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RESEARCH ARTICLE

INFLUENCE OF DIRECT INSTRUCTION SPOKEN ENGLISH (DISE) PROGRAMMES ON LEARNING ENGLISH AS A SECOND LANGUAGE IN DAY SECONDARY SCHOOLS IN RWANDA, A CASE OF BUGESERA DISTRICT

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Abstract

The purpose of this study was to investigate the influence of direct instruction spoken English (DISE) programmes on learning English as a second language in day secondary schools in Rwanda. The study adopted a descriptive survey design. The target population for this study consisted of students, teachers, head teachers, and the Director of Studies (DOS) in Bugesera district, which amounted to a total of 253 participants. The sample size was 145 people, including 26 English teachers, 108 students, 7 Directors of Studies (DOS), and 4 head teachers. Results on first objective indicated that 80.8% strongly agreed that providing progress-monitoring English assessment is among the direct instructions for speaking English programmes. 92.3% strongly agreed that providing progress-monitoring English assessments, 61.5% strongly agreed that taking advantage of students' native-language literacy skills, and 69.2% strongly agreed that teaching academic and English, 80.8% strongly agreed that engaging students with fast-paced, multi-sensory activities are among the direct instructions for speaking English. Results on second objective indicated that 76.9% strongly agreed that creating an English, 69.0% strongly agreed that the degree of learning English as a second language is indicated by English-language teaching guidelines, 61.5% strongly agreed that the level of studying English as a second language is shown by practicing speaking English with other students, and 73.1% strongly agreed that responding to questions in English demonstrates proficiency in English as a second language. These findings suggest Finally, the third objective and research question are the influence of direct instruction spoken English (DISE) programmes on learning English as a second language in day secondary schools in Rwanda. The correlation matrix between independent variables (engaging students with fast-paced, multi-sensory activities, providing progress-monitoring English assessment, teaching academic and English vocabulary, etc.) and dependent variables (improved English speaking, improved English reading skills, and improved English writing skills) shows positive significance since the p-value was less than 0.05. These programmes, which focus on explicit teaching of language skills like grammar, vocabulary, and pronunciation, lead to significant improvements in oral proficiency.

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The structured nature of these programmes, along with interactive activities, reinforces learning and builds confidence in using the language. Therefore, there is a need to investigate the long-term effects of direct instruction in spoken English programmes on the language proficiency and academic performance of students.

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..... **Introduction:-**

Many studies have looked into people's ability to speak English and other languages fluently across the globe. Their primary focus has been on the oral language competency characteristics of learners in both their first and second languages, with a special concentration on performance data gathered from a variety of speaking assessments. Individual aspects of speaking proficiency were evaluated through oral examinations, such as vocabulary, grammar, pronunciation/accent, fluency, expression, appropriateness, and comprehensibility (Iwashita, 2018). The assessments were conducted using oral examinations.

In African regional, 26 countries in Sub-Saharan Africa utilise English as their official language, either alone (as in Nigeria and Ghana) or in combination with another African language (as in Kenya or South Africa) (Negash, 2016; World Factbook, 2013). Several of these nations, like Cameroon and the Seychelles, are historically Francophone. In contrast, 53 African countries utilise English as their primary language of communication. According to Negash (2016), "as an official language of the African Union and as a universal language, English holds significance throughout the continent."

The first category includes two nations with either a native English speaker (Liberia, 5%) or an English creole (Sierra Leone, 5%) (percentages from Brann 2018). All six have been defined by the widespread use of Pidgin English. There are no pidgin or native English varieties in Eastern or Southern Africa. However, South Africa, the nation of Zimbabwe, especially Namibia also has an elevated percentage of non-black native English speakers.

In Africa, Spanish is generally Although it is rarely the first language spoken by African Black people, it is commonly regarded as their secondary language in terms of familiarity and daily usage. An enough number of proficient and college-educated African the common language English speakers exist who 'have brought up interacting with and comprehending English on a daily basis and who speak English as well as, or possibly more successfully than, their grandmother's tongue' (Angogo and Hancock 2018). These individuals can act as role models. Additionally, as more Africans acquire the language in schools across the African continent, particularly in secondary colleges and universities, the number of English users is projected to rise. Despite many differences, most notably because its population speak different native languages, African English is an everyday language that is musically distinct from other languages, like instance Asian the English language. In compared to native English speakers, the vowel system is simplified. Furthermore, many grammar-related, lexical, semantic, and pragmatic characteristics are common around the continent. Examples include the use of different verbal characteristics other than StE, generalised question tags, the pluralization of non-count nouns, comparatives without first more, a both functionally different application of yes and no, semantic shift, and the creation of new vocabulary elements. A number of facial expressions, like the exclamation "Sorry," are used in a pragmatic context that StE is not familiar with. See the following paragraphs for further information: (Murthy, 2015).

In Rwanda, the native language is still widely spoken because only a small percentage of the population can communicate in basic French. Rwanda's government, on the other hand, has now converted the entire educational system to English and eliminated French from official operations (McGreal, 2018). Thousands of teachers have received rudimentary English training as schools swiftly shift to English in order to develop a generation of English-speaking Rwandans. The move hopes to strengthen Rwanda's trading ties with English-speaking neighbours such as Tanzania, Uganda, and Kenya (Chris McGreal, 2018).

The Ministry of Education suggests a curriculum that offers all courses to students in primary grades one through three only in Kinyarwanda (MINEDUC, 2019). This method works well for explaining ideas with relatable, real-world examples. But this could impede the advancement of English usage and slow down the educational system (REB, 2020). Comprehension is improved when taught in a language that kids can understand (REB, 2020).

