

EFFECT OF VERBAL SYMBOLISING TECHNIQUE ON PRIMARY
ONE PUPILS' ABILITY TO READ AND WRITE YORUBA

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ABSTRACT

The purpose of this investigation was to discover the different advantages of using verbal symbolising technique (V.S.T.) and the traditional phonic/syllabication method (P.S.M) for introducing similar groups of primary one pupils to initial literacy in Yorùbá language. The influence of other factors such as age, sex and home background on the functioning of V.S.T. and P.S.M. was also considered.

To this effect, a pre-test-post-test experimental design was used in the study. The study sample consisted of 162 primary one pupils from 4 selected schools and 48 primary one teachers from 12 selected schools in Òyó - a typical Yorùbá town in Òyó State of Nigeria.

A teacher opinion questionnaire (T.Q), a home background questionnaire (H.B.Q.), and a battery of the Yorùbá language achievement tests (APOYTA) were the major instruments used for the study. The T.Q. was administered on the selected primary one teachers

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to obtain data in respect of age, sex and qualification. It also sought the teachers' opinion about the existing primary one classroom environments; methods and primers for teaching Yoruba to primary one pupils. The H.B.Q was administered to the selected primary one pupils to obtain data on the age, sex and home environment of the learners. The APOYTA was designed to measure Yoruba language achievement at the primary one level and it consists of five sub-tests.

- (i) Recognition and writing of letters of the alphabet;
- (ii) Combining letters to form words;
- (iii) Recognition and writing of words;
- (iv) Reading of words and simple sentences;
- (v) Writing of simple words.

Data obtained from the questionnaires and Yoruba language achievement test scores were analysed, using the following methods.

- (1) t. test of significance;
- (2) Two way analysis of variance;
- (3) Pearson Product Moment Correlation;
- (4) Descriptive statistics in form of frequencies and percentages.

The results revealed that pupils taught with the V.S.T. seem superior to those taught with the P.S.M. in ability to read and write Yorùbá at the end of their first year in school. Age, sex and home background did not disturb the positive performance of pupils who were taught through the V.S.T. Whereas, the home background had significant influence on the performance of pupils who were taught through the P.S.M.

The teachers in both the experimental and control groups had similar characteristics. The environmental conditions of the classrooms were the same for both groups. The use of relevant primer, adequate scheme of work, explicit teachers' guide, sufficient teaching/learning aids and pupils' practice exercises through the workbook in the V.S.T. was the probable cause of

the significant difference in pupils' performance favouring the experimental group. Perhaps this is why the regular teachers of primary one pupils are of the same opinion with the present researcher that a change is necessary in the existing method and primer used to teach initial literacy in Yorùbá to young children.

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DEDICATION

Dedicated to my darling husband, Philip Adedeji Akintayo Akanni Adelodun, a rare gem, whose marital rights and enjoyments were hung on the cross of this project.

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'Èbùn gbọdọ kàwé, bóşé kí o
Kó aşọ ọ rẹ tà, sùkùù rẹ kò
gbọdọ dúró.

This was a charge to my mother, that she should make sure that my education was not halted by his death, even if my mother would have to sell out her clothes. It is thus unfortunate that, for this record, my father Mr. James Adelabu Ayọla Oní, missed it all for he died on the 22nd October, 1957. May his soul continue to rest in perfect peace.

CERTIFICATION

I certify that this work was carried out by Mrs. Ruth Ebun Adeloḡun in the Department of Teacher Education, Faculty of Education, University of Ibadan, under my supervision.

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CHAPTER ONE

INTRODUCTION

1.1. The Problem

The general aims of teaching Yoruba in primary schools in Oyo State are written in the Yoruba language in Oyo State primary school syllabus as below:-

- (i) A fẹ́ kí àwọn ọmọ ó mọ Yorùbá ikà,
Kí wọn ó sì mọ 'kọ dé ipò tí wọn kò
fí, ní le gbagbe mọ laé.
- (ii) A fẹ́ kí àwọn ọmọ ó mọ Yorùbá lò
ní ọna tí ó le mú ní l'ara àti l'ọkan.
A fẹ́ kí wọn ó sì le lò ó fun ìwé
Kíkọ, fún ifikúnmọ, àti fún sisọ ohun
kohun tí ò bá wà ní ọkan wọn.¹

The literal translations of the aims are:-

- (1) We want the pupils to be able to read
and write Yoruba to the extent that they will
never forget.

1. Primary School Syllabus:- General Publications
Section Ministry of
Education, Ibadan.
1976. P. 76.

- (2) We want the pupils to be able to use Yoruba in an inspiring and impressive manner. We also want them to use Yoruba for book studying, for increasing knowledge and for self expression.

The primary objectives of teaching Yoruba in Oyo State primary schools as can be deduced from the above translations are:-

- (1) The attainment of permanent literacy;
- (2) Ability to use Yoruba adequately as a tool for self-expression;
- (3) Ability to use Yoruba for learning.

The problem of concern to the present researcher is that it appears that those objectives have not been adequately realised because many of the primary school products nowadays can neither read nor write Yoruba well.

Yoruba is a mother tongue taught in most primary schools of the Yoruba speaking states of Nigeria. The states are Lagos, Ogun, Ondo, Oyo and to a large extent Kwara and Bendel States. The language is taught and used as a medium of instruction to pupils from primary one to three in these states. This language is one of the indigenous languages introduced into formal education by the early missionaries in Africa. One is thus worried when it is realized that pupils find it difficult to read and write their mother tongue. This problem cannot come over-night. We feel that it is rooted in the way and manner that the formal education was introduced and nursed by the white men in Black Africa. This supposition will lead us to a recapitulation of the historical inclusion of Yoruba in primary education which is contained in the background to follow.

1.2. Background

The christian missionaries introduced formal system of education into West Africa with the ultimate aim of winning Africa for Christ. They realised that they could not reach the mind of the so called primitive African, neither could they teach him the way of salvation and faith, unless they had an intimate knowledge of the indigenous language. They decided to reduce the West African Languages to writing so that they could learn and teach the languages. Therefore, the learning, teaching and using of West African mother tongues in formal education began with the christian missionaries' efforts to propagate their religious faith.

The missionaries made efforts on scholarly study of some West African languages, of which Yoruba was prominent. In 1816, Bickersteth, Assistant Secretary of the Church Missionary Society (C.M.S.) gave specific instructions that attention should be paid to mother tongue education in the mission programme.

In his special Report on the West African Mission, he declared:-

The advantage, and indeed the necessity, of teaching the children to read their own language in order to their being useful to their parents and other countrymen, by reading the scriptures and religious Tracts, will be obvious¹.

It was difficult to carry out the instruction because of immense problems such as:-

- (1) The study of the mother tongue was still in its infancy and many had no written primers.
- (2) The few missionaries who understood local languages rarely survived long enough to master them to the extent of being competent to teach them effectively.
- (3) The early African settlers in Freetown, Sierra Leone who were missionaries' students had a mixed linguistic background. Hence it was difficult to use one mother tongue to teach them.

1. Awoniyi, T.A. Yoruba Language in Education
Oxford University Press, Ibadan
1978, p. 48.

- (4) The West African parents liked their children to be taught English rather than the mother tongue.

Nevertheless, an active approach in the study and usage of Yorùbá began in Sierra Leone. For instance, in 1819, Mrs. Kilham, a C.M.S. Missionary proposed a linguistic institute in English for the purposes of encouraging Africans to study their own languages, reduce them into writing and write religious materials through translations. She published a book on specimens of African Languages. In 1831, she started a school for girls in Charlotte Village in Sierra Leone. In 1833 she succeeded in using Yorùbá as a medium of instruction. She wrote in her diary of 29th August, 1838:-

I would not close this day without acknowledging thy Goodness, O My heavenly, Father, in permitting me to see the desire of my heart in the instruction of dearly beloved African children through their own languages....¹

1. Hair, P.E.H. The Early Study of Nigerian Languages London, 1967, Cambridge University Press p.8.

After Mrs. Kilham's achievement, nothing significant in the teaching of Yorùbá was recorded until the Yorùbá Mission of the C.M.S. arrived at Abeokuta in Western Nigeria in 1846.

The teaching and learning of Yorùbá began when the C.M.S. built formal schools at Abeokuta. The Wesleyan Methodist Missionary Society (W.M.S.) had also settled in Badagry since 1842. They were later joined by the Roman Catholic Mission (RCM).

Although the underlying motive of the theory and practice in Christian missionary education was essentially religious, there was little coordination of efforts among the various missions that engaged in formal education in Yorùbáland. There was the religious bias of the different Christian Missions which affected their attitudes towards the Yorùbá Language. For instance, the Roman Catholic Mission (RCM) opened their first school in Lagos in 1863. The Roman Catholic leaders were called 'Fathers'. Lagos was then an English Colony and the natives

spoke Yoruba. Also living in Lagos then were traders whose chief language was a form of Portuguese. The Catholic 'Fathers' who were French speaking thus had to minister to people of diverse languages. Because of the language position in which the R.C.M. found itself, it neglected the Yoruba language in the early part of its missionary activity and later adopted English language. The W.M.S. did not improve upon their study of Yoruba until about 1871 when its first primer was published,

However, the C.M.S. and the Baptist Mission (BM) were active in their principles of mother tongue teaching and usage. The CMS established an industrial training institution in Abeokuta in 1859 and the subjects taught in the school included:-

Orthography

Reading in English and Yoruba

Translation of verses from English into Yoruba and from Yoruba into English.

The mission was concerned with the issue of the medium of instruction in a bilingual situation because they

realised that the pupils did not understand English. G.F. Buhler, a German Missionary who managed the CMS institution in Abeokuta until 1864 made this remark:-

What I consider a great disadvantage in our schools in the Yoruba Mission is too much teaching in the English language which retards the progress considerably; it being for most of the children an unknown tongue.¹

He reported that it took the pupils between four and six years to read their own mother tongue fluently. His suggestion to the solution of the language problem was that pupils should be taught to read and write the Yoruba language before they were made to learn English. Buhler thus appeared to be laying down the solid principles of language methodology in a bi-lingual situation. He commended a plan by which a rule was to be laid down that English should not be taught until pupils could read their own language.

1. Awoniyi, T.A. Op. cit., p. 51.

The Baptist Mission also had the same language experience. Joseph M. Harden, a Baptist Missionary, writing to Taylor, the Secretary to the Foreign Mission Board of the Baptist Mission, said:-

'I try to teach them better, but mine is as yet an unknown tongue to them, and they cannot understand me nor I them'.¹

He had the same idea with Buhler that pupils should first be taught to read in the Yoruba language and afterwards in the English language.

The British Colonial government intervened in the education of the people in Nigeria and after some time used and encouraged the teaching of Yoruba language. For instance, the Phelps-Stokes commission to Africa in 1920 and 1921, among other things, recommended that both English and the mother tongue must be given recognition in the education system. The Advisory Committee on Native Education in its memorandum of 1923 recommended that the study of the educational use of vernacular and provision of text

1. Ibid. P. 52.

books in vernacular were of primary importance, and that qualified workers should be set aside for this purpose. It also suggested that the vernacular should be the medium of instruction in the early part of primary school.

Therefore, the period, 1926-1952, witnessed the inclusion of Yoruba teaching in primary schools, but there was no specific syllabus for the subject. There was lack of adequate Yoruba readers or primers. Before 1926, the CMS mission through its book-shops had been largely responsible for the publication of the Yoruba textbooks and primers used in schools. The CMS readers then had joint authors and were religiously biased.

The colonial government faced the problem of how to get efficient authors, preferably natives, and how to get interested publishers. The government set up a text book committee to see to the production of text books. The committee concentrated on production of books based on translation of English texts into Yoruba. G.W. Sadler, a Baptist missionary prepared

a Yoruba Reader and the government committee arranged to publish the Reader.

In order to encourage writing of Yoruba books, the colonial government also set up a Yoruba Literature Committee. A prize of £5 was to be awarded to the best creative work in Yoruba language. The Literature committee also suggested that students, who were taking linguistic courses at the school of Oriental and African Studies, University of London, should attempt to write a Yoruba dictionary. As a result of the committee's efforts, a large number of books were made available for infant and elementary classes. Relevant for our study among the books available are those shown in table I.

Table 1

Yoruba Primers for Infant and Elementary
Classes During the Colonial Era.

	Author	Name of Books	Publishers	Year
1	J.G. Kúyè	A B D Alaworan	C.M.S.	1911
2	J.G. Kúyè	A B D Alaworan	C.M.S.	1916
3	Oyèrindé and Sädler	Alakòbèrè	C.M.S.	1933
4	J.F. Odúnjò	Aláwíyè	Ifèolu Press	1943
5	E.O. Lafihan	Kòmònwé	Oxford University Press	1945
6	D.O. Fagunwa	Taiwo ati Kehinde Apa Kini	Oxford University Press	1948

We can see from the above table that Fagunwa's Taiwo ati Kehinde and Odúnjò's Alawiye have been in use since the 1940s. The two primers were in use until 1979 when the Oyo State Ministry of Education gave the directives that Alawiye series only should be used in Oyo State Primary Schools. Our general observation is that in the pre-independence period, learners were highly literate in Yoruba after the primary education. This can be explained by such probable factors as learner's maturity, amount of time spent in learning the language and favourable learning environment. Our post-independence experience has however shown that acquisition of primary education is no longer a guarantee of literacy in Yoruba Language. To find possible reasons for the observed pupils' inability to read and write Yoruba, an examination of the syllabi, primers and methods used in teaching Yoruba as well as the present researcher's proposed method of Yoruba teaching, given the changing environment in our present day society, will now be attempted in the theoretical framework to follow.

CHAPTER TWO

THEORETICAL FRAMEWORK

2.0.

As mentioned earlier, the Christian Missionaries who introduced formal education in Nigeria observed that educational progress was slow because children did not understand English. They suggested that children be taught to understand and read their own language first before they were taught English. By implication, ability to read Yorùbá would help children's understanding of English and educational progress would be facilitated. The Colonial government also supported the use and teaching of Yorùbá as depicted in the education code of 1911.

Yorùbá has been a curricular subject since the colonial era, and we still discover that many Yorùbá children could neither read nor write Yorùbá after spending six years in the primary school. This being the case, we need to cast a look at what has been happening in terms of primary school content and

methodology as far as Yoruba is concerned.

Specifically, we want to look at the content, primer and methods for teaching initial literacy in Yoruba since the establishment of Yoruba in primary education. Then we want to propose our own method and its corresponding primer for teaching initial literacy in Yoruba.

2.1. The Content and Methods of teaching initial literacy in Yoruba during the pre-independence period.

The Christian mission's early schools were of boarding type and all formal educational activities revolved round the mission houses. Most of the pupils were converts and they lived with the missionaries and formed part of their families. In such a situation, the missionaries would not be able to manage a large number of pupils and the need for specific syllabus and methods of teaching would not arise.

However, Crowther reported in 1849 that he had a school of thirty-six pupils for whose use he had introduced a Yoruba primer. Crowther's Yoruba primer was the first primer in the language. It was published in 1849. Crowther never thought of any Yoruba syllabus. His primer followed a simple alphabetic method.

Later, one convert from Ake, Abeokuta called Dunkuru, adopted a method which was considered by his colleagues as a new mode of teaching letters of the alphabet and words of two letters. His method was a combination of what might be called syllabic/word method. He attached ideas to each word. He impressed the sound of such words in the mind of his scholar by using same word in a short maxim or precept. For instance, in teaching the word wò (to look or to see) Dunkuru would use the maxim 'Ká wò ó' (let us observe it). For the word mọ (to know or to understand) he would use 'ká mọ ọ̀rọ̀ rẹ̀' (Let us understand his (God's) word). Thus he formed many syllables from letters of the alphabets. Examples of syllables formed from letters of alphabets are:-

b	-	bi be bẹ bo	k	-	ki
gb	-	gbi gbe gbẹ gbo	s	-	si se sa so su sọ
d	-	du di	h	-	ho he
f	-	fe fẹ fo fu	m	-	me mo mọ
g	-	go	p	-	pi
j	-	ji jo	t	-	ti
k	-	ka ko	w	-	wi
r	-	re rẹ ra ro rọ	y	-	ye ¹
		ru			

The Colonial education code which came into operation in 1911 showed an attempt to state what was to be covered at infant levels in reading lessons. The infant pupils were expected to know and recite the "vernacular names"² of the letters of the alphabet.

1. Op. Cit. pp. 52-53.

2. Vernacular is the derogatory term used by missionaries and the Colonial masters to refer to an African native language. The accepted term is 'mother tongue'.

Infants I and II were expected to be able to combine one vowel and one consonant from a chart. Words and sentences were expected in infant III. Sub-standard I was expected to be able to read from an elementary reading book in vernacular. Sub-standard vi were expected to be able to read from advanced reading book in the vernacular.

The Dunkuru method and the legal status of Yoruba in the 1911 Education code had little effect on the theory and practice of Yoruba teaching in schools. Since the ultimate objective of teaching Yoruba was to use Yoruba as an aid to the teaching of English, the missionaries indulged in translation method. However, another Yoruba convert, Carr pinpointed the dangers inherent in translation methods. Awoniyi, quoting Carr, declared:-

The rendering of English into Yoruba has in many cases been the rendering of English₁ words-not ideas-into Vernacular.

1. Op. Cit. p. 76.

Carr then suggested, as a corrective measure, that children should be made to render Yoruba proverbs into English instead of making a word-for-word translation. As time went on, people began to realise the defects in the translation method. For instance, an observer made this comment:-

It is hoped our Managers of schools will speedily reconsider the advisability of enforcing the use of Yoruba readers as of old... because most of our youths cannot write correct Yoruba.¹

Because of the defects of the translation method, some of the mission and government teachers utilised the primers like those mentioned in table one, page 13 above which were published then. Before independence, the only syllabus that came into being was published by the Western Region Literature Committee, Ministry of Education, Ibadan in 1954.

The Government then in the Western Region of Nigeria set up a committee to work out a new curriculum for primary schools based on a six-year.

1. Op. cit. p. 76.

course. The Yoruba language section is relevant for us in the 1954 syllabus. In the syllabus, Yoruba has two parts; the first part takes care of the first two years of the proposed six year course of primary education. The second part takes care of the succeeding four years of the course. The aim of the first part is to teach the mechanics of reading and writing skills, while the second part should lead pupils to express themselves fluently, correctly and effectively in their own language. In addition, the second part is to give the children an elementary knowledge of their cultural background.

Our specific concern in the syllabus is the content prepared for primary one pupils. The content for primary one is broken into five stages (See appendix G.) Stages one and two are based on enlarging the childrens' experience by means of games and stories. Stage three deals with preparation of children for reading by developing their ability to distinguish shapes. Reading is introduced in stage

four. The syllabus states specifically that sentence method should be used to introduce pupils to reading.

In using sentences method, children learn to recognise a complete sentence at a time, and are then helped to break it down into words, syllables and letters and to use these individual components to make up new words and sentences. The sentence is written in large letters and presented together with a large picture illustrating it. After a sufficient number of presentations of the sentence with the picture, the children's ability to recognise the sentence unaccompanied with the picture is tested. The children are then helped to recognise each word of the sentence by itself and later each letter of each word. After recognition of the letters so far introduced is ensured, these letters are used to make up new words; first two letter words, then three-letter words etc. These new words are then combined into simple new sentences and their recognition tested by "read-and-do" cards. The method is continued with suitably devised sentences until all the letters of the alphabet are

learned. The syllabus also suggested the starting of the first simple class reader which is "Taiwo ati Kẹhinde" apa keji in stage five. By implication, Taiwo ati Kẹhinde Apa Kini must have been utilised in stage four.

In the syllabus, writing is expected to begin with suitable pre-writing exercises when stage three is reached. This syllabus was in use in the then Western Region later Western State, and now Ogun, Ondo and Oyo States of Nigeria until the early 1970s.

2.2. The Content and Methodology of Teaching
Primary One Pupils to Read and Write
Yoruba since the Post-Independence Period.

We gained independence under a civilian government in 1960. We became a Federal Republic in 1963. The first republic collapsed in January 1966 and the Army took over. We experienced the Civil War from 1967 till the early part of 1970. Lives and properties were destroyed during the Civil war. Distrust, fear and lack of confidence were ingrained in the minds of some sections of the country. As the war drew to its happy end, problems of rehabilitation and reconstruction got into focus. The famous slogan then was: 'To keep Nigeria one is a task that must be done'. Education was then realised as an instrument to be used for making the slogan a reality. The nationalist feelings led to the popular curriculum conference which took place in September 1969. The Conference was a forum for discussing a wide

range of issues and problems underlying the determination of an appropriate curriculum for the nation's schools. We could then say that 1960-1970 was a Crisis period in Nigeria. Throughout the Crisis period, the 1954 syllabus and method of teaching Yoruba remained in use in our primary schools.

Efforts at reviewing the 1954 syllabus began in 1971 when in February of that year, state Curriculum Committees were set up to serve as continual functioning agencies of the primary school curriculum development and review in the then Western State. Each committee, broadly representing educators from all levels and Ministry of Education was charged with the drawing up of a meaningful syllabus which would be in tune with modern trends in education. By implication, it was felt that the 1954 syllabus was not quite meaningful, so a review was necessary. The committee completed the draft syllabi of five primary school subjects in 1973. The subjects are English, Elementary Science, Mathematics, Social studies and Yoruba. The new outline syllabuses

were tried out in various schools by the various Divisions of the Ministry of Education, Ibadan, the University of Ife Institute of Education, the Teachers-in-service centre based at the British Council, Ibadan and various interested subject organisations. Modifications were made to the original draft as a result of experts' comments, trials and critic workshops. New syllabuses were produced by specialists on Family Living, Christian Religious studies and Islamic Studies. All were later incorporated into a new Primary school syllabus published in 1976 by the General Publications Section of the Oyo State Ministry of Education, Ibadan.

Relevant for our study in the 1976 syllabus are the sections on reading and writing of Yoruba for primary one as contained in the new syllabus (see appendix H). The section on reading is broken into two parts. The first part deals with training in visual perception and tone discrimination.

The second part deals with reading activities which include:-

- (a) Reading of simple sentences which are written under corresponding pictures that are boldly drawn.
- (b) Reading of simple texts chosen for the pupils.
- (c) Reading of texts or dialogue among people.
- (d) Reading of Comprehension texts.

The section on writing is also broken into two parts: The first part requires pupils to write letters of the alphabet, meaningful words and sentences. Learners are also required to write names of common objects in the classroom and to copy names from books. The second section deals with writing of essay. Children are expected to write short stories through teacher's direction. Learners are also required to write down simple events which happen to the individual

learners or the class as a whole. They are required to learn letter writing by ordering certain actions from their friends. The letters shall be given to other pupils to read and act. They are also required to mount and label pictures.

The 1976 syllabus does not pinpoint a specific primer like the 1954 syllabus. By implication, however, since the syllabus talks of sentence reading, we assume that Taiwo ati Kehinde would be used as text or reader for primary one. The authors of the syllabus seem to be suggesting ideas of teaching initial literacy in English for teaching initial literacy in Yoruba. What has been put down for pre-writing activities are sufficient for primary one writing activities. Besides, the syllabus seems to be vague. The present writer's opinion is based on the following reasons:-

- (1) No detailed scheme of work, which could guide the teachers in the preparation of adequate lesson plans was prepared by the teachers who were using the syllabus.

- (2) The kind of text books required in the syllabus were not available.
- (3) Direction as to the teaching of the mechanics of reading and writing Yoruba is not contained in the syllabus.

However in 1978, the Association of Primary School Headmasters in Oşun North East Division of Oyo State published what it called the scheme of work for Primary Schools. The volume includes outline of weekly activities on Mathematics, English, Yoruba, Social and Cultural Relationships, Cultural and Creative Arts and Family Living. We are concerned about the content for Yoruba teaching in primary one as contained in the scheme of work. What the headmasters have done in the volume is to break Alawiye and Taiwo ati Kehinde mentioned earlier into weeks according to chapters (See Appendix I).

In that scheme of work in schools where Alawiye is used as the reader, concrete work begins in the

third week, with learning of vowels. This is followed by learning of Consonants in the fourth and fifth weeks. From week six to the last week, the major activities are reading of sentences as contained in chapter by chapter of Alawiye book one. Riddles and jokes are given chance in the scheme of work. For those who are using Taiwo ati Kehinde, children start reading the sentences as contained in the primer. It is this scheme that many primary school teachers in the area visited had to follow since 1978 till now. Each class teacher copied the section for her class into the class diary and followed it in teaching the pupils.

In 1979, the government of Nigeria was returned to the Civilians. It happened that the Civilian administration of Oyo State seemed to favour the use of Alawiye readers in Oyo State primary schools. Since then, the State Ministry of Education has sanctioned the use of Alawiye readers throughout the six classes of our primary schools. As mentioned earlier, our post-independence experience has been that

many of our children can neither read nor write Yoruba at the end of primary education. From what has been said so far, we discover that two primers have been used to teach Yoruba in primary one. The two primers which are Alawiye based on phonic/syllabication method and Taiwo ati Kehinde based on sentence method were among the primers in use from 1945 till 1976 when a new syllabus was published. The 1976 syllabus intensified the use of only one of the primer which is Taiwo ati Kehinde. In essence, sentence method was used to teach initial literacy in Yoruba from 1976-1979. From 1979 till now, phonic/syllabication approach is used to teach initial literacy in Yoruba as primary schools in Oyo State are pegged to the use of Alawiye readers only.

The questions that have been bothering the present researcher's mind are

What could be responsible for many pupils' inability to read and write Yoruba after spending six years in the primary school?

Could it be that pupils were not taught well from the beginning?

Could the primer and method of teaching initial literacy be part of the problem of pupils inability to read and write?

What is the alternative primer and method which could be used to teach initial literacy in Yoruba?

An attempt to find answers to the above questions has led the researcher to propose her method which she calls Verbal Symbolising Technique (V.S.T). The method is supposed to lead pupils to recognise and represent their spoken words and statements in prints. It helps pupils to recognise the symbols which denote words and statements thought or spoken by them when such words and statements appear in written form. It would also lead pupils to be able to use written symbols to represent words and statements which they have in mind.

V.S.T. is a modified form of the old alphabet method of teaching reading and writing of Yoruba.

The old alphabet method teaches letters of the alphabet with the help of pictures of objects whose names have the letters being taught as the initial letters e.g.

- A (the picture of a dog) Aja.
- B (the picture of a shoe) Bata.
- D (the picture of a sickle) Doje.
- E (the picture of a snake) Ejo.

Later pupils are led to read syllables by adding consonants to vowels. They form two letter words, then three letter words, then four letter words etc. Later they are led to read sentences by completing sentence frames like:-

Mo ri (picture of a chair).

Mo ri (picture of a house).

Pupils will supply words in places of the pictures. Thereby they will say 'Mo ri aga' (I see a chair)

"Mo ri ile" (I see a house). Later qualifiers are added e.g.

- (1) "Mo ri aja kan" (I see a dog).
- (2) Mo ri aga kan (I see a chair).
- (3) *Kan ri o ('a' *sees you).

The old alphabet method appears to be deficient. For instance, it helps rote learning by teaching short sentences which have the same stems and qualifiers. The stem is 'Mo ri' (I see) and the qualifier is 'kan' (a). In the use of the verbal symbolising technique the teacher will teach the names and recognition of the letters of the alphabet to pupils without any picture. The teacher will use sufficient letter cards, letter charts, cut-out letters etc. to lead pupils to recognise the letters pupils would be made to recognise, and say both the small and capital forms of the letters from various sources. Writing of the letters will be taught along with recognition and pronunciation of the letters, they will be led to understand the idea of word formation.

Later they will be taught the idea of sentence formation through correct ordering of words.

Small children are interested in edible and play items. Things like dresses, living things around them, their playmates and relations will also be relevant to small children. Words and sentences to be built up will be related to those things which will arouse pupils interest. To do this, the teacher will want pupils to symbolise in print what they say verbally. They will be asked to mention their best food, the things they eat at home, the things they see or play with etc. As they suggest words, they are led to build the words through combination of letters. Individual letter cards as well as group letter cards will be used there,

When pupils have mastered the formation of various words, they are led to form simple sentences. They are to say the new sentences to be formed. They will be involved in practical activities in V.S.T. till they can read and write simple Yoruba words and sentences. Such activities will not exclude

adequate use of pictures, cards and charts. It is after they are well grounded in word and sentence building that the corresponding primer and work book will be introduced to the pupils. The primer designer intentionally avoids the use of pictures in the primer since pictures tend to encourage rote learning of the printed words. The most important thing about V.S.T. is the maximum use of pupils' experience through plenty of meaningful and interesting activities.

The proposed method and primer should be tested or tried to be able to determine its workability and viability. An attempt at trying the proposed method has led the present researcher to the focus of the study.

2.3. Focus of the Present Study

The present research focuses attention on the teaching and learning of Yoruba - the first language of the majority of the pupils of Oyo State of Nigeria. The research attempts to study the problems of initial literacy in Yoruba. The researcher is worried that the comments of some educators of the Colonial era are still true about Nigerian Education after about twenty-four years of political independence.

In spite of the progress made in those schools, the teaching of Yoruba remains in an unsatisfactory condition¹.

It is not surprising that the pupils cannot write well on any common object in Yoruba-at present, it is not easy to find a pupil who will write a decent article in Yoruba.²

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1. The Annual Report on the Inspection of the CMS School for the year 1914, p.95.
In leisure Hours, Vol. vi, No.62 1915.
 2. Ibid.

The post-independence comment about Yoruba situation is also discouraging. For instance, Shaplin¹ and Shaplin in reviewing the language situation in the Western State of Nigeria in 1969 commented:-

Nigerian children typically complete their elementary schooling without having attained a functional command of any language¹.

By implication, our children do not attain a functional command of Yoruba language, their mother tongue, after completing primary education.

The researcher observes that from 1978, the Federal Ministry of Education, Lagos, has been publishing what it calls Primary Education Curriculum. This has been done for English, Mathematics and Science. Nothing has been done for Yoruba.

One is then moved by the fact that for about four

1. Shaplin M.L. and Shaplin J.T. selected Aspects of Primary Secondary Schools Language Curriculum Development in Nigeria with Recommendations. The Ford Foundation, 1969 p.4.

decades now, our syllabus for Yoruba and our Yoruba teaching modes have remained undeveloped. Nobody seems to have thought of Curriculum innovation or development as far as Yoruba at the Primary School level is concerned.

The present study therefore is designed to execute a programme of experimental investigation for the purpose of finding out what happens when verbal symbolising technique (V.S.T.) is used to lead primary one pupils to be able to read and write simple Yoruba. Such an investigation will aim at discovering the different advantages of using verbal symbolising technique and phonic/syllabication approach for teaching similar groups of pupils.

It was a carefully controlled experiment in which all other factors were held as constant as possible so that the differences obtained might be attributed with some measure of accuracy, to the differences between the syllabication and V.S.T. approaches. The influence of other factors such as sex, age and home

background on the functioning of V.S.T. and P.S.M. also investigated.

2.4. HYPOTHESES FOR THE STUDY

The following hypotheses were formulated for the study:-

HO₁ There will be no significant difference in the mean scores on achievement tests in Yoruba among pupils in the control group and those in the experimental group.

HO₂ There will be no significant difference in the mean scores on achievement tests among pupils in the experimental and control groups whose ages are 5, 6 and 7.

HO₃ There will be no significant difference in the mean scores on achievement tests among male and female pupils in the experimental and control groups.

- HO₄ There will be no significant difference in the mean scores on achievement tests among experimental and control pupils from illiterate and literate homes.
- HO₃ There will be no correlation among the sub-tests of the achievement tests as would be shown in the performance of the experimental and control pupils.

2.5. Operational Definition

Verbal Symbolising is hereby defined as representing spoken words and statements by written symbols.

Technique refers to the strategy or method that is used to teach initial reading and writing of Yorùbá.

CHAPTER THREE

REVIEW OF RELEVANT LITERATURE

The related literature in the area of concern to this study falls into the following Categories:-

- (a) The role and status of the Yoruba language in primary education.
- (b) The use of Yoruba as medium of instruction for primary education.
- (c) The effect of using Yoruba for instruction on selected processes, and outcomes.
- (d) The impact of reading skills in the mother tongue on reading in a second language (English), and
- (e) Problems and methods of teaching initial reading in Nigerian Languages.

3.1. The Role and Status of the Yorùbá Language in Primary Education.

Awoniyi¹ traced the history of the development and use of Yorùbá language in Education. Yorùbá, like other mother tongues in West Africa, was used for both religious and educational purposes by the Christian Missionaries who brought formal education to Nigeria. The missionaries made efforts on the teaching of Yorùbá so that the indigenes could read the Bible and other religious tracts. The Colonial government also encouraged the teaching and learning of Yorùbá because they believed that the disregard of the native language is a hindrance to the acquisition of the European language. Due to the narrow objective of including Yorùbá in Primary education, the status of Yorùbá was not high in the curriculum of primary schools. For instance, the 1926 ordinance sanctioned the use of vernacular along with English but made no

1. Awoniyi, T.A. The Role and status of the Yorùbá Language in the Formal School System of Western Nigeria. 1846-1971, Ph. D. Thesis, Ibadan, 1973.

provision for the training of teachers of Yoruba language. Also, Yoruba was not among the subjects to be examined for the award of first school leaving Certificate. The teaching subjects which were considered for the government's grants-in-aid excluded the Yoruba language. Up till the end of 1925, there was no colonial policy on the role of Yoruba; it was the local interest and practical realities that kept up interests in teaching and learning of Yoruba.

The period between 1882 and 1925 marked an era of controversy and lukewarmness concerning what should be the role of Yoruba language in the formal school system. The period 1926-1952 marked an era of innovation and encouragement for the role and status of the Yoruba language. For instance, the 1926 education code emphasised bilingual teaching. Yoruba was then used as medium of instruction in the early years of primary education. It was also studied as a curricular subject. A kind of standardisation of Yoruba orthography took place.

A Yoruba literature committee was formed to see to the production of Yoruba books. Local authors emerged notably, J.F. Oḍunjo and D.O. Fagunwa. The period since 1952 has been a period of a lull in the development of Yoruba at Primary School level. The primers used to teach Yoruba in our primary schools are Oḍunjo's and Fagunwa's primers written before 1952. As far as Yoruba is concerned, the then government failed to implement all positive recommendations made by various commissions. As a result, Yoruba could not perform its dual functions well and its status has remained very low in our primary education level.

Awoniyi's study is a descriptive survey of the chronological development of the role and status of the Yoruba language in primary education. He opens our eyes and minds to the overall intention of the christian missionaries and colonial masters in making use of Yoruba in their education system which they introduced to us. From his writing, we learn about the evolution of Yoruba literature. Relevant to our

present study is the historical appearance of Yoruba primers and their corresponding methods which we discussed in chapter two. We also discover from the study that the cold attitude of government to the learning and use of Yoruba in primary education was inherited from colonial masters.

3.2. The Use of Yoruba as Medium of Instruction in Primary Education

In 3.1 above, we discussed the historical survey of Yoruba language being used for two purposes. The purpose of being used to teach all subjects for the first two or three years of primary education and the purpose of being a subject on the school curriculum. From the study, we found out that these two roles were to be performed haphazardly in the school system.

Following this historical survey was an empirical study on the use of Yoruba as medium of instruction for

primary education: The most ambitious indigenous language curriculum research and development project has been the Ife six year primary project. In the spirit of the universally accepted truism that a child will learn better, more readily and more effectively in his mother tongue, the Institute of Education, Ife University, started off the research in January, 1970¹.

The six-year primary project is a longitudinal study on the use of Yoruba as medium of instruction for the entire duration of primary education, while English is taught more systematically as a subject for the entire six years. Experimental and control groups were assigned for the study. The experimental group used Yoruba as medium of instruction for six years while the control group used Yoruba for the

1. Afọlayan, A. "The six-year primary project" in

Baṅgboṣe, A. (ed.) Mother Tongue Education:
The West African Experience

Hodder and Stoughton, London, UNESCO Press,
1976, pp. 113-134.

first three years according to state policy. Both groups learnt English for the entire six years. They both used the same instructional materials except the English materials for the experimental group which were specially designed to meet the requirements of mother tongue medium.

The experiment hypothesised that:-

- (1) The children in the experimental classes would be no worse in academic achievement than those in the control group.
- (2) Knowledge and performance in English language of the experimental group would be no worse than those of the control group.
- (3) Children in the experimental group would be better adjusted, more relaxed, more

enterprising and more resourceful than children in the control group¹.

Yoloye² compared the cognitive achievement of the experimental and control groups in class promotion examination by using specially constructed tests of achievements; Primary School Leaving Certificate examination and common entrance examinations into secondary schools. Hypotheses I and 2 tested showed that the experimental classes

1. Fafunwa, B.A. et al The Six Year Primary Project.

(a) Report No (1) Report No. (2)
Ile-Ife Institute of Education,
University of Ife 1972-1974.

2. Yoloye, B.A. Evaluation Report No. II
Evaluation of the Ife Six-year
Primary Project, Ibadan . African
Regional Course for Advanced
Training in Educational Evaluation,
University of Ibadan - 1972-73, 1977.

were significantly better than the control classes in English, because they scored higher than the pupils in the control groups.

Cziko and Ojẹrinde¹ confirmed Yoloye's findings concerning the pupils in the experimental group, but made other observation that factors, other than school setting and treatment condition could affect achievement of pupils. In addition, teachers and other variables could also be responsible for some of the test differences between different classes. Oṣafẹ̀hìntì² also conducted a follow-up evaluation of project pupils who were in the secondary schools and he concluded positively about the attainment of the project objectives.

1. Cziko, G. and Ojẹrinde, A. Evaluation Report of the Six-year Primary Project Institute of Education, University of Ife, Ile-Ife, 1978.

2. Oṣafẹ̀hìntì, I.O. A Comparative Study of Academic Performance of Project and Non-project Products of Six-year Primary Project in Mathematics and Science in Secondary Schools
M.Ed. Project
University of Ibadan, 1979.

