

Practices Leading to Improved Teacher-Learners’ Classroom Interactions Through English in Lower Primary Levels; *Case of Endoglossic Country, Rwanda*

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Abstract

This study aimed to investigate limitations of strategies employed in teacher-learners classroom interactions and propose suitable practices to improve teacher-learners ‘classroom interactions through English in lower primary. The mixed method has been used with a sequential exploratory research design. The sample of 97 respondents including 91 teachers and 6 head teachers were randomly selected from 117 primary schools of Musanze District. Qualitative data were gained during semi-structured interviews’ sessions with teachers and school head teachers. Quantitative data were acquired from the written questionnaire administrated and filled by teachers. Thematic analysis helped to treat qualitative data while descriptive statistical analysis by cross tabulation has been utilized in quantitative data analysis. Findings revealed that strategies employed in teacher-learners classroom interactions present some limitations that hinder the effective teaching and learning through English. Therefore, various practices were proposed to various stakeholders in education to mitigate detected gaps. Some of them were: (1) Include special preparatory periods of learning English in pre- school studies to help learners to start primary school with sufficient knowledge that would help learners to learn effectively through English . (2) To improve the methodology employed for pre and in- service teachers’ trainings on English language.(3) Sensitization on the use of English language in real life, specifically at households. (4) Expand partnership between Rwandan schools and foreign English speaker schools for peer learning. The study suggested collaboration and cooperation of all stakeholders in the implementation of the proposed practices.

Keywords: Pedagogical Practices, Classroom Interactions, Endoglossic Country, Rwanda