

REVITALIZING NIGERIAN LANGUAGES FOR SECURITY DEVELOPMENT IN NIGERIA

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Abstract

Security consciousness is the concern of the Nigerian populace now. Social vices have labeled Nigeria 'A nation without certainty'. Almost every member of the populace is living in fear of the next moment because of the activities of bandits, kidnappers, abductors, robbers, just to mention but a few. As a result of the above, the nation's economy is at risk. How to be free from all these is the talk of the day now. Education has the answer because Education is dynamic. This paper points that education in general can make one dynamic, specifically, language education in its dynamism functions to make the acquirer to adjust in every situation. Language being dynamic too functions to meet the needs of the speaker-hearer in every situation just as Nigeria needs now. Knowledge of Nigerian language with its non-verbal forms can improve security training in Nigeria through a revitalized Nigerian Languages education. This paper therefore discusses the effects of emphasis on second languages (L2) as against the first language (L1) in Nigeria, prospects of emphasis on L1 and also suggests revitalizing strategies for Nigerian languages education for a sustainable security development.

Keywords: Revitalization, Sustainable, Security, Education, Language Education and Development.

Introduction

Revitalization is the action of imbuing something with new life and vitality: www.lexico.com/definition/rivital....It means "to impart a new life or vigor to" www.thefreedictionary.com/revital.....

Revitalization is a process of change. It involves changing of the nature, content or strength of something to get a desired new nature, strength or content which will satisfy the need for it. When something is revitalized, it does not remain the same, quantity, strength and power which will lead to its effectiveness are added to it to meet the demand or need at the time. Therefore, revitalization is a process which adds new nature, power, action, effectiveness and efficiency to wheresoever's or whatsoever it touches.

Revitalization of Nigerian Language education is a process which is geared towards changing the nature, methods or activities in the curriculum of Nigerian Languages as a course to meet the demand of the time in Nigeria.

When there is adequate and required revitalization, a sustainable output is realized which will solve the problem at hand. Revitalization is sustainable when it is able to solve the present problem and extends to future generation without hindering its development. Nigerians need sustainable education especially for security development. This generates thoughts for solution in the hearts of Nigerian populace.

Security means “a state of society of tranquility” (Zaid, 2016:147). This includes the emotional security-the individual and the community’s feeling of the need for security, and procedural security-the regulatory efforts to achieve or restore security. Many studies confirmed that the individual who feels safe, feels happy in his/her natural life. This means that the concept has an important status for humans as they need to live in peace and be free from the threats, stress and anxiety and to feel loved among others (Zaid, 2016) this makes assurance of security important in human life not only Nigerian populace, because it ushers in sustainability in development. Security then means a sense of being free from fear of eventualities. Nigeria is characterized with a state of insecurity which raises fear of the next moment in the populace therefore the need for security. Then education, as a preamble to solution of insecurity, arises.

Security education is “the teaching and learning of the strategies, concepts and experiences necessary for achieving national security” (Zaid, 2013:148). Security education cannot be accomplished without language both for instruction and the activities involved in security. This calls for language education in security and for security (especially for security). Language of education in security refers to the language of instruction in security education while language for security refers to the language for use when practicing security (i.e on-the-job language for security personnel). This paper is concerned mainly for on-the-job language education for security. This will promote assurance of security for a sustainable development in this nation. Development is change in status of anything. It can be progressive or retrogressive. For Nigerians, insecurity is observed. The cry is for assurance of sustainable security which is progressive in nature. Therefore to achieve this progressive or sustainable security which will give rise to sustainable national development in Nigeria there is the need for revitalization of Nigerian Languages education for security. This will increase the knowledge, wisdom, vocabulary and expressions for good and improved security services in this nation. Therefore for a nation (as Nigeria) to achieve a sustainable security for a sustainable development, there must be interplay between education and

security. Education must play an important role because education has the answer to improved and sustaining development.

Education which is defined as the aggregate of all the process by which a child or young adult develops abilities, attitudes and other forms of behaviors which are of positive values to the society in which he lives (Fafunwa, 1994 in Abubakar, 2013:147), is seen as a transformer and therefore dynamic. Education transforms life to suit the purpose according to need through its' experiences challenges. It is an instrument for change in a society as regards values, behaviours, knowledge and styles (Bajaj and Chiv 2009 in Abubakar, 2013:147). Educational transformations are, most of the times, Progressive tending towards development. It is the cornerstone of achieving national development and national security development. It reshapes the society according to the changing needs, tides, time and place of the society. Education is not static but dynamic. "Education remains the instinct for effective national development, which means that development is championed through Education" (Umoh, 2005:224 as cited in Fafunwa, 2018:149). This shows that Education has significant influence on national development.

