

## **ARABIC LANGUAGE**

### **1. PHILOSOPHY**

Modern man can hardly contemplate communal life without the instrument of language. Performance in language, especially spoken language, defines personality. For the teacher, his credibility is almost entirely anchored on his competence in communicating ideas and stimulating learning through his use of language. Articulate and well-spoken teachers also invariably win the hearts and respect of their students or pupils.

Arabic Language is related to growth and development of man in the contemporary life i.e. cultural, intellectual, political and economical. Teaching and learning of Arabic is as well an essential tool for knowledge acquisition, dissemination and application.

Literature generally is known to be 'Language applied'. It is known also to embody the totality of the worldview of a people – social and political formations, culture, fears, anxieties, aspirations, etc. To Study a language without its literature and culture is known to be a serious disservice.

### **2. AIMS AND OBJECTIVES**

The NCE programme in Arabic is designed to:

- (a) Prepare the student-teachers for the task of teaching the language at the Primary and Junior Secondary School levels.
- (b) Enable students use Arabic as a Medium of Instruction.
- (c) Help student – teachers acquire spoken and written competence in the Arabic language.
- (d) Acquaint student-teachers with the socio-political and cultural lives of the speakers of the language, with a view to promoting international understanding; and
- (e) Prepare them for further studies in Arabic Education and other areas of Arabic Studies.

### **3. ADMISSION REQUIREMENTS**

#### **(i) General**

- (a) A Senior Secondary School Certificate (SSSC/WASC/NECO or G.C.E. 'O' level) with credit passes in four (4) subjects, including English Language, at not more than two sittings. Two of the credits should be relevant to the course the candidate wishes to offer. A pass in Mathematics may, however, be required.
- (b) A Grade II Teachers Certificate (TC II) with credit or merit in four (4) subjects, at two sittings, two of which must be relevant to the course the candidate wishes to offer. Credit/Merit in English Language and Pass in Mathematics may be required.

- (c) Associate Certificate in Education awarded by an approved institution in Nigeria or abroad is also acceptable as qualification.
- (d) All candidates wishing to be considered for admission must enroll for and write the selected examination organized by an accredited body such as JAMB.
- (e) Successful candidates in Pre-NCE final examinations who also take and succeed in a selection examination organized by an accredited body are qualified for admission.
- (f) A Senior Arabic and Islamic Studies Certificate or Certificate in Arabic and Islamic Studies or Higher Islamic Studies Certificate from recognized institutions and relevant examination bodies such as Joint Examinations Board of Arabic and Islamic Schools (JEBAIS) and National Board for Arabic and Islamic Studies (NBAIS) will be considered for admission provided they have not less than four (4) credits/merits which must include Arabic and Islamic Studies and at least a Pass in English.
- (g) It should be noted that some colleges may in addition to all of the above, administer their own elimination tests and/or interviews for some courses. This is legitimate.

(ii) **Additional**

In addition to the admission requirements, candidates for NCE Arabic must possess at least one of the followings:

- (a) Credit or Merit in Arabic at the Grade II Teachers Certificate level.
- (b) Credit in Arabic at the SSSC/WASC/GCE O/L
- (c) *Attawjihiyah/Ath-thanawiyah*: a Senior Arabic and Islamic Studies Certificate from recognized Arabic institutions in Nigeria or abroad.

**Note:** Candidates who do not have a credit in the language may be admitted into the one-year preliminary programme, provided they meet the Pre-NCE entry requirements.

**1. FACILITIES**

The following facilities are required for effective teaching of Arabic Language in addition to those listed for other languages.

(i) **Classrooms**

Adequate number of classrooms, lecture halls/theatres must be provided for seminars, group discussions, etc.

(ii) **Laboratories/Studios**

The use of language laboratory for all practical aspects of the language cannot be overemphasized. It is therefore compulsory for all lecturers and students to make effective use of these laboratory facilities. Thus, a well-equipped language laboratory capable of sitting at least 30 students must be installed.

**(iii) Staff Offices**

Each academic staff should have a comfortably furnished office to himself/herself. There should also be an office for support staff (Typist/Clerk) with relevant equipment e.g. Desktop Computers with Arabic software, printers, scanning machine, photocopier and other relevant reproduction machines.

**(iv) Books in the Library**

There must be enough current/relevant books, journals, periodicals and encyclopedia in the college/departmental library to cover all areas of the subject to the ratio of one student to ten books.

**(v) List of Equipment**

- a. Projector, Slides and Arabic Language Films
- b. Desktop Computers with relevant Arabic software, Television sets, cable Satellite, Video and relevant cassettes.

**1. PERSONNEL**

**(a) Academic**

For effective teaching of Arabic, at least six (6) academic staff are needed to handle the different aspects of the subject based on the following distribution:

- (i) Two lecturers for language.
- (ii) One lecturer for literature.
- (iii) Two lecturers for Methodology/Research Methods.
- (iv) One lecturer for Arabic Culture/History.

The teaching personnel for Arabic methodology and research methods must possess at least a Masters Degree in Arabic Education i.e. M.Ed or M.A. (Ed) (Arabic). However, where there is dire need, a first degree in Arabic Education (B.Ed or B.A.Ed) with a minimum grade of second class lower could be considered. While other teaching personnel must be versed in the three areas specified above and should possess at least a Masters degree in Arabic language or literature and minimum teaching qualification of NCE. Acquisition of a Ph.D degree (Arabic) is an added advantage for all the categories of teaching personnel.

**(b) Non-academic**

The following support staff are required:

- (i) One secretary who is competent in the use of computer and basic Arabic software's e.g. words, excel and power point.
- (ii) A language laboratory technologist
- (iii) One Clerical officer
- (iv) One Messenger/Cleaner

## **6. METHODOLOGY OF TEACHING**

Communicative Language Teaching (CLT) approaches should be employed. These approaches have been found to promote the use of the target language by the learners and encourage Student-Centred Teaching and Active learning strategies. Teachers are encouraged to make use of any of these strategies so that the student teachers will inculcate the use in their post college teaching.

## **7. GRADUATION REQUIREMENTS**

To graduate as Basic Arabic Education specialist teacher, a trainee shall earn the following course credit units:

(i) Education Courses	=	30 Credit Units
(ii) General Studies	=	18 Credit Units
(iii) Teaching Practice	=	6 Credit Unit
(iv) Arabic Courses	=	32 Credit Units
(v) Any other Teaching Subject	=	32 Credit Units
Total	=	<b>118 Credit Units</b>

## **8. FIELDWORK AND ACCULTURATION**

As part of the mandatory/compulsory requirements, students of Arabic are expected to spend a minimum of twelve (12) weeks on acculturation programme at the The Nigerian Arabic Language Village, Ngala, Borno State or any other acceptable institutions within or outside Nigeria. The students are expected to live among the other people, improve their spoken skill and engage in teaching their second majors in the co-operating institutions, which should normally be in session during the period. In addition to this visit, other cultural activities are expected to be organized for the students within the host communities. There should be an agreement between the Acculturation Centre, NCCE and the Colleges on when the NCE students should be in the Village/Centre. The NCCE is to be actively involved by inspecting the designated centre from time to time to ensure maximum benefit by the students.

## **9. TEACHING PRACTICE**

Every student is expected to undertake Teaching Practice and be supervised by subject specialists in the course of study and the credit earned be recorded in EDU 311.

