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The use of English language in teaching and learning of content subjects in selected schools in kicukiro district–Rwanda: implications, challenges and prospects

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ABSTRACT

The research was about “The use of English language in teaching and learning of content subjects in selected schools in kicukiro district–Rwanda: implications, challenges and prospects” The purpose of this study was to find out the effects of that new policy on the quality of teaching and learning, problems that affect teaching learning process, solutions and strategies to enhance the said policy. The researcher had used questionnaires and classroom observations as instruments for data collection, stratified random sampling as sampling procedures. The findings showed that the use of English language as the only medium of instruction policy plays a great impact on the effectiveness of teaching and learning. It enhances the better mastery of English language. It also enhances the teaching learning process. On the other hand, English language used as the only medium of instruction discourages the use of a set of languages like Kinyarwanda, French and Swahili among others. The research highlighted a number of problems facing the implementation of the policy like lack of enough adequate materials like English textbooks and English books for specific purposes, lack of enough background knowledge in English language on the side of the learners and lack of enough qualified teachers. As strategies to enhance the using English language as the only medium of instruction, the results of the study showed that more trainings about using English language policy as the only medium for both primary and secondary school teachers, supply of English language books specific to various areas of study, the use of English language in all school activities should enhance the use of English language as the only medium of instruction.

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1. Introduction

1.1 Background:

Historically, Rwanda like other African countries was characterized by informal education before the colonial period. Of course the language of instruction was Kinyarwanda; the knowledge was distributed by the elders to youth through oral literature. Language plays a great role in everyday life; It conveys almost all of community’s needs. In other words it is a vehicle for information (exchange of ideas, opinions or knowledge). As such when colonizers arrived in Rwanda, they had to introduce their languages in order to achieve their purposes. It is in that case that French, Swahili and English were brought into Rwanda.

Even though languages are used by people in their knowledge for living purposefully, successfully and getting sustainable lives, they do not have the same status. For instance, since the colonial period until 2008, Kinyarwanda and French served as the media of instruction in Rwanda while English was introduced by Belgium colonialists but remained as a school subject for arts students. The Education linguistic landscape changed further when English language was declared as the only language of instruction in Rwanda. Then, since 2009, English language is used as the only medium of instruction in Rwanda. This policy was a result of a number of reasons;

Many Rwandan refugees came back in Rwanda after the war and genocide of 1994. While outside the country they used

such foreign languages as French, Swahili, and English among others.

Some of them did not know Kinyarwanda or French thus in October 1996 seminar/workshop on the revision and standardization of primary education curricula, outlined a profile of the primary-school-leavers in Rwanda. It gave a guideline that in the first cycle of primary education, the curriculum, except French and English subjects, should be drawn up and taught in Kinyarwanda. In the second cycle, however, the curriculum should be taught in French or in English, except for the study of Kinyarwanda Language. All subjects should be taught either in French or in English as appropriate.

TOM (2003) said that English is one of new demands of a Brave new world; an International language. The end of the Second World War in 1945 heralded an age of enormous and unprecedented expansion in scientific, technical and economic activities on an international scale. This expansion created a world unified and dominated by two forces: technology and commerce which in their restless progress soon generated a demand for an International language. For various reasons, most notably the economic power of the United States in the post war world, this role fell to English.

Information and Communication Technology (ICT). This has become common place entities in all aspects of life and it is a force that has changed many aspects of the way we communicate. For many years courses have been written around

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textbooks but not all, many books are setting to the internet. English facilitates teachers and students to have access to internet communication and sharing of resources and information throughout ICT.

Specter (1996) argues that if you want to take advantages of internet there is only one way to do it. Learn English which has more than ever become America's greatest and most effective sport. So, the English curricula had to get favor from ICT to promote English language competence and performance.

The East African Community (EAC) is an intergovernmental organization composed by five East African countries which are Burundi (2007), Kenya (2001), Tanzania (2001), Uganda (2001) and Rwanda (2007). English tends to be at the first stage to be spoken by a big number of people in the EAC.

The Commonwealth of Nations is a voluntary association of independent sovereign states, most of which were once governed by the United Kingdom and are its former colonies. It was formerly known as the British Commonwealth of Nations and many still it by name, either for historical reasons or to distinguish it from the many other Commonwealths around the world.

Rwanda had been the 54th country to join the Commonwealth of the Nations in order to benefit fully these advantages and privileges of membership and contemporary concerns. Rwanda had been accepted in the process of being integrated in Commonwealth of Nations because of his common inheritance of the English language and literature in English. All in all, Rwanda as one of developing countries had to appreciate the great role of English and decided to implement the English language as the only medium of instruction policy to increase its use in education. So, this study will focus on the implications, challenges and prospects of using English Language as medium of instruction in selected schools in Kicukiro district in Rwanda.

