RESEARCH ARTICLE

COMPETENCE BASED LANGUAGE TEACHING APPROACHES AND STUDENTS' PROFICIENCY IN ENGLISH IN PUBLIC DAY UPPER SECONDARY SCHOOLS IN RWANDAA CASE OF KICUKIRO DISTRICT

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Manuscript Info	*Abstract*
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The need for English has increased demand for high-quality language instruction globally. Despite the efforts that have been made to improve proficiency in English, proficiency in English communication abilities is still wanting among the students in public secondary schools in Kicukiro district. This study aimed at determining the influence of competence-based language teaching approaches on students' proficiency in English in Rwanda. The specific objectives of the study wereto determine influence of modularized instruction on proficiency in English, to analyze the effect of assessment on proficiency in English, to assess the influence of individualized instruction on proficiency in English in public day secondary schools in Kicukiro district. This study used correlation survey design to determine the relationship between the independent and dependent variables. One thousand respondents were the target group, including 40 teachers and 950 students from public day secondary schools, and 10 deputy head teachers in charge of studies from public day secondary schools in Kicukiro district. The study used a sample of 286 respondents from the target population. Simple random sampling was used to select teachers and learners while deputy head teachers in charge of studies were selected purposively. Students and teachers responded to structured questionnaires, while deputy head teachers in charge of studies responded to interview guide. Data were analyzed using SPSS version 25, statistic descriptive like means, percentages, standard deviations, correlation coefficients, as well as regression model. Reliability were analysed toenhance test-retest while validity were enhanced through expert judgment. The Alpha Cronbach value was 0.747 which indicates that the instruments used and experts' opinions incorporated to ascertain the results were reliable and valid. The findings on objective one indicated that 71.9% with beta coefficient of 0.186 and a p value of 0.001 of the respondents confirmed the positive influence of modularized instruction on students' fluency, accuracy and appropriacy in English. The findings on the objective two indicated that 86.7% with standard beta coefficientof 0.299 and a p value of 0.000 of the respondents confirmed high positive of assessment methods on students' proficiency in English. The third objective results indicate

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that 86% of the respondents with a standardized beta coefficient of 0.207 and a p value equivalent to 0.002, there is a significant positive influence of individualized instruction on Students' proficiency in English in public day upper secondary schools in Kicukiro district in Rwanda. The study recommended school administrators, teachers and policymakers to adapt CBLT approaches for improving proficiency in English among public day upper secondary schools students in Rwanda.

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Introduction:-

English language is a language of instruction, business and social interaction in countries either have English as their official or primary language or use it extensively in education, business, and daily communication. As a language that is widely spoken across the globe English require that both learners and graduate attain acceptable proficiency (Chan, 2021; Lekpetch& Foley, 2022). As a language of instruction, it determines learners' success with the test of the discipline except those carried out in other languages. Therefore, proficiency in English is critical. Speaking and writing English well has become essential to the success of the younger generation and to keep them informed in day-to-day affairs. Since English has grown in importance, those who study and use it well will therefore have more opportunities than those who are unable to communicate in it. The learning system has been modified to make it more appropriate for and consistent with current technologies due to the requirement of English.

Approaches to teaching English have been investigated in order to determine the most comprehensive and logical ways to improve students' English learning outcomes. The standard of English instruction has greatly increased, leading to the development of numerous useful strategies that may be used in a variety of contexts. It has been determined that some approaches to teaching English do not advance students' competencies or make it easier to meet learning goals. Suherdi&Nugraha, 2017).

Language is a collection of abilities that includes speaking, listening, reading, writing (LSRW), and numerous additional paralinguistic abilities needed for a learner to become proficient enough to assist in achieving a particular degree of accuracy. When paralinguistic traits and 21st-century talents reinforce these language skills, they become dominant and successful. Therefore, because CBLT is predicated on well-defined and structured competencies that are tailored to the needs of the students 'proficiency. Competency-based language teaching (CBLT) is an application of the principles of competency-based education to language teaching, according to Richards & Rodgers (2014). This is because CBLT shares many similarities with competency-based education, including modeling tasks that students are frequently expected to complete in real-world scenarios based on a set of outcomes. The main goal of CBLT is to prepare learners to use the language to solve real-world problems, to achieve the learning transfer and expectedly to connect the language learning to the future workplace. In the CBLT process, learners not only learn to use the language but also use the language to learn , which means, authentic tasks and learning materials should be the main concern in planning the course to assist each learner constructs their own knowledge, improve skills, cultivate positive and responsible attitude, and ultimately creating new values for better lives.

