



Effects of Nigerian Pidgin English on English Pedagogy

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Abstract

This study examined the effects of Nigerian Pidgin English on English pedagogy. The data was generated from primary and secondary sources comprising of questionnaires, indept interviews as well as close class observation. The sampling techniques was the simple random sampling with a sample size of one hundred and twenty (120) students randomly selected from Community Secondary School, Ubima and Community Secondary School, Omagwa. It was revealed in the study that the achievement of efficiency in the teaching and learning of English language is hinged on the various inputs of both students and learners hence; the teachers need to be trained to have a mastery of English language. Students should be encouraged to use English language within and outside the classroom despite Nigerian Pidgin English as their mother tongue. Further analyses revealed that some linguistic interference such as lexical transfer and semantic reduplication were identified as a result of high influence of the Nigeria Pidgin English. The study therefore recommended that students should engage more in educational programmes like debates and other competition which will aid the constant use of English language in communication and also improve their classroom activities. It was also recommended in the study that English language teachers should be regularly trained on the job and basic language skills such as; listening, speaking, reading and writing be introduced early in classroom activities.

Keywords: Pedagogy, Reduplication, Sampling, Language, Pidgin

Introduction

The teeming population of Nigeria and the growing need to communicate in the easiest way possible by the citizens, especially the youths, have led to the increase in the unofficial use of Nigerian Pidgin English across all levels of the Nigerian society. According to Akindele and Adegbite (2005), “Nigeria is a multilingual speech community with over 250 ethnic groups with a conservative estimate of 400 languages” . (p.20) The English language serves as a second language in Nigeria because of the presence of many dominant first languages (mother tongue). It's a language given to us by the colonial masters in 1960. Language is important in the acquisition of education, and in an attempt to bridge this gap, the Nigerian government adopted the English language as the language of education, business and administration in the country. Whenever a second language serves as a language of education and instruction, it becomes important for a child to acquire that language in order to be able to interpret facts and ideas being thought in school. As a result of this, English language is a mandatory subject in schools. It forms the stepping-stone for proficiency in other subjects taught in schools hence its knowledge is very important both for educational, economical and national development. However, the presence of these indigenous languages poses a significant challenge to the learning and mastering of the English language. One of such languages which arose from the growing need to bridge the gap of communication in many multilingual Nigerian cities and states is Nigerian Pidgin English. Pidgin is a simplified form of a language dominated with expression from local language used for communication between people who do not have a common language. This process involves the corruption of the original language by the vocabulary of the local language. Nigerian Pidgin English is an English Creole unofficially used by over 60 million Nigerians as a means of communication. Consequently, the similarity in Nigerian Pidgin English and the English language poses a great challenge in the teaching and learning of English language in schools. The learning of each language is affected negatively or positively. The negative form is known as interference, which is defined by Lehist (1988:1) as “deviation from the norms of either language that occur in the speech of bilinguals as a result of their familiarity with more than one language.”

Negative transfer arises because of the mastery of one's mother tongue (L_1) in this case Nigerian Pidgin English. This study considers Nigerian Pidgin English as the L_1 of the respondents and English language as the second language L_2 which reaffirms Richards and Schmidt (2010:438) assertion that "Tok Pisin in Papua New Guinea and Nigerian Pidgin English in West Africa...are spoken by some people in their community as first or primary language."

Review of Related Literature

Pidgin is a simplified language which has a different grammar from the more powerful language. The term 'Pidgin' was coined in 1807, about two years after the term 'creole' was used in reference to a language variety. All over the world where there is a form of contact between two or more languages that do not have mutual intelligibility, pidgin comes into play as it serves as a means of communication, which bridges the gap between these languages. Crystal (2008) opines that "pidgin is a language with a marked reduced grammatical structure, lexicon, and stylistic range compared with other languages and which is the native language of no one." It usually arises when there is a contact between two languages whereby one is superior to the other. Hence, Kperogi (2010) defines pidgin as "a technical term in linguistics that refers to a "contact" or "trade" language that emerged from the fusion of foreign (usually European) languages and indigenous (usually non-European) languages." This means that there is a linguistic fusion, in which the European language provides the highest number of the lexicon, while the indigenous languages determine the patterns of the language. Pidgin in Nigeria was originally a trade language or a contact language that serves as a means of interaction between Nigerian traders and European merchants. It was developed in the coastal part of Nigeria as early as the 16th century. Initially, the Portuguese Pidgin was developed, but English-based Pidgin gradually replaced it. Adegbiya (1994) asserts that the emergence of pidgins and creoles is one of the socio-linguistically significant outcomes of European contact in Africa. The English-based Pidgin is what is spoken in Nigeria today. Jowit (1991:13) affirms the above assertion thus:

Nigerian pidgin undoubtedly originated and developed its Standard form during the period of 300 years that elapsed between the sixteenth and nineteenth centuries. Its vocabulary is drawn from English, with Portuguese probably the source of such common words as dash, palaver, Sabby (or sabe).

