



Effectiveness of modern teaching methods on students' English performance in secondary schools in Burera District, Rwanda

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ABSTRACT

This study investigated the effectiveness of modern methods of teaching the English language on students' performance in secondary schools within Burera district. Anchored in Vygotsky's Sociocultural Theory, it adopts a mixed-methods approach. This study employed a descriptive survey, integrating both qualitative and quantitative approaches. A systematically selected sample of 368 respondents was drawn from 4561 individuals, including 3788 students, 424 teachers and 349 school staff from 86 secondary schools. Data were gathered through questionnaires aligned with the research questions. The quantitative data were processed using the Statistical Package for Social Sciences (SPSS), involving editing, coding, summarising, and analysis through descriptive statistics. Qualitative data were analysed thematically and presented narratively. The findings revealed that communicative strategies such as language games, role plays, discussion, and the development of grammatical communicative competence within communicative contexts significantly enhance students' English performance in secondary schools. Moreover, it was found that Computer-Assisted Language Learning (CALL) enables the teachers to use poems, chants, stories, drama and games, and pictures to effectively teach English to enhance students' performance. Based on these results, it is recommended that schools establish and sustain the effective application of communicative teaching and learning and computer-assisted language learning, which will improve students' English fluency, proficiency and performance on the whole.

Keywords: English, Modern Standard Teaching Methods, Secondary Schools, Students' Performance

I. INTRODUCTION

Proficiency in English has increasingly become vital for people to thrive in today's globalized world where English serves as lingua-franca in many life domains. As Ali (2022) notes, learning English is essential for accessing new knowledge and opportunities in a global context. Over time, various methods have been used in teaching English, including the Direct Method, Grammar Translation Method, Computer-Assisted Language Learning (CALL) and the Communicative Approach (Sugano & Mamolo, 2021). In Rwanda, English language instruction has evolved significantly from the Grammar Translation Method which emphasized the introducing of grammar rules, written exercises, and a bilingual vocabulary list (Hillman, 2018). Instruction relied on demonstration, objects, pictures, and association of ideas with abstract vocabulary with concrete ideas. With this method, British educators prioritised speech, listening comprehension, correct pronunciation, and grammatical accuracy. Elements of this method remain in use today, particularly in nursery schools where English is taught through visual aids and demonstrations (Almekhlafi, 2022).

In the late 1970s, Communicative Language Teaching (CLT) was originally developed in England and was later extended to additional English speaking nations. Many Asian countries modified their teaching strategies and attitudes

as English gained importance in the global community to address the English language concerns more directly, increase awareness among native English speakers in the classroom, and improve students' speaking abilities and performance (Chien, 2010). The Grammar Translation Method (GTM), Direct Method (DM), Audio-Lingual Method (ALM), Silent Way (SW), and Computer Assisted Language Learning (CALL) were among the methods that were introduced over the past few decades but later became outdated because they were unable to meet the needs of learners (Qing-xue & Jin-fang, 2007). The CLT approach is not considered an effortless one despite challenges that face the learners. One of the reasons is that CLT requires a lot of practice and hard work for teachers and learners (Agbatogun, 2014). The next method which was introduced in Rwanda was the communicative approach which emphasized the teaching of language through the four language modes.

In Rwanda, concerns over declining student performance in English prompted some educators to develop the Integrated English textbook. Grounded in Communicative Approach, this textbook emphasizes learner-centered learning through group discussion, pair works, and integrated exercises (Harmer, 2020). The emergence of Computer-Assisted Language Learning (CALL) reflects a shift among educators and linguists dissatisfied with traditional language teaching methods (Almekhlafi, 2016). Despite various pedagogical innovations, many students remain passive in their speaking ability. Consequently, the integration of Computer-Assisted Language Learning (CALL) is anticipated to improve students' language learning, particularly in developing speaking proficiency (Agbatogun, 2014; Tran et al., 2024; Bhatti et al., 2025, Eragamreddy, 2024). Computer-Assisted Language Learning (CALL) through information and communication technology are expected to help motivate students, develop their knowledge, and attract the attention of each student. Then, when the teacher gives a difficult task, students will find it easier to do it and student participation will reach a higher level when technology is used as part of the learning process. According to Ngoc (2023) teachers should apply the appropriate approaches and strategies if they want their students to be able to use the language. As a result, teachers must choose effective teaching methodologies for foreign language learners in order for students' future output to be of higher quality. Because there are many aspects to consider when teaching English to students in secondary schools in Rwandan in order to create an effective teaching-learning process.

