledge about the composition process, learn from others

who have gone through similar experiences, and encounter new difficulties. The fact that there is no one best approach to teach writing effectively (Murray, 1982; Raimes, 1982; Maxwell & Meiser, 1997) as cited in (Solomon, 2001:19). Writers may improve their writing process, try out different ways, and modify their strategy to fit the particular requirements of each writing assignment by investigating various approaches. By utilizing adaptable writing techniques, writers may advance their skill, interact with a wide range of readers, and successfully communicate their ideas on a variety of ways. In this respect, it is worth mentioning the product, process and genre and product-genre approaches.

2.6.1. Product Approach

Product approach emphasizes a final written product, rather than a process of writing. It is an outmoded approach to writing as a linear process - where to start with a pre-determined audience, purpose, plan, structure, and outline, and work towards a polished finished product. In line with this, (Gabrielatos, 2002:5) states that a product approach is “a traditional approach in which students are encouraged to mimic a model text, usually is presented and analyzed at an early stage.” This approach describes writing as a skill which is mainly about linguistic knowledge with the focused on correct use of vocabulary, syntax and cohesive devices. Pincas (1982a) as cited in (Rusinovci, 2020b) considers the following stages of product approach: familiarization, controlled writing, guided writing, and free writing.

According to (Steele, 2004), product approach model comprises of four stages. These stages are: Stage one: The characteristics of the genre are then emphasized once students have studied model texts. Students' attention could be directed to the significance of paragraphing and the language used to make formal demands, for instance, while they are studying a formal letter. When a student reads a novel, they could concentrate on the methods the writer uses to keep the narrative engaging, paying particular attention to the places and methods in which these methods are utilized. During this phase, the emphasized aspects are practiced under supervision, typically alone. Stage two: Students may be required to practice the language used to make formal requests, such as the "I would be grateful if you would..." structure, if they are studying a formal letter. Stage three: This is the most crucial phase in which the concepts are arranged. Supporters of this method think that organizing ideas is just as crucial as controlling language, if not more so than the ideas themselves.

Stage four: This is the result of the process of learning. Students can select from a variety of similar writing assignments. Students individually apply the vocabulary, structures, and abilities they have learned to create a product that demonstrates their potential as fluent and competent language users. Thus, the product approach in writing emphasizes on the last written product rather than the process of writing itself. This approach stresses the importance of creating a well-structured and error-free piece of writing.

2.6.2. Process Approach

The process approach in writing refers to considering writing as a process rather than a linear one. In this approach, emphasis is given on the steps producing a piece of writing, such as: prewriting, drafting, revising, editing, proofreading and publishing. Instead of focusing only on the end product, the process approach recognizes that writers must go through a series of stages to produce quality piece of writing. The study literature now in publication identifies a number of these phases, including goal-setting, idea generation, information organization, language selection, drafting, rewriting, writing, editing, and publishing. On the surface, these stages seem like difficult tasks, but it is important to remember that every student must go through them in order to write a paper of higher quality (Nemouchi, 2019).

The process approach in writing is a fundamental methodology that emphasizes the importance of the writing process itself, focusing on the stages and strategies involved in crafting written works. Rather than solely focusing on the final product, the process approach underscores the significance of generating ideas, drafting, revising, and editing to foster effective communication and creative expression. At the core of the process approach lies the belief that writing is a dynamic and iterative process that involves multiple stages. Unlike traditional approaches that prioritize the final product, the process approach values the journey writers undertake from brainstorming to refining their ideas. By emphasizing the process, this approach encourages writers to engage in critical thinking, reflection, and continuous improvement throughout their writing endeavors.

Kroll (2001) as cited in (Rusinovci, 2020) defines the process approach as,

what the term captures is the fact that student writers engage in their writing tasks through a cyclical approach rather than a single-shot approach. They are not expected to produce and submit complete

and polished responses to their writing assignments without going through stages of drafting and receiving feedback on their drafts, be it from peers and/or from the teacher, followed by revision of their evolving texts (p.26).

In producing a piece of writing, there are different views on the stages that writers do write. (Tribble 1996: 39) describes a typical model of four stages: “prewriting; composing/drafting; revising; and editing.” Prewriting: Choosing the writing's topic, audience, goal, and scope is the first step in the planning process. The pre-writing phase, which includes research, brainstorming, and planning, lays the groundwork for the writing process. To create a solid foundation for their writing, writers generate ideas, design their structure, and gather pertinent data. Drafting: During this stage, you will implement a prewriting, jot down your thoughts, and create a draft. In the drafting stage, writers turn their concepts into readable compositions, emphasizing the development of a distinct voice and a clear story.

The manner in which the writer constructs the text, proceeding concepts through sentences and paragraphs within a general framework Hedge (1988). Content development is given priority at this stage, allowing writers to experiment with language and structure and explore new ideas. Revising: During this stage, a draft is revised to increase its structure, coherence, clarity, and style. An essential part of the process method is revision, which enables the writer to go over, polish, and improve their work. Writers revise their work to improve its overall quality and impact after analyzing it for clarity, coherence, and effectiveness. Editing: In this step, grammar, spelling, punctuation, and other language problems are checked in a written piece. As (Hasan & Akhand, 1970:79) reaffirm, “Drafts are returned and improvements are made based upon peer feedback.” Writers polish their work during the editing stage by fixing typos, punctuation, grammar, and stylistic flaws, and it is also error-free, and prepared for presentation.

The process approach fosters creativity by providing space for exploration, experimentation, and innovation throughout the writing journey. By emphasizing multiple stages of the writing process, writers can refine their ideas, structure their thoughts cohesively, and communicate with clarity. In addition, (Amalia, 2019:25) stated, “Process approach becomes advantage because this approach gives understanding to the students about the process of the writing. Students are

experiencing themselves as the writer who shares ideas in writing to the reader.” In relation to the advantages of process approach, Ajoke (2018:59) says, “It makes the processes of writing transparent with bases for teaching.” Writers are actively engaged in the writing process, leading to deeper reflection, critical thinking, and a stronger connection to their written work. Through repeated practice and feedback loops, writers develop essential writing skills such as organization, coherence, and persuasive communication. In educational settings, the process approach plays a vital role in shaping students into proficient writers. By incorporating the process approach into writing curricula, educators can empower students to enhance their writing skills, foster creativity, and cultivate a deep appreciation for the art of writing.

English teachers should instruct students that writing is a process that entails drafting and revising work, yet we never allow them to rewrite their essays. The size of the classes we teach prevents us from doing that. Therefore, it is typically challenging to provide thorough comments when you have two weeks to grade more than 200 scripts and turn in your marks (Pineteh, 2013).

2.6.3. Genre Approach

The genre approach in writing is an approach of teaching writing that emphasizes the study and use of different types or genres of writing rather than focusing mainly on grammar, sentence structure, and vocabulary. Genre approach emphasizes the specific features, styles, and purposes of different genres, such as persuasive essays, news articles, research papers, or poetry help students develop a more nuanced understanding of writing as a complex and dynamic practice that is shaped by social, cultural and historical contexts. The genre method is an alternative writing pedagogy that posits that the form of writing varies based on the audience and purpose. For example, research papers, business correspondence, and reports in various settings (Flowerdew, 1993).

When a teacher uses the genre method in the classroom, students are given texts or samples, and the instructor explains the various aspects. At the start of a lesson, the teacher has more influence than with the process method. Students would later do research into and write a draft of a comparable work in the selected genre. Based on their ability to replicate various genres, students are assessed. All things considered, the genre method is seen as a continuation of the product

approach as it views writing as essentially a matter of linguistic expertise, including text structure and grammar (Martin, 1993; Badger & White, 2000) as cited in (Solomon, 2001).

2.6.4 Process-genre Approach

2.6.4.1 The Nature of Process-genre Approach

Due to the numerous critiques leveled at all three techniques, there are a lot of opposing viewpoints in the area (Tribble, 1996) as cited in Habtamu (2018). According to Caudery (1995), instructors of English as a second or foreign language have a tendency to embrace new teaching approaches wholeheartedly at first, but as soon as any cracks appear and it looks like the strategy won't work for every issue in the classroom, they tend to reject them.

The process-genre approach in writing represents a dynamic methodology that integrates both the writing process and genre-based instruction to enhance students' writing skills. This multifaceted approach emphasizes not only the stages involved in crafting written works but also the structural and rhetorical elements specific to various genres. While the product method may result in plagiarism and a lack of audience attention, the process-genre approach is beneficial for teaching openness. The problem with the process-genre method is that it ignores the challenges of learning a second language, whereas the product approach concentrates more on organizing ideas than coming up with new ones, which requires more care (Ajoke, 2018:52).

By blending creative exploration with genre conventions, the process-genre approach offers a comprehensive framework for students to develop their writing proficiency, navigate different textual forms, and engage in meaningful self-expression. The emergence of an eclectic approach to writing instruction combines the benefits of process and genre methods for use in the classroom.

The fundamental idea behind this recently proposed method of approaching is that writing requires skills in language use, as in process approaches, knowledge of the context in which writing occurs, particularly with regard to the purpose of the writing, as in genre approaches, and knowledge about language itself, as in product or genre approaches. Writing growth occurs when students' potential is realized, as in process approaches, and when teachers provide them with input to which they react, as in product and genre approaches, (Badger & White, 2000).

Therefore, the process-genre approach in writing offers a robust framework that bridges creativity and structure, genre awareness, and process-oriented strategies to empower students in their writing development. By combining genre-specific instruction with the iterative writing process, students enhance their genre proficiency, creative expression, structural competence, and critical thinking skills, preparing them to navigate diverse writing contexts, engage with varied genres, and communicate effectively in academic, professional, and creative spheres. Through the process-genre approach, students embark on a transformative writing journey marked by genre exploration, creative self-expression, and mastery of the intricate interplay between creativity and structure in their written works. It is because of the constraints of the product, process, and genre-based approaches led Badger and White (2000) to develop the process genre approach.

2.6.4.2 The Role of Teachers in Process-genre Approach

The role of teachers in process-genre approached writing classroom, Tribble (1996) suggests four fundamental responsibilities for writing teachers: audience, assistants, evaluators and examiners. As audience, teachers take on the role of readers, responding to the thoughts or emotions that students are attempting to express in their writing. Teachers should speak in a clearly human voice, showing genuine regard for the writer as a person and a genuine interest in his or her development as a writer, as recommended by Kehl (1970). Teachers act as assistants, helping students write more effectively by choosing the right genre, figuring out the objective, and utilizing language that is acceptable. In their capacity as evaluators, educators provide feedback on students' areas of strength, weakness, and overall performance in order to support their future writing success. Revisions of students' writing demonstrate that the main goals should be long-term progress that results in cognitive transformation (Leki 1992). Through assuming the role of examiners, teachers evaluate students' writing skills.

In general terms, by combining the advantages of both genre- and process-oriented methods, the process-genre approach adopts an eclectic viewpoint. As they participate in the recursive process of prewriting, drafting, revising, editing, and publishing, it enables students to recognize the connection between communication goals and language forms of a certain genre (Deng et al., 2014).

2.7 Stages in Teaching Writing

According to (Broughton et al. 2003), a teacher can conduct a writing class through three main stages, namely: controlled writing, guided writing, and free writing.

2.7.1 Controlled Writing

Controlled writing is a language learning method that provides learners with structured, guided practice in producing language within certain constraints. Establishing grammatical patterns, sentence structure, punctuation, and word order are the main goals of controlled writing. A teacher may, for example, provide his or her students with basic information and then ask them to create a little paragraph or description based on it. It can assist students in developing good self-expression skills in appropriate English (Broughton, Geoffrey et.al. 2003). It primarily focuses on specific language forms, vocabulary, or grammatical structures to help learners master and reinforce particular aspects of the language. This approach is often used in language teaching to help learners develop accuracy and control over the language elements they are studying.

Controlled writing draws students' attention to specific features of written language. It can be used to support alphabet, vocabulary and syntax in environment. Controlled writing gives students the occasion to produce a great deal of nearly error free writing and also to draw their attention to worrisome grammatical and syntactic features and it is a precious system at all situations. The tasks in controlled writing make someone concentrate on one or two problems at a time (Raimes, 1983). Pincas (1989) has refocused out that controlled writing leads students to produce accurate piece of writing.

2.7.2 Guided Writing

Guided writing is an instructional tool used to help students learn a particular grammatical rule or skill while also providing them with writing practice. Through guided writing, students can practice specific grammar rules or textual syntactic structures. According to Scrivener (1994), guided writing is a crucial teaching strategy that may help students improve as writers. There are a few regulated workouts before it. The transition from controlled to free writing is facilitated by guided writing. It encompasses any writing that requires help from the students, such as an outline or plan to build upon, a partially written draft with instructions on how to finish it, or illustrations that introduce a new topic to write about in a manner similar to what has been read (Pincas, 1989).

In addition, guided writing exercises help students in writing. Students might benefit from it when they start writing and structuring their work (Broughton, Geoffrey et.al. 2003). In guided writing, a teacher offers guidance through conferences and writing classes, as well as help when needed to the students. In fact, the writing lesson focuses on certain writing skills that students need to acquire. The goal of guided writing is to provide students with the chance to develop their writing abilities. It is also a crucial phase in the process of moving toward free writing. Instructors might give writing classes based on what they see students need to learn from looking at their own work.

2.7.3 Free Writing

Free writing is a practice in which individuals allow their thoughts to flow onto the page without limitations or inhibitions. It's a liberating form of writing that encourages spontaneity, creativity, and self-expression. It is also a writing activity in which a teacher does not give assistance to his/her students (Broughton, Geoffrey et.al. 2003). Writers engage in free writing without concern for grammar, structure, or content guidelines, often using timed sessions to stimulate a stream-of-consciousness style of writing. This practice is commonly used as a tool to overcome creative blocks, stimulate new ideas, promote self-expression, and enhance writing fluency. The spirit of free writing lies in providing writers with the freedom to explore their thoughts, feelings, and ideas without judgment or preconceived constraints.

Students practice free writing prior to exercises without the assistance of the teacher. While there should be a connection to earlier work in this type of effort, academics must nonetheless write their own essays on a specific topic (Pincas, 1989). With free writing, students can express in their own words their thoughts, feelings, and speculations about a particular subject. "Free writing is an exertion where scholars induce, organize, and express their own ideas in their own rulings," claims Raimes (1983:95). The last step of a writing assignment is free writing. At this point, students may also want assistance in getting started and structuring their thoughts so they can focus on the factual.

2.8 Students' Perception about Writing

2.8.1 Definition of Perception

The cognitive process by which people interpret and make meaning of the sensory data they receive from their surroundings is referred to as perception. In order to create a meaningful and

cohesive knowledge of the environment, it entails the selection, organizing, and interpretation of sensory data. To provide unique perceptions of the world, perception combines sensory data with knowledge, emotional state, cultural background, and prior experiences. It is essential to cognitive and psychological functions, impacting social interactions, emotional reactions, problem-solving, and decision-making. In a similar vein, Schermerhorn, Hunt, and Osborn (2003) define it as "the process by which people select, organize, interpret, retrieve, and respond to the information from the world around them." Students' experiences and underlying knowledge influence their perspectives. Perception is so important and affects how well students do. It influences later acts as well. Perception, according to George (2002), is the way the brain organizes and interprets sensory information. Perception is the process by which an individual interprets their surroundings.

Furthermore, perception is a knowledge of things as they are, whereas cognition links with an independent reality, according to Bakhrust and Shanker (2001). Any stimulus can have a variety of meanings based on the individual's interpretation of it. Perception, to put it briefly, is the process by which a person arranges and reacts to information according to their senses and opinions about certain items that they encounter in their environment.

2.8.2 Aspects of Perception

According to Allport (1942) referenced by Varadhilla (2016), there are three components to perception: the cognitive, emotional, and conative components. The elements that make up a cognitive component are ordered according to the knowledge or information a person possesses on the subject of his attitude. A particular belief on the subject of that attitude will be developed based on this understanding. Pleasure and displeasure are tied to the affective component. As a result, it is evangelical in character and strongly tied to its value system or cultural ideals. The conative component refers to an individual's behavior preparedness in relation to the subject of their attitude.

Thus, as the concept given above, perception consists of three components: cognitive, emotional, and conative, or the willingness to act or behave. The way a person feels, thinks, and acts toward an object attitude is an expression of how the three mutually exclusive components combine to form their attitude. There is internal linkage among the three components since they are consistent and connected to one another.

2.8.3 Forms of Perception

These are the two types of perception that Eka et al. (2021) say exist. Positive and negative views are what they are. A positive perspective is one in which the individual believes they have a good chance of winning their particular case. A person's favorable interpretation, comprehension, or assessment of a person, thing, circumstance, or idea is referred to as positive perception. It includes the positive, helpful, and grateful prism that people use to see and assess their environment and situation. Positive perception may help people develop a constructive and appreciating view that improves their social interactions, personal well-being, and adaptive coping mechanisms. This can result in a more contented and upbeat response to life's situations.

Negative perception describes situations that the individual rejects since they don't align with their own beliefs. An individual's negative interpretation, assessment, or comprehension of a person, thing, circumstance, or idea is referred to as negative perception. It includes a critical, negative, or pessimistic lens that people use to see and assess their environment and situation. People may work toward developing a more balanced and positive view, improving their emotional well-being, social connections, and adaptive coping mechanisms by addressing and controlling negative perception using a variety of ways (Eka et al. 2021).

2.8.4 Understanding Students' Perceptions about Writing

For language instructors, knowing how their students see their writing abilities is essential because it helps them provide supportive learning environments, tailored writing instruction, and individual feedback. Language teachers can adjust their methods to encourage motivation, self-efficacy, and a positive attitude toward writing by identifying and correcting students' views of their writing skills. (Rusinovci, 2020) further noted how important is studying students' perceptions in writing classrooms. He said,

In order to explore the writing classroom and students' experiences with it, students' perceptions and opinions are tremendously important in writing classes, serving as indicators for change or intervention. The final part of the chapter discusses student and teacher experiences, perceptions and beliefs as significant investigative concepts in L2 teaching and learning (P.16).

Students may therefore enjoy better writing results, greater engagement, and a more satisfying writing process as a result of this. Finding out how students view their writing abilities may help build writing education and support systems that are more successful by illuminating the elements that affect students' motivation, engagement, and growth as writers. Language instructors have the power to significantly enhance their students' self-assurance, drive, and general writing proficiency by actively attending to their writing-related requirements and recognizing their perspectives.

To construct the model of the world that is experienced, the perception system selects certain information that will be presented to conscious awareness, organizes, and interprets it, according to Hardy and Heyes (1979). Our behavior is basically a mirror of how we respond to and understand information from the outside environment, and perception is the process by which our sense organs and brain sort, interpret, analyze, and integrate inputs (Richardson 1996; Smith 2001). This suggests that our practice and belief system are shaped by our perception.

In conclusion, understanding perception is essential to understanding how people interact with their surroundings, navigate them, interpret sensory information, and create mental images of the outside world. Perception also affects how people behave, think, and feel, which results in different ways for people to perceive and react to the same sensory information. The complex cognitive processes involved in taking in, deciphering, and making meaning of sensory data are collectively referred to as perception. These processes help people make sense of the environment and direct their emotional, behavioral, and cognitive reactions. Perceptions have an impact on students' writing performance, according to (Pajares and Valiante2006). Therefore, understanding how students view writing may be crucial to matching them with appropriate writing assignments that will help them advance their academic writing abilities.

2.9 The Nature of Motivation

2.9.1 Definition of Motivation

Motivation is one of the key topics in the field of education. At the same time, this is among the most crucial topics. "How can I motivate my students?" is a question that every teacher has asked themselves. It takes motivation to learn a language. One of the most difficult aspects of teaching is knowing how to support a language learner. The secret to success is to identify the reasons behind the students' motivation and then design a lesson that is both relevant and interesting. Due

to the complexity of the human idea of motivation, it has historically been difficult to comprehend and describe (Anjomshoa and Sadighi, 2015).

Most students enroll in English lessons with the expectation that they would benefit in some way from it. They want to earn more money so they may travel, meet more people through English, or finish certain school requirements. If students are not sufficiently motivated, they will not be successful in their endeavors or in achieving their learning objectives.

Motivation is crucial to the success of language acquisition studies, in addition to the importance that intellect and linguistic competency play in learning a second or foreign language (Gardner and Lambert, 1972, cited in Xu, 2008). It is considered goal-directed when it is perceived as "the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language" (Gardner, 1985: 10). Motivation is a major factor in language accomplishment when it comes to linguistic outcomes, which are often the vocabulary, grammar, and pronunciation in addition to the four core language abilities of reading, writing, comprehending, and speaking (Gardner, 1985).

English language learners use motivation as a "device" to help them acquire the language, which is important given the increasing significance of English as a foreign or second language in today's world. As mentioned in (Seven, 2019), researchers have provided empirical evidence that highlights learners' motivation as a helpful instrument for assisting learners' language skills (Ali et al., 2017).

For many of us, motivation is so obvious whether we have it or not, and we often attribute its immense power to particular actions and outcomes. The Collins Dictionary defines motivation as "the act or an instance of motivating desire to perform; interest or drive incentive or enticement (and in terms of psychology, the process that arouses, maintains, and governs human and animal behavior)". Similar to this, the Oxford Dictionary (1993) defines motivation as "A reason or reasons for acting or behaving in a particular way, or desire or willingness to do something or possess enthusiasm". From both angles, it is clear that the concept of motivation is when someone is convinced to behave in a certain manner or when a certain topic or activity sparks their interest in participating. According to Brown (1987: 114), "Motivation is commonly thought of as an inner

drive." urge, sentiment, or yearning that drives one to take a specific action. He identified three distinct motivating strategies in the first edition of his book (Brown, 1981: in Ellis, 1985: 117).

Motivation was defined by Compell and Pritchard (1976) as a system of relationships between independent and dependent variables that maintains the effects of aptitude, skills, task understanding, and environmental constraints while explaining the direction, amplitude, and persistence of an individual's behavior. According to Keller (1983) in Crookes and Schmidt (1991:63), motivation is "the choice people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in that respect." This definition aligns with modern psychology.

Keller (1983), like Crookes and Schmidt (1991: 482), identifies four main elements that affect motivation: i. Interest, or stimuli that draw on learners' innate cognitive processes to draw their attention and hold it there; ii. Relevance, which is essential for sustained motivation and requires the learner to feel as though the learning environment is meeting important personal requirements. According to Crookes and Schmidt, "relevance" stems from the way that education is required of individuals. iii. Outcomes, rewards, or penalties; iv. Research on success expectancies and success or failure attributions forms the basis of expectation.

2.9.2 Motivation in Learning

Without a doubt, learning achievement is greatly influenced by motivation. It is the outcome of fusing two components: the learning aim and the mindset of the learner. Learning occurs organically when students find knowledge to be worthwhile. Teachers work to inculcate in their students a certain kind of motivation: the desire to learn. The desire to study is made up of several elements. It's crucial to plan, concentrate on the goal, understand what and how you want to learn it metacognitively, actively seek out new information, comprehend feedback, feel proud and satisfied of your achievement, and not be afraid of failing or feeling anxious (Seven, 2019).

In associating motivation with social cognitive theory, (Herman et al., 1978) stated that "reinforcement" is not an automatic way of making responses stronger, but rather a type of incentive motivation that works through outcome expectations. Until people learn how outcomes are connected to actions in their surroundings, they have little or no behavioral or motivational impact because outcomes are the result of consideration.

Wishing or preparing to study is not enough to be motivated to learn. It considers the standard of the student's mental labor. The primary issue in the classroom nowadays is the teacher's lack of motivation and effective teaching techniques. Teachers see their students as empty canisters waiting to be filled with knowledge. Students who are more motivated will have a greater desire to learn and develop more sophisticated writing skills. As a result, they will use an active problem-solving system that extends beyond the school writing assignments and allows them to take on more cognitively demanding tasks (Anastasiadou, 2010). If teachers don't understand both the distinct personalities of their students and good teaching strategies, they won't succeed in the classroom.

Above all, the learner is a dynamic, living, changing, and developing person. The educator is not directly concerned with the genetic makeup of the learner. By the time the a student starts school, her/his personality is completely developed. Even if they are responsible for meeting their own wants and aspirations, this shows that he or she is well-organized. Second, students are also motivated by unconscious and semiconscious wants and desires. Fortunately, many of them can be distracted by formal education if given the appropriate motivation. Educational programs must include the distinct qualities, quirks, and experiences of every student (Seven, 2019).

Since motivation is one of the most crucial elements of the learning process, foreign language instructors need to come up with innovative strategies to get their students excited during class. One such method may be to incorporate literature in the classroom (Vural, 2013). Consequently, motivation is a key factor in determining how students feel about writing and how successful they are academically.

2.10 Feedback on Students' Writing

2.10.1. Importance of Feedback in Students' Writing

Giving feedback is a crucial and anticipated part of any performance. It is especially utilized to speed up the process of teaching and learning languages (Hyland 1990; Richards and Lockhart 1994; Ur 1996). In the context of education in general, feedback is defined by Ur (1996: 242) as information provided to the student regarding how well they performed on a learning assignment, generally with the intention of improving this performance. Keh (1990: 294) further states that a process approach to writing must include feedback as a basic component. When it comes to

writing, she describes feedback as reader input that has the purpose of giving the writer information for re-writing. Giving students feedback on their performance is a crucial part of teaching, according to Richards and Lockhart (1994: 188), who explain the function of feedback in language instruction. In addition to letting students know how well they did, feedback may boost motivation and create a positive learning environment in the classroom.

In a similar vein, Hyland & Hyland (2006: 83) discuss the function of writing feedback in connection to the process method. According to their writing, feedback has long been recognized as crucial for the growth of writing abilities in second languages, both in terms of learning potential and student motivation. Feedback changes as a writer progresses with their work. To explain this, Hyland and Hyland (2006) explain that during the past two decades, advancements in writing pedagogy and knowledge gleaned from research studies have changed the way feedback is given. Currently, teacher comments are frequently combined with feedback from peers, writing workshops, oral conferences, or computers. These academics point out that as a result, formative feedback, which looks ahead to a student's future writing and the growth of his or her writing process, has replaced summative feedback, which is product-focused.

2.10.2 Sources of Feedback on ELT

In students' written works, most people agree that receiving feedback is essential for promoting and solidifying learning. Writing experts concur that peer, instructor, and self-feedback are the three primary sources of information about students' writing (Harmer 1991; Celce-Murcia 1991; McDonough and Shaw 1993; Jordan 1997). On the other hand, according to Keh (1990: 295), there are three types of feedback: comments made by teachers, peer feedback, and conference feedback. Self-correction is just going over one's writing again and making any necessary corrections; it is not the same as imparting knowledge to others. Let's now review the three most popular categories of feedback that students receive on their writing: instructor/ teacher, peer and self.

2.10.2.1 Instructor' Feedback

The most prevalent and extensive type of feedback on students' written work seems to come from their teachers. Research indicates that students tend to view instructor comments as a trustworthy source of information on their writing. According to Zhang's (1995) research, students value instructor feedback over peer evaluation. Despite this, teacher feedback is frequently viewed as

having a more conventional overall format, according to Grabe and Kaplan (1996: 358). They go on to argue that, prior to the process movement in writing instruction taking hold, a lot of feedback given to students on their work took the form of a final paper grade, which was frequently marked heavily in red ink throughout the essay (Grabe and Kaplan 1996: 388). Berkow (2002: 195) offers a more forceful critique of the conventional method of teacher feedback. He contends that in a typical teaching style, students turn in an essay for evaluation, the teacher marks it with red pen, hands the document back, and no one ever looks at it again. The student's awareness of the audience is not developed at all.

As Keh (1990: 301) also states, the majority of writing instructors concur that providing feedback on students' papers is the most time-consuming and frustrating task. She goes on to say that educators are concerned about whether their remarks will be read, comprehended, or even result in the desired outcome. Keh advises responding to a writer as a concerned reader and not as a grammar checker or grader in order to counter the teacher's unproductive and inefficient remarks. She also says that rather than addressing every aspect of the students' work, it is much more beneficial to restrict comments to the core issues. A similar issue about the appropriate use of teacher feedback is also reflected in Dheram (1995). He says that instead of seeing the student's initial draft as the finished work, the instructor should take on the role of a consultant, helping the student create a text step-by-step.

The perception of teacher feedback has changed from its previous state due to these disadvantages. According to Hedge (2000: 313), a lot of educators today believe that there are significant drawbacks to the custom of receiving student work, marking it, and giving it back to them after it has faded from their memory. She offers substitute techniques like reformulating comments and holding conferences. This demonstrates how much it is appreciated when students participate more directly and actively in the revision process.

Teachers should be concerned about how many revisions their students write for any given text, according to Celce-Murcia (1991: 256). This claim is corroborated by Ur (1996), who states that teachers who use a process approach to teaching writing should assist students in composing and revising their drafts utilizing input from various sources rather than focusing on fixing their mistakes. As Leki (1994) points out, this may be accomplished by having other students comment

on the teacher's evaluation. She notes that students are increasingly participating in reacting to writing, so the instructor is not the only one who responds to or assesses students' texts. Generally speaking, teachers should create or implement response strategies that can help students' writing, as suggested by Ur (1996). This can solve the typical, time-consuming, surface-level oriented, and untimely technique of responding to students' work, as argued by Zamel (1985).

2.10.2.2 Peer Feedback

Peer feedback is defined by Hansen and Liu (2002: 1) as the utilization of students as information sources and interactants for one another in a way that students take on roles and duties in remarking and critiquing one another's drafts in both written and spoken formats during the writing process. Other students' input is another source of what is now thought to be the state of the art when it comes to students' writing.

Peer input is something that many writing scholars (Keh 1990; Celce- Murcia 1991; Richards and Lockhart 1994; Tudor 1996; Ur 1996; Berkow 2002; Rollinson 2005) support for students' work. For example, Richards and Lockhart (1994: 165) propose that following the completion of a first draft, students might collaborate in pairs to review each other's work and offer recommendations for enhancement. They contend that the student may find this input helpful in rewriting the piece of writing since it addresses issues of substance, organization, or clarity of communication. Tudor (1996: 182) provides the following justification for the use of peer feedback:

Peer evaluation is justified by the idea that learners are involved in the assessment of those linguistic or communication criteria that are pertinent to their own performance by critically analyzing the skills of other learners in relation to a common objective. Hence, peer evaluation is a useful type of learner training that helps students understand how language is used and the kinds of problems they could run into when producing their own language.

This tells us that peer review serves two purposes. The feedback that one's peers provide to oneself is beneficial to the writer, and it also reduces the gap between the writer and the assessor. The writer also presumes that there will be a wider readership for their work. The benefit of reading other people's writing is that the reader may assess their own writing in comparison to that of their peers.

Peer review is crucial to the process of drafting and revising before producing the final result in the current trend of writing towards the process approach. In reference to this, Mangelsdorf (1992: 274) points out that a peer review session, in which students read each other's drafts and offer revision suggestions, is a typical activity in a process-oriented curriculum. Citing Elbow (1973) and Emig (1971), Hansen and Liu (2005: 31) further affirm that peer reaction is seen as an essential element of the process writing technique that first appeared in the 1970s. Thus, one could contend that a component of the process approach to writing is peer feedback.

Mendonca and Johnson (1994) discuss the social benefits of peer feedback by stating that students' communication ability may be increased by encouraging them to speak and negotiate their views. By enabling students to examine their peers' writing talents and shortcomings, peer evaluation also helps students become more confident and less anxious (Leki 1990). Peer feedback is therefore a crucial tool for fostering student communication and boosting their self-assurance in the learning process.

2.10.2.3 Self-feedback

There is a claim that the writer himself may supply details to enhance their work. Hyland and Hyland (2006: 92) reflect on the importance of self-evaluation and how students may use it to make their own edits and greatly enhance their writing. They argue that it is inappropriate to ignore writers as critical readers and reviewers of their own works. They also assert citing Brinko (1993) that feedback functions better when data is obtained from both the participants and other sources. However, other academics argue that receiving feedback from external sources is necessary and do not rely on self-evaluation. Either way, criticism should be given in a way that helps students get to a more autonomous position where they are able to assess and edit their own work critically. Edge (1989: 51), who emphasizes the need of giving students the opportunity to self-correct, notes that in order for self-correction to be effective, we must provide students some time at the start of a class to review their marked work and attempt to make any necessary corrections. Here, she emphasizes the need of encouraging self-correction through input from various sources. In addition, Makino (1993: 338) makes the following argument: "During the language-learning process, learners can correct some of their errors when other people, like teachers or peers, give them cues or hints about them. They can also notice some of their errors by themselves, through

the strategy of monitoring." The idea being emphasized is that the student writer should get additional forms of criticism in a manner that encourages self-correction. The writer, the teacher, or other students may provide this critique.

2.11 Theoretical Framework

A theoretical framework, according to Liehr and Smith (1999), refers to the theory that researchers choose to use as a guide for their study. In other words, it is the use of a theory, or a collection of ideas taken from a single theory, to provide an explanation for a research topic. The theoretical foundation of this study, therefore, is social cognitive theory. The fundamental tenet of social cognition theory, as stated by Bandura (1962), is that social settings are the primary sites of human learning. Human functioning is the result of a sequence of mutually reinforcing interactions between personal influences (such as: ideas and beliefs), environmental factors, behaviors (Bandura's, 1986). By watching others, people pick up new knowledge, customs, abilities, methods, beliefs, and attitudes. Students in learning writing may adjust their own actions based on what they observe by using models or examples that they can learn from observation. This allows them to act in a way that aligns with their beliefs, abilities, and desired outcomes. Most human behavior is picked up through imitation, observation, and example-setting. Hence, instructors serve as crucial role models for students, helping them to imitate.

In this case, Bandura, 1986; Bereiter & Scardamelia (1987; Wason, 1980) as cited in (Zimmerman & Bandura, 1994) said that success in all kinds of academic endeavors is significantly influenced by the ability to formulate ideas and effectively communicate them in writing. However, self-regulation is particularly difficult when it is in writing. This is due to the fact that writing is often self-scheduled, done alone, requires sustained creative work over extended periods of time with far too many times of unproductive outcomes, and requires constant revision to meet individual standards of excellence.

According to social cognitive theory, a number of psychological subfunctions inspire self-regulation (Bandura, 1986, 1991). These include self-monitoring one's activities, using personal standards to evaluate and guide one's Performance, enlisting self-reactive influences to direct and motivate one's efforts, and using the right strategies to succeed. Self-regulation abilities are one thing, but being able to motivate oneself to use them consistently in the face of challenges,

pressures, or conflicting demands is quite another (Zimmerman and Martinez-Pons, 1986, 1988, 1990). Students exhibit the strongest sense of effectiveness when it comes to managing the content portions of education, but a poor sense of efficacy when it comes to managing themselves to complete their academic tasks. As a result, studies of academic self-directedness have paid very little attention to the crucial component of self-regulated learning, the capacity to organize, guide, and maintain one's instrumental efforts (Zimmerman, Bandura, and Martinez-Pons, 1992).

The internal mechanisms of learning, however, namely how people perceive, process, and store information, are the subject of cognitive theory. It highlights the mental techniques and procedures used in writing, including organizing, drafting, rewriting, and editing. It also takes into account the ways in which a student's past experiences, memory, and problem-solving abilities affect their capacity to write well. The cognitive and social theories of learning are unified, with cognitive processes being formed and supported by social interactions and the learning environment. Together, these theories provide an inclusive understanding of how students learn to write, stressing both the internal cognitive strategies and the external social influences that contribute to writing development.

Therefore, it is possible to conclude that Albert Bandura's social cognitive theory places a strong emphasis on the value of modeling, imitation, and observational learning in the development of abilities like writing. In terms of developing writing skills, this idea contends that people pick up good writing techniques by watching and copying the writing styles of others, including classmates, instructors, and published writers. Effective writing techniques, such structuring ideas, employing compelling language, or editing for clarity, are modeled by English instructors. By offering helpful criticism and facilitating group writing projects, instructors can assist students in improving their writing performance because students learn from each other through group discussions, peer evaluations and interactions, and shared writing experiences.

CHAPTER THREE

Research Methodology

3.1 Chapter Overview

This chapter is concerned with the research methodology. In the chapter, the research paradigm, research design, research participants, research instruments, the data collection procedures, methods of data analysis, validity and reliability of data quality, ethical considerations are described.

3.2 Research Paradigm

Defining a research paradigm would help a researcher to determine the direction of an inquiry. It is the paradigm that directs the type of instruments the research uses, and the ways the collected data are interpreted. In line with this, Rahi (2017:1) describes the term paradigm as, “essential collection of beliefs shared by scientists, a set of agreements about how problems are to be understood, how we view the world and go about conducting research. Thus, these paradigms contain a basic set of beliefs or assumptions that guide inquiries for particular research.

Though different scholars have classified the types of paradigms in different ways, some of them categorize it into two major groups: positivism and anti-positivism. The positivists believe that observation and experiment is the source of knowledge; reality remains unchanging and can be described objectively (Rahi, 2017). Against this, the anti-positivists or interpretivists advocate the method of social sciences is basically different from that of natural sciences. Denzin and Lincoln (2000) as cited in Mesfin (2013), further explain that anti-positivists believe that reality is multilayered and complex. That means, an existing phenomenon may have various interpretations as the knowledge and experience of individuals differ.

Pragmatic paradigm, which is the third paradigm, tries to legitimate the use of multiple approaches to answer research inquiries. It recognizes the complementary nature of figures and phrases in the day-to-day human practices. According to Creswell, J.W., & Creswell, J.D. (2018), the pragmatic paradigm in research, often associated with pragmatism as a philosophical orientation, focuses on the practical application of research findings and the importance of addressing real-world problems. This paradigm emphasizes the need to balance theoretical insights with practical utility,

aiming to generate knowledge that can be effectively applied to enhance understanding, inform decision-making, and solve practical problems in various fields.

Regardless of whether social research employs, qualitative, quantitative or mixed methods, the idea here is that pragmatism may function as a philosophical program for such study. According to Morgan (2014), it is a new paradigm that takes the place of the older philosophy of knowledge approach, which understood social research in terms of ontology, epistemology, and methodology. This assertion that pragmatism is a new paradigm is based on proving both its immediate applicability to problems like research design and its greater value as a philosophical system.

In mixed method research, integrating quantitative and qualitative data is one of the central theoretical concerns. The complementarity of the two methods is frequently the foundation of the theoretical framework that directs this integration. Based on positivism, quantitative approaches use statistical analysis and numerical data to give breadth and generalizability. On the other hand, post positivism or interpretivism based qualitative approaches provide contextual insight and depth by using theme analysis and narrative data. The interpretivist practice suggests that it only accounts for human behavior if we are able to comprehend the motives and intentions that support human action (Henn, M.; Weinstein, M. & Foard, 2006).

A pragmatic approach to reality and philosophy is unbiased. This is relevant to mixed methods research because researchers use a wide range of quantitative and qualitative presumptions in their work. It allows researchers to make their own decisions. This gives researchers the freedom to select the study methodologies, strategies, and processes that best suit their goals and requirements. What's true at the moment is what works. It is not predicated on a dualism between realities existing inside and outside of the mind. In order to give the greatest knowledge of a study topic, researchers employ both quantitative and qualitative data in mixed methods research.

Pragmatist researchers consider the desired outcomes, where they want to take their research, while determining the what and how to study. Researchers using mixed methods must provide a reason for the initial necessity of blending quantitative and qualitative data, as well as an explanation for their mixing strategy. Researchers constantly work in social, historical, political, and other circumstances, according to pragmatics.

Mixed methods studies can incorporate a postmodern shift and a theoretical lens that reflects political objectives and social fairness in this way. As Johnson & Onwuegbuzie, (2004:17) put it, “mixed methods research is formally defined here as the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study. Philosophically, it is the ‘third wave’ or third research movement, a movement that moves past the paradigm wars by offering a logical and practical alternative. As a result, pragmatism gives mixed methods that researchers access to a variety of techniques, perspectives, and presumptions, as well as various approaches to data gathering and analysis (Creswell & Creswell, 2018). In this respect, Gay et al. (2012) also stated,

Mixed-methods research combine quantitative and qualitative approaches by including both quantitative and qualitative data in a single study. The purpose of mixed methods research is to build on the synergy and strength that exists between quantitative and qualitative research methods to understand a phenomenon more fully than is possible using either quantitative or qualitative methods alone (P.483).

The pragmatist theoretical foundation of mixed-method research encourages the combination of qualitative and quantitative methodologies to fully address challenging research issues. In this study, the students’ perceptions, challenges and performance of EFL writing were quantitatively analyzed in which the students’ perceptions and challenges of writing were independent variables whereas the students’ performance was dependent variable. In addition to that, data collected from the interviews were qualitatively analyzed to strengthen the quantitative results.

Therefore, this research holds on the pragmatic paradigm as philosophical strand that can allow the researcher to use multiple approaches as a single method. The researcher thinks, pragmatic paradigm is a safe ground to firmly footing on a strong position out of the paradigm wars of the erroneous dichotomy.

3.3 Research Design

As it is referred recurrently in the above sections, the main purpose of this study is to investigate students’ perceptions, challenges and performance of EFL writing. Thus, the current study

employed explanatory sequential mixed method design, which is a two-phase design, where both quantitative and qualitative data are collected and analyzed, then interpreted sequentially. As Creswell & Creswell (2018) explains, the design is crucial to link the quantitative data results to the qualitative data results since the primary goal of this design is to use the qualitative data to assist and explain the quantitative results in greater detail. The main concept is that the quantitative findings are directly expanded upon by the qualitative data collection and analysis. One of the main advantages of this design is that the concept of providing a more in-depth explanation of the mechanism how the variables interact through the qualitative support.

Johnson and Onwuegbuzie (2004) proposed that adult education research can utilize both quantitative and qualitative research approaches at different phases of a project, with one approach taking precedence over the other, is known as dominant sequential mixed methods design /QUAN→ qual/ can be used to represent the research design of this study. This design, therefore, directs the results of quantitative data analysis to be supported by the qualitative data analysis. Using a method that connects the quantitative results to the qualitative data collection, then the researcher integrates the two datasets. This is where an explanatory sequential design integrates. This design is helpful for a researcher since each phase moves forward. It may also be humbler to implement it because data gathering is spread out over time to explain the other. First, the interpretation reports the first phase's quantitative results, followed by the second phase's qualitative outcomes.

Thus, employing explanatory sequential mixed method design provided the researcher with better understanding of the research findings through the incorporation of both quantitative and qualitative data. The design allows triangulation that the researchers can use different methods to collect data on the same topic, and increase the accuracy of findings. Therefore, the quantitative data that were collected from questionnaires and writing test, and the qualitative data that were collected from interviews were interpreted.

3.4 Research Sample and Sampling Techniques

A variety of sampling techniques had been used to select how many colleges, sections, students and English instructors took part in the research. Primarily, the Ethiopian Defense University was selected purposely. It is the university where the researcher serves as an English instructor, and

where he noticed the importance of further studies on the research site. EDU is the only university that admits military students and trains in different fields of study under three colleges it oversees: the College of Health Science, College of Engineering and College of Resource Management. In the main study, College of Health Science was excluded because the pilot study was conducted on so as to avoid data contamination. Regarding convenience sampling technique, Williams (2008) as cited in Mesfin (2013), makes the argument that the researcher's convenience at the study site contributes to the quality of the findings.

Next, to determine the sections from each college, the researcher used a lottery method to give equal chances to all sections or departments. From the two colleges: Engineering College and Resource Managements College, a total of 120 students were selected. In order to randomly select the participants from one section, the researcher used instructor's marliest to pick the student-participants systematically. That means, 60 students from each college filled in the questionnaires and took the paragraph writing test.

However, 120 students filled in the questionnaires and sat for paragraph writing test, only 108 students, in which 18 of them were females and 90 of them were males, returned the questionnaires and fulfilled the minimal criteria of the assessment rubric tool used to evaluate the writing test papers. The following table shows sample respondents who filled in the questionnaires and took the paragraph writing test.

Table 1: Sample Respondents' Profile

NO	Colleges	Departments	Gender		Total
			Female	Male	
1	Engineering	Computer Science I	2	12	14
		Aeronautical Engineering	4	8	12
		Civil Engineering	3	6	9
		Computer Science II	4	13	17
2	Resource Management	Journalism and Communication	1	9	10
		Accounting and Finance I	1	14	15
		Management	-	14	14
		Logistics	2	4	6

		Law	1	10	11
Total			18	90	108

As it is shown in the above table, 39 male and 13 female students were selected from Engineering College, and 5 female and 51 male students were chosen from the Resource Management College. From the total of 108 respondents, 16.67% of them were females and 83.33% of the students were males. Kline (2005) as referred in Memon et al., (2020) suggested in his guidelines that a sample of 100 to 200 is medium. Therefore, the sample size 108 (23.7%) is considered to be moderate to the total population of first-year students.

Moreover, using purposive sampling technique, first-year students and English language instructors were selected for interviews. From the two colleges, a total of 8 students, who were believed to express their views out of fear, were selected. This implies that 4 students from each college were picked. In addition, among 10 English language instructors who were active on duty, 6 English language instructors were taken for interviews intentionally for the main study excluding those who participated in the pilot study so as to avoid data corruption.

3.5 Research Participants

First-year students and English language instructors of EDU were the research participants of the study. The students were the main subject of the study because freshman students are facing new learning environment to be familiar with. In addition to the students, the English course instructors were the other participants. It is almost impossible to think of any successful inquiry without teachers' involvement. Regarding their educational background, all English language instructors had Masters of Art /MA/ in Teaching English as a Foreign Language /TEFL/ with 15 years and plus teaching experience. The researcher believed that the English instructors could provide the necessary information based on their teaching experiences in the military setting.

3.6 Research Instruments

This study employed three instruments for gathering information to serve the purpose. The instruments were: questionnaires, paragraph writing test and interviews. Using multiple instruments was believed to help produce results that were more vigorous than using a single instrument.

3.6.1 Questionnaires

A questionnaire is a research instrument which contains a set of questions that aims at collecting information from a respondent. Typically, a questionnaire is a mix of close-ended and open-ended questions. For this research, questionnaires of the closed-ended type were used to keep consistency, reduce ambiguity and lessen errors. Questionnaires help the researcher to collect huge amounts of data in a comparatively short period of time (Gay et al., 2012). Therefore, two questionnaires: on students' writing perceptions and students' writing challenges were filled in by student respondents at the same time because it has no any impact on the results. The questionnaires served as a major instrument of the study.

3.6.1.1 Questionnaire on Students' Writing Perceptions

The purpose of this questionnaire was to collect information about the perceptions students had in about writing. In order to determine the students' perceptions, the questionnaire helped to reinforce and triangulate the quantitative results with data obtained through other research instruments. It also served as one of the major instruments used for the study. The questionnaire was a slightly modified version of Habtamu, 2018 that he adapted it from White & Bruning (2005). The researcher added five additional question items in order to include a sub-category on students' perception about the English courses. He believed that without knowing students' perceptions towards the English courses they had taken, it would have been incomplete to know the general perceptions the students had about writing.

The questionnaire was used mainly to address the first research question, "What are the perceptions of freshman students in Ethiopian Defense University about English writing as a skill?" The questionnaire contained six sub-categories: students' perceptions about the importance and nature of writing, students' perceptions about the approaches to writing, students' perception about the focus of writing, students' perceptions about writing strategies, students' perceptions about feedback provision in writing and students' perceptions about the English courses.

Therefore, the questionnaire with 40 question items in Likert-scale format was used to determine the range of alternatives on the students' writing perceptions. The range of responses in the five-point Likert-scale was: (1), strongly disagree, (2), disagree, (3), undecided, (4), agree, (5), and

strongly agree. Using SPSS version 26 software, the degree of internal consistency of the question items was verified by the Cronbach's Alpha coefficient (0.804).

3.6.1.2 Questionnaire on Students' Writing Challenges

The purpose of this questionnaire was to address the second research question, "What are the main writing challenges that the freshman students face in the course Communicative English I and Communicative English II? The questionnaire contained 26 question items with four categories. The first category was about the background information of the participant, part two was about students' linguistics challenges of writing that encompassed 8 question items. Then the third category was about the students' psychological challenges of writing which contained 10 question items, and the last one was about the students' cognitive challenges of writing with 8 question items.

All the question items were designed based on the idea of Byrne, D. (1988) that classified the writing difficulties under three categories: linguistic, psychological and cognitive problems nevertheless the problems were overlapping to some extent. Similarly, the five-point Likert scale was use that included response options: (1) strongly disagree, (2) disagree, (3) uncertain, (4) agree, (5) strongly agree. Consequently, using the SPSS software, it was discovered that the Cronbach's alpha quotient, 0.951 proved the presence of high level of internal consistency reliability of a group of items. Thus, the total results of the question items were expected to address the main writing challenges that first-year students face.

3.6.2 Paragraph Writing Performance Test

The main purpose of the paragraph writing test was to address the third research question, "What is the level of freshman students writing performance after they take the English courses?" The test was one of the major instruments so as to determine the students' level of writing performance. The writing test was also used to identify the students' writing challenges by order of difficulty that the students faced. As referred in the previous section, paragraph writing test was the aspect of writing that the study primarily focused on. This aspect of writing was chosen because, the current English courses have dealt with paragraph writings as a maximum writing attainment, and it was through paragraph writing that other language aspects could be included to determine the

students' level of performance. Therefore, in order to examine the writing performance of the students, the study used the paragraph writing test as an instrument.

The writing test assessment focused on the students' ability to organize their ideas, content, grammar, vocabulary and mechanics. The categories were believed to determine the writing level of students. Based on the referred categories, thus, the researcher asked students to write a paragraph of about 150 words on "The Importance of Learning English Language" in an hour. The topic was selected intentionally that the students could be familiar with because topic familiarity would help the students to put more effort onto the writing in order to share their ideas and opinions to the reader (Raimes, 1983).

All the paragraph writing test papers were evaluated based on analytical rubric tool which divided the paragraph assessment into five components, and evaluated each component separately. The analytical rubric is an essential assessment tool for paragraph writing. It divides the difficult work of paragraph development into structure, content, grammar, vocabulary and mechanics in contrast to holistic grading. This deconstruction turns a single score into a comprehensive performance by enabling an accurate analysis of a student's strengths and shortcomings in each component. In the end, the analytical rubric improves the assessment process's clarity, boosts consistency and fairness in scoring, and directly helps the learning by connecting evaluation to practical teaching objectives. In analytical rubrics, the evaluator assigns a score for each of the dimensions assessed in the task. It is beneficial since the findings can assist instructors and students in determining each student's learning requirements and skills (Jonsson & Svingby, 2007).

The performance assessment rubric tool was an adopted version of Agan & Deniz, (2019). The rubric tool was used according to the Creative Commons Attribution license that allows to distribute, remix, adapt, and build upon other works, as long as the original source is properly cited. Based on that, the decision was taken after the researcher conducted e-mail correspondences with the RedFame: Journal of Education and Training Studies coordinator to use the rubric tool for this study.

In the process of marking the students' writing paper, the researcher assigned two raters who had similar academic status and work experience in ELT. Assigning other raters was believed to avoid the researcher's bias. Finally, the average of the two rated results were taken to determine the level

of the students' writing performance as below average, average, and above average. Then the paragraph writing test papers were also used to identify the level of writing challenges that students face using the analytical rubric tool's categories in focus.

3.6.3 Interviews

For this research, first-year students and English language instructors were interviewed. For this to happen, the researcher employed semi-structured interviews. In mixed methods research, semi-structured interviews can be valuable as a helper to complement and add depth to other approaches (Adams, 2018). The semi-structure interviews allow the researcher to guide, and compare and contrast the information gathered from other instruments as well. Moreover, in its characteristics of flexibility during the interviewing sessions, the respondents can get more opportunity for free thinking and reacting to the items in a more relaxed way (Mesfin A. 2013). To organizing and find meanings from unstructured or non-numerical data that were gathered through interviews, a qualitative data analysis program, NVivo 10 software, was used.

3.6.3.1 Interview with Students

Conducting an interview with students serves much to get information about most of the educational matters since the students are the main stakeholders in education fields. Students were assumed to have their own experience and understanding in any teaching and learning concerns. Therefore, the interview took place after the questionnaires and paragraph writing test had been administered so as to get information about the causes of their writing problems and if they had any opinion to obtain appropriate suggestions for their problems. Additionally, it enables the researcher to get rich, first-hand information by speaking with students personally, and to improve the study's overall quality and applicability.

To avoid barrier of communication, the medium of communication was determined by the choice of the interviewees. The interviews, therefore, were held in Amharic language and audio recorded as well.

3.6.3.2 Interview with English Language Instructors

Without teachers' say, there will not be any successful educational inquiry. Teachers in the EDU are believed to have a good experience in teaching in a military context. The English language

instructors were chosen intentionally to accommodate those who didn't involve in the pilot study. The interview guiding questions were crafted, and then the interviews were conducted based on the information obtained from the questionnaires, the writing test, and the interviews with students. By the choice of the English instructors, thus, the interviews were in English language and all the interviews were audio-recorded.

3.7 Data Collection Procedures

This research was sequential with two phases. In the first phase, quantitative data collection and analysis had taken place. First, before the interviews were conducted, general direction on how to fill in the questionnaires was given to the student participants, then questionnaires for students were administered to determine the students' perceptions of writing and their writing challenges. Next, the paragraph writing test was given to know the level of students' writing performance. The researcher used SPSS version 26 software to interpret the quantitative data that were collected from the questionnaires and paragraph writing test by running descriptive statistics, and correlational and regression analysis to know how the three variables (students' writing perceptions, challenges and performance) were related. This included frequency and percentages, mean, standard deviations, and correlation and regression measures to get an overall understanding of the distribution of the data.

The second phase was about qualitative data collection and analysis. In this stage, after the quantitative data collection and analysis, the researcher prepared guiding questions for interviews with students. Then, the interview guide for English language instructors was also designed after the results of interviews with the students revealed. The interpreted quantitative data were graphically visualized to show the information in a way that people can easily read and understand. Lastly, the researcher explained how students' perceptions, challenges and performance of EFL writing were related each other in order to address the fourth research question, "Do the students' perceptions of writing, their perceived challenges they encounter and their performance of writing test take relate?" Generally, the data collected from questionnaires and paragraph writing test were analyzed quantitatively, and the qualitative data collected through interviews were analyzed based on the principles of qualitative data analysis: by categorizing the major and sub-themes, and explaining their meaning.

Before all instruments were administered in the main study, the pilot study was conducted to ensure the appropriateness of the question items. As Robson (1993) explains, a pilot study helps a researcher to avoid some of the inevitable problems of converting his/ her design in to reality. It is also a small feasibility study designed to test various aspects of the methods planned for a larger, more rigorous, or confirmatory investigation (Arain, Campbell, Cooper, & Lancaster, 2010).

The primary purpose of the pilot study is not to answer specific research questions but to prevent researchers from launching a large-scale study without adequate knowledge of the methods proposed; in essence, a pilot study is conducted to prevent the occurrence of a fatal flaw in a study that is costly in time and money (Polit & Beck, 2017) as cited in (Lowe, 2019). For piloting, therefore, the researcher selected the College of Health Science by its convenience to its military setting appropriateness and the convenience of the research participants.

3.8 Validity and Reliability of Data Quality

The conception of validity and reliability is fundamental when we are considering instruments of research. It is essential to ensure the trustworthiness of the research, and thus its findings, by addressing the issues of validity and reliability. Being able to measure precisely is what is meant by validity. If it is not made clear whatever kind of validity is being discussed, a mere assertion that something is valid might have no significance. In relation of reliability, (Fitzner, 2007:776) states, “Reliability indicates that something can be measured consistently (eg, get similar results each time you test). Inconsistent results undermine the strength of research findings and may lead to erroneous practice.” Similarly, the degree to which the data collecting process yields trustworthy results is indicated by reliability, and the degree to which the approach really measures the intended outcome is shown by validity (Selinger and Shohamy, 1989).

In this respect, to ensure the validity and reliability of the instruments of this study, the researcher used different techniques. Before employing the questionnaires, and the paragraph writing test, guiding questions for interviews, the researcher had prepared the instruments based on literatures and the experience he had. In addition to that, the instruments had been checked by different English language professionals in the area, and by the advisor of the researcher. Before collecting data from all colleges of EDU, the university academic vice-commandant wrote a consent note to all college deans. Then deans of all colleges wrote short notes to their departments to get trust of

all bodies. Next to that, the researcher had conducted pilot study which had its own significant contribution to strengthening the validity and reliability of the research by making correction on the items before the final research was conducted.

Furthermore, two ELT professionals with similar level of education and teaching experience rated the paragraph writing test results to enhance the reliability of the research results as well. Using SPSS Version 26 software, the researcher used Cohen's Kappa to check the degree of agreement between the results given by rater 1 and rater 2. The Cohen's Kappa was believed to ensure the trustworthiness of the results to the highest degree. In addition, Cronbach's Alpha was used to check the internal consistency reliability of the questionnaires' items. According to (Agan & Deniz, 2019), the inter-reader reliability in terms of the rubric's dimensions was determined using Cohen's Kappa Coefficient, which is used to examine the agreement between two raters. This test is a statistic that assesses how well two readers agree when evaluating categorized items: structure, content, grammar, vocabulary and mechanics. The Kappa test is regarded as a stronger result than the agreement calculated as a percentage ratio between two observers since it also takes into account the possibility that the agreement between readers may be unintentional.

3.9 Ethical Considerations

Research ethics are essential for scientific integrity, human rights and dignity, and collaboration between science and society. Defying research ethics lower the credibility of research, even if it is valuable to society. It is also used for protecting the rights of research participants, enhancing research validity, and maintaining scientific or academic integrity (Bhandari, P. 2022). Therefore, ethical considerations in research are fundamental principles that guide the conduct of research involving human subjects or sensitive data. These guiding principles are aimed at ensuring the protection of participants, maintaining integrity, and upholding the credibility and trustworthiness of research. Strengthening this point, (Dooly et al., 2017) said that researchers should think about how they will protect the participants' anonymity and privacy. While some participants may not find this to be a major problem, it is normal for everyone participating in research to anticipate some degree of secrecy (Dooly et al., 2017).

In this regard, the Ethiopian Defense University, the research site, is a university under the Federal Democratic Republic of Ethiopia /FDRE/, Ministry of Defense /MoD/, where high degree of

ethical consideration is required. Therefore, the researcher believed that the consents of the EDU academic vice-commandant and the research participants were inevitable to ensure ethically acceptable research. In this vein, the research participants conformed their agreement by signing up on a consent protocol form which comprised a code of conduct.

The informed consent based upon key ethical assurances. They explicitly acknowledged their voluntary participation and the right to withdraw at any point without drawback, ensuring the absence of pressure. The participant understood that the research offers no promise of direct personal benefit, accepting its contribution to broader knowledge. Furthermore, they agreed to audio recording for data accuracy while being assured of strict confidentiality, including the anonymity of their identity in any publications. Finally, the participants were informed of their right to access their submitted data, upholding principles of transparency and participant autonomy under relevant information laws. This agreement established a foundation of trust, respect, and ethical rigor for the study.

CHAPTER FOUR

The Pilot Study

4.1 Chapter Overview

In this chapter, summary of the pilot study results that the research instruments used are discussed. Second, the lessons learnt from the pilot are followed. The pilot study helped the researcher feel more confident to implement the instruments for the main study. It also enabled him improve the instruments and make sure that everyone is aware of the improvements have been made.

4.2 Summary of the Pilot Study Results

Pilot study is an initial, small-scale research effort carried out to assess the feasibility, budget, schedule, and possible problems of a bigger study. Its main objective is to evaluate the study strategy, techniques, and methods in a smaller, more controlled setting (Lancaster et al., 2004). This is because early detection of such problems allows the researcher to improve and resolve any limitations, by making the pilot study more reliable and successful. The pilot study used three instruments (two questionnaires, paragraph writing test and interviews) to collect the data.

The first questionnaire was used to identify students' perception of writing and their writing challenges. The data were collected from April 9, 2024 up to April 26, 2024 at Ethiopian Defense University, College of Health Science, Bishoftu /Debre Zeit/ Campus. The College of Health Science was chosen for the pilot study because of its relevance to a military higher education learning setting. First, 34 students filled in the questionnaire that contained 40 question items under six sub-categories. The questionnaire, was a slightly modified version of Habtamu (2018) that he adapted it from White & Bruning (2005) with 35 question items and 5 sub-categories. The sample size that had been used for the pilot study constituted 31% of the sample size that was taken for the main study.

4.2.1 Results Obtained from Questionnaire I

As was previously noted, the first questionnaire was designed to answer the first study question, "What are the perceptions of freshman students in Ethiopian Defense University about English writing as a skill?" Under six subdivisions, students' perceptions regarding the importance and

nature of writing, writing approaches, writing focus, writing strategies, feedback provision, and their views about English courses were all examined in this questionnaire.

The results showed that the students had a positive perception of writing in terms of its significance and nature. In a similar vein, students' writing approaches were covered in the second session. The majority of students think that a process-oriented approach encourages students to write in class. They showed that they firmly believed that planning, drafting, and editing stages of the writing process was essential.

When it comes to the writing component that they would want to emphasize, the majority of students concentrate on language form rather than meaning. In support of this, the students generally agreed that the primary goal of a good writing should ensure that grammar and mechanics should be accurate, and that teachers should focus more on language form than meaning when creating quality writing. If writing lacked meaning, it would be reduced to a meaningless collection of arbitrary symbols since it allows individuals to convey their thoughts and intents.

Regarding feedback provisions, the students were in favor of receiving feedback from their classmates and English instructors. They also supposed that self-evaluation would help them write better. In the last category, which dealt with the current English classes, Communicative English Language Skills I and II, most of the students agreed that the courses were challenging for them, but they also thought that the courses and their modules would greatly improve their writing abilities. Overall, the initial questionnaire's results indicated that most students had positive perceptions about their writing skills.

4.2.2 Results Obtained from Questionnaire II

The primary purpose of the second questionnaire was to determine the main writing challenges that the students faced in the course Communicative English I and Communicative English II. In order to quantify the data, this questionnaire was lately conducted after an important input was obtained during pilot study defense. The questionnaire, which consisted of 26 question items divided into three subcategories, was filled out by first-year students at the Ethiopian Defense University (EDU), College at of Health Science. The questionnaire, which asked about the primary writing difficulties that the students faced, was addressed by looking at three subcategories:

linguistic, psychological, and cognitive challenges of writing. The findings showed that the students have faced all the linguistic, psychological and cognitive difficulties in writing.

4.2.3 Results Obtained from Paragraph Writing Test

Paragraph writing test was used in the pilot study to determine the students' writing performance level and their writing difficulties, and to answer the third research question, “What is the level of freshman students writing performance after they take the English courses?” It was thought that the writing test could help understand the students' writing performance level and writing difficulties they encountered. Six of the thirty-four students who took the writing test composed paragraphs on unrelated topics. In order to classify the students' writing performance as below average, average, and above average, every paragraph was examined. Then, the average score of the test results of the paragraph writing test were examined. The results obtained from the writing test was more or less similar to the results of the main study.

With a large majority (64.7%) performing below average, there seems to be a noticeable imbalance in the distribution of student writing performance. However, the fact that 29.4% of students performed above average indicated that some students were performing really well, which might be attributed to their own abilities or the availability of additional support systems. A lower percentage of students (5.9%) received average scores, which might imply that students were having difficulty meeting the average norm or that performance was constant across the middle range.

The coefficient of Cohen's Kappa was utilized to verify the results' reliability and assess the level of agreement between the two raters' results. According to the computed Cohen's Kappa result, there was a high degree of agreement between the two raters ($k=0.638$), falling within 0.61-0.80. This implies that there was minimal difference in scores between the two raters, even if the paragraph writing test was subjective. As a result, the high degree of agreement increased the paragraph writing test ranking's credibility.

4.2.4 Results of Interview with Students

Prior to the interview, a focus group discussion (FGD) had been conducted. However, the students might have been unable to openly share their thoughts in the group discussion. The group discussion was modified to an interview after consulting my advisor. Then, six students were

interviewed based on eleven interview guiding questions that were prepared in Amharic to avoid communication barrier. It was thought that the information gathered from the questionnaires and writing exam would be cross-checked by the results of the student interviews. The interviewees comprised of 75% of the sample size for the actual study.

The students claimed that their writing abilities were impacted by their inadequate knowledge of grammar and punctuation. They believed that when proper grammar use is not understood, writing quality decreases. Writing was also extremely challenging for them because of their harsh life circumstances and lack of background knowledge of the English language. They said that those who grew raised in rural areas with little exposure to English find writing more challenging. In general, this lack of competencies affects their writing skills significantly.

4.2.5 Results of Interview with English Instructors

In addition to the interviews with students, four English language instructors were interviewed following the students' interview results had been analyzed. The third study question was thought to be addressed by this instrument, which also provided insight into the reasons behind students' writing difficulties. Additionally, the students' writing challenges were cross-referenced with the English teachers' interviews in order to gather ideas for potential solutions.

The last subject focused on suggestions made by English instructors to help students, who struggle with writing. In order to address the issue, the instructors showed several remedies. For instance, parents should keep an eye on their children's education, schools should implement appropriate class sizes, and each student should utilize a single book for a single student. Students should have a teacher who is driven to follow his routine and a classroom that is the right size and so on. In addition to that, the instructors believed if writing is not taught as a course, tutorial courses should be set up to enable students compose sentences, paragraphs, and essays. The course module should also be modified to match the students' proficiency levels. To close the gap, teachers should also provide extra instruction. Moreover, the writing classes should likely be offered twice or three times at the university level; otherwise, they might not find them capable even in the future.

Regarding motivation, the instructor recommended that instructors should show instrumental motivation in order to help students achieve. Instead of concentrating on vocabulary and grammar, students should work on the function. Finally, the English instructors generally suggested that

improving lower grade education with a focus on writing, offering educational resources such as textbooks in one student-one book, maintaining a manageable classroom size, offering supplementary lessons, revising the courses, improving motivation, offering writing courses alone and applying instrumental motivation could improve students' writing skills.

4.3 Lesson Learnt from the Pilot Study

Following the pilot study, it was discovered that procedure and a few of guiding question items for students and English instructors were unclear. Even though the main objective of the pilot study was to investigate students' perceptions, performance and challenges of writing, modifications have been made on the research topic as 'First-year students' perceptions, challenges and performance: a study on Ethiopian Defense University.' This shift of procedure has been made after the second questionnaire was designed to quantify the challenges students faced under sub-categories of linguistic, psychological and cognitive challenges. This happened because the prior assumption was to identify the students' writing challenges from the given paragraph writing test papers through qualitative analysis only.

Secondly, modification on rating the paragraph writing test papers has been made. During the paragraph writing test, a few students (six students) had written their paragraphs on unrelated topic, out of the set instruction. According to the criteria of the rubric tool set by, Agan & Deniz, 2019, these papers should have been discarded. Therefore, corrections have been made on the main study by disqualifying such paragraphs written on unrelated topics.

Moreover, analyzing multiple correlations based on the subsections of the data obtained from the questionnaire I and II with writing performance was learnt. From questionnaire I, for example, the correlation of students' perception on the importance of writing and their writing performance and the students' perception about feedback provision and their writing performance, in addition, from questionnaire II, correlation of linguistic challenges and their writing performance, students' psychological challenges of writing and their writing performance, and students' cognitive challenges of writing and their writing performance were learnt so far. These corrections would give the study more depth.

From practical application, FGD found to be inappropriate instrument for military students. It was identified that military students with lower military rank might not comfortable to freely express

their views in the presence of a student with higher rank. It is obvious that individuals might not always feel at ease expressing their genuine thoughts in a group context. For this reason, corrections have been made replacing FGD with students by interview with students.

Alterations to students' interview guiding questions have also been made. During interview with the student participants, a few of them were unable to communicate in Amharic. To avoid barrier of communication, the interviews for main study started with a question that asked students to choose any language pertinent to them or in their own first language by taking their linguistic diversity into account however all of the interviewees preferred Amharic language as medium of communication to their mother tongues.

Similarly, modification to English language instructors' interview guiding question has been made. Guiding question four was double barreled, which has to be separated in to two different questions. Therefore, the question, 'how do your students handle your feedback? Do they understand instructors and peer correction can improve their writing?' changed into 'Do your students understand instructors and peer correction can improve their writing? If yes, how? If not, why not?' In addition, the double-barreled question item five primarily was, 'are students motivated in writing classes? If not, how do you manage motivation of your students of diverse levels?' and then modified to 'how do you enhance the motivation of your students, with diverse levels?' Thus, the pilot study substantially improved the main study to embrace the present shape.

CHAPTER FIVE

Results and Discussion

5.1 Chapter Overview

As it is mentioned in the previous sections, the main objective of this study is to investigate students' perceptions, challenges and performance of EFL writing in the EDU. The data collection and analysis went through two phases. In the first phase, the data collected through questionnaires to distinguish the students' perception about their writing, to identify writing challenges that the students faced in writing, and the data collected through writing test to identify the students' level of writing performance were analyzed. In the second phase, data collected from interviews were analyzed and interpreted respectively. Then the results of the questionnaires, paragraph writing test, and interviews were analyzed and discussed together correspondingly to look at their relationships.

5.2 Results of the Students' Perceptions of Writing

In this section of the study, the data obtained through the first questionnaire were analyzed with the aim of identifying students' perceptions about writing. First, 108 students filled in the questionnaire that contained 40 question items under six sub-categories. The sample size constituted 23.74% of the total freshman students of the Engineering and Resource Management Colleges of the Ethiopian Defense University /EDU/. In order to address the first research question, about students' perception of writing, the six sub-categories that the questionnaire encompassed were: students' perceptions about the importance and nature of writing, approaches to writing, focus of writing, writing strategies, feedback provision in writing, and the English courses (Communicative English Language Skills I and II) were analyzed. The gathered statistics were totaled and decimals were rounded to the closest whole number.

5.2.1 Students' Perceptions about the Importance and Nature of Writing

Table 2: Students' Perceptions about the Importance and Nature of Writing

Items	N	SDA		DA		UD		A		SA	
		F	%	F	%	F	%	F	%	F	%
1- Learning to write in English is a very important skill for my academic study at this level.	108	4	3.7	5	4.6	7	6.5	43	39.8	49	45.4
2- I need to learn to write in English because it is a very important skill for my future education.	108	2	1.9	-	-	3	2.8	41	38.0	62	57.4
3- Writing is a language skill that requires a lot of time to develop it.	108	9	8.3	25	23.1	25	23.5	34	31.5	15	13.9
4- Writing is an important skill that has to be given an equal weight as other language skills in learning English.	108	6	5.6	10	9.3	10	9.3	45	41.7	37	34.3
5- Writing is more difficult than other language skills.	108	15	13.9	33	30.6	17	15.7	30	27.8	13	12.0

(N= Number of Students; F= Frequency; SDA= Strongly Disagree; DA= Disagree; UD= Undecided; A= Agree; SA=Strongly Agree)

As it is shown in the above table, Table 02, 108 participants responded on the 5 question items that were crafted to know students' perceptions towards the importance and nature of learning writing for their academic studies. For item 1, the students' response showed that the majority of the students (85.2% = 39.8 agree and 45.4% strongly agree) agreed that learning writing in English could help them for their academic studies, but a few (8.3%= 4.6% disagree and 3.7% strongly

disagree) of the students disagreed when the rest (6.5%) remained undecided. Based on the results, it could be said that the students have good understanding about the importance and nature of writing and its contribution for their academic studies.

In the same way, for item 2, the large number of the students (95.4% = where 38.0% agree and 57.4% are strongly agree) responded that learning to write in English would be an important skill for their future education when few (1.9%) of the students strongly disagree and (2.8%) chosen undecided. Therefore, taking the above facts into account, it is possible to conclude that the majority of the students have positive perception towards the importance of learning writing for their studies to come.

Item 3 asked whether writing is a language skill that requires a lot of time to be developed. In this regard, the majority of the students (45.4%=31.5% agree and 13.9% strongly agree) concurred that writing requires a lot of time to work on in order to be improved. The remaining few students (31.4%= 23.1% disagree and 8.3% strongly disagree) responded to the contrary, when the rest (23.5%) remained undecided. The results may imply that the majority of the students believed that writing needed time to practice so as to produce effective piece of writing. It is also possible to deduce from the obtained data that unneglectable number of students disagreed and remained undecided which may show us their misunderstanding or unclear view on the role of time in learning writing at tertiary level.

With regard to giving an equal weight to writing as given to the other language skills in learning English (item 4), the majority of the students (76%= 41.7% agree and 34.3% strongly agree) granted that learning writing as an important language skill, should be given equal weight like other language skills however a few numbers of students (14.9%=9.3% disagree and 5.6% strongly disagree) responded that writing should not be given equal weight like other language skills given when the rest (9.3%) of the students remained undecided. The analysis may help us infer that the students have positive perception towards the importance of giving all of the language skills equal weight to produce a good piece of writing.

In the same table, item 5, asked the students if writing was more difficult than other language skills. In this regard, most of the students (46.3%= 27.8% agree and 18.5% strongly agree) answered that writing was a more difficult language skill than the other language skills. When the

other students (39.2%= 30.8% disagree and 7.4% strongly disagree) granted that writing was not a more difficult language skill than other language skills, when the rest (15.7%) held a neutral position. The result showed that the students believed writing as a difficult language skill which can challenge them in their academic studies compared to other language skills.

According to the data analysis, most students understood the importance of writing and how significant it was to their academic achievement. They had a generally favorable view on the importance of writing and how writing supports both their academic achievement and future learning initiatives. This comprehension highlighted how important it was for students to improve their writing skills for academic successes.

However, the data also showed that a sizable percentage of students were either disagreed or undecided with specific points, such the need of time in learning writing at a tertiary level. This uncertainty might be a result of their misunderstandings or conflicting opinions on how time management influences their ability to write. These results pointed to the need for more precise instructions and education on the need of regular practice and time usage for writing proficiency.

Additionally, the findings showed that in comparison to other language skills, students found writing to be a more difficult one even if they acknowledged its significance. They also recognized how hard it was to write well, which emphasized the need of language training. These issues might be resolved and students' academic writing skills may be improved with equal focus on all language skills and intensive writing assistance.

