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## Methods and Resources of Teaching and Learning English Language at Secondary schools in Mogadishu from the View of the Teachers.

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### Abstract

The study aims at gaining insights into Methods and Resources of Teaching and Learning the English Language at the Secondary schools in Mogadishu from the view of the Teachers This paper was focused on the methods of English Language Teaching (ELT) in Mogadishu secondary schools. It also examined the importance of the professional development of English teachers in Mogadishu Secondary Schools and attempted to identify how professional development can contribute to ELT. Quantitative research approach was used and questionnaire was distributed to collect the data. Data was analysed using descriptive technique. This study was carried out 40 secondary schools in Mogadishu Somalia. The shape of the questionnaire in the demographic section is looked upon in terms of gender, marital status, academic qualifications and the year of experience which the respondent has served as a teacher. Analysis of data in this study was done concurrently with data collection using statistical package for Social Sciences (SPSS). Finally the researcher concludes the study, and makes recommendations relevant with the topic.

**Key Words:** Challenges, English Language Teaching (ELT), Mogadishu, Secondary Schools.

### Background

It goes without saying that English is an international language which is spoken all over the world and it is also taught everywhere in any level of study in any country in the world so it is understandable that there may be challenges and problems as well when teaching it whether as a second language or as a foreign language.

Internationally, the global spread of English has been viewed with both optimism and concern. As English has become more widely taught and used internationally, some have predicted a world in which English will be the primary second language. Some have noted the potential value of English as a means to greater educational access and social mobility. Others, however, expressed concerns by noting that English instruction is not always effective or that learning English does not necessarily improve social mobility. Some fear that too much emphasis on English language teaching (ELT) may push other languages out of the curriculum, or even

weaken the status of national languages and speed the decline of other languages. (Wiley, February, 2016)

According to (Crystal, 1997), English is the language that has spread throughout the world most extensively and is dominating in a number of important fields including international commerce, education, and communication. Asia is not an exception to such a global trend. Many Asian countries have included English in the school curriculum in recognition that “it can contribute to students’ personal, linguistic, social, and cultural development” (Le, 2004).

For example, in many post-colonial countries such as India and the Philippines, English was chosen as one of the official languages and is still effectively functioning as a dominant language. Moreover, the countries which had once opposed foreign influence such as Korea, Japan, and China are now giving English language teaching and learning much greater priority in their foreign language policy. (Tsui, 2004)

English was introduced to Africa with the arrival of Europeans as slave traders and colonizers. Despite the departure of Europeans after independence, English has remained in the continent and today it is used as one of the official or working languages in the AU. (Negash, 2011)

English is a major international language with multiple functions and roles for Africans within Africa and in interaction with the people of other continents. It plays a critical role in entertainment and the media, in diplomacy, in commerce and tourism, in migration and in education. In fulfilling these roles, English creates development opportunities for individuals and communities in Africa. (Negash, 2011)

One of the areas where English is most accessible in Africa is probably entertainment and the media. Video films produced in Hollywood have inundated African urban areas. Football is another popular social event to which Africans have access through English, the English Premier League being the most famous programme. Television has played a significant role in captivating Africans’ attention. Despite some countries’ unwillingness to privatize their state-owned television companies (Shinn 2008) or expand the range of their broadcasts, many international news and entertainment programmes are available for free or fee through private satellite dishes. (Negash, 2011)

African countries use English as one of the major working languages at AU meetings, seminars and conferences. The leaders, policy makers and experts meet in different cities in Africa to debate multifaceted issues, mostly using English. For instance, AU parliamentary meetings are often conducted in English with parallel translations into other international working languages such as Arabic, French or Portuguese. Similar to the way that the Association of Southeast Asian Nations (ASEAN) works, African leaders come together to debate development issues (such as climate negotiations) using English. (Negash, 2011)

English is going to be even more important as Africa, its member states and its citizens engage with the rest of the world more meaningfully. As governments and people become more confident to have their say in global economic, social and political matters, the demand for English will increase. (Negash, 2011)

In Africa, mostly English is the second language and students learn it later. Some people in Africa use it as their first language like South Africa, but in all other countries it is their second language and they use it clearly without having any difficulties. For example Kenya is one of neighboring countries of Somalia. Elementary school students speak English effectively. And when they reach secondary they are not worried about difficulties of English even if they get American and European scholarship. But in Somalia it is not that because Somalia’s second

language is Arabic and English is their third language so that, it takes a great deal of time to get used to it. In all levels of education, elementary, primary, secondary, and university all these are written in English and furthermore that university graduate students in Somalia cannot write even a CV in English what about secondary ? (Omar, May, 2019)

After the civil war erupted in Somalia in 1990, under the impact of destruction and discontinuation of the education sector, the need to adopt English language as the medium of teaching and learning has become one of the most important aims of the education revival process in Somalia. (Osman, May, 2019)

In response to educational needs, institutions were established to try to fill the educational gap, such as schools, institutes, colleges, and universities. English and Arabic were the only two available and possible languages as a medium of instruction.

