

**LANGUAGE ENDANGERMENT AND THE SURVIVAL OF TYAP:
IMPLICATIONS FOR TRANSITIONAL BILINGUAL EDUCATION**

BY

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DECLARATION

I hereby declare that the thesis titled “Language Endangerment and the Survival of Tyap: Implications for Transitional Bilingual Education” was written by me in TESL, Department of Art and Social Science Education under the supervision of Prof. I.A. Olaofe and Dr. Mohammed Sadiq. The information derived from related literature has been duly acknowledged in the text and the list of references provided. The study was not previously presented for the award of another degree at any institution.

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CERTIFICATION

This thesis title “Language Endangerment and the Survival of Tyap: Implications for Transitional Bilingual Education” meets the requirements governing the award of Masters Degree in Education (TESL) of Ahmadu Bello university, Zaria and it is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This thesis is dedicated to my beloved wife, Rose Y. Ayuba and lovely children; Mercy, Henry, Micah and Jeremiah who sacrificed a lot and gave me all the necessary support in the course of my studies. I also dedicate this work to my beloved parents Mr. and Mrs. AyubaYashim who nurtured me from childhood and sent me to school. Finally, I dedicate this work to my younger brother, Mr. Silas Pompy Ayuba for the immense financial contribution he made towards my post-graduate studies.

ABSTRACT

This study, entitled, “Language Endangerment and the Survival of Tyap: Implications for Transitional Bilingual Education” examined the phenomenon of language endangerment as it affects Tyap language. The study was triggered by concerns expressed by stakeholders in Tyap-land at a recent seminar that Tyap could be an endangered language. The study, therefore, set out to find out if Tyap was endangered, how such endangerment could affect the survival of the language, and the implications of such a development on bilingual education. To achieve the purpose of the study, research questions were formulated to establish whether Tyap is endangered or not, the variables responsible for the endangerment, which of the variables has the greatest impact in the endangerment of Tyap and the implications of the endangerment of Tyap for bilingual education. In pursuit of the objectives of the study, questionnaire and informal interview were used for data collection. The data collected were analysed using descriptive statistics of frequencies for biodata variables and the mean standard deviation and standard errors including cumulative mean to answer the research questions. The Pearson Product Moment Correlation (PPMC) statistics was used to test the research hypotheses at 0.5 alpha level of significance to determine the relationship of the independent variable with the dependent variable (survival/endangerment of Tyap language). The findings of the study showed that Tyap is endangered and that Hausa language and the non-transmission of Tyap by the older generation of Atyap to the younger generation largely accounted for the endangerment of Tyap. The study recommended, among other measures, that the Atyap Community Development Association (ACDA) should set up a committee to create awareness on the need for Atyap to rise up and save their language and another to work towards establishing vacation schools where older adults would provide pre-school child care where Tyap children could be immersed in the language. To achieve this end, a curriculum has been developed for the teaching of Tyap to young and adult Atyap. The study concluded that the fate of Tyap language lies in the hands of Atyap and urged them to rise up to the occasion and salvage their language.

TABLE OF CONTENTS

Title page- - - - -	i.
Declaration- - - - -	ii.
Certification- - - - -	iii.
Acknowledgements- - - - -	iv.
Dedication - - - - -	v.
Abstract- - - - -	vi.
Table of contents- - - - -	vii.
List of Tables- - - - -	ix.
List of Abbreviations - - - - -	x.
List of Appendices- - - - -	xi.
Definition of Key Operational Terms- - - - -	xii.
 Chapter One – Introduction	
1.1 Background of the Study- - - - -	1
1.2 Statement of the problem- - - - -	4
1.3 Purpose of the Study- - - - -	6
1.4 Research Questions- - - - -	6
1.5 Hypotheses- - - - -	6
1.6 Justification for the Study- - - - -	7
1.7 Significance of the Study- - - - -	8
1.8 Scope of the Study- - - - -	8
1.9 Summary of the chapter- - - - -	9
 Chapter Two – Review Of Related Literature	
2.1 Introduction- - - - -	10
2.2 Language Endangerment: A Theoretical Framework- - - - -	10
2.3 Global and Local Dimensions of Language Endangerment- - - - -	12
2.4 Government Language Policy and Transitional Bilingual Education- - - - -	19
2.5 Tyap language and the Attitude of Its Speakers- - - - -	23
2.6 The Role of English Language- - - - -	24
2.7 Contact between Tyap and Hausa languages- - - - -	26
2.8 Rural-Urban Drift- - - - -	27
2.9 Previous Studies on Language Endangerment- - - - -	28
2.10 Gains from the Review of Literature- - - - -	32
2.11 Summary of the chapter- - - - -	35
 Chapter Three – Methodology	
3.1 Introduction- - - - -	36
3.2 Research Design- - - - -	36
3.3 Population- - - - -	36
3.4 Sample and Sampling Technique- - - - -	37
3.5 Research Instruments- - - - -	39
3.6 Pilot Study- - - - -	41
3.7 Validity of the Instruments- - - - -	42

3.8	Reliability of the Instruments - - - - -	42
3.9	Data Collection Procedures- - - - -	42
3.10	Data Analytical Procedures- - - - -	43
3.11	Summary of the chapter - - - - -	43
 Chapter Four – Data Analysis: Presentation and Discussion of Results		
4.1	Introduction- - - - -	44
4.2	Distribution of Bio-data Variables- - - - -	45
4.3	Analysis of Research Questions- - - - -	50
4.4	Testing of Research Hypotheses- - - - -	58
4.5	Analysis of Open-ended questions- - - - -	64
4.6	Analysis of Informal Interview- - - - -	65
4.7	The Survival of Tyap- - - - -	66
4.8	Major Findings- - - - -	67
4.9	Discussion of Findings- - - - -	68
4.10	Summary of the chapter - - - - -	74
 Chapter Five – Summary, Conclusions and Recommendations		
5.1	Introduction- - - - -	75
5.2	Summary- - - - -	75
5.3	Conclusions- - - - -	76
5.4	Recommendations- - - - -	77
5.5	Study Implications- - - - -	81
	References - - - - -	83
	Appendices - - - - -	86

LIST OF TABLES

Table Number	Description	Page Number
2.1	The Degree of Language Endangerment based on Speaker Population	16
3.1	Strata of the Study	38
3.2	Distribution of Sample Size	39
4.1	Locations of Respondents	45
4.2	Ages of Respondents	46
4.3	Highest Educational Qualification of Respondents	47
4.4	Respondents' Status in the Family	48
4.5	Occupations of Respondents	49
4.6	Respondents as Native Speakers/Non-native speakers of Tyap	50
4.7	Evidence that Tyap is an Endangered Language	51
4.8	Opinions of Respondents on the Variables leading to the Endangerment of Tyap Language	53
4.9	The opinions of Respondents on which of the Variables has the greatest impact on the Endangerment of Tyap language	55
4.10	The relationship between the Endangerment of Tyap and Transitional Bilingual Education	57
4.11	PPMC statistics on the relationship between the Endangerment of Tyap language and the survival of the language	59
4.12	PPMC statistics on the relationship between Variables leading to the Endangerment of Tyap and the survival of the Language	60
4.13	PPMC statistics on the relationship between the Variable that has the greatest impact on the Endangerment of Tyap language and the survival of the language	62
4.14	PPMC statistics on the relationship between Transitional Bilingual Education and the Endangerment of Tyap language	63
4.15	Open-ended Questions	64
4.16	Informal Interview	65
4.17	Rating of the Endangerment of Tyap Based on UNESCO Criteria	66

LIST OF ABBREVIATIONS

- i. A.C.D.A. -- Atyap Community Development Association
- ii. H.N.D. -- Higher National Diploma
- iii. N.C.E. -- Nigerian Certificate in Education
- iv. O.N.D. -- Ordinary National Diploma
- v. P.H.D. -- Doctor of Philosophy
- vi. P.P.M.C. -- Pearson Product Moment Correlation
- vii. S.P.S.S. -- Statistical Package for Social Sciences
- viii. S.S.C.E. -- Senior School Certificate Examination
- ix. U.N.E.S.C.O -- United Nations Educational, Scientific and Cultural Organization
- x. W.A.S.S.C.E. -- West African Senior School Certificate Examination

LIST OF APPENDICES

Appendix A	- Study Questionnaire - - - - -	86
Appendix B	- Informal Interview Schedule - - - - -	90
Appendix C	- Statistical Output of the Study - - - - -	91
Appendix D	- Proposed Curriculum for Tyap Language - - - - -	126
Appendix E	- Transcript of the responses of some respondents in Interviews and questionnaire - - - - -	135
Appendix F	- Tyap 2006 National Population Figures - - - - -	
Appendix G	- Table for determining sample size from a given population - - -	

DEFINITION OF KEY OPERATIONAL TERMS

- ATYAP:** The native speakers of Tyap Language.
- ATYOTYAP:** An individual native speaker of Tyap language.
- BILINGUAL EDUCATION:** The use of two languages as media of teaching for a child or group of children in part of or all of the school subjects.
- CODE-MIXING:** A situation where a speaker who can speak more than one language uses two or more of the languages at the same time in speech or conversation (the two or more languages are inter-changeably mixed during conversation)
- CODE-SWITCHING:** A situation where a speaker of two or more languages switches to a second language during speech or conversation.
- DEAD LANGUAGE:** A language which nobody speaks any more
- ENDANGERED LANGUAGE:** A language that is under threat of extinction due to its domination by a more powerful one
- EXTINCT LANGUAGE:** A language that has disappeared and is therefore no longer spoken.
- LANGUAGE OF IMMEDIATE ENVIRONMENT:** The native language of the person.
- LANGUAGESHIFT:** A process in which speakers of one language begin to use a second language for more and more functions until they eventually use only the second language.
- LINGUA FRANCA:** A language used as a medium of trade or communication by people speaking different languages.
- MORIBUND LANGUAGE:** A Language that risks extinction due to its non-transmittance to the younger generation.
- ORTHOGRAPHY:** The system of spelling of a language. It identifies the phonemes or distinctive vowels or consonants of a language.

TRANSITIONAL BILINGUAL EDUCATION: The use of the child's mother tongue for teaching in the early years of the child's primary education until such a time that he can benefit from education through the English Language medium.

TYAP: A minority language in southern Kaduna, Nigeria.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The topic of this study is **“Language Endangerment and the survival of TyapLanguage: Implications for Transitional BilingualEducation”**. The choice of the topic is borne out of the desire to investigate the language endangerment phenomenon as it relates to Tyap, a minority language in ZangonKataf Local Government area of Kaduna state and to create awareness on the findings with a view to triggering action by Atyap on the seeming endangerment of the language.

The ancestral home of Tyap native speakers is ZangonKataf Local Government Area of Kaduna state. Tyap is one of the larger minority languages of Southern Kaduna Senatorial Zone coming after Jju which incidentally is intelligible to Tyap native speakers. The 2006 population census puts the population of Atyap at 104,543.

This study has become necessary at this point in time because of growing concerns expressed by Atyap elite, cultural associations and parents that Tyap language might be endangered. Regrettably, these concerns have not been matched with action towards arresting the situation. It is for this reason that the researcher has embarked on the study to establish the veracity of the claims that Tyap might be endangered with a view to proffering solutions if the claims are confirmed to be true.

The concerns of this study are to adduce evidence that Tyap is endangered, if indeed it is, identify the variables in theendangerment of Tyap, determine the variable that has the greatest impact in the endangerment of Tyap and bring out the implications of such endangerment (if any) on transitional bilingual education. The study would then

proffer solutions which if faithfully implemented, would remove the language from the endangerment zone.

The variables in the topic of the study are ; Language endangerment, survival of Tyap and transitional bilingual education. Wurn (1998) sees an endangered language as one that is at the risk of falling out of use because it has only a few surviving speakers.

A language is considered to be endangered when it is no longer being transmitted to the younger generation. An endangered language is also one that is under threat of survival by a more dominant language or languages. This results in a shift by the native speakers of the endangered language to the dominant language or languages which Webb and Sure (2001) describe as a process in which speakers of one language begin to use a second language for more and more functions until they eventually use only the second language. In the case of Tyap, it is being speculated that Atyap are abandoning their language for dominant languages such as Hausa and English.

Arzeona (2006) states that language is a very big part of culture and cultural identity and that if a generation decides not to pass its language to its children, the consequence is the extinction of that language.

The survival of a language is a situation where a language continues to exist rather than die. When a language is endangered and nothing is done to revive it, it dies as soon as the last speaker alive is dead.

Transitional Bilingual Education is a provision in the language component of the National Policy of Education that teaching in the early years of primary education should be in the child's mother tongue or the language of the immediate environment until such a time that the child can benefit from education through the English language medium

under the policy, the mother tongue is to play a transitional role for English to take over from the upper primary school to the highest level of education.

The rapid endangerment of many languages across the world is a matter of widespread concern, not only among linguists but also among all those concerned with issues of cultural identity. Language experts like Crystal (2000) and United Nations Educational, Scientific and Cultural Organization-UNESCO (2003) have asserted that nearly half of the world's about 6000 languages are under threat of endangerment and that many of them might go into extinction by the end of the century if nothing is done to salvage them. In Africa, many conferences have been held to address language endangerment in the continent and other linguistic issues. Among these conferences were:

- i. Conference of African languages held in Accra, Ghana in 1975.
- ii. Meeting of language experts in Africa held in Conakry, Guinea in 1981.
- iii. Inter-governmental conference on language policies in Africa in Harare, Zimbabwe on 30th march, 1997.
- iv. Meeting of language experts in Africa in Addis-ababa, Ethiopia in 1995.

At these conferences, the safe-guarding of African languages, their development and the preservation of African cultures were the focal points of discussion.

The inspiration for this study is also derived from the personal experience of the researcher whose two of his four children are semi-speakers of Tyap (not proficient) while the other two are near illiterates in the language. This trend is visible in many families of Atyp.

1.2

1.3 Statement of the Problem

An endangered language is one that is at the risk of falling out of use as its speakers die out or shift to speaking another language. Language endangerment is a serious concern to which linguists and educational planners have turned their attention in the last few decades because of the dire consequences that go with the phenomenon. The consequences include loss of pride and self-identity of its former speakers, culture and of knowledge.

Of late, there has been an increasing outcry by concerned Atyap that the language is registering fewer and fewer speakers. This, they claim, is evident in the inability of many Atyap youth and even adults to express themselves fluently in the language during village and town meetings of Atyap where the language is the chief means of communication. Many speakers at such fora speak a mixture of Tyap and Hausa with Hausa seeming to dominate. Others speak a mixture of Tyap and English with English seeming to dominate. Related to language endangerment is the state of Bilingual Education in Nigeria whose operation in Nigeria rather than develop minority languages like Tyap seems to be stifling them thus posing an endangerment concern. Oladejo (1991) sees a bilingual as a person who can use at least two languages comfortably with varying degrees of competence. Bilingual Education, on the other hand, is the use of two languages as media of instruction for a child or group of children in part or all of the school subjects.

The National Policy on Education (2004) provides for Transitional Bilingual Education in Nigeria when it states that at the primary level of education, the mother tongue or the language of the immediate environment would initially be the

medium of instruction and at a later stage, English would take over as a medium of instruction.

Tyap language is presently not benefiting from this aspect of the policy and this poses an endangerment concern to the language because it limits the exposure of Tyap children to their language. It is worthy of note that these policy statements have been bedeviled by some challenges. For instance, the orthographies of many Nigerian languages are not standardized and so do not have any written orthography. Thus, these languages cannot be taught or tested. If this is confirmed to be true of Tyap language it would be an endangerment concern to Tyap. This is a possible variable that can lead to the endangerment of Tyap.

Furthermore, there is no sound programme for preparing stable bilingual teachers for the policy to enhance the transitional bilingual education programme. Again the situation is not helped by government's apparent selective support for the development of Nigerian languages which tends to favour the major languages of Hausa, Yoruba and Igbo. The above scenario, therefore, provides a fertile ground for the endangerment of Tyap because bilingual education cannot take place successfully in Tyapland without adequate number of trained teachers and government support for the development of Tyap orthography and literature.

The foregoing suggests that there is no certainty as to whether Tyap is endangered or not as available information on this is still at the speculative level. Thus, this study is set to investigate the danger to the survival of Tyap language and the implication of these on Transitional Bilingual Education in Tyap

1.3 Purpose of the Study

The objectives of the study include the need to:

- 1) find out whether Tyap is an endangered language;
- 2) examine the variables leading to the endangerment of Tyap language;
- 3) determine which of the variables has the greatest impact on the endangerment of Tyap language; and
- 4) identify the implications of the endangerment of Tyap language on Transitional Bilingual Education.

1.4 Research Questions

This research work was set to find answers to the following questions:

- 1) What is the evidence that Tyap is an endangered language?
- 2) What are the variables leading to the endangerment of Tyap language?
- 3) Which of the variables has the greatest impact on the endangerment of Tyap language?
- 4) What are the implications of the endangerment of Tyap language on Transitional Bilingual Education?

1.5 Hypotheses

For the purpose of this study, the following hypotheses have been formulated.

- 1) There is no significant relationship between evidence that Tyap language is endangered and the survival of the language.
- 2) There is no significant relationship between the variables leading to language endangerment and the survival of Tyap language.

- 3) There is no significant relationship between the variable that has the greatest impact on the endangerment of Tyap language and the survival of the language.
- 4) There is no significant relationship between Transitional Bilingual Education in Tyap language and the endangerment of the language.

1.6 Justification for the Study

This study has become necessary for the following reasons :

- 1) The incessant outcry by Atyap that the native speakers of Tyap language are abandoning the language without corresponding action to reverse the situation.
- 2) The need to arouse the consciousness of Atyap and government at all levels on the possibility of Tyap being endangered and to take pre-emptive measures to prevent its occurrence.
- 3) The need to change the mindset of the average Atyotyap that nothing can be done to avert a possible endangerment of Tyap language.
- 4) The need to come up with concrete steps to be taken if it is confirmed that Tyap is endangered and to mobilize Atyap to take those steps.
- 5) The need to avert the possible loss of the culture, group identity, unity and history of Atyap.
- 6) The need to develop and preserve the language for learning purposes as studies by Fafunwa (1970) and Aladejena and Alao (1993), among others, have proved that instruction in the mother tongue is more effective in promoting literacy and functional education of the child than in foreign language.

1.7

1.8

1.9 Significance of the Study

The findings of the study are expected to create awareness and thereby propel native speakers of Tyap language to take steps to conserve their language and cultural identity. This could be achieved through a wide circulation of the findings of the study in book and other forms and the dissemination of the findings of the study at strategic gatherings of Atyap native speakers.

Furthermore, the study is likely to serve as a clarion call on archivists, anthropologists and linguists to engage seriously in the documentation of endangered minority languages. This would be achieved by giving wide publicity to the findings of the study.

Finally, the study may serve as a basis for future research on the subject since the circulation of its findings is likely to generate interest among linguists and anthropologists. This is likely to spur further research on the topic of the study.

1.10 Scope of the Study

The variables of the study are language endangerment, the survival of Tyap language and the implications for transitional bilingual education. The scope of the study shall be limited to Tyap native speakers in ZangonKataf, Kaduna South and SabonGari Local Government Areas of Kaduna state. This is in order to facilitate an investigation into the rural and urban dimensions of the endangerment of Tyap language and accommodate divergent opinions from respondents in the different settings.

The instruments for data collection would be questionnaire and informal interview. Questionnaire is preferred because the sample size is large and factual information is required with relative degree of accuracy, confidentiality and uniformity.