However, teaching students in Kinyarwanda can make them feel too at ease, which might prevent them from acquiring other languages.

Problem Statement

The English language's strength may be seen on an international level in the fields of politics, economics, and schooling. Politically, English is the official or functioning languages of the bulk of international political conferences worldwide (Crystal, 2013), and 85% of international organisations use English as their primary means for interpersonal interaction (The Triumph of English, 2015).

Rwanda's official languages are French and Kinyarwanda, with English being one of them. English is taught in schools from kindergarten to tertiary education and is used in the New Times, radio, television, and printed media (R.E.B., 2019). It serves as a common language between Rwanda and other Commonwealth members and the East African Community (Nambajimana, 2024). However, according to Rwanda's fourth Population and Housing Census, barely 7% of the population is literate. This information is provided by the person and not confirmed by a literacy test, indicating a lower literacy rate. The analysis of Rwandan sociolinguistic and language education context factors is crucial for determining this percentage (Sibomana, 2018). According to Steely (2019), directors Donald and Deborah Steely came to Rwanda in 2006 to establish the project with 50 Direct Instruction Spoken English (DISE)-trained instructors, and it has subsequently touched thousands of students. Rwandans will be taught English as part of the project through schools, government institutions, and community organizations. This is why the researchers decided to look into the impact of direct instruction spoken English (DISE) programmes on learning English as a second language in day secondary schools.

Objectives of the Study:-

This study was composed of one general objective and three specific objectives.

General Objective

The general objective of this study was to investigate the influence of direct instruction spoken English (DISE) programmes on learning English as a second language in day secondary schools in Rwanda.

Specific Objectives

The specific objectives are:

1. To determine the influence direct instructions for speaker English programmes that influence learning English as a second language in day secondary schools in Rwanda
2. To assess the level of learning English as a second language in day secondary schools in Bugesera District, Rwanda.
3. To examine the influence of direct instruction spoken English (DISE) programmes on learning English as a second language in day secondary schools in Rwanda

Theoretical literature

According to Gibbons (2017) and Long (2017), there is dispute among second language academics into the efficacy of direct grammar instruction. However, Zhou's (2019) examination of 15 university-level ESL students indicated their worries about vocabulary, grammatical structures, and mechanics.

The Direct Instructions for Speaking English Programmes

The students desired additional assistance in the form of direct spoken language and grammar training, and they preferred more clear education over less specific instruction. Sang-Keun (2018) conducted equivalent survey-type research with Korean students of second languages at the college or university graduate level who were writing for their academic classes to investigate their thoughts on the importance of correcting mistakes in writing. Writing study findings, according to Sang-Keun, indicate that teachers should concentrate on concepts and organisation in their comments on early manuscripts, and grammar and word usage in their input on later iterations. Through interviews, Sang-Keun discovered that even on early drafts, Students appreciated straightforward and explicit criticism on grammatical faults. As a result, she concluded that several commonly established second language findings from studies may not be applicable to kids with lower levels of second language proficiency. In order to determine and contrast teachers' and students' opinions on successful instruction, Brown (2009) carried out a study.

The results showed that professors preferred to use communicative tactics, whereas students wanted a grammar-based approach.

Language Learning Strategies

Learning methods are strategies that learners employ to increase the efficiency of their educational experiences (Zhou and Rose, 2021). Students use materials and resources to take control of their own language acquisition. Following a series comprehensive empirical study on L2 undergraduate strategy usage, O'Malley and Chamot (1990) categorise strategies into three types: cog

Current Instructional Practices in Writing

Currently, the most common instructional method for teaching writing is the process approach, which emphasises the intrinsic growth of one's writing talents and employs implicit instructional approaches (Siripipatthanakul, 2023). Using this strategy, pupils get the following: (1) numerous writing chances; (2) brief training in critical writing abilities only when plainly required; (3) a writer's community; (4) teacher and peer conferences; and (5) frequent chances to discuss and publish written output (Graves, 2015). Individuals with learning impairments are overly reliant on strategies like the methodological approach, which do not contain specific training in writing skills teaching (Danoff, Harris, & Graham, 2016). This is problematic because studies have shown that when trying to raise the calibre of writing samples produced by students with learning disabilities, explicit instructional approaches outperform implicit approaches (Eissa, 2021). Several other, more explicit techniques to writing training have been investigated since this method is typically ineffective in teaching kids with learning disabilities to write. These strategies include direct instruction (DI), self-regulated strategy development (SRSD), and strategy instruction (SI).

Empirical literature

According to Eke (2022), An empirical literature review, also known as a systematic examination of the literature, examines previous empirical investigations designed to address a particular research question. Empirical investigation draws conclusions based on observations and measurements rather than hypotheses or assumptions. To answer specific research questions, it may be essential to compile a list of persons, behaviors, or events being examined.

The Direct Instructions for Speaking English Programmes that Influence Learning English

DISE is divided into two levels: Level 1 (100 lessons) and Level 2 (80 lessons). The curriculum was developed to allow teachers to teach for 90 minutes every day, either in a single session with an intermission in the middle or divided into two 45-minute intervals. Despite the DISE researchers recommended 90 minutes of daily teaching to optimise student improvement, the ELD practitioners who engaged with this study considered it unrealistic. As a consequence, districts as well as professionals agreed to devote 45-55 mins every workday to teaching one DISE lesson every two days. The Method section explains education in detail, emphasising the frequency and number of programmes that instructors may accomplish.

