Innovative Methods Of Teaching English In Rwanda: A Case Of UniversitiesAnd The Integrated Polytechnic Regional Colleges (IPRC) In The SouthernProvince

Mr. Jean Claude Rutabana

Supervisor: Prof. Dou, Weilin
International Center for Teacher EducationEast China Normal University

clauderutabana@gmail.com

Abstract – **This study explores creative and intriguing approaches for teaching English based on contextual factors that are believed to affect second language acquisition (SLA). There may be a variety between conventional and modern teaching approaches. When it comes to teaching English as a second language,everyone has their own reflections. Yet, this study illustrates how teachers might increase the effectiveness of instruction by combining these two styles.**

As result from observation showed, researcher found that the students were not enthusiastic about the lesson. Making the learners feel enthusiastic during the learning process is not easy and the problem is related to teaching methodology. Whatever English teaching method, teachers must be more innovative in the teaching-learning process in order to ensure that students learn effectively.

The present study identifies several teaching techniques that were inferred and then established as pedagogies for teaching English in the early nineteenth period and the researcher infers the method that fit in this digital era. Furthermore, educational facilities and teachers who are unfamiliar with technology provide formidable hurdles, thus regardless of the difficulties they may be facing, and teachers should adopt the use of effective teaching tactics to help students comprehend.

Keywords – TESL, Teacher qualification, University Students in Rwanda and IPRC students in Rwanda

I. INTRODUCTION

Learning English is one of the most important things a person can do nowadays. (Oder and Eisenschmidt, 2018) emphasize the value of learning English as a tool for gaining new knowledge and possibilities in a global setting. In their research (Fiona Compland, 2014) discussed reasons for this trendthat include economic globalization as it has resulted in the widespread use of English and many governments believe it is crucial to have an English-speaking environment for the sake of competence.

As a result, non-native English-speaking countries strive to establish an English environment in every school as the first step in teaching English to children at a young age. However, English instructor facesnumerous problems when instructing students in both English and teaching skills Faez & Valeo (2012).When it comes to the English language teaching in Rwanda, things become even more pathetic becauseRwanda's educational system has always been dominated by French until 2008, when the government decided to phase out French as a language of instruction and embark on English Sibomana (2010). This basically means that competent English teachers are still very scarce which has a negative effect on the student's level of English.

According to Mohammed (2018) teachers should apply the appropriate approaches and strategies if they want their students to be able to use the language. As a result, teachers must choose effective teaching methodologies for foreign language learners in order for students' future output to be of higher quality. Because there are many aspects to consider when teaching English to students at university levelin Rwandan schools in order to create an effective teaching-learning process. This article explores the creative and intriguing approaches for teaching English based on contextual factors that are believed to affect second language

acquisition (SLA). It investigates how these approaches can lead to the effectiveacquisition of English in the context of Rwanda.

So, the researcher entitles the research as "Innovative methods of teaching English in Rwanda: a case ofUniversities and the Integrated Polytechnic Regional Colleges (IPRC) in the Southern Province ." Hopefully, both teachers and students will be able to benefit from this research in the future, since itwill help to improve the teaching-learning process.

II. REVIEW OF LITERATURE

Pedagogies and Methodologies of English Teaching and Learning

Several teaching techniques were inferred and then established as pedagogies for teaching English in the early nineteenth period. Significant changes took place following WWII. Some of which would influence language education and learn in the future (Kisno, 2014).

As a result, in the 1950s and 1960s (Kisno, 2014), new attempts were made and it is about the useof electronic devices for an effective language teaching-learning process.

Since the mid-1960s, the audio-lingual approach has faced a variety of theoretical problems (Kisno,2014). A linguist questioned the behaviorist hypothesis of language acquisition (Chomsky,2017). Instead of memorizing an endless list of rules, he developed a theory called Transformational GenerativeGrammar, in which students learn a small set of transformations that may be used again and over again.

Other theories have also influenced language education with their views. For example, Krashen (2003) investigated how toddlers learn languages and applied what they discovered to adult language acquisition. The input Hypothesis asserts that language is learned bycomprehensible input (language heard in the environment) that is a little above the learners' present skill level. Learners deduce rules from understandable input. Krashen's teaching philosophy has influenced a variety of developments in language instruction, such as a shiftaway from teaching grammatical rules and an emphasis on teaching adults how to learn a language like a child.

From a post-modern perspective, pedagogy from a half-century ago can be classified as a "traditional" method of teaching language (Songbatumis, 2017). The reason for this is that they encourage less student-centered, interactive, and immersive English education environments. Humanizedpedagogy began to emerge in the late nineteenth century, and the field of English instruction began to mature and become more practical (Chien, 2010).

