

USING WRITINGS TO STRENGTHEN KINYARWANDA
LANGUAGE TEACHING AND PROMOTE STUDENTS'
WRITING SKILLS IN RWANDAN SECONDARY SCHOOLS

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ISSN 2277-7733

Volume 12 Issue 1,

June 2023

Abstract

Teachers and students need to exchange ideas while they are engaged in teaching and learning activities in everyday life. When one wants to convey his or her feelings or thoughts, he or she uses a familiar language as a means of communication. As Rwandans, Kinyarwanda is the mother tongue of the Rwandan people, their first language, and an official language. It was also used in lower primary education as a language of instruction and taught as a subject in upper primary education. Various studies were carried out on how to master the four skills of language, especially one's mother tongue. This research investigates what impedes students in some schools from having native language proficiency, as many of them use this language improperly. The purpose of this paper was to identify better methods for teaching Kinyarwanda to students, and promoting students' writing skills. This study was administered among 60 students and 5 teachers selected from two schools in Rukomo Sector, Gicumbi District using cluster sampling technique for students and purposive sampling for teachers who teach Kinyarwanda. The findings revealed that both students and teachers are not willing to use Kinyarwanda appropriately when they are conducting lessons. Findings from the teachers' questionnaire indicated that students need various competitions in terms of speaking and writing, and teachers need Kinyarwanda trainings. This implies that the government of Rwanda is required to provide sufficient instructional materials and organize school competitions that will enable students to be familiar with using appropriate vocabulary when speaking and writing Kinyarwanda.

Keywords: *native language, teaching Kinyarwanda language, four skills of language*

Many scholars have tried to give the definition of a Language. Simply, a language is a means of communication. Furthermore, language appears to be an unique phenomenon, lacking major analogues in the animal world (D & Alabi, 2021). Despite not being instinctual, language is susceptible to the human urge to respond continuously to his environment and react to the milieu (Sapir, E. 1921). He has gone ahead by articulating that a language is more than just the automatic cries that convey feelings. For him, language is the end result of systematic processes that begin in a pre-verbal condition before articulation. Language is largely a symbolic auditory system. Although speech is a muscular system insofar as it is articulated, the auditory part of communication certainly takes priority (Collinson et al., 1924).

Languages can be both challenging and simple. The use of language is diverse. Lack of communication does not constitute a linguistic barrier. Since the beginning of time, language has had a huge impact. The four

essentials of language also referred to as the four skills—reading, writing, listening, and speaking—are considered to be of the utmost importance nowadays. They play a crucial part in any endeavour to acquire a language. You can achieve greater heights by mastering the four linguistic apex skills. They are connected by an unbreakable link even though they are separate (Sadiku, 2015)

These four skills should be integrated in teaching and learning any language. According to Sadiku, L. M. (2015), Students need to be exposed to increasingly difficult reading materials and writing assignments in order to develop their reading and writing skills. Writing and reading work well together as abilities because of their close link. Real-world and purposeful communication will be ensured by integrating the two.

As the mother tongue of all Banyarwanda, the official language of Rwanda, and the national language, Kinyarwanda is a statutory and protected tongue. One of the African languages referred to as "Bantu Languages" is Kinyarwanda. Kinyarwanda is assigned the code D61 by Guthrie (1971).

Every language user should be able to demonstrate these important language skills. Unfortunately, most language users do not have access to these main skills in language. Specifically, most students in Gicumbi secondary schools face these issues. When they are dealing with writing and speaking Kinyarwanda, it seems as if they are not familiar with this vernacular language. This implies that they have not mastered those two main skills.

The study sought to discover better methods of teaching Kinyarwanda writing and speaking, as well as to improve students' writing skills.

Contextual Background

Different studies on language use in schools have carried out in Rwanda. At the University of Rwanda's Department of African Languages and Literature, Kinyarwanda is taught as a subject at the upper levels of primary schools, in secondary education, and at the tertiary level (Hilaire & Ferreira, 2015). It has been used as the primary language of instruction at the lower levels of primary education (Essien & Msimanga, 2021). Since lower primary students studied all lessons in Kinyarwanda as the medium of instruction, the focus was on Kinyarwanda. Oral communication is carried out in Kinyarwanda, as it is the Banyarwanda language, a first language, and an official language.

