

**TEACHING METHODS AND ENGLISH LANGUAGE PROFICIENCY OF STUDENTS  
IN SELECTED UNIVERITIES IN HARGEISA, SOMALILAND**

**BY**

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**DECLARATION**

"This thesis report is my original work and has not been presented for a degree or any other academic award in any university or institution of learning".

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Signature of Candidate

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Date

**APPROVAL**

I certify that the work reported in this thesis report was carried out by the candidate under my supervision as a university supervisor.

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Date

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## **DEDICATION**

I dedicate this piece of work to my father and mother, whose tireless efforts to see me through school have always been an inspiration to me in my academic pursuits. May the Almighty God bless you abundantly.

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## **LIST OF ACRONYMS**

(USE )	Universal Secondary Education
(ELLS)	English language learners
(USA)	United States of America
(GPA)	Grade Point Average
(KIU)	Kampala International University
(CVI)	Content Validity Index
(SPSS)	Statistical Package for Social Science
(PLCC)	Pearson's Linear Correlation Confidence



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## ABSTRACT

This study investigated teaching methods and English language proficiency of students in Universities in Hargeisa. The teaching methods in terms of lecture method, presentation method, discussion method, workshop method, teaching capacity in the way of qualifications, class management, punctuality and all other teaching aids. the independent variable of the study was English language proficiency of students in terms of speaking, writing, reading and listening, the study showed that the needs of effective teaching methods and well equipped teachers are important for the Hargeisa universities in order to determine development of the English language proficiency of students, study findings indicated that the teaching methods of the universities in Hargeisa are not effective and needed urgently improvement. On the other hand, the study showed that there is an English language barrier in Hargeisa universities and it's also needed to improve urgently, and the causative agent was poor teaching methods which are used for teaching in English language in Hargeisa universities. The study established the majority (70.1%) of the students and the English lecturers were males. It was observed the majority of the English lecturers (88.9%) were Bachelors holders. The study showed that the majority of the English lecturers (72.2) had been working five years and above and finally the study identified the majority (81.3) of respondents were aged between 20 to 39 that mean the majority of the respondents were students and aged early adult-hood. Moreover, the study established that teaching effectiveness is needed in the context and proficiency of students in English language is necessary for improvement to be produced gradulators who can be perfect in the speaking, writing, reading and listening of English language. Among the teaching methods, Lecture method was the highest ranked used in Hargeisa Universities and from the result, the Pearson Correlation (r-value) between lecture method and English language proficiency of students was the highest teaching method towards English Language Proficiency of students and it was (0.76)76%. Finally, the study recommended that it is needed to establish a higher education quality control unit to ensuring the effectiveness of teaching methods, their capacity, skills and to equip and prepare a standardized text books and tests of English language proficiency of university students.

# **CHAPTER ONE: INTRODUCTION**

## **1.0 Introduction**

This chapter consisted of the background, problem statement, and purpose of the study, research objectives, research questions, hypothesis, scope and significance of the study.

The background of the study was done basing on four perspectives namely historical, theoretical, conceptual and contextual.

## **1.1 Background of the study**

The purpose of this background was to provide the basis of the study. To this effect, it is presented in four perspectives: historical, theoretical, conceptual and contextual. The historical perspectives outline the evolution of the problem. In the theoretical perspective, the theory that informs the study is explained. At the conceptual level, key study variables are explained. The contextual perspective deals with the situation analysis.

### **1.1.1 Historical Background**

It is a worldwide perception that education is a key factor in the development of any society. It is taken to be a backbone for social and economic prosperity since it brings countless benefits to society such as good nutrition, good health, quality goods and services. On the contrary, it should be noted that education like any other sectors is faced with numerous hardships that require urgent attention. It is evident the world over that in most schools today, the students' population has more than doubled over the last decade of the 20<sup>th</sup> Century. This might be attributed to a conviction that no country can prosper without education in this era. It can also be attributed to the United Nations' declaration of providing basic education for all by the year 2015 (Mick Selly, 2016).

Somalia has had a long and complex educational history. Prior to outside influence, Somalis had an informal mode of education in which the elderly transmitted social and cultural values to the young through examples and storytelling. Somalis preserved their histories orally, as each

generation committed genealogical, as well as historical, information to memory. The young learned how to survive in their world as nomads and as tribal warriors. Colonization by the Arabs, Italians, French, and British at various points in Somali history would leave their marks on the country's educational institutions. The origin of Arab influence in Somalia dates to 700 A.D. when a group of Muslim Arabs brought their religion into the region and spread it with great fervor. By 1300 A.D. nearly all Somalis had converted to the Islamic faith, and several towns, including Zeila and Berbera, emerged as centers of Islamic culture and learning. Mosques and theological schools were built to teach Muslims about the Qu'ran (the Islamic holy book) and the Arabic language, which is the official language of Islam. Although the Arab control of Somaliland waned when the Europeans entered the picture during the eighteenth century, Islam remained an integral aspect of Somali culture and society. The Islamic educational institution was very influential, as many Qu'ranic schools were opened and, sometimes, subsidized by the colonial powers and recognized as the only form of formal education available to many Somalis. Religious leaders traveled with nomads, teaching their children how to read, write, and memorize the Qu'ran. Pupils used wooden slates to copy and learn verses of the Qu'ran, and some, though not all, learned to be proficient in the Arabic language. Islamic teachers were paid in the form of sheep, cattle, camels, and other foodstuff.

Treaties reached by the international community in 1888 officially partitioned Somaliland among three competing European powers: Britain, Italy, and France. The French occupied the northwest region, which is modern Djibouti; the British controlled the northern and southeastern regions, and the Italians took the regions in the south to the northeast. At its independence from these forces in 1960, British and Italian Somaliland's were joined to and when the Somali Government collapsed in 1991, Somaliland declared to regain its government to present-day. (UNESCO, 2014)

English language studies of universities came in the colonial era when government made policy that a medium of instruction of secondary and tertiary education is English Language. English is a widespread and important language in the world today because it's the only language is used for everything such as an international business, diplomacy, science and the academic professions, it's also commonly used as Information Computer Technologies, 80% of computer data are processed and stored English language (Donisha University, 2010).

For the last 10 years, teaching methods of universities are below the expectations, the lecturers are not well equipped to teaching methods, teaching aids are not also available. According to English language assessment paper of University of Hargeisa (2014) suggested that English language ability of the students are very low and poor communication are exist in the class participations, English presentations are very rare in the class, English speaking is not possible in the university campus and even the outside communication is all Somali language, this survey recommended to improve the teaching methods of the universities in order to enable an English language proficiency of university students and suggested to examine the problem.

According to Somaliland in figures (2014) the number of students enrolled in universities from 2010 to 2014 ranged from 10,257 to 20,441 and the number of graduates ranged from 1,500 graduates to 5,920 graduates. Regarding the Somaliland National Plan (2012-2016) the language policy of the government is to provide students the English language proficiency to have ability to write, read, listen and speak English Language fluently. The study of English language in public and private universities in Somaliland has many problems, which are supposed to be examined.

Many students in the world receive instruction in an English language other than their first language. Some have emigrated from their home country to another with a different language. An increasing number find it necessary or desirable to go to an overseas institution for secondary or tertiary education (Altbach, 1989). Often students studying in their home countries, especially African developing countries and former British colonies are taught in an English language other than their native language (Gallagher, 2010). In Somaliland In terms of colony, people use English as a medium of instruction in secondary and tertiary education and the government re-established this system in 1991 when Somaliland declared its independence from Somalia.

Teaching methods is seen to be an instrument that can be used by a nation to develop and equip students to achieve rapid economic, social and cultural development. This is the reason that the Somaliland government has an education policy which includes improvement of teachers in order to be equipped in different teaching methods because generally teaching methods are the

ways of learning and that can help students to acquire in formations, ideas, skills, values, ways of thinking and means of expressing themselves and The most effective teaching methods which includes Somaliland Education policy are Lecture, discussion, individual presentation, role play, case study, seminar or workshop, translation and Assignment methods(MOE, 1996).

### **1.1.2 Theoretical perspective**

This research work was guided the Vygotskian Socio-Cultural Theory which looks at second language learning as a cognitive development and proposed by Frawley & Lantolf in 1984-2012. This theory emphasizes the interest of understanding development of socially and culturally competent members of society. Cited this theory deferent researchers in different times Ochs (1988), Schiefflin & Ochs (2012) Watson & Gegeo (2013) Watson G. & Nielson, 2003). The factors of this theory are affecting my study on teaching methods and English language Proficiency in internally and externally. Language socialization researchers, including those in second language acquisition, closely identify with Vygotskian socio-cultural approaches to learning (Watson-Gegeo et al, 2013; Watson-Gegeo & Nielson, 2003). But in contrast to a disciplinary history in psychology and a focus on cognitive development, this theory emerged from anthropology with an interest in understanding the development of socially and culturally competent members of society. In (Ochs,2012) her introduction to an edited volume comprising language socialization studies among children in a variety of cultures, Ochs comments that she and her co-editor, Schieffelin (2012), “take for granted.

### **1.1.3 Conceptual perspective**

**Method:** this word is used in this study to refer to the particular technique that the teachers use to teach English language.

**Teaching method:** Teaching Methods are defined the methods of learning and the way to help students to acquire in formations, ideas, skills, values, ways of thinking and means of expressing themselves and the most effective teaching methods are Lecture, discussion, presentation method, audiovisual method and Assignment method, Universities are focus on their teachers to become more effective teachers.



