Loss and Maintenance of Somali Language in the UK

Shamsudin Abikar
Bristol Primary School Teaching Assistant

Abstract
This study attempts to investigate first language attrition in Somali (L1) speakers of English as L2. Specifically answers were sought for the questions on Somali language features that are first susceptible to attrition when they come in contact with the English language; and the perception of Somali parents on maintaining the Somali language by their children. The data collected was based on 11 tape recordings (to elicit oral narrative) of six Somali pupils’ voices, structured/unstructured interviews with pupils and parents while case study approach is used. The six pupils were divided into two groups: group1, which included three Somali siblings who are newly arrived in the UK whilst Group 2 consisted of three Somali siblings who are already established in the UK. Initially it was assumed that Group1 would constitute as a control group. This was later disregarded for two reasons: 1) the utterances provided by them, at this early stage, illustrated demise of their L1 verbal ability and 2) due to time and space. Therefore, Group2’s utterances were analysed and the outcome indicate strong indicators for attrition in their L1 lexical retrieving and L1 sentence structure skills.

Keywords: First Language, Second Language, Language Attrition.
Introduction

Over the past twenty five years, since the disintegration of the Somali central government in 1991, the number of Somali immigrants into the UK increased dramatically. Many children and young learners form part of that population. For example in Bristol, The demographic changes of Bristol saw the number of Somali population in Bristol rapidly increased for the last decade and this increase is predicted to raise as the birth rate of Somali children rapidly increases. This means that in Bristol schools, one in 25 pupils is Somali whereas eight years ago it was one in 500 pupils. For secondary education, the Somali population of four secondary schools in Bristol have more than 10% Somali pupils (The Post, July 22, 2009). This learning age population learns English as an additional language and have experienced disadvantage in terms of their inclusion to mainstream education and the way the local authorities meet their needs because of language barrier.

The British government embraced an inclusion policy, namely Section 11 grant of the Local Government Act 1966, which availed the payment of grant to local authorities to empower the education institutions. The purpose of the grant was to enable addressing the disadvantage brought about by differences of language or culture in accessing education (Multiverse, 2000-2001). There has been improvement in this trend as strategies for the acquisition of English as the second language (L2) was realised by successfully gathering date for informed planning. However, the importance of the L1 seemed to be overlooked. Barwell (2005) quoting Cummins (2000) emphasised that a) proficiency in L1 (first language) and L2 (the second language) by bilinguals leads to cognitive advantage, b) less proficiency in L1 and L2 by bilinguals leads to cognitive disadvantage, and c) fluency in one language by bilinguals offers neither cognitive advantage nor disadvantage. This suggests that negative consequence is associated with losing L1.

Therefore, till now, there had been no literature on the issue of Somali (L1) loss by Somali natives who learn English as L2. This can be attributed to two reasons: unfamiliarity of Somali language by the teachers/ education managers around the world and the inception of Somali language is fairly juvenile and its further development was staunchly arrested by the civil war.

Particular problem areas which can be associated to L1 loss by Somali pupils in the UK include ineffective interaction with parents and extended families, loss of identity and possible negative consequence for academic achievements by the learners (Barwell (ibid). Based on these trends this study examines a) what Somali language features are susceptible to attrition when they come in contact with the English language and b) how to prevent the language attrition. For the first part (a) voice recording of six Somali pupils in Bristol, UK, are analysed to identify discrepancies about what and how they used the Somali language; and for the latter part (b) pupils’ parents were interviewed to explore their views on the importance of L1 & the L2 and how can the loss of L1 best be prevented.

Literature review

Schmid & Kopke (2009) noted that language attrition means the changing of bilingual’s language system while acquiring and using an L2; Van Els (1986) citing De Bot & Weltens (1985) defined the attrition research types in terms of ‘what is lost’ and in which environment it is lost and proposed four types of attrition research: 1) Loss of L1 in an L2 environment such as in the case of ‘dialect community; 2) Loss of L1 in an L2 environment such as migrants in an L2
country; 3) Loss of L2 in an L1 environment such as foreign language loss and 4) Loss of L2 in an L2 environment such as loss by aging migrants.

Language loss was not researched in great depth until fairly recently (Guardado; ibid). Now we know that the cause of language loss can be attributed to many factors such as ‘lack of use or exposure to the language’ as ‘an immigrant may move to an environment where they disuse their L1 (Loewen & Reinders; 2011; Caruso; ibid). Moreover, Sherwood and Van Buren (1991:22) explained that two conditions must be fulfilled in order language attrition to occur: ‘L1 deprivation and cross linguistic influence from another language being acquired’. Thus cause of attrition may be experienced due to ‘disuse of a language system (that) affects accessibility of lexical items most immediately...’ (Schmid, 2007:135; Schmid & Kopke, 2009:211).

However, caution needs to be exercised where identification of attrition is required as ‘one of the common fallacies of research on L1 attrition is that any indication of CLI (Cross Linguistic Interference) is interpreted as evidence for attrition, particularly in the area of the lexicon’ Schmid & Kopke, ibid:211).

Therefore, Caruso (ibid) explained an advantageous typology by citing De Bot and Weltens (1995:20) for classifying language attrition which he termed as 1. ‘the nature of the language being lost whether it is a native language, L1, or a second language L2’ and 2) ‘The environment, in which it is lost whether the language functions as a native language or as a second language in the environment’.

On the other hand, many factors need to be considered when dealing with methodical consideration of language attrition. For example, Schmid (2002) explained that how the data was gathered, what language features are considered and what is regarded as evidence for language attrition need be taken into account when considering methodical consideration of language attrition and ‘the analysis of variables on any linguistic level...has to make the basic distinction between what is lost and what is retained’ (Schmid, ibid: 31).

Nonetheless, Wong Fillmore (1991) presents a depressing picture of minority children studying in the United States as she found that the younger the children are when coming into contact with English the greater devastating impact the L2 has on the L1( Guardado, ibid). Furthermore, Guardado (ibid) clearly stated that where failure to maintain L1 during childhood is experienced it is entailed by devastating consequences. Furthermore, Guardado (ibid) noted the causes for L1 loss by citing various studies. The most notable factors were devaluing L1 in the community and language shift in home. Consequently, citing a study by Schecter and Bayley (1997: 538), Guardado (ibid: 4) described ‘the social conditions under which children were expected to retain their home language’. This seems to mean losing L1 is a Quagmire and enfeebles one’s identity.

The phenomena of losing identity needs for remedial and, therefore, Kahin (1997), as a result of a longitudinal study, found that in order Somali parents in the UK to counter a) the inadequacy of mainstream education and b) children’s prolonged involvement in the mainstream education system in the UK which they view as undermining the Somali culture (identity), they send their children to supplementary school as a remedial measure. Besides, prolonged sojourn in L2 environment also affects the L1’s retrieval ability. For instance, Schmid (2010:1) recounted her interview with two German siblings who migrated to the USA and the UK and observed her participant’s laborious efforts in retrieving words ‘... she frequently asks the interviewer to help her with particular German words which has difficulty remembering’. Yet, as far as literature on word retrieval, especially picture naming tasks, is concerned there is
concession that age is a crucial factor for name retrieval. For example Goral (2004:33) claimed that ‘the cross-sectional studies, comparing groups of younger and older participants, demonstrated that older adults performed significantly less well than younger participants’. Furthermore, due to the nature of the research questions and participants’ first languages, presenting how the Somali grammar functions seems to be of important factor for the study as it is believed that it will shed light on the similarity and dissimilarity of the English and the Somali grammars and will enable contrasting analysis to be made.

