

**TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL) IN
RWANDA TECHNICAL AND VOCATIONAL EDUCATION TRAINING
(TVET) SCHOOLS: A CASE STUDY OF RWANDA POLYTECHNIC**

by

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A thesis submitted to the BRAC Institute of Languages in partial fulfillment of the requirements for the degree of Master of Arts in TESOL

BRAC Institute of Languages

BRAC University

December 2022

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DECLARATION

It is hereby declared that:

1. This thesis submitted is my original work while completing my degree at BRAC University.
2. The thesis does not contain materials previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material that has been accepted or submitted, for any other degree or diploma at a university or other institution.
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APPROVAL

The thesis titled “**TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL) IN RWANDA TECHNICAL AND VOCATIONAL EDUCATION TRAINING (TVET) SCHOOLS: A CASE STUDY OF RWANDA POLYTECHNIC**” submitted by

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ETHICS STATEMENT

I declare that the thesis titled “**Teaching English as a Foreign Language (TEFL) in Rwanda Technical and Vocational Education Training (TVET) schools: A Case Study of Rwanda Polytechnic**” is submitted to the BRAC Institute of Languages (BIL), BRAC University, in partial fulfillment of the Master of Arts degree in TESOL. In addition, there is no part of this dissertation copied or plagiarized from other published or unpublished work of other writers, and all materials borrowed or reproduced from other published or unpublished sources have either been put under quotation or duly acknowledged with full reference in the appropriate place (s). I understand that the program conferred on me may be canceled/ withdrawn if subsequently it is discovered that this portfolio is not my original work and contains materials copied, plagiarized, or borrowed without proper acknowledgment.

ABSTRACT

In 2009, Rwanda has officially declared the English language as the medium of instruction at all education levels. Previously, the medium of instruction was French. Moreover, in 2008, Technical and Vocational Education Training was introduced in Rwanda to end poverty and produce a competent workforce in the labor market ([Ministry of Education, 2008](#)). Thus, two institutions have been created under the Ministry of education to enhance this particular education. The Workforce Development Authority (WDA) was in charge of organizing the whole TVET program at the national level and the Integrated Polytechnic Regional Center (IPRC) developed the program at the provincial level through centers of expertise. Reform continued taking place in this sector and in 2017, the Government of Rwanda established Rwanda Polytechnic (RP) to coordinate and implement the TVET program in the country ([Ministry of Education, 2015](#)). Mainly, courses that are offered in TVET schools are practical-based (hands-on skills). Nevertheless, teaching the English language as a foreign language in technical schools is not something that students care much or pay attention to and it leaves a breach of concentration. This research seeks to highlight the need and methodology of TEFL in Rwanda TVET schools, especially within an EFL classroom scenario as to produce a workforce who are good at communication as well. Learning a foreign language has always been beneficial academically and personally level ([Fernández, 2021](#)). The in-depth interviews with EFL teachers were used as data collection tools under the qualitative research method. The results shown that most of EFL Teachers in TVET of Rwanda apply GTM in their teaching sessions while students on their side lose interest to deal with languages.

Keywords: *TEFL; TVET; Rwanda Polytechnic*

DEDICATION

“I dedicate this thesis to my both parents:

RUKANGATA and NYIRAMUTUZO,

My lovely wife and sons:

Ruth, Garland KAREKEZI, and Gianni KAREKEZI.

*Their moral support has been golden throughout this
tremendous journey.*

May God bless your steps in return.”

Dieudonne KAREKEZI

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Chapter One: INTRODUCTION

1.1 Background and Context

The national language in Rwanda is Kinyarwanda whereas the English language is the medium of instruction as well as a foreign language. Rwanda has adopted a policy of developing a human capital-based economy through workforce development. This motto institutes English medium instruction for imparting knowledge in many countries including Rwanda ([Karim et al., 2021a](#); [Rahman et al., 2020](#); [Sarkar et al., 2021](#)). With its undeniable role in producing globally efficient workforces ([Karim et al., 2021b](#)), teaching English as a foreign language is embedded in technical and vocational schools to enable the graduates from this sector to interpret what they do effectively. Most students in these domains consider language skills as out of their core courses and lose interest to cultivate its four major skills ([Nassenstein, 2019](#); [Uwizeyimana, 2018](#); [Grunert et al, 2017](#); [Widodo, 2015](#); [Tomlinson, 2012](#)).

When it comes to the actual context of EFL in Rwanda, it is important to note that the government of Rwanda has introduced English as the class subject at all education levels apart from short training ([Sibomana, 2014](#)). Besides, having English as the instructional medium, the Republic of Rwanda tries to help its citizens to maintain regional integration through trilingual education whereby English, French, and Swahili are considered as class subjects. These 3 languages are spoken in the four neighboring countries. Therefore, they are considered by the Rwandan constitution as the official languages and they are interrelated: English to French, Swahili to Kinyarwanda. Consequently, Rwandan people who are well-trained in these languages fit well in the regional market, especially in the East African community where there are opportunities for free trade area and movement for all Rwandans ([Simpson & Muvunyi, 2012](#)).

However, the Government of Rwanda views EFL as the gateway to its membership in many cooperation including the East African Community (EAC) and Common Wealth to name a few of them. (Simpson & Muvunyi, 2012).

Pointing back to EFL in technical education of Rwanda, the management of TVET schools is not very much occupied by the role of languages as they are in specific modules (Bosco, Paul & Opiyo, 2021; Rwamu, 2019). For instance, they provide all necessary consumables for specific components but there is no provision for TEFL facilities. Thus, students on their side, lack motivation, encouragement, and goodwill to learn languages in deep. As a result, students fail to apply communication skills in context, feel like there is no interest in languages and EFL teachers remain in an underestimated environment that troubles them the most.

It is in this perspective that the present research is undertaken to contribute to the use of language in the context of TVET at all educational levels in Rwanda. Technical and Vocational Education and Training (TVET) provision in Rwanda currently takes place at different levels (Vocational, Technical Secondary, Diploma, and Advanced Diploma), at a multitude of different institutions (vocational-technical centers, technical secondary schools, polytechnics) and is being provided by both public and private providers (Mineduc, 2015).

1.2 Problem Statement

TVET students in Rwanda are good at practice (hands-on skills) but on another side, they are facing a deep gap in the English language, especially in communicative skills (Minani & Sikubwabo, 2022; Khambayat, 2017). Yet, they are expected to compete at national, regional, and international levels (Diop, 2020; Dudyrev et al.,2019; Badawi, 2013). However, every practical work should go with pertinent communication skills in both oral and written language to attract and convince other people, especially customers. According to de Dieu & Maniraho

(2022), there is poor linkage between learned skills from technical training institutions with market needs; while on the other hand the public and private sectors need a workforce that is good at marketing to make people love the products. Therefore, the failure to communicate effectively leads to the failure of the labor market and it is subject to an increasing unemployment rate (Zin & Yunus, 2020; Yao et al, 2015; Isphording, 2014; Callahan & Gándara, 2014).

However, at Rwanda Polytechnic lecturers of English have their special challenges in teaching English to TVET students mainly that of class size and time allocation. According to Finn & Achilles (1999), Class size refers to the number of students who regularly attend the teaching and learning session in a teacher's room. Class size plays an important role in the management of students, teaching materials, and academic achievement. Mostly, an English lecturer at Rwanda Polytechnic counts more than 60 students per class for one session. Pedagogically, it is not easy to train students of such a number during four weeks (4 sessions) and expect high communicative language skills from them yet they have no strong background in the English language because their career is all about technical studies (Abdullah & Majid, 2013). Contrarily, small classes allow teachers smooth teaching and effective class management (Glass, 1982).

1.3 Aim of the study

This study targets to contribute to the effectiveness of TEFL in TVET Education.

1.4 Objectives of the study

This study has the following objectives:

1. To identify strategies used by EFL teachers in TVET schools in Rwanda
2. To explore the beliefs of EFL Teachers in TVET schools in Rwanda.

3. To investigate leading challenges faced by EFL teachers in TVET schools in Rwanda.

1.5 Research Questions of the study

To orient this research to its intended outcomes, the following research questions will be followed:

1. What are the classroom strategies used by EFL teachers in Rwanda TVET schools?
2. What are the academic beliefs of Teachers in Teaching English as a Foreign Language to TVET schools in Rwanda?
3. What are the leading challenges faced by EFL teachers in TVET schools in Rwanda?

1.6 Rationale of the study

This study is undertaken because there is an imbalance between languages and specific modules within the TVET education sector. Second, generally speaking, the strategies used by EFL teachers are not adaptive to the TVET context. Thus, the rationale of this study is to promote effective EFL teaching in the TVET sector. As a result, both native and non-native English speakers will communicate effectively in the labor market (Braine, 2014; Rubdy & Saraceni, 2006; Bailey et al, 1986).

