**INFLUENCE OF PIDGIN ENGLISH ON THE ENGLISH LANGUAGE WRITING SKILLS OF EBONYI STATE UNIVERSITY STUDENTS**

**BY**

**ANAEMENAM AMAKA M.**

**GOU/12/2166**

**A RESEARCH PROJECT PRESENTED TO THE DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION, FACULTY OF EDUCATION, GODFREY OKOYE UNIVERSITY, UGWUOMU-NIKE, ENUGU STATE, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE, AWARD OF BACHELOR OF EDUCATION (B.Ed) DEGREE IN EDUCATION ENGLISH AND LITERARY STUDIES**

**JULY, 2016.**

**TITLE PAGE**

**INFLUENCE OF PIDGIN ENGLISH ON STUDENTS ENGLISH WRITING SKILLS OF EBONYI STATE UNIVERSITY STUDENTS**

**BY**

**ANAEMENAM AMAKA M.**

**GOU/12/2166**

**DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION, OF THE PROGRAMME EDUCATION ENGLISH AND LITERARY STUDIES, IN THE FACULTY OFEDUCATION GODFREY OKOYE UNIVERSITY, UGWUOMU-NIKE, ENUGU STATE.**

**JULY, 2016.**

**DECLARATION**

I, Anaemenan Amaka M. hereby declare that this research work was written by me and has been submitted and approved for the purpose of acquiring Degree in English and literary studies Education.

…………………………………… ………………………………………

Anaemenan Amaka M. Date

**CERTIFICATION PAGE**

This is to certify that, this project was written by Anaemenan Amaka M. with the Registration Number GOU/12/2166, of the Department of Art and Social Sciences Education, Faculty of Education, Godfrey Okoye University, Ugwuomu-Nike, Enugu state.

This work has been read and approved as meeting the requirements for the award of Bachelor of Education (B.Ed) degree in English and literary studies.

……………………………………. ……………………………………………….

Dr (Mrs) F.N Eneh Date

Supervisor

……………………………….. ………………………………………..

Dr (Mrs) F.N Eneh Date

Head of Department

……………………………… ………………………………………….

External Examiner Date

Prof. Aron Eze

Dean

**DEDICATION**

I dedicate this work to Almighty God who has been my source of power and strength all this while. Also to my mum who has been my support system throughout my education, my uncle Rev. Fr. Emmanuel Njoku who has persistently been my support financially, academically, and morally

**ACKNOWLEDGEMENTS**

I sincerely want to thank my parents, Mr. and Mrs. Innocent Anaemenam, who have always been there for me, through prayers, advice, moral and financial support. May God Almighty bless and keep them.

I also want to acknowledge Prof. Christian Anieke, the Vice-Chancellor of Godfrey Okoye University.

My little brother Precious, who has been part of my headache, I love you so much. Also to my lovely husband Mr. Nwokolo Onyema who has supported me morally and financially, God bless you I love you so much. Also my lovely best friends Chika and Chidinma and my amaiable course mates, Nkiru, Buzor, Nneka, Chioma, Benny, Esther, and Vivian. My roommates Chisom, Brenda and Amanda (twin trouble) Chika, Chidinma and those I didn’t mention I love you all.

I remain indebted to my supervisor and Head of Department Dr. (mrs.) F.N. Eneh, who has been my back bone through out this research work, am very grateful Ma, for your patience and guidance. my beloved lecturers, Prof. Egudu, Prof. Obasikene, Prof. Opata, Miss Ahumibe, Mr. Mathias, Mr. ugwuanyi, Rev. Fr. Dr. Donatus Nwobo, Mrs. Udebunu, Mr. Igwebuike, Princess Udaba, Prof Ezeugwu for their encouragement and time spent impacting knowledge into me throughout my stay in Godfrey Okoye University, you will always be remembered.

May God bless you all.

**ABSTRACT**

The purpose of this study was to determine the influence of Pidgin English on student English language writing skills in Ebonyi State University. The Study adopted the survey research method using self-administered questionnaire. The data gathered from the questionnaire revealed that Pidgin English is spoken widely among the students.

The negative influence of Nigerian Pidgin on the use of English language by our respondent requires urgent and concerted effort to help the situation. The samples used for the study were 100 students.