Students studying a second language are referred to as newly bilingual individuals. The National Centre for Information on Education (Gunderson, 2021), describes English language learners (ELs) as those who struggle to express themselves in, read, write, or comprehend English underneath the general heading of emerging bilinguals.

It must be sufficiently challenging to discourage kids from learning in classes where English is the major language of teaching. The previous forty years have experienced a growth in the number of students, both born abroad and domestic, who are federally designated as English Language Learners (ELs) in American schools. The percentage of American students increased from 8.1% to 10.1% between 2000 and 2017 (Nambajimana, 2023)

According to Arnes et al. (2017), Native Spanish speakers are the most significant and rapidly expanding demographic, comprising more than 25% of K–12 enrollment (Bauman, 2017). In 2017, five million English learners (ELs) in K–12 schools, which includes native and foreign-born students, needed specialised language services (Rawan, 2016). To be clear and consistent in accordance with the officially established categories, we shall refer to the aforementioned demographic we are targeting in this piece as ELs, even if the umbrella term emerging bilingualism is regarded to be more asset-based compared to English learners.

Johnston and Silbert (2019) established Direct Instruction Spoken English (DISE) to satisfy the needs of students in American schools of learning that speak a range of languages from Grades 4 to 12, rather than just a few. DISE,

unlike other ELD curriculum, teaches conversational English to toddlers who might not possess possession of the exact same language, eliminating a unified the organisation of pupils based on native language, which is not always practicable in middle schools with limited resources and human resources. Instead, DISE administrators arrange pupils according to their proficiency in English competency, allowing teachers to tailor instruction to meet the demands of the whole class (Estrada, 2014).

Several research have looked into comprehension as well as vocabulary therapies for EL students, but the plans that are currently considered focus on teaching reading and comprehension abilities. They weren't setting out to improve their English language speaking abilities. Only a few programmes met the WWC evidentiary requirements for possibly helpful or positive results for EL pupils attending grades 6-8. Borman, Park, and Min (2015) discovered that Achieve3000, a personalised online course meant to enhance writing and reading skills, satisfied WWC requirements with reservations due to its quasi-experimental format focused within a single district. Fast For Word Understanding (Scientific Learning Corporation, 2015), a worldwide online education programme, also adhered to WWC criteria. Another method that we reviewed was peer mentorship and response groups (WWC, 2017), which are simple tools that teachers may use to strengthen previously discussed courses by having students work in groups or individually on a specific issue. Neither of the examined courses offered a comprehensive, teacher-directed ELD academic plan.

In Kenya, as with one among Five countries speak English as their native language, but many more use it as an official and educational language (Dennis, 2023). In nations where English is the native language, non-native speakers are taught English as an extra language to participate in all aspects of life. In places where English is an official language and language of instruction, such as former British colonies in Africa and Asia, kids prefer to use it in certain areas, especially school, as most communication outside of school is in local languages. These are two different situations for improving English language abilities. Concerns have been raised in both contexts regarding pupils limited English proficiency.

All extra abilities required to achieve more intricate verbal communication are taught early and consistently., beginning with easy tasks and progressing to more advanced conversation abilities. The teaching approach also clearly focuses the students' focus on the meanings of words and language structures, which are both which are considered critical components of directed language learning (Ellis, 2017). ELD teachers may simply convey the information and promote fidelity to application by employing DISE's ongoing, organised design, composed effectively examples, undergraduates' choral reaction and instructional screenplays (Coughlin and Khoury, 2018).

According to the study, while the teaching of English has improved and several factors appear to be encouraging Rwandans to learn the English language, the situation is still not favourable to developing abilities to communicate in the language. For example, a 2017 census on the use of languages in Rwanda found that 14.7% of persons aged fifteen and over were fluent in English, with 0.1% using it primarily. In comparison, 48.8% spoke only Kinyarwanda, while 6.5% spoke both Kinyarwanda and English

The Level of Learning English as a Second Language in Day Secondary Schools

According to Bayley (2015), internationalisation has also brought about the internationalisation of education, as seen by the growing market for study abroad programmes. Every year, over 1.7 million students leave their homes in search of a foreign education, with roughly half of them hailing from developing Asian countries where the English language is not the native language. In 2001, 73% of Asian international students participated in English-speaking higher education programmes (Marginson and McBurnie, 2014). The majority of those enrolled come from countries like China, Japan, and Vietnam, and traditional scholastic approaches have a significant impact on their learning of English. Today, Australia places a strong emphasis on higher education abroad.

In Australian, the total amount of overseas students registering in Australian higher education establishments between 1990 and 2003. Australia exports the third most services, behind travel and transportation (Bayley, 2015). Therefore, it may be crucial to pay attention to the learning challenges faced by overseas students for two reasons, according to those who operate in Australian higher education. International students are respected as students first, just like any other students. Second, attracting overseas students generates income for Australian universities, and any enhancement to their educational experience might help them gain a favorable reputation.

In According to Welbeck (2016) research, English as a second or foreign language refers to the usage of the English language by inhabitants of other native languages. the English language as a Foreign Language refers to those with no prior knowledge of English who are learning English in a nation where English is not commonly spoken. Some take the phrase "English as a Second Language" to suggest that a language such as English will be of only minor importance in use.

According to Yusuf (2016), a few kids grow up in a social environment where more than one language is spoken and can learn additional languages in settings comparable to those for the acquisition of the first language. Those lucky individuals are bilingual. As an example, the 2002 general census of Rwandan languages clearly indicated that the vast majority of Rwandans utilised their native language (Kinyarwanda): 93.18% of the population used Kinyarwanda entirely, whereas 0.06% used English primarily. Sibomana (2014) did study on the development or learning of English as an additional tongue in Rwanda: challenges and premises.

