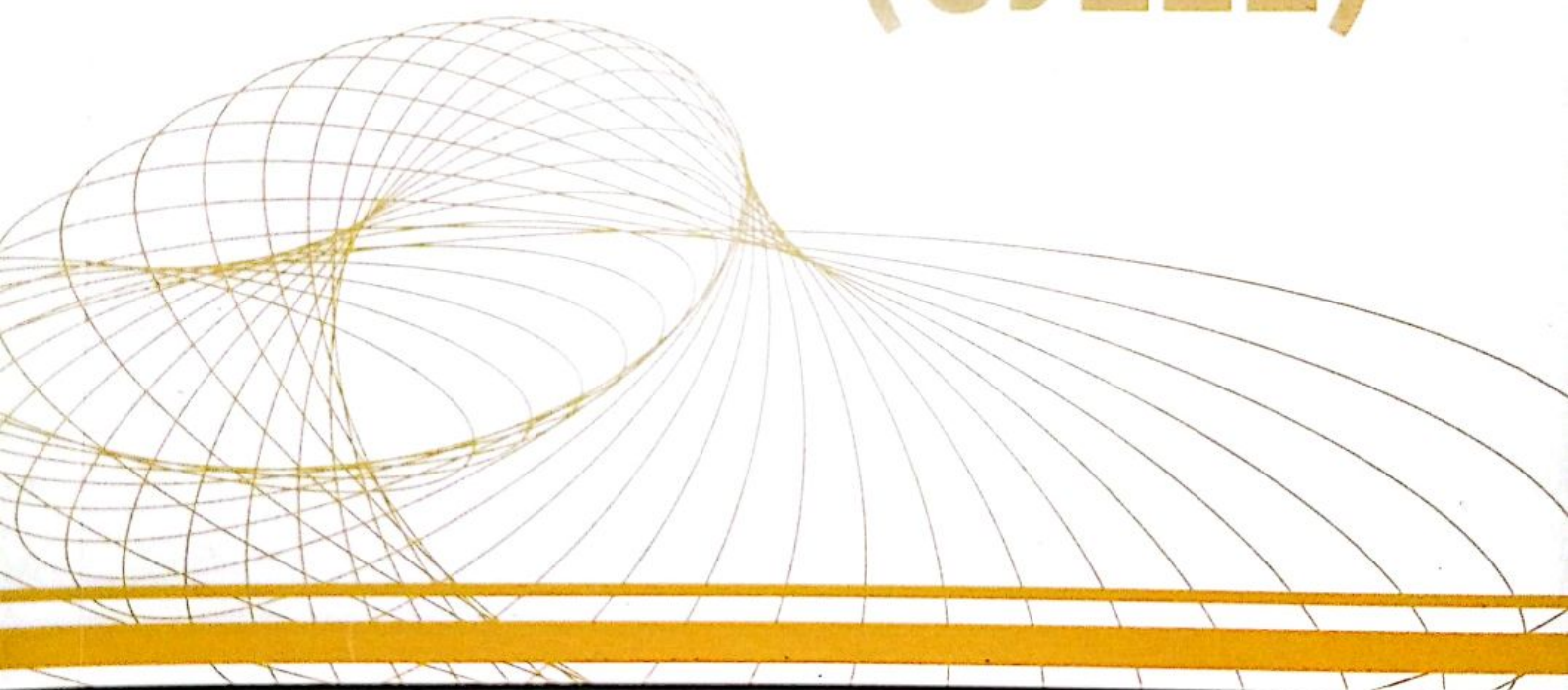




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APPROACHES TO TEACHING COMPREHENSION IN YORÙBÁ HOME LANGUAGE IN ÌLORIN, NIGERIA

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Abstract

This research investigates approaches to teaching comprehension in Yorùbá home language in Ilorin, Nigeria. A researcher-designed close-ended questionnaire was the instrument used in this study. The instrument demanded from the respondents the approaches they employed in teaching comprehension in Yorùbá home language and how often each of the approaches is used. The data collected were analysed using the percentage, mean rating, rank order and the t-test statistic. The percentage was used to describe the demographic data of the respondents; mean rating and rank order were used to answer Research Questions 1 to 3, while the t-test was used to answer Research Question 4. One hundred and twenty secondary school teachers of Yorùbá were purposively sampled for this study. The result indicated that; traditional, story-telling, role-playing, oral, listening-reading, structural, and situational were the approaches to teaching Yorùbá home language in Ilorin, Nigeria. Also, the traditional and situational are the most used and least used approaches respectively. The finding also revealed that there was a significant difference in the approaches to teaching comprehension in Yorùbá home language on the basis of teachers' gender. Based on the findings of this study, it was recommended among others that an integrated approach (a combination two or more approaches) should be used to teach comprehension in Yorùbá home language since each of the approaches has its weaknesses.

