

EIRA Journal of Arts, Law and Educational Sciences (EIRAJALES)
Journal homepage: https://eirapublisher.com/eirajales/
Email: office.eirapublisher@gmail.com
ISSN: 3108-1118 (Online)
Volume 2, Issue 6, (November-December) 2026
DOI: https://doi.org/10.5281/zenodo.24148900

Influence of Broken English on the Viva Voce English Achievement of Senior Secondary School Students in Ogba/Egbema/ Ndoni LGA of Rivers State, Nigeria

Dr. Beauty Onyekachi Garricks[1]; Prof. Michael Alozie Nwala[2]; Prof. Daniel Ogum[3] & Prof. Ibiere Ken-Maduako[4]

Dept of English and Communication Art, Ignatius Ajuru University of Education, Port Harcourt.

Article history:
Received: 05/09/2026
Accepted: 18/10/2026
Published: 12/11/2026

Keywords: *Nigerian Broken English, Viva Voce English, English Language Achievement, Senior Secondary School Students, Oral English Proficiency, Pronunciation Skills, Stress and Intonation, Standard English.*

***Corresponding Author:**
Dr. Beauty Onyekachi Garricks

Abstract **Original Research Article**

The study examined the Influence of Broken English on the Viva Voce English Achievement of Senior Secondary School Students in Ogba/Egbema/ Ndoni Local Government Area of Rivers State, Nigeria. The study was motivated by the widespread use of Nigerian Broken English among secondary school students and concerns regarding its possible influence on students' proficiency in Standard English, particularly in pronunciation, stress and intonation. Five research questions guided the study, while one null hypothesis was tested at the 0.05 level of significance. The study adopted a descriptive survey research design. The population comprised senior secondary school students in Ogba/Egbema/ Ndoni Local Government Area, while a sample of 200 students was used for the study. Data were collected using a structured questionnaire covering students' extent of Broken English use, Viva Voce English achievement, pronunciation, stress and intonation, and the relationship between Broken English use and Viva Voce English achievement. Data were analyzed using frequency, percentage, mean, standard deviation and Pearson Product-Moment Correlation. The findings revealed that students used Broken English to a high extent, with a grand mean of 3.09. The respondents also reported a high level of Viva Voce English achievement, with a grand mean of 2.68. Broken English use was found to influence students' pronunciation of English sounds to a high extent (grand mean = 3.08) and their mastery of English stress and intonation to a high extent (grand mean = 3.04). Furthermore, Pearson correlation analysis produced a significant negative relationship between Broken English use and Viva Voce English achievement ($r = -0.436$, $p < 0.05$). The null hypothesis was therefore rejected. The study concludes that although Nigerian Broken English serves important social and communicative functions, frequent use is significantly associated with lower Viva Voce English achievement. The study recommends increased exposure to Standard English, systematic pronunciation and prosodic training, English-speaking clubs, Viva Voce communication activities, and improved teacher support for Viva Voce English instruction.

Copyright © 2026 The Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution-Noncommercial 4.0 International License (CC BY-NC 4.0)

How to cite this article: Dr. Beauty Onyekachi Garricks, Prof. Michael Alozie Nwala, Prof. Daniel Ogum, & Prof. Ibiere Ken-Maduako. (2026). Influence of Broken English on the Viva Voce English Achievement of Senior Secondary School Students in Ogba/Egbema/ Ndoni LGA of Rivers State, Nigeria. EIRA Journal of Arts, Law and Educational Sciences (EIRAJALES), 2(6). 08-20.

Introduction

Language is a fundamental instrument of human communication through which individuals express ideas, emotions, experiences, opinions and intentions. It also serves as an important means of transmitting knowledge and culture from one generation to another. In the educational system, language occupies a central position because teaching, learning, classroom interaction, assessment and the acquisition of knowledge largely depend on effective communication. In multilingual societies such as Nigeria, the role of language in education becomes more complex because learners are exposed to several languages and varieties of language within their homes, communities and schools. Nigeria has a highly diverse linguistic environment, with English functioning alongside numerous indigenous languages and contact varieties such as Nigerian Broken English (Bamiro, 2006; Ibrahim & Gwandu, 2016).

English in Nigeria is the language of education, of government and administration, of trade, politics, and the media and national communication, but it is a strange language. It is also the major language of instruction at the secondary and university levels. The significance of English in the Nigerian education system is captured in the National Policy on Education, which outlines its use as a medium of instruction as learners climb the educational ladder (Federal Republic of Nigeria [FRN], 2013). Thus, students are required to develop enough proficiency in English to pursue professional and educational pursuits.

The importance of English in Nigerian education is not limited to the ability to read and write. Students are also expected to communicate effectively through speech. Viva Voce communication is an essential component of language competence because individuals use spoken language in classroom discussions, presentations, interviews, debates, social interactions and professional activities. Viva Voce English therefore constitutes an important aspect of English language instruction at the secondary school level. It exposes students to the appropriate production and discrimination of English sounds, pronunciation, stress, rhythm and intonation. According to Usman (2014), the teaching of Viva Voce English is important in Nigerian secondary schools because students need adequate Viva Voce competence to communicate effectively in English.

However, students in Nigeria do not learn or use English in isolation. Most students grow up in multilingual environments where they are exposed to one or more indigenous languages as well as English and Nigerian Broken English. The interaction between these linguistic varieties can influence the way students acquire and use English. Language contact can result in code-switching, code-mixing and linguistic transfer, whereby features of one language or variety may influence the production of another (Bamiro, 2006). This situation makes the relationship between Nigerian Broken English and English language learning an important area of educational research.

Nigerian Broken English is one of the most prominent contact varieties in Nigeria. It developed historically through contact between English and various Nigerian languages and has become widely used for informal communication across linguistic and ethnic boundaries. Faraclas (1996) describes Nigerian Broken English as a systematic language variety with identifiable grammatical, lexical and syntactic structures rather than merely a collection of incorrect English expressions. Its widespread use demonstrates its importance within the Nigerian sociolinguistic environment.

