

Techniques Used by Primary Teachers when Using English as Medium of Instruction in Rubavu District, Rwanda

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ABSTRACT

Rwanda is an endoglossic country where Kinyarwanda is the first language and mother tongue of Rwandans. Since English was implemented as Medium of instruction (MoI), most teachers with Kinyarwanda and French background get challenges due to teaching in a new language. They had a lower level of proficiency in English and shortage of teaching resources. This study aimed at investigating techniques used by Primary teachers when teaching in English as MoI and its impacts on learners' academic performance of many other subjects which are taught through English. The study was conducted in Rubavu District, Rwanda. The entire target population was 300 people comprised of teachers and head teachers. The researchers sampled 62 persons. Purposive sampling technique was used to sample 10 primary schools according to their geographical location and 10 head teachers respectively. The selection of teachers used stratified sampling technique for 52 teachers, where two strata were considered namely new teachers and more experienced teachers. In data collection, the researchers used questionnaire for teachers and interview guide for head teachers. Both descriptive statistics and thematic analysis were used when analyzing the findings. The key findings of 100% (52) showed that they used teaching aids and oral activities. 13.4% (7) of the respondents strongly disagreed that use of code switching for teachers facilitate them as speakers to change linguistic code that maintain or destroy interpersonal relationships when teachers teach in English. Amongst techniques used by primary teachers were, stories in English, English songs, games, code switching, role play and use of charts, pictures and books as teaching aids. However, the teachers did not use poem recitation, impromptu speech, classroom presentations and group discussions when teaching their subjects in English. The study concluded that teaching techniques are still paramount to facilitate both teacher and learner's betterment of the academic performance in all subjects that are taught in English as MoI. The researchers drew some recommendations to different educational stakeholders such as policy makers including government, ministry of education and many other Educational stakeholders to intensify the in service-trainings on English proficiency to the teachers as their second language with aim of empowering them to be familiar with English and interact with pupils in English through role plays and dialogues. The policy makers have to offer teachers different facilities including teaching aids and other resources to support them when teaching in English as a MoI.

Keywords: Code Switching, English as Medium of Instruction, Performance

I. INTRODUCTION

According to Tabaro (2019) Rwanda is an endoglossic country with four official languages which include Kinyarwanda, Kiswahili, French and English. These languages are used in Rwandan education system as subject lessons but English is taught as Medium of Instruction (MoI). Our study focused on investigating the techniques used by primary teachers while teaching in English as MoI especially in Rubavu District where our study focused to the primary teachers of urban and rural school areas.

Since the Rwandan Precolonial period, the education system was in Kinyarwanda until Belgium colonial period where both French and Kinyarwanda were used as Language policy. After independence both French and Kinyarwanda were still used as Medium, Kinyarwanda in Lower Primary, then French in Upper primary and English as subject lesson in Secondary schools. After the 1994 Genocide against Tutsi, both English and French were chosen to be taught as MoI

from Primary to University study according to the school or lecturer because of Rwandans repatriated from different countries (Tabaro, 2019, p. 197). Since 2008 English has been used as a MoI in all Rwandan education system. The Rwandan government took all measures to support teachers through capacity building where English language was organized to the teachers, text books and other materials were translated into English.

This study investigated the techniques used by teachers when teaching in English as MoI, since the language policy was changed. In addition, teachers are struggling with the techniques to be used as they lack enough resources including textbooks and other instructional materials of new language policy.

The teacher's inadequacy in English language, shortage of instructional materials make teachers to struggle when delivering content in English thus leading to poor performance (Sa'ad & Usman, 2014, pp.42-43). Due to poor language proficiency when teaching in English as MoI, they use translation, others use code switching, and few of them still use Kinyarwanda which make some pupils not perform well English which lead to poor performance in other subjects.

1.2. Problem Statement

Since 2008, the Rwandan government introduced English as new language policy in all education sectors. Different measures were taken to teachers in order to be involved in the system. Different capacity building initiatives were offered to teachers and the government availed new resources including text books and materials. Different projects were introduced in TTCs and in schools for teachers' development and new techniques of teaching using new language policy were introduced.

