



Making Nigerian Pidgin English an Official Language in Nigeria: Prospects and Challenges

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Date of Submission: 14-03-2024

Date of Acceptance: 28-03-2024

Abstract

Nigeria's linguistic landscape is shaped with over 500 languages with English as the official language and none of these indigenous languages has been designated as such. In the face of these linguistic challenges, Nigerian Pidgin English (NPE) emerges as a potential unifying force, promising national unity, socio-cultural identity, and economic progress. This study delved deeply into the discourse surrounding the proposed adoption of the NPE as Nigeria's official language alongside English, highlighting both the opportunities and challenges inherent in this paradigm shift. Utilising a comprehensive analysis of 510 survey responses gathered from across Nigeria's six geopolitical zones, this research investigated the diverse array of opinions, perceptions, and concerns expressed by various stakeholders. Through in-depth data analysis and detailed discussions, the paper found that the majority of the respondents supported the adoption of the NPE as the official national language in Nigeria, citing its propensity to foster national unity, preserve cultural identity, carry all communities along, enhance communication and educational access, and create economic opportunities. However, a few respondents apprehended its adoption based on such challenges as standardisation, stigmatisation, displacement of indigenous languages, negative impact on English proficiency, and others. Their apprehension notwithstanding, the advantages outweigh the challenges of adopting NPE as Nigeria's official language. The study recommended advocacy for the promotion of the NPE and the concurrent safeguarding of the indigenous

languages. Emphasis was placed on stakeholders' engagement, stressing the need for inclusive dialogues involving linguists, policymakers, educators, and the broader populace to navigate this complex linguistic landscape successively.

Keywords: Language Policy and Planning, Nigeria Pidgin English, Features of NPE, Nigerian Sociolinguistic Landscape, Practices in other Countries, Prospects and Challenges

I. Introduction

A country's official language, which is also its internationally recognised language, is that particular language given some specific formal functions. It is used for correspondence between government offices and the general public, as well as between officials. Within a nation, more than one official language may coexist simultaneously. Nigeria is a multilingual country in which more than five hundred (500) languages are spoken. However, due to the status of the English language as a second language without any relatedness to any of the indigenous languages, it is made the sole official language in the country, a situation that has led to the relegation of most of those indigenous languages to the background in the country. Three of the indigenous languages (Hausa, Igbo, and Yoruba) are chosen as the national languages of the country. However, the three languages are treated with controversy and suspicion among both the majority and minority ethnic groups. The phenomenon of making a foreign language the Nigeria's official language has been a serious concern to linguists and administrators alike. This



situation has continued unabated despite efforts by successive governments in the country.

The recognition of the NPE as official language holds promise of inclusivity, improved communication, and potential socioeconomic benefits, given its capacity to serve as a unifying medium of expression (Giles & Ogay, 2007). Additionally, the potential adoption of the NPE as an official language may address linguistic inequality, providing avenues for greater cultural representation and linguistic empowerment (Owu-Ewie, 2019). The language has established itself as a language of everyday interaction across various regions of the country (Bello, 2018). Elevated national unity and inclusion are promised by its accessibility, which boasts broad intelligibility across varied groups and a simplified grammar (Elugbe&Omamor, 1991). It is a dynamic cultural marker that may convey Nigeria's distinct voice on the international scene because of its flexibility and dynamism, which capture the country's growing spirit (Okunna&Gausam, 2018).

Officialising NPE is not without obstacles, though. Some who are sceptical about NPE express apprehensions over its alleged inadequacy and uniform structure, casting doubt on its appropriateness for official fields such as education and management (Ukaonu, 2019). Some worry that other indigenous languages may be marginalised as a result of the officialisation, worsening already-existing linguistic disparities (Ajayi, 2011). There are also several regulatory and logistical obstacles, necessitating careful planning for budget distribution, implementation, and future social changes.

