

Lexico-Grammatical Study of Nigerian Pidgin Used among Joseph Ayo Babalola University (JABU) Undergraduate Students

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Abstract

This study investigates the lexico-grammatical study of Nigerian Pidgin used by the undergraduates of Joseph Ayo Babalola University (JABU), Ikeji-Arakeji, Osun State, in Nigeria, with the prospect of depicting some agreeable inference regarding the use of Pidgin among Nigerian university students. Data for this study were obtained primarily from casual speech of the students, through participant observation and recording of their interactions. Some flexible interviews were equally conducted to ascertain the variety spoken in their campus setting. Discussions on topical issues trending in Nigeria polity were initiated. These include the skyrocketing in the price of fuel, resulting from subsidy removal and consequently, hike in prices of virtually everything in the country, and how the government intends to relieve people of the pains and anguish, through palliative measures were debated. The paper adopts Bales (1950) Social Interaction Theory as its theoretical framework. The study sought to investigate linguistic peculiarities of Nigerian Pidgin, especially the variety spoken in JABU. A qualitative method is employed for the analyses of the data. A descriptive analysis of the work is given. The findings reveal that JABU students communicate among themselves in pidgin language in an informal setting and that the lexico-grammatical structure of the Nigerian Pidgin spoken in study area is vulnerable to the indigenous language spoken in the area.

Key Words: Nigerian Pidgin, Social Interaction Theory, Language, Morphosyntax, Communication

1.0 Introduction

Language is popularly described as a medium or instrument of interaction among human beings. There are several languages all over the world for communicating human feelings, ideas, experiences and realizations in both verbal and non-verbal forms. Defining language, Akindele and Adegbite (2005) claim that language is “a human phenomenon that has form which can be described in terms of the unit of sounds (phonemes), words, morphemes, phrases, sentences and paragraphs or discourse”. This entails that language is a systematically structured phenomenon which exhibits all linguistic components. Trask (2007) sees language as “a formal system of signs governed by grammatical rules of combination to

communicate meaning”. This definition stresses that human languages can be described as structural systems consisting of rules that relate particular signs to particular meanings. This means that the goal of language use in every situation is not just to communicate but also to make a significant impression on the listener or reader.

The heterogeneity situation of Nigeria makes its linguistic status multilingual. This would have led to serious intelligibility problem, but for the advent of Pidgins, which Sebba (1997) claims have no native speakers, the linguistic incompatibility of the country was settled. Thus the advent of Nigerian Pidgin. Nigerian Pidgin (NP henceforth) which is considered as an English-derived contact language, is what Faraclas (2012), claims to be the most widely spoken Pidgin in the world. He says further that its identity could be traced to Nigerian languages spoken along the coast with the coming of missionaries in the 15th, century before European traders incursion into Nigeria. Without doubt, NP is derived from many European languages, (especially English, Portuguese, and Dutch) and various Nigerian languages during communication and with the passage of time, it expanded to other domains and functionalities. NP has English as the lexifier (superstrate) language, while other languages like French, Portuguese, and Nigeria’s indigenous languages are the substrate source of lexical influence. In the developmental progression of NP, Mensah (2012), asserts that a number of changes and innovations had taken place, which may either be contact-induced or self-renewing. One of such changes in the evolution of historical morphosyntax of NP is the acquisition of grammatical functions by lexical items which hitherto belonged to a categorical class and performed a lexical function (Traugott, 2004). In other words, lexical and grammatical words have undergone changes in use, meaning and form, and new forms and new functions have been assigned to them relative to the system. Studying the lexico-grammatical structure of any language, which Nordquist (2020) claims is a term used in Halliday’s (1985) Systemic Functional Linguistics, to indicate a level of linguistic structure where lexis and grammatical structures are not seen as independent, but rather mutually dependent, with one level interfacing with the other, is very important, as it would enables scholars understand the phenomenon called Pidgin language better.

