

**EFFECTS OF NIGERIAN PIDGIN ON MOUNTAIN TOP UNIVERSITY
STUDENTS' PROFICIENCY IN ENGLISH**

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**A LONG ESSAY SUBMITTED TO THE DEPARTMENT OF LANGUAGES, COLLEGE
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(B.A. Hons in ENGLISH)**

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DECLARATION

I hereby declare that this project report written under the supervision of Dr E. O. Senayon, is a product of my own research work. Information derived from the various sources have been duly acknowledged in the text and a list of references provided. This research project has not been presented anywhere for the award of any degree or certificate.

.....

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.....

Date

CERTIFICATION

This is to certify that this project work titled “**EFFECTS OF NIGERIAN PIDGIN ON MOUNTAIN TOP UNIVERSITY STUDENTS’ PROFICIENCY IN ENGLISH**” was carried out by NDAJI, LILIAN CHIAMAKA, with the matriculation number 16020401002). This project report meets the requirements concerning the award of Bachelor of Arts (B.A.) Degree in English, Department of Languages of Mountain Top University, Ogun State, Nigeria and is approved for its contribution to knowledge and literary presentation.

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Date

DEDICATION

All praise be to Almighty God the creator and sustainer of Heaven and Earth, whose infinite mercy made this work a successful one. I dedicate this work to my Parents, Rev and Mrs Ndaji. May the peace and blessings of God be upon them.

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ABSTRACT

The subject matter of this research work was to examine the effect of Nigerian Pidgin English on proficiency in English among students of Mountain Top University Ibafo, Ogun state. The main objective of this research work was to find out the impact of Nigerian Pidgin English on students' communication and academic proficiency. The design used for the study was a descriptive survey method. The number of students used were one hundred (100) from Mountain Top University. Four research questions were formulated to guide the study, from which the questionnaire was designed. From the analyzed data, it showed that students frequently use Pidgin in their daily communication within the school premises. Lack of effective usage of English language has prompted students to use Pidgin in their communication and the use of Nigeria Pidgin by male and female students has encouraged wrong use and expression of English language. It was recommended that Staff and students in tertiary institutions across the federation should engage the use of Standard English language in their communications rather than use of Nigeria Pidgin. In addition, the use of Nigerian Pidgin by students during official communication should be discouraged by implementing laws that can combat wrong use of English Language in the school environment.

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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

Language is a form of communication using words either spoken or gestured with the hands and structured with grammar, often with a writing system. Nigeria pidgin is a variety of language and an amalgamation of two disparate languages, used by two populations having no common language as a lingua franca to communicate with each other, lacking formalized grammar and having a small, utilitarian vocabulary and no native speakers.

Nigeria as a nation is blessed with so many ethnic languages there are over 520 languages spoken in Nigeria, there are still some major languages in states such as Hausa, Yoruba, Igbo, which have most speakers in Nigerian states. It is mainly spoken in the southern and eastern states like Port-Harcourt, Edo, Lagos, and Delta.

Nigeria Pidgin is a debased form of language, which has a corrupt form of English, with no definite structure and associated with illiteracy and low status.

In Nigeria, Nigerian Pidgin used to be seen generally as the code of the illiterates as well as a bastardization of English and its use was, therefore, considered a mark of the level of one's proficiency in English. Akande (2008) has noted, the sociolinguistics reality in Nigeria today is spoken by university graduates, professors, lawyers, and journalists. It has also been demonstrated that Nigerian Pidgin is not used only in informal settings but also in offices and other formal settings. In other words, he claims that Nigerian Pidgin is the code of the illiterates does not seem to have validity as there are a lot of educated speakers in Nigeria who can use both standard English and Nigeria Pidgin proficiently (Akande 2008).

It is rather fascinating to note that what essentially started as an emergency language amid the white traders, who later twisted expatriate bosses, and their black merchants? has now become an exclusive campus language spoken among the crowded inhabitants of the Nigerian undergraduates in advanced institutions of learning. Thus, at collective rooms, kiosks, conversation midpoints, viewing centers, play grounds, convention grounds, recreation joints, movie grounds and a host of other consultations

points where and when learners are relieved of their academic schedules, they are seen intermingling active in Nigerian pidgin.

However, Nigerian pidgin is the lingua franca mostly used in Nigeria. It is been perceived by some scholars as a prominent form of language. A close view of Nigerian pidgin is that it is a disjointed form of language, which consist of word-boards from Nigeria Indigenous languages and european language. consequently, it is clear that Pidgin english is widely used by students during their interaction with ignorant people and uneducated people.

It has become a captivating means of interaction and communication among students themselves. Fisherman (1997) asserts that “no language considered inferior is aptly illogical. This is because, where two or more speech communities come in contact, a lingua franca or common language of communication emerges. He further points out that it is the social situation use popularly known as context that affects the morpho -syntactic patterns of a language.

The term Pidgin English refers to a language that is developed in the situation where the speakers of another language have to communicate but do not have a common language to share with another (Ndolo, 2005).

Nigeria Pidgin English is a blend of English and local languages, which makes it easier for human beings to converse and interact with one another. It is equally verbal by individuals of a second language used for interface of diverse languages.

According to Linton (1982), he stated that “the culture of a society is the way of life of its people, the collection of ideas and habits which they learn, share and transmit from generation to generation.” These cultures, norms beliefs, ideas, can only be inherited from generation to generation through language. In grammar, every language is wisely weighed to signify the communicative needs of its folks and has to be recognized without any prejudice.

The existence of Pidgen English began because of the colonial masters coming into africa. well-respected philosophers noted that there is no language that is an island meaning that language

can also be developed through a preexisted one. (Akinfeleye, 2008}. Nigeria Pidgin has brought the people of Nigeria together regardless of their divergence in culture and language by creating a confined culture and language for itself, which blends from diverse cultures.

Furthermore, language is the most imaginative infinite instrument for conveying information and it benefits us to interpret and communicate with people of the same and different background. Having said this, we can concur that pidgin is a language of its own and not just a supplementary tongue as some people observe, since it serves as an instrument of social discourse particularly in multilingual environment as in Mountain Top University.

1.2 STATEMENT OF THE PROBLEM

Several articles have addressed Nigerian pidgin from different perspectives. However, much attention has not been paid to Mountain Top University Student's use of pidgin and the effects on standard English.

This study therefore will investigate the use of Pidgin by Mountain Top University students to ascertain whether there are negative or positive effect on Standard English.

1.3 AIM AND OBJECTIVES OF THE STUDY

The General aim of the study is to examine the Effect of Pidgin of Mountain Top University students and it's Proficiency in English.

