

Loss and Maintenance of Somali Language in the UK

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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 data 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 Schechter 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: iwM

خرج	اكل	ذهب
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*

Participant		Language used	
		Somali	English
Hibo	TV	✓	✓
	Radio	X	X
	Teachers	X	✓
	Friends (at school)	✓	✓
	Parents	✓	✓
Hanna	TV	✓	✓
	Radio	X	X
	Teachers	X	✓
	Friends (at school)	✓	✓
	Parents	✓	✓
Hodon	TV	✓	✓
	Radio	X	X
	Teachers	X	✓
	Friends (at school)	✓	✓
	Parents	✓	✓
Abdi	TV	✓	✓
	Radio	X	X
	Teachers	X	✓
	Friends (at school)	X	✓
	parents	✓	✓
Jihan	TV	✓	✓
	Radio	X	X
	Teachers	X	✓
	Friends (at school)	X	✓
	Parents	✓	✓

Binti	TV	✓	✓
	Radio	X	- X
	Teachers	X	✓
	Friends (at school)	X	✓
	Parents	✓	✓

✓ M
e
a
n

s yes
X No

Also two fathers and two mothers constitute parents of Group1 and Group2 and were they 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 Group2 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 Group1 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 Group2.

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. *iyoo... (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)

3. *Waxay kor saartay dambiisha.*
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 cambajuujiyey*
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...sankiisuu 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.

- 7 *Libaaxa wuu ka soo baxyey.*
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 jira hadda waxay kula hadlaayaan famillooda iyo qaraabooda...

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

Haa waa 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 data 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

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

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

Maintaining the L1

Saalim

...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. ...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

mar walba waa inaad geysaa waddanka si uusan uga dhumina ama fasax oo kale haddii aad geysid Soomaliya xoogaa inuu ka dhumina macquul waa noqon kartaa. 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

Marka wuxuu ku haaysan karaa luqadda waa in guriga loogu hadlaa oo familiika 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, casharrada qaarkood lagu soo daro iskoolka waa fiicana tahay. 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

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

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 children with their community while using L1 is crucial. For instance, Saalim noted that

...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 circle 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. Referring back to the research questions above, L1 lexical retrieve 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.

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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 ku dheggenaanta luqadda Soomaaliga marka ay ku milanto luqadda Ingiriiska.

Waxaan halkaan ku bixinaayaa oggolaanshaheya 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 waqti 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 language 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 Soomaali 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 ogaado khaladaadka ay bartayaasha ku cusub UK ay sameeyaan marka ay luqadda Ingiriiska baranaayaan 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 ilaa Disember 2010 (duubista codka waxay dhaceysaa Jimce walba, qoraalka xusuus qorkana wuxuu dhici doonaa labadii usbuuca mar; marka laga reebo mashruuca tijaabada oo la sameyn doono mar, bisha June 2010 gudaheeda , natiijooyinkana

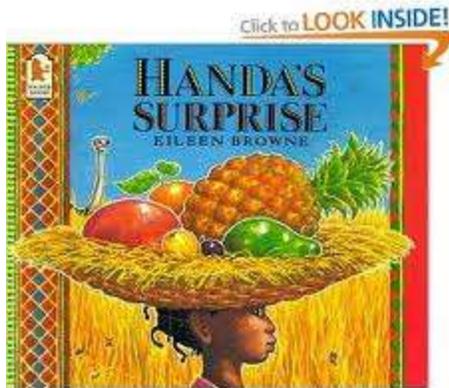
waxaa loo isticmaali doonaa in si buuxda loogu fahmo habka kor ku xusan kaasoo aan rajeynaayo inuu waxtar u noqon doono Soomaalida ku cusub UK ee baraneysa luqadda Ingiriiska iyo dhammaan bulshada Soomaaliyeed.

Ururinta macluumaadka baaritaankeyga wuxuu ka koobnaan doonaa wareysi gaaban (ilaa 10 daqiiqo): sawirro sheekooyin gaaban ayaa la tusi doonaa bartayaasha taasoo ay waqti u heli doonaan in ay darsaan. Ka dib waxaa la weydiin doonaa in ay sheekada ku sheegaan luqadda Ingiriiska taasoo cajalad lagu duubi doono. Inta la duubaayo waxaa kaloo la sameyn doonaa qoraal xusuus qor si loo qoro xaaladaha khuseeya deegaanka iyo habka loo sheegaayo sheekada afka. Ugu dambeyn, bartayaasha waxay dooran karaan in ay joojiyaan ka qeybgalka barista waqti walba iyagoo aan siineynin wax sabab ah baaraha.

