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**THE IMPACT OF MOTIVATION ON STUDENTS' ENGLISH
LANGUAGE SPEAKING SKILLS AT RWANDA POLYTECHNIC:
A CASE STUDY OF IPRC NGOMA**

BY:

Vincent BIGIRIMANA

Reg. no. 220017151

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Supervisor: Ass. Prof. Anne Marie KAGWESAGE

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DECLARATION

I, Vincent BIGIRIMANA, hereby declare that this dissertation is original and has never been presented in any University or other Higher Learning Institution. It is my own research whereby other individuals' works have been cited and quoted.



Researcher's signature:

Names: Vincent BIGIRIMANA

Date: 28 October, 2023

APPROVAL

I certify that this research entitled “The impact of motivation on students’ English language speaking skills at Rwanda Polytechnic: The case study of IPRC Ngoma ” has been submitted with my approval.

Signature:

Ass. Prof. Anne Marie KAGWESAGE

Date:

DEDICATION

To my God,

To my parents,

To my dear wife,

To my darling children,

To my friends and relatives,

I dedicate this work.

ACKNOWLEDGEMENTS

This work is the result of combined efforts from many people who contributed to its completion and to whom I wish to address my sincere heartfelt thanks.

My warmest thanks go to my supervisor Ass. Prof. Anne Marie KAGWESAGE who has been especially generous with both her time and her intellectual guidance.

I would also like to thank all lecturers of UR for their contribution to my professional academic training, especially those of the Humanities and Language Education Department.

I thank my colleagues for their advice, assistance and experiences shared that led to the writing and completion of this dissertation.

I would also like to express my sincere thanks to all lecturers of the English language and students of IPRC Ngoma who kindly agreed to respond to my questionnaires. In addition, I would like to acknowledge the support of authorities who facilitated me during the collection of data.

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May God bless you all!

Vincent BIGIRIMANA

ABSTRACT

English language has become the language of instruction in Rwanda over the last few decades, and students and graduates are supposed to be fluent in it at the moment. However, the literature indicates that employers are not satisfied with the level of English-speaking skills of graduates from IPRCs in the job. Thus, this study aimed to investigate the impact of motivation on students' English speaking . The objectives of the present study included the identification of the factors that contribute to students' motivation to learn and improve their English language speaking skills, the assessment of the current proficiency level of English language speaking skills among students and recommendation of strategies for enhancing students' motivation to improve their English language speaking skills in the context of Rwanda Polytechnic.

The quantitative study design was used to collect quantitative data by using questionnaires. Questionnaires were administered to seventy-three (73) IPRC Ngoma Lecturers from different departments and two hundred and eighty-three (283) students from different departments in IPRC Ngoma. Data were analyzed using Microsoft excel and SPSS.

The findings indicate that a big number of students are motivated to learn and speak English language due to career or job opportunities, travel and cultural exploration. They also revealed that the students' high motivation level impact on their English-speaking skills where they have a good level in English language speaking skills according to lecturers and students' own views. Moreover, the findings indicate that lecturers use different strategies such as presentations, debates and discussions, role play, storytelling and simulation in order to help learners increase their level in English language speaking skills while the students revealed that they like watching films and listen to native speakers in order to help themselves improve their speaking skills.

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LIST OF ABBREVIATIONS AND ACRONYMS

COMESA: Common Market for Eastern and Southern Africa

EAC: East African Community

EFL: English as Foreign Language

F: Female

ICT: Information Communication Technology

IPRC: Integrated Polytechnic Regional College

M: Male

NCDC: National Curriculum Development Council

T: Total

IPRC: Integrated Polytechnic Regional College

RP: Rwanda Polytechnic

SDT: Self-Determination Theory

L2: Second Language

%: Percentage

TVET: Technical Vocational Education and Training

SPSS: Statistical Package for Social Science

CHAPTER ONE:

GENERAL INTRODUCTION

1.1. Background to the study

English language speaking skills are very important in today's daily life in different domains like education, business, and interpersonal communication in general in this globalization era. In contemporary research reports, there is a growing emphasis on the connection between proficiency in the English language and employability on a global scale. This is a direct result of the increasingly interconnected global market, where employees are required to engage in daily business interactions and communicate with executives from diverse geographic regions (Clement & Murugavel, 2018).

English as an international language is the language of the world whose importance can be denied by none all over the world. For this reason, the knowledge of it makes a person a citizen of the world. In order to achieve knowledge of the English language, the teacher should motivate students to learn it because motivation gives necessary encouragement for learning (Patel and Praveen, 2008). Motivation plays a very significant role in a student's ability to develop and excel in English language speaking skills. The study revealed a notable correlation between students' motivation to learn English and their speaking proficiency, and students' motivation for speaking English stems from both intrinsic and extrinsic sources (Menggo, 2018).

Speaking refers to the words or expressions that an individual uses for the purpose of identifying their intentions (Gert and Hans (Efrizal, 2012). It is one of the four language skills that should be mastered by students namely Listening, Writing, Reading and Speaking. It is also the hardest language skill that a student has to learn (Rababa'h as cited in Efrizal, 2012). According to Jafarpur (1992), speaking a language is among the most important skills of the four language skills since people who learn a language are meant to be the speakers of that language. Speaking skill is sometimes not emphasized by lecturers, and students do not get enough opportunity to speak in the class. They can

perform other language skills well but face challenges in speaking. However, learners need a lot of practice to speak through speaking in order to become fluent.

Leong and Ahmadi (2017), state that the speakers of the language have greater chances for good jobs in various companies and organizations, better education, and promotions. In order to achieve an excellent level of English language speaking skills, students need many opportunities for language repetition in the classroom. Rwanda Polytechnic (RP) students need to excel in speaking English so that they can profit from different opportunities related to the current use and stand of the English language as the language of the world.

According to the IPRC Ngoma tracer survey report (2018), it was revealed that graduates are good at applying practical skills they learned but still challenged in speaking skills because they have a low level, and their employers are not satisfied with this level. Because of communication difficulties, the report proposes continuous language improvement in teaching and learning to empower students with effective speaking skills.

Therefore, educational stakeholders and policymakers, stakeholders like Ministry of Education (MINEDUC), Rwanda Polytechnic (RP), Integrated Polytechnic Regional Colleges (IPRCs), and lecturers should be aware of students' motivational factors and level of English language speaking skills in order to prepare well graduates for effective communication in English in the industry where they will interact with a diversity of people.

1.2. Statement of the problem

The tracer survey conducted by IPRC Ngoma at the workplace about the performance of its graduates, revealed that seventy-seven percent (77%) of their graduates have a low level of English-speaking skills (IPRC Ngoma, 2018). In addition to this, the research pre-observation conducted during final year project oral examination in academic year 2021-2022, it was revealed that some students totally fail to defend their projects in

English and decide to mix English with Kinyarwanda language, their mother tongue. These poor English-speaking skills may negatively impact their job in the future.

Previous research items indicate that the level of graduates' speaking skills in English language do not meet industry expectations. It was noted that the main complaint from employers to Malaysian graduates from polytechnics is lack of communication and presentation skills in English language (Marcus, G. et al., 2015). The studies have revealed that the engineer's image is negatively affected when they don't possess adequate communication skills in order to stay pertinent in the contemporary global landscape of the 21st century (Riemer, 2002). Until recently, Rwandan organizations have been expressing their worry regarding the insufficient English proficiency among university graduates, which has been impeding their workplace effectiveness (Mugirase & Ndimurugero, 2020).

However, Rwanda Polytechnic graduates need to improve their level of English-speaking skills in order to perform well in their jobs, compete and collaborate globally with other engineers. Some studies have been carried out to explore aspects such as learners' motivation for English language acquisition and their attitudes toward the language and revealed that learners are motivated to acquire proficiency in English and hold favorable views about this language (Tabaro, 2019). There are no studies found about the impact of motivation on students' English language speaking skills specifically in the Technical Vocational Education and Training (TVET) sector, and there is a need for investigation. It is within this background that I came up with the idea to investigate the impact of motivation on students' English language speaking skills in Rwanda Polytechnic, the case study of IPRC Ngoma.

1.3. Objectives of the study

This study aims at investigating the impact of motivation on students' English language speaking skills in Rwanda Polytechnic. The objectives of this study are the following:

1. To identify the factors that contribute to students' motivation to learn and improve their English language speaking skills.
2. To assess the current proficiency level of English language speaking skills among students at Rwanda Polytechnic.
3. To propose strategies for enhancing students' motivation to improve their English language speaking skills in the context of Rwanda Polytechnic.

1.4. Research questions

This study was guided by the following research questions:

1. What are the factors that contribute to students' motivation to learn and improve their English language speaking skills?
2. What is the current proficiency level of English language speaking skills among students at Rwanda Polytechnic?
3. What are the strategies for enhancing students' motivation to improve their English language speaking skills in the context of Rwanda Polytechnic?

1.5. Scope of the study

The present study was conducted in IPRC Ngoma and the population of the study includes students and lecturers from different departments namely Civil Engineering, Mechanical Engineering, and Information Technology in this academic year 2021/2022. The sample was taken randomly from different options within the departments from level six year one up to year three. The domain of research is English language teaching and applied linguistics.

1.6. Significance of the study

The present study will identify the impact of motivation on Students' English language speaking skills in Rwanda Polytechnic students specifically from IPRC Ngoma as one its colleges. It also presents the strategies that can help to enhance students' motivation to improve their English language speaking skills.

In this regard, this study is very important to different stakeholders in Education as far as language learning is concerned. These include the Ministry of Education (MINEDUC), Rwanda Polytechnic (RP), IPRCs, lecturers and students as well. This study will be useful for all the said stakeholders because it will be a starting point to improve English language learning policy in the future. In addition to this, academicians also will benefit from this research because it will be an opportunity for them to read and do more research in line with the topic under investigation.

1.7. Organization of the study

This study is divided into five chapters. The first one is the general introduction. This part deals with the background of the study, the statement of the problem, the objectives of the study, the research questions, the significance of the study, organization of the study, and chapter summary.

The second chapter is the Literature Review. This part deals with other authors and researchers' views on the present study. It starts with the preliminary definition and then deals with what has been written in relation to English language learning motivation and English language speaking skills.

The third chapter deals with the research methods and techniques used in the research like: research paradigm, research approach, research design, area of study, instruments for data collection, data analysis, Reliability and validity of data and data collection tools as well as ethical considerations.

The fourth chapter is considered as the core part of this dissertation, this chapter presents first the data in both statistical and discourse format. Second, it interprets the findings and discusses them according to the objectives of the study, and the literature review. Third, the researcher's comments and views keep an important stand in order to draw consistent conclusions.

The fifth chapter gives a general conclusion and recommendations. It focuses on the summary of the findings and gives suggestions for ways of enhancing English language learning motivation and English language speaking skills in Rwanda Polytechnic (RP).

1.8. Chapter summary

The first chapter of this study is concerned with other writers' and researchers' views in relation to English oral skills and learning motivation. In addition to this, it deals with the statement of the problem, the objectives of the study, the research questions, the significance of the study, as well as organization of the study.

CHAPTER TWO:

LITERATURE REVIEW

In order to make this work meaningful, other scholars' works were read. This helped to put in the context the role of motivation for second language learning and speaking. In line with this, factors that affect motivation for language learning and speaking such as intrinsic and extrinsic motivation, teacher-student interaction, class environment, teaching materials, technology, and the status of English language at national and world level are to be discussed. In addition, anxiety, insufficient practical exercises, socio-cultural environment, interference from mother tongue, and attitudes as challenges for maintaining high motivation to improve English language speaking were also discussed.

2.1. Preliminary notions

When talking about language, there are some concepts that are to be understood. For that reason, some language notions that include language acquisition versus language learning and language competence versus language performance are to be defined.

2.1.1. Language acquisition and language learning

According to Krashen (2002), language acquisition is the step-by-step enhancement of language skills through natural usage in communication settings, while language learning entails the deliberate accumulation of vocabulary and grammar knowledge through conscious effort. Therefore, during the acquisition of language, children need meaningful interaction in the target language, and it is not necessary for children to be aware of rules of grammar, whereas language learning results from direct instruction in the rules of language.

Accordingly, acquisition is described as an outcome of a subconscious mechanism quite akin to how children approach their initial language, whereas learning is the result of structured instruction, leading to conscious comprehension of language mechanics.

2.1.2. Foreign language and second language

A foreign language pertains to a language that an individual didn't acquire from birth. It is taught in schools as a subject, not employed as the primary mode of instruction within a country. On the other hand, a second language is one not native to the country, yet extensively utilized for both instruction and communication. Dan and Julie (2013), state that the second language is the language that has social functions within the whole community where it is learnt while a foreign language is learnt primarily for contact with an outside country.

In Rwanda, English is both a second language and a foreign language. It is a second language because it is used as a language of instruction, and also a foreign language because it is not native for Rwandans and it is taught as the subject in schools. For this reason, lecturers and learners should strive to be competent in it and perform it orally as they do in their mother tongue.

2.1.3. Language competence and language performance

According to Chomsky, language competence pertains to the cognitive depiction of linguistic rules that shape the internalized grammar of both the speaker and the listener, whereas; performance involves the act of understanding and generating language (Rosamond and Myles, 2004). Therefore, competence means the knowledge of a language that a person has and which will be manifested through performance (writing and speaking).

