

The Influence of Bilingualism English and Somali on Medium Instruction in Higher Secondary Schools in Borama and Hargeisa District Somaliland

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ABSTRACT

This study aimed to investigate the challenges encountered by teachers and students in secondary schools in Borama and Hargeisa districts of Somaliland, where English serves as the medium of instruction. It focused on assessing the competencies of teachers and the essential abilities of students required for effective learning in an English-based environment. The research adopted a cross-sectional design using quantitative methods and employed survey techniques through self-administered structured questionnaires. Non-probability sampling methods, including convenience and purposive sampling, were utilized to select 150 teachers and 458 students as participants. The collected data underwent thorough analysis using Excel and SPSS software, emphasizing descriptive statistics like frequency distributions to present the findings effectively. The findings of the study indicated that male teachers outnumbered female teachers in secondary schools, and there was a similar trend of more female students than male students. Most teachers possessed significant experience ranging from 11 to 21 years, and their educational qualifications were primarily at the university level, specializing in subject teaching at the secondary level. However, concerns were raised regarding the necessity to address salary issues for teachers. The study also observed instances where teachers alternated between Somali and English languages during presentations, with consensus among both teachers and students. Additionally, students expressed a need for supplementary materials in libraries to enhance their learning processes and homework, thereby improving their English proficiency. Notably, students who predominantly used their mother tongue during the learning process exhibited poorer performance in English.

INTRODUCTION

The National Commission for Higher Education (NCHE) is responsible for ensuring the quality of higher education and promoting research carried out by the office and universities based for the long-term goal. Based on this, the NCHE conducted a research project in some public secondary schools in two districts that are Hargeisa and Borama the purpose of see the influence of English on the student of secondary level or English used by the instructors/teachers on the students of secondary level. As well as the teaching method or the teacher's presentation and the student's understanding during the learning process.

Brief History of Education in Somaliland

The spread of Islam and the Arabic language, along with the exposure of Somali traders, seamen, soldiers, and religious pilgrims to various forms of education, meant that small settled communities on the coast were introduced to a blend of Western and Islamic education long before European colonizers arrived in Somaliland (Cassanelli and Farah, 2007). However, for the majority of Somalis leading nomadic livelihoods, education remained an informal community affair involving the interaction between elders and youth on subjects covering clan history, religion, battle, and other knowledge and skills essential for survival (Abdi, 1998; Hussein, 2007).

In 1929, British officials attempted a new strategy by providing small grants to Somali sheikhs in selected private Islamic schools under the condition that they teach reading, writing, arithmetic (in Arabic), and religion. The government also funded young men to study at Gordon College in Sudan, with five Somalis enrolled in 1933. By then, the Somaliland National Society, a local self-improvement association, had already begun advocating

for modern education that included English subjects, indicating that Muslim Somalis took initiative in this area even before WWII (Cassanelli and Farah, 2007). The British Protectorate of Somaliland, in 1942, established three elementary schools in Hargeisa, Berbera, and Burao. By 1945, 400 Somali boys were attending seven elementary schools in the Protectorate, with assistance also provided to nineteen private Quranic schools teaching Arabic and arithmetic. Plans were made for starting secondary education, and by 1950, two intermediate schools were in operation (Cassanelli and Farah, 2007).

After Independence in 1960, the challenges for the education system increased, including integrating different school systems, teaching methods, and curriculums. The Ministry of Education aimed to turn all elementary schools into four-year programs, followed by four years each of intermediate and secondary schooling. It was decided that English should replace Italian as the medium of instruction in the third year of primary school. In 1965, Arabic was chosen as the medium of instruction for elementary years, while English would be used in intermediate and secondary levels (Cassanelli and Farah, 2007). With the shift to socialism in 1970, Somali education took a new direction. A Somali language script was established in 1972, followed by national literacy campaigns in 1973 and 1974. Education was made free and compulsory for children aged six to fourteen by 1975, with lessons conducted in Somali to cover more ground. Challenges remained, but efforts were made to improve the educational system.

Somaliland has a rich historical background, from pre-independence treaties to the Declaration of Re-assertion of Sovereignty in 1991. The region covers 137,600 km² and shares borders with Ethiopia, Djibouti, and Somaliland. Hargeisa serves as the political and commercial capital, with six main regions and emerging regional areas. Somali is the official language, and Islam plays a significant role in everyday life (ME&S, 2020). Despite challenges, Somaliland has made strides in revitalizing its schools since 1991. However, the education system's capacity and quality need improvement. Efforts are underway, with the Ministry of Education focusing on community awareness and local participation. Schools are being renovated, and a curriculum has been developed to lay a foundation for systematic education. The medium of instruction varies based on school levels, with Somali in primary schools and English in secondary schools (Moh'ed, 2017).