5.2.2 Results of Students' Perceptions about Approaches to Writing

Table 3: Students' Perceptions about Approaches to Writing

Items	N	SDA		DA		UD		A		SA	
		F	%	F	%	F	%	F	%	F	%
6- Revision is necessary only if the student doesn't plan and draft carefully.	108	12	11.1	26	24.1	25	23.1	28	25.9	17	15.7

7- Someone can be a good writer through regular practices.	108	1	0.9	10	9.3	6	5.6	41	38	50	46.3
8- While writing, I should always make a first draft of my writing.	108	4	3.7	6	5.6	8	7.4	54	50	36	33.3
9- Writing a second draft in writing may not be important if I feel that my writing is good.	108	10	9.3	26	24.1	29	26.9	30	27.8	13	12
10-My ideas and thoughts become clearer to me as I write and rewrite.	108	1	0.9	6	5.6	7	6.5	42	38.9	52	48.1
11-Making a final draft to my writing helps me get a good writing product.	108	2	1.9	6	5.6	6	5.6	49	45.4	45	41.7
12-Looking at a writing model before starting writing in English helps me write better.	108	3	2.8	3	2.8	8	7.4	55	50.9	39	36.1
13-Writing should be done once without passing through different stages.	108	30	27.8	39	36.1	13	12	12	11.1	14	13

The above table, table 03, encompassed 8 question items (item 6 - item 13) that was designed to know students' perception about approaches to writing. In this aspect, item 6 asked the students whether revision was necessary only if the student didn't plan and draft carefully. Their response showed that majority of the students (41.6%=25.9% agree and 15.7% strongly agree) agreed that

revision was necessary only if the student didn't plan and draft sensibly. The other respondents (35.2%=24.1% disagree and 11.1% strongly disagree) did not accept that revision as a necessary writing strategy only if the students didn't plan and draft cautiously. Then the rest, (23.1%) of the students chosen undecided. The obtained result may help us deduce that the majority of the students, who said revision could only be used if students didn't plan and draft, have negative perception about the relevance of process writing. The students who disagreed have positive views about process writing, and they may believe that revision in writing is essential since it enables them increase clarity, and fix if they make any mistakes.

In the same table, item 7, asked the respondents if someone could be a good writer through regular practices. In this aspect, majority of the students (84.3%=38% agree and 46.3% strongly agree) agreed that regular writing practice could make someone to be a good writer, but a few of them (10.2%=9.3% disagree and 0.9% strongly disagree) responded to the contrary by discarding the contribution of regular practices in writing development. The rest (5.6%) of them remained undecided. The result may imply that the students have a positive believe that regular writing practices greatly improves their ability to write well and to help them polish their pieces of writing.

The next question item, item 8, was designed to find out if the respondents made first drafts all the time while they were writing. In this regard, the majority of the students (83.3%=50% agree and 33.3% strongly agree) concurred that they used to write first draft while they were writing, but a few students (9.3%=5.6% agreed and 3.7% strongly disagreed) responded to the contrary, and the rest, (7.4%) of them, chosen the undecided alternative. It is possible to infer that the students have positive perception about the significance of writing a first draft that can enable them to put their thoughts on paper as starting point for further development.

The next question item, item 9, was about to know whether writing a second draft might not be important if they felt their writing was good. In this case, among the respondents, some of the students (39.8%= 27.8% agree and 12% strongly agree) believed that writing a second draft might not be relevant if they felt they are good at writing. The others, (33.4%= 24.1% disagree and 9.3% strongly disagree) contrarily disagreed to the item, and the remaining, (26.9%) chosen the undecided option. The result depicted that those who disagreed have positive perception towards

writing a second draft to be a good writer. The majority of the students who agreed with this point have negative perception of writing a second draft.

Item 10 asked students whether their ideas and thoughts became clearer to them as they write and rewrite. For this question item, majority of the respondents, (87%=38.9% agree and 48.1% strongly agree) agreed that their ideas and thoughts could be clearer to them as they write and rewrite. When a few of the students, (6.5%=5.6% disagree and 0.9% strongly disagree) disagreed, the rest, (6.5%), favored to stay neutral. It is possible to deduce that majority of the students believe writing and re-writing could improve their pieces of writing.

For the question item 11, that asked the respondents to know whether making a final draft to their writing helped them get a good writing product or not, majority of the students (87.1%=45.4% agree and 41.7% strongly agree) responded in favor of making a final draft helped them to get a good writing product. However, the rest (7.5%=5.6% disagree and 1.9 strongly disagree) disagreed with it the rest of them, (5.6%), preferred the undecided alternative. The result showed that the students have positive views about writing a refined piece and how important a more polished and unified writing is.

Item 12 asked the respondents if they were looking at a writing model before they starting writing in English to help them write better. In favor of this item, the majority of the respondents (87%=50.9% agree and 36.1% strongly agree) agreed that to help them write well, they were looking at a writing model before they start writing, but a few, (5.6%=2.8% disagree and 2.8% strongly disagree), of them held a position to the contrary. The rest, (7.4%), of the students preferred the undecided option. It is possible to deduce that the students have positive perceptions towards the importance of having a writing model that can offer a clear structure and framework for them to follow, making it an essential tool for guiding the writing process.

In the above table, the last item, item 13, was about whether writing should be done once without passing through different stages or not. For this question, some of the respondents (24.1%=11.1% agree and 13% strongly agree) agreed that writing should be done once without passing through different phases. To the contrary, the majority of the students (63.9%= 27.8 disagree and 36.1% strongly disagree) disagreed, when a few (12%) of them chosen the undecided alternative. The data may help us infer that the majority of the students who disagreed have a positive perception

about process writing which can help them produce effective piece of writings passing through different stages, but those few who agreed with the point have negative views towards process writing.

According to the data obtained from table 03, students' perceptions on process writing and its several phases were generally favorable. They appreciated the process of editing their work because they saw it as a way to improve the clarity and to fix their mistakes. Regular writing exercises were thought to help them become better writers by enabling them to polish and improve their piece of writing. Students also understood the value of drafting, seeing the first draft to be an essential first step in structuring and refining their thoughts.

However, most of the students appeared to accept that writing was an iterative process and that revising drafts produces better outcomes. They placed great importance on producing cohesive, well-written work that showcases their development and abilities. Moreover, students frequently stressed on how helpful it was to have a clear writing model to direct their work. These models are regarded as crucial frameworks that offer direction and structure, ensuring successful results. Generally, the data indicated that the majority of students thought process writing was beneficial and a process of planning, drafting, editing and rewriting are important to produce high-quality piece of writing.

5.2.3 Results of Students' Perceptions about the Focus of Writing

Table 4: Students' Perceptions about the Focus of Writing

Items	N	SDA		DA		UD		A		SA	
		F	%	F	%	F	%	F	%	F	%
14-In writing, students shouldn't worry about spelling and grammar until they are sure they have made their main points.	108	1	17.	44	40.7	19	17.6	18	16.7	8	7.4
15-Students should know standard formats of good writing to be a good writer.	108	3	2.8	6	5.6	3	2.8	61	56.5	35	32.4

16-While drafting, students should focus on getting their ideas on paper and worry about spelling and mechanics later.	108	7	6.5	7	6.5	12	11.1	55	50.9	27	25
17-Grammar is important, but it is not as essential as the point the writer is trying to make.	108	9	8.3	37	34.3	24	22.2	21	19.4	17	15.7
18-I feel that the key to good writing is getting the grammar and mechanics right.	108	3	2.8	10	9.3	14	13	52	48.1	29	26.9
19-During revision, students should carefully check their writing for both content and mechanics problems.	108	7	6.5	4	3.7	5	4.6	55	50.9	37	34.3
20-In marking my written work, teachers should pay more attention to the language form than meaning.	108	1	9.3	17	15.7	19	17.6	40	37	22	20.4

The above table, table 04, included 7 question items (item14-item 20) that were designed to know about the perceptions of students specifically on their focus of writing. In this respect, item 14 was considered to know whether students didn't worry about spelling and grammar until they were sure they had made their main points in writing. For the item, some of the participants (24.1%= 17.3% agree and 7.4% strongly agree) agreed that they didn't bother about spelling and grammar until they were sure they had made their main points in writing. The majority of the participants (58.3=17.6% disagree and 40.7% strongly disagree) disagreed and the rest, (17.6%), of them remained undecided. Since the question item was crafted in a negative form, the majority of the respondents who disagreed have reflected positive perception more on the language use than the form. Meanwhile, some of the respondents, who in favored spelling and grammar, had negative perception about the language use. Based on the data, it can be inferred that the students, who

didn't bother about language form in making their points in writing, had positive perception towards language use that facilitates more flexible writing to successfully convey difficult concepts and feelings.

Item 15 was designed to know if students should know standard formats of good writing to be a good writer. For this item, the majority of the participants, (88.9%=56.5% agree and 32.4% strongly agree), responded that to be a good writer, knowing standard formats of good writing would contribute to be a good writer. A few of the students, (8.4%=5.6% disagree and 2.8% strongly disagree) disagreed however a very few of the participants (2.8%) decided to remain undecided. Based on the finding it could be said that having standard formats would enable students to be a good writer.

The next item, item 16, was ready to know if the students should focus on getting their ideas on paper, and worry about spelling and mechanics later while they were drafting. In this regard, the majority of the participants, (75.9%= 50.9% agree and 25% strongly agree), said that students should give emphasis to getting their ideas on paper and worry about spelling and mechanics in drafting later. Against to that, few of them, (13%= 6.5% disagree 6.5% and strongly disagree), disagreed when the rest, (11.1%), of them endured unsure. The result showed that the students had positive perception towards the modern approaches that aim at promoting critical thinking and involvement while striking a balance between accuracy and flexibility however some of the students preferred the traditional approaches in learning writing that frequently give an emphasis on controlled practice, grammar drills, stressing precision and rule obedience.

In relation to item 17, which asked the respondents to make clear if grammar was important, but not as essential as the point the writer was trying to make. For this item, some of the respondents (35.1%=19.4% agree and 15.7% strongly agree) said that grammar wasn't as important as the point that the writer was trying to make. The majority of them, (42.6%= 34.3% disagree and 8.3% strongly disagree) replied to the contrary when a few of them, (22.2%), preferred to stay with the neutral alternative. From the obtained result, it is possible to deduce that the students had positive perception for language use or for a point they make instead of the form.

Item 18 asked in order to comprehend if the participants felt that the key to good writing was getting the grammar and mechanics correct. In response to that, most of the participants (75%=

48.1% agree and 26.9% strongly agree) concord that getting the grammar and mechanics correct was a crucial to good writing. Nevertheless, majority of the students support the idea, few of them, (12.1%= 9.2% disagree and 2.8% strongly disagree) disagreed when the remaining, (22.2%), preferred to be unbiased. Thus, we can infer from the data that most of the students drew their attention to the traditional or product-oriented language learning approach that emphasized the grammar and mechanics/form/ rather than the message /use/. However very few of the respondents, who disagreed, were in favor of the modern approach that focus on the language use.

Item 19 was designed to know whether students should carefully check their writing for both content and mechanics problems in the time of revision or not. In this vein, the majority of the respondents (85.2%= 50.9% agree and 34.3% strongly agree) replied in support of that they should carefully check their writing for content and mechanics problem during revision, but only a few of them, (10.2%=3.7% disagree and 6.5.7% strongly disagree) when the rest remined with the undecided alternative. The result may indicate us that students check the content and the mechanics parts of their writings in the stage of revision before they write the final draft.

As it is presented in the table, item 20 asked the participants if teachers/instructors/ should pay more attention to the language form than meaning in marking the students' written work. majority of the respondents, (57.4%=37% agree and 20.4% strongly agree), granted that teachers should pay more attention to the language form than meaning in making their writing while some of the students, (25%=15.7% disagree and 9.3% strongly disagree) disagreed with the point. The rest, (17.6%), preferred the undecided option. Thus, the result indicated that the students, who disagreed, believe that teachers should give more focus on forms than the meanings in their written works when the some of the students preferred instructors to focus on meaning.

Generally, the findings obtained from table 4 showed the presence of a significant gap in students' views and preferences on focus of writing. Traditional, product-oriented methods that prioritize language, accuracy, and rule obedience were preferred by many students. The students seemed to place a high value on mechanics precision and grammatical correctness, directing students to concentrate on these areas during the revision process before submitting their final versions.

On the other hand, other students valued contemporary, process-based approaches that encouraged flexibility, engagement, and critical thinking. By keeping a balance between expressiveness and

accuracy, these methods may help students successfully communicate difficult concepts and feelings. Such approaches appeal to those who appreciate language usage because they emphasize the significance of content instead of the form.

Thus, the overall results indicated that many students thought instructors should give grammar and structure top priority in their comments, even if there is support that focuses on meaning. This dichotomy emphasized the necessity of writing education that strikes a balance between the development of grammatical precision and meaning-focused approaches.

5.2.4 Results of Students' Perceptions about Writing Strategies

Table 5: Students' Perceptions about Writing Strategies

Items	N	SDA		DA		UD		A		SA	
		F	%	F	%	F	%	F	%	F	%
21- Writing requires information/knowledge about the topic to be written	108	7	6.5	5	4.6	4	3.7	53	49.1	39	36.1
22- I should relate my background knowledge with the topic I will write on.	108	1	0.9	5	4.6	13	12	53	49.1	36	33.3
23- During writing, I should organize information to my writing.	108	5	4.6	4	3.7	5	4.6	57	52.8	37	34.3
24- Making an outline is one of the good skills in writing.	108	-	-	4	3.7	6	5.6	56	51.9	42	38.9
25- In writing, I should always select appropriate language to my composition.	108	3	2.8	7	6.5	10	9.3	56	51.9	32	29.6
26- Setting goals to my writing helps me write better.	108	1	0.9	3	2.8	4	3.7	62	57.4	38	35.2
27- It is good if teachers provide me with different strategies for generating ideas, like brainstorming, using	108	2	1.9	2	1.9	9	8.3	59	54.6	36	33.3

questions, visuals, role-plays and simulations.											
28- Having discussions on how to improve writing skill is a good strategy to write better.	108	-	-	10	9.3	7	6.5	50	46.3	41	38
29- I should write with other students so that I can write better.	108	1	0.9	11	10.2	14	13	51	47.2	31	28.7
30- I should work with the teacher during writing activities.	108	2	1.9	13	12	11	10.2	53	49.1	29	26.9
31- Reading materials in English help me write better.	108	1	0.9	4	3.7	11	10.2	56	51.9	36	33.3
32- Listening to English transmissions helps me improve my writing ability.	108	-	-	15	13.9	15	13.9	46	42.6	32	29.6

The above table, table 05, comprised of 12 question items, (item21-item 32), that were designed to insight students' perception about the writing strategies. With regard to this, item 21 asked if writing required information/knowledge about the topic to be written. In this case, the majority of the participants, (85.2%=49.1% agree and 36.1% strongly agree), agreed that having information/knowledge about the topic to be written was needed, but a few of them (11.1%= 4.6% disagree and 6.5% strongly disagree) disagreed while the rest, (3.7%), remained undecided. The result indicates that the students have positive perception about the importance of having background knowledge on the topic to be written.

In the same table, item 22 asked if the students should relate their background knowledge with the topic they would write on. For this item, majority of them (82.4%= 49.1% agree and 33.3% strongly agree) replied that with the topic they would write on, they should relate their prior knowledge, but few of them, (5.5%=4.9% disagree and 0.9% strongly disagree), disagreed when the remaining (12%) decided not to take any position. Thus, we can infer from the result that the

students had positive perception towards relating prior knowledge to the topic they write on. This may enhance confidence and the ability to structure a good piece of writing.

The next item, item 23, was about whether students should organize information to their writing. In response to this item, the vast majority of the students (87.1%=52.8% agree and 34.3% strongly agree) concurred that students should organize information during their writing, however, few of the respondents, (8.3%=3.7% disagree and 4.6% strongly disagree), stood contrarily. Whereas the remaining respondents, (4.6%), stood neutral. For item 24 that was designed to find out making an outline was one of the good skills in writing. Most of the students, (90.8%=52.8% agree and 34.3% strongly agree), granted that making an outline was one of the good skills in writing however, few of the respondents, (3.7% disagree), disagreed while the rest, (5.6%), chosen the undecided option. From the obtained results, we can deduce that the students had positive views about organizing information and making an outline can improve their writing skill.

In the same table, for item 25, which asked if students should always select proper language to their composition. In this regard, the majority of the participants, (81.5%= 51.9 agree and 32% strongly agree), agreed that selecting appropriate language should always be selected to their composition. When few of them, (9.3%= 6.5% disagree and 2.8% strongly disagree), concord contrarily, the same percent of the respondents preferred the neutral option. The next question item, item 26 asked the participants if setting goals to their writing helped them to write better. In response to this item, majority of the respondents, (92.6%= 57.4% agree and 35.2% strongly agree), agreed that setting goals to their writing assisted them write well. However, the others, (3.7%= 2.8% disagree and 0.9% strongly disagree), stood to the contrary, and the rest, (3.7%), remained undecided. Based on the results of the consecutive question items above, we can deduce that the students have positive views on the strategies of setting goals and selecting appropriate language for a composition would help them effectively convey an intended message in their writings.

Item 27 was designed to know whether teachers/instructors provide the students with different strategies for generating ideas like: brainstorming, using questions, visuals, role-plays and simulations are good for them or not. The majority of the respondents, (87.9%= 54.6% agree and 33.3% strongly agree), said that teachers should provide them with different strategies for creating

ideas. To the contrary, a few, (3.8%=1.9% disagree and 1.9% strongly disagree), disagreed when the rest, (8.3%), of them chosen the alternative, undecided. Thus, it is possible to infer that the students thought their instructors should use different strategies: brainstorming helps students generate ideas and organize thoughts before writing, using questions encourages critical thinking and guides students to explore different perspectives, visuals stimulate creativity and provide concrete references for writing tasks, role-plays and simulations engage students actively, fostering their understanding and accurate expression in writing.

In item 28, the students were asked whether having discussions on how to improve writing skill was a good strategy to write better or not. In this case, most of the participants, (84.3%= 46.3 agree and 38% strongly agree), said that engaging discussions on how to improve writing was a good strategy to write better. But a few of them, (9.3% disagree), disagreed when the rest, (6.5%), preferred to remain undecided. In a similar manner, item 29 asked if the respondents should have written with other students so that they could write better. For this item, the majority of the students, (75.9%= 47.2% agree and 28.7% strongly agree), stated that they should write with other students so as to write well. A few of them, (11.1%=10.2% disagree and 0.9% strongly disagree), contrarily responded while the rest of the respondents, (13%), preferred to stay undecided. The results may indicate that the students had positive views on having discussion and writing with other students could improve their writing that can foster collaborative writing, critical thinking and peer feedback for better revisions.

The next item, item 30, was crafted in order to know if the students should have worked with their teachers during wringing activities. In this regard, majority of the students, (76%=49.1% agree and 29.8% strongly agree), said that they should have worked with their instructors during writing activities, but some of the participants, (13.9%=12% disagree and 1.9% strongly disagree), responded to the contrary however, the rest, (10.2%), have chosen to be neutral. It is possible to assume that the students seemed to have been aware of working with English language instructors during writing practices would enable them to get personalized feedback, structured learning, and motivation from their teacher that can significantly contribute to their writing skill development.

As it is presented in the table, item 31 asked the participants if reading materials in English help them write better. In this respect, majority of the respondents, (85.2%=51.9% agree and 33.3%

strongly agree), granted that reading materials can help them write better while a few of the students, (4.6%=3.7% disagree and 0.9% strongly disagree), disagreed with the point. The rest, (10.2%), preferred the undecided option. Thus, the result may indicate that the students assumed that reading different materials could enhance their capacity for clear, efficient thinking and comprehend various points of views.

The last item in the above table, item 32 was about whether listening to English transmissions helps them improve their writing skill or not. In this regard, most of the participants, (72.2%=42.6% agree and 29.6% strongly agree), concord that reading materials could help them write better when a few of the students, (13.9%=disagree), disagreed with the point. The rest, (13.9%), remained to be neutral. Based on the results, it could be deduced that the students had positive perception towards the contribution of listening to English broadcasts to enhance their writing ability.

To sum up the findings in table 05, the result shows students' perception about writing strategy use. The students believe that prior knowledge of a subject is essential to write well. They might be aware that relating past knowledge to the subject increases self-assurance and improves one's capacity to compose logical, orderly works. In addition to that, the students understand the benefits of using outlines and information organization techniques to enhance their writing. In order to effectively communicate their intended meanings in their works, they also think that goal-setting and language selection are essential.

According to the results, students value a variety of instructional techniques that enhance their writing abilities, including role-plays, brainstorming sessions, questions, visual aids, and simulations. These techniques encourage the production of ideas, critical thinking, creativity, involvement, and precise expression. Moreover, discussions and writing with peers are examples of collaborative approaches that are seen to be helpful for enhancing writing since the approaches provide the students with feedback and allow for the exchange of viewpoints. Students also think that reading materials and listening to English broadcasts improve their writing skills, and they appreciate instructors' personalized criticism.

5.2.5 Results of Students' Perceptions about Feedback Provision

Table 6: Students' Perceptions about Feedback Provision

Items	N	SDA		DA		UD		A		SA	
		F	%	F	%	F	%	F	%	F	%
33- Getting comments and corrections from peers helps me write better.	108	2	1.9	3	2.8	13	12	57	52.8	33	30.6
34- Getting comments and corrections from teachers helps me write better.	108	-	-	2	1.9	9	8.3	57	52.8	40	37
35- Making self-evaluation helps me improve my writing so I correct writing errors myself.	108	3	2.8	8	7.4	5	4.6	50	46.3	42	38.9

In the above table, Table 06, 3 items (times 33-35) were designed to know about students' perceptions towards feedback provision. Among the question items, item 33 was mainly designed if receiving comments from peers supported them write better. In this regard, the majority of the respondents, (83.4%=52.8 agree and 30.6% strongly agree), reported that peers feedback could help them improve their writing. A very small number of the students, (4.7%=2.8% disagree and 1.9% strongly disagree), disagreed when the rest of the students, (12%), preferred the undecided alternative. In a similar manner, for item 34, majority of the students, (89.8%=52.8 agree and 37% strongly agree), reported that English instructors' comments and corrections could help them develop to write well. A very small number of the students, (1.9%= disagree), disagreed when the rest of the students, (8.3%), preferred the undecided alternative. Thus, it is possible to infer that the students have positive outlook on peers and instructors feedbacks that are essential for a good writing. As students gain the ability to accept constructive criticism, it promotes critical thinking and collaborative learning to improve their writing abilities.

Item 35, which asked if making self-evaluation helped students improve their writing and then made corrections of writing errors by themselves. For this item, majority of the them, (85.2%=46.3 agree and 38.9% strongly agree), stated that self-evaluation helped them improve their writing. Contrarily, few of the respondents, (10.2%=7.4% disagree and 2.8% strongly disagree), disagreed

when a small number of the participants, (4.6%), remained neutral. The results indicate that the students might have been aware that self-evaluation enabled them to assess their own works critically, highlighting both their strengths and opportunities for successful writing abilities.

To conclude, in relation to feedback provisions, the findings indicate that students see peer and English instructors' feedback favorably believe that it is crucial to improving their writing. They also think that they would become better writers as a result of accepting constructive criticism, which encourages critical thinking and collaborative learning. The findings also imply that students understand the importance of evaluating themselves while evaluating their own work may pinpoint their areas of strength and progress in doing writing exercises, which can help them become more proficient writers.

5.2.6 Results of Students' Perceptions about the English Courses (Communicative English Language Skills I and II)

Table 7: Students' Perceptions about the English Courses

Items	N	SDA		DA		UD		A		SA	
		F	%	F	%	F	%	F	%	F	%
36-I only write in English during the English classes.	108	28	25.9	38	35.2	13	12	18	16.7	11	10.2
37-The English courses are useful for my academic study.	108	3	2.8	5	4.6	7	6.5	58	53.7	35	32.4
38-I feel that I learn a lot from the English language writing classes.	108	7	6.5	14	13	12	11.1	47	43.5	28	25.9
39-The English course modules help me write better.	108	4	3.7	5	4.6	15	13.9	62	57.4	22	20.4
40-The English courses are challenging to improve my writing skill.	108	2	1.9	5	4.6	7	6.5	55	50.9	39	36.1

The last category focuses on students' perception about the current English courses that first-year students take as common courses. To address this question, five question items, (item 36-40), were designed. The data analyzed in item 36 indicated that some of the students, (26.9%=16.7% agree and 10.2% strongly agree), only write in English during the English classes however the majority of them, (61.1%= 35.2% disagree and 25.9% strongly disagree) disagreed. The remaining of them, (12%), chosen the neutral alternative. This may indicate that most of the students, who disagreed, have positive view not to be limited only in English classrooms for writing, but to write outside English classrooms as well.

In the same table, item 37 was designed if the English courses were useful for their academic studies. For this item, majority of the students, (86.1%= 53.7% agree and 32.4% strongly agree), said that the aforementioned English courses were valuable for their academic studies. A few of the students, (7.4%=4.6% disagree and 2.8% strongly disagree), disagreed when the remaining, (6.5%), remained with impartial alternative. It is possible to conclude that the students think the English courses are helpful for their academic studies.

The next item, item 38, was crafted to find out whether the students felt that they learnt a lot from the English language writing classes or not. In this regard, majority of the respondents, (69.4%= 43.5% agree and 25.9% strongly agree), reflected that they learnt a lot from the English language writing classes. The others, (19.5%=13% disagree and 6.5% strongly disagree), stood contrarily and the rest of them, (11.1%), remained undecided. The result may indicate that the students learnt a lot in English language writing classes.

Item 39 asked the students if the English course modules helped them write better. For this item, majority of the students, (77.8%=57.4% agree and 20.4% strongly agree), concurred that the course modules helped them to write better, and the others, (8.3%=4.6% disagree and 3.7% strongly disagree), disagreed. However, the remaining, (13.9%), preferred the undecided option. Thus, we can deduct from the results that the students have positive perceptions about the English course modules and also think that the modules are helpful to develop their writing skill.

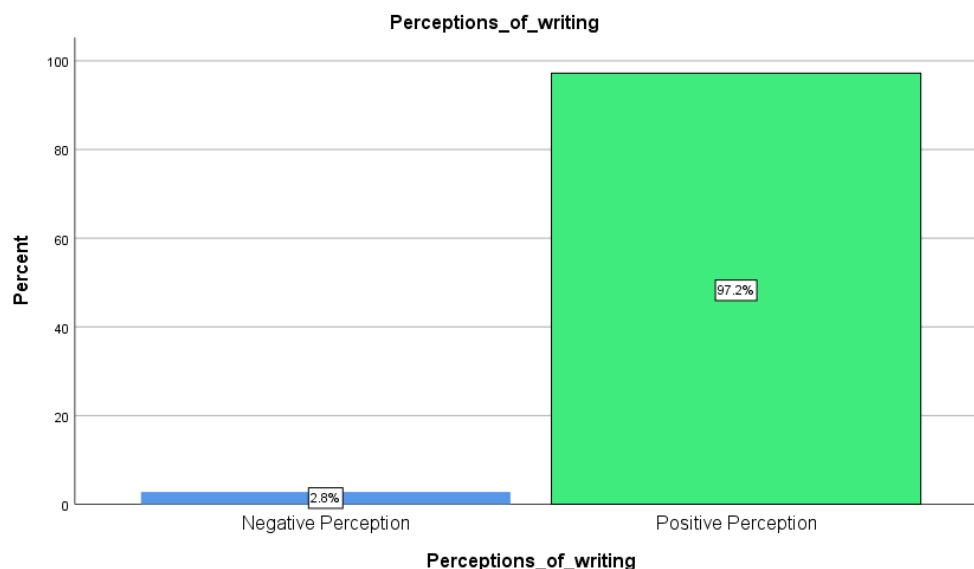
The last item of the questionnaire, item 40, was crafted to know about if the English courses were challenging for them to improve their writing skill. In this case, majority of the students (87%= 50.9% agree and 36.1% strongly agree), agreed that the courses were challenging for them when

the other respondents, (6.9%=4.6% disagree and 1.9% strongly disagree), contrarily preferred and the rest students, (6.5%), remained undecided. The result indicated that most of the students, who agreed with the point, assumed the English courses were difficult to them.

To summarize, writing outside of English classrooms was seen favorably by many students, indicating a desire for writing outside of formal settings. This indicates their flexible method of enhancing their writing abilities. According to the results, most of the students think that taking the English courses can help them for their academic development. This suggests an understanding of the respondents how these courses are useful to be successful in their academic studies. In the same vein, a large portion of students stated that they had learned a great deal in English courses, highlighting how well the courses can improve writing skill. However, many students found English courses are difficult for them. This emphasizes the necessity of addressing the degrees of difficulty and investigating methods to make the courses more approachable and interesting for the students. According to the general findings, the large majority of students, 97.2%, have positive perception of writing.

This greatly positive response indicates that writing is viewed as a positive and interesting skill by the majority of the students. Out of 108 respondents, 105 had positive perception about writing skill and only 3 out of 108 students had negative perception toward writing. This minority shows that even while the majority of students see writing favorably, some may still find it difficult or uninteresting. The following bar chart indicates the overall results of students' perceptions about writing as positive and negative perceptions.

Figure 2: Students' Perceptions of Writing



Almost the students' unanimity, 97.2%, positive perception of writing may be the result of students' recognition of the value of writing for both academic and professional growth. These results highlight how crucial it is to preserve and improve the elements that support students' positive attitudes. It is as important to address the minority, 2.8%, that has negative views. For further understanding, the following table shows the students' perception per categories listed in the first questionnaire.

Table 8: Descriptive Statistics of Students' Perceptions per Categories

	Categories	N	Mean
1	Students' perceptions about the importance and nature of writing	108	3.7926
2	Students' perceptions about Approaches to writing	108	3.7558
3	Students' perceptions about Focus of writing	108	3.2976
4	Students' perceptions about Writing strategies	108	4.0656
5	Students' perceptions about Feedback provision	108	4.1451
6	Students' perceptions about English courses	108	3.4056
	Grand Mean	108	3.7437

The descriptive statistics of students' perceptions in six categories in relation to writing are displayed in the above table. The average degree of weight that students give to each factor is shown by the mean scores for each category. The category "Students' perceptions about Feedback provision" had the highest mean score (Mean = 4.1451), indicating that students place a high emphasis on feedback when writing. "Students' perceptions about Writing strategies" (Mean = 4.0656) comes in second, suggesting that students understand the value of using efficient writing techniques. However, "Students' perceptions about Focus of writing" has the lowest mean score (Mean = 3.2976), suggesting that students might not place as much emphasis on the main idea or focus of their writing as they do on other factors. Generally, the students' perception about writing is positive, as seen by the overall mean score of 3.7437 across all categories.

The findings show that although most students believe that writing and the skills that go along with it are essential, there is variation in how they rank the various steps in the writing process. The high ratings for writing strategies and feedback provisions imply that students are especially conscious of the need for direction and methodical techniques to enhance their writing. The comparatively low writing focus score, however, might point to a lack of appreciation or comprehension of the need of preserving a distinct and steady focus in one's work. This knowledge might be helpful to instructors who want to create writing lessons that are more successful by highlighting areas in which students might want additional assistance or motivation. All things considered, the data offers a helpful overview of the students' perceptions that may guide curriculum creation and instructional practices to better suit the requirements of students and improve their writing abilities.

Specific interventions, such tailored assistance or writing courses, might help in changing the negative perception. Generally, the findings indicate to a solid basis for future writing skill development. Additionally, to determine whether female and male students' perceptions towards writing differed from one another, descriptive group statistics were calculated as it is shown in the following table.

Table 9: Descriptive Group Statistics of Male and Female Students' Perceptions of Writing

Group Statistics

	Gender	N		Mean	Std. Deviation	Std. Error Mean
		F	%			
Perceptions of Writing	Female	18	16.7	3.7340	0.38442	0.09061
	Male	90	83.3	3.7456	0.33775	0.03560

The data highlights the distribution, averages, and variability of how men and women see writing. The sample is composed of 16.7% of females (N = 18) and 83.3% males (N = 90). Both groups had comparable mean of perceptions of writing, with females reporting a mean of 3.7340 and males reporting a mean of 3.7456, despite the uneven representation. This little variation implies that gender has little effect on these perceptions. In addition, the range of scores around the mean is represented by the standard deviation (SD). The SD for females is 0.38442, but the SD for males is 0.33775, which is somewhat lower. Low variability is shown by both results, suggesting that perceptions within each group are consistent.

The accuracy of the sample mean, as a population mean estimate is revealed by the standard error of the mean (SEM). Because of their smaller sample size, females had a larger SEM (0.09061) than males (0.03560). This implies that extra caution should be used when inferring female perceptions to the wider population.

These results suggest that although perceptions on writing are consistent between the gender, the strength of their representation is limited by the lesser number of women in the sample. In order to improve the generalizability and dependability of gender-based comparisons, future studies should strive for balanced samples. In order to determine if there is a significant difference between the two groups, a statistical test of an independent t-test is used.

Table 10: Independent Samples t-test for Female and Male students' Perceptions of Writing

		Levene's Test for Equality of Variances		t-test for Equality of Means						
Perceptions of Writing		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
	Equal variances assumed	0.161	0.686	-0.130	106	0.896	-0.01165	0.08925	-0.18859	0.16530
	Equal variances not assumed			-0.120	22.552	0.906	-0.01165	0.09735	-0.21326	0.18996

Results of an independent samples t-test comparing the perceptions of female and male students on writing are included in the data. The assumption of equal variances for the t-test is confirmed by Levene's test for equality of variances, which shows no significant difference in variances ($F = 0.161$, $\text{Sig.} = 0.686$). With 106 degrees of freedom, the t-test results for the assumed equal variances reveal a p-value of 0.896 and a t-value of -0.130. Similarly, the t-value is -0.120 with 22.552 degrees of freedom and a p-value of 0.906 when equal variances are not assumed. There is no statistically significant difference in how female and male students view writing, since both p-values are well over the significance level (e.g., 0.05).

Assuming equal variances, the mean difference between the two groups is -0.01165, with a standard error of 0.08925. The absence of significant differences is further supported by the difference's 95% CI, which runs from -0.18859 to 0.16530. The mean difference and confidence intervals are equally small when variances are not considered. The conclusion of these findings is that students' views of writing are not much influenced by gender. Students of both sexes show very similar views, suggesting that writing is seen similarly regardless of gender.

Given the negligible results, researchers and educators may choose to spend more attention on studies or treatments that address other aspects of writing perceptions, such as individual ability,

past experiences, or teaching strategies, rather than gender disparities. The absence of variation further raises the possibility that the educational setting is effectively promoting gender-neutral views of writing proficiency. This could show that any possible gender biases in writing teaching or evaluation have been lessened. However, it is important to highlight the sample's unbalanced gender distribution (16.7% female, 83.3% male). The lesser number of women in the sample may restrict more extensive generalizations, even though the results are still statistically sound. More balanced gender representation in future research might be beneficial.

The data's accuracy and reliability are demonstrated by the low standard error values and tight confidence ranges. However, rather than revealing new perceptions on how students view writing, these findings mainly emphasize the lack of gender-based distinctions. Thus, the results show that students' perceptions of writing are not significantly influenced by gender, encouraging equality between female and male groups in terms of the perceived value or significance of writing abilities.

5.3 Results of Students' Writing Challenges

The purpose of this section of the study was to identify students writing challenges by analyzing the data collected from the second questionnaire. First, 108 first-year students of Engineering and Resource Management Colleges at the Ethiopian Defense University (EDU) completed the second questionnaire with 26 question items under three subcategories. The three subcategories, included students' linguistic challenges of writing, psychological challenges of writing and cognitive challenges of writing, were examined to answer the second research question, 'What are the main writing challenges that the freshman students face in the course Communicative English I and Communicative English II?' The following table is mainly about the students' linguistic challenges of writing.

5.3.1 Results of Students' Linguistic Challenges of Writing

Table 11: Students' Linguistic Challenges of Writing

Items	N	SDA		DA		UD		A		SA	
		F	%	F	%	F	%	F	%	F	%

1-I frequently find it difficult to write using correct grammar.	108	7	6.5	24	22.2	24	22.2	30	27.8	23	21.3
2-I have trouble keeping the verb tense constant in my writing.	108	6	5.6	24	22.2	23	21.3	32	29.6	23	21.3
3-I find it difficult to arrange my thoughts into a coherent structure in my writing.	108	5	4.6	25	23.1	16	14.8	36	33.3	26	24.1
4-I have problem with correct use of punctuation and capitalization in my writing.	108	4	3.7	22	20.4	11	10.2	46	42.6	25	23.1
5-It is challenging for me to select the appropriate words to convey my ideas effectively.	108	3	2.8	16	14.8	15	13.9	47	43.6	27	25
6-I frequently struggle to maintain the precise tone and style needed for various kinds of writing.	108	5	4.6	17	15.7	12	11.1	52	48.1	22	20.4
7-I often have trouble to write sentences that are clear and succinct.	108	7	6.5	25	23.1	12	11.1	35	32.4	29	26.9
8-I struggle with using appropriate transitional words to connect ideas within my writing.	108	3	2.8	19	17.6	8	7.4	52	48.1	26	24.1

The above table, table 11, is mainly about students' linguistic challenges in writing. It encompasses 8 question items (item1-item 8) that were designed to insight students' linguistic challenges of writing. With regard to this, item 1 asked if the students often found using accurate grammar was difficult to write. In this case, the majority of the participants, (49.1%=27.8% agree and 21.3% strongly agree), agreed with the statement that writing with appropriate grammar was challenging for them, but the others, (27.8%= 22.2% disagree and 5.6% strongly disagree) disagreed while the rest, (21.3%), remained undecided. From the results, it is possible to deduce that writing with

correct grammar is a challenging linguistic problem that most of the students face to produce a good piece of writing.

The next item, item 2, was crafted in order to know if the students have trouble in keeping the verb tense continuously in their writing. In this regard, majority of the students, (50.9%=29.6% agree and 21.3% strongly agree) said that they have problem of keeping the verb tenses constant during writing, but some of the participants, (27.8%=22.2% disagree and 5.6% strongly disagree), responded to the contrary however the rest, (21.3%), have chosen to be neutral. It is possible to assume that the most of the students have a trouble of writing in keeping verb tenses constant.

Item 3, asked if the students found difficulty to arrange their ideas into a coherent structure in writing. For this item, majority of the students, (57.4%=33.3 agree and 24.1% strongly agree), stated that organizing their thoughts in coherent structure was challenging for them to write. Contrarily, some of the respondents (27.7%=23.1% disagree and 4.6% strongly disagree) disagreed when a small number of the participants, (14.8%), chosen the neutral option. The results indicate that the students have difficulty of arranging their thoughts coherently in writing.

In relation to item 4, asked the respondents to make clear if they had problem with correct use of punctuation and capitalization in writing. For this question item, majority of the respondents, (65.7%=42.6% agree and 23.1% strongly agree), said that in their writing, use of appropriate punctuation and capitalization was a problem for them. Some of them, (24.1%= 20.4% disagree and 3.4% strongly disagree) replied to the contrary when a few of them, (10.2%), preferred to stay with the neutral alternative. From the obtained result, it is possible to deduce that the students have problem with correct use of mechanics in writing.

The next question item, item 5, was about to know whether students had challenges with appropriate use of words to transfer their ideas effectively. In this case, among the respondents, the majority of them, (68.6%= 43.6% agree and 25% strongly agree) stated that proper use of words was a problem for them to convey their ideas effectively. The others, (17.6%= 14.8% disagree and 2.8% strongly disagree), disagreed to the statement, and the remaining, (10.2%), chosen the undecided option. The result may show that the students have a problem of transferring ideas efficiently with correct use of words.

Item 6 asked students whether they frequently struggle to keep the accurate tone and style needed for many kinds of writing or not. For this question item, majority of the respondents, (68.5%=48.1% agree and 20.4% strongly agree) agreed that they often struggle to maintain correct tone and style for different kinds of writing. When some of them, (20.3%=15.7% disagree and 4.6% strongly disagree), disagreed, the rest, (11.1%), favored to neutral alternative. It is possible to deduce that the students have problem of keeping correct tone and style in various types writing.

In the same table, item 7, the students were asked if they had regular problem to write sentences clearly and succinctly. In this respect, majority of the respondents (59.3%=32.4% agree and 26.9% strongly agree) granted that they had a trouble to write clear and concise sentences. The rest, (11.1%), chosen the neutral option. Similarly, for item 8, most of the students, (72.2% = 48.1 agree and 24.1% strongly agree), stated that they struggled in using appropriate transitional words to connect ideas within their writing. The rest, (20.4%=17.6% disagree and 2.8% strongly disagree), disagreed, and (7.4%) of them remained neutral. These data may help us deduce as students have problem of writing with clear and succinct sentences, and with appropriate connective words that link their ideas together within their writing.

To summarize, in the process of improving writing development, the students have faced difficulties that should be overcome. Consistent verb tenses, proper grammatical usage, and cohesive thought organization are among the primary problems. These difficulties affect their capacity to write well-organized and refined works. Which indicate lack of fundamental language skills. Other problems are also derived from mechanics and word choice, as students frequently struggle to use proper punctuation and capitalization. These limitations affect their capacity to express their ideas precisely and concisely. This emphasizes the necessity of targeted training in fundamental writing.

The problem to consistently use the appropriate tone and style across many writing types is another problem. The students find it difficult to modify their writing to fit the readers, which can reduce their communicative ability. Last but not least, students are struggling with creating concise, clear sentences and connecting their thoughts using connective words. These results may point to the urgent need for integrated approaches that are specifically designed to address these challenges in order to enhance grammar, structure, and style in writing.

5.3.2 Results of Students' Psychological Challenges of Writing

Table 12: Students' Psychological Challenges of Writing

Items	N	SDA		DA		UD		A		SA	
		F	%	F	%	F	%	F	%	F	%
9-I frequently worry about the quality of my writing.	108	3	2.8	10	9.3	10	9.3	70	64.8	15	13.9
10-I often get writer's block, which makes it challenging to begin or finish my writing.	108	3	2.8	19	17.6	17	15.7	50	46.3	19	17.6
11-I have trouble maintaining my motivation in extended writing sessions.	108	8	7.4	15	13.9	16	14.8	43	39.8	26	24.1
12-I frequently worry about what other people may think of or assess my writing.	108	9	8.3	23	21.3	12	11.1	48	44.4	16	14.8
13-I find it hard to control my stress when it comes to writing deadlines and expectations.	108	10	9.3	21	19.4	16	14.8	38	35.2	23	21.3
14-I have self-doubt regarding my writing skills.	108	12	11.1	14	13	16	14.8	48	44.4	18	16.7
15-I have trouble staying confident in my work even after getting criticism on my writing	108	14	13	19	17.6	15	13.9	42	38.9	18	16.7
16-I frequently feel nervous by the complexity of the writing tasks I have to complete.	108	13	12	24	22.2	14	13	42	38.9	15	13.9
17-I struggle with balancing my writing development with other personal or organizational obligations.	108	6	5.6	14	13	17	15.7	48	44.4	23	21.3

18-I get frustrated a lot when my writing does not much my goals or expectations.	108	6	5.6	14	13	17	15.7	49	45.4	22	20.4
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The above table, table 12, comprises 10 question items (item 09-item 18) that were designed to know mainly about students' psychological challenges of writing. Then, item 09 was about if the students frequently worried about the quality of their writing. In this regard, the majority of the participants, (78.7%=64.8% agree and 13.9% strongly agree), agreed that they were frequently worried about the quality of their writing, but few of them, (12.1%= 9.3 % disagree and 2.8% strongly disagree), disagreed while the rest, (9.3%), remained undecided. The results may indicate that the students were regularly concerned with the quality of their writing.

As it is presented in the table, item 10 asked the students whether they often get writer's block, which makes their writing challenging to begin or finish. In this respect, majority of the respondents, (63.9%=46.3% agree and 17.6% strongly agree), granted that they were regularly encountered writer's block which challenged them to begin or finish in their writing while some of the students, (20.4%=17.6% disagree and 2.8% strongly disagree), disagreed with the point. The rest, (15.7%), favored the undecided option. Thus, the results may show us that writer's block is a common problem they face in writing. Writer's block may occur when a writer lacks creativity or unable to generate new works. It might be stress, lack of motivation, self-doubt, or external pressure that makes it hard for the writers to keep on a piece of writing from start to last.

For item 11, majority of the students, (63.9% - 39.8% agree and 24.1% strongly agree), stated that they had trouble maintaining their motivation in lengthy writing sessions. The rest, (21.3%= 13.9% disagree and 7.4% strongly disagree), disagreed, and (14.8%) of them remained neutral. Similarly, for question item 12, most of the students, (59.2%= 44.4% agree and 14.8% strongly agree), concord that they were frequently worried about what other people think of or evaluate their writing. Contrarily, some of the respondents, (29.6= 21.3% disagree and 8.3% strongly disagree) disagreed, when the remaining respondents, (11.1%), chosen to be neutral. The obtained results may help us deduce as students have problem of keeping their motivation in lengthy writing classes and frequently worry to receive criticism of others.

In the same table, item 13, asked the students if they found hard to control their stress about writing deadlines and expectations. In this respect, most of the students, (56.5%= 35.2% agree and 21.3% strongly agree), replied that they found it difficult to control their anxiety in the case of writing deadlines and expectations. Some of students, (28.7%= 19.4% disagree and 9.3% strongly disagree), granted that they do not worry about writing deadlines and expectations at all. The remaining, (15.7%), chosen a neutral position. The results may show us that the students fail to manage their stress worrying about the writing deadlines and expectations of others people.

Item 14 was about whether students had self-doubt regarding their writing skills. When majority of the students, (61.1%=44.4% agree and 16.7% strongly agree), agreed that they had uncertainty about their writing abilities, some of the respondents, 24.1%=13.9% disagree and 7.4 strongly disagree), had no any self-doubt regarding their writing skills. Few of the students, (14.8%), preferred to stay undecided. Based on these findings, it could be possible to say that students have self-doubt which can hinder the flow of ideas and creativity, by making it challenging to develop a composition. It recurrently results in excessive self-criticism, which can make one feel insecure and reluctant to share her/his work.

In the same table, item 15 was used to ask students if they had problem of staying confident in their work even after getting criticism on their writing. The majority of students, (55.6%= 38.9% agree and 16.7% strongly agree), responded as they faced a challenge to stay confident in their writing even after getting criticism. Similarly, for question item 16, majority of the students, (65.7%= 44.4% agree and 21.3% strongly agree), concord that they frequently felt nervous by the complexity of the writing tasks they had to complete. These findings may indicate that when it comes to writing assignments, students may have difficulties with self-efficacy and emotional control. Their confidence seems to be weakened by criticism, which may influence their desire to make improvements. Moreover, anxiety may be exacerbated by the perceived difficulty of writing assignments, which might weaken their motivation and performance. Therefore, in order to overcome these obstacles and lessen stress, it may be necessary to give constructive criticism, provide precise work instructions, and create a positive learning atmosphere.

Item 17, asked students if they struggled with balancing their writing development with other personal or organizational obligations. In response to the question, most the students, (65.7%=

44.4% agree and 21.3% strongly agree), agreed, and (18.6 % = 13% disagree and 5.6% strongly disagree), said that they had no problem of balancing their writing development efforts with other personal and organization responsibilities, however, the rest, (15.7%), chosen the undecided alternative. These results seem to show us that time management and contradictory priorities may prevent students from completely committing to developing their writing abilities when they face difficulties to keep a balance between their writing development and organizational or personal responsibilities. Their academic performance might be affected as a result of this difficulty as it may cause them to practice insufficiently, and become less focused. For students to successfully manage their duties while placing a high priority on skill development, institutions may need to offer resources, flexible deadlines, and focused writing assistance.

In the same table, the last question item, item 18, was designed to know whether they got frustrated a lot when their writing did not much their goals or expectations. In this regard, majority of the students, (65.8%=45.4% agree and 20.4% strongly agree), said that they were frustrated much when their writing mismatch their goals and expectations however, some of the participants, (18.6%=13% disagree and 5.6% strongly disagree), responded to the contrary. The rest, (15.7%), preferred to be neutral. It is possible to infer that the mismatch between students' current writing skill and the intended results when they regularly feel frustrated and when their writing lacks objectives or expectations. Their motivation may be lessened by this felling, which might result in detachment and a lack of confidence in their own writing skills. In order to help students set reasonable objectives and efficiently monitor their progress, instructors may offer them customized feedback, clear, achievable tasks, and self-assessment techniques.

Therefore, taking the above results into account, it is possible to conclude that most of the students frequently experience writer's block which is frequently caused by a lack of creativity, self-doubt, stress, or outside influences. The students find it challenging to come up with ideas and maintain writing flow because of these issues. In addition to that, students often worry about the ability of their writing, and are afraid of being criticized by others. Their involvement and efficiency may be hampered by this concern, which might demotivate students during prolonged writing assignments.

One of the biggest challenges that the students face is managing the stress brought on by tight deadlines and high expectations. Students' capacity to concentrate and generate high-quality work under time limits is adversely affected by these conditions. Moreover, the impact of self-doubt is the other challenge that students encounter. Excessive self-criticism is a result of self-doubt, which inhibits creativity and idea production. Students' confidence in their writing is hampered by this nervousness, which also deters them from sharing their work to others for comment. Consequently, the students frequently become frustrated and lose interest and confidence when they are given writing assignments that lack clear objectives. These problems may be addressed with the support of continuous follow-up, realistic goals, and personalized feedback, creating a more productive and a good learning environment.

5.3.2 Results of Students' Cognitive Challenges of Writing

Table 13: Students' Cognitive Challenges of Writing

Items	N	SDA		DA		UD		A		SA	
		F	%	F	%	F	%	F	%	F	%
19- I often find it difficult to put my ideas in order before beginning a writing.	108	1	0.9	28	25.9	19	17.6	44	40.7	16	14.8
20- I have a problem of generating relevant and coherent ideas for writing.	108	4	3.7	26	24.1	11	10.2	48	44.4	19	17.6
21- I struggle with maintaining a consistent focus on writing.	108	2	1.9	26	24.1	14	13	44	40.7	22	20.4
22- I have a problem to keep a paragraph flow naturally from one sentence to the next.	108	4	3.7	24	22.2	10	9.3	54	50	16	14.8
23- It's difficult to create a strong and understandable topic for my paragraph	108	6	5.6	27	25	17	15.7	35	32.4	23	21.3
24- I often face difficulty in balancing detail and	108	6	5.6	20	18.3	12	11.1	43	39.8	27	25

conciseness within a paragraph											
25- It's difficult to make sure that every sentence in my paragraph contributes meaningfully to the main idea.	108	5	4.6	20	18.5	15	13.9	44	40.7	24	22.2
26- I find it difficult to improve the clarity of my paragraph.	108	7	6.5	13	12	19	17.6	47	43.5	22	20.4

The last table is mainly about students' cognitive challenges of writing. In order to know the cognitive challenges students faced in writing, eight question items, (item 19-26), were crafted. In this regard, item 19 indicated that majority of the students, (55.5%=40.7% agree and 14.8% strongly agree), they often found it difficult to put their ideas in order before beginning a writing however some of them, (26.8%= 25.9% disagree and 0.9% strongly disagree), disagreed. The rest of them, (17.4%), preferred the neutral alternative. Thus, the result may indicate that most of the students have a problem to logically put their ideas in mind before they start writing.

The next item, item 20, was constructed so as to know if the students had a problem of generating applicable and coherent thoughts for writing. In this aspect, majority of the students, (62%=44.4% agree and 17.6% strongly agree), responded that they had a problem of producing relevant and coherent ideas for writing, however some of the participants, (27.8%=24.1% disagree and 3.7% strongly disagree), disagreed. The rest, (10.2%), held a neutral option. The results show that students' writing process was hampered by their inability to generate pertinent and coherent thoughts. This emphasizes the necessity of focused treatments to improve their capacity for critical thought and idea production.

Item 21, asked students whether they struggled with keeping a consistent focus in writing. For this item, most of the students, (61.1%=40.7 agree and 20.4% strongly agree), stated that maintaining their focus on writing was challenging for them. To the contrary, some of the respondents, (26%=24.1% disagree and 1.9% strongly disagree), disagreed. The rest of respondents, (13%), chosen the undecided alternative. The results may indicate that the students had difficulty of

maintaining concentration, which had an impact on the consistency and ability of their writing. Strategies to enhance focus throughout the writing process might be necessary to address this problem.

The next item, item 22, asked the participants to make clear if they had problem to keep a paragraph flow naturally from one sentence to the next. For this question item, majority of the respondents, (64.8%=50% agree and 14.8% strongly agree), said that keeping a paragraph flow logically from one sentence to the next was a problem for them. Some of them, (25.9%= 22.2% disagree and 3.7% strongly disagree), answered to the contrary whereas few of the students, (9.3%), favored the neutral alternative. From the results, it is possible to infer that the students had problem with maintaining a paragraph flow naturally from one sentence to the next, which breaks the cohesion of paragraphs. This may emphasize the necessity of targeted instruction in coherent writing strategies and logical sequencing.

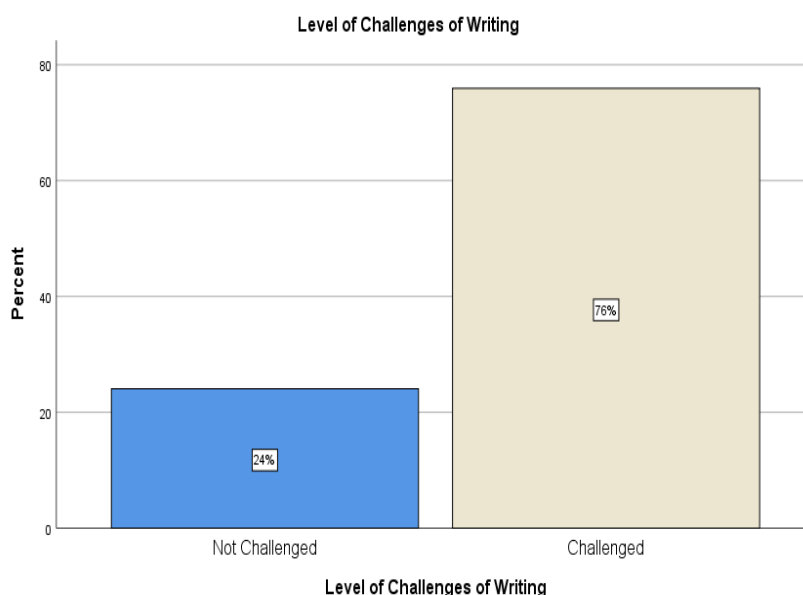
Item 23, was about if students had difficulties with creating a strong and understandable topic for their paragraph. In this case, the majority of the respondents, (53.7%= 32.4% agree and 21.3% strongly agree) stated that producing a strong and understandable topic for their writing was challenging for them. The others, (30.6%= 25% disagree and 5.6% strongly disagree), disagreed, and the remaining, (15.7%), chosen the undecided alternative. The results may indicate that the students have trouble to create interesting and distinct ideas, which might make it difficult for their writing to flow naturally. This may highlight the necessity of teaching topic development and brainstorming techniques. Giving them instruction on how to choose and focus their thoughts might boost their confidence and writing competence.

Item 24 asked students whether they often face difficulty in balancing detail and conciseness within a paragraph or not. For this question item, majority of the respondents, (64.8%=39.8% agree and 25% strongly agree), concord that they often struggle to balance detail and conciseness within a paragraph. When the others, (23.9%=18.3% disagree and 5.6% strongly disagree), disagreed, the rest, (11.1%), favored to neutral option. The findings may indicate that the students have problem of balancing detail and conciseness in their writing. To address these problems, it might be necessary to offer training to students on how to comprise important details and succinct information in writing.

For item 25, majority of the respondents, (62.9%=40.7% agree and 22.2% strongly agree), granted that they had a trouble to make sure that every sentence in their paragraph contributed meaningfully to the main idea. The others, (23.1%), disagreed when the remaining of them, (13.9%) granted the undecided option. Similarly, for the last question item, item 26, most of the students, (82.4% = 43.5 agree and 20.4% strongly agree), stated that they struggled to improve the clarity of their paragraph in writing. The remaining, (18.5%=12% disagree and 6.5% strongly disagree), answered contrarily, and (17.6%) of them remained neutral.

Thus, the findings may indicate that students lack attention since they find it difficult to make sure every sentence in their paragraph writing supports and relates to the main idea. Students who get concentrated teaching on paragraph coherence and relevance of sentences to the topic may become more proficient in writing. To make their paragraphs clearer, which might make their intended meaning less clear. This challenge might result from problems with phrase form, word choice, or organization. Students can articulate their thoughts more successfully if they get clear teaching and practice for clarity. To generalize, the following bar chart shows the deduced results of the students' responses under the three categories: challenged, undecided and not challenged however all bimodally fall into challenged and not challenged.

Figure 3: Students' Challenges of Writing



As it is shown in the bar chart, majority of the students, (76%), were challenged by the three categories: linguistic, psychological and cognitive challenges and the rest of the students, (24%), sorted under unchallenged group.

To summarize, the results show that many students find it difficult to arrange their thoughts coherently before beginning to write. Their writing suffers as a result of their incapacity to produce ideas that are both relevant and cohesive. Targeted interventions are needed to address this problem by enhancing their capacity for critical thought and idea development. In addition, the students struggle to stay focused when writing, which has an impact on the output's consistency and ability. This highlights the necessity of techniques that improve their concentration while they are writing. Such actions might greatly enhance their capacity to write clearly and efficiently.

The other findings show that students struggle to maintain a smooth transition between phrases, which pauses the coherence of paragraphs. This problem emphasizes how crucial it is to teach consistent writing and logical sequencing. Giving students targeted instruction can help in the development of more cohesive paragraphs. Moreover, the students frequently struggle to come up with unique and attractive ideas, which might hinder the logical flow of idea. This emphasizes how important it is to teach topic generation approaches. Their writing effectiveness can be improved with structured instruction in these areas.

The finding also revealed that students find it difficult to write in a way that keeps a balance between conciseness and detail information. This disparity may result in information that is not enough developed. Enhancing their writing abilities requires exercise in the concise integration of appropriate facts and the selection of important topics. Lastly, lack of clarity results from students' frequent failure to make sure that each sentence in a paragraph contributes to the main idea. This problem might be the result of poor organization, word choice, or sentence structure. Students may write better and express their ideas more clearly with targeted teaching on paragraph coherence and clarity.

Furthermore, descriptive group statistics were computed to see if there were any differences in challenges of writing between female and male students. The following table displays the mean, standard deviation and standard error mean between female and male students.

Table 14: Descriptive Group Statistics of Male and Female Students about Challenges of Writing

Group Statistics

	Gender	N		Mean	Std. Deviation	Std. Error Mean
		F	%			
Challenges of Writing	Female	18	16.7	3.6222	0.63827	0.15044
	Male	90	83.3	3.4981	0.81483	0.08589

Using the independent samples t-test, disparities between male and female students' writing challenges were found. Male students (N=90) reported a somewhat lower mean score of 3.4981 (SD=0.81483) than female students (N=18), who reported an average score of 3.6222 (SD=0.63827). According to this research, female students generally perceive somewhat greater difficulty than male students, suggesting a small gender gap in the difficulties they confront.

The standard error values for males (0.08589) and females (0.15044) show the variability within each group in terms of statistical significance. Although the difference in mean scores indicates that women could have more difficulties, the closer standard deviations show that the difference might not be significant enough to make a wide generalization without more statistical research. To address their unique issues and provide good learning environment, female students might need extra approaches.

The observed differences may be the result of a number of variables, including past writing experiences, confidence levels, and societal expectations. Designing solutions that successfully decrease challenges for both genders require an understanding of these fundamental factors. Resolving gender-based disparities in writing difficulties might help students succeed academically. English instructors can increase student engagement and performance by identifying and helping struggling students, which can eventually enhance institutional outcomes.

Future research should thoroughly examine the causes of these gender disparities, including qualitative evaluations. The results and their implications would be strengthened by increasing the

sample size for female students. For further understanding, an independent t-test is employed as a statistical test to determine whether a significant difference exists between the two female and male groups.

Table 15: An Independent Samples t-test for Female and Male Students about Challenges of Writing

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Interval of the Difference	Confidence of the
									Lower	Upper
Challenges of Writing	Equal variances assumed	1.356	0.247	0.609	106	0.544	0.12417	0.20377	-0.27982	0.52815
	Equal variances not assumed			0.717	29.294	0.479	0.12417	0.17323	-0.22998	0.47832

Further highlighting the insignificant mean differences between the groups are the low t-statistics under the unequal variance assumption ($t = 0.717$, $df = 29.294$) and equal variance assumption ($t = 0.609$, $df = 106$). With confidence intervals ranging from negative to positive values, -0.27982 to 0.52815 (equal variances assumed) and -0.22998 to 0.47832 (unequal variances) when the mean difference is 0.12417 in both situations. These large gaps show that the results are not conclusive.

One important conclusion drawn from these results is that the groups under comparison probably have similar writing difficulties. The lack of a significant difference suggests that rather than adjusting strategies for particular subgroups, programs meant to enhance writing abilities might concentrate on addressing common problems. This can simplify the planning and implementation of writing assistance programs.

The results point to the necessity for broad approaches to writing difficulties from an educational standpoint. Programs might concentrate on generally relevant foundational abilities like organization, language, and idea formation. Furthermore, all students might gain from the

provision of resources. Although there are no group differences in this context, the heterogeneity in the confidence intervals suggests that writing difficulties need to be further studied using a more detailed procedure. To better comprehend the problem and convey the lack of students' experiences, this may involve gathering qualitative data.

5.4 Results of Students' Writing Performance

This section is mainly about identifying the students' writing performance level. For this to happen, the students had taken paragraph writing test to address the third research question about the level of freshman students writing performance after they take the English courses. The instrument is believed to comprehend the students' writing performance. Out of the 120 students who took the writing test, 113 of them returned the papers whereas 5 of them wrote their paragraphs on unrelated topics. Therefore, as per a set criterion, the paragraphs of 108 students were analyzed to determine their performance level. The following table shows the average score of the paragraphs writing test results that were checked by two raters.

Table 16: Average Results of Students' Paragraph Writing Test Score Distribution

PWT Average Score out of 100	Frequency	Percent	Cumulative Percent	Mean	Mode
25.00	42	38.9	38.9	40.1157	25
27.50	12	11.1	50.0		
30.00	4	3.7	53.7		
35.00	3	2.8	56.5		
37.50	3	2.8	59.3		
40.00	2	1.9	61.1		
42.50	1	0.9	62.0		
50.00	8	7.4	69.4		
52.50	9	8.3	77.8		
55.00	4	3.7	81.5		

57.50	3	2.8	84.3		
60.00	5	4.6	88.9		
65.00	3	2.8	91.7		
70.00	1	0.9	92.6		
72.50	1	0.9	93.5		
75.00	3	2.8	96.3		
90.00	3	2.8	99.1		
95.00	1	0.9	100.0		
Total	108	100	100		

(PWT= Paragraph Writing Test)

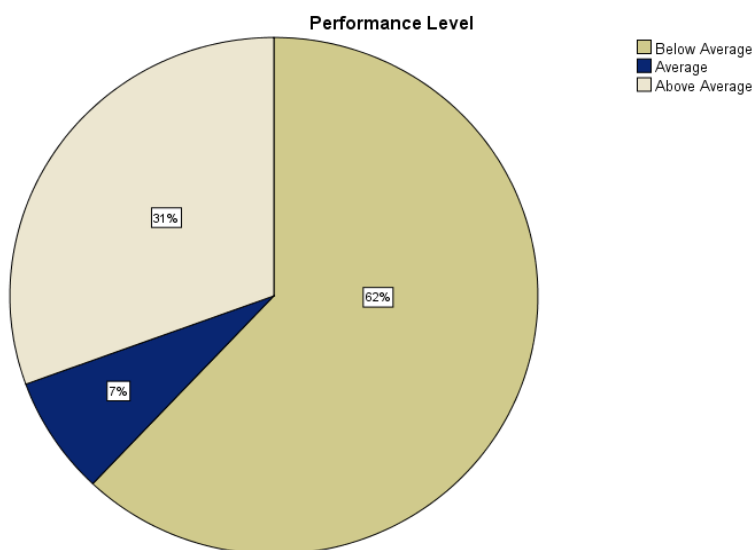
The students' test scores showed a noticeable imbalance in the distribution of student writing performance, with a sizable majority (62%) performing below average. On the other hand, the fact that 30.6% of students who achieved above average suggested that certain students were doing really well. A smaller proportion of the students, scored at an average level indicated by 7.4%. This might be an indication of consistent performance across the middle range, and may also indicate that students are struggling to meet the average level.

The distribution as a whole emphasizes the necessity of focused interventions to help students who are doing below average while simultaneously recognizing and fostering the abilities of those who are performing above average. Nonetheless, the distribution's mean of 40.1157 suggests that there may be a positive incline, extending towards higher scores because the mean is higher than the mode. This research reveals that students have a variety of writing skills, emphasizing the need for specialized help for those who score below average while maximizing the potential of those who perform above average.

In order to ensure the reliability of the results, and to check the degree of agreement between the results given by the two raters, coefficient of Cohen's Kappa was used. The calculated Cohen's Kappa result showed high degree of agreement, ($k=0.621$), which is between 0.61-0.80. This suggests that despite the paragraph writing test's subjective nature, there was very little scoring

disparity between the two raters. Therefore, it is believed that the high level of agreement increases the trustworthiness of the paragraph wringing test ranking. The following pie-chart shows the students' writing performance to the closest decimal number.

Figure 4: Students' Writing Performance



The above figure effortlessly summarizes that the majority of students (62%) scored below average, and only a small number of the students (31%) have above average writing performance while a very small number of students (7%) are average scorers. With a significant percentage of scores going below average, this distribution points to a need to struggle towards above average. A high-performance trend within the sample, suggesting competence in writing skill, may be shown in the high proportion of above average scores. Nonetheless, a sizable percentage of below average scores draw attention to the sample's heterogeneity and point out potential areas to help students write effectively.

The writing scores of female and male students are distributed in the Table 17 bellow, which shows the percentages of scores that fall into the below average, average, and above average between female and male groups.

Table 17: Descriptive Group Statistics of Male and Female Students' Writing Performance

Group Statistics

Gender		Level of Performance			Total
		Below Average	Average	Above Average	
Female	F	6	1	11	18
	%	33.33	5.56	61.11	100
Male	F	61	7	22	90
	%	67.78	7.78	24.44	100
Total	F	67	8	33	108
	%	62	7	31	100

This information sheds light on potential gender-based differences in writing ability and can guide instructional initiatives meant to reduce the gap. The data for female students will be examined first, and then the data for male students will be analyzed next.

In the writing test, 33.33% of female students received below-average scores, and 61.3% received above-average scores. Only 5.6% scores falling inside the average range, this distribution points us where there is a distinct gap between below average and above average scores. According to these statistics, majority of female students fall within above average range, suggesting that female students excel in writing. This may point to the need for focused interventions to help those who are having difficulty and to support those who are succeeding.

On the other hand, male students are represented in all three performance categories. A greater proportion (67.78%) scored below average, (7.78%) scored average, and (24.44%) scored above average. A possible area of concern is indicated by the significantly larger number of male students who scored below average. This may point to the need for focused assistance and interventions to improve male students' writing abilities, especially those who are having difficulty. To effectively develop solutions, it is important to comprehend the categories that contribute to this difference.

Thus, male students have a larger concentration of scores in the below average range, whereas female students often display above average distribution with more scores in the above average.

The students' paragraph writing scores indicates not only to determine the students' writing performance as below average, average and above average, but also to know the level of difficulties students have in writing. Using the rubric assessment tool of Agan & Deniz, 2019, the students' writing scores in various writing dimensions: content, structure, grammar, vocabulary, and mechanics were shown quantitatively. It is clear that each aspect of writing contributes to determine the overall quality of a written.

Table 18: Mean of Students' Paragraph Writing Test Scores Per categories

		Students' Writing Performance per Categories				
		Content	Structure	Grammar	Vocabulary	Mechanics
Mean	Rater 1	1.7593	1.5648	1.6759	1.6296	1.4259
	Rater 2	1.6944	1.5370	1.7315	1.6111	1.4537
Grand Mean		1.72685	1.5509	1.7037	1.62035	1.4398

The above table, table 18, shows the mean of students' writing test results per categories as marked by the two raters, Rater 1 and Rater 2. Each category was marked out of 4 points based on the criteria given in the assessment rubric tool. The grand mean was used to infer in which writing competences or categories the students were more challenged. Based on the grand mean, the test scores from higher to lower were: content (1.72685), grammar (1.7037), vocabulary (1.62035), structure (1.5509) and mechanics (1.4398).

According to the ranges of the performance level scores set by (Agan & Deniz, 2019), the students' paragraph writing test score in all categories: content, structure, vocabulary and mechanics were insufficient, (1-1.75). Generally, the results indicate that the students' writing incapability is a serious problem for them to study at university level unless proper interventions are in place.

5.5 Correlation Analysis between Variables

5.5.1 Correlation Analysis between Students' Perceptions and Performance of writing

Correlation refers to the association or link between two or more quantitative variables; it is also used to refer to correlation analysis (Gogtay & Thatte, 2017). Correlation analysis is a statistical method used to measure and describe the strength and direction of the relationship between two variables. It helps determine whether and how strongly one variable is related to another. For this study, the correlation analyses were used to show interactions between students' perceptions about writing and their performance in writing. The following table shows the correlation between the results of students' perception about writing and their writing performance.

Table 19: The Pearson Correlation between Students' Perceptions of Writing and Performance of Writing

		Correlation	
		Students' Perception of Writing	Students' Performance of Writing
Students' Perceptions of Writing	Pearson Correlation	1	-0.155
	Sig. (2-tailed)		0.109
	N		108
Students' Performance of Writing	Pearson Correlation	-0.155	1
	Sig. (2-tailed)	0.109	
	N	108	

The Pearson correlation value indicates a slight negative association (-0.155) between students' perception of writing and their actual writing performance. This implies that students who see writing more positively may not always do better on writing, or the opposite may be true. However, the relationship is not statistically significant since the significance value (0.109) is greater than the conventional cutoff point ($p < 0.05$). Students' perceptions of their writing skills may not be a reliable indicator of their real writing abilities, as indicated by the absence of substantial association. It can indicate a difference between students' assessments of their abilities and their

quantifiable writing output. This realization emphasizes how important it is for researchers to investigate more deeply about the elements affecting perceptions and performance.

These results imply that, practically, treatments that just try to improve students' perceptions about writing could not have a direct impact on their writing performance. Rather, it could be advantageous to combine exercises that focus on developing actual skills with those that address students' views or confidence around writing. Closing this gap might lead to better results. Future studies should look into additional variables that could have an impact on writing performance, such as: the ability of teaching, feedback systems, or cognitive capacities. These results also support the creation of comprehensive instructional methods that address students' psychological and technical writing needs.

Table 20: The Spearman's rho Correlation between Students' Perceptions of Writing and Performance of Writing

			Perception of Writing	Performance of Writing
Spearman's rho	Perceptions of Writing	Correlation Coefficient	1	-0.133
		Sig. (2-tailed)		0.169
		N		108
	Performance of Writing	Correlation Coefficient	-0.133	1
		Sig. (2-tailed)	0.169	
		N	108	108

(Gogtay & Thatte, 2017:81) said that when the assumptions of the Pearson's coefficient are not satisfied, the Spearman's rho (ρ) is utilized based on the rankings assigned to the observations rather than their actual values. As a result, it might be regarded as non-parametric. This is a reliable coefficient that may be applied when one of the variables is ordinal. For this reason, the researcher used the Spearman's Rho coefficient to accommodate the continuous data that was obtained from the test scores and the ordinal data from the questionnaires to analyze the given data.

Therefore, the result showed that there is a modest negative association between students' perceptions of writing and their actual writing performance, as indicated by the Spearman's rho value of -0.133. This shows that when perceptions improve, performance marginally drops (or vice versa), although the association is modest. The typical cutoff point of 0.05 is exceeded by the p-value (Sig. 2-tailed) of 0.169. This indicates that there is no convincing evidence as the correlation is not statistically significant.

Students' perceptions of writing may not match their actual performance, as seen by the weak and non-significant association. Strategies to match students' self-assessments with their actual performance should be given top priority. This gap could be closed with the use of exercises like formative feedback, peer evaluations, and guided self-assessments. The lack of significance calls for investigating other elements that may influence the link between perception and performance, such as instructional strategies, writing anxiety or motivation.

The results obtained from both Pearson Correlation and Spearman's Correlation is similar. When the Pearson Correlation and Spearman's Rho scores are close, it shows the connection between the variables is a linear and monotonic, when one variable increase or decrease, the other variable increase or decrease. This indicates that the variables have a constant and proportionate connection. Thus, it shows that the data satisfies of both correlation techniques, so ensuring the validity of the relationship however non-parametric correlation is preferable in this context.

4.5.2 The Spearman's rho Correlation between the Six Perceptions of Writing and Performance of Writing

In this correlational analysis, the students' perceptions under the six sub-categories: Students' perceptions of the importance / nature of writing and their performance of writing, perceptions of the approaches to writing and their performance of writing, perceptions of focus of writing and their performance of writing, perceptions of writing strategies and their performance of writing, perceptions of feedback provision and their performance of writing, and perceptions of English courses and their performance of writing are correlated for in-depth understanding.

Table 21: The Spearman's rho Correlation between the Six Perceptions of Writing and Performance of Writing

No	Correlations	N	Spearman's rho Correlation	Sig. (2-tailed
1	Students' perceptions of the importance / nature of writing and their performance of writing	108	-0.029	0.766
2	Students' perceptions of approaches to writing and their performance of writing	108	-0.093	0.338
3	Students' perceptions of focus of writing and their performance of writing	108	0.086	0.377
4	Students' perceptions of writing strategies and their performance of writing	108	-0.109	0.263
5	Students' perceptions of feedback provision and their performance of writing	108	-0.073	0.451
6	Students' perceptions of English courses and their performance of writing	108	-0.185	0.055

Spearman's rho correlation study between six writing perceptions and students' writing performance is shown in the findings. The strength and direction of the association between these perceptions and performance are revealed by each Spearman's rho correlation coefficient. In relation to students' perception about the importance and nature of writing with the students' performance of writing, a statistically insignificant negative association is indicated by the correlation coefficient of -0.029 and the p-value of 0.766. This implies that students' perceptions on the importance and nature of writing have no noticeable outcome on how well they write, emphasizing the need to investigate additional performance-influencing factors.

In connection to students' perceptions of approaches to writing, the weak negative association is not statistically significant, with a p-value of 0.338 and a Spearman's rho of -0.093. This suggests

that students' perceptions about particular writing approaches don't really affect how well they write. It might be necessary for instructional approaches to more directly address the learning of practical skills. In addition, a weak positive but non-significant association is shown by a p-value of 0.377 and a Spearman's rho of 0.086 for students' perceptions towards their focus of writing and performance of writing. This implies that highlighting specific important areas in writing may have somewhat positive benefits, although a small one. Future research might examine if more in-depth writing focus treatments can result in quantifiable performance improvements.

