

MINISTRY OF SCIENTIFIC AND TECHNICAL RESEARCH

A RAPID APPRAISAL SURVEY OF TUKI [ALCAM: 355]

Mbam and Kim Division, Centre Province

**Jason Diller
Kari Jordan-Diller
SIL**

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**B.P. 1299 Yaoundé
Republic of Cameroon**

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1. INTRODUCTION

This report describes a sentence repetition test (SRT) survey and a language shift survey conducted May 4-15, 1999 concerning the Tuki language, which is spoken in the Mbam and Kim Division of the Central Province of Cameroon. This report will address the current French proficiency of Tuki speakers, factors which influence their French proficiency, and language shift to French among Tuki speakers. The research was conducted by Jason DILLER, Kari JORDAN-DILLER, Cameron HAMM of SIL (Société Internationale de Linguistique), Ferdinand ASSAKO A TIATI of CABTAL (Cameroon Association for Bible Translation and Literacy), and Dr. Engelbert DOMCHE-TEKO of the Department of African Languages and Linguistics, University of Yaoundé I.

Previous research into the Tuki language includes a noun class sketch by Dr. Larry Hyman (1980), phonological and morphological studies by Essono (1975 and 1980), a rapid appraisal survey of Tuki written by Paul HUEY and Joseph MBONGUE (1995), and a booklet written in the Tutsingo dialect of Tuki by the Catholic priest of Nyamongo. Dr. DOMCHE-TEKO had served as a linguistic consultant for the rapid appraisal survey in 1994.

1.1 Linguistic Classification

The Tuki language is listed as code 551 in the *Atlas Linguistique du Cameroun* also referred to as ALCAM (Dieu and Renaud, 1983). ALCAM classifies the Tuki language in the following manner: Niger-Kordofan, Niger-Congo, Benoue-Congo, Bantouide, Bantou, Mbam, Tuki. ALCAM lists six dialects of Tuki: Tukombe, Tungoro, Tutsingo, Tonjo, Tucenga, Tumbele.

The *Ethnologue* (Grimes 1996) linguistic classification is as follows: Niger-Congo, Atlantic-Congo, Volta-Congo, Benue-Congo, Bantoid, Southern, Mbam, Sanaga (A.60). The *Ethnologue* lists seven dialects of Tuki: Kombe, Ngoro, Tsinga, Tonjo, Tocenga, Mbere, Bundum.

1.2 General Information on the Tuki People

The Tuki people number approximately 26,000 (Grimes 1996). Their language is also referred to as Sanaga because they live close to the Sanaga river. [See Appendix A,B.] At one time they relied on fishing as their source of livelihood, but now many of them are farmers and live in villages located several kilometres from the Sanaga river.

1.3 Why a Survey Was Judged Necessary

When Paul HUEY, Joseph MBONGUE, and Dr. DOMCHE-TEKO conducted their rapid appraisal survey in 1994, they found indications of language shift from Tuki to French. This led them to question the vitality and viability of the Tuki language. According to their survey the use of French is increasing among the youth and is extending its domains of use to include the work place and the home. French bilingualism testing was recommended to test the actual level of French ability in the

Tuki community and to assess the extent of language shift. This information is pertinent to determining the future involvement of SIL and CABTAL in the Tuki language since they both want to know whether a language development program will meet a genuine need.

1.4 Purpose of the Surveys

The purpose of the surveys was three-fold:

- 1) To find out whether a majority of the active population understands French well enough to read and clearly understand the French Bible.
- 2) To find out what factors are significant influences on bilingualism in the Tuki community.
- 3) To see if language shift is ongoing and whether French is continuing to replace Tuki in certain domains of language use.

2. METHODOLOGY

2.1 Sentence Repetition Testing

The Sentence Repetition Test was developed by Carla Radloff as a method for determining second language proficiency. The test is described in detail in Radloff's *Sentence Repetition Testing* (1991).

To summarise briefly, the SRT consists of a short sociolinguistic questionnaire and a series of 15 sentences of increasing difficulty which the subject attempts to repeat verbatim. [See Appendix C]. Any mistake in pronunciation, repeated word, omitted word, or wrong word is counted as an error. There are three possible points for each sentence and the highest possible score is forty-five points. The subject receives a score between zero and forty-five based on his/her accuracy of repetition. The score is converted to a level on a language ability scale called the Reported Proficiency Evaluation (RPE). The RPE corresponds to standards set by the Foreign Service Institute (FSI). For example, an RPE level three indicates French ability similar to FSI level three. A level three FSI is considered as the minimum requirement for adequate understanding of the Bible in a second language.¹ The test we used was developed and calibrated by Jurg Stalder and Rosalind Bagwell. More complete information on the French SRT and its calibration to FSI standards can be reviewed in their paper, *Sentence Repetition Test in Cameroonian French and European French* (1993).

In order to find out what factors are important in influencing the Tuki population's proficiency in French, we divided the population according to three factors: gender, age, and education level. We chose three age sub-categories: 15-25, 26-35, and 36-50, and two education sub-categories: those with less than secondary education (S-) and those with at least one completed year of secondary education or more (S+). In total, this gave us twelve categories to test. [See Table 1]. In an effort to gather data

¹ Within SIL there is an ongoing debate over the FSI level of bilingualism needed to adequately understand the Bible. SIL Cameroon has not defined adequate bilingualism to an FSI level; so for the purpose of this paper, adequate bilingualism will be set at FSI level 3 (this level has been adopted by other SIL African branches.)

which could be tested for statistical significance, we planned to test a minimum of five people per category. In theory, we were to test a total of sixty people per village. However, in every village there are empty categories. For example, in the villages we visited there were fewer than five women between the ages of 36 and 50 with a secondary education.

Table 1. Categories for Testing the Tuki Population

Education:	MEN		WOMEN	
	S -	S +	S -	S +
Age:				
15-25	5 subjects	5 subjects	5 subjects	5 subjects
26-35	5 subjects	5 subjects	5 subjects	5 subjects
36-50	5 subjects	5 subjects	5 subjects	(N/A less than 5)

2.1.1 Village Selection

From the 58 villages listed by the previous Tuki rapid appraisal survey, (HUEY and MBONGUE: 1995) we used a random number generator to select three villages. In this way, each village had an equal chance of being chosen. However, we did not include the villages of Ntui, Mbangassina, and Ngoro in our pool of possible villages. Their uncharacteristically large size in comparison to the average Tuki village would have made it extremely difficult and time consuming to take an accurate census. The villages of Bilanga-Kombé, Talba, and Nyamongo were randomly selected. Each of these villages is located in a separate sub-division and represents a different type of village within the Tuki community. [See Appendix B.]