The Study Problem

Over the past 30 years, the English language has become integral to educational settings, particularly in secondary schools and higher education institutions. This language forms the basis of the syllabus and curriculum, and many students who began their secondary school education during this period are now teachers themselves in secondary schools. This study aimed to provide research-based baseline data on the impact of English as a medium of instruction on secondary-level students in Borama and Hargeisa districts of Somaliland, along with potential justification measures. The research findings have significant implications for both teachers' and learners' education, guiding critical interventions, curriculum design and implementation, as well as policy changes aimed at enhancing the quality of education delivery.

This research aims to identify the challenges associated with the English language among students in secondary schools, including those who have graduated with the curriculum, tests, assignments, and examinations conducted in English. The language's role is crucial in shaping the quality of students' knowledge, as their education continues predominantly in English after secondary school. English holds a paramount position in the Somaliland school curriculum. For students to effectively comprehend their teachers across all subjects, a strong command of the English language is essential. English is often regarded as the gateway to mastering other subjects, highlighting its importance in the overall educational framework.

Objectives of the Study

The general research objective of this study was to describe the influence English of medium instruction on student of secondary level

This study had the following objectives:

- 1 To investigate problems students and teachers face in the use of English medium instruction at the secondary school level.

- 2 To determine the competencies the secondary school teachers require for teaching through English medium instruction at the secondary level.

SOMALILAND TEACHER EDUCATION POLICY

Language Policy and Teacher Education

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. SNEP 2017 states 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. To resolve this problem a special programme for the development of the English language teaching in schools will be developed with technical and financial support from 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 shall be 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.

The Somali language has a rich and extensive treasure in oral literature. The Somaliland children need to understand and appreciate this heritage. Therefore Somaliland oral literature will be taught as part of the Somali language. To facilitate this, the status of the Somali will be upgraded and a national orthography and syntax developed to systematize the language across the country and at different levels of education with support from Somali language scholars.

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

Current context of teacher education

Teacher education in Somaliland is categorized and located within the higher education institutions. However, there are major concerns from the stakeholders about the quality of teacher education and teacher professionalism in the Somaliland context. These concerns can be divided into two categories: (1) problems relating to the enabling infrastructure that supports teacher education and teacher professionalism. This includes a contested and uncoordinated governance system; unclear accreditation system of teacher education institutions; poor quality assurance system; inadequate funding; unclear outcomes; disparities in qualified teacher status in different universities; narrow paths into the teaching profession and lack of interest among graduates to pursue teacher education because of its low status resulting from poor remuneration. The results of the above challenges have been an acute shortage of teachers at all levels. In addition to these challenges there are also: (2) problems that are specific to the teacher education programmes in the local universities, which have their roots in the historical nature and the social construction of the previous education and teacher education systems since Somaliland gained its independence in 1960 from the British. These limitations include:

- Poor selection criteria and low-level quality of teacher education entrants:
- Teacher education students experience training and curriculum that is irrelevant to the new role of education.
- Poor partnership between universities and schools: currently all initial teacher education models in Somaliland are university based, apart from the teaching practice where students spend about eight weeks in schools.

- Inadequate and uncoordinated professional development of teachers.
- Extreme gender imbalances

Secondary teacher education

General secondary education consists of forms 1 to 4. The aim of secondary education is to build on the primary education as a foundation for advanced academic, vocational and professional training. The curriculum for secondary education consists of integrated academic and practical subjects in order to develop problem-solving skills and cognitive abilities among students. The medium of instruction for all subjects at this level other than Somali; Arabic and Islamic studies shall be the English language. It is the utmost of the government priority to review secondary schools curriculum, syllabuses and textbooks, and run in-service courses for the implementation of the new syllabuses and training of teachers.

The majority of secondary school teachers are expected to be university graduates with specialization in at least two main teaching subjects upon graduation. So far ---- students have completed their diploma of education course with support from development partners. Indications are that it is very difficult to recruit students into education programmes at the university; because many would be students cannot afford the tuition fees. Secondly, students see no career prospects in teaching, since there is no secure employment structure for teachers. Further, even when they are employed by the Government there may be no regular salary. Funds are needed to finance scholarships to teacher education programmes to fill the current and future demand for teachers in Somaliland and to stabilize the employment of teachers at different levels.