Akande (2008) notes that the sociolinguistic reality in Nigeria today is such that NP is spoken by university graduates, professors, lawyers and journalists. It has also been demonstrated that NP is not used only in informal settings, but also in offices and other formal settings. In other words, the claim that NP is the code of the non-literate does not seem to have validity as there are a lot of educated speakers in Nigeria who can use both standard English and NP proficiently. It is quite interesting to note that what actually

started as an incidental language between the white merchants, who later turned colonial masters, and their black traders has now become an elitist campus language, spoken among the teeming population of the Nigerian students in higher institutions of learning. This is to corroborate the studies of scholars like Igboanusi (2008), Akande and Salami (2010), Amao (2012) and Balogun (2013) who validate the growing acceptance of the use of NP in Nigerian tertiary institutions, especially in informal social interaction settings among the students.

However, while English has to be acquired consciously, essentially in the classroom, NP can be acquired unconsciously, especially in some parts of the country such as the South Eastern Nigeria, and may equally be acquired consciously, though informally on the streets, in the markets, and barracks, and so on, through interactions with the speakers.

Having grown exponentially, NP thus becomes a sociolinguistic reality. This is why this work seeks to ascertain the lexico-grammatical study of the use of NP in one of the South Western towns of Nigeria among JABU undergraduate students.

1.1 Statement of the Problem

There has been several studies addressing NP from different perspectives. However, much attention has not been paid to the JABU students' use of pidgin in relation to the Lexico-grammatical structure of the language. The problem this study addresses is that of whether there is any significant impact on the structure of the superstrate (standard English language) as the students use NP for interactional purposes in the university campus and how it is used simultaneously with other languages such as Yoruba, standard English and other indigenous languages spoken in the study area.

1.2 Aim and Objectives

The general aim of the study is to examine the Lexico-grammatical structure of NP used by the students of JABU and how well it is being used in the campus.

The specific objectives this research hopes to achieve are to:

- i investigate to what extent and how frequent JABU students use Nigerian Pidgin for interactional purposes in the University campus.
- ii ascertain under what circumstances JABU students use Nigerian Pidgin to communicate.

iii find out the variety of Nigerian Pidgin JABU students speak.

1.3 Research Questions

1. To what extent and how often do JABU students use NP for interactional purposes?
2. What circumstances lead to the use of NP by JABU students?
3. What is the variety of NP used by JABU students?

1.4 Justification of the Study

Prior to this time, a lot of works and researches have been done on NP as a language of wider communication in Nigeria. However, its lexico-grammatical structure has not been carried out, and, thus worth investigating especially in the study area. This work will attempt to reveal the fact that the NP which was initially used as a medium of communication by a particular group of people and for specific purposes, is taking shape gradually to become a lingua franca of some sort, as it has gradually come to be used in institutions of higher learning among the students.

1.5 Significance of the Study

The study aimed at validating NP as language borne out of the contact and culturally determined context of the situation of the Nigerian speakers. It also aimed to authenticates the use of Pidgin language in the school environment. The significance of this research is that the study seeks to find out the extent to which Nigerian Pidgin is used or spoken among the students of JABU and the significance of Pidgin for the purpose of social interaction among the students. Thus, by conducting a case study of JABU Ikeji-Arakeji, the present study contributes to the advancing intellectual deliberation regarding the use of Pidgin among students of Nigerian tertiary institutions. It will enable other researchers in linguistics to continue to acknowledge how useful NP used in academic environment interactions is. Also, the study will enable researchers ascertain the extent, to which NP is used in JABU campus among others like standard English, and the language of the immediate environment (Yoruba). It will also serve as an eye-opener to many people who regard Pidgin as a corrupt form of language, which makes some of its users feel ashamed and discouraged to use it in public, that the language is acceptable as a medium of communication in JABU campus.

1.6 Scope and Delimitation of the Study

The scope of this study is to carry out an investigation on the lexico-grammatical structure of NP used among JABU undergraduate students, based on the fact that the school is accessible to the researcher and with the vantage point of providing elaborate information on how Pidgin serves as a means of interaction in Nigeria universities.

