The Effects of Using English as a Medium of Instruction on School Performance: A Case of Secondary Schools in Nyarugenge District, Rwanda

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ABSTRACT

The English language is powerful in the worldwide arenas of politics, business, and education, with 85% of international organizations utilizing English for official communications. The majority of international organizations also use it as their working or official language. This study presents the results from an investigation into the effects of using English as a medium of instruction on the school performance of selected secondary schools in Nyarugenge District, Rwanda. The objectives of the study were to determine the techniques used for English as a medium of instruction in classrooms, compare the techniques that teachers and learners use to cope with English as a medium of instruction, examine the different ways teachers and learners deal with code-switching and code-mixing within academic activities, and identify the challenges faced by students in Nyarugenge District secondary schools in using the English language. Vygotsky's theory, specifically the cognitive theory, was the main focus of this research. This study used a quantitative method as the primary approach, specifically applying a descriptive research design. The data collected through this method were statistically examined, while qualitative methods were employed for observational and interview-based data. The targeted population of this study was 1,822, and the sample size was 144, calculated using a mathematical formula for learners: $(n = N / (1 + N (e)^2))$. Research instruments such as questionnaires, structured interviews, and observations were used, and thematic analysis was applied. SPSS was utilized to analyze the collected data. The key findings revealed that English as a medium of instruction plays an important role in school performance. It serves as a bridge between content and school performance, specifically for both students and teachers. Both teachers and students should improve their level of English proficiency for better content delivery, as highlighted by this study. Therefore, schools and educational stakeholders should provide continuous English training for teachers. English plays a significant role in school performance, and it is recommended that it be used more in classroom interactions. Teachers should be encouraged to use English and motivate learners to do so for self-improvement.

Key words*: Effects, English, Medium of Instruction, School Performance*

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I. INTRODUCTION

The majority of native and non-native English speakers use English as their main form of communication in business settings and organizations, making it a lingua franca. As stated by Christison and Murray (2021) English is known as the language with the quickest rate of growth in the modern world, and since it connects the North and the South as well as the East and the West, it has the position of a commercial language. English language is spread all over the world into almost all the fields such as science, engineering and technology, scientific research, education, and so forth that is why English is considered as a dominant global language in the all domains.

School success is the primary driver of motivation for both students and teachers. However, the challenge is that they are not proficient in the Language of Instruction (Silliman et al., 2020). This is because English language is powerful in the worldwide arenas of politics, business, and education (Wright, 2016)**.** Students in nations where English is the primary language of teaching should be able to understand it and use it well to make progress academically (Siemund, 2018). The 2009 school year in Rwanda began with a new language in education policy, with English replacing French that used to be the Medium of Instruction (MoI) from primary education throughout university. The Ministry of Education formalized this decree on November 12, 2008. At first glance, this significant modification appears to be just another change in language policy; it should be understood in light of global trends

toward English and the hyper central language (Siemund, 2018). The globalization of language holds a prominent place in the world.

However, there are unique circumstances surrounding the language change in education policy. Researchers believe that only the language which teachers and students understand can effectively function as the language of instruction (Biswalo, 2022). When teachers and students understand the language of instruction are able to discuss, debate, ask and answer questions, ask for clarification and therefore construct and generate knowledge. School performance is one of education's main results. The teaching and learning process has been gradually deteriorating because of the English language barrier. There could be a link of the barrier of language that leads to poor school performance in secondary schools. Indeed, research shows that students' performance in English subject itself is not satisfactory (Ramos, 2009). Would it be the result of the educational inputs provided? This study had, therefore; sought to find out the effects of using English on school performance in secondary schools. The ability to do so will help policy makers and other educational stakeholders improve school performance in secondary schools in Rwanda. And even, the poor performance of Rwandan secondary school students, particularly those in Nyarugenge, in a variety of academic disciplines during national examinations has frequently been attributed to their poor proficiency in English, the language used to transmit knowledge to students. The goal of this study was to find the correct answer of this question:" should both English and Kinyarwanda be mixed as the media of instruction in teaching at schools?

1.1 Statement of the Problem
Researchers believe that only the language which teachers and students understand can effectively function as the language of instruction (Biswalo, 2022). In fact, only when teachers and students understand the language of instruction are able to discuss, debate, ask, and answer questions, ask for clarification and therefore construct and generate knowledge. School performance is one of education's main results. As a result, how well students succeed in school depends on the resources available and how they are used.

Despite the fact that the Education and Training Policy insists on the use of English as the language of instruction in secondary schools, research shows that both teachers and students are not competent in the language (Mlay, 2010). The teaching and learning process has been gradually deteriorating because of the English language barrier. There could be a link of the barrier of language that leads to poor school performance in secondary schools. Indeed, research shows that students' performance in English subject itself is not satisfactory Banks (1995), and even, Seidlhofer (2012) explains "Most users of English in the world are non-native speakers who use the language effectively for their purposes. Vast numbers of them are communicatively capable but in reference to native-speaker norms, incompetent.

Observations of English as Foreign Language interactions show that conformity to these norms is not a necessary requirement for communication. "Would it be the result of the educational inputs provided? This study had, therefore; sought to find out the effects of using English on school performance in secondary schools. The ability to do so will help policy makers and other educational stakeholders improve school performance in secondary schools in Rwanda. And even, the poor performance of Rwandan secondary school students, particularly those in Nyarugenge, in a variety of academic disciplines during national examinations has frequently been attributed to their poor proficiency in English, the language used to transmit knowledge to students. The goal of this study was to find the correct answer of this question:" should both English and Kinyarwanda be mixed as the medium of instruction in teaching at schools?

1.2 Research Objectives
i.   To examine the contribution of using English as a medium of instruction on the school performance.
ii.   To identify the challenges the students of Nyarugenge District secondary schools face while using English as a medium of instruction.

