

EFFECT OF DEBATE PARTICIPATION ON STUDENTS' SPOKEN ENGLISH

BY

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DEGREE IN ENGLISH LANGUAGE

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Effect of Debate Participation on Students' Spoken English" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

PROJECT SUPERVISOR

Date

HEAD OF DEPARTMENT

Date

EXTERNAL EXAMINER

Date

DEDICATION

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

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ABSTRACT

This study examined effect of debate participation on students' spoken english, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of effect; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with effect and debate. The study adopted a descriptive survey research design, anchored on the Speech Act Theory and the Systemic Functional Linguistics. A sample size of 391 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 369 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 2.98). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.476$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 6.82, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.31$, $p > 0.05$). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on effect.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of effect of debate participation on students' spoken english is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

Few subjects attract as much policy interest in contemporary Nigeria as the question of effect. Within Lagos State, the country's most populous commercial hub, the dynamics of effect are observed in their starkest form. Studies conducted within the West African subregion by Bello and Adekunle (2018) reached conclusions broadly consistent with the Nigerian evidence. Such findings reinforce the argument that effect deserves a place of priority on the development agenda. Oyelaran and Chukwu (2020), in a survey of relevant stakeholders, concluded that the benefits of effect are unevenly distributed across groups. For practitioners, the practical significance of effect cannot be overstated, given its demonstrable link with debate. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

Debates on national transformation repeatedly return to the role of effect and its attendant dynamics. Globalisation and technological change have intensified both the opportunities and the challenges associated with effect. An examination by Adekunle and Adebayo (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. Accordingly, there is a growing consensus that deliberate policy action is required. Longitudinal research by Kalu and Ogunlana (2016) revealed that sustained attention to effect yields appreciable dividends over time. Accordingly, there is a growing consensus that deliberate policy action is required. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

The relationship between effect and debate has been the subject of sustained academic interest across several disciplines. National policies and programmes have sought, with varying degrees of success, to respond to the realities of effect and debate. Empirical evidence from Kalu and Ogunlana (2021) suggests that positive developments in debate are associated with improvements in effect. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. The aggregate picture emerging from Obiora and Aderemi (2023) points to a modest but consistent association between effect and the outcomes of interest. These observations collectively invite a reconsideration of standard assumptions regarding debate. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

Contemporary scholarship increasingly frames effect as inseparable from the broader question of debate. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of effect. Longitudinal research by Bello and Bello (2016) revealed that sustained attention to effect yields appreciable dividends over time. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Longitudinal research by Adebayo and Musa (2016) revealed that sustained attention