There are numerous research works on the NPE. Of all those scholars who have made the NPE their focus, few have made calls for its adoption as an official language of Nigeria through the lenses of educated Nigerians in Nigerian universities. It is through the above fact that we can see the necessity of the present research. This study investigates the phenomena surrounding the complexities of the NPE. Through an examination of the linguistic, social, and political ramifications of the possible officialisation of NPE, the goal is to examine the positive and negative impacts of the NPE. This study offers important insights into the future of NPE and its role in forming the linguistic landscape of Nigeria, which adds to the continuing discussions on language policy and national unity.

II. Literature Review

The Nigerian Sociolinguistic Landscape

The exceptional multilingualism of the Nigerian linguistic landscape is one of its most noticeable uniqueness. Most Nigerians speak more than one language; they typically acquire their mother tongues at home and pick up additional languages in the workplace, in school, and in commerce (Elugbe&Omamor, 1991). Due to widespread multilingualism, societal boundaries are bridged and a distinct sense of shared language identity is created, fostering intercultural conversation and understanding.

The three main languages that make up the body of the national languages include Hausa, which is mostly spoken in the north; Yoruba and Igbo, which are predominant in the southwest and southeast, respectively (Crystal, 2003); and standing above them is English, which was adopted as the official language during British colonisation. These languages are deeply ingrained in culture and politics, frequently being linked to particular areas and ethnic groups. Although regional languages are important for cultural expression, identity creation, and community cohesiveness, English is still the language of administration and education.

However, the sociolinguistic terrain is embodied in complexities. The long-lasting effects of colonialism are seen in the marginalisation of indigenous languages due to English's preference. According to Ozo-Udo and Adedimeji (2019), this may result in language disparities, impede educational possibilities, and maintain social hierarchies. Furthermore, linguistic variety itself might provide difficulties, possibly escalating tensions between ethnic groups and posing queries regarding the unity and identity of the country.

These intricacies conceal strong linguistic dynamics and adaptability factors. A powerful representation of this dynamic is Nigerian Pidgin English (NPE), a lingua franca resulting from the contacts of many cultural groups (Faraclas, 2004). NPE gives Nigerians from all walks of life a common linguistic space and transcends regional boundaries with its blend of indigenous languages, English, and Creole features. It exemplifies the inventiveness and adaptability of the country and provides a window into the capacity of language to heal divisions and promote peace and unity.

In summary, Nigeria's sociolinguistic environment is a dynamic and complex phenomenon made of historical forces, languages, and identities. Navigating this terrain of power relations and inequality and continuing discussions



about language, culture, and nationhood is necessary to comprehend it. In order to shape a future where all voices are heard and all languages are cherished, reflecting the actual diversity and resilience of the Nigerian spirit, it is imperative that we acknowledge the problems and celebrate the strengths of this multilingualism.

Nigeria Pidgin English and its Features

Nigerian Pidgin English (NPE) is particularly influenced not just by the English language but by indigenous languages too. According to Egbokhare (2003), Nigeria, which has 436 indigenous languages in total, is a linguistically diverse country where Nigerian Pidgin flourishes. Similarly, Bamgbose (1991) acknowledges that NPE is widely used as a communication tool in Nigeria. Given the variety of languages spoken in the nation, the Nigerian Pidgin English (NPE) is a language that facilitates larger communication. Pidgin lacks noun-verb agreement ends and regular grammar. Because NP differs in depth and usage among regions, it cannot be considered standard. Nigeria's multilingual society is inherently prone to code-switching and code-mixing. Because it is frequently employed in situational code-switching – where the context necessitates a shift in language to suit a third party who may not be proficient in the original speaker's language – the NPE is one of the languages that is frequently used in code-mixing and code-switching in particular.