Communicative and computer assisted technologies integrate the grammar translation, reading, audiovisual and audio-lingual method in an attempt to make communication in the target language as easy as possible (Ngubane et al., 2020). Richards and Rodgers (2001) suggest that to improve learners' speaking ability communicative language teaching approach (CLT) and CALL can be used. According to Humaera (2015), inhibition is condition in which someone or students are losing face, worry about making mistakes and afraid of the attention that their speech attraction. According to El-Ghonaimy (2015) expressed that lack of topical knowledge, sometimes when the teacher asks the students to speak, they cannot say anything, low participants of the students, personality of the students Albiladi (2019) state that mother tongue use, the mother tongue use is so influence to the students speaking skill.

Many studies had been conducted to discuss computer-assisted language learning application in teaching English in schools. For example, Reinders and Chong (2024) posit that the use of Computer assisted language learning is increasingly growing among the new methodologies in the pedagogy of English language. A study by Chiu et al. (2007) discussed the application of a novel computer-assisted language learning application called Automatic Speech Recognition (ASR) to help the students engage in meaningful speech interactions and debate activities. His findings revealed that this language teaching approach permits the students to have high performance in speaking, writing and reading English.

El-Ghonaimy (2015) found that integrating CALL is the best English teaching method for improving the students' speaking proficiency and performance. Uwizeyimana (2018) carried out an investigation on the effect of the application of CALL in enhancing English proficiency in schools in Rwanda. His study noticed that the focused group improved their English language proficiency more than those in the control group. Consequently, EFL learners need to be provided with effective techniques and tools to improve their oral competencies and to create a relaxed atmosphere when they can use language.

1.1 Statement of the Problem

Students' poor performance in English language has been and is still a worrying issue that needs be examined without scant attention. While Teaching English to young learners presents several challenges that impact global perspectives and local realities, Copland et al. (2014) found out that the students are continuing to perform poorly in English language. Second-language learners often struggle to understand texts due to insufficient fluency and a restricted range of vocabulary. In Rwanda, English is a language that helps its citizen to integrate and connect regionally and internationally, with diverse parts of the globe not only for communication technology (ICT), but also education, business, tourism, among other things. However, the performance of secondary students in that language still poses unsolved questions. Inherently, students do not speak English at the expected level, and their language proficiency remains poor in secondary schools (Ministry of Education [MINEDUC], 2022). Therefore, this study sought to investigate the effectiveness of Communicative Language Teaching method (CTL) and Computer-Assisted Language

Learning (CALL) on students' English performance in secondary schools in Rwanda with particular interest in schools of Burera District. The study was guided by the following question: "Are Communicative Language and Computer-Assisted Language Learning used as modern English methods to improve students' speaking skills in secondary schools within Burera District?"

1.2 Research objectives

- i. To evaluate the impact of communicative Language teaching methods on the students' English performance in secondary schools within Burera District.
- ii. To examine the influence of computer-assisted Language Learning (CALL) on students' English performance in secondary schools within Burera District.

II. LITERATURE REVIEW

2.1 Theoretical Review

2.1.1 Vygotsky's Sociocultural Theory (1978)

A theoretical framework for this study posits that modern, learner-centered methods (independent variable: e.g., task-based instruction, CLT activities, cooperative learning, flipped classroom, project-based learning/PBL) mediate learning processes (engagement, opportunities for output, peer/scaffolded support) which in turn improve English performance outcomes (dependent variable: test scores, speaking ratings, pass rates). Contextual moderators include teacher training, resources/ICT access, class size, and language background.

