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Abstract

The improvement of students' English proficiency depends on the level of teaching English language and the competency of teachers in teaching career. The purpose of this study therefore, was to investigate the relationship between teachers' competency in English language and students' English language proficiency within secondary schools of Karongi in Rwanda. The study adopted correlation research design research design. Data collection tools were questionnaire and interview guide. The target population was 1794 people comprised of 1560 students, 14 Sector Education Officers, 20 Head Teachers, 200 teachers. A simple random sampling and purposive sampling techniques were used to get a sample size of 395 respondents. The study findings revealed that majority of the students with a total of 290 (91.2%) agreed that in their school, teachers are not competent enough in English language. Moreover, almost 292 (91.8%) of the respondents agreed that in their school, students English reading, writing, listening and speaking proficiency level is low and 70 (90.9%) of key informants agreed that both in public and private secondary schools of Karongi District, students' English language proficiency level in reading, writing, speaking and listening is low. The correlation results showed the association between teachers' inability to teach in English, teachers' inability to read classroom interactions in English language, teachers' incompetency in English language, teachers' inability to express themselves in English language as well as teachers' inability to develop English language educational materials) and dependent variables (students' reading, writing, speaking and listening English language proficiency and students' English language proficiency (reading, writing, speaking and listening English proficiency) is positive. The study recommended the Ministry of Education through Rwanda Basic Education Board to avail enough English teaching and learning materials, including charts, textbooks and dictionaries which are adequate in enhancing English language proficiency mastery among students at an early age. All stakeholders of the education sector are recommended to support English teaching and learning activities in Rwanda, as it is the only and one shortcut for making Rwandans master the English language.

Keywords: Teachers' competency, English Language, English proficiency, Rwanda

1.0 Introduction

English has been considered as a predominant used language worldwide. Its use is not only in schools but also in public institutions. Within Belgium country, the Dutch and French are the instructional languages, however languages change from a region towards another in Belgium, the primary language is Dutch this is why it was preferred as instructional language since long time ago in Belgium. In different universities of Belgium French as well as English and Germany serve as languages of instruction interchangeably. Flanders of Belgium have not welcomed English as a language of instruction; they have resisted it and they suggested that the Dutch must be made a mandatory language of instruction within Belgium and as the days passed out they discovered that English was indispensable in their development and they adopted it as a language of instruction in additional to Dutch. Once English was made by Flanders as a language of instruction various hindrance were faced. The resistance of Flanders against English as a language of instruction demotivated Dutch speakers from learning English and it was not easy to get proficient and competent teachers who were ready to cope with the introduced new language policy. This produced no fruit in terms of students' proficiency in English language improvement (Van, 2010).

In Malaysia, the policy of language transition was made by making English a language of instruction for science subjects at both secondary level and tertiary level of general education. The opportunity was given to Malaysians to react on language transition policy by offering their thoughts on whether English is to be arrested within their country. Malaysia macro- planners found that there will be a great loss in their country, once English is rejected as their people will not succeed to fit the labor market demand worldwide (Othman 2009). In order for Malaysia to remain with English language in it, English language was made an instructional language in teaching some of the science subjects and Mathematics. During the period of introduction of the new language transition policy, various challenges were faced by Malaysia but the main challenge was the problem of low proficiency and competency level in English for teachers and students. The new policy required science and mathematics teachers double demand of teaching their subject as well as English language to the students. This transition policy faced various challenges caused by the scarcity of teachers in communication skills (Othman & Saat, 2009). This was considered by many researchers including the current ones as a factor contributing to the level of students' English language proficiency.

Looking back to the history of Tanzania country which succeeded to be independent country in 1961, after this period the Tanzanians adopted a formal education in which Kiswahili and English as languages were used as the languages of instruction; When Mwalimu Julius Nyerere introduced socialism in 1967, English language was rejected and Kiswahili was declared the only language of instruction in Tanzania (Swilla, 2009). English language started gradually losing its status among Tanzanians; this is why some educationalists recommended the government to work up and down in order to provide children with English language skills in order to make them equipped with an education that will allow them fit the labor market demand worldwide (Swilla, 2009). The government's new language transition policy of adapting English as instructional language in Tanzanian schools faced numerous challenges before it finally succeeded. The first challenge was to get proficient and competent teacher in English language and the second one was the parents' resistance against English language; furthermore, there was no hope that students will succeed to master English, as they were familiar to their mother tongue (Kiswahili).

