 

**THE USE OF ENGLISH AS A NEW MEDIUM OF INSTRUCTION IN SCHOOLS: *A CASE OF GROUPE SCOLAIRE SAINT JEROME JANJA AND ECOLE DES SCIENCES DE MUSANZE IN GAKENKE AND MUSANZE DISTRICTS IN RWANDA.***

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**CERTIFICATE OF APPROVAL**

**This dissertation of Twizerimana Alphonse has been approved as fulfilling the requirements for the award of the degree of Masters of Education in Educational Management by the University of Zambia in collaboration with Open University of Zimbabwe.**

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**Declaration**

I declare that this dissertation is my original work and has not been presented in any other university or institution for consideration. It has been completed by referenced sources duly acknowledged.

Twizerimana Alphonse

**Abstract**

Rwanda has had French as the National language and Medium of Instruction before and after gaining her independence from Belgium. The country migrated from French as a Medium of Instruction to English in 2009 and has continued to use English as the official language and the Medium of Instruction in Education. It is with this background that this study was conducted taking an exploration design to establish the views from various stakeholders on the use of English as the Medium of Instruction in schools in Rwanda, a country which has used French as the medium of instruction as a former French colony as stated above. The study makes an attempt to establish the strengths, weaknesses, opportunities and threats( a SWOT analysis) of the new language policy to the country based on the various perspectives from various stakeholders ranging from teachers, parents, pupils, Ministry of Education officials and Non-Governmental Organisations (NGOS).

The data for this study was collected using qualitative research methodology. The methods used to collect data were interviews, Focus Group Discussion, and Document analysis.

The findings revealed that most of the teachers implementing the policy were not well prepared for the policy in terms of training and some capacity professional development. The study further established that as a result of this lack of training on the part of teachers, they have been implementing the policy as part of their own training on the job, implying that they are learning together with their learners. The study has also established that despite the slightly longer period of implementing this policy, communicative competence and proficiency have not reached desired levels yet. The study also found that there were insufficient qualified teachers and the situation is further worsened with inadequate teaching and learning materials, meaning that the new language policy is operating in a less conducive English learning environment. The study found out that the only place where English language is employed is the ‘classroom’ as both teachers and pupils migrate to Kinyarwanda once outside the doors of the classrooms. The study also found out that even in the same classrooms, there were a lot code switching and code mixing by both teachers and learners in order to put across the intended meaning or message. Majority of the respondents claimed that they were code switching and code mixing rather than keeping quiet or use only Kinyarwanda than facing embarrassment of speaking in broken English. However, despite these challenges, the majority of the respondents expressed enthusiasm and optimism towards the use of English as the medium of instruction and hoped that they would improve with time as they saw many advantages and benefits within and outside the country more so that the majority of Rwanda’s neighbours use English as the official language and the medium of instruction in the education systems.

This study has recommended that teachers must be given adequate training in English language and that teaching and learning materials in English must be provided so that the environment is conducive for the implementation of the new policy. The study recommends that more sensitization is done to all stakeholders on the need to support the new policy as it offered a number of opportunities such as easy trade with neighbouring member countries. The study has also recommended that there must be exchange programmes and educational trips by both teachers and learners to the neighbouring countries where English is the official language so that they are immersed in an environment that is conducive to the learning of the new language. The study has recommended further comprehensible research, away from the mere establishing the various views of various stakeholders to the actual implementation of this policy at various education levels ranging from primary, secondary, tertiary and University levels to establish the effectiveness of the implantation of the new policy.

**Dedication**

This study is dedicated to all school managers in Rwanda who have education and its steady development for self and lasting sustainability. It is my sincere hope and faith that they will find useful the information documented in this report.

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The completion of this dissertation is a result of the combined efforts of various institutions, groups, and individuals whose contribution I wish to acknowledge.

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Twizerimana Alphonse, UNZA/ZOU.

**LIST OF ACRONYMS**

EAC: East African Community

ESL: English as a Second Language

EFL: English as a Foreign Language

SWOT: Strengths, Weaknesses, Opportunities and Threats

EMLI: English as Medium language of Instruction

S3OL: Senior Three Ordinary level

S6AL: Senior Six Advanced Level

REB: Rwanda Education Board

MINEDUC: Ministry of Education

CALP: Cognitive Academic Language Proficiency

BICS: Basic Interpersonal Communicative Skills

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**CHAPTER ONE: GENERAL INTRODUCTION**

**Introduction**

Language is very vital for human beings for it plays so many different functions as argued by Smith (2002) who holds that language makes people. He also says that whatever people do, language is central and the use of language underpins the study of every discipline. He further goes on to say that to be without language is to be at a disadvantage. Part of the use of the language, it is used for teaching and learning (Smith (2002).

Language is also described as “the most valuable single possession of the human race” (Hocket, 1998). A language is not only knowledge but also action, an essential feature of our humanness and a medium of our ideas and feelings. According to Kadeghe (2005), language is a collection of signs which are arbitrary chosen but organized according to certain fixed principles.

Therefore, language is learned, shared and arbitrary system of vocal symbols through which human beings in the same speech community interact and communicate in terms of their common cultural experience or national objectives. Learning a language differs from learning any subject of study (Kadeghe, 2005)

Most African countries adopted the language of their colonial masters as official languages and medium of instruction in formal education after independence. For Rwanda, till the 1994 genocide, the country had been using French as an official language and medium of instruction. Rwandan government introduced English as a second official language alongside French (Siddiqui, 2007) with the hope of reshaping and re-starting the education system which broke down during the 1994 genocide. It was in October 2008, when Rwandan government made an unprecedented announcement declaring that French, the lingua franca and medium of instruction (MoI) for over 60 years, would be dropped from national policy, and English would take its place as the primary form of official communication. A Cabinet meeting report from October 8, 2008 requested for the Minister of Education to implement an urgent program to teach in English in all primary schools, secondary schools and in all public institutions of higher learning and those supported by the Government (Rurangirwa, 2012).

Following this brief introduction, the researcher felt the need to do a study on the use of English as a new language and as a new medium of instruction in Rwandan schools. The discussion begins with the first chapter which discusses Rwanda’s geographic, historic and linguistic background including its education system. It also highlights the reason why this study was done, its purpose and significance, objectives, main research questions. This first chapter further discusses the limitations of the study and continues discussing theoretical and conceptual framework.

**Background to the country of study**

**Geographical Situation**

Geographically, Rwanda is a mountainous country labeled as ‘A land of a thousand hills’ herald in French as “Pays des Milles Collines”. Rwanda is also a small country in size, occupying an area of 26,338 km2, and has a population of over 10 million people. Kigali is the capital city of Rwanda. The majority of Rwandans live in rural villages (Republic of Rwanda, 2005). Rwanda is an East-central African landlocked country surrounded by English speaking countries, namely Uganda in the north and Tanzania in the east; and French speaking countries, namely the Democratic Republic of Congo (DRC) in the west and Burundi in the south. Geographically, Rwanda is more rural than urban, dominated by mountain ranges. The population of Rwanda, is relatively young with one of the highest density in [Africa](https://www.worldatlas.com/webimage/countrys/af.htm). The map below shows where Rwanda is geographically located.



(Adapted from world atlas, online)

From this geographical situation where Rwanda is surrounded by both blocks of French and English speaking countries plus the population which is mostly rural, one would wonder about the kind of the official second language would be suitable for Rwanda since it is sandwiched by both Anglophone and Francophone countries! This study intended to hear from various stakeholders about the strengths and opportunities which prompted the government of Rwanda to embrace English as a new language in use and medium of instruction and not French which had been there before during and after independence. Are there any threats or weaknesses? Various stakeholders revealed more through SWOT analysis.

**Historical Background**

Rwanda’s complex past, holds strong significance in understanding its place within modern global society. Rwanda being a land-locked country in Central East Africa, has been under colonial rule from the well-known countries first by Germany, later taken over by Belgian forces following World War I. The Belgian colonization of Rwanda holds the strongest influence within current culture, particularly when examining the education system and the undertaking of French as an official language, up until most recent policy shifts (Schweisfurth, 2006). The history also shows that French was the first foreign language introduced to Rwanda by Belgian missionaries and colonizers in 1916. French language was also given the status of official language used in administration, education, and international relations in 1929 (République du Rwanda, 2005). It is also assumed that the first missionaries and colonizers were guided by Kiswahili speakers, which means that this language may have initially been used in Rwanda around 1916, but no references were made to its status. After independence in 1963, English was introduced as a subject in the Rwandan secondary schools and was assigned a relatively low status in comparison to French (Maniraho, 2013). This English status, resulted in little interest and motivation to learn English for students whose school options were not language-oriented until the post-1994 genocide period that opened the way to more complex language diversity. Now that English is the official language and medium of instruction, various stakeholders are revealing more of what is on the ground in terms of the strengths, weaknesses, opportunities and threats of the new language as a medium of instruction.

**Education System**

Before the 1900s, education in Rwanda was informal and was provided largely through the family. There were also informal training schools that offered courses on military and war skills, foundry and iron smith and basket making. Before, during and after independence, the teaching was done in either Kinyarwanda (Rwanda native language) or French (The then official language). This system of languages of education continued till 1996 when English was introduced as the second official language alongside with French. It was in 2009, when English was declared the sole and only language of education in Rwanda. One would wonder how knowledge building was done in French compared to how knowledge building is done in English as the only medium language of instruction. This study wants to find out different point of views from various stakeholders.

**Linguistic Background**

The language diversity currently found in Rwanda is a reflection of a long language history that the country has undergone since the beginning of the colonial period. Unlike countries such as Zambia, where more than seven main languages are widely spoken throughout the country, Rwanda is a country where all people within its territory use one single language, Kinyarwanda. This language situation resulted in Rwanda being a Kinyarwanda-dominated speech community. Unlike in some parts of the world, where local languages are associated to tribes or ethnic groups, in Rwanda, it is a different case. Within Rwanda, there is no such language like Hutu Language or Tutsi Language as many foreign nationals would think. The language variations in Rwanda can be traced to the arrival of European missionaries and colonists who introduced foreign languages to the country and taught such languages in Rwandan schools (République du Rwanda, 2005).

After the 1994 genocide, there was a general revision of the Rwandan system of education because of the complex post-genocide linguistic mix caused by the repatriation of Rwandan people who had undergone different systems of education in different languages. This entailed a shift in the medium of instruction, and English started playing a prominent role in the post-genocide Rwanda’s educational system.

It was in 1996, when education policy proposed the teaching of English in French schools. And this policy, influenced the policy’s objective that formulated a profile of language education whereby a pupil was expected to have acquired basic knowledge and skills that would enable him/her to speak, read, and write Kinyarwanda, French, and English by the end of primary school (Republic of Rwanda, 1996).

Drawing on the above statements, in its plan of language(s) of instruction, the 1996 education policy mainly targeted bilingualism, which was perceived as the capacity to use at least two world dominant languages which, in the case of Rwanda, were to be French and English.

However, with the beginning of 2009, the entire Rwandan education system had to shift from French to English; where French was taught as a subject and Kinyarwanda was only to be used for Kinyarwanda language courses (McCrummen, 2008; MINEDUC, 2008). In connection to this shift, before the beginning of the implementation programme, the government had to launch an accelerated English training programme for primary school teachers and hired teachers from English-speaking countries to facilitate training and offer assistance and advice to schools. In addition to these efforts, regular English teacher training during weekends and holidays, were compulsory (MINEDUC, 2008).

**Statement of the problem**

Countries such as Zambia, and many other African countries which were under British colonies, have had English as their colonial master’s language and official language and a medium of instruction in their education system for a long time. For so many years, like other African countries which were under Belgium colony, Rwanda had French as her colonial master’s language and official medium of instruction in education. However, due to the 1994 post-genocide complex language mix, in 1996, the then new government of Rwanda, introduced English to facilitate those who had no contact of French in their education background to use English as an alternative.

This situation of linguistic background implies that the Rwandan use of English was very minimal till 2008. In 2009, Rwanda education system of Medium of Instruction shifted completely and became English language only as a medium of instruction at all levels of education in Rwanda. More to this shift, many stakeholders in education started using English, teaching English, learning in English while learning the same new language of instruction. All learners from all levels throughout the country were taught in English while learning this same language.

Since this shift has been enacted and effected, this study wanted to find out the strengths, the weaknesses, the opportunities and threats of this new migration from French to English as a new language in use and medium of instruction. This study also intended to learn more from various stakeholders and establish their perspectives towards English as the new medium of instruction since 2009 in the Rwandan education system and make recommendations based on the fact findings.

**Purpose of the Study**

The purpose of this study was to find out more from what was happening on the ground since English was introduced as the only sole medium of instruction. This study offered some insights into the realities and the perceptions and perspectives of the language shift and resulting implications on the education and the economic development of the country through effective communication. Various stakeholders in education, as the target in the study, were to be of a great help in providing the information on the ground in terms of strengths, weaknesses, opportunities and threats as English is being used as a new language and as a medium of instruction. The findings will definitely help language policy makers as well as education policy makers in Rwanda, to be aware of either having attended their objectives and whether or not the policy needs to be assessed or revised or simply improved.

**Main Objective of this study**

The main objective is to establish the perspectives of various stakeholders on the new language policy of using English as the medium of instruction in schools since 2009.