1.7 Significance of the study

This study is significantly important to TVET because it will address EFL teachers' strategies, move students' interest in learning EFL, and arouse TVET schools' management to accommodate the role of EFL in classes and real situations. Different studies on languages have recently shown that English is the most influential among others. English stands as the first popular and spoken language in the world counting 1.348 billion speakers. It is also among the

top five languages in the world. It is an official language in 67 countries, as well as 27 non-sovereign entities. It has approximately 400 million native speakers worldwide. However, it is also the single most popular second language ([Braine, 2014](#); [Rubdy & Saraceni, 2006](#); [Bailey et al, 1986](#))

TVET graduates in Rwanda should be good at English since Rwanda is a landlocked country surrounded by English-speaking countries. Moreover, Rwanda is a member of the Commonwealth organization and East African Community ([Ogola et al, 2015](#); [Chingarande et al, 2013](#)). Furthermore, movements are free for EAC members and any graduate is free to get a job here and there. Therefore, Rwandan youth would be aware that English is among the key requirements.

Technical schools play a vital role in the quick and sustainable development of a country. Many countries like the Netherlands, Singapore, Germany, Suisse, and Australia have an extensive experience in this type of education system ([Kingombe, 2012](#)). Therefore, Rwanda also has adopted this education to maintain its development and self-reliance.

Rwanda has a long-term vision of a human capital-based economy. The strategy to reach this target is to produce a competent workforce in both regional and international markets. In this context, English is an essential way to convey what Rwandans do and exposure to different industries and investment careers. Competitions, billing, reports, and business expositions are all subject to Communication through the English Channel ([Crystal, 2003](#); [Rao, 2019](#)). Therefore, this study will play an important contribution to raising the sound of English in TVET of Rwanda.

1.8 Definition of terms

The following terms are key operational terminologies that will be used in this study. They are defined ahead of the next chapters to facilitate the readers and other scholars to get their context of use.

EFL: English as Foreign Language

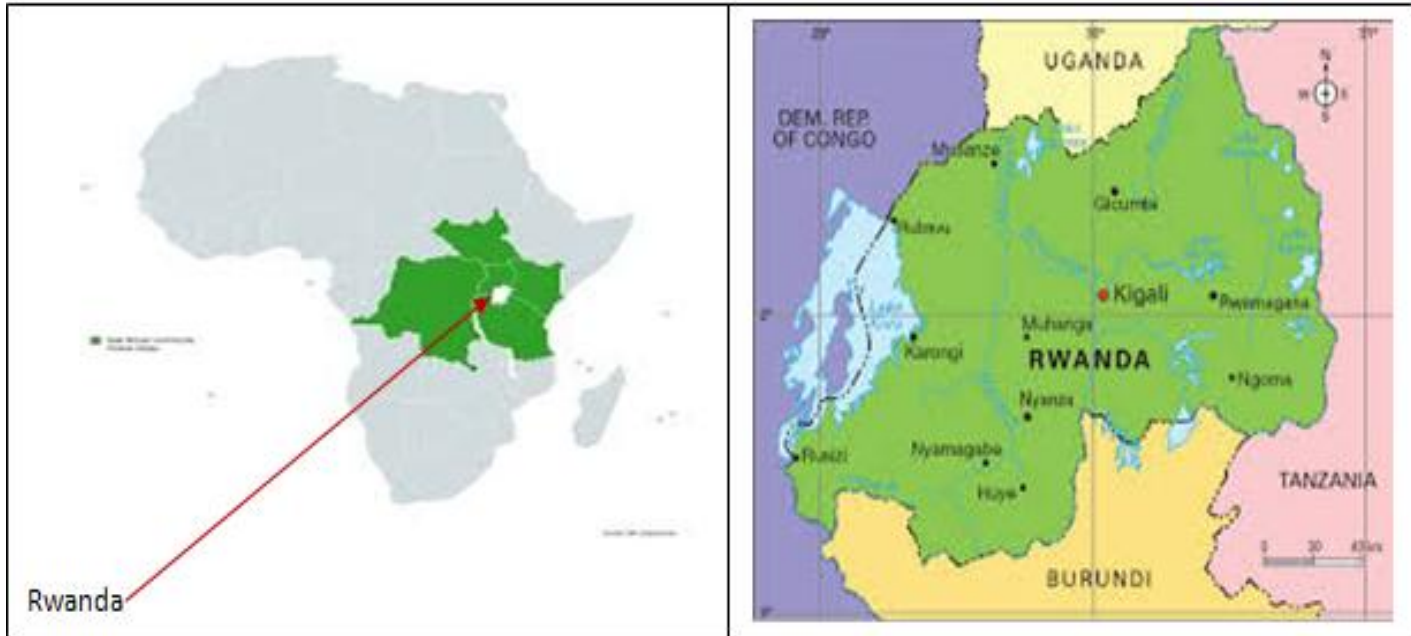
RP: Rwanda Polytechnic

TEFL: Teaching English as Foreign Language

TVET: Technical and Vocational Education and Training.

Chapter Two: LITERATURE REVIEW

2.1 Brief geographical information about Rwanda



Rwanda is a small country situated in East-central Africa. It is landlocked between Commonwealth and East African community members where English is the medium of communication and instructional medium in their education systems. Linguistically, this fact puts Rwanda under an intellectual obligation to fully maximize the use of English in its dealings toward sustainable human capital-based economy (McGreal, 2008).

Rwanda is bordered by the Democratic Republic of the Congo to the west, Uganda to the north, Tanzania to the east, and Burundi to the south. It lays a few degrees south of the equator. The capital, Kigali, is located near the center of Rwanda.

2.2 Overview about TVET Education History in Rwanda

Technical and Vocational Education Training (TVET) can simply be defined as the training that boosts natural talents and exposes the trainee to the labor market competitively. According

to [Minani & Sikubwabo \(2022\)](#), TVET is a hands-on product-based form of training that seeks to expose people to the real world of work. On their side, [Okwelle & Ayonmike \(2014\)](#) stressed TVET as the engine for economic and technological growth.

TVET policy aims at providing the economy with qualified and competitive workers and training citizens to equip the workforce with the ability to participate in sustainable growth and poverty reduction by ensuring training opportunities for all social groups without discrimination. It plays a crucial role in empowering people and makes them well-skilled in a specific area of work. Rwandan vision aims at transforming its citizens into skilled human capital for socio-economic development through quality education and vocational training ([Procknow, 2017](#)).

According to [MINEDUC \(2015\)](#), Technical and Vocational Education and Training in Rwanda had different naming along with long history. For instance, the following are key dates that marked vocational training education in Rwanda.

Before 1979, Rwanda used to offer vocational training based on gender beliefs but there was no law reinforcing its implementation and its National Qualification Framework was not yet established. For example, girls were enrolled in Ecoles Familiales (schools for family provisions). These were exclusively dedicated to females who graduated their primary education and the program was lasting 2 years. Contrary, boys were admitted in centers for arts training known as CERARs (Centre d'Enseignement Rural et Artisanal). Like their sisters, they were also being trained for a period of 2 years as well ([Mporananayo&Ng'umbi, 2019](#)).

From 1979 to 2008, Rwanda introduced centers for Integrated Arts training in rural areas known as CERAI in French which means Centre d'Enseignement Rural Artisanal Intégré and Public Technical Schools known as ETO in French meaning École Officielle Technique). These

schools provided certificates of completion. Furthermore, there were short trainings for youth to last 6 months known as centers for Youth Training CFJ in French meaning Centre de Formation des Jeunes until the establishment of Workforce Development Authority (WDA) in 2008 ([Rukundo&Sikubwabo, 2021](#); [Cernea, 2004](#); [Gakuba, 1991](#)).

From 1979 to 2008, Rwanda introduced centers for Integrated Arts training in rural areas known as CERAI in French which means Centre d'Enseignement Rural Artisanal Intégré and Public Technical Schools known as ETO in French meaning École Officielle Technique). These schools provided certificates of completion. WDA was mandated to provide strategic training to respond to development challenges across the country through VTC and TSS: Vocational Training Centers (VTC) and Technical Secondary Schools (TSS). WDA was established by law no 03/March/2009.

It is since 2009 that this field of TVET training in RWANDA has taken a clear direction and currently, it is being conducted based on the Rwanda TVET Qualification Framework (RTQF) since June 2012 ([Mporananayo &Ng'umbi, 2019](#)).

Besides, the graduates from VTCs and TSS were admitted to the Integrated Polytechnic Regional colleges (IPRCs) for academic progression and qualification framework. In 2020, VTCs and TSSs became TVET schools, and they work under Rwanda TVET Board (RTB) whereas IPRCs: Integrated Polytechnic Regional Colleges are working under Rwanda Polytechnic (RP) that was established in 2017 by the law, N° 22/2017 OF 30/05/2017 but become operational since March 2018 ([MINEDUC, 2020](#))

2.3 Comparative Context view of TVET on International ground

Hollander, Mar (2009) suggested that Technical and vocational education and training (TVET) is concerned with the acquisition of knowledge and skills for the world of work. Globally, Technical and Vocational Education Training (TVET) materialized as a solution to the human capital-based approach, poverty reduction, self-reliance sources, and fighting against the unemployment rate among youth (**Tikly, 2013**). **Anderson (2009)** discussed that the idea of TVET education came in the contextualization of the industrial revolution in Europe and North America as means of sustainable productivity and long-lasting development that assures a stable economy.