Nigerian pidgin is a variety of pidgin which comprises English as its 'superstrate' and Nigerian languages as its 'substrate'. It is an English-based pidgin spoken as a lingua-franca in some states across the Nigerian Federation. Obiechina (1984) opines that there are several variants of Nigerian pidgin and they are: The Bendel Variant (Abraka, Warri, Isoko, Sapele, Agbor, Itsekiri, Efurun, Urhobo, Ewu) Calabar variant (Calabar, Cross River, Akwa Ibom, Kalabari regions), Kano/ Maiduguri variant (North East, North West, North South), Lagos variant (South West, South Central, Eastern variant) and Port-Harcourt variant (Port Harcourt, Regional suburbs, Rivers). This means that Nigerian Pidgin English serves as an unofficial lingua franca, which cuts across ethnic and regional boundaries.

However, Nigerian Pidgin English is now commonly and loosely used to mean any kind of broken or local version of the English language. Hence, Pidgin English in Nigeria is seen as a variety of non-standard English usually associated with illiterates such as traders, unskilled workers, and farmers and so on. This assumption has changed over the years as researchers such as Akande (2008), submits that NPE is spoken by university graduates, professors, lawyers and journalists in both formal and informal settings. Nigerian pidgin is commonly referred to as 'pidgin' or 'Broken English', but these terms mean different things. Broken English is the type of English spoken because of inadequate mastering of Standard English Language by non-native speakers of the language. Broken English is a derogatory label used by native speakers of English to describe the often-hysterical violations of the basic rules of Standard English syntax by non-native speakers of the language. A Broken English is not made up of substrate and superstrate parts. It is the English language that is spoken wrongly because of faulty application of grammatical rules or inadequate exposure to the intricacies of the grammar of the English language. For instance, the English sentence I will see you tomorrow could be spoken in Broken English as Me go come see you tomorrow while the Nigerian Pidgin version of it is, I go see you tomorrow. The uneducated or barely educated people in Nigeria speak Broken English, while pidgin is a contact language that executes the need for communication where participants don't have a common language and, it has a grammatical structure similar to English language.

Nigerian Pidgin English has gradually adapted to become an unofficial language because more than half of Nigeria's population uses Nigeria Pidgin English in their daily conversation. In connection to this, is the fast rise in the use of Pidgin English among youths influenced by the adoption of Nigerian Pidgin English by the media such as Wazobia FM, BBC Pidgin Radio, and the entertainment industry. Also, in some cities in South - South, Nigeria, such as Warri, Sapele, and some parts of Port Harcourt, Nigerian Pidgin English serves as their mother tongue because of the diversity in many indigenous languages. So far, pidgin has survived since it evolved in

Nigeria, because Nigeria is a multilingual nation. There have been arguments and discussion on the impact of the use of Pidgin English in the acquisition of English language by children. One school of thoughts holds that Nigerian Pidgin English negatively affects children when learning English language. This is not surprising, as Nigerian Pidgin English has filled in the gap in communication created by Standard English among Nigerians of diverse linguistic and educational backgrounds; and as mother tongue in some places already stated in this paper. The role and effects of Nigerian Pidgin English are quite undeniable in this country. Azubuike (2013) opines that “Pidgin is commonly used as lingua franca among educated and illiterate Nigerians, given the multi-ethnic and multi-cultural nature of the society. This is further re-enforced by the nation’s high illiteracy levels that varies from one section of the country to another, even within each section of the society. When Nigerian Pidgin English serves as the mother tongue of children, it will definitely interfere with the learning of English Language. Coincidentally, the English language is a language of communication among the people of different cultures, as Pidgin English is in Nigeria. Several factors affect the learning and proficiency of acquiring English language as a second language. These factors include the nature and structure of the first language, culture, environment, age, method of acquisition and the amount of efforts invested. The level of differences and similarities between the mother tongue (L₁) and the second language (L₂) are important factors in the learning of a second language. The learners of L₂ have had experience of another language, and this influences their acquisition of L₁. The reasons given above could interfere in the learning of English as a second language.

