ANALYSIS OF THE ANTECEDENTS FOR ADOPTING ENGLISH AS A LANGUAGE OF INSTRUCTION AT THE SOMALI NATIONAL UNIVERSITY

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DECLARATION AND RECOMMENDATION

DECLARATION

This thesis is my original work and has not been presented for the award of a degree or any other award in any other university.

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Recommendation

We confirm that the candidate carried out the work reported in this thesis under our supervision.

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DEDICATION

This work is sincerely dedicated to Arfoon and Azeeza OHirsi.

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It would be very remiss of me if I fail to mention the consistent and generous moral and financial support that my close friend Adan Adar accorded me throughout the time I tirelessly worked on this thesis.

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ABSTRACT

The English language is increasingly becoming the main language of instruction in many nations across the globe. However, Somali and Arabic languages are used in teaching in universities in Somalia despite the increasing global demand for English language proficiency. Bearing in mind that the Somalia education system introduces the English language at the upper elementary school level, this naturally creates a gap at higher education level. This particular study was postulated to assess the antecedents for adopting English as a pedagogy language at Somali National University (SNU) with a view to propose a framework for its implementation. The study objectives were to: examine how the students' attributes, teaching staff attributes, National Language Policy, multiculturalism, and internationalisation influenced the adoption of English as a language of instruction at SNU. The study also endeavoured to come up with a framework for supporting the application of the same. The Cummins proficiency theory, Krashen monitor theory, structural-functionalism theoretical approach, multiculturalism model, and the network model of internationalisation were critical in informing this study. The mixed-methods approach and a descriptive survey research design were adopted. The target population comprised of students and staff of SNU and key players in the Somalia higher education sector. A sample size of 88 lecturers, 30 students, 15 senior officers of the University, and the Director of Higher Education of Somalia participated in the study. Proportionate stratified sampling and simple random sampling techniques were used in sampling lecturers and students, while, purposive sampling technique was used for the University's senior office-holders and the Director of Higher Education. Facts and opinions were collected using survey questionnaires, interview guide and focus group discussion. The construct, content and criterion validity were checked, while Cronbach alpha was adapted to assess the reliability of instruments. Descriptive statistics, correlation and ordinal logistic regression analysis were used to analyse quantitative data while thematic analysis was applied on qualitative data. Information was presented using tables, figures, narration and excerpts. The study noted that the language of instruction was a real challenge at SNU, where, the Arabic and Somali languages were commonly used in teaching and in everyday conversations. The problem was attributed to the schooling system, weak language implementation system, weak policy implementation framework, and limited funding. There was a clear state of unpreparedness for faculty to embrace the English language as a medium of instruction. Some students lacked a background in the English language; hence, difficulties in understanding lessons. There was no legislative framework that acknowledges English as a language of instruction in the University. The five identified antecedents were jointly statistically significant in supporting the adoption of English language as a medium of instruction at SNU. The study recommended English language proficiency tests for students and pre-class orientations for faculty at SNU. The university administrators should revise the curriculum, ensure strict vetting of teaching staff; and introduce training and development programmes, English proficient capacity-building programmes, and professional development for the existing faculty. The national government, through the Ministry of Higher Education, should revise the language policy to embrace the need for cross-border integration and internationalisation. A proposed framework for supporting the implementation of the English language as a medium of instruction at SNU was developed.

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LIST OF ABBREVIATIONS & ACRONYMS

ABE   Alternative Basic Education

AU   African Union

COMESA Common Market for Eastern and Southern Africa

EAC   East African Community

ECDE   Early Childhood Development and Education

ECOWAS Economic Community of West African State

EMI   English Medium of Instruction

HIPS   The Heritage Institute for Policy Studies

LOI   Language of Instruction

MOECHE Ministry of Education, Culture and Higher Education

MOI   Medium of Instruction

OECD   Organization for Economic Cooperation and Development

SNU   Somali National University

UN   United Nations

UNESCO United Nations Educational, Scientific and Cultural Organization

UNICEF   United Nations International Children's Emergency Fund

USAID   United States Agency for International Development

CHAPTER ONE

INTRODUCTION

This chapter provides the background information, statement of the problem, the covered objectives and the research questions. Other featuring facets of the chapter address the significance, scope, limitations, and assumptions of the study. The chapter closes with an outline of the operational definition of terms.

1.1 Background of the Study

The use of the English language in delivering instructions is increasingly becoming a common concern worldwide (Aizawa & Rose, 2018; Rose & Galloway, 2019). This trend was witnessed in numerous countries which did not initially utilise the English language as the medium of educational instruction. Adoption of English as a medium of instruction is evident in countries such as America, Japan, China, Europe, East Asia, Saudi Arabia, The United Arab Emirates, the Netherlands, France, Sweden, South Africa, Tanzania and Kenya (Rose & Galloway, 2019; Aizawa & Rose, 2018; Macaro et al., 2017). The underlying reason for this boom is the adoption of international policies that foster internationalisation, where learners from foreign nations study in a particular nation (Aizawa & Rose, 2018; Jibeen & Khan, 2015; Kruikow & Galloway, 2018). It has also been necessitated by the development of national directives through the Ministry of Education to accredit courses that require giving of instructions in English.

In this study, the adoption of English in facilitating academic teaching and learning entails the utilisation of the language in teaching complete curriculum other than the English itself, in learning and also in communication specifically in nations or jurisdictions and geographical regions where the native inborn language used by the majority of the residents is another language apart from English (Macaro et al., 2017; Macaro, 2019). Adoption of the English language in facilitating instructional delivery has borne nations numerous benefits ranging from the growth of universities, opening up of job opportunities beyond borders, standardisation of both public and private sector, conformance to internationalism, development of academic research and publishing, and conforming to international standards and policies (Kithinji & OHirsi, 2022, Macaro et al., 2017). However, the adoption was suffering setbacks which remain unclear even with the presence of the long gone academic research underpinning the use of the language in facilitating pedagogical roles among academic institutions (Aizawa & Rose, 2018; Jibeen & Khan, 2015; Kruikow & Galloway, 2018). This study assessed the antecedents for adopting English as a language of instruction at the Somali National University (SNU) with the aim of proposing a framework for the implementation of the English language policy at the University.

Globally, English is a universally accepted pedagogical tool in various levels of education and training. This is because, the language is both widely spoken and written among 1.75 billion people on the planet (Rao, 2019). It is also highly regarded as facilitating globalisation where it enables all people to interact widely and leads to the growth of science, technology, business, education, and tourism, among other sectors of the economy (Rao, 2019). The largest part of the modern world economy and other facets of social-economic and education sectors are demanding a good command of English. It has also

permeated to include professional areas such as education, medicine, engineering, international relations and information communication technology (ICT) (Rajathurai, 2018; Kirkpatrick, 2010; Obal, 2009). Notably, the utilisation of the English language in facilitating academic subjects as well as the admission of exams is dramatically increasing globally. This has been made possible through the support of higher education policies (Macaro, 2019; Aizawa & Rose, 2018; Brown, 2016). Other key contributors include policies towards internationalisation among universities (Galloway et al., 2017; Brown, 2016).

The developing nations are increasingly adopting this growing phenomenon due to the need to attract learners from different nations which are significant in achieving competitive competencies among public and private universities across the globe (Kithinji & OHirsi, 2022). It further enables universities to compete in global scholarship and in winning global research funds (Brown, 2016; Luanganggoon, 2020; Macaro, 2017; Fenton et al., 2017; Kruikow & Galloway (2018). Other advantages are noted by Tang (2020), Luanganggoon et al. (2018), and Luanganggoon, (2020) who reiterated the adoption of the language medium in teaching and learning in Thailand and South Asia respectively. They noted merits that include increased career opportunities, collaborations in the achievement of quality education and actualisation of the internationalisation strategy.

Reports from Macaro (2018) and Aizawa and Rose (2018) show that, despite the inception of English language in facilitating pedagogy delivery among educational institutions, developed nations continued to struggle to achieve the implementation of national policies addressing the matter. These ranged from infancy and newness of the policies and proficiency of both the undergraduate learners and the lecturers. Notably, the role of other

languages as media of instructions in many countries constituted major obstacles that were impeding the adoption of English as a language of instruction (Earls, 2016; Fentol et al., 2017; Kruikow & Galloway, 2018). For example, Qatar considered the continued utilisation of English in training and education as a threat to Arabic, which is her native language and very significant in the Islamic religion. Other reverting ideologies and drawbacks are the lack of teaching and instructional resources and inadequate teaching staff (Earls, 2016). Jibeen and Khan (2015) concurred and controversially argued that internationalisation accorded through utilising English as a medium of instruction posed grave risks of commercial profit, academic colonisation and difficulty in ensuring and achieving quality education. Tang (2020) also expounded the challenges undermining the implementation of English in teaching all subjects and curriculum courses and categorised them into linguistic, cultural, structural and identity-related difficulties.

In Japan, utilising English language to implement curriculum goals and objectives was a trending topic of discussion. Most universities have been quick to adopt it but without proper local frameworks for implementation. The situation has been worsened by weak and incomprehensive policy frameworks culminating in several challenges due to little attention on the language professionalism aspects of all educational stakeholders (Brown, 2016; Aizawa & Rose, 2018). Unlike in Japan where the Ministry of Education has borrowed the American framework, in Indonesia, there was a complete lack of documentation addressing the practice except for the urge to be competitive like other international universities (Jibeen & Khan, 2015).

The perceptions of learners towards English language use in delivering academic instructions were investigated in Taiwan. Huang (2015) found out that local students in the

university had high anxiety, were less motivated and performed dismally due to the use of English; a foreign language in class facilitation. Both teacher and learner reservations were also evident in the report of Kruikow and Galloway (2018).

Africa is the most multilingual continent in the world (Vilhanova, 2018), with the growth of English language being traced back to the colonial period. Firstly, reports affirm that the British brought their language with them which helped them to rule the African continent (Storozum & Linowes, 2013). Secondly, it gained tremendous popularity within the colonies because it was instrumental for individual Africans to access white collar jobs and all other privileges that came along with colonialism (Brock-Utne, 2010). Moreover, as the residents of these countries learnt English language from the native speakers, this attracted a lot of prestige and power from the British colonialists. Ultimately, the lasting impact came when English language was integrated into the formal education systems with special recognition in the developed and enacted school curricula and as a medium of giving class and examination instructions (Storozum & Linowes, 2013).

Despite all these, there are more challenges in the African region than those experienced by the developed nations with common ones continuing to recur in line with the adoption of a foreign language in delivering class instructions. A few studies base their argument on the issues of reliance on international policies in adopting English as a language in pedagogy (Wilinska et al., 2020; Gwakwa, 2016).

It is clear that studies in Africa report heavy reliance and borrowing of policies supporting the use of an adopted language in universities and colleges (Nhongo, 2013; Bagwasi, 2021; Kithinji & OHirsi, 2022). However, countries that had not adopted this initiative have

failed to recognise the unfolding benefits. For example, Gwakwa (2016) and Wilinska et al. (2020) reported that the bid to adopt English in learning in South African tertiary institutes led to the revamping of the education curriculum, which in return led to the creation of employment opportunities where graduates competed for jobs locally, regionally and internationally.

From the African region, the current study noted the lack of clear studies interrogating the pitfalls for adopting English in facilitating education pedagogical goals except for job opportunities and the urge to earn a competitive edge from other conforming universities worldwide (Bagwasi, 2021). Furthermore, there were a handful of studies reiterating the inception of this pedagogical language report on partial implementation in African educational institutions in countries such as Botswana and Somalia (Nhongo, 2013; Bagwasi, 2021).

Locally, the Federal Government of Somalia experienced a decades-long civil war in the 1990s, a factor that created serious challenges particularly in the establishment of a language of instruction policy. Palpable challenges emerging because of the war were extreme lack of teaching materials, destruction of educational infrastructure and loss of lives (MOECHE, 2017; United Nations Children's Fund [UNICEF], 2021). Among various sectors of the economy, the educational sector suffered extreme loss; hence, forcing the remnant unqualified teachers to teach using whatever language and available information resources (The Dexis Consulting Group, 2021). This explains why Somalia mainly makes use of Arabic and Somali languages in her schooling settings.

At the time of carrying out this study, there were over 56 registered universities throughout Somalia serving about 50,000 students (Hassan & Wekesa, 2017: MOECHE, 2017).

Among them was the state-owned Somali National University (SNU) which was reclaimed by the government after the civil war. Since then, there have been plans to rebuild Somalia's Education Sector, which prompted the Ministry of Education to come up with a unified, National Education Curriculum Framework validated in 2017, although it outlines that at the primary level, teaching, leaning and examination administration is conducted in Somali language with English being taught as a subject while in secondary school; hence, forming a language of instruction for science subjects. It was also adopted among the other dominant languages utilised in lecturing and administering examinations mainly in the private universities in the country (MOECHE, 2017; Yusuf, 2021; Ahmed, 2018). Notably, the Federal Government of Somalia (FGS) recognises the use of Somali language in facilitating basic instructional delivery (MOI) in classrooms, especially in the lower primary grades. This is the nation's mother tongue as well as the official language recorded and was being used by over 95% of the total population. The use of Somali as mode of instruction was also a special consideration given that early grade children (age four to six years) were being introduced to mandatory Arabic language for Islamic faith instructions in the Quran schools (UNICEF, 2016).

At the tertiary level of education, Somalia colleges and universities lacked clear policies for addressing the language of instruction. Moreover, the extent to which the available language policy frameworks had been implemented was unclear (Yusuf, 2021; The Dexis Consulting Group, 2021). This had implications on the academic quality, efficiency and the effectiveness offered in Somalia tertiary institutions of learning while taking into consideration the trending internationalisation of English as a medium of instruction.

There were a handful of studies that had been conducted in Somalia touching on the

adoption of non-native language of instruction in the university setup. The few existing ones did not mirror the prevailing challenges hindering full adoption; hence the area was largely unexplored. The majority of the few existing studies had covered the poor English proficiency challenges facing students studying outside their country, the impact of the language proficiency and learners' academic performance, the factors influencing education quality, the revival of higher education in Somalia and learners attitudes towards the English language of instruction (Yusuf, 2021; Addow et al., 2013; Hassan & Wekesa, 2017; Eno et al., 2015; Eno, 2017; Kithinji & OHirsi, 2022). This pointed out a clear gap which was identified by this study and endeavoured to propose a framework for implementing English as a language for class teaching, moderation, interaction and administering examinations at SNU. The Somali National University, which comprises the mega scope of this study, for sure recognises the potency of English language in delivering academic instructions, but had exceptions where some lecturers may also use Somali and Arabic as LOI (USAID, 2021). This implied that the current Somalia national education system lacked a national standard charter to regulate the language of instruction for university curriculum and teaching, hence there was a need for a national framework to guide on the same.

The worrisome situation in Somalia tertiary and higher education had been linked to emergent challenges from the civil war. Other contributory factors arising from the civil war are poor leadership in colleges and institutions of higher learning, recurrent marauding, privatising, monetising of educational institutions and lawlessness. Consequently, there was no previous literature interrogating the antecedents for adopting the English language of instruction during the post-war era (Eno et al., 2015). It was with regard to these

bottlenecks that the current study endeavoured to analyze the antecedents (students' attributes, teaching staff attributes, national language, multiculturalism and internationalization) for adopting English as a language of instruction at SNU with a view to propose a framework for implementation.

1.2 Statement of the Problem

The FGS developed policies addressing the languages of instruction expected to be used in offering pedagogy at primary, secondary and tertiary educational levels with an emphasis on using Somali and Arabic languages. On the one hand, English was being tackled as a non-compulsory individual learning subject majorly in lower level basic education schools, while it was a medium of teaching the sciences in secondary level institutions. On the other hand, English was among the languages of instruction in several universities in the country (MOECHE, 2017; Yusuf, 2021; Ahmed, 2018). The languages of instruction that comprise of Somali, Arabic and English are expected to offer a deep educational background and knowledge to learners in Somalia (MOECHE, 2017; United Nations Children's Fund [UNICEF], 2021).

Notably, the SNU is the main government-sponsored university that provides training in language proficiencies for teachers; hence; it was better placed at utilising the English language to facilitate training and prepare learners for the labour market. However, successful implementation of the same was not clear for this particular university and the predicaments of slow adoption were unexplored. Notably, English is still considered a third language in Somalia and is rarely used in communication at universities and even in social lives. The extent of implementation of the aforementioned policies was unclear; perhaps, partly because of the absence of an implementation framework.

Moreover, local studies lacked clarity concerning the ability of SNU to provide training in languages and implement mechanisms of the launched language proficiency curriculum (UNICEF, 2021; Yusuf, 2021). Furthermore, it was not clear if the lecturers received any English language training. Other issues that were not clear included the nature of measures put in place for the development of language proficiencies and implementation mechanisms for the policy on the language of instruction (UNICEF, 2021; MOECHE, 2017; Yusuf, 2021). Consequently, English as a medium of teaching and examination was therefore at a nascent stage since the beginning of educational reforms after the civil war in Somalia.

Previous studies such as Addow et al. (2013), Yusuf (2021), Dexis Consulting Group (2021), Eno (2017), Aziz and Yasin (2017) and Ahmed(2018) have covered the aspects of the pedagogical proficiency, academic achievement, students' perceptions towards the English language, learners satisfaction on English teaching methods and the history of the languages of instruction adopted by the FGS. Studies detailing the antecedents for adopting the English language in delivering instructions at SNU were therefore lacking. The lack of a framework for supporting the implementation had adverse effects on the university education system, for example, graduates could not compete in the global markets. This shortfall necessitated this study to be conducted to examine the antecedents (students' attributes, teaching staff attributes, national language, multiculturalism and internationalisation) for adopting English as the language of instruction at SNU and to propose a framework for implementation of the same.

1.3 Purpose of the Study

The study assessed the antecedents for adopting the English language for teaching at SNU and proposed a framework for implementation of the same.

1.4 Objectives of the Study

The key objectives of the study were to:

   i.   Determine the extent to which students' attributes influenced the adoption of the English language as a medium of instruction at SNU.

   ii. Establish whether teaching staff attributes influenced the adoption of the English language as a medium of instruction at SNU.

   iii. Assess the influence of the national language on the adoption of the English language as a medium of instruction at SNU.

   iv. Examine the extent to which multiculturalism influences the adoption of English as a medium of instruction at SNU.

   v.   Establish the influence of internationalisation on the adoption of the English language as a medium of instruction at SNU.

   vi. Develop a framework for adopting the English language as a medium of instruction at SNU.

1.5 Research Hypothesis

This study aimed to propose a framework for the adoption of English language as a medium of instruction at SNU; hence, it formulated the following five null hypotheses.

   i.   Student attributes do not significantly influence the adoption of the English language as a medium of instruction at SNU.

ii.   The attributes of teaching staff do not significantly influence the adoption of the English language as a medium of instruction at SNU.

iii. The national language does not significantly influence the adoption of the English language as a medium of instruction at SNU.

iv.   Multiculturalism does not significantly influence the adoption of the English language as a medium of instruction SNU.

v.   Internationalisation does not significantly influence the adoption of the English language as a medium of instruction at SNU.

1.6 Research Question

In order to develop a proposed framework, one research question was formulated as stated below:

i.   What framework was suitable for supporting the adoption of the English language as a medium of instruction at SNU?

1.7 Significance of the Study

Antecedents for adopting the English language in delivering instructions were underpinned with clarity in this study. This enabled the development of a proposed implementation framework in Somalia's education system particularly in the university sector. The study will be of great benefit to the university learners undertaking various courses in line with their areas of specialties. The learners will be able to express themselves in English as they interact with scholars from Africa and beyond, and further enable them to compete for international jobs without drawbacks.

The teaching staff will also find the findings very relevant. This is because, with the successful adoption of English as a pedagogical language, it is expected that more lecturers

will be hired to teach learners English. This will result to more job opportunities. The teaching staff will also benefit from international faculty exchange programmes which enhance the growth of scholarship and exchange of knowledge. This is envisaged to cause a revolution in Somalia's education system since this medium of instruction will spread to tertiary colleges and secondary school levels among other levels of learning.

The universities in Somalia will also benefit immensely from the findings of the study. The study analysed the antecedents for adopting English as a pedagogical language at SNU. It further sought to comprehend the antecedents for adopting the English language in learning. The outcomes are expected to benefit the entire SNU. It will enhance accreditation of a variety of academic programmes, hence opening doors for international students in the country. This will eventually lead to the development and growth of the university both scholarly and financially.

Other relevant stakeholders expected to benefit from the study are the Ministry of Education, Culture and Higher Education (MOECHE) and other bodies that are in charge of universities in Somalia. The study formed the basis for formulating policies to better the education system in Somalia. The design and the implication of the enactment of the proposed implementation framework for adopting the English language as a pedagogical tool in tertiary institutions is indeed a mega contribution to scholarship and knowledge.

The adoption of the framework will help to fast-track the implementation of a common instructional delivery medium in institutions of higher learning in Somalia. Scholars across the globe and the region will utilise the findings of this study to advance, support, reference, and improve the ideas and knowledge created by the current study.

1.8 Scope of the Study

The study analysed the antecedents for adopting the English language in facilitating offering of curriculum contents at SNU; hence, other universities were excluded. It specifically focused on aspects that include student attributes, teaching staff attributes, the national language, multiculturalism and internationalisation antecedents for adopting the English language in enabling teaching, examination administration and conducting classes at SNU. Other aspects covered were the available frameworks and models for adopting the English language in facilitating university curriculum instruction.

Data were collected from samples from members of the SNU population. These comprised lecturers, the university management and representatives from students at SNU. The views on the study antecedents from the external educational stakeholders such as parents and other public individuals for adopting the English language in teaching, learning, communication and administration of examinations were negated since they were not part and parcel of the targeted study population.

1.9 Limitations of the Study

The study was limited to data from SNU; hence, generalisations may not be fully applicable in all other universities in the entire nation and even outside due to the diversity in the courses and the adopted national language. However, the study notes that there were very few universities in Somalia and hence, the results from SNU were extremely useful in informing the development of a framework on the adoption of English as a language of instruction at the university level in Somalia.

Moreover, the study noted a dearth of local literature regarding the study variables. The study admits that there was overreliance on foreign literature other than the local

perspectives of SNU due to the limited literature available in the country. The empirical studies on the topic of this study were also very few globally. The few that were noted from developed and developing countries were limited in terms of shedding light on the variables of the study. This affected literature review and discussion of results. Nevertheless, the available foreign literature was regarded very significant in demonstrating the aspects and indicators of the variables and in providing insights on what had worked well in other countries; hence, the situation did not discredit the validity of the study. The study however relied on closely related studies.

Bearing in mind that the study relied on self-reports and accounts of the respondents which were collected through questionnaires, interviews and focused group discussion, there existed room for biases to some extent. To overcome some of these limitations, the study piloted the instruments of data collection which enabled a test of reliability and validation of the data. The respondents were also requested to be sincere and truthful when responding to the questions in the tools.-

1.10 Assumptions of the Study

The following were the assumptions of the study:

i. The Somalia education system was struggling with some hindrances towards adopting English as a language of achieving curriculum implementation and pedagogy delivery in tertiary institutions.

ii. Participants had a background in English and were therefore able to handle questions.

iii. All participants in the study would co-operate and provide reliable responses willingly.

1.11 Operational Definition of Terms

Antecedents These relate to a precursor or a cause of a happening (Oh et al., 2008).

Attitudes In this study, attitude denotes perceptions, feelings and opinions of both lecturers and university students towards the utilisation of the on board language of facilitating learning and teaching (Thibout et al., 2018).

English as a Language This term means the utilisation of the English language in teaching and learning curriculum subject areas as per the requirements of a syllabus (Thibout et al., 2018).

Internationalisation Internationalisation is a catch-all phrase describing anything that is remotely linked to worldwide, intercultural, global or international. In the context of this study, it connotes to the use of English language as a medium of instruction especially in nations where it is not the primary language (Shimuachi, 2018).

Language of Instruction It refers to a language either adopted or native that is used in pedagogy facilitation in the educational sector of a country (Thibout et al., 2018).

Multiculturalism   This refers to the manner in which societies handle issues related to diverse cultures for harmonious coexistence.

Multilingualism   Refers to a situation where a community or a group of people utilise a variety of languages in passing information, communication and deliberations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter undertakes a consistent, objective and related empirical reporting on the antecedents for adopting the English language as a pedagogical medium in SNU. It is organised according to the research variables, namely: English language as a medium of instruction at the university level, teaching staff attributes, national language, multiculturalism, and internationalisation. It also outlines the theoretical and conceptual frameworks and provides a summary of the reviewed literature.

2.2 English Language as a Medium of Instruction at Universities

The adoption of English as the medium of instruction in colleges and universities stands out to be a major topic of discussion in nations that are non-English speaking (Curle et al., 2020; Brown, 2017; Tang, 2020; Aizawa & Rose, 2018; Rose & McKinley, 2018). The incredible acceleration experienced in this global phenomenon is reported to be resulting from the need to go international, advocacy for an increased number of international students, achievement of prestige, competition between private and public institutions, association with the status of English as a global language and the need for broadening research and publishing (Brown, 2017; Macaro et al., 2017; Macaro et al., 2018). Therefore, both local and international students are expected to be equipped to conform to the increased pressure for globalisation and internationalisation (Bradford & Brown, 2016).

Adopting English language in facilitating classroom instruction refers to the utilisation of the language in teaching, examining and facilitating the learning of various units and courses in an institution (Aizawa & Rose, 2018; Rose & McKinley, 2018). It is an aspect where teachers facilitate and deliver instruction using the English language (Brown, 2017; Bradford & Brown, 2016). According to Macaro et al. (2017), it entails using the English language to administer examination, stimulate teacher learner interaction, explain phenomena and deliver classroom instruction for all course units among geographical jurisdictions that are non-English native in nature. Brown (2017) noted that using the English medium for educational pedagogical needs is a shift from teaching it as a foreign language to its full use in all academic subjects. It is about facilitating all the units in a curriculum of a particular course in the English language in nations where it has only been known due to colonisation, globalisation and other secondary language learning determinant protocols (Curle et al., 2020). The current study adopted these definitions in describing the use of the English language as a medium of instruction at SNU.

The utilisation of the English language in meeting the pedagogical needs in higher educational institutions is made possible through the borrowing of internationalisation policies, investment in funded global projects, development of national policies, national directives, higher education policies, and English medium of instruction policies (Aizawa & Rose, 2018; Rose & McKinley, 2018; Curle et al., 2020). Other prospective factors accelerating the adoption of the English language in higher educational institutions are the positive attitudes between the lecturers and students towards the foreign language, yearning for the international system, too much pressure to be ranked high global, desire to achieve higher education knowledge diplomacy, the power of bilingual education policies at lower

and middle academic levels and the presence of rules and regulations in the workplaces and classrooms (Curle et al., 2020; Tang, 2020).

Adoption of a foreign language in pedagogy bears nations numerous benefits. These range from the enhancement of English speaking abilities, career prospects, internationalisation, the heightened revenue inflows from international learners, the improved global ranking among higher institutions, development of competent communicative abilities, increased access to employability and readily available adequate and up-to-date information resources required for offering education (Tang, 2020; Curle et al., 2020).

However, the adoption of this highly globally competitive language of availing instructions is facing impediments ranging from newness and dependency on developed nations' policies, students' minuet proficiencies, and lecturers' inadequate proficiencies (Aizawa & Rose, 2018). Other drawbacks are linguistic, structural and institutional/organisational and limited learning materials (Tang, 2020; Curle et al., 2020). The global literature has presented the language as a tool for teaching, learning and research. This is illustrated in the findings of Curle et al. (2020), Xie and Curle (2020), Rose et al. (2019) and Tang (2020), who noted that the successful adoption of the English language in offering leaner and trainer pedagogical needs in universities increased language proficiencies, led to the development of decision-making skills, high scoring in final examinations, good comprehension skills, long-term career advancement and increased opportunities for international employment.

In developed nations, English utilisation in offering learning guidance and instructions is anchored in various factors and policies. Curle et al. (2020), Evans (2019) and Rose et al. (2019) illustrate that top-down, bottom-up and institutional-based policies, the nature and

extend of curriculum implementation (partial, bilingual or fully), student English learning history, the university entry requirements and language support services which they said affected the implementation of this very language as a medium of teaching to a greater extend. Other outstanding features that have fostered the adoption of English in pedagogical delivery lie in the enactment and development of English policies and models (Macaro, 2018; Evans, 2019; Curle et al., 2020). In the United Kingdom, several models were developed aimed at addressing English language utilisation in teaching course subjects. Examples of such models include the preparatory year, the concurrent support, selection and the ostrich models (Curle et al., 2020).

The successful implementation of the language in facilitating university lecturing and administering examinations requires the existence of strong support systems. This was well articulated by Curle et al. (2020), Galloway and Ruegg (2020) and Galloway et al. (2017). Specifically, the researchers outlined that benchmarking proficiencies, needs analysis techniques, self-efficacy models, institutional support, assessment and online evaluations; strategic training, the English medium course workshops, skill conferences and curriculum modification support systems as essential structures for adopting English as a language for instruction (Curle et al., 2020; Galloway & Ruegg, 2020; Galloway et al., 2017).

In Japan, several studies exist addressing the implementation of the English language in facilitating the teaching of units as indicated in the Japanese education curriculum. Brown (2020), Aizawa and Rose (2018) and Xie and Curle (2020) illustrated that the English language as a medium of instruction was a tremendously growing trend in Japan. The quest for internationalisation triggered universities to embrace international language in pedagogy. However, the implementation faced constraints such as poor interest among

learners, insufficient proficiencies and poor programme coordination, particularly for the undergraduate courses and programmes. Both studies stressed the need for training for the teaching staff and the learners to equip them with the necessary proficiencies. Despite this, both studies collected data from the university setting, where they got a response rate of 46% out of all the possible respondents.

The findings from Indonesia concur with the situation reported in Japan. Simbolon (2021), Chen et al. (2020) and Galloway et al. (2020) said that Indonesian universities were also striving to obtain international recognition among the tertiary level institutions of learning. However, it was reported that appropriate documentation concerning the enactment of a foreign language in facilitating the training and learning of Japanese undergraduate students was missing. Apart from the aspects of internationalisation and acculturation, the lack of documentation was a big concern. The study recommended that both lecturers and students be incorporated to foster effective teaching and learning using the English language.

Similar concerns were also noted in a global survey by Briggs et al. (2018). The issues deterring the adoption of the English language included the lack of comprehensive policies and teacher incompetence. However, the Briggs et al. (2018) study used a small population of 20 university teachers. On The same note, Simbolon (2017) investigated the difference between implementation and stakeholder support for a foreign language instructional delivery medium in the nation, although the specific challenges teachers faced were not elaborated. A year later, Simbolon (2018) investigated the specific detriments that the lecturers met and found out that the limited proficiency amongst the school stakeholders led to significant frustrations. These findings concurred with Ruegg (2020) and Aizawa

and Rose (2018). However, all these studies utilised a quantitative research approach and questionnaire instruments to collect data. The current study used mixed-methods approach and utilised focus groups and interview guides in addition to a questionnaire. This enabled the realisation of data triangulation.

The perceptions towards the utilisation of the English language in undertaking learner's instructional delivery were discussed by Kruikow and Galoloway (2018). The findings showed a lot of reservation concerning embracing of a new medium of delivering classroom instruction. Students perceived themselves as incapable since they lacked a firm English background during the early stages of their study. These opinions were solicited through interviews of 4 PhD respondents. The study may be critiqued for relying on four respondents to develop generalisations for the whole university. The current study filled this gap by engaging a reasonable number of students, lecturers, and administrators at SNU.

Jibeen and Khan (2015), Gorter and Canoz (2017), Wilkinson (2018) and Rose and Mckinley (2018) viewed internationalization as a ladder to achieve high education quality and equality. However, the studies relied on previously quasi selected literature to elicit inferences.

In Africa, the utilisation of the English language in conducting pedagogical roles among primary, secondary and high levels of educational institutions is increasing (Yallew et al., 2021; Altbach & De Wit 2020; Martinez, 2016). Yallew et al. (2021) and Altbach and De Wit (2020) noted that 26 out of the 54 countries in Africa; including Gabon, Ethiopia, Rwanda and Kenya, had embraced the use of English language in higher academic institutions. The reasons explaining the scenario adopted in Africa is similar to the observations in the developed countries, which range from the aspects of globalisation,

internationalisation and adoption of foreign policies (Yallew et al., 2021; Altbach & De Wit 2020; Martinez, 2016).

From the African region, the adoption of the English language in teaching is viewed as an opportunity and a threat. Reasons for adoption include increased collaborations in research networks, the gain of institution visibility, and access to global and international funding. At the same time, the threats comprise of the loss of indigenizing due to English dominance in higher education institutes and language proficiency insufficiency, ineffective teaching methodologies, poor language learning strategies, first language interference, poor student attributes and self-efficacy (Shariff, 2018; Mbembe 2016; Martinez, 2016; Yallew et al., 2021).

The adoption of a western world language in educational systems from colonies among African continent has been facilitated by the creation and adoption of policies. This is well articulated in studies conducted in Ghana by Kamwangamalu (2018), Owu-Ewie and Eshun (2015), Yallew et al. (2021), Wan (2021) and Altbach and De Wit (2020), which reiterated that national language policies were developed to guide the use of native language in lower primary levels and English in the tertiary academic levels. However, the extent of implementation of these policies was unclear. Other challenges include monolingual schools, teachers' willingness to use native languages in teaching, and the lack of enforcement procedures in teaching language policy also contributed to the violation of national language policies (Owu-Ewie & Eshun, 2015; Yallew et al., 2021; Wan, 2021; Altbach & De Wit, 2020).

