

## The Challenges of English Language in Rwandan Secondary Schools as Medium of Instruction, Groupe Scolaire Jabana 2022-2023, Rwanda

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**Abstract:** This study investigates the challenges associated with the implementation of English as the medium of training in Rwandan secondary schools, focusing on Groupe Scolaire Jabana all through the 2022–2023 educational 12 months. These demanding situations are evident in numerous areas. Instructors frequently lack ok English proficiency, main to code-switching between English and Kinyarwanda to facilitate comprehension. This exercise, while practical, might also preclude college students' complete immersion in the English language. Additionally, the shortage of English language assets, together with textbooks and digital getting to know materials, exacerbates the situation. Overcrowded lecture rooms similarly pressure the learning surroundings, proscribing person interest and effective language acquisition. College students at Groupe Scolaire Jabana showcase low self-belief in speaking English, regularly due to fear of creating errors and a loss of motivation. The dominance of Kinyarwanda in day by day communiqué and restricted possibilities for English practice out of doors the study room contribute to this reluctance. Furthermore, the abrupt coverage shift to English preparation, without sufficient preparatory measures, has left each instructors and students unwell-organized for the demands of English-medium schooling. In end, the case of Groupe Scolaire Jabana underscores the multifaceted demanding situations of implementing English as the medium of practise in Rwandan secondary colleges. Addressing these problems calls for complete techniques, which includes greater instructor training, provision of ok getting to know resources, and fostering an environment that encourages English usage both inside and outside the classroom. Such measures are essential to improve English proficiency and educational results inside the context of Rwanda's evolving linguistic panorama.

**Keywords:** English as Medium of Instruction, Teacher Proficiency, Student Language Barriers.

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## Background of the Study

After the 1994 genocide, many Rwandans lower back from in which that they had lived in exile for more than 30 years. Those returnees came in particular from Anglophone and Francophone countries. The quick and essential integration of so many returnees who spoke English encouraged the Rwandan authorities to change its language coverage. The new coverage mandated the addition of English to Kinyarwanda and French as legit languages of Rwanda (LeClerc & Freedman,2010)

In may 1998, the authorities began to sell multilingualism inside the Rwandan schooling gadget. As a end result, instructors have been obliged to introduce the teaching of the English language on the number one school level via the tertiary degree so as to allow students to better combine themselves into the bigger society. At this factor, the education device changed into operating as smoothly because it had before due to the fact English became added and taught as one problem among several others. The schooling device experienced no disturbances due to the fact one teacher of English became sufficient to serve a whole faculty.

In 2008, the authorities made a shift inside the education device. At a cabinet assembly held on October 28, the selection became made

that English would update French as the language of education (LoI) in any respect tiers of schooling in Rwandan schools and French would study as a topic (Gahigi, 2008) The motives for this alteration have been practical; a number of the rationale become that making English the LoI would permit humans to combine extra effortlessly in sub-region agencies and sell economic growth via facilitating get right of entry worldwide markets.

Due to the above discussion, the implementation of the new language policy within the Rwandan schooling machine moving the LoI from French to English surely has many issues with a purpose to preclude its success in a single way or some other. Those troubles are probable to be much greater reported and hard to address in colleges. those difficulties had been the primary motivation behind this take a look at, which investigated the issues and demanding situations that Rwandan primary faculty' teachers, have encountered of their attempt to implement the new language coverage.

## Statement of the Problem

From the time of Belgium rule, French end up predominantly the Medium of schooling (MOI) in Rwanda. Then, in October 2008, a Rwandan cabinet decision known as for the immediate

implementation of English because the language of schooling in all public schools in any respect tiers from number one to tertiary. However, some of troubles are making implementation of this shift very difficult. These troubles encompass mental/attitudinal, material, and human aid issues. the ones constraints as well as some others now not stated above ought to be overcome as a manner to reap a successful educational language shift inside the united states' faculties. The ones troubles represent a chief hassle for the training tool of Rwanda and are the reason of this have a have a look at.