1. Grammar Translation Method

According to Chien (2010), the teaching method is good and effective when it has these characteristics: A good approach takes into account individual differences, facilitates learning, and deliversthe teacher's desired outcomes as expressed in her instructional aims. Grammar translation methodology ishow Latin and Greek were traditionally taught in Europe (Songbatumis, 2017). This system was first used to teach French, German, and English in the 19th century (Krashen, 2003). The traditional grammar-translation method emphasizes reading skills above interaction ability. In general, it may be similar to the pedagogies used in Asian cramschools, where an interaction-free standardized test is seen as a major concern for both parents and kids. The outcome may have a significant impact on the exam takers' future careers (Songbatumis, 2017).

2. Natural Method

The importance of spoken language was highlighted in the late nineteenth century. It emphasizes theneed of teaching language using the natural principles of first language acquisition. In fact, these natural ways led to the "Direct Method," which was coined by Terrell (1977). It also acknowledges that natural communication is more important than formal grammar,and that language learners' mistakes during engagement can be tolerated. The reason behind this is that too many interruptions and corrections may erode pupils' confidence and enthusiasm for language learning. Krashen (2003) has impacted a range of changes in language training, including a shift away from teaching grammatical rules and a focus on teaching adults how to learn a language like a kid.

3. Direct Method

The qualities of this teaching technique can be found in Krause's (2016), *Direct Method in Modern Language and Linguistics*. This includes the method of grammar-translation. It emphasizes the learner's capacity to communicate in a practical manner. It's

possible that teaching grammatical rules isn't necessary. Teachers and students should make every effort to communicate in the target language to avoid code- switching.

4. Audio-lingual Method

Harmer (2001) points out that audio-lingual methodology appears to eliminate all sorts of language processing that aid pupils in sorting out new language information in their heads. That is, as students gain proficiency in the target language, they are also recognizing the differences between it and their native tongue. Teaching speaking and listening comes before teaching reading and writing, according to this pedagogy. It recognizes instruction in the mother tongue and supports the bulk of English classes taught in the target language. Students will be able to achieve their goal of accumulating knowledge of the target language if instructors deliver lectures in the target language (Harmer, 2001).

5. Situational Language Teaching

Rhalmi (2009) provides access to comprehensive textbooks that teach grammar usages. Between the 1930s and 1960s, British language professors invented Situational Language Teaching. It is now utilized in grammar instruction and the preparation for a standardized test that measures the accuracy of English grammatical structures. The concept that the oral approach and the direct technique are dissimilar was based on theoretical foundations that guided the range of material, development of difficulty of exercises, and administration of textbooks and exercises.

6. Constructive Analysis

According to Peter Robinso (2008), this technique analyzes two languages' linguistic systems, such as phonology or grammatical structure. It was actually developed and practiced in the 1950s and 1960s. It was also an example of constructional linguistics in action when it came to teaching English. It is founded on the premise that the primary challenges in learning a new language are caused by the mother tongue's entrance; thus, difficulties that may arise during teaching and learning can be predicted in advance. It has resulted in improved pronunciation teaching performance. It is extensively used to educate discourse and communication in recent years (Peter Robinson, 2008).

7. Total Physical Response

Early childhood is the most advantageous period to acquire different skills and teachers should begin teaching a youngster a foreign language or language (Asher, 1977). Although there are numerous ways and approaches for teaching international languages, the Total Physical Response method is the best ideal for young learners.

TPR is a method for using activities in teaching language according to Rodgers (2001). There are insufficient books to help the learner in the classroom; however, they can find instruction through songs, games, and tales that are accompanied by actions that engage the attention of young active learners.

8. Students-centered Learning

Language teaching based on the concept of student participation has been emphasized since the 1980s. Teachers' tutoring is regarded as less important than pair discussion or group brainstorming activities. It is a widely spoken language teaching principle, and as a result, it is still expanding in the twenty-first century. Students should take part in the activities that their teachers organized in class for them throughout the student-centered learning model (Naibaho, 2019). Students' success on a certain activity and their attitudes about their learning is particularly important. The teacher's position in the class should be more of an adjunct than a primary one. Instead of being true professors, teachers serve as advisors to students. Many different language approaches, such as community language learning, silent way, and whole physical reaction, can be carried out through student-centered learning Naibaho (2019).