**Specific Objectives of the study**

1. To identify the strengths in the use of English as new medium of instruction in schools of Rwanda
2. To identify the weaknesses in the use of English as new medium of instruction in schools of Rwanda
3. To identify the opportunities in the use of English as a new medium of instruction in schools of Rwanda.
4. To identify the threats in the use of English as a new medium of instruction in schools of Rwanda.
5. To establish recommendations towards the improvement of the system in the use of English language as the MoI in schools.

**Main Research Question**

What are the perspectives of various stakeholders on the new language policy of using English as the medium of instruction in schools since 2009?

**Specific Research Questions**

1. What are the strengths in the use of English as new medium of instruction in schools of Rwanda?
2. What are the weaknesses in the use of English as new medium of instruction in schools of Rwanda?
3. What are the opportunities in the use of English as a new medium of instruction in schools of Rwanda?
4. What are the threats in the use of English as a new medium of instruction in schools of Rwanda?
5. What are the recommendations towards the improvement of the system in the use of English language as the MoI in schools?

**Significance of the study**

First and foremost, this study is very important for the results may be of great help in order to improve the system of education in Rwanda and will help to improve the use of English in everyday lives. This study also intends to establish whether or not the teaching and the use of English have improved the situation or not or whether or not the policy has brought in motivation on the part of learners to learn better in terms of instructional understandings and practice English in other everyday lives. The study may also establish whether or not, the current context is yet favourable or not to the attainment of communicative competence in English language. The study may also establish whether having introduced English as a medium of instruction is the best way towards sustainable development through effective and efficient communication.

**Limitations**

This study has been carried out in two public secondary schools located in Gakenke and Musanze districts. Therefore, the findings of this study cannot be generalized beyond these two districts. This study also confined itself to establish the point of views of various stakeholders from the grassroots on the use of English as a national language and medium of instruction policy in public secondary schools in Gakenke and Musanze districts particularly focusing on the strengths, weaknesses, opportunities and threats.

**Theoretical Framework**



(Adapted from six models of literacy instruction by Dr. Dennis Banda PRP study work)

In this model, there are six models.

L1 is where people use first language and this can apply to most of European countries where many of them are monolingual; because they use only one language.

L2 is where you adopt a foreign language and use it as a second language. And many African countries find themselves here. In this case, African countries have adopted L2 which is mostly their former master’s language. And this L2 becomes the official language. The case of Rwanda, from her independence, Rwanda had L2 and French was the official language and not English. Currently the model is the same only that L2 which was French has been replaced by another L2 which is now English. The background of Rwanda has been all along French, before, during and after independence. But since 2009, Rwanda migrated from French to now English. The strengths, the weaknesses, opportunities and threats the shift has brought in, is what my study is all about.

In addition to the situation of Rwanda, Rwanda has been a monolingual country where Kinyarwanda (native and official language) has been used alongside French before during and after colonial era till 1994 when English was introduced as another medium of instruction. However, the national language, Kinyarwanda, was never abandoned at the expense of any of the two, foreign and second languages. In applying the above models to the situation of Rwanda, we realize that Rwanda falls into model B where we had the second language which was French and was only replaced by English as a different medium of instruction. There has been a time where there was some sort of staggering where English worked alongside French and English as an alternative for those who were unable to use French. Otherwise, currently we have model B where second and official language (French) has been replace by another second and official language (English). Meaning L2 being replaced by another L2.

What is particular about Rwanda, is that the shift has been only affecting the second languages, French and English. In this case, English replaced French as a new medium of instruction since 2009. The strengths, the weaknesses, opportunities and threats brought in by this migration, are what my study is all about

From this model, there is an implication of the shift from one language to the other in terms of education management. With reference to the situation in Tanzania which exemplified how intertwined language used in education and education itself is, particularly regarding quality of education. Martha Qorro describes a 2009 conference setting, in which the Tanzanian Minister of Education claimed that the government would be spending their limited resources on “improving the quality of education, and not on the language of instruction”, as though the two were distinct entities (Qorro, 2009).

**Conceptual Framework**

Any shift which implies switching from one language to the other, brings in fears and anxieties expecting things to change in terms of opportunities and threats to people in the society where the shift takes place. Such fears and anxieties present themselves in different forms such as strengths, weaknesses, opportunities and threats. Some people would feel advantaged that due to language effective and competent communication skills, many opportunities such as good employment, free business in and out of the country easy movement to and from other countries where the language is used, the feeling of competence in international labour market competition in trade and commerce and opportunities to study abroad in international universities. Whereas lack of enough language skills would bring in fears of losing jobs, services, power and prestige, the feeling of being limited in many different sectors of life such as education, commerce and trade, less interactions with others for social and economic development and losing touch with other languages. Once the shift from one language to the other is enacted, there is an implication of indigenous languages being supplanted, rise of social disparities, promotion of minority elites, development delay and difficulties in instructional understandings. Politically, once the switch from one language to the other is enacted and practiced, it yields global market competition opportunities and regional and international integration.

It is not clear whether or not the change of the language policy from French to English in Rwanda would produce such results above. This is what this study intended to establish.

**Operational Definitions**

*Policy***:** Policy is a way of doing something that has been officially agreed upon and chosen by the Government.

*Medium of instruction***:** Medium language of instruction is a [language](https://en.wikipedia.org/wiki/Language) used in teaching be it second language (L2) or First Language (L1). It may or may not be the [official language](https://en.wikipedia.org/wiki/Official_language) of the country or territory. If the [first language](https://en.wikipedia.org/wiki/First_language) of students is different from the official language, it may be used as the medium of instruction for part or all of schooling.

**Structure of the Dissertation**

The present dissertation is comprised of three chapters. The first chapter is the general introduction, the second chapter is about literature review, and the third chapter is methods and methodology including presentation and discussion which ends with the conclusion and recommendation.

**Conclusion**

This first chapter has introduced the context in which the research has been done. The geographical context of Rwanda, is that is surrounded by two blocks, one of French speaking and the other one of English speaking countries. And this interesting phenomenon raises much interest in having done this study in finding out the perspectives of various stakeholders in education from the grassroots such as learners, teachers, parents, administrators and education officers. Linguistic context is that Rwanda uses one native language, Kinyarwanda unlike Zambia and some other African countries that have at least more than one vernacular or national languages and where English has been in use before during and after colonization era till today. The shift from French which had been used for many years as an official language and medium of instruction for Rwanda to English which had relatively had a low status since it was introduced as a subject for study, has brought in a very fresh and fertile anger for research due to the complex of 1994 post-genocide language mix. This study is helping us to hear more from the various stakeholders on how and what the shift affected and impacted Rwanda in terms of education towards quality and the use of English language in everyday lives and growth towards social and economic development of the country. In other words, the study intended to know what is on the ground currently in terms of strengths, weaknesses, opportunities and threats from various perspectives of stakeholders. The next chapter, the researcher is going to focus on other scholars findings on language use and medium of instruction in education in Africa and in Sub-Saharan Africa in particular and possibly in Rwandan context.

**CHAPTER TWO: LITERATURE REVIEW**

**INTRODUCTIO****N**

First and foremost, this literature review is presented using themes generated from the general reading and is relevant to my study. The key scholarly literature that informs the present research, concerns the contribution made by the body of research on English as a language used and medium of instruction (MoI) in education in general, and in particular, towards English as the language of teaching and learning in a context where it is a second or foreign language. Some literature review also points out a purpose to enhance regional integration and foster social and economic development of the country. It also focuses on the use of language as the MoI, with particular focus on English as the MoI in post-colonial African nations. With regard to the MoI, the scholarly literature stresses the role of globalization and English linguistic imperialism to the current patterns of language in education policies in developing and underdeveloped countries, and especially post-colonial African nations. This literature also argues that the spread of English is more as a result of globalization than a result of it being promoted by the power of English speaking countries.

However, the language teaching has a social, economic and a political side to it which good teachers must know apart from their professional qualifications (Johnston, 20010). According to Momanyi (2003), “the quality and adequacy of resources such as human resources, physical facilities, and equipment, teaching and learning materials have a direct bearing on quality learning and use of the language as they determine how effectively the curriculum is implemented”. From other scholars, shortage of teaching materials also affects the achievements of students in other subjects and the English language in particular. Further findings also showed that the majority of schools lack adequate basic teaching and learning facilities and this has an impact in providing quality instruction. The present literature review sheds more light of it through different aspects on the use of English language and the language of teaching and learning. From this introduction, we do not know whether Rwanda has got the same experience with the above. The following paragraphs are shedding more lights on language shift impact on education and socio-economic development.

Language shift, effects and values

**Language shift processes**

Crystal (2003) states that “a language achieves a genuinely global status when it develops a special role that is recognized in every country” (p. 3). He indicates that English is not the most significant global language because it is the mother tongue in most countries, but rather it is because of the special roles English plays in different countries. The socio-economic power embedded in English language gives it a high social status and encourages people to adopt it as the language in global context. According to Warschauer (2000), there are three critical issues which contribute to spread of English; globalization, academic and employment trend, new information technology. The revolution of ‘Information Technology’ and its combination with peoples’ everyday life promoted communication from local to international scale and did play a significant role to export English language to countries around the world. Accordingly, launch of World Wide Web, as the global medium of gaining and exchanging information, has ultimately fixed the dominance of English in the world. However, with so many social, cultural and linguistic variations in the world the metaphor of “global village” has not yet been accepted among critical sociolinguists and they believe in composition of the world as a complex web of villages (Blommaert, 2010; Jacobson, 2003). This particular approach to globalization seems promising and would have positive applications in teaching and learning English to students from various linguistics and socio-cultural background. Our study is all about finding out whether the above mentioned roles English plays by certain scholars, is what prompted Rwanda to shift from French to English as medium of instruction. In order to arrive to the findings, the study will use the four objectives based on strengths, weaknesses, opportunities and threats.

Language shift refers to gradual displacement of one language by another. Hornberger (2010) proposes that language shift is manifested as loss in number of speakers, level of proficiency, or functional use of the language. According to Hoffman (1991) when a community does not maintain its language, but gradually adopts another one, we talk about language shift. Fishman (1991) explains that language shift happens in “speech communities whose native languages are threatened because their intergenerational continuity is proceeding negatively, with fewer and fewer users or uses every generation” (p. 1). As the definitions imply ‘use’ or ‘domain’ of a language is a crucial factor to maintain it. Also, language shift is always preceded by bilingualism or multilingualism. People cannot shift to a new language unless they learn (have learnt) to speak the language. Linguists and sociolinguists discuss range of factors contributing to language shift. Holmes (2008), mentions three reasons; first; economic, social and political factors, second; demographic reasons and third; attitudes and values. According to Kamwangamalu (2007) several factors are responsible for language maintenance or shift, “the most important among them being generation, the numerical strength of a group in relation to other minorities and majorities, language status and language attitude, socioeconomic value, education, institutional support, and government policies” (p. 227). In the case of Rwanda, which of the three factors made Rwanda migrate from French to English?Thisis what our study is all about.

Batibo (1992) also attributes language shift to a number of possible causes such as economic change, size of speech community, urbanization and relative degree of language prestige. As the studies on language shift suggest among the so many different reasons contributing to the phenomenon of language shift, socioeconomic, political, urbanization, attitudes and values are considered as the most influential ones. However, an important issue as Kamwangamalu(2007) explains is that these factors do not operate independently of one another but interact in complex ways to cause language shift in minority languages.

In the era of intensified globalization, mobility of people across the world has increased too. English is accepted as the language of global discourse and gaining mastery in English language promises financial security as well as social adjustment. Paulston (1988) maintains that language shift only takes place if the language being shifted to has “social prestige and economic advantage, primarily in the form of source of income” (p. 5). Like Paulston, Holmes (2008) believes that obtaining work is the most obvious economic reason for learning another language. She indicates that job seekers see the importance of learning a new language which is widely used in business. The high demand from industries for employees with English fluency has successfully encouraged job seekers to equip themselves with English and being competent in English leads to well-paid jobs too. A clear example of this category is “immigrants”. When a group of different minority language communities live in a dominant context, they would have very little chance to practice their own language. This could happen both in internal and external migration. In both situations the speakers of minority languages have little chance to practice their local language and would have to shift to the dominant language; otherwise they would not be able to survive and would be isolated. Without shifting to the language of host context the risk of isolation and being isolated would increase too. Holmes (2008) explains that they (i.e. immigrants) see no reason to keep their language therefore shift to the dominant one. Moreover, in external migration the chance of practicing the local language is even more limited and the shift happens more consciously and at a faster pace. For example, the applicants who wish to work, live or study in Australia are required to pass English language proficiency test to be eligible to apply. This indicates that such applicants make a conscious choice to choose English otherwise they would not be eligible. In such cases pressure from wider society pushes them to gradually shift the language and adapt the language and culture of dominant context. The study of Borbely (2000) on the process and factors of language shift in the Romanian minority community in Hungary also confirms that one of the factors contributing to language shift is a new social, economic or political situation that greatly alerts the life of the community.