#### *Targets of the examine*

- a. To cope with the extent of English language as a Language of Medium training in Rwanda secondary colleges as regards to GS Jabana.
- b. To find out how instructors and freshmen of secondary faculties perform the English language with regards to GS Jabana.
- c. To encounter the challenges of English Language in Rwandan Secondary colleges as Medium preparation being based totally on GS Jabana.

#### *Research questions*

- a. What's the level of English as a language of Medium instruction in Rwanda Secondary colleges almost about G.S Jabana?
- b. What is the level of overall performance of the English language of teachers and beginners of Secondary schools in Rwanda with regards to GS Jabana?
- c. What are the challenges of English in Rwanda Language as Medium practise in Secondary schools especially in G.S Jabana?

#### *The scope of the examine*

The examine turned into performed in GS Jabana, positioned in Jabana area, Gasabo District, Kigali city Province. The take a look at changed into restrained to the demanding situations of coaching English in secondary schools rookies with a case study of GS Jabana, in Jabana area, Gasabo District in Kigali metropolis Province. This has been in one year of 2022-2023.

### **3. LITERATURE EVALUATION**

It isn't a long time the usage of the EMI in Rwandan training machine. The law organizing the insurance have become posed on October 28, 2008 and commenced to be implemented within the schooling system in 2009 instructional 365 days. Due to being new, the coverage, there aren't many researches that have been performed on it. With reason to realize what data turned into available, this literature assessment looked over three subjects: the number one have become EMI insurance, in conjunction with the reasons for instituting the coverage in Rwanda. the second one have become teachers ' and beginners', mind-set and motivation regarding the change that have been investigated in addition to school environment to appearance if those factors had or had now not to facilitate the implementation of the insurance. Ultimately, literature become to view the studies of different nations that used to introduce and to put into effect EMI of their schooling systems.

#### *Strategies for addressing the challenges*

The own family want to be endorsed on engagement for English language as Medium of training with the useful resource of using a culturally relevant technique and materials. It'll permit them to

realize that their children won't lose the way of existence because of the second language analyzing.

All over again instructors want to analyze English as a demand of the language coverage added in 2008. Notwithstanding the prices and one-of-a-kind demanding situations linked with getting to know the new language, instructors had no opportunity other than to take English language courses in private within the occasion that they desired to hold their jobs. number one and secondary faculty teachers were obliged to take night time and weekend instructions in English; many found out at night time and handed their new abilities directly to their college students during the day (Niyibizi, 2010;(Nzitabakuze, 2011); ((Samuelson & Freedman, 2010)

- ⊕ The authorities of Rwanda, as the enterprise that oversees and video show units instructors' sports, provided teachers with a few assist for enhancing their English competencies, despite the fact that the help have become minimum compared to what the lecturers desired.
- ⊕ (Lynd, 2010) described most important schemes the authorities of Rwanda installation to improve teachers' expertise in English. One entails trainings inside the English language in the course of the long university holiday this is going from the near of one educational 12 months at the stop of June to the start of the subsequent in mid-September. The ones trainings are completed via Rwandan teachers with proper talent in English and some instructors from Uganda and Kenya who have notably specific English talent. This application is quite powerful, however it reaches a very restrained wide style of instructors because of the reality each schooling session can accommodate handiest one hundred fifty-250 instructors country wide ((Republic of Rwanda, 2009)

## **Research Methodology**

This study modified into carried out in G.S JABANA .that could be a public school that is positioned in Jabana quarter of Gasabo districts of the same province. this faculty combines primary and secondary schools. The look at populace consisted of nineteen secondary college instructors. in this, we will upload the college leaders as individuals who're in price of following up how this policy is being achieved in this faculty. those teachers also have college students. All secondary college college students are 452 university college students in GS Jabana.