Magaca bartaha waxaa ogaanaaya oo keli ah baaraha. Waxaan qarin doonaa magaciisa/magaceeda iyo akhbaarta cayimeysa. Taas macnaheedu waa in dadka kale ay awoodi doonin in ay maqlaan sheekooyinka la duubay. Haddii bartuhu doono waa uu dhageysan kaa mar kale waxa aan duubay waxayna ii sheegi karaan in waxyaabaha qaarkood ay rabaan in gaar ah loo xafido.

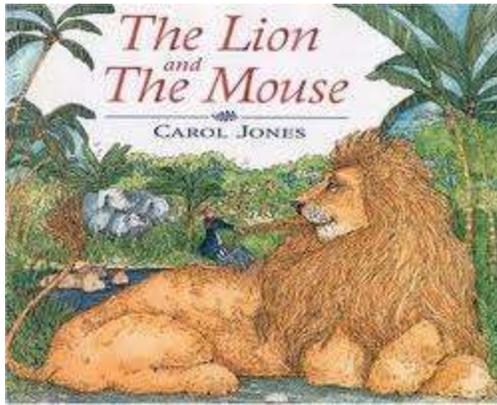
Waad ku mahadsan tahay caawintaada!

App. C (handa's story)



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

Week 1 12.5.13	HBQ		Comment
Time taken 01:32 Handa's surprise story		<ol style="list-style-type: none"> 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. Waxaa 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. 9. Waxay u soo socotay saaxiibteed. 10. Waxaa geedka uga buuxay orange. 11. Waxay saaxiibteed u soo ororday iyadoo naxsan. 12. Geedkii ayey iska cuneen. 	<ul style="list-style-type: none"> • (1 &2) Use of English words: fruit names (lack of Somali word: <i>pear, orange(to differentiate orange (bambelmo ?)</i> • Use of English connective: <i>and</i>. • Generally good <p>Excellent recounting though unfamiliarity of tape recording might have been a bit influence</p>
Week2			
Week3 (8.6.13) The Lion and the mouse story 0:58	HBQ	<ol style="list-style-type: none"> 1.maalin maalmaha ka mid ah ayaa libaax wuxuu ku arkay jidka doolli. 2.Asagoo meel hurdaaya ayuu soo qabtay... kor istaagay...waa ku kor fadhiya. 3. Asagoon fileynin ayaa gacanta lagu qabtay. 4 Ka dibna gacanta ayuu ku majiijinaayey. 5. Wuxuu sameeyey inuu iska sirsiro oo yiraahdo. 6. Ka dib wuxuu dhahay bax iga tag. 7.Wuxuu ku dhax-dhacay shabaq qeylada oo.... doolliga . 8.Ka dibna doolliga ayaa u imaaday oo ka soo furay ka dibna laga furfury 	<ul style="list-style-type: none"> • (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.