The next one is to look at the association of the students' perceptions of writing strategies and their performance. The p-value of 0.263 and Spearman's rho of -0.109 shows to yet another weak negative connection which is not statistically significant. This finding suggests that students' perceptions of strategic writing techniques are not directly related to their performance, maybe as a result of a disconnect between writing strategy understanding and practical implementation. Moreover, in connection to students' perceptions of feedback provision and their performance of writing, a p-value of 0.451 and a Spearman's rho of -0.073, indicate that the association is weak and negative and is not statistically significant. These results may suggest that the need for more practical and interesting feedback methods. The last point is about students' perceptions of English courses and their performance of writing. Despite being somewhat stronger Spearman's rho = -0.185, this association is still not statistically significant ($p = 0.055$). However, it is getting close to significance, this negative association raises the possibility of dissatisfaction or a mismatch between the writing performance and the course design, which calls for more research as well.

Generally, all of these results show that students' perceptions of different aspects of writing have no direct influence on how well they perform. This suggests that students' views of writing processes and their capacity to convert these views into performance may not be associated. This may emphasize how crucial it is for instructors to close the gap by implementing accurate, skill-based interventions and creating settings where perceptions are in line with observable results. Furthermore, possible areas for course improvement to meet the needs of students are optional.

4.5.3 Correlation Analysis between Students' Challenges of Writing and Performance of Writing

There is a weak positive association between students' writing challenges and their writing performance, as indicated by the correlation value of 0.111. This suggests that there is little correlation between an increase in writing difficulties and an increase or decrease in writing performance. Following the table below, the results and its implications are presented.

Table 22: The Spearman's rho Correlation between Students' Challenges of Writing and Performance of Writing

			Challenges of Writing	Performance of Writing
Spearman's rho	Challenges of Writing	Correlation Coefficient	1	0.111
		Sig. (2-tailed)		0.253
		N	108	108
	Performance of Writing	Correlation Coefficient	0.111	1
		Sig. (2-tailed)	0.253	
		N	108	108

The results are not statistically significant since the p-value of 0.253 is higher than the standard cutoff of 0.05. This indicates that there is not enough evidence to draw the conclusion that writing challenges and writing performance are significantly correlated.

Perhaps as a result of students' use of compensating techniques or outside support networks, the small connection indicates that these difficulties do not significantly impact overall performance. Additionally, given the limited correlation between challenges and performance, it is possible that other elements like motivation, feedback, or past learning experiences might have a greater influence on performance. English instructors should have to think about tackling the writing difficulties that directly affect student performance. Specific interventions, which targeted writing

exercises or targeted feedback, may improve writing skill. Further insights may also be obtained by looking into additional study factors, such as the learning environment or the resilience of the students.

5.5.4 The Correlation between Students' Perceptions of Writing and Challenges of Writing

Using Pearson Correlation analysis, the relation between students' writing challenges and their perceptions of writing is correlated to identify the key influencer. These variables appear to have a weak positive association, as indicated by the correlation value of 0.194.

Table 23: Correlation between Students' Perceptions of Writing and Challenges of Writing

		Students' Perception of Writing	Students' Challenges of Writing
Students' Perceptions of Writing	Pearson Correlation	1	0.194
	Sig. (2-tailed)		0.044
	N	108	108
Students' Challenges of Writing	Pearson Correlation	0.194	1
	Sig. (2-tailed)	0.044	
	N	108	108

The result implies that students' writing challenges may somewhat decline as their perceptions of writing improve, or vice versa. At a 5% significance level, the association is statistically significant, as indicated by the significance level (p-value) of 0.044. Even if the association's strength is still small, this indicates that the observed relationship is uncertain. The results suggest that students' perceptions have a small but significant impact on their capacity to overcome writing difficulties. By addressing some of the challenges students encounter, educational interventions that seek to change their views toward writing may slightly increase their writing performance.

The small association does, however, other factors have a substantial influence on students' writing challenges. These may include teaching strategies, language skills, or outside support networks, all of which are not included in this dataset. Instructors should address practical challenges while

taking into account the larger framework of writing instruction and implementing motivating methods. Programs designed to offer assistance with writing strategies may produce more noticeable improvements. It is better more study be done to examine other factors that influence writing challenges and to evaluate how well focused interventions improve students' writing results.

5.5.5 The Correlation between the Three Challenges of Writing and Performance of Writing

The Spearman's rho correlation analysis looks at how students' writing performance are related to three different kinds of writing challenges: linguistic, psychological, and cognitive. The first one is about the correlation between students' linguistic challenges and their writing performance. The second one is between students' psychological challenges and writing performance and the third on is between students' cognitive challenges and their performance of writing. The following table shows the correlation between the three challenges of writing and performance of writing.

Table 24: The Correlation between the Three Challenges of Writing and Performance of Writing

No	Correlations	N	Spearman's rho Correlation	Sig. (2-tailed
1	Linguistic Challenges and Writing Performance	108	0.101	0.296
2	Psychological Challenges and Writing Performance	108	0.068	0.482
3	Cognitive Challenges and Writing Performance	108	0.124	0.200

The correlation results between the students' linguistic challenges and their writing performance that indicates a modest positive association that is not statistically significant as it is shown by the correlation coefficient of 0.101 ($p = 0.296$). This implies that linguistic challenges, including problems with grammar or vocabulary, don't directly affect writing performance. This data raises the supposition that, although language proficiency is fundamental, performance may be more significantly influenced by other factors. The second correlation is between students' psychological challenges and their writing performance. In this case, the data shows a little positive

link that is not statistically significant, with a correlation value of 0.068 ($p = 0.482$). It seems that psychological issues, such as fear or insecurity, have no direct impact on writing results. It might be helpful to address psychological problems with encouraging surroundings and activities that boost self-esteem. The third one is about the relationship between students' cognitive challenges with their writing performance. However, it is somewhat greater than the other challenges, the correlation value of 0.124 ($p = 0.200$) indicates a weak positive relationship that is still not statistically significant. This suggests that cognitive issues, including problems of organizing thoughts or thinking critically, have a small but maybe more impact on writing. Performance improvements might be gradual if cognitive abilities like idea generation and planning are encouraged.

To sum-up, none of the challenge significantly related to writing performance, as seen by the weak and non-significant correlations found among the three difficulties. This implies that a variety of factors beyond the view of the difficulties under investigation probably affect writing performance. A more comprehensive strategy that incorporates linguistic, psychological, and cognitive components may be needed for interventions aimed at solving writing problems. The results also may suggest that students could require individualized assistance based on their particular problem. Instructors may create focused interventions, such as workshops, peer assessment to close performance gaps by pinpointing the precise areas in which each student struggles. Finally, these findings highlight the need for more study into other elements that may adjust the association between writing challenges and performance.

5.5.6 Regression Analyses of the Influence of Perceptions of Writing and Challenges of Writing on Students' Writing Performance

Regression analysis is a statistical method for examining relationships between variables (Humpage, 2000). In statistical modeling, regression analysis seeks to accomplish a number of important goals. In order to predict and explain the behavior of the dependent variable based on the independent factors, it first aims to establish and quantify the association between a dependent variable, students' writing performance and the independent variable, students' challenges of writing and perceptions of writing. Understanding, predicting correlations within data are the main objective of regression analysis. The following model summary shows the relationship between the dependent and independent variables.

In this analysis, multiple linear regression is used. It is a statistical technique used to describe the relationship between two independent variables (perceptions of writing and challenges of writing) and one dependent variable (students' performance of writing). By adding more than one predictor, it goes beyond basic linear regression and enables a more comprehensive analysis of the ways in which various variables work together to influence the performance.

Table 25: Model Summary of Perceptions of Writing and Challenges of Writing

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.206a	0.043	0.024	18.08718

a. Predictors: (Constant), perceptions and challenges of writing

The above table, table 25, shows that the R value of 0.206 in the result indicates a weakly positive correlation between the dependent variable (performance of writing) and the independent variables (writing challenges and perceptions of writing). These predictors only account for 4.3% of the variation in the outcome variable, according to the R Square (0.043). The model's poor explanatory power is confirmed by the Adjusted R Square (0.024), which takes into consideration potential biases when incorporating predictors. The standard error estimate, 18.08718, points to a substantial degree of residual variability. In addition, the low R Square value suggests the dependent variable is greatly impacted by other unmeasured factors, indicating that the model lacks considerable predictive ability. This restriction suggests that the differences in results cannot be adequately explained by the perceptions and challenges of writing alone.

These findings have important implications. Improving writing performance in academic settings requires more than just resolving issues. More important roles may be played by broader treatments or elements like writing techniques, instructional strategies, or motivating elements. To improve model strength, more predictors must be investigated due to the poor model fit. To provide a more complete picture, future studies may think about including factors like student involvement, educational quality, or sociocultural effects. From educational perspective, these results emphasize how important holistic approaches are to enhancing writing abilities. Addressing perceptions and challenges could help, but a more comprehensive strategy focusing on other factors might have a greater effect. Thus, this analysis emphasizes the necessity of integrated solutions to writing

challenges in promoting more studies in the area. The following table shows the parameter estimates of independent variables, perceptions and challenges of writing.

Table 26: Parameter Estimates of Independent Variables

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(constant)	65.033	19.563		3.324	0.001
	Perceptions of Writing	-9.692	5.180	-0.182	-1.871	0.064
	Challenges of Writing	3.231	2.265	0.139	1.426	0.157

a. Dependent Variable: Writing Performance

The findings provide important new information on the factors that influence writing performance. When all variables are at zero, the baseline level of writing skill is represented by the significant constant ($B = 65.033$, $p = 0.001$). However, the contributions of the two predictors, writing perceptions, vary. With a negative unstandardized coefficient ($B = -9.692$, $p = 0.064$), the first perception measure shows a slight but marginally insignificant negative connection with writing performance. The unstandardized coefficient for the second independent variable, challenges of writing, measure is positive ($B = 3.231$, $p = 0.157$), indicating a marginally significant positive correlation. The first and second independent variables have standardized coefficients (Beta) of -0.182 and 0.139, respectively. According to these data, the first predictor has a somewhat higher (negative) effect on writing performance than the second. The fact that neither predictor has a significant impact on the dependent variable as shown by the t-values (-1.871 and 1.426).

These findings suggest that writing perceptions have no influence on writing performance. Both predictors, close to insignificant, emphasizes the necessity of investigating additional variables that could more significantly improve performance because the predictors are not strong determinants of writing performance. From an educational standpoint, concentrating only on changing how people view writing could not result in meaningful improvements in writing

performance. There is probably more room for improvement in other areas, such as providing quality writing instruction, enhancing writing practices, support systems and etc.

5.6 Results of Interview with Students

In the second phase of the study, the result obtained through the students' interview is believed to crosscheck the data obtained from the questionnaires and writing test. To this effect, 8 students were interviewed for the study. In this analysis, the researcher designated contracted form of naming the participants, for example, for student participant one, S01; and for student participant eight, S08 were used. The number indicates a code given to participant whereas 'S' is for student. In this regard, out of 108 students who filled in the questionnaires and took the paragraph writing test, 8 students were interviewed. From each college, 4 student interviewees were selected. Therefore, a total of 8 students were selected intentionally. The results of the interview are presented below under major and sub-themes.

5.6.1 Students' Perceptions of Writing

5.6.1.1 The level of students' writing performance

In relation to students' perceptions of writing, the first sub-category/sub-theme was about how students rate their writing performance. The guiding question was mainly designed to know what the students perceive about their level of writing performance with their actual writing performance. In this regard, except one student who rated herself as below average, the rest rated their level of performance as average and above average.

Table 27: Category of Major Theme and Sub-theme of Students' Interviews

No	Major Theme		Sub-theme
1	Students' perceptions about	1.1	The level of students' writing performance
		1.2	Writing as a challenging language skill
		1.3	Feedback provision
		1.5	Aspect of writing that students give more focus
		1.6	Writing as a process
2		2.1	Linguistic challenges of writing

	Students' challenges of writing	2.2	Psychological challenges of writing
		2.3	Cognitive challenges of writing
		2.4	Lack of support system
		2.5	Economic problem
		2.6	Lack of practice
		2.7	Influence of mother tongue
		2.8	Lack of time
		2.9	Influence of technology
3	Suggested solution to improve students' writing Performance	4.1	Focus to lower grade education
		4.2	Maximizing writing practices

One of the students, S06, said, "I consider my own writing level to be about average. The reason I said this is not because I was tested or said that I am average, but based on the results I get from random assignments or some classwork, I think it is average." The other student, S05, who rated his writing level as above average said that even if he didn't fully convey the idea he wanted, he thought he could present and write a text as he wanted to convey it.

In a different way, a student, S01, leveled his writing skill both average and below average. He argued in what context these two levels happened in writing. He stated,

My writing level is average and below average. It includes both. What it is, firstly I write calmly at the average level, and here sometimes it can be written very quickly. For example, at the time when teachers give lectures in PowerPoint, it is written quickly, so there is a chance that some of the text will be below average.

Despite slight difference, it is possible to conclude that majority of the students believe their writing performance level is average and above average.

5.6.1.2 Writing as a challenging language skill

Based on the first questionnaire, majority of the students responded that writing was a challenging language skill. In order to know the reasons why they said so, the second interview question was

asked. For this guiding question, all of the interviewees replied that writing was a difficult language skill for them to learn. For example, S05 said,

Many of our members have stated that the language is a bit difficult in the questionnaire that was requested or presented to us. Therefore, in the questionnaire, it has been written or stated that writing is a difficult language skill for many of us. Those who say that writing is difficult is because we often write in my/our/ first language that I was born or raised with it. That's why. The main thing is that we have a background problem. There are also problems with the teacher checking well. I think, it remains.

In the same manner, S03, stated that writing was challenging in all languages, not only English. And when it's in English, it would be more challenging. First, in order to write, one must be familiar with the grammar, content, and flow. Then he believed that writing was hard to know these elements to write anything.

Others mainly blamed their poor background for their poor writing performance. For this evidence, S06 and S07 responded their educational background and lack of practice were the main causes for their poor writing performance. For example, S06 said,

I think, this is the problem from the bottom. I think, it's because he/they/ didn't pay attention at school. And here, most of them are soldiers, and many of them were far from education. I think, it's because they have been out of school for so long, I think, it's a problem.

From the given responses, one can understand that all students believe writing as difficult language skills because of their poor linguistic background, lack of practices, lack of teachers' follow-up and giving less focus for English language were the main reasons they mentioned.

5.6.1.3 Feedback provision

The students who receive instructors' and peer feedback on writing reveals several benefits to improve their writing skills. Some of the interviewees replied that English instructors' and peer comments would contribute for their writing improvement and as they often receive comments from their instructors. On the benefits of accepting English language instructors' feedback, S05

and S08 said that teachers' comment could improve their writing. For example, S08 said, "I really appreciate the teachers' feedback during written practice. Because the teacher has more courses and more practice than me, he has learned, and I follow what the teacher gives me properly. I will implement that as well." In the same manner, S05 stated that receiving feedback could support to improve one's knowledge and skill and to learn more. Generally, students who accept teachers' feedback believe to make improvements in writing.

To the contrary, some of the interviewees responded though they recognized that feedback could help them write better, they couldn't receive any from their English instructors. For this confirmation, S01 responded, "There is no teacher here to pay attention. They gave us before. Now, as you know, because technology is increasing, you go at that speed, and no one checks your writing, and so on." In a similar way, S02 has never seen it as a focus in her writing practices. The responses may highlight the importance of constructive feedback in writing; however, it also suggests that instructors need to be aware of the way feedback is delivered to ensure encouraging and not discouraging.

In relation to peers' feedback, majority of the students answered positively that peer feedback could help them improve their writing skill. Peers' feedback as a useful resource for professional development, students can improve their performance by cooperating and accepting helpful criticism. In this vein, S05, S07 and S08 responded that peer feedback could improve their writing. For example, S08 said,

We often discuss this English together with my peers. And we exchange ideas. Because the opinion of many people says something better, we say it. And if their idea is right, I will accept it. This is the kind of thing we follow. Because I often accept it when you find someone else is a better reader than me.

Additionally, S05 described his friends as his mirrors. He said, "I have to accept the comments of my peers. Problems that I don't see, problems that are invisible to me, stand out to my friends. So, my friends are my mirrors to me. Therefore, I consider it as a big advantage for me to accept their comments." Metaphorically, here mirror is used to look at the positive and negative side of a student's writing through peer criticism in which one can clearly see all sides.

On the other hand, S01, S03 and S06 said that however they knew the usefulness of peer feedback, they have never practiced it. For instance, S03 replied that he had never done writing exercises like that with his peers. If he did, he would accept it, but he had never commented. The other interviewee, S01 also replied that he had never given much attention to it. He said it as,

In our writings, we can criticize each other. What we often do is because we don't pay that much attention to knowledge and not that much attention to writing, that we don't get that much acceptance. We all accept that.

In this part of the interview, the researcher also asked students if their English instructors helped them in commenting during writing practices. In this regard most of the students responded that their English instructors helped them in commenting on their writing practices. In relation to this, for example, S07 said, “Yes, the teacher helps me. It means correcting the mistakes that I encounter while writing. The teachers support me in that way.” These points are necessary for ongoing support and perhaps a more personalized approach to address individual writing weaknesses. It is also encouraging students to help them positively understand feedback as a pathway to improvement rather than criticism.

Feedback allows students to learn from their mistakes. In a process of writing, receiving feedback, helps deepen their understanding of effective writing. Teachers' comments can also introduce new perspectives and ideas that students may not have considered. This can expand their thinking and improve the depth of their writing. Accepting peers and teachers' comments on writing is a crucial part of the learning process. It is not only helping students improve their writing skills, but also contributes to their overall academic success, professional preparedness, and personal growth. By embracing feedback, students can develop a more positive attitude towards writing and continuous improvement. In relation to this, Byrne (1988) supports that instructors must also provide students with positive feedback indicating not only their mistakes but their good points as well. In this approach, the learners will identify that they make improvement, on the one hand, and on the other hand, their interest in writing will be reinforced.

5.6.1.4 Aspect of writing that students give more focus

The students were asked to which part of the writing they give more emphasis. Among the interviewees, some of them, S02, S03, S06, and S08 wanted to give more focus on content. For example, S03 said,

Most of the time when I'm writing, I focus on content. I focus on content. I mean my own writing. I usually focus not on grammar, but on whether or not the text makes my point. First, I don't have much grammar knowledge, so I never worried much about grammar. When I write, I only pay attention to whether my words reflect my thoughts or not. And what I pay attention to is content.

The students who said their area of focus is content, have a focus on language use than forms. More flexibility in writing is provided by language use, enabling students to successfully express difficult concepts and feelings.

In a different way, S05 and S07 stated their focus was grammar. In this case, for example, S07 in her part said,

I will give it to the grammar. If you ask me why, grammar, by the way, has a big meaning in the field of literature. For example, if different texts or different books are written without clear knowledge on that topic, neither the knowledge they convey nor the book that conveys it can find the appropriate one. It cannot get the proper meaning. Therefore, in order to get some meaning, it should keep the grammar rule. I believe, it should be well known to convey the message.

Similarly, S05 said that he had frequently chosen the grammar. He reasoned out that the text he communicates with could be clear for many people. Grammar is frequently preferred by students as it offers a strong basis for clear communication. Students who use proper grammar are able to communicate their ideas more accurately and clearly, which helps to avoid misunderstandings. Writing requires proper grammar, which has an effect on grades and overall academic success. From the obtained data one may understand that students have disparity in area of focus on writing.

5.6.1.5 Writing as a process

Students who write in a process are able to develop their thoughts more fully and precisely. Students learn to arrange their ideas, improve their arguments, and develop their writing abilities through prewriting, drafting, revising, and editing. Students may receive and apply criticism through this writing process, which fosters critical thinking and results in more effective writing. It also promotes a better comprehension of the subject matter and helps increase confidence.

Regarding revising and editing writing texts, almost all of the students reported that the stages of writing: revising and editing are significant in writing development. They felt that students would produce a better piece of writing effectively if emphasis was given to revising and editing their works. In relation to this, for example, S08 said,

I believe that revising and editing are very important. Because, I often do assignments twice, three times. I will update again. I will work again. Finally, after the third or fourth time, I submit the assignment to the teacher. And revising and editing improves my writing. I believe, it is very important to look at it again and again in order to provide an adequate answer to a question.

In a deeper term, S01 stated it as, “The more you repeat, the more repetition is experience, and if it's experience, it's life. In that sense, repetition is very useful. I think there will be a change, so it is getting better.”

In a different way, a student reflected his views by placing a precondition that revising and editing can only be effective if the student has the ability of basic English at first. He said it as,

I think revising and editing can correct and correct the text at that time. But I don't think it has that much effect on the person by increasing and improving the person's writing ability. I don't think it has any effect. I don't think he can improve it. If the basics aren't worked on first.

For a question on what stage they would give their writing texts to their peers or English instructors for comment, most of the students, S01, S02, S05, S06 and S08, replied the first stage. In this case S08 stated the reasons why he gives the first draft for comment. He said,

Because, after I finish at the end, it has many challenges to do it again. On the initial ideas, if I receive that feedback, I will develop it and write it, but when we give it to him at the end, we will have a hard time to adjust it. I just to give the first one to receive feedback.

The result shows that students perceive that both the first draft and the final draft seemed to be important for the students to receive comments. The first draft allows for initial feedback and suggestions, while the final draft ensures that comments are given on the refined version, and to provide a more comprehensive critique. In giving peers and English instructors a draft of writing for comments, instructors are able to provide students with individualized comments based on their strengths and weaknesses. This may help students to write more carefully when they are aware that other people will be reading their drafts. Getting instructors' feedback starting from the first stage, for sure, and giving a final draft for assessment would help learners not only for academic success, but also to score good grades in writing.

5.6.1.6 English language courses (Com. Eng. I&II)

Regarding the contribution English courses have in developing students writing skill, except an interviewee, the rest of the students responded unrelatedly. The main objective of asking this question was to know if the course and the course materials were supportive in writing development. For example, S06 said that if there was one reason that made it difficult for them to improve their writing skills in the English courses they took, it was that the content in the course did not match the current standard of the students. They mentioned that most of the students were from 12th grade, and half of them were recruited from other level. They also expressed that they didn't think it could be helpful. From that point of view, the standard of education there was not matching.

The other interviewee, S03, thought that the first-year English courses were not encouraging. The student stated it as,

I still don't think that the courses we took on freshman are encouraging. I don't think they are that inspiring. It means writing skills. There is some writing part, but I don't think that the existing writing parts motivate the student or push the student

to write more. We just did classwork and passed them and when the exam comes, the exam is just to get that grade.

Although most of the respondents cited poor prior academic preparation and lack of focus as reasons for the difficulty of the courses, one respondent, S07, stated that the incompetence of some instructors made the courses difficult. She said,

I don't think all teachers are qualified in the teaching and learning process, sometimes. You only receive as the level teachers give. If that teacher's teaching method is appropriate, it may not be a problem. If the delivery method is limited, it can be difficult to solve the problem with it. It is from that point of view.

From the given responses, one may notice that negative perception about English courses can hinder students' ability to write by increasing disinterest and a lack of drive. Students may be less engaged in writing classes and lose to practice and get helpful criticism if they believe courses are useless or unimportant. Being passive in writing classes can result in from this view, which can also cause anxiety or hatred toward writing. Furthermore, a negative perception toward English classes may keep students from appreciating the significance of fundamental writing abilities, which are essential for success in both the classroom and future workplaces. Their long-term capacity to communicate effectively in writing may therefore lessen.

5.6.2 Students' Challenges of Writing

The purpose of this main theme of the students' interview is to know what kind of challenges the students have faced in writing. In this regard, based on the students' responses, their linguistic challenges, psychological challenges, cognitive challenges, lack of support system, economic problem, lack of practice, influence of mother tongue, shortage of time, and influence of technology are presented as sub-themes.

5.6.2.1 Linguistic Challenges of Writing

Several higher education students showed that the incapability to choose the suitable academic vocabularies, improper punctuation, grammatical errors are the main source of problems encountered by the students (Al-Khairi, 2013). In relation to linguistic problems, most of the

interviewees, (S01, S04, S05, S06), stated that language grammar rules were their main problem in writing. For instance, S01 said,

The language itself has rules. So, rules for example now there is vowel, consonant. Which one should you read carefully? Which one should be read? Which is the vowel? There is some confusion between texts and words, as there is a lack of understanding of the language, or they are used in a way that they understand, not according to the rules and procedures of the language.

In a similar way, S05 and S06 restated it as, not knowing the rules and techniques of writing well, vocabulary or lack of knowledge of words, mechanics and grammar recognition problems are the factors that influenced their writing abilities.

From the view of the respondents, we can infer that students' writing development is greatly impacted by linguistic problems, especially for freshman students. These problems, which make it difficult to create texts that are clear and consistent, commonly resulted in problems with grammar, vocabulary, and mechanics. Poor grammatical understanding can lead to structural errors that confuse meaning, while a limited vocabulary might result in writing that is not advanced. Grammar mistakes can also disrupt a text's flow and make it more difficult for readers to understand the writer's points. Furthermore, repeated grammatical errors that give the appearance of carelessness or incompetence. Therefore, it lower marks for the students. As a result, writing well and effectively requires a good knowledge of grammar.

5.6.2.2 Psychological challenges of writing

In this sub-theme, the participants' responses on challenges of writing they encountered in attending their studies as freshman students were sorted under psychological problems. In this vein, S01 stated the impact of pessimistic societal view on English language. He said,

Society's view on this language is very low. What it means is that it is too low. There are some unnecessary views. There is a pessimistic view for English. Another type of autofocus is bragging which lessens the probability to know. At the same time, the next generation is growing up listening to that, and at the time when they finally get such a chance, when this problem comes to the fore, lacks the way out. I think this is a downing problem.

Lack of interest for writing instruction can also have a number of detrimental effects. It may result in poor writing abilities, which are necessary for clear communication in both occupational and academic contexts. It might obstruct both professional and personal development. In this case S01, and S08 said that lack of interest and courage were obstacles for them to learn writing in focus.

For instance, S08 reported,

A language requires a consistent effort. Lack of courage at home, at the workplace, at work, at any level, is a challenge. I sometimes miss what I know just by worrying people laugh at me if I spoiled it, and lack of courage is one of my challenges, and I think they are.

Lack of interest might be difficult for students to arrange their ideas, communicate them properly, and use in a correct language. Lack of interest in learning writing may also lead to weak academic achievement. Thus, psychological challenges of writing, such as carelessness, fear of criticism, and self-doubt, can arise during writing. According to (Rusinovci, 2020:366), “Many exams and tests, being graded the way they are, all of these have a negative effect and give the students a great stress.” In addition, writer's block, in which the writer feels incapable of creating fresh work, can result from several problems. Writing can also be hampered by stress and anxiety brought on by the pressure to fulfill deadlines and high standards. Developing coping mechanisms, such as establishing reasonable objectives, getting feedback, and engaging in writing exercises to increase confidence in writing, is commonly necessary to overcome these obstacles.

5.6.2.3 Cognitive challenges of writing

Cognitive challenges in writing describes the mental obstacles that students encounter in the process of writing. Writing as a process needs mental processing skills. In this case, S03 said, “When we are taking writing test, it is that writing is a process. Even if those who understand the content, but can't write about that idea. I think they might write something they don't know.” In a similar way, S04 stated what students encounter misunderstanding of instruction during a test. In this case he pointed out that without understanding what the question was asking, they just wrote mistakes unknowingly. The other point raised by the interviewees were difficult experiences they passed. In this respect, S01 and S08 pointed out that they passed difficult situations in the time of

COVID and other military obligations. It is undeniable fact that post trauma can seriously affect the processing ability in writing.

Thus, cognitive challenges in writing frequently result from issues with organizing ideas. These challenges can exacerbate feelings of inferiority or isolation in school settings, especially that where written communication is highly valued. Since written communication is still a vital ability in many sectors, those who struggle with writing may find it difficult to succeed in their careers. On a personal level, being unable to express ideas well in writing might restrict engagement in academic and social settings.

5.6.2.4 Lack of support system

Students' confidence and success can be greatly impacted by the absence of a support system. Without helpful criticism, support, and direction, students might find it difficult to identify their areas of weakness and strength in writing. Likewise, the lack of a supporting community might obstruct the development of writing abilities and the capacity to overcome obstacles, which will ultimately impact the academic performance. In this case S01 said, "There is very little commitment to society on education, and the environment in Ethiopia as a whole. So, he doesn't share that with the community, he doesn't share with his friends when it comes out."

In addition to that a participant raised unsupportive library system in the university. He literally stated that relevant books are scarce and usually only found in libraries. It implied that the library was inaccessible by asking if it would even be available. The library kept books that were inappropriate for their academic purposes and lack adequate descriptions. He noted, for example, that books for Resource Management were not well categorized. It was also difficult to take books for accounting, computer science, and engineering topics. Books were simply arranged at random.

The other student, S08 said that the system didn't give attention to students and unqualified instructors were teaching the language. In this respect S08 said, "Lack of attention for the student, and then lack of competent teachers because when teaching grammar, you may encounter a strong student."

S01, additionally said that the system didn't encourage learning for knowledge, but for result. In this case he remarked,

... the system is to focus only on its results. Not for knowledge, you did not say that I should do this, but here you said that no presentation. The tactic is only focused on results and not for sustainable knowledge, especially it is a problem of this school/university/. If it is worked in that area, and the responsibilities are taken, students will do better.

For students, having a strong support network is essential to improving writing abilities. Having access to well-chosen materials, including books, and writing manuals, offers inspiration and fundamental information. Growth is promoted by constructive criticism from peers, teachers and institutions that highlights areas of strength and need for writing development. In addition, communities raise confidence by promoting teamwork system. Students might be inspired to resolve difficulties by the emotional support and encouragement of friends, family and community at large. Otherwise, this may result in a decline in motivation, a rise in self-doubt, and an increased risk of writer's block (the inability to think).

5.6.2.5 Economic problem

Having no or limited financial resource can obstruct a student to be effective in learning. With regard to economic problem in learning writing, a student stated that without income one can't buy relevant materials for learning. For example, S01, said,

One could be the economy because economic access is less, now, for example, a person with no income cannot afford the materials I mentioned earlier. If it is an uneducated society, that society cannot support him. I guess those things combined will have an effect on that person.

Thus, it is possible to draw conclusions that low financial resources can limit access to necessary writing tools, such as books, computers, and stationaries which can foster the ability to write. Since the students are monthly incomers, they spend some money for living. If the issue is shortage of money, the income they earn may not suffice to buy instruments for their study. It is obvious that economic problems may cause stress and anxiety, which can negatively affect concentration, creativity, and overall writing productivity in terms of both the quantity and quality of written outcomes. Communities and organizations may work together in addressing these problems to ensure that every student to have access to educational resources.

5.6.2.6 Lack of writing practices

The other sub-theme is related to lack of writing practices. Regular writing practice helps students to advance their writing abilities. It also promotes a deeper comprehension of language, increases confidence, and improves the ability of writers to communicate their views. In relation to writing practice, some students, S02, S03 and S05, expressed that having no writing practice was one of the major problems they have faced so as to improve their ability to write well. In this regard, S02, S03 and S05 stated in the same manner. For instance, S02 said,

We don't write often. We do not practice frequently. We only learn English in English class once a week. That's why. Another one is that English requires writing over and over again. When you write again and again, it helps to avoid spelling and grammar mistakes. But how can you if you don't write? That's why we can't write.

The second participant did say that his weakness and teachers' unsupportiveness for making regular practices were blamed for their poor writing performance. Even he believed his teachers and peers never thought of it. For this indication, S03 stated,

Well, what I think has affected my writing skills is mainly my own weakness, not practicing writing, and I take it as the main reason for not practicing on my own. Second, my teachers who taught me were not supportive of my practice of writing. My teachers, who are senior to me or my peers, never thought that we should practice writing. Likewise, our teachers do not test what they say or correct us to write. I think these are the very reasons, since they did not make us think to improve my writing skills.

From the students' response, it is possible to deduce that one of the biggest obstacles to students' attempts to get better at writing is a lack of writing practice. Without regular writing chances, students find it difficult to improve their skills. Regular writing practice greatly improves students' vocabulary, helps them recognize and fix recurring problems, and helps them understand grammatical structures. Lack of these experiences might cause students to feel unprepared for writing, which causes poor performance.

This difficulty may be exacerbated by both their personal shortcomings and a lack of instructor help. If students do not get guided practice that may help them get over their challenges when lecturers don't give them frequent, organized writing assignments, the students writing outcome will remain unsatisfactory. Furthermore, students' feelings of inadequacy can be made worse by teachers' lack of support and feedback. Students' writing skill may be greatly improved in a supportive setting when English instructors actively encourage writing practices, provide helpful criticism, and address individual problems.

5.6.2.7 Influence of mother tongue

Mother tongue interference in writing was a challenge for students. Most of the interviewees were from divers' linguistic background. These interferences can cause violation of grammatical rules and structures in English writing. S01, S02, S04, and S07 denoted that mother tongue interference was an impediment for them to write well in English. S01 said that the relationship that this language and English has very different and most of them use their own mother tongues when they leave classes.

In the same way, S02 referred, "I usually don't write in English. Another thing is that since I express my thoughts in Amharic, I have never given English a place. That's why because I don't write often, it's hard to keep spelling correct." In this aspect S04 further explained,

Most of us translate in our own language, so English is an international language. But if we write in English, we are not victims, but beneficiaries. The reason is that man always pays attention to his own language. That's why they don't pay attention to English. ...English is international language, everyone has to learn in English; Now, I was taught in Oromo language from one to eighth grades. It would have been useful if I studied in English. Since I was taught in Oromiffa, I don't pay attention to English.

Therefore, linguistic differences may make it hard for students to be familiar with the new English language. For multilingual learners, interference from their native tongue can make learning a second language even more challenging, leading to errors in word choice or sentence construction. These linguistic barriers should be avoided in order to promote effective writing skill and enhancing communication.

5.6.2.8 Shortage of time

Writing is time consuming and that needs sufficient time to practice. Writing and time are intimately related in a number of ways. A writer's time constraints can have a big influence on the students' writing ability. For example, a short deadline might result in hurried writing, whereas enough time for in-depth investigation, revision and editing. In this vein, a student, S02, stated,

A lot of questions need a lot of time. It means, it takes a lot of time to train someone again and again, and to correct the mistake and re-adjust it. If everyone is going to write grammar, they need mandatory training to write a paragraph that preserves the grammar. One needs time to gather his thoughts and write them down. I think it needs to be written again and again.

Thus, students writing skill may also be affected by shortage of time. Students with multiple tasks, personal and organizational commitments may shorten the time of writing practices. These challenges should be resolved by creating favorable working environment for writing in particular.

5.6.2.9 Influence of technology

In this sub-theme, a participant argued that technology has brought her an influence in her writing. According to S04,

In the past, when we were studying, we used to translate using Oxford or a dictionary, but today, a person does the translation. After answering that question, he doesn't pay attention because he doesn't find out by himself. It is simply using Artificial Intelligence. Artificial Intelligence is becoming a problem. When we used to learn, we didn't use translator. It's that we don't create something, that we don't pay attention. As for myself, Artificial Intelligence, in particular, is causing a lot of problem.

The way we study and practice writing has been profoundly changed by technology. Students now have access to a wealth of materials that improve their writing and by detecting and fixing mistakes instantly. Though, writing has been transformed by technology, but there are drawbacks as well. One significant issue is the overuse of digital tools such as grammar and spell checks, which can result in a loss of fundamental writing abilities. By relying on the machine to detect faults, writers

may become less aware of their own skill. Additionally, if students rely on pre-existing information rather than coming up with fresh ideas, the ease of copy-pasting can prevent creativity in writing.

5.7 Results of Interview with English Instructors

In the second phase of the study, and next to students' interview, interview with six English language instructors were conducted. This instrument is believed to address the third research question and to have understanding about students' challenges of writing and the causes of their writing problems. In addition, the interviews with the English instructors were used as a cross-reference on the students' writing problems and to get possible suggestions for the identified writing problems that students encountered. The information obtained from English instructors' interview are presented in the following category under major and sub-theme.

Table 28: Category of Major Theme and Sub-themes of Instructors' Interview

No	Major Theme		Sub-theme
1	Students' perceptions of writing	1.1	Level of students' writing performance
		1.2	Feedback provision
		1.3	Motivation in learning writing
2	Students' challenges of writing	2.1	Lack of practice
		2.2	Absence of collaboration
		2.3	Writing incomplete paragraph
		2.4	Unsupportive English courses
		2.5	Lack of support system
		2.6	Poor academic background
		2.7	Influence of mother tongue
3	Suggested solution to improve students' writing performance	4.1	Teachers' intervention in English classrooms
		4.2	Offering supportive courses
		4.3	Revising curriculum
		4.4	Focus to lower grade education

5.7.1 Students' Writing Perceptions

5.7.1.1 Level of Students' Writing Performance

As an entrance, English instructors were asked how they would rate their students' writing level. Except EI04, all instructors, EI01, EI02, EI03, EI05 and EI06, said that the level of their students' writing was below average. Unlike other instructors who rated most of the students as below average, EI04 rated them average. The finding showed that the majority of the instructors leveled their students' writing performance as below average.

In order to comprehend the reasons of students' poor writing performance, the instructors were determined that this problem was caused by many factors. For example, EI05 leveled students' writing performance below average and reflected some of the factors that influenced them. He said,

Majority of the students are below average due to their academic background, lack of motivating environment, class size matters, the process they came to during their high school learning. I guess, most of the teachers concentrate on grammar and vocabulary teaching. No room is given for writing skills, and with other factors.

From the given responses, it can be understood that English language instructors leveled their students' writing performance below average.

5.7.1.2 Feedback Provision

One of the purposes of the English instructors' interviews was to know students' views towards handling of instructors' and peers' feedback. The English instructors were asked if their students positively received comments given by their English instructors and their friends. In this regard, EI01 and EI02 said that peer's feedback was better than instructors. For example, EI01 stated,

I think, peer correction is better than the instructors. Whenever you tell them this is wrong this is the way to do it. They may consider that they are very wrong and maybe they are not in good skill in writing, so instead of that I favorite to just give correction each other in peers. Most of the time after their submission, in paragraph writing or in essay writing, I give them corrections in each and every

sentence, but I don't think that they can understand for the future they are going to correct their silly errors even.

However, peer feedback helps students stay engaged, but English instructors don't always use it. In this case, EI02 said that peer feedback was not a preferred mechanism in English language teaching. He added, though teachers' feedback was widely used, the students gave it less attention to it. He literarily stated,

The problem is, I think, the problem is they always relate teachers' corrections with grade, not actually with improving themselves. When it comes to peer corrections, we don't even allow that because students get frustrated very easily especially, our students are adult students. If they are corrected by their peers, they may be frustrated so we don't allow that. We don't usually use that mechanism even though the mechanism is appropriate, but teachers' corrections are very much used, but students believe the corrections given by their teachers undermine it. That is their problem.

In a different way, the other interviewees, EI03 and EI06, believed instructors' feedback was better than peers' feedback. They argued that students were more comfortable in receiving comments of their peers than instructors. For example, EI06 said,

Yeah, for most students, they may think the instructors' feedback is good to improve their writing skill, but they are not certain about their peers' correction. Therefore, in most cases, they may not consider their peer correction as correct feedback for them. Therefore, they neglect that.

The results show that students' perceptions in getting feedback and putting it into practice were dissimilar. Therefore, from the instructors' responses we understand that the students' perceptions about criticism or comments reflected in different ways; some take it to heart, while others ignore it. Although feedback is appreciated, there is still little use of it in practice. Only some of the students perceive feedback seriously, and others do not use it for progress. However, peers and teachers' feedback have value in writing development, students do not frequently apply it to their writing improvement.

5.7.1.3 Motivation in Learning Writing

Under the first major category, students' motivation in learning writing was one of the sub-themes so as to know English instructors' responses to it. In connection to this, some of the instructors responded that not all students were motivated, but a few. Some of the instructors, EI01 and EI04, thought that only a few of their students were motivated and excited to learn better while others were engaged in private talks in writing periods. For example, EI06 stated,

I can say, a few students are motivated, not all. Most of them have a problem in writing because they don't have the experience to write, the experience of writing different things. They don't have exposure or they don't have the trend to write, so a few are motivated not most of them.

In a different way, two English instructors, EI04 and EI05, said that the students have to reach a certain goal to be motivated. In this case one of the English instructors, EI04, responded by placing preconditions saying that students could be motivated if they received appropriate instructions. He shared his experience as,

If they are given appropriate instructions, and if they're given assistance, adequate assistance from teachers, they can be very much interested. I have experience that repetitively, but if you simply ask them to write something out of the blue, they may not be able to be motivated. They may get demotivated and unable to write anything, so you have to give them instruction, proper assistance. You have to go around and check them if they are demotivated.

A few of the instructors responded differently that the students were not motivated at all. In this case, EI06 answered for the question if his students were motivated in writing classes. In this regard, he said,

I can say, no. They are not motivated because, you know, writing skill need some practice, some exercise, you know, a little bit tough when you compare it to other skills. Therefore, when we teach them writing skills, they get frustrated; they are not interested, they are not motivated to practice what the instructor give them to do.

From the English instructors' responses, it is understood that the students were not motivated in learning writing, and if the students get appropriate instructions, they could be motivated. In relation to this, instructors were asked what kind of methods they use to increase the students' motivation in diverse classrooms. For this response, for most of the English instructors, motivation is a significant challenge in diverse classes. Many students were not interested in writing, which affect their performance. So, the instructors used different approaches to engage students with differentiated methods. For example, EI02 and EI03 used to give group works, and EI06 gave them feedback when they do mistakes. The other instructor, EI04, in his part said,

I do use different techniques. I give a chance to write or to summarize the very important point in the unit and to fill the gaps in different activities. To do different activities that are designed in the text. Just motivating or guiding them how they should write. I think, I'm trying to do my best.

From the given results we may understand that instructors use a variety of motivational methods. However, some students are motivated, others are not interested in learning writing at all.

5.7.2 Students' Challenges of Writing

English instructors were asked about what kind of challenges their students have faced in writing. In this major theme, seven sub-themes: lack of practice, absence of collaboration, writing incomplete paragraph, unsupportive English courses, lack of support system, poor academic background and influence of mother tongue are presented respectively.

5.7.2.1 Lack of Practice

In the interview with English instructors, some of them said that lack of writing practice was a challenge for the students and a reason for their poor writing performance. In this case, EI04 said,

They do not have a chance to practice writing outside the class. They do it in the class, and for that reason, by its nature writing is something that needs maximum effort and it include different language aspects: grammar, vocabulary and for this reason ... most of the students are not in good level in the writing skills.

However, the instructor said that the students didn't get the chance to practice, the other instructor, EI05, stated it in a different way. He said that the students were not engaged in group or pair works focusing on the writing practices, but they were doing other irrelevant activities. He literally said,

You know, the problem here is when you give a task for the students to do in small group or in pair, instead of engaged in the activity itself, they are talking about other irrelevant things because in certain circumstances the teacher may not be in a position to manage the students' activity. It is very difficult; it is very difficult to follow students' activity particularly for writing activity in classroom period.... As you know, writing is a don't-take task. It requires from student part, from the instructor's part a lot of effort. Both instructors and the students deliberately ignore this part. That is why, students didn't improve or couldn't improve their writing skill.

From the response it is possible to infer that the students do not get the opportunity to practice writing, and even if they get the chance, they tend to spend their practicing time for irrelevant activities. Therefore, English instructors fail to manage writing practices which has a positive impact on students' writing performance.

5.7.2.2 Lack of Collaboration

English instructors were asked whether the students were collaborative in learning writing or not. In this case, most of the instructors, EI02, EI05 and EI06 noted that the students did want to work together, they frequently lacked to work collaboratively. For example, EI02 noted,

This is one of the problems these days. Many students are not able to work together. In any circumstances, or under any circumstances if collaboration means what I'm thinking of, so in collaborating many students attempt on their own. Collaboration is very difficult for them. They don't collaborate. In instances where students are forced by their teachers to collaborate, they may do that but only one of the students is given a lot of tasks to complete the writing exercise if I get your question perfectly.

However, most of the English instructors noted that their students lack collaborative learning, one of the instructors, EI04, responded differently that teamwork was a common practice for military

students. He stated, "...most of my students are military. In military, they are trained. They have a chance usually to use group work or working together. Teamwork is common with military students. Almost all of my students work on collaboration." In general, the results may indicate that most of the students are not willing to participate in group works. It includes students' misunderstanding on the positive impact of collaborative learning. By addressing these issues, students' participation in writing classroom might be effective.

5.7.2.3 Writing Incomplete Paragraph

In paragraph writing test, most of the students had written incomplete paragraphs in the writing test given to determine their writing performance level. Therefore, the English instructors were asked if they could tell us the reasons in this matter. All of the English instructors believed that their students did write incomplete paragraphs. For example, EI04, thought that most of the students lack writing skill. Not only that, they had a problem of using appropriate words. The other instructor, EI06, said that lack of good writing experience and shortage of composing ideas were the reasons for them to write well. He openly said that the students were not competent enough in writing. Similarly, EI02, added,

Many students are unable to complete to write a paragraph. Leave alone a paragraph, many students face difficulties in writing sentences, so it will be very difficult for them to write paragraphs let alone complete paragraphs. They may not be able to think about to write some sentences in a very coherent way. It is a dream to many of them.

From the given data, we may understand that writing incomplete paragraphs might be the result of lack of writing confidence and low academic achievement. It implies that students could have difficulty with the fundamental linguistic challenges as well as content, which are essential for academic achievement.

5.7.2.4 Unsupportive English Courses

This sub-theme is mainly about English language instructors' reflection on the English courses: Communicative English Language Skill I and II, they offer. However, EI01 and EI04 believed the courses were supportive in teaching writing, most of the instructors, EI02, EI03, EI05 and EI06,

criticized the courses. For instance, about supportiveness of the courses, EI01 noted with little uncertainty as,

I can see they are supportive. Especially Part one even parts two has some writing skill at the end of each unit. Specially, in the last session last part, there is a writing part. It gives some sort of clue to write their own to develop their own paragraph, but still it is limited in paragraph level. It is the same with Part 1 and part 2. There must be a difference between Part 1 and Part 2. There must be, may be, an essay level must be available in Part 2. But still, they can help them to compose their own even if there is nothing about how to develop their ideas.

To the contrary, majority of the English instructors said that the courses do not help learners to be good at writing because the courses do not give students any clue on how to write a sentence, a paragraph and essay. For example, EI02 reasoned, “They / courses/ are not because even though there are a lot of tasks of writing included in the modules, the modules are not supportive because they are not focused on writing. I wish, courses focused on writing are good for students. Mixing different skills in a module does not help in writing.” It indicates that the English instructors are not satisfied with the English courses the materials ready for teaching writing in particular.

Generally, from the obtained results, it is possible to conclude that majority of the English instructors believed the courses are not supportive while a few of them believed to the contrary. It is clear that students' learning results can be negatively impacted by unsuitable courses in a number of ways. First of all, they may result in knowledge and skill gaps as the curriculum might not fully address important subjects. This may make it more difficult for students to advance in their studies or future employment. Second, students who take poorly structured courses may get demotivated and lose interest in the material. Academic performance can be affected as a result of this. Furthermore, inappropriate courses can waste time and money for both students and educational institutions since they may require more work in remedial instruction.

5.7.2.5 Lack of Support System

From English instructors' responses, an English instructor, EI05, said that instructors' life standard forced them to run here and there to win their and their family daily bread. Because of this, teachers were not dedicated to what they were doing. He associated it with the background of teachers as,

In high school, low motivation of teachers for various reasons, for various reasons: low salary, teachers live, low standard of life. This the same is true for college instructors or university instructors. The families do not follow their students' progress. School administrations are not run by appropriate individuals. Most of them are political appointees. They do not know how to manage the education aspect.

The result may indicate that teachers' low standard life and improper appointment of school administrators can influence the teachers' motivation to work effectively. It can also affect the learning environment along the way. Thus, a strong support network fosters a supportive and encouraging learning atmosphere that helps students in reaching their academic objectives.

5.7.2.6 Poor Academic Background

In this sub-theme, English instructors accounted the students' poor educational background for their students' poor writing performance. In this vein, EI01, EI02, EI03, EI05 and EI06 said that writing needs some background preparation, however, the students, with weak academic background, were challenged to cope-up learning in higher institutions. In this case, EI01 noted,

In my opinion, the students' major problem for their low writing performance is their background. We can generalize that their background, maybe they were not practicing accurately, perfectly and efficiently in their prior schools specially in high school, in preparatory school previously. They were not using and composing appropriate English so that background comes to university level.

Similarly, EI02 reaffirmed that the students' limited vocabulary and grammar knowledge had drawn students back to join higher learning that demand a lot in their learning. In connection to military students with uniform, EI03 pointed out the reasons as,

From my experience, mainly /it is/ because of their poor educational background. In addition, some soldiers, they joined our university after a long-time form learning. They stayed long time in the front or somewhere else. When they joined and start learning there is a gap, time gap. In addition, most of soldiers told me that they learnt from distance education. All this make them poor in their college learning. This need research. This is my view.

In general, the English instructors' responses to the interview question about the main challenges that students faced in writing was students' poor academic background. Writing performance may be greatly impacted by a weak intellectual foundation. Students may struggle with composition, vocabulary, and sentence structure if they lack a foundation in language skills, which might result in producing confused and inefficient piece of texts. Furthermore, inadequate academic preparation can also lead to a lack of analytical and critical thinking abilities, which are necessary for creativity. Additionally, students who receive little academic help could be anxious and reluctant to write because they don't believe they can write well. Thus, poor academic background is considered as a daunting factor for successful writing that requires a strong academic foundation.

5.7.2.7 Influence of Mother Tongue

In this sub-theme, under the second major category, English instructor stated mother tongue interferences as a challenge for students weak writing performance. It is obvious that mother tongue interference occurs when a student's local language's grammatical rules and structures affect how they use English language. In this case, EI01 noted,

Most of the students submit incomplete paragraph even they do not cover up their topic sentences even if you lead them how to write, how to develop their paragraphs starting from topic sentence. I don't know their problem. Most of the time, I think, they are thinking in Amharic, but they cannot translate it into English and they do not complete what they just started. That is the reason.

This may imply that students may encounter a number of difficulties to write in English language while thinking in their native language. Direct translations are frequently the outcome of this approach, which might produce difficult or inaccurate sentence patterns. Furthermore, mistakes in the second language might result from interference from the mother tongue's grammatical rules. Therefore, students can improve their writing abilities and general fluency by learning to think directly in English through practice.

5.7.3 Suggested Solution to Improve Students' Writing Performance

Solving students' writing problems is important to enhance their writing abilities, which are critical for academic achievement. In this regard, the last major theme is about what the English instructors suggested to solve students' writing difficulties. Therefore, the instructors' suggestions are

categorized under the following sub-themes: teachers' intervention in English classrooms, offering supportive courses/training, revising curriculum, and focus to lower grade education.

5.7.3.1 Instructors' Intervention in English Classrooms

English instructors have suggested to different pedagogical interventions in classroom teaching so as to improve their students' writing performance. Just by sharing their experiences, they recommended possible pedagogical approaches they thought to be fruitful. In this notion, EI01 said that instructors should acknowledge regularly using methods like peer teaching, peer correction, and issuing projects or classwork to improve students' writing proficiency. By allowing students share and edit each other's work. In order to help students further develop their thoughts, the instructor should stress the need of independent thought and concentrating on the subject.

On the other hand, EI02 described the strategy of giving students sample assignments before they start writing in order to motivate them to follow to similar patterns. Results from a classroom study showed that this approach increased efficiency and motivation. The instructor emphasized beginning with the fundamentals, including lessons on building sentences and paragraphs, which the modules did not specifically address because many of them are military students.

The other English instructor, EI04, mentioned about the relevance of reliable material in teaching writing. He said,

as a solution, what I would suggest is, I think, the interesting is that the students should change their perception toward writing because writing is something interesting that would help them improve their academic success, so they should change their writing skill. ...the students should be taught how to improve their writing skills and they should get different exposures to write more by using something authentic materials, things they know very well.

Finally, an instructor, EI06, expressed the importance of the 'learning by doing' strategy, where students were given written tasks, guided through the process, and then allowed to practice independently. This method was viewed as effective in enhancing their students' writing capabilities.

From the English instructors' interview, it is possible to say that to help students write better, the instructors use a variety of methods, with a focus on peer teaching, model assignments, and independent thought. By utilizing factual resources, concentrating on subjects that students are interested in, and gradually improving their writing abilities, assignments should be designed to keep students interested. For military students, who need further help, tutorials covering basic writing components including sentence, "learning by doing" and paragraph development are suggested. In addition to that, teaching methods should also be modified to accommodate different student skill levels, and advanced students should be given free writing assignments to practice their writing and grammar, while slow learners receive prearranged exercises.

4.7.3.2 Offering Supportive Courses

In this sub-theme, English instructor, EI02, said that students could have improved their writing skills if specifically designed short course. The instructor hopefully noted,

It's not too late even after they come to university, it's not too late. They can improve their writing skills, but writing skills should be focused. We cannot amass all skills in a module even we have delivered the necessary skill it's very difficult. Umm maybe, we need another short course university, university suggested course, that will demand students to write and write and write and write for a semester, and along with other courses they face in their university stay. They may learn a lot of writing by the end. However, it demands teachers to focus on to teach them to write.

In the same way, EI04, recommended that writing materials that include different language aspects: grammar, vocabulary or some grammar skills should be available in library as well.

Thus, the result may indicate that supportive writing courses provide several advantages for enhancing students' writing abilities. Students, who are low performers in writing, and who take supportive writing classes would benefit from appropriate classroom environment that encourages ongoing writing development efforts and makes them more competent and confident.

5.7.3.3 Revising Curriculum

The interviewees, EI01, EI03, EI05 and EI06, suggested the curriculum and the two modules: communicative English language skills I and II to be revised. For example, EI01 said,

Some additional courses must be given, additional to communicative English language Part 1 and Part 2. So, sophomore English must be included. It is advanced writing skills are there. But I think it is stopped somewhere and it is confined in Part 1 and Part 2 Communicative English language skills, so there must be some type of strategies to be taken to improve the curriculum.

In the same way, EI03, suggested that the two modules, Communicative English Language Skills 1 and 2, should be revised. He expressed his view that students should be taught from the beginning, including how to write sentences and paragraphs in tutorial and additional classes.

Generally, the result indicates that English language instructors believe the English language courses and the courses modules to be revised. It may be possible to say that identifying and addressing gaps in the current curriculum, revisions can improve students' writing abilities for future academic and professional success.

5.7.3.4 Focus to Lower Grade Education

Most of the English instructors have recommended that special focus to be given for lower grade education. Most of the instructors, EI01, EI05 and EI06 said that university students' writing performance could be improved when the students had a good English language background. For instance, EI05 mentioned that to solve the problem, students should be taught all four skills: writing, speaking, reading, and listening from the beginning by the appropriate person. Equal emphasis should be given to all four skills. In addition, in high schools, teachers focused on grammar and vocabulary teaching rather than skills, leading students to learn sub-skills and not improve their overall learning skills. He emphasized that when students reach college, their writing skills couldn't be expected to improve due to these gaps. Lastly, he pointed out that large class sizes made it difficult for teachers to teach writing and provide feedback, among other factors.

In the same way, EI05 stated,

The problem in the college or university is the reflection of the high school problem that is the extension of it. This is not a thing created in the university or the college itself. The other problem is that the instructors, all the high school teachers even they do not teach English and English itself to summarize or to revise or to tell them the highlight. They use Amharic or other local languages.

On the other hand, EI06 specified that English teachers especially high school teacher and lower grade teachers should get on job training on how to teach writing skills. He added that he had a reservation on the ability of the teachers themselves. He believed that they didn't have the commitment or even the skill itself.

From the English instructors' responses, it is understood that most to the English instructors are finger-pointing at the students' weak educational background for their students' poor writing performance at university level. The result may also direct to the FDRE Ministry of Education to review lower grade English language education curriculum for students better future academic performance.

5.8 Discussions of the Results

In this section of the research paper, the researcher explained the findings, connecting them to previously published literatures, and offers context for the results in the framework of academic writing. The results obtained through the questionnaires, paragraph writing test, and students and English instructors' interviews were triangulated.

5.8.1 Discussion of Students' Perceptions of Writing

As repeatedly referred in the previous section of the paper, the main objective of this study was to investigate the first-year students' perceptions, challenges and performance of EFL writing. This discussion, is mainly to address the first research question, "What are the perceptions of freshman students in Ethiopian Defense University about English writing as a skill?" A questionnaire with six sub-sections: students' perceptions about the importance and nature of writing, students' perceptions about the approaches to writing, students' perception about the focus of writing, students' perceptions about writing strategies, students' perceptions about feedback provision in writing and students' perceptions about the English courses are analyzed.

In relation to the students' perception towards the importance and nature of writing, the finding revealed that the vast majority of the students had positive perception. According to Eka et al. (2021), positive perception may lead to a more pleased and optimistic attitude to life's circumstances by assisting individuals in developing a positive and appreciative vision that enhances their social relationships, personal well-being, and adaptive coping strategies. Though the students had positive perception about the importance and nature of writing, the result obtained from questionnaire-I depicted that majority of them believed writing as a difficult language skill.

For their writing difficulty, the students and English instructors reasoned out having poor foundation in the basics of writing, and lack of regular practices in writing. In relation to writing practice, a study findings of (Alhojailan, 2022) showed that the creating of opportunities for writing practices can help students identify the origins of problems in academic writing, and then help the students overcome those difficulties and change the negative perceptions students have about academic writing. The other reasons given by the students included distractions and lack of interest in writing. For example, for writing incomplete paragraphs during the paragraph writing test, the students provided evidence by saying they didn't pay attention to it. This response suggests that some students do not pay enough attention during writing exercises or classes, which affects their understanding and performance. Therefore, the consequences of poor writing performance are ranging from obstructed communication and reduced academic achievement in a university. In order to be successful in university education, students need to take deliberate steps to improve their writing through vigorous practices to accomplish their academic goals.

The second section is students' perceptions about approaches of writing. Majority of the students believe that process-oriented approach promotes writing in the classrooms. They demonstrated their unwavering agreement on how crucial it is to complete the planning, drafting, and editing phases of the writing process. Having positive perception on the process approach goes along with the different literature sources. For example, Anastasiadou (2010) in his research confirmed that the process approach supported the students to improve their writing skills. In this study, even though the students have positive perception towards process approach in writing, almost all of the students didn't try to convert their believe into practice in their paragraph writing test. In relation to process approach in writing, a study conducted by (Dewi, 2021) revealed that students had positive perceptions on the application of process approach in writing class; therefore, the

researcher suggested process approach in writing as the alternate approach to improve students' writing ability.

On the aspect of writing that students prefer to emphasis, most of the students need to focus on language form than meaning. For this evidence, the students unanimously granted that getting the grammar and mechanics correct should be the main focus to good writing, and that teachers should pay more attention to the language form than meaning in producing good piece of writing. Since writing allows people to express their ideas, make their intentions known, it would be reduced to a meaningless collection of random symbols if it lacked meaning. Moreover, towards feedback provisions, students have also positive perception of getting comments from their English instructors and peers, and also have positive perception about self-evaluation to help them write better. In relation to the importance of feedback, Hyland & Hyland (2006: 83) stated that feedback has long been known as essential for the growth of writing skills in second languages, both in terms of learning potential and student motivation. Though students have positive perception about teachers' feedback, their instructors believe that students may have positive perception, but they do not use in actual writing practices.

During the interview with the English instructors, they said that students didn't get adequate writing practices, so they gave incomplete paragraphs in writing tests and exams. However, the students have positive views about process approach, it is contrary to their practice in writing. They also think that the English courses are unfit to first-year students, so if the courses are revised, students might be encouraged to write well. To sum-up, students' perception of writing is significantly positive, but it is contrary to their writing performance.

5.8.2 Discussion of Students' Writing Challenges

Writing is a challenging process that requires effort. Of course, it is not given for granted. In terms of how difficult writing is, Meseret (2012) notes that writing is an important yet difficult ability for those learning English as a Foreign Language (EFL). Despite some overlap, Byrne, D. (1988) divided these writing difficulties into three categories: linguistic, psychological and cognitive issues.

Linguistic barriers are the most frequent ones that students encounter in writing. These linguistic issues can arise throughout several phases of language use, such as vocabulary, grammar, structure,

and general stylistic elements. (Aldabbus and Almansouri, 2022:3) as cited in a study by Al-Khairi (2013) restates, "On several higher education students showed that the main source of difficulties encountered by the students is their inability to choose the appropriate academic words, incorrect punctuation, and linguistic and grammatical errors." The paragraph writing test result that targeted mainly the content, structure, grammar, vocabulary, and mechanics were exemplary indication.

In relation to mechanics, the first questionnaire result showed that the students believed getting the spelling and mechanics correct was a key to good writing. However, the students' writing test result of mechanics, which included the punctuation, capitalization, spelling, was the list scored (grand mean, 1.61765) compared to other linguistic results. Correspondingly, the students' interview had confirmed that most of the students' thought mechanics was the most challenging linguistic element for them.

The next challenging linguistic elements were vocabulary and grammar. The paragraph test result of vocabulary and grammar have proved it. Their results signaled how challenging vocabulary and grammar are for the university students in producing effective writings. The English instructors in their response confirmed that most of the students had lack of vocabulary and grammatical knowledge to write well because they haven't had the chance to practice writing in high schools. (Al Murshidi, 2014:93) in his study stated, "English vocabulary and grammar are linguistics aspects which Emirati and Saudi students emphasized as creating difficulties."

In relation to psychological challenges of writing, Byrne, D. (1988) clarified feedback can have a psychological impact in writing. He said that writing is mostly a solitary activity, and the fact that it must be done alone, without the benefit of feedback or potential for interaction, makes the process of writing challenging. In addition to that, the students' questionnaire-II and interview results brought to light that majority of them believed that English instructors' and peers' feedback could improve their writing. Similarly, English instructors in their interview responses said that students may have positive views towards feedback provisions, but they fell to change it into practice.

The other point is that students' motivation to write well. The majority of the English instructors believed that their students are not motivated, so they don't have interest to put effort or struggle since writing required hard working and much time to practice. Due to lack of good English

language background, the students do not have confidence in writing which may emanate from fear of criticism.

Similarly, in the students' interview, some of the students stated that their past hard time experiences can also affect one's understanding. As Bisson et al., (2015:1) uphold their view, "whether in the military or as a civilian, at some point during our lives nearly all of us will experience a traumatic event that will challenge our view of the world or ourselves." In addition to the traumatizing impacts on the students, English instructors did say nothing about the consequences of traumatic disorder that might cause military students to question their ability to write confidently and develop negative feeling about the writing.

The students in their paragraph writing test, demonstrated poor organization and content. For this evidence, the grand mean of paragraph structure and content results could be good examples. Most of the students wrote incomplete paragraphs and a few of them wrote the paragraphs out the given instruction. This result is somehow similar to a study conducted in a South African university on essay writing revealed that the students were experiencing challenges related to writing an introduction, a thesis statement, topic sentences, supporting sentences and conclusion (Tshotsho & Cekiso, 2015).

It is obvious that cognitive issues that might hinder writing include a trouble of focusing, organizing thoughts, and poor working memory. By addressing cognitive issues encourage students to generate quality writings. In this context, Byrne, D. (1988) said that writing, on the other hand, requires instruction-based learning. In connection to cognitive challenge as predictor of EFL, (Kao & Reynolds, 2017) in their study suggested that cognitive/ preparation strategies can serve as an effective predictor of EFL learners' self-rated writing capability and that students' writing challenge lies in their cognitive/preparation strategy use. Therefore, students also need to be able to organize their ideas so that even a reader who is not present may understand them.

5.8.3 Discussion of Students' Writing Performance

A notable inconsistency in performance levels was found when the paragraph writing test results of the students were analyzed. The majority of students received below average scores, suggesting that writing proficiency is a common problem for majority of first-year students. On the other hand, some students outperformed the standard, that may have been attributed to personal talent

or outside help. The remaining few received average scores, indicating a smaller group that performed in a comparatively steady but mediocre manner. This result is different from a local study conducted by (Taye & Mengesha, 2024) on Mizan Tepi University. Their study showed that the students' writing proficiency was average. Thus, these results of this study highlight the importance of focused interventions to deal with the sizable group of students who are performing below expectations. Writing is believed to be the most difficult, yet essential ability for language learners to learn since it requires established rules of grammar, syntax, and word choice, as well as the creative process of striving for and discovering one's thoughts (Qismullah, Zalina & Yunisrina, 2019).

In relation to gender-based analysis, the result revealed a significant tendency: female students were more likely to be in the above average group. This implies that female students could be better writers or make better use of writing practices at their disposal. Two strategies might be needed to address this disparity: maintaining the momentum of high-achieving female students and giving struggling male students more help. Developing gender-sensitive teaching methods can be helpful in light of the gender gaps that have been noticed. One way to encourage collaborative learning is through programs that match male students who do poorly with their high-achieving friends. At the same time, recognizing female students' accomplishments might help maintain their performance levels.

Based on component-based analysis, the students did, from higher to lower, relatively better in content and the least in mechanics, according to the paragraph test results broken down into writing components. In addition, the other places were held by grammar, vocabulary, and structure. According to these results, students have trouble with the technical parts of writing even if they are able to come up with ideas and information. Supporting students in grammar, structure, and mechanics accuracy should therefore be the main goals of instructional strategies. The component-based analysis emphasizes how important it is to practice writing technical skills rigorously. These challenges can be filled by including sentence structure, grammar drills, and punctuation exercises into the syllabus. Habtamu (2018) in his study on civilian universities revealed that mechanics was one of the major problems students faced in ELT as well. Differently, a result obtained from a survey conducted in one Islamic University in Jambi that the students did not find significant difficulty in writing course, and their main writing problems were word choice and poor

organization/illogical sequence (Habibi, 2017). In our context, the result may direct to revisit the lower grade curriculum or conduct further studies to arrive at a conclusion to revise the curriculum in connection to mechanics.

However, the finding from the paragraph writing test showed majority of the students scored below average, the student interviews revealed somewhat different image. The majority of students thought their writing was either at average or above average level. This self-evaluation might indicate a lack of confidence to reveal themselves down in their writing or a difference between their performance and perceptions. Initiatives like feedback-driven learning are necessary to close this gap by bringing students' perceptions in line with their true ability. This result is different from (Cequeña et al. 2013) who examined the connection between Filipino college students' actual reading and writing performance and their perception. Writing perception referees to one's own writing performance. However, the researchers discovered a strong positive relationship between students' perceptions of themselves and their actual writing performance.

Regarding English language instructors' interviews towards their students writing performance, the majority of students' writing performance was rated below average. This noticeable disparity in how students view their writing performance, and English instructors leveling and the actual performance of the students show differences in writing standards and students' expectations.

The results suggest that improving students' writing perceptions alone won't improve their performance. Rather, interventions that are skill-oriented and practical applications are required. Peer review sessions for structure, grammar and mechanics, and vocabulary building activities can all need to be improved. Writing as a skill that primarily involves linguistic knowledge, with an emphasis on using cohesive devices, grammar, and vocabulary correctly (Pincas, 1982b, quoted in Mousavi, 2015). Some of the students suggest the potential value of support systems like writing centers, tutorial programs, and extracurricular writing exercises, libraries etc. Students who perform below average may benefit from these interventions if it is available to all first-year students. Students' and English instructors' conflicting views on writing achievement levels also demand alignment. Setting reasonable expectations can be facilitated by holding trainings where students are shown model paragraphs and grading rubrics. Involving students in the assessment procedure can also help them develop a better understanding of what constitutes good writing.

5.8.4 Discussion of the Relations among Students' Perceptions, Challenges and Performance of Writing

With the aim of addressing the fourth research question, “Do the students’ perceptions of writing, their perceived challenges they encounter and their performance of writing test take relate” is discussed. The complex character of writing performance is shown by the examination of the connections among students' perceptions, challenges and performance of EFL writing. None of these associations achieved statistical significance, despite the presence of slight trends. This implies that the variables analyzed in this study do not fully convey the difficulty of the underlying factors impacting students' writing abilities. However, a study conducted by (Cequeña, 2020) which focused on self-perception in writing and reading insignificantly affected writing performance in conventional writing instructions.

Both the Spearman's rho and the Pearson correlation value point to a negative relationship between students' writing perceptions and their writing performance. This study suggests that students who have a positive view of writing do not always perform better. On the other hand, students with a less positive perception could do somewhat better. The strength of this finding is, however, constrained by the absence of statistical significances. It suggests that there may be a difference between students' perceptions and their true writing capacities. The observed pattern may be the consequence of high-achieving students undervaluing their talents or overconfidence in students with positive opinions. This disparity emphasizes how critical it is to comprehend how students' self-perception and performance are influenced by prior experiences. More research is necessary to fully understand the function of cognitive biases like as (Jaeger, 2014;252) says, “It is likely that people are not aware of their ignorance because much of it is stashed in the realm of unknown unknowns.”

In relation to challenges of writing and its influence, Spearman's rho analysis indicates weak positive correlations between writing challenges and performance, too. However, none of these associations are statistically significant. These findings suggest that challenges are insufficient predictors of writing outcomes. This implies a need for a broader perspective that integrates multiple dimensions of writing. The lack of significant correlations between writing challenges and performance highlights how inadequate it is to treat these difficulties separately. Writing is a

highly integrative talent that is impacted, for example, by societal, emotional, and cognitive elements.

Students' writing skills are likely to be significantly impacted by external factors such as: sociocultural contexts, resource availability, and the quality of education. The results imply that the link between perceptions, challenges and performance may be moderated by these factors. One way to close the gap between perceived and real talents could also be through collaborative learning opportunities and constructive feedback methods.

The correlation between the three challenges of writing: linguistic, psychological and cognitive, and the students writing performance, the result depicted that the weak and non-significant correlations between the three challenges indicate that none of them significantly predicts writing performance. This suggests that writing ability is likely influenced by a number of factors beyond the scope of the study. The findings can also imply that, depending on their specific issue, students might need tailored support. Instructors may identify the specific areas in which each student suffers and provides targeted interventions, such as trainings and peer evaluation, to overcome performance disparities. Lastly, these results emphasize the need for further research into additional aspects.

The regression model's weak explanatory power reaffirms that a complex interaction of unmeasured factors influences writing performance. These may include educational strategies, cultural perspectives on writing, student motivation, and access to writing resources. This claim is further supported by the large residual variability. Towards the contributions of independent variables, the results of the regression analysis show that the two predictors, (challenges and performance of writing), have different impacts on writing performance. There is a slightly positive influence on one perception measure and a marginally negative influence on the other. There is no statistical significance in either of these effects. This difference implies that perceptions are complex, multifaceted that need more analysis.

In connection to writing performance and cognitive challenges, memory recall, concept structure, and critical thinking may be more significant factors in writing results, as evidenced by the somewhat higher association between cognitive problems and writing performance than between linguistic and psychological difficulties. These factors by themselves, however, are not conclusive,

as seen by the absence of statistical significance. In relation to the impact of psychological challenges on performance. The psychological states may not have a direct impact on results, as seen by the minimal correlation between psychological difficulties and writing performance.

Regarding the importance of linguistic proficiency in writing performance are in question by the weak relationship between linguistic challenges and performance. This research suggests that although organizing, vocabulary, grammar and mechanics are significant, they are not the only factors that determine the ability of writing. It could be more important to incorporate higher-order abilities like blending. For further understanding, the dynamics of writing performance, future research should look at other factors. Deeper understanding of the development of writing abilities might be gained through further study.

CHAPTER SIX

Summary, Conclusions and Recommendations

6.1 Chapter Overview

As it is repeatedly referred in the previous sections, the main objective of this study was to investigate first-year students' perceptions, challenges and performance of EFL writing at Ethiopian Defense University. The data were collected through three instruments: questionnaires, to determine the students' perception of writing and their challenges of writing, paragraph writing test and semi-structure interviews with students and English language instructors. This chapter comprised of five sub-sections: chapter overview, summary, conclusions and recommendations respectively.

6.2 Summary

The study investigated first-year students' perceptions, challenges, and performances of EFL writing in the Ethiopian Defense University. Specifically, it investigated how students view writing, the main linguistic, psychological, and cognitive challenges they face in writing, and the level of their writing performance. It also explained how these three variables: perceptions of writing, challenges of writing, and performance of writing are related within the military university context. The study was mainly focused on the writing skills of military students who use English for academic purpose.

To address these objectives, the researcher employed an explanatory sequential mixed-method design of (Creswell & Creswell, 2018). In this design, quantitative data were gathered and analyzed first, followed by qualitative data that helped explain and elaborate the quantitative findings. This approach allowed for triangulation and contributed to a deeper understanding of the complex factors influencing students' writing skills. The mixed approach also ensured that numerical patterns were supported by narrative explanations from students and instructors.

Three major instruments were used to collect data. Firstly, two questionnaires were administered to 108 first-year students. The first questionnaire measured students' perceptions of writing across six dimensions, while the second questionnaire assessed writing challenges under linguistic, psychological, and cognitive categories. Both questionnaires demonstrated strong reliability.

Secondly, students completed a paragraph writing test based on a familiar topic, and their writing was evaluated analytically using a rubric tool of (Agan & Deniz, 2019) that covered content, structure, grammar, vocabulary, and mechanics. Two English instructors, raters, assessed the papers, and inter-rater reliability was confirmed. Thirdly, semi-structured interviews were conducted with eight students and six English language instructors. These interviews provided further explanations of the students' writing perceptions, challenges, and performance. Students interviews were conducted in Amharic and translated into English, while instructors interviews were conducted in English.

Different sampling techniques were used to ensure appropriate representation. Ethiopian Defense University was selected through convenience sampling, as it is the only university serving military students. Sections from the College of Engineering and the College of Resource Management were selected using a lottery method. Systematic sampling, based on alphabetically arranged mark lists, were used to select the students for the quantitative phase. For the qualitative phase, purposive sampling was applied to select students and English instructors who were believed to provide deeper responses.

The collected data were analyzed using SPSS software, employing descriptive statistics, correlation and regression analyses to examine relationships among variables. The qualitative phase followed, in which interview guides were developed based on the quantitative findings. Interviews were then conducted, recorded, transcribed, and coded using NVivo 10 software. The qualitative results were finally integrated with the quantitative findings to provide clearer explanations into the students' perceptions, challenges, and writing performance of EFL writing.

Therefore, the major findings are given bellow based on the four research questions.

What are the perceptions of freshman students in Ethiopian Defense University about English writing as a skill?

The study showed that most of the students were aware of the value of writing skill and how important it was to their academic success. They also valued the process approach in writing because they saw it as a means of refining their work and increasing clarity. Furthermore, the overall findings indicated that even in the presence of meaning-focused assistance, a large number of students thought that instructors should prioritize grammar and structure in their comments.

The study disclosed that feedback received from English instructors and peers highly essential to enhancing students' writing. The students also viewed that taking criticism, which could promote critical thinking and group learning, would improve their writing. They also recognize the value of assessing their own work, as this can identify their areas of weakness and strength in writing, which helps to improve their performance of writing.