Mouhamad (2016) researched English as a Medium of Communication in the United Arab Emirates' tertiary education setting: the perspectives of content instructors. The study conflicts with widely held ideas regarding an exclusive English-speaking method of teaching strategy as it is now practiced in UAE Higher Education Institutions, where poor English competency and negligible Arabic use are frequent. In accordance with Laxmi (2018), the majority of neighbourhood school instructors have never studied or been taught in English. Furthermore, the teachers in question lacked sufficient training in English language teaching. For example, the following admission test numbers from four academic years indicate Rwandan students' proficiency in English problems: In 2010, 20.4% of the 2,362 students who took the exam passed.

Tabaro (2018) conducted a study on Rwandans' propensity to learn and use English as a language of instruction. The poll discovered that Rwandans have knowledge of the advantages of learning and using English, which typically encompasses economic matters, globalisation, politics, diplomatic relations, and so on. This focused on the motivating components of learning and utilising English as a medium of instruction, but it did not explain in detail how English as a medium of instruction improves the academic performance of pupils in secondary school in Rwanda, particularly those who attend secondary day schools.

Nzanana (2016) carried out research titled Acquisition of Languages Motivation and Proficiency Learning English as a Foreign Language: The Case of Rwandan University Students. The study intends to assess the relationship between communication ability and commitment among the English language as a foreign language (EFL) learner. The survey results and both instructor and pupil interviews revealed that, despite having below-average speaking skills, students were highly motivated. The outcomes revealed a limited association between participants' conversational skills and their desire for studying English.

The Influence of Direct Instruction Spoken English Programmes and Learning English as a Second Language

In Colombia, Several policy reports and research recommendations (NYC State Department of Education, 2014) advocate for explicit, personalised instruction for English-speaking adults. Learners, as well as studies demonstrating the effectiveness of such instruction for the English language monolinguals. The study used a cluster-randomized design, with 29 middle schools participating that served students from various backgrounds. Teachers with the DISE condition receive training and follow-up assistance. Observation and audio tapes are used to assess implementation. Teachers keep an implementation diary to document curricular activities and lesson completion. Annually, students' nonverbal skills and English oral language are evaluated. The talk will go over differential response analysis, implementation facilitators and barriers, and the What Works Clearinghouse guidelines for "meets without reservations" in research with mobile populations

According to Dennis (2024) best practices, judgements on curricula should be based on the content's research base, how well it fits the school context, and whether or not instructors need coaching to apply the curricula effectively. Federal government messages urge researchers and school officials to think about a program's expenses. The Middle School Communication Learner Project enables individuals to document and evaluate the cost-effectiveness (CE) of a well-executed single English language course. The programme evaluates the Direct Instruction Spoken English Curriculum. In accordance to the findings, coaching and training account for the majority of expenditures, with an opportunity for economies of scale when several teachers are taught at the same time. It is highlighted how critical it is to apply CE analysis to make judgements. (APA, 2024; PsycInfo Database Record (c).

Hallenbeck (2016) employed the Cognitive Strategy Instruction in Writing (CSIW) technique to teach four seventh-grade students with learning impairments how to enhance their exposition and narrative writing skills, which were judged by composition length and an all-encompassing quality metric. For seven months, teaching was given three times per week in the document in order classroom. Pretest and the following test papers were scored using a complete quality rubric and an examination of the incorporation of required textual characteristics. The findings revealed that three of these four pupils greatly improved their writing skills, as measured by the number of words count used in their essays. The word count from these three children increased by 138-193%.

The study conducted in the USA (Al-Shammari, 2019) found out how well direct instruction works in Kuwait to help non-native English speakers acquire the language. Two public primary schools were used to choose the two groups. While the control group did not get any instructions, the experimental group did. The findings indicated that, in terms of student achievement, direct instruction was more successful. Compared to the control group, the experimental group had a higher mean rank and mean score. In addition to saving time, direct instruction can offer new techniques like pragmatics and conversational analysis, which can help students become more fluent in English in non-native contexts. The research highlights the significance of providing direct instruction training to Kuwaiti educators and increasing the country's understanding of its efficacy.

In South Africa, Smolkowsk (2017) reveals the impact of Direct Instruction Spoken English (DISE) on middle school students who had just relocated to the United States of America, and the results will be given here. With DISE, or their current English language improvement course throughout English as a Second Language training, schools are randomly allocated to employ DISE or our research design to examine the effects of DISE. The DISE curriculum emphasises regular practice, constructive feedback, and revision in order to enhance spoken language skills. It does this by providing clear teaching in vocabulary, syntax, pronunciation, and morphology. They discovered that the skills of South African teachers were significantly enhanced when direct instruction was used in teacher training.

In Uganda, Bauman's (2016) study was to teach third-graders about anaphoric associations. To do this, a direct instructional strategy was used to teach textual anaphora. He discovered that pupils in his approach group did better than those in the control and basal groups. The students in the strategy group significantly outperformed their counterparts in semantics in terms of antecedent identification and semantic reference recognition. After receiving intense teaching in the strategy groups, third graders were able to develop exceptional anaphora resolution skills. On a different note, Grossen and Kelly (2015) demonstrated that direct education works well in a third-world setting. They supported Engelmann's contention that curricula and teacher preparation programmes are provided through direct instruction.