## **10. FIELD TRIPS**

In order to achieve the desired objective of producing highly competent teachers of Arabic for the 9-year basic education, students are required to embark on field trips, at least once in a session, to institutions where Arabic Language is used as medium of instruction and schools /project sites where Student - Centred Teaching and Active learning are used.

## **11. PROJECT**

Every student is required to write a Project in Arabic Education, language, literature or culture or Second Teaching Subject and the credit recorded in EDU 323

## **12. SUBJECT COMBINATIONS**

The following subjects may be combined with Arabic at the NCE level.

- (i) Any Nigerian Language, English or French.

- (ii) Any Arts or Social Science subject.
- (iii) Computer Studies.
- (iv) Primary Education
- (v) Special Education

### 13. PROFESSIONAL/ACADEMIC ASSOCIATIONS

Membership of these associations is to assist in cross-fertilization of ideas among and within professional/ academic colleagues. It is mandatory for both staff and students to belong to one or more of these:

- (i) Nigeria Association of Teachers of Arabic and Islamic Studies (NATAIS)
- (ii) Linguistic Association of Nigeria (LAN)
- (iii) National Association for the Promotion of Studies in Religions, Education, Languages and General Studies (NAPSRELGS), etc.

#### COURSES AND STATUS

##### NCE 1 – FIRST SEMESTER

CODE	COURSE TITLE	CREDIT	STATUS
ARB 111	Introduction to the teaching of Arabic to the non-speakers	1	C
ARB 112	Oral Arabic (Reading, Listening Speaking, and Writing Skills)	2	C
ARB 113	Introduction to Arabic Grammar	1	C
ARB 114	Introduction to Arabic Literature	1	C
	<b>TOTAL</b>	<b>5C</b>	

##### SECOND SEMESTER

CODE	COURSE TITLE	CREDIT	STATUS
ARB 121	Arabic Phonetics and Phonology	2	C
ARB 122	Arabic Grammar I	2	C
ARB 123	Arabic Drama	1	E
ARB 124	Introduction to Arabic Prosody	1	E
ARB 125	Arabic Literature I	2	C
	<b>TOTAL</b>	<b>6C+1E=7</b>	

##### NCE II - FIRST SEMESTER

CODE	COURSE TITLE	CREDIT	STATUS
ARB 211	Filed work and Acculturation	2	C
ARB 212	Arabic Language Methods	2	C
ARB 213	Arabic Culture	2	C
	<b>TOTAL</b>	<b>6C</b>	

**SECOND SEMESTER**

<b>CODE</b>	<b>COURSE TITLE</b>	<b>CREDIT</b>	<b>STATUS</b>
ARB 221	Research Methods (Arabic)	2	C
ARB 222	Reading, Conversation and Translation	2	C
ARB 223	Arabic Literature II	1	C
ARB 224	Arabic Grammar II	2	C
	<b>TOTAL</b>	<b>7C</b>	

**NCE III – FIRST SEMESTER**

<b>CODE</b>	<b>COURSE TITLE</b>	<b>CREDIT</b>	<b>STATUS</b>
<b>EDU 311</b>	<b>TEACHING PRACTICE</b>	6	C
<b>EDU 323</b>	<b>Project</b>	2	C

**SECOND SEMESTER**

<b>CODE</b>	<b>COURSE TITLE</b>	<b>CREDIT</b>	<b>STATUS</b>
ARB 321	Nigerian Arabic Literature	3	C
ARB 322	Arabic Grammar III	2	C
ARB 323	Arabic Rhetorics	2	C
	<b>TOTAL</b>	<b>7</b>	

**SUMMARY**

<b>Course Status</b>	<b>Total</b>
<b>Compulsory Courses (Arabic)</b>	<b>31 Credit Units</b>
<b>Elective Courses (Arabic)</b>	<b>1 Credit Unit</b>
<b>Total</b>	<b>32 Credit Units</b>

## اللغة العربية

### ١ - فلسفة

يصعب للإنسان المعاصر أن يتعامل في حياته الإجتماعية بدون العنصر اللغوى .وأما اللغة المنطوقة فهي التى تحدد شخصية الفرد كما يعتمد إخلاصه على مقدرته فى تبليغ الأفكار وتشجيع التعلم من خلال استخدام اللغة .إن المعلمين الفصحاء البلغاء يجذبون رغبات الطلاب وهم المحترمون عندهم.

تنتسب لغة الأم لكل طفل إلى نموه وتطوره الشامل من حيث الثقافة والعقل وغيرهما . يساعد التعليم والتعلم بلغة الأم على سرعة الإكتساب ,والذاكرة ,ونشر العلم واستخدامه فى المواد الأخرى .ولا ريب فى أن اللغة العربية تكاد تحتل مكانة لغة الأم فى نيجيريا.

يُعرف الأدب بأنه " لغة تطبيقية " كما يعرف أيضا بأنه يحتوى على آراء قوم حول التكوينات الإجتماعية والسياسية , والثقافة , والقلق , والأمال . يعتبر تعلم اللغة بدون أدابها وثقافتها أمرا ناقصا .

### ٢ - أهداف وأغراض

يهدف برنامج شهادة التربية النيجيرية فى اللغة العربية إلى:

- أ - إعداد المعلمين المتدربين لتعليم اللغة فى المدارس الإبتدائية والإعدادية.
- ب - تمكين الطلاب من استخدام العربية كلغة التعليم.
- ج - مساعدة المعلمين المتدربين على اكتساب المقدرة النطقية والكتابية فى اللغة العربية.
- د - أن يطلع المعلمون المتدربون على الحياة الإجتماعية والسياسية والثقافية للناطقين باللغة راجيا به تحسين التفاهم الدولى.
- هـ - إعداد الطلاب لتوسعة الدراسات التربوية واللغة العربية.

### ٣ - متطلبات القبول:

#### -العامّة

أ- مع الحصول على 'O' Level 'NECO/GCE أو WASC أو SSCE أو شهادة المدرسة الثانوية المعروفة بتقدير جيد جدا فى أربع (٤) مواد من بينها الإنجليزية ومادتان أخريان مناسبتان لما يرغب المرشح فى تعلمه وبحيث يحصل عليها فيما لم يتجاوز على دورين من الإمتحان .يسمح للمرشح أن يحصل على تقدير مقبول فى الرياضيات .

ب - شهادة المعلمين من الدرجة الثانية مع الحصول على تقدير جيد جدا أو جيّد فى أربع مواد , وأن تكون اثنتان منها مناسبتين لما يرغب المرشح فى تعلمه .يسمح للمرشح أن يحصل على تقدير جيد جيدا أو جيد فى اللغة الإنجليزية وتقدير مقبول فى الرياضيات .

ج -شهادة مشاركة فى التربية أصدرها معهد معتمد فى نيجيريا أو خارجها .

- د - وعلى كل مرشح أن يكتب امتحان الإنتقاء نظمتها مصلحة مفوضة مثل "JAMB" هـ - يستأهل المرشحون الناجحون فى الإمتحان الأخير من برنامج ما قبل شهادة التربية النيجيرية للقبول ما داموا قد نجحوا فى امتحان الإنتقاء نظمتها مصلحة مفوضة.
- و - وأما حامل الشهادة الثانوية فى الدراسات العربية والإسلامية أو الشهادة الإسلامية العليا الصادرة من المعاهد ومصالح الإمتحانات المعتمدة مثل مصلحة الإمتحانات المشتركة للمدارس العربية والإسلامية (المعروفة بـ JEBAIS)؛ والهيئة الوطنية للدراسات العربية والإسلامية التابعة لمعهد التربية بجامعة أحمدبلاو زاريا (المعروفة بـ NBAIS)؛ فيتأهل للقبول ما دام يحصل على تقدير جيد جدا أو جيد فى ثلاث مواد على الأقل من ضمنها اللغة العربية والدراسات الإسلامية إلى جانب الحصول على تقدير مقبول على الأقل فى الإنجليزية.
- ز - بالإضافة إلى ما قد سبق ذكره آنفاً، يجوز لكل كلية إجراء إختبارات انتقائية أو مقابلات.