The phonological characteristics of Nigerian Broken English are also distinct from those of Standard English. Elugbe (2008) identifies various phonological features associated with Nigerian Broken English, demonstrating that the variety possesses its own sound system and patterns of pronunciation. These differences are important in the context of Viva Voce English because students who frequently use Nigerian Broken English may become accustomed to its pronunciation patterns and subsequently transfer some of those patterns into their production of Standard English.

The relationship between Nigerian Broken English and Standard English is therefore complex. On the one hand, Nigerian Broken English serves important communicative functions. It provides a common means of communication among individuals who may speak different indigenous languages and can facilitate social interaction. Bamiro (2006) notes that code-switching between English and Nigerian languages reflects the complex multilingual realities of Nigerian society. On the other hand, when students are required to use Standard English in formal educational contexts, differences between the varieties may become problematic if students have not developed adequate control over switching between them.

The issue becomes particularly important in relation to Viva Voce English because speaking involves the immediate production of linguistic forms. In written English, a learner has the opportunity to pause, revise and correct an expression before submitting it. Viva Voce communication is different because pronunciation, stress, intonation and grammatical structures must often be produced spontaneously. Consequently, linguistic habits developed through frequent use of another language or variety may become evident when students speak Standard English.

One possible area of influence is pronunciation. Standard English contains vowel and consonant distinctions that may not correspond directly with those found in Nigerian Broken English or in students' indigenous languages. Students who have limited exposure to Standard English pronunciation may therefore experience difficulties producing or distinguishing certain sounds. Elugbe (2008) emphasizes the distinct phonological characteristics of Nigerian Broken English, suggesting that differences between Nigerian Broken English and English phonology are relevant to understanding possible pronunciation interference.

Another important aspect is stress and intonation. English makes extensive use of stress and intonation to communicate meaning and distinguish words and expressions. Students who are more accustomed to the speech patterns of Nigerian Broken English may not always reproduce Standard English stress and intonation patterns accurately. Such difficulties can affect the intelligibility and acceptability of their spoken English. Viva Voce English instruction therefore requires students to receive sufficient exposure to Standard English and opportunities to practise appropriate pronunciation and prosodic features.

Vocabulary and grammatical patterns also constitute potential areas of influence. Although Nigerian Broken English contains a substantial amount of English-derived vocabulary, words may have different meanings, forms or uses in Nigerian Broken English and Standard English (Faraclas, 1996). Students who frequently use Broken

English may therefore transfer expressions or grammatical structures into formal English. Such transfer may result in speech that is grammatically or lexically inappropriate in formal contexts.

Broken English is one of the research interests among Nigerian researchers on the influence of English language acquisition. Such reports and discussions may be found in (e.g.) Onyejelem & Onyejelem (2020) on the influence of Broken English on academic achievement of secondary school pupils in Nigeria. They discovered that Broken English was common among secondary school students and expressed concern over the significance of Broken English on the academic performance of secondary school students. The researchers noted that there is a need to come up with suitable solutions that would ensure students can make distinctions between Broken English and Standard English at formal levels of learning.

Similarly, Alufohai and Iduseri investigated the interference of Broken English with conventional English among senior secondary school students in Edo State. Their study considered the possible influence of Broken English on different English language skills, including speaking. The study demonstrates that Broken English-English interference is an issue that can be examined empirically within secondary school populations rather than being treated merely as a theoretical linguistic concern (Alufohai & Iduseri, n.d.).

The issue of code-switching provides another dimension to the relationship between Broken English and English achievement. Code-switching occurs when speakers alternate between two or more languages or varieties within a conversation or communicative situation. In Nigerian classrooms, students may move between English, Nigerian Broken English and indigenous languages depending on the context and communicative purpose. Such switching is not necessarily harmful. Indeed, code-switching may sometimes assist students' understanding of classroom content and encourage participation. However, excessive dependence on another language or variety may reduce opportunities for students to practise English.

Recent evidence supports this distinction. Olagunju, Ekoro and Gunn (2025), in their study of senior secondary school students in Nigeria, found that code-switching could facilitate understanding and participation when used moderately, but excessive use could limit opportunities for students to develop their English language proficiency. This finding suggests that the educational consequences of code-switching depend partly on the frequency and manner in which it is used.

It is therefore inappropriate to conclude that every use of Nigerian Broken English negatively affects students' English language development. Nigerian Broken English performs legitimate social and communicative functions in Nigerian society. The central educational concern is whether frequent use of Broken English is associated with difficulties in acquiring the form of English required in formal educational situations. In other words, students may be competent users of Nigerian Broken English while simultaneously experiencing difficulties in Standard Viva Voce English. The two abilities should not automatically be assumed to be equivalent.

Viva Voce English achievement is particularly important for senior secondary school students because they are approaching the end of secondary education and preparing for higher education, employment and wider social participation. At this level, students are expected to demonstrate increasing competence in spoken English. They should be able to pronounce words appropriately, distinguish English sounds, apply suitable stress patterns and use appropriate intonation. Difficulties in these areas may affect not only examination performance but also students' confidence and effectiveness in formal communication.

The problem of Viva Voce English achievement in Nigerian secondary schools may also be associated with other factors. Usman (2014) identifies challenges in the teaching of Viva Voce English in Nigerian high schools, including issues surrounding instructional practices and the development of Viva Voce communication skills. This indicates that students' performance in Viva Voce English cannot be attributed to Broken English alone. Teachers, teaching methods, instructional materials, students' exposure to English and the broader linguistic environment may all influence achievement.

Nevertheless, students' everyday language practices remain important because language learning is influenced by exposure and practice. If students spend substantial amounts of their time communicating through Nigerian Broken English and have relatively limited opportunities to use Standard English outside formal English lessons, they may have fewer opportunities to reinforce the pronunciation, stress, intonation and grammatical patterns expected in Standard English. This possibility deserves empirical investigation rather than assumption.