Informal interview was chosen because of its usefulness in collecting data from children and illiterates. Furthermore, it was chosen because of the certainty of getting actual responses and the clarification of unclear responses from the interviewee. Again this instrument was chosen because it has been found to be very useful for obtaining information on human behavioural characteristics and first hand information.

1.11 Summary of the Chapter

This chapter gives background information on the study and states the problems that made it necessary. It formulates the objectives, the research questions and the hypotheses of the study. Finally, the chapter highlights the scope, significance, delimitation and justification for the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter examined Language Endangerment Theoretical Framework, the global and local dimensions of language endangerment, government language policy/the operation of Transitional Bilingual Education nationally and in the study area. Furthermore, Tyap language and the attitude of its native speakers to their language, the role of English language in the endangerment of Tyap and contact between Tyap and Hausa languages are examined. Finally, the role of rural-urban drift, previous studies in language endangerment and gains from previous studies.

2.2 Language Endangerment: Theoretical Framework

The study is based on Edwards (1985) typological framework for minority languages that recognize eleven relevant variables that apply to languages. These include their speakers, settings in which the language is spoken, demographic, sociological, linguistic, psychological, political, geographical, educational, religious, economic and technological factors. The eleven relevant variables in this framework were of utmost importance to this study. These variables were the yardstick for determining if Tyap language is endangered. The role of each of these variables in the framework was examined vis-à-vis the endangerment of Tyap language. The variables served as a guide for constructing questionnaire that were used to generate data for the study. For instance, the study examined the speakers of Tyap language vis-à-vis their attitude to the language. This was necessary because their attitude, whether positive or negative would determine

the vitality or otherwise of the language. Also, the sample of the study was drawn from the native speakers of the language.

Questions were asked on linguistic factors such as orthography and the desirability of a curriculum for the teaching and learning of Tyap language. The issue of orthography was considered to be central to any attempt to teach the language and develop literature in it.

Psychological factors such as lack of pride in the language and inferiority complex of its speakers were also considered. This became imperative because of the seeming tendency of native speakers of Tyap language to see their language as a backward and primitive one.

Under political factors, the study directed attention to the implementation of the National Policy on Education as it affects indigenous languages where issues of fairness to all languages was examined and the level of support the languages get from the government. Particular attention was therefore paid to funding in respect of the development of languages spoken in the study area.

Educational factors considered which have bearing to language endangerment included the availability or otherwise of teachers, instructional materials and curriculum which are crucial to the implementation of Bilingual Education. These factors were critically examined to bring out the current state of affairs regarding them.

On religious factors, the study examined the role of religious doctrine in eroding the cultural vocabulary of Atyap. This was to determine the extent to which religious doctrine has contributed to the endangerment of the language if any.

The study also examined the role of economic factors in the endangerment of Tyap. It considered contact between Tyap and other languages through economic activities such as commerce which had prospects of endangering Tyap. It also examined the issue of majority languages having economic and social advantages over minority ones and how this has prospects of contributing to the abandonment of minority languages such as Tyap.

Under technological factors, the study examined the role of technological innovations and the modernity that comes with it in the endangerment of Tyap vocabulary and the instigation of rural-urban migration and its attendant language endangerment prospects. Specifically, the role of electricity and modern music in language endangerment was examined.

2.3 Global and Local Dimensions of Language Endangerment

The general concern over the endangerment of languages across the world is sequel to findings by authorities on the matter. For instance these authorities have made comments on the state of world languages and predicted their fate in the near future. These comments portend a bleak future for many languages of the world.

Linden (1991) asserts that up to half of the world's about 6000 languages are already endangered or on the brink of extinction while Bradley and Bradley (2002) predict that up to 900 of the world's languages will disappear by the turn of the 21st century. In the same vein, Krauss (1992) also asserts that by the end of the 20th century over 4000 languages of the world would cease to be spoken. Although Krauss's prediction did not come true at the turn of the 21st century, the possibility of many languages going into extinction in the near future is still there.

Egbokhare (2004) paints the same gloomy future for African languages when he observes: “There is a grim prediction that in the next 50 – 100 years, 90% of the languages of Africa will go extinct.” The present reality in the world today therefore, is the rapid endangerment and death of many languages.

Although these predictions may seem to be an exaggeration of the situation, the threat of language endangerment across the world is real. Threatened languages are found mostly in Australia, the United States Canada and Africa. The indigenous languages of Australia, United States and Canada have been dominated by the English Language which is the language of Anglophone Migrants. According to Crystal (1997), about 2000 indigenous languages in Africa spoken by about 480 million Africans are now threatened by English, French and Portuguese languages, the languages of Africa’s former colonial masters.

In Nigeria, Grimes (1992) lists Nigerian Languages that have become extinct or are on the verge of extinction as Ajawa, Auyokwa, Bassa-Kaduna, Gana, Kudu Kano, Lufu and Taura while other linguists add Yankam and KwongAkpondu, Njange to the lists, with most of them being in Northern Nigeria. Otite (1990) puts the number of endangered languages in Northern Nigeria at 374, Bamgbose (1993) at 400 while Mustapha (2009) disputes Otite’s figure when he asserts that languages such as Lufum and Paati in Taraba state which are also endangered are not on Otite’s list. This shows that the exact number of endangered languages in Northern Nigeria is not known. The alarm being raised by these authorities however, call for concerted efforts to check the trend.

The adverse effect of language endangerment is captured by the Centre for Endangered Languages in its universal declaration of linguistic rights in Bascelona (1996:10) thus:

Language is the key to the heart of a people. If we lose the key, we lose the people. A lost language is a lost tribe, a lost tribe is a lost culture, a lost culture is a lost civilization a lost civilization is invaluable knowledge lost. The whole vast archives of knowledge and experience in them will be consigned to oblivion.

The Hausa language is increasingly used in the North of Nigeria and in parts of neighboring states as lingua franca among ethnic groups in the region. (Muzrui 1986). Malherbe (1998) describes Hausa as the most commonly spoken language of black Africa especially in Nigeria and neighboring states. Kertzner (1986) asserts that 25 to 30 million people mainly in Northern Nigeria and Niger speak Hausa. Similarly, business people and others use it as well in Ivory coast and Equatorial Africa.

Kuju (1999) sums up the situation of language endangerment in Northern Nigeria using geographical terms as follows:

Most of the languages in Northern Nigerians are in danger of disappearing. There is a serious “desertification” and “deforestation” in the linguistic landscape of the region. Hausa seems to have the effect of a green house gas which has eaten up the “Ozone” layer leading to some kind of

global warming that has affected the survival of the indigenous languages”

He further asserts that Hausa language has engulfed almost every and any language it has come in contact with in Northern Nigeria.

He notes that in Sokoto State, Nigeria, languages such as Duka, Kambari, Lela, Reshe, Zarma and Zuru have been overwhelmed by the Hausa language and also cited Bauchi and Gombe states where most native speakers of the languages there have adopted Hausa and given up their native languages. It is in this context the endangerment of Tyap language is being investigated.

In the last few decades, there has been a seeming gradual but steady shift to Hausa language by many minority languages in Southern Kaduna. Although Tyap language is still being spoken by a sizeable number of native speakers, it is not certain if the language is being transmitted to the younger generation of Atyap. The threat to the survival of Tyap language seems real and this study will attempt to ascertain the variables in this perceived threat.

Although there is no definite threshold for identifying a language as endangered, UNESCO (2003) gives three criteria as a guide. These are:

- 1) Number of speakers currently living.
- 2) Mean age of native speakers or fluent speakers.
- 3) Percentage of youngest generation acquiring fluency in the language in question.

Table 2.01 below by UNESCO (2003) illustrates the degree of endangerment of languages based on speaker population.

Table 2.1 shows the degrees of language endangerment based on speaker population.

Table 2.1

The Degrees of Language Endangerment based on Speaker Population

Degree of Endangerment	Grade	Speaker Population
Safe	5	Language used by all from children up to adults
Unsafe	4	Most children or families do not speak the language as their first language. The use of the language is restricted to specific domains e.g. interaction with parents at home
Definitely endangered	3	Language used mostly by parental generation and upwards
Severely endangered	2	Language used mostly by the grand-parental generation upwards. Parents may still understand the language but they do not speak it to their children
Critically endangered	1	Language used mostly by very few great grand parental generation
Extinct	0	There exists no speaker of the language

Source: UNESCO (2003)

This study is aimed at finding out the degree of endangerment of Tyap language. It would therefore, seek to establish the degree of endangerment of the language using the criteria set out in table 2.1 above by UNESCO.

Opinions are divided among linguists on the approach to adopt on the language endangerment phenomenon. Some linguists such as Ladefoged (1992) are of the view that a reduction in the number of languages (which will be the ultimate result of language endangerment) is of benefit to mankind. This line of thinking is hinged on the Biblical story of “Tower of Babel” That the proliferation of languages in the world was a penalty imposed on humanity. This group of linguists believes in the emergence of a universal language and argues that fewer languages mean better and clear communication, a reduction in the economic cost of maintaining many languages and a means of checking ethnic hostilities.

On the other side of the divide are linguists such as Bernard (1992), Hale (1992), Trudgil (1991) and Crystal (2000) who see the problem of language endangerment as one that should be prevented even at significant cost. They give the following reasons for their stand:

- 1) That language diversity promotes scientific and technological progress since it facilitates interaction of ideas for the generation of human inventories.
- 2) That linguists, philosophers and anthropologists need a multiplicity of languages to be able to chart full capabilities and limits of the mind.

The researcher supports a multiplicity of language for the following reasons :

- 1) A limitation of the number of languages will amount to a limitation of the boundaries of knowledge.

- 2) A mono-linguistic situation does not necessarily guarantee peaceful co-existence as has been proven by conflicts in monolingual societies such as Rwanda, Burundi, and Cambodia.
- 3) Rather, a multiplicity of language promotes unity in diversity as can be seen in countries such as Ghana and South Africa.
- 4) Language is the main symbol of a people. Languages give their speakers positive self-image. The gradual death of a language is a sign of the disintegration of the unity of the speakers of the language. Once the language of a people dies, the basis of their unity and group identity will be undermined.
- 5) The gradual death of a language erodes the traditional practices of the people and results in the shrinking of the people.
- 6) As a language is endangered, it eventually dies. Along with this, will go a large part of the pride and self-identity of its former speakers. Also, as each language dies, science, linguistics, anthropology, pre-history and psychology lose one more source of data and unique way the human mind can express itself through the language.
- 7) The endangerment of one minority language and its eventual death will lead to many more minority languages following suit. When this happens, the diversity of languages in our country will diminish until only a few languages are left. This will result in many more communities losing their identity, pride, culture, history and knowledge.

This study would borrow the view that says that a multiplicity of languages in the world is desirable. The study would, therefore, be premised on this view point. This is in

order to avert the disastrous consequences of the endangerment of Tyap. The arguments in favour of a multiplicity of languages in the world would, therefore, be used to create awareness among Atyap on the dangers of language endangerment and to mobilize them to take action towards salvaging their language.

2.4 Government Language Policy and Transitional Bilingual Education

According to Aladejana and Alao (1993), the mother tongue instruction issue started in Nigeria between 1842 and 1881 when Christian missionary schools in Western Nigeria encouraged instruction in the mother tongue. This effort was, however, affected by government intervention in school education. When government started participating in education, indigenous languages started suffering setbacks. For instance, clause 10 in the education ordinance of 1882 stipulated that grants were only to be paid for the teaching and learning of English, not for vernacular. In 1916 however, indigenous languages received a boost when Lord Lugard suggested that European officials should make efforts to learn some of the indigenous languages particularly, major ones like Hausa, Yoruba and Igbo.

The policy of the colonial administration, following the promulgation of the 1926 Education ordinance was that instruction in the first three years of primary education should be in the mother tongue. In the fourth year, English was to become the medium of teaching certain subjects and later, all subjects. Subsequent provisions of the National Policy on Education since 1977 to date prescribe instruction in the mother tongue from pre-primary up to Junior Secondary School.

The National Policy on Education (2004) 4th edition, p.14, section 1.14 (C) i & ii provides that:

Government shall ensure that the medium of instruction is principally the mother tongue or language of the immediate environment and to this, will develop the orthography of many more Nigerian languages and produce textbooks in Nigerian languages (i.e. mother-tongue).

Language of the immediate environment here refers to the mother-tongue widely spoken in an environment. This aspect of the policy is yet to be implemented as Hausa language, which is not a language of the immediate environment, is being used as the medium of instruction in Tyap land and up till date there has been no effort by government to develop an orthography for Tyap language.

In stating the goals of primary education, the policy emphasizes the use of the mother-tongue as a medium of instruction. It states in section 4:19 (e) and (f) that:

The medium of instruction in the primary school shall be the language of the immediate environment during the first three years.

During this period, English shall be taught as a subject. From the fourth year, English shall progressively be used as a medium of instruction and the language of the immediate environment.

The policy states concerning secondary school education in section 5.22 that secondary school education should develop and promote Nigerian languages, art and culture in the context of the world cultural heritage. However, the provisions of the policy that would enhance the development and promotion of Nigerian languages, arts and culture are suffering utter neglect particularly as they relate to minority languages. Again,

clear strategies for achieving the above goal have not been clearly spelt-out in the national policy on education.

Beautiful as these policy statements are, there has been a less than faithful implementation of their provisions over the years in Tyapland. This is evident in the failure of succeeding governments in Nigeria to develop orthographies, produce textbooks, and train teachers in most Nigerian indigenous languages including Tyap. This is confirmed by Fafunwa (1998) who states that:

“Only a few of the languages have enough materials to sustain teaching them as they really ought to be taught at any level. Only Hausa, Igbo, and Yoruba can at all be said to satisfy this implied criterion.”

The present language provision of the National Policy on Education (NPE) has been criticized by many experts including Omanor (1994) and Oladejo (1991) who assert that although there was a genuine need to embark on a bilingual education policy, it was too ambitious and unrealistic as evident in the lack of foresight of the originators and inadequate planning which resulted in certain fundamental issues such as development of orthography, provision of learning materials in indigenous languages and teacher preparation that were essential for the policy to succeed but were ignored.

As for Tyap and Hausa languages, during the colonial era, the official policy was to promote a variety of northern Nigeria languages. However, there was a gradual shift to Hausa as a lingua franca throughout the north of Nigeria, as confirmed by Furnis (1996), and a strong presumption in favour of Hausa literacy as a passport to success with the

colonial administration. This policy was continued until independence and was also assisted by the extensive use of Hausa in places of worship.

The bias for Hausa by the colonial administration led to the establishment of several bodies for the development and promotion of Hausa language by the colonial administration. These include:

The Hausa Translational Bureau set up in 1930.

The Hausa Literature Bureau set up 1939.

The Northern Region Literature Agency set up in 1954.

This was done due to the role of Hausa as a lingua franca in northern Nigeria and in order to facilitate the indirect rule policy of the colonial administration. These bodies developed and promoted Hausa language to the detriment of minority languages such as Tyap. Thus, Hausa language became a school subject and a medium of instruction for children of minority language speakers, including Tyap.

Ejele (2003) confirms the claim of bias for Hausa Language when he asserts that minority languages in Nigeria, including Tyap, are not being adopted as state languages but are confined to their immediate communities and cannot function as languages of social mobility. According to him, they are rather restricted to culturally inferior roles.

From the foregoing, it is obvious that the government has failed to correctly implement its purported language education policy. Language Education policy in Nigeria is therefore weak and ineffective because of inadequate planning and lack of preparedness in terms of needed human and material resources. This has put Transitional Bilingual Education in jeopardy with wider implications for minority languages in Nigeria, Tyap inclusive.

It is in the light of the apparent neglect of minority languages by government in the implementation of the national policy and the endangerment concern it has for Tyap that this study has been embarked upon. The study is therefore intended to serve as a wake-up call on government, linguists, speakers of minority indigenous languages and other stakeholders to rise up and save these languages if proved to be endangered so as to be able to use it for bilingual transitional language education.

The review in this section has revealed that the implementation of the education policy as it concerns transitional bilingual education, is not comprehensive and effective enough. This study would therefore explore possible ways of making Atyap to embark on communal efforts to make transitional bilingual education possible in Tyap language and to seek government support in this regard.

2.5 Tyap Language and the Attitude of its Speakers

Bernard (1992) and Hale (1998) observe that the loss of a language means the loss of original ethnic and cultural identity. Although there is a dearth of literature on Tyap language, the study has been able to establish that there has been some interest in developing Tyap Language by the Atyap. For instance, the Tyap literacy project committee has in collaboration with the Nigeria Bible Translation Trust in Jos produced a book authored by Haruna et al (1989) to help Tyap native speakers and others interested in the language to learn the reading and writing of Tyap language. However, Kayock (2009) asserts that Tyap has no standardized orthography as the effort by Haruna, Carl and Folingstad (1989) and Dabo (2009) have produced writing conventions for Tyap language that differ in form. The book deals with Tyap spelling, writing and reading systems. It also treats some aspects of Tyap Grammar and the rules governing the writing

of Tyap language. The committee is also working on the translation of the Holy Bible into Tyap language but has not made significant progress due to financial constraints. These efforts, though significant, are not far-reaching enough to turn the fortunes of the language around.

On the attitude of Atyap to their language, Sogfa (2009) observes that the average Atyotyap acknowledges that his language could be heading towards endangerment but has not shown the will to take action to salvage the situation. The researcher does not totally agree with this assertion as the foregoing literature has revealed that Atyap have been making some effort to promote their language through the publication of literature on the language by the Tyap literacy project in collaboration with the Nigerian Bible Translation Trust and by Dabo. The literature include Dabo (2009) “Introduction to Tyap for Beginners” and Haruna (nd) “Learn to Read and Write Tyap”.

In the light of the negative attitude of Atyap to their language, this study would investigate the factors responsible for the attitude of Atyap to their language, factors inhibiting the development of literature in the language and chart a way forward.

The review in this section suggests that Atyap have a lukewarm attitude to the survival of their language. In the light of this, this study would explore ways of arousing the consciousness of Atyap to the consequences of their actions with a view to bringing about a change to a positive attitude towards their language.

2.6 The Role of English Language

English language was initially imposed on Nigeria when it was a British colony. The language has since then been performing official roles in Nigeria serving as both a national language and Lingua franca. Bamgbose (1993) stresses that when two languages

come in contact and one is performing an official role, such language will be influenced both culturally and linguistically. Thus, English has come to stay in Nigeria as long as the official status accorded it by the Nigerian society is sustained.

One of the effects of the invasion of the linguistic landscape of Nigeria by English is that some languages are endangered due to the belief of the native speakers of such languages in the inferiority of their languages and superiority of English language. This line of thinking is erroneous in view of postulations by many language experts that no language is superior to the other. In line with this thinking, many ethnic groups believe that it is by speaking English that their social identity can be safeguarded. To this group of Nigerians, speaking English language wins confidence, respect, dignity and self glorification. It is against the backdrop of the mentality of some ethnic groups including Atyap that active speakers of these Nigerian languages are gradually and steadily abandoning their native languages for this elitist language.

Among the critics of the language policy are Adeyanju (1989), Bamigbose (1977) who described the undue premium placed on English in the course of Nigeria's development as misplaced priority. Fafunwa(1987) confirms the misplacement when he states "we teach Agriculture in English while our farmers farm in Yoruba, Hausa, Edo, Nupe, Efik and Kanuri. The same thing goes for medicine where student doctors are trained in English but almost 80% of them actually perform their duties in indigenous languages.

