IMPACT OF NIGERIAN PIDGIN ON THE WRITTEN ENGLISH LANGUAGE OF SENIOR SECONDARY SCHOOL STUDENTS IN ABAKALIKI METROPOLIS, EBONYI STATE

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Abstract
The article discussed the impact of Nigerian Pidgin on the written English language of senior secondary school students in Abakaliki metropolis, Ebonyi State. The study was guided by four (4) research questions. The study adopted survey research design as its methodology. The sample size of the study was 100 senior secondary school students randomly selected from five (5) secondary schools in the study area. Questionnaires were used to obtain data for the study. The collected data were analyzed using Mean statistics. Results of the study show that students use Nigerian pidgin English in almost every aspect of their lives and that senior secondary school students in Abakaliki metropolis have been seriously influenced by Nigerian pidgin English to the extent that they infuse pidgin in their writings and even in their conversations. Based on the findings, the study recommends that: Students should stop using Pidgin English in its entirety to avoid occurrences of writing essay, and examination in Pidgin English and Students should be constantly exposed to debate competitions and other activities that will help improve their use of Standard English. Conclusion was drawn based on the ideas discussed.

Key words: Impact, Nigerian pidgin, written English.

Introduction

Nigerian Pidgin is an English-based Creole language spoken as a lingua franca across Nigeria. Pidgin Englishis well recognized in Nigeria (Igboanusi, 2018). Nigerian Pidgin is commonly used throughout the country, but it has not been granted official status. Pidgin breaks the communication barrier between different ethnic groups (Igboanusi, 2018). Despite the need to master rule Standard English, Pidgin English is speedily emerging to the degree of being a national language. In fact, the Nigerian Pidgin started as a language of non-literates (Agbo, 2019). This is because, acquiring Standard English takes a longer period of time, needs people to go to school and not everyone has access to school, and it seems tedious thanPidgin English.

Koutchade (2020) opines that variety of PidginEnglish was established due to the trade situation that took place between the Portuguese and Nigerian trade partners especially the coastal people of the Niger Delta from 1469 to about 1529. Then the English people arrived at the beginning of the 17th century and replaced the vocabulary of tribe Portuguese-based English with words drawn from the English language without changing the grammatical structure of the Portuguese-based English, though only a few Portuguese words survived. For instance, pikin (child), palaver (problem) etc can be quoted. From, that time on Pidgin English has gained a sociolinguistic status in Nigeria. Position of Pidgin English in Nigeria has increased the poor performance of students in English language and other subjects (Akogbeto & Koutchade, 2015).

In Nigeria, Standard English co-exists with an English-based Pidgin, Nigerian Pidgin. Both languages serve as lingual Franca amidst over 400 other Nigerian languages spoken in Nigeria. The long existence of these two language varieties in Nigeria draws attention to the investigation of their mutual influence (Kouttchade, 2020). These two languages have existed together for a long time in Nigeria and traditionally have been serving different purposes. According to Akande (2019), English is the official language and functions as the language of the government, education, media etc in Nigeria. Nigerian Pidgin,

on the other hand is a contact Language that originated in Nigeria as a result of European contact with local languages, most through trade transactions. It is accorded a low prestige in Nigeria because it is not officially recognized and was mostly used by speakers who could not acquire formal education.

Over the years, Nigerian Pidgin has gradually gained importance, because the educated Nigerians also use it in communication. Unachukwu (2015) in a study revealed that Nigerian Pidgin is now the language with the highest population of users. The most striking change in status is its prominent use in tertiary institutions in Nigeria, which has also resulted in the modification of Nigerian Pidgin in different levels of language use (phonology, morphology, syntax etc). There is always the tendency to pronounce English words wrongly: Father is pronounced as /fada/ instead of/'fa:ð ∂ (r)/. Also, students allow the entrenchment of Pidgin lexical items into the English sentences:

(a) Me I "don't know" (Pidgin Influenced English) instead of:

(b) 1 do not know

Since 'a' was lifted from the sentence "c" below, which is the Pidgin version of the sentence "a"

(c) Me a no know

Thus, due to this problem of expression, students rather conceal wonderful ideas in their minds because of limited English vocabulary to express their ideas. These effects of Pidgin English are being triggered by three factors; the home background of students, peer group influence, the inefficiency of English teachers and students nonchalant attitude towards the subject, English language (Unachukwu, 2015).

