

**COMMUNICATIVE FUNCTIONS OF NIGERIAN ENGLISH AND ITS
IMPLICATIONS IN THE WRITING SKILLS OF SENIOR SECONDARY
SCHOOL STUDENTS**

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BENIN, CITY**

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
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CERTIFICATION

We the undersigned certify that this research was carried out by Martha Esohe IROGHAMA, EDU2102230 in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City, Edo State.

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DEDICATION

This project is specially dedicated to God Almighty for His guidance, protection and provision, all through the Researcher's academic journey as well as for His infinite mercy and knowledge, that made this project a successful one.

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ABSTRACT

This research project investigated, communicative functions of Nigerian English in the writing skills of senior secondary school students. The major aim of the study is to examine the influence of Nigerian English on senior secondary school students' writing skills. It also examined the communicative functions of Nigerian English in Nigeria, evaluates the role and place of Nigerian English, and ascertains its effects on the writing skills of students. In order to guide this study, four (4) research questions were raised.

This study employed a descriptive survey research design .The target population of this study consist of thirteen (13) public schools in Egor Local Government Area which comprised of 6671 total number of students, and one hundred (100) respondents served as the sample size. The simple random sampling technique was used to aid the study. Questionnaire was used to collect data for the study and was administered to the 100 respondents after due permission was taken from the selected schools.

Based on the findings of this study, it is evident that Nigerian English plays a dual role in the linguistic and educational landscape. On one hand, it serves as a medium for identity, and to showcase creativity, and cultural expression; on the other hand, it poses a challenge and threat to Students' mastery of Standard English, especially in formal writing contexts.

CHAPTER ONE

INTRODUCTION

Background to the Study

Nigeria is a highly multilingual nation, with English serving as the official language of government, education, and media alongside hundreds of indigenous languages. In urban areas like Egor Local Government Area (Benin City, Edo State), students typically speak local languages such as Edo (Bini), Yoruba, or Igbo at home and in the community, and switch to English only in formal settings. This linguistic ecology means that Nigerian English that Nigerian English the locally shaped variety of English spoken by educated Nigerians coexists with “acrolectal” Standard English, “mesolectal” colloquial English, and the basilectal Nigerian Pidgin variety. Each variety has distinct norms and functions (code-switching for solidarity or identity, official use of Standard English, informal use of Pidgin, etc.). As a result, Nigerian students often develop a range of English usage patterns that differ from British or American norms. These differences include unique vocabulary items “Nigerianisms”, syntactic constructions, and pronunciation patterns that are communicatively effective in Nigerian contexts but may conflict with the rules of international standard English.

Teachers and applied linguists have long noted that the communicative functions of Nigerian English (NE) in daily life or example, fostering group identity or simplifying speech can carry over into writing. In other words, students may unconsciously write the way they speak or code-mix in oral communication. For instance, Solomon (2019); found that essay writing examination scripts of secondary students contained numerous direct translations and colloquial idioms from Nigerian Pidgin. These features (grammatical calques, nonstandard intensifiers, omitted articles, etc.) were not taught in the formal syllabus and thus appeared as errors in written work. Such analysis reveals that when students “write the language they speak,” they often introduce systematic deviations from Standard English grammar and vocabulary. Indeed, Solomon (2019) reports that these pidgin-based errors have negative effects on students’ written English he metaphorically warned that they “clog the wheel of progress” in education. In practice, this means that communicative habits reinforced in oral NE (and Pidgin) usage can interfere with the academic demand for accurate formal writing.

A growing body of research documents the specific error patterns that emerge in Nigerian students’ writing. Common examples include omission of articles, incorrect pluralization, and redundant structures.

In one study of written English by Nigerian learners, investigators categorized frequent deviations: students often omit determiners before singular nouns e.g., writing “cat” instead of “the cat”, and they sometimes include unnecessary words or reduplicate elements (e.g. using double intensifiers). These errors are systematic: another analysis of Nigerian learners’ essays identified significant lapses in function-word use and sentence structure, such as missing prepositions or irregular verb forms. Such lexico-grammatical deviations are attributed to transfer from students’ native registers whether local English, Pidgin, or a Nigerianized dialect into the foreign/second-language context of school writing. In other words, features that are acceptable in colloquial Nigerian English (or are absent from the mother tongue) can appear as “interference errors” in essays and exam compositions. What speakers know well (their mother tongue structures or local English usage) becomes a source of mistakes in what is expected to be Standard English.

These language issues have real classroom consequences for secondary students. Essay and composition writing form a large part of the English curriculum and public examinations, but many Nigerian secondary pupils exhibit weak proficiency. For example, studies of SSCE exam scripts report that a high proportion of candidates fail to write coherent essays in Standard English their

scripts often lack proper paragraphing, logical sequence, and the conventions of academic prose. WAEC chief examiner reports (cited in the literature) have noted that candidates' scripts show inadequate exposure to writing skills and frequent mother-tongue influence. In other words, pupils who habitually speak Nigerian English or Pidgin tend to carry those patterns into formal writing, and this undermines their performance. The national examination results reflect this struggle: only a small percentage of students attain the minimum five 'credits' in English, and many fail to meet the literacy standard required for university admission. In practice, then, the prevalence of non-standard English features in students' writing can directly hinder academic success. It limits students' grades in English language exams and can spill over into weaker performance in other subjects taught in English.

In sum, the interplay between Nigerian English usage and classroom writing is a critical issue. Nigerian English functions as a vehicle of everyday communication in multilingual contexts, but it simultaneously introduces grammar and vocabulary forms that conflict with formal writing expectations. In urban settings senior secondary students routinely navigate between these registers, and their reliance on local varieties often shows up as errors in written work.

Consequently, understanding how Nigerian English communicative functions influence writing ability is essential. This background underscores the need to explore the implications of Nigerian English for writing skills for example, identifying which Nigerian English forms most frequently disrupt academic writing, and how teachers and curriculum might address these challenges. By linking the linguistic realities of students' Nigerian English with the specific writing problems they face, researchers can shed light on both the causes of writing errors and potential remedies to improve English literacy in such classrooms.

Research on Nigerian English and English As Second Language (ESL) learning provides much of this context. For example, Solomon's error-analysis (2019) study of secondary-school scripts explicitly documents how Nigerian Pidgin insertions impair written English performance. Similarly, descriptive analyses of Nigerian learner English highlight typical grammar and usage errors (omitted articles, etc.) that stem from local language influence . These findings are consistent with broader observations in the literature that Nigerian learners often transfer familiar speech habits into writing. The above discussion thus draws on a combination of Nigerian-specific studies and general Second Language

Acquisition (SLA) theory to frame how communicative functions of Nigerian English bear on writing skill.

Statement of the Problem

English composition is a cornerstone of secondary school assessment in Nigeria, yet many students in Egor Local Government Area struggle with writing tasks. Exam reports and teachers' observations reveal a pattern: essays often contain non-standard grammar, Pidgin expressions, and literal translations from students' mother tongues, leading to reduced coherence and errors. This suggests that Nigerian English interference may be a root cause. Empirical studies confirm this problem is widespread. For instance, Ape (2017) and Amadi et al. (2024) found that the majority of writing errors in Nigerian students' essays were due to local English usage rather than "normal" mistakes. In other words, the way students naturally speak (using Nigerian English) infiltrates their written English. In academic settings, such usage is often marked as incorrect because it deviates from British or "standard" norms.

In Egor Local Government Area schools, interviews and surveys indicate similar issues. One analysis notes that factors like Pidgin interference are implicated in poor composition results. Many students grow up speaking Pidgin or Edo languages at home and switch to English only in school. If teachers do not

explicitly address the differences, students may not recognize when their informal register is inappropriate on a formal essay. The lack of resources or training on how to teach writing in this multilingual environment exacerbates the problem. As Amadi et al. suggest, students often do not distinguish their local variety from the expected Standard English, making systematic errors.

Thus, the core problem is a pedagogical and linguistic one: How do the communicative functions of Nigerian English in students' everyday language use influence their writing performance in school? If Nigerian English norms (lexical, syntactic, pragmatic) are used uncritically in writing, fluency may be high (students can express ideas) but accuracy suffers (non-standard grammar, wrong word choice). Alternatively, if students over-correct, fluency suffers. Teachers in Egor LGA have limited empirical guidance on this issue. Without understanding the problem, standard remedial advice e.g. "speak English only" may not resolve the root causes. This study thus addresses a clear gap: it investigates the link between the locally embedded communicative practices of Nigerian English (including Pidgin) and the writing accuracy, fluency, and overall performance of Egor Local Government Area secondary students. Findings will pinpoint whether and how local language functions need to be accounted for in teaching writing, addressing a problem highlighted but not yet fully explored in this context.