The teaching force at this level is very low in terms of numbers and quality.

REVIEW OF RELATED LITERATURE

Educators have always been interested in understanding the factors that affect students' learning and the school's success in imparting to the students the knowledge and skills essential for their integration into society and the economy. Today, educators are widely recognizing that learning is not about knowledge delivery, but about a cognitive process of knowledge construction strongly affected by social, cultural and emotional factors. From this view of learning, we are increasingly expecting that the school would adapt more constructivist, student-centered instructional methods, such as problem-based learning and project-based learning in which students work in teams to investigate or solve real-life questions and problems (Savery, 2006; Hmelo-Silver, 2004; Blumenfeld et al., 1991).

Historically, the study of teaching has been dominated by simple input-output models of instructional effects. In this paradigm, teaching behaviors are identified or created, students are exposed to these conditions, and student output is measured. Typically, student mental processes are assumed without direct measurement or entirely ignored. In this tradition, students have been largely viewed as the passive recipients of instruction. The activity theory presented in the following section was selected as the conceptual framework for this research because this theory examines teaching and learning in school as an activity system and provides a conceptual lens through which we can investigate the interaction between a range of social and cultural factors comprising this system in order to understand the quality of schooling (Dakers, 2011).

The Medium of instruction Language Literature

Studies indicate the medium of instruction has been a longstanding issue in the Pakistani context (Mustafa, 2011; Rassool & Mansoor, 2007; Mansoor, 2004; Rahman, 1996). There has been a good deal of debate regarding the merits and demerits of English Medium of Instruction (EMI) in the Pakistani context. Some oppose the use of EMI in schools based on its failure in the process of real learning and because of certain ideological positioning. The White Paper on Education (2006) opposed the adoption of EMI at the primary and secondary level. Those opposing EMI argue that this stands in the way of real learning on the part of students (Mustafa, 2013 & 2020). Besides, Dearden (2015) argues that more than EMI the educational infrastructure in most of the countries is a hurdle in the way of effective EMI provision and the lack of trained teachers and scarcity of clear guidelines are some of the issues that affect EMI. She points out that the failure of EMI should not be associated with student

learning as its success depends on several other factors. Skeptics also argue that EMI is not generally helpful either in content learning or in English language proficiency (Lei & Hu, 2014).

However, other researchers argue that the problem is with the teachers and the methodology of EMI implementation (Manan & Dumanig, 2015). The present study is focused on the problems teachers and students faced in teaching and learning through the medium of English. The paper explores the problems associated with its successful implementation at the primary level. As Shamim (2008) says there is a need to assess the effects of EMI on the students because only a limited number of empirical studies are available in Pakistan about the EMI impact on students' learning.

METHODOLOGY

Research Design

This study was conducted through a cross-sectional survey design. This design describes and explains events without manipulation of variables: only description of the actual status was required. The absence of manipulation makes a survey the ideal design (Oso, 2016). A survey was detailed study of a geographical area to collect data on attitudes impressions, opinions, satisfaction level, by polling a section of the population (Mukhtar, 2015). This design was chosen because it was cost efficient due to time and resources, than the alternative longitudinal design which would require more time due to repeated data collection at several points in time (Oso, 2016). The study used the cross-sectional survey methods research design to explore the influence English of medium instruction on student of secondary level in Awdal and M. Jeex District.

| District | No. | School Name | Form One | Form Two | Form Three | Form Four | Total |
|-----------------------|-----|----------------|----------|----------|------------|-----------|--------|
| Hargiesia District | 1 | M.A. Ali | 547 | 660 | 750 | 511 | 2,468 |
| | 2 | 26-Jun | 597 | 636 | 535 | 331 | 2,099 |
| | 3 | Gacan Libaax | 493 | 627 | 472 | 204 | 1,796 |
| | 4 | Farah Omar | 312 | 113 | 241 | 187 | 853 |
| | 5 | Dayib Guray | 287 | 147 | 160 | 99 | 693 |
| Sub-Total (Hargiesia) | | | 2,236 | 2,183 | 2,158 | 1,332 | 7,909 |
| Borama District | 1 | Ubaya | 275 | 444 | 336 | 199 | 1,254 |
| | 2 | Aaden Isaak | 192 | 247 | 308 | 203 | 950 |
| | 3 | Sh. Ali Jawhar | 133 | 150 | 142 | 86 | 511 |
| | 4 | H. Hadhiye | 27 | 28 | 32 | 10 | 97 |
| | 5 | Faatih | 30 | 91 | 116 | 76 | 313 |
| Sub-Total (Borama) | | | 657 | 960 | 934 | 574 | 3,125 |
| GRAND TOTAL | | | | | | | 11,034 |

