

Effect of Dual-Language Immersion Programs in Teaching English Language on Student Achievement in Primary Schools Borama

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ABSTRACT

This study looked into how integrated bilingual education affected students' academic performance in Borama's primary schools. Dual refers to having two components, elements, or aspects. Students who get dual language instruction learn both material and literacy in two languages. In most cases, dual language instruction begins in the first grade and lasts for at least five years. However, it can also extend into middle school, high school, and even college. The majority of schools in Somalia follow a two-language curriculum, with pupils learning English in high school and university and Somali in primary and secondary education. Dual language education approaches are used to put it in two different ways. In the first, pupils are taught two different topics in two different languages twice. Students at the elementary and middle school levels use Somali as their primary language of instruction, while those at the upper school level switch to English. Using Somali and English as a simultaneous language or as a medium of instruction in the classroom is the second method of practicing two languages. The teaching of English is impacted by both approaches. There is no policy governing the use of both languages for these reasons. The goals and appropriate techniques for implementing dual language teaching practices are not outlined by the Ministry of teaching. Schools take action without fully understanding the ramifications of using dual language instruction. Even while dual language instruction has a good impact on English language instruction, this benefit is still unknown. The impact



of dual-language immersion programs on student achievement in Borama primary schools is a subject that this study attempts to answer. The effects of dual-language immersion programs on student achievement in Borama primary schools were the specific focus of this study. such as grammar structures, formulaic sentences, and vocal exercises based on Rod Elli>s Instructed Second Language Learning approach. A qualitative cross-sectional survey technique research design was employed in the study. In April of 2015, the data was gathered through interviews, and the coding method for qualitative data was used for analysis. The study demonstrated how teaching English is impacted by the use of both languages. The study came to the conclusion that primary schools in the Boorama district are to blame for the unplanned repeating of two languages in the classroom. The Ministry of teaching, Primary Schools, and English Language Teachers should develop a policy regarding dual-language teaching practices, according to the study>s recommendations.

Keyword : Dual-Language, Student Achievement, Borama



INTRODUCTION

1.1 Background of the Study

Many of the world's languages and cultures (especially Africa) are endangered because of previous historical incursions, mostly associated with colonialism, and a host of contemporary political, economic, and social processes. One way to counter this linguistic and cultural loss is to encourage and support parents to teach their young children their Mother Tongue (MT) and for education systems to deliver Early Childhood Development (ECD) education in the children's mother tongue. This has encouraged bilingualism which is the ability to speak in more than one language. In today's world bilingualism is a valuable skill which has been cultivated and nurtured in most schools and communities of the world through the encouragement of dual Language education (DLE), as an influences approach to developing language proficiency and literacy in English and any other partner languages (Horn Berger, 1990 & Loeb, 1999). Most countries of the world today practice DLE where two languages are used as Medium of Instruction (MOI) in their education system. Somalia is one such country that has two languages being used as MOI in different levels of education. Thus Somalia has a DLE policy and practice.

The history of DLE can be traced back to the 1960s when Miami Florida in the USA began a 50/50 model program (two languages allocated equal time) that included both the English language majority speakers and the minority Spanish speakers. In the 1970s similar programs were formed in three

other states namely: Washington DC, Illinois and Chicago. Other states such as California and San Diego followed suit, but they adopted a slightly modified version. Their DLE programs moved from a 50/50 model to 10/90 with more time being allocated to the English language (Thomas & Collier, 2003). DLE has since found its way to other countries of the world where the language spoken at home is different from the language used for instructions in schools. According to (Crawford & Reyes 2012) the popularity of DLE is attributed to the fact that it offers superior levels of bilingualism and illiteracy, academic achievement which promotes cross-cultural awareness for all exposed to it. DLE also enables students to internalize a new language and use it for meaningful purposes, both socially and academically. Countries in Africa with a DLE policy include: Kenya where English is the MOI from standard four onwards while MT is used from ECD until standard 3, Tanzania that uses English and Swahili, South Sudan employs the use of MT and English, Malaysia, Zimbabwe, South Africa, Uganda and others are just some a few countries practicing DLE.

Sociolinguistics researchers have reported that students who learn in and through more than one language often experiences linguistic, cognitive, academic, and social advantages as compared to children who are only exposed to one language (Bialystok, 2002) Following the sociolinguistics studies, UNESCO has been in the forefront of advocating for a linguistic system in the education system which does not alienate the minority or new learners, but celebrates linguistic diversity. This advocacy by UNESCO followed the Education for All (EFA) Dakar framework



of 2000 which passed that education should be offered to all in the language that they best understand (UNESCO, 2014).

Dual language education is an education system which prescribes the use of two languages at different interval in an education system aimed at celebrating the linguistic diversity of a people (Bialystok, 2002). DLE has been categorized into different types namely; transitional DLE programs which provide students with some level of instruction in their primary or native language for a certain time period and then the students are transited into another period of English or any other language as a medium of instruction (MOI). the second type of DLE is the maintenance DLE programs which provides students with concurrent instruction in English language and their primary language throughout their elementary and primary school years with the goal to develop English fluency and academic literacy in both languages (Thomas, 2003 & Collier, 2012). This study will conceptualize DLE as the use of two languages as MOI at different levels in of education system. The two languages being used as MOI at different interval in Somalia are Somali and English language and the type being offered on paper is transitional DLE. The value of both synchronous and asynchronous online learning is perceived differently and depending on the circumstances by EFL learners. When creating online language teaching, educators should take these diverse tastes into account in order to create a well-rounded and productive learning environment. Furthermore, asking students for feedback on a regular basis might assist teachers in making well-informed changes to their teaching strategies (Al-Musili,

R. M., Bataineh, & Al Jamal, 2022).

The general definition of grammar as used by many and given by the Oxford English

Dictionary is; the whole system and structure of languages which is made up of syntax, phonology and morphology including semantics. According to Chomsky, grammar is a set of structural rules governing the composition of clauses, phrases, and words in any given natural language. These set of rules according to Chomsky are innate thus he talks of the Universal Grammar (UG). He justifies this by saying that all the rules governing the construction of sentences in all languages have similar phrase structure rules and that each rule can be used to produce unlimited number of sentences including sentences that have never been spoken before. Chomsky gives the basic PS Rule to include:

S NP, VP where S is for sentence, NP is for noun phrase and VP is for verb phrase.

This study will conceptualize grammar as a set of structural rules governing the composition of clauses, phrases, words and morphemes in the English language. This study also agrees and adopts Chomsky's view that one set of rule can be used to construct unlimited numbers of sentences.