1.3 Research Questions
i.   What is the contribution of using English as a medium of instruction on the school performance?
ii.   What are the challenges do teachers and students face regarding the use of English as a medium of instruction?

II. LITERATURE REVIEW

2.1 Theoretical Review
Cognitive learning is a teaching approach that encourages students to be active and engaged in the learning process. Cognitive learning moves away from memorization or repetition and focuses on developing a proper understanding. Here a language is key element to make content understood accordingly (Simasiku et al., 2015).

According to cognitivists, mental processes and past knowledge influence more behavior or response than external stimuli and the connect both internal and external stimuli (Yilmaz, 2011). The questions of how information is received, arranged, saved, and retrieved for use are dealt with by cognitivists. In this view, learning is more concerned with what learners know and how they acquired it than it is with what they do (behaviorism). The focus is on using information processing to give knowledge significance. When new information is related to what you already know, learning takes on a more significant meaning. Students attend school to learn and pick up skills, knowledge, attitudes, and values. Students take in and digest the knowledge that teachers impart to them in their memories (Yilmaz, 2011). As a result, one of the responsibilities of a teacher is to make students process information necessary to grow cognitively. In addition, language is a key factor in experience sharing, that is why the arguments from the cognitivist theory are aligning with this study topic.

2.1.1 Vygotsky Theory

Vygotsky, whose theories are grounded in the cognitive approach, built upon Piaget's work to develop his sociocultural cognitive theory. This theory recognized and examined the influence of social and cultural aspects on a child's cognitive development. One of the brocks that cause sociocultural interaction and cooperation is a language. As explained in (Yilmaz, 2011). While Vygotsky argued that cognitive development differed through cultures and that language was a significant factor in forming ideas, Piaget thought that cognitive development occurred in fundamental phases. The medium of instruction specifically English has to be sharpened for helping the content delivery for both teachers and students as the school performance main concerns of my research.

2.2 Empirical Review

This is the approach to assess the evidentiary value of a research area. It involves selecting a cross section of studies for repetition and evaluating their replicability.

2.2.1. Contribution of using English on the school performance

According to Prah and Town (2009), the language used to impart information and fundamental skills to the populace is known as the language of teaching. Accordingly, a language of education should assist students acquire the material and respond to various facts and perspectives regarding the new ideas they are exposed to. Additionally, the language of education should be one that both teachers and students are acquainted with in order to facilitate efficient communication. As Pierre and Andala (2003), explain The quality of education cannot be divorced from language of instruction. This is due to the role that the language of instruction plays in determining the quality of education. Language of instruction is a vehicle through which education is delivered. The language of instruction is an indispensable medium for carrying, or transmitting education from teachers to learners and among learners. And in Rwandan case the quality of education that a country aimed at, can only be achieved when teachers and students understand the language of instruction which is English language. That is why this is aligning with this study.

2.2.2. Challenges of using second language as a medium of instruction

Teachers who use English as a medium of Instruction (MoI) face four main obstacles, according to Tang (2020): students' language skills and competency, improper teaching strategies, and a lack of resources. Hosan and Teaching (2022) identified a number of difficulties with using English as a MOI, including linguistic, cultural, structural, and identity-related (institutional) difficulties. According to Hellekjaer (2010) for instance, linguistic obstacles are those that pertain to language problems that both instructors and students have while utilizing English as a medium of instruction. Non-native students frequently face these challenges as they find it difficult to comprehend the accented English of native lecturers and the English-language information that is presented in general. This problem ought to exist as nobody can respond to what they comprehend.

Code Switching

Referring to Valdes-Fallis (1974)," Code switching can be defined as the alternating use of two languages on the word, _ phrase, clause, or sentence level. Such alternation differs from linguistic interference and integration in that in code switching, there is ordinarily a clean break between phonemic systems. In essence, code switching involves introducing into the context of one language stretches of speech that exhibit the other Language's phonological and morphological features". Also, Code-switching is a linguistic phrase that describes the use of many languages or dialects in speech (Simasiku et al., 2015). When speaking with another bilingual, bilingual speaker can run into difficulties and change their language from code to another in order to make the other person comprehend. They do it with the same linguistic context at other times, and it could happen often. In addition, Simasiku et al. (2015) explains that code switching is an opportunity for children's language development rather than a disability.

They contend that code switching is beneficial for participant agreements on the form and character of the interaction, which are typically made clear by conversation signals, social roles and norms, the setting, the topic of discussion, and the interactants' perceived status. And even children utilize code switching in both written and spoken communication to communicate effectively, and parents' code switching can Simasiku et al.(2015), believed that code switching was a useful teaching and communication strategy that could be used to bilingual students. According to Ezeh et al. (2022) findings students thought well of their professors. Code-switching in the English language is appropriate in certain situations, particularly when teachers need to switch languages during the teaching and learning process to ensure that learners understand the material being taught.

According to Simasiku et al. (2015), students resort to rote learning or being mute in an attempt to address the issue of their inability to comprehend the material and communicate effectively in English during class. This might be the situation that is taking place in Rwanda. In schools that employ English as a second language as their medium of instruction, code switching has shown to be a successful teaching and learning strategy in many situations where students are unable to communicate through the medium. Furthermore, code switching is thought to be a crucial component of social communication and cognitive development. better understand Simasiku et al., (2015) way of thinking, it is necessary to realize that learners will either employ the achievement approach or the surface approach to learning instead of the deep approach if they are compelled to learn a second language in which they are not proficient.

Rote learning is characterized by both the surface and accomplishment approaches to learning, whereas the deep approach needs a thorough comprehension of the material being learned. People with limited competency in the language of teaching cannot employ the deep approach to learning. The deep approach to learning, according to Woodrow (2006), depends on inner drive to comprehend the technique and look for significance. In order to conceptualize about what is learned, the learner plays with the task by generating hypotheses about how it relates to other known or interesting items and developing extensions and exceptions. The learner tries to relate the content to a personal, meaningful context or to existing prior knowledge. That is the reason why, carefulness is required to attain quality of education desired by all educational stakeholders.