(Mhegera, 2011). Despite different negative effects on proficiency in English Language, the planners succeeded at a certain level, as learners, educators and other Tanzanians in general have harvested the benefit of English language policy implementation (Rugemalira, 2005). But, we have to remember that this policy is still implemented only at tertiary level because it was ordered by Tanzanian leaders that Kiswahili should replace English as an instructional language in education (Mhegera, 2011).

English was introduced in Rwanda by Europeans in 1960. One cannot forget that during this period, it was made an official language in 1996 and it started to serve as an instruction in 2009. Since then, it was added to the existing official languages namely Kinyarwanda, French and it was promoted at the international level (MINEDUC, 2013). Considering the great role that English plays at the international level of foreign relation, employment and education, Rwandans benefited from it for admission to English speaking communities, East African Community and Common Wealth; the use and learning of English to become prominent. Most learners of English in Rwanda use either mother tongue or any other. Even though the government of Rwanda worked up and down to inculcate English language among Rwandans starting from students' different challenges are still encountered like the use of active method in educational process, a shortage of appropriate teaching materials, lack of qualified teachers for teaching English or teaching in English and the environment which brings learners to speak in the local language, lack of motivation on the side of some teachers and learners (Ige, 2002).

Rwanda is a country among others in which English is used as a language of education. Looking back to the past decades Western Europe, Asia and many African governments decided to use English language in education in order to prepare their citizens for future fortune in terms of linguistic competitiveness (Magogwe, 2007). In 2008, the Rwandan government adopted a language transition policy. On 28th October 2008, the cabinet decided to replace French language by English language and it was made an instructional language at all levels of education in Rwanda; French was to remain there and taught as a subject (Gahigi, 2008). The adoption of English language was significant for various reasons and it was the only shortcut of enabling Rwandans to integrate in regional community like East African community, commonwealth and others for labor market demand fitness. This choice of the Rwandan government was to adopt English intended also to prepare Rwanda's students to perform at the international employment market because English is serving as one of the most spoken languages in the world (Othman & Saat, 2009). This shift encountered a lot of challenges since students have not succeeded to display a high achievement in both languages (English & French). This situation is very significant in a country like Rwanda which is composed of monolingual society in which Kinyarwanda is the only language used in everyday communication. This also because when English was introduced, there were no expert teachers in Rwanda to implement the language transition policy. Therefore, the graduates from Rwandan secondary schools prove a very serious weakness in English mastery that has been identified as one of hindrances of their academic performance.

1.1 Problem Statement

The stimulus of this research is students' English language proficiency for secondary schools in Rwanda. This mentioned English language proficiency may be due to teachers' incompetency

in English language (Olzacki, 2015). In fact, after 1994 genocide against Tutsi in Rwanda, many changes were required especially in education sector in order to have an education system which is fruitful to all people involved. Even though in Rwanda the tool of instruction was French which was introduced after Kinyarwanda, through its language transition policy, the government adopted English as a language of instruction (Gahigi, 2008). However, its implementation still presents enormous challenges both in speaking and listening English. This is a big concern and it is considered as a major problem to Rwandan education sector. In addition, the language transition was very difficult and somehow impossible in many areas of Rwanda, especially in schools located in rural area where Kinyarwanda was favored of other languages (Adedeji & Olaniyan, 2011). Since, almost 85% of secondary schools in Rwanda, are located in rural areas; it is not easy for the government of Rwanda to get enough qualified teachers to be deployed there.

However, the choice of the Rwandan Education Board was to adopt English and to prepare Rwandan students to perform at the international employment market because English is a requirement in order to fit the labor market demand worldwide (Olzacki, 2015). The language of instruction is an important aspect to be considered in learning and teaching activities because if that language is not known by people involved, it becomes impossible to achieve educational targets Chan, (2005). The reason why, this research is mainly focused on lack of English language proficiency, which is a fruit of making debates, oral presentation, listening practice, promoting reading culture (library culture), activate English clubs, writing skills so as to improve the four basic skills (Speaking, Listening, reading and writing). This research considered both teachers and students. Van den Berg and Ross (2006) are of view that if it comes to language transition policy implementation, teachers are implementers or providers, while students are passive receivers of policy products. It was also indicated that the poor performance is found in subjects taught in English as well as in English as a subject. This is a considerable gap that motivated the researcher to investigate on effects of teachers' competency on English language proficiency of secondary school trainees in Rwanda, precisely in Karongi district, a district located in rural area as well.

