KIBOGORA POLYTECHNIC

FACULTY OF EDUCATION

DEPARTMENT OF LANGUAGES

IMPACT OF USING ENGLISH AS A MEDIUM OF INSTRUCTION ON STUDENTS' ACADEMIC PERFORMANCE

At G S St Bruno Gihundwe, Rusizi District

Period: 2018-2021

Undergraduate thesis presented in partial fulfillment for the bachelor's degree with honors in English and French with Education.

PAPER PREPARED BY:

NAKURE Valentine

REG No:2000445

MUNYANEZA Faustin

REG No: 1900543

Supervisor:

Mr, NDEZE Jean Claude (MED; Engl& Lit)

KIBOGORA, October,2021

DECLARATION

Declaration by the Candidates

We, NAKURE Valentine and MUNYANEZA Faustin hereby declare that this is our own original work and not a duplication of any similar academic work. It has therefore not been previously or concurrently submitted for any other degree, diploma or other qualification to Kibogora Polytechnic or any other institution. All materials cited in this paper which are not our own have been duly acknowledged.

NAKURE Valentine

  Signed…………………………………………..

MUNYANEZA Faustin

  Signed……………………………………….

  Date…………/……………/………………….

Declaration by the Supervisor

I declare that this work has been submitted for examination with my approval as KP Supervisor

Supervisor's name: NDEZE Jean Claude

Signed……………………………………

Date……………/……………/……………...

ABSTRACT

This study sought to investigate the impact of Using English as a Medium of instruction on Academic performance of students at G S St Bruno Gihundwe A. The objectives of the study were; to assess the level of English usage as a medium of instruction by teachers and students in secondary schools in Rusizi district but GS St Bruno Gihundwe A in particular, to evaluate the level of academic performance of students at G S St Bruno Gihundwe A and to identify the impact of using English as a medium of instruction on academic performance of students at G S St Bruno Gihundwe A. The findings would be of benefit to the Government of Rwanda, Educational planners and policy makers, teachers, parents, students and future researchers. The study used a Descriptive survey design and targeted 5 administrative staff members, 24 teachers and 837 students at G S St BRUNO Gihundwe A. The study used purposive, stratified and simple random sampling techniques to derive a sample population. A study sample of 89 student respondents was used for this study. Data was analyzed with the aid of Microsoft Excel and the results were presented in the form of tables for interpretation. The study revealed that students' level of English during teaching-learning process is appreciable with the rate of 84.26%. Therefore, the study is evident enough to say that the use of EMI affects the scores students get in Examinations. The analysis showed that the impact of English as a medium of instruction on students' marks in national examinations and academic performance was very positive and significant. The study revealed that teachers' use of English as a medium of instruction with the rate of 95.5% is high and greatly impacts their students' participation in the classroom. The students' performance is displayed like this: in 2018 S3 students succeeded at the rate of 86.22% in 2019 the success rate is 88.29% while S6 students' success was 91.68% in 2018 and 91.88% in 2019. The study recommends that the Government of Rwanda should provide in-service English trainings for teachers to increase their English proficiency. The study also recommended that head teachers should put in place policies to promote English as a medium of instruction, it further recommended that teachers and students should speak English during teaching –learning process. and finally the study suggested that further studies would be done to investigate the other factors that might be behind the poor academic performance of students in the secondary school rather that the medium of instruction.

DEDICATION

To our dearly parents and partners

To our beloved and lovely children

To our brothers, sisters and other siblings

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

LIST OF ACRONYMNS AND ABBREVITIONS

ALP: Academic Language Proficiency

CBC: Competence Based Curriculum

CALP: Cognitive Academic Language Proficiency

CMI: Chinese Medium of Instruction

C P D: Continuous Professional Development

DEO: District Education Officer

EAC: East Africa Community

ESSP: Education Sector Strategic Plan

EMI: English as a Medium Instruction

FRHC: Fourth Rwanda Population and Housing Census

GoR: Government of Rwanda

GPA: Grade Point Average

L1: First Language

LAD: Language Acquisition Device

MDGs: Millennium Development Goals

MINEDUC: Ministry of Education

NISR: National Institute of Statistics of Rwanda

SLA: Second Language Acquisition

S B M: School Based Mentor

SBI: School Based in- Service Training

TTC: Teacher Training College

ZPD: Zone of Proximal Development

CHAPTER ONE: GENERAL INTRODUCTION

1.0. INTRODUCTION

This chapter represents the background of the study, statement of the problem, the objectives of the study, research questions, significance of the study, limitations of the study, scope of the study and the organization of the study.

1.1. BACKGROUND OF THE STUDY

There is a rapidly growing tendency for English to be adopted as a medium of instruction around the world, even where the majority of the population speaks a local language. However, the rapid spread of English as Medium of Instruction (EMI) does not imply immediate success. Hamid (2013) who examined English as a medium of polices in ten Asia countries conclude that implementation of English as medium of instruction policies is "fraught with difficulties and challenges" examples from India, Indonesia and Pakistan suggest that there are such difficulties as the teachers' lack of sufficient English level to teach in English , inadequate resources and support, content and language tradeoffs, and inappropriate methodology are also reported in the school settings implanting English as medium of Instruction. Byun (2011).

The English level of students is also a problem in following the lessons taught in English, sometimes the teachers preferred to use the mother tongue of students to make them understand, Wikison (2005) found that Dutch content teachers had to spend more time using EMI; the communication became poorer as a result of their weaker ability to use the medium of instruction orally which clearly lowered the quality of education. His findings revealed that when communication in English fails, teachers take it for granted that the mother tongue will provide a substitute for learning. Kyeyune (2010),

Studies in Africa extend the concerns of English as a medium of instruction to pupils' language abilities and their academic performance, Kyeyune (2010), for example, observing classroom interactions, reports the frustration communication failures in Ugandan classroom because of pupils' low English proficiency, the study found that teachers assume their pupils to be fluent inthe English as a medium of instruction when they are not. English is the primary language of academia, as the majority of academic publications are written in English. Negash, (2011).

Crystal (2003) asserts that access to knowledge is the business of education. One of the reasons why so many nations have in recent years made English an official language or chose it as Medium of instruction is always educational. However, Bunyi (1999) and Prah (2003) argue that foreign languages provide for imperfect education in Africa. Today, Tanzania and Ethiopia are the only countries on the continent to use national languages rather than colonial ones throughout the primary school system. Alidou, (2004). Nonetheless, Tanzania has not escaped the medium of instruction problems plaguing so many other African countries. Although Swahili is used in primary education, English is the medium of instruction at the secondary and post-secondary levels. English is still a challenge for both teachers and students. In Kenya, the Kenya National Examination Council's annual newsletters show that many candidates for the Kenya Certificate of Primary Examination fail to answer questions due to their inability to understand what is asked, that is due to a poor command of English (Kenya National Examinations Council, 2004).

In Rwanda, starting from 2009, a new policy with immediate effect required students to start all their academic subjects in the English medium, regardless of whether they had been learning in French or in English in previous years, and the teachers should start teaching in this language without any training. The government of Rwanda justified the switch to English as the sole medium of instruction by pointing to the global and regional growth of English as the leading language of science, commerce, and economic Development. Samuelson & Freedman, (2010). English is seen as a new Language in Rwanda, only 14.7% of Rwandan population aged above 15 are literate in English language, and only 11.3 % of the Rural population aged above 15 are literate in English (NISR,2014)

Considering the low level of English literacy in Rwanda, it is doubtful whether teachers possess enough skills in English Language to help students understand the content. Thus, the present study aims at investigating the impact of using English as Medium of instruction on students' performance in secondary schools in Rusizi district, Rwanda.

1.2. PROBLEM STATEMENT

Language is a very important tool of communication. Hence, teaching and learning can only take place when the right and appropriate language is selected and used as the medium of instruction in schools. If a familiar language is used as a medium of instruction in schools, it enhances

effective teaching and learning. But if a non- familiar language is used as a medium of instruction, it becomes a barrier to teaching and learning.

If teachers and learners get confused with the medium of instruction, the teaching and learning process cannot be effective.Malekela, (2004) However, in 2009, English was adopted as the language of instruction in Rwandan secondary schools. But the Rwandan education system was not ready for this abrupt policy, it is clear that Education Sector Strategic Plan 2008-2012 does not provide English as priority, it was only after one year of introduction of English as Medium of instruction that Education Sector Strategic Plan 2010-2015 recognizes English as priority to improve education quality (MINEDUC, 2010). Besides Teachers who were used to teach in French for many years, the children also seem not to be ready to follow their lessons in English from Senior one. In her thesis Kagwesage(2013) discovered that even the students in higher institutions of learning were not ready to follow their lectures in English language. Therefore, the present study intended to investigate the impact of English as a medium of instruction on academic performance of students in secondary schools in Rusizi district, Rwanda.

1.3. PURPOSE OF THE STUDY

In choosing the topic and conducting the study under it the researcher had different purposes which stand as the following: To identify the prevailing impact of English as a medium of instruction on the teaching and learning and students. Academic performance in the secondary schools of Rwanda. This research is also to help both teachers and learners to tide over language problems and barriers in order to improve the teaching-learning in secondary schools in Rwanda. This research also beneficial to other researchers as well as students to acquire knowledge on the current topic. It may widen up a range of knowledge to other researchers and later on constitute an addition to literature in the field of the EMI and its impact on teaching and learning activities carried out in the classroom and outside the classroom. Hence, the students' high performance.

1.4. THE OBJECTIVES OF THE STUDY

1.4.1. General objective

The general objective of this study is to investigate the relationship between English as a medium of instruction and Academic performance of students in secondary schools in Rusizi district, Rwanda.

1.4.2. Specific objectives of the study

The following were the specific objectives of this study:

i) To assess the level of English usage as a medium of instruction by teachers and students in the secondary schools of Rusizi district.

ii) To evaluate the level of Academic performance of students in secondary schools of Rusizi district.

iii) To identify the impact of using English as a medium of instruction on academic performance of students in secondary schools of Rusizi district.

1.5. RESEARCH QUESTIONS

The main question that the study investigates is whether English as a new medium of instruction in Rwanda affects the academic performance of students in secondary schools in Rusizi district, Rwanda. Hence, the study will address the following research questions:

i) What is the level of English usage as a medium of instruction by teachers and students in secondary schools of Rusizi district?

ii) What is the level of Academic performance of students in secondary schools of Rusizi District?

iii) What is the impact of using English as a medium of instruction on academic performance of students in secondary schools of Rusizi district?

1.6. SIGNIFICANCE OF THE STUDY

English is both taught as a subject and used as a medium of instruction in all Rwandan secondary schools including the rural areas where the common language used is usually Kinyarwanda. It is expected that the findings of this study would provide the ministry of education through National Curriculum Development Center, Educational planners and policy makers with information to address the challenges regarding the medium of instruction in secondary schools. The study would also contribute to the body of the knowledge of Language of instruction especially by helping school administrators and teachers to understand the challenges associated with the current medium of instruction in secondary schools.

1.7. LIMITATIONS OF THE STUDY

The study was conducted in secondary schools in Rusizi district. This study has different limitations. First and foremost, Rusizi is hilly District. Secondly, it was difficult to move around due to measures put in place by the government of Rwanda to combat COVID19, to address this problem, one school will be purposively selected basing on its location.

The second limitation was the language barrier during reading and responding the questionnaires. This was addressed by explaining the key concepts in the questionnaire. The last limitation was the availability of school head teachers who bear other administrative responsibilities, to solve this problem; the researcher left the questionnaires of head teachers who were not available at the time of responding questionnaires, and the filled questionnaires were returned two days later.

1.8. SCOPE OF THE STUDY

1.8.1. Content scope

This study focused on assessing the impact of using English as a medium of instruction on academic performance of the students in secondary schools in Rusizi district, Rwanda

The researchers picked this topic because English was adopted in 2009 as a medium of instruction in Rwandan secondary schools which was suspected origin of challenges in using English and impacted on education. Thus; it helped the researchers to collect the recent data related to the study.

1.8.2. Geographical scope

The present study was conducted at G S St BRUNO GIHUNDWE A located in Rusizi district, Western province, Rwanda. This school was selected by the researchers because the students of the school are suspected by many parents to have good performance in different courses and English even though it is taught as a subject and also considered as a medium of instruction since 2009. In addition, it is not far from the investigators which will ease them with the research owing to funds shortage.

1.8.3. Time scope

The Research focused on the data in the period of two years between 2018 and 2021. This period was appropriate for this study because it rendered full and reliable information and data related to the topic under study.

1.9. ORGANIZATION OF THE STUDY

This research paper comprises five Chapters; chapter one was the general introduction which included the background of the study, statement the problem, the objectives of the study, the questions which were addressed by the findings of the study, significance of this study, limitations of the study, scope and the organization of the study. Chapter two is a review of the literature related to the topic. It focuses on the concepts of English as a medium of instruction, and Academic performance of students in secondary schools. Chapter three will concern with the methodology used to investigate the impact of using English as a medium of instruction on students' academic performance, chapter four will deal with research findings and discussions, finally chapter five deals with summary, conclusions and recommendations.

CHAPTER TWO: REVIEW OF LITERATURE

2.0. INTRODUCTION

In this chapter, the existing literature on the challenges of using English as a medium of instruction in primary schools were reviewed by highlighting existing and related concepts and theories. In this chapter the theoretical literature related to the present study were reviewed, the empirical literature showed the studies done on English as a medium of instruction around the world were reviewed and the critical review I identified the gap which the present study sought to fill, theoretical framework and conceptual framework showed the variables and how they relate each other.

2.1. DEFINITIONS OF KEY CONCEPTS

2.1.1. Medium of instruction

A medium of instruction is the language used by a teacher to teach pupils. It is therefore a means of conveying information to pupils.Prah, (2002) defines a language of instruction as the language in which basic skills and knowledge are imparted to the population and the medium in which the production and reproduction of knowledge take place.

2.1.2. Academic performance

In this study academic performance is regarded as the extent to which pupils achieved their educational goals as measured by examinations. According to Genesee et AI., (2005), academic performance is viewed as performance on standardized achievement tests, or more broadly, as measures of general academic outcomes including grade point average (GPA), academic persistence, and school-related attitudes.

2.2. THEORETICAL LITERATURE

2.2.1. Introduction

The organic law No 29/2003 of 30 August 2003, establishes the organization and function of nursery, primary, and secondary schools in Rwanda, states that the language of instruction in the 1st cycle of primary education is Kinyarwanda except for the lessons of foreign languages. The minister having education in his or her portfolio may, through a ministerial order, may authorize the use of French or English as the medium of instruction in the upper cycle (MINEDUC, 2003).

It is in this light that the Rwandan government adopted English as a medium of instruction in secondary schools since 2009, but the Rwandan teachers who were used to teach in French were not ready for this change. This section elaborated the literature about the medium of instruction in secondary schools, and its impacts on academic performance of students.

2.2.2. English as a medium of instruction in Rwandan education system

Rwanda's economic problems are serious. Overpopulation and struggles over land continue to challenge the country and its path toward development and prosperity. Policymakers expect that a move toward adopting the English language will accelerate the country's ability to improve standards of living overall, the Rwandan population has a positive attitude towards the use of English language, and they perceive English as a valuable commodity (Samuelson and Freedman, 2010). This language shift is in the line of Rwandan vision 2020, especially its sixth pillar which is to increase Regional and International Economic integration.

Rwanda relies on trade with Uganda, Kenya and Tanzania, since 1994, the country has increased economic ties with the United Kingdom and united states, Rwanda also has joined the commonwealth even though, it has never been a British colony. All the opportunities listed above obliged the government of Rwanda to change the language of instruction from French to English language of instruction from Primary four onwards since the year 2009. Prah (2002) defines a language of instruction as the language in which basic skills and knowledge are imparted to the population and the medium in which the production and reproduction of knowledge take place.

The definition, illustrates that a medium of instruction is supposed to be an enabling tool in the teaching and learning process. It should facilitate the learning of subject content. It must help pupils react to different facts and viewpoints in order to construct a new view of the world, including the meanings they attribute to the new concepts they are introduced to, and the values they attach to them. This means that a medium of instruction should be one which is familiar to the teacher and the learner if communication has to be effective. However, the policy makers in Rwanda took the learners' English language ability for granted.

