

**AN ERROR ANALYSIS OF NIGERIAN WRITTEN PIDGIN OF
STUDENTS IN MOUNTAIN TOP UNIVERSITY**

BY

ITOJE OLUWATUNMISE IVIE

17020401001

**A LONG ESSAY SUBMITTED TO THE DEPARTMENT OF
LANGUAGES,
MOUNTAIN TOP UNIVERSITY IN PARTIAL FULFILMENT OF THE
REQUIREMENT FOR THE DEGREE OF BACHELOR OF ARTS
(B.A HONS ENGLISH)AUGUST 2021**

DECLARATION

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

.....

Itoje, Oluwatunmise Ivie

.....

Date

CERTIFICATION

This is to certify that this research project titled “**An Error Analysis on Nigerian Written Pidgin of students in Mountain Top University**” was carried out by Itoje, Oluwatunmise Ivie with the matriculation number: 17020401001 in partial fulfilment of the requirements for the award of

Bachelor of Arts (B. A) Degree in English Language at the Department of Languages, Mountain Top University, Ogun state, Nigeria under my supervision.

.....
.....

Dr. M.E Anana
(Supervisor)

Date

.....
.....

Professor E.A Adedun

Date

(Head of Department)

DEDICATION

I dedicate this project to the Almighty God.

ACKNOWLEDGEMENTS

Special thanks to my amiable supervisor Dr. M.E Anana who through her supervision I had a broadened knowledge on the topic and was able to carry out this research. I thank my mother Mrs Fehintola Itoje for her immeasurable love, support and care towards my wellbeing in life. They provided all the necessary resources needed for the successful completion of this project.

I appreciate my elder sister Itoje Tobore for her help in gathering some relevant materials for this project. I would also like to thank Prof. E.A Adedun my honorable H.O.D for his unending support and encouragement for the completion of this project.

Also, I will like to thank my university chaplain Pastor Olumide Adesina for his prayers and word of wisdom, God bless you sir. I thank my younger sister and aunt, Itoje Ifeoluwa and Bakare Funmilayo for their supports, prayers and words of encouragement. Thank you so much. Above all, I give all the glory to the Almighty God, his son Jesus Christ and the Holy Spirit for enabling me with the strength, wisdom and knowledge to make this project a success

TABLE OF CONTENTS

Title Page	i
Certification	ii
Dedication	iii
Acknowledgement	iv
Table of Content	v
Abstract	viii

CHAPTER ONE

Introduction

1.1	Background of the study	1
1.2	Statement of research problem	4
1.3	Aims and Objective of the research	4
1.4	Research questions	4
1.5	Significance of the research	4
1.6	Scope and Delimitation of the research	5
1.7	Operational definition of terms	5

CHAPETR TWO

Literature Review

2.1	Brief History of Nigerian Pidgin English	6
2.2	Characteristics of Nigerian Pidgin English	7
2.2.1	Nigerian Pidgin Lexis	7
2.2.2	The Growth of Nigerian Pidgin	7
2.3	The Benefits of Nigerian Pidgin	9
2.4	Nigerian Pidgin as a Marginal Variety	11
2.5	Theoretical Framework	13
2.5.1	Classifications or Types of Errors	13
2.5.2	Sources or Causes of Errors	14
2.6	Attitudes to Nigerian Pidgin English in Nigeria	15
2.7	Scope of Nigerian Pidgin Usage	16

CHAPTER THREE

Research methodology

3.1	Population of the study	20
-----	-------------------------	----

3.2	Sample and sampling technique	20
3.3	Method of data collection	20
3.4	Method of data analysis	20
CHAPTER FOUR		
Data presentation, analysis and Analysis of findings		21
CHAPTER FIVE		
Summary, Conclusions and Recommendations		
5.1	Introduction	25
5.2	Summary	25
5.3	Conclusion	25
5.4	Recommendation	25
References		38

Abstract

This is the study of Error Analysis of Nigerian Written Pidgin of Students in Mountain Top University. The total population for this study is 30 students of Mountain Top University. The researcher collected written data from 30 students and randomly selected 15 scripts to be analysed. This was the instrument of data used. Descriptive Research Design was adopted for this study. In this research, a qualitative method is employed to the analyses of the data. The data collected are presented in roman numerals i - xv and are analysed below it.

INTRODUCTION

1.1 Background of the study

In Nigeria, English is spoken as a second language. It is a second language since Nigerians had their first language, or Mother Tongue (L1), before the invasion of the foreign language known as "English." In this case, a foreign language (English) was forced to leave its natural habitat and interact with another language or languages (Nigerian indigenous languages). A true person's culture and ideals are imbued in the language he or she speaks. As a result, it is stated that 'language is culture,' and that none can exist without the other. The importance of language in the educational process cannot be overstated. It is a necessary component of communication. It has very strong foundations for creative thought, and without it, no significant growth in society and culture would be possible, according to Makinde (1997:7). The preceding reference investigates language's abilities as a tool for communication and creative thought. Through the process of thinking, language is utilized to communicate ideas, which are then converted into speech or writing. As a result, a country's larger communication language is critical to its advancement and growth, even academically.

Nigeria is a multicultural and multi-ethnic country with around 410 languages. Mackey is a character in the film Mackey (1992:12). However, since the arrival of the English language in 1842, these many languages have influenced, or should we say, interfered with, how Nigerians utilize language at the lexical, grammatical, and phonological levels of communication. Despite the fact that English is Nigeria's official language, a distinct brand of English has arisen to meet the country's sociolinguistic and communication needs (which is to an extent a deviation from standard British English). This has resulted in a process known as localisation or domestication. The manner we write will reflect this metamorphosis, as English has been influenced by our indigenous languages. We dubbed these variants "peculiar Nigerianisms."