The empirical study of the use of Yorùbá as medium of instruction highlights the potentiality of Yorùbá language in achieving educational objectives. The study though concentrated on the use of Yorùbá as medium, did not exclude the teaching of Yorùbá. To teach initial reading in Yorùbá, the project executors designed a primer titled Mọ ọ̀n.

This is very relevant to the present study, because:-

- (1) The experimenters, like the present writer, felt a need for a new primer in teaching primary one pupils to read Yorùbá, and so they designed one.
- (2) The experimenters felt a need for a change in the Ọ̀dunjo's phonic/syllabication and Fagunwa's sentence methods of teaching initial literacy in Yorùbá, so, their primer follows what could be called look and say or word method.

However, the primer designed for the present study follows a method of teaching different from the six-year primary project primer. In their own

primer, pictures are drawn and the corresponding words are written underneath and by the side of the pictures. Towards the end of the book, a single sentence pattern is used to match different words that have been taught before. The single sentence pattern used to match the different words that have been taught is Mo ri - (I see-). Throughout the book, we have sentences like:-

Mo ri aga (I see a chair)

Mo ri ile (I see a house)

Mo ri iwe (I see a book).

To the present writers' mind, the whole - word approach as well as the single sentence pattern could encourage rote learning rather than actual recognition of words which were intended. Again, it might be difficult for the pupils to recognise words outside the primer, not to talk of pupils ability to write words or sentences which they have in mind .

3.3. The Effect of Using Yoruba For
Instruction On Selected Processes
and Outcomes

Two of the objectives of primary Education as stated in section three of Nigeria's National Policy on Education are:-

- (1) Citizenship education as a basis for effective participation in and contribution to the life of the society.
- (2) Character and moral training and the development of sound attitudes.¹

The policy further states that Government prescribes for the schools; in addition to other curricular areas, the study of norms and values of the local community and of the country as a whole through civics and social studies. The language policy of the state is to use Yoruba as a medium of

1. Federal Republic of Nigeria, National Policy on Education (Lagos Printing Division), Ministry of Education, 1981 section 3, p. 12.

instruction in the first three years of primary education and change to English as a medium of instruction in the last three years of primary education,

Macauley¹ has examined the extent to which the the language policy of the state achieved the educational objectives stated above in respect of Social Studies at the upper primary level. She felt that pupils would be hampered in their process of learning some concepts, particularly within the units which are culture - specific by virtue of their containing traditional concepts which are totally untranslatable from a Yorùbá linguistic concept to an English linguistic concepts and vice-versa. She also sensed the possibility of language inhibition in classroom verbal interactions which could constitute barriers to effective learning.

1. Macauley, J. I. The Effect of Language of Instruction On Selected Instructional Processes and Outcomes.

Ph. D. Thesis, Ibadan, 1982.

She carried out an experiment to find out the extent to which the use of mother tongue (Yoruba) promotes learning as measured by the wealth of classroom interaction, preference for the subject taught, and achievement score gains in a unit of Social Studies at the primary five level. The study is also concerned with the type of gains identified in the outcomes in respect of recall and reasoning.

She found out from her investigation:-

- (i) That the Yoruba medium seems superior to the English medium not only in the acquisition but also for the expression of knowledge, understanding and thinking in the learning of culture specific topics of social studies in primary five in a school sited in a Yoruba-speaking community.
- (ii) That for both teachers and pupils whose mother tongue is Yoruba, the Yoruba medium social studies lessons were conducted in an atmosphere of gainful

interaction and lack of language inhibition; since results show that both teachers and pupils made culture-rich and expansive verbal contributions to the Yoruba medium lessons.

- (iii) That language medium could in some ways contribute to pupils' preference for specific school subjects.

Macauley's study further strengthens our view that pupils would learn better when they are taught in the language they understand. Macauley used a pre-test and post-test experimental design and had two groups with one designated as experimental and the other as a control. She used the t. test of data analysis. Macauley's study reveals that Yoruba is a viable medium of instructing primary school children. This being the case, pupils must be able to read and write Yoruba well and pupils ability

to read and write Yoruba is the concern of the present researcher. The methodology of Macauley's study is also relevant to the present study.

However, the study focused on the use of Yoruba for instruction in teaching Social Studies to primary five pupils. By implication, the study assumed that pupils have been taught and have learnt how to read and write Yoruba. Thus Macauley did not have to think about the methodology of teaching initial literacy in Yoruba and teaching initial literacy in Yoruba is the concern of the present researcher. The positive conclusions from the study strengthen the present researcher's conviction that pupils must be well taught their mother tongue from the initial class. This will enable them to benefit adequately from Yoruba medium instruction at the upper primary school level.

3.4. The Impact of Literacy Skills in the
Mother Tongue on Literacy Skills In
a Second Language, English.

In his inaugural lecture, "The Role of Language in Education", delivered at the University of Ibadan on Wednesday, 9th May, 1973, Professor S.H.O. Tomori¹ concluded that the acquisition of Mother tongue aids in the learning of any European language after he had reviewed the literature in the field. Tomori's conclusion was reinforced by Awoniyi when he points out that for effective English Language teaching in Nigeria, the knowledge of mother tongue rather than hinders the children's mastery of the second language aids in its learning. In a research carried out by Awoniyi, he found that the knowledge of mother tongue is both essential and advantageous for effective learning of the non-mother tongue such as English².

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1. Tomori, S.H.O. The Role of Language in Education An Inaugural lecture delivered at the University of Ibadan, May 9th, 1973.
2. Awoniyi, T.A. "Utilising Children's Mother Tongue Experience for Effective English Teaching in Nigeria". Journal of the Nigeria English Studies Association. Vol.6., No 2, December, 1974.

Okedara¹ studied the correlation between pupils' performance in English and Yoruba in the Oyo State Primary Schools Leaving Certificate Examination for the period 1972-1979. She discovered that the rank of passes in Yoruba language significantly correlated with those in English language at .05 level of confidence for the period studied. The results imply that candidates who perform well in Yoruba are likely to perform equally well in English. In another study, Okedara demonstrated that test scores in English correlated with test scores in other subjects. The implication is that the knowledge of English helps in learning of other subjects in the school curriculum. She feels that to promote the learning of all subjects in the primary schools, the pupils need to be well taught in their mother tongue.

1. Okedara, C.A.

Correlation Between Pupils
Performance in English and
Yoruba, Seminar Paper
delivered at the Faculty of
Education, University of
Ibadan, 1981.

Tomori, Awoniyi and Okedara had their studies before 1980. Our observation is that performance in Yoruba, in terms of reading and writing ability of primary school leavers have been very poor in recent times. The conclusions of the three scholars imply that poor performance in Yoruba could contribute to an overall poor performance of primary school pupils in other curricular subjects. This is a problem to which the present study addresses itself through pedagogical experimentation. It is the feeling of the present researcher that development of literacy skills in Yoruba should be adequately handled from primary one stage of pupils education. If the Foundation has been well laid in primary one, the problem in building the subsequent layers is half solved.

In a paper, Osisanya¹ writes on :-

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1. Osisanya, D. Literacy in First Language and Reading for Leisure: the Impact on Reading skills in a Second Language. Paper read at the First National Seminar on Reading, Congo Conference Centre, Zaria, August, 9th-13th, 1982.

- (i) The purpose and needs of reading-ability acquisition in a mother tongue.
- (ii) the basic skills of reading from childhood to adult life.
- (iii) the high-surrender-value of reading ability in a mother-tongue to reading-ability in a second language, (English).
She highlights the need for reading-ability in the mother-tongue as follows:-
 - (a) To be able to read and understand symbols, graphics, pictorials etc.
 - (b) To be able to identify letter-symbols, gain perception and word recognition in order to decode single-word instructions, warning etc.
- (3) To be able to recognise word and sentence meaning in the written passage in the mother-tongue, as in the headlines in newspapers written in a Nigerian language. The

ability to read newspapers in a Nigerian language enriches the life of the average Nigerian who can listen to news on the mass-media in his mother-tongue, as well as read for gist in newspapers written in his mother tongue.

- (4) To be able to acquire basic cognitive reading skills during formal education. Reading skills thus acquired in schools at every level include:-

- (a) Word-recognition skills.
- (b) Word-meaning skills.
- (c) Comprehension skills.
- (d) Study skills.
- (e) Appreciation skills.

- (5) To be able to read extensively for pleasure and leisure, acquire positive attitudes to reading for pleasure for enriching the repertoire of experiences in one's mother-tongue.

Osisanya's paper is relevant to our study because it touches upon the issue of reading-ability in pupils' mother tongue. Like the present study, the paper is concerned with pupils ability to read by actual recognition of symbols, words and sentences. However, the discussion on the mechanics of reading is not backed up with experimental investigation.

3.3. Problems and Methods of Teaching Initial Reading in the Nigerian Languages

The experiments on initial teaching alphabet (I.T.A.) and world initial teaching alphabet (W.I.T.A) are indirectly relevant to the present study in that the experimenters attempted to find solution to the problem of initial literacy in English. The present study is an attempt to find solution to the problem of initial literacy in Yoruba.

As found out from Abiri¹, the initial teaching alphabet (I.T.A.) experiment is an investigation on the discovery of the relationship between spelling irregularity and reading difficulty. To this end, Sir James Pitman perfected a new alphabet known as the Augmented Roman (A.R.) alphabet. Pitman suggested that the alphabet should be tried experimentally in British Schools. He strongly believed that traditional English Orthography was responsible for the high incidence of reading failure and that the use of regularised orthography would solve the problem. The University of London Institute of Education with the National Foundation for Education Research in England and Wales set up a committee to investigate into the use of a special writing system assumed to be easy to learn and leading easily to a full reading

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1. Abiri, J.O. World Initial Teaching Alphabet Versus Traditional Orthography. The Contrasive Behavioural Products of Two Coding System in English for Nigeria Pupils, Ph.D. Thesis, Ibadan, 1969.

skill. The committee under the management of the Reading Research Unit attached to the Department of Educational Psychology of the said Institute of Education used Pitman's augmented Roman (A.R.) alphabet for the experiment. The Augmented Roman alphabet was later known as I.T.A.

From the various reports, the following results are worthy of mentioning:-

- (1) The I.T.A. group performed better in a test of reading printed in I.T.A. than the Traditional Orthography (T.O) group reading in T.O.
- (2) The I.T.A. group wrote better compositions judged in respect of length and vocabulary, than the T.O. group.
- (3) "... the traditional orthography of English is a very important cause of difficulty in teaching and learning, reading and writing in English speaking countries.

- (4) The I.T.A. group performed better in a spelling test in T.O. than the T.O. group,

The head teachers of about thirty infant and junior schools in Britain concluded that I.T.A. had great values for the teaching of literacy and was an important tool for the achievement of valuable educational purposes. The I.T.A. has also been used in the United States of America where it is referred to as the i/t./a. Mazurkiewicz¹ of Lehigh University carried out an experiment in which the Early to Read- I/T/A Program was used at Bethlehem, Pennsylvania. In this programme, the early teaching of phonics is encouraged, unlike the British experiment in which the teachers were advised to stick to their own preferred methods of teaching reading. It has also been confirmed here that the I.T.A. is an invaluable aid in the early stages of teaching reading. In Australia

1. Abiri, J.O.O. Op. cit., pp. 130-140.

and other places, the I.T.A. has been used in teaching reading as well.

The values of the I.T.A. relative to those of T.O. as a medium for introducing reading to native speakers of the English language have thus been demonstrated. The present research learned from the study of I.T.A., that:-

- (1) Reading problem or problem of initial literacy is not peculiar to Nigeria alone.
- (2) There should be revolutionary break-through in psychological thinking, on the concept of reading.
- (3) The alphabet of a language could be utilised as the initial unit of instruction to teach reading and other language skills to native speakers of that language.

- (4) Regularity of the orthography of a language is an asset to effective initiation of literacy in that language.

Therefore, the researcher is more convinced that the present programme which revolves around the utilisation of Yoruba alphabet in teaching of reading and writing of Yoruba to primary one pupils, who are beginning literacy education is a worthwhile activity.

World Initial Teaching Alphabet which is known as I.T.A. for speech is a special form of the I.T.A. It has the same I.T.A. symbols and the spelling system is also the same. The difference is only in the incorporation into W.I.T.A. of a system for indicating stressed and unstressed syllables in words as they are used in speech. Thus speech rhythm is indicated in W.I.T.A. Sir James Pitman is also the designer of W.I.T.A. He made minor alterations in the I.T.A. which better suits it to teaching English speech to learners who are not native speakers of English.

In order to measure the values and limitations of the W.I.T.A... as an initial teaching medium,

Abiri¹ carried out an investigation on the use of W.I.T.A. in Nigerian situation where English is used as a second language. The experimenter introduced W.I.T.A. in 1966 for teaching young children to read English in some schools in Ibadan and Lagos areas of the then Western and Lagos States of Nigeria. The experiment was designed to discover the effects of using World initial teaching alphabet (W.I.T.A) as compared with traditional orthography (T.O.) as an initial teaching medium. The experimental group learnt to read through W.I.T.A. and then changed to T.O. while control groups learnt to read through T.O. all the time. Tests, observations, and analysis of teachers' report were used to compare the progress and attitudes of experimental and control groups as well as the influence of sex on the pupils' intellectual progress.

The results of the project showed that teachers are favourably inclined towards the use of W.I.T.A. where pupils started learning to read through W.I.T.A. before they had considerable contact with

1. Abiri, J.O.O. Op. cit.

T.O. The performance of the experimental relative to those of the control groups did not differ markedly after they had transferred to T.O. from their performances before the transition. The differences between the performances of pupils taught with W.I.T.A and T.O. appeared to be greater in the rural than in the urban areas. It appears that W.I.T.A. had salutary effects on English reading skills of the teachers themselves. It is argued that the relative consistency of the symbol-sound relationships in W.I.T.A. helped the children in the experimental group to perform better than the children in the T.O. group.

It is also of interest to note that performance in Arithmetic and Yoruba reading appears not to be directly related to the coding system used in learning to read English because experimental and control groups tend not to differ significantly in this respect. The inference from this is that learning a second language does not hinder good performance in the first language.

Experimenters on I.T.A. and W.I.T.A. were not particular about the methods of teaching, reading and writing. They were pre-occupied with the use of the regularised alphabet as compared with the traditional orthography which is inconsistent.

The present study on the other hand is particular about the methods and technique of teaching, reading and writing of Yoruba. There is the advantage of consistency of Yoruba orthography. The present researcher thus feels that if there is no irregularity in the alphabet of the Yoruba language, reading and writing difficulty must be attributed to some other factors. She, therefore, wanted to find out whether or not the syllabication method and the primer being used to introduce pupils to reading and writing in Yoruba, are among the factors which contribute to pupils inability to read/write Yoruba.

Terry¹ recognises the fact that the teacher of young Nigerian children chooses between whole-word

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1. Terry, D.J. Learning to Read in Nigerian Context in The Nigerian Language Teacher Volume 2, No 2, March 1979 pp. 1-6. National Language Centre published by the Federal Ministry of Education, Lagos.

and phonic approaches for the teaching of reading. The whole-word approach involves teaching children the names of common objects without analysing the phoneme and grapheme relationship within these words. The phonic method involves the teaching of the relationship between letters and speech sounds.

Ọlajubu¹, making a case for phonic approach, reviewed the primers which had been used to introduce pupils to literacy in Yoruba. Such primers include Ajayi Crowther's primer published in 1849, Ìwé Kíká Lí Èdè Yorùbá published by the C.M.S. in 1909, Iwe Kini Alawiyé by Ọdunjo published in 1943 and Taiwo àti Kẹhinde, by Fagunwa in 1945.

Ìwé Kíká Lí Èdè Yorùbá uses alphabet method leading to phonic method. The method disregards meaning in its attempt to concentrate on teaching the sound and letter correspondence. This is one of the great weaknesses of the phonic method which make

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1. Ọlajubu, O. "Teaching Initial Reading in Yoruba: A Case for phonics method", written in the Nigerian Language Teacher Volume 2, No 2 March, 1979, Published by the National Language Centre, Federal Ministry of Education. pp. 14-19.

methodologists have reservation about its use. According to Oḷajubu, Alawiye combines the features of prereader with those of a first reader. It also combines the phonic with the whole-word method. All these show notable development over the previous primers. "Taiwo ati Kẹhinde" uses sentence method which is a direct transfer of the practice recommended for the teaching of initial reading in English as second language in Nigeria. In the sentence method approach, the child learns to recognise and read complete statements before he learns to recognise the components of the sentences. According to Oḷajubu, unless sentence method is used with rudiments of phonics as in Oḍúnjọ, unnecessary complexities, undue wastage of energy and resources of the teacher and frustration of both the teacher and pupil will set in.

Abiri¹ also groups the different approaches into two main categories, namely synthetic and analytic

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1. Abiri, J.O. "Problems and Methods of Teaching Reading in English and Nigerian Languages".
Paper presented at the 1st National Seminar on Reading, Congo Conference Centre, Zaria, 9-13 August, 1982.

approaches. Synthetic approach is characterised by starting with the small units of writing such as letters and gradually building ~~them~~ into large units, while the analytic approach is characterised by starting with relatively large units, such as words, phrases or sentences which are later broken or analysed into smaller units. The alphabetic method and the phonic method belong to the synthetic group, while sentence methods belong to the analytic group.

Abiri further explains each of the methods. The alphabetic method, which is now out of favour in our schools is about the oldest method of teaching reading. The learner starts by learning to recite serially and recognise all the letters of the alphabet, both capitals and small letters. These are later combined into syllables and then words before sentences are introduced. To Abiri, alphabetic method is laborious and requires a lot of effort and repetitions by both the teachers and the pupils. He also feels that the method has little motivational appeal since letters

are meaningless and therefore uninteresting to the learner. Even when the letters are combined to form words and sentences, the letter had little or no meaning to the child since the emphasis is on the letters combined rather than their interest value to the learner.

The phonic method concentrates on the sounds or phonemes of the language and how they are represented in print. The emphasis is on the sounds rather than letters and the choice of sounds to be taught is determined more by the simple words to be taught than the order of appearance of the corresponding letters in the alphabet. While the names of the letters are taught in the alphabetic method, it is the sounds and their simple representations in writing by the letters that are emphasised in the phonic method. In teaching of reading in Yoruba, Alawiye which is the course book based on the phonic method is widely used. The regularity of sound symbol correspondence in

Yoruba seems to favour the emphasis on phonics.

Abiri however remarks that no method has been found to be better than all other methods in every aspect of reading. An eclectic approach to the teaching of reading is therefore essential. A combination of methods that will encourage reading for meaning, promote interest, develop word-recognition skills and help accurate phonic analysis so that correct spelling and tackling of new words may be facilitated, is better than any single method. Abiri recommends an intrinsic phonic method. He states that the problem of teaching initial reading in Nigeria does not arise from the non-availability of suitable course books. Rather it revolves around:

- (1) poorly trained teachers;
- (2) confusion about methods;
- (3) the complexity of the language situation;
- (4) poor motivation on the part of the pupils and

- (5) unmanagable number of pupils in the face of acute shortage of suitable teachers and classroom space.

Bọlorunduro¹ on the other hand has advocated the use of alphabetic method. He endorses this method as is used in Iwe Kika Ekinni Li Ede Yoruba that was mentioned earlier. In that book, all the Yoruba letters were taught to pupils with the help of pictures of objects whose names have the letters being taught as the initial letters. Later, pupils are led to read syllables and from syllables to words. He says that pictures could later be withdrawn for real recognition of letters. Pupils are then led to read words and sentences.

1. Bọlorunduro, M. : I lana Ati Eto Ikoni Ni Ede Yoruba. Bọlorunduro Publico, Ile-Ife, June, 1982.

All the literature on the existing methods of teaching initial reading are relevant to the present study. All the writers talk about the four basic approaches i.e. the alphabetic, the phonic, the whole-word and the sentence methods. All of them except one discourage the use of the alphabetic approach on the ground that they feel that the method has little motivational appeal since letters, according to them, are meaningless.

Besides, they also feel that alphabetic method is a laborious task. None of the existing literature seems to favour the sentence method because it also encourages rote memorization. The learner may fail to recognise the words when they stand alone or are embedded in new sentences. They also argue that the whole-word method which excludes the analysis of phoneme and grapheme relationship within the words tends to employ repetition techniques. This in effect will lead to rote learning.

All of them except one, seem to bless the phonic/syllabication approach which, in fact, is the method used in teaching primary one pupils in Oyo

State Schools at present. The corresponding primer, Alawiye has been recommended and is being used in Oyo State Primary Schools currently.

It is interesting to note that some of these writers are aware of certain weaknesses in phonic approach. For instance, Oajubu expresses the fact that the method disregards meaning in its attempt to concentrate on teaching the sound letter correspondence. He regards this as one of the great weaknesses of the phonic method. Oajubu also notes that methodologists have reservation about its use.

Abiri¹ also states that in the phonic method, the teacher's concentration is on the teaching of sounds or phonemes of the language and how they are represented in writing. He explains further that the emphasis is on the sounds rather than the letters and that the choice of sounds to be taught is determined more by the simple words to be taught than the order of appearance of the corresponding letters in the alphabet.

1. Abiri, J.O. "Problems and Methods of Teaching Initial Reading in English and Nigerian Languages". Paper presented at the 1st National Seminar on Reading, Congo Conference Centre, Zaria, 1982, p.6.

He also says that names of letters are taught in the alphabetic method whereas sounds and symbols represented in writing by letters are emphasised in the phonic method.

When one remembers that young children whose mother tongue is Yoruba are to be initiated to literacy in Yoruba, one has some reservations about the assertions in Abiri and Olajubu's works because.

- (1) These young children are not strangers to how most Yoruba words are pronounced.
- (2) The children have been hearing the words spoken at home and have also been speaking the words from home; therefore there is no need to start emphasising the sounds or phonemes of the language again.
- (3) The method might disregard meaning which is vital to reading or writing skills. One still wonders if it will not be necessary to review the method.

- (4) If sounds are to be, of necessity, represented simply in writing letters we do not need to run away from direct teaching of the names and recognition of the letters only to fall back to their teaching indirectly.

Abiri notes rightly that various primers are available in Yoruba and are designed to suit the phonic, alphabet, whole-word and sentence methods. He also notes, perhaps with satisfaction, that the course book based on the phonic method is the most widely used. Perhaps this is why he asserts that the problems of teaching reading in Nigeria do not arise from the non-availability of suitable course book.

We hesitate to agree with Abiri that, Alawiye, which is the course book which employs phonic method, is a suitable course book to initiate young learners to initial literacy in the Yoruba language. The

book begins by the teaching of vowels through picture reading, (Lesson 1-3). Syllables are added to the vowels to become whole-words e.g.

Ọ-ba

Ọ b a

Ọba - (King)

Ọ - bẹ

Ọ b ẹ

Ọbe - (Knife)

Ọ-bọ

Ọ b ọ

Ọbọ - (Monkey) (Lesson 5)

Lesson 6 teaches only 2 phrases:

Ọbọ Ọba (King's monkey)

Ọbẹ baba (Father's knife)

From lesson 7 to the end of the book, sentences are introduced gradually. From one sentence to many sentences. Example of the sentences include:-

A ba baba	- (We meet father)
A ba a	- (We meet him)
Baba ba Ọba	- (Father meets King)
O ba a	- (He meets him)
Baba nbẹ Ọba	- (Father is begging the King)
A o ba a bẹ ẹ	(We shall help him to beg him)
Ọbẹ baba bọ	- (The fathers knife drops)
O ba Ọbọ Ọba	- (It hits the king's monkey.)
A o ba baba bẹ Ọba	- (We shall beg the king because of father.)
	- Lesson 7-9.

The present writer feels that the primer is not as suitable for initiating young learners to literacy in Yoruba language as Ọlajubu and Abiri and others might have felt. The primer tends to encourage rote learning. From practical experience, learners have

always turned reading to chorusing or actual singing. On the other hand, the words and sentences are not all relevant to day-to-day activities of the young children. What concerns a child of five or six years about a king, a monkey, a crown and the act of begging a king? If at all the primer (Alawiye Part I) contains things that could appeal to children's interest, they are not significant enough. If they are significant, they are not found in the early chapters of the primer to arouse and maintain pupils' interest in wanting to be literate in the Yoruba language. Besides the use of a particular method for over four decades (1943-1984) does not indicate any curriculum innovation or development.

Realising all the above shortcomings, the present writer intends to employ a kind of eclectic approach to the teaching of initial literacy in Yoruba. We assume that V.S.T. designed for use in the present study would promote interest, encourage reading for meaning, develop word-recognition

skills and help accurate phonic analysis so that correct spelling and tackling of new words may be facilitated. Our assumption is based on the following reasons:-

V.S.T. encourages the direct teaching of the letters of the alphabet.

Many teachers who were expected to use syllabication approach to teach Yorùbá in primary one did confess that they resorted to the teaching of letters before pupils were able to read, few Yorùbá words,

Abiri also noted in the paper mentioned earlier that many literate parents resorted to teaching their children the letters of the alphabet before they could actually read, even though such parents and teachers might not be able to provide enough materials or aids to make the learning interesting and meaningful to pupils.

In using our proposed methods i.e. V.S.T. discussed in the preceding chapter, it is after the pupils are well grounded in word and sentence building that the corresponding primer will be introduced to them. Pupils will read from the primer and do written exercises in the primer's work book. The primer designer intentionally avoids the use of picture in the primer for the following reasons:-

- (1) Maximum use of pictures through the use of picture cards, picture chart; pictorials (picture books) would have taken place during the building process. For example, in the present experiment, the first six weeks of the programme was spent in having children actively engaged in letter recognition, word and sentence formation where the use of pictures came up.
- (2) The researcher wants to avoid using pictures since pictures tend to encourage rote learning.

- (3) In the latter part of the programme, pupils are expected to have mastered the art of recognition and reading of simple words. They should be ready to read through the positive guidance of the teacher. The teacher is expected to use the primer for teaching of reading lessons;
- (4) Absence of pictures in the primer reduces the cost since she has to provide copies for the 82 subjects in the experimental group. She also gave copies to the class teachers and headmasters of the experimental schools.
- (5) The designed pupils' work book has pictures. Pupils are to write correct words or sentences which correspond to the pictures. Copies of the work book were also provided for the experimental subjects by the researcher.

From the related literature discussed in the present chapter; the following keypoints have been highlighted.

- (1) Development of Yoruba primers and methods of teaching initial literacy in Yoruba took place between 1911 and 1948.
- (2) Yoruba has been found to be useful in educational activities.
- (3) Spelling irregularity in English language causes reading difficulty for learners of English language. Efforts are thus made to regularise the English spelling. The efforts made are inconsistent since the regularized spelling is used for initial literacy alone. Yoruba orthography on the other hand is an asset to the teaching of initial literacy in Yoruba. Its regular spelling could be effectively used to teach initial literacy through letter combination.

- (4) Scholars have expressed supporting views for the use of the current phonic/syllabication method for teaching initial literacy in Yoruba.
- (5) There are some major differences between the present researcher's proposed V.S.T. and the phonic/syllabication method in initiating pupils to literacy in Yoruba language.

As a student in the field of curriculum studies, the present researcher frowns at the situation whereby the primer which has been developed between 1911 and 1948 still remains the only text book used to teach initial literacy in Yoruba language in Oyo State primary schools. The researcher's intention is to introduce an innovation which will help the situation.

However, she is encouraged to read about scholars' findings that Yoruba is useful not only as a curricular subject but also as a viable medium of

instruction at the upper primary school level. Hence her decision to work on the foundation stage of the language in educational programme is considered worthwhile. She sets out to utilise the regular nature of Yoruba orthography to teach easy reading in Yoruba. How she carried out her proposal is stated in the methodology chapter that follows.

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CHAPTER FOURMETHODOLOGY4.1. Sample

162 primary one pupils whose ages range from 5 to 7 years were involved in the project. The pupils were chosen from 4 primary schools in Oyo town. Their parents included farmers, petty traders, business men and women, police and army officers, clergy men, craftsmen, teachers and medical workers. The pupils were in two groups with 82 subjects for the experimental group and 80 subjects for the control group. The male subjects in the experimental group were 45 while the female subjects were 37. The male subjects in the control group were 37 while the female subjects were 43. Subjects also included 48 primary one teachers (2 male and 46 female) from 12 selected primary schools in Oyo town. All the teacher involved in the study possess the grade II teachers certificate and their teaching experience ranges from two to fourteen years.

4.2. Research Instruments

Two types of questionnaires were used in this study. The home background questionnaire (HBO) and the teacher questionnaire (TQ). The study also involved the use of designed scheme of work, texts and Yoruba Language achievement test.

4.2.1. The Teacher Questionnaire (TQ)

The TQ seeks answers to the questions on:-

- (a) The characteristics of the regular teachers of primary one pupils in terms of sex, qualification, age and teaching experience.
- (b) The availability of adequate classroom and furniture.
- (c) **The availability** of teaching/learning aids in their infant classes.
- (d) The regular teachers' opinion about the current method and primer being used for teaching initial literacy in the Yoruba language. See appendix A1.

4.2.2. Home Background Questionnaire (HBQ)

The HBQ seeks answers to questions on:-

- (a) Characteristics of pupils in terms of sex and age,
- (b) Parents' educational attainment,
- (c) Parents' professions,
- (d) Availability of educational materials at home,
- (e) Opportunity for home lessons,
- (f) Opportunity for pre-primary education.

See appendix A2.

4.2.3. The Scheme of Work

The scheme of work was designed to cover a twelve-week programme. It shows the weekly activities and the day-by-day activities for the teachers and the pupils. In the first seven weeks of the programme, pupils were engaged in pre-reading activities in form of letter recognition and pronunciation, word

recognition and Pronunciation. Other activities include building of words from letters and sentences from words. The last five weeks contain reading and writing exercises as contained in pupils' texts. See appendix J.

4.2.4. The Texts

The independent variable in the study is the method with its corresponding primer. Since the investigator intended to use an alternative method as the treatment for the experimental group of subjects, she prepared her own personally designed primer which she titled Yorùbá Kíkà Fún Alákòóbèrè (Y.K.A.) She also designed pupils' workbook and teacher's guide to be used along with the primer. The pupils' workbook, is titled "Isé-Sìsè Fún Alákòóbèrè (I.S.A) The teacher's guide is titled: "Atónà Olùkó fún Alákòóbèrè (A.O.A.)

Y.K.A. is a fifteen chapter primer. It begins with the reading of letters, followed by words and

sentences. The words and sentences are derived from food items, body parts, dressing materials, common items found at home and in school and places of worship. Other things are family relations, common animals and birds and pupils' daily activities. Three short poems and two comprehension passages are also included in the primer. See appendix C. I.S.A. contains the exercises that pupils will be doing according to the lessons in the Y.K.A. See appendix D. A.O.A. explains how the teacher should go about the use of the scheme of work and the texts in the teaching/learning process. See appendix E.

4.2.5. Yoruba Language Achievement Test

The achievement test designed by the investigator is titled "Adelodun Primary One Yoruba Test of Achievement". The test from now on is referred to as APOYTA. It seeks to measure the dependent variables in the achievement of reading and writing Yoruba in terms of:-

- (a) achievement in recognition of the letters of the alphabets;
- (b) achievement in recognition of words;
- (c) achievement in formation of words and sentences;
- (d) achievement in reading of words and sentences;
- (e) achievement in writing of simple words.

See appendix B.

4.3. Validation of Instruments

To ensure the reliability and validity of the instruments, copies of the syllabus and scheme of work together with the tests, were given to ten experienced primary school headmasters including two local Inspectors of Education of Oyo Local Schools Board. The suggestions and recommendations of the ten people were taken into consideration in producing the final drafts of the materials. The constructive criticism of a committee of experts¹ was also sought by giving them copies of the syllabus and the scheme of work, the texts, the T.Q.; the

1. See appendix F.

HBQ, and the APOYTA. Their suggestions and recommendations were also considered in making necessary corrections and modifications in all the instruments. Such corrections and modifications were necessary to ensure the reliability and the face and content validity of the instruments.

4.4. Research Procedure:-

4.4.1. Sampling Procedures

The tables below show the number and sex of samples as well as the percentage of the entire population¹ of subjects, generalised by the sample.

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1. Population here refers to the number of all the primary one pupils as well as the number of all primary one teachers in Oyo town at the time of this work. The writer got the number in the enrolment sheet collected from Oyo Local Schools Board.

Table 2.

Number and Sex of Pupils

GROUP	SEX		TOTAL
	MALE	FEMALE	
Experimental	45	37	82
Control	37	43	80
	82	80	162

Table 3

Population and Percentage of Sample

	Popula- tion	Sample								Total	%
		Experimental				Control					
		Male		Female		Male		Female			
No	%	No	%	No	%	No	%	No	%		
Primary one Pupils	6,189	45	0.73	37	0.60	37	1.60	43	1.70	162	2.61
Primary one teachers	148									48	33.33

Table iii above shows that only 2.61% of the total population of primary one pupils was selected for the study. Again, only 1.32% of the total population was selected for the experimental group of the project. The investigator had to use these small percentages because the entire size of the population is large, and the time available for the project is limited. Again, the human and material resources available for the project would be inadequate, if larger percentages were to be used for the present study. One would have wished to use larger sample but as pointed out by Nwana:-

The most prominent limitation is the fact that students never seem to have adequate resources to carry out the project the way they like it and to the extent they would have hoped to do. They usually do not have enough money to pay for long field trips, buy materials, hire

helping hands and to tip or pay respondents!

The present researcher is not an exception. Her hands have been made tight by such limiting factors as contained in Nwana's statement. If what Nwana says is very true of the present study, how did the researcher choose her small sample? To derive the primary one pupils through which the five hypotheses were either rejected or accepted, the researcher involved an intact arm of primary one pupils in 4 selected schools. The intact-group design was chosen because the researcher met with the difficulty of unwillingness to break up classes. She felt not unduly disturbed about this difficulty since she had already been informed that:-

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1. Nwana, O.C. Introduction to Educational Research Heineman Educational Books (Nig) Limited Caxton Press (West Africa) Limited Ibadan, p.60.

There is no theoretical reason why randomization cannot be used in field experiments. Nevertheless, difficulties are frequently met. Unwillingness to break up class groups or to allow children to be assigned to experimental groups at random are examples.¹

However, the researcher was informed by class teachers that pupils were distributed into their different classes through a kind of random sampling method. What they did was to line up all the pupils according to their heights and sexes. They then picked the first three and asked the first pupil to enter the first class, the second to enter the second class and the third to enter the third class. The next three pupils were distributed in a reverse order. This method was employed until all the pupils were evenly distributed.

1. Kerlinger, F.N. Foundations of Behavioural Research
Second Edition, Holt Rinhart
and Winston, London, New
York Sydney Toronto, 1979.
p.403.

The total number of primary schools having primary one classes in Òyó town at the time of this project was 48. To choose the four schools used for the project, the researcher considered the following:-

- (1) Availability of desks and benches for pupils where not more than three pupils shared a desk;
- (2) Population of primary one pupils to ensure sufficient number in each intact group. Primary one enrolment considered to be adequate was 150¹ per school;
- (3) Location of the schools to ensure transport accessibility. The four schools that satisfied the three conditions above were:-
 - (1) Ààtàn Baptist School I, Òyó.
 - (2) Àgbóyè Baptist School II, Òyó.

1. A minimum of 150 pupils per school was considered suitable so that each intact class would have between 35 and 40 pupils i.e. the pupils would neither be too many nor too few to be used for the experiment.

(3) Akeètàn Methodist School I, Òyó.

(4) Apáàrà Methodist School II, Òyó.

The table below shows the characteristics of the 4 project schools.

Table 4

The Four Primary Schools Selected For the Study

SCHOOLS	Experimental		Control	
	Agbóyè Baptist School II	Apáàrà Methodist School II	Àtàn Baptist School I	Akeètàn Methodist School I
Total Enrolment	855	737	818	925
Primary one Enrolment	200	195	176	185
Qualification of teachers	Teachers' Grade II	Teachers' Grade II	Teachers' Grade II	Teachers' Grade II
Sex of teachers	Female	Female	Female	Female

The location of schools was again considered before the researcher paired the four schools into experimental and control groups. Agboye Baptist School II and Apaara Methodist School II were selected for the experiment because the two schools are along the same route. There is a constant flow of transport on this route because it is a major road. This makes it possible for the researcher to get transport to the two schools for adequate supervision of the experiment. Aatàn Baptist School II and Akeètan Methodist School I were used as control schools. The two schools are on separate routes and are relatively far from the experimental Schools. The researcher thus avoided contact among the experimental and control school subjects. See appendix "L" for the location of project schools in Oyó town.

To pick one arm of primary one to be used as control or experimental, the researcher used ballot method. Class teachers were asked to pick ballot papers, and the teacher who picked 'use' had her class chosen for the project.

To derive the second group of subjects; i.e. the regular teachers, the researcher involved all primary one teachers in 12 selected primary schools in Oyó town. Enrolment of primary one was taken into consideration in selecting the 12 schools. Schools with a minimum enrolment of 120 pupils in primary one were chosen. This was done to ensure a reasonable number of subjects. Each of such schools was expected to have at least 3 primary one class teachers. To select the 12 schools the researcher took this procedure.

Out of 48 primary schools which had primary one classes, she excluded the four schools already selected for the project. This was done to avoid treatment bias. Only 22 out of the remaining 44 schools had the minimum enrolment of 120 in primary one. She then decided to take 50% of 22 schools which is 11. She preferred an even number here, so she added 1 to 11 to get 12. To pick 12 out of 22 schools she used ballot method. The 12 schools that were picked from the bag of ballot papers are:-

- (1) Àgbóyè Baptist School, I.
- (2) Apáàrà Methodist School II.
- (3) Apáàrà St. Augustine School II.
- (4) Íṣokun Baptist School.
- (5) Òkèbòlà, L.A. School.
- (6) Aṣògò St. Mary's School.
- (7) Ìsàlẹ̀ Ọ̀yọ́ L.A. School.
- (8) Ìyálámù St. Mary's School.
- (9) Ọ̀pàpà Ifédàpọ̀ Community School I.
- (10) Okeṣíṣà L.A. School I.
- (11) Okeṣíṣà L.A. School II.
- (12) Èsífẹ̀ St. Micheal School I.