Aside from Kinyarwanda, which is the mother tongue, French and English have been introduced as curricular options and the principal languages of teaching starting in primary grade 4. From primary to tertiary levels, all three languages are used in the educational system. There is a lack of Kinyarwanda proficiency in terms of speaking and writing skills in Rwandan schools, especially in Gicumbi District.

Students frequently speak Kinyarwanda improperly while they are talking with one another. One might say, "I can't keep studying without eating," for example. Instead of saying "Sinakomeza kwiga ntariye," many pupils

say "Sinakomeza kwiga natariye" in Kinyarwanda. The word "nata" has been substituted for the cluster "nt." Two syllables have been added to the cluster. Not only did they use poor language when speaking, but also when writing. When teachers propose research projects to pupils, like studying how drugs affect young people, instead of writing "Iyo umuntu yanyoye ibiyobyabwenge," a student who wants to write about "when someone uses drugs" (in a foreign language) in Kinyarwanda writes "Iyo umuntu yankweye or yanweye ibiyobyabwenge." According to the aforementioned examples, the majority of pupils have struggled to acquire the fundamentals of a language. Every language user, as we all know, needs to be proficient in these four abilities. If either of them is absent, language proficiency is not present in the use of the language. The four language skills (listening, speaking, reading, and writing) should be taught, but the early research gave priority to the spoken skills.

Even if spoken ability is prioritized, the goal of my study is to determine why students in some schools use their mother language inappropriately when concentrating on their studies. It affects them daily as well as in their education. They used to create a variety of writing errors when given any work, such as composing letters, essays, or other types of writing.

The errors made by students in their Kinyarwanda speaking and writing skills have inspired me to conduct research on the issue to see if a solution can be found. Apart from this, the following are questions that governed my research: What can be done to improve the effectiveness of teaching the Kinyarwanda language? How can students improve their Kinyarwanda language proficiency? How can students improve their ability to write in Kinyarwanda both in their academic work and daily lives?

Objectives

This study has the following objectives: To discover better methods of teaching Kinyarwanda writing and speaking; To find out the way of promoting students' writing skills in Kinyarwanda.

Theoretical Framework

This study guided by social constructivism theory. This theory was developed by Lev Vygotsky in 1968 as it is cited in Idaresit Akpan, V (2020). This theory stated that the frames through which people have experienced, interact, and comprehend existence are language and cultural backgrounds. In this theory, Vygotsky said that language and culture are crucial for the cognitive growth of people as well as how they view the world (Idaresit Akpan et al., 2020).

This implies that people communicate with one another in accordance with cultural norms and learn everything via the use of a language. According to this approach, students should pick up their native tongue through interaction with others both within and outside of the classroom.

Vygotsky also developed a sociocultural approach about a child development; he said that cognitive development occurs as a result of

social interactions. This theorist believed that language is created through socializing and is used for communication. He goes ahead by articulating that communication with the outer world and language go hand in hand (Bornstein, 2018). According to this method, students should acquire new languages through interpersonal and group interactions. This paper concentrates on a child's proficiency in terms of language skills, and when students are interacting with others in their mother tongue, they may develop robust vocabularies that will help them speak and write properly.

Language in General

God gave mankind the gift of language. Language separates humans from other animals. Man's greatest gift is language. The term "language" refers to a group of words linked together in phrases, but each word has a unique identity and meaning. The words are actually put together in unique ways to create a very methodical arrangement from which we can deduce the meaning. Language is a systematic behaviour, where certain orderings are recognized as having predetermined meanings. For instance, "The sun is shining" and "Is the sun shining" are not the same (Husain, 2015). Another scholar said that knowing a language means wanting to comprehend its formal and practical technicalities. A desire like this will inevitably lead to linguistics, which is just the study of language from a scientific perspective. Interestingly, linguistics would not have existed without the intense conversation about language (D & Alabi, 2021).

Language as Skill

According to Husain (2015), fundamentally, language is a talent. It is not a topic with a content-based focus like Science, Social Studies, Commerce, Mathematics, etc., whose goal is to disseminate knowledge and saturate the mind with information. Language naturally falls under the psychomotor field because it is a skill. The capacity to accomplish something well can be referred to as a skill. People use their acquired talents, such as swimming and playing, after they have learned them. Knowing about these things is a cognitive exercise, and utilizing or performing them is a talent (action).

