

Evaluating the Pedagogical Relevance of Nigerian English on Teaching English Language in North East Tertiary Institutions in Nigeria

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Abstract

The north –east region of Nigeria is considered educationally less advantage region with seventy percent of its school children considered out of school due to poverty .The remaining thirty percent though in school are still grappling with literacy in English language , The students performance and competence in the English language is far from optimum thus a growing concern not just to the students , parents but policy makers and the government as well . It is also a known fact that the region is mainly agrarian state and thus a lot of people from different ethnicity converge to eke a living and by so doing a variety of English language domesticated within the social realities of the state is spoken and accepted as the unofficial lingua franca. This variety of Nigerian English is not the acceptable mode of instruction in a formal setting like the classroom. Thus this research examines the impact of Nigerian English on the students’ performance and competence in the use of English language. To achieve this, respondents were drawn from five tertiary institutions in the region, questionnaires were distributed and analysed. It was discovered that there is the existence of a variety of Nigerian English spoken both in informal settings as well as used in the classroom. The research recommends a synergy between the varieties of the English language as the students tend to understand concepts when presented in Nigerian English. There is also a call for standardization the Nigerian English.

Keywords: Pedagogy; Nigerian English; North East; English Language.

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INTRODUCTION

The sociolinguistic situation in Nigeria is pluralistic, heterogeneous and multilingual in nature (Egbeji 2019). Although there have been conflicting figures on the number of languages spoken in Nigeria, but many scholars peg it at somehow above 450. For instance, Ojeniyi and Alesinu (2013) put the estimate of Nigerian indigenous languages at 500. The simultaneous existence of this high number of languages is bound to create communication barrier especially in interactions involving Nigerian discourse participants from mutually unintelligible linguistic groups. The multiplicity of languages and the difficulty the situation poses in a supposedly seamless trans-ethnic communication within the Nigerian nation stimulated the quest for a linguistic bridge-builder. English has been consciously adopted to perform this role in formal, and even extending to informal domains. By this, the role of English in the Nigerian sociolinguistic landscape is increasingly becoming enormous. The emerging sociolinguistic trends in Nigeria have taken an attitudinal dimension specifically in relation to individual and collective

dispositions to the use of language(s). In this direction, Obi (2014) avers that, depending on the language(s) in question and the roles it performs, and the social, psychological, historical and political factors associated with its use, speakers’ dispositions could be ambivalent, lackadaisical, negative or positive. The socially-induced pressure and the flourishing status of English is capable of ‘breeding’ a segment or generation of young Nigerians confronted with the bi/multilingual dilemma of choice, who are, made to speak and use English as their ‘mother tongue’ as well as technically becoming monolinguals in the variety of English that may not be the absolute version of the native speakers’.

English has attained a global status and with these different varieties of it developed to suit cultural and multi-faceted needs of each speech community. This led to the emergence of variety of World Englishes with Nigerian English inclusive. However, the need to understand, comprehend and use the English language remains a constant in Nigeria and the world at a large. It becomes imperative to seek how best student and

learners of the English Language would best acquire and be competent in the language learning in mind the multi-lingual landscape of the country. It is also believed that as non – native speakers becoming competence in the use of the language is a helicon task despite the widespread use of different World Englishes (Nigerian English inclusive) in international communication, English language teaching (ELT) materials and pedagogical practices often focus on native-speaker varieties the British English, neglecting the linguistic and cultural diversity of the Nigerian English. This approach can lead to a discrepancy between the English used in real-world communication and the English taught in classrooms, potentially limiting learners' ability to communicate effectively in different global contexts. Therefore, there is a need to investigate the communicative and pedagogic relevance of Nigerian English in English language classrooms are better aligned with the linguistic realities of the Nigerian students. The study aims at exploring the effect of Nigerian English on teaching English language in five tertiary institutions in Adamawa State. This is more often associated with the sociolinguistic realities of the learners Adamawa state of Nigeria belongs to the region of the country considered educationally backward as records show that the out of school children constitute more than 70 percent of the children within the school age across all levels of learning. Consequently, those in the school are expected to compete against others with much advantage than theirs; the students find themselves in a disadvantaged position as Hausa permeates as the accepted language of communication and trade within the region. The little English language they speak is corrupted by the versions of the Nigerian English spoken within their environment. Thus, the researcher believes that these students have being exposed to the standard variety at an early age as well as the Nigerian English variety thus they provide a good basis of exploring the relevance of Nigerian English to their learning and acquisition of the language English has attained a global status and with these different varieties of it developed to suit cultural and multi-faceted needs of each speech community. This led to the emergence of variety of World Englishes with Nigerian English inclusive. However, the need to understand, comprehend and use the English language remains a constant in Nigeria and the world at a large. It becomes imperative to seek how best student and learners of the English Language would best acquire and be competent in the language learning in mind the multi-lingual landscape of the country. It is also believed that as non – native speakers becoming competence in the use of the language is a helicon task despite the widespread use of different World Englishes (Nigerian English inclusive) in international communication, English language teaching (ELT) materials and pedagogical practices often focus on native-speaker varieties the British English, neglecting the linguistic and cultural diversity of the Nigerian English. This approach can lead to a discrepancy between the English used in real-world communication