The English language did not arrive in Nigeria by itself. Its expansion into Nigeria was prompted by a number of circumstances, including trading, enslavement, colonization, and missionary efforts by Europeans in Nigeria, which occurred in stages. As a result, English as a language is a borrowed blanket that has been adapted for personal use by the borrowers to suit their needs. The

The exact year when English became widely used in Nigeria is unknown. The earliest close contact between the British and several ethnic groups in Nigeria is thought to have occurred in Southern Nigeria. This has to have happened before the Atlantic slave trade began. The term "pidgin" refers to a language that emerges when speakers of different languages have a desire to communicate but do not speak the same language. When a pidgin emerges, it is usually learnt as a second language and used to communicate with people who speak various languages. Language is the most creative and limitless tool for social communication, and it aids us in comprehending the deep social significance, cultural engagement, and human interconnectedness of language. As a result, we can agree that pidgin is a language in its own right, rather than just a supplemental tongue, as some people believe, because it functions as an unrestricted means of social communication, particularly in a multilingual community like Lagos State. "A society's culture is its members' way of life, the collection of ideas and habits that they acquire, share, and pass from generation to generation," writes R. Linton (12). Language is the only way for these civilizations, ideas, and behaviors to be passed down from generation to generation. Every language is deemed adequate to represent the communicative needs of its people in linguistics, and as such, it should not be subjected to any prejudices. Even though it is a language, this cannot be claimed about Nigerian Pidgin because numerous factions have attempted to eradicate the use of Nigerian Pidgin English. These attempts, however, have been ineffective due of the language's high value to its users. It is a language that has brought people together despite their differences in ancestral culture and language by forging a unique local culture that incorporates ideas from other cultures.

A specific Oba of Benin was said to have spoken Portuguese, according to Adetugbo [1984:8]. The language was used in the old Benin kingdom for commercial reasons and because it was the language of business and diplomacy. In fact, the introduction of English into Nigerian may be divided into three key periods: before missionary operations, during missionary activities, and after the union of the southern and northern protectorates. It's worth noting that there's no distinct delineation between these periods because each one blends into the next. In terms of phonology, morphology, and syntax, Pidgin differs significantly from Standard English. With Pidgin English, Nigeria is rapidly colonizing the West African region. Pidgin English, as it is spoken in Nigeria, is a hybrid of English, Portuguese, and Dutch. The Nigerian dialect of Pidgin English

has some odd pronunciations. In Pidgin, words that signify or denote one thing in Standard English may mean or denote something other. "In some nations...the New Englishes have evolved a noteworthy variety of diverse variations tied firmly to the socio-economic and educational backgrounds of their speakers," Platt, Weber, and Ho correctly report in their book *The New Englishes* (RKP 1984). It readily absorbs words, patterns, and pictures from the mother tongue and expresses itself in a small English vocabulary. Critics of the English language's poor performance on the West African School Certification Examination have long claimed that Pidgin English has impeded students' chances in other disciplines as well as in their subjects. The researcher's intention is to explore and validate the aforesaid assertion, as well as to determine the extent of Pidgin English's harmful impact on university students in Nigeria.

The purpose of this study is to determine the impact of Pidgin English on the use of Standard English among Mountain Top University (MTU) students and to offer ways to mitigate the negative impacts. adamant (1983:152), According to records, Englishmen began paying frequent visits to the Nigerian beaches in 1553, significantly to the ports of Ancient Dahomey and recent Calabar, and therefore the variety of communication that developed between nation men and the Nigerians was a simplified kind of English called artificial language. Note, However, it seems likely that Portuguese, rather than English, was the first European language spoken in Nigeria. One of the most far-reaching linguistic occurrences of our day is the global spread of the English language. World Englishes, new Englishes, trendy Englishes, West African Englishes, South African English, Australian English, and Indian English, to call a few, are all samples of this world phenomena of linguistic contact, variety, and alter. In the last four decades or so, the phrase "Nigerian English" has also appeared. Some sub-varieties of the Nigerian English have arisen, such as Nigerian Pidgin English.

1.2 Statement of Research Problem

In setting such as trade, a artificial language may be a reduced language that develops as a way of communication between 2 or a lot of teams who don't share a standard language. Pidgins are learned as second languages and aren't the language of any community. In comparison to other languages, Pidgins usually has a poor status. The problem is so widespread that it has expanded to schools. As a result, when we state one language has impacted another, we are only stating the obvious. implying that the people who speak the language have assimilated elements from

another language into their own. The issues were created as follows: Students' Standard English difficulties have influenced their Nigerian Written Pidgin.

1.3 Aims and Objectives of the Study

The aim of this research is to examine the errors of Nigerian written pidgin on the written English of Mountain Top University

The objectives of the study are as follows:

1. To identify the errors in the written pidgin of the students in Mountain Top University.
2. To analyse common errors on the written pidgin of students in MTU
3. To investigate the effects of the errors on readers of Nigerian Written Pidgin (NWP)

1.4 Research Questions

1. What are the errors on the written pidgin of students?
2. What are the errors of Nigerian pidgin on MTU students' performance in English Language?
3. What are the effects of these errors on readers of NWP?

1.5 Significance of the Study

As more and more people including students speak pidgin, the need therefore arises for the examination of its influence on Standard English among the university students in Nigeria. However, the study will look into the following significance. The researcher will deliver to mild the opportunity of standardizing using Nigerian Pidgin English and locating answers to the troubles because of Nigerian Pidgin English within side the right mastery of the Standard English.

1.6 Scope and Delimitation of the Study

The scope of the study covers the errors of Nigeria written pidgin on the written English of the selected school. The researcher encounters a few constrain which constrained the scope of the study.

1.7 Definition of operational terms

Pidgin: The difficulty of 19th century Chinese to pronounce the word business appears to have given rise to the term pidgin. It started out as 'bigeon' or 'bidgin,' and because the transition from B to P is so quick, it eventually flattened out as pidgin. Pidgin is a reduced form of speech made from one or more existing languages and spoken by persons who do not speak the same language. A pidgin is a new language that emerges when speakers of various languages need to communicate but do not speak the same language.

Written: Written language is a visual or tactile representation of language. Writing systems utilize a collection of symbols to represent speech sounds, as well as punctuation and numerals, among other things.

Students: This refers to someone who is enrolled in a college, polytechnic, or university; a boy or girl in school; or anyone who studies or is interested in learning.

Academic Performance: This refers to the level or rate at which pupils perform academically in school. It also depicts the level at which pupils do their schoolwork during a specific length of time, as well as the outcome.