The theoretical foundation for modern, learner-centered English teaching is rooted in sociocultural and constructivist theories which foreground social interaction and active meaning-making (Vygotsky, 1978). Communicative Language Teaching (CLT) and Task-Based Language Teaching operationalize these ideas by centering real communicative tasks and interaction in the classroom (Canale & Swain, 1980; Richards & Rodgers, 2001). Empirical studies report positive effects of CLT, TBLT, cooperative learning, and flipped-classroom strategies on learners' engagement, speaking ability and perceived academic performance, although results depend on teacher preparation and resource availability (Barungi et al., 2024; East, 2015; Baingana, 2024). These findings motivate a focused, district-level study in Burera to determine whether and how modern methods affect standardized English outcomes when contextual moderators (teacher training, ICT access, class size) are measured, and implementation fidelity is documented.

2.2 Empirical Review

This section presents the literature review related to effect of communicative language and Computer-assisted Language Learning on students' performance in English in secondary schools.

2.2.1 The Impact of Communicative Language Teaching on students' English performance

Communicative Language Teaching (CLT) is a teaching method of 21st century which unquestionably takes a very important place, if not central place in many African countries' curriculum for secondary schools and high learning institutions (Kasumi, 2015). The essence of CLT is the commitment of the students in communication to allow them to develop their communicative competence. The elaboration of what is known as CLT can be traced to concurrent 20th-century developments in linguistic theory and language learning curriculum design both in Europe and in North America (Savignon, 2007). A good curriculum is generally a system highly dependent on the environment which embodies and consists of completely different elements, such as teacher training, qualification standards, political expectations and traditions (Ministry of Education, Science, Technology and Innovation [MESTI], 2021). In Malaysia, English teaching curriculum strongly emphasizes the CLT and Task - Based Learning (TBL) to which relate to the (laissez-faire) curriculum, where the student is independent to communicate and to optimize the topic or situation to talk about. This approach aligns with critical curriculum theory, which emphasizes learning language not merely for academic achievements, but for practical, real-world application in everyday contexts, such as airports, restaurants, shops, streets, churches and any other places out of the school compound (Melviza, 2017).

In Africa, the introduction of CLT in teaching approach in secondary schools aims to improve students' performance in English listening, reading and speaking, while promoting communicative competence as a core teaching objective (Mutolwa & Mwanza, 2025). Indeed, English as a target language is a tool for communication in the classroom in many African countries in Africa, including Ghana, South Africa, Zambia, Kenya, Uganda and Rwanda (Ngubane et al., 2020). A function may have different linguistic forms. Since the focus of the course is the real use of language in all school activities to improve the students' performance in English. In Africa, the introduction of CLT in teaching approach in secondary schools aims to improve students' performance in English listening, reading and speaking, while

promoting communicative competence as a core teaching objective (Mutolwa & Mwanza, 2025). . In Rwanda, the CLT method has been implemented since 2010 and even a little earlier for some stages. Currently, the teachers of English focus more on communication skills, cooperation, and group work activities to allow their students to overcome the obstacle they encounter while talking (Republic of Rwanda, Ministry of Education, 2020). Furthermore, priority is given to speaking skills through listening, reading, and writing practices in the target language. Thus, to encourage students to be familiar with English teachers do not allow students to speak in their first language (Bazimaziki, et al, 2019). This will develop learners' target language competency and encourage them to speak the language creatively and perform well English.

2.2.2 Influence of Computer-Assisted Language Learning (CALL) on Students' Performance in English

Computer-assisted Language Learning is gaining more polarity in language learning and teaching (Dwivedi & Seema, 2022). It is a teaching and learning method that depends on the use of computers and electronic devices such as the Internet to present, reinforce, and assess the English or other subject to be learned (Nezhad-Arani, 2018). Sukmara et al. (2025) defined CALL as "any visual, audio, text, or graphic format associated with the conveyance of information via technology). Albiladi (2019) states that teaching English in English as Foreign Language (EFL) countries is a challenging task, especially the teaching of pronunciation, speaking and reading because of lack of interaction with target language and lack of motivation. In Indonesia, many English teachers use computer devices to aid their students' language instruction in school and enable them to perform well in all four English skills (Reading, writing, speaking and listening) (Kisno, 2024). In Kenya, many teachers use computer devices to aid their students to perform well in English (Rashid et al., 2010).