In Hong Kong, English is used as Second Language (L_2) is becoming a predominant medium of instruction in the post-colonial areas. It is also becoming more popular in developing nations where learning English is seen as essential to internationalization and global integration (Sah and Li, 2020).

English proficiency in China has been on a steady decline in recent years. The 2023 EF English Proficiency Index ranked China 82nd globally, a significant drop from its previous ranks in the 2020s. This decline is attributed to a combination of reduced emphasis on English in the educational curriculum and broader nationalistic policies that question the need for foreign languages. Educational reforms in China have reduced the time allocated to teaching English, prioritizing Chinese and mathematics over foreign languages. These changes have sparked debates about how this shift may impact China's global competitiveness, especially as English remains essential for trade and international business

Despite this decline, English is still prevalent in China's major cities like Shanghai and Beijing, where it remains important for sectors such as trade, foreign investment, and technology. Many professionals working in foreign

enterprises or aiming for international careers continue to study English, and its role in sectors like tourism and international commerce remains vital. However, the use of translation tools and an increase in domestic technology have reduced the need for widespread proficiency among the general population.

In French-speaking countries, English plays a significant role, though its prominence varies by region. In France, English proficiency is moderate overall, with higher levels in urban areas like Paris, Lyon, and Grenoble. Large cities with multinational companies and strong tourism sectors, particularly in northern France, tend to have higher English-speaking populations. However, outside of these hubs, proficiency decreases, and rural areas have fewer English speakers. English is increasingly being taught in schools, especially for younger generations who see it as a vital tool for global communication.

In other French-speaking regions, like West Africa, the influence of English is also growing. Countries such as Senegal and Côte d'Ivoire prioritize English education alongside French due to the need for international trade and diplomacy. Many French-speaking countries belong to the African Union and participate in global commerce, which requires a working knowledge of English. Nevertheless, English proficiency levels remain lower compared to non-French-speaking countries, and efforts to improve it are still underway, particularly in educational institutions.In French-speaking countries, English plays an increasingly significant role in education, business, and international diplomacy. Over the past few years, many Francophone nations, such as Rwanda, Ivory Coast, and Senegal, have incorporated English into their education systems to meet the demands of globalization. Although French remains the dominant language, English is viewed as a necessary tool for economic mobility and international engagement. English is taught from primary school through higher education, with many universities offering English-medium programs to attract international students and increase their global competitiveness (Adebanwi, 2021). This shift reflects the growing recognition that proficiency in English opens up career opportunities in multinational companies and international organizations, where English is often the working language.

English has become critical in sectors like trade, technology, and diplomacy in Francophone countries. As these nations increasingly interact with English-speaking counterparts in global trade and political forums, mastering English is essential for effective communication. For instance, in West Africa, countries such as Cameroon and Senegal play key roles in regional organizations like ECOWAS, where English is often used for meetings and documents (Koné, 2022). In the digital age, English is also dominant in online platforms, which means that professionals in Francophone countries who are proficient in English can better access global information, collaborate with international partners, and engage in innovation (Thiam, 2023). This expanding role of English alongside French helps Francophone countries position themselves more effectively in the global economy.

East African countries are included in the outer ring since English is spoken there as a second language. At all educational levels, Tanzania, Kenya, Uganda, Rwanda, Burundi, and South Sudan use English as the medium of teaching. (Xu, 2017). In Tanzania, learning theories of cognition, constructivism, and social interaction were influenced by textbooks and other instructional resources (Nzima, 2018).The most recent approaches; Grammar Translation, Audio-Lingual Method, and Direct Method, tend to drill learners and have them perform speech acts while concentrating more on the language's structure. Even though they are still in use, these approaches have previously been deemed insufficient since they do not foster the freedom and fluency needed for spontaneous discussions. They prioritized grammatical competence as the foundation of language competency because they believe that language may be learnt through habit formation.In Rwanda, English is one of the official languages. It is used in media and official communication. It is taught as a subject and used as medium of instruction from primary four onwards. English serves as lingua franca Language with other organization, business like East African Community, Common Wealth organization where Rwanda is member state country. This gives an impression that the citizens should learn and speak English to meet this need (Sibomana, 2014).