CHAPTER TWO

Literature Review

2.1 Brief History of Nigerian Pidgin English

The Portuguese were the first Europeans to trade with the Nigerian coast for pepper and slaves. They arrived in Benin (city) for the primary time on the cease of the fifteenth century. The British took over as key buying and selling companions within side the mid-sixteenth century. After the slave exchange became abolished within side the early 19th century, British colonial hobbies moved to agricultural manufacturing for export to Europe. In Badagry (close to Lagos within side the southwest) and Calabar (within side the southeast), the primary missionary stations had been constructed in 1842 and 1846, respectively. The missionaries were primarily concerned in converting African pagans to Christianity. Agriculture, crafts, and hygiene were also taught in the schools they built in the southern portion of Nigeria (they were not allowed to settle in the Islamic north of the country). The language of instruction was usually the indigenous' mother tongue in order to reach the largest possible audience. Africans, on the other hand, refused to send their children to school since they needed them at home and on the farms. As a result, the missionaries made restitution to the parents. Regardless, the first generation of pupils consisted primarily of offspring of slaves, whom the village people believed would not be missed. The enormous exodus of English colonial officials soon before and after Nigeria's independence resulted in a downturn in the Nigerian economy and the loss of the middle class, as well as a collapse in social and familial values.

The British colonial authorities became increasingly aware of the need for literate Africans who might support British imperial and economic interests (for instance as teachers, interpreters and clerks for local native courts and the trading companies). As a result, in the 1880s, missionary stations were required to teach English at their schools. However, missionary schools were unable to meet the need for educated Nigerians in the long run, and around the turn of the century, the colonial administration began to construct state institutions. Muslims in Lagos, who had no access to missionary schools and believed they were at a disadvantage, pushed for the establishment of the first state school in 1899. Despite these efforts, communication between Nigerians and colonial masters remained problematic, thus a method of easy communication had

to be established, which consisted of a simplified style of constructing and speaking. English. The simplification could be evident at all levels of a newly developed contact language (Pidgin). The rise of churches and the use of pidgin English as a means of evangelization.

2.2 Characteristics of Nigerian Pidgin

The new contact language is a simplified language in the areas of Lexis, Phonology and Grammar

2.2.1 Nigerian Pidgin Lexis

Pidgin draws its lexical items from the dominant language namely English, while others are drawn from the indigenous languages. For examples,

Yoruba: oyibo - white man

wahala - trouble

Portuguese: pikin - child

palava - trouble

sabi - to know

Hausa: wayo - tricks

Secondly, there is extensive use of reduplication in its lexis. This is partly to identify meaning and partly to avoid confusion which could result from phonological similarity.

Examples: katakata (confusion, chaos), wakawaka (walk or wander perpetually), toktok (talk, gossip).

In addition, Pidgin lexis is filled with Compound Words like ‘kresman’ – (crazy man), ‘switmaut’ – (flattery), ‘wochnait’ – (night watchman).

2.2.2 The Growth of Nigerian Pidgin

Elugbe and Omamor investigate the evolution of Nigerian Pidgin from a simple speech form helped by gesture to a more complex form (1991). It changed into in the beginning used to talk among the journeying English and their Nigerian hosts. Nigerians, who lacked a not unusual place language, started out to undertake this shape amongst themselves later. Because it needed to address the increasing stories of its Nigerian users, this had the impact of stabilizing and increasing the language. The ongoing usage of English in Nigeria has increased the quantity and interest of English speakers, which has aided the expansion of Nigerian Pidgin. The continued

rise and usage of Pidgin English posed a threat to the language's survival. Standard English was born as a result of the rise of English. Two causes conspired to bring about this development. First and foremost, the English recognized that they could not conduct business in a language that they regarded inferior and unintelligible to English speakers who had recently arrived from Britain.

As a result, Nigerian pidgin was restricted to situations involving just Nigerians, or situations involving the English and Nigerians who could not speak or understand the standard variety of English. Second, schools were constructed, and a standard English curriculum was taught. Trade and industry, missionary activity, and government all spoke in this dialect. This variety became so essential that possessing it became a passport to a desirable social standing, complete with social and material benefits. The use of Nigerian Pidgin has not diminished as English has grown in popularity in the country. Not everyone had access to a school, and learning English took far longer and was far more difficult than learning Nigerian Pidgin. It is a distinguishing feature of Nigerian pidgin that its speakers express themselves freely and creatively. The missionaries were powerful during the colonial era, and they used their power to ensure that actions contributing to the development of Nigerian languages were not prohibited. They took a mother-tongue strategy to evangelism, believing that the gospel should be conveyed to potential believers in their own language. As a result, they served as both missionaries and linguists, researching local languages, committing them to writing, and attempting to translate the Bible, or portions of it, into these languages.

There were also colonial administrators who worked as linguists and civil servants. As a result, the colonial administration had to give the indigenous languages, known as 'vernaculars,' some legitimacy. Nigerian pidgin was not included in the recognition of local languages. Even those who contributed to its survival by speaking about it refused to acknowledge it, a scenario that still prevails today. One meets high-ranking government officials who speak Nigerian Pidgin but say it has no place in the country's language policy. As a result, it is clear that Nigerian Pidgin has survived and thrived by being generally useful and convenient, thereby filling a communication void in Nigeria.

2.3 The Benefits of Nigerian Pidgin

Nigerian Pidgin has a lot of advantages that aren't being taken use of in language planning in Nigeria. Given that the government's principal aim is unity, one would think that Nigerian pidgin

would be included in the planning process. It is a significant asset; for example, it shares with English the distinction of being Nigeria's only racially neutral language.

It also has the advantage of being a national language. As Elugbe (1990: 10) points out, a language can be considered national if it is spoken throughout Nigeria, is indigenous, and has been designated as such. Nigerian Pidgin is a national language since it satisfies two of these criteria.:

- i. It is geographically unfolding throughout Nigeria and spoken with the aid of using Nigerians of various ethnic origins.
- ii. It is indigenous to Nigeria as it originated, is continued and is increasing right here in Nigeria. It has to be brought that Standard English meets most effectively the circumstance of being spoken throughout Nigeria. In fact, most effectively Hausa, Igbo and Yoruba, which can be the principal indigenous languages, meet all 3 standards within side the definition of 'national' in Nigeria. In education, Nigeria has a mom-tongue coverage which calls for that each infant learn in a mom-tongue medium on the pre-number one degree and all through the primary 3 years of number one school. The coverage additionally states that, in which the mom tongue has to be used because the language of the instant network (LIC), that is, the dominant language of the network which the kid already speaks is recommended.