It is clear the most Rwandan teachers were trained in French during their primary and secondary education in additional to this they have been teaching in this language for many years, so the usage of English as a medium of instruction found teachers ill prepared to teach in this language. If teachers themselves are struggling with English it is obvious that the pupils suffer much in this

regard, Brophy (1986) explained that the most consistently replicated findings link students' achievement to their opportunity to learn the material, in particular, to the degree to which teachers carry the content to them personally through active instruction and move them through the curriculum at a brisk pace. Brophy (1986) also mentioned that students learn more when their teachers' presentations are clear and when the instruction is delivered with enthusiasm. Also, students learn more when the information is well structured and when it is sufficiently challenging and well sequenced. It is in this context that the present study sought to investigate the impact of English as a medium of instruction on academic performance of students in Rusizi district, Rwanda.

2.2.3. Development of language policy in Rwanda

Language policy in Rwanda has revolved around three languages; Kinyarwanda, the indigenous language of Rwandans, French and English. Kinyarwanda unifies the population because, unlike most other African countries, Rwanda only has this one indigenous language. Before colonization, education in Rwanda was primarily the responsibility of the family. Mutwarasibo, (2003) and as Kinyarwanda was the only language spoken in the country, it was the Medium of instruction. With colonization, the first schools taught through Kiswahili, the language of communication with the German colonizers. This situation changed in 1929 under the Belgian rule, when Kinyarwanda and French replaced Kiswahili as Medium of instruction, respectively in primary and secondary school Mbori, (2008). After independence, Kinyarwanda continued to be used to teach in lower Primary School, while French was used in upper Primary School, Secondary School, and University.

This situation prevailed until 1994. After 1994, lower Primary Schools still used Kinyarwanda, but at the upper Primary School level, school authorities could choose between French and English as a Medium of instruction until 2009 when English was adopted as a medium of instruction from primary four onwards. In 2009, English was adopted as the language of instruction in Rwandan upper primary schools onwards. However, after challenges in training all teachers to teach well in

English and also following the weight of evidence on the importance of children's learning in the language they understand. Gove, (2001). The Rwandan government decided that Kinyarwanda

should be the language of tuition in the first three years of schooling, with English taught as a subject and then after, for English to become the language of instruction across the curriculum.

The quality of education cannot be divorced from language of instruction. This is due to the role that the language of instruction plays in determining the quality of education. Language of instruction is a vehicle through which education is delivered. The language of instruction is an indispensable medium for carrying, or transmitting education from teachers to learners and among learners.

As a matter of efficiency only the language which teachers and students understand can effectively function as the language of instruction. Only when teachers and students understand the language of instruction they are able to discuss, debate, ask and answer questions, ask for clarification and therefore construct and generate knowledge. These are activities that area pre requisite to learning and whose level determines the quality of education. Thus, the language of instruction is an important factor in determining the quality of education. Qorro, (2005). Studies by Cummins (1981) and Krashen (1985) show that poor performance in the language of instruction results in poor performance not only in other subjects, but also in overall poor performance in the second or foreign language.

In Rwandan case, the quality of education that a country aimed at, can only be achieved when teachers and students understand the language of instruction which is English language. But the current situation in Rwanda is that English language which is used from primary four onwards as medium of instruction is not well understood by the majority of teachers and most students. If the teacher finds it difficult to interact with the pupils through English this may prevent them to teach what they are expect to teach and lead to the poor academic performance of the pupils, thus it was necessary to carry out the study to investigate the impact of using English as a medium of instruction on Academic performance of students in secondary schools in Rusizi District, Rwanda.

2.2.5. Pedagogy of oppressed theory and participation of students in class

The effective teaching and learning can be achieved and student- teacher relationship attained in the form of dialogue. The problem –posing method approach in the theory of oppressed, favors the pupils –teacher participation in teaching –learning process.

According to Freire (1993), the problem-posing is a method through dialogue, where the teacher and the students have the freedom to pose problems/questions in the process of a lesson. In this type of method there is exchange of knowledge through questioning all the time, why, how, where, from teachers and pupils. It is a revolutionary method where you identify a problem and deal with it. Freire (1993) argues for the problem-posing concept of education emphasizes dialogue during the teaching and learning process.

According to   his theory children's participation in the teaching and learning process effectively enhances their learning and it also encourages and improves their morale in class. According to Freire (1993), learning tasks are explored through participatory learning whereby learners participate in the questioning and answering process after which the responses or answers and questions are given consideration by their teachers. The current Language policy in Rwandan primary schools does not promote the problem -posing theory. The dialogue between teacher and pupils is limited by lack of sufficient English proficiency to enable learners and question or respond to the teachers' questions. Sometimes even teachers lack the vocabularies to use while interacting with the pupils.

On the other hand, Freire (1993) defines the banking concept as an assumption that a person is merely in the world, not with the world or with others; the individual is a spectator, not a re-creator. The banking concept of education is where the teacher will talk alone and the students' task is to remember, whether they understand or not. For instance; the teacher teaches and students are taught and they have to cram what they hear for examination purposes, the teacher disciplines and students are disciplined, the teacher is the subject and students are the objects. Freire criticized the banking concept of education, because it limits the child's creativity and makes a dull child. Freire (1993) relates the banking concept of education to a teacher-centered method where the teacher is active and the learners are passive. The banking concept of education implies that teachers regard children to know nothing, and the teachers have to feed them with all information because teachers think they know everything and pupils should only listen to the teachers' instructions.

2.2.6. Vygotsky's theory of learning and second language acquisition

Vygotsky's theory is described in detail in a wide range of child development and educational literature, For Vygotsky (1978), the child develops cognition and language as the result of social interaction with more knowledgeable others in activities which have specific goals. As a result of the child's participation and the interactive, verbal give and take with a more skilled or knowledgeable person in the undertaking of everyday problem-solving and tasks, external, socially-mediated dialogue is gradually internalized and becomes an inner, personalized resource for the child's own thinking. At first, the adult or Care giver, has all the language and cognition necessary to be able to perform a task and guides the child through relevant behavior until he is able to perform the task independently and successfully.

Through modeling behavior and language, and familiarizing the child with the processes and procedures involved, the adult leads the child to being able to act competently and confidently on his own. The area in which the child can perform an action or task, provided that a more skilled or knowledgeable person is available to help; Vygotsky termed the 'zone of proximal development' (ZPD).

This he defined as 'the distance between the actual developmental level as determined by independent problem-solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers' Vygotsky, (1978). In an everyday classroom context, this might be paraphrased simply as the gap between a child being able to do a task easily without any help or support at all, and a task which is simply out of reach for the child at the moment and cannot be attempted without guidance and help from someone who is more knowledgeable or skilled. In this way, the ZPD provides a valuable conceptual framework in an educational context for situating the level of challenge in activities and tasks that may be appropriate for children at any one time - tasks which will challenge, stretch and extend learning but which are also achievable and which will allow for success.

The ZPD contrasts with the area of 'self-regulated action. Van Lier, (1996) where the child can carry out tasks competently and independently. In interaction in the ZPD, the adult provides guidance through linking the task to previous knowledge and experience and enabling the child to participate in carrying out the activity in a meaningful way. Together the adult and child create 'states of inter-subjectivity' where participants are jointly focused on the activity and its goals,

and they draw each other's attention in a common direction. Van Lier, (1996).In classroom context, teacher is supposed to be more skilled and knowledgeable who support the learners in their ZPD, in the light of this study, teachers must be more skilled in English language as a medium of instruction so that they may help the pupils who struggle with the subjects taught in English, unfortunately, most of Rwandan teachers in Rwandan primary schools are not knowledgeable enough in English language to help their pupils and this may cause the poor academic performance in secondary schools.

2.3. EMPIRICAL FRAMEWORK

2.3.1. Introduction

In this section the review of the past studies related to English, the medium of instruction in the world will be reviewed so as to relate the Rwandan case with the other countries which use English as a second language in their education system. In this section, the studies conducted around the world where English is used as a medium of instruction were examined and thereafter, the generalization was made.

2.3.2. The level of English for teachers as Medium of Instruction

The teachers who teach through English as a medium of instruction, are supposed to possess enough English proficiency to enable him or her to help the pupils by paraphrasing, by teaching subject-specific vocabulary and technical terms. Julie, D (2014) carried out a research entitled: English as a medium of instruction a growing global phenomenon. His researchers aimed at identifying where English as a medium of instruction is implemented, assessing the level of English for English as a medium of Instruction (EMI) teachers and establishing the effects of EMI implementation in the surveyed counties, the study covered 55 countries around the world where English is being used as a medium of instruction. In the line of the second objective of his research, the finding revealed the level of English was very basic and inadequate for teaching an academic subject for example, in Indonesia, teacher workforce was not ready to function in English and more than half of all teachers possess a level of Novice that is a competence which is even low than elementary, in Ethiopia, teachers were considered to be qualified if they are university or college graduates, but the low level of English proficiency is a problem. In Uganda,

Cissy. E.M (2007). In his thesis submitted for the master degree of philosophy in comparative and international education, he found that teachers' use of English as a medium of instruction sometimes frustrates the pupils' learning efforts instead of facilitating them.

In Rwanda, Rwanda Education Board, tested the English levels of all primary and secondary school teachers, the result show that the majority Rwandan teachers' English levels in February ,2014 were Basic users (Rwanda Education Board, 2014) this level of English is not sufficient to help learners to understand the subject matter. The present study investigated the relationship of English usage and academic performance of students in secondary schools in Rusizi. In the previous study Julie, D (2014) recommended that there is an urgent need for a research - driven approach at national level and which measures the effect of EMI on both the learning of academic subjects and acquisition of English proficiency. It is in the line with these recommendations that present research sought to investigate the impact of English as a medium of instruction in secondary schools in Rusizi district, Rwanda.

2.3.3. Level of English of students and their participation in class

The studies were conducted to investigate the level of English of students and students who learn through English as a medium of instruction and their participation in the classroom when the teacher is presenting the content. Din. (2008) conducted a descriptive study in Hong Kong entitled "Evaluation of effects of the medium of instruction on science learning of Hong Kong secondary students; the study aimed at investing the impact of English as a medium of instruction on students' participation in classroom in Hong Kong secondary schools, the findings revealed that EMI teachers were focused on exposition of subject content and EMI students rarely participated in interactive activities such as group discussion , from their observation in classroom the findings found that EMI lessons were more dominated by teachers by teacher talking , and teachers were more concerned with checking answers on worksheets.

There was a little interaction between the teacher and students in EMI lessons. EMI students were on the whole much more passive in responding to teachers' questions or raising questions on the lesson content, the research found that the students were limited by their level of English proficiency, and there was a gap between what they understand in English and what they can articulate in English. The study recommended that to bridge the gap teachers should be trained to

develop their English proficiency to express cognitively demanding concepts. The research also recommended that more time should be allowed for transition from Chinese Medium of Instruction (CMI) To EMI, so that the students can build up their proficiency in English.

2.3.4. English as medium of instruction in secondary Schools and its impact on academic performance of students

There have been several studies around the world to investigate the impact of medium of instruction in primary schools. In Hong Kong, in the late 1990s, many students and some teachers were not proficient in the English language. A government report in 1990 stated that 70% of schoolchildren were unable to cope with English as a medium of instruction. Despite the obsession with English and the huge amounts of money poured into English language education at every level, government and business dissatisfied with the English language proficiency of students graduating from secondary school and university. Marsh, Hau, & Kong, (2000). In Korea, English is introduced in the third grade, when children are 9, However, as with other countries in the region, a major problem is that many English teachers simply do not have the proficiency, and therefore the confidence, to teach in English. Kwon and Park, (2000)**.**

On African continent, the studies were conducted to investigate the impact of using English as a medium of instruction on academic performance, In Ghana, Kafui, E (2005) carried out a research entitled: The causes of low academic performance of primary school pupils in the Sham sub-metro of shama East metropolitan assembly in Ghana. The study used causal –comparative research design and the sample of 25 primary schools. The research aimed at identifying teacher factors contribute to the low academic performance of pupils in the shama sub-metro schools, and the second objective was to identify the pupil characteristics that are responsible for their poor academic performance in the shama sub-metro. The findings showed that the teacher factors that were found to contribute to the low academic performance were incidence of lateness to school, absenteeism and the use of the local language in teaching. The study revealed that the pupil characteristics found to significantly contribute to their poor academic performance were absenteeism and the use of local language in the classroom.

In Malawi, Mchazime (2001) Conducted a descriptive study entitled "effects of English as a medium of instruction on students' achievement in social studies in secondary schools in Malawi

''.The research wanted to address the question whether, or not the use of English as a medium of instruction resulted in better academic performance among standard 7 pupils, the study also wanted to address whether the use of English as a medium of instruction increase pupils' participation in the learning process.

The findings revealed that secondary school children in Malawi, are not linguistically prepared for instruction through the medium of English. Standard 7, pupils who were the target of the study, found it difficult to learn social studies through English although they had had three years of English as the language of learning, the findings also suggest that pupils' participation in academic work was hampered by their mastery of English language. In rural Ethiopia the medium of instruction caused many problems, especially when it becomes to study in foreign languages like English Baker (1996), mentioned that it is not surprising that the children can rarely speak more than a few words of English; even their teachers are not proficient enough to have an interview with ease.

In Tanzania, Bryson. D., & Joyce, F.K. (2013) Conducted a study which sought to assess teachers, students and parents' opinion on the impact of language of instruction on students' understanding during instruction. Their study used Cross-sectional research design the questionnaires were administered to 408 respondents among them there were teachers, pupils and parents, the study found that 69.5% of the students could not understand when taught in English language through classes. The study concludes that the low level of students' usage of English language as a medium of instruction contributes to poor academic performance among students, thus resulting in poor quality education.

In Rwanda, there is no research conducted to investigate the impact of English as a medium of instruction since 2009 when English was adopted as a medium of instruction The present study aimed at investigating the impact of using English as medium of instruction on academic performance of students in secondary schools in Rusizi district, Rwanda.

2.4. CONCEPTUAL FRAMEWORK

Patton, (2002) defines conceptual framework as an image of the phenomena to be investigated. The conceptual framework explored the concepts such as academic Performance, Medium of

instruction, the students' scores and participation and attitudes towards English language as a medium of instruction, Competence and performance skills.