The table below shows the number of regular teachers of primary I in the 12 selected schools.

Table 5

Number of Regular Teachers of Primary I In 12 Selected Schools.

School	Sex		Total
	Male	Female	
1	-	3	3
2	-	4	4
3	1	2	3
4	-	4	4
5	-	5	5
6	1	4	5
7	-	3	3
8	-	4	4
9	-	4	4
10	-	5	5
11	-	4	4
12	-	4	4
Total	2	46	48

4.4.2. Data Collection

The investigator took the following steps to collect data:

- (1) She obtained clearance and permission from the Oyó Local Schools Board in Oyó¹ for the undertaking of the experiment in the primary schools selected in Oyó town.
- (2) She arranged and conducted an induction course for three days for the head teachers and the class teachers who were involved in the experiment. She introduced the teachers to the syllabus and scheme of work, the tests and the teaching/learning aids designed by the researcher.
- (3) The investigator personally administered the pre-test to the subjects in both the experimental and control groups. This was

1. See appendix. k.

necessary to ensure similar characteristics in the performance of the subjects in the experimental and the subjects in the control group before treatment was given to the experimental group of subjects. She also administered the HBO to all the subjects.

Table 6: shows the performance of all the subjects on the pre-test before the treatment was given to the experimental group.

Table 6

Yoruba Language Achievement Scores On Pre-test

GROUP	No	\bar{x}	SD	t	df
Experimental	82	3.28	7.04	0.10	160
Control	80	3.40	7.71		

*P > 0.05

- (4) While the experiment was in progress, she personally administered the IQ to the primary one teachers in the selected schools. She did this by first giving the IQ to the teachers concerned. After a week, she went back to collect the questionnaires from them. She went round frequently to supervise and give necessary assistance to pupils and teachers in the experimental classes. She also went round frequently to see the progress of work in the control schools.
- (5) Finally, she administered the APOYTA as the post-test to all the subjects in both groups. To administer the APOYTA, the researcher sought the assistance of her sister-in-law who had graduated from Oyo State College of Education, Ilesha and her son who had graduated from Awe High School. The researcher gave them ^{one} / day induction course on the project and explained how they should administer the APOYTA. Both of them were free

during that time and they served as research assistants in administering the post-tests to the subjects. It was necessary to use helping hands at this period because of the end-of-year activities which were going on in the four schools concerned with the project. The time available for the researcher to administer the post-test would not be enough if she had to do everything by herself.

The table below shows the general format of the research design.

Table 7

General Format of Research Design

	Experimental Group	Control Group
Pre-test and background data.	<ol style="list-style-type: none"> 1. Parents' educational attainment. 2. Parents' profession 3. Availability of educational materials at home. 4. Opportunities for home lessons 5. Opportunity for pre-primary education. 6. Adedun Primary one Yoruba Test of Achievement (APOYTA) 	<ol style="list-style-type: none"> 1. Parents' educational attainment. 2. Parents' profession 3. Availability of educational materials at home. 4. Opportunities for home lessons 5. Opportunity for pre-primary education. 6. Adedun Primary one Yoruba Test of Achievement (APOYTA)
Treatment	Verbal symbolising technique (V.S.T.)	Phonic/Syllabication method (P.S.M)

	Experimental Group	Control Group
Treatment	<p>a. Recognition, pronunciation and writing of the letters of the alphabets.</p> <p>b. Combining letters of the alphabet to form words suggested by pupils on common food and play items.</p> <p>c. Word recognition and reading.</p> <p>d. Formation and reading of simple sentences.</p> <p>e. Reading from <u>Yorùbá Kíkà fún Alákòṣbèrè</u> and doing the exercises in <u>Iṣé Ṣiṣe Fún Alákòṣbèrè</u></p>	<p>a. Introduction of vowels along with words containing such vowels as in <u>Alawiye</u> apa kinni.</p> <p>b. Adding consonants to vowels to form syllables and words as in <u>Alawiye</u> apa kinni</p> <p>c. Reading of words and sentences from <u>Alawiye</u> apa kinni.</p>

	Experimental	Control
Post-test:	<p>Adelodun Primary One Yoruba Test of Achievement</p> <ol style="list-style-type: none"> 1. Recognition and writing of the letters of the alphabet 2. Combining letters to form words. 3. Recognition and writing of words that match appropriate pictures. 4. Reading of words and simple sentences 5. Writing of appropriate words to complete simple sentences 	<p>Adelodun Primary one Yoruba Test of Achievement.</p> <ol style="list-style-type: none"> 1. Recognition and writing of the letters of the alphabet. 2. Combining letters to form words. 3. Recognition and writing of words that match appropriate pictures. 4. Reading of words and simple sentences 5. Writing of appropriate words to complete simple sentences.

4.4.3. Data Analysis

The five hypotheses involved in the study and the statistical techniques used to test each of them are stated below.

H_{0_1} There will be no significant difference in the mean scores of achievement tests in Yoruba among pupils in the control group and those in the experimental group. Here, the researcher is interested in discovering and evaluating the difference between the effects of two teaching techniques by comparing the sample means of two groups of which one has been exposed to treatment and the other not exposed to treatment. The test statistics that is used is the t₁ test of significance.

H_{0_2} There will be no significant difference in the mean scores of achievement test among pupils with ages 5, 6 and 7 in the experimental and control groups. The

researcher is interested in finding out whether or not the age of pupils will affect performance in the Yoruba post-test of achievement among the pupils who were exposed to V.S.T. treatment and the pupils who were exposed to P.S.M. treatment. The two way analysis of variance is used to analyse this.

HO₃

There will be no significant difference in the mean scores of achievement tests among male and female pupils in the experimental and control groups. Here, the researcher is interested in finding out whether or not the sex of pupils will affect performance in the Yoruba post-test of achievement by comparing the sample means of boys and girls. The t test of significance is used to compare the two means for each group.

HO₄

There will be no significant difference in the mean scores of achievement tests among experimental and control pupils from illiterate and literate homes. The researcher wants to find out whether or not pupils home background will affect pupils' performance in Yoruba post-test of achievement. The t. test of significance is used to analyse this.

HO₅:

There will be no correlation in the sub-tests of the achievement tests among the experimental and control groups. Here, the researcher wants to find out whether or not pupils performance in sub-test I will be related to performance in sub-tests II-V and whether performance in each of the other sub-tests will be related to performance in other sub-tests of the APOYTA. The test statistics that is used is Pearson Product Moment Correlation.

The researcher had the opportunity of undertaking lecture courses in statistical methods and research design in Education, therefore she was able to analyse the data manually with the aid of hand computer (calculator).

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CHAPTER FIVE

FINDINGS

5.0. Summary of Findings

- The study set out to discover,
- (i) the relative overall improvement in achievement test scores on reading and writing Yoruba of two groups of subjects taught through two different methods—P.S.M. and V.S.T.
 - (ii) the relative influence of age on pupils' performance when they are introduced to reading and writing of Yoruba through P.S.M. and V.S.T.
 - (iii) the influence of sex on pupils' performance when they are taught initial literacy in Yoruba through P.S.M. and V.S.T.
 - (iv) the influence of home background on pupils performance when they learn to read and write Yoruba through P.S.M. and V.S.T.

- (v) the relationship among the sub-tests as might be indicated by pupils performance in the different sub-tests.

5.1. Yoruba Language Achievement Score Gains

HOS There is no significant difference in the mean scores of achievement tests in Yoruba among pupils in the control group and those in the experimental group. Tables 8 and 9 contain answers to the stated hypothesis.

Tables 8a and b

Distribution of control and experimental groups according to pre and post-test achievement in Yorubá

(a)

Group	No of Pupils	Pre-test		Post-test		Mean Gain $\bar{x}_1 - \bar{x}_2$	t	df
		\bar{x}_2	SD	\bar{x}_1	SD			
Experimental	82	3.28	7.04	64.19	21.53	60.91	24.36	81

** P / .05

(b)

Group	No of Pupils	Pre-test		Post-test		Mean Gain $\bar{x}_1 - \bar{x}_2$	t	df
		\bar{x}_2	SD	\bar{x}_1	SD			
Control	80	3.40	7.71	15.10	17.88	11.70	5.37	79

** P \angle .05

Table 9

Difference between the post-test means of the
experimental and control groups

Group	No	\bar{X}	SD	t	DF
Experimen- tal	82	64.19	21.53	15.78	160
Control	80	15.10	17.88		

** P \angle .05

To test hypothesis 1 stated above Adelodun primary one Yorùbá Test of Achievement (APOYTA) was administered to both the experimental and control groups. The means

and standard deviations as well as the mean gains and values of the difference in means for each group were computed. Tables 8a and 8b show that the two groups exhibited significant differences in their Yorùbá language achievement test scores. An analysis of their pre-test and post-tests scores reveals that the two groups made gains but the experimental group made more significant gains with a mean gain of 60.91 and the control group with a mean gain of 11.70. Table 9 shows an analysis of the post-test scores which reveals a t value of 15.78 in favour of the experimental group. This shows that the experimental group performed better than the control group in the Yorùbá Language achievement test. Hypothesis 1 is therefore rejected, at .05 level of confidence.

5.2. Yorùbá Language Achievement and Age
of Pupils

HO₂: There is no significant difference in the mean scores of achievement test among pupils in the experimental and control groups whose ages are 5, 6 and 7. Tables 10a and b contain answer to the stated hypothesis.

Table 10.

(a) The test mean scores according to ages 5, 6 and 7 in the experimental and control groups

Group	Ages			Totals
	5 YRS	6 YRS	7 YRS	
Control	8.18	13.06	38.10	59.34
Experimental	50.74	67.42	73.63	191.79
Totals	58.92	80.48	111.73	251.13

(b) Two-way Analysis of Variance on table 10(a)

Source of Variation	degree of freedom	sum of squares	Mean squares	F ratio (Computed)	F ratio (table)	Remark
Total	5	3719.42	743.84			
Age	2	705.04	352.52	7.78	19.00	NS
Groups/ Experimental and Control	1	2923.83	2923.83	64.58	18.51	SIG
Residual error	2	90.53	45.26	-		

** P. / .05

The same APOYTA was used to test hypothesis 2 stated above. Pupils' ages were sorted out from pupils' responses in the home background questionnaire (HBQ). The mean scores of both groups were calculated. See Table 10a. The sum of squares and the mean squares for each age in each group were then computed.

Table 10.b shows that the three age groups in both the experimental and control groups exhibited no significant difference in their Yorùbá Language

Achievement test scores. Analysis of variance computed as shown in table 10b shows a non-significant F value of 7.78. This shows that children of ages 5, 6 and 7 can benefit equally from learning experiences on initial literacy in Yorùbá. Hypothesis 2 is therefore accepted.

Moreover, the same ANOVA table shows significant F. value of 64.58 in respect of the treatments. This confirms the result depicted in Table 9 which shows that the experimental and control groups exhibited significant differences in their Yorùbá language achievement test.

5.3. Yorùbá Language Achievement and sex of Pupils

H_{03} : There is no significant difference in the mean scores of achievement tests among male and female pupils in the experimental and control groups. Table 3 shows the answer to the stated hypothesis.

Table 11Yorùbá Language Achievement and sex of pupils

Group	MALE			FEMALE			t
	N ₀	\bar{x}	SD	N ₀	\bar{x}	SD	
Control	37	12.32	15.07	43	17.47	20.36	1.23*
Experimental	45	49.93	44.80	37	67.24	18.29	2.37**

*P > .05

**P < .05

The same APOYTL was used to test this hypothesis. Number of each sex in each group was discovered from the HBQ. The post-test mean scores and standard deviation of both sexes in both groups were computed. It was revealed that boys and girls in the control group exhibited no significant difference in Yorùbá language achievement test scores; but females have higher mean scores than males. in the experimental group. Table 11 shows a non-significant t value of 1.23 for the control group and a significant t value of 2.37 for the experimental group.

5.4. Yorùbá Language Achievement and Pupils'
Home-background

HO₄: There is no significant difference in the mean scores of achievement tests among experimental and control pupils from illiterate and literate homes. Table 12 contains answer to the stated hypothesis.

Table 12

Comparison of the mean scores of pupils from literate and illiterate homes in the experimental and control groups

Group	Literate			Illiterate			t
	No	\bar{x}	SD	No	\bar{x}	SD	
Control	25	22.61	21.51	57	12.07	16.02	2.13*
Experimental	19	68.00	23.20	63	63.35	27.99	0.78

**P < .05

*P > .05

The same APOYTA was used to test hypothesis 4.

To operationally differentiate 'literate' from illiterate home background, we regarded the homes where parents were literate and educational facilities were provided, as literate homes. Subjects from such homes are hereby regarded as being from literate home background.

To determine the home background of subjects, the items in the home background questionnaire were scored according to the significance of each item to literacy education. The total score was 100. Subjects who scored fifty percent and above were regarded as being from literate home background and those who scored less than fifty percent were regarded as being from illiterate home background.

Number of subjects from literate and illiterate homes was sorted out from pupils' responses in the HBQ. Table 12 above shows that subjects in the experimental group from literate and illiterate homes exhibited no significant difference in their Yorùbá language

achievement test scores. Whereas, the children in the control group from literate homes exhibited significant difference from those who come from illiterate homes in the Yoruba Language achievement test scores. An analysis of their post test scores shows a non-significant t value of 0.78 with the experimental group and a significant t value of 2.13 with the control group table 12. The inference from this is that children from literate and illiterate homes can benefit equally from learning to read and write Yoruba if appropriate method is used to teach them.

5.5. Intercorrelation between Pupils' Performance in the sub-tests of the APOYTA

H_{05} : There is no correlation in the sub-tests of the achievement test among the experimental and control groups. Tables 13 and 14 contain answer to the stated hypothesis.

Table 13

Intercorrelation between Pupils' Performance in
the sub-tests of the APOYTA among the Pupils
in the Control group

<u>Sub-tests</u> Sub-tests	i	ii	iii	iv	v
i	-	0.64*	0.81*	0.45*	0.62*
ii	0.64*	-	0.69*	0.47*	0.53*
iii.	0.81*	0.69*	-	0.71*	0.84*
iv.	0.45*	0.47*	0.71*	-	0.84*
v	0.62*	0.53*	0.84*	0.84*	-

** P < .05

Table 14

Intercorrelation between Pupils' Performance in the
sub-tests of the APOYTA among the pupils in the
Experimental group

<u>Sub-tests</u> Sub-tests	i	ii	iii	iv	v
i	-	0.65*	0.59*	0.59*	0.68*
ii	0.65*	-	0.56*	0.56*	0.60*
iii	0.59*	0.56*	-	0.80*	0.53*
iv	0.59*	0.56*	0.80*	-	0.76*
v	0.68*	0.60*	0.53*	0.76*	-

** P < .05

KEY TO TABLES 13 and 14

Sub-test i -- Recognition and writing of letters of the alphabet.

sub-test ii -- Combining letters to form words.

- Sub-test iii - Recognition and writing of words.
- Sub-test iv - Reading of words and simple sentences.
- Sub-test v - Writing of simple words.

It is observed in Table 13 that there is positive relationship in the performance of subjects in the five sub-tests. In the control group, sub-test i correlates positively with sub-test ii, iii, iv and v with significant r values of 0.64, 0.81, 0.45 and 0.62 respectively. Sub-test ii correlates positively with sub-tests iii, iv and v with significant r values of 0.69, 0.47 and 0.53 respectively; sub-test iii correlates positively with sub-tests iv and v with significant r values of 0.71 and 0.84 respectively; Sub-test iv correlates positively with sub-test v with a significant r value of 0.84.

Again, one observes in Table 14 that the experimental group sub-tests i correlates positively with sub-test ii, iii, iv and v with significant r values of 0.65, 0.59, 0.59 and 0.68 respectively.

sub-test II correlates positively with sub-tests III, iv and v with significant r values of 0.56, 0.56 and 0.60 respectively. Sub-test III correlates positively with sub-tests iv and v with significant r values of 0.80 and 0.53 respectively. Sub-test iv correlates positively with sub-test v with a significant r value of 0.76. There is significant intercorrelation between performance of pupils in the sub-tests of the APOYTA among the pupils in the experimental and control groups, therefore, we reject hypotheses 5.

5.6. The Remarks and Suggestions of the Regular Teachers of Primary one about Pupils Performance in Yoruba at the end of Their First Year in School

The researcher sampled the opinion of the current primary one teachers on pupils' achievement in Yoruba, in terms of reading and writing ability at the end of their first year in primary school. She also sampled the teachers' feelings and comments

about the current primer and method of teaching Yorùbá in primary one. From the T.Q, the teachers' responses on the items which seek their free comments on pupils' achievement in reading and writing of Yorùbá and their feelings about the current method and primer were sorted out.

Table 15 shows that teachers are aware that only some of the pupils can read and write Yorùbá at the end of their first year in school. The item which stipulates this has a frequency of 54.17%. It is also revealed that those who read were able to read with the help of pictures only. As can be seen from Table 16, the item which says this has a frequency of 52.08%. Frequencies and percentages of scores of teachers' suggestions for pupils' better performance in reading and writing Yorùbá were calculated. It is noted in table 17 that the item which suggests provision of more teaching aids scores highest with 58.33% and next to that is the item which suggests a change in the current primer with 56.25%. This shows the current teachers' wish for a change in the current primer for teaching initial literacy in the Yorùbá language,

Table 15

Pupils Achievement in Reading and Writing of Yorùbá
at the end of their first year in school

No	ITEMS	Frequen- cies	% of Frequen- cies	\bar{x}
1.	Most pupils can read and write Yorùbá at the end of their first year in school	4	8.33	0.88
2.	Some pupils can read and write Yorùbá at the end of their first year in School.	26	54.17	0.54
3.	Few pupils can read and write Yorùbá at the end of their first year in school.	13	27.08	0.27
4.	Many pupils can read and write Yorùbá at the end of their first year in School.	2	4.17	0.04
5.	No pupil can read and write Yorùbá at the end of their first year in school.	3	6.25	0.06

Table 16

Primary One Teachers' Remarks on Pupils' Ability to read and
write Yorùbá

No	ITEMS	Frequen- cies	%of Frequen- cies	\bar{x}
6	They read with the help of pictures only.	25	52.08	0.52
7	They recognise actual words	19	39.58	0.39
8	They can read Yorùbá outside the school primer	1	2.08	0.02

N = 48

Table 17

Frequencies of Teachers' suggestions for Pupils
Better Performance in Reading and Writing Yorùbá

No	ITEMS	Frequencies	% of Frequencies
10	Continued usage of Alawiye Part I	13	27.08
11	Continued usage of picture/word/sentence method	19	39.58
12	A change in the current approach	17	35.41
13	A change in the current primer	27	56.25
14.	Provision of more teaching aids	28	58.33
15.	Improvement on the classroom and Seats	23	47.91
16.	All of these	2	4.16
17.	None of these	0	0

N = 48

CHAPTER SIX

DISCUSSION OF FINDINGS

6.0. Explanation of Findings

The following points seem to have emerged from the results of this study:-

- (i) The pupils taught with the V.S.T. seem superior to those taught with the syllabication method in ability to read and write Yorùbá at the end of their first year in school.
- (ii) That the regular entry ages of primary one pupils which are 5, 6 and 7 years are appropriate as far as pupils achievement in reading and writing of Yorùbá is concerned.
- (iii) That boys and girls will benefit equally from any viable literacy programme.

However, girls seem to perform better than boys in Yorùbá Language achievement test in the experimental group.

- (iv) That being from literate or illiterate homes does not prevent learners from gaining adequate knowledge if appropriate teaching method is used.
- (v) That if pupils are well grounded in the techniques of combining letters to form words, reading and writing of Yorubá will be facilitated.

6.1. Verbal Symbolising Technique and Achievement

Gains

A careful examination of the achievement test results shows that the experimental group exhibited generally a higher degree of acquired knowledge and understanding of the mechanics of reading and writing of Yorùbá than the control group. The pre-test result shows that both the experimental and the control groups are not significantly different at the beginning of the experiment. (Table 6 p.109) The post-test result shows highly significant difference in favour of the experimental group. (Table 9, p. 121)

The teachers in both groups were female and holders of Teachers Grade II certificates. They all had worked with primary one pupils for at least four years. The environmental conditions of the classrooms were the same. The difference in pupils' performance can thus be explained in terms of pedagogical differences which can be seen in the following areas.

(a) Scheme of Works-

The traditional scheme of work contains mainly reading of two to three syllable-words which are read as individual words and in simple sentences. The words and sentences are contained in Alawiyé Apa Kini. Other items in the Scheme include dictation and story telling. The scheme provides activities for two to four periods in the week including story telling. Seven periods are allotted to Yorùbá in primary one. This means that the traditional scheme of work provides insufficient activities. Whereas, the V.S.T. scheme contains the teaching of the recognition, pronunciation and writing of letters of the alphabet. This is followed by using of letters to form words that are suggested by pupils on food, dressing, family relations, play items etc. Formation of sentences follows word formation. Next to that is reading from Y.K.A. and doing the exercise in I.S.A. The V.S.T. scheme shows activities for five periods a week, leaving two periods for story telling. This means that the V.S.T. caters for the seven periods allotted to Yorùbá in the week.

(b) The Teachers' Guide:-

No teachers' guide on the use of the traditional scheme of work for primary one was available in our primary schools including our control classes. All that was available in terms of teachers' guide was the teachers' activity contained in the scheme of work. An example of teachers' activity for a whole week in the old scheme is stated below:-

Ka iwe fun awon akẹkọọ
 Fi gbolohun kekeke han
 awon akẹkọọ lara paali

(Read for the pupils.

Show short sentences to
 pupils from cards).

See appendix I.

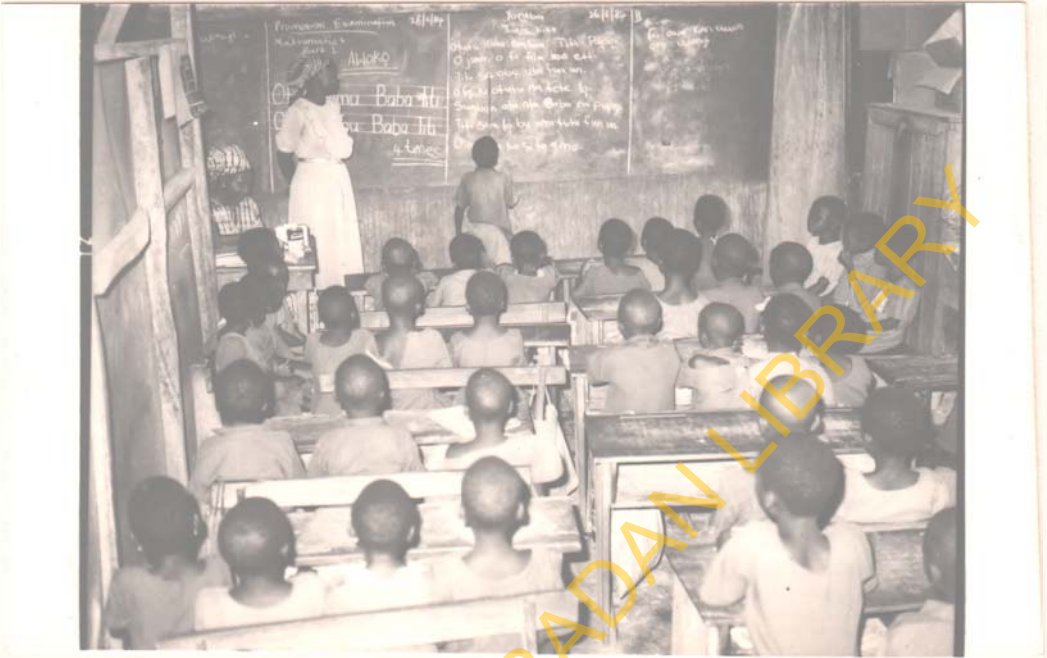
After the teachers' model reading, they allowed pupils to start reading from the chalk-board or their text books. Instead of learning to read, pupils turned the reading class to singing class. If the headmaster or any inspector was around, they stood in front of the pupils looking at them as they pretended to be reading. The photographs below show the usual reading lesson classes in our primary schools, as depicted by the control classes in the present study.

The photographs were taken during the time the present writer visited the control classes. The teachers in the control classes did not leave the children for any private work, perhaps because the present researcher was around but they did not do much with the pupils.

On the other hand, the V.S.T. has a teachers' guide to be used along with the scheme of work. The teachers' guide which is written in Yorùbá contains step by step procedure to be followed by the teacher in order to achieve the desired objective.

It corresponds with the scheme of work which is written in English.

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There are enough activities for both the teacher and the pupils.

An example of teachers' activities as contained in the V.S.T. teacher's guide is below:—

- (1) Jẹ ki àwọn ọmọ darúko
Oríṣìíríṣìí oúnjẹ tí wọn má a
ń jẹ ni ilé. Ki wọn tún
darúko oríṣìíríṣìí ẹsọ àti
nńkan míràn tí wọn máa ń jẹ
pẹ̀lúú.
- (2) Jẹ kí wọn darúko oúnjẹ
tàbí ẹsọ tàbí ohun jíjẹ míràn
tí wọn fẹ̀ràn julọ. Bi ọmọ
ba tí darúko ohun tí ó fẹ̀ràn
Kọ ọ̀rọ̀ ọ̀ rẹ̀ sí ara ògiri.
Kọ ọ̀rọ̀ bíi mọ̀wàá sí ara ògiri
Şe àlàyèé fún àwọn ọmọ pé
àwọn náà le kọ ọ̀rọ̀ tí wọn
darúko sílẹ̀ nípa títo lẹ̀ta pọ.
Gbe bọ̀ọ̀dù alágbéká sókè kí
àwọn ọmọ ka gbogbo lẹ̀tẹ̀
Yorùbá níbẹ.

(3) Darí àwọn ọmọ láti to lẹta
 pọ láti şedaá àwọn ọrọ
 ti o ti kọ si ara ọgiri
 Gbé tákádá àpótíi lẹtà
 síwájú àwọn ọmọ. Jẹ kí
 wọn máa dárúkọ lẹtà tí ẹ
 nílò láti şedaá ọrọ tí ó wà
 ní ara ọgiri. Bi wọn bá'ti
 n dárúkọ lẹtà, máa fi
 káadi lẹta náà nọ ara
 bọ̀dù-oni-fúlánẹ̀lì tí tí tí
 yòò fi di ọrọ tí ẹ fẹ.

(4) Pe àwọn ọmọ láti máa
 fi lẹtà to ọrọ ní ara
 bọ̀dù-oni-fúlánẹ̀lì

(5) Jẹ kí àwọn ọmọ fi lẹtà
 To ọrọ si ori aga a wọn
 Máa lọ káakiri láti şe
 ìrànwọ tí ó yẹ.

(6) Dari àwọn ọmọ láti fi
 ọrọ to gbólóhùn nípa lílẹ
 káádí ọrọ mọ bọ́ọdu tí tí ti
 gbólóhùn yo fi sùyo.

(7) Jẹ kí wọn fi létá to
 gb'olóhùn kékèké sí orí aga a
 wọn. Maa lọ káákiri láti
 se iranwo to ye.

Akíyèsí:- Fún ayéwo àwọn ọrọ tí o ti
 Kọ àwọn ọmọ, o lé ẹ́se àwọn
 nnkan wònyíí.

(1) Gbé tákàdá aláwòrán sí òkè, sọ pé
 Kí àwọn ọmọ wa káádí ọrọ tó ba
 àwòrán kọ́ọkan mu.

(2) Gbé tákàdá aláwòrán-ìṣe sí ìwájú
 àwọn ọmọ. Jẹ kí wọn fi káádí ọrọ to
 gbólóhùn tí ó bá ịṣe kọ́ọkan mu.

(3)

Máa lo káàdi ọ̀rọ̀ tàbí gbólóhùn
 àti bọ̀ọ̀du alágbeká tí a kọ ọ̀rọ̀
 tàbí gbólóhùn sí láti ẹ̀ àyẹ̀wò kíkà
 àwọn ọ̀rọ̀ àti gbólóhùn tí a tí kọ
 àwọn ọ̀mọ.

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(Translations of the activities mentioned above)

- (1) Ask pupils to mention the kinds of food, fruits and other edible things which they eat at home.
- (2) Let them mention the edible things they like best. Write the words mentioned on the chalk-board, until you have about ten words on the board. Explain to pupils that they can write the words themselves. Hang the portable chalk-board for pupils to revise the letters of the alphabet.
- (3) Lead the pupils to use letters to form the words already learnt on the flannel board, by picking letters from the letter box chart.
- (4) Call pupils to arrange letters to form words on the flannel board.

- (5) Ask pupils to use individual letter cards to build words on their desks. Go round to give necessary help.
- (6) Lead pupils to use words to build sentences on the board.
- (7) Let them arrange short sentences on their desks. Go round to help.

Notice:

To revise words and sentences which have been taught to pupils, the followings could be done:-

- (1) Hang picture chart and ask pupils to match picture with correct words.
- (2) Hang action chart, and ask pupils to use word cards to put appropriate sentences.
- (3) Use portable board on which previous words and sentences are written to revise reading with pupils. (See appendix J)

The one week outline of activities presented above shows the specific steps that teachers would follow in preparing their lesson plans. Enough activities are also presented for the teaching/learning process and teachers cannot afford to leave pupils unguided.

(c) Teaching/Learning Aids

The positive effect of teaching/learning aids on pupils performance in any subjects cannot be over-emphasized particularly at the primary school level and more especially at the primary one level. Children learn better when various aids are used by the class teacher. As could be seen from the scheme of work on the traditional method, all the teaching aids required are pictures mainly in the pupils' readers. (See Appendix I). Whereas, the V.S.T. scheme of work required aids like letter cards, letter charts, individual letter cards and charts, pictures from cards, charts, portable board, sentence cards, charts and concrete objects. (See Appendix J).

The use of individual letter cards which children used in word formation aroused pupils' interest and provided learning opportunity for them through play. Children were happy to match words with given pictures and they were happy to supply sentences to action pictures. All these contributed to their better performance than that of the control group even though the researcher tried to provide teaching aids required by the control class.

(d) Pupils' Workbook

There was no workbook on Alawiye Apa Kinni for pupils' use in the control classes. Pupils in the control classes were to read from the chalkboard and from their readers. As said earlier the primer encouraged choring of the words and sentences. If any exercise was to be done at all, all that was expected was dictation from the primer.

On the other hand, Y.K.A. which is the primer for the V.S.T. has a corresponding pupils' workbook (I.S.A).

The exercises in the workbook were done concurrently with reading in Y.K.A. This meant regular revision of each lesson read in the reader. The exercises which pupils did in the I.S.A. were such that helped the retention of the knowledge gained in reading from the Y.K.A. When children hear, they tend to forget; when they see, they remember; and when they do, they understand. No wonder, pupils in the experimental class tend to understand the mechanics of reading and writing of Yorùbá; therefore they performed significantly better than the children in the control classes.

6.2. V.S.T. and Entry Ages of Primary One Pupils

The ages of pupils in the experimental and control groups were 5, 6 and 7 years, as indicated in the major findings (Tables 10a and 10b - p.123-124). There is no significant difference in the performance of these three categories of primary one pupils. This finding supports Jean Piaget who has been interested in the cognitive

development of children. In his stages of intellectual development, Piaget has grouped children of 4-7 years together as being in the intuitive phase. According to Piaget, quoted by Earnest, a child in that group:-

...is now able to think in terms of classes, to see relationships, to handle number concepts, but is "intuitive" because he may be unaware of his classification:
Gradual development of conservation in this order: mass (age 5), weight (age 6), and volume (age 7).¹

Piaget's explanation of conservation principle could be related to pupils' mode of learning to become literate in Yorubá. Piaget explains that as adults, we take the conservation principle for granted. The amount (mass) of a substance is not changed when its shape is changed or when it is divided into parts. The total weight of a set of objects will remain

1. Earnest, R.H. et al Introduction to Psychology
Fifth Edition, Harcourt Brace
Jovanovich inc. New York
Chicago San Francisco Atlanta
1971. p.63.

the same no matter how they are packed together. The liquids do not change volume by being moved from a **container** of one shape to another. But for children the attainment of these concepts is an aspect of intellectual growth requiring several years. However, according to Piaget when a child has reached the age of 5, he is able to attain the conservation principle through maturational development and training.

In the same way, we can say that children from age 5 will understand that the names, shapes and the sounds of Yorùbá letters of the alphabet do not change with positions. For example letter "a" will maintain its shape and sound in different words as abọ (plate), adé (crown) ẹja (fish), Ịlasa (ẹkro leaf). Letter "o" will retain its shape in different words as: ọdo (zero), dọdọ (fried plantain) ìgò (bottle). In other words, since children at 5, 6, and 7 can think in terms of classes and they can see relationships, it is possible to lead them to read and write Yorùbá by teaching them the names and shapes of letters and the relationship between sounds and symbols. However, table 10a p.123 shows

that the mean score for pupils in both the experimental and control groups rise with the years. Looking at this on the surface, we can infer that maturity helps learning. Taking the experimental group as example, we find that the mean score for pupils who are 7 years old is 73.63, that of pupils who are 6 years old is 67.42 and that of the 5 years is 50.74. This shows that Nigeria has decided wisely when her normal primary school entry age is 6 years. This notwithstanding, we have the few cases of children entering the primary school at five or seven years.

The experiment provided adequate training facilities hence the children were able to perform equally well in the Yorùbá Language Achievement Test despite the difference in ages. The general inference from this is that the common entry ages would not be a barrier to pupils performance in school; If we apply appropriate method, learners will perform well.

6.3. Performance in Yorùbá and sex of Pupils

One of the objectives of this study was to determine whether pupils' achievement would be a function of sex of the learners when V.S.1. and syllabication methods are used to initiate pupils to literacy in Yorùbá language. The result presented earlier (Table 11 p.125 tends to support the null hypothesis 3; as far as the control group is concerned and rejects the hypothesis as far as the experimental group is concerned. From table 11, we discover that with the control group, pupils' achievement is not a function of sex as far as initial literacy in Yorùbá among primary one pupils is concerned. In the experimental group however, girls perform significantly better than boys in the Yorùbá Language Achievement Test. The findings from the experimental group support the findings in some literature. For example, studies

carried out by Stroud and Lindquist¹ and Olson² have shown that girls perform significantly better than boys.

Even with the control group in the present study, the calculation of the mean score (See Table 11) shows a mean score of 17.47 for girls and 12.32 for boys. The mean score for girls is higher than the mean score for boys. It is when put under statistical analysis that the difference becomes insignificant. One can assume that girls have more natural flare for language than boys.

1. Stroud, J.B. and Lindquist, B.F. "Sex differences in achievement in the elementary and Secondary schools." Journal of Educational Psychology (33) 1942, pp. 657.

2. Olson, W.C. Child Development Boston: D.C. Health and Company. 1959.

6.4. Influence of Home Background on Pupils
Achievement in Yoruba

Another objective of the present study was to find out how much the home background could influence pupils performance in Yorubá when taught through the P.S.M. and the V.S.T. The result of a study carried out by Adelusi¹ showed that many aspects of Home and School Environment influence English language achievement at statistically significant level.

Home Environment has greater weight on English achievement than all other variables. Such a result supports natural expectation that children, whose parents are literate and who have educational facilities provided for them at home, would perform significantly better in school education than children from the opposite home environment. Family size could also influence

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1. Adelusi, I.O. Home and School Environments and Achievement in English as a Second Languages, M. Phil Dissertation submitted to the Department of Teacher Education, University of Ibadan. 1980.

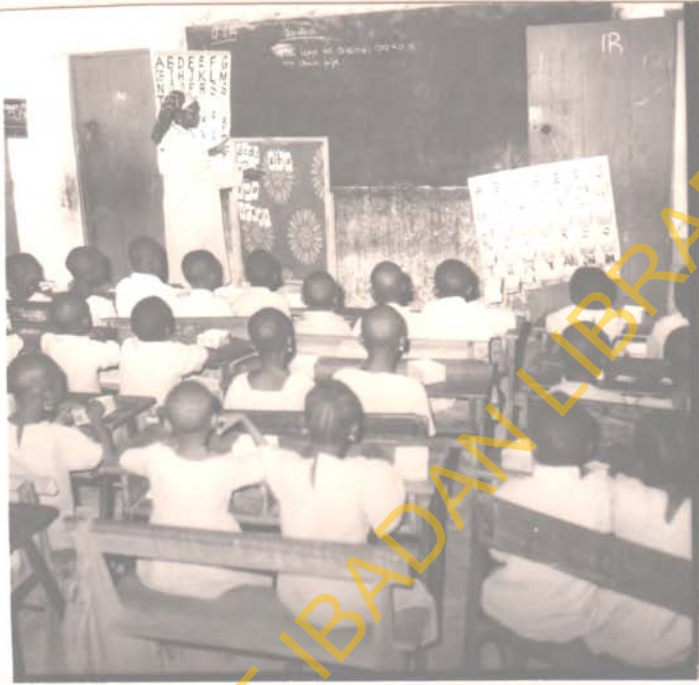
school performance. This is because children from small-size families are likely to receive adequate attention from parents than children from large-size families.

In the present research, children in the control group from literate home-background performed better than children from illiterate home-background as can be seen from Table 12 which shows a mean score of 22.61 for the children from literate homes and a mean score of 12.07 for children for illiterate homes. The performance is significantly better when put to statistical computation of t . test of significance. The t value is 2.13 and this is significant at point 0.05 level of confidence.

However, children in the experimental group from literate home-backgrounds exhibit no significant difference in the Yorùbá Language achievement test. Table 12 shows a mean score of 68.00 for children who come from literate home-backgrounds and a mean score of 63.35 for children from illiterate home backgrounds. On the surface, pupils from literate homes perform

better than pupils from illiterate homes. When the mean scores are statistically analysed, the result is a non-significant value of 0.78 at 0.05 level of confidence.