According to **Tikly (2013)**, the sustainable development approach is the leading approach of UNESCO and it became a new model for TVET that was adopted at the International Conference on TVET in Seoul, Korea in April 1999. Furthermore, **UNESCO (1999)** stated that TVET is predictable to be a mechanism of social solidity, transformation, and integration in the world of work. TVET fixes every member of society in a survival ground based on hands-on skills acquired.

In Nigeria, **Nwachukwu & Yaba (2014)** revealed that Technical Vocational Education and Training (TVET) has frequently been described as a form of education whose purpose is to prepare a person(s) for employment in an occupation or group of occupations.

In the USA, TVET education and general education were combined in a new system named *Dual education*; where general education covers training related to general knowledge and sciences while TVET aims at identifying social needs and finds the solution for community demands as one of the ways of keeping the economy sustainable and dynamic across the states. Moreover,

TVET Education helps its graduates to gain self-esteem, self-reliance, and competitiveness in the labor market (Remington, 2018).

Canada Considers TVET an education that offers a number of opportunities to learn through work-based learning, develop reflection and introspection, and have access to transformational education because it allows learners to move beyond theory and make decisions about how to apply their learning in real-life situations. Hence, TVET develops the ability to learn in an independent and autonomous spirit of thinkers (Kanwar, Balasubramanian & Carr, 2019).

On the Side of Australia and Germany, TVET is education with high value attached in terms of transforming livelihood from the poor class to the noble class. Students are trained to gain their bread through practice and time management (Lamb, 2011; Grunwald, 2008). Thus, the Australian government has decided to globally support TVET Education by investing a big amount of money so as to make it more convenient and fruitful training (Boutin et al., 2009).

However, these are some of the examples to serve as the international context of TVET Education. One note to take from this literature is that the entire world is now investing in technical education as a shortcut to fighting unemployment among young people and eradicating poverty.

2.4 Background of English language in Rwanda

Rwanda was colonized by Belgium. Before the rise of English as a medium of instruction in Rwanda, French was the first foreign language to be introduced in Rwanda officially as a medium of instruction. It gained such status in 1916 under Belgian missionaries and colonizers. French was declared an administrative, educational, political, and international language in 1929 (République du Rwanda, 2005). Rwandan independence that dated 1963 marked the

introduction of English as a subject with low status in secondary education in Rwanda and it resulted in low motivation to learn it among students (Maniraho, 2013). After the 1994 Genocide against the Tutsi in Rwanda, a big number of refugees rejoined their land from different languages and educational backgrounds and English got a promotion in the education system of Rwanda. Referring to the Republic of Rwanda, Article 25 of the Arusha Peace Agreement on repatriation of Rwandan refugees (1993), it was predetermined that returnees had the right to use the languages they were familiar with (English and Kiswahili), even though they also had to learn French and Kinyarwanda. The arrival of returnees formed a multifaceted linguistic merger in Rwanda (Mbori, 2008).

English progressed dynamically to the extent that students might get an orientation to study English at the University level in the Department of English, linguistics, and translation among others. (Mutwarasibo, 2003). The new demographic rate of repatriates in Rwanda proved the need and necessity of English as many grew up in English-speaking environments with no Kinyarwanda or French (Samuelson & Freedman, 2010). Worldwide, English has dominated as an instructional medium and it attracted many African countries to use English as their educational medium of instruction.

2.5 English as the Rwandan national medium of instruction

Rwanda adopted English at all educational levels in 2009 (Kayigema et al., 2017; MINICAAF, 2011). The pushing factor behind the adoption of the English language was primarily political, economic, and social dimensions. Rwanda had a vision of regional and global integration and foreseeing the principle of a human capital-based economy (Pearson, 2013 Samuelson & Freedman, 2010). It is in that context that in 2008 TVET, education was introduced in Rwanda (Mineduc, 2015). The speedy development of science and technology

gained the population of English in the world of global interaction. English overlaps in all domains namely news reports, social media, sports, entertainment, trades, education, international relations, aids administration, competitions agri-business, food chain, information technology, and manufacturing to name a few (McGreal, 2008).

English as a foreign language is a compulsory subject to be taught at all education levels in Rwanda (Valentin, 2021). To both general and TVET education, English remains a core subject. When students read language books; they gain a lot of language skills and communicate effectively. Language books produce fluent speakers better than those trained around teachers out of books. There should be different approaches for teaching English in technical and vocational and education training. The selection of different materials, methodologies, strategies, and approaches should be paramount while teaching English in technical schools and referring to the program of study (Mulyah and Aminatun, 2020). Mahbub (2018) states that teaching English in vocational education, particularly in secondary education, should be taken into account as English for specific purposes (ESP). Mahbub (Liu et al., 2011), mentioned that students in technical schools are hardly trained to use English in a specific discipline or a particular communicative context.

2.6 Role of English as a foreign language and global integration of Rwanda

Foreign language learning justifies the integration of professionals. It helps people to understand and cope with the working conducive environment. Humans do attach great importance to communication and of course, it passes through the application of a language.

In today's globalization, English plays a deep-seated role and is widely spread as the foreign language taught at many higher learning institutions in the intellectual world (Nigora, 2021). English proficiency among many African learners is not sufficient to enable them to use

it. [Maria \(2005\)](#) pinpointed that foreign language teaching witnesses a paradox, however without any deliberate activity on the part of a teacher and there is unrestricted exposure and contact with the language.

2.7 Strategies of EFL Teachers in TVET education

Teaching English as a foreign language calls for a strategic methodology rather than a technocratic responsibility. For instance, an EFL teacher can incorporate a communicative language teaching approach, vocabulary-provoking techniques like focusing on technical terminologies in a particular domain, group discussions, regular class presentations, and debates among others. [Bakar, Noordin, and Razali \(2019\)](#) declared that EFL teachers could attempt various strategies and techniques to teach English language classrooms. In their study [Hashemifardni et al., \(2018\)](#) suggested that the use of a “flipped classroom strategy” can be good for students who learn English as a foreign language by assigning them reading home works and come up with relevant understanding to discuss its contents within the following classroom activities in a conversational way. Moreover, in the flipped classroom strategy, students can be engaged in EFL by watching recorded video lectures outside of class and it helps them to increase time for active learning and practice in their class sessions ([Strayer, 2012](#)).

2.8 Beliefs of EFL teachers in TVET education, context of Rwanda

Some teachers of English in TVET that the most effective way to draw the attention of students is to integrate ICT tools in their language teaching. It is believed to be an approach that enhances language teaching and learning process based on TVET context and new technologies in education today. The combination of well-prepared and skilled language trainers and the use of digitalized classrooms boosts soften and fosters the motivation of students to learn English

compared to chalk and board method of teaching, especially for vocational trades students ([Abd Majid et al., 2016](#)). Their study, [Suhaili & Mohama \(2021\)](#) revealed that EFL teachers believe in English Language Communication proficiency to be critical for employment and general success in any job market.

2.9 Challenges in teaching English from TVET Education

Among the challenges that EFL teachers face include a lack of motivation to learn general courses on the side of students which leads to communication barriers at the workplace and the lack of language competency among TVET students makes them less competitive ([Suhaili & Mohama, 2021](#)). To supplement this idea, [Abdullah & Majid \(2013\)](#) pinpointed that the teaching of the English language in a TVET environment is challenging as English is not classified as the main subject content but rather a requirement for the students to only pass. In their study, [Amiruddinet al. \(2015\)](#) pointed out that the weaknesses of current TVET graduates are communication skills and proficiency in the English language. One more prevailing challenge for EFL teachers in TVET education settings is the lack of technical training to teach English technically ([Ismail et al., 2018](#)).

On another side, to be competitive in the global labor market these days, every graduate needs to master at least one foreign language. Importantly, English is the most required proficiencies in 21st-century global education ([Telaunmbanua, 2017](#)). In technical education, most tools are labeled in English languages mainly workshop items. Therefore, it stresses the need of mastering the English language for TVET students.

2.10 Theoretical framework of the study

This research was founded on communicative language teaching (CLT) theory by the American Linguist **Noam Chomsky** in the 1980s where he pointed out that the essence of language teaching is mainly the interaction between teacher and students, helping students to own self-confidence in language command, learning from mistakes and to master audience management among others (**Littlewood, 2011; Spada, 2007; Savignon, 1991; Nunan, 1987**). According to **Thamarana (2015)**, Communicative Language Teaching is a “hybrid approach to language teaching, essentially ‘progressive’ rather than ‘traditional’.