Bilanga-Kombé is in the Ntui sub-division located approximately seven kilometres north of the town of Ntui. The reported population of the village is between four and five hundred people. Most of the village residents are Tuki speakers. There is a government primary school in the village; and of the three villages the team visited, Bilanga-Kombé is the closest to a town with a secondary school. Bilanga-Kombé has no market which means that residents sell their farm produce at the Ntui market.

Talba is in the Mbangassina sub-division located approximately forty kilometres northeast of the town of Mbangassina. This village has approximately 1,000 inhabitants with Tuki speakers representing only one quarter of the total village population. Talba has a primary school, and there is a Catholic order of brothers in this village who run an agricultural school, health clinic, and community development centre. Historically, Talba was predominately a Tuki village, but there has been a large influx of foreigners to the area over the past several years because of the availability of fertile land and the opening of a logging road north of Talba. Talba has a weekly market.

Nyamongo is in the Ngoro sub-division and is located just north of the Mbam river between Ngoro and Bafia. Like Talba this village has a mixed population but Tuki speakers make up one half of the 1,000 village residents. There is a primary school in the village, and students who attend secondary school travel to either Ngoro or Bafia. Nyamongo has a weekly market.

2.1.2 Taking a Census

One of the most important parts of the SRT is getting a good demographic profile for each village.

"Since factors such as availability of educational opportunity vary from one community to another, it is helpful to conduct a census in more than one village of the language area in order to avoid the skewing that might come from information from a single village" (Casad 1992).

By gathering information about the number of people in each category, we know what percentage of the village population each category actually represents. From this information, we can extrapolate the SRT scores for the subjects tested to the entire village to determine the overall level of bilingualism. The census information also has a direct influence on our testing procedure. For example, when we found out through our census in Talba village that there are only two women between the ages of 36-50 who have completed one year of secondary school, we did not attempt to test these two women. This category did not meet our minimum requirement of five subjects and was too small for our tests for significance.

Obtaining accurate census information was a challenge. In Bilanga-Kombé, we presented the problem to the chief who agreed to take a census for us with the help of the village notables. In two days they gave us the number of people living in the village in each of the given categories.

In Talba, the Catholic centre had previously asked for a census of the entire village for their health clinic files. The census, which was completed in 1997, lists the name, age, and gender of every person in the village. The only missing information was the level of education for each Tuki speaker in our study. The chief's secretary helped us to complete the missing data.

To obtain a census in Nyamongo, we asked each quarter head to give us the information we needed from his village quarter. The accuracy of this information varies. Some of them talked to the heads of families in their quarter and received a precise list of names while others estimated the number of people from their quarter in each category. We added the populations from each quarter together to give us an idea of the number of people represented by each category.

2.1.3 Subject Selection

Ideally, we wanted to select our test subjects using stratified random sampling. However, with random sampling it is necessary to know the names of all of the people in the village per category and then randomly choose five names for each category. Because of time constraints and the difficulty of finding people home during the farming season, we chose our subjects by quota sampling. Using quota sampling, we simply searched for at least five people who would fit into our defined categories. We tested in the afternoons and evenings when most of the people were home from the fields and made an effort to test in different quarters of the villages.

2.2 Testing Procedure

To enhance test reliability we chose two team members to always score the SRT. Cameron Hamm and Ferdinand Assako fulfilled this role. Prior to the survey they practised scoring different sample tests from the *Sentence Repetition Test in Cameroonian French and European French (Test Kit)* (Stalder and Bagwell 1993) for inter-reliability. To avoid influencing the final results, Hamm and Assako alternately tested men and women. Kari Jordan-Diller and Jason Diller administered the sociolinguistic questionnaire section of the test. We kept our method consistent throughout the survey.

3. DEMOGRAPHIC PROFILES

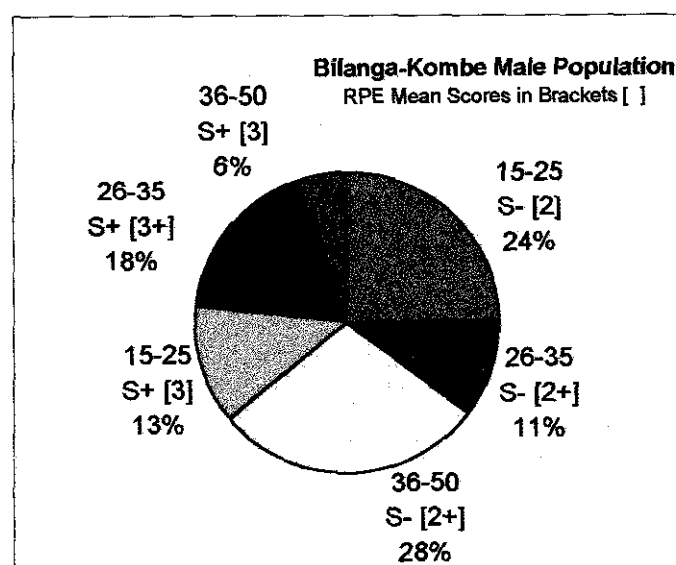
3.1 Bilanga-Kombé Village Demographic Profile

Bilanga-Kombé is a small village with few people from other language groups living in the village. Since, there are few foreigners living in the village, nearly all of the residents speak Tuki as their mother tongue (MT). Because most Tuki villages are predominantly Tuki speaking, we expect the population distribution of this particular village to represent the majority of Tuki villages.

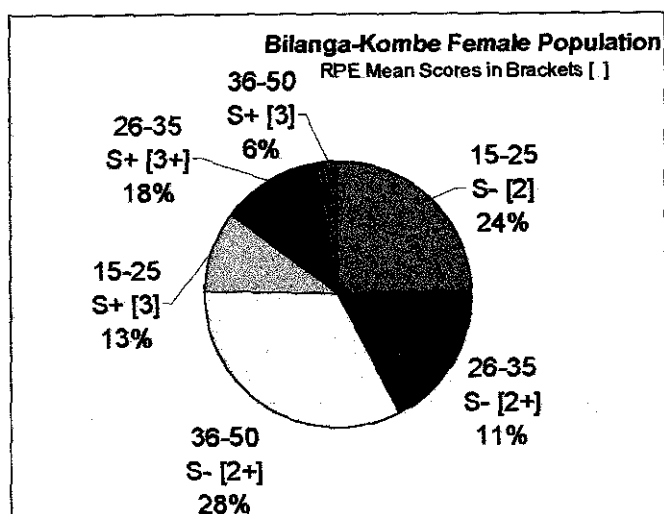
Most of the men and women from Bilanga-Kombé are between 36 and 50 S-, and the second largest group is made up of those between 15 and 25 S-. There are more men S+ than women S+ living in Bilanga-Kombé. About 70% of the total village population has no secondary education. We therefore assume that most of the educated men and women have left the village to work in larger towns and cities.