Consequently, many students struggle to learn English language because of pidgin English. Furthermore, the teachers who should be agents of solution are sometimes inadequately qualified; either there are interferences from their mother tongue or Pidgin English, or they are just graduates of English language who have not undergone formal training on skills used in teaching the language. The inefficiency of teachers could affect the interest of students towards studying and improving in the English

language. If these students who are likely to be emerged as Nigeria's representatives in the global market do not learn to confidently express themselves in the English language which is speedily becoming a global language, and it has impaired work written in English language and students confidence in the use of English in Nigerians schools, thereby affecting students academic performance negatively (Oko, 2018). In Linguistics, every language is considered adequate to represent the communicative needs of its people as such should not be made to suffer any biases. This cannot be said of Nigerian Pidgin - even though it is a language because various attempts have been made by different factions to reduce the use of Nigerian Pidgin English. These attempts have however been unsuccessful because of the significant value the language has to its users. It is a language that has brought people together in spite of their differences in ancestral culture and language by creating a local culture for itself which blends ideas from different cultures (Ismet & Shaon, 2021).

Moreover, this use of Pidgin as a lingua Franca affects many Nigerians in academic careers, especially, those students that come from the environments where it is spoken. Hence, the present study is set to study the impacts of Nigerian Pidgin on the written English of senior secondary school students in Abakaliki metropolis, Ebonyi State.

Standard English
The notion 'Standard English' is somewhat a direct and deliberate invention by the society to create a class and standard for a language. Standardization refers to the process by which a language has been codified in some way. The process usually involves the development of such things as grammars, spelling book, dictionaries and possibly a literature (Akinmade, 2019). Based on this, Standard English is defined by Ibrahim (2016) as that variety of English which is normally taught in schools and to nonnative speakers learning the language. It is also the variety which is normally spoken by educated people and used in news broadcasts and other similar situations.

Amakiri and Igani (2015) also define

Standard English as 'the variety which forms the basis of print in newspaper and books, which is used in the mass media and in school. It is the variety normally taught to those who want to learn English as a second language. For a language to be standard there must be a referent and a model which that language must follow and this has to be the prescribed grammatical rules of that language. When one fails to follow these prescribed rules, an incorrect grammar is produced and this is in total deviance with the model. Oreoluwa (2015) says: 'Standard English is basically an ideal, a mode of expression that we seek when we wish to communicate beyond our immediate community with members of the nation as a whole or with members of a wider community of English speakers as a whole.' For a language to be standard, it must pass through a filter. Its usage is not labeled standard merely because it is used and found acceptable by native speakers.

The additional criterion is the acceptability of such usages among educated people. Todd (1990) comes up with the criteria or the filter which a language must be sifted before it is said to be standard. These are: 'selection, codification, elaboration of function, acceptability (by the educated class) and intelligibility (international). The grammatical systems of Standard English are linked to the various national, regional and local dialects in a taxonomic way. It is directly tied to the way in which English is used in a particular area. For the purpose of this work, what has been accepted as the Standard English in Nigeria is a rendition devoid of native idioms or loan words from Nigerian dialects. It agrees with the rules of the English syntax and is also grammatical. Any usage either in writing or speech that deviates from the rules of the language is not standard. It encompasses grammar, vocabulary and spelling.

Pidgin English
Pidgin English has been defined differently by various scholars and linguists based on the direction of researchers. Todd (1990) defines Pidgin as a reduced language used by groups with no language in common who need to communicate for trade or other purposes, it evolves when they need some means of verbal communication perhaps for trade, but no group

learns the native language of any other group for social reasons that may include lack of trust or of close contact. Pidgin is a language with no native speakers: it is no one's first language but is a contact language. That is, it is the product of a multilingual situation in which those who wish to communicate must find or improve a language system that will enable them to do so. Very often too, that situation is one in which there is an imbalance of power among the languages as the speakers of one language dominate the speaker of the other languages economically and socially.