Communicative competence refers to a subconscious knowledge of language use as a discourse which involves not only grammar, vocabulary and so on but also knowledge of how language is appropriately used in different contexts and the way it is organized as a discourse (Harmer, 2001)

In Rwanda Polytechnic, students take a long time concentrating on their technical and practical courses and may not give time to language learning. The language should be emphasized also because it is through it that students will need to use it after joining the

workplace to help them communicate with customers in a socially diverse environment. This means that they need to be competent in English as a medium of instruction and communication in an academic environment, then, the competence they gain through language learning is manifested in oral performance in their academic daily works that need presentations such as projects and at the labor market. So, learners should be empowered with language competence that leads to excellent oral performance.

2.2. The role of motivation in learning and speaking English as a second language

The motivation is a state of cognitive alertness, which makes the individual feel compelled to take action due to an ongoing effort in thought and or physical activities so that, he can attain some previously established objective (Burden, 1997, as cited in Harmer, 2001).

Motivation plays a crucial role in shaping the degree of an individual's active, personal engagement in second language (L2) learning. Studies indicate that motivation has a direct impact on the frequency of L2 learning strategy utilization by students, their level of interaction with native speakers, and the duration they persist in maintaining their L2 skills after concluding their language studies (Anjomshoa & Sadighi, 2015). Zahra (2008) states that the first thing to do when learning English as a Second Language is to motivate the students and this can be achieved through making English relevant and meaningful, giving them something that they are interested in. In addition to this, with strong motivation, learners can effectively engage with the learning environment, actively pursue opportunities to acquire the English language, utilize available chances to practice it to the fullest extent, demonstrate analytical skills, adapt to different learning situations, have a healthy level of self-esteem, and embrace the challenge of learning (Menggo, 2018). Therefore, rather than topics, we must give emphasis to activities that can boost motivation and stimulate interest.

For RP students of English to achieve the needed degree of motivation, there must be a smooth cooperation between them and their lecturers where lecturers need to provide

topics and activities that learners are familiar with and then motivate them through enjoying different language scenarios not only in English language classes but also in other courses, English language speaking should be a priority as the language of instructions.

2.3. Theoretical framework

A theoretical framework is referred to as the structure or the conceptual foundation that guides the development and interpretation of our own particular research study (Kivunja, 2018). In other words, a theoretical framework is a structure, which can serve as the basis for any research study theory (Swanson & Chermack, 2013).

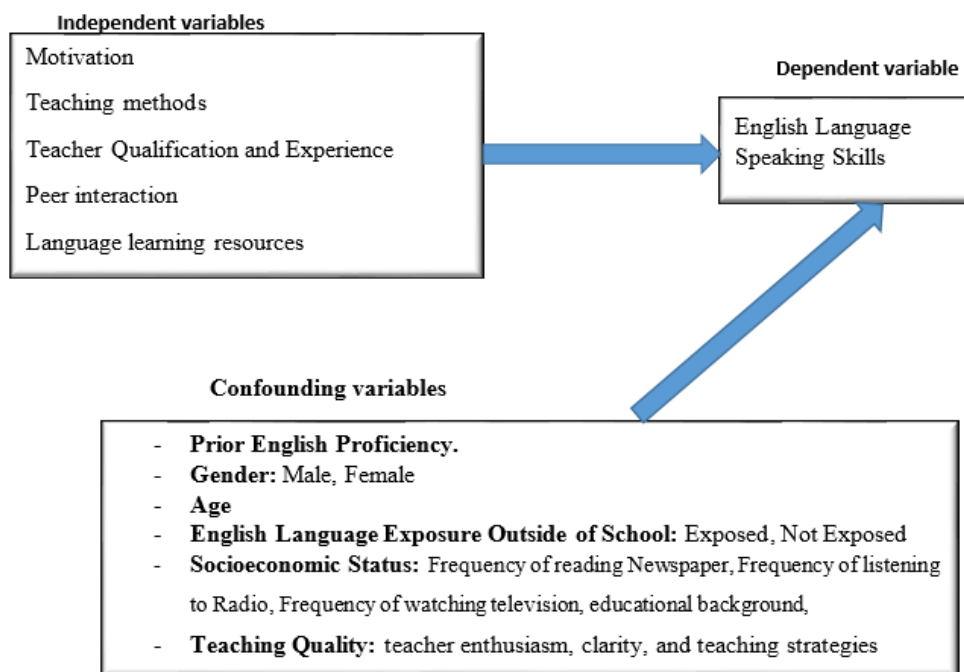
In order to investigate students' English oral skills and learning motivation, Self-Determination Theory (SDT) was chosen as the theoretical framework to guide this study. SDT is a prominent framework in the field of motivation and education which was developed by psychologists Edward L. Deci and Richard M. Ryan at the University of Rochester and deals with individuals' natural psychological need to be independent, competent and related, and how these are influencing their motivation and participation in educational activities. When the social setting encourages these three essential needs, an individual is more likely to engage intrinsically motivated behaviors and the person's normal behavior is more likely to be self-motivated (Flannery, 2017). SDT indicates that autonomous and controlled motivations exhibit variations in their fundamental regulatory mechanisms and the associated feelings. This implies that behaviors can be discerned based on the level of autonomy or control they possess. Unlike amotivation, which entails absence of intent and drive, both autonomous motivation and controlled motivation are driven by intention (Gagne & Deci, 2005).

In the context of investigating students' English oral skills and learning motivation, SDT can provide valuable insights. The framework suggests that students are more likely to be motivated and engaged in learning when they perceive a sense of autonomy, meaning they have choices and control over their learning process. It also emphasizes the

importance of students feeling competent in their language skills and the relevance of their learning to their personal goals and interests. In addition to this, SDT emphasizes the significance of relatedness, which refers to students' need for social connection and support in the learning environment.

By adopting the SDT framework, researchers could examine the impact of motivation on students' English language speaking skills and how they are influenced by factors such as autonomy-supportive teaching practices, the development of students' perceived competence, and the creation of a supportive and inclusive learning environment. It can also help identify strategies to enhance students' English oral skills and English language learning motivation.

2.4. Conceptual Framework.



2.5. Factors affecting motivation for language learning and speaking

Motivation for language learning and speaking is influenced by different factors including intrinsic and extrinsic motivation, teacher-student interaction, classroom environment,

teaching materials, technology, and the status of the language at national and world level among others. All of these factors are discussed below.

2.5.1. Intrinsic and extrinsic motivation

i) Intrinsic motivation

This form of motivation originates internally within the individual. This implies that a person's drive to learn might arise from finding pleasure in the learning process or from a wish to enhance their personal well-being. The initial form of satisfaction for the student is intrinsic, stemming from inherent interests. Following intrinsic satisfaction, external rewards such as teachers, institutions, and job prospects come into play. The combination of both satisfaction and rewards contributes jointly to achievement in language learning (Kamo & Rimma, 2015).

Some sources of motivation that are discussed in this concern are the society which learners live in, the teacher and learning environment. It is possible that students of RP are motivated to learn English. However, the environment is not facilitating them to increase their performance because they spend a long time in practical activities of technical courses and do not use English while interacting.

ii) Extrinsic motivation

This type of motivation is triggered by various external influences. For instance, an individual's drive to learn English can be sparked by the necessity to excel in an exam, the anticipation of financial gain, or the prospect of the future. In the case of extrinsic motivation, individuals expect rewards to come from external sources, driving their motivation externally rather than relying on their own intrinsic drive (Anjomshoa & Sadighi, 2015).

2.5.2. Teacher - student interactions

Interaction plays a pivotal role in the process of teaching and learning English, and it has the potential to significantly impact the achievement of learning objectives during each classroom session. Given this importance, interaction serves as the primary channel for

teachers and students to share their ideas, emotions, perspectives, and more, and this is particularly vital for educators, as they must prioritize maintaining interaction with their students. It is crucial to consider the approaches, methods, and techniques employed by teachers in the classroom to facilitate effective interaction (Eisenring & Margana, 2019). In order to maintain active interaction between teacher and student, a communicative language teaching approach should be used to help learners improve their language speaking skills.

According to Richards, et al. in the Dictionary of Language Teaching and Applied Linguistics, Communicative Language Teaching is characterized as a method for instructing foreign or second languages that emphasizes the idea that language acquisition centers on developing communicative proficiency (Richards, et al., 1992 as cited in Simhachalam, 2015).

Competence is explained by the use of expressions, interpretation, negotiations of meaning and takes into account in second language acquisition research both at psycho linguistic as well as cultural perspectives to account for its development (Savignon 1972,1997 as cited in HAMID, 2014)). However, a communicative approach is not only limited to oral skills. To strengthen pupils' confidence in all four skills areas, it is essential to develop reading and writing skills. From the start, students work on each of these four skills, i.e., a task that involves reading, speaking, singing or maybe even playing an instrument. From the start Students work on all four skills, which means that a given activity might involve reading, speaking, listening and perhaps also writing (Cele-Murcia 1991, as cited in Simhachalam, 2015))

In the perspective of English language teaching, work activities and tasks enable learners to develop their habits. Alan and Beglar (2018) state that by using the task-based approach learners feel highly engaged and this is done in designing free discussions and dialogues to promote confidence with enough opportunities to practice the language in the classroom without being shy and students are free from fear of making mistakes.

Numerous educational theorists assert that the ability to speak can be improved by engaging in communicative exercises like tasks involving sharing information gaps, solving jigsaw puzzles, playing games, and role-playing scenarios. Furthermore, Hedge backs this perspective, affirming that activities such as open discussions and role-playing are beneficial for enhancing speaking proficiency (Hedge as cited in Thanyalak, 2012). Language activities play a significant part in teaching language for communication. Activities in the language classroom help to stimulate interaction between students. Communication activities may also motivate the learner and build good relationships between teachers and students, both of whom will help to foster a supportive environment for learning languages (Harmer, 2001).

Therefore, the use of the above communicative activities in teaching and learning of English language is very significant to improve students' English oral skills and motivation to learn English language. In RP, teachers or lecturers should try to use those activities so that learners benefit from them.

Communicative language teaching and activities are very helpful and motivating classrooms in order to help learners to express themselves in the language they are learning and improve their speaking skills. This method could help learners especially those in RP to increase their level of oral skills in English as well as other language skills because its goals are authentic meaningful communication of needs, fluency and expression through task practices.

2.5.3. Classroom environment

The anxiety levels, enjoyment, and willingness of learners to speak the language are affected by the atmosphere in the classroom. The studies have found that the classroom atmosphere is shaped by factors such as the support provided by teachers, the cohesiveness among students, and the focus on tasks. The role of teachers is particularly significant in this context, as the classroom activities they employ and the environment they cultivate can impact teacher support, student cohesiveness, and task orientation.

Language teachers can enhance learners' willingness to communicate by selecting familiar and engaging conversation topics, offering delayed error correction, providing feedback to students, and adopting a friendly and supportive approach (Khajavy et al., 2018).

In order to create a conducive language learning environment in the classroom, instructors can reduce language anxiety by adopting an attitude that mistakes are part of the language learning process and that mistakes will be made by everyone. By doing this, students feel more at ease and improve their speaking skills while the instructor's manner of correction is not harsh and when the instructor does not overreact to mistakes (YOUNG, 1991).

2.5.4. Teaching materials

The importance of teaching materials cannot be underestimated in increasing one's motivation to learn and speak the language. Some of them are going to be discussed here below.

The choice of what teaching materials to be used in the classroom is something very crucial for a teacher of a language and frequently a challenging task. As such, they should perform a predictive assessment of the materials available to them so as to determine which ones would be most appropriate for their purposes. If they had used the materials at all, then there might have been a need for them to carry out an additional review in order to assess whether those materials have been effective for them. This is called a retrospective evaluation (Ellis, 1997).

Language learning materials include both written and audio-visual materials that can contribute to the learner's use of the English language. The assessment of the teaching materials is very important for a teacher so that the teaching and learning of English language becomes effective RP because they affect the students' English-speaking skills and learning motivation.

a) Written materials

Materials of this type are appropriate textbooks, dictionaries and newspapers written in English. Their role is to help learners to store vocabulary and grammatical structures that they use in speaking. Bei (2013), states that before embarking on writing, the student needs a solid grasp of English vocabulary, enabling the choice of suitable words for their composition. Moreover, proficiency in various sentence structures and a considerable understanding of English grammar are prerequisites. Ultimately, creating a coherent outline for the writing piece is also imperative. Therefore, students in RP should be given enough written materials so that they can increase their vocabulary and learn grammatical structures of English that will help them in their speaking.

b) Audio-visual materials

Learners of English need access and sufficient exposure to audio-visual materials such as films, radio, television, videotapes and computers connected to the internet as response to the lack of opportunities in Foreign Language classroom settings to interact with native speakers. This can develop their level of oral performance by imitating a varied range of speeches of famous speakers, with their accents, intonations, rhythms and stresses.

The video can offer realistic models for simulating the student's role-play; by teaching in a way that is acceptable and suitable, it will increase awareness of other cultures while simultaneously strengthening audiovisual linguistic perceptions; can provide an opportunity for broadening the classroom's content and a variety of activities; facilitating language learning by using modern technologies to facilitate it; can teach with direct observation of linguistic features which are related to the target language. It can also offer a visual reinforcement of the target language and can lower anxiety when practicing the skill of listening (Arthur, 1999 as cited in Christine, 2020).

It is important to use video as instructional materials in the classroom which by sight and sound increase the individuals' motivation and make it easier for language learning.

