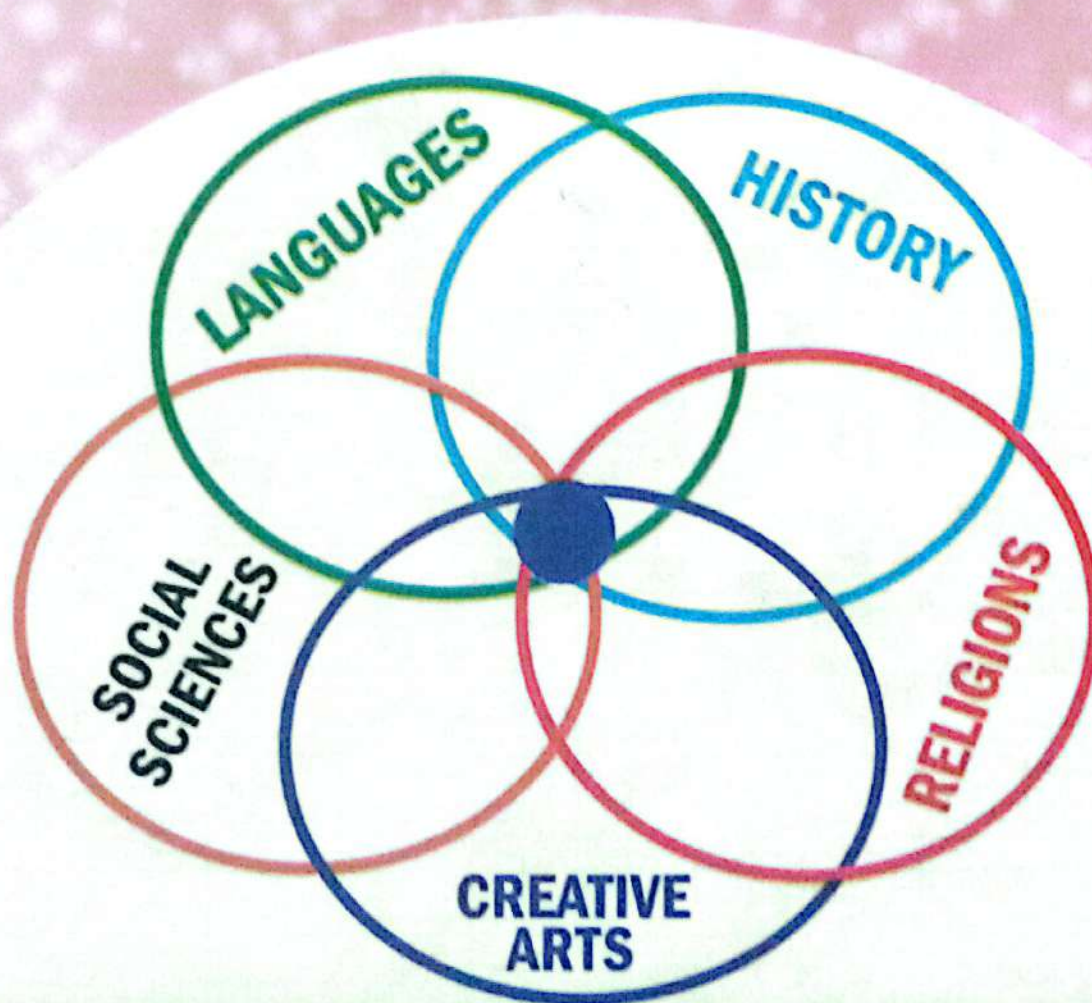


TEACHING METHODOLOGY

in

THE HUMANITIES



Edited by
'Raheem Adebayo Lawal

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PREFACE

Rooted in humanism, a philosophy which places premium on human nature and values, "The Humanities" are primarily concerned with liberal education as a tool for the cultivation of strong moral values and sound intellectual capabilities. They are those academic disciplines which explore aspects of human society and culture, and they exist in the school curriculum today in sharp contradistinction to The Natural Sciences and, sometimes, The Social Sciences. Without any central discipline, again in contrast to The Natural Sciences, The Humanities employ critical or speculative methods of enquiry, with a significant historical element. History therefore appears to be one of the most important subjects in this group of disciplines. The Humanities include language, literature, history, philosophy, human geography, sociology, law, political science, religion and art. In the Basic and Secondary School nomenclature, they are "art subjects" and in many colleges and universities all over the world, there is a Faculty, College or School of Arts either existing independently or co-existing with an allied discipline such as The Social Sciences.