Research Questions

The following research questions are formulated to guide research study.

- What linguistic features of Nigerian English and Pidgin (lexical, grammatical, phonological) are evident in the written compositions of senior secondary students in Egor Local Goveernment Area?
- How do the communicative functions of Nigerian English (e.g. solidarity in informal talk, group identity) manifest in students' writing, and how do they affect writing fluency and accuracy?
- To what extent do students differentiate between Nigerian English and Standard English in different writing contexts e.g. creative essays vs. examination?
- What instructional strategies could help mitigate any negative impacts of Nigerian English on students' writing skills while still respecting its role in communication?

Purpose of the Study

The primary purpose of this study is to examine the communicative functions of Nigerian English and their implications for the writing skills of senior secondary school students in Egor Local Government Area, Benin City. This research aims to achieve the following:

- To identify the linguistics features of Nigerian English and Pidgin (lexical, grammatical, phonological) that are evident in the written compositions of senior secondary students.
- To analyze the communicative functions of Nigerian English (e.g. solidarity in informal talk, group identity) manifest in students' writing, and how do they affect writing fluency and accuracy?
- To identify the extent do students differentiate between Nigerian English and Standard English in different writing contexts e.g. creative essays vs. examination?
- To propose pedagogical strategies or recommendations that could help mitigate any negative impacts of Nigerian English on students' writing skills while still respecting its role in communication.

Significance of the Study

This research is expected to be of great significance to teachers, Curriculum Planners and Policy Makers, students and parents, linguists and to the society at large.

This research study will be of great significance to teachers as insights from this study will help teachers recognize how students' everyday language use (Nigerian English and Pidgin) enters their writing. Understanding this can guide

teachers in explicitly contrasting local English norms with Standard English usage, and in developing materials or exercises that target common interferences. As Amadi et al. recommend, educators should “teach their students the different varieties of English and when to use them”. This study will provide empirical grounding for such approaches.

Secondly, it will also be helpful to Curriculum Planners and Policy Makers in the sense that it will be a resource that informs stakeholders about the real communicative context of Nigerian students. If Nigerian English fulfills important functions in students’ identities and peer communication, curricula might adapt by including modules on language varieties or by adjusting assessment rubrics. The findings could influence decisions on language-of-instruction policy, ensuring that teaching honors students’ linguistic backgrounds while promoting writing competence.

Thirdly, it will also serve as a useful resource to students and parents for wider understanding of the difference between Nigerian English and Standard English, highlighting the gap between local English use and school expectations, students and parents can become aware of specific challenges in writing. Also the study serves as a resource that encourages parents to educate themselves on the correct use of Standard English knowing fully well they also have a major role to

play in their children's competence in the language. This awareness could motivate supplementary learning (e.g. practice in formal writing, attention to grammar), thus improving achievement. The study's recommendations may also reassure students that their native language forms have value, even as they learn Standard English standards.

Further more, it will also be of great significance to scholars and linguists academically because the study contributes to the literature on World Englishes and language-in-education in Nigeria. While previous work has documented Nigerian English features and writing errors, few studies deeply analyze communicative functions (the reasons and contexts for using these varieties) in the classroom. This research fills a gap by linking sociolinguistic insights with language education in a specific locality. It may also provide a model for similar studies in other multilingual settings.

Lastly, it will be helpful to our broader society because the societal attitude to the language , standard English can either encourage or discourage students, if broader society has positive attitude and perceptions towards the language it will encourage students positively, long-term, improving students' writing skills has social benefits. Closer alignment between instruction and students' linguistic realities can raise English literacy, opening opportunities in higher education and

the job market. Moreover, acknowledging Nigerian English in education can foster greater linguistic pride and cultural sensitivity, bridging the gap between academic language and community language. As noted in previous Nigerian English scholarship, equipping learners to distinguish and appropriately use language varieties can increase the “acceptability” of their English in broader communication.

Scope/Delimitation of the Study

This study is delimited to senior secondary school students (ages 14–18) within Egor Local Government Area of Benin City, Edo State. Only English language writing (composition/essay tasks) will be examined; other subjects or spoken English skills are outside the scope. The analysis will focus on the varieties of English actually used by these students: including Standard Nigerian English taught in schools, Pidgin English, and relevant local dialect influences. The study will consider both classroom contexts (e.g. writing assignments, exams) and informal language use if relevant to writing, but will not investigate unrelated educational factors (such as school resources or curricula beyond language). Data will be collected from a sample of schools in Egor LGA and will not be assumed to generalize beyond this local context. In this way, the study delimits its inquiry

to the specific linguistic environment of Egor LGA senior secondary classrooms and their written English output.

Definition of Terms

Nigerian English (NE): The variety of English spoken in Nigeria, including its formal (acrolectal) and informal forms. It has “developed its own distinct linguistic norms” due to extensive contact with indigenous languages. NE may feature locally-coined words, syntax influenced by tribal languages, and phonological patterns from Nigerian accent varieties. Broadly, NE is defined as “the English spoken by Nigerians, encompassing a wide range of variations and styles”

Pidgin (English): An English-based creole widely used across Nigeria as a lingua franca. It originated during trade and colonial periods and has since evolved with local vocabulary. Nigerian Pidgin is spoken by millions (as mother tongue or second language). It serves informal communicative functions among peers and across ethnic groups, often carrying a distinctly Nigerian flavour e.g. “I dey go market” for “I am going to the market”. In this study, “Pidgin” refers to the Nigerian variety, including local dialects such as the Benin City Pidgin

Communicative Functions: The purposes and social roles that language use serves in communication (e.g. to inform, to express solidarity, to negotiate

identity). Here, it refers to why students use Nigerian English or Pidgin in different contexts (for instance, to bond with peers or to express ideas spontaneously) and how those uses carry over into writing. In other words, it examines how and why students employ certain language forms in their communication, including written texts.

Writing Skills: The ability to produce written text that is clear, coherent, and grammatically correct. This includes planning and organizing ideas, using a range of vocabulary, constructing grammatically sound sentences, and applying correct punctuation and spelling. In the educational context, it often refers specifically to essay and composition writing skills assessed in English classes.

Fluency and Accuracy: In writing, fluency refers to the flow and ease of expression (e.g. how well ideas are connected, how smoothly a text reads), while accuracy refers to the correctness of language (grammar, spelling, vocabulary).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter will discuss the various concepts that are connected to “The communicative functions of Nigerian English and its implications in the writing skills of students in senior secondary school level,” and it will be discussed in the following subheadings:

- Theoretical framework.
- Conceptual development of Nigerian English.
- Communicative functions of Nigerian English
- Societal attitude and perception of Nigerian English
- Implications of Nigerian English on the writing skills of secondary school students
- Strategies for improving writing skills.
- Summary of Reviewed Literature.

Theoretical Framework

The two primary language theories upon which this study is based are the error analysis and communicative competence. According to the theory of error analysis, learners make systematic mistakes that expose their underlying

competence and learning processes. In order to infer learning issues, error analysis in practice entails gathering student texts, finding errors, and categorizing them. Adebayo et al. (2024), for instance, used this approach to classify errors in student essays into four categories: coherence, grammar, vocabulary, and syntax. Error analysis has the advantage of focusing on the learner's interlanguage rather than on "correct" native usage; mistakes are treated as data rather than failures. Error analysis, when applied to Nigerian secondary students, can reveal trends that can be attributed to either overgeneralization of Nigerian English standards or first-language transfer (such as missing articles). Teachers can modify their instruction (e.g., additional practice on verb tenses or prepositions) to the real needs of their students by looking at the types and frequency of errors. By using this model in our study, any frequent variations in the writing of secondary school students in Egor Local Government Area will be methodically recorded and analyzed as indicators of their communicative growth. In order to broaden Chomsky's limited definition of linguistic competence, Dell Hymes initially proposed the idea of communicative competence. According to Hymes, being able to use a language correctly in social situations is part of learning it. Grammatical knowledge combined with pragmatic and sociolinguistic understanding of "how and when to use utterances appropriately" is essentially

what is meant by communicative competence. Later, Canale and Swain expanded this into the grammatical, sociolinguistic, discourse, and strategic competency components that are frequently used in language instruction. Achieving communicative competence in Nigerian classrooms requires students to understand how to adapt English to various circumstances, such as formal versus casual and written versus spoken. English communication proficiency has long been a sought-after objective of classroom education, but students' real performance frequently falls short of expectations. Writing is one area where this gap is evident: a student may be linguistically competent (knowing grammatical rules) but communicatively fail to use them while writing an essay. With the help of this framework, we investigate not only the mistakes made by Nigerian students, but also how those mistakes impact their capacity to meet writing communication objectives. An example of a mismatch in communication competence would be the use of Nigerian English or casual language in an essay, which may be linguistically understandable among students but goes against the formal register required by examiners. Error analysis and communicative competency theory are combined in this study to evaluate students' writing as both communicative acts and data points. In addition to taking into accountability the social context of language use (Communicative Competence), errors will be categorized (Error

Analysis). For example, a misspelled word could be a straightforward mechanical error, but using a Pidgin loanword could be a practical choice that reflects the multilingual identity of the pupils. This dual lens enables us to connect the effects on writing skills with the forms of Nigerian English (its distinct roles and norms).

