A Content Analysis of the New English Secondary Form Four Textbook of Somalia in the Light of Fostering English Language Skills

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Abstract:

This article attempts to investigate the extent of Somalia's secondary Form Four English textbook, which is divided into eighteen units, to foster the English language skills. As a result, in order to achieve the study's objective, the researcher used a deductive qualitative content analysis. There was a considerable difference between the four language skills, according to the findings. The study's findings also revealed that reading skill has the greatest ranking in terms of strengthening language abilities, whereas other skills have lower rankings.

Key words: A Content Analysis, English, Secondary, Fostering, Language Skills

Introduction

After the downfall of the military rule in 1991, the Somali social life, education without an exemption, was undermined beyond anyone's anticipation or imagination. Even age-old professionals of Somali Studies, well-known as the traditionalists', could neither anticipate nor provide a sufficient explanation to the scale of upheaval that bedeviled the country. The situation was further aggravated by an overwhelming scale of frustration caused by the enormousness of anarchy and prolonged period of statelessness that replaced the 21 years of tyranny under the military rule of General Mohamed Siad Barre. Consequently, an unprecedented phenomenon of multi-curricula-based schools occurred; some supported through projects funded by UNICEF and UNESCO, and others managed privately by individual owners or partnerships (Eno, 2017).

However, English has undoubtedly become both the most prominent means of global communication and the most important means for acquiring access to the world's intellectual, cultural, and technical resources. Although it does not have the largest number of native speakers, English is far more worldwide in its distribution than all other spoken languages (Kurniasih, 2011).

Across the globe, we can see increasing numbers of children whose first language ,culture and heritage is not English, where English is the language of instruction so for learning a second language or a foreign language it is important that learners receive a supportive and conducive learning environment as well as adequate, meaningful language experience (Behroozi & Amoozegar, 2014).

By international treaty, English is the official language for aerial and maritime communications, as well as one of the official languages of the European Union, the United Nations, and most international athletic organizations, including the International Olympic Committee (Kurniasih, 2011).

In the case of Somalia, the history of foreign languages as the media in secular education began during the colonial period when Britain established its colonial presence in the northern part of Somalia and Italy in the southern regions. Arabic was the language in which the Qur'anic exegesis and other religious studies were conducted in pre-colonial post- Islamization Somalia (Eno, 2018).

When during colonial period the idea of indigenization [Somalization] of the national medium was raised to replace the foreign media of English, Arabic, and Italian, contention rose over the selection of an appropriate orthography among scripts created/proposed by a cohort of competing authors (Eno & Ahad, 2019).

Furthermore, the military government announced the introduction of the Somali orthography in the Roman alphabet and the embracing of Somali as the national medium in all its bureaucratic functions, academia not being an exemption (Eno, 2018).

In fact, after close to two decades of Somalization, a civil war engulfed the country and an ensuing civil anarchy and weak administrations reigned for a protracted period now close to three painful decades. During this era of chaos, amorphous systems of multi-curricular and multi-media education emerged—with English, Arabic, and Somali becoming the choices—a reminiscent of the conflicting curricula of the past (Eno, 2018).

It was during this period of prolonged war and lack of legitimate authority to coordinate public institutions that caused the transposition of Somali as the only academic medium. The privately-owned learning institutions that emerged to fill the education gap re-introduced foreign language mediated curricula in English and Arabic in the absence of government-controlled educational institutions (Eno & Ahad, 2019).

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Its status as the most commonly used language for acquiring access to the world's intellectual, cultural, and technical resources is seen in the fact that it is used as a library language, as the medium of science, technology and international trade. Books, magazines, and newspapers written in English are available in many countries around the world. English is also the most commonly used language in the sciences (Kurniasih, 2011).

Moreover, preparing competent teachers equipped with relevant subject knowledge and pedagogical skills to perform efficiently in the classrooms and lecture halls requires the development of suitable curricula to educate them for the profession (Eno, 2018).

To learn a language in order to use it as a means of communication, the pupils need to deal with the four language skills—listening, speaking, reading and writing—and the language system—sound structure and vocabulary. By mastering these elements, they are expected to be able to integrate them in communication acts (Kurniasih, 2011).

The main purpose of this paper is to analyze the content of English secondary form four textbook in Somalia in the light of fostering language skills.