In fact, majority of primary teachers have French and Kinyarwanda background for many years. They have difficulties in learning and using English due to their background, lack of enough time for capacity building, shortage and lack of English materials in new schools. Some of them tried to use translation with very little English they had and others tried to change teaching methodology.

Due to lack of enough English proficiency, primary teachers are struggling while teaching in English as MoI and lack of enough materials at school. They have tried to create their own materials to complement the few existing ones at schools. They also use code switching and translating the content in Kinyarwanda while teaching and other oral activities to facilitate them in the teaching and learning process.

1.3. Research Objectives

1.3.1. Specific Objective

- (i) To Investigate teaching techniques primary teachers use while teaching in English language
- (ii) To determine the contribution of teaching techniques to teachers while teaching in English language
- (iii) To identify the impact of teaching techniques to the learners' academic performance in all subjects taught in the English language.

1.4 Research Question

- (i) What are the techniques primary teachers use while teaching in English language?
- (ii) What is the contribution of teaching techniques to teachers while teaching in English language?
- (iii) What is the impact of teaching techniques to the learners' academic performance in all subjects taught in English language?

II. LITERATURE REVIEW

2.1. Theoretical Framework

According to the Second Language Acquisition Theory by Krashen, the second language is the language acquired or learnt. Mostly, it is acquired in a voluntary way while the first language is acquired during childhood before the age of three. It is learnt in a subconscious way (Saville-Troike, 2012). Most of the time, the second language is learnt for different reasons such as business, immigration, education, entertainment, employment and work as the official language.

According to Krashen theory, the second language and first languages are acquired in the same way, but there are some differences. The second language is acquired through acquisition and learning, where acquisition is a subconscious process while learning is conscious (Tricomi, 1986). In his view, language learning occurs through the formal study of rules, patterns, and conventions, a study which enables one to talk about and consciously apply the knowledge gained (Tricomi, 1986). Differently, language acquisition is acquired through exposure that is both understandable and meaningful to learn. Learning cannot turn into acquisition except in a voluntary way.

According to Tricomi (1986), Krashen proposes five hypothesis of language acquisition in which Language is manifested, the first hypothesis is acquisition hypothesis. In this, there are two different ways of developing ability of language which is similar to the way children develop the first language in a subconscious process. In the first one they acquire language when they are doing through communicative purpose, they do not focus on rules acquired but what they have. The second one is language learning where language is learnt in formal and conscious way (Péwé et al., 1997). The second hypothesis is natural order hypothesis where student acquire (not learn) grammatical structure in predictable order but some grammatical structures tend to be acquired early even if the first and second language are not identical but they have some similarities.

The third one is Monitor hypothesis which stated on relationship between acquisition and learning. It is thus responsible to the second language fluency with ability to use it easily and comfortably. It is used as an editor and monitor; it makes corrections and changes output to the acquired system before or sometimes after speaking and writing (as self-correction) (Gulzar et al., 2014, p136). It has three necessary conditions users of second language have to focus on, the first one is time (Performers have enough time to use conscious rules by normal conversation), second is Form (Performers of second language must focus on form or thinking about correctness by writing with fully conscious grammar and more concerned with what they are expressing rather than how they are expressing), the third one is know the rule (this is formidable condition considering in complete knowledge of the language structure) (Péwé et al., 1997).

The Fourth Hypothesis is input hypothesis, on this hypothesis we acquire structure not by focusing on it, but by understanding the message containing new structure. Additionally, it does not also focus on accuracy or grammatical accuracy but focus on acquire hearing and understanding inputs. The fifth one is affective filter hypothesis, and this affects personality, motivation and other variables such as anxiety, self-confidence; According to Péwé et al.(1997) “these affective factors relate more directly to subconscious language acquisition than to conscious learning. This is because we see stronger relationships between these affective variables when communicative-type tests are used (tests that require the use of the acquired system). Likewise, when we test students who have had a chance to acquire the language and not just use to learn it in foreign language classes.” The affective filter has mental block for preventing input to enter to the language acquisition due to anxiety, lack of motivation and confidence. Thus, it makes it affective filter to be higher but if the confidence and motivation is high the filter will be lower.