The explanation one can give as regards these findings are two-folds. Firstly, the children were new entrants into school environment. They were enthusiastic to gain from school learning. Yorùbá is their mother tongue, so listening and speaking at the infant level was not their problem. All they needed to be able to read and write Yorùbá were the stimulating classroom environment and the use of adequate method and meaningful texts. These essentials of initial classroom learning were offered through the verbal symbolising technique. The technique involved the kind of activities that children from literate and illiterate home-backgrounds were placed on equal footing for learning to read and write Yorùbá. The photographs below show one experimental class during a class period.



Secondly, most literate parents are pre-occupied with self development that they hardly get any time for their children's total education¹ at home. Such self and general home development include large scale business and petty trading apart from regular civil service appointments. Again, some parents engage in self academic development that education of their children has to suffer for it. After discovering the non-significant difference in the performance of the two groups, the present researcher went to conduct a casual dialogue with a few literate parents. The researcher tried to find out the nature of the parents' regular jobs, their hobbies and their social attachments.

Five parents (3 females, 2 males) were interviewed. It was not a structured interview. Two of the female parents were teachers and one was a nurse. One of the male parents was a civil servant and the other one was

1. Total education includes the non-formal, informal and formal education. The parents have the greatest opportunity to provide the informal education.

a teacher. One female parent had a shop where she used to sell drinks. She used to go to the shop with her children after lunch daily. She asked the children to revise their school work in the shop. We could guess the thoroughness of studying in ^a drinking bar. The second female teacher has a big shop where she used to sell materials like lace, silk, baby and adult ready-made dresses, dressing bags, shoes and cosmetics. She used to sell fanciful materials which attracted many working women to her shop everytime. She travelled to Lagos and Ibadan almost every Saturday to buy things. Until the military government closed the Nigeria borders, she visited Cotonou for business purposes at least once in a month. The present researcher visited her shop about three times and discovered that there was no way by which adequate attention could be paid to the total education of her children. The third parent who was a nurse told the researcher that she used to sleep any time she was not on afternoon duty. Besides, she did not have the patience of teaching small children. At the time of this work, the male teacher

parent was teaching at a village about twenty-seven kilometres from Oyo town where he was living. Getting transport to and from the village was not an easy affair. Therefore, he used to be too tired to have time for the children after returning from the day's work.

The civil servant parent complained that his children were always afraid any time he wanted to talk about school affairs with them. This man was ignorant of the fact that small children may be tired physically and mentally at the end of the school day and may not want to discuss school work at home. It requires careful planning to stimulate pupils' interest in studying at home after school hours.

One can conclude from the casual dialogue with the parents that many parents today appear to be failing in their duties of giving home education to their children. They are ignorant of the fact that the intellectual development of any human being has its primary achievement in the individual's early years. Theodore Anderson, quoting Benjamin S. Bloom, says;

... in terms of intelligence measured at the age 17, at least 20% is developed by age 1, 50% by age 8 and 92% by age 13...¹.

Afolayan², writing on Problems, Principles and Prospects of Mother Tongue Education in Africa, quotes Burton L. White when he says:-

Since it is the case that individual development takes place so early in the life of an individual, undoubtedly, the full educational maturity of an African must be closely related to his immediate environment and be dependent on the use of his own mother tongue.

1. Anderson, "The Bilingual Child's Right to Read in O'Brien, R.J. (ed) Georgetown University press Papers, No 12, Washington.D.C., 1976, pp, 69-70.

2. Afolayan, A. "Problems, Principles and Prospects of Mother Tongue Education in Africa", paper presented at University of Ife, p.12.

Instead of literate parents to ensure that children make the best of the available opportunities, which they have at home, most of them are pre-occupied with how to acquire wealth. In essence, the literacy education of their children is left at the mercy of the school programme alone. We are therefore not surprised that pupils from literate homes could not perform significantly better in reading and writing of Yoruba than children from illiterate homes. However, as proved by the present study, if the school provides stimulating classroom environment, and adequate technique and texts, all the learners will perform well, no matter, which homes they come from.

6.5. Relationship Among the Sub-tests of the APOYTA

The sub-tests of the APOYTA are:-

- | | | |
|--------------|---|--|
| Sub-test I | - | Achievement in recognition and writing of the alphabets. |
| Sub-test II | - | Achievement in Formation of words by letter combination. |
| Sub-test III | - | Achievement in recognition of words. |
| Sub-test IV | - | Achievement in reading, |
| Sub-test V | - | Achievement in writing. |

Tables 13 and 14 show that ability to recognise and write letters of the alphabet correlates positively with ability to form, read, and write words. Ability to combine letters to form words correlates positively with ability to recognise, read, and write simple words and sentences. Ability to recognise words corresponds positively with ability to read and write. Ability to read corresponds positively with ability to write.

It is interesting to note that once primary school children who are speakers of Yorùbá language understand the art of letter combination in forming words, reading and writing ability is achieved. This finding supports the fact that Yorùbá is one of the African languages which appears simpler to read than modern European languages. This is not to suggest that African languages are by any means grammatically, morphologically, lexically or semantically simpler than European languages. Rather, it is being suggested that two reasons connected with orthography account for the comparative simplicity of African languages in respect of reading processes.

First, generally, there is greater correspondence between the orthography and the sounds of an African language than there is found in a European language. Let us, for example, examine chapter four in Y.K.I. the primer designed for the present project.

Bàbá Wálé ra aṣọ ilé ìwé fún Wálé:
 Iyá Wálé'ra bàtá ilé ìwé fún Wálé
 Télò bá Wálé rán ṣòkòtò àti ẹ̀wù ile

ìwé nǎǎ dáadáá.

Àbúrò mòmó Wálé ra kaba fun Dèbóólá

Kaba nǎǎ dara púpò.

Bọọla ni abúrò Wálé.

Wálé àti Bọ́ólá fẹ̀ràn ara a wọ̀n púpò.

In the above passage as in any written Yorùbá today, the orthography is largely phonemic. There is only one significant sound that has two ways of representation in the orthography and that is because the sound has two allophonic variants used in the language. These are /a/ /ǎ/ represented by "an" and "ọn". Consequently, once a child can associate each symbol with its corresponding sound, he can begin to read Yorùbá mechanically.

On the other hand, if we examine the English language, we will find the inconsistency that exists between English letters and sounds and vice-versa.

For example, let us examine a sound /i/ and a letter "a".

/i:/	=	"ee"	in	<u>see</u> .
	=	"e"	in	<u>be</u> .
	=	"ea"	in	<u>sea</u> .
	=	"ei"	in	<u>seize</u>
	=	"ey"	in	<u>key</u>
	=	"ie"	in	<u>piece</u>
	=	"i"	in	<u>machine</u>
	=	"oe"	in	<u>foetus</u> and
	=	"eo"	in	<u>people</u>

The same sound has been represented by different letters or letter combinations in different words as seen above.

"a"	=	/ei/	in	late
	=	/ə/	in	about
	=	/oe/	in	man
	=	/e/	in	many
	=	/ɔ/	in	want
	=	/a:/	in	father and
	=	/ɔ:/	in	all.

The same letter has been given different sounds in different words as seen above,

Secondly, African languages have very young and short orthographic and literary traditions in comparison with European languages. Hence, it is easier to undertake spelling reforms in them for the purpose of teaching reading more effectively. Yorùbá is one of the first indigenous African languages to be reduced into writing. About two decades ago, scholars began to protest against the non-phonemic nature of its orthography which was then by far more phonemic than that of English. In spite of strong opposition from authors and publishers of Yorùbá books, a revised orthography of the language has now been accepted. In comparison we ^{can} look at the fruitless efforts at getting a spelling reform of English. The comparatively longer and older literary traditions in the English language will make the success of a reform so difficult and expensive that no government would undertake it.

As mentioned earlier in this work, the Europeans are also aware of the fact that spelling irregularity causes reading difficulty. This led to the creation of Initial Teaching Alphabet (I.T.A.) and World Initial Teaching Alphabet. (W.I.T.A.).

The reformed alphabet was to be used for initial literacy alone. Whereas, the Yorùbá reformed spelling is to be used for the totality of literacy education. Perhaps this is why the experiments on I.T.A. and W.I.T.A. mentioned earlier have got no off-spring.

The simpler orthography makes it easier to master reading and writing in Yorùbá than in a modern European language hence reading readiness materials should be more effective because they can be more consistently used. Besides, the actual reading process can easily be based on a more rational principle by using combination of phonic and look, pick and arrange approach. This is what has happened in the V.S.T. experimented in this project. Pupils were able to recognise the letters of the alphabet. They could

pick and arrange the correct ones needed to symbolise what they wanted to say. This positively influenced their ability to read and write on their own.

6.6. Primary One Teachers' Comments and Feelings about Pupils Performance in Yorùbá and the Current Primer and Method of Teaching Initial Literacy in Yorùbá.

As mentioned earlier, the regular teachers are aware that pupils cannot read and write simple Yorùbá at the end of their first year in school. One would even expect all of them to suggest provision of more teaching/learning aids because the present researcher observed, while going round most of the primary schools, that no teaching/learning aid was provided for the infant classes at all.

Teachers who suggest a change in the current approach are 35.41% while those who suggest a change in the current primer (Alawiye) are 56.25% of the

sample used. From these percentages, the present writer observe that the regular teachers are not aware that the primer determines the mode of teaching currently. They fail to acknowledge the fact that they are not following any specific method of teaching the young children . Since the current primer encourages rote learning by mere reading of pictures as shown in Table 8, the teachers feel the need for a change in the primer. If the teachers have adequate knowledge of the method of teaching, those who say there should be a change in the primer should also suggest a change in the mode.

The specific inference from the teachers' responses is that they support the researcher's opinion in feeling the need for a better approach to the teaching of initial literacy in Yorùbá. The Y.K.A. and the V.S.T. experimented in this study appear to be better than the Alawiye and its syllabication method of teaching initial literacy in Yorùbá. The result represented in tables one to five is a testimony to the potency of V.S.T. in leading primary one pupils to read and write Yorùbá.

CHAPTER SEVEN

CONCLUSION

7.1. Implication of Findings:

The primary purpose of ascertaining the effect of verbal symbolising technique on primary one pupils' ability to read and write Yorùbá is to find the means of enhancing achievement in Yorùbá at the infant one stage. The positive achievement at this stage will ensure permanent literacy in Yorùbá language at the end of the first cycle of education i.e. the primary school. It is also supposed that adequate knowledge of Yorùbá will influence achievement in English which is the language of instruction from the upper primary level of education. Consequently, achievement in other curricular subjects would be enhanced, thus improving pupils performance in education in its totality. The findings of this study have far-reaching implications for all concerned with the financing, administration and consumption of education.

These are the governments, educational administrators, learners, teachers and parents.

7.1.1. Implication for the Governments

Though the various governments at Federal and state levels spend a considerable percentage of their annual expenditure on education, there is need to sponsor pedagogical researches that would focus on quantitative and qualitative school input. Specific teaching techniques that are related to achievement in languages and other curricular subjects at the primary school level need be encouraged and sponsored since the primary level is regarded as the key to the success or failure of the whole education system.

We could rightly state that physical impediments in the context of learning could hinder achievement in any curricular subject at any level of education system. The present study reveals that many of our primary school premises and classroom tend to depict good picture of intellectually and culturally unstimulating learning context. Since the absence of certain

physical facilities and resources can limit what any teacher can do, it behoves the government to assume a new and better definition of 'a classroom'. A mere shed or four walls empty of adequate furniture and learning aids does not constitute a classroom. Government should direct its attention to the provision of high quality of human and material resources in our foundation schools. Government should aim at providing classrooms that would enhance learning of Yorùbá language. The situation whereby chalk and duster are hardly available for the teacher's use should come to an end. The current situation whereby teachers of infant classes see, hold and utilise cardboards only at the grade II teacher training college must be looked into.

If language is a means of self expression and communication, the means by which we express our own thoughts, ideas and feelings and by which we receive those of other people, opportunities must be given for pupils' development in listening, speaking, reading and writing skills. To achieve the above,

our governments should ensure ample provision of suitable materials, paper, paint, cardboards and storage places for materials and tools and apparatus in our infant classrooms.

We contend that it is high time our governments put a stop to glorifying in the 'number game' which has completely suppressed the need to consider the quality and appropriateness of the educational facilities provided by them. Our governments have always swept many unpalatable details of our education system under the carpet of percentage increase in number of schools, increase in enrolment and in the amount, of money voted for education etc.

7.2. Implication For Educational Administrators

No discussion of fundamental issues in education can exclude the educational administrators since they are the agencies of government for the formulation and execution of educational policies. The present writer observes that our ministry of education in Oyo State does not cater sufficiently for the teaching and learning of Yorùbá language which is the mother tongue of the majority of learners in the state. This observation was first made by the present writer when she visited Oyo State Ministry of Education on August 11, 1981, to find out whether our ministry had anything for the teaching of Yorùbá language. The chief executive in charge of language curriculum then told her that the ministry was yet to plan for provision of equipments or anything to promote the teaching and learning of Yoruba. The promise made by the Officer of the ministry was that the ministry would support any effort put forth by the Yorùbá Studies Association of Nigeria. The Association, on its own

part, focuses its attention on the teaching and learning of Yorùbá at the secondary school level. For instance, the association under the auspices of Nigeria Education Research Council published in 1982 the Approved National Curriculum on Yorùbá Language for Junior Secondary School¹. At present, the curriculum is to be used in the first three years of the Secondary school education. Even, individual effort was geared towards the secondary school. For instance, Abiri published in 1982 a book titled Learning and Teaching Yorùbá in Post Primary Institutions².

1. NERC: Kòríkúlọ̀mù Tí A fọwọ sí fún lílò lórí Èdè Yorùbá Ní Ilé-Èkọ̀ Sẹ̀kẹ̀dírì Ọ̀lọ̀dún Mẹ̀ta Àkọ̀kọ̀ nì Nàìjíríà. (Approved National Curriculum on Yorùbá Language For Junior Secondary) 1982.

2. Abiri, J.O.O. Learning and Teaching Yorùbá in Post Primary Institutions
Macmillan Nigerian Publishers Ltd. Lagos. 1982.

The present study is a pointer to the responsibility of the ministry of education in

- creating a section for the teaching and learning of Yorùbá within the language curriculum section of the ministry.
- developing curriculum for Yoruba at all levels of education;
- providing well trained teachers for the primary schools.

The Yorùbá language section should provide necessary equipments for the teaching and learning of the language. It should also supervise, adequately, the teaching and learning of the language in our schools.

Curriculum for Yorùbá must be developed at both the primary and teacher training levels. This is necessary because the present researcher in another study¹ observes that the present Grade II Yorùbá

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1. Adeloḡun, R.B. Materials and Strategies for Teaching Yorùbá in Grade II Colleges In Oyo State.

M.ED. Project Submitted to the Faculty of Education, University of Ibadan, 1981.

syllabus is over-loaded. It is her feeling that since there are opportunities for the Grade II teachers to learn some of the items now included in their syllabus in depth at the colleges of Education and Universities some items could be deleted to give adequate attention to language skills and pedagogical items which should include practical analysis of the major primers used by the primary schools.

The ministry also could assign, to our experts in the institutions of higher learning, the writing of appropriate text books for the teachers' programme. Also, through the Universities' Institute of Education, workshops and seminars could be organised where Yorùbá experts could put heads together on all aspects of the language. It must be realised that:-

Unless the primary School teacher is well equipped, the foundation of education will be weak and the consequent layers of education are in peril of instability and unfunction-¹alism.

1. Adedun, R.E. Ibid.

Therefore, the situation whereby untrained teachers are allowed to teach at the primary schools call for a second thought. It is highly remarkable that trained teachers are put in primary one classes of our primary schools. This is not enough. Constant inspection of the infant classes needs to be done so that well-qualified and good practising teachers can be in charge of our primary one classes. Arrangement should be made whereby the infant teachers will attend holiday courses on the pedagogy of major curricular subjects such as Yorùbá, English and Science.

The educational administrators must also be thoroughly conversant with up-to-date research findings on the teaching and learning of Yorùbá language. Such knowledge and acquaintance would definitely form a basis for sound and informed decision making on mother tongue education at all levels of instruction. To be very specific, particular series of primer have been in use for teaching Yorùbá in our primary schools for more than four decades now. Teachers and parents have continually grumbled that

primary school products are not useful to their parents and to themselves as far as literacy in their first language is concerned. One feels that the people's complaints are quite valid and efforts should be made to find solutions to the problem. The result of an empirical investigation like the present one is likely to shed some light on how to obtain solution to some of the problems. Even if there are no complaints from any quarters, it is necessary that curriculum developers improve upon the text books and methods that have been in use for about forty years. The result of this study has suggested the need for a novel primer for teaching initial literacy in Yorùbá; the after effect of which may lead to the production of new and better primer series for teaching Yorùbá throughout the primary school level. The educational administrators should cooperate with others who are concerned with curriculum development particularly teachers, in developing the curriculum for our primary school, most especially the infant classes.

7.1.3. Implication For Learners and Teachers

It would not be out of place to remind primary school teachers of the great responsibility they bear in national development because of their role in laying the educational foundation. Particularly, the infant teachers' attitudes to the young learners, his subjects, his expertise, selection and organization of teaching materials, provision of stimulating teaching context, his degree of dedication and innovativeness, even his temperament, could determine his students' achievement in Yorùbá and other curricular subjects. In the present experiment, the verbal symbolising technique demanded that the teachers maintained positive attitudes towards all that are mentioned above. The result was the better performance exhibited by the experimental subjects.

The present technique could meet the demand for inculcating the skills of learning-to-learn in pupils. The major thrust of the methodology of inculcating learning-to-learn skills in the individual

learner involves the development of certain traits and habits such as curiosity, creativity and logical thinking. For instance, once a child understands the concept of combining letters to form words, his curiosity in forming several words is aroused. The curiosity will be maintained and utilised to reading and writing of words and sentences and eventually develops into good reading and writing habits in learners.

Formation of good reading habits at the initial stage will help pupils throughout primary school education. It will also help the learners to develop good reading habits when they grow up. Such primary school leavers who further their education will find reading easy and enjoyable at any higher level of education. Those who do not have the opportunity to proceed to secondary education will also utilise their good reading habits in reading newspapers, simple readers and any information texts. By this, they will become knowledgeable adult members of their societies.

If we want Nigerian society to be composed of knowledgeable adult citizens, we need to start

preparing them from the infant one stage of the primary education. We want to agree with Obanya who says:-

Preparing today's school children for adult learning would also involve our paying greater attention to language teaching. To develop self-expression in the individual learner, we would have to ensure his competence in his most socially useful languages. In most cases, this will be the learner's mother tongue and English. These will also be languages for which good reading habits will be developed¹.

Again, the whole programme and the whole set of teaching materials in the present project are built around a theme of interest to the children. From the basic writing of words, the learners were taught words of personal importance e.g. the writing of their names, their parents' and their relations' names, the names for their food and play items etc. The

1. Obanya, P.A.I. "Preparing The School Child For Adult Learning". Paper delivered at the Institute of Education, University of Ibadan, Ibadan, 1981. p.6.

project also caters for imparting essential reading skills which will help pupils to pass from learning to read, to reading to learn. This is so because the instructional reading materials provided are four types which according to Singh¹ are:-

- (1) a well-constructed text which arouses and satisfies a real concern of the readers;
- (2) What the instructor himself writes for the learners, mostly on the blackboard for the learners to read;
- (3) letter, word and phrase, flash cards to which the learner may be exposed by the instructor to quicken their recognition of words and phrases;
- (4) a workbook which is primarily meant for writing answers to questions, but which also serves indirectly as a form of reading material..

1. Singh, S. Learning to read and reading to learn an approach to a system of literacy instruction. Hulton Educational Publications Ltd, in cooperation with the HLM Tehrar, 1976, p.37.

This study hypothesised that age and home background would not have any significant influence on pupils' achievement in Yorùbá. The null hypotheses are accepted as the results have shown (Table 2 and 4).

We can then say that, the effectiveness with which a child learns Yorùbá in the classroom will not depend entirely upon his range or depth of abilities, but also upon the aims his teacher has and the techniques adopted by the teacher to achieve these aims. What appears as the emerging cognitive structure of the child; is thus as much determined by such factors as teaching method as by innate endowment.

In the present study, V.S.T. gives pupils a great deal of freedom to experiment with words. For instance, while the children were hearing and using words, the teachers made sure that they were seeing the printed words in a variety of ways at a level that they would understand and appreciate. Again, enough individual letter cards were provided for pupils to try their hands in formation of various

words. Some of them even learnt to write before they read since their interest in words was aroused and sustained. Once a child's interest in words is aroused in this way, he will go on adding to his experience of writing words indefinitely. The approach seems to be quite natural and children will grow to realise the need for reading and will need very little encouragement from this time onwards in concentrating on mastery of the skills of reading and writing. Moreover, the study is a pointer to the fact that teachers can improvise many teaching/learning aids. Materials for domestic play situations are easily obtainable and inexpensive to use e.g. the empty packets of sugar used in the present study. Teachers must always find the means of providing educational aids which will increase pupil's interest and enrich their comprehension of what they are taught. Teachers and learners must work together to improve the present situation of teaching and learning in our primary schools. We agree that:-

... the test of an institution is not whether it is improving and expanding, although certainly such a test is relevant, but whether it is adequate to the needs of the present and of foreseeable future. It would seem that for the present, our educational institutions fail the test.¹

The language report quoted above shows that our primary schools are improving in terms of increase in enrolment of pupils alone. Increase in enrolment is not bad, but it is bad to realize that the learning opportunities available for these children are neither adequate to their present nor their future needs.

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1. National Secondary Education Curriculum Workshop 9th-23rd September, 1973.
Report of the Language Group. Federal Ministry of Information, Printing Division, Lagos, 1970, p.8.

7.1.4. Implication For Parents

The revelation of some parents' failure in the present study implies that parents should be reminded of their contributions to the literate education of their children. While the School should make effort to give special help to learners from poor or illiterate home background, literate parents should ensure that their children exhibit the influence of illiterate homes in their performances. It would be somewhat shameful if children from literate homes who are not specially handicapped still present difficulties to teachers like their counterparts from illiterate homes. The mark of home environment should reflect in learners' achievement in school. Head teachers and class teachers must keep reminding the parents of their roles in the education of their children. This could be done during parents' teachers association meetings.

Another way by which parents have to contribute to the school education of learners is by providing money or materials. Now, that it has been realised

that our government cannot give enough money to buy all the necessary teaching/learning aids in the school, parents will have to render financial assistance. They should be ready to contribute money which can be used to buy sufficient aids for the teachers' effective teaching and pupils positive learning. Parents should also spend money to equip their homes to ensure that children can also learn at home. The situation whereby parents spend all the money they have on social amenities and use all their times on social and monetary engagements should be cautioned. Parents must always remember that "Charity begins at home".

7.2. Limitations of the Study

The common belief is that there is no perfection in humanity. Even the Yorùbá whose language is the focus of the present study would proverbially say "Kì í dára, kó má kù sí bí kan". i.e. No matter how good something is, it will have its own weakness. The present study is not an exception. It has limitations in terms of methodology, instrumentation and application. Thorndike has said:-

The observation of a limited sample of individual's behaviours observed during a very limited period of time cannot be a highly dependable representation of what the behaviour are supposed to represent.¹

This study has used a very small percentage of a population as a sample. The small sample is even

1. Thorndike, R.L. "The concepts of over and under achievement"
Columbia University Press,
New York, 1963.

limited to one place. There are five Yorùbá speaking states in Nigeria. They are Òyó, Ògun, Òndó, Lagos and Kwara. Each of these states also has specific areas of different dialects. For instance in Òyó State alone, we have various dialects like Ijesà, Ifè, Òyó and Ònkò. The study could have used samples from all the dialectal areas in all the Yorùbá speaking states of Nigeria. Moreover, the study could have been a kind of field experiment that can cover a relatively longer period of time. The limitation of resources and time has forced the investigator to use sample from only one dialectal area of only one Yorùbá speaking state. The same limitation has also forced the researcher to a kind of laboratory experiment.

The designed instruments could have been more valid and reliable if they had been tried several years. Although they received the criticisms and amendments from experts mentioned earlier in this study, the fact that the present researcher could not afford to try them for several years sets some limitation to the instruments.

Application of the findings is limited to one curricular subject i.e. Yorùbá. The findings could have been more generalisable if it is certain that the technique could be applied to other Nigerian languages. Because of the noticeable limitations mentioned above, we would like to make suggestions for further research, in the paragraph to follow.

7.3. Suggestion For Further Research

Though Nigeria is one country with a national policy on education, the implementation of the language element of the policy can be interpreted in consonance with each linguistic environment.

The findings of the present study have shown that subjects who were taught initial literacy in Yorùbá through the V.S.T. performed significantly better in Yorùbá language achievement test than in subjects who were taught through the traditional

P.S.M. This study was carried out in only one linguistic environment, i.e. it was carried out on only one Nigerian language. We would therefore suggest further investigation into the pedagogy of other Nigerian languages. This will take care of other linguistic environments and findings would then be of wider application.

Oyo State is even only one linguistic environment among the Yoruba speaking states in Nigeria. We cannot yet determine whether the same result will be obtained when the V.S.T. is used to teach primary one pupils in other Yoruba speaking states of Nigeria. We would still suggest a replica of the present study in Ogun, Ondo, Lagos and part of Kwara States of Nigeria. Again, the study used samples in only one town in Oyo State. We would suggest that the present technique is further experimented in other towns in Oyo State. It could even be experimented with other pupils from schools in other local government area of Oyo Zone.

Moreover, there is no conclusive evidence on some of the variables investigated in the present study. For instance, it was found out from the present study that performance was a function of sex with the experimental group but it was not so with the control group. The home-background influenced performance of subjects in the control group but it did not influence the performance of subjects in the experimental group. A duplication of the study using a wider sample is thus very necessary.

The present study was carried out within twelve weeks. An investigation carried out over a longer period would yield more valid results. We would therefore suggest a longitudinal study, using the present technique to find out whether the obtained results will be consistent. A follow up of pupils who were involved in the present study would also mean a positive investigation.

The results of the present study have shown the need for a planned Teacher Education programme, in respect of the pedagogy of languages, particularly mother tongues. The findings have also shown the need for curriculum developers to carry out research programmes in respect of text-books development particularly in the area of mother tongue education.

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APPENDIX A1DEPARTMENT OF TEACHER EDUCATION UNIVERSITY OF IBADANRESEARCH PROJECTTEACHER OPINION QUESTIONNAIRE ON INITIATING
PRIMARY ONE PUPILS TO LITERACY IN YORUBA

The result of the project is expected to contribute to better pupils performance in reading and writing Yoruba at the Primary school level. Particularly at the end of first year of primary education, pupils are expected to be able to read and write Yoruba words and expressions. Thus, we should appreciate your giving us necessary and adequate information in the space provided below.

NOTE: Please write x in the appropriate boxes.

Write no of years in the appropriate boxes where figures are requested.

- (1) Name of school
.....
- (2) Sex (1) Male
- (2) Female

- (3) Age (no of years)
- (4) Highest Qualification
- (1) Old Standard Six Certificate....
- (2) Secondary Modern School
Certificate
- (3) S. 75
- (4) School Certificate
- (5) School Certificate Failed + II
years Teacher Training.....
- experience.....
- (6) School Certificate Passed + 1
year teacher Training
experience
- (7) Teachers' Grade III
- (8) Teachers' Grade II
- (9) Teachers' Grade I
- (5) Years of experience in teaching at
Primary School level (No of years)...
- (6) Years of experience in teaching
primary one pupils

(7) What types of teaching aids, as provided or encouraged by the school, do you use to teach your pupils to read and write Yoruba well.

- (1) Cards
- (2) Strips
- (3) Charts
- (4) Chalk board
- (5) Portable board
- (6) Flannel graph
- (7) Books
- (8) Pictures
- (9) Concrete objects
- (10) All of these
- (11) None of these
- (12) Others (Specify)

(8) What types of classroom are you using?

- (1) Shed made of Palm leaf
- (2) made of iron sheet
- (3) Walled and well ventilated classroom..

(9) Which type of seats are used by your pupils?

- (1) Dual seat
- (2) Single seat ,
- (3) Tripple seat
- (4) Long seat
- (5) No seat

(10) From your experience with the method and primer used to introduce beginners to reading and writing of Yoruba, How far, have you succeeded in getting your pupils to be able to read and write Yoruba at the end of their first year. of primary education

- (1) Most of the pupils can read and write
- (2) Few of the pupils can read and write
- (3) Some of the pupils can read and write

- (4) Many of them can read and write....
- (5) None of them can read and write....
- (11) What would you say about those who can read Yorùbá at the end of primary one.
- (1) They read with the help of picture only
- (2) They can read and recognise actual words from their primers.....
- (3) They can read Yorùbá Printed in various sources outside their primers.
- (4) They can write down correctly simple sentences read without looking at any books.
- (12) What would you like to suggest for pupils better performance in reading and writing of simple Yoruba words and expressions at the end of primary one.
- (1) Continued usage of the current Yorùbá primer (Alawiye) i) in teaching beginners to read and

- (1) Continued usage of the current Yorùbá primer (Alawiye)i.) in teaching beginners to read and write Yorùbá.
- (2) Continued usage of the current picture/word/sentence reading approach in initiating young learners to literacy in Yorùbá
- (3) A change in the current approach to initiating young learners to literacy in Yorùbá Language.
- (4) A change in the current Yorùbá primer being used in primary I
- (5) An improvement in the provision of teaching aid facilities for teaching initial literacy in Yoruba Language.....
- (6) An improvement in the condition of classroom and seats used by primary one pupils.....
- (7) All of these.
- (8) None of these

APPENDIX A2

DEPARTMENT OF TEACHER EDUCATION UNIVERSITY OF IBADAN

RESEARCH PROJECT

HOME BACKGROUND QUESTIONNAIRE ON INITIATING

PRIMARY ONE PUPILS TO LITERACY IN YORUBA

NOTE:- The Researcher will score the pupils home background through oral interview with the individual pupil and class teachers knowledge and records.

(1) Kín ni orúkọ ilé ìwéé rẹ?

.....

.....

(2) Ọkúnrin ni ọ tàbí Obìnrin

(1) Ọkúnrin

(2) Obìnrin

.....

(3) Ọmọ ọdún mèlòó ni ọ?

(4) Ta ni le ka Yorùbá kí ó sì tún kọ
Yorùbá sílẹ̀ nínú àwọn òbí rẹ?

(1) Ìyá

(2) Bàbá

(3) Àwọn méjèèjì

(4) Kò sí ẹnì kankan

(5) Ta ni le sọ èdè Oyìnbó kí ó tún kọ
èdè Oyìnbó sílẹ̀ nínú àwọn òbí i rẹ?

(1) Ìyá

(2) Bàbá

(3) Àwọn méjèèjì

(4) Kò sí ẹnì kankan

(6) Isẹ̀ kín ni mọ̀mọ̀ rẹ̀ n' ẹ̀?

(1) Olùkọ̀

(2) Oníṣẹ̀gùn

(3) Ìkọ̀wé

(4) Oníṣẹ̀. ọ̀wọ̀

(5) Oníṣòwò

(6) Oníṣẹ́ ilé

(7) Oníṣẹ́ mǐíràn (Èwo ni?)

(7) Iṣẹ́ kín ni bàbá rẹ́ n ń ṣe?

(1) Olùkó

(2) Oníṣẹ̀gùn

(3) Ọlọpàá

(4) Ẹ̀jẹ̀

(5) Àdájọ́

(6) Àkọ̀wé

(7) Oníṣòwò

(8) Oníṣẹ́ ọ̀wọ́

(9) Oníṣẹ́ mǐíràn (Èwo ni?)

(8) (1) Egbón melòó ni o ní?

(2) Abúrò melòó ni o ní?

(9) Èdè wo ni àwọn ọ̀bí rẹ́ àti àwọn egbón
rẹ́ máa n ń ṣe sí ẹ́ nílẹ́? ..

(1) Yorùbá

(2) Ọ̀yìnbo

(3) Méjèèjì

(10) Irú ìwé wo ni o ti máa n ri nílé?

(1) Ìwé kíkà

(2) Ìwé ìròhìn

(3) Ìwé aláwòrán

(4) Ìwé mífàrán (sọ irú rẹ)

(11) Şe ẹ ní ẹrọ rediò nílé e yín?

(1) Bẹ̀ni

(2) Bẹ̀kọ

(12) Şe ẹ ní ẹrọ telifisón nílé e yín?

(1) Bẹ̀ni

(2) Bẹ̀kọ

(13) Ta ni máa n kọ ;ẹ ní ìwé nílé?

(1) Bàbá a rẹ

(2) Ìyá a rẹ

(3) Àwọn ẹ̀gbón rẹ

(4) Gbogbo wọn

(5) Olùkọ̀ tí àwọn òbí rẹ̀ ḡsara owó fún

.....

(6) Kò sí ẹ̀ni tí ń kọ ẹ̀ níwé nílẹ̀

yàtọ̀ sí tí ilé ìwé.

(14) Irú iṣẹ̀ wo ní wọn ń kọ ẹ̀ nílẹ̀?

(1) Ìṣìrò

(2) Ècè Òyìnbó

(3) Yorùbá

(4) Gbogbo rẹ̀

Ṣé o lẹ̀ sí ilé ìwé jẹlẹ̀-ó-sinmi?

(1) Bẹ̀ni

(2) Bẹ̀kọ

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APPENDIX B

ÌDÁNWÒ FÚN ỌLÓDÚN KÌNNÍ - JUNE, 1984

YORÙBÁ

APÁ KÌNNÍ:- Dídámò àti kíkọ lẹta kékéké àti lẹta
ńlánílára

ORÚKỌ:- _____

ÌLÉ ÌWÉ _____

ỌJÓ ÀTI ỌŞÙ: _____

Dí àwọn àláfó wònyí pẹlúú lẹta tí ó sọ̀nù.
Wo inú àkámọ̀ lẹti yan lẹta tí o lè fi di
aláfó kọ̀kọ̀n.

1. (h t d e l w n g o r)

a b - e - f - gb

- i j k - m - o

- p - s ş - u - y

.....

2. (A T Y E GB M F J P H)

- B D - E - G -

- I - K L - N O

O - R S ş - U W -

YDANWÒ FÚN OLODÚN KÌNNÍ-1984YORÚBÁ

APA KEJÌ: Títò lẹ̀tá pọ̀ láti sẹ̀dá ọ̀rọ̀.

ORÚKỌ: _____

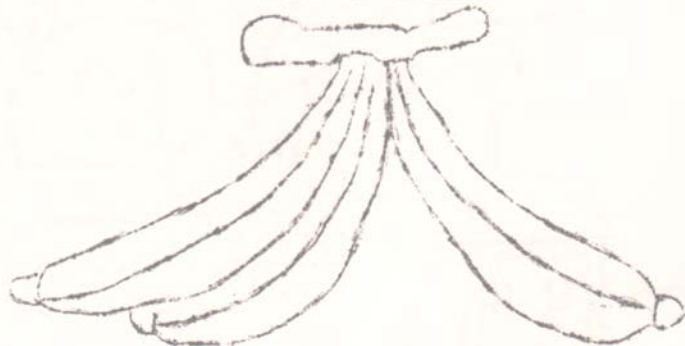
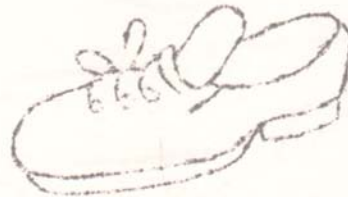
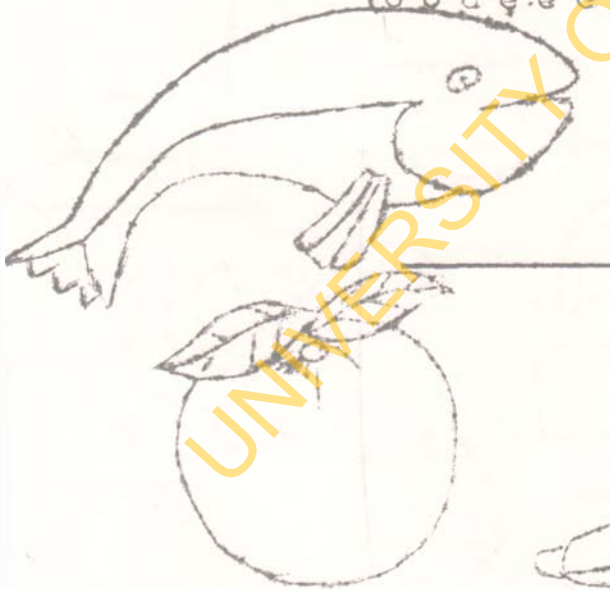
ILÉ-IWÉ: _____

OJỌ ATI OSÙ: _____

Wọ àwọ̀n lẹ̀tá tí a kọ̀ sínú àkánọ̀, kí o to àwọ̀n
tọ̀ bá yẹ papọ̀ láti sẹ̀dá ọ̀rọ̀ tọ̀ bá àwọ̀rán
kọ̀ọ̀kan ní ojú ìwéé rẹ̀ mu.

Kọ̀ ọ̀rọ̀ tọ̀ o sẹ̀dá sí orí ìlẹ̀ tí a fà sí abẹ̀
àwọ̀rán kọ̀ọ̀kan.

(o o d e e j a a g t b s a n a)



YORÙBÁAPÁ KETA: Dídámò àti kíkọ ọrò

ORÚKỌ: _____

ILÉ-ÌWÉ: _____

OJÓ ÀTI OSÙ: _____

Wa ọrò tí ó bá àwòrán kọ̀ọ̀kan mu nínú àwọn ọrò tí a kọ sínú àkámọ̀. Kọ ọrò nàà sí orí ilà tí a fà sí abẹ àwòrán kọ̀ọ̀kan.