Conceptual development of Nigerian English

Over the past forty years, the idea of Nigerian English has drawn a lot of scholarly interest, especially in discussions over the validity of regional English dialects in multilingual postcolonial cultures. It is commonly accepted that Nigerian English is a nativized form of the English language that captures the sociolinguistic realities, cultural values, and practical requirements of Nigerians. It is a dynamic linguistic code influenced by contact between English and more than 500 native Nigerian languages, not just a variation of Standard British English. Major language groups including Hausa, Igbo, and Yoruba have been incorporated into this variety over time, resulting in a distinctive linguistic ecology that facilitates communication on a local and international level.

Nigerian English is fundamentally an example of nativization, the process by which a colonial language adapts to the social and cultural context of its new environment. In Nigeria's multilingual setting, where English acts as a unifying language for individuals from various ethnic origins, this modification is a

deliberate response. The recognition of Nigerian English as a legitimate variation aligns with the broader ideas of World Englishes, which emphasize that there isn't a single, widely recognized English standard. Instead, dialects like Nigerian English contribute to the variety of English spoken globally by including regional accents while maintaining the language's universality. Using linguistic, theoretical, and historical viewpoints, this study thoroughly examines the idea and evolution of Nigerian English. It starts with the historical introduction of English to Nigeria, looks at its stages of development using well-known models, explores its unique characteristics in the phonological, lexical, syntactic, and pragmatic domains, talks about its sociolinguistic purposes, and tackles the difficulties it presents in formal writing and educational settings. By elaborating on these facets, we might recognize Nigerian English as a symbol of cultural identity and postcolonial resiliency in addition to being a language reality.

During Nigeria's colonial past, English was first brought to the country for administrative and missionary objectives. English in Nigeria has its origins in the middle of the 16th century, when British traders challenged Portuguese hegemony along the West African coast by engaging in transatlantic trade. English was occasionally employed in business dealings at this time, and local interpreters were educated to help European traders and Nigerian communities communicate.

These interactions were exacerbated by the slave trade, which incorporated English words into regional pidgins, which developed as improvised languages for commerce. Christian evangelization in the 19th century was a major turning point. Arriving in the 1840s, missionary organizations like the Church Missionary Society (CMS) founded schools, mostly in Southern Nigeria. By supporting English as the language of literacy and religious instruction, these organizations set the foundation for the language's future growth. People like Samuel Ajayi Crowther, the first African Anglican bishop, played a key role in translating the Bible into Yoruba using English script in order to combine English with local language traditions. Between 1900 and 1960, colonial authority firmly established English's role. The unification of the Northern and Southern Protectorates in 1914 under British control necessitated a single language for governance since Nigeria's linguistic diversity, there are over 500 languages posed administrative challenges. As English became the primary language used in government papers, courts, and education, indigenous languages were pushed to the side in formal settings. No trajectory (Akinjobi, 2016). Over time, its extended use in a linguistically diverse environment has resulted in a distinct variation of Nigerian English that incorporates elements of local languages into its phonology, syntax, lexis, and semantics. This historical history demonstrates how English evolved from an

imposed colonial tool to an indigenous resource, mirroring Nigeria's journey from colonialism to self-determination. Scholars generally agree that Nigerian English has progressed from "errors" to a real variant of World Englishes (Kachru's model review, 2020). According to Kachru's concentric rings model, Nigeria is in the "Outer Circle," where English is institutionalized and plays an important role in education, governance, and the media.

This model demonstrates how Outer Circle dialects promote creativity over copying by tailoring English to regional requirements. The five stages of postcolonial English development foundation, exonormative stabilization, nativization, endonormative stabilization, and differentiation are described in Schneider's Dynamic Model, which supports Kachru's methodology. The Nigerian English Foundation Phase started in the 16th century when missionaries and traders brought English to coastal areas and started the process of pidginization. During colonial authority, when British norms predominated, exonormative stabilization took place; yet, as elites became more bilingual, early lexical borrowings resulted. As English adapted to native structures, nativization and post-amergery intensified cultural blending, leading to local accents and syntactic novelties. Following independence, Endonormative Stabilization began, and Nigerian English became more self-assured after being codified in dictionaries

and literary works by writers such as Wole Soyinka and Chinua Achebe Who used Nigerianisms to assert their cultural identity. Differentiation is considered a contemporary phase, with regional sub-varieties affected by Hausa in the north, Yoruba in the west, and Igbo in the east, indicating socioeconomic and ethnic diversity. These frameworks show that Nigerian English evolution is not linear, but rather impacted by sociopolitical events, establishing it as a mature variation with expanding global reputation.

Features of Nigerian English

Phonological features

The phonology of Nigerian English, which has been influenced by indigenous languages, is one of its most distinctive features. Nigerian English is regionally varied, with speakers frequently replacing sounds that are missing from their mother tongues, in contrast to Standard British English (SBE), which is based on Received Pronunciation. The /r/ sound is commonly substituted with /l/ for Igbo speakers, resulting in pronunciations such as "ploblem" for "problem." Additionally, because Igbo does not have some diphthongs, vowel differences may become hazy. Hausa-influenced Nigerian English uses /f/ instead of /p/, making "people" sound like "fiple," and /f/ instead of /p/, making "five" sound like "pive." Dental fricatives /θ/ and /ð/ become /s/ and /z/, making "thin" sound like "sin," but

the majority of Nigerians use /t/ and /d/ instead because they are not familiar with the sound and find it difficult to pronounce them because those sounds are not recognized in their mother tongue (MT) e.g Martha transcribe and pronounce as “ma:θə” is pronounce as “mætə” as in Mater.

Yoruba speakers nasalize vowels after nasals, pronouncing "morning" as /morin/, and conflate /i:/ and /i/, making "seat" and "sit" homophonous. They substitute /v/ with /f/, yielding "feri" for "very," and /θ/ with /t/, as in "tɔ:t" for "thought. Even among educated speakers, common mispronunciations include "Evuh-ning" for "evening" and "Sharrap" for "shut up," demonstrating mother-tongue transfer. Because of these characteristics, the acrolectal (educated) variant is more similar to Received Pronunciation (RP), whereas basilectal varieties have more pronounced regional accents that facilitate ethnic identification in spoken communication.

Lexical and semantic features

Through coinages, borrowings, and semantic expansions that tailor English to Nigerian contexts, Nigerian English exhibits lexical originality. The words "wahala" (Hausa for problem), "agbada" (Yoruba for a flowing gown), and "pikin" (from Portuguese via pidgin, meaning child) are examples of borrowings from indigenous languages. For example, "kiakia-bus" (Yoruba "kia kia" means rapid +

bus, denoting a speedy minibus) or "egusi-soup" (Yoruba plant name + soup) are examples of coinages that combine elements. Nigerians frequently create new words and meanings (such as acronyms and idioms) to express regional ideas. Nwoko (2016) lists common Nigerian English practices, including composition, reduplication, conversion, and acronyms.

Social media and youth culture accelerate this. Many terms have also been shortened and abbreviated. For example, "japa" (to flee abroad), "area boy" (street thug), "suya" (hot meat skewers), and "agege bread" (a popular local loaf) are now frequently used. Around the world, the English language has begun to incorporate them. In January 2025, the Oxford English Dictionary added twenty new Nigerian-derived words (such "419," "japa," "yahoo boy," "agbada," etc.) that reflect the Northeast's fast development and significance on a global scale. (This follows an update in 2020 that introduced 29 Nigerian English phrases, such as "okada" and "danfo," to the Oxford English Dictionary (OED).