9. Interactive Approaches

Language teachers can work as a controller, directors, managers, facilitators, and resource suppliers in classrooms that use interactive methodologies (Rashid, 2010). Due to the many interactions occurring in the class, a class may be more effective as a result of student-to-student and teacher-to-student engagement. In reality, being able to interact and communicate successfully is the ultimate purpose of language learning. Wilga River (2001) devoted a significant portion of her research to the interactive

approach. The following are her definitionsof interactive pedagogy: As they listen to or read actual linguistic resources, kids can improve their language storage through interaction.

10. Computer-assisted Language Learning

Computer-assisted Language Learning is a teaching and learning method that relies on the use of computers and electronic devices such as the Internet to present, reinforce, and assess the subject to be learned (Luiz Amaral, 2008). Many teachers use computer devices to aid their students' language instruction in school. In essence, a PowerPoint presentation is one of the most common computer-assisted language learning methods. Both teachers and students are enthusiastic about language learning in the classroom using laptops, smartboards, the internet, and other technology. Because of the efficiency and effectiveness provided by modern technologies, dynamic and self-motivated learning can be encouraged (Luiz Amaral,2008).

Many language learners in the age of globalization focus their studies on connecting with foreignersin English so that they can be integrated into the world as universal citizens. In general, modern teaching techniques and language pedagogy emphasize an immersive setting or a more active training method in which students can use English as a real-life communication tool rather than learning for the sake of passingan exam (Chien, 2010).

11. Teaching Languages Skills

In teaching Listening, teachers should be familiar with atmospheres in different contexts of the English language to teach learners. The most common foreign language skill is listening. However, because the entrance examination in Africa does not set a high percentage in examining this ability, it is commonly overlooked. Many language learners do not devote enoughtime and effort to developing this competency until they are required to be assessed. Hence, it is possible to assist kids in improving their previously undervalued listening capacity (ETS, 2009). The ability to listen in English can be improved with practice. The context of any item of information should be identified by both the teachers and the students (Dunkel,1991). Furthermore, listeners must comprehend the native's choice of language, speaking arrangement, and articulation speed (Dunkel,1991). Therefore, English teachers must work with their students to help them become better listeners. He must be able to make suitable announcements, provide assignments, and discuss the material and format while also improving their students' listening skills (Richards, 1983). The reason for this is that developing a conversational approach to the outside world is one of the most important aims of learning English (Miller, 2005). Furthermore, excellent English teachers should assist students who lack the capacity to govern grammaticaland lexical elements (Richards, 1983).To fully utilize their knowledge and receive an aural message in the context, students must use listening skills (Richards, 1983). Learners should be able to recognize important and non-relevant material, as well as keywords, and listen to diverse and detailed content as a result of their listening practice (Rivers, 1978) and detailed content as a result of their listening practice (Rivers, 1978).

III. METHODS

According to Moleong (2000), qualitative research is a research procedure that produces descriptive data in the form of written or verbal words from people and observed behavior. The study's target demographic is university schools and IPRCs. Thanks to the qualitative method, some of these teachers were interviewed in person about the English teaching methodology.

According to Easwaramoorthy and Zarinpoush (2006), "an interview is a conversation for gathering information." The researcher adopted a descriptive qualitative design in this study because it focuses onthe reflections that English teachers have.

In this study, the researcher gathered data from participants using interviews (regarding the methodology of teaching English), which were supplemented by observation to prevent subjective viewpoints. All of the information on the participants in teaching English courses that was studied inthis study came from university data.

According to Polit et al. (2001:223), research methodology refers to the approaches to be usedto plan a study as well as gather and analyze data during the research investigation, and it consists of a set of orderly, disciplined procedures for acquiring information.

According to M. Rueda (2016), a good data collection procedure is crucial to ensure that the reliabilityestimate is trustworthy.

The observation was simply utilized to supplement the participants' interviews regarding the issues they face as teachers. The researcher examined the situation in the classroom to see what was going on while the teacher was teaching. In this study, the

researcher used non-participant observation. The term "non-participant observation" refers to an observation in which the researcher is merely an observer and not a participant in the process (Sugiyono, 2013). The researcher made note of the circumstance and method of the English teacher when teaching English to university students as a result of the observation.

As a result, five classroom observations were conducted in one class at each of the participating schools in this study. Classroom observations were used to examine both student and teacher participation. The major goal was to learn about the methodologies they adopt, and the languages they utilize. The information acquired in the classroom was supplemented by observations in the classroom.

