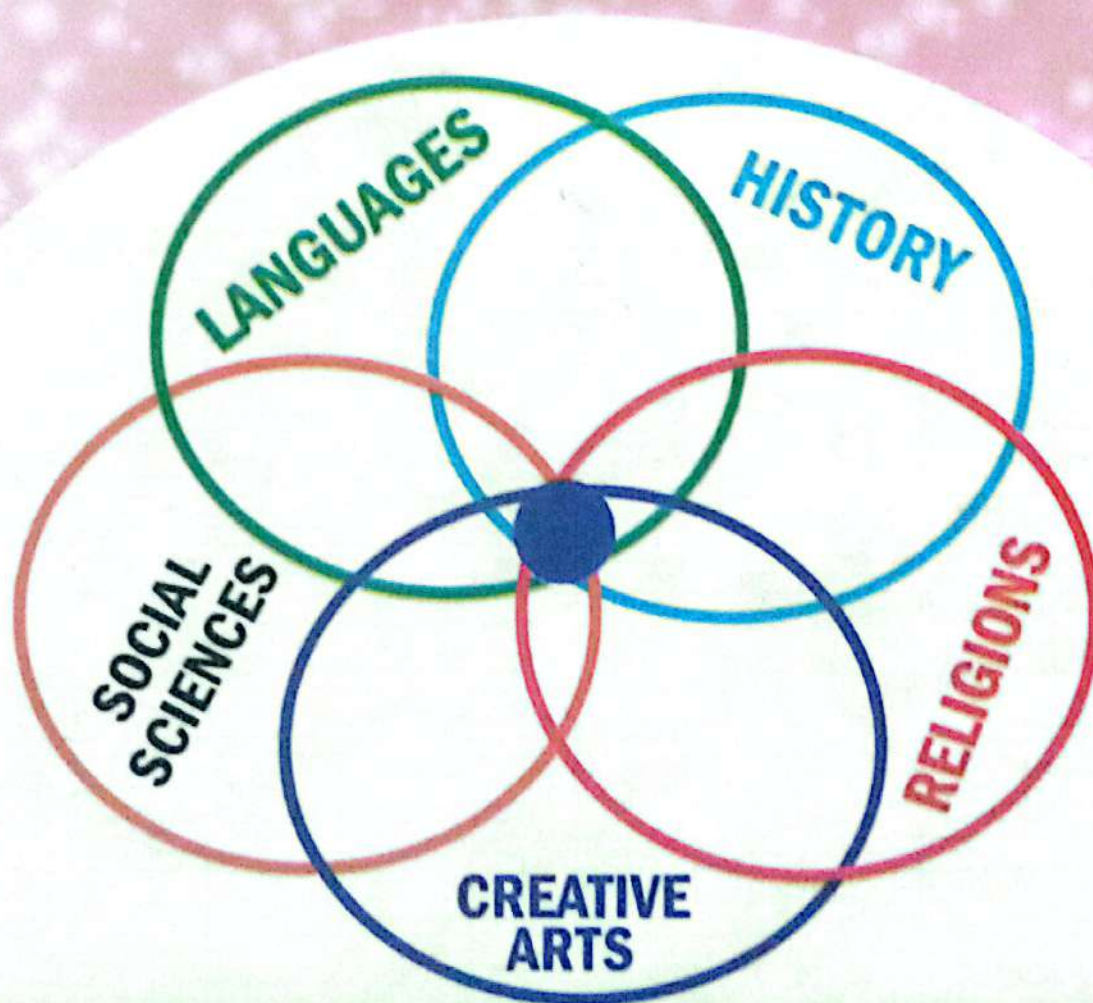


TEACHING METHODOLOGY

in

THE HUMANITIES



Edited by
'Raheem Adebayo Lawal

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PREFACE

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

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

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

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

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

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

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

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

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

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INTRODUCTION

In this chapter we are going to be discussing grammar as the mental system of rules and categories that allow humans to form and interpret the words and sentences of their language. Grammar is the business of taking a language to pieces, to see how it works. Grammar and words cannot be separated. In fact, in learning any word we are also learning something about its grammar.

OBJECTIVES

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

1. define and explain parts of speech;
2. explain the process of noun formation in Yoruba;
3. mention and explain types of clauses in Yorùbá; and
4. mention and explain types of sentences in Yorùbá.

PARTS OF SPEECH

These are parts of speech in Yoruba: Noun (Òrò-orúkọ); Adjective (Òrò-àpèjúwe); Adverb (Òrò-àpónlẹ̀); Preposition (Òrò-atókùn); Verbs (Òrò-ìṣe); Conjunction (Òrò-àsopò); Pronoun (Òrò-arópò orúkọ); Pronominal (Òrò-arópò afarajorúkọ).

