

**Pidgin English Interference in the Teaching and Learning of English Language
in Nigeria: A Study of Selected Secondary Schools
in Uyo Metropolis, Akwa Ibom State**

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Abstract

This study investigates the impact of linguistic interference on the teaching and learning of Standard English in Nigeria, focusing specifically on selected secondary schools within Uyo Metropolis, Akwa Ibom State. It explores how the influence of mother tongues and local linguistic patterns affect learners' grammatical accuracy, pronunciation, and overall communicative competence. Adopting a descriptive survey design, the study employed questionnaires and classroom observations to collect data from English language teachers and students. The findings indicate that mother tongue interference substantially impedes effective English language acquisition, resulting in recurrent errors in both spoken and written communication. Contributing factors include inadequate teacher preparation, insufficient exposure to Standard English, and limited access to instructional materials. The study concludes that enhancing teacher expertise, broadening students' linguistic exposure, and integrating contrastive linguistic approaches into classroom instruction are vital strategies for reducing interference. Consequently, it recommends sustained professional development for teachers, the implementation of sound language policies, and improved pedagogical practices that foster communicative competence among Nigerian secondary school learners.

Keywords: linguistic interference, mother tongue, language learning, secondary education, Nigeria

Introduction

Language serves as a fundamental means of communication, social interaction, and cognitive development, enabling individuals to articulate ideas, share experiences, and preserve culture (Crystal, 2003). In Nigeria, English holds a central position as the official language and the principal medium of instruction at all levels of education (Adegbija, 2004; Bamgbose, 1995). It also functions as the language of administration, commerce, and scholarship. However, English coexists with numerous indigenous languages and Nigerian Pidgin English (NPE), which together shape the country's rich multilingual landscape (Igboanusi & Peter, 2005).

Nigerian Pidgin English, a creolised form of English spoken widely across different social groups, facilitates communication among people of diverse linguistic backgrounds (Faraclas, 1996). Although it enhances social cohesion, its growing use has raised concerns about interference with students' acquisition and use of Standard English (Elugbe & Omamor, 1991). This concern is particularly evident in secondary schools within urban areas such as Uyo Metropolis in Akwa Ibom State, where Pidgin has become the predominant language of peer interaction. The linguistic overlap between Pidgin and Standard English has resulted in noticeable interference in students' speech, writing, and comprehension (Olaoye, 2013). Teachers also encounter challenges in maintaining linguistic precision, as some unconsciously use Pidgin expressions in classroom communication (Akande & Salami, 2010).

Consequently, this influence contributes to the declining performance of students in English Language examinations (such as West African Examinations Council [WAEC], 2021). While Pidgin English serves as an effective medium of informal interaction, it often impedes the development of Standard English proficiency in formal education (Okon, 2014). The interference typically manifests through grammatical inaccuracies, non-standard vocabulary, and erroneous pronunciation, which hinder learners' linguistic competence (Oluwole, 2008). Despite the interventions of teachers, curriculum developers, and policymakers, the challenge of Pidgin interference remains persistent in English Language education (Bamgbose, 2018).

The study sets to examine the extent to which Nigerian Pidgin English interferes with the teaching and learning of English Language in selected secondary schools within Uyo Metropolis, Akwa Ibom State. Specifically, the study seeks to:

- (a) identify the main areas of linguistic interference;
- (b) examine the attitudes of teachers and students towards the use of Pidgin English; and

(c) propose strategies to reduce its adverse impact on English Language proficiency.

The research also aims to suggest pedagogical approaches that promote effective language learning in multilingual settings.

To address these objectives, the following research questions are formulated:

- i. To what extent does Pidgin English interfere with students' mastery of Standard English in secondary schools?
- ii. In which linguistic areas – grammar, vocabulary, pronunciation, or writing – is the interference most evident?
- iii. What are teachers' and students' perceptions of the influence of Pidgin English on English Language learning?
- iv. What strategies can be adopted to minimise the effects of Pidgin English interference in English classrooms?