(ejò, aṣbẹ, àga, àpò, ilẹ̀kọ, iwé, kọ̀kọ̀ró, síbi, wàláà ẹyẹ).



YCRÙBÁÌWÉ FÚN AYE-ŞE-WÒ LÓRÍ APÁ KERIN

(Ọwọ Akẹkọọ kó gbọdọ kan ìwé yìí)

Orúko ọmọ _____

Ilé-Ìwé _____

Ọjọ àti Oşù _____

Máàkì tí ọmọ gbà.

(1) Ọrọ kíkà. 12½

(2) Gbólóhùn kíkà 7½

(3) Ìwé kíkà 10

*Apapọ máàkì 300

Orúko Aye-şe-wé. _____

Àmì orúko ni şókí _____

Déetì. _____

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YORÙBÁAPẸ KARÚN ÚN: Ìwé kíkọ.

ORÚKỌ: _____

ILÉ ÌWÉ _____

OJÓ ÀTI OŞÙ _____

(1) Òrọ kíkọ láti orí

Parí àwọn gbólóhùn wọnyí pẹ̀lú ọ̀rọ̀ tó fa
ogbọn yọ.

(1) Deolu ra ẹwà àti _____

(2) Ìyá fi _____ ro ọkà.

(3) Bọlá fi _____ pọn omi.

(4) Ọdẹ fi _____ pa erin

(5) Èni tí ń kọ àwọn ọmọ ni ìwé ni a ń pè ni

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IDANWO FUN OLODUN KINNI-JUNE, 1984

YORUBÁ

ALAYE FUN AYE-SE-WO LORI APA KINNI DE APA KARUN-UNAPA KINNI:- Didamo àti kikọ lètà kekere ati lètà nlanla

Pin takada idanwo fun àwọn ọmọ. Ọsọ pe ki àwọn ọmọ ka àwọn lètà ti a ko sinu akamọ. Dari àwọn ọmọ láti máa ka lètà Yorubá ni sise-n-tele, bí á ti kọ ọ si inu takada a wọn, ki wọn si máa ko lètà to o sonu dipọ alafo tí wọn ba kan nínú iwe e wọn. Wọn le ri lètà ti o sonu nínú àwọn lètà ti a ko si akamọ.

APA KEJI: Tító lètà pọ láti sẹda ọrọ

Ran àwọn ọmọ létí bí wọn se máa ní fi káàdì lètà to ọrọ. Se alayee fún wọn bí wọn se niláti to àwọn lètà inú akamọ pọ láti sẹda ọrọ fún àwòrán méréjẹrin ojú iwèé idánwò o wọn.

APA KETA:- Didamo àti kiko ọrọ

Pin takada idanwo fún àwọn ọmọ. Jẹ kí wọn fún àwọn aworan ojú ìwé nàà lórúkọ. Dari i wọn láti ka àwọn ọrọ tí a kọ sí inu akamọ ni oju ìwé nàà. Sọ fún wọn kí wọn máa wa ọrọ tí o ba àworan kọọkan mu nínú ọrọ tí wọn tí ka, kí wọn kọ ọrọ nàà sí orí ilà tí a fa sí abẹ àwòrán kọọkan.

APA KERIN: Ìwé Kíkà(1) Didá ọrọ mọ ni kia láti ka

A o kọ àwọn ọrọ yíí sí orí páàlì, Aye-ṣe-wo yóò fi wọn hàn ni tẹlẹtẹlẹ, àwọn ọmọ yóò máa ka ọrọ to wa lára pálì tí Aye-ṣe-wò fi hàn bí wọn ba tìn wa sí iwájú lókọọkan.

Awoko, Okete, Dokita, Taiwo, Odomobinrin.

(2) Kíkà Gbólóhùn Ọrọ

A o kọ àwọn gbólóhùn wònyíí sí orí páàlì, àwọn ọmọ yó máa mu páàlì kọọkan, wọn yóò sí máa ka gbólóhùn ara páàlì nàà bí wọn ba tìn wa sí iwájú lókọọkan.

Àdè fí amọ̀ ẹ̀ ileke.

iwa olè kò dara

Olùkọ̀ náà fẹ́ran àwọn akẹ́kọ̀ ẹ̀ pupọ̀.

(3) Iwe Kika

A o pin takada paragiraafu ti àwọn ọmọ yó ka fún wọn.

A o fún wọn láye láti ka iwe jẹ́jẹ́.

A o máa pe àwọn ọmọ lẹ́kẹ́kẹ́kan láti ka iwe sókè fún aye-se-wo.

APA KARUN-UN: Iwe kiko

(1) Ọrọ̀ Kíkọ̀ láti Orí

Pin iwe idánwò fún àwọn ọmọ.

Ẹ̀ alayee fún àwọn ọmọ láti ronu ọ̀rọ̀ to dara

kí wọn sì kọ̀ ọ̀rọ̀ náà di alafo to wa ninu

gbólóhùn kẹ́kẹ́kan.

IWL KIKIIDINWÒ FÚN ỌLÓDÚN KINNI-JUNE, 1901

Mo lẹ sí ọjà nílá kan. Mo ri àwọn oníṣówò
 púpọ̀ níbẹ̀. Oríṣíríṣí aṣọ, bàtà àti mikan ọṣọ
 ilé ní wọn n̄ tà ní ọjà náà. Àwọn ònkan óúnjẹ
 bí i, ẹwà, irẹ̀sì àti àgbàdò pọ̀ ní ọjà náà pẹ̀lúú.

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APPENDIX "C"

YORUBÁ KÍKÀ FÚN ALAKOÓBÈRÈ



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ÈKÓ 1

ÀWỌN LẸ̀TÀ ÈDÈ YORÚBÁ LẸ̀TÀ. MÍLÁ-MÍLÁ.

À	B	D	E	E	F	G	GB	I	H	
J	K	L	M	N	Ọ	Ọ	P	R	S	Ş
T	U	W	Y							

LẸ̀TÀ KÉKÈKÉ

a	b	d	e	e	f	g	gb	i	h	j	k
l	m	n	o	o	p	r	s	ş	t	u	w
y											

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FÀWÈLÌ YORÙBÁ

À È Ě Ì Ó Ọ Ù

a e ẹ i o ọ u

an an in on un

KỌNSÓNÁNTÌ YORÙBÁ

B D F G GB H J K L

M N P R S Ṣ T W Y

b d f g gh h j k m n

p r s ṣ t w y

ADÁLÚ LÉTÀ YORÙBÁ

M GB K L H O A S N E S F Y

J T D W E R P G O U I B

o e n f k i n p e r g o ṣ

gb a d b l h j y w t u

ÈKÓ 2(1) KA ÀWỌN ỌRỌ WỌNYÌÍ

Èwà	Ọsàn
Dòdò	Ìbẹ̀pẹ̀
Ìrẹ̀sì	Èlùbó
Èran	Èyin
Àkàrà	Gààrí
Yangan	Ọbẹ̀
Iyán	Èmu
Èja	Ọsíki
Ọgèdẹ̀	Tètẹ̀

(2) KA ÀWỌN GBÓLÓHÙN WỌNYÌÍ

Bọ́lá ra èwà àti dòdò
 Wáale ra Ìrẹ̀sì àti dòdò
 Bọ́lá fẹ̀ràn èwà púpọ̀
 Wáale fẹ̀ràn Ìrẹ̀sì púpọ̀
 Bọ́lá àti Wáale fẹ̀ràn dòdò púpọ̀.

ÈKỌ 3KA ORÚKỌ ÀWỌN ÈYÀ ÀRÀ

Ojú	Inú	Eyín
Imú	Ikùn	Àwọ̀n
Etí	Itan	Ọ̀nà-Ọ̀fun
Ènu	Èyìn	Gìgìsẹ̀
Àgbọ̀n	Ègbẹ̀	Irun
Órì	Yhà	
Ọ̀rùn	Yídí	Àwọ̀
Ọ̀wọ̀	Àtéléwọ̀	Àwò
Àpá	Àtẹ̀lẹ̀sẹ̀	
Èsẹ̀	Yka	

YWÉ KÍKÌÀ

Ojú ni ìmọ̀lẹ̀ ara
 Bí ojú bá ti fọ̀, fẹ̀àrí dọ̀fo
 Ojú ni a fi ń ríran
 Etí ni a fi ń gbọ̀ràn
 Imú ni a fi ń gbọ̀ òórùn
 Ènu ni a fi ń jẹun.

ÈKỌ 4KA AWỌN ỌRỌ WỌNYÌÍ

Aṣọ	Bàtà	Yẹtí
Èwù	Fílà	Ṣẹ̀tì
Ṣòkòtò	Yẹtí	Túròsà
Bùbá	Sinmí	
Kaba	ìlẹ̀kẹ	
Ọ̀elẹ	Góòlù	
Yró	Ègbà	
Àwòtẹ̀lẹ	Òrùka	
Àgbékọ	Apanówọ	
Pátá	Iborùn	

B

Bàbá Wálé ra aṣọ ilé ìwé fún Wálé

Ìyá Wálé ra bàtà ilé ìwé fún Wálé

Télọ bá Wálé fán ṣòkòtò àti èwù ilé ìwé nàà
dàádàá.

Àbúrò nọmọ Wálé ra kaba fún Dẹ̀bọ́lá kaba nàà
dára.

Bọ́lá nà àbúrò Wálé

Obìnrin ni 'Bọ́lá

'Wálé àti Bọ́lá fẹ̀ràn ara wọn púpọ̀

ÈKỌ 5KA ÀWỌN ỌRỌ WỌNYÌÍ

Ilé	Bọ̀lù
Àga	Lúdò
Ìkòkò	Okùn
Àpótí	Àyò
Àaró	Pápá
Abọ	Ere
Isaasùn	Ení
Şíbí	Bẹ̀dì
Ìgbakọ	Ibùsùn
Órógùn	Ọ̀bẹ̀

KA ÀWỌN GBÓLÓHÙN WỌNYÌÍ

Bàbá Wálé kọ ilé kan
 Ilé nàà dára púpọ̀
 Yàrá ìdáná wà nínú ilé, nàà
 Yàrá-ítura wà níbẹ̀ pẹ̀lú
 Àwọ̀n àlejò fí àga jókò ní pálẹ̀ bàbá Wálé
 Wọ̀n ní wo àwọ̀n ọ̀mọ̀ tí wọ̀n nífi bọ̀lù seré

ÈKỌ 6

KA ÀWỌN ỌRỌ WỌNYÌÍ

Ṣọ́ọkì	Kéú
Ṣílẹ̀ètì	Bíbélì
Lẹ̀ẹ̀dì	Hànntú
Ìwé	Pẹ̀pẹ̀
Dọ̀sítà	Ọ̀rọ̀tọ̀
Bírò	Irin
Rúlá	Igo
Àwọ̀rán	Táyà
Àwòkọ	Èṣin
Wàláá	Jangirófà

KA ÀWỌN GBÓLÓHÙN WỌNYÌÍ

Olùkọ́ dúró níwájú àwọ́n akẹ́kọ́ọ̀
 Ó ní kọ́ àwọ́n ọ̀mọ́ nàà ní ìwé
 Ó ní kí wọ́n fi ṣọ́ọkì ya àwọ̀rán sí inú
 ṣílẹ̀ètì wọ́n
 Àwọ́n ọ̀mọ́ mírán kò lo ṣọ́ọkì
 Lẹ̀ẹ̀dì ní wọ́n fi ya àwọ̀rán tiwọ́n.

KÀ ÀWỌN ỌRỌ WỌNYÌÍ

Wàlàà.	Kùràánì
Kéú	Oníwáásù
Hàntú	Àlùfáà
Pèpé	Ìwáásù
Bíbélì	Wáásí
Ìwé-Orin	Ìrun
Sáámù	Àdúà
Epe	Èébú
Ààfáà	Àlànájì

ÌWÉ KÍKÀ

Ààfáà n kọ àwọn ọmọ ní kéú ní ilé kéú
 Ó kọ wọn láti fi pèpé àti hànntú kọ kéú
 Ara wàlàà ní àwọn ọmọ n kọ kéú sí
 Àwọn ọmọ ilé kéú máa kọrín pé:-
 Bí ààfáà ti n kọ wọn ní kéú bẹ̀ẹ̀ ní n já
 wọn lẹ̀rẹ̀ to.

ÈKÓ 8

KA ORÚKỌ ÈRANKO ÀTI ÈYẸ DÍẸ

Àdiẹ	Ajá
Àyékòótó	Àgùtàn
Àṣá	Èwúré
Àparò	Ehoro
Èyẹlé	Erin
Igún	Èlédè
Lékeleke	Màálúú
Òkín	Òkété
Pépeye	Ológbò
Tòlótóló	Ọyà

B

KA ÀWỌN GBÓLÓHÙN WỌNYÌÍ

Èyẹ inú ilé ni adìẹ, eyẹlé àti pépeye
 Ajá jẹ eranko tí a fi n sọ ilé
 Ológbò a máa pa èkúté ilé
 Èyẹ igbó ni eyẹ àṣá, ó sì lè gbé omọ adìẹ
 Èranko, tí à n sìn ní ilé ni ewúré àti
 àgùtàn.

Àwọ funfun ní àwọ lékeleke, sùgbón
 àwọ pípón ni àwọ eyẹ àparò.

KA BWÌ YÌÍ, KỌ Ọ SÓRÍ, KỌ Ọ LỌRUN

ÌYÁ À MI

Ìyá ní ìyá à ní

Ìyá tó bí mí

Ó lóyún ùn mí

Ó pọ̀n mí dàgbà

Ó fún mí lómú

Ó tọ́jú ù mí

Ó wò mí dàgbà

B' ó rán mí níşé

Má yá a sáré lọ

Bórí bá mí şe é

Tí mọ bá dàgbà

Má tọ́jú ìyá

Tó bí mí lómọ

ÈKỌ 10

KA ÀWỌN EDE GBÓLÓHÙN WỌNYÌÍ

Abọ́ fífò	Ilé títọ́jú
Aṣọ́ fífò	Ilé gbígbon
Ilẹ́ gbígba	Óunjẹ́ jíjẹ
Àga nínù	Omi pípọ́n
Iṣẹ́ rírán	Pipa. 9ilẹ́ nọ.

B

KA ÀWỌN GBÓLÓHÙN WỌNYÌÍ

Ìtọ́jú ilẹ́ àti ìtọ́jú óunjẹ́ ṣe pàtàkì púpọ́
 Iṣẹ́ àwọ́n ìyá nínù ilẹ́ nìwọ́nyíí
 Sùgbón àwa ọmọ́dẹ́ gbọ́dọ́ ran àwọ́n òbí i wa
 lẹ́wọ́

A lẹ́ fọ́ abọ́ tí gbogbo ilẹ́ fi jẹun

A lẹ́ fọ́ àwọ́n aṣọ́ kékèké.

Ó yẹ́ kí á gbá ilẹ́ ilẹ́ kí á tó lẹ́ sí ilẹ́ ìwé

Iṣẹ́ tiwa ni láti bá àwọ́n òbí wa pọ́n omi.

ÈKỌ 11

KA ÀWỌN ÈDÈ GBÓLÓHÙN WỌNYÌÍ

Orín kíkọ	Eré síísá
Ijó jíjó	Bọ̀ọ̀lù gbígba
Eré síṣe	Okùn fífò
Ìwé kíkà	Rọ̀bà títà
Ọ̀rọ̀ síṣọ	Táya yíyí

KA ÀWỌN GBÓLÓHÙN WỌNYÌÍ

Àwa ọ̀mọ̀dé fẹ̀ràn eré síṣe

A fẹ̀ràn láti máa díje eré síísá

Àwọ̀n ọ̀bínrín fẹ̀ràn okùn fífò

Àwọ̀n ọ̀kúnrín fẹ̀ràn bọ̀ọ̀lù gbígba

Gbogbo wa fẹ̀ràn orín kíkọ

Bí a bá rí ìlò, a lè jó pẹ̀lúú

Kì í ṣe gbogbo ìgbà ni ó yẹ kí á máa ṣeré.

A ní láti máa ka ìwé pẹ̀lúú

Eré síṣe kò gbọ̀dọ̀ pọ̀ jù ìwé kíkà lẹ.

KA ÈWÌ YÌÍ KÍ O SÌ KỌ Ọ SÓRÍ

Ìyá ni wúra

Bàbá ni dígí

Ní jọ Ìyá kú ni wúra bàjé

Ní jọ baba kú ni dígí wọni

Iṣẹ̀ bàbá lórí ọmọ kẹ̀ kẹ̀ré

Bàbá gidi ni bàbá à mi

Ó n fówó sílẹ̀ fún 'tọ́jú ilé

Ó n fún ìyá lówó fún 'tọ́jú ọmọ

Bí bàbá tí n ṣiṣẹ̀

Ní n 'tọ́júwo ilé

Ó tún n bojú tọmọ

Bàbá mi fẹ̀ràn, ìyá a ni púpọ̀

Bàbá mi kì í rànru

Ọ̀n kẹ̀ kì í mutí amu-ń-dabọ̀

B ó bá w'Èdùmàrè

Téni ọ̀ kú síwájú

N ó ṣẹ̀kẹ̀ ṣẹ̀gẹ̀ fún bàbá

Ma faṣọ̀ ńlá bo bàbá

Níjọ̀ tí bàbá bá lẹ̀.

ÈKỌ 13

ÌWÉ KÍKÌ

Níké àti Déolú jẹ ọmọ tẹgbọn-tàbúró Mọmọ Déolú ni
ègbọn bàbá Níké.

Olùkọ àgbà ni Mọmọ Déolú, sùgbọn onísẹ-owó ni baba
Níké

Mọmọ Déolú àti bàbá Níké fẹràn ara a wọn púpọ
Ní kẹkeré ni Níké ti wà lẹdò ègbọn bàbá rẹ yíí.
Níké àti Déolú jọ dàgbà pọ lẹdò mọmọ Déolú ni.
Sùgbọn Níké fi Oşù mọwá ju Déolú lọ.

Déolú ga tó Níké, ó pupa fẹfẹré bí i Níké, a sì
máa sọrọ bí i Níké.

Irú aşọ kan nàa ni Mọmọ Deolu máa n rà fún àwọn
ọmọ méjèèjì wọnyíí.

Bí i lẹjẹjẹ ni wọn rí nítorí pé wọn tún fojú jọ
ara a wọn.

Nítorí nàa ọpọlọpọ èniyàn ni n pe àwọn ọmọ nàa ní
Táyé-Kẹhìndé.

Tẹgbọn - tàbúró

Pupa - fẹfẹré

Táyé - Kẹhìndé

ÈKÓ 14

KA ÀWỌN ÈDÈ GBÓLÓHÙN WỌNYÌÍ

Iṣẹ olùkó	Iṣẹ ìjọba
Òwò ṣíṣe	Oníṣẹ-ọwó
Iṣẹ iṣegun	Iṣẹ ààbò ilú
Àgbẹ ṣíṣe	Iṣẹ ara ẹni
Àwọn ọlọpàá	Àwọn ọ̀ṣẹ̀lú

KA ÀWỌN GBÓLÓHÙN WỌNYÌÍ

Olùkó ni bàbá Wálé, ṣùcbon oníṣòwó ni mọmọ Wálé
 Àwọn tí ń tọjú aláṣàṣà ni ńṣe iṣẹ iṣegun
 Lára àwọn oníṣegun ni nọṣì, agbẹbí àti dókítà wà.
 Ààbò ilú àti alááfíà ilú ni àwọn sójà àti ọlọpa wà
 ẹ̀n.

Àwọn tí ń bọjútó irọ̀rùn ará ilú ni ọ̀ṣẹ̀lú
 Díẹ lára àwọn oníṣẹ-ọwó ni bíríkílà, rípiàrà,
 kápẹ̀ntà, alágbẹ̀de àti tọ̀lẹ̀.

Iṣẹ olùkó nípon púpọ̀. Àwọn ni ń kó gbogbo ọ̀ṣíṣẹ̀
 yókù láti lè ka àti láti lè kọ̀ ìwé.

Gbogbo àwọn tí ń gba owó oṣù lódò ìjọba ni ọ̀ṣíṣẹ̀
 ìjọba.

Àwọn tí kò ṣíṣẹ̀ ìjọba ni oníṣẹ̀-ara-ẹni

Àti oníṣẹ̀ ọwó, àti ọ̀ṣíṣẹ̀ ìjọba, àgbẹ̀ ni ń bó
 gbogbo wọ̀n

Oúnjẹ sì ni ọ̀rẹ̀ àwọ̀.

ÈKỌ 15

KA EWÌ YÌÍ KÍ O SÌ KỌ Ọ SÓRÍ

ÈDÈ YORÙBÁ

Yorùbá dùn ún gbọ

Yorùbá dùn ún fọ

Èdè ohùn wù mí í sọ

Kò pé kí n má k'édè òyìnbó

Kò ní kí n kọ sáyẹ̀nsì sílẹ̀

Kò farani matimátííkí síṣe

Nán-án-ní Mán-án-ní Nán-án ní

Chun ẹní là ẹ̀ nán-án ní

Ọmọ ọdẹ nán-ní, apó

Ọmọ ẹ̀gbẹ nán-ní atọ̀jà lébẹ̀

Èmi nàà nán-ní èdè Yorùbá

Èmi nàà nán-ní èdè bàbá mi.

APPENDIX "D"

IṢÉ ṢÌSÈ L'ORÍ ÈDÈ
YORÙBÁ FÚN ALAKÒBÈRÈ



IDARAYA I

A

DÍ ANWON ALAFO WONYII PELÚ LETA TÍ Ó SONU

A	B	.	E	.	F	G	.
I	H	.	K	L	.	N	O
.	P	.	S	.	T	.	W

B

.	b	d	.	e	.	.	gb
i	.	j	.	L	m	.	.
o	.	.	r	s	s	.	.
u	.	y

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D

Fa ilà sí abẹ fawẹlì tó kù nínú àwọn lẹtà
wọnyíí.

A ti ba o fa ila si abẹ fawẹlì méjì.

a b d e e f g gb

i h j k L m n o

o p r s s t u

w y

an en gb on kp dt

in fl un

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255.

E

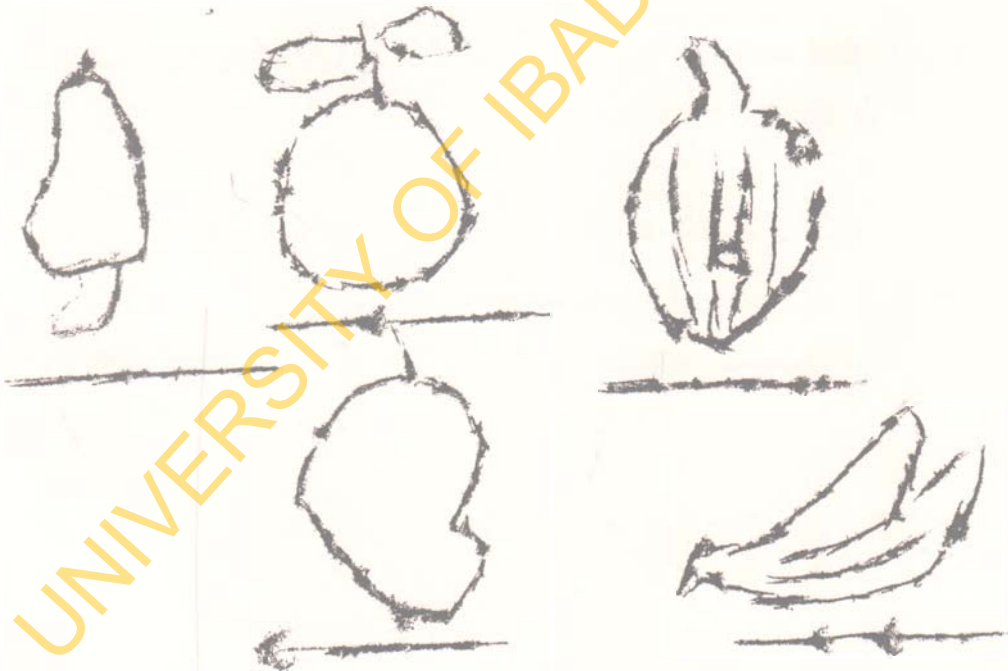
Kò gbogbo lẹtà Yorùbá ní ẹ̀ṣẹ̀-n tẹ̀lẹ̀

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IDARAYA 2

Kọ orísi óúnjẹ márùn-ún tí ọ fẹràn

Kọ orúkọ sí abẹ aworan eso kọọkan tí a yá sí
isalẹ yíí.

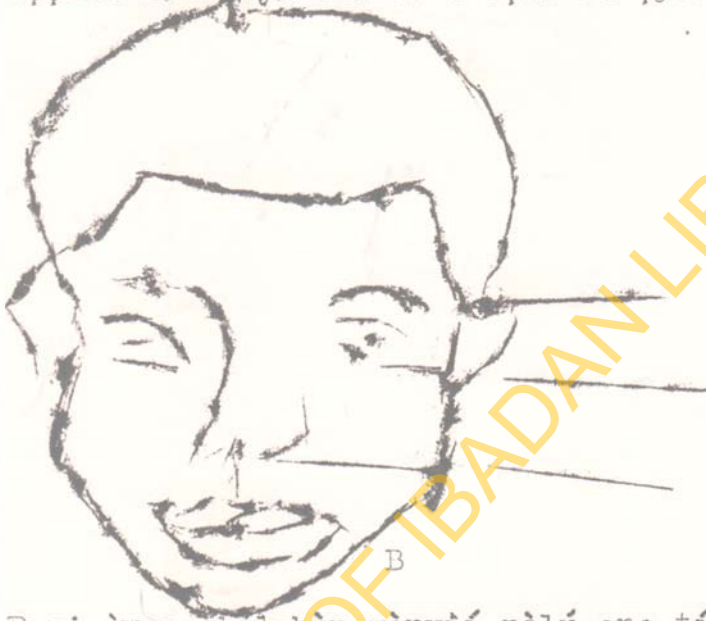


Parí àwọn gbólòhùn ọrọ wọnyí pẹ́lúu ọrọ tí
o fẹ́ nínú àwọn ọrọ tí ó wà ní àkámọ́.

- (1) Bọ́plá jẹ ẹwà àti (èlùbọ́, dọ̀dò)
- (2) Wálé fẹ̀ràn àti dọ̀dò (Iṣẹ̀, igi)
- (3) ni a fi nínú dọ̀dò (Iṣu, ọ̀gèdẹ̀)
- (4) Iṣẹ̀ àti dọ̀dò ju isú àti iṣẹ̀ lọ
(dára, dùn).
- (5) Bọ́plá àti fẹ̀ràn dọ̀dò (Wálé, Ọ̀jọ́).

IDARAYA 4

Wo àwòrán orí èyàn yíí dáadáa kọ orúkọ èyá
kọkọkan sí iwájú ilà tí ó tọka sí èyà nàà.



Pari àwọ̀n gbólòhùn wọ̀nyíí pẹ̀lú ọ̀rọ̀ tí ó ba
kọkọkan mu.

- (1) mi imọlẹ̀ ara
- (2) Inu ni a fi n gbo
- (3) ni a fi n rin
- (4) ni a fi n kọ iwe
- (5) Ẹyin funfun ni iyi

IDARAYA 5

Kọ orúkọ ẹyà mǎrùn ún tí okùnrin lè lò.

- 1.
- 2.
- 3.
- 4.
- 5.

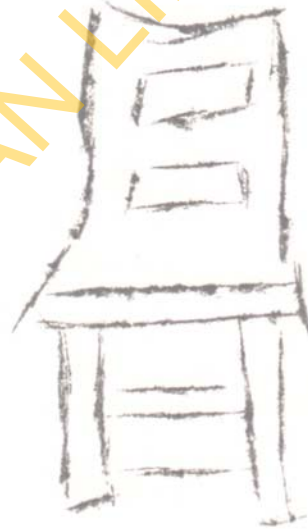
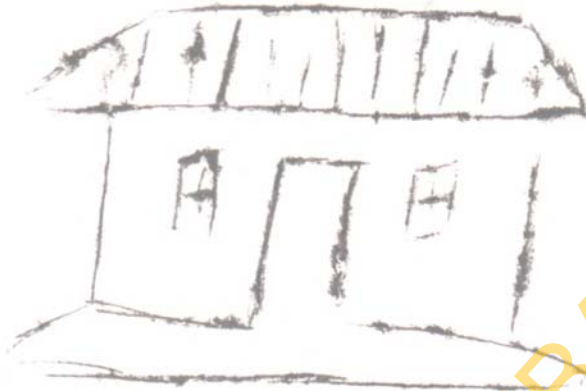
Kọ orúkọ ẹyà aṣọ mǎrùn ún tí obìnrin lè lò.

- 1.
- 2.
- 3.
- 4.
- 5.

260.

IDARAYA 6

1. Kọ orúkọ sí abẹ àwòrán kọ̀kkan tí ó wà ní
isàlẹ̀ yíí.

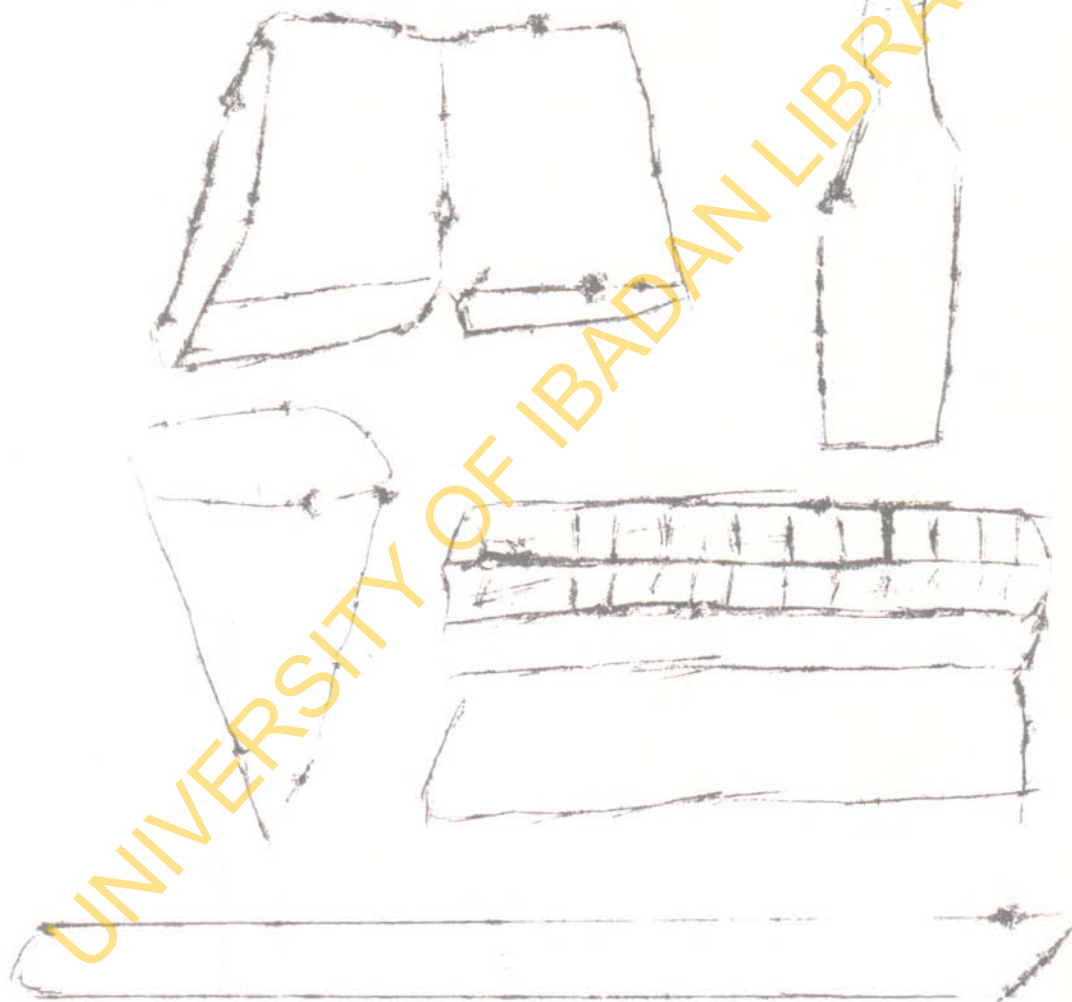


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261.

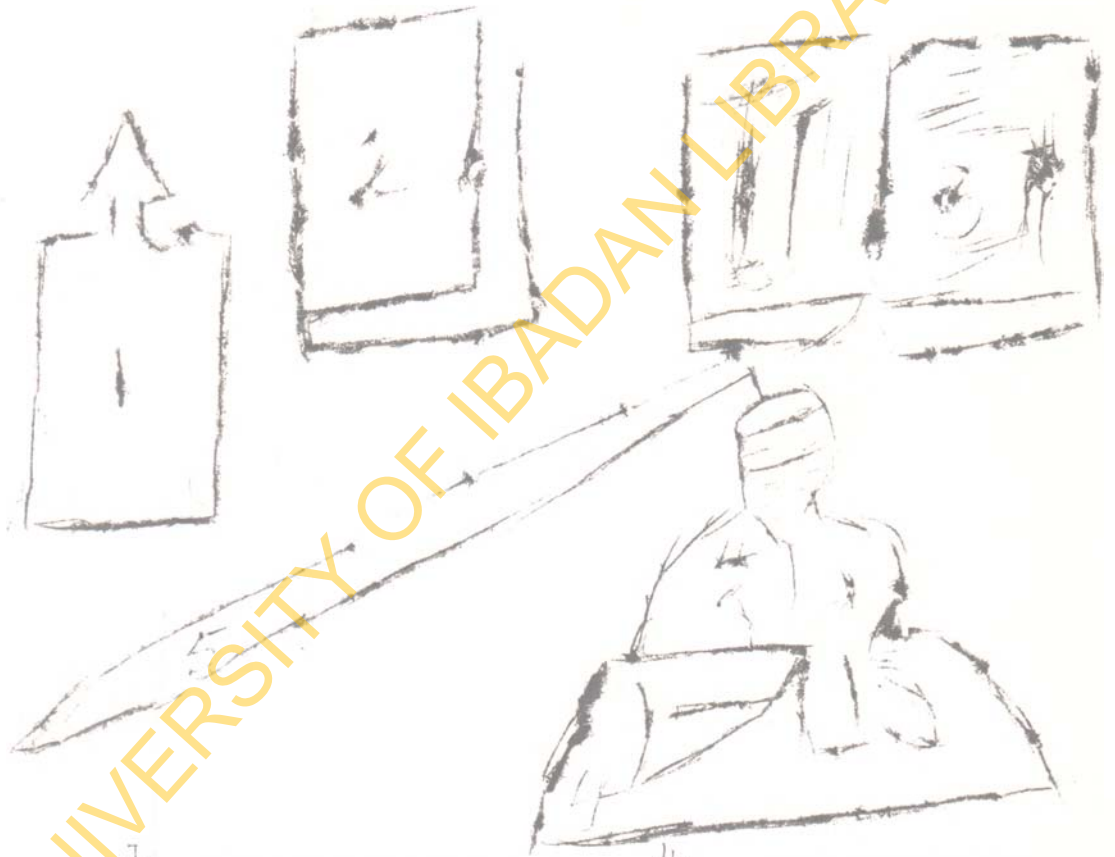
IDARAYA 7

Wo àwòrán tí a yà sí isàlẹ̀ wíí kí o sí kọ̀ oríko
òkòòkan sí abẹ̀ ẹ̀ rẹ̀.



IDARAYA 8

Wo àwọn àwòrán kòkòkan kí o sì kọ orúkọ fún òkòkòkan ní ọ̀sẹ̀-n-tẹ̀lé sí ìsàlẹ̀ yíí.



1. _____
2. _____
3. _____

4. _____
5. _____

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IDARAYI 9

Kọ orúkọ ọyọ márùn ún tí a lè sìn nínú ilé

- 1.
- 2.
- 3.
- 4.
- 5.

F

Dárúkọ ọyọ igbó márùn ún tí o mò

- 1.
- 2.
- 3.
- 4.
- 5.

IDARAYA 10

Tún ọkọ kejọ kà dádáá, kíyèsí a b d inú ọpọ
kọọkan.

Pa iwé rọ dé

Kọ ohun tí Olùkọọ rọ bá pè fún ọ sí isálẹ̀ yí.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

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265.

IDARAYÀ 11

Ka ewi ẹkọ kẹsàn dádáá

Kọ ọ sí orí. Pá iwé rẹ dé

Ka ewi náà látí orí fún Olùkọ ẹ rẹ

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IDARAYA 12

Ka ewi tí ó wà ní ẹ̀kọ́ 16 nínú Yorùbá kíkà fún
alákòbèrè jẹ́jẹ́.

Fa iwé kíkà à rẹ́ dé

Fi ọ̀rẹ́ tí ó yẹ́ dí àlàofo inú ewi náà.

Iyá ní iyá à mi

Iyá tó mí.

Olóyún ùn mi

Ó mí dàgbà.

Ó fún mi

Ó tọ́jú ù mi

Ó mí dàgbà

Bí ó ràn mi nişş.

Na ya a sàré lọ.

..... ba mi şe e

Tí mo bá dàgbà

Mo tọ́jú iyá

Tó bí mi lómọ.

IDARAYA 13

Sọ Oríṣi iṣẹ́ mórùn ún tí o lè ẹ̀ látí ran àwọn
òbí rẹ̀ lẹ́wọ̀.

1.

2.

3.

4.

5.

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IDARAYA 14

Ka ẹkọ 18 nínú Yorùbá kíkà fún Àlákòbòrè jẹ́jẹ́

Kíyòsì a b d àwon ọrọ̀ inú ẹkọ̀ náà dádáa.

Fa iwé rẹ̀ dé.

Fi etí sílẹ̀ dádáa kí o sì kọ̀ àwon ọrọ̀ tí olùkọ̀ rẹ̀
yó pè fún ọ̀ láti inú ẹkọ̀ náà.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

269.