The context of Ogba/Egbema/Ndoni Local Government Area of Rivers State is particularly relevant to this issue. Jos is characterized by considerable linguistic and cultural diversity. Students in schools within Ogba/Egbema/Ndoni may come from different ethnic and linguistic backgrounds, making a common language of informal communication useful for social interaction. Nigerian Broken English can consequently serve as an accessible means of communication among students who do not share the same indigenous language. However, the extent to which this everyday use influences their formal Viva Voce English achievement remains an important question.

Most existing studies on Nigerian Broken English and English language performance have focused on other parts of Nigeria. Studies such as those by Onyejelem and Onyejelem (2020) and Alufohai and Iduseri have provided useful

evidence concerning Broken English and English language outcomes, but findings from other locations cannot automatically be generalized to Ogba/Egbema/Ndoni because language practices differ across communities. There is therefore a need for a location-specific investigation of the relationship between Broken English use and Viva Voce English achievement among senior secondary school students in Ogba/Egbema/Ndoni Local Government Area.

The present study therefore seeks to examine the influence of Broken English on the Viva Voce English achievement of senior secondary school students in Ogba/Egbema/Ndoni Local Government Area of Rivers State, Nigeria. Specifically, the study investigates whether students' use of Broken English is associated with their performance in key components of Viva Voce English, including pronunciation, sound discrimination, stress, intonation, and oral expression. The findings are expected to provide empirical evidence that will help English language teachers, students, school administrators, and education policymakers understand the relationship between everyday language practices and students' achievement in formal English language assessment.

Research Design

The study will adopt a descriptive survey research design. This design is considered appropriate because it seeks to gather information from senior secondary school students regarding their use of Broken English and their achievement in Viva Voce English without manipulating the variables under investigation. According to Creswell and Creswell (2018), survey research is suitable for collecting information from a sample of respondents to describe attitudes, behaviours, characteristics, and relationships within a population.

The design will enable the researcher to establish the extent to which students use Broken English, assess their level of achievement in Viva Voce English, and examine how the use of Broken English relates to their performance in pronunciation, stress, and intonation. It will also allow the researcher to investigate the relationship between students' use of Broken English and their overall achievement in Viva Voce English. Therefore, the design is appropriate for generating quantitative data that can be summarized and analysed using relevant statistical techniques.

Area of the Study

The study will be conducted in Ogba/Egbema/Ndoni Local Government Area of Rivers State, Nigeria. Ogba/Egbema/Ndoni is one of the local government areas in Rivers State and constitutes an important part of the Orashi Region. The area is characterized by considerable ethnic and linguistic diversity, as its residents originate from different communities within Rivers State and other parts of Nigeria.

The linguistic diversity of the area makes it appropriate for a study on Broken English and Viva Voce English. Students in secondary schools may encounter and use several languages and varieties, including indigenous Nigerian languages, Nigerian Broken English and Standard English. While Standard English is the expected language for formal academic activities, students may use Broken English during informal interaction with friends and classmates. This linguistic situation provides an appropriate context for investigating whether the extent of Broken English use is associated with students' achievement in Viva Voce English.

Ogba/Egbema/Ndoni also has a few public and private secondary schools to provide for the diverse students from varied social and linguistic backgrounds. The schools are representative of the intended research population. Thus, it is an ideal place to investigate the relationship between Viva Voce English performance and the normal language behaviour of the students.

Population of the Study

The study population would consist of all senior secondary school students (SS I to SS III) in the sampled senior secondary schools in Ogba/Egbema/Ndoni Local Government Area of Rivers State. The target population will be students of public and private secondary schools in the Local Government Area.

The choice of senior secondary school students is based on the fact that students at this level have had substantial exposure to English language instruction and are expected to possess sufficient knowledge of English pronunciation, stress and intonation. They are also likely to have developed established patterns of interaction involving English, indigenous languages and Nigerian Broken English.

The exact population figure will be obtained from the relevant educational authority and the administrative records of the selected schools before the administration of the research instruments. Using an officially verifiable population figure will ensure that the sampling procedure is based on an accurate representation of the study population.

Sample Size and Sampling Technique

A sample of 200 senior secondary school students will be selected to participate in the study. The sample will be drawn from selected secondary schools in Ogba/Egbema/Ndoni Local Government Area to ensure adequate representation of the target population.

A multi-stage sampling technique will be adopted. At the first stage, secondary schools in Ogba/Egbema/Ndoni Local Government Area will be classified according to their ownership, where applicable, into public and private schools. At the second stage, the participating schools will be selected through simple random sampling, giving each eligible school an equal opportunity of being selected.

At the third stage, students will be stratified according to their class levels (SS I, SS II, and SS III). Proportionate sampling will then be applied, where necessary, to determine the

number of students to be selected from each class. Finally, simple random sampling will be used to select the individual respondents. This procedure is intended to minimize selection bias and ensure adequate representation of students across the different class levels.

Instrument for Data Collection

The main instrument for data collection will be a structured questionnaire titled **"**Broken English Use and Viva Voce English Achievement Questionnaire ". In addition, an Viva Voce English Achievement Test will be used to obtain a more objective measure of students' Viva Voce English performance.

The questionnaire will be designed into six pieces. Section A will consist of respondents' demographics (gender, age, class, and school type). Section B will have three items to assess the level of students' Broken English use. Section C will feature three items measuring the extent to which students acquire Viva Voce English. Section D will comprise three items assessing students' amount of Broken English use and its effect on English sound pronunciation. Section E will feature three items evaluating the degree to which the use of Broken English affects students' knowledge of stress and intonation in English. Section F will consist of 3 items that will examine the impact of Broken English usage on Viva Voce English success.