2.0 Literature Review and Theoretical Framework

This section is of two parts. The first part is the review of relevant literature on language and communication, as well as the components of language which are: phonology, morphology, syntax, semantics and pragmatics. While the second part examines the theoretical framework used for the analysis of the study.

2.1 Language and Communication

Language is an expression of human activity. People use language in every day discourse to transact business, for political debate, for planning etc. Clark (1996) says, “all speech, written or spoken is a dead language until it finds a willing and prepared hearer”. Hence, for language not to go into extinction, there must be interlocutors. Berge (1994) says “not only is communication a multidimensional semiotic where verbal and written language play a subordinate role, but communicators may use different signification systems simultaneously”. Therefore, it is impossible to talk about language without communication because; language is a tool while communication is the process of using that tool. Language and communication play a vital role in the school context for enabling interactional purposes. NP is a code that came into existence and has come to stay to enhance inter/intra-ethnic and regional communications among the students and Nigerians as a whole. Ukpe (2020) corroborates Faraclas that NP “has emerged as the most widely spoken language among Nigerians”

2.2 The Structural Components of Language

These are the subfields of language which Hogue (2015), identified five basic components, namely; (phonology, morphology, syntax, semantics, and pragmatics). These components are found across languages. It is quite evident that all languages have underlying structural rules that make meaningful communication possible. These components are briefly discussed below, while juxtaposing it with the structural components of the NP.

2.2.1 Phonology

There are many scholars' views about phonology, but, the one that appeals to this study most is that of Nordquist (2019), who defines Phonology as the “branch of linguistics concerned with the study of speech sounds with reference to their distribution and patterning”. Here we can see how phonology studies the categorical organisation of speech sounds in languages; how speech sounds are organised in the mind and used to convey meaning. The smallest units of sound that make up a language are called phonemes. For example, the word “that” contains three phonemes /ðæt/ in the standard English. The English language has forty-four phonemes, but twenty-six letters, which are the orthographic representation of the phonemes of the language. While from the study of, Mensah, Ukaegbu and Nyong (2021) it was disclosed that twenty-six consonant sounds are found in NP. Of these sounds, twenty-one are derived from the English phonemic chart, indicating the predominant influence of English on the phonology of NP. While five sounds are sourced from the phonemic inventory of the indigenous languages. For the vowel sounds, there are seven, with six phonemic vowel sounds in the vowel inventory of NP, devoid of diphthongs and triphthongs, but rather takes the primary vowel segments that are affiliated to both English and Nigerian languages.

Egbokhare (2001) investigates the expanding profile of NP and makes a case for designing a generally acceptable orthography for the language to ascertain that standard orthography will strengthen its use as a medium of literacy, and empowers its speakers to read and write in the language. NP according to Ofulue and Esizimotor (2019), has “a total of twenty-eight alphabets, made up of twenty-three single letters and five diagraphs, directly correspond to the sounds of the language”. It is apparent that the bulk of NP's lexicon has its source in English language.

Also, it is a fact that Nigerian indigenous languages are tonal in nature, the tone affects a significant group of words sourced from English and other contributing languages. For example; *bàbá* - *an old man* is different from *bábà*- *a barber* in Yoruba language. Near zero consonant clusters is evident in NP.

2.2.2 Morphology

Moving to the next level of language, Yule (1996) on his part claims that morphology is a type of investigation which analyses all those basic ‘elements’ which are used in a language, and these elements are technically known as ‘morphemes’ Morphemes are the smallest meaningful linguistic unit that cannot be divided into smaller meaningful segments without changing its meaning or leaving a meaningless remainder. Morphemes include free morphemes such as “*hat*,” “*dog*,” or “*love*,” as well as bound

morphemes such as affixes, like “*un-*,” “*re-*,” the plural “*s*” or “*es*,” and the past tense “*ed*.” Knowledge of the morphology of NP is critical to vocabulary development and reflects the smallest building blocks for comprehension. Ekpenyong (2020), asserts that there are morphological processes in NP which include both free and bound morphemes, reduplication, compounding and so on. Free morphemes include: *pikin* (child), *sabi* (know), *palaver* (trouble), *tebu* (table), *windo* (window) etc. Bound morphemes or affixes in NP include: suffix ‘*am*’, occurring in words like *telam* (tell him), *doam* (do it), *siam* (see him) etc. Prefix according to him is scarce in NP.