Mother tongue is the child’s first language which is the language of the child’s immediate environment. Awoniyi in (Owhoeli 2011, p.10) defines mother tongue as the language which a group of people considered to be the inhabitants of an area, acquire in their early years and which normally becomes their natural instrument of thought and communication. It is usually the language the child first learns and mainly spoken by the mother or father or both. Mother Tongue (MT) is not learned but unconsciously imbued in a child with little or no effort. According to Oyewole (2017), mother tongue is “the language of a person, or that a person speaks best, and so is often the basic for socio-linguistics identity” (p.56). In Singapore, ‘mother tongue’ refers to the language of one’s ethnic group regardless of actual proficiency, while the ‘first language’ refers to the English language, which is the language of instruction in government schools and as a working language despite it not being a native tongue for most Singaporeans. Also in India, ‘mother tongue’ is used to show the language of one’s ethnic group, in both common and journalistic parlance. However, in this study, mother tongue is used to mean the language of a child’s immediate environment. Broadly speaking, Mother tongue interference is the involuntary influence of one language on the other. Mother tongue interference can be at various levels such as the phonological interference, lexical interference, semantic interference, and syntactic interference. The occurrence of mother tongue interference is visible when an individual uses his previous mother tongue experience as a means of organizing the second language phonemes or structure. Avanika Sinha et al (2009:117) opined that “acquisition of more than one language during early childhood leads to simultaneous multilingualism”. When an individual learns more than one language simultaneously, there is bound to be mother tongue interference because such an individual will be competent in one language than the other, and usually one is prone to gain competence in the mother tongue than in the target language. It is then worthy of note that mother tongue interference is not a voluntary action, it is a deviation from the norm. Sinha et al. in their review came up with the conclusion that the first language interferes in the acquisition of the second language and it is applicable universally; that means speakers of English in Nigeria are not exempted, and while learning second language (L₂) alphabetical shapes and structures of the first language (L₁) would create interference.

The pedagogical method adopted by teachers can hinder the teaching and learning of English language. Pedagogy is the study of teaching, and how content is presented and delivered to the learners. Obeidat defines pedagogy ‘as the art of teaching strategies that are used in different sways with different students. Some are better suited to teaching certain skills and learning styles than are others. Effective pedagogical practices promote effectiveness of students and teachers alike. But students are urged to construct their own understanding through effective learning experiences’. According to Alexander (2000:540) Pedagogy encompasses the performance of teaching together with the theories, beliefs, policies, and controversies that inform and shape it. Pedagogy involves the intertwining connections between both people and things in a specific social, historical, political, and cultural context. Factors involved in pedagogy are not fixed but change with environment. To Siraj-Blatchford (2002), pedagogy is the quality of interactions between a learning environment’s components that give significant insight into the depth of early childhood education experiences. This study adopts the behaviourist approach to pedagogy which sees learning as teacher centred. The behaviourist pedagogy is the theory that the teacher should be the sole authority figure in the lesson. Teaching and learning in behaviourist pedagogical approach, uses a mixture of lecturing, modelling and demonstration and rote learning. The teacher leads this exercise but makes room for the student to demonstrate learning.

Language is best learnt by using it; therefore, to be proficient in using English language, students must use it in their day-to-day interaction and not only during the subject period. Some students use Nigerian Pidgin English on daily basis instead of the English language thereby applying rules of Nigerian Pidgin English on English language. Dako (2000) suggests that speaking pidgin by students is a way to avoid performance pressure to speak good English. This is because Nigerian Pidgin English creates room for error, which is condemnable in Standard English. Forson (2000) cited in (Gabriel, 2018) states that Pidgin is an in-group language. Nigerian Pidgin English gives students a sense of identity or solidarity, just like other indigenous Nigerian languages, and this may not go well with English language. For the acquisition of any second language to be made possible, every classroom activity will require a conscious effort by the teacher to reflect the knowledge and assumptions about how the learners learn. Then the teacher will use this knowledge and assumptions in his/her teaching. The teaching and learning of second language is a complex task which considers the grammatical aspects of language, the social aspects of language, theories, methods, approaches, techniques and strategies relevant to second language teaching and learning, and what factors would help the teacher succeed in his/her vocation. The language, the teaching process, and the learner have been classified as the major dimensions of second language pedagogy by language scholars (Brown, 2007, Cook, 2008 and Richards, 2015).