There are pragmatic studies that have examined the content analysis of English secondary textbooks in the light of fostering English language skills which include Content Analysis of English Textbook Entitled "Talk Active" Used by Senior High School (Student's Book) (Betri et al., 2018).

Integration of the Four Skills of the English Language and Its Influence on the Performance of Second Grade High School Students (Bastías et al., 2011).

Content Analysis

The term 'content analysis' is often used sloppily. In effect, it simply defines the process of summarizing and reporting written data – the main contents of data and their messages (Cohen, 2007).

Content Analysis is described as the scientific study of content of communication. It is the study of the content with reference to the meanings, contexts and intentions contained in messages. (Prior, 2020)

Content analysis entails a systematic reading of a body of texts, images, and symbolic matter, not necessary from an author's or user's perspective. (Kim et al., 1985)

Content analysis may be defined as the systematic, objective, quantitative analysis of message characteristics. (State, 1992)

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Qualitative Content Analysis -QCA is a method for systematically describing the meaning of qualitative material. It is done by classifying material as instances of the categories of a coding frame. (Schreier, 2012)

Approaches to Content Analysis

Basically, Content analysis can be carried out quantitatively but also qualitatively. In this technical supplement we focus on quantitative content analysis; qualitative content analysis is discussed in the technical supplement on qualitative approaches to language analysis. (Rose, 2015).

Content analysis is a method that may be used with either qualitative or quantitative data; furthermore, it may be used in an inductive or deductive way. Which of these is used is determined by the purpose of the study. If there is not enough former knowledge about the phenomenon or if this knowledge is fragmented, the inductive approach is recommended. (Elo, S. & Kynga¨ s, 2007)

The Process of Qualitative Content Analysis

The process of qualitative content analysis can be surveyed as the following steps: preparing the data, defining the unit of analysis, developing categories and a coding scheme, testing the coding scheme on a sample of text, coding all the text, assessing coding consistency, drawing the conclusions from the coded data, and finally reporting the methods and findings (Zhang, 2005).

The Purposes of Content Analysis

Weber sees the purposes of content analysis as including the coding of open- ended questions in surveys, the revealing of the focus of individual, group, institutional and societal matters, and the description of patterns and trends in communicative content. (Cohen et al., 2007)

The aim is to attain a condensed and broad description of the phenomenon, and the outcome of the analysis is concepts or categories describing the phenomenon. Usually the purpose of those concepts or categories is to build up a model, conceptual system, conceptual map or categories. (Elo, S. & Kynga¨ s, 2007)

Functions of Content Analysis

Leites and Pool (cited (Kim et al., 1985) describe four functions of content analysis:

1. To confirm what is already believed.
2. To correct the "optical illusions" of specialists.
3. To settle disagreements among specialists.

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4. To formulate and test hypotheses about symbols.

English Language Skills

The communicative approach influenced the teaching-learning process positively. It got the students involved in speaking English, understanding word meanings, comprehending reading texts, completing tasks, and studying well (Irmawati, 2012).

Teaching language skills is often the key focus or main element in the language teaching practice. Knowledge of the theory and practice of teaching receptive skills (listening and reading) and productive skills (speaking and writing) in English is one of the key learning objectives of many TESOL teacher-education programs in universities around the world (Inan-Karagul & Yuksel, 2014).

Writing, speaking and listening are communication skills that are important in all subject areas in the curriculum. Hence, literacy should have a central position in the curriculum. Even so, differences between students' levels of literacy mean that some students fail to acquire the verbal foundations for learning. For this reason, increasing numbers of students fall short of proficiency as they proceed through the school (Wallace et al., 2014).

Secondary Education

As an intermediary step between primary and tertiary education, secondary education serves as a preparatory phase for youth before they enter the workplace, helping to equip a largely adolescent population with the skills, aptitudes, and social values for a productive and healthy adult life. (Jacob, 2019).

The general objectives and the contents of secondary history subject in Somalia, which consist of four grades and the student should encounter them are shown below.

The General Objectives of the Secondary English in Somalia 2017. (Waxbarashada, W. , Hi., 2017)

At the end of this stage the following major points are expected to be achieved: Students should be able to:

- Discuss and express in English the ideas they want to convey.
- Leave the 12th grade of high school speaking fluent English.
- Converse with someone whose first language is English.
- Understand radio news and speeches in English.
- Reach a level where they can read and do research in English using books or the Internet,
- Create texts with correct punctuation and grammar.