This Krashen second language acquisition theory plays a big role in Rwandan education. When the language policy has been shifted from French to English, teachers get more trainings and support through coaching and mentoring. They focused more on communication than grammatical structure. In this theory different comprehensive input with approaches such as grammar translation, code switching, audio lingual and communicative approach were used to help teachers to acquire the second language. In other ways, when teaching teachers use different acquisition approaches as spoken with different strategies like oral activities and various teaching aids including textbooks, charts and pictures which make teachers and learners be confident and motivated to use the target language. As such, then their affective filter become low.

2.2 Literature Related Review

2.2.1 The Role of Oral Activities Used by Primary Teachers When Teaching in English as MoI

English songs and stories have big contribution in teaching English as MoI. Learners acquire new vocabularies that help them to improve their skills in second language acquisition, memorization of new contents help them to perform well in the lessons. According to Luna and Vera (2013), there is a difference between people who studied music before seven years old and the ones who did not study it. It increases neuronal interconnections as a result, it enhances language development, namely, language production, text comprehension and vocabulary/lexicon.

Luna and Vera (2013) state that the idea of using music in class by using songs, rhymes and chants makes students to be open minded to the language. They feel relaxed and more motivated which help them to develop the linguistic development and their language skills. Not only songs and chants support in teaching new content but also can support in translation and relate first and second language. According to Shin (2006), using stories and chants in translation from first language to English help learners to be confident and develop their learning skills and acquire contents of the lesson easily.

2.2.2 The Role of Teaching Aids Used by Primary Teachers When Teaching in English as MoI

Teaching aids including charts, pictures and books which play a big role in teaching performance of teachers. They also enhance learners 'academic performance because they help teachers with low level of English proficiency and facilitate learners to understand the lesson easily. It requires a teacher to use simple English which is on the same level of pupils and all these help learners to perform well in the lessons. These tools are used for teaching and learning

and supports the teacher in the delivery of knowledge (Kawishe, 2016). Thungu (2010) adds that teaching/ learning materials improve active participation of learners and make them to manipulate the resources. According Kawishe (2016), the availability of teaching materials including text books, charts, chalks and other materials help learners to use sense organs by manipulation and teachers to conduct lessons in effective way.

2.2.3 The Role of Code Switching and Translation Used by Primary Teachers Teaching When English as MoI

Rwandan primary teachers are still struggling when using English as MoI while teaching. They are using different techniques for making lessons understandable while teaching and facilitate communication with learners where Kinyarwanda is used as a mother tongue. Some of those approaches used are code switching and translation. Let us first start by code switching.

Lynd (2010) found that 85% of primary teachers and 66% of secondary teachers do not have intermediate level of English proficiency. Tabaro (2013) found that before 2009, English and French were taught as MoI but for the change of the new policy, teachers and students were largely unprepared. In this case, the primary teachers are teaching lesson in English as MoI where most of the time they use Code Switching and translation. This makes them confident and comfortable in teaching and facilitate learners to understand the lesson well and which supports them to perform well in the lesson. Many authors have attempted to clarify the meaning of Code Switching. According to Hymes (1974), Code Switching is the alternative use of two or more languages or varieties of language or speech styles. Bullock and Toribio (2009) define that code switching is the ability to alternate two languages and suggest that most learners and teachers in African countries share English with other languages as conventional strategy. This facilitates speakers to change linguistic code that maintain or destroy interpersonal relationships.