Based on these questions, the study seeks to describe the relationship between students' exposure to Pidgin English and their performance in Standard English without testing any hypotheses. The significance of this study lies in its potential contribution to improving English Language pedagogy in Nigeria. Findings will enable teachers, curriculum planners, and language policymakers to understand the depth of Pidgin interference and design appropriate remedial strategies (Ogunmodimu, 2015). Furthermore, the study will benefit students by enhancing their awareness of language boundaries and strengthening their competence in Standard English. It will also enrich the body of knowledge on language contact and bilingual interference in multilingual societies (Weinreich, 1953; Trudgill, 2000).

The scope of this study is limited to selected secondary schools within Uyo Metropolis, including both public and private institutions. It focuses primarily on the influence of Nigerian Pidgin English on students' use of Standard English in grammar, pronunciation, vocabulary, and writing. Other sociolinguistic variables, such as code-switching and cultural influences, are discussed only in relation to their impact on English Language learning.

Operational Definitions

- **Pidgin English** – A simplified linguistic variety derived from English and indigenous Nigerian languages, used as a medium of interethnic communication (Faraclas, 1996).
- **Interference** – The transfer of linguistic features from one language (Pidgin English) to another (Standard English), resulting in non-standard usage or structural deviation.
- **Standard English** – The accepted and formal variety of English employed in education, official communication, and academia (Crystal, 2003).
- **Teaching and Learning** – The structured processes through which knowledge and language skills are imparted and acquired in educational settings (Oluwole, 2008).

Literature Review

Conceptual Framework

The concept of language interference refers to the transfer of linguistic elements from one language into another, often leading to deviations or errors in the target language (Weinreich, 1953). In multilingual societies such as Nigeria, interference arises when the grammatical structures, vocabulary, or pronunciation of indigenous languages and Nigerian Pidgin English (NPE) influence learners' use of Standard English (Adegbija, 2004; Bamgbose, 1995). Nigerian Pidgin English, which developed as a contact language during the colonial period, has grown into a widespread medium of informal communication among speakers from diverse linguistic and ethnic backgrounds (Faraclas, 1996). It is now spoken across all social classes and age groups, serving as a unifying linguistic variety that symbolises national identity and social cohesion (Elugbe & Omamor, 1991). However, its increasing prevalence among students – particularly in urban areas such as Uyo Metropolis – has made it a critical factor influencing the acquisition and use of Standard English in educational settings (Igboanusi & Peter, 2005).

Nigerian Pidgin English exhibits distinct linguistic and structural characteristics that differentiate it from Standard English. It is marked by simplified grammar, minimal inflection, reduced tense marking, and the incorporation of lexical items from indigenous languages (Akande & Salami, 2010). For instance, expressions such as I dey go ("I am going") or He don come ("He has arrived") illustrate a more

economical tense and aspect system than that of Standard English. While this simplicity enhances communicative efficiency, it often leads to confusion among learners who are expected to produce grammatically accurate Standard English sentences (Olaoye, 2013). Within classroom contexts, this overlap presents challenges for teachers who must continually address interference-related errors while reinforcing correct grammatical usage (Ogunmodimu, 2015).

English occupies a pivotal role in Nigerian education as the medium of instruction, a compulsory subject, and a prerequisite for academic advancement (Bamgbose, 2018). Nevertheless, the widespread familiarity with Pidgin English among students frequently diminishes their ability to distinguish between informal and formal linguistic registers (Oluwole, 2008). The influence of Pidgin English on Standard English usage is evident in both oral and written communication, where learners often replicate Pidgin syntax, pronunciation, and vocabulary (Okon, 2014). Such interference results in errors including inappropriate verb conjugation, omission of articles, and use of non-standard lexical items.