The verb of Somali language has many functions and each verb can be divided into many types and each type has information to deliver. However, there are two main parts the ‘root’ and ‘prefix and suffix’ (Mansur, & Puglielli (1999). For example, the Somali root words have the character of an imperative like the English:

- go, eat, walk, jump
- tag, cun, soco, bood

Unlike Arabic root words which are in past tense form:  

\[
\text{Walked, ate, went}\]

As a way of summarising the literature review, although not yet researched in great depth, the literature review looked at the phenomena of the first language attrition, what it is meant, in which environment it happens, under which conditions it occurs and the methodological consideration for the research of language attrition. The literature review also touched on the importance of maintaining the first language for cultural (identity) purpose in the context of supplementary schools. Finally, the literature review glanced briefly the structure of the Somali grammar. All literature review contents are believed to have direct bearing to the study and helped me for research questions and will be used in analysing the data.

**Ethical issues**

As my research sample involves six pupils with English as additional language learners of Somali origin (Group 1 and Group 2), it is important to comment on how I accessed the participants. A participant of Group 2 attends my workplace (primary school in Bristol) where through her I became acquainted with her family. On the other hand, Group 1 dad is a long time friend of mine, and I provided him support for the children to settle down as newly arrived pupils in the UK.

Furthermore, the term ethics refers to questions of right and wrong (Fraenkel & Wallen, 2006:54). Likewise, Opie (2004), Pat Sikes citing Siber (1993:25) explained ‘Ethics has to do with the application of moral principles to prevent harming or wronging others, to promote the good, to be respectful and to be fair’. Researchers firmly emphasise the importance of a) informed consent and b) that nobody suffers as the results of the findings to ensure quality outcome.

Therefore, I have chosen to adhere to the *British Educational Research Association* (BERA) Ethical Review Guidelines (2004) as Clough and Nutbrown (2002) noted that every institution has different procedures for the ethical protocol.

**Participants**

The participants in this study are pupils and parents. Pupils included three Somali newly arrived siblings (arrival UK date January 2012): three girls Hodon Yr4, Hanna Yr8 and Hibo Yr9
(not their real name)-Group 1; and other three Somali participants who are already established in the UK (arrival UK date October 2011): a boy and two girls Bilan Yr4, Abdi Yr8 & Jihan Yr9 (not their real name) - Group 2 they are also siblings. Prior to arriving into the UK both groups have had no formal education in home country and mastery of L1 is confined only to verbal communication.

Group 1 was selected merely due to the assumption that they master L1 whereas group 2 was selected for the criteria of being longer in the UK than group 1 and that both groups’ academic year groups as well as their ages match. Both group 1 and group 2 attend different schools. Group 1’s use of L2 can be characterised as an input (receptive language mostly) whilst Group 1’s use of L2 can be termed as input/output as shown their language profile below.

Table 1 Participants’ language profile

<table>
<thead>
<tr>
<th>Participant</th>
<th>Language used</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Somali</td>
<td>English</td>
</tr>
<tr>
<td>Hibo</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Radio</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Teachers</td>
<td>X</td>
<td>✔</td>
</tr>
<tr>
<td>Friends (at school)</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Parents</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Hanna</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Radio</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Teachers</td>
<td>X</td>
<td>✔</td>
</tr>
<tr>
<td>Friends (at school)</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Parents</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Hodon</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Radio</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Teachers</td>
<td>X</td>
<td>✔</td>
</tr>
<tr>
<td>Friends (at school)</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Parents</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Abdi</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Radio</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Teachers</td>
<td>X</td>
<td>✔</td>
</tr>
<tr>
<td>Friends (at school)</td>
<td>X</td>
<td>✔</td>
</tr>
<tr>
<td>Parents</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Jihan</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Radio</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Teachers</td>
<td>X</td>
<td>✔</td>
</tr>
<tr>
<td>Friends (at school)</td>
<td>X</td>
<td>✔</td>
</tr>
<tr>
<td>Parents</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>
Also two fathers and two mothers constitute parents of Group1 and Group2 and were selected by purposive sampling. Guardado (ibid: 6) noted that ‘all sampling is purposive to some degree, since identifying a target population invariably expresses the researcher’s interests and objectives’

### Methodology

Due to nature of research questions consent forms in English and in Somali (App. A); and participant information sheet (App. B) also in English and in Somali were sent to pupils and their parents as well. As for an approach, I have chosen a case study approach as it is the umbrella term for various research techniques with the aim of reconstructing and analysing a case or cases from social point of view (Verma & Mallick, 1999; Hamel & et al, 1993).

Tape recording (for pupils) for recording their narrative stories (App.C & D) and structured interview to understand their language profile (App. E) and unstructured interview (for parents) were employed (F) as a method to collect data as they are assumed to answer research questions. During the tape recording, participants were asked to retell two picture stories: one of Handa’s Surprise by Browne (2006) and the lion and the mouse story (pictures downloaded from online- Google). The pictures were photocopied and texts were excluded to enable independent narrative speeches by participants when recording on a tape machine. This was designed to produce data to answer research question (1). The rationale of the first story lay mainly on the fact that the background and characters in the story were almost identical to Somalia geographically therefore, the assumption was that cultural references would not be unfamiliar to the participants. The rationale for the second was a) to get diversity in narrating when recounting two different stories b) it was familiar among the Somali folk tales. Group 1’s voices were tape recorded (App. G) twice (once a week with one week skipped: Week 1 & Week 3) the reason for skipping was unavailability of participants whilst Group2 voices were tape recorded (App. H) once a week+ Week1, Week 1 II. The latter 1 & 1 II to clarify which story they were narrating).

The recordings were conducted at participants’ houses. They recorded separately and lasted for almost two minutes each session. There were 11 recordings in total with 1 fault due to recorder problem.

The unstructured interview was chosen as it is ‘... a way of getting a writing project off the ground … and helps a writer get past that initial block of not knowing where to start’ (Strauss & Corbin, 1998: 90). It enables interviewees to avail an opportunity to speak out using their own words which may develop deeper, more complex meaning. It is a way of discovering rather than a way of just checking. Besides, it will generate rich and valuable data in contrast to structured interview where ‘researchers are trying to collect large volume of data from wide range of respondents’ (Denscombe 1998:112). Parents have been asked about the importance of L1 and the L2, the possibility of L1 eroding and how this can be challenged (Appendix I)

<table>
<thead>
<tr>
<th>Binti</th>
<th>TV</th>
<th>✓</th>
<th>✓</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Radio</td>
<td>X</td>
<td>_</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>X</td>
<td>_</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Friends (at school)</td>
<td>X</td>
<td>_</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Parents</td>
<td>✓</td>
<td>_</td>
<td>✓</td>
</tr>
</tbody>
</table>

Mean:

Yes

No

s

X  No

Also two fathers and two mothers constitute parents of Group1 and Group2 and were selected by purposive sampling. Guardado (ibid: 6) noted that ‘all sampling is purposive to some degree, since identifying a target population invariably expresses the researcher’s interests and objectives’

### Methodology

Due to nature of research questions consent forms in English and in Somali (App. A); and participant information sheet (App. B) also in English and in Somali were sent to pupils and their parents as well. As for an approach, I have chosen a case study approach as it is the umbrella term for various research techniques with the aim of reconstructing and analysing a case or cases from social point of view (Verma & Mallick, 1999; Hamel & et al, 1993).