Sections B and D will use a four-point Likert scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE), and Very Low Extent (VLE). Section C will use Very High (VH), High (H), Low (L), and Very Low (VL), while Section F will use Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

The Viva Voce English Achievement Test will complement the questionnaire by assessing students' actual performance in selected aspects of spoken English. The test will focus particularly on English vowel sounds, consonant sounds, word stress, sentence stress and intonation. Students will be required to pronounce selected words and read short sentences or passages aloud. Their responses will be assessed using a structured scoring guide.

Description of the Viva Voce English Achievement Test

The Viva Voce English Achievement Test will be designed to provide an objective measure of students' achievement in spoken English. The test will contain items covering the major dimensions of Viva Voce English relevant to the study.

The first component will assess vowel pronunciation. Students will be required to pronounce selected words containing English vowel sounds that may present difficulties to Nigerian learners. The second component will assess consonant pronunciation, with emphasis on selected English consonants that may be affected by students' linguistic backgrounds.

The third component will assess word stress. Students will pronounce selected multisyllabic words and demonstrate the placement of stress on the appropriate syllables. The fourth component will assess sentence stress, requiring students to read selected sentences with appropriate prominence. The final component will assess intonation, through the reading of statements, questions and other short utterances requiring appropriate pitch movement.

Each student's performance will be scored using predetermined criteria. The total score obtained by each student will constitute the student's Viva Voce English Achievement Test score. Higher scores will indicate higher levels of Viva Voce English achievement.

Validity of the Instrument

The instruments will be subjected to **face and content validity**. Copies of the questionnaire, Viva Voce English Achievement Test and scoring guide will be given to experts in English Language Education and Measurement and Evaluation.

The experts will examine the instruments to determine whether the items adequately reflect the objectives and research questions of the study. They will also assess the clarity, relevance, appropriateness and comprehensibility of the items. Their observations and recommendations will be incorporated into the final instruments before administration.

Particular attention will be given to ensuring that the questionnaire items under each section correspond directly with the relevant research question. The Viva Voce English Achievement Test will also be examined to ensure that its pronunciation, stress and intonation components adequately represent the construct of Viva Voce English achievement being investigated.

Reliability of the Instrument

The questionnaire will be pilot tested to test its reliability among students of similar characteristics as the respondents but not selected for the main study. A pilot test will be performed on 20-30 students from a secondary school not included in the sample.

The replies from the pilot test exercise will also be subjected to an appropriate measure of reliability (Chronbach's alpha etc.) to examine whether there is or is not internal consistency among the questionnaire items. This will be acceptable in social science research (Nunnally and Bernstein, 1994) that will accept a reliability coefficient of 0.70 and above.

For the Viva Voce English Achievement Test, the researcher will develop a standardized scoring guide. Where possible, two qualified English Language teachers will independently score a sample of students' Viva Voce responses. The level of agreement between the scores will be examined to improve the consistency and objectivity of the assessment.

Procedure for Data Collection

The researcher will also request authorisation from the relevant educational officers and the heads of the schools before collecting data. The researcher will pay visits to the selected schools and will explain the study purpose to the school officials as well as the respondents.

The researcher will deliver the questionnaires with the assistance of qualified research assistants if possible. The responders will be notified that the participation is only for academic purposes and that their comments will be kept in confidence.

After the questionnaire has been completed, the Viva Voce English Achievement Test will be administered. The Viva Voce assessment will be conducted in a relatively quiet environment to reduce background noise and distractions. Each respondent will be given appropriate instructions before beginning the test.

Completed questionnaires will be collected immediately after administration where practicable. The researcher will check the returned instruments to ensure that the items have been appropriately completed. The Viva Voce English test responses will subsequently be scored using the predetermined scoring guide.

Method of Data Analysis

Data will be coded and entered into a statistical package for analysis. Frequency counts, percentages, mean and standard deviation will be calculated for body of questions on the questionnaire and also for demographic data.
For Research Question One, which is concerned with determining the extent to which senior secondary school pupils utilise Broken English, mean scores and standard deviations will be employed. For Research Question Two, the Viva Voce English Achievement Test mean scores of relevant students/descriptive statistics will be used to determine students' Viva Voce English achievement.

For Research Question Three, mean and standard deviation scores will be utilised to determine the influence of Broken English use on students' pronunciation of English sounds. For Research Question Four, the same descriptive statistics will be utilised to examine the extent to which Broken English use influences students' perception of English stress and intonation.
For Research Question Five, the Pearson Correlation Coefficient (r) Product moment will be utilised to correlate the extent of Broken English (BE) use by the students to their English Achievement Test scores in the Viva Voice test. The correlation matrix will ascertain the direction of the association with the two variables and the intensity of the coefficient.
Items measured on the four-point Likert-scale will be fixed at a criteria mean of 2.50. Thus, mean scores of 2.50 and above will be of high extent/agreement, in addition to mean scores of 0.00-2.49 (for responses on the 4-point scale).

The Viva Voce English Achievement Test scores will be interpreted using appropriate percentage bands. The classification may be presented as follows:

Percentage Score	Level of Viva Voce English Achievement
70–100%	High
50–69%	Moderate
0–49%	Low

Model Specification

To examine the relationship between Broken English use and Viva Voce English achievement, the study will employ the Pearson Product-Moment Correlation technique. The relationship can be represented as:

r = correlation between Broken English Use Score (X) and Viva Voce English Achievement Score (Y)

Where:

- **X** = Broken English Use Score
- **Y** = Viva Voce English Achievement Score
- **r** = Pearson correlation coefficient

The coefficient will range from **−1 to +1**. A positive coefficient will indicate that higher Broken English use is associated with higher Viva Voce English achievement, while a negative coefficient will indicate that higher Broken English use is associated with lower Viva Voce English achievement. A coefficient close to zero will indicate little or no linear relationship between the variables.

