

**INFLUENCE OF LANGUAGE POLICY AND THE ROLE ON  
CERTIFICATE OF PUBLIC SECONDARY SCHOOL  
PERFORMANCE IN HARGEISA SOMALILAND**

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the Award of the Degree of Master of Education in Educational Planning**

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## **DECLARATION**

This research project is my original work and has not been presented for a degree in any other university.

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E55/75676/2014

This research project has been submitted with our approval as university supervisors.

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## **DEDICATION**

This research project work is dedicated to my beloved Parents, wife and children for their support and inspiration to excel and further my studies.

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## **ABBREVIATIONS AND ACRONYMS**

<b>CAT</b>	Continuous Assessment Test
<b>ESC</b>	Education Sector Committee
<b>GER</b>	Gross Enrolment Rate
<b>JRES</b>	Joint Review of the Education Sectors
<b>MOEHS</b>	Ministry of Education and Higher Studies
<b>SESSP</b>	Somaliland Education Sector Strategic plan
<b>SLNECB</b>	Somaliland National Examination and Certification Board
<b>SLNEP</b>	Somaliland National Education Policy
<b>SLNTEP</b>	Somaliland National Teacher Education Policy
<b>SLSH</b>	Somaliland Shillings
<b>UNICEF</b>	United Nations International Children Educational Fund

## **ABSTRACT**

The purpose of this study was to investigate the influence of language policy and the role on certificate of public secondary school performance in Ahmed Dhagah District, Hargeisa Somaliland. Five research questions were formulated to guide the study. Descriptive survey research design was adopted in this study. The sample for the study was 20 teachers, and 259 students total of 279 for all of the respondents for only form four students in four secondary schools in Ahmed Dhagah District. While the aim of the study was to find out language policy influence and the role of English language in public secondary schools in Hargeisa Somaliland and the methodology was both qualitative and Quantative methods Data were collected by use of questionnaires and was analyzed by use of qualitative and quantitative techniques. Findings shows that majority 17(80.0%) of the teachers were male while 3(15.0%) of the teachers were female. The data shows that there was no gender Distribution in school teachers in the district of Ahmed Dhagah as shown on table 4.1 consequently report, Table 4.3 shows that majority 15(75.0%) of the teachers had degree qualification, 5(25.0%) of teachers had Diploma while none (0.0%) of teachers had Master's degree qualification. Table 4.4 shows that majority 10(50.0%) of the teachers were strongly disagreed which means never applied language policy while 8(40.0%) of the teachers stated that they disagreed which means did not applied language policy. While the rest of the teachers which was Table 4.9 shows that majority 122(47.1%) of the students were strongly agreed while 88(34.0%) of the students stated that they have agreed, while 47(18.1) of them voted I am not sure, eventually 2(0.8) of the student respondents stated that they are disagreed, however; more than 81% of the students stated that there is positive correlation between the language policy implementation and the role of English in the secondary schools so that development of language policy is needed with proper implementation in order to improve the level of English of secondary students in secondary school students in the district of Ahmed Dhagah as shown on Table 4.5. A study undertaken to investigate other intervening factors outside the school and which have an effect on the quality of education in public secondary schools should be conducted. A study should be undertaken to establish challenges encountered in achieving and maintaining education quality in public secondary schools should be conducted. A study should be undertaken to determine role of English, teachers should be trained education quality in public secondary schools should be conducted and lastly a study should be undertaken to establish contribution of teacher training and competence on quality education in public secondary schools especially strengthening of four skills of learning language like speaking, reading, writing and understanding should be conducted

## **CHAPTER ONE -INTRODUCTION**

This topics includes background to the study, statement of the problem, purpose of the study, objectives of the study, research question, research objectives, significance of the study, limitations, delamination scope, assumptions, definition of the significant term and organization of the study had been addressed in chapter one.

### **1.1. Background to the Study**

Throughout India, there is an extraordinary belief, among almost all castes and classes, in both rural and urban areas, in the transformative power of English. English is seen not just as a useful skill, but as a symbol of a better life, a pathway out of poverty and oppression. Aspiration of such magnitude is a heavy burden for any language, and for those who have responsibility for teaching it, to bear. The challenges of providing universal access to English are significant, and many are bound to feel frustrated at the speed of progress. But we cannot ignore the way that the English language has emerged as a powerful agent for change in India. (Graddol 2010)

English in India today is a symbol of people's aspirations for quality in education and fuller participation in national and international life ... The level of introduction of English has now become a matter of political response to people's aspirations, rendering almost irrelevant an academic debate on the merits of a very early introduction. (NCERT 2006:1)

The Indian constitution identifies 22 ‘recognized languages’. About 87 languages are used in print media, 71 languages are used on radio and the administration of the country is conducted in 15 languages. According to Rao (2008), two decades ago the number of languages used as media of instruction was about 60 but by the time Rao’s study was carried out the number had dropped to 47. There is an irony in the situation. English has been part of our education system for more than a century. Yet English is beyond the reach of most of our young people, which make for highly unequal access. Indeed, even now, barely more than one percent of our people use it as a second language, let alone a first language. But NKC believes that the time has come for us to teach our people, ordinary people, English as a language in schools. Early action in this sphere would help us build an inclusive society and transform India into a knowledge society. (GOI 2007)

Ethiopia is a multilingual, multiethnic, and culturally a pluralist country. Above all, it was never colonized while almost all African countries were. Nevertheless, its language use policy had not been the reflection of this diversity and historical autonomy or ‘indigenoussness’, as several works point out (Cohen, 2000) and (Getachew and Derib, 2006).

In those days of the introduction of modern education into Ethiopia, the media of instruction used to be foreign languages (French, Italian and English). Heugh et al, (2006:45) prove this saying “this first school [MenelikII] was primarily limited to teaching European languages such as English, French and Italian, with the

exception of the Italian occupation period in which attempt was made to make some local languages media of instruction. In recent dates (the imperial and military regimes), too, one foreign language, English, was in use in education, particularly from grade seven upwards.

Despite the linguistic and ethnic multiplicity of the country, English has continued to spread getting more dominance and importance not only in education but also in business and administration. In every aspect of cities and towns English and Amharic languages are neck in neck. One can easily observe this on the streets from peoples' ordinary talk, the business banners, logos, office names, etc.

Therefore, the writer of this article wanted to investigate issues concerning the status of English and other local languages, and the language policies the country have had further than personal observations and opinions. In other words, such recurring questions in the mind of the writer as 'has Ethiopia had legitimate language policies ever since?', 'If so, how has English been portrayed in the policies?', 'What are the legitimate and the practical roles of English in Ethiopia?' were his motivation.

Somaliland was restored in 1998 after massive civil war from 1980<sup>th</sup> to 1991. Two secondary schools were being restored in 1998 with 80 students where less than 15% were female students. The Ministry policy is to aim at GER of 50% by 2016. Currently there are total of 100 secondary schools of which 37 are private only 11 public secondary schools are inside Hargeisa, the capital city of Somaliland. SESSP (2012-2016)

The total current student enrolment of both private and public secondary schools 2012/13 is 43501 with 1755 teachers of whom only 147 of them are female in 144 public secondary school only 37 of them private schools there an increase of 130% of students enrolment in 2013/14 while secondary female student enrolment is increased on 109% while boys is 71% virus 2012/2013 enrolment as presented on JRES (2014)

The Ministry has set a standard fee rate for public schools of SLSH 15,000 which is equivalent (\$2.35) per month but this is not adhered to by all, although some private schools also charge this rate. SESSP (2012-2016)

The English language shall be the main medium of instruction in all Secondary educational institutions in the National Education System except the educational institution exempted by the Ministry from this sub-article, where the main medium of instruction in an educational institution is other than the Somali language, the national language and Islamic Religion shall be taught as a compulsory subject in the educational institution, Act (2013)

The language policy plays a critical role in education in any country. Over the years Arabic, English and Somali languages have been used as the medium of instruction in schools at one point or another. The current language policy is that Somali language is the language of instruction from grades 1 to 8, while English language is taught as a subject from grade 2 since 2006/2007 academic year.

The level of English teaching in the country is underdeveloped to a point where sometimes it has to be supported through the medium of Somali language during lessons, even at the university level. Consequently, the implementation of the above language policy has serious implications for the teaching of English in teacher education, schools and colleges. To resolve this problem a special programme for the development of the English language teaching in schools and colleges will be developed with technical and financial support from the government and development partners. This will be done to ensure that by the time primary school pupils leave school they are proficient in English for them to benefit from secondary school education, where the medium of instruction is English. This will also enable the citizens of Somaliland to participate effectively with other nations in trade and politics where the language of business is mainly English. Arabic will be the medium of instruction for Islamic studies and as a subject at all levels in the Somaliland schools system.

To ensure effective implementation of the language policy at the secondary school level, the language of instruction in teacher education, at both diploma and degree teacher education levels shall be the English language.

SLNTEP (2013)

## **1.2. Statement of the Problem**

In Somaliland the English language teaching tradition has been subject to tremendous change, especially throughout the twentieth century. Perhaps more



than any other discipline, this tradition has been practiced, in various adaptations, in language classrooms all around Somaliland. As indicated SNEP (2013) medium of instruction of Somaliland secondary schools is English while student cannot communicate in English, on the Education Sector Coordination Meeting has been several times raised that even teachers in secondary schools cannot probably communicate in English which is escalating the problem, the other big problem is that the MOEHS of Somaliland do not paying much attention to this problem and also don't stated in part of the Somaliland Education Sector strategic plan. SESSP (2012-2016) and Education Policies which is indicating in which extent that is problem is not event be prepared.

As the sign and symptoms showing that students are not daring to answer English related questions, in most of the schools in Somaliland, however, there organization provide remedial classes for the secondary female students to upgrade the level of English after Somaliland National Examination and Certification Board (SLNECB) displayed the result of English final examination result in 2013/14 which was showing that 1038 of them passed A grade, 2736 passed B, 3356 passed C and 506 passed on D, this exam is only examining the written level of the students since there is no particle on speaking, listening and reading so that only written has been examined on them while the level of the exam is equivalent their level of English expectation, they have also stated if this student sit universal secondary exam very few of them will pass.