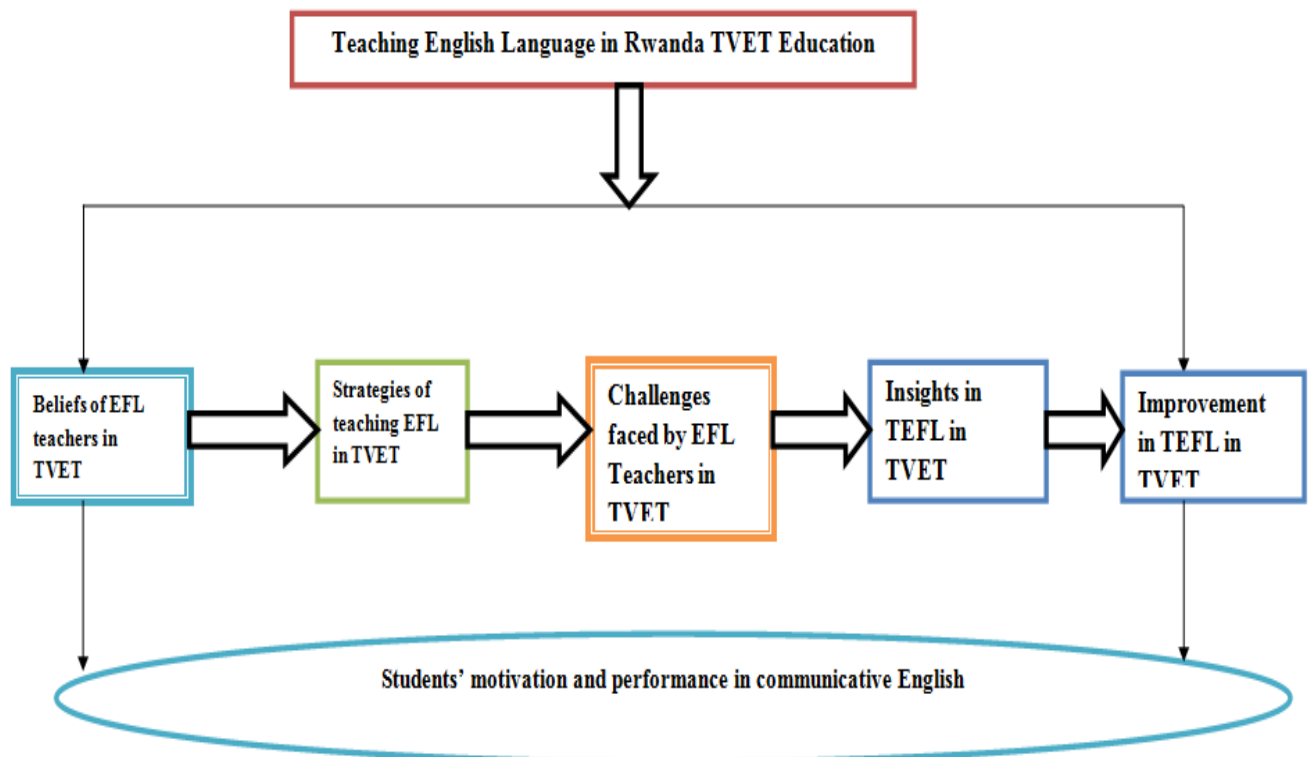
As the prominent linguist **Richards (2005)** stipulated that many people need to improve their English’s command today and a big number of parents want to ensure that their children achieve a good command of English. It is against such background that the communicative language teaching approach inspires the researcher to investigate its applicability in TVET education to boost the students’ abilities in the communicative language.

Referring to the context of Rwanda, English remains an instructional medium and general subject in all areas of training and at all levels from basic education to higher education including TVET trades (**Kayigema et al., 2017**). Unfortunately, though such efforts were invested for a long time in the study, still students do not show relevant communicative skills in English; especially in the TVET system, students are too weak.

Thus, to have a clearer structure and map of this research, the focus will be put on the strategies used by teachers of English in TVET education of Rwanda, their beliefs, and challenges they face while teaching English as a foreign language in vocational education.

2.11 Conceptual framework of the study

The conceptual framework defines the relationship between research variables. In support, [Osanloo & Grant \(2016\)](#) argued that the conceptual framework allows specifying and defining concepts within the problem. Moreover, it is a reasonable organization of connected concepts that help to provide a picture or visual display of how ideas in a study relate to one another ([Luse, Mennecke & Townsend, 2012](#)). Thus, it is anticipated that this study will provide pedagogical insights in teaching English as a foreign language from TVET Education in Rwanda, respond to the challenges faced by teachers of English and the identification of English language teachers' beliefs. Last but not the least, the motivation of TVET students will be identified.



2.12 Relationship between Theoretical and conceptual frameworks of this study

To keep the theoretical framework connected to the conceptual framework in this study, the researcher has used the illustrative diagram that shows the dependent variables and independent ones. In the theoretical section, the researcher dealt with theories in teaching English as other scholars discussed them. To make it more clear, the researcher pointed out the connection of variables in teaching English practically from Rwanda, especially in the TVET education system. Before teaching, teachers do have their preconceived beliefs. While teaching, they face challenges and they are advised to follow some techniques. After getting relevant academic insights, there comes improvement in Teaching English as a foreign language in the TVET context.

Chapter Three: RESEARCH METHODOLOGY

This part covers the discussion of the methodology to be used in this study. Moreover, this chapter highlights the research design, target participants, sampling technique, data collection tools, data analysis procedures, and finally, comes ethical consideration.

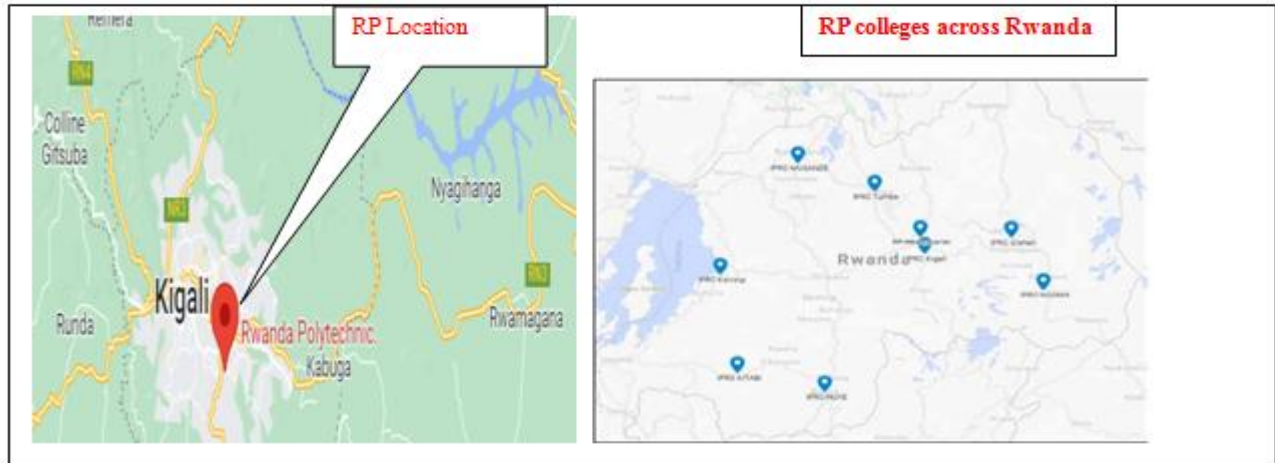
3.1 Research Design

The research design refers to the road map that shows the way, organization, and structure of a research journey especially focusing on data gathering. It facilitates the collection of all elements involved in the entire research work. To be more specific, [Caruth \(2013\)](#) stressed that research design can be further explained as the format, chart, or road map that is used to generate responses to the specific problematic situation. In the same context, [Simba\(2019\)](#) added that research design constitutes the blueprint for data collection and analysis. Therefore, in this study, the researcher will use **Qualitative Research design**.

This design allows the researcher to both quantitatively and qualitatively get the relevant data from the respondents. Moreover, it helps in getting a deeper understanding of the topic and explaining its details. Furthermore, it facilitates the prediction of a future situation based on current findings and observations. It also enables the researcher to be adaptive to new information, beliefs, attitudes, and concerns about the topic for future research on it. Besides, it can be used to establish theories and hypotheses among others ([Gawria, & Rousseau, 2020](#); [Bhaludra, 2019](#)).

3.2 Research site

This study will be conducted among colleges of Rwanda Polytechnic. So far, RP has eight colleges across the country known as Integrated Polytechnic Regional Colleges (IPRCs). Each province in Rwanda is represented.



3.2.1 Reasons for choosing Rwanda Polytechnic as case study

The special interest in choosing Rwanda Polytechnic (RP) as the case study is founded on the fact that Rwanda Polytechnic is the public higher learning institution that oversees, controls, supervises, and empowers higher technical education in Rwanda. It means that RP is the mother of all IPRCs.

3.3 Targeted participants and size

[Njuguna \(2012\)](#) declared that the target population refers to an entire group of individuals, who have common observable characteristics. In this research, the target population is 12 respondents including lecturers of English from Rwanda Polytechnic colleges.