### **Problem Statement**

There are many challenges namely; the cases of using the teaching aids or materials, the methods of English language teaching (ELT), and the teachers' professional development. These challenges affect directly and indirectly the English Language Teaching (ELT) in Mogadishu secondary schools. This research analyses and examines the Methods and Resources of Teaching and Learning the English Language at Secondary schools in Mogadishu from the view of the Teachers.

### **Research Questions**

The study answers the following questions:

- 1) What are the challenges of ELT in Mogadishu Secondary schools?
- 2) Are there teaching aids or teaching materials in Mogadishu secondary schools and how often do schools use them?
- 3) What are the Teaching methods of ELT in Mogadishu Secondary Schools?
- 4) What is the level of the teachers' professional development in Mogadishu Secondary Schools?

### **Significance of the Study**

The study is significant to the field of English Language Teaching (ELT) in that it broadens the insight into the issue of language teaching and will help language teachers in making the classroom environment less stressful. The issue of English Language Teaching -ELT has been increasingly studied in recent years to seek the ultimate achievement. This research is a response to improve and promote the ability of Somali teachers in all educational institutions, especially those who teach English in Mogadishu secondary schools, to empower their English profession, and to promote and benefit readers who need to know the challenges of the English language teaching –ELT in Mogadishu secondary schools. The findings of this study can serve as guidance for the local English teachers, international English teachers as well, readers, researchers, and local and international teachers operating in the field of teaching. The findings of the study will help researchers and academicians about challenges affecting English language teaching (ELT) in Mogadishu, Somalia.

## Literature Review

### Teachers' Professional Development

Teacher's professional development plays a crucial role in English Language Teaching (ELT). However, over the past three decades, research has shown growing demand for teachers' qualification. In the contemporary school context, with consideration to the teacher professional profile, design competence is an important aspect. In fact, improvement in the quality of students' learning can only be pursued by investing in the empowerment of teachers' initial training and vocational skills. (Osman, May, 2019)

The initial progress and constant review of teacher professional competences are aspects that internationally the UNESCO recognizes as a priority, not only to raise the quality of education systems in various countries, but also, to increase international competitiveness. The quality of teaching and teacher professionalism is now recognized as a strategic factor both for education and social growth policies. The development of design competences is a key activity also in English language teaching in Secondary School, as evidenced in many studies conducted in Europe and other parts of the world. Therefore, it is important that this aspect be developed with a lot of attention from the initial training of future teachers, giving it ample consideration within the educational offer for the Degree Courses in Secondary Education, be that in courses, workshops and/or the class. (Osman, May, 2019)

### Teaching Methods

Teaching methods refer to a broad set of teaching styles, approaches, strategies or procedures used by Teachers to facilitate teaching (Curzon, 1990). Teaching methods that enable learners to actively participate in their learning should be adopted instead of those that reduce them to passive recipients of knowledge. (Okwara, 2009). Use of teaching methods should take cognizance of the learner's preferred Learning styles and balance them with the less effective but popular methods of learning. (Okwara, 2009). The most used teaching methods in English include: lecture methods, role play, reading, homework assignment, small group discussions, and writing. There are other extraneous factors that dictate which teaching methods Teachers use. These include: time allocation, teaching experiences, professional qualifications and teacher's attitude and beliefs. (Omar, May, 2019)

However, there is no specific method that is best for teaching in the world, therefore; a successful teacher is not partial to one method. He/she should be flexible and comfortable with the methods he/she wants to use. The best teacher is the one who chooses the most suitable method for his/her students. He/she always bases on his/her choice of the teaching method for the needs of the materials and students. A diligent teacher continuously learns new techniques and knows the new directions in teaching of English. (Farrant, 1988)