Because of many factors includes, lack of proper language policy in place, lack existing language policy implementation, poor education system, and untrained teachers, very limited for English subject matter knowledge teachers in the schools, irrelevant English text books, loss of trust for learning English in the formal schools, demotivated students in this regards it causes loss of student growth for recognizing the fact that education is a powerful tool for transformation of society. Education plays a key role in achieving moral, intellectual, ideological, cultural and social development of the people in the society as well as national goals of unity, democracy, financial progress and security for all its citizens and increase domestic crimes and massive increase of youth immigration

### **1.3. The Purpose of the Study**

The purpose of the study is find out language policy influence and the role of English language in public secondary schools in Hargeisa Somaliland

### **1.4. Research Objectives**

The study was being guided by the following objectives:

- i) To determine to which extent the demographic factors of teachers influence language policy implementation and the role of English language in public secondary schools in Hargeisa Somaliland
- ii) To explore the level of language policy implementation in public secondary schools in Hargeisa Somaliland

- iii) To examine the role of English language in public secondary schools in Hargeisa Somaliland
- iv) To examine the significance relationship between language policy implementation and the role of English language in public secondary schools in Hargeisa Somaliland
- v) To find out the deviation of language policy implementation influence and the role of English language in public secondary schools in Hargeisa Somaliland

### **1.5. Research Questions**

The study was being guided by the following specific research questions relating influences of English Communication for the student performance

- i) In which level the demographic factors of teachers influence language policy and the role of English language in public secondary schools in Hargeisa Somaliland?
- ii) In which extent of language policy implementation in public secondary schools in Hargeisa Somaliland?
- iii) In which extent the role of English language in public secondary schools are exercised in Hargeisa Somaliland?
- iv) What is level of correlation of language policy implementation influence and the role of English language in public secondary schools in Hargeisa Somaliland

- v) What is the level of deviation of language policy implementation influence and the role of English language in public secondary schools in Hargeisa Somaliland

### **1.6. Scope of Study**

The study was conducted in selected public secondary schools in Hargeisa, capital city of Somaliland, total of public secondary schools in Hargeisa are eleven schools in five districts, and the researcher selected four secondary schools in Ahmed Dhagah and Mohamed Haybe districts out of five districts in general in Hargeisa. (In Ahmed Dhagah for Quule Aden and Dayib Guray Secondary Schools and in Mohamoud Haybe in Mohamoud Ahmed Ali and Mahamed Mooge Secondary Schools) see that attached map on the Google-earth photo.

The study was examined the levels language policy influence and the role of English language in public secondary schools in Hargeisa Somaliland, the strengths and weaknesses of these aspects, significant difference of language policy and the role of English language of the selected school, causes, the effects and the relationship between the independent variables

### **1.7. Significance of the Study**

The following will benefit from the findings of the study.

The English **teachers** of the selected secondary schools is to recognize their roles of implementation language policy and role of English language in their

respective schools on the basis of the student reflection on the importance of speaking English while in the classroom.

The **Secondary School Administrators** to be better known at achieving the secondary education goal and if the influence of language policy and the role of English language policy in public secondary schools in Hargeisa is in line with the national goal for secondary education.

The **educational policy makers and planners** will equitably allocate and distribute educational inputs in schools since students are to sit for the same examinations at the end. The findings of the study will shed light to the policy makers in developing education standards for the provisions of the proper language policy with clear implementations; English teaching learning materials and teachers should be suitable for student needs and language policy implementation.

The **Ministry of Education** will use the findings as empirical information to monitor within quality standards the provision and the use of delivering quality education in terms of language policy influence and the role of English language in public secondary schools in Hargeisa Somaliland

The **future researchers** will utilize the findings of this study to embark on a related study.

### **1.8. Limitation of the Study**

In view of the following threats to validity, the researcher will claim an allowable 5% margin of error at 0.05 level of significance, measures are also indicated in order to minimize if not to eradicate the threats to the validity of the findings of this study whereby the extraneous variables which will be beyond the researcher's control such as respondents' honesty, personal biases and uncontrolled setting of the study. The research instruments on resource availability and utilization are not standardized. Therefore a validity and reliability test will be done to produce a credible measurement of the research variables.

Testing: The use of research assistants can bring about inconsistency in the administration of the questionnaires in terms of time of administration, understanding of the items in the questionnaires and explanations given to the respondents. To minimize this threat, the research assistants will be oriented and briefed on the procedures to be done in data collection.

Attrition/Mortality: Not all questionnaires may be returned neither completely answered nor even retrieved back due to circumstances on the part of the respondents such as the level of understand English written questionnaires hospitalization and refusal/withdrawal to participate. In anticipation to this, the researcher will reserve more respondents by exceeding the minimum sample size. The respondents will also be reminded not to leave any item in the questionnaires unanswered and will be closely followed up as to the date of retrieval.

### **1.9. Delimitation of the Study**

The study was covered the four secondary schools that locates in Hargeisa Somaliland (map of the area of the study is attached). The researcher collected data from 20 respondent all of them were secondary school teachers, and the students themselves who were 710 as it shown on the population of the study.

### **1.10. Basic Assumptions of the Study**

The study was guided by the following points: The respondents in the study was provided necessary information language policy influence and the role of certificate of public secondary schools in Ahmed Dhagah District Hargeisa Somaliland. We were also met that there is awareness on some activities covering influence of language policy and the role of English in public secondary schools in Hargeisa; all stakeholder of secondary education has been provided the enough information about the extent the language policy implementation.

### **1.11. Definition of Significant Terms**

“**Policy**” Policy is defined by the Oxford Advanced Dictionary as "that plan of action, statement of aims and ideas, especially one made by government, political party, Business Company, etc.”

**Language policy:** Hoffmann (2000: 204) considers language planning as concerned with “both the symbolic function of language within a society, and with the instrumental use that its speakers make of their language.” However, Crystal (2001: 174) believes that language policy should be understood as a

systematic attempt to resolve the communication problems of a community by studying the various dialects it uses and developing a viable policy concerning the collection and the use of different languages. One crucial point stated in this view is that the primary stage of language policy is seeking to understand the languages available and planning the importance of those selected to use for various functions. Furthermore, related to this is the fact that for any government-oriented change in language status, the first stage is information on its use



## **CHAPTER TWO- REVIEW OF RELATED LITERATURE**

### **2.0. Introduction**

This section presents a review of the related literature on the subject under study presented by various researchers, scholars, analysts and authors. In this chapter the already established perspectives concerning the topic are reviewed including proponents and contrary opinions. By the end of this literature review, a comprehensive perspective of the body of knowledge of this topic will be covered, gaps and recommendations well spelt out.

### **2.1. Language Policy and Language Usage literature review**

This section is not supposed to inform the participant of this conference (IATEFL BESIG 2010) much on the current literary development of language policy and language use. It rather needs to give some literary background to the main talk (I have) on the Ethiopian language policy and language uses.

Therefore, it briefly highlights on the definitions, issues and considerations, and implementation of a language policy. A language policy is a high level governmental document that sets decisions and guidelines for and determines what language and for which purposes shall be used in a given country (Getachew and Deribe, 2006). In other words, language policies are legal but political decisions on the statuses, developments, functions, etc. of languages in a state.

For good language policy, according to Kembo-Sure in Mair, 2003, policy makers should consider the following considerations while making the policy:

- Human rights implications for minorities
- Economic utility of each language
- National integration and government efficiency
- Group identity as well as personal identity – Aesthetic expression. (Kembo-Sure, 2003: 252)

Most of the times, however, as policies are made by politicians and politically committed experts, they fail to consider one or more of the above. For example, if we look at the existing Ethiopian language policy, it seems to have focused more on the ‘human right implications’ but not well regarded the economic utility and the national integration issues the language policy might bear (Lukas, I., \_; Data, 2000; Hirut, 2007).

Furthermore, such high level political documents do not guarantee clear understanding of what they actually mean in implementation. Therefore, institutions and activities such as language education policy, language planning, language management, and their constituting elements (status planning, corpus planning, acquisition planning, etc.) are required down the way in the hierarchy of institutions and decision bodies (Heugh, et al, 2006). There remains much to be done in Ethiopia in these critical and ‘endorsement steps.

## **2.2. Language Policies in Ethiopia**

As was explained in the background section of this paper, the language policies of Ethiopia in the different regimes, more specifically until Ethiopian People Revolutionary Democratic Front (EPRDF), had been dominantly Unitarian that favored Amharic as a national language. Amharic had been regarded as a language of national symbol and unity: primary education, civil services and societies, trade and business, etc. all used Amharic as a medium of instruction, interaction, transaction and communication (Getachew and Derib, 2006; Bamgbose, \_; Hirut, 2007).

The use of Amharic before Haile Silassie I was a 'de facto' language policy, as there was no any written constitution or policy document. From Haile Silassie I forward constitutions were written, though nothing was clearly stated regarding language use policy, and the use of Amharic as a national language was relatively a 'de jure'.

Similarly, the military government had tried to address the issue of linguistic equity and rights in a constitution more overtly than its predecessor. Nevertheless, this was highly criticized as mere paper-based and impractical. Getachew and Derib's *Language Policy in Ethiopia: History and Current Trends* is one among others. Since the fall of the military regime, Dergue, and the enthronement of the incumbent government, EPRDF, the national linguistic climate has changed. Both the new constitution and the education policy of the country legally and clearly laid the equity of each vernacular language and the right to use each for

education, administration, business and communication. The federal constitution devotes one article (Chapter one, Article five) to the equity and rights to language use as follows. (Chapter One) Article 5 Languages

1. All Ethiopian languages shall enjoy equal state recognition.
2. Amharic shall be the working language of the Federal Government.
3. Members of the Federation may by law determine their respective working languages.

Negarit Gazeta (2000:3):

The Education and Training Policy, which is aligned to the constitution, also addresses the language use issues in education and instruction as pointed out in the following quotation.

**[Article] 3.5 Languages and Education**

3.5.1 Cognizant of the pedagogical advantage of the child in learning in mother tongue and the rights of nationalities to promote the use of their languages, **primary education will be given in nationality languages.**

3.5.2 **Making the necessary preparation**, nations and nationalities can either learn in their own language or can choose from among those selected on the basis of national and countrywide distribution.

3.5.3 **The language of teacher training for kindergarten and primary education will be the nationality language** used in the area.

3.5.4 **Amharic** shall be taught as a language of **countrywide communication.**

3.5.5 **English** will be the **medium of instruction for secondary and higher education**.

3.5.6 Students can choose and learn **at least one nationality language and one foreign language** for cultural and international relations. 3.5.8 The **necessary steps will be taken to strengthen language teaching** at all levels.

3.5.7 **English** will be **taught as a subject starting from grade one**. FDRE (1994:23-24) [emphasis mine]

The current national constitution and education policy, though still fail to be all complete and satisfactory to every ethnicity, have manifested far better implementation and practicality.

### **2.3. The Status and Roles of English in Ethiopia**

According to Gnamba [I 361: 235-240) quoted in Ouedraogo (2000:1): economic development of a community develops its language as well, and can lead to both economic and linguistic hegemony over others. And the development of all peoples goes hand in hand with the development of their languages. Economic imperialism and linguistic imperialism appear thus as two sides of the same coin. Economically powerful nations naturally wish to expand their languages as natural and normal vehicles of their thought, their cultural values, and their ideologies that they may want or even force other peoples to adopt.

In this respect, English has been the most successfully expanded language. It has been the number one widespread language all over the world. This is well stated by Yun-Kyung Cha in his article ‘The Spread of English Language Instruction in

the Secondary School' as: If the Babylonian builders who were scattered over the face of the Earth by God for their arrogant attempt to build a tower that would reach to heaven could get together today, they would perhaps be able to continue their work without having any problems in understanding each other. A quite unexpected challenge to God's work is now being made by the English language. The diversity of human languages, one of the major barriers to reuniting innumerable ethno-linguistic groups for thousands of years, is about to be overcome by the rapid spread of English all over the world. (Cha, 2007: Abstract)

Accordingly, it has several and strong functions/roles in Ethiopia too. Of those roles English is playing in Ethiopia, the educational/instructional role is the long standing and dominant one. Trade and business communication, advertisement and entertainment, administration and office communication are some of the other growing roles English is fulfilling.