Graphs 1 and 2 show the percentages of people in each category in Bilanga-Kombé village. Their RPE levels are also noted. RPE levels will be discussed under section 4.1.

Graph 1.



Graph 2.



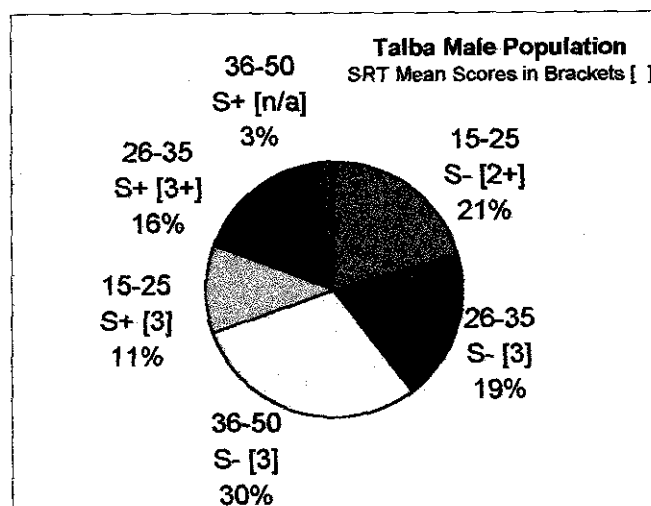
3.2 Talba Village Demographic Profile

Talba village is distinct among the three villages tested in that Tuki speakers are a minority despite the fact that Talba was originally a Tuki village. We predicted that the overall French level would be higher than the other two villages because Tuki people in Talba must use French to communicate with most of the people in their village.

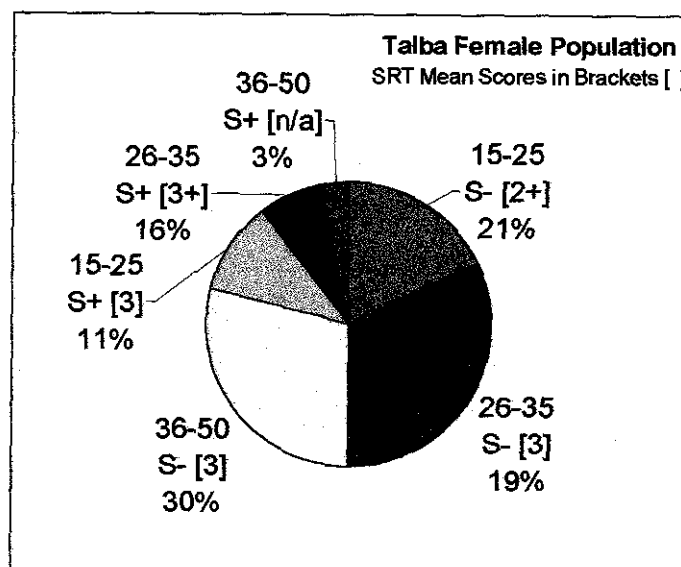
Most of the men in Talba are in the oldest age group (36-50) S-, and the majority of the women are in the middle age group (26-35) S-. More men than women living in the village have a secondary education. Like Bilanga-Kombé, approximately 70% of the Tuki population in Talba have no secondary education. We assume that most of the educated men and women have left the village to work in larger towns and cities.

Graphs 3 and 4 show the percentages of people in each category for the Tuki population in Talba village. Their RPE levels are also included.

Graph 3.



Graph 4.



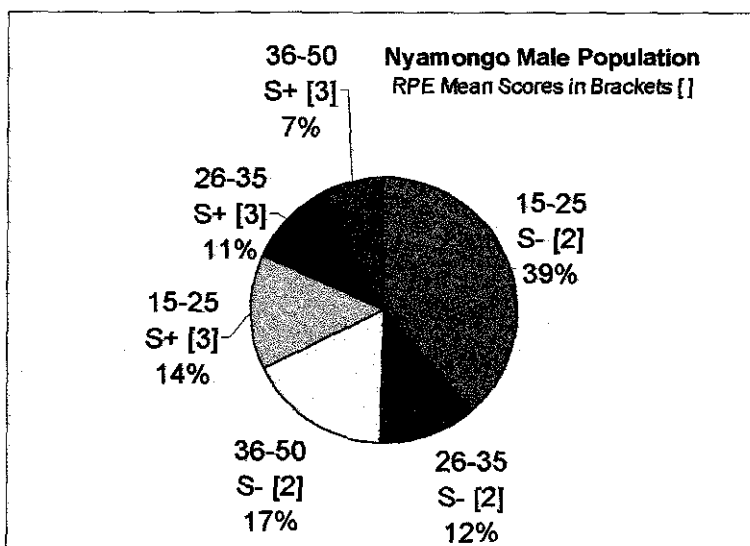
3.3 Nyamongo Village Demographic Profile

In Nyamongo, Tuki speakers make up about one half of the village population. Many of the foreigners living in the village are temporary residents who work for logging companies. Most of the foreigners live together in the same quarter and the Tuki people do not interact closely with them.

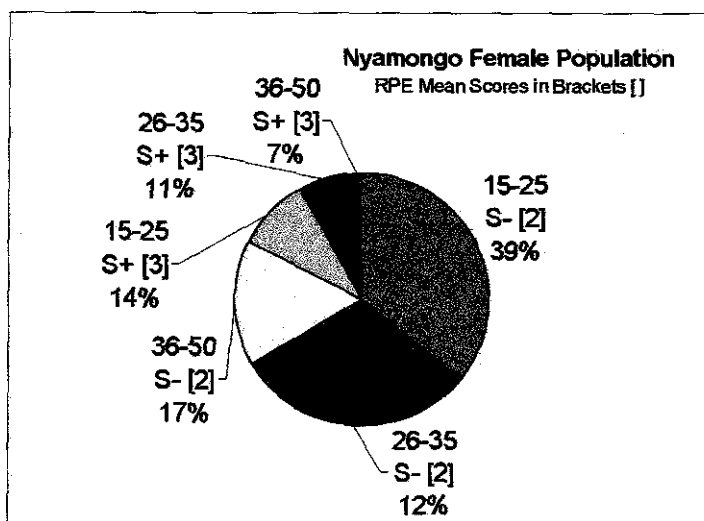
Another difference in Nyamongo's demographic profile is that one half of the village population is under 26 years old. Most of the Nyamongo residents are in the youngest category (15-25) S-. Approximately 39% of the men and 36% of the women fall into this category. The next largest category is women (26-35) S-. Almost twice as many men as women living in Nyamongo have secondary education. Like Bilanga-Kombé and Talba, approximately 70% of Tuki speakers living in the village have no secondary education. Once again, we can assume that the educated men and women have left the village to work in the nearby towns.

