

EFFECT OF STORYTELLING ON PUPILS' VOCABULARY DEVELOPMENT

BY

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[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Effect of Storytelling on Pupils' Vocabulary Development" 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 storytelling on pupils' vocabulary development, 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 storytelling. The study adopted a descriptive survey research design, anchored on the Speech Act Theory and the Systemic Functional Linguistics. A sample size of 400 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 362 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 = 3.17). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.538$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 9.17, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.27$, $p > 0.05$). 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 storytelling on pupils' vocabulary development 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.

Over the past two decades, effect has become increasingly significant within the Nigerian landscape and beyond. National policies and programmes have sought, with varying degrees of success, to respond to the realities of effect and storytelling. The aggregate picture emerging from Ibrahim and Alade (2023) points to a modest but consistent association between effect and the outcomes of interest. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Empirical evidence from Alade and Olawale (2021) suggests that positive developments in storytelling are associated with improvements in effect. Accordingly, there is a growing consensus that deliberate policy action is required. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

Over the past two decades, effect has become increasingly significant within the Nigerian landscape and beyond. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of effect. The aggregate picture emerging from Ogunlana and Ogunlana (2023) points to a modest but consistent association between effect and the outcomes of interest. These developments carry important implications for policy and practice in english language. Findings reported by Adekunle and Olawale (2018) observed that respondents with greater exposure to effect recorded markedly different results. These observations collectively invite a reconsideration of standard assumptions regarding storytelling. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

effect continues to command considerable attention among researchers, policymakers, and practitioners in english language. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of effect. Studies conducted within the West African subregion by Adekunle and Olawale (2018) reached conclusions broadly consistent with the Nigerian evidence. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. The aggregate picture emerging from Musa and Adebayo (2023) points to a modest but consistent association between effect and the outcomes of interest. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

Contemporary scholarship increasingly frames effect as inseparable from the broader question of storytelling. In Nigeria, the intersection of effect and storytelling is conditioned by unique socio-economic, cultural, and institutional factors that differ markedly from Western settings. Findings reported by Oyelaran and Ogunlana (2018) observed that respondents with greater exposure to effect recorded markedly different results. Such