Figure 1:Conceptual framework

Independent variables   **Dependent variables**

```
┌─────────────────────────┐              ┌─────────────────────────┐
│ English as a medium of  │              │                         │
│ instruction:            │              │ Academic performance    │
│                         │              │   • Students' scores in │
│   • Students' mastery   │─────────────▶│     the examinations    │
│     of English as MI    │              │   • Students'           │
│   • Teachers' mastery   │              │     participation in    │
│     of English as a MI  │              │     teaching-learning   │
│                         │              │     activities          │
└─────────────────────────┘              └─────────────────────────┘
```

Intervening variables

```
        ┌──────────────────────────────────┐
        │   • The students' class          │
        │   • Students and teachers'       │
        │     attitudes towards English    │
        │     as a medium of instruction   │
        └──────────────────────────────────┘
```
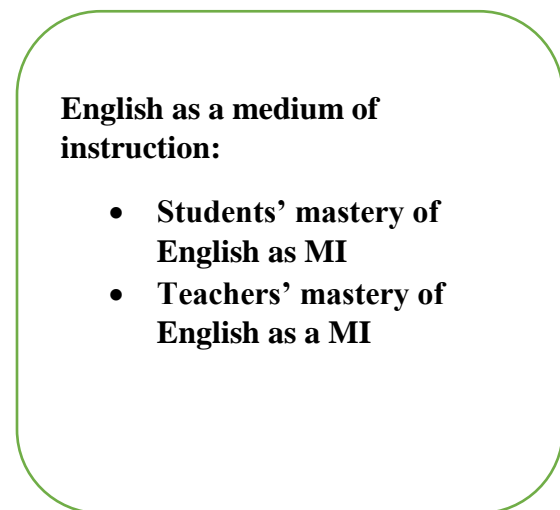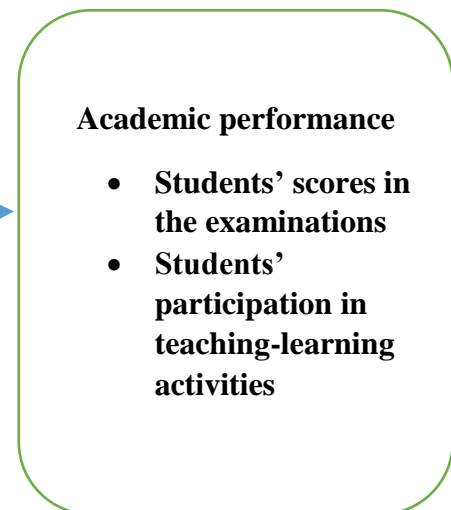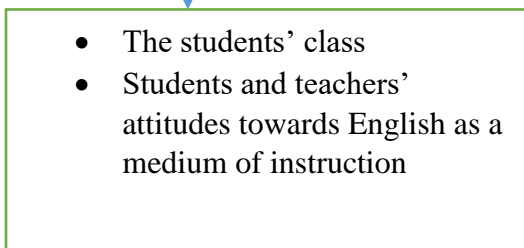
Source: Researchers, 2021

The usage of English language by both teachers and students has a great impact on the academic performance. Teachers and students must have skills in writing, speaking, reading and listening skills of the language of instruction so that they can interpret the concepts of subject content; these four skills of language play a big role in the classroom communication thus have an impact on the academic performance since teaching-learning process is done by interaction between teacher and students. In this regard, if both teachers and students do not use the language of instruction, it results in poor academic performance. The attitudes of teachers and students towards a medium of instruction also is likely to have an impact on the Academic performance.

The positive attitudes towards of medium of instruction results in high academic performance while the negative attitude leads to the poor Academic performance. The students learn better when they are active in the classroom, they ask questions and given their views on the content thus the language of instruction must be mastered to enhance these skills so as to help learners to perform better in the examinations, the class in which the pupils study is also likely to influence their academic performance as far as the language of instruction is concerned. The present research showed how these variables interact one another to influence academic performance of students in secondary schools in Rusizi district, Rwanda.

2.5. RESEARCH GAP

The researchers and educationalists insisted that a child should be taught through the language he/she understands. Yet in Rwanda, since 2009 the children are learning their subjects content in English, the shift in language of instruction came when the teachers were also having the problem of teaching the children who share the same language Kinyarwanda face the problems in understanding French which was used as a medium of instruction, but the problem seems to be difficult when it comes to use English as a medium of instruction because the language was new to both teachers and students. From the above literature, it is clear that some few research has been done on the shift from French to English as a medium of instruction in Rwanda, at tertiary and secondary level but no research has been conducted to assess the impact of English as a medium of instruction on academic performance of students in secondary schools hence, the present study indented to investigate the impact of using English as a medium of instruction on academic performance of students in secondary schools in Rusizi district, Rwanda.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0. Introduction

Each research has a procedure through which the data is presented. However, there are different types of presentation depending on the researcher's style and the focus of his/her study. Therefore, the general methodological framework has been used to collect and analyze data. This chapter includes: research design, target population, Sampling design, data collection instruments, administration of data collection instruments, Reliability and validity, data analysis procedures and ethical consideration.

3.1. Research approaches

Basing on types of data and the instruments, the researchers employed both quantitative and qualitative approaches of data analysis.

3.1.1. Quantitative approach

As regards to the quantitative data, responses were categorized. Percentage were used to analyze the students' performance in two courses namely: Entrepreneurship and General Studies and Communication Skills because helped to determine the relative scores of the respondents. To identify the impact of using English as a medium of instruction on students' academic performance in Rusizi district but G S St Bruno GIHUNDWE A particularly. Appropriate descriptive statistics such as percentages in table and graphs were used.

3.1.2. Qualitative approach

Data obtained from document, interview, focus group discussions and class observation werealsostated by narrating the information. The sequence of presentation and analysis of data obtained using class observation and focus group discussion were presented, analyzed and interpreted.

3.2. Research design

Due to its nature the research adopted descriptive survey design, descriptive survey design was appropriate for the present study. Johnson (2007) defines a descriptive survey research design as the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches for the broad purposes of breadth and depth of understanding. For the purpose of this study, the present study will use descriptive research

design to describe and analyze the data in order to assess the impact of English as a medium of instruction on academic performance of students in secondary schools in Rusizi district, Rwanda.

3.3. Target population

Target population is described as the group of people that the researcher wants to draw a conclusion about once the research is completed. (Odera, 2006). The target population in this study were composed of 5 administrative staff members, 24 teachers and 837 students from G S St Bruno GIHUNDWE A, a secondary school in Rusizi District.

The choice of this population within the other secondary schools is necessitated by different factors, Firstly, the schools of Rusizi district is chosen because Rusizi district is located in the rural areas where people are not exposed to English language. Secondly, G S St Bruno GIHUNDWE A was chosen in order to apply to the measures put in place by the government of Rwanda in order to combat COVID 19 pandemic. A brief number of the target population is presented in the table below.

Table 1:LTarget population by status and gender

Categories		Gender		Total
		Male	Female	
1. Administrative staff members		2	3	5
2. Teaching staff members		10	14	24
3. Students	Classes			
	Senior I	109	115	224
	Senior II	104	117	221
	Senior III	94	113	207
	Senior IV	26	45	71
	Senior V	24	30	54
	Senior VI	28	32	60
Grand total		397	469	866

Source: G S St BRUNO archives, 2021

3.4. Sampling procedures

According to Gay (1987), sampling enables the researchers to select a member or a group of individuals in such a way that those selected represent the large group from which they were selected. Sampling reduces or eliminates some unwarranted biases, which are the threat to the credibility of the results of the study. The present study used purposive sampling, stratified sampling techniques and simple random sampling.

3.4.1. Simple random sampling

The researcher intends to use Probability and non-probability sampling techniques. Under probability sampling, simple random sampling was used. Blaxter Et al (2001) highlighted, "in asimple random sample ('SRS') of a given size, all elements of the frame are given an equal probability of selection: the frame is not subdivided or partitioned. This minimizes bias and simplifies analysis of results". To select the sample size out of 837 students who were sampled, and for every element to have equal chance to be selected, random sampling was applied. Also, to select teachers from each department operating in G S St Bruno Gihundwe A; a simple random sampling was used.

3.4.2. Purposive sampling

Purposive sampling is a non-probability technique where particular people are purposively selected to participate in the research because of their unique features as required by the nature of the study (Kumar, 2005). Our study intended to investigate the impact of using English as a medium of instruction on academic performance of students in secondary schools. Out of 5 staff members only 2 represented others basing on their special characteristics of being reliable source which the researchers intend to rely on for adequate input data for the study. They were selected since they are supposed to have experience and a certain maturity level of comprehending issues related to English as amedium of insruction because they were in Rwandan education when this program started in 2009.

3.4.3. Stratified random sampling

Stratified random sampling is a useful method for data collection if the population is heterogeneous. In this method, the entire heterogeneous population is divided in to a number of

homogeneous groups, usually known as Strata, each of these groups is homogeneous within itself, and then units are sampled at random from each of these stratums. Therefore, using the sampling technique explained above 8 amidst 24 teachers were selected; i.e. each department was represented by 2 teachers. In the population composed of students two groups were considered. That is to say: class levels and gender.

3.5. Sample size

In population of G S St Bruno GIHUNDWE of Rusizi district. The sample size was calculated using Taro Yamane's formula at a confidence interval of 90% and margin of error of 10% as described below:

$$n = \frac{N}{1 + N(e)^2}$$

N= Target population

e= is the margin error estimated at 10%

n= is the minimum sample size

Replace the letters by their values

$$n = \frac{837}{1 + 837(0.1)^2} = \frac{837}{1 + 837(0.01)}$$

$$n = \frac{837}{1 + 8.37}$$

n=89.3≅ *89*

Therefore, the sample size is 89 of student respondents.

Table 2:Distribution of the sampled students by level of studies

Level of the respondents	Population	Formula	Sample
Senior one	224	n=$\frac{Ni*n}{N}$:n=$\frac{224*89}{837}$ = 23.81	24
Senior two	221	n=$\frac{Ni*n}{N}$:n=$\frac{221*89}{837}$ = 23.49	23
Senior three	207	n=$\frac{Ni*n}{N}$:n=$\frac{207*89}{837}$ =22	22
Senior four	71	n=$\frac{Ni*n}{N}$:n=$\frac{71*89}{837}$=7.54	8
Senior five	54	n=$\frac{Ni*n}{N}$:n=$\frac{54*89}{837}$=5.74	6
senior six	60	n=$\frac{Ni*n}{N}$:n=$\frac{60*89}{837}$=6.37	6
Grand total	837		89

Source: primary data, 2021

3.6. INSTRUMENTS FOR DATA COLLECTION

The study used the questionnaire, interview, class observation and documents analysis method to bring about rich primary and secondary data from teachers, head teacher and students in order to establish the impact of using English as a medium of instruction and academic performance of students in secondary schools in Rusizi district, Rwanda. Documents analysis method was also used to collect secondary data.

3.6.1. Questionnaire

In the questionnaire for teachers and administrative staff contained, 15 closed and open questions in total. The first 7 questions from 1 to 7 made an attempt to have the general information regarding the respondents' attitudes use of English as a medium of instruction and mindset toward the Eng. The immediate next 8 questions ranging from 1 to 8 aimed at identifying teachers' attitudes to English as a medium of instruction in Rwandan secondary schools. As for students, their questionnaire was made of 7 questions. The first 3 questions attempted to know the extent to which they use English language in the classroom and outside whereas the last 4 questions will aim at knowing their attitudes towards English as a medium of Instruction and how it affects their performance.

3.6.2. Documentation

The researchers have read different textbooks and journals which rendered her/him helpful information about the independent variable (use English language in school environment) and ways in which it influences the independent variable (poor academic performance in different courses) showing the influence of the mother tongue and non-use of English in social communication. The researcher will also check the students' portfolio in order to get information about their academic performance.

3.6.3. Focus group discussion

The study employed the focused group discussion (FGD).The focused group discussion is another nature of the interview that is used in collecting data for the investigations by involving around eight people who come to discuss a topic under the investigation. The questions themes composed for interview were used for the focused group discussion. The advantage of this method is that it allows those who cannot initiate discussion to contribute after observing the contribution of their fellows in the group. The method again can generate a lot of data in a shorter time than other method like interview and questionnaire. FGD if not well controlled, can result to a chaos and lost direction in the discussion, thus, the researcher used assistant to help recording the discussion when the discussion was going on. The current researcher therefore played a role of the mediator to control the discussion as recommended by (Patton, 2009).

3.6.4. Interview

Bogdan and Bicklen (1998) hold that the interview uses oral method to collect data between the interviewers and the interviewees. The interview can be open or structured. The interview usually has power to use the probes to allow the interviewer to get more depth information than any other method like questionnaire.

The interview can inform other information the current researcher may have not planned to investigate but they are useful in the study as the respondent is seen how he feels about the issues; unlike the questionnaire where the information is filled by the distinct respondent. The current researcher prepared the interview questions by using the guideline of the research objective. So, three questions were developed to guide the investigation of this study.

3.6.5.Electronic sources

This source contains a lot of update qualitative and quantitative information needed in the completion of my research project. Data were also collected through the visit of different websites.

3.7. DATA ANALYSIS

On the basis of data gathered and the instrument used, both quantitative and qualitative techniques of data analysis were employed. To get the collected data ready for analysis, the questionnaires were checked for completion, and then classified and tailed by the researcher themselves. The views about the use of English as a medium of instruction, teachers' and students' attitudes and the students 'will be analyzed quantitatively in terms of percentages through tables and graphs by using MICROSSFT EXCEL. whereas the qualitative data from the interview and focus group discussionwill complement it by adding other relevant information about the topic under study.

3.8. ETHICAL CONSIDERATION

Shamoo and Resnik (2009) opined that given the importance of ethics for the conduct of research, it should come as no surprise that many different professional associations, government agencies, and universities have adopted specific codes, rules, and policies relating to research ethics. Thus, the present research did not try to break the rules of research ethics. In doing so, the researchers did the following.

The researchers were objective by striving to avoid bias in data analysis, data interpretation, and other aspects of research where objectivity is expected or required. The researchers honestly reported data, results, methods and procedures, and publication status. They didn't fabricate, falsify, or misrepresent data and not deceive colleagues, granting agencies, or the public.

Before data collection from the field, the researchers asked for permission to be given relevant information. The permission asked from Head teacher of research school and the information were issued from teachers and the students. All the information from respondents were used only for research purpose and all respondents were told that their names were be kept anonymous on the questionnaires.

3.9. RELIABILITY AND VALIDITY OF MEASUREMENTS

To test the reliability of the instruments, a pilot study was conducted by administering the instrument of 20 students and 4 teachers who are not part of the population. Their responses were analyzed and compared to those given by the respondents of the study. The questionnaire was designed using close questions whereby the respondents answer by (yes or no) or ticked one among different alternatives. They were mixed with open questions which required the respondent to give and explain his/her view.

3.10. SUMMARY

The present chapter covers the methodology which were used to carry out this research. The site of study will be G S St Bruno GIHUNDWE, located in Rusizi district, Rwanda. The sample size was 90 respondents including students and English teachers. The research instruments which were employed are: questionnaire, interview, class observation, and focus group discussions.

CHAPTER FOUR: DATA PRESENTATION, ENTERPRETATION AND DISCUSSION OF FINDINGS

4.0. INTRODUCTION

This Chapter presents the Research Findings of this study and under the guidance of each objective discusses the findings. It starts with demographic characteristics of the respondents, followed by presentation of the findings under specific objective, then finally discussions.

4.1. PRESENTATION OF THE FINDINGS

4.1.1. Demographic Characteristics of students Respondents

The respondents were asked to provide characteristic data including their class, Age andGender and the data summarized as shown in Table below

Table 3:Demographic characteristics of student-respondents

Age / Class	Female						Male						Total	%
	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6		
11-15 years	10	8	2	0	0	0	8	7	2	1	0	0	38	42.61
16-18 years	2	3	7	3	0	0	4	3	6	2	2	0	32	35.95
19 years	0	1	2	1	2	2	0	1	3	0	1	3	16	17.97
Above 19	0	0	0	0	1	1	0	0	0	0	0	1	3	3.37
Total	12	12	11	4	3	3	12	11	11	3	3	4	89	100

Source: primary data, 2021

Figure 2:Demographic characteristics of student-respondents
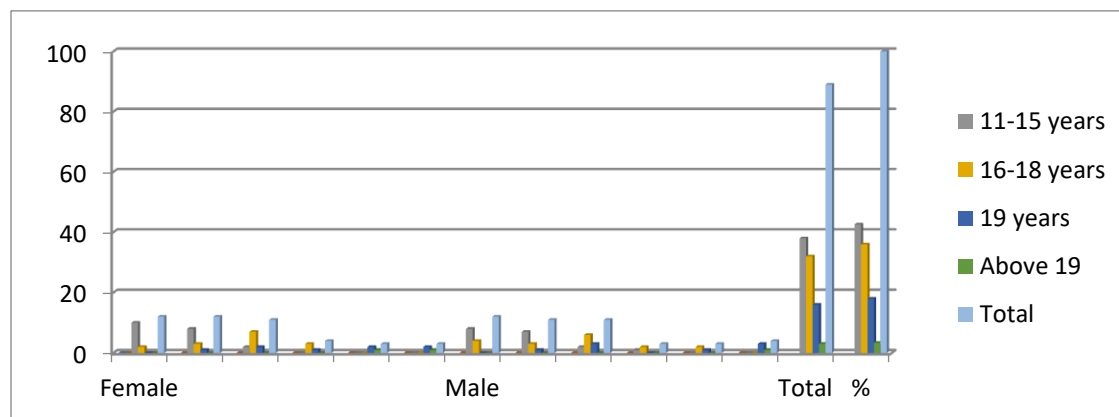
Source: primary data, 2021

Table and figure above shows The percentage of males and females with the age category 11-15 years was 42.61%, those in the category of 16-18 years were 35.95%, 17.97% of both females and males are 19 years old while 3.37% were above19 years old. The implication from Table 4.3 is that S1 students are the youngest of all the classes while the majority of respondents are of ages from 11 to 18 years in all classes. Table 4.3 shows that females of age category between 11-15 are the majority while males aged between17-19 are higher. This further indicates that the males are relatively older than girls though the margin is low. It can be concluded that this population is normally distributed in terms of gender (females and males) and age.