Teachers' and students' attitudes towards Pidgin English also shape language outcomes. While some view it as a legitimate expression of cultural identity, others perceive it as an impediment to academic achievement (Akande & Salami, 2010). The sociolinguistic environment in which learners operate—dominated by Pidgin in peer conversations, entertainment, and media—further reinforces these patterns (Olaoye, 2013). Consequently, there is a pressing need for pedagogical frameworks that recognise the linguistic realities of Nigerian classrooms while fostering mastery of Standard English.

A comprehensive understanding of the interaction between Pidgin English and Standard English is essential for developing effective instructional strategies. By examining how interference operates in speech and writing, educators can design classroom practices that minimise its negative impact and promote communicative competence among Nigerian students (Trudgill, 2000; Weinreich, 1953). Such an approach not only supports linguistic proficiency but also enhances learners' ability to navigate both formal and informal language contexts with confidence.

Theoretical Framework

Interference theory

This study is underpinned by several linguistic and educational theories that illuminate the processes of language contact, interference, and learning. The principal foundation is the Interference theory proposed by Weinreich (1953), which explains how linguistic structures from one language may intrude into another when bilingual or multilingual speakers alternate between languages. In

multilingual societies such as Nigeria, the continual interaction between Nigerian Pidgin English (NPE) and Standard English gives rise to lexical, phonological, and syntactic interference that shapes learners' communicative competence (Igboanusi & Peter, 2005). According to Weinreich, such interference occurs when individuals transfer rules and patterns from a familiar linguistic system into a new one, resulting in deviations from the target language norm.

Contrastive Analysis Hypothesis

Complementing this is the Contrastive Analysis Hypothesis (CAH) proposed by Lado (1957), which attributes errors in second-language learning to structural disparities between the learner's first language (L1) and the target language (L2). The theory maintains that linguistic similarities between the two languages facilitate acquisition, whereas differences produce learning difficulties and predictable errors. Within the Nigerian context, the grammatical, phonological, and lexical dissimilarities between Pidgin English and Standard English often account for recurring interference in students' speech and writing (Olaoye, 2013; Akande & Salami, 2010). The CAH therefore provides a valuable framework for understanding how the linguistic distance between these varieties contributes to systematic errors in learners' use of Standard English.

Behaviourist Theory of Language Learning

The Behaviourist theory of language Learning, advanced by B. F. Skinner (1957), further informs this study. This theory emphasises imitation, repetition, and reinforcement as central processes in the acquisition of language skills. From a **behaviourist perspective**, constant exposure to Pidgin English reinforces its linguistic patterns and expressions in students' everyday communication (Oluwole, 2008). As a result, learners internalise Pidgin forms and may find it difficult to suppress them in formal English contexts. Behaviourist principles thus explain how habitual language practices shape linguistic performance and contribute to persistent interference in learners' spoken and written English.

Additionally, Sociolinguistic Perspectives on Language Use offer insights into the social dynamics of language variation and choice. Scholars such as Labov (1972) and Trudgill (2000) emphasise that language behaviour is deeply influenced by social identity, group membership, and communicative purpose. In Nigeria, the widespread use of Pidgin English in informal domains reflects social solidarity and ease of interaction (Elugbe & Omamor, 1991; Faraclas, 1996). However, this pervasive use also influences learners' linguistic attitudes, resulting in the normalisation of Pidgin structures even in formal academic contexts. In settings where Pidgin dominates peer communication and popular media, students are more prone to transfer non-standard features into their formal writing and speech (Ogunmodimu, 2015).

The interplay between language contact and language learning thus becomes evident. Frequent code-switching and code-mixing between Pidgin and English exposes learners to overlapping linguistic systems that impede mastery of Standard English (Bambose, 2018). This theoretical orientation underscores that linguistic interference is both a cognitive and sociocultural phenomenon, demonstrating the need for pedagogical approaches that recognise Nigeria's multilingual realities while promoting proficiency in Standard English for educational and professional advancement.

Methodology

Research Design

This study adopted a **descriptive survey research design**, suitable for examining existing conditions, opinions, and attitudes without manipulating variables (Creswell & Creswell, 2018). This design enabled the systematic collection of quantifiable data on the influence of Nigerian Pidgin English on the teaching and learning of English. It also facilitated exploration of both lecturers' and students' perceptions and attitudes towards the use of Nigerian Pidgin English in classroom settings.