Comparative studies in Kenya have broadened on national language policies in adopting a formal language in teaching and learning (Roy-Campbell, 2015; Kamwangamalu, 2018;

Mose, 2017; Trudell, 2016). These studies agree with the situation in other African nations regarding adopted policies (Wan, 2021; Shariff, 2018; Istoroyekti & Hum, 2016). However, the Kenyan studies opined that clear policies existed addressing the use of mother tongue for grades 1-3 and the tertiary levels utilising English as the medium of instruction.

Closely related studies examined the use of the English language in availing classroom instructions in Tanzanian Universities. While focusing on private universities, the case study found that English language proficiency amongst the classroom pedagogy facilitators among other school stakeholders like learners is a crucial detriment to the adoption of the English language (Shariff, 2018; Mosha, 2019; Istoroyekti & Hum, 2016; Mtallo, 2015; Komba, 2015). The interview and questionnaire results reported that Kiswahili was a viable language of instruction, apart from English, since learners understood it better. Moreover, long debates concerning the formal enactment of a national language of education were evident. At the same time, Mtallo (2015) and Komba (2015) based their study in the secondary schools' setting and others in private university settings; the current study endeavours to investigate the issue at SNU, which is a public university.

The challenges relating to the aspect of adopting English were noted in studies by Shariff (2018), Wan (2021) and Babirye (2018). The studies majored in documentary analysis interviews and silent observation research instruments. The study noted that university students were facing difficulties relating to proficiencies for both the lecturers and students. The findings provided more information that poor pronunciation, poor sentence construction, poor vocabulary, and confusion of tenses were evident. They recommended

developing a national language policy for adopting either the native languages or English in university education.

Locally, in Somalia, there is a significant shortage of literature covering the aspects of the use of the English language to meet the institutes and organisational pedagogical needs amongst the top most levels of academic institutions. The available previously done studies had focused on the educational reforms that the federal nation underwent during pre and post-war, career prospects in higher education, and education quality in Somalia (Ali, 2020; Eno, 2017; Hassan & Wekesa, 2017; UNICEF, 2016; Addow et al., 2013; Yusuf, 2021).

Eno (2017) and Ahmed (2018) investigated the students' attributes towards learning English as a second language. Eno (2017) revealed potential weaknesses associated with teaching a second language, including the unavailability of enough teaching and learning materials, poor language writing and communication skills, poor language planning, and lack of language policies. Ahmed's (2018) study was based in the university setting, although first-year students formed the study's primary sample. The current study collected data from students, lecturers, university management and from the government ministry concerned with education, unlike Ahmed, who collected data from first-year students only.

Given the above discrepancy, the current study analysed the antecedents (students' attributes, teaching staff attributes, national language policy, multiculturalism, and internationalisation) for adopting the English language as a medium of instruction in SNU and henceforth developed a framework for adopting this lingua.

2.3 Students' Attributes and English as a Medium of Instruction

Utilising English language to facilitate learning, training and examination administration entails teaching subject content among native, migrated residents and individuals who first learnt other languages apart from English (Curle et al., 2020). Adopting a foreign language as a medium of passing classroom instruction continued to increase in countries that use English as a national language and in the Arab countries whose national language is Arabic. This trend has been attributed to globalisation (Fatma et al., 2014).

In bilingual and multilingual countries, a lot of studies have been carried out to debate on the language to be used for instruction as English is viewed as non-native though it is still considered very influential in the world (Yasemin, 2014; Nuria & Antonio, 2017; Cherif & Alkhateeb, 2015). In Somalia, English and Italian languages were used only for special occasions such as technology and administrative purposes. However, Italian has since been completely dropped. Many factors influence the language of instruction to be adopted for institutions but the key of them is the student factor (Khadeja & Mona, 2015), as discussed below.

Yasemin (2014) conducted a study in Turkey which analysed learners' attributes towards the utilisation of English as a medium of instruction as compared to the Turkish language. The study's ultimate focus was to compare the effectiveness between English and Turkish languages in the acquisition of disciplinary knowledge among the students. A sample of 130 students in the final year was drawn from the four engineering departments. The study noted that courses were being offered in English and Turkish at a state university in Turkey. Different departments were using a given language for instruction. For example, the mechanical, electrical and electronics engineering departments offer courses entirely in

English, while the computer and civil engineering departments offer courses entirely in Turkish. The study further reported that the learners who were taught and examined using English failed to acquire disciplinary knowledge. Students complained that they were facing a challenge in using English as a pedagogical language, terming it as time-consuming as they could hardly interpret the questions asked and they faced difficulties in understanding English texts. The students who were taught using the Turkish language proved very efficient in acquiring disciplinary knowledge. However, the students who used Turkish had concerns regarding getting jobs in the future as most jobs require high proficiency in English. The study by Yasemin (2014) drew students from the same faculty, that is, the school of engineering hence giving the current research a chance to engage students from all faculties in SNU.

English, a widely used pedagogical medium in education systems, has been used to teach specific subjects in bilingual countries such as the University of Oviedo in Spain (Nuria & Antonia, 2017). Nuria and Antonia (2017) investigated English medium for enabling deliver pedagogy objectives and needs for teaching economics. It was clear that at the University of Oviedo, some faculties offer their courses using a bilingual approach, one of them being the faculty of economics. In such scenarios, students are taught using English and Spanish in separate cohorts but go through the same assessments at the end of the module. The students taught in English filled in questionnaires at the beginning of the module concerning their attitude towards English and their self-perception of English language skills. This was done to assess their performance in the language. However, the content assessments contradicted the students' predictions at the beginning of the module

(Nuria & Antonia, 2017). The study, however, did not establish background information such as the prior experience of the students to enable an objective self-evaluation outcome.

Using a foreign language to deliver academic instructions was linked to various challenges as noted through a meta-analysis study done in Malaysia by Ilyani and Liza (2021) to investigate the challenges facing English language utilisation in attending to pedagogical roles. The review covered 14 studies that had been conducted between the years 2017-2021. Key challenges noted included students' language proficiency, classroom use, and weak support structures. The study found that students' proficiency was an essential aspect for English to be implemented successfully in delivering academic instructions. The language used in the classroom influenced the language extensively to be used in undertaking pedagogical roles. The study also noted a need for administrative support structures to help improve English as a language. The support structure includes the availability of enough teaching materials in English and in-service training for English teachers.

However, the study by Ilyani and Liza (2021) relied on Webometric and altimetry, where Google and Corpus were the main platforms used to access past studies. On the one hand, Webometric and altimetry meta-analysis limits the scope to the studies that can be discovered via the internet only. On the other hand, it relies on secondary data. The current study collected primary information from key informants from SNU through qualitative and quantitative instruments of collecting data. Nevertheless, the study by Ilyani and Liza (2021) was very resourceful in providing a conceptual understanding of the main facets of the study. It was particularly critical in providing information regarding challenges encountered in different contexts in adopting a given language as an instruction medium.

It was also clear that prior students' proficiency was a key determinant for the effective pursuant and continued effecting of English as an instructional medium in universities. Moreover, administrative willingness and support systems also stood out as pre-requisite to effective adoption of English to enable attend to academic subjects and administering examinations.

Another critical attribute considered when adopting a language to be used to facilitate the teaching of all the course subjects is student's attitude. The background, environment and exposure usually contribute significantly in shaping students' attitudes towards a subject (Zulfikar et al., 2019). Cherif and Alkhateeb (2015) conducted a study at Qatar University to investigate the student's attitude towards Arabic as a medium of instruction. This was done 11 months after adopting Arabic into the teaching system at Qatar University. The sample of the study comprised of 295 learners. Reiterations out of the data collected from the participants indicated that most university students favoured Arabic being used as a language of instruction compared to English. Still, they were aware that Arabization of the education system could cost them in the job market and at postgraduate studies. It emerged that the students favoured Arabic over English because of parental influence that preferred the Arabic language. It was further noted that when English was introduced at the K-12 level, most students failed to meet the set standard to continue with their education. Notably, a change of attitude to a language is process-based that involves several players, including the instructors. Cherif and Alkhateeb (2015) collected data from students only and ignored opinions from faculty members. Effective English adoption in facilitating the various courses and units in Somalia requires a concerted effort of key stakeholders. Therefore, the current study collected views from key stakeholders that enabled the

researcher to develop a framework to support effective implementation. Cherif and Alkhateeb (2015) study helped to understand the strength of trainees' characteristics on adopting English to facilitate their training, examination and class instruction delivery at SNU.

A closely related study was conducted at Southern Taiwan University of Science and Technology (STUST). The study focused on students' perception towards utilising a foreign language in receiving class instructions. The sample comprised of 157 students, including 93 local students 64 international students. The study specifically assessed the students' motivation, anxiety and performance upon the utilisation of the foreign language medium in instruction (Huang, 2015). The findings indicated that anxiety was negatively correlated to learners' achievement in English use as an official pedagogical lingo. However, the learning motivation through English was found to influence the language use to a very greater extend.

Furthermore, the trainees' perceptions towards the adoption of the English language for meeting pedagogical needs varied from the local to international students, with the local being too anxious towards learning English and the international students having higher motivation. The study by Huang (2015) was also biased to learners' perception towards the adoption of English language in facilitating pedagogical roles of classroom instructors in Taiwan. Views elucidated from Taiwan teaching staff were also essential in shaping the learners' perception; hence, their inclusion in the current study was indispensable.

The attitudinal consideration in adopting English in administering class instruction and also examinations was also eminent in Morocco (Belhiah & Abdelatif, 2016). A study conducted in three colleges assessed the students' attitude towards adopting English

language to offer their academic, examination and acquisition of learning needs in the colleges in Morocco. The increasing demand informed the study of replacing French, the current medium of instruction, with English in higher education learning. Belhiah and Abdelatif (2016) noted that the language was viewed by majority of the students as essential in facilitating sciences and technology course units. The study sampled doctoral students (208) from the three colleges. The study findings reveal that Moroccan students highly regard the English language despite their low proficiency. The respondents linked it to the ease of scholarly writing and publishing and noted opportunities to pursue postgraduate studies in foreign countries. One important recommendation made by Belhiah and Abdelatif (2016) was on the need to adapt and improve English as the pedagogical medium in both secondary and tertiary institutions to strengthen students' proficiency in English. Most doctoral students are involved in teaching; hence, their views were valid in providing a clear state of affairs. However, the intricacies faced by the university administrators and the weight of other external national and international factors, such as the national language policy and multilingualism, were not covered by Belhiah and Abdelatif (2016). In that connection, an expanded study was conducted in SNU, incorporating stakeholder views and further evaluating other interrelated antecedents for developing a practical framework for implementing English in availing college and university course instruction in Somalia.

The complexity of adopting a given language in a bilingual context to avail teaching and academic administration, especially at the tertiary level institutions, is also noted regionally. In South Africa, for example, English was initially used to address learners' class needs among college and university educational institutions. Upon successful

revision of the nations' constitution, indigenous languages such as the isiZulu were given the same regard as English. The constitution now states that the learners had obligations to choose the preferred language for whatever learning subjects and needs in South Africa. In that connection, a study by Zondi (2014) assessed the correlation existent between students' achievement and the preferred pedagogical medium of instruction. Zondi (2014) sought to investigate the effect on students upon using English in learning and enhancing it with isiZulu. The study was carried out from 2012 to 2014. In 2012, the students were taught entirely in English, and their results were tabulated. Out of the 198 students, 0% had the distinction, 10% got merit, 50% had a pass, and 40% failed. In 2013 students were taught English and isiZulu, and the same was done in 2014. In 2014 the number of students evaluated was 258. Out of those, 19% got a distinction, 51% got merit, 20% had a pass, and 10% failed.

Consequently, Zondi (2014) concluded that a significant improvement in students' performance was observed by using both English and isiZulu in teaching the students. The study by Zondi (2014) differs from the proposed study in that Zondi employed a quasi-experimental research design which was longitudinal in nature, while a cross-sectional descriptive explorative design was adopted. This enabled a close examination of the data to inductively and deductively develop a framework for implementing English language as a pedagogical tool in Somalia.

The stage and age at which a foreign language is introduced to a learner are critical. Foreign language acquisitions and mastery are faster and easier at the early age of child development than at the old age. A study done by Khadeja and Mona (2015), which involved 254 undergraduate students pursuing medicine and dentistry at Sebha University

in Libya, reported the challenge of students struggling to comprehend everything in English since the language was introduced to them at a very late stage (Khadeja & Mona, 2015). In Libya, English is used to instruct the core subjects, medicine and dentistry, while Arabic is used to instruct the non-core courses. The findings indicated a bilingual language (Arabic and English) in teaching to enhance understanding and appreciation of the English language in Libya. A gap in the study by Khadeja and Mona (2015) was noted in that the adoption of a foreign medium for teaching in a given country is a multifaceted process. Hence, a bilingualism strategy alone is not sufficient in informing a suitable framework for the current study. The current research adopted a multidimensional approach in exploring antecedent factors, systems and structures for adopting English in teaching all courses and or rather the whole curriculum at SNU.

The choice of a language of instruction can be complex in a multi-linguistic setting. A study case was carried out on the Larteh community in Ghana, where English is considered as the third language after Leteh and Twi. After qualitative analysis of interview data collected from 418 individuals from the community, Ansah (2014) found out that among the main determinants of language use was the policy in education, tradition and religion. Under the education policy, the predominant language in the school set-up was entirely dependent on the teachers and the students. The teachers were reported conversing easily in English and Twi as dictated by the Ministry of Education. The study also noted that the students level of proficiency on either of the two languages was dictated by the language used in school. This meant that the level of their proficiency was determined by the background of their language and school policy. Although communities are essential stakeholders in university education, the study by Ansah (2014) ignored views from

students and teaching staff. The current study used questionnaires and interviews to collect opinions from the SNU community which later informed the development of a framework for adopting English as an instructional delivery medium.

In Somalia, however, the national and the language of instruction is Somali (Hoben, n.d); hence Somalia is a monolingual country. Approximately 99.9% of Somalia's population are Muslims. Other minor languages spoken in Somalia are Arabic, Italian and English (William & Leslye, 2003). Arabic and Somali have been adopted as the official languages in Somalia, and all employees need to be literate in either of the two languages.

In the Federal Republic of Somalia, very few studies have focused on English language and instruction. Although few empirical studies were found, they are limited contextually in informing the framework for adopting the English language as a teaching medium. A good example is a study conducted by Abubakar (2018) in Mogadishu University which gave clear highlights on the effectiveness of a variety of methodologies adopted to teach English courses on trainees satisfaction levels (Abubakar, 2018). Mogadishu University is a private institution with a five-year development strategy. English was one of the course units taught in the university and was regarded as an issue requiring a strategic decision in the five-year plan. The study noted a positive correlation between students' satisfaction and English teaching and learning methods at Mogadishu University. The positive association was significant in informing resource allocation strategy in the university. However, the findings of the study were not compressive in informing the broad framework needed at the institution of higher learning in Somalia.

Another study conducted in Mogadishu University sought to investigate the weaknesses that students had in communication skills like reading, writing, listening and speaking as

far as the utilisation of a second language in facilitating class instruction was concerned (Eno, 2017). The study focused on the required information resources used in teaching English and further evaluated the teaching methods adopted. A high percentage of the students expressed challenges in reading and writing. The majority of respondents further described the teaching materials and methods as poor. The findings revealed ineffective teaching methods and poor instructional materials for teaching English. However, the study was deeper in evaluating the teaching methods while the framework for its adoption does not exist in the first instance. The current study interrogated the students' attributes as antecedent factors that should be considered for the effective adoption of English as a medium of teaching at SNU.

2.4 Teaching Staff Attributes and English As A Medium of Instruction

In university contexts, adopting English in availing all course instructions assimilates to the use of the language to offer pedagogical roles for students without the necessity of considering their origin, their first language and the geographical location of their academic institution (Curle et al., 2020; Madhavan et al., 2014; Aizawa & Rose, 2019). Adoption of English as a medium of instruction (EMI) comes with a lot of benefits to the country, institution and even to an individual. It leads to increased revenue from international students, improved institutional ranking while the students become more competent in English, hence improving their employability globally (Curle et al., 2020).

Teaching staff attributes and competencies matter if there is to be successful utilisation and passing of pedagogical needs with respect to the adoption of a non-native medium of instruction. This agrees with the assertion that qualities of teachers and teaching are crucial factors in determining learning effectiveness (Kaya & Ok, 2020). The Ministry of

Education of Vanuatu (2006) termed the preparation of a teacher as the key determinant of the extent to which there is good instructional delivery. The other attribute of a good teacher is professionalism which is the attitude of mind that causes teachers to thrive and follow professional ethics (Mohammaditabar et al., 2020).

Globally several types of research have been carried out regarding English utilisation in executing pedagogical roles. Azam et al. (2020) carried out a study in Pakistan to investigate the perception of primary school teachers towards using a global language to deliver instructions to their learners. As clearly sticking towards its scope, Azam et al. (2020) concentrated on an elementary school in Khyber Pakhtunkhwa Pakistan. The findings obtained from the targeted school instructors unveiled that they had a positive impression and regarded the use of English in conducting their day to day instructional roles as of great advantage and that students learnt more quickly and effectively. The study further noted that the embrace of a non-native language to offer learners needs enhanced faster grasping of concepts for learners. The study reported that students become more proficient in English when learning sciences, math, social studies and another non-language subject. The teachers were also able to have detailed explanations while teaching. The study further noted that the EMI helped the student to have critical thinking (Azam et al., 2020). Although the study focused more on primary school teachers, it revealed the explanative power attached to the English language. This justifies why the language is widely preferred for teaching sciences and mathematics. The results have limited application and adoption at institutions of higher learning. The current study assessed several antecedents on the adoption of EMI which helped in coming up with appropriate constructs for informing the development of an implementation model at SNU.

A closely related study was done in Turkey, Ankara city by Kaya and Ok (2020) which focused on unveiling the very profound inhibitors that deterred the success of the implementation of a second language to assess, avail and facilitate learning in a public middle school. Four English teachers from different levels were interviewed. The findings of the study categorised the reasons for adoption into four factors namely; teacher characteristics, teacher views, student factors and institutional factors. The teachers' characteristics included, among others, their attitude and knowledge towards the implementation of the language while the teacher views were classified as either positive or negative. The institutional factors included the provision of reading materials in English. The results by Kaya and Ok (2020) were however biased to teachers. The study did not take into account views from students. The teachers' population was also too few and drawn from middle schools. This gave the current study a chance to conduct a similar study in an institution of higher learning and widen the population to include key stakeholders in the dialogue.

A challenge that can be linked with English adoption in administering lessons and subjects includes the professional requirements of the lecturers in delivering the course of study in the English language (Robert, 2018). A case study based in Europe between the years 2014-2015 and sought to look at the training programs the teachers underwent to teach English effectively. It also examined the requirements and standards to be met for one to competently use EMI (Robert, 2018). Seventy European universities engaged in the study with the majority of responses coming from Spain. The accreditation process of the lecturers was also an important aspect that was investigated in this study. According to Robert (2018), some European countries reported that teachers underwent some form of

training while others reported no kind of training at all. Similarly, the requirements to be met varied significantly with some countries requiring a B2 (43%) and others requiring a C2 (13%) in the language. The lecturers were accredited by observing their way of delivering the content in the English language in some countries while in other countries, they were required to undergo some form of the evaluation process to prove their competency (Robert, 2018). The study by Robert (2018) proved very effective though it relied on the internet as there was no physical contact with the respondents. This limited the effectiveness of interview guides in the data collection process.

Once the consideration to adopt a global language is made, special and specific facets regarding some competencies such as proficiency ought to be in place. Gul and Aziz (2015) were specifically prompted to fix the exploratory unattended loophole by probing the level of proficiency of teachers and the causes of English deficiency among teachers in using the lingua to offer pedagogical needs in India. Data was obtained from the targeted secondary school teachers in Punjab state where 150 teachers were used as a sample. The ordained tool deemed effective by the researchers was an interview guide which offered great help in determining English speaking competency. Questionnaires were also considered instrumental and were distributed to 200 academic instructors who aired out their views on the perception and the cause of deficient English speaking. Fluency, pronunciation, grammar, vocabulary and confidence were examined during the interview. The study found out that teachers were average in pronunciation, fluency and confidence in speaking in English, but were poor in using grammar and vocabulary. The findings of the study correlated with those of Flora (2014) who carried out a closely related study in Indonesia. According to Gul and Aziz (2015), the teachers perceived that social environment was the

main cause of the low speaking competency together with personal attributes while school policy contributed a much less percentage.

A pilot case study was conducted in Italy to investigate the challenges associated with and the specific in use methodologies and modalities that were at hand regarding the global pedagogical language, English (Borsetto & Patrick, 2016). In their study, Borsetto and Patrick (2016) found that the challenges from lecturers' view varied with one's background, hence, proficiency variations among the lecturers. Among other challenges listed included language difficulties for both students and lecturers, where students had challenges in writing, while lecturers exhibited very dismal proficiencies and knowledge competencies in utilising the language. This highlighted the need to address the background probably by extensive training and education. The importance of adopting the global language was noted to lead to learner opportunities for further career prospects for the students and internationalisation of university education (Gul and Aziz (2015). A similar study was needed to investigate the challenges met upon the enactment of EMI at SNU.

For English to be successfully implemented in classroom teaching and examination administration, Clegg and Simpson (2016) argue that a lot of planning needs to be done both at the institutional level and the national level in Sub-Saharan Africa. Clegg and Simpson (2016) noted that Africa is a multilingual nation, hence the language of instruction is debatable and a consensus is yet to be reached in some countries on the medium of instruction to be adopted (Hamid et. al., 2014). Clegg and Simpson (2016) recommended the need for a language supportive education system that helps in transitioning students from a local language to a second language at different education levels. This calls for collaborations from both institutions and the Ministry of Education for the successful

absorption and promulgation of the English language in offering pedagogical roles for full curriculum in Africa. This necessitated the development of appropriate policies. Notably, the institution achieves its goal by setting language policies in the school, while the national government ensures teachers get appropriate education to enhance their skills and proficiency in the language (Clegg & Simpson, 2016).

The embracing of the English language in teaching and even examining subjects undertaken by learners poses a lot of concerns among the African communities (Amukena, 2016). In Namibia, the language is officially utilised to undertake both national language and pedagogical role delivery for school curriculum as noted by Amukena (2016). The study by Amukena investigated the teachers' attitude towards the adoption of English in schools where electronic questionnaires were sent to the target population. The study faced difficulty in data collection due to digital illiteracy. The study noted that some teachers were positive (62%) and 38% were agreeing with the implemented directive instructing the use of a western language to offer academic and learning needs to school going children. However, teachers preferred code-switching while teaching to enable the gathered class to have a clear picture of the concepts brought to class in each lesson and uphold the native language that gave them a sense of belonging. The study by Amukena (2016) differs from the current study in that a mixed method research approach was adopted where a questionnaire, interview and focused group was utilised to collect data from targeted stakeholders at SNU.

A case study design by Koross et al. (2013) in Kenya traded on the perceptions of trainers and trainees towards academic instructional delivery methodologies that were in place to facilitate learning with a special focus on the writing skills among high school students.

Thirty-one teachers and 2580 students participated in the study. The study found that teachers had negative views on the methods of teaching writing skills and were not even aware of teaching in itself needed any kind of skill. Students on the other hand similarly had negative views on methods of learning writing skills. Although skills such as listening and speaking skills were noted covered, the study by Koross et al. (2013) noted deficient skills regarding methods of teaching writing skills. The current study sought to fill these gaps and also focused on National University As opposed to high schools.

The history of how the use of a foreign language to teach and examine was implemented in any given country tends to influence the adoption of the language by the country's inhabitants. A case study by Mosha (2019) on the private education sector in Tanzania investigated the use of language that has become the main subject of discussion. It sampled 60 students and five lecturers from three colleges. The teaching staff indicated that the grammar of students was very poor. This was attributed to the fact that English was introduced to the students at a late stage. The other reason was the entry behaviour where most students' English marks before entry to the University were very low. A sizeable percentage of students indicated that they had difficulties in learning English due to a poor background in the English language. A similar problem was noted with some of the lecturers where, broken English was used during teaching (Mosha, 2019). Suggestions were proposed to the education sector to revisit the pedagogical decisions allayed from primary, secondary to tertiary institutions and henceforth switch to Kiswahili (Mosha, 2019).

Locally, there is a serious dearth of literature on this phenomenon. The available literature for example by Hoben (1988) was very old. Hoben (1988) investigated language issues

and education in Somalia and reported that the majority of citizens had a single first language (Somali) while there were two national languages, Somali and Arabic. The study assessed the constraints of the language of instruction. Hoben noted that due to the growth of English lingua in meeting African nations' pedagogical needs, Somalia decided to adopt English for international purposes, and further noted that it was to be used as a major pedagogical medium at institutions of higher education. However, Hoben (1988) highlighted some challenges faced in implementing the language of instruction to include financial constraints and insufficient reading resources available in English. Since Italy was in the front line in enhancing international relations with Somalia and providing learning materials at the National University, Italian as a second language was adopted at the institution. However, this came with a lot of challenges for both the students and instructors hence the language was eventually dropped. The study by Hoben was a systematic review that compiled views from previous studies. The current study made use of empirical data obtained from primary target population.

2.5 National Language and English as A Medium of Instruction In Universities

A national language denotes a lingua mandated by the government to be used in teaching, learning, conducting political and economic affairs as well as communicating, especially that which is familiar to a majority of a country's residents (David et al., 2017; Ndukwue, 2015). A national language policy is a document of consent by the government of a country and its citizens outlining through frameworks, legislative processes, court decisions, executive actions or indigenous law systems, to adopt a certain language while detailing how it ought to be used, learnt, grown, cultivated and also maintained (David et al., 2017; Hatori, 2005; Nha, 2016). Therefore, the agreed national language documented in writing

or other official means, and implemented through evidential agreement, constitutes a national language policy.

A language policy is best adopted when it is widely spoken by the majority of the nations' residents when engaging in trading and education purposes, cultural and political reasons (David et al., 2017; Liddicoat & Kirkpatrick, 2020). For this reason, therefore, a national language policy is set to reflect the economic, socio-cultural and political nature of the citizens, hence the use of a specified language in the educational setting to inform what each generation should adopt in passing knowledge and skills (David et al., 2017).

A national language policy is characterized by the presence of frameworks, models, federal laws, acts, court cases, memoranda, case guidance documents and legislation that underpin how a language may be used, grown, passed from one generation to another and how it should be used in communication (Al Hosni, 2017; Ndukwue, 2015; Nha, 2016). Comprehensive national language policies constitute implementers, developers, evaluators, programme development and regular revision to fit global user needs (Al Hosni, 2017; Liddicoat & Kirkpatrick, 2020; Nha, 2016).

Adoption of a national language has some espoused benefits. They include the achievement of unity and stability by a nation, achievement of order, sense of harmony and nationalism, internalisation and the achievement of interethnic communication (Liddicoat & Kirkpatrick, 2020; Chen, 2016; Hatori, 2005; Nha, 2016). Whilst the possession of a national language may be beneficial, its use particularly in the rapidly evolving education system may be a major hindrance. This is because the in-depth adoption of a national language limits the monolingual achievers from getting employment opportunities in diverse setups in the global village (Chen, 2016; Ndukwue, 2015; Nha, 2016). Other

limitations are the development with regard to socio-economic factors and education divide where the financially capable learners get exposed more than the poor residents (Liddicoat et al., 2020). This discrepancy explains why there lies a place for the development of national language policies that moderate all these aspects and strike a balance between modernisation, globalisation, internationalisation and promotion of cultural heritage. National language policies, hence, tend to undergo revisions for them to accommodate a given language in the educational sector. This current study analysed the role of the national language policy in informing the adoption of EMI at SNU.

In the United States, the Equal Educational Opportunities Act [EEOA], the Supreme Court legal obligations under Title VI of the Civil Rights Act of 1964, the Every Students Succeed Act [ESSA] of 2015 and the Civil Rights Division at the U.S. Department of Justice [DOJ] are among the frameworks that support the use of the national language in the teaching of English language learners particularly to those whose first language is not English (Al Hosni, 2017). It is from this baseline that the non-English born nations borrow the aspect of validating frameworks addressing national languages and languages of instruction in institutions of higher learning.

In China, Chen (2016) elaborated that the local higher institutions have been keen on adopting policies that guide the acquisition of instruction through the English language. One of the frameworks coming out in Chen's study is the framework of college English syllabi. The argument presents the underlying causes for the adoption of an English syllabus which include giving attention to globalisation, professionalism, national and university administration reforms. For the case of the universities, the national language policy was open for modification, hence each university created its policy with regards to

the courses it offers. Chen's reported observations backed-up those of Yang et al. (2019) who concluded that for successful implementation of a national language policy, good collaboration between the national language administrators and the university management has to co-exist. The study also identified challenges experienced in the course of enacting national language policies that included lack of training, the inadequacy of resources and low professionalism among lecturers (Chen, 2016; Yang et al., 2019). Both studies relied heavily on secondary methods of soliciting data (documentaries) while basing their findings in medical colleges. The current study utilised interviews, questionnaires and documented evidence to have a clear picture of the situation regarding national language policy and the adoption of English language policy in a public national university.

Dilemmas between the existence of a national language policy and the adoption of the English language pedagogy have been explored. For example, Liddicoat and Kirkpatrick (2020) and Wang and Kirkpatrick (2019), established the dimensions between having a national language policy and the enactment of a common classroom teaching language. Their reports presented dilemmas that in lower primary grades, learners were attended to using their first language, while in the universities; they were expected to be taught and examined through English. Such mix-up was leading to struggles since learners were found incompetent in the language, in South-east, East, Central and South Asia. Wu and Lau (2019) expanded these findings and attributed the mix up of language to the incomprehensive national language. These studies noted that the resulting scenarios were inimical for adopting local languages instead of the national language expected to be used for teaching and learning, hence the choice between undermining the local language and embracing globalisation. However, the two studies did not provide clarity on the language

of instruction expected to be implemented in the educational sector. They also lacked guided criteria on how the multilingual situation may be employed to strike a balance and address the setbacks. The current study was determined to investigate the antecedent of national language policy in adopting the English language to deliver instruction at SNU and recommended amicable solutions to the problem.

David et al. (2017) and Rahman et al. (2021) investigated the effectiveness of establishing a national language policy. They found that a national language limited the interethnic communication, broadened the socio-economic and availed few employment opportunities since those who were taught using the national language had employment limitations as they could get jobs locally and very few from outside the country. David et al. and Rahma et al. Studies, just like Liddicoat and Kirkpatrick (2020) and Wang and Kirkpatrick (2019), highly recommended the adoption of English as an instructional delivery media since the use of a national language in school activities bred more harm than good. However, mixed reactions were presented by the findings of Qadri (2021) and Jna (2021) who instead argued for reverting to other prominent local languages arguing that English had contributed to the spread of fallacies and extinction of their national language. Qadri and Jha, therefore, recommended awareness campaigns to advocate for the pre-amendment of their national language legislation and embrace the utility of the international language. The current study, which aimed at examining the influence that a national language policy has on the espousing of English to avail pedagogical instructions, came up with solutions through proposing a framework for implementation at the SNU.

In some European nations such as Macedonia and Turkey, Agai-Loch (2015) and Cholakova (2015) explored the language planning policies. Agai-Loch advocated for the

OHRID framework which informed the adoption of international language in teaching, reformation of the constitution and maintenance of the national culture. However, it was reported that even with the presence of policy frameworks and language centres, issues of teachers' and learners' attitudes, proficiency, linguistic complacency and the loss of cultural and social values towards the language of learning were eminent. The studies, however, failed to clarify the situation in the universities since this was not within their scope. Moreover, the use of a very small sample population could have contributed to some generalisation limitations of the study. These limitations and gaps were addressed in the current study.

Regionally, there are a handful of studies addressing the aspect of national language and policies. In Nigeria, Ndukwie (2015) established the challenges emerging from adopting a national language policy similarly to Agai-Loch (2015) and Cholakova (2015) studies. The researcher supported the enactment of a policy on the use of immediate local languages in teaching students other than English to achieve national cohesion and cultural growth. The challenges with this approach are similar to those associated with the multi-lingual setting of learners. Others include a paucity of language teachers, inadequate finances, inadequate instructional materials and teachers' incompetence (Agai-Loch, 2015); Cholakova, 2015). The study was however based on primary school education and hence the findings could not inform a national framework for implementing the English language as a pedagogical media. The solutions to the highlighted challenges were also not actionable. The development of a framework which was envisaged in the current study is hoped to be practical and relevant in guiding the implementation.

The situation in Zimbabwe and Namibia is not in any way different. Nhongo (2013) and Frydman (2011) explored the disparity concerning the development of plausible national language policies. Both Nhongo and Frydman reviewed the historical development of language policy and found that politicians had advocated for the endorsement of English in schools to cascade relevant pedagogical instructions in Zimbabwe and Namibia. However, it was recorded that there were no efforts put in place towards the development of a national language policy to rescue the local multilingual languages from extinction and also achieve Vision 2030.

The adoption of national language policies has been reported to pose drastic challenges in meta-linguistic nations. Bagwasi (2021), Moga (2020), Momo (2021) and the RTI International (2015) reports investigated the influence of using multilingual languages in the education system and found that multilingualism was a key detriment to the use of the local languages in academics. Since there existed very many languages (28) in Botswana, it was recommended that the adoption of more local languages apart from the two recommended was necessary for Bagwasi, while for Moga, the release from the hegemonic grip of the colonial language was regarded essential. Findings were in agreement with the reiterations of Nhongo (2013) and Frydman (2011) underpinning the construct of comprehensive national language policy. However, the aspect of utilising English as a class and examination administration language was out of scope for their studies.