Chomsky separates competence from performance and describes 'competence' as an idealized capacity that is located as a psychological or mental property or function. To him 'performance' is the production of actual utterances. In other words, to him, competence involves "knowing" the language and performance involves "doing" something with the known



language. Thus competence is that which the learner knows and which is largely unconscious while performance is the ability to draw from competence and correctly use a language. Competence is judged through performance thus they go hand in hand. This study will conceptualize competence based on Chomsky's definition as that which the language learner knows and which is largely unconscious knowledge. Performance will be the exhibition of competence in correct grammatical construction of grammar units of the hierarchical scale of the English grammar. Learners' language performance will be obtained from their teachers through document analysis.

Grammar forms according to this study are the way words are used to make correct structures or sentences. Grammar forms to this study were conceptualized into word formation, sentence structures and verb forms.

Formulaic expressions are linguistic term for verbal expressions that are fixed in form, often non-literal in meaning with attitudinal nuances, and closely related to communicative pragmatic context. This study conceptualized formulaic expressions as pronunciation, spelling and stress and intonation. Learners may appreciate the flexibility of asynchronous instruction, allowing them to access materials and complete tasks at their own pace (Al-Musili, R. M., Bataineh, & Al Jamal, 2022). This flexibility can be especially beneficial for those with busy schedules or varying time zones (Al-Musili, R. M., Bataineh, & Al Jamal, 2022).

Oral tasks are spoken tasks which activities of learning a language are shown orally as a speech. This study conceptualized oral tasks into teachers' ability to give examples tasks, speaking

tasks and writing tasks.

This study was proposing to use the theory attributed to Rod Ellis, (1994) called Instructed Second Language Learning (SLL) which proposes nine principles for teaching a second language. The theory proposed that the acquisition of second language (L2) requires learning the target language through immersion and through second language instruction. In this study the L2 was English language which was instructed in secondary schools through teaching as well as immersion. The teaching of grammar is core to SLL. The nine principles of instructed second language learning acted as check list for collecting and analyzing data collected in this study. For example Ellis proposes the teaching of formulaic expressions in his second principle. He explains how this can be achieved. In oral tasks, Ellis also provides a framework on the influence way of giving oral tasks.

Somalia can be described as implementing a dual language education practices which dictates the use of MT (Somali) from ECD till primary school level, while English language starts being introduced as a lesson first in primary level. In secondary schools, English language becomes the sole MOI a practice that goes on till University levels. The overall structure of the Somali language which is used as MOI in ECD till primary differs in many instances with overall structure of English language which is used as MOI from secondary onwards for example the two languages differ in phonology, lexicology, morphology, syntax, pronunciation etc. However, the two languages share a common orthography which is the Latin alphabet. From



preliminary investigations, it was not clear that practicing DLE improves the acquisition and teaching of English as L2. This is because it is not clear whether English language teachers teach English language using English itself or Somali, a result of DLE practices. This study therefore sought to describe how DLE practices influence English language learning in primary schools in Borama.

Contextually, no one had done this kind of study in Borama district or in the whole Somalia. As an English teacher and from the experience of language teaching, the researcher used his knowledge and teaching language experience to contextualise this study of how DLE influence the teaching of English language.

1.2 Statement of the Problem

English language learners need enriched, sustained forms of instruction that allow them to receive support in their First Language (L1) while learning the Target Language (TL). This is a result of DLE education practices. Dual language practices offer English learners a mainstream curriculum, which leads to full English proficiency transforming them into bilingual speakers who are capable of comprehending more complex education concepts and who do not shy away from education. Unless implemented properly, DLE program can have challenges resulting from the allocation of time given to each language, competence of the English language teacher, language curriculum and overall implementation of the program. Even though DLE practices have a stated goal of bi-literacy, there is often little accountability

for demonstrating the four language skills (reading, writing, speaking and listening) in the two languages. For example, many DLE practices in primary schools in Borama district do not assess literacy skills in the partner language (English language). As a result, it is unclear whether students are making adequate progress in learning target language or not. Such challenges often result in pressure for DLE practices to add more instructional time for English language or to dissolve the program altogether.

Somalia practices a DLE programme in use where Somali language is used as MOI in primary and intermediate levels while English language is used as MOI from secondary up to university level. There seems to be inadequate planning for the DLE practices in terms of curriculum, implementation so that output can be quantified. It was for this reason that this research proposed to describe how dual language education practice influence the teaching (Obaid.S.Hanan,, Alziyyadi H. almusawi AMohammed,AL-JamaL S, 2023). of English language in primary schools in Borama. This is because Somali language had been introduced in intermediate levels with very little English language. In primary schools English is expected to take over as MOI. The learners and sometimes the teachers have been reported to lack competencies in English language resulting in the use of Somali language to teach English language. This study therefore sought to describe the teaching of Formulaic expressions, grammar forms and giving of oral tasks following DLE practices.



1.3 Research Objectives

1.3.1 General Research Objectives

This research was guided by the following general research objective:

To describe how Effects of Dual-Language Immersion Programs on Student Achievement in Primary Schools in Borama.

1.3.2 Specific Research Objectives

The specific research objectives of this study were:

- 1 To describe the teaching of formulaic expressions as swayed by DLE practices in primary schools in Borama;
- 2 To describe the teaching of grammar forms as swayed DLE in primary schools in Borama;
- 3 To describe how DLE practices influences the giving of oral tasks provided by the teacher in primary schools in Borama;

1.4 Research Assumptions

This study was guided by the following research assumptions:

- 1 DLE Practices sway teaching formulaic expressions in primary schools, Borama district;
- 2 DLE Practices influence the teaching of grammar forms in primary schools, Borama district;
- 3 Teachers' opportunities of giving oral tasks are influenced by DLE practices in primary schools, Borama district;

1.5 Research Questions

The research questions of this study were the following:

- 1 How does DLE influence the teaching formulaic expressions in primary schools, Borama?
- 2 How does DLE practice influence the teaching grammar forms in primary Schools, Borama?
- 3 How does DLE practice influence the teaching of oral tasks in primary schools, Borama district?

1.6 Scope of the Study

This study of Dual Language Education and English Language Teaching was conducted in Borama district, the capital city of Awdal region, Somalia. The study was only being limited to how dual language education influences English language teaching in secondary schools, Borama district, Somaliland. The methodology adopted was qualitative with cross-sectional research design. Data was conducted through interviews and the respondents were purposefully selected. The study covered a period starting from November 2016 to July 2017.