and the English taught in classrooms, potentially limiting learners' ability to communicate effectively in different global contexts. Therefore, there is a need to investigate the effect of Nigerian English in English language teaching to ensure that English language classrooms are better aligned with the linguistic realities of the Nigerian students.

LITERATURE REVIEW

Origin of English Language in Nigeria

The country which is now known geographically and politically as Nigeria came into being as a result of the amalgamation that took place in 1914 between the protectorate colonies of Southern and Northern Nigeria respectively. Prior to British colonization, the area consisted of various empires. So, as a result of the amalgamation, various people of different cultural, religious, and linguistic backgrounds were brought together into one political entity, called Nigeria. It has been pointed out that English Language is an important second language (L2) in Nigeria where over 400 indigenous languages are spoken. This means that every Nigerian with a minimum of formal education, or who has had any contact with other Nigerians, outside the most restricted rural setting, is at least minimally a bilingual. This is true to the extent that, in addition to his first language, (L1), in which he/she must have acquired Chomsky and linguistic competence, he must have also learnt some English at school or through contacts with speakers of one variety of English or the other, Uzoezie (172). So, Nigeria is a bilingual/multilingual country and her citizens too.

Again, it is a socio-linguistic reality that every living language has a tendency to adapt itself to the socio-cultural milieu within which it operates, whether such a language is spoken as L1, L2, or L3. Language is one of the major vehicles of cultural expression. In the case of Nigeria, there are over four hundred, or so, ethno-linguistic groups, each with an indigenous language on which English is also superimposed. So, English Language in Nigeria is continuously undergoing processes of naturalization, domestication, and acculturation both at the national level and within each ethno-linguistic context. This partly explains why it is difficult to identify and describe what may be called Standard Nigerian English, though this is not part of the focus of the present study. Thus, in accordance with the words of Povey “languages in contact are bound to develop varieties and mutations. They are ‘forced to accommodate the variations of locally...; if English is the language of the world... it is no longer the possession of the British, and a non-native speaker is not subject to English assumptions of correctness” (28).

Linguistic Landscape of Nigeria

Nigeria is a multilingual country comprises of different races, which occupied geographically, a complicated landscape from its historic-cultural, political, economic and educational developments. It is a

country populated by approximately 150 million people, covering about 356,669 square miles, bordering the Gulf of Guinea in West Africa (daily almanac 2009). Politically, it is a creation of ideology, framed or fixed together, which means, a ‘perfectstrangers’ ‘unified for the specific interest of the imperialist, to put it differently. It is a country made up of three nations, and each of these ethnic group nations is struggling for their survival. I.e., The ‘artificial’ combination of the three regions in 1914 given the ‘major language in Nigeria according to the British colonial point of view as Hausa in the northern region, Yoruba in the western region and Igbo in the Eastern region within the country has already craved an age for English language as the only unifying solution to the newly merges country. Language policy becomes the extraordinary measures to determine, values, norms, basis of conduct a Franca in view of its geographical spread couple with its over 450 languages, and the number of their speakers.