In addition, the NPE is easier to acquire and more systematic than Standard English (SE). They have abandoned morphological and syntactic anomalies, but they haven't given up on being able to clearly and concisely convey the language requirements of their speakers. It should be mentioned that pidgin does not have to play as many functions as a distinct mother tongue because it is learned as an auxiliary language. Furthermore, it may be developed to meet the growing communication demands of its users and is entirely appropriate for the linguistic functions in which it is employed. Thirdly, although pidgin vocabulary is less than that of SE, it may express identical ideas with fewer words, frequently by extending fundamental vocabulary items like belly, eye, and hand metaphorically to represent abstractions.

Nigerian Pidgin English (NPE) is a powerful representation of the difficulties and nuances that Nigerian language policy faces. NPE, which originated from the blending of English, Creole characteristics, and indigenous languages, has become a lively national language (Faraclas,

2004). NPE is marginalised in official areas but flourishes in informal spheres where it is essential to popular culture, music, and business. The controversy around the possible officialisation of NPE brings to light the conflict between the acceptance of dynamic, ever-evolving forms of communication and language standardisation. According to Ethnologue Languages of the World, NPE has about 4.7 million native speakers and 116 million estimated speakers. About 50.43% of Nigerians use NPE, based on the United Nations estimate of Nigeria's 230 million population as of June 2023. This makes NPE the most widely spoken language in Nigeria after English.

Features/components of the Nigerian Pidgin English

Nigerian Pidgin English, born from the historical interactions of diverse groups, boasts unique features that set it apart from both its English and indigenous language influences. Below are some of the distinct features of the NPE:

Simplified Grammar: NPE does away with the intricacies of verb conjugations and noun plurals, in contrast to its English relative. Only in the present tense does the verb "to be" exist, as in "I dey chop" (I am eating). The term "dem" is commonly used to indicate plurals, as in "Dem boys deyplay" (Those boys are playing). Due to its simplified syntax, NPE is easily understood by speakers of other languages, which has led to its widespread use as a lingua franca.

Creative Borrowing: NPE adds a distinct flavour to vocabulary by freely incorporating words from English, Portuguese, Yoruba, Igbo, Hausa, and other languages. While words like "agabda" (a big male cloth), "wahala" (problem), and "okada" (motorcycle) have Yoruba roots, English is the language used to create words like "chop" (eat), "sabi" (know), (trouble), "sharp sharp" (quickly), "yab", and (to insult). The historical interactions and cross-cultural exchanges that shaped NPE are reflected in this light-hearted borrowing.

Tone and rhythm: Like many other native Nigerian languages, NPE is a tonal language. Words can have different meanings depending on how you pronounce them, such as "mama" (mother) vs. "mámà" (large mother). This makes NPE a language that is as much heard as it is spoken, enhancing communication's melodic richness and expressiveness.

Sentence structure: NPE has adaptable sentence patterns that frequently stray from the word order seen in English. It is possible to formulate questions without inversion, like "You don chop?"



(Have you eaten yet?). The sentence structure is further simplified by the frequent omission of the word “to be”.

Informal Register: NPE is best used in casual contexts where it may be used as a language for humour, ordinary communication, and artistic expression. Its informal tone and loose grammatical constraints render it inappropriate for serious contexts such as academic discourse or judicial processes.

In conclusion, NPE is a distinctive linguistic construct that reflects Nigeria’s rich cultural fabric thanks to its simple syntax, inventive borrowing, tonal subtleties, and casual register. It serves as a reminder that languages are living, breathing organisms that change and adapt to the ever-changing sociolinguistic environments in which they find themselves. Comprehending the characteristics of NPE provides important insights into the cultural identity and social interactions that create the Nigerian experience, in addition to illuminating the intriguing nuances of language contact and growth.

Nigerian language policy and planning

The language policy of Nigeria is heavily influenced by the legacies of British colonisation. English is given preference as the official language in the fields of government, education, and administrative business. Although English promotes national unity and facilitates international communication, concerns about the marginalisation of indigenous languages and the deterioration of culture are raised by this favouritism (Ozo-Udo & Adedimeji, 2009). English’s dominating position is further cemented by the National Policy on Education, which was created in 1978 and demands that it be used as the medium of instruction starting in elementary school.

