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Effect of English as a Medium of Instruction on Academic Performance of Students in Geography Subject in Public Secondary Schools in Rwanda

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Abstract

Teachers' competency in the usage of English as a medium of instruction plays a significant role in the promotion of students' understanding as well as academic performance. The purpose of this study therefore sought to establish a relationship between English usage as a medium of instruction and the academic performance of students in public secondary schools in Ngororero district in Rwanda. The study adopted a descriptive survey research design and a correlation research design. The target population was 303 people corresponding to the sample size of 172 respondents by using Solvin's formula. Interview guide, direct observation and questionnaire were used as research instruments for data collection. Through SPSS version 26 used in data management, the findings revealed that 75.3% of head teachers strongly agree that speaking skills, 74.7% of reading skills, and 71.1% of writing skills indicate English usage as a medium of instruction. The results also indicates that 87.9% of geography teachers believe exam scores indicate academic performance, 94.8% believe reading and writing abilities indicate success, 89.7% believe speaking geographical terms indicates academic performance, 79.3% believe students use English in classroom presentations, and 93.1% believe the success rate in geography reflects academic performance. Results shows that there is a statistically significant positive relationship between English usage as a medium of instruction and the academic performance of students in geography indicated that most measures were positively associated with each other. The study concludes that a high percentage of both teachers and students strongly agree that English is essential in various aspects of teaching and learning, such as speaking, reading, and writing skills. Head teachers and geography teachers, in particular, strongly linked English usage to academic performance in geography. The study recommends that the Ministry of Education should organize some programs that can motivate the learners, such as English reading, speaking, listening, writing, and singing competitions. It is crucial for schools to invest in teacher training focused on enhancing English language skills. Authorities should also provide ample teaching materials in English, expand public libraries, and encourage a stronger reading culture among students by leveraging resources like radio and TV programs in English.

Keywords: *Academic performance, Medium of instruction, Official language and public secondary school, Rwanda*

1.0 Introduction

There is a rapidly growing tendency for English to be adopted as a medium of instruction around the world, even where the majority of the population speaks a local language. However, the rapid spread of English as a Medium of Instruction (EMI) does not imply immediate success. Hamid (2013), who examined English as a medium of instruction policies in ten Asian countries, concluded that implementation of English as a medium of instruction policies is “fraught with difficulties and challenges.” Examples from India, Indonesia, and Pakistan suggest that such difficulties as the teachers’ lack of sufficient English level to teach in English, inadequate resources and support, content and language trade-offs, and inappropriate methodology are also reported in the school settings implanting English as a medium of instruction (Byun 2011). The English level of students is also a problem in following the lessons taught in English; sometimes the teachers prefer to use the mother tongue of those students to make them understand. Wikson (2005) found that Dutch content teachers had to spend more time using EMI; communication became poorer as a result of their weaker ability to use the medium of instruction orally, which clearly lowers the quality of education. His findings revealed that when communication in English fails, teachers take it for granted that the mother tongue will provide a substitute for learning. Kyeyune (2010), however, points out that this alternative is pedagogically “wrong” because it fails to facilitate the development of learners’ academic literacy.

Studies in Africa extend the concerns of English as a medium of instruction to students’ language abilities and their academic performance. Kyeyune (2010), for example, observing classroom interactions, reports the frustration of communication failures in Ugandan classrooms because of pupils’ low English proficiency. The study found that teachers assume their students are fluent in English as a medium of instruction when they are not. English is the geography language of academia, as the majority of academic publications are written in English (Negash, 2011). Crystal (2003) asserts that access to knowledge is the business of education. One of the reasons why so many nations have in recent years made English an official language or chosen it as a medium of instruction is that it is always educational. However, Bunyi (1999) and Prah (2003) argue that foreign languages provide for imperfect education in Africa. Today, Tanzania and Ethiopia are the only countries on the continent to use national languages rather than colonial ones throughout the secondary school system (Alidou, 2004).

