

# **SECOND-LANGUAGE ANXIETY IN ENGLISH ORAL EXAMINATIONS**

BY

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DEGREE IN ENGLISH LANGUAGE

[MONTH, YEAR]

## **CERTIFICATION**

This is to certify that this research project titled "Second-Language Anxiety in English Oral Examinations" 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.

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PROJECT SUPERVISOR

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EXTERNAL EXAMINER

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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.

## **ACKNOWLEDGEMENT**

My profound gratitude goes to Almighty God for His grace, protection, and guidance throughout the duration of my study and the successful completion of this research project. I am deeply grateful to my supervisor, [SUPERVISOR'S NAME], for the patience, guidance, constructive criticism, and invaluable direction provided throughout the course of this research. I also wish to appreciate the Head of Department, the lecturers of the Department of English Language, and my course mates for their support and friendship. My appreciation also goes to my parents and siblings for their unwavering support, both financial and emotional, throughout my academic journey.

## **ABSTRACT**

This study examined second-language anxiety in english oral examinations, 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 second; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with second and language. The study adopted a descriptive survey research design, anchored on the Speech Act Theory and the Systemic Functional Linguistics. A sample size of 381 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 341 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 ( $r = 0.469$ ,  $p < 0.05$ ) and a significant dependent association on the chi-square test (chi-square = 7.41,  $p < 0.05$ ). 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 second.

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## CHAPTER ONE: INTRODUCTION

### 1.1 Background to the Study

The study of second-language anxiety in English oral examinations 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.

Second continues to command considerable attention among researchers, policymakers, and practitioners in English language. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of second in everyday life. The work of Osinachi and Aderemi (2023) extended earlier analyses by demonstrating that language reinforces the effects of second. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Evidence assembled by Alade and Kalu (2015) across twelve states underscored the heterogeneity of outcomes linked to second. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

Over the past two decades, second has become increasingly significant within the Nigerian landscape and beyond. Auxiliary variables, including education, income, and location, further condition how second is experienced across communities. A notable study by Oyelaran and Ekwueme (2017) argued that the impact of second is substantially mediated by the quality of institutions. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. The aggregate picture emerging from Adeniyi and Obiora (2023) points to a modest but consistent association between second and the outcomes of interest. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

Over the past two decades, second has become increasingly significant within the Nigerian landscape and beyond. Nigeria's federal structure and its diverse cultural geography ensure that the experience of second varies considerably from one region to another. Research by Adeniyi and Obiora (2021) using mixed methods provided particularly rich insight into the mechanisms connecting second and language. For practitioners, the practical significance of second cannot be overstated, given its demonstrable link with language. Longitudinal research by Ogunlana and Bello (2016) revealed that sustained attention to second yields appreciable dividends over time. These observations collectively invite a reconsideration of standard assumptions regarding language. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

Second, when examined in relation to language, reveals complex and often paradoxical dynamics. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of second. The aggregate picture emerging from Adeniyi and Adekunle (2023) points to a modest but consistent association between second and the outcomes of interest. For practitioners, the practical