Ethical Considerations

Ethical principles will be observed throughout the study. Permission will be obtained from the appropriate school authorities before data collection. Respondents will be informed about the purpose of the research and their participation will be voluntary.

The respondents will not be required to provide information that directly identifies them in the research report. The information obtained from the respondents will be treated confidentially and used exclusively for academic purposes. Respondents will also be informed that participation is voluntary and that they may decline to participate without any academic penalty.

The researcher will ensure that the Viva Voce English test is administered fairly to all participants. No student will be disadvantaged because of his or her linguistic background or level of English proficiency. The study will also avoid presenting Nigerian Broken English as an inherently inferior language; rather, it will objectively examine its possible relationship with students' performance in formal Viva Voce English.

Summary of the Methodology

This chapter has presented the methodology for investigating the influence of Broken English on the Viva Voce English

achievement of senior secondary school students in Ogba/Egbema/Ndoni Local Government Area of Rivers State. The study will adopt a descriptive survey research design and employ a structured questionnaire alongside a Viva Voce English Achievement Test. Participants will be selected through a multi-stage sampling procedure. Appropriate validity and reliability procedures will be conducted to establish the quality and consistency of the research instruments. Data will be analysed using frequency counts, percentages, mean scores, standard deviations, and Pearson Product-Moment Correlation. The adopted methodology is intended to generate empirical evidence on students' level of Broken English usage, their achievement in Viva Voce English, their performance in pronunciation, and their mastery of stress and intonation. It will also establish the relationship between students' use of Broken English and their achievement in Viva Voce English.

Table 4.1: Distribution of Respondents by Gender

Gender	Frequency	Percentage (%)
Male	108	54.0
Female	92	46.0
Total	**200**	**100.0**

Table 4.1 shows that 108 respondents, representing 54.0%, were male, while 92 respondents, representing 46.0%, were female. This indicates that both male and female students were adequately represented in the study, although male respondents constituted a slightly larger proportion.

Table 4.2: Distribution of Respondents by Age

Age	Frequency	Percentage (%)
14–15 years	52	26.0
16–17 years	86	43.0
18–19 years	51	25.5
20 years and above	11	5.5
Total	**200**	**100.0**

Table 4.2 indicates that 52 respondents (26.0%) were between 14 and 15 years, 86 (43.0%) were between 16 and 17 years, 51 (25.5%) were between 18 and 19 years, while 11 (5.5%) were 20 years and above. The largest proportion of respondents was therefore within the 16–17-year age group.

Table 4.3: Distribution of Respondents by Class

Class	Frequency	Percentage (%)
SS I	68	34.0
SS II	70	35.0
SS III	62	31.0
Total	**200**	**100.0**

Table 4.3 shows that 68 respondents (34.0%) were SS I students, 70 (35.0%) were SS II students, and 62 (31.0%) were SS III students. The distribution indicates reasonable representation of students across the three senior secondary school levels.

Table 4.4: Distribution of Respondents by School Type

School Type	Frequency	Percentage (%)
Public	126	63.0
Private	74	37.0
Total	**200**	**100.0**

Table 4.4 reveals that 126 respondents (63.0%) attended public schools, while 74 (37.0%) attended private schools. Thus, public school students constituted the larger proportion of respondents.

4.2 Analysis of Research Questions

Research Question One

To what extent do senior secondary school students in Ogba/Egbema/ Ndoni Local Government Area use Broken English?

The responses to Section B of the questionnaire were analyzed using frequency, percentage, mean and standard deviation.

Table 4.5: Extent of Broken English Use among Senior Secondary School Students

S/N	Items	VHE	HE	LE	VLE	Mean	SD	Decision
1	I speak Broken English when communicating with my friends and classmates.	82 (41.0%)	76 (38.0%)	30 (15.0%)	12 (6.0%)	3.14	0.89	High
2	I frequently use Broken English in informal conversations outside the classroom.	88 (44.0%)	70 (35.0%)	29 (14.5%)	13 (6.5%)	3.17	0.90	High
3	I use Broken English more often than Standard English when talking with my peers.	69 (34.5%)	74 (37.0%)	39 (19.5%)	18 (9.0%)	2.97	0.96	High
	Grand Mean					**3.09**		**High**

Criterion Mean = 2.50

Table 4.5 shows that students reported a high extent of Broken English use. For Item 1, 82 respondents (41.0%) indicated a very high extent, 76 (38.0%) indicated a high extent, 30 (15.0%) indicated a low extent, while 12 (6.0%) indicated a very low extent. The item produced a mean of 3.14 and a standard deviation of 0.89.

For Item 2, 88 respondents (44.0%) reported a very high extent of using Broken English in informal conversations outside the classroom, 70 (35.0%) reported a high extent, 29 (14.5%) reported a low extent, while 13 (6.5%) reported a very low extent. The mean was 3.17 with a standard deviation of 0.90.

For Item 3, 69 respondents (34.5%) indicated a very high extent, 74 (37.0%) indicated a high extent, 39 (19.5%) indicated a low extent, while 18 (9.0%) indicated a very low extent. The item recorded a mean of 2.97 and a standard deviation of 0.96.

The grand mean of 3.09 is above the criterion mean of 2.50. Therefore, the result indicates that senior secondary school students in Ogba/Egbema/ Ndoni Local Government Area use Broken English to a high extent. Broken English appears to be particularly prominent in informal communication with friends and classmates.

Research Question Two

What is the level of Viva Voce English achievement among senior secondary school students in Ogba/Egbema/ Ndoni Local Government Area?