Nonetheless, Tanzania has not escaped the medium-of-instruction problems plaguing so many other African countries. Although Swahili is used in geography education, English is the medium of instruction at the secondary and post-secondary levels. English is still a challenge for both teachers and students. According to the Kenya National Examinations Council (2004), the Kenya National Examination Council’s annual newsletters state that during the Kenya certificate examinations, many secondary school candidates fail to answer questions due to their inability to find vocabulary to explain what is asked because of a poor command of English. In 2009, in Rwanda, a new policy of starting all academic subjects in the English medium, regardless of what languages they had been learning in in previous years, required students to start learning all their academic subjects in the English medium, and the teachers should start teaching in this language without any training. And as Samuelson & Freedman (2010) state, the switch to English as the sole medium of instruction was justified by the government of Rwanda in pointing to the global and regional growth of English as the leading language of science, commerce, and economic development. English is seen as a new language in Rwanda; only 14.7% of the Rwandan

population aged above 15 is literate in the English language, and only 11.3% of the rural population aged above 15 is literate in English (NISR, 2014). Considering the low level of English literacy in Rwanda, it is doubtful if teachers possess enough skills in the English language to help students understand the content.

1.1 Problem statement

Given that language is a very important tool of communication, teaching and learning cannot take place when there is no right and appropriate language selected and used as the medium of instruction in schools. Therefore, the effectiveness of teaching and learning is due to the familiar language used as a medium of instruction in schools. While a non-familiar language used as a medium of instruction becomes a barrier to teaching and learning. When teachers and learners get confused with the language of instruction, the process of teaching and learning cannot be effective (Malekela, 2004). However, in 2009, English was adopted as the language of instruction in Rwandan geography and secondary schools. But the Rwandan education system was not ready for this abrupt policy. It is clear that the Education Sector Strategic Plan 2008–2012 does not provide English as a priority; it was only after one year of the introduction of English as a medium of instruction that the Education Sector Strategic Plan 2010–2015 recognized English as a priority to improve education quality (MINEDUC, 2010). Besides teachers who were used to teaching in French for many years, the children also seem not to be ready to follow their lessons in English from Grade 1. In her thesis, Kagwesage, A.M. (2013) discovered that even the students in higher institutions of learning were not ready to follow their lectures in English. Since English has become the language of instruction, no research has been conducted to investigate the effect of English as a medium of instruction on the academic performance of students in Rwandan secondary schools. This study therefore sought to establish a relationship between English usage as a medium of instruction and the academic performance of students in public secondary schools in Ngororero district in Rwanda.

1.2 Objective of the Study

The objective of this study was to establish a relationship between English usage as a medium of instruction and the academic performance of students in public secondary schools in Ngororero district in Rwanda.

2.0 Literature Review

2.1 English as a medium of instruction in Rwandan education system

Rwanda's economic problems are serious. Overpopulation and struggles over land continue to challenge the country and its path toward development and prosperity. Policymakers expect that a move toward adopting the English language will accelerate the country's ability to improve standards of living overall. The Rwandan population has a positive attitude towards the use of the English language, and they perceive English as a valuable commodity (Samuelson and Freedman, 2010). This language shift was in line with Rwandan Vision 2020, especially its sixth pillar, which is to increase regional and international economic integration. Rwanda relies on trade with Uganda, Kenya, and Tanzania, and since 1994, the country has increased economic ties with the United Kingdom and the United States. Rwanda has also joined the Commonwealth, even though it was never a British colony. All the opportunities listed above obliged the government of Rwanda to change the language of instruction from French to English in Geographic Four since 2009.

Nowadays, English as a medium of instruction in Rwanda starts in the Nursery. The language of instruction is defined as the language in which knowledge and basic skills are delivered to the population Prah (2002). This means that a language of instruction is supposed to facilitate the learning of subject content and help students react to different facts and viewpoints about the new concepts they are introduced to. And for effective communication between teachers and learners, the language of instruction should be one that is familiar to both of them. Unfortunately, the Rwandan policymakers made the decision to use the English language as the language of instruction in all Rwandan education levels. It is clear that most Rwandan teachers were trained in French during their geography and secondary education. In addition to this, they have been teaching in this language for many years, so the use of English as a medium of instruction found teachers ill-prepared to teach in this language.

If teachers themselves are struggling with English, it is obvious that the students suffer greatly in this regard. Brophy (1986) explained that the most consistently replicated findings link students' achievement to their opportunity to learn the material, in particular, to the degree to which teachers carry the content to them personally through active instruction and move them through the curriculum at a brisk pace. Brophy (1986) also mentioned that students learn more when their teachers' presentations are clear and when the instruction is delivered with enthusiasm. Also, students learn more when the information is well structured and when it is sufficiently challenging and well sequenced. It is in this context that the present study seeks to investigate the effect of English as a medium of instruction on the academic performance of students in geography subjects in public secondary schools in Ngororero district, Rwanda.

