

THE EFFECT OF LANGUAGE CHANGE ON THE SPOKEN ENGLISH OF SECONDARY
SCHOOL STUDENTS IN SOUTHERN
DIVISION IBANDA DISTRICT

BY

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DECLARATION

I, Abemigisha Walter, hereby declare to the best of my knowledge that this is my original work and has never been submitted to any university or institution for any award.

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ABSTRACT

The study looked at the impact of language change on secondary school students' spoken English Southern Division Ibanda District. The study was guided by the following objectives: to analyse how Ugandan spoken English has changed from its original state to a modern state, to establish the challenges that affect the spoken English of secondary school students in Ibanda, and to propose how English speaking can be improved among secondary school students or the district. The study used both qualitative and quantitative designs. The study used a sample of eighty (80) respondents. A questionnaire was used by the researcher to collect data. The researcher discovered that education and training received the highest percentage, while construction received the lowest percentage, in terms of how Ugandan English has changed from its original state to a modern state. The researcher also discovered that pronunciation had the greatest influence, followed by slangs and idioms. Under the challenges that affect secondary school students' spoken English in the Ibanda district, oquialisrn received the lowest percentage. She also discovered that the largest group suggested that the provision of rules and regulations against mother tongue took the highest percentage, while teachers' involvement in speaking English took the lowest percentage.

The study recommends that teachers design drama activities to increase atmosphere, which in turn motivates secondary school students in the Ibanda district to speak English. Moreover, EFL learners should try to speak English in their leisure time and actively participate in all kinds of English-speaking competitions.^{x1}