In Democratic Republic of Congo, a PowerPoint presentation is one of the most common computer-assisted language learning methods. Both teachers and students are enthusiastic about language learning in the classroom using laptops, smart boards, the internet, and other technology to practice discussions, playing games, singing songs, oral reporting, role playing, small group discussions, giving speeches, news reading, poetry reading and debates (Kasanga, 2022). With regard to the learners' improvement of their English-speaking proficiency, another method that East (2015) puts up is using the storytelling wherein language learners are exposed to new vocabulary, real context expressions and pronunciation to be used in oral production, to do so, application of computer assisted approach (British e-dictionary) to enhance English pronunciation can help learners to know how a given word is pronounced correctly.

In many secondary schools in Rwanda, technologies and modern teaching mechanisms were fostered since 2015. Due to the efficiency and effectiveness provided by modern technologies, especially in teaching language, dynamic and self-motivated learning can be encouraged (Majaliwa et al., 2024). Many language learners in the age of globalization focus their studies on connecting with foreigners in English so that they can be integrated into the world as universal citizens which as real case of globalization many Rwandese are facing (Kral, 2022).

In general, attention to the use of digital tools in L2 learning is still beneficial in the digital era (Zhang et al., 2021). Modern teaching techniques and language pedagogy emphasize an immersive setting or a more active training method in which students can use English as a real-life communication tool rather than learning for the sake of passing an exam which indicate their proficiency and performance in English (Chien, 2010). Importantly, CALL can be utilized with a number of tools and applications to educate and acquire vocabulary, pronunciation, listening skills, writing abilities, and even reading skills in English in Rwanda as suggested by MINEDUC through Rwanda Education Board.

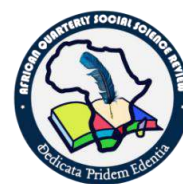
III. METHODOLOGY

3.1 Research Design

This study employed a descriptive survey, integrating both qualitative and quantitative approaches to investigate the effectiveness of modern standard methods of teaching English on students' performance in English in secondary schools across Burera district., A cross-sectional survey was utilized to capture the attitudes, opinions, and as experiences of teachers, students and head teachers. This design was deemed appropriate as it allowed the collection of extensive data at a single point in time, offering efficiency and cost-effectiveness (Lodico, et al, 2020). Moreover, the cross-sectional approach was appropriate for gathering information from a diverse population segment within a short timeframe, allowing for generalization of the findings to the broader study population.

3.2 Research Setting

The research was conducted in several secondary schools situated in Burera District, a region in Northern Province of Rwanda. This setting was chosen based on its socio-cultural and linguistic context, providing a valuable insight into second language learning and communicative competences of learners. The selection of schools is based on their accessibility, willingness to participate in the study, and their relevance to the study objectives.



3.3 Research Population

Willie (2024) defines the target population as the particular group of individuals from whom a researcher plans to gather data for a study. This research targeted a population from 86 secondary schools in Burera District, consisting of school staff, students, and teachers.

3.4 Sample Size

Creswell (2009) states that sample size denotes the quantity of individuals or observations selected for participation in a study or experiment. It is a statistical subset drawn from the larger population to serve as its representation. Using systematic random sampling, the sample size was determined from 3788 students, 424 teachers and 349 school staff. Applying the Slovin’s formula at a confidence interval of 95% and margin of error of 5% or 0.05, the sample was determined as follows:

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

$$n = \frac{4561}{1 + 4561(0.05^2)}$$

$$n = \frac{4561}{1 + 4561(0.0025)}$$

$$n = 367.82 \approx 368$$

Considering different categories of the target population, the researcher uses the stratified, quota and purposive sampling techniques to get different elements of the sample. According to Creswell (2009), if a population from which a sample is to be drawn does not constitute a homogeneous group, stratified sampling technique is generally applied to obtain a representative sample, and then the selection of items from each stratum is made to constitute the sample. Thus, after the researchers determined the categories and number of individuals from each category, the elements from stratum 1 of school leaders were determined using proportional allocation. This group was chosen because it represents a significant portion of respondents with similar characteristics from whom qualitative data had been collected. Under the proportion allocation, the sizes of the sample from strata are kept to the size of the strata using the following formula:

$$n_1 = \frac{n * P_1}{N}$$

n_1 represents the sample size for stratum one; n represents the total sample size; P_1 represents the proportion of population in stratum one; and N represents the total population. Therefore, sample size for students is shown and presented in table 1 as follows:

Table 1
Respondents Sampling Selection Breakdown

Category of population	Number	Ratio calculation	Sample ratio	Sample calculation	Sample size
School leaders	349	349/4561	0.0765	0.0765 *368	28
Teachers	424	424/4561	0.0929	0.0929*368	34
Students	3788	3788/4561	0.8305	0.8305*368	306
Total	4561				368

The researcher dealt with 28 school leaders, 34 teaching staff (teachers) and 306 students. The size of sample for each category of school staff was obtained using proportion of population in each stratum.

Table 2
Respondents Sampling Selection Breakdown

Respondents	Targeted population			Sampling	Research tools
	Population		Sample size		
School staff	Head teachers	86	7	Purposive sampling techniques	Interview
	Director of studies	86	7		
	Matron	53	4		
	Patron	38	3		
	Accountants	86	7		
S. total		349	28		
Teachers		424	34	Simple random	Questionnaire
Students		3788	306	Simple random	Questionnaire
Total		4561	368		



3.5 Research Instruments and Data Collection

Data was collected using a structured questionnaire through direct interview. The researchers used face-to-face semi-structured interviews to explore 28 school staff viewpoints and opinions about the theme. Questionnaires were given to 34 teachers and 306 students. Findings obtained supplemented information from interviews and documentary reviews. The researchers reviewed a range of documents such as Rwanda Education Board (REB) documents, school enrolment records, schools ‘code of conduct, school’s black books, letters from student suggestion boxes, newspapers and district reports. These sources were analyzed to gather information pertinent to the study, particularly related to the impact of modern technologies on the students’ English performance in secondary schools across Rwanda.

3.6 Data Presentation and Analysis

The present study applied quantitative analysis employing statistical analysis using IBM SPSS statistics version 20.0 to evaluate data. Quantitative data collected using questionnaires were analyzed using SPSS with descriptive statistics. Additionally, the researchers used frequencies, percentages and mean values to interpret the quantitative data. Qualitative data obtained through interview was handled using narrative analysis.

The data collected on the effectiveness of Communicative Language Teaching and Computer-Assisted Language Learning on students’ performance in English in secondary schools were edited, coded, and summarized. Quantitative analysis was conducted through a series of stages, including data assembly, comparison, interpretation and reporting of findings. The quantitative data were presented in the form of tables and mean score using Statistical Package for Social Science (SPSS) and presented in tables. The respondents’ data was analyzed, and results are tabulated. Frequencies and percentages as well as mean scores were calculated for analyses. Qualitative data was presented in form of notes, word for word transcripts, single words, brief phrases and full paragraphs. Data was interpreted by content analysis composing explanations and substantiating them using the respondents’ open responses. The study was approved by the district and permission was obtained from each involved secondary school in Burera District.

IV. FINDINGS & DISCUSSION

4.1 Findings

4.1.1 Response Rate

Participants in this study included 368 secondary school students, teachers, and leaders from Burera District, Rwanda. These respondents answered questions aimed at evaluating the effectiveness of modern teaching methods on students’ performance in English. Their responses provided valuable insights into various aspects of students’ achievement in the English language. The findings are organized according to the study’s objectives, with the research questions addressed and answered accordingly.