2.2 Development of language policy in Rwanda

Language policy in Rwanda has revolved around three languages: Kinyarwanda, the indigenous language of Rwandans; French; and English. Kinyarwanda unifies the population because, unlike most other African countries, Rwanda only has one indigenous language. Before colonization, education in Rwanda was primarily the responsibility of the family (Mutwarasibo, 2003), and as Kinyarwanda was the only language spoken in the country, it was the medium of instruction. With colonization, the first schools taught Kiswahili, the language of communication with the German colonizers. This situation changed in 1929 under Belgian rule, when Kinyarwanda and French replaced Kiswahili as mediums of instruction, respectively, in geography and secondary school (Mbori, 2008). After independence, Kinyarwanda continued to be used to teach in lower geography schools, while French was used in upper geography schools, secondary schools, and universities. This situation prevailed until 1994. After 1994, lower geography schools still used Kinyarwanda, but at the upper geography school level, school authorities could choose between French and English as a medium of instruction until 2009, when English was adopted as a medium of instruction from geography four onwards. In 2009, English was adopted as the language of instruction in Rwandan upper-geographic schools. However, after challenges in training all teachers to teach well in English and also following the weight of evidence on the importance of children 's learning in the language they understand (Gove, 2001), The Rwandan government decided that Kinyarwanda should be the language of instruction in the first three years of schooling, and English became the language of instruction across the curriculum.

2.3 Language of instruction and educational performance

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.

As a matter of efficiency only the language which teachers and students understand can effectively function as the language of instruction. Only when teachers and students understand the language of instruction they are able to discuss, debate, ask and answer questions, ask for clarification and therefore construct and generate knowledge. These are activities that are pre-requisite to learning and whose level determines the quality of education. Thus, the language of instruction is an important factor in determining the quality of education (Qorro, 2005). Studies by Cummins (1981) and Krashen (1985) show that poor performance in the language of instruction results in poor performance not only in other subjects, but also in overall poor performance in the second or foreign language. 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. But the current situation in Rwanda is that English language which is used from Geography four onwards as medium of instruction is not well understood by the majority of teachers and most students. If the teacher finds it difficult to interact with the pupils through English this may prevent them to teach what they are expected to teach and lead to the poor academic performance of the students, thus it is necessary to carry out the study to investigate the effect of using English as a medium of instruction on academic performance of Students of Secondary schools in Ngororero District, Rwanda.

3.0 Research Methodology

The descriptive research design and the correlation research design were used in the study. This study's target population included 303 people: 10 head teachers, 102 geography teachers, and 192 students. Using Solvin's formula, the sample size was 172 respondents, which included 6 head teachers, 58 geography teachers, and 108 students. For data collection, stratified and purposive sampling techniques were used, with an interview guide, direct observation, and a questionnaire serving as research instruments. As data management software, IBM SPSS Vision 26 was used.

4.0 Findings

This study was established to establish a relationship between English usage as a medium of instruction and the academic performance of students in public secondary schools in Ngororero district in Rwanda. IBM SPSS vision 26 was used as software for data management.

4.1 The usage of English as a medium of instructions by teachers and students

Table 1 displays teachers' and students' perceptions of English as a medium of instruction.

Table 1: student's impression on English as a medium of instructions by teachers and students

Statements	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean	Std
	N	%	N	%	N	%	N	%	N	%		
Speaking skills by teacher indicate the usage of English as a medium of instructions	3	8.6	9	5.4	6	3.6	12	7.2	74	75.3	1.63	1.2936
Reading skills of teachers indicate the usage of English as a medium of instructions	13	7.5	6	3.6	3	1.8	21	12.7	68	74.7	1.5345	1.15797
Writing skills of teacher indicate the usage of English as a medium of instructions	6	3.6	12	7.2	0	0.0	30	18.1	60	71.1	1.5690	1.20105
Teaching document prepared in English language indicate the usage of English as a medium of instructions	9	5.4	15	9.0	3	1.8	12	7.2	75	76.5	1.7558	.91045
Examination and test prepared in English language indicate the usage of English as a medium of instructions	0	0.0	6	3.6	8	4.8	20	12.0	78	79.5	1.3276	.7348