Code switching serves the following purposes for both the teacher and her students, according to Van der Walt (2006) clarification, repetition or reiteration, explanation, asking, translation, checking for understanding, highlighting a language element, drawing conclusions, vocabulary development, class discussions of student assignments, providing feedback, helping memorization, class management, entertainment, and general communications.

Code Mixing

According to Simasiku et al. (2015), code-mixing is another phenomenon that is closely linked to code-switching. It usually occurs when speakers use both languages together and switch between them fast enough to switch between them in a single sentence. Code mixing, which can involve phonological, morphological, grammatical, or lexical components, among other language levels, happens when there is no change in topic.
For example:

"Have you done your homework Hasan?"
"Yes, sir, saya sudah kerja my homework."
"Maaf sir, kemarin I was sick."

The reason the student in the example above answered the teacher's question using only one word in English is that they were unsure of how to convey it in the language. Nonetheless, the pupils' phrase is equally appropriate for English grammar.

In accordance with Ezeh et al. (2022), Nigeria's language variety highlights an increasing habit of code-switching in relationships. The main goal of code-switching and code-mixing among multilingual speakers is mainly communicative a technique to facilitate communication as quickly and effectively as possible. Affective and psychological factors may also be involved. In most learning contexts, learners are forced to transition between codes because they must communicate their knowledge of new concepts to the instructor in a language that enables them to effectively express their sentiments and ask questions effectively without being misunderstood or ashamed.

2.3 Conceptual Framework

In Figure 1 below, English plays a big role because it is the major MoI for teachers and students. A teacher uses English (Independent variable) to explain the content to the learner, sharing experiences with learner and even to read different material used in teaching. Moreover, a learner uses English to listen to the teacher's explanations and even it plays a paramount role in doing his/her group discussions, exams, quizzes, debate, class presentations,

exercises, homework and also in reading and understanding different taught materials. Thus, school performance (Dependent variable) occurs as a result from the way English is used in different ways.
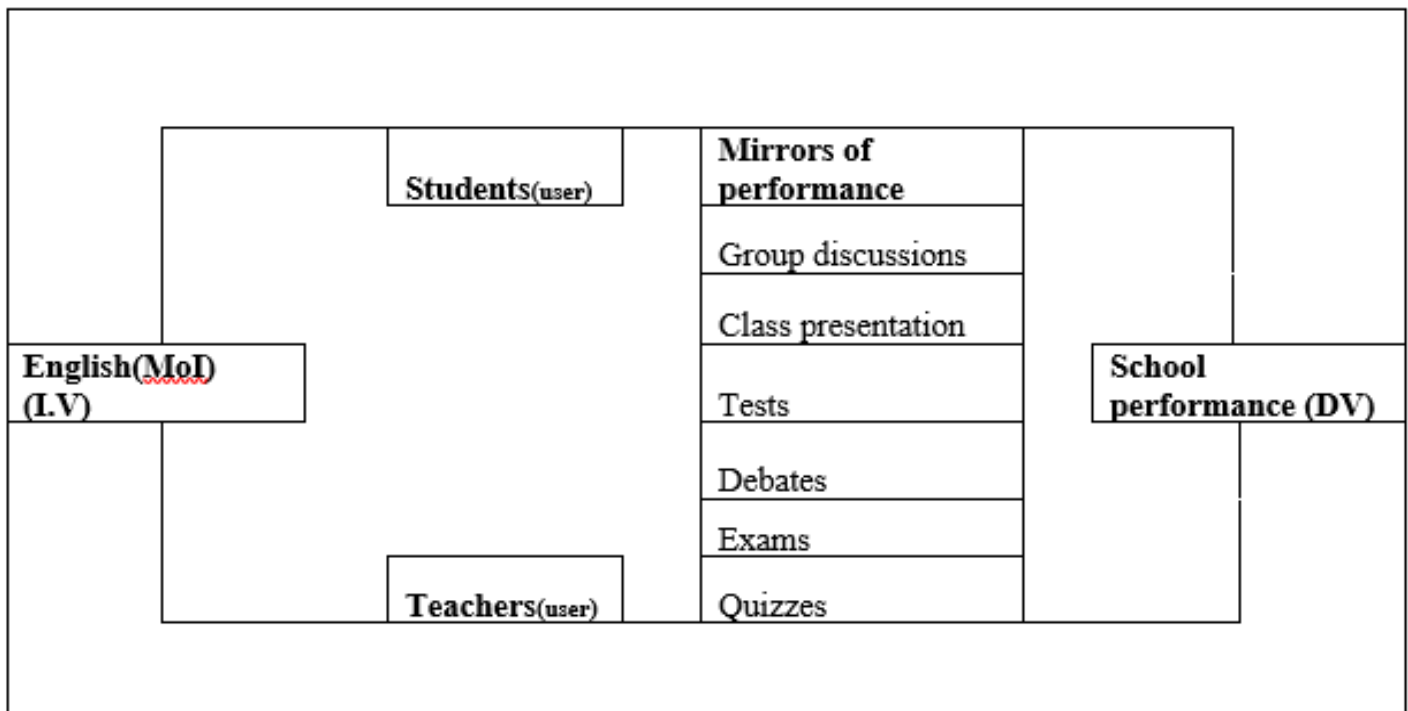

Figure 1
Conceptual Framework
Source: Researcher (2025)

A language of instruction is a mean of delivering education, according to Karima and Hellalet (2022) who noted that several authors have made an effort to define it. The author claims that the function of the language of education can be compared to that of copper wires in conveying electricity from one station to another or pipes in transporting water from one location to another. The language of education is an essential medium for passing knowledge, skills, attitudes, and values from teachers to students as well as among students themselves, just as a pipe is an important medium for delivering water and a copper wire is an important medium for transmitting electricity. According to Precious and Lettiah (2020) explains that scientific performance is significantly influenced by the language of instruction. Each generation communicates, debates, settles, and furthers its experience through language. However, because English has become a language of instruction, most Rwandan school students and teachers lack the familiarity and comfort with it necessary for language to function that way. Both Attwell and Hughes (2010) and Ngirabakunzi (2017) are totally correct .These definitions are aligning with the research topic because a language as an amazing tool for communication helps different schools to attain their performance accordingly and anytime the channels encounter some challenges, the feedback is affected, too. The following diagram is showing how English is used by the teacher and student for attaining their performance.