English terms are redefined by semantic extensions: "trek" means to go a short distance, "gist" means to converse informally, and "long-leg" indicates connections or preference. Other examples are "sabi" (to know or comprehend) and "dash" (to offer a gift or bribe). Semantic shifts occur when words acquire local meanings, such as "baba" for father or "Apollo" for conjunctivitis (from the

analogy of eye strain from the Apollo moon landing). With terms like "extended family," these developments reflect cultural principles like communalism and allow for accurate portrayals of Nigerian realities.

Morphological and syntactic features

Reduplication for emphasis is one of the syntactic novelties in Nigerian English, such as "big-big houses" for "many big houses" or "slowly-slowly" for "very slowly." Sentences without a subject are frequently used, such as "Is very far" rather than "It is very far." "It is him who did it" (Standard British English; SBE: "It is he") is an example of a pronoun error. Semantic incongruities through switching perspectives are another characteristic; examples are provided below. "My village people are at work, "do you want to collect?" Some words that were originally part of Standard English have been modified like the expression "my village people are at work" refer to those who are evil and frequently impede the advancement of others. Originally "my village people" refers to people from the same village with the speaker but in Nigerian English it implies people from the same village with the speaker that are wishing and implementing the downfall of the speaker. This shows despite no longer residing in their villages they have typically relocated to more developed areas or abroad. Nonetheless, they seem to maintain a belief in the traditional notion of 'village people.' Originally, this term

referred to individuals who were expected to support one another and are from the same village with the speaker, but Nigerians use the term in a different context. Another example is seen in the use of some expression and implying another or a contrast example “do you want to collect?” One would think the speaker wants to give something to the respondent but in the Nigerian context it's not so it's in fact a threatening slang.

Again, there is also the use of direct sarcasm example “off your mic,” this expression was used in a political gathering by a member of the house of representatives in Nigeria (2020) where minister of Niger Delta affair was asked to off his microphone due to the contradiction of what he was saying to what another Niger Delta assembly member had said.

Morphosyntactic traits involve irregular tense usage, such as "I have gone" or direct translations from mother tongues, like "instead of him to travel" (infinitive purpose clause). Collocations deviate, e.g., "enable somebody do something" instead of "enable somebody to do something.”

These reflect pragmatic adaptation, prioritizing clarity over strict grammar.

As a result, regular use reduces Standard English's vocabulary. The exposure or influence of Nigerian English may present a number of difficulties for English language learners. These include grammatical faults, restricted vocabulary,

language interference, and trouble moving between registers. Due to their exposure to Nigerian English, English learners encounter a significant obstacle in the form of language interference. When bilingual people use two languages, interference occurs when one language or dialect influences the other. However, there are fewer restrictions on interference while speaking with another bilingual, which permits forms to be freely transferred across languages and frequently used without modification. There are less restrictions on interference while speaking with another bilingual, though, so forms can be readily transferred across languages and frequently utilized without modification. It seems clear that when bilinguals use both languages, they may encounter different kinds of contact events. They are capable of code-switching, which allows them to completely change to the other language for a single word, phrase, or sentence. They can also borrow a word's meaning (loan shift) or both its form and meaning (loanword) from the other language.

Discourse-Pragmatic Features

Pragmatically, Nigerian English incorporates local discourse norms, such as indirectness in requests or honorifics influenced by indigenous hierarchies. Phrases like "I am coming" mean "I'll be back soon," a calque from local

languages. Greetings and politeness strategies draw from cultural contexts, emphasizing community over individualism.

Communicative Functions of Nigerian English

The communicative function of Nigerian English in the writing skills of students includes:

It is the language of education, practically, all levels of education use English as their medium of instruction. Nearly all secondary and postsecondary education is conducted in English, and all applicants to universities are required to have a credit pass in the language. Additionally, college students must take English "Use of English". Kids trained with a standard linguistics background of English grow up to be proficient monolingual English speakers, while some are influenced over time into speaking Nigerian English as they socialize with other Nigerian English speakers.

Code-switching is common in Nigerian classrooms, according to recent field research, where teachers and students frequently switch back to Yoruba, Hausa, Igbo, or Pidgin in the middle of a session to help students understand. According to a 2022 UNICEF poll, more than 90% of educators favour "language-supportive strategies" for students who have trouble with English, such as code-switching. Although English is politically elevated, the actual learning

environment is very multilingual. Nigerian English is used as language of Popular Culture, top Nigerian music artists usually shift from English to Yoruba, Edo, Igbo, etc., in their lyrics; some even use indigenous words as titles of their songs.

Examples are

'obinasom' by Mercy Chinwo.

'Power flow' by Monique.

'Ozeba' by Rema. These, amongst others, are songs by Nigerian artists who in their lyrics make use of Nigerian English and even switch to their indigenous languages.

Even in Nollywood film production, the major language used is Nigerian English, this is so because they have to consider the viewers who are more familiar with Nigerian English than Standard English.

Also, it is a language of literature, in literature, established and emerging Nigerian writers incorporate Nigerian English features to varying degrees. Pioneers like Achebe and Soyinka inflected English with Igbo or Yoruba idioms and proverbs, while newer novelists (Chimamanda Ngozi Adichie, Teju Cole, etc.) often use a more cosmopolitan standard but still include Nigerian names and expressions. Scholars have begun systematically studying Nigerian English in fiction and drama: one review notes that researchers demonstrate Nigerian English existence.

Social media and digital language Researchers are actively recording "Internet Nigerian English" and online slang. Studies notice developing registers on Twitter, WhatsApp, and other platforms, marked by innovative spellings, emoticons, code-mixing, and borrowed indigenous languages. One assessment of Nigerian Internet English, for example, discovered that essential Nigerian English elements exist but are mingled with new ones (abbreviations, text-speak, and storylings). The analysis of forums (such as Nairaland) reveals hybrids of English, Pidgin, and indigenous languages employed for humour or emphasis. This sector is fast expanding as more Nigerians get online.

And lastly it is language of media, in media Nigerian English dominates newspapers, TV, and Nollywood films, reaching international audiences. In education, it's the medium of instruction, requiring proficiency for advancement. Religiously, it's used in sermons and hymns, blending with local elements. Creatively, authors like Achebe and Adichie employ Nigerian English to convey authentic Nigerian voices, enhancing its global prestige.

Socially, Nigerian English symbolizes upward mobility, with acrolectal forms associated with urban elites. It's spoken by over 100 million, including L1 users in urban areas, underscoring its entrenchment.

Societal attitudes and perception of Nigerian English

There are different attitudes of Nigerians toward Nigerian English, research shows that most educated Nigerians have different perceptions of Nigerian English with uneducated Nigerians with their different views. Societal attitudes toward Nigerian English are complex, marked by a growing acceptance of it as a unique linguistic identity, yet still influenced by a preference for Standard English, particularly in formal settings. While younger Nigerians often show positive views and recognize Nigerian English as a natural development in the country's multilingual context, they also understand the pragmatic necessity of English for national and international communication. This dual perception reflects a dynamic where Nigerian English is increasingly associated with both national identity and practical utility, although an underlying standard language ideology may still favor the British or American models.

Growing recognition and acceptance of Nigerian English has consequently lead to a natural development of Nigerian English. Many Nigerians view Nigerian English as a language that has natural and inevitable development due to the nation's multilingual environment and the long-standing presence of English in the country. Nigerian English is use to maintain linguistic identity as there is an increasing recognition that Nigerian English is a distinct linguistic variety with its

own unique characteristics, and that its use does not diminish one's sense of being Nigerian.

There are a lot of positive views concerning Nigerian English studies that show that many Nigerians have positive attitudes toward Nigerian English, Nigerian English is usually described as a language that possesses poetic quality, adding "spice" and making even ordinary topics sound enticing through its expressive vocabulary and grammar, it is seen as a functional tool for communication.

Persistent Influence of Standard English its status and prestige despite the growing acceptance of Nigerian English, Standard English still holds high status, particularly in formal settings like the legal system, civil service, and higher education. A standard language ideology persists, which promotes a single "correct" form of English and may devalue non-standard varieties, influencing attitudes towards Nigerian English. The continued use of English as the official language for official contexts (governance, media, education, etc.) emphasizes its pragmatic importance for inter-ethnic and international communication, creating a dual perception.