Results in Table 1 indicate the responses on English as medium of instruction that influence student's academic performance in geography subject, according to the perception of Geography teachers on indicated that, 75.3% strongly agreed that Speaking skills by teacher indicate the usage of English as a medium of instructions, 74.7% strongly agreed that Reading skills of teachers indicate the usage of English as a medium of instructions, 71.1 % strongly agree that Writing skills of teacher indicate the usage of English as a medium of instructions. In addition, 76.5% strongly agreed that Teaching document prepared in English language indicate the usage of English as a medium of instructions While 79.5 % strongly agreed that Examination and test prepared in English language indicate the usage of English as a medium of instructions. According to (Austin, 2019) the study focuses on the use of English as a medium of instruction in secondary schools in Rwanda's Kicukiro District. The study discovered that, while English is important in teaching and learning, instructors fail to use it effectively, resulting in inadequate knowledge of key subjects. The challenges include a lack of appropriate resources, English books, prior knowledge of learners, and trained teachers. Fear of losing Kinyarwanda in favour of English can be detrimental to students, instructors, and examiners. According to the study, improving public libraries, expanding English language vocabulary, and listening to English programming on radio and television can all contribute to a stronger reading culture. Furthermore, legislators, the Ministry of Education, and the Rwandan government should provide adequate teaching materials, increase the number of

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public libraries, and provide additional training. According to Sapper (2014), language is simply a non-intuitive and human method of conveying thoughts, wishes, and feelings through an arrangement of purposefully presented pictures. According to Naseem (2010), who emphasized the concept or thought and the language in such a way that language and idea are so inextricably linked that the notion becomes even more vividly described as one seeks its explanation through language. The evolution of language and cognition is a record of the evolution of country cohesion, desire, and thought. Table 2 shows the perceptions of Head Teachers of English as a medium of instruction by teachers and students.

Table 2: Head teachers' impression on English as a medium of instructions by teachers and students

Statements	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean	Std
	N	%	N	%	N	%	N	%	N	%		
Speaking skills by teacher indicate the usage of English as a medium of instructions	0	0.0	1	16.7	0	0.0	2	33.3	3	50.0	1.833	1.169
Reading skills of teachers indicate the usage of English as a medium of instructions	1	16.7	0	0.0	0	0.0	1	16.7	4	66.7	1.8333	1.607
Writing skills of teacher indicate the usage of English as a medium of instructions	0	0.0	0	0.0	0	0.0	2	33.3	4	66.7	1.333	.516
Teaching document prepared in English language indicate the usage of English as a medium of instructions	0	0.0	1	16.7	0	0.0	2	33.3	3	50.0	2.166	1.329
Examination and test prepared in English language indicate the usage of English as a medium of instructions	0	0.0	6	3.6	8	4.8	20	12.0	132	79.5	1.3276	.7348

Results in Table 2 Results indicate the responses on English as a medium of instructions used by teachers and students in the public secondary, the respondents indicated that, 50 % of head teachers strongly agreed that Speaking skills by teacher indicate the usage of English as a medium of instructions, 66.7% head teachers strongly agreed that Reading skills of teachers indicate the usage of English as a medium of instructions ,66.7 % strongly agreed that Writing skills of teacher indicate the usage of English as a medium of instructions, In addition, While 50.0 % strongly agreed that Teaching document prepared in English language indicate the usage of English as a medium of instructions and 79.5 % strongly agreed that Examination and test prepared in English language indicate the usage of English as a medium of instructions. Therefore, this can be linked with the study done by (Beyers, 2020) looks into English as a medium of teaching in Khanewal,

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Pakistan, secondary schools. A questionnaire survey collected data from 50 questions. According to the findings, 88% to 90% of secondary school pupils preferred English as the medium of instruction, with no indication of native or Urdu language use. The remaining 6% to 12% disagreed, arguing that English should be taught in secondary school.

4.2 The level of academic performance academic performance of students in Geography subject

Table 3 shows Geography teachers' perspectives on students' academic performance in Geography.

