

LANGUAGE SIMPLIFICATION IN INTEGRATED SCIENCE TEXTS

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Language Simplification in Integrated Science Texts" 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 language simplification in integrated science texts, 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 language; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with language and simplification. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 397 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 379 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 = 3.0). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.537$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 5.39, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.22$, $p > 0.05$). 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 language.

TABLE OF CONTENTS

Title Page	i
Certification	ii
Dedication	iii
Acknowledgement	iv
Abstract	v
Table of Contents	vi
List of Tables	vii
List of Figures	viii
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	7
1.4 Research Questions	7
1.5 Research Hypotheses	7
1.6 Significance of the Study	8
1.7 Scope and Limitation of the Study	11
1.8 Definition of Terms	13
CHAPTER TWO: LITERATURE REVIEW	15
2.1 Conceptual Review	15
2.1.1 Concept of Language	15
2.1.2 Concept of Simplification	16
2.1.3 Concept of Integrated	18
2.2 Theoretical Framework	20
2.2.1 Constructivist Learning Theory	20
2.2.2 Technology Acceptance Model	21
2.2.3 Cognitive Load Theory	22
2.2.4 Experiential Learning Theory	23
2.3 Empirical Review	25
2.3.1 Early Studies on language	25
2.3.2 Recent Nigerian Evidence on language	27
2.3.3 Language and simplification	28
2.3.4 Comparative Perspectives across Africa	30
2.4 Summary of Literature Review	32
CHAPTER THREE: RESEARCH METHODOLOGY	34
3.1 Research Design	34
3.2 Population of the Study	34
3.3 Sample Size and Sampling Technique	35
3.4 Sources of Data Collection	36
3.5 Research Instrument	37
3.6 Validity and Reliability of the Instrument	38
3.7 Method of Data Analysis	39
3.7.1 Administration of the Instrument	40

3.8 Ethical Considerations	41
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION	43
4.1 Data Presentation	43
4.2 Demographic Characteristics of Respondents	43
4.3 Analysis of Research Questions	44
4.4 Test of Hypotheses	45
4.5 Discussion of Findings	46
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS	51
5.1 Summary	51
5.2 Conclusion	52
5.3 Recommendations	53
5.4 Suggestions for Further Studies	53
REFERENCES	55
APPENDIX	57

LIST OF TABLES

Table 2.1: Summary of the Review of Related Literature	32
Table 2.2: Operationalisation of the Study Variables	33
Table 3.1: Population of the Study and Sampling Technique	41
Table 3.2: Validity and Reliability of the Research Instrument	42
Table 4.1: Gender Distribution of Respondents	49
Table 4.2: Age Distribution of Respondents	49
Table 4.3: Educational Attainment of Respondents	49
Table 4.4: Weighted Mean Analysis of Research Question One	50
Table 4.5: Weighted Mean Analysis of Research Question Two	50
Table 4.6: Correlation Summary between the Independent and Dependent Variables	50
Table 4.7: Independent Samples t-test by Gender	50
Table 4.8: Chi-square Test of Association	50

LIST OF FIGURES

Figure 1.1: Conceptual Framework of the Study	14
Figure 3.1: Science Education Research Context	42
Figure 4.1: Gender Distribution of Respondents	49
Figure 4.2: Age Distribution of Respondents	49

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of language simplification in integrated science texts 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.

Scholars have long recognised language as a critical determinant of outcomes in science education. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of language. Comparative work by Okonkwo and Bamgbose (2022) across several states uncovered a consistent pattern linking language with simplification. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Research by Olawale and Chukwu (2021) using mixed methods provided particularly rich insight into the mechanisms connecting language and simplification. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

In recent years, language has emerged as a central theme in scholarly discourse on science education. The socio-cultural diversity of Nigeria implies that responses to language must be differentiated rather than uniform. An examination by Oyelaran and Chukwu (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Empirical evidence from Obiora and Ekwueme (2021) suggests that positive developments in simplification are associated with improvements in language. 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.

language occupies a prominent position in contemporary debates about simplification and national development. In Nigeria, the intersection of language and simplification is conditioned by unique socio-economic, cultural, and institutional factors that differ markedly from Western settings. Obiora and Ekwueme (2020), in a survey of relevant stakeholders, concluded that the benefits of language are unevenly distributed across groups. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. The work of Alade and Nwosu (2023) extended earlier analyses by demonstrating that simplification reinforces the effects of language. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

In both global and African literatures, language is now regarded as a key index of institutional performance. The socio-cultural diversity of Nigeria implies that responses to language must be differentiated rather than uniform. The work of Ogbeide and Aderemi (2023) extended earlier analyses by demonstrating that