Graphs 5 and 6 show the percentages of people in each category and their corresponding mean RPE levels for the Tuki population in Nyamongo village.

Graph 5.



Graph 6.



4. SRT RESULTS

4.1 Correspondence of SRT Scores with RPE / FSI Levels

The test we used for this survey (SRT Form A) can determine someone's level of French up to FSI level 3+ but can not clearly discriminate between levels higher than FSI level 3+ (Stalder and Bagwell 1993:14). For this reason, any score above 30 is referred to as RPE level 3+.

Table 2

RPE / FSI Level	SRT Scores
0+	0-4
1	5-9
1+	10-14
2	15-20
2+	21-25
3	26-30
3+	31- up

4.2 SRT Results for Bilanga-Kombé village

In Bilanga-Kombé, the SRT test was administered to sixty-two people. [See Appendix D.] We did not test five subjects in two of the twelve categories: women age 15-25 S- and women age 36-50 S+. Because of an error in calculation, we tested four instead of five women in the former category. According to our census information, there are fewer than five women in the latter category. Since the population represented by this category is very small, it will not be taken into account when looking at the overall French level in Bilanga-Kombé.

The SRT results within Bilanga-Kombé show a distinct difference between S- and S+ scores for both men and women in every age category. The S- SRT mean scores are at RPE levels 2 and 2+ while the S+ SRT mean scores correspond to RPE levels 3 and 3+. See Table 3.

Table 3. Bilanga-Kombé Population and RPE levels

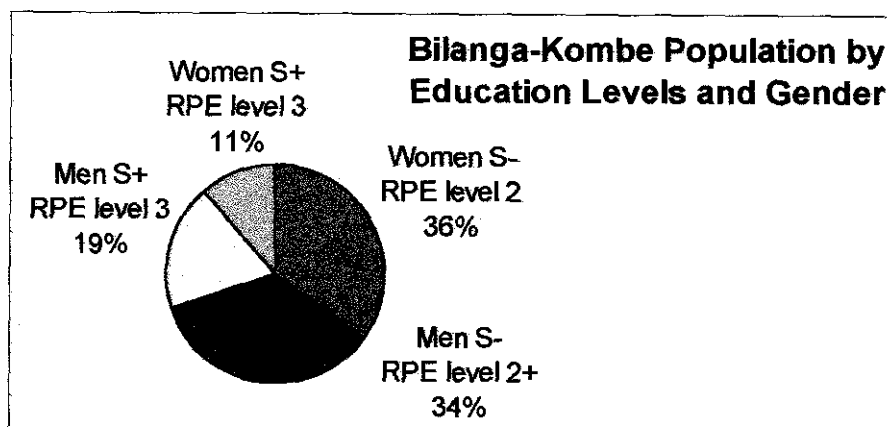
Education:	MEN		WOMEN	
	S -	S +	S -	S +
	Population / (RPE level)	Population / (RPE level)	Population / (RPE level)	Population / (RPE level)
Age:				
15-25	35 / (level 2)	18 / (level 3)	30 / (level 2)*	12 / (level 3)
26-35	15 / (level 2+)	25 / (level 3+)	22 / (level 2)	15 / (level 3)
36-50	41 / (level 2+)	8 / (level 3)	40 / (level 2)	3 / (N/A)**

*We only tested 4 subjects in this category.

**There are fewer than 5 subjects in this category in the village.

The overall difference in scores of the Bilanga-Kombé village population is easiest to see when dividing the population according to education and gender. By combining the information in this way, we can see that 70% of the population in Bilanga-Kombé has no secondary education and that they have a mean RPE level below level 3. In Bilanga-Kombé the RPE levels of bilingualism (as shown in Table 3) are about the same for men and women as divided by educational levels.

Graph 7. Bilanga-Kombé RPE levels



4.3 SRT Results for Talba village

In Talba village, the SRT test was administered to forty-seven people. [See Appendix D.] We were unable to obtain five subjects in three separate categories: men age 36-50 S+, women age 26-35 S+, and women age 36-50 S+. According to our census information there are only five or less people in these categories so we can assume that they will not be heavily weighted when looking at the percentage of bilingualism for the entire village.

In contrast with Bilanga-Kombé and Nyamongo, the Talba SRT results for men show very little difference between S- and S+. Surprisingly, the men's age groups (26-35) S- and (36-50) S- have a mean RPE level 3. The women in the same age categories did not test as well as the men and their scores are more consistent with the scores from Bilanga-Kombé and Nyamongo.

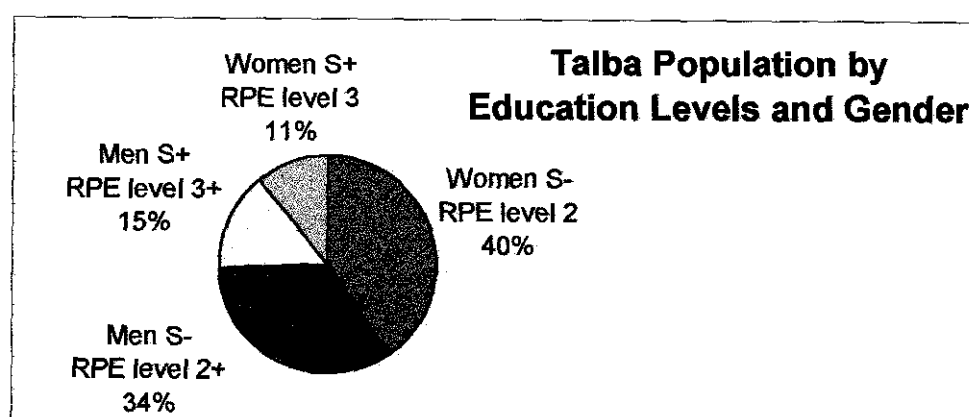
Table 4. Talba Population and RPE levels

Education:	MEN		WOMEN	
	S -	S +	S -	S +
	Population / (RPE level)	Population / (RPE level)	Population / (RPE level)	Population / (RPE level)
Age:				
15-25	13 / (level 2+)	7 / (level 3)	12 / (level 2)	7 (level 3)
26-35	12 / (level 3)	10 / (level 3+)	21 / (level 2)	5 / (N/A)*
36-50	19 / (level 3)	2 / (N/A)*	19 / (level 2)	2 / (N/A)*

*We were unable to find enough subjects in these categories.