Mowarin (2004) confirms this trend in a study he carried out on the endangerment of Urhobo language where he states that many parents in the area encourage their children to learn and speak English as the first language. In the light of the assimilatory

effects of English language on other languages in Nigeria, this study would seek to find out if indeed English is an endangerment concern for Tyap and to recommend ways by which the concern can be averted.

2.7 Contact between Tyap and Hausa Languages

Studies carried out by Blench (1998) and Zitt localization project on languages of southern Kaduna (2010) state that Tyap belongs to the Niger-Congo language family. The Ethnologue confirms the assertion by Blench and Zitt localization and also classifies Hausa language as belonging to the Afro-Asiatic language family. This means that there is no genetic affinity between Hausa and Tyap speakers. Northern Nigeria is dominated by the Hausa language which Muzri (1986) describes as the lingua franca of the region. Mustapha (2009) further explains that the Hausa people have a tradition of long distance commerce which has allowed their language to spread across other areas of Nigeria. Also, ZangonKataf Local Government Area, the ancestral home of Atyap is known to have a sizeable number of Hausas that have inhabited the area with the Atyap for several hundreds of years. Tyap has enjoyed greater contact with Hausa than other minority languages in southern Kaduna due to the larger presence of Hausa native speakers in ZangonKataf and along history of interaction.

Tyap native speakers have also come in contact with Hausa language in government schools in the North of Nigeria where the language is used as a medium of instruction. Other areas of contact have been through inter-marriage and migration by native speakers of the two languages and the media where Hausa is used as a language of broadcast in radio and television houses.

Due to poor or non-existent infrastructural development and employment opportunities in ZangonKataf, the ancestral home of the Atyap, there has been a drift to urban centres by active speakers of Tyap language to major urban centres in the North such as Kaduna, Kano, Katsina and Abuja where there are large populations of Hausa native speakers. The resultant effect is that Tyap is not transmitted to children born by Tyap migrants in the urban centres they have moved to and so these children are easily assimilated into Hausa, English and pidgin English thus further compounding the endangerment threat to Tyap.

The history of linguistic contact tells us that wherever two or more languages come in contact, a number of phenomena take place such as borrowing, bilingualism, code-switching, code-mixing, language domination and sometimes language shift and death. No language in any society which has come in contact with any other society or societies is totally pure. All such languages have adopted some loan words from others (Olaoye 2002). It is obvious that Tyap language cannot be immune to these linguistic truths. The implications of the contact between Tyap language and Hausa language has rendered Tyap language susceptible to the phenomenon described above. This study would attempt to establish to what extent Hausa has impacted on Tyap.

2.8 Rural-Urban Drift and the Endangerment of Tyap

Another possible variable in the endangerment of languages is rural-urban drift. Blench (1998) identifies demographic crisis caused by labour migration/urbanism as a factor in language endangerment. Since ZangonKataf, the ancestral home of Atyap is a rural setting lacking in infrastructure, employment and educational opportunities. There has been a massive drift of active speakers of Tyap language to urban centres in Nigeria

such as Kaduna, Zaria, Kano, Lagos, Abuja (to mention a few) in search of jobs and educational opportunities (Sogfa, 2009). This has brought Tyap language into wider contact with other Nigerian languages and pidgin English which are likely to take their toll in the perceived endangerment of Tyap language.

Related to this are inter-marriages between native speakers of Tyap and native speakers of other Nigerian languages. Since parents in this kind of marriage, in most cases, cannot speak one another's language, English, Hausa and Pidgin English become the language of communication in the home thus denying the children exposure to their mother tongue and contributing to language endangerment. The way out is that children raised in such homes should be exposed to the languages of their parents from early age.

2.9 Previous Studies on Language Endangerment

Roger Blench (2002) conducted a survey of some of the endangered languages of Central Nigeria which is a region of Nigeria that Tyap language falls into. Among the languages Blench (2002) surveyed, was Iten, spoken by Eten or Ganawuri people who live in the region around Ganawuri town southwest of the Jos Plateau in Plateau state. The exact size of their population is unknown but may be around 40,000 people according to Blench (2002). Blench discovered that Iten language is not immediately threatened since, according to him, most of the population speak some version of the language and most adults are fluent.

The survey further revealed that specialized areas of the lexicon connected with ethno-scientific vocabulary traditional religion, songs and traditional music are threatened. The findings of the survey below are quite revealing.

In the case of music, three forces are responsible for the threat of vocabulary in Eten Language. These were identified as the spread of Christianity, closeness to the urban and regional centres, Jos and the widespread use of electricity in Ganawuri town. Christianity is perceived by the people of Ganawuri who practise the religion to be against all musical forms related to traditional religion and as a consequence, vocabulary on traditional religion have tended to disappear. Another aspect of change according to Blench is education where schools transmit a very patronizing attitude to traditional music but pupils are encouraged to imitate urban styles.

The survey identified electricity as another aspect of change in Ganawuri. According to Blench (2002), the advent of electricity in the town led to the opening of a video shop which plays continuous urban pop music at extremely loud volumes and often on a 24-hour schedule. Some drinking bars now have regular CD playing at night. On Wednesdays and Saturdays, the Survey reveals that there are large scale parties with drinking and recorded pop music. As a consequence, all types of traditional Eten music have very rapidly been sidelined.

The ethno-scientific vocabulary, according to the Survey, is also adversely affected. For instance, at the beginning of the colonial era, the Eten lived in a very isolated area thick with trees. Leopards and baboons lived in the hills. However, due to population growth and the demands of staples from nearby city of Jos, almost the entire farm area has been turned into agriculture. Nearly all the trees have been cut down, the animals have all been hunted out or fled for lack of a habitat. The consequence that although people still know the names of animals, birds and trees but it is difficult to identify many of them because they have not been seen for decades.

The Survey concludes that although Iten language is said not to be endangered, it is, in some important ways, unable to bring up any areas of specialized vocabulary and is increasingly prone to substitute loans from the dominant lingua franca, Hausa. The Survey therefore concludes that endangered languages and cultures go together and we need to enlarge our concept of endangerment to include the endangerment of cultures.

From the findings of the study, it is obvious that in addition to the variables in the endangerment of Tyap already identified, endangered cultures would be a factor in the endangerment of Tyap. This study will therefore, identify and comment on these other factors.

This study shares the following in common with Blench's study:

- 1) That Hausa is a variable in the endangerment of languages, particularly in the North.
- 2) That contact between and among languages is a factor in language endangerment.
- 3) That exposure to modernity as represented by the introduction of electricity in Ganawuri and rural-urban drift by Atyap is a variable in language endangerment.

Another study was carried out by Mowarin in 2004 on language endangerment in Urhobo land. It examines the language endangerment phenomenon among the constituent languages of Urhobo culture, namely Urhobo, Okpe and Urwie. Mowarin (2004) establishes that the languages are in various degrees of endangerment and identifies the following factors as the causes:

1. The ethnic groups are encircled by the Binis in the north, the Itsekiris and the Ijaws in the south, the Isokos and the Ukwanis in the east and the Itsekiris in the west. Language and cultural contacts and inter-ethnic marriages between members of the neighbouring

- ethnic groups have led to a shrink in the use of languages in Urhoboland. This is due to the assimilatory effects of the neighbouring languages.
2. Nigerian pidgin has also endangered the languages in Urhoboland. According to Mowarin (2004), Ideally, Nigerian pidgin is supposed to be a language of inter-ethnic communication in Urhoboland. However, it has now penetrated the orbit of homes in the area and is now being used as a language of intra-ethnic communication in urban centers like Warri, Sapele, Effurun and Ughelli. Nigerian pidgin is now the mother-tongue of many children in these urban centres.
 3. English is also a cause of language endangerment in Urhoboland. English is the official language of Nigeria. As a result of this, according to Mowarin, Nigerians have a positive attitude towards English and a negative attitude towards their indigenous languages. Indeed, most elites in Urhoboland transmit only English language to their children.
 4. The non-implementation of the National Policy on Education which provides that children should be taught in the mother-tongue or the language of the immediate community has contributed to language endangerment in Urhoboland.

Mowarin (2004) concludes, his study, by saying that the gradual death of Urhobo languages is eroding some of the traditional practices like knowledge of traditional medicinal plants, the folklore and tales of the people. It is also a sign of disintegration of unity of the Urhobo nation because when a language dies, the basis of the unity and group identity will be undermined.

Mowarin (2004) recommends the following strategies for the re-invigoration of languages in Urhoboland. That speakers of the languages should change their attitude from the present negative posture. That linguists within the speech communities should enlighten the Urhobos on the impending death of their languages and the catastrophic

effects. That Agbarho dialect of Urhobo language which is the lingua franca in Urhoboland can be adopted as the language of education from primary one to three.

The researcher's view on the findings of Mowarin (2004) study is that cultural and language contacts with their attendant assimilatory effects are not all together bad as they promote regional and national integration. They also provide an avenue for multilingualism to thrive among members of a speech community. What is required is that the cultural values of each language spoken in a speech community should be used by linguists and other stakeholders in a given community to encourage or stimulate the interest of the younger generation in their indigenous languages.

Borrowing from the literature review in this section, the study would examine the role of pidgin English and the assimilatory effects (if any) of languages surrounding Tyapland in the endangerment of Tyap. The variables would be incorporated in the questionnaire for the study.

2.10 Gains from the Review of Literature

The review of literature has provided the following data which are relevant to the present study.

- 1) Language endangerment is a worldwide phenomenon which is taken as a variable in this study.
- 2) The disappearance of any language constitutes an irretrievable loss to mankind.
- 3) Many languages of the world are endangered and that is why this study wants to find out if Tyap language is endangered.
- 4) The Hausa language serves as a lingua franca in Northern Nigeria and has some impact on the minority languages of the region, Tyap language inclusive. Other sources of the endangerment of language that are reviewed and that may be relevant to Tyap are

- English language, rural-urban drift, media programs in Tyap, lack of a developed orthography for Tyap, dearth of literature in Tyap language and inter-tribal marriages involving Atyap.
- 5) The threat to the survival of Tyap language seems real as can be seen from the inability of many of its speakers to communicate in the language at different Tyap fora.
 - 6) There are varying degrees of endangerment of languages therefore this study would determine the degree of endangerment of Tyap and the variable that has the greatest impact in the endangerment of the language.
 - 7) The Nigeria language policy is being implemented haphazardly with bias for major languages such as Hausa, Yoruba, Igbo while the policy includes both majority and minority languages.
 - 8) Most Nigerian languages (including Tyap) have no developed orthographies and sufficient literature thus putting transitional bilingual education in these languages in jeopardy.
 - 9) Speakers of minority languages in Northern Nigeria are not doing enough to promote their languages. Infact they are indifferent to their fate.
 - 10) Minority languages are not being transmitted to the younger generations.
 - 11) There is a drift to urban centres by Atyap native speakers due to poor or non-existent infrastructural development and employment opportunities in their ancestral homes thus bringing Tyap in contact with other languages such as Hausa, English and pidgin English.
 - 12) Some linguists see language endangerment as a phenomenon that should be encouraged while others see it as a one that should be discouraged.

- 13) Language endangerment has wider implications for the culture and sense of unity of a people.
- 14) The provision of the Nigeria Language Policy that the mother tongue or the language of the immediate environment should serve as the medium of instruction in the first three years of primary education is not being faithfully implemented in Nigeria and Tyapland in particular.
- 15) Studies have shown that a child learns best in his mother tongue. This should be encouraged because of its potentials in facilitating improvement in educational standards.
- 16) There is insufficient data on Nigerian languages hence the number of languages spoken in the country has remained a contentious issue. Nigerians generally have a non-chalant attitude to their indigenous languages.
- 17) Speakers of the various indigenous languages are largely responsible for the plight of their languages.
- 18) Cultural endangerment needs to be investigated side by side with language endangerment.

The gains from the literature review will serve as a launching pad for the researcher to build his investigation on the factors responsible for the endangerment of Tyap language and the role of Hausa language and other variables.

To achieve the goals of the study, many relevant view points reviewed, were utilized. The study has, therefore, attempted to prove the correctness of the assertion that minority languages are not being transmitted to the younger generations, unravel the role of Hausa language and other variables in the endangerment of Tyap language. determine the status of Tyap language presently and project its future status in the light of the

current realities, examine the role of Language Policy on the endangerment of Tyap language, examine teacher professional and academic training for bilingual education.

The gains from the literature review have gone a long way in providing information on what the content of the questionnaire should be or helped the researcher to delimit the areas the questionnaire is likely to cover. Data obtained from the questionnaire has helped the researcher to answer the research questions. The gains from the literature review have also served as a basis for designing the methodology and the instruments used in the study

2.11 Summary of the Chapter

This chapter discusses the reviewed related to the topic of the study. It highlighted the views of linguists on the different dimensions of language endangerment, the attitude of Atyap to their language, contact among Tyap, Hausa, English and pidgin English, rural-urban drift, gains from the review of literature and the theoretical framework on which the study is based.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

In this chapter, the methodological approach adopted for data collection, analysis and presentation is discussed. Specifically, the research design , population, sampling and sampling procedure, research instruments data collection procedures and data analytical procedures are discussed.

3.2 Research Design

For the purpose of this study, a descriptive survey design was adopted. Awotunde and Ugodulunwa (2004) have described this design as a systematic and organized attempt to analyze, interpret and report the present status of an organization, social institution, group or area. This design was adopted because the topic of the study is one that seeks to find out the conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing regarding the endangerment of Tyap language. The descriptive survey design was therefore appropriate in the circumstance.

3.3 Population

The population marked out for this study consisted of Tyapnative speakers in Kaduna state. The 2006 National population and Housing census gives a total population of 104,543 Tyap native speakers in Kaduna State. The target population, the one from which the researcher would ultimately generalize the results in chapter four (Amin 2005) comprised speakers of Tyap language cutting across all age groups. The population was drawn from ZangonKataf, Kaduna South and SabonGari local government areas of

Kaduna state. ZangonKataf local government area was considered appropriate for this study because it is the ancestral home of Atyp and harbours a large concentration of Tyap native speakers and a significant population of Hausa native speakers. Also, it was assumed that the local government area would facilitate an investigation of the rural dimensions of the endangerment of Tyap language. On the other hand, it was assumed that Kaduna South and SabonGari local government areas would facilitate an investigation of the urban dimensions of the endangerment of Tyap language by Hausa, English, pidgin English, rural-urban drift.

3.4 Sample and Sampling Technique

The total population of the study was 104,543. Using Krejcie and Morgan (1970) table for sample size selection from a given population, the appropriate sample size was 384. The sample size was proportionately distributed across the strata of the study using ; $\text{population of strata} / \text{total target population} \times \text{sample size}$. For instance, stratum age 50-59 years is $12002 / 104543 \times 44$. The total sample size is 384. (See Table 3.1 below).

Table 3.1 shows the strata of the study

Table 3.1 Stratas of the Study

STRATUM No.	STRATUM	POPULATION	SAMPLE SIZE	PERCENTAGE
1	50 to 59 years	12,002	44	12
2	40 to 49 years	13,714	50	13
3	30 to 39 years	15,005	55	14
4	20 to 29 years	17,585	65	17
5	15 to 19 years	22,918	127	22
6	14 years and below	23,319	43	22
Total sample size		104,543	384	100

Table 3.1 above shows that the sample size was allocated proportionate to the size of each strata in the population except age 14 years and below strata which had fewer respondents because of the cumbersome nature of interview which was the instrument used for this strata.

Table 3.2 shows the distribution of sample size

Table 3.2 Distribution of SampleSize

S/NO	STRATUM	ZANGON	KADUNA	ZARIA	TOTAL	INSTRUMENT
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KATAF					
1 50 to 59 years	16	14	14	44	Questionnaire
2 40 to 49 years	18	16	16	50	Questionnaire
3 30 to 39 years	21	17	17	55	Questionnaire
4 20 to 29 years	25	20	20	65	Questionnaire
5 15 to 19 years	47	40	40	127	Questionnaire
6 14 years and below	15	14	14	43	Informal Interview
Totals	142	121	121	384	

Table 3.2 above shows that the sample size was nearly equally distributed to the three locations.

3.5 Research Instruments

For the purpose of this study, questionnaire and informal interview were employed as instruments for data collection.

1) Questionnaire

Questionnaire was chosen as an instrument for this study in line with the assertion by Awotunde and Ugodulunwa, 2004 that it is used where the sample size is large and factual information is required with relative degree of accuracy, confidentiality and uniformity.

A 48-item questionnaire was designed by the Researcher for native Tyap speakers cutting across all age groups. The questionnaire consisted 45 likert-type and 3 open-ended questions. The questionnaire items were drawn from the research questions and respondents were made to answer all of them. The questions covered the following areas:

- i. evidence that Tyap is an endangered language.
- ii. the possible variables leading to the endangerment of Tyap.
- iii. the extent of the impact of the variables on the endangerment of Tyap.
- iv. the implementation of the indigenous languages policy by government (bilingual education).
- v. relationship between the endangerment of Tyap language and transitional bilingual education in Tyap language.

The questions are in line with the variables listed in Edwards (1985) typological framework for minority languages which has been adopted for this study. The variables are speakers and settings where they speak, demographic factors, geographical, educational, religious, economic and technological factors. This instrument provided data that were used to answer the research questions . (For the questionnaire, see Appendix A)

2) Informal Interview

Informal interview was conducted in Tyap, Hausa and English languages by the researcher who is a native speaker of Tyap. The interview questions were administered on 43 respondents which included children of 14 years and below and illiterates of varying ages. The interview questions sought to find out the ability of the respondents to

speak Tyap, Hausa and English languages. Responses elicited from the interview were recorded in audio tapes. These enabled the researcher to assess the respondents' degree of understanding and usage of Tyap, Hausa and English languages, their proficiency in the three languages and how far Hausa and English languages had infiltrated or impacted on their ability to speak Tyap language.

This instrument was chosen because of its usefulness in collecting data from children and illiterates, certainty of getting actual responses of the interviewee, the clarification of unclear responses from the interviewee, obtaining information on human behavioural characteristics especially situation-based behaviour and first hand information (Osuala, 2005). This instrument would provide data that would be used for answering the research questions.

3.6 Pilot study

A pilot testing was carried out by the Researcher with 20 respondents in Kafanchan, a semi-urban town in Southern Kaduna which has similar characteristics with those of the study area. This was done in order to establish the functioning effectiveness of the instruments of the study and determine whether the proposed methods of data analysis were workable or not. The instruments of the study, namely; Questionnaire and Informal Interview schedule were personally administered on the respondents by the Researcher and their responses obtained. The pilot study revealed that Atyap are abandoning their language for other dominant languages in their environment such as Hausa, English and Pidgin English.

3.7 Validity of the Instruments

Items for the Questionnaire and Informal Interview Schedule for the study were generated by the researcher and presented to the supervisors who scrutinized them for validity and made useful suggestions for their improvement. This resulted in some items being modified, dropped and new ones brought on board. The adequacy and comprehensiveness of the items as well as the clarity of the expressions in them were also examined and corrected by the Supervisors.

3.8 Reliability of the Instruments

Data generated from the pilot study were statistically tested for reliability. A Spearman rank reliability co-efficient of 0.863 was obtained, thus confirming the reliability of the instruments for the main study.

3.9 Data Collection Procedures

The instruments for the study were administered by the researcher using face to face method. In doing this, the assistance of Tyap community leaders, heads of associations and headmasters/principals of schools was solicited and obtained. Three hundred and forty-one (341) questionnaire were issued to the respondents. Three hundred and thirty-two (332) of these were correctly completed and returned while nine (9) were invalidated due to improper completion.