All in all, some scholars explain, a person's ability to communicate in the language of instruction is crucial for academic success and a lack of it will result in poor academic performance. According to many viewpoints, it appears that students 'performance in public secondary schools is influenced by their proficiency in the English language. Students do better the more they improve their English language abilities.

III. METHODOLOGY

This study employed quantitative method as the major method; specifically descriptive research design was applied. It was used to collect data that was statistically examined, while qualitative methods took observational and interview-based data). Research instruments such as questionnaire, structure interview, and observations were used. Thematic analysis was applied. The targeted population of this study was 1822 and Yamane (1967) Mathematical formula in Naing (2003) illustrated, was used to calculate sample size for learners: $(n= N/ (1+N (e) 2)$ .Several

instruments were used in this investigation to gather data up front. Students, teachers and dean of studies participated in a semi-structured interview to determine the extent to which the MoI affected students' school performance.

3.1 Research Design

Islamia (2016) stated that, research design it is the "Glue" that ties all of the project's components together. A research design is the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy and procedure", (Kivilu & Central, 2003). This study used quantitative method as the major method. It was used to collect data that was statistically examined, while qualitative methods took observational and interview-based data. Several instruments were used in this investigation to gather data up front. Students, teachers and dean of studies participated in a semi-structured interview to determine the extent to which the MoI affected students' school performance.

3.2 Target Population

The targeted population of this study was 1822, from 1756 learners, 64 teachers and 2 Directors of Studies from Nyarugenge Sector (Lycee de Kigali) as an excellent school and GS APACE) as Twelve Years Basic Education(12YBE) shown in the table below:

3.3 Sample Size

Non-probability sampling techniques Purposive sampling method focus on DoS, teachers and students in a variety of methods to sample respondents who were questioned orally and in writing.   The selected respondents were evaluated based on the type of information necessary. Every social group had its own problems and questions. The researcher aimed to DOS at GS APACE and Lycee de Kigali and other staff surveys to teachers and leaners from both of these schools to.

As Yamane (1967) in (Naing, 2003) illustrated, a researcher used this Mathematical formula to calculate sample size for learners: (n= N/ (1+N (e) 2) .

N= Target population
e= is the margin error
n= is the minimum sample size

Therefore, N = 1754   e = 0.08, then:

$$n = \frac{1754}{1+1754\ (0.08)^2} =\ 143.5 \approx 144 \text{ respondents}$$

Table 1
Determination of Sample Size

	Categories	Targeted Population	Targeted Population	Sample
A representative sample	Students	Lycee de Kigali	1269	144
		GS APACE	487	
A non-representative sample	Teachers	Lycee de Kigali	49	14
		GS APACE	15	
	Directors of Studies	Lycee de Kigali	1	2
		GS APACE	1	
	Total	**Source of data area**	**1822**	**160**

3.4 Data Collection Instruments

Taherdoost (2021) stated that, "Data collection is the process of collecting data aiming to gain insights regarding the research topic "The effects of using English as a medium of instruction on school performance: A case of secondary schools in Nyarugenge District, Rwanda."

In carrying out this study, primary data were collected through structured interview and self-administered questionnaire. In designing questionnaires addressed to students and teachers, the researcher used Likert scale to measure student's appreciation level on using English as a medium instruction and schools' performance. Using Likert Scale, the students indicated whether they strongly agreed (SA), agree (A), undecided (U), disagree (D), or strongly agree (SD). The items for the said scale are gathered for related research studies Simon et al., (2014); Alexandra et al. (2024); Casadesús et al.(2011),where all those authors used Likert Scale to measure such variables mentioned above.

To complement, the information provided by students and teachers, the interview was conducted with the DOs. Secondary data which was mostly collected from the institutions different but relevant reports were used to measure school performance in terms different skills.

3.4.1. Questionnaire

A Likert survey question is a specific type of question that collects rank ordered responses to assess levels of satisfaction, quality, importance, agreement, disagreement, or frequency University of Arizona (2021). In this study, Likert scale questions were included in the instrument. Learners and teachers completed questionnaires to assess their prior knowledge, attitudes, and perspectives on learning and teaching various subjects.

3.4.2. Interviews

According to Robert and Sari (1982), data is gathered during oral interviews between interviewers and respondents. In this study semi-structured interviews were used to collect data from Director of studies and learners. It aimed that gathering qualitative data about various effects of using English as the language of instruction in various curricula and extra activities, which could not be captured by questionnaires filled, by students. The interview questions were direct and clear and were prepared in English, the language which was used as a medium of Instruction to the all respondents and allowed them free expression. Approximately 15 minutes was used to conduct each interview.

Table 2
Likert Five-Point Scale

Weight Scale	Interpretation	Description
1	Strongly Agree	Agreeing without doubt
2	Agree	Agreeing with some doubt
3	Neutral	Don't know
4	Disagree	Disagreeing with some doubt
5	Strongly Disagree	Disagreeing without doubt

3.5 Validity and Reliability

To ensure that the instrument measured what it supposed to measure, the instrument was checked to insure validity. For further improvement, the questionnaires were presented to researcher experts to solicit their opinion in order guarantee correctness and relevance of the instrument.