**TABLE CONTENTS**

Title page i

Declaration ii

Certification iii

Dedication iv

Acknowledgement v

Table of contents vi

Abstract vii

CHAPTER ONE

INTRODUCTION

Background of Study 1

Statement of the Problem 5

Purpose of the Study 5

Significance 6

Scope 7

Research 7

CHAPTER TWO

LITERATURE REVIEW 8

English Language in Nigeria 8

Concept of Pidgin 12

Concept of essay 14

Theoretical Framework 16

Empirical Studies 17

Summary of Literature Review 19

CHAPTER THREE 20

METHODOLOGY

Research design 20

Area of Study 20

Population of Study 20

Sampling Technique 21

Instrument of Data Collect 21

Validation of the Instrument 21

Method of Data collection 21

Method of data Analysis 22

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION OF FINDING 23

CHAPTER FIVE

DISCUSSION OF THE FINDINGS 26

Implication of the Study 27

Recommendation 28

Limitation of Study 29

Suggestion for Further Study 29

Summary 30

References 31

Appendix I 33

Appendix II 34

Questionnaire

**CHAPTER ONE**

**INTRODUCTION**

**1.1 Background of study**

According to (Akwanya, 2010), language has often been identified as the most unique attribute of man and without language, there is no society. Language does not only bring meanings to the world, it also shape one’s cognitive process. Such as perception, interpretation and judgment. Also according to William (1992) he agrees that language embodies the spirit of people who speak it also that grammatical forms have influence on the development of ideas.

Although English language is the country’s official language, it is also a second language because Nigerians already had their first language that is their mother tongue (li) before the invasion of the foreign language “English language” into the country. English language did not come to Nigeria on its own. Its movement into Nigeria was caused by a lot of factors like trading, slavery colonization and missionary activities and this also led to the existence of pidgin language23 that is rampart all over the world but mainly in Nigeria.

**The origins of Pidgin English**

Pidgin English or broken English (as it is called) originated during the slave trade era as a means of communication between the Europeans and the Africans. It was the language used in their business transaction in the seventeenth century. It is a continuous series of English Pidgins and creoles spoken by other West-African countries such as Cameroon, Sierra Leone and Ghana.

In the 19th century, undocumented laborers from China, Portugal, Japan, the Philippines, Korea, and many other nations were brought to work on plantations, alongside Hawaiians that were owned and operated by Caucasian North Americans. Pidgin Hawaiian was the first Pidgin to develop on plantation in the 19th century, for Hawaiian was the main language of interethnic communication in schools and society until 1875, when the Reciprocity treaty with the United States was signed. Due to their spontaneous adaptability, Pidgins are unlike other languages in that they can be as structured or as unstructured as needed. Pidgins are not used as mother tongues, although over time and generations, the language evolves is adopted and changes gradually to become first language for new generation

Historically this occurs in situations where native language is seen as coordinate, or banned in the case of slavery, and is the point where Pidgin arguably moves to become a creek, or a normalized language. Scholars debated up till now, to what point can Pidgin language evolve to become a Creole and replace a native language over the generations. Complicated staff for such a seemingly simple language set.

The Nigerian Pidgin English is a version of English and Ethic Nigerian languages spoken as a kind of lingua Franca across Nigeria and is referred to as “Broken English” or even Broken bottle” it is estimated that Nigerian Pidgin English is the native language of approximate 3 to 5 million people and is a second language for at least another 75 million people. English introduced to Nigeria during the colonial era, was chosen as Nigeria’s only official language. However not all the English spoken in Nigeria is the Standard English recognizable in most English-speaking countries. A new way of speaking and interacting among non-native speaker has developed with its own unique pronunciation and vocabulary. This form of communication is Nigerian Pidgin English also referred to as Pidgin by the speakers. Although Pidgin English has been badly misunderstood by many English language experts as being dirty. It doesn’t stop anybody who speaks it to. ICONS like fela Anikulapa- kuti have been misunderstood but that didn’t stop him from singing all his afro beats with Pidgin English.

A1though pidgin is not recognized in national development, Pidgin English has been growing fast since its inception. In essence, two languages spoken commonly in Nigeria especially in inter-ethnic situations are English language and Pidgin English (Gani-Kilama, 1992). In the case of English language even though it is found in every part of the country it is restricted to those who have formal education. As for Pidgin English, not only is it found in every part of the country but it is also spoken by people of all classes weather they are illiterates or formally educated. Elugbe and Omamar (1991) discuss the use of Pidgin English in academic by some lecturers and students.

The problem of most writers is direct translation of their mother tongue while writing. Writing skill is a higher order skill and it has to be taught formally in the school. In writing, the following are to be considered:

• Grammar

• A range of vocabulary

• Punctuation

• Mechanical accuracy

• Using a range of sentence structure

• Linking of ideas across sentence to develop a topic

• Developing and organizing the contents

The above mentioned items which are to be considered while writing cannot be achieved without speaking this is because writing cannot be achieved without speaking. Most people assume that one writes what one speaks. According to Ogbueli (2003) he enumerated some factors which language learners contend with. These factors include; the interference phenomenon, unavailability of spoken medium, conflicting theories of English as a second language and use of pidgin. Another factor is the unavailability of the spoken medium. The students are not exposed to the spoken medium of the language. Learning a language is expedient when a learner begins with the spoken variety. The variety carries all emotional and cultural nuances of the language and4therefore, makes creativity in the writing medium easier.