A teaching method comprises the principles and methods used by teachers to enable student learning. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. For a particular teaching method to be appropriate and efficient it has to be in relation with the characteristic of the learner and the type of learning it is supposed to bring about. Suggestions are there to design and selection of teaching methods must take into account not only the nature of the subject matter but also how students learn In today's school the trend is that it encourages a lot of creativity. It is a known fact that human advancement comes through reasoning. This reasoning and original thought enhances creativity (Westwood, P., 2010).

The approaches for teaching can be broadly classified into teacher centered and student centered. In Teacher-Centered Approach to Learning, Teachers are the main authority figure in this model. Students are viewed as “empty vessels” whose primary role is to passively receive information (via lectures and direct instruction) with an end goal of testing and assessment. It is the primary role of teachers to pass knowledge and information onto their students. In this model, teaching and assessment are viewed as two separate entities. Student learning is measured through objectively scored tests and assessments. In Student-Centered Approach to Learning, while teachers are the authority figure in this model, teachers and students play an equally active role in the learning process. The teacher's primary role is to coach and facilitate student learning and overall comprehension of material. Student learning is measured through both formal and informal forms of assessment, including group projects, student portfolios, and class participation. Teaching and assessments are connected; student learning is continuously measured during teacher instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these (Petrina, S., 2007)

**English Language Proficiency:** English Language Proficiency is an international language spoken over the world and it is used for academics as a medium of instruction, it's a major language of international business, diplomacy, science and the academic professions, English language has four domains of proficiency and they are listening, speaking, reading, and writing. Universities are learning institutions started in Europe in the eleventh century. In a bid to develop learning for natural development in the learning organization, countless universities have sprung up all over the globe and proficiency of English language is required for all international

applicants whose native language is not English and who have not studied full-time for one uninterrupted academic year at a university-level institution in which English is the language of instruction and in a country in which English is a dominant language.

#### **1.1.4 Contextual Perspective**

Situation Analysis of Somaliland National Development Plan in 2012-2016 indicated the challenges faced in secondary and Tertiary education are limited classroom facilities, lack of special education provisions, English Language barrier, Insufficient qualified teachers, low teacher remuneration and lack of specialized teacher training institutions. The Specific National aims and Objectives of Educational Policy of Somaliland is to upgrade policies, rules and legal framework, to develop universities capacity, initiate teacher training College programs and develop English language proficiency of universities' students. Eight universities located in Hargeisa, one is a public or state owned university while other seven universities are private owned universities, and all of them are under the control of the government and National Commission for Higher Education at Ministry of Education.

#### **1.2 Statement of the problem**

The number of students enrolled in universities from 2010 to 2014 ranged from 10,257 to 20,441 and the number of graduates ranged from 1,500 graduates to 5,920 and most of these graduates were not capable in English language proficiency and experienced difficulties in the workplaces because of their language barrier (Somaliland in figures, 2014). The English language ability of the university students are very low and poor communication are exist in the class participations, English presentations are very rare in the class, English speaking is not possible in the university campus and even the outside communication is all Somali language whereas the medium of instruction of Secondary and Tertiary education is English language and it is required to be proficiently perfect (UOH, 2009 & 2014). According to the Somaliland Education Sector Plan, the government suggested the root cause of this problem is untrained teachers using with poor teaching methods in English language. Therefore, I see the need to conduct a study with a view to finding out the English language barrier of the university students in Hargeisa.

### **1.3 Purpose of the study**

The aim of this report was to establish the relationship between teaching methods and English language proficiency of students in Universities in Hargeisa, Somaliland.

### **1.4 Research objectives**

The following were specific objectives of the study:

- i. To find out the types of teaching methods used in selected universities in Hargeisa, Somaliland
- ii. To determine the level of English Language proficiency of students in selected universities in Hargeisa, Somaliland
- iii. To find out the relationship between the teaching methods and English language proficiency of students in selected universities in Hargeisa, Somaliland.

### **1.5 Research questions**

This study found out to answer the following research questions:

- iv. What are the types of teaching methods used in selected universities in Hargeisa, Somaliland
- i. What is the level of English language proficiency of students in universities in Hargeisa, Somaliland?
- ii. Is there a relationship between the teaching methods and English language proficiency of students in selected universities in Hargeisa, Somaliland?

### **1.6 Hypothesis**

There is no significant relationship between the teaching methods and the English language proficiency of students in selected universities in Hargeisa, Somaliland.

### **1.7 Scope of the study**

#### **1.7.1 Geographical Scope**

The study was conducted in selected Private Universities in Hargeisa, Somaliland, and Sample of 3 Universities out of 8 registered Universities.

### **1.7.3 Content Scope**

The study was described the level of teaching methods in terms of lecture, discussion, presentation, audiovisual and assignment methods and it was studied the types of teaching methods and their influence of English language proficiency of university students in Hargiesa.

### **1.7.4 Time Scope**

This study started at the end of April 2017 with chapter one, first week of June chapter two, literature review. And in July 2017 chapter three (methodology), while in December, 2017 - February 2018 chapter four; data presentation interpretation analysis was be done. And finally discussion, conclusion and recommendation completed in March 2018.

### **1.7 4 Theoretical Scope**

This research work was based on Frawley & Lantolf in 1984-2012 which stated that second language learning as a cognitive development.

## **1.8 Significance of the Study**

The findings of the study were generated valuable information which will be beneficial to the universities management, English lecturers, policy makers, education administrators and quality assurance officers.

For the government, it will help the government to lay down strategies and polices for ensuring effective teaching methods in universities. Factors limiting effectiveness of teaching methods will be highlighted giving to the government the way for in catering for these needs.

To the researcher, the findings of this study to embark on a related study or act as a source for future reference as well to future researcher in this field.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter reviewed the theories advanced on teaching methods and language proficiency of students. This part entailed the review of literature basing on the objectives.

#### **2.1 Theoretical Review**

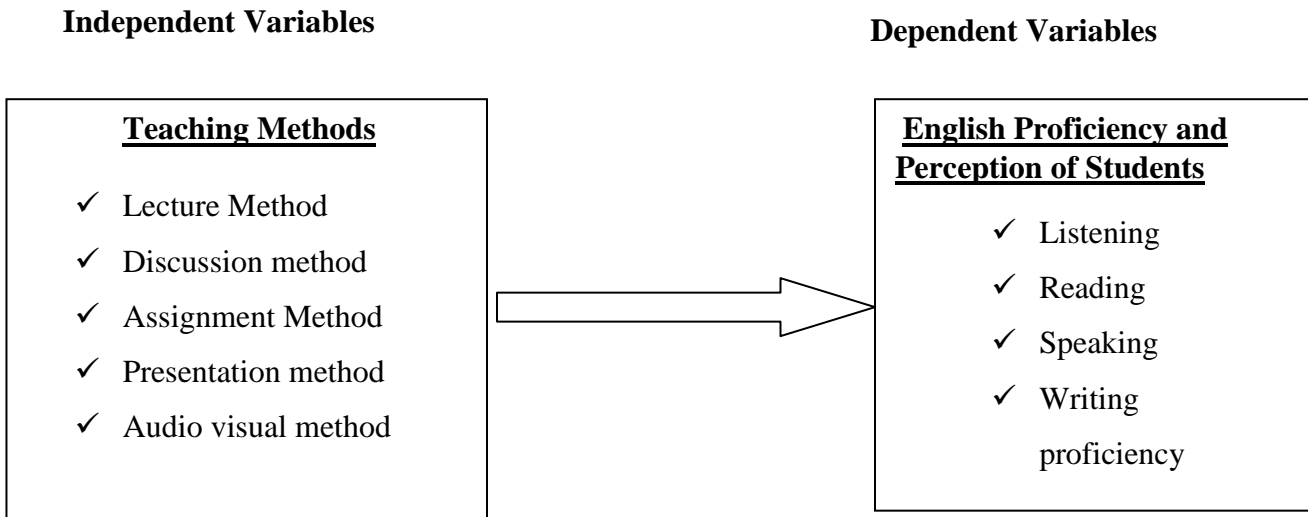
This study is based on the vygotskian socio-cultural theory. Frawley & Lantolf (2012) argued that the development of intelligence and knowledge is facilitated by students' communication with others," and instead emphasize the "socio-cultural information that is generally encoded in the organization of conversational discourse. Although language socialization research in the 1980s largely investigated ways in which children are socialized into the social practices of a community, by the mid-2012s the language socialization approach was being applied to adult second language learners (Duff, et al, 2012). Whether at home, in the classroom, at work, or in any number of other environments, language learners are embedded in and learn to become competent participants in culturally, socially, and politically shaped communicative contexts. The linguistic forms used in these contexts and their social significance affect how learners come to understand and use language.

In a recent review of language socialization research in second language acquisition, Zuengler and Cole (2010) observed that even though some studies portray socialization as a smooth and successful process (Kanagy, 1999 & Ohta, 1999), many other studies, mostly classroom based, demonstrate "language socialization as potentially problematic, tension producing, and unsuccessful" .

For example, some researchers have found that school socialization processes can have negative effects on second language learning (Atkinson et al, 2013; Willet, 2012) and others have observed contradictory home and school socialization processes, which often result in students' relatively unsuccessful socialization to school norms (Crago, et al, 2012). These findings, among others, point to the shifting emphasis in language socialization research to the sociopolitical

dimensions of discourse and social organization and their implications for language learning (Watson-Gegeo, 2013). Like language socialization, situated learning theory, to which we now turn, underscores the role of social identity and relationships as well as the historical and practical conditions of language use in learning.