Concerning reliability of the instrument, a pilot study was conducted in few employees from other companies. The researcher's target in conducting pilot study was to ascertain the reliability of the instruments before distributing them to the respondents. This aimed at ensuring that the instrument would give the same results when given the second time to the relatively different sample, in other words to collect the same data consistently under similar conditions. The concept therefore deals with the accuracy of the instrument and the consistency of the data collected by it.

Table 3
Reliability Statistics

Cronbach's Alpha	N of Items
0.872	57

Reliability of data collection instrument was tested using Cronbach's Alpha coefficient and found was that the score is between 0.671 and 0.872 which falls into acceptable range.

Measurements are reliable to the extent that they are reputable and that they any random influence which tends to make measurements different from occasion to occasion or circumstance to circumstance is a source of measurement error.

3.5 Data Analyses and Data Presentation

According to Lund (2012), the study included quantitative and qualitative methodologies, it used mixed methods. Therefore, numerical tables were used to display quantitative data. Statistical Package for the Social Sciences (SPSS) was used to evaluate quantitative data statistically. By prioritizing observation as one of the instrument tools, the data produced was subjected to thematic analysis to respond to Bruin (2011) suggestion.

3.6 Logical and Ethical Considerations

The University of Rwanda, College of Education administration provided a researcher the ethical and scientific permission prior to data collection. The researcher received authorities' proof documents (an acceptance letter for data collection) from City of Kigali, Nyarugenge District, Lycee de Kigali, and GS APACE to meet their

teachers and students at the study schools, the introductory letters was also submitted to the Head teachers of two selected schools in the Nyarugenge District.

This study must not contradict with ethical principles including the obligation to avoid hurting or embarrassing the respondents as well as respecting their privacy. The researcher asked himself the ethical relevance of the research with reference to the values and actions to undertake in order to complete it. For this purpose, the researcher observed a set of measures to comply with ethical standards during the whole process of research.

IV. FINDINGS & DISCUSSION

4.1 Participants Demographics
In this study, personal identification such as gender and age distributions was considered.

Table 4
Distribution of Respondents by Gender

Participants	Learners		Teachers	
Gender	Frequency	Percent	Frequency	Percent
Male	53	36.8	5	35.7
Female	91	63.2	9	64.3
Total	**144**	**100**	**14**	**100**

According the table 4 indicated that 36.8% of respondents were male and 63.2% of respondents were females. Therefore, the schools are incompetent as far as gender balance is concerned since the males are less than females. Hence, the large numbers of respondents were female. This table indicated that out of 14 teachers, 64.3% of them were female while 35.7% were male. The aim of collecting respondent's background information was to assist interpretation of the findings.

4.1.1 The Effects of Using English as a Medium of Instruction
In this section, mentioned the appreciation of respondents responded to the effects of using English as a medium of instruction. The following results reveal how the use of English as a medium of affected instruction school performance.

Table 5
The Importance of Studying Different Subjects in English

Statement	N	Mean	Std. Dev.
I easily read and understand the whole content	144	3.88	1.023
I present my work with fear.	142	3.94	0.889
I share my ideas and experiences within a group discussion by mixing English and Kinyarwanda.	144	4.26	0.784
I understand what a teacher is explaining well.	144	3.9	0.839
I discover key points from others 'presentations."	144	3.61	0.83
Valid N (listwise)	**142**		

Table 5 indicates that the effect of using English as medium instruction, among all five statement provided only two respondents were missed for present work with fear and the rest were agreed that statements. As indicated that easily read and understand the whole content by 3.88 of mean and heterogeneity of responses, present work with fear by 3.94 of mean and heterogeneity of response, share ideas and experiences within a group discussion by 4.26 of mean and heterogeneity of responses, understand what a teacher is explaining well by 3.9 of mean and discover key points from others 'presentations by 3.61 of mean and heterogeneity of responses respectively.

Woodrow noted when cognitive theory is applied in classroom, students are encouraged to table out answers for themselves rather than telling them, students are asked to reflect on their answers and explain how they came to their conclusions, students are helped to find solutions to their problems, recognize their own mistakes, identify patterns in their learning, Encouraging discussions in the classroom, recognize their own mistakes Woodrow (2006).

Proficiency in English reading, understanding, and presenting key points can positively impact school performance by improving their ability to engage with course materials, participate in class discussions, and demonstrate comprehension in assessments.

Table 6
Learning a Subject in English Negatively Affects Student's Performance in the Subject

Statement	N Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Skewness Statistic	Std. Error	Kurtosis Statistic	Std. Error
The content becomes difficult to me.	144	1	4	2.08	0.724	0.202	0.691	0.401
I become speechless during work presentation.	144	1	4	2.36	0.959	0.202	-0.14	0.401
I don't understand some points when a teacher is explaining.	144	1	4	1.99	0.976	0.202	3.209	0.401
I become passive within group discussions.	144	2	5	4.15	-0.705	0.202	4.126	0.401
I miss some vocabulary to use for expressing my ideas and experiences.	144	2	5	3.84	-1.405	0.202	1.729	0.401
Valid N (listwise)	**144**							

Table 6 shows how to teach a learner a subject in English negatively affects students' performance in the subject. Data gathered revealed that in most issues tackled, most of the respondents agreed and disagreed with statements such as; the content becomes difficult to me by 2.08 of mean, become speechless during work presentation by 2.36 of mean, they do not understand some points when a teacher is explaining by 1.99 of mean, become passive within group discussions by 4.15 of mean and they miss some vocabulary to use for expressing ideas and experiences by 3.84 of mean and heterogeneity of response respectively.

Studying subjects in English can enhance students' reading comprehension skills and speechless during work presentation as they engage with academic texts in the language. This exposure strengthens students familiar with academic vocabulary and complex sentence structures commonly used in their field of studying. The author claims that the function of the language of education can be compared to that of copper wires in conveying electricity from one station to another or pipes in transporting water from one location to another. The language of education is an essential medium for passing knowledge, skills, attitudes, and values from teachers to students as well as among students themselves, just as a pipe is an important medium for delivering water and a copper wire is an important medium for transmitting electricity (Attwell &Hughes, 2010).