One of the most notable effects of urbanization is high degree of geographic mobility within a certain territory or community. The geographic mobility which is gained by urbanization creates opportunities for people from different language and culture or different varieties of the same language and culture to come into contact with one to another. As a result of these changes, some features of local language and culture are exchanged with wider culture and language or one culture is assimilated within a more dominant culture. This phenomenon has some negative sides too for it will lead to reduction in the number of languages spoken in the world and one possible reason could be the ‘prestige’ and ‘usefulness’ of some certain languages in the world and marginalization of some other ones (Tandefelt, 1994). A clear example of this is the status of Brazil's indigenous languages which have lost their speakers and been recognized as ‘endangered’ since the process of urbanization has been accelerated in different areas of Brazil (Muller, 2001). The same concerning story has happened in India; the development of urban centres in the tribal areas is one of the most important causes of language shift and the direct relationship between urbanization and language shift indicates that “the higher the level of urbanization in an area, the higher the degree of language shift” (Ishtiaq, 1999, p. 108). The study of Soylemez (2004) shows that language shifts during urbanization takes place at several stages; change in accent, assimilation of culture, change in language. These stages have a consequential order and happen one after another. His study showed meaningful relation between education and urbanization; “the higher one’s access to education, the more likely he or she is to undergo an advanced urbanization process” (p. 110). Therefore it seems reasonable to conclude that level of language shift can be attributed to degree of education during urbanization process. Although studies prove language shift in urbanization, this cannot be generalized to everyone who moved from rural regions to urban areas. Still there are some individual differences which play strong role and such individual characteristics might help people to maintain their first language.

One of the important factors that impact on shift and maintenance of language is attitude (Holmes & Harlow, 1991). The speakers’ outlook and value system which is part of social value and system is the main determinant of language choice and influences people’s choice of which language to speak and which one to abandon. Baker (1992) defines attitude as “a hypothetical construct used to explain the direction and persistence of human behaviour” (p. 10). Personal attitudes and values in language maintenance or language shift are such strong forces that can cast a shadow over all aforementioned factors. Bilinguals or multilinguals have the freedom to choose the language they want in various situations. Crystal (2002) uses the term ‘language suicide’ to explain how peoples’ attitudes and values toward their own language can kill that language. He argues that “people make a conscious decision to stop using a language or not to pass it on to their children” (p. 86). As can be seen in life of immigrants, those who wish to pass on their first language to next generation create more situations to expose children with the language such as holding regular meetings, reading their first language publication, and arranging cultural and religious ceremonies. In these cases living in a foreign country and presence of English as the global language not only fades their local language but also gets a powerful medium that enables them to convey cultural dynamics to the dominant context. The findings Hatoss’s study on Hungarian families living in Australia suggests that attitudes to the host society as well as the home culture play a significant role in language maintenance or shift (Hatoss, 2003). The findings of her study also indicate that keeping a strong Hungarian identity is a strong factor in intergenerational language maintenance, and the development of dual identities does not necessarily lead to language shift.

As it has been pointed at the outset of the study, critical sociolinguists view globalized world as a complex web of settlements connected by material and symbolic ties (Blommaert, 2010). Such approach to the globalized world has positive outcomes particularly in educational context, as it will lead educationalists to develop methodologies which will focus on English as a medium to connect the heterogeneous structure of the world. Jacobson (2003) mentions that having an appropriate sociolinguistic knowledge of one’s native language is an important tool in learning English. In case of minority speakers, such approach in teaching English minimizes the risk of cultural or linguistic imperialism. Intensity, scale and scope of globalization which increases day by day make people learn English as a medium to compete internationally. In this view English is no more the killer language; rather it is a means of international communication which enhances cultural dynamics among speakers of different languages without threatening minority languages. Mc Kay (2002) discusses the significance of English as an International Language (EIL) and suggests that that “English is the key as an international language in a global sense in enabling countries to discuss and negotiate political, social, educational, and economic concerns” (p. 17). She emphasizes that learning English is necessary to have access for global discourses. Mc Kay’s view of English as an International Language frames English as an instrument of communication and expression of culture as she mentions that in global scale English enables speakers to exchange culture and idea. House (2003) differentiates between language for communication and language for identification. She explains how English as a Lingua Franca (ELF) enables people from different language background to converse in international scale and that this role of English minimizes threat to other languages. Clyne and Sharifian (2008) state that “English as the medium of international communication empowers all rather than just a particular group of speakers” (p. 8). Obviously favouring one particular variety of English as the Standard English gets threatening to minority language. These scholars who focused much of their study on language shift process and its effects, have raised good points in terms of the roles played by the language shift, their opportunities and strengths and even motives that cause the change. Our study is finding out whether some of these arguments can apply to the situation in Rwanda after or when migrating from French to English.

**Language and Education in Sub-Saharan Africa**

To categorize schooling systems based on the usage of language, Albaugh (2014) relies on the provision of a comprehensive overview of the language policies in education in African states from the colonial period, to independence and contemporary times. The first important thing to note is that all countries in Sub-Saharan Africa exclusively employ the former colonial languages for secondary or higher education. Thus, the variation between countries, is determined by the differential usage of indigenous languages in primary schooling. As regards primary schooling, Albaugh (2014) documents that language policy choices in post-independence Africa very strongly mirror the language choices observed during the colonial era. In line with colonial-era policy, the former French and Portuguese colonies employ the colonial language right from the start of primary schooling and use it for all levels of education. On the other hand, the former British colonies also continued with the colonial era policy of using multiple local languages for the initial years in primary schooling before switching to the use of English. But countries like Eritrea, Ethiopia and Tanzania employ indigenous languages for the entire span of primary schooling. These are countries that possessed a written tradition before the arrival of the missionaries. The other countries that employ indigenous languages for at least the first five years of primary schooling are Burundi, Lesotho and Madagascar. These are countries which have a large majority linguistic group, and consequently low levels of linguistic diversity (Albaugh, 2014).

With reference to Albaugh (2014) in his research about some experiments in the realm of language policy in education undertaken in the 1960-70s in Sub-Saharan Africa, one would favour the initial education to be done in familiar language rather than second language that needs to be used after one has sufficient proficiency of the language. Though the scholar raised good points but he didn’t do the profound study to find out how effective it is when using the colonial master’s language in preliminaries.

In terms of different policies implemented by the British and French, two main reasons have been highlighted; the first one was the differing roles played by Catholic and Protestant missionaries, and second one, was the differing extent of control by the state even though the underlying objective of both were identical: training a few elites to help administer the country, with little concern for the creation of ‘a productive and knowledgeable workforce’, and at the same time to ensure that the masses were sedate and controlled (Fabunmi 2009,Whitehead 2005, Bokamba 1984). This a good point, but at the same time, it is also an unfortunate one! The main reason of language choice, could have been to help learners to have quality education and good productive and knowledgeable workforce. But unfortunately, as Fabunmi (2009) pointed it out, it wasn’t the case. With Rwanda case of English language choice, we are yet to learn more from the various stakeholders in education sector why Rwanda had to replace French by English as a medium of instruction.

Laitin and Ramachandran (2015), in their theoretical framework and empirical evidence on how written tradition and linguistic diversity affect official language choice or language use in education policies came up with the following argument.

The challenge facing policy makers is to understand what policy instruments can contribute to improving learning outcomes and promote human capital formation in Sub-Saharan Africa. This part of the world is characterized by the institutional choice of having installed the colonial language as the principal language of education, government and public administration. In fact, not a single country offers secondary schooling or higher education in an indigenous language. The colonial language in turn is not the language of any indigenous group in the country, it is very different from the languages locally spoken and is not employed for day-to-day social interactions (Laitin and Ramachandran, 2015).

This stands in sharp contrast to the industrialized world, where all countries tend to employ the language of the majority group as the principal language of education, government and societal communication. In this scholarly study, the researcher explores the role of language use in education in affecting efficacy of skill formation in the schooling system. Exploring the hypothesis that the choice of medium of instruction policies in schools, is one of the important reasons underlying the large educational failures in Africa and specifically Sub-Saharan Africa. And Rwanda hasn’t been isolated in this matter.

Theoretically, the assumption underlying the proposition is that using a language, which is very different from the native language of the individual, and to which exposure on a day-to-day basis is low, results in increasing the cost of human capital formation.

The interest is in understanding the impact of medium of instruction in schools on human capital outcomes. However, as the human capital of individuals is not directly observable, need to employ an indicator of human capital. The predominant approach in the literature is to use quantity measures of human capital, such as completed years of schooling or the level of educational attainment. The relative ease in collecting quantity rather than quality based measures of human capital, as well as the assumption that an increase in quantity measures of human capital translate into an increase in knowledge and skills, have been two important reasons for employing these quantity based measures.

However, since the work of Hanushek and Kimko (2000) and Hanushek and Woessmann (2008, 2012), the literature on economics of education has emphasized how cognitive skills and not ‘mere school attainment’ predict and are ‘powerfully related to individual earnings, to the distribution of income, and to economic growth.’ Moreover, the gap between an increase in schooling attainment and a consequent increase in cognitive skills is found to be especially important for developing countries in general, and in Sub-Saharan Africa in particular. For instance, the Service Delivery Indicators (SDI) from the World Bank conducted in seven Sub-Saharan Africa countries - Kenya, Mozambique, Nigeria, Senegal, Tanzania, Togo and Uganda - show that only 30 and 29 percent of Grade 4 pupils can identify a word and read a sentence, respectively; as regards numeracy skills, only 30 percent can subtract double digit numbers and 26 percent can multiply single digit numbers. Similarly, data from the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) shows that less than a fourth of Grade 6*th* children reached the desirable level of reading literacy in Botswana, Kenya, South Africa, and Swaziland, and fewer than 10 per cent in Lesotho, Malawi, Mozambique, Namibia, and Zambia. The inability of the education system to part even basic skills suggests that a higher number of completed years of schooling do not necessarily translate into an increase in the skills and knowledge possessed (Hanushek & Woessmann, 2012).

The above suggests that using a proxy that captures quality rather than quantity of human cap- ital might be more suitable in the context of Sub-Saharan Africa.

Literacy status was determined by the individual’s ability to read an entire sentence. The exact procedure followed was “interviewers carried a set of cards on which simple sentences were printed in the major languages spoken in the country. Only women and men who had never been to school and those who had not completed primary level were asked to read the cards, in the language they were most likely able to read; those who had attained middle school or above were assumed to be literate" (Central Statistical Agency [Ethiopia] and ICF International, 2012, pg. 39).

One might be concerned that the outcome variable being considered captures a very basic skill. But in the same instance, it is important to note that the ability to read is an essential ‘capability’ to be able to access other written forms of knowledge Sen (1993); also, Hanushek and Woessmann (2008, 2012) show both that the share of basic literates and high performers have independent relationships with growth, and two, basic literacy test scores are correlated with higher order skills. The same study explores the role of medium of instruction policies in education in mediating learning outcomes and skill formation in Sub-Saharan Africa.

The evidence from the above, suggests that countries that rely on the use of colonial languages, that is, languages which are very different from the languages locally spoken and to which exposure on a day-to-day basis is very low impose high costs on human capital formation. The review of evidence from the literature suggests that language of instruction is one of the crucial factors underlying the correlations documented between systems employing indigenous languages and learning outcomes. Complementarily between language of instruction and other educational inputs might be one of the reasons why most educational interventions are ineffective in the context of Sub-Saharan Africa (SSA). This again hints at the fact that improvements in student learning in this part of the world, Rwanda included, require understanding the interaction between medium of instruction policies and the role of other educational practices and policies. Through the findings, this study is going to inform us more on what is prevailing on the ground currently in Rwanda, after adopting English as a new medium of instruction from French.

**Language policy in Africa Countries and practices in Schools**

Languages of instruction in most African countries come from Europe. The variety and the use of those languages depend very much on the colonialist legacy (Skutnabb-Kangas and Heugh, 2012). Languages of instruction in African schools include English, French, Spanish, Portuguese, and Afrikaans and are also used at primary school level (Bamgbose, 2004). But countries like Botswana, Ghana, Nigeria, Kenya, Uganda which were under British influence, and Burundi, Rwanda and DRC under Belgian influence; their Mother Tongue (MT) education was favored for the first three to four years of primary (Bamgbose, 2004). In some other countries such as Benin, Burkina Faso, Central African Republic and Niger, under French influence, Angola and Cape Verde, under Portuguese influence, and Equatorial Guinea under Spanish influence, Mother Tongue education was non-existent in the colonial period. Other African countries such as Cameroon, Ethiopia, Liberia, Madagascar, and Seychelles were under a dual language policy, in which two languages of colonizing powers were used. Another fact that can’t be ignored, is that foreign languages in Africa, are valued in education more than the local languages (Bamgbose, 2004). Even though, language choice and use, on African continent especially in Sub-Saharan Africa, hasn’t been homogeneous and explained clearly why such choices were made; but it shows that the colonial masters had their personal agenda in favouring their colonial language for use as medium of instruction at the expense of indigenous languages. One of the agenda, might have been indirect way of continuing colonization and control Africa.

It was further argued that by the end of the 1960s and through the 1970s, the debate attained its highest point on the position local languages should take in education sector (Bamgbose, 2000). During the same period of time, the major obstacle to using Mother Tongue as medium of instruction, was that most of the countries in Africa (except a few such as Rwanda, Burundi and Somalia, where all their citizens speak one language throughout the country) have many languages. The norm in most African countries seems to be the use of MT as MoI in lower primary phase; meaning first three or four years of primary education. However, there are some other countries which extended MT education up to primary six (Bamgbose, 2004).