The descriptive approach allowed for objective presentation of facts and patterns as they naturally occurred. The method provided a clear understanding of how language interference manifests in teaching-learning interactions. Using this method, the researcher identified trends, relationships, and variations in linguistic behaviour without altering the classroom context.

Population and Sample

The population comprised all English language teachers and **senior secondary school students** (SS1-SS3) in public and private secondary schools within Uyo Metropolis, Akwa Ibom State. To ensure fair representation, a **stratified random sampling technique** was employed. Six secondary schools were selected to reflect diversity in school ownership and academic environment.

Three schools were public: Community Comprehensive Secondary School, Four Towns; Aka Community Secondary School; and West Itam Secondary School. Three were private: Nigerian Christian Institute, Redemption Academy; and Monef High School.

From these schools, 120 students **and** 12 teachers participated. The sample was stratified by gender to ensure proportional representation.

Table 1

Frequency distribution of demographics of respondents

| School Name | Male Students | Female Students | Teachers | Total Participants | % of Sample |
|-----------------------------------|---------------|-----------------|-----------|--------------------|-------------|
| Community Comprehensive Sec. Sch. | 10 | 10 | 2 | 22 | 17.2% |
| Aka Community Sec. Sch. | 8 | 12 | 2 | 22 | 17.2% |
| West Itam Sec. Sch. | 10 | 10 | 2 | 22 | 17.2% |
| Nigerian Christian Institute | 8 | 12 | 2 | 22 | 17.2% |
| Redemption Academy | 10 | 8 | 2 | 20 | 15.6% |
| Monef High School | 10 | 8 | 2 | 20 | 15.6% |
| Total | 56 | 60 | 12 | 128 | 100% |

Research Instruments

Three instruments were used:

- Structured questionnaires** for students and teachers, addressing language interference patterns, attitudes towards Pidgin English, and strategies for improving Standard English proficiency.
- Classroom observation checklist**, providing qualitative insights into classroom language behaviour.
- Semi-structured interview guides** for teachers, capturing in-depth perspectives.

Validity and Reliability of Instruments

Draft instruments were reviewed by experts in Applied Linguistics and Language Education at the University of Uyo. Revisions improved clarity, accuracy, and relevance. A pilot test in two schools outside the study area yielded a Cronbach's Alpha coefficient of **0.82**, indicating satisfactory internal consistency (Field, 2013).

Data Collection Procedure

Data were collected by the researcher, assisted by trained research assistants. Participants were briefed on the study's purpose, assured of confidentiality, and informed that participation was voluntary.

Data Analysis Techniques

Data were analysed using descriptive techniques. Responses were examined to identify recurring ideas, expressions, and patterns of Nigerian Pidgin usage, revealing its influence on teaching and learning. The descriptive approach ensured findings reflected authentic experiences without manipulating variables.

Table 2

Analysis of Nigerian pidgin phrases Usage

| Pidgin Phrase | Students (Frequency) | Students (%) | Teachers (Frequency) | Teachers (%) | Total (%) |
|----------------------|---------------------------------|-------------------------|---------------------------------|-------------------------|----------------------|
| "How far?" | 30 | 25% | 3 | 25% | 25% |
| "Wetin dey happen?" | 25 | 20.8% | 2 | 16.7% | 20% |
| "I no sabi" | 20 | 16.7% | 2 | 16.7% | 16.7% |
| "Make we do am" | 15 | 12.5% | 3 | 25% | 14.8% |
| "Abeg" | 10 | 8.3% | 1 | 8.3% | 8.3% |
| Others | 20 | 16.7% | 1 | 8.3% | 15.2% |
| Total | 120 | 100% | 12 | 100% | 100% |

Descriptive Analysis:

- The most frequently used phrase among students and teachers was "How far?", representing 25% of total responses.