Keywords: Approaches, Teaching, Comprehension, Yorùbá Home Language

Introduction

Language in basic term is a means of communication either in the spoken or written form; a kind of code through which people relate to each other and understand each other. Yorùbá language like other languages of the world is the key to people's hearts. Yorùbá is one of the three main languages, (out of about 500 languages) by the Nigerian Government (FRN, 2014). The other two main languages are Hausa and Igbo. Yorùbá is a tonal language and, in Yorùbá especially and indeed in all African tonal languages, the tone is semantically significant, that is, the tone serves as a distinguished entity between words having different meanings but which are otherwise phonetically identical.

The language consists of three level tones: the high tone (H), marked in writing by an acute accent (/); the mid-tone that has no marking in writing, except on syllabic nasals (m and n) where it is indicated using a macron(-); and the low tone (L) that is indicated by a grave accent (\) in writing (Adéwálé, 2010). A practical example is the Yoruba word 'igba' that can be pronounced differently to have different meanings as indicated by tones which include: *igba* (200); *ìgbà* (time); *ìgbá* (garden egg); *ìgbà* (climbing rope); and *ìgbá* (calabash). The constituent order of the Yoruba language is subject-verb-object (svo) and has about twenty dialects, which show phonological and lexical differences (Folárin, 1997). Among the Yorùbá speakers, especially in Nigeria, there is a standard way of speaking and writing the language that is understandable and intelligible to all speakers and writers. While Yorùbá, as observed by Sàláwù (2001) is a fairly easy language to learn in its rudimentary form, it is tough to learn to read it properly with all its punctuation marks. In Nigeria, the traditional Yorùbá area currently comprises Òyó, Òṣun, Ògùn, Òndó, Èkitì, Kogí and Kwara States (Fágbohùn, 2004).

Teaching is more of an art than a science. In the teaching-learning process, a high value is placed on practical experimentation without doctrinaire allegiance, and statement of objectives should be viewed as overriding consideration. Also, all approaches, methods and techniques should be regarded as teaching resources. In any language teaching, much importance should be attached to what the students say rather than how they say it. Hence, the greatest concern of the language teacher should be the needs and motivation of his or her students. Also, there is a need for the language teachers to always remember that what is new is not necessarily better.

Comprehension is an important part for reading and it is the medium through which readers gain the meaning of words constructed by someone else (Pardo, 2004). Readers derive a meaning from a text when they engage in an intentional and problem-solving thinking process. This could be the reason why the National Reading Panel (2000) identifies comprehension as the basic component of reading instruction. This implies that comprehension is paramount to reading instruction. By implication, therefore, reading without understanding is a mere waste of time.

An approach means to provide a framework, or to provide sequence of operations to be used when one comes to actualities. Various approaches to the teaching of comprehension in Yorùbá must be familiarised with by the teacher, if there would be an efficient and effective teaching of comprehension. The teachers' job is to help the students read both the word and the world. This implies that, teaching of comprehension in Yorùbá home language, through appropriate approaches would help the students to understand the world around them.

Appleman (2009) opines that there is the need to equip teachers with proper teaching approaches. Therefore, using appropriate approaches by the teachers would help students to unlock any text and deduce meanings from it and comprehend what is been read. The students' life-long learning towards comprehension (reading) could be greatly determined by the approaches the teacher employs in comprehension teaching. One of the principles of attaining a success in teaching of comprehension in any language, as identified by Adékanyè (2017) is that the teacher must be familiar with the various approaches and activities that can motivate and develop the interest of the students and improve their understanding (comprehension) level.