1.2 Statement of the Problem

Language policy in Rwanda has revolved around three languages which include: Kinyarwanda, the indigenous language of Rwandans, French and English. 90 percent of the population speaks Kinyarwanda, 8 percent speaks French, and 2 percent speaks English (Rosendal, 2009; LeClerc, 2008; Munyankesha, 2004; Samuelson and Freedman, 2010). After 1994 genocide, the status of English language changed to an official language. It was also to be used as a medium of instruction alongside French. In 2009, the Rwandan cabinet declared English as the only medium of instruction in upper primary, secondary and higher institution of learning. However, Nyirishema (2009: 3, 25) asserts that the Rwandan government has worked strenuously by outsourcing English Language mentors from the neighboring countries and hiring of expatriates from all over the world to develop the country and construct a new national image; the shift in language policy from French to English is part of this ambitious project. A shift in language from French to English is expected to have profound implications on the equality of citizens and on the political and economic landscape of the country. Although Kyeyune (2003) emphasizes that, a language of instruction is an enabling tool which facilitates the learning of content subjects, the implementation of the new language policy in everyday academic activities in Rwanda has a number of challenges, implications and prospects which need to be studied in this research.

1.3. Purpose

The purpose of this study was to establish the implications, challenges and the prospects of Using English as medium of Instruction in the teaching-learning process in selected schools in Kicukiro district-Rwanda.

1.4. Objectives.

The specific objectives of this study were:

- (i) To determine the challenges of using English language as medium of instruction in the teaching-learning process in selected schools in Kicukiro district in Rwanda.
- (ii) To identify the implications of using English language as medium of instruction in the teaching-learning process in selected schools in Kicukiro district-Rwanda.
- (iii) To suggest strategies to enhance the use of English language as medium of instruction in the teaching-learning process in selected schools in Kicukiro district-Rwanda.

1.5. Research Questions

The following questions needed to be answered to achieve the objectives of this research.

- (i) What are the challenges of using English language as medium of instruction in the teaching-learning process in selected schools in Kicukiro district-Rwanda?
- (ii) What are the implications of using English language as medium of instruction in the teaching-learning process in selected schools in Kicukiro district-Rwanda?
- (iii) What are the strategies that can enhance the use of English language as medium of instruction in the teaching-learning process in selected schools in Kicukiro district-Rwanda?

1.6. Hypotheses

The main hypotheses are the following:

- (i) Using English Language as Medium of Instruction enhances the better mastery of English language.
- (ii) The implementation of Using English as medium of instruction encounters challenges like lack of enough adequate materials, lack of enough background knowledge in English language on the side of the learners and lack of enough qualified teachers.
- (iii) Providing enough adequate materials and more training for both primary and secondary school teachers about the use of English language as medium of instruction enhances using English language in the selected schools.

1.7. Scope

Geographically, the study was conducted in ST. JOSEPH and APADE in Kicukiro district in Rwanda where secondary schools are using English language as medium of instruction in the teaching and learning process.

1.8. Significance

The study could help the secondary schools teachers in Kicukiro district in Rwanda, administrators, parents, learners, policy makers, and in particular ST. JOSEPH and APADE to identify the implications, challenges and prospects of Using English language as medium of instructions in the teaching-learning that may be positive or otherwise affecting the teaching-learning process and hence be in position to adjust those that are in their power to positively influence English Language in the teaching-learning as medium of instruction in selected schools. Theoretically, the study will also prompt more researches in the area having contributed to literature and methodology for such future studies.

1.9. Limitations

This scientific research was conducted on "Using English language as medium of instruction in selected schools in

Kicukiro-Rwanda: Implications, challenges and prospects.” The population was found in Kicukiro district-Rwanda

Literature Review

2.1.0 Introduction

This Chapter presents literature related to the three respective study objectives, and hence the hypotheses of the study.

2.1.1 The implications of using English Language as medium of instruction

The implementation of English as the official language of instruction has led to serious hurdles in the Rwandan education system. Among them has been establishing a teaching force fluent in English. The country has experienced difficulties in finding adequate foreign and domestic instructors to teach teachers English, yet the pressure for a quick linguistic transition continues (McGreal, 2009). In 2009, out of Rwanda's 31,000 primary school teachers, only 4,700 were trained in English, and out of Rwanda's 12,000 secondary school teachers, only 600 were trained in English (McGreal, 2009). Public service workers are also taking English classes in an attempt to catch up, while elected officials are incorporating English words in speeches, and moto and taxi drivers are struggling to put together simple phrases in either colonial language (McCrummen, 2008).