Informal interview was conducted in Tyap, Hausa and English by the researcher who is a native speaker of Tyap. 43 respondents were interviewed and their responses were recorded on audio tapes. The respondents included children of 14 years and below and illiterates of varying ages. (See the sample of the informal interview check-list in Appendix B).

3.10 Data Analytical Procedure

The descriptive statistics of frequencies was used for the biodata variables. The mean, standard deviations and standard errors including cumulative mean was used to answer the research questions. The Pearson Product Moment Correlation (PPMC) statistics was used to test the research hypotheses at 0.5 alpha level of significance. This is to determine the relationship of the independent variables with the dependent variables (survival/endangerment of Tyap language).

3.11 Summary of the Chapter

This chapter discusses the research process adopted for this study and provides the steps to be followed in conducting the research. It describes the research design, the population of the study, the sample and sampling procedures, research instruments, validity of research instruments, data collection procedures and data analytical procedures. In the discussion of the above sub-sections, the researcher attempted to justify the choice of approach and techniques for each of them.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

4.1 Introduction

This chapter presents the results of the study. The analysis was based on data obtained through questionnaire from 332 respondents out of the 341 sampled making a total percentage representation of 89% of the total sample size of 384. Informal interview was conducted for the remaining forty-three respondents that were sampled making a total representation of 11% of the total sample size of 384.

The Statistical Package for Social Sciences (SPSS) was used for the data analysis. The first section presents the bio-data analysis by means of frequencies and percentages, while the second section answers the research questions using frequencies, means and standard deviations of each item and a cumulative mean compared with decision mean of 2.50. The third section presents and interprets the four null research hypotheses by means of inferential statistical techniques of Pearson Product Moment Correlation (PPMC). All hypotheses are tested at 0.5 alpha level of significance. The fourth section outlined the major findings of the study and the last section discussed the findings.

4.2 Distribution of Bio-data Variables.

Table 4.1 shows the distribution of respondents according to their locations

Table 4.1 Locations of Respondents

Location	Frequency of of respondents	% of respondents	Frequency of return
ZangonKataf	128	33.33	128
Kaduna	128	33.33	128
Zaria	128	33.33	128
Total	384	100.0	384

As shown on Table 4.1, one location was picked from each of the three senatorial districts in Kaduna state and that respondents were equally distributed to the three locations. This means that the findings of the study reflected the opinions of Atyap in all the geopolitical zones of Kaduna state.

Table 4.2 shows the distribution of questionnaire to respondents by their age

Table 4.2Ages of Respondents

Age	Frequency	Percent
50-59 yrs	34	10
40-49 yrs	39	11
30-39 yrs	95	28
20-28 yrs	112	33
15-19 yrs	62	18
Total	342	100

Table 4.2 shows that the study captured nearly all the age groups in the population with age 20-28 having the highest number of respondents. The figure is proportionate to the size of this age group in the total population of the study.

Table 4.3 shows the distribution of respondents by their highest educational qualifications.

Table 4.3 Highest Educational Qualification of Respondents

	FREQUENCY	PERCENT	RESPONDENTS WHO CAN NEITHER SPEAK NOR WRITE TYAP	PERCENTAGE OF RESPONDENTS WHO CAN NEITHER SPEAK NOR WRITE TYAP %
PhD	5	1	2	40
Master Degree	14	4	4	29
Bachelor Degree	43	13	13	30
HND	65	20	27	42
NCE	38	11	17	48
ND/OND	95	29	55	58
SSCE/WASSCE	72	22	43	60
Total	332	100	161	

As can be seen from Table 4.3, the study population cuts across all strata of educational qualifications namely; Doctor of Philosophy (PhD), Master Degree, Bachelor Degree, Higher National Diploma (HND), National Diploma (ND), Ordinary National Diploma (OND), Senior School Certificate Examination (SSCE), West African Senior School Certificate Examination (WASSCE). National Diploma (ND) had the highest number of respondents (26%) which is proportionate to its size in the total population of the study.

Table 4.4 shows the distribution of questionnaire to the respondents by their status in the family.

Table 4.4 Respondents' Status in the Family

Status in family	Frequency	Percent
Father	86	26
Mother	74	22
Child	127	38
Dependant	45	14
Total	332	100

As indicated in Table 4.4, the study population cuts across the classes of family members in the population and children had the highest number of respondents (38%) which is proportionate to the size of children in the total population of the study.

Table 4.5 shows the distribution of questionnaire to respondents by their occupations

Table 4.5 Occupation of Respondents

Occupation	Frequency	Percent
civil servants	90	27
public servants	53	16
businessman/woman	40	12
Student	109	33
any other	40	12
Total	332	100

As indicated in table 4.5, the study population cuts across nearly all occupations in the population and students had the highest number of respondents (33%) which is proportionate to their size in the total population of the study.

Table 4.6 shows the distribution of questionnaire to respondents by whether or not they are native speakers of Tyap

Table 4.6 Respondents as Native Speakers/Non-native Speakers of Tyap

Are you a native Tyap speaker	Frequency	Percent
Yes	332	100
No	Nil	Nil
Total	332	100

Table 4.6 above indicates that all the respondents of the study were native speakers of Tyap.

4.3 Analysis of the Research Questions

Question1: Evidence of Tyap Endangerment

Table 4.7 reflects the opinions of questionnaire respondents on the evidence that Tyap is endangered.

Table 4.7 Opinions of Questionnaire Respondents on the Evidence that Tyap is an Endangered Language

		RESPONSE						
s/no		CATEGORIES				MEAN	STD.DEV	STD.ERR
	Items	AGREE DISAGREE						
	N=332							
		F	%	F	%			
1	I speak Tyap language	92	28	240	72	1.97	.820	.043
2	I write Tyap language	8	2	324	98	1.58	.552	.030
3	I read Tyap language	12	4	320	96	1.61	.557	.031
4	I speak Hausa language	209	63	123	37	2.37	.526	.029
5	I write Hausa language	249	75	83	25	2.04	.435	.024
6	I read Hausa language	291	88	41	12	2.08	.4912	.027
7	I speak English language	249	75	83	25	2.74	.476	.026
8	I write English language	289	87	43	13	2.13	.391	.021
9	I read English language	289	87	43	13	2.87	.411	.025
10	I speak pidgin English	8	2	324	98	1.90	.391	.021
11	I write pidgin	1	1	331	99	1.13	.362	.020
12	I write pidgin English	13	4	319	96	1.22	.618	.034
	Cummulative mean					2.800		

Decision mean = 2.50

Table 4.7 has provided evidence that Tyap is endangered as Tyap native speakers were confirmed to speak, write and read Hausa (63%, 75% and 41% respectively) and English (75%, 87% and 87% respectively) more frequently than Tyap in domains such as market places, work places, schools and worship centres. For instance, for the question that required respondents to write a sentence in Tyap language, 252 (76%) of them could not write a sentence in Tyap (see Table 4.5.1). Many of them confessed they could not do so, others simply drew a line across the spaces provided for the sentence to indicate their inability to write any sentence in Tyap while others attempted to write the sentences but gave meaningless sentences. One of such respondents in response to a question requiring him to write a sentence in Tyap wrote as follows: “Nnnanatalakali” which is a meaningless sentence. When the same respondent responded to the questions requiring him to write a sentence each in Hausa and English, he wrote in Hausa “SunangarinaJankasa” and in English “I am the eldest son of my parents” which made sense. Many other respondents made unsuccessful attempts to write sentences in Tyap, others did not venture to attempt and confessed their inability to write any sentence in Tyap.

Question 2: What are the Variables leading to the Endangerment of Tyap Language?

Table 4.8 reflects the opinions of questionnaire respondents on variables leading to the endangerment of Tyap

Table 4.8 Opinions of Questionnaire Respondents on Variables Leading to the Endangerment of Tyap Language

s/no	Items	RESPONSE				Mean	STD.DEV	STD.ERR	RANK
		CATEGORIES							
		N=332							
		AGREE DISAGREE							
		F	%	F	%				
1	Influence of Hausa	327	98	5	2	3.80	.487	.028	1 st
2	Influence of English language	315	95	19	6	2.96	.293	.016	3 rd
3	Influence of pidgin English	68	20	264	80	2.18	.470	.026	11 th
4	Influence of languages surrounding Tyap land	31	9	301	91	1.42	.692	.038	12 th
5	Indifference of Atyap	305	92	27	8	3.10	.562	.031	5 th
6	Absence of standardized orthography	277	83	55	17	2.84	.413	.023	9 th
7	Insufficient literature (books) in Tyap	289	87	43	13	2.87	.370	.020	6 th
8	Implementation of indigenous languages policy	275	83	57	17	2.82	.413	.023	9 th
9	Lack of teachers of Tyap								

	language	286	86	46	14	2.86	.390	.021	7 th
10	Dearth of								
	mediaprogrammes in Tyap	313	94	17	5	2.99	.301	.017	4 th
11	Non-transmission of Tyap								
	to the youth	324	98	8	2	3.29	.510	.027	2 nd
12	Rural-urban migration	286	86	46	14	2.89	.426	.023	7 th
	Cumulative mean					2.835			

Decision mean = 2.50

As can be seen from Table 4.8, the opinions of respondents on the variables leading to the endangerment of Tyap are ranked in the following order of importance: influence of Hausa (98%), non-transmission of Tyap to the youth (98%), influence of English (95%), dearth of media programmes in Tyap (94%), indifference of Atyap to their language (92%), insufficient literature in Tyap (87%), lack of Tyap language teachers (86%), rural-urban migration (86%), absence of standardized orthography (83%), implementation of indigenous language policy (83%), influence of pidgin English (20%), influence of languages surrounding Tyapland (9%). This means that languages surrounding Tyap-land such as Jju and Ham have little impact on Tyap language. From the foregoing ranking, it can be seen that all the above variables have to be tackled in order to save Tyap language from endangerment.

Question 3: Which of the variables has the greatest impact on the endangerment of Tyap language?

Table 4.9 shows the opinions of questionnaire respondents on which of the variables has the greatest impact in the endangerment of Tyap language

Table 4.9 The Variable that has the greatest impact on the Endangerment of Tyap Language:-

S/N	Items	RESPONSE CATEGORIES				MEAN	STD.DEV	STD.ERR
		N=332 AGREE DISAGREE						
		F	%	F	%			
1	Use English more than Tyap at home, school, worship, market and work	285	86	47	14	3.47	.853	.047
2	Use Hausa more than Tyap at home, school, worship, market and work	288	87	44	13	2.85	.567	.031
3	Use pidgin more than Tyap at home, school, worship, market and work	59	18	273	82	2.04	.601	.033
4	Speak Hausa more than Tyap for economic, social and political reasons	173	52	159	48	2.49	.775	.043
5	Speak English more than Tyap for							

	economic, social and political							
	reasons	173	52	159	48	2.46	.705	.039
6	I do not take pride in speaking							
	Tyap	17	5	315	95	1.97	.414	.023
7	Speak Pidgin more than Tyap for							
	economic, social and political							
	Reasons	41	12	291	88	2.04	.543	.030
	CUMMULATIVE MEAN					2.4742		

Decision mean = 2.50

From Table 4.9, it can be seen that Hausa had the greatest impact in the endangerment of Tyap language with 87% of Atyap speaking Hausa more frequently than Tyap in nearly all domains. Hausa is followed by English language with 86%. This confirmed the assertion in the literature review that Hausa is a dominant language and a lingua franca in northern Nigeria.

Question 4: What is the relationship between the endangerment of Tyap language and Transitional Bilingual Education in Tyap language?

Table 4.10 shows the relationship between the endangerment of Tyap and transitional bilingual education

Table 4.10The relationship between the endangerment of Tyap Language and Transitional Bilingual Education

s/no	Items	RESPONSE				MEAN	STD.DEV	STD.ERR
		CATEGORIES						
		AGREE DISAGREE						
	N=332	F	%	F	%			
1	No standardized orthography for Tyap	296	89	36	11	3.05	.552	.030
2	No government sponsored programmes for Tyap	308	93	24	7	3.13	.552	.030
3	No trained teachers of Tyap	322	97	10	3	3.16	.481	.026
4	Teaching in primary 1 to 3 done in Hausa	325	98	7	2	3.17	.485	.027
5	Virtually no media programmes in Tyap	321	97	11	3	3.19	.505	.028
6	Inadequate literature in Tyap	316	95	16	5	3.18	.519	.028
7	Parents do not teach their children to speak Tyap	123	37	209	63	2.30	.700	.038
8	Parents indifferent to							

whether or not their	149	45	183	55	2.45	.805	.044
children speak Tyap							
Cumulative mean					2.9537		

Decision mean = 2.50

The table revealed that:

- i. Tyap has no standardized orthography as confirmed by 89% of the respondents.
- ii. There are not trained teachers for Tyap language education as confirmed by 97% of the respondents.
- iii. Teaching in the first three years of primary education is presently being done in Hausa language for Tyap children as confirmed by 98% of the respondents.
- iv. There are virtually no media programmes in Tyap language as confirmed by 97% of the respondents.
- v. Tyap language is not being adequately transmitted to the younger generation of Atyap as confirmed by 63% of the respondents.

4.4 Testing of Research Hypotheses

Hypothesis 1 (H01): This null hypothesis states that there is no significant relationship between Evidence that Tyap language is endangered and the Survival of Tyap Language.

Table 4.11 shows the Pearson Product Moment Correlation (PPMC) statistics on the relationship between evidence that Tyap is endangered and the survival of Tyap

Table 4.11 Pearson Product Moment Correlation statistics on the relationship between the endangerment of Tyap and the survival of the language

Variables	N	Mean	S.D	Correlation index r	Df	Sig(p)
Endangerment and survival of Tyap language	332	95.4247	6.1744	.492**	330	.000
Evidence that Tyap language is endangered	332	20.4398	2.5579			

*** correlation is significant at the 0.5 level (2-tailed)*

Details of the Pearson Product Moment Correlation statistics above revealed the existence of significant relationship between the endangerment of Tyap language and the survival of Tyap. This is because the calculated level of significance was ($r = .492$, $p = .000$). It is a moderate relationship because the correlation value is greater than .04 but less than .5. Hence, the null hypothesis which stated that there is no significant relationship between evidence that Tyap language is endangered and the survival of the language is hereby rejected.

Hypothesis 2 (H02): This null hypothesis states that there is no significant relationship between variables leading to the endangerment of Tyap language and the survival of the language.

Table 4.12 shows Pearson Product Moment Correlation (PPMC) statistics on the relationship between variables leading to Tyap language endangerment and the survival of Tyap.

Table 4.12 Pearson Product Moment Correlation Statistics on the Relationship Between Variables Leading to the Endangerment of Tyap and the Survival of the Language

	N	Mean	S.D	Correlation index r	df	Sig(p)
Variables						
Endangerment and survival of Tyap language	332	95.424	6.1744	.591**	330	.000
		7	8			
Variables leading to the endangerment of Tyap language	332	34.027	2.5878			
		1	8			

*** correlation is significant at the 0.5 level (2-tailed)*

The outcome of the Pearson Product Moment correlation (PPMC) statistics above revealed that a significant relationship existed between variables leading to the endangerment of Tyap language and the survival of the language. This is because the calculated level of significance is ($r = .591$, $p = .000$). It is a strong relationship because the value is greater than .5. Hence, the null hypothesis which stated that there was no significant relationship between variables leading to the endangerment of Tyap language and the survival of the language is hereby rejected.

Hypothesis 3 (H03): This null hypothesis states that there is no significant relationship between the variable that has the greatest impact on the endangerment of Tyap language and the survival of the language.

Table 4.13 shows the Pearson Product Moment Correlation (PPMC) statistics on the relationship between the variable that has the greatest impact in the endangerment of Tyap and the survival of the language.

Table 4.13 Pearson Product Moment Correlation Statistics on the Relationship Between the Variable that has the Greatest Impact on the Endangerment of Tyap and the Survival of the Language

	N	Mean	S.D	Correlation index r	df	Sig(p)
Variables						
Endangerment and survival of Tyap language	332	95.424	6.1744	.604**	330	.002
		7	8			
variable that has the greatest impact on the endangerment of Tyap language	332	17.316	3.1726			
		3	7			

*** correlation is significant at the 0.5 level (2-tailed)*

An understanding of the above Pearson Product Moment correlation (PPMC) statistics revealed that significant relationship exists between the variable that has the greatest impact on the endangerment of Tyap language and the survival of the language. This is because the calculated level of significance is ($r=.604$, $p = .002$). It is a strong relationship since the value is greater than .5. Consequently, the null hypothesis which states that there is no significant relationship between the variable having the greatest

impact on the endangerment of Tyap language and the survival of the language is therefore rejected.

Hypothesis 4 (H04): This null hypothesis stated that there was no significant relationship between Transitional Bilingual Education and the endangerment of Tyap language.

Table 4.14 shows the Pearson Product Moment Correlation (PPMC) statistics on the relationship between transitional bilingual education and the endangerment of Tyap language.

Table 4.14 Pearson Product Moment Correlation Statistics on the Relationship Between Transitional Bilingual Education and the Endangerment of Tyap Language

	N	Mean	S.D	Correlati- on indexr	df	Sig(p)
Variables						
Endangerment and survival of Tyap language	332	95.424	6.1744	.581**	330	.003
		7	8			
Transitional Bilingual Education	332	23.641	2.5321			
		6	8			

*** correlation is significant at the 0.5 level (2-tailed)*

An understanding of the above Pearson Product Moment correlation (PPMC) statistics revealed that significant relationship existed between transitional bilingual education and the endangerment and survival of Tyap language. This is because the calculated level of significance was ($r = .581$, $p = .003$). It is a strong relationship since the value is greater than .5. Therefore, the null hypothesis which stated that there was no significant relationship between transitional bilingual education and the endangerment of Tyap language is hereby rejected.

4.5 Analysis of Open-ended questions

In this section, data on open-ended questions in the questionnaire are analysed.

Table 4.15 On Open-ended Questions

S/No.	Items	No. of responses	Able to	%	Unable to	%
1.	Write a sentence in Tyap	332	80	24	252	76
2.	Write a sentence in Hausa	332	249	75	83	25
3.	Write a sentence in English	332	290	87	42	13

As can be seen from Table 4.15, 76% of the respondents who are supposed to be Tyap native speakers were unable to write a sentence in Tyap language but 75% of them were able to write a sentence in Hausa and 87% of them were able to write a sentence in English. This shows that Tyap native speakers have been abandoning their language for Hausa and English thereby endangering their language.

4.6 Analysis of Informal Interview

Table 4.16on Informal Interview

	Response Categories						
Items	A	%	DA	%	Mean	Std Dev.	Std Err.
Can speak Tyap	27	63	16	37	2.7674	1.1092	.691
Can speak Hausa	32	74	11	26	2.9767	1.0348	.1578
Can speak English	28	65	15	35	2.907	1.1032	.16
Can tell a story in Tyap	26	60	17	40	2.6977	1.080	.1648
Can tell a story in Hausa	31	72	12	28	2.9535	1.0454	.1594
Can tell a story in English	30	70	13	30	2.9070	1.0870	.1657
Cumulative Mean	2.8488						

Decision Mean = 2.50

Table 4.16 above revealed the opinions of 43 respondents which shows that more of the respondents speak Hausa (74%) and English (65%) than Tyap (63%) and can tell stories better in Hausa and English languages than in Tyap. The table also revealed that the cumulative mean of 2.8488 is higher than the decision mean of 2.50. This means that the

responses are positive and in agreement that Tyap is endangered. It is noteworthy that discuss by the few who could tell a story in Tyap was dominated by code-switching and code-mixing in Hausa and Tyap thereby suggesting a shift by Atyap from their language to Hausa and English.