#### -إضافيات.

وبالإضافة إلى متطلبات القبول العامة، يجب لكل مرشح شهادة التربية النيجيرية فى اللغة العربية أن يحصل على أحد الآتية:

- أ -تقدير جيد جدا أو جيد فى اللغة العربية لشهادة المعلمين من الدرجة الثانية.
- ب - تقدير جيد جدا فى اللغة العربية للشهادة الثانوية المعروفة بـ "GCE 'O' LEVEL" أو "SSCE" أو "WASCE"

- ج -الشهادة التوجيهية أو الثانوية الصادرة من معاهد عربية معتمدة إما من نيجيريا أو خارجها.
- د -يقبل المرشحون الذين لم يحصلوا على تقدير جيد جدا فى اللغة لبرنامج تمهيدى لمدة سنة واحدة بحيث قد حصلوا على متطلبات القبول للدراسة التمهيديّة.

#### ٤ -تسهيلات.

يحتاج تعليم اللغة العربية إلى التسهيلات الآتية وذلك إلى جانب المذكورة للغات الأخرى:

**الفصول:** العدد الوافر من الفصول والقاعات للمحاضرات والسمينارات والمناقشات التطبيقية.

**المعامل / الإستوديو:** إن استخدام المعمل اللغوى فى الجوانب الفعالة للغة مهم. ولذا، يجب للمحاضرين والطلاب أن يستخدموا هذه التسهيلات المعملية. ومن ثم، يجب تأسيس معمل لغوي الذي يتمكن ثلاثون طالبا من الجلوس فيه.

**مكاتب الأساتذة:** يستحق كل أستاذ مكتباً مزوّداً بأثاثات مناسبة، وأن يكون هناك مكتب للعمال المساعدين (السكرتير) مع وجود أجهزة مناسبة مثل آلة الكمبيوتر مسودة ببرامج العربية و آلة نسخ.

**كتب فى المكتبة:** يجب أن تتوفر كتب مناسبة وكذا مجلات ودوريات فى مكتبات الكلية والقسم فى جميع مجالات المادة بحيث يكون كتاب واحد لعشرة طلاب.



## قائمة الأجهزة:

- أ -جهاز عرض , وأفلام اللغة العربية.
- ب - الكمبيوتر مسودة ببرامج العربية للقسم.
- ج -الكمبيوتر , والتلفاز , وجهاز دي في دي , والأشرطة وس دي المناسبة.

## ٥ -الموظفون

أ -الأكاديميون:

يحتاج تعليم اللغة العربية إلى ستة أساتذة على الأقل لتدريس مختلف أقسام المواد العربية حسب التقسيم الآتى:

- أستاذان للغة
- أستاذ للأدب
- أستاذان لطرق التدريس والبحوث
- أستاذ للثقافة العربية والتاريخ

يجب لأساتذة التعليم المحترفين فى طرق التدريس والبحوث أن يحصلوا على شهادة الماجستير في مجال تعليم اللغة العربية على الأقل , أما الأساتذة من المجالات الأخرى يجب عليهم أن يحصلوا كذلك على شهادات الماجستير فى اللغة العربية والأدب إضافة إلى المؤهلة الأدنى للتعليم من شهادة التربية النيجيرية .والحصول على شهادة الدكتوراه مفيد جداً .

ب - غير الأكاديميين:

يُتطلب الموظفون المساعدون كالاتى:

- أ . كاتب مثقف بحاسوب عربى
- ب . موظف كتابي
- ج . موظف متخصص فى المعمل اللغوي
- د . مرسل ومنظّف

## ٦ -أسلوب التعليم

يستحسن استخدام الطرق المختلفة عند إلقاء المحاضرات والإستقصاءات والمناقشات.

## ٧ -متطلبات التخرج

مجموع الساعات المتطلبه لنيل شهادة التربية النيجيرية (العربية) هى:

أ -مواد التربية ٣٠

٦	ب - التدريب العملي
١٨	ج - الدراسات العامة
٣٢	د - مواد اللغة العربية
٣٢	هـ - مادة أخرى للتدريس
١١٨	<b>المجموع :</b>

#### ٨- برنامج العمل الميداني والتثقيف العربي:

ومن متطلبات البرنامج أن يقضي الطلاب إثني عشر أسبوعاً على الأقل في معهد تستعمل العربية كاللغة الأولى. وذلك في قرية اللغة العربية النيجيرية بإنغالاً في ولاية برنو أو في أي معهد عربي آخر مناسب إما بداخل نيجيريا أو خارجها. يتوقع من الطلاب أن يعيشوا بين الجماعة لتحسين مهارتهم النطقية من خلال التعامل مع الأهالي الناطقين باللغة إلى جانب تعلم ثقافة القوم. وبالمكان تصمم الزيارات والنشاطات الثقافية الأخرى للطلاب وذلك في المجتمع الناطق بنفس اللغة المجاورة للكلية. والرجاء أن يكون الإتفاق بين الإدارات الهامة للبرنامج (أي المعهد للتثقيف، وأنْ بى. سى. إي، والكليات) في تحديد الزمن الذى يكون الطلاب فى القرية أو المعهد. وتلزم على إدارة أنْ بى. سى. إي مسؤولية إشراف البرنامج لكي تتم الفائدة المرجوة منه.

#### ٩ -التدريب العملى:

يجب لكل طالب أن يقوم بالتدريب العملى وتدوّن ساعاته فى مادة تربية ٣١١ (EDU 311)

#### ١٠ - رحلات أكاديمية

المرجو من الطلاب القيام برحلات أكاديمية إلى بعض المدارس والمعاهد العربية على الأقل مرة فى السنة الدراسية

#### ١١ -المشروع:

يُقتضى من كل طالب أن يكتب مشروعاً إما فى اللغة العربية أو مادة التعليم الثانية ثم تدوّن الساعات فى تر ٣٢٣ (EDU323).

#### ١٢ - تركيب المواد:

يجوز تركيب المواد الآتية مع اللغة العربية فى مستوى شهادة التربية النيجيرية:

أ- أية لغة نيجيرية، أو إنجليزية أو فرنسية

ب- أية مادة فى الآداب والعلوم الإجتماعية.

ج. دراسات الكمبيوتر

د. التربية الأساسية

هـ. التربية الخاصة

١٣ - الجمعيات الأكاديمية المختصة

المرجو من كل معلم وطالب الإنضمام إلى بعض الجمعيات الأكاديمية التالية:

أ. جمعية معلمى العربية والدراسات الإسلامية، المعروفة بـ (نتائس)

ب. الجمعية اللغوية النيجيرية

ج. الجمعية القومية لتقدم الدراسات الدينية والتربوية واللغوية والدراسات العامة.