2.5.5. Technology

Technology is very important in everyday life. English as the language of technology is very important and students must be able to speak it in order to benefit from technological exchanges in the modern world. As we are in a digital era of the 21st century, we are becoming familiar with devices such as audio-visual devices, computers, mobile phones and robots and most of these devices are programmed in English language and are currently being used in order to help people to learn and improve their English language skills from everywhere at any place. One type of input that has started to emerge more and more frequently within the L2 acquisition context, at a time when Mobile Technology developments have been taking place, is one with connectivity and portability characteristics: inputs from Modern Mobile Devices (Uwizeyimana, 2018). This means that with technological devices language learning is ubiquitous as it can take place anywhere at any time and this is very motivating for today's youth because they often use mobile devices and they are good at them. So, Rwanda Polytechnic students should take this into account and use this opportunity to learn English themselves out of the class and improve their level of English language speaking skills as the class time might not be enough for them to develop it. The same author says that the large number of Rwandans have opportunity to access to mobile technological devices and once they fully and appropriately exploit these devices, they will help them explore the world and interact with it and this opportunity can help to acquire a high level of proficiency as they come across enough rich and sufficient English input which will lead to effective output.

Furthermore, the utilization of digital resources, particularly mobile devices, amplifies the motivation, and self-assurance of learners, leading to noteworthy favorable effects on students' viewpoints and achievements. Clearly, students should receive supplementary language assistance as they endeavor to enhance their proficiency in English as a Second Language (Minoo, 2016). This means that the mobile devices are very fruitful in that learners are self-motivated and this helps them increase their proficiency in the target language. In addition to this, technological devices help teachers also improve their

language performance because they move with their training materials and learn more about the language, especially English as a second language in our country.

2.5.6. The status of English language

The status of the language at national and world level influences a lot students' motivation to learn and speak that language. Now it is the turn to talk about the status of the English language in general and in Rwanda in particular because its status will help students to develop positive attitudes and motivation towards learning and speaking it. In addition, it will help them make an effort to overcome all barriers that prevent them from effectively communicating in it by learning and using it in everyday life.

a) Global status of English

The English language is a medium in different fields of knowledge including science and technology. It has become an official language in so many countries or chosen as a medium of instruction in schools for educational reasons recently. Photis and Yvonne (2003) assert that in an era characterized by growing interconnections between countries and swift transformations in society and technology, English can serve as a significant asset. Additionally, they highlight that English's heightened advantage lies in its role as the primary language for business and commerce. This advantage is closely tied to the fact that major corporations originating from English-speaking nations have played a central part in the globalization of production processes.

Based on the above role that English plays, there is a great demand that it should be emphasized all over the world. It is no longer the language of the United Kingdom, nor the United States but the language of the world and this status however shapes the students' attitudes and motivation towards this language although they face difficulties in learning and use it as a medium of instruction and communication. Therefore, students of Rwanda Polytechnic must view it positively and know it in order to benefit from information from media, radio, T.V, movies, and internet.

b) The status of English in Rwanda

Learning, mastering and using English are ways of improving learners' attitudes towards the English language as a medium of instruction. The other way is to create students' awareness towards the status of its power and the importance of knowing and using it and the benefit of having positive attitudes towards it especially at the time the government has promoted it so that learners struggle to develop oral skills in it.

In Rwanda, English is an official language, an international language and a medium of instruction. As an international language, it has the function of being a language of wide communication in the country and beyond. Rwanda Polytechnic students should be aware that English is not only a medium of instruction but also communication in the region. This means that it is a medium of communication with people in the East African Community, Commonwealth, COMESA, and the world in general.

The above status makes English an important language in Rwanda. The illustration is that the ordinal level English program recommends the teaching of English with the view to facilitate national and world communication, sharing experience and personal development (NCDC, 1998, as cited in Sibomana, 2016). In addition, recently Rwanda decided to promote English as a medium of instruction at all levels of education minus nursery schools. The reason for this promotion is linked to increasing access to the global economy and not to minimizing the long-term dominated international and official language. Therefore, learners have to develop their oral performance in English and use it so that they enjoy national, regional and world integrity.

2.6. Challenges and barriers for maintaining high motivation for improving speaking skills for students

Maintaining high motivation for improving English language speaking skills for students is very crucial. However, there are different challenges and barriers that students face including anxiety, insufficient practical exercises, social-cultural environment, interference from mother tongue, out of class environment, and attitudes.

2.7.1. Anxiety

Language anxiety is perceived as enduring attributes of one's personality, signifying a person's inclination to respond with unease while communicating in a second language. It involves experiencing feelings of self-doubt or apprehension, and even bodily responses like heartbeat (Rosamond and Myles, 2004). Anxiety comes in when it comes to expressing oneself. It is defined simply as a fear related to oral communication (McCroskey, 1970 as cited in Said, 2015). In fact, anxiety is opposed to self-confidence. An anxious learner is less willing or motivated to speak in the classroom or to engage with the speakers of the L₂ language in formal interaction. Therefore, students are required to try their best to avoid anxiety and develop or enhance self-confidence quality that will help them develop speaking skills in the second language.

2.6.2. Insufficient practical exercises

It is not easy for Polytechnic colleges' students to manipulate a foreign language (FL) effectively since oral communication requires the ability to use it appropriately in social interactions. They do not have sufficient occasions for practice. To practice the language well, it should be used in a meaningful way. Students should be given opportunity for authentic language use in the classroom which mainly comprises classroom talk and tends to be transactional in nature (Murat, 2011).

On this, Ushioda (2016) adds that the amount of time and effort reserved for exposure, practice and revision are important factors in retention and in ensuring that the items become part of students' productive vocabulary. The items to be taught must be practicable to help learners improve their level of oral skills and motivation in language.

In the same perspective, Yan (2010) argues that in order to operate effectively in the real world, learners want enough opportunity to practice language in a context which motivates them to communicate their needs, ideas and opinions.

Insufficient practical exercises negatively affect the level of English language speaking skills and students' learning motivation in RP. To solve this problem, lecturers should

provide meaningful situations to learners in order to practice the language. This means they should be given integrated situations related to the ones in the industry so that they develop their communication skills in real life of their area of specialization. For instance, students who are studying hospitality need a situation that reflects what happens in the hotel. Therefore, they practice the language and the teacher is there to help in correcting errors of pronunciation, grammar usage and so on.

2.6.3. Socio-cultural environment

The environment in which learners' live shapes their language use. When it is linguistically poor, the mastering of L₂ becomes difficult. When the speaking and learning in which the learner is engaged are viewed as an integral and mutually influential whole in everyday conversation, there are two major perspectives involved: one psycholinguistic and another, socio linguistic (Rosamond and Myles, 2004).

In other words, the acquisition of language emerges from the combined endeavors of the learner and their conversational partners, encompassing a constantly changing interaction of influences both outside and within. As a result, learners require opportunities to engage in unstructured conversations with speakers of the second language, enabling them to communicate openly. In Rwanda Polytechnic colleges, the environment in which students live might not be conducive to give opportunity to students to fine-tune the language input they receive. They speak the second language in class and when they leave the school after classes, the society imposes the speaking of their mother tongue and this hinders their speaking skills improvement, the language in which they are supposed to be fluent nowadays.

2.6.4. Interference from mother tongue

Interference from mother tongue is one of the challenges that learners of English face when speaking. One of the student/teacher failures is when the student is apparently unwilling to speak English in the classroom, especially in communicative activities and this can drive the teacher wild (Harmer, 2001).

In RP, students use their mother tongue and mix it with English for a long time when they are in their workshops doing practical activities or technical courses. When they are in the class some of them do not intervene when asked to do so and when they try hard, they mix English and Kinyarwanda. The cause of this challenge is their mother tongue where they translate their ideas in the target language and this may lead to failure for both teacher and learner in the class and this is a barrier to motivation to improve English language speaking skills, the language of instruction in our country.

Sibomana (2014) states that English is still an obstacle to be acquired as a second language in Rwanda because of its low use on a daily basis for official communications within the Rwanda community, and the most important factor for this situation is the fact that Rwanda is a virtually monolingual community, where all members speak the same mother tongue which is Kinyarwanda.

Students of Rwanda Polytechnic are challenged in the same way because when performing instructional tasks especially when one student is explaining something to colleagues. This is a habit that occurs without encouragement from the teacher. Lecturers happen to give group activities in the class or assignments to be done outside the class but when students are doing these tasks, they read them in English and explain to each other in their mother tongue, and proceed to do their work after. Due to this they cannot perform well in English because it is not their culture, and this a big challenge for their English language speaking skills development (Harbord, 1992 as cited in Harmer, 2001).

In other words, English is hardly used in communication among students in Rwanda Polytechnic. Kinyarwanda interferes much in English class and activities, and this hinders the development of speaking skills of English language. Interference occurs mainly by code-mixing and code-switching. This behavior should change in order to prepare students for excellent oral communication because the workplace needs people who are able to express themselves in English language.

English is negatively affected negatively by Kinyarwanda. In RP, lecturers and learners think in their mother tongue and try to translate into English. This is a hard task because there is no similarity between the two languages. Therefore, they should work hard to become familiar with the English language skills. This will facilitate them improve their English language speaking skills whereby students will learn by imitating their lecturers.

2.6.5. Attitudes

An attitude is defined as an organization of beliefs around an object or a situation that lasts for a relatively long time and forces you to respond in a certain preferential way (Smith, 1971, as cited in Nasser and Majid, 2011).

From the above definition, people can react to any social issue or event that is new in their society and have different thinking and feelings about it. This issue or event can include language and any other social events like wars, draughts, earthquake, and so on.

The English language holds substantial importance across various domains like scientific communication, the business realm, cultural exchanges, and political matters. It's widely acknowledged that achieving fluency in English is pivotal for a prosperous life. One of the factors affecting the effectiveness of language acquisition is the attitude one holds. (Nasser and Majid, 2011).

In order to be successful in second language learning, Students need to possess a constructive outlook toward the speakers of the language and their cultural practices. Second language learners who hold positive attitudes toward the individuals and culture they are aiming to connect with tend to acquire the language more efficiently compared to those lacking such a positive perspective (Gardner, 1985 as cited in Eiko, 2003).

Therefore, the students of Rwanda Polytechnic are required to have positive attitudes towards the second language. In the formal settings, they should be sensitized about the value of the language so that they develop favorable attitudes towards the language and its speakers.

2.7. Research gap

English language is a medium of instruction in Rwandan education including higher learning institutions including Rwanda Polytechnic. Different studies were conducted in Rwanda about motivation and attitudes of students and teachers toward English language learning and use in secondary schools and University of Rwanda and revealed that students and teachers have a positive perception toward English language. For example, it was revealed that students and teachers possess a favorable attitude towards acquiring the English language and employing it as the medium of instruction, with the primary reason for these favorable attitudes being the chance to acquire the language through the use of it (Rahmawati, 2020). In addition to this, Tabaro (2019) found that the motivation of Rwandan secondary schools' students to learn and excel in English as the primary language of instruction aligns with extrinsic incentives. Proficiency in English will create numerous employment prospects for students, enhance their comprehension of other subjects, and enable them to pursue higher education in English-speaking nations. Consequently, acquiring proficiency in the English language will enable them to navigate the challenges of globalization, where English continues to maintain a prominent position among other languages. Moreover, the previous research study about English language learning motivation and oral proficiency in the University of Rwanda revealed that students were highly motivated to learn English language and their oral proficiency was average according to students' and teachers' views. The same study also revealed that there is a weak relationship between students' motivation and their oral proficiency (Zickuhr, 2016).

In the case of Rwanda Polytechnic (RP), a university that provides most studies in the Engineering field, there are no studies found in literature that address motivation and English language speaking skills. However, it can be argued that like other higher learning institution students, Rwanda Polytechnic students are also motivated to learn the English language as future engineers. Thus, it is important to conduct research about the impact of their motivation on English language speaking skills.

2.8. Chapter summary

To conclude with this chapter, it is worth reminding that the chapter starts with preliminary notions where different terms such as language acquisition, language learning, foreign language, second language have been explained. In addition to this, the role of motivation in learning and speaking a second language, theoretical and conceptual framework, conceptual have been highlighted. Moreover, different factors that influence students' motivation for language learning and speaking like intrinsic and extrinsic motivation, teacher-student interaction, class environment, teaching materials, technology, and the status of English language at national and world level have been discussed without forgetting the barriers or challenges for maintaining high motivation for improving English language speaking skills such as anxiety, insufficient practical exercises, socio-cultural environment, interference from mother tongue, and attitudes.

CHAPTER THREE:

RESEARCH METHODOLOGY

This chapter is devoted to the practical side of the work. To gather consistent information about the impact of motivation on enhancing the students' speaking skills, the researcher opted for the design of questionnaires for teachers and students at IPRC Ngoma Advanced Diploma, Rwanda Polytechnic. This chapter describes, analyzes, and then discusses the questionnaire results. Finally, it presents the findings of the impact of motivation on enhancing IPRC Ngoma students speaking skills.

3.1 Research design

This study used a quantitative research design, specifically a correlational design, as we were examining the relationship between motivation and English language speaking skills.

3.2 Research instrument

This research is conducted in the form of a case study. The data were collected using structured questionnaires which serve as an instrument for the study that attempts to investigate the impact of motivation on students' English language speaking skills in Rwanda Polytechnic, the case study of IPRC Ngoma. The questionnaires were administered to both students and teachers at IPRC Ngoma.