A more recent large-scale survey was carried out by Esimaje and Nnamani (2018) who investigated the attitudes of 900 university students and 129 lecturers

in English studies towards Nigerian English (NigE), American English (AmE), and British English (BrE). They found that 70% of the respondents stated a clear preference for learning, speaking, and writing British English. Oyebola and Gut (2020) investigated the attitudes of 137 educated Nigerians towards newscasters' English in Nigeria using direct questions, eight speech recordings, and an ethnicity identification task. They observed that these local varieties were all considered intelligible and received similar positive evaluations on a single evaluative dimension. However, responses to the direct questions indicated that 79% of respondents preferred Nigerian newscasters to use non-local varieties (BrE and American English), while only 20% indicated a preference for Nigerian English. Additionally, 72% of the respondents claimed they could detect mother tongue influence in Nigerian newscasters' speech, but accuracy results for the ethnicity identification task ranged from 20% to 56%.

Taken together, the results of these Nigerian studies suggest that English language teachers and students in English studies have the most positive attitudes towards non-local varieties, most especially British English. In contrast, linguistically naive listeners who have not had formal training in English studies or linguistics, such as the secondary school students appear to evaluate familiar

local varieties more favourably and may perform poorly in accent identification tasks.

Educated Nigerians encounter local and foreign, standard and non-standard varieties of English both inside and outside the classroom .Outside the classroom, do other members of the Nigerian society have similar attitudes towards these varieties? Several Nigerian companies organise English proficiency tests for prospective graduate employees. These tests are often designed to keep out speakers of certain varieties of English notwithstanding their tertiary education or qualifications.

Do teachers and students in English study? Judging by recent gatekeeping practices, suggest that certain varieties are stigmatised, while others are considered prestigious in professional settings. These comments generally suggest that despite the listeners' familiarity with this as a prototype of non-standard English that should be avoided as the following with English", "English is evidently not a language the speaker is very comfortable

Another respondent criticized the communication skills: "not too educated", "a little over confident and not fluent pronunciations and intonation patterns are considered non-prestigious. Nigerian varieties with mother tongue interference in something like 'work more harder' instead of 'work harder, 'level of education is

low” lower competence in English was expected from him, as in “command of the language educated, least intelligent, and least articulate.

Implications of Nigerian English on the writing skills of students

Although Nigerian English is recognized for reflecting Nigerian cultural identity and belongings, it presents difficulties for secondary school pupils' writing abilities when they write in standard English, which is seen in the way that grammar and vocabulary (syntax, concord, and verb forms) conflict. When writing formally, students use word-order problems, subject-verb disagreement, and improper verb forms from informal variations, mother tongues, or Nigerian English. According to an error-analysis study, Nigerian secondary school students and even university students frequently make syntax and coherence mistakes. This implies that formal writing proficiency is hampered by interlanguage and transfer effects.

High mechanical and visual errors (spelling, punctuation, and capitalization) are another indication. According to several recent assessments, student writing frequently has a large number of orthographic errors (spelling, capitalization, punctuation). Reading comprehension is hampered by these mistakes, and official exam scores suffer. These errors can also be attributed to insufficient target-language practice and casual usage of Nigerian English. The main issue is the

level of English competence among Nigerian secondary school students. What proportion of the population speaks English fluently compared to those who speak Nigerian English more? This is a significant obstacle to English language proficiency for learners.

Additionally, we must remember that these students, whose proficiency in Standard English is still developing, may one day represent Nigeria. If they land prominent positions on the global stage, they will undoubtedly need to be proficient in Standard English. What impact will this have on them? Given that English is the official language of communication, government, and business, as well as a second language, its significance cannot be emphasized. It serves as the admission ticket to all educational levels.

The importance of the English language cannot be overstated, given its role as a second language and the official language of communication, administration, and commerce. It is the ticket to admittance into all levels of the educational system. Despite the fact that Nigeria is home to over 250 ethnic groups and over 400 languages, governments have recognized the value of language education by legislating its inclusion as a fundamental course/subject in schools. Still the multilingualism in Nigerian which plays a major role in influencing language in Nigeria and how Nigerians are already comfortable with this influence that they

are already conformed to the simplicity of the new variety of English making competence on Standard English to fade among students in secondary schools as well as making students to be lack interest in developing their English competence. Consequently, we observe that even arts students who plan to continue their education with an emphasis on English nevertheless perform poorly in the language, even after graduating from secondary school. Comprehending this is important for advancement in education, the economy, and the country since it forms the basis for proficiency in other academic disciplines or courses. It is normal practice to evaluate someone's intelligence depending on how well they write English. Students in secondary school use some Nigerian English in their writing and their proficiency in it is very vital. When two languages have been spoken together for a long time in a community, lexical elements between them frequently change. There are less restrictions on interference while speaking with another bilingual, though, some forms can be readily transferred across languages and frequently utilized without modification. It seems clear that when bilinguals use both languages, they may encounter different kinds of contact events. They are capable of code-switching, which allows them to completely change to the other language for a single word, phrase, or sentence. They can also borrow a word's meaning (loan shift) or both its form and meaning (loanword) from the other

language. As a result, interference can happen in phonological, morphological, syntactic, semantic, pragmatic, and lexical aspects of language structure, example words and expressions used in Nigerian English like the Nigerian idioms applied, could cause words to be exaggerated,

For example 'your story has K leg' is an exaggerated expression meaning doubt and suspicion in one's story. Made errors and deviated from standard English use patterns by incorporating vocabulary, grammar, syntax, and semantics elements of Nigerian English into their Standard English speech. Students may find it more challenging to communicate effectively and clearly in formal settings, such as academic and professional writing, as a result of this kind of interference. Because Nigerian English's grammatical conventions and structures differ greatly from those of standard English, students who speak it frequently may not be proficient in the English vocabulary required for academic coursework, which could make it difficult for them to comprehend books, articulate their ideas clearly, and write essays with structure. It may be challenging for students exposed to Nigerian English to comprehend English grammar, particularly when trying to distinguish between Nigerian English-specific formulations and Standard English syntax. Common errors that could impair understanding and communication include incorrect verb conjugations, sentence structure, and prepositional usage.

However, its influence on academic writing remains contentious. While it serves as a tool for creative self-expression, many of its non-standard features such as irregular tense usage, direct translation from mother tongues, and unconventional collocations interfere with students' mastery of internationally accepted standards of written English (Ape, 2017; Ezeokoli & Igubor, 2016). In classrooms, phonological interference affects spelling, and syntactic deviations lead to "errors" in exams aligned with British standards.

This creates a double-edged sword that attacks the writing skills of students. Nigerian English empowers local expression but hinders global competitiveness. Efforts like codifying Nigerian English in curricula aim to balance this, but challenges persist in multilingual settings. Thus, the development of Nigerian English represents a double-edged sword: it provides a culturally relevant communicative resource but also poses challenges for students striving to acquire the writing skills required in formal education and international contexts. As Nigerian English continues to evolve, its stabilization and differentiation phases suggest a future where it gains further legitimacy, potentially influencing global English. By embracing its features, Nigeria can harness Nigerian English as a bridge between tradition and modernity, enriching the tapestry of World Englishes.

Also, diminished international comprehensibility and clarity (ambiguous or non-standard terms) In formal tests and foreign settings, certain locally significant Nigerian English expressions or social media abbreviations (such as "u," "gr8t," and localized idioms) create uncertainty or are interpreted as sub-literate because they do not translate well onto Standard academic English. Social media language and informal variants are associated with lower performance in formal writing environments, according to research on young and college students.

Again, using informal registers and code-switching excessively when writing exams The constant register needed for essays, reports, and formal letters may be difficult for students who frequently code-switch or write in casual accents to maintain, leading to coherence, cohesiveness, and register issues that result in poorer scores. This register issue and its pedagogical ramifications are documented by studies of writing exams and classroom mistakes.

Furthermore, regular usage of Nigerian English terms lowers adherence to Standard English standards. Many of these expressions deviate from native-speaker/academic standards and are assessed as "high" or "very high" in their effect on writing quality, putting students at risk of penalties where assessors expect Standard English. Students often employ Nigerian English lexical and syntactic items in essays.