Week 1 12.5.13	HNI		Comment
Time taken 01:14 Handa's surprise story		<ol style="list-style-type: none"> 1. Gabartaan waxay wadaa cananaas, beella apple. 2. Weel ayey ku rideysaa. 3. Moos iyo beella iyo cananaas iyo tufaax. 4. Haddana weel ayey fiirineysaa wixii ku jiray. 5. Wey sii socotaa saaxiibteed ayey u socotaa. 6. Daanyeer ayaa ka dafaaya wixii madaxa u saarnaa. 7. ... Daanyeerki waa ka dhammeeyey, waxaa ku dadanaaya cananaa. 8. ... waa u imaaday saaxiibteed wey salaantay. 9. Wey isku soo ordeen iyada iyo saaxiibteed. 10. Hab ayey isa siiyeen wixii ayey cunaayaan. 	<ul style="list-style-type: none"> • (1, 2) Use of English words: fruit names (lack of Somali word: <i>pear</i>). • (3)Use of English words: fruit names <i>apple</i>. Used later in Somali <i>tufaax- use of Somali & English interchanging</i>. • (4,8,10) (1 -8) unclear who did what. Specially (10) they ate <i>the thing</i>. The thing- is not explained previously though she termed it cananaa (pineapple. In Somali it should have been cananaas left the s. Participant should have used . • Generally: good command of Somali language
Week2			
Week 3 (8.6.13) The Lion and the mouse story		<ol style="list-style-type: none"> 1. Sheekadii libaaxii iyo doolliga. 2. Libaaxii ayaa waxaa korka ka koray doolli. 3. Waa jujuqeeyey isagana wuu xanaaqay. 4. Libaaxii wuu xanaaqay (repetition), doolliga ayuu soo qabtay. 5. Wuxuu dhahay ma i dhaafee mise waa ku dilaa. 6. Isaga, doolligana waa iska baryey. 7. Iga tag ayuuna dhahay. 8. Libaaxii shabaq ayuu ku dhacay. 9. Wuu qeyliyey, dooligii ayaa u imaaday. 10. Xarrigii half ayaa laga furfuray. 11. Xerigii... (pause) shabaqii uu ku jiray bannaanka ayaa looga soo saaray. 	<ul style="list-style-type: none"> • (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) <i>half</i> instead of the Somali word <i>nus</i>. • (11) Participant might have meant to complete (10) about the rope (<i>xarigga</i>) 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

Week 1 12.5.13	MHD		Comment
Time taken 01:24		<ol style="list-style-type: none"> 1. Handa saaxiibteed ayey u waday liin iyo iyo liintaan. 2. b...way xisaabineysaa hal hal ayey u xisaabinoysaa tan Liintaan. 3. Haddana dhulka ayey u yaallaan ...Madaxa intey saaratay ayaa daanyeer hal hal xabo ayuu uga qaadanaa. 4. Hal hal xabo ayuu u qaadanooyaa. 5. Liintaan oo geedaha ka soo dhax baxoysa. 6. Hello ayey dhahday liinta... liinta... kaalay ayey dhahday. 7. Liintaan wax fiican ayaan kuu wadaahe. 8. Inteey fiirisay ee eber. Haddana wey isla cunooyaan. 	
Week2			

Week 1 12.5.13	HDA		Comment
Time taken 01:37 Handa's surprise story		<ol style="list-style-type: none"> 1. Gabartaan waxay wadataa Cananaas, beella iyo tufaax iyo orange. 2. Waa tanaa haddana hal hal xabo ayey u tirineysaa. 3. Cananaaski ayey saartay orange-gii ayey ku xejisay, mooska ayey ku xejinee, beelalaha yeye ku xejinee, tufaaxeey ku xijinee. 4. Haddana waa kanaa wey ku riddayba. Wey socotaa, hadda walaasheed ayey ku socotaa...ee... rabtaa... 5. Wixi waa kanaa hal hal xaba looga qaatay daanyeeki ayaa hal hal ugu qaatay. 6. Wixii eber waaye ma wadato. Ee... geed liin ka buuxdo ayey hoos mareysaa. 7. Geedkii ayaa liin...oo...ku buuxsamay. 8. Gabarti ayey aragtay. 9. Saas ayey dhahoyasaa. 10. Wey salaameysaa. 11. Haddana waa kaasaa ciyaalkii ayaa meesha joogaan. 12. Iiima oranigii ayaa meesha ugu buuxo. 	<ul style="list-style-type: none"> • (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): <i>Wey socotaa, hadda walaasheed ayey ku socotaa...ee... rabtaa... she is walking, now she is walking to her sister...ee... she wants...</i> • Generally: good recounting in Somali language due to her age & the pressure of recording.