**1.2 Statement of Problem**

Pidgin is a language of its own just as Standard English language. Though Nigerian pidgin appeared to be the most popular means of communicating with some groups and its easier to learn than any other language in the country. It is generally known that pidgin is not the suitable language to use in formal setting. Therefore, its use in formal setting is usually not accepted, contrary to the situation above, learners use pidgin while interacting with each other and at the same time adopts the socio-linguistic behavior of code-switching. Code switching is a linguistic process whereby an individual switch from one language to another within a single speech event. This seems to influence the English language writing skills of Ebonyi State University students. These Pidgin English has deprived plenty of students the ability to be conversant with the Standard English that is indispensable among Nigerian students. Every student needs a proper understanding of the English language in order to perform in any courses of study excellently.

**1.3 Purpose of Study**

The general purpose of the study is to examine the influence of pidgin language on student’s English language writing skills.

Specifically, the study intends to find out:

1. Influence of Pidgin English on students understanding of grammatical rules of Standard English.

2. Influence of Pidgin English on student use of standard written English.

3. Influence of Pidgin English on students style of writing Standard English.

**1.4 Significance of the Study**

The study of the influence of Nigerian pidgin on Ebonyi State University students. English language writing skills will be of benefit to the student, the English teacher, the curriculum planner and the government also the society. It is expected to improve the ability of the students to interact effectively in their written English language. The teaching of GST 101 should be looked into in other to enhance/improve good English and to create awareness for the student and the lecturer about the endangerment and harm pidgin language is causing in our society and schools.

Curriculum planners are expected to develop curricula that will tackle/solve the problem of code mixing pidgin with Standard English language by students: The society will see the need to improve in English language by embarking on intervention programme or seminar necessary to enable the students handle the Nigerian pidgin differently from the standard English language.

1**.5 Scope of Study**

This study intends to investigate the influence of Nigeria pidgin on Ebonyi State University students. English language writing skills. Owing to constraints of time, this study is restricted to only the student of Ebonyi State University While the content scope of this study in the influence of Pidgin English on Ebonyi State University students English language skills.

**1.6 Research Questions**

1. What is the effect of Pidgin English on students understanding of grammatical rules of Standard English?

2. To what extent does Pidgin English influence the students performance in the use of standard written English?

3. To what extent does Pidgin English influence students style of writing standard English.

**CHAPTER TWO**

**2.1 LITERATURE REVIEW**

This chapter discusses previous works that are related to this work. It is arranged into the following headings:

* Conceptual framework

• English language in Nigeria

• Concept of Pidgin

• Concept of Essay writing

* Theoretical framework
* Empirical studies
* Summary of literature Review

**Conceptual Framework**

**2.2 English Language in Nigeria**

The ascendency of English language in Nigeria, according to Babatunde (2001) was gradual. The proportion of English language in Nigeria was enhanced in 1882 when it became the medium for training the much needed manpower to entrench colonial domination quoted in Babatunde (2001) connote that: English became a sine qua non. In quick succession, the education ordinance and codes of 1882, 1896, 1918 and 1926 were enacted with a view of promoting the new language for general internal use. According to him, section 10, subsection of the education ordinance of 1882 reads: that the objects of teaching shall be the reading and writing of English language. The grammar of English language may be taught as class subjects.

The amended education ordinance of 1882 provided for capital grants as incentives to teachers for the number of pupils who passed an inspects of school administered ‘examination in reading and writing as the English language. English language was prolonged in Nigeria when the colonial authority demanded fluency and consistency in English language as a major requirement to secure white collar jobs. The British colonial administration then and the British council presently aimed at the survival of English language in Nigeria. According to Bowers in Babatunde (2001) the council has the central goal of promoting the language. Presently, the British council does this through many programs such as opening up ‘of libraries, English language teaching centers and communication skills project for promoting English language in common wealth countries. The provision of national policy on education, 1981 and the federal constitution of 1979 with that of 1994 perpetuated the use of English language remains a part of the school curriculum both as a school subject and as the sole medium of instruction.

According to Adekunle, (1985) it is now a modern Nigerians artifact, Wardhaugh (1986) observes: English serves today as a lingua franca in many parts of the world: for some speakers, it is a native language, for others a second language. The English language in Nigeria has gone through the process of acculturation to become what is called Nigeria English. David (2000) sees Nigerian English as something real and identifiable and the Nigerianisation of English.