In Rwanda, the study (Bayley, 2015) was to show how students with learning disabilities (LD) and their counterparts who speak English exclusively perform in writing when an accelerated Direct Instruction programme is implemented. The Expressive Writing programme was used to teach two student groups: one in ELL programmes and one in special education for learning difficulties. The number of right word sequences and total words written rose when only half of the classes were covered, according to the results. This shows that by utilising half of the programme, teenage pupils who struggle with writing might be able to enhance their foundational writing abilities. The absence of an in-program placement test and a nonconcurrent baseline with the second group of students were two drawbacks, though.

Communicative Language Teaching (CLT) Theory

This study will also be based on the Communicative Language Teaching (CLT) Theory. CLT evolved as a result of developments in the British language teaching tradition during the last decade of the nineteenth century, as well as advances in Europe and the northern United States (Rawan, 2016). Language is seen to be the vehicle that communicates meaning, whereas knowledge can be conveyed through communications that involves two people, specifically speakers and listeners, as well as writers and readers. A further aspect of CLT is one that is student-centered and experience-based, based on the fact that information and understanding have been accepted as having been socially generated during agreements, according to socio-cognitive perspectives. In terms of terminology, CLT sees learner as active stakeholders.

Teachers' communication plays a little role, but they have a variety of duties, including communication facilitator, independent contributor, needs forecaster, analyst, and team development supervisor. In most circumstances, CLT

activities need instructors to develop fewer teacher-centered management of classrooms abilities. It is an important obligation to organise the classroom as a space for communication and communicative behaviours. According to a study conducted by Richards and Rodgers in 2016, the creation of extra attracting encounters for the students gives the trainer a very important role in facilitating the information transmission advancement linking every participant in the educational procedure and the various activities and texts. Furthermore, in 2016, Richards and Rodgers detailed several other important aspects of the CLT technique. It took into account the additional steps that were necessary to tailor various roles and verbal interaction to a specific group of students. Therefore, this theory serves as a guide for educators and teachers as they implement Direct Instruction Spoken English (Dise) programmes to support learners in improving their ability to speak, write, and read English as they learn the language as a second language.

Conceptual Framework

In this section, the link between variables is described for a better understanding of the notion of collaboration and related variables. The conceptual framework of this study ties the independent variables and to the independent variables as well as the intervening variable in the figure.

Independent variableDependent variable

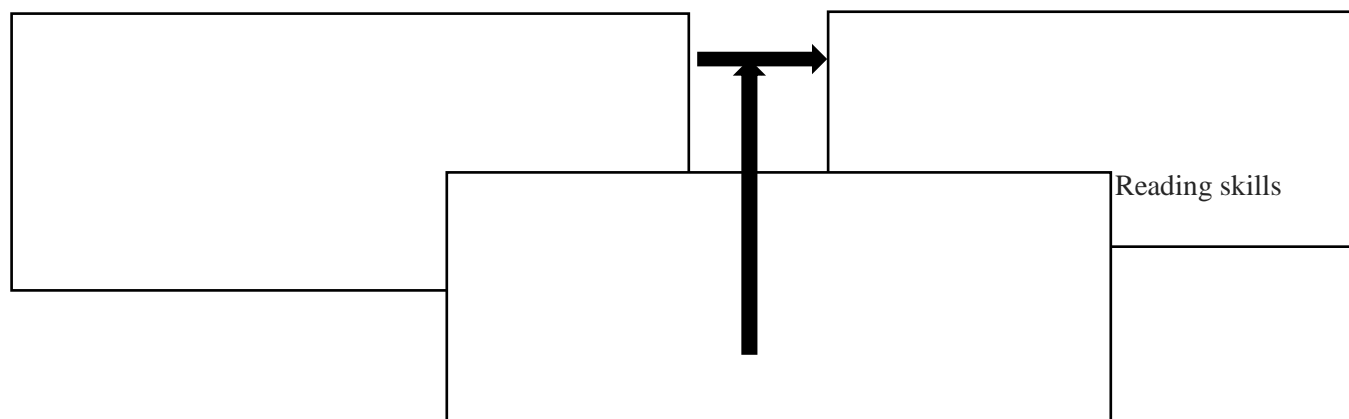


Figure 2.1:- Conceptual Framework.

The conceptual framework relates the independent variables, which are direct instruction spoken English programmes (engaging students with fast-paced, multi-sensory activities, providing progress-monitoring English assessment, taking advantage of students' native-language literacy skills, and teaching academic and English vocabulary), to the dependent variable, learning English as a second language (Practicing speaking English The researcher's goal in this study is to look at the impact of direct instruction spoken English (DISE) courses on learning English as a second language in day secondary schools in Bugesera district, in Rwanda's eastern province. The study also included the intervening factors, which include government policy, school purpose and vision, school

Methodology:-

Research Design

This study used a mixed-methods approach, integrating both qualitative and quantitative methods of inquiry. According to the researcher, the secondary strategy may handle a completely different topic from the primary method, and "the mixing of the data can reside side by side as two different pictures that provide a composite assessment of the problem." The aforementioned approach was employed in this study since the quantitative phase will be aimed at providing answers to research questions.

Target Population

The target population for this study was the students from different day secondary schools and educational stakeholders in Bugesera district, which includes teachers, head teachers, and directors of studies in Bugesera district who teach, which sums to a total of 253 participants.

Sample Design

This part covered sampling techniques and sample size determination.

Sampling Techniques

The researcher used simple random selection to choose schools, headteachers, and students, and then a purposive sample to select teachers of English. Simple random sampling was used as probability sampling, with the researcher providing pertinent information. The two sample strategies were largely employed to choose respondents from Bugesera district schools.