2.0 OVERVIEW OF THE RELATED LITERATURE

Aisha Imam Omotoso and Aishat Abdulrauf-Salau 2018.

In their study, development and national security: The role of indigenous languages in dissemination of media Content in Nigeria, they revealed that there has been emphasis on the importance of the indigenous languages in every discussion on development in Africa. They discovered that mass media can be a powerful instrument of development through the messages they disseminate. They also discovered that the role of indigenous language cannot be overlooked especially in a multilingual society like Nigeria. Communication in a native language is better appreciated and understood. In their suggestion for remedy, they said that there should be a synergy between the use of that indigenous language and mass media messages for development.

This topic is related to my study in that it discussed and supported the use of indigenous Languages (L1) in spreading information instead of second language (L2) my study posits that emphasis on the learning of Nigerian Languages (Mother Tongue) in schools should not only be on speaking and writing but should emphasize non-verbal form of the Language especially for security Language education as this can aid giving fast report even in the presence of the enemy or culprit.

Agnes Gizo, (2016).

In her study, Multilingual education in Nigeria: contemporary issue discovered, that it was widely agreed that the mother tongue should be the medium of instruction in some stages of the schooling but there is the need that careful balance also should be made between people that are using indigenous languages and those that are using global language (i.e L2) and also that global languages should be made accessible to them that are using it. My topic is saying that there should be holistic teaching and learning of Nigerian languages to every speaker-hearer in schools and not some parts especially for security languages Education in Nigeria.

Zaid Suleiman Al Edwan, (2016)

Zaid discussed the exploration of the concepts of the security education in the textbooks of the National and civic education of higher primary stage in Jordan. It sort to find out the extent of the inclusion of the security concepts of education in the eighth, ninth and the tenth grades of their nations Civic Education Textbooks. He discovered that there was more inclusion of concepts of security education in the tenth book of the National and civic education than those of the eighth and ninth grades and that the extent of the inclusion of the concept varies in the higher primary stage while the sequence of the inclusion is low. The implication of this study to mine is that security education in Nigeria should be revitalized to have higher inclusion in the curriculum of higher education in Nigeria more than that in the primary education. The security training should start from the primary and be focused more in curriculum if the secondary and tertiary institution respectively. If this is done in Nigerian the Nigerian language education emphasizing more of speech and writing than non-verbal form of the language will also emphasize non-verbal form of communication also. This knowledge of non-verbal communication with help of the security report in a faster way even in the presence of the culprit and to identify a foreigner effectively.

Owuamanam Catherine Nkechinyere, (2016)

She discovered, from her studies, that language is an indispensable means of communication of thoughts, ideas and feeling and also a means of interaction. Based on that, she suggested that Nigerian Languages (Indigenous Languages) should be taught to every child especially speaker-hearers. Teaching of Nigerian Languages involves teaching all forms of the language-speech, writing and non-verbal forms. Her studies centered on Nigerian Languages studies and Educational Technology.

Abubakar Aminu Boyi (2013)

In his studies on National Development, he defined education as “an important key for achieving national development.” He said also that the quality of

education of a nation must improve before it achieves a sustainable national development. He further explained the concept of education, sustainable, national development and its relationships. He also discussed some of the challenges of education in Nigeria and finally suggested the way forward. How to achieve a sustainable national development is the heart of his studies.

Joy c. Kalu-nwiwu Chimeziri C. Ogbedeto and Chioma Chinedu Oko. (2014)

They studied the unwelcomed behaviour of the Igbo people towards their language and the danger in such behavior. Some Igbo people do not want to speak their languages. Such ones answer Igbo people by name but speak English and do not allow their children to learn Igbo language. By so doing such people lose their identities which include the culture and languages. They suggested a change in behavior by the Igbo people which will include speaking of the language and reviving of their cultural identity. This includes signs non-verbal language for communication. Igbo people, make use of signs expression mostly in child training than spoken words or oral expressions.