In a study conducted on school-aged children in a community in Nigeria where Yoruba is the mother tongue, Ayeomoni (2006) stated that 90% of children who attain the school age are monolinguals of their first language which is Yoruba. He investigated the reason why children start school and then come into contact with other languages. He found out and certified that at primary age, English play a big role in their communicative lives while Yoruba is still acquired as first language and taught at school as subject lesson. As Tabaro (2013) shares that in Rwanda there is no exception where all Rwandans share the same language which is Kinyarwanda as mother tongue. It is used in communication in daily life activities, so in that case few learners master English while others have not yet really attained the level of mastering it as a second language, so they code switch different languages at school. Ayeomoni (2006) noted that in many countries across the world, in schools where the first language dominates in the community, it is hard to find teachers who teaches without code switching as long as native speaker of 1st language used in the community.

Pedagogically, teaching by translation is not recommended. In Rwanda this method is used by teachers with low self confidence in English speaking proficiency and when a teacher wants to explain adequately the content to the learners with low level of English proficiency. English should be taught without any inclusion of translation activities in Class. According to (Djelloul & Neddar, 2017), the use of native language for translation from foreign language reduce the quality of using English in classroom. In this regard, it reduces the time of using the target language and this makes learners to lose the spirit of using a foreign language and still have tendency of using the mother tongue. Djelloul and Neddar (2017), affirms again that translation cannot be harmful when is well planned while teaching in the foreign language. The first language can be useful when it involves some aspect related to the foreign language. However, many teachers denied that because the interference of languages challenge learners in developing their linguistics competence. This makes them to lose focus on the foreign language while they are under control of both linguistic system.

2.2.4 The Impact of Role-Play Used by Primary Teachers When Teaching English as MoI

According Liu and Ding (2009), role play is an effective strategy to make teaching and learning atmosphere alive, as it increases learners' interest in a lesson, and produce excitement in language acquisition. It also provides learners the room to make practice of what they learn in classroom. Gruel et al. (2010) assert that the role play arouse learner's motivation and learner's participation in learning design. It helps learners to share their experience, educational requirement and their ideas. This helps the teacher to design the lesson according to learners' perspectives. According to Essays (2013), learners make practice in listening when they get the message from their classmates. Role-play enhances language proficiency and improves learners' social competences.

2.2.5 The Impact of Demonstration Used by Primary Teachers when teaching English as MoI

According to Krashen (1982) there are three important effects of demonstration in effective teaching. The first is attractive classroom and agreeable classroom atmosphere, the second is a dynamic teacher who is able to use materials and arouse learners learning motivation, the third is that learners are in a state of relaxation while studying. Cameron

(2001, p. 64) noted that “it is easy for the learners to understand and contextualize the words because the number of occurrences of new words is great; the frequency of the words pictured is high and the clues to meaning in text like situation and gestures are very powerful”. He added that learners are able to match learnings with real life when demonstration technique in teaching and learning is used.

2.2.6 The role of Debate Technique in Language Learning

Debate helps in the development of different skills like ability to document ideas to support their positions; writing skills, critical thinking, listening skills, team work, peer education, sharing ideas, to control emotions, conflict management, giving opinion with tangible evidence and oral communication (Cinganotto, 2016). When debates are done in a foreign language, sometimes the teacher of a target language cooperates with the subject teacher while organizing topics of debates. This can be part of the school curriculum.

Debate can be used to enhance the four language skills. “When debating is used in EFL classes, all four skills of English language (e.g. listening, speaking, reading, and writing) are practiced”. Debate practice in English demand many skills, like vocabulary, pronunciation, argumentation, stress; those skills drive them to study English (Alasmari & Ahmed 2013, p. 148). It is “An approach to bilingual education in which both curriculum content (such as science or geography) and English are taught together” (Graddol, 2006, p. 86).

2.2.7 The Importance of Using Games Technique in English Language Teaching

Games have numerous advantages for language teachers and their learners. They provide support in learning the target language. Learners when participating in a game, have fun and learn the target language without noticing. In addition, the teacher presents the language in a good atmosphere which facilitates his/her task and makes his job powerful. The games arouse learners’ interest in target language (McCallum, 1980).