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The use of Nigerian English and its implications can also be viewed from a sociolinguistic perspective as a component of English's domestication and localization, reflecting the varied sociocultural and multilingual experiences of Nigerian English as a second language users. This supports the findings of Nwachukwu (2018), who found that speakers of Nigerian English with higher levels of education and those with lower levels of education converged in their use of the language, confirming their status as L2 English speakers who function in similar sociolinguistic and cultural contexts. The quantity of Nigerian English idioms found in the students work further demonstrates that their written English does not meet the standards of native speakers.

Moreover, the combined impact on employment and academic achievement Persistent errors in grammar, mechanics, and register result in poorer course results and worse written applications since writing is evaluated in examinations,

assignments, and job applications. Studies suggest that additional writing instruction be provided to address these deficiencies.

In addition, students may transfer non-standard features of Nigerian English into their written work which though is known to reflect cultural identity and belongings in Nigeria but it poses challenges on the writing skills of secondary school students as they write in standard English, this is seen in interference between grammar and vocabulary (syntax, concord, verb forms). Students incorporate word-order issues, subject-verb disagreement, and incorrect verb forms from informal variations, mother tongues, or Nigerian English into formal writing. Syntax and coherence errors are common among Nigerian college and undergraduate students, according to error-analysis research. This suggests that interlanguage and transfer effects impair formal writing competency.

This implication is high mechanical and visual errors (capitalization, punctuation, spelling) Numerous orthographic errors (spelling, capitalization, punctuation) are regularly found in student writings in a number of recent evaluations. These errors impair reading and lower grades on official tests. Casual domains and inadequate target-language practice are also to blame for these mistakes, regular usage of Nigerian English terms lowers adherence to Standard English standards. Many of these expressions deviate from native-

speaker/academic standards and are assessed as "high" or "very high" in their effect on writing quality, putting students at risk of penalties where assessors expect Standard English. Empirical surveys reveal that students often employ Nigerian English lexical and syntactic items in essays into academic writing and examinations, leading to perceived errors. Moreover, it may create challenges in international examinations (e.g., IELTS, TOEFL) where Standard British or American English norms are prioritized word and expression use in Nigerian English like the Nigerian idioms applied, could cause words to be exaggerated.

English learners may find it difficult to switch between Nigerian English and standard English registers. Nigerian English could be suitable for informal discussion, but Standard English is necessary in formal social, professional, and academic settings. However, students who rely too much on Nigerian English may find it challenging to change their language register, which may lead to misunderstandings, a lack of recognized proficiency, and fewer opportunities for academic and professional success.

In conclusion, based on the research study so far, it is concluded that Nigerian English has a negative effect on the written English of Nigerian students. This is supported by the findings that quite a number of students frequently use Nigerian English in their writing. This attests to their non-conformity to the native

speaker standard which is the benchmark for assessment. To remedy this situation, it is recommended that teachers of English language in Nigerian secondary schools should lay more emphasis on the teaching of varieties of English to properly expose students to the differences between Nigerian English and British English.

Most times the emphasis is always on British and American English. Curriculum planners can incorporate more elements like writing skills, literature etc in the scheme with this, a greater part of the curriculum can be devoted to the teaching of the Nigerian English variety. This will enable students to have in-depth exposure to the two varieties (Nigerian and British) and that will subsequently help them to write proficiently in the target language

Strategies for improving writing skills of students

Writing is a complex skill that most students need to master to achieve academic success. Students who have good writing skills often perform better in exams, essays and assignments, which can open up a lot of exciting opportunities. However, developing excellent writing skills isn't always easy and takes practice, time and dedication. Here's some strategies and techniques that you can use to help your students develop and improve their academic writing skills. A combination of explicit instruction, extensive reading, practical application, and targeted feedback is highly effective for improving secondary school students' writing in Standard British English. Standard British English specifically requires attention to conventions like spelling (e.g., analyse vs. analyze), grammar, and punctuation, which must be reinforced consistently.

Another strategy to apply is that teachers should explicitly teach students the spelling variations common in Standard British English, such as their endings (colour, favourite), 'ise endings' (organise, realise), and specific vocabulary (trousers, lorry), when students are exposed to standard spelling variations specifically for British English they become familiar and write with it. Consistency many times are often ignored but it is what to be looked into if students want to develop their writing skills with shows their intellect in their

written work and consistency can only be maintained when students are familiar with spelling variations as well as punctuation variations in British English and American English for example using a single quote for American English and double quote for British English with this teachers can help students to improve in their writing skills by exposing them to this spellings and punctuation variation.

Again, policies that can compell students to be cautious of their application of Standard English and not mixing it up with their indigenous language while writing, this can be done by emphasizing more on the use of standard English, making rule and implementing them in the classroom so as to guide students to cautiously use standard English in their formal writing to improve effective writing not just in English class but also in other subjects. Teachers should teach students how to structure and write for different academic disciplines, such as history, science, and literature.

In addition, exposure to a variety of high-quality texts, including classic literature, poetry, and contemporary non-fiction, helps students take in rich vocabulary, complex sentence structures, and different writing styles, so therefore students should be exposed to different high quality texts and encouraged to read them this will enable to become familiar with different styles of writing and different structures of writing and not just this but also students will have the

knowledge of the structure that need to be applied for a particular writing. Reading aloud can help students hear the natural rhythm of well-constructed sentences, this builds their comprehension of standard pronunciation, use of punctuation, spellings, use of markers, cohesion and flow. A good writer is also good in reading, so teachers should give students reading and writing tasks. Most skills get better with constant, repetitive practice and writing is no exception. The more practice your students get, the better they will become and the more enjoyable the process will eventually become. This should be done not just to the intelligent students focus and attention should also be placed on the slow learner and this should continuously be implemented in the classroom lessons, through this strategy students become used to it, master it and implement it in their writings.

Furthermore, collaborative writing projects, such as shared writing where the teacher and students craft a piece together, can help build confidence and show students the thinking behind strong writing.

Another strategy is, integrating grammar instruction into writing, instead of teaching grammar rules in isolation, integrate them with writing tasks. Show how punctuation and sentence structure conventions enhance meaning by analysing high-quality example texts. Many students tend to learn faster in practical class than in theoretical class. Inclusively, targeted feedback and

collaborative learning provide specific, constructive feedback as effective feedback identifies both a student's strengths and areas for improvement, helping them understand the area that they need to pay more attention to for them to improve by focusing on clarity, coherence, and grammar.

In conclusion, teachers should demonstrate effective writing by composing a piece in front of the class, explaining their thought process for vocabulary, sentence structure, and organisation. Use examples and non-examples of writing to highlight what makes a piece effective.

Summary

This chapter widens our knowledge on the communicative functions of Nigerian English and its implications in the writing skills of secondary school students beginning with theoretical framework that looked into the writing mistakes of students, its cause and implications in writing skills, two major theories were looked into; error analysis theory and communicative competence theory, then progresses to conceptual development of Nigerian English exploring the origin and conceptual development features of Nigerian English, and concludes that Nigerian English arose due to language contact that is, Nigerian English arose due to the mixture of our indigenous languages called mother tongue with standard English, the communicative functions of Nigerian English which shows that

Nigerian English is now used as a substitute for standard English and used as an official language, in popular culture like Nigerian movies, musics among others.

Also it explores the attitudes and perception of Nigerians toward the language, implications of Nigerian English in the writing skills of secondary school students and strategies to improve students' writing skills and reduce the issue of how Nigerian English negatively affects the writing skills of students. Its major focus is the use of Nigerian English in communication and blending it with its negative effects in the writing skills of secondary school students in Egor Local Government Area.

CHAPTER THREE

METHODOLOGY

The procedures and techniques the researcher used to conduct this research are presented in this chapter under the following subheadings:

- Research Design
- Population of the study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

A descriptive survey research design was used for this study. The reason behind choosing this approach is because it uses data collection and analysis to look at a subset of people or things in order to make judgments about the full group.

Population of the study

Students in senior secondary schools in Edo State's Egor Local Government Area make up the study's target group. In the Egor Local Government Area, there are fourteen (13) public secondary schools with a total number of 6,671 enrolled senior secondary school students that make up the target population.

Sample and Sampling Technique

To gather the respondents for this study.

The simple random sampling technique was employed and one hundred (100) respondents are the desired sample size, taken from senior secondary school students. The sample is taken from senior secondary school students from 3 randomly selected schools in Egor Local Government Area.

Research Instruments

The instrument employed to gather information from the respondents was a structured questionnaire titled "Communicative Functions of Nigerian English and its Implications in the Writing Skills of Senior Secondary School Students CFNEIWSSSSSP" . The questionnaire comprised two sections (Section A and Section B). Section A of the instrument was crafted to gather personal information from the respondents (gender, age, and school). Section B comprises twenty (20) items related to the researched topic, directly derived from the research questions

and with four Likert scale responses of Strongly Agree, Agree, Disagree, and Strongly Disagree.