Problem Statement

English is classified as a language of business transaction and language of instruction in countries either have English as their official or primary language or use it extensively in education, business, and daily communication. As a language of instruction, it is important in teaching and learning other subjects that makes it important for progression to education. Students need to have the required level of English proficiency in accordance with secondary level requirements. The requirements of and problems with English are important issues that teachers and those involved in education should pay attention to in order to improve teaching efficiency to meet the needs of the learners and to keep learners interested, motivated, and having a good attitude towards learning English.

English was adopted in Rwanda as a language of instruction in the year 2008 and as such is fairly new, teachers and learners face challenges in language proficiency. Moreover, learners lack language experiences, such as grammatical capabilities or insufficient vocabulary for communication, knowledge of understanding the culture of native speakers, and lack of attitude and motivation to learn English. All of the aforementioned are contributing factors for learners not having English skills that meet the educational standard at secondary level. Thus, this study will explore the influence of Competence-Based Language Teaching approach and students' English language proficiency.

The challenge of competency-based language teaching approaches and students' proficiency in English in Rwanda's public day upper secondary schools has been highlighted in recent studies. Despite English being the medium of instruction from upper primary to higher education, a significant number of students still struggle with English proficiency. A survey conducted by Rwanda Education Board (REB) in 2022 revealed that only 38% of students in public day secondary schools achieved the required proficiency level in English to fully engage with the curriculum (Ntirenganya, 2022). This gap in proficiency has been attributed to various factors, including inadequate teacher training in competency-based teaching methods and limited access to English language learning resources, particularly in rural areas.

In addition, research by Mugisha et al. (2023) indicated that while competency-based curricula were designed to enhance students' language skills by promoting practical use of English, over 60% of teachers in public day secondary schools reported difficulties in implementing these methods effectively. Many teachers lack the necessary pedagogical skills to deliver lessons that encourage active communication and critical thinking in English, which are key aspects of competency-based education (Mugisha, 2023). As a result, students often rely on rote memorization rather than developing functional English language skills, further limiting their ability to perform well in national exams and higher education settings where English proficiency is crucial.

Rosendal (2014), pointed out that the proficiency in English language that is learnt in formal setting is inadequate in Rwanda. The inadequate proficiency in English among the educated citizens in Rwanda, suggests that there has been some ineffectiveness in the methods utilized to teach English (Sibomana, 2014), where secondary schools leavers' performance in English is above 60% but daily communication in English is inadequate.

Literature Review:-
CBLT gives language teachers the freedom and chance to create an English Language Teaching (ELT) course that implicitly incorporates 21st Century Skills including creativity, collaboration, employability, communication, leadership, productivity, and social skills. In the classroom, students can complete assignments such as a pair activity, a group activity, and an individual activity while learning receptive or productive language skills. While the students are focused on improving their language abilities, they will also be exposed inadvertently to other critical 21st-century competencies. They will learn about cooperation, for instance, if they are working on a pair activity. They will gain knowledge of critical thinking and the spirit of teamwork while engaging in a group activity. Additionally, CBLT gives language instructors the freedom and chance to create an ELT (English Language Teaching).If the task is designated as an individual activity, students will be able to articulate themselves clearly. Combining CBLT with 21st-century abilities is like to hitting two birds with one stone (Richards, 2017).

Since CBLT focuses on learning outcomes while creating ELT courses, its implementation will represent a paradigm shift in education. Language acquisition cannot occur in a vacuum, which is why the "functional and interactional perspective on the nature of language" (Richards & Rodgers, 2014) is the main focus of CBLT. It must be related to the social setting in which the language is used with the help of this cutting-edge, outcome-based approach, educators can help students acquire knowledge, morals, and the capacity to study long after they graduate.

English language proficiency has been vital around the world and is becoming more and more important these days. It encourages a lot of colleges, universities, and other learning establishments, as well as businesses, to adjust to global integration (Rao, 2016).

Students in general education listen to and speak English less because they have less opportunity to practice their language abilities outside class. Only when a question was posed to them by teachers would students interact with them. Furthermore, learning English in a classroom might not actually promote children to speak the language—rather, it might just teach them how to compose phrases on worksheets and memorize new terminology. In addition, some students enrolled in overseas programs face difficulties with their academic studies, such as taking notes,

paying attention in class, and completing assignments. However, despite passing the Test of English as a Foreign Language (TOEFL) exams, Waelateh and Paramal (2014) noted that some students still struggle with communication.