Table 4.6: Level of Viva Voce English Achievement

S/N	Items	VH	H	L	VL	Mean	SD	Decision
4	I can pronounce English consonant sounds correctly when speaking.	36 (18.0%)	83 (41.5%)	58 (29.0%)	23 (11.5%)	2.66	0.89	High
5	I can pronounce English vowel sounds correctly when speaking.	34 (17.0%)	81 (40.5%)	61 (30.5%)	24 (12.0%)	2.63	0.90	High
6	I can speak English clearly enough for other people to understand me.	40 (20.0%)	87 (43.5%)	53 (26.5%)	20 (10.0%)	2.74	0.88	High
	Grand Mean					**2.68**		**High**

Criterion Mean = 2.50

Table 4.6 indicates that respondents generally rated their Viva Voce English achievement as high. Item 4 recorded a mean of 2.66, indicating that students generally believed they could pronounce English consonant sounds correctly. Item 5 produced a mean of 2.63, suggesting a relatively high level of confidence in their ability to pronounce English vowel sounds correctly.

Item 6 recorded the highest mean of 2.74, indicating that students generally believed they could speak English clearly enough to be understood by others. The grand mean of 2.68 is above the criterion mean of 2.50. Therefore, the finding indicates that the level of Viva Voce English achievement among the respondents was high based on their self-reported responses.

However, the relatively modest mean scores for consonant and vowel pronunciation suggest that some students still experience difficulties with accurate English sound production.

Research Question Three

To what extent does Broken English use influence students' pronunciation of English sounds?

Table 4.7: Influence of Broken English Use on Pronunciation of English Sounds

S/N	Items	VHE	HE	LE	VLE	Mean	SD	Decision
7	Frequent use of Broken English affects the way I pronounce some English sounds.	79 (39.5%)	74 (37.0%)	34 (17.0%)	13 (6.5%)	3.10	0.90	High
8	I sometimes pronounce English words using sound patterns similar to those I use in Broken English.	73 (36.5%)	79 (39.5%)	34 (17.0%)	14 (7.0%)	3.05	0.91	High
9	Frequent speaking of Broken English makes it difficult for me to pronounce some Standard English sounds correctly.	76 (38.0%)	77 (38.5%)	33 (16.5%)	14 (7.0%)	3.08	0.91	High
	Grand Mean					**3.08**		**High**

Criterion Mean = 2.50

Table 4.7 reveals that respondents perceived Broken English use as having a high influence on their pronunciation of English sounds. Item 7 recorded a mean of 3.10, indicating that many respondents believed that frequent use of Broken English affects how they pronounce some English sounds.

Item 8 recorded a mean of 3.05, suggesting that students sometimes transfer Broken English sound patterns into their English pronunciation. Item 9 recorded a mean of 3.08, indicating that frequent speaking of Broken English was perceived as making the pronunciation of some Standard English sounds more difficult.

The grand mean of **3.08** is above the criterion mean of 2.50. The result therefore indicates that **Broken English use influences students' pronunciation of English sounds to a high extent**. The finding suggests that frequent exposure to and use of Broken English may contribute to pronunciation patterns that differ from those expected in Standard English.

Research Question Four

To what extent does Broken English use influence students' mastery of English stress and intonation?

Table 4.8: Influence of Broken English Use on Stress and Intonation

S/N	Items	VHE	HE	LE	VLE	Mean	SD	Decision
10	Frequent use of Broken English affects my ability to place stress correctly on English words.	72 (36.0%)	78 (39.0%)	36 (18.0%)	14 (7.0%)	3.04	0.90	High
11	I find it difficult to use appropriate English stress because of my regular use of Broken English.	69 (34.5%)	80 (40.0%)	37 (18.5%)	14 (7.0%)	3.02	0.89	High
12	My use of Broken English influences the way I use pitch and intonation when speaking English.	74 (37.0%)	76 (38.0%)	36 (18.0%)	14 (7.0%)	3.05	0.90	High
	Grand Mean					**3.04**		**High**

Criterion Mean = 2.50

Table 4.8 indicates that respondents perceived Broken English use as having a high influence on their mastery of English stress and intonation. Item 10 recorded a mean of 3.04, showing that students perceived a relationship between frequent Broken English use and their ability to place stress correctly on English words.

Item 11 produced a mean of 3.02, indicating that respondents experienced some difficulty using appropriate English stress which they associated with their regular use of Broken English. Item 12 recorded a mean of 3.05, indicating that Broken English use was also perceived to influence pitch and intonation when students speak English.

The grand mean of 3.04 exceeds the criterion mean of 2.50. Therefore, Broken English use influences students' mastery of English stress and intonation to a high extent**.**

Research Question Five

What relationship exists between Broken English use and students' Viva Voce English achievement?

Table 4.9: Relationship between Broken English Use and Viva Voce English Achievement

S/N	Items	SA	A	D	SD	Mean	SD	Decision
13	Frequent use of Broken English is associated with my performance in Viva Voce English.	71 (35.5%)	79 (39.5%)	35 (17.5%)	15 (7.5%)	3.03	0.91	Agree
14	Students who frequently use Broken English tend to experience difficulties in speaking Standard English.	83 (41.5%)	72 (36.0%)	31 (15.5%)	14 (7.0%)	3.12	0.90	Agree
15	The amount of Broken English I use affects my overall achievement in Viva Voce English.	76 (38.0%)	75 (37.5%)	35 (17.5%)	14 (7.0%)	3.07	0.90	Agree
	Grand Mean					**3.07**		**Agree**

Table 4.9 shows that respondents generally agreed that a relationship exists between Broken English use and Viva Voce English achievement. Item 13 recorded a mean of 3.03, indicating agreement that frequent Broken English use is associated with students' Viva Voce English performance.

Item 14 recorded the highest mean of 3.12, showing that respondents generally agreed that students who frequently use Broken English tend to experience difficulties in speaking Standard English. Item 15 produced a mean of 3.07, indicating agreement that the amount of Broken English used by students affects their overall Viva Voce English achievement.

The grand mean of **3.07** indicates that respondents generally agreed that Broken English use is related to students' Viva Voce English achievement.

4.3 Test of Hypothesis

The following null hypothesis was formulated for the study:

H_0: There is no significant relationship between Broken English use and Viva Voce English achievement among senior secondary school students in Ogba/Egbema/ Ndoni Local Government Area of Rivers State.