Validity of the Instrument

A copy of the questionnaire was provided to the project supervisor and another academic specialist for the purpose of validating the research instrument. They verified its validity based on face and content validity.

Method of Data Collection

Data for the study was collected through the administration of the research instrument. The questionnaires were administered by the researcher to Senior Secondary School students selected from each sampled school which made up a total of 100 respondents. Permission was taken from the authorities of each school where the instruments were administered by the researcher. The questionnaires were immediately collected by the researcher after they had been completed, to ensure higher rate of return.

Method of Data Analysis

The data that was obtained from this research was analyzed using simple percentages. These statistical tools are suitable for this study as it gives clear and easily comprehensible results from the analysis of the responses collected from the instrument. The formula for the simple percentage is:

$$\% = \frac{\text{Number of responses for a category}}{\text{Total number of responses}} \times 100$$

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

SECTION A: ANALYSIS OF DEMOGRAPHIC DATA

TABLE 1: SCHOOLS OF RESPONDENTS

This chapter presents the analysis of data collected, the interpretation and the discussion of findings by the researcher, based on the data collected from the respondents throughout the survey.

S/N	Schools	Frequency	Percentage
1.	A	35	35
	B	30	30
	C	35	35

The above table reveals that 35(35%) of the respondents are from School A, 30(30%) of the respondents are from School B, and 35(35%) of the respondents are from School C.

The table above reveals the gender of respondents, and we can see that 44% of the respondents are male, while 56% are female.

Table 2: Gender of students

Gender	Frequency	Percentage
Male	44	44
Female	56	56
Total	100	100

The table above reveals the gender of respondents, and we can see that 44% of the respondents are male, while 56% are female.

Table 3: Distribution of Respondents based on Class.

Class	Frequency	Percentage
SS1	30	30
SS2	40	40
SS3	30	30
Total	100	100

From the table above, we can see that 30% of the respondents are Senior Secondary School One Students, while 40% of the respondents are Senior Secondary Two Students and 30% are Senior Secondary School Three students.

Table 4: Distribution of students based on age.

Age of respondents	Numbers of respondents	Percentage
15-17	45	45
18-20	40	40
21 and above	15	15

The table above shows the age range of 100 respondents, out of which 45 are between the ages of 15-17 years, 40 respondents are between the ages of 18-20 years, and 15 respondents are between the ages of 21 years and above.

SECTION B: The responses to the research questions

Research Question One: What linguistic features of Nigerian English are evident in the written composition of Senior Secondary School Students in Egor Local Government Area?

Table 5: The linguistic features of Nigerian English that are evident in students' written composition.

S/N	ITEMS	SA	A	D	SD	% yes	% No	Decision
1	I sometimes use Nigerian English words and expressions in my essays.	30	37	23	10	67 %	33 %	Agree
2	I use grammar patterns that are common in Nigerian English when I write.	28	25	13	34	53 %	47 %	Agree
3	The way I pronounce words in Nigerian English affects how I spell them in writing.	10	25	39	26	35 %	65 %	Disagree
4	My essays reflects culture-specific nouns or loanwords from Nigerian English For example, "ogbono", "agbada",etc	40	30	15	15	70 %	30 %	Agree
5	My written English shows features of the way people speak in Nigeria.	10	9	31	50	19 %	81 %	Disagree

Research Question Two: How do the communicative functions of Nigerian English (e.g. solidarity in informal talk, group identity) manifest in students' writing, and how do they affect writing fluency and accuracy?

Table 6: The communicative functions of Nigerian English and how it manifest in students' writing and affects writing fluency and accuracy.

S/N	ITEMS	SA	A	D	SD	% yes	% No	Total %	Decision
6	I use Nigerian English expressions to make my writing sound natural.	10	10	40	40	20 %	80 %	100%	Disagree
7	I include Nigerian English words in my written composition to show I belong to a group or culture.	30	10	20	40	40 %	60 %	100%	Disagree
8	Nigerian English helps me express my ideas easily when I write.	59	41	0	0	10 0%	0%	100%	Agree
9	Using Nigerian English sometimes causes mistakes in my writing.	10	10	40	40	20 %	80 %	100%	Disagree
10	I use Nigerian English when I want my writing to sound friendly and informal.	70	1	20	9	71	29	100	Agree

Research Question Three: To what extent do students differentiate between Nigerian English and Standard English in different writing contexts (e.g. creative essays vs. examination).

Table 7: The extent in which students differentiate Nigerian English from Standard English in different writing contexts.

S/N	ITEM	SA	A	D	SD	% yes	% No	Total %	Decision
11	I know the difference between Nigerian English and Standard English.	90	0	10	0	90	10	100	Agree
12	I use Standard English when writing formal essays or examinations.	100	0	0	0	100	0	100	Agree
13	I mix Nigerian English and Standard English when writing stories or creative essays.	100	0	0	0	100	0	100	Agree
14	It is difficult for me to change from Nigerian English to Standard English in writing.	10	46	24	20	56	44	100	Agree
15	I choose the type of English I use based on the kind of writing I am doing.	9	49	22	20	58	42	100	Agree

Research Question Four: What instructional strategies could help reduce the negative effects of Nigerian English on students’ writing while respecting its communicative role?

Table 8: Strategies that could help reduce the negative effects of Nigerian English in the writing skills of students while respecting its communicative role.

S/N	ITEMS	SA	A	D	SD	% yes	No	Total	Decision
16	My teachers correct me when I use Nigerian English in formal writing.	56	44	0	0	100	0	100	Agree
17	My teachers explain the difference between Nigerian English and Standard English.	80	20	0	0	100	0	100	Agree
18	We discuss how Nigerian English is part of our culture in English classes.	40	20	30	10	60	40	100	Agree
19	Comparing Nigerian English and Standard English helps me write better.	100	0	0	0	100	0	100	Agree
20	Knowing when to use Nigerian English or Standard English improves my writing.	70	30	0	0	100	0	100	Agree

Discussion of findings

The subsequent paragraphs presents the discussion of findings resulting from the analysis conducted on the research questions:

In respect to the frequency of Nigerian English usage among English students in Egor Local Government Area Benin City, the study revealed that English students often communicate in Nigerian English despite their exposure to Standard English this is observed from the item one(1) that 67% respondents use Nigerian English and expression on their essays while 33% do not. This shows the rate of students who use Nigerian English expressions to be higher than the ones that do not provings that indeed Nigerian English expressions reflect in students writings. Item two(2) shows that 53% of the respondents use a grammatical pattern common in Nigerian English in their writings , while 47% of the students do not. Itemp three(3) shows that only 35% of the students write the way they pronounce allowing their pronunciation of some Nigerian English words to affect their spellings while 65% do not. Item four(4) reveals that 70% of the students' written essays or composition reflects cultural specific loanword from Nigerian ppEnglish, while 30% of the students do not allow it to.In item five (5), we can see that only 19% of the students confirm that their written English shows features of the way people speak in Nigeria, while 81% do not.

The above shows that the linguistic features of Nigerian English are evident in students' written composition except for the phonological and phonetic features and though some of them pronunciation of some words may not align with that of Standard English but still their spellings do not reflect it in their written compositions.

Item six (6) shows that 20% of the students agreed that they use Nigerian English to make their written work sounds natural which implies that they believe Nigerian English reflects naturality and identity, while 80% of the students do not believe that and do not bother to use Nigerian English so as to make their work seem natural. Item seven (7) shows that 40% of the students agreed that they use Nigerian English to show they belong to a culture while 60% of them do not. Item eight (8) reveals that 100% of the students use Nigerian English in their written composition because it helps them express themselves and ideas better.

The above implies that students are more accustomed to the language, they use it in informal settings and are already comfortable and accustomed to it so they use it in formal settings because with it they can easily express themselves and ideas, while 0% of the students are not. Item nine (9) reveals that 20% of the students agreed that sometimes they make mistakes due to their use of Nigerian English but 80% of the students disagree. Item ten(10) reveals that 71% of the

students use it to make their texts sounds friendly and informal meaning they may understand the difference between Standard English and Nigerian English but chose to use Nigerian English so as to make their work sounds friendlier and informal, While 29 % of the students doesn't see the need to because, a formal writing should sounds formal and it will be appropriate to use Standard English in their formal writing.