Ijeoma and Imo (2016)

They established in their study that teachers are aware of the Languages provision in National Policy on Education (NPE) which started from pre-school education but do not implement it widely as stated. This affects the Nigerian Languages too. Teachers teach only for literacy forgetting the non-verbal communication and its importance to the Igbo People. They lamented on the consequences of such and call on the stakeholders to rise up to wholesome implementation of language provision especially of Nigerian Languages.

3.0 EMPHASIS ON SECOND LANGUAGE AND ITS EFFECTS.

Education in Nigeria emphasizes the use of second language (English) more than Nigerian Languages or mother tongue (MT).

Education is an “instrument for National Development Instrument (FRN, 2004:12). Education employs language as an instrument for instruction to achieve development. And for development to occur in a nation there must be change.

Education brings about change in a society or life through the instrument of instruction called language. The language in education which will lead to development which is the change must be the language the learners understand. This language gives understanding of the facts from education to the people. This should be the first language the learner acquires at birth. This is the mother-tongue (MT). There has been emphasis on the need for the use of mother tongue in Education in Nigeria, second language, (English) is advancing. There is emphasis on the use of second language in Education in Nigeria and this affects

the Nigerian populace greatly mostly adversely. For example, with second language:

1. Education is limited to those who can understand the second language. This language is not understood by many Nigerians especially those in rural areas where population is concentrated. The majority will not be educated. Only the educated few will be prone to change that comes from education and will be developed when development is limited to few, the rate becomes sluggish.
2. When second language is emphasized in education, it hinders the growth and standardization of the Mother Tongue.
3. It can lead to extinction of the MT. this means that the culture, knowledge, tradition and wisdom of the owners of the language will be forgotten (extinct) the Igbo people are at the verge of completely forgetting sign language in Igbo.
4. The rate of insecurity will be high because of the social vices will be operating in such places. The populace will not fit into government's plans and instruction because of the effect of lack of literacy in second language.
5. There will be neglect on those who do not understand the second language. Those who understand English will be employed by the government and enjoy the care from the government at the expense of those who do not.
These disadvantages of emphasis on second language against (MT) bring setbacks in the development of the nation and also can motivate actions of insecurity in the nation because government is far from the people.
6. It can also bring division or dichotomy among the populace and envy cannot be ruled out.

Education as instrument of dynamism (change) should emphasize the language that gives the populace of the nation understanding of facts in education. Understanding is the primary purpose of language. The language of instruction makes information or fact simple or difficult. When it is simple, it will explain fact clearly which will lead to understanding and elicit the expected action and in turn leads to development. This language should be the Mother Tongue not a second language. (FRN:2013,2)

The implementation of languages education policy is not holistic in Nigeria. "Government should be alive to the languages provisions of NPE and constantly monitor schools to ensure implementation of the policy." (Ijeoma and Imo, 2016:72) this expression from the above author confirms the fact that

implementation of Nigerian Language Policy has hitches here and there (Ijeoma J. Amajuoyi).

3.1 THE PROSPECT OF EMPHASIS ON NIGERIAN LANGUAGES AS INSTRUMENT FOR INSTRUCTION.

Holistic implementation of Nigerian Languages Policy will work to a large extent, the achievement of sustainable security and development in our Nation Nigeria. This is because Nigerian Languages, as the MT, for the populace have great feature for development and security for Nigerians.

The emphasis on Nigerian Languages in education should not be only on speech and writing but should also emphasize non-verbal communication. This will unfold the knowledge that is embedded in non-verbal form of the language for sustainable security for the nation.

Here are some of the great prospects of laying emphasis on Nigerian Languages in education in Nigeria.

When Nigerian Languages are focused in teaching and learning in Nigeria;

1. It will boast the understanding of the speaker-hearers. Being the mother tongue of the learner, it will strengthen the understanding capacity of the child.
2. It will make the child comfortable in the class ready to learn because of understanding.
3. When the learners are taught all forms of the language such as speaking (speech), writing and non-verbal (sign language) communication in the language, this will make them balanced in knowledge and understanding of the language and be ready for dynamism in all spheres of life in the society. They can speak, write and use signs in their mother tongue, even during security challenges. They should be able to avoid insecurity, motivate in their society and give security reports whenever they are called to do so. This is the act that will promote security, consciousness and give rise to sustainable security and sustainable development.
4. It functions as a means for transmission of customs, ideas and traditions (joy C.K, Chimeziri, C.O And Chioma, C.O 2014: 247)
5. The Nigerian security will be equipped with the forms of their languages that will be used, in time of emergency, to give fast an effective report and information. Non-verbal communication should be made the language of security.