3.3.1 Participants demographic information

SN	Teacher code	Age group	Gender	Field of specialization	Academic qualification	Job title	Teaching experience (years) in TVET only
1	T1	35-40	M	Modern languages	Bachelor	Assistant Lecturer	6
2	T2	40-50	F	English with Education	Masters	Ass.Lecturer	5
3	T3	30-35	M	English	Masters	Ass.Lecturer	7
4	T4	35-40	M	Modern Languages	Bachelor	Ass. Lecturer	3
5	T5	30-35	M	Linguistics	Masters	Ass.Lecturer	4
6	T6	35-40	M	English With Education	Bachelor	Ass.Lecturer	6
7	T7	35-40	M	English with Education	Bachelor	Ass.Lecturer	3
8	T8	40-45	M	Literature and Linguistics	Masters	Ass.Lecturer	3
9	T9	30-35	M	English with Education	Bachelor	Ass.Lecturer	5
10	T10	40-45	M	English with Education	Bachelor	Ass.Lecturer	12
11	T11	40-45	M	English with Education	Bachelor	Ass.Lecturer	10
12	T12	30-35	M	English	Bachelor	Ass.Lecturer	4

3.4 Sample size

The qualitative research method allows the researcher to select who will respond to research questions provided that the participant is qualified. Among eight (8) IPRCs under Rwanda polytechnic, four will be sampled in the following way: three (3) teachers of English from IPRC Musanze, three (3) teachers from IPRC Tumba, two (3) teachers from IPRC Kitabi and Three (3) teachers from IPRC Gishari will be contacted during data collection process.

3.5 Data collection tools

The data collection procedure refers to the gathering of information to serve or to prove some facts ([Kombo & Tromp, 2006](#)). In this research, the researcher will use mainly an in-depth interview protocol.

An in-depth interview refers to a qualitative research technique that researchers use while seeking to know in deep what an individual thinks or does about a particular situation. It can also be conducted with a small number of respondents to explore their perspectives on a particular program, situation, or practice idea. According to [Boyce & Neale \(2006\)](#), In-depth interviews are useful when you want detailed information about a person's thoughts or want to explore new issues in depth. In addition to that, an in-depth interview works well in exploring both revealed data and non-revealed perspectives from participants because when the interviewee and interviewer are discussing it becomes efficient to observe the mood.

3.6 Data Analysis Procedures

As far as Qualitative data is concerned, it will be done using an inductive approach. Qualitative data analysis will begin simultaneously with the data collection. The collected data will be segmented and coded into meaningful categories using the three phases of the Taba inductive procedure of (a) forming concepts, (b) interpretation, and (c) hypothesizing ([Green &](#)

[Henriquez-Green, 2008](#)). This procedure that will be used for content analysis will help in “making sense out of one’s data” ([Merriam, 1988](#)). Referring to the Taba method, data will be assembled. Categories will be formed using data collected from participants. Next, the categories will be coded using colored highlights on the transcribed data. Finally, themes will be formed from categories of data.

To ensure that the study will be trustworthy, four criteria suggested by Guba: (a) credibility, (b) dependability, (c) generalizability, and (d) conformability will be followed ([Hannes, 2020](#)).

3.7 Ethical considerations

Ethical considerations in research are the researcher’s guiding principles throughout research activities and practices. Some of these principles are intentional participation, informed consent, confidentiality, anonymity, and results from publication ([Cannella et al, 2011](#)).

To conduct this research, permission from the competent body will be secured before gathering data from participants. In addition, the researcher will authentically introduce himself to the participants and grant professionalism in keeping data confidential. In no form of disclosure, the names of respondents may be revealed, disseminated, or their pictures. For authenticity of academic research purposes, the findings and results will be published.

3.8 Scope of the Study

The focus of this study will be bound on Rwanda Polytechnic, especially from its colleges namely, IPRC Musanze, IPRC Kitabi, IPRC Tumba, and IPRC Gishari to represent others.

Chapter 4: FINDINGS AND DISCUSSION

4.1 Introduction

This chapter embodies the findings from data gathering through an in-depth interview that was conducted by the teachers of EFL in Rwanda Polytechnic, which is the institution that oversees higher education in Technical colleges known as IPRCs. In-depth interviews were an effective tool to extract teachers' strategies, beliefs, and challenges in EFL classrooms.

In academic research, findings are defined as the responses, key outcomes of the study, views, ideas, beliefs, or feedback from the targeted population or any related document about a particular question or situation ([Shahed, 2021](#); [Karim et al., 2020](#); [Numanee et al., 2020](#)).

The researcher has used themes to present the findings of the present study about TEFL in Rwanda's TVET Education system. To explore the results thematically, the researcher has organized sequencing categories based on research questions and the responses were transcribed in quoting forms. [Alattar& Al-Khater \(2007\)](#) suggested that researchers should organize findings in a way that reflects the study design. Teachers who participated in this research were coded as TE1 to represent “*the first teacher of English*”, TE2, TE3,....

4.2 Strategies used by EFL teachers in TVET schools of Rwanda

RQ1: What are the classroom strategies used by EFL teachers in Rwanda TVET schools?

TE1 declared:

“In my class, when I am teaching English as a FL, I use body language, pictures, drawings, and speaking at a moderate speech.”

TE2 affirmed:

“Personally, I use two strategies in TEFL. One, I use to explain a process in English and later in Kinyarwanda since it is the students’ mother tongue. Another way of teaching this language is by giving group works to students and then letting them present as part of teaching themselves.”

TE3 in the same line reported:

“The strategies which I use while I teach English are the following: dialogue, debate, and presentation of their assignments which facilitate them to express themselves in speaking. These strategies enable my students to research more vocabularies.”

TE4 has put in:

“While teaching English I use different strategies including: audios and videos to develop learners’ listening skills, group discussions and presentations to develop oral skills, dissertation topics in their related field to develop writing skills.”

TE5 explained:

“I use a projector and slides, then ask students to read aloud before explaining anything; group discussions, questions, and answers.”

TE6 informed:

“I try different strategies even if TVET students are not motivated to learn English actively. For example, I give them slides to read home then when we meet in class they tell present summaries, or other times I use questions and answers in classroom.”

TE7 responded:

“The strategies that I use in my EFL classes are mainly group discussion, then expert view comes after”

TE8 shared:

“In my class I start with a warm up song or exercise, then as the class size is always big, I use to project and we all read together step by step.”

TE9 argued:

“My teaching strategy varies according to the nature of the class, but normally, I prepare module hand out and ask students to have copies beforehand, then we discuss each learning unit at once. Otherwise, I use class presentations per learning unit. Units are distributed to students groups for in-class presentations.”

TE10 enlightened:

“Mainly, my class teaching strategies are power point slides then questions and answers on spot. After all, I assess the learning session.”

TE11 notified:

*“My EFL Class is characterized by the approach I call **a name and answer strategy**. I always invite students by names to provide answers. I do this in the essence of helping students to keep on being active in classroom.”*

TE12 answered:

“I focus on grammatical hints so that my students may know well the structure of English. Another strategy to give them a short quiz on daily basis so that they should keep on revising”

Summary:

Every teacher has a different strategy if not unique to conduct any teaching session ([Clarke & Hollingsworth, 2002](#)). The main concern on this question was to discover what strategies are effective for teaching English as a Foreign Language especially in the TVET context.

There are some similarities between the respondents but also, some differences in teaching strategies were revealed. There is no standardized strategy for teaching EFL in Rwandan TVET Education. Every teacher has his/her way of delivering the module. Commonly, the findings revealed that there is no consistency in communicatively teaching EFL. Some teachers use a Projector and Talk Approach (PTA), others use English and Mother Tongue interdependently throughout class activities, Teacher-Centered Approach (TCA), interactive and simulations among others.

Discussion

The discussion was run on raw findings gathered from EFL practitioners in TVET of Rwanda.

Coming back to the strategies used by EFL teachers in Rwanda TVET Education, the interview results have shown that most of them do use a teacher-centered approach and the Grammar Translated Method (GTM) is predominantly followed. There is not enough time for students to play their part in the learning process. The teachers do facilitate their students by translating English words into their mother tongue context and it causes students to keep one language in two languages. Moreover, students fail to express their thoughts in pure English because they

think in Kinyarwanda and speak in English. As a result, many prefer to keep silent as they miss fluidity in spoken English and the language becomes dry (Kalia, 2017; Natsir & Sanjaya, 2014, Richards, 2005). On another side, TVET graduates may work well in written forms but poorly in oral practice (Khan, Mansoor & Manzoor, 2016). This may happen and it happens because students are forced to memorize grammar patterns in direct or indirect ways. According to Thamarana (2015) and Littlewood (2011), EFL teaching should be done through diversified strategies to capture all students' sides of interest. Sanmugam & Ibrahim (2018) stressed that the use of traditional teaching resources like textbooks and course modules is now outdated and no longer serves as a vital source for knowledge acquisition.

4.3 Beliefs of EFL Teachers in TVET schools of Rwanda

RQ2: What are the academic beliefs of Teachers in Teaching English as a Foreign Language to TVET schools in Rwanda?