Home language is the child's acquired language- the language of his heart, his home and friendship. A child is not likely to forget forever the language he is born into and the language of his youth, especially if he has learned to read and write it at the formative years of his schooling and he continues to use it as the occasion demands after school. Comprehension in Yorùbá and other languages of the world are both listening and reading. In the case of Yorùbá, listening

comprehension is the ability to understand, without difficulty spoken Yorùbá which satisfies the requirements of local, national and international intelligibility. On the other hand, reading comprehension means to express oneself clearly in flexible conventional Yorùbá the features of which are locally, national and international acceptable (NTI, 2000).

An active intentional thinking process through which the reader constructs a meaning is regarded as comprehension. Dorothy (1995) perceives comprehension as a construct which cannot be tiredly measured. She submits that one can only infer that someone understands or comprehends from the overt behaviour of that person. Comprehension is a complex intellectual process involving a number of activities such as word meaning and verbal reasoning, there would be no reading comprehension and without reading comprehension there would be no reading.

Since the learners need to cope with unfamiliar words and structures during the process of reading comprehension, basic reading competence can be developed through sensitizing techniques which offer practice in the strategy (NTI, 2010). The techniques to pay attention to in reading comprehension include: inferring, understanding relationship within sentences; and understanding relationship between sentences and paragraphs (NTI, 2010). Learners need to be taught how to discover meaning of unfamiliar words and phrases for proper understanding of a reading passage. Also, it is very important to train students to look first at the base sentence pattern (subject+verb) and then, at the other elements and their contributions to meaning. In addition, students need to be taught to understand the structure of the text. Whether in first language (L_1), second language (L_2) or foreign language (FL), it is important to note that vast majority of text used relatively limited number of organizational structures including enumerations, time order, compare and contrast, cause and effect, problems, solution and description.

This paper is anchored on the behaviourist theory of Skinner 1957. The theory applies a functional approach to analyse language behaviour and language learning. The theory adopts a functional analysis approach to analyse language behaviour in terms of their natural occurrence in response to environmental circumstances and the effects they have on human interactions. Skinner's behaviour learning approach relies on the components of classical, which involves unconditioned and conditioned stimuli, and operant conditioning but particularly the elements of operational conditioning. Operational conditioning refers to a method of learning that occurs through rewards and punishments for behaviour. Behaviourist operates on the environment to bring about favourable consequences or avoid adverse ones. These same ideas of operant conditioning can also be applied to Yoruba language acquisition and comprehension because Skinner believed that language could be treated like any other kind of cognitive behaviour. According to the behaviourist theory, Yoruba language learning is also a process of habit formation that involves a period of trial and error where the child tries and fails to use correct language until it succeeds. Infants also have human role models in their environment that provide the stimuli and rewards required for operant conditioning.

For example, if a Yorùbá child starts babbles, which resembles appropriate words, then his or her babbling will be rewarded by a parent or loved one by positive reinforcement such as a smile or clap. Since the babblings were rewarded, this reward reinforces further articulations of the same sort into groupings of syllables and words in a similar situation (Demirezen, 1988). Children also utter words because they cause adults to give them the things they want and they will only be given what they want once the adult has trained or shaped the child through reinforcement and rewards speech close to that of adult speech. Before long, children will take on the imitation or modelling component of Skinner's theory of language acquisition in which children learn to speak

by copying the utterances heard around them and by having their responses strengthened by the repetitions, corrections and other reactions that adults provide. The goal of this theory is to describe how a child becomes competent to produce and understand language, select the proper processing strategies and achieve language "milestones."

The terms approaches occupy intermediate level in curriculum planning and implementation for language teaching. Lawal (2001) describes an approach as a general educational or instructional orientation founded on the assumed theories of knowledge and value (Psychology) and of the society (Sociology) and the three interact harmoniously and progressively to bring about positive change. It is an integrated set of theoretical and practical beliefs embodying both syllabus and method. An approach provides principles to decide what kind of content and what sort of procedures are appropriate. There are different approaches to teaching comprehension in English which can also be applied to teaching comprehension in other languages, Yorùbá language inclusive. These include traditional, oral drills, structural, situational, direct, and transactional approaches (Anggraini, 2011).