Table 7
The Appreciation of Respondents to the Extent on How a Learner Succeeds in the Subjects he/she is doing in his/her Combination

Appreciation of Respondents	N	Mean	Std. Dev.
Excellent (100%)	144	4.51	0.502
Very good (70%)	144	4.33	0.601
Good (40%)	144	4.22	0.684
Fair good (20%)	144	2.4	0.651
Poor (below 10%)	144	2.35	0.663
Valid N (listwise)	144		

According to table 7, the extent on how learners succeed in the subjects they are doing in their combination, good, very good and excellent, all respondents were agreed for very high mean (4.22, 4.33 and 4.51 mean). While, fair good and poor have low participated in respondent (2.4 and 2.35 mean).

Hence, the subjects done in combination are very important and English helps the students to understand quickly and acquire new vocabulary. Using Kinyarwanda is a best strategy to make their combination understood easier.

By the interview: Actively, it is better to learn new words and phrases to enrich different vocabulary and improve comprehension of complex texts.

Table 8
Teacher's Techniques Used to make Learners Understand Lessons

Techniques used to make students understand well	N	Mean	Std. Dev.
They use English language only.	144	3.31	1.286
They mix English and other languages.	144	3.83	1.017
They give me summary notes and request me to read them by myself.	144	4.33	0.473
They do not allow any student ask them questions.	144	3.06	0.948
They let students ask questions for better understanding.	144	4.25	0.435
Valid N (listwise)	**144**		

The table 8 shown the techniques used to make learners understand lessons in secondary schools. They use English language only by 3.31 of mean, they mix English and other languages by 3.83 of mean, they summarize notes and request to read them by myself by 4.33 of mean, they do not allow any ask them questions by 3.06 of mean and they are asked questions for better understanding by 4.25 of mean. This indicates that majority of students do not have confidence in taking part in lesson discussion and do not have language competence to actively participate in lesson discussion such as asking questions or reading material themselves.

Utilizing instructional scaffolding techniques (scaffolding is a teaching technique that supports student-centered learning). And even ,teachers choose a topic or subject that their students are familiar with and expanding upon it, adding new information and asking the students to discuss and reflect upon it along the way and introduce new ideas, facilitate reinforcement activities, such as quizzes, memory games, and group reflections (Woodrow, 2006) .

Table 9
Techniques Teachers Use to make their Contents Learnt

Teaching Techniques	N	Mean	Std. Dev.
I use English only.	144	4.01	0.719
I read more material in English	144	4.04	0.31
I do not discuss in English	144	2.44	0.6
I mix English with other language	144	3.15	1.02
I request my teacher to explain more.	144	3.22	0.955
Valid N (listwise)	**144**		

According to table 9 maintained techniques teachers use to make their contents learnt. The respondents agreed that using English only by 4.01 of mean, reading more material in English by 4.04 of mean and homogeneity response, doing not discuss in English by 2.44 of mean, mixing English with other language by 3.15 of mean and requesting my teacher to explain more by 3.22 of mean respectively. The same remarks as previous!

Table 10
Measures Taken by the Schools' Actions to Improve English Proficiency

Measures taken to improve English Proficiency	N	Mean	Std. Dev.
They always use only English language to the morning assembly.	144	4.38	0.757
They always write rules and regulations in English.	144	4.88	0.324
They require all students to use English everywhere.	144	4.72	0.449
Every student must join one of the English clubs from the school.	144	4.03	0.982
They organize a weekly English competition.	144	3.94	0.925
Valid N (listwise)	**144**		

According Table 10 maintained that Measures taken by the schools' actions to improve English proficiency, they always use only English language to the morning assembly by 4.38 of mean and heterogeneity of response, they always write rules and regulations in English 4.88 of mean and homogeneity of responses, they require all students to use English everywhere by 4.72 of mean and homogeneity of responses while every student must join one of the English clubs from the school by 4.03 of mean and heterogeneity of responses and they organize a weekly English competition by 3.94 of mean and heterogeneity of response respectively.

Siemund (2018) says that listeners must possess an adequate vocabulary in order to understand an oral passage in another language. The adequate vocabulary can be measured by the estimated number of words that a listener needs to know.
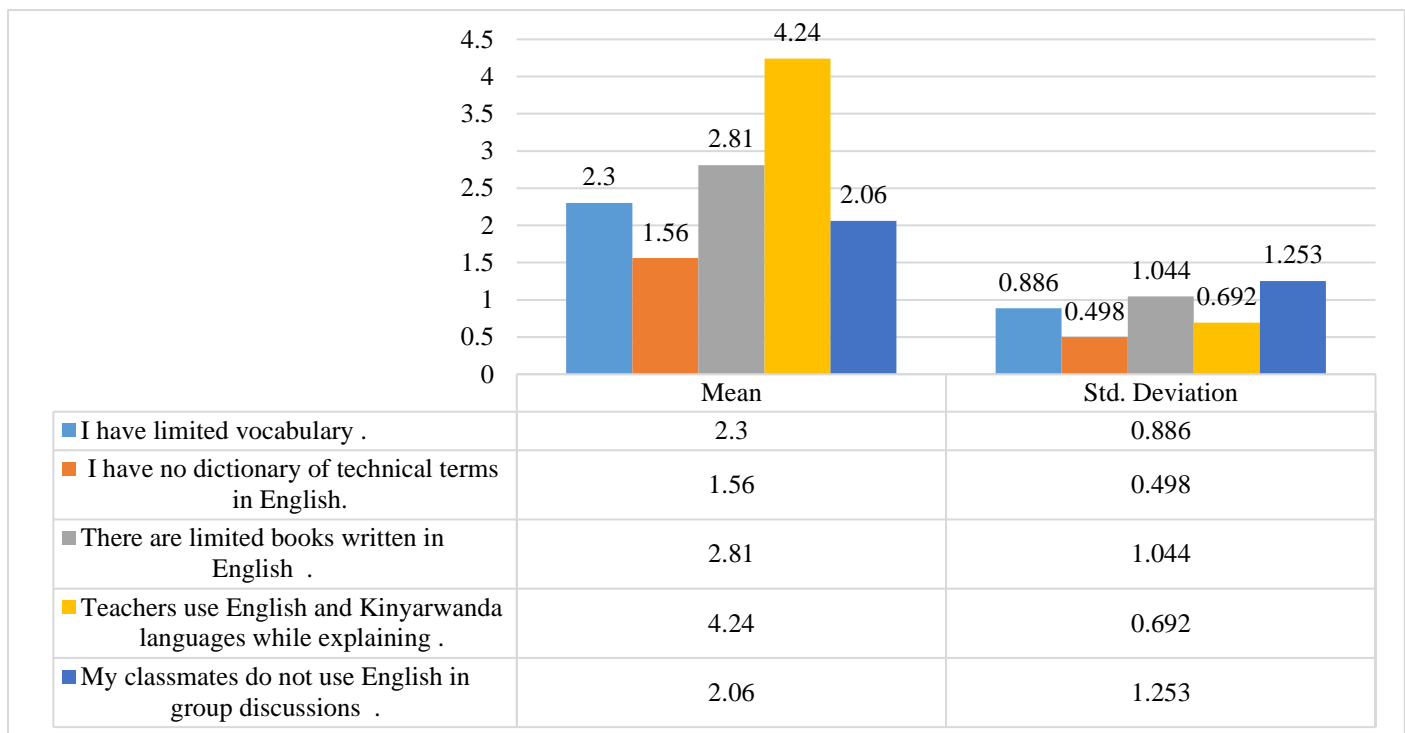