1.2 Objective of the Paper

The objective of the study was to establish the relationship between teachers' competency level in teaching English language and students' English language proficiency in secondary schools of Karongi in Rwanda.

2.0 Literature Review

2.1 Teachers' Competency Level in Teaching English Language in Rwanda

In 2008, the Rwandan government adopted a language transition policy. The meeting of October 28, the Rwandan Cabinet made a vital that French language should be replaced by English language and it was made an instructional language in all educational levels; French was to remain there and taught as a subject (Gahigi, 2008). The adoption of English language was significant for various reasons and it was the only shortcut of enabling Rwandans to integrate in regional community like East African community, commonwealth and others for labor market demand fitness. When English language was adopted in Rwanda, various challenges have been faced by

English language teachers as it is discussed below.

2.1.1 Teachers' Ability to Teach in English Language

This choice of the Rwandan government was to adopt English intended also to prepare Rwanda's students to perform at the international employment market because English is serving as one of the most spoken languages in the world (Othman & Saat, 2009). This shift encountered a lot of challenges since teachers have not succeeded to display a high achievement in both languages (English & French). This situation is very significant in a country like Rwanda which is composed of monolingual society in which Kinyarwanda is the only language used in everyday communication. This also is because when English was declared as medium of instruction, there were no English experts to implement the language transition policy. Therefore, the graduates from Rwandan secondary schools prove a very serious weakness in English mastery that has been identified as one of hindrances of their academic performance due to the scarcity of qualified English language teachers. Even though this shift was necessary, teachers who were not familiar with English faced various challenges such as:

2.1.2 Teachers' Fluency in English Language

The fluency in English language means an ability of someone to communicate significant information, concepts, thoughts and ideas necessary using English language for effectively (Driscoll, 2006). The great hindrance encountered by teachers who were abruptly required to teach in English language was poor performance in English. The same teachers who were used to teach in French are the one who were required to use English in teaching and learning activities despite of their poor capacity in English. This situation is highlighted by the British council's survey conducted in 2019. The survey had the main purpose of investigating the proficiency level in English for secondary teachers in Rwanda. Lydn (2010) argues that survey findings indicated that many of secondary teachers in Rwanda were not even at the intermediate competent. The study showed that 66% of secondary trainers were still not competent enough. This show that 34 % of secondary teachers in Rwanda had little or nothing in English and they are required to teach all of the subjects in English (Lynd, 2010). This is the great challenge faced by secondary teachers and affect too much teaching and learning activities and leads the poor students' academic performance. In 2009, MINEDUC conducted a survey in order to be aware of secondary teachers' background in English as the new instructional language. The survey findings indicated that only 35% secondary teachers have studied English formally in classroom. The remaining 65 % of secondary teachers have acquired English informally as it is highlighted by (MINEDUC, 2009). This is the hindrance to the success of teaching and learning activities because when a teacher is not proficient in instructional language, it becomes very cumbersome and even impossible to achieve instructional objectives. This is a true indicator which shows the low level of proficiency of teachers in English affects secondary school students' English language proficiency in Rwanda.

2.1.3 Teachers' Ability to Express themselves in English Language

The instructional language in Rwanda was French language in secondary schools of Rwanda since 1950. The long period like this one influenced many teachers to like French language and have the

belief that no other language could be used apart from it (Samuelson & Freedman, 2010). When the government of Rwanda adopted English language in 2008 as the instructional language no further preparation has been made in other create preparedness among students, teachers and other stakeholders who were involved in the language transition policy. Rosendal (2009) argues that Rwandan secondary school teachers who were taught in French and who new little or nothing in English did not welcome the Rwandan government decision of making English the language instruction. A big number of them developed some negative attitudes towards the new instructional language (English) because the worried that it will contribute to the loss of their job. This fear of losing their jobs created a resistance to instructional language change this is why many of them have no ability to express their idea and feelings using English language. The resistance to the policy change influenced some of the teachers to doge all activities intended to increase their competency in English language such as trainings, in- service trainings, workshops, peer- learning and so on. Freedman (2010) goes on explaining that among the Rwandans who developed negative ideas towards English language considered it as the language of Ugandans which is useful to Ugandans and useless to Rwandans. Teachers' negative attitudes towards English language is the big challenge that is connected with the failure of many teachers to express themselves in the instructional language. It is obvious clear that when a teacher does not like the language of instruction and has negative attitudes towards it, there is therefore no belief that educational process will occur within a conducive way.