This focus on English has not, however, been without criticism. There have been concerns expressed about the discrepancy between students’ real experiences and the language used in the classroom, especially in rural regions (Elugbe & Omamor, 1991). Research has demonstrated the detrimental effects of mother tongue neglect on early literacy development and cognitive maturation (Anyaku, 2010). Furthermore, giving English preference might worsen social injustices by disadvantageously

affecting pupils from areas where native tongues are more common.

There have been some policy modifications made in recognition of these inadequacies. In 2004, the National Policy on Education was updated to highlight the value of mother-language instruction throughout the early elementary school years. This action is a step in the right direction towards realising how important indigenous languages are to cultural identity and cognitive development. The success of mother tongue education programmes is sometimes hampered by poor teacher preparation and few resources, leading to inconsistent implementation on the ground.

III. Methodology

This research adopts a series of mixed methods of data collection and analysis. Since the research is a survey of ideas from the educated users of NPE (especially university communities, which contain people of diverse linguistic backgrounds), it targets the research population of the six (6) geopolitical zones in the country, namely: South-west, South-south, South-east, North-central, North-east, and North-west zones. Then, two (2) universities are randomly sampled in each of these geopolitical zones with the aim of fair representation. Long-term proximity is also considered when selecting these universities. The rationale behind the selection is that since NPE has always faced backlash from the educated and elites in the country, the research is, therefore, focused on them. Then, two (2) universities are randomly sampled in each of these geopolitical zones with the aim of fair representation.

Through a survey or questionnaire, the researcher elicits the attitudes and perceptions of the respondents. The Google-form structured questionnaire, which contains thirty-two questions and is partitioned into five (5) sections, including demographic information, awareness of the usage of NPE, prospects of making NPE an official language, challenges of making NPE an official language, language policy and planning in Nigeria, and recommendations, is sent to each university.

In analysing the data for this study, the researcher uses a simple percentage score (%) and frequency table. Both quantitative and qualitative analyses are adopted in analysing the data in order to achieve the objectives of the research.



The table below shows the sampled universities and the numbers of respondents that answered the questionnaires from each university:

S/N	Universities	Geo. Zone	No of Respondents
1.	University of Ibadan	South-west	46
2.	Federal University Oye Ekiti	South-west	41
3.	University of Port Hacourt	South-south	46
4.	University of Benin	South-south	47
5.	University of Nigeria, Nsukka	South-east	44
6.	Alex Ekwueme Federal University	South-east	42
7.	University of Ilorin	North-central	42
8.	University of Jos	North-central	40
9.	Federal University Wukari	North-east	46
10.	University of Maiduguri	North-east	38
11.	Ahmadu Bello University Zaria	North-west	40
12.	Federal University Birnin Kebbi	North-west	38
Total	12	Nigeria	510

Table 1

Analysis and Discussion

The research presents the analysis and discussion. This is done in according to each section of the questions answered. At the same time, the frequency and percentage of the respondents are analysed.

Section A: Demographic background

Q/A	Options	Frequency	Percentage	Total (%)
Age	15-35	284	55.6	510 (100%)
	36-50	186	36.4	
	51-above	40	9	
Gender	Male	291	57.06	510 (100%)
	Female	219	42.94	
	Other	0		
Academic Status	Student	273	53.53	510 (100%)
	Academic Staff	140	27.45	
	Non-academic staff	97	19.02	

Table 2

The above computation in **Table 2** shows that, for the age of all the respondents, 280 people with a percentage of 54.9% are youths who range between the ages of 15-35. The elderly ones between 36 and 50 years of age are 190 (37.3%). While the male gender is the highest with 291, women take 219 figures; this shows the latter's usage of the language. For their academic statuses, 270 (52.9%) respondents are students, followed by 140 (27.5%) academic staff and 100 (19.6%) non-academic staff across the universities. This analysis shows the basic backgrounds of the respondents.