	Mean	Std. Deviation
■ I have limited vocabulary .	2.3	0.886
■ I have no dictionary of technical terms in English.	1.56	0.498
■ There are limited books written in English .	2.81	1.044
■ Teachers use English and Kinyarwanda languages while explaining .	4.24	0.692
■ My classmates do not use English in group discussions .	2.06	1.253

Figure 2
The Challenges Faced in Class while Learning in English

For questions asking to the challenges faced in class while learning in English, the table 4.13 indicates that students have limited by 2.3 of mean, students have no dictionary of technical terms in English by 1.56 of mean, there are limited books written in English by 2.81 of mean, teachers use English and Kinyarwanda languages while explaining by 4.24 of mean and classmates do not use English in group discussions by 2.06 of mean and heterogeneity of responses.

Tang (2020), revealed different challenges of using English as a MOI which are namely linguistic challenges, cultural challenges, structural challenges, and identity-related (institutional) challenges. Linguistic challenges are those related to language issues confronted by both teachers and students in using English as MOI.

Hosan and Teaching (2022) investigated South Korean students' responses to English-medium instruction courses. In this study, it was unveiled that many students avoid taking courses taught in English because of language anxiety and lack of confidence. The study's results also indicated that many students were worried about their instructors' poor language competence. As the result, many students had unfavorable attitude towards English-medium courses.

Table 11
The Importance of Teaching Subject in English

Statement	N	Mean	Std. Dev.
I understand taught materials easily	14	3.93	0.917
I teach without fear.	14	4.57	0.514
I help my students to learn accordingly.	14	4.43	0.514
My students present their work confidently.	14	4	0.961
My students are motivated in sharing their learning experience.	14	4.71	0.469

According to the table 11 indicates that the importance of teaching subject in English as medium instruction. The respondents understand taught materials easily by 3.93 of mean, teaching without fear by 4.57 mean, helping my students to learn accordingly by 4.43 of mean, students present their work confidently by 4.00 of mean and students are motivated in sharing their learning experience by 4.71 of mean respectively. The views of respondents were agreed

by heterogeneity of response of students are motivated in sharing their learning experience were homogeneity of responses.

Table 12
The Ways Used in Class to make Students Understand Well the Content of the Lesson Being Taught

Statement	N	Mean	Std. Dev.
I use English only.	14	2.79	1.122
I mix English and other languages.	14	4.64	0.497
I explain in Kinyarwanda only.	14	2.21	0.802
I explain in English and translate in Kinyarwanda.	14	4.07	0.997
I do not explain a lot.	14	3.43	0.756
Valid N (listwise)	**14**		

Table 12 indicates that the ways used in class to make students understand well the content of the lesson being taught 2.79 of mean and heterogeneity of responses use English only, the respondents mixed English and other languages by 4.64 of mean in order to provide well understanding English for students. They explain in Kinyarwanda only such as understanding and explain the vocabulary by 2.21 of mean for low level students. They explain in English and translate in Kinyarwanda by 4.07 of mean and they do not explain a lot by 3.43 of mean. All respondents were accepted that statements by heterogeneity of response respectively.

Mlay (2010) mentions the last reason as lack of proper language impact whereby the impact of English language is weak in primary school mainly because: Kiswahili is the medium of instruction in all the subjects except English, the class sizes are too large to allow effective teaching and learning to take place. This is some of the problems that face English language teaching and learning in primary schools. Such problems also exist in rural secondary schools in Tanzania including lack of well-trained English teachers, shortage of teaching and learning resources and use of poor teaching strategies while in urban secondary schools there are slightly better opportunities available unlike rural although there are common grounds which both rural and urban schools share such as overcrowded classrooms, shortage of learning materials, overall, the language impact is poor nowadays.