1. To examine the effect of pidgin on student's proficiency in English.
2. To show what extent and how frequent MTU students use Nigerian Pidgin.
3. To ascertain under what circumstances MTU students use Nigerian Pidgin in communication.
4. To find out why MTU students speak Nigerian Pidgin.

1.4 SIGNIFICANCE OF THE STUDY

This work intends to look into the effectiveness and status of Nigerian Pidgin English. It is intrinsic that for a long period that Nigeria Pidgin English has been the means of communication among students in higher institutions. It is also important because its results can go a long way to discovery out the causes of students undesirable or optimistic academic proficiency and if Nigerian pidgin adds negative or confidently to the student social communication.

1.5 RESEARCH QUESTIONS

1. Does MTU student's use of Pidgin have any effect on their use of Standard English?
2. To what extent and how often MTU students use Nigerian Pidgin?
3. Under what circumstance do MTU students speak Nigerian Pidgin?
4. Why do MTU students speak Nigerian pidgin?

1.6 SCOPE AND LIMITATIONS OF THE STUDY

This research work will scrutinize the effect of Nigerian pidgin on Mountain Top University students and their proficiency in English. It hubs mainly on students of Mountain Top University Ibafo, ogun state. With the perspective of providing elaborated information on how pidgin serves as a means of interaction in Nigeria universities. This research is limited to Mountain Top University, even though the findings might be generic.

1.7 CONCEPTUAL FRAME WORK

1. **Pidgin English:** An amalgamation of two disparate languages, used by two populations having no common language as a lingua franca to communicate with each other, lacking formalized grammar and having a small, utilitarian vocabulary and no native speakers.
2. **Proficiency:** The quality of having great facility and competence.
3. **Language:** A systematic means of communicating by the use of sounds or conventional symbols.
4. **Standard English:** The English language as it is spoken and written by educated native users.
5. **Effect:** The result or outcome of a cause.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

These section boons different views from previous discussions by different prominent scholars, but not many have paid so much attention to scrutinize the influence of Nigerian Pidgin English in Mountain Top University. The works of some researchers are notwithstanding of great benefit to this work.

2.1 AN OVERVIEW OF NIGERIA PIDGIN

The root of Nigerian Pidgin is typically traceable to the ill use of the variety of language either by the speaker or by receiver of a language. In Nigeria, pidgin originated in Niger delta as a medium to discourse. Nigerian pidgin is a term used to refer to an English-speaking pidgin. It is a secondary language used by Nigerians in certain social situations to promote communication needs. Nigeria Pidgin is a ‘language variety that develops out of the merging of the local and international (English) language unlike other cultural environments where language is not familiar to its users. In Nigeria, English and Nigerian pidgin are widely spoken in more than 300 languages.

Nigerian Pidgin English's roots lie in the 17th century trading interaction between the British and local people. It is part of a range of other western african countries such as cameroon, liberia and ghana spoken by English Pidgins and creoles. The growth of Nigerian Pidgin English has been particularly apparent in the big metropolises and ports in southern Nigeria, where people from different ethnic groups use it. The use of Nigerian Pidgin English is openly related to the cycle of growth.

The use of Nigerian Pidgin English in the past has been associated with non-educated and derogatory in attitudes viewed by the refined. nevertheless, even among educated people, the use of Nigerian Pidgin English is more common and viewed as being more african than English. nevertheless, it is increasingly popular among young people, many writers, musicians and politicians to use Nigerian Pidgin English. It is a very good entrant as an official lingua franca in the country because it is not linked to any ethnic group.

Use of Nigerian Pidgin English can also serve as an expression of nationalism in some cases where speakers need to emphasize their 'Nigerianess' as opposed to their identification as an ethnic group. Nigerian Pidgin English, In other words, can convey a connection to a Nigerian that English, the language of the ex-colonial power cannot.

Np usually combines elements of the native language of its users and is typically simpler than those native languages as far as it has fewer words, less morphology, and a more constrained range of phonological and syntactic options.

Nigerian Pidgin has not been given an official prestige in Nigeria, although some Nigerians have indicated that it would be a good entrant for national language status as it maintains the characteristics of unity and neutrality described above. Nigerian Pidgin English has not been necessarily advanced to carry out all national language duties. no uniform spelling, little or no written use, and particularly no active campaign to promote its creation and spread is possible.

The understanding of Nigerian Pidgin English as a variation of English is one of the barriers to standardization. Nigerians refer to NPE as "Breached English."

2.2 ORIGIN OF NIGERIA PIDGIN

The source of Nigeria Pidgin is not specified; However, groups of notable researcher's judgements are been delegated to. A source has it 'pidgin' (especially in west africa) arose from the contact between chinese and the european traders and such was a mispronunciation of the word "business" by the chinese (Naro, 1973). Another account has it that it came from the Portuguese word 'OCUPACIO,' which means 'occupation'. Pidgin is also said to resemble or closely link to a Hebrew word pidjom which means 'barter' (Rickford, 1998). A fast observation has been stated that Nigerian Pidgin has to do with commercial activities, communication and at due interludes between two or more people.

Within the Nigeria setting, a principal factor responsible for the growth of Nigerian Pidgin is colonization. It can be historically vestige to commerce contact between British and indigenous people. According to Illah (2001), Nigerian Pidgin was developed from the negative attitude of the European colonial masters who they felt they could not allow their colonized

people Nigerian to speak the same language with them. In other words, a variety of language that is Nigerian Pidgin was an output colonized. owing to the historic connection of europeans and the africans, the language of the former became prominent among the latter, though the correct usage of the English language of colonizers by their colonized did not witness complete success. The subsequent effect of their attempt to catch up with the new protruding language gave upsurge to fragmented English.

This is the initial developmental phase of Nigerian Pidgin. However, because of diachronic development over the years, the features, lexico semantics and syntactic of Nigerian Pidgin began to spring and is accepted. This stage marks the departing line of Nigeria Pidgin from broken English (Faraclas, 1996).

Elugbe and Omamor make distinction between Nigeria pidgin and Broken English or Deliberately incorrect English (Bamgbose, 1995; Igboanusi, 2001}. Broken English, on one hand, is the type of spoken English because of derisory mastering of standard English Language by non-native speakers of the language.

It is different from Nigerian Pidgin. Special English, on the other hand is the type that is spoken with a deliberate attempt to manipulate the rules of English. It is used in most cases to create humor. such is associated with characters like Zebrudaya of the television Soap Operas ‘ Masquerade’. Elugbe and Omamor (1991) refers to this form as a ‘ Pseudo Pidgin.’