Different other views by scholars on the choice and language preference are going to be highlighted in the following discussion.

The use of English as the MoI has increased in most world countries. In the context of Africa, some countries use English as a second language (ESL), and others use English as a foreign language (EFL). ESL and EFL are related but of different concepts.

ESL is a term used to refer to English language learning in countries that have taken English as their official language where the learners’ first language (L1) is not English. Like Rwanda, its first language is Kinyarwanda whereas English is the second language which replaced French which used to be the second language before, during and after independence till the other language was introduced in 2009.

As Richards, Platt & Weber (1992) state, an L2 is ‘a language that is not a native language in a country but which is widely used as a medium of communication alongside another language or languages’. Similarly, an L2 refers to ‘any language learned after one’s first language, no matter how many others have been learned’ (Fasold & Connor-Linton, 2006). For instance, in the context of South Africa, this is referred to as an ‘additional language’ because of the complexity of language use in which someone’s second learnt language can be another language other than English (Moodley, 2010).

In the schooling context, English is an L2 in many African countries such as Zambia, Ghana, Nigeria, South Africa, Kenya, Uganda, Tanzania, Botswana, Malawi, Zimbabwe, Swaziland, and Liberia, and these countries have all been English colonies. In these countries, English is not a native language, it is learnt and ‘used widely as a medium of communication in domains such as education and government’ affairs (Phillipson, 1992), and it serves as a lingua franca among different multilingual ethnic groups (Tollefson, 2000). This situation is different from Rwanda’s case where, Kinyarwanda is lingua franca and English is the second and foreign language. The way English is used among the above countries’ citizens, calls for interest in finding out how English as a medium of instruction is currently used in Rwandan context.

EFL is used to mean that English is used in countries where it is not an official first language. By definition, a foreign language is ‘a language which is not a native language in a country usually studied either for communication with foreigners who speak the language, or for reading printed materials in the language’ (Richards et al., 1992). From this definition, in EFL English serves as a link to foreign countries, and this means that English is not necessarily a language of communication within the country. Having defined and understood the meanings and difference between English as a foreign language or English as a second language, the current use of English in Rwanda can it qualify to be a foreign language or a second language? We are yet to learn more from the various stakeholders about current English status in Rwanda, its strengths, weaknesses, opportunities and threats. And the recommendations, if English language in Rwanda, is to be improved or not or whether it is sufficiently enough or not.

There are similarities and differences between ESL and EFL. Both concepts refer to the fact that English is not a native language, instead it is accommodated in the existing speech communities from outside, and learnt within the country. Even if second language and foreign language have been used interchangeably in the American context, there is a distinction between ESL and EFL. According to Richards et al. (1992), a foreign language is taught as a subject at school but it is not the MoI. In addition to this, in EFL, English is not primarily learnt for the purpose of the people’s communication within a country, and it is not used as an official language. On the contrary, as seen above, in ESL, an L2 is taught and used as the MoI in schools, and it is used as an official language of the country and is intended to serve for the people’s communication in certain domains, as needed (Richards et al, 1992).

This study is informed by theories of English as an L2, but it mainly focuses on the use of English as a foreign language and its impact when it is used as the MoI. Drawing on the definitions provided above, in Rwanda, English is used as a foreign language for the following reasons: Firstly, in Rwanda before 1994, English was taught as a school subject and it was not the language of government. It was learnt only to be used to communicate with English speakers, read texts in that language, or used for translation purpose (Mutwarasibo, 2003). The L2 was French, and people’s exposure to English outside school was minimal. This finding is according to Mutwarasibo (2003) study. Is the latter still the same as we conducted this research? Or the stakeholders from the grassroots, do they view it the same way like the last Rwandan scholar in terms of its strengths, weaknesses, opportunities and threats?

From the study done by Munyankesha (2004) and Samuelson and Freedman (2010) and Sinclair (2012) that the infrequent use of this language implies that English is still a foreign language because, although it is the MoI and the language of government, it is not Rwanda’s main language of communication. Literature shows that the majority of Rwandans (99.7%) communicate in their MT Kinyarwanda, while a small proportion (1.8% - 5%) can use English (Munyankesha, 2004; LeClerc, 2008; Samuelson & Freedman, 2010; Sinclair, 2012). Is this situation still the same even up today and viewed in the same way by the various stakeholders in education sector?

Even though the same situation would apply though skeptical to today’s development, the problem of insufficient proficiency and other problems and difficulties in English as the MoI and its consequences to learning are not new to the African continent and Rwanda is part of Africa. However, there have been a number of MoI shifts in educational systems in sub-Saharan Africa where some countries moved away from using the former colonial language as the sole MoI after independence and combined it with the local languages for successful education. This was the case in Tanzania where English was combined with Kiswahili (Alidou, 2004; Brock-Utne, 2005), in Malawi where English was combined with Chichewa (Mchazime, 2001), and in Botswana where English was combined with Setswana (Nkosana, 2011). Countries such as Burkina Faso, Mali, and Niger, which had maintained the colonial language of French as the sole MoI, experienced serious educational problems due to the lack of the mastery of the MoI (Alidou, 2004). This means that the switch away from the colonial language was positive because it had always posed a problem for learners.

Although the problem of insufficient proficiency in English among learners in most African remains, there has been an increase in the adoption of English as the MoI. The recent case of Rwanda has attracted research curiosity to discover why English is spreading as the MoI despite educational challenges it presents. Like, Malawi, Tanzania and Botswana, could Rwanda have adopted the mixture of Kinyarwanda and English as an alternative? If Rwanda did the same mixture, could there be any difference from adopting English as a unique second and medium of instruction from French. A study could have been done on assessment the period when Rwanda had French as a unique medium language and when English was introduced as an alternative from French. We decided to establish various perspectives from the grassroots in order to get the real situation prevailing in terms of strengths, weaknesses and opportunities and threats and possible recommendations if English as a medium of instruction is to be improved or not.

**Medium of Instruction and Development in Africa**

Education, whether formal or informal, is perceived as development and language is the major medium of instruction and a great tool for communication through which innovations, ideas, views and opinions are transmitted from one person to another, institution to institution, and country to country. African scholars as well as their western counterparts have documented substantial evidence showing that Africa was on a positive trend to steady development before colonialism was ushered in, which stunted Africa’s technological development (Owino, 2000b). The pre-colonial Africa’s development is manifested in the superior architectural designs of the Egyptian and Sudanese pyramids; the progressive socio-political structures of the greatest kingdoms of Buganda, Mali, Ghana; the impressive ruins of Iron Age at Engaruka; and the most famous sites of surviving stone ruins of Great Zimbabwe (Owino, 2000b; Kiwanuka, 1967).

 But, colonialism started on a journey of altering the psyche of the African elite from the indigenous technology hence rejecting everything African including African languages and indigenous education, to cherishing anything European (Owino, 2002). The setting in of the new era disoriented the African technology which was quickly replaced by a theoretical European education that was propagated by a foreign medium of instruction. One of the crucial initiatives to address the issue of language in education and development in Africa, took place in a workshop held in Addis Ababa in March 1990. The theme of the workshop was ‘The Cultural Prerequisites and the Role of Women in the Application and Development of Science and Technology in Africa’. ‘One of the most important lessons of this workshop was the declaration of the centrality of language issues to the whole discussion of development in Africa (Prah, 2002: 9).

It was explicitly pointed out that African languages should be at the forefront of revamping the education system in Africa if Africa is to develop. The medium of instruction in school dictates to a large extent the attainment of knowledge and skills at all levels of the education system. Furthermore, the medium of instruction can promote, stagnate or even stifle the acquisition of knowledge and skills that are pertinent to development. It is unfortunate that the major media of instruction in African Schools emanated from foreign cultures! And, as much as such media of instruction are regarded as second languages to the respective countries where they are employed, they are largely foreign languages in structure and mutual intelligibility apart from Arabic. The four major languages that occupy the education space in Africa include French, Portuguese, Arabic and English. Of the four languages, English enjoys a lion’s share not only as a medium of instruction in the education system but also as an official language in other formal settings (Prah, 2002).

On another hand, the proponents of English as a medium of instruction in the education system would say that Africa is fortunate to have English because it’s a global language of science, technology and the academics in general. English as a language is heavily entrenched in the education system, and has massive literature in almost every discipline and therefore a major international language of Education and communication (Katamba: 1994). There are massive opportunities and prospects for Africa to be associated with a language of this magnitude – that is English (Katamba: 1994). On the other hand, it is to a certain extent a worry to many academicians in Africa and at the global level that English as a second language to some Africans and a foreign language to many of them, is a major medium of instruction in the education system. As much as English is a second language in all the Anglo-phone countries in Africa, a substantial number of indigenous people are not fluent in the language and their level of mutual intelligibility is generally low. Uganda as one of the Anglo-phone countries in Africa has over 60 indigenous languages, two official languages, that is, English and Kiswahili which have no indigenous speakers, and a number of foreign languages (Katamba: 1994).

The national language policy envisages the education system in Uganda to be bilingual though in practical terms, it is highly monolingual in as far as the medium of instruction is concerned. The bilingual nature of Uganda’s education system is only manifested at lower primary in some primary schools in rural areas. The indigenous languages are taught as subjects in some selected schools and institutions. The national language policy singles out six area languages; languages of wider communication and they include Luo, Lugbara, Runyankore-Rukiga, Runyoro-Rutooro, Ateso/Akaramojong, and Luganda. Luganda which is spoken by a third of the population is taught as subject at all educational levels. French, German, Arabic, Kiwahili and English are also taught. English is a second language and an official language in Uganda. English is the medium of instruction from Primary Four to tertiary institutions and the local languages or mother tongue employed in the early primary (The Government White Paper on Education, 1992). With the thought of bilingual, though not fully in practice in Uganda, as a neighbouring country to Rwanda, a comparative study could have been done on how effective the bilingual system could have worked in Rwandan context from Ugandan experience. Borrowing the same experience, every system comes with its own strengths, weaknesses, opportunities and threats. This is what our study is all about from various stakeholders.

The recent research findings on use of mother tongue as a means of instruction in the lower primary indicate that there is a relative level of adherence to the language policy in the first three years of primary school (Piper, 2010). On the contrary, mother tongue as a medium of instruction

is quite disregarded in primary schools in both rural and urban areas, and English is still employed as a medium of instruction due to the prestige attached to this language. However, research has indicated that Children learn better and are able to acquire knowledge and skills when they are taught in their mother tongue (Bunyi, 1997; Obondo, 1997; Government White paper on Education 1992). Children and adults are likely to grasp concepts better in a language which is familiar to them. A lot of research has been carried out to this effect. Therefore, this study was geared towards establishing various perspectives from stakeholders in terms of strengths, weaknesses, opportunities and threats where English as a medium of instruction is employed in the classroom, and its implications to the attainment of knowledge and skills.

**Choice and Preference of languages**

Norton (2013) shows that learners prefer to learn a language because of future benefits occasioned by the use of that language. This shows that learners are motivated to learn a language because of future symbolic and material benefits. Among these benefits, learners may be motivated to learn a second language (L2). English language for instance, learners have an ideal association with the language, such as becoming a rich person, a politician, or a famous singer, actor, or player who is a member of the English-speaking community. Could this be the case for Rwanda having chosen English to replace French as medium of instruction? Were different stakeholders consulted to hear their views about which language they would decide to use. Norton (2013) raised a good point where he argues that people choose the language because of its benefits.

On the other hand, the linguistic environment plays also an important role for the learners’ choice and preference of a language and motivation to learn it. Ho (2003) argues that the interest in a foreign language and motivation to learn it on the part of learners is often increased because the language is used in their area or region. For instance, Ho (2003) points out that learners in rural areas may not be motivated to learn English because they do not have foreign contacts with whom they can practice the language. This situation differs from the one in the urban areas where, in addition to foreigners who speak English, there are many other language learning attractions such as books, newspapers, TV, posters, advertisements, etc., which facilitate language learning and promote the learners’ preference of a target language.

Researchers such as Garton, Copland and Burns (2011) found out that the best way to motivate learners to like English and learn it effectively is by teaching it through stories, songs, visuals, and games, strategies that young learners enjoy. These researchers point out that strategy that learners enjoy attract their attention, control their discipline, enable them to remember what they learnt with the teacher, and therefore, encourage their enthusiastic participation, which results in effective language learning.

**Language policy decisions**

Attitudes towards language policies, have been taken as important determinants of success or failure of language policy use. It has been argued that when attitudes towards a language policy are positive, the use is likely to be successful (Baker, 1992; Spolsky, 2004; Ricento, 2006). On another hand, when attitudes are negative or counter to the prevailing community’s perceptions, the use is doomed to failure. This would mean that before implementing any language policy, positive attitudes of implementers and anyone that is concerned by language policy are necessary. As Adegbija (1994) notes, attitudes have great implications in education, and not recognising this, may result into the failure of the policy, which can mean the failure of the education system. For Baker (1992), it is worth investigating the attitudes of the implementers of a concerned policy because they are indicators of the thoughts, beliefs, preferences, and desires of the community. From different perspectives, we will certainly know the type of attitudes various stakeholders had when English was introduced and their attitudes currently after the language has been in use for relatively some time.