Tape recording (for pupils) for recording their narrative stories (App.C & D) and structured interview to understand their language profile (App. E) and unstructured interview (for parents) were employed (F) as a method to collect data as they are assumed to answer research questions. During the tape recording, participants were asked to retell two picture stories: one of Handa’s Surprise by Browne (2006) and the lion and the mouse story (pictures downloaded from online- Google). The pictures were photocopied and texts were excluded to enable independent narrative speeches by participants when recording on a tape machine. This was designed to produce data to answer research question (1). The rationale of the first story lay mainly on the fact that the background and characters in the story were almost identical to Somalia geographically therefore, the assumption was that cultural references would not be unfamiliar to the participants. The rationale for the second was a) to get diversity in narrating when recounting two different stories b) it was familiar among the Somali folk tales. Group 1’s voices were tape recorded (App. G) twice (once a week with one week skipped: Week 1 & Week 3) the reason for skipping was unavailability of participants whilst Group2 voices were tape recorded (App. H) once a week+ Week1, Week 1 II. The latter 1 & 1 II to clarify which story they were narrating).

The recordings were conducted at participants’ houses. They recorded separately and lasted for almost two minutes each session. There were 11 recordings in total with 1 fault due to recorder problem.

The unstructured interview was chosen as it is ‘... a way of getting a writing project off the ground … and helps a writer get past that initial block of not knowing where to start’ (Strauss & Corbin, 1998: 90). It enables interviewees to avail an opportunity to speak out using their own words which may develop deeper, more complex meaning. It is a way of discovering rather than a way of just checking. Besides, it will generate rich and valuable data in contrast to structured interview where ‘researchers are trying to collect large volume of data from wide range of respondents’ (Denscombe 1998:112). Parents have been asked about the importance of L1 and the L2, the possibility of L1 eroding and how this can be challenged (Appendix I)
Data analysis and discussion

It was an assumption that Group 1’s language mastery is intact and will act as a base line for Group 2 in order to shed light on any deviation from normal Somali language use. However, this became futile as they after such a short period of sojourn in the UK their L1 seem to shift by using L2 words such as banana (muus-in Somali), apple (tufaax) and pear. This latter is comprehensible as the pear fruit is unfamiliar in Somalia. Also using and L2 connective and in the first week is notable. Furthermore, omission of the subject or the object of the verb by both Group 1 and Group 2 is observed. However, due to time and space the study will confine to the deficiencies of lexical retrieval and incorrect sentence structure by Group 2.

Challenge of lexical retrieval:

Abdi Week 1

6. Een... (unclear: UC) kanna waxay ka soo buuxsatay tufaax iyo ...(long pause) moos iyo liin iyo canbo
   Een... (UC) and this she filled with apple and ....( long pause)
   bananas and lime and grapes

The above seems to demonstrate an ability to retrieve the bag in L1

Transfer (CLI) sentence structure

Abdi Week 1

7. iyo... (UC) kanna waxay wadataa...(long pause)
   and... (UC) and this she is carrying ...( long pause).

This is deviation of how L1 is used; at least, even though explicitly mentioning the object, it should have been

She is carrying this

Waxay wadataa kan

The above structure is like putting the object of the verb in front of the sentence as if using a passive voice sentence.

Jihan Week 1

Challenge of word retrieval:

1. Waxay gabartaan dambiisha waxay ku wadatay cananaas, canbo, liin iyo ... (UC), avokaato.
   This girl is carrying pineapple, mango, lime and (UC) avocado

Above an L2 name (avocado) is used and the cause for this is that unfamiliarity of this fruit in Somalia
Deviation from L1 sentence structure

2. ...(UC) waxay dhigtay baaldi. 
   ... (UC) She put a bucket.

The above L1 this structure contradicts the L1 correct pattern as the object of the sentence is omitted (where the bucket was put)

   She put the basket.

Again the object of the sentence is omitted

4. Dambiishana waxay kor saartay cananaas iyo oranjiga iyo canbaha iyo isbaandheyska iyo muuska.
   And the basket she put on pineapple and the orange and the mango and the isbandeis (Somali fruit)

Above demonstrates an L1 deviation in terms of the use of a preposition. The pineapple was put in the basket not the basket on the pineapple. Also there is L1 deviation in terms of how the article the orange= oranjiga is used. It was rather to use an article in front of the pineapple which could have made the sentence correct in terms of L1.

Jihan  Week 1 II

Challenge of word retrieval:

1. Shabeel ayaa meel fadhiyey.
   A tiger was sitting somewhere.

The above sentence demonstrates that there is confusion over the animal’s name tiger when in fact it was a lion. Jihan completed her supposed L1 acquisition period (8 years) prior to arriving in the UK and should have known the animal.

Deviation from L1 sentence structure

3. Doolligaa qabtay oo isku cambajuuijey
   The mouse caught and squeezed.

Here the mouse did not catch the lion but contrary the lion did. So there is confusion over who did what. Further, the sentence is grammatically unacceptable in L1 as well as the L2.

6. Libaaxaa waxaa ku jira shabaqa
   in the lion there is a net.

The above instead of the sentence being the lion is in the net she expressed that the net is in the lion. The sentence is grammatically unacceptable in L1 as well as the L2.

Binti  Week 1

Challenge of word retrieval:

1. Tufaax, mango.
   Apple, mango
2. *Tufaax, mango... I don’t know (me don’t worry)*
   *Apple, mango... I do not know (me don’t worry)*

In (1 &2) Binti lost the fruit name *Canbo =Mango* in L1, a fruit she used to enjoy in Somalia. Repetition of the fruit names possibly in English may indicate she is experiencing difficulty in retrieving a suitable word, a suitable sentence or found difficulty in naming another fruit as participant said ‘I don’t know’.

**Deviation from L1 sentence structure**
Out of 18 Utterances 12 of them, 1 – 12, do not make sense as they contain lots of pauses and incomplete sentences.
Binti Week 1 II

**Challenge of word retrieval:**

1. *Doolliga...iyo...( long pause =LP)...iyo libaax.*
   *The mouse... and ...( LP)...and a lion.*

2. *Doolliga...een...sankisuu koray.*
   *The mouse...een...claimed his nose.*

3. *Libaaxa...een...doolliguu qabtay.*
   *The lion...een... caught the mouse.*

4. *Doolliga...doolliga... please ammaan is ii...uu dhahay.*
   *The mouse...the mouse...please let me go...he said*

From 1 – 4 above the long pauses may indicate difficulty in the retrieval process

**Deviation from L1 sentence structure**

1. *Doolliga...iyo...(LP)...iyo libaax.*
   *The mouse... and (long pause)... and lion.*

The long pause may indicate difficulty in either completing the sentence or maintaining the fluency of story narrating.