CBLT draws heavily from communicative language teaching principles, emphasizing language use for practical purposes. It focuses on outcomes where learners are assessed based on their ability to perform specific tasks, such as writing a business email or engaging in a conversation with a native speaker, rather than on their grasp of grammar or vocabulary in isolation. This shift in focus aligns with the growing demand for learners to demonstrate functional proficiency in a globalized world (Savignon, 2018). As a result, learners develop both linguistic competence (knowledge of language) and communicative competence (effective language use in context), leading to more holistic language development.

A key feature of CBLT is its emphasis on formative and performance-based assessment. Unlike traditional methods that rely on summative tests and exams, competence-based teaching continually assesses students through practical tasks that mimic real-world scenarios. This continuous feedback helps learners refine their abilities and ensures they are progressively building the skills required for success in various life domains (Bachman & Palmer, 2010). CBLT's task-oriented and learner-centered nature makes it highly adaptive, allowing educators to tailor instruction to the specific needs of different groups, enhancing learner engagement and language retention.

Modular Instruction and Students Proficiency in English
According to Ma. (2017), with the influx of technology when time and space has been reduced by gadgets, instructional materials to promote individual and independent learning is important. The traditional teaching method of pure lecture may be replaced by modules for independent study and individualized instruction. Long before the onset of modules as part of classroom instruction, the development of self-learning materials or resources for modular instruction tends to meet the demand for educational opportunity for students of every background, regardless of their aptitude, intelligence or previous achievement as well as in moral, emotional and personality traits.

Module is a form of individualized instruction that allows students to use a self-contained package of learning activities. These activities guide learners to know or to be able to do something. Further, a learning module contains activities intended to help students understand certain lessons. A module makes the learner control over his learning. It is a set of learning opportunities that is organized around well-defined topic which contains the elements of instructions, specific objectives, teaching-learning activities and evaluation using criteria-referenced measurement. The module is an innovation among developed and developing countries whose impact is brought by projects on the preparation and use of modules of different offices like the Asia Center of Innovations in Education Innovation (Ma, 2017).

Modular instruction, a teaching approach that divides the curriculum into self-contained units or modules, has gained traction as an effective way to enhance students' proficiency in English. This method allows students to engage with specific topics or skills in a more focused and individualized manner. Research shows that modular instruction helps improve learning outcomes by encouraging self-paced learning and fostering greater autonomy. A study by Gaon and Kalelioglu (2020) found that modular learning environments significantly enhanced English language proficiency, particularly in areas such as grammar, vocabulary, and reading comprehension. The flexibility of modular instruction enables students to revisit content, allowing for deeper learning and retention of English skills.

For English language learners (ELLs), modular instruction is particularly beneficial as it provides opportunities for differentiated learning, tailored to the diverse proficiency levels and learning styles present in a typical classroom. Through modular instruction, students can progress at their own pace, focusing on areas where they need improvement. According to Adriano (2021), the modular format allows teachers to develop targeted interventions for students with varying levels of English proficiency, providing remedial exercises for those struggling and more advanced tasks for proficient learners. This personalized approach has been shown to increase student engagement and motivation, which are critical factors in language acquisition.

Individualized Learning and Students Proficiency in English
Individualized instruction is an attempt to provide the optimum learning condition for individual students and situation. It is further believed that learner autonomy is a dynamic process ready to submit to 'educational interventions' rather than a static product, a state, which is reached. In order to help learners to assume greater control over their own learning it is important to help them become aware of and identify the strategies that they already use or could potentially use. Individual learners differ in their learning habits, interests, needs, and motivation, and develop varying degrees of independence throughout their lives.

According to Rubio & Hacking (2019), In the language classroom, it is emphasized that the importance of the teacher in fostering self-direction and autonomy is of prime consideration; he indicated that it is the function of teachers to help learners develop skills and knowledge which will leave them in a position where they can launch towards independent study. Independent study is any school-related assignment students do more or less alone. These activities include reading, rehearsing words and writing compositions, among others. Teachers employ this method of teaching to give opportunities for students to rehearse lessons that they need to think more and need further practicing to attain mastery in a long term. As students stay in the corners of the classroom, they are taught how to learn so that they become independent upon their teachers. The development of sound study skills while in the confines of the classroom will eventually make them independent not only on their studies but even on more complicated things throughout their lives.