In language teaching and learning, a good classroom environment is needed. The games can advantageous for learners since learners feel relaxed in games, they develop positive feelings which increase their self-confidence. They will not fear to be criticized or punished as they are practicing to improve. This is because they are not afraid of being punished or criticized while they are free to practice the target language (Crookal, 1990). According to Mei and Yu-Jing (2000), learners learn the target language and also have fun in the classroom through the use of games. Through games, shy learners and those who are reluctant react in positive way. This help in increasing learners’ motivation and hence there is reduction of stress in learning a target language (Mei & Yu-Jing, 2000). According to Constantinescu (2012), when a teacher chooses to use language games, he/she needs consider many points such as the following: the game used should have an aim, focusing on a language, content oriented, they should be easy to use, they should be at the level of learners (age and knowledge), and keep every learner interested.

III. METHODOLOGY

3.1 Research Design

This study adopted on descriptive research design due to the characteristics of target population and mixed research methods when collecting data. According to (Halcomb & Hickman, 2015), mixed methods research refer to research that integrates both qualitative and quantitative data within a single study.

3.2 Population and Target Group

The population of the group includes new recruited teachers, more experienced teachers and school head teachers of 10 schools of Rubavu district in a population of 300 people. The researchers took 62 participants as sample size including 52 teachers and 10 head teachers representing 10 primary schools in Rubavu-Rwanda.

3.3 Sampling Techniques

The sample was taken from the population of school head teachers and primary teachers of 10 primary schools. Those schools were selected randomly according to the geographical position, 5 schools are in rural area and other 5 schools in urban area. The selection of teachers used stratified sampling technique, which was based on two strata namely new recruited teachers and more experienced teachers of the selected schools. Stratified sampling technique is defined as selection of sample into several subgroups called stratum, strata are individually more homogeneous in that total population; the selection of item in each strata is more homogeneous with population, more precise and generated

from each for stratum (Etikan, 2017) while Purposive sampling technique is based on judgment of the researcher to provide the best information to succeed the objective of the study, that is why the researcher focuses on the people of same opinion with required information and willing to share it (Etikan, 2017).

3.4 Instruments of Data Collection

The data collection tools used are questionnaire and interview guide.

3.4.1 Questionnaire

The distribution of questionnaires was done to the primary teachers and school head teachers of ten selected schools. Data were collected from 24th to 28th April 2023 and 52 questionnaires were distributed to the teachers of subjects which are taught in English language.

3.4.2 Interview Guide

The structured interview used based on views of respondents based on the themes and methods used was verbal communication and note taking with deliberate to 18 teachers interviewed in privacy.

3.5 Data Analysis

The quantitative data was analyzed by applying descriptive statistics of the findings while qualitative data was analyzed through thematic analysis which grouped all the findings in accordance with their themes.

IV. FINDINGS & DISCUSSIONS

4.1 Findings

Results of the data collected from the field are presented and analyzed according to the themes and question answered about the views of respondents through questionnaires and interview.

Table 1

The Respondents by Gender

SEX (gender)	Frequency	%
Males	28	45.1%
Females	34	54.8 %
Total	62	100%

Table 2 shows majority of the respondents 54.8% (34) were female whereas 45.1% (28) respondents were male. This representation shows how this study was gender sensitive where every gender was allowed a chance to participate in the research.

Table 2

Respondents by Teaching Experience

Range	Frequency	%
1-5	15	24.1
6-10	10	16.1
11 and above	37	59.6
Total	62	100

Table 3 indicates that the majority of respondents 59.6% (37) were old teachers with beyond eleven years of teaching experience. The table also shows 24.1% (15) respondents were teachers of between 6 to 10 years of teaching experience whereas the smallest representation was 16.1 105) teachers with 1-5 years of teaching experience. Considering these varieties of teaching experience implicate that the teachers with above 11 years of teaching, had French background and less than ten had English background.