4.0 REVITALIZING NIGERIAN LANGUAGE EDUCATION FOR SECURITY

Language Education means language studies or linguistics which is the scientific study of languages, it can also be defined as teaching and learning of languages.

Andrew (2019:2) defines language studies as a “field of scholarly endeavor.” language is a system of communication employed by human beings in the expression of thought, feelings, ideas and intentions etc. it is define as “the system of communication, speech and writing that is used by the people of a particular country” (Homby, 2010 in Ijeoma and Imo 2016:61) this definition may be the reason behind some language teachers action to concentrate on making the language learner’s interest in speech and writing without an in depth knowledge of non-verbal communication or forms of the language. Nigerian language education means scientific study or teaching and learning of Nigerian Languages.

Nigerians enshrined Nigeria Language plans in (NPE). Language provision in (NPE) permitted the teaching, learning and use of Nigerian Languages in instructing the learners, starting from pre-school. The stages, how and when are also enshrined in the policy (FRN, 2013:3). But looking at the Nigerian Language education policy in NPE, the emphasis is on its literacy. Literacy refers to reading and writing; explained further as the ability, confidence and willingness to engage with languages to acquire construct, and communicate meaning in all aspects of daily living (Alberta Education).

This is the provision for Nigerian languages education but now in schools, emphasis is on teaching and learning how to speak and write Nigerian languages. The Nigerian languages education provision should entail more than that to be able to teach and learn all forms of the language-speaking, writing and signs in the Language. This is where the revitalized of Nigerian language education comes in presently the schools have been emphasizing literacy on Nigerian Language, de-emphasizing the sign languages which is non-verbal from the language. Security education needs the sign language or non-verbal from of language (Nigerian Language inclusive) in their work both for operation and giving of reports. Neglects of this can affect the effectiveness of security. Therefore Nigerian Languages education in Nigeria should include emphasis on non-verbal form of communication too and build it into the Nigerian Languages curriculum starting from pre-school to tertiary institutions.

Nigerian languages education in Nigeria should have security in focus because of the need of the populace for security. Revitalization Nigerian Languages curriculum to reflects fast supply of information using all forms of the language will yield a sustainable security for a sustainable development in the nation.

5.0 SUGGESTIONS ON HOW TO REVITALIZED NIGERIAN LANGUAGES EDUCATION

Insecurity in Nigerian has called for solution and one of the solutions of the problem is revitalization of Nigerian languages education to include the neglected form of the languages which is very useful for security operations. Non-verbal forms of the languages commonly known as non-verbal communication.

There should be revision of Nigerian Languages curriculum to include;

- Teaching and learning of signs for non-verbal communication in Nigerian Languages generally from a pre-primary education.
- There should be academic tests for the performances in non-verbal communication in schools as in test for speaking and writing. Some children can do better in it and such can be enrolled in security education in Nigeria (as their career) or in mass media for interpretation in information dissemination
- There should be need for employment of teachers who have knowledge of non-verbal form to teach it in the schools.

SUMMARY

Revitalization involves change. When there is a problem, there is need for a change that will bring solution to the problem.

The problem of insecurity in Nigeria has led to the need for revising of the Nigerian Languages education curriculum to emphasize some forms of Nigerian Languages such as non-verbal communication which is vital to security work and operations. Security needs secret in the area of observations and giving of report. Therefore they need this form of languages to give information even in the presence of the culprit with his/her knowledge. The knowledge non-verbal communication form will improve the effectiveness of the security in reaching the appropriate personnel with appropriate report and informing the populace of any insecurity in the town. Also this will help to train “the child” in acceptable wisdom according to culture of the people.

When there is revitalization of Nigerian Languages curriculum for security upgrading, it will form a ‘stepping stone’ to the solution of insecurity in Nigeria because there is no one factor alone that can solve insecurity in Nigeria but combination of factors will give solutions. Therefore revitalization of Nigerian Languages will make input to sustainable security for a sustainable development in the nation.

Conclusion

Revitalization of Nigeria languages education for security improvement is one of the measures to be taken in order to strengthen Nigerian security operations. This will remedy insecurity in Nigeria.

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