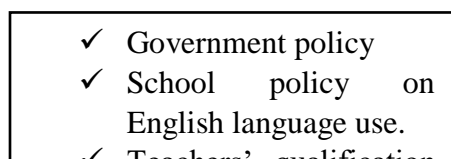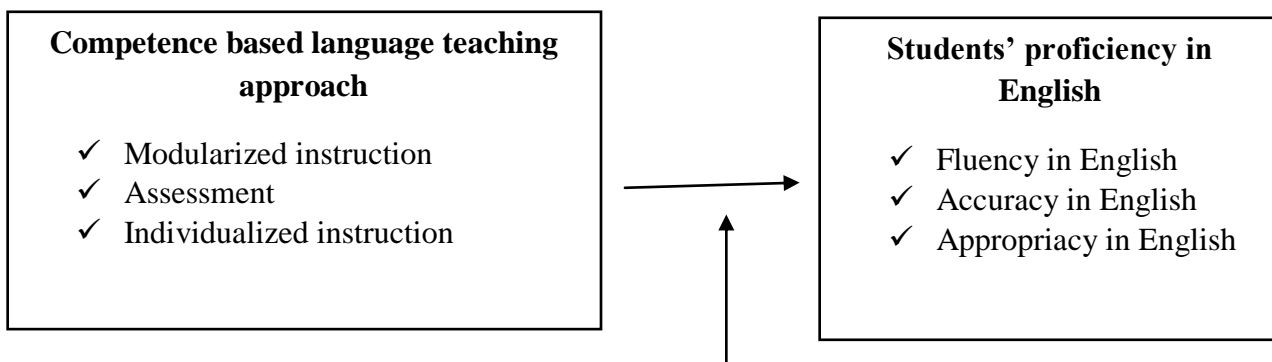**Assessment Method and Students' Proficiency in English**
Assessment is a method by which a language user relates his topical and language knowledge to "the language use setting and tasks" or to the testing environment and tasks. Assessment also considers test takers' affective reactions in the use of assessment strategies. Bachman and Palmer's model of communicative competence is multi-disciplinary and quite complex in nature. Moreover, it defines communicative competence in the contexts of language assessment rather than instruction (Furkó 2016).

Competency-based approaches to education have the potential for assuring the quality and extent of learning and developing integrated skills that ease learner transitions between school and work," emphasize McClarty and Gaertner (2015). In this way, CBE enables learners to demonstrate mastery of a specific set of skills required to acquire and get marks for graduation, as opposed to finishing a certain number of years in school or taking the assessment for proxy measures to meet an awarding body requirement. Although competences vary depending on the working situation, various frameworks have been constructed to highlight the essential 21st century skills that learners need to survive in the constantly evolving world of work (Sanghi, 2016).

Scholars contend that in order to support students' ability to create new knowledge, CBE teaching and assessment methods should place a greater emphasis on assisting students in connecting disparate pieces of evidence (McClarty&Gaertner, 2015). Similarly, Curry and Docherty (2017) asserted that instruction in the context of competency-based education (CBE) should involve students in self-directed learning, offer opportunities for ongoing training, be interactive and collaborative, and highlight students' application of competencies—that is, their knowledge, skills, and attitudes. This suggests that inquiry-based, problem-based, or project-based teaching strategies could be used to give competency-based learning.

Conceptual Framework
Independent variables   **Dependent variables**

Competence based language teaching approach	**Students' proficiency in English**
✓ Modularized instruction ✓ Assessment ✓ Individualized instruction	✓ Fluency in English ✓ Accuracy in English ✓ Appropriacy in English

✓ Government policy ✓ School policy on English language use. ✓ Teachers' qualification

Research Methodology:-

This study adopted correlational survey research design since the design enables collection of data from small representative portion and generalization of the entire population. Additionally, it also makes it easy to draw conclusions about the behavior of a given phenomenon or the association between variables. This study utilized this design to describe level of CBLT and relate it to the level of Proficiency in English by students in public secondary schools. Correlational study design established the relationship between CBLT and Students' proficiency in English in public secondary schools in Kicukiro district (Creswell, 2014).

Target Population

This study mainly focused on academic staff namely teachers, head teachers, deans of studies and students as target population. This was done with a focus on 10 public day upper secondary schools in Kicukiro district. As per the data of these schools the total target population size were 40 teachers of English, ten(10) deputy head teachers in charge of studies and 950 students in advanced level that make a total of 1000 respondents.