It can also be seen as a language which arises to fulfil certain restricted communication needs among people who have no common language. Pidgin English as a language that is been used to communicate between groups of people that have no common language. To form a Pidgin, at least three languages are needed to come in contact. All the languages involved may contribute to the sounds, the vocabulary and the grammatical features, but to different extents, and some additional features may emerge which are unique to the new variety. In fact, it has been found that when one group speaks a prestigious world language and the other groups use local vernaculars, the prestige language tends to supply more of the vocabulary, while vernacular languages have more influence on the grammar of the developing pidgin. The language which supplies most of the vocabulary is known as the lexifer (or sometimes superstate) language, while the languages which influence the grammatical structure are called the substrate. One of these languages must clearly be a dominant one over others. If only two languages are involved, there may be struggle for dominance as between English and French in 1066 (Leech & Short, 2007).

The speakers of the inferior languages play a prominent role in the development of a Pidgin. They must not only speak to those in the dominant language position but they must also speak to one another. To do this, they simplify the dominant language in certain ways. Therefore, pidgin arises from the simplification of a language when that language comes to dominate various groups of speakers separated from one another by language differences.

Furthermore, Akogbeto and Koutchade (2015) see it as a language that emerged due to contact between people of different languages that is usually a combination of different languages. This shows that though it is limited lexically and structurally, it is only suitable for specialized communication. It has some unique features such as: uncomplicated grammatical structure, reduction of syllabus codes, reduction of consonant clusters, no tones, such as those found in West African and Asian languages, separate words to indicate terms usually preceding the verb, reduplication to represent plurals, superlative and other parts of speech that represent the concept being increased, a lack of morphemic variation (Amakiri & Igani, 2015). Similarly, Ojarikre (2015), Ibrahim (2016) and Todd (1990) give a summary of the characteristics of Pidgin as follows: Elimination of grammatical devices like inflections, plural possessives and tenses, the use of reduplication as intensifiers, ability of a word to have semantic extension, that is, expanded meanings.

Pidgin English is built from words, sound or body languages from multiple languages and culture. There are no rules attached to its usage as long as the parties involved are able to understand each other. Looking at the common traits among various Pidgins, Amakiri and Igani (2015) posit that they are a fundamental simpler form of communication and that the grammar and phonology are usually as simple as possible consisting of:

i. uncomplicated grammatical structure
ii. reduction of syllabus codas
iii. reduction of consonant cluster
iv. no tones, such as those found in West African and Asian languages
v. separate verbs to indicate terms usually preceding verbs
vi. reduplication to represent plurals, superlative and other parts of speech that represent the concept of being increased
vii. a lack of morphemic variation

Todd (1990) pointed out that before 1930s, pidgin and Creoles were largely ignored by linguistics who regarded them as 'marginal languages' at best. He further pointed out that Pidgins and Creoles were marginal in the

circumstances of their origin, and in the attitudes towards them on the part of those who speak one of the language from which they derive. Their origins have been explained not by historical and social forces, but by inherent ignorance, indolence and inferiority. As languages of those without political and social power, literatures and culture, they could be safely and properly ignored. Leech and Short (2007) says, 'fortunately, such attitudes are now changing and as linguists pay serious attention to Pidgins and Creoles, they are discovering many interesting characteristics about them which appear to bear on fundamental issues to do with all languages, fully fledged and marginal alike. Moreover, pidgins and Creoles are invaluable to those who use them. Not only are they essential to everyday living but also frequently important markers of identity.