## 2.2 Conceptual frame work



**Figure 1: Conceptual Framework**

In the conceptual framework, literature has shown that it is possible that teaching methods has relationship with English language proficiency of students of the students; despite there could be some factors that contribute to this possible relationship. The conceptual frame work above shows that the independent variable Teaching Methods is conceptualized as lecture Method, Discussion method, Assessment Method, Presentation method and Audio visual method. The frame work shows that the independent variable influences the dependent variable of English language proficiency of students and Perception of Students. English language proficiency of students and Perception of Students has been conceptualized to compliance with Listening, Reading, Speaking and Writing proficiency.

## **2.3 Related literature**

### **2.3.1 Types of teaching methods used in Universities under study.**

The literature on teaching is crammed full of well researched ways that teachers can present content and skills that will enhance the opportunities for students to learn. It is equally filled with suggestions of what not to do in the classroom. However, there is no rule book on which teaching methods match up best to which skills or content that is being taught. Students often have little expertise in knowing if the method selected by an individual instructor was the best teaching method or just “a method” or simply the method with which the teacher was most comfortable. Doyle, T. (2013). Therefore, below are various common methods of teaching in English language and other subjects in the universities which are stated by different scholars:

Lecture Method is a talk or verbal presentation given by a lecturer, trainer or speaker to an audience. With all the advancement of training systems and computer technology, lecture method is still a backbone widely used in teaching and training at higher level of education. This method is economical, can be used for a large number of students, material can be covered in a structured manner and the teacher has a great control of time and material. A study conducted by Benson, Schroeder, and Bird (2012) provides evidence that students may place greater emphasis on lecture material than on textbooks. Lecturing is not simply a matter of standing in front of a class and reciting what you know. The classroom lecture is a special form of communication in which voice, gesture, movement, facial expression, and eye contact can either complement or detract from the content. (Davis.2013). McCarthy(2012) in article “Common Teaching Methods” stated strengths of lecture method that it presents factual material in direct, logical manner, contains experience which inspires, stimulates thinking to open discussion, and useful for large groups. According to Sullivan & McIntosh (1996) said that with planning and effective presentation techniques, the lecture can be a highly effective and interactive method for transferring knowledge to students. Lecture gives the pupils training in listening and taking rapid notes.

Discussion method is a free verbal exchange of ideas between group members or teacher and students. For effective discussion the students should have prior knowledge and information about the topic to be discussed. McCarthy (2012) stated strengths of class discussion as; pools

ideas and experiences from group, and allows everyone to participate in an active process. Kochhar (2012) stated that; a problem, an issue, a situation in which there is a difference of opinion, is suitable for discussion method of teaching. According to Sajjad (2013) emphasized Discussion is the second best method by giving reasons that; it has more participation of students, the learning is more effective, the students don't have to rely on rote learning, every student give his/ her opinion, and this method develops creativity among students.

Assignment method is a written assignments help in organization of knowledge, assimilation of facts and better preparation of examinations, assignment method enhances the ability of research on any topic as the students search topic from different books, websites etc. It emphasizes on individual students work and the method that helps both teaching and learning processes (Kochhar, 2012).

Presentation method, according to Hamm (2010) stated that presentation method involves motivating the listeners to accept a new idea, alter an existing opinion, or act on a given premise. Ham also underlined that presentation increases confidence among students.

Audiovisual method is a method which classes have computer-assisted learning, audio-visual lessons, computer labs and language labs, multimedia in classrooms are all exist and effective. Audiovisual method is a material provides a rich medium for teaching and learning. Video can effectively communicate complex information to a student and, if used creatively, can become a powerful expressive tool. Students can be given the opportunity to produce assessed audiovisual materials or 'video essays'. (Chukka, 2013). According to Randolph, (1959) this method was developed in the 1950s in France by a team directed by Guberina and Rvenc. A visually presented scenario provides the chief means of involving the learners in meaningful utterances and contexts. Language learning was visualized as falling into several stages: a first stage where the audiovisual method is particularly applicable in which the learner becomes familiar with everyday language. A second stage involves the capacity to talk more consecutively on general topics and to read non- specialized fiction and newspapers (Randolph, 1959). The third stage involves the use of more specialized discourse of professional and other interests. In contrast to the audio-lingual method it stresses the social nature and situational embeddedness



of language. The major criticism is like the direct method there is difficulty in conveying meaning and the other is that the rigid teaching sequences are based on an entirely unproved assumption about learning sequences.

The difference between audio-lingual and audiovisual methods is minimal. Audio-lingual is talk and hearing while audiovisual is talk and see but you cannot talk and see without hearing that is why it is said that the difference is minimal. These methods are encouraged in the integrated/communicative approach but they fail only because of lack of equipment to use in the language laboratories. These methods are not commonly used in Hargeisa in English language lessons because of the lack of facilities for conducting these kinds of classes.

### **2.3.2 Level of English Language proficiency of students under the study.**

One of our most pressing national educational priorities is improving the education of English language proficiency. Hersh C. Waxman and Kip Téllez (2012). Several critical problems have been associated with the educational failure of English language of students. Although some educators argue that the most serious concerns are basic funding or political beliefs that influence decisions (Melendez, 2013), several educational problems are alterable, possibly pointing the way to educational improvements for English language of students. One of these critical problems is the shortage of adequately qualified teachers of English language of students and the lack of appropriate preparation for credentialed teachers of English language of students. Teachers of English language learners (ELLs), for example, have to address the “double demands” of English Language Students, which include acquiring a second language while learning traditional academic content (Gersten & Jiménez, 1998).

Presently, about 80% of all Somaliland public-school teachers have not able to teach English language because of their lack of training skills, but around 20% of the teachers who deserve to teach English with equipped training. (Ministry of Somaliland, 2006). Other hand, Universities is highly needed qualified teachers of English language, and some universities have already planned to hired native speakers of English language (University of Hargeisa, 2010). According to English language proficiency research of Pennsylvania State University (2007) states the four

domains of English language proficiency and they are listening, speaking, reading, and writing. The definitions of the English language domains are as follows:

Listening is a process, understand, interpret, and evaluate spoken language in a variety of situations. Speaking is engage in oral communication in a variety of situations for an array of purposes and audiences.

Reading is a process by which interpret, and evaluate written language, symbols and text with understanding and fluency. Writing is engage in written communications in a variety of forms for an array of purposes and audiences.

Spolsky (2010), in his theory of second language learning, imposes a set of conditions that shape the acquisition process. Among them is the recognition that individual language learners vary in their productive and receptive skills, with receptive language (listening and reading) generally developing prior to and to a higher level than productive language (speaking and writing). Thus, English language learners may not be at a uniform level of English language proficiency across the four domains at any given point in time. This pattern may also be reflected in their native language proficiency. The differential language acquisition of these students in the four language domains must be taken into consideration in instructional planning and assessment .

### **2.3.3 Relationship between the teaching methods and English language proficiency of students.**

It is evident that about 2300 new teachers are required in government-aided schools per annum as a result of expansion, attrition and an increasing student-teacher ratio. However, World Bank (2001) revealed that textbooks and other teaching materials in Secondary schools have not kept pace with the increase in the number of students. Annyu (2012) further asserted that the chronic shortage of textbooks is a major factor contributing to the poor quality education in many secondary schools where the student- book ratio was 16:1. The situation in most private schools was said to be far worse. Bennell and Sayed (2012) enumerated some of the shortcomings of large classes; Students become faces instead of

people, it is harder to give individual advice and guidance to students, monitoring of attendance can be difficult, thus encouraging students to cut lessons, coping with large numbers of assignments and examination scripts is a source of difficulty, and the quality of feedback to students can be much reduced in large classes. So, there was a need to investigate the strategies that teachers in different contexts have developed to mediate teaching in their large classes by finding out i) What is the teachers' conception of effective teaching and learning in large classes? ii) What teaching strategies have teachers handling large classes adopted to promote effective teaching and learning? iii) How do learners in large classes perceive the teaching strategies utilized by their teachers?.

Ogunniyi (2012) noted that, the teacher as the main executor of the educational programmes, should be well trained, possess relevant professional qualifications, be enthusiastic and well acquainted with the educational programmes. Kebirumbi (2012) on her part reasoned that, in order for a teacher to be effective in bringing about intended learning outcomes, should have command of the theoretical knowledge about learning and human behavior, display attitudes that foster learning and human relationships, have command of knowledge of the subject matter to be taught and be in control of technical teaching skills that facilitate students' effective learning. However, the issue is how teachers can ensure that children grasp the relevancies and quality that knowledge provides in very large classes. This requires that the teacher concentrate on the learning from each and every student, by checking their abilities and correcting them patiently. Now, if it is a large class this task becomes quite hard to accomplish because the teacher is incapacitated to do so. The teacher would be worn out especially when the kind of pay and motivation he or she get is insufficient to keep him or her trying to accomplish the task ahead.

The National Commission on Education (2012) further observed that a teacher should be an expert equipped with knowledge, various classroom methods and techniques that can be skillfully utilized to handle teaching in large classes and above all have an understanding of appropriate organizational and management styles. Perrot (2010) sums it up when he highlights indicators of effective classroom teaching as characterized by Warmth and understanding; being organized, stimulating and imaginative, asking students' feelings, rewarding, welcoming,

clarifying when presenting instructional content by way of applying different instructional materials and procedures, not sidelining availing opportunity to all students to learn instructional content. However all these tasks require commitment, rationality and a sense of belonging. In many secondary schools in the developing world where pay is meager it becomes hard for head teachers to convince teachers to provide the best to students through the above activities when these teachers are not properly induced financially or otherwise. Doing all this requires that the teacher put a bigger part of time, effort and life into student life, which requires good remuneration to stir up his devotion.