Sample Size

The Yamane formula was used by the researcher to determine sample size (Yamane, 2015). The sample size were 286 respondents from a population of 1000 using the Yamane formula. According to Yamane (2015), the sample size formula is as follows:

$n = \frac{N}{1+N(e^2)}$, where N stands for Target population, e is the anticipated level of precision, n is the sample size. **e: 1-P, P=0.95, then e=1-0.95= 0.05**

If N is 400, then n will be: $n = \frac{1000}{1+1000(0.05^2)} = 286$

Simple random sampling was used to select 10 schools. The academic staff was divided into two strata namely management and teachers of English. One stratum was made of deputy head teachers in charge of studies while the other was made up of academic staff that is teachers of English. Ten Deputy Head teachers in charge of studies were chosen purposively since they have information regarding data required for this study. Proportionate random sampling were used to select 40 teachers of English while simple random sampling were used to select 236 students.

This study utilized structured questionnaire and interview guides to collect data. Structured questionnaires consisting of closed ended questions were used to collect data from teachers and students where the respondents were asked to answer to questions in likert scale on the given statements reflecting study variables. The questionnaires were structured into two main parts; namely demographic information that collected data on respondents' gender, age and education background, and part two that consists of questions in Likert scale that collected data on the objectives of the study. Questionnaire are efficient in collecting data since they are faster and easily understood by respondents hence saves time for data collection. Additionally, large amount of data can be collected within a very short time using questionnaires.

The researcher used face to face interview guide to collect data from Deputy Head teachers in charge of studies. This was done through a one-to-one discussion for each school. Interviews method of data collection is very essential since it unearths more information regarding the study complementing data collected through questionnaires.

After data collection, data editing was done to clean the data and avoid any errors in data collection that might interfere with the true findings. Thereafter, the data were entered in the software (IBMSPSS version 25) for analysis. This enabled generation of descriptive statistics mainly frequencies and percentages, means and standard deviation regarding study variables that is language teaching approaches and students' proficiency in English including demographic summary. Additionally, inferential statistics were generated mainly Pearson correlation coefficient and regression coefficients in order to ascertain the effects of Competence-Based Language teaching approaches on Students' proficiency in English in public day upper secondary schools.

Research Findings, Interpretation and Discussion
Influence of Modularized Instruction on Students Proficiency in English

The first of objective was to determine the influence of modularized instruction on proficiency in English in public day secondary schools in Rwanda Kicukiro district. The study determined the influence of modularized teaching on

proficiency in English. Descriptive statistics employed included percentages, means and standard deviation. The findings were summarized in the following table. The initials, SD stands for Strongly Disagre, D; Disagree, N; Neutral, A; Agree, and SA; Strongly Agree were used to get information from the respondents.

Table 1:- The influence of Modularized Instruction on Students Proficiency in English.

Modularized Approach	SA	A	N	D	SD	Mean	Std. Deviation
Modularized teaching helps me to improving reading skills in English.	61.9%	21.2%	3%	6.8%	7.2%	3.76	1.232
Writing skills module teaching helps me to improve writing skills in English language.	44.1%	36.9%		6.8%	12.3%	3.16	1.350
Activities in speaking help me to improve my speaking skills in English.	28.8%	38.1%	11.9%	16.5%	4.7%	3.30	1.184
Teacher engages us in activities that help us develop listening skills.	40.7%	25.4%	7.2%	15.3%	11.4%	3.31	1.424
Guidelines on improving our Skills in English are given in the modules we use.	35.6%	37.7%	7.6%	19.1%		3.10	1.091
Teacher focuses on the module and only progresses to the next module after each learner has mastered the module.	36.4%	42.4%	5.9%	11%	4.2%	3.14	1.118