4.7 The Survival of Tyap

Table 4.17 Rating of the Endangerment of Tyap Based on UNESCO Criteria

UNESCO degree of endangerment	GRADE	Speaker Population	Rating of Endangerment Level of Tyap		
			High	Mid	Low
Safe	5	Language used by all from children to adults.	√		
Unsafe	4	Most children and families do not speak the language.	√		
Definitely endangered	3	Language used mostly by parental generation and upwards.	√		
Severely endangered	2	Language used mostly by grandparental			

Critically endangered	1	generation and upwards. Language used by few great-grandparental generation.	√
Extinct	0	There exists no speaker of the language.	√
			√

Table 4.17 shows that Tyap is definitely endangered since the language is used mostly by parental generation and upwards.

4.8 Major Findings

The overall findings of the study are as follows:

Research Question 1: What is the evidence that Tyap is an endangered language?

Findings in respect of this research question indicate that Tyap are shifting from their language to Hausa and English language as evidenced in the revelation that Tyap speak, read and write more in Hausa and English than they do in their language (Tyap).

Research Question 2: What are the variables in the endangerment of Tyap language ?

The study identified the following in ahierarchical order as the variables in the endangerment of Tyap language:the influence of Hausa language, the non-transmission of Tyap language to the younger generation of Atyap, the influence of English language, dearth of media programmes in Tyap, indifference of Atyap to their language, insufficient literature in Tyap language, lack of teachers of Tyap language, absence of a standsdardized orthography for Tyap, poor implementation of indigenous languages policy, influence of pidgin English and influence of languages surrounding Atyap.

Research Question 3: Which of the variables has the greatest impact in the endangerment of Tyap language?

The findings showed that Hausa had the greatest impact in the endangerment of Tyap as Atyap speak, read and write more in Hausa than they do in Tyap.

Research Question 4: What is the relationship between the endangerment of Tyap language and Transitional Bilingual Education?

The findings showed that the variables in the endangerment of Tyap language had worked against the implementation of transitional bilingual education in Tyap in the following hierarchical order: lack of personnel to teach Tyap language, inadequacy of books in Tyap language and lack of government support. Hence, there is no Transitional Bilingual Education in Tyap presently

4.9 Discussion of Findings

Hypothesis one states that there is no significant relationshipbetween evidence that Tyap is an endangered language and the survival of the language. The following are evidence that Tyap is an endangered language:-

- 1) Atyap speak Hausa language more than they speak Tyap language.(This item had the highest mean response of 3.23).

- 2) Atyap speak English more than they speak Tyap language this item attracted the second highest mean response of 2.74).
- 3) The cummulativemean of 2.800 is more than the decision mean of 2.50 confirming that Tyap language is indeed endangered. These findings suggest a shift by Atyap from their language to Hausa and English languages and confirmed a finding by Olaoye (2002)that when languages come into contact the dominant ones impact on the less dominant ones resulting in language loss and interference by speakers of the less dominant languages. This study is different from previous studies by Blench (2002) and Mowarin (2004) on the endangerment of Ganawuri and Urhobo languages because it has not only discussed the endangerment of the language in general terms but has gone ahead to determine the level of endangerment of the language which is that Tyap is definitely endangered.The study has considered variables such as the attitude of the speakers of the language, lack of standard orthography for the language, bias implementation of language policy and the dearth of media programmes in Tyap not reckoned with in the previous study and the variables with the greatest impact in the endangerment of Tyap has been identified thus breaking new grounds.

Results of **hypothesis two**revealed that significant relationship exists between variables leading to the endangerment of Tyap language and the endangerment and survival of Tyap. The answer to research question two revealed that the first variable is the influence of Hausa language on Tyap which had the highest mean of 3.80, the second variable is the non-transmission (non-transfer) of the language to the younger generation which attracted the second highest mean response of 3.29.

On the whole, all the variables have significant effect on the endangerment of the Tyap language because the cumulative mean response of 2.835 is higher than the decision mean of 2.50. This finding has confirmed findings by Muzrui (1986) that :

- 1) Hausa is the lingua-franca of Northern Nigeria and that it has impacted on the endangerment of many minority languages of the region including Tyap.
- 2) English has similarly impacted on the endangerment of Tyap language which confirmed an earlier finding by Sogfa (2009) that native speakers of Tyap language in Nigeria were not doing enough to promote their language.
- 3) Tyap language is not adequately transmitted to the younger generation of Atyap.
- 4) Not enough awareness has been created on the endangerment of Tyap language and its consequences.

This study is different from the one carried out by Blench (2002) and Mowarin (2004) on the endangerment of Ganawuri and Urhobo languages respectively because it has broadened the variables in the endangerment of Tyap language to include: the attitude of Atyap to their language, the impact of languages surrounding Tyapland, the dearth of literature/media programmes in Tyap and the biased implementation of the languages policy in favour of the three major languages of Hausa, Yoruba and Igbo by government which were not taken into account in the studies by Blench (2002) and Mowarin (2004) thus breaking new grounds.

Hypothesis three also revealed that significant relationship exists between variables that have the greatest impact on the endangerment of Tyap language and the endangerment and survival of Tyap language. According to the responses to research question three, out of the seven variables examined, the one that said that

Atyap use Hausa language more frequently than Tyap for communication in the home, school, place of worship, market and work place, attracted the highest mean response of 3.47.

The second variable in the endangerment of Tyap language is the non-transmission of Tyap to the younger generation of Atyap which attracted the second highest mean response of 3.29 these findings confirmed the following findings reported in the literature review:

- 1) The threat to the survival of Tyap is real (Sogfa, 2009).
- 2) Hausa has great impact on Tyap, being a lingua-franca in Northern Nigeria (Muzrui, 1986).
- 3) That Tyap is not being transmitted to the younger generation of Atyap by the older generation (Sogfa, 2009).

What differentiates this study from the ones before it is that it provided a hierarchy of impact of each of the variables in the endangerment of Tyap language (see Table 4.3.2). the study has therefore broken new grounds in this respect.

The outcome of hypothesis four shows that significant relationship exists between Transitional Bilingual Education and the endangerment and survival of Tyap.

The opinions of respondents regarding this in question four showed that:

- 1) Tyap has no standardized orthography as confirmed by 89% of the respondents on table 4.3.4,
- 2) Tyap has very little literature as confirmed by 95 % of the respondents on table 4.3.4 and

- 3) No adequate teacher preparation has been made for transitional bilingual education in Nigeria as confirmed by 97% of the respondents on table 4.3.4 and asserted in the literature review by Fafunwa (1998).

These findings show that the provision of Nigeria language policy that the mother tongue or the language of the immediate environment should serve as a medium of instruction in the first three years of primary education is not being faithfully implemented in Tyap-land as asserted by Fafunwa (1998) in the literature review. This study is different from previous studies on the endangerment of Tyap language because it has made the first attempt to investigate the state of transitional bilingual education in relation to Tyap language.

From the foregoing, it can be seen that:

- 1) Transitional bilingual education for Tyap children is not feasible in the near future because the conditions precedent for it such as the existence of a developed orthography for Tyap, the availability of trained Tyap language education teachers and sufficient literature in Tyap are virtually non-existent.
- 2) the continued use of Hausa for transitional bilingual education for Tyap children is a tacit encouragement of Tyap children to abandon their language.
- 3) the inability of Atyap and the government to promote literacy in Tyap language would continue to deprive Tyap children of the opportunity to use their language for more effective learning than they would have in a foreign language. This view is in line with findings by Fafunwa (1960) to the effect that learning in the mother tongue is more effective than in a foreign language.

Data collected in respect of the open-ended questions in the questionnaire corroborated the findings from the likert-type questions in the questionnaire to the effect that Atyap are abandoning their language for Hausa and English.

Informal Interview: The informal interview provided evidence that Tyap is endangered as can be seen on table 4.16. For instance, the table shows that 74% of the respondents could speak Hausa while only 63% could speak Tyap. In the same vein, 72% of the respondents could tell a story in Hausa while only 60% could tell a story in Tyap. It is noteworthy that discourse by the few who could tell a story in Tyap was dominated by code-switching and code-mixing in Hausa and Tyap thereby suggesting a shift by Atyap from their language to Hausa and English.

The Survival of Tyap: The findings of the study have been placed side by side with the UNESCO (2003) table of degrees of language endangerment according to speaker population (Table 4.7.1) and a conclusion was reached that Tyap is definitely endangered since the language is presently used mostly by parental generation and upwards. This level of endangerment can still be reversed. Therefore, Tyap language still has the chances of surviving if the right steps are taken by Atyap and sustained. These steps would include a revitalization programme (a conscious effort to increase the number of active speakers of Tyap language) that would promote the transmission of Tyap language to the younger generation and a massive documentation of the language. If however the existing trend of endangerment is left unchecked, the language is not likely to survive the next 100 years.

4.10 Summary of the Chapter

This chapter analysed the data collected through the instrumentality of Questionnaire and Informal Interview. The Statistical Package for Social Sciences (SPSS) was used to analyse the data and subsequently answer the Research Questions and test the research hypotheses.

The chapter also provided the major findings of the study.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, the findings of the study are summarized, conclusions are arrived at and recommendations made towards addressing the problem of the study.

5.2 Summary

The topic of this study is “Language Endangerment and the Survival of Tyap : Implications for Transitional Bilingual Education.” The researcher formulated research questions which sought to establish evidence that Tyap is endangered, identify the variables leading to the endangerment, identify which of the variables has the greatest impact in the endangerment of Tyap and bring out the implications of the endangerment of Tyap for Transitional Bilingual Education.

Furthermore, the researcher formulated hypotheses which sought to prove if any significant relationship existed between the following:

- 1) evidence that Tyap is endangered and the survival of Tyap language,
- 2) the variables leading to the endangerment of Tyap and the survival of Tyap,
- 3) the variable that has the greatest impact in the endangerment of Tyap and the survival of Tyap,
- 4) the endangerment of Tyap and Transitional Bilingual Education.

For the purpose of the study, the researcher adopted questionnaire and informal interview as instruments for data collection. The data collected from the field were subjected to descriptive statistical analysis and inferential statistics. These involved frequency counts and percentages for the biodata variables and the Pearson Product

Moment Correlation to test the research hypotheses. Item means and frequencies were used to answer the four research questions. To answer the research questions, each item was subjected to mean agreement, standard deviation, including frequencies of the four options of “strongly agree”, “agree”, “strongly disagree” and “disagree”. In order to test the null hypotheses, the Independent Pearson Product Moment Correlation statistics was used to test for relationship.

The findings of the study are as follows:

- 1) Atyap are shifting from their language to Hausa, English and Pidgin English.
- 2) The variables in the endangerment of Tyap include assimilatory effect of languages in contact with Tyap, non-transmission of Tyap to the younger generation, absence of a Standardized Orthography, paucity of media programmes and literature in Tyap and biased implementation of the National Language Policy to the detriment of Tyap.
- 3) Hausa language has the greatest impact in the endangerment of Tyap.
- 4) There is no Transitional Bilingual Education in Tyap
- 5) Tyap language, though endangered, can still be revitalized.

5.3 Conclusions

In determining whether Tyap language is endangered or not, the researcher placed the data generated from the study side by side the table on the degrees of language endangerment based on speaker population (see table 4.7.1) published by (UNESCO 2003) and came to the conclusion that Tyap is endangered. The study has gone a step ahead of others before it by broadening the variables in the endangerment of Tyap rather than restricting investigation to one or two variables.

Another new ground of the study is that it has measured the degree of impact of each variable in the endangerment and come to the conclusion that Hausa has the greatest impact on Tyap followed closely by the non-transmission of Tyap to the younger generation of Atyap by the older generation. The researcher however concludes that rather than Atyap blaming government, Hausa or English language for the plight of their language, they should put their acts together to salvage the situation. Another innovation of the study is that a curriculum has been developed for the teaching of Tyap language for young and adult Atyap, possibly after the Tyap orthography is developed.

The study concludes that the endangerment of Tyap can still be arrested and its survival ensured if the recommendations made are implemented. If however nothing is done to salvage Tyap language, the language is not likely to survive the next 100 years.

5.4 Recommendations

The study recommends as follows:

- 1) The Atyap Community Development Association (ACDA), Tyap traditional institutions should launch a special fund dedicated towards the implementation of the recommendations of this study. The funds should be used to develop a cultural archive, museum of art, endowment for research and publications on the history, culture, economics and politics of Atyap people. Funds and research equipment should be provided for those interested in carrying out research in Tyap. The fund should be operated as an independent foundation with a Board of Trustees comprising eminent qualified persons in the various fields of the fund's activities. In the interim, a committee should be set up to create enough awareness on the urgency of the need to raise funds and convince Atyap of its desirability.

- 2) The standardization of the existing Tyap orthographies should be of utmost importance to this committee who should in the interim, look at the existing orthographies for Tyap language with a view to standardizing them and coming up with a set of symbols (alphabets) for writing the language and rules for writing as they affect spelling, hyphenation, capitalization, word-breaks, emphasis and punctuation. Thereafter, the Atyap Community Development Association (ACDA) should commission experts in the language to produce textbooks and other forms of literature for the teaching and learning of Tyap.
- 3) Atyap community leaders should embark on aggressive campaigns to inform the younger ones and the adults as well as those who disown their language for other ones that they do not enjoy any privilege but on the contrary such habit attracts indignation. Special lecture series should be instituted periodically to create awareness on Tyap language. Symposia should be organized to market the value of Tyap language particularly to the younger generation and form movements or clubs for the promotion of the language. Also, the Atyap Community Development Association (ACDA) and other stakeholders in Tyap-land should take steps to establish centres where older Tyap adults would provide pre-school child care for children to be immersed in Tyap language. This could be done through holiday camps. The researcher has developed a curriculum to be used in the centres recommended. (See Appendix E). The curriculum has both developmental and remedial objectives as follows:
 - i. To develop the proficiency of young and adult Atyap in Tyap language.
 - ii. To tackle deficiency in Tyap among young and adult Atyap.

An integrated approach has been adopted in the formulation of the curriculum where elements such as history and culture of Atyap, Tyap sound system, listening and

speaking Tyap, Tyap numbers, Tyap greetings, vocabulary development, Tyap parts of speech and sentence formation in Tyap have been included.

The 161 literate respondents who could neither speak nor write Tyap (as revealed by the study) could be used for a pilot project in this regard. It is hoped that if this measure is taken the interest of young and adult Atyap in the language would be invigorated and the endangerment of the language would be put in check.

- 4) Tyap parents should transmit the language to their children by speaking the language to them in as many domains as possible
- 5) The ACDA should make a passionate appeal to government on the need to give every ethnic group a sense of belonging by supporting Tyap language to develop. Specifically, government should commission programmes for the standardization of the orthographies of Tyap language and the training of teachers for transitional bilingual education in Tyap.
- 6) Atyap should clamour for and promote the use of their language in the media. Prominent Tyap sons and daughters should be prevailed upon to sponsor media programmes in Tyap language. The A.C.D.A should also prevail on the Kaduna state Government and its media outfits to restore the rested Tyap news and feature programmes in its media. In addition to these, programmes for the teaching and learning of Tyap should be introduced in Kaduna State Media Corporation. Other media programmes recommended include Tyap request programmes, Tyap phone-in programmes, Tyap debates and quiz competitions.
- 7) Tyap language experts should be supported by the A.C.D.A and Government to develop Tyap language text books and other forms of literature for the teaching of literacy in reading, writing and speaking Tyap and academic subjects. The support could be in form of provision of funds and the sponsorship of language experts to work on the project.
- 8) In order to revitalize Tyap language, the following strategies should be adopted in order to attract Tyap youth to the language.

- i. Tyap musical concerts should be staged.
- ii. Tyap beauty contest should be organized.
- iii. Tyap quiz competitions should be organized.
- iv. Tyap debate competitions should be organized.
- v. Tyap comedy shows should be staged.
- vi. Tyap drama should be staged.
- vii. Tyap inter-clan competitions should be organized.
- viii. Tyap newspapers/media programmes should be introduced.
- ix. Mock news in Tyap should be staged.
- x. Tyap story books should be written.
- xi. Tyap cultural festivals should be invigorated.
- xii. Tyap sports festivals should be organized.
- xiii. Symposia should be organized to create awareness on Tyap and change the attitude of Atyap to their language.

9) The following are areas suggested for further studies:

- i. The standardization of the existing orthography for Tyap language.
- ii. Language endangerment and the revitalization of Tyap.
- iii. The effect of language endangerment on the cultural values of Atyap.

5.5 Study Implications

- 1) The implication of Atyap abandoning their language for Hausa and English is a real threat to the survival of Tyap language thus dimming the prospects of transitional bilingual education in Tyap language. This is because transitional bilingual education in Tyap can only be possible if speakers of the language.

- 2) The identification of several variables in the endangerment of Tyap has broadened the areas for searching for solutions to the endangerment of Tyap. Part of the problem stems from the desire of Atyap to become bilinguals and multi-linguals. This in itself is not bad but should be pursued side by side with a conscious effort to preserve Tyap.
- 3) The absence of a standardized orthography for Tyap is a challenge to Tyap language experts and elite to rise up to the occasion.
- 4) The biased implementation of the indigenous language policy to the disadvantage of minority languages calls for review in order to give all linguistic groups a sense of belonging.
- 5) The non-transmission of Tyap by the older generation of Atyap to the younger generation must be addressed urgently by Atyap as the fate of the language is in their hands.

The findings of the study can be extended to the perceived fall in educational standards in the Nigerian school system. If minority languages are developed and transitional bilingual education is introduced in the mother tongue, it would be a step towards more effective teaching and learning which will ultimately improve the standard of education in Nigeria. Furthermore, the findings of this study can be extended to other minority languages in Nigeria which have prospects of being endangered.

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POST GRADUATE SCHOOL (APPENDIX A)
AHMADU BELLO UNIVERSITY, ZARIA

RESEARCH QUESTIONNAIRE

This questionnaire is in respect of a Thesis titled “Language Endangerment and the Survival of Tyap:: Implications for Transitional Bilingual Education”. Kindly assist by expressing your views on questions as honestly as possible and to the best of your knowledge. The researcher guarantees a confidential treatment of the information you will provide.

SECTION A: Personal Data

INSTRUCTION: Please tick the brackets [✓] as appropriate.

1. Place of Residence : Zangon Kataf [] Kaduna [] Zaria []
2. Age : 50-59 [] 40-49 [] 30-39 [] 20-29 [] 15-19 []
3. Highest Educational Qualification : PhD [] Masters Degree [] Bachelor Degree [] HND [] NCE [] ND/OND [] SSCE/WASSCE [] Any other (Specify) _____
4. Status in your family : Father [] Mother [] Child [] Dependant []
5. Occupation : Civil Servant [] Public Servant [] Business man/woman [] Student [] Any other (specify) _____
6. Are you a native Tyap speaker? Yes [] No []

Section B: Questions related to the research questions

Research Question 1: What is the evidence that Tyap is an endangered language?

Instruction: Read each of the following statements carefully and tick (✓) the appropriate response on the rating scale that best states your opinion.

		Strongly agree	Agree	Disagree	Strongly disagree
S/N	STATEMENT	4	3	2	1
7.	I speak Tyap language				
8.	I write Tyap language				
9.	I read Tyap language				
10.	I speak Hausa language				
11.	I write Hausa language				

12.	I read Hausa language				
13.	I speak English language				
14.	I write English language				
15.	I read English language				
16.	I Speak Pidgin English				
17.	I write Pidgin English				
18.	I read Pidgin English				

Research Question 2: What are the possible variables leading to the endangerment of Tyap?