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- Comment on texts they have read.
- Have a consistent reading culture.

According to the above eight objectives of English secondary schools in Somalia, there is a match among the English language skills stated in the objectives and the required standards of language skills to the study. The below table indicates the matrix of the contents of the four secondary English textbooks in Somalia.

Table 1. Contents of the Form Four Secondary English Textbook in Somalia.

Units	Titles	Pages
1.	Never Forget	1-11
2.	Oral Presentation	12-24
3.	A Colossal House	25-37
4.	Poetry Guide	38-60
5.	The Lion with a Thorn in His Paw	61-76
6.	Oral Literature	77-90
7.	The Father and his Son	91-104
8.	Edible Soda	105-117
9.	The Motherless Girl	118-132
10.	Societies In The Past	133-147
11.	Nature Conservation	148-156
12.	The Killer Plastic	157-175
13.	Culture Shock	176-192
14.	Field Work	193-213
15.	Negotiation Skills	214-224
16.	Our Life Today	225-238
17.	Problems Caused by Modern Packaging	239-249
18.	Allergies	250-260

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Methodology

This study used the qualitative approach and content analysis method which the author analyzed the content of form four secondary English textbook in Somalia in light of fostering English Language skills.

The data and data source are based on the textbook "English Secondary Form Four" published by Beder Printing House from Ministry of Education, Culture and Higher Education, Federal Republic of Somalia.

The researcher used abbreviations for the coding the items of English language skills for analyse the content of the form Four English secondary textbooks of the study in which ELS stands for English language skills, LS coded as listening skill, SS represents speaking skill, RS coded as reading skill and WS coded as writing skill.

Findings

Table 2 Results of the Four English Language skills for the Secondary English Textbook in Somalia

Code	Language skills	Frequency	Percentage
LS	Listening skill	17	24.3
SS	Speaking skill	17	24.3
RS	Reading skill	19	27.1
WS	Writing skill	17	24.3
Total		**70**	**100**

The table and figure (2) show that listening, speaking and writing skills gained 17 (24.3%) whereas reading skill gained 19 (27.1%). Consequently, reading skill has got the greatest frequency of all.
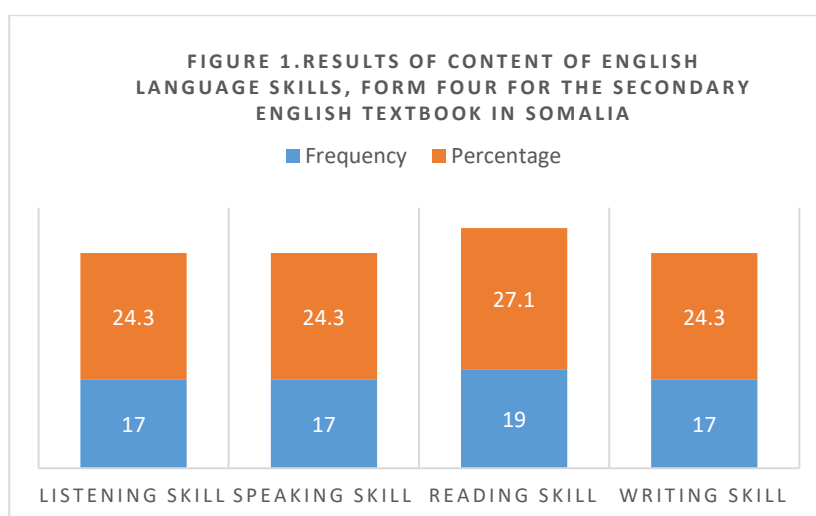

Figure 1. Results of content of English Language skills, form four for the Secondary English Textbook in Somalia

Conclusion and Recommendations

The main objective of the study was to identify the content analysis of the new English secondary form four textbook of Somalia in the light of fostering English language skills. Results of the study indicated that the highest ranking of language skill is reading skills, while the writing, listening, and speaking skills scored up the same rank. Based on the findings, the following recommendations are made.

- Since the study analyzed the content of Somalia's secondary form four English textbook in the light of fostering the language skills, therefore; the results couldn't be generalized to other grades such as form three, two and one.
- Future researchers are recommended to conduct studies relating to the extent of English secondary form four textbook in the light of fostering grammar, vocabulary, reading comprehension, compositions for secondary and primary schools as well.

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