Large classes are associated with a number of learning problems as conceived by a number of studies conducted worldwide. Buni (2013) in his own way conceives ineffective teaching and learning in large classes when he argues that a large class size may lead to a reduction in the teacher-student contact which makes the supervision of class activities and management of students' discipline difficult. Buni was backed by Sesan (2012) when he noted that where as it is easy to have the whole class silently reading or writing an exercise, it is next to impossible to have the whole class speaking. Even when they are listening, assessing their individual listening ability can be very difficult. Confronted with such, teachers will make sure that they do away with situations that will make them unable to manage the class. They will greatly avoid scenarios that give chance to learners to practice knowledge and skills they have got. Abua (2012) emphasized that pressure of student numbers constrains the ability of the teacher to effectively execute his/her duties. When the number is too high, the teacher is forced to delegate some of his/her duties either to students or colleagues. At times he/she can even abandon them completely.

Classes with large numbers of students at times prove to be difficult to control and discipline as they create a hostile environment if not ably handled and even Oliveira (2013) holds that increased student enrolment demands adequate instructional materials and that lack of the same render teaching and learning ineffective. Nkuuhe (2012) echoed the same idea when she observed that students learn skills, concepts and ideas better when they try them out in practice. Instructional materials increase the quality of learning, decrease the time taken for learners to attain desired goals and promote good reading habit and the learner is capable of studying

at his/her own pace. In line with the same, Kajubi (2010) maintained that the provision of instructional materials particularly textbooks is the most effective way of improving quality and scholastic achievement. On the contrary, Annyu (2012) seems to ignore use of textbooks. He noted that when teachers use textbooks, they are usually not creative in their teaching, they teach everything according to the set textbooks either verbatim, which fail to take the students' level of understanding into account and do not constitute any meaningful communication. To sum it, large classes demonstrate a situation of a very active teacher and very passive learners. Good learning can hardly occur in a situation where there is no student-centered learning however much the teacher is so good.

Oliveira and Nacino Brown (2012) contend further that it is a common occurrence in most secondary schools in developing countries to find physically congested classrooms with an active teacher and passive learners. A teacher only keeps an eye to students within his/her surveillance zone leaving the back of the class outside his/her attention zone. Rathmell (1994) further submitted that students should be given a chance to dig up their own material and make their own notes. By this they develop better arguments and perceptions. Considering the move towards a student-centered approach, the teacher should guide students to discover their strength and weaknesses in order to lead them from being passive and teacher dependent. Ajuoga (2012) also held similarly that students' learning needs are diverse, implying that attending to students effectively involves a teacher satisfying each and every one of them as they present their needs to him/her. In teaching, he/she must assist students to learn how to think.

## **2.4 Related Studies**

Dr. Shahida (2007) conducted a study on the relationship teaching methods in Pakistan, their findings indicated that most of the students rated lecture method as the best teaching method. Reasons included; teacher provides all knowledge related to topic, it is time saving method; students listen lecture attentively and take notes etc. The group discussion was rated as the second best method of teaching because of more participation of students, the learning is more effective, the students don't have to rely on rote learning, and this method develops creativity among students etc. Students' perception and ratings about the interesting and effective teaching methods is a way to suggest improvements in teaching/ learning process. This study is related

the teaching methods of my study but there is a context gap, therefore, this study we shall concentrate on the five different methods of teaching that are lecture method, discussion method, individual presentation method, audiovisual method and assignment method. The study also states the best common five teaching methods of teaching in higher institutions, and they were Lecture method, Discussion method, individual method, audiovisual method and Assignment method.

Hersh C. Waxman and Kip Téllez (2012) conducted a study which relationship effective teaching methods and English language proficiency of students in USA, This study found out thirty two percent of African Americans enroll in college, of that 32%, only 10% complete four years of college for ability of English language.

Alexander, Heaviside, & Farris (1999) conducted National Survey of Class room teachers many in USA, This survey stated that many teachers of English language or other culturally diverse students do not feel that they are well prepared to meet the needs of their students. In a recent national survey of classroom teachers, 57% of all teachers responded that they either “very much needed” or “somewhat needed” more information on helping students with limited English language proficiency meet high standards.

In addition, several studies and reviews of research have found that universities serving English language teaching for students often devote less time and emphasis to higher order thinking skills ( Losey, 2012; Padrón & Waxman, 2013). English students have often been denied the opportunity to learn higher level thinking skills because of the belief that they must demonstrate the ability to learn basic knowledge before they can be taught higher skills (Waxman, Padrón, & Knight, 2014). Furthermore, many teachers emphasize remediation for English language and low-achieving students, which has resulted in teachers’ lower expectations for these students and an overemphasis on repetition of content through drill and practice (Lehr & Harris, 1988).

The result of these practices may lead to students adopting behaviors of “learned helplessness” and having a passive orientation to schooling (Coley & Hoffman, 2012). Fakeye (2014) conducted a study which about English language proficiency as an indicator of academic

performance of students in Nigeria, This study found out a significant and positive relationship between English language proficiency and performance of students as measured by Grade Point Average (GPA). Ajibade (2013) found a significant positive relationship between Proficiency in English and achievement, this study further showed that proficiency in English does have a significant impact on senior secondary school students academic achievement this means that the subjects with higher language proficiency had higher academic achievement scores in the core school subjects and vice-versa. This finding accords perfectly with that of Stern (2012)'s discovery that the weak overall language ability of Iranian undergraduate students affects drastically their academic success in the university semester examinations. Ellen Moir( 2010) conducted a case study which about six key strategies for English language learners at University of California in USA, this case study found out the students' language development and subject knowledge flourishes when teachers, mentors, and administrators are supported to equip students with academic language skills, prerequisites for understanding subject-matter concepts, and motivational, culturally responsive resources for learning.

University of Hargeisa (2014) conducted an English Language Assessment of Students in Hargeisa, Somaliland. This assessment stated that 65% of the students are not well equipped in academic English language while only 25% are able to have English language ability for learning and working, this study also focuses on the factors that responsible for this lack of English language ability and the study found out the qualification of the English teachers are not well equipped in teaching English language and needed to be solved quickly. This study is relating my study on the side of English language proficiency but it did not focus on and find out what the causes are and their level, therefore this study will concentrate on teaching methods which previous studies are neglected, the scope of the study was also very narrow and consists of only one university while we need in a sample of different universities in Hargeisa Somaliland

#### **2.4 Summary of Gaps in Literature**

The gaps in literature are both in terms of geographical or contextual, time and content gaps. With regard to contextual gaps, most of the studies stated above were done outside in Somaliland. Studies carried out in Somaliland were not done in universities in Hargeisa. Other studies like Dr. Shahida (2007 ) and Hersh C. Waxan and Tellez (2012) were all not done in

Somaliland, besides these there was an English language assessment conducted University of Hargeisa (2009 &2014) but this study was not focusing on the relationship between teaching methods and English language proficiency it was more general and was not fully studied it was just university assessment. Besides the time and contextual gaps, none of the studies fully studied the relationship between teaching methods and English language proficiency of students at once and this study will bridge these gaps.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter provides a description of research design used to collect, process and analyze data; sample size, study population, sample procedures, data collection methods and instruments, data analysis procedure, validity and reliability and ethical considerations.

#### **3.1 Research Design**

The study employed a quantitative approach because the study variables were described in numbers and measures. This study was used the descriptive survey design specifically the descriptive correlation strategies. The study focused on the correlation method in order to determine whether and to what degree of relationship exists between the two variables of the study and the more accurate of their prediction was based on their relationship.

#### **3.2 Research Population**

The target population of the study involved all English lecturers and senior students of Universities both public and private universities in Hargeisa Somaliland. They are the University of Hargeisa, Admas University College and Golis University, with 175 students and 27 English lecturers a total of 202 respondents. The capital of Hargeisa has 8 (2 public and 6 private) universities.

#### **3.3 Sample Size**

From the target population of 202 a sample of 134 was selected and The Slovene's formula was used to determine the minimum sample size.

$$n = \frac{N}{1 + N \alpha^2}$$

n = 134.2

**Table 1: Sample size distribution**

Category	Population	Sample
English lecturers	27	18
Students	175	116
<b>Grand total</b>	<b>202</b>	<b>134</b>

Source: primary data 2018

### 3.4 Sampling Procedures

The researcher used simple random sampling method to divide the sampling respondents into two categories i.e English lecturers and senior students and even in the distribution to each university. By using population size of the strata over target population multiply by sample (n). Also simple random sampling will be used to select respondents from each category.

**Table 2: Respondents of the Study**

Universities	Target population		Students		Teachers	
	Population	Sample	Population	Sample	Population	Sample
University of Hargeisa	90	60	75	52	15	8
Golis University	47	31	43	27	4	4
Admas University College	65	43	57	37	8	6
<b>Grand Total</b>	<b>202</b>	<b>134</b>	<b>175</b>	<b>116</b>	<b>27</b>	<b>18</b>

Source: primary data 2018

### 3.5 Research Instrument

The study was used a self-made questionnaire for data. The research instrument was divided in three sections. Section A contains items demographic characteristics of the English lecturers and university students with 5 items, while section B pertaining the teaching methods with 16 items as components of lecture method (4 items), discussion method (4 items) assignment method (4 items), presentation method (4 items), and audiovisual method (4 items). And Section C pertaining 16 items of English language proficiency of students as components of Listening proficiency (4 items), reading proficiency (4 items), speaking proficiency (4 items) and writing proficiency (4 items).