The Humanities have undergone a chequered history and experienced fluctuating fortunes since the Renaissance Period. While, understandably, English in Nigeria has continued to enjoy a pride of place in the curriculum at all levels of the school system, other art subjects, including languages and literature, are not that privileged. History as an autonomous subject has since been phased out of the primary and junior secondary school curricula as Christian Religious Studies and Islamic Studies are struggling to keep afloat. In Colleges of Education and Universities, the 40-60 admission ratio in favour of The Natural Sciences, Applied Sciences and Technology to the detriment of The Humanities and Management Sciences, has exacerbated the challenge. Enrolment in the elective Humanities (i.e. excluding English and Economics) has therefore continued to dwindle in the face of non-supportive official policy and the morale of teachers and learners cannot but be at a very low ebb.

Concomitantly, the classroom climate is often lukewarm and devoid of any purposeful and well-informed methodology. Against this unwholesome background, a fairly comprehensive methodological manual of a sort, for both pre-service and in-service teachers of The Humanities, especially at the all-important basic and secondary school levels, is clearly a desideratum.

This 64-chapter book is structured into ten (10) sections, A to J, and the contributions are judiciously spread over the theory, praxis and practice of humanities / arts education with close reference to the Nigerian situation at the Basic and Secondary School levels. The opening Section A, which covers Chapters 1 to 10, examines critically the historical development in the status of the ten (10) target humanities in the school curricula, namely English, Literature-in-English, Arabic, French, Yoruba, Christian Studies, Islamic Studies, History, Economics and Social Studies with Civil Education.

Section B complements the opening section to further firmly ground trainees on background concepts and issues vital for humanities instruction. The section explores the nexus among the National Policy on Education, the curriculum, the syllabus, the scheme of work and the lesson-plan; the principles of textbook selection and utilisation; and the two main broad pedagogical orientations – the teacher-centred and learner-centred instructional approaches.

Across the four (4) target languages, Section C x-rays "what to teach in languages" as essentially language structure, communicative skills, culture and civilisation, while Sections D and E present respectively with copious and explicit illustrations the principles, methods, techniques and resources for the teaching and learning of these language elements.

Section F is devoted to the testing of language structure and skills, but Section G inter-twines the teaching and testing of literature in the medium of English, Arabic and Yoruba, giving ample room for cross-linguistic insights and extrapolations. The teaching and testing of religious education (in the twin forms of Christian and Islamic Studies) are the purview of Section H and the penultimate Section I, respectively, while the book closes with the social dimension of The Humanities, focusing in Section J on the teaching and testing of Economics and Social Studies.

All the twenty-five (25) contributors to this rich and timely compendium are veteran teachers/teacher educators with cumulative professional experience at the basic, secondary and tertiary education levels, within and outside Nigeria, spanning between one decade and over four decades respectively. I strongly hope that pre-service and in-service teachers of The Humanities and researchers at all major rungs of the educational ladder would find this book to be an illuminating resource material and an indispensable professional companion.

R. Adebayo LAWAL, Ph.D.
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6th August, 2020

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CHAPTER 24 TEACHING PRONUNCIATION IN YORÙBÁ LANGUAGE

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INTRODUCTION

In this chapter we are going to be discussing pronunciation. Pronunciation is the way in which a language or a particular word or sound is pronounced. Pronunciation in Yorùbá consists of elements much wider than sounds of consonants and vowels. It includes of tone marks and syllables which support the communicative process in Yorùbá Language. Teaching pronunciation in Yorùbá language will help the learners to be able to speak the language efficiently and communicate effectively.

OBJECTIVES

At the end of this chapter, you should be able to:

1. identify and apply tone marks on Yorùbá words to aid correct pronunciation;
2. break words into units and pronounce each syllable correctly;
3. identify consonant sounds and pronounce them in words perfectly; and
4. mention vowel sounds and pronounce correctly words containing them.