The Nigerian English-Historical Perspective

England and the southern parts of Scotland are the homes of the oldest and most authentic speakers of English as a first language (Eka, 2007: 7). But as mentioned above, English left its original home since the 5th century to spread to other parts of the world. It came into Nigeria and other West African Countries due to the activities of British traders and later Christian missionaries, amongst them were the colonialists from the 16th through the 19th century. It is noteworthy that the early contact of the Europeans and the Portuguese on the coastal shores of West Africa produced the variety generally known as pidgin and creole (Eka, 2000; Ogu, 1992; Udofof, 2007). But when the colonialists “settled down” they came with the Standard English which became “the language of government, education, commerce and general official (sometimes private) intercourse with the indigenous languages still intact” (Eka, 2000: 14). We have it on good record that the English Language which came into Nigeria during the colonial era is no longer the same. It has lost a measure of its foreignness which led to the birth of another form of English that is widely acclaimed and popularly called Nigerian English. According to Eka (2000: 15), it is that variety of world Englishes learnt, spoken and/or written by Nigerians who are born and/or brought up within the Nigerian environment.

Adegbija (2004: 20) referred to this process of rebirth of English to suit the Nigerian environment as “domestication of English in Nigeria”. In his words, “the term “domestication”, in the context of English in Nigeria, connotes “home – grown”, “made native”, “adapted and tamed” to suit the Nigerian environment”. Udofof traced the reason for the Nigerianization of the English Language to its co-existence with over 400 local languages in Nigeria as well as its use for expressing Nigerian experiences and situations (2000: 7). Also, Bamgbose (1995: 26) has earlier observed that, “The English Language has been pidginized, nativized,

acculturated and twisted to express unaccustomed concepts and modes of interaction”. Jowitt sees this variety as evidence of growth of the English Language and an exhibition of Nigeria’s creativity and its rich cultural heritage. He describes it thus “English that has England as its first mother and Nigeria as its second, and has defied nature by undergoing a gynecological re-processing.” (10)

This new variety of English has filled that gap created where the inherited language was unable to fill. It gives a kind of national identity, flexibility, dynamism and has broken the communicative barrier that existed among a multilingual nation. Achebe in Banjo admits that NE expresses best what a foreign language could not. Accordingly, he expresses this view by saying “I think that the English language will be able to carry the weight of my African experience. However, it will have to be new English in full harmony with its ancestral home but altered to fit its new African surroundings.”(p.126). This clearly indicates that though English cannot be ejected from Nigeria, it has to be English that expresses the Nigerianness in us and has a local flavouring that creates the desired effect. Adegbite says “as a domestic servant does what the master requires...English in Nigeria is made to do precisely what Nigerians want it to do” (20). Sinclair observes that English has gone round the world but the native speakers have less control over the language. In his words, “the English language has been so successfully exported round the world that the native speakers no longer have control over it”(p.3). This new form of English is widely accepted and has developed features which distinguish it as an identifiable and legitimate subset of world Englishes,

Features of Nigerian English

Nigerian English has distinct characteristics that make it different from any variety. Adegbija posits that the English spoken in Nigeria has a distinct Nigerian stamp phonologically, grammatically, lexically and semantically (37) but among the different levels, the lexico-semantic level has received more innovations and evolution (Obasi145). Adegbija observes that the indigenized English has a distinct Nigerian aura about it since it is made in Nigeria and is nativized. The nativization is threefold: linguistic, pragmatic and creative according to Bamgbose as Abdulkadir (239) acknowledges. The linguistic aspect has to do with pluralisation of certain nouns that are considered uncountable, use of words that are outdated, the substitution of English vowels and consonants with Nigerian ones, using tones instead of stress, bringing in culture specific lexemes into the English lexicon or coinages, use of acronyms, extension of meanings and class shift among others. Adegbija gives some examples of lexico-semantic variations which can never be understood by the native speakers of English. Such words are “chewing sticks”, “cash madam”, “pepper soup”, “father/mother of the day” to mention but a few.

This shows coinages brought forth to portray the Nigerian experience, culture, custom and environment (171).

Nigeria is a culture perceptive environment and this can be seen in its use of language. Meanings are extended and titles attached to names to show some modifications to the language portraying the influence of culture. Communicative strategies are employed for pragmatic convenience or to give respect to the elderly ones. These strategies are employed for politeness or to save face in certain instances. "To ease one's self" is used instead of "to urinate" or "to go to the restroom" to avoid direct reference to excretory activities. The meanings of words such as "well-done", "welcome" and "sorry" are extended or expanded to mean more than what is obtainable in standard usage. Titles are used to show social class or age or to illustrate the transfer of socio-cultural norms into the language. "Sir" and "ma" are used to demonstrate a kind of respect for age or superiority where the use in British English is restricted, usually used only in formal situations.