المقررات وأوصافها

السنة الأولى: الفصل الدراسى الأول

رمز المادة	وصف المقرر	الدرجة	الحالة
عربية ١١١	مقدمة فى تعليم العربية لغير الناطقين بها	١	إجباري
عربية ١١٢	العربية الشفهية (مهارة القراءة والاستماع والتحدث والكتابة)	٢	إجباري
عربية ١١٣	مقدمة فى علم النحو العربي	١	إجباري
عربية ١١٤	مقدمة فى الأدب العربي	١	إجباري
	المجموع	٥	

السنة الأولى: الفصل الدراسى الثانى

رمز المادة	وصف المقرر	الدرجة	الحالة
عربية ١٢١	علم الأصوات والفونولوجية	٢	إجباري
عربية ١٢٢	النحو العربي ١	٢	إجباري
عربية ١٢٣	المسرحية العربية	١	إختياري
عربية ١٢٤	مقدمة فى علم العروض	١	إختياري
عربية ١٢٥	الأدب العربي ١	٢	إجباري
	المجموع	٦ إج + ١ إخ = ٧	

السنة الثانية: الفصل الدراسى الأول

رمز المادة	وصف المقرر	الدرجة	الحالة
عربية ٢١١	العمل الميدانى والتثقيف العربي	٢	إجباري
عربية ٢١٢	طرق تدريس اللغة العربية	٢	إجباري

عربية ٢١٣	الثقافة العربية	٢	إجباري
	المجموع	٦	

#### السنة الثانية: الفصل الدراسي الثاني

رمز المادة	وصف المقرر	الدرجة	الحالة
عربية ٢٢١	طرق البحث في الدراسات العربية	٢	إجباري
عربية ٢٢٢	القراءة والمحاضرة والترجمة	٢	إجباري
عربية ٢٢٣	الأدب العربي ٢	١	إجباري
عربية ٢٢٤	النحو العربي ٢	٢	إجباري
	المجموع	٧	

#### السنة الثالثة: الفصل الدراسي الأول

رمز المادة	وصف المقرر	الدرجة	الحالة
تربية ٣١١	التدريب العملي	٦	إجباري
تربية ٣٢٣	البحث	٢	إجباري

#### السنة الثالثة: الفصل الدراسي الثاني

رمز المادة	وصف المقرر	الدرجة	الحالة
عربية ٣٢١	الأدب العربي النيجيري	٣	إجباري
عربية ٣٢٢	النحو العربي ٣	٢	إجباري
عربية ٣٢٣	مقدمة في علم البلاغة	٢	إجباري
	المجموع	٧	

#### الخلاصة

حالة المادة	المجموع
مقررات إجبارية (العربية)	٣١
مقررات اختيارية (العربية)	١
المجموع	٣٢

## NCE 1 FIRST SEMESTER

السنة الأولى :الفصل الدراسي الأول

### وصف المقرر COURSE DESCRIPTION

#### ARB 111 Introduction to the Teaching of Arabic to the Non-Speakers (1 U) C

مقدمة في تعليم العربية لغير الناطقين بها.

- ه. أنواع تعلم و اكتساب اللغات (اللغة الأم، اللغة الثانية، اللغة الأجنبية)
- و. أساسيات تعليم اللغة العربية لغير الناطقين بها
- ز. تنمية المهارات اللغوية في تعليم اللغة العربية لغير الناطقين بها
- ح. مشكلات التداخل اللغوي في تعليم اللغة العربية لغير الناطقين بها

#### ARB 112 Oral Arabic (Reading, Listening, Speaking and Writing Skills) (2 U) C

العربية الشفهية (مهارات القراءة، والإستماع والتحدث والكتابة)

- نمو التمييز السمعي (ألعاب النشاط التي تحتاج إلى الإستماع، الإستماع العاطفي، كولاج الأصوات)
- التحسين في الإستماع (الإستماع بالتتابع، الإستماع للرأي، الإستماع إلى الأناشيد و الإستماع الحاسم)
- الإجابة على المدخلات السمعي (اعطاء الإرشادات و تتابعها و الإستماع النشاط التحدث):
- تنمية اللغة الشفهية
- الإنشاء الشفوي
- النشاطات التحدث و المناقشة

#### ARB 113 Introduction to Arabic Grammar (1U) C

مقدمة في علم النحو العربي

- مقدمة في نشأة النحو العربي وتطوره
- الاسم والفعل والحرف
- المذكر والمؤنث
- المثنى والجمع
- ثم المجرد والمزيد

## ARB 114 Introduction to Arabic Literature (1 U) C

### مقدمة فى الأدب العربى

- تعريف الأدب العربى وأهدافه وأقسامه وعصوره.
- نبذة تاريخية عن الأدب العربى الجاهلى أى صورته الاجتماعية والسياسية والعقلية والدينية.
- دراسات مختارة للنثر والشعر فى العصر الجاهلى.
- مدخل فى الأدب العربى الإسلامى
- دراسة مختارة للنثر والشعر فى عصر صدر الإسلام

## NCE 1 SECOND SEMESTER

### السنة الأولى :الفصل الدراسى الثانى

## ARB 121 Arabic Phonetics and Phonology (2 U) C

### علم الأصوات والفونولوجية

- تعريف علم الأصوات والفونولوجية
- أعضاء النطق
- الاصوات الصامتة والصائتة
- تقسيم الأصوات على حسب مخارج الحروف وصفاتها
- التدريب العملي فى المعمل اللغوي

## ARB 122 Arabic Grammar I ( 2U) C

### النحو العربى ١

- المعرب والمبنى.
- الأفعال :الماضى ,المضارع والأمر.
- نواصب الفعل والمفعولات (المفعول به ,المفعول لأجله ,المفعول المطلق والمفعول معه)
- جوازم الفعل
- الحال

## ARB 1 23Arabic Drama (1 U) E

### العربية المسرحية

- المسرحية العربية (تعريفها, أهميتها وأنواعها)
- التشخيص في المسرحية
- مراجعة الكتب المسرحية الأهلية مثل: "العميد المبجل" لذكريا حسين, بقاء مقدّر "العبد البارئ أديتجي ثم "القصة والمسرحية: تاريخ وأصول" للعبد الغنى أديبايوألبى, وغيرها.
- والتدريبات العملية المتنوعة في المسرحية

## ARB 124 Introduction to Arabic Prosody (1 U) E

### مقدمة في علم العروض

- تعريف علم العروض وأهميته.
  - الأسباب والأوتاد والفواصل.
  - الزحافات والعلل.
  - البحور الستة الأولى.
  - البحور العشرة الباقية.
- ومن المراجع الهامة للمادة: ميزان الذهب في صناعة شعر العرب. وأثمار يانعة في العروض والقافية لطلاب المعاهد والجامعات في غرب إفريقيا
- (تأليف الدكتور سركى إبراهيم) الجزآن ١ & ٢

## ARB 125 Arabic Literature I (2 U) C

### الأدب العربي ١

- نظرة عامة للأدب العربي في العصرين: الأموي والعباسي
- أثر الحياة السياسية والاقتصادية في النثر والشعر العربي
- النقائض: معناها وأمثلتها
- دراسة عن حياة هؤلاء الشعراء وأعمالهم: جرير, والفرزدق, والأخطل
- ودراسة نثر معاوية بن أبي سفيان والحجاج بن يوسف الثقفي
- دراسة الأعمال للشخصيات الآتية: عبد الله بن المقفع, الحافظ عبد الحميد, الكاتب بديع الزمان الهمداني, البشار بن برد, والمنتبي.