The studies included 18 secondary teachers of GS Jabana. They have been decided on for examine because of the fact training all topics in English become tough from its starting until now, both Head teacher, and the Dean of research of G.S Jabana and at the forestall the world education Officer as the one who has many reviews on how English is done in special schools. we are capable of now not recall the complete range of instructors however we will retain with sampling techniques. Slovin's system turn out to be used to get the individuals as sampling size. It offers the pattern size (n) using the identified populace length (N) and the relevant errors charge (e), as

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

The researchers used eighteen teachers and 80-one college students of them as it's miles proven below.

$$\text{The sample size was: } n = \frac{19}{1+19(0.05)2} = \frac{19}{1+0.0475} = \frac{19}{1.0475} = 18.13 \approx 18 \text{ teachers}$$

## Analysis and Interpretation of Findings

On this phase we attempt to identify the respondents based on unique traits to recognize their demography. We pick out the respondents by means of age and intercourse to understand what numbers of respondents are male or woman and to recognize which age class each respondent belongs to.

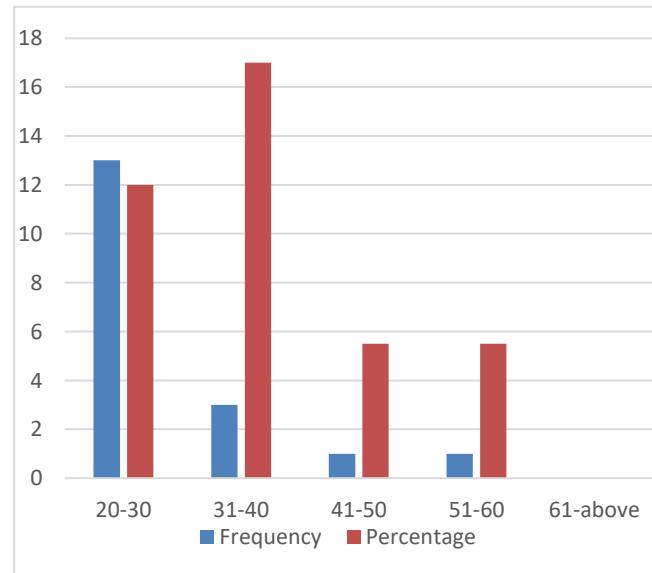
**Table 5.1. Identification of respondents by sex**

Gender of respondents	Frequency	Percentage
Male	10	56
Female	8	44
Total	18	100

**Source:** Primary data 2023

As it could be visible in this desk, men are in majority as they're fifty six% of all respondents while girl is forty four%. On other hand, there's a chart displaying frequency in blue colour and percent in red shade, and it's far visible that men are greater dominant than females. this is meaningful due to the fact males are the ones who're openly to participate in this studies. So, the wide variety of guys is in all likelihood to be large than the only of ladies. this can be also defined by means of the truth that guys are primarily recommended with the aid of making modifications best rather than girls.

**Fig 5.1 Identification of respondents by age**



**Source:** Primary data, 2023.

As it can be visible in both desk and chart, there's a big number of younger group of teachers due to the fact the children constitute 72% of all respondents. The range of 31-40 is likewise to be taken into consideration as it occupies 17%, the lecturers with age of forty one-50 are five.5% as the same as the ones of fifty one-60 at the same time as above sixty-one years old instructors are zero%.

This has a meaningful rationalization because the role of younger people in education is now on an excessive level. And those among forty one-50 also are bodily sturdy to present their contribution on the higher schooling of Rwandan humans.