Source: Primary Data 2024

The findings in Table 1 present the influence of modularized instruction on Students' Proficiency in English. They indicated that 83% respondents agreed that modularized instruction helps students to improve reading skills in public day secondary schools while 14% respondents disagreed and 3% had no position. Furthermore, 81% of the respondents indicated that modularized instruction helps students improve writing skills contrary to 19% did refuse. Moreover, 66.9% of the respondents accepted that modularized instruction help students improve their speaking skills on the other hand 21.2% declined the effect of this approach and 11.9% chose no position. Additionally, some respondents' equivalent to 66.1% agreed that modularized instruction helps students improve their listening skills, opposite to this percentage, 26.7% disagreed the influence of this approach and 7.2% had no position. 73.3% of the findings confirmed that guidelines given in the module help students improve Language Proficiency in public day secondary schools while 19.1% opposed this agreement and 7.6% chose neutral. Lastly, 78.8% of the respondents confirmed the progress on language skills after completing each module while 15.2% of the respondents denied this; 6% chose neutral. The findings on mean and standard deviation indicate that modularized instruction influence proficiency in English attracted a mean of above 3 with a standard deviation of 1for majority of the respondents indicating general agreement on the proficiency in English is influenced by Modularized instruction in public day secondary schools.

The findings on the Modular instruction reflect the results of the study by Gaon and Kalelioglu (2020), as a teaching approach that divides the curriculum into self-contained units or modules, has gained traction as an effective way to enhance students' proficiency in English. This method allows students to engage with specific topics or skills in a more focused and individualized manner. Research shows that modular instruction helps improve learning outcomes by encouraging self-paced learning and fostering greater autonomy. A study by Gaon and Kalelioglu (2020) found that modular learning environments significantly enhanced English language proficiency, particularly in areas such as grammar, vocabulary, and reading comprehension. The flexibility of modular instruction enables students to revisit content, allowing for deeper learning and retention of English skills.

The influence of Assessment on Students' Proficiency in English
The second objective was to analysethe influence of assessment on Students' proficiency in English in public day secondary schools in RwandaKicukiro district. Descriptive statistics employed included percentages, means and standard deviation. The findings were summarized in the following table. The initials, SD, D, N, A, and SA stands for Strong Disagree, Disagree, Neutral, Agree and Strong Agree correspondingly.

Table 2:- Influence of Assessment on Students' Proficiency in English.

Assessment and Students proficiency	SA	A	N	D	SD	Mean	Std. Deviation
The assessments given in teaching-learning English improve proficiency in Language.	43.2%	36%	6.8%	14%		3.92	1.028
Teachers assess our speaking-listening skills through debate and presentation in English to improve our fluency	36%	47.9%	6.8%	9.3%		3.89	.890
Teachers assess our reading-writing skills oftenly through test and examination to improve our accuracy in English language	38.6%	48.3%	2.5%	8.1%	2.5%	3.88	.975
Through task-based and project-based approaches, teachers help us use English language.	47%	44.1%	7.2%	1.7%		3.64	.692

Source: Primary Data 2024

The findings in the table 4.8 shows the results from students on the effect of assessment on students' proficiency in English. 79.2% of the respondents confirmed that assessments given to students have a positive effect on students' proficiency in English while 14% denied this affirmation, and 6.8 % has no choice. Moreover, 83.9% of the 236 respondents confirmed how speaking-listening skills given by the teacher have a significant effect on their English proficiency contrary to 9.3% who rejected this and 6.8% who had no position. Furthermore, 86.9% of the respondents agreed on the positive effect of reading-writing skills assessment on proficiency in English while 10.6% of the respondents disagreed to this confirmation and 2.5% were neutral. Finally, 91.1% of the respondents affirmed that project-based and task-based assessments help students improve their proficiency in English opposing 1.7% of the respondents who rejected this view and 7.2% who remained neutral to this concept. The findings on the mean and standard deviation attracted the mean above 3 and standard deviation of 1 approximately. This is the indicator that Assessment instruction has a significant effect on Students' Proficiency in English.

The findings on the influence of assessment on students' proficiency in English in public day secondary schools in Rwanda Kayonza district confirmed a significant influence of assessments on reading, writing, speaking, and listening skills that lead to fluency, accuracy and appropriacy in language use. These findings reflect on the research results of Ampatuan and Jose's (2016) on their qualitative study which suggests using role play as a communicative tool to assist students in developing their communicative competence. Catoto and San Jose's (2016) qualitative phenomenal study found class reporting to be a beneficial strategy to enhance students' communicative competence, self-confidence and soft skills. The findings of the quantitative research done by Sadeghi (2017) highlight the importance of self-assessment and task-based assessment in language learning to foster learner involvement and competence.