4.1.2. Academic qualifications of teachers at G S St Bruno Gihundwe A

A secondary school teacher in Rwanda should have a given level of studies and fulfil some requirements before he gets an appointment depending on the level he/she wants to work in. The table below presents academic qualifications of the sampled teachers at G S St Bruno Gihundwe A.

Table 4:Teachers' academic qualification

Qualification	number	Percentage
A2	0	0%
A1	2	25%
A0	6	75%
Total	8	100%

Source: primary data 2021

Figure 3:Teachers' academic qualification
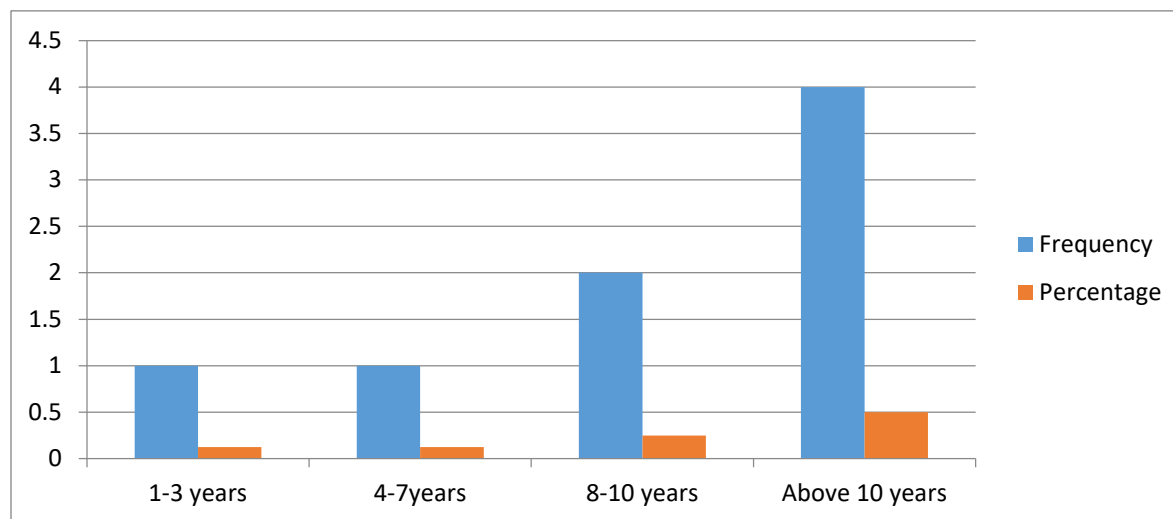
Source: primary data, 2021

The table and figure above shows that teachers with a secondary school certificate (A2) are 0% because they are supposed to be teaching at primary level, those with AI are 25% whereas those with A0 are 75% because it a degree mostly required by the ministry of education in Rwanda to teach at secondary school level especially in advanced level for the sake of quality education.

4. 1 3. Teachers' professional experience using EMI

In all secondary schools in Rwanda and worldwide, teachers don't have the same professional experience. The table below presents teachers' professional experience using English as a medium of instruction since it was introduced in 2009.

Table 5: Teachers' professional experience using EMI

Teachers' professional experience using EMI

Professional experience	Frequency	Percentage
1-3 years	1	12.5%
4-7years	1	12.5%
8-10 years	2	25%
Above 10 years	4	50%

Source: primary data, 2021

Figure 4: Teachers' professional experience using EMI
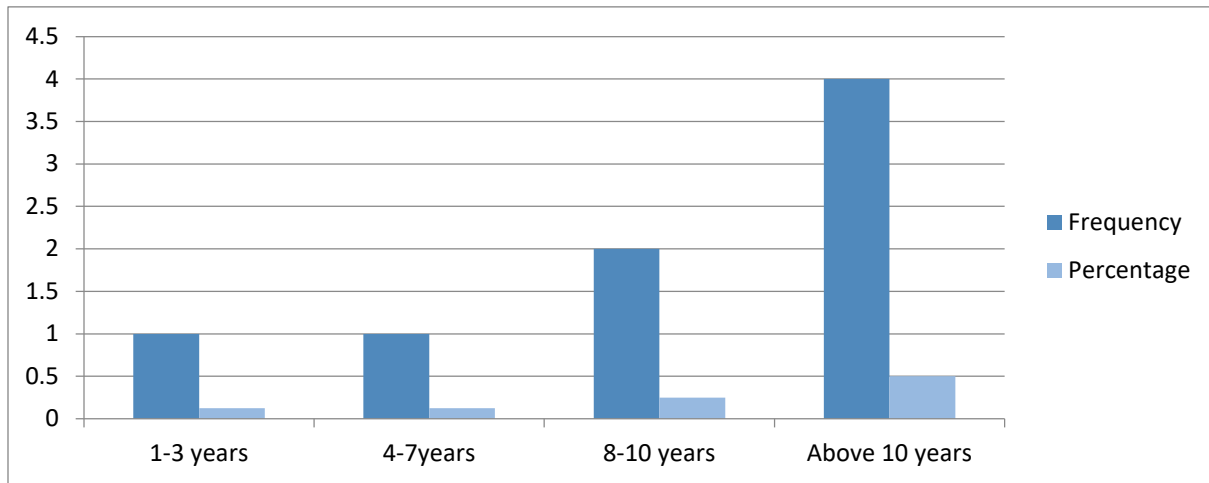
The table and figure above Shows that the majority of the teachers 50% have more than 10 years teaching experience because they were I service when this policy started in 2009, 250% have between 8and 10 years of professional experience in teaching using EMI whereas 12.5% have between 4and 7 years of teaching experience using EMI. The same percentage is for teachers who have between 1 and 3 years of professional experience in teaching using EMI.

4.1.4. Level of English usage in the school

The first objective of this study aimed at assessing the level of English usage at G S St Bruno Gihundwe A. In regard to the use of English the Tables indicates the findings showing how English is used by students, teachers and school administrator in different activities.

4.1.4.1. Students' use of English in communication with staff members

Table 6:students, use of English in communication with staff members

Q1: Which language(s) do you use to communicate with the staff members								
languages / classes	English		Kinyarwanda		French		kiswahili	
	number	%	Number	%	number	%	number	%
Senior 1	20	83.33	4	16.66	0	0	0	0
Senior 2	19	82.6	3	10.34	0	0	1	4.34
Senior 3	17	77.27	4	18.18	1	4.54	0	0
Senior 4	7	87.5	1	12.5	0	0	0	0
Senior 5	6	100	0	0	0	0	0	0
Senior 6	6	100	0	0	0	0	0	0
Total/average	75	84.26	12	9.61	1	1.12	1	1.12

Source: primary data, 2021

Figure 5:students, use of English in communication with staff members
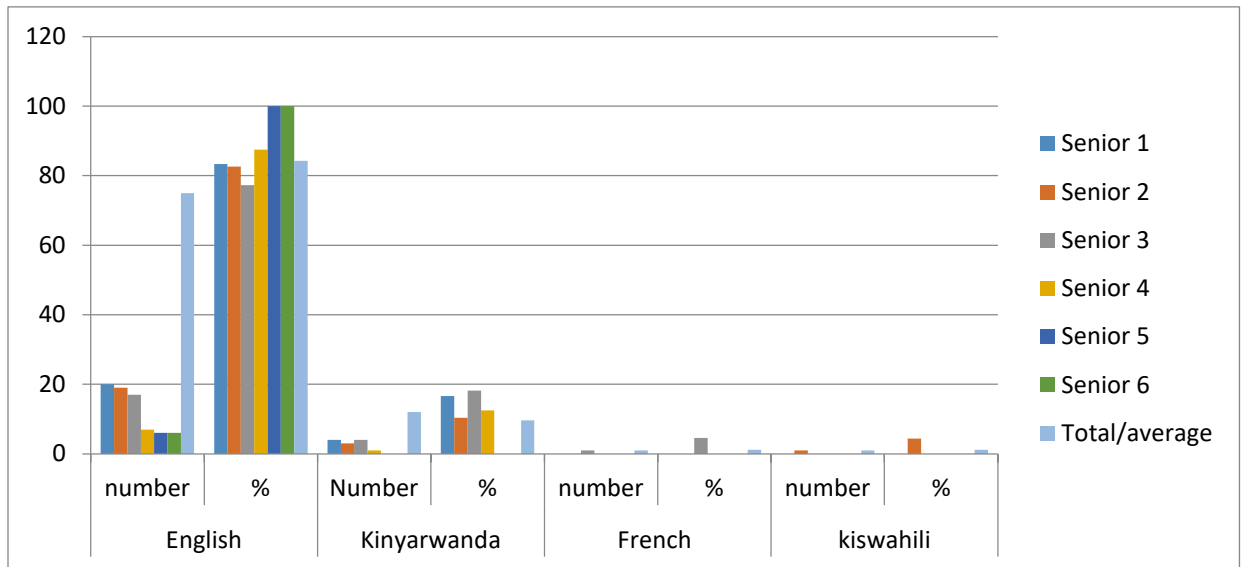
Source: primary data, 2021

The table 6 and figure 5 Shows clearly that 84.26% of the sampled students in G S St Bruno Gihundwe A use English language in communicating with the staff members of the school be they in the classroom or outside. This shows a high level of English usage. 9.61% fail to use English while communicating with the staff members of the school and use Kinyarwanda instead. 1.12% of the student respondents use French and also 1.12% of them use Kiswahili.

4.1.4.2.Teachers' use of English in teaching-learning activities

Table 7:Teachers' use of English in teaching-learning activities

Q2: Which language(s) do your teachers use while teaching different subjects								
languages used \ classes	English		Kinyarwanda		French		English+Kinyarwanda	
	Number	%	Number	%	number	%	number	%
Senior 1	21	85.5	0	0	0	0	3	12.5
Senior 2	22	95.65	0	0	0	0	1	4.34
Senior 3	22	100	0	0	0	0	0	0
Senior 4	8	100	0	0	0	0	0	0
Senior 5	6	100	0	0	0	0	0	0
Senior 6	6	100	0	0	0	0	0	0
Total/average	85	95.5	0	0	0	0	4	4.49

Source: primary data, 2021

Figure 6: Teachers' use of English in teaching-learning activities
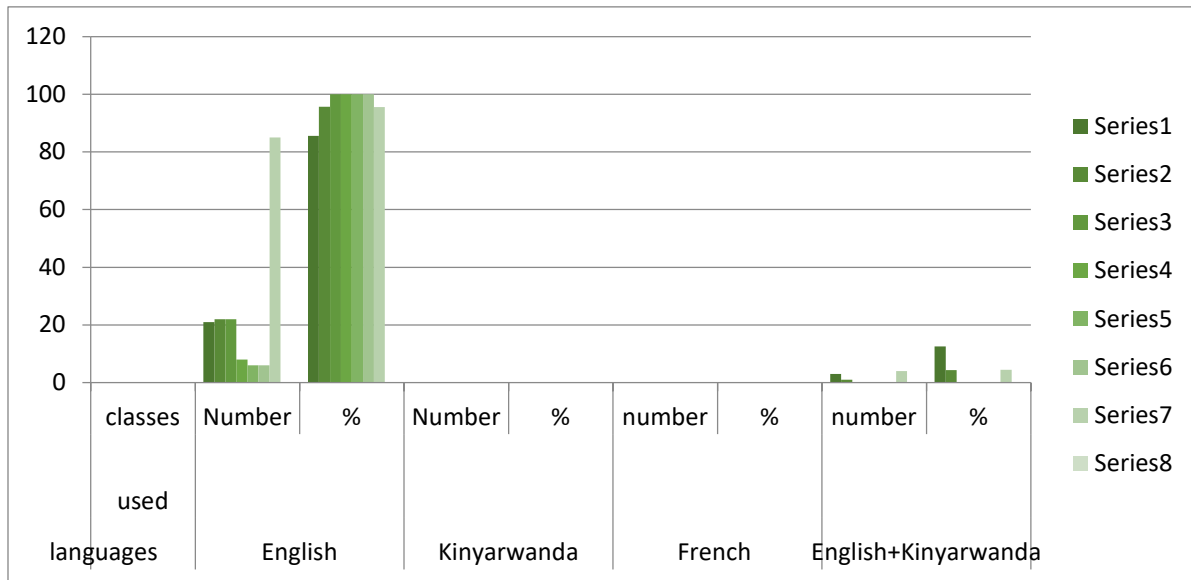
Source: primary data, 2021

As shown in table 7 and figure 6 shows that the students revealed that 95.5% of their teachers use English as a medium of instruction in all teaching-learning activities such as: explaining the subject content, facilitating students, giving instructions, composing evaluations and examinations, etc. The same table also shows that 4.49% of the teachers mix up both English and Kinyarwanda may be because they think their students cannot understand all if they use English only as a medium of instruction or they have difficulties in using English as a medium of instruction. French and Kiswahili are not used by any teacher even though they were suggested. The reasons are that French is no longer used as a medium of instruction and Kiswahili is not spoken by a big number of people in Rwanda and Rusizi district particularly.

4.1.4.3. Students' use of EMI during teaching –learning process

Students were asked to say the language they use in the classroom when they answer questions asked by their teachers, when they are discussing questions in the groups or pairs and when they ask questions for clarification or for better understanding. Below is the table which presents the findings.

Table 8:Students' use of EMI during teaching –learning process

languages used classes	English		French		English+Kinyarwanda	
	Number	%	number	%	number	%
Senior 1	21	87.5	0	0	3	12.5
Senior 2	22	95.65	0	0	1	4.34
Senior 3	20	90.9	0	0	2	9.09
Senior 4	8	100	0	0	0	0
Senior 5	6	100	0	0	0	0
Senior 6	6	100	0	0	0	0
Total/average	83	93.25	0	0	6	6.74

Source: primary data, 2021

The table 8 and figure 7 shows that EMI is highly used by the students in all activities which take place I the classroom with the rate of 93.25% and this may have a positive impact on their performance in formative, summative and normative examinations. The students who mix English and Kinyarwanda are 6.74% whereas they are no students who use only Kinyarwanda or French in teaching-learning activities.

Figure 7:The use of EMI during teaching-learning process
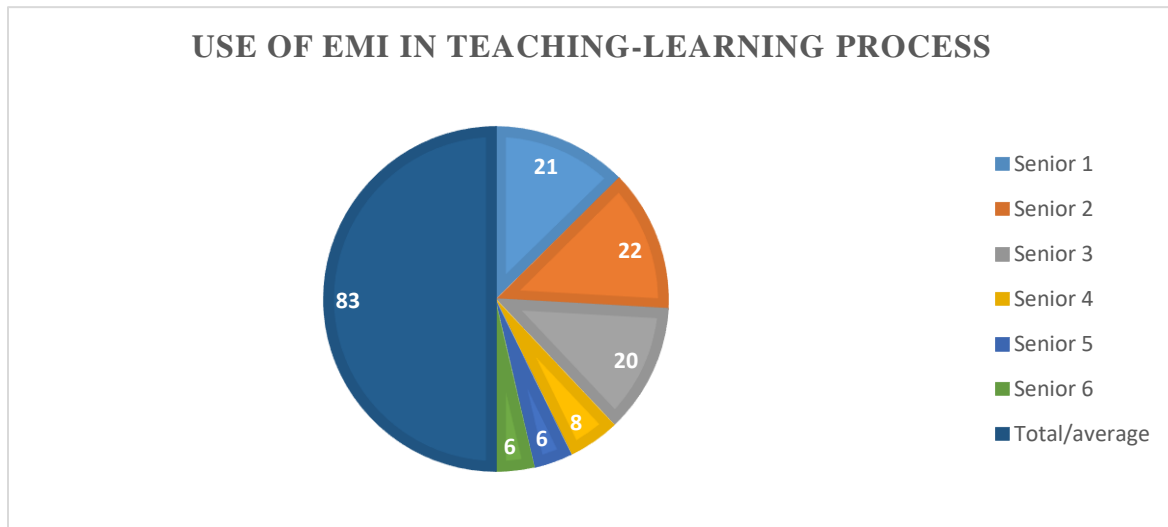
Source: Primary data,2021

The chart above presents that out of 89 student respondents 83 of them confirmed that they use English as a medium of instruction during teaching-learning process. In senior one21 out of 24 use EMI in teaching-learning process, in senior two 22 out of 23 students use EMI in teaching-learning process, in senior three 20 out of 22 students use EMI in teaching-learning process, in senior four 8 out of 8 students use EMI, in senior five 6 out of 6 students use EMI in teaching-learning process and finally in senior six 6 out 6 students use EMI in teaching-learning process.