Table 3
Teachers ‘Qualification Levels

<i>Qualification</i>	Frequency	%
A2(senior six certificate)	60	96.7
A1(diploma)	1	1.6
A0 (bachelor degree)	1	1.6
Total	62	100

The table above shows that majority of respondents 96.7 % (60) were teachers with only senior six certified, meaning they are qualified to teach in primary schools. 1.6 % (1) respondent had university diploma and 1.6% (1) had a bachelor degree. These representations meant that teachers who were teaching in primary schools had the required level of education. This level can matter when it comes to the learners ‘academic performance.

Table 4
Primary Teachers Use These Teaching Techniques When Teaching Their Respective Subjects in English as MoI

Teaching technique	Yes	No
English songs	✓	
Stories in English	✓	
Role-play or drama	✓	
Demonstration	✓	
Group discussions		✓
Classroom oral presentations		✓
Debate		✓
Impromptu speech		
Games	✓	
Poems recitation		
Case studies		
Code switching	✓	
Grammar or content translation	✓	
Use of charts, pictures and books as teaching aids		✓

This table shows the frequently used teaching techniques such as English songs, stories in English, English songs, games, code switching, role play and use of charts, pictures and books as teaching aids. However, the teachers did not use poem recitation, impromptu speech, classroom presentations, and group discussions when teaching their subjects in English.

To supplement this quantitative finding from the primary teachers, the qualitative findings from the head teachers about which techniques teachers use when teaching in English language. Most of the respondents agreed that teachers use code switching, games like mingle, they use pictures so that students can identify which vocabulary and very few students use songs.



Table 5
Teaching Techniques’ Contribution to the Teachers When Teaching in the English Language

Contribution of teaching techniques to the teachers when teaching in their subjects in the English language as MoI	Strongly Agree		Agree		Strongly Disagree		Disagree		Neutral	
	F	%	F	%	F	%	F	%	F	%
Teaching aids help teachers to use simple English which is on the level of the learners	50	96.1	2	3.8	0	0	0	0	0	0
Teaching aids support the teacher in the delivery of knowledge	52	100	0	0	0	0	0	0	0	0
songs support teachers in teaching new content	52	100	0	0	0	0	0	0	0	0
songs also can support teachers in translation	52	100	0	0	0	0	0	0	0	0
use Code Switching and translation which makes them confident and comfortable in teaching	52	100	0	0	0	0	0	0	0	0
Facilitate teachers to teach learners to understand well the lesson	52	100	0	0	0	0	0	0	0	0
Use of code switching for teachers facilitates them as speakers to change linguistic code that maintain or destroy interpersonal relationships.	45	86.5	0	0	7	13.4	0	0	0	0

The table above shows that all of 100%(52) respondents strongly agreed that teaching aids support the teacher in the delivery of knowledge, songs support teachers in teaching new content, songs also can support teachers in translation, use code Switching and translation which makes them confident and comfortable in teaching and facilitate teachers to teach learners to understand well the lesson. However, 13.4% (7) of the respondents strongly disagreed that use of code switching for teachers facilitate them as speakers to change linguistic code that maintain or destroy interpersonal relationships can help teachers teach in English.

Table 6
The Impact of Teaching Techniques to the Learners’ Academic Performance in All Subjects Taught in the English Language

Are the impact of teaching techniques to the learners’ academic performance in all subject taught in the English language	Strongly Agree		Agree		Strongly Disagree		Disagree		Neutral	
	F	%	F	%	F	F	%	F	%	F
Teaching aids put the simple English to the level of learners to use simple English which is on the level of the learners	45	86.5	0	0	7	13.4	0	0	0	45
Teaching aids support the learners to gain knowledge easily	52	100	0	0	0	0	0	0	0	0
songs support learners to learn in conducive learning environment (relaxed) to grasp the content with no stress	40	76.9	12		0	0	0	0	0	0
Songs help learners feel more motivated that help them to develop the linguistic development and their language skills	52	100	0	0	0	0	0	0	0	0
Using stories and chants in translation from first language to English help learners to be confident and develop their learning skills and make to acquire the content of the lesson easily.	52	100	0	0	0	0	0	0	0	0
use Code Switching and translation which makes them confident and comfortable in learning process	52	100	0	0	0	0	0	0	0	0
learners acquire new vocabularies that help them to improve their skills in second language acquisition, memorization of new contents help them to perform well in the lessons	12	2.3	50		0	0	0	0	0	0
Using songs helps learners enhance language development, namely, language production, text comprehension and vocabulary/lexicon	52	100	0	0	0	0	0	0	0	0

