

## **ABSTRACT**

This study focused on English language proficiency and students' academic performance in selected secondary schools in Kwanja District, Uganda. It sought to find out the effect of English language fluency on students' academic performance, the contribution of reading skills to students' academic performance, and to establish the relationship between written English language and students' academic performance in selected secondary schools in Kwanja District.

A sample of 132 was selected to participate in the study. The instruments which were used included questionnaires and interview guides. The study found out that English fluency has an effect on students' academic performance (67.3%). Reading skills have contribution to students' academic performance (79.2%). There was a statistically significant and high positive correlation between written English and students' performance ( $r=0.723$ ,  $p=0.000$ ). The study concluded that the effect of English language fluency on students' academic performance is critical and vital and that reading skills are related to students' academic performance. The Government of Uganda through Ministry of Education seems to have failed to promote English language proficiency amongst learners in Kwanja District. The study recommended that Government should come up with strategies to promote English language usage amongst learners to enhance communication; that educational stakeholders should encourage reading skills in schools as one of the ways of promoting students' academic performance. Teachers and students should be advised by the relevant authorities to organize competitions such as inter-school debates on various topics, writing compositions, and writing skills amongst others so as to foster students' academic performance.