IV. FINDINGS

Based on the findings of the research about English teaching method, the method of Audio- lingual and Computer-assisted Language Learning may work the best. The audio-lingual methodology appears to eliminate all sorts of language processing that aid pupils in sorting out new language information in their heads. That is, as students gain proficiency in the target language, they are also recognizing the differences between it and their native tongue. According to this pedagogy, teaching speaking and listening come before teaching reading and writing. It recognizes instruction in the mother tongue and supports the use of the target language to instruct in the majority of English classes. Students will be able to achieve their goal of accumulating knowledge of the target language if instructors deliver lectures in the target language.

On the other hand, Computer-assisted Language Learning is a method of teaching and learning that uses computers and computer-based resources such as the Internet to present, reinforce, and assess the content to be learned.

Thus, contents are based on all of the concepts of English used in real conversations (British and American) from the internet. The teacher should help learners apply those concepts to their real conversations as they hear in everyday's British and American English. The teacher should help learners study English the way natives really speak it according to their level.

V. DISCUSSIONS

This study was undertaken in southern province's IPRCs and Universities. Teachers and students are both present. The goal of this study was to discover what methodology teachers can adopt when teaching students at IPRCs and University students with a low level of English communication. In this section, the researcher attempts to elucidate the findings of this study related to theories and previous research on the methodology of teaching English. The following are some of the research's discussions:

English teachers should first understand how humans learn. This is important because if you have some basic understanding on how people learn, you will be able to distinguish good learning methods from bad ones. The first thing you need to know is that there are two types of learning:

Explicit learning or conscious learning Implicit learning or unconscious learning

The first type of learning is called *explicit learning or conscious learning*. This is the type of learning where the learner knows that he is learning something and also what is being learned.

One example of *explicit learning* is studying grammar.

When you listen to an English teacher explaining the past tense, you are learning English explicitly by consciously memorizing how to use the past tense.

The second type of learning is called *implicit learning or unconscious learning*. In implicit learning, the learner does not know what is being learned. Oftentimes, he is not even aware that he is learning something. The learning happens unconsciously.

One example of implicit learning is listening to a conversation in English.

When you listen to a conversation, your main goal is not to learn English but to understand the conversation. But by doing the activity, you are simultaneously learning English. You may not realize it, but you are learning many aspects of the English language (the sentence structure, the grammar, the vocabulary), and so on. So we can learn English in two different ways: Either explicitly or implicitly.

The question is *which* way *of learning is better?* To answer this question, consider the following: Just like there are two types

of learning, there are also two types of knowledge: Explicit knowledge and implicit knowledge.

Explicit learning results in explicit knowledge whereas implicit learning results in implicitknowledge.

There is a very big difference between these two pieces of knowledge.

Accessing explicit knowledge requires conscious thought. You have to think about the knowledge in order to use it. This means that if you want to speak English properly, you have to think about English and whether to use the past tense or something else. Therefore, you have to think about how to form a sentence properly, however it is impossible because when you speak, there is no time to think about anyof that.

In contrast, accessing *implicit knowledge* does not require conscious thought. You do not haveto think about the knowledge in order to use it. Think about how you speak your first language. It is pretty effortless. You can speak properly without having to think about any grammar rule. That is possible only because your knowledge of your native language is *implicit*. For this reason, implicit learning is a much better learning strategy. When you do not have to think about English, it frees up your mind so you can fully concentrate on expressing your thoughts and ideas.

Unfortunately, many English teachers like to teach English in an *explicit manner* and students spendtime in English classes learning English grammar. What they do not realize is that theknowledge they gain from the activity is explicit knowledge, which is almost useless when itcomes to speaking English.

VI. CONCLUSION

Based on the results of observation the researcher found that students are not interested and motivated in learning the English language. Moreover, due to the fact that English is not taught in the majority of state primary schools, students at IPRCs and Universities performed poorly in English communication in class. The researcher also found that English is the foreign language in Rwanda which challenges teachers. According to Thomas (2002) schools should strive to implement programs that are closely linked with what is known about what makes a school effective. I suggest several additional features be added to the Rwandan education board list including a fully qualified teacher in every classroom. In the case of language education, this means that teachers should be certified, skilled,and knowledgeable in the requisite content areas, and fully proficient in the English language, teachers should improve their skills in teaching English as well as adapt their strategy to this condition. In order to make learning fun and effective, teachers must choose effective teaching methodologies for foreign language learners for students' future output to be of higher quality, the ministry of education should work with publishers of learning materials to develop more creative materials and avail them to teachers and students.

To make students more competent in English communication, there should be a variety of creative co and extracurricular, increase the number of funds available, not only for English languageeducation but also for research and in-service training related to the English language.

The English language method of teaching should be the updated technique for teaching students exposing them to all aspects of the language and assess them by giving them assignments in which theyhave to modify something that already exists.

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