Officially, the language shift is part of Rwanda's membership in the EAC and economic relations with other member states. Rwanda relies on trade with Uganda, Kenya and Tanzania, and since 1994, the country has increased economic ties with the United Kingdom and the United States. It has also traded membership in La Francophonie for membership in the Commonwealth, even though Rwanda was never a British colony. Rwandan officials emphasize that the eagerness to switch languages is not about choosing the Anglophone world but about choosing the path toward economic success. They argue that if Kinyarwanda or Spanish could get foreign investors into Rwanda, Rwandans would emphasize those languages as well (McGreal, 2008; McGreal, 2009). Rwandan ministers emphasize that French is only spoken in France, and parts of West Africa, Canada, Switzerland and Belgium. English, on the other hand, is “a backbone for growth and development not only in the region but around the globe” (McGreal, 2008).

A popular Rwandan newspaper, *The New Times*, pointed out that the French education minister called for English language lessons during holidays for French students in order to keep up with international standards because “very few people outside of France will be able to speak French in the future” (The New Times, 2008). Rwandan Senator Aloinsea Inyumba explains that, simply, “English is the language of business” (McCrummen, 2008). English is thus referred to as “the language of work” and Rwandans are eager to prove that they are not only competitive in the African market, but also in the world market.

In addition, the decision to distance Rwanda from the French language also has implications for the country's post-genocide identity project. It allows for a break from the colonial past and ties with Belgium and France, factors which the Rwandan government specifies as key in the development of genocidal ideology. To this end, the government has taken ambitious steps to change how Rwandans perceive their identity. In an effort to “eradicate genocide ideology” the government is hoping to eliminate affiliations based on ethnicity and create a single national identity (Samuelson and Freedman, 2010: 196). “The way to heal the divide and heal Rwanda is to promote Rwandan identity above all other identities,” meaning “Rwanda

first, Hutu and Tutsi later” (Whitelaw, 2007). Adopting one foreign language for the purpose of economic and social betterment of all — “a language of progress” — seems appropriate in a country that is trying to overhaul its image.

Yet, there are problems with using English as the only language of work. Particular identities and sections of society are linked to this language more than others, putting English-speaking groups at an advantage in socioeconomic relations, and non-English speaking groups at a disadvantage. English language is the language of Rwanda's elite and the language of the RPF leadership, as well as other Tutsis raised in exile in Anglophone countries. This includes the Tutsi RPF members who organized the invasion from Uganda, which stopped the genocide, as well as many Tutsis who were in exile in Uganda, Congo, Burundi, Tanzania, Kenya and South Africa, and returned to Rwanda after 1994. Some returnees speak French but most of them are Anglophone. Analysts estimate that the number of returnees is somewhere between 500,000 and 800,000 people. They argue that this situation has resulted in language being a proxy for two rival elite ethnic groups (Hintjens, 2008). Language is also telling of power dynamics since government offices are full of Anglophone returnees, especially former refugees from Uganda.

In the aftermath of the 1994 genocide, the Rwandan government has worked strenuously to develop the country and construct a new Rwandan image; the shift in language policy is part of this ambitious project. Questions regarding the motives behind the government's preference for English are warranted; however, at the end of the day, the government is responsible for developing policies that aim to improve opportunities for citizens. Officials are taking into consideration which language policy is best suited to ensure improvements in literacy levels, quality education, and benefits across Rwandan society, including rural areas. With its roots in past events and current power struggles, the new language policy will have profound effects on the future economic and political landscape of the country. It will be up to Rwandans to manage the consequences of the link between language and identity as they build toward a peaceful post-genocide Rwanda.

2.1.2 The challenges of using English Language as medium of instruction

Previous studies regarding the language of instruction revealed that in most African countries, instruction is conveyed through a language that is unfamiliar to both teachers and learners (Alidou, 1997; Heugh, 2000; Brock-Utne, Desai and Qorro, 2004; Bamgbose, 2005). However, since a language of instruction is an enabling tool which facilitates the learning of content subjects (Kyeyune 2003), it becomes effective when teachers and learners express their ideas in a language which they are conversant with (Alidou & Brock-Utne, 2011, Mwinsheike 2002). Thus, the medium of instruction has to be understandable to teachers and students. It should also enable them to attain comfort levels so that they can both deliver and receive messages using the chosen medium (Alidou & Brock-Utne, 2011; Gillani at al., 2010; Hayman, 2005; Zubair, 1993).

Although the political choice of medium of instruction in Rwanda favors English, Manzi (2010: 15) said that several challenges have been advanced for the use of English language as medium of instruction at secondary level of education in Rwanda. First is the question of lack of qualified teachers for teaching content subjects from primary up to secondary level and even at higher institution. Second the colonizer implemented only one language which is French and every

educated Rwandan could communicate only with the colonizer in French. Third is the use of language, which limits the possibilities of use of English as a medium of instruction favoring only those of Kinyarwanda and French languages.