The choice of teaching methods depends on the strategy used, whereas the strategy depends on the content and objectives of the lesson (Bowen, 1985) Ineffective teaching occurs when one uses inappropriate method that results to reduced motivation, increased negative attitudes to learning and Yields lower achievement (Doff, 1988). Methods enhance acquisition of the various skills in English. Teaching methods used in schools by teachers of English observed key points which a teacher should consider before selecting a teaching method. (Hoyle.E, 1969). During the last decade, various crucial factors have combined to affect the current ideologies of teaching of English such as the ineffective methodologies, unsuitable materials, and integration of contextualized teaching, over emphasis on multi language skills etc. (Salman, May, 2014)

### **Teaching Aids / Teaching Materials**

There is no doubt that the use of teaching aids or teaching materials strongly supports the students and teachers as well. It helps both the teacher -for delivering the message (lessons) and students –for understanding the lessons deeply, so as a researcher, I would highly recommend the teachers to use the teaching aids or teaching materials in order to fulfill their duties as much as they can. The vast majority of language teachers use images in their classroom. In today's increasingly visual world, it is difficult to imagine the language classroom without course book images, photographs, paintings, cartoons, picture books, comics, flashcards, wall charts, YouTube videos, films, student-created artwork and media, and so on. However, despite the ubiquity of images in language teaching, we need to ask whether images are being approached rare as an aid or support, or as a significant component of communicating in a foreign language, and as a means of fostering students' communicative competence and creativity. (Donaghy, 2017)

If not instructors get particular training in visual proficiency and media generation, it will be troublesome for them to teach these vital skills to their pupils in a world where they are expected to interpret and display complex visual thoughts and ideas using a variety of media. As (Karastathi, 2016) argues, If it is true then that our world is full of powerful visual images that continually bombard our students, it is important to teach them to resist the passivity, apathy and numbness they might feel toward the visual, and instead help them analyze the rhetorical techniques and meaning making mechanisms in operation in visual texts – that is, to make them active viewers. The fact that the nature of contemporary communication has changed into a multimodal one, would lead us to rethink the construct of communicative competence.

According to (Karastathi, 2016) “Aspects of visual literacy training need to be included in the syllabus of pre-service and in-service teacher training courses if we want to empower teachers in an era of multimodal communication and enable better collaboration with their students”.

### **Methodology**

The study adopted a descriptive research design to discover the Methods and Resources of Teaching and Learning the English Language at the Secondary schools in Mogadishu from the view of the Teachers. The study also adopted a quantitative approach as it needs less experience during data collection. The study was carried out in 40 secondary schools in Mogadishu, Somalia. Although there are two major types of sampling techniques or procedures; namely: probability sampling and non-probability sampling, yet the researcher has chosen purposive sampling because they were the only targeted population that I as a researcher could get the data due to their prominence and their English as a medium of instruction. The data in this study are obtained by administering a questionnaire that included 28 items established by the researcher. The instrument is comprised of four sections. Section one intended to seek personal information from the respondents. Section two was aimed to find information on the teachers' use of Teaching Aids or Materials; section three was designed to seek information on the Methods of Teaching English Language and section four was established to determine Teachers' professional development. The respondents were asked to show their degree of agreement or disagreement on each item statement Strongly Agree (SA)

stands for 5 points; Agree (A) for 4 points while Neutral 3; Disagree (DA) equals 2 points and Strongly Disagree (SDA) matches 1 point. For the data analysis, a descriptive analysis was carried out built on the mean and standard deviations of the items in SPSS. The weightings of the responses from research questions computed using means values intervals as options of; Very Good (VG) = 4.20-5.00 points; Good (G) = 3.40-4.19 points; Average (AV) = 2.60-3.39 points; Fair (F) = 1.80-2.59 points and Poor (P)=1.00-1.79. The research process was guided by sound ethical principles which include voluntarism, objectivity, confidentiality, and respect.

## Data Analysis and Interpretation

### Demographic Data

This section is designed to illustrate the data that emerged from respondents of the study. The researcher used SPSS in data analysis in light of the objectives of the study. Table 1 shows the profile of respondents that the male respondents in the study represent 36 (90.0%) while the female stands for 4 (10.0%). This means the majority of the respondents were male. For the qualification, 4(10.0%) were diploma level, 29 (72.5%) bachelor, and 6 (15.0%) masters while only 1 (2.5%) was a PhD holder. Thus, the majority of the respondents were bachelor's degree, master and diploma, while only 1 of the respondents was a Ph.D. holder. For the experience 15 (37.5%) out of 40 respondents served as a teacher less than 5 years, while 20 (50.0%) out of 40 respondents served as a teacher between 5-10 years, 4(10.0%) of respondents have experience 10-20 years, while only 1 (2.5%) out of the 40 respondents served as a teacher between 20-30.