IDARAYA 15

Kọ eré ọmọdẹ márùn ún tí ọ fẹ.

1.

2.

3.

4.

5.

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IDARAYA 16

Ka ewi ẹkọ kejiláá jé.

Pa iwé rẹ dé.

Kàá láti orí fún àwọn ẹgbé è rẹ.

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IDARAYA 17

Tún `ewi inú ẹkọ kejiláá kà dáadáa. Pa iwé dé

Fi etí sílẹ dáadáa, kí o sí kọ àwọn ẹrọ tí olùkọ
re bá pè fún ọ

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

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Ka ẹkọ kẹtálàá nínú Yorùbá kíkà fún Alákòbèrẹ
jẹ́jẹ́.

Múra láti dáhùn ibéèrè tí olùkọ yó bi ọ lórí
ẹkọ náà.

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IDARAYA 19

Ka ẹ̀kọ́ kẹ̀tálàá nínú ìwé e Yorùbá kíkà fún
Alákòpòbẹ̀rẹ̀ jẹ́jẹ́.

Dáhùn àwọn ibẹ̀rẹ̀ wònyí lórí ohun tí o kà
nínú ẹ̀kọ́ náà.

1. Dárúko àwọn omọ méjì tí o kà nípa wọn nínú ìwé
náà.

(1)

(2)

2. Ta ni àgbà nínú àwọn omọ méjèèjì?

.....

3. Ọ̀dò ta ni Níkẹ́ ní gbé?

.....

4. Sọ ohun kan tí Déolú fi jọ Níkẹ́

5. Kín ni ẹ̀pọ̀lọ̀pọ̀ èyàn maa ní pe àwọn omọ náà?

.....

274.

IDARAYA 20

Ko oriṣi iṣe òòjò márùn ún tí èniyàn lè se.

1.

2.

3.

4.

5.

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275.

IDARAYA 21

Tún ewì inú òkò kẹ̀dógún kà dádáa. Jíròrò pò
pèlú olùkọ̀pọ̀ rẹ̀ lórí ewì náà.

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276.

IDARAYA 22

Ka ewi inú ọkọ kọ̀ẹ̀dógún jẹ́jẹ́ lẹ̀kkan sí i.

Pa iwé dẹ.

Ka ewi náà láti orí fún àwọn ọ̀rẹ́ àti ọ̀lọ́kọ̀ ọ̀

rẹ.

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APPENDIX "E"

BB

ATONA OLUKO FUN IWE

ALAKOBERE

BB

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IFARÀ

Ó jẹ́ ohun tí n rú ní lójú tí ó sì n ẹ̀yìn ní lókàn pé látí bíi ọ̀dún mẹ́wáá sẹ́hìn, ọ̀gòòrò àwọn ọ̀mọ ọ̀n wa tí wọn n jade ní ilé ìwé alákoòbàrò ní wọn kò lè kà tàbí kí wọn kọ Yorùbá dáadàa. Púpọ̀ nínú wọn ní kò lè ran àwọn ọ̀bí i wọn lówó látí kà tàbí látí kọ lètà. Kò rọ̀rùn fún àwọn ọ̀bí látí bẹ́ àwọn ọ̀mọ oníwèé mẹ́fà ní akọ̀sílẹ̀ ohun pàtàkì kankan ní ede Yorùbá.

Kí í sì í ẹ́ pẹ́ síso, kíkà tàbí kíkọ̀ èdè Gẹ̀gẹ̀sì àwọn akẹ́kọ̀ wònyí ran iná rará. Wọn kò lè sọ ọ̀yìnbó, wọn kò sì mọ̀ Yorùbá a kà. Àìyanjú ìmọ̀ àwọn ọ̀mọ̀ nínú èdè méjèèjì yíí n mú ìfàsẹ́hìn bá ìmọ̀ àwọn akẹ́kọ̀ nínú gbogbo ẹ́sẹ̀ yìókù pẹ̀lúú. Ọ̀rò ẹ́kọ̀ àwọn ọ̀mọ̀ níwèé mẹ́fà a wa wá dí i.

Ó rele, ko dele

Ó róko ko doko

Ó torokodoko orokoto

Ìpílẹ̀ ẹ́kọ̀ ní ìwé mẹ́fà jẹ́ fún gbogbo ìgbésẹ̀ ẹ́kọ̀ yókù. Bí ìpílẹ̀ yíí kò bá sì lágbara, ó dájú pé àgbékà ẹ́kọ̀ yókù kò lè dúró dára. Eléyíí ní n ẹ́ okunfà jíjakulẹ̀ tí ọ̀gòòrò àwọn akẹ́kọ̀ n jákulẹ̀ nínú àşekágbá ìdánwò oníwèé mẹ́wáá tí wọn n ẹ́

Yorùbá bọ̀, wọ̀n ní
 Amúkún, ẹ̀rù rẹ̀ wọ̀
 Ó ní, òkè ní ẹ̀ ní wò
 Ẹ̀ kò wo ìsàlẹ̀.

Lojú u tíwa, ìbẹ̀rẹ̀ pẹ̀pẹ̀ ní ọ̀rọ̀ ẹ̀kọ̀ àwọn ọ̀mọ ọ̀n
 wa ti wọ̀ wá. Ìmọ̀ tí ó ynajú nínú èdè abinibí àwọn ọ̀mọ
 ni ó lè ran ìmọ̀ èdè ọ̀yìn bó lówó. Apapọ̀ ẹ̀yíí tí yó mú
 kí àwọn ọ̀mọ lè máa ẹ̀ dáadáa nínú gbogbo ẹ̀kọ̀ yókù.

Láti kí láàsì àkókó ní ó yẹ̀ kí á ti ẹ̀ àtúnṣe
 tàbí àyípada nínú ohun tí a ní kọ̀ àti ọ̀nè tí a ní gbà kọ̀
 àwọn ọ̀mọ. Ní ibi pẹ̀lẹ̀bẹ̀ ní ó sì ti yẹ̀ kí á mú ọ̀òlẹ̀
 jẹ̀ pẹ̀lúú. Ìdí ni yíí tí a fi fẹ̀ gbà iyanjú láti lo
 ìlànà titun àti ìwé kíkà titun láti kọ̀ àwọn ọ̀mọ
 alákòbẹ̀rẹ̀ ní kíkà àti kíkọ̀ Yorùbá tí i ẹ̀ èdè
 abinibíí wọ̀n.

A ti ẹ̀ àkíyèsí pé ìlànà àti ìwé kíkà tí a ní
 lè tẹ̀lẹ̀ fún kíkọ̀ Yorùbá kò ran àwọn ọ̀mọ lówó tó bá a
 se fẹ̀. Agbékálẹ̀ gbólóhùn àti àwòrán inú ìwé kíkà
 nàa mú kí ó rọ̀rùn fún àwọn ọ̀mọ láti kọ̀ àwọn gbólóhùn
 nàa sórí láí adá ọ̀rọ̀ kankan mọ̀. Yàtọ̀ fún ẹ̀yíí, lílo
 ìlànà kan soṣo pẹ̀lúú ìwé kíkà a rẹ̀ fún bí i ogójì

oḍún kò fi ìdàgbàsókè hàn nínú ìlànà ẹ̀kọ́ tí a n kọ́ àwọn ọmọ ọn wa. Papàá jùlọ nígbà tí ìlànà àti ìwé nàà kò mú kí ẹ̀te wa fún ẹ̀kọ́ àwọn ọmọ aṣakòṣòbèrẹ̀ yorí sí ohun tí a fẹ́.

Ìlànà ìkòni àti ìwé titun tí a fẹ́ ló wà ní ó ẹ̀ okunfà àgbékalẹ̀ iṣẹ́ àti ìwé kíkà fún aṣakòṣòbèrẹ̀ tí a ẹ̀.

Ìwé kékeré yìí jẹ́ atọ̀nà fún Olùkọ́ láti lo ìlànà iṣẹ́ ọ̀ṣọ̀ṣẹ̀ àti iṣẹ́ ojòòjúmọ́ tí a ẹ̀. A dàmọ̀ràn àwọn ìgbésẹ̀ tí olùkọ́ yó tẹ̀lé láti darí àwọn akẹ̀kọ́ láti ní ìmọ́ tí a fẹ́ kí wọn ní nínú iṣẹ́ ọ̀sẹ̀ kọ̀ọkan. Àwọn ìgbésẹ̀ wònyìí yóò ràn olùkọ́ lówọ́ láti kọ́ ìlànà iṣẹ́ ojọ́ kọ̀ọkan.

Bákan nàà ní yóò tọ́ Olùkọ́ sí ọ̀nà tí yó rìn láti ẹ̀ àṣeyorí iṣẹ́ ojọ́ kọ̀ọkan. Eyiñn nì ní pé àwọn akẹ̀kọ́ yóò ní ìmọ́ tí a fẹ́ kí wọn ní lẹ̀hìn ìdánilẹ̀kọ́ ojọ́ kọ̀ọkan.

Ìmọ̀ràn ní a dá sí inú ìwé atọ̀nà yìí. Olùkọ́ kọ̀ọkan lè lo ọ̀ye tirẹ̀ láti ẹ̀ àfikún tó bá yẹ́.

AKÍYÈSÍ ÌPÀTAKÌ

Ìgbésẹ̀ ìkòni fún ọ̀sẹ̀ kọ̀ọkan ní a kọ́ sí inú ìwé yìí.

Olùkọ́ yóò lo ìwé ìlànà iṣẹ́ ojọ́ kọ̀ọkan.

(Daily Scheme of work) láti mọ ohun

tí yó kọ àwọn ọmọ níidánilẹkọ

kọ̀ọkan.

Ìgbésè ìkóni inú iwé yíí wà

gẹgẹ bí orísun nínú èyíí tí olukó

yóò tí maa fa ìgbésè ìkóni ọjọ

kọ̀ọkan yo.

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ÒSÈ KÌNNÍ

ORÍ ÒRÒ: Didámò àti pàpe orúkọ gbogbo lètà Yorùbá.

ÈTÈ Ní ẹ̀pin ọ̀sẹ̀ àwọn akékọ̀ọ̀ yóò dá ọ̀kọ̀ọ̀kan àwọn lètà Yorùbá mọ̀ pẹ̀lúú. Orúkọ tí lètà kọ̀ọ̀kan n jẹ. Wọn yó lè rí ọ̀wọ̀ kan lètà tí olúkọ̀ bá pè fún wọn láti ara ogírí tàbí tákadà tí a kọ̀ àkọ̀jọ̀ ọ̀pọ̀ lètà sí.

ÌGBÉSÈ ÌKÓNÌ

- (1) Darí àwọn ọ̀mọ̀ láti dá lètà kọ̀ọ̀kan mọ̀ pẹ̀lúú orúkọ̀ nípá kíkọ̀ àwọn lètà nàà sí ara ọ̀gírí ní ọ̀kọ̀ọ̀kan. Kọ̀ lètà nàà ní síṣẹ̀ n tẹ̀lé sí ara ọ̀gírí, kí o sì darí àwọn ọ̀mọ̀ láti kàà.
- (2) Lo káàdì lètà láti tún kọ̀ didámò àti pàpe orúkọ̀ lètà kọ̀ọ̀kan. Maa lẹ̀ káàdì lètà kọ̀ọ̀kan mọ̀ ara bọ̀ọ̀dù oní-fúlánẹ̀lì Jẹ̀ kí àwọn ọ̀mọ̀ wá síwájú láti lẹ̀ káàdì lètà mọ̀ ara bọ̀ọ̀dù oní-fúlánẹ̀lì", nígbà tí káàdì tírẹ̀ sí wa lókè.
- (3) Pẹ̀ àwọn ọ̀mọ̀ láti lẹ̀ káàdì lètà tí ó bá tí dárúkọ̀ mọ̀ ara bọ̀ọ̀dù-oní-fúlánẹ̀lì láì sí káàdì tírẹ̀ lókè.

- (4) Dári àwọn ọmọ láti dá lẹ̀tá mọ n inú tákàdà tí a kọ àdàlúú lẹ̀tá sí. Bí o bá dárúkọ lẹ̀tá kan, kí àwọn ọmọ fi ọwọ kàn án nínú tákàdà wọn. Pẹ̀ àwọn ọmọ láti ka lẹ̀tá tó wà lójú tákàdà a wọn.
- (5) Lo bọ̀lù alágbéká láti ẹ̀ ayéwó àwọn lẹ̀tá tí o ti kọ àwọn ọmọ tẹ̀lẹ̀ kí o to tún kọ wọn ní àwọn mǐràn.
- (6) Lo tákàdà fífẹ̀ tí a kọ gbogbo lẹ̀tá sí ní síṣẹ̀-
n-tẹ̀léé láti ẹ̀ ayéwó àti àtẹ̀numọ̀ ìrì àti orúkọ
gbogbo lẹ̀tá Yorúbá. Láti ọ̀pin ọ̀sẹ̀ àkókọ̀ yíí
ní tákàdà fífẹ̀ yíí tí jẹ̀ gbígbékọ̀ sí ara ọ̀giri
yàrá ikawé àwọn àkókọ̀.

ÀKÍYÈSÍ:— Bí o ba ti ñ kọ̀ àwọn ọmọ ní lẹ̀tá
kékeré, ni kí o máa kọ̀ wọn ní lẹ̀tá níá
pẹ̀lúú.

ỌSÈ KEJÌ

ORÍ ỌRỌ: KÍKỌ LÈTÀ YORÙBÁ

ÈTÈ:- Ní òpin ọ̀sẹ̀, àwọn ọmọ yó lè kọ pupọ̀ nínú
lètà Yorùbá fúnràawọn.

IGBESÈ IKÓNÌ

- (1) Lo bọ̀ọ̀dù alágbékà tí a kọ gbogbo lètà Yorùbá sí láti ẹ̀ àyẹ̀wò didámọ̀ láti pípe orúkọ lètà Yorùbá.
- (2) Fi kààdì lètà tí o fẹ́ kó àwọn ọmọ hàn wọn ní ọ̀kọ̀ọ̀kan kí wọn tún orúkọ àwọn lètà nàà pè. Ọ̀ọ̀ fún wọn pé kíkọ sílẹ̀ àwọn lètà nàà ni iṣẹ́ kàn, Jẹ́ kí wọn wo ọ̀wọ̀ rẹ́ bí o ti n fí ìka tọ̀ lètà tí o lẹ́ mọ́ ọ̀kẹ̀. Pẹ̀ àwọn ọmọ láti fí ìka tọ̀ lètà ní ara bọ̀ọ̀dù. Jẹ́ kí ọmọ ọ̀kọ̀ọ̀kan maa fí ìka tọ̀ lètà tirẹ́ ní orí aḡa tirẹ́.
- (3) Jẹ́ kí àwọn ọmọ wo ọ̀wọ̀ rẹ́ bí o ẹ̀ kọ̀ lètà nàà sí ara ọ̀giri. Jẹ́ kí àwọn ọmọ kọ̀ lètà nàà sí inu sílẹ̀tì tabí ìwé e wọn. Maa lọ̀ kààkírì láti ẹ̀ ìrànmọ́ tí ó bá yẹ. Àwọn ọmọ tí kò bá

tí ì lè kọ lẹ̀tá tí o kọ wọ̀n lè máa fi lẹ̀dì
 tọ orí káàdì lẹ̀tá tí a kọ tó-tò-tóó sí títí
 ọwọ̀ wọ̀n yó fi rọ sí kíkọ lẹ̀tá nàà. Wọ̀n tún
 lè lo lẹ̀tá tí a gé jáde láti inú tákáà.

(4) Ọ̀sẹ̀ àyẹ̀wò kíkọ lẹ̀tá Yorùbá nípa:-

(a) Dárúkọ lẹ̀tá kí àwọ̀n ọ̀mọ̀ sí kọ lẹ̀tá
 nàà sí ara ògiri.

(b) Dárúkọ lẹ̀tá kí àwọ̀n ọ̀mọ̀ kọ ọ̀ sínú
 sílẹ̀tì tábí iwó e wọ̀n.

ÀKÍYÈSÍ:- Bí ọ̀mọ̀ bá tí mọ̀ lẹ̀tá kékéré é kọ̀ ní kí ó
 kọ̀ bí a tí í kọ̀ lẹ̀tá òlá pẹ̀lúú.

ÒSÈ KÈTÀ

ORÍ ÒRÒ: Sísè sèdá, àti kíkà òrò àti gbólòhùn òrò
tó jẹ mọ ohun jíjẹ.

ÈTÈ: Ní òpin òsè, àwọn ọmọ yó le fi létà to
oríṣíríṣí òrò tó jẹ mọ ohun jíjẹ. Wọn
yó lè lo àwọn òrò tí wọn sèdá láti sèdá
gbólòhùn òrò kékeké. Wọn yó sì le ka
òrò àti gbólòhùn tí wọn sèdá.

ÌGBÈSÈ ÌKÒNÌ

- (1) Jẹ kí àwọn ọmọ dárúko oríṣíríṣí óúnjẹ tí wọn
máa n jẹ ní iló. Kí wọn tún dárúko oríṣíríṣí
èso àti nkan mìíràn tí wọn máa n jẹ pèlùú.
- (2) Jẹ kí wọn dárúko óúnjẹ tàbí èso, tàbí ohun jíjẹ
mìíràn tí wọn fẹràn jùlọ. Bí ọmọ bá ti dárúko
ohun tí ó fẹràn kọ òrò rẹ sí ara ògiri. Ka
òrò bí i mọwá sí ara ògiri. Şe àlàyèé fún
àwọn ọmọ pé àwọn náà lè kọ òrò tí wọn dárúko
sílẹ nípà títe létà pọ.
- (3) Gbè bọ̀dù alágbékà sókè kí àwọn ọmọ ka gbogbo
létà Yerùbá nìbẹ.
Darí àwọn ọmọ láti to létà pọ láti sèdá àwọn
òrò tí o ti kọ sí ara ògiri. Gbè tákadà àpótí i

lètà síwájú àwọn ọmọ. Jẹ kí wọn máa dárúkọ
lètà tí ọ nílò láti sọdọ ọrọ tí ọ wà ní ara
ògiri. Bí wọn bá ti n dárúkọ lètà, máa fi
kàdì lètà náà nọ ara bọ̀dù-oní-fúlánṣẹ̀lì-
títí tí yó fi ẹ̀ ọrọ tí ọ kọ.

- (4) Pẹ̀ àwọn ọmọ láti máa fi lètà tó ọrọ̀ ní ara
bọ̀dù-oní-fúlánṣẹ̀lì.
- (5) Jẹ́ kí àwọn ọmọ̀ fi lètà tó ọrọ̀ sí orí àga a wọn.
Máa lẹ̀ káàkiri láti sẹ̀ ìrànwọ̀ tí ó yẹ.
- (6) Dárá àwọn ọmọ̀ láti fi ọrọ̀ tó gbólóhùn nípa
lílẹ̀ káàdì ọrọ̀ nọ̀ bọ̀dù títí tí gbólóhùn yó
fi sùyo.
- (7) Jẹ́ kí wọn fi lètà tó gbólóhùn kekéké sí orí
àga a wọn. Máa lẹ̀ káàkiri láti sẹ̀ ìrànwọ̀ tí
ó yẹ.

AKFÌYÈSÌ:

Fún àyẹ̀wò àwọn ọrọ̀ àti gbólóhùn tí ọ ti kọ
àwọn ọmọ, ọ lẹ̀ sẹ̀ àwọn nùkan wònyìí:-

- (1) Gbẹ̀ tákàdà aláwòrán sí òkè sọ̀ pé kí àwọn ọmọ
wá káàdì ọrọ̀ tó bá àwòrán kọ̀ọ̀kan mu.

- (2) Gbé tákàdà aláwòrán-ìṣẹ sí iwájú àwọn ọmọ.
 Jẹ kí wọn fi káàdì ọrọ to gbólóhùn tí ó bá
 iṣẹ kòòkan mu.
- (3) Maa lo káàdì ọrọ tàbí gbólóhùn àti bọ̀òdù
 alágbéka tí a kọ ọrọ tàbí gbólóhùn sí láti
 ṣe àyẹ̀wò kíkà àwọn ọrọ àti gbólóhùn tí o ti
 kó àwọn ọmọ.

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ÒSÈ KÈRIN

CRÍ ÒRÒ: Ẹ́íṣe ẹ̀dá àti kíkà ọ̀rò àti gbólóhùn tó
jẹ́ mọ́ ẹ̀yà ara àti aṣọ wíwò.

ÈTÈ: Ní ọ̀pin ọ̀sẹ̀ àwọn ọ̀mọ yó lè fi tẹ̀tá ẹ̀dáá
oríṣíríṣí ọ̀rò tó jẹ́ mọ́ ẹ̀yà ara àti aṣọ
wíwò.

Wọn yó lè fi ọ̀rò tí wọn ẹ̀dá to gbólóhùn
tí ó dára wọn yó lè ka ọ̀rò àti gbólóhùn
tí wọn ẹ̀dá.

ÌGBÉSÈ ÌKỌ̀NÌ

Tẹ̀lẹ̀ àwọn ìgbésẹ̀ fún iṣẹ́ ọ̀sẹ̀ kẹ̀ta kí
ó máa fi àwọn ọ̀rò tó jẹ́ mọ́ ẹ̀yà ara àti
aṣọ wíwò dípò àwọn ọ̀rò chun jíjẹ.

ỌSÈ KARUN ỌN

CRÍ ỌRỌ: Ọ́sẹ̀ ọ̀dá àti kíkà ọ̀rọ̀ àti gbólóhùn tó jẹ́
mọ̀ àwọn nńkan ẹ̀lẹ̀mí í àti ohun tí kò
lẹ̀mí ní àyíká àwọn ọ̀mọ.

ÈTÈ: Ní ọ̀pín ọ̀sẹ̀, àwọn ọ̀mọ̀ yó lè se ọ̀dá ọ̀rọ̀ àti
gbólóhùn tó jẹ́ mọ̀ àwọn nńkan ẹ̀lẹ̀mí àti
nńkan tí kò lẹ̀mí ní àyíká a wọn. Wọn
yó lè fi ọ̀rọ̀ ọ̀dá gbólóhùn tó dára. Wọn
yó sì lè ka ọ̀rọ̀ àti gbólóhùn tí wọn ọ̀dá.

ÌGBÉSÈ ÌKỌNÌ

Tí àì ẹ̀gbésẹ̀ ẹ̀kọ̀nì fún ọ̀sẹ̀ kẹ̀ta, kí o lè
ọ̀rọ̀ àti gbólóhùn tó jẹ́mọ̀ ẹ̀sẹ̀ tí ọ̀sẹ̀ yíí.

ORÍ ỌRỌ: Ẹ́sẹ̀ ẹ̀dá ọ̀rọ̀ àti gbólóhùn tó jẹ̀ mọ̀ iṣẹ̀
àwọn ọ̀mọ́dó, iṣẹ̀ àwọn ọ̀bí àti ìbátan.

ÈTÈ Ní ọ̀pín ọ̀sẹ̀, àwọn ọ̀mọ̀ yó lè sẹ̀dá ọ̀rọ̀
àti gbólóhùn tó jẹ̀ mọ̀ orí ọ̀rọ̀ tí ọ̀sẹ̀
yíí. Wọn yó lè ka ọ̀rọ̀ àti gbólóhùn
tí a kọ sí ara ọ̀giri tàbí sí inú tákadá,
lórí ohun tí wọn tí kọ̀.

IGDÉSÈ IKỌ̀NÌ

Bí i tí àtẹ̀hìnwá.

ỌSÈ KEJE

ORÍ ỌRỌ: Ọ́sẹ̀ ọ̀dá àti kíkà ọ̀rọ̀ àti gbólóhùn tó
 jẹ́ mọ́ àṣà àti iṣẹ́ Yorùbá àti àwon nìkan
 nìfiran pẹ̀lúú.

ÈTÈ: Ní òpin ọ̀sẹ̀ àwon ọ̀mọ́ yó lè ẹ̀ ọ̀dá ọ̀rọ̀
 àti gbólóhùn tó jẹ́ mọ́ orí ọ̀rọ̀ ti ọ̀sẹ̀
 yíí. Wọn yó lè ka ọ̀rọ̀ àti gbólóhùn
 tí wọn bá ẹ̀dá.

IGBÉSÈ IKÓNÌ

Dí i ti àtẹ̀hìnwá.

ỌSÈ KEJỌ

ORÍ ỌRỌ:

ÌWÉ KÍKÀ

YORÙDÁ KÍKÀ FÚN ALÁKỌBÈRÈ (YIFA)

ÈKỌ 1-3.

ÌŞÈ ŞÍŞÈ LÓRÍ ÈDÈ YORÙDÁ

FÚN ALÁKỌBÈRÈ (I.S.A)

Ìdáráyá 1-4.

ÈTEL:

- (1) Ní ọpin ọsẹ, àwọn ọmọ yó lè ka gbogbo lẹtà Yorùbá sínú ìwé kíkàa wọn. Wọn yó mọ lẹtà nlá yàtò sí kékeré. Wọn yó lè fi lẹtà tí ó yẹ sí ibi tí lẹtà tí sonú nínú àkójọpọ lẹtà inú ìwé ìşe-şise e wọn. Wọn yó lè tọka sí àwọn fawọlì Yorùbá.
- (2) Àwọn ọmọ yó lè ka àwọn ọrọ àti gbólóhùn inú ẹkọ 2-3 nínú Y.K.A.
- (3) Wọn yó dá ọrọ àti gbólóhùn kọọkan mọ.
- (4) Wọn yó lè dá ọrọ tí wọn nílò mọ ní ara ọgiri láti fi sí àyè tí ó yẹ nínú ìwé ìşe-şise e wọn.

ÌGBÉSÈ ÌKONÍ

- (1) Lo tákàdà lẹ̀tá látí tún ẹ̀ àyẹ̀wó o gbogbo lẹ̀tá Yorùbá. Jẹ́ kí àwọn ọmọ sí ẹ̀kọ́ 1A nínú Y.K.A. Fún wọn ní àyẹ̀ látí ka àwọn lẹ̀tá nàà sóde. To wọn sọ̀nà látí ẹ̀ ìdàrayá 1 (A, B) nínú I.S.A.
- (2) Ló káàdì lẹ̀tá látí ẹ̀ àyẹ̀wó lẹ̀tá dídámọ̀. Ẹ̀ ẹ̀ àlàyé iṣẹ́ fàwẹ̀lì Yorùbá. Kọ̀ àwọn fàwẹ̀lì Yorùbá sì ara ọ̀giri fún àwọn ọmọ́ kí o sì tẹ̀numọ́ pípẹ̀ àtí iṣẹ́ ẹ̀ wọn. Pẹ̀ àkíyèsí àwọn ọmọ́ sí ìrì àtí ọ̀rúko àwọn fàwẹ̀lì à-ránnínú-pẹ̀. Jẹ́ kí àwọn ọ̀nọ̀ mò pé àwọn lẹ̀tá Yorùbá tì kà í ẹ̀ fàwẹ̀lì ní a n pè ní kọ̀nsónàntì. Darí àwọn ọmọ́ látí ka ẹ̀kọ́ 1B nínú Y.F.A. To wọn sí ọ̀nà látí ẹ̀ ìdàrayá 1D àtí 1B nínú ìwé I.S.A.
- (3) Lo káàdì ọ̀rọ̀ látí kọ̀ dídámọ̀ àtí pípẹ̀ àwọn ọ̀rọ̀ inú ẹ̀kọ́ 2 (1) Jẹ́ kí àwọn ọmọ́ sí ìwé wọn, ka àwọn ọ̀rọ̀ nàà sí etigbọ̀ àwọn ọmọ́. Fún wọn láyẹ̀ látí ka àwọn ọ̀rọ̀ nàà jẹ́jẹ́. Pẹ̀ àwọn ọmọ́ látí ka àwọn ọ̀rọ̀ nàà.

Darí àwọn ọmọ láti ẹ̀ ẹ̀ 2 nínú I.S.A.

- (4) Lo káádì ọ̀rọ̀ láti kẹ́ dídánò àti pípe ọ̀rọ̀ titun nínú ẹ̀kọ̀ 2 (2) nínú Y.K.A. Ka àwọn gbóléhùn inu ẹ̀kọ̀ nàà sí etígbọ̀ àwọn ọmọ fún àwọn ọmọ láyè láti ka ìwé jẹ́jẹ́. Pẹ̀ àwọn díẹ̀ láti ka ìwé s'ókè. Jẹ́ kí àwọn nàà ka ìwé s'ókè ní ipìn in wọn. Lọ́ káákiri láti ẹ̀ ìrànwọ̀ tó yẹ. Darí àwọn ọmọ láti ẹ̀ ẹ̀ idárayá 3 nínú I.S.A.

- (5) Darí àwọn ọmọ láti dárúkọ̀ àwọn ẹ̀ya ara a wọn. Lo káádì ọ̀rọ̀ láti kẹ́ dídánò àti pípe àwọn ọ̀rọ̀ tó takókó nínú ẹ̀kọ̀ 3 nínú Y.K.A. Ka ìwé sí etígbọ̀ àwọn ọmọ. Jẹ́ kí wọn ka ẹ̀kọ̀ 3 nàà jẹ́jẹ́. Pẹ̀ àwọn díẹ̀ láti kàwé s'ókè. Fún wọn láyè láti ka ìwé ní ipìn in wọn. Lọ́ káákiri láti ràn wọn lówọ̀. Tó àwọn ọmọ s'ónà láti ẹ̀ ẹ̀ idárayá 4 nínú I.S.A.

ÒSÈ KÈSÀN ÀN

GRÍ ÒRÒ: ÌWÉ KÍKÌ ÈKỌ 4-7

- ÈTÈ:
- (1) Ní opin òsè, àwọn ọmọ yó dá ọpọlọpọ àwọn ọrọ inú ẹkọ 4-7 mọ, wọn yó sì lè pe àwọn ọrọ nàa bó ti yẹ.
 - (2) Àwọn ọmọ yó le sọ ìtun àwọn ọrọ àti gbóléhùn inú ẹkọ 4-7.
 - (3) Wọn yó le ka àwọn ẹkọ nàa dán mórán-mórán.
 - (4) Wọn yó le se ìdàrayá oríṣíríṣí tí o jẹ mọ ọrọ kíkọ sílẹ̀ nínú ìwé iṣẹ́ síṣe e wọn lórí àwọn ẹkọ nàa.

ÌGBÈSÈ ÌKỌNÍ

- (1) Jẹ kí àwọn ọmọ dárúko oríṣíríṣí aṣọ àti ohun ọpọ tí àwọn ènìyàn nàa fí lẹ̀. Ka ẹkọ kẹrin sí etígbọ àwọn ọmọ. Fún wọn láyè láti kàwé jẹ́jẹ́ pe àwọn olùdará ípín kọ̀ọkan láti kàwé sóke. Jẹ kí àwọn ọmọ nàa kàwé sókè ní ipín ín wọn. Lọ káakiri láti ràn wọn lówó. Darí àwọn ọmọ láti se ìdàrayá 5 a nínú I.S.A.

- (2) Lo káàdì ọ̀rọ̀ láti ẹ̀ ẹ̀yẹ̀wò ẹ̀wọ̀n ọ̀rọ̀ díẹ̀ nínú ẹ̀kọ̀ 5 nínú Y.F.A. jẹ́ kí ẹ̀wọ̀n ọ̀mọ̀ sí ẹ̀wé e wọ̀n kí e ẹ̀ ẹ̀pẹ̀ẹ̀rẹ̀ ẹ̀wé kíkà fún wọ̀n. Gbà wọ̀n láyè láti kàwé jẹ́cẹ̀jẹ́ ní ẹ̀pín-ín wọ̀n fún ẹ̀gbà díẹ̀. Jẹ́ kí wọ̀n máa kàwé sọ̀kè ní ẹ̀pín-ín wọ̀n. ẹ̀ ẹ̀mọ̀jútó tó yẹ. Dáń wọ̀n láti ẹ̀ ẹ̀dáráyá 5b. nínú I.S.A.
- (3) Lo bọ̀ọ̀dù alágbékà láti ẹ̀ ẹ̀yẹ̀wò ẹ̀wọ̀n ọ̀rọ̀ àti gbólóhùn inú ẹ̀kọ̀ tí ó kàn láti kọ̀ ẹ̀wọ̀n ọ̀mọ̀. Fún wọ̀n ní ẹ̀pẹ̀ẹ̀rẹ̀ ẹ̀wé kíkà. Jẹ́ kí wọ̀n ká ẹ̀wé ní ẹ̀pín-ín wọ̀n. Pẹ̀ ẹ̀wọ̀n díẹ̀ láti ká ẹ̀wé fún gbogbo kíláàsì. Tó wọ̀n sí ọ̀nà láti ẹ̀ ẹ̀wọ̀n ẹ̀dáráyé tí ó bá tí bá ẹ̀kọ̀ tí wọ̀n ká mu nínú I.S.A.

ÒSÈ KẸWÁÁ

ORÍ ỌRỌ: IWE KIKÀ ÈKỌ 8 ÀTI 9 NÍNÚ Y.F.A.

ÈTÈ: Ní ọpin ọsẹ àwọn akọkọ yó lè.

- (1) Dá àwọn ọrọ inú ẹkọ méjèjì mọ.
- (2) Ka àwọn ọrọ àti gbólóhùn inú ẹkọ méjèjì
 dádáa.
- (3) Kọ àwọn ọrọ ti Olùkọ bá pè fún wọn láti
 inú ẹkọ náà.
- (4) Ka ewi ẹkọ 9 láti orí.
- (5) Fi ọrọ tó bá yẹ dí àláfó nínú àsàyàn
 gbólóhùn láti inú ẹkọ 9.

ÌGBÉSÈ ÌKỌNÌ

- (1) Darí àwọn ọmọ láti dárúko kí wọn sì sọrọ lórí
 àwọn ẹyẹ àti ẹranko ti wọn mọ. Kọ orúko àwọn
 ẹyẹ àti ẹranko tí wọn bá sọ si ara ọgiri.
 Jẹ kí wọn kà a láti ara ọgiri
 Ka ẹkọ 8 sí ètígbo àwọn ọmọ. Jẹ kí àwọn ọmọ
 ka ẹkọ náà ní ipin-in wọn. Darí wọn láti se
 ìdéráyá 91 nínú I.S.A.

- (2) Lo akáádì ọ̀rọ̀ láti ẹ̀ ̀ayewò àwọn ọ̀rọ̀ inú ẹ̀kọ̀ 8A. Ka ẹ̀kọ̀ 8B sí etígbọ̀ àwọn ọ̀mọ̀. Jẹ́ kí wọn ka ìwé jẹ́jẹ́jẹ́. Jẹ́ kí wọn lẹ́ sí ìpín-ín wọn láti kàwé sókè. Jẹ́ kí àwọn ọ̀mọ̀ kọ̀ ọ̀rọ̀ tí ó bá pè fún wọn sí inú ìwé I.S.A. ìdàrayá 10.
- (3) Lo bọ̀ọ̀dù alágbéká tí ó ti kọ̀ ewì ẹ̀kọ̀ 9 (Y.K.A) sí láti ẹ̀ ̀agbékálẹ̀ ewì nàà. Kà a fún àwọn ọ̀mọ̀ láti ojú bọ̀ọ̀dù. Kàà láti orí sí etígbọ̀ wọn. Ẹ̀ ̀aláyèè àwọn ọ̀rọ̀ tó bá takókó nínú ewì nàà. Pẹ̀ àwọn ọ̀mọ̀ díẹ̀ láti ka ewì nàà láti ara ọ̀giri. Jẹ́ kí àwọn ọ̀mọ̀ ẹ̀ sí ẹ̀kọ̀ 9 nínú Y.K.A. Kí wọn ka ewì nàà jẹ́jẹ́jẹ́; kí wọn sì gbìyànjú láti kọ̀ ewì nàà sí orí pẹ̀ àwọn ọ̀mọ̀ láti ka ewì nàà. Láti orí (ìdàrayá 11, I.S.A).
- (4) Jẹ́ kí àwọn ọ̀mọ̀ ka ewì ẹ̀kọ̀ 9 láti orí. Sọ̀ fún wọn kí wọn tún un kà jẹ́jẹ́jẹ́. Darí wọn láti ẹ̀ ̀ìdàrayá 12 nínú I.S.A.

ÒSÈ KÒKÀNÌÀ

ORÍ ÒRÒ: KIKÀ ÒKÓ 10 - 12 nínú Y.K.A.

ÈTÈ: Ní òpin òsè yìí, àwọn ọmọ yó lè

- (1) Ka òkó 10-12 dǎn mórán.
- (2) Wọ́n yó lè kọ òrò tí olùkọ́ bá pè fún wọ́n láti inú òkó nǎa.
- (3) Wọ́n yó lè ka ewí inú òkó nǎa láti orí. Wọ́n yó gbádùn ewí nǎa.
- (4) Wọ́n yó lè se àláyé itúmọ́ ewí nǎa lápapọ́ àti àsàyan gbólóhùn nínú ewí nǎa.

ÌGBÈSÈ ÌKÓNÌ

- (1) Jẹ́ kí àwọn ọmọ sọrò lórí oríṣíríṣí iṣẹ́ tí wọ́n nǎa ní se láti ran àwọn òbí í wọ́n lówọ́. Lo bọ̀dù alágbéká láti kọ àwọn òrò titun tàbí òrò tó takókó nínú ọkọ 10 (Y.K.A). Fún àwọn ọmọ ni àpẹ̀rẹ̀ èwé kíkà. Jẹ́ kí wọ́n ka èwé jééjéé. Gbà wọ́n láyè láti ka èwé ni ìpìn-ín wọ́n. Darí wọ́n láti se ìdáráyá 13 (I.S.A).