## NCE II FIRST SEMESTER

## السنة الثانية :الفصل الدراسي الأول

### ARB 211 Arabic Fieldwork and Acculturation ( 2U) C

#### العمل الميداني والتثقيف العربي

- يجب على طلاب اللغة العربية أن يقضوا ما لا يقل عن إثني عشرة أسابيع في قرية اللغة العربية النيجيرية بإنغالاً في ولايبرنو أو أي معهد عربي آخر مناسب داخل نيجيريا أو خارجها.
- ولتحقيق أهداف هذا البرنامج على أحسن وجه , فلا بد من الإتفاق بين إدارات القرية والمجلس الوطني لكليات التربية (ن° بدرى بدرى إى) وأقسام اللغة العربية بالكليات على كيفية إجراء المادة وإتمامها على نحوٍ يستفيد منها الطلاب إستفادة تامة.
- وتلزم على ن° بدرى بدرى إى .مسؤولية الإشراف على البرنامج من أول الإستعدادات له فى الكليات حتى إلى أثناء وجود الطلاب بالقرية

### ARB 212 Arabic Language Methods (2 U) C

#### طرق تدريس اللغة العربية

تتناول هذه المادة الموضوعات الهامة التالية:

- يُدرَّب الطالب على مبادئ التدريس العامة وخصائص مدرِّس اللغة العربية.
- فى التدريس و يدرّبهم أيضا على - (CLT) ويدير الطالب كذلك على إستعمال مهارات الإتصال فى تعليم اللغة للأجانب إستعمال طرق التعلم النشط و التدريس الممركز حول الطالب مثل التعلم التعاونى , الذكاء المتعددة.....
- طرق تدريس اللغة كطريقة النحو , والترجمة , وطريقة المحادثة , والطريقة المباشرة , والسمعية الشفوية , والصوتية المكثفة والطريقة المزدوجة مع دراسة إيجابيات هذه الطرق وسلبياتها.
- مراجعة بعض كتب عن طرق تدريس اللغة العربية مثل " :الوجيز فى التربية وعلم النفس "تأليف عبد الرحمن تندي صديق , وكتب أخرى مناسبة للمادة.

### ARB 213 Arabic Culture (2 U) C

#### الثقافة العربية

تتناول هذه المادة الموضوعات الأساسية الآتية

- نبذة تاريخية عن الحياة الثقافية والاجتماعية والدينية للعرب والإفريقيين
- لمحة عن حياة النبي العربي محمد بن عبد الله صلى الله عليه وسلم
- دخول الإسلام إلى إفريقيا الشمالية والغربية
- دور المجاهدين والعلماء والصوفيين والتجار فى نشر الثقافة العربية الإسلامية فى إفريقيا الغربية
- التعليم العربي وتطوره فى نيجيريا



ومن المراجع الهامة التي يجب على الطلاب قراءتها للمادة ما يلي : (١) الثقافة العربية في نيجيريا من ١٧٥٠ إلى ١٩٦٠ عام الاستقلال, تأليف الدكتور علي أبي بكر. (٢) الإسلام في نيجيريا والشيخ عثمان بن فوديو الفلاني, تأليف الشيخ آدم عبد الله الإلورى (٣) حركة اللغة العربية وأدائها في نيجيريا من سنة ١٨٠٤ إلى سنة ١٩٦٦م, تأليف شيخو أحمد سعيد غلادنتشي

## NCE II SECOND SEMESTER

السنة الثانية :الفصل الدراسي الثاني

### وصف المقرر COURSE DESCRIPTION

#### ARB 221 Research Methods (Arabic) (2 U) C

طرق البحث في الدراسات العربية

- تعريف البحث وأهميته وأنواعه.
- إختيار موضوع البحث والمشرف.
- وأساليب جمع المعلومات وتحليلها والكتابة.
- ثم أساليب في كتابة الهوامش والمراجع.
- كتابة البحث العربي النموذجي

#### ARB 222 Reading, Conversation and Translation (2 U) C

القراءة والمحادثة والترجمة

- الترجمة وأنواعها
- القراءة والترجمة من كتاب :القصص الشعبية عن السلحفاة عند اليوباريين (سكان غرب نيجيريا) للدكتور إسحاق أوغنييه.
- القراءة والترجمة من :العربية الجديدة في نيجيريا (الكتاب السادس) للدكتور محمد بديع شريف والآخرين.
- ودراسة كتاب " :أعشاب ملتهبة ,ترجمة مسعود راجي للرواية:

#### Burning Grass, By Cyprian Ekwensi.

- موضوعات مختارة من المجالات العربية للترجمة ودروس مختارة في المحادثة.

#### ARB 223 Arabic Literature II (2 U) C

الأدب العربي ٢

- دراسة عامة للصور ما بين ١٨٠٠ و ١٩٠٠ و ١٩٤٥ إلى اليوم
- دراسة مختارة من نثر المنفلوطي وطه حسين

- دراسة مختارة من شعر حافظ إبراهيم وأحمد شوقي ثم معروف الرصافي ولا بد من ترغيب الطلاب لمراجعة كتب الأدب العربي المشهورة في هذه المادة.

## ARB 224 Arabic Grammar II (2 U) C

### النحو العربي ٢

دراسة الموضوعات الآتية:

- المبتدأ والخبر
- كان وأخواتها
- إن وأخواتها
- الفاعل ونائب الفاعل
- أسماء الإشارة
- مرفوعات الأسماء
- الصحيح والمعتل
- اللازم والمتعدي
- المشتقات
- الصفة والموصوف
- والظرف

## NCE III FIRST SEMESTER

السنة الثالثة: الفصل الدراسي الأول

التدريب العملي Teaching Practice

NCE III Second Semester

السنة الثالثة: الفصل الدراسي الثاني

## ARB 321 Nigeria Arabic Literature (3 U) C

## الأدب العربي النيجيري

- دراسة تطور الأدب العربي النيجيري منذ وقت دخول الإسلام إلى الآن
- دراسة الأعمال الأدبية مما ألفه الأعلام النيجيريون أمثال:

الشيخ وزير جنيد

والشيخ آدم عبد الله الإلوري

والشيخ مصطفى زغلول السنوسي

والدكتور علي نائبي سويد

والأستاذ الدكتور زكريا حسين

والأستاذ الدكتور إسحاق أوغنييه

والأستاذ الدكتور عبد الرحيم عيسى الأول

والدكتور الطاهر محمد داود

والأستاذ عبد الباقي شعيب أكاكا

والدكتور باري أديتنجي

والكتّاب الآخرون من الأدباء النيجيريين.

ومن أهم المراجع للمادة ما يأتي: المأدبة الأدبية لطلاب العربية في إفريقيا الغربية، تأليف زكريا حسين، الكشف في الأدب العربي للمدارس الثانوية بغرب إفريقيا، تأليف الدكتور عبد الرحيم عيسى الأول.

## ARB 322 Arabic Grammar III (2 U) C

### النحو العربي ٣

دراسة الموضوعات الآتية:

- النكرة والمعرفة

- منصوبات الأسماء

- التوابع

- المشتقات

- التصغير وأنواعه

- النسب.