Òrò-Orúkọ (Noun)

Noun is used to express a range of meanings such as concepts, organisations, communities, sensations and events. Nouns can be used to modify other nouns; it can be used to construct appropriate possessive forms. A noun can be the subject or object of a sentence; Examples:

- i. Adeola Àlábí fẹ́ ọmọ ilé-ẹ̀kọ́ gíga (Alabi is a noun that modifies another noun Adéolá).
- ii. Àbẹ̀bí lọ sí abúlẹ́ (Àbẹ̀bí: subject of the sentence).
- iii. Àbẹ̀bí lọ sí abúlẹ́ (abúlẹ́: object of the sentence).
- iv. Àlàáfíà ni iya agba wa (àlàáfíà: noun can be abstract).
- v. Ìwé kan ni ọmọ náà ní (ìwé: noun can be countable).
- vi. Iyò púpọ̀ ni wón fí sí ọbẹ́ (iyò: the uncountable noun).
- vii. Ayòolá dé ni alẹ́ (Ayòolá: proper noun).
- vii. Ọkúnrin jẹ́ akanda Olodumare (ọkúnrin; collective noun).

Òrò-Ìṣe (Verbs)

A verb is a word used to describe an action, state or occurrence, and forming the main element/part of the predicate of a sentence, such as "hear", "go", "eat". The following are the types of verbs;

- i. Òrò-ìṣe àkànmọ́rúkọ (compound verb) ni òrò-ìṣe tí a kàn mó òrò-orúkọ. Àpẹrẹ: kọrin, kàwé, jalẹ̀, sọrò, lajú, dáná.
- ii. Òrò-ìṣe alápẹpadà (echoing verb) ni òrò-ìṣe tí ó dún ní èẹmeji nínú gbólòhùn kan. Àpẹrẹ: kuku, dá dá, rò rò= Olú dá mi dá iṣe náà.
- iii. Òrò-ìṣe ẹlẹlẹ́ (splitting verb) ni òrò-ìṣe kan tí a le pín sí méjì, tí a sì le fí àpólà-orúkọ síààrin rẹ nínú gbólòhùn kan. Àpẹrẹ: bàjẹ, gbàgbọ́. = (1). Íyá bà ọmọ jé. 2). Mo gbà olúkọ mi gbó.
- iv. Òrò-ìṣe aṣọlùwàdàbò (symmetrical verb) ni òrò-ìṣetí ó le sọ olùwà di àbò àtiàbò di olùwà. Àpẹrẹ: se, ti = Àisàn n se Olú= Olú n se àisàn.
- v. Òrò-ìṣe àsínpò (serial verb) two or more verbs in a sentence.

Àpẹrẹ: Ṣadé ra epa jẹ.

vi. Ọrọ-ìṣe abódé (simple verb) one verb in a sentence

Àpẹrẹ: Adé sùn

vii. Ọrọ-ìṣe aláìgbàbò (intransitive verb) has a subject but no direct object.

Àpẹrẹ: Ilé Ọba dára

viii. Ọrọ-ìṣe agbàbò (transitive verb) has a subject and one (or more) objects.

Àpẹrẹ: Bàbá gbín ògèdè.

Ọrọ-Àpẹjúwe/Ẹyán (Adjective)

An adjective is a word which describes or tells us more about a noun. Adjective and noun go together in sentences. Examples are tutù, wúwo, náà, kékeré, pupa, fúnfun, gíga.

Oríṣi Ẹyán= Types of Adjective

(i) Ẹyán Ajórúko: (noun that modifies another noun) Àpẹrẹ:

- Ajá ode pa òkété.
- Ilé adiye ti kún.

(ii) Ẹyán-aṣàpẹjúwe: (descriptive adjective) ni ẹyán tí ń ṣe àpẹjúwe ọrọ-orúkọ tí ó ń yán.

Àpẹrẹ: púpò dúdú, kékeré, pupa, funfun.

- Bàbá kó ilé púpò.
- Bàbá pupa ra ọkọ funfun.

(iii). Ẹyán-aṣònkà (the adjective that gives the number of noun that it qualifies),

Àpẹrẹ: méfà, márùn-ún, méje

- Ile méfà ni bàbá kó.
- Omọ kan ni iyá aláro bí.

(iv). Ẹyán-aṣàfihàn: (the adjective that points out the noun it qualifies specifically).

Àpẹrẹ: yíí, wònyen, wònnì, yèn, wònyí, òhun

- Ọrọ yíí ni bàbá wá ilé sí.
- Àga wònyen ti bàjẹ.