Locally, in Somalia, Arabic, Somali and English languages form part and parcel of the official languages as well as instructional delivery media in primary and even all the rest of the levels of education (The Dexis Consulting Group, 2021). However, in the tertiary level of education, Somalia colleges and universities lack clear policies addressing which

specific language is utilised to facilitate class interactions and even examination administration or anything related to the national language and even the extent to which the language policy frameworks available are arrogated remains unclarified (Muktari, 2015; Yusuf, 2021; The Dexis Consulting Group, 2021).

The current study noted a lack of sufficient literature on national language policy in Somalia. The majority of the available studies address the perceptions of stakeholders on the Somali language utilisation to facilitate instructional delivery in classes, the history of the Somali language as a pedagogical tool and the impact of language policies (Trudell, 2016; Muktari, 2015; Yusuf, 2021; The Dexis Consulting Group, 2021) with biasness to primary grades (Trudell, 2016; United Nations Children's Fund [UNICEF], 2016). It is clear that the language policies for Somaliland, Puntland and South Central Somalia individually deviate in deliberating various needs. A common call cutting across all of them is the need for the acquisition and endorsement of Somali language to cater for all pedagogical educational needs at the primary academic level. A common theme in the three policies is that they are advocating for the use of the native languages in pedagogy to prevent their extinction. However, the issue of using English as a language in education is mentioned although sparingly. Furthermore, there are language education initiatives such as the Go-2-School Initiative and the Somali Interactive Radio Instruction Programme although they are Somali oriented (UNICEF, 2016). There has been no research conducted to address the construct of national language policy and the adoption of English language of instruction in Somalia.

That notwithstanding, challenges of adopting the English medium for teaching in Somalia has continued to face implementation setbacks especially in primary, secondary and public

universities due to the competition from Somali and Arabic languages (Trudell, 2016; UNICEF, 2016; Muktari, 2015; Yusuf, 2021; The Dexis Consulting Group, 2021). The literature reviewed on the national language has reported a lack of clarity in implementation. This deficiency necessitates the need to explore the antecedent of national language policy and the adoption of a global language in facilitating pedagogical tasks at SNU.

2.6 Multiculturalism and Adoption of English As A Medium of Instruction

Multiculturalism is a term denoting the ability to accommodate and appreciate the existence of distinct differences in culture, ethics, belief systems and racial characteristics among a gathered group geared towards achieving a common goal (Diem & Abdullah 2020; Mendible, 1999). Multiculturalism appreciates the fact that in a schooling environment, the learners may come from a diverse emerging range of communities hence, literate in a particular mother tongue language, versed with communication and literacy skills of a particular geographical location and henceforth the need to adopt a standard way of conducting learning in such a class in order to accommodate all learners (Chand, 2017; Alismail, 2016). Multiculturalism education may also be used interchangeably with multi-racial, multi-ethic and anti-racism terminologies (Shafa et al., 2020).

According to Banks (2016), multiculturalism constitutes the existence of a number of characteristics in the school environment such as language differences, religious differences, social-economic status, special marginalised groups of individuals and gender issues. Pluralist oriented scholars such as Banks (2016) and Alismail (2016) espoused that an education curricula which appreciates and accommodates the traditions, the norms, the belief systems and unique plural characteristics of the endowed stakeholders, including

language characteristics, inclusivity for marginalised groups, equality premised by women empowerment and justified by embracing the place of a governing body with members representing various tribes, is termed as multicultural abiding (Chand, 2017).

The presence of numerous overlapping special identities in the school premises have changed how the schools conduct their businesses, influenced teacher instructional delivery methodologies, shifted how learners' needs are addressed, premised change in the university training curriculum for teachers and also posed some impact on the language utilised to deliver classroom instruction (Shafa et al., 2020; Diem & Abdullah 2020). In order to cope up with the current global situation, justice, and equality and quality education is offered through adopting multiculturalism education modalities (Shafa et al., 2020).

The inequalities experienced in the classroom, especially those depicted by gender, language barriers, ethnic divergence and racial characteristics, have led to a paradigm shift in the education sector from operating normally to regular revision of the school curriculum in order to accommodate the multicultural anomalies and instead offer justice and equal inclusive education (Diem & Abdullah 2020). The other changes caused by multiculturalism among nations as a result of increased influx of immigrants or even in-born racial babes among the trainers include the enactment of teacher-learner empowerment and the regular in-service pedagogical and preparation approaches to rig out instructors with profound competencies, attitudes and attributes (Chand, 2017).

Multiculturalism in the educational premises is indicated by the presence of learners speaking in a variety of tongues, a pluralist society abiding by different ethical and cultural beliefs, the nature of individuals making up the school students governing bodies, the

language of instruction for administering the available curricula, the teacher-student relationships and the norms, values and traditions upheld by both learners and trainers (Alismail, 2016; Diem & Abdullah 2020; Shafa et al., 2020). Other terminologies that address the existence of a multicultural society are multi-racial, multi-ethic and anti-racism characteristics (Shafa et al., 2020). Furthermore, multiculturalism education premises are associated with high dependency on the teacher pedagogical methodologies applied to deliver learning, on both learners' and trainers' attitudes, prejudice reduction, equity pedagogy and also curriculum content integration (Nakaya, 2018).

Multiculturalism is associated with tremendous merits upon realisation and appreciation in the education sector. For example, ample recognition of multicultural society offers an avenue to implement learners social justice, challenges implementation of diplomacy and democracy, promoted the conformance to global standards for human rights, is the heart for the development of inclusive educational premises, is a major sub-set of globalisation, an endeavour to attain education equality, elimination of humanitarian discrimination and preaches peace and human freedom (Banks & Ambrosion, 2020; Diem & Abdullah 2020).

There exist predicaments that are associated with the offering of education among a highly multicultural society or education premises. Among them, is, the fact that the dominant utilisation of idiolect languages at the very basic stages of education in the kindergarten levels influences the adoption of a common international language in facilitating classroom learning, assignments, and communication and examination administration (Spokazi et al., 2021; Chand, 2017). Moreover, multiculturalism impedes the development of positive attitudes towards adopting English language among learners; leave alone the fact that it heightens the cost of securing regular trainings and development programmes for educators

and also to cater for consistent curriculum revisions and modifications (Spokazi et al., 2021). The current study appreciates the aspect of multiculturalism hence it investigates how such diversities influence the uptake of the English language as a tool for teaching learners at SNU.

Globally, the place of multiculturalism practices among American States, Europe and Asian continents is highly recognised. This appreciation is evidenced by the paradigm shift of the education curricula, classroom design and instructional delivery methodologies and diverse enrolment of ethically, racially and marginally diverse populations to fit the diverse groups of people from different communities as a result of very high levels of migration rates (Alismail, 2016). The emergent local languages for non-English in-born citizens and immigrants have caused some felt influences on the language of instructions and even the offered curricula (Lie, 2017).

Training and development for academic professionals is a key determinant for adopting a language of instruction in a multicultural diverse educational environment. In the United States of America and Britain, Alismail (2016) and Sankar (2016) examined the school preparedness and coping mechanisms adopted by multicultural school set-ups in offering educational instruction. The researchers utilised outdated research literature to examine the influences experienced among different educational settings as a result of multiculturalism. With a special focus on instructor's professional development, the findings reliant on outdated literature opined that pre- and post-service training and development programmes for trainers were necessary to equip teachers with diverse instructional delivery methodologies in order to remain relevant, avoid gender biasness and instead promote education quality and justice among the multi-dimensional societal differences.

Multiculturalism was also found to have some negative implications. While trying to achieve equity in education, schools were incurring more costs of undertaking curriculum evaluation and revision and also catering for teacher trainings. Recommendations likened the place of multiculturalism and stated the need to embrace it by advocating for training funds and developing teacher training colleges and universities in order to produce the best versions of teachers. The study however, was not keen to identify literature from common areas of study. The current study bridges this gap by undertaking a thorough investigation of the multiculturalism phenomenon and the adoption of English language at SNU.

The formulation of relevant policies was found to back up the adoption of English as language of instruction in a highly multicultural environment. Xerri (2016) and Mirhosseini (2018) underscored this particular role through a case study design which utilised interviewing instrumentation to probe the respondent's views. The interview insights inferred that the highly dimensionally multicultural classroom context was a much added advantage to European teachers since they utilised the situation to strengthen policies on the language of instruction. Teachers depicted very positive attitudes towards embracing an international globalisation language to facilitate instructional delivery. Evidently, a number of strategies were adopted to ensure successful implementation of the language policies in the continent. These were; professional development of school instructors, provision and supply of adequate English teaching materials and change in teaching parameters and methods. The case studies however relied on only few respondents from two schools to address the objective of their studies. The current study utilised a significantly representative population from SNU to solicit findings.

Although the utilisation of a foreign language to deliver instructions has been adopted in the curriculum by many nations (Lie, 2017), local languages still play a critical role. Lie noted that local languages that are used in different countries are significant in providing the history and tradition of the residents.

Banks (2019) noted that the number of immigrants in various states in America had increased in the 1900s as compared to the previous years. This led to the increase in ethnic, cultural and religious diversity in the country and in the institutions of higher learning. A report presented by the National Centre for Education Statistics [NCES] (2015), highlighted that between the years 1990 and 2013 the number of white students who enrolled in public schools dropped from 67 to 51 percent, however in the same period, the number of Hispanic students surged up from 12 to 23 percent. Similarly, the figures of African American scholars decreased from 17 to 15 percent. According to the U.S census bureau of 2013, approximately a fifth of the school going students spoke a different language at home other than English. This showed that many students were not American citizens by birth hence they preferred speaking their local language from their country of origin. Consequently, the inflation in the number of immigrants in the United States of America led to an increase in religious diversity. Following this scenario, Islam is one of the fastest-growing religions among the American States and also in some countries in the European continent (Banks, 2019). Due to the drastic surge in the number of immigrants in the United States public schools opted to use other languages as instrumentalities of academic grounding and apprenticeship because the number of non-English speakers was outnumbering the English speakers in some cases.

In Indonesia English was considered a very foreign language and it was taught in all the other educational levels apart from the kindergarten and other similar lower levels. According to Lie (2017), Indonesia is a multilingual country with over 700 hundred local languages spoken. The Indonesian language was a symbol of unity for all the Indonesian citizens. Article 33 of National Education System Law No. 20/2003 clearly enforced the place of local Indonesian language as a legible national, communication language and also an effective media to offer pedagogical roles of teachers and learners in schools. Policies that were to be implemented to support this directive have always been inconsistent because English was considered a very bad dragon and a hindrance to local belief systems and cultural development. Earlier on, Lauder (2008) noted that the English names that had been given to businesses were revoked and replaced with Indonesian names. The poor performance in English by students in Indonesia was because of the government's reluctance to accord English a high chance of being adopted as a language of facilitating student teaching and examination administration. Lie (2007) stated that since English was to cause some threats of culture and native language extinction, only foreigners, international students and the local learners who came from well off families were engaged in classroom instructional delivery using the international language because they had access to the internet and foreign movies. Being a multilingual country meant that Indonesia had many cultures. This meant that adapting the English language in administering all school learning activities and programmes would see the Indonesian citizens adapt to a different culture. Therefore, the study highlighted that the government didn't play a big part in implementing policies to arrogate English language as a medium of communication for use in schools or even in government offices (Lie, 2007).

Pai (2005) reported that in Asia, India fell among the biggest multilingual countries in the world with a rich multicultural diversity, where over 1,620 mother tongues are spoken within the country. The situation in India is of great concern such that when a child is born, he/she is exposed to four languages as early as infancy. Pai highlighted that teaching an Indian child in school is a tedious task because the child is likely to speak different languages and have different cultures. The use of English for instruction in schools was, therefore, viewed and assumed to be a very difficult endeavour to undertake, because, English is taught in medium schools which can only be afforded by the affluent class or the wealthy people. The other reason is because of the very many tribes in India which have deeply rooted cultures. Notably, English is taught in Indian schools but the explanations are done in Hindi or Assamese languages which make it difficult for the students to address themselves and others in another language apart from their in-born tongues. The study by Pai (2005) identified multilingualism as a major barrier towards adopting the English language in educational premises that were highly multicultural. The study however failed to highlight the role that the government should play in ensuring that English is adopted in educational premises to form a common medium of instruction. The current study managed to address this gap.

Seitzhanova et al (2015) reported that in Kazakhstan, Russian and Kazakh languages were used for instruction in schools. English was mainly adopted for classroom instruction and examination administration for students pursuing high levels of education only. Dearden (2014) noted that the master's in English related programmes had increased from 560 in 2002 to 3701 in the year 2011. This was because many students in Kazakhstan were opting to study English-related programmes because they believed that English increases

employability chances (Sietzhanova et al., 2015). The study also noted that scholars who can speak and understand English can travel to different parts of the world. Though it may seem as if English may have been accepted as a medium of instruction, it faced serious challenges emanating from cultural diversity (Sietzhanova et al., 2015). This is because the English language is perceived as foreign and which is believed to come with related traditions and cultures of which many citizens were not willing to adopt.

English was mainly used in higher levels of learning while local languages were used in basic education. As a result, the use of English was associated with being learned and those using local languages were seen as not having acquired tertiary education. Despite highlighting the challenges faced in attempting to make use of a global international language to in teaching and learning in formal education institutions, the study did not provide outright solutions. Moreover, the study didn't indicate whether English was finally adopted as learning and teaching language for all the different levels of education in Kazakhstan.

The place of trainer and trainee attitudes and perceptions towards adopting a global international language to facilitate pedagogy in highly multicultural premises was explored. Shafa et al. (2020), Diem and Abdullah (2020) and Samad et al. (2018) used survey research designs and found that instructors' attitudes were very key in determining the academic delivery methodologies they applied in the lecture rooms. The online filled questionnaire data reported that teachers were rated as highly, moderately and poor multicultural education implementers. Trainer's positive attitudes depicted by observed enthusiasm, approachability and high level of competencies were among the dominant characteristics that accommodated multicultural students. However, the outdated studies

were very short of elucidating the influence multiculturalism posed on English language utilisation and also in literature for exposing what similar past studies had found in relation to the topic of discussion. The current study did a thorough literature review of past studies on the constructs under investigation. Moreover, the existing gap on the relationship between multiculturalism and the adoption of an international language to offer education requirements at SNU was of interest to the current study.

Regionally, African nations are highly multicultural although the place of adopting a global language in facilitating academic roles and responsibilities stands out. In South Africa, Spokazi et al. (2021) and Nomlomo and Katiya (2018) addressed the place of having a comprehensive multicultural policy to address educational needs. The researchers noted that South African schools had successfully developed a multicultural education policy although it was not being implemented. The studies reported that the implementation of the multicultural education policy was hindered by the dismal confidence exhibited by trainers since they possessed little competencies and knowledge on using the English language as an instructional medium for learners with varieties of local-native tongues. It was evident that both learners and teachers in classroom preferred English to the local lingua known by the diverse class although some of the instructors explained some few concepts in the local languages to make learners grasp the contents better (Spokazi et al., 2021; Nomlomo & Katiya, 2018). Multiculturalism was found to be a good factor which necessitated the adoption of English language to offer pedagogy in South African schools since sizable groups of learners spoke in different languages.

The experiences accompanying adopting English language in a highly multicultural environment were exposed by Adamo and Igene (2015) and Spokazi et al. (2021).

Instructors' and scholars' views on the use of English in facilitating classroom activities were found to be dominant among the lower primary schools. Teachers experienced this stride as a positive notion towards the quality of Nigerian and South African education. For the case of the learners, their English communication skills were seen to have improved and English was spoken both in the classroom and during breaks. However, the existing national language policies did not feature the implementation of English language, an aspect which needed to be worked on. Moreover educational stakeholders were very optimistic and had very positive attitudes towards the utilisation of English language in facilitating pedagogical roles. The current study was not only concerned about the factors fostering English language thriving in a multicultural set-up but it was also interested in probing the relationship between multiculturalism and the adoption of English language as a pedagogical medium.

Kyeyune (2003) assessed the impact of English on teaching effectiveness in Uganda. The outcome was that the uptake of English was frustrating all the education stakeholders, including the trainees and the trainers. Because of this slow uptake, it was noted that classroom instructors opted to adopt other alternative languages, particularly those that were familiar to a majority of the class participants to engage the classroom and explain very important concepts. Ssentanda et al. (2016) reported numerous attempts made to make the local common spoken language a classroom and examination administration medium and also a learning and teaching language in Uganda. This alternative was adopted because it improved communication between teachers and the pupil, hence improving the performance of the students. Even though the Ugandan native language was a preferred pedagogical medium in schools, (Ssentanda et al., 2016) it came to an end in the post-

independence era and English was hence accepted as a medium for learner preparation and scholarly couching. The move faced strong opposition from the locals, especially those who didn't understand the English language at all. Failure of the government to provide learning materials was a serious drawback. It was not clear from the two studies whether the teachers underwent customised training. The current study endeavoured to propose a framework for adopting the English language to facilitate university content delivery ad exam administration where the training of instructors was noted to be essential.

Kenya is a multilingual nation with over 40 mother tongues. According to Nyakundi (2017) and Roy-Campbell (2014), different local community languages are used to introduce educational concepts to children from class 1 to class 3. They noted that depending on the location of the school, English was introduced as medium of instruction from upper primary (class four onwards). This means that there was flexibility where town schools considered the use of mother tongue in teaching pupils inappropriate. This attests to the lack of policy or lack of monitoring and control mechanisms on the same. Roy-Campbell (2014) argued that English was taught secondarily in lower grades as from class one but the study also noted that some class four pupils were not able to comprehend or speak proper English. Both Nyakundi (2017) and Roy- Campbell, (2014) noted that Kiswahili was an official language in Kenya and that most teachers were using it to explain very important concepts in class. Both Kiswahili and English are taught as separate subjects in the curriculum for pupils from class one and above. The study also argued that even though English and Kiswahili are both languages taught in schools, English is the only lingua actively being utilised to facilitate and even examine all the other subjects covered in the entire curriculum (Nyakundi, 2017).

Tanzania is the only country that has been able to teach its curriculum using Kiswahili as a medium of instruction although the country has a wide range of cultural diversity. Lately, most children in urban centres now speak Sheng' language. According to Roy-Campbell (2014), Sheng' is a combination of English and Kiswahili words with a little bit of mother tongue words flavoured with Kiswahili pronunciation. Unfortunately, some teachers also use it to explain issues to learners in class hence making it very impractical and non-applicable to adopt English as the sole medium of instruction in schools.

Locally, the aspect of multiculturalism and the adoption of English has not been studied in Somalia. The few studies though distantly related are also old. For example, Andrzejewski (1979) conducted a study in Somalia and argued that before 1972, the English language was spoken in all public offices and educational sectors, until when Somali was made a pedagogical medium and a national language. It was also noted that the government of Somalia contemplated that embracing a foreign language to deliver educational instruction meant that they had to adapt to foreign cultures hence undermining their own African languages. Addow et al. (2013) in conducted a study on the impact of English on the performance of students in Somalia. The study showed that students who undertook international courses had an advantage over others. The study by Wille (2006) noted that the success of international students in the field of research was highly because they can speak and understand English.

The adoption of English in the education system in Somalia has proven to be a tough task, especially to the locals. However, the studies conducted in Somalia didn't show the role the government should play in ensuring the language is officially given the attribute and potency of facilitating educational roles and activities as outlined in the Somali education

curriculum. The framework that is proposed will enable the government to take the necessary leadership and provide the needed direction.

2.7 Internationalisation and English as a Medium of Instruction

The adoption of English language to offer learning and examination needs among educational institutions particularly in the tertiary institutions has been possible majorly because of colonisation, the quest to attain a competitive advantage, to secure employability skills and global jobs, attracting international learners and trainers, globalisation, to gain requisite competencies and language proficiencies and most importantly the internationalisation of education systems (Block & Moncada-Comas, 2019; Shimauchi, 2018; Graham et al., 2018; Lin & Lei, 2021). internationalisation endeavour comes along with irresistible changes and adoptions in the education sector such as acknowledging and implementing a language of instruction, amending existing or developing necessary policies, a drastic review of learning curricula, promulgation and accreditation of specific English medium of instruction courses and also adoption of internationalisation technological systems (Shimauchi, 2018; Graham et al., 2018).

Internationalisation of tertiary level of education denotes the shift from utilising a traditional education system that is cultural bound and fits to a common class of people in the same socio-economic class to adopting a newer system (Alemu, 2014). It also inculcates the change from a traditional technical observation education system to a more modern way of educating learners that deletes some traditions based on the local culture, social issues, political issues, and local motivations (Shimauchi, 2018). According to Alemu (2014), it entails making changes and modifications to an existing higher education system by introducing multiculturalism education, foreign policies and frameworks

borrowing, implementing international curricula as well as very purposeful globally accepted dimensions into a developing country's education system.

Internationalisation of tertiary education is based on a number of dimensions which specifically outline the goals, objectives and the overall purpose of an education system. Some of these dimensions are; competency dimension, socio-cultural dimension, pedagogical methodology dimension, profit making where students need to pay fees in exchange for learning and strategic marketing for earning competitive advantage (Block & Moncada-Comas, 2019; Lin & Lei, 2021). An internationalised education system stresses the need to develop specific competencies, skills and knowledge; aims to market its products and services in order to earn a large regional, local and even international market orientation; becomes business minded by ensuring it makes profit out of the services offered and also adopts a curriculum that is globally considered competitive, relevant and marketable (Block & Moncada-Comas, 2019; Lin & Lei, 2021).

Internationalisation of tertiary education systems is characterised by evidences of cross-border academic programme exchanges, adoption of inter-ethnical, inter-cultural or multiculturalism education systems, adoption of a foreign language to facilitate class learning and examination administration, integration of foreign policies to inform academic decisions in the education system, borrowing of western teaching and learning curricula and also opening of opportunities for a nation to admit and accommodate students from outside their country's borders (Gundsambuu, 2019; Alemu, 2014;). Other dominating characteristics which indicate internationalisation of education systems include the adoption and advancement in technological systems deployed to administer tertiary education and also strive for globalisation (Sperdutia, 2017).

There are numerous positive outcomes associated with the adoption of internationalisation among higher levels of educational institutions. These potential merits stem from the ability of an academic institution to collaborate with international institutes in offering courses, sharing instructors, conducting research and accessing instructional materials; economic growth and development of individual countries, standardisation of education systems and improved quality of education curricula. Internationalisation of education also leads to the achievement of equity and justice by inculcating inclusivity; earning of a global research image for the country; diversifying sources of income and foreign exchange; diversifying local, national and international human resource training and recruitment;, inculcating a sense of international and inter-ethnical cohesive understanding and personal development and professional growth of individual learners in terms of increased markets for employment and improved proficiencies (Gwakwa, 2016; Król & Romanowski, 2020; Lin & Lei, 2021; Mrell et al., 2016; Bolton & Botha, 2017; Gundsambuu, 2019).

Apart from the significant heartfelt pros associated with internationalisation of tertiary education, potential risks have emanated from the same basket. Globalisation and borrowing of international ways of conducting businesses in tertiary academies have completely disfigured the objectives of education to a business entity for making returns on profits (Król & Romanowski, 2020). Modernisation is also a major case and a facet for the reported deterioration and erosion of good norms, traditions, cultural beliefs and political systems of indigenous communities (Mrell et al., 2016; Block & Moncada-Comas, 2019). Other facets borrowed from modern world curricula has diminished the quality of education, changed the original motive of education and also led to the infiltration of western culture (Sperdutia, 2017; Gundsambuu, 2019; Alemu, 2014; Block & Moncada-

Comas, 2019). It is worth noting that nations are struggling to adopt and fully implement policies concerning the language of instruction, multiculturalism and educational policy frameworks due to the heavy and burdensome costs associated with foreign policies, frameworks, legislative systems, theories and models (Sperdutia, 2017; Alemu, 2014; Bolton & Botha, 2017).

In the developed nations, embracing English language is seen as a unifying factor in the current world and any country that uses the English language is viewed as being advanced. Elena and Richard (2012) argued that the only challenge to internationalise higher education in Russia was language and particularly the English language. Among the reasons given for internationalisation is for academic reasons (Gundsambuu, 2019). The internationalisation of higher education encourages international competition (Abdishakur, 2021). In the current world, nations are facing a high demand for the use of English to administer their curriculum contents due to its facilitative role in making globalisation a reality (Galloway et.al. 2020). It also influences international markets and trends, career prospects and the diffusion of technology (Rebecca & Andres, 2015; Finardi & Tyler, 2015; Kathae, 2015; Gundsambuu, 2019).

Ribeiro (2020), Martinez (2016) and Baumvol and Sarmento (2019) interrogated the extent of internationalisation in Brazilian tertiary institutions with respect to adopting English language to avail pedagogy for science and other courses offered. The study interrogated the views of university staff pertaining the adoption of an internationalisation language in teaching and learning. It was unveiled that there was very good progress in line with internationalisation which was featured by the presence of clear policies guiding the use of English language. There were also a clear comprehensive curriculum and fervently

improved technological hardware and software systems to sail through the academic aspirations of the university. Moreover, the environment was observed to be very welcoming, friendly and able to prosper full internationalisation of the Brazilian education system. The studies however, failed to implore the existing relationship between internationalisation and the adoption of English language, a gap which the current study is set out to address.

In the European Union, Król and Romanowski (2020) and Tsou and Kao (2017) interrogated learning approaches with relation to the adoption of internationalisation aspects. Focusing on enquiry model and task-based learning, it was discovered that learners were highly conservative and also played a major receptive role as the teacher was majorly actively facilitating the class. English was the major language of instruction that was used as reported by the data triangulation results from the questionnaires, interview guides and also focused group discussions. It was believed by the students that teaching and learning through English language opened to them avenues for very prosperous and rewarding careers although they were limited in English proficiency, spelling, communication and writing abilities. Suggestions reiterated the introduction of the language at lower levels of the student's studies in order to build confidence, competencies and communication abilities amongst them since they had a very positive attitude towards the language. The possible association between the arrogation and approval of a foreign media and internationalisation was however not featured. This gave the study an avenue to interrogate the aspect of internationalisation and the adoption of English language at the SNU.

The Vietnam ministry of education came up with a 12-year programme to revive teacher education by adopting the global and international language (Dang et.al. 2013). Teachers

underwent a four-year course where they were taught in English and practised the four communication skills. In this study, 20 pre-service teachers were interviewed. Among the factors listed to influence teachers' practice were social-cultural characteristics, internationalisation aspects and a probe of the information materials essential to facilitate teaching and learning (Dang et.al. 2013). The study noted the need to internationalise Vietnam's higher education and hence English language was critical. This led to the rapid hiring of qualified teachers from Western countries. Dang et.al (2013) noted that the appropriation of a non-dialect language in facilitating training and learning influenced the internationalisation of tertiary systems of learning in Vietnam. The study however relied on data collected from teachers undertaking a bachelor of education only. It ignored views from other learners and stakeholders in the university.

A similar case study was conducted comparing Canada and China (Larsen, 2016). The study by Rebecca and Andres (2015) covered both globalisation and internationalisation concerning English as a language of instruction. Larsen (2016) also concurred that it is impossible to understand internationalisation without looking at globalisation as the two are interconnected. Larsen argued that due to the increase in globalisation and the pressure to use English as a pedagogical tool pricked the need to internationalise teachers' education in Canada and Greater China (Larsen, 2016). In Greater China and Canada, English was adopted as the language of instruction to accommodate international students. According to Larsen (2016), English became a national language together with Chinese although the emphasis has been given to English as a medium of directing, lesson preparation and dispensing the educational modules; something that has led to the internationalisation of China's education.

The internationalisation of higher education is the role of different stakeholders. The government of any country plays a very critical role in the internationalisation process by taking initiatives and coming up with policies on the same (Gundsambuu, 2019). A case study was conducted where data was collected online from two Mongolian private universities where using a sample of 42 faculty members. Following the trend of internationalising higher education, Mongolian universities sought to join by increasing the courses and programmes offered in English. The study noted that the two leading private universities were very slow to the internationalisation process yet they implemented English language to be utilised in teaching the courses that were on offer in these particular institutions. The private universities majorly agreed to move from the old way to embracing the international language so that they may be in a position to promote international collaborations and to increase their domestic and international profiles. However, the study by Gundsambuu (2019) did not explicitly outline the framework adopted in the implementation. The current study endeavoured to propose a framework to guide the adopted implementation process.

Some implications on policy for successful internationalisation were also noted. Simbolon (2021), Galloway and Ruegg (2020) and Simbolon (2018) recognised this noble aspect in their investigation of the internationalisation progress among their home country education systems. The descriptive approach studies which made use of 15 questionnaires found that internationalisation had been attempted in the land through adopting English language and deliberately doing away with local mother tongue languages as instructional languages in schools. However, despite this effort, it was reported that there were no guiding policy frameworks that informed the shift to internationalisation. Despite this, some strength was

dominant and this was that the English language had a directly positive influence on the achievement of internationalisation. Recommendations made viewed the essence of a comprehensive policy for the language of instruction which would foster easy implementation, modification and enactment of internationalisation procedures. However, these two studies only made use of questionnaires to collect data. The current study included an interview schedule for collection of detailed, clarified and better supported data.

Despite the pressure to internationalise higher education, the process may be faced with some challenges and one of them is technology. A study conducted in Brazil investigated the role of languages and in particular English and technology in the internationalisation of education (Finardi & Tyler, 2015). The study looked at the number of courses available on the massive online open courses (MOOCS) throughout the world and found that there were over 2800 courses offered online where 83% of them were facilitated in the English language. The reported results indicated that MOOCs provided a platform for education to be internationalised but for one to be a beneficiary, one had to have had digital knowledge. Digital literacy is highly dependent on one's level of English proficiency to access the right information and interpret commands. This gave a clear picture of the importance of English in the technological world which influenced social development that later on affected the internationalisation of Brazilians education. MOOCs was not the only platform to disseminate education globally but student mobility was also encouraged as a way of enhancing social interactions and hence internationalisation. The study by Finardi and Tyler (2015) underscored the value of the English language in the proliferation of massive online open courses and in enhancing student mobility across nations. The study

did not however elaborate on national education policies that were needed in Brazil to achieve the internationalisation of education. In the current study, appropriate educational policies by the Ministry of Education in Somalia on the internationalisation of higher education were assessed to link them to support the implementation framework for English as a language of instructions at SNU.

In Africa, very few studies exist which underpin the construct of internationalisation of higher education, including vocational-education institutes. The existing ones report about African curriculum internationalisation, trainee's attitudes towards internationalisation, globalisation aspects and the aspect of internationalisation policies (Department of South Africa Higher Education and Training, 2017; Dzvimbo & Moloi, 2013; Sperdutti, 2017; Wilinska et al., 2020; Gwakwa, 2016).

Policies are a special and valuable roadmap for successful internationalisation of tertiary education curriculum. Gwakwa (20160 and Magwa et al. (2015) reiterated this in South Africa where they explored past research and document analysis techniques to ascertain the relationship comprehensive policies posed on internationalisation although Magwa et al focused on learners with special needs. Informed conclusions guided by the quasi studies and document analysis instrumentation revealed that graduates from South Africa did not succeed in graduating skilled human resources which met and fit the international employability standards. The reasons for this observation was recorded to be majorly because of the lack of a comprehensive curriculum stipulating the learner's expectation with relation to the global economy (Gwakwa, 2016; Magwa et al., 2015). A working legislative body was recommended to be developed in order to oversee the development and enactment of an international curriculum since internationalisation was considered a

positive trend worth embracing. The current study differed with the one above in that, primary methods of gathering data were employed to explain the existing relationship between internationalisation and adopting the English language.

Apart from the place of policies in adopting internationalisation processes in tertiary learning institutions, appropriate strategies and also the presence of an institutional strategic plan contributes to smooth and comprehensive internationalisation of all processes. Louw and Mayer (2008) and Wilińskaa et al. (2020) opined that universities need to borrow a lot from the internationalised institutes by partnering with them jointly to secure learning, human and teaching resources. The comparative findings also demonstrated that international exchange programmes, issuance of global scholarships, adopting globally accepted teaching methodologies, borrowing and implementing an international curriculum and anticipating inclusivity in the education systems were among the potential strategies south Africa universities were utilising to maximally reap the potentials of internationalisation. However, some setbacks were noted in the process which was associated with inadequacy of scholarship opportunities due to financial challenges for securing human resources, obtaining teaching and learning resources and implementing the international curriculum. The current study was focused on not only identifying the strategies for adopting internationalisation but was also interested in expounding the existing relationship between internationalisation and the adopting English language.

Internationalization of higher education facets in African nations has been successful as a result of embracing various workable forces for encouraging the flourishing of internationalization and globalization. Neale Shutte and Fourie (2006) unearthed this perspective by unlocking some intellectual imperatives for realizing successful

internationalization. Their study focused on staff motivation, income investments, linkages, conducting research, government funding, marketing of education, automation of education activities, military and peace keeping engagements, the forge of the internet and also globalization contributory factors. They found that the probed contributory factors were fundamental in influencing successful embrace of internationalization aspects. However, critical challenges faced the successful adoption of the global trend which included human resource incapacities, inadequacy of physical facilities and resources, limited funding and limited participation and partnerships. The current study probed the relationship between internationalization and the adoption of English language to address learning and institutional needs.

The attitudes of learners on internationalisation of education were ascertained by Wilinska et al. (2020) and McInnes et al. (2019) in comparative analysis studies which compared internationalisation among Asian and African nations focused on the attitudes of trainees. Findings from the primary data reported the existence of a very large disparity on the achievement of internationalisation of education. African scholars denoted very mixed reactions, majority of which were negative towards instituting international education systems. The negative perceptions denoted by the majority of the Kenyan population were as a result of the dismal awareness on issues and practices of internationalising education. Training, awareness and professional development programmes were among the common recommendations that were articulated to clear out trainee's negative motives and perceptions. The studies however aimed to establish the perceptions and attitudes hence did not explore the dimensions of internationalisation. The current study dug deeper to

establish the relationship internationalisation possess in adopting English language as a pedagogical tool.