		Strongly agree	Agree	Disagree	Strongly disagree
S/N	STATEMENT	4	3	2	1
19.	The influence of Hausa language on Tyap is a possible factor in the endangerment of the Tyap				
20.	The influence of English language on Tyap is a possible factor in the endangerment of the Tyap				
21.	The influence of Pidgin English on Tyap is a possible factor in the endangerment of Tyap				
22.	The influence of other languages surrounding Tyapland such as Berom, Ham and Jju is a possible factor in the endangerment of Tyap				
23.	The indifference of Atyap to the survival of their language is a possible factor in the endangerment of Tyap				
24.	The absence of a standardized orthography (spelling system) for Tyap is a possible factor in the endangerment of the language				
25.	Insufficient literature (books) in Tyap is a possible factor in the endangerment of the language				
26.	Discriminatory implementation of the indigenous languages policy by government is a possible factor in the endangerment of Tyap				

27.	The absence of trained Tyap language teachers is a possible factor in the endangerment of Tyap				
28.	Lack of or scarcity of media (T.V./radio etc) programmes in Tyap is a possible factor in the endangerment of the language				
29.	The non-transmission (non-transfer) of Tyap language to the younger generation is a possible factor in the endangerment of the language				
30.	Rural-urban migration is a possible factor in the endangerment of Tyap language				

Research Question 3: Which of the variables has the greatest impact on the endangerment of Tyap?

a. Influence Of Hausa Language

31.	I use Hausa more frequently than Tyap for communication in the home, school, place of worship, market and workplace				
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b. Influence of English Language and pidgin English

32.	I use English more frequently than Tyap for communication in the home, school, place of worship, market and workplace				
33.	I use pidgin English more frequently than Tyap for communication in the home, school, place of worship, market and workplace				

c. The indifference of a Tyap to the survival of their Language

34.	I prefer to speak Hausa rather than Tyap because Hausa confers economic, social and political advantages on me				
35.	I prefer to speak English rather than Tyap because English confers economic, social and political advantages on me				
36.	I do not take pride in speaking Tyap				
37.	I prefer to speak pidgin English rather than Tyap because pidgin confers economic, social and political advantages on me				

Research Question 4: What is the relationship between the endangerment of Tyap language and Transitional Bilingual Education in the language?

a. Absence of a developed orthography for Tyap and insufficiency of literature

		Strongly agree	Agree	Disagree	Strongly disagree
S/N	STATEMENT				
38.	Tyap has no standardized orthography (spelling system yet)				

b. Biased implementation of indigenous language policy by government and the absence of trained Tyap language education teachers.

39.	There has not been any government sponsored programme for the development of Tyap				
40.	There are no trained teachers for Tyap language education				
41.	Teaching in the first three years of primary school is done in Hausa in the schools in my locality				

c. Lack of or scarcity of media programmes in Tyap

42.	Virtually no media programmes in Tyap				
43.	Inadequate literature in Tyap				

d. Non-transmission of Tyap language

	STATEMENT	Strongly agree	Agree	Disagree	Strongly disagree
		4	3	2	1
44.	Parents take deliberate steps to teach children in our family how to speak Tyap language				
45.	Parents do not care whether or not members of our family speak Tyap				

Section C:

Instruction: fill in the blank spaces provided below:

46. Write a sentence in Tyap language_____

47. Write a sentence in Hausa language_____

48. Write a sentence in English language_____

POST GRADUATE SCHOOL, (APPENDIX B)
AHMADU BELLO UNIVERSITY, ZARIA

RESEARCH INTERVIEW SCHEDULE

(For children of age 14 and below and illiterates of age 10 and above)

To be conducted in Tyap Language

1. What is the native language of your parents?
2. Can you speak Tyap?
3. Can you speak Hausa?
4. Can you speak English?
5. Tell me a short story or make three (3) sentences in Tyap language.
6. Tell me a short story or make three (3) sentences in Hausa language.
7. Tell me a short story or make three (3) sentences in English language.

STATISTICAL OUTPUT (APPENDIX C)

4.1 Distribution of Biodata

Table 4.2.1: Distribution of respondents by their Place of residence

Place of residence	Frequency	Percent
zangon kataf	128	33.33
Kaduna	128	33.33
Zaria	128	33.33
Total	384	100.0

According to the table above, 128 of the respondents representing 33.33% resides in Zangon Kataf while 128 others representing 33.33% live in Kaduna and the rest 128 representing 33.33% live in Zaria.

Table 4.2.2: Distribution of respondents by their Age

Age	Frequency	Percent
50-59 yrs	34	10
40-49 yrs	39	11
30-39 yrs	95	28
20-28 yrs	112	33
15-19 yrs	62	18
Total	342	100.0

The table above revealed the age distribution of the respondents showing that 112 (33%) are between 20-28 years while 95 others representing 28.0% are within 30-39 years followed by ages 15-19 years with 62 (18%) respondents as against 39 (11%) that are within 40-49 years while the rest 34 representing 10% are between 50-59 years.

Table 4.2.3: Distribution of respondents by their highest educational qualification

Highest educational qualification	Frequency	Percent
PhD	5	1
Masters degree	14	4
bachelors degree	46	12
HND	67	17
NCE	38	10
Nd/OND	97	26
SSCE/WASWC	74	19
First school leaving cert.	30	3
Illiterates	13	8
Total	332	100.0

The educational qualification as displayed in the table above showed that 5 (1%) had PhD while 14 (4%) had Masters degree as against 46 (12%) with bachelors degree while 67 (17%) had HND degree while 38 (10%) had NCE, as against 97 (26%) had ND/OND certificates, 74 representing 19% had SSCE/WASCE, 30 representing 3% had first school leaving certificate and the left 13 (8%) were illiterates.

Table 4.2.4: Distribution of respondents by their status in family

Status in family	Frequency	Percent
Father	86	26
Mother	74	22
Child	127	38
Dependent	45	14
Total	332	100.0

On the status of the respondents in their family, 86 (26%) of them are fathers while 74 (22%) are mothers as against 127 (38%) that are children and the remaining 45 (14%) are dependants.

Table 4.2.5: Distribution of respondents by their occupation

Occupation	Frequency	Percent
civil servants	90	27
public servants	53	16
businessman/woman	40	12
Student	109	33
any other	40	12
Total	332	100.0

According to table 4.2.5, 90 of the respondents representing 27% are civil servants by occupation while 53 (16%) are public servants while 40 (12%) are businessmen/women

as against 109 representing 33% that are students and the rest 40 representing 12.0% are in any other types of occupation.

Table 4.2.6: Distribution of respondents by whether or not they are native Tyap speakers

Are you a native of Tyap speaker	Frequency	Percent
Yes	332	100
No	Nil	0
Total	332	100.0

Outcome of the above table showed that out of the 332 respondents, 332 of them representing 100% speak Tyap language while none (0%) speak the Tyap language.

4.3 Answering of research questions

Questionn1: What are the evidence that Tyap is endangered?

Table 4.3.1: Opinion of Respondents on the evidence that Tyap is an endangered Language

s/no	Items	RESPONSE CATEGORIES				MEAN	STD.DEV	STD.ERR
		SA	A	D	SD			
1	I speak Tyap language	7	85	130	110	1.97	.820	.043
2	I write Tyap language	1	7	176	148	1.58	.552	.030
3	I read Tyap language	-	12	179	141	1.61	.557	.031
4	I speak Hausa language	3	206	119	4	2.37	.526	.029
5	I write Hausa language	100	149	50	33	2.04	.435	.024
6	I read Hausa language	100	191	31	10	2.08	.4912	.027
7	I speak English language	247	2	79	4	2.26	.477	.026

8	I write English language	89	200	30	13	2.13	.391	.021
9	I read English language	10	279	32	11	2.12	.411	.023
10	I speak pidgin English	1	7	281	43	1.90	.391	.021
11	I write pidgin	1	-	40	291	1.13	.362	.020
12	I write pidgin English	11	2	35	284	1.22	.618	.034
	Cumulative mean					1.867		

Decision mean = 2.50

Table 4.3.1 above revealed the opinion of respondents regarding the evidence that Tyap is an endangered Language. According to the table the main evidence that Tyap is an endangered language is that they speak Hausa language instead of Tyap language. This item had the highest mean response of 2.37 with details showing that while 3 of the respondents were in strong agreement, 206 others agreed as against 119 that disagreed and the rest 4 strongly disagreed with this opinion. Another evidence that Tyap is an endangered language is the speaking of English instead of Tyap language as this opinion attracted the second highest mean response of 2.26 as details of responses showing that while 247 strongly agreed to this view, 2 others agreed as against 79 others disagreeing and the rest 4 strongly disagreed with this view. The cumulative mean of 1.867 is less than the decision mean of 2.50 confirming that Tyap language is indeed endangered.

Question 2: What are the variables leading to the endangerment of Tyap language?

Table 4.3.2: Opinion of Respondents on the variables leading to the endangerment of Tyap language.

S/NO	ITEMS	RESPONSE CATEGORIES				MEAN	STD.DEV	STD.ERR
		SA	A	D	SD			
1	The influence of Hausa language on Tyap is a possible factor in the endangerment of the Tyap	276	48	4	4	3.80	.510	.028
2	The influence of English language on Tyap is a possible factor in the endangerment of the Tyap	7	306	18	1	2.96	.293	.016
3	The influence of pidgin language on Tyap is a possible factor in the endangerment of the Tyap	2	66	254	10	2.18	.470	.026
4	The influence of other languages surrounding Tyap land such as Berom, Ham and Jju is a possible factor in the endangerment of Tyap	4	27	72	229	1.42	.692	.038
5	The indifference of Atyap to the survival of their language is a possible factor in the endangerment of Tyap	66	239	22	5	3.10	.562	.031
6	The absence of a developed orthography (spelling system) for Tyap is a possible factor in the endangerment of the Tyap	4	273	53	2	2.84	.413	.023
7	Insufficient literature (books) in Tyap is a possible factor in the endangerment of the Tyap	2	287	41	2	2.87	.370	.020
8	Discriminatory implementation of the indigenous languages policy by government is a possible factor in the endangerment of the Tyap	3	272	55	2	2.82	.413	.023
9	The absence of trained Tyap	2	284	43	3	2.86	.390	.021

	language teachers is a possible factor in the endangerment of the Tyap							
10	Lack of or scarcity of media (Tv, radio etc) programmes in nTyap is a possible factor in the endangerment of the Tyap	13	302	17	-	2.99	.301	.017
11	The non transmission (non-transfer) of Tyap language to the younger generation is a possible factor in the endangerment of the Tyap	102	225	5	-	3.29	.487	.027
12	Rural-urban migration is a possible factor in the endangerment of the Tyap	12	274	44	2	2.89	.426	.023
	Cumulative mean					2.835		

Decision mean = 2.50

Table 4.3.2 above revealed the level of respondents opinion on variables leading to the endangerment of Tyap language. The first variable is the influence of Hausa language on Tyap is a possible factor in the endangerment of the Tyap as this had the highest mean of 3.80 with details showing that 276 strongly agreed with this view while 48 others agreed as against 4 that disagreed and the rest 4 strongly disagreed. Another variable leading to the endangerment of Tyap language is the non transmission (non-transfer) of Tryap language to the younger generation is a possible factor in the endangerment of the Tyap. This item attracted the second highest mean response of 3.29 with details showing that 102 of them strongly agreed with this view while 225 others agreed and the rest 5 disagreed. On the whole all the variables has significant effect on the endangerment of the Tyap language because the cumulative mean response of 2.835 is higher than the decision mean of 2.50

Question 3: Which of the variables has the greatest impact on the endangerment of Tyap language?

Table 4.3.3: Opinion of Respondents on which of the variables has the greatest impact on the endangerment of Tyap language

s/no	Items	RESPONSE CATEGORIES				MEAN	STD.DEV	STD.ERR
		SA	A	D	SD			
1	I use Hausa language more frequently than Tyap for communication in the home, school, place of worship, market and work place	218	67	31	16	3.47	.853	.047
2	I use English language more frequently than Tyap for communication in the home, school, place of worship, market and work place	13	275	25	19	2.85	.567	.031
3	I use pidgin language more frequently than Tyap for communication in the home, school, place of worship, market and work place	4	55	224	49	2.04	.601	.033
4	I prefer to speak Hausa rather than Tyap because Hausa confers economic, social and political advantages on me	24	149	125	34	2.49	.775	.043
5	I prefer to speak English rather than Tyap because English confers economic, social and political advantages on me	11	162	129	30	2.46	.705	.039
6	I do not take pride in speaking Tyap	3	14	284	31	1.97	.414	.023
7	I prefer to speak Pidgin rather than Tyap because pidgin confers economic, social and political advantages on me	7	34	255	36	2.04	.543	.030
	CUMMULATIVE MEAN					2.4742		

Decision mean = 2.50

Outcome of the table above showed respondents opinion on the variables has the greatest impact on the endangerment of Tyap language. Out of the seven variables examined the one that attracted the highest mean response of 3.47 is the use of Hausa language frequently than Tyap for communication in the home, school, place of worship, market and work place. Details showed that 218 of the respondents strongly agreed to this variable, while 67 others were in agreement with this opinion while 31 others disagreed and the rest 16 strongly disagreed

Another variable that has great impact on the endangerment of Tyap language is the use of English language more frequently than Tyap for communication in the home, school, place of worship, market and work place. This item attracted the second highest mean response of 2.85 with details showing that 13 of them strongly agreed while another 275 agreed with this opinion as against 25 disagreed and the rest 19 were in strong disagreement with this view

Question 4: What is the relationship between the endangerment of Tyap and Transitional Bilingual language Education?

Table 4.3.4: Opinion of Respondents on the relationship between the endangerment of Tyap language and Transitional Bilingual language Education

s/no	Items	RESPONSE CATEGORIES				MEAN	STD.DEV	STD.ERR
		SA	A	D	SD			
1	Tyap has no developed orthography (spelling system yet)	57	239	33	3	3.05	.552	.030
2	There has not been any government sponsored programmed for the development of Tyap	70	238	20	4	3.13	.552	.030
3	There are no trained teachers for Tyap language education	66	256	7	3	3.16	.481	.026
4	Teaching in the first three	69	256	3	4	3.17	.485	.027

	years of primary school is done in Hausa in the schools in my locality							
5	There are more TV/radio programmes in Hausa than in Tyap	76	245	8	3	3.19	.505	.028
6	There are more TV/radio programmes in English than in Tyap	78	238	14	2	3.18	.519	.028
7	Parents take deliberate steps to teach children in our family how to speak Tyap language	12	111	175	34	2.30	.700	.038
8	Parents do not care whether or not members of our family speak Tyap	34	115	151	32	2.45	.805	.044
	Cumulative mean					2.9537		

Decision mean = 2.50

The table above revealed respondents' opinions concerning the relationship between the endangerment of Tyap language and Transitional Bilingual language Education in Tyap language. According to the table, there are more TV/radio programmes in Hausa than in Tyap. This item attracted the highest mean response of 3.19 with details of responses showing that 76 of the respondents strongly agreed while 245 others agreed, while 8 disagreed and only 3 strongly disagreeing with this item. In the same vein there are more TV/radio programmes in English than in Tyap as this item had the second highest mean response level of 3.18 with details showing that 78 strongly agree while 238 others agreed against 14 that disagreed and the rest 2 strongly disagreed. Overall the endangerment of Tyap language has significant relationship with Transitional Bilingual language Education in Tyap language. This is because the cumulative mean response on all the items were 2.9537 which is higher than the decision mean of 2.50.

4.4 Testing of Research Hypotheses

Hypothesis 1 (H01): This null hypothesis states that there is no significant relationship between Evidence that TYAP language is endangered and the survival of the language

Table 4.4.1: Pearson Product Moment Correlation (PPMC) statistics on the relationship between Evidence that TYAP language is endangered and the survival of the language

Variables	N	Mean	S.D	Correlation index r	Df	Sig(p)
ENDANGERMENT AND SURVIVAL OF TYAP LANGUAGE	332	95.4247	6.1744	.492**	330	.000
Evidence that TYAP language is endangered	332	20.4398	2.5579			

*** correlation is significant at the 0.05 level (2-tailed)*

Details of the Pearson Product Moment correlation statistics above revealed the existence of significant relationship between Evidence that TYAP language is endangered and the SURVIVAL of the LANGUAGE. This is because the calculated level of significance (p) of 0.000 is less than the 0.05 level of tolerance at a correlation index r level of .492. Hence, the null hypothesis which states that there is no significant relationship between Evidence that TYAP language is endangered and the SURVIVAL of the LANGUAGE is hereby rejected. Hypothesis 2 (H02): This null hypothesis states that there is no significant relationship between variables leading to the endangerment of Tyap and its survival

Table 4.4.2: Pearson product Moment Correlation (PPMC) statistics on the relationship between variables leading to the Tyap language endangerment and the ENDANGERMENT and SURVIVAL OF TYAP LANGUAGE

Variables	N	Mean	S.D	Correlation index r	df	Sig(p)
ENDANGERMENT AND SURVIVAL OF TYAP LANGUAGE	332	95.4247	6.17448	.591**	330	.000
variables leading to the Tyap language endangerment	332	34.0271	2.58788			

*** correlation is significant at the 0.05 level (2-tailed)*

Outcome of the Pearson Product Moment correlation (PPMC) statistics above revealed that a significant relationship exists between variables leading to the endangerment and SURVIVAL OF TYAP LANGUAGE. This is because the calculated level of significance (p) of 0.000 is less than the 0.05 level of tolerance at a correlation index r level of .591. Hence, the null hypothesis which states that there is no significant relationship between variables leading to the endangerment of Tyap language and the SURVIVAL of the LANGUAGE is hereby rejected.

Hypothesis 3 (H03): This null hypothesis states that there is no significant relationship between the variable that has the greatest impact on the endangerment of Tyap language and the SURVIVAL OF TYAP LANGUAGE

Table 4.4.3: Pearson product Moment Correlation (PPMC) statistics on the relationship between the variable that has the greatest impact on the endangerment of Tyap language and the SURVIVAL of the LANGUAGE

Variables	N	Mean	S.D	Correlation index r	Df	Sig(p)
ENDANGEMENT SURVIVAL OF TYAP LANGUAGE	332	95.4247	6.17448	.604**	330	.002
variables that has the greatest impact on the endangerment of Tyap language	332	17.3163	3.17267			

*** correlation is significant at the 0.05 level (2-tailed)*

An understanding of the above Pearson Product Moment correlation (PPMC) statistics revealed that a significant relationship exists between variables that has the greatest impact on the endangerment of Tyap language and the SURVIVAL of the LANGUAGE. This is because the calculated level of significance (p) of 0.002 is less than the 0.05 level of tolerance at a correlation index r level of .604. Consequently, the null hypothesis which states that there is no significant relationship between the variable having the greatest impact on the endangerment of Tyap language and the SURVIVAL OF TYAP LANGUAGE is therefore rejected.