4.1. 4.4. Students and staff members' use of EMI in Co-curricular activities

Table 9:The use of EMI by staff members and students in extra-curricular activities

languages used classes	English		French		English+Kinyarwanda	
	Number	%	number	%	Number	%
Senior 1	20	83.33	0	0	4	16.66
Senior 2	21	91.3	0	0	2	8.69
Senior 3	19	86.36	0	0	3	13.63
Senior 4	7	87.5	0	0	1	12.5
Senior 5	4	66.66	0	0	2	33.33
Senior 6	5	83.33	0	0	1	16.66
Total/average	76	85.39	0	0	13	14.60

Source: primary data,2021

Figure 8:The use of EMI by staff members and students in extra-curricular activities
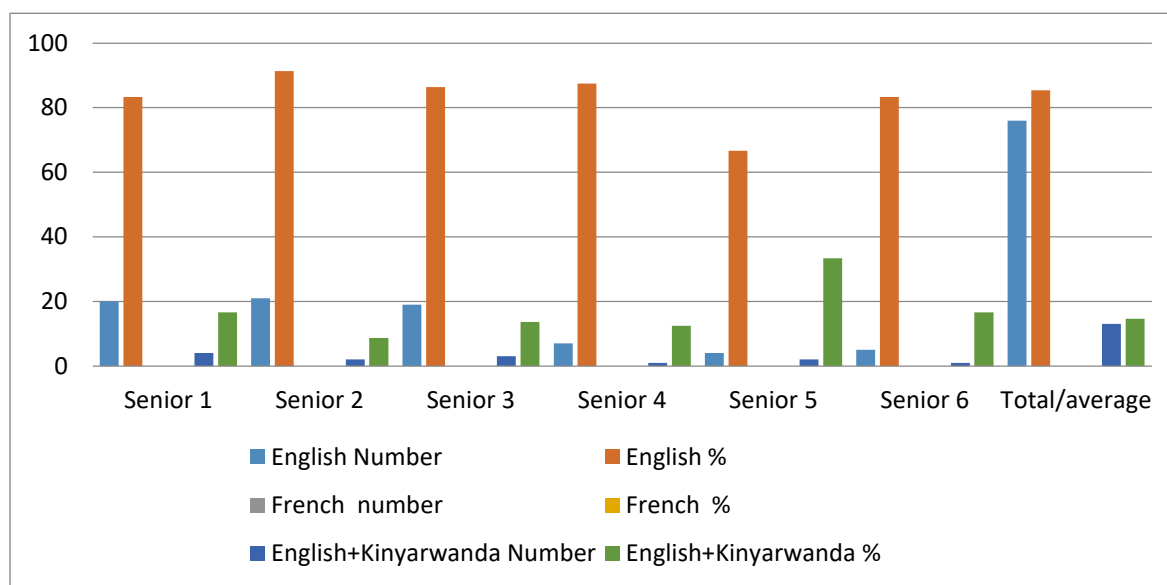
Source: primary data,2021

The table 9 and figure 8 shows that EMI is used by both students and staff members at G S St Bruno Gihundwe A not only in the classroom during teaching-learning activities but also in extra- curricular activities like: civic activities (Itorero), debates, clubs' activities, plays performance, gardening, gymnastic exercises, to mention but few. The findings show that the use of EMI in the activities mentioned above is at the rate of 85.39% whereas the remaining 14.6% mix English and Kinyarwanda. French only is not use in Extra- curricular activities as the results show. The above findings confirm that EMI is used all the time in the school environment referring to the percentage it has in co-curricular activities.

4.1.5. Teachers' agreement with English usage difficulty for students

The teachers were asked to assess whether students comprehend when EMI is used in Evaluations (diagnostic, formative and summative). The responses are presented in Table 4.10 with either yes or No to the stated question: Do your students understand questions written in English during classes diagnostic, formative and normative evaluations?

Table 10:students' understanding of English as a medium of instruction

Q4. Do your students understand questions written in English language during different evaluations?	Frequency	Percentage
Yes	7	87.5%
No	1	12.5%
Total	8	100%

Source: Primary data2021

Figure 9:students' understanding of English as a medium of instruction
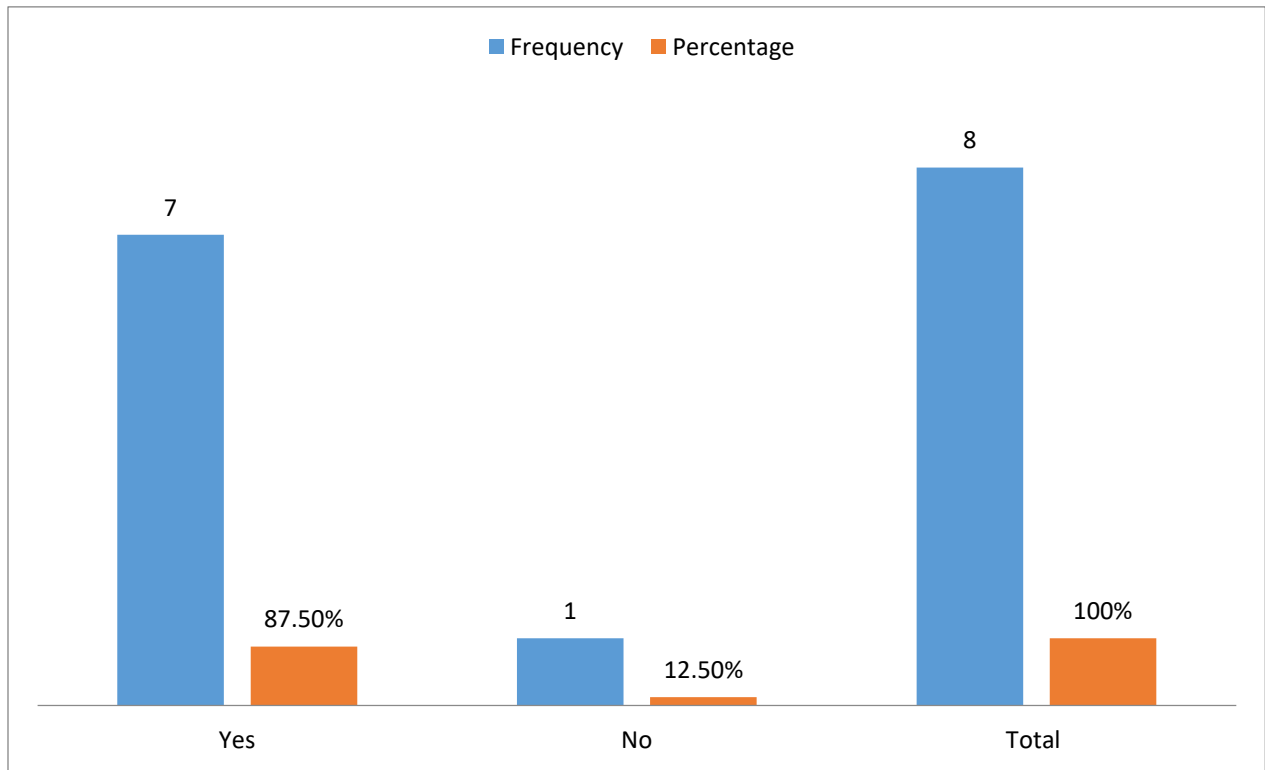
Source: primary data,2021

As shown in the above Table and figure , 87.5% of The sampled teachers said that their learners understand questions written in English during different evaluations. On the other hand, 12.5% responded negatively. The teacher's contribution to overcome the students, difficulty in comprehension of examinations written in English needed to be assessed and the following section evaluated the Teachers' level of English use.

4.1.6. Teachers' level of English usage in teaching-learning process

Teachers were asked to indicate which language was better for them to make their students understand what was taught. They were to choose from English, Kinyarwanda, or Both Languages. The findings are presented in Table 4.11

Table 11:Language used by teachers in teaching-learning process

Which language/ languages do you use to make your students understand the subject content?

Q3. Which language(s) do you use to make your students understand the subject content?	Frequency	Percentage
English	7	87.5%
Kinyarwanda	0	0%
Both English and Kinyarwanda	1	12.5%
Total	8	100%

Source: Primary data, 2021

Figure 10:Language used by teachers in teaching-learning process
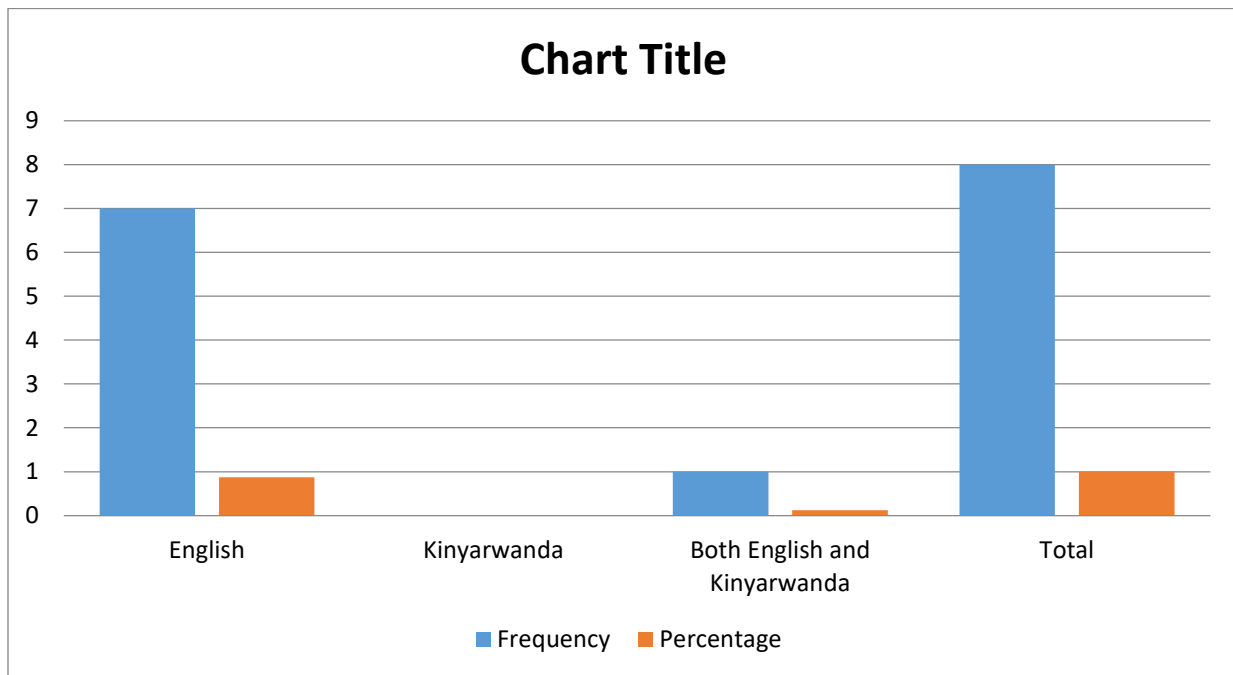
 Source: primary data,2021

Teachers at G S St Bruno Gihundwe A were asked to say the language(s) they use to make their students understand the subject content. The percentages show that 87.5% said that they use only English as the instructional language totheir students understand, 12.5% said that sometimes they mix English with Kinyarwanda due to the fact that some slow students do not mastery English.Onthe other hand, no teacher 0% uses Kinyarwanda in teaching-learning process.This

case shows a high level of use EMI in classes while teaching. The mixture of both languages might contribute to the frustration of the students' desire to use English and probably a lack of a role model within the school environment, and this is contrary to Vygotsky's theory of language learning. He argued that, the child develops cognition and language as the result of social interaction with more knowledgeable others in activities which have specific goals (Vygotsky, 1987). The teacher is supposed to be more knowledgeable than pupils in order to help them.

4.1.7. Students' Level of Academic Performance using EMI

The second objective of this study aimed at evaluating the level of academic performance of students at G S St Bruno Gihundwe A. Academic performance was evaluated considering the annual results from the academic year 2018 up to 2021 and the results of national examinations for S3 and S6 students. The students' level of performance is summarized in the tables below:

Table 12:Students' academic performance in academic year 2018

Classes	Number of students	Students with pass	Percentages
Senior 1	240	223	92.91%
Senior 2	234	225	93.25%
Senior 4	80	77	96.25%
Senior 5	50	48	96%
Total	604	573	94.86%

Source: G S St Bruno students' portifolios, 2018

Figure 11:Students' academic performance in academic year 2018
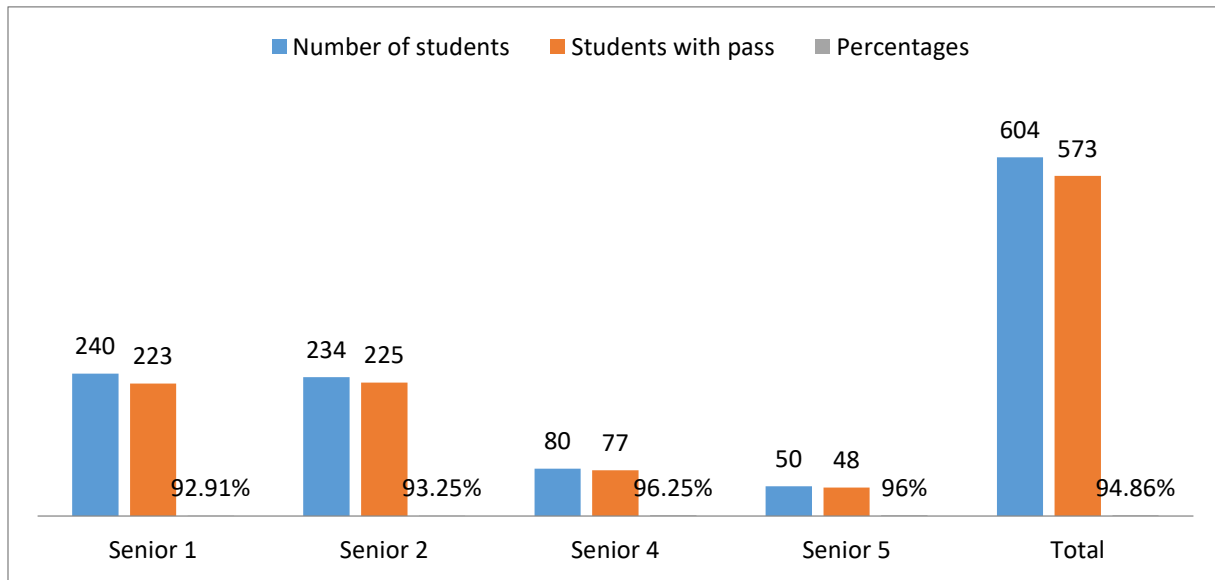
The table 8 and figure 11 shows that among all students the average percentage of the students who got a pass (in all courses) had the percentage of 94.86%. It means that EMI has helped the students understand the subject content and hence good results. So, the students who repeated the class, dropped out or dismissed from the school due to failure or other factors have the percentage of 5.13%.