Osoba, (2004) examines word formation processes in English and NP and thus reports that compounding and reduplication are the most common of all the processes identified in the two languages, and that they are more pronounced in NP, while he notes that affixation is not frequently explored in NP compared to English. This means that NP is not common in the area of inflectional morphology when compared with English. Some of the morphological processes of NP are as follows:

i Reduplication: NP reduplication usually consists of repetition of entire lexical item or doubling an entire base form, eg *smallsmall*, *fasfas*. This is in line with Mensah (2011)’s remarks that “the only category of reduplication in NP is complete or total reduplication”.

ii Compounding: Plag (2003) claims that compounding makes it possible to combine two base words to form a new word. NP compounding tilts towards the superstrate pattern of combining bases for lexical extension. A compound word could be formed in NP by combining two nouns e.g. *small pepper*, an adjective and a noun e.g. *bad bele* and so on.

iii Affixation: This is a word formation that involves adding prefixes and suffixes to the base word. Although, Osoba, (2004) reports that affixation is less to be productive in NP. Still, there are some instances of affixation such as *smally*, *ruggedy*, *sharperly* etc.

iv Blending: This is another productive process that involves joining two fragments of words together to form new words. Plag, (2003) claims “blending to be an amalgamation of parts of different words”. Thus, NP blends are integral parts constituents of vocabulary of the language. Examples are: *comot*, *troway*, *sidon* etc.

v Borrowing: This is the process of speakers adopting words from a source language into their native language. Mensah (2012), affirms that English constitutes the superstrate source of borrowing for NP while languages like Portuguese, French, Hausa, Igbo and Yoruba among others are the substrate sources.

Examples of such words include, *pikin* from Portuguese, *oga* from Yoruba, *tire* from English, ‘*Edikan ikon*’ from Efik, *wahala* from Hausa, *biko* from Igbo *mumu* from Twi and so on.

vi Clipping: This involves the shortening or deleting parts of the root to create a new word, and still maintains the semantic value of the original word. Mensah, (2011) argues that the chopping off of syllables in the clipping process is arbitrarily done without any general acceptable customary principles in NP. Examples are: *posi* for positioning, *collabo* for collaboration, *presido* for president, *tori* for story etc.

vii Conversion: This is what Quirk et al, (1985) terms process of derivation in which a lexical item is functionally converted into another word class, without adding an affix. It is also known as functional shift or zero derivation. Examples of this is *ginger* as used in the following sentences: *Bolu get ginger die, this smally dey ginger himself for book no be small*. This means that Bolu has a lot of motivation this small boy motivates himself so much. This takes us to the rules governing the stringing together of the lexis known as syntax.

2.2.3 Syntax

Syntax as asserts by Crystal (1987) is “the study of the way words work in sequences to form larger linguistic units: phrases, clauses, sentences and beyond”. It is clearly explicit that syntax is the arrangement of words in sentences, clauses, and phrases, and the study of the formation of sentences and the relationship of their component parts. In English language, the main device for showing relationship among words is the word order. For example; *The cat killed the rat*, the subject is in the initial position and the object follows the verb. There are specified ways of using lexis to achieve the right grammatical structure in the sentences of any human language.