Pidgin English in Nigeria
From that period onwards, Pidgin English has become a recognized language in Nigeria. To support this idea, Akande (2019) says that over half of the 160 million inhabitants of Nigeria are now fluent speakers of the language Nigerian Pidgin English (NPE), making it the most widely spoken language in Nigeria, as well as the indigenous African language with the largest number of speakers. Given the rapid spread of NPE among younger Nigerians, this proportion will increase to cover over seventy or eighty percent by the time the present generation of children reaches adulthood. There is no Creole language worldwide with nearly as many speakers as NPES It should be noted that Nigerian Pidgin varies from place to place and has several peculiar varieties. Unachukwu (2015) meticulously deliberated on the variants of the Nigerian. Pidgin as he identified five varieties namely: Bendel which includes: Abraka, Warri, Isoko, Sapele, Agbor. Itsekiri, Effurun, Agbaraha-Oto, Urhobo and Ewa; Calabar which includes: Calabar, Cross River, Akwa Ibom and the Kalahari regions; Lagos variant which includes: South West, Eastern Part and South-Central; Kano/Maiduguri variant which includes: North-East, North-North. North-South and North-West; and Port Harcourt, which includes: Port Harcourt and the Regional Suburbs. Furthermore, NPE is widely used in the major cities and towns in schools and market domains, in radio jingles, television adverts, and drama/plays. Akande (2019) noted that there is a sense in which NPE could be regarded as a marker of identity and solidarity. It is an inter-ethnic code available to Nigerians who have no other common language.

However, the fact remain that, in the past, NPE was regarded as "unruly jargon". "vulgar" and "broken English" mainly associated with a socio-economically deprived set of people. The reason for this negative perception was in connection to its origin as mainly a trade language which distanced its speakers from the speakers of language of the educated class, the Standard English. This implies that the typical speakers of NPE were those who had little or no formal education. Recently, Nigerians have adopted a change in nomenclature from NPE to "Naija" because of its expanding functionality. The term "Naija" as used by the speakers of NPE refers to "Nigeria" as a country. The change to the reformed name is an attempt to erase the negative perception and attitude people have towards NPE as "broken English", argued to be either inaccurate or derogatory. NPE has become so popular that it is now recognized as one of the four commonly spoken languages in Nigeria while it competes with Hausa, Igbo and Yoruba, the country's national languages (Ismet & Shaon, 2021). It now operates as a de facto lingua franca, a bridge between social classes and ethnicities even when it lacks a standard orthography

Factors influencing the use of Pidgin English in Nigerian
1. **Home background of the user:** The family is the first institution of socialization of a child. Socialization begins in the home and continues at school. Family background to a great extent determines students' use of Standard English Language. Amao (2012) affirmed that academic performance of a child could be traced to the kind of friends he keeps and the home he comes from. It is necessary to realize that the school is not the only agency responsible for the development of spoken and written English of a child. Parental background of the child equally plays a significant role and there is a family-school

relationship as stipulated in the family-school relationship model. Therefore, it is clearly stated that students who come from homes where pidgin is the first language or the language of communication would always struggle with their development of Standard English language. These homes mostly comprise people in the working class or those who might have some level of education but for some reasons live in ghetto areas.

2. Peer group influence: These groups of learners are usually influenced by their peers in communication. Furthermore, it has been noticed that despite the homes some students come from especially those surrounded by elites, when they come in the midst of friends; they gradually start speaking in Pidgin English as this is usually the language of communication amongst young people. This process requires both social and psychological adaptation. Learning the appropriate linguistic habits to function within the target language group is one part of this process. Hence, the greater with Pidgin English speakers, these students will gradually pick these words and will unconsciously code-switch it with the English Language during written and verbal communication.

3. Inefficiency of a teacher: The teacher occupies a unique position developing positive attitude amongst students "towards the study of language". Fafunwa (1969) presenting the report of the National Curriculum Conference stated that: "The conference agreed that the teacher is the key to the entire educational program in the world". Thus, teachers ought to be well efficient to aid students to achieve proficiency in the English language. Thereupon, there are many English speaking teachers who think that their proficiency in speaking the English language makes them qualified to teach it. Unfortunately, their ideas on the phonetic and grammatical makeup of English are sometimes short-sighted. When teachers do not follow the rules of English language, their students develop the lack of interest in the subject which to a great extent affects their standard in the use of Standard English.

Oko (2018) examined the situation of oral English in Nigerian secondary schools. He asserts that teaching of English pronunciation in Nigeria suffers from peculiar handicaps unknown to the teaching of English language or any other school subject (for that matter). For any subject to be effectively taught, there are at least two very important conditions that must be met:

(i) A high degree of motivation on the part of both student and teacher;

(ii) The teacher's competence in the subject, and his or her mastery of the techniques of imparting knowledge in it.