Thus, in Nigeria, English language is the official language. It is the language of administration, judiciary and of formal education. Allen (1965) states that when English is taught as a second language, it is often more fundamental to the life and functioning of the country. Nigeria is represented at the united nation and other world organizations by the use of English language. International bilateral agreements and international relations are in English language. The constitution of the Federal Republic of Nigeria (1999) section 55 stipulates that: the business of the National Assemble shall be conducted in English and the National Policy of Education, section 3 sub section 15, paragraph 4 provides that English language shall be the medium of instruction as from primary four secondary school up to the tertiary level of education in Nigeria.

The English language is one vital requirement to secure admission into any reputable tertiary institution in Nigeria and a credit in English language at the ordinary level certificate is considered necessary to secure a worthwhile job appointment in Nigeria. Failure in English at public examination is considered failure in education while the ability to speak and use English language well confers on some socio-economic advantage.

For inter-ethnic communication among the Nigerian elite, English language comes first. English language serves as the official language through which administrative services are rendered. It is the language of nation-wide mass communication and the language of journalism. In the entertainment industry, English language function along side with many indigenous languages at formal and sometimes informal public gatherings. The English language serves as the language of formal education from the period of British colonial administration till date, English language seives as the language which brings the different geopolitical entities, to form the federal republic of Nigeria for administrative convenience.

According to Wardhaugh (1986), English is used in very many places and for very many purposes. In Nigeria, it could be rightly said that the English language is a language which evolved out of two or more languages in contact for the purpose of facilitating communication in any multi-lingua situation. Nigeria is a multi-lingua environment which requires pidgin, the Nigerian Pidgin. English language, the official

Language of Nigeria is the sole medium of instruction for the students of Ebonyi State University. Therefore, this study hopes to determine the influence Nigerian pidgin has on the written English language of students of University of Nigeria Nsukka.

**2.3 Concept of Pidgin**

David (2000), opines that pidgin in the world over results from the hybridization of two or more distinct language which began as a second language that is used for a limited range of purpose especially for commercial transaction and communication between two races. The linguistic Encyclopedia (1991)’ states that a pre-condition for the development of a pidgin in the contact between members from two or more cultures, which do not speak the same language. The contact has to be over a long period of time. This contact often is as a result of trade of colonization. The language so developed is not the native language of either of the speech communities. The United Nation information centre (2005) states that: a pidgin is a language variety used for inter-ethnic contact; they use a third language in which they have some competence. As a result therefore, the language in question may undergo drastic changes and result in an entirely new language. The outcome of such a language may be a pidgin. The pidgin is not usually anyone’s primary language. The traditional tertiary of Nigerian pidgin has always been acknowledged by written and scholars to be in Nigerian coastal towns and villages of Port-Harcourt and Calabar (Gani Kilama, 1990). According to David (2000) Nigeria pidgin has a history of nearly over three hundred years spanning between the 16th — 19th centuries. In his opinion though the Leaxifier language is English the syntax of Nigerian pidgin is derived from the language of Southern Nigeria. It is observed that for many years, this has beeh the’ documented statement on Nigeria pidgin but at the same time, it was noticed that this has changed because human language is dynamic in nature. It also spreads beyond its traditional frontiers just as its speakers settle or more around other plaqes. Consequently, Nigerian pidgin has come to be spoken virtually in every state of the federation including the federal capital territory, Abuja.

Mainly, gardeners, gatemen and other domestic staff of the elite or the purely English-speaking families, can only relate or communicate with their master in pidgin language. According to the United Nations Information Centre (2005), Nigerian pidgin is estimated to have over twenty million Nigerians speak Nigerian pidgin as their first language.

Todd (1984) says that a pidgin arises to fulfill certain restricted communication needs among people who have no common language, Muhihausler (1986), remarks that pidgin serves as vehicles of intercommunication between speakers of many different languages. Muhihausler (1988) views Pidgin English as a reduced language. It evolves when they need some verbal means of communication, perhaps for trade. Gani Kilama (1992), observes that pidgin language exist as a lingua franca in west Africa though there is a sufficient common linguistic care for these varieties to be still reasonably mutually intelligible. Muhihausler’s definition of pidgin concisely summarizes opinion on pidgin. According to him, pidgins are examples of partially

targeted or non-targeted second language learning developing from simpler to more complex systems as communicative requirements become more demanding. Pidgin language by definition has no native speakers. They are social rather than individual solutions, and hence are characterized by norms of acceptability (Muhlhausler, 1986). These common indicates that Pidgin English is a big solutions. The problems of pidgin include the following: the structure, pronunciation, and spellings of pidgin are quite different from that of the Standard English. This sometimes causes student mixing up these pidgin formats with the Standard English thereby causing confusion between the two languages. Adegbija (1994), in his contribution acknowledged the likely problems to be encountered in pidgin language. For instance, Adegbija mentioned inferiority or stigma, cultural baselessness and lack of indigenous status on the major cogs to his proposed. It is made clear that Pidgin English is an unacceptable way of communication.