Section B: Awareness and Usage of the Nigerian Pidgin English

In this section, analysis of the participants' awareness and their usage of the NPE will be analysed. This also includes attitudes of the respondents to the NPE.

Questions	Options	Frequency	Percentage	Total (%)
Do you use NPE?	Yes	483	94.7	510 (100%)
	No	27	5.30	
How often do use it?	Never	18	3.53	510 (100%)
	Rarely	92	18.04	



	Sometimes	151	29.61	
	Frequently	211	41.37	
	Always	38	7.45	
What is your level of proficiency?	Not proficient at all	35	6.86	510 (100%)
	Basic proficiency	85	16.67	
	Moderate proficiency	287	56.27	
	Advanced proficiency	90	17.65	
	Native speaker	13	2.55	
Do you have good attitudes towards it?	Yes	405	79.41	510 (100%)
	No	33	6.47	
	Maybe	72	14.12	
Whose language is it?	Commoners	105	20.59	510 (100%)
	Elites	10	1.96	
	Language of all	395	77.45	
What context do you use it?	At home	110	11.31	971 (100%)
	Informal conversation	370	38.05	
	Social gatherings	270	27.75	
	Work environment	120	12.35	
	Media consumption	101	10.43	
Do you feel comfortable using it?	Yes	390	76.47	510 (100%)
	No	43	8.43	
	Indifferent	77	15.10	

Table 3

The awareness and usage of the NPE by the respondents take different shapes. Out of our 510 respondents, 483 are familiar with it, while only 27 mention that they do not use it. This represents 94.7% and 5.30%, respectively. On the frequency of their usage, 18 (3.53%) respondents have never used it (the lowest category of users), while 92 (18.04%) rarely use it. In addition, 151 (29.61%) respondents sometimes use it, and 211 respondents frequently use it, the largest users. Only 38 respondents respond that they always use NPE in all of their activities.

In terms of proficiency, 35 (6.86%) respondents lack proficiency in the language, a great number of 287 (56.27%) have moderate

proficiency in the language, and only 13 (2.55%) have native-like proficiency in the language. These are likely people who are born and brought up in places like Warri in Benin where NPE the usage of NPE supersedes that of other indigenous languages. Of course, 405 (79.41%) respondents have good attitudes towards NPE, while 33 do not relate well to it. Then, 77% of the respondents believe NPE is a language of all and not of elites or commoners, and this shows the good attitude people have towards it. While 370 and 270 (35.05 and 27.75%) use NPE in informal conversation and social gatherings, respectively, this shows the language is not welcomed in official settings, even though 390 (76.47%) feel comfortable using it.

Section C: Prospects of Making Nigerian Pidgin English an Official Language

Questions	Options	Frequency	Percentage	Total (%)
Do you think making NPE an official language can positively impact national unity and identity?	Yes	285	55.88	510 (100%)
	No	105	20.59	
	Maybe	120	23.53	
Can the official recognition of NPE contribute to cultural preservation and representation?	Yes	301	58.82	510 (100%)
	No	119	23.33	
	Maybe	90	17.65	
Can official recognition of NPE enhance	Yes	390	76.47	510 (100%)



communication in the country?	No	47	9.22	
	Maybe	73	14.31	
Do you think making NPE an official language will positively impact education and language policy in the country?	Yes	277	54.31	510 (100%)
	No	150	29.41	
	Maybe	83	16.27	
Do you think making NPE an official language will positively impact the country's economy through trade and commerce?	Yes	385	75.49	510 (100%)
	No	46	9.02	
	Maybe	79	15.49	
Do you think making NPE an official language can relate to ease of administration?	Yes	304	59.61	510 (100%)
	No	115	22.55	
	Maybe	91	17.84	
Do you think making NPE an official language might impact literature, arts, and media in Nigeria positively?	Yes	279	54.71	510 (100%)
	No	150	29.41	
	Maybe	81	15.88	