New words are made-up daily to meet the Nigerian communicative needs or are created to capture concepts not found in the British model. Coinages are words formed or created to portray new experiences or suit the communicative purpose of the new environment which never existed before now. These coinages are mostly transfers from the speaker's first language to the second language. In Nigerian English, one "drops" from a bus instead of "alights" and "branches" instead of "pay a visit". A car "horns" and not "hoots" before overtaking and a person "flash" instead of "buzzes". Other words include: "to take in", "419ner", "yahoo-yahoo", are all examples of coinages and semantic extensions Ekpe (75). Bamgbose shows some semantic changes that are seen in this variety of English and are evident in such words as "branch", "lesson", "against", "globe", "to be on seat", "to take in", "to move with" (13). Words are extended semantically like "flashing", "our wife", "uncle", "Daddy" take on new meanings in Nigerian English and do not retain the same function as used in the standard variety. The sense of their usage is not always retained. Ogbulogo observes that the coinages and extensions with distinctive idiomatic expressions that are evident in Nigerian English can likely make contribution to the development of the English Language worldwide, the same way Indian, Arabic, French lexical items have found their way into English (42). It is believed that when Nigerian English forges ahead and gets standardized, certain lexical items will be acceptable just like "curry" and "bamboo" once Indian words but presently widely used.

The use of certain words like "sorry" and "brother" are extended which fills in the semantic gap that exists due to the differences between British and the Nigerian culture. These are signs of creative innovations as rightly observed by Jowitt. He says "these innovations

are not pitfalls in linguistic competence but are adaptations that portray signs of a healthy language that is capable of changing to show new cultural and social conditions" (53). He further talks of loan-words as words used in a situation where there is no equivalent in English to capture the aspects of the Nigerian culture. An example is the use of "egusi soup" or "melon soup". The Nigerian variety of English has a lot of borrowings from the indigenous languages. These borrowed words cut across regions in Nigeria. Words like "agbada", "akara", "moimoi", "dodo" among others are instances of borrowing. When these borrowed words are used in English, it becomes almost impossible for non-Nigerians to decipher what is meant which makes communication difficult. Language, to a large extent, depicts culture; so certain forms cannot be represented in Standard English which leads to the inculcation of these forms directly into English. Nevertheless, Abdulkadir observes that the inclusion of such expressions in the Nigerian English lexicon only leads to the expansion or contraction of meaning, giving the language a rich expanse of semantic field. Nigerian English lexemes have been arrived at as a result of coinages, borrowings, conversions and influence of American English among others. Kperogi submits that "Nigerian English is realized due to linguistic improvisation, old British forms, errors fossilized over time and a mishmash of British and American English" (23). In the same vein, Adamo observes that domestication at the lexical level is seen at different levels. These levels are loan words, coinages, and semantic shifts or extension (44). Adegbija also identifies some productive processes such as neologism, hybridization, analogization, transliteration affixation and acronymization (23). These processes involved usually cover the semantic gap created in interpreting concepts not found in the standard variety. Various categories of lexico-semantic variations have been identified. Elendu (36) submits that according to Adeyija (1989), Bamiro (1994) and Adedimeji (2007), there are fifteen classes of lexico-semantic variation in Nigerian English. These are transfer, analogy, acronym, semantic shift or extension, coinages or neologism, loan shift, semantic under differentiation, lexico-semantic reduplication and redundancy, ellipsis, conversion, clipping and translation equivalent

According to J. N. Ogu (1992), N. G. Walsh (1967) was among the first to draw attention to the existence of a variety of EL known as "Nigerian English" (NE). Ogu quoted Walsh as saying that the varieties of English spoken by educated Nigerians, no matter what their language, have enough features in common to mark off a general type, which may be called Nigerian English (1992: 88).

Bokamba (1982, 1991) recognized the existence of a NE and referred to it as a variety of what he called "West African Vernacular English" (WAVE). Similarly, Jibril (1982) saw NE as part of the continuum of "West African English." Akere (1982) likewise spoke

of the emergence of a “Standard Nigerian English.” Odumuh (1987, 1993) recognized NE as one of the new Englishes and had this to say: “Our position is that there exists at the moment a single super ordinate variety of Standard English in Nigeria which can be regarded as ‘Nigerian English.’”