Table 1 Distribution of the Student by district Both Borama and Hargeisa secondary schools

Sample and Sampling

The study sample was six district Secondary schools in Somaliland. So I would select Random two district secondary schools was Borama and Hargeisa district. However, the student and teacher populations of the district Borama and Hargeisa were borama 5 secondary schools and 9 secondary schools, thus the student of target are 7,909 in Hargeisa urban district and 3,125 student target of borama urban district, the total target student enrolment of secondary schools both two district are 11,034 student. The teacher of target are 243 in Hargeisa urban district and 117 teacher target of borama urban district. Whether were the issue will be the used of non-probability sampling approaches such as convenience/availability sampling for survey respondent.

Sample Size

The sample of this study consisted of 186 teachers secondary schools in borama and Hargeisa urban district, the sample consisted of 370 student's secondary schools of borama and Hargeisa urban district.

The sample was determined by the table developed by Krejcie and Morgan in (1970), which has been widely used to determine sample sizes of finite populations (Oso, 2016). It recommends for students secondary schools a population of 11,034 and teachers secondary schools a population of 620 sample size of student 370 and sample size of teacher 186, at the level of confidence 95%, and 5% of margin error. It was developed as a five-point Likert type rating scale, allowing the respondents to indicate whether they “Strongly Agree” (SA) = 5, “Agree” (A) = 4, “Normal” (N) = 3 “Disagree” (D) = 2 or “Strongly Disagree” (SDA) = 1 with the statements in the instrument. These were the same boundaries that the researcher has set for this study. Hence the samples of student 458 and teacher 150 are selected for this study according to the recommendations.

Data Analysis

After data collection the data was checked for completeness and the data was examined in phases. Data was processed using Excel data analysis software and SPSS software; descriptive statistics, such as frequency and relative frequency distributions (percentages), were generated and used to show statistics. Group Statistical significance was assessed at 95%.

Ethical Considerations

Authorization for the study was sought from National Commission for Higher Education with the department of Research. Further permission was secured from the ministry of education and science special department of formal education. Informed verbal consent will be sought from the students and teacher of secondary schools. Privacy and confidentiality will be maintained throughout the process of the study. Finally, the materials used for data collection was to be kept under key and lock and will only be accessed by the research.

RESULTS AND FINDINGS

Introduction

This study investigation at the data obtained will assist the influence English of medium instruction on student of secondary level. Where there are factors that influence the state of something or cause it to assume some state for a certain period of time. The main focus of this the study has investigated specific objectives; including, (i) the specialization of student secondary schools, the main of purpose learning (ii) the teaching for secondary schools, the main of purpose teaching. The sample of this study is designed was 370 respondents student then 458 questionnaire collected 88 student respondents are external and 181 respondents of teachers for the public secondary schools located in Borama and Hargeisa district Somaliland. And their total makes them 150 respondents and data was collected from the entire respondent. But 31 of the respondents were missing the same teacher of secondary schools in sample size. By a cross-sectional survey study conducted during December 2022. As reported below.

Background Information

Background information, also known as Demographic Characteristics, has been collected from respondents to allow the researcher to determine whether the study is relevant to their) the study sample was 10 of both the Borama and Hargiesia District secondary schools in Somaliland. The study collected data on the background factors of the respondents in terms of gender, teaching experience and education qualification. Demographic characteristics data are summarized using a percentage and presented as a result of these following subsections.