Many students expressed a desire to write outside of formal academic contexts. This demonstrated their adaptable approach to improve their writing skills. In addition, the majority of students thought that enrolling in English classes would benefit for their academic growth. This implies that the students were aware of the ways in which these courses help them succeed academically. Correspondingly, many students reported that they had learnt a lot in English lessons. Nonetheless, a lot of students revealed that English courses were challenging. This highlighted how important it was to handle the different levels of difficulty and look at ways to make the courses more approachable and engaging for the students.

The group statistics showed that while perception of writing was similar for female and male, the smaller proportion of female students limited how strongly they were represented. Future research should aim for balanced samples to increase the generalizability and reliability of gender-based comparisons.

Nearly all students (97.2%) had a positive perception of writing may be due to their understanding of the importance of writing for their academic and occupational development. These findings demonstrated how important it was to maintain and enhance the factors that contribute to students' positive attitudes. It is also necessary to engage the (2.8%), minority, who had negative perception.

What are the main writing challenges that the freshman students face in the course Communicative English I and Communicative English II?

The study has revealed that the majority of the students regularly suffered from writer's block, which was usually brought on by a lack of creativity, self-doubt, stress, or external factors. These problems can make it difficult for the students to generate ideas and keep the flow of writing. Furthermore, students frequently worry about the quality of their work and fear of criticism from others. This worry might have hindered their writing engagement and output.

Managing the stress caused by strict deadlines and high expectations was one of the main problems that students dealt with. Students, who had trouble managing their time and rearranging priorities, couldn't give enough time to writing development. This lack of attention and practice affected their skill development and academic success. As a result, when assigned writing projects with unclear goals, students usually lose interest and confidence and get discouraged. With the use of consistent monitoring, practical objectives, and tailored feedback, these issues could be resolved, resulting in a more effective and positive learning environment.

The study also indicated that many students struggled to organize their ideas logically before starting to write. Their inability to come up with concepts that were coherent and pertinent caused poor writing performance. To solve this issue, targeted treatments that improve their ability to think critically and generate ideas are required. Additionally, the students have trouble focusing when writing, which affects the consistency in writing. This emphasizes how important it is to use strategies that help them focus better in writing.

The study demonstrated that students found it difficult to keep a smooth transition between sentences, which could break the paragraphs' coherence. This problem highlights the need of teaching logical sequencing and consistent writing. The creation of more coherent and flowing paragraphs can be facilitated by providing students with focused instruction. The logical flow of ideas may also be hampered by the students' incapability to generate original and compelling ideas. This highlights the significance of teaching topic creation techniques. Structured education in these areas may help them write more effectively.

The students struggled to write in a way that balances detail information with conciseness. This kind of writing challenge might lead to immature information. Training in the succinct integration of pertinent data and the selection of significant themes is necessary to improve their writing skills. Last but not least, students frequently neglect to ensure that every sentence in a paragraph advances the main idea, which leads to a lack of clarity. The problem might be caused by poor sentence structure, word choice, or organization. With focused instruction on paragraph coherence and clarity, students may write better.

The group statistical analysis showed that overlapping standard deviations revealed that female students faced more challenges than male students however the difference may not be substantial

enough to draw broad conclusions. One significant inference from this study is that the females and male groups, being compared, most likely struggle with writing in a similar way.

What is the level of freshman students writing performance after they take the English courses?

The paragraph writing test score showed that the majority of students, 62%, scored below-average, while just 31% of students demonstrated above-average writing abilities and 7% received average scores. This distribution suggests that it is necessary to strive for above-average scores because a large portion of them fall below average. The significant percentage of above-average scores may indicate a high-performance tendency within the sample. However, a significant portion of below-average ratings highlight the sample's diversity and highlight possible areas where students might improve their writing.

The majority of female students fell within the above-average category, indicating that female students are good writers, according to these statistics. This might indicate targeted actions are required to support those who are achieving and assist those who are struggling.

Fundamental language skills, which are derived from paragraph writing test scores as sequenced from higher to lower scores: content, grammar, vocabulary, structure and mechanics are revealed. The students' ability to organize their thoughts clearly and succinctly is impacted by these constraints.

Do the students' perceptions of writing, their perceived challenges they encounter and their performance of writing test take relate?

Pearson correlation and Spearman's correlation provided similar findings. A linear and monotonic relationship between the variables was demonstrated when the Pearson Correlation and Spearman's Rho scores are close; when one variable rises or falls, the other variable also rises or falls. This suggests that there is a consistent and proportional relationship between the variables. As a result, it demonstrates that the data met the presumptions of both correlation methods, indicating the validity of the relationships.

The Spearman's rho correlation value of 0.111 presented a very modest positive relationship between students' writing challenges and their writing performance. This implies that there isn't much of a relationship between increasing writing challenges and increasing or decreasing writing

performance. Because of the p-value of 0.253 is more than the conventional cutoff of 0.05, the results are not statistically significant. This suggests that there is insufficient information to conclude that there is a substantial correlation between writing performance and challenges and also triggers further study in the area.

Writing performance was not affected by perceptions of writing, whether positive or negative. The insignificance of both predictors, perceptions and challenges of writing, highlights the need to look into other factors that can more strongly enhance performance. From an educational perspective, focusing just on altering student's perceptions of writing may not lead to significant improvements in writing performance. Other components, including writing instruction, practice opportunities, or support systems, likely have greater space for writing development.

From the view of the student respondents, linguistic, psychological, cognitive, lack of support system, economic problem, lack of practice, influence of mother tongue, shortage of time and influence of technology were the main challenges for their writing development. They also suggested if focus on lower grade education and increasing writing practices are in place.

English instructors also stated the main challenges that influenced their students writing performance. Lack of practices, absence of collaboration, writing incomplete paragraph, unsupportive English courses, lack of support system, poor academic background, influence of mother tongue are prominent. They also suggested that teachers' appropriate intervention in English classrooms, offering supportive courses, revising the English courses curriculum, and focus to lower grade education were the solutions to students writing challenges that the English language instructors forwarded.

6.3 Conclusion

On the basis of the summary of this study, the following conclusions were drawn.

- I. According to the research findings, first-year EDU students generally had positive perceptions of writing and understood its importance for both future career prospects and academic performance. Their positive perception implied that they recognized writing as an essential skill required for successful communication in higher education and beyond.
- II. The study revealed that although the students had positive perceptions about writing, the perceptions had not resulted in a good writing performance. Their general performance in writing paragraphs is below average, especially when it comes to organization, content generation, grammar, vocabulary, and mechanics. The gender-based comparison also showed that male students scored below-average performance compared to female students, who performed above average.
- III. The study also showed that first-year students of EDU faced a variety of writing challenges. These include linguistic challenges, psychological challenges and cognitive challenges. Both male and female students had faced similar kinds of challenges. This implies that writing difficulties were common and not specific to any gender group.
- IV. It is also found that none of the challenge significantly predicts writing performance, as seen by the weak and non-significant correlations found among linguistic, psychological and cognitive challenges. The study revealed that a weak and positive correlation between the dependent variable, performance of writing, and the independent variables, writing perceptions and challenges of writing

Therefore, the study revealed that although first-year EDU students had positive perceptions of writing and understood its significance for both academic and professional development. However, this understanding had not resulted in a good writing performance with minimal standards. Both groups, females and males, experienced similar linguistic, psychological, and cognitive challenges that hindered their writing development, despite the fact that female students performed somewhat better than the male students. Moreover, the study discovered that, as seen by the weak and non-significant correlations across the variables, the students' challenges and perceptions of writing did not significantly influence their actual writing performance.

6.4 Recommendations

In light of the study's conclusions, the following recommendations are presented:

6.4.1. For FDRE, Ministry of Education

The FDRE Ministry of Education is advised to revise and strengthen English language curricula across primary and secondary levels. The findings show that students who join higher education, particularly in the EDU, with weak foundational writing skills. Therefore, early education should place greater emphasis on teaching and reinforcing essential writing skills. Improving the curriculum at lower levels would reduce the gap between the writing skills expected at the university and the actual abilities of incoming students. The Ministry should also ensure that teacher training programs equip English teachers with updated pedagogical methods that align with current educational standards. A nationwide effort to improve writing instruction would create a more prepared student population by the time learners reach universities, including Ethiopian Defense University.

6.4.2 For Ethiopian Defense University /EDU/

Ethiopian Defense University should introduce remedial English language training for first-year military students before they begin regular academic courses. This would help bridge the gap between their current writing abilities and the academic writing that the university level demands. The university should also revisit its existing English modules, specifically, Communicative English Language Skills I and II to ensure the content is updated, practical, and aligned with modern writing skill requirements. Furthermore, EDU administrators, deans, and instructors need to be aware of the trauma or difficult experiences military students may have encountered, as these can negatively affect academic writing performance. Awareness programs and supportive academic environments should be created to alleviate these effects. The university should also prepare writing-support materials, such as practice booklets, guides, and targeted exercises, which address persistent writing challenges. These efforts would contribute to enhancing students' overall writing performance.

6.4.3. For Departments of Basic Courses /English Department/

The Departments of Basic Courses /English Department/ should strengthen the pedagogical capacity of its instructors through training that focuses on teaching writing to military students. This includes workshops on constructive feedback, motivational strategies, and effective teaching methodologies. Instructors should also be familiar with military culture so that they can design writing activities that are relevant, meaningful, and aligned with students' real-life contexts. Additionally, the department needs to develop supplementary teaching materials, such as worksheets, practical writing tasks, and simplified writing manuals that specifically target the deep-rooted writing difficulties observed among first-year students. The study also revealed no significant difference in writing challenges between male and female students, meaning instruction and support programs should focus on common challenges rather than gender-specific interventions. A unified approach will allow the department to plan writing support programs more efficiently and implement them successfully.

6.4.4 For English Language Instructors

The Ethiopian Defense University's English language instructors should be aware of the traumatic experiences that the military students had passed through, and its adverse effect in academic setting in order to take appropriate measures and to enhance students' writing performance. The instructors should adopt teaching practices that directly address the writing difficulties identified among first-year military students. They are encouraged to use a variety of instructional strategies that improve the students' writing skills. Instructors should also provide constructive and supportive feedback that helps students understand their weaknesses without discouragement. Since many students enter university with limited writing backgrounds, English instructors should give ample time for the students to practicing writing skills. Furthermore, English instructors should integrate real-life and military-relevant writing tasks to increase students' engagement and motivation. Continuous professional development is also crucial; therefore, instructors should participate in training programs on modern writing pedagogy and effective feedback mechanisms. By strengthening their instructional approaches, English language instructors can play a central role in improving students' overall writing performance.

6.4.5 For Future Research

Future research should explore additional variables that affect military students' writing performance, such as motivation, learning environment, instructor feedback styles, or students' psychological well-being. Further studies could also employ larger samples to examine writing challenges more comprehensively. Comparative studies between military universities and public higher education institutions may also provide insights into whether writing challenges among military students are unique or similar to those faced by the general student population. Researchers might also investigate interventions to determine which strategies most effectively improve writing performance. Such future studies will help build stronger evidence for improving EFL writing instruction in Ethiopia and similar contexts.

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List of Published Articles

Article One

RATE Issues, ISSN 1844-6159, Summer 2025, vol. 33, issue no. 1

“First-year Students’ Perceptions about Feedback Provision and their Performances of Writing:
A Study on Ethiopian Defense University”

Article Two

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“First-year Students’ Perceptions, Challenges and Performances of Writing: A Study on
Ethiopian Defense University”

Article Three

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“Understanding Writing Challenges and Performance among First-Year Military Students: A
Study at Ethiopian Defense University”

APENDIXES

Appendix-A: Questionnaire on Students' Perceptions of Writing

Questionnaire I: for Students

Dear students,

This questionnaire is designed to gather data for the study that investigate your perceptions, challenges and performance of writing. The information you provide will be used for the partial fulfillment of doctoral degree in ELT. Your genuine and frank response will be of vital importance for the success of the study. Your responses will be used only for the purpose of the study and they remain confidential. So, I kindly request you to respond to all the questions. I appreciate your cooperation to complete this questionnaire. Please show the extent of your agreement or disagreement by putting a tick mark (✓) in the appropriate box. The response scale is as follows:

1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

The researcher,

THANK YOU

Part I-Background Information

1- Sex: Female ☐ Male ☐

2- College: Engineering ☐ Resource Management ☐

Part II- Students' perceptions about the importance and nature of writing

1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

No	Statement	1	2	3	4	5
1	Learning to write in English is a very important skill for my academic study at this level.					
2	I need to learn to write in English because it is a very important skill for my future education.					

3	Writing is a language skill that requires a lot of time to develop it.					
4	Writing is an important skill that has to be given an equal weight as other language skills in learning English.					
5	Writing is more difficult than other language skills.					

Part III: Students' perceptions about the approaches to writing

1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

No	Statement	1	2	3	4	5
6	Revision is necessary only if the student doesn't plan and draft carefully.					
7	Someone can be a good writer through regular practices.					
8	While writing, I should always make a first draft of my writing.					
9	Writing a second draft in writing may not be important if I feel that my writing is good.					
10	My ideas and thoughts become clearer to me as I write and rewrite.					
11	Making a final draft to my writing helps me get a good writing product.					
12	Looking at a writing model before starting writing in English helps me write better.					
13	Writing should be done once without passing through different stages.					

Part IV- Students' perception about the Focus of writing

1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

No	Statement	1	2	3	4	5
14	In writing, students shouldn't worry about spelling and grammar until they are sure they have made their main points.					
15	Students should know standard formats of good writing to be a good writer.					
16	While drafting, students should focus on getting their ideas on paper and worry about spelling and mechanics later.					
17	Grammar is important, but it is not as essential as the point the writer is trying to make.					
18	I feel that the key to good writing is getting the grammar and mechanics (spelling and punctuation) right.					
19	During revision, students should carefully check their writing for both content and mechanics problems.					
20	In marking my written work, teachers should pay more attention to the language form than meaning.					

Part V- Students' perceptions about writing strategies

1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

No	Statement	1	2	3	4	5
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21	Writing requires information/knowledge about the topic to be written					
22	I should relate my background knowledge with the topic I will write on.					
23	During writing, I should organize information to my writing.					
24	Making an outline is one of the good skills in writing.					
25	In writing, I should always select appropriate language to my composition.					
26	Setting goals to my writing helps me write better.					
27	It is good if teachers provide me with different strategies for generating ideas, like brainstorming, using questions, visuals, role-plays and simulations.					
28	Having discussions on how to improve writing skill is a good strategy to write better.					
29	I should write with other students so that I can write better.					
30	I should work with the teacher during writing activities.					
31	Reading materials in English help me write better.					
32	Listening to English transmissions helps me improve my writing ability.					

VI- Students' perceptions about feedback provision in writing

1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

No	Statement	1	2	3	4	5
33	Getting comments and corrections from peers helps me write better.					
34	Getting comments and corrections from teachers helps me write better.					
35	Making self-evaluation helps me improve my writing so I correct writing errors myself.					

Part VII- Students' perceptions about the English courses (Communicative English I&II)

1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

No	Statement	1	2	3	4	5
36	I only write in English during the English classes.					
37	The English courses are useful for my academic study.					
38	I feel that I learn a lot from the English language writing classes.					
39	The English course modules help me write better.					
40	The English courses are helpful to improve my writing skill.					

Appendix-B: The Amharic Version of Questionnaire on Students' Perceptions of Writing

የተማሪዎች መጠይቅ I

ውድ ተማሪዎች፤

ይህ መጠይቅ የተዘጋጀው፡ ስለ እንግሊዝኛ ቋንቋ መጻፍ የእርስዎን ግንዛቤ፣ የመጻፍ ተግዳሮቶች እና አፈፃፀምን ለሚመረምር ጥናት መረጃ ለመሰብሰብ ነው። የሚሰጡት መረጃ እንግሊዝኛ ቋንቋን በማስተማር የዶክትሬት ዲግሪ ጥናት በከፊል ለመመላት ጥቅም ላይ ይውላል። የእርስዎ እውነተኛ እና ግልጽ ምላሽ ለጥናቱ ስኬት ወሳኝ ጠቀሜታ ይኖረዋል። የእርስዎ መልሶች ለጥናቱ ዓላማ ብቻ ጥቅም ላይ ይውላሉ፡ እንዲሁም ሚስጥራዊ ሆነው ይቆያሉ። ስለዚህ፣ ለሁሉም ጥያቄዎች መልስ እንድትሰጡ በአክብሮት እጠይቃለሁ። ይህንን መጠይቅ ለመመላት ያሳዩትን ትብብር አደንቃለሁ። እባክዎ፣ በተገቢው ሣጥን ውስጥ ይህን ምልክት (✓) በማስቀመጥ የስምዎንትዎን ወይም አለመስማማትዎን መጠን ያሳዩ። የምላሽ ልኬትቱ እንደሚከተለው ነው፡

1. በጣም አልስማማም 2. አልስማማም 3. አልወስንም 4. እስማማለሁ 5. በጣም እስማማለሁ

ተመራማሪው፤

አመሰግናለሁ።

ክፍል 1 - የኋላ መረጃ

ጾታ፡ ሴት ☐ ወንድ ☐

ኮሌጅ፡ ምህንድስና ☐ የሀብት አስተዳደር ☐

ክፍል 2 - ስለ እንግሊዝኛ ጽሁፍ አስፈላጊነት የተማሪዎች ግንዛቤ፤

1. በጣም አልስማማም 2. አልስማማም 3. አልወስንም 4. እስማማለሁ 5. በጣም እስማማለሁ

ተ.ቁ	መግለጫ	1	2	3	4	5
1	በእንግሊዝኛ መጻፍ በዚህ ደረጃ ላለኝ የትምህርት ጥናት በጣም ጠቃሚ ክህሎት ነው።					

2	ለወደፊት ትምህርቱ በጣም ጠቃሚ ክህሎት ስለሆነ በእንግሊዝኛ መጻፍ መማር አለብኝ።					
3	በእንግሊዝኛ ቋንቋ የመጻፍ ክህሎትን ማሳደግ፡ ብዙ ጊዜ የሚወስድ ነው።					
4	በእንግሊዝኛ ቋንቋ መጻፍን መማር፡ እንደሌሎች የቋንቋ ክህሎቶች ሁሉ እኩል ክብደት ሊሰጠው ይገባል።					
5	መጻፍ፡ ከሌሎች የቋንቋ ክህሎቶች የበለጠ ከባድ ነው።					

ክፍል 3 - ስለ ጽሁፍ አቀራረቦችን በተመለከተ የተማሪዎች ግንዛቤ፣

1. በጣም አልስማማም 2. አልስማማም 3. አልወስንም 4. እስማማለሁ 5. በጣም እስማማለሁ

ተ.ቁ	መግለጫ	1	2	3	4	5
6	የጽሁፍ ክለሳ አስፈላጊ የሚሆነው፡ ተማሪው ጽሁፉን ካላቀደ እና በጥንቃቄ ካላረቀቀ ብቻ ነው።					
7	አንድ ሰው፡ ሁልጊዜ የጽሁፍ ልምምድ ካደረገ፡ ጥሩ ጸሐፊ ሊሆን ይችላል።					
8	በምጽፍበት ወቅት፡ ሁልጊዜ የጽሁፌን የመጀመሪያ ረቂቅ ማዘጋጀት አለብኝ።					
9	የእኔ ጽሁፍ ጥሩ እንደሆነ ከተሰማኝ፡ ሁለተኛ ረቂቅ መጻፍ አስፈላጊ ላይሆን ይችላል።					
10	አንዴ የጻፍኩትን ደግሜ ስጽፍ፡ ሃሳቤ ይበልጥ ግልጽ ይሆንልኛል።					

11	የጽሁፌን የመጨረሻውን ረቂቅ መጻፍ፡ በመጨረሻ ጥሩ ጽሁፍን እንዳዘጋጅ ይረዳኛል።					
12	በእንግሊዘኛ መጻፍ ከመጀመሪያ በፊት፡ የአጻጻፍ ሞዴልን/ናሙናን መመልከት የተሻለ እንድጽፍ ይረዳኛል።					
13	መጻፍ፡ በተለያዩ ደረጃዎች ውስጥ ሳያልፍ፡ በአንድ ጊዜ የሚከወን ነው።					

ክፍል 4 - ስለ ጽሁፍ ትኩረት፡ የተማሪዎች ግንዛቤ፤

1. በጣም አልስማማም 2. አልስማማም 3. አልወስንም 4. እስማማለሁ 5. በጣም እስማማለሁ

ተ.ቁ	መግለጫ	1	2	3	4	5
14	ተማሪዎች በጽሁፋቸው፤ ዋና ዋና ነጥቦችን ማቅረባቸውን እስካላረጋገጡ ድረስ፡ ስለ ሆሄያት እና ሰዋሰው መጨነቅ የለባቸውም።					
15	ተማሪዎች ጎበዝ ጸሃፊ ለመሆን፤ የጥሩ አጻጻፍ ፎርማቶችን ማወቅ አለባቸው።					
16	ረቂቅ ጽሁፍ ሲጽፉ፤ ተማሪዎች ሃሳባቸውን በወረቀት ማስፈር ላይ ማተኮር እና በኋላ ላይ ደግሞ ስለ ሆሄያት እና ስርዓተ-ነጥቦች መጨነቅ አለባቸው።					
17	ሰዋሰው አስፈላጊ ነው። ነገር ግን ጸሀፊው ሊያነሳው የፈለገውን ሀሳብ ያህል አስፈላጊ አይደለም።					
18	ለጥሩ አጻጻፍ ቁልፉ ጉዳይ፡ ሰዋሰው እና ሥርዓተ-ነጥብን በትክክል መቅረብ እንደሆነ ይሰማኛል።					

19	በክለሳ ወቅት፡ ተማሪዎች ስለ ይዘት እና ሥርዓተ-ነጥብ ችግሮች ጽሁፎቻቸውን በጥንቃቄ መፈተሽ አለባቸው።					
20	በጽሁፍ ሥራዬ ላይ፡ መምህራን ከትርጉም ይልቅ ለቋንቋ ህግ የበለጠ ትኩረት መስጠት አለባቸው።					

ክፍል 5 :- ስለ መጻፍ ስልቶች የተማሪዎች ግንዛቤ፤

1. በጣም አልስማማም 2. አልስማማም 3. አልወስንም 4. እስማማለሁ 5. በጣም እስማማለሁ

ተ.ቁ	መግለጫ	1	2	3	4	5
21	ለመጻፍ፡ ስለ ርዕስ ጉዳይ መረጃ /እውቀት/ ያስፈልገዋል።					
22	ቀድሞ የነበረኝን ዕውቀት ከምጽፈው ርዕስ-ጉዳይ ጋር ማዛመድ አለብኝ።					
23	በጽሁፍ ጊዜ፤ ለጽሁፌ መረጃ ማደራጀት አለብኝ።					
24	ንድፍ ማውጣት፡ በጽሁፍ ካሉት ጥሩ ችሎታዎች አንዱ ነው።					
25	ሁልጊዜ፡ ለጽሁፌ ተገቢውን ቋንቋ መምረጥ አለብኝ።					
26	ለጽሁፌ፡ ግቦችን ማስቀመጥ የተሻለ እንድጽፍ ይረዳኛል።					
27	አስተማሪዎቼ፡ ሀሳቦችን ለማፍለቅ የሚረዱኝን የተለያዩ ስልቶችን ቢያሳዩኝ ጥሩ ነው። ለምሳሌ፡- ሀሳብን ማጎልበት፤ ጥያቄዎችን መጠየቅ፤ ምስሎችን መጠቀም፤ ሚና-ተውኔት እና ማስመሰል።					
28	የመጻፍ ችሎታን እንዴት ማሻሻል እንደሚቻል ውይይት ማድረግ፤ በተሻለ ለመጻፍ ጥሩ ስልት ነው።					

29	የተሻለ መጻፍ እንድችል፡ ክሌሎች ተማሪዎች ጋር በመሆን መፃፍ አለብኝ፡፡					
30	በጽሁፍ ልምምድ ወቅት፡ ከመምህሩ ጋር መሥራት አለብኝ፡፡					
31	የእንግሊዝኛ የንባብ ቁሶች /ማቴሪያሎች/፡ በተሻለ ሁኔታ እንድጽፍ ይረዳኛል፡፡					
32	በእንግሊዝኛ የሚተላለፉ ስርጭቶችን ማዳመጥ፡ የመጻፍ ችሎታዬን ለማሻሻል ይረዳኛል፡፡					

ክፍል 6 :- በጽሁፍ፡ ስለ ግብረ-መልስ አሰጣጥ የተማሪዎች ግንዛቤ፤

1. በጣም አልስማማም 2. አልስማማም 3. አልወስንም 4. እስማማለሁ 5. በጣም እስማማለሁ

ተ.ቁ	መግለጫ	1	2	3	4	5
33	ከእኩዮቼ አስተያየቶችን ማግኘት፡ የተሻለ እንድጽፍ ይረዳኛል፡፡					
34	ከአስተማሪዎች አስተያየቶችንና እርማቶችን ማግኘት የተሻለ እንድጽፍ ይረዳኛል፡፡					
35	ራስን መገምገም፡ ጽሁፎቼን እንዳሻሽል ይረዳኛል፡፡ ስለዚህም እኔ ራሴ የአጻጻፍ ስህተቶችን አስተካክላለሁ፡፡					

ክፍል 7 :- ስለ እንግሊዝኛ ኮርሶች (Communicative English I&II) የተማሪዎች ግንዛቤ፤

1. በጣም አልስማማም 2. አልስማማም 3. አልወስንም 4. እስማማለሁ 5. በጣም እስማማለሁ

ተ.ቁ	መግለጫ	1	2	3	4	5
36	በእንግሊዝኛ የምጽፈው፡ በእንግሊዝኛ ክፍለ-ጊዜ ብቻ ነው፡፡					

37	የምወስዳቸው እንግሊዝኛ ኮርሶች፡ ለአካዳሚክ ትምህርቱ ጠቃሚ ናቸው።					
38	በእንግሊዝኛ ቋንቋ ክፍለ-ጊዜዎች ብዙ እንደምማር አስባለሁ።.					
39	የእንግሊዝኛ ኮርስ ሞጁሎች፡ በተሻለ ሁኔታ እንድጽፍ ይረዱኛል።					
40	የእንግሊዝኛ ኮርሶቹ የጽሁፍ ችሎታዬን ለማሻሻል ይረዱኛል።					

Appendix-C: Questionnaire II on Students' Challenges of Writing

Questionnaire II: for Students

Dear students,

This questionnaire is designed to gather data for the study that investigate your perceptions, challenges and performance of writing. The information you provide will be used for the partial fulfillment of doctoral degree in ELT. Your genuine and frank response will be of vital importance for the success of the study. Your responses will be used only for the purpose of the study and they remain confidential. Therefore, I kindly request you to respond to all the questions. I appreciate your cooperation to complete this questionnaire. Please show the extent of your agreement or disagreement by putting a tick mark (✓) in the appropriate box. The response scale is as follows:

1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

The researcher,

THANK YOU

Background Information

Sex: Female ☐ Male ☐

College: Engineering ☐ Resource Management ☐

Part I- Students' Linguistic Challenges of Writing

1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

No	Statement	1	2	3	4	5
1	I frequently find it difficult to write using correct grammar.					
2	I have trouble keeping the verb tense constant in my writing.					
3	I find it difficult to arrange my thoughts into a coherent structure in my writing.					
4	I have problem with correct use of punctuation and capitalization in my writing.					
5	It is challenging for me to select the appropriate words to convey my ideas effectively.					
6	I frequently struggle to maintain the precise tone and style needed for various kinds of writing.					

7	I often have trouble to write sentences that are clear and succinct.					
8	I struggle with using appropriate transitional words to connect ideas within my writing.					

Part II- Students' Psychological Challenges of Writing

1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

No	Statement	1	2	3	4	5
9	I frequently worry about the quality of my writing.					
10	I often get writer's block, which makes it challenging to begin or finish my writing.					
11	I have trouble maintaining my motivation in extended writing sessions.					
12	I frequently worry about what other people may think of or assess my writing.					
13	I find it hard to control my stress when it comes to writing deadlines and expectations.					
14	I have self-doubt regarding my writing skills.					
15	I have trouble staying confident in my work even after getting criticism on my writing.					
16	I frequently feel nervous by the complexity of the writing tasks I have to complete.					
17	I struggle with balancing my writing development with other personal or organizational obligations.					
18	I get frustrated a lot when my writing does not much my goals or expectations.					

Part III- Students' Cognitive Challenges of Writing

1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

No	Statement	1	2	3	4	5
19	I often find it difficult to put my ideas in order before beginning a writing.					
20	I have a problem of generating relevant and coherent ideas for writing.					
21	I struggle with maintaining a consistent focus on writing.					
22	I have a problem to keep a paragraph flow naturally from one sentence to the next.					
23	It's difficult to create a strong and understandable topic for my paragraph					
24	I often face difficulty in balancing detail and conciseness within a paragraph					
25	It's difficult to make sure that every sentence in my paragraph contributes meaningfully to the main idea.					
26	I find it difficult to improve the clarity of my paragraph.					

Appendix-D: The Amharic Version of Questionnaire on Students' Challenges of Writing

የተማሪዎች መጠይቅ II

ውድ ተማሪዎች፤

ይህ መጠይቅ የተዘጋጀው፡ ስለ እንግሊዝኛ ቋንቋ መጻፍ የእርስዎን ግንዛቤ፣ የመጻፍ ተግዳሮቶችን እና አፈጻጸም ደረጃን ለሚመረምር ጥናት መረጃ ለመሰብሰብ ነው። የሚሰጡት መረጃ ለአዲስ አበባ ዩኒቨርሲቲ፣ እንግሊዝኛ ቋንቋን በማስተማር የዶክተሬት ዲግሪ ጥናት በከፊል ለመመላት፣ ጥቅም ላይ ይውላል። የእርስዎ እውነተኛ እና ግልጽ ምላሽ ለጥናቱ ስኬት ወሳኝ ጠቀሜታ ይኖረዋል። የእርስዎ ምላሾች ለጥናቱ ዓላማ ብቻ ጥቅም ላይ ይውላሉ፤ እንዲሁም ሚስጥራዊ ሆነው ይቆያሉ። ስለዚህ ለሁሉም ጥያቄዎች ምላሽ እንድትሰጡ በአክብሮት እጠይቃለሁ። ይህንን መጠይቅ ለመመላት ትብብርዎን አደንቃለሁ። እባክዎ በተገቢው ሳጥን ውስጥ ይህን ምልክት (✓) በማስቀመጥ የስምዎንትዎን ወይም አለመስማማትዎን መጠን ያሳዩ። የምላሽ ልኬት እንደሚከተለው ነው-

1. በጣም አልስማማም 2. አልስማማም 3. አልወስንም 4. እስማማለሁ 5. በጣም እስማማለሁ
ተመራማሪው፤

አመሰግናለሁ።

ክፍል 1 - የኋላ መረጃ

ጾታ፡ ሴት ☐

ወንድ ☐

ኮሌጅ፡ ምህንድስና ☐

የሀብት አስተዳደር ☐

ክፍል 2 - የተማሪዎች የመጻፍ ስነ-ቋንቋዊ ተግዳሮቶች

1. በጣም አልስማማም 2. አልስማማም 3. አልወስንም 4. እስማማለሁ 5. በጣም እስማማለሁ

ተ.ቁ	መግለጫ	1	2	3	4	5
1	ብዙ ጊዜ ትክክለኛውን ሰዋሰው በመጠቀም መጻፍ ከብደኛል።					

2	በጽሑፌ ውስጥ፡ ግስ ወጥነት ኖሮት እንዲቀጥል ለማድረግ ተቸግሯል፡፡					
3	በጽሑፌ ውስጥ፡ ሀሳቦቹ ወጥነት ያለው መዋቅር ኖሯቸው ለማዘጋጀት ከብደኛል፡፡					
4	በጽሁፌ ውስጥ፡ የስርዓተ-ነጥብ እና የዓብይ ሆሄያት አጻጻፍን /capitalization/ በትክክል መጠቀም ላይ ችግር ገጥሞኛል፡፡					
5	በጽሁፍ ውስጥ ሀሳቦቹን በብቃት ለማስተላለፍ ተስማሚ ቃላትን መምረጥ ለእኔ ፈታኝ ነው፡፡					
6	ለተለያዩ የአጻጻፍ ዓይነቶች የሚያስፈልገውን ትክክለኛ ስሜት /tone/ እና ዘይቤ /style/ ለመጠበቅ ብዙ ጊዜ እቸገራለሁ፡፡					
7	ብዙ ጊዜ፡ ግልጽ እና አጭር የሆኑ ዓረፍተ-ነገሮችን ለመጻፍ ይቸግረኛል፡፡					
8	በጽሑፌ ውስጥ፡ ሀሳቦችን በማገናኘት ተስማሚ የሽግግር ቃላትን መጠቀም ይከብደኛል፡፡					

ክፍል 3 - የተማሪዎች የመፃፍ ስነ-ልቦናዊ ተግዳሮቶች፡

1. በጣም አልስማማም 2. አልስማማም 3. አልወስንም 4. እስማማለሁ 5. በጣም እስማማለሁ

ተ.ቁ	መግለጫ	1	2	3	4	5
9	ስለ ጽሑፌ ጥራት ብዙ ጊዜ እጨነቃለሁ፡፡					
10	ብዙ ጊዜ የጽሑፍ ችሎታ ማነስም ሆነ አለመኖር ጽሁፌን ለመጀመር ወይም ለመጨረስ ፈታኝ ያደርገዋል፡፡					
11	በተራዘመ የፅሁፍ ክፍለ-ጊዜዎች ተነሳሽነት ኖሮኝ ለመዝለቅ እቸገራለሁ፡፡					

12	ብዙ ጊዜ፡ ሌሎች ሰዎች ስለጽሁፎቹ ስለሚያስቡት ነገር ወይም እንደሚገመግሙት ሳስብ፡ እጨነቃለሁ።					
13	የጽሁፎቹን ማስረከቢያ ግዜ ገደቦችን እና የሚጠበቁትን መስፈርቶች አሟልቶ ለመጻፍ ስሞክር፡ ጭንቀቴን መቆጣጠር እችላለሁ።					
14	በመጻፍ ችሎታዬ ላይ በራስ መተማመን ይጎድለኛል።					
15	በጽሁፌ ምክንያት ትችት ከደረሰብኝ በኋላ፡ በቀጣይ በምስራው ስራ ላይ፡ በራስ የመተማመን ችግር አለብኝ።					
16	መጻፍ፡ ውስብስብ ከመሆኑ የተነሳ፡ የተሰጡኝን የጽሁፍ ስራዎች ለመጨረስ ፍርሀት ይሰማኛል።					
17	ጽሁፌን ለማሻሻል የማድረገውን ጥረት፤ ከሌሎች የግል ወይም ድርጅታዊ ግዴታዎች ጋር ለማመጣጠን እታገላለሁ።					
18	ጽሁፎቹ፤ ካሰብኩት ዓላማ ጋር ወይም የምጠብቀውን ነገር ሳያሟሉ ሲቀሩ፡ ብዙ ጊዜ በጣም እበሳጫለሁ።					

ክፍል 4 - የተማሪዎች ተገንዝቦ የመፃፍ ተግዳሮቶች

1. በጣም አልስማማም 2. አልስማማም 3. አልወስንም 4. እስማማለሁ 5. በጣም እስማማለሁ

ተ.ቁ	መግለጫ	1	2	3	4	5
19	ብዙ ጊዜ፡ መጻፍ ከመጀመሪያ በፊት፡ ሐሳቦቼን በቅደም-ተከተል ለማስቀመጥ ይከብደኛል።					
20	ለመጻፍ፡ ተዛማጅ እና ወጥነት ያላቸው ሀሳቦችን የማፍለቅ ችግር አለብኝ።					
21	በጽሁፍ ወቅት፡ የማያቋርጥ ትኩረት ኖሮኝ ለመዝለቅ እችላለሁ።					

22	አንድን አንቀጽ ተፈራረሞ ፍሰቱን ጠብቆ እንዲሁም አንዱ አረፍተ- ነገር ወደ ሌላው እንዲሄድ ለማድረግ እቸገራለሁ።					
23	ለምጽፈው አንቀፅ፡ ጠንካራ እና ለመረዳት የሚቻል ርዕስ መፍጠር፡ ለእኔ ከባድ ነው።					
24	ብዙ ጊዜ፡ በአንድ አንቀፅ ውስጥ፡ በዝርዝር እና እጥር-ምጥን አድርጎ መጻፍን ለማመጣጠን እቸገራለሁ።					
25	በአንቀጽ ውስጥ ያለው እያንዳንዱ ዓረፍተ-ነገር፡ ለዋናው ሀሳብ ያለውን አስተዋፅኦ ማረጋገጥ ለእኔ ከባድ ነው።					
26	የምጽፋቸውን አንቀጾች ግልጽ ሆነው እንዲሻሻሉ ማድረግ ይከብደኛል።					

Appendix-E: Writing Performance Test

Instruction: Write a paragraph of about 150 words on the topic given below. Your paragraph will be evaluated for its content, structure, grammar, vocabulary, and mechanics (Spelling, Punctuation and Capitalization).

Topic: The Importance of Learning English Language

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Appendix-F: Writing Performance Assessment Rubric Tool

The Rating Scale and the Writing Assessment Criteria

Raters: Two English language instructors with 15 and above years teaching experience

Items: Five evaluation categories

Rating scale: A four-point scale (1, 2, 3 & 4) is used for each of the five categories. The criteria for the categories will be as follows:

- (1) Content.....4 points
- (2) Structure.....4 points
- (3) Grammar.....4 points
- (4) Vocabulary.....4 points
- (5) Spelling and Punctuation.....4 points
- Total.....20 (100%)

CATIGORIES	PERFORMANCE LEVEL			
	VERY GOOD 4	GOOD 3	MODERATE 2	POOR 1
1.Content	Content is fully relevant. It consists of sentences that are completely consistent and supports the main idea.	Content is generally relevant. With a few deficiencies, it consists of sentences that are generally consistent and	Content is partially relevant. It doesn't fully support the main idea due to some inconsistent sentences.	Content is irrelevant. It consists of sentences that are inconsistent, and not supporting the main idea.

		supports the main idea.		
2. Structure	Paragraph structure is fully relevant. There is a thesis statement, supporting sentences and a conclusion sentence.	Paragraph structure is generally relevant. There are a few deficiencies that doesn't affect the coherency of the paragraph	Paragraph structure is partially relevant. There are some deficiencies that affect the coherency of the paragraph.	Paragraph structure is irrelevant. It is incoherent.
3. Grammar	Grammar is fully relevant. There are a lot of and complicated grammar structures	Grammar is generally relevant. There are some different and complicated grammar structures	Grammar is partially relevant. There are some repetitive simple grammar structures.	Grammar is generally irrelevant. There are a lot of grammar mistakes that make difficult to understand the paragraph.
4. Vocabulary	Vocabulary is fully relevant in terms of genre and meaning.	Vocabulary is generally relevant in terms of genre and meaning.	Vocabulary is partially relevant. There are some repetitive vocabulary mistakes that	Vocabulary is generally irrelevant. There are a lot of genre and meaning mistakes that make difficult to

			affect the meaning in the paragraph.	understand the paragraph.
5. Mechanics /Spelling and Punctuation/	Spelling and punctuation is fully relevant. (Punctuation, Capital letter, Spelling)	Spelling and punctuation is generally relevant.	Spelling and punctuation is partially relevant. There are some repetitive mistakes that affect the meaning in the paragraph.	Spelling and punctuation is generally irrelevant. There are a lot of repetitive mistakes that affect the understanding of the paragraph.
* Do not assess paragraphs that consist completely irrelevant content or memorized texts. * Assess paragraphs that consist insufficient content which is partially supporting the rubric.				

Appendix-G: Interview Protocol Worksheet for Students

Research Topic: Students' Perceptions, Challenges and Performance of EFL Writing

Interviewer: The researcher, Abebe Alemu

Time of Interview: _____

Date: _____

Place: _____

Interviewee: _____

Position of Interviewee: _____

The purpose of this interview is to investigate the students' perceptions, challenges and performance of EFL writing. Any information you provide is related to the research question. Your name or any revealing information about you will not be attached to the analysis. The interview will take about one hour and will be audio-recorded. The information which will be audio-recorded will only be between you and me, and will be as part of the data collection process. I do have a consent form for you to read and sign to confirm your understanding.

Interview Guiding Questions

1. How do you level your writing performance? Below average, average or above average
2. When filling out the questionnaire, many of you stated that writing in English is a very difficult language skill. Would you explain why writing is difficult?
3. In writing practices, do you receive instructors' feedback? If yes, how? If not, why not?
4. Does the instructor help you to incorporate the comments in your various writing activities? If yes, how? If not, why not?
5. Do you consider comments from your peers? If yes, how? If not, why not?
6. While you write, to which aspect of writing do you give more emphasis? On the content, grammar or mechanics? Why?
7. At what stage do you give your piece of writing to your instructor or peer for comment? The draft or the final? Why?

8. Many of you submitted the first draft of your paragraphs at the end of the writing test. Do you think that revising and editing can improve your writing? Why?
9. At the end of the written test, some students wrote on different topics out of instruction. Why did this happen? Is it because of misunderstanding the instruction or is there any other reason for?
10. Most of you stated that the English courses (Communicative English Language Skills I&II) are difficult to improve your writing skills. Can you explain what made it difficult?
11. What do you think are the major reasons that have affected your writing skill?
12. What solutions do you suggest to solve your writing problems?

Appendix-H: The Amharic version of Interview Guiding Protocol for Students

ለተማሪዎች የቀረበ የቃለ-መጠይቅ ፕሮቶኮል

የምርምር ርዕስ:- ስለ መጻፍ የተማሪዎች ግንዛቤ፣ የመፃፍ ተግዳሮቶች እና አፈፃፀሞች
ጠያቂ /ተመራማሪው/፣ አበበ አለሙ

የቃለ መጠይቁ የወሰደው ጊዜ:- _____

ቀን: _____

ቦታ: _____

የዚህ ቃለ መጠይቅ ዓላማ ተማሪዎች በእንግሊዝኛ ስለመጻፍ ያላቸውን ግንዛቤ፣ የጽሁፍ ተግዳሮቶች እና አፈፃፀም ለመመርመር ነው። የሚያቀርቡት ማንኛውም መረጃ ከምርምር ጥያቄ ጋር የተያያዘ ነው። የእርስዎ ስም ወይም ስለእርስዎ ማንኛውም ገላጭ መረጃ ከመተንተን ጋር አይያያዝም። ቃለ-መጠይቁ አንድ ሰዓት ያህል የሚወስድ ሲሆን በድምጽ መቅረጫ ይቀዳል። በድምጽ የሚቀዳው መረጃ በእኔ እና በእናንተ መካከል ብቻ ይሆናል። መረጃውም የመረጃ አሰባሰብ ሂደት አካል ይሆናል። ግንዛቤዎን ለማረጋገጥ የስምምነት ቅጹን እንዲያነቡት እና እንዲፈርሙበት እጠይቃለሁ።

ለቃለ-መጠይቅ የተዘጋጁ ጥያቄዎች

1. የጽሁፍ ችሎታዎን ደረጃ እንዴት ይገልጹታል? ከመካከለኛ በታች፣ መካከለኛ ወይስ ከመካከለኛ በላይ?
2. ብዙዎቻችሁ፡ በእንግሊዝኛ መጻፍ፡ በጣም አስቸጋሪ የቋንቋ ክህሎት እንደሆነ መጠይቅ ስትሞሉ ገልጻችኋል። መጻፍ ለምን አስቸጋሪ እንደሆነ ቢገለጽ?
3. በጽሁፍ ልምምዶች ወቅት፣ የአስተማሪን አስተያየት ትቀበያለሽ/ትቀበላለህ? መልሱ አዎ ከሆነ፣ እንዴት? ካልሆነ፣ ደግሞ ለምን እንዳልሆነ ቢገለጽ?
4. በተለያዩ የጽሁፍ ልምምዶች ውስጥ፡ አስተያየቶችን በማካተት፡ አስተማሪው ይረዳሻል/ይረዳሃል? መልሱ አዎ ከሆነ፣ እንዴት? ካልሆነ ደግሞ ለምን እንዳልሆነ ቢገለጽ?
5. ከአክሮችሽ/አክሮችህ የሚሰጡትን አስተያየት ትቀበያለሽ/ ትቀበላለህ? መልሱ አዎ ከሆነ፣ እንዴት? ካልሆነ ደግሞ፡ ለምን እንዳልሆነ ቢገለጽ?

6. በምትጽፈበት/በምትጽፍበት ጊዜ፡ ለየትኛው የጽሑፍ ዓይነት የበለጠ ትኩረት ትሰጫለሽ/ትሰጣለህ? ለይዘት፣ ለሰዋሰው ወይስ ለሜካኒክስ? ለምን እንዳልሆነ ቢገለጽ?
7. ጽሑፍሽን/ ጽሑፍህን ለአስተማው ወይም ለእኩያሽ/ለእኩያህ አስተያየት ለመቀበል በየትኛው ደረጃ ላይ ትሰጫለሽ/ትሰጣለህ? ረቂቁን ወይስ የመጨረሻውን? ለምን እንደሆነ ቢገለጽ?
8. ብዙዎቻችሁ በፅሁፍ ፈተና መጨረሻ ላይ፡ የአንቀጾቻችሁን የመጀመሪያ ረቂቅ ሰጥታችኋል። መከለስ እና ማረም፡ ጽሁፍን ሊያሻሽል ይችላል ብለሽ/ብለህ ታስቢያለሽ/ታስባለህ? ለምን እንደሆነ ቢገለጽ?
9. በጽሑፍ ፈተና መጨረሻ ላይ፡ የተወሰኑ ተማሪዎች፡ ከትእዛዙ ውጪ ጽፈዋል። ለምን ይህ ሊሆን ቻለ? ትእዛዙን ባለመረዳት ወይስ ሌላ ምክንያት ካለ ቢገለጽ?
10. የምትወስዷቸው የእንግሊዝኛ ኮርሶች፡ የጽሑፍ ክህሎትን ለማሻሻል አስቸጋሪ እንደሆኑ በመጠይቅ በሰጣችሁት መልሶች ብዙዎቻችሁ ገልጻችኋል። አስቸጋሪ ያደረገው ምን እንደሆነ ቢገለጽ?
11. በጽሁፍ ችሎታሽ/ ችሎታህ ላይ ተጽዕኖ ያደረጉ ዋና ዋና ምክንያቶች ምን ምን ናቸው?
12. በእንግሊዝኛ የመጻፍ ችግሮችን ለመፍታት እንዲቻል፡ ምን ምን መፍትሄዎችን ትጠቁሚያለሽ/ትጠቁማለህ?

Appendix-I: Interview Protocol Worksheet for English Language Instructors

Research Topic: Students' Perceptions, Challenges and Performance of EFL Writing

Interviewer: The researcher, Abebe Alemu

Time of Interview: _____

Date: _____

Place: _____

Position of Interviewee: Lecturer

Dear instructor,

The purpose of this interview is to investigate your students' perceptions, challenges and performance of EFL writing. Any information you provide is related to the research question. Your name or any revealing information about you will not be attached to the analysis. The interview will take about one hour and will be audio-recorded. The information which will be audio-recorded will only be between you and me, and will also be part of the data collection process. I do have a consent form for you to read and sign up on it to confirm your understanding.

Thank You

Interview Questions

- 1- How do you level your students' writing skill? below average, average, or above average?
- 2- In paragraph writing test, most of the students have submitted their incomplete paragraphs. What do you think are the reasons?
- 3- Do your students always collaborate on learning writing? If yes, how? If not, why not?
- 4- Do your students understand instructors and peer correction can improve their writing? If yes, how? If not, why not?
- 5- Are students motivated in writing classes? If yes, how? And if not, why?
- 6- How do you enhance the motivation of your students, with diverse levels?
- 7- In order to improve students writing performance, what kind of teaching strategies do you use?

- 8- Do you think the English course modules (Communicative English Language Skills I&II) are supportive to improve students' writing skills? Can you explain why?
- 9- What do you think are the major reasons for students' low writing performance?
- 10- What solution do you suggest to solve the students writing problem?

Appendix-J: Research Participants' Consent Form

Research Topic: Investigating Students' Perceptions, Challenges and Performance of EFL Writing

Researcher: Abebe Alemu Dagne (Doctoral Candidate in ELT at Addis Ababa University)

Date: _____

Sex: Female ☐ Male ☐

Participant: Student ☐ English Instructor ☐

.....

I, _____ willingly agree on the points listed below to contribute in this research study. I also have clear understanding on the following points.

- I am aware that even if I accept to participate right now, there are no repercussions if I decide not to participate at all or withdraw at any moment.
- I am aware that taking part in this research will not immediately benefit me.
- I consent to having my interview recorded on audio.
- I acknowledge that my name will remain anonymous in any publication on the research's findings, and that any information I submit for this study will be handled confidentially.
- I am aware that, according to the legality of freedom of information, I have the right to view the data I have submitted at any moment while it is being stored in the manner mentioned above.

Participant: _____

Signature

Date

Researcher: _____

Signature

Date

Appendix-K1: Transcription of Interview in Amharic with Student 01 /S01/

Date: 3 October, 2024

Place: Students' Classroom

Time: 8:36 am-8:55.19 am

ጠያቂ: እኔ በቅድሚያ ለዚህ ቃለ-መጠይቅ ፍቃደኛ በመሆን እጅግ አድርጌ አመሰግናለሁ። ይህ ቃለ-መጠይቅ በአማርኛ ቢሆን ይሻላል፤ ወይስ በእንግሊዝኛ፤ ወይም በሌላ ቋንቋ?

ተ01: በአማርኛ ይሁን።

ጠያቂ: እሺ፤ ወደ መጀመርያው ጥያቄ ልግባ፤ የጽሁፍ ችሎታህን ደረጃ እንዴት ትገልፀዋለህ? ከመካከለኛ በታች፤ መካከለኛ ወይስ ከፍተኛ?

ተ01: የእኔ የጽሁፍ ደረጃ መካከለኛና ከመካከለኛ በታች ነው። ሁለቱንም ያካትታል። እሱ ምንድነው፤ አንደኛ ተረጋግቼ የምጽፈው በመካከለኛ ደረጃ ሲሆን፤ እዚህ አንዳንድ ጊዜ በፍጥነት የሚፃፉ ሊሆኑ ይችላሉ። ለምሳሌ አሁን በፓወር ፖይንት በሚሰጥበት ሰአት ላይ መምህራኖች እንደዚህ ሊክቸር በሚሰጡበት ሰአት ላይ፤ ይህ በፍጥነት ስለሚጻፍ ጽሁፉ ላይ የተወሰኑ ከመካከለኛ በታች የሚሆኑበት አጋጣሚ ይፈጠራል። እና ሌሎች ሰዎች በማይነበብ መልኩ ለራሴ ግን በሚገባኝ መልኩ የምጽፈው እዲህ ሊያጋጥም ይችላል።

ጠያቂ:- እሺ፤ እኔ ወደ 2ኛው ጥያቄ ልገባ ነው፤ ብዙዎቻችሁ በእንግሊዝኛ መጻፍ በጣም አስቸጋሪ የቋንቋ ክህሎት እንደሆነ መጠይቅ ስትሙሉ ገልጻችኋል። መጻፍ ለምን አስቸጋሪ እንደሆነ ብትገልጽልኝ?

ተ01:- በጣም አስቸጋሪ የሚሆንበት ምክንያት፤ አንደኛ ከቋንቋ ጋር ያለው ግንኙነት በጣም የተራራቀ ነው። ማለት፤ በአብዛኛው ሰው በአፍ መፍቻ ቋንቋ ነው የተጠቀመው። በትምህርት ቤት ብቻ ነው የሚሰጠው። ከትምህርት ቤት ስትወጣ እንትን አትልም። አንድ እሱ ነው። ሁለተኛው ደግሞ ቋንቋው እራሱ ህግ አለው። ስለዚህ ህጎች ለምሳሌ አሁን vowel፤ consonant አለ። ጠብቆ የሚነበበው የትኛው ነው? ላልቶ የሚነበበው የትኛው ነው? አናባቢው የትኛው ነው? የሚለውን ቋንቋውን በትክክል ካለመረዳት አኳያ፤ በጽሁፎች እና words መካከል የተወሰነ መጣረስ አለ። ወይም ደግሞ በሚገቡኝ መልኩ ነው እንጂ

የምጽፈው፣ የቋንቋውን ህግ እና ስርዓት ተከትሎ አይደለም የሚገለገሉት። እና ከዚህ አኳያ ችግር አለው ማለት ነው። እና ሙሉ በሙሉ ተጽፎ አይታወቅም። እስካሁን እንደራሴ ማለት ነው፤ በአብዛኛው እንደዚህ አይነት እርምጃ ነው፤ common የምናውቃቸው ወርዶች ካልሆኑ በስተቀር፤ በአብዛኛው በራሳችን ነው የምንጽፋቸው እና ከዛ አኳያ ነው።

ጠያቂ፡- እሺ፣ ወደ ሶስተኛው ጥያቄ ልግባ፡ በጽሑፍ ልምምዶች ወቀት የአስተማሪን አስተያየት ትቀበላለህ? መልሱ አዎ ከሆነ፣ እንዴት? ካልሆነ ሆኖ ደግሞ፣ ለምን እንዳልሆነ ግለፅልኝ?

ተ01፡- በጽሁፍ አካባቢ ስለ handwriting ምናምን በፊት elementary እያለን ይህ ነገር እንትን ነበር። ከዛ በኋላ እየቆየን በመጣን ቁጥር፣ ትኩረት የሚያደርገው ማለት፣ ቋንቋ ላይ፣ ጽሑፍ ላይ ሳይሆን፣ ችሎታ ላይ ነው። ማለት ምን ያክል ይዟል? ምን አክል አውቋል? ወደሚለው ተሻገርን፣ ከዛ የተወሰነ የሚቀርበት ሁኔታ አለ። እዚህ ላይ ትኩረት የሚሰጥ መምህርም የለም። በፊት ይሰጣሉ። አሁን አሁን ግን እንደሚታወቀው፣ ቴክኖሎጂም እየጨመረ ስለሆነ በዛ speed ነው የምትሄደው እንጂ፣ ያንተን ጽሁፍ ማንም ቼክ የሚያደርገው ነገር የለም፤ እና ከዛ አኳያ።

ጠያቂ፡- በጣም ጥሩ፣ ወደ አራተኛው ጥያቄ ልሂድ፣ በተለያዩ የጽሑፍ ልምምዶች ውስጥ አስተያየቶችን በማካተት አስተማሪው ይረዳሃል? የሚል ነው። አንተ አሁን የመለስከው ይመስለኛል ያው አስተማሪዎች ብዙም እንደማይረዱ ነው የገለጽከው፤ እሺ ቀጣዩ ጥያቄ ከእኩዮችህ የሚሰጡን አስተያየት በክፍል ግሩፕ የሚሰጡን አስተያየት ትቀበላለህ? መልሱ አዎ ከሆነ፣ እንዴት? ካልሆነ ደግሞ፣ ለምን እንዳልሆነ ቢገለጽ?

ተ01፡- ከጽሁፍ ጋር በተመለከተ አስተያየት እንሰጣለን። ለምሳሌ፣ ያንተ ይህን ይመስላል፣ ምናምን ዓይነት እርስ በእርስ በምናደርጋቸው ኮሚኒኬሽን ያው እናደርጋለን። ግን ያንን የሚሉን ነገር አለመለወጥ አለ። ለምሳሌ፣ የእሱ ጽሑፍ የተሻለ ከሆነ፣ የእሱን በማየት የመሞከርም፣ ያለመሞከርም ሁኔታዎች አሉ። ለምሳሌ፣ ጊዜ ሲኖረን፣ ቅድም መጀመሪያ ላይ እንደገለጽኩልህ፣ ሰአት በምታገኝበት ሰአት ላይ አክሰስ ካለ። አንተም ቆንጆ ጽሁፍ ትጽፋለህ ለሰውም እንዲነበብ ታደርጋልህ። በተጓዳኝ ደግሞ፣ እንደዚህ አይነት ፍጥነት ያላቸው ጽሁፎች በሚሰጡበት ሰአት ላይ እንደዛ ላታደርግ ትችላለህ። እና ከዛ አኳያ በጽሁፎቻችንም፣ እንተቻችለንም። እና፣ ያው ብዙጊዜ የምናደርገው ዕውቀት ላይ ነው እንጂ

ጽሁፍ ላይ ያን ያክል ትኩረት ባለማድረጋችን ነው እንጂ ይህን ያክል ተቀባይነት አናመጣም፡
፡ ሁላችንም አንቀባበልም፡፡

ጠያቂ፡- በጣም ጥሩ፡፡ እሺ ወደ ቀጣዩ ጥያቄ ልግባ፤ ጽሁፍህን ለአስተማሪው ወይም ለእኩዮችህ
አስተያየት ለመቀበል በይትኛው ደረጃ ላይ ነው ጽሁፍህን የምትሰጠው? የረቂቁን ወይስ
የመጨረሻውን? ለምን እንደሆነ ቢገለጽ?

ተዐ1፡- አዎ እንደሱ በሚሆንበት ሰአት ላይ የተወሰነ አቅደህበት፤ ተዘጋጅቶበት ነው አሁን ለጓደኛ
ወይም ለሚመለከተው፤ ለበላይ አካል ሊሆን ይችላል፤ እነዚህ በሚሆንበት ሰአት ላይ
የተወሰነ አቅደህበት፤ ተዘጋጅተህበት ነው፡፡ አሁን ለጓደኛ ወይም ለሚመለከተው ለበላይ
አካል ወይ ሌላ አካል ሊሆን ይችላል፤ በረቀቀው በተሻለ መንገድ ነው፡፡ ምክንያቱም በትክክል
አንብቦ ተረድቶ ያንን መልዕክት ሊተረጉም የሚችል አካል መሆን አለበት፡፡ አሁን ራሳችን
የምንጽፈው እንደነገሩ እናረገጣለን፡፡ ያው የምንጽፈው ግን፤ ጠይቀን ስለምንጽፍ፤
የተሻለውን ጽሁፍ ነው የምናቀርበው ለሰው፡፡ ስለዚህ፤ ከዛ ያለውን ማለት ነው፡፡

ጠያቂ፡- እሺ ወደ ቀጣዩ ደግሞ ጥያቄ ልግባ፤ ብዙዎቻችሁ በጽሁፍ ፈተና መጨረሻ ላይ
የአንቀጾቻችሁን የመጀመሪያ ረቂቅ ሰጥታችኋል፡፡ መከለስና ማረም ጽሁፍን ሊያሻሽል
ይችላል ብልህ ታስባለህ? ለምን?

ተዐ1፡- አው፤ በመጀመሪያ የምንጽፈውና በሁለተኛ ደረጃ የምንጽፈው፤ አንድ አይደለም፡፡ የመያዝ
ችሎታ ራሱ ከመጀመሪያው ሁለተኛው class ሌክቸር ተሰቶ ተሰቶ ወጥተህ ስታጠናው
በደንብ ይገባህል አይደለም? ጽሁፍም እንደዛው ነው፡፡ ስዕልም እንደዛው ነው፡፡ አንድን
ስዕል ስለህ በሁለተኛ ደረጃ ደግሞ እየተሻሻለ ነው የሚሄደው፡፡ በደጋግምከው ቁጥር
ሁልጊዜ ድግግሞሽ experience የሆናል experience ከሆነ ደግሞ ህይወት ነው፡፡ ከዛ
አኳያ ድግግሞሽ በጣም ጥቅም አለው፡፡ ለውጥም ይኖራል ብዬ ስለምገምት እየተሻሻለ ነው
የሚሄደው፡፡

ጠያቂ፡- ግን በጽሁፍ ፈተና ወቅት ብዙ ተማሪዎች ረቂቁን ብቻ ነው የሰጡት፡፡ መከለስ ማረም
አለመቻላቸው ለምን እንደሆነ፤ በምን ምክንያት እንደሆነ መግለጽ ይቻላል?

ተዐ1፡- እንግዲህ የረቂቁን ብቻ ሰጥቶ ከሆነ ሰአት አላቸው ማለት ነው፡፡ ሰአት ካለ ረቂቁን
ትሰጣለህ፡፡ በደንብ ታስባለህ እንዳልከው በችኮላ ይሆንና ያንን ነገር እንደዛ አድርገህ

ትሰጣለህ። እና ከዛ አኳያ ሰአት ሊኖራቸው ይችላል። በጥሩ የእጅ ጽሁፍ፣ በተረጋጋ ደረጃ ወስደህ ካቀረቡት፣ ያላቸው time consumption ከፍተኛ ሊሆን ይችላል ብዬ ስለምገምት ነው። የምገምተው ግን የተሰጣቸው time ከፍተኛ ከሆነ፣ የተሻለ ጊዜ ከሆነ፣ ተረጋግተው ያልከውን የረቀቀ ሊሰጡ ይችላሉ። ከዛ ውጪ ግን ያው ያንን ነው።

ጠያቂ፡- እሺ ወደ ቀጣዩ ጥያቄ ልሂድ፣ ዘጠነኛው ነው። በጽሁፍ ፈተና መጨረሻ ላይ የተወሰኑ ተማሪዎች ከትዕዛዝ ውጪ ጽፈዋል። ለምን ይህ ሊሆን ቻለ? ትእዛዙን ባለመረዳት ወይስ ሌላ ምክንያት ካለ ቢገለጽ?

ተ01፡- ሌላ ምክንያት የለም። ሌላ ምክንያት ሳይሆን ትእዛዙን አለመረዳት ነው። ትእዛዙን በትክክል ባለመረዳታቸው ኢንስትራክሽን በትክክል አንብበው ያልሰሩ ተማሪ መልሱን እንኳን ትክክል ቢሆን ጅል ነው የሚሆነው። ለምሳሌ true or false ሆኖ true ከሆነ T ጻፍ ካለ፣ true ብሎ ከጻፈ instructionኑን ራሱ ያስቀንሳል። ወይም ደግሞ false ከሆነ false ያደረክበትን ምክንያት reason ካልጻፈ ይሄ አይሰጠውም። ስለዚህ instruction ወሳኝነት አለው። ኢንስትራክሽን አላነበቡም ወይም instruction አልተረዱም ማለት ነው። ችግር ነው። እንጂ ሌላው ነው ብዬ አልገምትም። ብዙ ጊዜ ይህ እያጋጠመ ስለሆነ ኢንስትራክሽን በጣም ወሳኝ ነው። እና ከዛ እኩያ ሊሆን ይችላል።

ጠያቂ፡- ወደ አስረኛው ጥያቄ ልግባ፣ የምትውስዷቸው እንግሊዝኛ ኮርሶች፣ የወሰዳችኋቸው እንግሊዝኛ ኮርሶች፣ የእንግሊዝኛ የመጻፍ ክህሎትን ለማሻሻል አስቸጋሪ እንደሆኑ በሰጣችሁት መጠይቅ መልሶች ገልጻችኋል። አስቸጋሪ ያደረገው ምን እንደሆነ መግለጽ ይቻላል?

ተ01፡- አስቸጋሪ የሚያደርገው ነገር አለ ብዬ አልገምትም። ግን መምህር እና ተማሪዎች በዚህ በጽሁፉ ዙሪያ ላይ ያላቸው አካሄድ በተለይ አሁን ባለንበት ከፍተኛ የትምህርት ስኬል፣ ትኩረት የሚያደርገው ሰው ጭንቅላት ላይ ነው። እውቀት ላይ ነው። ምክንያቱም ዕውቀቱ ካለ በአብራራሽን ጻፍክው፣ በምልክትም ጻፍክው፣ በግራፍም አስቀመጥክው፣ ዋናው እዚህ ጋር ነው ተብሎ ስለሚታሰብ፣ ያንያክል እዛላይ ትኩረት አይደረግም። ጻፍክው፣ እና ከዛ አኳያ እኔን መምህራኖችና ተማሪዎች በዚህ የጽሁፍ ዙሪያ ላይ ያን ያህክል ጥልቀት ያለው ዕውቀት እና የመግባቢያ ሁኔታ ያለ አይመስለኝም። እንደዚህ ነው የሚመስለኝ።

ጠያቂ፡- ቀጣዩ ጥያቄ 11ኛው ጥያቄ። በጽሁፍ ችሎታህ ላይ ተጽዕኖ ያደረጉ ዋና ዋና ምክንያቶች ምን ምን ናቸው? ምን አልባት ቀደም ሲል ያሳለፍካቸው ሁኔታዎች ካሉ መግለጽ ቢቻል?

ተዐ1፡- በጽሁፍ በጽሁፍ ችሎታ ላይ ችግር ነው ብዬ የምጠቅሰው አንደኛ፣ የፍላጎት ማነስ ነው፡፡ ፍላጎት እንኳን ቢኖረው ተገቢውን ድጋፍ አለማግኘት። ለምሳሌ ተጨማሪ ፊክሽኖችን፣ መጽሐፎችን አለማግኘት። በአካባቢ ላይ ያለውን በአጠቃላይ ኢትዮጵያ ውስጥ ያለው ለማህበረሰብ፣ ከትምህርት ጋር ያለው ቁርኝነት በጣም አናሳ ነው። ስለዚህ በማህበረሰቡ ላይ ያንን ነገር አያካብተውም፣ ከጓደኞቹ ጋር ያካብተው ነገር የለም። ሲወጣ ወጣ ነው። ክላስ ብቻ lecture ይሰጣል ከወጣ በኋላ ያነው። አንደኛው ኢኮኖሚ ሊሆን ይችላል። የኢኮኖሚ ተደራሽነት አነስተኛ ስለሆነ፣ አሁን ለምሳሌ ገቢ የሌለው ሰው እነዚህን ቅድም ያልኩትን ማቴሪያሎች ሚሚላት አይችልም። ያልተማረ ማህበረሰብ ከሆነ ደግሞ ያ ማህበረሰብ ሊደግፈው አይችልም። እነዛ እነዛ ተዳምረው በዛ ሰዎቹ ላይ ተጽዕኖ ይፈጥራሉ ብዬ እገምታለሁ። እና ማህበረሰቡ ደግሞ በዚህ በቋንቋ ላይ ያለው አተያይ በጣም የወረደ ነው፡፡ በጣም የወረደ ነው ማለት ምንድነው? የሆነ አላስፈላጊ የሆኑ እይታዎች አሉ። እንግሊዘኛ ላይ ጨላምተኝነት አለ። በራስ መፎከስ ዓይነት ሌላው የማወቅ ፕሮባቢሊቲው በጣም ዝቅተኛ ነው። በዛው ልክ የሚፈጠሩት ትውልድ ደግሞ ያን እየሰማ እያደገ መጨረሻ ላይ እንደዚህ አይነት ቻንስ በሚያገኙበት ሰአት ላይ ደግሞ፣ ይሄ ችግሩ ጎልቶ ሲመጣ መንቀሳቀሻ ማጣት። ይሄ ይሄ የወረደ ችግር ነው ብዬ ነው የማስበው።

ጠያቂ፡- በጣም ጥሩ የመጨረሻው ጥያቄ 12 ኛው ጥያቄ፤ በእንግሊዝኛ የመጻፍ ችግሮችን ለመፍታት እንዲቻል፣ ምን ምን መፍትሄዎችን ልትጠቁም ትችላለህ?

ተዐ1፡- መልካም፣ በእንግሊዝኛ የመጻፍ ችግሮችን ይቀርፋሉ ብዬ የምለው፣ በመጀመሪያ ከታች ነው። ከታች በመጀመሪያ ቤዝ ይዞ መምጣት አለበት። አንድ ተማሪ ማለት ነው። መጀመሪያ ሀ ብሎ ሲጀምር፣ ሀ እንዴት ይጻፋል? ኤ እንዴት ይጻፋል? እያንዳንዱን የሆሄያት አደራደር፣ የቃላት አሰያየሙም፣ እያንዳንዱ ጥራቱን ጠብቆና ግለቱን ጠብቆ በዛው ልክ ሃላፊነቱን እየተወጣ፣ ከታች ከኤለመንተሪ ጀምሮ እስከ ከፍተኛ ያለው ትኩረት ተሰጥቶ ቢሰራ ኖሮ፣ ኃላፊነትን ቢወጣ ኑሮ የወላጅም፣ የመምህራንም ድርሻ እራሱ የተማሪ ድርሻ የራሱ አድርጎ እንዲሄድ ከማድረግ አኳያ ይህንን በትክክል ቢሰራበት፣ እየተቀረፈ ይመጣል ብዬ እገምታለሁ። አሁን በመጻፍ ላይ ቅድም እንዳልኩት ምንድነው Know ብሎ ለመጻፍ

ብለህ ክኖው ብለህ ኣታነበብም። knife ለማለት ኣሁን ክናይፍ ኣይባልም። ናይፍ ብለህ ነው የምታነበው። ኣሁን knife ብለህ ጻፍ ብትለው። nife ብሎ ሊጽፍልህ ይችላል። ግን እንደዚህ ዓይነት ችግሮች ከታች ነው ሊመጣ የሚችለው። ከታች በቃ ሲጀመር ሲጀመር ሰዎ ሃላፊነቱን የሚወስድ ኣይደለም። ከመጀመሪያ ቋንቋ ሲባል 1ኛ ንግግሩ፣ ሁለተኛ handwriting፣ reading እነዚህን በትክክል ጠለቅ ብሎ ኣይደለም። ሰው ማለት ነው። ያችን ክፍለ-ጊዜ ሽፍኖ ብቻ ተጣድፎ መውጣት ብቻ። ከዚህ ጋር የተያያዙት ደግሞ መጽሐፎች በጣም በጣም በጣም ውስን ናቸው። የምታገኛቸው library። library ደግሞ ተደራሽ ይሆናል? ኣይደለም። እንኳን እታች ይቅርና እዚህ እራሱ ምን ዓይነት ችግር እንዳለ እናውቃለን። ከኛ ጋር ማች የማይደረጉ መጽሐፎችን ያስቀምጣሉ። መግለጫ የላቸውም። ለምሳሌ ለምሳሌ እዚህ ጋር resource ከሆነ፣ እዚህ ጋ ለኢንጂነሪንግ፣ የኮምፒውተር የትኛው ነው ያለው? Management፣ accounting የት ነው የሚለው መግለጫ እንኳ የለውም። ዝም ብሎ ገብቶ ቁጭ ብሎ የው ያለው። ስለዚህ ከመጀመሪያው ከባለሙያ ጀምሮ ቢደገፍ ማለት ነው የተሻለ ፍላጎትና ኃላፊነትን የሚወጣ አካል ገብቶ ይህንን ለማስተካከል ቢሞክር የተሻለ ይሆናል እንጂ ኣሁን ባለንበት ሁኔታ ዝም ብሎ ከላይ ከላይ ነው እየሆነ ያለው ሁኔታ ነው ያለው። ኣሁንም ቢሆን መሰረቱ ከታች ነው መሆን ያለበት። ከታች ጀምሮ ነው ትኩረት መስጠት ያለበት። ከዛ ሌላው ኣሁን ችግር የፈጠረው፣ ምን መሰለህ? ኣሁን እኔ እዚህ እየተማርን ያለነው ጠቅላላ ዕውቀት እንዲሆነት ነው። 3 ዓይነት ተማሪዎች ነን ማለት፡ በግንባር ስርቪስ የሰጠን ሰዎች አንድ፡ ሁለተኛ እንደገና ደግሞ ከማሠልጠኛ የወጡ ተማሪዎች፣ 2 ሲቪል በላቸው። ሶስተኛው ደግሞ ከአካባቢው ማህበረሰብ ዩኒቨርሲቲው ለማህበረሰቡ በሚያደርገው ቻንስ የሚማሩ ተማሪዎች ከኛ ጋር። እዚህ ጋር ደግሞ ስትመጣ፣ በግል የተማሩ አሉ። ኣሁን እነዚህን ስታያቸው ምንድነው፣ ሲስተም ነው። ሲስተሙ ደግሞ ምንድን ነው፣ እቺን ውጤቷ ላይ ብቻ ትኩረት ማድረግ ነው። እውቀትን ላይ ግን ይህን ላድርግ ብለኸው ሳይሆን እዚህ ጋር ፕረዘንቴሽን አርግ ብለኸው የሌለ ነው። ፡ ለምን ታክቲኩ ብቻ ውጤት ውጤት ላይ ትኩረት ነው እንጂ ዘላቂ ለሆነ ዕውቀት ለመያዝ የመጣ፣ በተለይ በተለይ በዚህ ት/ቤቶች ላይ በጣም ችግር ነው። እና ከዛ እኳያ እዛ አካባቢ ቢሰራ፣ ኃላፊነቱ ተወስዶ ቢሰራ፣ ተማሪዎች የተሻለ ውጤት ያመጣሉ።

ጠያቂ፡- ምናልባት ስርቪስ ሰጥተህ መጥተህል እና ቀደም ሲል፣ ትምህርት ከመግባትህ በፊት ግዳጅ ላይ ቆይተህ ነበር?

ተ01:- አዎ። ግዳጅ ላይ ነበርኩኝ። እኔ አሁን 18 አመቴ ነው እዚህ። እንግዲህ የትምህርት ፍላጎቴ ከፍተኛ ነው። በማህል ላይ ረጅም ኮርስ አገኘሁና እዚህ ሓየሎም አርአያ ወታደራዊ አካዳሚ ገባሁ። እዛ ሦስት አመት ቆየሁ በዲፕሎማ። ከዛ በኋላ ደሞ ወደ ዩኒቨርሲቲ ለመመለስ ትንሽ ችግር ስላለበት ቆየሁ። አሁን ባለፈው አመት አሁን ሁለተኛ ዓመት ደረጃ ደረስኩ። ፍላጎት ካለ፣ የሚመለከተው አካል ቁርጠኝነት ከሌለው፣ እነሱን የሚከተሉ ከሆነ ስለማይመጣ፣ ያ ምክንያት በማድረግ ነው። ስለዚህ አሁን እኔ፣ በዚህ ደረጃ ላይ በጣም! ሌላ ነገር መፍጠር ነበረብኝ። አይደለም? ግን እዚህ እንደ አንድ ተማሪ እየተማርኩ ነው። ስለዚህ ከመጀመሪያው ጀምሮ update እያደረግክ pudate እያደረግክ እያስተካከልክ እያስተካከል ስትመጣ፣ እነዚያ ሰዎች የሚሰሩበት እቅድ ታይቶ ተለክቶ በሚያመጡት ውጤት፣ ሌላው ደግሞ እየተሳበ ይመጣል። እንደዚህ አይነት ነገር ጽሁፍ፣ ላይ ብቻ ሳይሆን፣ ለምሳሌ አንተ የምታጠናው በጽሁፍ ላይ ስለሆነ ነው። ክህሎት ላይ ብቻ ሳይሆን በጽሁፍ ላይ ሊሆን ይችላል፣ በእውቀትም ላይ በተመሳሳይ ያለው ይሄው ነው።

ጠያቂ:- እሺ፣ ለሰጠኸኝ ቃለ መጠይቅ እጅግ በጣም አድርጌ አመሰግናለሁ።

ተ01:- እሺ እኔም ማመስግናለሁ።

Appendix-K2: Transcription of Interview in Amharic with Student 02 /S02/

Date: 3 October, 2024

Place: Students' Classroom

Time: 8:58 am-9:4.53 am

ጠያቂ፡ እኔ በቅድሚያ ለዚህ ቃለ-መጠይቅ ፍቃደኛ በመሆን እጅግ አድርጌ አመሰግናለሁ። ይህ ቃለ መጠይቅ በአማርኛ፣ በእንግሊዝኛ ወይስ በሌላ ቋንቋ ቢሆን ይሻላል?