3.3. Study population

The study population for this research was comprised of students enrolled at Rwanda Polytechnic, specifically at IPRC Ngoma, who were currently studying in the time of data collection.

3.3 The Sampling techniques and sample size.

We used stratified random sampling to ensure that students from various programs or classes at IPRC Ngoma are represented in our sample. This helped to control potential program-specific differences.

$$n = \frac{N}{(1+Ne^2)},$$

n: Sample size

N: Total population, N: 959 students and 89 teachers

e: Marginal Error, **e: 0.05**

$$\text{sample size for students: } n = \frac{959}{(1+959(0.05)^2)}, \quad n = 283 \text{ students}$$

Referring to the number of students found in each department, the percentages were calculated to know the number of students that must be taken for involved, and hence,

$$\text{Sample size for teachers: } n = \frac{89}{(1+89(0.05)^2)}, \quad n = 73 \text{ teachers}$$

3.4. Questionnaires

In this study, two kinds of questionnaires were designed, one for learners and another questionnaire for English lectures, and were randomly distributed among respondents.

i) Questionnaires for lecturers

Since the teaching process consists mainly of two stakeholders namely teachers and learners, questionnaires were also designed for both of them. The questionnaire for lecturers also provided important quantitative information on the topic under investigation. The questionnaires may be found on annex (cf. appendix 1).

ii) Questionnaires for students

The first questionnaire for students was designed to provide quantitative information for the study all about the influence of motivation on students' English language speaking skills. In addition to this, students suggested possible strategies that could be used in

order to develop their level of English-speaking skills. The questionnaires may be found on annex (cf. appendix 2).

3.5. Data analysis

Data analysis involved univariate analysis and the procedures that encompasses the utilization of diverse statistical and analytical methods to grasp the intricacies of patterns, shifts, correlations, and pertinent details present in the data.

The data were analyzed quantitatively in order to quantify the impact of motivation on the Students' English-speaking skills at IPRC Ngoma. Statistical Package for Social Science (SPSS), and Microsoft Excel were used in analysis because they were found to be powerful and efficient tools, as they provide a wide range of functions for data manipulation, calculation, and visualization.

3.7. Validity and reliability of data and data collection instruments

Validity and reliability are very important in assessing the quality of trustworthiness of data and instruments used to collect them. Validity means the extent to which an instrument of data collection accurately measures what is intended to measure while reliability refers to consistency, stability, and repeatability of measurements or data collection tools (Carole and Almut, 2008).

To ensure the validity of data and data collection instruments, the questionnaires were prepared and submitted to the supervisor as experienced researcher for expert review, and constructive feedback was provided and considered for the accuracy of the content of the questionnaires. On the side of reliability, pilot testing strategy was used. Before engaging in the full-scale data collection, the researcher conducted a pilot test by distributing 10 questionnaires among students from different departments randomly and the teachers' questionnaire was piloted on two English lecturers from other colleges of Rwanda Polytechnic. This was done in order to identify any issue or challenge with the procedures, clarify instructions, and refine the data collection instruments by ensuring that they are easily understood and free from ambiguity. In the process of establishing reliability, the

main attention was put on the consistency of the responses given by respondents. For both questionnaires, the inter coder reliability approach was used and the Cohen's kappa coefficient of reliability from NVivo software was 0.80 and 0.85 for questionnaire of students and teachers respectively which is in an acceptable range which qualifies the questionnaires to be suitable to be used for research.

3.8. Ethical considerations

Considering its objectives, methodology, geographical location, population as well as sample group, the present research did not necessitate a laboratory experiment, physical or psychological assessments, nor did it involve any minors. Nevertheless, it was essential to uphold academic research ethics to ensure the credibility of the research outcomes.

Before data collection activities start, Research Ethics Clearance related issues were fulfilled and research recommendation was provided on 15th March, 2022 by UR, college of Education (cf. appendix 4). After that, the research recommendation letter was submitted to the Principal of IPRC Ngoma, and the authorization to carry out academic research was granted on 21st March 2022 by IPRC Ngoma where data would be collected (cf. appendix 5). During the data collection activities, the informed consent form (cf. appendix 3) was signed between participants and the researcher to insure the voluntary participation of respondents.

CHAPTER FOUR:

PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.0. Introduction

In this chapter, the results from both the sets of numerical and descriptive data were displayed and analyzed. A quantitative approach was employed to present data from both lecturers and students. In addition, the findings were presented, analyzed and interpreted or discussed in relation to other literature following the order of the research questions.

4.1. Presentation and analysis of findings

In this section data from lecturers and students were presented, and analyzed, and discussed based on questionnaires administered to respondents.

4.1.2. Gender of respondents

The following table gives information about the gender all respondents from the IPRC Ngoma.

Table 1: Respondents' gender

Options	Frequency	Percentage
Males	311	87%
Females	45	13%
Total	366	100%

The results from the above table show that there is a big difference in gender. The big number of respondents are males who represent 87% of the sample and 13% represent the number of females.

4.1.3. Lecturers' level of study and teaching experience

The following figure shows the lecturers' levels of study and their teaching experience.

Table 2: Lecturers' qualification and teaching experiences

Lecturers' education level			Lecturers' teaching experiences		
Degree	Frequency	Percent (%)	Years	Frequency	Percentage
Advanced Diploma	3	4.0	<5 years	21	29.00%
Bachelor's degree	59	80.0	[5-10]	38	52%
Masters' degree	11	16.0	>10 years	14	19.00%
PhD	0	0.0	Total	73	100%
Total	73	100.0			

According to the above tables, it was revealed that the minimum qualification for lecturers at IPRC Ngoma was an Advanced Diploma and the maximum level was Masters. IPRC Ngoma has a big number of lectures with Bachelor's degree 80%, 16% has Master's degree and 4% has advanced diploma.

As mentioned in the table of lecturers' teaching experiences, 52.00% of them responded that they had been teaching at IPRC Ngoma for between (5-10) years when they were asked about their work experience, followed by 29.00% of lecturers who asserted that they had been teaching for less than 5 years, whereas 19.00% of them opted for greater than 10 years in their teaching experience. This indicates that teachers belong to different generations.

The research reported that the presence of teachers with experience in schools has much relationship with students' learning outcomes (Adeyemi, 2008). It was noted that students taught by Lectures with Ph.D. and M.Sc. were average in academic performance and the performance of students taught by lecturers with Ph.D. was higher than that of students taught by lecturers with M.Sc.(Igberadja, 2016). This means that students' academic performance has a significant relationship with the lecturers' qualifications.

4.1.4. Students' residence

The figure below presents the students' provinces of residence in the country.

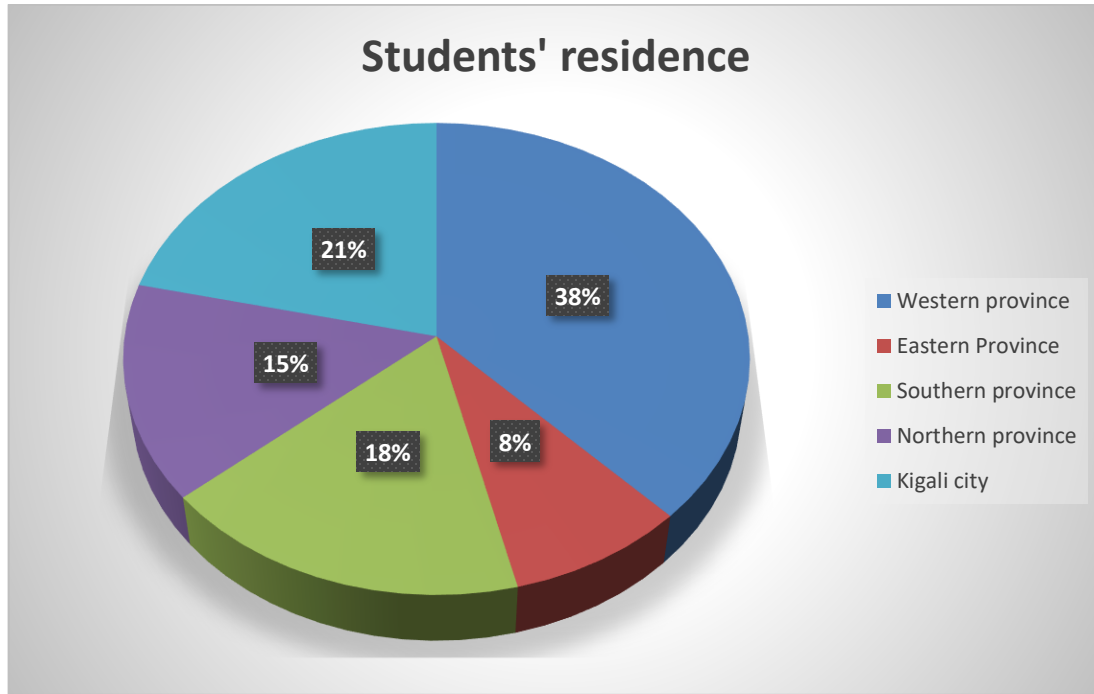


Figure 1: Students' family residence

The figure above shows that 38% of sampled students come from Western province of Rwanda, 21% come from Kigali City, 18% come from southern province, 15% come from Northern province, while 8% come from Eastern Province.

4.1.5. Students' levels of study

The following figure presents the respondents levels of study in academic year 2021-2022.

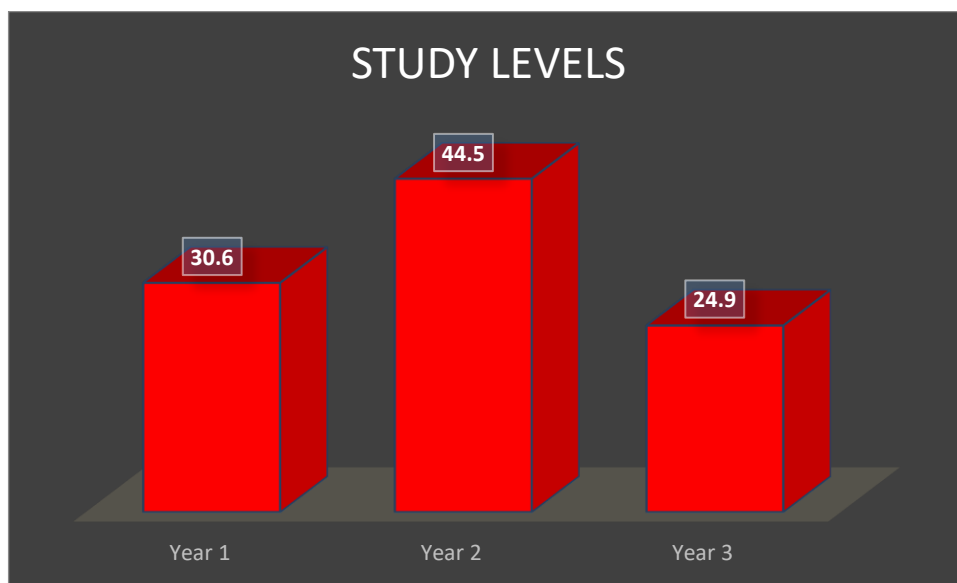


Figure 2:Students levels of study

The above figure shows that 44.5% of students who participated in this study are from year two (2), 30.6% study in year one (1), while 24.9% study in year three (3).

4.1.6. Lecturers' willingness to provide the assignments for presentation to students

The figure below shows how lecturers like to give activities to students for presentation and enhance their English language speaking skills.

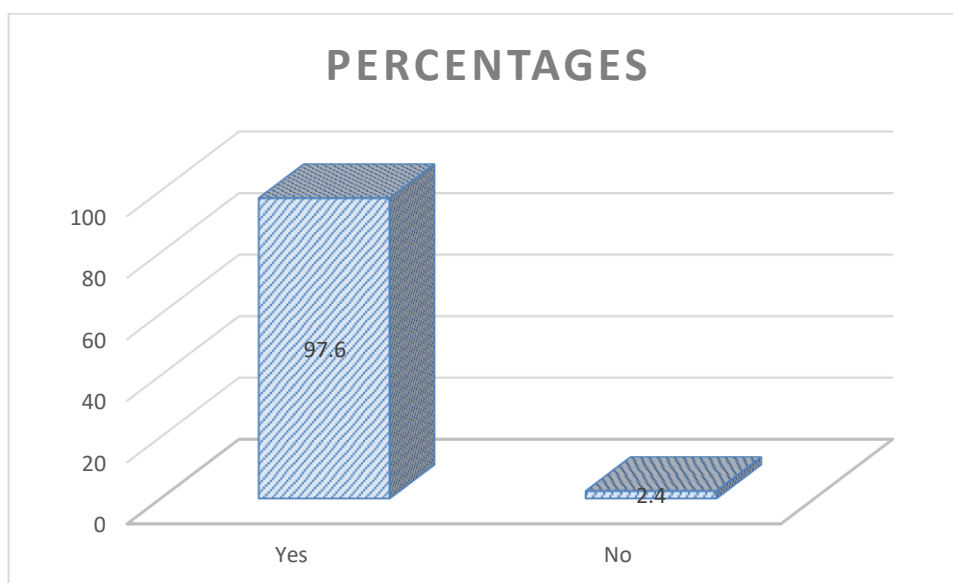


Figure 3: Provision of assignments for presentation

The above chart shows that, 97.6% of teachers prefer to give students the assignment for presentation which is one way of motivating students to speak English language, when 2.4% of teachers were not. This percentage might be due to the courses they provide like mathematics, practical courses which might hinder teachers to give assignment for presentation for students.