		13. Haddana waa kanaa gabartii ayey afka u gelinoysaa	
Week2			
Week 3 (8.6.13) 1:00		<ol style="list-style-type: none"> 1. Libaaxaan wuxuu fiirinoobaa doolli. 2. Haddana li...li... doolligii sankoo wuxuu ka koray libaaxii. 3. Libaaxaana wuu xanaaqay indhahoow gaduud ka dhigay. 4. Haddana waa kanaa libaaxa gacanta ku qabtay doolliga. 5. Doolliga waa kanaa haddana waa ku tuugaa iga qallee ayuu dhahoobaa. 6. Haddana baxaa la dhahay, bax soco (repetition). 7. Libaaxii waa kanaa shabaqa asagoo ku jira. 8. Doolligii ayaa u imaaday. 9. Doolligii ilkahuu ku gooyoobaa xerega. 10. Waa kanaa waa laga furfuray xeriggii. 	<p>(2) wanted to say Lion-libaax (li...li...) then instead doolligii-the mouse) self correction</p> <p>(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 angre.</p> <p>(5) iga qallee(street talk- ability to use street talk seems to demonstrate her command of the Somali language). Generally: Good command in Somali with creativity skills</p>

App. I Parents' unstructured interview

<p>Balqiisa's mother answers to the questions</p> <p>A1. Haa waa u yahay maxaa yeelay waa luqaddoodii hooyo waa in ay ku hadli karaan.</p> <p>A2. Haa maxaa yeelay waxay jooheen waddankaan wax walba oo ay rabaan in ay sameeyaanba waa in ay yaqaannaan English.</p> <p>A3. Haa waa ka sii dhumaayaa. 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</p>	<p>L1 important for:</p> <ul style="list-style-type: none"> • 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
<p>Balqiisa' dad</p> <p>A1 Waa muhiim sababta waxaa waaye qofka luqadda uu u dhashay waa inuu haaystaa taasoo asalka ahayd midda koowaad. Tan labaad luqadda uu baranaayo waa luqaddiisii labaad laakin luqaddiisa koowaad waa inuu haaystaa. Qofka hadduu luqaddiisa ka tago tan kalena waa ka tagaa.</p> <p>A2 Ee... luqaddaas waa luqad muhiim ah oo international ah oo caalamka oo dhan laga yaqaan. Marka muhiim waxay u tahay waxayna kula dhaqmayaan dadka jaaniibta ah iyo dadka kaloo ah. Waxbarashadenna waa iska fiicnayd Ingiriiska, Carabiga iyo Soomaaliga iyo Talyaaniga intaba waa lagu dhiganaayey, laakin waagii dambe luqadda Soomaaliga waxay gaartay ilaa dugsi sare Jaamacad oo keli ah ayaa dhinnayd. Ilaa dugsi sare ayaa lagu dhiganaayey.</p> <p>A3. Haa waa is-dhimeysaa sababta waxaa waaye qof beyad kale yimaada beyadda kale ayaa ka xoog badineysa. Luqaddiisa hore waa ka tagaayaan ama ha yaraado ama ha weynaado. Marka wuxuu ku haaysan karaa luqadda waa in guriga loogu hadlaa oo famiilka habarta iyoabahay 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, casharra qaarkood lagu soo daro iskoolka waa fiicana tahay</p>	<ul style="list-style-type: none"> • For identity • Loss of L1 leads to L2 loss as well • L2 is prestigious as an international language. • L1 is influenced by environment. • 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.
<p>Nasteexo</p>	
<p>A1 Waxaan qabaa inuu ka dhumi karo mar walba oo kula hadashaa...</p> <p>Q2 So is Somali not important?</p> <p>A1 waa muhiim waaye</p> <p>Q Muxuu muhiim u yahay?</p> <p>A1 wuxuu muhiim u yahay hadhoow haddii ay waddankooda ku noqdaan in ay ku hadlaan khasab waaye</p>	<ul style="list-style-type: none"> • L1 is important for maintaining their identity. • L2 is important for future economical wellbeing. • L1 loss can be prevented by visiting home (L1) country