TE1 responded:

“While teaching English, I expect TVET students to use English to communicate efficiently in the academic milieu as well as outside and fit into the labor market.”

TE2 mentioned:

“I believe that no student is thoughtless and that I can also learn from students. So, I always encourage them to give their ideas on any topic in class hoping that they bring a new idea.”

TE3 stated:

“My beliefs in teaching EFL are founded in “Practice which makes perfect.” It means, I always encourage my students to practice different skills in language learning (Speaking,

writing, listening, and reading). I try my level best to help them do so though they are in TVET where English is less valued.”

TE4 Explained:

“Generally, I believe that teaching English as FL will assist our students in TVET to border our country, to be employed by foreign companies and they can be entrepreneurs for themselves by using English as FL.”

TE5 exclaimed:

“As an EFL teacher, before attempting it, I believe that it is the means that will help TVET graduates to be effective in the labor market.”

TE6 exclaimed:

“Besides of being in a position of teaching English, I believe that English is a global gate pass to people who know it in almost life sectors such as the world of business, professional life, social aspects, politics, education, entrepreneurship and movement among many others. So, basing on such extensive experience, I take firm position to assure and encourage TVET students to cherish the golden opportunity they have before it is taken away. Learn English with vision not marks and requirements!”

TE7 responded:

“Personally, I believe in EFL to support and equip TVET graduate with employability skills. Look, being a qualified technician is good but also it is not enough without communication skills, knowing how to deal with customers, stakeholders, companies, and

industries. I would advise all students in TVET to value EFL as a tool that will help them to fit the society and market integration.”

TE8 contributed:

“English is a crosscutting module that all students should attend for gaining interpersonal communication skills. It connects people and builds up connections for everyday life.”

TE9 added:

“Myself I see EFL as the foundation of being successful in technical transactions. For example, all technical items, tools, materials, and equipment are labeled in English. How can someone be successful in this field without EFL? So, better to invest much effort in learning English first as the working language.”

TE10 suggested:

“Rwanda is not such a big country. All Rwandans speak single language –Kinyarwanda. However, with good luck, the government has made EFL accessible to our education. Everyone knows that English is a global language and our graduates will need to use it out of Rwanda’s borders. Thus, I believe EFL plays a cornerstone role in the future welfare of TVET graduate unless they won’t create job opportunities and employment. That’s all about my beliefs in EFL.”

TE11 responded:

“My beliefs in EFL are clear enough. It is the language of doing business across the world. For example, all developed countries use English. Some TVET graduates will need to upgrade their educational profiles after completing their advanced diploma here in Rwanda! So, they should remember that English will secure them while attending classes in other countries. Learning does never stop. It is a lifelong process and yet they still need to further their studies! Briefly, I urge TVET students to move forward in English as they do it in technical modules!”

TE12 told:

“The way I believe, EFL is very important especially to these students doing technical training because it helps them to tell the public and local community about their services, quality, and cost effectiveness. Not only marketing that but also social integration in the world of EFL community.”

Summary:

Teaching is a profession that goes with personal beliefs. The findings have shown that EFL teachers believe in English to be a tool that may help TVET graduates to perform well later in their real situation, especially convincing the community of what they produce. For instance in marketing services, different skills competitions (national, regional, and international). Moreover, the findings have shown that EFL teachers believe that English can play an important role in helping students to present their assignments well, reporting, and enabling them to communicate effectively.

Discussion

On the side of what EFL teachers in TVET believe in teaching, the findings interpreted that English is the pathway for TVET graduates to fit the labor market globally. Mainly, the working environment today uses English. Bilingual people are lucky to maximize socioeconomic benefits (Callahan&Gándara, 2014; Rumbaut, 2014; Fry & Lowell, 2003; Kossoudji, 1984). Teachers invest much effort to prepare TVET graduates to have all the required skills and enable them to fit the market demand through EFL training. Unfortunately, students are neither ready nor motivated to acquire language skills pretending that English is not their domain. Psychologically, they dream of good jobs and the benefits of TVET education in real situations but they forget the requirements of the market. Whatever they can do, they will also need EFL to communicate it to others (beneficiaries and stakeholders). For example, they will need to make reports, do marketing, and compete with others. Thus, communication skills are a paramount asset in the life of TVET graduates. According to Ali, Firissa & Legesse (2017), EFL is vital in general education, vocational education, and work-related English.

4.4 Challenges faced by EFL teachers in TVET schools of Rwanda

RQ3: What are the leading challenges faced by EFL teachers in TVET schools in Rwanda?

TE1 said:

“There are a number of challenges I face in my everyday teaching of EFL. Some of them are students’ low level of communication in English, learners who concentrate on the technical core subject rather than general courses including English, lack of enough teaching

materials/resources, the mindset that they are trained to be technicians and they don't need to be more fluent in the English language."

TE2 stated:

"While teaching EFL, challenges are there namely: Students want me to teach in their mother tongue which is different from English. Students do not take language modules as not more important since they are complementary modules not specific. As I have stated above in challenges, Students do not take language modules as important since they are complementary modules in TVET, not specific as they are in general education."

TE3 made it loud:

"The challenges that I do face in TEFL are like the background of students in the language. Lack of equipment and materials (Language laboratory). Insufficiency of training. Absence of competitions in the English language. The belief of undermining English from their elder brothers and sisters. And lack of good models (Teachers are confusing them sometimes)."

TE4 announced:

"In TEFL, I face some challenges such as the use of Kinyarwanda by my students due to not knowing some vocabulary. The challenge of using tenses: Some students do not know the use of tenses while expressing their issues in English, what demotivates some TVET students to like English is that some students are accustomed to saying that they will never meet foreigners at their workplace. In addition to this above, they even say some graduates nowadays are jobless. The problem of joblessness demotivates TVET students."

Moreover, the time allocated to teaching EFL is very short. Another disturbing thing is passive involvement in curriculum development on the side of EFL teachers. For example, when I was invited to participate in curriculum development, I met people who were in a coordination team and forced developers to follow what they have set! Yet, I was part of the people who face the firing challenges on the ground (a real situation in the classroom). I think this matter should be considered for future improvement.”

TE5 stressed:

“I am generally challenged by the status of teaching English in TVET. There are not enough teaching facilities like textbooks, recording materials, screens, and general images of languages in vocational studies (not needed much). Yet, in other technical course workshops, there is a surplus of teaching materials. Besides, another big challenge is the fact that language teachers are not fully involved in the curriculum design and development process. It is like teachers play an implementation role. I think we, teachers of EFL, should be consulted before the final stage takes place.”

TE6 explained:

“The challenging thing I face as an EFL teacher from TVET education is lack of teaching resources. Other technical modules have equipped workshops. However, on the side of general courses, we do not have any. So, morally I feel abandoned actually.”

TE7 declared:

“Dear Researcher, permit me to tell you that it is a frustrating thing unless change takes over. TVET policy is good and I am for it. But, soft skills are kept out of priority. For

instance, it is not easy if not impossible to find language-teaching materials on the list of priorities in supply tender documents. Yet, EFL remains the medium of instruction to all lecturers in TVET. How should I then equip my students with required skills on ground of technical performance while I lack teaching resources? It is hard though I always struggle to sort it out.”

TE8 informed:

“Challenges at work are always present but precisely, I am challenged by the way EFL is considered as an accessory compared to other modules. I would love to see all need resources available. Nevertheless, they are not. For instance no books, no radios, no speakers, no projectors, shortage of tables, no dictionaries, textbooks, no students books, ... all these items are basics .”

TE9 showcased:

“Normally, my students feel bowered when they I give me them assignment which requires critical thinking and presentation. They always tell me: why would you take this module on a serious account like that while you know you are training technicians. No one among us will do journalism. Just from here to the site not to the office! Regrettably, students don't assume that English will serve them in everything! Hence,I feel challenged by such particular mindset because I teach them what they don't feel though not all of them but only few appreciate English!”

TE10 highlighted:

“The prevailing challenge I face in TVET TEFL is lack of teaching materials, students’ mindset, and common consideration by all technical team that English comes on the second round of priorities in the sector.”

TE11 shared:

“Among the challenge that touch my mind in TVET EFL class include mixed abilities, underestimation of students in language field and low importance attachment to EFL by TVET system. Another challenge is big class size and teaching hours which are not in accordance with the content.”

TE12 answered:

“TEFL in TVET has no extrinsic motivation at all!. No one cares English except the teacher. The proving examples are observed when the college invites both students and academic staff to attend the public lecture. Several times we attend different official speeches but none tackles the relevancy of English in TVET sector. The Agenda covers technical areas most of the time. Such situation takes me on the ground that EFL teachers are aside of real scene in TVET as watchmen and women. And it becomes more painful when I receive calls from my TVET alumni screaming with agony saying: ‘if we knew that English was attending us on job market we should have paid our possible attention!’ It is in such umbrella that I feel challenged in teaching English as a Foreign Language in TVET. I consider what many of my students don’t consider and even they don’t want to think of willingly because the system is not encouraging. ”

Summary:

The ever-challenged person is that one who does something. Through challenges, people get on enlightenment. Consequently, by focusing on this point, the findings revealed that the prevailing challenge faced by almost all the participants remained as “students' mindset that their career is not languages. They are practically technicians, not politicians, or religious ministers. So, no need to concentrate on soft skills like English. ” In addition, the shortage of teaching materials and related facilities comes second. Finally, all contacted participants pointed out the inability to communicate in good English by the students generally. Beside, TE4 and TE5 pointed out the lack of direct involvement of EFL teachers in its curriculum design, development, and change as another challenging situation in TEFL.