(v). Ẹyán-atókaaṣàfihàn (the adjective that points to noun, Example: náà, gan-an, pàápàá

- Aṣo náà wu Àiná.
- Èmi gan-an mọ Lókója.

Ọrọ Àpónlẹ (Adverb)

An adverb is a word that tells us something about a verb in a sentence. Àpẹrẹ: diè, yòbò, kánmókánmó, gbòò, yànmù, ràkòrako, nínì, fíofí, gelete.

i. Àdùkẹ rìn kánmókánmó.

ii. Igi ga fíofí.

Ọrọ-atókùn (Preposition)

A preposition is a word used to link nouns, pronouns, or phrases to other words within a sentence. It acts to connect the people, objects, time and location of a sentence. It is normally placed in front of nouns. Àpẹrẹ: ní, sí, fí, pẹlú, bá, tí.

i. Ọjò rọ púpò ní àná.

ii. Àsàkẹ fí mọ́nmọ́n jẹ ẹkọ.

Ọrọ-Arọpò Orúkọ (Pronoun)

A pronoun is a word that can replace a noun or noun phrase. A pronoun can stand as a subject or object of a sentence, and also as a qualifier of a noun.

- Apere ọrọ-arọpò orúkọ ni ipo olùwà (subject) ni: mo, o, ó, a, ẹ, wón, mo.
- Apere ọrọ-arọpò orúkọ ni ipo àbò (object) ni: mi, e, wa, yin, won.
- Apere ọrọ-arọpò orúkọ ni ipo ẹyán (qualifier) ni: mi, re, wa, yin, wa.

Òrò-àsopò

Òrò-àsopò (conjunction) is a word that connects two words, clause, or sentences together. Àpẹ̀rẹ̀: tí, òun, pẹ̀lú, àfí/àyàfí, àmọ̀, sùgbón, bóyá/tàbí, ànbòsí/ ànbòtòrí, ànbèlèntàsé.

- i. Adéolá jẹ̀ àmàlà àmọ̀ ko tẹ̀ ẹ̀ lẹ̀run.
- ii. Àbẹ̀bí bí ọmọ sùgbón kò ni owó lẹ̀wọ̀.

Òrò-Arọ̀pọ̀ Afarajorúkọ-(Pronominal)

Pronominals can be used in place of nouns like pronouns.

Àpẹ̀rẹ̀: Èmi, iwo, òun, àwa, ẹ̀yin, àwọn.

- i. Èmi ni o ẹ̀ ẹ̀sẹ̀ náà.
- ii. Iwo yóò parí ẹ̀sẹ̀ náà.

Òrò-àgbàsọ (Direct and indirect speech)

Direct speech conveys exactly what someone has said; while indirect speech is how we report the statement. Àpẹ̀rẹ̀:

Direct speech

Mo lọ sí Èkó

N o lọ si Èkó

A lọ si Èpé

Indirect speech

Ó ní òun lọ sí Èkó.

Ó ni òun o lọ sí Èkó.

Ó sọ pe àwọn lọ sí Èpé.

We use these words to give the report: lẹ́rì pé, pàṣẹ̀ pé, sọ, wí pé, sọ fun, béèrè, ṣàlàyé.

óní.

Ìhun ọ̀rọ̀ àtìlẹ̀dá ọ̀rọ̀-orúkọ (word structure and noun formation)

Word structure is the combination of sounds to form words, e.g: lọ. (cv-kf), èdè (vcv-1kt).

Noun formation is the way we combine words together to form nouns; the following steps are followed:

- i. Nípa lílo àfòmọ̀ ibẹ̀rẹ̀ (prefix): e.g. a, e, i, o, àti, oní, on, etc.
Àpẹ̀rẹ̀: àti+jẹ̀=àtijẹ̀, i+fẹ̀=ìfẹ̀, òn+tẹ̀ = òntẹ̀, ài+sùn=àisùn.
- ii. Nípa àfòmọ̀ àarin (infix); kí, kú, dé, rí, ní, sí.
Àpẹ̀rẹ̀: ọmọkọmọ, irandíran, ìjẹkújẹ, ọ̀pọ̀lọ̀pọ̀, ilésílẹ̀.
- iii. Nípa àpètúnpẹ̀ ẹ̀lẹ̀bẹ̀ (partial reduplication)
Apere: Kọ = K+i+kọ = kíkọ (kòńsónántì ibẹ̀rẹ̀ ọ̀rọ̀- ịse+ mofíimu -'i'- +ọ̀rọ̀- ịsenáà.)
- iv. Nípa àpètúnpẹ̀ kíkún (full reduplication) fún ọ̀rọ̀ ịse àti ọ̀rọ̀ órukọ.
Apere: wolé+wolé = woléwolé, dánà+dánà = dánàdánà, ọ̀sù+ọ̀sù = ọ̀sọ̀ọ̀sù, ọ̀dún+ọ̀dún = ọ̀dọ̀ọ̀dún, ọ̀sán+ọ̀sán = ọ̀sọ̀ọ̀sán.
- v. Nípa síse isúnki òdidi gbólòhùn (sentence contraction): Examples; Adé gbé oyè ga = Adégbóyèga.