## ARB 323 Introduction to Arabic Rhetorics (2 U) C

## مقدمة فى علم البلاغة

- فكرة عن البلاغة والفصاحة والأسلوب
- تاريخ نشأة علم البلاغة وتطوره
- دراسات تمهيدية عن قسم "البيان" مثل الموضوعات الآتية: التشبيه, المجاز, الإستعارة والكنائية
- المعانى (الخبر والإنشاء, والفصل والوصل, والقصر, والإيجاز والإطناب, ثم المساواة)
- البديع (الجناس والطباق والتورية والمقابلة وتأكيد المدح بما يشبه الذم وعكسه وحسن التعليل ثم أسلوب الحكيم)
- ولا بد من التدريبات العملية المكثفة فى هذه المادة

**EDU 323 Project (2 U)C**

**البحث**

## **ENGLISH AS A SINGLE MAJOR**

### **1) PHILOSOPHY**

The philosophy behind the idea of having a separate programme for English as a single major is for growth and development of teacher trainees as well as a vehicle for transferring knowledge to students at the J.S.S. level.

### **2) OBJECTIVES**

The objectives of the NCE English programme are to:

- a) Develop the four English language skills; listening; speaking, reading, and writing for communicative purposes;
- b) Make students to become confident and competent in the use of spoken and written English for various purposes;
- c) Equip students to teach English effectively at the J.S.S. level; and
- d) Prepare students for further studies in the subject.

### **3) GENERAL ADMISSION REQUIREMENTS**

- a) A Senior Secondary School Certificate (SSSC/WAEC/NECO or GCE 'O' Level with credit passes in 4 subjects including English Language at not more than two sittings, three of which must be at credit level at one sitting, or four credits at two sittings. Two of the credits must be relevant to the course the candidate wishes to offer. Credit in English and/or Mathematics may be required in some courses.
- b) A Grade Two Teachers Certificate (TC II) with credit or merit in four subjects, two of which must be relevant to the course the candidate wishes to offer.
- c) Successful candidates in the Pre-NCE final examinations who also take and pass a selection examination organized by an accredited body would also be qualified for admission. Such candidates are required to have five credits including English at SSSC/WAEC/NECO/GCE 'O' level after the Pre-N.C.E. programme.
- d) All candidates wishing to be considered for admission must enroll for and write the selection examination organized by an accredited body such as JAMB.
- e) It should be noted that some colleges may, in addition to all of the above, administer their own elimination test and or interviews for some courses. This is legitimate.

### **4) ADDITIONAL ADMISSION REQUIREMENTS**

In addition to the general admission requirements, candidates wishing to read English as a single major must have the following:

- a) A credit pass in English language and a pass in literature in English at WASC/SSCE/GCE 'O' Level or NECO;

- b) A credit at the Pre – NCE externally moderated English Language and a pass in Literature in English in addition to ‘O’ level English and a pass in Literature in English; and
- c) Any other qualification that may be added by an accredited authority from time to time.

**5) FACILITIES**

**i) *Student Facilities***

For effective teaching, learning and research to take place, the following facilities should be put in place:

- a) Classroom: Adequate and students-friendly classrooms and lecture theatres with magnetic boards should be provided;
- b) Laboratories/Studios: A well-furnished language laboratory capable of sitting at least 30 students must be installed; and
- c) ICT based equipment; computers, audio recorders, tapes, CDs, internet facilities, LCD projectors, etc; and
- d) Current books, journals, encyclopedia, etc.

**ii) *Staff Facilities***

- a) Offices should be well-furnished and conducive with magnetic boards for tutorials; and
- b) All staff offices should be connected to the internet.

**6) PERSONNEL**

A well qualified highly motivated staff in adequate number is necessary for effective realization of the objectives of the programme.

**i) *Academic***

- a) For effective teaching of JSS English as a single major, at least eight (8) academic staff are needed. This number excludes the teaching needs of other departments offering English related courses such as B.Ed/B.Sc. Ed; GSE; Pre – NCE; and PES.
- b) Academic staff must rigidly have at least a Masters degree in English Language or Literature/Language Arts. However, where there is dire need, a first degree with a minimum of second class honours (lower division) and a minimum teaching qualification of NCE could be considered. Acquisition of a Ph. D degree is an added advantage.
- c) Sufficient specialist lecturers should be provided to cater for all the major areas of English Language, Literature, Methodology, Theatre and Drama.

- ii) ***Non-Teaching/ Support Staff***
  - a) A language laboratory technologist;
  - b) A stage/ theatre technician;
  - c) A typist/ computer operator;
  - d) A clerical officer; and
  - e) At least two cleaners.

**7) METHODOLOGY**

It is important to note that in the delivery of contents the following methods should be deployed:

- a) Any of the following or combination of some of these methods can be used: Facilitation, Tutorials, Projects,-Activities based (participatory, interactive approach, learners-centered) Discussion, etc.
- b) Tutorials are mandatory for all language and literature courses.

**8) GRADUATION REQUIREMENTS**

To graduate as J.S.S. English studies specialist teachers, a trainee is expected to earn the following credits:

(a) General Education	=	30 Credit Units
(b) Teaching Practice	=	6 Credits Unit
(c) General Studies	=	18 Credit Units
(d) English	=	32 Credit Units
(e) Any other Teaching Subjects	=	32 Credit Units
Total	=	<b>118 Credit Units</b>

**9) TEACHING PRACTICE**

Teaching Practice is the Practical application of the whole programme which is demonstrated during the teaching practice.

- a) Every student is required to go through it.
- b) The credit earned is recorded under EDU 324.
- c) The trainees are required to earn 6 credits for teaching practice.

**10) PROJECT**

Only one project is expected to be done in either of the two combinations.

**11) SUBJECT COMBINATION**

English language is combinable with any approved subject in the Minimum Standards. This may vary from college to college.

**12) PROFESSIONAL/ACADEMIC ASSOCIATION**

Membership of these Associations is to assist in cross- fertilization of ideas among and within professional/academic colleagues. Both staff and students should mandatorily belong to one or more of these:

- a) ESAN- English Language Students Association
- b) Literary and Debating Association/Society
- d) Writers' Club
- e) Reading Association of Nigeria (RAN)
- f) English Language Teachers Association in Nigeria (ELTAN)
- g) Linguistic Association of Nigeria (LAN), etc.

**13) COURSE OUTLINE****Year I First Semester**

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDIT(S)</b>	<b>STATUS</b>
ENG 111	Practical Listening Skills and Speech Work	2	C
ENG 112	Introduction to Phonetics and Phonology	2	C
ENG 113	Basic Grammar	2	C
ENG 114	Introduction to Literature	1	C
	<b>Total</b>	<b>7</b>	

**Second Semester**

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDIT(S)</b>	<b>STATUS</b>
ENG 121	Basic Reading Skills and Comprehension	2	C
ENG 122	English Language and Literature Methods	2	C
ENG 123	Modern African Literature/Female Writers in Africa.	2	C
	<b>Total</b>	<b>6</b>	

**Year II First Semester**

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>	<b>STATUS</b>
ENG 211	The Structure of English	2	C
ENG 212	Applied English Linguistics	2	C
ENG 213	Selected European Authors	2	C
ENG 214	Research Method	2	C
	<b>Total</b>	<b>8</b>	



<b>Second Semester</b>			
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>	<b>STATUS</b>
ENG 221	Composition	2	C
ENG 222	Summary Writing Skills	1	C
ENG 223	Critical Theory and Practical Criticism	2	C
ENG 224	Young Adult Literature	1	C
	<b>Total</b>	<b>6</b>	

<b>Year III First Semester</b>			
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>	<b>STATUS</b>
EDU 311	Teaching Practice	6	C
	<b>Total</b>	<b>6</b>	