Discussion:

Regarding the challenges faced by the EFL teachers from Rwanda TVET education, the findings revealed that the shortage of TEFL facilities is generally left out of the scope. In addition to lacking resources, time allocation, motivation, and mindset are also among the undermining factors.

However, it was noticed that TEFL in TVET is like one coin with three sides. Teachers have their perspectives on TEFL. For instance, they hope that English is there to unlock the understanding of other subjects, which is true because it is the overall instructional medium. So, they put themselves in a position of priority for being supported, motivated, and facilitated to effectively deliver EFL. Besides, TVET policymakers put their focus on vocational subjects and attach general if not very little attention to crosscutting modules including languages. In the same light, TVET students neglect general modules openly. To them, it seems like serving them unwanted plates in critical situations. They feel that they are at school for technical training

(hands-on skills) not for soft skills. Therefore, EFL teachers remain in a dilemma. As a result, they feel as if they are in a psychological cut-off, doing nothing, promising nothing, and without motivation.

Moreover, it was stressed that EFL teachers have a deep need for training on how to effectively conduct EFL classes through attending workshops, seminars, and conferences, and upgrading their academic education. According to [Roger \(2010\)](#), little attention seems to have been paid by either government policymakers or the implementing bodies to the professional development of TEFL teachers to cope with the new demands of the 21st century.

There is a need to turn pages around. A motivational policy is needed for both EFL teachers and students. These last, do not know the reality on the spot. They should be sensitized especially by policymakers on the role of EFL after graduation ([Howard, 2019](#); [Sevcikova, 2016](#); [Alves, 2015](#))

4.5 Facilities needed by EFL Teachers to improve English in Rwanda TVET

TE1 requested:

“About facilities, I need projectors and the internet; these will help me to use videos and audio from YouTube while teaching and motivate students to learn.”

TE2 claimed:

“I need supportive laptops, loudspeakers, projectors, and a language laboratory. In addition to that, I need more training on utilizing diversified resources in teaching EFL.”

TE3 alleged:

“On my side, I wish I could have teaching materials such as radios, textbooks, projectors, laptops, and routers for internet connectivity in my EFL class.”

TE4 contented:

“The facilities that I usually need are teaching materials like enough language textbooks in the library, projector, speakers, and any other tools that seem to be relevant in teaching English.”

TE5 uttered:

“Sincerely, it is very critical to teach EFL in TVET without textbooks, resource room, projector, radio, and internet just to name a few of them.”

TE6 requested:

“Besides the provision of required teaching materials, I would like to request IPRCs in collaboration with RP and other stakeholders to prepare workshops in the fields of EFL, ESL, TESOL, EAPtargeting to equip the teaching staff with relevant and up-to-date skills and experience.”

TE7 demanded:

“Regarding facilities, I would like to request textbooks in English which fit the TVET context not any English book. In addition to that, it would be good if we get support in changing the mindset of students of thinking that English should not take much of their time because it is not the major module. Personally, I would say it is even more than

being core for them because they will need it in their correspondences and many more work related documents”

TE8 raised:

“I request more training in teaching EFL to TVET context, teaching materials and extrinsic motivation to name few. There I will feel my job recognized.”

TE9 claimed:

“Personally, I would request the ministry of education and Rwanda Polytechnic to provide EFL resources for better teaching”

TE10 opinioned:

“The primary facility I need is support from the top management to mobilize the students and stakeholders about the relevancy of EFL in TVET sector. Otherwise the pain will remain fruitless.”

TE11 asked:

“I would love to welcome expert people coming to inspire TVET students in the relevancy of being knowledgeable technically as well as in communication skills. That would be an added advantage to my EFL classes in TVET.”

TE12 requested:

“I usually need a long list of facilities to perform well my EFL teaching tasks. Mainly, I would like to be facilitated to get teaching materials, harmonized the timetable and

teaching hours, resource center for slow students to access special training, changing mindset about soft skills.”

Summary:

Academically, facilities are the equipment, tools, materials, devices, and infrastructures that a teacher can use to conduct teaching-learning activities on a daily basis. For example, computers, projectors, the internet, screen, loudspeakers, flip charts, resource rooms, printers, and radio among others. They are called facilities because they facilitate session delivery. **Haron et al. (2021)** discussed that the main learning facilities used by teachers include classrooms, resource centers, teaching aids, and textbooks. However, EFL needs special facilities to make its teaching effective (**Bai, 2018; Howard & Major, 2004**).

Thus, the participants disclosed that among the facilities that they lack the most are equipped language resource centers, computers, projectors, loudspeakers, mats, and textbooks.

CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This section covers conclusion and recommendations addressed to different stakeholders involved in TEFL with special attention to Rwandan TVET education. Finally, the conclusion part was inspired by the general point of view suggested by the participants who were contacted in this research.

5.2 Propositions of TEFL in Rwanda TVET Education

When asked about their proposal for effective TEFL in TVET education, participants have put forward propositions that reflect taking part in designing the content of EFL curriculums, top management to support awareness of EFL role in TVET, availing academic capacity building to EFL teachers in TVET areas and organizing language competitions within the sector.

TE1 proposed:

“Teachers need training, language clubs should be supported, and debate activities should be organized and held up to improve students’ speaking skills.”

TE2 suggested:

“Rwanda Polytechnic should put in place a center for language enhancement to cater to all language-related problems found in different IPRCs. Competitions of public speaking like debates and essays among students. EFL Teachers should also go for higher studies and the government has to facilitate, especially in awarding scholarships in ESL, TEFL, and EAP.”

TE3 advanced:

“I would suggest organizing seminars on the importance of EFL for TVET graduates and inviting students to participate in them. This is because EFL is very important to our students. After all, they will need it to communicate with others in their daily life at the workplace.”

TE4 in the same spirit said:

“Teaching materials like reading books in the library, projectors, speakers, and any other tools seem to be relevant in teaching EFL. So, Rwanda Polytechnic should get involved in availing of all necessary TEFL resources. However, there is a need to facilitate language teachers to upgrade their linguistic education, especially through scholarships as means of motivation.”

TE5 argued:

“Currently, when I observe the situation, it seems languages are not fully considered urgent subjects in TVET. Contrarily, if we need to produce a competent workforce, I think...we should attach high priority to languages, especially EFL. We all know that the message is always wordy which means language or communication. How can we expect to be silent and competent?!”

TE6 proposed:

“Rwanda polytechnic should own the responsibility of sending EFL staff like other technical teaching staff to further studies. This will increase job satisfaction and reduce turnover among EFL staff members.”

TE7 suggested:

“The ministry of Education and Rwanda polytechnic should set pass mark for English so that students feel that it requires them more effort instead of taking it as wasting time.”

TE8 implied:

“Rwanda polytechnic should provide supportive devices for EFL teachers and strong internet connectivity so that students can be able to related their four language skills to native context through video materials.”

TE9 proposed:

“IPRC should conduct special sessions to tell students the link between technical teaching and soft skills out schools life and it should be placed in induction week. However, to put it in students’ handbook as a take home message should be more beneficial.”

TE10 argued:

“Personally, I would suggest RP and IPRCs to assess language proficiency at their beginning to avoid mixed abilities in one classroom.”

TE11 recommended:

“Teaching EFL hours should be regularized at all TVET similar trades because it causes problems at higher education level to combined different backgrounds in the same module.”

TE12 suggested:

“RP, IPRCs should collaborate with other polytechnics in countries where they are advanced like Australia, Germany, and Korea to exchange staff especially those who teach language so that they can have peer learning workshops. I hope this would fix well EFL teaching context and expertise.”

Summary:

Through the findings, it is laudable to say that EFL is very important in Technical and Vocational Education Training. EFL brings people together and makes people unique. It is all about communication. Good practitioners should be good communicators. Yet, communicating well comes from positive motivation.

Across the globe, people depend on networking, communication and marketing what they do. Indeed, TVET education emerged as the pathway to sustainable development, poverty reduction, fighting against unemployment rate and for stable and human based economy. It is in the same light that Rwanda has recently established TVET education from secondary to higher learning education level. As results, many of the graduates have started creating their own businesses, joining non-governmental organizations, private companies, industries and businesses. Today, these technicians are greatly contributing to rapid development of Rwanda.

However, they are still challenges facing young TVET graduates related employability skills especially in EFL communication skills. For example, going to competitions both regional and international, most of them show competence in practice but they struggle to express well their initial ideal in their particular projects elaborated.