1.7 Significance of the study

The study had the following important categories of stakeholders; Ministry of Education because they can be able to improve on the DLE practices. Language teachers get significance because they know and adjust their teaching to correct the teaching grammar. On the other hand, learners understand the importance of DLE. Finally, the study gave benefit to future researchers who wish to study and want to know something DLE practices.

1.8 Limitations of the Study

The study was localizing primary schools in Borama district, yet the problem about the dual language education and English language teaching was in the whole country. It would be better if the study was conducted in the whole secondary schools of the region. Hence the generalization of the study to the other populations undertook the limitation of the study in general.

1.9 Conceptualization

1.9.1. An overview of Instructed Second language Learning

There are many SLA theories attributed to different applied linguists who are interested in SLL. However, this study proposed to use the theory attributed to Rod Ellis, (1994) called Instructed Second Language Learning. The theory proposes nine principles namely:

Principle 1: Instruction needs to ensure that learners develop both a rich repertoire of formulaic expressions and a rule-based competence.

Principle 2: Instruction needs to ensure that learners focus predominantly on meaning.

Principle 3: Instruction needs to ensure that learners also focus on form.

Principle 4: Instruction needs to be predominantly directed at developing implicit knowledge of the L2 while not neglecting explicit knowledge.

Principle 5: Instruction needs to take into account the learner's 'built-in syllabus.'

Principle 6: Successful instructed language learning requires

extensive L2 input (oral). Principle 7: Successful instructed language learning also requires opportunities for output.

Principle 8: The opportunity to interact in the L2 is central to developing L2 proficiency.

Principle 9: Instruction needs to take account of individual differences in learners.

According to this theory, three principles are concerned the objectives to this study.

Principle 3 ,1 and 7 propose formulaic expressions, grammar forms and oral tasks respectively. Principle 1: Instruction needs to ensure that learners develop both a rich repertoire of formulaic expressions and a rule-based competence. In this principle, Rod Ellis stated that learners need to develop both repertoire of formulaic expressions and rule-based competence for the purpose of proficiency in second language (L2) acquisition. Proficiency in an L2 requires that learners acquire both a rich repertoire of formulaic expressions, which cater to fluency, and a rule-based competence consisting of knowledge of specific grammatical rules, which cater to complexity and accuracy (Skehan, 1998). Formulaic expressions are useful for L2 learners to develop their competence. Rod Ellis suggested that learners bootstrap their way to grammar by first internalizing and then analyzing fixed sequences. He demonstrated that learners often internalize rote-learned material as chunks, breaking them down for analysis later on. In DLE system of education, learners require to develop their second language fluency. Principle 3: Instruction needs to ensure that learners also focus on form. To acquire second language acquisition, learners need to develop



the form or the rule of the L2. Learning structure of the language makes sure learning another language. Learners should focus on form for the purpose L2 acquisition. Although there is now a widespread acceptance that acquisition also requires that learners attend to form. Indeed, according to some theories of L2 acquisition, such attention is necessary for acquisition to take place. Principle 7: Successful instructed language learning also requires opportunities for output. Learners should be allowed to produce second language as practice. They need to communicate with using the L2 to improve and develop their L2 skills. Contrary to Krashen's insistence that acquisition is dependent entirely on comprehensible input, most researchers now acknowledge that learner output also plays a part. Skehan (1998) drawing on Swain (1995) summarizes the contributions that output can make.

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter discussed selected literature on dual language education and how it affects English language teaching in primary schools in Borama district, Somalia. This chapter also analysed the related literature critical with a view of showing knowledge gaps.

2.2. Dual Language Education Practices

A dual language education practices celebrates the linguistic diversity of a people and it is used in many counties (UNESCO, 2014). Different countries in the world have adopted DLE program by using as instruction in two or more languages has taken different forms in each country. It is for this reason that this research is proposing to find out the form of DLE that Somali practices, since each country is implementing their DLE practices which meets their own set of goals, design and manner of implementation (Lessow-Hurley 2000). Some school districts that report that they have dual language programs have what are essentially second language enrichment programs (Genesee, 1987), in which language majority children are learning a second language. Educators have also used the dual language label to refer to all bilingual/bicultural education programs (Leslow-Hurley, 2000) because of its literal definition as the "use of two languages." Even when dual language programs fall within the technical definition, there is variation in their implementation (Lindholm, 1987). Two major variants



of the DLE model exist. These include the 90:10 and the 50:50 models. Lindholm (1987) includes both the 10/90 and the 50/50 models as bilingual immersion, or two-way programs. The 10/90 model starts in kindergarten with a curriculum that is %90 in the native language and %10 in the second language; there is a gradual increase of English until it reaches %50 at the upper elementary level. There are usually two classes at a grade level (or team teaching) so that the increase in the second language is parallel for each of the populations, the native English and the non-native English. The 50/50 model starts in kindergarten and continues throughout the elementary level, with each language receiving half of the instructional time. Out of the 30 programs Lindholm describes in the 1987 Directory of Bilingual Immersion Programs, 17 are of the 50/50 model. This research will therefore be seeking to establish the type of DLE program in use in Somaliland. For example, in Kenya, the DLE program being implemented prescribes that mother tongue be used in early childhood development (ECD). This practice has not been realized and so education at this level uses the language of the catchment area which tends to be either English or Swahili. English language is introduced from primary 4 (P4) onward. Other languages in the Kenyan education system which are taught as subjects include Swahili (Okal, 2014). In the Republic of South Sudan (RSS), the DLE in place is almost similar to the one in Kenya where mother tongue is used in ECD till P4 with English being introduced from P5 onwards. The only difference between RSS and Kenya's model is that the preferred language of the catchment area that is used in ECD



is a pidgin called Juba Arabic. The use of a Pidgin as MOI is also seen in Papua New Guinea where Tok-Pisin is used in the education sector alongside English language with the preferred MOI being English language. In Ethiopia, languages, such as Oromo, Anuak, Tigrinya has been added to Amharic as MOI until primary level while English takes over in secondary onwards. The challenge that was reported in Ethiopia by researchers is that when they enter an English lesson class neither the teacher nor the students spoke a word in English or resembling English language (Ahai & Faraclas,1993). Thus this research is proposing to find out the status quo of DLE in Somaliland with the aim of documenting it. Somaliland is not offering a different model but is offering one similar to other countries that have extended the mother tongue as MOI until the end of primary schools. Other such countries which use mother tongue till upper primary classes include; Botswana (Setswana), Lesotho (Sesotho), Uganda (Ateso, Luganda, Lugbara, Luo, Runyankore and Runyoro), Tanzania (Kiswahili), Somalia (Somali), Ethiopia (Amharic), Eritrea (Tigrinya), Madagascar (Malagasy) and others (Bamgbose, 1991). However, the Somalia case may still differ in that the MOI in practice may be different as is prescribed by the government. All the mentioned cases of DLE instructional approaches primarily draw from teaching models employed in second language learning (Freeman, 2005, Howard and Sugarman, 2007).