Kinyarwanda Language

Kinyarwanda is cited as a key component of what it means to be "Rwandan-ness" in Rwanda today. All Rwandans, according to Rwandans, ought to speak Kinyarwanda. (Samuelson & Freedman, 2010)

As the national language and official language of Rwanda, Kinyarwanda is a formal and protected language. It is also the native language of all Banyarwanda (Niyomugabo, 2015). According to Khan (2014), both the mother language and the motherland are fictitious concepts. He also argued that the mother language is the language with which a person has the highest emotional relationship and the language that ensures all the cultural richness, whose extinction leads in the destruction of originality and creativity. Additionally, orientation in the cultural setting is made

using the mother tongue. This remark emphasizes the socio-cultural importance of language to humans when it is remembered that language and culture are intimately associated since language is a representation of the shared cultural experience of the members of the speech community who speak it (Orekan, 2011).

Teaching Students in Home Language

Various studies were carried out on the impact of teaching students in their home language. According to Professor Angelina Kioko (2015), learning doesn't start in a classroom. In the pupils' native tongue, learning begins at home. Although the start of school continues this learning, there are also substantial changes in the way that education is delivered. The research goes on by articulating that Learners are more likely to participate in the learning process when utilizing their native tongue. All educationalists advocate the interactive learner-centred method, which benefits in a setting where students are sufficiently fluent in the language of teaching. It enables students to generate and enthusiastically express new knowledge while also asking and answering questions. It boosts students' self-esteem and supports the affirmation of their cultural identities. This in turn has a favourable effect on how students perceive the value of education in their life. Moreover, mastering a first language and fundamental learning principles fosters general cognitive development, which is necessary to more quickly and readily pick up a second language (Pflepson, 2011).

Instead of teaching in English, the alphabet, pronunciation, vocabulary development, and pre-reading should all be done in Kinyarwanda. The letter names and sounds in the two languages are very dissimilar. Children's ability to recognize and decode words might be delayed or hampered by early exposure to both alphabets due to inadequate educational time and quality. In addition to formally teaching the alphabet, it should be encouraged to utilize Kinyarwanda for all teacher-student conversations, for storytelling and teacher read-aloud sessions, as well as for assignments involving the interpretation of images and symbols. To finally become literate, young children must first develop a vast vocabulary and a command of their mother tongue. The emphasis on a Kinyarwanda-rich curriculum will help children establish a solid basis for developing their reading skills (Revised et al., 2013).

Main Language Skills

The most challenging linguistic skill is writing. In comparison to other language skills, it is also regarded as the most difficult to learn. Thinking and creativity are always a part of the writing process. Furthermore, it is protected by stringent regulations. The key to producing quality writing is to master vocabulary and tenses (Fabiana Meijon Fadul, 2019). This researcher continued by saying that there are many variations between speaking and writing, and spoken and written languages differ obviously.

Speaking is typically spontaneous and quick, in contrast to writing, which is frequently pre-planned. When a learner is writing, there are a number of factors that must be taken into account. Since writing is a very complex language skill that calls for a high level of ability to express ideas, thoughts, feelings, and the like in order to generate acceptable written material, it appears that students give it the least attention of all the language abilities.

One can find treasure in writing. Being able to convey oneself well through writing is always advantageous. Your level of intellectual or expressive ability can be "hard copied" in your writing ability. In colleges and schools, the writing process is taught (Sadiku, 2015). According to also Sadiku (2015), all speaking is unique. This ability is just as crucial as the others. You only need to talk when you have words read to you, ideas written down, and thoughts heard. Your level of expressiveness will be determined by what you say. Public, friendly, and scholarly situations are just a few of the various masks that speaking can wear.

According to Husain (2015), language skills are classified into two parts: productive skills (active skills), which include speaking skills and writing skills, and receptive skills (passive skills), which include listening and reading skills. He went one clarifying that speaking and writing are referred to as "productive skills" since when being used, a learner or user is not just active but also generates sounds when speaking and symbols when writing (letters, etc.) In contrast, reading and listening are regarded as receptive abilities when it comes to writing because the learner is often passive and receives information through any of these methods. He put them into the table below (Husain, 2015, p.2).