Researchers also advise that the medium of instruction is chosen based on the functions that the language fulfills (Trappes- Lomax, 1990). Since learning involves thinking and learning to think logically, the medium of instruction needs to enable learners to conceptualise in that language and afford them the opportunity to receive and transmit information clearly (Rugemalira 2005, Trapez- Lomax 1990, Wolff 2011). This would give them the opportunity to examine critically what others say and enable them to express and elaborate their points of view. It would also allow the learners to relate effectively to their teachers as well as their peers (Brock-Utne & Alidou 2011). In their research on the language factor in teaching and learning in sub Saharan Africa, Alidou and Brock-Utne (2011) show that the use of languages familiar to teachers and students impact positively on teaching practices. Once the medium of instruction is familiar to both learners and teachers, they build mutual trust and confidence through verbal interaction, thus creating a secure learning environment.

While research advocates for a familiar language that facilitates learning, further practical evidence suggest that English as a second or foreign language is used as the language of instruction based on the instrumental value attached to it. For example, in Malawi parents are prepared to pay high school fees if the school teaches children in English throughout, arguing that the use of English rather than the local language increases their children's chances of going to secondary school and that it subsequently leads to getting a better job (Mchazime, 2001). In the Rwandan context, English medium of instruction was established in a bid to make Rwanda more competitive and fully functional in both the East African Community and the International Community at large where English is mainly used (Kimenyi 2008; Mineduc 2008, Lynd 2010). Also, empirical evidence from this study (as will be later on elaborated) suggest that the instrumental value of English is taken into consideration while arguing for the maintenance and sustainability of the rather problematic language of instruction for many participants in the study.

Based on the reviewed research, it is clear that the choice of medium of instruction is a complex and instrumentally motivated issue. The choice of the English medium of instruction in the above mentioned examples is based on the status of English described as a gate opener to international mobility and success (Skutnabb-Kangas, 1988; Vavrus, 2002). Thus, Trappes- Lomax's (1990) suggestion that the motivation aspect has to be taken into account when choosing the medium of instruction is supported. For him, general acceptance by teachers, parents and other stakeholders is likely to create high levels of motivation. Against these ideas behind the use of English as a language of learning, it is worth investigating higher education students' reflections on the newly introduced policy of using English as the sole medium of instruction in higher education in Rwanda.

2.1.3 The prospects of using English as medium of instruction

Mashabela (1983:17) cited by Crystal (2003: 110-111); Black South African writer Harry Mashabela puts it like this: learning and using English was not only give us the much-needed unifying chord but will also land us into the exciting world of ideas; it will enable us to keep company with kings in

the world of ideas and also make it possible for us to share the experiences of our own brothers in the world.

Mbori (2004:107) said that the expanded role of the English language may positively increase the motivation of the teachers and the learners of English.

A positive motivation may also influence the attitude that the learners develop towards the English language.

Tom (1987: 48, 53) points out that the instrumental motivation is reflection of an external need. The learners are not learning a language because they want to (although this does not imply that they do not want), but rather because they need to. The need may derive from varying sources; the need to sell things to speakers of the language, the need to pass an examination in the language, the need to read text in the language for work or study. The need may vary, but the important factor is the motivation is the internal motivation.

Integrative motivation; on the other hand, derives from a desire on the part of the learners to be members of the speech community that uses a particular language. It is an internally generated want rather than an externally imposed need. English is an awareness of need. If learners, sponsors and teachers know why the learners need English, that awareness will have an influence on what will be acceptable as reasonable content in language course and, on the positive side, what potential can be exploited. Thus, although it might appear on the surface that English for Specific purposes course is characterized by its content (science, medicine, commerce, tourism etc.)

Crystal (2003:80, 83) argues that as we saw in chapter 1, by the beginning of the nineteenth century, Britain had become the world leading industrial and trading nations. Most of the innovations of industrial revolution were of British origin. The harnessing of coal, water and steam to drive heavy machinery, the development of new materials, techniques and equipment in wide range of manufacturing industries; and the emergence of new means of transportation.

The linguistic consequences of this achievement were far reaching. The new terminology of technological and scientific advance had an immediate impact on the language, adding tens of thousands of words to the English lexicon. But, more important, the fact these innovations were pouring out of an English speaking country meant that those from a broad who wished to learn about them would need to learn English and learn it well if they wished to benefit.

Access to knowledge now becomes access to about how to get financial backing. If the metaphor 'money talks' has any meaning at all, those were the days it was shouting loudly- and the language in which it was shouting was chiefly English.