Table 13:students' academic performance in academic year 2019

Classes	Number of students	Students with pass	Percentages
Senior 1	230	225	97.82%
Senior 2	231	220	95.23%
Senior 4	75	73	97.33%
Senior5	54	52	96.29%
Total	590	570	96.61%

Source: G S St Bruno Gihundwe A students' portifolios, 2019

Figure 12:students' academic performance in academic year 2019

	Senior 1	Senior 2	Senior 4	Senior5	Total
■ Number of students	230	231	75	54	590
■ Students with pass	225	220	73	52	570
■ Percentages	97.82%	95.23%	97.33%	96.29%	96.61%
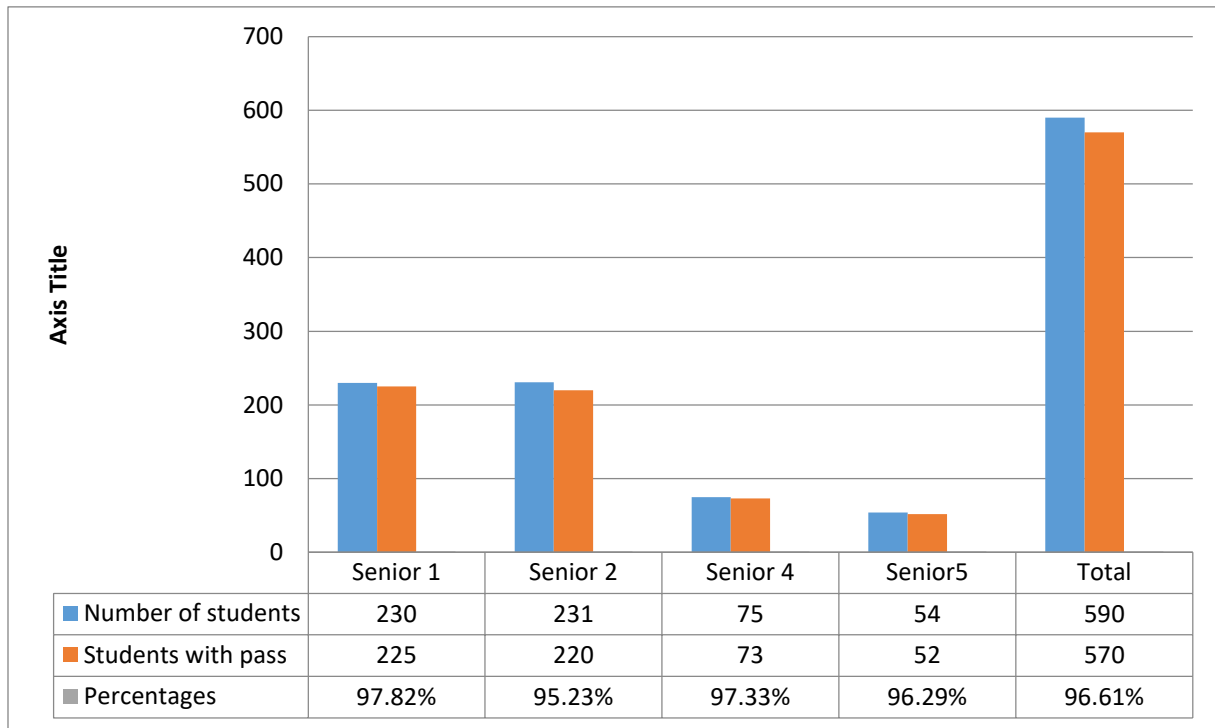
Source: G S St Bruno Gihundwe A students' portifolios, 2019

As shown in the table 9 and Figure 12 . The students' performance in academic year 2019 is 96.61% of the students who got a pass. It means that those who did not get a pass or dismissed from the school are 3.39%.

Table 14: Students' academic performance in academic year 2021

Classes	Number of students	Students with pass	Percentage
Senior 1	224	210	93.75%
Senior 2	221	212	95.92%
Senior 4	71	64	90.14%
Senior 5	54	50	92.59%
Total	570	536	94.03%

Source: G S St Bruno Students' portifolios, 2021

Figure 13: students' academic performance in academic year 2021

	1	2	3	4	5	6
■ Classes	0	0	0	0	0	
■ Number of students	224	221	71	54	570	
■ Students with pass	210	212	64	50	536	
■ Percentage	93.75%	95.92%	90.14%	92.59%	94.03%	
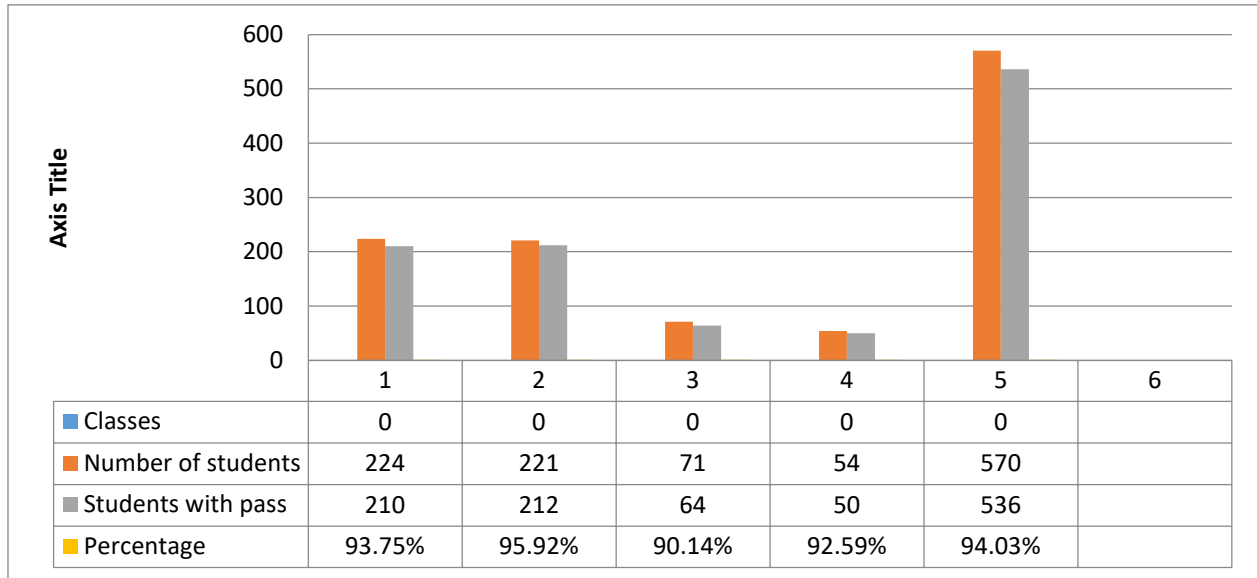
Source: G S St Bruno Students' portifolios, 2021

The table 10 and figure above shows that among all students the average percentage of the students who got a pass (in all courses) is 94.03%. It shows how the use EMI has boosted the students' performance. On the other hand, the students who repeated the class or dismissed from the school have the percentage of 5.97%.

Table 15: Students' performance in national examinations

Classes		Academic Year 2018			Academic year 2019		
S3		*Total Number*	*Students with pass*	*Percentage*	*Total number*	*Students with pass*	*Percentage*
		225	194	86.22%	230	204	88.69%
S6	MEG	41	38	92.69%	35	35	100%
	LFK	26	25	96.15%	23	20	86.95%
Total		292	257	91.68%	283	259	91.88%

Source: G S St Bruno archives

40

As shown in the table 11. S3 students who got a pass in all examinable subjects. (i.e Mathematics, English, Physics, Biology, Chemistry, Kinyarwanda, History, Geography and Entrepreneurship.) to senior four are 88.89% in 2018 and 86.22% in 2019 whereas S6 students got certificates following their respective combinations. Students who studied MEG succeeded in all examinable subjects (i.e Mathematics, Economics, Geography, Entrepreneurship and General Studies and Communication Skills) on the rate of 92.69% in 2018 and 100% in 2019 whereas their counterparts who did LFK succeeded in all examinable subjects (i.e. Literature in English, French, Kinyarwanda, Entrepreneurship and General Studies and Communication Skills)on the rate of 96.15% in 2018 and 86.95% in 2019.The assumption is that the students' performance discussed above have been results of using EMI at a very high level because the more the instructional language is used, the more understanding of the subject content is upgraded and this influence the students' performance in different situations.

Figure 14: Students' performance in national examinations

		Total Number	Students with pass	Percentage	Total number	Students with pass	Percentage
		Academic Year 2018			Academic year 2019		
(blue)		225	194	86.22%	230	204	88.69%
S6	0	41	38	92.69%	35	35	100%
(grey)	0	26	25	96.15%	23	20	86.95%
Total		292	257	91.68%	283	259	91.88%
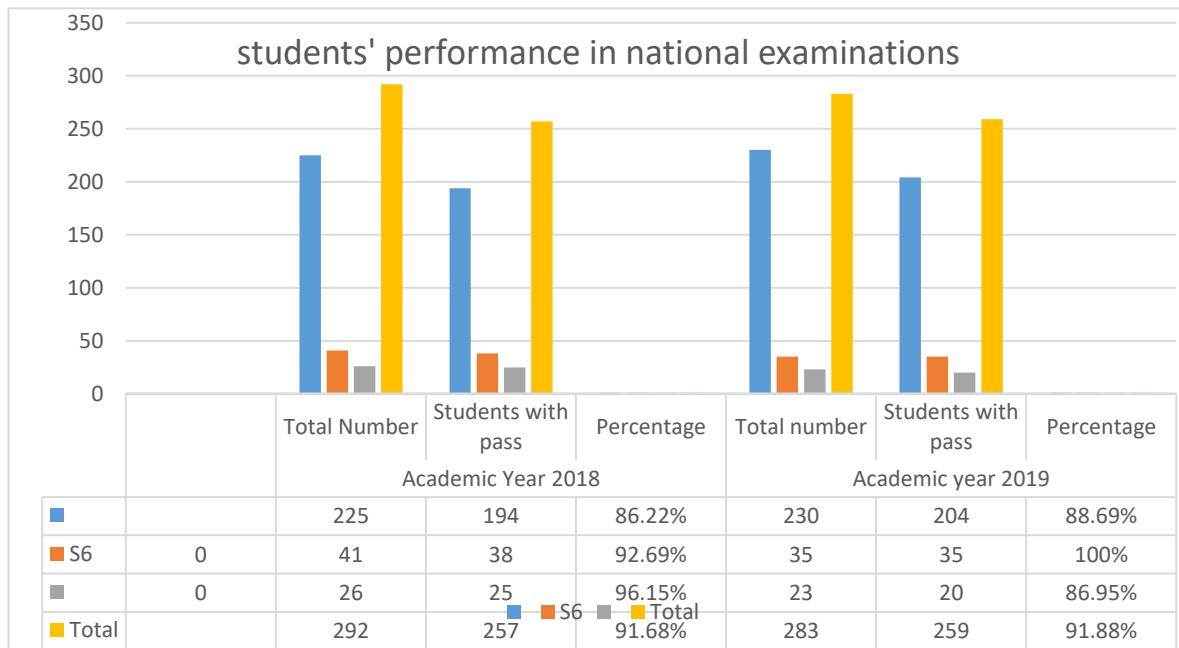
Source: primary data, 2021

From the above chart, it is clear that students' performance varies according to the academic year.In academic year 2018, students succeeded at the rate of 91.68% and in academic year 2019 the students succeeded at the rate of 91.88%.

4.1 7. Impact of using EMI on students' academic performance

As discussed in the previous sessions, both students and teachers use EMI at a very high level. Therefore, the researchers sought to investigate the impact on using English on academic performance of students during teaching-learning activities, in normative evaluations and summative evaluations. The following sections are going to present the findings from both students and teachers in the research carried out in G S St Bruno Gihundwe A.

4.1.7.1. Importance of using EMI for students during teaching- learning activities

The sampled students at G S St Bruno Gihundwe A have said that they get a lot of benefits from the use of EMI during teaching-learning process. The findings are displayed in the following table:

Table 16:The benefits of using EMI for students during teaching-learning process

Section C. Q2. What kind of benefits do you get from using EMI in relation to your performance?						
Responses Classes	Effective and high understanding of the subject contents		Self-expression and application of the acquired skills		High performance in all subjects	
	Number	Percentage	Number	Percentage	Number	Percentage
Senior 1	15	62.5%	2	8.33%	7	29.16%
Senior 2	13	56.52%	4	17.39%	6	26.08%
Senior 3	16	72.72%	1	4.54%	5	22.72%
Senior 4	5	62.5%	1	12.5%	2	25%
Senior 5	4	66.66%	0	0%	2	33.33%
Senior6	4	66.66%	0	0%	2	33.33%
Total	57	64,04%	8	8.98%	24	26.96%

Source: primary data, 2021

Figure 15:The benefits of using EMI for students during teaching-learning process

Chart Title

62.50%	56.52%	72.72%	62.50%	66.66%	66.66%	64,04%
15	13	16	5	4	4	57
Senior 1	Senior 2	Senior 3	Senior 4	Senior 5	Senior6	Total

- ■ Self-expression and application of the acquired skills Number
- ■ Self-expression and application of the acquired skills Percentage
- ■ High performance in all subjects Number
- ■ High performance in all subjects Percentage
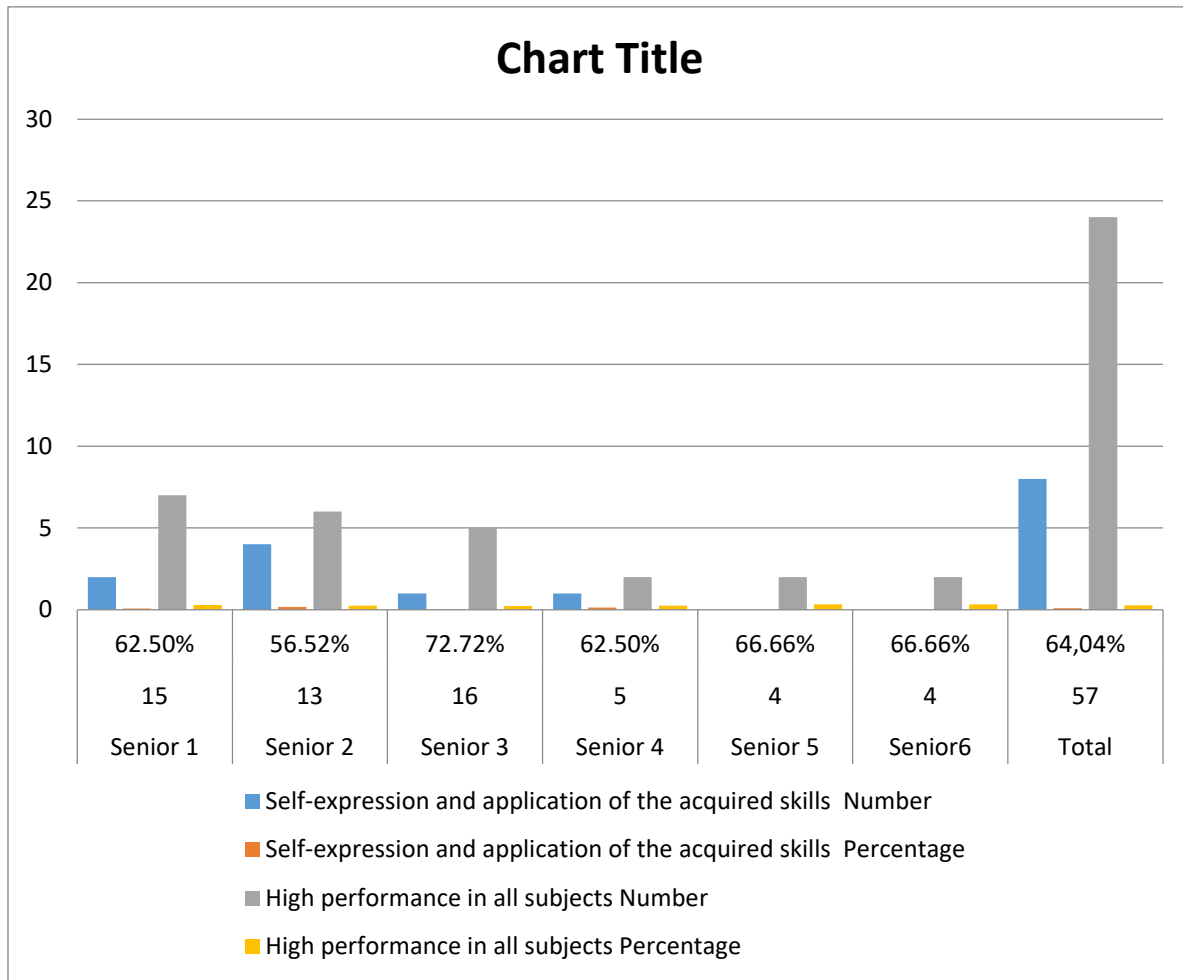
Source: primary data, 2021

The second question in section C asked the students respondents to say if they any benefits in using EMI and to identify the kind of those benefits. The table12shows that 64.04% of the student respondents said that using English as a medium of instruction help them to understand the subject content effectively and highly. 26.96% of the student respondents said that using EMI help them to perform in all courses (in formative evaluations and national examinations) whereas 8.98% of the student respondents said that using EMI help the in self-expression and application of the acquired skills at school or outside the school environment.