Several other linguists (e.g., Salami 1968; Adekunle 1974, 1985; Adetugbo 1979; Balogun 1980; Kujore 1985; Adegbiya 1989; Kachru 1986, 1992a, 1992b, etc; Jowitt 1991; Atoye 1991; Bamiro 1991, 1994; Goke-Pariola 1993; to mention just a few) have either written about, or made passing references to this variety of EL. Bamgbose in his article, “Standard Nigerian English: Issues of Identification” (1982) not only identifies NE, but also analyzes some of its identifying features. It is a well-known sociolinguistic fact that when two or more languages and cultures come into contact, different types of sociolinguistic chemistry take place. Sometimes a diglossic situation may result, or language shift, attrition or even language death. In some other instances it can lead to the formation of a pidgin, a creole, or even the birth of a new language altogether (Sebba 1997). Instances of these various possibilities can be found in different contact situations around the globe. Odumuh (1987) for example, having identified NE simply as one of the new varieties of EL developing all over the world, proceeds to provide a theoretical basis to justify its existence – the development of variation studies. He then goes on to argue that the existence of a single super-ordinate variety of EL presupposes that of other forms of EL usage in the Nigerian speech community. This assertion answers, to a certain degree, one of the questions posed above as to whether NE is a homogenous entity. Likewise, Adekunle (1985), using the theory of language change and linguistic variation, puts forth cultural needs, geographical and linguistic factors as responsible for changes in EL usage in Nigeria. These changes, according to him, are rapid and most far-reaching in the semantic component of the language and are the result of inexorable pressure in the social environment of the language. According to Akere (1982), NE is an aggregate of heterogeneous grammatical structures common to Nigerian usage, having varying pronunciation peculiarities as well as socially constrained usage of some lexical items.

Section 1

1. What are the varieties of English Language known to you?

Varities	TSU Jalingo	ADSU Mubi	Gombe State University	Bauchi State University	Yobe State University
British	✓	✓	✓	✓	✓
American	✓	✓			
Nigerian	✓	✓	✓	✓	✓

Jibril (1982) too is quick to warn that there is no unanimity in the assessment of Nigerian linguists as to what he calls the “citizen status” of NE. He nevertheless proceeds to argue that NE does not have to possess a common linguistic feature to qualify it as Nigerian, since even British English (BE) itself has local variations and dialectal features. This further buttresses Odumuh’s argument that EL does not have to be homogeneous to qualify as being indigenous to Nigeria.

While there are several studies and debate on the issue of Nigerian English, most of them have centered on arguments to support its acceptability as a variety of world Englishes, features of Nigerian English and its varieties, little has been done on its relevance in teaching English language to students, This present research therefore seeks to fill in this gap by examining the relevance of Nigerian English in an ELT classroom. It would interrogate possible synergy of NE alongside the standard variety in other to improve competence and performance of the students.

METHODOLOGY

Fifty (50) Students of English and Literary Studies, were randomly selected from five (5) tertiary institutions in North East Nigeria Namely: Adamawa State University, Mubi, Taraba State University, Jalingo (TSU), Gombe State University, Gombe, Bauchi State University, Gadau and Yobe State University, Yobe. The students were selected alongside sex and class. Thus 25 male, 25female and all 200 level students in their various institutions, two hundred level students were selected because the researchers believed at 200 level, they have understood the rudiments of the course they are studying. Apart from the students, teachers of English Language Courses were selected and grouped according to Sex and Qualifications of a minimum of Bachelor of Arts Degree in English language Or Bachelor in Education Degree in English Language or English & Literary Studies. These respondents – Teachers and students were issued questionnaires comprising of structured and closed questions to ascertain the effect of NE on their performance and competence in English Language.

DISCUSSION

The questionnaires distributed to the identified respondents was collected, analysed and discussed as presented below:

It is obvious from the responses that the students consider Nigerian English as a standard variety

of English Language thereby elevating it to the status of British and American English.