#### **2.4. Studies on the status/roles of English in Ethiopia**

English is well studied in the world in general and in African in particular. The proliferation of books as 'World English's', 'Global English', 'The Politics of English as a Language of the World', etc. is evident for this. However, as we look into where English is studied and where not, specifically in Africa, we can find titles or topics as South African English, West African English, East African English, etc. More specifically, as Ethiopia is part of the East African region, we could find studies on English in Kenya, Uganda, Tanzania, but not in Ethiopia, Djibouti, Somali and the Sudan. (Schmied, J. 2006).

When Kenya, Tanzania and Uganda were studied for their English language usage as “East African Englishness”, Ethiopia was left aside with Somalia and Sudan with the belief that these countries have more dominant Arabic influence than English. Although, there was taken such a general view, no proper and full scale survey was conducted in these north eastern countries. To substantiate, *The Handbook of World Englishness* in its section on ‘East African Englishness (by Schmied 2006) states that “literature on EAfE is still scarce and patchy. Although a big sociolinguistic survey of language in Eastern Africa [was undertaken in the] late 1960s and early 1970s, the descriptive data published as a result ... are relatively limited, especially for English” (p189). In such a limited study, Ethiopia has not even been included. However, the situation or status of English in Ethiopia is more or less the same as in those three surveyed countries. English in Ethiopia is a medium of instruction from secondary school through higher education but the learners proficiency remains always poor and the effectiveness of English language teaching remains always questionable, despite the efforts being undertaken by the Ethiopian government and concerned institutions. This situation of English in Ethiopia can be compared to that of in Uganda, Kenya, and Tanzania, which is stated by Schmied (2006:192) as follows.

The fact that universities have started extensive course programs in “Communication Skills” or even explicitly “Remedial English” reveals some of the problems. The discussions can be followed on the Internet, for example in numerous letters to the editors of major national newspapers. The key problem is

that English is used as the language of instruction from upper primary school onward (in Uganda and partly in Kenya) and is thus the basis for all further education. The discussion is less about teaching English properly than teaching (other subjects) in English properly. What is explained in this quotation reflecting the situations English in Kenya and Uganda is exactly the same or worse in Ethiopia. English has been used as a medium of instruction from grade 7 or 9 upwards since long time ago, but problems in learning and teaching English have been observed ever since (Jarvis, 1969; Personal experiences and observations). Presently, teachers at schools and employers in industries have been complaining about the low level English language competence of students and graduates, respectively. An evident example to this is the IELTS testing and the remedial training that Addis Ababa University has been administering since 2009. Another one, on the side of the employers, is the general declining tendency of recruiting the 3-year-graduates of the new education policy.

### **2.3. Study Gap**

This literature overview has geographical gap, I could not find any locally study about Somaliland student English performance while everyone in my community felt the consequences of poor English communication level in my our graduates whether they are Primary, Secondary or university graduates and still one is paying attention to digests the root causes of this which need to plan in nationwide level.

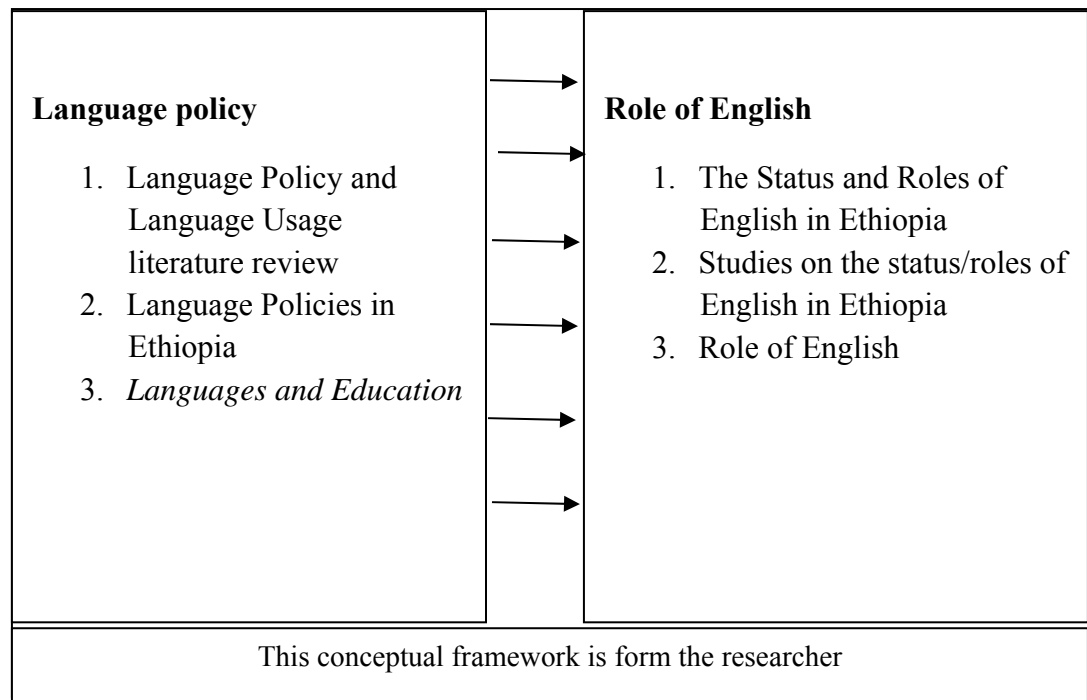


## 2.4. Theoretical Framework

One of the most pertinent theories informing this study is that of Krashen who found that the essential ingredient for L2 acquisition is comprehensible input through teacher talk. The teacher should talk on a learner's level of comprehension, that is, the learner should be able to understand what the teacher is saying.

## 2.5. Conceptual Framework

The conceptual framework will look into the factors influence Language policy and Role of English.



## **CHAPTER THREE- RESEARCH METHODOLOGY**

### **3.0. Introduction**

This chapter was cover the research design; description of the area of study; the study population; sample size and sampling technique; instruments for data collection; procedures of data collection and methods of data analysis.

### **3.1. Research Design**

This study was employed the descriptive survey design specifically the descriptive comparative and descriptive co relational strategies. Descriptive studies are non-experimental researches that describe the characteristics of a particular individual, or of a group. It deals with the relationship between variables, testing of hypothesis and development of generalizations and use of theories that have universal validity. It also involves events that have already taken place and may be related to present conditions (Kothari, 2004). Further, descriptive surveys are used to discover causal relationships (descriptive co relational), differences (descriptive comparative), to provide precise quantitative description and to observe behavior (Treece and Treece, 1973).

### **3.2. Target population**

The target population was 730 in total which was consisting of 20 teachers and 710 students in the selected secondary schools in Ahmed Dhagah and Mohamoud

Haybe Districts. Resources are basically organized by the administrative body and generally utilized by the teaching staff and students.

### 3.3. Sample size and Sampling Procedure

In view of the nature of the target population where the number for both teachers and administrators are many, a sample was taken from each category. Table 3.1 below shows the respondents of the study with the following categories: district, target population and sample size. The Slovene's formula was used to determine the minimum sample size.

**Table 3.1. Respondents of the Study**

District	Number of Schools	Total Target Population	
		Teachers and admin	Students
Ahmed Dhagah District Secondary Schools	Dayib Guray	5	212
	Qule Aden	5	99
Mohamoud Haybe District secondary schools	MAA	5	83
	Mohamed Mooge	5	316
Total	4 schools	20	710
Grand Total		730	

### **3.4. Sample Procedure**

The systematic sample random and purposive sampling was utilized to select the respondents based on these criteria which was an administrator of the secondary schools under study from the list of qualified respondents chosen based on the inclusion criteria, the systematic random sampling was being used to finally select the respondents with consideration to the computed minimum sample size. For using Slovene's formula the study sample size will be 259 respondents throughout of the formal

### **3.5. Research Instruments**

The study was employed the following research tools: questionnaires for students; interview for head teachers, Focused Group Discussions for the teachers and pupils and Desk reviews of trends in progress or decline for English learning process in Secondary schools

**Questionnaires** was administered to teachers and students these questionnaires was open ended and was required the respondent to fill in his point of view. The same questionnaire was administered to all of the respondents.

**Interviews** was conducted for teachers, MOE. Some of the information that the researcher expects from this group are issues to deal with infrastructure and education policies and how such issues are the influence of English language as a medium of instruction on student performance in public secondary schools in Hargeisa.

**Focused group discussion** was involving for only the learners to get information on their views on how is the influence of English language as a medium of instruction on student performance in public secondary schools in Hargeisa

### **3.6. Instrument Validity**

Content validity was ensured by subjecting the researcher devised questionnaires on resource availability and utilization to judgment by the content experts (who shall estimate the validity on the basis of their experience) such as professors (3), associate professors (3) and senior lecturers (3) in educational management.

The test-retest technique was used to determine the reliability (accuracy) of the researcher devised instruments to ten qualified respondents, five from English teachers, and the other five the rest of respondents. These respondents will not be included in the actual study. In this test- retest technique, the questionnaires will be administered twice to the same subjects. If the test is reliable and the trait being measured is stable, the results was consistent and essentially the same in both times (Treece and Treece, 1973).

To ensure validity of the instrument, they were presented to the experts in University of Nairobi for scrutiny. The feedback was used to revise the instruments before preparing the final copy whereby the formula will the division of the total number of questionnaires and number of question approved was the answer became beyond 0.70 all of the questionnaires were approved.

### 3.7. Instrument Reliability

Reliability of an instrument refers to its ability to produce same results was repeated applications to same set of respondents. The instrument will be administered twice to some two schools at interval of two weeks in the test retest procedure and out of the school sample frame. A comparison of the two responses will help the researcher assess the reliability of the tools. If the two responses are relatively similar, this shows that the tools can be relied upon for data collection unlike if the tools are different; this means the tools cannot be relied upon.

Pearson's coefficient correlation for the test-retest will be used to establish the extent to which the contents of the instruments are consistent in eliciting the same responses every time they are administered. Following is Pearson formula:

$$r = \frac{\sum XY - (\sum X)(\sum Y)}{N} \div \sqrt{\left[ \frac{\sum X^2 - (\sum X)^2}{N} \right] \left[ \frac{(\sum Y^2 - \sum Y)^2}{N} \right]}$$

Where:

r = Pearson product moment correlation coefficient

Y= score for first administration;

X= score for second administration;

N= Number of respondents i.e. 1% of the anticipated respondents.

According to Orodho (2005), a correlation coefficient of about 0.8 was considered adequate. Should a less value be obtained, the number of respondents were increased so as to make it more representatives for as Kufs (2010) argues, the greater the number of data pairs, the larger the value of the correlation.