Traditional approach assumes the immutability of language as well as the fact that the language skills can be learnt in isolation. Based on these principles are the informative and translation methods, the one emphasising knowledge about language such as definition or the amassing of lexical items to be learnt in isolation and the other concentrating on finding the equivalent between languages (Anggraini, 2011). Oral approach assumes that language is primarily speech, thereby making the written language a secondary extension of speech. It also assumes that what is first learnt orally is more easily learnt in written form. Deriving from the oral approach are the natural, direct and drills methods of comprehension teaching (Anggraini, 2011). Structural approach is built on the principle that language has an internal structure which is highly patterned and that the structure differs from one language to another. Unlike the traditional approach, structural approach recognises that language is culture-bound and therefore, mutable. These principles are realised in the classroom through the drills method and its various pattern practice exercises (Anggraini, 2011). Situational approach begins by identifying and arranging communication situation. In other words, the grading and sequencing of language items or structures are subordinated to grading and sequencing of communication situations. Situational approach could use any of the known methodologies to realise its objectives (Anggraini, 2011). Direct explanation approach focuses on the teacher's ability to explain explicitly the reasoning and mental processes involved in successful reading comprehension rather than teach specific strategies (Anggraini, 2011). Transactional approach emphasises the teacher's ability to provide explicit explanations of thinking processes and his or her ability to facilitate discussion in which they collaborate to form joint interpretation of text. They acquire deeper understanding of the mental and cognitive processes involved in comprehension (Anggraini, 2011).

Comprehension is a complex process often viewed as 'the essence of reading.' Reading comprehension is *intentional thinking* during which meaning is constructed through interactions between text and reader. The content of meaning is influenced by the text and by the reader's prior knowledge and experience that are brought to bear on it. Similarly, the RAND Reading Study Group (2002) notes that reading comprehension involves four components: (1) the reader, (2) the text, (3) the activity, and (4) the situational context (p. 1). The first three components occur within the fourth. This implies that the *reader* is the one doing the comprehending, and the *text* is the reading material (e.g., stories, non-fiction, etc.).

The *activity* refers to what kind of comprehension task, skill, strategy or concept the reader is attempting to perform (e.g., discovering the author's main idea, understanding a sequence of events, thinking about a character's intent in a story, etc.). The *situational context* of reading comprehension can be thought of in two ways. First, the actual setting where reading occurs (at home, in a school classroom, in the library, under a blanket at bedtime and so on) affect how well one comprehends while reading. There is little doubt that children's reading comprehension is influenced by the setting in which they read. Second, there is a social context associated with reading comprehension. In some cases, reading comprehension occurs individually, alone—a very limited social setting. In other cases, however, reading comprehension can be part of a vibrant social activity in which people—teachers, parents, and children alike read a text together and jointly construct meanings through discussion. Lively interaction about a text in the company of others seems to be the optimal situational context to enhance students' reading comprehension (McKeown, Beck & Blake, 2008).

Researches have shown that reading comprehension improves most when teachers provide explicit comprehension instruction to children (National Reading Panel, 2000; Manyak & Bauer, 2008; McKeown et al., 2009 & Dymock & Nicholas, 2010). Some of these comprehension instructions include oral re-telling, activating prior knowledge, questioning, analysing text structure, creating mental or visual images and summarizing.

Oral Re-telling: Assessing Narrative (Story) and Expository (Non-fiction) Text Structures. One of the most effective processes for finding out whether children understand what they read is to ask them to retell it (Lapp, Fisher & Johnson, 2010). To retell a story or a text, students must reconstruct the entire text, including the major elements, details, and sequence. In stories, learners need to understand story structure, the story sequence, and important elements of the plot. In addition, they make inferences ("read between the lines") and note relevant details. Retelling an expository text involves reconstructing the content of the expository text into its main ideas and supporting details within the underlying organisation of the text (compare/contrast, cause-effect, description, list, enumeration, etc.). Thus, oral expository text re-telling helps teachers to assess students' comprehension of the content and text structure.

Visualising Three-Step Frames uses the mind's capacity to imagine what is being communicated within a text. For example, many who read *Başörün Gâà* before viewing the movie no doubt formed vivid images in their "mind's eye" when learning about him. Visualising helps to anchor new ideas in the reader's mind by connecting unfamiliar ideas and concepts to past experiences. Thus, students need to be encouraged to recall ideas in a visual way in appropriate reading context (Pressley, 2000). **Three-Step Freeze Frames** is a visualising activity that can be conducted during and after reading (Mills, 2009). Students working in pairs or small groups create a series of three pictures to retell events in a text using dramatic movement (without words-almost like pantomime).