4.1.2 Influence of Communicative Language Teaching methods on the students’ English performance in secondary schools within Burera District.

To investigate the impact of Communicative Language Teaching methods on students’ English performance in secondary schools in Burera District, the following research question was formulated: ‘What is the effect of Communicative Language Teaching methods on students’ English performance in these schools?’ The findings are summarized in the table below.

Table 3
Influence of Communicative Language Teaching Methods on the Students’ English Performance

Statements	Agreement		Disagreement		Mean Value
	F	%	F	%	
Language game improves students’ English performance	300	88.2	40	11.8	3.79
Role plays improve the students’ English performance	302	88.8	38	11.2	3.81
Discussion as the communicative teaching activities leads to high students’ English performance	330	97.0	10	3.0	3.97
Informative gap activities improve the students’ English performance	331	97.3	9	2.7	3.98
Interactivity through a language lead to the students’ English performance	288	84.7	62	15.7	3.66
The grammatical communicative competence teaching improves the students’ English performance	329	96.7	11	2.3	3.95
Sociolinguistic communicative competence increases the students’ English performance	271	79.7	69	20.3	3.49
Average mean					3.807



In the above table, it is important to consider Agreement as (strongly Agree & Agree), Disagreement as (Disagree & Strongly Disagree), F= Frequency and % = Percent.

Table 3 shows that most of respondents strongly agreed that Communicative Language Teaching methods improves the students’ English performance in secondary schools in Burera District as it was shown by the average mean ($\mu=3.807$) tends towards maximum value 4 (Strongly agree). The survey revealed that 88.2% respondents agree that using language game as the Communicative Language Teaching strategy enhances students’ English performance. Similarly, 88.8% teachers and students strongly agreed that role plays improve the students’ English performance. In the same manner, a bigger portion of respondents strongly agreed that Discussion (97.0%), informative gap activities (97.3%) and grammatical communicative competence as the communicative teaching activities lead to high students’ English performance in secondary schools in Burera District. Finally, the majority (84.7%) strongly agreed that Interactivity through a language lead to the students’ English performance while 79.7% agreed that sociolinguistic communicative competence increase the students’ English performance. Basing on the findings in table 3, the overall decision is that majority of respondents strongly agreed that language game, role plays, Discussion, Informative gap activities and grammatical communicative competence enable the students to be establish a meaningful interactivity through a language and carefully about the language they hear which improve their competencies in English pronunciation, vocabulary, grammar, fluency and English comprehension as the indicators of students’ English performance. This finding agrees with previous research (Ngoc, 2023; Wulandari et al. 2019; Sukmara et al., 2025; Jayesh & Singh, 2023).

Findings from interview revealed that CLT method encourages more communication skills, cooperation, and group work activities to allow their students to overcome the obstacles they encounter while talking. One key informant added that CLT gives priority to speaking skills through listening, reading, and writing practices in English which is needed for the students in our secondary schools. One head teacher argued that CLT helps to avoid students’ use of their mother tongue in classrooms which will develop learners’ English language competency and encourage them to speak the language creatively. In contrast, when learners are allowed to use their mother tongue in EFL, they produce more coherent and imaginative English outputs (Jayesh & Signh, 2023; Vu et al., 2023).

4.1.3 Influence of computer-assisted Language Learning on students’ English performance in secondary schools in Burera District

To investigate the effect of Computer-Assisted Language Learning on students’ English performance in secondary schools across Burera District, the following research question was formulated: “What is the impact of Computer-Assisted Language Learning on students’ English performance in these schools?” The findings are presented on the table below.