There are elements of Nigeria in which Nigerian Pidgin has turn out to be the mom tongue, and plenty of Nigerians communicate it as a primary language in addition to their mom tongue (due to the fact they communicate it with the identical facility as they communicate their one-of-a-kind mom tongues, such that they're bilingual of their mom tongues and Nigerian Pidgin). As a result, Nigerian Pidgin can be used to teach a large number of Nigerians in situations where multiple local languages would otherwise be necessary. This would alleviate the psychological trauma that students go through when they leave home and are forced to learn a new language that they do not speak or comprehend well. It is also self-evident that a youngster (or anyone, for that matter) learns more effectively when taught in a language he is quite familiar with. Therefore, our language coverage ought logically to result in the established order of Nigerian Pidgin to be used as respectable medium for coaching in our schools.

Because the LIC option is essentially a cost and time saving mechanism, and because Nigerian Pidgin is a dominant language in many communities across many states, recognizing and developing Nigerian Pidgin would considerably lower the cost of executing the language

provisions of our educational policy. When the National Commission for Mass Literacy, Adult and Non-Formal Education set out to provide literacy resources in Nigerian Pidgin in 1992, it had this in mind. Unfortunately, the project has been put on hold since then.

Nigerian Pidgin as a veritable tool of interaction serves as a ‘bridge’ between the mother tongue and Standard Nigerian English (NSE). According to Faraclas, ‘Nigerian pidgin has maximum of the linguistic functions of (NSE) and people that typify many different Nigerian languages. Therefore, so long as Nigerian Pidgin isn't accorded the vicinity it merits in Nigerian education, a useful device for the coaching of English will maintain to lie wasted and unused’. Faraclas concludes via way of means of recommending that ‘reliable popularity must be prolonged to Nigerian Pidgin as a main Nigerian language’. Such a step could make Nigerian Pidgin- absolutely countrywide in all of the 3 senses of the terms, as referred to above. The creativity of Nigerian Pidgin which has been referred to might be connected to the relative ease with which it's far received or learned. A easy evaluation indicates what the distinction is among mastering Standard English and mastering Nigerian Pidgin:

Nigerian Pidgin	English
Rait	Write
He de rait	He is writing
He rait	He wrote
He don rait	He has written
I dey come	I'll be back
Dem	Them
Sometin/Sontin	Something
Wetin happen?	What happened?

The invariable form of Nigerian Pidgin ‘*rait*’ contrast sharply with the parsing of ‘write’ in English. In addition, Nigerian pidgin is made simpler with the aid of using the reality that its lexicon can and does take phrases now no longer best from English however additionally from different Nigerian languages. This way that audio system inn to phrases of their personal languages in which they suppose that the Nigerian Pidgin shape must be strengthened. Elugbe and Omamor (1991) endorse that such creativity is contemplated within side the ease with which songs are composed and sung in Nigerian Pidgin. One must now upload that songs written or song-composed require a positive comfortable and confident ease with a language. Therefore,

Nigerian Pidgin audio system are usually very a great deal comfy with it. This creativity additionally displays in a famous comedy display called 'Night of Laughter' in which the whole program is completed in Nigerian Pidgin English. The cutting-edge facts technology (Mobile Phone) on seeing the convenience and creativity in Nigerian Pidgin has created a tender ware in Pidgin for its teaming populace of clients. To be sincere, spark off consumer care facts carrier are higher and are greater comprehensible in Nigerian Pidgin than in Standard English. People from Warri, Sapele, Kwale, Benin-city, Ibusa amongst others are well-known for his or her fantastic cap potential to talk eloquently within side the language. Interestingly even the united states leaders, clergy guys and women, Justices, Judges, professors, the knowledgeable and non-knowledgeable recognize and absolutely talk in Pidgin English. The language is speedy developing and the concept as soon as held that the language is a language of the illiterates is speedy eroding and regularly getting changed because the specific language of Nigerians as even country wide group footballers of the united states use the language as way of verbal exchange at the gambling field. At least Nigeria now has a call in Pidgin English which is 'Naija' so the subsequent time you pay attention Naija referred to comprehend it refers to Nigeria our cherished country.

2.4 Nigerian Pidgin English as a Marginal Variety

Out of many not unusual place manifestations of language marginalization, best one has been appreciably researched in Nigeria: the non-reputation of minority languages on the local, country or countrywide level (Oyelaran 1990). However, marginalization also can come within side the shape of restrained area or interest given to a selected language in revealed or digital forms. A language is taken into consideration marginal best while there are different languages to which we will evaluate it in the equal speech community. There is a feel wherein Nigerian Pidgin English may be appeared as a marginal language while we recollect the reality that its written shape, in comparison to the written varieties of languages like English, Yoruba, Hausa and Igbo, is at the margin. Not many literary works had been produced in Nigerian Pidgin English in Nigeria. When we evaluate the literary works written in any of the 4 languages referred to above (i.e., English, Yoruba, Hausa and Igbo) in Nigeria with the few ones written in Nigerian Pidgin English, it'd be obvious that Nigerian Pidgin English has been marginalized within side the print medium. Apart from the reality that just a few novels or drama texts exist in Nigerian Pidgin English, maximum

Nigerians do now no longer regularly study or pay any critical instructional interest to works written in Nigerian Pidgin English. This is born out of the attitudes that they've to the language. More importantly, whilst English and the alternative 3 countrywide languages are codified, Nigerian Pidgin English isn't always. Politically, Nigerian Pidgin English is marginalized. While English and different principal languages are identified in our constitution, Nigerian Pidgin English isn't always at all. Two principal motives may be hypothesized for this. First is the truth that maximum Nigerians, which includes the elites, see Nigerian Pidgin English as a trifling touch language which can't be stated to belong to any specific location not like the 3 essential languages that are domestically or ethnically based. As such, it (NPE) isn't the language of any ethnic group. We can more or less see it, therefore, as being ethnically marginalized. Secondly, while each of Yoruba, Hausa, Igbo and English is studied as a discipline in Nigeria's secondary schools and higher institutions, as far as we know, there is no secondary school where Nigerian Pidgin English is taught as a subject. Similarly, there may be no branch of Nigerian Pidgin English in any better group in Nigeria even though there are a few dissertations that have tested one issue or the opposite of Nigerian Pidgin English. This additionally means that Nigerian Pidgin English is marginalized in Nigeria's curriculum. The non-advent of Nigerian Pidgin English into the curriculum is political. The existence of such a department where Nigerian Pidgin English stands out as a discipline would mean that the government as well as universities in Nigeria will have to fund it. Ours is a rustic in which the present programs within side the nation's citadels of studying and the complete college device aren't well funded with the aid of using the authorities now no longer to speak of introducing every other one. So, the continuous marginalization of Nigerian Pidgin English is indirectly linked to the lack of interest on the part of the government.