**Table 5.2 Distribution of Study Population by Teaching Experience**

Teaching experience in years	Frequency	Percentage
Less than Five years	12	66.6
6-10	4	22.2
11-20	1	5
21-30	1	5
More than 30	0	0
Total	18	100

**Source:** Primary data, 2023.

As it's miles seen above, a big range of instructors in much less than five years coaching enjoy which occupies sixty six.6%, it is followed by 6-10 with 22.2% of coaching enjoy, the next classes are both of eleven-20 and 21-30 that represent 5% after which comes the remaining one composed of these instructors with more than 30 years' operating experience, it is without a any respondents. Which means that the academics we have in this college are in some way less in revel in and must motive challenge for coaching English. Lots of them did their secondary schooling while the gadget was English. The issue is that of the gaps they've in exclusive abilities of English. It isn't always clean we're still expecting their lawsuits about the faced demanding situations when they are teaching in their respective classrooms.

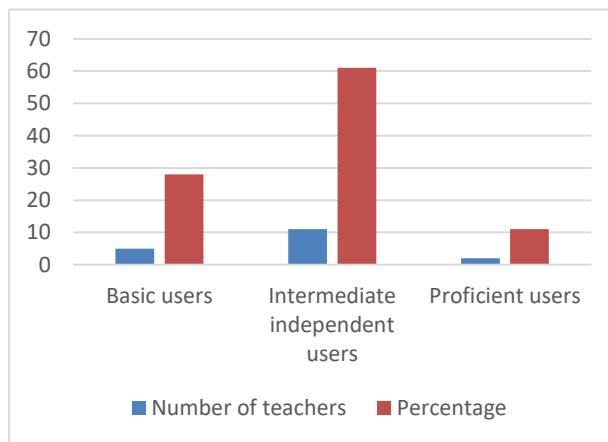
**Table 5.3 Distribution of Study Population by Level of Education**

Level	Frequency	Percentage
Bachelor's degree (A0)	10	56
Diploma (A1)	8	44
Certificate (A2)	0	0
Others	0	0
Total	18	100

This above table and chart are informing us that a large variety of instructors maintain a bachelor's degree and they represent fifty six% of all respondents, they may be accompanied by the holders of A1 who have forty four% of respondents after which come the A2 and others and not using a respondents. We do no longer have another type of qualification.

As we will see a huge wide variety of teachers in G.S JABANA consists of bachelor's degree holders. That is a stunning diploma of teaching in Secondary school as their holders are full of competencies that the students want. Those of A1 also are matching with teaching in Secondary school in particular in regular degree that's a particularity for a faculty.

**Figure 5.2 Teachers' Self-reported English Language Proficiency**

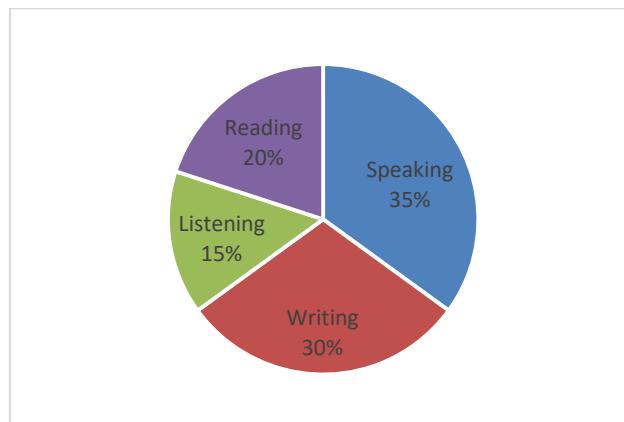


**Source: Primary data, 2023**

As we are able to see, the intermediate impartial users are such a lot of sixty one% of all respondents, the fundamental customers are 28% at the same time as the talented customers are 11%. This has driven the researchers assume that a few language abilities may be

more difficult than others, and the numerous abilities are probable to play differing roles inside the general technique of coaching with the aid of the usage of a 2nd language. The survey requested instructors to price the extent of undertaking they associated with 4 precise language competencies.

