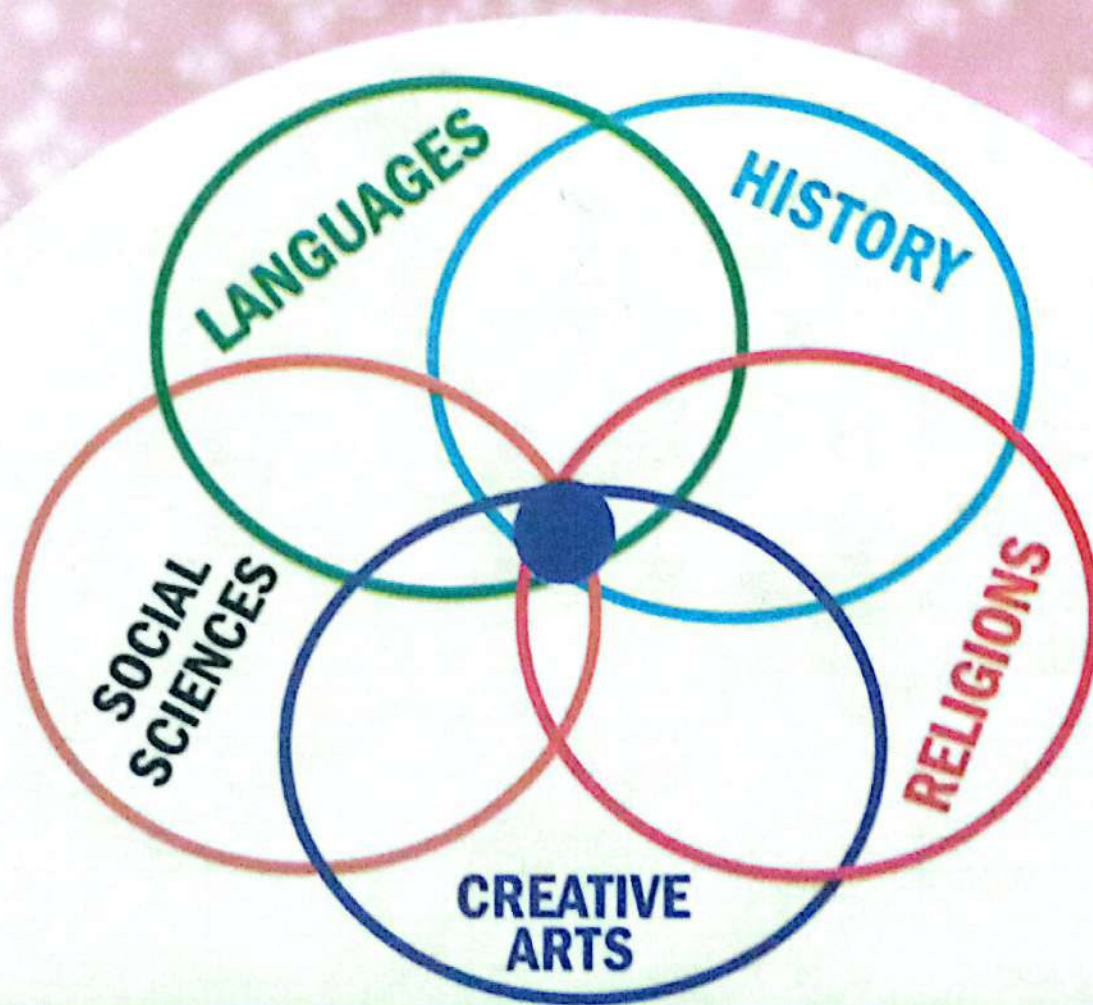


TEACHING METHODOLOGY

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.
Ilorin, Nigeria
6th August, 2020