4. Students' nonchalant attitude towards the English Language as a subject: Many students see the English Language as a simple subject they can communicate with, whether or not they maintain the ethics of the language. This has enhanced their poor performance in the English language a subject. In the same vein, Amakiri and Igani (2015) observe that success in mastering a second language depends not so much on intellectual capacity or language aptitude as on learner's attitude towards the particular language. To support this idea, Oko (2018) states that a positive attitude is mostly seen as a determining factor for success. Students sometimes perceive those who often speak the English language as haughty. In another case, these students give low preference for English since it is not their mother tongue. Moreover, the younger speakers being given to peer pressure prefer to speak Pidgin English, which is used amongst their friends in order to have the sense of belonging. According to Amakiri and Igani (2015), intrinsic motivation is related to basic human needs for competence, autonomy, and relatedness; this implies that the lack of students' motivation to study and improve in the English language certainly impede successful proficiency in the language.

The Affective Filter Hypothesis
There are some affective factors in language learning that are like a filter which filtrates the amount of input in learners' brains. People with high affective filter will lower their intake whereas people with low affective filter allow more input into their Language Acquisition Device (LAD). Krashen (2019) argues that people acquire second languages only if they obtain comprehensible input and if their affective filters

are low enough to allow the input 'in'. In his theory, the affective factors include motivation, attitude, anxiety, and self-confidence. His main viewpoints are as follows:

i. A raised affective filter can block input from reaching LAD.
ii. A lowered affective filter allows the input to "strike deeper" and be acquired.
iii. The affective filter is responsible for individual variation in SLA.

Affective factors are seen to play an important role in acquiring a second language. Comprehensible input may not be utilized by L2 acquirers, if there is a "mental block" that prevents them from fully profiting from it. The affective filter acts as a barrier to acquisition. The filter is up when the acquirer is unmotivated, lacking in confidence, or concerned with failure. The filter is down when the acquirer is not anxious and is trying to become a member of the group speaking.

The Affective Filter hypothesis, according to Krashen (1982), captures the relationship between affective variables and the process of second language acquisition by positing that acquirers vary with respect to the strength or level of their Affective Filters. Those whose attitudes are not optimal for second language acquisition will not only tend to seek less input, but they will also have a high or strong Affective Filter - even if they understand the message, the input will not reach that part of the brain responsible for second language acquisition, or the language acquisition device. This is why most students resort to the use of Pidgin English. Those with attitudes more conducive to second language acquisition will not only seek and obtain more input, they will also have a lower or weaker filter. They will be more open to the input, and it will strike 'deeper'. He also points out that the Affective Filter Hypothesis can help explain variables to students of a second language who receives a great deal of comprehensible input still do not reach a native-like competence. It is due to the high Affective Filter that prevents the input from reaching the language acquisition device. Put simply, for this type of an acquirer, input does not become intake (intake is defined as the input that reached the language acquisition device).

Methodology
Research Design
This study adopts survey research design. Survey research design, according to (Osuala. 2012), focuses on people, their opinions, attitudes, motivation and behaviors. Osuala further stated that descriptive survey identifies the present conditions, prevailing needs as well as provides information on which to base sound decision. This design is considered appropriate because it will help the researcher to gather information on determining the effect of Pidgin English on students' academic performance from a sample of the population of the study considered to be significant representation of the population.

Area of the Study
The study was carried out in selected secondary schools in Abakaliki metropolis, Ebonyi State. There are ten (10) government secondary schools in the area. The people of the area mainly civil servants, traders, and politicians.
The researcher chose this area of study because of the increasing poor performance of students in English language and because of the accessibility of the study area and willingness of the respondents to provide the researcher with relevant information.

Population of the Study
The population of the study consists of 100 senior secondary school students randomly selected from five (5) secondary schools in the study area.

Instrument for Data Collection
A set of questionnaires was distributed to obtain data and information. The questionnaire contained information relating to the impact of Nigerian Pidgin on the written English of senior secondary school students in Abakaliki metropolis, Ebonyi state.

Method of Data Collection and Analysis
After getting an approval from the school principal and the English language teachers, the researcher distributed the questionnaire to the students. After administering the questionnaires, the researcher collected them back and used the data from the respondents for analysis. The

collected data were analyzed using Mean statistics.