Teaching Text Structure: the text feature walk (Kelley & Clausen-Grace, 2010) is a dialogic activity wherein students working in small groups or pairs read and identify each feature and discuss what they think the text may be about. Students are asked to think about and have conversations about how the information relates to the main ideas of the text. This process helps students become familiar with the text's organisation and recall relevant background knowledge related to the topic. Discussing the text features helps students to frontload important vocabulary and concepts. This is helpful when the content has a good bit of new information and concepts. As

students make predictions and talk about various features, they are better able to anticipate new information.

Situational Context: the situational context of reading comprehension can be thought of in at least two ways. There is little doubt that learners' reading comprehension is influenced by the *setting* in which one reads. Second, there is a *social context* associated with reading comprehension. In most classroom instruction, reading comprehension is best developed as a vibrant social activity in which people-teachers, parents, and children-read a text together and jointly construct meaning through discussion, what we have termed *dialogic* instruction. Lively discussion about a text in the company of others seems to be the optimal situational context to enhance students' reading comprehension (McKeown et al., 2009).

The Yorùbá people mainly occupy South-western Region of Nigeria. They are a people with complex and elaborate economic, political and social structures. Yorùbá educational processes, as Aládéjána (1979) observes are practical, since Yorùbá children are born into a large extended family where they are considered as belonging to everyone rather than only the parents. As the child matures, his or her language develops, and that through language, his or her personality and experience are expressed. The home language of a child is very significant in problem-solving, and it is generally recognised in the initial exploration and analysis of his early environment. Education in Yorùbá context is practical and gradual. For instance, Yorùbá children age three to six are expected to participate in the household chores. At about this age range also, emphasis is laid on compliance, respect, unity, and cooperation.

Yorùbá education is an on-going process; it is life-long. This implies that, it does not terminate at a certain grade. Even at death, the Yorùbá believe that one's behaviour and character are expected to live on one. Yorùbá education, therefore, involves the individual as well as the society; what affects one affects the whole. Hence, the goal of the society becomes the goal of the individual and vice versa. The philosophy of Yorùbá education is embraced in the concept of *omólúàbí*. Inculcation of societal and cultural values into the child is one of the main objectives of Yorùbá education, and its end-product is to make everyone an *omólúàbí*.

To be an *omólúàbí*, according to Awóniyi (1978) is to be of a good character in all its ramifications. Good character, in the Yorùbá sense includes respect for old age, loyalty to one's parents and local traditions, honesty in all public and private dealings, devotion to duty, readiness to assist the needy and the infirm, sympathy, sociability, courage, an itching desire for work and many other desirable qualities. In a nutshell, the major idea of Yorùbá education is to foster good character in the individual and to make him or her useful and responsible member of the community.

Yorùbá education, therefore, embraces character-building, as well as the development of physical aptitudes, the acquisition of those moral qualities felt to be an integral part of manhood and womanhood, and the acquisition of the knowledge and techniques needed by men and women if they are to take an active part in social life in its various forms. Yorùbá children learn, through what Aládéjána (1979) called by "ifiyè" (instruction) social behaviour from the older members of the society. In educational process, concepts formation is very important. It is significant that in the child's development of concepts, verbal labels are generally acknowledged to be important.

Statement of the Problem

Despite Yorùbá language being the mother tongue of secondary school students in Ilorin, Nigeria, their (students) performance in both national and international, especially in reading comprehension is worrisome. This could be partly due to approaches adopted by the teachers to the teaching of comprehension or student-related factors. Researchers such as Olájidé (2004) has identified the fact that reading instruction in schools has not fully utilised students' prior knowledge or involve active participation of students in classroom. Furthermore, Aiyegoro (2012) has attributed students' poor performance in reading comprehension to passage feature variables, such as type of text structure, passage coherence, concreteness of materials, question format variables, failure to make inference, and unfriendly nature of most content areas in textbooks.