2.1.4 Ability to Develop English Language Teaching and Learning Materials

When English language was adopted in 2008 as the instructional language in secondary schools of Rwanda, teachers and students were not enough prepared to cope with a new language policy and teachers were required to be able to develop teaching and learning English language materials through improvisation due to the scarcity of financial resources in Rwandan education sector. The teachers' readiness issue for the shift from French toward English has not been considered by various researchers. Even those who tried to conduct studies on this issue did not show that it is a serious issue that can affect English language teaching and learning activities. MINEDUC (2009) has the view that students' preparedness is not a challenge to the language policy implementation, MINEDUC (2009) tries to convince the public that teachers can teach and that students can learn always regardless of every so called challenge of lack of preparedness and educational materials scarcity. Maybe they were somewhat correct, especially for English language teachers who have the ability to develop their own teaching and learning materials relying of available material in the school environment. Secondary teachers require instructional language mastery in order to be able to develop adequate teaching and learning materials. This is why Klaassen (2011) says that before changing the language of instruction, there must be enough preparation for both teachers and students in order to avoid negative outcomes. Because there was no enough preparation for instructional language transition policy, students failed to cope with the new policy, they also failed to boost their proficiency level in English and some of them continue using the mother tongue (Kinyarwanda) during learning and teaching activities in subjects taught in English. This is a considerable issue of teachers on English language proficiency.

2.2 Other Factors Affecting Teachers for Secondary Schools in Karongi

2.2.1 National Curriculum

For students, especially in secondary schools, the curriculum must be designed in the way that is appropriate to their everyday life. According to Kelly (2009) a curriculum means all activities which take place in a school, it includes teaching and learning activities, textbooks and others. The curriculum also is what a student acquires under the school influence. The curriculum implementation requires teachers who are equipped with all skills of instructional language. The curriculum should be designed in the way that will facilitate the attainment of instructional objectives easily (Kelly, 2009). In Rwandan education, teachers claim that some syllabi are wider considered to the time allocated to each subject, this requires teachers to work hard in order to accomplish syllabus requirements. When the teacher is teaching using a language of instruction in which he or she has no mastery, there is a tendency of failing to meet objectives. Thus, the curriculum requires teachers to be proficient in the language of instruction (English), though some teachers are considered as beginners in terms of English proficiency. This is a serious issue and it lower secondary school students' academic performance.

2.2.2 Lack of Motivation

It was found that when someone is motivated, it is very easy to accomplish the task assigned easily. But where there is no motivation, nothing can be easily achieved (Gardner 2006). Gardner (2006) goes on explaining that teachers of language are well placed in motivating learners more than other teachers; he also says that teachers must master a language of instruction in order to provide both intrinsic and extrinsic motivation to students. When a teacher is incompetent in the instructional language, affects the students' performance due to lack of motivation. The emotional contagion concept may also be applied. Inability of some Rwandan secondary school teachers hindered them from helping students to become more intrinsically and extrinsically motivated in order to learn easily (samuelson 2012).

2.2.3 Unconducive Learning Environment

The learning environment which is referred to is not the weather, availability of furniture in schools or appropriate classrooms. Lack of conducive environments is also a challenge to secondary school teachers fully equipped and ready to teach their subjects using English language in order to attain the education national goals and aims. Learning environments here, is what happens outside of the classrooms and out of the schools. In Rwanda many secondary schools focus on the utilization of English everywhere within the school compound in order to increase the proficiency level in English for both students and teachers; because of such situation, students tend to use proper English only at school compound when they are under teachers' supervision (Majyambere, 2009). Majyambere (2009) goes on explaining that Rwandan students do not hear people conversing in English outside of the schools. This is therefore a great hindrance to the mastery of English language. The environment to which secondary school students are exposed does not favor them to booster their English mastery. As it is known, books only are not enough to increase language

proficiency, audiovisual facilities are needed to help students to hear the correct pronunciation of native speakers of English (Ado, 2012).

2.2.4 Rwandan Culture and Family Status

The culture of Rwanda requires Rwandans to prefer Kinyarwanda and favor it over any other language. This is a challenge to teachers who are assigned with responsibilities of teaching learners in English because students do not have a place where to exercise what they learnt in classroom using English language. The family status is also another challenge encountered by secondary teachers in their everyday duty of teaching English language (Abbasi 2010). For Rwandan secondary school students to be proficient in English, they must attend class regularly. This is a dilemma for students coming from humble families which are financially challenged. Even though it is against the law to engage children in the works which hinder their education and contribute to their dropout, in African culture it is believed that the children are the source of income. This belief causes many African parents to engage their children in the difficulty and dangerous works in order to train them to become productive at the early age as it is explained by DFID (2005); this is the main cause of excessive absenteeism for some students and challenged teachers who are struggling teaching English.