The criteria for acceptance/rejection of the

Mean $\bar{x}$ = $\sum fx$

Where $\bar{x}$ =   mean

   F   =   frequency

   X   =   score

   N   =   Total number of scores

$$\frac{\sum fx}{N} = \frac{10}{4}$$

Therefore, Summation of the nominal value = $\frac{4+3+2+1}{4} = \frac{10}{4} = 2.5$

mean value were determined by dividing the sum of the nominal values by the number of scaling items thus:

Results

Research Question 1: What is the impact of Nigerian Pidgin English usage among secondary schools in Abakaliki metropolis?

Table 1: Distribution of responses showing the extent to which respondents use Nigerian Pidgin English

S/N	Variable	SA	A	D	SD	Total	$\bar{x}$	Decision
1.	I use NPE with my class mates	77	20	3	0	100	3.74	Accepted
2.	I use NPE during class activities	25	33	20	22	100	2.61	Accepted
3.	I use NPE with some of my teachers	20	33	25	22	100	2.51	Accepted
4.	I use NPE in writing to my classmates	53	33	9	5	100	3.34	Accepted
5.	Some of my teachers use NPE to teach	5	10	50	35	100	1.85	Disagreed
6.	I use NPE at home	77	20	3	0	100	3.74	Accepted

The findings from table 1 above showed that students use Nigerian pidgin English almost in every aspect of their lives. This is shown in their responses that they use Nigerian Pidgin English with their classmates, during class activities, with some of their teachers, writing to their classmates, even at homes.

Research Question 2: What are the factors that inform students' usage of NPE in secondary schools in Abakaliki metropolis?

Table 2: Distribution of responses showing factors that determine respondents' usage of Nigerian Pidgin English

S/N	Variable	SA	A	D	SD	Total	$\bar{x}$	Decision
7.	I enjoy speaking NPE with my friends	66	33	1	0	100	3.65	Accepted
8.	I prefer NPE to Standard English	39	47	9	5	100	3.5	Accepted
9.	NPE is easier to learn than Standard English	77	23	0	0	100	4.7	Accepted
10.	NPE is not prohibited in my school	15	19	30	36	100	2.13	Rejected
11.	NPE conveys what I want to say better than Standard English	29	31	28	12	100	2.8	Accepted
12.	My parents encourage me to use NPE	10	15	40	35	100	2	Rejected
13.	My Teachers encourage me to use NPE	3	7	40	50	100	1.63	Rejected

Findings in table 2 show that students speak Nigerian pidgin English because they enjoy speaking NPE with their friends, prefer NPE to standard English, NPE is easier to learn than standard English and NPE conveys what they want to say better than standard English.

Research Question 3: What is the effect of Pidgin English on the written English of secondary school students in Abakaliki metropolis?

Table 3: Distribution of responses showing the effect of Nigerian Pidgin English on students' writing

S/N	Variable	SA	A	D	SD	Total	$\bar{x}$	Decision
14.	I sometimes use Nigerian Pidgin English in writing assignments	36	44	12	8	100	3.08	Accepted
15.	I cannot write a full page in essay without using Nigerian Pidgin English	47	44	5	4	100	3.4	Accepted
16.	I rarely use NPE in writing assignments	22	30	30	18	100	2.56	Accepted
17.	My spelling has been affected by NPE	47	44	12	8	100	3.4	Accepted
18.	NPE has affected my spoken English such that I cannot end a conversation without using Pidgin	31	28	20	21	100	2.7	Accepted
19.	I use NPE in Examination unknowingly	22	30	30	18	100	2.7	Accepted

The results in table 3 above indicate that senior secondary school students in Abakaliki metropolis have been badly affected by Nigerian pidgin English to the extent that they infuse pidgin in their writings and even in their conversations.

Research Question 4: What are the means to minimize the effects of NPE on Standard English usage among secondary schools students in Abakaliki metropolis?