The overall difference in scores of the Talba village population is easiest to see by dividing the population according to education and gender. Graph 8 shows us that 60% of the population has an RPE level 3. The remaining 40% has an RPE level 2. Like Bilanga-Kombé about three fourths of the population has completed less than one year of secondary school. However, 60% of the population is considered adequately bilingual. Of this 60% only 11% are women. The rest of the women achieved a mean RPE level 2.

Graph 8. Talba RPE levels



4.4 SRT Results for Nyamongo village

In Nyamongo the SRT test was administered to fifty-seven people, and we were unable to obtain five subjects in all of the women S+ categories. [See Appendix D.] According to our census information there are more than five women in the first two age categories (15-25, 26-35) with secondary education, but they were unavailable for testing.

The SRT results correspond closely with the results from Bilanga-Kombé in that there is a significant distinction between S- and S+ subjects' scores. This is true for both men and women as the S- SRT mean scores are consistently at RPE level 2 while the S+ SRT mean scores are between RPE level 2+ and 3+. The difference between S- and S+ is best shown in table 5.

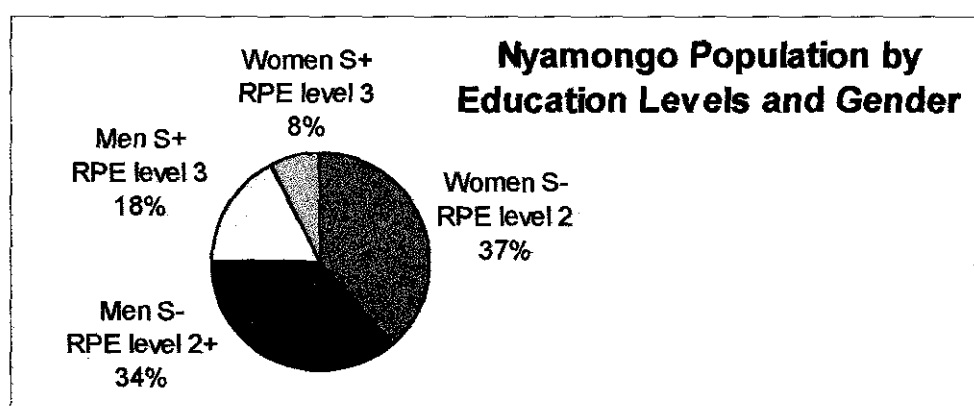
Table 5. Nyamongo Population and RPE levels

Education:	MEN		WOMEN	
	S -	S +	S -	S +
	Population / (RPE level)	Population / (RPE level)	Population / (RPE level)	Population / (RPE level)
Age:				
15-25	77 / (level 2)	28 / (level 3)	61 / (level 2)	16 (level 2+)*
26-35	24 / (level 2)	22 / (level 3)	53 / (level 2)	12 (level 3+)*
36-50	35 / (level 2)	15 / (level 3)	28 / (level 2)	2 / (level 2+)*

*These categories have less than 5 people tested.

The overall difference in scores of Nyamongo village is easiest to see by dividing the population according to education and gender. We can see in Graph 9 that 74% of the population has no secondary education and has a corresponding RPE level 2. Exactly the same number of men and women have no secondary education, but more men than women have had at least one year of secondary school. More men than women have secondary education with an RPE level 3. The percentages and RPE levels correspond exactly with Bilanga-Kombé in that three-fourths of the active population does not meet the minimum level to be considered adequately bilingual in French.

Graph 9. Nyamongo RPE levels



5. FACTORS RELEVANT TO BILINGUALISM

5.1 Statistical Significance

To help us determine what factors are significant in French proficiency for the Tuki population, we have statistically compared SRT scores from different categories using t-tests. When using a t-test to find significance, we have to decide how strict we want to be in finding out if our comparison is statistically significant. The alpha value is the value which determines our significance requirements. We set our alpha value at 0.05 which means that the output from a t-test (p-value) must be less than our alpha value (0.05) in order for the comparison to be called statistically significant. When the t-test output is less than 0.05, we have a 95% confidence that the results are statistically significant with only a 5% chance that the significance is a result of chance.

5.2 Gender

There is a significant difference between the overall scores of men and women. Men's SRT scores are on the average four points higher than women's scores. However, if we break it down by village, there is only a significant difference between men and women in Bilanga-Kombé and Talba. The difference can be attributed in part to the number of men as opposed to the number of women who attend secondary school found in the village. More men than women in every village have had one year of secondary education. Table 6 shows the mean scores for men and women in each village with their corresponding RPE levels and significance.

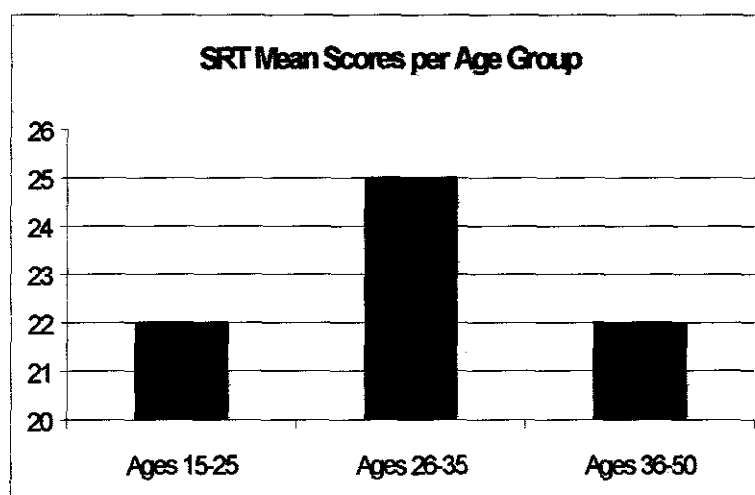
Table 6. Significant Differences between Men's and Women's SRT Scores

Village:	Men's Mean SRT Score / RPE	Women's Mean SRT Score / RPE	Significance If p-value < 0.05
Bilanga-Kombé	26 / level 3	22 / level 2+	Yes: p=0.04
Talba	27 / level 3	20 / level 2	Yes: p=0.001
Nyamongo	22 / level 2+	20 / level 2	No: p=0.24

5.3 Age

Age makes a difference in French proficiency among Tuki speakers. According to our SRT results, French language proficiency peaks between the ages of 26-35. As shown in Graph 10, men and women between 26 and 35 years old scored higher than the other two age categories. It is important to note there is an absence of educated older men and women in the village, and these scores reflect the current village population. When we translate the scores into their corresponding RPE levels, SRT scores of 22 and 25 are both within but at opposite ends of RPE level 2+.