Oral presentation was found also by previous studies to be more effective for students to learn a language specifically speaking skills because it raises students' confidence. Oral presentations make the class more communicative because it uses communicative activities. Previous studies about oral presentations found them very beneficial for learners to learn English language. For example Gavin and John (2014) state that oral presentation activities are student centred and they are successful in improving learners' language skills and increasing their autonomy. While planning preparing their presentations, students get opportunities to negotiate meaning with group members and learn English language in a real situation. In addition to this, oral presentations involve all the four language skills; writing, reading, speaking, and listening. To strengthen this, Richard (2009) adds that in university environment, oral presentations as part of language

teaching skills is becoming more important because they prepare learners for business presentations which they will likely be expected to perform after they graduate and get jobs. Therefore, oral presentations would be a fruitful approach to help learners improve their speaking skills in English language as well as other language skills and overcome they shyness in the classroom by giving them time for speaking practice between the presenter and the audience and this should be emphasized by all lecturers in their teaching activities.

4.1.7. The motivation of students to learn and speak English language

The following table shows the students’ motivation level to learn and speak English language.

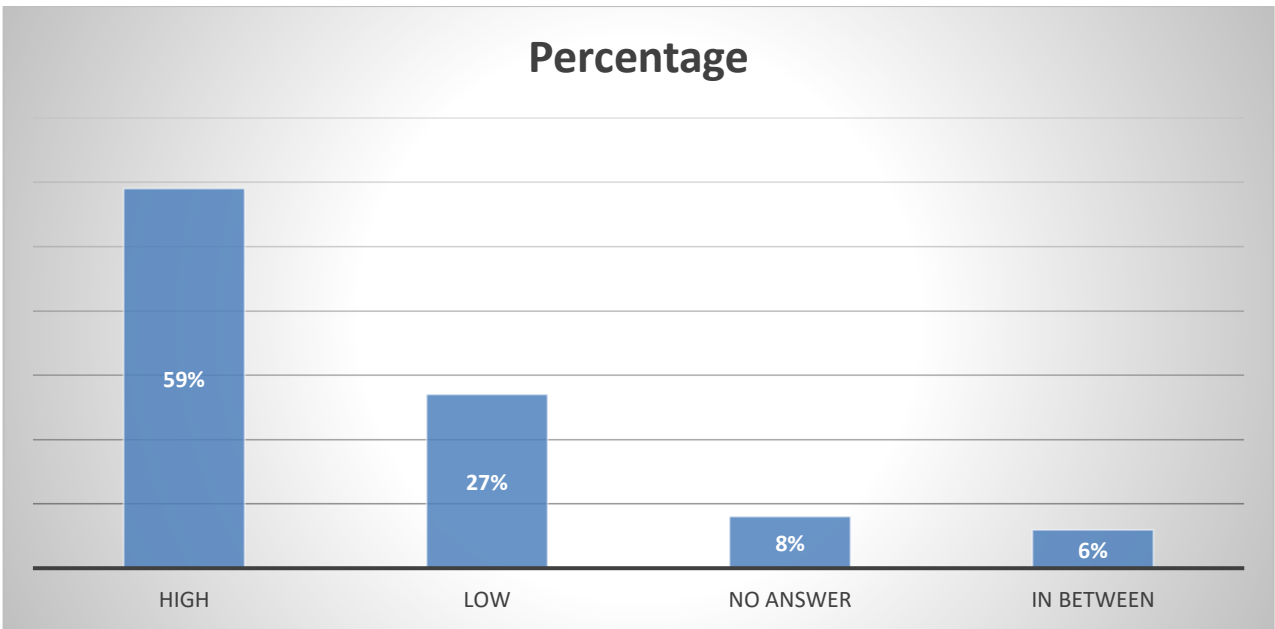


Figure 4:Students’ Motivation to learn and speak English language

In Figure -4- above it appears that the majority of students who represent 59% of the sample are highly motivated to study English. It is not the case for the remaining 27% of the sample who describe their motivation to learn English as being low. 8% of students did not answer this question. Only six students 6% of the sample express their motivation

as being neither high nor low, but in between. These results show at least one important thing which is that most students have a high desire to study English.

As motivation plays a pivotal role in achieving success in the process of learning English language, it was revealed that a highly motivated student will excel in their studies, even when faced with challenging materials while a student with low motivation to study English language tends to become disinterested and apathetic in their learning, even when the materials are straightforward (Siti, 2017). As the students of IPRC Ngoma are highly motivated to learn and speak, they are supposed to have very considerable level in English language speaking skills.

4.1.8. Students’ ways of expressing motivation to speak English in the class

The following figure show how students express their motivation in the classroom.

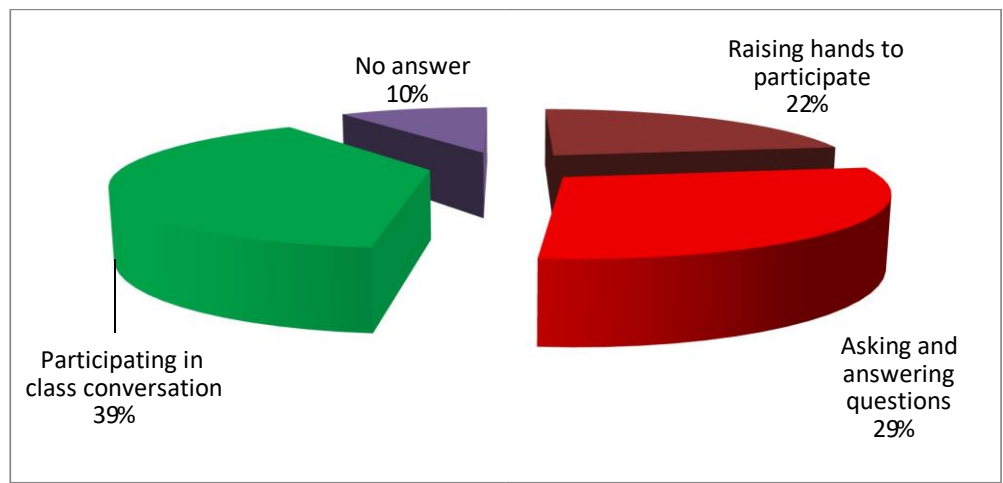


Figure 5:How Students Express Their Motivation

This question deals with the student's way of expressing their motivation in the classroom. According to the result above, it is clear that the student's answers can be linked to their desire. The table shows that 21 students opted to raise their hands to participate. For the choice of asking and answering questions, 27 students selected it, whereas 36 students

chose the third answer which was participating in-in class conversation. However, 9 participants decided not to answer this question.

4.1.9. Factors that motivate students to speak English language

The following figure shows different factors that motivate IPRC Ngoma students to learn and speak English language.

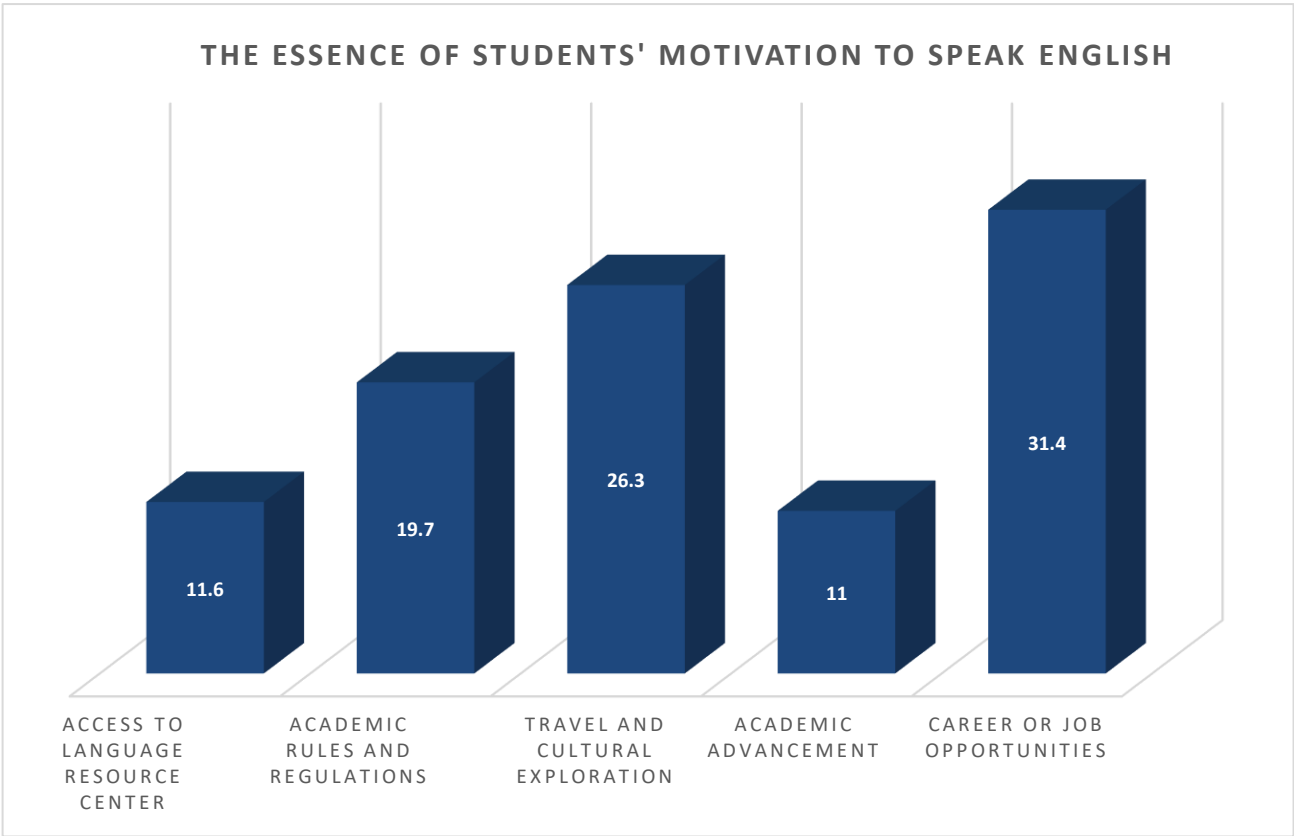


Figure 6: Motivating factors to learn and speak English language

The study demonstrated that 31.4% of the 283 students at IPRC Ngoma are motivated to learn and speak English language due to the fact that they think that English will help them in Career or Job Opportunities, 26.3% of them reported that it is due to thinking that they can get travel and go abroad to explore the culture of the other country, 19.7% of students reported that they try to learn and speak English due to academic rules and regulation as the all course are taught in English and exam will come in English, this

make them to learn and speak English, only 11% reported that academic advancement is the cause of learning and speaking English.

The role of English language as an opportunity to get and perform jobs have been pointed out by students. The previous studies also mentioned mastering English language as a tool to enter the world of business. Dita (2021) states that for the people of Indonesian countries to meet the opportunities and challenges of entering the free market era, they should master global languages including English which is a global language. Similarly, Cahya, et al.(2022)state that students value the English they learn hoping it will help them improve their academic performance and get jobs after completing their studies. In this regard, English language as an international language and a contact language all over the world, it will help graduates cope with life when they join the society where business dominates and English language serves as a communication tool.

4.1.10. Students' level in English language speaking skills.

The following chart presents the level of students in English language speaking skills according to their own and their lecturers' views.

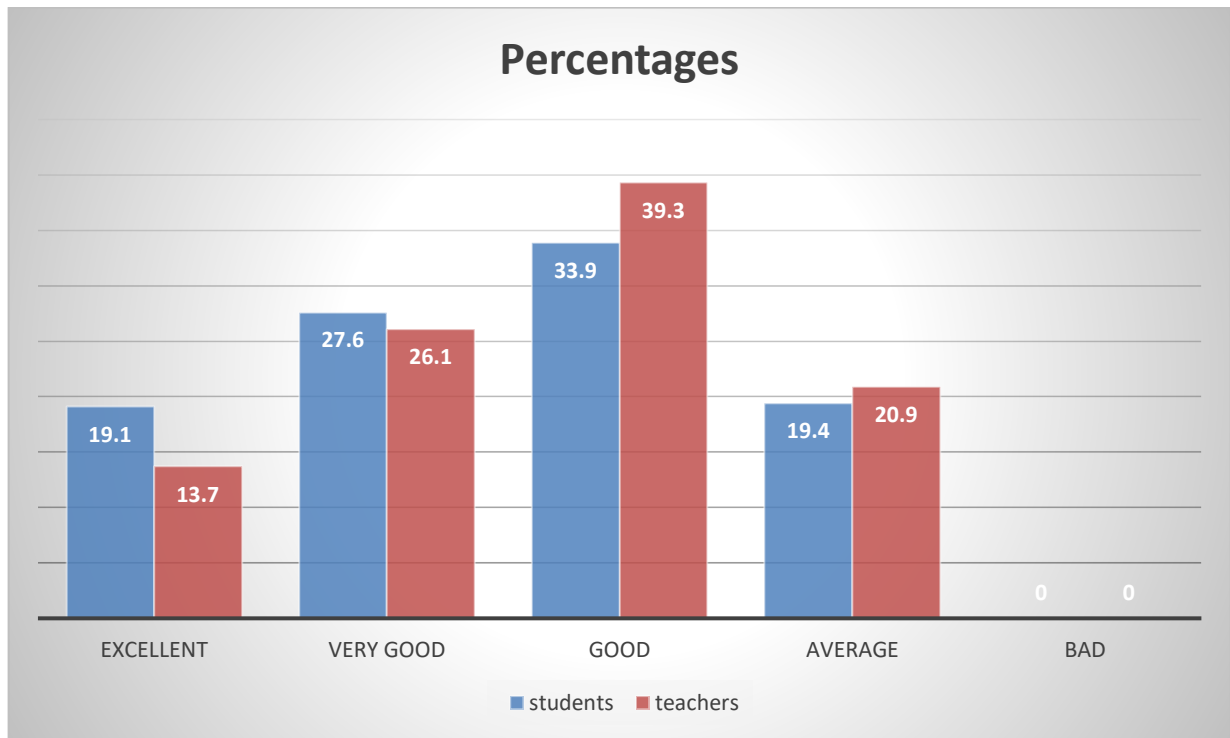


Figure 7: Students' level in English language speaking skills

The figure 4 above shows that 19.1% of students and 13.7% of the teachers, ranked the level of English-speaking skills for students as it is excellent, 27.6% and 26.1 respectively as it's Very good, 33.9% and 39.3% respectively as it is good, 19.4% and 20.9% respectively as it is average and no one (0%) reported that the level of English-speaking skills for students is poor.