**Table .1 Demographic Data**

Profile	Items	Frequency	Percentage (%)
Gender	Male	36	90
	Female	4	10
Qualification	Diploma	4	10
	Bachelor	29	72.5
	Master	6	15
	PhD	1	2.5
Experience	Less than 5 years	15	37.5
	5 – 10 years	20	50
	20 – 30 years	1	2.5



Table (2) Results of Teaching Methods

Items	Statement	Mean	Std. Deviation	Decision
Q1	I use literary texts to teach English.	3.500	1.1323	G
Q2	I use native language in class to explain the lessons.	3.2500	1.51488	AV
Q3	I use question and answer methods.	3.7000	1.34355	G
Q4	I usually explain the lessons English.	3.8250	1.05945	G
Q5	I use discussion method.	3.9250	1.04728	G
Q6	I use “role play” to encourage student-student communication.	4.0750	1.07148	G
Q7	I assign activities that require group and pair work.	4.0500	1.25983	G
Q8	I Use communication activities which cater a real life language use.	3.8250	1.12973	G
Q9	I use a cooperative learning method	3.8500	1.27199	G
Q10	I encourage students to foster the four English skills.	4.1500	1.35021	G
Q11	Motivation is one of my main styles of teaching.	4.5750	.90263	VG
Q12	I manage my class room with high interaction	4.2250	1.09749	VG
Q13	I encourage critical thinking activities in the class.	4.1750	1.21713	G
Q14	I encourage creativity activities in the class.	4.4000	.84124	VG
Q15	I observe students when working on particular tasks and provide immediate feedback.	4.3000	.91147	VG
Q16	I am aware the progress of the students	4.1500	1.18862	G
Q17	I am satisfied with teaching English.	4.3000	1.18105	VG
Q18	I am satisfied with my performance in the school.	4.1250	.3045819	G
<b>Grand Mean</b>		<b>3.7930</b>	<b>112.944</b>	<b>G</b>

Very Good (VG) = 4.20-5.00; Good (G) = 3.40-4.19; Average (AV) = 2.60-3.39; Faire (F) = 1.80-2.59 and Poor (P) = 1.00-1.79.

The findings of the table (2) and figure (1) ascertain that English teachers in Mogadishu secondary schools according to the Teaching Methods variable attained a mean of 3.5 with SD 1.1323 as a Good level for item 1, the other items from 2 to 18, the mean values found were 3.2500, 3.7000, 3.8250, 3.9250, 4.0750, 4.0500, 3.8250, 3.8500, 4.1500, 4.5750, 4.2250, 4.1750, 4.4000, 4.3000, 4.1500, 4.3000, and 4.1250) with their matching standard deviations as (1.51488, 1.34355, 1.05945,

1.04728, 1.07148, 1.25983, 1.12973, 1.27199, 1.35021, .90263, 1.09749, 1.21713, .84124, .91147, 1.18862, 1.18105, and .3045819). The grand mean of all the 18 items showed 3.7930. This value indicates that the level of English teaching methods used in Mogadishu secondary schools is a Good level.