However, Nigerian Pidgin was repudiated, prohibited, and rejected by the europeans as certified and apt English language, particularly within the empires of education, administration and politics. Illah therefore concluded that it was the inferiority presuppositions of the europeans towards their colonized that made them not to accept the colonized pidgin or respect the colonized.

Illah’s position can be substantiated with some relevant theories on the origin of pidgin language.

Baby talk theory; for instance, see pidgin Initiating from a similar exertion, which a child has when he or she is trying to master a language. It is claimed that in doing this, the child will first master the content words are opposed to the functional words (Hall, 1966). Baby talk theory displays the attempt of Nigerians at speaking their superior language, which resulted in them getting the less superior form of the language. This theory may after all not be a credible enlightenment to account for the history and origin of Nigerian Pidgin. for one, the theory takes pidgin language to be an unsuitable language subject to alteration and as a real language in edifice process. However, contrary to this observation the language as exponentially used by its supporters, is neither predestined to fulfil modification purposes nor re-codification doctrines. Rather, it is an established language.

There is also Independent parallel development theory. This theory is rooted in notion that languages are having common dynasties of indo –Europeans because they share some comparisons. similarly, it is noted that pidgin have some mutual features it can be therefore traced to a common ancestors in indo_ european language. also, most of their narrators to be tense from west africa who bit things in public. This theory has been criticized by its attempt to over-strain the comparisons that occur among different Pidgins of West Africa and more significantly, it has been prominent that some pidgins are not built on European Languages. For Instance, intellectuals like Banjo (1996) have totally rejected Nigeria Pidgin being classified under the Indo european languages. He would rather classify Nigerian Pidgin alongside the indigenous languages of Nigeria. Banjo has also refuted the claim that Nigerian Pidgin is a dialect of english, though he does not deny that the fact that they are related in many ways, especially in terms of their importance.

The beginning and criteria for Nigeria Pidgin is the language ecosystem of Nigeria. Akande and salami (2010) have underscored and documented this. According to them, Nigeria is a highly multilingual and multiethnic setting with ancestral language ranging between 400 and 500. Only three out of these languages are recognized as major languages are recognized as major Languages: Hausa, Igbo, and Yoruba, while the rest are regarded as minor Languages (for example, igede, egun angas, kamuku, etc.)

2.3 FUNCTIONS OF NIGERIA PIDGIN

Nigerian pidgin is a significant asset, as it is the only ethnical neutral language in Nigeria, for example, with the English language. It is used to converse basic domestic needs such as food and clothes and for interactive and private dialogue.

According to Elugbe (1991:10) point out, a language may be national by being it spoken all over the country, being it indigenous and being declared 'National'. Nigerian Pidgin is national because it meets two of these requirements:

- 1) It is indigenous to Nigeria because it originated, is sustained and is expanding here in Nigeria.
- 2) It is geographically spread all over Nigeria and spoken by Nigerians of different ethnic origins.

As a true conversation device, the Nigerian Pidgin acts as a 'link' between the mother tongue and Nigerian English standard. Nigerian Pidgin has gained the mother tongue status and there are many Nigerians for whom it is as much a first language as the mother tongue and many Nigerians use the same primary language as their mother tongue, so that they are fluent in their mother tongues and Nigerian Pidgin}. Consequently, it follows that Nigerian Pidgin can be used to teach many Nigerians where it would have taken other local languages. However, it is safe for Nigeria Pidgin to use his or her lexicon not only in English but also in other Nigerian languages. In other words, speakers use words in their own language to reinforce the Nigerian Pidgin form.

Inhabitants of warri, benin, ibusa, sapele, delta and others are known for their outstanding ability to communicate in the language in an eloquent manner. ironically, Pidgin English is used among the country's leaders, religious men and women, lawyers, prosecutors, students, educated and ignorant people understand and interact completely in the language. The language is growing rapidly and the belief once holding that the language is the language of the educated is steadily corroding and slowly being substituted as Nigerian's unique language as even the country's national football team uses the language as a means of contact on the pitch. Nigeria at least now has a tag that is "Naija" in Pidgin English.

The internet, radio, the newspapers and the Tv do many programs in Pidgin. Nigeria Pidgin is used as language tool to pass messages on to people. In some Nigerian newspapers, some journalists and animators uses Pidgin. Such services are The BBC News Pidgin weekly column of a regional daily newspaper, which has been in service throughout the country for over 8 years. . ‘Akpan and Oduma” and “kookooroku” “as e de hot” are morning Tv shows shown on Wap Tv on Star times, Including wazobia f.m. a popular Nigeria F.M radio station, Thanks to its ease. This explicitly shows the enormous usage of Pidgin English throughout the country.

furthermore, traders tend to use Nigerian Pidgin instead of using a standard English type during conversation or transactions. For instance, Nigerian Pidgin is used to communicate effectively by market men, conductors, and food vendors that are not cultured.

The government also uses Nigerian Pidgin as an active tool in sending out information to the people, about the actions of the government, the bond between the citizens, government and policymaking in general. The literary scene is another area Pidgin english is used, as it produces very good showbiz and is educative when used in play, prose, tournaments and poetry.

2.4 ATTITUDES TO NIGERIAN PIDGIN IN NIGERIA

The code of non-literate language and the bastardisation of language are generally viewed in nigeria as Nigerian Pidgin English and its use thus considered a symbol of the extent of one's English competence. Undergraduates keep the strongest mentality towards Nigeria Pidgin from different higher institutions in Nigeria. communicating with their peers in NP is now trendy for them. they use it fairly to socialize among themselves.

Throughout their formal academic work, most of them use standard English. In unceremonious conversation, a huge number of students choose Pidgin to English.

They say that speaking Nigerian Pidgin is stress-free than speaking English. They are not aware of their Pidgin expressions ' grammaticality and appropriateness as they do in English.

Nigerian Pidgin is not just used in informal situations but in offices and other formal situations. The overall attitudes of the majority of Nigerians toward Nigeria Pidgin are still not promising.

According to (Akande 2008). In other words, the claim that NPE is the code of the non-literate does not seem to have validity as there are a lot of educated speakers in Nigeria who can use both standard English and NPE proficiently? (Akande 2008). According to (Mafeni, 2005), observes that NPE has become a widely spoken lingua franca in Nigeria

In addition, that many towns and city dwellers are at least bilingual in NPE and one indigenous language. There is no creole language worldwide with nearly as many speakers as [NPE].