2.3. Teaching Formulaic Expressions and Dual Language Education

In this section we attempted to collect what the researcher found about teaching formulaic expression and DLE practices. In other words, this section was found how DLE practices affect students understanding as well as teachers' teaching formulaic expressions. Instruction needs to ensure that learners develop both a rich repertoire of formulaic expressions and a rule-based competence. Proficiency in an L2 requires that learners acquire both a rich repertoire of formulaic expressions, which caters to fluency, and a rule-based competence consisting of knowledge of specific grammatical rules, which caters to complexity and accuracy (Skehan, 1998). There is now widespread acceptance of the importance played by formulaic expressions in language use. Native speakers have been shown to use a much larger number of formulaic expressions than even advanced L2 learners (Foster, 2001). Formulaic expressions may also serve as a basis for the later development of a rule-based competence. Ellis (1996), for example, has suggested that learners bootstrap their way to grammar by first internalizing and then analyzing fixed sequences. Classroom studies by Ellis (1984a) and Myles (1998), referred to earlier, demonstrate that learners often internalize rote-learned material as chunks, breaking them down for analysis later on. Traditionally, language instruction has been directed at developing rule-based competence (i.e. knowledge of specific grammatical rules) through the systematic teaching of pre-selected structures. This involves the focus-on-forms approach discussed earlier. While such an approach certainly



receives support from the research that has investigated direct intervention in inter language development (see earlier section), curriculum designers and teachers need to recognize that this type of instruction is as likely to result in students learning rote memorized patterns as in internalizing abstract rules. This should not be seen as an instructional failure however as such patterns are clearly of value to the learner. It points instead to an acknowledgement of what can be realistically achieved by a focus-on-forms approach, especially with young, beginner learners. If formulaic chunks play a large role in early language acquisition, it may pay to focus on these initially, delaying the teaching of grammar until later, as proposed by Ellis (2002b). A notional-functional approach lends itself perfectly to the teaching of prefabricated patterns and routines and may provide an ideal foundation for direct intervention in the early stages. Clearly, though, a complete language curriculum needs to ensure that it caters to the development of both formulaic expressions and rule-based knowledge.



RESEARCH METHODOLOGY

3.1 Research Area

This study was conducted in Borama district, Somalia. The study focused the 10 primary schools in Borama district both private and public schools. Borama was selected because it is the main town in Awdal region where the researcher of this study could found enough primary schools.

3.2 Research Design

This study on Effect of Dual-Language Immersion Programs on Student Achievement in Primary Schools in Borama used a qualitative research approach mainly and rarely used quantitative approach. Qualitative research was used to find in-depth individual interview. The study also adopted a cross sectional survey which was descriptive in nature. A cross sectional survey collects data to make inferences about a population of interest (universe) at one point in time.

3.3 Study Population

3.3.1 Target Population

The target population of this study were primary schools in Borama district both private and public ones.

3.3.2 Accessible Population

The accessible population of this study was English language teachers teaching in primary schools in Borama District.

3.4 Sample and Sampling

3.4.1 Sample Size

The sample size of this study came from the accessible population of this study which was 10 primary schools in Borama district. There were 6 private schools and 3 public schools where the researched collected the data of this study. The accessible population could be reached so the researcher met 9 English teachers as respondents while one teacher could not come.

3.4.2 Sampling Techniques

The sampling technique of this study was purposive non-probability sampling technique in a census survey way. The researcher invited to English teachers from primary schools in Borama District and interviewed them. A census survey gives opportunity to the researcher intensive information about the study. A census survey was chosen because this technique gives accuracy and the respondents were not vast, but small. The researcher could reach all the respondents and wanted to describe the Effects of Dual-Language Immersion Programs on Student Achievement in Primary Schools in Borama. Since English language teachers are not many, the researcher sought to interview all of them. Unfortunately, one of the English language teachers was unwell and so could not participate in this study.



3.5 Data Collection

3.5.1 Data Collection Methods

The researcher of this study collected the data by using interview method of collecting data. To collect a raw data, the researcher invited 10 English teachers as focus group discussion. The researcher's role was to guide and lead the interviews while the teachers were to answer the interview guide questions.

3.5.2 Data Collection Instruments

The instrument or tool that this study 'Effects of Dual-Language Immersion Programs on Student Achievement in Primary Schools in Borama used to collect data was interview guides which had both structured and semi structured questions. Interview guides were set of questions with structured answers which guide a researcher. It was a plan made up of a list of questions for investigation.

3.5.3 Research Procedure

The procedure of this study was following these steps in order to collect data. The researcher prepared interview questions for data collection. These questions were used during interviews as focus group discussions. The researcher held meetings of interviews on 20 September, 2023. More specifically, the researcher came in touch with and asked them to participate in the research after explaining the nature and the scope of the study. In general terms the respondents participated in the research and the interviews in 2023. The discussions took

place at Al-aqsa Primary about 1 h and 30 minute. During the interviews, the researcher was keeping notes, in order to help the respondents and gather data.

3.7. Quality control

3.7.1 Piloting

A pilot study was conducted in Sheik Omar Goth primary school in Dilla. In piloting, the study corrected anomalies detected early and to attain validity and reliability coefficients of 0.70. This was value conventionally accepted in social research science.

3.7.2 Validity of Instruments

Validity of the instruments were established through expert judgment method on the basis of items rated relevant using the formula $n_{4/3}/N$ where $n_{4/3}$ are items rated relevant by all judges, and N is the total number of items in the instrument. This method was simple to use because of its focus on agreement of relevance.

3.7.3 Reliability of Instruments

The study employed test-re-test method to ensure reliability. The instruments were administered twice to the similar primary English teachers. The researcher went Dilla, a village 30 km in the south east of Borama, and met two English primary teachers at different time intervals. What the researcher found in those two intervals were similar.