The above data revealed that the level of student in English language speaking skills is good. Although their level is good, there is a need to improve their level in English language speaking skills because it has been found very important in this age of globalisation. The previous studies found that English language is the prime mean of communication between people from different countries and different cultures and it is particularly very important for engineers because there is an increase of number of international projects. In this this regard, a cross-cultural exchange of information and collaboration is on the rise(Riemer, 2002). In line with the present study, students need to struggle towards an excellent level of English language because they will need it in the

world of businesses as future engineers. They will need to work in different projects either national or international and English will help them communicate with fellow engineers from different countries and exchange knowledge and skills.

4.1.11. Satisfaction of lecturers of students' level in English language speaking skills

The figure below shows lecturers' levels of satisfaction with the students' level of English language speaking skills in IPRC Ngoma.

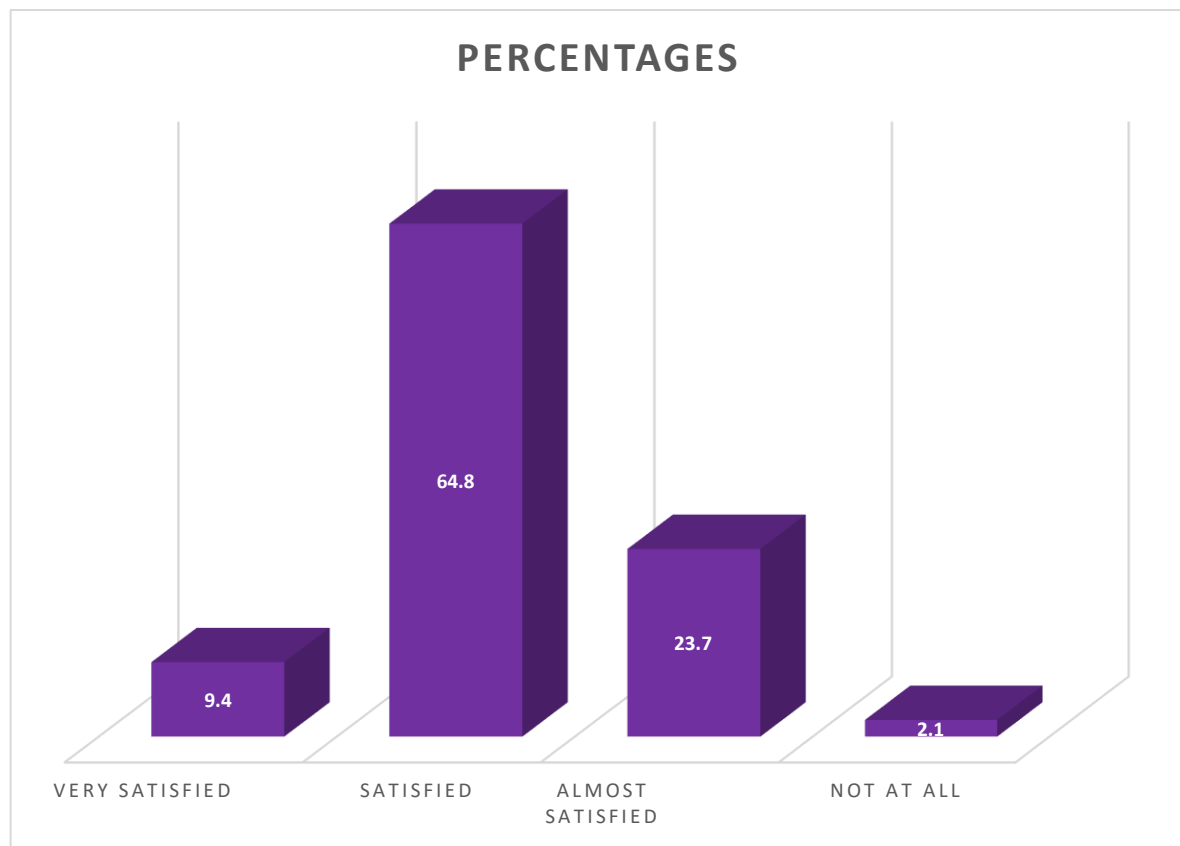


Figure 8: Lecturers' satisfaction to students English speaking level

The above chart illustrates the percentages of the lecturers' satisfaction of the level of students English speaking skills. Where about 64.8% were satisfied, 23.7% were almost satisfied, 9.4% were very satisfied and only 2.1% were not satisfied at all.

4.1.12. Students' use of English outside the classroom.

The following figure presents how often do students speak English language out of the classroom.

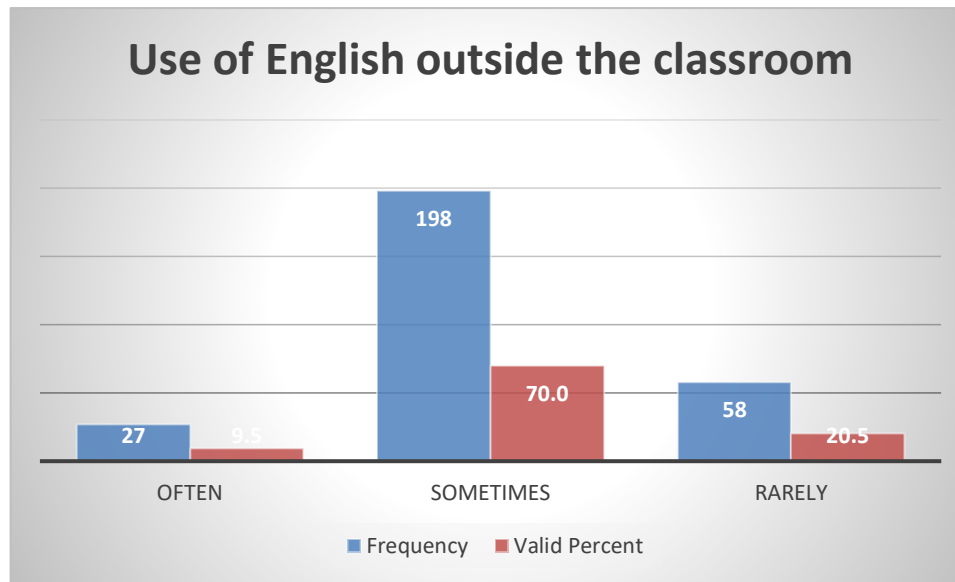


Figure 9: Students' use of English outside the classroom

The above figure shows that 70 % (198) of participants sometimes use English language outside the classroom, 20.5% (58) rarely use it, while 9.5% (27) of respondents often use English language out of the classroom.

As revealed by the above data, a big number of students sometimes use English language out of the class, and this is may be challenging for improving their speaking skills development. This means that they do not have English clubs, no public speeches they participate in and do not try to have dialogues in English language with colleagues when they out of the classroom. The previous studies discovered that most students when they are out of class the materials they choose for language learning only help them to improve their vocabulary, learn grammar and receptive skills rather than concentrating on productive skills (Julide, et al. 2010). As far as the present study is concerned, students should also be aware of the role of out of class extra curricula language learning and use them when they free from classrooms to enhance their English language speaking skills.

4.1.13. The focus on successful interactions in English language

The following table presents different activities that lecturers at IPRC Ngoma focus on in order to create a successful interaction with students in the classroom using English language.

Table 3: Lecturers' focus on speaking activities to create successful interaction with students

Activities	Responses	
	Frequency	Percentage
Dialogues	6	8.40%
Debates and discussion	12	16.70%
Storytelling	8	11.10%
Presentation	25	33.30%
Role-play	12	16.70%
Stimulation	8	11.10%
Other	2	2.80%
Total	73	100%

The table above shows that lecturers choose more than one activity to use in the classroom that help students to improve their English language speaking skills. It can easily be noticed that the lecturers representing 33.33% of the sample selected giving assignment for presentation as the major activity. Debates, discussion, and role-play were representing 16.7% of the sample. The stimulation and Storytelling activities represented 11.1% of the sample, whereas dialogue represented 8.4% of the sample. Concerning other activities, only 2.8% teacher represented many other activities that could be used in such a situation, such as brainstorming, interview, story completion, information gap, discussion, reporting, playing card, picture narrating, picture describing, and finding the

difference. We deduce from this question that all the teachers use a variety of activities in teaching to help students express themselves in English language.

Long ago, researches revealed that communicative language teaching requires the involvement of students in the dynamic and interactive process of communication where students are allowed to experience (practice) language and analyze it (Savignon, 1987). In a communicative teaching classroom, the teacher is an active facilitator. He or she sets up an exercise and step back to let students do most of speaking (Galloway, 1993). In order to help students learn through communicative activities, they should be given contexts, roles and tasks that reflect situations that they could face someday in the workplace such helping a foreign visitor or exchanging information with a foreign engineer and this will help them for authentic communication (Zhenhui, 2002). In line with the present study, all lecturers should adapt and use communicative teaching activities in order to help students practice English language speaking skills. This will help to prepare students for effective oral communication in the workplace.

4.1.14. The relationship between learning and speaking a language

The following table presents students' perception of the relationship between learning and speaking language.

Table 4: Students' Perception of the Relationship between Learning and Speaking a language

Options	Frequency	Percentage
Strongly agree	121	42%
Agree	157	53%
Disagree	5	5%
Strongly disagree	0	0%
Total	283	100%

Figure -9- above shows participants' answers as to whether they agree or not with the idea that relates learning a language to speaking it. 42% of the participants strongly agree with this point. The ones who agree with this idea represent 53% of the sample, while the minority think that it is not necessary to speak a language in order to learn it. The results show then that most students are aware of the importance of speaking skills in language learning.

4.1.15. Importance of the four language skills

The table and figure below present how students perceive the four language skills in terms of their importance.

Table 5: Classification of the Four language Skills in Terms of Importance

Options	Frequency	Percentage
Listening	119	42%
Speaking	76	27%
Reading	57	20%
Writing	27	10%
No answer	4	1%
Total	283	100%

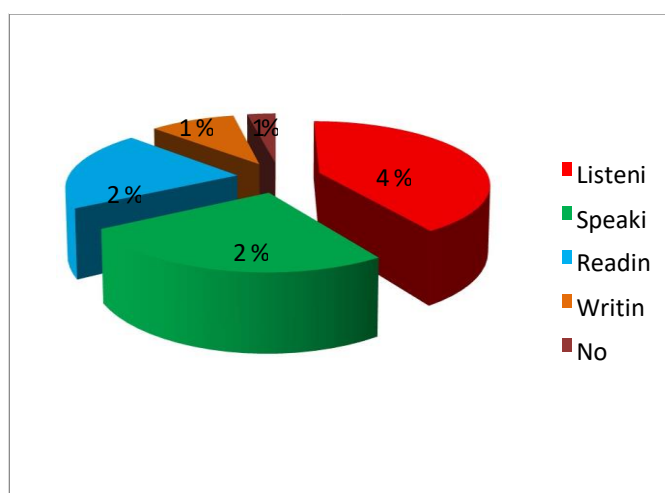


Figure 10: Classification of The Four Skills in Terms of Importance

This question aimed to investigate what were the skills that learners prefer compared to other skills. As for the result, the majority of the participants (119 students) classified the listening skill as the most important one. For 76 participants, the speaking skill was important, and 57 students selected the reading skill as their first choice, whereas only 27 others considered the writing skill as an important one. This study shows that listening skill takes the lead in terms of importance for students of IPRC Ngoma.

Although listening has been mentioned as the most important skills, all the four language skills are important because one can manifest through another. For example, a good listener is a good speaker, and a good reader is a good writer.

However, the previous studies found that in order to communicate effectively in the workplace graduates need to be good at speaking and writing. For example, Darling & Dannels (2015) state that engage with many and complex audiences such as fellow engineers, clients government agencies and staff support, some with technical backgrounds and others with no technical backgrounds. Writing and speaking are both important but speaking is the most important skill to take care of for engineers for effective communication specifically those related to oral communication because they are central to their daily interpersonal communication. Moreover, graduates need to possess excellent English communication skills in order to maintain their positions in today's competitive labor market(Kassim &Fatimah, 2010). Regarding the present study, students of Rwanda Polytechnic are future engineers and they need to competent in oral performance to that they become successful in interpersonal communication in the workplace. The mastery of English language communication skill would help them develop self-confidence, solve problems more efficiently and present their projects with greater clarity.