Sample Size

The Slovin formula (Tejada and Punzalan 2017) determined the respondent's sample size at a 95% confidence level. Therefore, this research was done using the Slovin formula, where n stands for the sample size, N represents the population size, and e stands for the margin of error (0.05) as shown below: $n = \frac{N}{1+N(e)^2}$ Thus, the researcher sampled

145 teachers in the district of Bugesera using the below formula. Sample size $n = \frac{N}{1 + Ne^2}$

N is the population size N : sample size e : is the level of precision which is 1

Table 3.1:- Respondents' Distribution.

No	Category of respondents	Target population	Sample size
-	Head teachers	7	4
-	Head-teachers in charge of studies	13	7
-	English Teachers	45	26
-	Students	188	108
	Total	253	145

Source: Researcher (2024)

The researcher employed a hybrid approach that included a questionnaire and an interview. Because of the restricted time available for the study project, the researcher chose a descriptive survey to deal with a large number of schools, teachers, and parents from all public secondary schools. Questionnaires and documentation research procedures are examples of data collection methods that were used in data analysis.

Findings and Discussion:-

The researcher distributed 145 questionnaires to Students, English Teachers, Head teacher, from three sectors in Bugesera district such semi-structured interview and interviews were held to Headteachers and Head-teachers in charge of studies. Therefore, only 143 questionnaires were filled properly and collected from students at a response rate of 98.7%.

Demographic Characteristics of Respondents

This research gathered data on gender profile, age group, education level, and teaching experience in day secondary schools in Bugesera District, Rwanda.

Gender of Respondents

Respondent's gender profile was very important in assessing to investigate the influence of direct instruction spoken English (DISE) programmes on learning English as a second language in day secondary schools in Rwanda.

Table 4.1:- Gender Profile of Respondents.

	Students		English Teachers		DOS		Head teachers	
	N	%	N	%	N	%	N	%
Male	57	52.7	16	61.5	4	60	3	80

Female	51	47.2	10	38.4	3	40	1	20
Total	108	100.0	26	100.0	7	100.0	4	100.0

Source: Primary Data (2024)

According to the information given in 4.1, 57(52.7%) of the students who participated in this study are male, while 51(47.2%) are female. 16(61.5%) of the Teachers who participated in this study are male, while 10(38.4%) are female. In the case of Dos 4(60%) are male and 3(40%) are female. There is a gender balance because this research included both male and female individuals. According to a study performed by Essendon (2017), student dropout was most prevalent in form two classrooms, when the great majority of pupils struggled with teenage concerns and peer pressure. It was also widespread in educational institutions with little resources.

Age of Respondents

It is very important to provide information related to age category of respondents as depicted in Table 4.2

Table 4.2:- Age Group of Respondents.

Age of Respondents	Frequency	Percentage
21-25 Years	35	32.2
26-30 Years	4	3.6
31-35 Years	31	29.2
36-40 Years	20	18.09
41 years and above	18	16.7
Total	108	100.0

Source: Primary Data (2024)

As reflected in Table 4.2, 32.4% of respondents are between 21 and 25 years of age; 3.6% of respondents are between 26 and 30 years of age; 29.2% of respondents who were involved in the study process were between 31 and 35 years of age; 18.09% of respondents are between 36 and 40 years of age; and finally, 16.7% of respondents who were involved in the study process were above 41 years of age. This means that age characteristics were balanced in this study. The study's conclusions were consistent with those of Robinson (2018), who looked at the relationship between school dropout and students' academic achievement in Rwanda's public 12-year basic education institutions. The bulk of replies, the searcher found, were in the 16–21 age range. The presence of adult respondents allowed the researcher to get valuable data.

Education Qualification of Respondents

It was necessary to assess the highest level of qualification attained by respondents from ordinary level of secondary, advanced level of secondary schools, bachelor's degree, master degree to doctoral degree.

Table 4.3:- Education Attainment.

	Students		English Teachers		Dos		Head teachers	
	N	%	N	%	N	%	N	%
Ordinary Level	108	100.0	-	-	-	-	-	-
Advanced Level	-	-	-	-	-	-	-	-
Bachelors	-	-	25	96.1	7	100	3	75
Masters	-	-	1	3.9	-	-	1	25
PhD	-	-	0	0	0	-	0	0
Total	108	100.0	26	100.0	7	100.0	4	100.0

Source: Primary Data (2024)

Information presented in Table 4.3, 100.0% students were studying ordinary level and Teachers 96.1% have bachelor's degree while 3.9% have master's degree. For the case of Dos, 100% has bachelors' level, while head teachers 75 bachelor's degree and 25 hold master degree. Jordan (2019) examined Enhancing English Language Skills with Multimedia: Tried and Tested. According to demographic study, there were 431 academic teaching staff members in 2017, spread over seven faculties and one graduate course. There were 355 respondents in the sample. This study collects data using a survey research style that includes closed-ended questions. The number of articles created during the last three years is a performance indicator, whereas certification status demonstrates professionalism. Masters, doctorate, and professorship degrees are used to assess an individual's level of education. While a person's sex status, such as male or female, determines their gender, their duration of teaching experience.

Distribution by Work Experience

Learning/teaching experiences for research participants is categorized by < one year, one and three years, four and six years and more six years. Data is shown in Table 4.4.

Table 4.4:- Work Experience.