3.4 Data analysis

Content analysis is a method used in qualitative data in either an inductive or deductive way. The aim of this method was to describe the significance of use of DLE in teaching formulaic expressions, grammar forms and oral tasks in primary schools in Borama district. Content analysis of this study followed three stages included; preparation, organizing and reporting. In the preparation phase concepts were derived from raw data by deductive content analysis way.

The researcher adapted with the data by reading through the transcribed data to make it clear what was going on the field as whole information and then breaking the data down into smaller meaningful units. The researcher data re-read the original alongside to create meaningful units.

3.8. Ethical considerations

The researcher informed the respondents of the reason why the research was being conducted. The respondents were assured that the data collected was not be used against them. Before data collection, the researcher obtained permission letters from Amoud University authorizing the researcher to carry out the research. The researcher also informed consent from the respondents.

RESULTS AND FINDINGS

Introduction

This chapter describes how data of this study Effect of Dual-Language Immersion Programs on Student Achievement in Primary Schools in Borama, Somalia was collected, analysed and interpreted. The data was collected 9 respondents using interview method. This data is presented in line with the research objectives. The research has been going through three objectives; to describe DLE on teaching formulaic expressions, grammar forms and in giving oral tasks.

Background Information

Dual language education (DLE) takes two different forms in Somalia system of education. For example, according the Education policy, mother tongue should be used as MOI in early childhood education and intermediate education. In Secondary schools English language becomes the MOI till University level. This is one form of DLE which is described as 50/50. However, the second form of DLE is where a teacher uses two languages concurrently as MOI during the course of teaching. In Borama, teachers tend to use mother tongue and English language as MOI in secondary schools. Some researchers have referred to the second type of DLE as language choice. Thus Somaliland practices the 2 different forms on DLE. There is DLE system which is used different levels and there is DLE system that is used during secondary level. Both these two forms of DLE sway the teaching of English language in secondary schools in

Borama, both negatively and positively.

Distribution of Respondents by Gender

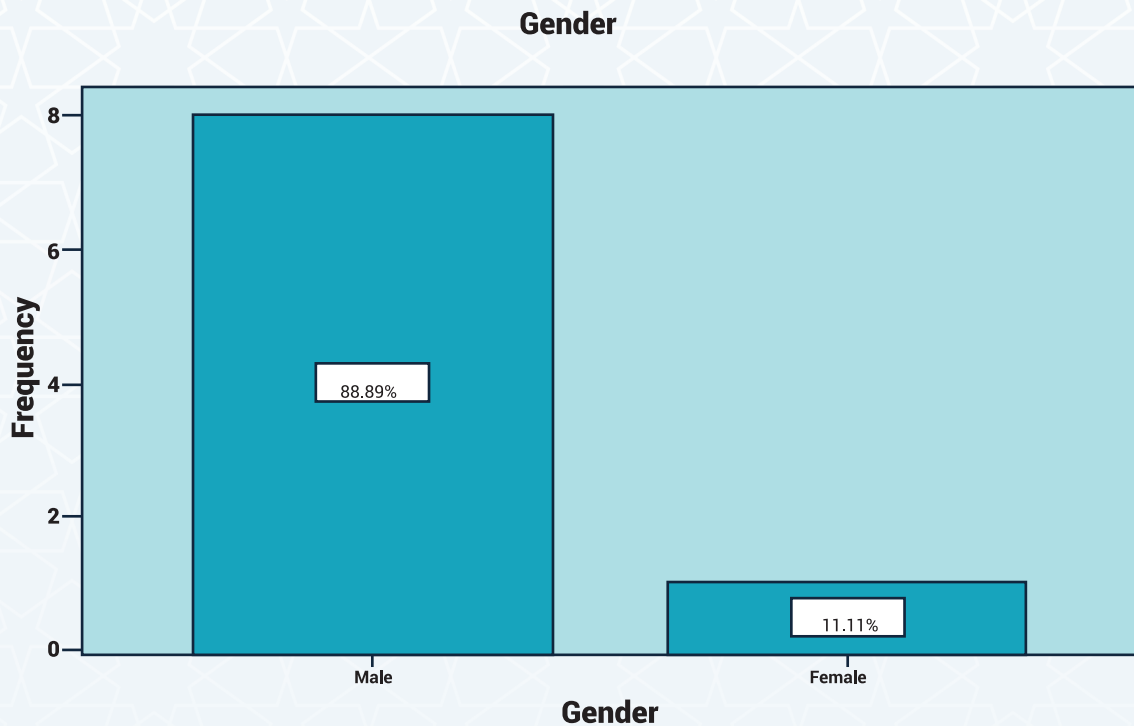


Figure 1 the male and female respondents as gender

Figure 1: As shown the above figure, the majority respondents were males. It is around %90 of the teachers were males. This means that females don't like teaching especially teaching English language. The respondents were only 9 people and only 1 respondent was female.