Katamba (1993) attempts an investigation of the validity of word structure even though speakers think of words as indivisible units of meanings. The source puts the reason behind this misconception down to the fact that many words are morphological simple. He cites ‘*the*’, ‘*book*’, ‘*desk*’, and ‘*fee*’ in English. In Nigerian English-based pidgin which forms a corpus for my research, we have such lexical items as ‘*na*’, ‘*dey*’, ‘*dem*’, ‘*oga*’, ‘*kolo*’, *pikin*, *oyibo* etc as examples of words which cannot be segmented into smaller units. NP usually have smaller vocabularies, a simpler structure, and more limited functions than natural languages. Some typical features of NP are as follows:

i Grammar

In the feature of NP grammar, Subject-Verb-Object word order manifest e.g. *I wan chop*, while there is absence of grammatical markers for gender, number, case, tense, aspect, mood, etc. Tenses are expressed lexically, i.e., by using temporal adverbs such as tomorrow, yesterday, etc, e.g. *A dey die yesterday*. Meaning *I was there yesterday*. There is the use of reduplication to represent plurals and superlatives e.g. *the girl fine well well*.

ii Vocabulary

- Since vocabulary is restricted, words in pidgin language have a wide range of meanings. For instance, in the NP the expressions *this matter get k-leg* may mean *this matter is untrue* or *this matter is suspicious*. Pidgins have a preference for short words, i.e. a small number of syllables per word. Pidgin is characterized by simplification of the linguistic structure, which concerns all aspects of grammar. Accordingly, the grammar of pidgins is characterized by less complexity than the grammar of their superstrates.

iii Multifunction of Pidgin Lexis

NP allows a much greater degree of multifunction of lexical items in which case, a lexical item can belong to more than one grammatical class or part of speech. This is in agreement with Muhlhausler (2008) who states that the elimination of many formal distinctions between word classes is to be expected in any mixed language. In this regard, Mensah (2012) examines *runs* which can function as nouns, adjectives, transitive and intransitive verbs:

As Noun

Tola dey do runs. Means: Tola is into prostitution

As Adjective

Wey de runs babe. Means: Where is the prostitute girl.

As transitive verbs

Tola runs pay her fees. Means: Tola does prostitution to pay her fees

As Intransitive verbs

Tola dey runs well well. means: Tola prostitutes very well.

From the perspective of morphosyntax, the NP variety exhibits the presence of tense. The most striking syntactic peculiarity of this variety is that some speakers use the objective singular personal pronoun *me* for both the subjective and objective positions as well as the objective plural personal pronoun *we* for both the subjective and objective positions as we can see in the following examples:

Me wan follow u come. Meaning I equally want to come with you.

U no fit follow me come. Meaning: You dare not come with me.

We wan follow u come. Meaning: We equally want to come with you.

U no fit follow we. Meaning: You dare not follow us.

The syntactic features of pidgin reveal lack of superficial grammatical complexity, because there is lack of clear parts of speech or word categorization; common use and derivation of new vocabulary through conversion such as nominalization.

This takes us to the peculiar characteristics of the study of meaning.

2.2.4 Semantics

This refers to the ways in which a language conveys meaning. It is when we are well-versed in the meaning of words that we understand that when someone *smelt a rat* has no relationship with *perceiving an odour* or that *backing the wrong horse* has less to do with *riding an atrocious horse* and more to do with *siding with the revolting view*. Semantics moves beyond the literal meaning of words. The semantic components of Pidgin is concerned with how the meaning of the words/lexis in pidgin can be utilized for acceptable utterances. Nigeria boasts of a rich, diverse and distinctive cultural pidgin expression, including semantic transparency which refers to phrases with a crystal –clear structure easy to learn and easy to use, as the meaning is absolutely transparent. Holm (2000), expresses that Pidgins show a general preference for semantic transparency: for example the words *Japa* and *Sapa*. *Japa* is a Yoruba word meaning to run, flee or escape. It has come to symbolize the aspirations of young Nigerians who aspire to leave the country in pursuit of a better life. While *Sapa* is a term used in NP to describe a state of extreme poverty or broke, often after overspending. The word has become prevalent on social media and has even been used in songs. These two words *Japa* or *Sapa* had been embedded in T-shirt with vibrant graphics and premium construction as a way for those familiar with this slang term to display their connection to Nigerian Yoruba culture. NP is characterized by compounds in its lexicons which are semantically transparent. Therefore, the meaning of a word can be determined straight away from the meanings of the single morphemes of

which the word is built. While Pidgin preserves many of the words in the normal English language corpus, both in spelling and pronunciation, the fundamental meaning of these words may change significantly. For example, *ginger* is not a plant but an expression of motivation and *tank* is not a container but an expression of gratitude.