**Figure 5.3 Teachers' Perceptions of Difficulty of Selected English Skills (N=18)**

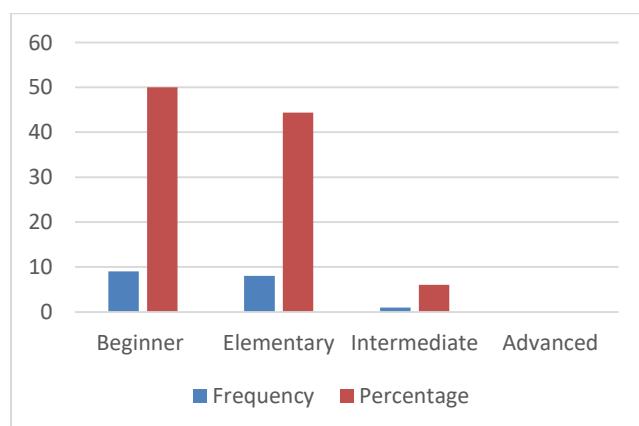


**Source: Primary data, 2023**

The statistics that emerged from responses to this object have become especially beautiful. Extra than 1/2 of the participants perceived all 4 abilities to be hard. The maximum tough capacity

have become speaking, with 35% of respondents who stated it as challenge. Yet this skills is vital for coaching a category in any hassle. Teachers cannot provide understandable input to their students in the event that they cannot use the aim language drastically at the same time as coaching.

**Figure 5.4 Students' reported English Language Proficiency by their teachers**

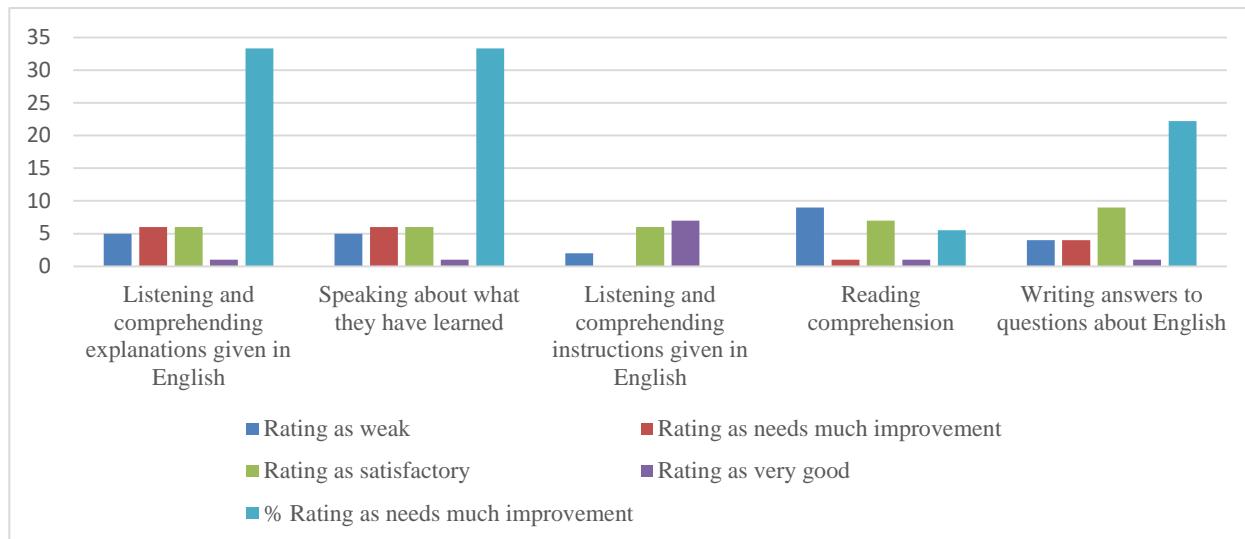


**Source: Primary data, 2023**

The scholars' perceptions in their low degrees of skill ability had been supported by means of the use of their teachers' checks. At the same time as the lecturers have been requested to rate their students' abilities in English language, they identified several weaknesses. The lecturers rated their training as an entire; they did not fee person university college students. Table 9 huh affords the lecturers' assessments in their college students' abilities to apply English within the lecture room.