NOTES ON CONTRIBUTORS

1. **Sebutu S. ABDULGANIY (Ph.D.)** is an Islamic Studies Education lecturer in the Department of Arts Education, University of Ilorin.
2. **Musa S. ABDULLAHI (M.Ed.)** teaches Arabic Education in the Department of Arts Education, University of Ilorin.
3. **Ezekiel A. ABE (Ph.D.)**, a deceased Professor of Language Education, was a former Director of the Institute of Education, University of Ilorin.
4. **Zeinab A. ABUDU (M.A.)** is a lecturer in French Education in the Department of Arts Education, University of Ilorin.
5. **A. O. ABURIME (Ph.D.)** is a Comparative Education lecturer in the Department of Arts Education, University of Ilorin.
6. **Surajudeen O. ADEGBOYE (Ph.D.)** teaches Economics Education and Curriculum Studies in the Department of Social Sciences Education, University of Ilorin.
7. **Folakemi O. ADENIYI-EGBEOLA (Ph.D.)** a Senior Lecturer in English Education and Applied Linguistics is the Acting Head of the Department of Arts Education, University of Ilorin.
8. **Abdulrahman U. AJIDAGBA (Ph.D.)** is a Senior Lecturer in Islamic Studies Education in the Department of Arts Education, University of Ilorin, but currently on leave of absence with the Independent National Electoral Commission (INEC), Abuja.
9. **Surajudeen A. BADRU (M.Ed.)** teaches Yoruba Education in the Department of Arts Education, University of Ilorin.
10. **M. B. BELLO (Ph.D.)** is a Senior Lecturer in Social Studies Education in the Department of Social Sciences Education, University of Ilorin.
11. **Yekeen BELLO (Ph.D.)** is a Senior Lecturer in English Education and Applied Linguistics in the Department of Arts Education, University of Ilorin.
12. **Alice A. JEKAYINFA (Ph.D.)** is a retired Professor of Social Studies/History Education and former Head of the Department of Social Sciences Education, University of Ilorin.
13. **O. J. JEKAYINFA (M.Ed.)** teaches Comparative Education in the Department of Arts Education, University of Ilorin.
14. **M. A. LAWAL (Ph.D.)** teaches Arabic Education in the Department of Arts Education, University of Ilorin.
15. **R. Adebayo LAWAL (Ph.D.)** a Professor of English Education and Applied Linguistics in the Department of Arts Education, is a former HOD, Director of Institute of Education, Dean of the Faculty of Education and Deputy Vice-Chancellor (Academics) at University of Ilorin.
16. **Victoria O. ÒGÚNNÍRAN (M.Ed.)** teaches Yoruba Education in the Department of Arts Education, University of Ilorin.
17. **Oludare D. OJO (Ph.D.)** is a lecturer of Christian Religious Education in the Department of Arts Education, University of Ilorin.

18. **A.G.A.S. OLADOSU (Ph.D.)** a retired Professor of Arabic Education is a former HOD, Director of Academic Planning and Director of the Centre for Ilorin Studies at University of Ilorin.
19. **Stephen B. OLAJIDE (Ph.D.)** is a Reader in English Education and Applied Linguistics and a former Acting Head of the Department of Arts Education, University of Ilorin.
20. **A. J. OLANIYI (M.Ed.)** teaches Philosophy of Education in the Department of Arts Education, University of Ilorin.
21. **Kehinde S. OLOWOKERE (Ph.D.)** is a former lecturer of Christian Religious Education in the Department of Arts Education, University of Ilorin.
22. **A. F. OYELADE (Ph.D.)** is a Senior Lecturer in Philosophy of Education and former Acting Head of the Department of Arts Education, University of Ilorin.
23. **Abubakar SAIDU (Ph.D.)** teaches History and Policy of Education in the Department of Arts Education, University of Ilorin.
24. **Afsat SANNI-SULEIMAN (Ph.D.)** is a Senior lecturer and Acting Head of the French Department, University of Ilorin.
25. **Muraina YUSUF (Ph.D.)** teaches English at Al-Adabiyyatul Kamaliyyah Senior Secondary School, Ilorin.

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STRUCTURE IN YORUBA LANGUAGE
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INTRODUCTION

In this chapter we are going to be discussing on language structure, the necessary weapons for the effective reading and efficient learning of language. These following points would be considered under: phonetics, phonology, morphology, orthography, semantics and syntax and text structure.

OBJECTIVES

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

1. explain the meaning of phonetics and what it involves;
2. state the word phonology and what it involves;
3. explain something about the Yorùbá morphology;
4. give detail explanation on the orthography of Yorùbá;
5. give detail explanation on semantics of Yorùbá; and
6. explain the concept of "syntax".

STRUCTURE OF YORUBA LANGUAGE

Phonetics (Fònéfíkì)

Phonetics is the study of speech sounds (phonemes) and how they are produced in a language. Teachers need to be able to pronounce phonemes correctly and understand the characteristics of vowels and consonants. Phonetics is the branch of linguistics that deals with the sounds of speech and their production, combination, description, and representation by written symbols. For better pronunciation of sounds one should follow the phonemic symbols rather than the letters. Phonemic symbols help in proper phonetic transcription. Phonetics has three main branches.