2.2.5 Pragmatics

Mey (2001), asserts that pragmatics is “the use of language in human communication as determined by the conditions of the society.” This explains that pragmatic act is a process of engaging individual in communication, (and not just the individual’s contribution, but the deeper meaning of such contribution in utterances more than they conventionally or literally mean. This makes it clear that one of the reasons for the development of pragmatics is the possibility that pragmatics can effect a radical simplification of semantics. For no conversation can be properly understood unless it is situated within the environment (context) in which it is meant to be understood.

Although NP may have simplified form of grammatical structures, Babalola (2021) indicates that the language has the stamina to express all facets of our daily life. This entails that, NP is quite pragmatic because, there are utterances we make in our day-to-day interaction that are contextual. Some of this is the NP idiomatic expressions such as *e dey rein cat an dog*. Meaning: It is raining heavily. Proverbs like; *Today’s newspaper na tomorrow suya wrap*. Meaning: Keep calm! Nothing last forever. *To piss no hard but fowl no fit*. Meaning: It is easy does not mean everyone can do it.

It is clear from the foregoing that each of the structural component of language is regulated by a set of universal and language internal rules, which Bamisaye (2007), claims to be internalized by native speakers as well as the language learners in their language learning endeavours, to be closely related, and work together to create meaningful communication among individuals, thereby creating a vivid picture of a highly structured, systemic phenomenon.

2.3 Theoretical Framework

The theoretical framework chosen for this study is Bales (1950) Social Interaction Theory which is based on the social interaction process. The theory emphasizes that the mental processes of individuals and their social interactions take place in systematic contexts which can be measured. Bales believed that this personal approach went much further than the classical experimental approach to the study of group dynamics. The theory was revised in 1970 in the Systematic Multiple Level Observation of Groups (SYMLOG), which is based on the assumption that there are fundamental dimensions structure

interactions in groups. The approach and operations of the SYMLOG group were interactive, with the goal of capturing direct face-to-face interaction as they takes place, then to analyse the interactions into useful information. In order to capture the interactions accurately, Bales' method utilized observers. The observed interaction is adequate for this research. Hence, the theory is simple and concise as it shows how people interact in social settings. This knowledge of social interaction can be crucial when communicating with potential population.

3.0 Methodology

The research method for this study include flexible interview and observation of the students' discourse. The sample for flexible interview is taken some students randomly selected, through the simple random sampling technique, by which one student out of every three was interviewed. The students in groups' casual conversations within the school premises, especially at the campus' cafeteria, business centre, football pavilion and the motion picture ground where the students formed some sort of groups were observed, and either recorded or jotted down. Attempt is made to present the data and analyse the data presented through description. The analysis is done in such a way that enables the researcher to get a comprehensive result.

4.0 Findings

From the fieldwork, it was observed that a substantial number of the students used were quite active and showed enthusiasm; especially when they learnt about the topical issues Nigerians have been battling with. While some showed indifference as noted from their lukewarm behaviour towards the researcher.

In validating the extent and how often JABU undergraduates use NP for interactional purposes, the researcher observed that majority of the students interact in Pidgin at informal settings like their cafeteria and business centres. For example, in one of the cafeterias, the following dialogue ensued between two students:

Student A: Wetin a go chop. Di poket moni wey ma ol man gif me don kpafuka, a don blo am finis. If to sey wi dey kuk for ostel nao, a for get plenti moni remain.

Student B: U for dey manej o. U no sey Jagaban don dey jagaban efribodi for di kontri, na so efribodi kon learn to manej sharpsharp dat is if u no laik to sapa.

From the two students' dialogue, it was discovered that student A complains of what to eat with the little money he has, after he must have squandered the money given to him. While student B enjoins him to

learn how to manage himself as people in the country is learning proper management of the little they have, blaming the president for the state impoverishment of the country.