<p>Q when they return to Somalia? <i>Confirmation</i> A Haa A2 Haa muhiim ayuu u yahay. Waa ku shaqaysanaayaan mustaqbalkooda wax alla waxaa ay jecel yihiin ayey ku sameysanaayaan Q3 waa macquul in xoogaa uu ka dhumo maadaama caadi u noqdaan? Q Haddii uu ka dhumo maxaa la sameyn karaa? A mar walba waa inaad geysaa waddanka si uusan uga dhumin ama fasax oo kale haddii aad geysid Somaliya xoogaa inuu ka dhumin macquul waa noqon kartaa. WAAD MAHADSAN TAHAY</p>	
<p>APP. H GROUP2 Abdullahi Handa's Surprise 15.10.2013 1.35</p> <ol style="list-style-type: none"> 1. Gabartaan waxay wadataa tufaax 2. iyo waxay wadataa canbo... 3. iyo waxay wadataa..iyo liin 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 liin iyo canbo 7. Iyo...(not clear) kanna waxay wadataa...(long pause) 8. Waxay wadataa in ay cunto...ee...liin...ee...canbo...iyo oranj ayey wadataa. 9. Waxay wadataa...(not clear) cuntay u wadataa. 10. Daanyeer wuxuu ka qaatay mooska. 11. Hadda waxay...haddana waxay...(not clear). 12. Waxaa u soo ordaaya saaxiibteed u soo ordeysa...(not clear) mise wey u imaaneynsaa. 	<ul style="list-style-type: none"> • (1-4) incorrect use of connective <i>and</i>: (1)<i>This girl is carrying apple</i> (2) <i>and she is carrying mango</i> (3) <i>and she is carrying...and lime and grapes</i> • (4) <i>and she is carrying...een (long pause)...</i> • (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: <i>she is carrying</i> to eat...ee...lime...ee...mango...and orange <i>she is carrying and also start the same with (9) she is carrying...</i> • (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
<p>Jawaahir Handa's Surprise 15.10.2013 0:48</p> <ol style="list-style-type: none"> 5. Waxay gabartaan dambiisha waxay ku wadatay cananaas, canbo, liin iyo ... (NC),avokaato. 6. ...(NC) waxay dhigtay baaldi 7. Waxay kor saartay dambiisha 8. Dambiishana waxay kor saartay cananaas iyo oranjiga iyo canbaha iyo isbaandheyska iyo muuska. 9. Wey socotay waxaa ... (NC) mooska waxaa ka qaatay daanyeerka 10. ...daanyeerka ...saaxiibteed ayaa u soo orodday 11. Dambiisha waxay ku wadatay liin badan. 12. Saaxiibteed iyo iyadana liinta ayey isla cuneen 	<ul style="list-style-type: none"> • The use of avocado (no word for it in Somali language) • (2)unclear/incorrect: she put basket • (3) unclear subject & the object • (4)Incorrect use of an articles: oranjiga, canbaha iyo isbaandheyska +incorrect preposition andshe put the basket on pineapple, the orange and the mango and the isbaandheyska (a blum like Somali fruit). • (5 &6) Repetition of daanyeerka (the monkey).

<p>Jawahir Lion & the mouse 0:32</p> <ol style="list-style-type: none"> 2. Shabeel ayaa meel fadhiyey. 3. Doolli ayaa korka ka fuulay...sanka. 4. Doolligaa qabtay oo isku cambajuujiyey. 5. Wuxuu dhahay walaalooow i daa. 6. Doolliga wuu fasaxay, wuxuu dhahay iska bax. 7. Libaaxaa waxaa ku jira shabaqa. 8. Maya wuxuu dhahay...shabaqaan ka furay. 9. Shabaqa markuu ka furay saas ayuu ku baxay. 	<ul style="list-style-type: none"> • (1) incorrect identifying of an animal: Shabeel (tiger) instead of lion. • (3) confusion over subject & the object • (4) Somali expression: walaalooow I daa (let me go brother). • (6) grammatically incorrect.
<p>Balqiisa Handa's Surprise 2:32</p> <ol style="list-style-type: none"> 3. Tufaax, mango. 4. Tufaax, mango... I don't know (me don't worry) 5. (me what is this?) iyo gabar. 6. Gabarta...(LP) tufaax iyo...(LP) (me gabarta maxay sameyneysaa?-prompt) 7. Waxay sameyneysaa...een...een... tufaax iyo...iyo...pineapple...ee...ee... caag ku ridoysaa. 8. Baaldi...baaldi...ee...ee... saartay. 9. Ba...banana...mango...tufaax...pineapple. 10. Gabarta wey socotaa. 11. Mar...markaasna qof...een...markaas... weelkana...caagane...caagga kor...pineapple...pineapple... 12. pa... markaasne een (LP) (me <u>kan muxuu yahay?</u>-prompt) 13. <u>Monkey? Monkey (I confirmed. OK muxuu sameeyey? Prompt)</u> 14. <u>Wuxuu sameeyey...een...banaana(da) uu ka soo qaatay.</u> 15. <u>Markaas gabartii...gabartii...gabartii waa socotay.</u> 16. <u>Shimbirta waxa dhan ayey qadatay.</u> 17. <u>Gabartana wey socotay.</u> 18. <u>Saaaxiibteedaa dhahday waa ku soo oroday</u> 19. <u>Gabartana oranjey soo qaadatay.</u> 20. <u>Iyada iyo saaxiibteed oranjada ayey fiiqdeen eey cuneen</u> 	<ul style="list-style-type: none"> • (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.
<p>Balqiisa The lion & the mouse 1:36</p> <ol style="list-style-type: none"> 6. Doolliga...iyo...(LP)...iyo libaax. 7. Doolliga...een...sankiisuu koray. 8. Libaaxa...een...doolliguu qabtay. 9. Doolliga...doolliga... please ammaan is ii...uu dhahay. 10. Libaaxa shabaqaa lagu riday. 11. Libaaxa...wuu...(LP) libaaxa inuu cuno... inuu ka baxayo...inuu cunayo uu rabaa...doolliga inuu cunyoow rabay. 	<ul style="list-style-type: none"> • 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.