### **3.8. Data Collection Procedure**

The researcher had sought permission from the Ministry of Education of Somaliland through University of Nairobi before proceeding to the field for data collection. Letters notifying the sampled schools of the intended research were dispatched two weeks before the researcher visits the sampled schools. The researcher was administer the questionnaires and conduct the interviews through note taking. After all the data collection exercise is over, the researcher will organize and analyze the data and make a final report on the findings. The respondents will be requested to answer completely and not to leave any part of the questionnaires unanswered. The researcher will emphasize retrieval of the questionnaires on time which was worked well, respondents were collected the questionnaires on time of distribution. On retrieval, all returned questionnaires were being checked where by all questions were being answered probably and purpose on intentions initially.

### **3.9. Data Analysis Techniques**

The data obtained from the field were interpreted. Mugenda and Mugenda (2003) say that such data must be cleaned, coded, keypunched into a computer and analyzed. Qualitative data will be derived from open ended questions in the questionnaire, the interview scripts and focused group discussion. The data was transcribed and categorized into themes in relation to the objectives of the study. The data coded into descriptive codes will be analyzed using Statistic Package for Social Science (SPSS). Quantitative data emanating from closed ended questions in the questionnaires will be analyzed using descriptive statistics particularly frequency counts, percentages and mean. Frequency tables and percentage tables will be used. Presentation will be given in charts and histograms.

### **3.10. Ethical Consideration**

To ensure confidentiality of the information provided by the respondents and to ascertain the practice of ethics in this study, the following activities were being implemented by the researcher:

Seek permission to adopt the standardized questionnaire on school effectiveness through a written communication to the author. The respondents and schools will be coded instead of reflecting the names.

Solicit permission through a written request to the concerned officials of the secondary schools included in the study. Request the respondents to sign in the Informed Consent Form (Appendix3) Acknowledge the authors quoted in this



study and the author of the standardized instrument through citations and referencing. Present the findings in a generalized manner. And Privacy of respondents will be respected.

## **CHAPTER FOUR- DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

### **4.1 Introduction**

Presented in this chapter are data analysis, presentation and interpretation of findings. The data presented in this chapter were processed using Statistical Package for Social Sciences (SPSS). The chapter presents the questionnaire return rates, the demographic information of the respondents and lastly addressed the research questions as they follow each other. In chapter four had been faced on data Analysis, presentation and interpretation in regards of the relationship between the description and the tables with the ability being argued logically and links with objectives and with the related literature and previous studies in the light of demonstration of a solution to the problem statement.

### **4.2 Questionnaire Rate of Return**

Questionnaire return is the proportion of the questionnaires returned after they have been issued to the respondents. Out of the 20 teachers, and 259 students form the four schools, teachers and students tested during the study, 20 teachers, and 259 students form four schools well filled and returned the questionnaires. The return rates were above 99% and hence were deemed adequate for data analysis.

### 4.3 Demographic Data of the Respondents

This section presents the demographic data of the teachers and students that were distributed the questionnaires and returned the questionnaires. The section presents that demographic data of the teachers and students was based on their sex, academic qualification, working experience and marital status, they are asked to indicate their gender.

**Table 4.1 Teachers' Respondents Sex**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	17	85.0	85.0	85.0
Female	3	15.0	15.0	100.0
Total	20	100.0	100.0	

Table 4.1 shows that majority 17(80.0%) of the teachers were male while 3(15.0%) of the teachers were female. The data shows that there was no gender Distribution in school teachers in the district of Ahmed Dhagah as shown on table 4.1 consequently report developed free primary education report (2013) from the MOE was indicating that secondary female teachers are very low, as they are 4%, compares to the male Secondary teachers, according to the Somaliland National Education policy (2013) female teachers in Secondary schools should be 20% of the total teachers in the secondary schools in Somaliland. However there are other efforts such as EU funded scholarship for female teachers training for the recent year which may support the number of female teachers of Somaliland in general.

**Table 4.2 Students' Respondents Sex**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	198	76.4	76.4	76.4
Female	60	23.2	23.2	99.6
11.00	1	.4	.4	100.0
Total	259	100.0	100.0	

Table 4.2 shows that majority 198(76.4%) of the students were male while 60(23.0%) of the students were female. The data shows that there is still gender inequality in secondary school students in the district of Ahmed Dhagah is there as shown on table 4.2 since the number of female teachers are low female students became low because they are role model of female students, there is a direct correlation for the female students and female teachers in secondary schools number which is affecting negatively on gender equality.

**Table 4.3 Teachers' Academic Qualifications**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Diploma	5	25.0	25.0	25.0
Degree	15	75.0	75.0	100.0
Total	20	100.0	100.0	

Table 4.3 shows that majority 15(75.0%) of the teachers had degree qualification, 5(25.0%) of teachers had Diploma while none (0.0%) of teachers had Master's degree qualification. The data implies that the teachers had no much high academic qualifications which puts them in a position they cannot well implement language policy and also cannot pass to the issue to related education actors need for implementing need effective language policy in order to overcome on it.

**Figure 4.1 Teachers' Academic Qualifications**

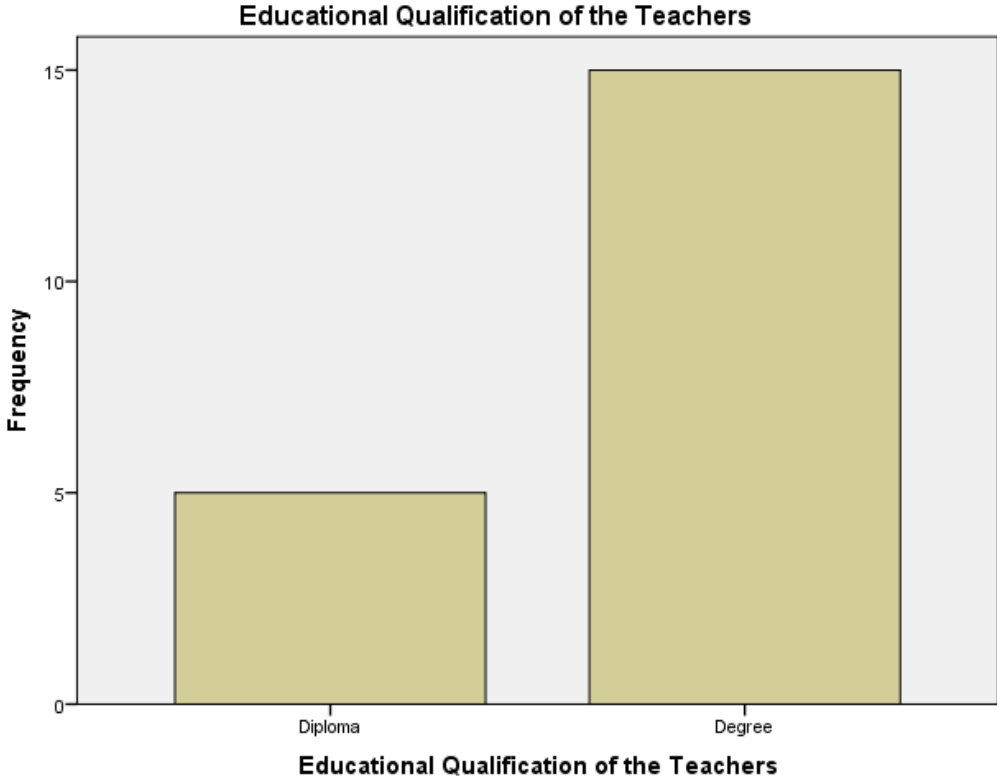


Figure 4.1 shows that majority 15(75.0%) of the teachers had degree qualification, 5(25.0%) of teachers had Diploma while none of them (0.0%) of teachers had Master's degree qualification. The data implies that the teachers had no much high academic qualifications which puts them in a position they cannot well implement language policy and also cannot pass the Education actors need for implementing need effective language policy in order to improve secondary schools student need.

**Figure 4.2 Teachers' Respondents Age**



Figure 4.2 shows that majority 10(50.0%) of the teachers were from the age group from 36-45 while 6(30.0%) of teachers were from the age group of 25-35 though the rest who are the minority of all of the groups were 4(20.0%) which implies that majority of the teachers were not so old that can still learn and provide lessons better if they got a room of educational system improvement with relevant policies includes language policy.

**Figure 4.3 Teachers' Respondents Age**

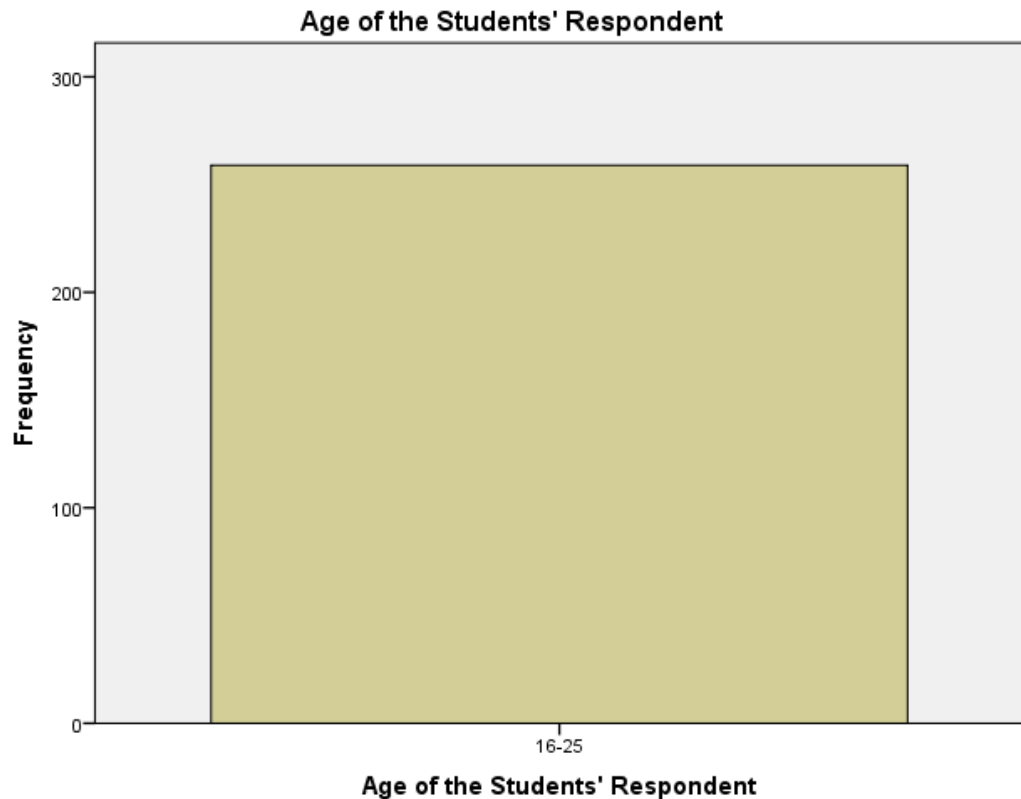


Figure 4.3 shows that all 259(100.0%) of the students were from the age group from 16-25 while there is no any other age group which is showing the secondary school students age is relatively good, they are the same peer group which my help teachers to implement polices easily.