Moreover, notable attempts has been made by scholars to use pidgin in writing but the lack of uniform spelling system poses a dominant threat to Pidgin English. It is also a language that lack grammatical rule and encompasses local dialects. Since ancient times, it has been thought by many that for a language to have a status of a standard language. It has to have grammar rules and meanings of the words. It definition in a dictionary but Pidgin English as a language lack all of the potentials.

**2.4 Concept of Essay**

• `An essay is a district literary genre just like a play novel, a biography etc. Essay writing is a common linguistic exercise to which a lot of importance is attached. In the most language examinations, writing an essay is required. It should also be noted that a lion mark is allocated to the essay section in a language.

According to Baba Willy (2001), Nigerian pidgin is a comical language which is spoken with spirit, emotion and a lot of gesticulation. Bamgbose (1991) and Umedum (1988) observed that Nigerian Pidgin is geographically spread all over Nigeria and spoken by Nigerians of different ethnic origins and it is indigenous to Nigerians because it originated, sustained and is expanding here in Nigeria. Wardhaugh (1986:55), asserted that Nigerian pidgin is not just a “bad” variety of English but a language with its own legitimacy, that is, its own history, array of functions and the possibility of winning recognition as a proper examination. According to Onuigbo (2006), writing an essay is a demanding task. It is a skill that requires the write to organize and expless his thought effectively. It also tests a writer’s ability to write successfully at some length even wider examination condition from the foregoing, the ability to write a good essay should be an important goal at any language students.

There are different types of essay as: narrative essay, descriptive essay, expository essay, argumentative essay. According to Onuigbo (2006) a narrative essay is one that requires the writer to write and relate an event or incident as an eyewitness, narration is a process of telling any kind of story such as biographies, experiences, factual stories and fairy tales. A narrative should be handled in such a way that the reader enjOys reading it and is made to believe that what he is reading is true. For a writer to achieve this, he should possess a high degree of the power of imagination. Okafor (1990) concludes that since an essay is a patterned expression of persons view point on a particular subject, the essayist therefore is an artist, doing with words what the artist does with brush and paint. In agreement with the above quotation, Onuigbo (2006) opines that when writing a narrative essay, a writer is painting a picture in words. It is only by his imagination and by possession of rich vocabulary of language that this picture can be made beautiful.

A narrative essay therefore, requires imagination and a good command of the language which is made possible through wide reading. A narrative should follow the order. in which the event that a being narrated took place gradually moving the reader to the climax of the story. The reader in a narrative expects not only to hear but to feel with his five senses, what is being narrated.

**2.5 Theoretical Framework**

The theories used in this research are Lado’s contrastive analysis and structuralized Lado’s contrastive analysis however offered the right means to account for the influence of Pidgin English on the written English language of Ebonyi State University students since in practice, the mode, essentially compares a bilingual’s use of one language with his use of the other and accounts for the difference discovered as error of interference. For this study, Lado’s contractive analysis will be adopted as the theoretical framework. Lado’s contrastive analysis provides for the juxtaposition of the structures of one language against those of the other and by so doing, accounts for the differences as the result of interference. In our literature review, Pidgin English was seen as a linguistic phenomenon, the presence of Pidgin English and the crucial role it plays in Nigeria’s multi-lingual situation in which English language functions as the official and the medium of instruction for students. This study seek to determine how Nigerian pidgin interferes with the written English language of Ebonyi State students who speak pidgin English and English language in view of shared similarities in the structure and lexis of the two languages.

To this, the structure of date obtained in English language shall be compared with Pidgin English structure using Lado’s contrastive analysis. At the level of units the use of which word is subjected in the written English language of Ebonyi State students shall be compared to its Nigerian Pidgin version and observations made sha1l be accounted for as interference. On the other hand, structuralism frame work was employed by Robert A. Hall Jr: (1943) in his Melanesian Pidgin English, grammar.

**2.6 Empirical Studies**

According to research made by the socio-linguistics of Pidgin English, it was discovered that almost all the students of tertiary institution, with the inclusion of Ebonyi State University students use Pidgin English for communication both in the school environment and outside the school. While very few managed to maintain the use of Standard English. Furthermore, some of other researchers have also carried out a study on the use of Pidgin English as a use of communication at various stages of education. Based’ on this study, Ihemere (2006) attempted to present a basic analysis using the data sample on which the analysis between June and September 2003. The data samples on which the analysis was based and composed of transcribed recording of speech from 250 speakers. They were selected based on age, sex, faculty, ethno lingual background, level of education and daily use of pidgin. This was conducted with the sole purpose of representing a cross section of Pidgin English speaking students at the university of Port-Harcourt. To obtain this, question and interview were administered to the students.