First, the language dimension draws from theoretical linguistics of the second language. This requires the teacher to have a mastery of the rudiments of the language in all the aspects which include phonetics and phonology, syntax, semantics, morphology and even the contextual usage of the language in social aspects like pragmatics and dialects. The teaching process dimension refers to the way the language dimension is taught. The teachers are to draw relevant and appropriate approaches and methods from educational theories applicable to language teaching. Aspects to be considered here include curriculum and syllabus design, lesson planning, materials development and evaluation (Zein, 2017:63). It will also include the teachers' knowledge of basic teaching skills such as teachers' awareness, classroom management, interaction, teaching language skills (reading, listening, speaking, writing, grammar and vocabulary), assessing language skills and using the appropriate approaches, methodologies, techniques and strategies (Brown, 2007 and Richard, 2015) cited in (Zein, 2017). The learner dimension refers to the person(s) who receives the two dimensions state earlier. To make this dimension realizable, the teachers must draw from the theories of second language acquisition, such as the Krashen's theory of second language acquisition, behaviourist theory, contrastive analysis and error analysis. The teacher teaches considering the individual differences of the learners and the varying attributes the learners bring with them such as age, motivations, personality characteristics, learning styles, cultural background and aptitude (Cook, 2008). The teacher needs to understand these aspects of learner dimension to able to draft the best learning strategy appropriate in order to achieve learning purpose.

The argument on the effect of Pidgin in the teaching and learning of English will keep going on as the performance of students in English language in external examinations such as WASSCE and SSCE keeps dropping. English forms the base of proficiency in other subjects, whereas Nigerian Pidgin English has gained popularity among Nigeria's populace at different levels of the society, including in schools where it is earlier frowned at. To this end, Nigerian Pidgin English stands as a cog on the wheels of learning and teaching English in the country. The teaching and learning of the standard English Language cannot be over emphasized and has continued to play a potent role as there is hardly an aspect of our national life that is not affected by standard English. The English language occupies an official status in Nigeria which also facilitates the cultural and linguistic unity of the country. It forms the rock for competence in other subjects and inability to communicate effectively in the Standard English poses a threat because the average student is expected to be able to read and write effectively. There are various arguments that proved the Nigerian Pidgin English to have adverse effect on English thereby contributing to high rate of failure in both internal and external examinations. Omari (2010) conducted a research on the impact Pidgin has on the standard English and found out that Pidgin contributes highly to the low performance of the written English. Adegbija (2004) had divergence view with the earlier report on the grounds that Pidgin English has more speakers than the English Language and should therefore be recognized as a lingua franca not minding the damage it could cause globally to English Pedagogy.

Empirical studies have shown that Nigerian Pidgin English has influenced the learning and teaching of English language in Nigeria. Ojetunde (2013) posits that, 'to achieve performance oriented English teaching and learning in ESL classroom and a high degree of proficiency in English; teachers of English at all levels of education, particularly secondary school level need to teach the standard variety of English'. Amakiri and Igani (2015) investigated the effects of Pidgin in the teaching and learning of standard English in Nigeria and recommended that teachers should be trained to understand the pedagogy of the language and through that, their skills will be reinforced thereby positively affecting the students to acquire the standard variety of English. Also, Onyejelem and Onyejelem (2020) investigated the influence of Pidgin English on educational outcomes among secondary

school students in Nigeria and postulates that, Pidgin English should be introduced in the curriculum, so that students could know the structures and avoid code-switching it with that of English language. Therefore, this study sets out to investigate the effects of Nigerian Pidgin on teaching and learning of English Language with the aim of rendering few suggestions to improving academic prowess of the Nigerian students.

Objectives

- To determine the effects of Nigerian Pidgin English on teachers in the teaching of English language
- To determine the attitude of learners towards English language as native speakers of Nigerian Pidgin English.