4 *Doolliga...doolliga... please ammaan is ii...uu dhahay.*
   *The mouse...the mouse...please let me go...he said*

Here an L2 word *please* is used.

5. *Libaaxa shabaqaa lagu riday*
   *The lion was put in the net.*

The above sentences it is unclear who did what: This could be because of English familiarity by the participant. In English this sentence is correct as English permits leaving the subject in passive voice. For instance, I was told to come to the office.

   *The lion came out from*

Sentence (7) the object of the sentence is missing. It is not clear where the lion came from. In the story the lion came out of the net. Why the word *net* is not mentioned is unclear since in (5)
above the word net was used. It seems that a word is retrievable at one point whilst it is not at the other time.

The data collated on pupil participants seem to strongly show that group 2’s L1 mastery is negatively affected in terms of lexical retrieval and sentence structure of L1. Their L1 word retrieval and sentence structures, considering such limited period of stay in the UK, their ability of L1 is strongly influenced by their L2. Of particular interest is Binti who seems to be strongly affected her L1 by L2 as out of 18 Utterances 12 (Week 1) of them, 1 – 12, do not make sense as they contain lots of pauses and incomplete sentences. The reason for this can be assumed as Wong Fillmore (ibid) claimed that the younger the children are when coming into contact with English the greater devastating impact the L2 has on the L1. Moreover, the other reason for the challenge of L1 word retrieval can be due to infrequent L1 disuse can be because of the ‘disuse of a language system affects accessibility of lexical items most immediately...’ (Schmid; ibid:135; Schmid & Kopke; ibid:211). In general both: lexical retrieval and sentence structures deficiencies can be attributed to the fact that pupils have had only mastered the verbal domain of the L1 as they are inexperienced in L1 literature.

**Analysing Parents’ view**

Parents’ views were analysed and the two main emerging factors were that 1.the L1 is important for maintaining the identity of children and 2. That L1 can be maintained by providing L1 lessons in formal and informal settings and visiting to L1 country by the children.

**The importance of First Language (L1)**

The importance of the Somali language for the Somali pupils regardless how established they are in the UK is clearly explained by the Somali parents. For example, Saalim explained

*Waa u tahay muhiim, maxaa fira hadda waxay kula hadlaayaan familkooda iyo qaraabadooda...*

*It (L1) is important because they now communicate with their family and relatives...*

Likewise Nafisa noted that

*wuxuu muhiim u yahay hadhoow haddii ay waddankooda ku noqdaan in ay ku hadlaan khasab waaye.*

*It (L1) is important if they (children) later go to their country of origin they must communicate with it.*

Binti’s father

*Waa muhiim sababta waxaa waaye qofka luqadda uu u dhashay waa inuu haaystaa taasoo asalka ahayd*

*It (L1) is important the reason for that is the person must maintain his first language which is the origin.*

Binti’s mother

*Haawaa u yahay maxaa yeelay waa luqaddoodii hooyo waa in ay ku hadli karaan.*

*Yes it (L1) is important because it is their mother tongue they must be able to communicate with it.*

The date indicated that parents view the L1 as an asset for their children in that they will use it for communicating with their immediate family when they later visit their home country as Nafisa claimed that

*It (L1) is important if they (children) later go to their country of origin they must communicate with it.*
Also, parents believe that L1 serves as an identity symbol for the children of which they must maintain. Henceforth, Binti’s father explained that

\[
\text{It (L1) is important the reason for that is the person must maintain his first language which is the origin.}
\]

Likewise, Binti’s mother emphasised

\[
\text{Yes it (L1) is important because it is their mother tongue they must be able to communicate with it.}
\]

**Maintaining the L1**

**Saalim**

\[\ldots\text{waxaa muhiim ah in guriga iyo, maxaa la dhahaa, community-yaasha ay tagaayaan Soomaali kula hadlaan si Soomaaliga uu meesha uga bixin oo ay u fahmaan wax walba.} \]

\[\ldots\text{It is important that in the house and the communities they (children) go communicate with the Somali language in order it to be maintained} \]

**Nafisa**

\[\text{mar walba waa inaad geysaa waddanka si uusan uga dhumin ama fasax oo kale haddii aad geysid Soomaaliya xoogaa inuu ka dhumin macquul waa nognon kartaa.} \]

\[\text{Always you have to take them (children) to their home country in order to maintain the L1 for example during the holidays if you take them to Somalia it is possible that they may not lose it.} \]

**Binti’s father**

\[\text{Marka wuxuu ku haaysan karaa luqadda waa in guriga loogu hadlaa oo famiiika habarta iyo aabahay luqadda ay ku hadlaan iyo in ay baxaan oo waddankii la geeyaa oo markastaba luqadda Soomaaliga ku soo hadlaan. Haddii loo heli karana waxbarasho loo furaa oo luqadda Soomaaliga macallimiintana Soomaali ah u dhigaan, casharrda qaarkood lagu soo daro iskoolka waa fiicana tahay.} \]

\[\text{So the child can maintain his L1 it must be used at home with family: the mother and the father should speak it; and that they visit their home origin and must always speak Somali. If it possible provision of L1 by L1 teachers and some Somali lessons would have been better.} \]

**Binti’s mother**

\[\text{Waxaa looga hortagi karaa in la geeyo meelo community ah oo looga hadlaayo luqadda Soomaaliga oo in loo furo in ay bartaan casharro Soomaali ah} \]

\[\text{It can be prevented that they visit community venues where L1 is spoken and provision of L1 lessons} \]

Parents’ view of maintaining L1 and countering against the peril of losing L1 by their children accords Kahin’s (ibid), claim that they used remedial strategies to maintain L1. Moreover, parents advanced different views on how to maintain the L1. ¾ or 75% of parents believe that the use of L1 in home enables the maintenance of L1. For example, Saalim and Binti’s father believe that social interaction by the chidren with their community while using L1 is crucial. For instance, Saalim noted that

\[\ldots\text{It is important that in the house and the communities they (children) go communicate with the Somali language in order it to be maintained} \]

Furthermore, Binti’s father also urged that L1 is important and further added that, to maintain it, children should use it at home with their immediate family
… So the child can maintain his L1 it must be used at home with family: the mother and the father should speak it...

On the other hand, Binti’s mother commented on how the L1 erosion can be prevented by further providing L1 provision in the form of lessons

*It can be prevented that they visit community venues where L1 is spoken and provision of L1 lessons*

Consequently, Binti’s family is of opinion that provision of L1 beyond the community cycle is plausible. i.e L1 provision by L1 teachers during the school hours where possible. For example, Binti’s father illustrated

*If it possible provision of L1 by L1 teachers and some Somali lessons would have been better.*

Binti’s mother further elaborated the issue

*It can be prevented that they visit community venues where L1 is spoken and provision of L1 lessons.*

Nonetheless, ¼ or 25% of parents believes that L1 can be maintained by facilitating contacts by the children with their relatives back in home country as Nafisa claims

*Always you have to take them (children) to their home country in order to maintain the L1 for example during the holidays if you take them to Somalia it is possible that they may not lose it.*

Therefore, parents’ perception on the importance and the maintenance of L1 by their children affirms Ahmed (ibid:29) claim that ‘…the provision of Mother Tongue classes for Somali pupils is viewed by both schools & community as a fundamental element in maintaining the cultural integrity of Somali pupils’.