Table 3: Perception of Geography teachers on the Students' academic performance in Geography subject

Statements	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean	Std
	N	%	N	%	N	%	N	%	N	%		
Scores in examination indicates academic performance of students in Geography subject	0	0.0	0	0.0	1	1.7	6	10.3	51	87.9	1.172	.596
Reading and writing ability indicates academic performance of students in Geography subject	0	0.0	1	1.7	1	1.7	1	1.7	55	94.8	1.137	.656
Speaking geographical terms ability indicates academic performance of students in geography subject	1	1.7	1	1.7	1	1.7	3	5.2	52	89.7	1.3340	.719
Student use English in work presentation in the classroom	0	0.0	2	3.4	4	6.9	6	10.3	46	79.3	1.5843	.762
Success rate of students in geography indicates academic performance of students in Geography subject	0	0.0	1	1.7	1	1.7	2	3.4	54	93.1	1.4709	.762

Information depicted in Table 3, 87.9 % of Geography teachers agreed that Scores in examination indicates academic performance of students in Geography subject, 94.8% Geography teachers strongly agreed that Reading and writing ability indicates academic performance of students in Geography subject. Additionally, 89.7% Geography teachers strongly agreed that speaking geographical terms ability indicates academic performance of students in geography subject. Furthermore, 79.3% Geography teachers strongly agreed that Student use English in work presentation in the classroom and 93.1% Geography teachers strongly agreed that Success rate of students in geography indicates academic performance of students in Geography subject. This

mean that according to the numbers of respondents proved that the following statement such as Scores in examination of Geography subject, Reading and writing ability, speaking geographical terms ability, Student use English in work presentation in the classroom and Success rate of students in geography both indicates academic performance of students in Geography subject The study done by (Gajda, 2019) the study investigates the effect of teaching language on students' academic performance in Bunda District community secondary schools. It discovered that, despite the importance of English, many pupils struggle with writing, speaking, and reading. To enhance English proficiency, the report recommends using English as the language of teaching from pre-primary to secondary school, as well as investing in teacher language training and multimedia use in the classroom.

Table 4: Students perception on their academic performance in geography subject

Statements	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean	Std
	N	%	N	%	N	%	N	%	N	%		
Exam results reflect students' academic success in the Geography topic.	1	0.9	1	0.9	1	0.9	10	9.3	95	88.0	1.172	.577
Reading and writing ability reflects pupils' academic success in Geography.	1	0.9	1	0.9	1	0.9	2	1.9	103	95.4	1.120	.591
The capacity to speak geographical words reflects pupils' academic competence in geography.	1	1.9	2	1.9	1	1.9	3	2.8	100	92.6	1.176	.708
In the classroom, students utilize English to display their work.	0	0.0	3	2.8	4	3.7	15	13.8	86	79.6	1.296	.673
Students' success rate in geography reflects their academic ability in the subject.	0	0.0	2	1.9	2	1.9	2	1.9	102	94.4	1.166	.716

Results presented in Table 4, 88.0% strongly agreed that the Exam results reflect students' academic success in the geography topic, 95.4 % Strongly agreed that Reading and writing ability reflects pupils' academic success in Geography, 92.6 % strongly agreed that The capacity to speak geographical words reflects pupils' academic competence in geography. Furthermore, 79.6% strongly agreed that in the classroom, students utilize English to display their work and 94.4% strongly agreed that Students' success rate in geography reflects their academic ability in the subject. This mean that according to the numbers of respondents proved that Exam results reflect students' academic success in the geography topic, Reading and writing ability reflects pupils' academic success in Geography, the capacity to speak geographical words reflects pupils' academic competence in geography, In the classroom, students utilize English to display their work, Students' success rate in geography reflects their academic ability in the geography subject. Abraham (2017) looks at how the medium of instruction (MOI) affects student

academic performance in secondary schools in Simanjiro District, Manyara Region. The results reveal that English-medium students outperform those in Kiswahili-medium schools. To enhance student achievement, the report recommends a gradual transition from Kiswahili to English as well as a targeted government educational strategy. More study is needed at different educational levels.

4.3 Relationship English usage as a medium of instruction and academic performance of students

This association between English usage as a medium of instruction and academic performance of students in public secondary schools in Ngororero district.

Table 5: Correlation between use of English as language of instruction and their academic performance in geography subject

		Speaking skills	Reading skills	Writting skills	Scores in examination	Reading and writing ability	Speaking ability	Success rate of students.
Speaking skills	Pearson Correlation	1.000						
	Sig. (2-tailed)							
	N	170						
Reading skills	Pearson Correlation	.916**	1.000					
	Sig. (2-tailed)	.000						
	N	170	170					
Writing skills								
Speaking skills	Pearson Correlation	.968**	.911**	1.000				
	Sig. (2-tailed)	.000	.000					
	N	170	170	170				
Scores in examination	Pearson Correlation	.966**	.910**	.970**	1.000			
	Sig. (2-tailed)	.000	.000	.000				
	N	170	170	170	170			
Reading and writting ability	Pearson Correlation	.378**	.412**	.370**	.385**	1.000		
	Sig. (2-tailed)	.000	.000	.000	.000			
	N	170	170	170	170	170		
Speaking ability	Pearson Correlation	.967**	.894**	.983**	.985**	.366**	1.000	
	Sig. (2-tailed)	.000	.000	.000	.000	.000		
	N	170	170	170	170	170	170	
success rate of students	Pearson Correlation	.570**	.572**	.580**	.586**	.397**	.598**	1.000
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	170	170	170	170	170	170	170