### 3.6 Validity of the Research Instrument

The researcher insured content validity of the instrument by ensuring that questions or items in it conform to the study's conceptual framework and also determined the content validity index (CVI). The researcher consulted with three experts in the field of education and the CVI is shown below

$$\text{CVI} = \frac{\text{Number of Valid Items}}{\text{Total inter-judge individual coefficient of validity}}$$
$$\text{CVI} = \frac{0.82+0.78+0.87}{3} \quad \text{CVI} = \mathbf{0.82}$$

For the instrument to be accepted as valid, the average index should be 0.7 or above. Therefore, since CVI is 0.82 then the instrument used in this study is valid.

### 3.7 Reliability of the Research Instrument

Reliability of the instrument on multi item variables was tested using the Cronbach's Alpha, A method provided by SPSS. The Cronbach's alpha of 0.93 was obtained.

According to Amin (2003) at least a reliability statistics of 0.7 is enough to declare the research instrument reasonably reliable or constant. The above result is higher and this implies that the instrument is reliable.

### **3.8 Data Gathering Procedures**

The researcher followed three steps, these are;

#### ***3.81 Before the administration of the questionnaires***

An introduction letter was obtained from the College of Higher Degrees and Research for the researcher to solicit approval to conduct the study from respective the area of investigation. The researcher got eligible respondents from the universities' managers and select through systemic random sampling from the sample size. The questionnaires were produced for distribution to the respondents. An explanation was delivered to the respondents about the study and how to fill the questionnaire. The research assistants were selected to assist in the data collection; brief and orient them in order to be consistent in administering the questionnaires.

#### ***3.82 During the administration of the questionnaires***

The respondents were requested to answer completely and not to leave any part of the questionnaires unanswered. The researcher and assistants emphasized to retrieve the questionnaires within one week from the date of distribution. On retrieval, all returned questionnaires were checked if all were answered.

#### ***3.83 After the administration of the questionnaires***

The data gathered was collated, encoded into the computer and statistically treated using the Statistical Package for Social Science (SPSS).

### **3.9 Data Analysis**

The frequency and percentage distribution was used to determine the profile of the respondents. The mean and standard deviations was applied for the type of teaching methods and English language proficiency. Item analysis helped to show the strengths and weaknesses of respondents in terms of teaching methods and English Language proficiency. For each of the mentioned objective the following guide was used in interpretations of means.

Mean Range	Response Mode	Interpretation
3.26-4.00	Strong Agree	Very Good
2.51-3.25	Agree	Good
1.76-2.50	Disagree	Fair
1.00-1.75	Strong Disagree	Poor

In objective 4, the Pearson's Linear Correlation Confidence (PLCC) was used to determine if there is significant relationship between the levels of teaching methods and English language proficiency of students. The 0.05 was used to declare the significant differences and relationship (if it is less than 0.05 is significant, if it is greater than 0.05 is not significant).

### 3.10 Ethical Considerations

To ensure confidentiality of the information provided by the respondents and to ascertain the practice of ethics in this study, the following activities were implemented by the researcher:

1. Seek permission to adopt the standardized questionnaire on teaching methods and English language proficiency of students through a written communication to the author.
2. The respondents were coded instead of reflecting the names.
3. Solicit permission through a written request to the concerned officials of the university students included in the study.
4. Requested the respondents to sign in the *Informed Consent Form* (App. 3)
5. Acknowledge the authors quoted in this study and the author of the standardized instrument through citations and referencing.
6. Presented the findings in a generalized manner.

### 3.11 Limitations of the Study

In view of the following threats to validity, the researcher claimed an allowable 5% margin of error at 0.05 level of significance. Measures are also indicated in order to minimize if not to eradicate the threats to the validity of the findings of this study.

*Extraneous variables* which was beyond the researcher's control such as respondents' honesty, personal biases and uncontrolled setting of the study.

*Testing:* The use of research assistants can bring about inconsistency in the administration of the questionnaires in terms of time of administration, understanding of the items in the questionnaires and explanations given to the respondents. To minimize this threat, the research assistants were oriented and briefed on the procedures to be done in data collection.

*Attrition/Mortality:* Not all questionnaires maybe returned neither completely answered nor even retrieved back due to circumstances on the part of the respondents such as travels, sickness, hospitalization and refusal/withdrawal to participate. In anticipation to this, the researcher reserved more respondents by exceeding the minimum sample size. The respondents were also be reminded not to leave any item in the questionnaires unanswered and was done closely followed up as to the date of retrieval.

## **CHAPTER FOUR**

### **DATA PRESENTATION, INTERPRETATION AND ANALYSIS**

#### **4.0 Introduction**

This chapter presents the analysis of the data gathered and interpretation thereof. It gives the demographic characteristics of the respondents and variables used.

#### **4.1 Response Rate**

The researcher distributed 134 questionnaires and was able to retrieve all 134 questionnaires that were correctly filled and answered.

#### **4.2 Profile of Respondents**

The first research question of the study was to determine the profile of the respondents used in this study. The purpose of this background information was to find out the characteristics of the respondents and show the distribution of the population in the study, the findings are presented below.

##### **4.2.1 Description of Respondents profile in Universities in Hargeisa**

The study sample involves respondents profile in terms of gender, age, status, qualification and teaching experience in Universities in Hargeisa Somaliland. This is summarized in table 4.

**Table 3: Profile of Respondents**

<b>Profile of the respondents</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>		
Male	94	70.1
Female	40	29.9
<b>Total</b>	<b>134</b>	<b>100</b>
<b>Age of respondents</b>		
19 and below	4	3
20-29 years	109	81.3
30-39 years	12	9
40-49 years	8	6
50 and above	1	.7
<b>Total</b>	<b>134</b>	<b>100</b>
<b>Status</b>	<b>Frequency</b>	<b>Percentage</b>
Teacher	18	13.4
Students	116	86.6
<b>Total</b>	<b>134</b>	<b>100</b>
<b>Education level of Respondents</b>		
Bachelors	16	88.9
Masters	2	11.1
<b>Total</b>	<b>18</b>	<b>100</b>
<b>Number of Years working in UOB:</b>		
1-2 years	2	11.1
3- 4 years	3	16.7
5 and above years	13	72.2
<b>Total</b>	<b>18</b>	<b>100</b>

Source: Primary Data, 2018.



Results in table 4 indicate that 70.1% of respondents were males while 29.9% were females. In the meantime, these findings of the study revealed that 83.1% which is the very majority of the respondents in the sample were aged between 20-29 years; 9% were 30-39 years old; 6% were 40-49 whereas 50 and above years old were 0.7%.The results also showed that 88.9% of the lecturers held Bachelors; where the minority 11.1% held masters. This is shows that the majority of the English lecturers were bachelors but they had more experience in teaching language. The study shows that 86.6% were students while the teachers were 13.4% of the respondents. The findings of the study indicated that majority lecturers represented by 11.1% had been teaching for 1-2 years whereas 16.7% have been working for 3-4 years. Majority of the English lecturers 72.2% were working for more than 5 years; the study indicates that there is a very few new lecturers who teach English language.

### **4.3 Types of teaching methods**

The independent variable in this study was teaching methods broken down into five aspects that are, lecture method, Discussion method, Assignment method, presentation method and audiovisual method. All the five aspects of the teaching methods are measured qualitatively using items or questions in the questionnaire, with each Likert scaled between one to four; where 1 = strongly disagree; 2 = disagree; 3 = agree; 4 = strongly agree. Respondents were required to rate each of the items of the teaching methods by writing the space before each. Their responses were analyzed using SPSS's (Statistical package for Social Science) summary statistics showing the means and standard deviations of teaching methods, as indicated in tables 5.

**Table 4: The types of teaching methods  
(n=18)**

<b>Indicator of the teaching methods</b>	<b>Mean</b>	<b>Inter.</b>	<b>Rank</b>
<b>Lecture method</b>			
English Lecturer uses pure lecture method	2.95	Good	1
English lecturer uses lecture method with discussion	2.95	Good	3
English lecture presents well and students understand perfectly	2.78	Good	2
English lecturer uses advancement of training systems such PowerPoint.	1.51	Poor	4
<b>Discussion method</b>			
English lecturer uses discussion method effectively which provides an opportunity for students to learn each other	2.65	Good	1
When lecturer uses discussion method students learn interpersonal skills such as understanding and communication	2.07	Fair	3
Discussion method promotes tolerance and helps students to understand that they are many aspects to any one topic	2.57	Good	2
<b>Assignment method</b>			
English lecturer assign students into some interesting writings	2.39	Fair	3
English lecturer gives students individual assignments	2.78	Good	1
English lecturer gives students group assignments	2.45	Fair	2
<b>Presentation method</b>			
English lecturer uses presentation method effectively	2.39	Fair	2
English lecturer gives students individual presentations	1.99	Fair	3
English lecturer gives students group presentations	2.44	Fair	1
<b>Audiovisual method</b>			
English lecturer uses audiovisual method effectively	1.55	Poor	3
English lecture uses English lab and its audiovisual materials	1.87	Fair	2
English lecturer uses different audio and video devices	2.05	Fair	1
<b>Mean Index</b>	<b>2.14</b>	<b>Fair</b>	

Source: Primary Data, 2018.