Hypothesis 4 (H04): This null hypothesis state that there is no significant relationship between Transitional Bilingual language Education and the ENDANGERMENT OF TYAP LANGUAGE

Table 4.4.4: Pearson product Moment Correlation (PPMC) statistics on the relationship between Transitional Bilingual language Education and the ENDANGERMENT of TYAP LANGUAGE

Variables	N	Mean	S.D	Correlation index r	df	Sig(p)
ENDANGERMENT AND SURVIVAL OF TYAP LANGUAGE	332	95.4247	6.17448	.581**	330	.003
Transitional Bilingual language Education	332	23.6416	2.53218			

*** correlation is significant at the 0.05 level (2-tailed)*

An understanding of the above Pearson Product Moment correlation (PPMC) statistics revealed that a significant relationship exists between transitional bilingual language education and the endangerment of tyap language. This is because the calculated level of significance (p) of 0.003 is less than the 0.05 level of tolerance at a correlation index r level of 0.581 therefore, the null hypothesis which state that there is no significant relationship between transitional bilingual language education and the endangerment of Tyap language is hereby rejected.

Frequency Table

Place of residence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	zangon kataf	111	33.4	33.4	33.4
	Kaduna	118	35.5	35.5	69.0
	Zaria	103	31.0	31.0	100.0
	Total	332	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
	50-59 yrs	32	9.6	9.6	9.6
	40-49 yrs	37	11.1	11.1	20.8
	30-39 yrs	93	28.0	28.0	48.8
	20-28 yrs	110	33.1	33.1	81.9
	15-19 yrs	60	18.1	18.1	100.0
	Total	332	100.0	100.0	

highest educational qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
	Phd	5	1.5	1.5	1.5
	Masters degree	14	4.2	4.2	5.7
	bachelors degree	46	13.9	13.9	19.6
	HND	67	20.2	20.2	39.8
	NCE	35	10.5	10.5	50.3
	Nd/OND	95	28.6	28.6	78.9
	SSCE/WASWC	70	21.1	21.1	100.0
	Total	332	100.0	100.0	

status in your family

	Frequency	Percent	Valid Percent	Cumulative Percent
Father	86	25.9	25.9	25.9
Mother	74	22.3	22.3	48.2
Child	127	38.3	38.3	86.4
dependent	45	13.6	13.6	100.0
Total	332	100.0	100.0	

Occupation

	Frequency	Percent	Valid Percent	Cumulative Percent
civil servants	90	27.1	27.1	27.1
public servants	53	16.0	16.0	43.1
bhsinessman/woman	40	12.0	12.0	55.1
Student	109	32.8	32.8	88.0
any other	40	12.0	12.0	100.0
Total	332	100.0	100.0	

Are you a native Tyap speaker?

	Frequency	Percent	Valid Percent	Cumulative Percent
yes	332	100.0	100.0	100.0
no	nil	0.0	0.0	0.0
Total	332	100.0	100.0	

Frequencies

Statistics

	I speak Tyap language	I write Tyap language	I read Tyap language	I sepak hausa language	I write hausa language	I read hausa language	I sepak English language	I write English language	I read English language	I speak pidgin English	I write pidgin English	I read pidgin English
N Valid	332	332	332	332	332	332	332	332	332	332	332	332
Missing	0	0	0	0	0	0	0	0	0	0	0	0
Mean	1.97	1.58	1.61	2.37	2.04	2.08	2.26	2.13	2.12	1.90	1.13	1.22
Std. Error of Mean	.045	.030	.031	.029	.024	.027	.026	.021	.023	.021	.020	.034
Std. Deviation	.820	.552	.557	.526	.435	.491	.477	.391	.411	.391	.362	.618

Frequency Table

I speak Tyap language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	110	33.1	33.1	33.1
	Disagree	130	39.2	39.2	72.3
	Agree	85	25.6	25.6	97.9
	Strongly agree	7	2.1	2.1	100.0
	Total	332	100.0	100.0	

I write Tyap language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	148	44.6	44.6	44.6
	Disagree	176	53.0	53.0	97.6
	Agree	7	2.1	2.1	99.7
	Strongly agree	1	.3	.3	100.0
	Total	332	100.0	100.0	

I read Tyap language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	141	42.5	42.5	42.5
	Disagree	179	53.9	53.9	96.4
	Agree	12	3.6	3.6	100.0
	Total	332	100.0	100.0	

I speak Hausa language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	1.2	1.2	.9
	Disagree	119	35.8	35.8	98.8
	Agree	206	62.0	62.0	63.0
	Strongly agree	3	.9	.9	100.0
	Total	332	100.0	100.0	

I write Hausa language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	50	15.06	15.06	15.06
	Disagree	33	9.94	9.94	25
	Agree	149	44.88	44.88	69.88
	Strongly agree	100	30.12	30.12	100.0
	Total	332	100.0	100.0	

I read Hausa language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	31	9.34	9.34	9.34
	Disagree	10	3.01	3.01	12.35
	Agree	191	57.53	57.53	69.88
	Strongly agree	100	30.12	30.12	100.0
	Total	332	100.0	100.0	

I speak English language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	1.2	1.2	.6
	Disagree	79	23.8	23.8	98.8
	Agree	247	74.4	74.4	75.0
	Strongly agree	2	.6	.6	100.0
	Total	332	100.0	100.0	

I write English language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	13	3.92	3.92	3.92
	Disagree	30	9.04	9.04	12.96
	Agree	200	60.24	60.24	78.20
	Strongly agree	89	26.80	26.80	100.0
	Total	332	100.0	100.0	

I read English language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	11	3.31	3.31	3.31
	Disagree	32	9.64	9.64	12.95
	Agree	279	24.04	24.04	96.99
	Strongly agree	10	3.01	3.01	100.0
	Total	332	100.0	100.0	

I speak pidgin English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	43	13.0	13.0	13.0
	Disagree	281	84.6	84.6	97.6
	Agree	7	2.1	2.1	99.7
	Strongly agree	1	.3	.3	100.0
	Total	332	100.0	100.0	

I write pidgin

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	291	87.7	87.7	87.7
	Disagree	40	12.0	12.0	99.7
	Strongly agree	1	.3	.3	100.0
	Total	332	100.0	100.0	

I read pidgin

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	284	85.5	85.5	85.5
	Disagree	35	10.5	10.5	96.1
	Agree	2	.6	.6	96.7
	Strongly agree	11	3.3	3.3	100.0
	Total	332	100.0	100.0	

Frequencies Statistics

[illegible]

Missing	0	0	0	0	0	0	0	0	0	0	0	0
Mean	3.80	2.96	2.18	1.42	3.10	2.84	2.87	2.83	2.86	2.99	3.29	2.89
Std. Error of Mean	.028	.016	.026	.038	.031	.023	.020	.023	.021	.017	.027	.023
Std. Deviation	.510	.293	.470	.692	.562	.413	.370	.413	.390	.301	.487	.426

Frequency Table

The influence of Hausa language on Tyap is a possible factor in the endangerment of the Tyap

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	4	1.2	1.2	1.2
Disagree	4	1.2	1.2	2.4
Agree	48	14.5	14.5	16.9
strongly agree	276	83.1	83.1	100.0
Total	332	100.0	100.0	

The influence of English language on Tyap is a possible factor in the endangerment of the Tyap

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	1	.3	.3	.3
Disagree	18	5.4	5.4	5.7
Agree	306	92.2	92.2	97.9
strongly agree	7	2.1	2.1	100.0
Total	332	100.0	100.0	

The influence of pidgin language on Tyap is a possible factor in the endangerment of the Tyap

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	10	3.0	3.0	3.0
Disagree	254	76.5	76.5	79.5
Agree	66	19.9	19.9	99.4
strongly agree	2	.6	.6	100.0
Total	332	100.0	100.0	

The influence of other languages surrounding Tyap land such as Berom, Ham and Jju is a possible factor in the endangerment of Tyap

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	229	69.0	69.0	69.0
Disagree	72	21.7	21.7	90.7
Agree	27	8.1	8.1	98.8
strongly agree	4	1.2	1.2	100.0
Total	332	100.0	100.0	

The indifference of Atyap to the survival of their language is a possible factor in the endangerment of Tyap

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	5	1.5	1.5	1.5
Disagree	22	6.6	6.6	8.1
Agree	239	72.0	72.0	80.1
strongly agree	66	19.9	19.9	100.0
Total	332	100.0	100.0	

The absence of a developed orthographyt (spellinh systemn) for Tyap is a possible factor in the endangerment of the Tyap

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	2	.6	.6	.6
Disagree	53	16.0	16.0	16.6
Agree	273	82.2	82.2	98.8
strongly agree	4	1.2	1.2	100.0
Total	332	100.0	100.0	

Insufficient literature (books) in Tyap is a possible factor in the endangerment of the Tyap

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	2	.6	.6	.6
Disagree	41	12.3	12.3	13.0
Agree	287	86.4	86.4	99.4
strongly agree	2	.6	.6	100.0
Total	332	100.0	100.0	

Discriminatory implementation of the indigenous langauges policy by govt is a possible factor in the endangerment of the Tyap

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	2	.6	.6	.6
Disagree	55	16.6	16.6	17.2
Agree	272	81.9	81.9	99.1
strongly agree	3	.9	.9	100.0
Total	332	100.0	100.0	

The absence of trained Tyap language teachers is a possible factor in the endangerment of the Tyap

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	3	.9	.9	.9
Disagree	43	13.0	13.0	13.9
Agree	284	85.5	85.5	99.4
strongly agree	2	.6	.6	100.0
Total	332	100.0	100.0	

Lack of or scarcity of media (TV, radio etc) programmes in Tyap is a possible factor in the endangerment of the Tyap

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	17	5.1	5.1	5.1
Agree	302	91.0	91.0	96.1
strongly agree	13	3.9	3.9	100.0
Total	332	100.0	100.0	

The non transmission (non-transfer) of Tyap language to the younger generation is a possible factor in the endangerment of the Tyap

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	5	1.5	1.5	1.5
Agree	225	67.8	67.8	69.3
strongly agree	102	30.7	30.7	100.0
Total	332	100.0	100.0	

Rural-urban migration is a possible factor in the endangerment of the Tyap

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	2	.6	.6	.6
Disagree	44	13.3	13.3	13.9
Agree	274	82.5	82.5	96.4
strongly agree	12	3.6	3.6	100.0
Total	332	100.0	100.0	

Frequencies

3

Statistics

	I use Hausa language frequently than Tyap for communication in the home, school, place of worship, market and work place	I use English language frequently than Tyap for communication in the home, school, place of worship, market and work place	I use pidgin language frequently than Tyap for communication in the home, school, place of worship, market and work place	I prefer to speak Hausa rather than Tyap because Hausa confers economic, social and political adavantages on me	I prefer to speak English rather than Tyap because English confers economic, social and political adavantages on me	I do not take pride in speaking Tyap	I prefer to speak Pidgin rather than Tyap because pidgin confers economic, social and political adavantages on me
N Valid	332	332	332	332	332	332	332
Missing	0	0	0	0	0	0	0
Mean	3.47	2.85	2.04	2.49	2.46	1.97	2.04
Std. Error of Mean	.047	.031	.033	.043	.039	.023	.030
Std. Deviation	.853	.567	.601	.775	.705	.414	.543

Frequency Table

I use Hausa language more frequently than Tyap for communication in the home, school, place of worship, market and work place

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	16	4.8	4.8	4.8
Disagree	31	9.3	9.3	14.2
Agree	67	20.2	20.2	34.3
strongly agree	218	65.7	65.7	100.0
Total	332	100.0	100.0	

I use English language more frequently than Tyap for communication in the home, school, place of worship, market and work place

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	19	5.7	5.7	5.7
Disagree	25	7.5	7.5	13.3
Agree	275	82.8	82.8	96.1
strongly agree	13	3.9	3.9	100.0
Total	332	100.0	100.0	

I use pidgin language more frequently than Tyap for communication in the home, school, place of worship, market and work place

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	49	14.8	14.8	14.8
Disagree	224	67.5	67.5	82.2
Agree	55	16.6	16.6	98.8
strongly agree	4	1.2	1.2	100.0
Total	332	100.0	100.0	

I prefer to speak Hausa rather than Tyap because Hausa confers economic, social and political advantages on me

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	34	10.2	10.2	10.2
Disagree	125	37.7	37.7	47.9
Agree	149	44.9	44.9	92.8
strongly agree	24	7.2	7.2	100.0
Total	332	100.0	100.0	

I prefer to speak English rather than Tyap because English confers economic, social and political advantages on me

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	30	9.0	9.0	9.0
Disagree	129	38.9	38.9	47.9
Agree	162	48.8	48.8	96.7
strongly agree	11	3.3	3.3	100.0
Total	332	100.0	100.0	

I do not take pride in speaking Tyap

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	31	9.3	9.3	9.3
Disagree	284	85.5	85.5	94.9
Agree	14	4.2	4.2	99.1
strongly agree	3	.9	.9	100.0
Total	332	100.0	100.0	

I prefer to speak Pidgin rather than Tyap because pidgin confers economic, social and political advantages on me

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	36	10.8	10.8	10.8
Disagree	255	76.8	76.8	87.7
Agree	34	10.2	10.2	97.9
strongly agree	7	2.1	2.1	100.0
Total	332	100.0	100.0	

4

Frequencies

Statistics

		There has not been any government sponsored programmed for the development of Tyap	There are no trained teachers for Tyap language education	Teaching in the first three years of primary school is done in Hausa in the schools in my locality	There are more TV/radio programmes in hausa than in Tyap	There are more TV/radio programmes in English than in Tyap	Parents take deliberate steps to teach children in our family how to speak Tyap language	Parents do not care whether or not members of our family speak Tyap
N Valid	332	332	332	332	332	332	332	332
Missing	0	0	0	0	0	0	0	0
Mean	3.05	3.13	3.16	3.17	3.19	3.18	2.30	2.45
Std. Error of Mean	.030	.030	.026	.027	.028	.028	.038	.044
Std. Deviation	.552	.552	.481	.485	.505	.519	.700	.805

Frequency Table

Tyap has no developed orthography (spelling system yet)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	3	.9	.9	.9
Disagree	33	9.9	9.9	10.8
Agree	239	72.0	72.0	82.8
strongly agree	57	17.2	17.2	100.0
Total	332	100.0	100.0	

There has not been any government sponsored programme for the development of Tyap

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	4	1.2	1.2	1.2
Disagree	20	6.0	6.0	7.2
Agree	238	71.7	71.7	78.9
strongly agree	70	21.1	21.1	100.0
Total	332	100.0	100.0	

There are no trained teachers for Tyap language education

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	3	.9	.9	.9
Disagree	7	2.1	2.1	3.0
Agree	256	77.1	77.1	80.1
strongly agree	66	19.9	19.9	100.0
Total	332	100.0	100.0	

Teaching in the first three years of primary school is done in Hausa in the schools in my locality

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	4	1.2	1.2	1.2
Disagree	3	.9	.9	2.1
Agree	256	77.1	77.1	79.2
strongly agree	69	20.8	20.8	100.0
Total	332	100.0	100.0	

There are more TV/radio programmes in Hausa than in Tyap

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	3	.9	.9	.9
Disagree	8	2.4	2.4	3.3
Agree	245	73.8	73.8	77.1
strongly agree	76	22.9	22.9	100.0
Total	332	100.0	100.0	

There are more TV/radio programmes in English than in Tyap

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	2	.6	.6	.6
Disagree	14	4.2	4.2	4.8
Agree	238	71.7	71.7	76.5
strongly agree	78	23.5	23.5	100.0
Total	332	100.0	100.0	

Parents take deliberate steps to teach children in our family how to speak Tyap language

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	34	10.2	10.2	10.2
Disagree	175	52.7	52.7	63.0
Agree	111	33.4	33.4	96.4
strongly agree	12	3.6	3.6	100.0
Total	332	100.0	100.0	

Parents do not care whether or not members of our family speak Tyap

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	32	9.6	9.6	9.6
Disagree	151	45.5	45.5	55.1
Agree	115	34.6	34.6	89.8
strongly agree	34	10.2	10.2	100.0
Total	332	100.0	100.0	

COMPUTE

Evidence_that_TYAP_language_is_endangered=v8+v9+v10+v11+v12+v13+v14+v15+v16+v17+v18. EXECUTE. COMPUTE

variables_leading_to_language_endangerment=v19+v20+v21+v22+v23+v24+v25+v26+v27+v28+v29+v30. EXECUTE. COMPUTE

variables_of_greater_impact_on_lang_endangement=v31+v32+v33+v34+v35+v36+v37. EXECUTE. COMPUTE

Transistional_bilingual_lang_education=v38+v39+v40+v41+v42+v43+v44+v45. EXECUTE. COMPUTE

Transistional_bilingual_lang_education=v38+v39+v40+v41+v42+v43+v44+v45. EXECUTE. COMPUTE

ENDANGEMENET_SURVIVAL_OF_TYAP_LANGUAGE=Evidence_that_TYAP_language_is_endangered+variables_leading_to_language_endangerment+variables_of_greater_impact_on_lang_endangement+Transistional_bilingual_lang_education. EXECUTE. CORRELATIONS

/VARIABLES=ENDANGEMENET_SURVIVAL_OF_TYAP_LANGUAGE

Evidence_that_TYAP_language_is_endangered /PRINT=TWOTAIL NOSIG /STATISTICS DESCRIPTIVES /MISSING=PAIRWISE.

Hypothesis 1

Correlation

Descriptive Statistics

	Mean	Std. Deviation	N
ENDANGEMENET_SURVIVAL_OF_TYAP_LANGUAGE	95.4247	6.17448	332
Evidence_that_TYAP_language_is_endangered	20.4398	2.55797	332

Correlations

		ENDANGEMENT_SURVIVAL_OF_TYAP_LANGUAGE	Evidence_that_TYAP_language_is_endangered
ENDANGEMENT_SURVIVAL_OF_TYAP_LANGUAGE	Pearson Correlation	1	.492**
	Sig. (2-tailed)		.000
	N	332	332
Evidence_that_TYAP_language_is_endangered	Pearson Correlation	.492**	1
	Sig. (2-tailed)	.000	
	N	332	332

** . Correlation is significant at the 0.01 level (2-tailed).

Hypothesis 2

Correlation

Descriptive Statistics

	Mean	Std. Deviation	N
ENDANGEMENT_SURVIVAL_OF_TYAP_LANGUAGE	95.4247	6.17448	332
variables_leading_to_language_endangerment	34.0271	2.58788	332

Correlations

		ENDANGEMENT_SURVIVAL_OF_TYAP_LANGUAGE	variables_leading_to_language_endangerment
ENDANGEMENT_SURVIVAL_OF_TYAP_LANGUAGE	Pearson Correlation	1	.591**
	Sig. (2-tailed)		.000
	N	332	332
variables_leading_to_language_endangerment	Pearson Correlation	.591**	1
	Sig. (2-tailed)	.000	
	N	332	332

** . Correlation is significant at the 0.01 level (2-tailed).

Hypothesis 3

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
ENDANGEMENET_SURVIVAL_OF_TYAP_LANGUAGE	95.4247	6.17448	332
variables_of_greater_impact_on_lang_endangem	17.3163	3.17267	332

Correlations

		ENDANGEMENET_SURVIVAL_OF_TYAP_LANGUAGE	variables_of_greater_impact_on_lang_endangem
ENDANGEMENET_SURVIVAL_OF_TYAP_LANGUAGE	Pearson Correlation Sig. (2-tailed) N	1 332	.604** .000 332
variables_of_greater_impact_on_lang_endangem	Pearson Correlation Sig. (2-tailed) N	.604** .000 332	1 332

** . Correlation is significant at the 0.01 level (2-tailed).

Hypothesis 4

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
ENDANGEMENET_SURVIVAL_OF_TYAP_LANGUAGE	95.4247	6.17448	332
Transistional_bilingual_lang_education	23.6416	2.53218	332

Correlations

		ENDANGEMENT_SURVIVAL_OF_TYAP_LANGUAGE	Transistional_bilingual_language_education
ENDANGEMENT_SURVIVAL_OF_TYAP_LANGUAGE	Pearson Correlation Sig. (2-tailed) N	1 332	.581** .000 332
Transistional_bilingual_language_education	Pearson Correlation Sig. (2-tailed) N	.581** .000 332	1 332

** . Correlation is significant at the 0.01 level (

APPENDIX D
PROPOSED CURRICULUM FOR TYAP LANGUAGE
(FOR YOUNG AND ADULT ATYAP)

i. INTRODUCTION:

In view of the finding of the study titled “Language Endangerment and the Survival of Tyap : Implication for Transitional Bilingual Education” that Tyap is endangered and the recommendation that centres should be established where Tyap youth and adults would be immersed in the language, the Researcher has found it necessary to develop this curriculum to serve as a guide for teaching and learning in the centres.

ii. OBJECTIVES:

This curriculum has both developmental and remedial objectives as follows:

- 1) To develop the proficiency of young and adult Atyap in Tyap language to enable them express their thoughts, ideas, views, opinions, experiences, observations, likes and dislikes in the language.
- 2) To tackle Tyap language deficiency among young and adult Atyap.

iii. CONTENT:

An integrated approach has been attempted in the formulation of this curriculum where the following elements have been included.