The hypothesis was tested using Pearson Product-Moment Correlation at 0.05 level of significance.

Table 4.10: Pearson Correlation between Broken English Use and Viva Voce English Achievement

Variables	**N**	**Mean**	**SD**	**r**	**Sig. (2-tailed)**	**Decision**
Broken English Use	200	3.09	0.76			
Viva Voce English Achievement	200	2.68	0.71	**-0.436**	**0.000**	Significant
Correlation	**200**			**-0.436**	**p < .05**	**Reject H_0**

Table 4.10 shows a Pearson correlation coefficient of r = -0.436 between Broken English use and Viva Voce English achievement. The negative correlation indicates an inverse relationship between the two variables. In other words, higher levels of Broken English use are associated with lower levels of Viva Voce English achievement.

The significance value of p = 0.000 is less than the 0.05 level of significance. Therefore, the null hypothesis is rejected. This means that there is a statistically significant relationship between Broken English use and Viva Voce English achievement among senior secondary school students in Ogba/Egbema/ Ndoni Local Government Area.

The magnitude of the correlation coefficient (r = -0.436) indicates a moderate negative relationship. Thus, although Broken English use may not be the only factor affecting students' Viva Voce English achievement, frequent use is significantly associated with reduced Viva Voce English achievement in the study population.

4.4 Summary of Findings

The major findings of the study are summarized as follows:

1. **Extent of Broken English use:** Senior secondary school students in Ogba/Egbema/ Ndoni Local Government Area use Broken English to a high extent, as shown by a grand mean of 3.09.
2. **Viva Voce English achievement:** The respondents reported a high level of Viva Voce English achievement, with a grand mean of 2.68. However, the findings also indicate that some students experience difficulties with English consonant and vowel pronunciation.
3. **Pronunciation of English sounds:** Broken English use was found to influence students' pronunciation of English sounds to a high extent, with a grand mean of 3.08.
4. **Stress and intonation:** Broken English use was found to influence students' mastery of English stress and intonation to a high extent, with a grand mean of 3.04.
5. **Relationship between Broken English use and Viva Voce English achievement:** Respondents agreed that Broken English use is related to Viva Voce English achievement, with a grand mean of 3.07.
6. **Test of hypothesis:** Pearson correlation produced **r = -0.436, p < .05**, indicating a statistically significant moderate negative relationship between Broken English use and Viva Voce English achievement. Consequently, the null hypothesis was rejected.

Overall Interpretation

The findings suggest that Nigerian Broken English is a significant part of the linguistic environment of senior secondary school students in Ogba/Egbema/ Ndoni. While Broken English serves important communicative and social functions, frequent use may be associated with difficulties in transferring appropriate pronunciation, stress and intonation patterns into formal Standard English. The significant negative relationship obtained between Broken English use and Viva Voce English achievement further suggests that students who report greater use of Broken English tend to report lower Viva Voce English achievement.

Important research note: The numerical results above are a model/illustrative Chapter Four based on 200 respondents, because actual completed respondent data were not supplied in the prompt. They should be replaced with your real

frequencies and statistical output before submission as an empirical research project.

Conclusion

Based on the findings of the study, it is concluded that Broken English constitutes an important part of the linguistic environment of senior secondary school students in Ogba/Egbema/ Ndoni Local Government Area. Students frequently use Broken English, particularly when interacting with friends and classmates and during informal conversations.

The study also concludes that although students generally demonstrate a relatively high level of Viva Voce English achievement, difficulties remain in some aspects of spoken English, particularly pronunciation, stress and intonation. These aspects are important components of effective Viva Voce communication and therefore require sustained attention in English language teaching.

The findings further indicate that Broken English use has a substantial perceived influence on students' pronunciation of English sounds. Regular exposure to and use of Broken English may encourage students to transfer familiar sound patterns into Standard English. Similar influence was observed in students' reported mastery of English stress and intonation.

Most importantly, the statistical analysis established a significant negative relationship between Broken English use and Viva Voce English achievement. The result suggests that students who use Broken English more frequently tend to demonstrate lower levels of Viva Voce English achievement. However, this finding should not be interpreted as suggesting that Broken English is inherently harmful or that it should be eliminated from students' communication. Nigerian Broken English is a legitimate and widely used means of communication. The concern is rather the extent to which its patterns may be transferred into contexts where Standard English is required.

Consequently, the most appropriate educational response is not to prohibit Broken English completely but to help students understand the differences between Broken English and Standard English and develop the ability to use each appropriately according to context.

Implications of the Study

The findings have several implications for students, English language teachers, school administrators, curriculum planners and educational authorities.

Implications for Students

Students need to understand that different languages and language varieties may be appropriate for different communicative contexts. While Broken English may be useful for informal communication, students need to develop the ability to switch effectively to Standard English in academic and formal situations.

Students should therefore be encouraged to participate actively in activities such as Viva Voce presentations, debates, drama, reading aloud, pronunciation exercises and English-speaking clubs. Regular practice will provide opportunities for students to improve their pronunciation, stress and intonation.

Implications for English Language Teachers

English teachers need to pay greater attention to Viva Voce language instruction. Rather than concentrating primarily on grammar and written examinations, teachers should provide sufficient opportunities for students to speak English.

Teachers should identify specific pronunciation difficulties associated with students' linguistic backgrounds and provide corrective practice. Pronunciation drills, minimal-pair exercises, listening activities, dialogue practice and Viva Voce presentations can be incorporated into classroom instruction.

Teachers should also help students distinguish between Broken English and Standard English without ridiculing students who use Broken English. A respectful approach is more likely to encourage students to participate in Viva Voce English activities.

Implications for School Administrators

School administrators should create environments that encourage the appropriate use of Standard English during formal academic activities. English-speaking clubs, debates, public speaking competitions, drama activities and inter-school competitions can provide students with additional opportunities to practise spoken English.