From another cafeteria, the researcher approached one of the female students who was looking forlornly as she checks her phone frequently. The following dialogue ensued between them.

Researcher: A dey luk u so tey, an a si sey you dey luk una fone evri taim. Na wetin apun?

Student: Na di moni wey mai dad promis mi a dey wait for, but I bi laik se di alat no wan drop an a de ongri welwel. Wetin a fo du nao? Di tin wey dey şelẹ fo dis Ade dansa state no gri mi o.

Researcher: Hu bi Ade dansa?

Student: Na di govno i bi o. I no gif di woka dem palliative laik oda state. Ma dad bi govmet woka for di state, an i tok se I go send mi moni, na wetin mek a de luk mai fone bi dat.

At first the student was sceptical of answering the researcher's questions. But when she learnt about the essence of the research, she (student) later explained her plight in Pidgin language.

The observations of the researcher from one of the school's business centres shows that some students were seen working on their assignments in groups. The researcher observed the following interactions from Group 1:

Speaker A: Ọmọ, dis assignment get k-leg o. Di moni to do printing an photocopy no dey for mai hand, I swear. Meaning this assignment is tough somehow. I don't have money for the printing

Speaker B: Don tel mi sey U no sabi am o. Na u dey ginger dis group o. Meaning Don't tell me that you don't understand it as you're the one motivating this group.

Speaker C: Shebi no bi sey u no no am, na moni fo printing bi ya wahala. Meaning I hope it's not that you don't know it, but your problem is the money for printing right?

Speaker D: Gbam. Me tu no get di moni for photocopy o Odogwu. Meaning: sure, I equally don't have enough money for photocopy

Speaker C: Me a no get taim for una own. Ya fada na big man fo di state, hao com yu no get moni for photocopy. Meaning: I don't have time for yours how come you don't have money for photocopy? Your father is a big man in the state.

The speaking of NP answers the question of what circumstances led to the use of NP by JABU students. For example, at JABU's football pavilion, the students were seen intruding the football match between the College of Environmental Sciences and College of Health Sciences. The following utterances were recorded

1. E don red o, number 7 for Sciences no won gri again. Meaning it's now serious as number 7 player from Sciences is not taking it easy again.
2. Abeg pak wel. Wich gel yu won impress wey yu dey dribble laik that? Meaning will you please stop dribbling like that? Or which of the girls here are you trying to impress?
3. Yu bi goat? Why yu dey play like mumu? Meaning are you a goat? Why are you playing like an idiot?
4. Dia di mein, di mein don dey shakara, na im dey con remove am. Meaning their star is becoming arrogant, that's why he was removed.
5. Environmental don dey change am fo Science laslas. Meaning the Environmental is finally changing the trend of the match.
6. Yu beta soji mek your defence no scatter. Meaning you better wake up so as not to destroy your defence.
7. Dat player from Sciences get badbelle as he tackle the Environmental guy. Meaning that player from the Sciences has malicious intention with the way he tackled the player from Environmental.
8. Di new guy na di baddest striker o. Meaning That new player is the best striker they have so far.
9. No yab anybody fọ hie o. Meaning Don't insult anybody here.
10. Si as I trowe the sip goal. Meaning He just lost the cheap goal.
11. Di tori bi say, dis match sweet no bi small. Meaning the match is very interesting.

From the campus' motion ground, a lot of students were seen taking pictures; some with photographers, some with their phones while others were just there as spectators. The investigation from there showed that majority of the students speak Pidgin language to converse. Examples of their conversation as observed are below:

Speaker 1: Dat guy na Hausa shey you no, and his picture dey correct. His name na Bala, a hie sey i come from Southern Kaduna to skul hie. Although im papa na pastor fo CAC there. Meaning; that boy is a Hausa boy and his name is Bala. I learnt that he is from Southern Kaduna, but comes to attend school here. Although, his father is a CAC pastor there.

Speaker 2: Hausa tu dey do pastor? I tink sey i bi Yoruba o. So Hausa too can become a pastor? I thought he is a Yoruba guy.

The researcher used the opportunity to get close to the photographer for interview.