However, attempting language shift by language planning, language policy making and the provision of human and material resources can all come to nothing if attitudes are not favourable to change. Language engineering can flourish or fail according to the attitudes of the community. Having a favorable attitude to the subject of language attitudes becomes important in bilingual policy and practice (Baker 1992).

This quotation suggests that attitudes predict the success or failure of a chosen language-in-education policy for a particular community of implementers and recipients of that policy. This means that people who have good or positive attitudes towards a language of instruction, are likely to perform better in that language, while those who have bad or negative attitudes are likely to perform poorly. In fact, in response to Baker’s (1992) views, the researcher understands that attitudes provide an indication of the chances of success in policy implementation, but there are also other factors such as language proficiency (Cummins, 1999), communicative competence, and learning environment and learning materials (Brown, 1994) that may contribute to the success or failure of learning through a given language. Can these findings by Baker’s (1992) apply to the situation in Rwanda? This is what our study is all about.

In many nations, decisions on language education policies have not often involved citizens and the public at large (students, teachers, parents, schools administrators and other residents) (Bamgbose, 2000). In addition to this, there is often a lack of negotiation, research, needs analysis, or discussion before launching the implementation of the new language policy (Shohamy, 2006), and this can result in ‘drastic’ or ‘sudden’ policies (Pearson, 2013).

Attitude studies have indicated that language policy implementation is a process that has to be handled progressively. For instance, in Namibia, parents requested that their children be educated in English, which resulted in a language policy change from Afrikaans to English as the MoI in Ovambo schools in 1981. Next, in 1988, the University of Namibia also switched to English as the language of instruction. Later, in 1990, the independent Namibia opted for English as the language of liberation, the language of political and social integration, and the MoI. Whether different stakeholders were consulted before introducing the new language, is what our study wants to hear from learners, teachers, administrators, education officers and other relevant stakeholders concerned about education in Rwanda.

In terms of planning a language-in-education policy, Kaplan and Baldauf (1997) indicate that policy planners need to ensure that they have sufficient qualified teachers and necessary materials. They need the local community views about the policy and establishment of assessment systems to monitor progress, and since all of these have financial implications, they also have to determine financial costs. Considering the above processes of policy planning and implementation, it can be seen that a successful language policy requires careful exploration before enacting it, because ‘policies that are too drastic, sudden, or theoretical may fail in actual practice, and unintended realities may ensue’ (Pearson, 2013). With reference to the above literature, what are the views of stakeholders about the whole process this language shift went through?

**The spread of English**

The spread of English has been a controversial issue for researchers. Phillipson’s (1999) theory of linguistic imperialism suggests that the spread of English is due to the intentional and conscious policy perpetrated by the British and American powers in order to promote their language together with ‘Capitalism, Transnationalisation, Americanization and Homogenisation of World culture, Linguistic, Cultural and Media Imperialism’ (Phillipson, 1999, p.29). Another theory that refers to the spread of English as linguistic imperialism is ‘linguicism’ or ‘linguistic genocide’ (Skutnabb-Kangas, 2000, 2001). According to her, English is a ‘killer language’ in the sense that the more it is used in most domains of life and various places, the more it reduces and limits the use of other languages. Since English replaced French since 2009, has French language disappeared or it is still used among Rwandans?

For Spolsky, English has spread because of the ‘economic, political, military, communicative, cultural and social imperialisms’ (Spolsky, 2004, p. 79). In this vein, Spolsky (2004, p. 87) emphasises the spread of English on the basis of socio-economic evolution stating that ‘the socio-economic forces encouraging the spread of English are now indigenous in most countries of the world, and do not depend on outside encouragement or formal-language diffusion policy.’ This opinion has also been shared by researchers such as Tollefson (2006, 2009), Kramsch (2012), and Cook (2013) who show that the diffusion of English is attributable to the causes or effects of globalisation.

Globalization is a concept that became a buzzword in information technology, education, economics, media, politics, commerce, etc. It is used to refer to ‘a complex, interconnected but partly autonomous set of processes affecting many dimensions of social life (economic, political, social, cultural, environmental, military and so forth) which constitute changes in spatial organization of social activity and interaction, social relations and relations of power, producing ever more intensive, extensive and rapid interconnections, interdependencies and flows on a global scale and between the global scale and other (macro-regional, national, local, etc.) scales’ (Fairclough, 2006, p. 163). Like Fairclough (2006), the researcher maintains that globalization relates to an interconnected and interdependent world in which the geographical borders of nations are dissolved by the increase of world cooperation between political, economic, social, cultural, educational, and technological agents, and many more. We are well aware that in globalization, there is an increase of the migration levels, which demands a convergence of multilingualism and multiculturalism to a lingua franca for communication. In education, globalization implies an increasing demand of a common MoI worldwide, which is currently English.

Further explanation for the spread of English related to Kachru’s concentric circles, especially the expanded circle, is based on multilingualism and multicultural issues that have raised English to the lingua franca and being a vehicle for communication. Recent studies on teaching English as a foreign language, such as those of Kramsch (2012) and Cook (2013), argue that EFL teachers should cope with the advent of globalization (media and global communication) and the mobility of humans and goods that reflect the use of different codes.

According to these studies, EFL teaching has contributed significantly to the development of global and multilingual competence, which makes English dominate world communication. According to Cook (2013), the aim of English language teaching in the new methodologies is not to produce a native-speaker or the shadow of a native speaker, but to produce a successful L2 user.

To account for the effects of globalization on the spread of English, one can say that language policy issues cannot only be considered in terms of language as such, they have to be dealt with in a much wider context including the causes or effects of globalization. Recent evidence of this, is evident in Rwanda which chose English, not because of the imposition of the super powers (colonizers for instance), but because of its unification with other countries for economic, political, military, communicative growth, and its integration into a global society for social, economic, political and cultural modernization (EAC, 2007). In 2007, Rwanda joined the East African Community (EAC) (EAC, 2007), and in 2010, it became a member of the Commonwealth (VOA News, 8 March 2010), and both organisations use English as their official communication language.

According to Conrad (1996, cited in Spolsky, 2004), the learning of another language increases the power of the learner, which is contrary to Phillipson (1992) who assumes that the learning of another language puts the learner under that language’s domination. Instead of looking at the diffusion of English as a result of the English-speaking authorities’ efforts, Conrad (1996) and Spolsky (2004) note that the power that the learner gets from a new language, such as English, is the one that attracts the burgeoning population who seek to be proficient in English. In other words, English spreads not because of its ‘linguicism’ (Phillipson, 1992), the term used to qualify ‘the intentional destruction of a powerless language by a dominant one’ (Spolsky 2004, p. 79), but because of its ‘imperialism’, a concept that Conrad (1996) and Spolsky (2004) use to refer to the global forces that contribute to the continued spread of English.

Much evidence from literature shows that the spread of English is the result of economic, political, military, technological, and other influences, rather than the result of the control of language managers. Echoing Spolsky (2004), ‘the major factors now affecting the spread of English are associated not with empires or with major campaigns for language diffusion such as those still being conducted by the French, the Spanish and the Portuguese, but come from the changing nature of the world and of its reflected language system’ (Spolsky, 2004, p.88). Indeed, English has been losing its association with particular Anglophone cultures to the point that currently it is identified as a lingua mundi (Lamb, 2004).

**Effects of English Language as a Medium of Instruction**

Extensive discussions on the language of teaching or the MoI, especially in the context of second or foreign language, have revealed that globalization has influenced many countries to adopt English as the language of instruction (Tamtam, 2010). A number of studies have found that the use of English second or foreign language as the MoI reduces classroom teacher-learner interactions (Linder, 2011), negatively affects the learners’ negotiation of meaning (Macaro, 2012).

In their study, Evans and Morrisson (2011) found that students learning in English in Hong Kong had difficulties understanding technical concepts and lectures. Due to the lack of learner-teacher interaction in the classroom, learners had to combine many strategies such as peer mentoring, hard work in both English and MT, and consultations with the lecturer outside of the lecture time. Similarly, Lo and Macaro (2012) found that when Grade 9 students in Hong Kong switched from their MT to English as the MoI in Grade 10, lessons became more teacher-centred because the students’ participation through teacher-learner interaction was reduced, and learning in English became difficult.

It is worth noting that the challenges faced by most education systems emanate mainly from learning through a language other than one’s own, or a language that learners have only previously encountered as a subject for a short time before its use as MoI. Research in language policy and practice has shown that academic success, meaning, acquisition and dissemination of knowledge, depends on the ability to use the language of instruction proficiently (Evans & Green, 2007). English has been chosen as the MoI in many schools, and the way it has been handled in different societies has provoked substantial discussions that are reviewed below. The global spread of English has pushed many post-colonial nations to opt for English as MoI. The use of English as MoI in post-colonial Africa has been highly controversial. Research studies indicate the tensions between the post-colonial language policies for English as MoI and the role of the local languages for cognitive development of children at school (Rubagumya 2003). These studies addressed the problem of whether the use of English as the MoI results in better academic performance, or whether the use of English as the MoI increases the learners’ participation in their learning process. The findings indicate that learners are not linguistically prepared for instruction through the medium of English. For instance in Malawian (Mchazime, 2001), Tanzanian (Rubagumya, 1990; Brock-Utne, 2005), Kenyan (Bunyi, 2005), and South African schools, in which most, if not all, of the learners are native speakers of African languages (Macdonald & Burroughs, 1991; Brock-Utne, 2005), learners cannot adequately cope with learning content subjects in English because of their limited mastery of the language of instruction.

Rassool (2007) notes that colonisation imposed colonial languages, (e.g. English, French, and Portuguese) on the colonised people as the official languages and as MoI in order to help colonised nations to develop their human resources for the global labour market. The competitive global labour demands triggered intense learning of the former colonial languages in order to gain access to jobs and services. This resulted in the predominance of colonial languages, particularly English (Skutnabb-Kangas, 2000), and the regression of local languages.

The worldwide use of English has triggered the widespread desire for English as the MoI. Unlike Rwanda which has one common and native language, the radically increased role of English in the world made substantial changes of language use in the sense that local languages are no longer useful beyond the specific territory of the nation-states. This is evident in the trend of nations demanding that their citizens learn English for international and global functions and for economic and academic purposes (Shohamy, 2006; Rassool, 2007; Phillipson, 2009). During the colonial period, English supplanted indigenous languages in the formal context to the extent that the latter languages were limited to primary school education in order to curtail opportunities of the colonised within the society and in the labour market (Rassool, 2007). To be competitive in the labour market, colonial language policies demanded instruction in the language of power (English). This colonial language-in-education policy entailed social disparities characterised by promoting the minority elites through formal English education, and leaving the rest of the population outside formal education. According to Shohamy (2006), the use of one particular language over others often serves to establish and maintain the social and economic superiority of members of a dominant central group in relation to those outside the group (Skutnabb-Kangas, 2000; Tollefson, 2006).

For Rassool (2007), the imposition of languages of power led to the marginalisation of indigenous languages and became an instrument of maintaining colonial language hegemony. However, although the colonial language policies affected the contemporary African post-colonial educational practices, there have been polemic arguments by the local communities and governments on the post-colonial language policies’ choice of language.

Economic needs, technological modernisation, and globalisation have pushed African nations to maintain English as an official language and the MoI. In the case of Rwanda, instead of maintaining its former colonial master’s language, Rwanda shifted language which had nothing to do with its colonial language! And that is no other than English. As Pennycook (1994, p.13) states, ‘it has become the language of power and prestige in many countries, thus acting as a crucial gatekeeper to social and economic progress’. This shows how English has become a key to facilitating access to social, educational, political, and economic mobility. With regard to the economy, although colonial language policies were initially regarded as oppressive, post-colonisation they contributed to facilitating access to the labour market. People who were literate and could speak the colonial languages of power were able to access life opportunities because they could get jobs as opposed to those who had not been to school could not access these opportunities (Rassool, 2007).

Besides the economic role of English in the post-colonial African societies, English as the MoI was also supported by many parents who sent their children to school to acquire more globally marketable communicative competence in English. Governments also valued the role of English in education and expressed the need to acquire this language, as Pennycook (1994, p. 261) notes: As English spread into Africa through trade, missionary work and education, it developed close ties with religion, intellectual work and politics. As the definition of what it meant to be ‘educated’ came to be seen increasingly in terms of Western education, and, therefore, in terms of ability in English (or other European languages), speaking English and being an intellectual came to be almost synonymous.

From the above several points from different scholars on the effects of language shift, our study is finding out whether the highlighted relevant issues to our study reflect the current situation in Rwanda, after shifting from French to adopt English as medium of instruction.

**CONCLUSION AND LITERATURE GAPS**

The raised themes embedded in the literature review discussions were mainly based on various studies conducted on the language shift and the effects that this produces in the education. What came out in the above literature review is that research scholars share common ground that any language shift makes changes in the society especially on the individuals or and the society at large or and a country choosing the language. This means that language shift implies strengths, weaknesses, opportunities and threats from the language adopted. Studies concluded that there is much clear link between benefits, difficulties in learning the new language, financial costs implications, difficulties in understanding technical concepts and lectures in the new language.