4.1.7.2. The level of students' understanding of the subjects' contents using EMI

 Referring to the previous section, most of the students at G S St Bruno Gihundwe A said that using EMI helps them understand the subject content effectively and highly. The following question asked them the extent to which they understand the subject content because it affects their performance positively. The table below is going to present the findings.

Table 17:The level of students' understanding of the subjects' contents using EMI

Section C. Q3. How does learning using EMI affect your understanding of the subject content?						
Responses / Classes	**Excellently**		**Moderately**		**Poorly**	
	Number	percentage	Number	Percentage	Number	Percentage
Senior 1	22	91.66%	2	8.33%	0	0%
Senior 2	20	86.95%	3	13.04%	0	0%
Senior 3	21	95.45%	1	4.54%	0	0%
Senior 4	6	75%	2	25%	0	0%
Senior 5	6	100%	0	0%	0	0%
Senior6	6	100%	0	0%	0	0%
Total	81	91.01%	8	9.98%	0	0%

Source: primary data, 2021

Figure 16: The level of students' understanding of the subjects' contents using EMI

	1	2	3	4	5	6	7
■ Excellently Number	22	20	21	6	6	6	81
■ Excellently percentage	91.66%	86.95%	95.45%	75%	100%	100%	91.01%
■ Moderately Number	2	3	1	2	0	0	8
■ Moderately Percentage	8.33%	13.04%	4.54%	25%	0%	0%	9.98%
■ Poorly Number	0	0	0	0	0	0	0
■ Poorly Percentage	0%	0%	0%	0%	0%	0%	0%
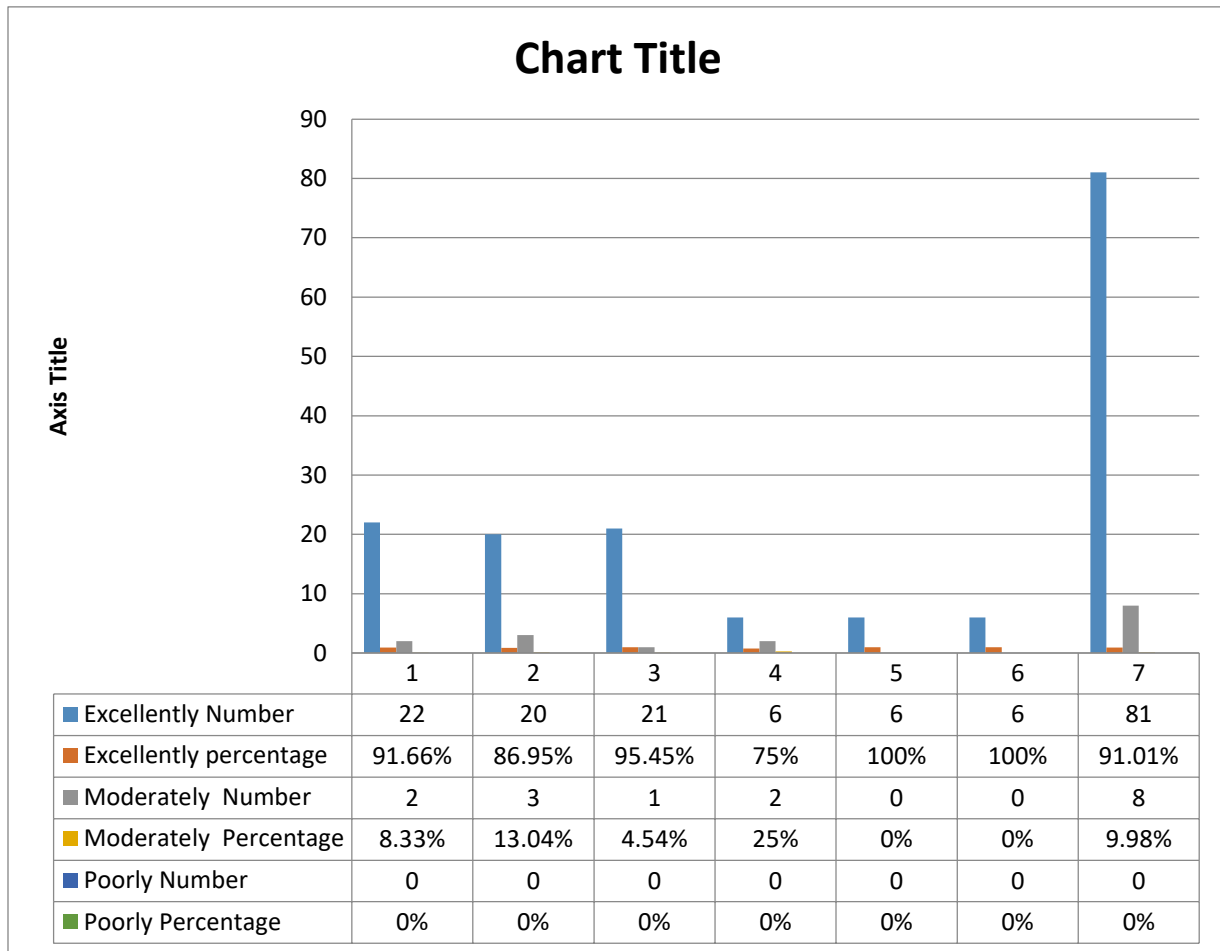
The table 13 and figure 16 shows that EMI affects positively the students' understanding of the subject content. For that 91.01% of all student respondents said the effect of using EMI on their understanding of the subject content is excellent. Only 9.98% of all student respondents said that the use of EMI affected their understanding of the subject content moderately whereas none 0% said that the usage of EMI affects their learning poorly. As conclusion, the use of EMI has a positive impact on the students' academic performance since they can understand the subject content excellently.

4.3. PRESENTATION OF QUALITATIVE DATA FROM INTERVIEWS, CLASSROOMS OBSERVATION AND FOCUS GROUP DISCUSSION

In response to questions prepared in the interviews given to teachers and two administrative staff members (head teacher and Director of Studies(DOS) they gave a lot of answers about the

impact of using English as a Medium of Instruction and Academic performance of the students. Some of the responses deemed most pertinent to the topic under study.

4.3.1. Interview with teachers and administrative staff members at G S St Bruno GihundweA

4.3.1.1. Teachers' challenges in the use of EMI in the school environment

'So personally, We had problems at the beginning. Now we have the pronunciation and the meaning of the words, and I gradually incorporate them in my teaching. I have a whole stock of them; now we already know them, thanks to teaching them many times'. 'In Rwanda, it is not easy to learn English, because people speak a common language: All of them speak Kinyarwanda. However, It is a good idea [to teach using EMI] because we were trained in English. We are proud of my language when we speak English. We become free. We even interact with my students and staff members using English language" The teachers said.
As for the administrative staff members, they said that there are no visible challenges that the teachers at G S St Bruno Gihundwe A face while delivering the lessons.

4.3.1.2. Students' academic performance

"When I am teaching the students participate actively by answering questions, asking questions, giving their opinions as well as in the class presentations." A teacher of History said. He added that he observes a high performance in the examinations and different evaluations given to them in different periods. What this teacher said in the interview is almost similar to what the head teacher of G S St Bruno Gihundwe A said.
The head teachers said that when he considers the results of the national examinations, the students do well using EMI. He said, "the performance of our students in the national examinations is appreciable. Since I arrived here the performance of our students has been over 85%."

4.3.1.3. Impact of using EMI on students' academic performance

The interviews held with teachers and members of administrative staff at G S St Bruno Gihundwe A showed that a majority of the students were capable if using English as a medium of instruction (EMI). The advantage of using English as a medium of instruction as they said was to

master vocabularies used in various subjects taught in Secondary Schools. e.g. Geography, Chemistry and Physics, Mathematics, Economics, to mention but few.

4.3.2. F**ocus group discussion with the sampled teachers**

From the informal discussion with 8 sampled teachers at G S St Bruno Gihundwe A, it has been intimated that the phenomena of the teaching and learning using EMI is improving and bears good results as far as students' participation in the classroom and use of English in different academic activities are concerned. Teachers themselves said that even teachers of the other subjects rather than English are quite acquainted and this improves the condition. They further added that they had undertaken different trainings about the use of EMI organized by IEE and English proficiency organized by British Council to complete SBI and CPD programs which are done at the school level and delivered by the School Based Mentor(SBM), School Subject leaders(SSL) and Sector Based Mentor Trainers(SBMTs)As for students' academic performance, they asserted that G S St Bruno Gihundwe A is among the commonly appreciated schools considering the outputs in the national examinations as well as the outcomes the students from this school have after completing their studies.

4.3.3. CLASS OBSERVATION

The classroom observation was executed by the researchers in order to come to know the use of EMI by both teachers and students in the classroom as well as the students' understanding of the subject content when English is used as a medium of instruction. The class observation also focused on the students, performance through the active participation and mark scores in different evaluations given by the teachers. Thus, the researchers could observe the real situation of the teaching and learning using EMI. The said observations were carried out from senior 1 to senior6. From the observation, it has been found out that all teachers tried their best to use EMI eventhough few of them face difficulties like: bad pronunciation and shyness in speaking. The classes were communicative at all. This to say the teacher spoke and the students did so. The teachers asked questions and vice-versa.

4.4. DISCUSSION OF THE FINDINGS

4.4.1. The students' usage of EMI at G S St Bruno Gihundwe A

The findings of the study showed that EMI is highly used by the students in all activities which take place in the classroom with the rate of 93.25% and this has a positive impact on their performance in formative, summative and normative examinations. The students who mix English and the mother tongue (Kinyarwanda) are 6.74% whereas they are no students who use only Kinyarwanda or French in teaching-learning activities.Based on the discussion that took place, we found that students draw upon their knowledge in English as used as an instructional language in the Rwandan context to complete the designed academic task. Taking into account students' discussion about literature, Kinyarwanda, the first language to all the students but not officially recognized as one of the instructional languages is generally the unmarked language. Myers- Scotton, (2000). It is used some times but the students tend to shift to English depending on the language of the literature they are referring to, especially when the conversation turns to a subject-specific topic. Meaning making entails reading aloud specific passages where important concepts are explained. Through continuous reading and negotiation of meaning through translanguaging. Garcia, (2009), the group-work seems to give ample opportunities for developing the understanding of the topic under study. In fact, they read texts aloud to share content, ask questions, request for medium change, reformulate the text through lengthy and polite negotiation of meaning.

4.4.2. Students' academic performance at G S St Bruno Gihundwe A

To assess the students' academic performance using EMI researchers have considered the annual results for students who study in S1, S2, S4, and S5. The findings have shown that in academic year 2018 among all students 96.02% got a pass to a higher level after hand succeeded in all courses and only 3.98% repeated the class because of failing. In academic year 2019, 96.61% of the students got a pass to higher level and 3.39% failed to pass. In academic year 2021, 96.02% passed to a higher level while 3.98% of the students. The findings of the study also showed that S3 students who got a pass in all examinable subjects. (i.e Mathematics, English, Physics, Biology, Chemistry, Kinyarwanda, History, Geography and Entrepreneurship.) to senior four are 88.89% in 2018 and 86.22% in 2019 whereas S6 students who got certificates in their respective combinations in the following way. Students who studied MEG succeeded in all examinable

subjects (i.e Mathematics, Economics, Geography, Entrepreneurship and General Studies and Communication Skills) on the rate of 92.69% in 2018 and 100% in 2019 whereas their counterparts who did LFK succeeded in all examinable subjects (i.e. Literature in English, French, Kinyarwanda, Entrepreneurship and General Studies and Communication Skills) on the rate of 96.15% in 2018 and 86.95% in 2019.

4.4.3 Impact of using EMI on students' academic performance.

The study has shown that 64.04% of the students understand the subject content effectively and highly when English is used as a medium of instruction. 26.96% of the student respondents said that using EMI help them to perform well in different evaluations (in formative evaluations and national examinations) whereas 8.98% of the student respondents said that using EMI help them in self-expression and application of the acquired skills and knowledge. These findings agreed with David (2009) who found that there was a significant relationship between English Language Proficiency and academic achievements in mathematics. This suggests that as English proficiency increases, so does academic success. Adegoke (2013) in his study on structural regression modelling of bilingualism and achievement in mathematics among senior secondary school students in Nigeria reported a similar finding.

Mlama and Matteru (1977) conducted research from 1976 to1977 that was commissioned by BAKITA to find out the actual situation in the schools in relation to the language of instruction. They gave a detailed account of the extent to which secondary school students' knowledge of English had improved. It confirmed the alarm that had been raised about the existence of a serious language of instruction in secondary schools. Hansen, Joe B., (2000). Harb and El-Shaarawi, (2006) found that the most important factor which positively support effect on students' performance is student's competence in English. Hussein (2006) said that, "if the students have strong communication skills and have strong grip on English, it increases the students' performance and also affects positively their performance."

CHAPTER FIVE: CONCLUSIONSAND RECOMMENDATIONS

5.0. Introduction

The study intended to investigate the impact of English as a medium of instruction on academic performance of students in secondary schools in Rusizi district but GS St Bruno Gihundwe A in particular. The study revealed that the teachers and students' usage of English as a medium of instruction at G S St BRUNO Gihundwe Ais appreciable and the study also showed that they had positive attitudes toward English as a medium of instruction. The study revealed that the students' desire to master the language of instruction is boosted by the models from their teachers. the study revealed that students' English usage level is very high with the rate of 84.26% and this affects positively their participation during teaching learning process.

5.1.1. The level of English usage by teachers and students

The first objective of the study was to assess the level of English usage by teachers and students in secondary schools in Rusizi district. The study revealed that the level of English usage by teachers and students at G S St BRUNO Gihundwe A is appreciable, with the average percentage of 84.26% of students who speak English at school. On the other hand, the average percentage of (95.5%) of students said that their teachers use English while teaching. This was confirmed by the teachers' percentages which show that 87.5% viewed English language is the medium of instruction that they use to deliver the lessons and make their students understand the subject contents. Only12.5% of respondent teachers said that they mixed English and Kinyarwanda while teaching.

5.1.2. The level of academic performance of students

The second objective of the study was to evaluate the level of academic performance of students at G S St Bruno Gihundwe A. The academic performance was analyzed in terms of students' scores in three academic years 2018, 2019 and 2021(for S1,S2,S4,S5 students)as well as students' performance in national examinations (S3and S6 students) in two academic years: 2018 and 2019. The study revealed the success rate students in S3 was 86.22% in academic year 2018 and 88.89% in academic year 2019 whereas S6 students' success considering the average of both combinations was 91.68% in academic year 2018 and 91.88% in academic year 2019.