Table 13
The Techniques Used to Improve their Own English Proficiency

Statement	N	Mean	Std. Dev.
I attend English language training regularly.	14	4.21	0.579
I regularly attend English Continuous Professional Development organized by the school.	14	4.14	0.363
I watch English programs on TV.	14	3.71	0.469
I listen to English programs on the radios.	14	2.71	0.914
I read different materials written in English.	14	4.43	0.514
Valid N (listwise)	**14**		

Table 13 indicated that the techniques used to improve their own English proficiency. They attend English language training regularly 4.21 of mean; they regularly attend English Continuous Professional Development organized by the schools by 4.14 of mean. They watch English programs on TV by 3.71 of mean and homogeneity of responses; they listen to English programs on the radios by 2.71 of mean and heterogeneity of responses while they read different materials written in English by 4.43 of mean and heterogeneity of responses. This shows high and average means which explain that there is strong evidence of the existence of the fact.

Table 14
The Effects of Teaching Subjects in English on Learners

Statement	N	Mean	Std. Dev.
I do not perform well in class.	14	1.5	0.519
I mix English and other languages during their presentations.	14	1.71	0.469
I fear to present my work in English.	14	2.29	0.726
I do not do search for materials in books.	14	1.64	0.497
The resource materials are limited.	14	4.43	0.514
Valid N (listwise)	**14**		

Table 14 shows the effect of teaching in English on their learners in different ways. They do not perform well in class with 1.50 of mean and heterogeneity of responses. They mix English and other languages during their

presentations by 1.71 of mean and homogeneity of responses. They fear to present my work in English by 2.29 of mean and heterogeneity of responses. They do not do search for materials in books by 1.64 of mean and homogeneity of responses while the resource materials are limited by 4.43 of mean and heterogeneity of responses respectively.

Table 15
The Challenges Faced by a Teacher while Teaching in English

The challenges faced by a teacher	N	Mean	Std. Dev.
The lesson content is not understandable.	14	2.86	1.027
Some vocabulary is difficult.	14	2.71	1.204
Some learners do not actively participate in class.	14	3.36	1.277
Written materials are limited.	14	4.21	0.426
Students' low level of using English.	14	3.57	1.089
Valid N (listwise)	**14**		

Table 15 shows the challenges faced by a teacher faces while teaching in English. The lesson content is not understandable by 2.86 of mean, some vocabulary is difficult by 2.71 of mean, some learners do not actively participate in class by 3.36 of mean and Written materials are limited by 4.21 of mean and homogeneity of responses while the respondents were appreciating that students' low level of using English by 3.57 of mean and heterogeneity of responses respectively.

According to Saleem Khasawneh (2021), difficulties with various language skills including reading, writing, listening and speaking and concluded that, the most difficult language skill for Non-Native Language Speakers students is the productive skill of speaking. This has negative impact on students' ability to actively participate in teaching-learning activities such as group discussion or question and answers sessions.

4.1.2. Interview of Directors of Studies

A researcher made some observations in two classes and found different information as explained here below: Teachers explain taught materials in English and Kinyarwanda, Some teachers write content on the chalkboard in English and explain them in Kinyarwanda for helping learners understand better. In all group discussions, Students discuss the given topics in Kinyarwanda and write the summary in English. Many students do not ask questions during teaching and learning process, and it is difficult for learners to paraphrase different ideas. They prefer to provide the content as they have been given in their summary notes.

Here below, there are some ideas relating to interview: one Director of studies said:

"The effects of using English as medium of Instruction on the school performance in our school are: the students perform averagely and both teachers and students are not motivated to use English only during teaching and learning process. They use code mixing and code witching instead."

The other interviewee said:

"*During the communication both teachers and students face different challenges such as: Not to understand the all taught materials, not to get enough materials to use in their learning and not to not to express fully. These lead the students to perform poorly*."

The interviewees confirmed that the introduction of English as a medium of instruction affected a lot in educational area because Teachers do not have enough competences in English so, their work has become difficult, teachers fear to make mistakes due to low competence in English so, they present little materials, teachers use chalk and talk methods to avoid a lot of questions from students, and so on. Due to these challenges, they preferred to use the strategies of joining English clubs for students, attending English trainings regularly for teachers and School administration encourages both teachers and students to use English language anywhere for better performance of the school. This should help them to attain their set goals.

V. CONCLUSION & RECOMMENDATIONS

5.1. Conclusion

In summary all of the interviewees concurred that students only take notes in English, which is the lowest level of academic writing. Furthermore, the findings showed that Rwandan teachers employed code-switching to help students overcome social obstacles and comprehend challenging parts of the class. Compared to utilizing English exclusively, code-switching can assist students with weaker performance understand the teachings more. Code-switching can help students feel less stressed since they can switch to their first language without worrying about how to convey things in English. Such a condition suggests that students likely to have a lower comprehension of the

subject matter they are learning since foreign teachers are unable to translate into their first language. The majority of interviewees had good feelings about kids reading academic materials in English, even though the previously mentioned problems. They also came to the conclusion that one of the coping mechanisms used in using English as MoI, education is the use of English-to-English dictionaries, which can help students' reading vocabulary.

Given what has been written so far, a researcher wants to examine the significance of using English as a MoI adoption in order to speculate about potential future trends and implications. Future research should examine the experiences of bilingual speakers who may not have near-native proficiency in English or native English speakers who are unable to communicate at any operational level with their students (who speak a different L1), as all participants have similar and positive points regarding the significance of using English as MoI implementation.

5.2 Recommendations

Based on the findings of this study, the following recommendation should be observed in order to improve English policy and MoI in schools. The recommendations are to the government, educators and non-state educational stakeholders. The government through Ministry of Education should develop MoI policy with major aim of promoting use of English as the language of instruction from pre-primary through secondary education.

In additional, the government should strengthen English instruction in secondary schools. There is a need for developing teachers English language competence in order to foster meaningful instructions in classrooms. This would have trickle down effects on students' language competence. School Heads should take deliberate measures in promoting the use of English in classrooms and day-to-day interactions within the school. School heads should organize various professional development activities aimed at strengthening teachers English language skills. Non-state actors such as NGO's, development agencies and private companies can contribute in improved students' language competence. They can fund or organize language training to teachers as well as provide language appropriate instructional materials.

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