Theoretical Framework

This study uses Thorndike's Behaviourist theory and contrastive analysis to exam the data gathered. Edward Thorndike as cited in Ormrod (1990) proposed a theory of transfer that emphasized that transfer occurs only to the extent that the original and transfer tasks have identical elements. Following Thorndike's works on transfer, behaviourist views have shifted to how transfer is affected by stimulus and response characteristics in the original and transfer situations. Some general principles of transfer have emerged which are stated as one - when stimuli and responses are similar in the two situations, maximal positive transfer will occur, secondly when stimuli are different and responses are similar, some positive transfer will occur and lastly when stimuli are similar and responses are different negative transfer will occur. Also, the use of Lado's contrastive analysis and structuralism offered the right means to account for the effects of Nigerian Pidgin English on English pedagogy. Lado's contrastive analysis put side by side the structures of one language against those of the others and by so doing accounts for the differences and similarities because of interference. Contrastive analysis posits that a learner's first language mostly interfere with the its acquisition of a second language, and when this happens, it becomes a significant obstacle to the mastery of the new language. Contrastive Analysis hypothesis holds that where structures in the L₁ differ from those in the L₂, errors that reflect the structure of L₁ will be produced. This results from transfer in Lado's (1957:2) remark 'individuals tend to transfer the forms and meanings, and the distribution of forms and meaning of their native language and culture to the foreign language and culture both productively and receptively when attempting to grasp and understand the language and culture as practiced by the natives'. To achieve this in this study, data obtained in English language is compared with data of Nigerian Pidgin English using the structure of Lado's contrastive analysis.

Methodology

The sampling technique adopted in this study was the simple random where ten (10) students were randomly selected out of one thousand, two hundred (1,200) students. Rolled pieces of papers were used for the ballot which produced the 120 students. Moreover, the instrument used for data collection was the questionnaire. A total of 120 questionnaires were filled and returned, while ten(10) were given to the teachers. The questionnaires were given to both students and teachers with structured questions. The students had 'Yes' 'No' questions while that of the teachers were based on pronunciation errors, unnecessary code mixing, transfer interferences, omission of first-*person pronoun 'I', and redundant use of shift. Ten (10) English teachers were selected from two schools: C.S.S Ubima and C.S.S. Omagwa. Five (5) of the teachers were given questionnaires while the other five (5) had oral interviews with the researchers.

Data Analysis

QUESTIONS	MALE	FEMALE	PERCENTAGE
Do you speak pidgin?	Yes	Yes	90%
Is Nigerian pidgin frequently used in your school ?	Yes	Yes	85%
Does it affect your spoken and written English ?	Yes	Yes	70%
How often do you speak pidgin ?	Very often	Often	90%
Give examples of frequently used pidgin	I de come, wetin happen, make I go house, una don finish?, everybody go collect, any where belle face, etc.		80%
Are you being taught with pidgin ?	No	No	99%

Table1

Results

From the data above, 90% of students including male and female speak Nigerian pidgin always. It showed that Pidgin English is frequently spoken in the school environment thereby affecting the teaching and learning process of the standard English.

Examples of the frequently spoken by the students include:

PIDGIN	STANDARD ENGLISH
I dey come	I am coming
Go back back	Go backwards
Wetin happen	What happened
Wey you na	Where are you
Go slow	Traffic

Table 2

From the table 1 above, 85% agreed that Nigerian pidgin is spoken frequently in their school. This is an indication of the popularity of Nigerian pidgin hence affecting the use of English language in the entire school. Using more of Nigerian pidgin automatically translates to less usage of English language by the students. Also from table 2, 70% agreed that using Nigerian pidgin often affects their spoken and written English. This is also expected because it is not rocket science once you use less of a language you tend to be less proficient in it. 90% agreeing that they speak Nigerian pidgin ‘very often’ and ‘often’ confirms the above account that it affects their spoken and written English. 99% of students responded that they are being taught in English language, when the language they use often is Nigerian pidgin.

Discussion

Effectiveness and efficiency of teachers in English language: Random results collected from ten teachers signify that some teachers do not have a mastery of English language because Nigerian Pidgin English seems to be the mother tongue of those teachers. During the interview, the researcher found out that some teachers found it difficult to pronounce some English vowel sounds such as /ʌ/ and /ɜ:/ in son /sɒn/ for /sʌn/, just /jʌst/ for /jʌst/, work /wɜ:k/ for /wɜ:k/, and first /fɜ:t/ for /fɜ:t/. If teachers find it difficult to correctly use these sounds, it becomes difficult for the students to get a full grasp of the standard pronunciation. Also, some respondents attest to using NPE in the classroom to explain some complex ideas to students, this is common when teaching comprehension topics mainly because of the partial resemblance in the structure of the two languages. Sometimes, the teacher adopts code-mixing and code-switching while teaching English language in class especially for those in the rural areas. This will further hinder the students from having a full grasp of the rudiments of the English speech sound though some of these teachers are not to be blamed as they are victims of wrong teaching.