Graph 10.



5.4 Education

Education affects bilingualism more than any other factor. Tests for statistical significance show a significant difference between the scores of S- and S+ men and women in every village with the exception of the S- men in Talba. The mean RPE level for all S+ subjects is RPE level 3. We can predict that the average Tuki speaker who has completed at least one year of secondary school will have an RPE level 3. Likewise, we can predict that the average Tuki speaker who has completed less than one year of secondary education will have an RPE level closer to level 2. All scores and corresponding RPE levels are indicated in Table 7.

Table 7. Significant Differences between S- and S+ SRT Scores

Village:	Men S- SRT Score / RPE level	Men S+	Significant Difference?	Women S-	Women S+	Significant Difference?
Bilanga-Kombé	21 / 2+	30 / 3	Yes	19 / 2	26 / 3	Yes
Talba	26 / 3	31 / 3+	No	18 / 2	26 / 3	Yes
Nyamongo	19 / 2	27 / 3	Yes	17 / 2	27 / 3	Yes

5.5 Contact

Tuki speakers use French to communicate with non-Tuki speakers. We can assume that in Talba village, where Tuki speakers make up only a minority of the village population, they have increased contact with non-Tuki speakers and therefore are obliged to speak French more often. The abnormally high SRT scores of S- Talba men may be a reflection of this contact, although S- women from Talba did not equally score higher than the women from Nyamongo or Bilanga-Kombé. [See Table 7.] It is possible that the S- women's SRT scores did not correspond with the S- men's SRT scores because of cultural differences which determine the women's amount of contact with people outside of the Tuki language group. It is apparent in Talba village, that when Tuki speakers are in the minority of a village the men's French proficiency will improve while the women's French proficiency stays the same.

6. LANGUAGE SHIFT SURVEY RESULTS

As stated in the rapid appraisal survey of Tuki, (HUEY and MGONGUE: 1995) the use of French is increasing among the youth and extending its domains of use to include the work place and the home. We asked every subject who took the SRT the following questions:

- 1) What language do you speak most often everyday?
- 2) What language do you speak in the home?
- 3) What language do you speak when you are with friends who speak Tuki and you are in a town or village where people don't understand Tuki?

The first two questions were designed to find out domains of language use while the third question was asked to find out if Tuki speakers are proud of their language; that is, if they are willing to use their MT in non-Tuki speaking areas. As can be expected, answers differed in each village. We follow with a summary of responses by village.

Bilanga-Kombé

What language do you speak most often everyday? Overall, Bilanga-Kombé residents speak Tuki more than French. However, the youth (15-25) speak more French than Tuki on a daily basis.

What language do you speak in the home? Most people answer that they prefer to speak Tuki in the home. The group between the ages of 26-35 is the most divided and is evenly split in choosing between French and Tuki. Most of the women report that they use both French and Tuki in the home.

What language do you speak when you are with friends who speak Tuki and you are in a town or village where people don't understand Tuki? Nearly all of the women and the youth (15-25) respond that they prefer to speak in French or Ewondo. Of the remaining categories of men, most men use both Tuki and French with Tuki friends in a non-Tuki speaking environment.

Talba

What language do you speak most often everyday? The men's responses were equally divided between French and Tuki. Women were quite different with their responses as they overwhelmingly speak Tuki more than French on a daily basis.

What language do you speak in the home? Talba village was evenly divided among choosing French and Tuki. It is important to note that no one over the age of 36 uses French in the home, whereas men of ages (26-35) and women of ages (15-25) speak primarily French in the home.

What language do you speak when you are with friends who speak Tuki and you are in a town or village where people don't understand Tuki? The men of the youngest age group (15-25) and the women of age group (26-35) speak French with their Tuki friends. The remaining responses are more or less equally divided between choosing French or Tuki to speak with friends, however people over the age of 36 prefer to speak Tuki.

Nyamongo

Due to an error made when introducing our research, many of the community leaders who helped us find our test subjects wanted to represent Tuki as a vital language and Nyamongo village as a good site for a language development project. The village leaders influenced many subjects' answers to the questions concerning language choice and language pride. We heard the majority of people explain that they speak Tuki with their children, although at the same time we observed the young children interacting in French with their parents. From our observations, we believe many MT Tuki speakers use French in the home. Due to this biasing, we do not have good information concerning Nyamongo village language use.

7. SUMMARY

In assessing French bilingualism among the Tuki people, we have looked at three different villages chosen randomly from 58 Tuki villages. These villages differ from each other in geographical location, demographic profile, and percentage of Tuki speakers within the village. Yet, there are similarities which can be extrapolated to the Tuki population as a whole. In each village, approximately seventy percent of the population between the ages of 15-50 have not completed one year of secondary education (Bilanga-Kombé 70%, Talba, 74%, Nyamongo 74%). Our study shows us that education greatly influences French proficiency. Generally speaking, people who have not completed at least one year of secondary education have a mean RPE level 2. Likewise, people who have completed at least one year of secondary education will have a mean RPE level 3 (an adequate level of French). Gender, age, and contact with non-Tuki speakers also play a role in determining French proficiency. If most Tuki villages are like Bilanga-Kombé and Nyamongo, seventy percent of the Tuki population do not have an adequate level of French to read and understand the French Bible.

Language choices made by the Tuki participants in our study show French is used as much as Tuki within the home. This verifies the rapid appraisal survey by HUEY and MBONGUE (1995) and shows that language shift is ongoing. It was interesting to note from the questionnaire that most of the young men between the ages of 15-25 prefer to speak French with their Tuki friends when they are in a non-Tuki speaking area. The inference could be advanced that Tuki youth are not proud of their language and prefer to speak French. Overall, evidence of continued language shift from Tuki to French is apparent in the Tuki community.

8. RECOMMENDATIONS

8.1 Bible Translation

As a result of this study and the rapid appraisal survey by HUEY and MBONGUE (1995), the Tuki language situation has become clearer. Although there are evidences of continued language shift from Tuki to French, we also know that approximately seventy percent of the active Tuki population in the village do not understand French well enough to clearly understand the French Bible. If a New Testament were ready for dedication today, seventy percent of the 26,000 Tuki speakers would benefit greatly (and the other thirty percent might benefit as well.) Since language shift is definitely under way; however, the percentage of people who can use the French New Testament will likely be even higher by the time a Tuki New Testament could be produced.