Nigerian Pidgin English, despite its non-official recognition, remains one of the vernaculars of vigor in the society. nevertheless, there has been mark of hatred at the use of young people in homes and in schools by a large group of personalities across diverse sectors of the society, as well as parents of highly influential government officials, lecturers and undergraduates at the university. Igboanusi (2001) calls for its use as a medium of instruction in the early stage of primary school education especially for Nigeria Pidgin speaking children. one major dispute in provision of the adoption of Nigerian Pidgin as a national language is that it is an unbiased code, as it has no ethnic base. Igboanusi (2001) examines how Nigeria Pidgin could be empowered in Nigeria and remarks that education is ‘the most important Institution through which to raise the value of ‘Nigeria Pidgin’.

Nigerian Pidgin, In Nigeria has taken on an indispensable portion in communication, mainly between common and non-common language ethnic groups. It has also received some prominence from the roles it plays in the Nigerian society. In addition, Nigerian Pidgin English has improved the proliferation, independently of ethnic affinities, of local national ideas and socio-cultural, language, and parochial developments along with peace and unity as the only language of the educated and non-educated.

2.5 DEFINITION OF PIDGIN

Different intellectuals and linguists to come up have completed exertions with definitions of pidgin authors, such as Whinnom (1971) says: “ a pidgin crops up from a situation involving a target language, but the socially superior target language is usually inaccessible to the substrate speakers”.

It is accurate as indicated that the growth of a true pidgin involves more than two

tongues in contact. A pidgin language comprise of a corrupt language, which remains to be improved by other languages termed as “Substrate”. This substrate vary from place to place. In the Nigeria situation for instance in lagos the main role substrate would be yoruba, whereas in Anambra it would be Igbo. Nigerian pidgin as a variety of language can be perceived at all level of learning since primary to teritary establishment notwithstanding the limitation in its usage. Adetugbo (1990) comments that: “Ever among the highly educated teachers of English language there is often recourse to pidgin English As the vehicle of informal education.

Crystal (1988:22) See Pidgin as “ A language which has been striped - off everything but bare essential necessary for communication”. One can infer from the definition that pidgin; contrasting English language is an auxiliary simplified means of communication. This is so as enriched above morphological or linguistic facts are much fewer when linked with a language like English. But like Gani ikilama (1992:33) comments, “those that makeshift character of pidgin ignore the fact that they can develop to a considerable degree of stability and complexity.

2.6 THE USAGE OF NIGERIA PIDGIN ENGLISH

The drill of Nigerian Pidgin English has become a common consciousness to the people in numerous gaits of life, ranging from the campus community to the nonprofessionals Generally. Its convention out across people of diverse dialectal upbringings, social- status, and ages.

2.6.i HOMES

The use of Nigerian Pidgin in the home is mainly standard to intertribal ceremonies which seems to be more mutual now than before. This applies particularly in position where the pairs are illiterates. local vernaculars are barely spoken. NP become the prevailing language spoken by the parents and their children, although there are gears where by the offspring may absorb one of the parent’s vernaculars later on.

In addition, they may on the other hand learn dialects from their fellow citizen if they derive in connection.

However, circumstances where by housekeepers, gatekeepers, drivers, and clans who communicate Np in the household of cultured ones also encouraged the habit of Np in homes. In

vague areas like lagos, rivers, Port Harcourt, warri etc. Although is influential, it is the language of various homes.

2.6.ii PIDGIN AMONG STUDENTS

Students and undergraduates in essentially use Pidgin English different Institutions of learning immensely gradually becoming current. The main reason is that it is not associated to any indigenous group that makes it a momentous instruction used in casual discussion. According to Adetugbo (1990) comments that; “Even among the highly educated teachers of English language there is often recourse to Pidgin English as the vehicle of informal education”.

EXAMPLES OF PIDGIN ENGLISH IN MTU.

After my research with few students of MTU, I was able to get some examples of pidgin english spoken by MTU students , below are the following examples.

Pidgin English	Standard English
Small small	Gently
You for don come this afternoon	You should have come in the afternoon
E be as it	It seems so
Wetin de happen	What is happening
You no well	You are not alright
Who you epp	What are you useful for?
You go dey	Will you be around?

2.6.1 THE DEVELOPMENT OF PIDGIN.

The growth of Nigerian pidgin from a rudimentary speech from which was strongly aided by gesture to an elaborated form is examined in some details by Elugbe and Omammar (1991).

Initially, it was used between the visiting English and their Nigerian hosts. Subsequently, the Nigerian who had no mutual language of their own, began to use this figure among themselves. This has the result of stabilizing and elaborate experiences of its Nigerian users. The prolonged point of English in Nigeria made the figure and bore of its users to keep and enlarge, and this yielded the development of Nigerian Pidgin. The growth was a useful rebound of two components. In the first point, the English acknowledged that they could not do trade in language before they could affirm facts, which they saw it was fathomless to English speakers currently reached Britain. Pidgin was banished to a term including nonpareil Nigerians, or the English and the citizens who could not clear or assimilate accepted variety of English. So important did this dialect benefit its area and become an entrance to favourable rank in society, outweighing its outgoing and significant benefits.

The development of English in Nigeria did not exclude the extent of Nigerian Pidgin. Not everyone had connection to a school and the impact of obtaining English was clearly lengthy and more monotonous than that of picking up Nigerian Pidgin.

It remains a trademark of Nigerian Pidgin that its utterers use it with a lot of exemption and attainment. In the days of the colonial polity, the religious institutions were very prestigious. They used that potency to guarantee that a practice leading to the growth of Nigerian languages were not stopped. Acquiring a first language borderon in speeches, they believed that the gospel was best delivered to prospective converts in the language they viewed cool. Thus they two-fold as religious bodies and scholars, perusing the local languages, committing them to authorship and effort to interpret the holy book, or parts of it, into these languages. These were also colonial administrators who doubled as military servants and linguists. Hence, the colonial government had to provide to some acknowledgements to the jargon as the diverse languages was called, the acknowledgement of the local languages did not broaden to Nigerian pidgin. Even those who backed up to prolong it by utterance it declined to acknowledge it, a situation that exist even today. One meets extremely situated government personnels who speak Nigerian Pidgin but do

not reckon it should be apportion a part in the language programme in Nigeria . It is hence apparent that Nigerian Pidgin has subsist and expand by broadly being useful and accesible, thus filling a veritable interaction space in Nigeria.