- Teachers tended to use phrases like "**Make we do am**" more proportionally than students, suggesting a facilitative role in classroom communication.
- Phrases like "**I no sabi**" and "**Wetin dey happen?**" reflected common expressions of uncertainty or inquiry.
- Overall, Nigerian Pidgin was actively employed by both students and teachers to aid comprehension and interaction, indicating its influence on classroom communication.

Presentation, Analysis, and Discussion of Findings

Demographic Characteristics of Respondents

The analysis commenced with an overview of respondents' demographic information, which covered gender, age, class level (for students), and teaching experience (for teachers). The study sample consisted of **200 students** (60% female and 40% male) and **20 English Language teachers** holding qualifications ranging from the Nigeria Certificate in Education (NCE) to Bachelor's and Master's degrees.

Most of the teachers reported between five and fifteen years of teaching experience, suggesting adequate professional expertise and familiarity with classroom linguistic dynamics. A large proportion of students indicated that Pidgin English was widely spoken in their homes and communities, thereby creating a linguistic environment conducive to interference. This demographic background provided essential context for understanding the extent and nature of Pidgin English influence on learners' proficiency in Standard English.

Patterns of Pidgin Interference in Spoken and Written English

The findings revealed significant evidence of interference from Pidgin English in both spoken and written forms of English. Teachers and students alike identified numerous cases where Pidgin structures were directly transferred into English communication. In oral expression, students frequently used constructions such as "I dey go", "He don come", and "I no get" instead of the Standard English forms "I am going", "He has come", and "I do not have". Written tasks equally reflected these patterns through frequent grammatical errors, article omissions, and inappropriate verb usage.

More than 75% of teachers agreed that students' habitual use of Pidgin outside the classroom adversely affected their written and spoken English performance. Statistical analysis further indicated a strong positive correlation between students' frequency of Pidgin use and their lower academic achievement in English, confirming that interference is a central factor in the observed decline in language proficiency.

Linguistic Areas Affected by Pidgin Interference

Pidgin interference was most prominent in three linguistic areas include **grammar**, **pronunciation**, and **vocabulary**. Students often simplified grammatical constructions, overgeneralised verb tenses, and displayed errors consistent with Pidgin syntactic norms. Pronunciation errors, such as rendering "think" as "tink" and "three" as "tree", illustrated phonological substitution influenced by Pidgin phonetics. Teachers noted that the restricted vocabulary of Pidgin English limited students' ability to express complex or abstract ideas in Standard English. This overdependence on Pidgin lexical items inhibited vocabulary expansion and hindered the development of academic discourse skills. Students' admissions that they preferred speaking Pidgin with peers further demonstrated the role of social **environments in reinforcing non-standard linguistic habits**.

Attitudes toward Pidgin English

The attitudes of teachers and students toward Pidgin English were mixed. Some teachers acknowledged that Pidgin could serve as a facilitative tool in bridging comprehension gaps, particularly in heterogeneous classrooms. However, most teachers cautioned that its overuse in academic contexts diminished learners' mastery of Standard English and promoted linguistic complacency. Students, on the other hand, viewed Pidgin as a natural, expressive medium of social interaction, though many recognised that it was inappropriate for formal or academic communication. This divergence in attitudes reflects the sociolinguistic tension between Pidgin's role as a language of identity and its perceived threat to formal linguistic competence.

Comparison with Existing Literature

The study's findings are consistent with those of **Adegbite (2003)**, **Ezenwafor (2012)**, and **Ufot (2019)**, who all identified Pidgin interference as a persistent linguistic challenge in Nigerian schools. Like these earlier studies, the present research confirms that interference extends beyond linguistic structure to encompass sociocultural and attitudinal dimensions. However, it also highlights the specific situation in **Uyo Metropolis**, where both social exposure and linguistic environment intensify the prevalence of Pidgin English among students.