Research Methodology

3.1.0 Introduction

This chapter explains how the research was carried out. It describes the methods, techniques and instruments that were applied in data collection. It also presents the area of study, the study population, sample size, sampling techniques and methods of data analysis.

3.1. Design of the Study

The researcher collected data from a group of people considered to be representative of the entire population. In the same way, surveys was taken using questionnaires and classroom observations. The findings will be generalized to the entire population.

3.2. Area of Study

The study was conducted in Kigali city, Kicukiro district in Rwanda, in the following schools: ST. JOSEPH and APADE

secondary schools. The district was chosen for the reason that the researcher knew it well and has access to get data. The researcher focused on implications, challenges and prospects of using English Language as Medium of Instruction in selected schools in Kicukiro-Rwanda.

3.3. Population

In this research, the target population was made up of teachers, examiners and students that are found in 2 secondary schools in Kicukiro district.

3.4. Sample and Sampling Procedures.

In this research, not all teachers, examiners and students of Kirokiro district-Rwanda were included in the sample owing to limited time and resources. The district has 44 secondary schools, but the research was conducted in two schools, one public school and one private school; ST JOSEPH and APADE.

3.5 Stratified Random Sampling

Stratified random sampling involves composing the population in strata (like high, middle and low or senior 1, Senior 2, senior 3 and so on). In other words; when using stratified sampling, the procedure used population grouped into definite characteristics.

Then, in this research, depending on their levels of classes, senior 4, senior 5 and senior 6 were included:

Senior 4: questionnaires were distributed to 20 students (10 from ST JOSEPH and 10 from APADE).

Senior 5: questionnaires were distributed to 20 students (10 from ST. JOSEPH and 10 from APADE).

Senior 6: questionnaires were distributed to 40 students (20 from ST. JOSEPH and 20 from APADE).

For the teachers who teach in advanced level, only 10 teachers were in this stratified sampling (5 from ST. JOSEPH and 5 from APADE).

For Examiners, questionnaires were distributed to 20, (10 from ST.JOSEPH and 10 from APADE).

Table 1: The Number of Respondents (110)

Schools	Number of respondents	Percentage
APADE	5 Teachers	4.55 %
	40 Students	36.35%
	10 Examiners	9.1
ST.JOSEPH SEC SCH	5 Teachers	4.55 %
	40 students	36.35 %
	10 Examiners	9.1
TOTAL	110 Teachers & Students	100 %

3.6 Instruments for Data Collection

Generally, researcher used questionnaires, interview guide, and participatory observation. In this research, questionnaires and classroom observations were used because with such a kind of instruments the researcher did not spend much time and funds. Again, the respondents were made to feel at ease and give thoughtful reasons. The questionnaires were structured into two ways. There were be a section composing questions that required the respondents to give a "yes" or "no" responses or short answers. The second section has questions that require the respondents to give their comments, though in limited space.

Observation is a technique for gathering data in which the researcher visited the subjects and watched them operate. In this study, the researcher got an opportunity to watch carefully teachers and students in the classrooms where teaching-learning process took place. After listening and watching classroom activities, the researcher gathered collected information about the implications, challenge and prospects of Using English language as medium of instruction in the teaching and learning process.

3.7. Validation of Instruments

In this study, the questionnaire to be used was handed to the Supervisor as an expert and he provided its validation.

3.8. Data Collection Procedures

The researcher sought permission from the Headmasters of the selected schools. Secondly, the researcher distributed herself the questionnaires to the respondents (the students and the teachers). As soon as they finished to answer them, the researcher collected them and go back home to deal with data analysis. Finally, on the following day, the observation took place in the said classrooms. In each class, the researcher passed there about 50 minutes listening and watching how teaching-learning process takes place. The researcher also assisted in English classes and other subjects taught in English. As English is used in everyday life of school, the researcher collected data in an indirect way. The researcher met students speaking the English language or talking about the way it affected their learning, or in other circumstances. With the observations, the researcher gathered reliable information about the study.

3.9. Methods of Data Analysis

In this study, two techniques were applied in data analysis. These were tabulation and percentage. It meant that the data was presented and analyzed using tabulation and percentages. The results were commented on in relation to the research questions and objectives of the study. Also, the data from classroom observations were analyzed. The analysis was based on the answers provided by teachers, examiners, students and classroom observations done by the researcher. After then and only then, the researcher started interpretation of data.

Data presentation, analysis and interpretation

This chapter presents analysis and interpretation of the findings. Data analysis and interpretation were normally based on the statement of the problem, research objectives and research questions.

In 2009, English language was declared to be the only medium of instruction. Of course the process of implementing the Using English language in the teaching and learning process encounters some challenges. Then, the researcher decided to conduct this study to identify those challenges, to find out its implementation and prospects of enhancing the use of English language.