A closely related study was conducted in Africa Neale-Shutte, 2006) where it focused on the challenges affecting the internationalisation of higher education. The specific issues covered were education policies in Africa's higher education and how such policies were affecting the internationalisation of higher education (Neale-Shutte, 2006). Among the challenges listed were language issues and technology. This helped to compare the internationalisation policies in higher education in Kenya and South Africa. One of the differences between the two countries is that Kenya has built strong relationships with its neighbouring countries whereas South Africa has very poor relations with its neighbouring countries, although, South Africa has better ICT literacy than Kenya. In this regard, Kenya has a better stand-in internationalising its higher education as compared to South Africa which has poor regional relations. Kenya has developed a tendency of organising for students' mobility to study abroad and this indicates that internationalisation influences careers (Neale-Shutte, 2006).

The existence of short falls and unrealised objectives by African nations due to cultural, economic, social and political gaps however does not throw away the benefits that are associated with the internationalisation of education. For this reason, developing countries need to think outside the box and come up with special workable and achievable remedies to redress the situation. In connection to this, Alemu (2014) and Dzvimbo and Moloi (2013) exposed some actionable strategies for unlocking the benefits hidden under the shell of internationalisation. The studies featured specific areas of focus on institutional governance, undertaking academic research, developing tailor made policies which

accommodate the situation in Africa and deployment of technology. Findings drawn from the primary data opined that a comprehensive model from a combination of the suggested constructs was effective enough in ironing out the challenges sub-Saharan Africa was facing in its quest to globalise their academic institutes by adopting internationalisation. Recommendations to the nations were advocating for heavy financial investment in order to achieve the actionable strategies. The current study is specifically interested in exploring the relationship between internationalisation and the adoption of English in meeting institutional pedagogical needs.

A study conducted at the University of Nairobi (UoN) in Kenya by Kathae (2015) and which included the International Linkages office, the Registrar and other senior officers in the university, shed some light on the strategies put in place by UoN to facilitate the internationalisation process. The strategies put in place included aggressive marketing of the university, increasing publications in international journals, ensuring the comfort of foreign students by improving infrastructure in the university and reviewing admission terms and fee structures; as well as signing partnerships with foreign universities and benchmarking regionally and internationally (Kathae, 2015). The study also identified challenges that were derailing the whole internationalisation process. They included insufficient funding of the programme and difficulties in accommodating foreign students. Another challenge was the language barrier. Students who came from non-Anglophone countries had challenges in joining the programmes in UON as the university had adopted English to offer its curriculum accredited courses.

In Somalia, the practice of institutionalisation of higher education and the adoption of English language to addressing academic curriculum needs is highly deplorable. A handful

of studies exist underpinning the language of instruction (Eno, 2017; Eno, 2018; Abdishakur, 2021) the present research by Eno (2017) and Eno (2018) investigated students' weaknesses in the four communication skills, that is, pronunciation, spelling and writing in English. The study was based in Mogadishu University which is a private university. In Somalia, the language of instruction is Somali with Arabic and English as secondary languages. The students at Mogadishu University were noted to have significant weaknesses in writing and speaking with much emphasis on the latter. In reading and listening, the challenges were negligible. With such challenges in the English language, the internationalisation of higher education was extremely difficult (Abdishakur, 2021). According to Abdishakur (2021), the level of ICT in Somalia increased significantly between 2020 and 2021, and; hence, digital learning has been incorporated into the education system. However, adoption of best practices, mentoring is greatly hindered due to the language of instruction. Nevertheless, with the advancement in digital literacy and adoption of English to offer educational instructions to learners, Mogadishu University and others can be competitive internationally. Consequently, a study based on a public university, SNU was significant in the formulation of a national policy and in coming up with an implementation framework on the same.

2.8 Overview of Frameworks for Adopting English As A Medium of Instruction

Globalisation of the world has repositioned the English language as an important medium of education and planning (Ali, 2013; Le-Ha et al., 2013; Jabeen, 2020). Contemporary society has also linked English proficiency to prosperity, competitive gain in the market-place and interlinked it to economic development, hence stirring up nations' desire to adopt the international language (Jabeen, 2020; Tollefson, 2015). This aspect has called many

countries across the globe to develop specific language policies, models and frameworks to guide the inception of the language as either a learning subject or as a pedagogical medium in primary, secondary and tertiary educational institutions majorly in non-English speaking countries (Hashimoto, 2013; Jabeen, 2020).

The development of frameworks and models that guide the adoption and implementation of English in facilitating instructional delivery is due to the influences of economic imperatives such as globalisation and internationalisation in the educational settings (Nha, 2017; Ali, 2015; Ali, 2013). Other values informing this inception may be classified as intrinsic and extrinsic with numerous benefits ranging from effective networking, employability and curriculum development (Ali, 2013). Basically, this trend emanated from the Americans and European higher education when they were fostering students' and staff's mobility across national borders; a factor that has made other nations, both developed and developing, to heavily borrow and implement language of instruction policies from these two countries (Ali, 2013).

The models developed by policymakers in the USA serve as tools to foster the development of English language proficiency among university and college students (Ali, 2015; Ali, 2013). Examples of such models include content-based instruction (CBI). It is also worth mentioning that policymakers have taken a paradigm shift in language policy establishment where lecturers have been implicitly mandated to ensure the implementation and achievement of skills, knowledge and proficiency in the university students. Hence, it is expected that these models would strengthen the espousal of English, a channel for ensuring clear schooling, apprenticeship and directing scholars in spite of the fact that the

level at which lecturers play this role is unclear since they take no emphasis during their classes (Nha, 2017; Ali, 2015; Ali, 2013).

The frameworks for the adoption of English in facilitating pedagogical roles is indicated by the presence of models, national frameworks and the enactment of national and university policies (Galloway et al., 2017; Rose & Galloway, 2019). Moreover, the directives on increasing either undergraduate or postgraduate programmes at universities that are mainly facilitated in the English language are also noticeable indicators (Rose & Galloway, 2019; Rose & McKinley, 2018).

It is a truism to state that English is being taken on as a medium of instruction since non-English speaking countries have been enmeshed in the same triad (Rose & McKinley, 2018; Chen et al., 2020). In China, the adoption of English to facilitate learning is supported by Spolsky's language policy framework (Hu & Lei, 2014; Chen et al., 2020). Irrespective of the fact that China possesses a framework addressing the language of instruction in universities, some deficiencies have been noted ranging from language management mechanism constraints, practices and incomprehensive ideologies (Hu & Lei, 2014; Chen et al., 2020). However, the specific challenges regarding the enactment of a framework that guides the use of English as a medium of instruction in the Asian nation are largely unexplored. Choi and Adamson (2021) have however noted a new language policy that was developed and which marked a new transition from the old Chinese classical model of language of instruction to using English as a main language of offering educational and class instructions. Choi and Adamson concur with the findings of Choi and Leung (2017) regarding the new language policy which reported that learners and teachers had not prepared enough to adopt the policy, hence challenges in the areas of pedagogy,

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curriculum, student morale and the university mission and vision. Other areas of suffering were the loss of equity in education, dilution of students learning and subsequent decadence in multilingual realities (Choi & Adamson, 2021; Choi, & Leung, 2017).

Similar forces and impediments are dominant in Japan. Aizawa and Rose (2018), Rose and McKinley (2018) and Leung (2017) reported that the Japanese Ministry of Education announced the top global university project framework endeavouring internationalisation of university education. This project informed the emphasis of having an international language for teaching and instruction in Japanese universities; hence the project investigated the extent of implementation of the launched framework at both class and institutional levels. The findings reported intense challenges in its initial stage at the institutional and class level. It was also noted that the reliance on national and university policies from English speaking nations was deemed to pose linguistic challenges. Other impediments towards the achievement of the framework were limited financing, policy features, policy actors, policy contexts, borrowing and lack of national support (Choi, 2018). Findings concurred with the observations of Macaro (2018) and Macaro et al. (2018) who argued that the operationalization of policies was a key stem to the students and teachers' proficiency in using the English language as a pedagogical medium. The study noted that university stakeholders lacked mechanisms for training and financing the project to sustain the initiative. However, the use of small sampling sizes by the studies might have limited the generalizability of the findings. The current study ensured participation by an adequate number of respondents to enable comprehensive generalisations.

Studies by Choi and Adamson (2021), Choi and Leung (2017) and Macaro et al. (2018) are significant in informing what universities should do to fit in the global village. These

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studies insisted on the need for universities to adopt international languages or fail to achieve education equity; that they should endeavour to win the competition in the global market. However, these three studies relied on secondary data from policy and findings of previous research. The current study used questionnaires, interview guides and focused group discussions with students at SNU.

Choi and Adamson (2021) reiterate that for a model to be effectively adopted by a university, policy bodies are necessary. These bodies are categorised into two. First we have the policy framework developing body such as policymakers, the Ministry of Education representatives, higher education top administrators and advisors. Secondly, there is the policy framework implementation body (Macaro, 2018). Each body is suited to carry out its respective roles to realise an effective transition of the English language policy (Choi & Adamson, 2021; Macaro, 2018). However, there is no clear description of the roles of each stakeholder. Viennet and Pont (2017) reiterated the needs and responsibilities of educational policy implementation stakeholders and provided clear justification, logic, feasibility, beliefs, interests and motivations, trends, threats and opportunities, and policy complementariness.

Another aspect coming out clearly in achieving successful adoption of models for using English to facilitate comprehensive curriculum teaching is the involvement of all affected stakeholders such as the top university management, the teachers, policymakers, the ministry of education, higher education administrators and students in the transition process to factor in their views, critics, advice, and guidance among others (Choi & Adamson, 2021; Macaro, 2018; Macaro et al., 2018). Although the findings were

informative, the specific roles of each stakeholder are not clear. Furthermore, the studies did not describe the constraints that are likely to hinder the process.

Studies that paid attention to the aspect under investigation, were, those of Choi (2018) and Chung and Choi (2016). Both studies suggested an analytical framework for impacting language in education policies. The study reiterated that people (implementers, individual readiness, interpersonal readiness), policy features (maturity, self-containment & compatibility) and contextual features (legal preparation, educational and resource allocation) were important elements of a good framework. Navaz (2020) also endeavoured to propose a framework in Sri Lanka University for adopting English in teaching science units for undergraduate learners. The framework underscored monologue, mixed, interactive and dialogic lectures, dialogic mode of delivery in adopting the English language for classroom instructional delivery. However, Nawaz's proposal was limited to science units, mainly physics and chemistry; the current study intends to develop a general framework that cuts across all units and subjects taught at universities in Somalia. It therefore incorporated other aspects not addressed in Choi's framework such as the national language policy, internationalisation, training and development, and long-term mechanisms for sustaining the proposed framework.

Regionally, unlike in the global arena where a handful of studies were exploring the aspect of a framework for adopting English language to facilitate learning of the curriculum subjects, there lacks studies underpinning this particular aspect. The field remains very scanty with existing studies expounding on the use of English to foster classroom instructional delivery (Kola, 2018; Makibelo, 2016; Milligan & Tickly, 2016; Nyakundi, 2017; Awour, 2019; Milligan & Tickly, 2016; Keith, 2018; Mkhize & Balfour, 2017).

In South Africa, Kola (2018) accentuated the adoption of English as a sole medium of teaching against the constitutionally expedited eleven languages used in the education setting, with a backdrop of challenges faced in embracing all the adopted languages of instruction. The drawbacks noted included an unrealistically low achievement in science subjects, cultural and linguistic differences. Milligan and Tickly (2016) concurred and stressed the need to adopt English as a sole pedagogical medium. In contrast, Mkhize and Balfour (2017) argued that adopting English as a medium of instruction was contributing to the extinction of the native language in South Africa, hence, they advocated for a reformation and resolution of higher education policies. A similar argument was supported by Keith (2018) in Nigeria who argued that the introduction of foreign languages in the Nigerian educational system was affecting the local languages. Unlike Both Kola (2018) and Milligan and Tickly (2016) whose locale of the study were primary schools, the proposed study was based on a university setting.

The situation reported in Botswana is not in any way different from that of developed European and Asian countries regarding challenges of adopting English in facilitating learning in non-English linguistic nations (Macaro, 2018; Macaro et al., 2018; Choi, 2018; Aizawa & Rose, 2018; Rose & McKinley, 2018; Leung, 2017). Mokibelo (2016) recommended a reconsideration of the language policy adopted although the study did not specify the alternative one.

Unlike in other African nations where the challenges hindering the development of language frameworks and policies are similar to those from developed nations, Nyakundi (2017) and Awour (2019) reported that Kenya had made a great stride on the same. Both studies noted that a clear policy framework was developed by the Ministry of Education

and implemented in 2014. The policy stresses that at grades one and two, learners are to be taught using their mother tongue while from grade four up to the university level; students are to be instructed using English language. However, there is a discrepancy between the policy developer's intention, implementers and the actors on enforcement, hence, serious challenges in the uptake of English as a pedagogical medium for all educational levels.

Owu-Ewie and Eshun (2015) observed the factors that militated against the use of English in instructing in upper levels of education in Ghana. This was prompted by the existence of a comprehensive language policy that dictated the use of the native multilingual languages in teaching grade one to three children, after which, English is utilised in teaching the higher grades from grade four. These concur with the situation in Kenya as reported by Nyakundi (2017) and Awour (2019). Lack of a clear policy framework results in a situation where, after grade three, pupils were taught in their native language. The confusion was attributed to the presence of monolingual languages and poor language proficiencies among some learners in grade four. The study by Owu-Ewie and Eshun (2015) recommended that a framework be enforced that will ensure a smooth implementation and enactment of the language of instruction policy. The study, however, lacked clarity on the possible framework criteria that were to be enacted for smooth adoption of the language of instruction policy.

Locally, in Somalia, a great dearth of literature exists regarding the framework for adopting a foreign language. Notably, very few studies have been conducted on the aspect of teaching using a foreign language. A great majority of these studies have focused on elucidating the existing link between language proficiencies and learners performance. A

few have also assessed the impact of mother-tongue on bilinguals (Yusuf, 2021; The Dexis Consulting Group [DCG], 2021; Ganuza & Hedman, 2017; Addow et al., 2013).

A report by the Dexis Consulting Group (2021) stated that Somalia mainly utilises Arabic, Somali and English languages as mediums of instruction. Noticeably, the DCG report (2021) and MOECHE (2017) have noted the existence of a unified national education curriculum policy of 2017. The policy guides the use of the Somali language at the primary level. It categorically states that English language ought to be handled just as other subject's taught in the schools. The report further notes that the same subject language is partially used to undertake pedagogical roles for science subjects in most private secondary schools and universities in Somalia. It is worth noting that the available universities lack official frameworks, models or elaborate policies that guide on this matter across different levels of education in the country. Furthermore, the available literature is not clear on the status of the implementation of a language of instruction policy (Yusuf, 2021; The Dexis Consulting Group, 2021). With this discrepancy, the current study found a clear research gap for proposing a framework for implementing the English language in teaching and learning at SNU.

2.9 Theoretical Framework

To investigate and understand the deeper tenets of this study, the Cummins proficiency, Krashens monitor, the structural functionalism theoretical approaches, the multiculturalism model, and the network model of internationalisation were found very relevant.

2.9.1 The Cummins Proficiency Theory

The Cummins proficiency theory was developed by Cummins in 1979 and improved in 1991 and 2000 respectively. In the argument, the theorist brings out a distinction between language proficiency skills which were categorised into basic intra-personal skills cognitive proficiencies. The developer expounded that the interpersonal skills related to speaking and listening skills that were typically acquired through interacting with individuals speaking in a particular language especially when the background is similar. The other form of proficiency is acquired in allegiance to the demands posed by the curriculum requirements.

The developer's underlying argument is that a learner equipped with knowledge and skills using a particular language could easily relate the same when interacting or working in a new environment where the language of instruction is different. Hence the first proficiency guides the adoption and grabbing of skills of a second or a third language, although the first language possesses a great beneficial effect. For that reason, Cummins argued that it was necessary for students to know their native language (their mother tongue) since it provides a critical reference point when learning a new language. Cummins posits that parents should chip in through wanting to know what their children learnt in English and explain to them in their native language based on the postulation that clear conceptualisation of concepts by a learner through a language they can understand better paves way for clear grasping of new learned class concepts.

This theory was found to be significant in underpinning the construct of adopting the English language to offer pedagogical needs at SNU. Specifically, the theory clarifies how learning English as a second language can easily be achieved when learners have developed

proficiency in their mother tongue first language. Through the clarity availed by the second proficient of cognitive academic language proficiencies, learners learn by aligning to the demands of a curriculum. The aspects of language of instruction frameworks, national language policy are well illustrated among other frameworks addressing the adoption of a foreign language in pedagogy. It is clear that the Cummins proficiency theory does not disregard the utilisation of mother tongue at an early stage of a child's development. Although the theory is critical in guiding mechanisms for adopting a second language, it has been criticised for assuming that parents are available after schools and are also knowledgeable on issues that learners are being taught in schools. However, the theory is significant in this study and can be used to support educational policies in primary, secondary and tertiary levels, where, mother tongue is used in lower level education before English language is introduced gradually and adopted as a medium of instruction at the upper educational levels.

2.9.2 The Krashen's Monitor Theory

The development of Krashen monitor theory is linked to Krashen (1994) before it was improved by Schutz in 2007. This theory elucidates that there are five major hypothetical constructs that lead to content grasping and effective learning which are; acquiring learning, monitoring, input, natural order and affective filter (Schutz, 2007). The acquisition learning hypothesis stipulates that grown up students develop competencies in language by either acquisition or learning. For acquisition, learners are unconsciously aware of the rules applicable to a particular language, while, for learning, it is a conscious process where the learners are aware of the grammatical rules and follow them, although in most cases, the rules are forgotten.

For the monitor hypothesis, it elaborates the relationship existing between the acquisition and the learning process on how the latter influences the former when learning a second language. This means that, when one acquires the first language, learning comes in as a mediator or monitor. The propagator further posits that the responsibility of learning as a moderator possesses minimal aid on acquisition, but rather boosts what is already acquired through communication of the English language. The third hypothesis is about input. This is about the child's ability to solve problems either on their own or with the assistance of others which is equated to the superposition of Vygotsky's Zone of Proximal Development (ZPD). The theory further argues that in the input hypothesis, learners' better grasp concepts introduced to them if they understood them after getting several repeating instructions addressing the phenomena. This particular hypothesis postulates how students get to learn second language or develop knowledge skills and competencies towards the language over time. Good articulation of the language is specifically achieved through communication, language acquisition and assistance by other people who are better versed in the language.

The fourth hypothesis on natural order provides a description that learners usually comprehend concepts but not acquire knowledge in form of new grammatical sequential patterns in school. This hypothesis is independent on the student age, the proficiency of first language and conditions exposure. In this case, the theory posits that learning a second language does not always follow the patterns that were applicable during childhood when learning the first language. This means that the rules and introductory concepts of a particular language are first acquired through learning in the beginning part and later on, learners go on as they progress in exploring complex elements of that particular language,

hence forming a very strong foundation of the language. The last stance is on affective filtering hypothesis which describes how the degree of learning differs with the formality or informality of the learning environment. Regardless of the environmental conditions, both Krashen and Schutz argued that some variables impact the learning process. These variables are attitudes, anxiety, motivation and self-confidence. This means that, when a student is less anxious, highly motivated and self-confident, the learning and acquisition of a second language becomes easier.

In nutshell, Krashen's theory (1997) has five hypotheses which interweave to demonstrate that second language acquisition is more important than learning. The theory is very significant in this study in underpinning how a second language can be learnt. It is known for being elaborative in guiding on adoption of English as a second language. It outlines the conditions necessary for effective learning (input from instructor, attitudes, motivation and self-confidence). This infer to some of the antecedents such as students attitudes, instructors attitudes, availability of enough instructional resources which bring the motivation and order of learning. This attests a need for national language policies in ensuring effectiveness of these antecedents. Therefore, antecedents comprising of leaners' attitudes, instructors' attitudes, national language policy and frameworks for adopting a foreign language are incorporated and underpinned.

2.9.3 The Structural Functionalism Theoretical Approach

The structural functionalism theoretical approach was developed by a sociologist, Emile Durkheim in 1975. The theory sees the society as a complex system which requires its parts to work with an aim of achieving solidarity and stability. The theorist asserts that the

individual's lives should be guided by social patterns in order to achieve stable social behaviour.

This tenet can be linked to a society with managerial organs where each level of management performs their roles as cascaded so as to achieve a common goal. Durkheim argues that these social systems are interrelated, interdependent and interconnected; hence, mutually work together as a whole. This whole infer to the human society and the government. However, Durkheim noted that the implementation of social institutions may be hindered by fiscal, human, attitudinal, political and environmental factors. The government develops and enacts different policies, models and frameworks for adopting English as a pedagogical tool for administering the entire school curriculum or as a subject on its own. The policies and frameworks are interconnected in providing a way that English is effectively taught.

The theoretical approach informs the concept of national language policies and the frameworks for adopting English language in schools to administer the entire curriculum needs, including class instructing, communication and administering of examinations. The proposed study predisposes a need for a framework for implementing the international and globally accepted language as a pedagogical media of instructing trainees in universities in Somalia. This has implications on the Somalia Federal Government and the Ministry of Higher Education in providing solutions. The policy and frameworks did not only guide the implementation of English as a medium of instruction for comprehensively delivering the curriculum and units needs in SNU but will also change the practices and modes of instructional delivery. The successful implementation of the same will result in the

internationalisation, tapping of global markets and the enhancement of personal learner proficiency in both oral and written English.

2.9.4 The Multiculturalism Model

The multiculturalism model was developed by James A. Banks who came up with the holistic idea on multiculturalism in 1988 (Freire & Valdez, 2021). The value premised to the idea propagated by James Banks lay in the interest to develop an educational environment that is inclusively accommodating all sorts of learners by equipping the instructors with relevant knowledge and competencies on how to handle a highly multicultural classroom. The theorist came up with an action plan framework which enlists five basic constructs which were profound in impacting trainers on how to balance their classroom environment. These variables were: content integration, knowledge construction, prejudice reduction, equitable pedagogy and empowering the school culture (Freire & Valdez, 2021).

In order to achieve effective learning for trainees in a multicultural education setting by accommodating learner inclusiveness, having a cultural-diverse friendly curriculum and well trained individual personnel who can handle a multicultural diverse class in an equitable and non-bias manner were deemed necessary by Banks. He also stressed that teachers ought to modify their content, add new knowledge and offer equity pedagogy which accommodates learners from different cultural orientations, races, socio-economic conditions, language groups and ethical backgrounds by embracing common examples globally when illustrating a phenomena, by having regular training and pedagogical delivery programmes on how to handle multicultural classes and by adopting a language that is common to all people and not biased to some individuals (Freire & Valdez, 2021).

Notably, the proponent of the theory argued that a school culture which accommodates diverse stakeholders from different racial, ethnic and socio-cultural diverse regions was necessitated by applying mechanisms which create a different unique culture accommodating all individual persons. This was made possible through embracing democratisation of education, adopting a common language of teaching and learning, platforms for enhancing students' and trainers' interactions, having sporting programmes and adopting a common language of communication within and outside the school premises.

The Banks multiculturalism model has some strength which can be addressed towards informing some constructs of this study. Specifically, the model underpins the variable on multiculturalism and the adoption of English language to address school premise pedagogical needs. Hereafter, the arguments deployed in the theory may be conceptualised to inform what ought to be done in a highly multicultural school environment in order to attain equity and education and also inclusiveness. It points out the fundamental role of adopting a common medium of classroom service delivery so as to accommodate different ethnic and culturally diverse groups of learners. Other implications rest on the side of the school instructors who are expected to be at par in terms of institutional trends in their instructional delivery. This may be made possible through embracing new knowledge, new skills and instructional delivery methodologies that are best suited for culturally diverse academic institutions. Such applications have implications on the school management to allocate time, funds and facilitates for regular teacher in-service training and professional development programmes.

2.9.5 The Network Model of Internationalisation

This theoretical model basis is a foundation of the works of Johansson and Mattson who originally published their ideologies in 1988 (Hadley & Wilson, 2003). The frame behind the enactment and operationalization of the internationalisation model was to elucidate the importance of building networks in order to earn a large market for an organisation' products and services. The proponent also put much emphasis on the need for marketing and business oriented organisations to develop long-lasting relationships with foreign businesses by establishing good rapport with them such as through enacting a conducive environment for regular contacts and common avenues in terms of services and products to those of foreign investors (Hadley & Wilson, 2003).

Adequate achievement of internationalisation as demonstrated by Johansson and Mattson was evidenced by the ability of the organisation to be vocal and familiar in the foreign environment jurisdictions, particularly in growing foreign networks. Strong links, common interactions, international penetration, extension and integration were among the other variables that indicated that an organisation had earned a name and fame in a foreign continent. The theorist espoused that strong networking required that business entities should have resources, common knowledge and shared adaptive competence resources in order to earn a global international market for their services (Hadley & Wilson, 2003). Other attributes mentioned were directed at maintaining a strong network among the business enterprises through undertaking knowledge management, embracing regular adjustment of the enterprise services to cope with changing needs and also product positioning (Hadley & Wilson, 2003).

In this study, the business propositions can be borrowed to elaborate the educational field constructs under investigation. Particularly, the model underpinned the construct of internationalisation and the adoption of English language in offering education pedagogical tools in SNU. It clearly addresses what ought to be put in place in order to premise the successful internationalisation processes. A common ground of network which needs to be embraced by the higher educational institutions is to create an enabling environment for both local and international learners by having common ground characteristics such as a common medium of instruction. Therefore, teachers with requisite knowledge and competencies need to be employed and the existing ones be given opportunities for in-service trainings in order to remain relevant in the market. Internationalisation will better be achieved if a language understood by both the local, regional and even international scholars like the English language is utilised.

2.10 Conceptual Framework

The main constructs of the study have underlying relationships which have been demonstrated diagrammatically as shown in Figure 2.1.

Figure 2. 1

Conceptual Framework

Students attributes
• Language background • Students' attitudes • Students' language proficiency

Teaching staff attributes
• Availability of teaching resources • Language proficiencies • Programme requirements • English background

National language policy
• Availability of policy • Legislations • Cases and English language documentaries

Multiculturalism
• Ethnic identities • Tribal ties • Sociolinguistic issues • Unique cultural settings

Internationalisation
• Globalisation aspects • Technology advancement • International market • Competitiveness of courses

Independent variables

Adoption of English language as a language of instruction
• Implementation of English language policies • Enrolment of foreign students in SNU • Presence of numerous courses offered in English in Somalia public universities • Available university bodies for regulating the language of instruction

The Proposed Framework
Development of the proposed framework for implementing English language as a medium of instruction • Constructs • Mechanisms

The independent variables in this study are; students attributes, teaching staff attributes, national language policy, multiculturalism and internationalisation which are expected to affect the dependent variable, that is, the adoption of English language to address the whole curriculum needs, while also informing the development of a proposed framework for adopting this language of instruction.

Student's attributes were characterised by the language background that the learners possess. Also, their attitudes, feelings and perceptions towards English language, a pedagogical effective tool informed good insights about these constructs. Other characteristics about students attributes include language proficiencies and the leaner's' programme of study.

The teaching staff attributes were evidenced by the availability of adequate English teaching materials, their proficiency towards the proposed language of instruction, the requirements of the teaching programme, their attitudes and also the lecturers' English background; while, for the national language policy, available frameworks, pieces of legislation, drafts, cases and other documentations on English language informed this construct.

The indicators of multiculturalism comprise the presence of ethnic identities, multilingualism, tribal ties, sociolinguistic issues and cultural settings. For internationalisation, it was depicted by the trending aspects of globalisation, technological advancement, prospective career building to fit the competitive world, international market trends and competitiveness of graduates and courses in the global market.

The adoption of English language to offer classroom learner and trainers needs and wants is the dependent variable in this study. It constituted the presence of implemented English language policies, national language policies, regulatory body in charge of overseeing the implementation of the policies, the availability of numerous courses offered in the English medium and an influx in enrolment of non-Somali residents in the universities to study as international students.

The overall conceptual framework provides a visual interconnection of the key constructs which are hypothesised to form the basis for the development of the proposed framework for supporting the implementation of English as a medium of instruction apart from the Arabic and Somali languages used. The conceptual framework provides an interplay and interconnection of antecedents and conditions necessary for effective implementation the English language as a medium of instruction at SNU.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter detailed the specific framework and methods used to conduct the research successfully. It discusses the location of the study, the philosophy, approach, design and the target population of the research. After that, there is a description of how sampling was undertaken in terms of the sampling size and techniques used. Afterwards, the instruments for collecting data are described, coupled with an explanation of how their validity and reliability were enhanced. The chapter also describes the methods utilized to analyse the collected data and culminates with a clear outline of the ethical issues adhered to while undertaking the research.

3.2 Location of the Study

The study was conducted at SNU. Somali National University is a public university in Somalia. There were over 56 registered universities throughout Somalia serving about 50,000 students (Hassan & Wekesa, 2017: MOECHE, 2017). Among them is the state-owned SNU. The SNU is located in Mogadishu, the capital city of the Federal Government of Somalia. This University interested the researcher as a research site since it is the main public University offering various teachers' training courses. As such, it was expected to have a clear policy and framework guiding the language of instruction in the University.

However, despite this expectation, there was no clear framework or policy on the medium of instruction at SNU, considering that Arabic, Somali and English continue to be used as languages of instruction in various courses in the same University. This state of affairs indicates a lack of precise guidance. Notably, arising from the war that broke up in 1991,

the education sector still lacks behind because of the effects of the war. These reasons prompted the researcher to undertake a deeper analysis of the antecedents for the adoption of the English language to offer pedagogical needs. The specific antecedents covered include students' attributes, teaching staff attributes, national language policy, multiculturalism and internationalisation. Also, the absence of a comprehensive policy addressing the English language aspect, together with the study's findings, guided the development of a framework for adopting the English language in teaching and learning at SNU.

3.3 Research Philosophy and Approach

Research philosophy refers to a systematic belief regarding how data on the primary constructs are collected, analysed and applied to arrive at conclusions. It constitutes the beliefs, perspectives, and arguments on knowledge ideals that further outline how new knowledge is derived from a natural setting and informs the understanding of issues investigated in a study (Saunders, 2016). When adopted in a study, a research philosophy helps perceive the general picture of reality and knowledge (Walliman, 2011). A research philosophy is significant in demystifying research ideas by exposing and explaining the underlying assumptions or inconsistencies, hence promoting a better understanding of the interrelatedness of phenomena and the logic behind philosophical arguments.

Therefore, a research philosophy leads to objective identification and selection of methodologies, research designs, and determination of steps to collect, analyse, interpret, and integrate results with the general knowledge (Walliman, 2011). Fletcher (2016) and Saunders (2016) have described five research philosophies applied generously in research; realism, post-modernism, positivism, pragmatism, and interpretivism.

This study adopted a pragmatic research philosophy. This study's paradigm was deemed appropriate due to its flexibility in determining the best approach and methodologies for solving a well-articulated research problem. The confusion in the preferred language of instruction is eminent at SNU. Understanding this phenomenon requires multiple approaches, methods and techniques to unravel the antecedents (Bryman, 2012; Creswell, 2009). There was, therefore, a need for a framework that guides the adoption of the English language as pedagogical medium. As such, the pragmatism research philosophy was found appropriate as it also enabled a comprehensive internalisation of the domain of knowledge on teaching competence standards and teachers' performance.

The flexibility associated with the pragmatism research philosophy also favours adopting a mixed-method approach in this study. The mixed methods research hence enabled the adoption of both quantitative and qualitative approaches in the study. It is expedient to note that the current study had three theories that guided the investigation of the phenomena under study. The theories required to be verified to validate or refute them. The study further endeavoured to develop a framework to guide the implementation process of English as a medium of instruction. In that connection, qualitative data was primarily used although quantitative data still provided preliminary descriptive statistics regarding the phenomena under investigation.

Moreover, the process of theory validation, modification or rejection of null hypotheses requires justifying the information. The data was gathered using three types of tools: questionnaires, interviews, and focused group discussion. The questionnaire had several open-ended questions which further enabled the collection of qualitative information from the respondents.

In this study, the embedded design was adopted to foster the integration of quantitative and qualitative data. Although the quantitative and qualitative data were collected simultaneously, the analysis of the same was done separately. However, the presentation and interpretations of the collected data started with quantitative information, and then qualitative data was brought in to provide detailed explanations.

3.4 Research Design

A research design is a guiding tool on how data is analysed. This study used a descriptive survey research design.

3.4.1. Descriptive survey research design

This research design is best suited for this study because it enabled data to be gathered directly from the targeted respondents through interviews, questionnaires and focused group discussion. It has strengths in allowing respondents to air out their views; hence, the antecedents for adopting the English language as a medium of instruction were investigated with ease. The target respondents' mood, emotions, feelings and the current view were noted.

The adoption of the descriptive survey research design further enabled the gathering of answers to questions such as when, why and what about the phenomena under study. A description of the issues regarding students' attributes, teaching staff attributes, the national language, multiculturalism and internationalisation were provided accordingly. The fact that this design interrogates deeply on the current underlying situation of the study proves essential in giving an explanation for such causes.

3.5 Target Population

This study obtained data from the SNU community. The study population included lecturers, senior university management, the Director of Higher Education and students. Lecturers formed part of the main respondents in this study because they specifically provide education and training to students. They were also better positioned to provide useful information on the language of instruction being used at SNU. Lecturers were also likely to give reasonable responses concerning some of the antecedents (teaching staff attributes, internationalisation and multiculturalism) for adopting the English language to offer educational class facilitation in the University. The SNU had a total of 439 teaching staff.