Table 4: Distribution of responses from the respondents showing means to minimize the effects of the Nigerian Pidgin English on Standard English usage

S/N	Variable	SA	A	D	SD	Total	$\bar{x}$	Decision
20.	NPE should be prohibited in Nigerian schools	40	38	12	10	100	3.08	Accepted
21.	There should be regular seminar and workshop to train teachers on effective usage of standard English	58	40	0	2	100	3.54	Accepted
22.	Parents should be made to know the negative effect of NPE on students' academic performance	58	40	0	2	100	3.54	Accepted
23.	Students should be made to pay fine for speaking NPE in class	40	40	11	9	100	3.11	Accepted
24.	Nigerian's educational curriculum should be reviewed to accommodate NPE as a style of writing	43	49	5	3	100	3.32	Accepted
25.	Students should be made to know the difference between standard colloquialism and Nigerian Pidgin English	40	40	11	9	100	3.11	Accepted

Results of table 4 show that the respondents agree that in order to mitigate the adverse effect of the Nigerian Pidgin English on Standard English usage, there is need to conduct regular seminar and workshop to train teachers on effective usage of standard English and students should be made to pay fine for speaking NPE in class, among other things.

Discussion of Findings
Table one (1) shows that students use Nigerian pidgin English in almost every aspect of their lives. The mean of 3.74 shows that students use Nigerian pidgin English with their classmates, the mean of 2.61 indicates that students use Nigerian pidgin English during class activities, the mean of 2.51 indicates that students use Nigerian pidgin English with some of their teachers, the mean of 3.34 shows that students use Nigerian pidgin English in writing to their classmates, and the mean of 3.74 shows that students use Nigerian pidgin English at their homes.

Table two (2) results show factors that determine respondents' usage of the Nigerian Pidgin English. The mean of 3.65 shows that that students speak Nigerian pidgin English because they enjoy speaking NPE with their friends, the mean of 3.5 shows that students prefer NPE to standard English, the mean of 4.7 indicates that students consider NPE easier to learn than standard English and the mean of 2.8 shows that the respondents believe that NPE conveys what

they want to say better than standard English.

Table three (3) results show the extent of harm done by the Nigerian Pidgin English on students' writing. The mean of 3.08 shows that students sometimes use Nigerian Pidgin English in writing assignments. The results also indicate that some students cannot write a full page in essay without using Nigerian Pidgin English, students spelling and spoken English have been affected by NPE and that they use NPE in Examination unknowingly.

Results of table 4 show that the respondents agree that in order to mitigate the adverse effect of the Nigerian Pidgin English on Standard English usage, there is need to conduct regular seminar and workshop to train teachers on effective usage of standard English. Also, Parents should be made to know the negative effect of NPE on students' academic performance, students should be made to pay fine for speaking NPE in class, Nigerian's educational curriculum should be reviewed to accommodate NPE as a style of writing, and Students should be made to know the difference between standard colloquialism and Nigerian Pidgin English.

Implications of the Study

The findings of this study have obvious implications for students, teachers, researchers, and society at large. Based on the findings of the study, students, teachers and parents learn to understand the implications pidgin English on students confidence in standard English, effects and attitudes of student on use of Pidgin English, for the students confidence in standard English, it is obvious that habitual pidgin English students always commits grammatical errors in verbal communication and written English in secondary schools in the country.

The status of Pidgin in Nigeria cannot be compared with that of any other language because of the various roles it plays in our society, as market language it promotes transactions, but students should be cautious in places to use Pidgin English.

Recommendations

Based on the findings of the study, following recommendations are made;

1. Students should stop using Pidgin English when they are in school to avoid occurrences of writing essay, and examination in Pidgin English.
2. Students should be constantly exposed to debate competitions and other activities that will help improve their use of Standard English.
3. Students should devote more time to master the rules of Standard English for efficiency in written and spoken English.
4. Communication in formal English language should be advocated among learners for effective communication.

Conclusion

Pidgin English is one of the languages spoken in Nigeria, even across the globe but with different approaches. In Abakaliki metropolis where thus study, it was observed that Pidgin English is affecting students effective communication in formal English language. Some of these students write-ups are at times mixed up with Pidgin English. The environment some of the students grew up also contributed to the frequent use of Pidgin English. Home backgrounds, peer influence, students attitude towards the study of the English language among other greatly influenced students use Pidgin English in school environment. The students should be guided to understand the negative effects of using unofficial language while learning.

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