Distribution Respondents by Level of Education

Education

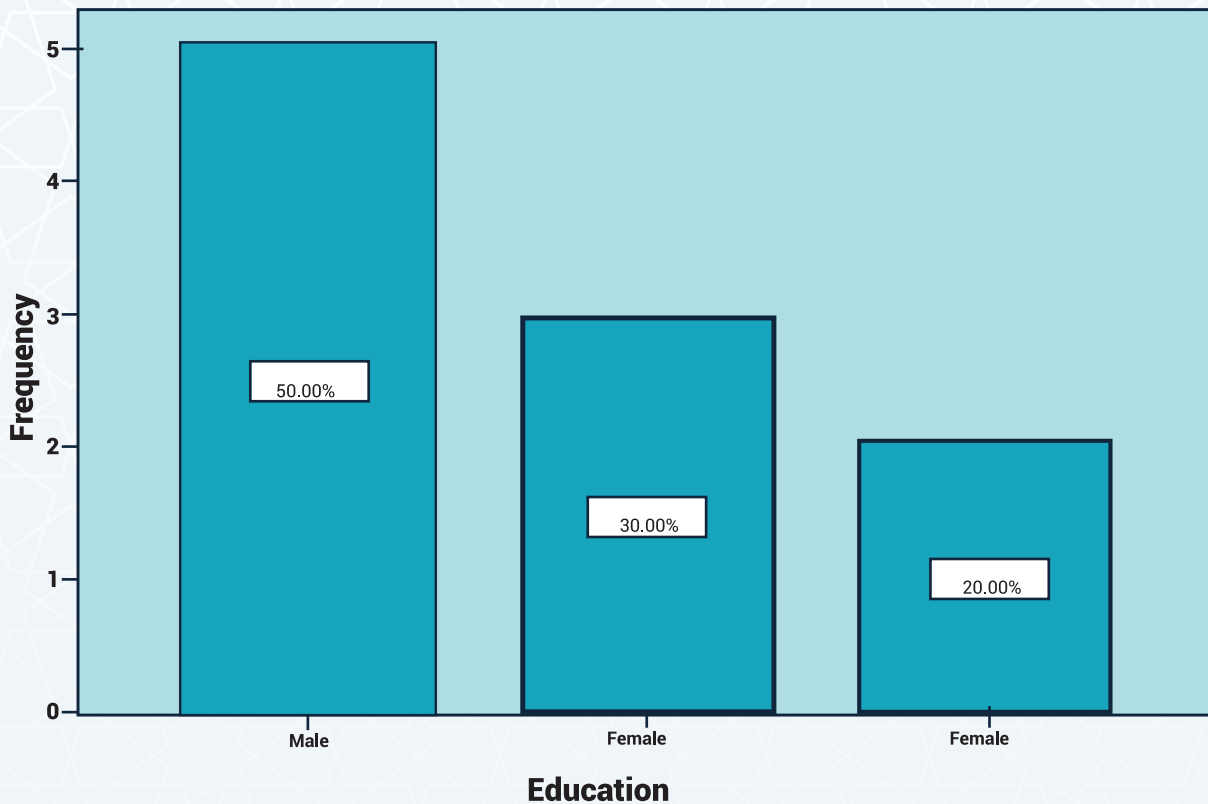


Figure 2 the level of education of the respondents

Figure 1: As shown in this figure, the highest level of education of the respondents was bachelor of degree. 5 of the respondents were bachelor of degree while 3 were diploma and only 1 respondent was undergraduate teacher. NB: there were no English masters in those primary schools.



Objective 1: Teaching Formulaic Expressions and Dual Language Education in Primary Schools in Borama.

Formulaic expression is a linguistic term for verbal expressions that are fixed in form, often non-literal in meaning with attitudinal nuances, and closely related to communicative pragmatic context. Formulaic expression was conceptualized in this study to include; teaching pronunciation, spelling and intonation and stress. Pronunciation is the way in which a word is pronounced. Spelling is the process or activity of writing or naming the letters of a word. Intonation is up and down of the voice while stress is saying syllable words louder. This study began by describing the approaches that English language teachers follow when teaching formulaic expressions. The study was keen to establish whether DLE sways the approach that the teachers use to teach. The study found that majority of the teachers reported that they teach formulaic expressions by making language choices. The choices are usually between Somali language and English language. Language choice occurs when a speaker makes a proposition in one language solely and then elaborates using a second language. Language choice is different from code switching since code switching is at the sentence and word level while language choice is at the medium level. Teachers reported that they usually give their students a list of formulaic expressions written in English language and then explain the formulaic expressions using Somali language. For example;

Respondent 1: I give the students examples of formulaic expressions written in

English language with their Somali translations to enhance students' understanding of formulaic expressions.

Respondent 3: I write common formulaic expressions in English and explain them using Somali language. Thus the study concluded that majority of English language teachers used language switch, a product of DLE when teaching formulaic expressions. Two respondents however gave a different approach to formulaic expression teaching. They reported that they usually give their students short English passages with formulaic expressions to read aloud in front of the students. The aim of this is usually to enable the student to develop speaking, reading and listening skills using passages which focus of formulaic expressions. These teachers do not make language choices during their teaching but sticks to the prescribed DLE policy of using English language as MOI in primary schools in Borama.

Respondent 2: I give my students passages within formulaic expressions and they read aloud in front of the students to develop speaking, reading and listening skills.

Respondent 6: I give my students passages. They read as a group and I just want to help my students for their speaking, listening and reading skills. According to the majority of the English language teachers, DLE has improved the teaching formulaic expressions. This is because the use of two languages used when teaching formulaic expressions helps students who have not mastered English language well to understand the meaning of the grammar point; formulaic expression. Most teachers interviewed reported that they tend to use two languages: Somali



and English alongside each other during teaching. For example, they write the formulaic expressions in English language and then use Somali language to explain the formulaic expressions.

Respondent 1: DLE has improved my students' understanding when I teach formulaic expressions. DLE has helped students who don't know well English language. I translate English formulaic expressions in to Somali because students don't understand the meaning of the formulaic expressions if it is only explained using English language.'

Respondent 3: Using Somali and English languages together is the only way that students can understand what you are to teaching them because they are very good in Somali but very poor in English. The study concluded that since the students were taught using Somali language as MOI when they were in primary and intermediate levels, their competence in Somali language is higher than their competence in English language. However, few teachers reported that DLE has a negative impact and does not improve the teaching formulaic expressions. This group of teachers though few believed that the fact that teachers make language choices during teaching is just a sign that the students don't comprehend English language. Here are examples what this group of teachers reported:

Respondent 2: Language choice during teaching does not improve the learning of formulaic expressions, but showed us that our students don't know English well enough to be taught in it purely. The majority of the teachers felt that making language choices during teaching improved the learning of formulaic expressions. However a 2 out of the 9 teachers interviewed

felt that teaching English using English was the best option. Thus the study concluded that language choice, a product of DLE and which in terms of teaching methodology falls under grammar translation method of teaching, is commonly used in the teaching of formulaic expressions.

DLE Practices and Formulaic Expressions in Pronunciation

However DLE policy has had no impact on the teachers' pronunciation of formulaic expressions. For example, Respondents 1 and 4 believed that DLE which has resulted in language choice has not influenced pronunciation of formulaic expressions in any way. They believed that pronunciation depended on individual teacher's ability to clearly articulate English lexis. For example, Respondent 1: DLE policy does not sway the pronunciation of teachers when teaching formulaic expressions or even my students' pronunciation. We simply use English phonology when pronouncing English words.' The researcher through observation could detect influence of Somali language on the teacher's pronunciation. This was an indication that the teacher gave his pronunciation his very best and believed he was pronouncing words well. Other respondents agreed with the researcher's observation. They reported that their pronunciation when teaching formulaic expressions is often marred with Somali intonations. The teachers agreed that they encountered difficulties with pronouncing formulaic expressions words. They sometimes pronounce the formulaic expressions the way they pronounce Somali words. They believe that using Somali as a MOI during explanation affects



the pronunciation of formulaic expressions of both the teacher and the students.