- (2) Lo káádì ègé gbólóhùn àti káádì ọ̀rọ̀ láti ẹ̀ àyèwo ẹ̀kọ̀ 10 (Y.K.A) jẹ́ kí àwọn ọ̀mọ̀ tún ẹ̀kọ̀ nàà kà jẹ́jẹ́jẹ́. Pẹ̀ àpẹ̀kọ̀ fún wọn láti inú ẹ̀kọ̀ nàà. Ìdàrayá 14, I.S.A).
- (3) Jẹ́ kí àwọn ọ̀mọ̀ sọ̀rọ̀ lórí oríṣíríṣí eré tí wọn máa ńṣe lọ káádì ọ̀rọ̀ àti ègé gbólóhùn láti kọ̀ àwọn ọ̀rọ̀ àti ègé gbólóhùn tó takókó nínú ẹ̀kọ̀ 11 Y.K.A.
- (4) Fún àwọn ọ̀mọ̀ ní àpẹ̀rẹ̀ ìwé kíkà jẹ́ kí wọn kà ìwé jẹ́jẹ́jẹ́. Jẹ́ kí àwọn ọ̀mọ̀ máa kà ẹ̀kọ̀ nàà sókèè ní ìpìn-ín wọn . Máa lọ káakiri láti ràn wọn lówó. Darí àwọn ọ̀mọ̀ láti ẹ̀ ìdàrayá 15 nínú I.S.A.
- (5) Ka ewì ẹ̀kọ̀ 12 (Y.K.A) sí etígbọ̀ àwọn ọ̀mọ̀ láti inú bọ̀dọ̀ alágbéka. Ẹ̀ àlàyé ohun tí ewì nàà n sọ. Pẹ̀ àkíyèsí àwọn ọ̀mọ̀ sí itúmọ̀ àwọn ọ̀rọ̀ tó takókó nínú ewì nàà jẹ́ kí àwọn ọ̀mọ̀ kà ewì nàà jẹ́jẹ́jẹ́. Pẹ̀ àwọn díẹ̀ láti kà ewì nàà sókè.

- (5) Darí àwọn ọmọ láti kọ ewì nàà sórí nípa kíkọ wọn ni ìsọrí-ìsọrí tí tí wọn yó fi lè ka ewì nàà láti orí. Darí àwọn ọmọ láti ka ewì nàà láti orí (ìdáràyá 16 I.S.A). pé àpáko láti inú ewì nàà fún àwọn ọmọ (ìdáràyá 17. I.S.A).

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ỌSÈ KEJILM

ORÍ ỌRỌ:

IWÉ AKAYÈÉ

ÈKỌ 13-15 nínú Y.F.A.

ÈTB :

Nínú ọsẹ́ yìí àwọn ọmọ

(1) Yó ka ẹkọ 13-15 nínú Y.F.A. ní àkàyèé.

(2) Yó lè dáhùn ibèèrè ní ọrọ ọnu lórí ohun tí wọn ka.

(3) Yó lè dáhùn ibèèrè ní kíkọ sílẹ lórí ohun tí wọn kà.

(4) Yó lè sọ ìtúmọ ewí ẹkọ 15 lẹhìn tí wọn ba ti gbádún ewí nàa tán.

(5) Yo ka ewí nàa láti orí.

IGBÉSÈ IKÓNI

- (1) Lo kàndì ọrọ láti kó ìtúmọ àwọn ọrọ tó také kó nínú ẹkọ 13 Y.F.A. Ka ẹkọ nàa sì etígbọ àwọn ọmọ. Ọpé kí wọn ka ibèèrè lórí ohun tí àwọn ọmọ kà jẹ kí wọn dáhùn ibèèrè nàa ní ọrọ ọnu (idárayá 18).

- (2) Tún ẹkọ 13 kà sí etígbọ àwọn ọmọ. Sọ fún wọn kí wọn tún ẹkọ náà kà jẹjẹjẹ. Tọ wọn sọ̀nà láti ẹ̀ ̀ídárayá la nínú I.S.A.
- (3) Darí àwọn ọmọ láti sọ̀rọ̀ lórí oríṣíríṣí iṣẹ̀ oòjọ tí àwọn obíi wọn n ẹ̀. Lo tákàlá ọ̀rọ̀ láti kọ̀ àwọn ẹ̀gẹ̀ gbólóhùn inú ẹ̀kọ̀ 14 Y.F.A. Ka ẹ̀kọ̀ 14 náà sí etígbọ̀ àwọn ọmọ. Jẹ́ kí wọn ka ẹ̀kọ̀ náà jẹjẹjẹ. Jẹ́ kí wọn ka ẹ̀kọ̀ náà sókè ní ipín-ín wọn. Bèèrè ibèèrè lórí ohun tí wọn kà. Tọ̀ wọn sọ̀nà láti ẹ̀ ̀ídárayá 20 nínú I.S.A.
- (4) Lo ara ọ̀giri láti kọ̀ dídámò àti pípe àwọn ọ̀rọ̀ tuntun inú ewì ẹ̀kọ̀ 15. Gbẹ̀ Tákaḍá tí ó kọ̀ ewì náà sí kọ̀ ara ọ̀giri ka ewì náà sí etígbọ̀ àwọn ọmọ. Jíròrò -pọ̀ pẹ̀lúú àwọn ọmọ lórí itúmọ̀ ewì náà.
 Jẹ́ kí àwọn ọmọ ka ewì náà jẹjẹjẹ láti inú iwé e wọn. Pẹ̀ àwọn diẹ̀ láti ka ewì náà sí ọ̀kè.

- (5) Lo bọ̀dù alágbéka tí o ko ewé ẹ̀kọ́ 15 sí.
 Jẹ́ kí àwọn ọmọ́ fí ọwọ́ kàn, kí wọn sà sọ
 ẹ̀tunmọ́ àwọn ọ̀rọ́ diẹ́ nínú. Fún wọn láyè láti
 kọ́ ewé nàà sórí láti inu ìwé e wọn. Dárá
 wọn láti nọ́ ewé sórí nípá pípá ewé nàà rẹ
 diẹ́diẹ́ láti ara bọ̀dù alágbéka.
 Jẹ́ kí àwọn ọmọ́ ka ewé nàà láti orí.
 (Ìdárayá 21 àti 22 nínú I.S.A.).

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APPENDIX "F"

The committee of experts who assisted the researcher in validating the instruments include:-

- (1) The researcher's supervisor--
Dr. (Mrs) C.A. Okédàrà, of the Department of Teacher Education.
- (2) Professor P.A.I. Obanya of the Institute of Education.
- (3) Dr. A. Olábòdé of the Department of Linguistics and Nigerian Languages.
- (4) Dr. E.O. Olúkòjù of the Department of Linguistic and Nigerian Languages.
- (5) Dr. Tony Obíládé of the Department of Language Arts.
- (6) Dr. J.O. Akinboye of the Department of Guidance and counselling.

(All of them are Senior Lecturers at the University of Ibadan.)

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APPENDIX G. The 1954 Syllabus

YORUBA

The Yoruba Syllabus falls into two parts, the first occupying roughly the first two years, the second the succeeding four years of the course.

The aim of the first part is to teach the mechanics of reading and writing, skills which the children first acquire through the medium of their own language but which they will also apply to English and such other languages as they may learn. The aim of the second part of the course is to enable children to express themselves fluently, correctly and effectively in their own language, to develop the desire to read and the ability to understand books written in their own language, and to give the children an elementary knowledge of their cultural background in such a way as to stimulate in them an interest in it and the ability in later years to appraise it sympathetically but critically.

PART ONE : CLASSES ONE AND TWO

CLASS ONE

Reading

Stage One

Reading and writing must spring from the children's actual experiences. In the first weeks, therefore, the emphasis should lie on enlarging the children's experience by means of games and stories. Games should include some more or less formally organised games such as some of those in the booklet "Ere Osupa" (Western Region Literature Committee), but mainly games requiring spontaneous dramatisation of typical events and characters, e.g., going to the dispensary, being a lorry driver, buying in the market, the visit of a chief to a village. Stories could include not only traditional tales drawn from the locality, but such tales from other areas as might appeal to the children.

["Folk Tales and Fables" (Penguin Books, West African series) is a convenient source of stories from other areas. "Yoruba Legends" (Sheldon Press) might also be useful.]

Stage Two

Games and stories should be selected to provide children with the greatest opportunity for the use of their imagination and for self-expression. The teacher should also choose his games and stories to provide the best starting-point for further class activities which require the children to imagine descriptions, and make up stories.

Stage Three

The amount of time spent on the first two stages will vary greatly with the children's environment and their level of development. When the teacher is satisfied that the children are ready, he should introduce exercises to prepare them for reading by developing their ability to distinguish shapes:

- Solving jig-saw puzzles.
- Sorting and matching pictures and colours.
- Distinguishing slight differences between similar pictures.
- Comparing sizes and shapes.
- Sorting related pictures.

[Some useful material for these exercises is manufactured by Messrs Philip and Tacey and by Messrs E. J. Arnold. Much the teacher will have to make for himself.]

Not later than this stage, children should freely handle and "read" picture-books.

Stage Four

Reading is finally introduced by the "sentence method". In this method the children learn to recognise a complete sentence at a time, and are then helped to break it down into words, syllables and letters, and to use these individual components to make up new words and sentences. The success of this method depends on the teacher's having available a sufficient supply of teaching and learning aids to permit children to work individually ("apparatus").

The sentence is written in large letters and presented together with a large picture illustrating it.

After a sufficient number of presentations of the sentence with the picture, the children's ability to recognise the sentence unaccompanied is tested.

This is repeated individually.

The children are then helped to recognise each word of the sentence by itself. (First in groups, then individually).

When a child is able to recognise separate words and to recombine them into the sentence, the letters are treated similarly.

When recognition of the letters so far introduced is ensured, these letters are used to make up new words, first of two letters, then of three.

These new words are then combined into simple new sentences, and their recognition tested by, for example, "read-and-do" cards.

Further general exercises in sentence building, e.g., supplying missing words in a sentence.

This method is continued with suitably devised sentences until all the letters of the alphabet are learned.

Stage Five

Following thorough revision of the previous stage, the first simple class reader can be started, e.g., "Taiwo and Kehinde" Apa Keji (Oxford University Press).

At the same time, children should be encouraged to read by themselves, both in class and at home, simple booklets such as "Ninu Oja Re" (Western Region Literature Committee), and the Yoruba periodical "Ewe" (Western Region Literature Committee).

Notes

It is not intended that Stages One to Three should be rigidly separated from each other, one should *merge* into the following one.

It is assumed that from the very beginning of the year the children will be informally encouraged to recognise written words and printed symbols by means of such devices as a simple class weather chart, identification labels for children and classroom equipment, etc.

It is assumed that class teaching will always be kept at a minimum and that "group" and "individual" methods will be extensively employed.

It is of the utmost importance that the progress of each child is carefully recorded on a progress chart. (*N.B.* There is no need for this to be drawn on cardboard and prominently displayed in the classroom. It can just as effectively be kept in a suitably ruled exercise book.)

Writing

Writing should begin with suitable "pre-writing" exercises when Stage Three in reading is reached. (For further details, see the Handwriting syllabus). By the beginning of the third term, most children in the class should have mastered the basic writing skills. As soon as any child can do so, he should be given the opportunity to do such things as writing his own name, writing simple one-or two-word commands addressed to another member of the class, writing captions to pictures he has drawn, etc.

CLASS TWO

The main aim of this year's course is consolidation. The more backward members of the class will require careful coaching, and the more advanced will need drill (though not too formal) in the

ÈTÒ ÈKÓ QLODUN MEFA FUN AWỌN ALÁKQBÈRÈ

ABA ETO ATI ILANA FUN KIKỌ YORUBA

Ohun mejji pataki ni ó jẹ olori aniyán wa ti a fi gbe eto ati ilana yi ka ilẹ:

- (i) A fẹ ki awọn ọmọ ó mọ Yoruba fíkà, ki wọn ó si mọ 'kọ de ipo ti wọn kò fi ni le gbagbe mọ láé.
- (ii) A fẹ ki awọn ọmọ ó mọ Yoruba lò ni ọna ti ó le mú 'ni l' ara ati l'ọkan. A fẹ ki wọn ó si lè lò ó fun iwe kíkọ, fun ifikúnimọ, ati fun sisọ ohunkohun ti ó bá wà ni ọkan wọn.

A tun fọ awọn aniyán wa wọnyi si wẹwẹ; a si se eto bi a ó se mu wọn se ni ọdun kọọkan bi awọn ọmọ se n' d' àgbà sii.

A kò le s' aitemumọ ọ pe mimọ Yoruba 'kà ati mimọ ọ 'kọ mikan kò to ohun ti a le gbe ka ilẹ bi idi pataki ti a fi se ilaua eto titun yi. Nitiro pe awọn ọmọ ti ó kọ ni abẹ ilana yi yio máa lo Yoruba ni sisọ ju kíkọ s'ilẹ lẹ, ó yẹ ki a kọ wọn ni ọna ti wọn yio fi le máa fi eti si f, ti wọn yio si máa sọ ọ daradara. O se anfani lati tẹnumọ ọ pe bi ó tilẹ ti jẹ pe ni óótọ ni gbogbo ọmọ Yoruba le ti máa sọ Yoruba ki wọn to bẹrẹ ile-iwe, ogunlọgọ wọn ni o n sọ ọ ni ẹyà-ohùn adugbo wọn. Işoro ni ó si jẹ fun ẹni ti ó bá n lè ẹyà-ohùn adugbo miran lati bá ẹni ti kò ti adugbo tirẹ wa sọ ọrọ àsoyẹ. Fun idi eyi, ọranyàn ni ó jẹ lati kọ wọn ni ọrọ sisọ ni ẹyà-ohùn ti o le tete ye ọpọ eniyán ni àarin awọn ti n sọ oniruuru ẹyà-ede Yoruba.

O yẹ ki ó jẹ pe awọn eto ti a fi kọ awọn ọmọ ni ọrọ sisọ ni Yoruba yio fun wọn ni imura silẹ fun Yoruba fíkà ati kíkọ. A si ni ireti pé, n' igba ti a ó bá kọ awọn ọmọde ni nkan wọnyi, a ó lo iriri wọn ati imọ wọn ninu iru ẹkọ miran; pàà-pàà iru imọ ti wọn le ri lati inu 'Èkọ nipa ilana l'bagbepọ ati Aşa Orilẹ-ede'.

QDUN KINI

Pataki ninu ohun ti a fi se ni ọdun kini ti awọn ọmọ bẹrẹ ile-iwe ni pe ki a kọ wọn s' iwaju sí i lati ni imọ kikun (ju eyi ti wọn ti ni ki wọn tó wá si ile-iwe) ninu ede Yoruba; ki wọn si le lè ede na daradara. A ó ràn wọn l'ọwọ ki wọn le mọ bi a se n lo Yoruba ni sisọ ati ni kíkọ'.

Ki awọn ohun ti a wi wọnyi le rọrun lati se ni asiko bayi ti awọn akẹkọ si jẹ ọmọde, ti wọn si wà ni ipilẹse ẹkọ wọn, a pin iş ẹkọ na si ọna męrin wọnyi:

- (a) Fifi eti s'ilẹ lati gbọ ọrọ;
- (b) Ọrọ sisọ;
- (c) Iwe fíkà; ati
- (d) Iwe kíkọ

Ninu ohun męrin wọnyi, fifi eti s'ilẹ ati ọrọ sisọ ni awọn ohun ti o yẹ ki a fi se kókó ẹkọ ni ọdun kini ti awọn ọmọ n lè ni ile-iwe.

Fifi eti s' ilẹ, ati Ọrọ-sisọ:

1. Fifi eti silẹ gbọ nkan ati mimọ iyatọ l'aarin ohun ti a gbọ

- (a) Mímọ iyatọ l'aarin oniruuru iró ti a n gbọ—iró şışan omi, ọwààrà òjò, kíké ẹyẹ ati ẹranko, sísán àrá, hífan mótò, iró agogo; oniruuru iró ohùn eniyán ninu ayọ, irora, ibanujẹ, ibinu, etc.
- (b) Mímọ iyatọ iró ti ó le dún ni ọjiji n' igba ti awọn ọmọ bá di oju wọn;
- (c) Lilo oniruuru iró ti ó bá ohun ibilẹ lẹ (bi kíké orò, dídún cęgún, etc.) ati oniruuru iró ohun işere (bi iró ilu, agogo, fèrè, şęęrę, şaworo, etc.) lati kọ awọn ọmọde ki wọn le mọ iyatọ oniruuru iró ti wọn ngbọ ni ayika wọn ati oniruuru iró dídún ohùn orin ati àròfò;

(e) Mímọ iyatọ ti ó wà l' aarin iró ohun ti eniyan nsọ l'enu—bi ti awọn *faweli* inu èdè nàà, ati àpépọ oniruuru *konsonanti* pẹlu *faweli* eyi ti a n pè ni *silẹbù*.

(f) Mímọ bi igbohun s' oke ati igbohun s' odo še n fà iyatọ l'aarin ọrọ meji;

e.g.—

bá bà ba
bẹ bẹ bẹ

2. *Bí a še n sọrọ:*

(a) A ó kọ awọn ọmọde bi wọn še le k'igbe ti yio jọ igbe ti awọn *cranko* n ké;

(b) A ó kọ awọn ọmọ lati wi bi olukọ bá ti wi ninu awọn *apere* ti wọn lò ni 1(d) ati 1(e) ti a ti kọ s' iwaju;

(d) A ó še atunše oniruuru *ašise* ti awọn ọmọde n še ninu *pípe* ọrọ, *pàá-pàá* ni *pípe* iró-ohun kan dipo *omiran*, e.g., *pípe 's'* dipo *'s'* ('*esinsin*' dipo '*esinšin*' *pípe 'y'* dipo '*l'*' ('*yabayábá* dipo' *labalábá*).

Agbóyé, ati mímọ ọrọ sisọ ki ó dá sáà:

(a) A ó jẹ ki awọn ọmọ še atunšo itan *ké-ké-ké* ti olukọ ti sọ fun wọn;

(b) Ọrọ sisọ l'*abẹ ilana* olukọ:

(i) A ó fun awọn *akẹkọ* ni àyè lati sọ si 'ra wọn ati sí blukọ ninu Iru *éré bayi*:

Olukọ: Ki ni l'ẹsẹ meji?

Akẹkọ: L' ẹsẹ

Olukọ: Ẹyẹ l'ẹsẹ meji?

Akẹkọ: L' ẹsẹ

Olukọ: Aja l'ẹsẹ meji?

Akẹkọ: (akẹkọ yio *dáké*, *nitori* oti ri àlẹbù *ibere na*).

Awọn ohun ti olukọ yio še *ibere* l'ori rẹ yẹ ki ó jẹ ohun ti a ti kọ awọn *akẹkọ* ninu "*Ẹkọ Nipa Ilana Ibagbepọ* ati *Aṣa Orilẹ-ede*".

(ii) A ó fi itan ti olukọ ti sọ fun awọn *akẹkọ* še *éré*; e.g.—

A ó fi itan *Ajápá* ati *Ajá* še *ere*; ọmọ kan yio še *Ajapa*, *omiran* yio še *Aja*.

IWÉ KÍKÁ

1. *Imurasilẹ fun Iwé kika: Fifi oju ri nkan pupọ lati mọ iyatọ ti o wà l'aarin wọn:*

(a) *Šise* oniruuru ohun ti o le mu ki ó rọ ni l'orun lati yi oju (lai yi ori) lati apa òsì si apa ọtun, e.g.—

lilo awọn ohun ti a fi ọwọ yà ti yio mu ki a yi oju lati apa osi si apa ọtun;

(b) Mímọ bi nkan ti ri si ara wọn ati bi o ti yẹ ki wọn tẹle ara wọn, e.g.—
lilo oniruuru aworan ti aše eto rẹ lati fi sọ itan kan;

(d) Mímọ iyatọ l' aarin awọn nkan ti ó p' ọwọ lé'ra wọn, e.g.—
iyatọ titobi:



iyatọ irisi: o c t n u

- (e) Şiše akiyesi iyatọ ati ijọra ti ó wà l'aarin oniruuru aworan ti ó ni itumọ pataki tabi l'aarin oniruuru omiran ti kò ni itumọ ti o le tètè han si 'ni;
 (f) Mimọ iyatọ l'aarin irísi awọn nkan, e.g.—



- (f) Şiše akiyesi iyatọ l'aarin oniruuru aworan ti a yi pada si ara wọn ni apa-òsi l'akọkọ, l'ehinna si apa otun, ati ni apa oke tabi ni apa isalẹ;
 (g) Mimọ iyatọ l'aarin àmì-ohun-òkè ati àmì-ohun isalẹ ti a nlò ni kikọ Yoruba, e.g.—

à	á;	bà	bá
ẹ	é;	bẹ	bé

- (gb) Fifi awọn paali bi paali-domino , tabi paali-akaworan, tabi paali

ti a kọ orişirişi ọrọ si, han awọn ọmọ ki wọn ó si máa sọ iyatọ ti ó wà l'aarin wọn.

2. *Iwé Kíkọ:*

- (a) Kika oniruuru gbolohun kẹ-kẹ-kẹ ti a fi aworan gádàgbà-gádàgbà şe alaye rẹ;
 (b) Kika iwe ti kò şoro ti a si ti yan fun awọn ọmọ lati ka;
 (d) Kika awọn iwe miran ti kò şoro ti ó si ni awọn ibere l'ori ohun ti a kà. Iru iwe bẹẹ ni yio fi han gẹgẹ bi awọn ọmọ şe ranti ohun ti wọn kà, ati lati lo iwe ti kò ni àpẹrẹ ibeere kankan. Lati lò iwe ti kò ni ibeere ni kilaasi, olukọ yio şe eto tirẹ fun awọn ibeere tí kò ni le jù fun awọn ọmọ;
 (e) Kika iwe ti a kọ l'ori isọrọ ati ifẹsi laarin eniyan meji tabi pupọ. Olukọ le lo idaraya-eré ti a kọ fun iru ẹkọ bayi.

IWÉ KÍKỌ

1. *Imurasilẹ fun iwé kikọ: Lilo oju ati ọwọ papọ ti a bá nkọ iwe.*

- (a) Dídí orişirişi ohun-ikọwe mu ni ọna ti a fi nlò wọn;
 (b) Yiyí isó-ọlọná wọ inu pákó tabi iru igi miran lọ;
 (d) Yíya oniruuru ohun si ọtọ-ọtọ gẹgẹ bi titobi wọn, àwọ wọn, irí wọn, ilò wọn, etc.
 (e) Kíkọ ẹkọ l'ori aworan ti a yà ni ọna ti ó le ru 'ni l'oju, ki ọmọde tọka si iruju na titi de abajade rẹ. Lílò ohun isere ti n mu 'ni ro 'nú, bi igba ti a ro 'nu lati já àlọ: Olukọ le ni ki ọmọde şe àtọpọ igi tabi paali ti a ti ge si kékéké ni ọna ti yio rú 'ni l'oju; tabi ki olukọ sọ pe ki wọn ó şe ohun miran bayi ti ó fa ọgbónyọ.
 (f) Lílò awọn ohun-ikọwe bi kereyọnú, èédú, tabi pẹnsùù fun iwe kikọ tabi títọ aworan;
 (f) Şiše awokọ awọn ila ti kò ni itumọ pataki;

- (g) Kíkọ oniruuru ilà ti yio fi irurun fun awọn ọmọde ninu kíkọ ẹyọ-lẹta,
e.g.—
oniruuru irí ti nkan le ni (bi agbelebu, tabi ohun ti o jẹ sége-sége)
sugbọn ti o wà ni tẹlẹ-tẹlẹ bayi:

z	z	z	z	z	z	z	z
x	x	x	x	x	x	x	x
01	01	01	01	01	01	01	01

oooooooooooo

- (gb) Kíkọ ẹyọ-lẹta kọ; pipari ẹyọ-lẹta ti a fò l'arín ọrọ ti ó ni itumọ.
(h) Fifi oniruuru àmì si ẹyọ-lẹta lati mú u yatọ si omiran ti ó jẹ pe bí kò bá si àmì, bakanna ni wọn ibá jẹ, e.g. e, ẹ; o, ọ.
(i) Kíkọ ọrọ ti ó ni itumọ, tabi gbolohun ti olukọ ti yan tẹlẹ, s' ara pátákó-ikọwe.
(j) Kíkọ eto-işẹ ti kilaàsi yio şe:
Kíkọ orukọ oniruuru nkan ti ó wa ni kilaàsi ki a si lẹ orukọ na inọ wọn.
Dida orukọ kọ lati ara iwe ké-kè-ké ti a kọ ó sí.

2. Iwé kíkọ:

- (a) *Àròkọ*: A ó kọ awọn ọmọ bi a şe n kọ àròkọ. Ni ibeşẹ, awọn ọmọ yio jijo ro'nu lati kọ itan kekere kan. Lati ran awọn ọmọ l'ọwọ nipa ohun ti wọn le kọ itan yi le l'ori, olukọ le kó awọn ọmọ jade, ki wọn rin kiri, ki wọn si ri ọpọlọpọ nkan. Lẹhin ti wọn bá ti darí de, ti wọn si ti joko si àyè wọn, olukọ yio ran wọn l'ọwọ lati kọ ni şóki, si ara patako-ikọwe, awọn ohun ti wọn ti ri. L'ẹhin ti olukọ bá ti rí pe awọn nkan wọnyi ti ye awọn ọmọ yio şọ fun wọn ki onikaluku má a dá a kọ.
(b) *Kíkọ akọsilẹ ohun ti o şẹlẹ*: A ó kọ awọn ọmọ bi wọn şe le máa kọ iwe-akọsilẹ l'ori ohun ti o bá şẹlẹ si ikọlkan ninu wọn tabi si gbogbo wọn ni apapọ.
(d) A ó fun awọn ọmọ ni işẹ l'ori iwe kíkọ; eyi ni yio fi han bóyá wọn le kọ gbolohun Yoruba daradara.
(e) *Lẹta kíkọ*: A ó şọ pe ki awọn ọmọ kọ ohun ti wọn bá wọn şe; l'ẹhin ti wọn bá kọ tan, a ó fi iwe na fun ọrẹ náà lati ká ati lati şe ohun ti ó wa ninu re.
(e) *Şişe iwe-aworan*: A ó kọ awọn ọmọ bi wọn yio şe máa lẹ aworan mọ oju iwe; ti wọn ó si máa kọ alaye tabi orukọ awọn aworan na si abẹ wọn.

Ti wọn bá mọ iwe-aworan şişe daradara, a ó kọ wọn bi wọn yio şe máa to aworan náà ni ọna ti a fi n to ọrọ si inu iwe-atumọ-ede-eyi ni pe ki a ó şaju b; ki b ó şaju d; ki d ó şaju e; ati bẹẹ bẹẹ lọ.

ODUN KEJI

Awọn ohun ti a n lepa ninu eto ati ilana ẹkọ ọdun keji ni pe ki awọn ọmọde mọ Yoruba 'şọ daradara, ki ó si yọ l'ẹnu wọn. Ni igba ti awọn ọmọde yio fi ka iwe ọdun keji tan, ó yẹ ki wọn mọ ọrọ Yoruba 'lò, ki wọn si mọ ọrọ 'şọ, gẹgẹ bi ó ti yẹ ki ọmọ ọdun mejọ ó mọ ọ 'şọ to. O tun yẹ ki iru awọn ọmọ bẹẹ ti le mọ bi a şe n kọ 'şta tabi iwe.

APPENDIX I

SCHEME OF WORK

1978

YORUBA

Primary I

First Term

ISQRI KOKO EKQ	IDI IDANILEKQ	OHUN KIKQ	IWE ITQKASI	IŞE OLUKQ	IŞE AKEKQ	OHUN ELO
NI Fifi eti silẹ lati gbọ ohun	Lati fi eti silẹ Lati jẹki awon omọ mọ bi o ti şe pataki to lati fi eti silẹ lati mọ iyatọ laarin orişirişi awon ohun ti won n gbọ	Oniruuru iro ati ohun gebe bi ọdo, owo, ologbo owo aja aga ada b. Alo.	Alawiye Apa kinni Eko Kinni	Jẹki awon omode fi ohun oro lasan pe oruko aworan kọkọkan.	Jẹki awon akekọ fi ohun orọ lasan pe oruko awon aworan kọkọkan.	Aworan inu iwe itokasi
Ẹ KEJI Fifi eti silẹ lati gbọ ohun	Şee bii ti oşẹ kinni	Oni ruuru iro ati ohun gşgebi ewe ese ilu b. Alo.	Alawiye apa kinni eko keji	Şee bii oşẹ kinni	Şe bi ti oşẹ kinni	Aworan inu iwe itokasi
Ẹ KETA Kiko awon Faweeli	Lati jẹki awon akekọ mọ awon Faweeli	e o a e i o u. b. Kikọ awon Faweeli Alo	Alawiye apa kinni eko keta	Ko awon Faweeli sara patako ikowe, ki o si kọ awon akẹko	Jeki awon akẹko pe faweeli na lo kọkọkan.	
ŞE KERIN Kiko awon konsonanti	Lati kọ awon akẹko ni konsonanti - b	(a) Konsonanti - b b. Kikọ awon orọ bi O-ba, Ba-ba d. Pipe awon orọ papo - Ba-ba baba c. Alo/Arofo	Alawiye apa kinni eko kerin	Ko awon omọ ni kon- sonanti ati pipe orọ papo.	Jeki awon akẹko pe kon- sonanti ati awon orọ papo Ki akẹko pa alo ki akẹko kọ Arofo	Aworan inu eko kerin Ege oro loori kaadi
Ẹ KARUN Kiko awon konsonanti ati Faweeli papo	Ki akẹko lee mọ pipe Faweeli ati Konso- nanti papo.	a. O - be O - bo obe, obo b. Kika awon orọ lati inu iwe itokasi d. Arofo c. Kika awon orọ lati ara pakọ ikowe	Alawiye apa kinni eko kaarun	Ko awon akẹko ni kika ati kiko awon orọ lati inu iwe itokasi	Ki akẹko ka iwe, ki akẹko kọ awon orọ, Ki akẹko kọ Arofo	Ege orọ lori kaadi
OŞE KETA Iwe kika	Lati jẹki awon omọ lee ka tabi leepe gbolohun orọ keekeke	Gbolohun keekeke peju aworan lara paali ti a tẹ gadagba Arofo/Alq Kikọ ati kika awon gbo- lohun	Alawiye apa kinni eko keta	Ka iwe fun awon akẹko fi gbolohun kee- keeke han akẹko lara paali	Wiwo aworan ati kika aworan ti oni oruko labẹ	Awon aworan pelu oruko labẹ won
OŞE KEJE Iwe kika	Lati jẹki awon akẹko lee ka awon gbolohun ti owa ninu iwe won	A. iwe kika - A ba baba A ba a b. Kikọ awon gbo- lohun silẹ d. Arofo/Alq	Alawiye apa kinni Eko Keje		Kika gbolohun ti owa ninu iwe itokasi	Aworan inu iwe itokasi
OŞE KEJO Iwe kika	Lati jẹki awon akẹko mọ iyatọ laarin nbẹ ati bẹ ba nba	a. Iwe kika b. Kikọ awon gbolohun silẹ d. Arofo/Alq	Eko Kejo			
OŞE KESAN Iwe kika	Lati jẹki awon akẹko tubo mọ iyatọ laarin bẹ nbẹ, bo nbo obo	Gbolohun keeke ke bii Obe Baba bo O ba obo oba O nbọ gbọ qba d. Kiko awon gbolohun silẹ d. Arofo/Alq e. Kika awon gbolohun	Alawiye apa kinni ekọ kesan	Ka iwe fun awon akẹko Jeki awon akẹko kọ gbo- lohun orọ silẹ ko akẹko ni Arofo	Kika gbolohun inu iwe itokasi Kikọ Arofo	Aworan inu iwe itokasi

SCHEME OF WORK

QSE	ISORI KOKO ẸKỌ	IDI IDANILEKỌ	OHUN KIKỌ	IWE ITOKASI	ISE OLUKO	ISE AKEKỌ	OHUN ELO
QSE KEWA ATI IKQ- KANLA	Iwe kika	Lati kọ awon akekọ ni Konsananti 'd'	a. da, ada, de, ade ode, do, Ado Bade b. Kikọ awon gbolohun silẹ d. Arofọ/Alo e. Kika awon gbolohun	Ẹkọ kẹwa ati ikọkanta			Aworan inu iwe itokasi.
QSE IKEJILA ATI IKETALA	Iwe kika	Lati kọ awon akekọ ni Konsananti 'f'	a. fa fo fo ofa ife nfanbo b. Kika awon gbolohun d. Kikọ awon gbolohun silẹ e. Arofọ/Alo	Alawiye Apa kinni ẹkọ kejila	Ko awon akeko ni konsanati 'f' ti o wa ninu iwe itokasi ka iwe fun won. Kọ won ni gbolohun.	Kikọ konsananti 'f' Kika gbolohun Kikọ Arofọ	

YORUBA

Primary I

Second Term

KINNI	Iwe kika	Lati kọ awon akekọ ni konsananti 'g'	a. ga, ge, gi, aga, igi igo b. Kika awon gbolohun d. Kikọ awon gbolohun silẹ e. Arofọ/Alọ	Alawiye Apa kinni ẹkọ ketala	Ko awon akekọ ni konsananti 'g' bi ose wa ninu orọ	Ki kọ konsananti 'g' Kika gbolohun Kikọ arofọ	Aworan inu iwe itokasi. 'Ege' orọ ati gbolohun.
KEJI	Iwe kika	Lati kọ awon akekọ ni konsananti 'g' 'd'	a. Dada, giga, gigan b. Kika awon gbolohun d. Kikọ awon gbolohun e. Arofọ/Alọ	Alawiye Apa kinni ẹkọ kerinla	Ko awon akeko ni awon orọ ti o ni konsananti 'g' ati 'd' ninu.	Kika gbolohun. Kikọ gbolohun. Kika arofọ	Ege orọ ati gbolohun
KETA	Iwe kika	Lati kọ awon akekọ ni gb'ati 'm'	a. Funmi, emu, omi, agba, agbe, agbo, igba b. Kika gbolohun d. Kikọ gbolohun e. Arofọ/Alọ	Alawiye Apa kinni ẹkọ kedogun	Kọ awon akekọ ni 'gb' ati 'm' bi ose wa ninu orọ	Kika gbolohun Kikọ gbolohun Kika arofọ	Ege orọ ati gbolohun
KERIN	Iwe kika	Lati kọ akekọ ni konsananti 'h' (ati 'gb')	a. ogba, he, ho, nhe, hu, idi b. Kika gbolohun d. Kikọ gbolohun e. Arofọ/Alọ	Alawiye Apa kinni, Ẹkọ Kerindinlogun	Kọ awon akekọ ni konsananti 'h' bi ose wa ninu orọ	Kikọ konsananti 'h' Kika gbolohun Kika arofọ	Ege orọ ati gbolohun
KARUN	Iwe kika	Lati kọ akekọ ni konsananti 'j'	a. aja, eja, ejo, Ojo, oju, ode. b. Kika gbolohun d. Kikọ gbolohun e. Arofọ/Alọ	Alawiye Apa kinni, Ẹkọ ketadinlogun	Kọ akekọ ni konsananti 'j' bi ose wa ninu orọ	Ki ka gbolohun. Kikọ gbolohun. Kikọ arofọ	Ege orọ ati gbolohun
KEFA	Iwe kika	Lati kọ akekọ ni konsananti 'k'	a. Ka, ke, ki, oko, oko, ake b. Kika gbolohun d. Kikọ gbolohun e. Arofọ/Alọ	Alawiye Apa kinni, Ẹkọ kejinlogun	Ko akekọ ni konsananti 'k' bi ose wa ninu orọ	Kika gbolohun Kikọ gbolohun Kikọ arofọ	
KEJE	Iwe kika	Lati kọ akekọ ni konsananti 'l'	a. la, le, le, ile ile, Bija, gbale b. Kika gbolohun d. Kikọ gbolohun e. Arofọ/Alọ	Alawiye Apa kinni, Ẹkọ kẹkandinlogun	Ko akekọ ni konsananti 'l' bi ose wa ninu orọ.	Kika gbolohun Kikọ gbolohun, Kikọ arofọ	Ege orọ ati gbolohun
KEJO ATI IKESAN	Iwe kika	Lati kọ akekọ ni konsananti 'p'	a. emu, ppe, apa, apo, epo. b. Kika gbolohun d. Kikọ gbolohun e. Arofọ/Alọ	Alawiye Apa kinni, Ẹkọ ogun titide ikọkanlelogun	Ko akekọ ni konsananti 'p' bi ose wa ninu orọ.	Kika gbolohun. Kikọ gbolohun, Kikọ Arofọ	