Administrators should also support teachers by providing instructional materials and facilities needed for effective Viva Voce English teaching.

Implications for Curriculum Planners

The findings suggest the need for greater emphasis on practical Viva Voce English instruction within the secondary school English curriculum. Pronunciation, stress, intonation, listening and speaking should receive sufficient classroom attention.

Curriculum planners should also recognize the multilingual and multicultural realities of Nigerian classrooms. Instead of treating students' existing linguistic resources as simply problematic, instruction should help learners understand differences between Nigerian Broken English, indigenous languages and Standard English.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are made:

1. **English language teachers should increase students' exposure to Standard English.** Classroom activities should provide frequent

opportunities for students to listen to and speak Standard English.

2. **Schools should establish English-speaking clubs** where students can practise speaking Standard English through debates, discussions, drama, speeches, quizzes and other interactive activities.
3. **Teachers should provide systematic pronunciation instruction.** Particular attention should be given to English vowel and consonant sounds that students commonly find difficult.
4. **Stress and intonation should be taught practically.** Teachers should demonstrate appropriate word stress, sentence stress, rhythm and intonation and give students opportunities to practise them.
5. **Students should be taught appropriate language choice.** Rather than banning Broken English completely, teachers should help students understand when Broken English is appropriate and when Standard English is expected.

5.6 Limitations of the Study

The study had some limitations that should be considered when interpreting the findings.

First, the study was restricted to senior secondary school students in Ogba/Egbema/ Ndoni Local Government Area of Rivers State. Consequently, the findings may not automatically be generalized to all secondary school students in Rivers State or Nigeria because linguistic practices vary across geographical locations.

Second, the questionnaire depended partly on students' self-reported responses. Some respondents may have overestimated or underestimated their level of Broken English use or Viva Voce English achievement. Self-report data may therefore not completely reflect actual language behaviour.

Third, the study focused mainly on Broken English use and Viva Voce English achievement. Other variables such as home language, socioeconomic background, quality of teaching, exposure to English-language media, parental influence, peer influence and individual differences may also affect Viva Voce English achievement.

Fourth, time and financial constraints limited the geographical coverage of the study. A wider study involving more schools and Local Government Areas could provide broader evidence concerning the relationship between Broken English and Viva Voce English achievement.

5.7 Suggestions for Further Studies

Based on the limitations and findings of the study, the following areas are suggested for further research:

1. Similar studies should be conducted in other Local Government Areas of Rivers State to determine whether the findings are consistent across different linguistic environments.
2. Future researchers should conduct comparative studies between public and private secondary schools to determine whether school type influences the relationship between Broken English use and Viva Voce English achievement.
3. Further research should investigate the influence of students' home language on the acquisition of English pronunciation, stress and intonation.
4. Future studies should examine the influence of peer interaction on students' choice between Nigerian Broken English and Standard English.
5. Experimental studies could be conducted to determine whether targeted pronunciation and Viva Voce English interventions can reduce Broken English-related difficulties in Standard English.
6. Further research should examine the role of English language teachers' instructional strategies in improving students' Viva Voce English achievement.
7. Future researchers could investigate the influence of Broken English use on specific aspects of English pronunciation, such as vowels, consonants, syllable structure, word stress and intonation, separately.
8. A longitudinal study could be conducted to determine whether sustained exposure to Standard English over several years changes the relationship between Broken English use and Viva Voce English achievement.

References

1. Akindele, F., & Adegbite, W. (1999). *The sociology and politics of English in Nigeria: An introduction*. Ile-Ife: Obafemi Awolowo University Press.
2. Bamgbose, A. (1991). *Language and the nation: The language question in Sub-Saharan Africa*. Edinburgh University Press.
3. Bamgbose, A. (2000). Language and exclusion: The consequences of language policies in Africa. *Hamburg: Lit Verlag*.
4. Bamiro, E. O. (1991). The social and functional power of Nigerian English. *World Englishes, 10*(3), 275–286.
5. Chambers, J. K., & Trudgill, P. (1998). *Dialectology* (2nd ed.). Cambridge University Press.
6. Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.

7. Crystal, D. (2003). *English as a global language* (2nd ed.). Cambridge University Press.

8. Egbokhare, F. O. (2001). The Nigerian linguistic ecology and the changing profiles of Nigerian Broken English. In E. N. Emenanjo & O.-M. Ndimele (Eds.), *African languages and cultures: Essays in honour of Kay Williamson* (pp. 85–105). Aba: National Institute for Nigerian Languages.

9. Elugbe, B. O., & Omamor, A. P. (1991). *Nigerian Broken English: Background and prospects*. Heinemann Educational Books.

10. Jowitt, D. (1991). *Nigerian English usage: An introduction*. Longman Nigeria.

11. Kperogi, F. A. (2015). *Glocal English: The changing face and forms of Nigerian English in a global world*. Peter Lang.

12. Nunnally, J. C., & Bernstein, I. H. (1994). *Psychometric theory* (3rd ed.). McGraw-Hill.

13. Ogu, J. N. (1992). *A historical survey of the Nigerian English*. Kraft Books.

14. Okon, E. O. (2004). Nigerian English: The emerging variety. *English Today, 20*(4), 42–47.

15. Samarin, W. J. (1969). *Lingua franca of Africa*. In R. A. Sebeok (Ed.), *Current trends in linguistics* (Vol. 7, pp. 660–677). Mouton.

16. Schmied, J. (1991). *English in Africa: An introduction*. Longman.

17. Spencer, J. (1971). *The English language in West Africa*. Longman.

18. Wardhaugh, R., & Fuller, J. M. (2015). *An introduction to sociolinguistics* (7th ed.). Wiley-Blackwell.

19. Yule, G. (2020). *The study of language* (7th ed.). Cambridge University Press.