Therefore, it should be more advantageous to improve the way EFL is taught in TVET through changing the mindset about EFL in TVET, provision of relevant teaching resources, awareness, and training of EFL teachers within TVET context.

5.3 Recommendations

Based on the relevancy of this study and the findings collected, the following recommendations should be taken into consideration for future TEFL practice in TVET.

5.3.1 To TVET students

TVET students should note that English is as valuable as technical courses. After manufacturing a product, they will also need to report the progress, challenges faced, or achievements to entrepreneurs, industries, or customers where only the language will be needed on this step. So, they should erase the preconceived ideas that dilute them from the authentic goal saying that English is not their domain.

5.3.2 To EFL teachers

EFL Teachers in TVET Education should diversify their teaching strategies, especially focusing on Communicative Language Teaching (CLT). Though TVET students are not specializing in the language field, it is doubtless that they will always need English for real situation use. Above all, they will be challenged in the labor market by grabbing the clients' attention to buy their products. Hands-on skills and soft skills are interdependent. Thus, EFL teachers keep in mind that it would be better to shift from the Grammar Translated Method (GTM) to Communicative Language Teaching (CLT) or use a hybrid of all strategies that can boost the knowledge, self-confidence, and communication skills of TVET students. It is no longer time to spoon-feed students in matters of language acquisition. Let them learn from their mistakes. That is when TEFL will be effective.

Moreover, EFL teachers should cultivate the spirit of conversing with their students as a means of motivating them to learn EFL. Show them the privileges of combining vocational training and language skills in the labor market. If teachers do not converse with students, they will never overcome their difficulties and challenges.

5.3.3 To Rwanda Polytechnic and IPRCs

First, Rwanda Polytechnic should facilitate EFL teachers to get scholarships and upgrade their academic profiles. The more they are trained, the deeper they will be acquiring expertise in TEFL. Not only academic progression but also, RP and IPRCs should find short training sessions and seminars for EFL Teachers to attend. A teacher who does not meet other academicians does not grow professionally. More importantly, EFL Teachers should be trained on how to incorporate technologies into their classroom activities.

Second, RP and IPRCs should avail all EFL necessary resources (teaching materials) such as textbooks, laptops, screens, projectors, mats, radios, strong internet connectivity which can accommodate playing videos in the class from YouTube and other social platforms ...

Third, IPRCs should avail and support EFL multimedia resource centers where students can be trained in special ways especially those who are not strong in English. This will at least boost their knowledge of EFL and potential in communication. For example, students can do self-coaching as TOEL candidates do when preparing themselves for their language proficiency exam.

Fourth, RP in Collaboration with IPRCs should establish a Language Enhancement Center (LEC) that will be responsible to cater all language-related problems and challenges across

IPRCs. The learning environment varies and the EFL learning techniques vary as well. So, in the same light, LEC can coordinate EFL challenges including training all first-year students to catch up to a level that can enable them to learn other courses with fewer difficulties.

Fifth, RP in collaboration with HEC and the Ministry of education should think of a way to dispatch EFL modules throughout the semester or year. However, the number of hours should be pedagogically set according to the content volume and students' assessment needs.

Sixth, RP and IPRCs should conduct awareness that aims at sensitizing students, parents, and industries on the value chain between EFL and performance on the global market.

Seven, RP and IPRC should give a hand to EFL teachers in their noble job of shaping TVET students into service sellers. Since the findings have shown that TVET students are not motivated to learn languages, it is time to invest more efforts in mobilizing the contribution of languages in TVET education, especially EFL and it would be more valid done by top Management of Rwanda Polytechnic and its affiliated agencies.

Eighth, RP and IPRCs should organize workshops for all TVET EFL teachers at least each academic year to share experiences. More importantly, TVET EFL can be sent abroad where TVET has been stable to learn from other teachers how to conduct EFL classes effectively.

Ninth, RP, and IPRCs should keep a standardized class size. The more the class size is kept, the better EFL teachers will get time to teach and assess all language skills, especially listening. Contrarily, bigger classes undermine teaching quality.

5.3.4 To the Ministry of Education

The Ministry of Education should plan to establish a special Rwanda National Curriculum Development Board (RNCDB) that will be tasked to manage, organize, control, and prepare all program curriculums. It is anticipated that the Board can be responsible for consistent, reliable, and valid teaching resources across education sectors in Rwanda. Thus, RNCDB should be mandated with a special mission of curriculum development and harmonization.

Second, MINEDUC should recommend strengthening standardized pass marks. There is a mindset of letting every student pass which turns into a wrong practice. EFL teachers are always occupied with what and how to help students know something instead of being preoccupied with the means of helping a student to pass something as simple as that.

MINEDUC should harmonize EFL teaching hours at all TVET levels. This will fix the challenge of mixed abilities among candidates who join IPRCs. Sometimes students join the same trade but with an unbalanced background in EFL from their secondary education. Therefore, since the time is limited, it helps some while other students are left behind or follow their training with difficulties.

All in all, TEFL in Rwandan TVET needs to be focused, reintegrated, reinforced and prioritized as other specific modules. Communication skills have no limitation regarding the field of specialization. Every graduate needs a language. Last but not the least, other scholars are urged to continue conducting research in this field for further recommendations.

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ANNEXES

Interview Protocol



Dear respondent,

Thank you for taking your precious time to meet me today!

My name is **Dieudonne KAREKEZI**. I am a master's student in the TESOL program at Brac University located in the capital city of Bangladesh (Dhaka). I am conducting an In-depth interview on *“Teaching English as Foreign Language (TEFL) in Rwanda Technical and Vocational Education Training (TVET) schools”*

In this interview, I would like to talk to you about your experiences in teaching English as a Foreign language to TVET Education in Rwanda. As a Master's student in the program of Teaching English to Speakers of Other Languages, I would like to capture key lessons and strategies that can be used for future interventions focusing on how English can contribute to the welfare of TVET graduates by enabling them to effectively communicate what they do.

This interview should take less than thirty (30 min). I will be recording our conversation with the use of a Smartphone so that I cannot any of your responses and comments. Although I will be taking some short notes during the session, I cannot write fast enough to get it all down. Therefore, I would request you to be loud for effective records

Your responses will be kept confidential all. This means that your interview responses will be shared with my supervisor only) and we will ensure that any information we include in our report does not identify you as the respondent. You are free to respond to whatever question. If you do not need to answer one of them, it is your right. Also, keep in mind that you may end the interview at any time.

Is there any question or point for clarification before we start?

Are you willing to participate in this interview?

Thank you again!

Dieudonne KAREKEZI

SN	Questions	Responses
1	What strategies do you apply in your teachings of English as a Foreign language?	
2	Teaching goes with personal beliefs. What are yours in teaching English as an FL, especially in TVET education of Rwanda?	
3	While teaching English as an FL, do you face any challenge (s)? Could you tell	

	me what is (are) that (those) challenge (s)?	
4	To what extent do you teach the English language in a communicative way?	
5	What is the student's reaction to your teaching of EFL?	
6	What do you think demotivates TVET students to like English?	
7	What facilities do you need to effectively teach EFL?	
Closing components	What can you propose to be applied to improve TEFL in Rwanda TVET	

	Education?	
	Anything to add?	
I will be analyzing the information you and others gave me. After data analysis, I will compile the results, and then I will share a copy if interested. Thank you for your time.		



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Date: ...07/09/2022

Ref: S.20./IPRC-M/2022

Mr. KAREKEZI Dieudonne
Tel: 0788668473

Dear KAREKEZI,

Re : Your request for permission to collect data for Academic Research

Reference made to your letter dated 1st September 2022, requesting for permission to collect data to use in your Research in order to finalise your dissertation ;

I would like to inform you that your request to collect data in relation to your topic :
"Teaching English as a Foreign Language in Rwanda Technical and Vocational Education Training (TVET) School : Case Study Of Rwanda Polytechnic" is granted.

Sincerely,



Dr. Esdras NSHIMYUMUREMYI
Deputy Principal in charge of Academics and Training



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Date: 23/09/2022

Ref: 266../IPRC-TUMBA/2022

To Dieudonne KAREKEZI

Rwanda Polytechnic - IPRC Musanze

Northern Province

Dear Sir,

RE: Feedback to the permission request for collecting academic research data

Following up with your letter dated September 1st, 2022 requesting for a formal data collection permission in IPRC Tumba personnel and with reference to the pronounced RP will in connection with the academic staff development;

We are hereby according you the permission to undertake your research endeavors within IPRC Tumba College. While relying on your acquired research conduct ethics, it is worth noting that we are anticipating to have a substantial recognition to mention our college within your final thesis work and vouchsafe a copy to our library's manuscripts repository.

Please attach this letter to interview request addressed to your respondents for our consent authentication. Wishing you success all along your commendable efforts to beef up your professional credentials and service.

Sincerely yours,

Dr. MUHIRWA Alexis
Deputy Principal, Academics and Training

Cc:

- Deputy Principal in charge of Academics and Training; RP-IPRC Musanze