2.2.5 Lack of Linguistic Models

The challenges that hinder Rwandan students from achieving more in English is the lack of linguistic model native speakers of English. With English native speakers, students and teachers can get a true example on how to speak English by pronouncing it accordingly (Kandra 2009). When students and teachers lack linguistic models, they arrange themselves by using English as they want regardless of everything. This is an effect that lowers students and teachers' English proficiency level and cause students to pass poorly in subjects taught in English.

2.3 Some Strategies to Overcome Challenges of English language Proficiency in Rwanda

There are couple of ways to encourage students and teachers to make a shift from the beginning level of proficiency in English language. The first regards too much teachers. It is a must for the teacher to encourage the students to speak English as much as they can whenever and wherever they can be. It is known that when you practice a language by speaking it, you acquire it easily (May, 2008). The teachers are there to find the way of motivating students to use English everywhere regardless of mistakes made in grammar or in pronunciation because they will be corrected as long as they will be getting familiar with English language. Teachers must let students be aware that making mistakes is no abominable offence in language learning journey. The teacher is advised to provide students with constructive feedback instead of correcting them every time they make a mistake either in grammar or in pronunciation (Amitava, 2010). Furthermore, the teachers should introduce the learner centered approach that will allow them to practice their English while learning. The learner centered approach is an appropriate teaching and learning method that helps students improving their competency in English language as it provides them with enough opportunities to explain their different views. In order to help students, teachers have to focus on debates, oral presentation, listening to audio-visual instruments, encouraging reading

culture, forming language clubs and making sure that they are effectively operational. The second strategy is for the students themselves. Students are needed to create additional areas in which they can practice what they learnt intended to improve their proficiency in English language. This can be achieved through forming English clubs and other forms of discussion that can allow everyone to advance own views in English.

2.4 Teachers Competency in English Language and Students' Proficiency in English Language

English proficiency is individual's ability of speaking or performing in English language. The English language proficiency on the other hand, is the educational outcomes or the degree at which an instructor or a learner has accomplished the predetermined teaching and learning objectives by considering the marks scored at the completion of a certain level of education. The effects of teachers' proficiency levels students' proficiency in English language have interested many researchers worldwide. In USA, schools have focused considerably on duties of learning English especially for learners whose English proficiency has been found very weak within the line of preparing them for academic journey conducted fully in English language. In United States of America, students who are not proficient in English language were put aside and learn in separated classrooms in which they were served as beginner students. Such learners learnt in a teacher centered method that focused on pen and paper activities and they were spoofed. After implementing that policy, it was found that students who were taught by teachers who were not competent in English language failed to boost their English language proficiency level because of poor methods used in teaching them. After achieving a high level of English performance, they start to cherish much from education and perform effectively (Rebecca M. Callahan, 2005). Moreover, people who immigrate towards USA, once they get there, the first barrier that they get confronted with as an English language barrier that limits their schooling success (Wilkinson 2008). Various researchers have made advocate intended to increase the students' levels of English proficiency, need to be taught in effective manner and in easy language allowing better preparedness for students in order to move easily by their slow fellow classmates. For other schools, learners who are found to be at a lower level of English proficiency are helped poorly considering that their weakness in terms of progress

This is a negative approach because it weakened numerous students in academics. Such students faced a great challenge that leads them to repetitive learning activities and they did not succeed to develop critical and analytical skills, questioning, argument and problem solving (Amitava, 2010). Another research conducted by Abdirahman et al. (2013) shows that English language is considerably important ingredient for students' English language proficiency in subjects taught in English for states where English is used as language 2, this study was carried out on business accountancy learners with the aim of investigating relationship between teachers' proficiency in English and students' English language proficiency measured from scores gotten in final semester in Somalia University in (Abdirahman M, Addow et. al. 2013). The result presented that academic achievement is affected by learner's proficiency in English language. There is another research conducted in secondary schools of Tanzanian, learners' success in secondary schools was found to be collated with the proficiency in language of instruction (English) (Wilson, 2012). Various universities worldwide require students to enter them with a considerable level of competence in

English language so that they can learn without language of instruction (English) hindrances. Zannngani (2007) argues that proficiency in English for teachers is the only and vital way of enabling learners to become more familiar and competent in it. In addition, another research conducted in USA, Europe and West African countries, researchers discovered that teachers' competency levels in English correlates positively with students' English language proficiency (Zangani and Maleki, 2007).