2.5 Theoretical Framework

Error analysis may be an activity to reveal errors committed by students each in written and spoken communications. Ivor Armstrong Richards et.al (1985:96) state that "Error analysis is that the study of errors created by the second and foreign language learners." Brown (1980) defines error analysis as: "...the method to observe, analyze, and classify the deviations of the foundations of the second language so to reveal the systems operated by learner." Crystal (1987:112) comments that: "...error analysis is a technique for identifying, classifying and consistently decoding the unacceptable forms made by somebody learning an overseas language,

victimization any of the principles and procedures provided by linguistics.’’ Error Analysis may be a kind of linguistic associate degree analysis that focuses on the errors learners make. It consists of a comparison between the errors created within the target language which target language itself. Error analysis emphasizes the importance of learners’ errors in second language. Error analysis could also be dispensed so as to (a) verify however well somebody is aware of a language, (b) find out how someone learns a language, and (c) get data on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials. Ivor Armstrong Richards et. al. (1992) mention that the study of errors is utilized in order to (1) determine methods that learners use in language teaching, (2) identify the causes of learners’ errors, and at last (3) get data on common difficulties in acquisition as associate degree aid to teaching or in development of teaching materials. it's vital to notice here that interference from the learner’s first language isn't solely reason for committing errors in his target language

.2.5.1 Classifications or Types of Errors

Corder (1971) classifies “Errors” into two types such as:

Errors of Competence: which are the result of the application of the rules which do not correspond to the target language norm. It occurs when SL/FL learners do not know the rules of target language adequately.

Errors of performance: are the outcome of the mistakes in language such as false starts or slips of the tongue. It happens when the learners suffer from stress, indecision, conflict, fatigue etc.

Again ‘Errors of Competence’ are divided into two kinds:

i. Interlingual Error: It depends on linguistic differences between the first language and the target language, and is traditionally interpreted as interference problem.

ii. Intralingual Error: It relates to a specific interpretation of the target language and manifests itself as a universal phenomenon in any language learning process. It is mainly over-generalization found in both the first language and the target language learning.

2.5.2 Sources\Causes of Errors

Richards (1971) distinguishes three sources of errors:

- i. Interference errors: errors resulting from the use of elements from one language while speaking/writing another;
- ii. Intralingual errors: errors reflecting general characteristics of the rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply, and
- iii. Developmental errors: errors occurring when learners attempt to build up hypothesis about the target language on the basis of limited experiences.

According to Richards (1971), intralingual errors are also subdivided to the following categories:

- i. Over-generalization: Richards submits that "Over-generalization covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language." A learner may write "Sarah walked fast to catch the bus" because he already knows "He walked quickly to catch the train" "He can sing instead of 'He sings' or 'He can sing'"
- ii. Incomplete application of rules: It involves a failure to fully develop a structure. Thus learners are observed to use declarative word order in questions such as "You like to play?" instead of "Do you like to play?"
- iii. False concepts hypothesized: It arises when the learners do not fully comprehend a distinction in the target language, for example, the use of 'was' as the marker of the past tense, as in the sentence "one day it was happened."
- iv. Ignorance of rule restriction: It involves the application of rules to contexts where they do not apply. An example is "He made me to laugh" through extinction of the pattern found with the majority of verbs that take infinitival complements, for example, he asked /wanted / invited me to go.

Brown (1980:173-181) shows us the four sources of error. They are as follow:

- i. Inter-lingual transfer: that is the negative influence of the mother tongue of learner.
- ii. Intralingual transfer: that is the incorrect generalization of rules within the target language.
- iii. Context of learning: which overlaps both types of transfer, for example, the classroom with its teacher and its materials. In a classroom context the teacher or the textbook can lead the learner to make wrong generalization about the language.
- iv. Communication strategies: Sometimes the communication strategies can lead the student to make error.

Norrish (1983) on his own part classifies sources of error into three types which are:

- i. Carelessness, the lack of motivation.
- ii. First language interference with the habit formation of target language.
- iii. Translation of idiomatic expression in to the target language word by word.

2.6 Attitudes to Nigerian Pidgin English in Nigeria

Generally speaking, language attitudes will be studied from 2 theoretical frameworks: the behaviourist approach that focuses on the responses speakers of a language build concerning the social functions of the language (Fasold 1984) and also the mentalist approach which considers attitudes as internal states that may be wont to predict alternative behaviour (Ihemere 2006). during this study, we have a tendency to adopt the mentalist approach as several students have done (Apel and Muysken 1987; Baker 1992; Ihemere 2006; Long 1999; Chou dynasty 1999). As Ihemere (2006) and Fasold (1984) have noted, the mentalist framework cannot account for the way the mental states of users of a language will be studied directly while not having to form inferences from the behaviour, however. though on paper speaking, no language is lingually minor or major, legitimate or impure, folks tend to understand Federal Republic of Nigerian artificial language English as a corrupt, bastardized or lesser language (Igboanusi 2008; Mann 1996). As distinguished by Elugbe and Omamor (1991:146), attitudes to Nigerian artificial language English don't seem to be determined by any objective criteria. In spite of the actual fact that Nigerian artificial language English is employed by over simple fraction of the overall population of Nigeria nowadays (Faraclas 2004; Igboanusi 2008) and despite its use by people from different walks of life as well as graduates and professionals (Akande 2008), the final attitudes of the bulk of Nigerians towards Nigerian artificial language English are still not encouraging. Concerning this, Deuber (2005:183) says: Although a major lingua franca, it has no official recognition; even without any policy statements, it performs a growing range of functions, including, for example, that of a medium of public broadcasting, but no efforts have been made to develop it in order for it to be able to cope with these functions, as has been done for the major and to some extent also for minor indigenous languages. Deuber (2005:183) conjointly notes that Federal Republic of Nigerian artificial language English is that the most neglected language in Nigeria since no major roles are appointed to it. Elugbe and Omamor (1991) and Egbokhare (2003) recommend that Nigerian artificial language English run the standing of a political

candidate or national language whereas Igboanusi (2008) incorporate its use as a medium of instruction within the early stage of grammar school education particularly for Nigerian artificial language English-speaking children. One major argument in support of the adoption of Nigerian artificial language English as a national language is that it's a neutral code because it has no ethnic base. Igboanusi (2008:69) examines however Federal Republic of Nigerian artificial language English might be authorised in Nigeria and remarks that education is 'the most vital establishment through that to lift the worth of Nigerian artificial language English'. However, Igboanusi's (2008) study shows that there's no accord among his subjects on whether or not Nigerian artificial language English ought to run any official or national standing as a number of them believe, among different things, that Nigerian artificial language English has no economic value.