The university management cadre formed part of the respondents in the study. These included the Deputy Vice-Chancellor in charge of Academics, Registrars and Deans, totalling to 20 officers. This group of respondents provided information concerning the policies, standards and the measures put in place to address university language policies while, at the same time, shedding light on key details towards a framework for adopting the English language in teaching in the University. They also provided information regarding students' attributes and teaching staff attributes, considering that most university management members are also involved in teaching at the University.

Students (undergraduates and postgraduates) respondents were critical in this study. This is because they were directly affected by both the teaching policies and the adopted frameworks regarding teaching and learning. Their views were significant in understanding the students' attributes, teaching staff attributes, national language policy, multiculturalism and internationalisation towards adopting the English language as a medium of instruction

at SNU. The University had 4,791 students, where 4,679 were undergraduate students while 112 were postgraduates. Lastly, the Director of Higher Education was instrumental in providing information concerning the language policy, guidelines and legislation for addressing the adoption of the English language as an instructional medium at the university level. Table 3.1 provides a summary of the target population.

Table 3. 1

Target Population

Population category	Target population
University lecturers at SNU	439
SNU undergraduate students	4679
SNU postgraduate students	112
University senior management staff	20
Director of Higher Education	1
Total	5251

3.6 Sampling Techniques and Sample Size

This section discusses the sampling designs adopted in this study and describes how the sample size was computed.

3.6.1 Sampling techniques

Sampling techniques are the strategies put in place by a researcher for obtaining a sample population (Majid, 2018). In this study, the purposive sampling technique was utilised in coming up with the number of university management officers who participated in the study. The officers handle policy matters in the University; hence their views were

significant in this study. Only one Director of Higher Education was interviewed in the study.

A proportionate stratified sampling technique was employed to get the number of lecturers who completed the questionnaires of the study. There are eleven departments (strata), and therefore, teaching staff were drawn proportionally from each department (stratum). A simple random sampling technique was hence employed to get the number of lecturers who filled the questionnaires of the study from a given department.

The students participated in the focused group discussion. The focused group discussion is a qualitative method of collecting data hence it is not sensitive to representativeness (Bryman, 2012; Creswell, 2014). Nevertheless, two undergraduate students' respondents were selected proportionally from each of the eleven departments while eight postgraduate students participated. This resulted into two 22 undergraduate and 8 postgraduate students. The 22 undergraduate students were divided into two focused groups as Carlsen and Glenton (2011) recommended.

3.6.2 Sampling size

The sample size is a subset of the population chosen to participate in a study. In determining the sample size for the teaching staff, the 10% - 30% sampling formula by Mugenda and Mugenda (2003) was adopted. Consequently, 20% of the teaching staff (88) were considered adequate in this study. Since students participated in a focused group discussion, two undergraduate students' respondents were selected from each of the 11 departments, while eight were drawn from the postgraduate students. This resulted into 22 undergraduate and eight postgraduate students; hence, a total of 30 students. The 15

purposively selected university management officers were interviewed. A clear tabular representation of the same is presented in Table 3.2

Table 3. 2

Sample size table

Population category	Target population	Sample size
University lecturers at SNU	439	88
SNU undergraduate students	4679	22
SNU postgraduate students	112	8
University senior management staff	20	15
Director of Higher Education	1	1
Total	5251	134

3.7 Data Collection Instruments

The current study utilised questionnaires, focused group discussions (FGD) and an interview guide to solicit responses from the sampled population. A description of each tool is provided below.

3.7.1 Questionnaires

Questionnaires are deemed necessary in this study since the number of lecturers at SNU is large. With questionnaires, teaching staff were able to provide key information regarding the adoption of the English language to offer instructional guidance for the accredited courses at SNU. The use of questionnaires enabled economising of the data collection exercise. Another advantage is the ability of questionnaires to solicit quick information. They also foster confidentiality and uniformity hence strengthening the confidence of the

respondents. Moreover, questionnaires allow respondents to respond to the questions during their appropriate time.

The questionnaires were organised in sections based on the order of objectives in both chapter one and two of the study to achieve consistency. The literature reviewed and the conceptual framework in chapter two guided the development of the sentiments regarding all the constructs of the study. The questionnaire was organised into sections ranging from section A to I. Section a covered the introduction part constituting the biographical information of the sampled respondents, such as years spent in the university lecturing and academic qualifications. Sections B, C, D, E, F and H, contained questions regarding the independent variables, while section H constituted questions on the dependent variable. The last section, that is, I, had questions regarding the proposed framework. Several questions were closed-ended, while open-ended questions were also provided for each construct. All sentiments were presented on a 5-point Likert scale, where in each case, respondents were required to respond by ticking their appropriate opinion regarding each sentiment. All statements in a given construct were positively stated. The questionnaire is in Appendix II.

3.7.2 Interview guide

This particular tool was administered to the senior management members of SNU and the Director of Higher Education in the FGS. Doing so had a lot of significance to the current study. It enhanced the collection of very detailed information concerning policy matters and the adoption of the English language in offering all the course needs and even examination administration in the nation's tertiary institutions of learning. An interview guide also possesses other advantages as opposed to other instruments since the one-on-

one presence between the interviewee and the interviewer offers an opportunity to read non-verbal cues while seeking clarification where there is a need.

The interview guide questions for both tools were sub-divided into sections similar to the ones of the questionnaire. Section A had questions regarding the bibliographic details of the senior university management, while the other sections contained questions in accordance to the arrangement of the constructs guiding the study. The questions were concise, few and interesting which helped the respondents to answer quickly. Previously conducted similar research and the outlaid frameworks informed the specific questions included in the interview guide (see Appendix III).

3.7.3 Focus group discussion

This refers to an organised, simple and small discussion comprising a moderating leader specifically collecting data from a group of individuals bearing similar characteristics (Prasad & Garcia, 2017). In this study, a focused group discussion involved the students at SNU. For the focus group interview description, the sampled students taking part in the debate were guided by the researcher through lead questions covering all the study variables. Specifically, the questions covered all the independent variables (student attributes, teaching staff attributes, national language policy, multiculturalism and internationalisation) of the study, including the dependent variable construct; English language as a medium of instruction in universities. The last discussion questions were based on the proposed framework. Other questions were probed depending on responses gotten from the learners. The focused group interview guide is given in Appendix IV.

3.8 Piloting of Research Instruments

This encompasses the testing mechanism for the research instruments in a population other than the sampled one to ensure the instruments yield the expected goals of a study. This was essential because in doing so, the researcher achieved reliable, valid, accurate and appropriate findings from the real sample size once the seen inconsistencies are addressed during the pre-testing exercise (Bryman, 2012).

In this study, the pilot population was sampled randomly from Mogadishu University in Somalia. The Mogadishu University was selected considering that it has similar characteristics to SNU. It had a large student population and had multidisciplinary programmes. The level of English proficiency in these two universities was not different. The targeted population groups (same as those of SNU) participated in the study. The participants were sampled randomly where 5 lecturers, 5 students and 2 senior university management members were included in the piloting. While this is made successful, any inconsistencies, clarification sought, and ambiguity noticed informed the refining of the instruments.

3.9 Validity of Research Instruments

Validity refers to how instruments can deliver meaningful results (Cresswell, 2014). In this study, this aspect was ensured through checking content, face and construct validity. Content validity was ensured through reviewing related literature that linked the students' attributes, teaching staff attributes the national language, internationalisation, and multiculturalism and proposed frameworks to the adoption of the English language as a medium of instruction SNU. The same was also fostered by sub-dividing the research

instruments into sections where each one of them mirrored sentiments related to the referenced variable in a given section.

The researcher was also guided by supervisors who advised on comprehensive coverage of aspects that needed to be measured and investigated. This provided a good opportunity for correction, rectification, and modification of the instruments' contents by incorporating the supervisors' expertise and guidance. The careful organisation of questions and sentiments with clear instructions enhanced face validity. Moreover, the size and font types were considered, while the language used in all the instruments of collecting data was simple and explicit. This was meant to make the instruments of collecting data appear to measure what they were intended to assess; hence, enhancing face validity. In addition, the tools used in related previous studies were consulted, while the final instruments of collecting data were pre-tested accordingly. This was critical in ensuring construct validity.

The construct validity was ensured through the outlaid face validity mechanisms such as the use of subject experts, consulting previously done theses and dissertations underpinning the constructs of this study, and the sub-titling of instruments. Criterion validity was ensured by checking the criteria used by related studies to provide a concrete relationship with the tools in this study. Examples of previous studies consulted with regards to the adoption of a foreign language as a medium of instruction included Tang (2020); Curle et al., 2020; Aizawa and Rose (2018), Simbolon (2021), and Mbembe (2016). The information gotten from these studies was very significant in strengthening the instruments with regards to the key variables of the study.

3.10 Reliability of Research Instruments

Reliability is portrayed when similar instruments demonstrate consistent results over many times of trials (Bryman, 2012). Reliability was established by pretesting and computation of the Cronbach alpha values for each key variable. Notably, the pretesting results based on the data collected from the piloting exercise were entered into the Statistical Package for Social Science (SPSS) version 26 to calculate the Cronbach alpha value. A threshold alpha value of 0.70 is usually classified as acceptable and reliable (Taber, 2018).

3.11 Data Collection Procedures

An introductory letter from the Directorate of Postgraduate Studies enabled the application of a research permit in Somalia. The acquisition of the research permit facilitated my seeking permission from the Vice-chancellor of SNU. The following sub-section described the procedures that guided the administration of the research instruments.

3.11.1 Procedure for administering questionnaires

With the approval to collect data from the local authorities in Somalia, an agreed day for data collection was established. Four research assistants were trained appropriately to help in distributing the questionnaire to the lecturers. Before issuing the questionnaires, the research assistants elaborated the purpose of the study and assured the participants of the privacy of the collected data. The questionnaires were then administered and picked later as agreed with a given lecturer within a specified period of two weeks. The completed questionnaires were collected and numbered chronologically before the sorting exercise.

3.11.2 Procedures for conducting the interview

Upon agreement, phone contacts were made with an individual senior management officer of the SNU. The researcher personally administered the interview at venues that were agreed upon with a particular officer. The researcher called a day before as a reminder of the appointment and time. Before the interviewing exercise, the researcher sought consent for the audio recording of the conversation from each officer (see Appendix VI for a consent form). The audio recording was done using a smartphone. In addition, the researcher made short notes in a notebook for each section of the interview guide. Thank you cards were issued and an oral appreciation delivered to all officers at the end of the interview.

3.11.3 Procedures for conducting focus group discussion

All participants were informed of their selection to participate in the FGDs via a phone call. The students who agreed to participate in the FGD were requested permission to be added to a WhatsApp group. The FGDs were three, where two comprised of undergraduate students while the third group included the eight postgraduate students. Each FGD was held on separate days. The exercise took place in a local hotel where the researcher catered for lunch and tea. The researcher also catered for the transport of each participant. This motivated the students' participants to honour the appointment. Upon gathering in the pre-booked hotel, the researcher called the meeting to order and moderated the discussion.

A lead question was first posed to pave the way for deliberations as guided in the questions in each construct of the study. However, the researcher was assisted by two research assistants who did the recording. Before commencing the discussion, all participants were informed that the deliberations were to be video-recorded. One of the research assistants

was tasked to also note down the deliberations. A vote of thanks was made at the end of the FGD. In addition, the researcher bought internet bundle for each student participant as a token of appreciation.

3.12 Data Processing and Analysis Procedures

The reporting and summarisation of the collected data were done for both quantitative and qualitative data.

3.12.1 The analysis of quantitative data

This type of data was derived from the questionnaires. Quantitative data was computed using the Statistical Package for Social Sciences (SPSS) version 26. This enabled the computation of both descriptive (mean, mode, median, standard deviation and percentages) and inferential analysis (regression analysis and correlation analysis). Specifically, the descriptive statistics were helpful in establishing the actual status of each parameter of measure regarding each key variable. The inferential analysis was carried out to measure the influence of each antecedent on the adoption of the English language as a medium of instruction at SNU. The linear regression analysis was conducted to inform the development of the proposed framework for guiding the implementation of the English language as a medium of instruction at SNU. Multiple linear regression helped to determine the overall purpose of the study. The logistic regression model used is presented below.

$$\frac{P}{1-P} = b^{\beta 0 + \beta 1 X 1 + \beta 2 X 2 + \beta 3 X 3 + \beta 4 X 4 + \beta 5 X 5}$$

Where:

$\frac{P}{1-P}$ = refers to the response variable Y, that is, the students' discipline

b = is the base of the logarithm

β_0 = is the Y-intercept, the exponentiation of log-odds

β = are the parameter estimates of the model

X_1 = Students' attributes

X_2 = Teaching staff attributes

X_3 = National language

X_4 = Multiculturalism

X_5 = internationalisation

Before conducting linear regression, diagnostic tests were carried out to ensure non-violation of the prescribed conditions. The conditions checked included normality, linearity, autocorrelation, multicollinearity and heteroscedasticity problem. The quantitative results were presented using tables and charts.

3.12.2 Procedures for analyzing qualitative data

Data from the open-ended questions in the questionnaire, the focus group discussion and interview guides were analysed thematically. This was done through a combination of deductive and inductive analysis techniques (Creswell, 2012). Specifically, the identified themes were systematically organised and categorised per each construct for easy integration and reporting of the findings. The identified themes and categories were hence discussed deductively and inductively. The information was presented using descriptive statements, narration and excerpts.

3.13 Ethical Considerations

This study observed ethical guidelines throughout the research journey. Before collecting data from the sampled respondents, an introduction letter from the University was sought which enabled the application for a research permit in Somalia. Upon successful acquisition of the research permit, a consent letter addressing the main purpose of the research, the intention for the visit and the specific targeted respondents of the study was prepared (Appendix I).

Respondents were informed that participating in the study was voluntary and that one could withdraw freely. Respondents were allowed to either fill the questionnaires at the present venue or elsewhere at their convenience. A consent to record deliberations for the interviewees was sought. On the one hand, the participants of the interview and FGD were given anonymity by using codes to conceal their identity. On the other hand, the lecturers were not required to write their names on the questionnaire. Participants for FGD were accorded fair time to make a contribution to the motion without interruptions. Moreover, privacy was assured through the researcher's ability to control access to the research instruments. All participants were guaranteed the confidentiality that the solicited information was guarded and utilised for research only.

Appreciation of all the participating respondents was done through one-on-one 'thank you' while collecting the instruments, interviewing and during FGDs. The researcher ensured that the findings reflected the picture as reported by the respondents to avoid fabrication. Furthermore, all the consulted sources that informed the research were acknowledged through the correct APA, 7th edition referencing style.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This comprises a detailed description of the results as reported by the respondents of the study. The findings are first presented, interpreted and discussed. The discussion was done by relating the findings to past studies. The results are presented in the order in which the objectives of the research were outlined. The chapter starts by providing the findings on reliability, response rate, and background profiles of respodents. This is followed by a presentation of the results regarding the adoption of English language as a language of instruction, student attributes, teaching staff attributes, the national language, multiculturalism and internationalisation. The chapter concludes by presenting a proposed framework for adopting English as a language of instruction at SNU.

4.2 Reliability Test

It was important to check whether the data collected was dependable before carrying out the analysis. Therefore, a reliability test was conducted to determine the item reliability for each main variable. In that connection, the Cronbach's Alpha, which measures the internal consistency of the instrument (Sheth & Naik, 2016), was computed. Table 4.1 shows the results regarding each main variable of the study.

Table 4. 1

Reliability results based on the main variables of the study

Constructs	Cronbach's Alpha
Adoption of English language as a language of instruction (Y)	0.889
Student attributes (X_1)	0.867
Teaching staff attributes (X_2)	0.880
The national language (X_3)	0.876
Multiculturalism (X_4)	0.811
Internationalisation (X_5)	0.918

The study findings in Table 4.1 show that the Cronbach's coefficient alpha is greater than 0.7 for each variable. This meant that data for each variable was dependable and could hence be used in the study. According to Bryman and Bell (2011), a Cronbach alpha value that is from 0.7 and above indicates that items of measure are reliable.

4.3 Response Rate

The study recorded an overall response rate of 82%. Out of the 88 questionnaires administered to the university lecturers, 69 (78%) responded. Twenty three students availed themselves and participated in the FGDs; where, 17 were undergraduates (85%) while six (75%) were postgraduates. Only 11 members of the university management were available for interview. This represented a 73% response rate. There was only one Director of Higher Education who responded accordingly. A summary of the response rate is provided in Table 4.2.

Table 4. 2

Response rate

Population category	Sample size	Number that responded	Response rate
University lecturers in SNU	88	69	78%
SNU undergraduate students	22	17	85%
SNU postgraduate students	8	6	75%
University senior management staff	15	11	73%
Director of Higher Education	1	1	100%
Total	134		82%

The results on the response rate were high and were therefore regarded sufficient for the analysis. The study attributed the good response rate to good prior arrangement, organisation and comunication. The facilitation provided for mobility purposes also motivated students to avail themselves for the FGDs.

4.4 Respondents' Demographic Profile

The profile of respondents was critical considering attributes were significant in informing the outcomes of this study. With reference to the objectives one and two, the study sought to determine the demographic characteristics of the teaching staff and students. The data obtained here provided basic insights regarding the phenomena under study. For the teaching staff, the study was interesred on characteristics such as; gender, highest level of education and the length of service. For students, the study sought information regarding the level (year) of the course one was undertaking in the university, while, the number of years served by the university management officers was considered critical in informing

the findings and the solutions sought by this study. The findings are summarised in Table 4.3.

Table 4.3

Demographic characteristics of the teaching staff at SNU

Variable	Response	Frequency	Percent (%)
Gender of teaching staff at SNU	Male	62	89.9
	Female	7	10.1
Total		69	100
Highiest level of academic qualifications of teaching staff at SNU	Bachelor degree	18	26.1
	Master's degree	39	56.5
	Doctorate degree	12	17.4
Total		69	100
Length of teaching experience	Between 1- 5 years	17	24.6
	Between 6 - 10 years	44	63.8
	Between 11- 15 years	8	11.6
Total		69	100

The findings in Table 4.3 indicate a high dominance of male lecturers than their female counterparts at 89.9% and 10.1% respectively. This triggered the study to check a cross tabulation which indicated that all the seven female lecturers had a bachelor's degree while 17.7% of the male lecturers had a bachelor's degree, 62.9% had master's degree while 19.4% had doctorate degree. The findings indicate a high level of inequality in access to education. According to Humanium (2020), education in Somalia is largely informal, and is characterised by gender inequality where girl children have significantly reduced access to public schooling. Safety concerns, patriarchal social norms, female genital mutilation (FGM), and a lack of female teachers jointly contribute to this complex disparity and

inequality. The results show a low level of education among women in Somalia which falls short of the global education initiatives such as World Declaration on Education for All (EFA) (USAID, 2007). The critical minority of educated women in Somali have implications on advocacy and representation in important forums where policies and decisions on various issues such as the language of instruction are discussed and made.

The study also sought to establish the length of teaching experience of the teaching staff. The lecturer's teaching experience was important in that it allowed one to provide an objective evaluation and response on the status of the language of instruction. According to the findings in Table 4.3, most teaching staff 44 (63.8%) had between 6 and 10 years of teaching experience at SNU. Seven (24.6%) had between 1 and 5 years, while eight (11.6%) had between 11 and 15 years teaching experience. It is clear from the results that about ¾ of lecturers, 52 (75.4%) had worked for 6 years and above. The findings show that the lecturers at SNU had sufficient teaching experience. Their teaching experience was critical in providing an input into the development of a framework for adopting English as a language of instruction. The findings gave confidence that the responses given by the teaching staff were relevant and reliable and based on experience. Mohammaditabar et al. (2020) expressed that English language teachers ought to possess a range of professionalism qualities for them to deliver English language instructions adequately and effectively. Apart from being enthusiastic, proficient, friendly and knowledgeable, teaching experience in a special language puts instructors in a better position to understand the learners and the learning environment hence make informed decisions on modalities that can channel change and continuous improvement among learners' communication, writing and speaking skills. According to Khatri (2019), working experience ranging from

6-10 years for professional staff puts them in a better position to describe the behaviours, elucidate the challenges they undergo as they undertake their responsibilities and also advice on a way forward for institutional improvement. This assimilates to the current reported findings which demonstrate that relevant experience in teaching is critical for English language teachers to have reliable insights concerning important issues in their profession.

4.5 Adoption of English as a Language of Instruction

The adoption of English as a language of instruction was the dependent variable. This study focused on aspects that were hypothesised to influence the adoption of English as a language of instruction. In assessing the dependent variable (adopting the English language as a medium of instruction), several statements were provided to the respondents who were required to indicate their responses on a 5-level Likert scale where, VSE (1) represented a very small extent, SE (2) to a small extent, ME (3) to a moderate extent, LE (4) to large extent, and VLE (5) to a very large extent. The summation of the statements helped to measure the dependent variable as a latent variable which was continuous in nature. This was because; it was difficult to measure the adoption of English as a language of instruction in a single aspect, hence, various sentiments were posed to respondents. The findings were summarised and presented in Table 4.4.

Table 4. 4

The adoption of English as a medium of instruction

Statement on adoption of English as a medium of instructions (n = 69)	VSE(1)	SE(2)	ME(3)	LE(4)	VLE(5)
a) Our university has English language policies which address it as the language of instruction	69(100.0%)	0(0%)	0(0%)	0(0%)	0(0%)
b) Due to the presence of a common language of instruction, we experience an influx of foreign students admitted to undertake respective courses at SNU	68(98.6%)	1(1.4%)	0(0%)	0(0%)	0(0%)
c) Our university has responded to internationalisation by offering numerous courses in the English language	0(0%)	36(52.2%)	33(47.8%)	0(0%)	0(0%)
d) Students attributes affect the adoption of the English language as a medium of instructions at SNU	0(0%)	0(0%)	0(0%)	14(20.3%)	55(79.7%)
e) The attributes of the teaching staff affect the adoption of the English language as a medium of instructions at SNU	0(0%)	0(0%)	0(0%)	67(97.1%)	2(2.9%)
f) Internalisation affects the adoption of the English language as a medium of instruction at SNU	0(0%)	0(0%)	0(0%)	63(91.3%)	6(8.7%)
g) Multiculturalism affects the adoption of the English language as a medium of instruction at SNU	0(0%)	0(0%)	0(0%)	67(97.1%)	2(2.9%)
h) The adoption of the English language as a medium of instruction at SNU is essential	0(0%)	0(0%)	0(0%)	63(91.3%)	6(8.7%)

The findings in Table 4.4 show the extent to which the teaching staff at SNU appreciate the adoption of English as a language of instruction in a university. All the respondents (100%) agreed that the university had no policies on English as the language of instruction. However, its adoption was being affected to a very large extent by students' attributes 55 (79.7%), large extent by teaching staff attributes 67 (97.1%), and to a large extent by multiculturalism 67 (97.1%). This was also confirmed by senior university administrators who were interviewed. Information gathered further indicated that the problem can be traced back to primary and secondary schools considering that English language is not taught at those levels. The secondary school leavers are hence expected to transit to university and this explains the low adoption rate of the English language as a medium of instructions at university level. The resulting scenario was also limiting the admission of foreign students as noted by 68 (98.6%) of the teaching staff. A confronting scenario was also evident in the findings of Yusuf (2021) who noted that Somali students doing their masters degrees lacked proficient skills and knowledge in English since they had been educated in a background where English is learnt as a third language of instruction, there is dominance of Arabic schools and colleges and most importantly, that the Ministry of Higher Education had not raised a concern on a standard language of teaching and learning in primary, secondary and tertiary levels. Fuad (2018) noted the need to embrace education quality and equity by introducing quality control measures, standards, best practices and capacity building initiatives for the multicultural Somaliland in order to achieve English language proficiencies. This stresses the need for the study to put weight in establishing standards in order to address the deterrents for the adoption of English language as a language of instruction.

Although members of faculty appreciated the value of using English as a language of instruction; where, 63(91.3%) regarded its adoption at SNU as essential, the language had not been embraced at SNU. The results reveal the actual status and feeling of teaching staff on the adoption of English as a language of instruction at SNU. In this regard, Fuad (2018) reported that selected universities in Hargeisa, Somaliland, had appreciated the utilisation of English language although it was being taught as a subject rather than being used as a language of instruction. On the other hand the subject was associated with poor instructional delivery methodologies, suffered limitation of lacking adequate teachers and a clear standard way of operation although in some universities it was being used to teach other subjects other than the English subject itself. Mohammed (2018) also explained that Somalia teaching staff expressed some level of interest in having a standard language for delivering instruction in their education system although regulation and legislation mandating the same had not been effected. This demonstrates the existence of some willingness to roll the ball of adopting English language as a pedagogy language although stakeholders had mixed reactions of fear of acceptance, adoption and propelling growth of the change. This evidences that an action plan needs to be in place to spearhead the change expected by the education teaching staff.

The information gathered shows that the problem is real and serious and paints the picture of a dire need to address the situation. According to all the respondents, the state of the language of instruction at SNU was attributed to language policies as indicated by all respondents (100%). The Director of Higher Education expressed concerns on the lack of commitment to implement a language policy and other national conventions regarding implementing English as a medium of instruction. Fuad (2018) also reported a high level

of desperateness coupled with a lack of preparedness to enact polices and standards that will bring uniformity in the education sector in terms of having a common language of instruction for the Ministry of Higher Education. The senior university administrators attributed this problem to the conventional prejudicial perception which indicates an outright conservatism and non-reformist attitude that has been dominant in most societies in Somalia. The majority of people in Somalia still felt that English, Italian and French languages were biased to the Bible. This reveals how religious dogma and beliefs have incrementally propagated that foreign languages are anti-religion and were perceived as having a close association with the Bible.

The above findings gave the confidence to interrogate the independent variables with a view to understand the nature of the aspects mentioned in the above discussion. The specific aspects which were assessed included student attributes, teaching staff attributes, the national language, multiculturalism and internationalisation as antecedents for adopting the English language as a medium of instruction at SNU. The results on the same have been presented and discussed in the subsequent sections.

4.6 Students' Attributes and Adoption of the English Language as a Medium of Instruction

The first objective of this study was to determine how students' attributes were influencing the adoption of English language as a medium of instruction at SNU. The indicators examined in this variable were the oral and written English skills of students, their attitudes, proficiency in the English language, and background in the English language and the use of other local languages in class and conversations. Several statements in form of a 5-level Likert scale were posed to respondents; where, VSE (1) represented to a very small extent,

SE (2) to a small extent, ME (3) to a moderate extent, LE (4) to large extent, and VLE (5) to a very large extent. The findings were summarised and are presented in Table 4.5.

The result in Table 4.5 are showing that students at SNU have positive attitudes towards the utilisation of English as a language of instruction, 67(97.1%); although their oral and written English skills are moderate, 51(73.9%). It is also clear that the University had an interest in the English language. This is because it considers English language proficiency and background to a large extent during the admission process as indicated by 39(56.5%) and 55(79.7%) of teaching staff respectively. The university's senior management staff Number 3 noted that most students joining the university have weak proficiency in the English language; hence, they experience serious challenges attending lectures that are delivered in the English language. The Director of Higher Education in Somalia noted that the language challenge at the universities was causing some students to drop out because of frustrations in their education pursuit. When students were engaged in a focused group discussion, they confirmed the existence of frustrations. From the discussion it was clear that the students who cannot fully understand English end up feeling lost, ignored and uncared for. The findings corroborated the views from the university management; where, the senior management staff Number 1 exclaimed, *"Many students come unprepared for English-only lectures; hence, they get frustrated in the units that are taught using English only"*.

Table 4. 5

The students' attributes

Statement on students attributes (n = 69)	VSE(1)	SE(2)	ME(3)	LE(4)	VLE(5)
a) The students I lecture possess good oral and written English skills	0(0%)	6(8.7%)	51(73.9%)	0(0%)	0(0%)
b) Our students have positive attitudes towards the utilisation of English as a language of instruction	0(0%)	0(0%)	0(0%)	2(2.9%)	67(97.1%)
c) The English language proficiency is considered as a major factor when students enrol in the university	0(0%)	0(0%)	0(0%)	46(66.7%)	23(33.3%)
d) Students who join our university have a background in the English Language	0(0%)	0(0%)	0(0%)	2(2.9%)	67(97.1%)
e) Students use Arabic and Somali when answering questions or elaborating a phenomenon during lectures	0(0%)	0(0%)	5(7.2%)	39(56.5%)	25(36.2%)
f) Students use Arabic and Somali during their normal conversations	0(0%)	0(0%)	0(0%)	55(79.7%)	14(20.3%)
g) Learners perform better when exams are administered in the English language	53(76.8%)	16(23.2%)	0(0%)	0(0%)	0(0%)
h) Learners actively participate, ask questions, and engage in discussions using the English language	53(76.8%)	16(23.2%)	0(0%)	0(0%)	0(0%)
i) Students like being taught in using English language	0(0%)	58(84.1%)	11(15.9%)	0(0%)	0(0%)

There was a consensus from the University administrators on the need for measures by government to ensure learners who join universities in the Federal Republic of Somalia have a background in the English language. This shows that the entry behaviour of a learner is critical in a university that uses English as a language of instruction. After joining the university, it was clear that the English language was not prevalently used considering that learners mostly use the Arabic and Somali languages to ask questions, and engage in classroom discussions; and in their normal conversations. Actually, there was an observation by 58(84.1%) of the teaching staff that many learners do not like to be taught in the English language. In a FGD, the students agreed that they mostly prefer the lecturers who mix English with Somali while lecturing to enhance understanding of the lessons. As much as this practice is preferred, it may affect academic performance of learners. This may mean that when examinations are administered in the English language, learners are likely to perform poorly to a very great extent as noted by 53(76.8%) of the teaching staff. Ganuza and Headman (2019) also noted the tremendous power of mother tongue language in facilitating learning and adoption of other languages in the education system. Somali language was found to be dominant in teacher student engagement and even in the examination administration since its practice enabled learners understand concepts. Contrary reactions on the performance of learners based on the influence of mother tongue were observed by Addow et al. (2013) who inferred that English language teaching had little significance in the learners' academic achievement, hence, this did not necessarily mean that more proficiency in the language made learners attain high academic qualifications. This pointed to a very weak and almost insignificant need for the English language.

The results are underpinning the essence of learners' characteristics in a university where English is used as a medium of instruction. The fact that learners use the Arabic and Somali languages in class and outside the class attests to the lack of a clear policy guidance on the same. It also shows that the university is keen to admit learners who can use the English language, but ignores the significance of the same by allowing the use of other languages in class and general during conversations. Mustafe (2015) also noted the power of learners' attitudes towards adopting English language in Somalia secondary schools. Mustafe reported that the preference for using of Arabic and Somali languages was as a result of the extreme fear for the English language which was stimulated by the lack of a clear policy by the Ministry of Higher Education on the use of language. This stresses the urgent need for such a policy to clear negative attitudes and fear of learners from using the English language.

4.7 Attributes of Teaching Staff and Adoption of the English Language As A Medium of Instruction

The second objective of this study was to determine how the attributes of teaching staff were influencing the adoption of the English language as a medium of instruction at SNU. The indicators examined in this variable were attitude of the teaching staff towards the English language; their experiences, fluency, background, proficiencies, trainings, teaching behaviour & pedagogy, and the availability of instructional materials. The sentiments were in 5-level Likert scale requiring the respondents to indicate the extent to which they agreed with each statement; where, VSE (1) represented to a very small extent, SE (2) to a small extent, ME (3) to a moderate extent, LE (4) to large extent, and VLE (5) to a very large extent. The findings were summarised and presented in Table 4.6.

Table 4. 6

The attributes of teaching staff

Statement on attributes of teaching staff(n = 69)	VSE(1)	SE(2)	ME(3)	LE(4)	VLE(5)
a) I embrace professional teaching strategies	0(0%)	0(0%)	0(0%)	28(40.6%)	41(59.4%)
b) I use English language to teach	0(0%)	33(47.8%)	36(52.2%)	0(0%)	0(0%)
c) I support the adoption of English language	0(0%)	0(0%)	10(14.5%)	47(268.1%)	12(17.4%)
d) I have experience using the English language	0(0%)	0(0%)	47(68.1%)	22(31.9%)	0(0%)
e) I have enough materials for English language	54(78.3%)	15(21.7%)	0(0%)	0(0%)	0(0%)
f) My university organises for trainings for English language	42(60.9%)	27(39.1%)	0(0%)	0(0%)	0(0%)
g) I communicate fluently in English language	0(0%)	0(0%)	0(0%)	46(66.7%)	23(33.3%)
h) My teaching affect students' attitude towards English language	0(0%)	0(0%)	0(0%)	39(56.5%)	30(43.5%)
i) I don't have a problem with English pronunciation	0(0%)	36(52.2%)	33(47.8%)	0(0%)	0(0%)
j) I don't mix Arabic, Somali and English	0(0%)	36(52.2%)	33(47.8%)	0(0%)	0(0%)
k) I don't mix Arabic, Somali and English spellings when writing something in the English language	0(0%)	36(52.2%)	33(47.8%)	0(0%)	0(0%)
l) Lecturers sometimes use pure Arabic and Somali when teaching	0(0%)	0(0%)	0(0%)	0(0%)	69(100%)
m) Lecturers have a background in the English language	0(0%)	0(0%)	0(0%)	0(0%)	69(100%)
n) Lecturers use Arabic and Somali in conversations	0(0%)	0(0%)	6(8.7%)	37(53.6%)	26(37.7%)

The findings in Table 4.6 are showing that all teaching staff at SNU agreed to a large extent that they have a background in the English language and experiences in teaching students using the English language. They also said that they are able to apply professional teaching strategies when using the English language in class to a large extent. A separate question on proficiency in the English language was posed to teaching staff where 37(53.6%) indicated good, 26(37.7%) were very good; while, 6(8.7%) were moderate. This was also confirmed by the University management who said that some teaching staff who have been teaching for many years were not fully proficient in the English language; hence, they were opposed to reforms and changes towards adopting it as a medium of instruction at universities. The Director of Higher Education admitted that there was a shortage of lecturers with good proficiency in the English language. This reveals a state of unpreparedness by some teaching staff hence a need for measures to address the situation. In congruence were the observations made by Abdi (2017) who noted that English teaching teachers in Somalia junior schools were not proficient, had little experience, possessed limited technical expertise and had dismal instructional delivery techniques. An alarming situation presented by Abdi (2017) notified that during recruitment and hiring phases for English language employees, English language proficiencies were not among the must have skills that were used to filter applicants. This exposed the weaknesses that were dominant in the Somalia education system.