However, only limited studies, if not none, have been conducted on the different perspectives from the grassroots stakeholders in education. Examples from countries that did what Rwanda did have been given. However, no profound studies were done on the perspectives of various stakeholders such as learners, teachers, administrators, education officers and other relevant members involved in education sector.

The way the language shift has been done in the context of other African and Sub-Saharan Africa, may not be applicable to Rwanda. Reason why this study wanted to find out what is happening in Rwanda since the adoption of English replacing French as medium of instruction. In addition, replicability of research process on this same research theme does not necessarily imply production of the similar results when it comes to different contextual setting and time frame. What the study obtained as findings in one environment and time may significantly differ from those of other environment or time. Checking the applicability of the models and theories and conceptual framework proposed for exploring and understanding of various effects in the new language shift in Rwanda and its implications constitutes one of the new future research gap.

**CHAPTER THREE: METHODOLOGY AND METHODS**

**INTRODUCTION**

For an academic study to be successful and to attain its objectives, V. Uwizeyimana (2015) contributed that it has to be well planned in advance, and respect the relevant scientific research methods. This chapter presents, explains and justifies the research design and the research methodology of this study. It also describes the sample and sampling procedures, instruments and their validity and reliability, data collection procedures, data analysis procedures and data interpretation and recommendations.

**METHODOLOGY**

**Research Approach**

The research approach used in this study is a qualitative method. The advantages of qualitative method are that it is flexible and can be used in a wider range of situations and purposes (K, Punch, 2009). Because of its suitability, qualitative approach is employed in this study especially to explore readiness, responsiveness, and attitudes of stakeholders to obtain deep perspectives and information from the respondents for the deep understanding of English use as a new medium of instruction in Rwanda.

**Research Design**

According to Churchill (1992), study design is “a framework or plan for the study used as guide in collecting and analyzing data”. The research design reflects plans for tools to be used and goals to achieve as it is implied in the definition of research design. As proposed in Blaxter’s, Hughe’s, and Tight’s (2001) studies, descriptive and narrative design using tools such as interviews and person to person interactions will be resorted to and administered to a representative sample drawn from students, teachers, administrators of GS Saint Jerome Janja and E.SC. de MUSANZE of Gakenke and Musanze Districts, education officers and other relevant authority involved in education sector. This will enable the researcher to collect both qualitative data, to describe the population and to account for diverse phenomena in this study. Personal interviews have been accorded to selected individuals from the target population of both schools.

**METHODS**

The methods used to collect data were interviews, Focus Group Discussion, and Document analysis.

**Documentation**

The school documents and the books from the library were used as reference to obtain data informing of teachers’ responsiveness measurement, learners’ performance of both schools. These documents provided records of information on English as a medium of instruction.

**Focus group discussions and interview guide**

This consisted of pre-established set of questions aiming at Interviewing and sparking discussions in view of collecting data. (Leung W. C., 2001). The focus group discussions was initiated with the purpose of stimulating conversation among administrators and education officers and priests participants to elicit their views, perspectives and opinions towards the use of English language as medium of instruction. The researcher ensured that participants be more open and this gave the researcher the possibility to cross check one individual’s opinion with other opinions gathered and this interaction enriched the quality and quantity of information needed.

**Target Population**

Mukurira (2012) viewed that the target population were all the members of a special group that are accessible to which study relates. In this research, the target population that have been recruited are from two public boarding schools namely G. S. Saint Jerome JANJA and Ecole des Sciences de MUSANZE from Gakenke and Musanze districts respectively. It is in the belief of the researcher that these schools represent urban and rural areas helping therefore to account for inconsistency in both different areas. Initially, the study population from whom target population has been drawn encompasses categories of people with one or more characteristics in common namely teachers, students, administration staff members from both schools. Owing to their involvement in education, the researcher considered that Catholic Priests were very much resourceful because the Catholic Church in Rwanda owns the highest number of schools in all levels and therefore their daily involvement in education was very apparent and crucial. Local educational administrators were also part of the relevant authority from whom there were provision of documents needed to enrich the research particularly their input in gathering policy implementation data and results. The table below shows the distribution of the target population from both schools following a certain sampling procedures.

**Distribution of target population of G. S. ST. JEROME and E. Sc. de Musanze**

|  |  |  |  |
| --- | --- | --- | --- |
| Strata | Number | Sampled number | Sampling procedure |
|  | GS Janja | E. SC. Musanze | TOT | GS Janja | E. SC Musanze | TOT |  |
| **Students** | 224 | 229 | 453 | 40 | 42 | 82 | Statistical formula |
| **Teachers** | 35 | 24 | 59 | 13 | 12 | 25 | Judgmental sampling |
| **Staff Member** | 7 | 5 | 12 | 2 | 2 | 4 | Judgmental sampling |
| **Priests** | 2 | 2 | 4 | 2 | 2 | 4 | Judgmental sampling |
| **Educational local Administrators** |  |  | 2 |  | Judgmental sampling |
| **TOTAL Sample** |  |  | 117 |  | - |

Source: Primary data; G.S St Jerome JANJA (2018)

**Sampling Procedures**

Having obtained the representative sample of study population to be involved in the study, the remaining assignment at hand, was to pull out and allocate the sample number among different population stratas with reliable means. Both probability and non-probability sampling techniques has been utilised.On account of the special attributes of some population elements, purposive sampling as a non-probability sampling procedure has been used. Drawing on this procedure, “subjects will be given more credit to be selected because of its special characteristics which can enable to reach at the objectives more easily as they are interesting case” (Blaxter & Tight, 2001).The aforementioned sampling method enabled the researcher to select 2 schools because of their representing characters basing on urban and rural attributes and having both complete levels of secondary education (Ordinary level and Advanced level). Under the same procedure, only classmonitors and monitresses learners from the Ordianary level and Advanced level classes were recruited basing on the fact that they were best representative elements to establish some perspectives on the use of English as medium of instruction. Language teacher-mentors of the aforementioned selected classes were also targeted. Two representatives from educational administrators body were also a target on basis of their expertise and their being resourceful and reliable informants. The selected parents are two current chairpersons of the General Assembly from both schools.

Under probability sampling, stratified simple sampling technique has been used with a view to accounting for heterogeneity of the target population and determine the representative number of each sub-group(students, teachers, staff, parents and local administrators and priests) that are more closely homogenous than the total target population (Blaxter & Cohen L., et al., 2001).

**ETHICAL CONSIDERATION**

Hancock & Algozzine (2006) cautioned, “The researcher must adhere to legal and ethical requirements for all research involving people”. The research subjects should not be deceived and must be protected from any form of mental, physical or emotional injury”. To comply with these regulations of research ethics, a declaration of research purpose, confidentiality and privacy statements have been incorporated in the informed consent section attached to the questionnaire and interview guide. Good rapport was established to ensure good and voluntary teacher’, all stakeholders participation. The researcher is to ensure that there are no cases including possibility of physical or psychological injury, discomfort or degradation occasioned by the research execution (Hancock &Algozzine, 2006). The researcher has to be vigilant enough togive details of how feedback will be available to participants in the brief summary of the project.

**PRESENTATION AND****DISCUSSION OF FINDINGS**

**Introduction**

On this point of presentation and discussion, the researcher presents the findings emanating from the data collected from different stakeholders in two secondary schools in Gakenke and Musanze districts of Northern Province in Rwanda, from parents, education officers and other relevant authority involved in education. Findings drawn from each of the research instruments are presented separately. Furthermore, findings are presented following research questions and themes generated from the research to see whether the study has answered the research objectives.

**Findings and Discussion**

Through a interview guide questions, questions were prepared in advance in order to give participants ample time to the real heart of the study and have enough time to think and provide the true image of the prevailing situation in the use of English and medium of instruction in schools of Rwanda. All interview questions were put in both languages for easy understanding the question. In addition to this, semi-structured interviews were conducted with an interview schedule of guideline questions to ask. Participants were informed of what the study and interviews would entail, and their right to opt out of the interview at any time. Interviews were audio-recorded for later transcription, and minimal field-notes were taken as well, to note logistical or environmental observations. A tri-lingual translator was present, fluent in English, Kinyarwanda, and French, allowing for participants to ask and answer questions in whichever language they felt most comfortable. Interviews lasted between 45 minutes, including time used to explain the study, participant information sheet, and consent form to the respondents.However, the responses of participants have been analysed and categorized into four dominant themes: Strengths, weaknesses, opportunities and threats of English in use as a new medium of instruction.

In terms of the strengths of English, the notion of English being the key to economic prosperity came up vividly from the respondents. What was surprising is that teachers seemed to see that without a sound knowledge of English, they would be at a disadvantage in comparison to their neighbor countries. The official treaty of the East African Community (EAC) does acknowledge the concept of “economic integration”, particularly through the creation of a Common Market. This would provide minimal to no tariffs or barriers on trade between EAC members, as well as “free movement of labour (EAC Treaty, 2010, article 76). Such stipulations would allow for both increased cooperation and competition among professionals in East African countries, and with English as the official language of the EAC, it is highly understandable that teachers would consider this as vital to the strengths of the shift. It also indicates that teachers are well aware of the importance and implications of using English in sectors besides education, and that this language has a wide reach, shaping various corners of society that similarly, directly affects their lives.

On strengths again, English language allows interconnectedness for free flowing of information, resources, and human capital to move back-and-forth between the conjoined countries with a common language which offers a strong display of a globalized societies. Free trade and Common Market, are also clear reasons to the necessity of the shift. During the interview as recorded by a mobile recording machine, one of the interviewees said:

It was very good to change from French to English for our environment. In this environment-we arein East African Community. Then we are obliged to know English, even in business, in politics, in other departments, we have to use English. Then, it was very, very good for us.

Another interviewee added:

Ikindi kandi, ibihugu bidukikije bimeze neza ni ibihugu bikoresha Icyongereza. Kuba twaratangiye gukoresha Icyongereza bizatugirira akamaro n’ubwo bikitugoye kumenya Icyongereza neza.

This interviewee said that since we are surrounded by English-speaking countries and that are doing fine economically; we did well to join. It is for our benefits even though English is still difficult.

In terms of weaknesses, many issues were raised by participants such as the difficulties for teachers who had to learn the language while teaching in it.Contrary to the learners who showed comfort in terms of English language compared to French. Children were so happy for English, because it is not difficult. English is very easier thanFrench. But for teachers, it is very difficult, because you have always to try to study before going to class.

The teachers revealed that they normally communicate in familiar language for a number of reasons. One of the reasons was that some learners were not able to understand and communicate effectively in English. In addition, the teachers said that Kinyarwanda is the only familiar language throughout the country reason why the students are very much used to it. In addition to that, some teachers found it difficult to use a level of English that students could understand. All this evidence is a true reflection of what has been discussed in the literature review chapter.

Responding to another question on availability of resources which influence the use of English as a medium of instruction, the teachers indicated that some of the problems encountered in the use of the new language of instruction, included lack of enough resources, lack of enough in-service trainings for teachers, lack of radios, lack of novels and exposure to people whose English is either their first language or familiar language to them.

It was observed that it is difficult to teach a group of students who had no prior knowledge of the language, were also adamant about how easy the language shift actually was for students, contrasting the deeper and more intense struggle that existed for teachers. Teachers seemed to find that English was easier to learn than French, particularly if you were just in the beginning stages of education.

Students are very happy, yes. They are very happy because English is, uh, the language learners like better... French is difficult for children. It is not well understood. But English is... easily understood. Yeah, It can be easier.

The difficulty of the shift on the teachers was highlighted repeatedly by respondents, but in each case, was conditioned by the acknowledgement of a persistent work effort on the part of the teachers. The word “try” inundated several explanations of the shift, emphasizing that against all obstacles, they are doing their best – they are trying.

“I try English. I’m not solid at it, but I try it.” “Things are going better, I think… I think that the books and other materials are there to help us – to help teachers. Even we can try. We try.”

Another interviewee said:

“But, I think – we try... We try again to use this language, because it is new for us… It’s very easy for children, but for teachers it was very difficult, because we used to use our French. So, we try our best to be trained and check the new information for teaches.”

One would say that teacher effort is a complicated, if not impossible, subject to fully evaluate or quantify. A certain scholar by the name of Duflo et. al (2012) sought to look at teacher effort in Kenyan schools, in relation to government mandates and a potential lack of job security, somewhat similar to the circumstances surrounding Rwandese teachers. Their research, however, did concern a fully different context and reality for teachers, and delineated teacher effort as when teachers were present in-class and teaching, on any given day.