2.7 Scope of Nigerian Pidgin Usage

A language which cuts across and survives in a heterogeneous nation like Nigeria, must be "easily understood by both the educated populace and the illiterate members of the society" (Olatunji, 2007:29). According to Olatunji (2007), the only language that best qualifies for this purpose in Nigeria is Nigerian pidgin (NigP). His assertion is affirmed by other scholars like Akande, who state that NigP is an inter-ethnic code available to Nigerians who have no other common language, therefore it is "a marker of identity and solidarity" (2008:38). Other scholars see NigP as a neutral language, one which escapes both the "elitist connotations" of English and "the ethnic connotations" of the indigenous languages (Deuber, 2005: 51). The absence of these connotations, I believe, is a critical factor in the continual survival, spread and vitality of NigP, as well as its preference by Nigerians. By applying the domains of language use classification by Fishman (1972) to NigP, it becomes evident that NigP features prominently in the family, friendship, and the unofficial business domains. It is, however, only partially used in the religious domain and significantly excluded in both the official and education domains (Ndimele, 2008). It has been observed, however, that despite the exclusion of NigP officially as a medium of instruction in schools, "in Rivers and Bayelsa states, teachers resort to the use of NigP for explanatory purposes, especially in the early stages of primary education, since there is no other common language among the pupils" (Ndimele, 2003:357).

In a study on the language spoken by various Nigerian groups in informal domains by Igboanusi & Peter (2005), 24 percent of the population of minority language speakers in Southern Nigeria spoke NigP at home, while 39 percent spoke standard English. In the overall survey, Hausa, English and NigP are projected as languages that will “dominate communication in Nigeria in the informal domains where mother-tongues are expected to be used” (Igboanusi, 2005:142). NigP has also been framed ideologically. Its ideological dimensions are said to be in the nature, meaning and function of the language variety (Bamiro, 2009). It is inherent in the social and functional power of NigP in interpreting the Nigerian social structure²⁷, a structure which is said to be “polarized along the rich-poor axis” (Bamiro,2009:277). NigP as a language thus provides an ideological zone for “working out social meanings and enacting social differences between the dominant and dominated classes” (Bamiro, 2006: 316). It is also seen as a ‘deviant’ language, which challenges “the authority and hegemonic territoriality” of the English language (Bamiro, 2006: 319).

This view is particularly useful in media studies because the appropriation of the concept of political system has consistently given NigP more visibility. This invariably played out in the adoption of the language as a medium of broadcast for twenty –four- hour radio services. Even in a regimented society like the Nigerian armed forces, NigP has since emerged as the lingua franca (Luckham, 1971). It has been described as the “unofficial language of the armed forces²⁸ and the police” (Bamgbose,1991:29). It has “widespread use in the army and the police”, (Simpson and Oyetade 2008:192). Apparently, this is because the heterogeneity of the population in army formations across the country reflects the multi-lingual and multicultural nature of Nigeria. But Eze (1980) adds that the mobility of people of different ethnic groups as well as the “educational and social background during the civil war and the subsequent social restructuring contributed to the liberalization of pidgin usage in the army” (Eze,1980:52). Police, army and other service barracks are considered as “areas traditionally associated with NigP” (Elugbe and Omamor, 1991:140-141). Presently in Nigeria, comedy is a thriving profession and NigP is its major medium of communication. This is largely because of the humour inherent in NigP as a spoken language (Kemper, 2008), and NigP’s ability to retain sounding qualifiers or words (Olatunji,2001). Grammatically, qualifiers in NigP have onomatopoeic characters, unlike English adverbs or adjectives, which qualify a noun in abstract. This conforms with features of

indigenous African languages, most of which operate by using a word and a corresponding sound to convey a meaning. These words thus describe the meaning, sound it and qualify it (Olatunji, 2001). These are words like ‘gragra’, ‘gbosa’, ‘fiam’, which mean ‘commotion-hustle’, ‘sound of a loud explosion’, and ‘all of a sudden’ respectively (Orhiunu, 2000). NigP is used in songs, oral literature, radio programming and sections in several newspapers (Barbag-Stoll,1983:39).

The use of NigP in newspapers dates back to the 1980’s with Lagos Life and ‘Wakabout’ (Elugbe and Omamor, 1991: 55). Despite the nonrecognition of NigP officially, all tiers of government in Nigeria use it for social and health mobilization programmes, political campaigns and public service announcements (Mann, 2000). In music, NigP has featured in songs since the country’s independence, nowadays contemporary and popular musicians blend NigP, English language and other Nigerian languages in songs. Major stage plays³¹ have been performed in NigP, popular radio and TV drama in NigP abound from the 1950’s and boomed especially in the 1980’s and ‘90’s. Nollywood, Nigeria’s movie industry, has also influenced the currency of NigP. A new commercial television station WAP TV, in Lagos now devotes a large percentage of its airtime to NigP programmes Although NigP has no standard orthography, prominent literary figures in Nigeria like Wole Soyinka, Chinua Achebe and Ken Saro Wiwa³⁴ have used NigP in their works. Today, NigP is primarily used in corporate newspaper and magazine adverts.

There are several examples of the preference for NigP as a medium of communication in advertising, because of the mass market of NigP speakers. Orally, NigP is used in popular radio and TV jingles. In terms of usage on new media platforms, there are websites, blogs and Facebook pages which use NigP as the medium of communication. In sports, NigP is the official language each time the national football team is in camp (Ayinor, 2012). It has been observed that “even the national football team” use NigP on the pitch (Esogbue cited in Osuagwu, 2010:3). This is in response to the heterogeneity of languages spoken by these footballers, who are drawn from different ethnic groups in Nigeria (Ayinor, 2012). NigP has, however, been continually excluded in the politics of language in Nigeria, both formally in the language policy of the nation formulated in the 1970’s and informally in the lack of socio-linguistic associations

and pressure groups which could press for its inclusion. Rather than press for the official recognition of NigP, speakers of minority languages³⁵ in areas where NigP has creolized, struggle for the recognition, survival and rights of their more marginalised languages in Nigeria's language policy (Ndimele, 2011:12; Mowarin, 2010:4- 5). Despite this opposition to NigP, it has survived primarily because it functions as the 'fall back' language when there is a language crisis in Nigeria. During the Nigerian civil war, NigP was used for propaganda purposes (Todd 1974 cited in Elugbe & Omamor,1991:123).