2.62 NIGERIA PIDGIN AS A MARGINAL DIVERSITY

Out of rare occurences of languages marginalization, only one has widespread research in Nigeria: The non acknowledgement of minority languages at the federal and state level A language is viewed fringy only when there are other dialects to which we can analyze it outwith the social group. there is awareness in which Nigerian Pidgin can be acknowledged as marginal language when we view the truth that it written form, examined to the verbalized kind of languages like english, yoruba, hausa, and igbo, is on the border. Aside from the verity that only a few novels or drama addendum cohabits in Nigeria Pidgin, Most Nigerians do not often read or pay any serious academic focus to work written in Nigerian Pidgin. This is supported out of the styles that are to the languages more importantly, While English and the other 3 federal languages are codified In Nigerian Pidgin. politicially, Nigerian Pidgin is marginalized. while english and other languages are recongnized constantly Pidgin is not at all. First is the fact that most Nigerians inculding the superiors, see Nigerian Pidgin as a mere contact language which cannot be said to belong to any specfic district unlike the 3 major languages which are regionally or exotic based.

As such, Nigerian Pidgin is not the language of any ethnic group. We can more or less see it, therefore, as being exotically marginalized. secondly, while each of yoruba, hausa, igbo and English is studied as a field in Nigeria secondary schools, so far as we know, there is no secondary school were pidgin is taught as a subject.

Likewise, there is no field of Nigerian Pidgin in any tertiary institutions In Nigeria. though, there are some expositions which have scrutnized the gaze or the other of Nigerian Pidgin. This shows that Nigerian Pidgin into the curriculum is politicial. The emprial reality of such a department where Nigerian stands out as a field would mean that the government as well as institutions in Nigeria will have to pay it. Ours is a country where the existent promulgation in the country bastions of acquistions and the whole academic system are not properly committed by the group action not to talk about improvising another one. So, the continous social process of Nigerian Pidgin is directly merged to the deficiency of involvement on the part of the federal

government. politically, Nigerian Pidgin is conspired. While English and the other dialects are acknowledged in our formation, Nigerian Pidgin is not at all. Two main contents can be assumed for this, first is the format that most Nigerians, including the patricians, See Nigerian Pidgin as a mere contact language which are regionally or exotically based. As such, it {NP} is not the dialect of any ethnic group. We can more or less see it, therefore as being exotically conspired.

2.63 THE LINGUISTIC CONTEXT OF PIDGIN IN NIGERIA

Nigeria is the largest country in west africa, with a population of over 138 million (Central Intelligence Agency, 2008). The country consist of 36 states plus Abuja, which is FCT: Although no one can be precisely sure of the number of ancestral languages in Nigeria, the estimate has always. ranged between 400 and 500 languages (Bamgbose1971) with the number of ethnic groups ranging from 250 to 300. to further complicate this sharply multilingual setting, most of the languages have different varieties.

Nigeria is highly bilingual and multi – ethnic setting with various groups . of all these patrimonial languages, only three are acknowleged as endemic federal or major languages: hausa, igbo& yoruba also the (fundamental law of the federal republic of Nigeria).

Although the 3 endemic languages are viewed as major languages, other endemic languages are considered as minor languages and have little or no acceptance in the country. The main and the minor languages in Nigeria are authoritatively seperated settled on the elements including alchemy, geographical distribution and numerical abilities. of these components,the political and achievements of some lofty figures in the country seem to have promoted by ensuring their languages are the mandatory ones.

Many of the political personalities in Nigeria belonged to one of the 3 major areas. for instance, umar musa yar- adua, johnson aguiyi – ironsi, olusegun obasanjo were the 3 paladins from the Nigerian Independence motility from hausaland, igboland, and yoruba severally. As for numerical capability and geographical spread, each of Hausa, igbo and yoruba (i.e the major languages) is spoken by well over 20 million people in the country and is verbalized in at least 5 States of the confederacy. none of the so called insignificant dialects enjoy this kind of numerical abilities and each of them is uttered only inculsion of a confederation or two.

Given the linguistic diversity in Nigeria, essential people acquire speaking more than endemic language. The linguistic fact in Nigeria is such that the magnitude of users of minor languages incline to acquire one of the major language especially the one that is prevailing where they domicile. And many of those who have one of the 3 major languages as their endemic language also acquire English, Np or another variety of the country.

Nigeria Pidgin language could flourish or go into defunctness reckoned on the certainty of the context it find itself. hence, it is a contact language built particularly for trading, could go into the extinction if the users do not continue with the trade. on the other hand, if pidgin finds pleasing environment. such as multilingual community, its linguistic forms expands in order to satisfy the needs of diverse social groups who finds it hard to relate with their neighbour who neither speak nor understand each other language.

When two distinct languages comes in contact in an individual, there will be observed transpose of the linguistic feature of one of the tongues to the producing of the other. there are undesired transpose occurs when a learner makes a distinct linguistic context of one language to operate in another diverse languages.

2.64 THE EFFECT OF PIDGIN ON THE TEACHING AND LEARNING OF STANDARD ENGLISH.

The Nigeria Pidgin has no disbelieve affected the teaching and learning of the standard English negatively. It makes it slightly hard for teachers, students and even graduates to verbalize the standard english correctly.

In a world that can be best portrayed as a universal village, this act would hinder significant interactions. although, what is noticed is that the range of outlook of the standard english is adequate because of the effect of the Pidgin, this create disagreement , particularly in the midst of so many Englishes: american, british, nigerian, e.t.c.

Subsequently, the morphological & syntactic importance of the Pidgin variety will impede same quality which may probably affect negatively the well-spoken and the verbal forms of the standard English. The english language is one of the necessitys for direct admission into sundry levels of the educational system fell short of the indispensable standard to be able to engross in

significant academic work. Nigeria is experiencing an elevated level of disarray in the adoption of an appropriate conduct. For example, it is incorporated in the 1999 constitution of the federal republic of Nigeria purposeful law that the trade of the national assembly shall be observed in English, hausa, and yoruba... giving increase to the acronym WAZOBIA.

Apart from the 450- 500 Languages and diverse hub context existing already, there exists English Language the authorized language plans in Nigeria is english language, also used for correspondents , education and language of the elites.

However, a national language or lingua franca described as that used by all the people in a country and which serves as symbol by national awareness. English is therefore misconstruction in this respect that is taught all over Nigeria and also has every part of the country as its constituency geographically . One basic fact is that its area of coverage or ethnic constituency still remains small. However, the Nigeran Pidgin as a language is no doubt widely spoken, understood by the people and accepted foe effective communication by all closes, illiterates and belleristic all over Nigeria. by this, one cannot but agree that Nigerian Pidgin English has an advantage over any other language to be officially adopted as a lingua franca for Nigeria and Nigerians.