ተ02፡ በአማርኛ ይሁን።

ጠያቂ፡ እሺ፤ እንቀጥል። የመጀመርያው ጥያቄ፣ የጽሑፍ ችሎታሽን ደረጃ እንዴት ትገልጭዋለሽ? ከመካከለኛ በታች፣ መካከለኛ ወይስ ከመካከለኛ በላይ?

ተ02፡ ከመካከለኛ በታች።

ጠያቂ፡- እሺ፤ ሁለተኛው ጥያቄ፣ ብዙዎቻችሁ በእንግሊዝኛ መጻፍ በጣም አስቸጋሪ የቋንቋ ክህሎት እንደሆነ መጠይቅ ስትሞሉ ገልጻችኋል። መጻፍ ለምን አስቸጋሪ እንደሆነ ብትገልጭልኝ?

ተ02፡- ያው፤ ደጋግመን አንጽፍም። ደጋግመን training አናደርግም። ያው በሳምንት አንድ ጊዜ ብቻ በእንግሊዝኛ ክፍለ-ጊዜ ብቻ ነው እንግሊዝኛ የምንማረው። ለዛ ነው።

ጠያቂ፡- እሺ፤ ሦስተኛው ጥያቄ፣ በጽሑፍ ልምምዶቹ ወቅት፣ የአስተማሪን አስተያየት ትቀበያለሽ? መልሱ አዎ ከሆነ እንዴት? ካልሆነ ደግሞ ለምን እንዳልሆነ ብትገልጩልኝ?

ተ02፡- አዎ፤ እቀበላለሁ። የጽሑፍ ችሎታ ብዙ ስለሌለኝ መምህራን ሲያስተካክሉ gerammar ምናምን ለማስተካከል የግዴታ መቀበል አለብኝ።

ጠያቂ፡- በጣም ጥሩ። እኔ አራተኛው ጥያቄ፣ በተለያዩ ይጽሁፍ ልምምዶች ውስጥ አስተያየቶችን በማካተት አስተማሪው ይረዳሻል፤ መልሱ አዎ ከሆነ እንዴት? ካልሆነ ደግሞ ለምን እንዳልሆነ ልትገልጩልኝ ትችያለሽ?

ተ02:- ያው አብዛኛው በዚህ ጊዜ የጽሁፍ ልምምድ ላይ ትኩረት ተደርጎ ታይቶ አይታወቅም።
አብዛኛውን ጊዜ ግራመር ጻፉ በሚባልበት ሰዓት ያው ያይና ስህተታችንን ነገሮን በቃ
እንሄዳለን። ብዙም ጊዜ ስጥተነው አናውቅም።

ጠያቂ:-እሺ 5ኛው ጥያቄ፡ እኩዮችሽ የሚሰጡትንስ አስተያየት ትቀበያለሽ? መልሱ አዎ ከሆነ
እንዴት? ካልሆነ ደግሞ ለምን እንዳልሆነ ብትገልጧልኝ?

ተ02:- አዎ፤ እቀበላለሁ። አብዛኛውን ጊዜ አሁን ግሩፕ ላይ ምናምን በምንጸጸፍበት ጊዜ፣
spelling ምናምን ስህተት ሲኖር spelling ስህተቱን edit እንዳደርገው ምናምን
ያስተካክሉኛል። እና እቀበላለሁ።

ጠያቂ:-በጣም ጥሩ። ስድስተኛው ጥያቄ በምትጽፏበት ጊዜ ለየትኛው የጽሁፍ አይነት የበለጠ
ትኩረት ትሰጫለሽ? ለይዘት? ለሰዎሰው? ወይስ ለሜካኒክስ? ለምን እንደ ሆነ ቢገለጽ?

ተ02:- እኔ በይዘቱ ብቻ ነው መጻፍ የምችለው። አሁን ውስጥ ያለውን ነገር አሁን grammar
ጠብቆ ምናምን አልችልበትም። ዝም ብዬ ሃሳቤን ይገልጽልኛል ብዬ የማስበውን ብቻ ነው
የምጽፈው።

ጠያቂ:-ኦኬ፤ እሺ ሰባተኛው ጥያቄ፣ ጽሁፍሽን ለአስተማሪ ወይም ለእኩዮችሽ አስተያየት
ለመቀበል በየትኛው ደረጃ ላይ ትሰጫለሽ? ረቂቁን? ወይስ የመጨረሻውን? ለምን እንደሆነ
ቢገለጽ?

ተ02:- ያው፣ ረቂቁን ነው። እንትን የምለው የማሳየው። ምክንያቱም ውስጥ ላይ ያሉትን ነገሮች
ለይቶ እንዲነግሩኝ ስህተቴን፣ ውስጥ ላይ ያለውን ለማስተካከል ረቂቁን ነው የማስፈትሽው።

ጠያቂ:- እሺ ቀጣዩ 8ኛ ጥያቄ ነው። ብዙዎቻችሁ በጽሁፍ ፈተና መጨረሻ ላይ፣ የአንቀጾቻችሁን
የመጀመሪያ ረቂቅ ስጥታችኋል። መከለስና ማረም ጽሁፍን ሊያሻሽል ይችላል ብለሽ
ታስቦያለሽ? ለምን?

ተ02:-መከለስ አዎ ጽሁፍን ያሻሽላል። መጀመሪያ ስንጽፍ ይኖራሉ error ስለሚኖር፣ ድጋሚ
ከልሰን ስናየው የተሳሳቱ ነገሮችን ግራምር ያልጠበቁትን እናስተካክላለን።

ጠያቂ:- በጣም ጥሩ፣ ወደ ቀጣዩ ጥያቄ ደግሞ እንግባ፣ ዘጠነኛው ጥያቄ፣ በጽሁፍ ፈተና
መጨረሻ ላይ፣ የተወሰኑ ተማሪዎች ከትዕዛዝ ውጪ ጽፈዋል። ለምን ይህ ሊሆን ቻለ?
ትእዛዙን ባለመረዳት? ወይስ ሌላ ምክንያት ካለ ቢገለጽ?

ተ02:- ትእዛዙን ካለመረዳት ሳይሆን ለትእዛዙ በቂ መልስ ላይኖር ስለሚችል፣ ስለማንችል ነው፡
: በዚህ እንትን የተጻፈው ባዶ ከሚሰጥ ተብሎ ነው የተፃፈው፡፡

ጠያቂ:- እሺ፣ አስረኛው ጥያቄ፣ የምትወስዷቸው የእንግሊዝኛ ኮርሶች የጽሁፍ ክህሎትን
ለማሻሻል አስቸጋሪ እንደሆኑ በመጠይቅ በሰጣችሁት መልሶች ብዙዎቻችሁ ገልጿችኋል፡፡
አስቸጋሪ ያደረገው ምን እንደሆነ ቢገለጽ?

ተ02:- አስቸጋሪ የሚያደርገው ነገር ከስንት ጊዜ በኋላ ነው ወደዚህ ስንመጣ፣ መምህራኖች
ደግሞ class የመሸፈን ነው እንትናቸው ከመሰረቱም ደግሞ በጣም ትኩረት ተሰጥቶ
ስላልተያዘ፣ አሁን ያለውን ነገር ለመያዝ እና እንግሊዝኛ perfect ለማድረግ በጣም አስቸጋሪ
ነው፡፡

ጠያቂ:- በጣም ጥሩ፡፡ እሺ ወደ ቀጣዩ ጥያቄ 11ኛው ጥያቄ፣ በጽሁፍ ችሎታሽ ላይ ተዕኖ ያደረጉ
ዋና ዋና ምክንያቶች ምን ምን ናቸው?

ተ02:- ያው፣ አብዛኛውምን ጊዜ በእንግሊዝኛ ጽሁፍ አልጽፍም፡፡ ሌላ ነገር ሀሳቤን የምገልፀው
በአማርኛ ስለሆነ፣ እንግሊዝኛን ቦታ ሰጥቼው ጽፌ አላውቅም፡፡ ለዛ ነው፡፡ ደጋግሜም
ስለማልጽፍ፣ እንትኖችን ስፔሊንግ ጠብቆ ለመፃፍ አስቸጋሪ ነው፡፡

ጠያቂ:- ሌላስ ምክንያት ይኖር ይሆን?

ተ02:- ሌላ በቃ፣ እንግሊዝኛን ያው ምንድነው የሚያስፈልገው፣ ደጋግመው መጻፍ ነው፡፡
ስፔሊንግ ስህተትንም ግራመርንም ለመጠበቅ ደጋግመህ ስትጽፍ ነው፡፡ ግን የማትጽፍ ከሆነ
እንዴት ሆኖ ይቻላል? ያው ለዛ ነው አንጽፍም፡፡

ጠያቂ:- እሺ፣ ወደ መጨረሻው ጥያቄ በእንግሊዝኛ የመጻፍ ችግሮችን ለመፍታት እንዲቻል ምን
ምን መፍትሄዎችን ትጠቁሚያለሽ?

ተ02:- ብዙ ጥያቄ ብዙ ጊዜ ያስፈልገዋል፡፡ ማለት ደጋግመው ሰው ትሬኒንግ እንዲያደርግ ከዛ
ደሞ ስህተቱን ታረሞ እንደገና እንዲስተካከል ማድረግ በጣም ብዙ ጊዜ ያስፈልጋል፡፡
ሁሉም ሰው grammar ለመጻፍ ከሆነ፣ ግራመሩን ጠብቆ የሆነ paragraph ለመፃፍ ግዴታ
training ያስፈልገዋል፡፡ ሀሳቦቹን ሰብስቦ ወደ አንድ አቀናጅቶ ለመጻፍ ጊዜ ያስፈልገዋል፡፡
ደጋግሞ መጻፍ ነው የሚያስፈልገው ብዬ ነው የማስበው፡፡

ጠያቂ:- እሺ ላቀረብኩልሽ ጥያቄዎች፣ ለሰጠሽኝ ምላሽ፣ እጅግ አድርጌ አመሰግናለሁ፡፡

ተ02:- እኔም አመሰግናለሁ።

Appendix-K3: Transcription of Interview in Amharic with Student 03 /S03/

Date: 3 October, 2024

Place: Students' Classroom

Time: 9:51 am-10:20 am

ጠያቂ:- በቅድሚያ ለዚህ ቃለ-መጠይቅ ፍቃደኛ በመሆንህ እጅግ አድርጌ አመሰግናለሁ። ቃለ-መጠይቁ በእንግሊዝኛ ቢሆን ይሻላል በአማርኛ ወይስ በሌላ ቋንቋ?

ተ03:- እሺ እኔም አመሰግናለሁ። በአማርኛ ቢሆን የተሻለ ይመስለኛል።

ጠያቂ:- እሺ የመጀመሪያው ጥያቄ፡ የጽሁፍ ችሎታህን ደረጃ እንዴት ትገልፀዋለህ? ከመካከለኛ በታች፣ መካከለኛ ወይስ ከመካከለኛ በላይ?

ተ03:- እሺ አመሰግናለሁ። የራሴን የጽሁፍ ደረጃ እኔ ብዬ የማስበው መካከለኛ ነው ብዬ ነው የማስበው። ይህን ያልኩበት ምክንያት፣ ተፈትኜ ወይም መካከለኛ ነህ ተብዬ ሳይሆን፣ በአጋጣሚ assignment ሆነ በአንዳንድ classwork ላይ ከማገኛቸው results የተነሱኝ፣ መካከለኛ ነው ብዬ አስባለሁ።

ጠያቂ:- በጣም ጥሩ። ሁለተኛው ጥያቄ፡ ብዙዎቻችሁ በእንግሊዝኛ መጽሐፍ በጣም አስቸጋሪ የቋንቋ ክህሎት እንደሆነ መጠይቅ ስትሞሉ ገልጻችኋል። መጻፍ ለምን አስቸጋሪ እንደሆነ ብትገልጽልኝ?

ተ03:- እሺ፣ ያው መጻፍ በእንግሊዝኛ ብቻ ሳይሆን በሁሉም ቋንቋ ከበድ የሚል ክህል መጻፍ ነው ብዬ የማስበው። በእንግሊዝኛ ሲሆን ደግሞ ይከብዳል። አንደኛ፣ ለመጻፍ የቋንቋ ሰዋሰውን ማወቅ ይጠበቃል። የሀሳብ ይዘት አለ። ፍሰት አለ። ያጻጻፍ ዘዴዎች አሉ። እነዚህን ማወቁ የግድ ነው ማለት ነው። የሆነ ጽሁፍ ለመጻፍ፣ እነዚህን ማወቅ ደግሞ ቋንቋ ላይ ይከብዳል ብዬ አስባለሁ። ያ ይመስለኛል መጻፍን ከባድ ያደረገው።

ጠያቂ:- እሺ ሶስተኛው ጥያቄ፡ በጽሁፍ ልምምዶች ወቅት የአስተማሪን አስተያየት ትቀበላለህ? መልሱ አዎ ከሆነ እንዴት? አይ ከሆነ ደግሞ ለምን እንዳልሆነ ብትገልጽልኝ?

ተ03:- እሺ፣ ብዙ ልምምድ አላደረግንም። እንዲያውም የጽሁፍ ልምምድም ብዙ አድርጌ አላውቅም። ራሴም በግሌ ተለማምጄ የማውቀው ነገር የለም። ግን በዚህ አመት የሆነ የጽሁፍ ፈተናም ስለነበረን፣ specifically መልስ የተሰጠኝም በዛን ጊዜ ነው ማለት correction የተሰጠኝ እቺን አስተካክል፣ እቺን አስተካክል የሚል ማለት ነው።

ጠያቂ:- በመጨረሻ ፈተና?

ተ03:- አዎ፣ በፈተና ወቅት እና መምህሩ እንደዚህ የሚል correction ሰጠኝ። እኔም ለማስተካከል ሞክራለሁ። grammar ስህተቶች ናቸው። በአብዛኛው grammar ስህተት እና የሰዎሰው ነበር ለማስተካከል ጥረት አድርጌአለሁ። እቀበላለሁ፣ አስተካክላለሁ።

ጠያቂ:- ስለዚህ በተለያዩ የጽሁፍ ልምምዶች ውስጥ አስተያየት በማካተት አስተማሪው ይረዳሃል ማለት ነው?

ተ03:- ከአንድ መምህር ውጪ የረዳኝ የለም እስካሁን።

ጠያቂ:- አንድ ብቻ?

ተ03:- አዎ።

ጠያቂ:-ለምን ይሆን?

ተ03:-ይመስለኛል፣ አንደኛ ጽሁፍ የሚያስተምሩ አስተማሪዎች በራሱ አንዳንድ case ብዬ የማስበው ብቁ አይደለም። እነሱ ለጽሁፉ ብቻ ሳይሆን ቋንቋ ለማስተማር እንደ ቋንቋ ለማስተማር ብቁ ናቸው ብዬ አላስብም። እኔ ያጋጠሙኝ መምህራን elementary፣ highschool፣ preparatory even ዩኒቨርሲቲ ሌላ ቦታ እንደዚህ ያጋጠመኝ መምህራን ለቋንቋው እራሱ ለማስተማር ብቁ ናቸው። ያም ነው እኛም እንዳናስብ እንደዚህም practice እንዳናደርግ በንግግርም፣ በጽሁፍም ያጋጠመን ብዬ አስባለሁ።

ጠያቂ:- በጣም ጥሩ፤ ወደ አምስተኛው ልግባ፣ ከእኩዮችህስ የሚመጡትን አስተያየቶች ትቀበላለህ? መልሱ አዎ ከሆነ እንዴት፣ ካልሆነ ለምን እንዳልሆነ ብትግልጽልኝ?

ተ03:- እሺ፣ ከእኩዮቼም ጋር እንደዚህ የጽሁፍ ልምምድ አድርገን አናውቅም። ግን ባደርግ ኖሮ ባደርግ እቀበላለሁ። ከማንኛውም ሰው እቀበላለሁ። አስተያየት ግን አድርጌ አላቅም።

ጠያቂ፡-በጣም ጥሩ ስድስተኛው ጥያቄ፣ በምትጽፍበት ጊዜ ለየትኛው ይጽሁፍ አይነት የበለጠ ትኩረት ትሰጣለህ፣ ለይዘት፣ ለሰዎሰው ወይስ ለሚካኒክስ? ለምን እንደሆነ ብትገልጽኝ ሚካኒክስ የምንላቸው spelling፣ punctuation፣ capitalization ናቸው።

ተ03፡- እሺ፤ እኔ በምጽፍበት ሰአት ብዙ ጊዜ በምጽፍበት ሰአት፣ ትኩረት የምሰጠው ይዘት ላይ ነው። ይዘት ላይ ነው የማተኩረው። የራሴን አፃፃፍ ማለት ነው። ጽሑፉ የኔን ሀሳብ ገልጾልኛል ወይስ አልገለፀልኝም የሚለው ነው እንጂ፤ ብዙ ጊዜ የማተኩረው ሰዎሰው ላይ አደለም። አንደኛ ሰዎሰው፣ ብዙም እውቀቱም ስለሌለኝ በሰዎሰው ብዙም ተጨንቄ አላውቅም፡ ስጽፍ እንትኑን ብቻ ቃሌን የኔን ሐሳብ አንፀባርቆልኛል ወይስ አያንፀባርቅልኝም ብዬ ብቻ ነው፤ ብዙ ጊዜ ትኩረት የመሰጥው። እና ለይዘት ትኩረት የምሰጠው።

ጠያቂ፡- ጥሩ 7ኛው ጥያቄ፣ ጽሁፍህን ለአስተማሪ ወይም ለኩዮችህ አስተያየት ለመቀበል በየትኛው ደረጃ ነው የምትሰጠው? ረቂቁን ወይስ የመጨረሻውን? ለምን እንደሆነ ብትገልጽልኝ?

ተ03፡- አስተያየት ለመቀበል ብሰጥ፤ ጽሑፍ ጽፌ ብሰጥ፤ መስጠት የምመርጠው የመጨረሻውን ነው። ምክንያቱም ረቂቁ ቢታረም እና ቢስተካከል ሀተታው ደግሞ ሌላ ታሪክ ውስጥ ገብቶ ሊሆን ይችላል። በአጻጻፍም በይዘትም ማለት ነው። እና የመጨረሻውን መስጠት የተሻለ ነው ብዬ አስባለሁ።

ጠያቂ፡- እሺ 8ኛው ጥያቄ፣ ብዙዎቻችሁ በጽሁፍ ፈተና መጨረሻ ላይ የእንቅጽቻችሁን የመጀመሪያውን ረቂቅ ሰጥታችኋል። መከለስና ማረም ጽሁፍ ሊያሻሽል ይችላል ብለህ ታስባለህ? ለምን እንደሆነ ብትገልጽልኝ?

ተ03፡- መከላከስ እና ማረም በወቅቱ በዛ ሰዓት ጽሁፉን ሊያስተካክለው እና ሊያርመው ይችላል ብዬ አስባለሁ። ግን በሰውየው ላይ የሰውየው የመጻፍ አቅም በመጨመርና በማሻሻል ግን ያን ያህል እንትን አለው ብዬ አላስብም። ተጽኖ አለው ብዬ አላስብም። ሊያሻሽለው ይችላል ብዬ አላስብም። መጀመሪያ መሰረት የሆኑ ነገሮች ላይ ካልተሰራ፣ መከለስና ማረሙ ብቻ የሰውየውን ጽሁፍ ሊያሻሽለው ይችላል ግን፤ በዛ ወቅት ላይ ግን፤ ጽሁፉ ታርሞ እንትን ቢል ቢከለስ ጽሁፉ ይሻሻላል ብዬ አስባለሁ።

ጠያቂ፡- በጣም ጥሩ። 9ኛው ጥያቄ በፀሁፍ ፈተና መጨረሻ ላይ የተወሰኑ ተማሪዎች ከትእዛዝ ውጪ ጽፈዋል። ለምን ይህ ሊሆን ቻለ? ትእዛዙን ባለመረዳት፣ ወይስ ሌላ ምክንያት ካለ ብትገልጽልኝ?

ተ03፡- እሺ፣ እንደዚህ አይነት ነገር የሚያጋጥመው አንደኛ ትእዛዙን ካለመረዳት ሊመጣ ይችላል፡
: ሁለተኛ ደግሞ ይሆናል ብዬ የማስበው፣ ብዙ ጊዜ በጽሁፍ ጊዜ የሚያጋጥመን ምንድነው፣ ጽሁፍ ልንፈተን ስንገባ፣ ጽሁፍ process ነው። እና ይዘቱንም የተረዱት ግን ስለዛ ሀሳብ መፃፍ የማይችሉ ከሆነ፣ የማያውቁትን ነገር ሊጽፉ ይችላሉ ብዬ አስባለሁ። ይዘቱን ተረድተውትም ማለት ነው፣ በዛ ምክንያት ሊሆን ይችላል ብዬ አስባለሁ።

ጠያቂ፡-እሺ 10ኛው ጥያቄ ላይ ነን። አሁን የምትወስዷቸው የእንግሊዘኛ ኮርሶች የጽሁፍ ክህሎትን ለማሻሻል አስቸጋሪ እንደሆኑ በመጠይቅ በሰጣችኋቸው መልሶች ብዙዎቻችሁ ገልጻቸዋል፡
: አስቸጋሪ ያደረገው ምን እንደሆነ ልትገልጽልኝ ትችላለህ?

ተ03፡- አሁንም ወስደናቸው የመጣናቸው በፍሬሽ ማን ላይ የወሰድናቸው ኮርሶች ያበረታታሉ ብዬ አላስብም። ያን ያህል አበረታች ናቸው ብዬ አላስብም። የጽሁፍ ክህሎትን ማለት ነው አንዳንድ writing part አለ ግን ያሉትን writing parts ተማሪው የሚያነሳሱ ወይም ተማሪው ብዙ እንዲጽፍ የሚገፉ ናቸው ብዬ አላስብም። እንደ ስራ classwork ብቻ ሰርተን አልፈናቸው ደግሞ ፈተናው ሲመጣ exam ያንን ቁጥር ለማግኘት ብቻ ነው። እኛም pass ለማድረግ እንጂ እንደ skill ለማዳበር skill ነው ብለን፣ ክህሎት ነው ብለን ብናዳብረው የሚያደርጉ ናቸው ብዬ አላስብም። ያንሳል writing part አሁን ብዙ ያንሳል። ከኮርሳችን ላይ በጣም ትንሽ ነው፣ ጥቂት ነው ያለው። ያንንም ቢሆን properly አንጠቀምም። ለመልመድ የሚሆን ከዛ ውጪ ስለማንለማመድ ለዛ ይመስለኛል።

ጠያቂ፡- በጣም ጥሩ ወደ አስራ አንደኛው ጥያቄ፣ የጽሁፍ ችሎታህ ላይ ተፅዕኖ ያደረጉ በጽሁፍ ችሎታ ላይ ተፅዕኖ ያደረጉ ዋና ዋና ምክንያቶች ምን እንደሆኑ እስኪ ጠቅለል አድርገህ ግለጻቸው?

ተ03፡- እሺ፣ እኔ የጽሁፍ ችሎታዬ ላይ ተጽዕኖ አድርጓል ብዬ የማሰባቸው፣ በዋነኛነት አንደኛ የራሴ ድክመት ጽሁፍን አለመለማመዴ፣ በራሴም አለመለማመዴ እንደ ዋነኛ ምክንያት እወስደዋለሁ። ሁለተኛ ደግሞ፣ የአስተማሪዎቼን የሚያስተምሩኝ መምህራን ጽሁፉን እንድለማመድ የሚደግፉኝ አልነበረም። አስተማሪዎቼ ከኔ senior የሆኑትን ሆነ ከእኔ አቻ

የሆኑት ጽሑፍ እንድንለማመድ ሐሳብም ኖሮን አያውቅም። አስተማሪዎችን ደግሞ በዛው ልክ እነሱ እንትን ያሉትን እነሱ ሞክረው ወይም ደግሞ እኛ እንድንጽፍ አያርሙም። እንድናስብ ስላላደረጉን፣ እነዚህ በጣም ምክንያቶች ናቸው ብዬ አስባለሁ፤ ለኔ የጽሁፍ ችሎታዬን ለማሻሻል።

ጠያቂ፡- የመጨረሻው ጥያቄ ነው። በእንግሊዝኛ የመጻፍ ችግሮችን ለመፍታት እንዲቻል፣ ምን ምን መፍትሄ ልትጠቁመኝ ትችላለህ?

ተ03፡- እንደ መፍትሔ የምጠቁመው፣ እኔ እንደ ግለሰብ ደረጃ፣ ልምምድ በጣም ተከታታይነት ያለው ልምምድ ክህሎትን ለማዳበር ነው፤ ክሎትን ለማዳበር በሚቻል መልኩ ልምምድ ማድረግ፤ ተከታታይ ለምምዶችን ማድረግ አንደኛ መፍትሄ ነው። ሁለተኛ ደግሞ ቢያንስ ባሉት ኮርሶች ላይ writing part ላይ ባሉት እንኳን መምህራን አስተማሪዎች ተማሪዎችን ጽሁፍ እንዲለማመዱ፣ ባሉት writing part፣ ባሉት activity በመስጠት፣ በደንብ እንዲጠናከሩ ቢያደርጉ የተወሰነም ቢሆን ማሻሻል ይቻላል ብዬ አስባለሁ ።

ጠያቂ፡ እሺ ፍቃደኛ ሆነህ ለሰጠኸኝ መልሶች፣ ላቀረብኩልህ ጥያቄዎች ለሰኸኝ መልሶች በሙሉ እጅግ አድርጌ አመሰግናለሁ።

ተ03፡- እኔም በጣም አመሰግናለሁ።

Appendix-K4: Transcription of Interview in Amharic with Student 04 /S04/

Date: 3 October, 2024

Place: Students' Classroom

Time: 10:15 am-10:28.54 am

ጠያቂ:- በቅድሚያ ለዚህ ቃለ-መጠይቅ ፍቃደኛ በመሆንህ አመሰግናለሁ።

ተ04:- እኔም አመሰግናለሁ።

ጠያቂ:- ይህ ቃለ-መጠይቅ በምን ቋንቋ ቢሆን ጥሩ ነው? በአማርኛ፣ በእንግሊዝኛ ወይስ በሌላ ቋንቋ?

ተ04:- አይ፣ በሀገራችን መግባቢያ አማርኛ ስለሆነ፣ በአማርኛ ብንጠያየቅና ብንመላለስ ነው ደስ የሚለኝ።

ጠያቂ:- በጣም ጥሩ። የመጀመሪያው ጥያቄ፣ የጽሁፍ ችሎታህን ደረጃ እንዴት ትገልፀዋለህ? ከመካከለኛ በታች፣ መካከለኛ ወይስ ከመካከለኛ በላይ?

ተ04:- መካከለኛ ነው የምገልጸው።

ጠያቂ:- መካከለኛ?

ተ04:- አዎ።

ጠያቂ:- በጣም ጥሩ። ወደ ሁለተኛው ጥያቄ እገባለሁ። ብዙዎቻችሁ በእንግሊዝኛ መጻፍ በጣም አስቸጋሪ የቋንቋ ክህሎት እንደሆነ፣ መጠይቅ ስትሞሉ ገልጸችኋል። መጻፍ ለምን አስቸጋሪ እንደሆነ ብትገልጽልኝ?

ተ04:- አይ፣ አብዛኞቻችን እንደሀገራችን የምንተረጉመው በራሳችን ቋንቋ ስለሆነ፣ እንግሊዝኛ ቋንቋ ኢንተርናሽናል language ነው። ግን በእንግሊዝኛ ብንጽፍ ተጠቃሚ እንጂ፣ እንጂ ተገጂ አይደለንም። ለምንድ ነው? ሰው ትኩረት የሚያደርገው ሁሌ ለራሱ ቋንቋ ነው። ለእንግሊዝኛ ትኩረት አይሰጡም ለዛ ነው። ትኩረት ሰጥቶ ቢማሩ ኢንተርናሽናል ቋንቋም ይሆናል። አንደኛ ጽሁፍም አያማረ ነው የሚሄደው። እና ለዛ ነው ሰው ትኩረት የማያደርገው። ይህንን ፍራቻ ይመስለኛል።

ጠያቂ፡- እሺ፣ ሶስተኛው ጥያቄ፣ በጽሁፍ ልምምዶች ወቅት የአስተማሪን አስተያየት ትቀበላለህ?
መልሱ አዎ ከሆነ እንዴት? ካልሆነ ደግሞ ለምን?

ተ04፡- እቀበላለሁ። ለምሳሌ እንግዲህ ለመቀበል መጀመሪያ የት ነው ያጠፋሁት፣ ለማስተካከል ነው ይመስለኛል። ለማስተካከል ነው እንጂ ለሆነ ነገር አደለም። handwriting ጥሩ ከሆነ፣ ጥሩ ነው ብሎ መምህር አስተያየት ከሰጠ፣ ጥሩ ካልሆነ ለማስተካከያ እንጂ ለሌላ ነገር አደለም። እና አስተያየት መቀበል ተገቢ ነው።

ጠያቂ፡- በጣም ጥሩ፡ ወደ አራተኛው ጥያቄ ይገባ፣ በተለያዩ የጽሁፍ ልምምዶች ውስጥ አስተያየቶችን በማካተት አስተማሪው ይረዳሃል? መልሱ አዎ ከሆነ እንዴት? ካልሆነ ለምን እንዳልሆነ ብትገልጽልኝ?

ተ04፡-አዎ አንዳንድ መምህራኖች በተለይ እስካሁን ያለኝ ካለኝ class፣ በነበርኩት ደረጃ መምህሮች አስተያየት እየሰጡ ነው የሚሄዱት። አንደኛ word ከበድ ያለ ነው ማለት ከበድ ይላል። መጽሐፍ ላይ አንዳንዴ በትክክል አንጽፍም አንዳንዴ። በትክክል አንጽፍም መምህር አስተያየት ሲሰጥ ለማስተካከል ነው እና እቀበላለሁ።

ጠያቂ፡- ቀጣዩ ጥያቄ አምስተኛው፡ ከእኩዮችህ የሚሰጡትን አስተያየት ትቀበላለህ? መልሱ አዎ ከሆነ እንዴት? ካልሆነ ደግሞ ለምን እንዳልሆነ ብትገልጽልኝ?

ተ04፡- እቀበላለሁ። አቻዬ ጎበዝ ከሆነ፣ እሱ ወደ እራሱ ለምሳሌ ነው፤ ለእኔ አስተያየት የሚሰጥ እንጂ ለመጉዳት ሳይሆን፤ እኔን ለመጥቀም ነው እና እቀበላለሁ አስተያየት።

ጠያቂ፡- በጣም ጥሩ። ስድስተኛው ጥያቄ፣ በምትጽፍበት ጊዜ ለየትኛው የጽሁፍ አይነት የበለጠ ትኩረት ትሰጣለህ ለይዘት፣ ለሰዋሰው ወይስ ለሚካኒክስ? ልምን እንደሆነ ብትገልጽ? ሜካኒክስ የምንላቸው spelling፣ punctuation? capitalization ናቸው። ለምን እንደሆነ ብትገልጽልኝ?

ተ04፡- ጥያቄውን ድገምልኝ?

ጠያቂ፡- በምትጽፍበት ጊዜ ለየትኛው የጽሁፍ አይነት የበለጠ ትኩረት ትሰጣለህ? ለይዘት ወይስ ለሰዋሰው ወይስ ለሚካኒክስ? ለምን?

ተ04፡- ለይዘት።

ጠያቂ፡-ለምን?

ተዐ4፡- ጽሁፎች ስንጀምር እንደ ህጉ በካፒታል ነው የምንጀምረው። ስለሆነም ትኩረት የምናደርገው። ለምሳሌ አንድ word ለመጻፍ ስንል capital ነው የመንጠቀመው። capital ስንጠቀም ራሱ ህጉ በተፈቀደ ነው የምንሄድ እንጂ፤ ከህጉ ውጪ ከወጣን የሆነ ነገር ይፈጠራል ብዬ ነው የምገምተው፤ ማለት ነው።

ጠያቂ፡-ስለዚህ ለሜካኒክ ነው ወይስ ለይዘት ወይስ ለሰዋሰው ትኩረት የምትሰጠው?

ተዐ4፡- ለይዘት ነው።

ጠያቂ፡-ለይዘት? እሺ ስምንተኛ ጥያቄ፤ ብዙዎቻችሁ በጽሁፍ ፈተና መጨረሻ ላይ የአንቀጾቻችሁን የመጀመሪያ ረቂቅ ሰጥታችኋል። መከለስ፤ ማረም ጽሁፍ ሊያሻሽል ይችላል ብለህ ታስባለህ? ለምን እንደሆነ ብትገልጽልኝ?

ተዐ4፡- አሁን ባለፈው የተሰጡ መከለሻዎች አሉ። አሁን ለማስተካከል ነው እኔ ለማረም ነው ብዙ ጊዜ የምወስደው ማለት ነው። የተሻለ ነገር ለመጻፍ የተሻለ ለመናግር።

ጠያቂ፡- 9ኛው ጥያቄ፤ በጽሁፍ ፈተና መጨረሻ ላይ የተወሰኑ ተማሪዎች ከትዕዛዙ ውጭ ጽፈዋል። ለምን ይህ ሊሆን ይቻላል? ትዕዛዙን ካለመረዳት ወይስ ልላ ምክንያት ኖሯቸው ይሆን?

ተዐ4፡- አይ፤ አንዳንድ ተማሪዎች አንደኛ ባለማወቅ ሊሆን ይችላል። ጥያቄውን አለመረዳት፤ ትክረት አለማድረግ። መጀመሪያ ምንድነው ጥያቄው የሚጠይቀው ሳንል፤ ዝም ብለን እንጽፋለን። እኔ እንደራሴ ጥያቄ ለመረዳት ነው እንጂ ማንኛውም ሰው እያወቀ ያጠፋል ብዬ አላስብም። ጥያቄውን ካለመረዳት ነው ለዛ ነው የሚመስለኝ።

ጠያቂ፡- በጣም ጥሩ አስረኛ ጥያቄ ደርሰናል። የምትወስዷቸው የእንግሊዝኛ ኮሶች፤ የጽሑፍ ክህሎትን ለማሻሻል አስቸጋሪ እንደሆኑ በመጠይቅ በሰጣችሁት መልሶች ብዙዎቻችሁ ገልጻችኋል። አስቸጋሪ ያደረገው ምን እንደሆነ ልትገልጽልኝ ትችላለህ?

ተዐ4፡-ከመጀመሪያው እንደጠቀስኩት፤ ከመሰረታዊ ነገሮች ነው የሚነሳው። ከታች ነው የሚነሳው፡ ለምሳሌ በህጻናት ከአንድ class ስንጀምር በእንግሊዝኛ አጻጻፍን፤ አነጋገርን የሆነ ነገር ከዛ ብንነሳ ነው የተሻለ እንጂ፤ ዛሬውኑ የመሻሻል ነገር የለም። ከታች ስለመጣ አለመስራታችን ትኩረት አድርገን አለመስራታችን እየተጎዳን ነው ማለት ነው። ለዛ ነው

እንጂ ትኩረት ሰጥተን ብንሰራ፤ ትኩረት ሰጥተን ብንማር፤ እንደራሳችን ቋንቋ አድርገን ብንሰራ የተሻለ ነው።

ጠያቂ፡- በጣም ጥሩ። 11ኛው ጥያቄ ላይ ድርሰናል። በጽሁፍ ችሎታህ ላይ ተጽዕኖ ያደረጉ ዋና ዋና ምክንያቶችን ግለጽልኝ?

ተ04፡- በጽሁፍ ችሎታ ላይ ተጽዕኖ ያደረጉ ዋና ዋና ምክንያቶች አንደኛ ጽሁፍ ላይ ህጉን ጠብቀን አለመጻፋችን። የተጠየቅነውን ጥያቄ በመስፈርቱ አለመጻፋችን። ሁለተኛ ትኩረት አለማድረግ፤ እንደራሳችን ቋንቋ አድርገን አለማየት፤ እንደ ስራ ቋንቋ አድርገን አለማየት። ግን እንግሊዝኛ ቋንቋ ኢንተርናሽናል ነው። ትኩረት አድርገን ነገ ተወዳዳሪ ለመሆን ትኩረት አለማድረግ ተጽዕኖ የሚፈጠር ነው። ተጽዕኖ የሚያሳደር እንደ እራሴ፤ ትኩረት አለማድረግ፤ አለማንበብ የተለያዩ ነገሮች አሉ። ለምሳሌ እነሱ ሙከራው ወይም ደግሞ እኛ እንድንጽፍ አያደርጉንም። እንድናስብ ስላላደረጉን፤ እነዚህ በጣም ምክንያቶች ናቸው ብዬ አስባለሁ። ለእኔ የጽሁፍ ችሎታዬን ለማሻሻል ተጽዕኖ በጣም ችግር እያመጣ ነው። ድሮ ስንማር በአክስፎርድ ወይም በዲክሽነሪ ስንተረጉም የነበረ፤ ዛሬ ግን ሰዉ translate ያደርጋል። ያንን ጥያቄ ከመለስ በኋላ ደግሞ ትኩረት አያደርግም። ለምንድነው እራሱ መርምሮ አያገኝማ። በቀላሉ አርቴፊሻል ኢንተለጀንስ እየተጠቀመ ነው። አርቴፊሻል ኢንተለጀንስ ችግር እየፈጠር ነው። ድሮ ስንማር በ translate አደለም። በጭንቅላት ነው። የሆነ ነገር አለመፍጠራችን፤ ትኩረት አለመስጠታችን ነው። እንደራሴ፤ በተለይ አርቴፊሻል ኢንተለጀንስ በጣም ችግር እያመጣ ነው።

ጠያቂ፡- የመጨረሻ ጥያቄ፤ በእንግሊዝኛ የመጽሐፍ ችግሮችን ለመፍታት እንዲቻል፤ ምን ምን መፍትሄዎችን ልትጠቁም ትችላለህ?

ተ04፡- ጥያቄውን ድገመልኝ።

ጠያቂ፡- በእንግሊዝኛ የመጻፍ ችግሮችን ለመፍታት፤ የተሻለ ጽሁፍ እንዲኖረን መፍትሄ ይሆናል ብለህ የምትችላቸው ሀሳቦች ካሉ ብትገልጽልኝ?

ተ04፡- በእንግሊዝኛ ላይ ለማሻሻል ምንድነው መፍትሄው የሚሆነው አንደኛ ከመጀመሪያው መነሳት። ከመጀመሪያ ስንል ከታች መነሳት፤ ከታች እስከላይ ካልሄደ፤ ወደላይ ከመነሻው መጀመር አለበት። research መሰራት ያለበት ነው። እንደራሴ international ቋንቋ

እንግሊዝኛ ስለሆነ ሁሉም በእንግሊዝኛ ቢማሩ፤ አሁን እኔ በኦሮምኛ ነው የተማርኩት ከአንድ እስከ ስምንት። ማለት በእንግሊዝኛ ብማር ጠቃሚ ይሆናል። በኦሮምኛ ስለተማርኩኝ ለእንግሊዝኛ ትኩረት አላደርግም እና ጥሩ ነው ብዬ ነው የምገመተው።

ጠያቂ፡- ላቀረብኩልህ ጥያቄዎች ለሰጠኸኝ መልስ በሙሉ እጅግ አድርጌ አመሰግናለሁ ።

ተ04፡- እኔም አመሰግናለሁ።

Appendix-K5: Transcription of Interview in Amharic with Student 05 /S05/

Date: 3 October, 2024

Place: Students' Classroom

Time: 10:32 am-10:45.18 am

ጠያቂ:- በቅድሚያ ለዚህ ቃለ-መጠይቅ ፍቃደኛ በመሆንህ እጅግ አድርጌ አመሰግናለሁ?

ተ05:- እኔም አመሰግናለሁ።

ጠያቂ:- እሺ፣ ይህ ቃለ-መጠይቅ በእንግሊዝኛ ይሁን፣ በአማርኛ ይሁን ወይስ በሌላ ቋንቋ?

ተ05:- በአማርኛ ቢሆን ደስ ይለኛል።

ጠያቂ:-በጣም ጥሩ፡ ወደ መጀመሪያው ጥያቄ እገባለሁ። የጽሁፍ ችሎታህን ደረጃ እንዴት ትገልጸዋለህ? ከመካከለኛ በታች፣ መካከለኛ ወይስ ከመካከለኛ በላይ?

ተ05:- Ok፣ ያው እኔ እንደራሴ ከመካከለኛ በላይ ነው የምለው። ምክንያቱም እኔ የምፈለገውን ሀሳብ ሙሉ በሙሉ ባለስተላልፈውም ማለት በተባለው ደረጃ ማስተላለፍ ባልችልም ጽሁፉን ወይም ደግሞ የማስተላለፈውን ነገር በምፈለገው መንገድ ላቀርበው እና ልጽፈው እችላለሁ ብዬ አስባለሁ።

ጠያቂ:- በጣም ጥሩ። ሁለተኛው ጥያቄ፣ ብዙዎቻችሁ በእንግሊዝኛ መጻፍ በጣም አስቸጋሪ የቋንቋ ክህሎት እንደሆነ መጠይቅ ስትሞሉ ገልጻችኋል። መጻፍ ለምን አስቸጋሪ እንደሆነ ብትገልጽልኝ?

ተ05:- ብዙ አባሎቻችን ወይም በተጠየቀው ወይም በቀረበልን ጽሁፍ ላይ ቋንቋው ትንሽ እንደሚከብድ ተገልጿል ስለዚህ ጽሁፍ ላይ ብዙዎቻችን መጻፍ አስቸጋሪ የቋንቋ ክህሎት እንደሆነ ተጽፏል ወይም ደግሞ ገልጸዋል። መጻፍ ለምን አስቸጋሪ የንደሆነ የሚሉ ደግሞ እኔ ብዙ ጊዜ የምጽፈው ወይም ደግሞ እንትን daytoday ባደኩበት ወይም በተወለድኩበት ቋንቋ ስለሆነ ነው። ለዛ ነው። ዋናው ደግሞ አመጣጣችን ችግር አለው ብዬ ነው የምለው። ፡ መምህርም በደንብ check የማድረግ ችግሮች አሉ። ይቀራሉ ብዬ ነው የማስበው።

ጠያቂ:- በጣም ጥሩ። ወደ ሶስተኛው ጥያቄ ልግባ፤ በጽሁፍ ልምዶች ወቅት የአስተማሪ አስተያየት ትቀበላለህ? መልስህ አዎ ከሆነ እንዴት? ካልሆነ ደግሞ ለምን እንዳልሆነ ብትገልጽልኝ?

ተ05:- አዎ፡ ነው የምለው። እኔ ማለቴ አዎ የምለው ምንድነው፡ ጽሁፍ በምናደርግበት ሰአት ወይም አስተያየት መቀበል ግድ ነው። ለምን ካልክ፤ እውቀት ወይም ደግሞ አንተ ባለህ ክህሎት ላይ support ነው የሚሆነው። የበለጠ እንድታሻሽል፤ የበለጠ ደግሞ እንድትማርቡት ስለሚያግህ፤ አስተያየት መቀበል ትልቅ ጥቅም አለው ብዬ ነው የምወስደው፡ ለምሳሌ አሁን እኔ space ላይ የወጣውን ሳይሆነ የማድነቅ ያለብኝ፤ space ላይ እንዲወጣ ያስተማረውን መንገዱን ያሳየውን መምህሩን ስለሆነ፤ የመምህሩን አስተያየት መቀበል ትልቅ advantage አለው ብዬ ነው የምወስደው። ለምን መማር ማለት የማታውቀውን ነገር ለማወቅ እስከሆነ ድረስ፤ ከመምህሩ የምትቀርበው ለመማር ነው። መምህሩ ደግሞ ለማስተማር የሚመጣው። የማታውቀውን ነገር መንገድ ለማሳየትና ለመምራት እና ለማሳወቅ እስከሆነ ድረስ፤ የመምህሩን ሃሳብ መቀበል ትልቅ advantage አለው ብዬ ነው የማስበው።

ጠያቂ:- በጣም ጥሩ፡ ከዚህ አንጻር በተለያዩ የጽሁፍ ልምዶች ወስጥ አስተያየቶችን በማካተት አስተማሪው ይረዳሃል?

ተ05:- እዚሁ ላይ ነው ወይስ ጥያቄ ነው?

ጠያቂ:- መጀመሪያ ላይ የአስተማሪውን አስተያየት ትቀበላለህ ወይ ነው። አሁን ግን አስተማሪው የረዳህል የእንግሊዘኛ መምህሩን ይረዳህል?

ተ05:- አዎ፡ ከሞላ ጎደል፤ ከምቀበላቸው አስተያየቶች፤ ከምንቀበላቸው ልክ፤ ከሞላ ጎደል ያግዛሉ፡ ፡ አንዳንዴ ማለት ተማሪ ተኮር የሆኑ መምህራኖች አሉ። እና እነሱ ቀረብ ብለው ብዙ ጊዜ እንደዚህ አይነት ነገሮችን ያግዙኛል።

ጠያቂ:- በጣም ጥሩ፡ ወደ አምስተኛው ጥያቄ ልግባ። ከእኩዮችህስ የሚሰጡትን አስተያየቶች ትቀበላለህ? መልሱ አዎ ከሆነ እንዴት? አይ ከሆነ ደግሞ ለምን እንደሆነ ብትገልጽልኝ?

ተ05:- እኔ አዎ የምለው ደግሞ ለምንድን ነው፤ እኩዮቼ የሚሰጡኝን አስተያየት መቀበል አለብኝ፡ ፡ እኔ የማሳየው ችግሮች፤ ለእኔ የማይታዩ ችግሮች፤ ለጓደኞቼ ጎልተው ይታያሉ። ስለዚህ

ጓደኞቹ ማለት ለእኔ መስታዎቶቹ ማለት ናቸው። ስለዚህ እነሱ የሚሰጡኝን አስተያየት መቀበል ለኔ ትልቅ advantage አለው ብዬ ነው የምወስደው።

ጠያቂ፡- በጣም ጥሩ። ቀጣዩ ጥያቄ 6ኛው ጥያቄ ነው። በምትጽፍበት ጊዜ ለየትኛው የሁፍ አይነት የበለጠ ትኩረት ትሰጣለህ? ለይዘት፣ ለሰዎሰው ወይስ ለሜካኒክስ? ለምን እንደሆነ ቢገለጽ?

ተ05፡-እኔ ብዙ ጊዜ ለሰዎሰው የሚለውን ነው የምመርጠው። ምክንያቱም፣ የሰዎሰው የመረጥኩበት ምክንያት ምንድነው የማስተላለፈው እና ወይም ደግሞ የምጽፈው ጽሑፍ ተደራሽነቱን ለብዙኋን ግልጽ በሆነ መንገድ ሰዎሰው የሚለውን ይጫወታል ብዬ ነው የምወስደውና ለሰዎሰው ነው የምስጠው።

ጠያቂ፡- እሺ፣ ወደ ሰባተኛው ጥያቄ እገባለሁ። ጽሑፍን ለአስተማሪው ወይም ለእኩዮችህ አስተያየት ለመቀበል በየትኛው ደረጃ ላይ ትሰጣለህ? ረቂቁን ወይስ የመጨረሻውን? ለምን እንደሆነ ቢገለጽ?

ተ05፡- እዚህ ላይ ደግሞ ረቂቁን ነው የምለው። ምክንያቱም፣ የተሻለ ነው ምክንያቱም ረቂቁን ጠለቅ ብለህ ለማየት ስትል፣ የተሻለ ነገር ማስተላለፍ ወይም የፈለከውን ነገር ማስተላለፍ ትችላለህ። ግልጽ ሆኖ የተብራራ ነገር እንዲሆንለት ረቂቁን ነው የምወስደው።

ጠያቂ፡- እሺ፣ ወደ ስምንተኛው ጥያቄ፣ ብዙዎቻችሁ በጽሁፍ ፈተና መጨረሻ ላይ የአንቀጾቻችሁን የመጀመሪያ ረቂቅ ሰጥታችኋል። መከለስና ማረም ጽሑፍን ሊያሻሽል ይችላል ብለህ ታስባለህ? ለምን እንደሆነ ቢገለጽ?

ተ05፡- የጻፍነውን ጽሁፍ ረቂቁን ገብተን መከለስ እና ማረም፣ የጻፍነውን ጽሁፍ ሊያሻሽል ይችላል ብዬ ነው የምወስደው። ምክንያቱም በጥልቅ ጽሁፉን ስናርመው እና የተሻለ ረቂቁን ገብተን ስናየው የተሻለ ነገር ያሳያል ብዬ ነው የምወስደው።

ጠያቂ፡- ዘጠነኛው ጥያቄ፣ በጽሑፍ ፈተና መጨረሻ ላይ የተወሰኑ ተማሪዎች ከትእዛዙ፣ ርእሱ ውጪ ጽፈዋል። ለምን ይህ ሊሆን ቻለ? ትእዛዙን ካለመረዳት ወይስ ሌላ ምክንያት ካለ ብትገልጽልኝ?

ተ05፡-እኔ እዚህ ላይ ሌላም ምክንያት አለ ብዬ ማቅረብ አልችልም። ትእዛዙን በበቂ ሁኔታ ባለመረዳት ሊጽፉ ይችላሉ ብዬ ነው የምወስደው። ምክንያቱም ትእዛዙን በቂ ሁኔታ

ካልተረዱት፤ ሀሳቡን ለመግለጽ ማለት ባለቤቱ ወይም ልጁ ትእዛዙን በበቂ ሁኔታ ካለመረዳት የተነሳ ሀሳቡ ሊቀይርበት ይችላል። ምክንያቱም መተርጎም ባለመቻሉ ሀሳቡን ይቀይራል ብዬ ነው የምወስደው።

ጠያቂ፡- በጣም ጥሩ። 10ኛው ጥያቄ፤ የምትወስዳቸው እንግሊዝኛ ኮርሶች የጽሁፍ ችሎታህን ለማሻሻል አስቸጋሪ እንደሆኑ በመጠይቅ በሰጣችሁት መልሶች ብዙዎቻችሁ ገልጸችኋል። አስቸጋሪ ያደረገው ምን እንደሆነ ልትገልጽልኝ ትችላለህ?

ተ05፡- አዎ፤ ገልጸናል። በቀረበው የጽሁፍ ማብራሪያ ላይ ብዙዎቻችን ገልጸናል። ስለዚህ ምክንያቱ ምንድን ነው በበቂ ሁኔታ blackboard ክፍ ስንልም ደግሞ በ whiteboard በበቂ ሁኔታ ያለመጻፍ ችግር ነው ብዬ ነው የምወስደው። እንደዚህ ብዬ ነው የሚገልጸው ።

ጠያቂ፡-ማለት እሱን በደንብ ብታብራራው?

ተ05፡-ይሄ ምክንያቱ በቂ ያልሆነው በበቂ ሁኔታ blackboard እታች grade ላይ እያለን በ blackboard እየጻፍን መምህሩ በደንብ deeply እገባ እየሳፈረ ቢያስተምረን ኑሮ እና ከፍ ስንል ደግሞ ትልቅ ተቋም ላይ ስንገባ whiteboard ላይ ያለውን ነገር ብዙ ጊዜ አሁን አንዳንድ መምህራን በጣም ሰፊ የሆኑ እውቀት ያላቸው መምህራኖች slidesን በሙሉ ይይዙና በመናገር አስተምረው ይሄዳሉ። እና እንደዚህ አይነት ነገሮች ስላሉ ግን በwhiteboard የሆነ ነገር እየጻፉ እንትን ቢሉ የተሻለ ነገር ይኖራል ብዬ ነው የማስበው።

ጠያቂ፡ በጣም ጥሩ አሁን 11ኛው ጥያቄ ላይ ደርሰናል። የጽሁፍ ችሎታህ ላይ ተፅኖ ያደረገው ዋና ዋና ምክንያቶች ምን ምን እንደሆኑ እስቲ ጠቅለል አድርገህ ግለጽኝ?

ተ05፡- እሺ በሁፍ ችሎታዬ ላይ ተጽኖ የሚያደርጉ ነገሮች ብዬ ከማስባቸው ነገሮች ቢያንስ አንድ ሶስቱን ልግልጽልህ እችላለሁ። አንደኛ የአጻጻፍ ህጎች እና ቴክኒኮች በደንብ ባለማወቅ ማለት የ አጻጻፍ ህጎችን እና የቴክኒኮች ስህተት ብዙ ጊዜ አሁን እንግሊዝኛ ላይ ስንጽፍ የራሳቸው የሆኑ የአጻጻፍ ህጎች አላቸው። abcd እያልክ ስታስቀምጥ አሁን ለምሳሌ በወረቀት ላይ ስታስቀምጥ ከታችኛው መስመር እስከላይኛው መስመር የሚነኩ ፊደላቶች አሉ። የማይነኩም፤ መሃል ላይ የሚቀሩም አሉ። abcd ብታስቀምጣቸው የራሳቸው የሆነ የፊደሎች ህግ አላቸው። እነዚህን ያለ ማወቅ ችግር አለ። ሲቀጥል ደግሞ የራሱ የሆነ ቴክኒክ ወይም ደግሞ የጽሁፍ ቴክኒኮችን አለመጠቀም፤ ይሄ አንደኛው ነው ብዬ

የምወስደው። ሁለተኛው ደግሞ፣ day today practice አለማድረግ ወይም ደግሞ ልምምድ አለማድረግ። ሶስተኛው ደግሞ ምንድነው፣ ብዙ ጊዜ ትኩረት ባለመስጠት ብዙ ጊዜ ትኩረት ባለመስጠት የተነሳ ሊሆን ይችላል ብዬ ነው የማስበው።

ጠያቂ፡ መናልባት ወደዚህ ከመምጣትህ በፊት በሌሎች የግዳጅ ስራ ላይ ቆይተዋል? ወይስ?

ተወላጅ፡-አው ከዚህ በፊት 2012 መስከረም 2012 የመጀመሪያው ዙር ላይ ነው የወጣሁት። ከዛም በኋላም ያው ግዳጅ ነበርኩ። ግዳጅ ላይም ያለው የተወሰነ ጊዜ እንደቆየሁ CORONA የሚባል በሽታ ነበር። በኮሮናም ሰዓት ብዙ ስራዎችን፣ ቻሌንጆችን አሳልፈናል። በዛም ላይ እያለሁም ብዙ ጊዜ በዚህ ተቋም ላይ በሙያም ስለራ ቆይቻለሁ። የሰው ሀብት ባለሙያ በመሆን፣ በእግረኛም ታጣቂ በመሆን አሳልፌያለሁ። እና በእርግጥ ተቋሙን ከመጀመሪያው ጀምሮ በጣም ነው የምወደው። በጣም የተለየ ክብር ነው የምሰጠው። ምክንያቱም በጣም ስለምወደው ከመጀመሪያም ጀምሮ ስለምወደው ክብር በመስጠት ስራዬን በአግባቡ ነበር ስለራ የነበረው። ሲመሩኝ የነበሩ መሪዎችም በጣም ትሁትና ጉብዞች፣ ጠንካራ መሪዎች ነበሩ የገጠሙኝ፣ እንደ-እድል ሆኖ። የነበረኝ በግዳጅ ላይ ይህን ይመስላል ከሰፊው በትንሹ ስገልጸው።

ጠያቂ፡- ለሰጠኸኝ መልሶች እጅግ አድርጌ አመሰግናለሁ። በጣም አመሰግናለሁ።

ተወላጅ፡-አሺ፣ እኔም በጣም ነው የመሰግናለሁ።

Appendix-K6: Transcription of Interview in Amharic with Student 06 /S06/

Date: 7 October, 2024

Place: Students' Classroom

Time: 8:46 am-8:54 am

ጠያቂ: በቅድሚያ፣ ለዚህ ቃለ-መጠይቅ ፍቃደኛ በመሆንህ እጅግ አድርጌ አመሰግናለሁ። ቃለ-መጠይቁ በአማርኛ፣ በእንግሊዝኛ ወይስ በሌላ ቋንቋ ይሆን?

ተ06: እኔንም ለቃለ መጠይቁ መርጠህ ስላቀረብከኝ በጣም አመሰግናለሁ። ቃለ-መጠይቁ በአማርኛ ቢደረግ የተሻለ ነው ብዬ አምናለሁ።

ጠያቂ: በጣም ጥሩ። ወደ መጀመሪያው ጥያቄ ልግባ። የጽሑፍ ችሎታህን ደረጃ እንዴት ትገልጽዋለህ? ከመካከለኛ በታች፣ መካከለኛ ወይስ ከመካከለኛ በላይ?

ተ06: ችሎታዬን ደረጃ ሳስበው መካከለኛ ነው ብዬ እገልጽዋለሁ። ለዚህም ደግሞ ማብራሪያ ካስፈለገ፣ እኔ ከዚህ በፊት በማስተማር ሙያ ትንሽ ቆይቻለሁ። elementary በዛ የእንግሊዝኛ መምህር ሆኜ ስለ ቆየሁኝ፣ የተወሰኑ የመጻፍ ችሎታ አለኝ። እና በመካከለኛ ልያዘው።

ጠያቂ:-ጥሩ ወደ ሁለተኛው ጥያቄ እንግባ። ብዙዎቻችሁ በእንግሊዝኛ መጻፍ በጣም አስቸጋሪ የቋንቋ ክህሎት እንደሆነ መጠይቅ ስትሞሉ ገጻችኋል። መጻፍ ለምን አስቸጋሪ እንደሆነ ብትገልጽልኝ?

ተ06:- አብዛኛው ተማሪዎች እንዳልከው መጻፍ አስቸጋሪ እንደሆነ ይናገራሉ። ይህ ግን ችግሩ የመነጨው ከታች ይመስለኛል። ከታች ከትምህርት ቤት ትኩረት ሰጥቶ ካለመከታተል የተነሳ ይመስለኛል። እዚህ ደግሞ አብዛኛው ያለው ወታደር ነውና፣ ብዙ ከትምህርት የራቀ ነው። ረጅም ጊዜ ከትምህርት የራቀ በመሆኑ፣ ይህ ችግር ስላለ ይመስለኛል እንደኔ።

ጠያቂ:- ጥሩ፣ ወደ ሶስተኛው ጥያቄ ልሂድ። በጽሁፍ ልምምዶች ወቅት የአስተማሪን አስተያየት ትቀበላለህ? መልሱ አዎ ከሆነ እንዴት? ካልሆነ ደግሞ ለምን እንዳልሆነ ብትገልጽልኝ?

ተ06:-መልካም፣ እንግዲህ በጽሁፍ ልምምድ ወቅቶች አንዳንዴ በመማር ማስተማር ሂደት ላይ የሚሰጡ የጽሁፍ ልምምድ አለ። በዛ ላይ ለምሳሌ፡ አንቀጽ መጻፍ ሊሆን ይችላል። ያን ጊዜ የጻፍነውን እናስገመግማለን። በዛም አስተያየት የተቀብዬ አውቃለሁ።

ጠያቂ:-በጣም ጥሩ። ወደ አራተኛው ጥያቄ ልግባ። በተለያዩ የጽሁፍ ልምምዶች ውስጥ አስተያየቶችን በማካተት አስተማሪው ይረዳሃል? መልሱ አዎ ከሆነ እንዴት? ካልሆነ ለምን እንዳልሆነ ብትገልጽልኝ? ቅድም ካልከው ጋር አያይዘህ?

ተ06:- አዎ፡ በተለያዩ የጽሁፍ ልምምድ ጊዜ የጻፍኩትን በማየት፡ መምህራኖች አስተያየቶችን ያክሉበታል። ያም አንዳንዴ የጽሁፍ ስህተቶች፣ የቃላት እርማት ያደርጉልኛል።

ጠያቂ:- በጣም ጥሩ አምስተኛው ጥያቄ፡ የእኩዮችህን አስተያየትስ ትቀበላለህ? መልሱ አዎ ከሆነ እንዴት? ካልሆነ ደግሞ ለምን እንዳልሆነ ብትገልጽልኝ?

ተ06:-የእኩዮችህ ብለህ ለጠየክኝ፣ እንግዲህ ብዙ ጊዜ፣ አስተያየት ተቀብዬ አላውቅም። ምክንያቱም አብዛኛው ሰው እንግሊዝኛ የመድፈር ችግር አለበት። በዚህ ሁኔታ ተቀብያቸው አላውቅም።

ጠያቂ:- በጣም ጥሩ። 6ኛው ጥያቄ፡ በምትጽፍበት ጊዜ ለየትኛው የጽሁፍ አይነት የበለጠ ትኩረት ትሰጣለህ። ለይዘት፣ ለሰዎሰው ወይስ ለሜካኒክስ? ለምን እንደሆነ ቢገለጽ?

ተ06:- እሺ፡ በምጽፍበት ጊዜ እንግዲህ አንዳንዴ መጻፍ እሞክራለሁ። በዛ ጊዜ አብዛኛውን ጊዜ ለሰዎሰው ብቻ ሳይሆን ለይዘት ነው የምጨነቀው። ምክንያቱም መልዕክቱን ያስተላልፍልኛል ወይስ አያስተላልፍም በሚለው ነው። ከዛ በኋላ ከኔ በተሻለ ሰው አስገምግሜ ሰዎሰውም ሆነ mechanics እንዲታረም ለማድረግ የምሞክረው።

ጠያቂ:-በጣም ጥሩ። ሰባተኛው ጥያቄ፡ ጽሁፍህን ለአስተማሪ ወይም ለእኩዮችህ አስተያየት ለመቀበል በየትኛው ደረጃ ላይ ነው የምትሰጣቸው? ረቂቁን ወይስ የመጨረሻውን? ለምን እንደሆነ ቢገለጽ?

ተ06:- ጽሁፍ በምጽፍበት ጊዜ እንግዲህ ለእኩዮቼም ቢሆን ለአስተማሪው ማቅረብ የምችለው ረቂቁን ነው ብዬ አምናለሁ። ምክንያቱም፣ ከመነሻው ስህተት ካለ እንዲታረም ደግሞ ድካምንም ይቀንሳል ብዬ አምናለሁ።

ጠያቂ:-በጣም ጥሩ። ስምንተኛው ጥያቄ፣ ብዙዎቻችሁ በጽሁፍ ፈተና መጨረሻ ላይ የአንቀጾቻችሁን የመጀመሪያ ረቂቅ ሰጥታችኋል። መከለስና ማረም ጽሁፍን ሊያሻሽል ይችላል ብለህ ታስባለህ? ለምን እንደሆነ ቢገለጽ?

ተ06:-በእርግጥ መከለስና ማረም ጽሁፍ ሊያሻሽል ይችላል ብዬ አምናለሁ። ምክንያቱም መጀመሪያ እንደ ወረደ የተፃፈውን ነገር፣ እንደገና ስትከልስ ተጨማሪ ሃሳብም፣ ሌላ የቃላት ምርጫ ሊመጣ ስለሚችል፣ ሲከለስ ጽሁፍ ሊሻሻል ይችላል ብዬ አምናለሁ።

ጠያቂ:- በጣም ጥሩ፣ 10ኛው ጥያቄ፣ በምትወስዷቸው የእንግሊዝኛ ኮርሶች፣ የጽሁፍ ክህሎትን ለማሻሻል አስቸጋሪ እንደሆኑ መጠይቅ በሰጣችኋቸው መልሶች ብዙዎቻችሁ ገልጸቸኋል። አስቸጋሪ ያደረገው ምን እንደሆነ ቢገለጽ?

ተ06:-መልካም፣ በምንወስደው እንግሊዝኛ ኮርሶች የጽሁፍ ክህሎት ለማሻሻል አስቸጋሪ ያደረገብን ምክንያት ብዬ የምገልፀው ቢኖር፣ በcourse ያለው ይዘት በዚህ አሁን የተማሪው ካለው ስታንዳርድ ጋር match አያደርገም ብዬ አምናለሁ። ብዙ ሰው ከ 12ኛ ክፍል የመጣ ነው። ግማሹ ደግሞ፣ ከዛም ወደታች ባለ class ተመልምሎ የመጣ ነው። እና ለይቶ የሚያቅ አይመስለኝም። ከዚህ አንፃር፣ እዚህ ያለው የትምህርት አሰጣጥ ደረጃ ጋር ሊመጣጠን አልቻለም ብዬ ነው የምገምተው።

ጠያቂ:-በጣም ጥሩ ወደ አስራ አንደኛው ጥያቄ ልገባ። በጽሁፍ ችሎታህ ላይ ተፅዕኖ ያደረጉ ዋና ዋና ምክንያቶች ምን እንደሆኑ ጠቅለል አድርገህ ብትገልጽልኝ?

ተ06:- እሺ፣ ጥሩ። በጽሁፍ ችሎታዬ ተጽዕኖ ወይም ተግዳሮት ይሆናሉ ብዬ የማምነው ምክንያቶች ቢኖሩ፣ አንዳንዴ የVocabulary ወይም የቃላቶች ብዙም የቃላት እንተን አለማወቅ፣ የሚካኒክና የሰዋሰውን ለይቶ አለማወቅ ችግር እነዚህ ምክንያቶች ናቸው ብዬ አምናለሁ።

ጠያቂ:- ምናልባት ወደዚህ ትምህርት ከመግባት በፊት ሌሎች ግዳጆች ላይ እንደዚህ ቆይተህል?

ተ06:- ፀሐፊ ሆኔ ምናምን የተወሰነ አገልግሎት፡፡ ቢሆንም ግን አብዛኛው ነገር በአማርኛ ስለሆነ፡
:

ጠያቂ:-ወደ መጨረሻው ጥያቄ ገብተናል፡፡ በእንግሊዝኛ የመጻፍ ተግዳሮቶችን ለመፍታት እንዲቻል ምን ምን መፍትሄዎችን ትጠቁማለህ?

ተ06:- መልካም፣ ለዚህ መፍትሄዎች ነው ብዬ የማምነው አንዳንድ journal ማንበብ፣ ቃለ-መጠይቃችን መከታተል እና የእንግሊዝኛ መዝገበ-ቃላትን በማንበብ ለመፍታት ይቻላል ብዬ አምናለሁ፡፡

ጠያቂ :-እሺ ለዚህ ቃለ-መጠይቅ ፍቃደኛ በመሆንዎ ደግሜ አመሰግናለሁ፡፡

ተ06:-እኔም በጣም አመሰግናለሁ፡፡

Appendix-K7: Transcription of Interview in Amharic with Student 07 /S07/

Date: 7 October, 2024

Place: Students' Classroom

Time: 10:25 am-11:35 am

ጠያቂ: በቅድሚያ ለዚህ ቃለ-መጠየቅ ፍቃደኛ በመሆንሽ እጅግ አድርጌ አመሰግናለሁ። ይህ ቃለ-መጠይቅ በአማርኛ፣ በእንግሊዝኛ ወይስ በሌላ ቋንቋ ቢሆን ይሻላል?

ተ07: አማርኛ ቢሆን ጥሩ ነው።

ጠያቂ: በጣም ጥሩ፣ የመጀመሪያው ጥያቄ፣ የጽሁፍ ችሎታሽን ደረጃ እንዴት ትገልጫለሽ? ከመካከለኛ በታች፣ መካከለኛ ወይስ ከመካከለኛ በላይ?

ተ07: መካከለኛ።

ጠያቂ:- በጣም ጥሩ። ወደ ሁለተኛው ጥያቄ ልግባ፣ ብዙዎቻችሁ በእንግሊዝኛ መጻፍ በጣም አስቸጋሪ የቋንቋ ክህሎት እንደሆነ መጠይቅ ስትሞሉ ገልጻችኋል። መጻፍ ለምን አስቸጋሪ እንደሆነ ብትገልጩልኝ?

ተ07:-ያው አስቸጋሪ አንደኛ የሚሆንበት ምክንያት፣ የመጀመሪያው ምክንያት የመጀመሪያ ቋንቋችን ባለመሆኑ ወይም ደግሞ ሁለተኛ ቋንቋችን በመሆኑ ነው። ሁለተኛ case ደግሞ ሁልጊዜ practice ባለማድረጋችን ይመስለኛል። ይሄንን ነገር አነስተኛ የሆነበት ምክንያት ሁል ጊዜ practice በአለማድረግ ነው።

ጠያቂ:- በጣም ጥሩ። ሶስተኛው ጥያቄ፣ በጽሁፍ ልምምዶች ወቅት የአስተማሪን አስተያየት ትቀበያለሽ? መልሱ አዎ ከሆነ፣ እንዴት? ካልሆነ ደግሞ ለምን እንዳልሆነ ብትገልጩልኝ?

ተ07:- እቀበላለሁ። የምቀበለውም አስተማሪው የሚሰጠኝ አስተያየት ለኔ ጥሩ በመሆኑ ነው።

ጠያቂ:- በጣም ጥሩ። ወደ አራተኛው ጥያቄ ልግባ፣ በተለያዩ የጽሁፍ ልምምዶች ወቅት አስተያየቶችን በማካተት አስተማሪው ይረዳሻል? መልሱ አዎ ከሆነ እንዴት? ካልሆነ ደግሞ ለምን እንዳልሆነ ቢገለጽ?

ተ07:- አዎ፤ አስተማሪው ይረዳኛል። የሚዳኝም ያሉትን እኔ ስጽፍ የሚያጋጥሙኝን ስህተቶች በማረም በማረም ማለት ነው። በዛ በዛ መልኩ support ያደርጉኛል አስተማሪዎች።

ጠያቂ:- በጣም ጥሩ። አምስተኛው ጥያቄ፤ እኩዮችሽ የሚሰጡሽን አስተያየት ትቀበያለሽ? መልሱ አዎ ከሆነ እንዴት? ካልሆነ ደግሞ ለምን እንዳልሆነ ቢገልጽ?

ተ07:- እቀበላለሁ። ከእኩዮቼ የሚሰጠኝን አስተያየት እቀበላለሁ። የምቀበለውም ሁሉም ሰው ትክክል ስላልሆነ፤ እኔ ጋ ያለ ስህተት ካለ የራሴን ስህተት ለማረም፤ የእነሱ ስህተት ከሆኑ ደግሞ እኔ እነሱን ለማረም ስል እቀበላለሁ። የነሱን አስተያየት ማለት ነው።

ጠያቂ:- በጣም ጥሩ። ስድስተኛው ጥያቄ፤ በምትጽፈበት ጊዜ ለየትኛው የጽሑፍ አይነት የበለጠ ትኩረት ትሰጫለሽ? ለይዘት? ለሰዎሰው ወይስ ስሜካኒክስ? ለምን እንደሆነ ቢገልጽ?

ተ07:- Ok፤ የምሰጠው ለሰዎሰው ነው። ለምን ካልከኝ፤ ሰዎሰው በነገራችን ላይ በስነ-ጽሁፍ ዘርፍ ላይ ሰዎሰው የሚለው ነገር ትልቅ እንትን አለው። ለምሳሌ የተለያዩ ስነ-ጽሁፎች ወይም ደግሞ የተለያዩ መጽሐፍቶች በዛ ዙርያ ላይ ግልጽ የሆነ እውቀት የሌለው ጽሁፍ ከሆነ የሚያስተላልፉት እውቀትም ሆነ የሚያስተላልፈው ያ መጽሐፍ ተገቢውን የሆነ እንትን ሊያገኝ አይችልም። ተገቢውን የሆነ ትርጉም ሊያገኝ አይችልም። ስለዚህ የሆነ ትርጉም እንዲያገኝ፤ የሰዎሰው ዘርፉ መጠበቅ አለበት። ወይም ደግሞ መልዕክቱን እንዲያስተላልፍ ያው በደንብ መታወቅ አለበት ብዬ አምናለሁ።

ጠያቂ:- በጣም ጥሩ። ሰባተኛው ጥያቄ፤ ጽሑፍሽን ለአስተማሪ ወይም ለኩዮችሽ አስተያየት ለመቀበል በየትኛው ደረጃ ላይ ትሰጫለሽ? ረቂቁን ወይስ የመጨረሻውን? ለምን እንደሆነ ቢገልጽ?

ተ07:- አዎ፤ እረቂቁን ሳይሆን በቃ ያለኝ የመጨረሻውን ደረጃ አሳያቸዋለሁ። ያው የሚሰጡኝን አስተያየት ደግሞ ለመቀበል ማለት ነው። አይተው የሚሰጡኝን support ተቀብዬ ጽሁፌ መስተካከል ካለበትም አስተካክላለሁ።

ጠያቂ:- በጣም ጥሩ። ስምንተኛው ጥያቄ፤ ብዙዎቻቸው በጽሁፍ ፈተና መጨረሻ ላይ የንቀጾቻችሁን የመጀመሪያ ረቂቅ ሰጥታችኋል። መከለስና ማረም ጽሁፍን ያሻሽላል ብለሽ ታስቢያለሽ?

ተ07:-አዎ።

ጠያቂ:- ለምን እንደሆነ ቢገለጽ?

ተ07:- አንድ ሰው በመጀመሪያ በሚጽፈው እንትን ላይ፣ ያው ማንኛውም የጽሑፍ ታይፒንግ እኮ እርማት ያስፈልገዋል ብዬ አስባለሁ። ቀጥታ direct የጻፍከው ነገር መለስ ብለህ ከልህ ስታየው፣ ያው እርማት ልታገኝበት ስለምትችል፣ ተመልሰህ ማየቱ ተገቢ ነው ብዬ አስባለሁ።

ጠያቂ:-ነገር ግን፣ ብዙዎቹ ተማሪዎች ያንቀጾቻቸውን የመጀመሪያው ረቂቅ ነው ባለፈው በተሰጣቸው ቴስት ላይ የሰጡት። ለምን እንደሆነ ታውቁ ከሆነ?

ተ07:- እኔንጃ በዚህ ደረጃ ዕውቀቱ የለኝም።

ጠያቂ:- እሺ 9ኛው ጥያቄ፣ በጽሁፍ ፈተና መጨረሻ ላይ የተወሰኑ ተማሪዎች ከትዕዛዝ ውጪ ጽፈዋል። ለምን ይህ ሊሆን ቻለ? ትእዛዙን ባለመርዳት ወይስ ሌላ ምክንያት ካለ ብትገልጧልኝ?

