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ABSTRACT

This research was conducted in the particular context of the 2009 new language in education policy in Rwanda. The problem examined within this context, concerns the attitudes and motivation of teachers and students from different language backgrounds (both Anglophone and Francophone) as they have experienced the shift from French and/or English as MoI to the sole use of English as medium of instruction (MoI) in education, all the way from the Primary School stage up to and including tertiary institutes. In this unique context where English was being used as MoI whilst simultaneously learning the language, the aim of this study was to investigate an often overlooked psychological aspect of the language policy shift literature, viz., Teachers' and Students' Attitudes and Motivation toward *learning* English; and toward *using* it for teaching and learning. Through the lens of Gardner's (1985) second language (L2) motivation construct as a theoretical framework; this study used quantitative and qualitative methods of enquiry in the context of Mixed Methods approach, to ascertain implementers' reaction amid challenges of policy change. The study established that, in a quasi monolingual society with Kinyarwanda as the national language, Teacher Training College (TTC) teachers and students form a diverse community of language users; that they converge on knowledge and use of English despite this diversity; that they hold positive attitudes toward learning the language and using it as MoI; and that the main reason for these positive attitudes is that the use of English as MoI offers an opportunity to learn the language. This study thus recommends that all stakeholders in the education enterprise in Rwanda be sensitized on the necessity to distinguish between the tasks of *learning* English and *using* it for teaching and learning.