Pidgin could affect the communicative ability of Nigerians in effective communication. Nigerians could be easily excuded from international business and transactions. Therefore, the need for educational planners and administration who concieve, formulate and implement educational poltics to ensure that pidgin do not impinge on the ability of the Nigerian nation to engage in global communication.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 INTRODUCTION

This section presents the research method. The researcher will use in carrying and acquiring data used in the study. It apparently defines the research design, study area, research population, instruments of data collection, sampling technique, research instrument, method of data collection, and the data analysis method.

3.1 RESEARCH DESIGN

This study is a descriptive research method. It is design to survey the effect of Nigerian pidgin among Mountain Top university Students and their proficiency in English. In mowe ibafo, Ogun state. The researcher used questionnaires to get data needed for this study.

3.2 POPULATION OF THE STUDY:

The population of this study comprises of all students in Mountain Top University. nevertheless, the section of one hundred {100} respondents were arbitrarily selected from similar sets of students that makes up the university, which were used for the study.

3.3 SAMPLING TECHNIQUE:

The technique used for this research is random sampling which includes selecting a number for a study in such that the individual embodies larger sets from, participants in a populace, which serves as a whole.

3.4 STUDY AREA:

The emphasis used in this study is Mountain Top University. extra selection of the university is as an effect of varied dialects that manifested in contact which lead to the use of pidgin among some students as a means of discourse. i picked up an attention in the school, meanwhile i detected the extensive usage of Nigerian Pidgin english by the students.

3.5 RESEARCH INSTRUMENT:

The key instrument employed in this study is the questionnaire. reactions from the questionnaires were reviewed by participant's remark. The questionnaire comprise 11 items. The key variables are:

1. Is environmental factor one of the reasons students frequently use pidgin English In their day-to-day activities?
2. Their academic proficiency in english is it been affected by Nigerian Pidgin?

3.6 METHOD OF DATA COLLECTION:

Data collection used by the researcher used in the course of research were questionnaires dispersed to the respondents unswervingly to the students. One Hundred [100) questionnaires were circulated and recovered after it has been completed by the respondents .

3.7 METHOD OF DATA ANALYSIS:

The data acquired will be obtained through the questionnaire and renewed into quantitative data by this, the figures of respondents who replied to a specific question alternatively, element to produce a frequency or data. after the ratio is created, it will be estimated in a simple percentage.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This chapter will present data gathered from 100 items of a questionnaire and also do an analysis of data using statistical tools such as percentages and tables. The questionnaire involved two sections: Part A and Part B. Part A shows the demographic information of the respondents while Part B covers the responses to the questions on the questionnaire.

4.1 Part A: Demographic Information of Respondents

Table 1. Sex of Respondents

Gender	Frequency	Percentage
Male	45	45%
Female	55	55%
Total	100	100%

The table above displays that out of 100% respondents, 45% were male while 55% were female. The difference between the number of male versus female respondents is an indication that female students were more prone to responding to questionnaire than the male students. Again, the figures show that the male students of Mountain Top University are less inclined to the subject of the research, which borders on Nigerian Pidgin. Research has proven that females use more standard forms than males who are usually more disposed to vulgarism, slangs and vernacular (Holmes 1992).

Table 2. Category of Respondents

Level	Male	Female	Total	Percentage
100L	15	10	25	25%
200L	11	14	25	25%
300L	7	18	25	25%
400L	17	8	25	25%
Total	50	50	100	100%

The overhead table comprises the entire figure of respondents that remained certain in this research to function as a description of the total. 100 level students were represented by 25 students, 200 level by 25 students, 300 level by 25 students and 400 level by 25 students too. The figures show that all the levels were equally represented while also confirming that the research population captures the totality of MTU students.

4.2 Part B: Data Analysis

The table below represents the students that responded to the questionnaires and their responses presented in a tabular form. The analysis of the data follows the tables.

Question 1 sought the students' opinion on whether or not they spoke Nigerian Pidgin. Their responses are presented in the table below:

Level	Frequency	Percentage (%)
100	Yes-15	60
	No- 10	40
200	Yes-13	52
	N0-12	48
300	Yes- 14	56
	No - 11	44
400	Yes-13	52
	No – 12	48

The table above shows that more students testified to speaking Nigerian Pidgin than not. These responses thus corroborate the fact that Pidgin is a lingua franca in Nigeria. Again, the claim that Pidgin is spoken by only the illiterates, uneducated and lower class has been debunked by the responses as the study population is made up of university students who are in the highest level of the educational ladder. If Nigerian university students speak Pidgin, then the language has acquired a higher status than is claimed in the literature. Little wonder then that some linguists are advocating for its adoption as Nigeria's national language. The data gathered here also reveal that across levels, MTU students speak Pidgin no matter the course that they are reading in the university.

	100L	200L	300L	400L
Question 1	Yes= 15(60%) No = 15(60%) }	Yes= 11(44%) No = 10(40%)	Yes = 10 (40%) No = 13 (48%)	Yes = 15 (60%) No = 11(44%)
Question 2	Yes = 15 (60%) No = 9 (36%)	Yes = 15 (60%) No = 14(56%)	Yes = 12(48%) No = 12(48%)	Yes = 13 (52%) No = 10 (40%)
Question 3	Yes = 14 (56%) No = 11 (44%)	Yes = 15 (60%) No = 15(60%)	Yes = 12 (48%) No= 12(48%)	Yes =11(44%) No = 10 (40%)
Question 4	Yes = 12 (48%) No = 9 (36%)	Yes =15(60%) No = 12 (48%)	Yes =15(60%) No = 13 (52%)	Yes = 14(56%) No =10 (40%)
Question 5	Yes = 15 (60%) No = 12(48%)	Yes = 12 (48%) No =11 (44%)	Yes =11(44%) No = 15 (60%)	Yes = 14 (56%) No = 10 (40%)
Question 6	Yes = 15 (60%) No = 12 (48%)	Yes = 15 (60%) No =10 (40%)	Yes = 15 (60%) No= 13 (52%)	Yes = 12 (48%) No = 8 (32%)
Question 7	Yes = 15 (60%) No= 12(48%)	Yes = 15 (60%) No = 10 (40%)	Yes = 15(60%) No =8 (36%)	Yes = 15(60%) No =10(40%)

Question 8	Yes= 12 (48%) No = 13 (52%)	Yes = 13(52%) No = 12(48%)	Yes = 14 (56%) No = 10 (40%)	Yes= 15 (60%) No = 11(46%)
Question 9	Yes = 14(56%) No = 10 (40%)	Yes = 15(60%) No = 12 (48%)	Yes = 13(52%) No = 14 (56%)	Yes = 11 (46%) No =11 (46%)
Question 10	Yes = 10(40%) No = 14 (56%)	Yes = 14 (56%) No = 15(60%)	Yes=13(52%) No = 13(52%)	Yes = 10 (40%) No =11 (46%)

4.3 Analysis of Responses to Question 2 and Research Question 1

Question 2 inquired if respondents' proficiency in standard English had been affected by Pidgin. 55% of respondents said 'Yes' while 45 % said 'No' The figures confirm the fears of educated Nigerians that the speaking of Pidgin affects students' spoken proficiency in standard english. responses to this question also provide answers to research question 1, which aims at determining if the students' use of Pidgin has had any effect on their spoken Standard English. If the students confirmed that Pidgin negatively affects their use of Standard English, especially in the aspect of spoken English, then care must be taken such that one does not negatively affect the other. A state of diglossia, where both Pidgin and Standard English can co-exist side by side is recommended here.