5.1.3. The impact of English usage as a medium of instruction on Academic performance of students

The third objective of the study was to identify the impact of using English as a medium of instruction on Academic performance of students in secondary schools in Rusizi district but G S St Bruno Gihundwe A in particular. The correlation was established when the attitudes of bothteachers and students, and students' grades are taken into consideration as the intervening variables. These findings support the argument of (Collier, 1988) who states that there are other numerous factors rather than medium of instruction that can affect test scores.

This implies that the level of teacher's proficiency in English at some extent affect the how much the students can achieve in Examination. Therefore, the teacher's ability to use English as a medium of instruction contributes highly to good performance as far as exam marks are concerned. It is possible that there are other factors rather than the attitudes, learners' level and teachers' usage of English have a part to play.

5.2. Conclusions

The present research aimed at investigating the impact of using English as a medium of instruction on students' academic performance in secondary schools in Rusizi district, Rwanda. In regard to the research questions, the research revealed the following:

The study concluded that the level of English usage at G S St Bruno Gihundwe A is high with, 84.26%. From the percentages it is clear that a great number of the learners use English language while at school. The study also concluded that teachers did their best to use EMI while teaching the subject content which are supposed to be taught in English as confirmed by their students with a percentage of (95.5%) who said that their teachers use EMI while teaching. The study concluded that English as a medium of instruction is used at satisfactory level in Rusizi district and G S St Bruno Ghundwe A particularly. As far as the research question two is concerned, the study concluded that the academic performance of students at G S St Bruno Gihundwe A is high and must be appreciated. The research also concluded that there must be other factors rather than Teachers and learners' level of English usage which affect the academic performance that was revealed by the study.

5.3. Recommendations

➢ The researchers recommend that Head teachers should put in place policies that aim at promoting and supporting English as a medium of instruction in their schools.

➢ Also, the researchers recommend that the teachers as role models in schools should use only English during teaching – learning process because the study revealed that teachers frustrate the desire of students to master English language.

5.4. Suggestions for further study

The present study was conducted to investigate the impact of using English as a medium of instruction on academic performance of students in secondary schools in Rusizi district but G S St Bruno Gihundwe A in particular. The similar study is needed with a larger sample in the whole country, to generalize the findings in the whole country. The study also suggests that other researches are also needed to investigate the other factors rather than English as a medium of instruction that contribute to high or poor academic performance of students in secondary schools in Rwanda.

BIBLIOGRAPHY

Adegoke, B. A. (2010). Effect of integrative approach and students' proficiency in students' achievement in senior secondary school mathematics. African Journal of Educational Research, 14, 30 -41 www.iosrjournals.org/ccount/click.php?id=6754in pdf

Alidou, H. (2004). *Medium of instruction in post-colonial Africa*: *Medium of instruction* Ph.D. dissertation. University of Western Harlow: Longman

Baker, V. (1996). *Native language versus national language literacy*: *Choice and Dilemma In school instruction medium.* Florida: Eckerd college.

Ball, P., & Lindsay, D. (2012). *Language demands and support for English- medium instruction in tertiary education. learning from a specific context*. In A. Doiz, D.

Bogdan, R. & Biklen, S. (1998). *Qualitative research for education: An introduction to theory and methods, (2nd ed).*

Brophy, J. E. (1986). Teacher influences on student achievement. *American Psychogist,4* (10), 1069-1077.

Bryman, A. (2008). *Social research methods*. (3rd Ed). New York: Oxford University Press.

Bryson, D, Kinyaduka& Joyce, F. (2013). Language of instruction and its impact on quality of education in secondary schools: experiences from Morogora region, Tanzania. *Journal of Education and practice 4(*9*)* 13

Bunyi, G. (1999). Rethinking the place of African indigenous languages in African education. In*ternational Journal of Educational Development*, *19*(5), 337-350.

Byun,K., Chu,H., Kim,M., Park,I., Kim,S., &Jung,J.(2011). English medium of instruction teaching in korean higher education*:* Policy debates and reality. *Higher Education ,62*(4),431-449.

Cissy, E. (2007). *Challenges of using English as a medium of instruction in the upper part of primary schools in rural Uganda, A case study of one primary school in Mpigidistrict:Thesis submitted for the master degree of philosophy in comparative and international education* : University of Oslo,

Crystal, D. (2003). *English as a global language*. Cambridge: Cambridge University Press.

Desai, Z. (2001, July 3–4) Multilingualism in South Africa with particular reference to the role of African languages in education. *International Review of Education*, *47*, 323– 339.

Din, Y., Do, C, &Wing, K. (2008). Evaluation of the effects of the medium of instruction on science learning of Hong Kong secondary schools: Instructional activities in science lessons. *Educational journal, 35 (2)* 37-38

Dulay, H., & Marina, B. (1982). *Language Two*. New York: OUP.

Durrheim, K., & Wassenaar, D. (1999). *Putting design into practice*: *writing and evaluating Research proposals*. Cape Town: University of Cape Town Press.

Ellis, R. (1985). *Understanding second language acquisition*. Oxford: Oxford university Press.

Fang, X. (2010). The role of input and interaction in second language. *Cross-cultural Communication, 6*(1), 11-17.

Freire, Paul. (1993). *Pedagogy of the Oppressed.* Harmon worth: Penguin Books.

Gove, A., &Cvelich, P. (2011). *Early reading*: *Igniting Education for All, A report by Early Grade learning community of practice.* London: Research triangle institute.

Hamid, M.O., Nguyen, H.T.M., &Baldauf. (2013). Medium of Instruction in Asia: Context and outcomes. *Current issues in language learning*, *14*(1),1-15

Julie, D. (2014). *English as a medium of instruction –a growing global phenomenon*. London: University of oxford

Kagwesage, A.M. (2013). *Coping with English as instructional language in higher education In Rwanda. International Journal of Higher Education, 2*(2), 1-12.

Kafui,E.(2005). *Causes of low academic performance of primary school pupils in shama sub – metro of shamaAhanta East metropolitan Assembly, in Ghana*. Cape coast: University of Cape coast

Kenya Institute of Education. (2002). *Kenya primary school syllabus.* Nairobi: Kenya national examinations council.

Kyeyune, R. (2010). Challenges of using English as a medium of instruction in multilingual culture and curriculum, 16(2), 173-184.

Malekela, G. (2004). *Secondary School Students' Views on the medium of Instruction in Tanzania.* Paper presented at the LOITASA (Language of instruction in Tanzania and South Africa) workshop, 26-28 January 2004, Arusha: Tanzania.

Maniraho, S. (2013). *Attitudes and motivation of teacher training colleges teachers and students toward English learning and use as medium of instruction in Rwanda* Johannesburg: University of the Witwatersrand.

Marsh, H., Hau, K. T. & Kong, C. K. (2000). Late immersion and language instruction in Hong Kong high schools: Achievement growth in language and no language subjects. *Harvard Educational Review*, *70*(3), 302-346.

Mbori, B. (2008). *The Interface between Language Attitudes and Language Use in a Post Conflict Context: The Case of Rwanda*. Doctorate Thesis: University of SouthAfrica.

Mchazime, S. (2001). *Effects of using English as a medium of instruction on pupils' academic achievement in social studies in primary schools in Malawi*. Doctorate thesis: University of South Africa.

Ministry of Education (MINEDUC), (2010*). Education sector strategic plan 2010-2015*. Kigali: Ministry of education.

Mkwizu, M. (2003). *Pedagogical implications of using English as the medium of instruction in teaching civics in Tanzania secondary schools*. Oslo: Institute for EducationalResearch: University of Oslo.

Munyankesha, P. (2004). "*Les défis du plurilinguismeofficiel au Rwanda analyseSociolinguistique.' Ph. D. dissertation*. Canada: University of Western Ontario.

Mutwarasibo, F. (2003). *Dual-medium language of instruction policy and practice in Rwanda higher education*. Johannesburg: University of the Witwatersrand.

Mydans, S. (2007, April 9). Across cultures, English is the word. *New York Times*,*14*(20)3536.

NISR, (2014). *Fourth population and Housing Census. Thematic report*. Kigali: National Institute of Statistics of Rwanda.

Neeley, T. (2012). Global business speaks English. *Harvard Business Review*.

Negash, N. (2011). *English language in Africa: An impediment or a contributor to development.* Nairobi.

Nunan, D. (2002). *The impact of English as a global language on educational policies and Practices in the Asia- Pacific region. Teachers of English to Speakers of Other Languages*. Ontario: Longhorn

Jeffry, J. &Punzalansss, B. (2012). On misuse of Solvin's formula. *The Philippine Statisticians 61*(1), 129.

Kakooza, T. (1996). *An introduction to research methodology*. Kampala: National Adult Education Association.

Kasomo, D. (2007). *Research methods in humanities and education*. Eldoret: Zapf Chancery
    Research consultants and publishers.

Nachmias, C. (1996). *Research in social sciences*. New York: St. Martin's National Press

Odera, P. &Okoyi, S. (2006). *Education research methods*. Kigali: Kigali Institute of Education

Patton, M. (1990). *Qualitative Evaluation and research methods*, Newbury park CA: Sage.

Patton, A. & Michael, Q. (2002) *Qualitative Research and Evaluation Methods.* (3rdEd.London:
    Sage Publications.

Prah, K. (2000). *African unity, panafricanism and the dilemmas of regional institute for policy
    studies*. Harare: university of Zimbabwe.

Rosendal, T. (2009). Linguistic markets in Rwanda: Language use in advertisements and on
    Signs. *Journal of Multilingual and Multicultural Development, 30*(1), 19–39.

Rwanda Education Board. (2014). *English testing for Rwandan teachers*. Kigali: REB

Samuelson, B.& Freedman, S. (2010). *Language policy, multilingual education, and power in
    Rwanda. Language Policy*, *9*(3), 199-215.

Van Lier, L. (1996).*Interaction in the Language Curriculum: Awareness, Autonomy
    &Authenticity.* Harlow: Longman.

Vaezi,Z.(2008). Language learning motivation among undergraduate students. *World applied
    Sciences Journal*, 5(1),54-61

Vygotsky, L. (1978). *Mind in Society.* Cambridge mass: Harvard University Press.

APPENDICES

APPENDIX 1:THE QUESTIONNAIRE FOR TEACHERS AT G S St Bruno Gihundwe A

KIBOGORA POLYTECHNIC

Faculty of Education

Department of Languages

RE: Requesting for information

We, NAKURE Valentine and MUNYANEZA Faustin are undergraduate students at above mentioned institution conducting a research for completion of my bachelor's degree in education with English and Kinyarwanda. For that reason, a questionnaire has been designed to find out the required information on this topic "**Use ofEnglish as a Medium of instruction on Academic Performance of students' in secondary Schools in RUSIZI District, Rwanda"**We kindly request you to fill this questionnaire according to the indicated instructions. The information you provide will be treated as confidential, highly valuated and used for research purposes only.

Your cooperation is highly appreciated

NAKURE Valentine

&

MUNYANEZA Faustin

✓ Answer freely to all questions and any response is considerable

✓ Put a tick in the box corresponding to the alternative you chose.

✓ Write the answer, explanations or suggestions in the reserved space, if required.

SECTION A: TEACHER'S DEMOGRAPHIC CHARACTERISTICS

1. What is your gender?   Male ☐   Female ☐

2. What is your qualification?   A2 ☐   Diploma ☐   bachelor's degree ☐

3. What is your experience in teaching using English as a medium of instruction?

………………………………………………………………………………………

4. What is your age?..

5. Which subject do you

teach?...

SECTION B: TEACHERS'USE OF ENGLISH AS MI (Questions related to objective 1)

1. What are the languages commonly used around the school environment?

   a. Kinyarwanda   b. English   c. Kiswahili   d. French

2. Which language do you think students use most of their time?

   a. Kinyarwanda   b. English   c. Kiswahili   d. French

3. Which language/ languages do you use to make your students understand what you teach them?

   a. Kinyarwanda   b. English   c. French   d. Kiswahili   e. English mixed with Kinyarwanda

4. Do you find any challenge in using English as a medium of instruction?

 Yes ☐   No ☐

5. what type of challenges do you face using English as MI?

   a. Explaining the subject content

   b. Addressing cross-cutting issues in the lesson

   c. bad pronunciation

   d. lack of contextual vocabularies

6. Which language do you use to communicate to students outside the classroom?

   a. Kinyarwanda   b. English   c. Kiswahili   d. French

SECTION C: STUDENTS' PERFORMANCE AND THEIR MARKS(questions related to objective 3)

1. In which activities do your students participate actively using English language in teaching-learning activities?

   a. Asking questions   b. answering questions   c. group presentations   d. role play

2. How many students understand questions written in English during formative evaluation?

   a. all of them   b. some of them   c. few of them   d. none of them

3. What is the average of your students' mark scores in the second term in 2017,2018 and 2019?

   a. Below 20%   b. 21-40%   c. 41-60%   c. 61-80%   d. above 81%

4. What is the average of your students' mark grades in the national examination in 2017,2018and 2019?

   i.   A   ii. B   iii. C   iv. D   v. E   vi. F

Thank you for your cooperation in completing this questionnaire!

APPENDIX 2:QUESTIONNAIRE FOR STUDENTS

Put a tick in the box corresponding to your choice

Section A: STUDENT'S IDENTIFICATION

1. What is your class: S1 S2, S3., S4, S5, S6

2. What is your gender?   Male [ ]   Female [ ]

Section B: Student's use of English (questions related to objective 1)

1. What language do you speak to communicate to the staff members at school?

a. English   b. Kinyarwanda   c. French   d. Kiswahili   e. all of them

2. Which language do your teachers use in teaching-learning process?

a. English   b. Kinyarwanda c. French   d. English mixed with Kinyarwanda

3. Which language do you use to ask questions for clarifications in the classroom?

a. English   b. Kinyarwanda c. French   d. English mixed with Kinyarwanda

4. Which language/languages do you use in co-curricular activities in your school?

a. Kinyarwanda   b. English   c. French   d. Kiswahili   e. all of them

Section C: Impact of using EMI on students' academic performance (Questions related to objective 2)

1. Do you find any benefit in studying using English as a medium of instruction?

a. yes   b.no

2. If the answer in (1) is yes. What kind of benefit do you find?

a. effective understanding   b. Self -expression   c. high performance in all courses

3. What challenges you in studying by using English as a medium of Instruction?

a. Poor vocabulary

b. bad pronunciation of teachers

c. non-use of English in daily activities.

d. English is complicated for me

4. How does learning using English as a medium of instruction affect your understanding of the subject content?

a. excellently b. moderately   c. poorly   d. never

5. How often is English used in co-curricular activities in your school?

a. always   b. often   c. sometimes   d. never

Section D: Students' academic performance (questions related to objective 3)

1.In which way do you participate in teaching-learning activities using English as medium of instruction?

a. by asking questions   b. by answering the teachers' questions   c. through role play

2. What is your average mark scores in the second term in 2019?

    a.   Below 20%   b. 21-40%   c. 41-60%   c. 61-80%   d. above 81%

Thank you for your cooperation in completing this questionnaire!

APPENDIX 3:INTERVIEW GUIDE FOR ENGLISH TEACHERS AT G S St BRUNO Gihundwe A

1. What challenges do you face when you are teaching using English as a medium of instruction?

   ....

   ....

2. What do you suggest as the impact of EMI on your students' academic performance in and outside the classroom?

   …………………………………………………………………………………………

   …………………………………………………………………………………………

   …………………………………………………………………………………………

3. In which way do you use EMI during learning-teaching activities?

   …………………………………………………………………………………………

   …………………………………………………………………………………………

   …………………………………………………………………………………………

APPENDIX 4:INTERVIEW GUIDE FOR SCHOOL ADMINISTRATIVE STAFF

1. What challenges do you think teachers face while teaching using English as a medium of instruction?

   ………………………………………………………………………………….

2.How would you evaluate and rate the sufficiency and insufficiency of English usage during teaching-learning process in this school?

…………………………………………………………………………………………………

…………………………………………………………………………………

3. What do you think is the impact of EMI on both students and teachers' performance during teaching-learning activities.

   ………………………………………………………………………………….

Thanks for your cooperation