Item eleven (11) shows that 90% of the students agreed to know the difference between Standard English and Nigerian English while 10% did not .Item twelve (12) shows that 100% of the students agreed they use Standard English in their formal writing while 0% doesn't . Item thirteen (13) shows that 100% of the students agreed that they mix Nigerian English and Standard English in their creative writings and essays while 0% of the students did not agree. Item fourteen (14) reveals that only 56% of the students find it difficult to switch from Nigerian English to Standard English in their writing, while 44% of the students don't. Item fifteen (15) reveals that 58% of students choose the kind of English to use based on the kind of writing they are writing, while 42% of the students don't. Therefore, the responses of students to item 11 to item 15 it is evident that most of the students can differentiate between Standard English and Nigerian English , while some students don't know when to and when not to use Standard English.

Item sixteen (16) reveals that 56% of the students agreed that their teachers correct them when they use Nigerian English in their formal writing while 44 disagreed. Item seventeen (17) reveals that all 100% of the students agreed that their teachers showed them the difference between Standard English and Nigerian English during lessons. Item eighteen (18) shows that 60% of the students agreed that Nigerian English as a medium that reflects our culture is discussed in class while 40% did not. Item nineteen(19) and twenty (20) shows that all 100% of the students agreed that comparing Standard English and Nigerian English as well as knowing when to use them improves their writing skills and helps them to write better.

In all, it is discovered that some students do not acknowledge the communicative functions of Nigerian English because some of them do not understand the difference between Standard English and Nigerian English (Item 7), some of the students who are using Standard English in their writing, most especially their formal writing, are already using it in their informal writing, while some have outstanding knowledge of Standard English and Nigerian English and could tell when it is best to use them. This is because they understand the comparison of both Englishes. However, some of the students use Nigerian

English in place of Standard English because they don't understand the differences, and they find it difficult to switch from Nigerian English in their informal writings and conversation to Standard English in their writing when necessary because they are too familiar with Nigerian English and have little or no knowledge of Standard English.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study looked into how Nigerian English is used for communication and how it affects senior secondary school pupils' writing abilities in Benin City's Egor Local Government Area.

The main goal was to investigate how students' proficiency in Standard English is impacted by Nigerian English, which emerges from the interplay between English and native Nigerian languages. The study also looked for ways to lessen these detrimental consequences while recognizing the cultural and communicative significance of Nigerian English.

In order to accomplish the intended purpose of the study, four(4) research questions were raised to provide guidance for the study. They are as follows:

- What linguistic features of Nigerian English (lexical, grammatical, phonological) are evident in the written compositions of senior secondary students in Egor Local Government Area?
- How do the communicative functions of Nigerian English (e.g. solidarity in informal talk, group identity) manifest in students' writing, and how do they affect writing fluency and accuracy?

- To what extent do students differentiate between Nigerian English and Standard English in different writing contexts (e.g. creative essays vs. examination)
- What instructional strategies could help mitigate any negative impacts of Nigerian English on students' writing skills while still respecting its role in communication.

The study adopted a quantitative descriptive survey design. Data were collected through questionnaires administered to 100 students across three selected senior secondary schools. The demographic analysis showed that 44% of the respondents were male and 56% were female, with most aged between 15 and 20 years.

Below are the findings from the study:

- A significant number of students frequently use Nigerian English expressions in their essays and compositions, indicating that Nigerian English features are evident in students' writing. These include lexical borrowings, cultural-specific terms (e.g. agbada, ogbono), and syntactic patterns common in local speech. However, phonological interference (influence of pronunciation on spelling) was minimal, suggesting that written errors stem more from grammar and vocabulary usage than from pronunciation.

- The study also found that students employ Nigerian English for communicative purposes, such as expressing identity, solidarity, or naturalness in writing, even when aware of the difference between Standard and Nigerian English. Many students acknowledged that Nigerian English helps them express themselves more naturally and clearly but also admitted it sometimes leads to grammatical and coherence errors in formal writing.
- Teachers' influence appeared as an important factor: the majority of students said that teachers correct Nigerian English language in writing and can tell the variations between the kinds.
- Incorporating discussions about Nigerian English as part of culture and comparing it to Standard English was proven to considerably improve students' writing abilities.

The findings align with the Error Analysis Theory and Communicative Competence Theory showing that students' writing errors often reflect their communicative habits, and that achieving effective writing requires both grammatical accuracy and sociolinguistic awareness.

5.2 Conclusion

From the analysis, it is evident that Nigerian English plays a dual role in the linguistic and educational landscape. On one hand, it serves as a powerful tool of identity, creativity, and cultural expression; on the other hand, it poses a challenge to mastery of Standard English, especially in formal writing contexts.

The study concludes that Nigerian English significantly influences the written English of secondary school students in Egor Local Government Area and one of the reasons is because of the tendency to transfer local linguistic features into academic writing which reduces grammatical accuracy, coherence, and adherence to formal writing conventions.

Also, it agreed that the communicative value of Nigerian English cannot be ignored; it is a legitimate linguistic variety that reflects Nigeria's multilingual reality. Therefore, the challenge is not to eradicate Nigerian English but to help students differentiate when and how to use it appropriately.

Teachers must be deliberate in guiding students to maintain balance respecting Nigerian English as part of identity while ensuring proficiency in Standard English for academic and global communication.

5.3 Recommendations

- Integrate Comparative Language Teaching: Teachers should explicitly teach the differences between Nigerian English and Standard English.
- Curriculum Reform: Curriculum planners should incorporate topics on Nigerian English into the English language syllabus.
- Teacher Training and Development: English teachers should receive regular professional training on effective strategies for teaching writing in multilingual contexts.
- Encourage Extensive Reading and Writing Practice: Students should be exposed to high-quality Standard English texts to internalize correct grammar, punctuation, and sentence structures.
- Promote Functional Bilingualism: Students should be encouraged to value both Nigerian English and Standard English, using each appropriately.
- Use of Error Analysis in Instruction: Teachers should collect and analyze students' written errors periodically to identify common interference patterns.
- Parental and Societal Support: Parents and society should encourage the use of Standard English in formal contexts at home and in the media.

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QUESTIONNAIRE:

**COMMUNICATIVE FUNCTIONS OF NIGERIAN ENGLISH AND ITS
IMPLICATIONS IN THE WRITING SKILLS OF SENIOR SECONDARY
SCHOOL STUDENTS (CFNEIWSSSSS)**

Dear Respondent,

Kindly read the following questionnaire items and tick the answers that accurately reflect your choice where appropriate. The responses you give are purely for research purposes and will be treated confidentially. please do not write your name.

Thank you.

Yours faithfully,

Researcher.

SECTION A: DEMOGRAPHIC DATA

Please tick () *the following demographic information*

Gender: Male () Female ()

Age: Below 15-17() 18-20() 21 or older () class: SS1 () SS2()SS3()

School: _____

SECTION B: GENERAL

INFORMATION: Please tick () *the appropriate option for each question as an indication of your choice using four likert scales.*

SA- Strongly Agree, A-Agree, D Disagree, SD Strongly Disagree

S/N	Items	SA	A	D	SD
1	I sometimes use Nigerian English words and expressions in my essays.				
2	I use grammar patterns that are common in Nigerian English when I write.				
3	The way I pronounce words in Nigerian English affects how I spell them in writing.				
4	I often use local Nigerian words that are not in Standard English when I write.				
5	My written English shows features of the way people speak in Nigeria.				
6	I use Nigerian English expressions to make my writing sound natural.				
7	I include Nigerian English words to show I belong to a group or culture.				
8	Nigerian English helps me express my ideas easily when I write.				
9	Using Nigerian English sometimes causes mistakes in my writing.				
10	I use Nigerian English when I want my writing to sound friendly and informal.				
11	I know the difference between Nigerian English and Standard English.				

12	I use Standard English when writing formal essays or examinations.				
13	I mix Nigerian English and Standard English when writing stories or creative essays. Items				
14	It is difficult for me to change from Nigerian English to Standard English in writing.				
15	I choose the type of English I use based on the kind of writing I am doing.				
16	My teachers correct me when I use Nigerian English in formal writing.				
17	My teachers explain the difference between Nigerian English and Standard English.				
18	We discuss how Nigerian English is part of our culture in English classes.				
19	Comparing Nigerian English and Standard English helps me write better.				
20	Knowing when to use Nigerian English or Standard English improves my writing.				