4.4 Analysis of Responses to Question 3, 4 and Research Question 2

Question 3 inquired if MTU students spoke Pidgin more often than standard english. majority of the students answered in the affirmative as seen in the table above. To be precise, 52% of the research population answered 'Yes' indicating that pidgin is the preferred language among students on campus, while 48% said No. The responses also provide answers to research

question two, which sought students' opinion on how often they spoke pidgin. apart from the formal setting of the classroom, when lecturers are present, students interact freely in pidgin. It is a more convenient and easy language to speak, as it does not follow any laid down rules of grammar. The frequency of the use of pidgin on campus attests to the fact that it is the preferred code among young people. However, code-mixing and code-switching between pidgin and standard English often happens as many students bring in pidgin expressions into their spoken standard English thereby negatively affecting their spoken English. Question 4 also noted that MTU student's spoken language is mostly pidgin, which has affected them academically and has affected their standard English. To be precise, 56% of the research population answered 'Yes' indicating that Nigerian Pidgin is spoken more widely than the standard English. While 44% said 'no'.

4.5 Analysis of Responses to Question 5, 6 and Research Questions 3

Question 5 inquired if there is a gender difference in the use of Nigerian Pidgin among MTU Students. 52% of respondents said 'yes' while 48% said 'No'. The figures confirmed that there is no much gender difference in the use of Nigerian Pidgin among MTU Students. It is now fashionable to undergraduates to communicate with their peers in Nigerian Pidgin English. They equally use it on social media. This, of course, is mixed with special jargons which are popular among the youths. most of them speak standard English in their formal academic pursuit. The questions above whether there is a gender difference in the use of Nigerian Pidgin among students, clearly noted that there was no difference; it is safe to speak Pidgin among all peers on campus. Akinluyi(1977: 40) opines that; break time at school is one of those times that children look forward to; they mix up with other children, play and express themselves freely. This is the time when the 'forbidden' Pidgin is heard everywhere in the school. living in a world that can best be described as a global village, this act would impede effective discourse. Nigerian Pidgin has no doubt affected the learning of the standard English negatively.

Question 6 inquired if there was an environmental factor that led the students to frequently use Nigerian Pidgin in their day to day activities. 57% of the respondents said 'Yes' while 43% said 'No'. Which makes it quite impossible for the students of MTU and even other learners of English to say that their environment, did not contribute to their use of Nigerian Pidgin in their day today

activities, specially when they are among their peers. They also believe it is safe to speak Pidgin among colleagues on campus in order to avoid the embarrassment of onrush of standard English. The responses also provide answers to research question three, which sought to survey the circumstances that led MTU students to speaking Nigerian Pidgin English. According to observation, MTU students speak Nigerian Pidgin because they believe it is safe to speak it among their friends and colleagues effectively compared to that of the standard English.

4.6 Analysis of Responses to Question 8,7 and Research Question 4

Question 8 inquired if the students preferred Nigerian Pidgin to standard English. 54% of respondents said 'Yes' while 46% said 'No'. The figures verified that students prefer to speak Nigerian Pidgin than standard English. Nigerian Pidgin is spoken more vastly than the standard English, Although the standard English is the authorized language and the language of Knowledge in Nigeria. It belongs strictly to the patricians. It is inaccessible to illiterate members of the society but an appropriate figures of uneducated Nigerians can speak at least and understand Nigerian Pidgin.

Nigerian Pidgin English is used by literates, semi-literates and illiterate elements of the society.

The language unfolds on a daily basis. In spite of this extensive magnitude, Nigerian Pidgin is mostly used in casual settings and non-governmental organizations. It is not acknowledged in any language policies made in Nigeria. While Question 7 inquired if MTU students are fluent in Nigerian Pidgin. to be precise, 60% of the respondents answered Yes while 40% of the students declined it. It is now superficial for students to interact mutually with their colleagues or friends in Nigerian Pidgin. they equally use it on social media; this of course is mixed with a lot of vernacular which are touristed among the youths. most of them speak standard English when it is mandatory, as well as their structured aptitude progress. An appreciable number of students prefer Nigerian Pidgin to English in unceremonial interactions. They claimed that Nigerian Pidgin is easier to speak than English language. responses to this question also provide answers to research Question 4 which sought students' opinion on how often they speak Pidgin and why also they prefer it rather than standard English.

4.8 Analysis of Responses to Question 9 and 10

Question 9 inquired if MTU students preferred to speak Nigerian Pidgin more often than standard English. 53% of respondents said 'Yes' while 47% said No. From my observation, it reflects that Nigerian Pidgin is gaining intense peculiarity in educational environment instead of standard English going in educational environment in place of standard use of English language. Even if people have inconsistent behaviour towards Nigerian Pidgin but the attitude is more optimistic than dissident. Also the study disclosed that Nigerian Pidgin more than standard English. The deficiency of the impelling use of English has prompted student's to use pidgin in their academic performance.

Another question was also reflected on whether Pidgin would be Nigeria's National language. From the results gathered and the views of the students from the questionnaire, Nigerian Pidgin can be comfortable as National language in Nigeria. In spite of the fact that English still relics the country authorized language and the language of instruction. In Nigeria, Hausa, Igbo, and Yoruba, spectacular attribute as territorial languages in the northern, eastern and western parts of the country respectively, Nijja as Np sometimes assigned and which is vastly uttered in many of the countries, large cities, among academics and non academics of Higher institutions in Warri like and guerilla forces, in market and even the sabon-gan parts of northern Nigeria. According to Okoh (2006:108), the language unites Nigerians of all ethnic cleavages or social colorations; making them down play their apparent differences.