As the ones figures advise, college students face many annoying situations in the usage of English as a LoI in their content material topics. For almost all the competencies, the general public of the teachers said their college students' competencies in the use of English wanted a whole lot improvement or were susceptible. Few rated their students first-rate in any expertise besides writing solutions to questions; fewer rated university students as well on this region.

**Figure 5.5 Teachers' Assessments of Students' English Language Skills (N = 18)**

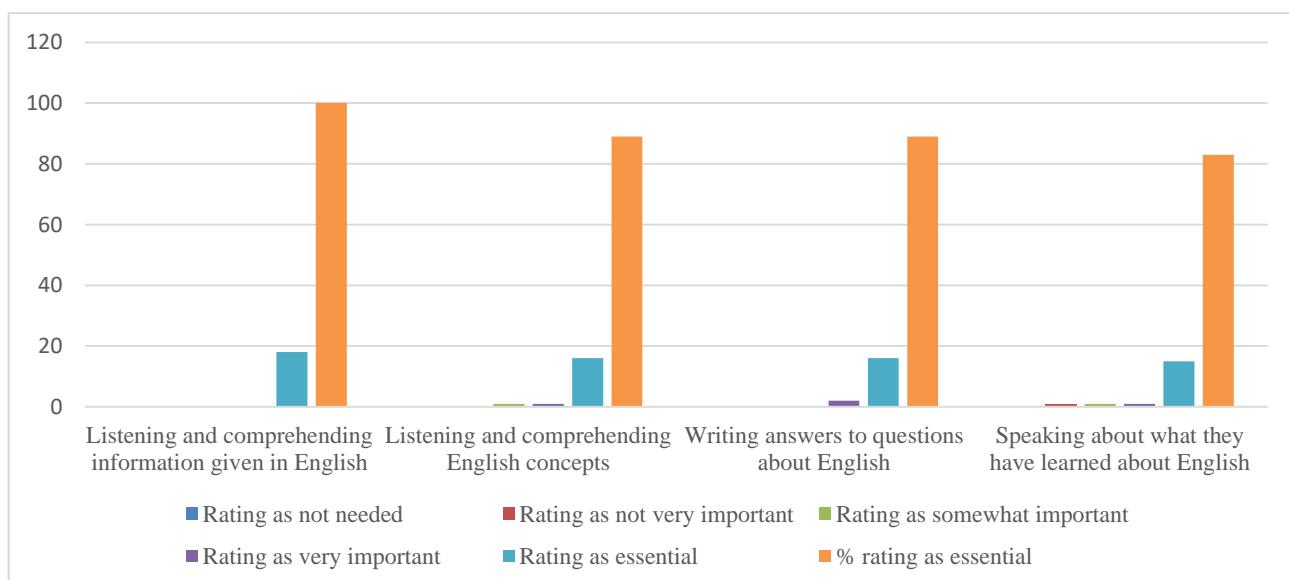


**Source: Primary data, 2023**

The reality that teachers rated their college students as weak in those unique language talents is troubling due to the fact the academics regarded the skills as either very essential or important to gaining knowledge of. Even the skill perceived as least crucial is

talking approximately what they have learned approximately English became rated as important by way of 83% of the teachers (see desk 10). If the researchers had asked the academics to mention why they concept precise abilities have been crucial the results could have been extra informative, however sadly one of these query became now not at the survey device.