Table 4

Looking at the prospects of making NPE an official language, 285 (55.88%) respondents opine that the official status of NPE can positively impact national unity and identity, even though 120 (23.53%) are indifferent about this prospect. This justifies how Nigeria is polarised along ethnic lines. Because it has features of indigenous language and culture, a number of 301 (58.82%) posit that the language can contribute to cultural preservation. NPE enhances communication in the country, and this is justified by 390 (76.47%) who accept this claim. 277 and 385, representing 54.32% and 75.49%, respectively, opine that NPE will positively impact education and language policy and boost the economy of the country through trade and commerce. These people believe

that it is important to adopt NPE as an official language because some teachers of some school subjects, especially science-based subjects, face numerous challenges in teaching those subjects because most scientific terms cannot be explained in indigenous languages to the students. The teachers can adopt NPE to explain them or coin equivalents for them.

In addition, 304 (59.61%) opine that NPE can relate to ease of administration, and 279 (54.71%) believe that it can positively impact literature, arts, and media in Nigeria. Lastly, the respondents who reject the questions or hypotheses above and those who are indifferent about them, when combined, do not equal the number of those who show positivity about them.

Section D: Challenges of making NPE an Official Language

Questions	Options	Frequency	Percentage	Total (%)
Do you think making NPE an official language will negatively affect international perceptions of Nigeria?	Yes	163	31.96	510 (100%)
	No	245	47.84	
	Maybe	102	20.00	
Do you think the official status of NPE may affect the status of other indigenous languages in Nigeria, such as displacement of others?	Yes	212	41.57	510 (100%)
	No	244	47.84	
	Maybe	54	10.59	
Are there potential economic implications or challenges associated with adopting NPE as an official language?	Yes	254	49.8	510 (100%)
	No	215	42.2	
	Maybe	41	8.0	
If Pidgin is made an official language, will it affect the learning and acquisition of the Standard English in Nigeria?	Yes	303	59.41	510 (100%)
	No	165	32.35	
	Maybe	42	8.24	
Will Pidgin English create more division in the country as some regions may claim the ownership of it?	Yes	171	33.53	510 (100%)
	No	290	56.86	
	Maybe	49	9.61	

Table 5

Despite its prospects, adopting NPE as an official language in the country still poses some

obvious challenges. While 245 (48.4%) respondents opine that the official status of English



will not affect her international image, 163 (31.96%) believe it will affect it, and 102 (20%) are indifferent about the situation. If NPE will affect or displace other languages, the majority opine to this notion with 244 (47.84%) votes, while 212 do not believe in it. NPE cannot displace or affect indigenous languages if made an official language, just as English language has not displaced other indigenous languages. In some countries, like Papua New Guinea, Tok Pisin, as a Pidgin, has not displaced English or Hiri Motu. The same thing happens in Haiti.

In the question of whether officialising NPE has economic implications, 254 (49.8) opine to this circumstance, while 215 (42.2%) reject it. The economic challenges are foreign economic engagements, and in this situation, the English

language can come to the aid of communication. While a whopping number of 303 (59.41%) respondents believe that NPE will affect the acquisition and learning of Standard English, 165 (32.35%) and 41 (8%) are of counter opinion and indifferent, respectively. This situation is bound to happen as learners tend to merge features of NPE with those of Standard English. Lastly, 290 (56.86%) opine that officialising NPE will not create any division in the already divided Nigeria, and no ethnic group will claim ownership of the language because almost all the major languages in the country have features in the NPE. Only 171 (33.53%) believe that such officialising will create more division. The latter people show fears that NPE is more dominant in some regions than others, especially in the southern part of the country.

