ABSTRACT

The study aimed at investigating the effects of adoption of English Language as a medium of instruction in Secondary Schools on students’ performance in Nyanza District. The study was guided by the three objectives namely: to examine ways in which the adoption of English Language as a medium of instruction in Secondary Schools has contributed to students’ performance in Nyanza District; to analyze the challenges affecting the adoption of English Language as a medium of instruction in secondary schools in Nyanza district; and to suggest possible strategies for sustainable implementation of English language as a medium of instruction in secondary schools for improved students performance in Nyanza district. The study was both qualitative and quantitative in nature. Both simple random sampling (general informants) and purposive sampling (key informants) were used to collect a total of 84 respondents for the study. The researcher used the questionnaire, interview and observation guides to collect primary data from the field. Data was finally presented in tables, pie charts and graphs. The study findings revealed that the majority of respondents (93%) recorded that the adoption of English language as a medium of instruction in secondary schools had affected the students’ performance in the study area. The effects included that the adoption of the English language as a medium of instruction had led to the integration of new information of their scheme from many scholars and academicians in all English available literature and that it had eased translation of other languages related to English among others. The study results further indicated that the majority of the respondents (99%) consented that there were any challenges that affected the adoption of English language as a medium of instruction in secondary school in study areas among the challenges included: use of students’ mother tongue (Kinyarwanda) than practice English the recommended language of instruction that hindered their capacity to learn and adopt to English that compromised their academic performance and the challenge of errors in taking notes that affected their revision and hence their understanding of the subject matter that hindered their academic performance. Basing on the study findings, it was concluded that the majority of the respondents (98%) consented that indeed there were measures in place for sustainable implementation of English language as a medium of instruction in secondary schools for improved students’ performance in the study area. Among the measures that were in place included importation of English teachers especially from the neighbouring Anglophone countries and provision of enough teaching materials. The study also concluded with suggestions for sustainable implementation of English language as a medium of instruction in secondary school students’ performance in Nyanza district. Among them included the need for strong motivation of both English teachers and learners and the need for hard work of both teachers and students to adopt the new foreign language (English) and officially accepted
language of instruction in secondary schools in Rwanda through intensive reading and practicing as writing, reading and speaking. Basing on the findings of the study, the following recommendations were made: English use in other subject courses could be regarded as extra opportunities to improve the English language proficiency of secondary school students; and also in order to achieve a better overall quality of students learning in English secondary schools should increase resources to support their students’ English language learning, among other recommendations.