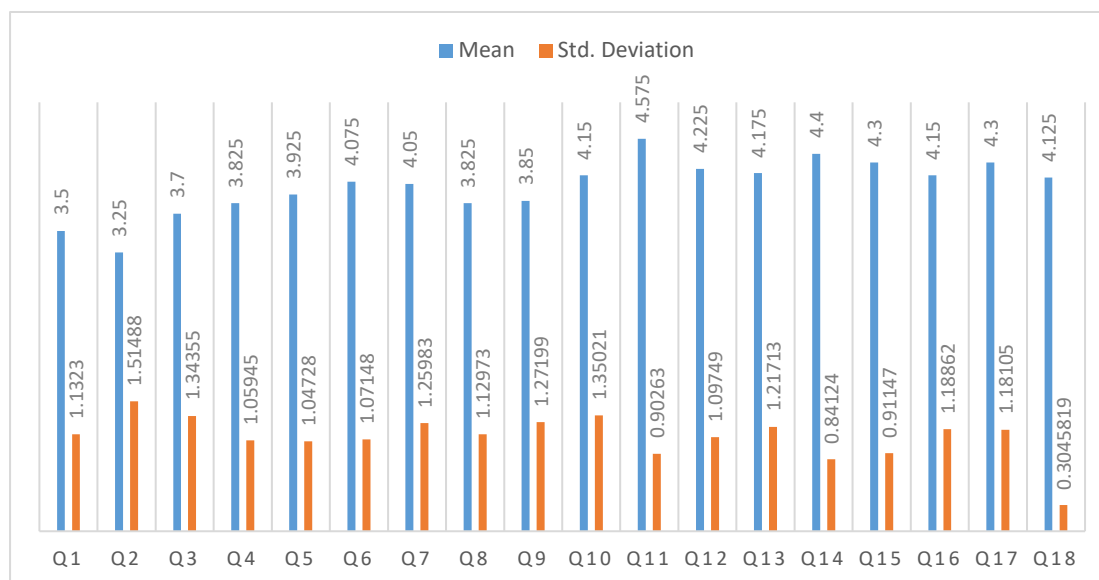


Figure (1) Teaching Methods

Table (3) Results of Teaching Materials

Items	Statement	Mean	Std. Deviation	Decision
Q1	A lack of educational materials of teaching English (e.g., textbooks, IT equipment, library or laboratory material).	3.6500	1.45972	G
Q2	Inadequate or poor quality educational material (e.g., textbooks, IT equipment, library or laboratory material).	3.5000	1.35873	G
Q3	A poor quality of learning environment.	3.3250	1.34712	AV
<b>Grand Mean</b>		<b>3.4916</b>	<b>1.3885</b>	<b>G</b>

Very Good (VG) = 4.20-5.00; Good (G) = 3.40-4.19; Average (AV) = 2.60-3.39; Faire (F) = 1.80-2.59 and Poor (P) = 1.00-1.79.

The result of data presented as shown in table (3) and figure (2) prove that English teachers in Mogadishu secondary schools according to the Teaching Materials variable got a mean of 3.6500, with SD 1.45972 for item 1 as Good level, 3.5, with SD 1.35873 for item 2 as Good level, while item 3 obtained 3.3250 with SD 1.34712 as an Average level. Hence these results show that English teachers in Mogadishu secondary schools confirmed the availability of enough materials while delivering the lessons/lectures at a Good level.



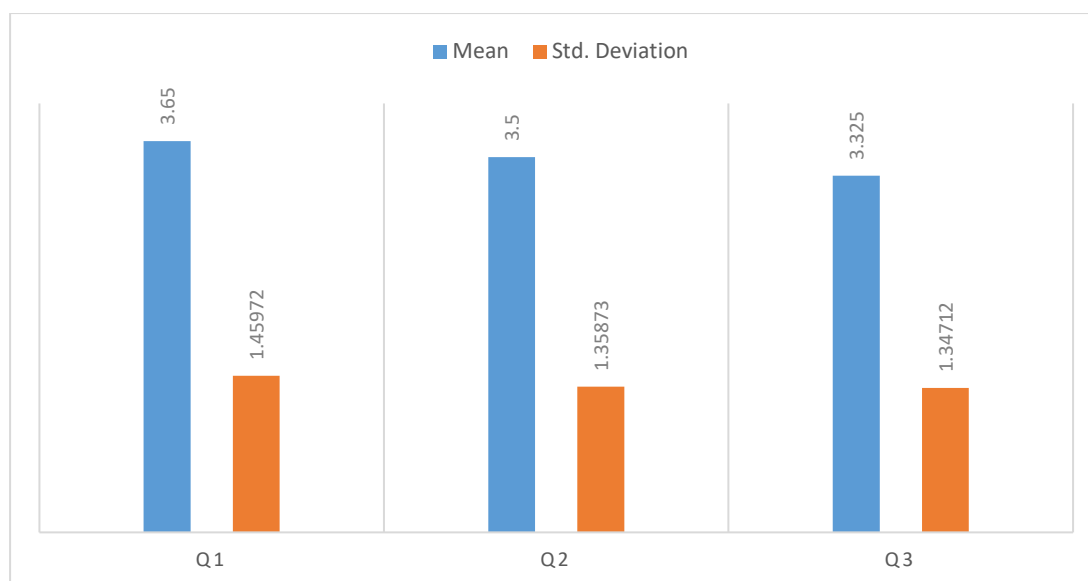


Figure (2) Teaching Materials

Table (4) Results of Professional Development

Items	Statement	Mean	Std. Deviation	Decision
Q1	The school has a policy of promotion for teachers.	3.1000	1.59808	AV
Q2	The school has a strategic plan of professional development for the teachers (seminars/training/workshops).	3.2250	1.60907	AV
Q3	The school administration advocates upholding teacher's qualification degree from the universities.	3.5500	1.28002	G
Q4	The school rewards annually the teacher with higher performance.	3.2750	1.60108	AV
<b>Grand Mean</b>		<b>3.2875</b>	<b>1.5220</b>	<b>AV</b>

Very Good (VG) = 4.20-5.00; Good (G) = 3.40-4.19; Average (AV) = 2.60-3.39; Faire (F) = 1.80-2.59 and Poor (P) = 1.00-1.79.