4.1.16. Students' challenges to participate in English language speaking activities

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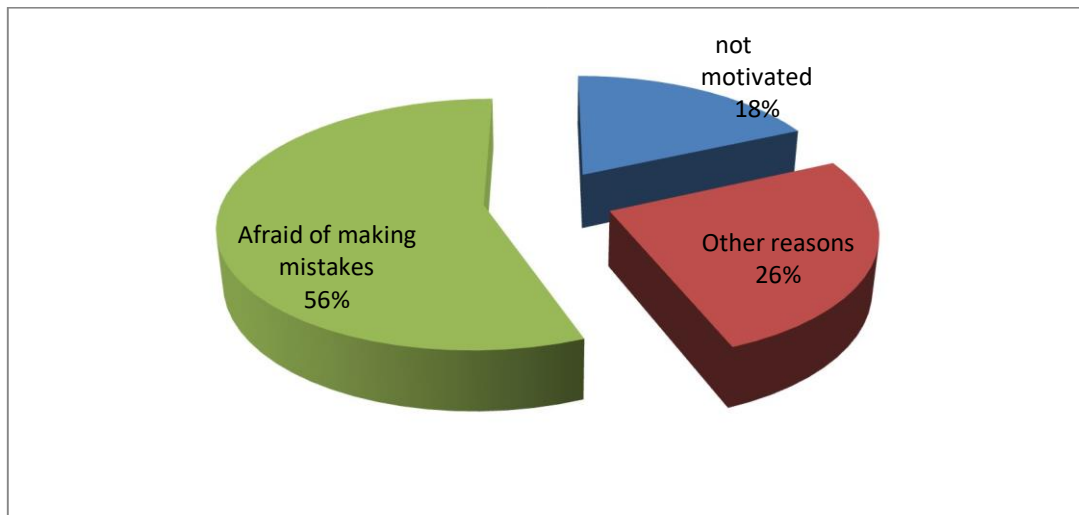


Figure 11: Students Participation in speaking activities

The results shown in the chart above indicated that only 17 respondents (18%) stated that they are not motivated enough to participate in the English language speaking, whereas the majority which is 52 students represented 56% of the sample are afraid of making mistakes. The other 24 participants claimed that they do not participate in class conversations because of many reasons, among which is the lack of vocabulary, the difficulty in using English, and the teacher's attitudes. However, other students declared that they always participate in speaking class, and others preferred to give their friends a chance to speak.

The fear of making mistakes is due to lack of confidence. The previous studies also mentioned lack of confidence as the source of being reluctant for students to participate in English classes. For instance Arafat (2013) states that many learners don't feel confident to participate in the class and believe that their English language skills are weaker compared fellow students' English language skills.

Lack of confidence or anxiety has been investigated by different researchers to find out the cause of it among students. According to Maria and Listyani (2020) a big number of students suffered from anxiety in front of their colleagues due to three main factors. These are communication apprehension, test anxiety, and fear of negative evaluation. The same researcher continues by explaining the meaning of these factors. Communication apprehension refers to a type of shyness which is characterized by fear of and anxiety about communicating with other people due to the lack of ability of speaking in English language. Test anxiety comes when learners face an English language oral test while fear of negative evaluation happens when the student think that others will evaluate him/her in a negative way. Consequently, these factors will bear shyness in the students and keep quiet in the class.

4.1.17. Strategies to enhance students' English language speaking skills level

The following table presents different strategies that students use in order to enhance their English language speaking skills level.

Table 6: The students' Strategies to Enhance Their English-Speaking Skills

Options	Frequency	Percentage
I watch English films,	179	63%
I listen to native speakers	75	27%
I do not do anything	18	6%
No answer	12	4%
Total	928	100%

Students' strategies to improve their English language speaking skills are also presented in the following figure.

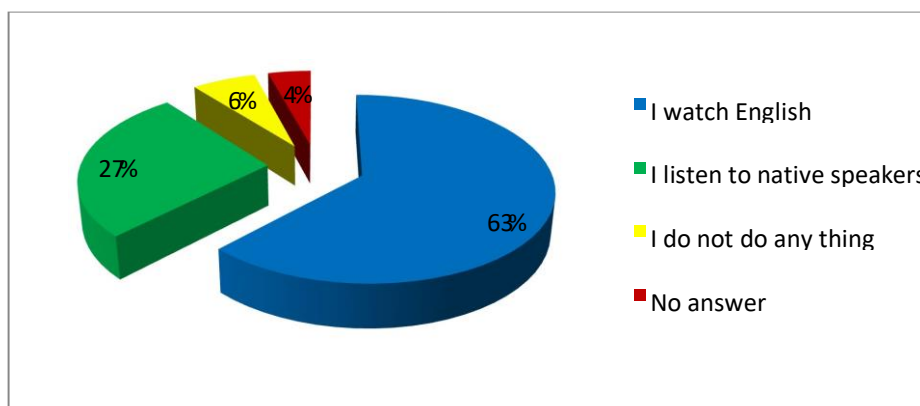


Figure 12: Students' strategies to enhance their speaking skills

It is clear from the data displayed in the pie chart that 63% of the participants said that they watched English films, documents, and programs in order to enhance their fluency in English. 27% of the respondents emphasized the role of the listening skill in improving their level in English, thereby they tended to listen to native speakers to acquire new words and correct their pronunciation.

As far as speaking skills is the most important for students in their future careers, different studies recommended different strategies to teachers and learners to improve learners' English-speaking level. For example Parupalli (2019) recommended that teachers should use the latest material and adopt different technics and approaches that help learners develop their English language speaking skills. In addition, lecturers should choose the appropriate teaching material and encourage them to participate in class discussions. In addition to this, Al-Eiadeh et al.(2016) suggest that in order to improve English language speaking skills, students need to effectively practice English speaking skills both within and beyond the confines of the classroom by using contemporary social media platforms for English communication while expressing their feelings and needs.

4.2. Discussion of the findings

This section discussed the findings of the present study in relation to its aim which was to investigate the impact of motivation on students' English language speaking skills in

Rwanda Polytechnic (RP). The findings were discussed by answering research questions regarding, (1) the factors that contribute to students' motivation to learn and improve their English language speaking skills, (2) current proficiency level of English language speaking skills among students at Rwanda Polytechnic, (3) the strategies for enhancing students' English language speaking skills in the context of Rwanda Polytechnic. The discussion of the findings was also done in light with existing literature of English language learning motivation and speaking skills.

4.2.1. Factors that contribute to students' motivation to learn and speak English language in Rwanda Polytechnic.

The first question sought to find out what motivates students to learn the English language. The inquiry exclusively targeted students with the intention of uncovering their motivations for acquiring proficiency in the English language. The outcomes exposed that a significant proportion of students are driven to learn and communicate in English due to its potential advantages in the professional realm, indicating an extrinsic motivation. The dominating factors for their motivation include career or job opportunities, and travel and cultural exploration. Various research efforts have identified three primary sources that prompt students to learn a foreign language: (i) intrinsic factors, which pertain to a personal fascination with and pleasure derived from learning and using a foreign language; (ii) Instrumental factors, relating to the practical applications and benefits that accompany foreign language proficiency, such as enhanced career opportunities and access to higher education; and (iii) Integrative factors, concerning how language proficiency empowers individuals to engage with the culture of another region or country and interact with its people (Gardner & Lambert 1972, as cited in Kyriacou & Kobori, 1998) . Among these reasons, students are motivated by instrumental reasons as they will benefit from the use of English language in their future career of learning, and also by integrative reasons where learning English language will enable them get job, and exchange information in a social diverse environment where

they will meet and interact with different people from different parts of the world in the workplace.

The same findings have been also pointed out by other studies. For example, Tabaro (2015) found that Rwandans' motives to learn and mastering English as a medium of instruction is in line with extrinsic motivation where mastering English will open doors for students to many job opportunities, facilitate their understanding in other taught subjects, further studies in English speaking countries. This means that learning and mastering the English language would help them cope with world globalization where English keeps taking the lead among other languages.

4.2.2. Students' current level in English language speaking skills

The second research question sought to find out the current situation of students' English language speaking skills in Rwanda Polytechnic and it was addressed to both all lecturers at IPRC Ngoma and students. Both lecturers' and students' views depicted that the level of students in English language speaking skills is good. The tracer survey conducted by IPRC Ngoma about the level of their graduates' performance at the workplace revealed that they have a low level in oral communication while they have an excellent in practical skills (IPRC Ngoma, 2018). Basing on the current findings, students might join the workplace with a good level of English-speaking skills and then their level decreases due to the working environment.

However, the data revealed that students highly motivated to learn and speak English language. Past research indicates that employing English as an instructional medium can potentially grant access to higher-level expertise, attract both international students and faculty, facilitate collaborative training of university students within diverse international cohorts, enhance academic mobility, entice capable students toward scholarly and professional research endeavors, broaden the institution's research capacities, and establish a competitive advantage within the educational landscape (Litovchenko & Shmeleva, 2020). There is no doubt that students will benefit a lot from mastering the English language as a medium of instruction in different corners of academic life.

Moreover, mastering English-speaking skills would help them communicate effectively with customers when they join the workplace. The previous studies found that being proficient in the English language is very important in today's pioneering businesses. For example, Dita (2021) revealed that the English language is a very promising asset in today's business as business and technology develop faster and provide opportunities for international exchanges. Therefore, in order to have a good career prospect, mastering the English language is very important because most international companies expect their employees to be conversant with English language as it is used from manufacturing service industries to information technology and internet. Rwanda polytechnic students as part of future businessmen will benefit more from mastering English language as it will serve as the tool for communication in the social diverse environment of work where they will meet people from all over the world and exchange business information and services for a successful life, and this brings a need to improve students' speaking skills in English language.

4.2.3. Strategies to enhance students' English language speaking skills

Although students have a good level in English language speaking skills. It was revealed that they still have difficulties because they fear to make mistakes in English when they have a chance to speak. This lack of confidence or anxiety. It was revealed by the findings that students' feeling of anxiety impact their speaking skills development. In order to eliminate anxiety in speaking English language, having more oral practices and engaging more with speaking activities help students increase students' confidence to speak English in the classroom (Tran, 2022). This aligns with a saying that "Practice makes perfect". When students more with speaking practices, they become more familiar with the language and develop their confidence through listening and responding their teachers and fellows.

In order to find strategies that can help students develop their speaking skills in English language, lecturers were asked about strategies they focus most to create a successful interaction with students in the classroom in English language and increase their

confidence while students were asked about strategies that they use to enhance their speaking skills.

In order to create successful interactions in the classroom to help students improve their English language, the findings revealed that lecturers use activities such as presentations, debates and discussions, role play, storytelling and simulation. These task-based activities and they are very important to help in stimulating interaction between students. Communication activities may also motivate the learner and build good relationships between teachers and students, both of whom will help to foster a supportive environment for learning languages (Harmer, 2001).

Numerous educational theorists assert that the ability to speak can be improved by engaging in communicative exercises like tasks involving sharing information gaps, solving jigsaw puzzles, playing games, and role-playing scenarios. Furthermore, Hedge backs this perspective, affirming that activities such as open discussions and role-playing are beneficial for enhancing speaking proficiency (Hedge as cited in Thanyalak, 2012). To strengthen this, Alan and Beglar (2018) add that by using, the task-based approach learners feel highly engaged and this is done in designing free discussions and dialogues to promote confidence with enough opportunities to practice the language in the classroom without being shy and students are free from fear of making mistakes.

In order to enhance their English-speaking skills, students revealed that they watch films and listen to native speakers of English language. The previous studies about the impact of watching films or movies on the students' speaking skills revealed that watching films gives students an autonomy where students assume command of their own learning, in contrast to traditional methods where they relied on the teacher for knowledge acquisition. Consequently, students can gain their confidence and alleviate the anxiety that can affect their self-esteem when interacting with native speakers (Altun & Hussein, 2022).

Apart from the above findings, different strategies to enhance students' English language speaking skills are recommended by previous researchers such as participation in English

clubs and extra-curricular activities. English club helps students be free from linguistic anxiety and old traditional class activities routine and helps them practice the language joyfully as well as raise self-esteem in a familiar social environment (Elsadig & Ayman, 2018). In addition to this, Yuseano & Laila (2018) found that extracurricular activities such as debates, storytelling, speech, news casting, are oriented to public speaking activity and this activity is an opportunity for students who want to join competition and those ones interested in sharpening their English language speaking skills. In competitions, students enhance their spoken English and freely acquire second language in a conducive environment. After competitions, students can get rewards like marks, certificates of participation, school materials, and so on.

CHAPTER FIVE:

CONCLUSION AND RECOMMENDATIONS

The study reached its conclusion in this chapter, drawing from the outcomes of the research. Initially, it condensed the study's findings with respect to the research inquiries. Subsequently, it emphasized both the study's impact and its inherent constraints. Ultimately, it put forth recommendations for future research endeavors and general recommendations to different stakeholders in education as far as motivation and English language speaking skills are concerned.

5.1. Summary of the findings

The findings revealed that Rwanda Polytechnic students are motivated by factors such as career or job opportunities and travel and cultural exploration, and these factors are in line with extrinsic motivation to learn and master English language. The reasons behind their motivation include instrumental reasons as they will benefit from the use of English language, and integrative reasons where learning English language will help them get job and exchange information in a social diverse environment where they will meet and interact with different people from different parts of the world in the workplace.