After the war, minority groups in Eastern Nigeria switched to NigP for the purposes of inter-group communication (Igboanusi & Peter, 2005; Kemper, 2008). Despite its treatment in the past as 'uneducated speech', and reservations by some scholars about NigP attaining a national language status (Jowitt,1991), there are calls for NigP to be accorded the status of a national language (Okon,1997; Onuigbo,1999; Essien, 2003; Deuber, 2005). Deuber argues that it is "a more realistic one, than the tri-lingual option which forms the basis of present language policies" (Deuber, 2005:188-189). NigP has also had notable influence on neighbouring countries to Nigeria. NigP is referred to as 'Abongo Brofo' which means 'English of the military' in Ghana (Dako, 2002). This is because at a point in history, NigP speaking troops formed a sizeable portion of the Ghanaian military (Dako, 2002; Pipkins, 20

CHAPTER THREE

Research Methodology

3.1 Research design

This study is a descriptive research. The design was suitable for the study as the study sought to a study on the error on the Nigerian written pidgin of Mountain Top University students.

3.2 Population of the Study

Population of a study is a group of persons or aggregate items, things the researcher is interested in getting information on the study a study on the effect of Pidgin English on Nigerian students. government of Lagos state were selected randomly by the researcher as the population of the study.

3.3 Sample and Sampling Technique

The sample of 15 scripts of NWP of students of MTU were randomly selected from 30 scripts obtained. The Topic of the essay given is “My Favourite place in Lagos”. The sampling technique used in this research is simple random sampling technique.

3.4 Method of Data Collection

The data collection used in this research is the written scripts of 400 level students from Mountain Top University. These scripts are analyzed to find errors in their Nigerian Written Pidgin.

3.5 Method of Data Analysis

In this research, a qualitative method is employed to the analyses of the data. The descriptive analysis of the work is given. The data obtained by the observation method is analyzed, interpreted and summarized. It is analyzed by appraising the influence of Nigerian pidgin (NP)

which is identified in the written English language of the respondents and discussed. The responses that are gathered from the respondents are presented in the next chapter.

CHAPTER FOUR

Data Presentation and Analysis

4.1 Introduction

This chapter will analyze “Error Analysis on written Nigerian Pidgin of students in Mountain Top University” attempts to explain how the students use pidgin in their daily use. At the end of the analysis, logical deductions and conclusions will be made to the research problems stated earlier, while appropriate recommendations will be given at the next chapter of this study.

Excerpts from Nigerian Written Pidgin of Students from Mountain Top University

These excerpts are first presented in roman numerals i - xv before the analysis using Brown 1980 error analysis theory.

i. People no dey their (There’s nobody there)

From sentence i above, there is a transfer of English to NWP; “their”. This (their) is a standard British English word and it’s equivalent in NWP as ‘dia’. This is an example of Brown 1980 inter-lingual transfer. This transfer is capable of causing confusion to the readers who may not easily understand what the writer means.

ii. I no enjoy the place. (I did not enjoy the place.)

In Nigerian pidgin the lexical item ‘no’ is used as a negation. It is the equivalent of ‘not’ in English. There will be little to no confusion when a non- pidgin speaker hears or reads this sentence.

iii. Notin dey enter mai brain again (My brain isn't assimilating anymore)

This above sentence, there is transfer of English to Nigerian Written Pidgin. The word ‘enter’, though English is used to mean “assimilate” and ‘again’, which also is English, is used to mean *any more*, in Nigerian pidgin. Brown 1980 inter-lingual transfer is the type of error suitable for this example. This example will make it difficult for the readers who do not understand pidgin.

iv. Di moni don enta mai hand (The money is in my hand or possession)

In this sentence, ‘enta’ (enter) means ‘in’ whereas in the data iii, it means ‘assimilate’. In Nigerian Pidgin, one word has different meanings as seen in data iii and iv. These are homonyms in Nigerian Pidgin.

i. A no they. (I am not available or I was not around)

The lexical item of Nigerian pidgin ‘de’ sounds like the English word ‘they’. ‘De’ (Nigerian pidgin) influences the pronunciation of the word ‘they’ of (English Language) and so are considered homophones. The respondent reveals his confusion by writing the third person (personal) plural pronoun ‘they’ as the Nigerian pidgin word ‘de’. This is a transfer of the mother tongue to Nigerian Pidgin. This transfer is called inter-lingual transfer.

ii. That go distop you (That will disturb you)

In this sentence, the word ‘go’ is an English verb, which Nigerian pidgin has borrowed. In Nigerian pidgin, ‘go’ is used as an auxiliary verb. It does not function as a verb. The verb ‘will’ in Nigerian English is replaced with ‘go’ in Nigerian Pidgin. ‘That’ in English Language is used instead of ‘dat’ in Nigerian Pidgin.

iii. I won chop (I want to eat)

Unlike the English word ‘chop’ which implies that something is being sliced or hacked; in pidgin it means ‘eat’, so ‘I wan chop’ means ‘I want to eat’ or ‘I am hungry’. The word ‘won’ is used wrongly in Nigerian Pidgin. The respondent has confused ‘wan’ with ‘won’. A non -pidgin speaker won’t be able to clearly differentiate between both.

viii. E be like film (It’s like a movie)

This phrase is used to express incredulity, especially when reporting a scenario, movie or circumstance. The respondent tells us her experience and what it looked like to her. The English word ‘be’ was used instead of the Nigerian Pidgin ‘bi’. Someone who doesn’t speak standard English may not be able to understand what the respondent is implying.

ix I know get (I don’t have)

In this sentence, the respondent implies that she didn’t have what was being asked for. As an English speaker, there’s a transfer of English language into Nigerian Pidgin. The word ‘know’ the respondent used is a standard British word which is equivalent to ‘no’ in NWP. There is an error of inter-lingual transfer according to Brown 1980 error analysis theory.

x. We no go agree (We will not agree)

The Nigerian Pidgin borrowed the word ‘go’ from standard English. The verb ‘will’ in English is replaced with ‘go’ in Nigerian Pidgin. This respondent replaced the Nigerian Pidgin word ‘gree’ with the Standard English ‘agree’. Also replaced Nigerian Pidgin ‘wi’ with standard English ‘we’.