| No | Schools | District | Target teacher | Sample Size Teacher | Sample Size Student |
|----|----------------|-----------|----------------|---------------------|---------------------|
| 1 | 26 June | Hargiesia | 43 | 16 | 45 |
| 2 | Aaden Isaak | Borama | 25 | 13 | 43 |
| 3 | Gacan Libax | Hargiesia | 66 | 21 | 50 |
| 4 | Ubaya | Borama | 30 | 13 | 41 |
| 5 | M. A. Ali | Hargiesia | 63 | 18 | 50 |
| 6 | Sh. Ali Jawhar | Borama | 26 | 14 | 44 |
| 7 | Haji Hadhiye | Borama | 13 | 14 | 44 |

| | | | | | |
|----|-------------|----------|---------------|---------------|---------------|
| 8 | Faatih | Borama | 23 | 12 | 45 |
| 9 | Dayib Guray | Hargiesa | 32 | 14 | 46 |
| 10 | Gaandi | Hargiesa | 39 | 15 | 50 |
| | | | 360.00 | 150.00 | 458.00 |

Table 2 Distribution of the Respondents of Both Borama and Hargeisa schools teacher

The questionnaires distributed to the study sample was 10 of both the Borama and Hargiesa District secondary schools in Somaliland. School's 10 out of 5 secondary was Borama and 5 secondary school's was Hargiesa, representing response secondary rate 66 teacher and 18.33% expressive was Gacan Libaax secondary school Hargiesa district.

Distribution of the Respondents by Gender

Respondents were asked to provide their gender; the issue of sex was necessary to determine the researcher if the sex for the teacher's and student's distribution of the respondents related to the study sample of was 10 secondary schools both the Borama and Hargiesa District in Somaliland. The result obtained summarized in Figure 1.

| | Teacher | | | Student | |
|------------------|---------|--------|--|---------|--------|
| | Male | Female | | Male | Female |
| Frequency | 127 | 23 | | 210 | 248 |
| Percent | 84.70% | 15.30% | | 46.00% | 54.00% |

Figure 1 Distribution of the Respondents by Gender

Figure 1 displays the distribution of respondents in the study sample, consisting of 10 secondary schools in both Borama and Hargeisa Districts in Somaliland, categorized by teacher gender. It illustrates that the majority (127) of the respondents in secondary schools were males, while females comprised 23 teachers. This result indicates a higher presence of male teachers in secondary schools across Somaliland.

Additionally, the figure also illustrates the distribution of student gender. It reveals that the majority of respondents in secondary schools were females (248), with males totaling 210 students. This outcome highlights a higher number of female students in secondary schools across Somaliland. Therefore, this research confirms the existence of a lower representation of female teachers compared to female students in secondary schools in Somaliland. This suggests an imbalance in gender representation, indicating the need for equitable deployment across educational institutions.

Distribution of the Respondents by Level education of Student

Respondents were asked to provide their student level education; the issue of class of student was necessary to determine the researcher if the class distribution of the respondents related to the study student sample of was 10 secondary schools both the Borama and Hargiesa District in Somaliland. The result obtained summarized in Figure 2.

| | Form I | Form II | Form III | Form IV |
|------------------|--------|---------|----------|---------|
| Frequency | 48 | 100 | 146 | 164 |
| Percent | 10.50% | 21.80% | 32% | 35.70% |

Figure 2 Distribution of the Respondents by Age

Figure 2 show the distribution of respondents by student's level education. The researcher it shows that majority of the respondents student level of education (164) were class of student's form four (IV). That secondly of the student level education respondents (146) were class of student's form three (III). That third of the student level

education respondents (100) were class of student's form two (II). While the lowest of the student level education respondents (48) were class of student's form one (I).

Distribution of the Respondents by Age of Student

Respondents were asked to provide their age student; the issue of years of student was necessary to determine the researcher if the age distribution of the respondents related to the study student sample of was 10 secondary schools both the Borama and Hargiesa District in Somaliland. The result obtained summarized in Figure 3.

| | 13 - 18 Yrs. | 19 - 24 Yrs. | 20 -27 Yrs. | 28 Above Yrs. |
|-----------|--------------|--------------|-------------|---------------|
| Frequency | 347 | 75 | 25 | 11 |
| Percent | 75.80% | 16.20% | 6% | 2% |

Figure 3 Distribution of the Respondents by Age

Figure 3 show the distribution of respondents by student's age. The researcher selected the sample of student's age mostly less than 28 years. It shows that majority of the respondents age (347) were age of student's 13 - 18 years. That secondly of the student respondents age (75) were age of student's 19 -24 years. While the lowest of the student respondents age (11) were age of student's 28 above years.