Language skills	Oral	Written
Receptive	Listening	Reading
Productive	Speaking	Writing

Speaking gives the student the opportunity to learn how to communicate his own thoughts, feelings, and knowledge to others while also giving him the chance to hear their thoughts, feelings, and ideas. By acquiring these skills and knowledge, the student is better able to comprehend, assess, and interpret what is happening in the outside world (Darancik, 2018). Reading and writing are effective tools for both learning and communication. They give pupils the chance to broaden their vocabulary and language proficiency, better comprehend themselves and others, and enjoy and feel satisfied in their own lives. Speaking and listening help pupils explore ideas and concepts, as well as comprehend their experiences and knowledge (Minor & Marckwardt, 1969).

Research Methodology

Research Model

In this study, I used both qualitative and quantitative research methods, and the data that is the basis of the study was obtained by using a questionnaire and an interview to determine what hinders students from

having Kinyarwanda language proficiency. The study items have been chosen from questions created as a result of the goal of my study. In the questionnaire for Kinyarwanda secondary teachers, I used two types of questions, which are closed and open-ended, in order to get the needed information. With the intention of discovering more about the improvement of Kinyarwanda language skills, I conducted the interview using unstructured questions.

Participants

This study was carried out in two selected schools in Rukomo Sector in Gicumbi District. The population involved in this study, was all teachers of Kinyarwanda from the schools investigated and year three students from one schools. The total number of participants was 65. The school that was under investigation had 60 S3 students. Teachers of Kinyarwanda from those two schools were 5. One teacher has a bachelor's degree in Kinyarwanda education and the other has a diploma in English and Kinyarwanda education at School A. Three teachers at School B hold a Bachelor's degree and a Diploma. Two teachers hold bachelor's degrees in Kinyarwanda education, while one holds a diploma in English and Kinyarwanda education. These teachers were chosen because they taught Kinyarwanda as a subject in secondary schools and could provide accurate information about Kinyarwanda usage in their schools.

Sampling Techniques

I employed two sample strategies to conduct this investigation. Cluster sampling is the first method, and it is used for student participants. According to this method, the total population is separated into groups, or clusters, as part of the sampling procedure known as cluster sampling. Furthermore, using SRS, a sample of these clusters is chosen at random. The sample contains all observations in the chosen clusters (Legan & Vandeven, 2003).

Another technique is purposive sampling. The research said that purposive sampling is a means of means choosing a group of individuals because they exhibit certain characteristics that the investigator wants to investigate (Legan & Vandeven, 2003). It is the intentional selection of a participant made in light of the qualities the participant possess. It is a non-random technique that doesn't require underlying theories or a specific number of participants. To put it simply, the researcher decides what information is necessary and then searches for sources of that information who can and are willing to do so due to their knowledge or experience (Etikan, 2016). This technique is used in the selection of Kinyarwanda teachers.

Data Collection and Analysis

The data in my study were analysed quantitatively and qualitatively. Qualitative research is a way to investigate and comprehend the meaning that particular people or groups assign to a social or human issue while

quantitative research is a technique for putting theories that are based on facts to the test by looking at how different factors interact. For the purpose of employing statistical techniques to examine numeric data, these variables can be quantified, often using instruments (F., 1868). The quantitative data were analysed using tables. The questions in the questionnaire for teachers were set with the purpose of investigating how teachers can promote speaking and writing skills in Kinyarwanda. Questionnaire was composed by two types of questions which are closed and open ended questions. According to the questionnaire responses, teachers had different viewpoints on the use of Kinyarwanda in class discussions and how to improve students' language skills. Students' questions were only closed questions, and students provided the desired response. I also conducted the interview with 19 students from the 60 included in my study. This means that questionnaire was given to 41 year three students. All the data were gathered using a personal information form and questions that were designed continuously with the research goal, except for the data from the interviewed students. Before carrying out the study, the students agreed with the researcher to fill out the questionnaire by following the instructions of each asked question and give the thoughts that are very important to this research.

Findings and Discussion

In this section, there is a presentation of the targeted group (participants) and the results of the research findings after data analysis. Data analysed were given by 5 teachers of Kinyarwanda, 41 year three and 19 interviewed students. The following table indicates the number of teachers who are included in this study:

Table 1 Shows the number of Kinyarwanda teachers, their sex, and percentage.