4.1. Responses from teachers, national examiners and students

The researcher collected all the questionnaires that she had distributed herself to each teacher, national examiner and each student. Then she started to analyze them. They were 80 copies from students and 30 copies from teachers and examiners. The total number of respondents was 110 respondents.

4.1.1. Responses from students.

Table 2: Use of English language as a Medium of Instruction

Responses	Number of responses	Percentages
Yes	100	100 %
No	0	0 %
Total	100	100 %

Source: Primary data.

In table 2, all the respondents said that English language is used as language of instruction. The percentage of 100 % in table 2 shows that English is used as the language of teaching. But French and Kinyarwanda are taught as the subjects. This means that in Rwanda; upper primary, secondary and higher institution; English language is used as the only medium of instruction.

Table 3: Students Awareness on the Importance of Using English Language.

Necessity of English in different spheres	Number of respondents	Percentages
Less necessary (Not Aware)	4	4 %
Necessary (Science and technology)	8	8 %
Very necessary (Education, Economy, Political)	88	88 %
Total	100	100 %

Source: Primary data.

Students are aware about the importance of English at the percentage of 96 %. This shows that a big number of respondents said that English is very necessary in different spheres like social economic and political domains. In other words; English is very important in: education, economy and political integration. The percentage of 8% reported that English is necessary in science and technology. The smallest number of students at 4% is not aware on the importance of English language in Rwanda.

Briefly, the choice of English language as the only medium of instruction policy in Rwanda was not wrong because English language is very important in different areas of life as it is indicated at 96% of students.

Table 4: Advantages/Disadvantages of using English Language as the only Medium of Instruction.

Responses	Number of respondents	Percentages
Increasing the better mastery of English	17	17 %
Discouraging the use of a set of languages	7	7 %
Providing teaching /learning process' success	76	76 %
Total	100	100 %

Source: Primary data.

A big number of respondents at 76% said that English language as medium of instruction provides teaching learning process's success. It means that English languages as the medium of instruction plays a positive impact on the effectiveness of teaching and learning. It enhances effective teaching/learning. It enhances the better mastery of English language as it is shown at 17%. But, a small number of students 7% said that the use of English language as the only medium of instruction discourages the use of a set of languages like Swahili, Kinyarwanda and French and so on.

The percentage of 76% indicates that the use of English language as the medium of Instruction in Rwanda enhances teaching/learning.

Table 5: Problems Students, Teachers, and National examiners Encountered While Using English Language as the Medium of Instruction.

Responses	Numbers of respondents	Percentages
Lack of adequate teaching materials	54	54 %
Lack of enough qualified teachers	22	22 %
Students do not have enough background knowledge in English language	24	24 %
Total	100	100 %

Source: Primary data.

In table 5: many respondents 54% said that lack of adequate teaching materials is one of the problems students and teachers

encountered when using English language as the on medium of instruction.

The percentage 24% of students indicates that the latter do not have enough background knowledge in English language.

22% of respondents said that there was a problem of lack of enough qualified teachers.

This indicates that the challenges encountered while implementing the new policy in Rwanda are about the lack of adequate teaching materials, students who do not have enough background knowledge in English language and the lack of enough qualified teachers.

4.1.2. Responses from teachers

Table 6: How English Language as Medium of Instruction Is Used by Students

Level of use English	Number of responses	Percentages
Very poor	0	0 %
Poor	0	0 %
Somehow good	4	40 %
Good	6	60 %
Very good	0	0 %
Excellent	0	0 %
Total	10	100 %

Source: Primary data.

The average level of English language as the medium of instruction is good as it is indicated by 60% of respondents.

40% of teachers and national examiners said that the use of English language in learning is somehow good.

These indicate that the way that students use English language as the only medium of instruction is not sufficient in Rwanda.

Table 7: Motivation in Learning in English Language.

Responses	Number of respondents	Percentages
Yes	10	100 %
No	0	0 %
Total	10	100 %

Source: Primary data.

Floyd (1980) says that **motivation** is the internal condition which seems to direct all organism towards a certain goal, where the impetus to excel or to driving force.

Ndomba (2003:28) asserts that motivation can be defined as the incentive, the need, or the desire that the learner feels to learn the second language (Dulay et al, 1892:47)

Researchers have so far distinguished three kinds of motivation which include:

Integrative motivation, this is the desire to master a target language with a view to participating in the life of the target language community. Target language is any language that a second language learner is learning.

Instrumental motivation, this is the desire to achieve proficiency in a new language for utilitarian reason, such as securing a job.

Social group identification, this is the desire to acquire language or a language variety spoken by a social group with which the learner wishes to identify himself.