Distribution of the Respondents by Experience

Respondents were asked to provide their experience; the issue of years of teaching was necessary to determine the researcher if the experience distribution of the respondents related to the study teachers sample of was 10 secondary schools both the Borama and Hargiesa District in Somaliland. The result obtained summarized in Figure 4.

| | 1- 5 yrs. | 6-10 yrs. | 11-20 yrs. | 21 above yrs. |
|-----------|-----------|-----------|------------|---------------|
| Frequency | 30 | 42 | 42 | 36 |
| Percent | 20.00% | 28.00% | 28% | 24% |

Figure 4 Distribution of the Respondents by Experience

Figure 4 show the distribution of respondents by teacher's experience. The researcher selected the sample of experienced mostly less than 21 years of teacher's. It shows that mostly of the respondents experience (42) was year of experience teacher's 6 - 10 and 11 – 20 years. While the lowest of the respondent's teacher experience were (30) for the 1 - 5 years. This study revealed that secondary school teachers have the knowledge and experience to teach, but they need to be taken care of in terms of salary.

Distribution of the Respondents by Qualification

Respondents were asked to provide their qualification; the issue of background education of teaching was necessary to determine the researcher if the qualification distribution of the respondents related to the study teachers sample of was 10 secondary schools both the Borama and Hargiesa District in Somaliland. The result obtained summarized in Figure 5.

| | Diploma | Minor Degree | Major Degree | Master |
|-----------|---------|--------------|--------------|--------|
| Frequency | 10 | 11 | 74 | 55 |
| Percent | 7.00% | 7.00% | 49% | 37% |

Figure 5 Distribution of the Respondents by Experience

Figure 5, depicts the level of education of respondents. It shows that majority (49%) of the respondents 74 were have degree level education with the specialization subject to teaching. While the lowest (7%) of the respondents 10 were have diploma level education with to teaching subject. According to the content of this lesson, in the section on the level of teacher knowledge, it has come out that the majority of teachers have a level of knowledge

that university level, and it has come out that the teachers in the secondary schools are the ones who have the knowledge of the subject they are teaching.

Language Using on Class

The first hypothesis regarding demographic characteristics was that important language using on class of secondary schools both the Borama and Hargiesa District in Somaliland. To test the hypothesis, the teacher language using in class significantly explores the students of secondary schools. To verify whether differences in language and teacher and student using in class, ANOVA was done and the results presented.

Table 3 language using on class

| Answer Majority | Sample size | Sample mean | Sample SD | T | P | Decision |
|--------------------|-------------|-------------|-----------|------|------|-----------|
| Student's (Somali) | 266 | 1.42 | 0.49 | 38.6 | 0.00 | Reject Ho |
| Teacher's (Yes) | 144 | 1.96 | 0.19 | | | |

| Student's Question | |
|---|-----|
| Which language do teachers of other subjects use? | |
| Somali | 266 |
| English | 192 |
| Teacher's Question | |
| Do you speak in mother tongue in class? | |
| Yes | 144 |
| No | 6 |

The result in Table 3 showed that on average, teacher's secondary school sample mean (1.96) The teachers of secondary schools mostly speaking in mother tongue in class than their student's secondary school study sample mean (1.42) counterparts. However, student's and teacher's ($t = 38.6$) was bigger because the probability or level of significant ($p = 0.000$) was the smaller then $\alpha = 0.05$ ($p < 0.00$). The null hypothesis is rejecting or falsa. Hence there are significant linear relationships between the while teacher's secondary school result questionnaire and student questionnaire. Which means that the teacher uses two languages such as Somali and English during the class.

Switch Language on Class

The first hypothesis regarding demographic characteristics was that important switch language using on class of secondary schools both the Borama and Hargiesa District in Somaliland. To test the hypothesis, the teacher switch language using in class significantly explores the students of secondary schools. To verify whether differences in switch language on teacher using in class, ANOVA was done and the results presented.