Sex	Number of teachers	Percentage
Male	3	60%
Female	2	40%
Total	5	100%

According to this table, the number of teachers in Kinyarwanda is five: three of them are men and the two remaining ones are women. All teachers have participated in my study so it is the reason why the total percentage is hundred per cent.

Table 2 Number of students, their sex, and percentage

	Male given written questions	Female given written questions	Male interviewed	Female interviewed	Total students
Number of students	15	26	7	12	60
Percentage	25%	43,3%	11,6%	20%	100%

This table indicates the number of students questioned using both a questionnaire and an interview. All students are sixty, twenty-two males and thirty-eight females. Forty one have given written questions and the interviewed are nineteen.

Below are the questions that have been created to fit the purpose of the study. Participants have to rate each item using the following scale: 5- always, 4-often, 3-sometimes, 2-rarely, 1- never. The table below contains 6 questions concerned the use of Kinyarwanda language in schools.

Questionnaires

Table 3 This table indicates responses from students' questionnaire

Questions	N of students who chose 5 always	N of students who chose 4- often	N of students who chose 3- sometimes	N of students who chose 2- rarely	N of students who chose 1- never
1. You speak Kinyarwanda correctly in your everyday life.	0	2	27	12	0
2. Your Kinyarwanda teachers speak only Kinyarwanda when they teach Kinyarwanda subjects.	0	28	13	0	0
3. In classroom discussions, you only use Kinyarwanda when carrying out any given task related to it.	13	8	14	6	0
4. Students write Kinyarwanda correctly when there is a class assignment.	0	14	21	6	0
5. Students want to speak other languages than Kinyarwanda.	28	8	5	0	0
6. They neglect Kinyarwanda because it is the language spoken by everyone.	2	17	13	7	2

Different responses have been given by participants when questioned whether they utilize Kinyarwanda correctly in their daily lives. The two respondents, as shown in Table 3, claimed that they often use proper native language in daily interactions. Twenty-seven people have acknowledged using Kinyarwanda sometimes in daily life. According to twelve respondents, Kinyarwanda is seldom ever utilized in daily life. The 28 responders to the issue of whether or not Kinyarwanda teachers only speak Kinyarwanda when instructing students in the language answered that they frequently speak it when engaging in teaching and learning activities. The 13 survey participants occasionally use Kinyarwanda. In classroom discussions, the only thirteen respondents have said that they always use Kinyarwanda when they are doing assignment; eight respondents have argued that it is often used; fourteen have uttered that it is used sometimes; and six have said that it is rarely used in discussions. The fourth question was focused on writing skills; they have asked whether they write correctly Kinyarwanda in class assignment. 14 participants have said that they often write it correctly; 21 have said sometimes; and 6 have said that it is rarely written correctly. Students prefer to speak foreign languages to Kinyarwanda, as shown in the table above. Twenty-eight respondents have said that students like other languages besides

Kinyarwanda. This means that students do not like the mother tongue. Moreover, the responses to question six have indicated that most students hate Kinyarwanda because it is the language they were born with. The above questions were set with the purpose of knowing what makes students lack Kinyarwanda proficiency. The results have shown that students are not competent in their mother tongue.

Table4: The indicated questions in this table are related to the improvement of Kinyarwanda language proficiency and the ability to write in Kinyarwanda both in their academic work and daily lives.

Questions	N of students who chose 5 always	N of students who chose 4 often	N of students who chose 3 sometimes	N of students who chose 2 rarely	N of students who chose 1 never
7. How often do you wish to use the Kinyarwanda language in group discussions when you are dealing with Kinyarwanda subjects?	14	21	5	1	0
8. Students use grammar rules when they compose a letter or other form of writing.	11	17	12	1	0

This table demonstrates that when there are group discussions, many students want to speak Kinyarwanda. This is due to the fact that 21 respondents stated that they occasionally want to use Kinyarwanda, and seven of the fourteen respondents said that they always want to use it. The five respondents admitted that they hardly ever use Kinyarwanda for schoolwork. Different answers have been offered when asked about the application of grammatical rules when composing certain types of writing. The eleven respondents use proper grammar; seventeen participants said they frequently follow grammar rules when writing letters or other types of writing; twelve participants said they occasionally use grammar rules; and the final participant said they very infrequently use grammar rules when writing Kinyarwanda. Even though there are numerous challenges associated with using Kinyarwanda effectively, students are willing to do so. As stated above, I used a questionnaire and an interview. The targeted people were sixty students; forty-one students were given a questionnaire, and nineteen students were interviewed.