Section E: Language Policy, Planning and Implications

Questions	Options	Frequency	Percentage	Total (%)
NPE is not yet standardised; will it be difficult to be standardised when made an official language?	Yes	147	28.82	510 (100%)
	No	273	53.53	
	Maybe	90	17.65	
Do you think the formalisation of NPE will affect government communication and public services delivery?	Yes	308	60.39	510 (100%)
	No	140	27.45	
	Maybe	62	12.16	
Will the official adoption of NPE have negative impacts on education and literacy rates in Nigeria?	Yes	245	48.04	510 (100%)
	No	180	35.29	
	Maybe	85	16.67	

Table 6

In the question of the difficulty of making NPE an official language due to standardisation of the NPE, 273 (53.53%) opine that it will not be difficult to standardise. The language can be codified with the aid of grammarians, linguists, phonologists, and lexicographers in the county. Even the combination of those who believe it will create difficulty and those who are indifferent do not match the former. Although 308 (60.39%) respondents believe that making NPE an official

language has a tendency to negatively impact government communication, it is because the elites, especially those political officer holders, do not have a good attitude towards the language. 245 (48.04) respondents opine that making NPE an official language will negatively impact education and literacy. It will only affect the acquisition and learning of Standard English; however, it will aid general education.

Section F: Recommendations and Future Considerations

Questions	Options	Frequency	Percentage	Total (%)
Do you support making Pidgin English an Official language alongside English Language?	Yes	305	59.80	510 (100%)
	No	155	30.39	
	Maybe	50	9.80	
Do you believe that special policies, educational initiatives, or linguistic programmes would be necessary if NPE is made an official language?	Yes	338	66.27	510 (100%)
	No	100	19.61	
	Maybe	72	14.12	
Are there any other remarks or insights you would like to share regarding the potential recognition of Pidgin English as an official	Positive	292	57.25	510 (100%)
	Negative	118	23.14	
	Non/Nil	100	19.61	



language in Nigeria?				
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Table 7

In the tabular computation above, 305 (59.80%) respondents recommend that NPE be made an official language alongside English. This is born out of consideration of the large number of users of the language, which is the second most spoken language in the country after English. Then, 338 (66.27%) respondents also recommend that special policies, educational initiatives, or linguistic programmes are necessary to aid the standardisation of the language, and 292 (57.25%) recommend supporting the officialisation of NPE alongside English in Nigeria.

IV. Recommendations

From the analysis, it is obvious that a good number of the respondents have good attitudes towards NPE and want it officialised while others reject the idea due to the reasons mentioned above. To give NPE official status alongside English, the research makes the following recommendations:

1. Nigerians should have more positive attitudes towards NPE; these include the elite groups who feel NPE is a language of the commoners. Citizens should embrace multilingualism and consider the potential prospects of the NPE.
2. In a bid to officialise the NPE, linguists, lexicographers, grammarians, phonologists, and other language specialists should be empowered so as to work in unity to devise ways by which the NPE will be standardised. This will pave the way for its official status.
3. The government should be open to discussions on officialising the language. The National Assembly should call for proposals and bills to hear people on the implementation of the language.
4. Media houses, art practitioners, and writers should inculcate NPE in their works. This will increase the usage of the language.
5. Students, irrespective of their linguistic backgrounds, should consider using NPE in their social lives and seek the implementation of its official status.
6. Further research should focus on a larger audience with the inclusion of political stakeholders and state actors while focusing on the practical usage of the language.

V. Conclusion

Nigeria is a multilingual nation with over 500 languages. In fact, every educated Nigerian is bilingual. English is the country's official language alongside three national languages (Hausa, Igbo, and Yoruba languages). There have been various calls for officialising or raising the status of the NPE to an official language due to its vast prospects. Using 510 responses from 600 sampled participants, the study delved into the analysis of the prospects and challenges of the NPE as a project by the respondents. The research found that a quite large number of the participants support the implementation of the NPE as an official language alongside English, without forgetting the numerous challenges attached to the usage of the language. In order to solve Nigerian linguistic problems, which include the fear of linguistic dominance of the major languages over the other indigenous languages, NPE is the answer to the question of the official language. This research, therefore, contributed to the body of existing national calls for the adoption of NPE as an official language alongside English in Nigeria.

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