#### **4.4 Language Policy Implementation in Public Secondary Schools**

According to Getachew (2006) was explained in the background section of this paper, the language policies of Ethiopia in the different regimes, more specifically until Ethiopian People Revolutionary Democratic Front (EPRDF), had been dominantly Unitarian that favored Amharic as a national language. Amharic had been regarded as a language of national symbol and unity: primary education,

civil services and societies, trade and business, etc. all used Amharic as a medium of instruction, interaction, transaction and communication while the language policy implementation is crucial to a learning effectiveness, language as good as the conditions under which one has access to them. One of the objectives of the study was to determine how language policy affected quality of education to determine language Policy Implementation in Public Secondary Schools the teachers were asked to indicate if they apply language policy while teaching.

**Table 4.4 Teachers were asked if they apply language policy while teaching**

<b>I apply language policy while teaching</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	10	50.0	50.0	50.0
Disagree	8	40.0	40.0	90.0
I am not sure	2	10.0	10.0	100.0
Total	20	100.0	100.0	

Table 4.4 shows that majority 10(50.0%) of the teachers were strongly disagreed which means never applied language policy while 8(40.0%) of the teachers stated that they disagreed which means did not applied language policy. While the rest of the teachers which was 2(10.0) voted normal which means no comment or I am not sure data shows that there is a great need for language policy development and also implementation in order to improve the level of English of secondary students in secondary school students in the district of Ahmed Dhagah as shown on Table 4.4.



**Figure 4.5 Teachers' have been asked if they have seen language policy**

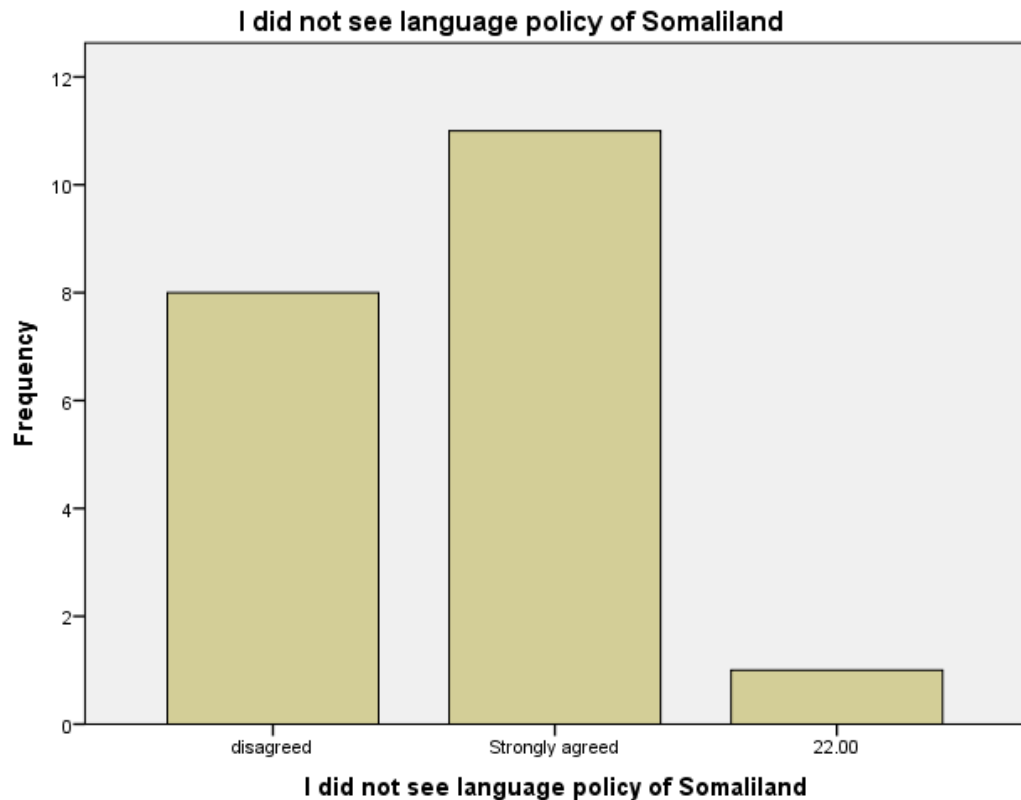


Figure 4.4 shows that majority 11(55.0%) of the teachers were strongly disagreed which means never seen language policy while 8(40.0%) of the teachers stated that they disagreed which means did not seen language policy. While the rest of the teachers which was 1(5.0) became error which means no result data shows that there is a great need for language policy development and also implementation in order to improve the level of English of secondary students in secondary school students in the district of Ahmed Dhagah as shown on Table 4.4.

**Table 4.5 Students have asked if they like learning English**

<b>I like learning English language.</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Strongly Agreed	119	45.9	45.9
	Agree	87	33.6	79.5
	I'm not sure	45	17.4	96.9
	Disagree	5	1.9	98.8
	Strongly Disagree	3	1.2	100.0
	Total	259	100.0	100.0

Table 4.5 shows that majority 119(45.9%) of the students were strongly agreed while 87(33.6%) of the students stated that they have agreed which means that they like learning English which will be effectively unless proper language policy should be placed and implemented. While 45(17.4) of them voted I am not sure, though 5(1.9) of them voted disagreed, eventually 3(1.2) of the student respondents stated that they are strongly disagreed, however; more than 84% of the students likes learning English which will need having of language policy development and also implementation in order to improve the level of English of secondary students in secondary school students in the district of Ahmed Dhagah as shown on Table 4.5.

#### **4.5 Role of English Language on Certificate for Public Secondary Schools**

According to Gnamba [I 361: 235-240) quoted in Ouedraogo (2000:1): economic development of a community develops its language as well, and can lead to both economic and linguistic hegemony over others. And the development of all peoples goes hand in hand with the development of their languages. Economic

imperialism and linguistic imperialism appear thus as two sides of the same coin. Economically powerful nations naturally wish to expand their languages as natural and normal vehicles of their thought, their cultural values, and their ideologies that they may want or even force other peoples to adopt.

In this respect, English has been the most successfully expanded language. It has been the number one widespread language all over the world. This is well stated by Yun-Kyung Cha in his article ‘The Spread of English Language Instruction in the Secondary School’ while the language policy implementation is crucial to a learning effectiveness, language as good as the conditions under which one has access to them. One of the objectives of the study was to determine how language policy affected quality of education to determine Role of English Language on Certificate for Public Secondary Schools the teachers and students were asked to indicate if they apply language policy while teaching.

**Table 4.6 teachers have asked if the Role of English for Public Secondary students is not satisfactory**

**The Role of English for Public Secondary students is not satisfactory.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agreed	9	45.0	45.0	45.0
Agreed	5	25.0	25.0	70.0
Valid I'm not sure	4	20.0	20.0	90.0
Disagreed	2	10.0	10.0	100.0
Total	20	100.0	100.0	

Table 4.6 shows that majority 9(45.0%) of the teachers were strongly agreed that the role of English for the Public secondary students is not satisfactory while

5(25.0%) of the teachers stated that they have agreed which means that they also agrees the role of English for the Public secondary school is satisfactory, while 4(20.0) of them voted that they were not sure eventually 2(10.0) of them voted disagreed, however; more than 70% of the teachers agreed that the level of English for the public secondary students is not satisfactory which is implying need having of language policy development and also implementation in order to improve the level of English of secondary students in secondary school students in the district of Ahmed Dhagah as shown on Table 4.6.

**Figure 4.6 teachers have asked if the Role of English for Public Secondary students is not satisfactory**

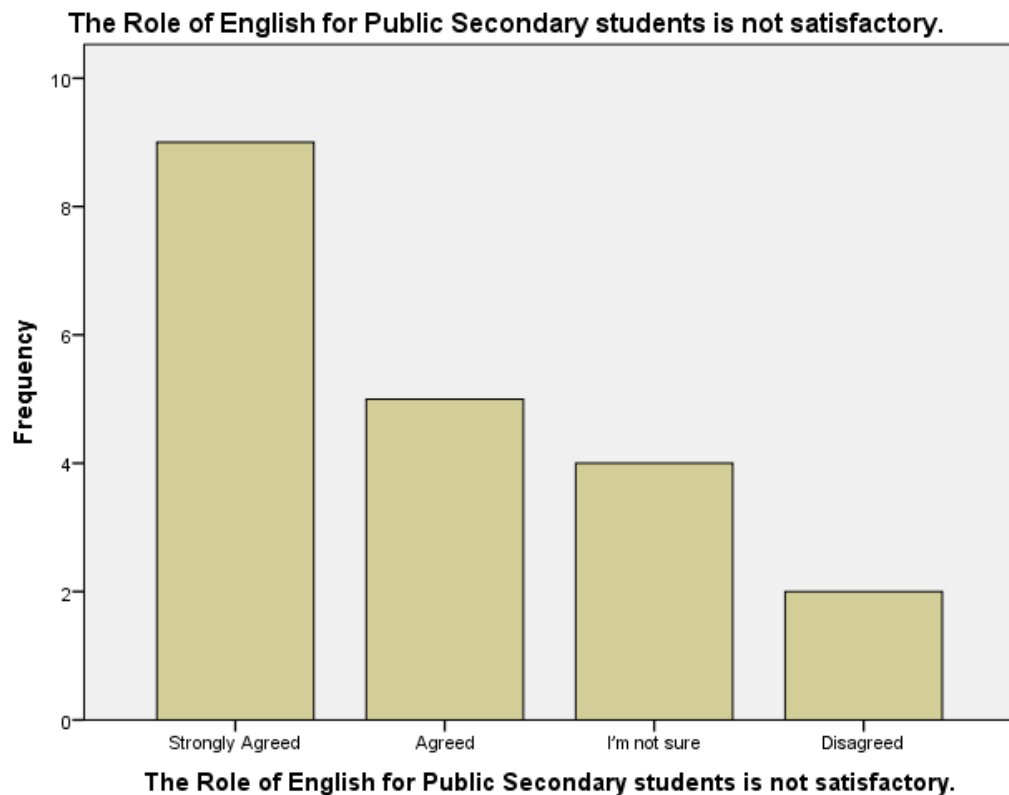


Figure 4.6 shows that majority 9(45.0%) of the teachers were strongly agreed that the role of English for the Public secondary students is not satisfactory while 5(25.0%) of the teachers stated that they have agreed, however; more than 70% of the teachers agreed that the level of English for the public secondary students is not satisfactory which is implying need having of language policy development and also implementation in order to improve the level of English of secondary students in secondary school students in the district of Ahmed Dhagah as shown on Table 4.6.

**Table 4.7 students were being asked if the role of English in public secondary schools is satisfactory.**

**The Role of English for Public Secondary students is not satisfactory.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	110	42.5	42.5	42.5
Agree	77	29.7	29.7	72.2
I'm not sure	52	20.1	20.1	92.3
Disagree	11	4.2	4.2	96.5
Strongly Disagree	9	3.5	3.5	100.0
Total	259	100.0	100.0	

Table 4.7 shows that majority 110(42.5%) of the students were strongly agreed while 77(29.7%) of the students stated that they have agreed which means that they the public secondary students English is not satisfactory. While 52(20.1) of them voted I am not sure, nevertheless; 11(4.2) of them voted disagreed, eventually 9(3.5) of the student respondents stated that they are strongly disagreed, however; more than 73% of the students stated that he level of English for the public secondary schools is not satisfactory which implies that language policy development and also implementation in order to improve the level of

English of secondary students in secondary school students in the district of Ahmed Dhagah.