xi. A tell am say I go enjoy life (I told him that I will enjoy life)

Here, Nigerian Pidgin word ‘A’ is used in place of Standard British English ‘I’. Present tense is used in Nigerian Pidgin i.e ‘tell’ in replacement of ‘told’. Nigerian Pidgin word ‘am’ is used for any gender as used here as ‘him’. As stated in excerpts x, the verb ‘will’ in Standard English is equivalent to ‘go’. The transfer of English to NWP is clear in this sentence. The Nigerian Pidgin word ‘laif’ is replaced with Standard English ‘life’, hereby causing confusion to readers.

xii. He too much (It's too much)

In this expression, 'he' in Standard English is equivalent to 'E' in Nigerian Pidgin. A reader who doesn't understand Nigerian Pidgin will assume the writer is referring to the male gender instead of a non-living thing.

xiii. This food sweet wellwell (This meal is very delicious)

This phrase shows how delicious the meal is by reduplicating it's pidgin lexis. This is partly to identify meaning and partly to avoid confusion which could result from phonological similarity. The reduplication of 'well' shows the extent of how delicious the meal is in NWP.

xiv. The man get switmouth (The man is flattery)

In this sentence, the respondent replaced English with Nigerian pidgin which makes it an error in NWP. The Nigerian Pidgin 'di' was replaced with Standard English 'the'.

The Pidgin lexis is filled with compound words like the word used in this sentence which is 'switmouth' but it's correct spelling in Pidgin is 'switmaut'. The error here is the interlingual transfer of British English into Nigerian written Pidgin.

xv. The man palava too plenti (The man's trouble is too much)

Pidgin draws its lexical items from the dominant language namely English, while others are drawn from the indigenous languages which the word 'palava' used in this sentence is one of them. Its derived from Portuguese which means 'trouble'. The Nigerian Pidgin 'de' was replaced with the English word 'the' in this sentence which is an error in NWP.

4.2 Analysis of Findings

In my analysis, the 3 objectives was captured adequately. In consonance with objective 1, this study has identified the errors used by students in MTU.

In objective 2, this study has analysed the common errors on the Written Pidgin of students in MTU.

In objective 3, investigation of the effects of these errors on the readers of Nigerian

Written Pidgin.

CHAPTER FIVE

Summary, conclusion and recommendation

5.1 Summary

It is discovered that several of the scholars don't perceive that English language is clearly totally different from Nigerian artificial language. they are doing not grasp that the synchronic linguistics and vocabulary of the pidgin are foreign and not all Nigerian words are used correctly. These sets of scholars are fooled by a people language vocabulary they use in Nigerian pidgin to assume that the 2 languages are the same. As seen from the info above, Nigerian pidgin may be a formidable and unassailable autochthonous language in Nigeria. The co-existence of English language and also the artificial language is an academic drawback in Nigeria. The negative impact of the co-existence of the 2 languages exerts some wide negative effects on the effective learning of artificial language English. The content of some students concerning the distinct options of the two languages includes a grave implication on the educational of English language within the country.

5.2 Conclusion

From the research, findings confirmed that Nigerian Pidgin is gaining robust floor in academic surroundings as opposed to preferred use of English language. Though humans have conflicting mind-set closer to Nigerian Pidgin however the mind-set is extra wonderful than negative. The have a look at additionally found out that Nigerian Pidgin isn't an blunders however it can't be used for legitimate purposes. Nigerian Pidgin is considerably being utilized in verbal exchange of college students on a day by day basis. Students whose L1 are English Language tend to

transfer English Language into Nigerian Written Pidgin. Also the study unveiled that students frequently speak Nigeria pidgin more than Standard English but in written form, there are a lot of errors. The lack of effective usage of Nigerian Written Pidgin has prompted students to use Pidgin more in their communication.

5.3 Recommendations

From the foregoing, the researcher makes the following recommendations:

1. Students should not allow their abilities of written and spoken Nigerian Pidgin affect their Standard English, as we know Nigerian Pidgin English is not a formal and official language.
2. Lecturers should always caution students each time they use Nigerian Pidgin English in school settings.
3. Students should be trained on how they can manage both languages and not use Nigerian Pidgin at inappropriate times.
4. Students should be made to know the negative effects of Pidgin on their academic performance

References

- Brown Ann Cole. (ed) English. Boston: Houghton Mifflin Company, 1992 Dakubu Kropp M. E. English in Ghana. Accra: Black Mask Publishers, 1997
- Derrian D. C.8 Webster's Seventh New Collegiate Dictionary. Chicago: G & C Merriam Company, 1978
- Dolphyne Florence. A note on the English language in Ghana, In New Englishes: a West African Perspective, edited by Ayo Bamgbose, Ayo Banjo & Andrew Thomas, Ibadan: Mosuro/British Council, 1995
- Fromkin Victoria & Rodman Robert. An Introduction to Language, 6th edition, New York: Holt, Rinehart and Winston, 1978 Huber Magnus. Ghanaian Pidgin English: an overview. English World-Wide 16, London: Inter-Varsity Press, 1995 Huber Magnus. In Special Report in The Pidgins and Creoles in Education (PACE) in West Africa Newsletter, Issue 8, 1995
- McArthur Tom & Feri McArthur, (ed). The Oxford Companion to the English Language, London: Oxford University Press, 1992
- Montgomery, M. An Introduction to Language and Society, London: Longmans, 1978
- Norrish, J. A. Language Learners and their Errors, London: Macmillan, 1983 Pamela B. De Vinne, (ed) The Tormont Webster's Illustrated Encyclopedic Dictionary, New York: Tormont Publications Incorporated, 1990
- Pride, J. B. The Social Meaning of Language. London: Oxford University Press, 1971
- Randolph Quirk, Sidney Greenbaum, Geoffrey Leach, & Jan Svartvik. A Comprehensive Grammar of the English Language, London: Longman, 1985
- Sackeyfio Naa Afarley. A Touch of Class in Senior English, 2nd edition, Accra: Pedacons Publishers, 1997

Sesnan Barry. How to Teach English. New York: Oxford University Press, 1997

Singler John. In The Pidgins and Creoles in Education (PACE) in West Africa Newsletter, Issue No. 8, 1995

Online sources

Britishcouncil.org

<https://www.britishcouncil.org>