Interview

The interview is a valuable data collection method that involves verbal interaction between the investigator and the respondent (Nihir, 2009). Based on the definition, an interview is also a conversation carried out between the interviewer and the interviewee in order to attain the desired goal. In this study, I conducted unstructured interviews with nineteen senior three students. My research goal was to find out how to promote Kinyarwanda language skills and what should be done to overcome the challenges faced by Kinyarwanda language users. I have tried to ask one by one, and every interviewee has given the intended answers. Firstly, they

LANGUAGE TEACHING AND WRITING SKILLS

were asked the reason why Kinyarwanda is an undervalued language in their school. Some of them have declared that Kinyarwanda is the language they were born with and is spoken by all Rwandans, and they have articulated that they need to know the other language. After this response, they were reminded the roles of the native language, there is a research made on the importance of native home language, it argued that most children spend the majority of their time at home, it is important for them to establish strong roots in that language. Home language proficiency improves kids' comprehension of language use and can be applied to learning new languages (Years et al., n.d.). They were asked what should be the solution to the issue, and they said that teachers have to emphasize the use of Kinyarwanda by engaging students in dialogue and giving them more tasks that help them apply Kinyarwanda grammar rules and vocabulary correctly. The interviewee's responses were appropriate for the study's objectives.

Participants in the study included Kinyarwanda teachers. Five teachers were questioned, three men and two women, as shown in table 1. They merely completed the questionnaires. The teachers who taught the Kinyarwanda language were questioned, and various responses are listed in the table below.

Table 5 Questions require answering yes or no

Questions	Number teachers answered "Yes"	Number of teacher answered "No"	
1. Do you use only Kinyarwanda language only when you are teaching Kinyarwanda subject?	3	2	
2. Have you encountered any problems with students who don't have speaking and writing skills when teaching Kinyarwanda?	5	0	
3. Do learners have enough time to read Kinyarwanda textbooks?	0	5	
4. Do you have students with a lack of alphabet or cluster proficiency?	2	3	
Questions require to choose the corresponding letter			
	a	b	c
5.If the answer to question 2 is "yes," what should be the solution to this problem? (If it is "no," do not answer this question. a) To assign more tasks to students related to debate and others related to forms of writing. b) To go ahead with the teaching and learning activities.	5	0	0
6.If the answer to question 3 is "no," what is the reason among the following? (If it is "yes," do not waste your time answering this question.) a)Students don't have enough time to read text books for Kinyarwanda Subject and the school doesn't have enough textbooks b) The students like to read Kinyarwanda textbooks because they are written in their native language. c) They always feel comfortable when they are at school.	5	0	0
7. If the answer to question 4 is "a" as secondary Kinyarwanda teachers, what can be the cause of this issue among the	0	5	0

following: (Do as instructed on question 6) a) Most lower primary teachers teach Kinyarwanda correctly. b) The government of Rwanda prefers to promote other languages over Kinyarwanda because there is a shift from Kinyarwanda as a medium of instruction to English in lower primary. c) The students love their teachers.			
8. What is the impact of shifting from Kinyarwanda to English as a medium of instruction in lower primary schools? a) Some teachers teach all subjects in Kinyarwanda. b) The most emphasis is put on English rather than Kinyarwanda. c) The more likely subject is Kiswahili.	0	5	0

9. According to your experience in teaching, what should be done in order to promote speaking and writing skills in Kinyarwanda?

10. Kinyarwanda alphabets are taught in lower primary schools. As Kinyarwanda secondary school teachers, what can you do to help those students in secondary school with lower writing skills in Kinyarwanda?

Interpretations of Teachers’ Questionnaire

Nine questions were posed to the teachers; two were open-ended and the other seven were closed-ended. Some questions focus on the issues that prevent pupils from developing native-language speaking and writing abilities.

Do you use only Kinyarwanda language when you are teaching Kinyarwanda subject? To this question, teachers have provided a variety of responses. Only three of the teachers utilize Kinyarwanda when teaching Kinyarwanda; the other two are accustomed to using a diverse range of languages. According to results of this question, some teachers do not like to use Kinyarwanda only when they are teaching Kinyarwanda subject. It also indicates that Rwandan teachers do not value their native language.