**Conclusion**

The study aimed to answer two research questions: Which Somali language features by Somali pupils in the UK are first susceptible to attrition when they come in contact with the English language? And what is the perception of Somali parents on maintaining the Somali language by their children?

Tape recording, structured and unstructured were used as a method of data collection from pupils and parent. The recorded voices were subjected to transcription and analysed. The outcome of the analysis illustrates deficiencies in L1 lexical retrieving and L1 sentence structure. Analysing parents’ view on countering L1 erosion include provision of L1 lessons by L1 teachers, visiting community venues where L1 is spoken by pupils and a visit to home country.

Refering back to the research questions above, L1 lexical retrieving and L1 sentence structure, among other issues, by Somali pupils were found to be blamed for the L1 attrition at this early stage of L2 acquisition. For the second part of the research question, visiting home country by the children, interaction with L1 community using L1 and provision of L1 by L1 teachers are believed to serve as counteract measures to arrest the L1 attrition.
Loss and Maintenance of Somali Language

Reference


Appendix

**App. A**

Participant consent form: 'Loss and Maintenance of Somali Language in the UK

I hereby give my consent to participating in the study on Somali language attrition by Somali pupils.

I have been informed about the purposes of the study. My data will be treated confidentially and I can opt out of the study at any time.

______________________________
Signature

______________________________
Print name

______________________________
Date

**App. A1 (Somali)**

Participant consent form: Loss and Maintenance of Somali Language in the UK

Foomka Oggolaanshaha ka-qeybqaadashada: Lumidda iyo dheggenaanta luqadda Soomaaliga marka ay ku milanto luqadda Ingiriiska.

Waxaan halkaan ku bixinaayaa oggolaanshaheyga ka qeyb-qaadashada baaritaanka habka loo ilaaliyo in ay luqadda dhumin

Waxaa la igu wargeliyey qasdiga baaritaanka. Macluumaadkeyga waxaa loo tixgelin doonaa si xafidan waxaanna dooran karaa inaan ka baxo baaritaanka waqtii walba.

______________________________
Saxiixa

______________________________
Daabac Magaca

______________________________
Taariikh
App. B

Participant information sheet
The study: Loss and Maintenance of Somali Language in the UK
Dear participant,

Thank you for your interest in this study that aims to identify the challenges faced by the Somali children using the English language in their day to day lives. These challenges are not unique to the Somali community, indeed they appear whenever two languages come into contact. Some of the outcomes are similar, others depend on the languages and individual speakers involved. I am interested in finding out what happens when the Somali language comes into contact with English.

The study will be conducted for a short period: one to two weeks. Tape recording and interviews will be used and will take (ca. 5 minutes): A short story pictures will be shown to the children that they will have time to study. Then they will be asked to tell the story in Somali and English. Finally, I will ask children a few general questions in English, or Somali if they prefer, about their age and background and their use of English & Somali. They can choose to opt out of the interview at any time - without having to give a reason to the researchers.

The results will be used to fully understand Loss and Maintenance of Somali Language in the UK which I hope will be beneficial for the Somali children in terms of academic achievements and also for the wider community.

The child’s name will only be known to the researcher. I will make his/her data anonymous, which means removing his/her name and other identifying information. That means that others won’t be able to see the answers his/her gave. If his/her wants, his/her can listen again to what I recorded and let me know if anything in particular should be treated confidentially.

Thank you for your help!

App. B

Warqadda akhbaarta ka-qeybgalaha Daah-furidda habka ay bartayaasha ku cusub UK ee Soomaalida ay u bartaan luqadda Ingiriiska
Gacaliye ka-qeybqaate,
Aad ayaad ugu mahadsan tahay daneyntaada baaritaankaan kaasoo u qasdeysa in ay cayimto Raadraaca habka ay bartayaasha ku cusub UK ee Soomaalii ay u bartaan luqadda Ingiriiska
Dhab ahaan bartayaasha imaanaaya UK waxay maraan hab ay ku bartaan luqadda. Habkaan ma aha mid isku si u ah barte walba waxaanna si gaar ah u daneynaayaa inaan ogado khaladaadka ay bartayaasha ku cusub UK ay sameeyaan marka ay luqadda Ingiriiska baranaaayaan iyo waxa loo sababeyn karo arrintaas iyo waxa horumariya habkaas.
Baaritaankaan waa qeyb ka mid ah waxbarashadeyda heerka MA wuxuuna socon doonaa laga billaabo bisha Sibtember ilaal Disember 2010 (duubista codka waxay dhaceysaa Jimce walba, qoraalka xusuus qorkana wuxuu dhici doonaa labadii usbuucba mar; marka laga reebo mashruuca tijaabada oo la sameyn doono mar, bisha June 2010 gudaheeda, natiijooyinkana

Waad ku mahadsan tahay caawintaada!

**App. C** (handa’s story)

![Handa’s Surprise](image)

**App. D**

*The lion and the mouse story*
App. E

Structural interview on language profile

1. Do you often listen to an English speaking TV?  
   ……………………………………………………………

2. Do you often listen to an English speaking TV?  
   ……………………………………………………………

3. Which language do you speak to:  
   Your peer group? ………………..
Your teacher? ......................
Your parents? ......................

App. F

Parents’ unstructured interview

1. Do you think mastery of Somali language by your children is important? Why?
2. Do you think mastery of English language by your children is important? Why?
3. Do you feel that mastery of Somali language by your children is diminishing? If so what do you think can be done to encounter it?

App. G

<table>
<thead>
<tr>
<th>Week 1</th>
<th>HBQ</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.5.13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time taken</td>
<td></td>
<td></td>
</tr>
<tr>
<td>01:32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handa’s surprise story</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Gabartaan ayaa waxay u socotay saaxiibteed.
2. Waxay u qaadday orange, tufaax cananaas iyo peela (pear).
3. Ka dib wey soo qaadday waxay u tirineysaa min hal: tufaax, beella, banana and orange.
4. Waxay ku ridatay meeshoodii: banana, cananaas, beella, orange and tufaax.
5. Wey soo qaadday wey soo baxday.
6. Wuxaa geed sarnaay oo ay aragtay daanyeer......................
7. Waxay soo martay geed hoostiisa oo saaran shirmbir.
8. Waxay aragtay geedka oo eber ah waxaa ugu soo daatay liima orange.
10. Waxaa geedka uga buuxay orange.
11. Waxay saaxiibteed u soo ororday iyadoo naxsan.

- (1 & 2) Use of English words: fruit names (lack of Somali word: pear, orange (to differentiate orange (bambelmo ?)
- Use of English connective: and.
- Generally good

Excellent recounting though unfamiliarity of tape recording might have been a bit influence

<table>
<thead>
<tr>
<th>Week2</th>
<th>HBQ</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. maalin maalmaha ka mid ah ayaa libaax wuxuu ku arkaay jidka dooli.
2. Asagoo meel hurdaaya ayuu soo qabtay...kor istaagay...waa ku kor fadhiya.
3. Asagoon fileynin ayaa gaacanta lagu qabtay.
4. Ka dibna gaacanta ayuu ku majijinaayey.
5. Wuxuu sameeyey inuu iska sirsiiro oo yiraahdo.
7. Wuxuu ku dhax-dhacay shabaq qeylada oo.... doolliga .
8. Ka dibna doolliga ayaay u imaaday oo ka soo furay ka dibna laga furfury

- (1 - 8) unclear who did what: confusion over the subject and the object of the sentence; but it might be that participant is assuming that the researcher knows what she is talking: the subject and the object of the sentence.