Years	Teachers		Dos		Head teachers	
	N	%	N	%	N	%
<5	10	9.2	0	0	0	0
5 <10	66	61.1	2	28.5	1	25
>10	32	29.6	5	71.4	3	75
Total	108	100.0	7	100.0	4	100.0

Source: Primary Data (2024)

Data in Table 4.4 shows that 9.2% of Students had under five years of experience, 61.1% had between five and 10 years, and 29.6% had over 10 years of experience. In a group of child psychologists, 71.4% have more than 10 years of experience, and 28.5% have between five and 10 years of working experience.

Presentation of Findings

The data collected for the study is analyzed in line with the dependent variables and research objectives. 145 participants in the research provided quantitative and qualitative data. The study determined the direct instructions for speaking English programmes that influence learning English as a second language in day secondary schools in Rwanda, assess the level of learning English as a second language in day secondary schools in Bugesera District, Rwanda and examine the influence of direct instruction spoken English (DISE) programmes on learning English as a second language in day secondary schools in Rwanda.

The Direct Instructions for Speaking English Programmes that Influence Learning English as a Second Language in Day Secondary Schools in Rwanda

The study determined the direct instructions for speaking English programmes that influence learning English as a second language in day secondary schools in Rwanda. The tables below illustrate how the participants responded to the following statements.

Table 4.5:- Students' Perception Towards the Direct Instructions for Speaking English Programmes that Influence Learning English as a Second Language in Day Secondary Schools In Rwanda.

Statements	SD		D		N		A		SA	
	N	%	N	%	N	%	N	%	N	%
Engaging in fast-paced, multi-sensory activities is among the direct instructions for speaking English.	0	0.0	8	7.4	10	9.3	26	24.1	64	59.3
Providing progress-monitoring English assessments is to indicate the direct instructions for speaking English programmes.	4	3.7	6	5.6	8	7.4	14	13.0	72	66.7

Taking advantage of students' native-language literacy skills is to indicate the direct instructions for speaking English.	0	0.0	4	3.7	6	5.6	13	12.0	85	78.7
Teaching academic and English vocabulary is to supplement the direct instructions for speaking English.	0	0.0	0	0.0	5	4.6	6	5.6	97	89.8

Source: Primary Data (2024)

Data presented in Table 4.5: 97 (89.8%) Students strongly agreed that teaching academic and English vocabulary is to supplement the direct instructions for speaking English. 64(59.3%) Strongly agreed that engaging in fast-paced, multi-sensory activities is among the direct instructions for speaking English. 72(66.7%) Students strongly agreed that providing progress-monitoring English assessments is to indicate the direct instructions for speaking English programmes, 85(78.7%) Students strongly agreed that taking advantage of students' native-language literacy skills is to indicate the direct instructions for speaking English. The result indicated that the greatest number of Students strongly agreed that teaching academic vocabulary, engaging in fast-paced, multi-sensory activities, providing progress-monitoring English assessments, and utilising native-language literacy skills are direct instructions for speaking English. (Chisholm, 2023) assessed what variables influenced these students' performance in one low-performing school and one high-performing school in the Omusati education area (OER). The mixed study methodology used a qualitative technique to collect perspectives and experiences from teachers, students, and school principals, while a quantitative approach revealed similarities and variations in replies. The investigation indicated that inadequate English proficiency, a lack of resources, inappropriate teaching methodologies, unfavourable attitudes, low socioeconomic position, a lack of parental participation, and a lack of desire and support all contribute to poor ESL performance. The research suggests that ESL teachers use compensatory lessons and early intervention programmes to address learners' learning issues, and it urges parents to be actively involved in their children's education.

The level of learning English as a Second Language in Day Secondary Schools in Bugesera District, Rwanda

This study determined the level of learning English as a second language in day secondary schools in Bugesera District, Rwanda. According to the information depicted in Table 4.7, 79 (73.1%) strongly agreed that English language teaching guides indicate the level of learning English as a second language. 82 (75.9%) Strongly agreed that practice speaking English with other students indicates the level of learning English as a second language, 69 (63.9%) Strongly agreed that producing a text in English would indicate the level of learning English, 64 (59.3%). Strongly agreed that responding to questions in English indicates the level of learning English as a second language, therefore the majority of respondents (73.1%) believe that English-language teaching guides, practice speaking with peers, producing English texts, and answering English questions accurately indicate the level of learning English as a second language. (Claude, 2016) The study looks at the significance of self-assessment in English as a Foreign Language (EFL) learning, specifically students' opinions of their writing abilities and how these relate to syllabus goals.

Table 4.6:- Students' Perception on the Level of Learning English as a Second Language in Day Secondary Schools in Bugesera District, Rwanda.

Statements	SD		D		N		A		SA	
	N	%	N	%	N	%	N	%	N	%
English-language teaching guides indicate the level of learning English as a second language.	4	3.7	5	4.6	9	8.3	11	10.2	79	73.1
Practice speaking English with other students indicates the level of learning English as a second language.	0	0.0	6	5.6	6	5.6	14	13.0	82	75.9
Produce a text in English to indicate the level of learning English	4	3.7	8	7.4	10	9.3	15	13.9	69	63.9

Responding to questions in English indicates the level of learning English as a second language.	0	0.0	8	7.4	11	10.2	25	23.1	64	59.3
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Source: Primary Data (2024)

The study included two teachers and four Swedish upper secondary students who evaluated their own writing tasks. Students were able to appraise their overall writing performance, but individual outcomes differed based on the type of exercise and self-assessment practice. The study concludes that syllabus goals fostering student accountability and autonomy are attainable, but students must practise self-assessment to become proficient.

Table 4.7:- Students 's Perception Towards the Level of Learning English as a Second Language in Day Secondary Schools in Bugesera District.