3.0 Research Methodology

The study adopted correlation research design research design. Data collection tools were questionnaire and interview guide. The target population was 1794 people who comprised of 1560 students, 14 Sector Education Officers, 20 Head Teachers, 200 teachers. From this population, simple random sampling and purposive sampling techniques were used to get 395 respondents. The validity of the research instrument was maintained by distributing the research instruments to the expert respondents in the area of the study while reliability was maintained by making pilot study that provided reliability of the research instrument and got 92.8% using Cronbach's Alpha and considered to be reliable as it was greater than 70% as recommended. The data management of this study was maintained by using SPSS software version 21.

4.0 Research Findings

The paper sought to establish the relationship between teachers' competency level in teaching English language and students' English language proficiency in secondary schools of Karongi district in Rwanda. The study findings are presented in sections.

4.1 Teachers' Competency Levels in Teaching English

The findings from Table1 indicates responses provided by students on teachers' competency levels in teaching English language in secondary schools of Karongi District in Rwanda

Table 1: Teachers' Competency Levels in Teaching English

Statements	SA		A		N		D		SD		Mean Std	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
In my school teachers are not able to teach in English language.	227	71.3	63	19.9	19	5.8	7	2.3	2	0.6	1.4	0.7
In my school teachers are not able to lead classroom interaction in English language.	230	72.5	74	23.2	6	1.8	6	1.8	2	0.6	1.3	0.7
In my school teachers are not fluent in English language.	225	70.8	65	20.5	20	6.4	6	1.8	2	0.6	1.4	0.7
In my school teachers do not feel free to express themselves in English language.	217	68.4	61	19.3	31	9.9	6	1.8	2	0.6	1.4	0.7
In my school teachers not able to develop English language educational materials.	232	73.1	59	18.7	17	5.3	6	1.8	4	1.1	1.3	0.7

The study results in Table1 indicates that majority of students with a total of 290 (91.2%) agreed that in their school teachers are not fluent in English language with a mean of 1.3 and the standard deviation of 0.7, 290 (91.2%) respondents agreed that in their school teachers are not able to teach in English language accordingly with the mean of 1.4 and the standard deviation of 0.7, 290 (91.2%) respondents agreed that in their school teachers are not able to lead classroom interactions in English language with 1.3 of mean and 0.7 Of standard deviation. Furthermore, 290 (91.2%) respondents agreed that in their school teachers do not feel free to express themselves in English language with the mean of 1.4 and the standard deviation of 0.7 and finally, 270 (84.8%) respondents agreed that in their school teachers are not able to develop English language educational materials with a mean of 1.3 and the standard deviation of 0.8.

The above findings testify that teachers' competency levels in teaching English language in secondary of Karongi District is very low. Rosendal (2009) argues that Rwandan secondary school teachers who were taught in French and who new little or nothing in English did not welcome the

Rwandan government decision of making English the language instruction. A big number of them developed some negative attitudes towards the new instructional language (English) because they worried that it will contribute to the loss of their job. This fear of losing their jobs created a resistance to instructional language change. The resistance to the policy change influenced some of the teachers to do all activities intended to increase their competency in English language such as trainings, in-service trainings, workshops, peer-learning and so on. This teachers' negative attitudes towards English language is the big challenge that is connected with the failure of many of them to be competent in the English language (Freedman, 2010). In 2009, MINEDUC conducted a survey in order to be aware of secondary teachers' background in English as the new instructional language. The survey findings indicated that only 35% secondary teachers have studied English formally in classroom. The remaining 65 % of secondary teachers have acquired English informally as it is highlighted by (MINEDUC, 2009). This is the hindrance to the success of teaching and learning activities because when a teacher is not proficient in instructional language, it becomes very cumbersome and even impossible to achieve instructional objectives.

Responses of Teacher, Head Teachers and SEOs from the Interview Guide

In order to examine teachers' competency in teaching English language, the current researcher conducted interviews with key informants who are teachers, head teachers and SEOs from Karongi District. The following are answers provided by them.

One of the head teachers said *"In various Karongi District secondary schools, teachers who are required to teach using English Language as a language of instruction face various challenges. Some of them have studied and taught for a long time using French and Kinyarwanda. This is why the problem of teachers' incompetency in teaching English language is still being a challenge in secondary schools of Karongi District"*.