- i. Articulatory phonetics is concerned with the position and movement of lips, tongue, vocal tract, and folds, and other speech organs producing speech.
- ii. Acoustic phonetics deals with the properties of sound waves and how they are received by the inner ear.
- iii. Auditory phonetics is concerned with speech perception, primarily how the brain forms perceptual representations of the inputs it receives.

Classification of speech sounds

There are 18 consonant sounds and 12 vowel sounds in Yoruba: The vowel sounds are further classified as 7 oral vowels (fáwẹ̀lì àìránmúpè) and 5 nasal vowels (aránmúpè)

Vowel Sounds: This type of sounds is produced without stoppage of air. During the production of vowel sounds, the air from the lungs comes out in an unrestricted manner in a rather continuous stream. Vowel sounds are articulated by the tongue, teeth or lips. In the process of articulation of a vowel sound the active articulator is raised towards the passive articulator in such a way that there is a sufficient gap between the two for air to escape through the mouth without friction.

Consonant Sounds: This type of sounds is produced by stopping air with the help of lips. Thus, the voice or breath in consonants is partially hindered by the tongue, teeth, lips, or other organs of articulation. The 18 consonant sounds are classified according to the nature of constriction as plosives, affricates, nasal consonants, lateral consonants, and fricatives.

Phonology

Phonology is the scientific study of the rules that govern the order in which speech sounds or phonemes can be produced. Sound production introduces learners to some basic characteristics of consonant and vowel sounds, and provides a model for the correct pronunciation of individual sounds. In Yorùbá, in a three-letter word CVC (vowel+consonant+vowel) 'e' cannot occur with (o, o, e, e, and a) etc. Yorùbá words have vowel endings, but consonant clusters (tr, plr, dd, tt) are not allowed. Two vowel sounds or more can follow each other in Yorùbá words, (olòòórùn, aláàánú) but consonant sounds cannot end Yorùbá words, e.g. (ajár, àdáh, òyàd: these words are not correct). Consonant sounds can be voiced or unvoiced. For unvoiced sounds there is no vibration of the vocal folds (voice box; larynx). In voiced sounds there is vibration of the vocal folds. All vowels are voiced sounds. Teachers can guide the students to discover characteristics of several sounds including what parts of the mouth are used to produce the sounds. All consonants are produced by moving air and are considered "closed" sounds, because the airstream is stopped or closed off in some way. All vowels are "open" sounds because the air stream is not interrupted.

VOWELS

Ilanaakoto: a e ẹi o ou an ẹn in ọn un
Ilana I.P.A. /a/ /e/ /ɛ/ /i/ /o/ /ɔ/ /u/ /ɔ̃/ /ẽ/ /ĩ/ /ɔ̃/ /ũ/

CONSONANTS

Ilanaakoto: b d f g gb h j k l m n p r s s t w y
Ilana I.P.A. /b/ /d/ /f/ /g/ /gb/ /h/ /dz/ /k/ /l/ /m/ /n/ /kp/ /r/ /s/ /s/ /t/ /w/ /j/

The common word patterns in Yoruba are:

1. V; vowel only, e.g. (ó)= he/she/it.
2. CV; consonant with vowel, e.g. (dé)=come
3. VCV; vowel+ consonant+vowel, e.g. (ata)=pepper
4. CVCV; consonant+verb+consonant+verb, e.g. (bàbá) father
5. CVCVCVCV; A combination of any of the above in a long word is possible, e.g. pátápátá (everything).

Morphology

Morphology is the study of morphemes which are the smallest units of meaning in a language. Morphemes can be whole words (e.g. oní, in onílé), prefixes (e.g., àì+jẹ=àìjẹ; òh+de=òhde). There are bound morphemes (mófìimù àfarahe) and free morphemes (mófìimù adádúró). The comprehensive knowledge of these morphemes allows students to read and understand unfamiliar multi-syllable words.