Have you encountered any problems with some students who don’t have speaking and writing skills when teaching Kinyarwanda? Teachers have said that there are students who do not have those two language skills. According to Husain (2015), he suggested that speaking and writing skills are productive skills (active skills). Based on his research, it is a serious problem since native language speakers are required to be fluent in their native tongue; regrettably, Kinyarwanda speakers are more interested in learning foreign languages than Kinyarwanda.

Teachers have stated that despite students' lack of interest in the topic, there are still limited learning resources available, including textbooks and other storybooks written in the mother tongue, Kinyarwanda. Since some of them lack fluency with the alphabet from lower primary schools, they continue to lack this skill. In accordance with the responses to the questions, teachers should give their students extra assignments to improve their level of Kinyarwanda speaking and writing. Since the government of Rwanda switched from using Kinyarwanda to English as the instruction language in lower elementary schools, teachers have stated that English has got substantial attention than Kinyarwanda.

According to your experience in teaching, what should be done in order to promote speaking and writing skills in Kinyarwanda language? Several answers to this question were suggested. Respondents indicated that language proficiency is important for learners to have, particularly speaking and writing abilities because they enable them to utilize language actively. They claimed that teachers should motivate students to continue learning their native tongue as well as other languages. They went on to add that students need more speaking and writing contests at the national, sectorial, and school levels. Their level of speaking and learning will rise due to intense competition.

Kinyarwanda alphabets are taught in lower primary schools. As Kinyarwanda secondary school teachers, what can you do to help those students in secondary school with lower writing skills in Kinyarwanda? The suggestions made by Revised, T. H. E., Pre, and Curriculum, P. (2013), which stated that in addition to formally teaching the alphabet, it should be encouraged to use Kinyarwanda for all teacher-student conversations, for storytelling, and for teacher read-aloud sessions, have received the most support from teachers. By reading texts and summarizing them, teachers of Kinyarwanda subjects should assist their students in improving their knowledge of the alphabet, particularly clusters. Teachers will assist students in filling in any gaps through this task.

Conclusion and Recommendations

Teachers asserted that additional tasks should be given to students that specifically target their Kinyarwanda speaking and writing abilities in light of the survey's goal of learning new ways to teach the language and improve students' writing abilities. This method is just one of many that should be utilized to help students improve their proficiency in their native language and become accustomed to applying Kinyarwanda grammar rules in any type of writing. According to the results of the teachers' questionnaire, some teachers are required to teach this subject entirely in Kinyarwanda. While conducting teaching activities, they do not wish to speak Kinyarwanda. Teachers can also encourage students to organize class discussions so that they can develop their speaking abilities and vocabulary. The best way for students to master their native tongue is to participate in speaking and writing competitions at all levels in Kinyarwanda.

Since the responses demonstrated that students can learn language through social interactions, as proposed by Vygotsky in his social constructivism theory, the study's findings fulfilled the expectations of the body of existing literature. Additionally, when students compete against students from other schools, they are engaging in knowledge transfer.

Some suggested approaches for teaching Kinyarwanda language skills and boosting students' writing abilities were revealed by this study, however they are not entirely supported. This is the reason I wholeheartedly encourage everyone to keep looking into the best practices for teaching

our native language and how Rwandan students may raise the level of correctly applying Kinyarwanda vocabularies when speaking and writing.

Recommendations

In Rwanda, we have Kinyarwanda as mother tongue, first language, and official language. As it was investigated by scholars, Kinyarwanda is spoken by the vast majority of people in Rwanda, country. Kirundi is spoken by the vast majority of people in Burundi, and Seswati is spoken by the vast majority of people in Swaziland. Somalia is the only country in Africa where nearly everyone speaks Somali as their mother tongue (Pap, 1990).

Based on this research, Rwanda is an endoglossic nation where it is required that language users preserve their native language. If this does not take place, sovereignty of language and culture will be lost because they are intertwined. Every concern is urged to place an emphasis on effective mother tongue communication with appropriate vocabulary. In order to stop the destruction of Kinyarwanda, they should also establish Kinyarwanda clubs in the educational institutions where they work. I also urge the Rwandan government to keep exploring the possibility of shifting back to teaching lower primary classes in Kinyarwanda.

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