<table>
<thead>
<tr>
<th>Week3</th>
<th>HBQ</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>(8.6.13)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Lion and the mouse story</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0:58</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. maalin maalmaha ka mid ah ayaa libaax wuxuu ku arkaay jidka dooli.
2. Asagoo meel hurdaaya ayuu soo qabtay...kor istaagay...waa ku kor fadhiya.
3. Asagoon fileynin ayaa gaacanta lagu qabtay.
4. Ka dibna gaacanta ayuu ku majijinaayey.
5. Wuxuu sameeyey inuu iska sirsiiro oo yiraahdo.
7. Wuxuu ku dhax-dhacay shabaq qeylada oo.... doolliga .
8. Ka dibna doolliga ayaay u imaaday oo ka soo furay ka dibna laga furfury

- (1 - 8) unclear who did what: confusion over the subject and the object of the sentence; but it might be that participant is assuming that the researcher knows what she is talking: the subject and the object of the sentence.
<table>
<thead>
<tr>
<th>Week 1</th>
<th>HNI</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.5.13</td>
<td>Time taken 01:14</td>
<td><strong>Handa’s surprise story</strong></td>
</tr>
<tr>
<td>1. Gabartaan waxay wadaa cananaas, <strong>beella apple</strong>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Weel avey ku ridesu.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Moos iyo <strong>beella</strong> iyo cananaas iyo tufaax.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Haddana weel avey fiirineysa wixii ku jiray.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Wey sii socotaa saaxiibteed avey u socotaa.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Daanyeex ayaay ka dafaay wixii madaxa u saarna.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. ... Daanyeexka waa ka dhannooyey, waxaa ku dadaanaya canana.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. ... Waa u imaday saaxiibteed wey salaantay.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Wey isku soo ordeeye iyada iyo saaxiibteed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Hab avey isku siyeen wixii ayey cunaayaan.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- (1, 2) Use of English words: fruit names (lack of Somali word: **pear**).
- (3) Use of English words: fruit names **apple**. Used later in Somali **tufaax- use of Somali & English interchanging**.
- (4, 8, 10) (1 - 8) unclear who did what. Specially (10) they ate the **thing**. The **thing** is not explained previously though she termed it canana (pineapple. In Somali it should have been cananaas left the s. Participant should have used .
- Generally: good command of Somali language

<table>
<thead>
<tr>
<th>Week 2</th>
<th>1. Sheekaddii libaaxii iyo doolliga.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Libaaxii ayaa waxaa korka ka koray dooll.</td>
<td></td>
</tr>
<tr>
<td>3. Waa jujuqeyey isagana wuu xanaaay.</td>
<td></td>
</tr>
<tr>
<td>4. Libaaxii wuu xanaaay (repetition), doolliga ayuu soo qabtay.</td>
<td></td>
</tr>
<tr>
<td>5. Wuxuu dhaay ma i dhaafee mise waa ku dila.</td>
<td></td>
</tr>
<tr>
<td>6. Isaga, doolligana waa iska baryey.</td>
<td></td>
</tr>
<tr>
<td>7. Iga tag ayyuna dhaay.</td>
<td></td>
</tr>
<tr>
<td>8. Libaaxii shabaq ayuu ku dhacay.</td>
<td></td>
</tr>
<tr>
<td>9. Wuu qeyliyey, doolligii ayaa u imaaday.</td>
<td></td>
</tr>
<tr>
<td>10. Xarrigii half ayaay laga furfuray.</td>
<td></td>
</tr>
<tr>
<td>11. Xerigii... (pause) shabaqii uu ku jiray bannaanka ayaa looga soo saaray.</td>
<td></td>
</tr>
</tbody>
</table>

- (2) clear who did what. Used passive voice: The lion’s back was claimed by a mouse. Active: A mouse climbed on the back of a lion.
- (3, 4) repetition: the lion got angry.
- (6) He, the mouse begged. Even the Somali language this sentence is incorrect grammatically further who begged who is unclear.
- (10) *half* instead of the Somali word *nus*.
- (11) Participant might have meant to complete (10) about the rope (xarigga) then decided to conclude the story. This could be to escape the pressure of the recording, could be to maintain the fluency of storytelling.

Language Attrition Transcript Group 1
### Loss and Maintenance of Somali Language

<table>
<thead>
<tr>
<th>Week 1 12.5.13</th>
<th>MHD</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time taken 01:24</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. <strong>Handa saaxiibtede ayey u wadday liin iyo iyo liintaan.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. <strong>b...way xisaabineysaa hal hal ayey u xisabinoysaa tan Liintaan.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. <strong>Haddana dhulka ayey u yaallaan...Maduxa intey saaratay ayaa daanyeeyeer hal hal xabo ayuu uga qaadanaa.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. <strong>Hal hal xabo ayuu u qaadanoyaa.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. <strong>Liintaan oo geedaha ka soo dhax baxoyso.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. <strong>Hello</strong> ayey dhahday liinta...liinta...kaalay ayey dhahday.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. <strong>Liintaan wax fiican ayaan kuu wadaahay.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. <strong>Inteey fiirisay ee eber. Haddana wey isla cunooyaan.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

### Handa’s surprise story

<table>
<thead>
<tr>
<th>Week 1 12.5.13</th>
<th>HDA</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time taken 01:37</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Handa’s surprise story</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. <strong>Gabartaan waxay wadataa Cananaas, beella iyo tufaax iyo orange.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. <strong>Waa tanaa haddana hal hal xabo ayey u tirineysaa.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. <strong>Cananaaski ayey saartay orange-gii ayey ku xejisay, mooska ayey ku xejime, beelalaha yeye ku xejime, tufaaxeey ku xijimay.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. <strong>Haddana waa kanaa wey ku riddayba. Wey socotaa, hadda walaasheed ayey ku socotaa...ee...rabtaa...</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. <strong>Wixi waa kanaa hal xabaloogu qaata kalaa xeekeeyo aayaa hal hal ugu qaataay.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. <strong>Wixii eber waaye ma wadato. Ee...geed liin ka buuxdo ayey hoos mareysaa.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. <strong>Geedkii ayaa liin...oo...ku buuxsamay.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. <strong>Gabarti ayey araagtaay.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. <strong>Saas ayey dhahtoysaa.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. <strong>Wey salaameysaa.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. <strong>Haddana waa kaasa cyaalkii ayaa meesha joogaan.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. <strong>Iiima oranjii ayaa meesha ugu buuxo.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- (1) The use of beella (pear & orange) is because of lack of these words in Somali: pear is unknown in Somalia & Orange is used as liima oranj: orange lime.

- (4)...ee... (paused possibly wanted to finish the sentence but changed her mind):

  Wey socotaa, hadda walaasheed ayey ku socotaa...ee...rabtaa...
  she is walking, now she is walking to her sister...ee...she wants...