Table 4 Switch Language on Class

| Answer Majority | Sample size | Sample mean | Sample SD | T | P | Decision |
|-----------------|-------------|-------------|-----------|-------|------|-----------|
| Student's (Yes) | 370 | 1.80 | 0.39 | 18.38 | 0.00 | Reject Ho |
| Teacher's (Yes) | 114 | 1.81 | 0.42 | | | |

| Student's Question | |
|---|-----|
| Do teachers switch language during presentation in the class? | |
| Yes | 370 |
| No | 88 |
| Teacher's Question | |

| Do teachers switch language during the teaching-learning process? | |
|---|-----|
| Yes | 114 |
| No | 36 |

The result in Table 4 showed that on average, teacher's secondary school sample mean (1.81)

The teachers of secondary schools mostly switch language during the teaching learning process than their student's secondary school study sample mean (1.80) counterparts. However, student's and teacher's ($t = 18.38$) was bigger because the probability or level of significant ($p = 0.00$) was the smaller then $\alpha = 0.05$ ($p < 0.00$). The null hypothesis is rejecting or false. Hence are significant linear relationships between the while teachers and students of secondary school to agree switch language during the teaching learning process two language such as Somali and English. That shows the use of switching language is common in the high schools of the country, due to common paricaties of teachers to use more in Somali language.

Student Performance on English Language

The first hypothesis regarding demographic characteristics was that important student performance on English language of secondary schools both the Borama and Hargiesa District in Somaliland. To test the hypothesis, the teacher English language using in class significantly explores the students' performance of secondary schools. To verify whether differences in language on teacher using in learning process, ANOVA was done and the results presented.

Table 5 Student Performance on English Language

| Answer Majority | Sample size | Sample mean | Sample SD | T | P | Decision |
|--|-------------|-------------|-----------|-------|------|-----------|
| Student's (SA/A) | 287 | 3.66 | 1.40 | 10.87 | 0.00 | Reject Ho |
| Teacher's (SA/A) | 100 | 3.68 | 1.29 | | | |
| Student's Question | | | | | | |
| Teacher's use of mother tongue affects student's performance in English? | | | | | | |
| SA/A | 287 | | | | | |
| N | 71 | | | | | |
| DA/SDA | 100 | | | | | |
| Teacher's Question | | | | | | |
| Use of mother tongue influences performance in English? | | | | | | |
| SA/A | 100 | | | | | |
| N | 16 | | | | | |
| DA/SDA | 34 | | | | | |

The result in Table 5 showed that on average, teacher's secondary school sample mean (3.68) The teacher's use teaching learning process of mother tongue mostly effects student's performance in English for the secondary schools than their student's secondary school study sample mean (3.66) counterparts. However, student's and teacher's ($t = 10.87$) was bigger because the probability or level of significant ($p = 0.00$) was the smaller then $\alpha = 0.05$ ($p < 0.00$). The null hypothesis is rejecting or falsa. Hence there are significant linear relationships between the while teacher's using during the teaching learning process English while the student English language performance as well.

Student use mother tongue on performs poorly English Language

The first hypothesis regarding demographic characteristics was that important student use mother tongue on perform poorly English language of secondary schools both the Borama and Hargiesa District in Somaliland. To

test the hypothesis, the student use mother tongue significantly explores perform poorly English language of secondary schools. To verify whether differences in language on student's using in learning process, ANOVA was done and the results presented.

Table 6 Student use mother tongue on performs poorly English Language

| Answer Majority | Sample size | Sample mean | Sample SD | T | P | Decision |
|------------------|-------------|-------------|-----------|-------|------|-----------|
| Student's (SA/A) | 266 | 3.52 | 1.45 | 13.53 | 0.00 | Reject Ho |
| Teacher's (SA/A) | 108 | 3.80 | 1.39 | | | |

| Student's Question | |
|---|-----|
| Students who use mother tongue perform poorly in English? | |
| SA/A | 266 |
| N | 76 |
| DA/SDA | 116 |
| Teacher's Question | |
| Students who use mother tongue perform poorly in English? | |
| SA/A | 108 |
| N | 13 |
| DA/SDA | 31 |

The result in Table 6 showed that on average, teacher's secondary school sample mean (3.80) The teacher's majority to support the student use mother tongue during learning process to perform poorly in English for the secondary level than their student's secondary school study sample mean (3.52) counterparts. However, student's and teacher's ($t = 13.53$) was bigger because the probability or level of significant ($p = 0.00$) was the smaller then $\alpha = 0.05$ ($p < 0.00$). The null hypothesis is rejecting or falsa. Hence there are significant linear relationships between the while student and teacher for secondary schools. The teacher and student's, while they agree on that the student use mother tongue during learning process the language of English are very poorly. But the student use English language during learning process the performance of English as well.

Student Performance on Adequate Supplementary

The first hypothesis regarding demographic characteristics was that important student performance on adequate supplementary material of secondary schools both the Borama and Hargiesa District in Somaliland. To test the hypothesis, the adequate supplementary materials significantly explores student performance English language of secondary level. To verify whether differences the teacher and student using in learning process, ANOVA was done and the results presented.

