

**SCIENCE TEACHERS' CHALLENGES IMPLEMENTATING
RWANDA'S ENGLISH AS A MEDIUM OF INSTRUCTION POLICY: A
CASE STUDY OF NYARUGENGE DISTRICT RURAL SECONDARY
SCHOOLS**

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Abstract

In 2008 Rwanda replaced French with English as the language of instruction in all its schools. The abruptness and comprehensiveness of the change created problems for teachers and students, especially in rural areas largely devoid of English in print forms or everyday communication. In order to identify some of the challenges and begin to suggest solutions, 15 of the 17 secondary science teachers in the rural schools of Nyarugenge District were surveyed. Both teachers and students had very low English language proficiency and few resources to help them raise their proficiency levels. Other challenges to policy implementation identified were teachers' lack of job motivation and school and home environments that were not conducive to or supportive of the use of English as the instructional language. These challenges led teachers to consistently use their mother tongue rather than English in class and rendered them unable to modify lesson content to accommodate their students. Teachers have attempted to overcome the difficulties by reading English grammar books, enrolling in private classes, and attending government-provided language training sessions.