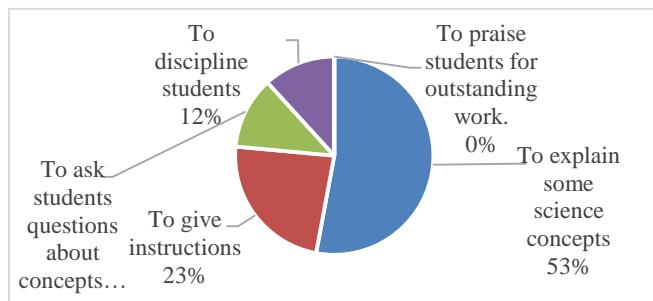
**Figure 5.6: Teachers' Ratings of Importance of Selected English Language Skills (N = 18)**



**Source: Primary data, 2023.**

these statistics do no longer manual the stance of the Rwandan Ministry of schooling that the modern-day language talents of college students must no longer be taken into consideration an obstacle to the implementation of EMI due to the fact students can continually research (Republic of Rwanda (Graaf, 2001) (MINEDUC, 2009).rather, the information believe numerous researchers' end that scholars' diploma of English ability desires to be addressed so that you can make the EMI policy a achievement (; (Lynd, 2010) ; (Niyibizi E. , 2010); (al., 2011); (C.Nzitabakuze, 2011); (Othman & Saat, 2009); ((Samuelson & Freedman, 2010).

**Figure 5.7 Frequency of Teachers' Use of Mother Tongue in Selected Classroom Situations**



**Source: Primary data, 2023**

Those findings are not unexpected in the Rwandan context due to the fact very few English words are needed to bring a message of area or praise. Disciplining students in English may be finished with brief expressions together with "keep quiet," "Do not make noise," or "Silence." Praising students for incredible paintings can further be completed with brief remarks. Rwandan students on occasion give their instructors nicknames based totally on the lecturers' repetition of the identical expression. Instructor' nicknames such as "first-rate," "superb," and "nicely finished" at the moment are common in Rwanda.

The finding that so among the research contributors suggested seldom if ever the usage of English to train shows that low second-language proficiency is undermining implementation of the EMI policy. Lack of English abilities, coupled with the mandate to teach in English, is also lowering the overall first-class of technological know-how coaching. If English is to be the LoI in all content regions, instructors have to use as a lot of it as possible to assist college students increase their English language talent in addition to their potential to understand academic content (Bellack et al., 1966). Failure to correctly use English in cognitively worrying subjects may be the supply of negative student overall performance in those disciplines (Maminta, 1985).

Furthermore, survey responses suggest that the low degree of talent in the English language stored the lecturers from the usage of the nice practices for coaching technology. While asked in the event that they changed their lesson content material to first-class meet the level of English of their college students, thirteen of the 18 teachers stated that they did not. Not one of the 18 members gave any suggestion for how they may make science studying in English greater fun for his or her students.

In normal situations, while instructors are at ease with the LoI, they take command of the difficulty content material and regulate what is supposed to be taught to the desires and talents of their students

with a purpose to make the general getting to know revel in exciting and worthwhile. Several students have pointed out the blessings of editing lesson content to satisfy the needs of all beginners (consolation, 1990; Moon & Callahan, 2001; Reisberg, 1990; Switlick, 1997). Inside the case underneath research, but, teachers could not take command of the issue content; they needed to supply to college students the content material of the country wide curriculum, which is in English, word by phrase, line by using line, without any modification. Their degree of English become too low to allow them to modify the lessons written in a language in which they have been now not conversant. The lack of ability of the educators to employ pleasant practices in all likelihood made the coaching experience irritating to the lecturers and the studying experience confusing to the scholars.

## Conclusions and Recommendations

The implementation of English as a medium of instruction (EMI) in Rwandan secondary schools, exemplified by Groupe Scolaire Jabana during the 2022–2023 academic year, has highlighted significant challenges. These include limited English proficiency among teachers, inadequate teaching resources, overcrowded classrooms, and insufficient exposure to English outside the classroom. Such obstacles impede effective teaching and hinder students' language acquisition, thereby affecting academic performance and overall educational quality. Despite these challenges, there remains a collective optimism among educators and students regarding the potential benefits of EMI, provided that appropriate support mechanisms are established. It is recommended to Enhanced Teacher Training and Professional Development, Provision of Adequate Teaching and Learning Resources.

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