- Generally: good recounting in Somali language due to her age & the pressure of recording.
### App. I Parents’ unstructured interview

<table>
<thead>
<tr>
<th>Week 2</th>
<th>13. Haddana waa kanaa gabartii ayey afka u gelinoysaa</th>
</tr>
</thead>
</table>
| Week 3 (8.6.13) 1:00 | 1. Libaaxa dan wuxuu fiirinoobaa doollii.  
2. Haddan li...li... doolligii sankoo wuxuu ka koray libaaxii.  
3. Libaaxaana wuu xanaaqay indhahoow gadoonu dhaa dhiigay.  
4. Haddana waa kanaa libaaxa gaanta ku qabtay doolliga.  
5. Doolliga waa kanaa haddana waa ku tuuga oo qalaa ayuud doolliga.  
6. Haddana baxaa laga dhaayay, bax soco (repetition).  
7. Libaaxi waa kanaa shabaqa asagoo ku jira.  
8. Doolligii ayaa u imaaday.  
10. Waa kanaa waa laga fufuray xerigga. |

(2) wanted to say Lion-libaax (li...li...) then instead doolligii-the mouse) self correction  
(3) and the lion became angry and made his eyes red. This seems to demonstrate participant’s ability of associating the red clour with the anger.  
(5) iga qalle(street talk-ability to use street talk seems to demonstrate her command of the Somali language). Generally: Good command in Somali with creativity skills.
### Balqis：<br>#### A1: Haa waa u yahay maxaa yeelay waa luqaddoodii hooyo waa in ay ku hadli karaan.<br>A2: Haa maxaa yeelay waxay joogeen waddankaan wax walba oo ay rabaan in ay sameeyaanba waa in ay yaqaannaan English.<br>A3: Haa waa ka siidhumaayaa. Waxaa looga hortagay in la geeyo meelo community ah oo looga hadlaayo luqadda Soomaaliga oo in loo furo in ay bartaan casharro Soomaali ah <br>#### L1 important for:<br>- For identity  
- For survival in the UK  
- L1 is losing (no reason give)  
- Prevention: 1) providing community meeting venues where L1 is spoken. 2) provision of L1 lesson  
- For identity  
- Loss of L1 leads to L2 loss as well  
- L2 is prestigious as an international language.  
- L1 is influenced by envirnment.  
- L1 loss can be prevented by using L1 at home (family) + visiting home (L1) country + provision of L1 lessons by L1 teachers + provision of L1 lessons by the school.  
- L1 is important for maintaining their identity.  
- L2 is important for future economical wellbeing.  
- L1 loss can be prevented by visiting home (L1) country.

### AWEJ Volume 4.Number. 4, 2013  
Loss and Maintenance of Somali Language  
Abikar  

---

**Table:**

<table>
<thead>
<tr>
<th>Question</th>
<th>L1 important for:</th>
</tr>
</thead>
</table>
| A1. Haa waa u yahay maxaa yeelay waa luqaddoodii hooyo waa in ay ku hadli karaan. | - For identity  
- For survival in the UK  
- L1 is losing (no reason give)  
- Prevention: 1) providing community meeting venues where L1 is spoken. 2) provision of L1 lesson |
| A2. Haa maxaa yeelay waxay joogeen waddankaan wax walba oo ay rabaan in ay sameeyaanba waa in ay yaqaannaan English. | - For identity  
- Loss of L1 leads to L2 loss as well  
- L2 is prestigious as an international language. |
| A3. Haa waa ka siidhumaayaa. Waxaa looga hortagay in la geeyo meelo community ah oo looga hadlaayo luqadda Soomaaliga oo in loo furo in ay bartaan casharro Soomaali ah | - L1 is influenced by envirnment.  
- L1 loss can be prevented by using L1 at home (family) + visiting home (L1) country + provision of L1 lessons by L1 teachers + provision of L1 lessons by the school.  
- L1 is important for maintaining their identity.  
- L2 is important for future economical wellbeing.  
- L1 loss can be prevented by visiting home (L1) country. |

---

**Nasteexo:**

<table>
<thead>
<tr>
<th>Question</th>
<th>L1 important for:</th>
</tr>
</thead>
</table>
| A1 Waxaan qabaa inuu ka dhumi karo mar walba oo kula hadashaa... | - L1 is important for maintaining their identity.  
- L2 is important for future economical wellbeing.  
- L1 loss can be prevented by visiting home (L1) country. |
| Q2 So is Somali not important? |  
| A1 waa muhiim waaye |  
| Q Muxuu muhiim u yahay? |  
| A1 wuxuu muhiim u yahay hadhoow haddii ay waddankooda ku noqdaan in ay ku hadlaan khasab waaye |  
|  
---

Arab World English Journal  
ISSN: 2229-9327  
www.awej.org
Q when they return to Somalia? *Confirmation*
A Haa
A2 Haa muhiim ayuu u yahay. Waa ku shaqeysaanayaan mustaqbalkooda wax alla waxaa ay jeel yihiin ayey ku sameysanaayaan
Q3 waa macquul in xoogaa uu ku dhumno maadaama caadi u noqdaan?
Q Haddii uu ku dhumno maxaa la sameyn karaa?
A mar walba waa inaad geysaa waddanka si uusan uga dhumin ama fasax oo kale haddii aad geysid Somaliga xoogaa inuu ka dhumno macquul waa noqon kartaa.
WAAD MAHADSAN TAHAY

APP. H

GROUP2
Abdullahi
Handa’s Surprise 15.10.2013 1.35

1. Gabartaan waxay wadataa tufaax
2. iyo waxay wadataa canbo...
3. iyo waxay wadataa...iyo lii iyo canab
4. iyo waxay wadataa...een (long pause)...
5. Inta liin iyo tufaax ay wadataa
6. Een...(not clear) kanna waxay ka soo buuxsatay tufaax iyo ...(long pause) moos iyo lii iyo canbo
7. Iyo...(not clear) kanna waxay wadataa...(long pause)
8. Waxay wadataa in ay
cunto...ee...lii...ee...canbo...iyo oranj ayey wadataa.
9. Waxay wadataa...(not clear) cuntey u wadataa.
10. Daanyeerk waxuuxu ka qaatay mooska.
11. Hadda waxay...haddana waxay... (not clear).
12. Waxa u soo ordaaya saxiibteed u soo
ordeysa...(not clear) mise wey u imaanaysaa.