After the administration of the questionnaires and interviews’, the data was collected and it was estimated that 80% of the students use pidgin as a second language and the number of first language speaker was put roughly at 20%. The formal numbers of students who use Pidgin English as a medium of communication are increasing all the time because the Nigerian Pidgin is very popular with younger members of the society that made up a greater number of the population of Nigerian Universities. Still on the matter Aisha (2006), studies the effectiveness of Pidgin English as a medium of communication among students at the University of Abuja. The researcher used respondents which were drawn from six faculties which include: education, Law, Sciences, Management, Social Science and Arts.

The results of the data collected from the students by the use of questionnaires proved that 70% of the students use Pidgin English in discussion with other who do not share the same mother tongue with them while 30% of the group claimed that they use standard English.

In agreement to this, Olabode (2008) carried out a research with the yiew of getting the public opinion as regards the usage of the popular language. The research was carried out at the women multipurpose centre Kaduna from 29th to 30th May 2008. The two day workshop had in attendance scholars of Pidgin English, students and writers from various universities. At the end of research, it was observed that 80% of the student resort to Pidgin English in their communication with their fellow students due to its easiest and simplicity in nature and also to hide their grammatical inequalitie, while 20% claimed to prefer Standard English to pidgin because it elevates their standard of literacy especially when they are speaking. As a result of this, Olabode concluded that pidgin language has gained much ground in the life of Nigerian students especially those in tertiary institution.

**2.7 Summary of Literature Review**

Based on the findings made by the researcher, it was discovered that Pidgin English originated as a result of hybridation of two or more distinct language. As a result Pidgin English is not just a bad variety of English language but a language on its own which also performs the same function with English language in terms of communication, but pidgin has a limitation when it comes to official duties. The work of the researcher also reviewed the relevant conceptual theoretical and empirical studies of influence of Pidgin English on student’s English language writing skills in Ebonyi State University.

Finally, the researcher also discovered that there are some problems which are associated with the usage of pidgin language. For instance, pidgin language has no grammatical rules guiding it and even the written form of it is said to be not true as well as causing confusion. Seems that no work has been done on it, this work therefore was designed to find out how the use of pidgin had influenced the writing skills of Ebonyi State University students. The problem of writing is the major that gave rise to thNM is research.

CHAPTER THREE

**3.1 Research methodology**

The research methodology of this study is discussed under the following sub-headings: research design, Area of study, population of the study: sample technique, instrument for data collection: validation of the instrument, method od data collection and method of data analysis.

**3.2 Research Design**

The research design of this study is descriptive survey research method. It was adopted because the researcher was geared towards finding the influence of Pidgin English on students English language writing skills in Ebonyi State University

**3.3 Area of Study:**

The area of the study is Ebonyi State University. The choice of the University is as a result of different languages that come into contact which lead to the use of Pidgin among some students as a medium of communication. I picked up an interest in the school, since my friend mentioned the wide use of Pidgin English by the students on daily basis.mki

**3.4 Population of the Study:**

The population of the study is 12,500 students made up from the five faculties in Ebonyi State University Campus.

**3.5 Sample and sampling techniques**

The sample was made up of 12,500 students. A simple random sampling will be used to draw 20 students each of the five faculties that were randomly selected for the study making it 100 students for the research

**3.6 Instrument for Data Collection**

Questionnaire was the instrument used in gathering the data for the study. The questionnaire took the form of four point rating scale. The gradation of the scale ranged from “strongly agreed (4)” to strongly disagreed (1). The questionnaire which was designed by the researcher was divided into three (3) sections which reflects the three (3) research question posed earlier for the study.

**3.7 Validity and reliability of the Instrument**

To ascertain whether the instrument gave the appearance of measuring what it claimed (face validity) the researcher handed over the instrument to one lecturer (the supervisor) for scrutiny. Feedback from the expert came in form of suggestion, cancellation and correction. This helped the researcher in reconstructing and modifying the items contained in the questionnaire. To test the reliability of the instrument the researcher used the test retest. Where by the respondents were made to re-answer the same questionnaire and the result will b compared to the first result.