**Figure 4.7 students were being asked if the role of English in public secondary schools is satisfactory**

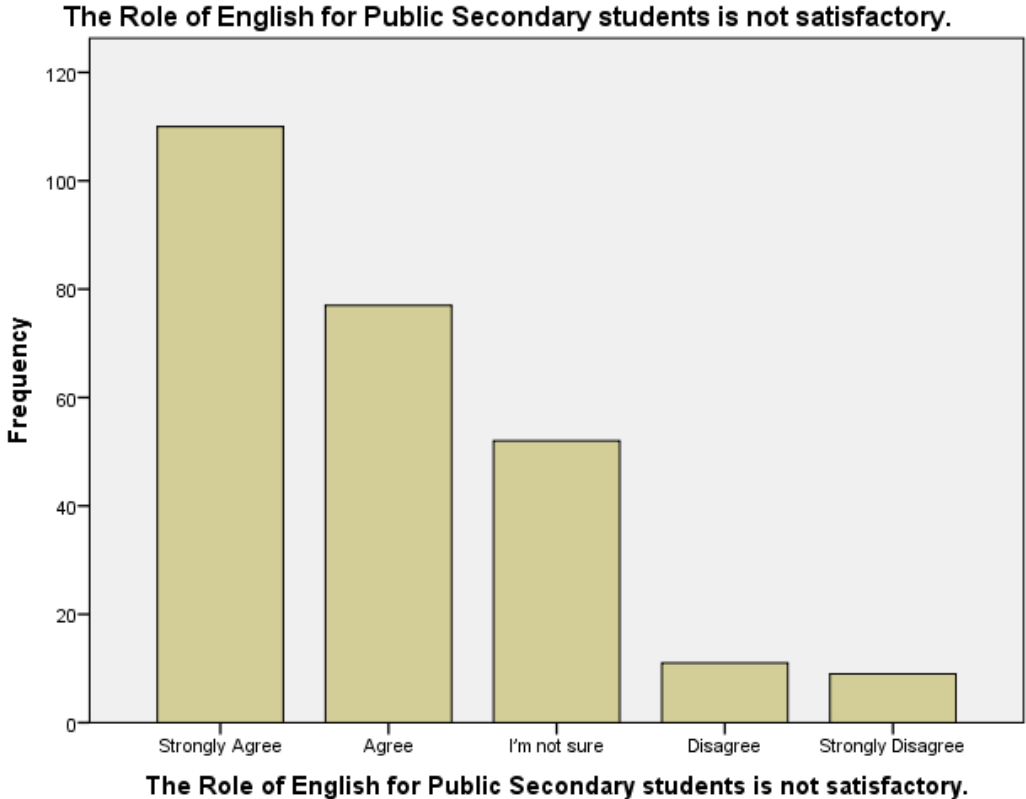


Figure 4.7 shows that majority 110(42.5%) of the students were strongly agreed while 77(29.7%) of the students stated that they have agreed which means that they the public secondary students English is not satisfactory. more than 73% of the students stated that he level of English for the public secondary schools is not satisfactory which clearly showing the need for language policy development and also implementation in order to improve the level of English of secondary students in secondary school students in the district of Ahmed Dhagah statet.

**Table 4.8 Teachers was asked the mood of their student while speaking English in the class**

**Speaking English in the class makes me feel excited.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Agreed	1	5.0	5.0	5.0
I'm not sure	6	30.0	30.0	35.0
Valid Disagreed	9	45.0	45.0	80.0
Strongly Disagreed	4	20.0	20.0	100.0
Total	20	100.0	100.0	

Table 4.8 shows that majority 9(45.0%) of the teachers were agreed while 6(30.0) of them voted that they are not sure, thus; 4(20.0) of them voted strongly disagreed, however; approximately 65% of the teachers stated that the mood of their student was not excited if they have been asked question in English while they are in the class which is demonstrating that there is massive need for English improvement in the secondary schools in Ahmed Dhagah Secondary schools as shown on the above demonstrated Table .

**Figure 4.8 Student had been asked their mood while speaking English in the class.**

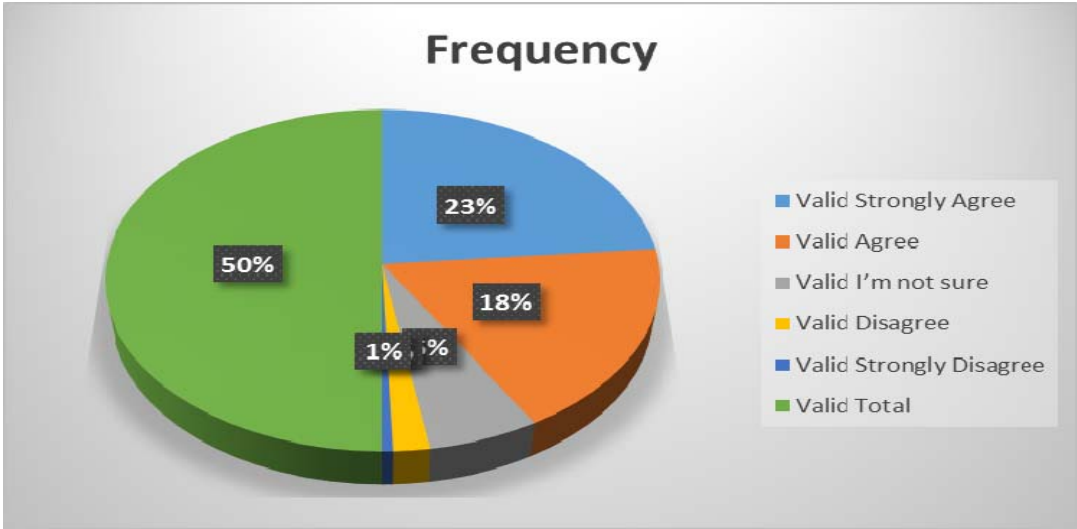


Figure 4.8 shows that majority 122(47.1%) of the students were strongly agreed that they feel afraid if they wanted to speak English during class learning while 93(35.9%) of the students stated that they have agreed while 31(12.0%) stated that they are not sure there they feel afraid or not which is also showing that there is no exercise of speaking English while learning because if they is the room is there they should not say that they are not sure, while 10(3.9%) stated they disagree, finally 3(1.2%) were strongly disagreed which is implying they are not feel afraid while they are speaking English while they are in the class, however; more than 85% of the students stated that that they are either strongly agreed or agreed that their mood is not good if they want to speak English while they are in the class which clearly showing the need for language policy development and also implementation in order to improve the level of English of secondary students in secondary school students in the district of Ahmed Dhagah stated.

#### **4.6 Correlation of Language Policy Implementation Influence and the Role of English Language on Certificate of Public Secondary Schools**

Following and finding out if there is positive correlation between language policy implementation and role of English language on the certificated of the public secondary students in Ahmed Dhagah District Hargeisa Somaliland and to spread of English Language Instruction in the Secondary School' while the language policy implementation is crucial to a learning effectiveness, language as good as the conditions under which one has access to them. One of the objectives of the study was to determine how language policy affected quality of education to



determine Role of English Language on Certificate for Public Secondary Schools the teachers and teachers and students were asked to indicate if there is positive correlation between implementation of language policy and the role of English on the certificate of public secondary school students performance in Ahmed Dhagah District Hargeisa Somaliland

**Figure 4.9 teachers had been asked if there is a positive correlation between language policy implementation and the role of English on student performance**

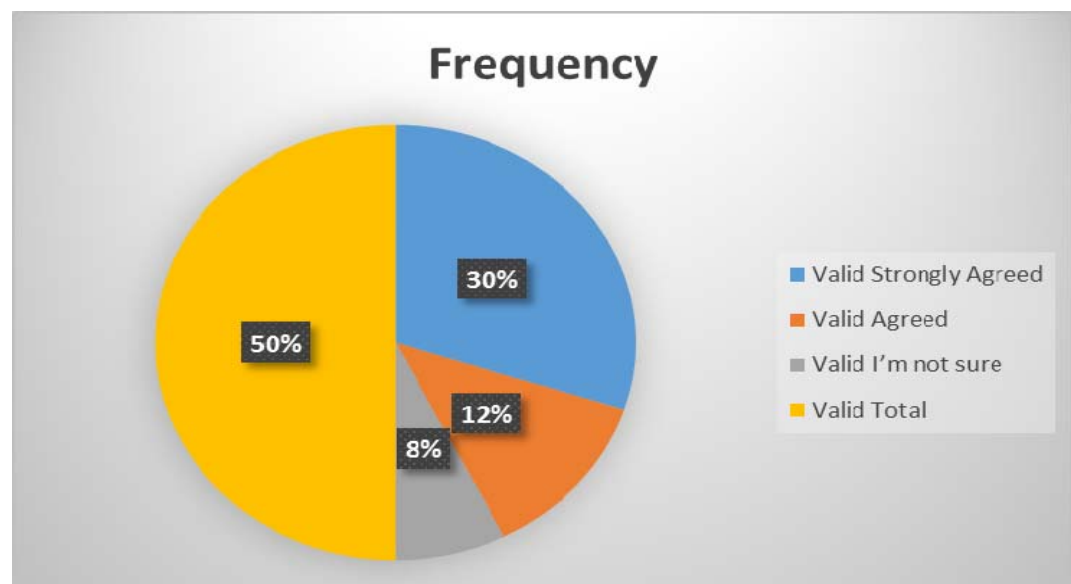


Figure 4.9 shows that majority 10(50%) of the students were strongly agreed that there is positive correlation between the IV and the DV while 6(30.0%) of the students stated that they have agreed while 3(12.0%) stated that they are not sure, finally, however; more than 80% of the students stated that that they are either strongly agreed or agreed that their there is positive correlation between the dependent variable and the independent variable which clearly showing the need

for language policy development and also implementation in order to improve the level of English of secondary students in secondary school students in the district of Ahmed Dhagah stated.