The interviewed key informants argued that the lack of teachers' competency in teaching English language is associated with attitudes towards English language, un conducive teaching and learning environment, lack of English linguistic role models, scarcity of English language teaching and learning materials, shortage of teachers in service English language trainings and lack of motivation. In addition, the interviewed teachers, head teachers and SEOs highlighted that teachers' incompetency in teaching English language is demonstrated by their inability to teach using English language, inability to lead English language classroom interaction, incompetency in English language, inability to express themselves in English language and their inability to develop English language materials by improvisation. Teachers have not gained enough time of being ready to shift from French towards English language as a language of instruction, this is why their competency in this language is a dilemma. Klaassen (2011) says that before changing the language of instruction, there must have been enough preparation for both teachers and students in order to avoid negative outcomes. Because there was no enough preparation for instructional language transition policy, teachers failed to cope with the new policy, they also failed to boost their competency level in teaching English and some of them continue using the mother tongue (Kinyarwanda) during learning and teaching activities in subjects which are supposed to be taught in English.

4.2 Students' English Language Proficiency in Secondary Schools

The study results on **students' English Language Proficiency in Secondary Schools** is depicted in **Table 2**

Table 2: English Language Proficiency in Secondary Schools

Statements	SA		A		N		D		SD		Mean	Std
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
In my school student's English reading proficiency level is low.	216	67.8	76	24.0	14	4.7	11	3.5	0	0.0	1.4	0.7
In my school student's English writing proficiency level is low.	205	64.6	82	25.1	22	7.0	9	2.9	0	0.0	1.4	0.7
In my school students' English speaking proficiency level is low.	210	66.1	71	22.2	24	7.6	9	2.9	4	1.2	1.5	0.8
In my school students' English listening proficiency level is low.	193	60.8	93	29.2	22	7.0	6	1.8	4	1.2	1.5	0.7

Through the questionnaire, the researcher assessed English language proficiency among secondary school students in Karongi District, the results are presented in the Table 2 indicates that 291 (91.8%) respondents agreed that in their school students English reading proficiency level is low with the mean of 1.4 and the standard deviation of 0.7, 286 (90.0%) respondents agreed that in their school students English listening proficiency level is low with the mean of 1.5 and the standard deviation of 0.7, 281 (88.3%) respondents agreed that in their school students' English writing proficiency level is low with the mean of 1.5 and the standard deviation of 0.8 and 260 (81.9%) respondents with the mean of 1.5 and the standard deviation of 0.7 agreed that in their school students' English speaking proficiency level is low. This implies that students from secondary schools of Karongi District are not able to write, read, speak and listen English language correctly due to their low level of proficiency English as it has been shown by the findings from respondents. The findings of the current study do not contradict the findings of Kumar (2009) who

analyzed effects of teachers' competency level in English language students' proficiency in English language in India, Kumar (2009) finds that the students English language proficiency level was at the low level in secondary schools if India compared to the government effort of enhancing English language among young Indians.

Responses of Teacher, Head Teachers and SEOs from the Interview Guide

In this current research, the researcher collected information about students' English language proficiency among secondary schools of Karongi District by questioning teachers, head teachers and SEOs through interviews which enabled the researcher to collect useful information. The following are answers provided by teachers, head teachers and SEOs about students' English language proficiency in secondary schools of Karongi District of Rwanda.

Among all 77 interviewed key informants, 70 (90.9%) of them agreed that in secondary schools of Karongi District, students' English language proficiency level in reading, writing, speaking and listening is low. This implies that students from secondary schools of Karongi district are still behind in terms of English language competency.

About factors indicating the low level of students' English language proficiency, the interviewees said as follows:

Interview one said *"Secondary school students of Karongi District are not proficient in English language because they cannot read, write, speak and comprehend English language accordingly. In some secondary schools, students are not motivated to speak English language by their teachers, this is why many of them are not even aware of the use of mastering an international language such as English."* It implies that the mastery of English language in secondary schools of Karongi District is still a dream. When a teacher is incompetent in the instructional language, it can't be possible to motivate learners because the emotional contagion concept is not applied. Inability of some Rwandan secondary school teachers hindered them from helping students to become more intrinsically and extrinsically motivated in order to learn easily (samuelson 2012).

4.3 Correlation between Teachers Competency in Teaching English and Students' Proficiency in English

The study results presented in Table 3 shows the correlation matrix between independent variables (teachers' inability to teach in English, teachers' inability to read classroom interactions in English language, teachers' incompetency in English language, teachers' inability to express themselves in English language as well as teachers' inability to develop English language educational materials) and dependent variables (students' reading, writing, speaking and listening English language proficiency).