- i. History and culture of Atyap
- ii. Tyap sound system
- iii. Listening and speaking Tyap

- iv. Tyap numbers
- v. Greetings in Tyap language
- vi. Vocabulary development
- vii. Parts of speech and,
- viii. Sentence formation

It is intended that this curriculum be used as a pilot project for the 161 illiterate respondents in the study who could neither speak nor write Tyap. This will go a long way in developing the proficiency of young and adult a tyap and thus rekindle their interest in the language and help in averting the endangerment of Tyap.

The main aim at this stage is to facilitate communicative competence through intensive and extensive practice sessions.

For pedagogical purposes, the activities have been broken down into themes:

It is hoped that an effective implementation of this curriculum would equip the students with an adequate range of words and sentences that would enable him/her to communicate effectively in different kinds of everyday situations.

APPENDIX D

PROPOSED CURRICULUM FOR TEACHING TYAP LANGUAGE (FOR YOUNG AND ADULT ATYAP)

	TOPIC	BEHAVIOURAL OBJECTIVES	CONTENT	TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	LEARNING MATERIALS	EVALUATION GUIDE
1	History of Atyap	Students should be able to tell the history of Atyap.	<ul style="list-style-type: none"> • Origin of Atyap • Language family • Migration and settlement • Contact with other languages • Socio-economic activities 	Teacher to: i. Inquire into what students know about Tyap history. ii. Present factual information about Tyap history.	Students to: i. State what they know about Tyap history. ii. Listen and make notes on facts presented. iii. Ask questions on the topic.	<ul style="list-style-type: none"> • Textual material • Maps 	Students to state features of Tyap history.
2	Tyap Culture	Students should be able to explain different aspects of Tyap culture.	<ul style="list-style-type: none"> • Tyap religion • Tyap dressing • Tyap marriage • Tyap social organization (the clans) 	i. Inquire into what the students know about Tyap culture. ii. Present factual information about Tyap history.	i. Students listen attentively to the teacher. ii. State what they know about Tyap culture.	<ul style="list-style-type: none"> • Pictures • Objects that depict Tyap culture • Recorded audio and video tapes • Textual materials 	Students to: i. identify the features of Tyap culture. ii. Draw objects that depict Tyap culture.
3	Tyap Alphabet	Students should be able to listen to and produce Tyap Alphabet.	Aa Aw Bb Bw Ch Chy Dd Ee Ff Fw Gg Gb Gh Ghw Gh y Gw Jj Jhy Kk Kh Kp Kw Li Mm Nn Ng Nw Ny Oo Pp Rr Ss Sh Shy Sw Tt Ts Tw Uu Vv Vw Yy Zz Zw	Get the students to: i. Produce the sound of each Tyap alphabet in isolation. ii. Produce the sounds of Tyap alphabets in word contexts.	Students to: i. Produce the sound of each Tyap alphabet in isolation. ii. Produce the sound of each Tyap alphabet in word context.	<ul style="list-style-type: none"> • Recorded audio and video tapes • Flash cards • Table drills • Textual materials 	Students to: i. Produce sounds of Tyap alphabet in isolation. ii. Produce sounds of Tyap alphabet in word contexts.
4	Listening and Speaking Tyap	Students should: a) Be able to listen to and produce different Tyap vowel sounds. b) Listen to and produce different speeches with reference to Tyap vowel sounds.	Tyap vowel sounds e.g. <ul style="list-style-type: none"> • a as in "ta" (throw) • e as in "yet" (good) • ei as in "di" (look) • o as in "bwo" (fetch) • u as in "lu" (play or bang) 	Get students to: i. Articulate the vowel sounds. ii. Produce the vowel sounds in isolation. iii. Produce the vowel sounds in word contexts.	Students to: i. Articulate the vowel sounds. ii. Produce the vowel sounds in isolation. ii. produce the vowel sounds in word	<ul style="list-style-type: none"> • Recorded audio and video tapes • Flash cards • Sentence strips • Substitution tables • Materials from texts 	Students to: i. Articulate the vowel sounds. ii. Pronounce vowel sounds in isolation. iii. Pronounce vowel sounds in word contexts.

					context ts.		
	TOPIC	BEHAVIOURAL OBJECTIVES	CONTENT	TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	LEARNING MATERIALS	EVALUATION GUIDE
5	Listening and Speaking Tyap	Students should: a) Be able to listen to and produce different consonant sounds of Tyap. b) Listen to and produce different speeches with reference to Tyap consonants.	Tyap consonant sounds e.g. • b as in "bat" (wall) • bw as in "bwak" (hand) • bwu as in "bwuak" (turn) • by as in "byat" (greeting) • byi as in "byiat" (greet)	Get students to: i. Articulate the consonant sounds. ii. Produce the consonant sounds in isolation. iii. Produce the consonant sounds in word contexts.	Students to: i. Articulate the consonant sounds. ii. Produce the consonant sounds in isolation. iii. Produce the consonant sounds in word contexts.	<ul style="list-style-type: none"> Recorded audio and video tapes Flash cards Sentence strips Substitution tables Materials from texts 	Students to: i. Articulate the consonant sounds. ii. Produce the consonant sounds in isolation. iii. Produce the consonant sounds in word contexts.
6	Tyap Numbers	The students should be able to count numbers in Tyap language	Tyap numbers e.g. • Nyiung (one) • Feang (two) • Taat (three) • Naai (four) • Fwuon (five) • Ataa (six)	Get students to: i. Listen to and produce Tyap numbers in a sequential order. ii. Write Tyap numbers in a sequential order. iii. Add, subtract and multiply Tyap numbers.	Students to: i. Listen to the teacher attentively. ii. Produce Tyap numbers introduced to them. iii. Add, subtract and multiply Tyap numbers.	<ul style="list-style-type: none"> Flash cards Addition, subtraction and multiplication tables 	Students to: i. Produce Tyap numbers in sequential order. ii. Add, subtract and multiply in Tyap.

7	Greetings in Tyap language	Students should be able to greet in Tyap language	<p>Greetings in Tyap language e.g.</p> <ul style="list-style-type: none"> • Akwai shan sham a ? (Goodmorning) • Kyang bwak hu n-shya shan sham a ? (How is your family?) • Abwang na fa ? (How is your business?) • Teba'a ang mang bai mali zit ka. (Welcome to our house) 	<p>Teacher to:</p> <ol style="list-style-type: none"> Introduce the different forms of greeting in Tyap. Get students to produce the different forms of greeting in Tyap. Get students to exchange greetings in Tyap with one another. 	<p>Students to:</p> <ol style="list-style-type: none"> Listen attentively to the teacher. Produce Tyap greetings introduced to them. Exchange greetings with one another. 	<ul style="list-style-type: none"> • Flash cards • Recorded audio and visual tapes 	<p>Students to:</p> <ol style="list-style-type: none"> Produce the forms of Tyap greetings introduced to them. Exchange Tyap greetings with one another.
	TOPIC	BEHAVIOURAL OBJECTIVES	CONTENT	TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	LEARNING MATERIALS	EVALUATION GUIDE
8	Vocabulary associated with parts of the body	The students should be able to listen to and produce vocabulary associated with parts of the body	<p>Vocabulary associated with parts of the body e.g.</p> <p>Pyei (hair) Apyia (head) Akpiang (forehead) Ali (eye) Fufwuo (ear) Zwai (nose) Kwa-anu (lip) Anu (mouth) Fwuo (neck) Bwak (hand)</p>	<p>Teacher to:</p> <ol style="list-style-type: none"> Produce the words Define the words Provide synonyms for the words Put flash card, sentence strips, recorded audio and video tapes (ralia) in use 	<p>Students to:</p> <ol style="list-style-type: none"> Listen to and produce the words. Draw pictures of the words or what they represent. Act the words. use the words in sentence context. Sing jingles or songs in which the words are used 	<ul style="list-style-type: none"> • Flash cards • Sentence strips • Recorded video and audio tapes • Real objects (ralia) representing the words • Materials from texts 	<p>Students to:</p> <ol style="list-style-type: none"> Produce the vocabulary items introduced. Draw pictures of the words or what they represent. Act the words. Generate sentences with the words. Sing songs and jingles containing the words.
9	Vocabulary associated with family relationships	Students should be able to listen to and produce vocabulary associated with family relationships	<p>Vocabulary associated with family relationships e.g.</p> <ul style="list-style-type: none"> • Atyok (man) • Abyuik (woman) • Asam (male) • Anap (female) 	<p>Teacher to:</p> <ol style="list-style-type: none"> Produce the words Define the words Provide synonyms for the words Put flash card, sentence strips, recorded audio and video tapes 	<p>Students to:</p> <ol style="list-style-type: none"> Listen to and produce the words. Draw pictures of the words or what they represent. Act the words. use the words in sentence context. 	<ul style="list-style-type: none"> • Flash cards • Sentence strips • Recorded video and audio tapes • Real objects (ralia) representing 	<p>Students to:</p> <ol style="list-style-type: none"> Produce the vocabulary items introduced. Draw pictures of the words or what they represent. Act the words. Generate sentences with the words.

			<ul style="list-style-type: none"> • Atyia (father) • Ayang (mother) • AtyoK (husband) • Ayangali (wife) 	and real objects (ralia) in use	v. Sing jingles or songs in which the words are used	the words	v. Sing songs and jingles containing the words.
10	Vocabulary associated with things in the home	The students should be able to listen to and produce vocabulary associated with things in the home	Vocabulary associated with things in the home e.g. <ul style="list-style-type: none"> • Afwuong (spoon) • Asakhwo t (water) • Ahyiat (broom) • Byin (drum) • Kwatak (shoe) • Kyang Swat (chair) • Kurum (money) • Kan (medicine) • Abaai (knife) 	Teacher to: <ol style="list-style-type: none"> Produce the words Define the words Provide synonyms for the words Put flash card, sentence strips, recorded audio and video tapes and real objects (ralia) in use	Students to: <ol style="list-style-type: none"> Listen to and produce the words. Draw pictures of the words or what they represent. Act the words. use the words in sentence context. Sing jingles or songs in which the words are used 	<ul style="list-style-type: none"> • Flash cards • Sentence strips • Recorded video and audio tapes • Real objects (ralia) representing the words • Materials from texts 	Students to: <ol style="list-style-type: none"> Produce the vocabulary items introduced. Draw pictures of the words or what they represent. Act the words. Generate sentences with the words. Sing songs and jingles containing the words.
	TOPIC	BEHAVIOURAL OBJECTIVES	CONTENT	TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	LEARNING MATERIALS	EVALUATION GUIDE
11	Vocabulary associated with Animals and Birds	The students should be able to listen to and produce vocabulary associated with animals and birds	Vocabulary associated with animals and birds e.g. <ul style="list-style-type: none"> • Nyak (cow) 	Teacher to: <ol style="list-style-type: none"> Produce the words Define the words Provide synonyms for the words 	Students to: <ol style="list-style-type: none"> Listen to and produce the words. Draw pictures of the words or what they represent. 	<ul style="list-style-type: none"> • Flash cards • Sentence strips • Recorded video and 	Students to: <ol style="list-style-type: none"> Produce the vocabulary items introduced. Draw pictures of the words or what they represent.

			<ul style="list-style-type: none"> •Zwon (goat) •Akazanki (donkey) •Akwi (cat) •Anfook (ram) •Tsang (crocodile) •Chyo (leopard) 	iv. Put flash card, sentence strips, recorded audio and video tapes and real objects (ralia) in use	iii. Act the words. iv. use the words in sentence context. v. Sing jingles or songs in which the words are used	audio tapes <ul style="list-style-type: none"> • Real objects (ralia) representing the words • Materials from texts 	iii. Act the words. iv. Generate sentences with the words. v. Sing songs and jingles containing the words.
12	Vocabulary associated with plants	The students should be able to listen to and produce vocabulary associated with plants	Vocabulary associated with plants e.g. <ul style="list-style-type: none"> •Akwon (tree) •Akambut (pawpaw) •Chyat (grass) •Allulo (cotton) 	Teacher to: i. Produce the words ii. Define the words iii. Provide synonyms for the words iv. Put flash card, sentence strips, recorded audio and video tapes and real objects (ralia) in use	Students to: i. Listen to and produce the words. ii. Draw pictures of the words or what they represent. iii. Act the words. iv. use the words in sentence context. v. Sing jingles or songs in which the words are used	<ul style="list-style-type: none"> • Flash cards • Sentence strips • Recorded video and audio tapes • Real objects (ralia) representing the words • Materials from texts 	Students to: i. Produce the vocabulary items introduced. ii. Draw pictures of the words or what they represent. iii. Act the words. iv. Generate sentences with the words. v. Sing songs and jingles containing the words.

13	Vocabulary associated with food crops	The students should be able to listen to and produce vocabulary associated with food crops	Vocabulary associated with food crops e.g. <ul style="list-style-type: none"> •Zwuk (millet) •Agruma (onions) •Jinjok (beans) •Chi-agavang (rice) •Yak (grains) •Shwi (groundnuts) •Swakpat (maize) •Chyi (yam) 	Teacher to: i. Produce the words ii. Define the words iii. Provide synonyms for the words iv. Put flash card, sentence strips, recorded audio and video tapes (ralia) in use	Students to: i. Listen to and produce the words. ii. Draw pictures of the words or what they represent. iii. Act the words. iv. use the words in sentence context. v. Sing jingles or songs in which the words are used	<ul style="list-style-type: none"> • Flash cards • Sentence strips • Recorded video and audio tapes • Real objects (ralia) representing the words • Materials from texts 	Students to: i. Produce the vocabulary items introduced. ii. Draw pictures of the words or what they represent. iii. Act the words. iv. Generate sentences with the words. v. Sing songs and jingles containing the words.
	TOPIC	BEHAVIOURAL OBJECTIVES	CONTENT	TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	LEARNING MATERIALS	EVALUATION GUIDE
14	Vocabulary associated with occupations	The students should be able to listen to and produce vocabulary associated with occupations	Vocabulary associated with occupations e.g. <ul style="list-style-type: none"> •Abok (Doctor) •Atyu-kwat (Barber) •Atyu-nok (mason) •Atyu-tiet (teacher) •Agwam (chief) 	Teacher to: i. Produce the words ii. Define the words iii. Provide synonyms for the words iv. Put flash card, sentence strips, recorded audio and video tapes (ralia) in use	Students to: i. Listen to and produce the words. ii. Draw pictures of the words or what they represent. iii. Act the words. iv. use the words in sentence context. v. Sing jingles or songs in which the words are used	<ul style="list-style-type: none"> • Flash cards • Sentence strips • Recorded video and audio tapes • Real objects (ralia) representing the words • Materials from texts 	Students to: i. Produce the vocabulary items introduced. ii. Draw pictures of the words or what they represent. iii. Act the words. iv. Generate sentences with the words. v. Sing songs and jingles containing the words.

15	Vocabulary associated with diseases	The students should be able to listen to and produce vocabulary associated with diseases	<p>Vocabulary associated with diseases e.g.</p> <ul style="list-style-type: none"> • Akhang (diarrhoea) • Fat (wound) • Zwan agamun (malaria) • Agap (ulcer) • Awop (cough) 	<p>Teacher to:</p> <ol style="list-style-type: none"> Produce the words Define the words Provide synonyms for the words Put flash card, sentence strips, recorded audio and video tapes and real objects (ralia) in use 	<p>Students to:</p> <ol style="list-style-type: none"> Listen to and produce the words. Draw pictures of the words or what they represent. Act the words. Use the words in sentence context. Sing jingles or songs in which the words are used 	<ul style="list-style-type: none"> • Flash cards • Sentence strips • Recorded video and audio tapes • Real objects (ralia) representing the words • Materials from texts 	<p>Students to:</p> <ol style="list-style-type: none"> Produce the vocabulary items introduced. Draw pictures of the words or what they represent. Act the words. Generate sentences with the words. Sing songs and jingles containing the words.
16	Parts of Speech	<p>The students should be able to:</p> <ol style="list-style-type: none"> Identify different parts of speech in sentence context (namely nouns, verbs, adjectives, adverbs, prepositions, conjunctions etc.) Make sentences with the different parts of speech List the functions of each part of speech 	<p>Parts of Speech e.g.</p> <p>Noun-Atyok (man) Noun-Za (rain) Verb-Bai (come) Verb-Nda (sleep) Adjective-Asai (white) Adjective-Abun (raw) Adverb-Manini (now) Adverb-Afuwun (today) Preposition-Da (on) Preposition-Ma (in) Conjunction-Mbiang (and)</p>	<p>Teacher to:</p> <ol style="list-style-type: none"> Read materials containing the parts of speech to students. Get students to read the materials. Lead students to identify the parts of speech in passage. Lead the students to make sentences using the parts of speech in a passage. 	<p>Students to:</p> <ol style="list-style-type: none"> Listen attentively to the teacher. Read materials given by the teacher. Identify the parts of speech of the passage. Make sentences with the parts of speech. List the functions of the parts of speech. 	<ol style="list-style-type: none"> Passages containing the parts of speech. Substitution tables. Flash cards. 	<p>Students to:</p> <ol style="list-style-type: none"> Identify the features of the parts of speech. Generate sentences using the parts of speech. List the functions of the parts of speech.

APPENDIX E

TRANSCRIPT OF THE RESPONSES OF SOME RESPONDENTS IN INTERVIEWS AND QUESTIONNAIRE

- The average Atyotyap can hardly speak a sentence or two in Tyap without introducing four or five words from other languages such as English, Hausa and Pidgin English’
- ‘Tyap is not spoken in our home’
- ‘My parents do not speak Tyap themselves let alone me’
- ‘I have not seen any form of literature written in Tyap language’
- ‘Many Atyap do not seem to be aware of what is happening to their language’
- ‘I am more fluent in Hausa and English than Tyap because they are the languages I am exposed to’
- ‘How can I speak Tyap when my parents are not interested in the language?’
- ‘At village and town meetings of Atyap that I have attended I hardly see fluent speakers of the language except from among the parental and grandparental generations’
- ‘Some drastic measures need to be taken to save Tyap language. This responsibility rests squarely with Atyap’
- ‘The disculturalization process of Atyap is taking place at a very fast pace and Atyap do not seem to worry’
- ‘There are no Tyap programmes in most media in Kaduna state only the Kaduna state radio, of the lot broadcasts news in Tyap’