Table 7 Student performance on adequate supplementary

| Answer Majority | Sample size | Sample mean | Sample SD | T | P | Decision |
|------------------|-------------|-------------|-----------|-------|------|-----------|
| Student's (SA/A) | 274 | 3.61 | 1.34 | 11.77 | 0.00 | Reject Ho |
| Teacher's (SA/A) | 74 | 3.36 | 1.30 | | | |

| Student's Question | |
|---|-----|
| There are adequate supplementary reading books in the school? | |
| SA/A | 274 |
| N | 89 |
| DA/SDA | 95 |

| Teacher's Question | |
|---|----|
| There are adequate supplementary reading material in the library? | |
| SA/A | 74 |
| N | 34 |
| DA/SDA | 42 |

The result in Table 7 showed that on average, student's secondary school study sample mean (3.61) The student's majority to support the needing adequate supplementary materials in library during learning process in English performance for the secondary level than their teacher's secondary school sample mean (3.36) counterparts. However, student's and teacher's ($t = 11.77$) was bigger because the probability or level of significant ($p = 0.00$) was the smaller then $\alpha = 0.05$ ($p < 0.00$). The null hypothesis is rejecting or falsa. Hence there are significant linear relationships between student and teacher for secondary schools, while they agree on that the student needing adequate supplementary materials in library during learning process to encourage English performance.

CONCLUSION AND RECOMMENDATIONS

Conclusion

Based on the results of the study, it can be concluded that the influence of English as the medium of instruction on secondary-level students in Borama and Hargeisa, Somaliland, faces challenges related to teaching methods, teacher presentations, student understanding during the learning process, and the availability of adequate supplementary materials such as reading material in the library. Additionally, factors such as teaching gender, qualifications, and experience contribute to these challenges. Considering that the study location is predominantly urban with access to English language medium learning, these identified challenges are crucial for mediating effective teaching and learning of English as a second language.

This study revealed that a majority of teachers found it challenging to provide effective English-medium instruction in the classroom environment. The results showed that there were more male teachers than female teachers in secondary schools in Borama and Hargeisa districts, and similarly, female students outnumbered male students in these schools. The study also indicated that teachers with more experience (11 to 21 years) and higher educational qualifications, including university-level degrees, specializations, and master's or bachelor's degrees, were more knowledgeable in subject teaching at the secondary level. However, addressing salary concerns for these experienced teachers is essential.

The hypothesis regarding demographic characteristics focused on the significant use of language in secondary schools in both the Borama and Hargeisa Districts in Somaliland. To test this hypothesis, the study explored the language used by teachers in class and its impact on secondary school students. The results showed that teachers and students mostly agreed during presentations, where teachers alternated between Somali and English in the class environment. However, the study also revealed that using the mother tongue during the teaching-learning process and communication negatively affected students' English performance. Therefore, providing adequate supplementary materials in the library during the learning process and encouraging English performance through homework and study sessions are crucial steps to improve English proficiency.

Recommendations

In reference to the conclusion presented in Section 5.1, the researcher has provided the following general and specific recommendations. One of the most crucial issues in schools is to ensure the provision of sufficient education of appropriate quality and quantity.

The Ministry of Education and Science of Somaliland should issue a decree requiring secondary school teachers who teach subjects in a foreign language, such as English, to refrain from using their mother tongue during the teaching-learning process in the classroom and within the school environment. The English language proficiency of teachers should be strengthened through knowledge enhancement and training, with regular evaluation and

follow-up to ensure effectiveness since teachers significantly influence the learning outcomes of secondary school students in Somaliland.

All secondary school teachers should undergo training to provide an English medium instruction environment to secondary-level students. The training program should also include testing and evaluation skills using English medium instruction. To effectively implement English medium instruction at the secondary level, teachers should receive training in all four skills of the English language, with a particular focus on improving speaking skills.

Guidelines should be developed to assist secondary-level teachers in teaching through English medium instruction. Both pre-service and in-service training should be provided for English medium education, and entry-level qualifications should be enhanced to recruit competent teachers for English medium instruction. Furthermore, efforts should be made to improve the academic qualifications of these teachers through capacity-building workshops and training programs. A new recruitment criterion for new teachers should include an official benchmark for language proficiency.

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