This study attempted to find out the approaches employed by teachers to teach comprehension in Yorùbá home language and the mostly used approaches to teaching comprehension in Yorùbá home language in Ilorin, Nigeria. Also, the least used approach to teaching comprehension in Yorùbá home language; and the differences in the teachers' approaches to teaching comprehension in Yorùbá home language on the basis of gender were examined.

Research Questions

This study attempted to answer the following questions.

1. What are the approaches used by teachers to teach comprehension in Yorùbá home language in Ilorin, Nigeria?
2. What is most used approaches to teaching comprehension in Yorùbá home language in Ilorin, Nigeria?
3. What is the least used approach to teaching comprehension in Yorùbá home language in Ilorin, Nigeria?
4. Is there any difference in the approaches to teaching in Yorùbá home language on the basis of teachers' gender?

Methodology

A descriptive research of a cross-sectional sub-type is adopted in this study. A descriptive research design involves the collection of data for the purpose of describing existing educational phenomenon. This type of research also describes present events and happenings and ensures the determination of opinions, attitudes, preferences, and perceptions of the subjects involved. The population for this study consisted of all language teachers at the Senior Secondary School level in Ilorin, Nigeria, while teachers of Yorùbá at this level constitute the target population. One hundred and twenty teachers of Yorùbá were purposively sampled for this study. A researcher-designed questionnaire titled: "Teachers Questionnaire on the Approaches to Teaching Comprehension in Yorùbá Home Language. (TQATCYHL)" was used for gathering data for this study. The instrument was divided into two sections, A and B. Section A requested the respondents to indicate their gender, qualification and year of teaching experience. Section B contains close-ended items of the questionnaire. The reliability of the instrument was established using Kuder Richardson formula 21 (KR21). The result stood at 0.67. This shows that the instrument is reliable and good for this study. Mean rating, the percentage and the t-test statistic were used to analyse the data

collected. Mean rating and percentages were used to answer the first three Research Questions, while the t-test statistic was used to answer the Research Question 4 at a level of significance of 0.05.

Results

Research Question One: *What are the approaches used by teachers to teach comprehension in Yorùbá home language in Ilorin?*

In order to determine the approaches used by teachers to teach comprehension in Yorùbá home language in Ilorin, the mean response of the respondents was ascertained. The total of the number of response levels was divided by the number of levels (i.e. $10/5 = 2$). Thus, a benchmark mean of 2.0 was gotten for each item. With a benchmark mean of 2.0, any item that is less than the benchmark mean is considered not to be one of the approaches and any variable that is greater than the benchmark mean is considered to be one of the approaches. The result is presented in Table 1.

Table 1: Mean and Rank order on the approaches used by teachers to teach comprehension in Yorùbá home language in Ilorin

S/N	Approach	Mean	Rank	Decision
1	Traditional	3.48	1 st	Used (Mostly Used)
2	Story-telling	3.40	2 nd	Used
3	Role-playing	3.32	3 rd	Used
4	Oral	3.28	4 th	Used
5	Listening-reading	3.08	5 th	Used
6	Structural	2.97	6 th	Used
7	Drills	2.95	7 th	Used
8	Situational	2.58	8 th	Used (Least Used)

Table 1 shows the response on the approaches used by teachers to teach comprehension in Yorùbá home language in Ilorin. However, from the table, it can be seen that all the items were noted by the respondents as the approaches used by teachers to teach comprehension in Yorùbá home language in Ilorin. Also, ranked 1st, 2nd, 3rd, 4th, 5th, 6th, 7th and 8th are items one to eight respectively. This implies that the approaches used by teachers to teach comprehension in Yorùbá home language in Ilorin are Traditional, story-telling, role-playing, oral, listening-reading, structural, drills and situational approaches.

Research Question Two: What is the most used approach used by teachers to teach comprehension in Yorùbá home language in Ilorin?

In order to determine the most approach used by teachers to teach comprehension in Yorùbá home language in Ilorin, the approach with the highest mean response was used. Thus, from Table 1, the approach with the highest mean response is the Traditional Approach (3.48). This implies that the Traditional Approach is the most approach used by teachers to teach comprehension in Yorùbá home language in Ilorin.

Research Question Three: What is the least used approach used by teachers to teach comprehension in Yorùbá home language in Ilorin?