Table 4
Influence of Computer-Assisted Language Learning on Students’ English Performance

Statements	Agreement		Disagreement		Mean Value
	F	%	F	%	
Computer assisted language learning facilitates better knowledge retention in the English subject	292	85.8	52	14.2	3.71
It helps the students to find appropriate word sounds, phonology and performing well in English	340	100.0	0	0.0	4.00
It attracts active participation of students in the English subject’s classes and therefore improves learner’s performance in the subject	189	55.5	151	44.5	2.71
It enables practice of collaboration skills and improves on the learners’ academic performance in the English subject	110	32.3	230	67.7	1.99
It helps the students to correct pronunciation errors and mistakes and improve performance	337	99.1	4	0.9	3.99
CALL enables the teachers to use Poems, Chants, Stories, Drama and Games, pictures to effectively teacher English to enhance students’ performance	340	100.0	0	0.0	4.00

Referring to table 4, all respondents (100%) unanimously agreed that CALL supports the students in identifying appropriate word sounds, phonology and performing well in English. The same percentage of respondents knew that CALL enables the teachers to use Poems, Chants, Stories, Drama and Games, pictures to effectively teacher English to enhance students’ performance. The survey showed that a big portion of respondents (99.1%) strongly agreed that CALL enables practice of collaboration skills and improve on the learners’ academic performance in the English subject while few respondents (55.5%) agreed that CALL attracts active participation of students in the English subject’s classes and therefore improve learner’s performance in the subject. Nevertheless, 67.6% respondents disagreed that CALL enables



practice of collaboration skills and improve learners’ academic performance in English subject. Basing on the general findings on the second objective, it is noticeable that computer-assisted Language Learning enhanced students’ English performance in secondary schools within Burera District, this is evidenced by the overall mean value ($\mu=3.40$) indicated that respondents agreed to the statement.

The quantitative data are in line with the interview results. The school leaders confirmed that they have observed noticeable improvements in their students’ English proficiency following the integration of CALL in the classroom. One head of academic affairs stated that using audio-visual aids and Internet to present and learn English, the students at my school became more active and engaged in conversations on purpose, they are motivated and focused and demonstrated a positive reaction towards the used tools. Therefore, it should be concluded that students must practice listening to imitate the language in order to build speaking abilities. One of Head teacher in another school noted that CALL provide a variety of listening options and speaking proficiency in English. A key informant (Matron) clearly argued that girl students at my school through use of computer communicate effectively with other students to share homework, discuss the English topics, having oral expressiveness which is significantly linked to listening, writing, speaking and reading English.

Other key informants share the views and perceptions that their students learnt more about how to participate, communicate, and interact with one another in English by using computer resources such as headphones, speakers, and data-shows to effectively capture all four English skills and in educational settings, educators frequently employ technologies to enhance the learning process and make student activities more accessible. Using computer to display Pictures, songs, games and movies for instance, allow students to elaborate on their ideas or narratives by deriving inspiration from images, movies, songs and expressing themselves in their unique language and preferred style. All respondents confirmed that incorporating CALL is effective in enhancing students' speaking skills and performance. The Head of Studies explained that

“Using computer and internet as CALL tools, pictures, movies, songs are displayed, and this stimulates learners' attention, retention, helping build mental concepts that can later be expressed verbally which is crucial for improving spoken English, especially when learners are prompted to provide verbal comments about the pictures, movies, songs and others” (L. Hakizimana, personal interview, May 15, 2025, 10:00 a.m.)

Table 5

Modern Teaching Methods and Students’ Performance in English Subject in Secondary Schools in Burera District, Rwanda

Model	R	R Square	Adjusted R Square	β	p-value
1	.892 ^a	.798	.795	.337	.027

Predictor: Modern teaching methods **criterion:** Students’ performance in English

Table 5, the Model shows that 79.8% of variation in student performance is explained by Modern teaching methods ($R=.798$). It also shows a significant relationship between modern teaching methods and students’ performance in English subject in secondary schools in Burera district, Rwanda ($\beta= .337, p= .027 < .05$). These results mean that a one- unit increment in modern teaching methods will result in .317 units of increase in students’ performance in English. Based on his, the researchers confirm that the study purpose was achieved, as modern teaching methods affect positively the students’ performance in English subject.