<p>12. Libaaxa wuu ka soo baxyey.</p> <p>Saalah A1 Waa u tahay muhiim, maxaa jira hadda waxay kula hadlaayaan familkooda iyo qaraabadooda oo guriga ay aad ugu fiican tahay in ay wax ku fahmaan maxaa yeelay waalidiinta qaarkood ayaana fahmeynin luqaddaan...ee.. Ingiriiska sidaas darted in ay fahmaan luqadda Soomaaliga aad ayey muhiim u tahay. Luqadda Soomaaliga dhaqanka ayey muhiim ugu tahay iyo maxaa la dhahaayey wada xiriirka qaraabada iyo wax walba ayey muhiim ugu tahay in ay bartaan luqadda Soomaaliga oo aysan ka tegin luqaddooda.</p> <p>A2 Wey u tahay in ay bartaan luqadda ay baranaayaan subjaktiyada ay bartaan waxay ku baxaan English bal sidaas darted haddii aysan English fahmeynin waa ku adkaanaysaa in ay fahmaan waxyaabaha loo dhigaayo iyo xataa macallinka wax u dhigaayey in ay fahmaan waa ku adkaanaysaa sidaas darteed si uusan canugga tacliinta ugu soo harin waxay aad ugu anfaceysaa inuu luqaddii xoogga saaro oo barto.</p> <p>QIngiriiku ma wuxuu keli anfaca iskoolka mise waxyaabo kale ayuu nafaca?</p> <p>A2(e) Waddanka ay ku nool yihiin waxaa looga hadlaa English sidaas darted xataa saaxiibadood iyo xataa meel kasto haddii shopping haddii ay sameysanaayaan waxay u baahan yihiin in ay ku hadlaan English, haddii ay bas raacaayaan sidoo kale marka waxaa wax walba community-gii dhexdiisa aad ayey muhiim ugu tahay in ay fahmaan Ingiriiska oo ay bartaan.</p> <p>A3 Waa laga yaabaa in ay is-dhinto maxaa jira because wixii ay yaqaaneen waxaa beddelaaya ereyo kale oo cusub ayey barabaayaan marka sidaas darted si ay tan, maxaa la dhahaayey, ay focus-ka u saaraan ayey mar kasta ugu xeran tahay oo ay maadaama maskaxdooda ka sii baxeyso waddankaan lagu nool yahay dadka ay la macaamilaayaan kulli waxay ku hadlaan English marka ereyada qaarkood oo Soomaaliga ah waa laga yaabaa in ay ka dhumaan oo xitaa marmarka qaarkood ay fahmi waayaan oo markaas ay ku adkaato waxyaabaha qaarkood haddaad weydiiso ay ku dhahaan Soomaaliga maxaa lagu dhahaa sidaas darted 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.</p>	<ul style="list-style-type: none"> • 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
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