ተ07:- አይ ትእዛዙን ካለመረዳት ሳይሆን፣ ይመስለኛል፣ ተያይዞ የሆነ ሀሳባቸው ከትምህርቱ ጋር ስለሆነ ጊዜ ለመቆጠብ ይመስለኛል ያን ነገር አደረጉት።

ጠያቂ:- ጥሩ፣ 10ኛው ጥያቄ፣ የወሰድሻቸው የእንግሊዝኛ ኮርሶች የጽሑፍ ክህሎትን ለማሻሻል አስቸጋሪ እንደሆኑ በመጠይቅ በሰጣችሁት መልሶች ብዙዎቻችሁ ገጻችኋል። አስቸጋሪ ያደረገው ምን እንደሆነ ልትገልጧልኝ ትችላላሽ?

ተ07:- የመማር ማስተማር ሂደት ላይ ያለው ትንሽ የሆነ አንዳንድ ጊዜ ሁሉም አስተማሪ ብቁ ሳይሆን ይችላል። እና በሚሰጥህ ልክ ነው እሱ በሚሰጥበት ልክ ነው አንተ የምትቀበለው፡ ፡ ያ አስተማሪ የሚሰጥበት method ተገቢ ከሆነ፣ ላያስችግር ይችላል። እሱ የሚሰጥበት method ደግሞ አነስተኛ ከሆነ፣ እዛ ጋር ያለውን ችግር መቅረፍ ሊያስችግር ይችላል። እና ከዛ አንፃር ነው።

ጠያቂ፡- በጣም ጥሩ አሁን 11ኛ ጥያቄ ላይ ደርሰናል። በጽሑፍ ችሎታሽ ላይ ተጽኖ ያደረጉ ዋና ዋና ምክንያቶችን እስቲ ጠቅለል አድርገሽ ግለጫያቸው?

ተወገደ፡- በእኔ የጽሁፍ ችሎታ ላይ ተፅኖ የሚያደርገው፡ መጀመሪያ የጽሁፍ ችሎታዬን በደንብ ማዳበር እፈልጋለሁ። ነገ ላይ የማስባቸው መሆን የምፈልጋቸው ነገሮች ከመኖራቸው አንጻር፤ ለእነዚህ ደግሞ ምንጊዜም ደግሞ ምንጊዜም የሰው ልጅ የቋንቋ ክህሎቱ እና እውቀቱ በጣም አስፈላጊ ናቸው። ከዛም በላይ ደግሞ ትልቁ የጽሁፍ ችሎታ ደግሞ ትልቁ ነገር ከመናገርም፤ ከማውራትም፤ ከምንም በላይ ደግሞ የጽሁፍ ችሎታ ነው። ያ ደግሞ ነገ ላይ መሆን ለምትፈልገው ነገር መግለጽ የምትችለው ወይም ደግሞ መጽሐፍትን ብትጽፍም ማስተላለፍ የምትችለው መልዕክቶችን በዛ ባለኝ የጽሁፍ ክህሎት ነው። ስለዚህ ያን የጽሁፍ ክህሎቴን በተቻለ መንገድ ማዳበር ወይም ደግሞ ጥሩ ነገር እንዲኖረኝ እፈልጋለሁ። ማለት ሰዎች ጥሩ ነው በሚያስብል ምልክታ አይተው በሚፈርጁበት መልኩ በእኔ standard ብቻ ሳይሆን፤ ባለው standard ደረጃ የሁፍ ክህሎቴ አሪፍ ሆኖ እንዲገኝ እፈልጋለሁ። ማለት ኢትዮጵያ ውስጥ ካለ ማህበረሰብ በቻ አይደለም ኢንተርናሽናልም፤ ናሽናልም፤ ሪጅናልም በሆነ ደረጃ መግባባት በሚያስችል ወይም ሰዎች ሊረዱ የሚችሉበት ደረጃ የጽሁፍ ክህሎትን ለማዳበርም ወደፊት ዝግጁ ነኝ። አሁንም እያዳበርኩኝ እገኛለሁ።

ጠያቂ፡- ግን እንደዚህ ለማዳበር የሚያስችግሩ ተግዳሮቶች ዋና ዋናዎቹ ምንድናቸው ቀደም ሲል የገለጽሻቸውም አሉ ሌላ ተጨማሪ ካለ እስቲ?

ተወገደ፡- አዎ፤ ያንን ለማዳበር ትንሽ ተግዳሮት የሚሆነው፤ አንድ ቋንቋ፤ አንድ ስነ-ጽሁፍ ላይ ለመድረስ ሲጀመር፤ ስነ-ጽሁፍ ላይ ለማድረስ ሲጀመር መጀመርያ መግባባት ነው። ከተግባባበት በኋላ፤ በዛ እንት ላይ ጽሁፍ ነገሮችን በደንብ practice ስታደርግበት ነው። ያንን practice ካደረክበት በኋላ ነው በደንብ እውቀቱ ሲሰርጽልህ ነው ወደ ጽሁፍ የሚቀየረው። ያንን ለማድረግ ደግሞ ያለው ሂደት ያለው የኑሮ ዘይቤ ትንሽ አስቸግሪ ነው። ፡ የምንኖርበት ማህበረሰብ ነው የሰው ልጅ የሚመስለው። እና ቋንቋችን እንድናዳበር የሚያደርግ ሳይሆን አብዛኛውም ጊዜ ከቋንቋችን ጋር ስለሆነ የምናደርገው እንትን፤ ትንሽ ያ አስቸጋሪ አድርጎታል። ለመረዳትም ብዙ ጊዜ ከበድ የሚለን።

ጠያቂ፡- እስኪ ሌላ ከዚህ ጋር ተያይዞ፤ ወደ ትምህርት ከመምጣትሽ በፊት ቀደም ሲል ከዚህ በፊት በሌሎች ግዳጆች፤ ኃላፊነት ስራ ላይ ቆይተሻል?

ተ07:- አዎ ቆይቻለሁ።

ጠያቂ፡ በጣም ጥሩ፣ የመጨረሻው ጥያቄ፣ በእንግሊዝኛ የመጻፍ ችግሮችን ለመፍታት እንዲቻል ምን ምን መፍትሄዎችን ትጠቁሚያለሽ፣ ምን ይደረግ?

ተ07:- እኔ አንደኛ የሰው ልጅ ቋንቋውን ለማዳበር ማድረግ ያለበት ነገር ሁል ጊዜ practice ማድረግ አለበት። የሚማረውንም ሆነ የሚሰማውን ነገር ሁል ጊዜ ካልፃፈው፣ ሁልጊዜ practice፣ practice ካላደረገ እንዴት አድርጎ ማሻሻል ይችላል? ማሻሻል የሚችለው በብዙ ልምምድ ነው። በብዙ ጥረት ነውና፣ የሰው ልጅ ከጣረ፣ practice ካደረገ የማይወጣው ነገር አለ ብዬ አላስብም። ስለዚህ፣ ሁልጊዜ ያለውን ክህሎት ለማሻሻል practice ማድረግ አለበት። መናገር፣ መጻፍ፣ ማንበብ በቃ እነዚህ እነዚህ ነገሮችን ደጋግሞ የሚያደርግ ከሆነ፣ ከሚያዳምጡት ሰዎች፣ ከሚረዱት ሰዎች ጋር እንደዚህ የሚያደርግ ከሆነ፣ ለውጥ ያመጣል ብዬ አስባለሁ።

ጠያቂ፡ ለዚህ ቃለ-መጠይቅ ፍቃደኛ ሆነሽ ለሰጠሽኝ መረጃዎች እጅግ አድርጌ አመሰግናለሁ።

ተ07:- እሺ።

Appendix-K8: Transcription of Interview in Amharic with Student 08 /S08/

Date: 7 October, 2024

Place: Students' Classroom

Time: 10:59 am-11:10 am

ጠያቂ: በቅድሚያ ለዚህ ቃለ-መጠይቅ ፍቃደኛ በመሆንህ እጅግ አድርጌ አመሰግናለሁ።

ተ08:- እኔም አመሰግናለሁ ስለመረጥክኝ።

ጠያቂ: እሺ፣ አሁን ይህ ቃለ-መጠይቅ በምን ይሆን በአማርኛ፣ በእንግሊዝኛ ወይስ በሌላ ቋንቋ?

ተ08:- በአማርኛ ቢሆን ደስ ይለኛል።

ጠያቂ:-በጣም ጥሩ፣ ወደ መጀመሪያው ጥያቄ እሄዳለሁ። የጽሁፍ ችሎታህን ደረጃ እንዴት ትገልፀዋለህ? ከመካከለኛ በታች፣ መካከለኛ ወይስ ከመካከለኛ በላይ?

ተ08:- የጽሁፍ ችሎታዬን እራሴን ስገመግም፣ መካከለኛ ላይ ነው ብዬ አስባለሁ። መካከለኛ ነው፡

ጠያቂ:- ጥሩ፣ ሁለተኛው ጥያቄ፣ ብዙዎቻችሁ በእንግሊዝኛ መጻፍ በጣም አስቸጋሪ የቋንቋ ክህሎት እንደሆነ መጠየቅ ስትሞሉ ገልጻችኋል መጻፍ። ለምን አስቸጋሪ እንደሆነ ቢገለጽ?

ተ08:- አስቸጋሪ የሚሆነው ብዙ ጊዜ፣ grammar part፣ grammar በጣም ያስቸግራል። ሌሎች word ያን ያክል ነው። አብዛኛውን ጊዜ ግን ብዙ ሰው የሚቸገረው፣ እኔም የቸገረኝ እኔም grammar part ነው። እሱ ላይ ነው ችግሩ።

ጠያቂ:- ጥሩ፣ ሶስተኛው ጥያቄ፣ በጽሁፍ ልምምዶች ወቅት የአስተማሪን አስተያየት ትቀበላለህ? መልሱ አዎ ከሆነ፣ እንዴት? ካልሆነ ደግሞ፣ ለምን እንዳልሆነ ቢገለጽ?

ተ08:- በጽሁፍ ልምምድ ወቅት መምህር የሚሰጠኝን አስተያየት በጣም እቀበላለሁ። ምክንያቱም መምህሩ ከኔ የበለጠ የተሻለ ብዙ ኮርሶችን፣ ብዙ ልምምድም ስላለው፣ ተምሯል፣ ያንን እንትን ያንን መምህር የሚሰጠኝን ደግሞ በአግባቡ እከታተላለሁኝ። ያንን ደግሞ ተግባራዊ አደርጋለሁ።

ጠያቂ፡- ጥሩ፣ ወደ አራተኛው ጥያቄ እገባለሁ። በተለያዩ የጽሁፍ ለምሥጽ ውስጥ አስተያየቶችን በማካተት አስተማሪው ይረዳሃል?

ተ08፡- አዎ።

ጠያቂ፡- እንዴት ነው የሚረዳህ?

ተ08፡- ማለት፣ ይሄ ለምሳሌ፣ አስተያየት በመስጠት፣ የተለያዩ spelling ስህተቶች፣ ይሄ comma፣ የተለያዩ አገባብ እንዴት እንደሆነ፣ grammar፣ እንደዚህ እያለ አስተያየት ይሰጣል።

ጠያቂ፡- በጣም ጥሩ። አምስተኛው ጥያቄ፡ ከእኩዮችህ የሚሰጡትን አስተያየት ትቀበላለህ? መልሱ አዎ ከሆነ፣ እንዴት? ካልሆነ ደግሞ ለምን እንዳልሆነ ቢገለጽ? ከክፍል ጓደኞችህ?

ተ08፡- ከእኩዮቼ ጋር ብዙ ጊዜ በእንግሊዝኛ በጋራ በዚህ እንግሊዝኛ በጋራ እንወያያለን። እና ሀሳብ እንለዋወጣለን። ምክንያቱም የብዙ ሰው ሐሳብ የተሻለ ነገር፣ እንትን ስለሚል፣ እንናገራለን። ደግሞ የእነሱ ሃሳብ ትክክል ከሆነ እቀበላለሁ። እንደዚህ አይነት እንትን ነው የምንከተለው። ምክንያቱም ከኔ የተሻለ ሌላ እንትን አንብበው ሲያገኙ ብዙ ጊዜ እቀበላለሁ፡፡

ጠያቂ፡- በጣም ጥሩ። ስድስተኛው ጥያቄ፡ በምትጽፍበት ጊዜ ለየትኛው የጽሁፍ አይነት የበለጠ ትኩረት ትሰጣለህ? ለይዘት፣ ለሰዋሰው ወይስ ለሜካኒክስ? ለምን እንደሆነ ቢገለጽ?

ተ08፡- አዎ፡ ብዙ ጊዜ ትኩረት የምሰጠው ለይዘት ነው። ሰዋሰው ያው የተወሰነ ይችግረኛል። ይዘቱ በቃ ግን ብዙ ጊዜ፣ ትኩረት የማድረገው፡ ይዘት ላይ ነው። መሆን የለበት ግን ያለ ሰዋሰውም ይዘት ብቻውን ሙሉ በሙሉ ሀሳብ ይገልጻል ብዬ አላስብም። እና ያ ለቀጣይ ሲሆን፣ ለአሁን ግን ይዘት ላይ ነው።

ጠያቂ፡-እሺ ወደ ሰባተኛው ጥያቄ ልግባ። ጽሁፍን ከአስተማሪው ወይም ከእኩዮችህ አስተያየት ለመቀበል በየትኛው ደረጃ ላይ ነው የምትሰጠው? ረቂቁን ወይስ የመጨረሻውን? ለምን እንደሆነ ቢገለጽ?

ተ08፡- አዎ፣ መጀመሪያ ላይ ነው።

ጠያቂ፡-የመጀመሪያ ላይ?

ተ08:- ምክንያቱም፣ መጨረሻ ላይ ከጨረሰኩ በኋላ እንደገና ብዙ ልፋቶች አሉት። መነሻ ሃሳቦቼ ላይ፣ ያንን አስተያየት ከተቀበልኩኝ፣ ያንን አዳብሮ ለመፃፍ፣ መጨረሻ ላይ ስንሰጠው ግን ለማስተካከል እንቸገራለን። እና መጀመሪያ ላይ ነው የምሰጠው እና አስተያየቶችን የምቀበለው።

ጠያቂ:- በጣም ጥሩ። 8ኛው ጥያቄ፣ ብዙዎቻችሁ በጽሁፍ ፈተናው መጨመጨረሻ ላይ የአንቀጾቻችሁን የመጀመሪያ ረቂቅ ሰጥታችኋል። መከለስ እና ማረም ጽሁፍን ሊያሻሽል ይችላል ብለህ ታስባለህ? ለምን እንደሆነ ቢገለጽ?

ተ08:-አዎ። መከለስ እና ማረም በጣም አስፈላጊ ነው ብዬ አምናለሁ። ምክንያቱም፣ እኔ ብዙ ጊዜ assignment ስሰራ ብዙ ጊዜ፣ ሁለት፣ ሶስት ጊዜ እሰራለሁ። እንደገና አሻሽላለሁ። እሰራለሁ እንደገና። የመጨረሻውን እንደገና አለ የተባለውን የመጨረሻ ሀሳቤን በመጨረሻ ሶስተኛ ወይም ከአራተኛ ጊዜ በኋላ ነው ያንን assignment ለመምህሩ submit የማድረገው። ፡ እና መከለስ እና ማረም ጽሁፍን ያሻሽላል። እንትን እንደና ሌላ በቂ መልስ ለመስጠት በተጨማሪም ለሌላ ግንዛቤም ቢሆን፣ ደግሞ ደጋግሞ ማየት እንደገና መከለስ በጣም አስፈላጊ ነው ብዬ አምናለሁ።

ጠያቂ:- ባለፈው በተሰጣችሁ paragraph writing test ላይ ብዙዎቻችሁ የመጀመሪያውን ረቂቅ ነው የሰጣችሁት። ምናልባት እሱ ለምን እንደሆነ ብትገልጽልኝ?

ተ08:- አብዛኛው ሰው ወዲያው የሚሰበሰብ መስለውት። ያው እኔም ያኔ የመሰለኝ ዝም ብዬ የመጀመሪያውን፣ የመጣልኝ እንትን ነው ጽፌ የሰጠሁት እንጂ እንደገና ደግሜ፣ መላልሼ እንትን አላልኩትም።

ጠያቂ:- ዘጠነኛው ጥያቄ፣ በጽሁፍ ፈተና መጨረሻ ላይ የተወሰኑ ተማሪዎች ከትእዛዙ ውጪ ጽፈዋል። ለምን ይህ ሊሆን ቻለ? ትእዛዙን ባላመረዳት ወይስ ሌላ ምክንያት ካለ ብትገለጽ?

ተ08:- እኔ ባለመረዳት ነው ብዬ ነው የምወስደው። ባለመረዳት። አብዛኛው ሰው የመረዳትን እንትኑ በጣም፣ እንኳን ይሄ፣ በአማርኛ ቢሆን እንኳን፣ ካላመረዳት ነው የሚመስለኝ።

ጠያቂ:- እሺ፣ 10ኛው ጥያቄ ላይ ደርሰናል። የወሰዳችኋቸው የእንግሊዝኛ ኮርሶች፣ Communicative English 1 እና 2፣ የጽሁፍ ክህሎትን ለማሻሻል አስቸጋሪ እንደሆኑ

በመጠይቅ፣ በሰጣችኋቸው መልሶች፣ ብዙዎቻችሁ ገልጻችኋል። አስቸጋሪ ያደረገው ምን ምን እንደሆነ ብትግልጽልኝ?

ተ08:- አስቸጋሪ ያደረገው በቃ word ለይቶ አማካኝ። grammar አለማወቅ። እነዚህ ችግሮች ናቸው ተጠራቅመው አሁን ሙሉ በሙሉ እራስንህ ችለህ በእንግሊዝኛ፣ እያንዳንዱን ነገር Communicate ለማድረግ ወደ ችግር እንትን ያለነው። እና ከስር ከታች ስንመጣ ያንን በጣም ተኮትኩትን አለመምጣ። አሁን በጣም ችግር ፈጥሮ ያለው ያ ነው።

ጠያቂ:- ወደ 11ኛው ጥያቄ እገባለሁ። በጽሁፍ ችሎታህ ላይ የተዕኖ ያደረጉ ዋና ዋና ምክንያቶችን ይጠቅለል አድርገህ ብትገልጽልኝ?

ተ08:- እኔን ተጽኖ ያደረገብኝ አንድ፡- ከልጅነት ጊዜ ጀምሮ ያንን በአግባቡ አለመማር። ያው ብዙ ጊዜ ትኩረት የሚሰጡት እነዚህ ዋና የ grammar እንትኖች /ትምህርቶች/ ከፍ ባልክ ቁጥር ነው እንጂ፣ ከታች ፊደልን የመለየት፣ ዐረፍተ-ነገር የመለየት ግን ትኩረትም አይሰጠውም ሲጀመር። ከ high school በኋላ ነው ትንሽ እንግሊዝኛ ላይ እንጂ፣ ከታች ያው ከ KG ጀምሮ በድንብ ያንን ግንዛቤ ተይዞ ሆኖትን፣ ከዛ ዐረፍተ-ነገርን ከዛ ወደ grammar እያንዳንዱን ነገር ወደዛ እንትን ቢል፣ የተሻለ ተማሪ ይወጣል ብዬ አስባለሁ በቋንቋ። ከመጀመሪያው ከምንወስደው ትምህርት ነው የሚመስለኝ። ከዚያ ቀጥሎ ደግሞ፣ ያው ጥረት፣ ጥረት አለማድረግም ያ አንድ ተጽዕኖ እንትን ነው። ቋንቋ ተከታታይ የሆነ እንትን ጥረት ይፈልጋል። በቤትም፣ በእንቅስቃሴ ቦታ፣ በስራ ቦታም፣ በምንም ደረጃ ድፍረት ማጣት፣ እሱም አንድ ፈተና ነው። በቃ ይበላሽብኛል እያክ የሚያቃትን ራሱን ለመናገር እንትን ይለኛል። ከተበላሸው ሰው ይስቃል እያልኩ፣ እና ድፍረትን ማጣት አንዱ እሱ ፈተና ነው። እና እነዚህ ናቸው ብዬ አስባለሁ።

ጠያቂ:- ምናልባት ወደዚህ ተቋም ከመግባትህ በፊት በሌሎች የስራ ግዳጆች ላይ ቆይተዋል?

ተ08:- በሌሎች? አዎ፣ ከሀገር ውጭም ቆይቻለሁ። እና ከሀገር ውስጥም የተለያዩ ቦታዎች ቆይቻለሁ። ግዳጆች ላይ ቆይቻለሁ። ተሳትፊያለሁ።

ጠያቂ:- የመጨረሻው ጥያቄ፣ እንግሊዝኛ የመጻፍ ችግሮችን ለመፍታት እንዲቻል ምን ምን መፍትሄዎችን ትጠቁማለህ?

ተ08:- መፍትሄው፣ የኔ የመፍትሄ ሐሳብ የምለው፣ አንደኛ፣ መምህሩ መጀመሪያ ከተማሪው፣ ካታች ጀምሮ ትኩረት ቢሰጠው፣ በደምብ በቃ፣ እነዚህ እያንዳንዱ ሰዋሰው የሚባለው፣ ይዘት የሚባለው እንዴት እንደሆነ ፊደሉ፣ አብዛኛው ሰው word ትርጉሙን አለማወቅ የአብዛኛዎቹ ተማሪዎች ችግር ነው። ወደ grammar እንኳን ብንሄድ፣ በፊት የሚቀድሙ ብዙ ነገሮች ስላሉ ማለት ነው። እና በመጀመሪያ ነገር ትምህርቱ ካታች ጀምሮ በደንብ ትኩረት ቢሰጠው እንዲያውም ከሌላው ይልቅ በጣም ቀላል ቋንቋ ነው ብዬ አስባለሁ። ትኩረት የማጣት ከተማሪው፣ ከዛ በመቀጠል ደግሞ በምህራኖች ላይ ብቃት ያለው መምህርም ፣ ምክንያቱም grammar በሚያስተምርበት ጊዜ ጠንክር ያለ ተማሪ ሊያጋጥም ስለሚችል፣ በመምህራንም ቢሰራ፣ ከተማሪ ደግሞ የበለጠ ካታች ያሉ ክፍሎች ላይ ከልጅነት ጀምሮ ያንን ያለማለት። ግን አሁን የተለያዩ youtube እንትን እያልኩ ኮርሶችን እየተከታተልኩ መካከለኛ ደረጃ ላይ ቢያንስ በእንግሊዝኛ የተሰጠኝን ጽሑፍ understand አድርጌ ያንን መመልስ በደንብ እችላለሁ። perfect የሆነ እንግሊዝኛ ባለውራም፣ መጻፍ፣ ግራመር ላይ የሚቀረኝ ነገር ቢኖርም ማለት ነው። እና ይህ ነው ብዬ አስባለሁ።

ጠያቂ:- ላቀረብኩልህ ጥያቄዎች ለሰጠኝ ምላሽ እጅግ አድርጌ አመሰግናለሁ።

ተ08:- እኔም አመሰግናለሁ በጣም።

Appendix-L1: Transcription of Interview in Amharic with Student 01 /S01/

Date: 3 October, 2024

Place: Students' Classroom

Time: 8:36 am-8:55.19 am

Interviewer: First of all, thank you very much for agreeing to this interview. Should this interview be in Amharic, or in English, or in another language?

S01: Let it be in Amharic.

Interviewer: Ok. Let me go to the first question. How would you rate your writing skills? Below average, average or above average?

S01: My writing level is average and below average. It includes both. What is it, firstly I write calmly at the average level, and here sometimes it can be written very quickly. For example, at the time when teachers give lectures in PowerPoint, it is written quickly, so there is a chance that some of the text will be below average.

Interviewer: Ok, I'm going to the second question, many of you have stated that writing in English is a very difficult language skill when you filling out the questionnaire. Can you explain to me why writing is difficult?

S01: The reason it is so difficult that the relationship it has with our language is very different. That is, most people use their mother tongue. It is given only in school. What do you say when you leave school? It is one. Second, the language itself has rules. So, rules for example now there is vowel, consonant. Which one should you read carefully? Which one should be read? Which is the vowel? There is some confusion between texts and words, as there is a lack of understanding of the language, or they are used in a way that they understand, not according to the rules and procedures of the language. That means it has a problem. And it's not fully written. As far as I'm concerned, it's mostly like this: unless they're common words, we usually write them ourselves and that's about it.

Interviewer: Ok, let me move on to the third question: Do you receive instructors' feedback on writing practices? If yes, how? If not, explain why?

S01: In the area of writing, we used to talk about writing before, when we were in elementary school. After that, the longer we stay, the more the focus is on language, but not on text. How much does it contain? What do you know? We've crossed over to, then there's some remaining. There is no teacher here to pay attention. They gave us before. Now, as you know, because technology is increasing, you go at that speed, and no one checks your writing, and so on.

Interviewer: Very good, let me move on to the fourth question. I think, you just answered that the teachers don't help much. Ok, the next question is, do you accept comments from your peers? If yes, how? If not, why not?

S01: We comment on the text. For example, yours' looks like this, we do the same in any kind of communication we do with each other. But we do not change what they tell us, for example, if his writing is better, there are cases of trying or not trying by looking at his. For example, when we have time, as I told you earlier, if there is access to the time, you write a beautiful text and make people read it. At the same time, you may not do so at such a fast pace. And so, in our writings, we can criticize each other. What we often do is because we don't pay that much attention to knowledge and not that much attention to writing, that we don't get that much acceptance. We all accept that.

Interviewer: Very good. Let's move on the next question. While you write, to which aspect of writing do you give more emphasis? On the content, grammar or mechanics? Why?

S01: Yes, now, it may be for a friend or someone concerned, a superior, you have planned and prepared for the time when it happens. Now it can be to a friend or a concerned superior or some other body, in a subtler way. Because it must be a body that can properly read, understand and interpret that message. Now we write it ourselves that we asked, and we present the best text to people that we wrote. So, that's what it means.

Interviewer: Ok, let me move on to the next question. Many of you have given the first draft of your paragraphs at the end of the paragraph writing test. Do you think that revising and editing can improve your writing? Why?

S01: Yes, what we write first and what we write second are not the same. The ability to grasp is taught from the first to the second-class lecture. When you go out and study it, you will

understand it well, isn't it? Text is the same. The picture is the same. After you drew a picture, it's getting better when you draw it for second time. The more you repeat, the more repetition is experience, and if it's experience, it's life. In that sense, repetition is very useful. I think there will be a change, so it is getting better.

Interviewer: But during the written test, many students gave only the draft. Is it possible to explain why, and for what reason, they are unable to revise?

S01: Well, if they gave only the draft, it means they have time. If there is time, you will give the draft. You think well, as you say, but if it is in speed, and you give that thing that way. And then they can have a good time. I think that if you take time to write it in good writing and present it at a steady level, their time consumption may be high. My guess is that if the time they are given is high, if it is a better time, they can calmly give what you say. But other than that, it's the same as that /the draft/.

Interviewer: Ok, let me move on to the next question, the ninth one. At the end of the written test, some students wrote on different topics out of instruction. Why did this happen? Is it because of misunderstanding the instruction or is there any other reason for?

S01: There is no other reason. No other reason; but a misunderstanding of the instruction. A student who doesn't read the instruction properly, they don't understand the instruction properly will be senseless even if the answer is correct. For example, write 'T' if it is true or 'F' if it is false. If it is written as 'true', it will violate the instruction itself. Or, if it's 'false', and if you don't write a reason why you made it false, this won't give it value. So, instruction is important. It means that you did not read the instruction or did not understand the instruction. It's a problem. But I don't think it's the other one. Instruction is critical as this is often the case. And then it can be a much.

Interviewer: Let me move on to the tenth question. English courses you are taking; You stated in your answers to the questionnaire that the English courses you have taken are difficult to improve your English writing skills. Can you explain what made it difficult?

S01: I don't think there is anything that makes it difficult. But in this approach, teacher and students to the text, especially in our current high education level, the focus is on the mind of the person. It's about knowledge. If there is knowledge, you write it down in abbreviation, and

you write it down in symbols, you put it in a graph because the main thing is supposed to be here, it won't be focused on there. I don't think, teachers and students have that much depth of knowledge and communication about this topic. I think so.

Interviewer: The next question is the 11th question. What are the main factors that have influenced your writing skills? Maybe if you can describe any situations you have been through in the past?

S01: The first thing I would cite as a problem with writing skills is lack of interest. Lack of proper support even if there is a need. For example, not getting more fictions, books. There is very little commitment to society on education, and the environment in Ethiopia as a whole. So, he doesn't share that with the community, he doesn't share with his friends when it comes out. He will only give a lecture after class. One could be the economy because economic access is less, now, for example, a person with no income cannot afford the materials I mentioned earlier. If it is an uneducated society, that society cannot support him. I guess those things combined will have an effect on that person. And society's view on this language is very low. What it means is that it is too low. There are some unnecessary views. There is a pessimistic view for English. Another type of autofocus is bragging which lessens the probability to know. At the same time, the next generation is growing up listening to that, and at the time when they finally get such a chance, when this problem comes to the fore, lacks the way out. I think this is a downing problem.

Interviewer: Very good. The last question, question 12; What solutions can you suggest to solve your writing problems in English?

S01: Well, what I would say is that to solve the problems of writing in English, first of all, should be at the lower grade. Should come from the base. That is. When one student first starts with A: How do you spell A? How do you spell A? If every arrangement of letters, the naming of words, each one preserves its quality and preserves its quality, while fulfilling its responsibility, from the bottom elementary to the highest, if it is done with attention, if it takes responsibility, the life of the parents, and the teacher's part, and the student's part, if he does this correctly, it will be solved. I guess so. Now, as I said before about writing, you don't read to know what it is to write. To say 'knife' is not called 'knife' anymore. You read

as 'naif'. Now if you write 'knife', he can write you 'nife'. But such problems can come from lower grades. The bottom line is that when it starts, no one takes responsibility. First language speaking, second writing, reading are not really deep. It means the men just wraps up the session and rushes out. Books related to this are very, very, limited. You can only find the in Library. Will the library also be accessible? is not. We even know what the problem is here. They keep books that are not suitable for us. They have no description. For example, if it's a resource book here, where is it for engineering, which computer is it? Management doesn't even know where the accounting book is. Just the books are placed there. Therefore, if it is supported from the beginning by an expert, it would be better if a body with better interest and responsibility comes in and tries to fix this, but in the current situation, it is just superficially happening. Still, the foundation should be at the bottom. Attention should be paid from lower levels. Then the other one that caused the problem now, what we are learning here is, to make it a general knowledge, we are three types of students: First, the students who gave frontline service, and secondly, the students who left the training, who were civilians. The third is students from the local community who are studying with us through the chance that the university provides for the community. And when you come here, there are those who are privately educated. Now when you see these, what is it, a system. And what is the system is to focus only on its results. Not for knowledge, you did not say that I should do this, but here you said that no presentation. The tactic is only focused on results and not for sustainable knowledge, especially it is a problem of this school. If it is worked in that area, and the responsibilities are taken, students will do better.

Interviewer: Maybe, have you been on services, or have you been on duty before, before you went to school?

S01: Oh. I was on duty. I am now 18 years old here in the service. Well, my desire for education is high. I got a long course on in between and joined Hayelom Araya Military Academy. I stayed there for three years with a diploma. After that, I stayed because it was a bit difficult to go back to university. Now last year I am now second year. Though a person has a need, if the person who is concerned is not committed, and if they follow them, the result will not come, that is by reason. So now I, at this stage, I had to invent something else. is not? But here I am learning as a student. So, from the beginning, when you are updating, updating,

adjusting, and adjusting, the plan that those people work on is seen and measured by the results they bring, then others come along. For example, this kind of thing is not only on writing, because you study on writing. It can be written, but not only in skills, but also in knowledge.

Interviewer: Ok, thank you very much for the interview.

S01: Ok, I thank you, too.

Appendix-L2: Transcription of Interview in Amharic with Student 02 /S02/

Date: 3 October, 2024

Place: Students' Classroom

Time: 8:58 am-9:4.53 am

Interviewer: First of all, thank you very much for agreeing to this interview. Should this interview be in Amharic, in English or another language?

S02: Let it be in Amharic.

Interviewer: Ok. Let's continue. The first question is, how would you rate the level of your writing skills? Below average, average or above average?

S02: Below average.

Interviewer: Ok. The second question, many of you have stated in the questionnaire that writing in English is a very difficult language skill. Can you explain to me why writing is difficult?

S02: Yes. We don't write often. We do not practice frequently. We only learn English in English class once a week. that's why.

Interviewer: Ok. Third question: During the written exercises, do you accept the teacher's feedback? If the answer is yes, how? If not, why not?

S02: Yes. I accept. Since I don't have much writing skills, I have to accept. It is an obligation to correct grammar when the teachers correct it.

Interviewer: Very good. For the fourth question, does the teacher help you by including comments in various written exercises; If the answer is yes, how? If not, can you explain why not?

S02: Mostly, it has not been seen as a focus on writing practice at this time. Most of the time, when it is said to write grammar, he just see it and tell us our mistake then we go out. We never gave it much time.

Interviewer: Ok, the 5th question: Do you accept the comments of your peers? If the answer is yes, how? If not, why not?

S02: Yes. I accept. Usually, when we write something on the group, when there is a spelling mistake, they correct me so that I can edit the spelling mistakes, and I accept.

Interviewer: Very good. The sixth question is, while you write, to which aspect of writing do you give more emphasis? On the content, grammar or mechanics? Can you explain why?

S02: I can only write about the content. I can't believe what is in the present grammar. I just write what I think makes my point.

Interviewer: Ok, the seventh question, at what stage do you give your piece of writing to your instructor or peer for comment? The draft or the final? Explain why?

S02: Yes, it is the draft that I show. I get the draft checked to correct my mistakes, to tell me what's inside.

Interviewer: Ok, the next is the 8th question. Many of you submitted the first draft of your paragraphs at the end of the writing test. Do you think that revising and editing can improve your writing? Why?

S02: Yes, revising will improve text. Since there are mistakes when we first write, when we review it again, we correct that unexpected grammar mistakes.

Interviewer: Very well, let's move on to the next question, the ninth question; At the end of the written test, some students wrote on different topics out of instruction. Why did this happen? Is it because of misunderstanding the instruction or is there any other reason for?

S02: It's not because we don't understand the instruction, there won't be an adequate answer to the command, because we can't. In this case, it is written as instead of giving it empty.

Interviewer: Ok, the tenth question, many of you stated in your answers to the questionnaire that the English courses you take are difficult to improve your writing skills. What makes it difficult?

S02: The thing that makes it difficult is how long we come here, and teachers are supposed to cover the class, and since the basics are not given much attention, it is very difficult to grasp the current situation and make our English perfect.

Interviewer: Very good. Ok, on to the next question, the 11th question; What do you think are the major reasons that have affected your writing skill?

S02: Yes, I usually don't write in English. Another thing is that since I express my thoughts in Amharic, I have never given English a place. that's why because I don't write often, it's hard to keep spelling correct.

Interviewer: Is there any other reason?

S02: Another one is that English requires writing over and over again. When you write again and again, it helps to avoid spelling and grammar mistakes. But how can you if you don't write? That's why we can't write.

Interviewer: So, to the last question, what solutions do you suggest to solve the problems of writing in English?

S02: A lot of questions need a lot of time. It means, it takes a lot of time to train someone again and again, and to correct the mistake and re-adjust it. If everyone is going to write grammar, they need mandatory training to write a paragraph that preserves the grammar. One needs time to gather his thoughts and write them down. I think it needs to be written again and again.

Questioner: Ok, thank you very much for the answers you gave me.

S02: Thank you.

Appendix-L3: Transcription of Interview in Amharic with Student 03 /S03/

Date: 3 October, 2024

Place: Students' Classroom

Time: 9:51 am-10:20 am

Interviewer: First of all, thank you very much for agreeing to this interview. Is it better to have the interview in English, Amharic or another language?

S03: Ok, thank you too. I think it is better if it is in Amharic.

Interviewer: Ok, first question: How would you rate your level of writing skills? Below average, average or above average?

S03: Ok, thank you. I consider my own writing level to be about average. The reason I said this is not because I was tested or said that I am average, but based on the results I get from random assignments or some classwork, I think it is average.

Interviewer: Very good. The second question: Many of you have mentioned in the questionnaire that writing is the most difficult language skill. Can you explain to me why writing is difficult?

S03: Well, I think that writing is difficult not only in English but in every language. And it's hard when it's in English. First, it is expected to know the grammar of the language in order to write. There is content. There is a flow. There are corresponding methods. Knowing these is a must. To write any piece, I think it is difficult to know these things in language. I think that's what makes writing so difficult.

Interviewer: Ok, third question, do you accept teacher feedback during written exercises? If the answer is yes, how? If no, could you please explain to me why it is not?

S03: Ok, we didn't practice much. Unfortunately, I haven't done much writing practice either. I have no experience with it myself. But since we had a written exam this year, I was specifically given an answer at that time, which means that I was given a correction.

Interviewer: Final exam?

S03: Yes, during the exam and the teacher gave me a correction, I am saying that. I have also tried to fix it. They are grammar mistakes. I tried to fix mostly grammar mistakes and grammar mistakes. I accept, I will correct it.

Interviewer: So does the teacher help you by including feedback in the various writing exercises?

S03: Apart from one teacher, no one has helped me so far.

Interviewer: Just one?

S03: Yes.

Interviewer: Why?

S03: I think that teachers who teach first language are not qualified in some cases. I don't think they are qualified to teach language as a language, not just for writing. The teachers I have met in elementary, high school, preparatory even university are qualified to teach the language itself. That's why I think that we should not think and practice like this in speech and writing.

Interviewer: Very good. Let me move on to the fifth question, do you consider comments from your peers? If yes, how? If not, why not?

S03: Ok, we have never done writing exercises like this with my peers. But if I did, I would accept it. I accept from anyone. But I have never commented.

Interviewer: Excellent, the sixth question, while you write, to which aspect of writing do you give more emphasis? On the content, grammar or mechanics? Why?

S03: Ok. Most of the time when I'm writing, I focus on content. I focus on content. I mean my own writing. I usually focus not on grammar, but on whether or not the text makes my point. First, I don't have much grammar knowledge, so I never worried much about grammar. When I write, I only pay attention to whether my words reflect my thoughts or not. And what I pay attention to is content.

Interviewer: Good. The seventh question, at what stage do you give your piece of writing to your instructor or peer for comment? The draft or the final? Why?

S03: If I give it for feedback, I would prefer to give it the last one. Because if the draft is edited and edited, the comment may have gone into another story. That is, both in writing and in content. And I think it's best to give the last one.

Interviewer: Ok, question eight, many of you have given the first draft of your paragraphs at the end of the written test. Do you think revising and editing can improve writing? Can you explain why?

S03: I think revising and editing can correct and correct the text at that time. But I don't think it has that much effect on the person by increasing and improving the person's writing ability. I don't think it has any effect. I don't think he can improve it. If the basics aren't worked on first, just revising and editing can improve a person's writing, but at that point, I think the writing will improve if the writing is corrected and revised.

Interviewer: Very good. Question number nine, at the end of paragraph writing test, some students wrote out of instruction. Why did this happen? Is it you didn't understand the order, or if there is any other reason, can you explain it to me?

S03: Well, this kind of thing can happen if they don't understand the instruction. Second, what I think will happen is what we often encounter in writing, when we are taking writing test, is that writing is a process. And if those who understand the content but can't write about that idea. I think they might write something they don't know. It means you understand the content, I think that might be.

Interviewer: Ok, we are on the tenth question. Many of you have indicated in your questionnaire responses that the English courses you are currently taking are difficult to improve your writing skills. Can you explain what made it difficult?

S03: I still don't think that the courses we took on Freshman are encouraging. I don't think they are that inspiring. It means writing skills. There is some writing part, but I don't think that the existing writing parts motivate the student or push the student to write more. We just did classwork and passed them and when the exam comes, the exam is just to get that grade. I don't think that if we develop it as a skill, not to pass, but to develop it as a skill, I don't think they/the courses/ do that way. There is less writing part, much less. It's very little writing in

our course. There is little. We don't use that properly either. I think that's why we don't get other way to practice.

Interviewer: Very well, to the eleventh question; What are the main factors that have influenced your writing skills?

S03: Well, what I think has affected my writing skills is mainly my own weakness, not practicing writing, and I take it as the main reason for not practicing on my own. Second, my teachers who taught me were not supportive of my practice of writing. My teachers, who are senior to me or my peers, never thought that we should practice writing. Likewise, our teachers do not test what they say or correct us to write. I think these are the very reasons, since they did not make us think to improve my writing skills.

Interviewer: This is the last question. What solutions can you suggest to solve your writing problems in English?

S03: As a solution, I would suggest that, as an individual, a very consistent practice to develop skills. Exercise as much as possible a series of exercises is the first solution. Secondly, even in the writing part of the courses, I think it can be improved if the teachers give the writing part and the activities to the students to practice it.

Interviewer: Ok, thank you very much for all the answers you gave me willingly, for all the answers you gave me to the questions I put to you.

S03: Thank you very much, too.

Appendix-L4: Transcription of Interview in Amharic with Student 04 /S04/

Date: 3 October, 2024

Place: Students' Classroom

Time: 10:15 am-10:28.54 am

Interviewer: First of all, thank you for agreeing to this interview.

S04: I thank you, too.

Interviewer: What language is best for this interview? Amharic, English or another language?

S04: No, since communication in our country is in Amharic, I would be happy if we could ask and talk each other in Amharic.

Interviewer: Very good. The first question, how would you rate your writing skills? Below average, average or above average?

S04: I would describe it as average.

Interviewer: Average?

S04: Yes.

Interviewer: Very good. I will go into the second question. Many of you have stated that writing in English is a difficult language skill when you fill out a questionnaire. Can you explain to me why writing is difficult?

S04: No, most of us translate in our own language, so English is an international language. But if we write in English, we are not victims, but beneficiaries. The reason is that man always pays attention to his own language. That's why they don't pay attention to English. If you study it with attention, it will become an international language and the writing is going well. And that's why people don't pay attention. I think because of this fear.

Interviewer: Ok, the third question, do you accept teacher feedback during writing practices? If the answer is yes, how? If not, why?

S04: I accept. For example, I think it's to correct where I lost first. It's for fixing, not for anything else. If the writing is good, the teacher comments that it is good. If it is not good, it is for correction and not for anything else. So, it is right to receive feedback.

Interviewer: Very good. Moving on to the fourth question, does the teacher help you incorporate comments into the various writing exercises? If the answer is yes, how? If not, could you explain why not?

S04: Yes, some teachers are commenting on the level I have been in, especially in my class so far. The first words are difficult, to say that, it is difficult. Sometimes we don't write properly in writing. We don't write properly. When a teacher makes a comment, I correct it, and I accept it.

Interviewer: The next question is the fifth one: Do you accept the comments of your peers? If the answer is yes, how? If not, why not?

S04: I accept. If my peer is good, he is attracting me to himself; He gives me an opinion, not to hurt me. It is to help me, so I receive their comments.

Interviewer: Very good. The sixth question is which aspect of writing do you pay more attention to, content, grammar, or mechanics?" Can you tell me why? The mechanics includes spelling, punctuation and capitalization. Can you explain why?

S04: - Repeat the question for me?

Interviewer: Which type of writing do you pay more attention to when you write? For content or grammar or mechanics? why?

S04: For content.

Interviewer: Why?

S04: As per the rule, we start writing with capital letters. That's why we focus on it. For example, we use capital to write a word. When we use capital, we go according to the law itself, but if we are out of the rule, I think, something will happen.

Interviewer: So, do you focus on mechanics or content or grammar?

S04: It is for content.

Interviewer: For content? Ok, the eighth question. Many of you submitted the first draft of your paragraphs at the end of the writing test. Do you think that revising and editing can improve your writing? Can you explain why?

S04: There were revisions given in the past. Now it's time to fix it, and to write and speak better.

Interviewer: The ninth question; At the end of the written test, some students wrote on different topics out of instruction. Why did this happen? Is it because of misunderstanding the instruction or is there any other reason for?

S04: No, first, some students may not know. Do not understanding the question, not paying attention. Without understanding what the question is asking, we just write. I do not think that anyone will knowingly mistake it. I think, that's because when you don't understand the question.

Interviewer: Very good. We are now on the tenth question. Most of you stated that the English courses (Communicative English Language Skills I&II) are difficult to improve your writing skills. Can you explain what made it difficult?

S04: As I mentioned from the beginning, it starts from the base. It comes from lower level. For example, when we start with children in a class, it was better if we started with writing and speaking in English, but today there is nothing to improve it overnight. It means that if we don't focus and work from the base, we are getting hurt. It's better if we pay attention and work to it, and if we do it like our own language.

Interviewer: Very good. We are now on the 11th question. What do you think are the major reasons that have affected your writing skill?

S04: The main reasons that affected the writing ability are not writing as per the writing rules. Second, not paying attention, not seeing it as our own language, not seeing it as a working language. But English is an international language. Pay attention helps to be competitive for tomorrow. There are different things, like myself, lack of focus, lack of reading are that influence. For example, they /instructors/ don't test or make us write. I think, these are main reasons, since they didn't make us think. For me, the influence of improving my writing skills is causing a lot of trouble. In the past, when we were studying, we used to translate using

Oxford or a dictionary, but today, a person does the translation. After answering that question, he doesn't pay attention because he doesn't find out by himself. It is simply using Artificial Intelligence. Artificial Intelligence is becoming a problem. When we used to learn, we didn't use translator. It's that we don't create something, that we don't pay attention. As for myself, Artificial Intelligence, in particular, is causing a lot of problems.

Interviewer: Last question, what solutions do you suggest to solve your writing problems?

S04: Repeat the question.

Interviewer: What solutions do you suggest to solve your writing problems?

S04: What is the solution to improve English? To start from the bottom, if it doesn't go from the bottom to the top, it must start from the top. Research should be done. As English is international language, everyone has to learn in English; Now, I was taught in Oromo language from one to eighth grade. It would have been useful if I studied in English. Since I was taught in Oromiffa, I don't pay attention to English.

Questioner: Thank you very much for all the answers you have given me.

S04: Thank you, too.

Appendix-L5: Transcription of Interview in Amharic with Student 05 /S05/

Date: 3 October, 2024

Place: Students' Classroom

Time: 10:32 am-10:45.18 am

Interviewer: First of all, thank you very much for agreeing to this interview.

T05: Thank you, too.

Interviewer: Ok, should this interview be in English, Amharic or another language?

T05: I would be happy if it is in Amharic.

Interviewer: Very good, I will go to the first question. How would you rate your writing skills?
Below average, average or above average?

T05: Ok, I would say that I am above average. Because even if I don't fully convey the idea I want, I think, I can present and write the text or what I want to convey in the way I want.

Interviewer: Very good. The second question, many of you have stated that writing in English is a very difficult language skill when you filling out a questionnaire. Can you explain to me why writing is difficult?

T05: Many of our members have stated that the language is a bit difficult in the questionnaire that was requested or presented to us. Therefore, in the questionnaire, it has been written or stated that writing is a difficult language skill for many of us. Those who say that writing is difficult is because we often write in my first language that I was born or raised with it. That's why. The main thing is that we have a background problem. There are also problems with the teacher checking well. I think, it remains.

Interviewer: Very good. Let me move on to the third question, do you receive teacher feedback during writing practices? If your answer is yes, how? If not, why not?

T05: I mean, yes, what I mean is that when we write, it's important to receive feedback. If you say why, it supports the knowledge or skills you have. I believe that receiving feedback is very

beneficial as it helps you to improve and learn more. For example, now I should appreciate not the person who climbed the space, but the teacher who taught him to climb the space, who showed the way, so I consider it a big advantage to accept the teacher's opinion. Why? learning is to learn something you don't know, you approach the teacher to learn. And the teacher comes to teach. I think there is a big advantage in accepting the teacher's advice as long as it is about showing and guiding and informing you about something you don't know.

Interviewer: Very good. In this sense, the teacher helps you in different writing practices and includes comments.

T05: Is it right here, or is it a question?

Questioner: The first one was if you accept the teacher's comments. But now, whether the teacher has helped you or not, do the English teachers help you?

T05: Yes, almost all of the comments I receive are helpful. Sometimes there are teachers who are student oriented. And they come closer and often help me with things like that.

Interviewer: Very good, let me move on to the fifth question. Do you consider comments from your peers? If yes, how? If not, could you explain why?

T05: Why I do say yes is that I have to accept the comments of my peers. Problems that I don't see, problems that are invisible to me, stand out to my friends. So, my friends are my mirrors to me. Therefore, I consider it a big advantage for me to accept their comments.

Interviewer: Very good. The next question is the 6th question. While you write, to which aspect of writing do you give more emphasis? On the content, grammar or mechanics? Can you explain why?

T05: I usually choose the grammar, because, is the reason why I chose grammar is, I think, that the text I am communicating and writing can be clear for many people, and I will give it to grammar.

Interviewer: At what stage do you give your piece of writing to your instructor or peer for comment? The draft or the final? Can you explain why?

T05: Here I mean the draft. Because, it's better because when you look at the draft, you can pass something better or pass something you want. I will take the draft to be clear and elaborate.

Interviewer: Ok, to the eighth question, many of you have given the first draft of your paragraphs at the end of the written test. Do you think revising and editing can improve writing? Explain why?

T05: I think that going through the draft of the text we have written and revising and correcting it can improve our writings because I think it will show better when we deeply edit the text and get a better draft.

Interviewer: The ninth question: At the end of the written test, some students wrote out of the instruction and the topic. Why did this happen? Is it because you misunderstood the instruction or if there is any other reason, could you explain it to me?

T05: I cannot suggest that there is another reason here. I take it that they didn't understand the instruction because they don't understand it well enough. If they don't understand the instruction well enough in expressing their ideas, they may change their ideas because they don't understand the command well enough. If he can't translate properly, I assume he will change the meaning.

Interviewer: Very good. Question number ten. Many of you have indicated in your responses to the questionnaire that the English courses you are taking are difficult to improve your writing skills. Can you explain what made it difficult?

T05: Yes, we said that. Many of us have expressed it in the questionnaire provided. The reason is that we didn't write on blackboard at lower grade, and when we are in higher level, we do not write enough on the whiteboard. That's how I describe it.

Interviewer: If you explain it well?

T05: This is the reason why it is not enough. When we are in the lower grades, we are writing on the blackboard. They teach by speaking. And since there are things like that, I think it would be better if they were writing something on a whiteboard.

Interviewer: Great, now we come to the 11th question. What are the main factors that have influenced your writing skills?

T05: Well, I can explain to you at least one of the three things that I think affect my writing skills.

First, not knowing the rules and techniques of writing well. That means the mistakes of writing rules and techniques are often present when we write in English, which has its own rules of writing. Now, when you say 'abcd' on paper, for example, there are letters that touch from the bottom line to the top line. There are those who are untouchable, and those who remain in the middle. If you put them 'abcd', they have their own alphabet rules. There is a problem without knowing these. And when it continues, not using one's own technique or writing techniques; I think this is one of them. The second is not to practice day today or not to practice at all. And the third thing is, I think, it might be because of not paying attention too often.

Interviewer: Maybe, were you in other forced service before you came here? Or?

T05: Before this, in September 2012, I came out in the first round. After that, I was on the same.

When I was on duty, for some time, there was a disease called CORONA. We went through many tasks and challenges during CORONA time. And while I'm at it, I've been working professionally at this institution for many years. I've spent time as a human resource expert, and as an armed man. And of course I love the institute from the beginning. I have a very different respect. Because I love it so much, from the beginning. I was doing my job properly, giving respect. The leaders who were guiding me were very humble and strong leaders. Fortunately, I met them. The one I had on duty looked like this when I narrowed it down a bit.

Interviewer: Thank you very much for your answers. Thank you so much.

T05: Ok, thank you very much.

Appendix-L6: Transcription of Interview in Amharic with Student 06 /S06/

Date: 7 October, 2024

Place: Students' Classroom

Time: 8:46 am-8:54 am

Interviewer: First of all, thank you very much for agreeing to this interview. Will the interview be in Amharic, English or another language?

T06: Thank you very much for choosing me for the interview. I believe it is better if the interview is done in Amharic.

Interviewer: Very good. Let me get to the first question. How would you rate your writing skills? Below average, average or above average?

T06: When I consider my skill level, I would describe myself as average. And if this needs clarification, I've been in the teaching profession for a while before. Since I was an English teacher in elementary school, I have some writing skills. And let me hold it in the middle.

Interviewer: Ok, let's move on to the second question. Many of you have mentioned that writing in English is a very difficult language skill. Can you explain to me why writing is difficult?

T06: As you said, most students say that writing is difficult. But I think this is the problem from the bottom. I think, it's because he didn't pay attention at school. And here, most of them are soldiers, and many of them were far from education. I think it's because they have been out of school for so long, I think it's a problem.

Interviewer: Well, let me go to the third question. Do you receive instructors' feedback during written exercises? If the answer is yes, how? If not, could you please explain to me why it is not?

T06: Well, during the written practice sessions, there are sometimes written exercises that are given during the teaching and learning process. On top of that, for example, it could be writing a paragraph then we review what we have written. And I know, I received that comment.

Interviewer: Very good. Let me move on to the fourth question. Does the teacher help you incorporate comments into the various writing activities? If the answer is yes, how? If not, could you explain why not? Does it relate to what you said earlier?

T06: Yes, teachers add comments to what I wrote during various writing exercises. That is, sometimes they correct me for writing mistakes, words. There is.

Interviewer: Very good. The fifth question: Do you accept the comments of your peers? If the answer is yes, how? If not, why not?

T06: When you asked me about your peers, I have never received comments many times. Because most of the people have a problem with English. I have never received from them in this condition.

Interviewer: Very good. Question 6: Which type of writing do you pay more attention to when writing? For content, grammar or mechanics? Explain why?

T06: Ok, when I write, I sometimes try to write. At that point, I usually worry about content, not just grammar. Because it is whether or not it conveys the message to me. After that, I try to have someone better than me review it and correct the grammar and mechanics.

Interviewer: Very good. The seventh Question: At what stage do you give your piece of writing to your instructor or peer for comment? The draft or the final? Why?

T06: When I write, I believe that I can present the draft to my peers as well as to the instructor because, if there is a mistake from the beginning to be corrected. I believe it will reduce tiredness.

Interviewer: Very good. The eighth question: Most of you have given the first draft of your paragraphs at the end of the written test. Do you think that revising and editing can improve writing? Explain why?

T06: I really believe that revising and editing can improve writing. Because I believe that when you review what was originally written, more ideas, other word choices, and revisions can improve it.

Interviewer: Very good. Question ten: Most of you stated that the English courses (Communicative English Language Skills I&II) are difficult to improve your writing skills. Can you explain what made it difficult?

T06: Well, if there is one reason that makes it difficult for us to improve our writing skills in the English courses we take, I believe that the content in the course does not match the current standard of the students. Most people are from 12th grade. Half of them were recruited from a lower class. And I don't think it can be singled out. From that point of view, I guess the standard of education here is not matching.

Interviewer: Very well, let me move on to the eleventh question. Can you summarize the main factors that have influenced your writing skills?

T06: Ok, good. If there are factors that I believe that influence or challenge my writing skills, I believe that sometimes vocabulary or lack of knowledge of words, mechanics and grammar recognition problems are the factors.

Interviewer: Maybe, were you on other assignments before entering this course?

T06: I served as a secretary for some time, however, since most of the content were in Amharic.

Interviewer: We come to the last question. What solutions would you suggest to solve the challenges of writing in English?

T06: Well, I believe that the solutions to this can be solved by reading some journals, watching interviews and reading English dictionaries.

Interviewer: Ok, thank you again for agreeing to this interview.

T06: Thank you very much.

Appendix-L7: Transcription of Interview in Amharic with Student 07 /S07/

Date: 7 October, 2024

Place: Students' Classroom

Time: 10:25 am-11:35 am

Interviewer: First of all, thank you very much for agreeing to this interview. Is it better to have this interview in Amharic, or English or another language?

T07: Amharic would be good.

Interviewer: Very good. The first question: How would you rate your writing skills? Below average, average or above average?

T07: Average.

Interviewer: Very good. Let me move on to the second question: Many of you have stated in the questionnaire that writing in English is a very difficult language skill. Can you explain to me why writing is difficult?

T07: The first reason why it is difficult is because it is not our first language or our second language. I think the second case is that we don't always practice. The reason why this thing is less is because we don't practice it all the time.

Interviewer: Very good. The third question is: Do you accept instructor's feedback during written practices? If yes, how? If not, why not?

T07: I accept. I accept it because the instructor's feedback is good for me.

Interviewer: Very good. Let me move on to the fourth question, does the teacher help you by including comments during the various writing practices? If the answer is yes, how? If not, why not?

T07: Yes, the teacher helps me. It means correcting the mistakes that I encounter while writing. The teachers support me in that way.

Interviewer: Very good. The fifth question is, do you accept the comments of your peers? If the answer is yes, how? If not, why not?

T07: I accept. I welcome feedback from my peers. And I accept because everyone is not right, if there is something wrong with me, I accept it in order to correct my own mistake, and if it is their mistake, I accept it in order to correct them. I mean their comments.

Interviewer: Very good, question six, what aspect of writing do you pay more attention to when you write? For content, for grammar or mechanics? Explain why?

T07: Ok, I will give it to the grammar. If you ask me why, grammar, by the way, has a big meaning in the field of literature. For example, if different texts or different books are written without clear knowledge on that topic, neither the knowledge they convey nor the book that conveys it can find the appropriate one. It cannot get the proper meaning. Therefore, in order to get some meaning, it should keep the grammar rule. I believe, it should be well known to convey the message.

Interviewer: Very good. The seventh question, at what stage do you give your writing to your instructor or peers for feedback? The draft or the final? Explain why?

T07: Yes, I will show them not the draft, but the final stage that I have. That means; to accept the opinion they give me. I accept the support they give me. If my writing needs to be corrected, I will correct it.

Interviewer: Very good. The eighth question: Most of you have given a first draft of your paragraph at the end of the written test. Do you think revising and editing can improve your writing?

T07: Yes.

Questioner: If it is explained why?

T07: I think that any type of text that one writes in the first-place needs correction. I think, it's worth looking back at what you wrote directly, because you can find any error to be corrected.

Interviewer: Most of the students gave the first draft of their paragraphs on the previous test. Do you know why?

T07: I don't have the knowledge at this level.

Interviewer: Ok, the 9th question, at the end of the paragraph writing test, some students wrote out of instruction. Why did this happen? Could you tell me if there is any reason?

T07: No, it's not because they don't understand the instruction, I think they did that to save time because they had an idea related to the education.

Interviewer: Well, question 10, many of you have indicated in your answers that the English courses you have taken are difficult to improve your writing skills. Can you explain to me what made it difficult?

T07: I don't think all teachers are qualified in the teaching and learning process, sometimes. You only receive as the level teachers give. If that teacher's teaching method is appropriate, it may not be a problem. If the delivery method is limited, it can be difficult to solve the problem with it. It is from that point of view.

Interviewer: Very good, now we come to the 11th question. You can summarize the main factors that have influenced your writing skills?

T07: What influences my writing skills: First, I want to develop my writing skills well. Given that there are things I want to think about tomorrow, and for those things, human language skills and knowledge are always essential. Moreover, the greatest skill in writing is the greatest skill in speaking, speaking, and above all in writing. And that is the writing skills that you can express to what you want to be tomorrow, or even if you write books, you can convey messages. So, I want to develop that writing skill as much as possible to have a good one. That is, I want my writing skills to be good, not just by my standard, but by the standard that people think is good. It means that I am ready in the future to develop writing skills at a level that allows people to understand or communicate at an international, national, or regional level. I am still developing.

Interviewer: Then, what are the main challenges that are difficult to develop like that?

T07: Yes, it is a little challenge to develop that, when you start to reach a language, a literature, when you start to reach a literature, the first thing is communication. It is when the knowledge is written and turns into writing. And the lifestyle that goes into doing that is a little difficult.

It is the society we live in that human beings look like. And it's not our language that makes us develop, but what we do because it's usually with our language, that makes a little difficult. It is often difficult for us to understand.

Interviewer: In relation to this, before you came to education, have you been in other duties and responsibilities before?

T07: Yes, I stayed.

Interviewer: Very good, the last question, what solutions would you suggest to solve the problems of writing in English? what should be done?

T07: The first thing that human beings should do to develop their language is to always practice. How can he improve what he learns or hears if he doesn't always write it down, if he doesn't always practice it? It can be improved with a lot of practice. Because it takes a lot of effort, I don't think there is anything that cannot be achieved if a human being strives and practices. Therefore, he should always practice to improve his writing skills. I think that speaking, writing, reading, if he does these things over and over again, with people who listen, with people who understand, it makes a difference.

Interviewer: Thank you very much for agreeing to this interview.

T07: Ok.

Appendix-L8: Transcription of Interview in Amharic with Student 08 /S08/

Date: 7 October, 2024

Place: Students' Classroom

Time: 10:59 am-11:10 am

Interviewer: First of all, thank you very much for agreeing to this interview.

T08: Thank you for choosing me.

Interviewer: Ok, now what will this interview be in Amharic, English or another language?

T08: I would be happy if it is in Amharic.

Interviewer: Very well, I'll go to the first question. How do you rate your writing skills? Below average, average or above average?

T08: When I self-assess my writing skills, I think it's average. It is medium.

Interviewer: Well, the second question, many of you have mentioned when you fill out the questionnaire that writing in English is a very difficult language skill. Can you explain why is it difficult?

T08: What is difficult is often, grammar part, grammar is very difficult. The other words are the same. Most of the time, what many people have trouble with is the grammar part. That's my problem.

Interviewer: Ok, third question, do you get teacher feedback during writing exercises? If yes, how? If not, why not?

T08: I really appreciate the teacher's feedback during written practice. Because the teacher has more courses and more practice than me, he has learned, and I follow what the teacher gives me properly. I will implement that as well.

Interviewer: Well, I'll go to the fourth question. Does the teacher help you incorporate comments into the different writing practices?

T08: Yes.

Interviewer: How does it help you?

T08: This is, for example, giving feedback, different spelling mistakes, this comma, different syntax, giving feedback saying the grammar is like this.

Interviewer: Very good. The fifth question: Do you consider comments from your peers, from your classmates? If yes, how? If not, why not?

T08: We often discuss this English together with my peers. And we exchange ideas. Because the opinion of many people says something better, we say it. And if their idea is right, I will accept it. This is the kind of thing we follow. Because I often accept it when you find someone else is a better reader than me.

Interviewer: Very good. Question six: What aspect of writing do you pay more attention to when you write? For content, grammar or mechanics? Explain why?

T08: Yes, I often pay attention to content. Grammar is a bit of a problem for me. Content is enough, but most of the time, I focus on content. I don't think content alone can fully express an idea without grammar. And that's for the future, but for now it's on content.

Questioner: Ok, let me go to the seventh question. At what level do you give your writing for comments from your instructor and peers? The draft or the final? Explain why?

T08: Yes, in the beginning.

Interviewer: The first one.

T08: Because, after I finish at the end, it has many challenges to do it again. On the initial ideas, if I receive that feedback, I will develop it and write it, but when we give it to him at the end, we will have a hard time to adjust it. I just to give the first one to receive feedback.

Interviewer: Very good. Question number 8, many of you have given the first draft of your paragraphs at the end of the written test. Do you think revising and editing can improve writing? Explain why?

T08: Yes. I believe that revising and editing are very important. Because, I often do assignments twice, three times. I will update again. I will work again. Finally, after the third or fourth time, I submit the assignment to the teacher. And revising and editing improves my writing. I

believe, it is very important to look at it again and again in order to provide an adequate answer to a question.

Interviewer: In the last paragraph writing test, many of you gave the first draft. Maybe you could explain why that is?

T08: Most of the people thought the papers would be gathered immediately. At that time, I thought that I simply wrote down the first thing that came to my mind and gave it to you.

Questioner: The ninth question: At the end of the written test, some students wrote out of instruction. Why did this happen? Is it you didn't understand the command or if there is any other reason?

T08: I think it's because of misunderstanding. Not understanding. Most people do not understand very well, leave alone in English, even if it's in Amharic, I think, it is misunderstanding.

Interviewer: Ok, we come to the 10th question. Many of you stated in your responses to the questionnaire that the English courses you took, Communicative English 1 and 2, were difficult to improve your writing skills. Could you explain to me what made it difficult?

T08: What made it difficult was just word recognition. Not knowing grammar. Those are the problems that we face to completely free ourselves and communicate everything in English. Once we lose from the bottom, it does not come up. Now, that's the problem.

Questioner: I will go to the 11th question. Can you summarize the main factors that have influenced your writing skills?

T08: One thing that influenced me was not learning that properly from childhood. The main grammar points are often paid attention to as you go up, but the ability to identify letters and sentences is not given attention at the beginning. There was a little bit of English after high school, but had it been from KG onwards, if we grasp that understanding well, then sentences, then grammar, every single thing, I think, would be a better student in the language. I think it's a lesson we can take from the beginning. Then again, lack of effort, has the same /negative/ impact. A language requires a consistent effort. Lack of courage at home, at the workplace, at work, at any level, is a challenge. I sometimes miss what I know just by worrying people laugh at me if I spoiled it, and lack of courage is one of my challenges, and I think they are.

Interviewer: Perhaps you have been on other assignments before joined this university?

T08: By others? Yes, I have been abroad too. And I have been to different places in the country. I have been on duty. I participated.

Interviewer: The last question, what solutions do you suggest to solve your English writing problems?

T08: My solution is, first, if the teacher pays attention to the student first, from the bottom up. In short, what are the words, how grammar is, how the content is. most people don't know the meaning of the word, which is the problem of most students have. If we even go to grammar, it means that there are many things that come first. And in the first place, I think it is a much easier language than any other if the teaching is well attended to from the bottom up. Lack of attention from the student, and then lack of competent teachers because when teaching grammar, you may encounter a strong student. A lot have to be done at the lower classes since childhood. But now, I am following various courses on YouTube and at least, I can understand the text given to me in English and I answer it well. Even though I don't speak perfect English, I still have some things to do in writing and grammar. I think, this is it.

Interviewer: Thank you very much for your response to my questions.

T08: Thank you very much.

Appendix-M1: Transcription of English Interview with English Instructor 01 /EI01/

Date: 14 October, 2024

Place: Instructors' Office

Time: 9:05 am-9:22.47 am

R: First of all, I would like to thank you for the interview. Let's first begin with the first question.

How do you rate your students' writing skill? below average, average or above average?

EI01: I think, I rate my students in writing skill below average. I can say that most of the students are below average.

R: All right. The second question. In paragraph writing test, most of the students have submitted their incomplete paragraphs. What do you think are the reasons?

EI01: Actually, there are many reasons. As we know, we both are just the same stuff so our students' proficiency in English especially in one of the basic skills, in writing, is very less. Most of the time, there are many reasons we can say that they are in low standard in writing, so most of the students submit incomplete paragraph even they do not cover up their topic sentences even if you lead them how to write, how to develop their paragraphs starting from topic sentence. I don't know their problem. Most of the time, I think, they are thinking in Amharic, but they cannot translate it into English and they are not complete what they just started. That is the reason.

R: All right, the third question. Do your students always collaborate on learning writing? if it's yes, how? if it's not, why not?

EI01: Most of the time, actually, writing skill is very difficult and it needs some background information and background preparation, so most of the time, unless and otherwise an instructor leads them how to do it, they are in less collaboration.

R: Good, the fourth question, do your students understand instructors' and peers' corrections can improve their writing? if yes, how? if not, if no why not?

EI01: It's very difficult to judge that we can understand my or their peer correction. I think, peer correction is better than the instructors. Whenever you tell them this is wrong this is the way to do it. They may consider that they are very wrong and maybe they are not in good skill in writing, so instead of that I favorite to just give correction each other in peers. Most of the time after their submission, in paragraph writing or in essay writing, I'm going to give them corrections in each and every sentence, but I don't think that they can understand for the future they are going to correct their silly errors even.

R: So, question number four, do your students understand, sorry the next question is number five. Are students motivated in writing classes? would you explain why?

EI01: Actually, uh as it is said earlier, writing skill is the most difficult one starting from the first skill listening is. Ok, yeah. Writing is very difficult for them in language acquisition. The basic language acquisitions are listening, speaking, reading and writing. So, writing is the last session we can understand that the student is better whenever he can compose his piece of ideas in a piece of paper. So, I think, some students we can say some or a few students are motivated because they are eager to learn better and to express themselves in the target language, but I cannot say that all the students are motivated in writing rather some of them. I can say, they are just talking in some other ideas in the writing session.

R: Ok, let's move on the next question, question number six. How do you enhance the motivation of your students with diverse levels?

EI01: Actually, motivation starts from not only from the instructor, it starts from their own interest. What is their target? why do they learn English language? is that because it is a compulsory, common course, or is it because just to complete that course and getting a pass mark and go to their major courses? So, I always just motivate my students in different levels after just assessing their own piece of writing. I sometimes just give them a call to my office as a consultation just giving them some ways of writing, some tactics. For example, how to develop, how to identify topic sentence, develop their ideas using transitional words and having just an introduction, body, conclusion. I try to simplify from simple to complexity of writing. Any type of composition and I always tell them what to do if they don't understand. So, I'm telling that don't be afraid; I motivate them to speak out in English only than their

mother language. I urge them also to think in their mother language and translate it into English. So that, they can write a good composition or a better composition this is my motivations.

R: In order to improve students' writing performance, what kind of teaching strategies do you use?

EI01: Ok, to improve my students' writing performance, most of the time I use teaching strategy like for example, peer teaching, peer correction, giving for example an assignment, may be a classwork. I just request them to exchange their papers and give correction each other. This is the one. The other is to think in their own way and telling them to simply thinking and focusing on their topic sentences and they are going to develop their ideas. If it is very difficult to express in English. Just I tell them to write in in their own mother tongue. Then after that try to translate into their own efforts. So, in writing, there are many different strategies of teaching in writing. Knowing the words is one, vocabulary. So, I usually tell them they should, you know, how to construct their vocabulary. Usually, at least, per day, I pushed them to know one word what is the best word for today. So, let's try to memorize this word in the rest of your life. I tell them usually. I don't know how much they can practice it, but as tertiary level, as university students, I pushed them to know the vocabulary, to know the structural and grammatical, flow of language specially. So, this way I just give them, I use different strategies to develop their writing skill.

R: The next question, number eight. Do you think the English modules, Communicative English 1 and 2, are supportive to improve students writing skills? can you explain, why?

EI01: Yes, actually, I can see they are supportive. Especially Part 1 even parts two has some writing skill at the end of each unit. Especially, in the last session last part, there is a writing part. It gives some sort of clue to write their own to develop their own paragraph, but still it is limited in paragraph level. It is the same with Part 1 and part 2. There must be a difference between Part 1 and Part 2. There must be may be an essay level must be available in Part 2. But still, they can help them to compose their own even if there is nothing about how to develop their ideas. So, we instructors are responsible. I assume that I am responsible how to write how to develop their ideas in writing their compositions. Of course, there are some hints depending

on the context of each unit, it gives them how to write but still it is not enough it's not enough to cover up all their skills to improve their writing skills.

R: Ok, the next question, question number nine. What do you think are the major reasons for students low writing performance? maybe you can generalize?

EI01: In my opinion, the major problem student for their low writing performance is their background. We can generalize that their background maybe they were not practicing accurately, perfectly and efficiently in their prior schools especially in high school, in preparatory school previously. They were not using and composing appropriate English so that background comes to university level. It comes to us, but I think, private schools are better than government school. In my opinion, private schools for example teaching English from primary level, grade one, even from KG level. So, students I can just assure that my students are better than grade 8 students in government school. Why? because of their performance day-to-day. So, I am amazed in my daughter can speak very fluently than grade 8 students in governmental school. I can say. Why because, their exposure to that language skill. They are in a better way, so I can say that the major reason is their background. Their background makes them shy and they cannot express their own speaking or maybe specially in writing even they have difficulties in writing very well composed piece of writing. That is the problem.

R: All right, let's move on to the last question.

EI01: Ok.

R: What solution do you suggest to solve the students writing problems?

EI01: In my opinion, I recommend to teach English from very low level to tertiary level. It must be serious in how to use the language grammar, structure, structural- grammatical use of their own. Plus, there must be some sort of development or work on curriculum. It must be developed very well; it should be given from primary to this level, and the evaluation must be very serious. Even we instructors are responsible for the next generation. So, we have to very serious we have to follow up them the difference I mean their performance. And we have to know their labels. I think, freshman students are not the same with the second-year students. Second year students are not the same with third year students and it goes on like that. Some

additional courses must be given additional to communicative English language Part 1 and Part 2. So, sophomore English must be included. It is advanced writing skills are there. But I think it is cut somewhere else and it is confined in Part 1 and Part 2 Communicative English language skills, so there must be some type of strategies to be taken to improve the curriculum, and students must perform starting from the lower level to the higher level, and instructors must follow up and know their students' performance to know their language proficiency. This is my suggestion.

R: I really thank you for the interview.

EI01: welcome Abe, welcome.

Appendix-M2: Transcription of English Interview with English Instructor 02 /EI02/

Date: 14 October, 2024

Place: Instructors' Office

Time: 10:30 am-10:40.09 am

R: All right. First of all, I would like to thank you for the interview.

EI02: You're welcome.

R: Ohh let's first go to the first question. How do you rate your students writing skills? below average, average, or above average?

EI02: Um.. I can say, most of the students are below average. In fact, there are some, few, very few, students who can be rated as average or above average, but most of them are below average.

R: All right, the second question. In a paragraph writing test, most of the students have submitted their incomplete paragraphs. What do you think are the reasons?

EI02: It's what we said earlier the ratings we have already established. Many students are unable to complete to write a paragraph. Leave alone a paragraph, many students face difficulties in writing sentences, so it will be very difficult for them to write paragraphs let alone complete paragraphs. They may not be able to think about to write some sentences in a very coherent way. It is a dream to many of them.

R: The third question, do your students always collaborate on learning writing? if yes, how? if not, why not?

EI02: This is one of the problems these days. Many students are not able to work together. In any circumstances, or under any circumstances if collaboration means what I'm thinking of, so in collaborating many students attempt on their own. Collaboration is very difficult for them. They don't collaborate. In instances where students are forced by their teachers to collaborate, they may do that but only one of the students is given a lot of tasks to complete the writing exercise if I get your question perfectly.

R: Yeah, it's good, the next question, question number four. Do your students understand instructors' and peers' corrections can improve their writing? if yes, how? if not, why not?

EI02: The problem is, I think, the problem is they always relate teachers' corrections with grade, not actually with improving themselves. When it comes to peer corrections, we don't even allow that because students get frustrated very easily if they are especially, our students are adult students. If they are corrected by their peers, they may be frustrated so we don't allow that. We don't usually use that mechanism even though the mechanism is appropriate, but teachers' corrections are very much used, but students believe the corrections given by their teachers undermine it. That is their problem.

R: The next question, question number five. Are students motivated in writing classes? if yes, how? if not, why they are not?