8.2 Standardisation

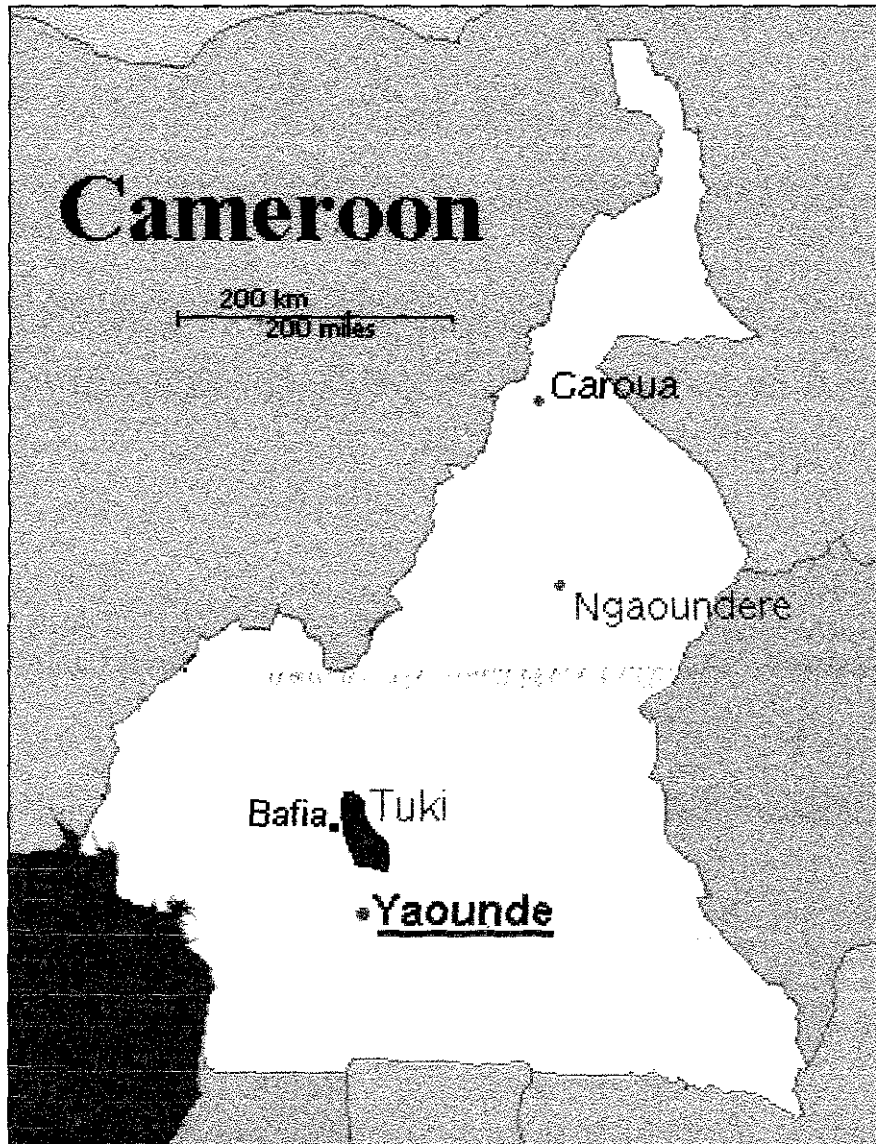
Due to the ongoing and increased use of French by Tuki-speakers, we conclude that the standardisation of Tuki should not be begun at this time but that language shift be reassessed within the next five years. In the meantime, SIL is prepared to answer questions that representatives of the speech community might have regarding the process of developing the Tuki language.

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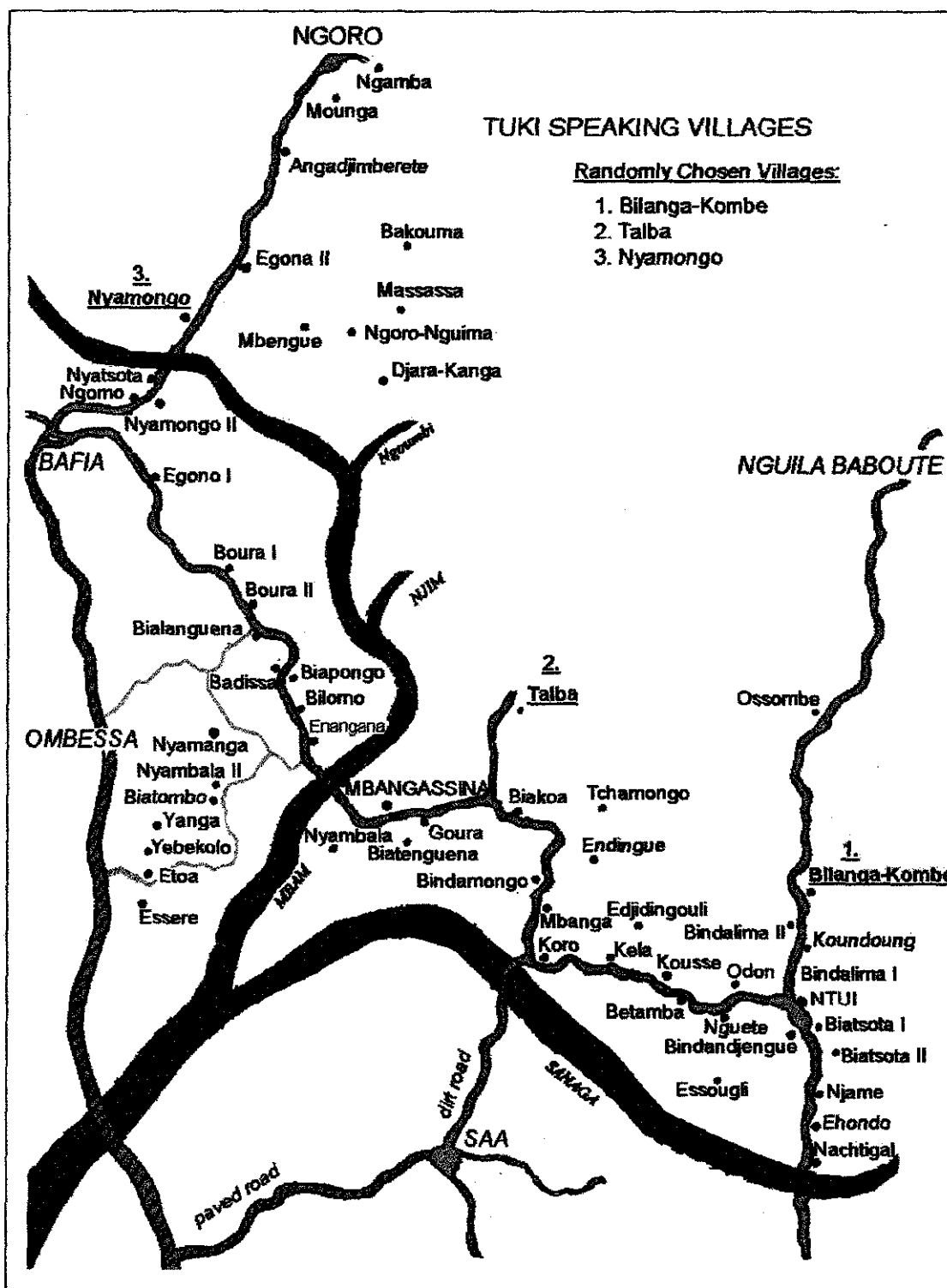
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Appendix A: Map of Tuki Community within Cameroon



Appendix B: Map of Tuki Speaking Villages



Appendix C: SRT Form A

SRT (form A)

Nom : _____ Nom de l'évaluateur : _____

Village: _____

Date: _____

Age: _____ Sexe: _____ Niveau d'Education: _____

Langue

Quelle est la langue que vous parlez le plus souvent tous les jours?