The table above shows the all of 100% (52) respondents strongly agreed that songs help learners feel more motivated and helps them to develop the linguistic development. In addition, it helps them in their language skills, using stories and chants in translation from first language to English help learners to be confident and develop their learning skills. Similarly, it makes them acquire the content of the lesson easily, use of code switching and translation which makes them confident and comfortable in the learning process and using songs helps learners enhance language development, namely, language production, text comprehension and vocabulary/lexicon. This table also represents 13.4 % (7) respondents strongly disagreed that Teaching aids put the simple English to the level of learners to use simple

English which is on the level of the learners. In this study these findings show how relevant teaching techniques are for the learners 'academic performance even though they are struggling in using English as MoI.

To supplement this quantitative finding, the qualitative from the interview for 10 school head teachers on the impact of teaching techniques to the learners' academic performance in all subject taught in the English language, the majority of the respondents affirmed that using songs, teaching aids, stories can boost the learners 'English language that may result in better academic performance. However, only one key informant among head teachers said that songs cannot help learners in their academic performance because the adolescent students can only enjoy the music and immediately forget what the language was.

4.2 Discussion of the Findings

The findings have shown that teaching techniques such as English songs, stories in English, games, code switching, role play and use of charts, pictures and books as teaching aids were used by primary teachers when teaching subjects which are taught in English. This has also been found in the literature where Luna and Vera(2013) state that the idea of using music in class by using songs, rhymes and chants makes students to be open minded to the language relaxed and feel more motivated that help them to develop the linguistic development and their language skills. This shows how the songs can support both teachers and learners during teaching and learning process.

In accordance with the second research objective, 100% (52) respondents strongly agreed that teaching aids support the teacher in the delivery of knowledge and this matches with what the literature found in Kawishe (2016) and Thungu (2010) who stated that teaching/ learning materials improve active participation of learners and make them to manipulate the resources the findings on the contribution of teaching techniques to the teaching process.

Referring to the third research objective which pays much emphasis on the impact of teaching techniques teachers use on the learners 'academic performance, the findings show that 100% (52) of the respondents strongly agreed that using stories and chants in translation from first language to English help learners to be confident and develop their learning skills and make to acquire the content of the lesson easily. This has been also found in Shin (2006) who affirms that using stories and chants in translation from first language to English help learners to be confident and develop their learning skills and make to acquire the content of the lesson easily.

Besides, the findings have also shown that 100% (52) respondents have strongly agreed that use of code Switching and translation can make learners feel confident and comfortable in learning process and using songs helps learners enhance language development, namely, language production, text comprehension and vocabulary/lexicon. In the same vein, Ayeomoni (2006) noted that in many countries all over the world in the schools where the first language dominates in community, it is hard to find teachers who teaches without code switching as long as native speaker of 1st language used in the community to help them understand the content easily.

V. CONCLUSIONS & RECOMMENDATIONS

5.1 Conclusion

In the study done through different interactions with more discussion, interviews and questionnaires about techniques used by teachers when teaching in English as MoI, we have found that teaching techniques are still paramount to facilitate both teacher and learner's betterment of the academic performance in all subjects that are taught in English as MoI.

5.2. Recommendations

Basing on the findings, the researchers are recommending the policy makers including government, ministry of education and many other Educational stakeholders to intensify the in service-trainings on English proficiency to the teachers as their second language with aim of empowering them to be familiar with English and interact with pupils in English through role plays and dialogues. The policy makers have to offer teachers different facilities including teaching aids and other resources to support them when teaching in English as MoI.

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