DLE Practices and Formulaic in Spelling

In spelling formulaic expressions, Respondents had different opinions. However, majority of the Respondents believed that DLE policy influenced the spelling of both the teacher and the students of formulaic expression words. Both tended to misspell words and found difficulty with writing correct word spelling. They tended to spell formulaic expression words the way they would spell them in Somali language. When it comes to the students, they misspell more than their teachers.

DLE Practices and Formulaic Expressions in Intonation and Stress

Majority of the respondents mentioned that their intonation and stress when teaching formulaic expressions was influenced by Somali language intonation and stress.

Objective 2: Teaching of Grammar Forms and Dual Language Education Practices in Primary Schools in Borama.

Grammar is the whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology (including inflections) and sometimes also phonology and semantics. Grammar form is a term “parts of speech” as the term for “what a word, phrase, or clause looks like.” The English language has only eight grammatical forms or parts of speech. Grammar was conceptualized in this study to include; teaching word-formation, sentence structures and verb forms. When it comes to teaching grammar forms, most 7 out of 9 respondents reported that DLE practice did not affect the teaching of grammar forms. The teachers reasoned that the two languages had their own unique grammar forms. This means Somali and English do not have the same grammar forms and students learnt Somali grammar at a specific time before starting to learn the grammar forms of English language. Other Respondents however reported that the DLE practices affect grammar teaching of grammar forms, for example in the teaching of word classes such as pronouns, verbs and tenses. When teachers use language choice in the class the tense in one language is rarely the same as the tense in the other language. The same applies to sentence structure and pronouns.

DLE Practices and Teaching Word-formation in Grammar

Word formation, in linguistics, is the creation of a new word. Word formation is sometimes contrasted with semantic change,



which is a change in a single word's meaning. The majority of the respondents responded that practicing language choice during teaching helps in the teaching of word-formation of English grammar. The teachers explained that the students needed to understand the meaning of the different English word forms. This was made possible by introducing a word then explaining it and its various form using Somali. Teachers use both Somali and English when they teach word-formation. 2 out of 9 respondents however felt reasons that word-formation was a difficult concept to teach using language choice. 6 out of 9 respondents felt that using Somali as a medium of instruction during primary and intermediate helps students to understand English word-formation. The respondents were right because sociolinguists believe that using mother tongue as MOI helps students to learn a second language and harder concepts in later stages of education. For example:

Respondent 7: 'DLE practices helps. Students understand word-formation when the MOI is both English and Somali during the lesson.'

Respondent 4: Yes, it does help. Students need to understand the meaning of the word-formation in their first language (Somali) before English.

Respondent 5: Yes, it does. My students need to understand parts of speech well so I should use both Somali and English. This study therefore concluded that DLE does not affect the teaching of word-formation of English grammar. 2 of the responses reported that language change affects teaching word formation only when students are at the beginners' stage

of English language learning but as they progress it does not affect in any way. In fact it facilitates the teaching of word formation.

DLE practices Teaching English Grammar Sentence Structures

Sentence structures are the way a sentence is arranged or organized grammatically. The sentence structure deals with where the noun and verb fall within the sentence. Some of the respondents reported that DLE practices have affected the teaching of English sentence structures. This, they reported that the teaching of sentence structures of English language come after the students have mastered the sentence structures of Somali language. Thus majority of the respondents reported that DLE practices have negatively affected the teaching of English sentence structures. For example, **Respondent 2:** DLE affects teaching sentence structures negatively. My students try to translate English sentences into Somali directly. For example, I have a white horse. So they translate word by word, the meaning will be wrong. 2 out of the 9 respondents however felt that DLE practices have a positive influence on the teaching of English language grammar structures. For example, **Respondent 1:** DLE practices affect teaching sentence structures positively when I have to adjust the two languages. Somali language helps me to give meaning of the structures and I write the sentences with English language. The above respondent wrote English sentence structures on the board using English language and then explained the structure and its components using Somali language. Thus the respondent felt that DLE practices impacted positively on the teaching of English sentence structures. Thus



the study concluded that DLE practices do not affect teaching sentence structures. Instead the language choice enables the teacher to clearly explain the components of the English structure using Somali. In other words using Somali to teach English structures yields positive results.

DLE Practices and Teaching of Verb Forms in English Grammar

The grammatical verb forms of include number, person, and tense. Auxiliary verb, infinitive, intransitive verb, irregular verb, participle, regular verb, and transitive verb are all grammar forms in languages. The majority of the respondents agreed that DLE practices affect the teaching of different verb forms of English language. They reported that students understand the verb forms well there was need to alternate languages during teaching. Thus English verb forms were majorly taught using Somali language with positive results. The respondents reported that students could understand varieties verb forms when these varieties were compared with Somali forms. The comparison allowed the student to get the intended meaning and to supply examples. 2 out of 9 respondents however believed that DLE practices did not affect teaching English varieties verb forms. They believe that students understand the form verbs like go, went, gone etc. If is used English to English as a MOI.

Objective 3: Giving of Oral Tasks and DLE Practices in Primary Schools in Borama.

Oral tasks are uttered by the mouth or in words: spoken oral tasks using speech or the lips especially in teaching the deaf. In this study oral forms were conceptualized to include; teacher's ability to give examples, speaking tasks, and writing tasks. All the respondents reported that they gave their students oral tasks in English language, though the way they taught was different from the way that they gave oral tasks. When asked to explain, the respondents reported that sometimes they give their students reading passages or short stories to read orally aloud as an oral task to teach speaking and reading skills. Some respondents reported that they gave oral tasks as exercises after the lesson. Both groups gave oral tasks with the aim of improving the students' speaking, listening and reading skills. When asked whether they felt that the oral tasks were affected by the DLE practices, most of the respondents reported that the DLE practices resulting in language change affected the giving of oral tasks negatively. They reported that this was because majority of the students could not speak only English language fluently and on its own when they are performing oral tasks in the classes. This resulted in student's code switching at both word and sentence level. The respondents believed that code switching was a negative influence of DLE practices.

Respondent 9: 'DLE affects oral tasks negatively because students mix two languages:

Somali and English e.g. I come here maalinkasta. Maalinkasta



means every day. Code switching can have both a negative and a positive influence. In this case code switching served the purpose of bridging. A bridge provides access to a missing word in the target language.