<b>Second Semester</b>			
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>	<b>STATUS</b>
ENG 321	Long Essay	1	C
ENG 322	Varieties of English and Stylistics	2	C
ENG 323	Theatre and Drama in Education	1	E
ENG 324	Language Testing	1	C
ENG 325	Orature	1	E
	<b>Total</b>	<b>4C+1E=5</b>	

## 14) COURSE DESCRIPTION

### Year I First Semester

#### Eng 111: Practical Listening Skills & Speech Work (2 Credits) C

##### Objectives

*The training will enable the students understand and improve their ability to identify, discriminate, react and respond appropriately to what is listened to. In addition, it will help trainees to extract, specify information for text listened to.*

*Similarly, trainees will obey the rules of turn taking, instruction, command or directives given as well as the capacity to announce news, advertise, appreciate and criticize any public speeches, etc.*

- What is Listening?
- Techniques involving Ear Training.  
*Cultivating good listening habits; listening for information on radio and television stations (local & foreign), information on recorded dialogue between good models.*
- Drills in vowels and vowel contrasts and minimal pair drills
- Aural-oral discrimination practice.
- Minimal pairs/set drills in syllable initial, medial and final positions.
- Drills in consonant and consonant contrasts
- Rhythm practice
- Intonation (contrast with tone in student's MT/LI)
- Intonation drills for sentence meaning/speakers attitudes
- Listening comprehension
- Listening for entertainment.
- Anticipatory Listening
- Listening for appreciation/ evaluation.
- Listening to academic talks, speeches, lectures, etc.

##### Note:

*Listening to models of English speech and practice in oral discrimination in the language laboratory or on recorded cassette.*

*Lecturers are advised to ensure that actual practice and drills are the essence of ENG 111 and 112 and should permeate their facilitation.*

#### Eng 112 Introduction to Phonetics and Phonology (2 Credits) C

##### Objectives

*This course aims at exposing students to relevant training in phonetics and phonology. Efforts should be made to give enough drills and practice exercises in*

*the use of segmental and suprasegmental phonemes of English in the language laboratory.*

- Phonetics and Phonology: Definition & distinction.
- Organs of speech and the mechanism of speech sounds.
- Consonants and Vowels.
- Introduction to phonemic transcription.
- Stress: word-level and its effects on pronunciation.
- Stress: At sentence level and its effect on speech production.
- Intonation
- Further practice on intonation
- Further practice on Consonant contrast
- The syllable and its structure
- Further practice on Phonemic Transcription

#### **Note**

*Efforts should be made to help the students to reduce to the minimal elements of LI interference in their speech at the supra-segmental level. The use of the Language Laboratory should be emphasized for practical drills.*

Lecturers are to note that though this course has a strong theoretical component, practical drills/ practice are essential parts of the teaching. The use of language Laboratory under the operation and supervision of a language laboratory technologist should be emphasized.

#### **Eng 113: Basic Grammar (2 Credits) C**

##### **Objectives**

*The place of grammar in the teaching and learning of English language is central. The goal here is to make students communicate effectively in diverse situations using these grammatical forms accordingly.*

- Grammar: An introduction
- Parts of speech: general description
- Nouns, articles, determiners and pronouns
- Verbs
- Tenses
- Tenses and Aspect
- Preposition and prepositional phrases
- Gerunds and participial construction, adverb conditionals for adverbial clauses.
- Adjectives, order of relative pronouns, relative clauses/ and adjectives
- Conjunctions
- Sentence and their types including basic structure for English sentence
- Qualifiers
- Concord

- Direct and indirect speech
- Prefixes, suffixes and root words
- Question tags

**Eng 114**

**Introduction to Literature**

**(1 Credit) C**

**Objectives**

This course prepares students for all other course in the NCE syllabus. Students are introduced to the great critical debates. It also gives students an overview knowledge of the history of literature and practical criticism

**COURSE OUTLINE**

- Nature and meaning of literature.
- Generic divisions of literature: (i) Prose (ii) Drama (iii) Poetry.
- Relationship between form (techniques/style) and content (Subject matter/theme/message).
- Classification of figures of speech – contrast, sound effect, grammatical construction, similarities etc.
- What is literary appreciation?
- Functions of literature and literary appreciation.
- Oral Literature, its nature, performance, occasions, forms, means of transmission and functions.
- Distinguish between Oral Literature and other written forms of Literature.
- Introduction to field research in Orature e.g. recording of songs, transcription, analysis, etc,
- Performance in Orature.
- Students should be made to do same as part of course requirements.
- Students should be made to study songs, poetry, entertainment and ritual performances, story-telling, folktales, incantations, dirges, praise-songs, praise names, satirical compositions, etc.
- Apart from a study of Orature in existing texts, students should be required to bring samples from their respective backgrounds for analysis and evaluation using appropriate methods of research in Oral Literature.
- Methods of analysis of practical samples

**Note**

Care should be taken for gender sensitivity and gender balance in the section of authors. For the purpose of illustration, a few texts should be randomly selected in areas of prose, drama and poetry for intensive critical practice.

**YEAR I**  
**Second Semester**

**Eng 121: Basic Reading Skills and Reading Comprehension (2 Credits) C**

**Objectives**

The aim of this course is to expose trainees to critical components of reading with a view to emphasising reading skills and reading comprehension.

**Reading Challenges**

- Sub-vocalization
- Eye regression
- Tracing with fingers
- Repetition (in oral reading)

**Comprehension**

- Word recognition/analysis  
Print Concept:
  - Print awareness
  - Letter knowledge
  - Alphabetic principle
  - Phonemic awareness
- Word Comprehension
- Sentence Comprehension
- Paragraph Comprehension
- Text Comprehension for areas such as Inferential Reading and Critical
- Reading for sequence
- Intensive and Extensive Reading practice to include Poetry, Prose and
- Drama passages involving narration of real life stories expose students to diverse texts

**Eng 122: English Language and Literature Methods (2 Credits) C.**

**Objectives**

*The course is designed to give the teacher trainee the relevant methods in the teaching of language and literature. Emphasis should be on practice application, micro teaching, and techniques of teaching both language and literature.*

- Nature of Language and how it is learned.
- Distinction between Language Learning and Acquisition
- Teaching the four language skills (Listening, Speaking writing and Reading) using contemporary Language Teaching Methods for the JSS level.
- The concepts of Reading and Reading readiness.
- Methods of teaching vocabulary; language games, e.g. quiz, scrabble, use of acronyms, etc

- Techniques of teaching Language Arts, Handwriting, Lexis and Grammar.
- Oracy Skills (listening/speaking)
- Literacy Skills (Reading/writing)
- Faster Reading
- Functions of Literature
- Activities for promoting children's interest in literature e.g. demonstration, improvisation, role play, playlet, etc
- Strategies for building a class library and techniques
- Criteria for selecting texts for Junior School Literature
- Various techniques for teaching poetry prose and drama
- Preparing and utilizing aids in language and literature teaching
- Approaches for preparing lesson notes on language and literature
- Questioning and examination techniques

**Eng. 123: Modern African Literature /Female Writers in Africa (2 Credits) C**

**Objectives**

*This course aims at exposing students to modern trends in African literature highlighting namely: Colonialism, negritudism, neocolonialism, post colonialism, protest, civil war literature, and feminism.*

*Effort must be made to cover entire contents. Texts selected should cut across the main genres of literature including drama, poetry, and prose (short stories inclusive). The following topics should be covered:*

- What is modern African literature?
- Discuss the history and development of modern African literature
- Literary Trends of colonialism, post colonialism, protest, feminism, etc.
- The following texts are recommended:
  - The Old Man and the medal by Ferdinand Oyono.
  - Things Fall Apart by Chinua Achebe
  - No Longer at Ease by Chinua Achebe
  - The Lion and the Jewel by Wole Soyinka
  - Tell Freedom by Peter Abraham
  - The Still Born by Zaynab Alkali
  - One is Enough by Flora Nwapa
  - The Successors by Jerry Agada
  - So Longer a letter by Mariama Ba's
  - The Victims by Isidore Okpewho
  - No Sweetness Here by Ana Ata Aidor
- The functions of Literature.  
The list should be updated from time to time as new female writers' emerge

## Course Outline

### YEAR II Second Semester

#### Eng 211: The Structure of English (2 Credits) C

##### Objectives

This course introduces the trainees to basic knowledge of the English Language structure in the core areas of syntax, phonology and semantics.