**Table 4.9 Students had been asked if there is a positive correlation between language policy implementation and the role of English on student performance.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	122	47.1	47.1	47.1
Agree	88	34.0	34.0	81.1
Valid I'm not sure	47	18.1	18.1	99.2
Disagree	2	.8	.8	100.0
Total	259	100.0	100.0	

Table 4.9 shows that majority 122(47.1%) of the students were strongly agreed while 88(34.0%) of the students stated that they have agreed, while 47(18.1) of them voted I am not sure, eventually 2(0.8) of the student respondents stated that they are disagreed, however; more than 81% of the students stated that there is positive correlation between the language policy implementation and the role of English in the secondary schools so that development of language policy is needed with proper implementation in order to improve the level of English of secondary students in secondary school students in the district of Ahmed Dhagah as shown on Table 4.5

#### **4.7 Deviation of Language Policy Implementation Influence and the Role of English Language in Public Secondary Schools**

Following and finding out if there is positive deviation between language policy implementation and role of English language on the certificated of the public

secondary students in Ahmed Dhagah District Hargeisa Somaliland and to spread of English Language Instruction in the Secondary School' while the language policy implementation is crucial to a learning effectiveness, language as good as the conditions under which one has access to them. One of the objectives of the study was to determine how language policy affected quality of education to determine Role of English Language on Certificate for Public Secondary Schools the teachers and teachers and students were asked to indicate if there is negative correlation or deviation between implementation of language policy and the role of English on the certificate of public secondary school students performance in Ahmed Dhagah District Hargeisa Somaliland

**Table 4.10 Students had been asked if there is a negative correlation or deviation between language policy implementation and the role of English on student performance.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	3	1.2	1.2	1.2
Agree	41	15.8	15.8	17.0
I'm not sure	49	18.9	18.9	35.9
Disagree	110	42.5	42.5	78.4
Strongly Disagree	56	21.6	21.6	100.0
Total	259	100.0	100.0	

Table 4.10 shows that majority 110(42.5%) of the students were disagreed while 56(21.0%) of the students stated that they are strongly disagreed, while 49(18.9) of them voted I am not sure, though 41(15.8) of the student respondents agreed finally 3(1.2) stated that they strongly agreed how the above table is showing that there is no negative deviation between the independent variable and the dependent variable as of the students of secondary schools in the district of Ahmed Dhagah replied on shown on Table 4.10

**Figure 4.10 teachers had been asked if there is a Negative correlation or deviation between language policy implementation and the role of English on student performance**

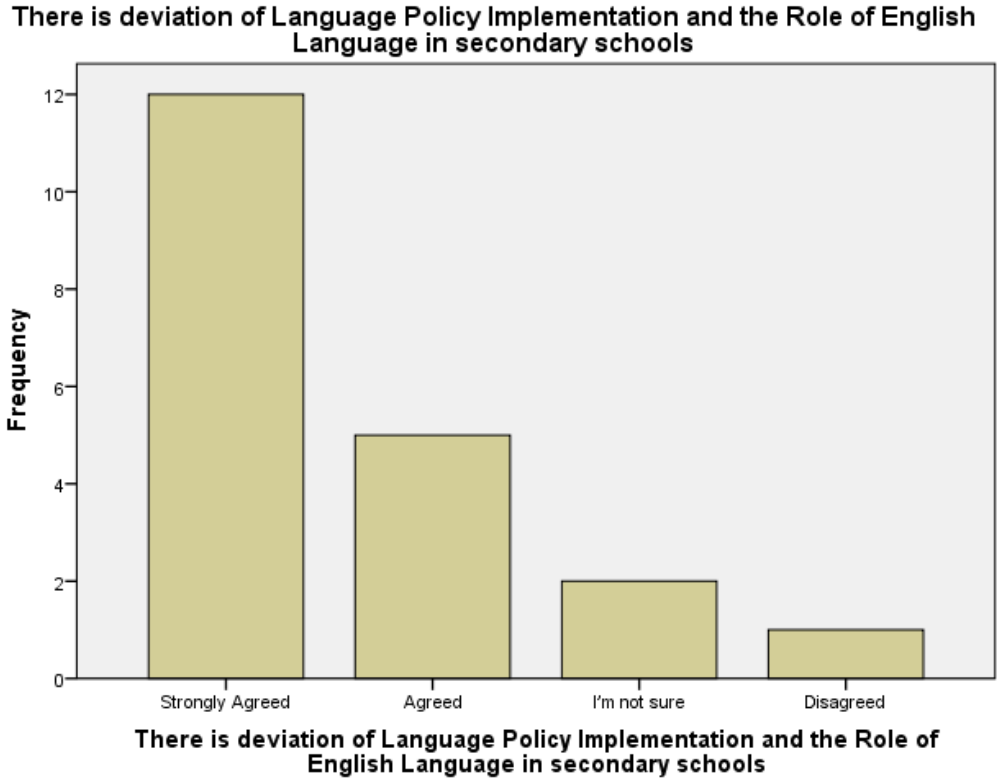


Figure 4.10 shows that majority 12(60.0%) of the teachers respondents were strongly agreed while 5(25.0%) of the teachers stated that they are agreed, though 2(10.0) of them voted they are not sure, lastly 1(5.0) of the student respondents disagreed nevertheless 17(85.0) stated that they are either strongly agreed or agreed which is showing that there is no negative deviation between the independent variable and the dependent variable as of the students of secondary schools in the district of Ahmed Dhagah replied on shown on figure 4.10

## **CHAPTER FIVE- SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **Introduction**

Chapter five will focus on the following topics includes, summary of the study, conclusion, recommendation, suggestions for further researches and appendix

### **Summary of the study**

Somaliland was restored in 1998 after massive civil war from 1980<sup>th</sup> to 1991. Two secondary schools were being restored in 1998 with 80 students where less than 15% were female students. The Ministry policy is to aim at GER of 50% by 2016. Currently there are total of 100 secondary schools of which 37 are private only 11 public secondary schools are inside Hargeisa, the capital city of Somaliland. SESSP (2012-2016)

The purpose of the study is find out language policy influence and the role of English language in public secondary schools in Hargeisa Somaliland

In table6 Respondents are also being asked how the English level of the Secondary schools to be improved, 46 respondent which is equivalent of 17.8% of the total respondents stated that if better language policy to be developed and implemented the can become one of the ways to be improved the level of English of the Ahmed Dhagah District secondary schools their English level, while 48 respondents those are equivalent of 18.5% of the respondents thinks that clear language policy implementation can be cured, while majority of the respondents

which is 34.7% sees review of current English syllabus can be cured also 21% of the respondents sees that trained teachers in placement can become one of the ways finally 8.9%

The importance of the findings is that according to the MOE National Education policy is only indicating that the medium of instruction of secondary schools in English but there is no any other illustration about it, includes language policy strategy of implementation and supervision of the result.

### **Conclusions**

All of the finding of the study is showing that there is need to address the system of English language of the secondary schools, while all of the question in my questionnaire indicated the level of English of the secondary schools is satisfactory as it showing in table1 which is saying “The majority of the respondents pointed out that the level of English for Public Secondary students is not satisfactory whereby 64.7 of the respondents voted high and very high, which is showing that the it needs to be addressed and set clear language policy in order to respond the this escalating problem”

Objective one was determine to which extent the demographic factors of teachers influence language policy implementation and the role of English language in public secondary schools in Hargeisa Somaliland, 21% of the respondents sees that trained teachers in placement can become one of the ways of improvement, so that demographic characteristics of the teachers negatively affects the level of English of the secondary students.

To explore the level of language policy implementation in public secondary schools in Hargeisa Somaliland, these looks that no one in the schools teaches lesson while having in mind language policy which is also contributing the problem.

To examine the role of English language in public secondary schools in Hargeisa Somaliland, The majority of the students stated that they feel afraid if want to speak English in the class which showing 73% of the students feels afraid if the need of English speaking arose so that there is a need to improve the education system, in the base of developing proper language policy with clear implementation plan.

To examine the significance relationship between language policy implementation and the role of English language in public secondary schools in Hargeisa Somaliland according to the above addressed objectives especially the IV and the DV which is showing that is there is a direct relationship between the IV and the DV.

To find out the deviation of language policy implementation influence and the role of English language in public secondary schools in Hargeisa Somaliland this in nil because there is a direct relationship of the IV and the DV.

The research theory was one of the most pertinent theories informing this study is that of Krashen who found that the essential ingredient for L2 acquisition is comprehensible input through teacher talk. The teacher should talk on a learner's

level of comprehension, that is, the learner should be able to understand what the teacher is saying. And comparing to the findings of the learners in the **table5** which is saying as follows “The majority of the students stated that their English books don not meet their English level as 44.8 of them agreed in very high expectation which showing that there is a need for improve the education system including English text books”

### **Recommendations**

According to the findings of the study exploring that the level of language policy implementation in public secondary schools in Hargeisa Somaliland, these looks that no one in the schools teaches lesson while having in mind language policy which is also contributing the problem.

To examine the role of English language in public secondary schools in Hargeisa Somaliland, The majority of the students stated that they feel afraid if want to speak English in the class which showing 73% of the students feels afraid if the need of English speaking arose so that there is a need to improve the education system, in the base of developing proper language policy with clear implementation plan.

To examine the significance relationship between language policy implementation and the role of English language in public secondary schools in Hargeisa Somaliland according to the above addressed objectives especially the IV and the DV which is showing that is there is a direct relationship between the IV and the DV



### **Suggestions for further research**

Further researches are being recommending because this study was only based on Ahmed Dhagah district, the Somaliland National Examination and Certification Board has pointed out that the examination approach for the secondary schools based on only the written regards of, written, comprehension and understanding and the Somaliland National Education policy is also pointing that there a gap for detailed and quality language policy is needed.

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## APPENDIX 1- LETTER OF INTRODUCTION

University of Nairobi  
School of education  
P. O. Box 30197  
Nairobi.

The Principal of \_\_\_\_\_ Secondary school

Dear Sir/Madam,

### **REF: PERMISSION TO COLLECT DATA IN YOUR SCHOOL**

I am a student at the University of Nairobi currently pursuing a Masters' degree in education. As part of my assessment, I am required to carry out research on "The Influence of Language Policy and the Role of English on the Certificate of the Public secondary schools performance in Ahmed Dhagah District Hargeisa Somaliland." Your school has been selected for the study. The purpose of this letter is to request you to kindly allow me to carry out the study in your diligent school. Your identity will remain confidential. Please try to be as honest as possible in your responses and ensure that you attempt all questions please pass this message to your students and teachers are being directly targeting.

Regards,

Mustafe Hassan Dahir

## **APPENDIX 2- TEACHERS' QUESTIONNAIRE**

The questionnaire is intended to collect information on factors influence use of English as a medium of instruction in secondary schools in Hargeisa. Please fill in the blank spaces provided or tick where necessary. Information provided will be treated with necessary confidence. The questions that require ticking give your opinion as regards the statements. Use the scale (1) I strongly agree (2) I Agree (3) I'm not sure (4) I disagree (5) I strongly disagree.

### **Part One: PERSONAL INFORMATION.**

i. **Sex:** Male [  ] Female [  ]

ii. **Age :** [  ]

iii. Educational Qualification?

Diploma [  ]

Bachelor [  ]

Masters [  ]

iv. Working experience?

i. Less than 2ys. [  ] 3-6 [  ] C 10+ [  ]

ii. Marital Status? ii. Single [  ] Married [  ] Divorced [  ]

### **Part Two: Language policy implementation**

To what extent do you agree with the following items about your attitudes affects toward learning of the English language? Remember there is no right or wrong

answers; just answer as accurately as possible. Please read the statements below carefully and tick the appropriate choices that reflect your attitudes and Perceptions towards English language. Use the scale below to answer the questionnaire items.