In order to determine the least approach used by teachers to teach comprehension in Yorùbá home language in Ilorin, the approach with the lowest mean response was used. Thus, from Table 1, the approach with the lowest mean response is the Situational Approach. This implies that the Situational Approach (2.58) is the least approach used by teachers to teach comprehension in Yorùbá home language in Ilorin.

Research Question Four: Is there any difference in the approaches to teaching comprehension in Yorùbá home language on the basis of teachers' gender

Table 2: A table of mean, standard deviation and t-test analysis on the difference in the approaches to teaching comprehension in Yorùbá home language on the basis of teachers' gender

Gender	N	Mean	SD	t	Df	Sig (2 tailed)	Decision
Male	54	23.8	4.74	2.959	118	.004	Rejected
Female	66	26.1	3.68				

$P < 0.05$

Result from Table 2 shows the t-test value yielded 2.959 which is not significant with P value $.004 < 0.05$. This shows a significant result. Hence, the null hypothesis is rejected. This means that there is a significant difference in the approaches to teaching comprehension in Yorùbá home language on the basis of teachers' gender ($t_{(118)} = 2.959$; $P < 0.05$). The difference can be seen in the mean of the female teachers, 26.1 which is greater than the mean of the male teachers, 23.8 (i.e. $26.1 > 23.8$).

Discussion of Findings

Comprehension is an important tool for reading and it is the medium through which readers gain the meaning of words constructed by someone else (of Abdulsalam, 2017). An approach means to provide a framework, or to provide sequence of operations to be used when one comes to actualities. Various approaches to the teaching; of comprehension in Yorùbá must be familiarized with by the teacher, if there would be an efficient a defective teaching of comprehension. Teachers of Yorùbá should indeed make use of the approaches that will help the teaching and learning of comprehension, this finding is in line with the submission of (Abdulsalam, 2017).

Appleman (2009) opines that there is the need to equip teacher's with proper teaching approaches. Therefore, using appropriate approaches by the teacher would help students to unlock any text and deduce meaning from it. The students' life-long learning towards comprehension (reading) could be greatly determined by the approaches the teacher employ in comprehension teaching. This is to say that, no single lens can give a clear meaning of a text but viewed in various perspectives. One of the principle for attaining a success in teaching of compression in any language, as identified by Adékanyè (2017) is that the teacher must be familiar with the various

approaches and activities that can motivate and develop the interest of the students and improve their understanding (comprehension) level.

One of the principles of attaining a success in teaching comprehension in any language, and in Yorùbá home language especially is that the teachers must be conversant with various approaches on ground. Because, no one can give what he/she doesn't have. Having a sound knowledge of these approaches will give the teacher options to select the one or, combine two or more that are suitable and appropriate to teach comprehension in Yorùbá home language.

Conclusion

There are many factors that influence the successful teaching of comprehension in Yorùbá home language in Ilorin, Nigeria. One of them is approach. Approach is the way teachers transfer knowledge to students beside encouraging or motivating them to learn. Teachers should be creative and smart in choosing appropriate approaches to explain and teach Yorùbá comprehension. In this approach, students would be encouraged to identify meaning, understand the text quickly and comprehend the passage actively. It is a fact that one approach or method may not be sufficient to teaching comprehension in Yorùbá home language, it is therefore imperative for Yorùbá language teacher to study his students and choose the appropriate approach to teach Yorùbá comprehension.

Recommendations

Based on the findings of this study, it is hereby recommended that:

1. the teachers should be familiar with the various approaches and activities that are available to teaching comprehension in Yorùbá home language, in order to motivate and develop the learners' interest and improve their comprehension level;
2. no approach is an island. However good an approach is, it will definitely have its deficiency. An integrated approach, which is a combination of two or more approaches, should, therefore, be employed in teaching comprehension in Yorùbá home language; and
3. the world is a changing phenomenon; and as it changes, we have to move abreast with it. There should be a radical departure from the traditional approach and teachers should, therefore, embrace modern approaches and effectively make use of the Information and Communication Technology (ICT) in teaching comprehension in Yorùbá home language.
4. apart from the traditional approach that is well known and utilised by Yorùbá teachers, storytelling, role-telling, oral, listening-reading, structural, drills, and the situational approaches should be adopted in teaching Yorùbá home language comprehension,

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