4.2 Discussion

The results in this study were discussed in this section based on both research objectives and research questions. In this section, the primary findings are examined in connection to the literature and research done previously. The study survey revealed that 88.2% respondents agreed that Language game as the communicative language teaching mechanism improves students’ English performance. The findings collaborate with the literature that language game is an enjoyable activity that make students enjoy learning valuable communicative practice in English to improve their retention, knowledge and performance (Freemanin, 2017). The results also revealed that 88.8% respondents (teachers and students) strongly agreed that role plays improve the students’ English performance. This is supported by Kasumi (2015) and Wulandari et al. (2019) who say that role play gives learners practice to speak in the target language before they apply it in a real environment.

Role play is an essential communicative technique which develops fluency, promotes interaction in the classroom and increases motivation to perform better in English. Furthermore, respondents strongly agreed that discussion (97.0%), informative gap activities (97.3%) and grammatical communicative competence as the communicative teaching activities lead to high students’ English performance in secondary schools in Burera District. The above findings collaborate Savignon’s (2007) views that Discussion, Informative gap activities and grammatical communicative competence enable the students to be carefully about the language they hear to improve their

competencies in pronunciation, vocabulary and grammar acquisition in English. The present study shows both students and teachers' positive perceptions of using CALL as a learning or teaching tool to improve English language speaking abilities and performance in secondary schools within Burera District. CALL application has been an essential ingredient in today's English-speaking related activities. The study results revealed that CALL helps the students to find appropriate word sounds, phonology and performing well in English. These findings are supported by Agbatogun (2014) that CALL helps the students to correct pronunciation errors by their own to enhance speaking skills and their performance.

All teacher and student respondents strongly agreed that CALL enables the teachers to use Poems, Chants, Stories, Drama and Games, pictures to effectively teach English to enhance students' performance. These findings are supported by Kisno (2024) who stated that CALL enables the teachers to use media such as poems, chants, stories, drama, games, pictures, movies and Total Physical Response (TPR) activities to enhance English speaking skills among the learners. To this research, these media can be used to teach language and enhance the students' English interlanguage for more language performance in primary, secondary and high learning institutions. The survey study showed that a big portion of respondents (99.1%) strongly agreed that CALL enables practice of collaboration skills and improve on the learners' academic performance in the English subject. The findings are consistent with previous studies that Computer-Assisted Language Learning (CALL) through information and communication technology are expected to help motivate students, develop their knowledge, and attract the attention of each student and collaborative attitudes and high performance (Nezhad-Arani, 2018). However, using CALL that allows students to participate in oral-gap exercises and role-plays outside of the classroom and with or without the participation of the teacher is a potential solution to the lack of classroom speaking practice (Almekhlafi, 2022).

V. CONCLUSION & RECOMMENDATIONS

5.1 Conclusion

The study underscores that language game, role plays, discussion, informative gap activities and grammatical communicative competence enable the students to establish a meaningful interactivity through a language and carefully about the language they hear to improve their competencies in English. The researchers concluded that Communicative Language Teaching significantly improves the students' speaking skills and performance in secondary schools in Burera District. However, application of CALL in teaching English is a paramount important modern teaching approach as it allows the English teachers to use various media to enhance learners' proficiency in spoken English such as include cooperative activities, the use of poems, songs, pictures, stories, videos, drama, games, and role play. In short, the findings underscore the use of CTL and CALL to enhance learners' English proficiency and performance in secondary schools within Burera District.

5.2 Recommendation

Based on the study findings, it is recommended that teachers adopt a multifaceted instructional approach to enhance English language outcomes. Specifically, they should incorporate Communicative Language Teaching (CLT) strategies to enhance students' speaking skills and overall English proficiency, utilize Computer-Assisted Language Learning (CALL) tools to create engaging and effective learning experiences, and encourage cooperative and interactive classroom activities that promote meaningful use of English in communication.

School administration should provide training and continuous professional development opportunities for English teachers to support the effective integration of modern teaching strategies in secondary school classrooms. They should also foster an environment that encourages the use of interactive and technology-enhanced teaching methods to improve students' language competencies and performance across Rwanda, with focused efforts within Burera District in particular. Lastly, future studies should consider conducting similar studies in different districts or regions to compare the impact of CLT and CALL across diverse educational contexts.

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