With table 7 one can see that all respondents 100% said that students are motivated in learning in English language and thus learn English language. This indicates that in Rwanda learners are motivated in learning English language. Learners who have three types of motivation are willingly likely to achieve success in English language.

Table 8: Attitude to the English Language as Medium of Instruction in APADE and ST. JOSEPH

Responses	Number of respondents	Percentages
Yes	8	80 %
No	2	20 %
Total	10	100 %

Source: Primary data.

A big number of respondents 80% indicate that the students like the using English language as the medium of instruction.

According to 20% the use of English language as the medium of instruction is not appreciated.

The percentage of teachers who said that students and national examiners like the using English language as the only medium of instruction is higher 80%. This indicates that the Rwandan learners are interested in using English language as the medium of instruction.

Table 9: Challenges Encountered in Using English Language as the Medium of Instruction.

Responses	Number of respondents	Percentages
Lack of teaching materials	9	90 %
Students do not have enough background knowledge in English	1	10 %
Total	10	100 %

Source: Primary data.

A big number of teachers and national examiners 90% said that lack of teaching materials is one of obstacles encountered when using English language as the only medium of instruction.

The percentage 10% of teachers indicates that students do not have enough background knowledge in English language. This is also one of barriers encountered while using English language as the only medium of instruction.

Table 10: Prospective strategies to enhance the use of English as the Medium of Instruction Policy

Responses	Number of respondents	Percentages
More training about English medium for primary and secondary school teachers	5	50 %
Supply languages books specific to different areas of study.	4	40 %
Ban Kinyarwanda at school.	1	10 %
Total	10	100 %

Source: Primary data.

In table 10, some teachers 50% said that more training about using English language as the only medium of instruction policy for both primary and secondary school teachers should enhance the use of English in teaching.

Other teachers 40% said that to enhance the use of English language as the only medium of instruction policy there should be enough supply of English language books specific to different areas of study.

As for one teacher 10%, said that Kinyarwanda should be banned at school. Then, the use of English language in all school activities should take place.

Briefly, as strategies to enhance the use of English language as the only medium of instruction policy, the findings showed as propositions: more trainings about English medium, supply languages books specific to different areas of study and to ban Kinyarwanda at school.

4.2. Data Got from Classroom Observations:

With observations, the researcher observed teachers, national examiners, and students of ST. JOSEPH and APADE, using English language as the only medium of instruction.

These are the findings about the impact of using English language as the only medium of instruction policy on the effectiveness of teaching and learning:

This policy improves ways of communication particularly speaking skills. It facilitates communication in English between teachers and students. The researcher noticed that Rwandan teachers, national examiners and students have capacity to be competitive in the world of English speaking countries.

The teachers are able to explain all teaching learning materials in English.

The teachers are able to use English source of information about teaching learning process like internet, radios, television and so on.

4.3. Conclusion

After conducting this research, the findings indicated the impact of Using English language as the medium of instruction on the effectiveness of teaching and learning, problems that teachers, national examiners and students encountered when using English language as the medium of instruction; its implementation, challenges and prospects.

4.3.1. Implementing the Use of English Language as Medium of Instruction in effective Teaching and Learning.

The results from respondents have already showed that English is very necessary in different domains of life. This policy, even if it discourages the use of a set of languages like Kinyarwanda, Swahili, and French and so on; it is appreciated by students; the latter are motivated in learning in English language. Like they say, "Where there is a will there is a way." The implementation of Using English language in secondary schools in Rwanda today increases a better mastery of English language, and it provides teaching learning process's success.

4.3.2. Challenges Encountered by Teachers, National examiners, and Students when Using English as the Medium of Instruction

Lack of enough adequate teaching materials like for instance lack of enough English books and other English teaching aids cause poor reading and poor vocabulary in English which is an awareness of needs.

Lack of enough background knowledge in English languages on the side of the students also constitute an obstacle of teaching and learning using English language as the only medium.

In addition, using English language as the medium of instruction suffers as shortage of enough qualified teachers.

4.3.3. Prospective strategies that Enhance the Use of English Language as the Medium of Instruction.

The teacher and national examiner respondents propose more training for both primary and secondary school teachers about the use of English language as the only medium of instruction policy.

Supply language books specific to different areas of study to improve access and practice Using English language as the medium of instruction.

The use of English language in all Rwandan school activities should also make better the use of English as the language of instruction.

Generally this chapter analyzed and interpreted findings based on the statement of the problem, objectives and research questions. Responses from teachers, national examiners and students had been analyzed and interpreted by the researcher in order to get the Use of English language as Medium of Instruction in selected schools in Kicukiro district in Rwanda in Teaching Learning Process, highlighting challenges encountered

by teachers, national examiners and students during teaching and learning, implementation and prospective strategies to enhance the use of English language as the medium of instruction.