Jawaahir

Handa’s Surprise 15.10.2013 0:48

5. Waxay gabartaan dambiisha waxay ku wadataa canaanaas, canbo, lii iyo ...
(NC),avokaato.
6. ...(NC) waxay dhiigtay baalidi
7. Waxay kor saartay dambiisha
8. Dambishana waxay kor saartay canaanaas iyo oranji...iyo canbaha iyo isbaandheyska iyo muuska.
9. Wey socotay waxaa ... (NC) mooska waxaa ka qaatay daanyeerk
10. ...daanyeerk ...saxiibteed aayaa u soo ororday
11. Dambiisha waxay ku wadataa lii badan.
12. Saxiibteed iyo iyadana liinta ayey isla cuneen

• (1-4) incorrect use of connective and:
  (1)This girl is carrying apple
  (2) and she is carrying mango
  (3) and she is carrying... and lime and grapes
• (4) and she is carrying... een (long pause)...
• (6) unable to retrieve the Somali word of the container: Een... (not clear) and this she filled with apple and...(long pause) bananas and lime and mango..
• (7) doesn’t make sense: and...(not clear) and this she is carrying ...(long pause).
• (8) unnecessary addition of verb: she is carrying to eat... ee... lime... ee... mango... and orange she is carrying and also start the same with (9) she is carrying...
• (10) Grammatically wrong in Somali: A monkey took with bananas.
• (11) repetition and the sentence is not finished. This because may be it is hard for participant to produce the sentence: She is walking to her friend.
• Generally: poor fluency: many repetitions with grammatically incorrect

• The use of avocado (no word for it in Somali language)
• (2) unclear/incorrect: she put backet
• (3) unclear subject & the object
• (4) Incorrect use of an articles: oranji... ciha...
iyo isbaandheyska +incorrect preposition and she put the basket on pineapple, the orange and the mango and the isbaandheyska (a blum like Somali fruit).
• (5 &6) Repetition of daanyeeka (the monkey).
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Loss and Maintenance of Somali Language</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Jawahir Lion &amp; the mouse 0:32</th>
<th>Balqiisa</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Jawahir Lion &amp; the mouse 0:32</td>
</tr>
<tr>
<td>2.</td>
<td>Balqiisa’s Surprise 2:32</td>
</tr>
<tr>
<td>3.</td>
<td>Balqiisa</td>
</tr>
<tr>
<td>4.</td>
<td>The lion &amp; the mouse 1:36</td>
</tr>
<tr>
<td>5.</td>
<td>3. Tufaax, mango.</td>
</tr>
<tr>
<td>6.</td>
<td>6. Doolligaa qabtay oo isku cambajuuiyey.</td>
</tr>
<tr>
<td>7.</td>
<td>7. Doolligaa wuu fasaxay, wuxuu dhayah iska bax.</td>
</tr>
<tr>
<td>8.</td>
<td>8. Wuxuu dhahay walaaloow i daa.</td>
</tr>
<tr>
<td>9.</td>
<td>9. Libaaxa waxaa ku jira shabaqaa.</td>
</tr>
<tr>
<td>10.</td>
<td>10. Gabarta wey socotaa.</td>
</tr>
<tr>
<td>11.</td>
<td>11. Mar...markaasna qof...een...markaas...weelkana...caagane...caagga kor...pineapple...pineapple...</td>
</tr>
<tr>
<td>12.</td>
<td>12. pa...markaasne een (LP) (me kan muxuu yahay?-prompt)</td>
</tr>
<tr>
<td>14.</td>
<td>14. Wuxuu sameeyey...een...banaanada uu ka soo qaataay.</td>
</tr>
<tr>
<td>15.</td>
<td>15. Markaas gabartii...gabartii...gabartii waa socotay.</td>
</tr>
<tr>
<td>17.</td>
<td>17. Gabartana wey socotay.</td>
</tr>
<tr>
<td>18.</td>
<td>18. Saaxiibtedaad dhaaday waa ku soo oroday</td>
</tr>
<tr>
<td>20.</td>
<td>20. Iyada iyo saaxiibted oranjada avey fiqdeen eey cuneen</td>
</tr>
</tbody>
</table>

- (1) incorrect identifying of an animal: Shabeel (tiger) instead of lion.
- (3) confusion over subject & the object
- (4) Somali expression: walaaloow I daa (let me go brother).
- (6) grammatically incorrect.

- (1 & 2) Repetition of fruit names possibly experience difficulty in retrieving a suitable sentence or found difficulty in naming another fruit as participant said ‘I don’t know’.
- (11) difficulty in retrieving an animal name: daanyeer (monkey)
- Generally: unable to produce a single sentence (1-12) with lots of pausing.
- Generally: lots of pausing (possible difficult to speak normal in Somali retrieval).
- (5) unclear who did what: Libaaxa shabaqaa lagu riday: the lion was put in net.
<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Waa u tahay muiiim, maxaa jira hadda waxay kula hadlaa waxay yeeseeqayn familkooda iyo qaraabadooda oo guriga ay aad ufiican tahay in ay wax ku fahmaan maxaa yeelay waalidiinta qarqood ayaana fahmeynîn luqaddaan...ee.. Ingiriiska sidaas darteed in ay fahmaan luqadda Soomaaliga aad ahey muhiim u tahay. Luqadda Soomaaliga dhaqanka ahey muhiim ugu tahay iyo maxaa la dhaahaayey wada xiriirka qaraabada iyo wax walba ahey muhiim ugu tahay in ay bartaan luqadda Soomaaliga oo aysan ka tegin luqaddooda.</td>
</tr>
<tr>
<td>A2</td>
<td>Wey u tahay in ay bartaan luqadda ay baranaaayu subjaktuuyada ay bartaan wax ay baxaan English bal sidaas darteed haddii aysan English fahmeynîn waa ku adkaaneysaa in ay fahmaan waxyaabaha loo dhiigayo iyo xataa macallinka wax u dhiigayey in ay fahmaan waa ku adkaaneysaa sidaas darteed si usaan canugga tacliinta ugu soo harin waxay aad ugu anfacsayn inuu luqaddii xoogga saaro oo barto.</td>
</tr>
<tr>
<td>Q</td>
<td>Ingiriiku ma wuxuu keli anfacsayn iskoolkii mise waxyaabo kale ayuu nafacaa?</td>
</tr>
<tr>
<td>A2(e)</td>
<td>Waddanka ay ku nool yihii waxay looga hadlaa English sidaas darteed xataa saaxiibadood iyo xataa meel kasto haddii shopping haddii ay sameysanaaayn waxay u baahan yihii in ay ku hadlaan English, haddii ay bas raacaayaan sidoo kale marka waxa wax walba community-gii dhexdiisa aad ayey muhiim ugu tahay in au fahmaan Ingiriiska oo ay bartaan.</td>
</tr>
<tr>
<td>A3</td>
<td>Waa laga yaabaa in ay is-dhinto maxaa jira because wixii ay qaqaanee waxaax beddelaaeya ereyo kale oo cusub ahey barababaayaan marka sidaas darteed si aay tan, maxaa la dhaahaayey, ay focus-ka u saaraan ahey mar kasta u xeran tahay oo ay maadaama maskaxdooda ka sii baxeyso waddankaan lagu nool yahay dadka ay la macaanimaan kuulli waxay ku hadlaan English marka ereyada qarqood oo Soomaaliga ah waa laga yaabaa in ay ka dhumaan oo xitaan marmarka qarqood ay fahmi waayaaan oo markaas ay ku adaato waxyaabaha qarqood haddaad weydiso ay ku dhahaan Soomaaliga maxaa lagu dhaaha sidaas darteed waxaa muhiim ah in guriga iyo, maxaa la dhaaha, community-yaasha ay tagaayaan Soomaali kula hadlaan si Soomaaliga uu meesha uga bixin oo ay u fahmaan wax walba.</td>
</tr>
</tbody>
</table>

- **L1** is important for maintaining identity.
- **L2** is important for academic achievements + interaction with teachers + prevention of academic regression + social interaction.
- **L1** Loss can be attributed to influence by the L2