**1= Strongly Agree. 2= Agree 3= I'm not sure 4= Disagree 5= Strongly Disagree, Note: Tick [√] only one option for each item in the questionnaire.**

Please circle your response on the scale of 1-5.	Highest Score				Lowest Score
1. I apply language policy while teaching.	1	2	3	4	5
Comments					
2. I have enough Materials to implement language policy.	1	2	3	4	5
Comments					
3. I have not seen language policy.	1	2	3	4	5
Comments					
4. The Role of English for Public Secondary students is not satisfactory.	1	2	3	4	5
Comments					
5. Speaking English in the class makes my learner feel excited.	1	2	3	4	5
Comments					
6. Speaking English in the class makes my learner feel afraid.	1	2	3	4	5
Comments					
7. There is correlation of Language Policy Implementation and the Role of English Language on Certificate of secondary students is positive	1	2	3	4	5
Comments					
8. There is deviation of Language Policy Implementation and the Role of English Language in secondary schools	1	2	3	4	5
Comments					

### **APPENDIX 3- STUDENTS' QUESTIONNAIRE**

The questionnaire is intended to collect information on factors influence use of English as a medium of instruction in secondary schools in Hargeisa. Please fill in the blank spaces provided or tick where necessary. Information provided will be treated with necessary confidence. The questions that require ticking give your opinion as regards the statements. Use the scale (1) I strongly agree (2) I Agree (3) I'm not sure (4) I disagree (5) I strongly disagree.

#### **Part One: PERSONAL INFORMATION.**

i. **Sex:** Male [  ] Female [  ]

ii. **Age :** [  ]

iii. Educational Qualification?

Secondary [  ]

Certificate [  ]

Diploma [  ]

iv. Working experience?

No Experience 1yr [  ] less than 2ys. [  ] 3-5 [  ]

v. Marital Status? Single [  ] Married [  ] Divorced [  ]

#### **Part Two: Language policy implementation**

To what extent do you agree with the following items about your attitudes affects toward learning of the English language? Remember there is no right or wrong

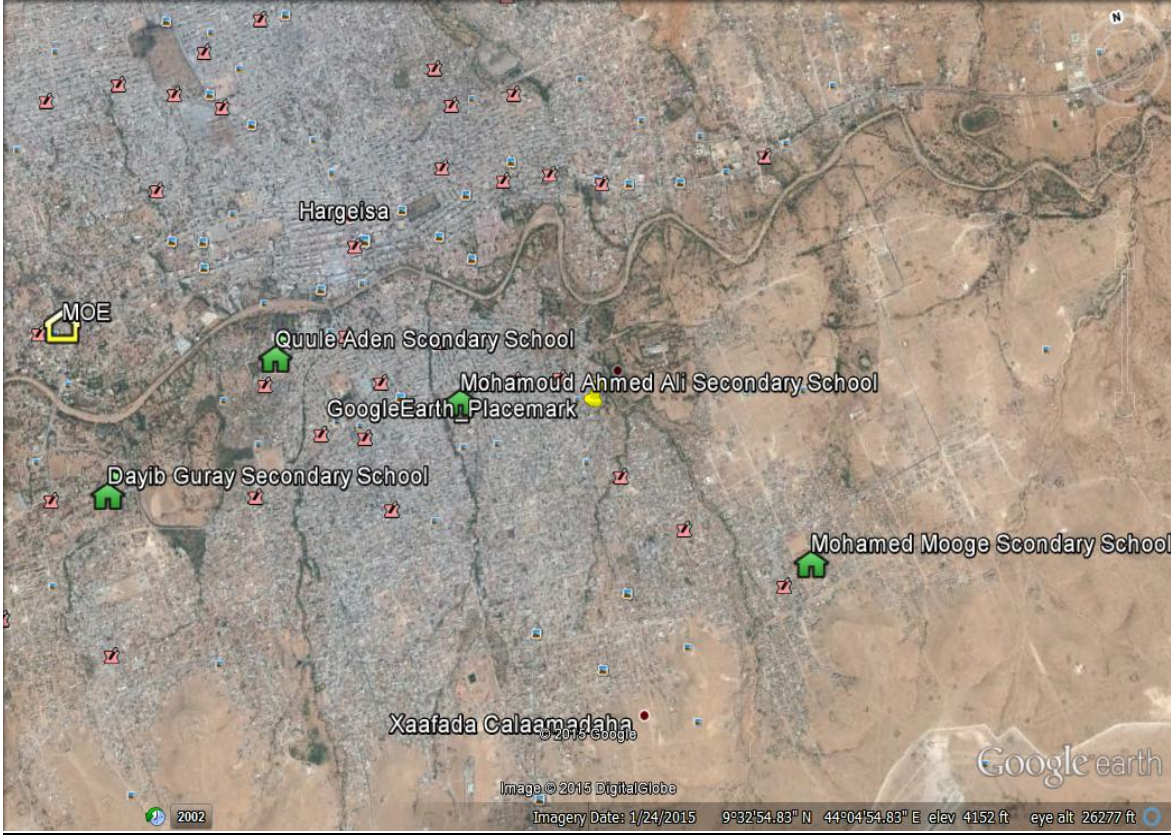
answers; just answer as accurately as possible. Please read the statements below carefully and tick the appropriate choices that reflect your attitudes and Perceptions towards English language. Use the scale below to answer the questionnaire items.

**1= Strongly Agree. 2= Agree 3= I'm not sure 4= Disagree 5= Strongly Disagree, Note: Tick [√] only one option for each item in the questionnaire.**

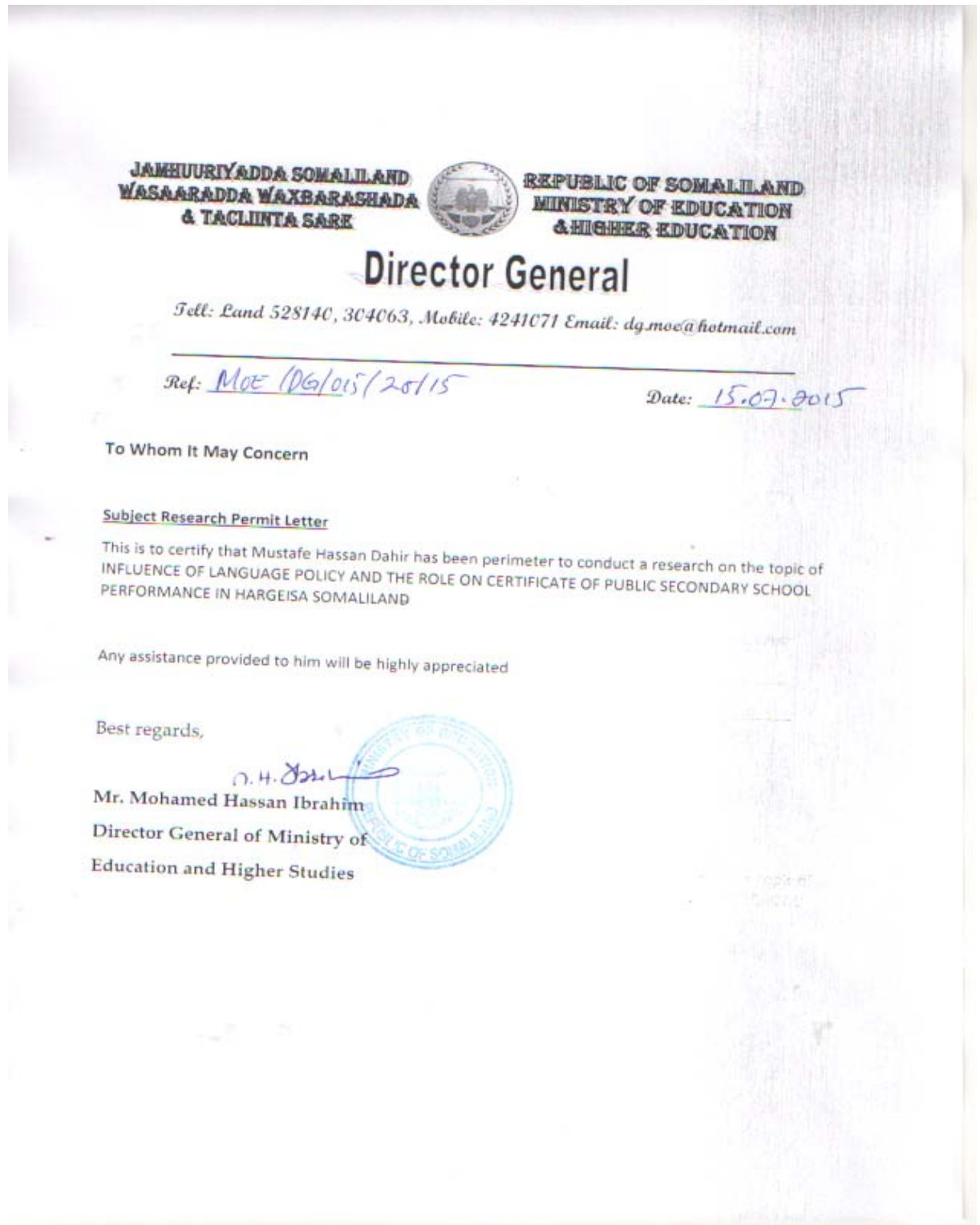
Please circle your response on the scale of 1-5.	Highest Score				Lowest Score
1. I like learning language English.	1	2	3	4	5
Comments					
2. I have enough Materials to learn English.	1	2	3	4	5
Comments					
3. I am not aware of language policy.	1	2	3	4	5
Comments					
4. The Role of English for Public Secondary students is not satisfactory.	1	2	3	4	5
Comments					
5. Speaking English in the class makes me feel excited.	1	2	3	4	5
Comments					
6. Speaking English in the class makes me feel afraid.	1	2	3	4	5
Comments					
7. There is correlation of Language Policy Implementation and the Role of English Language on Certificate of secondary students is positive.	1	2	3	4	5
Comments					
8. There is deviation of Language Policy Implementation and the Role of English Language in secondary schools	1	2	3	4	5
Comments					



**APPENDIX 4- LOCATION MAP**



**APPENDIX 5 RESEARCH PERMIT LETTER**



## APPENDIX 6- AUTHORITY TO CARRY OUT RESEARCH



UNIVERSITY OF NAIROBI  
COLLEGE OF EDUCATION AND EXTERNAL STUDIES  
SCHOOL OF EDUCATION  
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

Telegram: "CEES"  
Telephone: 020-2701902  
dept-edadmin@uonbi.ac.ke

P.O. BOX 30197 NAIROBI  
OR P.O. BOX 92  
KIKUYU

27<sup>th</sup> March, 2015

Our Ref: UON/CEES/SOE/A&P/1/4

### TO WHOM IT MAY CONCERN

Dear Sir/Madam

SUBJECT: DAHIR HASSAN MUSTAFE - REG NO. E55/75677/2014

This is to certify that **DAHIR HASSAN MUSTAFE** is our Master of Education student in the Department of Educational Administration and Planning at the University of Nairobi. He is currently doing his research entitled:

**"The Influence of language policy and the Role on certificate**

**of Public Secondary schools performance in Hargeisa**

**Somaliland**

Any assistance accorded to him will be highly appreciated.

Yours faithfully,

DR. GRACE NYAGAH  
CHAIR

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

GN/nd