Summary Of Major Findings

5.0. Introduction

The research aimed at finding out 'The Use of English language as Medium of Instruction in selected schools in Kicukiro district in Rwanda; challenges, implementation and prospects.' The purpose of the study was to identify the challenges that the process of implementing English language as medium of instruction, to find out the its prospects on the effectiveness of teaching and learning and to suggest strategies to enhance the using English language as the medium of instruction.

Those findings indicated that the English language as the medium of instruction plays a higher impact on the quality of teaching and learning. They also showed challenges encountered in the process of implementing and prospective strategies to enhance English use as medium of instruction.

5.1. General Conclusion

The research was about 'The Use of English language as Medium of Instruction in selected schools in Kicukiro district in Rwanda; challenges, implementation and prospects.' The research was conducted in selected schools in Kicukiro district in Rwanda, particularly in two; APADE and ST JOSEPH. The findings from the research showed that here in Kicukiro in Rwanda English language is used as medium of instruction in upper primary, secondary, University and higher institution of learning.

About the importance of English language, the study indicated that the choice of English language as the medium of instruction was not wrong because English language is very necessary in different areas of life of Rwandan society. It is up to date in the following domains: social economic and political domains. One cannot help to talk about its great role in Rwandan education. All of these reasons make English language to get a higher status in Rwanda.

Concerning Implementation, the disadvantages of using English language, the present study showed that the Use of English language as medium of instruction discourages the use of a set of other languages such as Swahili, Kinyarwanda and French and so on.

As for its advantages, the findings demonstrated that English language as medium of instruction brings the positive impact on the effectiveness of teaching and learning. It increases the better mastery of English language. It enhances teaching and learning.

Furthermore, the results of this research highlighted challenges encountered while using English language as medium of instruction. Among those challenges included:

Lack of enough background knowledge in English language on the side of the learners,

Lack of enough qualified teachers about the using English as the only medium,

Lack of enough adequate teaching materials like English textbook and English for specific purposes.

Concerning prospective strategies to enhance the using English languages as medium of instruction findings indicated that more trainings about using English as the medium for both primary and secondary school teachers should enhance the teaching learning's success.

Supply of English language books specific to different areas of study and the use of English language in all school activities should also enhance the use of English language as the only medium of instruction policy.

In conclusion, the findings demonstrated well the Use of English language as Medium of Instruction in selected schools in Kicukiro district in Rwanda; challenges, implementation and prospects.

5.2. Recommendations

5.2.1. Recommendations to secondary school Students

Students should increase their English vocabulary in becoming familiar with libraries to get various books written in English language and read them.

They should follow English program on radio and television broadcasts in order to develop both speaking and listening skills. Then, they should become able to use well different English language pronunciations.

They should understand that learning English language is the best way of getting an awareness of need. English is the most important thing of taking advantages of modern technologies.

They should understand that English is the most important language to share ideas with many people in the world.

5.2.2. Recommendations to Secondary school Teachers and national examiners

Teachers and national examiners should develop their language vocabulary in reading English books and other specific books of different areas of study written in English language.

They should increase their reading, speaking and listening skills in watching the English program on radio and television.

They should do as midwives do in order to help learners to give birth to new various works of arts made in English language. This should develop learners' motivation and creativity in teaching learning process. They should participate actively and produce enough written and spoken works of arts. At that time, teachers, being guiders or facilitators, they should get an opportunity to share speeches, ideas, experiences with their students.

They should create English clubs in and outside their schools to enhance their speaking skills.

5.2.3. Recommendations to Policy Makers, Ministry of Education and Government of Rwanda

Policy makers, Ministry of education, Government of Rwanda should provide enough adequate teaching materials like text books, some enough varieties of electronic aids like computers, projectors to increase enough English knowledge.

They should increase enough public libraries to promote the culture of reading.

Then, teachers and students should enhance their reading skills of English.

They should organize enough trainings, skills formation, seminars workshop for both primary and secondary school teachers. The latter should get reliable information about the using English language as the only medium of instruction policy. They should be aware about the effects of using English as the only medium.

The government should sensitize all Rwandans about the value of English language as the only medium of instruction policy.

With vision 2020 of 'education for all'; the government of Rwanda should organize training about English language for all Rwandans to increase the use of English language in all Rwandan activities. The better mastery of English language

should take place. Then, teachers and learners, everywhere they live they should get an opportunity to get a community in which their English skills will be developed.

5.2.4. Further Research

The ground is open for any other researcher. The latter should conduct his or her study in the related field to the topic to improve on the use of English Language as the Medium of Instruction in Rwandan Community.

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