It was also clear that the members of faculty were aware that their teaching behaviour and pedagogy were affecting students' attitude towards the English language; 39(56.5%) indicated to a very large extent; while, the other 30(43.5%) indicated to a large extent. The teaching staff further admitted having language challenges, where, they mix English

spellings with Arabic and or Somali when writing. A mixture in the use of Arabic, Somali and English was also reported to a large extent by members of faculty when elaborating phenomena during lectures. They further admitted that in some situations, lecturers use pure Arabic and Somali when teaching or elaborating phenomenon in class. This was happening to a large extent. The deliberations by students also confirmed how lecturers mix Arabic, Somali and English when teaching. Students further pointed out that some lecturers translate their English statements into Somali language to enhance the understanding of concepts. The findings indicate a lack of consistency in the use of the English language in teaching at SNU. The results also indicate the lack of a clear dedicated language of instruction from both the learners' and teachers' point of view which robs the tertiary institutions a platform to compete for national, regional and international job markets (Mohammaditabar et al., 2020). The Dexis Consulting Group (2021) deliberated that both teachers and learners in tertiary institutions express themselves in a mixture of Arabic, Somali and English languages which is inherent to the teacher training which was initially carried out majorly in Arabic and Somali. Continued mixing up of different languages in learning and teaching needs to be addressed through the development of comprehensive and clear language of instruction policies.

The study further asked the teaching staff to indicate the extent to which they were using the Arabic and Somali languages during normal conversations, to which they responded in affirmative; where, 37(53.6%) said to a large extent, 26(37.7%) to a very large extent; while, 6(8.7%) was to a moderate extent. The findings indicate a lack of consistency in the use of the English language in conversations outside the class at SNU. This corresponds to the report presented by the Dexis Consulting Group (2021) which implied a lack of a

specific language of instruction in use among Somalia tertiary academic institutions. This explains the reason behind that nature of results provided by the teaching staff. It is clear that infrequent use of English language on a daily basis makes it hard for teaching staff to fluently utilise it during classes. This discrepancy calls for urgent reactive and proactive procedures to remedy the situation if English language utilisation in pedagogy ought to be actualised.

The above state of affairs may explain why most lecturers 36(52.2%) said that they enjoyed teaching the units allocated to them using the English language to a moderate extent. The situation also shows a lack of outright guidelines in the language used during the class at SNU. The situation has been worsened by the lack of sufficient instructional resources in the English language in the University as noted by the majority of members of faculty, 54 (78.3%). Khatri (2019) also illustrated the need for teachers in Somalia schools to have access to adequate, resourceful and relevant information resources for teaching and learning. This stresses the impact that relevant teaching and learning materials present in delivering class instructions. There is great need for the Ministry of Higher Education to create a conducive working environment for teachers by equipping institutions with modern learning technologies and teaching materials. Teacher training and in-service programmes should be conducted regularly to clarify on the language of instruction after developing and enacting policies that address linguistic diversity and classroom language discipline.

One of the measures for addressing the identified gap is training as noted by Eno et al. (2019) and Eno (2017). However, 42(60.9%) of the faculty members agreed to a very small extent when asked if the university organises for such trainings where their skills on using

the English language in teaching are sharpened. 27(39.1%) of the faculty also agreed to a small extent with this statement meaning there was no training. When contacted for information on what the University had done to support its teaching staff regarding the use of English as a language of instructions, the senior university administrator indicated of a plan to sponsor lecturers for professional development. They however said that the intention and strategy was derailed due to inadequate funding for such endeavours. Eno et al. (2019) also noted that the adoption of a globally competitive language in teaching among Somalia educational institutions was curtailed by inadequate curriculum, lack of embracing of the language in all levels of learners and trainers academic journeys as well unprofessional design coupled with unaddressed training needs. These aspects reflect back on the premise and the need for comprehensive workable policies and regulatory frameworks for addressing training needs of respective educational stakeholders when initiating the global language. However Eno (2018) reported the lack of a strong authoritative body in place in Somalia's Ministry of Higher Education to spearhead awareness and implementation of education decisions. Such decisions have both financial and legal implications which need to be part of the primary consideration.

4.8 Aspects of National Language and Adoption of the English Language as a Medium of Instruction

The third objective of this study was to determine how the national language was influencing the adoption of the English language as a medium of instruction at SNU. The indicators examined in this variable were existence of a national language policy, legislative framework, measures to strengthen the language of instruction, monitoring systems in place, training guidelines on the language of instruction and stakeholder

awareness on the same. The sentiments were posed on 5-level Likert scale questionnaire item requiring the respondents to indicate the extent to which they agreed with each statement; where, VSE (1) represented to a very small extent, SE (2) to a small extent, ME (3) to a moderate extent, LE (4) to large extent, and VLE (5) to a very large extent. The findings were summarised and presented in Table 4.7.

From the findings appearing in Table 4.7, it was surprising to note that all the respondents disagreed with the statements that:

- Our university has instituted clear measures guiding English language as a medium of instruction

- There is a clear legislative framework guiding on multiculturalism to deter interference in teaching

- Our university usually conducts periodic staff, student and stakeholder awareness on the language of instruction

- There are elaborate measures to strengthen the English language policy at SNU

- The language policy at SNU is revised to accommodate the emerging trends in university education

- There is a policy guideline at SNU that directs how lecturers are trained and developed professionally in the English language.

Table 4. 7

National language policy and adoption of English as medium of instruction

Statement on national language policy (n = 69)	VSE(1)	SE(2)	ME(3)	LE(4)	VLE(5)
a) We have a clear national language policy that guides us on which language we should use to lecture our students	14(20.3%)	55(79.7%)	0(0%)	0(0%)	0(0%)
b) Our university has instituted clear measures guiding English language as a medium of instruction	69(100.0%)	0(0%)	0(0%)	0(0%)	0(0%)
c) There is a clear legislative framework guiding on multiculturalism to deter interference in teaching	69(100.0%)	0(0%)	0(0%)	0(0%)	0(0%)
d) Our university usually conducts periodic staff, student and stakeholder awareness on the language of instruction	69(100.0%)	0(0%)	0(0%)	0(0%)	0(0%)
e) There are elaborate measures to strengthen the English language policy at SNU	69(100.0%)	0(0%)	0(0%)	0(0%)	0(0%)
f) There is a quality control body that monitors the extent of implementation of English language as a medium of instruction at our university	0(0%)	13(18.8%)	56(81.2%)	0(0%)	0(0%)
g) The language policy at SNU is revised to accommodate the emerging trends in university education	69(100.0%)	0(0%)	0(0%)	0(0%)	0(0%)
h) There is a policy guideline at SNU that directs how lecturers are trained and developed professionally in the English language	69(100.0%)	0(0%)	0(0%)	0(0%)	0(0%)

In addition to the above, the teaching staff further disagreed to a large extent, 55(79.7%) that there is a clear national language policy that guides on which language should be used in teaching, and a quality control body that monitors the extent of implementation of English language as a medium of instruction in the university; 56(81.2%). The Director of Higher Education clarified that the clause that talks about national language in Somalia's constitution was silent on the English language. It only says *"Somali and Arabic are the national languages"*. It however caters for any between "Maxaad Tiri and Maay" as the two Somali "dialects" that may be used. This has sparked debate on other dialects such as Dabarre, Garre, and Barawani. This points out weakness in the national policy framework. This has implications on short and long term plans which demands a decision be made on whether the national government would want to adopt English and as medium of instructions or whether it also wants to make it an official language.

The information gathered from senior administrators of the University only indicated some of the desired strategies which were yet to be implemented to embrace the English language in the universities. Some of the strategies which were termed as work in progress included; securing funds for training lecturers and university staff on language policies; regular teacher training on English as a language of instruction, licensing of English teachers in the next five years, linking university admission to English proficiency, and regular monitoring and evaluation of classroom activities to ensure lectures are conducted in the English language. Eno (2018) argues that the policies available in Somalia that are embraced among public schools were the education for all policy which was in use to facilitate learning for all Somalia residents, especially those that came from poor backgrounds. This policy states that native Somali language should be used in school.

However, unlike public sponsored schools, private schools were found not to abide by this policy since they had embraced modernisation by making Arabic and English as languages of instruction even with the lack of a policy on that. This demonstrated a sense of unpreparedness and unavailability of an authoritative body to push for uniformity in the education sector. Some efforts mirrored towards addressing the deplorable situation point on the need for policies, investing in professional development and sourcing for funds. This unmet mentioned deliverables displayed the pathetic situation in Somalia which needed an immediate action plan.

The results are pointing out a conspicuous gap occasioned by the lack of a clear national language policy for teaching at universities in Somalia. The deficiency in the national language reflects serious weaknesses in the national legislative framework on language of instructions whose ripple effects were being experienced at the university level. Mohammed (2018) and Faud (2018) also emphasise much on the need for education and language policies which can address the evident hindrances to adopting English language as a medium of instruction like infrastructural resources, professionalism and authoritative support bodies. Therefore, a dire need for legislative framework exists to not only address the weaknesses on the national language for teaching and learning in higher institutions but also in other levels so that there is unity, uniformity, consistency and standardisation.

4.9 Multiculturalism and Adoption of the English Language as a Medium of Instruction

The fourth objective of the study was to examine how multiculturalism was influencing the adoption of the English language as a medium of instruction at SNU. The indicators examined in this variable were predominant spoken language, multicultural diversity, multilingualism, local languages, monolinguals, culture and traditions; and guidelines on teaching. The sentiments were presented to the respondents on a 5-level Likert scale requiring them to indicate the extent to which they agreed with each statement; where, VSE (1) represented to a very small extent, SE (2) to a small extent, ME (3) to a moderate extent, LE (4) to large extent, and VLE (5) to a very large extent. The findings were summarised as presented in Table 4.8.

Table 4. 8

Multiculturalism and adoption of English as medium of instruction

Statement on multiculturalism (n = 69)	VSE(1)	SE(2)	ME(3)	LE(4)	VLE(5)
a) Multicultural diversity does not affect the adoption of the English language as a medium of instruction at SNU	22(31.9%)	47(68.1%)	0(0%)	0(0%)	0(0%)
b) Multilingualism does not affect the adoption of the English language as medium of instruction at SNU	4(5.8%)	65(94.2%)	0(0%)	0(0%)	0(0%)
c) Multilingualism does not derail teaching at SNU	2(2.9%)	58(84.1%)	9(13.0%)	0(0%)	0(0%)
d) Adopting the English language as a medium of instruction does not cause loss of culture and traditions	69(100.0%)	0(0%)	0(0%)	0(0%)	0(0%)
e) I enjoy teaching multilingual students	69(100.0%)	0(0%)	0(0%)	0(0%)	0(0%)
f) Monolingual students do not have challenges in embracing the English language	69(100.0%)	0(0%)	0(0%)	0(0%)	0(0%)
g) SNU has a clear procedure guiding teaching multilingual students	0(0%)	5(7.2%)	15(21.7%)	49(71.0%)	0(0%)

The findings in Table 4.8 are showing that all the teaching staff unanimously disagreed on the following statements:

- Adopting the English language as a medium of instruction does not cause loss of culture and traditions

- I enjoy teaching multilingual students

- Monolingual students do not have challenges in embracing the English language.

This means that the language used by the society has some aspects of culture and traditions embedded; hence, the adoption of the English language in teaching was viewed to be suppressing the cultural values. The results also mean that the university has multilingual students, but the teaching staff do not enjoy teaching in such an environment. The information gathered from students indicated that Somalia is a multi-linguistic country; hence, a need to accommodate them in higher learning institutions was inevitable. Adopting a common language in class across the entire nation would suffice. However, religious implications, Italian influence, Arabic culture, and the die-hard Somali nationalists was posing challenges as noted by senior university administrator Number 4. The administrator Number 2 noted that *"Most die-hard Somali nationalists, especially parents, were too sensitive to the Somali language and culture. They believe that the English language, if embraced, will upstage the Somali language, culture* and religion". This perceptions and misconceptions need to be eroded by enacting of appropriate policy frameworks. It also requires a concerted effort from all stakeholders. This will require carrying out civic education and aggressive collaborative awareness programmes in Somalia. According to Eno (2016), Somalia's Ministry of Higher Education remained in a

dire need to embrace a national language and also a clear language of instruction due to strong ethnic politics, hegemony, and limited push by the governing authorities, strong Islamic traditions, and cultural prejudice and linguicism complications. These strong ties existing among the ethnic groups explained the main reasons why there was some willingness among educated personnel on the essence of adopting English language as a language of teaching and learning among tertiary education systems although this did not succeed due to much resistance premised on the fear to suppress their culture. There is a great need for the Ministry of Higher Education and influential organisations and bodies to engage in public campaigns and operations in order to address the severe situation.

The results also show that multilingualism was seen as a bother to the majority of the teaching staff. This kind of attitude justifies why most members of faculty said that multilingualism was derailing teaching at SNU. Notably, 65(94.2%) said that multilingualism was affecting the adoption of the English language as a medium of instruction at SNU. This kind of perception was based on unqualified religious beliefs and conservatism. A common denominator, in this case, the English language would be ideal. Hussein (2015) contemplated that the main factors that inhibited the adoption of English language as a medium of instruction were a range of factors on curriculum, poor regulation of education systems in the country, limited financial allocation to the education sector, lack of support from the government for private education systems and untrained education professionals. More unto that, the existence of Arabic, Italian, English and Somali languages which were understood by a sizable number of individuals was reported to cause a lot of mixed reactions on adopting of English language. This underscored that multilingualism has some negative influences on the adoption of English language as a

medium of instruction, a severe situation which called for immediate intervention, first by developing language, national language and medium of instruction language policies for schools.

It was also clear from the findings that the students who were not using any other language except their mother tongue were experiencing challenges in the university environment. This indicates a need for a change in order to accommodate both the monolingual and multilingual students at SNU. The multicultural diversity and multilingualism is a hard reality at SNU; hence, the need to embrace English as the medium of teaching was inevitable. Policy guidance would suffice, however, the lack of clear guidance and procedures regarding teaching multilingual students at SNU was a serious drawback as indicated by 49(71.0%) members of faculty. Findings concur with the quest of Hussein (2015) who recommended the development of a clear language of instruction policy for educational institutions in order to streamline Somalia's education parameters.

The results are pointing out the need for inclusivity in language of instructions at universities by adopting instructional delivery methodologies and media that are best suited for culturally diverse academic institutions. Similar ideals were noted by James A. Banks in the multiculturalism model which was developed in 1988. The model advocates for the need to foster learners' inclusiveness by having a cultural-diverse friendly curriculum and well trained personnel who can handle a multi-cultural diverse class in an equitable and non-bias manner. Freire and Valdez (2021) too emphasized on a great need for teachers to modify their content, add new knowledge and offer equity pedagogy, which accommodates learners from different cultural orientations, races, socio-economic conditions, language groups and ethnic backgrounds by embracing common examples globally when illustrating

a phenomena in class. This underscores the fundamental role of adopting a common medium of classroom instruction to accommodate different ethnic and culturally diverse groups of learners.

Most parents believe that the only foreign language that can be beneficial to their children during the early age is Arabic in which the Koran has been written. Most parents do not mind their children being exposed to English as late as mid primary. But that trend is changing, and Somali parents are becoming more open to early exposure of their children to English. One reason given is the influx of Somalis who are returning from overseas with children who are comfortable with English – without a proven compromise to their faith and societal norms.

4.10 Internationalisation and Adoption of the English Language As A Medium of Instruction

The fifth objective of the study was to assess how internationalisation was influencing the adoption of the English language as a medium of instruction at SNU. The indicators examined in this variable were curriculum, quality education, international employment, aspects of equality, competitive advantage, and support from government. The sentiments were in a 5-level Likert scale requiring the respondents to indicate the extent to which they agreed with each statement; where, VSE (1) represented to a very small extent, SE (2) to a small extent, ME (3) to a moderate extent, LE (4) to large extent, and VLE (5) to a very large extent. The findings were summarised and presented in Table 4.9.

Table 4. 9
Internationalisation and adoption of English as medium of instruction

Statement on internationalisation (n = 69)	VSE(1)	SE(2)	ME(3)	LE(4)	VLE(5)
Our curriculum and the courses we offer attract many students from other countries	69(100.0%)	0(0%)	0(0%)	0(0%)	0(0%)
Internationalisation is a great step towards the achievement of quality education at SNU	0(0%)	0(0%)	0(0%)	63(91.3%)	6(8.7%)
The English language has been a major contributor to internationalisation of education at SNU	69(100.0%)	0(0%)	0(0%)	0(0%)	0(0%)
The internationalisation of our university courses has earned our graduates numerous avenues of international employment	0(0%)	0(0%)	0(0%)	0(0%)	69(100.0%)
Internationalisation through the use of English as a medium of instruction contributes to equality in education	0(0%)	0(0%)	69(100.0%)	0(0%)	0(0%)
Internationalisation by offering university courses in the English language has contributed to the university earning a competitive advantage over other universities	69(100.0%)	0(0%)	0(0%)	0(0%)	0(0%)
The University management at SNU supports the internationalisation of university education	0(0%)	0(0%)	0(0%)	4(5.8%)	65(94.2%)
The government supports the internationalisation of university education in Somalia	0(0%)	0(0%)	0(0%)	0(0%)	69(100.0%)

The findings in Table 4.9 are showing that all the teaching staff unanimously disagreed on the following statements:

- Our curriculum and the courses we offer attract many students from other counties

- The English language has been a major contributor to the internationalisation of education at SNU

- Internationalisation by offering university courses in the English language has contributed to the university earning a competitive advantage over other universities.

This means that there were minimal international students at SNU. Among other reasons, the situation was attributed to the language of instruction as reported in Table 4.5 and 4.6. The results indicate that failure to embrace the English language was detrimental to quality and internationalisation of education at SNU; hence, disadvantaging SNU against other competing universities. The results indicate the opposite of what happens in other nations as documented by Saha (2018) who opined that there was an influx of students who travel from their home countries to other nations to study, including some students from Somalia. Faqih (2021) found that Somalia education systems suffered more challenges than successes which were; low academic achievements, financial constraints, instructional resources deficiencies, infrastructural deficiencies and haphazard policies. This implies that the internationalisation of university education in Somalia had a very long way to go hence the need to consider adopting an international language of instruction like English by developing appropriate educational policies. A conversation with the University Management indicated that there were planned initiatives which were meant to enhance the international reputation of SNU. Two of such initiatives were to embrace English as a

language of instruction with a view to interest international students, and the establishment of a comprehensive English learning and teaching module for the country to replicate. Several opinions were received from the senior university administrators on the significance of these initiatives which were hence categorised into four thematic statements. These were:

   i.   Fair competition for international jobs

  ii.   Equality in the international realms/platforms and

 iii.   Equal access to opportunity for research and education advancement in the world

  iv.   Achievement of duality on language of instruction in SNU and Somalia at large.

These findings emphasise the value of adopting English language as a medium of instruction and further justifies the importance of internationalising education at SNU. It has implications on curriculum design and implementation on all academic programmes offered at SNU and other universities in Somalia. Khatri's (2019) study also found immeasurable value in adopting English language as a medium of facilitating teaching and learning when positive interest was reported through the enactment of practices such as equipping the unequipped schools, conducting campaigns to expose individuals influenced by mother tongue interference and imparting English language professionalism to teachers. This shaded light that utilising English language as a medium of instruction was justified to bring new and positive development in Somalia.

All members of faculty also agreed that use of English as a medium of instruction would contribute to equality in education to a moderate extent. This is because, the marginalised societies would feel included. The adoption of a common language in facilitating teaching

and learning among Somalia tertiary education institutions would promote equity through enabling consensus and fairness in fitting the needs of multicultural societies where non- of the mother tongue languages would be approved. Adopting English as an instructional delivery will also bring new revolutions of curriculum changes and standardisation, factors which would be paramount in offering quality education and internationalisation of education.

The results also demonstrate that the government and the university support and acknowledge the value of the English language in achieving the internationalisation of university education at SNU and in the nation. The support was however limited probably due to the lack of a clear framework for implementing English as medium of instruction at institutions of higher learning in Somalia. Interest for adopting English language as a lingua of instruction among schools in Somalia is also strongly expressed in the teachers' attitudes and moderately in the learners' attitudes towards the change (Khatri, 2019). This shows that change was welcome in Somalia but the mantle was upon the relevant authorities to steer the change by enacting a workable policy and the legal frameworks for adopting English language as a medium of instruction in universities. This had great reliance on the legal system, policy regulatory bodies and also opened an eye that any successful change implementation revolves around policy frameworks. This study reports that internationalisation of university education in Somalia relies on enacted policies and operational frameworks.

4.11 Testing of Hypothesis Regarding Antecedents for Adopting English as a Language of Instruction

The overall purpose of the study was to assess the antecedents for adopting the English language as a language of instruction at SNU and propose a framework for implementation. The study had identified five antecedents which were hypothesised to influence the adoption of English as a language of instruction at SNU. These were; students' attributes, teaching staff attributes, national language, multiculturalism, and internationalisation. Assessment of the relationship between these antecedents and the adoption of English as a language of instruction was critical. The same was assessed by testing the five null research hypotheses. Determination of appropriate inferential analysis (parametric or non-parametric) was first done by carrying out diagnostic tests on normality especially on the dependent variable. The criteria used was to adopt parametric tests if data was normally distributed while non-parametric tests were to be adopted if data did not exhibit normal distribution conditions.

4.11.1 Diagnostic tests based on antecedents for adopting English as a language of instruction

A diagnostic test on normality of data using p-values and other graphical methods was conducted to check the normality of the dependent variable (Y, adoption of English as a language of instruction). Results of P-values based on Kolmogorov-Smirnov and Shapiro-Wilk tests are presented in Table 4.10.

Table 4. 10

Tests of normality on antecedents for adopting English as a language of instruction

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
X1	.311	69	.000	.784	69	.000
X2	.230	69	.000	.845	69	.000
X3	.373	69	.000	.745	69	.000
X4	.283	69	.000	.840	69	.000
X5	.485	69	.000	.492	69	.000
Y	.348	69	.000	.733	69	.000

a. Lilliefors Significance Correction

Data gathered from the teaching staff at SNU indicates significant P-values (Shapiro-Wilk) for all the study variables (Y, X1, X2, X3, X4, and X5), which shows that data was not normally distributed in the population. The study purposed to confirm this observation by investigating the normality condition using histograms, Q-Q plots and box plots in order to be sure of normality status especially on the dependent variable. The findings are presented in Figure 4.1, 4.2 and 4.3.

Figure 4. 1

Histograms showing normality based on adoption of English as a language of instruction

Histogram
Dependent Variable: Y

Mean = 1.74E-15
Std. Dev. = 0.963
N = 69
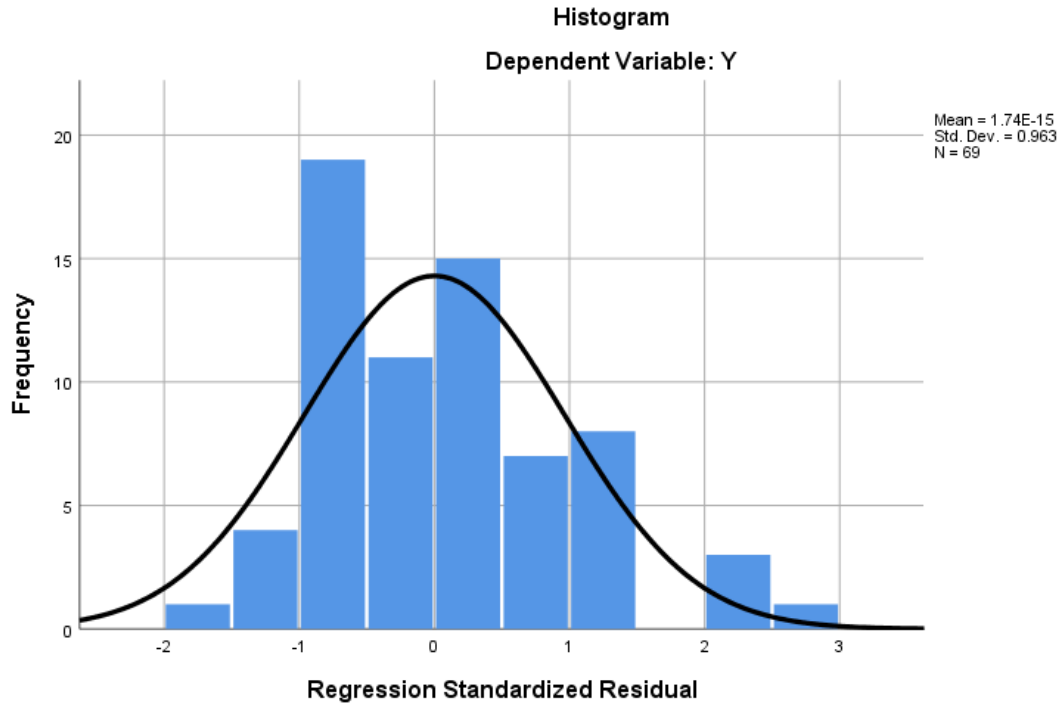
Figure 4.1 shows that data on dependent variable is largely skewed to the right; hence, the data fails to fulfil the normal distribution aspect. The same was demonstrated with standard Q-Q plots presented in Figure 4.2.

Figure 4. 2

Q-Q showing normality based on adoption of English as a language of instruction
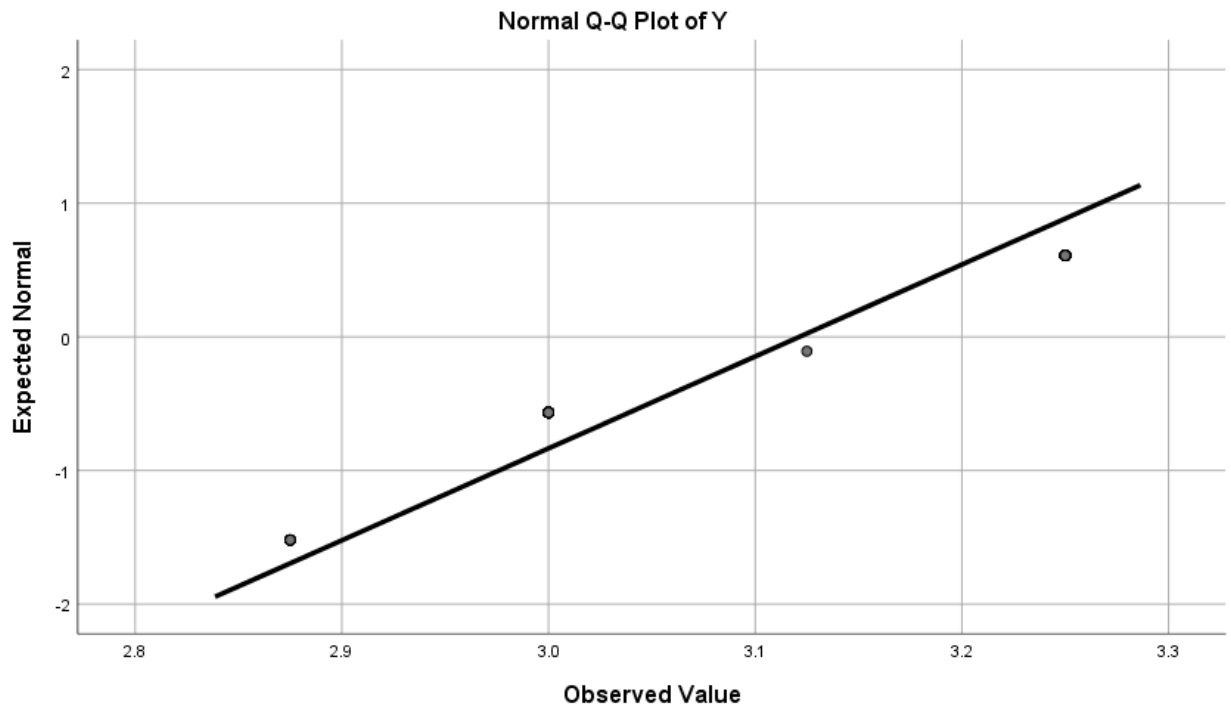
Normal Q-Q Plot of Y

The normal Q-Q plot shown in Figure 4.2 indicates plots being away from the line of best fit; hence, data is not completely normal since points tend to lie onside the diagonal line indicating non-normality of the distribution of data on the indicators based on the dependent variable. Whiskers box plots were further generated after removing outliers. The resulting output is presented in Figure 4.3.

Figure 4. 3

Box plot based on adoption of English as a language of instruction
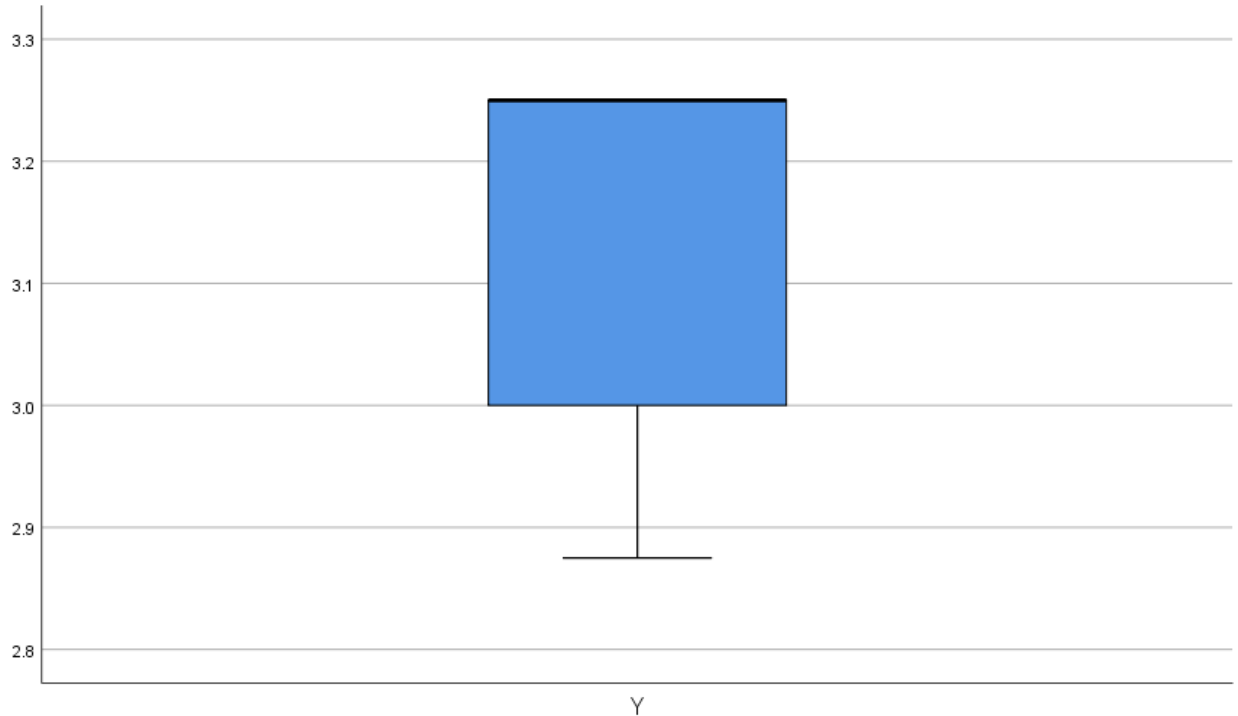
The Whiskers box plots in Figure 4.3 further indicate observable skewedness in the data despite the removal of outliers. Consequently, it was deduced that data was not normally distributed. In that connection, the non-parametric tests, for example, the Spearman correlation analysis and ordinal logistic regression were adopted in testing the hypothesis and in assessing the hypothesised relationship between predictor variables and outcome variable.

4.11.2 Testing of the first hypothesis

To test the hypothesised relationship in the first five null hypotheses, a Spearman (rho) correlation analysis was conducted. All the five null hypotheses were tested at 0.05 level of significance for correlation coefficients (P). The first null hypothesis ($H0_1$) predicted that students' attributes do not have a significant relationship with the adoption of the

English language as a medium of instruction at SNU. The results are presented in Table 4.11.

Table 4. 11

Correlations analysis on antecedents for adopting English as a language of instruction

			X1	X2	X3	X4	X5	Y
Spearman's rho	X1	Correlation Coefficient	1.000					
		Sig. (2-tailed)	.					
		N	69					
	X2	Correlation Coefficient	.924**					
		Sig. (2-tailed)	.000					
		N	69					
	X3	Correlation Coefficient	.767**					
		Sig. (2-tailed)	.000					
		N	69	69				
	X4	Correlation Coefficient	.765**	.908**				
		Sig. (2-tailed)	.000	.000				
		N	69	69	69			
	X5	Correlation Coefficient	.530**	.621**	.715**			
		Sig. (2-tailed)	.000	.000	.000			
		N	69	69	69	69		
	Y	Correlation Coefficient	.605**	.792**	.678**	.775**	.581**	1.000
		Sig. (2-tailed)	.000	.000	.000	.000	.000	.
		N	69	69	69	69	69	69

**. Correlation is significant at the 0.01 level (2-tailed).

The results in the correlation analysis Table 4.11 show a Spearman (rho) correlation value and corresponding coefficient where, r = .605** and a P value is less than 0.05. This indicates a statistically significant positive relationship between students' attributes and the

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adoption of English language as a medium of instruction, (r= .605, p < 0.05). This observation led to the rejection of the null hypothesis and concluded that there was a statistically significant positive relationship between students' attributes and the adoption of English language as a medium of instruction at SNU. The results imply that an increase in the predictor variable (students' attributes) causes an increase in the outcome variable (the adoption of the English language as a medium of instruction).