Majority of the respondents responded this that DLE does not affect their ability to give oral tasks using English language, although most had to translate the oral task for it to be understood by the students. Based on the three study objectives of this study concluded the following:

- i) DLE practices resulted in language choice within the English language classroom
- ii) DLE practices did not inhibit the teaching of formulaic expressions in English language
- iii) DLE practices did not affect the teaching of grammar structures
- iv) DLE practices affects the giving of oral tasks

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This study of Effects of Dual-Language Immersion Programs on Student Achievement in Primary Schools in Borama was finding how DLE influences on English language teaching. The researcher followed the correct stages of this research. The key issue that this study found was that DLE practices are essential phenomenon phenomena that all English teachers need to know well.

5.2 Summary of Findings

The overriding purpose of this study was to describe the influence on Dual-Language Immersion Programs on Student Achievement in Primary Schools in Borama. Basically, this study focused on teaching three different areas; formulaic expressions, grammar forms and oral tasks as objectives one, two and three respectively. As many respondents reported DLE practices have a greater influence on all these areas in teaching the English language. In Some of these areas as you found chapter four (Results and Findings) DLE had positive affect while others had negative influence.

5.3 Discussion

According to UNESCO (2014) dual language education practices celebrates the linguistic diversity of a people and it is used in many counties in all around the world. In the same way DLE practices takes place in Somalia system of education.



The difference is that the languages that are used in Somalia especially Borama district are Somali and English. According to Genesee (1987) some school districts that report that they have dual language programs have what are essentially second language enrichment programs in which language majority children are learning a second language. This study found that practicing DLE improves the learning and acquisition of second language. The respondents reported that practicing and using DLE increases learning English language as a second language development. According to Lindholm (1987) there are two major variants of the DLE model exist. These include the 90:10 and the 50:50 models. Both the two model starts in kindergarten with a curriculum that is %90 in the native language and %10 in the second language; there is a gradual increase of English until it reaches %50 at the upper elementary level. There are usually two classes at a grade level (or team teaching) so that the increase in the second language is parallel for each of the populations, the native English and the non-native English. The 50/50 model starts in kindergarten and continues throughout the elementary level, with each language receiving half of the instructional time. For example, in the USA the 90:10 model was used where %90 was Spanish while English was %10. The second model is a where all the languages are used equally. This study found that in primary schools in Borama the 10/90 model is used. 90 being Somali while 10 being English language. In Borama district, whenever the level increases such as primary, using English language increases as MOI, but it can't be 50:50 like model. This creates a peculiar environment because the



lesson being taught is English language and yet the language that dominates the class is Somali. According to Ahai (1993) and Faraclas (1993) in neighbouring country, Ethiopia, was found that when the teachers enter an English lesson class neither the teachers nor the students spoke a word in English or resembling English language. This study also found that English teachers as well as students rarely speak English language, but widely speak Somali language. According to Skehan (1998) proficiency in a second language requires that learners acquire both a rich repertoire of formulaic expressions, which caters to fluency, and a rulebased competence consisting of knowledge of specific grammatical rules, which caters to complexity and accuracy. This is same as what English teachers in Borama primary schools believe about teaching formulaic expressions helps learning the target language or second language. According to Krashen (1981) teachers should abandon grammar teaching, and concentrate instead on providing lots of comprehensible input so that learners can acquire a second language naturally. The respondents reported that DLE practice did not affect the teaching of grammar forms. The teachers reasoned that the two languages had their own unique grammar forms. In that case learners acquire grammars forms without influence on DLE naturally. According to Fisk (1969) oral proficiency is not as simple tasks as one might imagine. This study also found similar case that teaching oral tasks are the most difficult part and DLE affects teaching oral tasks both teachers and students. They reported that oral tasks are DLE practicing and both teachers and students core switch two languages when



they want give oral tasks.

5.4 Conclusion

The researcher's description of the impact of dual-language immersion programs on student achievement in Borama primary schools is provided below based on the study's findings. The linguistic choices made by teachers in English language classrooms were influenced by DLE practises. Only English teachers with more experience and knowledge of DLE practises were included in the researcher's sample of respondents, whose answers were based on the three research objectives. The first research question goal concerned how teaching formulaic English expressions is impacted by dual language instruction. Based on teaching formulaic phrases and the DLE, the researcher discovered a number of causes. (a) Due to the students' limited second language proficiency, DLE has a good impact on the teaching of formulaic phrases and improves spelling, emphasis, and intonation. (a) When teachers employ the DLE system and use both languages, L1 and L2, simultaneously in each class, formulaic expressions are easily comprehended. (c) Since the Somali language was the students' MOI in elementary and intermediate school, DLE has an impact on the teaching of formulaic expressions. DLE procedures do not impede the teaching of formulaic phrases because of these factors. The effect of dual language education on the teaching of English grammar forms was the subject of research question 2#. According to the responders, there is no beneficial or negative impact of DLE on the instruction

of grammar forms. The teachers reasoned that there were distinct grammar forms in the two languages. They came to the conclusion that instruction in verb forms, word formation, and sentence structure could be given without the DLE method. Nonetheless, two educators stated that DLE exercises support the instruction of grammar structures, particularly verb forms. The third research question goal concerned the impact of dual language education on oral task instruction. According to the responders, DLE has a detrimental impact on oral assignments and instruction. This resulted from students' core decision to employ both Somali and English when giving oral presentations rather than only English.

5.5 Recommendations

Based on the findings and conclusion of this study, Effects Dual-Language Immersion Programs on Student Achievement in Primary Schools in Borama, here are several recommendations to be considered:

- 1 There should be educational policy about dual language education since dual language education is practiced from primary to university level in whole country.
- 2 As in the findings dual language education has both positive and negative influences so teachers, parents and even the learners should consider the best way to exploit dual language education practices.
- 3 Considering the acquisition of second language L2 as in Rod Ellis theory of second language acquisition, primary students learn English if they are taught English to English



as MOI.

- 4 When the students are in the lower grades such as Kindergarten or primary, there should be need for using language L1 as MOI since they cannot understand any other language in that stage.
- 5 Teacher trainings about dual language education practices are necessary for the coming year to get benefit from dual language education and avoid the negative influence on this system.

5.5.1 Recommendation for Further Research

This study described DLE practices on formulaic expressions, grammar form and giving of oral tasks. Other researchers can continue with this study to find out the influence of Dual-Language Immersion Programs on Student Achievement in Primary Schools in Borama. Other researchers can also look at DLE and speaking skills, DLE and writing skills, DLE and pronunciation skills.

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