Table 3: Correlation Analysis

		In my school students' English reading proficiency level is low.	In my school students' English writing proficiency level is low.	In my school students' English speaking proficiency level is low.	In my school students' English listening proficiency level is low.
In my school teachers are not able to teach in English language.	Pearson Correlation		.473**	.448**	.369* * .455**
	Sig. (2-tailed)		0.000	0.000	0.000 0.000
	N		318	318	318 318
In my school teachers are not able to lead classroom interaction in English language.	Pearson Correlation		.435**	.474**	.402* * .472**
	Sig. (2-tailed)		0.000	0.000	0.000 0.000
	N		318	318	318 318
In my school teachers are not fluent in English language.	Pearson Correlation		.430**	.426**	.396* * .474**
	Sig. (2-tailed)		0.000	0.000	0.000 0.000
	N		318	318	318 318
In my school teachers do not feel free to express themselves in English language.	Pearson Correlation		.413**	.396**	.358* * .480**
	Sig. (2-tailed)		0.000	0.000	0.000 0.000
	N		318	318	318 318
In my school teachers not able to develop English language educational materials.	Pearson Correlation		.427**	.434**	.422* * .443**
	Sig. (2-tailed)		0.000	0.000	0.000 0.000
	N		318	318	318 318

**. Correlation is significant at the 0.01 level (2-tailed)

The study results presented in Table 3 indicate that teachers' inability to teach in English is positively correlated with students' English language reading proficiency at .473, with students' English language writing proficiency at .448, with students' English language speaking proficiency at .369 and with students' English language listening proficiency at .455. The findings reveal that teachers' inability to read classroom interactions in English language is positively correlated with students' English language reading proficiency at .434, with students' English language writing proficiency at .474, with students' English language speaking proficiency at .404 and with students' English language listening proficiency at .472.

The same table presents that teachers' incompetency in English language is positively correlated with students' English language reading proficiency at .430, with students' English language writing proficiency at .426, with students' English language speaking proficiency at .396 and with students' English language listening proficiency at .474. Teachers' inability to express themselves in English language is positively correlated with students' English language reading proficiency at .413, with students' English language writing proficiency at .396, with students' English language speaking proficiency at .358 and with students' English language listening proficiency at .485. furthermore, the findings from the above table also highlights that teachers' inability to develop English language educational materials classroom interactions in English is positively correlated with students' English language reading proficiency at .427, with students' English language writing proficiency at .434, with students' English language speaking proficiency at .422 and with students' English language listening proficiency at .443.

These results imply that there is relationship between teachers' competency level in English language and students' English language proficiency in secondary schools of Karongi District in Rwanda. Therefore, teachers' competency in English language is directly related to English language proficiency for learners in various academic programs in which English language is required (Kumar, 2009).

5.0 Summary of findings and Conclusion

The objective of the paper focused to establish the relationship between teachers' competency level in teaching English language and students' English language proficiency in secondary schools of Karongi district in Rwanda. The correlation between teachers' inability to teach in English, teachers' inability to read classroom interactions in English language, teachers' incompetency in English language, teachers' inability to express themselves in English language as well as teachers' inability to develop English language educational materials) and dependent variables (students' reading, writing, speaking and listening English language proficiency and students' English language proficiency (reading, writing, speaking and listening English proficiency) was positive. This shows that the relationships were all positive and statistically significant. Each of these elements significantly affects students' English language proficiency in secondary schools within Karongi District in Rwanda.

In conclusion, findings from the research showed that the factors that show the level at which teachers are competent in teaching English language English language in secondary schools in Karongi District are teachers' inability to teach in English, teachers' inability to lead classroom

interactions in English language, teachers' incompetency in English language, teachers' inability to express themselves in English language as well as teachers' inability to develop English language educational materials. It was also concluded that teachers' inability to teach in English, teachers' inability to read classroom interactions in English language, teachers' incompetency in English language, teachers' inability to express themselves in English language as well as teachers' inability to develop English language educational materials affect students' English language proficiency in secondary schools of Karongi District.

6.0 Recommendations

The study recommended the Ministry of Education through Rwanda Basic Education Board to avail enough English teaching and learning materials including charts, textbooks and dictionaries which are adequate in enhancing English language proficiency mastery among students at their early age. All stakeholders of education sector are recommended to support English teaching and learning activities in Rwanda, as it is the only and one shortcut for making Rwandans master English language.

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