L. Maternelle: _____ L. Foyer: _____

L. de votre mère _____ L. de votre père _____

L. Travail : _____ L. Education: _____

Quelle langue utilisez-vous quand vous voulez bavarder avec un ami qui parle le Tuki quand vous êtes dans une ville où les gens ne comprennent pas votre langue?

Combien de fois par semaine ou par mois voyagez-vous dans les villes ou les villages où on ne parle pas votre langue ?

Une fois par semaine

une fois par mois

Rarement

Dans quelle ville ou village avez-vous habité pendant plus d'un an ?

localité

durée

Date

1.

2.

3.

o = omission

s = substitution

<ou> = changement d'ordre

~ = mot bafouillé ou estropié

+ = mot ou phrase ajouté

R = mot ou phrase répété

w = mauvais mot ou phrase

c = correction

Phrases: (the first three are practice phrases)

1. Il est très sportif.

2. Je t'attends depuis une heure.

3. On lui a refusé son visa.

4. Je crois que nous nous sommes trompés.
5. Ecris-moi le plus souvent possible.
6. Cette aventure m'a fait réfléchir.
7. Je me demande combien de mes amis vont venir.
8. Quand vous aurez fini, vous pourrez partir.
9. Je ne viendrai pas, même si vous insistez.
10. Dès mon arrivée à Paris j'ai téléphoné à mes parents pour leur dire que tout allait bien.
11. Il rentre de plus en plus tard, si bien que je ne l'ai pas vu depuis une semaine.
12. Je ne crois pas que cet article soit celui dont il a parlé.
13. J'ai jeté un coup d'oeil à ma montre et je me suis rendu compte que j'étais déjà en retard.
14. L'article dont je t'ai parlé tout à l'heure a pourtant été écrit par le directeur lui-même.
15. Il est assez fréquent de voir tomber des arbres lors des orages.
16. J'ignorais qu'ils étaient partis, je vais donc leur écrire pour les informer de nos projets.
17. Comme je n'avais pas de guitare, mon frère m'a prêté la sienne mais il m'a demandé de la lui rendre dès que possible.
18. Il faut songer à ce que vous allez faire au cas où vous ne pourriez pas le joindre à son bureau.

Appendix D: SRT Results per Village

SRT Results from Bilanga-Kombé village

	MEN			WOMEN	
Education:	S -	S +	Education:	S -	S +
	<u>scores</u>	<u>Scores</u>		<u>scores</u>	<u>scores</u>
Age	25	36	Age	18	40
15-25	21	31	15-25	18	35
	21	28		16	32
	18	25		14	23
	7	24			18
					17
Mean	18.40	28.80	Mean	16.50	27.50
St. Dev.	6.8	4.9	St. Dev.	1.9	9.5
RPE Score	2	3		2	3
Age	32	43	Age	20	31
26-35	27	40	26-35	17	30
	22	39		16	24
	21	39		16	24
	11	36		15	23
		26			
		22			
Mean	22.60	35.00	Mean	16.80	26.40
St. Dev.	7.8	7.9	St. Dev.	1.9	3.8
RPE Score	2+	3+		2	3
Age	27	22	Age	37	14
36-50	26	25	36-50	24	
	19	35		23	
	18	37		21	
	16	10		21	
				18	
				17	
				14	
				9	
Mean	21.20	25.80	Mean	20.44	14.00
St. Dev.	5.0	10.9	St. Dev.	7.8	
RPE Score	2+	3		2	N/a

SRT results from Talba village

	MEN		WOMEN		
Education:	S -	S +	Education:	S -	S +
	<u>scores</u>	<u>scores</u>		<u>scores</u>	<u>scores</u>
Age	16	15	Age	19	14
15-25	18	35	15-25	12	32
	21	27		17	28
	36	31		24	24
	23	33		15	33
				19	
Mean	22.80	28.20	Mean	17.67	26.20
St. Dev.	7.9	7.9	St. Dev.	4.1	7.7
RPE Scores	2+	3		2	3
Age	32	30	Age	11	
26-35	30	34	26-35	28	
	32	32		19	
	28	27		20	
	23	38		19	
		34			
Mean	29.00	32.50	Mean	19.40	n/a
St. Dev.	3.7	3.8	St. Dev.	6.0	
RPE Scores	3	3+		2	N/a
Age	34		Age	15	
36-50	35		36-50	14	
	32			6	
	31			15	
	20			30	
Mean	30.40	n/a	Mean	16.00	n/a
St. Dev.	6.0		St. Dev.	8.7	
RPE Scores	3	N/a		2	N/a

SRT Results from Nyamongo village

	MEN			WOMEN	
Education:	S -	S +	Education:	S -	S +
	<u>scores</u>	<u>Scores</u>		<u>scores</u>	<u>scores</u>
Age	18	40	Age	13	34
15-25	19	27	15-25	21	10
	11	23		20	
	16	23		20	
	19	20		14	
	24	25		10	
Mean	17.83	26.33	Mean	16.33	22.00
St. Dev.	4.3	7.1	St. Dev.	4.6	17.0
RPE Score	2	3		2	2+
Age	13	27	Age	14	24
26-35	15	28	26-35	13	40
	14	25		13	31
	33	22		21	
	20	36		20	
Mean	19.00	27.60	Mean	16.20	31.67
St. Dev.	8.3	5.2	St. Dev.	4.0	8.0
RPE Score	2	3		2	3+
Age	24	22	Age	22	14
36-50	13	25	36-50	14	33
	22	35		22	
	19	37		7	
	24	10		25	
	17				
	13				
Mean	18.86	25.80	Mean	18.00	23.50
St. Dev.	4.7	10.9	St. Dev.	7.4	13.4
RPE Score	2	3		2	2+