The findings also indicate that the level of Rwanda Polytechnic students' level in English language speaking skills is good. In addition to this, students are aware that mastering English speaking skills is very important for them as a language of instruction because it would help them communicate effectively in the workplace where they will meet a diversity of people from different corners of the world where English serves as a contact language.

As the level of Rwanda Polytechnic students in English speaking skills is good, improvement towards an excellent level is needed. In this regard, lecturers and students revealed that there are different strategies they use give to help learners enhance their level in English speaking skills. Lecturers revealed that they use presentations, debates and discussions, role play, storytelling and simulation in order to help learners increase

their level in English language speaking skills. The students revealed that they like watching films and listen to native speakers in order to help themselves improve their speaking skills.

5.2. Contribution of the study

My interest to undertake this study was triggered by the tracer survey report done by IPRC Ngoma in 2018 which revealed that graduates from this higher learning institution have a low level in English oral communication in the workplace and their employers are not happy with this level. I believe that this study contributed a lot in the field of teaching English as a second language in Rwanda specifically in technical education. First, the study involved lecturers and students of IPRC Ngoma. Students revealed that they are motivated to learn English language due to job opportunities. Both lecturers and students revealed that the level of students in English language speaking skills is good. In addition to this, lecturers reflected on their teaching strategies or activities that help to create a successful interaction with students in English language and hence improve their level in English speaking skills. Moreover, students revealed the techniques the use to improve their speaking skills in English.

5.3. Limitation of the study

The present study was carried out to investigate the impact of motivation on students' English language speaking skills aimed at knowing what motivate students to learn and speak English language, their current level English speaking skills and what can be done to improve their level in Rwanda Polytechnic context. However, economic disabilities and time challenged this research. Another challenge was that the researcher's field of study was limited to only one (1) college among eight (8) colleges that constitute Rwanda Polytechnic. It would have been better to include all IPRCs but it was too difficult for me to reach them and have many more participants. However, there is a hope that the findings from one IPRC reflect the entire situation of most IPRCs in Rwanda because they all offer

technical courses and teach English as a general course with the same curricula and almost the same learning environment.

5.4. Suggestions for further study

This research has investigated the impact of motivation on students' English-speaking skills. However, it was revealed that employers are not satisfied with the level of English-speaking skills of their employees graduated from Rwanda Polytechnic and the claims is everywhere in the industry. Since the students' level is good at school, it might be affected negatively when they leave the school and join the labor market. So, other researchers may be interested to carry out research about factors that affect graduates' English language speaking skills in the workplace. They may also be interested to carry out the research about initiatives that can help graduates increase their level of English language proficiency while in the workplace.

5.5. General recommendations

After having drawn conclusion from the findings, it is worth recommending different strategies that can help learners to improve their English oral skills and learning motivation to different stakeholder including the Ministry of Education, Rwanda Polytechnic, Lecturers of English language, Lecturers of technical course and students as well.

We recommend Ministry of Education to reinforce the teaching of English-speaking skills from lower levels. Rwanda Polytechnic should provide enough facilities that help in the teaching and learning of English oral skills; and Equip libraries with enough English language books for students to read and increase their vocabulary and learn about grammar of English language. It has to Sensitize students to join English club and put in place a plan to monitor them, Organize English competitions to maintain students' motivation, and Organize refresher on going trainings for English language lecturers.

Lecturers at IPRC Ngoma, should always keep motivating students to learn English language; help them build self-confidence and participate actively in English class; select

and use the appropriate teaching method and materials in order to keep their students involved in the classroom activities and prevent boredom; take care of the students, build a good relationship with them, and make them feel happy in the classroom and have the passion and motivation to study English; use techniques such as role play, group discussions, problem solving, and so on while teaching English in order to create opportunity for students to practice English language; use oral presentations in their teaching activities, raise the students' awareness towards ICT tool they have in self-learning and their role in language learning, and encourage students to use them, and study to get further qualifications because there is a significance of lecturers' qualifications on students' performance.

Furthermore, we recommend students to create and join English clubs as an opportunity to practice English language; use ICT tools to learn more and enhance their English language proficiency;

give an important value to English considered as the medium of instruction and the official language in Rwanda; make efforts to practice through different techniques to learn and improve their speaking skills in English language' and overcome shyness and fear to speak English language since we learn to speak through speaking.

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Appendix 1: Questionnaire for lecturers at IPRC Ngoma.

Instructions:

1. This questionnaire is not a test. Feel free to respond to every question, as you understand
2. For close-ended question, Circle the letter related to your choice

A. Personal Identification

1. Gender

- ☐ Male ☐ Female

2. What is your highest education level?

- ☐ Advanced diploma ☒ Bachelor's degree ☐ Masters' degree ☐ PhD

3. For how many years have you been teaching?

- ☐ <5 years ☐ 5-10 years ☐ >10 years

B. Motivation

4. Do you like to give assignments for presentations to trigger an oral expression for the students?

- ☐ Yes ☐ No

5. How would you rate your students' motivation?

- ☐ Intrinsically motivated ☐ Extrinsically motivated ☐ Unmotivated

6. Is the learning environment motivating or demotivating for the English language speaking skills development?

- ☐ Motivating ☐ Demotivating

D. Speaking skills

7. How is your students' speaking skills?

- ☐ Excellent ☐ Very good ☒ Good ☐ Average ☐ Bad

8. Are you satisfied with the students' English speaking skills inside the classroom?

- ☐ Very satisfied ☐ Satisfied ☐ Almost satisfied ☐ Not at all

9. What are your speaking activities you focus on mostly to create a successful interaction?

- ☐ Dialogues ☐ Debated and discussion ☐ Storytelling
☐ Presentation ☐ Role play ☐ Stimulation ☐ Others

10. What are the speaking problems or challenges students face the most in oral expression?

- ☐ Inhabitation and shyness ☒ Lack of motivation ☐ Nothing to say
☐ Mother tongue use ☐ Others

Thank you for your great contribution.

Appendix 2: Questionnaire for students

Instructions:

1. This questionnaire is not a test. Feel free to respond to every question, as you understand
2. For close-ended question, Circle the letter related to your choice

A. Identification

1. Gender

- ☐ Male ☐ Female

2. Where is your family residence?

- ☒ Western province ☐ Southern province ☐ Kigali
city ☐ Northern province ☐ Eastern
province

3. Which year are you studying?

- ☐ Year 1 ☐ Year 2 ☒ Year 3

Learning, Teaching and Motivation

4. When you do not participate in speaking the English language in class, it is because you

- ☐ Are not motivated ☐ Are afraid of making mistakes ☐
Others

5. Is your motivation expressed through?

- ☐ Raising hands to participate ☐ Asking and answering
questions ☐ Participating in class conversations ☐ Others

Attitudes towards speaking English

6. How do you consider your level in English?

- ☐ Excellent
 ☐ Very good
 ☐ Good
 ☐ Average
 ☐ Poor

7. Do you agree that understanding the English language is the key to the success of other courses in your department?

- ☐ Strongly agree
 ☒ Agree
 ☐ Disagree
 ☐ Strongly disagree

8. What motivates you to learn and speak the English language?

- ☐ Access to language resource center
 ☐ Travel and Cultural Exploration
 ☐ Academic rules and regulations
 ☐ Academic Advancement
 ☐ Career Opportunities

9. What is the most important English skills that enhance your learning?

- ☐ Speaking
 ☐ Reading
 ☐ Listening
 ☐ Writing

10. How often do you interact with your classmates using English inside the classroom?

- ☐ Always
 ☐ Sometimes
 ☐ Never

11. How often do you talk English outside the classroom?

- ☐ Often
 ☐ Sometimes
 ☐ Rarely
 ☐ Never

12. What are the activities that you prefer to practice in the classroom?

- ☐ Discussion
 ☐ Interview
 ☐ Role play
 ☐ Story telling
 ☐ Stimulation
 ☐ Others

13. What are the strategies you follow in order to enhance your English speaking skills?

- ☐ I watch English films
 ☒ I listen to native speakers
 ☐ I do not do anything
 ☐ Others

Thank you for your great contribution.

Appendix 3: Informed consent form

1. Introduction and Purpose of the Study

This study intends to investigate students' English oral skills and learning motivation in Rwanda Polytechnic Colleges. The primary research question that will guide this study is: **“What is the current level of students' English oral skills and learning motivation in Rwanda Polytechnic Colleges?”** The data relating to students' English oral skills and learning motivation will be collected, analyzed and discusses and conclusions as well as recommendations will be made. Results from this study will inform the general public and education key players (Ministry of Education, Rwanda Polytechnic Rwanda TVET Board, Teachers, Students, parents, academicians and researchers) about English oral skills and learning motivation in the mentioned learning institutions so that an improvement can be made. However, findings from this research will be used as a part of the dissertation that will be submitted in partial fulfillment of the requirements for the degree of Master of Education in English Education (MEd in English Education) at University of Rwanda, College of Education.

2. Description of the activities involved in this research

In this research, the questionnaires will be designed and randomly distributed to respondents and they will provide information related to English oral skills and learning motivation.

Subject Participation

We estimate that 59 participants who study English as a second language will enroll in this study. These participants will be sampled from level six year one up to year three students (Academic Year 2021-2022) in different department namely Civil Engineering

(options: Construction Technology and Land Surveying), Mechanical Engineering (options: Production and Manufacturing Technology and Automobile Technology), and Information Communication Technology (option: Information Technology). In addition to this, three English lecturers will also participate.

3. Potential Risks and Discomforts

There are no known risks and discomforts associated with your involvement in this research.

4. Potential Benefits

People who participate in this study may have awareness to English language oral skills and learning motivation, the language they will need to use in the workplace, and then take appropriate measures while they are still at school to prepare accordingly.

5. Confidentiality

The information will be collected and recorded without names of respondents. Your responses will completely be anonymous. No names or other identifying information will be used when discussing or reporting data. The investigator will safely keep all files and data collected in a secured locked cabinet in the investigator's office. Once the data has been fully analyzed it will be destroyed.

6. Authorization

By signing this form, you authorize the use and anonymous disclosure of the information for this research. The information gathered from this study will be used for the purpose of this research like thesis writing, publication and dissemination.

7. Compensation

Participants will not be compensated for participation in this study.

8. Voluntary Participation

Your decision to participate in this study is completely voluntary. If you decide to not participate in this study, it will not affect the care, services, or benefits to which you are entitled.

9. Withdrawal from the Study and/or Withdrawal of Authorization

If you decide to participate in this study, you may withdraw from your participation at any time and any point without penalty.

I voluntarily agree to participate in this research program

☐ **Yes**

☐ **No**

I understand that I will be given a copy of this signed Consent Form.

Names of Participant:

Signature:

Date:

Appendix 4: Recommendation for Mr. Vincent BIGIRIMANA



UNIVERSITY of
RWANDA

COLLEGE OF EDUCATION

RESEARCH AND INNOVATION UNIT

Rukara, 15th March 2022

Réf: 03/DRI-CE/042/EN/gj/2022

The Principal
IPRC- Ngoma
Ngoma District
Eastern Province
Rwanda

Re: Research recommendation letter for Mr. Vincent BIGIRIMANA

On behalf of the University of Rwanda-College of Education (UR-CE), I am pleased to introduce Mr. Vincent Bigirimana, a post-graduate student at the School of Education of UR-CE. Mr. Bigirimana is writing his thesis on the: **"Causes of poor oral performance in English among students from Polytechnic Colleges: The case study of IPRC Ngoma"** to complete his Master of Education in English Education. Thus, he wishes to investigate the roots causes of poor oral performance in English among students of IPRCs. He is requesting permission to collect data from students and English Teachers of your college.

Mr. Bigirimana's research project passed successfully through an internal collegial ethical process. Thus, the University of Rwanda-College of Education: Directorate of Research and Innovation confirms that this research adheres to ethical standards and principles. Therefore, we kindly request you to accord him your cooperation in this research.

We very much hope to get your usual cooperation.

Yours sincerely,



Digitally signed by
UR (Rukara, Directorate of Research &
Innovation)
Date: 2022.03.15
Time: 10:05:06 +2'00

Assoc. Prof. Eugene Ndabaga
Director of Research and Innovation
University of Rwanda-College of Education
E-mail: ndabagav@yahoo.ie
Mobile: +250788308862

Cc:

- Principal, UR-CE
- Postgraduate Program Coordinator, School of Education
- Assoc. Prof. Anne Marie Kagwesape (Supervisor)

Appendix5. Authorization to conduct Research



IPRC NGOMA

Integrated Polytechnic Regional College

P.O. Box 35 KIBUNGO - RWANDA
Tel: +250 785883746
Email: info@iprcngoma.rp.ac.rw
www.iprcngoma.rp.ac.rw

Office of the Principal

Date: 21/03/2022

Ref: IPRC-N/101

Mr. Vincent BIGIRIMANA

Dear Vincent,

Re: Authorization to carry out your academic research in IPRC Ngoma

Reference is made to your letter requesting authorization to carry out your academic research in IPRC Ngoma and your research recommendation from University of Rwanda-College of Education (UR-CE).

I am pleased to inform you that you are given the opportunity to collect data from students and English teachers for your research project for academic purpose entitled “**Causes of poor oral performance in English among students from Polytechnic colleges: The case study of IPRC Ngoma.**” I hereby also assure you my full cooperation in your research where needed.

Best regards,

Dipl.-Ing. Ephrem MUSONERA

Principal