Attitudes of learners towards English language: English Language is the official lingua franca in Nigeria. Most students see the English language as a language of exclusion because they find it difficult to fully express themselves in it unlike the pidgin which has become their mother tongue though this can be traced to the locality of the school. The result of the study showed that 67% of the students are from the Ozuaha and Omagwa axis that is, the school environment is where Pidgin serves as the mother tongue and the use of Standard English is not appreciated; this brings no motivation to the students as they see no need to stress themselves learning English language. This makes them pay less attention in class during the English period. As result of the negative attitude of some students towards learning Standard English, there are cases of over generalization of rules of morphemes like ‘er’ leads to the generation of words like Mentor - Mentorer, Creator - Creater, Grater - grator. This is not surprising because most transfer errors found in a target language are because of overgeneralization. In grammar, the respondents generally omit function words such as the definite and indefinite articles (the, a, and an) in sentence constructions which is a widespread phenomenon in Nigeria English and it is not limited to the speech and writing of low-level speaker of English. It is gradually becoming a norm among the users of English at the tertiary or higher levels of learning. These examples of the above assertions are illustrated below;

I cannot attend to you now, because I’m in /hurry.

Bayo has gone to/market.

Eze always gives me / tough time

Likewise, the following examples arise from Nigerian Pidgin English transfer because of deviance and interference.

Examples:

I dey hear English

I hear English (incipient bilingual deviant)

I understand English (Standard English)

I dey hear smell.

I can smell something.

The food is too sweet.

The food is delicious.

Also, there is the omission of the first-person pronoun 'I' as the subject in a sentence with the verb 'am' used as both the verb and subject. This is caused by the presence of 'am' in Nigerian Pidgin English which perform different functions in Nigerian Pidgin English. Examples:

Give am di phone – Give him the phone.

We don do am, we have done it.

I dey go – I'm going.

Am coming - I'm coming.

Am writing to tell you my story – I'm writing to tell you my story.

In the examples above, the confusion comes as a result of the contracted form of 'I am' as 'I'm' which most respondents perceived as 'am' in pronunciation. This transfers were found in their responds on their questionnaire given to them.

Lexical transfer: These are created in several ways which include semantic extension, semantic shift, and coinage. In semantic extension, the meaning of a Standard English word is often extended. In addition to lexical transfer is the redundant use of adjectives as modifiers caused by transfer from Nigerian Pidgin English.

Examples:

Make we do the job sharp sharp – Let's do the job sharp sharp – Let's do the job quickly.

Emeka too dey eat small - Emeka likes eating small, small - Emeka likes eating slowly.

Semantic shift could be referred to as narrowing or broadening of some Standard English words.

For examples: Keke (pidgin) - motor cycle (Standard English)

Mineral (Pidgin) - soft drinks (Standard English)

chop (Pidgin) - eat (Standard English)

The presence of words like this makes students transfer these words to their usage of the English language resulting in expressions like I want to chop instead of I want to eat., He drank two bottles of minerals instead of He drank two bottles of soft drinks or carbonated drinks.

Coinage is the derivation of some English words from the indigenous language or mother tongue which can also be a way of inventing some new words. Examples are:

She is my tight friend (close/intimate friend)

There is go-slow (traffic jam)

He paid her bride-price (dowry).

Semantic reduplication: Semantic reduplication occurs in when some words are redundantly used as a result of interference from Nigerian Pidgin English influenced by the lexemes of the indigenous languages. Examples:

Reverse back (NP) - Reverse (SE)

Bending corner (NP) - bend (SE)

Repeat again (NP) - repeat or again (SE)

Conclusion

The study therefore concludes that the Nigerian Pidgin English(NPE) has gradually developed to the status of an unofficial language in Nigeria because more than half of Nigeria's population use it in their daily conversation. It is a variety of non-standard English usually not only associated with non-literates but with literate in both formal and informal settings. The acceptance rate of the Nigerian Pidgin English is too high both in the urban and rural areas because it is the language of social balance where social status is not considered.

Recommendations

Due to its fast rise and damage it does to the writing skills of young students, the study therefore recommends that the use of pidgin English should be banned within and outside the school environments by implementing laws punishable by the school authorities.

Also, English language teachers should be competent in both oral and written English so that learners can emulate them as models. This is true, because when learners imitate the language of their teachers in class, they are bound to replicate what they hear and see in class which will greatly enhance the pedagogy of English Language.

Students should engage more in educational programmes like debates and other competition which will aid the usage of English language in communication and this affects their classroom activities.

English teachers should be constantly trained on the job and basic language skills known as listening, speaking, reading and writing should be introduced early in classroom activities.

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