Results in table 5A shows that item analysis means indicate that the types of teaching methods is good in terms of i) English lecturer uses pure lecture method (average mean =2.95); ii) while English lecturer uses lecture with discussion method is good (Average mean =2.95); iii) English lecturer presents well and students understand the lecture perfectly is good (average mean=2.78); iv) English lecturer uses advancement of training systems such as PowerPoint analysis indicates that is poor (average mean=1.51); v) the analysis that the English lecturer uses discussion method effectively is good (average mean=2.65); vi) English lecturer uses discussion method to teach interpersonal skills such as understanding and communication is fair (average mean=2.07); whereas the analysis of teaching methods show that the items are good in terms of vii) discussion method promotes tolerance and helps students to understand that they have many aspects to any one topic (average mean=2.57); viii) English lecturer assign students into some interesting writings (average mean= 2.39); ix) English lecturer gives students individual assignments (average mean= 2.78); the other items are fair in terms of x) English lecturer gives students group presentations (average mean =2.45); xi) English lecturer uses presentation method effectively (average mean = 2.39); xii) English lecturer uses individual presentation method (average mean = 1.99); xiii) English lecturer uses group presentation method (average mean = 2.44); while the analysis indicates that the item is poor in terms of xiv) English lecturer uses audiovisual method effectively (average mean=1.55).

Finally, the items showed that the teaching methods are fair in terms of xv) English lecturer uses English lab and its audiovisual materials (average mean = 1.87); xvi) English lecturer uses different audio and video devices (average mean = 2.05); the overall, the findings in table 5A shows that identification and analysis of teaching methods for all five aspects indicated that the lecturers do not use teaching methods effectively.

**Table 5: Pearson correlation between Discussion Method and English language proficiency of students**

	Discussion Method	English language proficiency of students
<b>Discussion method</b>		
Pearson Correlation	1	.737
Sig. (2-tailed)		.000
N	18	18
<b>English language proficiency of students</b>		
Pearson Correlation	.737	1
Sig. (2-tailed)	.000	
N	18	18

\*\* . Correlation is significant at the 0.05 level (2-tailed).

Source: Primary Data 2018

The above table 6 shows that the p-value is (0.000) which is less than the significant level of 0.05 ( $p < 0.05$ ). Therefore,  $H_0$  was rejected and accepted and  $H_a$ , since there is a significant relationship of discussion method towards the English language proficiency of students in Hargeisa Universities. The result indicates that the Person Correlation (r-value) is 0.73 which means 73%, this represent that there is a strong relationship between the discussion method and English language proficiency of students. Thus, when use the discussion method will lead to increase the English language proficiency of students in universities of Hargeisa.

**Table 6: Pearson correlation between Lecture method and English language proficiency of students**

	Lecture method	English language proficiency of students
<b>Lecture method</b>		
Pearson Correlation	1	.765
Sig. (2-tailed)		.000
N	18	18
<b>English language proficiency of students</b>		
Pearson Correlation	.765	1
Sig. (2-tailed)	.000	
N	18	18

\*\*. Correlation is significant at the 0.05 level (2-tailed).

Source: Developed for the research, 2018

According to the analysis, p-value is 0.000 which is more than the significant level of 0.05, ( $p < 0.05$ ). Therefore, rejected  $H_0$  and accepted  $H_1$ . Thus, there is a significant relationship on lecture method towards English language proficiency of students in Hargeisa Universities.

From the result, the Pearson Correlation (r-value) between lecture method and English language proficiency of students is 0.76, which means 76%. This means there is a strong relationship between both variables. Whereby, the lecture method is the highest contributor method towards in English language proficiency of students.

**Table 7: Pearson Correlation between Assignment method and English language proficiency of students**

	<b>Assignment Method</b>	<b>English language proficiency of students</b>
<b>Assignment method</b> Pearson Correlation Sig. (2-tailed) N	1	.388**
		.000
	18	18
<b>English language proficiency of students</b> Pearson Correlation Sig. (2-tailed) N	.388**	1
	.000	
	18	18

\*\* . Correlation is significant at the 0.05 level (2-tailed).

Source: Developed for the research

The table 8 above shows that the p-value is 0.000 which is less than the significant level of 0.05, ( $p < 0.05$ ). Therefore,  $H_0$  was rejected and  $H_a$  is accepted since there is a positive significant relationship on Assignment method and English language proficiency of students.

Based on the result, the Pearson Correlation (r-value) is 0.388, 38.8%; this indicates that there is a positive value between assessment method and English language proficiency of students. In the other words, when assessment method is increasing, English language proficiency of students will increase simultaneously.

The value of this correlation coefficient 0.388 is fall under coefficient range from + 0.21 to + 0.40. Therefore, the relationship between assessment method and English language proficiency of students is small but definite relationship.

**Table 8: Pearson Correlation between Presentation Method and English language proficiency of students**

	<b>Presentation Method</b>	<b>English language proficiency of students</b>
<b>Presentation Method</b> Pearson Correlation Sig. (2-tailed) N	1	.375**
		.000
	18	18
<b>English language proficiency of students</b> Pearson Correlation Sig. (2-tailed) N	.375**	1
	.000	
	18	18

\*\* . Correlation is significant at the 0.05 level (2-tailed).

Source: Developed for the research, 2018

From the analysis, p-value is 0.000, which is less than the significant level of 0.05, ( $p < 0.05$ ). Therefore, rejected  $H_0$  and accepted  $H_1$ . In other words, there is a positive significant relationship on presentation method towards English language proficiency of students.

Based on the result indicates that there is positive relationship between presentation method and English language proficiency of students because of the positive value for the correlation coefficient which is 0.375, 37.5%. Whereby, the increasing in presentation method will lead to increase in English language proficiency of students in Hargeisa Universities.

**Table 9: Pearson Correlation between Audio visual method and English language proficiency of students**

	<b>Audio Visual Method</b>	<b>English language proficiency of students</b>
<b>Audio Visual Method</b>		
Pearson Correlation	1	.343**
Sig. (2-tailed)		.000
N	18	18
<b>English language proficiency of students</b>		
Pearson Correlation	.343**	1
Sig. (2-tailed)	.000	
N	134	134

\*\* . Correlation is significant at the 0.05 level (2-tailed).

Source: Developed for the research, 2018

The above table 10 indicates that the p-value is equal to 0.000 which is less than 0.05, ( $p < 0.05$ ). Therefore, reject  $H_0$  and accept  $H_1$ . Hence, there is a positive significant relationship on audio visual method towards English language proficiency of students in Hargeisa Universities.

From the result, Correlation is 0.343, 34.3% shows that there is positive relationship between Audio visual method and English language proficiency of students because of the positive value for the correlation coefficient. Thus, when increasing in Audio visual method, English language proficiency of students will be getting higher.

The value of this correlation coefficient 0.343 felt under coefficient range from + 0.21 to + 0.40. Therefore, the relationship between audio visual method and English language proficiency of students is small but definitely there is a relationship.



#### **4.4 Level of English language proficiency**

The dependent variable in this study was one variable categorized into four English language domains namely; listening proficiency, reading proficiency speaking proficiency and writing proficiency. It was measured using quantitative questions in the questionnaire and each of the questionnaire item was Likert scaled using four points 1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree. Their responses were analyzed using SPSS's summary statistics showing the means and standard deviations as indicated in table 5A shows data on each.

**Table 10: The level of English language proficiency of students in Universities**

(n=134)

<b>Listening proficiency</b>	Mean	Interpretation	Rank
My understanding to listening in English Lectures is well	2.59	Good	1
My understanding to listening FM radios, films and other videos in English language is well	2.38	Fair	4
My understanding to listening normal conversation in English language is well	2.52	Good	2
My understanding to listening debates and argues in English language is well	2.40	Fair	3
<b>Reading proficiency</b>			
My reading proficiency of text books written in English is well	2.61	Good	2
My reading proficiency in newspapers is well	2.66	Good	1
My reading proficiency of essay and long English paragraphs is well	2.23	Fair	4
My reading in reports, news and English messages is well	2.44	Fair	3
<b>Speaking proficiency</b>			
My speaking proficiency in presenting and describing my point of view is well	2.36	Fair	1
My speaking proficiency of asking and answering lecturer questions is well	2.29	Fair	2
My speaking proficiency of normal conversation in English language is well	2.26	Fair	3
My speaking proficiency of topic debates and argues in English topics is well	2.14	Fair	4
<b>Writing proficiency</b>			
My writing proficiency in English chatting messages is well	2.54	Good	1
My writing proficiency of reports is well	2.32	Fair	2
My writing proficiency of translation local language into English language is well	1.84	Fair	3
My writing proficiency in English passages and newspaper topics is well	1.71	Poor	4
<b>Mean index</b>	<b>2.48</b>	<b>Fair</b>	

Results in table 11, Shows item analysis means indicate the level of listening proficiency is good in terms of items; i) students' understanding to listening in English is good (average mean = 2.59); ii) students' understanding to listening normal conversation in English language is good (average mean = 2.52); whereas the level of understanding proficiency in English is fair in terms of items iii) students' understanding to listening FM radios, films and other videos in English language is good (average mean = 2.38); finally, the items understanding proficiency of students in terms of the flowing item is fair that means not good v) students' understanding to listening debates and argues in English language is well (average mean = 2.40).