SCHEME OF WORK

OSE	ISORI KOKO EKO	IDI IDANI LEKO	OHUN KIKO	IWE ITOKASI	ISE OLUKO	ISE AKEKO	OHUN ELO
KEWA	Iwe kika	Lati kẹ awon akeko ni konsonanti	boju, nsare şubu toju b. Kika gbolohun d. Kiko gbolohun e. Arofo/Alọ	Alawiye apa kinni Eko kerinlelogben	Kọ akeko ni konsonanti 't' bi ose wa ninu orọ	Kika gbolohun Kiko gbolohun Kiko arofo	Ege oro ati gbolohun
KOKANLA	Iwe kika	Lati kẹ awon akeko ni asayan orọ ninu eko	ebute, ounce, jeun b. Kika gbolohun d. Kiko gbolohun e. Arofo/Alọ	Alawiye apa kinni Eko karundinlogoji	Kọ akeko ni asayan orọ bi ose wa ninu orọ	Kika gbolohun Kiko gbolohun Kiko arofo	Ege oro ati gbolohun
IKẸJILA ATI IKETALA	Iwe kika	Lati kẹ awon akeko ni asayan orọ ninu eko	Okunrin, Obirin. b. Kika gbolohun d. Kiko gbolohun e. Arofo/Alọ	Alawiye apa kinni Eko kerindinlogoji	Kọ akeko ni asayan orọ bi ose wa ninu orọ	Kika gbolohun Kiko gbolohun Kiko arofo	Ege oro ati gbolohun
YORUBA							
			Primary I	First Term			
OSE KINI	Fifi eti silẹ lati gbo ohun	Lati jeki awon omo mo bi o ti se pataki to lati fi eti silẹ lati mo iyato larin orisirisi ohun ti won n gbo.	Oniruru iro ati ohun gege bi iro omi şisan, kike eyẹ, eranko etc.	Kike bi eye, eranko. Hihan bi mọto, kike bi enia ninu ayọ etc.		Ibere ati idahun, fifi owo kan aworan	Eyẹ, eranko, mọto, enia etc.
OSE KEJI	Taiwo nki iya rẹ etc.	Ki akekọ le ka iwe akaye	Oro ti ota koko aperi; Taiwo, nki.	Taiwo ati Kehinde Eko Kimi	Şe alaye orọ ti ota koko (b. Ka iwe fun akekọ (c) Fun awon omo ni ibere lori arofo.	(a) Ki akekọ eti silẹ si Oluko (b) Ki akekọ ka iwe (c) Ki akekọ dahun ibere	Awon aworan oju iwe itokasi
OSE KETA	Taiwo nki baba rẹ	Ki akekọ le ka iwe akaye	Oro ti ota koko Baba, nki	Taiwo ati Kehinde eko Keji	Gege bi ti oke	Gege bi ti Oke	Awon aworan oju iwe itokasi
OSE KERIN	Taiwo n boju Kehinde nboju	Ki akekọ le ka iwe akaye	Oro ti ota koko n'boju	Taiwo ati Kehinde eko keta.	Gege bi ti Oke	Gege bi ti oke	Awon aworan oju iwe itokasi
OSE KARUN	Taiwo ati Kehinde ngbale	Ki akekọ le ka iwe akaye	Oro ti ota koko ngbale, gbaa, mo	Taiwo ati Kehinde eko kerin	Gege bi ti oke	Bi ti oke	Aworan oju iwe itokasi
OSE KEFA	Taiwo ati Kehinde nje onje aaro	Ki akekọ le ka iwe akaye	Oro ti o takoko: nje, ounce, aaro.	Taiwo ati Kehinde eko karun	Gege bi ti oke	Bi ti Oke	Aworan Oju iwe itokasi
OSE KEJE	Taiwo ati Kehinde ni si ile iwe	Ki akekọ le ka iwe akaye	Oro ti o ta koko ni, si, ile, iwe.	Taiwo ati Kehinde eko kefa	Bi ti Oke	Bi ti oke	Aworan oju iwe itokasi
OSE KEJO	Taiwo feki toluko re	Ki akekọ le ka iwe akaye	Oro ti ota koko fe, ki, Oluko, re, kaaro, Tisa	Taiwo ati Kehinde eko keje	Bi ti oke	Bi ti oke	Aworan oju iwe itokasi
OSE KESAN	Kehinde ti ki Oluko rẹ	Ki akekọ le ka iwe akaye	Oro ti o ta koko ti, joko, lori, aga.	Taiwo ati Kehinde eko kejo	Bi ti Oke	Bi ti Oke	Aworan oju iwe itokasi
OSE KEWA	Taiwo joko ni ipo rẹ	Ki akekọ le ka iwe akaye	Oro ti ota koko joko, ni, ipo, re.	Taiwo ati Kehinde eko kesan.	Bi ti oke	Bi ti Oke	Aworan oju iwe itokasi
OSE KOKANLA	Taiwo ni iwe kan Taiwo nka iwe rẹ	Ki akekọ le ka iwe akaye	Oro ti ota koko iwe, kan, nkawe.	Taiwo ati Kehinde eko kokanla	Bi ti oke	Bi ti oke	Aworan oju iwe itokasi
OSE KẸJILA	Kehinde ni iwe ti ko nkan si.	Ki akekọ le ka iwe akaye	Oro ti ota koko ti, yio, ko, nkan	Taiwo ati Kehinde eko kejila	Bi ti ose kewa	Bi ti ose kewa	Aworan oju iwe itokasi
OSE KETALA	Taiwo ya aworan ejo	Ki akekọ le ka iwe akaye	Oro ti o ta koko ya, aworan, ejo, naa, dara	Taiwo ati Kehinde eko kejila	Bi ti ose kokanla	Bi ti Ose kokanla	Aworan oju iwe itokasi

SCHEME OF WORK

ỌSẸ	ISORI KOKO ẸKỌ	IDI IDANILEKỌ	OHUN KIKỌ	IWE ITOKASI	IŞẸ OLUKỌ	IŞẸ AKEKỌ	OHUN ELO
KEWA	Iwe kika	Lati ko akẹkọ ni konsonanti 'r'	a. eera, ara, ori, iru, kọla. b. Kika gbolohun d. Kikọ gbolohun e. Arof/Alọ	Alawiye Apa kinni, Ẹkọ ikejilelogun	Kọ akẹkọ ni konsonanti 'r' bi oşẹ wa ninu orọ	Kika gbolohun. Kikọ gbolohun. Kikọ arofọ	Ege orọ ati gbolohun
KOKANLA	Iwe kika	Lati ko akẹkọ ni konsonanti 's'	a. Ese, asin, ase, sọ b. Kika gbolohun d. Kikọ gbolohun e. Arof/Alọ	Alawiye apa kinni, Ẹkọ iketalelogun	Kọ akẹkọ ni konsonanti 's' bi oşẹ wa ninu orọ	Kika gbolohun Kikọ gbolohun Kikọ arofọ	" "
KEJILA ATI KETALA	Iwe kika	Lati ko akẹkọ ni konsonanti 'ş'	a. Sa, se, se asa, isọ, isu b. Kika gbolohun d. Kikọ gbolohun e. Arof/Alọ	Alawiye Apa kinni, Ẹkọ ikerinlelogun	Kọ akẹkọ ni konsonanti 'ş' bi oşẹ wa ninu orọ	Kika gbolohun Kikọ gbolohun Kikọ arofọ	" "

YORUBA

Primary

Third Term

KINNI	Iwe kika	Lati ko awon akẹkọ ni konsonanti T, 't'	ta te tutu titi b. Kika iwe d. Arof/Alọ	Alawiye iwe kinni ẹkọ keedogbon	Kọ akẹkọ ni konsonanti T, t Ka gbolohun fun akẹkọ	JEKI AKEKO FI ETI SI IPE KONSONANTI Jeki akẹkọ ka iwe, ki won si kọ ọ	Ege orọ ati gbolohun lara paali
KEJI	Iwe kika	Lati ko awon akẹkọ ni konsonanti w, r, s	Wa, iwe, ewe, awo rara sese b. Iwe kika d. Arof/Alọ	Alawiye iwe kinni ẹkọ kerindinlogbon	Kọ akẹkọ ni w.r.s. ka gbolohun fun won	" "	" "
KEȚA	Iwe kika	Lati ko awon akẹkọ ni konsonanti y	aya, ayo, iye, iya b. Iwe kika d. Kikọ gbolohun e. Arof/Alọ	Alawiye iwe kinni ẹkọ ketadinlogbon	Kọ akẹkọ ni y Ka orọ ati gbolohun fun won.	" "	" "
KẸRIN	Iwe kika	Ki akẹkọ lee mo ibeere ati idahun	a. Ologba nkigbe dani d. Iwe kika d. Arof/Alọ	Alawiye apa kinni ẹkọ kejidinlogbon	Kọ awon akẹkọ ni ibeere "Kinni Ẹ nşẹ?"	Kika gbolohun Didahun ibeere	Ege oro ati gbolohun lara paali
KARUN	Iwe kika	Ki akẹkọ le mo iyato laarin nwon ati won ninu ibeere	a. Omo ile ẹkọ eegun fi bo ori won, nwon b. Kika iwe d. Arof/Alọ	Ẹkọ kokandinlogbon	Kọ awon akẹkọ ni iyato laarin nwon ati won	" "	" "
KEFA	Iwe kika	Ki akẹkọ le tubo mo lilo gbee, baa, nfaa.	a. gbee, baa moto, kọlu b. Iwe kika d. Arof/Alọ	Alawiye apa kinni ẹkọ ogbon.	Kọ awon akẹkọ ni gbee nfaa ka iwe fun won. Kọ won ni arofọ	Ki akẹkọ ka iwe ki won si kọ ọ	" "
KEJE	Iwe kika	Ki akẹkọ lee ka iwe gaaraga	Jinna mole b. Iwe kika d. Iwe kikọ silẹ e. Arof/Alọ	Alawiye apa kinni ẹkọ kọkanlelogbon.	Kọ iwe fun akẹkọ Kọ akẹkọ ni arofọ	Jeki akẹkọ ka iwe ki won si ko arofọ	Ege orọ ati gbolohun lara paali
KEJO	Iwe kika	Ki akẹkọ lee ka iwe peju itomo	a. O fe eec Fi okun faa b. Iwe kika d. Iwe kikọ e. Arof/Alọ	Alawiye ẹkọ kejilelogbon.	" "	" "	" "
KEŞAN	Iwe kika	Ki akẹkọ lee mo lilo 'R' mo ojo	a. mo ojo Aşo titun gele didan b. Iwe kika d. Arof/Alọ c. Iwe kikọ silẹ	Alawiye ẹkọ ketalelogbon.	" "	" "	" "

THE AIMS AND OBJECTIVES OF V.S.T.

The first in the list of the general objectives of primary education as contained on page twelve of the New National Policy on Education published by the Federal Government Press, Lagos in 1981 is; 'the inculcation of permanent literacy and numeracy and the ability to communicate effectively'

The rationale behind the use of V.S.T. therefore is to ensure permanent literacy and ability to communicate effectively in the Yoruba Language.

At the end of the experiment pupils should be able to:

1. Recognise, pronounce and write small and capital forms of the alphabets.
2. Combine letters to build simple Yoruba words.
3. Order words correctly to produce meaningful sentences.
4. Read fluently and understand the lessons in the newly designed primer.
5. Do the written and other exercises in the newly designed workbook.

6. THE SYLLABUS CONDENSED

1. Recognition, pronunciation and writing of Yoruba letters of the alphabets.
2. Building and reading of words mostly suggested by pupils
3. Ordering of words to build sentences mostly offered by pupils
4. Reading from Adelodun's Yoruba Kika Fin Alákoóbere
5. Working the Exercises in Adelodun's Isé Síne Lori Ede Yoruba Fin Alákoóbere

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B. THE SYLLABUS BROKEN INTO WEEKLY ACTIVITIES

WEEKS	ACTIVITIES
1 - 2	Recognition, pronunciation and writing of Yoruba letters of the alphabet.
3.	Building and reading of words related to food and other edible items. Formation of simple sentences from suggested words.
4.	Building and reading of words relating to body parts and dressing items. Formation of related sentences.
5	Building and reading of words relating to living and non-living things that pupils see and use at home and in school. Formation of related sentences.
6.	Building and reading of words and sentences relating to children's daily activities, parents' professions and family relations.
7.	Building and reading of words and sentences relating to miscellaneous things and activities on simple Yoruba customs and institutions.
8.	Reading of lessons 1 - 3 in Yoruba fun Alakodohere (YFA) working exercises 1 - 4 in <u>Isi Sige Lori Me Yoruba fun Alakodohere (I.S.A.)</u>
9.	Reading of lessons 4 - 7 in Y.F.A. Working exercises 5 - 8 in I.S.A.
10.	Reading of lessons 8 - 9 in Y.F.A. Working exercises 9 - 12 in I.S.A.
12.	Reading of lessons 13 - 15 in Y.F.A. Working exercises 18 - 22 in I.S.A.

SCHEME OF WORK: BROKEN INTO DAILY ACTIVITIES

WEEKS	PERIODS	TOPIC	OBJECTIVES	TEACHERS ACTIVITIES	PUPIL ACTIVITIES	TEACHING AIDS	REMARK
1	1	Recognition and pronunciation of a b d e e f g gb	Pupils will be able to recognise and pronounce the eight letters of the alphabet both in small and capital forms.	Lead pupils to recognise each letter. Use different aids to emphasize recognition and pronunciation.	Recognise and Pronounce the letters from different sources. Pronouncing the 8 letters in order.	Letter cards The chalkboard	
	2	Recognition and pronunciation of i b j k l m n o o	Pupils will be able to recognise and pronounce the nine letters of the alphabet both in small and capital forms.	Revise the first 8 letters. Lead children to recognise and pronounce the new letters.	Pronounce the first eight letters. Recognise and pronounce the new letters. Pronounce the 17 letters in order.	Portable board. Class letter cards. Individual letter cards. The chalkboard.	
	3	Recognition and Pronunciation of p r s t u w y	Pupils will be able to recognise and pronounce the 8 letters of the alphabets both in small and Capital forms.	Revise pupils' recognition and pronunciation of the previous letters. Lead them to recognise and pronounce the new letters.	Recognise and Pronounce the previous letters. Recognise and pronounce the new letters.	Class letter cards. Individual letter cards. Portable boards showing all the 25 letters. The chalkboard.	
	4	Revision of the 25 letters of alphabets.	Pupils will be able to recognise and pronounce the twenty five letters from any source.	Use different aids to lead pupils to recognize and pronounce the 25 letters of alphabets.	Recognize and Pronounce all the letters from different sources. Recite the letters in order.	Class letter cards. Individual letter cards. Letter charts.	

WEEKS	PERIODS	TOPIC	OBJECTIVES	TEACHERS ACTIVITIES	PUPILS ACTIVITIES	TEACHING AIDS	REMARK
	5	Revision of the 25 letters of the alphabets	Pupils will be able to recite the letters of alphabets in order.	Revise recognition and pronunciation of all the letters of alphabets Lead pupils to memorize all the letters of alphabets.	Recognize and pronounce the letters. Pronounce all the letters from memory.	Class letter cards, Letter chart.	
2	1	Writing of the small and Capital forms of first eight letters of the alphabets.	Pupils will be able to write correctly at least six of the first eight letters in their two forms.	Revise recognition and pronunciation of the letters of alphabet. Lead pupils to write the capital and small forms of the letters.	Recognize and pronounce all the letters. Write the first eight letters in their two forms.	Letter charts, Dotted letter cards for pupils to trace.	
	2	Writing of the small and Capital forms of the next nine letters of the alphabets.	Pupils will be able to write correctly at least eight of the nine letters.	Revise the writing of the first eight letter Teach pupils to write the capital and small forms of the next eight letters.	Write dictated letters on the chalkboard and on individual slates or exercise books. Learn to write the next nine letters of alphabets.	The chalk board Slates. Exercise books Dotted letter cards. Cut out Letter cards.	
	3	writing of the small and capital forms of the last eight letters of the alphabets.	Pupils will be able to write correctly at least six of the eight letters of alphabets.	Revise the writing of pervious letters. Lead pupils to write the last eight letters of the alphabets.	Write dictated letters on the chalkboard and on individual slates or exercise books. Learn to	The chalkboard slates, Exercise books, Dotted letter cards.	

WEEKS	PERIODE	TOPIC	OBJECTIVES	TEACHING ACTIVITIES	PUPILS ACTIVITIES	TEACHING AIDE	REMARKS
	4	Revision of the writing of the small and capital forms of the letters of the alphabets.	Pupils will be able to write correctly at least twenty of the letters of the alphabets.	Revise the writing of small letters. Revise the writing of capital letters. Pay particular attention to slow cleaners and difficult letters.	Write dictate letters on the chalkboard, slates or exercise books.	The chalkboard, slates and exercise books.	
	5	As Above.	Pupils will be able to write all the letters of the alphabets.	Revise the writing of all the letters.	As above.	Dotted letters booklets and other aids are as above.	
3	1	Building of words related to food items.	Pupils will be able to use letters to build at least ten words relating to food items.	Ask pupils to mention the different kinds of food that they eat. Let them talk about the food items let them mention the food they like best Write the words they mention on the chalkboard lead them to use letters of the alphabets to build words that they have mentioned.	Mention all kinds of food items eaten at home and in school. Talk about the ones they like best. Use letters to build the words they have mentioned.	Concrete items. The chalkboard, Class letter cards, individual letter cards.	

WEEK	PERIOD	TOPIC	OBJECTIVES	TEACHING ACTIVITIES	PUPILS ACTIVITIES	TEACHING AIDS	REMARKS
2	2	Building of words relating to fruit items.	Pupils will be able to use letters to build at least six words relating to fruit items.	Revise recognition of words built in the previous lesson. Using the same procedure lead pupils to build word relating to fruit items.	Recognize and pronounce words built in the previous lesson. Mention and talk about fruit items. Use letter cards to build words on fruits.	Pictures & word cards. Word without picture cards. Concrete fruit items. Chalk board, class and individual letters cards.	
3.	3		Pupils will be able to build at least five words relating to other edible items.	Revise recognition of words built in the previous lesson. Lead pupils to build the new words mentioned.	Recognise and pronounce previous words. Discuss other edible items use letter cards to build words that have been mentioned.	Picture + word cards. Wordcards concrete items. Chalkboard. Class and individual letter cards.	
	4	Formation of sentences with words relating to food and other edible items.	Pupils will be able to use words to build at least 5 sentences from the sentences made by the class.	Revise recognition of words, previously mentioned. Lead pupils to use the words in sentences. Through leading questions and picture reading lead them to build some of the sentences they make.	Recognition and reading of words. Making of sentences suggesting words to build sentences made. Using word cards to build sentences.	Words card chalk board. Picture cards and Picture charts. Building of words relating to other edible items.	
	5	As Above.	As Above.	Revise reading of sentences previously built. Following the Previous procedure lead pupils to build new sentences.	Reading of sentences built previously from different sources. Formation of new sentences.	Sentence strips portable board. Chalkboard Picture chart.	

WEEKS	PERIOD	TOPIC	OBJECTIVES	TEACHING ACTIVITIES	PUPILS ACTIVITIES	TEACHING AIDS	REMARKS
4	1	Building of words relating to body parts.	Pupils will be able to use letters to build at least ten words on parts of the body.	Revise recognition and reading of words and sentences built during the previous lessons. Let a pupil stand in front of the class. He touches his different parts of body and others mention the words for the parts touched. Lead the pupils to build the words mentioned.	Recognise and read words and sentences mention words for body parts. Build up the words with letter cards. Read out the words with letter cards. Read out the words from the chalkboard.	Words and sentence chart. The pupils themselves. The chalkboard, Letter cards.	
	2	Building of words relating to dressing items.	Pupils will be able to use letters to build at least ten words on dressing items.	Revise previous lesson. Direct pupils to build new words by allowing them to produce words for concrete items.	Recognise and read previous words. Talk about dressing items. Build words for dressing items.	Word cards concrete objects. The chalkboard letter cards.	
	3	Formation of sentences with words relating to body parts and dressing items.	Pupils will be able to use words to build at least 5 sentences from the sentences made by the class.	Revise recognition and reading of words built on body parts and dressing items. Lead pupils to use the words in sentences.	Recognise and read words on body parts and dressing items. Form sentences with the words.	Word cards, chalkboard.	
	4	Formation of more sentences with words on body parts and dressing items.	Pupils will be able to build at least 5 new sentences with words relating to body parts and dressing items.	Revise the reading of sentences previously built. Lead them to build new sentences by asking leading questions and other means.	Read from sentence strips. Build new sentences.	Sentence strips. The chalkboard.	

WEEKS	PERIOD	TOPIC	OBJECTIVES	TEACHING ACTIVITIES	PUPILS ACTIVITIES	TEACHING AIDS	REMARKS
4	5	Revision of words and sentences on body parts and dressing items.	Pupils will be able to recognise and read words and sentences on body, parts and dressing items.	Lead pupils to recognise and read words and sentences from various sources.	Recognise and read words from various sources.	Words cards sentence and strips words and sentence chart.	
5	1	Building of words relating to non-living items that pupils see and use at home and in school.	Pupils will be able to build at least ten words relating to non-living items found and used in school and at home.	Arrange concrete objects on the topic before the pupils. Let the pupils mention the names of the objects. Lead them to build the words for the objects.	Talk about concrete objects use letter cards to build the words for the objects.	Concrete objects, Chalkboard, Letter cards.	
	2	Building of words relating to living things in pupils home and school environments.	Pupils will be able to build at least ten words relating to living items around them.	Revise recognition and reading of words on non-living items. Use pictures to lead pupils to produce words for living items around.	Recognise and read words on non-living items. Use letter cards to build words on living items.	Word cards Pictures Chalkboard Letter cards	
	3.	Formation of simple sentences from words suggested on non-living and living things in the pupils home and school environments.	Pupils will be able to use words to build at least five sentences from the sentences made by the class.	Revise recognition and reading of words built on living and non-living things. Lead pupils to use the words built in sentence formation.	Recognise and read words built on living and non-living things around them. Use the words to form sentences.	Words cards The chalkboard.	
	4	Formation of more simple sentences on living and non-living things in pupils home and school environments.	Pupils will be able to build at least five more sentences from the words learnt during the week.	Revise reading of previous sentences. Lead pupils to build new sentences.	Read previous sentences Build more sentences.	Sentence strips Portable chalkboard.	

WEEKS	PERIOD	TOPICS	OBJECTIVES	TEACHERS ACTIVITIES	PUPILS ACTIVITIES	TEACHING AIDS	REMARKS
	5	Reading of words and sentence built on living and non-living things in pupils home and school environments.	Pupils will be able to recognise and read twenty words and then sentences on living and non-living things around them.	Lead pupils to recognise and read words and sentences, on living and non-living things around them.	Recognise and read words and sentence on living and non-living items around.	Word cards sentences strips. Flip charts.	
6	1	Building of words and sentences relating to Children's daily activities.	Pupils will be able to use letter cards to build words. They will be able to form sentences which are related to their daily activities.	Lead pupils to talk on different things which they do at home and in school everyday. Lead them to form words and sentences on their daily activities.	Talk on what they do at home and in school everyday. They use letter cards to form words. They form sentences based on the topic.	Pupils actions chalkboard Letter cards.	
	2	Building of words and sentences relating to pupils' parents' professions.	Pupils will be able to use letter cards to build words relating to their parents professions. They will be able to form simple sentences with the words.	Revise recognition and reading of words and sentences previously built. Lead pupils to discuss their parents professions. Lead them to build specific sentences from the discussion.	Recognise and read previous words and sentences. Discuss their parents' professions. Build simple sentences from the discussion.	Word and sentences charts. Letter cards Chalkboard.	
	3	Building of words and sentences relating to family relations.	Pupils will be able to use letter cards to form at least ten words relating to family relations. They will also be able to build at least five sentences using the words relating to family relations.	Revise recognition and reading of words and sentences previously built. Direct pupils to talk about their family relation relations. Let them use letter cards to build specific words mentioned. Lead them also to form specific sentences.	Recognise and read previous words and sentences. Talk about their family relations. Build specific words relating to family. Build specific sentences relating to family.	words and sentence charts. Letter cards chalkboard	

WEEKS	PERIOD	TOPIC	OBJECTIVES	TEACHING ACTIVITIES	PUPILS ACTIVITIES	TEACHING AIDS	REMARKS
6	4	Reading of words and sentences built by pupils on their daily activities, parents' professions and family relations.	Pupils will be able to recognise and pronounce any word relating to the topic. They will also be able to read simple sentences on the topic.	Lead pupils to recognise and pronounce the words previously built on the topic lead them to read sentences based on the topic as well.	Recognise and read words. Read simple sentences from different sources.	Words cards chalkboard sentence strips portable board.	
	5	As above	As above	Lead pupils to recognise and pronounce words on the weeks topic which were not mentioned in the last lesson. Lead them to read new sentences too.	As above	Flipchart	
7	1	Building of words, phrases and sentences relating to Greetings and Ceremonies.	Pupils will be able to build words phrases and sentences which are related to greetings and ceremonies. Lead them to build specific words, phrases and sentences from the discussion.	Direct pupils to talk on the Yoruba custom of greetings. Lead them to mention and discuss various ceremonies among the Yorubas. Let them discuss modern parties too e.g Birthday party.	Talk on Yoruba custom of greeting perform actions. Mention and discuss kinds of ceremonies and parties. Suggest words to build specific sentences on the topic.	Pictures that are relevant to the topic pupils actions Letter cards Chalkboards.	
	2	Building of words, phrases, and sentences relating to modern and traditional games.	Pupils will be able to build words, phrases sentences that have to do with games.	Lead pupils to mention and talk about various kinds of games. Direct them in the building of specific words, phrases and sentences from their discussion.	Mention and talk about various games perform necessary actions. Build specific words, phrases and sentences from their discussion.	Concrete objects, Relevant Pictures Letter cards.	

WEEKS	PERIOD	TOPIC	OBJECTIVES	TEACHING ACTIVITIES	PUPILS ACTIVITIES	TEACHING AIDS	REMARK
	3	Building of words, phrases and sentences relating to Yoruba traditional and modern worship activities.	Pupils will be able to build words phrases and sentences relating to worship activities.	Ask leading questions that will make pupils talk about the Yoruba traditional and modern worship activities. Lead them to build specific words, phrases and sentences from the class discussions.	Answer questions Ask their own questions about whrship activities. Build words and phrases with the use of letter cards. Suggest words build simple sentences on worship activities.	Possible concrete objects Relevant Pictures pupils actions letter cards chalkboard	
	4	Reading of words phrases sentences built in 1 - 3 above.	Pupils will be able to recognise andread words phrases and sentences on 1 - 3 above.	Lead them to recognise words, lead them to read phrases and sentences.	Recognise and Pronounce words. Read phrases and sentences.	Word and phrases card sentences strips sentences, charts.	
	5	As above	More words, phrases and more sentences will be recognise and read by pupils on 1- 3 above.	As above	As above	Flipchart.	
8	1	Reading of lesson 1a in YFA	Pupils will be able to recognise, pronounce and write letters of the alphabet. They will be able to identify small and capital letters. They will be able to supply missing letters.	Lead pupils to read lesson 1 in YFA systematically. Lead them to identify both forms of the alphabets. Lead them to do exercise 1a and 1b in ISA	Read the letters of alphabet systematically. Identify capital and small letters by doing exercise 1a and 1b in ISA	Alphabet chart. Text Lettercards	
	2	Reading of Yoruba vowels and consonants in lesson 1b of YFA	Pupils will be able to identify vowels and consonants when they stand alone or in words.	Lead pupils to read lesson 1b in YFA Teach them to be able to identify	Read lesson 1b of YFA silently and aloud.	Vowels and consonants charts pupils texts.	

WEEKS	PERIOD	TOPIC	OBJECTIVES	TEACHING ACTIVITIES	PUPILS ACTIVITIES	TEACHING AIDS	REMARKS
	2		They will be able to recognise and pronounce letters of the alphabet even when they are mixed up.	the vowels and the consonants. Lead them to understand the specific use of Yoruba vowels and consonants.	Recognise Yoruba vowels and consonants differently. Explain the use of vowels and consonants. Do exercise 1d and e in ISA.		
	3	Recognition, reading and writing of words in lesson 2a.	Pupil will be able to recognise and pronounce at least 15 of the 20 words contained in lesson 2a. They will be able to write at least 3 types of food items they like. They will be able to write correct words under the pictures in exercise 2b of ISA.	Teach recognition and pronunciation of words. Lead pupils to read in their groups. Lead pupils to do exercises 2a and 2b in ISA.	Recognise, pronounce and read the words. Write the words by doing exercises 2a and 2b in ISA.	Wordchart Wordcards Pupils text.	
	4	Reading of sentences in lesson 2 of YFA. Exercise 3 in ISA.	Pupils should be able to read all the sentences in the section. They should be able to use word cards to build the sentences. They will be able to supply correct missing words in sentences.	Give model reading. Ask pupils to read silently. Call pupils to read aloud. Let pupils read aloud in their groups. Lead them to build the sentences using word cards. Lead them to do exercise 3 in ISA.	Listen to teachers model of reading. Read silently. Read aloud. Build sentences with wordcards. Supply missing words in exercise 3 of ISA.	Sentence strips. Wordcards Pupil texts.	
	5	Reading of lesson 3 in YFA. Exercise 4 a and b in I.S.A.	Pupils will be able to recognise and read the words and sentences in lesson 3 of YFA. They will be able to label the picture and complete the sentences	Lead pupils to recognise and pronounce the words in the first section of the lesson.	Recognise and pronounce words. Read silently and aloud. Write the names of the parts of the body in the picture and do Pupil text exercise 4b in ISA.	Picture showing parts of the body Wordcards Pupil text	

WEEK	PERIOD	TOPIC	OBJECTIVES	TEACHING ACTIVITIES	PUPILS ACTIVITIES	TEACHING AIDS	REMARKS.
		with correct words in exercise 4a and b in ISA.	Lead them to read the whole chapter silently and aloud. Lead them to do exercises 4a and b in I.S.A.				
9	1	Recognition and reading of words contained lesson 4a in YFA. Exercise 5a in ISA.	Pupils will be able to recognise and read the words on dressing items. They will be able to write the names of 10 different dressing items.	Lead pupils to recognise and pronounce the words correctly. Lead them to do exercises 5a in I.S.A.	Recognise and pronounce the words. Do exercise 5a in I.S.A.	Concrete objects wordcards pictures texts.	
	2	Reading of the sentences contained in lesson 4b Exercise 5b.	Pupils will be able to read the sentences fluently. They will be able to write the names of 5 types of dresses that man can wear.	Revise recognition of words. Give model reading. Lead pupils to read. Let pupils do exercise 5b in ISA.	Recognise and pronounce words. Read silently and aloud. Do exercise 5b in I.S.A.	Words written in the portable chalk board. Pupils texts.	
	3	Recognition, pronunciation and writing of words contained in lesson 5 of YFA. Reading of sentences in the same lesson.	Pupils will be able to recognise and pronounce the words on common and home materials. They will also be able to read fluently the simple passage based on the words learnt. They will be able to supply correct words to picture in exercise 6 of I.S.A.	Lead pupils to recognise and pronounce words. Give model reading. Let pupils read silently. Allow pupils to read in groups. Let pupils do exercise 6 in I.S.A.	Recognise and read words. Read passage silently and aloud. Do exercise 6 in I.S.A.	Picture charts Wordcards pupils texts.	
	4	Recognition, pronunciation and reading of words and the passage in lesson 6 of Y.F.A.	As for period 3 but with lesson 6 and exercise 7.	As for period 3 but with lesson 6 and 7.	As for period 3 but with lessons 6 and 7.	As for period 3.	

WEEK	PERIOD	TOPIC	OBJECTIVES	TEACHING ACTIVITIES	PUPILS ACTIVITIES	TEACHING AIDS	REMARKS
	5	Recognition, pronunciation and reading of words in lesson 7 of Y.F.A.	Pupils will be able to recognise and pronounce the words contained in the lesson correctly. They will be able to read the short passage in the same lesson.	Lead pupils to recognise and pronounce the words. Give model reading. Lead pupils to read aloud. Lead them to do exercise 8 in I.S.A.	Recognise and pronounce words. Read the short passage. Study pictures in exercise 8 of I.S.A. and write corresponding words in spaces provided according to picture numbers.	Word cards Portable Chalkboard Pupils texts.	

WEEK	PERIOD	TOPIC	OBJECTIVES	TEACHERS ACTIVITIES	PUPILS ACTIVITIES	TEACHING AIDS	REMARKS
10	1	Recognition, and pronunciation of words in lesson 8a	Pupils will be able to recognise and pronounce words on common birds and animals contained in lesson 8a of YFA. They should be able to write the names of at least five birds.	Lead pupils to recognise and pronounce the words. Lead them to do exercise 9a in I.S.A.	Recognise words Pronounce words Write names of birds.	Picture chart Workcards Pupil texts.	
	2	Reading of lesson 8b which contains a short passage on 8a	Pupils will be able to read the passage fluently. They will be able to write at least five names of animals.	Revise recognition of words. Give models reading. Lead pupils to read silently and aloud.	Recognise words Read silently Read aloud. Write names of animals Exerc.	Wordcards, Pupils texts.	
	3	Revision of period 1 and 2.	Pupils will be able to write at least 10 words from the dictation on lesson 8a and b.	Revise recognition of words. Ask pupils to write silently. Let them write words from dictation.	Recognise words and Read silently. Do dictation exercises	Word cards Pupils texts.	
	4	Reading and learning by heart the poem in lesson 9 of Y.F.A.	Pupils will read the poem fluently for enjoyment. They will also be able to read the poem from memory.	Teach recognition and pronunciation of difficult words. Lead pupils to read the poem silently and aloud. Ask them to learn the poems by heart. Let them recite.	Recognise and pronounce words. Read the poems aloud. Read it silently and memorise. Recite.	Poem chart Word cards Pupils texts.	
	5	Reading of the poem in lesson 9.	Pupils will be able to supply missing words in the poem.	Revise reading of the poem. Ask pupils to do exercise 12 in I.S.A.	Read the poem silently. Fill in tests the correct words in exercise 12 of I.S.A.	Pupils texts.	

WEEKS	PERIODS	TOPICS	OBJECTIVES	TEACHERS ACTIVITIES	PUPILS ACTIVITIES	TEACHING AIDS	REMARKS
11	1	Reading of phrases and short passage on home activities.	Pupils will be able to read the passage fluently. They will be able to write at least five activities in which they can be engaged to assist in home activities.	Teach recognition and pronunciation of new words. Lead pupils to read fluently. Let them read silently. Ask them to do so exercise 13 in I.S.A.	Recognise and pronounce new words. Read silently. Do exercise 13 in I.S.A.	Phrase cards Pupils texts.	
	2	Dictation from lesson 10 read in period 1.	Pupils will be able to write correctly 7 out of ten words to be dictated from the lesson.	Revise phrase and word recognition. Ask pupils to read silently. Let them close their books and write as you dictate.	Recognise phrase and words. Read phrases and passage. Write from dictation.	Phrases cards Pupils text.	
	3	Reading of lesson 11 in Y.F.A.	Pupils will be able to read the lesson fluently. They will be able to write at least five types of play activities.	Teach recognition and pronunciation of new and difficult words. Lead pupils to read by giving model reading. Ask them to read silently. Let them write five play activities in their work book.	Recognise and pronounce words and phrase. Read silently and aloud. Do exercise 15 in I.S.A.	As above.	
	4	Reading and memorising of the poem in lesson 12 Exercise 16.	Pupils will enjoy the poem. They will be able to explain what the poem means. They will be able to read and recite the poem.	Teach recognition pronunciation and meaning of difficult words. Give model reading. Lead pupils to read silently and aloud. Let them read from memory.	Recognise and pronounce new words. Explain meaning of phrases or words. Read silently and aloud. Read from memory.	Portable board containing the poem. Word cards Pupils texts.	

WEEKS	PERIOD	TOPIC	OBJECTIVES	TEACHERS' ACTIVITIES	PUPILS' ACTIVITIES	TEACHING AIDS	REMARKS
11	5	Dictation from the poem read in lesson 12	Pupils will be able to write at least 8 words correctly out of the ten words to be dictated to them.	Revise recognition of words. Ask pupils to read silently. Dictate words for them to write.	Recognise words. Read silently. Write spelling dictation. Exercise 17.	Word cards Pupils texts.	
12	1	Oral comprehension on lesson 13, exercise 18.	Pupils will be able to answer correctly at least five oral questions on the passage read.	Teach recognition and pronunciation of new words. Give model reading. Let pupils read silently. Let them answer questions orally on the passage.	Recognise and pronounce any new words. Read silently. Answer comprehension questions orally.	Phrase and word card Pupils texts.	
	2	Written comprehension on lesson 13	Pupils will understand the passage read and be able to answer questions on it in their workbook.	Revise the reading of the passage. Ask pupils to read silently. Let them do exercise 19 in I.S.A.	Read silently. Do exercise 19 in I.S.A.	Pupils texts.	
	3	Reading aloud of lesson 14 of YFA.	Pupils will be able to read the lesson fluently. They will be able to discuss the kind of professions contained in the passage. They will be able to write from memory at least three kinds of professions.	Teach recognition, pronunciation and reading of difficult words. Lead pupils to read fluently by giving them model reading. Ask them to read silently. Let them read in groups. Ask them to do exercise 20 in their workbooks.	Recognition, pronunciation and read new words and phrases. Read silently. Read aloud. Do exercise 20 in I.S.A.	Word cards Pupils texts.	
	4	Reading of the poem in lesson 15 of YFA.	Pupils will enjoy the poem. They will be able to discuss and explain the poem's meaning with the teacher.	Teach the pronunciation and meaning of new words. Give model reading of the poem. Lead pupils to read the poem silently and aloud. Discuss the poem with them.	Pronounce new words. Read the poem silently. Discuss the poem.		

WEEKS	PERIODS	TOPICS	OBJECTIVES	TEACHERS ACTIVITIES	PUPILS ACTIVITIES	TEACHING AIDS	REMARKS
	5	Learning of the poem in lesson 15 by heart.	Pupils will be able to recite the poem.	Revise reading and mean- ing of the poem. Ask pupils to read silently and memorise. Let them read from memory.	Read the poem from the board. Read it silently from the text. Learn by heart. Recite.	Portable board containing the poem.	

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APPENDIX K

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8th March, 1984.


The Headmasters,

Methodist School I, Aketan, Oyo
Methodist School I, Apará, Oyo (Exp.)
Baptist School II, Agboye, Oyo (Exp.)
Baptist School I, Atan, Koso, Oyo.

Teaching of Yoruba in Primary I Classes
Project by Mrs. R. E. Adedokun, University
of Ibadan

Please note that your school will be used for the above project. It involves only One arm of Primary I.

2. The pupils in the class will be subjected to test before and after the period of the experiment.
3. You are requested to cooperate fully with Mrs. Adedokun and/or her team. All that is required is to see that the teachers in the classes teach as normally as if nothing unusual is going on.
4. Thanks.


(J. A. Makinde),
for Local Inspector of Education, Oyo.

Mrs. R. E. Adedokun

This is for your information
in reply to your letter of 5/3/84

MAP OF OYO SHOWING LOCATIONS OF SCHOOLS USED FOR THE PROJECT