**3.8 Method of Data Collection**

**The researcher distributed the questionnaires by hand directly to the students. Over a period of days the students answered and the researcher collected it from them and this took about 1 week**

**3.9 Method of Data Analysis**

**In analyzing the data collected, means scores was used to achieve this, the four point rating scale was given values as follows:**

**SA : strongly agreed 4**

**A : Agreed 3**

**D : Disagreed 2**

**SA : strongly disagreed 1**

**The cut-off mean score was 2.5, because when the four point rating scale is added up and divided by 100 it gives you the cut off mean score. This forms the standard for accepting rejecting any item on the questionnaire. Any item that scored 2.50 and above was accepted, while those that fell below 2.50 were rejected.**

**CHAPTER FOUR**

4n .1 **Data analysis and presentation**

This chapter deals with the result of the study. The data are presented according to the research questions

Research question 1: what is the influence of Pidgin English on students

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| S/N | ITEM | SA | A | D | SD | X | DECISION |
| 1 | Frequent use of Pidgin  English affects students  Understanding of concord errors | 30 | 17 | 25 | 28 | 2.50 | Accepted |
| 2 | Regular use of Pidgin English hinder students ability to use parts of speech in their sentence correctly | 45 | 20 | 10 | 25 | 2.85 | Accepted |
| 3 | Regular use of Pidgin English is a hindrance to students ability to use correct tenses in their grammar | 69 | 5 | 14 | 12 | 3.15 | Accepted |
| 4 | Frequent use of Pidgin English affect students understanding of cases in English | 30 | 28 | 25 | 17 | 2.64 | Accepted |

Table 1 shows that item 1, 2, 3, and 4 have mean scores of 2.50, 2.85, 3.15 and 2.39. this indicates that Pidgin English influences student and it is accepted.

RESEARCH QUESTION 2: to what extent does Pidgin English influence the students performance in the use of standard written English.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| S/N | ITEM | SA | A | D | SD | X | DECISION |
| 5 | Frequent use of Pidgin  English affects a students  Ability to write meaningful expression | 40 | 30 | 16 | 14 | 2.96 | Very large extent |
| 6 | Regular use of English hinder affects the ability of students to punctuate words and sentence correctly. | 40 | 30 | 15 | 15 | 2.95 | Very large extent |
| 7 | Frequent usage of Pidgin English hinders students ability to make correct sentences in that writing. | 60 | 20 | 15 | 5 | 3.35 | Very large extent |

In table 2, item 5, 6, and 7 have their mean scores as 2.96, 2.95 and 3.35 respectively. The result indicates that the respondents agreed that Pidgin English influences students performance in the use of standard written English.

Research question 3: to what extent does Pidgin English influence student style fo writing standard English.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| S/N | ITEM | SA | A | D | SD | X | DECISION |
| 8 | Regular use of English promote wrong spelling of words | 50 | 30 | 15 | 5 | 3.25 | Very large extent |
| 9 | Frequent use of Pidgin English leads to the use of abbreviation while writing | 60 | 30 | 5 | 5 | 3.45 | Very large extent |
| 10 | Regular use of Pidgin English affects a students vocabulary. | 40 | 30 | 18 | 12 | 2.98 | Very large extent |

In table 3, item 8, 9 and 10 have their means scores as 3.25, 3.45 and 2.98 which shows that the respondents agree that Pidgin English affect/influence the students style of wring standard English.

**CHAPTER FIVE**

**DISCUSSION, IMPLICATION, RECOMMENDATION AND SUMMARY**

This chapter centers on discussion of findings, based on the data interpretation made in chapter four. They are examined and inference drawn from there.

The chapter starts with discussion of findings of the study and ends with suggestions for further studies.

**5.1 Discussion of findings**

In research question one the researcher wants to know the influence Pidgin English has on students understanding of grammatical rule of Standard English. This is obtainable because Pidgin has no grammatical rules guiding it like Standard English.

The finding agree with Kafewo (2008), that student’s use of Pidgin English affect their usage of standard English negatively because the language lack grammatical rules and encompasses local dialect.

In research question two, the researcher wants to know how the frequent use of Pidgin English influences student performance in the use of Standard English. This result shows that Pidgin English influences student performance in the use of Standard English. Onuigbo (2009) Opine that the corrupting influences of Pidgin English hinders the proper development and use of English in Nigeria. He said that this scenario presents a nagging problem that continues to increase in multitude and therefore create wreck and havoc to the foundation of English language.

In research question three, the researcher wants to know the effect of Pidgin English on student’s style of writing Standard English. The result of the finding shows that frequent use of Pidgin English influences student’s style of writing Standard English. Every type of writing has a particular style. This agrees with Onuigbo (2006) who says that every type of writing demands a distinctive style and a distinctive approach. He went on to say that students are expected to know how to write different kind of essays.

**5.2 Implication of the Study**

From the finding of this study, some of the following implications were noted:

Having seen that the use of Pidgin English influences students understanding of written English, the use of Pidgin English poses a big problem in the teaching and learning of English language, as a result of this, learning of English language has declined greatly due to the influence Pidgin English has on students including the teachers. If this continuous without any solution, the teaching and learning of English language may collapse, which will extend to the teaching and learning of other subjects, knowing that English language is the language of instruction.