Conversely, for teachers in Rwanda, effort and ‘trying’ indicate more than the normal routine of attendance and instruction. It implies additional work (mastering a foreign language) towards ultimately achieving objectives. In the Kenyan study, it was found that teacher effort correlated to government pressure, and when left to self-governance (in their case, hiring teacher aides), a lack of teacher effort – as they defined it – was seen. The latter part of their findings, regarding lack of teacher effort, cannot be evaluated from the interviews in Rwanda. Similarities may be observed though, in the existence of the government pressure. The mandated MOI policy places a great deal of pressure on teachers, who not only are at risk of losing their jobs if found not competent in English, but are also incapable of offering any sort of negative opinion regarding the new policy, as dissent against the government is systemically met with dismissal (Samuelson & Freedman, 2010). Dang & King (2013) looked at teacher effort in East Asia, as it related to incentive programmes. They found a number of factors, both pecuniary and non-pecuniary, that affected teacher effort in negative (less effort) and positive (more effort) ways. One of the factors they found that boosted teacher effort was an increase in “monitoring mechanisms” (p. 28). When teachers felt they were under surveillance, their observable effort escalated. This may offer some indication as to why so many teachers felt the need to share that they were “trying”. The dynamics of the interviews may have simulated a feeling of being monitored, and they were compelled to make explicit their collective effort, and emphasize how strenuously they had been ‘trying’.

Another participant expressed that some teachers seem to be too old to start learning a new language after operating relatively long period in French. According to this view, Lightbown and Spada (2001, p. 60) note, “language learning that occurs at a certain advanced age, is less successful because it is not based on innate biological structures believed to contribute to first language acquisition nor to second language acquisition in early childhood. Furthermore, this suggests that older learners rely on general learning abilities, which are not as successful for language learning as the innate and language specific ones.

However, Lightbown and Spada (2001) indicated, that it is difficult to compare children and adult language learners because, in addition to biological differences, the language learning conditions are often very different. For instance, young learners have more time to devote to language learning in informal settings, have low affective filter and their imperfect efforts are praised.

Other weaknesses generated from the interviews are insufficiency of qualified teachers with inadequate teaching materials and lack of communicative competence of which almost all the stakeholders especially parents and priests interviewed expressed. One would get theimpression that the current language environment is not conducive to the second language effective acquisition.

“Parents are taking their children the other side where they can learn better in English. Teachers in Rwanda are very poor in English. We even hear from some children that they do not have enough books in the new system of competence based curriculum”.

This finding has been confirmed by other scholars that the amount of input and output that a second language learner takes in and produces respectively depends on how much the target language is used in the community and where the acquisition takes place (Yule 2014). This situation suggeststhat people who are studying English in Rwandaare exposed toa very limited input and, therefore, their output may also be very limited.

As for opportunities, it was discovered that English has brought in a lot of hopes and goods compared to French as one of the interviewee said:

“English is good and not French. Even French is complicated to learn. English isa worldwide language used in many parts of the world in academics, commerce and tourism”.

Impressed by one of the ordinary level candidates for national exams who explained how English is a well-known to be very important because it is an international language.

The interview guide questions were formulated in such a way that respondents could respond to questions on how the medium of instruction influences their academic performance. These targeted learners were in national exams classes. Some of the questions sought to establish learners' attitudes towards the medium of instruction, as attitudes can have either a positive or a negative influence on academic performance.

In terms of weaknesses, one of the interviewee parent and has children in one of the two selected schools, and whose education background is French as medium of instruction, said:

“Les enseignants de nos enfants ontbesoin de formationcontinue enAnglais pour améliorerleurfaçond’enseigneret parlervivementl’Anglais. Autrementnotresystèmede l’educationactuellen’a pas de qualité.C’est pour cela que quelques parents ont commencéā aménerleursenfants aux pays limitrophes”.

This parent meant that teachers of our children need more in-service trainings for the benefit of our children. Adding that the quality of education in Rwanda, is low, due to the new medium of instruction and needs to be improved. Reason why some parents have started taking their own children into neighbouring countries where English is better.

Another interviewee whose education background is French expressed the views with passion saying:

“Il fautqu’il y ai une evaluation du systèmed’enseignementenAnglais pour essayer de trouverd’autres stratégies pour épaulerceuxqui existent déjà. Si no, la génération actuelle, aura des problèmes”.

This interviewee suggested that there is a need of doing an assessment of English system as medium of instruction. Otherwise, the current generation will face consequences of not knowing any of the official languages.It was observed that there is a need to revisit the language of instruction policy in order to find other strategies to improve the situation. Otherwise, current generation will miss out. They further added that if nothing is done to help improve the use of the English language, the outcome will not be good.

The participant further emphasized the importance of English language as a popular language worldwide and that for the government of Rwanda to have introduced English as a new language of instruction is good for it will help easy the interaction with the rest of the world since English is used in many parts of the world.

Though not much information the researcher got from the education officers, but acknowledging that the use of English in schools is very low and much needs to be done in terms of policy implementation were of common feeling and perspective.

Yet, whether or not the policy should have been carried out by the government of Rwanda, is not the issue-at-hand. Regardless of the validity of the shift, what should be of great importance, is that these various stakeholders who are essentially expected to bear the brunt of the work across the education sector seemed to remain of very little consequence to governing bodies in terms of consultation and fully involved in policy making and evaluation. Their agency, voice, and power were, and still unfortunately seem to be, overlooked and somehow ignored. For this reason, this study has chosen to highlight the voices of these stakeholders, and attempt to further understand their perspectives throughout the implementation of the new MOI policy. Their sense of agency should be supported fully. The power relations observed through this study could be subtle, as it was never a directly addressed topic, and interviews were relatively short, with minimal background information about the participants provided. However, when given a contextual analysis, components of such power relations can be clearly identified.

The experiences of the stakeholders interviewed in this study, as well as those of their colleagues across Rwanda, offer pragmatic information about the MOI shift that provides “depth, nuance, complexity and roundedness in data” that can truly only be found from personal expression, social interaction, and meaningful discourse (Mason, 2002, p. 65). This study sought to reflect this understanding, and demonstrate the necessity of promoting the voice of various stakeholders, particularly in the midst of apparent involvement imbalances. The experiences of these stakeholders are essential when looking at broad impacts on educational practice, and should begin to compel a profound amount of attention.

CONCLUSIONS AND RECOMMENDATIONS

**CONCLUSION**

The aim of the study was to establish perspective of various stakeholders such as teachers, learners, administrators, education officers, parents and other relevant authority such as priests involved in education on the use of English as a medium of instruction. The conclusions stem from the findings, which were obtained by using the different research instruments. The instruments included interviews, focus group discussions, documentationsand interactions.

From the findings, it appears that the switch from French to English as medium of instruction has had strengths, weaknesses, opportunities and threats and effective impact on the outcome of learners in general.

In the next section we will briefly comment on the findings deriving from each instrument.

It has been discovered that English proficiency is still very low due to different factors such as Kinyarwanda being the common familiar language of daily communication in Rwanda, lack of enough resources like well trained and qualified teachers and lack of enough relevant materials and that it is very common that the medium of instruction still remains a mixture of English and familiar language that is Kinyarwanda.

It was also discovered that teaching has become a difficult task because, firstly, all the students do not understand the language, and, secondly, because teachers do not have enough English skills to teach in English as medium of instruction and haven’t received enough trainings in how to manage the transition from one language of instruction to the second language as the medium of instruction.

In terms of threats, the study discovered that lack of enough language skills brings in fears of losing jobs, services, power and prestige, the feeling of being limited in many different sectors of life such as education, commerce and trade, less interaction with others for social and economic development and losing touch with other languages. Once the shift from one language to the other is enacted, there is an implication of indigenous languages being supplanted, rise of social disparities, and promotion of minority elites, development delay and difficulties in instructional understandings.

The acquisition of English as a second language in Rwanda is still facing challenges mainly due to a very limited use of this language in every day communication in the Rwandan community. This situation mainly results from Rwanda being a practically monolingual community of which all members share the same mother tongue: the indigenous Kinyarwanda. However, the need to be able to use this languages becoming more and more significant in Rwanda, especially because English is becoming the language of the world and Rwanda does not want to be left behind (Kagire, 2008). This global nature of English has resulted in the reinforcement of the status of this language in the Rwandan formal and non-formal education systems and of the need for proficiency in this language by many Rwandans.

In summary, starting to use English as a medium of instruction without enough prior preparation has a negative impact on instructional understandings, academic performance and the general use of the language. And further affect the development of the country in different domains of lives which necessitate effective communication in English language. This language shift which Rwanda is going through is not easy to many people, since it affects the quality of education. There is no doubt that there can’t be any meaningful learning or efficient communication or social and economic and political developmentin the country without effective communication.

**Recommendations**

Teachers, who are key implementers of English language policy in Rwanda, should continue receiving more in-service special trainings in the teaching of content subjects through English to avoid negatively affecting the academic performance of students and the use of English as an official language. This would also limit code-switching and code-mixing which is done by teachers trying to make the subject content understood by learners.

There is need to have a proper, serious and careful planned implementation policy evaluation in the use of English as a medium of instruction.

This study has also recommended that teachers must be given adequate training in English language and that teaching and learning materials in English must be provided so that the environment is conducive for the implementation of the new policy. The study recommends that more sensitization is done to all stakeholders on the need to support the new policy as it offered a number of opportunities such as easy trade with neighbouring member countries. The study has also recommended that there must be exchange programmes and educational trips by both teachers and learners to the neighbouring countries where English is the official language so that they are immersed in an environment that is conducive to the learning of the new language. The study has recommended further comprehensible research, away from the mere establishing the various views of various stakeholders to the actual implementation of this policy at various education levels ranging from primary, secondary, tertiary and University levels to establish the effectiveness of the implantation of the new policy.

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**APPENDICES**

Dear Respondent,

 I am a student at the University of Zambia in collaboration with Zimbabwe Open University (UNZAZOU) School of Education in Education Management.I am currently undertaking a research on **“**Establishing perspectives of stakeholders on the use of English as a medium language of instruction: A Case Of *Groupe Scolaire Saint Jerome Janja and Ecole Des Sciences De Musanze in Gakenke and Musanze districts* in fulfillment of the requirements for the degree of **Master in Educational Management.**Your school has been selected to be part of this research. You are kindly requested to honestly complete all parts of this questionnaire by ticking or filling in the right box/ space.

I would also like to assure you that your answers will be treated with strict confidentiality and at no time will your information be passed on to a third party, rather it will be used only for the purpose of this academic research.

You good collaboration in this beneficial study will be given valuable consideration.

Alphonse TWIZERIMANA

Department of Education Management,

University of Zambia

**PARTICIPANT INFORMATION SHEET**

**TOPIC: THE USE OF ENGLISH AS A NEW MEDIUM OF INSTRUCTION IN SECONDARY SCHOOLS OF RWANDA**

Thank you for your time!

You are being invited to take part in a small- scale research study. Before you decide whether or not to take part, it is important for you to understand why the research is being done, and what it will involve. Please read the following information carefully, and feel free to ask any questions on any topic that may need further clarification.

**What is the purpose of the study?**

As you are aware, in 2009, the country of Rwanda took a large shift from French to English. This greatly effected how schools ran all across the country, and how various stakeholders were able to work within their areas of working domains. This study intends to establish the perspectives of various stakeholders in educationespecially the strengths, weaknesses, opportunities and threats of English as a new medium of instruction in secondary schools of Rwanda. I am looking to best understand perceptions and perspectives coupled with different opinions about this shift and see how this migration from French to English has affected the quality of education in Rwanda.

**Why have I been invited to participate?**

This study is looking to hear from the voices of all types of stakeholders who have been effected by the language shift.

**Do I have to take part?**

It *is entirely up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep and be asked to sign a consent form. If you decide to take part you are still free to withdraw at any time and without giving a reason.*

**What will happen to me if I take part?**

If you chose to participate, you will be interviewed by XxxxXxxxxxx the researcher, for no more than 30 minutes. The questions are completely non -invasive, and you are not required to answer any question. The interview will be audio recorded for later use by the researcher.

**Appendix (Next)**

**Will what I say in this study be kept confidential**

All information collected in this study will be kept strictly confidential and your personal responses will not be connected to you in any way. The name of your school or institution you work for, and your name, will be completely anonymized for this study, and you will not be identifiable to anyone based on this study.

**What should I do if I want to take part?**

You will be asked to sign the consent form, stating you understood the information presented in this sheet, and agree to be interviewed as part of this study.

**What will happen to the results of the research study?**

The results of this study will be used towards the final dissertation of the researcher, for a Masters in Educational Management from the Xxxxxxxxxx. The final draft will be finished by October 2018, and the researcher is happy to provide a copy to any participant that would like to review the final work.

**Who is organising the research?**

This research is being conducted by XxxxXxxxxx, MA candidate for a Masters in Educational Management from the XXXXXXXXXX.

**Contact for Further Information**

Researcher:

XxxxXxxxxxx@xxxx.xxxx

Supervisor:

XxxxXxxxxx xxxx@xxxxx.xxx +260\*\*\*\*\*\*\*\*

Thank you for your time and cooperation! MurakozeCyane!

XxxxxXxxxx

MA Candidate of Educational Management

**Appendix B: Participant Consent Form**

**CONSENT FORM FOR PROJECT PARTICIPANTS**

**THE TOPIC**: THE USE OF ENGLISH AS A NEW MEDIUM OF INSTRUCTION IN SECONDARY SCHOOLS OF RWANDA

**Name of Researcher**: **XxxxXxxxx**

I understand that agreeing to take part in this study means that I am willing to:

- Be interviewed by the researcher

- Allow the interview to be audio taped

- Make myself available for a further interview should that be required

I understand that any information I provide is **confidential**, and that no information that I disclose will lead to the identification of any individual in the reports on the project, either by the researcher or by any other party.