The free morphemes (mófìimù adádúró) are morphemes that can stand alone to have meaning, Free morphemes can be nouns, verbs, or verbs phrase, e.g: (ata, aso, abó, ilé, ara, orùn (nouns), sè, dé, wá, mu, jẹ, sùn, (verbs), kó ilé, dá iná, (verb phrase) and the bound morphemes are prefix (àfòmò ibèrè) and infix (àfòmò ààrin), there is no suffix (àfòmó iparí) in Yorùbá. Let us examine the relationship between the free morphemes and bound morphemes in word formation.

1. Àfomò- ibèrè (prefix, bound morphemes)	Mófíìmù adádúró (free morphemes)	Ọrò ọrúko (nouns)
à	jọ	àjọ
e	bí	ẹbí
àì	jẹ	àìjẹ
alái	gbón	àìgbón
òn	òndè	òndè
oní	ilé	onílé
2. mófíìmù adádúró	mófíìmù afarahe	mófíìmù adádúró
Ọmọ	ki	ọmọ
Ilé	dé	ilé
Ìjẹ	kú	ìjẹ
Ọpọ	ni	ọpọ
Ọdún	mọ	ọdún

Orthography

Orthography is the study of the writing system of a language and includes correct or standard spelling. Teachers need to know the common spellings for vowels, consonants and syllable patterns as well as the major spelling rules and how these are related to Yorùbá orthography. There series of meetings were held concerning this Yorùbá orthography, these are the examples of the conclusions of how the words should be written. These sub-headings will be considered under Yorùbá orthography;

1. Silent sounds are removed, examples:

Word	Pronunciation	Orthography
aiyé	ayé	ayé
ẹiyẹ	ẹyẹ	ẹyẹ
Yíò	yóò	yóò
Òshogbo	òşogbo	òşogbo
Òtà	òtà	òtà

2. Maintaining of the sounds pronounced, e.g.

Words	Pronunciation	Orthography
Ènià	è-ni-yàn	èniyàn
Obìrin	o-bìn-rin	obinrin
Ọkùrin	ọ-kùn-rin	ọkùnrin

3. The splitting of words as they are pronounced, e.g.

Words	Pronunciation	Orthography
Nítorípé	nítorí-pé	nítorí pé
Bíótilẹjẹpé	bí-ó-tilẹ-jẹ-pé	bí-ó-tilẹ-jẹ-pé
Nígbàtí	nígbà-tí	nígbà-tí
Wípé	wí-pé	wí-pé

4. Tone marks are emphasised for the correct pronunciation, e.g.

Word	Pronunciation	Orthography
Ogun	òògùn	òògùn
Orun	òòrùn	òòrùn
Alafia	àlàáfíà	àlàáfíà
Alanu	aláàánú	aláàánú
Fun u	fún un	fún un

Semantics

Semantics is the study of the meaning of words and sentences. These include synonyms, antonyms, homonyms, idioms and proverbs, which are sometimes difficult for students. The following examples would be considered:

Idioms (àkànlò èdè), e.g. gbéwiri, gbó àgbóya, gbé odó mi, tojú oníka mèsàn-án kà á,

Proverbs (òwe), e.g. Qbè ti baálé ilé kì í jẹ̀ iyálé ilé kì í sè é.

Synonyms (ààrò), e.g. aya/iyàwó

Homonyms (fẹ̀dádọ̀gba), e.g. iwọ̀/iwọ̀/iwọ̀

Antonyms (òrò òdì), e.g. iyá/bàbá

Syntax

Syntax refers to the study of the structure of words within phrases, clauses and sentences. It is also the rules that govern the structure of Yorùbá sentences. Syntax is crucial for literacy, spelling, reading and writing. Yorùbá language has the basic sentence structure of subject + predicator + object.

Consider these sentences: Adé ló ilé iwé. Iya mu omi. Akékòọ̀ kọ̀ orin.

Subject	Predicator	Object
Adé	lo	ilé iwé.
Ìyá	mu	omi.
Akékòọ̀	kọ̀	orin

In Yorùbá several verbs can be juxtaposed in one sentence; Mo fetete lo pa eja je ('I want to go and catch fish for food'). This is referred to as multiple verb construction or serial verbs.

CONCLUDING REMARKS

As a teacher you are now familiar with the broad characteristics of phonology, morphology, phonetics, semantics and syntax of Yorùbá. Your students should be guided through them as part of the foundation for the communicative use of the language.

REVIEW QUESTIONS

1. Explain the steps you will take to improve your sentence construction.
2. Re-write these words using correct Yorùbá orthography: wipe, biotilejepe, nitorinaa, nigbanaa, gan.

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