EI02: If they are given appropriate instructions, and if they're given assistance, adequate assistance from teachers, they can be very much interested. I have experience that repetitively, but if you simply ask them to write something out of the blue, they may not be able to be motivated. They may get demotivated and unable to write anything, so you have to give them instruction, proper assistance. You have to go around and check them if they are demotivated.

R: All right, question number six. How do you enhance the motivation of your students with diverse levels?

EI02: Uh of course, we have diverse levels. Motivation in that regard cannot be actually implemented in that regard. As a class especially when I give them group tasks, I usually assign a student with a better performance in each group and that may be a key factor that I use to motivate the others.

R: Ok good, question number seven. In order to improve student writing performance, what kind of teaching strategies do you use?

EI02: I prefer giving model tasks earlier than their writing. I give them that and then I ask them to exploit the same model, same pattern in their writing. This is actually not only motivates them, it makes them also efficient, and they also get better and better on their performance. I have checked this simply the result actually in a certain classroom.

R: Question number eight. Do you think the English course modules: Communicative English Language Skills 1 and 2, are supportive to improve students writing skills? can you explain why?

EI02: Well, they're not. They are not because even though there are a lot of tasks of writing included in the modules, the modules are not supportive because they are not focused on writing. I wish, courses focused on writing are good for students. Mixing different skills in a module does not help in writing. That's what I believe.

R: All right, question number nine. What do you think are the major reasons for students low writing performance?

EI02: The background is one major reason. Is their background, students are limited to vocabulary and grammatical knowledge, and skills are not given in appropriate level of attention in their high schools and pre high school. When they come here, we demand a lot. We demand a lot because we expect a lot in their class, so that it is the problem low writing performance. However, looking at the textbooks, the textbooks focus on skills but the teachers I don't think they focus on skills. Writing is most probably if you consider class rooms which are large, mainly large classes in our context, students do not go to private schools, therefore, there are large class syndromes. In these syndromes, prohibit teachers to focus on writing. Other tasks may be focused on but writing requires or demands teachers to sit and grade each paper, which is usually appointed by instructor. So, such things in their pre university courses or studies are reasons in their low performance. I believe.

R: Good, the last question. What solutions do you suggest to solve the students writing problems?

EI02: It's not too late even after they come to university, it's not too late. They can improve their writing skills, but writing skills should be focused on. We cannot amass all skills in a module even we have delivered the necessary skill it's very difficult. Umm maybe, we need another short course university, university suggested course, that will demand students to write and write and write and write for a semester, and along with other courses they face in their university stay, they may learn a lot of writing by the end. However, it demands teachers to focus on to teach them to write.

R: Thank you very much for the interview.

EI02: You're welcome, Sir. You're welcome

Appendix-M3: Transcription of English Interview with English Instructor 03 /EI03/

Date: 14 October, 2024

Place: Instructors' Office

Time: 11:29 am-11:36.38 am

R: Ok, umm thank you for this interview.

EI03: Ok.

R: Let's begin with the first question, the first question says, how do you rate your students writing skills? below average, average, or above average?

EI03: Well, for me, because our students are soldiers, below average.

R: The second question, in paragraph writing test, most of the students have submitted their incomplete paragraphs. What do you think are the reasons?

EI03: Umm there might be a lot of reasons, but for me, first lack of appropriate background. Because, they are soldier students, because they accomplished their learning mostly through distance. They have lack of appropriate background. In addition, they lack how to organize their ideas, and develop a paragraph or well-written things.

R: The third question. Do your students always collaborate in learning writing? If yes, how? If not, why not?

EI03: No, certainly, no because the English modules, skill 1 and skill 2, they don't invite students. They don't show students how to write.

R: Let's move on the next question. Do your students understand instructors' and peers' corrections can improve their writing skills? If yes, how? If not, why not?

EI03: Uuu very few of the students try to understand instructors. When students involving peer correction, they try to prepare, they tend to participate. They feel a little bit confident to talk with their friends rather than their instructors.

R: The fifth question, are students motivated in writing classes? Would you explain why?

EI03: I think, no. Do you know why? First of all, as I said earlier, they lack background. They have poor educational background. In addition, our students do not want to strive. They don't want to try to practice their learning by writing. They don't worry. They don't need any suffer.

R: The sixth question, how do you enhance the motivation of your students with divers levels?

EI03: This is a little bit difficult question, but I try because students are, you know, as a single classroom student, they can be three types: slow learners, medium and top and soon. So, by considering this, sometimes I try to make them working in groups, groups with variety of students. In addition, there are students who are poor I personally try to help them. They need my assistance.

R: The next question, in order to improve students' writing performance, what kind of teaching strategies do you use?

EI03: From my experience, because most of our students are soldiers, I try to teaching them from the scratch. Even if the modules do not show them how to write sentence, paragraphs and soon; I usually, give them tutorial classes. In my tutorial classes, I usually teach students how to write sentences and paragraphs. That is what I am doing.

R: Good. The next question, do you think the English language modules: Communicative English Language Skills 1 and 2, are supportive to improve students' writing skills? Can you explain why?

EI03: In my view, no. You know, because they don't guide students how to write sentences. They simply give writing assignments, but they don't show how to write sentences, how to write paragraphs and soon. Mostly, no. We simply try to support students by giving them a kind of additional teaching.

R: The next question, question number eight. I think, it is number nine. What do you think are the main reasons for students low writing performance?

EI03: From my experience, mainly because of their poor educational background. In addition, some soldiers they joined our university after a long-time form learning. They stayed long time in the front or somewhere else. When they joined and start learning there is a gap, time gap. In addition, most of soldiers told me that they learnt from distance education. All this make them poor in their college learning. This need research. This is my view.

R: The next question. What solutions do you suggest to solve students' writing problems?

EI03: Well, basically, I suggest that these two modules: Communicative English Language Skills 1 and 2, should be revised. That is my view. In addition, we should teach our students from

the beginning. We should teach them how to write sentences, how to write paragraphs in tutorial class, in additional class. That is what I think.

R: Thank you very much for the interview.

EI03: You welcome.

Appendix-M4: Transcription of English Interview with English Instructor 04 /EI04/

Date: 15 October, 2024

Place: Instructors' Office

Time: 9:35 am-10:4.07 am

R: First of all, I would like to thank you for the interview. Let's begin with the first question. How do you rate your students writing skill? below average, average, or above average?

EI04: Ok, thank you for this question and to rate my students' writing skills, I can say, average, average.

R: Ok, the second question. In paragraph writing test, most of the students have submitted their incomplete paragraphs. What do you think are the reasons?

EI04: I think, the reason is most of the students lack writing skill. Not only this, they have a problem of using appropriate words which means they have lack of vocabulary. I think, this would be the reason.

R: Ok, the third question. Do your students always collaborate on learning writing? if yes, how? if not, why not?

EI04: Yes, because, most of my students are military. In military, they are trained. They have a chance usually to use group work or working together. Teamwork is common with military students. Almost all of my students work on collaboration.

R: Ok, very good. The fourth question. Do your students understand the instructors' and the peers' corrections can improve their writing? if yes, how? if not, why not?

EI04: Um... Um.. I can't say they understand. Um.. all presentation or some correction as I said between students most of them lack background to access Um.. in communicative or to put in this language. I think, they have a problem; they have a challenge to understand the instructor and some instructions as well.

R: Ok, good. The fifth question. Are students motivated in writing classes? if yes, how? if not, why not?

EI04: I can say, a few students are motivated, not all. Most of them have a problem in writing because they don't have the experience to write the experience of writing different things. They don't have exposure or they don't have the trend to write, so a few are motivated not most of them.

R: Ok, good. The sixth question. How do you enhance the motivation of your students with diverse levels?

EI04: You mean in a different performance level?

R: Yeah! to motivate students in the class.

EI04: OK, motivating, you mean in writing?

R: Yeah!

EI04: Yeah, I do use different techniques. I give a chance to write or to summarize the very important point in the unit and to fill the gaps in different activities to do different activities that are designed in the text. Just motivating or guiding them how they should write. I think, I'm trying to do my best.

R: Question number seven. In order to improve students writing performance, what kind of teaching strategies do you use?

EI04: Yeah, I give a group work, individual work. There is a group work and individual work, which is submitted as assignment and in this assignment, they students should write about some topic and by giving them a topic that they like most or something that they understand easily, and I give chance to write by starting things they like very well, and the thing they have exposure to it using authentic material.

R: Very good. Question number eight. Do you think the English course modules: Communicative English language skills 1 and 2, are supportive to improve students' writing skills? Can you explain how?

EI04: You mean communication English one?

R: Yeah!

EI04: Of course, I can say, it's useful to some extent. Because as a book consists different language aspects, not only writing, there is grammar, vocabulary, and some other language aspects are included on this. I think, almost the equal activities are available on that textbook. There is writing activities and grammar activities however it is very important for students to develop their writing skills, but not enough.

R: Good, question number nine. Why do you think are the major reasons for students low writing performance? maybe you can summarize it.

EI04: Yeah, the reason why students' low performance in writing is, I think, you know, most of our students have lack of exposure to English. They do not have a chance to practice writing outside the class. They do it in the class, and for that reason, by its nature writing is something that needs maximum effort and it include different language aspects: grammar, vocabulary and for this reason the students are not motivated in writing skill because it seems a bit challenging. For this reason, most of the students are not in good level in the writing skills.

R: All right, let's now move on to the last question. What solutions do you suggest to solve students' writing problems?

EI04: Ok, as a solution what I would suggest is, I think, the interesting is that the students should change their perception toward writing because writing is something interesting that would help them improve their academic success so they should change their writing skill. The other is their attitude toward writing. The students should be taught how to improve their writing skills and they should get different exposures to write more by using something authentic materials, things they know very well. And the other is students should be given a chance, I mean what I can say, material that support their writing skill. There should be writing material that should be available in the library, or the teacher also should be given a chance to teach more about writing skills how do they develop. Because as I said, writing includes things more more of the language aspects can be applied in writing, grammar, vocabulary and they should develop their vocabulary skill or some grammar skills as well.

R: Thank you very much for the interview.

EI04: You're welcome.

Appendix-M5: Transcription of English Interview with English Instructor 05 /EI05/

Date: 15 October, 2024

Place: Instructors' Office

Time: 12:22 pm-12:39.17 pm

R: First of all, I would like to thank you for the interview. Uhh let's begin with the first question. How do you rate your students writing skill performance? below average, average or above average?

EI05: Thank you for giving me this chance to express my own opinion on the interview questions. Majority of the students are below average due to their academic background, lack of motivating environment, class size matters, the process they came to during their high school learning. I guess, most of the teachers concentrate on grammar and vocabulary teaching. No room is given for writing skills, and with other factors.

R: Ok, let's go to the second question. In paragraph writing test, most of the students have submitted their incomplete paragraphs. What do you think are the reasons?

EI05: There can be so many reasons for this. As I mentioned earlier, the students do not know sentence types let alone to write a paragraph. Even most of the students can't differentiate main clause and subordinate clause. As you know, a paragraph needs a lot of reading. One has to read a lot in order to write. The majority of the students do not have reading skills. Even they do not have the end of the passage, and they do not get the main idea of the given passage. Such students cannot be expected to write for you a paragraph.

R: All right, the third question. Do your students always collaborate on learning writing? if yes, how? if not, why not?

EI05: As you know, writing is a don't take task. It requires from student part, from the instructor's part a lot of effort. Both instructors and the students deliberately ignore this part. That is why students didn't improve or couldn't improve their writing skill.

R: Ok, the fourth question, do your students understand instructors' and peers' corrections can improve their writing? if yes, how? and if not, why not?

EI05: You know, the problem here is when you give a task for the students to do in small group or in pair, instead of engaged in the activity itself, they are talking about other irrelevant things because in certain circumstances the teacher may not be in a position to manage the students' activity. It is very difficult it is very difficult to follow students' activity particularly for writing activity in classroom period. The students lack basic vocabulary in order to write basic grammatical structures. These things affect them very much and they give up hope and engaged in other talking instead of sticking to the given activity.

R: Ok, question number five. Are your students motivated in writing classes? If yes, how? and if not, why not?

EI05: These things are related to the previous cases. When you achieved to certain goal, naturally your motivation increases because they do not achieve at least what is expected from them. To state it clearly, even average when they are below average, they are not interested in the topic at all.

R: Ok, question number six. How do you enhance the motivation of your students with diverse levels?

EI05: All right, as you know, in a classroom there are three types of students: top students, middle and slow learners. In order to increase slow learners, I use one of these strategies: I will give a bit of activity like joining sentences, inserting appropriate words in a blank space. After that I will give them control writing to change the words either in past form, in plural form, in 'ing' form indirectly to enhance their grammatical knowledge. If you give them free writing beyond one's imaginary, you can't motivate them. In order to motivate them, at the same time, you should take care of the top students not to bored with your class by giving chance for them to engage in writing. Sometimes, you should give free writing.

R: Ok, question number seven. In order to improve students writing performance, what kind of teaching strategies do you use?

EI05: Your teaching strategy, one teaching strategy should be in order to improve students' performance. In writing, it's better integrated skills at least in a certain class. The instructor should use two things at the time: writing and reading. After reading to answer certain questions and then to give their opinion on that topic or to summarize a certain text after reading. If one uses this method, I guess it may help them.

R: Ok, question number eight. Do you think the English course modules: Communicate English 1 and 2, are supportive to improve student writing skills? can you explain why?

EI05: Uh I think, it's not because you know in the module out of blue, it says right the paragraph on a certain topic. In the module there is nothing to inform the students what is a paragraph is, what's the topic sentence, what's supportive sentence, what's concluding sentence. It rather jumps into types of concluding paragraph without this background, without knowing topic sentence, controlling idea, supporting sentences, major and minor, concluding sentence how can the students can write their paragraphs. These things are not in their secondary school education curriculum. Before these students should be familiarized with these things, they should practice how to write topic sentence, how to write a supportive sentence, after this how to write the concluding sentence. These things are not in the module, so students cannot improve their writing skills. Though it says, the title says Communicative Language Skills, there is no sufficient language function in the module itself let alone about writing.

R: Ok, question number nine. What do you think are the major reasons for students low writing performance? Maybe you can generalize.

EI05: Ok, they are compounded reasons. In high school, low motivation of teachers for various reasons for various reasons: one, low salary, teachers live low standard of life. This the same is true for college instructors or university instructors. The families do not follow their students' progress. School administrations are not run by appropriate individuals. Most of them are political appointees. They do not know how to manage the education aspect.

R: In the high school and in the elementary, you mean?

EI05: Yeah, they do not know how to handle their education aspect. When we came to university or colleges, as I mentioned earlier, low standard of life of instructors, instructors are running here and there in order to satisfy their basic necessities for themselves and for their family

members. They do not give attention and they are not dedicated to what they're doing routinely; they can spend time in classes by this and that. They will not be committed to the courses as we expected.

R: All right, the last question. What solutions do you suggest to solve the students' writing problems?

EI05: In order to solve this problem, in all skills, in the four skills not only about writing, speaking, reading, listening from the scratch students should be taught by the appropriate person. Then, equal emphasis should be given for the four skills. As I told you earlier, in high schools, teachers are focusing on grammar teaching and vocabulary teaching. They are not teaching them skills. Students are learning sub skills. They can't improve their skill in learning in this manner. In the textbooks, emphasis should be given to all the four skills equally including listening. We don't have these things in high school lessons. When they come to college, you can't expect them to improve their writing skills. The class size is one matter. In crowded classes, how can a teacher teach writing. It is very difficult to give them feedback, but there are other factors. The curriculums are not, the syllabus are not stable. They are changing from time to time, that's another thing. In order to improve the students writing skill, textbook should be available for every student. If one student uses a textbook, it should not be used for another student because the answers are written on them. This is one problem. Language functions should be distributed from grade 9 to grade 12 evenly. The students should be given a task at least to use the language at their disposal. It could be five lines or two lines to write. Students should practice this bit by bit. At the end of the day, naturally, they will make a certain progress.

R: Is there a very similar problem in the university you serve?

EI05: Yes, the problem in the college or university is the reflection of the high school problem that is the extension of it. This is not a thing created in the university or the college itself. The other problem is that the instructors, all the high school teachers even they do not teach English and English itself to summarize or to revise or to tell them the highlight. They use Amharic or other local language. The teachers themselves are not confident in speaking English. How can the students can be confident? This is a problem in college itself, you know.

I strongly advise high school teachers and university instructors only to use the English language as instruction media whether the student has problem in understanding what is going on in the classroom. It is better to encourage our students to use their English at their disposal. There may be shortage of vocabulary, lack of to use expressions blah blah. Whatever the case, students should be encouraged to use the language they know, the language at the disposal to use in their learning. Making mistake is not a failure, it's rather an opportunity of learning. Teachers and instructors should increase their students' writing in this regard.

R: All right. Thank you very much for the interview.

EI05: I am happy to take part in it.

Appendix-M6: Transcription of English Interview with English Instructor 06 /EI06/

Date: 26 October, 2024

Place: Students' Classroom, AAU

Time: 3:15 pm-3:26.25 pm

R: First of all, I would like to thank you for this interview.

EI06: It's Ok.

R: Let's begin with the first question, how do you rate your students writing skill? below average, average, or above average?

EI06: Well, based on my students' performance, I can categorize them below average for most of the students and some are average.

R: Question number two. In paragraph writing test, most of the students have submitted their incomplete paragraphs. What do you think are the reasons?

EI06: Ok, uh in my point of view, the reason why they submitting incomplete paragraph is that first, they do not have a good experience in writing, and second, they do have, you know, shortage of composing their ideas in written form. Umm and they are not competent enough in their writing skill.

R: Ok, let's move on to question number three. Do your students always collaborate on learning writing? if yes, how? if not, why not?

EI06: Umm from my observation, they are not collaborated in most cases because as I have said earlier, most of the students do not, I mean, they are not competent enough in their writing skills so even if they may have the interest to collaborate, they do have, you know, that kind of challenge. They cannot explain, they cannot show, how to, you know, umm improve their friends' writing skill.

R: Good. Ok, the next question is number four. Do your students understand instructors' and peers' correction can improve their writing skills? if yes, how? if not, why not?

EI06: Yeah, for most students, they may think the instructors' feedback is good to improve their writing skill, but they are not certain about their peers' correction. Therefore, in most cases,

they may not consider their peer correction as correct feedback for them. Therefore, they neglect that.

R: Good. Question number five. Are your students motivated in writing classes? would you explain why?

EI06: I can say, no. They are not motivated because, you know, writing skill need some practice, some exercise, you know, a little bit tough when you compare it to other skills. Therefore, when we reach them writing skills, they frustrated; they are not interested, they are not motivated to practice what the instructor given them to do.

R: Good, the next question. Question number six. How do you enhance the motivation of you your students with diverse levels?

EI06: Yeah, it is a very tough question because, you know, once they lose their motivation from the very first, it's very tough to the teacher to motivate them actually, but I will try to motivate them by just showing their mistakes and then if they practice and they do, now and then, writing activities, you know, I will tell them they can bring improvement.

R: Ok, good. The next question. In order to improve students' writing performance, what kind of teaching strategies do you use?

EI06: Yeah, the strategy that I usually practice is learning by doing. That means, uh I would give them some tasks the written tasks then show them how to do the activities and let them to practice it and attempt.

R: Ok, alright. The next one is question number eight. Do you think the English course modules, Communicative English Language Skills 1 and 2, are supportive to improve students' writing skills? can you explain why?

EI06: Uh a very good question, you know, I'm not dare to say this module is prepared by professionals. When I look at, you know, the content particularly the writing skill is I can say it is neglected. It doesn't let them to do a lot of writing activities instead it focuses on a grammatical issue something like that, you know, I think the module is not properly prepared.

R: All right. The next question, question number nine. What do you think are the major reasons for students' low writing performance?

EI06: Ok, I can say two majors, you know, reasons. The first one from the instructors, the teacher point that mean, most of the teachers totally believe that students do not like to do writing

exercises, so the instructors, you know, neglect that skill part to let their students practice, and the second from the students. As I said it, they may have, you know, every chronic problem in the writing skill from elementary to the way they come to the university. They do not have a good exposure on practicing writing skill; therefore, they are not capable in producing a high quality of written texts. Therefore, one is students lack practice. They may have many problems vocabulary and grammar, spelling a lot. For this reason, they are demotivated and as have stated earlier, the instructors themselves they, you know, neglect the skill, they do not let their students to practice the writing skills like that of reading or speaking.

R: Ok, good. Now we landed on the last question. What solutions do you suggest to solve the student writing problems?

EI06: Yea, the first thing, you know, that teachers need to especially high school teacher and lower grade teachers on job training on how to train their students writing skills because I have a doubt on the teachers themselves, you know, they don't have that kind of, I mean, commitment or even the skill itself. Therefore, the teachers need on job training on how to teach their students writing skills, and as a point, you know, students need to do a lot of exercises, a lot of practice, and a lot of support should be given to students from the family or from their teachers. By doing so, we can bring in a change on students writing skill performance. Even the content of the material should be reviewed and prepared properly, you know. When I was a freshman student, I have taken some writing activities and the content of the module was quite different from what I'm teaching right now in Communicative Language 1 and 2. Therefore, you know, writing skill should be given a lot of attention from all stakeholders, you know, students, teachers, and the administrative part.

R: Thank you very much.

EI06: It's alright it's my pleasure, Mr. Abebe

Appendix-N: Samples of Marked Paragraph Writing Test

Sample 1

Paragraph Writing Performance Test

Instruction: Write a paragraph of about 150 words on the topic given below. Your paragraph will be evaluated for its content, structure, grammar, vocabulary, and mechanics (Spelling, Punctuation and Capitalization).

Topic: The Importance of Learning English Language

Learning English is very important. It opens wide range of opportunity. If you learn English, you will get international job. It helps you to success in your academic career. It helps you to grow up your skill in your career by getting internationally published journals & researches. It helps you to communicate with people abroad and get opportunity. So learning English is give you limited power to communicate with people. Idea, research, journal etc.

content 2
structure 1
grammar 1
vocabulary 1
mechanics 1

6
20

Sample 2

Paragraph Writing Performance Test

Instruction: Write a paragraph of about 150 words on the topic given below. Your paragraph will be evaluated for its content, structure, grammar, vocabulary, and mechanics (Spelling, Punctuation and Capitalization).

Topic: The Importance of Learning English Language

Learning English is good to every one. It is important because of English is nice to talk. It helped me to talk with many people everywhere in Africa. English is important for every people because it helps us talk about ourselves freely. so, It is important for every body to learn English language. To add more, English is a Global Language. It is the most widely spoken Second language and also many multinational companies requires people who can speak English. so, A person who can speak English has a higher chance of getting a job. In Addition, If a person wants an information from Google, that person must know the language English in order to access information plus, many universities and education materials are English so, Learning English is Important.

content - 3
structure - 3
grammar - 2
vocabulary - 2
mechanics - 1

11
20

Sample 3

Paragraph Writing Performance Test

Instruction: Write a paragraph of about 150 words on the topic given below. Your paragraph will be evaluated for its content, structure, grammar, vocabulary, and mechanics (Spelling, Punctuation and Capitalization).

Topic: The Importance of Learning English Language

English, as a global language, has become an indispensable tool in today's interconnected world. It's matter opens doors to countless opportunities, from education and career advancement to cultural exchange and personal growth. Whether you are seeking to study at a prestigious international university, land a high-paying job in a multinational corporation, or simply connect with people from diverse backgrounds, a strong command of English is a valuable asset. Especially in a developing countries which lived in Africa, Latin America. It played a major role for interconnection from nation to nation continent to continent.

Another big importance of learning English language is as we know we are moving to a globalized world so the world population must live in a peaceful world so to make such peace we have to seek a common goal and this common goal is achieved by the appropriate language that is English so our world must forward and have a peace to last long and we have to accept this language as an important material to make peace and to have stability to the world.

Content - 3
Structure - 4
Grammar - 4
Vocabulary - 4
Mechanics - 3

18

Sample 4

Paragraph Writing Performance Test

Instruction: Write a paragraph of about 150 words on the topic given below. Your paragraph will be evaluated for its content, structure, grammar, vocabulary, and mechanics (Spelling, Punctuation and Capitalization).

Topic: The Importance of Learning English Language

pollution
pollution is making wastes around our environment. it's one of the highest affect our communities. There are numerous types of pollution. like water pollution, air pollution. etc.

Air pollution is removal of unwanted gas in our environment. these gases are called green house gases. ~~then~~ they can be found from car-smoke or industrial wastages. to name those gases like. methane, Carbon monoxide, Chloroflourocarbon and other gases. these emission of gases cause global warming and thinning the layer of Ozone on upper atmosphere. so this cause high emission of UV-ray from the sun. and it might cause some people went blind.

finally these green house gases should be prevented by using equipment to reduce these carbon footprint. And also its advantageous to use public transport rather than car to reduce these gases. so we need to stay focussed and try to solve these problems individually!!

~~Unrelated~~

Appendix-O: Published Articles

Article One

First-year Students' Perceptions about Feedback Provision and their Performances of Writing: A Study on Ethiopian Defense University

Abebe Alemu, Addis Ababa University

Alamirew Gebremariam, Addis Ababa University

Abstract

The main objective of this study was to investigate first-year students' perceptions about feedback provision and their performances of writing at Ethiopian Defense University. For the study, the researcher used an explanatory sequential mixed method design. The data were collected from first-year students and English language instructors. The responders were selected from the university's Engineering and Resource Management colleges. As a consequence, 108 students completed a questionnaire to find out their perceptions about feedback provisions in writing, and the same number of students took a paragraph writing test to identify the level of their writing performances. Eight students and six English language instructors participated in semistructured interviews. The findings demonstrated that although the students had positive perception on feedback provision, their writing performance was below average. Furthermore, the correlation analysis's findings demonstrated a negative relationship between the students' perceptions about feedback provision and their writing performances, however, this relationship was not statistically significant. Finally, bridging English language trainings should be given, English courses and modules should be updated, raising awareness of the detrimental effects of traumatic experiences on writing, offering additional writing resources that consider the requirements of military students particularly were suggested.

Key words: *Teachers' Feedback; Peers Feedback; Self-feedback; Positive Perception; Negative Perception; Writing Performance.*

Introduction

Writing performance is the skill and efficiency of written language to communicate their ideas and facts. Having a good writing performance is an ability which is necessary for outstanding academic achievement. It is important for more than just an individual; it affects businesses, educational institutions, and society at large. It is a crucial indicator of students' accomplishment in educational contexts. Students' writing performance may be greatly impacted by educational experiences such as receiving feedback.

Writing, as a domineering language skill, remains confusing for first-year students in particular. These students face problems at the commencement of their studies to acquire new sets of learning practices (Al Murshidi, 2014). In this regard, Maguire (2002) as cited in Manedante (2011:3) confirms, "no matter how good and effective a written communication may be, yet the fact is that it does face certain challenges which need to be paid more attention."

English language instructors have a major role in providing their students with effective feedback and guidance that can help them figure out their strengths and weakness in writing. Feedback is very essential to improve the writing performance of students. Learners are able to assess their level of accomplishment and identify their areas for growth by means of feedback. Giving constructive criticism is crucial when students do not realize they have made a mistake since it enables classroom communities to lower the likelihood that mistakes will be made again (Halfom, 2011).

Feedback

Importance of Feedback in Writing

Giving feedback is a crucial and anticipated part of any performance. It is especially utilized to speed up the process of teaching and learning languages (Hyland 1990; Richards and Lockhart 1994; Ur 1996). In the context of education in general, feedback is defined by Ur (1996) as information provided to the student regarding how well they performed on a learning assignment, generally with the intention of improving this performance. Keh (1990) further states that a process approach to writing must include feedback as a basic component. When it comes to writing, she

describes feedback as reader input that has the purpose of giving the writer information for rewriting.

Giving students' feedback on their performance is a crucial part of teaching (Richards and Lockhart, 1994), who explain the function of feedback in language instruction. In addition to letting students know how well they did; feedback may boost motivation and create a positive learning environment in the classroom.

In a similar vein, Hyland, K., & Hyland, F. (2006) discuss the function of writing feedback in connection to the process method. According to their writing, feedback has long been recognized as crucial for the growth of writing abilities in second languages, both in terms of learning potential and student motivation. Feedback changes as a writer progresses with their work. To explain this, Hyland, K., & Hyland, F. (2006) explain that during the past 20 years, advancements in writing pedagogy and knowledge gleaned from research studies have changed the way feedback is given. Currently, teacher comments are frequently combined with feedback from peers, writing workshops, oral conferences, or computers. These academics point out that as a result, formative feedback, which looks ahead to a student's future writing and the growth of his or her writing process, has replaced summative feedback, which is product-focused.

Sources of Feedback on ELT

In students' written works, most people agree that receiving feedback is essential for promoting and solidifying learning. Writing experts agree that peer, instructor, and self-feedback are the three primary sources of information about students' writing (Harmer 1991; Celce-Murcia 1991; McDonough and Shaw 1993; Jordan 1997). On the other hand, according to Keh (1990), there are three types of feedback: comments made by teachers, peer feedback, and conference feedback. Self-correction is just going over one's writing again and making any necessary corrections; it is not the same as imparting knowledge to others. Let's now look at the three most popular categories of feedback that students receive on their writing: instructor/ teacher, peer and self.

Instructor' Feedback

The most prevalent and extensive type of feedback on students' written work seems to come from their teachers. Research indicates that students tend to view instructor comments as a trustworthy source of information on their writing. According to Zhang's (1995) research, students value instructor feedback over peer evaluation. Despite this, teacher feedback is frequently viewed as having a more conventional overall format (Grabe and Kaplan, 1996). They go on to argue that, prior to the process movement in writing instruction taking hold, a lot of feedback given to students on their work took the form of a final paper grade, which was frequently marked heavily in red ink throughout the essay (Grabe and Kaplan 1996). Berkow (2002) offers a more forceful critique of the conventional method of teacher feedback. He contends that in a typical teaching style, students turn in an essay for evaluation, the teacher marks it with red pen, hands the document back, and no one ever looks at it again. The students' awareness of the audience is not developed at all.

As Keh (1990) also states that the majority of writing instructors concur that providing feedback on students' papers is the most time-consuming and frustrating task. She goes on to say that educators are concerned about whether their remarks will be read, comprehended, or even result in the desired outcome. Keh advises responding to a writer as a concerned reader and not as a grammar checker or grader in order to counter the teacher's unproductive and inefficient remarks. She also says that rather than addressing every aspect of the students' work, it is much more beneficial to restrict comments to the core issues. A similar issue about the appropriate use of teacher feedback is also reflected in Dheram (1995). He says that instead of seeing the student's initial draft as the finished work, the instructor should take on the role of a consultant, helping the student create a text step-by-step.

The perception of teacher feedback has changed from its previous state due to these disadvantages. According to Hedge (2000), a lot of educators today believe that there are significant drawbacks to the custom of receiving student work, marking it, and giving it back to them after it has faded from their memory. She offers substitute techniques like reformulating comments and holding conferences. This demonstrates how much it is appreciated when students participate more directly and actively in the revision process.

Teachers should be concerned about how many revisions their students write for any given text, according to Celce-Murcia (1991). This claim is supported by Ur (1996), who states that teachers who use a process approach to teaching writing should assist students in composing and revising their drafts utilizing input from various sources rather than focusing on fixing their mistakes. As Leki (1994) points out, this may be accomplished by having other students comment on the teacher's evaluation. She notes that students are increasingly participating in reacting to writing, so the instructor is not the only one who responds to or assesses students' texts.

Generally speaking, teachers should create or implement response strategies that can help students' writing, as suggested by Ur (1996). This can solve the typical, time-consuming, surfacelevel oriented, and untimely technique of responding to students' work, as argued by Zamel (1985).

Peer Feedback

Peer feedback is crucial to the process of drafting and revising before producing the final result in the current trend of writing towards the process approach. In reference to this, Mangelsdorf (1992) points out that a peer review session, in which students read each other's drafts and offer revision suggestions, is a typical activity in a process-oriented curriculum. Citing Elbow (1973) and Emig (1971), Hansen and Liu (2005) further affirm that peer reaction is seen as an essential element of the process writing technique that first appeared in the 1970s. Thus, one could contend that a component of the process approach to writing is peer feedback.

Mendonca and Johnson (1994) discuss the social benefits of peer feedback by stating that students' communication ability may be increased by encouraging them to speak and negotiate their views. By enabling students to examine their peers' writing talents and shortcomings, peer evaluation also helps students become more confident and less anxious (Leki 1990). Peer feedback is therefore a crucial tool for fostering student communication and boosting their self-assurance in the learning process. Other students' input is another source of what is now thought to be the state of the art when it comes to students' writing. Peer feedback is defined by Hansen and Liu (2002) as the utilization of students as information sources and interactants for one another in a way that students take on roles and duties in remarking and critiquing one another's drafts in both written and spoken formats during the writing process.

Peer input is something that many writing scholars (Keh 1990; Celce- Murcia 1991; Richards and Lockhart 1994; Tudor 1996; Ur 1996; Berkow 2002; Rollinson 2005) support for students' work. For example, Richards and Lockhart (1994) propose that following the completion of a first draft, students might collaborate in pairs to review each other's work and offer recommendations for enhancement. They contend that the student may find this input helpful in rewriting the piece of writing since it addresses issues of substance, organization, or clarity of communication. Tudor (1996: 182) provides the following justification for the use of peer evaluation as, "Peer evaluation is justified by the idea that learners are involved in the assessment of those linguistic or communication criteria that are pertinent to their own performance by critically analyzing the skills of other learners in relation to a common objective. Hence, peer evaluation is a useful type of learner training that helps students understand how language is used and the kinds of problems they could run into when producing their own language."

This tells us that peer feedback serves two purposes. The feedback that one's peers provide to oneself is beneficial to the writer, and it also reduces the gap between the writer and the assessor. The writer also presumes that there will be a wider readership for their work. The benefit of reading other people's writing is that the reader may assess their own writing in comparison to that of their peers.

Self-feedback

There is a claim that the writers themselves may supply details to enhance their work. Hyland and Hyland (2006) reflect on the importance of self-evaluation and how students may use it to make their own edits and greatly enhance their writing. They argue that it is inappropriate to ignore writers as critical readers and reviewers of their own works. They also assert citing Brinko (1993) that feedback functions better when data is obtained from both the participants and other sources. However, other academics argue that receiving feedback from external sources is necessary and do not rely on self-evaluation. Either way, criticism should be given in a way that helps students get to a more autonomous position where they are able to assess and edit their own work critically.

Edge (1989), who emphasizes the need of giving students the opportunity to self-correct, notes that in order for self-correction to be effective, we must provide students some time at the start of a class to review their marked work and attempt to make any necessary corrections. Here,

she emphasizes the need of encouraging self-correction through input from various sources. In addition, Makino (1993: 338) makes the following argument: "During the language-learning process, learners can correct some of their errors when other people, like teachers or peers, give cues or hints about them. They can also notice some of their errors by themselves, through the strategy of monitoring." The idea being emphasized is that the student writer should get additional forms of criticism in a manner that encourages self-correction. The writer, the teacher, or other students may provide this critique.

Perception

Aspects of Perception

Allport (1942) as referenced by Varadhilla (2016), there are three components to perception: the cognitive, emotional, and conative components. The elements that make up a cognitive component are ordered according to the knowledge or information a person possesses on the subject of his attitude. A particular belief on the subject of that attitude will be developed based on this understanding. Pleasure and displeasure are tied to the affective component. As a result, it is excited in character and strongly tied to its value system or cultural ideals. The Conative Component refers to an individual's behavior preparedness in relation to the subject of their attitude. Thus, the way a person feels, thinks, and acts toward an object attitude is an expression of how the three mutually exclusive components combine to form their attitude. There is internal linkage among the three components since they are consistent and connected to one another.

Forms of Perception

According to Eka et al. (2021), perceptions are grouped into two: positive and negative perceptions. When someone has a positive perception, she/he has a strong probability of winning a specific case. Positive perception is a person's positive understanding, interpretation, or evaluation of a situation, or concept. It encompasses the positive, helpful, and appreciative lens through which individuals see and evaluate their circumstances and surroundings. People who have a positive viewpoint may be able to cultivate a positive and appreciative outlook that enhances their social connections, overall wellbeing, and flexible coping strategies. This may lead to a happier and more positive reaction to life's circumstances.

Conversely, negative perception refers to circumstances that the persons disapprove of because they conflict with their own values. Negative perception is the term used to describe a person's unfavorable understanding, evaluation, or interpretation of a person, object, situation, or concept. It encompasses a gloomy, negative, or critical lens through which individuals see and evaluate their circumstances and surroundings. By addressing and managing negative perception in a number of ways, people may work toward creating a more balanced and positive perspective, enhancing their social relationships, mental health, and adaptive coping strategies (Eka et al. 2021).

Among all the studies conducted, to the best of the researcher's knowledge, there is no any research conducted on students' perceptions about feedback provision and their performances of writing particularly in a military university setting. Consequently, this research addresses the following questions:

1. What are students' perceptions about feedback provision in writing?
2. How proficient students are in writing?
3. How do students' perceptions about feedback provision and performances of writing relate?

Method

Research Paradigm

Defining a research paradigm would help a researcher to determine the direction of an inquiry. It is the paradigm that directs the type of instruments the research uses, and the ways the collected data are interpreted. In line with this, Rahi (2017:1) describes the term paradigm as, essential collection of beliefs shared by scientists, a set of agreements about how problems are to be understood, how we view the world and go about conducting research. Thus, these paradigms contain a basic set of beliefs or assumptions that guide inquiries for particular research.

Though different scholars have classified the types of paradigms in different ways, some of them categorize it into two major groups: positivism and anti-positivism. The positivists believe that observation and experiment is the source of knowledge; reality remains unchanging and can be described objectively (Rahi, 2017). Against this, the anti-positivists or interpretivists advocate the method of social sciences is basically different from that of natural sciences. Denzin and Lincoln

(2000) as cited in Mesfin (2013), further explain that anti-positivists believe that reality is multilayered and complex. That means, an existing phenomenon may have various interpretations as the knowledge and experience of individuals differ.

Pragmatic paradigm, which is the third paradigm, tries to legitimate the use of multiple approaches to answer research inquiries. It recognizes the complementary nature of figures and phrases in the day-to-day human practices. According to Creswell, J.W., & Creswell, J.D. (2018), the pragmatic paradigm in research, often associated with pragmatism as a philosophical orientation, focuses on the practical application of research findings and the importance of addressing real-world problems. This paradigm emphasizes the need to balance theoretical insights with practical utility, aiming to generate knowledge that can be effectively applied to enhance understanding, inform decision-making, and solve practical problems in various fields.

Research Design

As mentioned repeatedly in the above sections, the main objective of this study is to investigate students' perceptions about feedback provision and performances of writing at EDU. The explanatory sequential mixed method design, a two-phase design in which both quantitative and qualitative data are mixed, examined, and then sequentially interpreted, was therefore used in the current investigation. Since the main objective of this design is to use the qualitative data to support and provide a more thorough explanation of the quantitative results, it is essential to relate the quantitative results to the qualitative data outcomes, as explained by Creswell & Creswell (2018). The key idea is that the qualitative data collecting and analysis immediately builds upon the quantitative findings. The idea of offering a more thorough explanation of the process by which the variables interact through the qualitative support is one of the design's primary benefits.

Johnson and Onwuegbuzie (2004) proposed that adult education research can utilize both quantitative and qualitative research approaches at different phases of a project, with one approach taking precedence over the other, is known as dominant sequential mixed methods design /QUAN-qual/ can be used to represent the research design of this study. This design, therefore, directs the results of quantitative data analysis to be supported by the qualitative data analysis. Using a method that connects the quantitative results to the qualitative data collection, then the researcher integrates the two datasets. This is where an explanatory sequential design integrates. This design is helpful

for a researcher since each phase moves forward. It may also be modest to implement it because data gathering is spread out over time to explain the other.

Setting

The research participants were selected from two colleges that the EDU oversees. These colleges are: Engineering College and Resource Management College, which are located at Bishoftu / Debre Ziet – about 47 kms away from the capital, Addis Ababa. This university is the university that the researcher serves as an English instructor, so he used the opportunities to access the necessary information from the research participants, and to associate his experiences with the research works.

Research Participants

First-year students and English language instructors of EDU were the research participants of the study. The students were the main subject of the study because freshman students are facing new learning environment to be familiar with. In addition to the students, the English course instructors were the other participants. It is almost impossible to think of any successful inquiry without teachers' involvement. Regarding their educational background, all English language instructors had Masters of Art /MA/ in Teaching English as a Foreign Language /TEFL/ with 15 years and plus teaching experience, so the researcher believed that they could provide the necessary information based on their teaching experiences in the military setting.

Instruments

Three instruments were employed to gather data in order to meet the established study objectives. Instruments included a questionnaire, a paragraph writing test and interviews. It was believed that using many instruments would help produce more reliable data than using only one. A questionnaire is one kind of research instrument, which is a series of questions designed to get information from participants. According to Gay et al. (2012), a questionnaire frequently helps the researcher in collecting large amounts of data in a comparatively short period of time. The main study issue that the questionnaire was designed to look into was "What are students' perceptions about feedback provision in writing?" In order to determine the range of alternatives related to the students' writing viewpoints, Likert-scale questionnaire was utilized. (1) strongly disagree, (2)

disagree, (3) uncertain, (4) agree, and (5) strongly agree were the response possibilities on the fivepoint Likert scale.

The second instrument was the paragraph writing test. The second research topic that the paragraph writing exam was primarily intended to address was "How proficient students are in writing?" which demonstrated the students' writing levels. The primary focus of the writing test evaluation was the students' ability to structure their ideas, content, grammar, vocabulary, and mechanics. It was believed that the categories would show how well the students could write. As a result, the students were given an hour to write a paragraph about "The Benefits of Learning English Language" using the previously specified categories. The topic was deliberately chosen so that students would be familiar with it in order to motivate them to work harder on their writing and successfully communicate their ideas and opinions to the reader (Raimes, 1983). An analytical rubric technique was used to evaluate each exam paper related to paragraph writing, and it was taken from (Agan & Deniz, 2019).

The third instrument was interviews. Interviews with first-year students and English language teachers were conducted for the study. To do this, the researcher employed semistructured interviews. Semi-structured interviews combine elements of both structured and unstructured interviews. The data gathered from different instruments was contrasted and compared. To reduce communication barrier, the interview was done in the students' native Amharic language with their consent. The interview was transcribed and then translated into English. The English language was used for the interviews with the English teachers. Every participant gave their permission for all the interviews to be audio recorded as well.

Data Collecting Procedure

As it is referred earlier, explanatory sequential mixed method design contained two phases. The first phase had involved the collection and analysis of quantitative data. Student participants were initially given instructions on how to fill out the questionnaire before the interviews began. A questionnaire was then distributed to the students in order to determine their perceptions on feedback provision in writing. The students' writing skills were then evaluated by the administration of a paragraph writing test. Using SPSS version 26 software, the researcher analyzed the quantitative data from the questionnaire and paragraph writing test. To ascertain the

relationship between the two variables, the students' perceptions about feedback provision and their writing performances, where the former is the independent variable and the latter is the dependent variable. Therefore, descriptive statistics, correlational analysis were employed.

The second phase involved collecting and analyzing qualitative data. The researcher created interview guiding questions for use with students after collecting and analyzing quantitative data. The interview guide for English language teachers was then created after the student interviews. In order to respond to the third research question, “How do students’ perceptions about feedback provision and performances of writing relate?” the researcher then went on to explain the association between the students' perception about feedback provision and their writing performances.

Data Analysis

In the first phase, the quantitative data obtained from questionnaire and paragraph writing test were unanalyzed. To do so, the Statistical Package for Social Sciences (SPSS version 26) was used to analyze the descriptive and correlation of the two variables: the students’ perception about feedback provision and their writing performances. In the second phase, the qualitative data obtained from interviews with the students and English language instructors were analyzed. In this case, the NVivo version 10, (computer program for qualitative data analysis), was used to sort the qualitative data into major and sub-themes.

Results and Discussions

Results of Students’ Perceptions about Feedback Provision

In the table below, Table 01, the items were designed to know about students’ perceptions about feedback provision. Among the question items, the first item was mainly designed if receiving comments from peers supported the students to write better.

Table 01: Students' Perceptions about Feedback Provision

Items		SDA		DA		UD		A		SA	
		F	%	F	%	F	%	F	%	F	%
1-Getting comments and corrections from peers helps me write better.	108	2	1.9	3	2.8	13	12	57	52.8	33	30.6
2-Getting comments and corrections from teachers helps me write better.	108	-	-	2	1.9	9	8.3	57	52.8	40	37
3-Making self-evaluation helps me improve my writing so I correct writing errors myself.	108	3	2.8	8	7.4	5	4.6	50	46.3	42	38.9

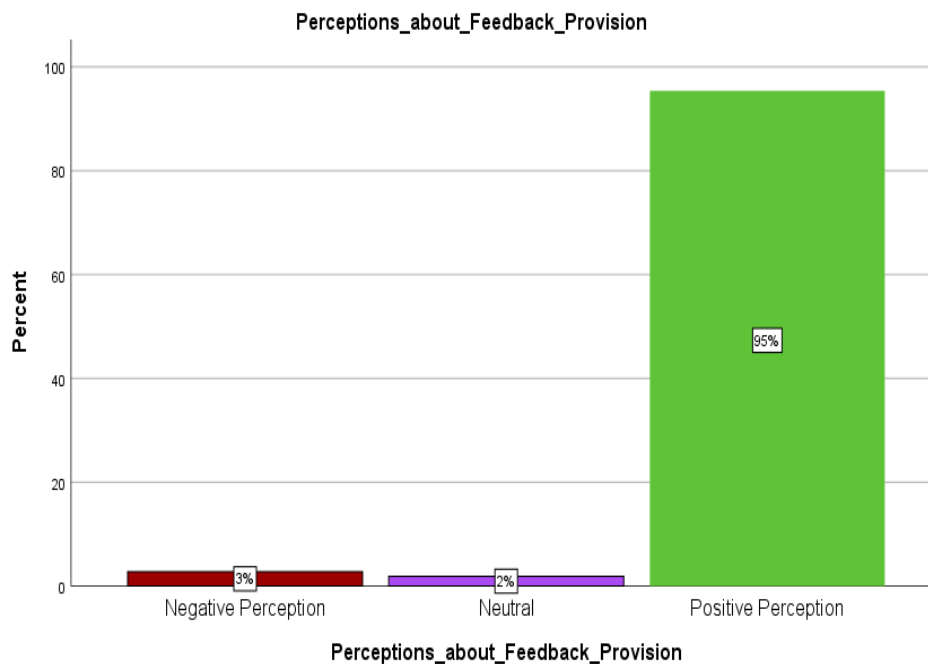
In this regard, the majority of the respondents, (83.4%=52.8 agree and 30.6% strongly agree), reported that peers feedback could help them improve their writing. A very small number of the students, (4.7%=2.8% disagree and 1.9% strongly disagree), disagreed when the rest of the students, (12%), preferred the undecided alternative. Similarly, for the second item, the majority of the students, (89.8%=52.8 agree and 37% strongly agree), reported that English instructors' comments and corrections could help them develop to write well. A very small number of the students, (1.9%= disagree), disagreed when the rest of the students, (8.3%), preferred the undecided alternative. Thus, it is possible to infer that the students have positive views on peers and instructors feedbacks that are essential for a good writing. As students gain the ability to accept constructive criticism, it promotes critical thinking and collaborative learning to improve their writing abilities.

The third item, which asked if making self-evaluation helped students improve their writing and then made corrections of writing errors by themselves. For this item, majority of the

respondents, (85.2%=46.3 agree and 38.9% strongly agree), stated that self-evaluation helped them improve their writing. Contrarily, few of the respondents, (10.2%=7.4% disagree and 2.8% strongly disagree), disagreed when a few of the participants, (4.6%), remained neutral. The results indicate that the students might have been aware that self-evaluation enabled them to assess their own works critically, highlighting both their strengths and opportunities for successful writing abilities.

To conclude, the findings indicate that students see peers and English instructors' feedback favorably believe that it is crucial to improve their writing. They also understand that they would become better writers as a result of accepting constructive criticism, which encourages critical thinking and collaborative learning. The findings also imply that students understand the importance of evaluating themselves while evaluating their own work may pinpoint their areas of strength and progress in doing writing exercises, which can help them become more proficient writers. The following bar chart shows the students' general perceptions about feedback provision as positive and negative including those who remained neutral.

Figure 01: Students' Perception about Feedback Provision



As it is shown in the above bar chart, the result indicates that overwhelming majority of the respondents, 95%, have positive perception about feedback provision in learning writing. Only few of the respondents, 3%, have negative perception and the rest, 2%, of them chosen the neutral alternative. These may indicate that the students have a positive perception about peer, instructors' and self-feedback.

The students who receive instructors' and peer feedback on writing reveals several benefits to improve their writing skills. Some of the interviewees replied that English instructors' and peer comments would contribute for their writing improvement and as they often receive comments from their instructors. On the benefits of accepting English language instructors' feedback, S05 and S08 said that teachers' comment could improve their writing. For example, S08 said, "I really appreciate the teachers' feedback during written practice. Because the teacher has more courses and more practice than me, he has learned, and I follow what the teacher gives me properly. I will implement that as well." Similarly, S05 stated that receiving feedback could support to improve one's knowledge and skill and to learn more. Generally, students who accept teachers' feedback believe to make improvements in writing. In this discussion, S01 means Student 01 and all interviewed students are labeled from S01 - S08.

To the contrary, some of the interviewees responded though they recognized that feedback could help them write better, they couldn't receive any from their English instructors. For this confirmation, S01 responded, "There is no teacher here to pay attention. They gave us before. Now, as you know, because technology is increasing, you go at that speed, and no one checks your writing, and so on." In a similar way, S02 has never seen it as a focus in her writing practices. The responses may highlight the importance of constructive feedback in writing; however, it also suggests that instructors need to be aware of the way feedback is delivered to ensure encouraging and not discouraging.

In relation to peers' feedback, the majority of the students answered positively that peer feedback could help them improve their writing skill. Peers' feedback as a useful resource for professional development, students can improve their performance by cooperating and accepting helpful criticism. In this vein, S05, S07 and S08 responded that peer feedback could improve their writing. For example, S08 said,

We often discuss this English together with my peers. And we exchange ideas. Because the opinion of many people says something better, we say it. And if their idea is right, I will accept it. This is the kind of thing we follow. Because I often accept it when you find someone else is a better reader than me.

Additionally, S05 described his friends as his mirrors. He said, “I have to accept the comments of my peers. Problems that I don't see, problems that are invisible to me, stand out to my friends. So, my friends are my mirrors to me. Therefore, I consider it as a big advantage for me to accept their comments.” Metaphorically, here mirror is used to look at the positive and negative side of a student's writing through peer criticism in which one can clearly see all sides.

On the other hand, S01, S03 and S06 said that however they knew the usefulness of peer feedback, they have never practiced it. For instance, S03 replied that he had never done writing exercises like that with his peers. If he did, he would accept it, but he had never commented. The other interviewee, S01 also replied that he had never given much attention to it. He said it as,

In our writings, we can criticize each other. What we often do is because we don't pay that much attention to knowledge and not that much attention to writing, that we don't get that much acceptance. We all accept that.

In this part of the interview, the researcher also asked students if their English instructors helped them in commenting during writing practices. In this regard most of the students responded that their English instructors helped them in commenting on their writing practices. In relation to this, for example, S07 said, “Yes, the teacher helps me. It means correcting the mistakes that I encounter while writing. The teachers support me in that way.” These points are necessity for ongoing support and perhaps a more personalized approach to address individual writing weaknesses. Encouraging students can help them positively understanding in writing, and feedback as a pathway to improvement rather than criticism.

Feedback allows students to learn from their mistakes. In a process of writing, receiving feedback, helps deepen their understanding of effective writing. Teachers' comments can also introduce new perspectives and ideas that students may not have considered. This can expand their thinking and improve the depth of their writing. Accepting peers and teachers' comments on writing

is a crucial part of the learning process. It is not only helping students improve their writing skills, but also contributes to their overall academic success, professional preparedness, and personal growth. By embracing feedback, students can develop a more positive attitude towards writing and continuous improvement. In relation to this, Byrne (1988) supports that instructors must also provide students with positive feedback indicating not only their mistakes but their good points as well. In this approach, the learners will identify that they make improvement, on the one hand, and the other hand, their interest in writing will be reinforced.

On the other hand, English instructors were interviewed. One of the purposes of the English instructors' interviews was to find out students' views towards handling of instructors' and peers' feedback. In this discussion, EI01 means English instructor 01 and all interviewed instructors are labeled from EI01 - EI06. The English instructors were asked if their students positively received comments given by their English instructors and their friends. In this regard, EI01 and EI02 said that peer's feedback was better than instructors.

However, peer feedback helps students stay engaged, but English instructors don't always use it. In this case, EI02 said that peer feedback was not a preferred mechanism in English language teaching. He added, though teachers' feedback was widely used, the students gave it less attention to it. He literally stated,

The problem is, I think, the problem is they always relate teachers' corrections with grade, not actually with improving themselves. When it comes to peer corrections, we don't even allow that because students get frustrated very easily especially, our students are adult students. If they are corrected by their peers, they may be frustrated so we don't allow that. We don't usually use that mechanism even though the mechanism is appropriate, but teachers' corrections are very much used, but students believe the corrections given by their teachers undermine it. That is their problem.

Differently, the other interviewees, EI03 and EI06, believed peer feedback was better than instructors' feedback. They argued that students were more comfortable in receiving comments of their peers than instructors. For example, EI06 said,

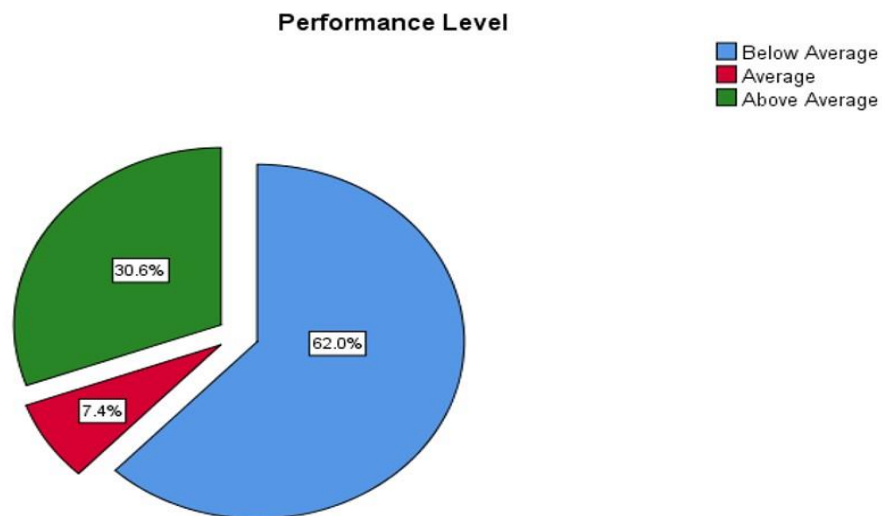
Yeah, for most students, they may think the instructors' feedback is good to improve their writing skill, but they are not certain about their peers' correction. Therefore, in most cases, they may not consider their peer correction as correct feedback for them. Therefore, they neglect that.

The results show that students' perceptions in getting feedback and putting it into practice were dissimilar. Therefore, from the instructors' responses we understand that the students' perceptions about criticism or comments reflected in different ways; some take it to heart, while others ignore it. Although feedback is appreciated, there is still little use of it in practice. Only some of the students perceive feedback seriously, and others do not use it for progress. However, peers and teachers' feedback have value in writing development, students do not frequently apply it to their writing improvement.

Results of Students' Writing Performances

The main objective of this section is to assess the students' writing abilities. This was made possible by giving the students a paragraph-writing test. It is believed that the students' writing performances were analyzed using the evaluation rubric tool. To categorize the students' writing performances as below average, average, or above average, each paragraph was analyzed. The following pie-chart shows the students' writing performance level.

Figure 02: Students' Writing Performance Level



With a sizable majority (62%) performing below average, the distribution of student writing performance appears to be notably out of balance. The fact that 30.6% of students receive higher than-average scores, however, suggests that some students were doing really well. This might be due to a mix of personal qualities, successful teaching methods, or the availability of extra support networks. The rest, 7.4% of students had average results, which might indicate that they were struggling to reach average scores or that they were doing regularly in the middle range. The distribution emphasized the necessity of focused interventions to help students who were performing below average while also recognizing and enhancing the writing abilities of those who were performing above average.

To check the correctness of the findings and evaluate the level of agreement between the two raters' evaluations, the Cohen's Kappa coefficient was employed. The calculated Cohen's Kappa result ($k=0.621$), which lies between 0.61 and 0.80, showed that the two raters had a high degree of agreement. This suggests that despite the subjective nature of the paragraph writing test, there was not much of a score discrepancy between the two raters. Because of the great level of agreement, the paragraph writing test rating is therefore more reliable.

In relation to students' writing performance, the students were interviewed as well. The first question that the students were asked was about how they rate their writing performance. The guiding question was mainly designed to know what the students perceive about their level of writing performance with their actual writing performance. In this regard, except one student who rated herself as below average, the rest rated their level of performances as average and above average.

One of the students, S06, said, "I consider my own writing level to be about average. The reason I said this is not because I was tested or said that I am average, but based on the results I get from random assignments or some classwork, I think it is average." The other student, S05, who rated his writing level as above average said that even if he didn't fully convey the idea he wanted, he thought he could present and write a text as he wanted to convey it.

In the same manner, the English instructors were asked how they would rate their students' writing level. Except EI04, all instructors, EI01, EI02, EI03, EI05 and EI06, said that the level of their students' writing was below average. Unlike other instructors who rated most of the students

as below average, EI04 rated them average. The finding showed that the majority of the instructors leveled their students' writing performance as below average.

In order to comprehend the reasons of students' poor writing performance, the instructors were determined that this problem was caused by many factors. For example, EI05 leveled students' writing performance below average and reflected some of the factors that influenced them. He said,

The majority of the students are below average due to their academic background, lack of motivating environment, class size matters, the process they came to during their high school learning. I guess, most of the teachers concentrate on grammar and vocabulary teaching. No room is given for writing skills, and with other factors. From the given responses, it can be understood that English language instructors leveled their students' writing performance below average.

4.3. Correlation Analysis between Students' Perceptions about Feedback Provision and Performances of writing

The association between two or more quantitative variables is referred to as "correlation" in correlation analysis (Gogtay & Thatte, 2017). Correlation analysis is a statistical method for figuring out the degree and direction of a relationship between two variables. It aids in determining if and how strongly two variables are related. In order to show the association between students' perceptions about feedback provision and their writing performances, this study used correlation analysis. The following table shows the relationship between students' perceptions about feedback provision and their writing performances

Table 04: The Spearman's rho Correlation between Students' Perceptions about Feedback Provision and their Performances of Writing

			Perception of Writing	Performance of Writing
Spearman's rho	Perceptions about Feedback Provision	Correlation Coefficient	1	-0.073
		Sig. (2-tailed)	-	0.451
		N		108
	Performance of Writing	Correlation Coefficient	-0.073	1
		Sig. (2-tailed)	0.451	-
		N	108	108

The Spearman's rho results of -0.073 indicates a moderately negative correlation between students' perceptions about feedback provision and their actual writing performance. This demonstrates that, although the relationship is weak, writing performance somewhat decreases as their perception about feedback provision increases (or vice versa). The p-value (Sig. 2-tailed) of 0.451 is more than the usual cutoff limit of 0.05. Since the link is not statistically significant, this suggests that there is no convincing evidence.

The weak and non-significant correlation suggests that students' perceptions about feedback provision in writing may not align with their actual performance. Priority should be given to strategies that align students' self-assessments with their performance. Activities such as guided self-assessments, peer evaluations, and formative feedback might be used to close this gap. The

absence of significance necessitates looking into additional factors that could affect the relationship between the students' perceptions about feedback provision and performances of writing.

Conclusion

The findings showed that students' perceptions on receiving and using criticism differed. We may thus infer from the teachers' interviews that students' views of criticism or comments varied; some take it personally, while others choose to disregard it. Feedback is valued, but its practical use is still limited. Some students do not use feedback to advance, and only a small percentage take it seriously. Students seldom use the feedback from instructors and peers to enhance their writing, despite the fact that it is valuable for writing development.

Based on the assessed writing test, which focused on the content, organization, grammar, vocabulary and mechanics, the findings revealed that most of the students' writing performance fell into below average, however, the students believe their writing performance was average and above average. The students' actual writing performance and English instructors labeling were coinciding. Many attributed their poor performance to a lack of preparation, inadequate writing exercise in high school, and a limited English-language education. These issues highlight the need for targeted support to improve students' foundational writing performance.

Statistical testing revealed that there was no meaningful correlation between students' perceptions about feedback provision and their writing performance. The result points to further study in the area. Poor writing outcomes can be caused by a lack of linguistic knowledge, inconsistent practice, and low confidence. Therefore, it is recommended that offering bridging English language trainings to help first-year university students build stronger writing foundations. The current English courses, Communicative English Language Skills I&II, should be revised to take into account the most recent findings and standards in education. English instructors should provide professional assistance and be aware of the particular challenges that first-year military students confront, particularly the impact of trauma in writing. To continuously practice and improve their writing, students themselves must overcome obstacles of any kind.

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Article Two

First-year Students' Perceptions, Challenges and Performances of Writing: A Study on Ethiopian Defense University

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Abstract

The main objective of this study was to investigate first-year students' perceptions, challenges and performances of writing at the Ethiopian Defense University. To achieve this study, the researcher employed explanatory sequential mixed method design in which both quantitative and qualitative data were mixed. Data for the study were gathered from first-year students and English language instructors of the university. The participants were selected specifically from the university's College of Engineering and College of Resource Management. As a result, one hundred eight first-year undergraduate students filled in two questionnaires, which were used to determine the students' perceptions of writing and their challenges of writing. The same number of students took a paragraph writing test, which was used to determine the students' writing performance levels. Moreover, eight students and six English language instructors were interviewed. The results showed that majority of the students had positive writing perception, and their writing performance was below average. In addition, the students were encountered linguistic, psychological and cognitive challenges, and the results of the correlation analysis showed that the students' writing perceptions, challenges and performances were not statistically significant. On the basis of the results of the study, having poor writing background, lack of motivation, negligence in writing, unsupportiveness of the English courses and modules, traumatic effect of past experiences, lack of writing practices were some of the revealed reasons for the students' low writing performance. Lastly, offering remedial English language trainings, revising the current English courses and the course modules, creating awareness on the adverse

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effect of traumatic past experiences on writing to the university community, implementing focused training programs to English instructors, preparing supportive materials for teaching writing which consider the writing challenges that the military students are in, and revisiting the lower grades English language curriculum to prepare students for higher education were recommended.

Keywords perceptions of writing; linguistic challenges of writing; psychological challenges of writing; cognitive challenges of writing; performances of writing

1. Introduction In the contemporary Ethiopian education system, English language is taught in all Ethiopian schools, from primary to tertiary levels, as an essential subject. Therefore, the Ethiopian students are required to take the language as a subject or a course for their academic success and future career development. Since Ethiopia is the hub of Africa's diplomatic communities, English language is highly required to work in these international organizations, where English is used as a working language. Consequently, having a good English language can open up opportunities for many Ethiopians to communicate and work with these people from all over the world. It is also a platform used to promote creativity and critical thinking. As the result of this, writing is one of the main language skills that needs the highest concern more importantly in the language learning and teaching practices (Koay 2017).

Though ELT should be a major concern for university students, it is too difficult to bring it into practice. Seime (1999) confirms that students with low level of English acquired in their secondary schools is very low for them to continue their higher-level education where English is the medium of communication. In this regard, (Hailom, 1993: 10) reasons out, "English language teaching is difficult since the students are from diverse linguistic and cultural background which need professionally dedicated teachers who are capable in teaching sensitive classroom events, and intelligent enough to handle situations flexibly, and to take proper decisions."

Students in all academic stages, from rudimentary to tertiary, need to be engaged with adequate mastery of writing development practices. Particularly, a good writing ability is very essential for professional military duties including operational planning, report writing, policy development, peace-keeping mission, international purchasing, diplomatic engagements and the like. Subsequently, Likaj (2015:102) explains about the importance of acquiring writing skills from the context of Armed Forces Academy of Albania, "writing in military English is considered as a difficult skill for cadets and officers who come from non-native English countries. Regarding military students, of any army branch, writing skill is always used as a tool to communicate with their international counterparts. These professionals cannot operate and carry out their jobs properly without acquiring this skill." In educating qualified military professionals, therefore, military universities have a vital contribution to equip learners with sufficient knowledge and skills for successful military missions. the introduction part, the

study should be introduced, literature should be reviewed and discussed on the narrow line of the research topic in relation to relevant theories and the gap filled by your research should be stated clearly.

1.1. Challenges of Writing

Writing as major language skill, which is a key for academic success, is perceived as difficult task for many university students. This is, of course, due to multiple factors that affect students to produce effective pieces of writing. Regarding how challenging writing is, Meseret (2012) remarks that writing is a crucial yet challenging skill for individuals studying English as a foreign language (EFL). It's a difficult procedure that calls on writers to investigate ideas and concepts and give them a visible, tangible form. In order to enhance communication and make thought available for reflection, it promotes thinking and learning. Berne, D. (1988), Classified the causes of writing problems under three categories: psychological, linguistic and cognitive problems though the problems are overlapping to some extent.

1.1.1. Linguistic Problem

The common linguistic problems of writing can include problems with grammar, vocabulary, syntax, and style of tone, voice, and manner of expressions. Linguistic problems of writing can negatively impact the writing's effectiveness by making the written ones harder for readers to comprehend and enjoy. (Al Murshidi, 2014:93) confirms in his study on Emirati and Saudi students, "English vocabulary and grammar are linguistics aspects which Emirati and Saudi students emphasized as creating difficulties.

(Aldabbus & Almansouri, 2022:3) referring another study conducted by Al-Khairi (2013) reaffirm, "On several higher education students showed that the inability to choose the appropriate academic words, incorrect punctuation, linguistic and grammatical errors are the main source of difficulties encountered by the students." Mostly, the common obstacles that students face in writing include linguistic ones, which might affect the communication's efficacy, coherence, and clarity. These linguistic problems can occur at several stages of language usage, including the choice of vocabulary, the creation of grammar, the organization of syntax, and general stylistic components. Addressing these issues, therefore, requires attention to language use and seeking feedback from peers or teachers. In this respect, Berne, D. (1988:4) adds, "we have to keep a channel of communication open through our own efforts and to ensure, both through our choice of sentences are linked together and sequenced, that the text we produce can be interpreted on its own."

1.1.2. Psychological Problem

Writers may experience a variety of emotional and mental difficulties in writing. These psychological obstacles have the potential to have a substantial influence on writers' productivity, creativity, and writing process. (Rusinovci, 2020:366) states, "Many exams and tests, being graded the way they are, all of these have a negative effect and give the students a great stress." The other might be a condition known as "creativity stagnation," in which people find it difficult to come up with ideas or put them in writing. Perfectionism and self-doubt are also psychological roadblocks that can impede confidence and literary growth. For students, the anxiety of being judged and criticized by teachers or others may also be a major psychological burden.

Lack of motivation, an excessive effort on perfection, and stress caused by shortage of time can be of the psychological problems that originates from fear of failure or insecurity, which can lead to evading behavior and undesirable self-talk. Berne, D. (1988:4) clarifies how lack of feedback can affect psychologically, "(writing) is essentially a solitary activity and the fact that we are required to write on our own, without the possibility of interaction or the benefits of feedback, itself marks the act of writing difficult". Therefore, in order to help students overcome challenges, improve their writing experience, and maintain their mental health, it is imperative to recognize and address these psychological issues.

1.1.3. Cognitive Problem

Writing is a cognitive activity that requires a variety of mental exercises, cognitive abilities, and problem-solving techniques in addition to being a creative form of expression. Writers frequently have cognitive difficulties that might affect their capacity to produce ideas, arrange ideas, and successfully put notions into written form. Working memory can also be more problematic in the presence of distractions. In this case, the ability to recall and process information in the presence of distraction is referred to as working memory (Engle, 2002). The discovery that working memory capacity is a very accurate predictor of performance on a variety of complex cognitive tasks, including tests that test language comprehension skills, provides empirical evidence for the function of working memory in complex reasoning (Daneman and Merikle 1996).

A mental illness that can arise from a particularly dangerous or tragic experience is post-traumatic stress disorder (PTSD) according to (National Institute for Health and Care Excellence, 2005). It impairs a number of cognitive processing ability necessary for learning. In this regard, different scholars have associated the cognitive challenges with PTSD. For example, attention deficits which is difficulty of maintaining focus due to intrusive memories or hyper arousal (Aupperle et al., 2012), working memory impairment which is limited capacity to retain and manipulate information (Schonfeld et al., 2009), executive

dysfunction that causes challenges in planning, problem-solving, and decision-making (Hayes et al., 2012), and emotional regulation issues which heightened emotional reactivity can interfere with cognitive tasks (Shipherd & Beck, 2005). Thus, writing skills, which needs students' processing ability, can seriously be affected by PTSD. Writing, therefore, is not something given for granted, but it is multifaceted and effortful cognitive task in which writers have to manipulate their thoughts, language rules (spelling, grammar, etc.), content, genre, the reader, motor (holding a pen), etc. while concurrently writing a text.

1.2. Students' Perception about Writing

Perception is so important and affects how well students do. It influences later acts as well. Perception, according to George (2002), is the way the brain organizes and interprets sensory information. It is the process by which an individual interprets their surroundings. Furthermore, perception is a knowledge of things as they are, whereas cognition links with an independent reality, according to Bakhrust and Shanker (2001). Any stimulus can have a variety of meanings based on the individual's interpretation of it. Perception, to put it briefly, is the process by which a person arranges and reacts to information according to their senses and opinions about certain items that they encounter in their environment.

These are the two forms of perception that Eka et al. (2021) say exist. They are positive and negative perceptions. A positive perspective is one in which the individual believes they have a good chance of winning their particular case. A person's favorable interpretation, comprehension, or assessment of a person, thing, circumstance, or idea is referred to as positive perception. It includes the positive, helpful, and grateful prism that people use to see and assess their environment and situation. Positive perception may help people develop a constructive and appreciating view that improves their social interactions, personal well-being, and adaptive coping mechanisms. This can result in a more contented and upbeat response to life's situations.

On the other hand, negative perception: describes situations that the individual rejects since they don't align with their own beliefs. An individual's negative interpretation, assessment, or comprehension of a person, thing, circumstance, or idea is referred to as negative perception. It includes a critical, negative, or pessimistic lens that people use to see and assess their environment and situation. People may work toward developing a more balanced and positive view, improving their emotional well-being, social connections, and adaptive coping mechanisms by addressing and controlling negative perception using a variety of ways (Eka et al. 2021).

For language instructors, knowing how their students see their writing abilities is essential because it helps them provide supportive learning environments, tailored writing instruction, and individual feedback. Language teachers can adjust their methods to encourage motivation, selfefficacy, and a

positive attitude toward writing by identifying and correcting students' views of their writing skills. (Rusinovci, 2020) further noted how important is studying students' perceptions in writing classrooms. He said, "In order to explore the writing classroom and students' experiences with it, students' perceptions and opinions are tremendously important in writing classes, serving as indicators for change or intervention.

1.3. Previous Studies on Students' Writing Skill

In relation to writing skills development, there are different researches conducted world-widely on every level of education. Since it is too difficult to present all the studies conducted across the globe, the researcher tries to present some of the studies that are somehow related to this research selectively. To begin with some of the studies here in Ethiopia, Haregewoin (2008) conducted her research on the effect of communicative grammar on the accuracy of students' academic writing. She concluded that when the teaching/learning of the writing skills was backed by communicative grammar activities, students can produce efficient and accurate writing. Alamirew (2005), in his survey-based study on teachers' and students' perception of writing instruction, and the writing performances of grade 12 government school students, brought to light that both the teachers and students have a positive attitude towards teaching/learning writing, but they give less attention to writing lessons in particular. As a result of this, the students have low writing performance.

On the other arm, there are a number of researches conducted globally in relation to writing skill. For example, Schnee (2010) researched to identify the impact of teaching students to revise their stories on writing production, and the result indicated that instruction in revising increased students' interest, attitudes and their writing accuracy. Devi et al., (2017) researched on strategies for improving writing skills of elementary English language learners. They finally suggested that writing can be improved through the use of technology, pre-taught vocabulary, various teacher influences and the application of positive varied learning practices. Lastly, Sapkota (2013) conducted action research on how peer and teacher correction can improve students' writing skill, and finally, the peer correction and teacher correction were found to be productive in teaching writing. Anastasiadou (2010) investigated whether the process writing approach can enable young learners of the sixth grade to become more independent writers in their second language in the case of Greek State Primary. The finding showed that the process approach supported the students to improve their writing skills.

1.4. Theoretical Framework

A theoretical framework, according to Liehr and Smith (1999), refers to the theory that researchers choose to use as a guide for their study. In other words,

it is the use of a theory, or a collection of ideas taken from a single theory, to provide an explanation for a research topic. The theoretical foundation of this study, therefore, is social cognitive theory (SCT). The fundamental tenet of social cognition theory, as stated by Bandura (1962), is that social settings are the primary sites of human learning. Human functioning is the result of a sequence of mutually reinforcing interactions between personal influences (such as: ideas and beliefs), environmental factors, behaviors (Bandura, 1986). By watching others, people pick up new knowledge, customs, abilities, methods, beliefs, and attitudes.

According to SCT, for example, students who have strong self-efficacy are more likely to participate in writing assignments and endure through writing challenges, which improves good performance. On the other hand, those with low self-efficacy could shy away from writing assignments, which would lead to less practice and worse results. It also highlights the importance of observational learning, in which students learn to write better by watching instructors, classmates, or role models. Research may examine how these elements work together to influence students' writing growth and how interventions, such as offering helpful criticism or setting an example of good writing techniques, might improve their abilities. Moreover, environmental and contextual variables also have an impact on the problems students have while writing in English as a foreign language (EFL), such as a lack of exposure to the language, grammatical issues, or a restricted vocabulary. Students' perceptions and practices may develop a reciprocal relationship as a result of these difficulties. For instance, a student who has trouble with grammar would feel nervous in writing assignments, which would limit their practice chances and affect their writing performance.

1.5. Conceptual Framework

A conceptual framework is a network of related ideas that when taken as a whole offer a thorough comprehension of phenomenon or phenomena. A conceptual framework is made up of ideas that express their respective phenomena, support one another, and build a philosophy specific to the framework (Jabareen, 2009). Therefore, this conceptual framework helps to give the work a distinct focus. It guides the collection and analysis of data by delineating the links between variables: students' perceptions of writing, students' challenges of writing, and students' performances of writing. Moreover, it makes concepts easier to comprehend by revealing the predicted connections between the variables, which are represented graphically. Therefore, a visual model can effectively demonstrate the influence of independent variables, students' perceptions and challenges of writing, on the dependent variable, students' performances of writing. For this research, the researcher crafted the conceptual framework as presented below.