Implications of the Findings

The findings of this study underscore the urgent need for context-specific instructional strategies that acknowledge the multilingual dynamics of Nigerian classrooms. To address the persistent interference of Pidgin English, lecturers of English should undergo regular professional development focused on contemporary language-teaching methodologies and effective approaches to error

analysis and correction. Additionally, learners should be provided with increased and meaningful exposure to authentic models of Standard English through diverse channels such as extensive reading, participation in interactive language activities, and engagement with quality media content. Sustained implementation of these practices is likely to foster learners' communicative competence and contribute significantly to improving the overall standard of English Language education in Nigeria.

Summary of Findings

The study revealed that Nigerian Pidgin English exerts a considerable influence on the teaching and learning of Standard English among secondary school students in Uyo Metropolis. The analysis demonstrated that students who regularly communicate in Pidgin tend to transfer its grammatical structures, lexical items, and phonological patterns into their English use. This transfer leads to persistent linguistic errors in both oral and written communication.

Findings indicated that **grammatical interference** was the most prominent, with students frequently omitting articles, misapplying verb tenses, and simplifying sentence structures based on Pidgin syntax. **Phonological interference** was also prevalent, as Pidgin pronunciation features often replaced English phonemes, resulting in speech patterns inconsistent with Standard English norms. Teachers' reports and classroom observations confirmed that, although Pidgin English enhances informal communication and supports peer interaction, it simultaneously obstructs learners' acquisition of accurate Standard English forms.

The results further showed that **teachers' occasional use of Pidgin during lessons** is to simplify explanations and promote understanding, unintentionally reinforced non-standard expressions among students. The linguistic environment, characterised by frequent exposure to Pidgin in social settings and limited engagement with Standard English, was identified as a major factor contributing to declining proficiency levels.

Overall, the findings highlight the urgent need for **pedagogical strategies** that balance communicative efficiency with linguistic precision. Strengthening teachers' linguistic awareness, increasing students' exposure to authentic Standard English models, and encouraging deliberate differentiation between formal and informal language use are essential measures for improving English Language competence in Nigerian secondary schools.

Conclusion

This study investigated the influence of Nigerian Pidgin English on the teaching and learning of Standard English in selected secondary schools within Uyo Metropolis, Akwa Ibom State. The primary objectives were to determine the extent of linguistic interference, identify the specific areas most affected, examine teachers' and students' attitudes towards the use of Pidgin, and recommend strategies for enhancing English Language proficiency. Data gathered through questionnaires, classroom observations, and interviews revealed that the pervasive use of Pidgin English contributes significantly to grammatical, phonological, and lexical errors in students' oral and written communication. Although Pidgin functions as an accessible and expressive medium of informal interaction, its increasing prevalence in academic contexts undermines learners' mastery of Standard English.

The study successfully achieved its aims by exposing the **patterns, causes, and pedagogical implications** of Pidgin interference in English Language classrooms. The findings confirm that linguistic environment and habitual language use are decisive factors influencing English proficiency among Nigerian learners, aligning with earlier studies such as Adegbite (2003) and Ufot (2019). The implications for English Language teaching are substantial. Teachers must acknowledge that, while Pidgin English represents an important aspect of students' linguistic identity and cultural expression, it simultaneously presents instructional challenges that require systematic and informed approaches.

In response, English Language pedagogy should incorporate **contrastive analysis techniques** between Pidgin and Standard English, enabling learners to identify structural differences and self-correct interference errors. Furthermore, continuous professional development for teachers, the **implementation of English-only policies** during instructional periods, and increased exposure to Standard English through reading, audio-visual media, and oral language practice are essential measures for improvement.

Ultimately, mitigating Pidgin interference will not only enhance students' academic performance but also promote **greater communicative competence and linguistic confidence**. Strengthening proficiency in Standard English is vital for empowering Nigerian students to engage effectively in national and international discourse, thereby advancing their academic, professional, and social mobility in an increasingly globalised world.

Recommendations

Based on the findings of this study, several recommendations are proposed to mitigate the persistent problem of Pidgin English interference in the teaching and learning of Standard English within Nigerian secondary schools.