The findings are showing that the attributes of students had a statistically significant influence on the adoption of English language as a medium of instruction. In the context of this study, it meant that the aspects covered in the analysis which included oral and written English skills of students, their attitudes, proficiency in the English language, background in the English language and use of other local languages in class and conversations; were very significant in determining the effective adoption of English language as a medium of instruction.

The findings concurred with the observations made by Kaya and Ok (2020) who concluded that learners' attributes were very strong antecedents influencing the adoption of English language curriculum in Turkey. Kaya and Ok illustrated in their findings that student's characteristics were reflected by their attitudes, competencies, behaviour, cooperativeness, poor proficiencies in mother tongue language, listening and speaking publicly, interest and motivation. This analogy, points to the need for stakeholders to strengthen the attributes of students by providing adequate text, learning and revision materials for English language, employing professional teachers to handle the subject and motivating learners through recognition.

The students' attributes reveal the preparedness needed as the nation strategises to adopt English as a language of instruction. Appropriate measures ought to be put in place to ensure students have the right attitudes in order to acquire the skills and proficiency needed towards the English language. Mustafe (2015), Aizwa and Rose (2019) and Curl et al. (2020) elaborated the need to employ professional efficient teachers, allocate adequate teaching and learning resources, enact a clear language of instruction policy and invest in the skills and competencies of teachers. The learners' attitude towards a language is essential in ensuring they acquire the basic skills in reading, speaking, writing and communication and also in eliminating any fear which leads to rejection and opposition in adopting the English language as a medium of instruction (Mustafe, 2015).

4.11.3 Testing of the second hypothesis

The second null hypothesis ($H0_2$) predicted that attributes of teaching staff do not have a significant relationship with the adoption of English language as a medium of instruction at SNU. The results in the correlation analysis Table 4.11 show a Spearman (rho) correlation value and corresponding coefficient where, r =. 792** and a P value is less than 0.05. This indicates a statistically significant positive relationship between the attributes of teaching staff and the adoption of the English language as a medium of instruction, (r=. 792, $p < 0.05$). This observation led to the rejection of the null hypothesis and concluded that there is a statistically significant positive relationship between the attributes of teaching staff and the adoption of English language as a medium of instruction at SNU. The results imply that an increase in the predictor variable (attributes of teaching staff) causes an increase in the outcome variable (the adoption of the English language as a medium of instruction).

The findings have underscored the attributes of teaching staff in the process of implementing English language as a medium of instruction at SNU. It means that the attitude of the teaching staff towards the English language; their experiences, fluency, background, proficiencies, trainings, teaching behaviour & pedagogy matter to a great extent for successful implementation of English as medium of instruction at SNU. The same was echoed in the findings reported in Table 4.6. Teaching staff are facilitators who impart knowledge; hence, their training background, proficiency, teaching behaviour & pedagogy, and experiences are critical in handling students in a multicultural international environment. This was in agreement with the findings of Kaya and Ok (2020) and Uysal (2019) also who conclusively noted the positive influence of teacher's positive attitudes towards English language, confidence on the language, admirable communication consistency in the language, high level of awareness, versed with a variety of pedagogical expertise methodologies, deeply informed about the curriculum and the love they had for embracing the English language curriculum. This insight indicates the need to strengthen the teachers attributes just as the students would be in order to foster easy acceptance and adoption of English language as a medium of instruction at SNU.

Every university yearns to attract students from all over the globe and, hence, the cadre of teaching staff are significant in building distinctive competencies. Therefore, the retooling of members of teaching staff is indispensable to ensure they are equipped to deliver their teaching and further support learners accordingly. Studies such as Kaya and Ok (2020), Borsetto and Patrick (2016), Mosha (2019) and Robert (2018) have underscored the value for continuous teacher development. The teaching can be retooled to ensure teachers offer good instructional delivery, depict professionalism in their exercise and also, are able to

abide by the required code of conduct through undertaking teacher performance evaluation to gauge their levels of proficiencies, by designing and planning for regular trainings, financing in-service professional development sessions and catering for teacher seminars and workshops on English language proficiency.

The results are pointing out the need to ensure faculty members are well prepared in order to have successful implementation of the English language as a medium of instruction. This has implications on training programmes and corresponding budget to support the same. The report by Robert (2018) concurred that teaching staff attributes and competencies mattered a lot when it came to using English as a medium of instruction. This is because the qualities of teachers in teaching were crucial factors in determining learning effectiveness, which could only be made a reality with a culture of conducting teacher evaluation processes, regular trainings and in-service professional development sessions. This implied a need to re-address the teaching staff competencies through restructuring training, development and recruitment policies and professional development programmes.

4.11.4 Testing of the third hypothesis

The third null hypothesis ($H0_3$) predicted that the national language does not have a significant relationship with the adoption of the English language as a medium of instruction at SNU. The results in the correlation analysis Table 4.11 show a Spearman (rho) correlation value and corresponding coefficient where, r =. 678** and a P value is less than 0.05. This indicates a statistically significant positive relationship between the national language and adoption of the English language as a medium of instruction, (r=. 678, $p < 0.05$). This observation led to the rejection of the null hypothesis and concluded

that there was a statistically significant positive relationship between the national language and the adoption of the English language as a medium of instruction at SNU. The results imply that an increase in the predictor variable (national language) causes an increase in the outcome variable (the adoption of the English language as a medium of instruction).

These findings are consistent with those of Faud (2018) who noted the existence of a strong positive relationship on education and language policies and the adoption of English language as a medium of instruction. Faud advocated for the development and monitoring of implementation of tailor-made legislations on staff proficiencies and infrastructural resources.

The findings have underscored the national language policy in the process of implementing English language as a medium of instruction at SNU. This implied that the existence of the national language policy, a legislative framework, measures to strengthen language of instruction, monitoring systems, training guidelines on the language of instruction and stakeholder awareness, were critical in the successful implementation of English as a medium of instruction at institutions of higher learning. This can be successful if there is a quality control body that monitors the extent to which implementation of English language as a medium of instruction was adopted. The results further indicate a need for the involved institutions to source and secure funds for training lecturers, improving their remuneration, motivating university staff and for catering for regular teacher training in English as a language of instruction. Qadri (2021) and Jna (2021) disagreed with the study findings. The two studies argued that when a foreign language is adopted in teaching and in normal conversations, it accelerates the extinction of individual culture and belief systems which ultimately causes poor academic achievement. They therefore advocated for campaigns to

revive other prominent local languages. This shows a non-reformist approach to the discussion considering the effect of globalisation on the local economies, which have increased the need for regional and international integration.

4.11.5 Testing of the fourth hypothesis

The fourth null hypothesis ($H0_4$) predicted that multiculturalism does not have a significant relationship with the adoption of the English language as a medium of instruction at SNU. The results in the correlation analysis Table 4.11 show a Spearman (rho) correlation value and corresponding coefficient where, r =. 775** and a P value is less than 0.05. This indicates a statistically significant positive relationship between multiculturalism and adoption of the English language as a medium of instruction, (r=. 775, p < 0.05). This observation led to the rejection of the null hypothesis and concluded that there was a statistically significant positive relationship between multiculturalism and the adoption of the English language as a medium of instruction at SNU. The results imply that an increase in the predictor variable (multiculturalism) causes an increase in the outcome variable (the adoption of the English language as a medium of instruction).

The findings have underscored the need for a common language of instruction in order to clear out the negative perception based on unqualified religious beliefs and conservatism at SNU. The state of conservatism could be attributed to decades of civil war and patriarchal systems. The religious beliefs in Somalia were described by the Director of Higher Education as detrimental to the adoption of a foreign language in Somalia. The Director acknowledged that the community held a misleading perspective which linked the English language to Christianity; hence, there had been strong resistance to adopting it. The same observations had been made earlier by the United Nations in 2018. The Director

however said that the perception was fading owing to democratisation, civic education and rigorous awareness campaign by various local and international partners.

The results imply the need to have policy guidance and clear structures and procedures regarding English language in order to address multiculturalism and map up mechanisms for arresting negative effects on the adoption of the English language as a medium of instruction at SNU. Nyakundi (2017) also stressed the need for not only deploying a policy on the language of instruction but also the constituting of a body for monitoring the expected change upon the adoption of English language policy. This was to suppress the biasness and partiality that may arise with adopting a language in teaching and learning in a multicultural nation.

4.11.6 Testing of the fifth hypothesis

The fifth null hypothesis ($H0_5$) predicted that internationalisation does not have a significant relationship with the adoption of the English language as a medium of instruction at SNU. The results in the correlation analysis Table 4.11 show a Spearman (rho) correlation value and corresponding coefficient where, r =. 581** and a P value is less than 0.05. This indicates a statistically significant positive relationship between internationalisation and adoption of the English language as a medium of instruction, (r=. 581, p < 0.05). This observation led to the rejection of the null hypothesis and concluded that there is a statistically significant positive relationship between internationalisation and the adoption of the English language as a medium of instruction at SNU. The results imply that an increase in the predictor variable (internationalisation) causes an increase on the outcome variable (the adoption of the English language as a medium of instruction). The above findings were similar to those of Saha (2018) which reported the existence of a

significant and positive relationship between accommodating of foreign students and enacting a common language in teaching and learning.

The findings have underscored that internationalisation positively influences the implementation of English language as a medium of instruction at SNU. This indicated the need to revamp the tertiary education teaching curriculum in order for SNU to reap the benefits of quality education, international employment, attaining equality, earning a competitive advantage and support from government. This justifies the need for SNU to adopt comprehensive policies on education internationalisation. It also indicates a dire need for a clear national language policy with explicit statements regarding the adoption of English language as a medium of instruction.

The policy should be clear on admission of international students at SNU. This would require collaborative trainings, professional development, evaluation and monitoring systems, and financial budgeting mechanisms to ensure the university has adequate staff with the requisite proficiencies, trainings, appropriate teaching behaviour and pedagogy. Khatri (2019) supports the study findings by outlining the benefits that come with adopting English language as a medium of teaching and learning. The benefits cited included improved employability skills for learners, standardisation of education and attraction of foreign students. This justifies the dire need to equip schools and cultivate a virtue of professionalism in teachers.

4.12 Testing of the Overall Purpose of the Study

The overall purpose of the study was to assess the antecedents for adopting English as a language of instruction at SNU and propose a framework for implementation. In the first instance, the identified antecedents were assessed to determine how they jointly influenced the adoption of English as a language of instruction at SNU. This was critical in assessing whether when all identified antecedents are combined would form a reliable model for informing successful implementation of English as a language of instruction at SNU.

The dependent variable (adoption of English as a language of instruction) was regressed on the five-predictor variables (the identified antecedents) in one model to determine the extent of their influence on the outcome variable. The main aim was to examine the composite prediction value on the adoption of English as a language of instruction at SNU. Considering that the data was not normally distributed as demonstrated in Table 4.10 and figures 4.1, 4.2, and 4.3, a multivariate ordinal logistic regression was conducted. The results of a multivariate ordinal logistic regression analysis are presented in Tables 4.12, 4.13, 4.14 and 4.15.

Table 4. 12

Model fitting information on antecedents for adopting English as a language of instruction

Model	-2 Log Likelihood	Chi-Square	df	Sig.	Pseudo R-Square (Nagelkerke)
Intercept Only	131.098				.980
Final	.000	131.098	5	.000	

Link function: Logit.

Results in Table 4.12 show a P value of 0.000, which is less than alpha value, $P < 0.05$; hence, rejection of the underlying null hypothesis that there is no significant difference between the baseline model and the final model. The results show that the combined model has a statistically significant predictive capacity, which means that the combined antecedents statistically and significantly explain the variations in the adoption of English as a language of instruction at SNU. Further, the model summary in this result shows that the combined selected metrics predict 98.0% of the variations in the adoption of English as a language of instruction at SNU as indicated by the Nagelkerke R square value.

The study further sought to establish the goodness-of-fit with the fitted model. In ordinal logistic regression, the Pearson Chi-square goodness-of-fit test was used in determining whether a model exhibited a good fit of the data; that is, it tests whether the observed data has goodness-of-fit with the fitted model. The decision rule is to reject the underlying null hypothesis if the P value is less than 0.05. The null hypothesis state that the observed data is having goodness-of-fit with the fitted model as shown in Table 4.13.

Table 4. 13

Goodness-of-Fit based on antecedents for adopting English as a language of instruction

	Chi-Square	df	Sig.
Pearson	22.144	70	1.000
Deviance	16.032	70	1.000

Link function: Logit.

The findings in Table 4.13 show $\chi2$ (df 70) = 22.144; p= 1.000. In this case, therefore, the study failed to reject the null hypothesis and concluded that the observed data had

goodness-of-fit with the fitted model; meaning the model fits the data very well. This implies that the data on the identified antecedents was fit for predicting the adoption of English as a language of instruction at SNU. It was also considered reliable in determining the parameter estimates of the identified antecedents for adopting English as a language of instruction. The parameter estimates are critical in showing how the independent variables were influencing the dependent variable. The parameter estimates results are shown in Table 4.14.

Table 4. 14

Parameter estimates based on antecedents for adopting English as a language of instruction

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Location	X1	-163.329	141.425	1.334	1	.248	-440.518	113.859
	X2	232.845	197.367	1.392	1	.238	-153.986	619.676
	X3	27.125	37.839	.514	1	.473	-47.038	101.287
	X4	32.313	54.772	.348	1	.555	-75.038	139.664
	X5	11.902	5.058	5.538	1	.019	1.989	21.815

Link function: Logit.

From Table 4:14, it can be observed that a marginal increase in internationalisation positively increases the logit of the adoption of English as a language of instruction. This indicates that as the scores of the internationalisation variable increases, there is an increased probability of falling at a higher level on the dependent variable (adoption of English as a language of instruction); while, holding all other factors constant. The result shows that in a combined model, internationalisation is the only statistically significant

predictor for adoption of English as a language of instruction; where, for every one-unit increase on the internationalisation, there is a predicted statistically significant increase of 2.060 (P= .000) in the log odds likelihood (logit) of falling at a higher level on the adoption of English as a language of instruction.

Arguments for and essence for internationalising of education such as Abdishakur (2021), Galloway et al. (2020), Finardi and Tyler (2015), Rebecca and Andres (2015), Kaya and Ok (2020) and Gundsambuu (2019) have shown enormous benefits to a nation. The main benefits are the attainment of an international competitive edge, globalisation, international employment markets, educational career advancement, ease of access to teaching and learning resources, increased foreign revenue, improved institutional ranking, students' competent development in English language and the diffusion of technologies.

The results show that although all the five identified antecedents (students' attributes, teaching staff attributes, national language, multiculturalism, and internationalisation) are statistically significant in the model (see Tables 4.12 and 4.13), it is the internationalisation that takes a central role in guiding the adoption of English as a language of instruction. Notably, the magnitude of each of the other four constructs ceases to be significant when all the identified predictors were combined in one model. The results also indicate the order of significance of the identified antecedents, which starts with internationalisation followed by the attributes of teaching staff, students' attributes, national language, and multiculturalism, in that order.

Having obtained the above findings, the study had to check the results of the parallel lines based on the outcomes and response categories. The test of parallel lines is related to the proportional odds. The key assumption of the ordinal logistic regression in the test of

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parallel lines is that the location parameters (slope coefficients) are the same across the response categories. The results on the test of the parallel lines are shown in Table 4.15.

Table 4. 15

Test of Parallel Lines based on antecedents for adopting English as a language of instruction

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Null Hypothesis	.000			
General	.000[b]	.000	10	1.000

The null hypothesis states that the location parameters (slope coefficients) are the same across response categories.
a. Link function: Logit.
b. The log-likelihood value is practically zero. There may be a complete separation in the data. The maximum likelihood estimates do not exist.

The findings in Table 4.15 show that the distribution of respondents' opinions on antecedents for adopting English as a language of instruction was the same in each case. Since the significance value, p value = 1.000 and 0.524 (for students and teachers, respectively); was more than the alpha significance value, P>.05, it was concluded that the location parameters across response categories were uniformly distributed. This implied that the distribution of opinions from the teaching staff on the antecedents for adopting English as a language of instruction was similar; hence, the conclusion on predictive capacity of the antecedents for adopting English as a language of instruction in SNU was valid and reliable. The results of the overall model were therefore considered correct and relevant in this study and corresponded with the literature reviewed in chapter two. For example, works by Tang (2020), Lin et al. (2021) and Ernawati et al. (2021) show that internationalisation, language policies and learner or teaching staff attributes predict the

utilisation of English language as a medium of instruction in colleges which in turn led to economic development, global competition, internationalisation of education and promotion of fair access to international jobs. This existing relationship reported by past studies strengthens the results in Somalia to work towards improving internationalisation, language policy framework and stakeholder attributes in order to experience the benefits of developing institutional factors in universities.

4.13 The Proposed Framework for Adopting English Language As A Medium of Instruction at SNU

The last objective of the study aimed to develop a proposed framework for adopting English language as a medium of instruction at SNU. The results in the preceding sections provided a validated causal relationship that existed between the dependent and independent variables. The qualitative data collected through focused group discussions and interviews of key informants from the university management, plus the descriptive results based on the data collected from the teaching staff, provided significant information which helped to validate and justify the contributory role and weight of each construct in this study. The findings were therefore critical in responding to the research question: What framework is suitable for adopting the English language as a medium of instruction at SNU? The findings reported in the above sections were therefore very essential in the development of the proposed framework as posed in the research question.

4.13.1 Rationale for the proposed framework

The empirical literature presented in chapter two indicated the value of adopting English as a medium of instruction. It has been linked to increased global competition,

internationalisation of education, promotion of fair access to international jobs, enhancement of resource sharing, and, hence contributing to economic development due to an increase in national income (Jabeen, 2020; Nha, 2017). In Somalia, the results have provided evidence for multi-diversity, multiculturalism, inequality and the presence of multilingual societies as well as international partners. The desire to internationalise education to attract international students and international development partners and the need to enhance access to international job opportunities for local students were also evident. Moreover, an attempt to embrace English as a language of instruction was seen through the development of a language policy by the Ministry of Higher Education. However, the lack of a clear framework has derailed its implementation. This attests to the need for a framework to help operationalize the adoption of English as a language of instruction in Somalia.

Developing a proposed framework for adopting English as a language of instruction at the SNU was a rigorous process involving interrogating the theoretical and conceptual frameworks presented in chapter two and the results presented in the above sections. Two relevant previous frameworks were also consulted in the process of developing the proposed framework. These were the Polsky's language policy framework, as documented by Hu and Lei (2014); and Chen et al. (2020), and a framework proposed by Navaz (2020) to adopt English in teaching science units for undergraduate learners at Sri Lanka University. In addition, the DCG report of 2021 and the Ministry of Education, Culture and Higher Education [MOECHE] (2017), which shed light on the existence of a unified national education curriculum policy of 2017, were also very informative. The following

section describes the main components of the proposed model as it was empirically established in this study.

4.13.2 Main components of the proposed framework

The findings of this study and the literature presented in chapter two validated the hypothesised components for implementing English as a language of instruction at SNU. The results of a multivariate ordinal logistic regression in Table 4.14 have provided the order of significance of the five components in the model. These are internationalisation, attributes of teaching staff, students' attributes, the national language, and multiculturalism.

4.13.2.1 Internationalisation

Internationalisation is a significant tenet for development that is propelled by globalisation. Undoubtedly, technological advances have made the world flat and increased international interactions, knowledge sharing, and international cooperation. This has resulted in frequent changes in the social-economic needs of the global community. This corroborates well with the structural functionalism theoretical approach, which sees society as a complex system that requires its parts to work together to achieve solidarity and stability. The adoption of the English language as a medium of instruction is seen as central in enabling communication ties. It has therefore been described as a unifying factor in the current world. English plays a significant role by accelerating the diffusion of technology, sharing of information and knowledge; increasing international reputation, accelerating achievement of duality, enhancing fair competition for international jobs, encouraging international competition, and facilitating access to global markets (Abdishakur, 2021; Galloway et al. 2020; Gundsambuu, 2019).

The SNU is a critical player in developing social patterns in the country to achieve stable social behaviour needed by the global community. Therefore, it plays a central role in attaining Somalia's desired state of internationalisation. The Network Model of Internationalisation by Johansson and Mattson in 1988 advocated for the creation of an enabling environment (Hadley & Wilson, 2003). In this case, the enabling environment for learners is by having a common medium of instruction and equipping lecturers with the requisite knowledge and competencies needed to drive the internationalisation processes.

This implies an urgent need for SNU to internationalise its education by embracing English as a language of instruction. The results in section 4.9 have underscored the need for the Ministry of Higher Education to revamp the national education curriculum and a need to establish a national standard charter to regulate and monitor the language of instruction in all primary schools, secondary schools, and universities in Somalia. Each university will develop institutional-based policies that will help establish curriculum implementation support systems and appropriate pedagogy strategies for teaching and learning English modules. The foregoing results and discussions have presented internationalisation as a predisposing component which seems to set the stage for action. This aspect was considered during model development.

4.13.2.2 Attributes of teaching staff

Teaching staff are the main drivers of knowledge and skills. Their proficiency, experiences and attitudes are significant in education and capacity building (Kaya & Ok, 2020). Other critical attributes noted by faculty in Table 4.6 are fluency, background, proficiencies, training, teaching behaviour and pedagogy. Their behaviour and language use in class and during everyday conversations is paramount. This helps to strengthen aspects such as

attitudes, anxiety, motivation and self-confidence, all highlighted by the Krashen's monitor theory presented in chapter two. This means that the effective implementation of the English language as a medium of instruction at SNU would require qualified faculty members who are well grounded in the English language. This has implications for teaching staff qualifications, training and development programmes, English proficiency capacity-building programmes, and professional development for faculty members.

4.13.2.3 Students' attributes

The characteristics of learners are essential in the learning process. The findings presented in section 4.6 demonstrated the essence of oral and written skills of students, proficiency in the English language, attitudes, and background in the English language. The findings further revealed that at SNU, most students use the Arabic and Somali languages in class and outside the class. This practice does not support the language acquisition orientation propagated by the Krashen's monitor theory of 1994. It outlines the conditions necessary for effective learning, chief of which are input from instructors, attitudes, motivation and self-confidence. According to Krashen's monitor theory, good language articulation is achieved explicitly through communication, language acquisition and assistance from other people who are better versed in the language. Zulfikar et al. (2019) noted that the background, environment and exposure usually contribute significantly to shaping a learner's attitudes towards a subject, hence the need to configure an environment and support system to aid the adoption of English as a medium of instruction. This means that to adopt English as a language of teaching, a policy is required to guide the establishment of measures that would ensure class facilitation is done in the English language. It also implies the need for a change in pedagogy strategies by the teaching staff to adopt methods

which engage students inside and outside class using English as a medium of discussion and doing assignments.

4.13.2.4 National language

A national language reflects a majority of the community members' most commonly used communication media. It is also utilised in teaching, learning, and conducting political and economic affairs. A national language is usually strengthened by having legislation or acts and operationalized by a comprehensive national language policy (David et al., 2017; Liddicoat & Kirkpatrick, 2020). Although the Ministry of Higher Education of Somalia has developed a language policy, its implementation cannot be ascertained, probably due to the lack of a clear framework, structures and systems regarding implementers, evaluators, and revision programmes. This shows a conspicuous gap and weaknesses in the national language policy implementation framework. The findings presented in sections 4.7 and 4.10 have pointed out measures needed to support the successful adoption of the English language as a medium of instruction at the SNU. The measures were resourceful to developing a suitable framework for implementing English as a language of instructions at SNU.

4.13.2.5 Multiculturalism

Multiculturalism is the last, but not least component validated and described as statistically significant in impacting the adoption of English language as a medium of instruction at SNU. The results provided evidence that Somalia is a multilingual country whose development was curtailed by decades of civil war, a negative patriarchal system, an underdeveloped schooling system and nomadic life (United Nations, 2018). Multicultural orientations and diversity attest to the need for progressive accommodative systems. The

ideals of inclusivity in the language of instruction by having a cultural-diverse friendly curriculum have been supported in the multiculturalism model which was developed by Banks in 1988. This theoretical model supports the adoption of instructional delivery methodologies and media that are best suited for culturally diverse academic institutions to which, the English language is best suited.

Adopting the English language as a medium of instruction at schools, colleges and universities is regarded as a significant step to realising equality and dualism in society. The adoption will not only enhance internal integration but will also enhance inclusivity in the global multi-communities. This has implications for a policy that acknowledges multicultural diversity and multilingualism. The adopted measures and policy ought to consider cross-border integration and internationalisation.

The Spearman correlation analysis, whose results are presented in section 4.10, enabled the testing of individual hypotheses, which proved each construct as statistically significant in adopting English as a language of instruction at SNU. Moreover, the multivariate logistical regression presented in section 4.11 indicated that all the above five components jointly formed a statistically significant model for supporting the adoption of English language as a medium of instruction at SNU.

A deeper interrogation of the above discussion shows that transitioning to effective adoption of the English language as a medium of instruction requires thorough preparation of all the components mentioned above. In that connection, a proposed framework for supporting the implementation of English as a medium of instruction at national universities was proposed.

The results presented in the above sub-sections, 4.13.2.2 to 4.13.2.5 have revealed the antecedents that ought to be addressed at the preparatory stage to allow successful adoption of English language as medium of instruction at SNU. The preparatory antecedents noted are: the attributes of teaching staff, students' attributes, national language, and multiculturalism. The antecedents were therefore described in the proposed model as preparatory success factors for effective implementation of English as a language of instruction at SNU. The same was considered during the development of the proposed model as shown in Figure 4.4.

Figure 4.4

Proposed Framework for Adopting English as a Language of Instruction at Somali National University
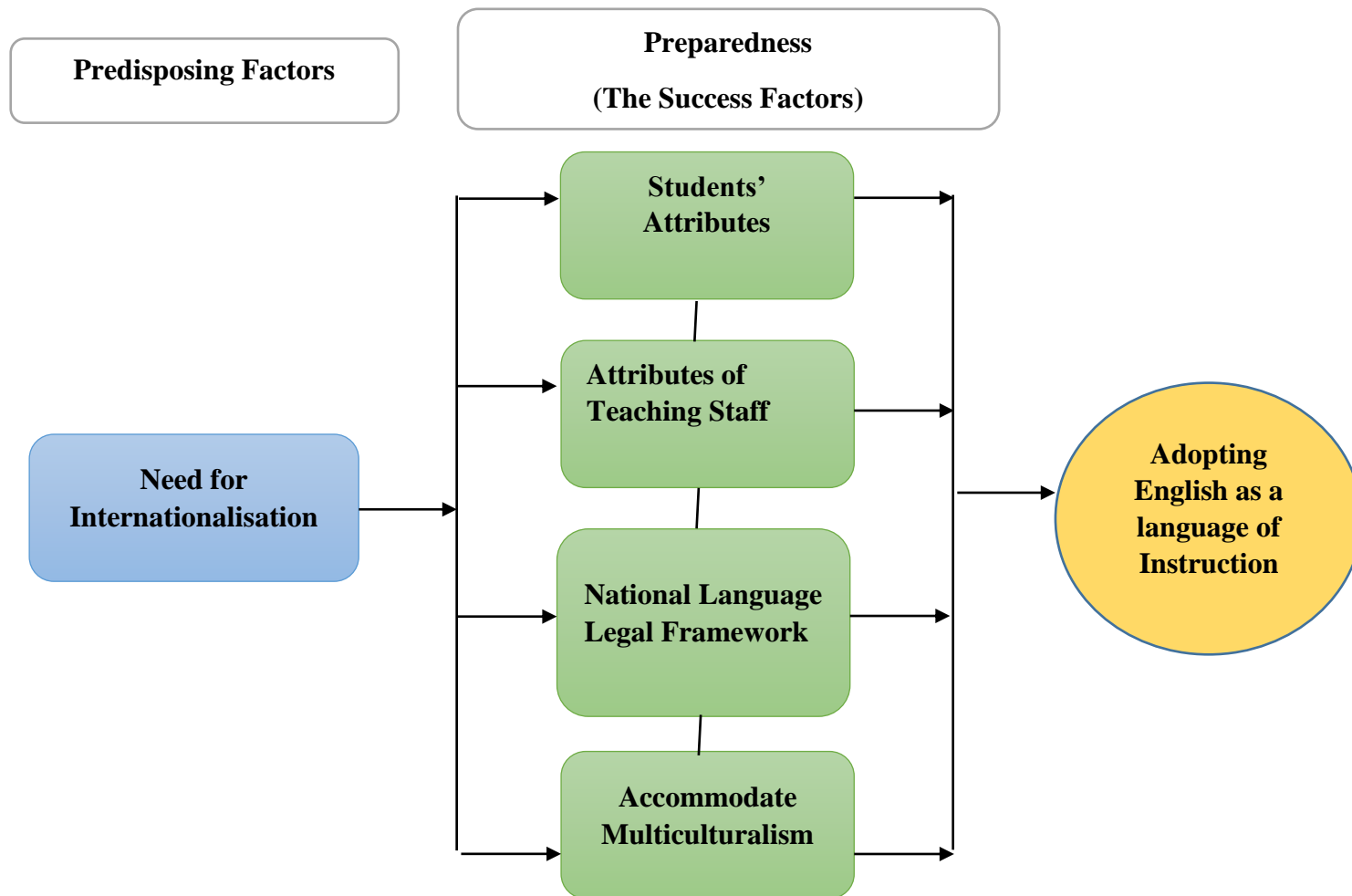
4.13.3 Brief description of the relationship of components in the proposed framework

Figure 4.4 provides a schematic visualisation of the main components in the proposed framework for supporting the implementation of the English language as a medium of instruction at SNU. Figure 4.4 shows that the antecedents are grouped into two: the predisposing factor and the preparatory factors. The predisposing factor in this model has been identified to be internationalisation. The results presented in sections 4.10 and 4.12 have underscored the construct of internationalisation. The internationalisation construct also stood out as the most significant antecedent in the regression model. It sets the stage by being a push factor that is characterised by globalisation, pressure for technology, international labour markets, regional and international integration; international mobility and the need for national competitiveness. All these aspects pointing out the need to shift from the current practices and embark on mechanisms that help to align Somalia's higher education with the global peers. This has implications on what needs to be prepared as the alignment strategy, hence, the need to address the attributes of teaching staff, students' attributes, national language, and multiculturalism (the preparatory factors).

The preparatory factors are regarded as the success factors in the proposed model. From the findings of the study, it is very clear that the preparatory factors cannot work in isolation. The same was proved by the correlation analysis results presented in Table 4.11. This means that, the attributes of teaching staff and students ought to be addressed. The English language proficiency of these two actors is paramount; hence, measures for addressing their English language proficiency are indispensable. To address these two critical aspects, out-rightly demands a supportive national language policy framework. The

measures identified and the policy developed ought to take care of multiculturalism and diversity among teaching staff and students.

Notably, the results of regression analysis presented in section 4.12 further proved that all the antecedents jointly form a model that is statistically significant in supporting the adoption of English as a language of instruction at SNU. In that connection, all the antecedents have been joined together (see Figure 4.4) and their impacts will determine the effective implementation of English as a language of instruction at SNU.

In order to actualise the ideals noted in the above discussions and presented in Figure 4.4, a structured framework was developed to operationalize the outcome of the study. The structured framework highlights the specific aspects for adopting English language as well as the strategic actions required to be embraced towards adopting English as a language of instruction at SNU. The same is presented in Table 4.16.

Table 4. 16
Proposed framework for adopting English language as a medium of instruction at Somali National University

Antecedents of adopting the English language as a medium of instruction	Specific aspects of adopting the English language	Strategic actions required
Internationalisation	Aspects of equality International employment Knowledge and resource sharing International cooperation Global communication and interaction	Develop institutional-based policies to support the adoption of English language as a medium of instruction Establish institutional-based curriculum implementation support systems

	Diffusion of technology International markets Competitiveness and international reputation Cross-border integration	Adopt appropriate English language pedagogies Re-align curriculum Develop and roll out teaching and learning modules for the English language Establish a national standard charter to regulate and monitor the language of instruction
Attributes of teaching staff	Proficiency Experiences Attitudes Fluency Background training Teaching behaviour	Standardise teaching staff qualifications in the universities Introduce training and development programmes Introduce English language proficiency capacity-building programmes for faculty members Initiate support programmes for faculty professional development.
Students' attributes	Proficiency in the English Language Attitudes towards English language Background in the English Language Self-confidence	Strengthen students' entry behaviour by providing English language proficiency test Introduce English modules for students who fail to pass the English language proficiency test

		Establish measures for ensuring classroom instruction is done in the English language
		Provide learners' support system for the English language
National language	Legislations and acts of parliament	Develop institutional-based language policy
	Comprehensive national language policy	Form a committee to oversee its implementation
	National standard charter on the English language	Establish clear structures and systems to guide and support policy implementers
Multiculturalism	Schooling system	Develop an institutional-based policy for embracing multicultural diversity
	Multilingualism	
	Multicultural diversities	Develop a policy that fosters integration and inclusivity in a society where the English language is the unifying factor.
	Patriarchal system	
	Equality, dualism and inclusivity in the society	
	Global society	Institute curriculum review to accommodate local and international examples and case studies.

4.13.4 Limitations of the proposed framework

The effective implementation of all components in the proposed framework largely depends on national legislation and policies whose action is beyond the mandate of the SNU. This implies that failure by the national government to enact appropriate legislation and policies, for example, on national language, multiculturalism and internationalisation,

may derail the effective functioning of the proposed framework at the university level. There is also a great need to allocate an adequate budget and ensure the establishment of clear structures that support monitoring and evaluating the adoption of English as a medium of instruction in all universities.