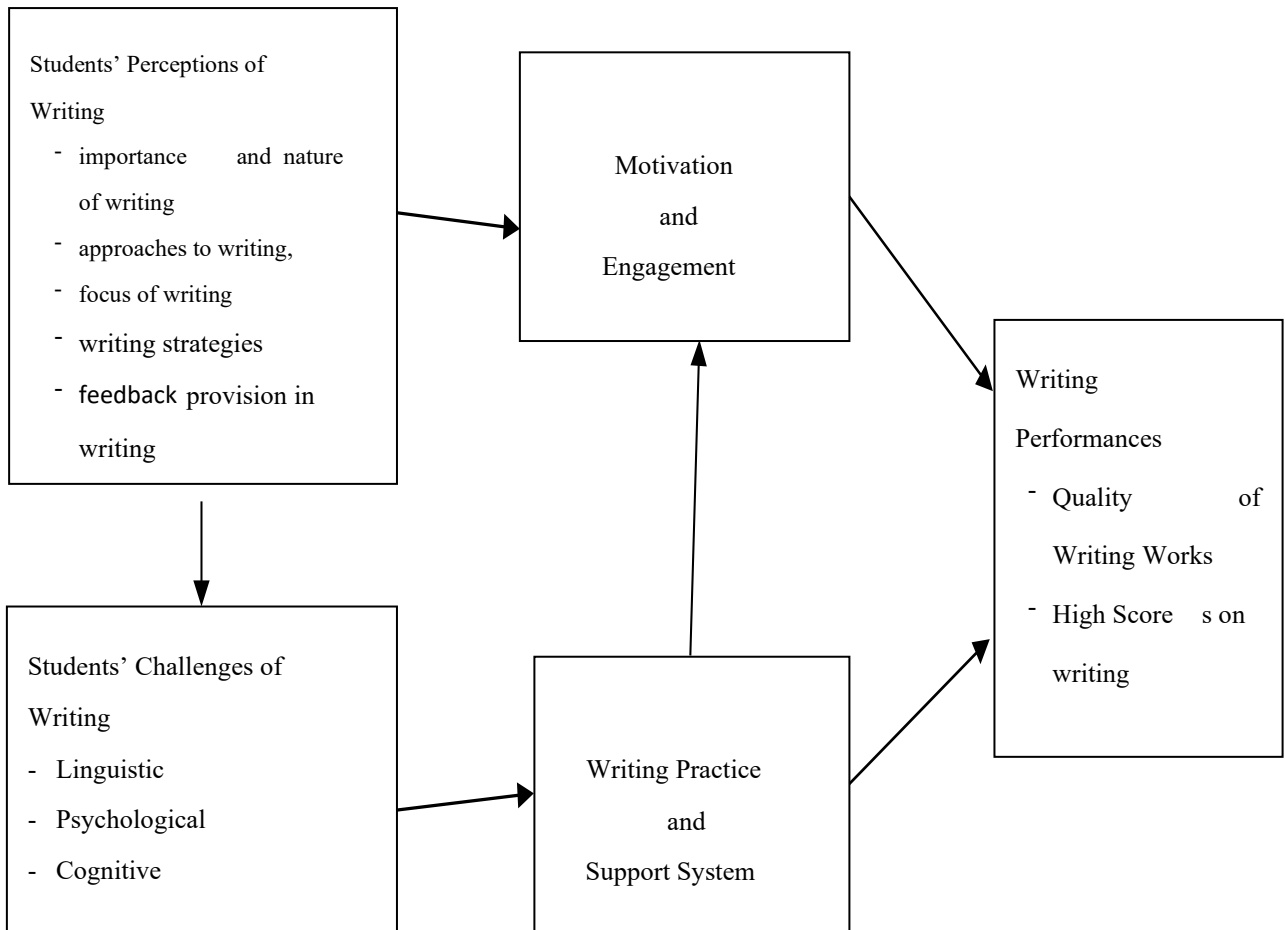


Figure 1. Conceptual Framework of the Study

The above conceptual framework emphasizes the interrelated dynamics among first-year university students' perceptions, challenges and performances of writing. It implies that students' motivation and engagement are significantly influenced by how they view writing. For example, students are more inclined to devote time and energy to improving their writing skills if they believe that writing will be a useful skill for both their academic and professional prospects. On the other hand, those who have low self-efficacy or unfavorable perception could find it difficult to participate in writing assignments, which could result in below average performance. This emphasizes how crucial it is to help students develop good attitudes and writing confidence at an early stage of their academic careers.

Similarly, first-year students' writing performance is greatly impacted by writing challenges they face, including linguistic, psychological and cognitive challenges. While linguistic difficulties like poor grammar and vocabulary might

impair their capacity to communicate ideas clearly, cognitive difficulties like organizing ideas or critical thinking may influence the quality of their writing works. These problems are also exacerbated by psychological challenges like anxiety or fear of failure, which causes stress and poor performance. But according to the framework, these difficulties may be lessened with the help of support networks and efficient writing techniques. For instance, students may overcome these challenges and improve their writing performance with regular writing practice, helpful criticism, support system and collaborative learning. Therefore, interventions aimed at enhancing writing skills should address components: reshaping perceptions, providing resources to overcome challenges, and fostering consistent improvement in writing performance should be implemented.

1.6. Research Questions

Among all the studies conducted, to the best of the researcher's knowledge, there is no any research conducted on students' perceptions, challenges and performances that university students have in improving their writing skills particularly in a military university context. Subsequently, this research addresses the following questions:

1. What are students' perceptions about writing?
2. What are the main writing challenges students face?
3. How proficient are students in writing?
4. How do students' perceptions, challenges and performances of writing relate?

2. Methodology

2.1. Research design

As it is referred recurrently in the above sections, the main purpose of this study is to investigate students' perceptions, challenges and performances of writing. Thus, the current study employed explanatory sequential mixed method design, which is a two-phase design, where both quantitative and qualitative data are collected and analyzed, then interpreted sequentially. As Creswell and Creswell (2018) explains, the design is crucial to link the quantitative results to the qualitative data results since the primary goal of this design is to use the qualitative data to assist and explain the quantitative results in greater detail. The main concept is that the quantitative findings are directly expanded upon by the qualitative data collection and analysis. One of the main advantages of this design is that the concept of providing a more in-depth explanation of the mechanism how the variables interact through the qualitative support.

Thus, employing explanatory sequential mixed method design provided the researcher with better understanding of the research findings through the incorporation of both qualitative and quantitative data. The design allows triangulation that the researchers can use different methods to collect data on the same topic, and increase the accuracy of findings. Therefore, the quantitative data that were collected from questionnaires and writing test, and the qualitative data that were collected from interviews were interpreted.

2.2. Research Sample and Sampling Techniques

A variety of sampling techniques had been used to figure out how many colleges, sections, students and English instructors took part in the research. Primarily, EDU is the only university that admits military students and trains in different fields of study under three colleges it oversees: the College of Health Science, College of Engineering and College of Resource Management. Therefore, the university was selected using convenience sampling technique to specifically study about students with uniform.

Next, to determine sections from each college, the researcher used a lottery method so as to give equal chances to all sections and departments. From the two colleges: Engineering College and Resource Managements College, a total of 120 students were selected. That means, 60 students from each college or 20 students from each section filled in the questionnaires and took the paragraph writing test. In order to randomly select the participants from one section, the researcher used the students' mark list, which was alphabetically arranged, to pick the students systematically. However, 120 students filled in the questionnaires and sat for paragraph writing test, only 108 students, in which 18 of them were females and 90 of them were males, returned the questionnaire and fulfilled the minimal criteria of the assessment rubric tool used to assess the writing test papers. Table 1 shows sample respondents who filled in the questionnaires and took the paragraph writing.

Table 1
Sample Respondents' Profile

NO	Colleges	Departments	Gender		Total
			Female	Male	
1	Engineering	D01	2	12	14
		D02	4	8	12
		D03	3	6	9
		D04	4	13	17
2	Resource Management	D04	1	9	10
		D05	1	14	15
		D06	-	14	14
		D07	2	4	6
		D08	1	10	11
Total			18	90	108

As it is shown in the above table, 39 male and 13 female students were selected from Engineering College, and 5 female and 51 male students were chosen from the Resource Management College. From the total of 108 respondents, 16.67% of them were females and 83.33% of the students were males.

Moreover, using purposing sampling technique, first-year students and English language instructors were deliberately selected for interviews. From each college, 4 students were selected. Therefore, from the two colleges, a total of 8 students, were selected to get students who were believed to express their views without fear. In addition, out of 10 English language instructors who were active on duty, 6 of them were taken for interview intentionally for the study.

2.3. *Data Collection Procedures*

This research was sequential with two phases. In the first phase, quantitative data collection and analysis had taken place. First, before the interviews were conducted, general direction on how to fill in the questionnaires was given to the student participants, then questionnaires for students were administered to determine the students' perceptions of writing and their writing challenges. Next, the paragraph writing test was given to know the level of students' writing performances. The researcher used SPSS version 26 software to interpret the quantitative data that were collected from the questionnaires and

paragraph writing test by running descriptive statistics and correlational analysis to know how the three variables (students' writing perceptions, challenges and performances) were related. The second phase was about qualitative data collection and analysis. In this stage, after the quantitative data collection and analysis, the researcher prepared guiding questions for interviews with students. Then, the interview guide for English language instructors was also designed after the results of interviews with the students revealed. Lastly, the researcher explained how students' perceptions, challenges and performances of writing were related each other in order to address the fourth research question.

2.3.1. Research Instruments

This study employed three instruments for gathering information to serve the purpose. The instruments were: questionnaires, paragraph writing test and interviews. Using multiple instruments was believed to help produce results that were more vigorous than using a single instrument. Questionnaires help the researcher to collect huge amounts of data in a comparatively short period of time (Gay et al., 2012). Therefore, two questionnaires: on students' writing perceptions and students' writing challenges were filled in by student respondents at the same time because it has no any impact on the results.

2.3.1.1. Questionnaire on Students' Writing Perceptions

The purpose of this questionnaire was to collect information about the perceptions students had about writing. In order to determine the students' perceptions, the questionnaire helped to reinforce and triangulate the quantitative results with data obtained through other research instruments. It also served as one of the major instruments used for the study. The questionnaire was a slightly modified version of Habtamu, 2018 that he adapted it from White & Bruning (2005). The researcher added five additional question items in order to include a sub-category on students' perception about the English courses. The researcher believed that without knowing students' perceptions towards the English courses, they had taken, it would have been incomplete to know the general perceptions the students had about writing. Using SPSS software, the degree of internal consistency of all the question items was verified by the Cronbach's Alpha coefficient (0.804).

The questionnaire was used mainly to address the first research question, 'what are students' perceptions about writing?' It contained six sub-categories: students' perceptions about the importance and nature of writing, students' perceptions about the approaches to writing, students' perception about the focus of writing, students' perceptions about writing strategies, students' perceptions about feedback provision in writing and students' perceptions about the English courses. Therefore, the questionnaire with 40 question items in

Likert-scale format was used to determine the range of alternatives on the students' writing perceptions. The range of responses in the five-point Likert-scale was: (1), strongly disagree, (2), disagree, (3), undecided, (4), agree, (5), and strongly agree.

2.3.1.2. Questionnaire on Students' Writing Challenges

The purpose of this questionnaire was to address the second research question, "what are the main writing challenges students face?" The questionnaire contained 26 question items with four categories. The first category was about the background information of the participant, part two was about students' linguistics challenges of writing that encompassed 8 question items. Then the third category was about the students' psychological challenges of writing which contained 10 question items, and the last one was about the students' cognitive challenges of writing with 8 question items.

All the question items were crafted by the researcher based on the idea of Berne, D. (1988) that classified the causes of writing difficulties under three categories: linguistic, psychological and cognitive problems nevertheless the problems were overlapping to some extent. Similarly, the five-point Likert scale was used that included response options: (1) strongly disagree, (2) disagree, (3) uncertain, (4) agree, (5) strongly agree. Consequently, using the SPSS software, it was discovered that the Cronbach's alpha coefficient, 0.951 proved the presence of high level of internal consistency reliability of a group of items. Thus, the total results of the question items were expected to address the main writing challenges that first-year students faced.

2.3.1.3. Paragraph Writing Performance Test

The main purpose of the paragraph writing test was to address the third research question, "How proficient are students in writing?" The test was one of the major instruments so as to determine the students' level of writing performances. As referred in the previous section, paragraph writing test was the aspect of writing that the study primarily focused on. This aspect of writing was chosen because, the current English courses have dealt with paragraph writings as a maximum writing achievement, and it was through paragraph writing that other language aspects could be included to determine the students' level of performances. Therefore, in order to examine the writing performance of the students, the study used the paragraph writing test as an instrument.

The writing test assessment focused on the students' ability to organize their ideas, content, grammar, vocabulary and mechanics. The categories were believed to determine the writing level of students. Based on the referred categories, thus, the researcher asked students to write a paragraph of about 150 words on "The Advantages of Learning English Language" in an hour. The topic was selected intentionally that the students could be familiar with because

topic familiarity would help the students to put more effort onto the writing in order to share their ideas and opinions to the reader (Raimes, 1983). All the paragraph writing test papers were evaluated based on analytical rubric tool which divided the paragraph assessment into five components, and evaluated each component separately. The performance assessment rubric tool was an adopted version of Agan & Deniz, (2019). In the process of marking the students' writing paper, the researcher assigned two raters who had similar academic status and work experience in ELT. Assigning other raters was believed to avoid the researcher's bias. Finally, the average of the two rated results were taken to determine the level of the students' writing performance as below average, average, and above average.

2.3.1.4. Interviews with Students and EFL Instructors

For this research, first-year students and English language instructors were interviewed. For this to happen, the researcher employed semistructured interviews. In mixed methods research, semi-structured interviews can be valuable as a helper to complement and add depth to other approaches (Adams, 2018). It also allows the researcher to guide, and compare and contrast the information gathered from other instruments as well. To organizing and find meanings from unstructured or non-numerical data that were gathered through interviews, a qualitative data analysis program, NVivo 10 software, was used. When the interview with the student participants, therefore, were held in Amharic language /local language/ and then translated into English, the interview with the English instructors were held in English whereas all the interviews were audio recorded.

2.4. Ethical Considerations

Research ethics is essential for scientific integrity, human rights and dignity, and collaboration between science and society. Defying research ethics lower the credibility of a research, even if it is valuable to society. It is also used for protecting the rights of research participants, enhancing research validity, and maintaining scientific or academic integrity (Bhandari, P. 2022). Therefore, ethical considerations in research are fundamental principles that guide the conduct of research involving human subjects or sensitive data. In this vein, the research participants conformed their agreement by signing up on a consent protocol form which comprised a code of conduct. Respect for participants' independence involved acknowledging their right to make independent decisions about their involvement in the research, and to ensure that they were treated with high dignity and respect. The researcher made participants to understand the purpose, procedures, risks, and benefits of the research before conducting them to take part. To safeguard the confidentiality and privacy of participants,

protecting their personal information and ensuring the data obtained from them were used solely for the research purpose only.

3. Results

3.1. *Results of the Students' Perceptions of Writing*

The study showed that most of the students were aware of the value of writing skill and how important it was to their academic success. They also valued the process approach in writing because they saw it as a means of refining their work and increasing clarity. Furthermore, the overall findings indicated that even in the presence of meaning-focused assistance, a large number of students thought that teachers should prioritize grammar and structure in their comments. Moreover, the English instructors' and peers feedback were highly important to enhancing their writing skills. Receiving positive criticism, which could promote critical thinking and group learning, could improve their writing. They also recognized the value of assessing their own work to know their areas of strength and weakness in writing, which can help them improve their performances of writing.

Furthermore, many students expressed a desire to write outside of formal academic contexts. This demonstrated their adaptable approach to improve their writing skills. In addition, the majority of students thought that enrolling in English classes would benefit for their academic growth. This implies that the students were aware of the ways in which the current English courses help them succeed academically. Correspondingly, many students reported that they had learnt a lot in English lessons. Nonetheless, a lot of students revealed that English courses were challenging. This highlighted how important it was to handle the different levels of difficulty and look at ways to make the courses more approachable and engaging for the students. The following pie-chart shows the overall results that the students' perceptions about writing.

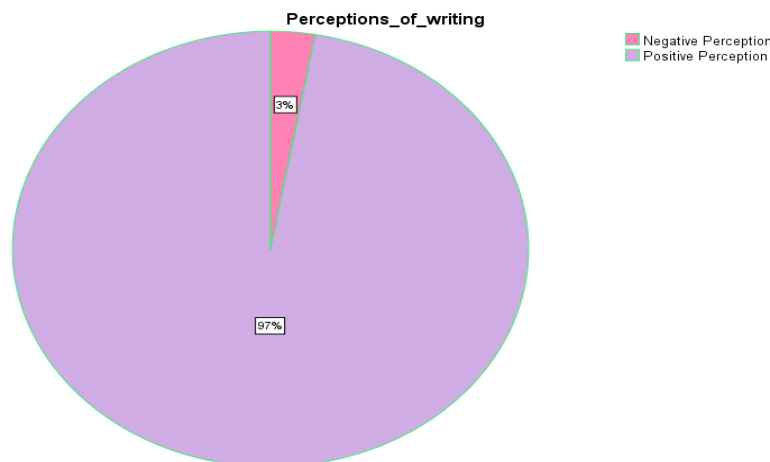


Figure 2. Perceptions of Writing

Generally, nearly all students (97%) had a positive perception of writing may be due to their understanding of the importance of writing for their academic and occupational development. These findings demonstrated how important it was to maintain and enhance the factors that contribute to students' positive attitudes. It is also necessary to engage the (3%), minority, who had negative perception.

3.2. *Results of Students' Writing Challenges*

The purpose of this section of the study was to identify students' writing challenges by analyzing the data collected from the second questionnaire. First, 108 first-year students of Engineering College and Resource Management College at the Ethiopian Defense University (EDU) completed the second questionnaire with 26 question items under three subcategories. The three subcategories, included students' linguistic challenges of writing, psychological challenges of writing and cognitive challenges of writing, were examined to answer the second research question, 'what are the main writing challenges students face?'

Regarding linguistic problems, the study revealed that consistent verb tenses, proper grammatical usage, and cohesive thought organization are among the primary problems. These difficulties affect their capacity to write well-organized and refined works. Which indicate lack of fundamental language skills. Other problems are also derived from mechanics and word choice, as students frequently struggle to use proper punctuation and capitalization. These limitations affect their capacity to express their ideas precisely and concisely. This emphasizes the necessity of targeted training in fundamental writing.

In addition, the study showed that the majority of the students regularly suffered from writer's block, which was usually brought on by a lack of creativity, self-doubt, PTSD which are caused by external factors. These problems made it difficult for the students to generate ideas and keep the flow of writing. Furthermore, students frequently worry about the quality of their work and fear of criticism from others. This worry might have hindered their writing engagement and output. Managing the stress caused by strict deadlines and high expectations was one of the main problems that students dealt with. Students, who had trouble managing their time and rearranging priorities, couldn't give enough time to writing development. This lack of attention and practice affected their skill development and academic success. As a result, when assigned writing projects with unclear goals, students usually lose interest and confidence and get discouraged. With the use of consistent monitoring, practical objectives, and tailored feedback, these issues could be resolved in a more effective and positive learning environment.

The study also indicated that many students struggled to organize their ideas logically before starting to write. Their inability to come up with concepts that were coherent and pertinent caused poor writing performance. To solve this

issue, targeted treatments that improve their ability to think critically and generate ideas are required. Additionally, the students have trouble focusing when writing, which affects the consistency in writing. This emphasizes how important it is to use strategies that help them focus better when writing.

Furthermore, the study demonstrated that students found it difficult to keep a smooth transition between sentences, which could break the paragraphs' coherence. This problem highlights the need of teaching logical sequencing and consistent writing. The creation of more coherent and flowing paragraphs can be facilitated by providing students with focused instruction. The logical flow of ideas may also be hampered by the students' incapability to generate original and compelling ideas. This highlights the significance of teaching topic creation techniques. Structured education in these areas may help them write more effectively. For further understanding, Table 3 shows the mean of the students' challenges of writing per precategories.

Table 3

Mean of Challenges of Writing

Challenges of Writing	N	Mean
Linguistic Challenges	108	3.5556
Psychological Challenges	108	3.4880
Cognitive Challenges	108	3.5127
Average	108	3.5188

According to the study, linguistic issues were the most prevalent, with a mean score of 3.5556, suggesting issues with vocabulary, grammar, content, language structure, and mechanics. Cognitive issues, such as organizing and maintaining coherent thinking, were equally prevalent and ranked second with a mean score of 3.5127. Psychological difficulties including insecurity and failure-related anxiety had the lowest mean of all, at 3.4880.

3.3. *Results of Students' Writing Performances*

This section is mainly about identifying the students' writing performance level. For this to happen, the students had taken paragraph writing test to address the third research question about how proficient the students are in writing. In order to ensure the reliability of the results, and to check the degree of agreement between the results given by the two raters, coefficient of Cohen's Kappa was used. The calculated Cohen's Kappa result showed high degree of agreement, ($k=0.621$), which is between 0.61-0.80. This suggests that despite the paragraph writing test's subjective nature, there was very little scoring disparity between the two raters. Therefore, it is believed that the high level of

agreement increases the trustworthiness of the paragraph wringing test ranking. The following bar-chat shows the level of students' writing performances.

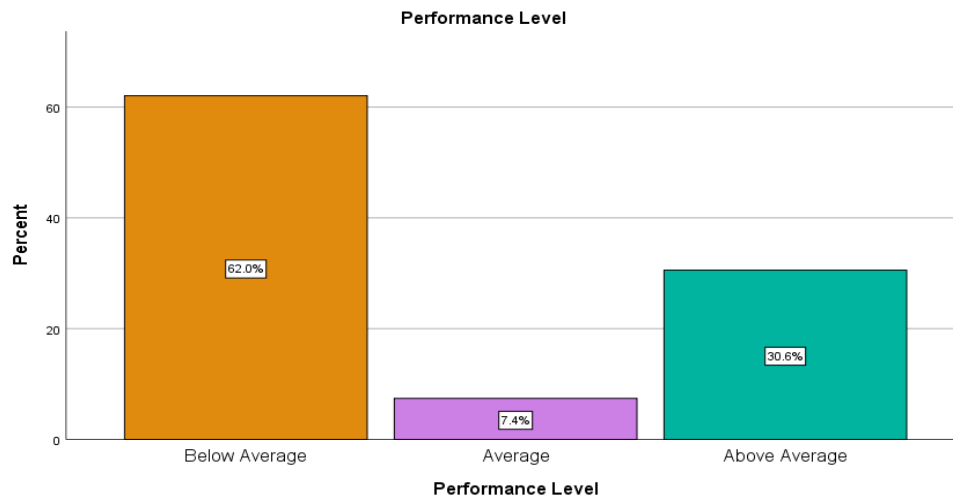


Figure 3. Students' Writing Performance

Figure 3 effortlessly summarizes that the majority of students (62%) scored below average, and only a small number of the students (30.6%) have above average writing performance while a very small number of students (7.4%) are average scorers. With a significant percentage of scores going below average, this distribution points to a need to struggle towards above average. A high-performance trend within the sample, suggesting competence in writing skill, may be shown in the high proportion of above average scores. Nonetheless, a sizable percentage of below average scores draw attention to the sample's heterogeneity and point out potential areas to help students write effectively.

Table 4

Mean of Students' Paragraph Writing Test Scores Per categories

		Students' Writing Performance per Categories				
		Content	Structure	Grammar	Vocabulary	Mechanics
Mean	Rater 1	1.7593	1.5648	1.6759	1.6296	1.4259
	Rater 2	1.6944	1.5370	1.7315	1.6111	1.4537
Grand Mean		1.72685	1.5509	1.7037	1.62035	1.4398

As the data in Table 4 shows, the mean of students' writing test results per categories as marked by the two raters, Rater 1 and Rater 2. Each category was marked out of 4 points based on the criteria given in the assessment rubric tool. The grand mean was used to infer in which writing competences or categories the students were more challenged. Based on the grand mean, the test scores from higher to lower were: content (1.72685), grammar (1.7037), vocabulary (1.62035), structure (1.5509) and mechanics (1.4398). According to the ranges of the performance level scores set by (Agan & Deniz, 2019), the students' paragraph writing test score in all categories: content, structure, vocabulary and mechanics were insufficient, (1-1.75). Generally, the results indicate that the students' writing incapability is a serious problem for them to study at university level unless proper interventions are in place.

3.4. Correlation Analysis between Variables

3.4.1. Correlation Analysis between Students' Perceptions and Performances of writing

Correlation refers to the association or link between two or more quantitative variables; it is also used to refer to correlation analysis (Gogtay & Thatte, 2017). For this study, the correlation analyses were used to show interactions between students' perceptions about writing and their performance of writing. The following data in able 5 shows, the correlation between the results of students' perception about writing and their writing performance.

Table 5

The Spearman's rho Correlation between Students' Perceptions of Writing and Performances of Writing

			Perception of Writing	Performance of Writing
Spearman's rho	Perceptions of Writing	Correlation Coefficient	1	-0.133
		Sig. (2-tailed)		0.169
		N		108
	Performance of Writing	Correlation Coefficient	-0.133	1
		Sig. (2-tailed)	0.169	
		N	108	108

There is a modest negative association between students' views of writing and their actual writing performance, as indicated by the Spearman's rho value of 0-0.133. This shows that when perceptions improve, performance marginally drops (or vice versa), although the association is modest. The typical cutoff point

of 0.05 is exceeded by the p-value (Sig. 2tailed) of 0.169. This indicates that there is no convincing evidence as the correlation is not statistically significant.

Students' perceptions of writing skills may not match their actual performance, as seen by the weak and non-significant association.

3.4.2. Correlation Analysis between Students' Challenges of Writing and Performances of Writing

According to Spearman's rho, the data in the given document point to a weak positive correlation (0.111) between writing challenges and writing performance. Nevertheless, this relationship ($p = 0.253$) is not statistically significant. Following Table 6 below, the results and its implications are presented.

Table 6

The Spearman's rho Correlation between Students' Challenges of Writing and Performances of Writing

			Challenges of Writing	Performance of Writing
Spearman's rho	Challenges of Writing	Correlation Coefficient	1	0.111
		Sig. (2-tailed)		0.253
		N	108	108
	Performance of Writing	Correlation Coefficient	0.111	1
		Sig. (2-tailed)	0.253	
		N	108	108

There is a very weak positive association between students' writing challenges and their writing performances, as indicated by the correlation value of 0.111. This suggests that there is little correlation between an increase in writing difficulties and an increase or decrease in writing performance. The results are not statistically significant since the p-value of 0.253 is higher than the standard cutoff of 0.05. This indicates that there is not enough evidence to draw the conclusion that writing challenges and writing performance are significantly correlated. Perhaps as a result of students' use of compensating techniques or outside support networks, the small connection indicates that these difficulties do not significantly impact overall performance. Additionally, writing performance here may demonstrate things like content quality, grammatical precision, lack of vocabulary, and organizational problems or coherence and other psychological factors. Given the limited correlation between

challenges and performances, it is possible that other elements like motivation, feedback, or past learning might have a greater influence on performance. English instructors should have to think about tackling the writing difficulties that directly affect student performance. Specific interventions, which targeted writing exercises or targeted feedback, may improve writing skill. Further insights may also be obtained by looking into additional study factors, such as the learning environment or the resilience of the students.

3.5. Regression Analyses of the Influence of Perceptions of Writing and Challenges of Writing on Students' Writing Performance

In this analysis, multiple linear regression is used to describe the relationship between two independent variables (perceptions of writing and challenges of writing) and one dependent variable (students' performances of writing). By adding more than one predictor, it goes beyond basic linear regression and enables a more comprehensive analysis of the ways in which various variables work together to influence the performance.

Table 7

Model Summary of Perceptions of Writing and Challenges of Writing Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.206a	0.043	0.024	18.08718

a. Predictors: (Constant), perceptions and challenges of writing

Writing performance and the predictors of writing problems and perceptions had a slightly positive connection (R value of 0.206), according to the regression study, with the model only accounting for 4.3% of the variation (R Square of 0.043). Poor model fit is shown by the low Adjusted R Square (0.024) and large standard error (18.08718), which imply that writing ability is greatly influenced by other unmeasured factors. It also highlights the need for comprehensive, integrated interventions to improve writing skills and academic achievement, highlighting the inadequacy of addressing writing issues and perceptions alone.

Table 8
Parameter Estimates of Independent Variables
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(constant)	65.033	19.563		3.324	0.001
	Perceptions of Writing	-9.692	5.180	-0.182	-1.871	0.064
	Challenges of Writing	3.231	2.265	0.139	1.426	0.157

Dependent Variable: Writing Performance

The results show that the predictors of writing perceptions and challenges have little effect on the baseline level of writing performance, as indicated by the significant constant ($B = 65.033$, $p = 0.001$). Writing challenges have a marginally significant positive connection ($B = 3.231$, $p = 0.157$) with writing performance, but the first perception measure has a statistically insignificant negative link ($B = -9.692$, $p = 0.064$). Additionally, the t -values (-1.871 and 1.426) and normalized coefficients ($Beta = -0.182$ and 0.139) show that neither predictor had a significant effect on writing performance. These findings imply that writing difficulties and perceptions are not significant predictors of performance, underscoring the necessity of investigating other elements like effective writing training, better writing techniques, and support networks in order to produce appreciable gains in writing results.

4. Discussion

4.1. *Discussion of Students' Perceptions of Writing*

Based on the first questionnaire, with its six sub-sections, the results explore how students view writing. Most students see the value and nature of writing favorably, which can result in a more positive perception as well as better social interactions and general wellbeing. Nevertheless, despite this favorable view, many students find writing to be a challenging ability. They attribute this difficulty to a lack of motivation, distractions, a weak foundation in writing fundamentals, and irregular practice. These difficulties cause poor writing

performance, which may hamper communication and academic success. Therefore, students should practice writing a lot if they want to excel in college.

When it comes to writing strategies, the majority of students think that a process-oriented strategy that incorporates planning, drafting, and editing is helpful for enhancing writing abilities. This result is consistent with previous research result of Anastasiadou (2010) that students have positive perception towards process approach in writing, almost all of the students didn't try to convert their believe into practice in their paragraph writing test. Despite their favorable opinion of this method, students frequently do not put it into practice, as seen by their poor performance on paragraph writing assessments. Additionally, while writing, students frequently place more emphasis on language forms than meaning.

Students believe that getting criticism from classmates and teachers is beneficial, and they also think that self-evaluation helps them write better. Since feedback increases motivation and learning capacity, it is thought to be crucial for the development of second language writing abilities. Instructors observe that although students value feedback, they frequently fail to apply it to their real writing processes. During the interview with the English instructors, they said that students didn't get adequate writing practices, so they gave incomplete paragraphs in writing tests and exams. However, the students have positive views about process approach, it is contrary to their practice in writing. In addition, they think that the English courses are unfit to first-year students, so if the courses are revised, students might be encouraged to write well.

4.2. Discussion of Students' Writing Challenges

This section focuses on the different writing challenges that students encounter. It is said that writing is a challenging process that takes a lot of work, and students struggle mostly in three areas: linguistic, psychological, and cognitive challenges. The most prevalent difficulties are linguistic problems, that the students having trouble with vocabulary, grammar, structure, and punctuation, capitalization, and spelling. Even while students understand the value of mechanics, they frequently perform poorly in these areas, as seen by their low writing test results. Grammar and vocabulary are also major obstacles, since many students lack the skills and experience needed to write well. This issue is made worse by a lack of writing practice in lower grades.

The students writing is also significantly influenced by psychological issues. Since writing is frequently a solitary work, the absence of immediate feedback can make the writing challenging as well. Although both teachers and students concur that peer and teacher comments may enhance writing, students frequently do not put this feedbacks into practice. The other psychological problem is motivation. Many students lack the self-confidence because they are afraid of being judged by others.

Students' writing skills are also hampered by cognitive issues such as trouble focusing, organizing their thoughts, and managing their working memory. Many students wrote incomplete or off-topic paragraphs on their paragraph writing test, demonstrating poor structure and content. Resolving these cognitive problems is essential to assisting students in producing high-caliber writing. According to Berne (1988), writing necessitates instruction-based learning, where students must master the proper use of grammar and vocabulary as well as how to arrange their thoughts logically so that readers may comprehend them. Although instructors did not go into great detail about it, traumatic experiences, like those military students encounter, can also have an effect on the students' confidence and writing skills.

4.3. *Discussion of Students' Writing Performances*

The results of paragraph writing test showed that a smaller proportion of first-year students achieved above average, maybe as a result of their own skill or outside assistance, whereas the majority scored below average, suggesting that writing ability problems are prevalent. The tendency for female students to do better than male students indicates the necessity for gender-sensitive teaching methods, such as group projects and focused assistance for male students who need it. The content-based study revealed that although students struggled greatly with mechanics, grammar, vocabulary, and structure, they did comparatively better in the content. This emphasizes how crucial it is to concentrate on technical writing abilities, such as grammar and punctuation exercises, in order to strengthen these areas of deficiency.

Moreover, practical applications and skill-oriented interventions are crucial for enhancing writing performance. Students, especially those who are performing below average, might benefit from peer review sessions, vocabulary-building exercises, and support networks like writing centers and tutoring programs. Students' understanding about effective writing may also be improved by involving them in the evaluation process. The conversation highlights the necessity of focused approaches to deal with the writing difficulties as well as the difference between students' perspectives and their true level of writing skills.

4.4. *Discussion of the Relations among Students' Perceptions, Challenges and Performances of Writing*

With the aim of addressing the fourth research question, the relationship among the students' writing perceptions, challenges and performances is discussed. The complex character of writing performance is shown by the examination of the connections among students' perceptions, challenges and performance of writing. None of these associations achieved statistical significance, despite the presence of slight trends. This implies that the variables analyzed in this study do not fully convey the complexity of the underlying factors

impacting students' writing abilities. In relation to challenges of writing and its influence, Spearman's rho analysis indicates weak positive correlations between writing challenges and performance, too. However, none of these associations are statistically significant. These findings suggest that challenges are insufficient predictors of writing outcomes. This implies a need for a broader perspective that integrates multiple dimensions of writing. The lack of significant correlations between writing challenges and performances highlights how inadequate it is to treat these difficulties separately. Writing is a highly integrative talent that is impacted, for example, by societal, emotional, and cognitive elements.

The regression model's weak explanatory power reaffirms that a complex interaction of unmeasured factors influences writing performance. These may include educational strategies, cultural perspectives on writing, student motivation, and access to writing resources. This claim is further supported by the large residual variability. Towards the contributions of independent variables, the results of the regression analysis show that the two predictors, (challenges and performances of writing), have different impacts on writing performance. There is a slightly positive influence on one perception measure and a marginally negative influence on the other. There is no statistical significance in either of these effects. This difference implies that perceptions are complex, multifaceted phenomena that need more analysis.

5. Conclusions

On the basis of the summary of this study, the following conclusions were drawn.

The study revealed that first-year students of EDU have positive perception about writing. It might be due to their understanding about the importance of writing for their academic and occupational development. However, the students have positive perception of writing, they couldn't change it into practical application in producing effective paragraphs. Moreover, the study revealed that the students' writing performance is below average. The students couldn't write paragraphs with minimal standard of content, organization, grammar, vocabulary and mechanics. In addition, the study showed that the students have faced linguistic, psychological and cognitive challenges in writing. It is also revealed that none of the challenge significantly predicts writing performance, as seen by the weak and nonsignificant correlations found among linguistic, psychological and cognitive challenges.

6. Recommendation

Remedial English language trainings should be given to first year students before they start regular classes at the university. This may fill in the gap between the writing competency required at university level and the students' poor writing background. In addition, the current English language courses, Communicative

English Language Skills I and II, and the courses' modules that are prepared for first-year students should be revised to allied with the current knowledge and educational standards so as to ensure effective writing skills.

The Ethiopian Defense University's community should be aware of the traumatic past experiences that the military students had passed through, and its adverse effect in academic setting in order to take appropriate measures to enhance students' writing performances. Implementing focused training programs that address the particular requirements of military students to improve English instructors' ability to teach writing to military students. The English language instructors should prepare supportive materials for teaching writing which consider the deep-rooted writing challenges that the military students are in, and which focuses on fundamental language skills: mechanics, structure, vocabulary, grammar and content.

Students should also be aware of putting much effort, and deal with a variety of writing challenges including mind block, time restraints, and obliterations, all of which might lower their writing performances understanding that writing is not given for granted. Last but not least is that the Ethiopian Ministry of Education should revise English language curriculums at the lower levels in order to improve students' writing skills and get them ready for the demands of higher education. To provide a solid foundation, early education must successfully teach and reinforce fundamental writing skills. Without this foundation, students who are admitted for university education fall to satisfy academic writing requirements.

7. Implications of the Study

This study is the first of its type to look into first-year students' perceptions, challenges and performances of writing at Ethiopian Defense University. The implications of this study are multifaceted and have the potential to influence educational practices. First of all, this research pinpoints the specific areas of challenges of writing: linguistic, psychological and cognitive where students believed to be challenged. In order to solve these inadequacies, English instructors should use this knowledge to modify their teaching strategies and offer focused assistance. The university may create writing programs and instruments that are more successful understanding the typical difficulties that the students encounter. In addition, the study directs the curriculum of the current English language courses to be revised to better suit the needs of first-year students.

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Article Three

Article

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Understanding Writing Challenges and Performance among First-Year Military Students: A Study at Ethiopian Defense University

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Abstract

The main objective of this study was to investigate students' writing challenges and performance at Ethiopian Defense University/EDU/. For the study, the researcher used an explanatory sequential mixed method design. English language instructors and first-year students of EDU provided data for the study. Particularly, first-year students of the university's colleges of Engineering and Resource Management produced the replies. The researcher used a questionnaire to determine students' writing challenges, a paragraph writing test to determine their level of writing performance, and interviews with first-year students and English language instructors. Therefore, 108 students completed the questionnaire and took writing test. As a consequence, 8 students and 6 English language instructors were interviewed. According to the study's findings, the main writing challenges that students encountered were: insufficient linguistic background, a lack of writing practices, traumatic past experiences, a lack of writing motivation, carelessness in writing, scarcity of resources, shortage of time, and unsupportive English courses and modules. Additionally, the findings of the correlation analysis showed that the association between the students' writing challenges and writing performance is statistically insignificant. Lastly, it was proposed that bridging English language trainings, revisions to English courses and course modules, and increased awareness of traumatic experience on writing among the university community could all help improve students' writing performance.

Keywords

Challenges of writing, Performance of Writing, Traumatic Experience

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INTRODUCTION

Under the Ethiopia's current educational framework, English language instruction is a mandatory subject in all institutions, from elementary schools to universities. For this reason, in order for Ethiopian students to succeed academically and advance in their careers, they must take the language as a subject or a course. Consequently, many Ethiopians may find it easier to interact and collaborate with people from around the globe if they are good at writing in English.

Good writing abilities are especially important for professional military works like foreign purchasing, diplomatic engagements, peacekeeping operations, operational planning, report writing, and the like. Likaj (2015, p. 102) uses the Armed Forces Academy of Albania to highlight the importance of writing skill development. Likaj states, "writing in military English is considered as a difficult skill for cadets and officers who come from non-native English countries." Military students in any branch of the army always use their writing skills as a communication tool while interacting with their colleagues abroad. These specialists can be incapable to operate and carry out their duties efficiently without writing.

In educating qualified military personnel, therefore, military universities have a critical contribution to equip learners with necessary knowledge and skills for effective military operations. However, just like any other students, students in uniform have difficulties to improve their writing abilities. Students may be forced to give less focus on writing since writing takes a lot of time to practice due to the particular circumstances of the military setting. Accordingly, teaching communicative English language is mandated in the military (Likaj, 2013). Therefore, knowing the challenges military university students have in improving their writing skills, can help educators and policymakers in creating effective plans and interventions that can improve their writing abilities.

Even if ELT ought to be a top priority for college students, putting it into practice is just very challenging. According to Seime (1999), students who do not speak English well in secondary schools would find it difficult to succeed in higher education when the language is used for communication. In addition, problems including varying student engagement levels, the need for increased access to genuine reading resources, and the variety of learner needs make the learning environment more difficult (Bekele, 2024). Furthermore, (Hailemariam, 2011) confirms that Ethiopian students typically have very poor English language proficiency. This is why (Hailom, 1993: 10) argues that teaching English is challenging since the students come from a variety of linguistic and cultural backgrounds. This calls for the use of highly qualified instructors who can handle delicate classroom situations in a flexible manner and make the right decisions. Therefore, if teachers are motivated by a certain topic, it will rise and the students' performance will improve. Students' motivation and performance have been shown to be strongly correlated (Weiner, 1992; Dumitrescu et al., 2015).

Particularly for college students, writing continues to be a perplexing language skill. When these students first start their studies, they have difficulty picking up new learning techniques (Al Murshidi, 2014). Lack of prior grammatical knowledge is one of the main obstacles preventing students from performing well in writing. When turning their ideas into written texts, students struggle to create coherent and grammatically sound sentences if they lack a strong basis in grammar. Students from non-English speaking backgrounds who have had little exposure to the language have significant writing issues. In this sense, Manedante (2011), affirms that regardless of how excellent and successful it is, written communication does have certain challenges that require greater attention. Moreover, students' low vocabulary might make it difficult for them to write well. For students to write well, they must possess a large and classy vocabulary. However, reading actively and being exposed to a variety of literary genres are necessary for the development of a large vocabulary. Some students may not have these opportunities because of their low socioeconomic status and lack of support systems.

In addition, students find it difficult to arrange their thoughts in writing. There are instances when people write without considering the coherence and unity of one sentence and one paragraph after the other. Even while every student has the ability to write, this does not mean that they can write well. It is indicated that writing is just a universal activity, but competence is the ability of a person that has been honed by a great deal of practice or instruction. It also requires a considerably higher degree of brain development in addition to training and practice (Soraya et al., 2020).

Unquestionably, students' writing performance may be hindered by Post-Traumatic Stress Disorder (PTSD)- a mental ailment that develops after going through difficult experiences like war, violence, and a stressful environment in general. This is due to the fact that PTSD may negatively impact an individual's ability to operate cognitively and emotionally, especially for military students who are trying to write. Students enrolled at military universities may be sent to combat missions that put them in danger of bodily or mental injury. Their ability to write successfully may be significantly impacted by their dreadful experiences. According to Bisson et al. (2015:1), "whether in the military or as a civilian, at some point during our lives nearly all of us will experience a traumatic event that will challenge our view of the world or ourselves," PTSD may also have an impact on one's understanding. In addition to the traumatizing impacts on the students, teachers' ignorance about the consequences of PTSD might cause military students to question their ability to write confidently and to form unfavorable opinions about the writing process.

As a result, students struggle to rationally and succinctly arrange their ideas in an attempt to write more effectively. When students are unfamiliar with various writing styles, it might be difficult for them to organize their thoughts coherently in paragraph writing. Berne (1988:2) emphasizes the importance of developing coherent writing, saying that "we are able (or hope to be able) to communicate successfully with our reader through the medium of writing by the organization of our sentences into a text, into a coherent whole which is as explicit as possible and complete in itself." Because of this, reading a written text in which the writer jumps about from idea to idea and lacks consistency to link phrases, sentences, and paragraphs is nearly difficult. As

a result, students ought to have the freedom to choose writing themes that will help them make an effect on their writing, gain confidence, come up with ideas, and structure texts logically (Mesfin, 2013).

Numerous studies on the development of writing abilities have been carried out globally at all educational levels. The researcher attempts to offer some of the studies that are linked to this research since it is difficult to present all of the studies that have been completed worldwide. To start, Halefom (2011) examined the impact of peer feedback on composition writing performance in the context of Raya/Mekhoni Preparatory School, one of the locally conducted studies conducted in Ethiopia. His research revealed a substantial relationship between students' writing development and peer feedback. The other is Manendante (2011), who investigated the difficulties that students have when learning to write in a second-year English course. He ultimately came to the conclusion that the issues that the students were facing in the Admas University College sophomore English course were lack of enthusiasm, inadequate background, and collaboration. Both teachers and students have a positive attitude toward teaching and learning writing, but they pay less attention to writing lessons specifically, according to Alamirew's (2005) survey-based study on teachers' and students' perceptions of writing instruction and the writing performances of grade 12 government school students. The students' writing performance suffers as a result.

On the other hand, a lot of study has been done on writing ability all around the world. Schnee (2010), for instance, conducted study to see how training students to modify their tales affected their writing output. The findings showed that teaching students to revise their stories improved their writing correctness, interest, and attitudes. Devi et al. (2017) conducted study on methods for enhancing primary English language learners' writing abilities. They ultimately came to the conclusion that the use of technology, pre-taught terminology, different instructor influences, and the implementation of constructive, diversified learning approaches may all help students write better.

To the best of the researcher's knowledge, no research has been done on how firstyear university students struggle with, and perform in developing their writing abilities, especially in a military university setting. The Ethiopian Defense University /EDU/ is the only university in Ethiopia which admits military students who have unique characteristics that the study specifically focused on. Thus, the main objective of this study was to investigate students' writing challenges and performances at the Ethiopian Defense University /EDU/. The study's specific objectives were: identifying students' main writing challenges, examining students' writing performances, and examining the relationship between students' writing challenges and writing performances.

LITERATURE REVIEW

Writing allows people to communicate their ideas, emotions, and feelings in written form, which is a fundamental language ability. Different academics have different definitions of writing. For instance, it is described by Zamel (1982: 197) as, "a process of exploring one's thought and learning the act of writing itself what these thoughts are" Writing, according to Zamel (1983), is a process of realization and meaning-making in which ideas are found, clarified, and reformed. It is not just about graphic display. It also refers to the act of assembling words into phrases, which then

become into paragraphs, and people use it to communicate with one other in daily life. Writing in English, which is widely used for comprehending the required information and for global communication, makes it much more important (Sarwat et al., 2021).

In addition, writing is a significant language skill that is essential for academic success, yet many university students find it challenging. Of course, a variety of factors influence students' ability to write effectively, which accounts for this. In terms of how difficult writing is, Meseret (2012) notes that writing is an important yet difficult ability for those learning English as a second language /EFL/. It's a challenging process that requires writers to explore ideas and thoughts and give them a concrete, observable shape. It encourages thinking and learning in order to improve communication and provide ideas for reflection. On the other hand, despite some overlap, Berne, D. (1988) divided the reasons of writing difficulties into three categories: psychological, linguistic, and cognitive issues.

In writing, writers might run into a number of emotional and psychological problems. These psychological roadblocks may have a significant impact on writers' output, originality, and writing process. "Many exams and tests, being graded the way they are, all of these have a negative effect and give the students a great deal of stress," according to Rusinovci (2020:366). An obsessive focus on perfection, a lack of drive, and time constraints can all be signs of psychological issues stemming from insecurity or fear of failing, which can promote avoidance behavior and negative self-talk. It has historically been challenging to understand and characterize human motivation due to its complexity (Anjomshoa and Sadighi, 2015).

According to Berne (1988, p.4), "writing/ is essentially a solitary activity and the fact that we are required to write on our own, without the possibility of interaction or the benefits of feedback, marks the act of writing difficult", shows how absence of feedback may influence psychologically. Therefore, it's critical to identify and manage these psychological concerns in order to support students in overcoming obstacles, enhancing their writing experience, and maintaining their mental health.

Common language issues that arise when writing might include issues with syntax, vocabulary, grammar, tone, voice, and expressive style. Writing with linguistic issues can be less effective since it is more difficult for readers to understand and appreciate the written word. "English vocabulary and grammar are linguistics aspects which Emirati and Saudi students emphasized as creating difficulties," (Al Murshidi, 2014:93) verifies in his study on Emirati and Saudi students. (Aldabbus & Almansouri, 2022, p.3) citing a different study by Al-Khairi (2013) reiterates, "On several higher education students showed that the main source of difficulties encountered by the students is their inability to choose the appropriate academic words, incorrect punctuation, and linguistic and grammatical errors." Linguistic barriers are the most frequent ones that students encounter when writing, and they can have an impact on the effectiveness, coherence, and clarity of the message. These linguistic issues can arise throughout several phases of language use, such as word selection, grammatical construction, syntactic structure, and general stylistic elements.

Cognitive issues that might hinder writing include problems of focusing, organizing thoughts, and poor working memory. By addressing cognitive issues, an atmosphere may be created that encourages writers to generate quality work. In this context, Berne, D. (1988) goes on to say that writing, on the other hand, necessitates instruction-based learning. Writers need to learn how to compose the vocabulary and specific grammatical structures that are either seldom or never used in speech in order to communicate successfully in writing. Writers also need to be able to organize their ideas so that even a reader we do not know or who is not present may grasp them. Similarly, (Sweller, 1994) stated that long-term memory retention is undoubtedly a function of learning, but it might not be the sole one. Schema acquisition and automation have an interesting thing in common. The working memory burden is significantly decreased by both. It has been understood that working memory is much less than long-term memory. Only a small number of distinct items may be processed and stored in working memory at once. Reducing or even eliminating this limitation may be a key purpose of schema acquisition and automation.

In producing a piece of writing, there are different views on the stages that writers do write. (Tribble 1996: 39) describes a typical model of four stages: “prewriting; composing/drafting; revising; and editing.” Prewriting: Choosing the writing's topic, audience, goal, and scope is the first step in the planning process. The pre-writing phase, which includes research, brainstorming, and planning, lays the groundwork for the writing process. To create a solid foundation for their writing, writers generate ideas, design their structure, and gather pertinent data. Drafting: During this stage, you will implement a prewriting, jot down your thoughts, and create a draft. In the drafting stage, writers turn their concepts into readable compositions, emphasizing the development of a distinct voice and a clear story.

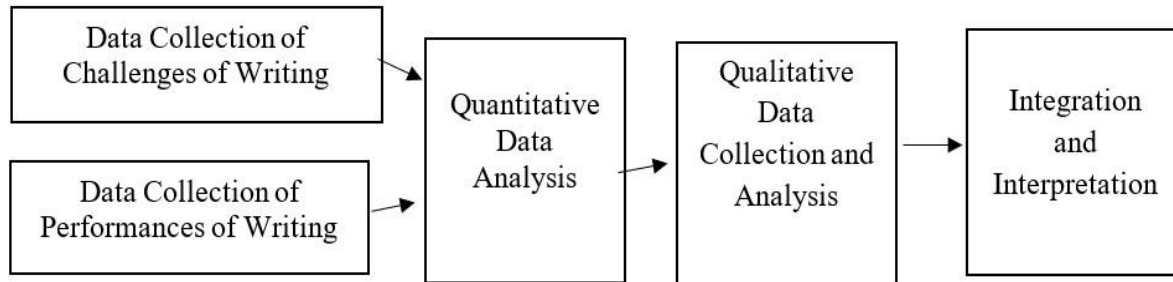
Social cognitive theory, therefore, serves as the study's theoretical cornerstone. According to Bandura (1962), the central assumption of social cognition theory is that social environments serve as the main locations for human learning. People learn new skills, talents, techniques, beliefs, and attitudes by observing others. Therefore, by utilizing conceptual frameworks of explanatory sequential mixed method design, a researcher may effectively integrate several data sources in mixed method research. The strength of mixed-method research is further strengthened in contemporary research methods by making sure that the technique is acceptable and giving validity and reliability (Creswell, W.J & Creswell, J.D, 2018). Stating differently, it is a type of research in which the investigator combines elements of both qualitative and quantitative research designs.

In order to properly handle difficult research questions, mixed-method research's pragmatism theoretical foundations urge the blending of qualitative and quantitative approaches. The students' writing performances and challenges were employed quantitatively and to support the quantitative findings, additional the interviews were qualitatively examined.

For simpler description, researchers crafted a conceptual framework. The conceptual framework of a study is a network, or "a plane," of connected concepts that provide a full understanding of an event or occurrences. It is a visual model that clearly illustrates the phases of data collecting procedures and integration points in a sequential manner. The above explanatory

sequential mixed method design model of Creswell, W.J. & Creswell, J.D., 2018 was somewhat modified by the researcher for this study. The modified version may be seen below.

Figure 1. Conceptual Framework of the Study



The modified conceptual framework gives a clear focus on identifying the relationships between the variables- students' challenges of writing and students' performances of writing in the process of gathering and analyzing of data. In the first phase, the data obtained from the questionnaire for students' challenges of writing, and for the students' performances of writing were gathered and analyzed quantitatively. In the second phase, the data obtained through the interviews were gathered and analyzed qualitatively, and then the integration and interpretation of findings carried out demonstrating the data analysis process.

RESEARCH METHOD

As it is mentioned earlier, the explanatory sequential mixed method design, which is a two-stage process that collects, examines, and interprets sequentially both quantitative and qualitative data, was used in the study. According to (Creswell, J.W., & Creswell, J.D. 2018), it is crucial that the design creates a link between the quantitative results and the qualitative data results because the primary goal of this design is to use the qualitative data to support and further explain the quantitative results. The main notion is that qualitative data collection and analysis follow directly from quantitative findings. One of the main benefits of the design is the possibility of providing an explanation of the mechanism behind how the variables interact through the qualitative support.

As a result, pragmatism permits a researcher to employ a variety of techniques, perspectives, and presumptions, in addition to various methods for gathering and evaluating data (Creswell, J.W., & Creswell, J.D. 2018). In this study, then, the pragmatic paradigm is upheld as a conceptual strand that permits the researcher to integrate many approaches into one methodology. The researcher claims that the pragmatic paradigm provides a strong base for resolutely exiting from the false dichotomy of paradigm wars.

Regarding the research participants, the first-year students and English language instructors participated in the study. Students were the main focus of the study since they are the main participants in every teaching and learning environment. Furthermore, it is almost impossible to imagine productive studies without the involvement of instructors as well. As all of the English language instructors had at least 15 years of teaching experience and Masters of Art (MA) degrees

in Teaching English as a Foreign Language (TEFL), the researcher believed that they could provide the necessary information based on their teaching experiences in the military setting.

Then, three research instruments were employed to gather data in order to meet the set study objectives. The instruments included: a questionnaire, a paragraph writing test, and interviews. It was believed that using many instruments would help produce more reliable results than using only one. A questionnaire frequently makes it easier for the researcher to collect enormous amounts of data in a short period of time (Gay et al., 2012). The questionnaire with twenty-six items in Likert-scale was used to address the first specific research question, "Identifying students' main writing challenges," The question items, that the researcher crafted, had three sub sections: linguistic challenges, psychological challenges and cognitive challenges of writing. Five response possibilities on a five-point Likert scale were: (1) strongly disagree, (2) disagree, (3) uncertain, (4) agree, and (5) strongly agree. Among first-year students, 108 students who were selected in systematic random sampling technique, filled in the questionnaire. The Cronbach's Alpha coefficient (0.951) depicted how strong the internal consistency of the question items.

The second instrument was paragraph writing test. The second research objective that the paragraph writing test was used to mainly address was "Examining students' writing performances". The paragraph writing test provided insight into the students' writing performance levels as below average, average and above average. The major focus of the writing exam evaluation was on the students' abilities to arrange their ideas /content/, structure, grammar, vocabulary, and mechanics. As a result, the students were given an hour to write the paragraph on "The Importance of Learning English Language" using the categories listed above. The topic was specifically chosen so that students would be familiar with it in order to motivate them to put more effort into their writing and successfully communicate their ideas and opinions to the reader (Raimes, 1983). Then, a total of 108 students, who were selected in systematic random sampling technique, took the paragraph writing test. Based on an analytical rubric tool that was taken from (Agan & Deniz, 2019), two raters rated the paragraphs so as to avoid the researcher bias. Finally, the average scores were used to rate the level of the students' writing performance as below average, average and above average.

The third instrument was interview. Eight first-year students and six English language instructors were interviewed. The interviewees were selected purposely. To do this, the researcher employed semi-structured interviews. Semi-structured interviews are commonly referred as "the best of both worlds" as they combine elements of both structured and unstructured interviews, according to George (T. 2023, June 22). Finally, to meet the third specific objective of the study, "Examining the relationship between students' writing challenges and writing performances," the researcher integrated and interpreted the data obtained from the three instruments. The data gathered using different instruments were contrasted and compared. In order to reduce barrier of communication, the interviews were done in the students' native language, Amharic, by their consent. The interview was then transcribed and then translated into English. The language used for the interviews with the English instructors was English. The researcher used NVivo 10 software to categorize the qualitative data and SPSS version 26 software to analyze the quantitative data.

All of the participants gave their permission for the interviews to be audio recorded by signing on a consent form which contained a code of conduct between a participant and the researcher.

FINDINGS AND DISCUSSION

In this section, to find out students' challenges and performances of writing, and how the two variables are related, the findings and discussion are presented respectively. Writing challenges are particular problems or barriers that students at university encounter while attempting to write well. The main objective of this section is to identify students' main writing challenges. To meet this objective, the questionnaire with three categories: linguistic, psychological and cognitive, was crafted based on the idea of Berne, D. (1988). Then, 108 student participants filled out the questionnaire, and the mean results are summarized in the table below.

Table 1. Mean of Challenges of Writing

Challenges of Writing	N	Mean
Linguistic Challenges	108	3.5556
Psychological Challenges	108	3.4880
Cognitive Challenges	108	3.5127
Average	108	3.5188

The three main writing challenges that students encounter are: linguistic, psychological, and cognitive, according to the study. With a mean score of 3.5556, linguistic problems were the most common ones, indicating problems with content, language structure, grammar, vocabulary and mechanics. The mean score of 3.5127, cognitive problems including keeping thoughts coherent and arranging them were also common and came in second. With a mean of 3.4880, psychological challenges such as insecurity and fear of failing became the least mean of all.

These findings imply that developing writing abilities calls for a diversified strategy. Developing vocabulary and providing targeted grammar training would be necessary to address language difficulties. In the meanwhile, breaking down psychological barriers may need establishing a more encouraging learning atmosphere where students may freely express their opinions without worrying about criticism. Given these difficulties, instructors may have to concentrate on integrated teaching approaches that develop students' language proficiency and cognitive abilities. Personalized support might be offered through workshops or tutoring programs, and students can overcome psychological challenges by cultivating a positive outlook. Students' general writing skills might be greatly improved by these combined efforts.

The students' writing challenges can be ordered from least severe to most severe, with psychological difficulties being the most serious one, cognitive difficulties coming in second, and linguistic difficulties coming in the third place. A customized strategy is needed to address these issues, one that prioritizes the development of cognitive methods and psychological support above the growth of language abilities. The drive of students to write well is the second point. Most English instructors made the observation that since writing takes a lot of practice and hard work, unmotivated students are not interested in making an attempt or struggling. An English instructor

claimed that the students' lack of a solid upbringing prevented them from doing anything. Additionally, students lacked confidence in their writing, which might be a result of a fear of being judged.

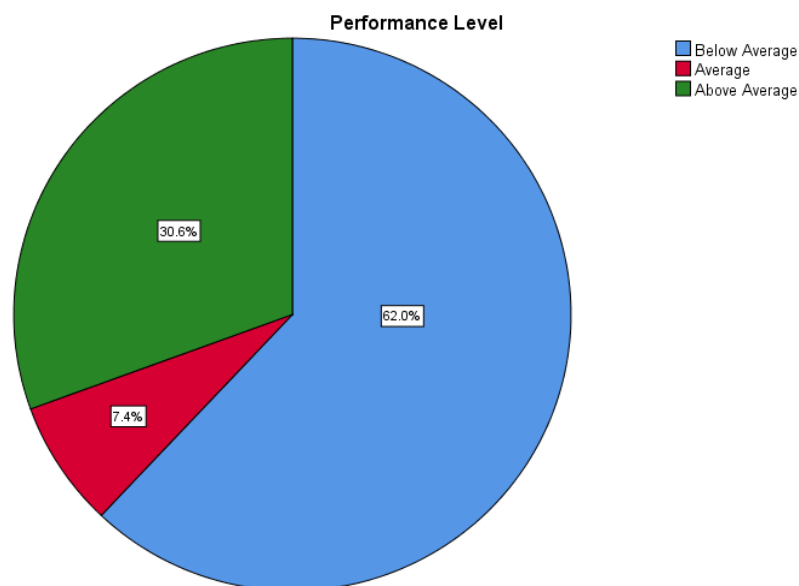
According to Bisson et al. (2015), whether serving in the military or not, almost everyone will go through a horrific incident at some time in their lives that will cause them to reevaluate how they see the world or themselves. In this regard, some students revealed in the student interview that their prior difficult experiences can also affect one's understanding. English instructors said nothing about the effects of traumatic disorder that might make military students doubt their capacity for confident writing and feel bad about it, in addition to the distressing effects on the students.

The students' paragraph writing test result is an indication for the magnitude of the problem. Majority of them wrote insufficient paragraphs that all need to be improved. When some students composed paragraphs according to the instructions, but the majority of them created unfinished paragraphs. The outcome demonstrated how serious the issues are. It goes without saying that problems with concentration, mental organization, and working memory are cognitive problems that might make writing difficult. Addressing cognitive difficulties will motivate students to produce good writing.

Students must also be able to arrange their thoughts. Berne, D. (1988) continued in this regard, stating that instruction-based learning is necessary for writing. To effectively communicate in writing, writers must learn how to construct vocabulary and certain grammatical structures that are either never or never used in speech. In order for even an unfamiliar what they are saying, Consequently, the average mean ,3.5188, of students' linguistic, psychological and cognitive challenges indicated that without addressing the writing challenges, it is almost impossible for students to cope-up with studying at university level.

In order to assess the level of students' writing performances, 108 first-year students had taken a paragraph writing test. To categorize the students' writing performances as below average, average, or above average, each paragraph was analyzed. It was believed that the students' writing performances were understood through the usage of the assessment rubric tool. Of the total 120 first-year students who took the paragraph writing test, 108 students had written the paragraph.

Figure 2. Students' Writing Performances



The above pie-chart showed a noticeable imbalance in the distribution of student writing performance, with a sizable majority (62%) performed below average. Meanwhile, 30.6% of the students scored above average, meaning that certain students were doing really well. This might be due to a combination of personal qualities, efficient teaching methods, or the availability of extra support systems. A smaller proportion of the students (7.4%) at the average level, may indicate that they were struggling to reach the average scores or that they were generally performed in the center of the range. The distribution's result emphasizes the necessity of focused interventions to help students who are performing below average, while simultaneously recognizing and enhancing the writing abilities of those who are performing above average.

The degree of agreement between the two raters' evaluations and the accuracy of the findings were evaluated using Cohen's Kappa coefficient. High agreement between the two raters was demonstrated by the computed Cohen's Kappa result ($k=0.621$), which is in the range of 0.61-0.80. This suggests that despite the subjective nature of the paragraph writing test, there was not much of a score difference between the two raters. Because of the great degree of agreement, the paragraph writing test rating is, therefore, believed to be more trustworthy.

Table 2. Mean of Students' Paragraph Writing Test Scores per Categories

Level		Students' Writing Performance per Categories				
		Content	Structure	Grammar	Vocabulary	Mechanics
Mean	Rater 1	1.7593	1.5648	1.6759	1.6296	1.4259
	Rater 2	1.6944	1.5370	1.7315	1.6111	1.4537
Grand Mean		1.7269	1.5509	1.7037	1.6204	1.4398

The mean of the students' writing test scores per category, as determined by the two raters, is displayed in the above table. Using the criteria listed in the assessment rubric tool, each category received a score out of four. To determine which writing categories or competencies the students struggled with the most, the grand mean was employed. The students' paragraph writing performance was inadequate in all categories: content, structure, grammar, vocabulary, and mechanics, and has to be improved, in accordance with the performance level score ranges established by Agan and Deniz (2019). From lower to higher scores, the mechanics (1.4398), structure (1.5509), vocabulary (1.6204), grammar (1.7037), and content (1.7269), grand means came into the insufficient range or below average, that all went into the need to be improved. The total outcome would suggest that, lack of appropriate treatments, students' inability to write is a major challenge to their capacity to learn at the university level.

Table 3. Descriptive Group Statistics of Female and Male Students' Writing Performance

Gender		Level of Writing Performance			Total With in	
		Below Average	Average	Above Average	Performance Level	
Female	F	6	1	11	18	
	%	33.33%	5.56%	61.11%	100 %	16.67%
Male	F	61	7	22	90	
	%	67.78%	7.78%	24.44%	100 %	83.33%
Total	F	67	8	33	108	
	%	62.0%	7.4%	30.6%	100 %	100%

Regarding the gender differences in writing, the above Table 03 displays the distribution of writing scores for males and females, as well as the percentages of scores that fall into the below average, average, and above average categories. Of 108 students who took the paragraph writing test, 18 (16.67%) were female and 90 (83.33%) were male. The gender differences in writing performance are made clear by this data, which can also serve as inspiration for instructional initiatives meant to close the gap. The data related to female students was first analyzed, and then the data related to male students was analyzed.

In contrast, male students comprise 24.44% of the "Above Average," 7.78% of the "Average," and 67.78% of the "Below Average" group. This shows disparities between male and female performance levels. The result depicts the fact that males are more likely than females to perform below average in writing. Male students are far more likely than female students to

struggle, with 67.78% of male students falling into the "Below Average" group, compared to 33.33% of female students. This suggests that male students can have higher writing challenges than female students, indicating a need for more resources and support to help them improve their writing abilities.

Both sexes are underrepresented in the "Average" performance category, with female students making up 5.56% and male students 7.78%. The limited proportion of students in this group suggests that most students do not function at an average level in writing, but either excel at it or suffer greatly. This polarization implies that in order to provide individualized training/teaching for both struggling and high-achieving students, educational interventions should concentrate on addressing both ends of the performance range. Additionally, the data indicates that females do better than men in the "Above Average" category, with 61.11% of females and 24.44% of males falling into this category. This evident disparity implies that female students generally perform better in writing than male students. Similarly, (Zimmerman & Bandura, 1994) discovered that females had higher levels of self-efficacy for both self-regulation and writing than boys. This has two consequences: although specific interventions are required to help male students who are performing poorly, it is also critical to keep improving the qualities of female students who are performing very well in their writing.

As it is referred earlier, Agan and Deniz (2019) developed the performance level score evaluation criteria, which formed the basis for all assessment categories, including content, structure, grammar, vocabulary, and mechanics. The majority of the students' writing was clearly below average, according to the results of the paragraph writing test. The overall outcome demonstrated the need for targeted interventions to support students who did below average while also identifying and developing the skills of those who are doing above average. Similar findings were made by Habtamu (2018), who found that most English majors performed badly on essay-writing assessments in various research settings in Ethiopia. Therefore, enhancing learning effectiveness and reaching the best results in higher education requires in-depth understanding of students' expectations toward instructors, other students, and instructional materials as EFL learning components (Jn, 2025).

Students were questioned to find out the reasons for their poor writing performance. Most of them attributed it to their inadequate English language background. This was highly pronounced by English language instructors as well. They stressed that low writing performance was attributed by English teachers to poor writing practices in high schools, students' disinterest in writing, and a lack of integration between grammar and vocabulary instruction. The students' writing results were good indication. The mean of their results fell below average in all categories. To look at their results from lower to higher scores, the mechanics, structure, vocabulary, grammar, and content, grand means came into the insufficient range that all went into the need writing to be improved. However most of the students performed below average, the finding suggests that female students outperform male students in writing in general. This has two implications: although particular interventions are necessary to support male students who are struggling with

their writing, it is also important to continue enhancing the writing skills of female students who are performing very well.

This might mean that in order to assist students develop a better foundation in writing, they need particular support. This support could come in the form of trainings or remedial writing programs that concentrate on fundamental writing techniques. (Rusinovci, 2020), outmoded teaching techniques and approaches, as well as a shortage of qualified English teachers, can also contribute to weak writing performance (Kasumi, 2016; Hasani, 2016).

Regarding the relationships between variables, the correlation between dependent variable- performances of writing and independent variable- challenges of writing, had been made. Correlation refers to the relationship or association between two or more quantitative variables (Gogtay & Thatte, 2017). Correlation analysis is a statistical method for identifying the direction and degree of a relationship between two variables. It aids in determining if two variables have a link and how strong it is. This study uses the correlation analysis to show the connection between students' writing challenges and students' writing performances. The following table shows how the relationship between students' writing challenges and their writing performances relate.

Table 4. The Correlation between Students' Challenges and Performances of Writing

			Challenges of Writing	Performances of Writing
Spearman's rho	Challenges of Writing	Correlation Coefficient	1	0.111
		Sig. (2-tailed)	-	0.253
		N	108	108
	Performances of Writing	Correlation Coefficient	0.111	1
		Sig. (2-tailed)	0.253	-
		N	108	108

The correlation between the challenges of writing and writing performance among 108 participants is shown in the above table. The two variables have a very weak positive association, as indicated by the Spearman's Rho value of 0.111. This connection is statistically insignificant at the significance level of 0.253, indicating that there is no meaningful association between writing challenges and writing performances. These findings imply that the variables influencing writing performance may be more intricate and may include other cognitive, educational, or motivational components that the difficulties variable is unable to measure. For example, students may be using outside assistance or their own courage to overcome writing difficulties, which improves their performance. This suggests that treatments may require a more comprehensive emphasis, since

educational practices that only aim to decrease perceived writing challenges may not immediately result in better writing outcomes.

The implications for instructors and program designers are substantial because they emphasize the value of a comprehensive strategy for enhancing writing performance. The institution should think about improving motivation, giving focused criticism, or cultivating particular abilities that have a direct influence on writing performance. Without supposing that resolving difficulties alone would increase overall writing performance, this result can guide curriculum creation by integrating a variety of support methods that provide to different learning requirements. These tactics can include improving writing spaces, encouraging better study habits, or offering more individualized feedback as goes as the study researched by (Sardi et al., 2025). Teachers may be better equipped to improve writing results if they start focusing on more extensive support systems. Overall, these results' implications imply that, although writing challenges do exist, they don't seem to have a significant impact on performance in the context of this study, and may trigger further study in the area.

This result suggests that significant changes in writing performance do not appear to be correlated with differences in writing tasks. This low correlation value may indicate that other factors have a greater impact on writing success or that writing problems, as evaluated in this study, do not directly affect performance results. It might include outside variables that were not taken into account in this investigation, such as educational background, resource accessibility, or personal drive. As a result, these data suggest that although writing difficulties could exist, they do not seem to directly and consistently affect performance outcomes.

Whether the elements in the challenges of writing accurately reflect the difficulties students have when completing their writing tasks might be the subject of future study. The findings suggest that in order to fully capture the relationship between challenges and performance of writing, a more in-depth understanding or even different metrics are required however Berne, D. (1988) concluded that students' poor writing skills might be connected to linguistic, psychological, and cognitive issues.

CONCLUSION

The study concludes that students' writing skill is below average, with many of them unable to create entire, cohesive paragraphs that are pertinent to the themes they are assigned. These difficulties are caused by a variety of elements, such as cognitive, psychological, and language obstacles. Poor grammar, a small vocabulary, and a lack of knowledge of writing mechanics are the main linguistic challenges. Psychologically, students suffer from a lack of drive, painful writing experiences in the past, and a general disregard for improving their skill. These problems are made worse by a lack of resources and insufficient assistance from current courses: Communicative English Language Skill I and II, which makes it difficult for students to develop strong writing abilities.

The study also emphasizes how writing performance varies by gender. The distribution of results among female students is more diverse, with some performing above average and some below average. Male students' results, on the other hand, are more frequently clustered in the

below-average range. This pattern points to possible gender-related implications on students' writing ability and engagement, which may be addressed with treatments that are specifically designed to take these variations into account. These performance differences may be closed by promoting strategies that address each student's unique learning requirements.

Interestingly, the study found a modest negative association rather than a statistically significant association between students' writing challenges and their performance outcomes. Although there is no noticeable effect on total writing skill, this weak correlation implies that as one element rises, the other likely to fall somewhat. As a result, raising students' awareness of writing difficulties might not be enough to improve their writing output. Therefore, in order to be effective, plans would need to focus on a comprehensive approach to skill development and individually address the problems and performance metrics.

In the end, improving students' writing skills necessitates an all-encompassing approach that tackles the recognized linguistic, psychological, and resource-based difficulties. Students may overcome these obstacles with the use of extra resources, such as focused vocabulary and grammatical assistance, as well as by creating a positive and encouraging environment. Furthermore, revising a curriculum or course materials that prioritizes practice and feedback while taking individual variances into account might help students' writing performance over time.

Universities should think about offering bridging English language courses and motivational interventions tailored to first-year students prior to the start of regular sessions in order to address the students' fundamental writing difficulties. Students can acquire the language and writing abilities required to meet university-level standards by completing this preparatory stage. Their competence and confidence may be increased with early instruction, making students feel more prepared to take on academic writing assignments. Students with little experience with writing will especially benefit from such programs, which will lay a solid basis for future academic achievement.

In order to reflect contemporary educational standards and best practices in writing teaching, colleges should also periodically examine and update their course materials and modules. The overall efficacy of writing courses can be increased by updating curriculum to conform to contemporary linguistic and educational contexts. In addition to encouraging organized and clear writing techniques, which are crucial in an academic context, this update would guarantee that the contents stay current. These changes may be guided by frequent input from teachers and students, guaranteeing that the material remains interesting and meets the requirements of the students.

It is crucial for university administrators and English teachers to be aware of the particular constraints that students encounter, especially those who have had difficult academic or military experiences in the past. Understanding the psychological effects of past events empowers instructors to help students in a positive and compassionate manner. The detrimental consequences of prior trauma can be lessened by creating a polite and understanding environment, which will inspire students to write with greater effort. In military academic contexts, where pressures may differ from those in typical academic settings, this strategy would be quite beneficial.

The students themselves need to understand how important it is to work hard to overcome a range of writing-related challenges, including distractions, time limits, and mental blocks. Over time, a proactive approach to overcoming obstacles can improve their writing skills. By encouraging methods for overcoming these challenges and building students' resilience, the university may support this effort. Knowing that writing ability is a talent that needs effort and dedication rather than being natural helps inspire students to keep getting better, setting the stage for long-term writing success.

Lastly, this research, which primarily focuses on uniformed military students, is the first of its kind to examine first-year students' writing perceptions, difficulties, and performances at Ethiopian Defense University. This study identifies the writing challenges that students perceive to be present in the linguistic, psychological, and cognitive domains. English instructors need to utilize this information to adjust their teaching methods and provide targeted support in order to address these shortcomings. Given the common challenges faced by military students, the university might develop writing programs that are more effective. The findings can also give insights to curriculum designers, English language instructors and EFL researchers about how students in uniform are challenged in writing, and to conduct interventions and further studies in the area.

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