I understand that my participation is voluntary, that I can choose not to participate in part or all of the project, and that I can *withdraw at any stage* of the project without being penalised or disadvantaged in any way.

I consent to the processing of my personal information for the purposes of this research study. I understand that such information will be treated as strictly confidential and handled with care.

I agree to take part in the above research project. I have had the project explained to me and I have read and understood the Information Sheet, which I may keep for records.

Name:

Signature

Date:

Thank you very much for your help and cooperation!

**Interview Questions**

Thank you so much for agreeing to be a part of this study. The purpose of this interview is to hear from you, about how you understand and feel about the language shift that was made in 2009, specifically regarding the strengths, weaknesses, opportunities and threats of this shift. You are under no pressure to answer any questions, and can speak as much, or as little, as you would like. All answers will be kept strictly confidential, and you will be able to look over any notes or writing I do, to ensure it accurately reflects your intended answers. If you have any questions or concerns about any part of this interview, you are welcome to share!

1. Tell me about yourself (work experience? Languages spoken?). (Twibwire muri make uwouriwecyaneigiheumaze mu kazi, unatubwiren’indimiukoresha)

2. When did you begin your career/ school? (Watangiyeryariimirimoukora/ ishuri)

3. How did you initially feel about this change? (Wabawarakiriyeuteimpindukayoguhinduraururimirw’Igifaransarugasimburwan’ururimirw’Icyongereza?)

4. How do you feel about it now? (Ubuimpindukayabayeurayibonaute?)

5. What are the strengths of this change? (Ibyizaby’iyimpindukaniibihe?)

6. What are the weaknesses of this change? (Integenke cg ingorane cg imbogamiziz’iyimpindukaniizihe?)

7. What are the opportunities of this change? (Hari amahirwe se iyimpindukayabaifite? Zivuge)

8. What are the threats of this change? (Hari ibyoubonabibangamiyeiyimpinduka se?

9. What are your suggestions if any as a way forward? (Hari inama cg ibitekerezewatanga se kugirangoiyigahunda irusheho kugenda neza kugirangouburezibugerekuireme no kugirangoigihugugikomezeguteraimbere?)

10. Is there anything else you would like to share? (Hari icyowakongeraho se kubyowavuzecyabagifiteakamaro?)

Thank you for your help! If you would like to add anything else, change what you have said, or have any further questions, please do not hesitate to contact me via the information provided in the sheet.

Murakozecyane!

**APPENDICES (Next)**

**Interview guide questions**

Title: Use of English as a new medium of instruction in secondary schools of Rwanda

**INTRODUCTION**

This is a data collection instrument for my studies. This questionnaire is for academic purposes and the information obtained will be confidential and will not be used to your disadvantage. I thank you very much for your kind cooperation.

**INTRUCTIONS**

1. Do not write your name on the question paper
2. Feel free to ask me where you do not understand

**General information on student (Ibirangaumunyeshuri muri rusange)**

1. Sex**(Igitsina**): Male**(gabo**): female**(gore**):

2. School Location**(Ahoishuririherereye**):

a) Rural school**(mu cyaro**):b)Urban school**(mu mugi**):

3) Educational grade and options**(ishurin’umwaka)**

a) Class**(ishuri)**:---------------------- b) Option (Icyiciro cg amashami):---------------------------

**Student’s opinions about learning environment (More than one answer is acceptable) (Ibitekerezoby’umunyeshuribijyanyen’uburyoyigamo)**

1. What are your opinions about plans and strategies to improve your English proficiency**(urabitekerezautekugirango Icyongerezagitereimbere)?**

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1. What strategies do you envisage to develop your proficiency in English**(niizihengambaufitekugirangouzamenyeururimirw’Icyongerezaneza)?**

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**Interview guide about English learning environment (Infashabiganiro)**

1. What is your opinion about learning English**(vugaukoubonaimyigiren’imikoreshereze y’Icyongereza)?**

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1. What is your suggestion about place in which English is to be learnt and practiced**(nihehewakwigiraururimirw’Icyongerezaukarumenya?**

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1. What place do you think can help you learn and master better English language **(niikicyagufashakugirangowigekandiumenyeururimirw’Icyongereza)?** Why?

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1. What are the challenges do you encounter in using and mastering English language as MLI? What are your opinions about learning English? What strategies do you envisage for mastering language**(niizihengoraneuhuranazo mu mikoresherejey’Icyongereza)?**

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**APPENDIX II**

**Interview guide questions (next)**

Title: Use of English as a new medium of instruction in secondary schools in Rwanda

**INTRODUCTION**

This is a data collection instrument for my studies. This questionnaire is for academic purposes and the information obtained will be confidential and will not be used to your disadvantage. I thank you very much for your kind cooperation.

**INTRUCTIONS**

1. Do not write your name on the question paper
2. Feel free to ask me where you do not understand

**Teachers’ interview question guide (ibibazobibazwamwarimu)**

**Information regarding teacher’s qualifications and professional profile (imyirondoroy’amawarimu)**

1. What are your educational qualifications (**dipolomeyaweniiyihe)?**

a) S6 certificate

b) Diploma

c) Bachelor‟s Degree

d) Master‟s Degree

e) Any other, please mention

**Questions for teacher (ibiganiron’abarimu)?**

1. How did you feel whenEnglish was introduced as a medium language of instruction in Rwanda**(wakiriyeute impinduka yo kwiga no kwigisha mu Cyongereza mu mashuri yo mu Rwanda)?**

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1. What is the English level of students at your school and challenges encountered**(niizihengoraneabanyeshuribahuranazoahowigisha)?**

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1. What methods of teaching do you often use in your teaching English**(hariuburyobudasanzwewabaukoreshakugirangowongereimikoresherezey’Icyongereza)?** Why**(kuberaiki)?** What effect do they achieve on the students’ development and mastery of English**(hariicyobyababimarira abanyeshuri)?**

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1. Which language would you prefer between English and French**(niuruherurimiwahitamohagatiy’Icyongerezan’Igifaransa)?** Why**(kuberaiki)**?

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1. Are you satisfied with the materials being used in the teaching of English as medium language of instruction**(habahariibikoreshondetsen’uburyobuhagije mu kwiga no kwigishaIcyongereza)?**

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1. What would you advise to policy makers in the use of English as MoI**(niiyihenamawagiraminisiteriy’uburezikubijyanyen’ururimirwigishwamokandirukigwamo**)?

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Thank you for your contribution with information provided

**(murakozecyanekubw’ayamakurumuduhaye)**

**Interview Guide Questions**

Title: Use of English as a new medium of instruction in secondary schools in Rwanda

**INTRODUCTION**

This is a data collection instrument for my studies. This questionnaire is for academic purposes and the information obtained will be confidential and will not be used to your disadvantage. I thank you very much for your kind cooperation.

**INTRUCTIONS**

1. Do not write your name on the question paper
2. Feel free to ask me where you do not understand

**Administrators’ Interview guide**

1. How did you feel whenEnglish was introduced**(wakiriyeuteimpindukayokuva mu Gifaransatujya mu Cyongereza)?**

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1. What are the strengths and weaknesses of English **(hariibyiza cg ibibiusanga mu rurimirw’Icyongereza)?**

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1. What strategies have you put in place to meet the objectives of English use in your school**(niizihengambamwafashe mu ishuriryanyukugirangomutezeimbereururimirw’Icyongereza)?**

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1. What have the school leaders done so far for professional development of language teachers**(niizihegahundazihariishuriryashyizeho mu gufashaabarimugutezaimbereururimirw’Icyongerez)?**

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1. What strategies do you use to ensure of adequate style of language teaching of teacher in your school**(niizihengambazashyizwehozifashaabarezikwigishaururimineza)?**

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1. Can you briefly talk about weaknesses and strengths of in the use of English as a MoI**(ushoborakuvuga muri make imbaragan’integenke mu mikoresherezey’Icyongereza nk’ururimirwigwamokandirukigishwamo)**

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1. Do you have any suggestions on how English can be used in schools**(Hari ibyifuzon’ibitekerezowabaufitebyafasha mu gutezaimbereururimi rw’Icyongereza)?**

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Thank you for your contribution.

Murakozekubw’ububufashamutanze

**Appendix IV**

**Questionnaires**

Title: Use of English as a new medium of instruction in secondary schools in Rwanda

**INTRODUCTION**

This is a data collection instrument for my studies. This questionnaire is for academic purposes and the information obtained will be confidential and will not be used to your disadvantage. I thank you very much for your kind cooperation.

**INTRUCTIONS**

1. Do not write your name on the question paper
2. Feel free to ask me where you do not understand

**Parents Interview guide**

1. How did you feel when English was introduced **(wakiriyeuteimpindukayokuva mu Gifaransatujya mu Cyonereza)?**

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1. What are the strengths and weaknesses of English today **(hariibyiza cg ibibiusanga mu rurimirw’Icyongereza)?**

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1. What strategies have you put in place to meet the challenges **(niizihengambamwafashekugirangomushakirehamweibisubizo mu gutezaimbereururimi**

**rw’Icyongerezakubanabanyu)?**

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1. What strategies do you use to ensure of adequate style of language teaching of teacher in schools**(niizihengambazashyizwehozifashaabarezikwigishaururimineza)?**

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1. Can you briefly talk about weaknesses and strengths of the use of English as a MoI**(ushoborakuvuga muri make imbaragan’integenke mu mikoresherezey’Icyongereza nk’ururimirwigwamokandirukigishwamo)**

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1. Do you have any suggestions on how English can be improved in schools today **(Hari ibyifuzon’ibitekerezowabaufitebyafasha mu gutezaimbereururimirw’icyongereza)?**

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Thank you for your contribution

**Murakozekubw’ububufasha**

**Appendix IV**

**Questionnaire**

Title: Use of English as a new medium of instruction in secondary schools in Rwanda

**INTRODUCTION**

This is a data collection instrument for my studies. This questionnaire is for academic purposes and the information obtained will be confidential and will not be used to your disadvantage. I thank you very much for your kind cooperation.

**INTRUCTIONS**

1. Do not write your name on the question paper
2. Feel free to ask me where you do not understand

**Education Officers’ Interview guide**

1. How did you feel when English was introduced **(wakiriyeuteimpindukayokuva mu Gifaransatujya mu Cyonereza)?**

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1. What are the strengths and weaknesses of English **(hariibyiza cg ibibiusanga mu rurimirw’Icyongereza)?**

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1. What strategies have you put in place to meet the objectives of English use in your school **(niizihengambamwafashe mu ishuriryanyukugirangomutezeimbereururimirw’Icyongereza)?**

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1. What have the school leaders done so far for professional development of language teachers **(niizihegahundazihari ishuriryashyizeho mu gufashaabarimugutezaimbereururimirw’Icyongerez)?**

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1. What strategies do you use to ensure of adequate style of language teaching of teacher in your school **(niizihengambazashyizwehozifashaabarezikwigishaururimineza)?**

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1. Can you briefly talk about weaknesses and strengths of in the use of English as a MoI**(ushoborakuvuga muri make imbaragan’integenke mu mikoresherezey’Icyongereza nk’ururimirwigwamokandirukigishwamo)**

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1. Do you have any suggestions on how English can be used in schools **(Hari ibyifuzon’ibitekerezowabaufitebyafasha mu gutezaimbereururimirw’icyongereza)?**

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Thank you for your contribution

**Murakozekubw’ububufasha**

**Appendix IV**

**More interview question guide**

Title: Use of English as a new medium of instruction in secondary schools in Rwanda

**INTRODUCTION**

This is a data collection instrument for my studies. This questionnaire is for academic purposes and the information obtained will be confidential and will not be used to your disadvantage. I thank you very much for your kind cooperation.

**INTRUCTIONS**

1. Do not write your name on the question paper
2. Feel free to ask me where you do not understand

**Priests’ Interview guide**

1. How did you feel when English was introduced **(mwakiriye muteimpindukayokuva mu Gifaransatujya mu Cyongereza)?**

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1. What are the strengths and weaknesses of English today**(hariibyiza cg ibibi musanga mu rurimirw’Icyongereza)?**

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1. What strategies have you put in place to meet the objectives of English use in your school **(niizihengambamwafashe mu ishuriryanyukugirangomutezeimbereururimirw’Icyongereza)?**

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1. What have the school leaders done so far for professional development of language teachers **(niizihegahundazihariishuriryashyizeho mu gufashaabarimugutezaimbereururimirw’Icyongerez)?**

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1. What strategies do you use to ensure of adequate style of language teaching of teacher in your school **(niizihengambazashyizwehozifashaabarezikwigishaururimineza)?**

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1. Can you briefly talk about weaknesses and strengths of in the use of English as a MoI**(ushoborakuvuga muri make imbaragan’integenke mu mikoresherezey’Icyongereza nk’ururimirwigwamokandirukigishwamo)**

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1. Do you have any suggestions on how English can be used in schools **(Hari ibyifuzon’ibitekerezowabaufitebyafasha mu gutezaimbereururimirw’icyongereza)?**

………………………………………………………………………………………………………………………………………………………………………………………………

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Thank you for your contribution.

**Murakozekubw’ububufasha**