Another fundamental limitation is that the proposed framework is biased towards the preparatory constructs (antecedents) that must be addressed to create an enabling environment for the effective adoption of the English language as a medium of instruction at the SNU. It has not provided empirically tested evaluative criteria to guide monitoring and evaluation for successful implementation of the English language as a medium of instruction at universities.

The functionality of the proposed framework requires concerted efforts from all stakeholders; hence, their involvement in this endeavour is paramount, failure of which lack of cooperation or sabotage may occur at different stages of implementation. Consultations, consensus, and participation of stakeholders, including students, teaching staff, community, government, and non-governmental organisations, are essential.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This section presents a synopsis of the research discoveries and inferences, and recommends the direction to be taken with reference to the reported findings. Also provided are specific implications of the study on practices and theory and points out additional issues that need to be investigated further. The study focused on assessing the antecedents for adopting English as a language of facilitating leaning for the accredited courses at the Somali National University and proposing a framework for its execution. The research inquiry was informed by the Cummins proficiency theory, the Krashen's monitor theory and the structural-functionalism theoretical approaches.

The study embraced a mixed-methods approach and used a descriptive survey research design. Units of observation were lecturers, students, senior management staff and the Director of Higher Education. A sample size of 88 lecturers, 30 students, 15 senior officers of SNU and one Director of Higher Education was included. A proportionate stratified and simple random sampling techniques were used in sampling lecturers and students, while the purposive sampling method was applied in picking the Director of Higher Education senior officers from SNU. Data were collected using questionnaires, interview schedules and focus group discussions. Later on, the gathered facts were examined using descriptive and inferential statistics, while thematic analysis was applied to the categorical data. A summary of the major discoveries is provided below.

5.2 Summary of Findings of the Study

The overall response rate of the targeted respondents was 82%; where, 78% was from the university teaching staff, 85% came from undergraduate students, 75% from postgraduate students., and 73% was from the senior SNU management officers. There was only one Director of Higher Education who responded accordingly. The response rate was good and adequate for the study. There were more male lecturers than female counterparts at 89.9% and 10.1%, respectively. The majority of teaching staff, 44 (63.8%), did accumulated betwixt of 6 and 10 years working experience at SNU whereas 7 (24.6%) were in the middle of 1 and 5 years which manifested the sufficiency of teaching experience that SNU lecturers had.

5.2.1 Adoption of English as a language of instruction

All the respondents (100%) acceded that the SNU lacked a policy for use of English language as a pedagogical medium. However, its adoption remained affected to a very large extent by students' attributes. This problem was traced back to primary and secondary schools considering that the distinguished language was not taught as a mandatory subject at those levels. The failure to adopt English as a pedagogical tool was limiting the admission of foreign students. The problem was rampant and experienced inside and outside the class, causing frustrations in some students. The teaching staff who had served for a lengthy period were found to be insisting on the status quo, while some non-reformist parents were reluctant to embrace the English language due to perspectives related to religious teachings and beliefs. It emerged that there were some parents who had realised the importance of the English language after interacting with some Somali citizens who had returned from neighbouring countries after decades of war. However, there was poor

awareness training while many parents were unable to send their children to private schools where they could learn English due to a lack of finances.

5.2.2 Students' attributes and adoption of the English language as a medium of instruction

The research inquiry noted that SNU had shown great interest in the English language by embedding it in the admission process. However, the enforcement of the same was not evident. This was because some students were reported to have dropped from the university due to their inability to understand English which some lecturers used in teaching. The study noted that a sizeable number of students joining universities had poor proficiencies in the English language; hence, they were experiencing serious challenges attending lectures which were delivered in the English language. The study noted that there were no English language proficiency classes for students who had difficulties understanding the language; hence, such students felt lost, ignored and uncared for. The findings noted that Arabic and Somali languages were dominantly used by students and teachers inside and outside the class. In class, 84.1% of the teaching staff said that many learners do not like to be taught using English. Despite the contending perspective, students' attributes were found to have been statistically significant in implementing English as a language of instruction at SNU.

5.2.3 Attributes of teaching staff and adoption of the English language as a medium of instruction

The majority of the teaching staff at SNU had a background and teaching experience using the English language. The study noted that there was a shortage of lecturers with good

proficiency in the English language. Clearly, there were no professional development programmes for members of faculty who had challenges in the English language. There was a clear state of unpreparedness for teaching staff and the university to embrace English language in performing pedagogical roles. However, teaching staff attributes were statistically significant in adopting English as a pedagogical medium at SNU.

5.2.4 National language and adoption of the English language as a medium of instruction

Regarding national language, the study noted that there was no evidence for adopting a national language policy that guides the language that should be used in teaching. The implementation of a quality control body that monitors the extent of execution of the pedagogical medium was hampered by the alarming financial shortage; hence, weak monitoring and evaluation systems. There was no evidence to show measures undertaken to guide lecturers' adoption of English language in addressing academic pedagogical needs at SNU. Other weaknesses noted were the absence of a policy guideline at SNU that directs how lecturers are trained and developed professionally in the English language, as well as poor awareness and sensitisation among staff and students on the language of instruction.

5.2.5 Multiculturalism and adoption of the English language as a medium of instruction

The results presented in chapter four have indicated that Somalia is a meta-linguistic country. The findings provided evidence to show diversity in the Universities; hence, adopting one local language was not easy, especially in accomplishing pedagogy.

However, adopting English language in teaching and learning was viewed to be suppressing cultural values; hence, there was some notable resistance. Notably, there was some perception that the English language, if embraced, would upstage the Somali language, culture and religion. It was as well distinguished that there missed crystalline and comprehensible legislative framework directing multiculturalism so as to mitigate the extent to which it interfered with teaching and learning.

5.2.6 Internationalisation and adoption of the English language as a medium of instruction

Reported findings in the scientific inquiry noted an influx of Somalis returning from overseas with children who were comfortable with English and without a proven compromise to their faith and societal norms. The teaching staff admitted that there were some international partners in Somalia. This kind of exposure was increasing pressure for adopting English as a pedagogical medium in Somalia. The failure to embrace the competitive pedagogical tool at SNU was reducing chances for fair competition for international jobs for students, diminishing equality in the global opportunities for research and education advancement, and reducing duality in learning at SNU and Somalia at large.

5.3 Conclusion

The language of instruction presents a real challenge at SNU. The challenge is precipitated by weak schooling system, decades of civil war, negative patriarchal social structures, parents' reluctance to expose their children to English at an early age, low awareness of centres for teaching English language, and failure to implement the language policy that the Ministry of Higher Education developed. At the university, the problem was mainly due to the weak schooling system, weak implementation systems, a lack of clear structures

and mechanisms, and limited funding for supporting adoption of English as a medium of instruction.

The study concluded that learners' characteristics and attributes were essential in the learning process. The learners' characteristics and features determined the entry behaviour of university students. Among all the antecedents for adopting English as a pedagogical medium, students' attributes stood out as the most significant. Although the university noted the weaknesses of students in the English language during admission, there were no measures taken to assist the weak students in overcoming the challenge. The students were mostly predisposed to the Arabic and Somali languages inside and outside the class, in learning and in everyday conversations. This practice was detrimental to adopting the English language as a medium of instruction at SNU.

Some teaching staff at SNU were unprepared to adopt English as the language of teaching. The lack of preparedness of the teaching staff was noted in aspects such as fluency, background, proficiencies, training, teaching behaviour, pedagogy attitudes, motivation and a low self-confidence in the English language.

The study also noted that the lack of a clear legislative framework that acknowledges English language as a national language inhibited its adoption in teaching and learning at SNU. Nevertheless, there was no conflict between the national language and the use of English in teaching and learning at SNU.

The Federal Republic of Somalia is a highly multilingual and polyglot country. Its major federal development agenda was curtailed by decades of civil war, a negative patriarchal structure, and rigid cultural and religious belief systems, including the nomadic life of some

communities. The situation led to inequality and lack of equity countrywide. Consequently, the adoption of English in teaching and learning in schools, colleges and universities lagged behind. Notably, embracing the language as the main pedagogical medium was regarded to be a great step toward realising fairness, equity, equality and dualism in society. It not only enhances internal integration but also fosters global inclusivity.

The multi-linguistic society coupled with the local and international diversity in the university attest to the need to accommodate learners from different backgrounds in higher learning institutions. This underscores the essence of adopting the English language medium for pedagogy. It further justifies the importance of internationalising education at SNU. In this study, the internationalisation of education was considered very significant in adopting the English language. It was characterised by curriculums, quality education, the language of instruction, regional and international integration, and employment needs in the global market.

The study concluded that all the five identified antecedents (students' attributes, teaching staff attributes, national language, multiculturalism, and internationalisation) were jointly statistically significant in supporting the uptake of English as a language of instruction at SNU. When combined, the five antecedents constituted a model with 98% predictive capacity in explaining the variations in the acquisition of English as a medium of instruction SNU. Consequently, a proposed framework for supporting the application of English as a language of instruction at SNU was developed. It comprised five identified antecedents: students' attributes, teaching staff attributes, the national language, multiculturalism, and internationalisation.

5.4 Recommendations

Arising from the above observations, the study made the following recommendations.

5.4.1 Recommendations for study

Through the Ministry of Higher Education, the government should develop a policy that ensures learners who join universities in Somalia have a background in English. The policy should candidly endeavour to initiate education reforms in primary and secondary schools to ensure that the English language is taught and examined as a compulsory subject. To ensure that this is done, sufficient funds should be allocated to support the implementation of this policy. The progress and performance of the policy directives should be monitored, and the lessons learnt should be noted to inform the improvement of the processes.

The councils and management boards of universities should introduce proficiency tests in all universities to ensure that students who join higher education have basic English language skills; students who fail these tests should be made to attend English language proficiency classes within the university before registering units for undergraduate and postgraduate degree programmes. This implies the need to introduce a policy that directs all universities to introduce pre-class orientations that make the students feel that it was not their fault that they had no strong command of the English language.

The effective adoption of the English language as a medium of instruction at SNU requires qualified faculty members who are well grounded in the English language. The Ministry of Higher Education should introduce measures to ensure that university teaching has pre-requisite attributes. These include fluency, background, proficiencies, and training, teaching behaviour, pedagogy attitudes, motivation and self-confidence in the English

language. This implies a need for strict vetting of the qualifications of teaching staff, the introduction of training and development programmes, English proficient capacity-building programmes, and professional development for existing faculty members.

The study recommends the need to implement all language policies developed by the Ministry of Higher Education in Somalia. The adopted measures and policies should be revised to be relevant in multilingual contexts, incorporate diversity, cross-border integration and internationalisation. This has implications for curriculum design and implementation of all academic programmes offered at SNU and other universities in Somalia.

The study recommends the adoption of the proposed framework. It is, however, noted that the implementation of the proposed framework can only be realised when the concerted effort of all stakeholders is mobilised towards national development. Some key measures required are the establishment of policy enforcement mechanisms and systems, commitment through adequate funding to support the identified activities and programmes, and establishing internal and external monitoring mechanisms. The national government ought to solicit and allocate more funds to support the implementation of directives and strategies adopted towards adopting English language as a medium of instruction at SNU and other institutions of higher learning.

5.4.2 Implications of the findings on theory, policy and practice

The increasing complexity and ever-shifting preferences of communities and the pressure for globalisation have necessitated the adoption of a common language such as the English language in teaching and learning in many countries. In this study, internationalisation

emerged as the most significant component for supporting the adoption of the English language as a medium of instruction at institutions of higher learning in Somalia. The internationalisation and the underlying evidence for its value strongly supports the structural functionalism theoretical approach by a sociologist, Emile Durkheim, in 1975, which sees society as a complex system that requires its parts to work together to achieve solidarity and stability. Working together will only be realised if there is a communication tie, to which the English language is considered a unifying factor. This reinstates the value of the functionalism theoretical approach in implementing the English language as a medium of instruction at the SNU.

It was also clear that the teaching staff's proficiency, experiences and attitudes were the main drivers of knowledge and skills. These aspects have been highlighted by Krashen's monitor theory of 1994 which outlines the conditions necessary for effective learning; chief of which are input from instructors, their attitudes, motivation and self-confidence; hence, the claims propagated by Krashen were confirmed in this study. The effective implementation of the English language as a medium of instruction at SNU requires qualified faculty members to be well equipped to help in actualising the initiative and monitoring the actual adoption.

The findings of this study were very valuable. They have enormous implications on teaching practices not only at SNU but also in all institutions of higher learning as well as in primary and secondary schools. Five identified antecedents informed the proposed framework for adopting English language in teaching. The same was validated empirically, where all five components were statistically significant in explaining the effectiveness of adopting the English language as a medium of instruction. The adoption of the five

components has implications on admission processes, orientation programmes, faculty recruitment, training and development budget and programmes for teaching staff and funds allocation by the national government to support the adoption of the English language as a medium of instruction in institutions of higher learning in Somalia. The adoption indicates a need for a complete departure from traditional teaching languages such as Somali and adopting the English language in all universities in Somalia.

5.4.3 Recommendations for further studies

Considering the findings have revealed the prevalent use of the Arabic, Italian, Somali and English languages in teaching at university, there was a need to assess how this was affecting the students' performance in examinations.

The proposed model was developed as informed by data collected from SNU. A further study should be carried out to establish the status of all public primary and secondary schools in Somalia in relation to the medium of teaching and learning. The outcomes would hence be merged with the findings noted at the SNU to inform a water-tight national strategy and charter for adopting English as a language of instruction in Somalia.

A tracer study is also recommended to establish the competitiveness of the students who had graduated from all universities and other tertiary colleges in Somalia in the global labour market. .

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APPENDICES

Appendix I: Consent to Participate in the Study

Adam Ibrahim Ohirsi
P.O. Box 267 - 60200

Dear respondent,

I am writing to request for consent to participate in my study which will help me to actualize my academic research that investigates on *Analysis of Antecedents for Adopting English as a Language of Instruction at Somali National University*. This research hopes to develop a framework that will aid the adoption of English as a language of instruction at the Somali National University.

Procedure to be followed
The specific questions in the questionnaire and interview is are organized into sections ranging from section A to I. Section A covers the introduction part constituting the biographical information of the sampled respondents. Sections B, C, D, E, F and H, contain questions regarding the independent variables, while section H constitutes questions on the dependent variable. The last section has questions regarding the proposed framework. Several questions in the questionnaire are closed-ended, and some open-ended ones for each construct. All sentiments in the questionnaire are in 5 points Likert scale. In total. It takes approximately 10 to 15 minutes to complete the questionnaire and respond to interview session. You are under no obligation to complete the questionnaire or to answer all questions presented or participate in the interview. If you come to a question which you don't wish to answer, simply skip it.

I hope you will be willing to participate because your responses are important and valued in this study, and will go a long way to help in designing appropriate framework. Your participation will remain strictly confidential. Your name will not be attached to any of the data you provide. You are welcome to discontinue participation in the study at any time, should you wish to do so.

Discomforts and risks
In this study, there are no risks of participating in the research. The reputation will also not be injured. The respondent is welcome to discontinue participation in the study at any time, should one wish to do so due to discomfort. You may also stop the interview at any time. The interview may take about 30 minutes to complete.

Benefits
If you participate in this study you will help us to strengthen the academic performance of hearing impaired learners in primary schools in Kenya. Your input is therefore critical in generate new knowledge and will go a long way in strengthening assistive technology availed to learners with hearing challenge in primary schools.

Rewards

There is no reward for anyone who chooses to participate in the study.

Confidentiality

Your participation and those of the pupils will remain strictly confidential. No name will be recorded on the questionnaire or attached to any of the data you provide. The data collection will be kept in a confidential location after collection and in future and, moreover, will not have anything to identify you.

Contact Information

Should you have questions regarding your participation, please contact me on aohirsi0291@stu.kemu.ac.ke. You may also contact my research supervisor at severina.mwirichia@kemu.ac.ke.

I am kindly asking you to sign the consent form (below) indicating agreement for you to participate in the study.

Participant's Statement

The above statement regarding my participation in the study is clear to me. I have been given a chance to ask questions and my questions have been answered to my satisfaction. My participation in this study is entirely voluntary. I understand that my records will be kept private and that I can leave the study at any time. I understand that I will not be victimized at my place of work whether I decide to leave the study or not and my decision will not affect the way I am treated at my work place.

Name of Participant…………………………………… Date…………………………..

Signature………………………………………….

Investigator's Statement

I, the undersigned, have explained to the volunteer in a language s/he understands the procedures to be followed in the study and the risks and the benefits involved.

Name   of Interviewer……………………………………………….Date…………………….

Interviewer Signature…………………………………………

Appendix II: Questionnaire for Teaching Staff

INSTRUCTIONS

Please do not indicate your name anywhere in this questionnaire. You are requested to truthfully respond to the questions by ticking (√) or filling in the blank spaces as provided.

Section A: **Demographic Information**

1)   Indicate your gender
   a. [   ] Male
   b. [   ] Female

2) What is your highest academic qualification?
   a. Diploma   [   ]

   b. Bachelor degree   [   ]

   c. Master's   degree   [   ]

   d. Doctorate degree   [   ]

3) For how long have you been a lecturer in your university?
   a. Less than a year   [   ]

   b. Between 1- 5 years   [   ]

   c. Between 6 -10 years   [   ]

   d. Between 11-15 years   [   ]

   e. Between 16 - 20 years   [   ]

   f. Over 21 years   [   ]

SECTION B: Student Attributes and Adoption of the English Language as a Medium of Instruction

4) To what extent do you agree or disagree with each sentiment provided below regarding students attributes influencing the adoption of English language as a medium of instruction in your university; *VSE = to a very small extent, SE = to a small extent, ME = to a moderate extent, LE = to large extent, VLE = to a very large extent*.

Statements on students attributes	VSE(1)	SE(2)	ME(3)	LE(4)	VLE(5)
a. The use of English medium of instruction really motivates our students					
b. The students I lecture possess amicable oral and written English skills					
c. Our students have positive attitudes towards the utilisation of English as a language of instruction					
d. The English language proficiency is considered as a major factor when students enrol in the university					
e. Students who join our university have background in the English Language					
f. Students use Arabic and Somali when answering questions or elaborating a phenomenon during lectures					
g. Students use Arabic and Somali when during their normal conversations					
h. Learners perform better when exams are administered in the English language					

i. Learners actively participate, ask questions, and engage in discussions in the English language					
j. Students like being taught in the English language					

5) Explain how students' attributes affect the adoption of English language as a medium of instruction at Somali National University (SNU).

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6) What do you consider necessary in your school to improve students attributes towards adopting English language as a medium of instruction at SNU?

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SECTION C: Teaching Staff Attributes and Adoption of the English Language as a Medium of Instruction

7) To what extent do you agree or disagree with each sentiment provided below regarding teaching staff attributes and the adoption of English language as a medium of instruction in your school; *VSE = to a very small extent, SE = to a small extent, ME = to a moderate extent, LE = to large extent, VLE = to a very large extent*.

Statements on teaching staff attributes	VSE(1)	SE(2)	ME(3)	LE(4)	VLE(5)
a. I embrace professionalism in applying teaching pedagogies and strategies using the English language					
b. I enjoy teaching my units allocated to me using the English language					
c. I support the adoption of English language as a medium of instruction at universities					
d. I have a great experience in teaching students using the English language as a medium of instructions					
e. I have enough instructional materials which are in the English language					
f. My university organizes for trainings where our skills on using the English language in teaching are sharpened					
g. I communicate fluently using the English language					
h. My English teaching behaviour affect students 'attitude towards English language					

i. I don't have English vocabulary and pronunciation problem					
j. I don't mix spellings with Arabic and Somali when elaborating phenomena during lectures					
k. I don't mix spellings with Arabic and Somali when writing something in the English language					
l. Lecturers use Arabic and Somali when teaching or elaborating a phenomenon during lectures					
m. Lecturers have background in the English language					
n. Lecturers use Arabic and Somali during their normal conversations					

How would you rate your proficiencies in the English Language?

a. [ ] Very Poor   b. [ ] Poor c. [ ] Moderate d. [ ] Good e. [ ] Very Good

8) Give your opinions here on how teaching staff can be taken care of to foster the adoption of the English language as a medium of instruction at your university

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SECTION D: Influence of Multiculturalism on the Adoption of the English language as a Medium of Instruction

9) To what extent do you agree or disagree with each sentiment provided below regarding the multiculturalism and the adoption of English language as a medium of instruction such that; *VSE = to a very small extent, SE = to a small extent, ME = to a moderate extent, LE = to large extent, VLE = to a very large extent*.

Statements on multiculturalism	VSE(1)	SE(2)	ME(3)	LE(4)	VLE(5)
a. Teaching using the predominant language spoken in a university setting is a strong foundation for language proficiencies					
b. Multicultural diversity does not affect the adoption of the English language as a medium of instruction at SNU					
c. Multilingualism does not affect the adoption of the English language as medium of instruction at SNU					
d. Multilingualism does not derail teaching at SNU					
e. Teaching and learning information resources are available in different languages at SNU					
f. Choosing the English language over the available local languages leads to language distinction					
g. Adopting the English language as a medium of instruction does not cause loss of culture and traditions					
h. I enjoy teaching multilingual students					

i. Monolingual students do not have challenges in embracing the English language					
j. SNU has a clear procedure guiding teaching multilingual students					

10) How does the aspect of cultural diversity/multiculturalism influence the adoption of English as a medium of instruction at your university?

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11) What is universities guideline on handling multiculturalism issues among students enrolled at your university wing to language barriers?

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12) Explain how multiculturalism and multilingualism are affecting education at universities in Somalia.

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13) What should be done to mitigate the effect of multiculturalism and multilingualism which are slowing down the adoption of English language as a medium of instruction at your university

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SECTION E: Internationalization Aspects and Adoption of English Medium of Instruction

14) To what extent do you agree or disagree with each sentiment provided below regarding the aspect of internationalization for adopting English language as a medium of instruction in your university; *VSE = to a very small extent, SE = to a small extent, ME = to a moderate extent, LE = to large extent, VLE = to a very large extent*.

Statement on internationalization	VSE(1)	SE(2)	ME(3)	LE(4)	VLE(5)
a. Our curriculum and the courses we offer attract many students from other counties					
b. I have high regard for the internationalization of the university courses offered in my university					
c. Internationalization is a great step towards the achievement of quality education at SNU					
d. The English language has been a major contributor to internationalization of education at SNU					

e. The internationalization of our university courses has earned our graduates numerous avenues of international employment					
f. Internationalization through the use of English as a medium of instruction contributes to equality in education					
g. Internationalization by offering university courses in the English language has contributed to the university earning competitive advantage over other universities					
h. The University management at SNU supports the internationalization of university education					
i. The government supports the internationalization of university education in Somalia					

Now that the aspect of internationalization of higher education is the global trend, explain how the English language can be a facilitating factor at your university.

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SECTION F: National Language Policy and Adoption of the English Language as a Medium of Instruction

15) To what extent do you agree or disagree with each sentiment provided below regarding the national language policy on adoption of English language as a medium of instruction; *VSE = to a very small extent, SE = to a small extent, ME = to a moderate extent, LE = to large extent, VLE = to a very large extent*.

Statement on national language policy	VSE(1)	SE(2)	ME(3)	LE(4)	VLE(5)
a. We have a clear national language policy that guides us on which language we should use to lecturer our students					
b. Our university has instituted clear measures guiding English language as a medium of instruction					
c. We do have clear legislative procedures guiding how multiculturalism to deter interference in teaching					
d. Our university usually conduct periodic staff, student and stakeholder awareness on the operational structures and procedures guiding the language of instruction					
e. There are elaborate measures to strengthen English language policy at SNU					
f. The quality control bodies monitor the extent of implementation of English language as a medium of instruction at our university					
g. The language policy at SNU is revised to accommodate the emerging trends in the university education					

h. There is a policy guideline at SNU that direct how lecturers are trained and developed professionally in the English language					

16) In what ways does the national language policy affect the adoption of English language as a medium of instruction in your university?

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17) Provide suggestions here on what should be done on the national language policy to support the adoption of the English language as a medium of instruction at your university.

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SECTION G: English Language as a Medium of Instruction at Universities

18) To what extent do you agree or disagree with each sentiment provided below regarding the adoption of English language as a medium of instruction in your university, where; *VSE = to a very small extent, SE = to a small extent, ME = to a moderate extent, LE = to large extent, VLE = to a very large extent*.

Statement on English language adoption	VSE(1)	SE(2)	ME(3)	LE(4)	VLE(5)
a. Our university has English language policies which address it as the language of instruction					
b. Due to the presence of a common language of instruction we experience an influx of foreign students admitted to undertake respective courses at SNU					
c. Since the inception of English language as a medium of instruction, our university has responded to this internationalization by offering numerous English courses					
d. Students attributes affect the adoption of the English language					

as a medium of instructions at SNU					
e. The attributes of the teaching staff affect the adoption of the English language as a medium of instructions at SNU					
f. Internalization affect the adoption of the English language as a medium of instructions at SNU					
g. Multiculturalism affect the adoption of the English language as a medium of instructions at SNU					
h. The adoption of the English language as a medium of instructions at SNU is essential					

19) Provide here what you feel should be done to improve the adoption of English language as a medium of instruction in Somalia.

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Appendix III: Interview Schedule for Somali National University Senior Management Staff

SECTION A: Demographic Information

1) How many years have you served as a senior university management staff in this university?

SECTION B: Student Attributes and Adoption of the English Language as a Medium of Instruction

2) Please, explain the ways in which the students' proficiencies, attitudes and perceptions affect the use of the English language as a medium of instruction at SNU.

3) Recommend mitigation measures for addressing students' attributes towards adopting the English language as a medium of instructions at SNU.

SECTION C: Teaching Staff Attributes and the Adoption of the English Language as a Medium of Instruction

4) Explain steps taken by SNU in ensuring and enhancing proficiencies of the teaching staff in using English language as a medium of instruction.

SECTION D: Multiculturalism Influence and the Adoption of the English Language as a Medium of Instruction

5) Explain ways in which multiculturalism hinders the adoption of the English language as a medium of instruction at SNU.

6) How can the multiculturalism problem be suppressed with respect to the use of the English language in teaching and learning at SNU.

7) **SECTION E: Internationalization Aspects and Adoption of the English Language as a Medium of Instruction**

8) Now that the aspect of internationalization of higher education is a global trend, explain how this concept is realized at SNU.

9) In what ways does the English language enhance the internationalization of higher education?

10) What challenges do you encounter in achieving the internationalization of education offered at SNU?

SECTION F: National Language Policy and Adoption of the English Language as a Medium of Instruction

11) What is the status of your university in developing and implementing a language policy?

12) Explain the measures put in place towards adopting the English language as a medium of instruction at SNU

SECTION G: English Language as a Medium of Instruction

13) Highlight issues that hinder the adoption of English language as a medium of instruction in your university

14) Suggest possible solutions that can solve those problems.

SECTION H: Framework for supporting the Adoption of the English Language as a Medium of Instruction

15) What aspects do you think should be considered in the framework for supporting effective adoption of the English language as a medium of instruction at SNU

Thank you for your cooperation and time.

Appendix IV: Interview Schedule for the Director of Higher Education

SECTION A: **Demographic Information**

1) How many years have you served as the Director of Higher Education?

SECTION B: Students' Attributes and Adoption of the English Language as a Medium of Instruction

2) What is the ministry's direction towards addressing students attributes for successful admittance into the universities?

3) What measures have been put in place by the government to build students proficiencies, attitudes, perceptions towards the English language?

SECTION C: Teaching Staff Attributes and the Adoption of the English Language as a Medium of Instruction

4) How does the Ministry support university teaching staff proficiency towards adopting the English language as a medium of instruction at SNU?

SECTION D: Multiculturalism Influence and the Adoption of the English Language as a Medium of Instruction

5) What is government's directive or guideline on handling multiculturalism issues among students enrolled in universities so that they are taught using the English language?

SECTION E: Internationalisation Influence and the Adoption of the English Language as a Medium of Instruction

Considering that Somalia is multi-linguistic, what measures have been put in place by government regarding the English language to ensure that the internationalization of university education is achieved at SNU?

SECTION F: National Language Policy and Adoption of the English Language as a Medium of Instruction

6) Is there an explicit national language policy in Somalia? Kindly explain your answer.
7) Is there a conflict between the National Language and the use of the English Language in teaching and learning at SNU?

SECTION G: English language as a Medium of Instruction

8) Do you think adopting the English Language in teaching and learning is beneficial to students and lecturers at SNU? Kindly explain your answer.
9) What challenges is the government experiencing towards adopting the English language as a medium of instruction at SNU?

SECTION H: Framework for supporting the Adoption of the English Language as a Medium of Instruction

10) Provide your own suggestions on what you think should be done to improve the implementation of the English language as a medium of instruction at universities in Somalia.

Thank you for your cooperation and time.

Appendix V: Focused Group Discussion Questions for Students

SECTION A: Demographic Information

1) Provide information on the name and the level (year) of the course you are undertaking in this university

SECTION B: Students' Attributes and Adoption of English Medium of Instruction

2) Discuss how the students' attributes should be handled to facilitate the adoption of the English language as a medium of instruction in your university.

SECTION C: Teaching Staff Attributes and Adoption of English Medium of Instruction

3) Discuss how the attributes of the teaching staff should be handled to facilitate the adoption of the English language as a medium of instruction at SNU.

SECTION D: Multiculturalism Influence and Adoption of English Medium of Instruction

4) Discuss how multiculturalism aspect should be handled to facilitate the adoption of the English language as a medium of instruction in your university.

SECTION E: Internationalization Aspects and Adoption of English Medium of Instruction

5) Discuss how internationalisation aspect should be handled to facilitate the adoption of the English language as a medium of instruction in your university.

SECTION F: National Language Policy and Adoption of English Medium of Instruction

6) Discuss how national language policy should be handled to facilitate the adoption of the English language as a medium of instruction in your university.

SECTION G: English Language as a Medium of Instruction

7) Discuss the challenges that contribute to the poor adoption of the English language as a medium of instruction in your university.

SECTION H: Framework for supporting the Adoption of the English Language as a Medium of Instruction

8) Discuss what you think should be done in your school to foster the implementation of the English language as a medium of instruction in your university.

KENYA METHODIST UNIVERSITY

P. O. Box 267 Meru - 60200, Kenya
Tel: 254-064-30301/31229/30367/31171

Fax: 254-64-30162
Email: deanrd@kemu.ac.ke

DIRECTORATE OF POSTGRADUATE STUDIES

March 8, 2022

Commission Secretary,
National Commission for Science, Technology and Innovations,
P.O. Box 30623-00100,
NAIROBI.

Dear sir/ Madam,

ADAM IBRAHIM OHIRSI (EDU-4-0291-1/2019)

This is to confirm that the above named is a bona fide student of Kenya Methodist University, Department of Education, undertaking a Degree of Doctor of Philosophy in Education and Leadership Management. He is conducting research on, **'Analysis of Antecedents for Adopting English as a language of instruction at Somali National University'.**

We confirm that his research proposal has been defended and approved by the University.

In this regard, we are requesting your office to issue a permit to enable him collect data for his research.

Any assistance accorded to him will be appreciated.

Thank you.

0 8 MAR 2022

Dr. John Muchiri, PHD.
Director Postgraduate Studies
Cc: Dean SESS
COD, Education
Postgraduate Co-ordinator
Supervisors

Appendix VI: NACOSTI Research Permit

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 400573

Date of Issue: 16/March/2022

RESEARCH LICENSE

This is to Certify that Mr.. Adam IBRAHIM OHIRSI of Kenya Methodist University, has been licensed to conduct research in Meru on the topic: ANALYSIS OF ANTECEDENTS FOR ADOPTING ENGLISH AS A LANGUAGE OF INSTRUCTION AT SOMALI NATIONAL UNIVERSITY for the period ending : 16/March/2023.

License No: NACOSTI/P/22/16288

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جمهورية الصومال الفيدرالية
وزارة التربية والثقافة والتعليم العالي
قطاع التعليم العالي والثقافة

Somali Federal Republic
Ministry Of Education, Culture & Higher Education
Higher Education Department and Culture

Ref: WWHTS/WHTS/04/098/2022   Date: 12 April 2022

Ku: Ciddii ay Khusayso
OG: Agaasimaha Guud ee Wasaaradda Hiddaha & Tacliinta Sare
OG: Wasiirka Wasaaradda Hiddaha & Tacliinta Sare

Ujeeddo: Oggolaasho Cilmi Baaris

Aadam Ibraahim Aw Xirsi waa arday (EDU-4-0291-1/2019) Soomaaliyeed oo mid
ka mid ah Jaamacadaha ku yaal dalka Kenya (KeMU) ka diyaarinaya Shahaadada
"PhD" oo ku saabsan Hoggaaminta iyo Maaraynta Waxbarashada (Educational
Leadership and Management.)

Aw Xirsi oo ah muwaaddin aad ugu heelan in uu wax ku soo kordhiyo cilmi-
baarista tayaynta loola gol leeyahay ee tacliinta Soomaaliyeed wuxuu u-kuur-gal
arrintaa la xiriirta ka samaynayaa Magaalada Muqdisho.

Sidaa darteed, dhamaan jaamacadaha iyo dugsiyada ay arrintani khusayso waxaa
ka codsanayaa in ay ardaygaa u fududeeyaan helitaanka macluumaadka uu
doonayo.

FG: inta uu ku guda jiro cilmi-baaristan, Aw Xirsi wuxuu fulin doonaa dhamaan
tixgelinnada anshaxa ee arrintan la xiriira.

Wada Shaqayn Wacan.

Mudane Ismaaciil Yuusuf Yuusuf

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