Individualized Instruction and Students' Proficiency in English
The third objective of this study was to assess the influence of individualized instruction on Students' proficiency in English in public secondary schools in Rwanda Kicukiro district. Having determined the influence of modularized instruction,analysed the influence of assessment on students' proficiency in English, the researcher assessed the influence of individualized instruction on Students' proficiency in English. The descriptive statistics findings are presented in the table below.The respondents were asked to respond to the questionnaire reflecting the influence of Assessment on Students' proficiency in English, The following table indicates the percentage, mean and standard deviation from the respondents. The initials SA, A, N, D and SD were used to stand for Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree correspondingly.

Table 3:- The influence of individualized instruction on Students Proficiency in English.

Individualized instruction	SA	A	N	D	SD	Mean	Std. Deviation
Self-speaking and listening influence fluency in English.	37.2%	50%	6.4%	6.4		3.82	.813
Self-reading and writing activities help us to improve our accuracy in English language.	44.9%	42.8%	0.8%	11.4%		3.79	.935
Personal presentation in English help me to improve language appropriacy and fluency	46.2%	43.2%	0.8%	9.7%		3.74	.893
The individual tasks that are given while teaching English help me to adjust my speaking, listening, reading and writing skills in English.	26.3%	53%	2.1%	18.6%		3.13	1.008
Learner-centered method used by the teacher in English classroom helps me enhance my proficiency in English language.	39%	36.9%	13.1%	11%		3.96	.982

Source: Primary Data 2024.

The findings in the table 4.10 present the perspective view of students on individualized instruction and proficiency in English. The findings indicated that personal presentation in English helps Students to improve their fluency and appropriacy in language use, it is represented by 89.4% of the respondents opposing 10.6% who denied this approach. This was followed by 87.7% of the respondents who confirmed the significant influence of self-reading activities on improving students' accuracy in English, and 12.3% rejected this variable. Moreover, 87.3% agreed at essential contribution of self-speaking and listening activities on fluency in English while 12.8% denied this. Furthermore, 79.3% of the respondents indicated that the individual tasks given while teaching-learning improve their skills in speaking, listening, reading and writing contrary to 18.6% who disagreed with this and 2.1% who had no choice. Lastly, 75.9% of the respondents confirmed the contribution of Learner-centered approach used in classroom in enhancing students' proficiency in English while 13.1% had no position; 11% of the respondents denied LC contribution in improving students' abilities in English. The findings on the mean indicated that all variables attracted the mean of approximate 3 and 1 for standard deviation, this is an indicator individualized instruction have a significant influence on students' proficiency in English as perspective view of the students.

Conclusion:-
Based on the findings, the study drew conclusions based on objectives of the study. First the study concluded that there is positive significance influence of modularized instruction that include speaking, listening, reading and writing activities; on students' Proficiency in English, particularly, fluency, accuracy and appropriacy in public day upper secondary in Kicukiro district Rwanda.

Secondly the study concluded that there is a high positive significant effect of assessment approach on students' proficiency, namely fluency, accuracy and appropriacy which are improved through reading, writing, speaking, listening, and presentation and group discussion activities that are set to assess students' abilities in English in Kicukiro district in Rwanda.

Lastly the study concluded that there is a positive significant correlation between individualized instruction on students' proficiency in English in public day upper secondary schools in Kicukiro district Rwanda. Self-speaking, listening, reading and writing activities highly improve students' fluency, accuracy and appropriacyin English in public day upper secondary schools in Kicukiro district Rwanda.

Recommendations:-

The study recommends students to become active and engage in classroom activities that trigger their proficiency in English that result in fluency, accuracy and appropriacy in English.

The study also recommends Teachers of English to adjust their teaching approaches to competence based language teaching approaches to raise students' fluency, accuracy and appropriacy in English. The activities must reflect rich inputs of the language that have positive language output being communicative competence.

Moreover, this study recommends head teachers, deputy head teachers and academic staff as well should incorporate debate, public speech and school presentation in the school policy on language use for communication purpose. They should also organize and plan for Continuous Professional Development (CPD) to train in service teachers for CLT approaches in teaching-learning English for communicative purpose and revise language teaching policy in their respective schools.

Lastly, the study recommends Curriculum designers and Policymakers due to their role in education; they should review existing approaches to teaching English and design approaches that meet English language demand in today's era. The new appropriate materials and syllabus to overcome barriers to standardized English proficiency among students in public day upper secondary schools in Kicukiro district Rwanda.

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