TONE MARKS

Awóniyí (1978) explains that Yorùbá language is a tonal language. Since tone is phonemic in the language, tone becomes a part of the structure of words. The contrast in meaning among words is sometimes done through tonal changes, for there is no Yorùbá word that can be properly pronounced without using tone marks. These tone marks are used according to the Yorùbá orthography. Tone marks are placed on vowels and syllabic nasals. There are three level tones:

Tones	E x a m p l e s	W o r d s
/	à m ì ò k è (high)	Pápá, ténté, mímó, kòkòrò
\	à m ì ì s à l è (low)	Ìsalẹ̀, kòṅkòsò, àwìn
	À à r i n (mid)	Panla, gbangba, pẹlẹbẹ

The tone marks distinguish the words and make the pronunciation simple in Yorùbá language. Pronounce the following, for example:

Ọkọ	-	husband
Ọkọ	-	hoe
Ọkọ	-	spear
Ọkọ	-	vehicle

SYLLABLE STRUCTURE

Syllable is any of the units into which a word is divided which can be pronounced at once (Owólabí, 1996). There are three types of syllable in Yorùbá language:

1. The vowel sounds can stand as syllable. This vowel sound can be oral or snasal. For example:

- a, e, e, i, o, o, u the oral vowels that can stand as syllable
- an, en, in, on, un the nasal vowels that stand as syllable

2. The syllable can be a combination of consonant and vowel sounds, it may be an oral or nasal vowel with a consonant that will form the syllable. Examples include:

- lọ, wá, jẹ, gbé, bó. consonant with the oral vowels.
- sùn, gbìn, dùn, rán, kún consonant with the nasal vowels.

3. The syllable can be the nasal consonants (m/n). Examples are: Wón ñ sáré; aláńgbá; páńpẹ.

Check the following words that are divided into syllables and pronounce them:

ì-su
ì-hun
pa-n-la
o-ní-dùn-dùn
o-ní-dù-ń-dú
kọ-ń-só-ná-ń-tì

Consonants: Fọlárín (2009) describes consonants as the sounds that are pronounced with a blockage of some sort of the air passage. Yorùbá language has 18 consonant sounds phonemically: eleven voiced consonants and seven voiceless consonants. But phonetically, there are more than eighteen consonant sounds:

- The voiceless consonant sounds: (no vibration) /t/, /k/, /kɸ/, /f/, /s/, /ʃ/ /h/.
- The voiced consonant sounds (vibration takes place) in the vocal cord) /b/ /d/ /g/ /gb/ /dɛ/ /m/ /n/ /r/ /l/ /w/ /j/

The combination of the consonant and vowel sounds forms words (lọ, wá, sùn). There is no consonant cluster in the Yorùbá language (bread=buredi, = table tabili, philosophy=filósófí). This indicates that consonant sounds cannot end words in Yorùbá. Even the borrowed words are supplemented with final vowel sounds.

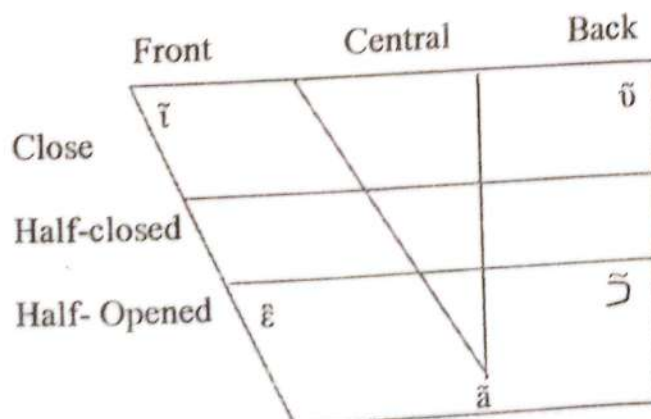
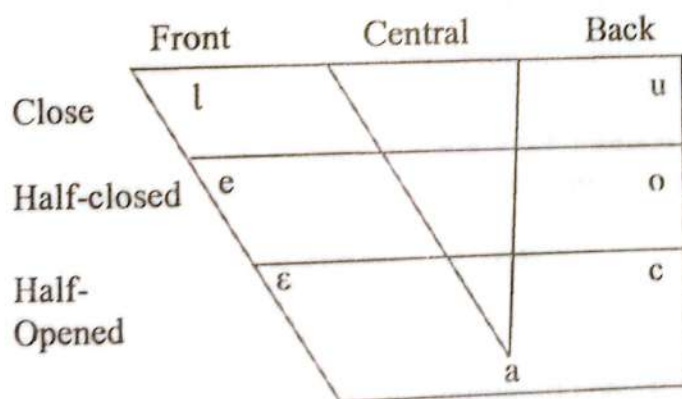
Pronounce the consonants on the chart and master the consonants pronunciation.