Arànmọ (Assimilation)

The sound that has power to overcome the other one that is weak and it changes it to itself. Examples:

- i. Àràn mówájú (progressive assimilation) the sound that has power moves forward, to change the next sound. Àpẹ̀rẹ̀; ọ̀pá-ìlẹ̀kẹ̀=Ọ̀páàlẹ̀kẹ̀, Ọ̀jà-ìbà=Ọ̀jààbà, Ilé-ìṣẹ̀=ìlẹ̀esẹ̀. Fáwẹ̀lì iwájú tí ọ̀rọ̀-orúkọ àkókọ̀ (á, à, é) ni agbára láti sọ fáwẹ̀lì tí ó sún mó ọ̀n di ara rẹ̀.
- ii. Àràn méyìn (regressive assimilation) the word that is strong moves backward to change other sound to itself. Àpẹ̀rẹ̀: ará-oko=aróoko, iyá-ẹ̀gbé=iyéẹ̀gbé, faweli eyin ti o ni agbara ni (o, ẹ).
- iii. Àràn mó aláìfòró (contiguous assimilation) when two sounds are beside each other and the strong one changes the other one to itself. Àpere: ilé-iwé=ilèèwé; ojù-ilù=ojúùlù.

- iv. Àrànṁọ afòró (non-contiguous assimilation) this occurs when one sound jumps to another sound to change it to itself. Àpẹẹ: Oní+aşọ=onáşọ=oláşọ=aláşọ; oní+ata=onáta=oláta=aláta.
- v. Àrànṁọ kíkún (total assimilation) this occurs when the weak vowel is replaced by the strong vowel. Àpẹẹ: ọbẹ-ilá=ọbẹçlá; ojú-ilé=ojúulé.

Ìpàrójẹ atìsúnkì (Omission and contraction of sounds)

This happens in Yoruba, when one sound is omitted and the remaining sounds are contracted together; a vowel or consonant sound can be omitted. Àpẹẹ:

- | | | |
|--------------------|--------|-------------|
| i. àkàrà | Àkà'à | = Àkàà 'r' |
| ii. Kékeré | Keke'é | = Kékeé 'r' |
| iii. Yóòòò | | = óò 'y' |
| iv. Oju ibọ ojú'bọ | | = ojúbọ 'i' |

Awẹ-gbólóhùn (Clauses)

There are main and subordinate clauses. A **main clause** is a group of words that can stand on its own. It contains at least at a subject and a verb. This is sometimes called a 'simple sentence' or a finite sentence. A **subordinate clause** is a kind of group of words attached to a main clause. The subordinate clause alone cannot make a complete sense. Àpẹẹ:

Main clause (Olóri)	Subordinate (Afaraḥẹ)
Bàbá yóò gbin àgbàdọ	bí òjò bá rò
A ẹẹ ẹyẹ fún ọba	tí ó dé ade ilẹkẹ
Adé yóò fọ aşọ	kí ó tó wẹ
Àşá gbe ọmọ adiyẹ	ní gbà tí o n jẹ kiri.

Apola (Phrase)

There are noun, verb and adverbial phrases. A noun phrase can take the place of a noun in a sentence. A noun phrase can be the combination of a noun and an adjective in a sentence. Àpẹẹ:

- i. Bàbá arúgbó ti kú (bàbá arúgbó ni apola oro-oruko = phrase). It is a combination of "noun+adjective".
- ii. Adébọlá pọn ọmọ ('pọn ọmọ' ni apola-ise = verb phrase).
- iii. Bàbá àgbà wà ní yàrá ('wà ní yàrá' ni àpólà-àpónlé=adverbial phrase of place).

CONCLUDING REMARKS

Grammar is taught in schools because grammar is the sentence-machine that makes the students creative in communication. It acts as a kind of advance organiser for the acquisition of a language. The learners of Yoruba must be guided on how to learn and use grammar communicatively.

REVIEW QUESTIONS

1. Mention 8 parts of speech and their functions.
2. Mention and explain the different clause types.
3. Explain how these words are formed: ọmọkọmọ, ijẹkúje, ilé, ònko, àìjẹ.
4. Insert the omitted sounds; àkàà, àduà, Démólá, yàrá, ẹrúbìnrin.

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