Results in table 11, Shows item analysis means indicate the level of reading proficiency is good in terms of items; i) students' reading proficiency in text books in written in English language is good (average mean = 2.61); ii) students' reading of newspapers in English language is good (average mean = 2.66); whereas the level of reading proficiency in English is fair in terms of items iii) students' reading proficiency of essay and long English paragraphs (average mean = 2.23); finally, the items reading proficiency of students in terms of the flowing item is fair that means not good v) students' reading proficiency of reports, news and English messages (average mean = 2.44).

The study results in table 11 A Show item analysis means indicate the level of speaking proficiency is fair in terms of items; i) students' speaking proficiency of English language in presenting and describing their points of view (average mean = 2.36); ii) students' speaking proficiency of asking and answering lecturer (average mean = 2.29); iii) students' speaking proficiency of normal conversation in English language (average mean = 2.26); finally, the items speaking proficiency of students in terms of the flowing item is fair that means not good v) students' speaking proficiency of topic debates and argues (average mean = 2.14).

Results in table 5D Show item analysis means indicate the level of writing proficiency is good in terms of items i) students' writing proficiency in English chatting messages (average mean = 2.54); while the level of writing proficiency is fair in terms of items ii) students' writing proficiency of reports (average mean = 2.32); iii) students' proficiency of translation local

language into English language (average mean = 1.84); whereas the level of writing proficiency of students is poor in terms of item v) students' writing proficiency of passages and newspaper topics (average mean = 1.71); On overall, findings in table 5A indicates the level of English language proficiency of students is fair, that means not good (average = 2.48).

#### 4.4 Relationship between the teaching methods and the Level of English language proficiency of students in Hargeisa Universities, Somaliland

The PLCC was used to test a null hypothesis that the types of teaching methods and English language proficiency of students in Universities in Hargeisa are significantly correlated, results of which are indicated in table 7.

**Table 11: Correlation for Scores in the (IV and DV) teaching methods and English language proficiency of students in selected Universities in Hargeisa**

(Level of significance 0.05)

Variables Correlated	r-value	Sig.Value	Interpret	Decision Ho
Teaching methods vs English language proficiency	.882**	.000	Strong positive and significant	Rejected

\*\* . Correlation is significant at the 0.05 level (2-tailed).

Results in table 12 suggest that the types of teaching methods altogether is strong and significantly correlated with level of English language proficiency in general ( $r = 0.882$ ,  $\text{Sig.} = 0.000$ ). This leads to a conclusion that teaching methods are important for English language proficiency and these results are significant at 0.05, level of significance. Basing on these results, the stated research hypothesis is rejected, the alternative is accepted leading to a conclusion that teaching methods and English language proficiency ( $\text{sig.} = 0.000$ ) are significantly correlated at 0.05 level of significance.

#### Regression Analysis for teaching methods and level of English language proficiency of students in selected Universities in Hargeisa Somaliland

Regression analysis helped rank the effect of the teaching methods on English language proficiency of students in Universities in Hargeisa Somaliland. Table 6 shows results of this test.

**Table 12: Regression Analysis for the (IV and DV) level of teaching methods and English language proficiency of students**

(Level of significance 0.05)

Variables Regressed	Adjusted $r^2$	Beta	F-value	Sig.	Interpret.	Decision on Ho
Teaching methods vs English language proficiency	0.776	.882	460.884	0.000	Significant effect	Rejected

*Source: Primary Data 2018*

The results in table 13 suggests that teaching methods strong positively and significantly affect on English language proficiency of students in Universities in Hargeisa Somaliland (F=460.884, sig. = 0.000), the results indicate the teaching methods contributes 77% towards variation in English language proficiency of students in Universities in Hargeisa (adjusted  $r^2 = 0.776$ ). On the other hand results of table 8 also shows that the teaching methods strongly effect on the English language proficiency of students as in terms to this (Beta=0.882).

## **CHAPTER FIVE**

### **DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

This Chapter presents the discussions from the study. The discussions are presented based on the objectives of the study. The researcher also makes conclusions based on the discussions of the study. The researcher also made conclusions.

#### **5.1 Discussions**

The discussions are presented based on the objectives of the study. First, the researcher sought to first give the summary regarding the profile of the respondents

##### **5.1.1 Demographic Profile of Respondents**

Most of the respondents were male with\_\_ (70.1%) dominate women with \_ (29.9). Mmajority (86.6%) of respondents were students while (13.4%) were lecturers and most of these lectures (88.9%) had bachelors while others (11.1%) had masters. The majority of lecturers (72.2%) of them had been working for Hargeisa universities more than 5 years and above, whereas (16.7%) for 3 – 4 years and (11.1%) worked for 1-2 years. The most of the respondents aged between 20-29 years (81.3%) , whereas (9%) were aged from 30 to 39 years, (6%) were 40-49 and only (3%) of them were 19 and below.

##### **5.1.2 Types of Teaching Methods**

The types of teaching methods were fair in terms of five components among five teaching methods. The using of lecture method, the study shows that the English lecturers of Hargeisa universities use pure lecture method while they do not use presentation method effectively, on the other hand, study indicated that the English lecturers present their lecture well and students understand perfectly, while study shows the using of advancement of training systems such as PowerPoint is poor that means the English lecturers of the Hargeisa universities do not use computer technology at all when they are lecturing their lessons.

Discussion method, university English lecturers use discussion method effectively to provide students an opportunity to learn from one and another as well as to develop their team work,

while lecturers use fairly in the way of teaching interpersonal skills such as understanding and communication skills, however study shows if discussion method used effectively it promotes the tolerance of students and their understanding of many different opinions in each one another.

Assignment method, the study shows that the English lecturers in Hargeisa universities did not use assignment method effectively in the way of assigning students interesting writings, and give them individual assignments while are not given group assignments, the findings of this method shows that the English lecturers use this method to assign students individuals assignments but fairly they assign students into group assignments.

Presentation method, the study showed that the English lecturers of Hargeisa universities did not use presentation method effectively, individual presentation and group presentations were not also effective in the universities, this means the overall using of this presentation method was fair and were not effective in the universities , however, as the study identified this method should be effective in order to give the students opportunities to make presentations about a certain topics and improve their speaking skills.

Audiovisual method, the study indicate that the English lecturers of Hargeisa universities use audiovisual method effectively is rated poor, that means do not use at all, while English lab and its audiovisual facilities is used fairly, as well as different audio and video devices . Finally the study shows the practice of audiovisual method is not exist in the universities effectively, and it shows students do not chance to listen and watch learning devices during their study. Over all findings, according to lecture method, discussion method, presentation method and audiovisual method the analysis of the study shows that English lecturers do not practice teaching methods effectively while they use fairly.

Finally, Lecture Method was proficiently considered as the best method of teaching in Hargeisa Universities. The lecture method was the highest ranked used in Hargeisa Universities and from the result, the Pearson Correlation (r-value) between lecture method and English language proficiency of students was the highest teaching method towards English Language Proficiency of students.



### **5.1.3 Level of English language proficiency**

The listening proficiency of students in understanding of English language was good in the items of lectures and normal conversations among other people while study shows that the listening proficiency of students are not enable to understand the terms of FM radio, films and English videos. It was also indicated that the English language proficiency of students in Universities in Hargeisa did not understand well an English debates among themselves.

The English language proficiency of students in the universities in Hargeisa in the way of reading proficiency of text books and newspapers were good, whereas the proficiency of reading English essays, news, reports and messages was proficiently fair.

The proficiency of students in the universities in Hargeisa were not good and agreed as it fairly in the items of speaking proficiency of asking and answering lecturer questions, speaking proficiency of presenting and describing a point of view or a topic, speaking proficiency of English debates and argues discussions and the speaking proficiency of students of normal conversation in English language. As the findings of the study show that the English language proficiency of students in Universities in Hargeisa was not proficient academically.

The writing proficiency of students in terms of English passages and newspaper topics were poor and the other writing proficiency of students is fair in the items of translation local language into English and report writings whereas the writing proficiency of chatting messages is good. All in all the study and analysis indicates the proficiency of writing in English language of Hargeisa universities was not equipped and unable.

### **5.1.4 Relationship between teaching methods and English language proficiency of students**

The Pearson's Linear Correlation Coefficient showed that the teaching methods was significantly correlated to the level of English language proficiency of students in Universities in Hargeisa, Somaliland ( $r=.882$ , sig or  $p=0.000$ ). Basing on these results, the stated research hypothesis is rejected, the alternative is accepted leading to a conclusion that teaching methods and English

language proficiency of students in Universities in Hargeisa where sig. = 0.000; are significantly correlated at 0.05 level of significance.

## 5.2 Conclusion

Based on the findings of the study, the researcher made the following conclusions

The types of teaching methods used in the Universities of Hargeisa, Somaliland were five methods, the English lecturers of the universities were using mainly the lecture method and the second teaching method was discussion method whereas, the other teaching methods such as presentation method, audiovisual method and assignment method were used fairly.

The proficiency of English language of university students in terms of speaking, writing; reading and listening were not proficiently perfect. The types of teaching methods are strong positive and significantly correlated with the level of English language proficiency of students in selected universities in Hargeisa.

The study validated the Vygotskian Socio-cultural theory which looks at the second language learning as a cognitive development and the use of language is a cultural form of mediation. Besides this, Vygotskian believed that the teaching methods when a student is at the Zone of Proximal development (ZPD) for particular task, providing the appropriate assistance. Therefore, the study validated that there is an inadequate of appropriate tools of teaching methods and the students' achievement of the English language proficiency is not efficient in selected universities in Hargeisa.