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

*Correlation is significant at 0.05 level (2-tailed)

A strong relationship with positive significance was established between speaking ability and reading skills ($r = .967^{**}$, $p\text{-value} = 0.000$), speaking ability and reading skills show positive significance ($r = .894^{**}$, $p\text{-value} = 0.000$), and speaking ability and writing skills show positive significance ($r = .985^{**}$, $p\text{-value} = .000$). The success rate of students and speaking skills indicate positive significance ($r = .570^{**}$, $p\text{-value} = .000$), the success rate of students and reading skills indicate positive significance ($r = .572^{**}$, $p\text{-value} = .000$), and the success rate of students and writing skills also indicated that there was positive significance ($r = .580^{**}$, $p\text{-value} = .000$). hence

Reading and writing ability with speaking skills indicated positive significance at (.378**, p-value=.000), reading and writing ability indicated positive significance with reading skills ($r=.412^{**}$ p-value=.000), and reading and writing ability and writing skills indicated positive significance at ($r=.370^{**}$ p-value=.000). The study by Azaliwa (2018) investigates the influence of English as an instrument of instruction in geography teaching at an upper secondary school in the Western Cape. It demonstrates that English language education results in passive classroom involvement and low academic achievement among IsiXhosa-speaking students. The research examines the influence of spoken language history on South Africa's present language-in-education policy using literature from language-in-education policies and cognitive development theories. According to the findings, English language instruction is a barrier to teaching and learning, particularly for teachers and learners with inadequate English competence.

5.0 Summary of findings

The objective of this study focused on establishing the relationship between English usage as a medium of instruction and the academic performance of students in public secondary schools in Ngororero district in Rwanda. The result indicated that reading skills play a crucial role in enhancing overall reading abilities. A strong positive correlation was found between speaking ability and reading skills, with a significant correlation observed between speaking ability and reading skills. The success rate of students with speaking skills also showed positive significance, with a significant correlation observed between reading and speaking skills. The success rate of students with reading skills also showed positive significance, with a significant correlation observed between reading and writing skills. Overall, reading skills play a significant role in overall reading abilities. The associations were positively related because the p-value was less than 0.05. The study evidenced a positive correlation between the use of English as a medium of instruction and academic performance in geography subjects in public secondary schools in Ngororero district, Rwanda.

6.0 Conclusion

The study concludes that English usage as a medium of instruction and the academic performance of students in public secondary schools in Ngororero district were positively and statistically correlated since most of their level of significance was more than 0.05 in association with the academic performance of students in geography in public secondary schools in Ngororero district. A high percentage of both teachers and students strongly agree that English is essential in various aspects of teaching and learning, such as speaking, reading, and writing skills. Head teachers and geography teachers, in particular, strongly linked English usage to academic performance in geography. Moreover, the students themselves linked their academic success in geography to their ability to understand and use English. Despite these perceptions, the study suggests that there are challenges, including a lack of resources and trained teachers, which affect the effective use of English. Overall, the study indicates a positive perception of the role of English as a medium of instruction in enhancing academic performance, while also highlighting the need for additional resources and teacher training.

7.0 Recommendations

The study recommends that Ministry of Education should organize some programs that can motivate the learners, such as English reading, speaking, listening, writing, and singing competitions. All people involved in the education sector in Ngororero District are recommended to work. The teaching aids that are prepared in English in secondary schools here in Rwanda are still limited; they are not enough at all. It is crucial for schools to invest in teacher training focused on enhancing English language skills. Authorities should also provide ample teaching materials in English, expand public libraries, and encourage a stronger reading culture among students by leveraging resources like radio and TV programs in English. These steps can help overcome the challenges identified in previous studies, such as inadequate resources and teachers' ineffective use of English, thereby fostering better academic outcomes. The study suggests that there is a need to carry out research on the impact of using local language in teaching and learning on student's academic performance in geography in Rwanda.

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