To put an end to this destructive fore which is creating problem in the field of teaching and learning of English language, teaches of English language should research on ways to impacting knowledge on the student which will put a stop on the influence of Pidgin on the learning of English language.

It was also discovered that the co-existence of the two languages, that is Pidgin English and English language influences the proper use of English language in schools. In addition to these, some errors are also identified because of frequent use of Pidgin English which constitutes a very big problem resulting in a very poor and unacceptable resulting in a very poor and unacceptable expression in English finally, this study has shown that holding onto pidgin English can mar the academic progress of a student and negatively influence students performance in the real language of education in Nigeria.

* 1. **Recommendation**

Based on the findings which have been made, the following recommendations are made:

Students should take precautions and minimize the way they use Pidgin English.Students are also advised to use pidgin on rare occasions and not frequently.

The government has the responsibility to formulate a clear cut policy on Pidgin English.Students should make unhindered effort in that study of English language and this will bring about progress in Education which is necessary for national growth and development.School libraries need to provide interesting books which are written in Standard English language to help minimize their use of Pidgin English.

**5.4 Limitation of the Study**

The major limitation encountered during the process of carrying out this research was the population of the students to be used to carry out the research. The study was meant to cover the whole student offering GST 101 in Ebony State University, but due to large population of students, only one hundred students were used.

**5.5 Suggestion for further research**

Further research should be carried out in the following areas:

1. The importance of using language laboratory for effective learning.
2. The role of Pidgin English when it comes to formal setting
3. Factors that militate against language learning.
4. Reason why some students acquire Pidgin as their first language.

**5.6 Summary**

The objective of this research was to find out the influence of Pidgin English on students English language writing skills in Ebonyi State University. The study went on to find out the role of Pidgin English and that of English language. Further research was also made in chapter two of the study explains the nature of Pidgin English and that of English language and their different functions in our society. It went further to discuss the concept of essay and looked into the different types of essay writing.

The theories used for the analysis of the influence of Pidgin English on the written English language of Ebonyi State University students were structuralism and constructive analysis theories. Finally on this note, literature review was involved to find some previous study that has been done in this particular study.

**APPENDIX**

Department of Arts and social Sciences,

Education’Godfrey okoye University

Ugwuomu-Nike Enugu,

Enugu State

April, 2016.

Dear Respondent,

**REQUEST FOR COMPLETION OF QUESTIONNAIRE**

I am final student in the above university I am currently carrying out a research on the influence Pidgin English on Students English writing skills on Ebonyi State university students

You are please requested to respond appropriately in the column or space provided below.

The information you may give is strictly for academic purpose only and will not be used against you in any form please, be honest in your responses since name(s) are not needed.

Thank yours faithfully,

**ANAEMENAM AMAKA .M.**

**QUESTIONNAIRE ON THEINFLUENCE OF PIDGINS OF STUDENT WRITING SKILLS OF EBONYI STATE UNIVERSITY STUDENTS**

**SECTION A: PERSONAL DATA OF RESPONDENT**

Sex: Male ( ) female ( )

Section B respond by ticking ( ) against the Colum that argues with your opinion by using the following keys

Strongly agree SA =4

Agree A =3

Disagree: D =2

Strongly Disagree: SD =**1**

Research question 1: what is the influence of Pidgin English on students

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| S/N | ITEM | SA | A | D | SD |  |
| 1 | Frequent use of Pidgin  English affects students  Understanding of concord errors |  |  |  |  |  |
| 2 | Regular use of Pidgin English hinder students ability to use parts of speech in their sentence correctly |  |  |  |  |
| 3 | Regular use of Pidgin English is a hindrance to students ability to use correct tenses in their grammar |  |  |  |  |
| 4 | Frequent use of Pidgin English affect students understanding of cases in English |  |  |  |  |

RESEARCH QUESTION 2: to what extent does Pidgin English influence the student’s performance in the use of standard written English.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| S/N | ITEM | SA | A | D | SD |  |
| 5 | Frequent use of Pidgin  English affects a students  Ability to write meaningful expression |  |  |  |  |
| 6 | Regular use of English hinder affects the ability of students to punctuate words and sentence correctly. |  |  |  |  |
| 7 | Frequent usage of Pidgin English hinders student’s ability to make correct sentences in that writing. |  |  |  |  |

Research question 3: to what extent does Pidgin English influence student style of writing Standard English.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| S/N | ITEM | SA | A | D | SD |
| 8 | Regular use of English promote wrong spelling of words |  |  |  |  |
| 9 | Frequent use of Pidgin English leads to the use of abbreviation while writing |  |  |  |  |
| 10 | Regular use of Pidgin English affects a student’s vocabulary. |  |  |  |  |