### **5.3 Recommendations**

From the findings reached in this study, the researcher made the following recommendations.

Universities should establish an English language policy and should give English lecturers training and development skills in teaching. English lectures of the universities should use effective teaching methods and their communication with the students during the campus should be English language to improve their grammar construction and ability of speaking

Ministry of education should establish an English Language Assessment Programs to secondary and university students, and should make effective supervision and inspection of teaching methods of all levels of education.

### **5.4 Areas for further Studies**

The researcher suggested the following areas for further research:

1. Effective Teaching methods and English Language Proficiency of Secondary Students
2. Comparative study based on effective teaching methods on Mathematics
3. There will be also a need to have an extensive nationwide study on class size and remuneration of teaching effectiveness in of Primary Schools

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**OFFICE OF THE HEAD OF DEPARTMENT, ECONOMICS AND EDUCATION,  
OPEN AND DISTANCE LEARNING  
COLLEGE OF HIGHER DEGREES AND RESEARCH (CHDR)**

Date: 6<sup>th</sup> February, 2013

**RE: REQUEST OF FUAD ABDI OBSIYE MED/36747/121/DF  
TO CONDUCT RESEARCH IN YOUR ORGANIZATION.**

The above mentioned is a bonafide student of Kampala International University pursuing Masters in Educational Management.

He is currently conducting a research entitled " **Teaching Methods and English Language Proficiency of Students in Selected Universities in Hargeisa, Somaliland**".

Your organization has been identified as a valuable source of information pertaining to his research project. The purpose of this letter is to request you to avail him with the pertinent information he may need.

Any information shared with him from your organization shall be treated with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

Dr. Ssemugenyi Fred  
**Head of Department,  
Education, Open and Distance Learning (CHDR)**

**NOTED BY:**

Dr. Sofia Sol T. Gaite  
Principal-CHDR



**APPENDIX 1B**  
**TRANSMITTAL LETTER FOR THE RESPONDENTS**

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Dear Sir/ Madam,

Greetings!

I am a Master Degree in Educational Management and Administration candidate of Kampala International University. Part of the requirements for the award is a thesis. My study is entitled, **Teaching Methods and English Language Proficiency of Students in Universities in Hargeisa, Somaliland**. Within this context, may I request you to participate in this study by answering the questionnaires. Kindly do not leave any option unanswered. Any data you will provide shall be for academic purposes only and no information of such kind shall be disclosed to others.

May I retrieve the questionnaire within five days (5)?

Thank you very much in advance.

Yours faithfully,

Mr. Fu'ad Abdi Obsiye

**APPENDIX II**  
**CLEARANCE FROM ETHICS COMMITTEE**

Date \_\_\_\_\_

**Candidate's Data**

Name \_\_\_\_\_

Reg.# \_\_\_\_\_

Course \_\_\_\_\_

Title of Study: \_\_\_\_\_

**Ethical Review Checklist**

**The study reviewed considered the following:**

Physical Safety of Human Subjects

Psychological Safety

Emotional Security

Privacy

Written Request for Author of Standardized Instrument

Coding of Questionnaires/Anonymity/Confidentiality

Permission to Conduct the Study

Informed Consent

Citations/Authors Recognized

**Results of Ethical Review**

Approved  Conditional (to provide the Ethics Committee with corrections)

Disapproved/ Resubmit Proposal

**Ethics Committee (Name and Signature) Chairperson** \_\_\_\_\_

Members \_\_\_\_\_

**APPENDIX III**  
**INFORMED CONSENT**

I am giving my consent to be part of the research study of Mr. Fuad Abdi Obsiye that will focus on emotional intelligence and leadership styles.

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation anytime.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials: \_\_\_\_\_

Date \_\_\_\_\_

**APPENDIX 1V A**

**FACE SHEET: DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS**

Code#\_\_\_\_\_

Date Received by Respondent\_\_\_\_\_

**A1. Gender:**

- 1. Male
- 2. Female

**A2. Age:**

- 1. 19 and below
- 2. 20 -29
- 3. 30-39
- 4. 40-49 (5) 50 and above

**A3. Status:**

- 1. Teacher
- 2. Student

**A4. Qualifications Under Education Discipline (Please Tick):**

- 1. Certificate
- 2. Diploma
- 3. Bachelors
- 4. Masters
- 5. PhD
- 6. Other Qualifications ( Please Specify)\_\_\_\_\_

**A4. Number of Years Teaching Experience (Please Tick)**

- 1. Less than 1 year
- 2. 1-2 yrs
- 3. 3-4 years
- 4. 5 yrs and above

## APPENDIX 1V B

### TEACHING METHODS QUESTIONNAIRE

**Direction:** Please respond to each item by using the scoring guide below. Kindly tick your best choice on the number after each item.

Score	Response Mode	Description
4	Strongly Agree	You agree with no doubt at all
3	Agree	You agree with some doubt
2	Disagree	You disagree with some doubt
1	Strongly Disagree	You disagree with no doubt at all

<b>Lecture method</b>	1	2	3	4
English lecturer uses pure lecture method (only talk and chalk no discussion at all)	1	2	3	4
English lecturer uses lecture method with discussion	1	2	3	4
English lecturer presents well and students understand the lecture perfectly	1	2	3	4
English lecturer uses advancement of training systems such power point	1	2	3	4
<b>B. Discussion Method</b>				
English lecturer uses discussion method effectively which provides an opportunity for students to learn from one each other, thus encouraging team work.	1	2	3	4
English Lecturer uses discussion method to teach interpersonal skills such as understanding and communication	1	2	3	4
Discussion method promotes tolerance and helps students to understand that they are many aspects or opinions to any one topic	1	2	3	4
<b>Assignment Method</b>				
English lecturer assign students into some interesting writings	1	2	3	4
9. English Lecturer gives students individual assignments	1	2	3	4
10. English lecturer gives students group assignments	1	2	3	4
<b>D. Presentation Method</b>				
11. English lecturer uses presentation method effectively	1	2	3	4

12. English lecturer gives students individual presentations	1	2	3	4
13. English lecturer gives students group presentations	1	2	3	4
<b>E. Audiovisual method</b>				
14. English lecturer uses audiovisual method effectively	1	2	3	4
15. English lecturer uses English lab and its audiovisual materials	1	2	3	4
16. English lecturer uses different audio and video devices	1	2	3	4

**APPENDIX 1V C**

**ENGLISH LANGUAGE PROFICIENCY QUESTIONNAIRE**

Rate your English language proficiency on the following items. Kindly tick your best choice on the number space each item.

**Direction:** Please respond to each item by using the scoring guide below.

<b>Score</b>	<b>Response Mode</b>	<b>Description</b>
4	Strongly Agree	You agree with no doubt at all
3	Agree	You agree with some doubt
2	Disagree	You disagree with some doubt
1	Strongly Disagree	You disagree with no doubt at all

<b>Listening Proficiency</b>				
My understanding to listening In English lectures is well	1	2	3	4
My understanding to listening FM radios, films and videos in English language is well	1	2	3	4
My understanding to listening normal conversation in English is well	1	2	3	3
My understanding to listening debates and argues in English is well	1	2	3	4
<b>Reading Proficiency</b>				
My reading proficiency in text books in written English is well	1	2	3	4
My reading proficiency in newspapers is well	1	2	3	4
My reading proficiency in essays and long English paragraphs is well	1	2	3	4
My reading proficiency in reports, news and messages is well	1	2	3	4
<b>Speaking Proficiency</b>				
My speaking proficiency by asking and answering lecturer questions is well	1	2	3	4
My speaking proficiency in presenting and describing my point of view is well	1	2	3	4
My speaking proficiency of discussion debates and argues in English topics is well	1	2	3	4

My speaking proficiency in normal conversation in English is well	1	2	3	4
<b>Writing Proficiency</b>				
My writing proficiency in English Passages and Newspaper topics is well	1	2	3	4
My writing proficiency of translation written Local language into English is well	1	2	3	4
My writing proficiency in reports is well	1	2	3	4
My writing proficiency in English Chatting messages is well	1	2	3	4

**THANK YOU VERY MUCH**



## **RESEARCHER'S CURRICULUM VITAE**

To document the details of the researcher, his competency in writing a research and to recognize his efforts and qualifications, this part of the research report is thus meant.

### **Personal Profile**

---

Name: Fuad Abdi Obsiye

Email: fuaad\_12@htomail.com

Mobile: +25224421983

Date of birth: March 15, 1983

Place of birth: Hargeisa, Somaliland

Nationality: Somali

Gender: Male

### ***Experiences***

---

Dates: January, 2016 – Up to Now

Occupational Field: Director of Academic Affairs.

Name of the Employer: University of Hargeisa,

Dates: Sept, 2010 - December, 2011:

Occupational Field: Certification and Record Officer.

Name of the Employer: University of Hargeisa, Registrar Office.

Dates: Augt, 2008- July 2010

Occupational Field: Coordinator, Research and Coordination Unit,

Name of the Employer: Somaliland Ministry of Education

Dates: 2003-2008: Biology and Chemistry Teacher at Public Secondary Schools.

Name of the Employer: Gandi Secondary School

### ***Education***

---

2012-2013: MED candidate at KIU

2004-2008 : Bachelor of Science (BSc) in Education

Other Education:

2001-2003: Diploma of Teacher training at (STEC)

Higher Diploma of Education (HDE)

### *Languages*

---

English	Excellent
Arabic	V. Good
Somali	Mother Tongue

### **REFERENCEES**

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Former President, University of Hargeisa  
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