Nigerian Pidgin as a national language should not be inspired with confidence. But, standard English is the language that is used in the school as the language of education and instructions. It is the language that is recognized by the school. The students believe that Pidgin English has cheerful abstractions in their academic performance and it is the language that they use largely when interacting with their fellow students. A federal language should be the discourse of political, social, ethnical, of a specific country and this significant broadcast in Nigeria.

Pidgin English is a language which is expressed by majority of the students of Mountain Top University Ibafo, Ogun State. but, standard English is the language that is used in the school as the language of content and is the language that is acknowledged by the school. The students believe that Pidgin English has favourable influence in their academic behaviour and its language

that they are use vastly when interacting with their colleagues. Hence, they opt the languagemore than the standard english. nevertheless, they are of the view that Nigerian Pidgin English, should not be an adopted English.

The responses obtained from my research states that 53% rejected the approval that Pidgin should be made the national language while 47% agreed that Pidgin be made Nigeria national language. The outcome also exhibit that, there is no agreement as to

whether Nigerian Pidgin should be elevated to a higher status. majority of the respondents did not dissent its use in education.

The research foreground 3 major issues linked with the content of Nigerian Pidgin in Nigeria:

1. Deficiency of system worth.
2. Viewed outcome on the indigeneous languages.
3. The outcome of the use of Nigerian Pidgin on the English language competence.

4.8.1 What the Government Should Do to Upgrade the Status of Pidgin

1. The Nigerian government should improve accurate usage of language, which advocate outwith learning organization.
2. The Nigerian government should oblige on her language prudence and adapt Nigerian Pidgin as Nigeria Lingua franca and a second authorized discourse of a country. Also Nigerian Pidgin has no fixed spellings or diverse sequences of the linguists should strive toexamine their variety and create a recognized figure of the language students should postively engross in the use of standard english more frequently than the use of Nigerian Pidgin in order to enhance the appropriate use of language in interaction.

However, Nigerian Pidgin in possesses its fault coming to the perverse behaviour to its position as National language which is uttered by msjority students of Mountain Top University Ibafo, Ogun state. only standard english is the language that is used in the school as the language of content and recognized by the institution. they believe that Pidgin English has a damaging influence on their academic competence and it is tye language that they use vastly when interacting with their colleagues. hence, they opt for the language more than the standard english.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 INTRODUCTION

This chapter overview the whole study below the following drifts; overview conclusion and recommendations under the summary, the researcher gathers up procedures utilized in revealing out the study and notable findings, while conclusion is derived from assorted findings found for researcher query that radio-controlled the study. recommendation are also made for participants of the study.

5.1 SUMMARY

Nigerian pidgin connects interactions rift in positive socio linguistic conditions where there are not equally worthy of language discourse. Nigerian pidgin is uttered more vastly than the standard english, though the recognized english, is the formal language and language of knowledge in Nigeria. It is limited to the patricians. It is unattainable to ignorant elements of the community but an esteemed figures of ignorant Nigerians can speak or at least understand Nigerian Pidgin.

Nigeria Pidgin is used by belletristic, semi-illiterates and uneducated elements of the society. The language unfolds on casual basis , inspite of this broad entity Nigerian Pidgin is mostly used in casual settings and non – governmental organization. It is not authorised in any of the language content made in Nigeria. thus, authorized facts are not recorded in the language. Students of diverse higher institutions in Nigeria holds the pitch rate of Nigerian Pidgin usage. Most of them speak standard english in their academic quest. An estimated figure of the student prefer Nigerian Pidgin to english in casual discourse. They claimed right that Nigerian Pidgin is relaxed to speak than english language.

5.2 CONCLUSION

From the research, investigation shows that Nigerian Pidgin is fairly powerful in education system in lieu of standard use of English Language. Despite people have striking direction near Nigerian Pidgin. But the direction is sure than undesirable. Also the research discloses that students often use Nigerian Pidgin more than standard english. The defect of effective practice of English has inspired students to use Pidgin in their conversations which has neutral influence on students academic skill. The use of Nigerian pidgin by male or female students diverse from one figure to another.

The Nigerian Pidgin as a language is no doubt widely spoken, understood by the people and accepted for effective communication by all category, illiterates and belletristic all over Nigeria. by this, one can not but concur Nigerian Pidgin English has an edge over any other language to be authorised and be followed as a lingua franca for Nigeria and Nigeria as a country. In order to accomplish this tip top, it is strongly proposed that language projectors must work on its rationalisation, which will assist in handling over order part of the inhabitants, since it is not culturally bound.

5.3 RECOMMENDATIONS

Based on the research of this study the following were suggested to improve suitable use of language which can raise actual conversations outwith the learning institutions.

1. The Nigerian government should ameliorate on her language policy and adapt Nigerian Pidgin as Nigeria lingua franca and a 2nd authorised language of the country.
2. The use of Nigerian pidgin by students during conversations should be dejected by enforcing laws that can battle against unfit use of english in the school premises.
3. Students should postively engross in the use of standard english more frequent than the use of Nigerian Pidgin in order to enhance their adequate use of language in conversations and interactions.

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Appendix

I am an undergraduate student of the Department of Languages, Mountain Top University (MTU), Ibafo, Ogun state. I am conducting an enquiry on the Effects of Nigerian Pidgin on Mountain Top University students' Proficiency in English as my retrospect. I am entreating you to reply the scheduled questions by indicating in the box, your selected answer. Your responses will be treated with utmost confidentiality.

Thank you for your co-operation.

Part A: Demographic Information

Gender: Male () Female ()

Level: 100 () 200 () 300 () 400 ()

Part B:

Question 1:

Do you speak Nigerian Pidgin?

Yes () No ()

Question 2:

Is your academic proficiency in English affected by Nigerian Pidgin?

Yes () No ()

Question 3: Do you speak Pidgin more often than Standard English?

Yes () No ()

Question 4:

Do you speak Pidgin more frequently than Standard English in MTU?

Yes () No ()

Question 5:

Is there a gender difference in the use of Nigerian Pidgin among MTU students?

Yes () No ()

Question 6:

Is environmental factor one of the reasons students frequently use Nigerian Pidgin English in their day-to-day activities?

Yes () No ()

Question 7:

Are you glib in speaking Nigerian Pidgin?

Yes () No ()

Question 8:

Do you prefer Nigerian Pidgin to Standard English?

Yes () No ()

Question 9:

Do you enjoy speaking Nigerian Pidgin more than Standard English?

Yes () No ()

Question 10

Would you like Pidgin to be Nigeria's national language?

Yes() No ().