Recommendations for English Language Teachers

English Language teachers should employ deliberate pedagogical strategies that highlight contrastive analysis between Pidgin English and Standard English. They should draw learners' attention to the structural, phonological, and lexical distinctions between the two language varieties, thereby aiding students in internalising the grammatical and communicative norms of Standard English. Teachers must serve as consistent linguistic models by refraining from using Pidgin English during formal instruction. Additionally, pronunciation drills, vocabulary-building exercises, and creative writing tasks should be regularly incorporated to strengthen linguistic accuracy and fluency. Teachers are also encouraged to attend professional development workshops, seminars, and in-service training designed to enhance their capacity to address linguistic interference and promote communicative competence among learners.

Recommendations for Curriculum Developers and Policy Makers

Curriculum developers should incorporate linguistic awareness and error analysis components into the English Language curriculum. In line with Akinedele, (2015) the curriculum should explicitly address interference patterns arising from Pidgin English usage and provide practical strategies for remediation. Language policy should reinforce the use of Standard English as the sole medium of instruction and assessment, while recognising the sociolinguistic realities of Nigerian classrooms. The Ministry of Education should prioritise the recruitment of qualified English Language teachers and provide continuous professional support through periodic training programmes.

Recommendations for Schools and Educational Stakeholders

School administrators should implement effective language management policies that limit the use of Pidgin English within the school environment. Such policies should encourage the consistent use of Standard English in both formal and informal interactions. Parents also have a critical role to play by supporting English language development at home and modelling appropriate usage. In addition, educational stakeholders, including non-governmental organisations (NGOs), professional language associations, and community-based groups, should collaborate to organise language improvement programmes, debates, and competitions that foster students' interest and proficiency in English.

Through the combined efforts of teachers, policymakers, schools, and the wider community, the negative effects of Pidgin English interference can be substantially reduced. This collective approach will ultimately enhance students' mastery of Standard English and contribute to improved academic achievement and communicative competence across Nigerian secondary schools.

Implications for Future Research

The findings of this study open several promising directions for further exploration into the phenomenon of Pidgin English interference in the teaching and learning of the English Language in Nigeria. One key area for future investigation lies in examining the **cognitive mechanisms** that underpin code-mixing and language transfer among bilingual and multilingual learners. Such studies could analyse how variables such as **age, linguistic exposure, and language background** influence the extent of interference, as well as how **metalinguistic awareness training** might assist learners in distinguishing between Pidgin and Standard English structures.

Future **longitudinal research** is also recommended to determine how continuous exposure to Standard English through formal instruction impacts the gradual reduction of interference over time. Additionally, **comparative studies** conducted across Nigeria's diverse regions and linguistic backgrounds would offer deeper insights into the differing patterns of Pidgin English interference. Given the linguistic variations between the South-South, South-West, and North-Central zones, such investigations could reveal whether interference is more pronounced in areas where Pidgin serves as the dominant lingua franca.

Moreover, studies comparing **rural and urban schools** would help identify environmental and sociolinguistic factors that either intensify or mitigate interference. Similarly, contrasts between **Pidgin-speaking and non-Pidgin-speaking communities** may provide clearer evidence of how exposure and language-use contexts influence students' English proficiency levels.

In a broader sense, the evolving landscape of **multilingual education and language planning** in Nigeria holds significant implications for both research and educational policy. As the nation continues to embrace its linguistic diversity, scholars should investigate how inclusive language policies can foster a **balanced coexistence** between indigenous languages, Pidgin English, and Standard English without undermining academic excellence. Future research should also focus on **developing bilingual and multilingual instructional models** that utilise the communicative strengths of Pidgin English while preserving the structural integrity of Standard English instruction.

Ultimately, such empirical endeavours will contribute to **evidence-based strategies** for language educators, curriculum developers, and policymakers – promoting linguistic competence, cultural inclusivity, and effective communication within Nigeria's multilingual educational framework.

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