Researcher: a wan take picture Bala, an a wan ask yu few questions na ao much bi your foto? Meaning, I want to snap a picture and also ask you few questions. How much does taking a picture from you cost?

Bala: Yu bi reforter abi na wetin yu bi? Meaning are you a reporter or what are you?

Researcher: A no bi reporter, a bi researcher, researching on Pidgin language. Can yu epp mi? A nid to no about yu an why yu come skul hie. Meaning I'm not a reporter but a researcher, researching on the Pidgin language. Can you help me?

Bala: no frobelem, ma name na Bala Emmanuel Aliyu, a bi Kaduna boy. My pada na Christ Apostolic Church (CAC) pastor as yu no sey na CAC school bi dis place. Na so wan elder por our church sey mai pada should release me to come hie. Na so a find mysef hie o, an a dey enjoy my school and my work. Meaning; no problem, my name is Bala Emmanuel Aliyu, I'm from Kaduna and my father is a CAC pastor. This school belongs to CAC, that's how one elder from our church advised my father to allow me to come here for my university education. That's how I found myself here and I'm enjoying my school and my work.

Concerning the variety of NP used by JABU students, it was evident from the data gathered that Yoruba variety is more conspicuous. Even though other Nigerian varieties are present, the 'Yorubanness' is profound.

5.0 Conclusion

From the investigation, it was established that NP exists and spoken in JABU campus. It was also verified that the language has become a formidable tool for communication, which students like conversing with in an informal way when they are to interact among themselves, especially on an occasion that is characterized by informality rather than formality use of language among students of various linguistic backgrounds of the school.

It was also gathered that the lexico-grammatical structure of the language is a blend of phonology, vocabulary and grammar of various indigenous languages and English. Phonologically, the pronunciation of NP follows the simplified phonetic system of reduction, omission and substitution of certain vowel and

consonant sounds. For example, while the average Nigerian may say /tʃɔp/ for *chop*, which means “to eat” a Yoruba person may pronounce the same word as /ʃɔp/ because the sound /tʃ/ does not occur in Yoruba language.

For the vocabulary, the study revealed that NP incorporates various range of vocabulary from the lexifier, and mostly Yoruba which is the indigenous language spoken in the area of study. It features code-switching and code-mixing in some cases, while the English influence is significant, even though some words may have different meaning or usage compared to standard English. Examples are the English language “for and fit”.

On grammar, the investigation showed that NP often relies on a combination of pidginized English grammar and structure influenced by Nigerian languages. Example of such are:

Verb Tenses: NP simplifies verb tenses. For instance the present continuous tense is usually expressed using the verb ‘dey’ followed by the base form of the verb as in ‘A dey go’

Pluralization: This is typically indicated by the addition of NP plural marker ‘dem’ with the repetition of noun to be pluralized e.g. ‘dem two boy’

Negation: In NP, negation is expressed by using the word ‘no’ before the verb, e.g. ‘no bi sey yu no no am’

Sentence Structure: It was observed that sentences in NP usually follow subject-verb-object (SVO) word order similar to English language, e.g. Mi a no get taim for una own. Although, the word order in NP is flexible and there can be variations, e.g. No yab anybody for hie o.

Reduplication: This is a common feature in word processes. In NP, it involves doubling of an entire lexical item to pluralize or intensify such word, e.g. small small.

Punctuation: Punctuation rules is observed to be more flexible or used sparingly, compare to the lexifier.

Despite the fact that the lexico-grammatical structure of NP is simplified, it is apparent that it follows that of English language which is its lexifier and that, NP remains a fairly powerful interactional language which the students often use especially in an informal setting in Nigerian campuses, and the study as well lucidly exposes the variety spoken in the immediate region of the study area.

5.1 Recommendation

Based on the investigation and result of this study, it is recommended that sounds and their orthographic realisations should be in conformity with the indigenous languages. There should equally be proper structure, consistency of the lexical items and definite tenses. Also, the language should be worked on to develop into a national language; as having two official languages will make the country a plurilingual country.

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