The analysis on table (4) and figure (3) illustrate that the teachers of English at Mogadishu secondary schools according to the Professional Development variable got a mean of 3.1 with SD 1.59808 for item 1, 3.2250 with SD 1.60907 for item 2 as an Average level while item 3 obtained 3.5500 with SD 1.28002 as a Good level, while item 4 got 3.2750 with SD 1.60108 as Average level. However, the grand mean of the four items revealed 3.2875. Therefore, these results indicate that English teachers in Mogadishu secondary schools have a positive perception of an Average level of getting Professional Development.

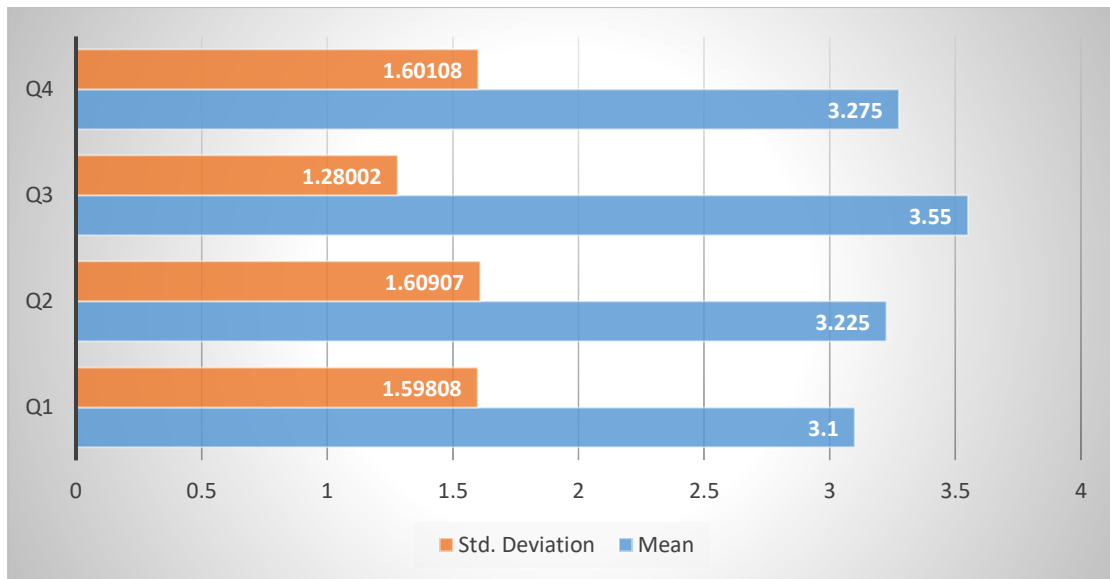


Figure (3) Professional Development

## Conclusion and Recommendations

The main objective of this study was to investigate the Methods and Resources of Teaching and Learning the English Language at the Secondary schools in Mogadishu from the view of the Teachers. The researcher found out that the level of teaching and learning methods used by the teachers was a Good Level in terms of the grand mean of all items. However, there is a problem regarding the teachers using the native language in class when they explain the lessons.

The researcher also found out that the level of availability of the required materials for teaching and learning the English language is a Good Level shown by the grand mean but there is a poor quality of learning environment. Furthermore, the variable of the Professional Development, the grand mean of all items showed an average level in terms of the weakness of policy for teacher's promotion, and a strategic plan of professional development for the teachers, as well as the weakness of annually, rewards to the teacher with higher performance. Finally, the researcher recommends the following:

- For indeed, there is a need for Mogadishu Secondary schools for Teaching aids or materials because they are the basics of getting a high quality education.
- For Ministry of Education to supply teaching materials to Mogadishu Secondary schools.
- NGOs, both national and international are asked to donate teaching aids or materials to secondary schools of Mogadishu.
- Although this study was conducted among secondary schools of Mogadishu – Somalia, there is a need to be replicated in other parts of the country

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