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Title of Dissertation: EFFECTS OF USING ENGLISH LANGUAGE AS A MEDIUM OF INSTRUCTION ON ACADEMIC PERFORMANCE IN SELECTED INSTITUTIONS OF HIGHER LEARNING IN RWANDA

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ABSTRACT

The study was about effects of using English language as a medium of instruction and academic performance in selected higher institutions of learning in Rwanda. The research was carried out in four institutions of higher learning in Rwanda. These are Kigali institution of education, Mount Kenya University, Kigali institute of management and independent national institute of lay Adventist of Kigali. The study was based on three research objectives; these were: to investigate the level of understanding in the use of English language in the selected institutions of higher learning in Rwanda, to examine challenges encountered in the use of English language as a medium of instruction and to analyse ways put in place to address challenges encountered in the use of English language in selected institutions of higher learning. It adopted a cross-sectioned study design and was based on a sample size of 124 respondents who were selected using purposive sampling. It was guided by gender balance. These were studied using questionnaires, interview and observation. The gathered data were augmented by data which was collected from review of documents. The major findings revealed that many students have difficulties in understanding what is taught in English. Many respondents agreed that they have difficulties in using English language. They did not agree to have been failing examinations yet many students failed to get average pass mark. The researcher made the following conclusions: despite the fact that students had a poor background of English language, they are trying to learn English language though not at examinations. They are assumed to be the higher level as far as teaching /learning in English is concerned while most of them are still beginners in using English language. The major recommendations of the study are; recreational activities in English engagement be institutionally created and implemented, publically promoted and positively celebrated within the institution of higher learning in Rwanda. Guided group activities in English be a key instructional approach in teaching. Reading materials in English, both printed and electronic, be purchased and made available o students. The teaching in English be structured in all educational levels.