	Bilabial (Afẹjìètẹ̀pẹ̀)	Labiodental (Afeyínfẹ̀tẹ̀pẹ̀)	Alveolar (afẹ̀rìgìpẹ̀)	PalatoAlveolar (Afájàfẹ̀rìgìpẹ̀)	Palata (afájàpẹ̀)	Velar (afáfàsẹ̀pẹ̀)	Labial Velar (Afáfàsẹ̀fẹ̀tẹ̀pẹ̀)	Glottal (afítán-ín-nàpẹ̀)
PLOSIVE (àşénupẹ̀)	B		t d			k g	kɸ gb	
FRICATIVE (àfúnnpẹ̀)		f	s	ʃ				h
AFRICATE (àsẹ̀şí)				ɟʒ				
NASAL (àránmúpẹ̀)	M		N					
TAP (a r é h ó, n)			R					
LATERAL (afẹ̀gbẹ̀-ẹ̀nu-pẹ̀)			L					
APPROXOMANT (àsẹ̀sẹ̀tán)					J		w	

The phonemic and orthographic representations of the Yorùbá language are set below:

Ìlànà àkòtò	Ìlànà I.P.A	Phonemic	Orthographic	Gloss
b	/b/	/bó/	bó	to peel
d	/d/	/dé/	dé	to arrive
f	/f/	/fó/	fò	to jump
g	/g/	/gé/	gé	to cut
gb	/gb/	/gba/	gba	to take
h	/h/	/hú/	hú	to uproot
j	/dz/	/džà/	jà	to fight
k	/k/	/kó/	kó	to gather
l	/l/	/là/	là	to cut (slice)
m	/m/	/mú/	mú	to take
n	/n/	/ní/	ní	to have
p	/kp/	/kpe/	pe	to call
r	/r/	/rà/	rà	to buy
s	/s/	/sè/	sè	to cook
ṣ	/s/	/ṣè/	ṣè	to do
t	/t/	/tà/	tà	to sell
w	/w/	/wá/	wá	to come
y	/ɟ/	/ɟè/	yè	to fry

Vowels: Fọlárín (2009) describes vowels as characterised by a free passage of air. There are 7 oral and 5 nasal vowels in Yorùbá. Vowel sounds can be syllables in the Yorùbá language, and vowels can stand as a word, although two or three vowels can be in a word but there are no diphthongs in the Yorùbá language.



Yorùbá vowels are divided into two categories

1. Oral Vowels

Orthographic

Phonemic (KF)

Words&Glosss

/i/

/dí/

dí =to fill up

/e/

/gé/

gé =to cut

/ ɛ /

/fɛ/

fɛ =to love

/ a /

/rà/

rà = to buy

/ɔ /

/lɔ/

lɔ = to go

/O/

/fò/

fò = to fly

/u/

/tú/

tú = untie

2. Nasal Vowels

Nasal Vowels

Phonemic

Words& Gloss

/ĩ/

/pĩ/

Pín =to divide

/ɛ̃/

/ijɛ̃/

iyen = that one/â/

/â/

/kâ

Kan =one thing

/ô/

/gbô/

gbon= to be wise

/û/

/fû/

fún =to give

CONCLUDING REMARKS

The teachers of Yorùbá should be conversant with tone marks, syllable types, consonant and vowel sounds in order to build the students' pronunciation. Students should be aware of steps to take to develop their pronunciation skills.

REVIEW QUESTIONS

1. What is "pronunciation"?
2. Identify the three tone marks and cite examples in words.
3. Identify syllable types and cite examples in words.
4. Pronounce these words; /ihũ/, /àkpàlà/, /adʒá/, /kpákpá /.

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