Statements	SD		D		N		A		SA	
	N	%	N	%	N	%	N	%	N	%
The degree of learning English as a second language is indicated by English-language teaching guidelines.	1	3.8	1	3.8	2	7.7	3	11.5	18	69.0
The level of studying English as a second language is shown by practice speaking English with other students.	0	0.0	2	7.7	2	7.7	6	23.1	16	61.5
Create an English text to demonstrate your proficiency in English as a second language.	0	0.0	1	3.8	2	7.7	3	11.5	20	76.9
Responding to questions in English demonstrates proficiency in English as a second language.	1	3.8	2	7.7	2	7.7	2	7.7	19	73.1

Source: Primary Data (2024)

Results presented in Table 4.7 show that 76.9% strongly agreed that Create an English text to demonstrate your proficiency in English as a second language, and 69.0% strongly agreed that The degree of learning English as a second language is indicated by English-language teaching guidelines, 61.5% strongly agreed that The level of studying English as a second language is shown by practice speaking English with other students, and 73.1% strongly agreed that Responding to questions in English demonstrates proficiency in English as a second language.

According to (Bhattacharjee, 2023) This paper analyses the outcomes and antecedents of willingness to communicate (WTC) in a second language (L2) using two distinct studies with Japanese teenage English learners. In the first study, which included 160 students, a model was developed based on the idea that WTC results in more frequent communication in the L2, and that the attitudinal construct international stance leads to WTC and communication behaviour. This model was validated using structural equation modelling and found to suit the data well. The second research, which included 60 students who participated in a study-abroad programme in the United States, confirmed the findings of the first. Finally, the frequency of communication was found to connect with satisfaction in interpersonal interactions during the stay.

Table 4.8:- Regression Coefficient between Improved English Speaking. Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1(Constant)	2.461	.703			3.503	.001
Engaging students with fast-paced, multi-sensory activities	.264	.149	.198		1.779	.003
Providing progress-monitoring assessment	English-.219	.174	-.189		-1.258	.000

Teaching academic and English vocabulary	.060	.143	.261	.420	.001
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Dependent Variable: Improved English Speaking

Predictors: (Constant), Engaging students with fast-paced, multi-sensory activities,

Teaching academic and English vocabulary, Providing progress-monitoring English assessment

Source: Primary Data (2024)

The result of the regression analysis indicated that there is a significant relationship between independent variables and improved English writing skills. (Wang, 2018) investigates the impact of a summer English training programme on college students' self-efficacy beliefs and listening and speaking skills. Results show that students improved their self-efficacy beliefs post-programme, but not significantly. Pretest listening self-efficacy predicted posttest listening skills, but pretest speaking self-efficacy did not. Discussions are presented on self-efficacy theory and summer training programmes.

The findings in Table 4.8 from the respondents of this study presented that the regression equation is $(y = ax + b + \epsilon)$, thus y : dependent variable as Improved English Speaking, x : independent variable as Engaging students with fast-paced, multi-sensory activities, Teaching academic and English vocabulary, thus $y = (\text{Beta}) x + 2.461 + \epsilon$. Despite this, the above table shows that engaging students with fast-paced, multi-sensory activities was statistically significant with improved English speaking ($B = .198$, $p\text{-value} = .003$), providing progress-monitoring English assessment ($B = .189$, $p\text{-value} = .000$), and teaching academic and English vocabulary were significant in affecting improved English speaking ($B = .382$, $p\text{-value} = .000$).

Conclusion and Recommendations:-

Conclusion:-

Based on the study findings discussed in chapter and the contrast made with previous empirical studies, the study elucidated the following concluding remarks:

To the first objective and research question, the study concludes that the findings from the present research show the direct instructions for speaking English programmes that influence learning English as a second language in day secondary schools in Rwanda: "Engaging students with fast-paced, multi-sensory activities, providing progress-monitoring English assessment and teaching academic and English vocabulary. To the second objective of the study, which was to determine the level of learning English as a second language in day secondary schools in Bugesera District, Rwanda, the research indicated that the following indicate the level of learning English as a second language: "Improved English writing skills, improved English speaking, and improved English reading skills". Finally, the third objective and research question are the influence of direct instruction spoken English (DISE) programmes on learning English as a second language in day secondary schools in Rwanda. The correlation matrix between independent variables (engaging students with fast-paced, multi-sensory activities, providing progress-monitoring English assessment, teaching academic and English vocabulary, etc.) and dependent variables (improved English speaking, improved English reading skills, and improved English writing skills) shows positive significance since the $p\text{-value}$ was less than 0.05.

Recommendations of the Study:-

On the basis of findings gotten, the researcher provided the following recommendations:

Direct instruction spoken English programs have been found to be effective in improving the learning of English as a second language (ESL) in day secondary schools in Rwanda. This method involves explicit teaching of language skills, such as grammar, vocabulary, and pronunciation, through direct and systematic instruction.

Research has shown that direct instruction programs can lead to significant improvements in the oral proficiency of ESL students. This is likely due to the structured and organized nature of these programs, which provide students with a clear understanding of the language rules and patterns they need to learn. Additionally, direct instruction programs often include opportunities for students to practice their speaking skills through drills, role-plays, and other interactive activities, which can help to reinforce their learning and build their confidence in using the language.

In Rwanda, where English is a second language, the implementation of direct instruction spoken English programs in day secondary schools has been seen as a way to improve the language proficiency of students and prepare them for academic and professional success. These programs are often implemented in conjunction with other language learning strategies, such as communicative language teaching, to provide students with a well-rounded and comprehensive language education.

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