2. Do you speak Nigerian English?

Frequency	TSU Jalingo	Adsu Mubi	Bauchi state university	Gombe state university	Yobe state university
Some times					
Always	✓	✓	✓	✓	✓

3. What Variety of English do you speak in an ESL Classroom?

Varities	TSU Jalingo	ADSU Mubi	Gombe State University	Bauchi State University	Yobe State University
British					
American					
Nigerian	✓	✓	✓	✓	✓

4. Do your teachers use Nigerian English in teaching you English Language?

Options	TSU Jalingo	Adsu Mubi	Gombe State University	Bauchi State University	Yobe state University
Yes					
No	✓	✓	✓	✓	✓

Section 2: The students were asked to comment on the sentences below indicating if they are correct form or not.

Closed Structured Sentences	Correct	Incorrect
The teacher is loving her job	100%	-
The groom can pay the dowry now	75%	25%
NEPA have carried light	100%	--
I branched to see the teacher	80%	20%
Headache is disturbing me	100%	-
Adamu can hear English	75%	25%
Aisha was seriously beaten by the rain	100%	-
When you see light call me	100%	-

Section 3: Discussion of Teachers Questionnaire

1. As teachers are you aware of Nigerian English

Options	TSU Jalingo	AdsuMubi	Gombe state university	Bauchi State University	Yobe State University
Yes	yes	yes	yes	yes	Yes
No					

2. Do you speak NE in your ESL classroom?

Options	TSU Jalingo	Adsu Mubi	Gombe State University	Bauchi State University	Yobe State University
Yes	yes	yes	yes	yes	yes
No					

3. What variety of English is supposed to teach in ESL classroom?

Variety	TSU Jalingo	Adsu Mubi	Gombe State University	Bauchi state university	Yobe State University
British	✓	✓	✓	✓	✓
American			✓	✓	
Nigerian					

4. Does the curriculum for English Language accommodate Nigerian English?

Options	TSU Jalingo	Adsu Mubi	Gombe State University	Bauchi State University	Yobe State University
Yes	-		-		-
No		-		-	

5. How often do you use Nigerian English while teaching English Language?

Options	TSU Jalingo	Adsu Mubi	Gombe State University	Bauchi State University	Yobe State University
Some time	✓				
Frequently		✓	✓		✓
Always				✓	

6. Dose NE affects the performance of your students?

Options	TSU Jalingo	Adsu Mubi	Gombe State University	Bauchi State University	Yobe State University
Yes	✓	✓	✓	✓	✓
No					

All respondents agree that the Nigerian English variety spoken by the students affects their performance and competence in examinations.

7. Would you recommend the adoption of NE alongside BE in teaching concepts in English Language?

Options	TSU Jalingo	Adsu Mubi	Gombe State University	Bauchi State University	Yobe State University
Recommended	✓				✓
Strongly Recommended		✓	✓	✓	
Not Recommended					

The teachers believe that students understand concepts when presented in Nigerian variety of English rather than the standard approved British Variety.

8. Curriculum designers do not know the differences among varieties?

Options	TSU Jalingo	Adsu Mubi	Gombe State University	Bauchi State University	Yobe State University
Agree	✓				✓
Disagree		✓	✓	✓	
Not Recommended					

9. Should Nigerian English should be used alongside the British and American English for better teaching and learning?

Options	TSU Jalingo	Adsu Mubi	Gombe State University	Bauchi State University	Yobe State University
Agree	✓				✓
Disagree		✓	✓	✓	
Not Recommended					

10. Do you agree that English language teaching in Nigeria should inculcate Nigerian English in its pedagogical skills and materials?

Options	TSU Jalingo	Adsu Mubi	Gombe state university	Bauchi State University	Yobe State University
Recommended	✓				✓
Strongly Recommended		✓	✓	✓	
Not Recommended					

CONCLUSION

The existence of NE cannot be denied. Though not a standardized language variety, it has usage and acceptability within the country. Thus, its use within an educational setting cannot be overruled. However, the accepted variety remains the British English, thus the need to clearly distinguish the usage of both in the classroom. It is obvious that students' performance and competence in the accepted variety is on the decline thus affecting their success rate in examinations.

RECOMMENDATIONS

1. Curriculum developers should have a clear-cut distinction between THE VARIETIES OF English Language and ensure strict adherence to it in terms of content.
2. Curriculum developers should ensure teaching materials are strictly written in the approved British Variety of English language so as to ensure that students are only exposed to the approved British variety,
3. Nigerian English as a variety of English spoken in the country to accommodate the linguistic nuances of the country should be developed to attain the level of standardization and acceptability.

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