- Introduction to structure of English
- Morphology: Definition and scope
- The Morphemes and Allomorphs
- Morphological processes: Affixation, Suffixation (Prefixes, Suffixes), Inflection.
- Compounding, Derivation etc and their phonological realization. e.g. (plurality)
- The word as a Linguistic concept (Word and Lexeme)
- Paradigmatic and Syntagmatic Relations
- Syntax: The English sentence (Structural types and Constituents)
- Sentence types: Phrase and Clauses
- *(Basic approach to demonstrate relationship between Words in Sentence and Sentence to be adopted).*
- Semantics: Semantic Structure (Synonyms, Antonyms, Hyponyms etc.)
- Collocation and idioms: denotation and connotation
- Ambiguity and Vagueness
- Registers.

#### Eng 212: Applied English Linguistics (2 Credits) C

##### Objectives

The objective is to assist trainees develop the skills to apply the knowledge gained in the course in the teaching and learning of a second language.

- History of English in Nigeria
- Functions of English in Nigeria
- What is Linguistics?
- Levels of Linguistic Description of Language (Phonological Morphological, Syntactic and Semantic)
- What is Applied English linguistics?
- Language Teaching and Learning: Factors that affect effective teaching/learning of English: Sociological and Psychological Factors
- Errors: Definition, Sources and Usefulness of Errors in the Classroom.

- Error Analysis: procedure of Error Analysis, Inter-language and Intra-language errors, Eclectic Method.
- Error analysis: Analysis of errors from selected texts based on psycholinguistic and linguistic analysis
- Contrastive Analysis: its implications and achievement in relation to mother tongue. There should be a survey of the Phonological, Orthographical, Syntactic, Semantic, Morphological and Lexical differences between the Source Language (SL) and the Target Language (TL).
- Motivation and its implication to language teaching.

**Eng 213: Selected European Authors (2 Credits) C**

**Objective**

This course gives an overview of literary activities from the neo-classical period to 21<sup>st</sup> modern period. The course is expected to familiarize student with important movements in European literature. The approach should be to relate the historical movements to the works of the important writers. The movements to be studied are: Elizabethan, Neoclassical, the Romantic, the Victorian and the Modernists demonstrated in selected works. Texts in areas of poetry, drama and prose should be selected randomly to reflect the literary climates of the period.

- Neoclassical Era (Basic discussion of the example could be used from either John Lilly, Francis Bacon, or Alexander Pope's essays)
- Medieval Era with examples from either Geoffrey Chaucer's Poetry or from Christopher Marlow's Drama like Dr. Fustus
- Renaissance period (Basic discussion on the re-awaking of classical standards in literature)
- Elizabethan Age: Use examples from Shakespeare's plays: either tragedy, comedy or tragic-comedy
- Romantic Age: Use an Ode for example, Such as John Keat's *Ode to a Nightingale*
- Victoria Age Basic information about the happenings in the development of the novel from this age). e.g. Charles Dicken's *Great Expectation*
- 19<sup>th</sup> century with examples from Jonathan Traveler Lilliputian
  - a) Poetry such as T. S. Eliot, 10, B. Yeats G. Hopkins
  - b) Novel such as T.S. Eliot's *Wastland*



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**Research Method**

**(2 Credits) C**

Nature of English Research Method

Areas in need of Research

Procedure of writing research

- Background
- Introduction
- Literature Review
- Analysis
- Findings
- Research Question
- Conclusion
- Recommendations
- References and bibliography

**YEAR II**

**Second Semester**

**Eng 221:**

**Composition**

**(2 Credits) C**

**Objectives**

*The teaching of English composition is meant to enable students to compose and write in the language. Learners should be exposed to what to write on before they are asked to write.*

- Essential features of composition writing
- The basic components of composition writing
- Types of composition and their characteristics
- Balancing the requirements of language and format within different types of writing: descriptive, narrative, expository, argumentative
- Punctuation
- Formal and informal letters.
- Elements of some special forms of writing: Technical Writing (e.g. Accident Report, Duty Report, Handing- over Notes, Instruction Manual, Minutes of Meetings)
- Other forms of writing such as:
  - Personal Data, Autobiography Curriculum Vitae (CV), Memoirs, Diary keeping e.t.c
- Memorandum Writing
- Complaints and Petitions
- Articles for Publication
- Speech Writing

**Eng 222: Summary Writing Skills (1 Credit) C**

**Objectives**

*The teaching and learning of summary skills, among other things, is aimed at inculcating in the learners specific techniques they need to enable them read and summarize texts, short stories, novels, etc.*

- What is summary writing
- Techniques of summary writing
- Identifying topic sentences or main point(s)
- Formulating topic sentence(s) or main point(s)
- Separating supporting ideas from main one(s)
- Learning to provide a title to a text
- Learning to identify author's intention
- Learning paraphrasing skills.
- Summarize short text and long text e.g. novels, essays etc.

**ENG 223: Critical Theory and Practical Criticism (2 Credits) C**

The course aims at

- Introducing students to the great critical debates so that they would see how different schools of thought perceive literary production and their techniques of appreciation.
- Equipping students with the tools of interpreting and evaluating literary texts.
- Types of criticism: Aristotelian or Intrinsic, Platonic or Extrinsic. The major schools should include the Socialism, Formalism, Structuralism, Feminism, Marxism schools etc.
- Lecturers should ensure that texts selected as basis of reference must reflect the three major genres i.e. Poetry, Prose and Drama.

**Eng 224: Young Adult Literature (1 Credit) C**

**Objectives**

This course is designed to introduce the features, themes, trends of young adult literature to trainees with the background of what their challenges are.

- Feature of young adult literature
- Themes in young adult literature
- Functions of young adult literature and society
- Comparative analysis of young adult literature and popular literature.
- Techniques of young adult literature

**Note:**

This course is essentially in the form of project in the three genres of literature. The undersited authors and texts can be use and other appropriate ones.

- The Gods have Failed Again - Alex A. Maiyanga
- Too Late To Cry - Babatunde Adeyemi
- Flaming Beads - Alex A. Maiyanga
- New Yam Holiday - Chuma Okoye
- Rage and Tears - Jerry Agada
- In Search of Golden Fleece - Toyin Makinde
- Adamu and the Princess - S. Omose

**YEAR III**

**First Semester**

**Eng 300 Teaching Practice (6 Credits) C**

**YEAR III**

**Second Semester**

**Eng 321: Long Essay (1 Credit) C**

- Students reading English as a single major are expected to write their projects in English, their other teaching subject or in education.
- The project must follow a standard format approved by the Department.
- It must be typed on A4 Quarto and properly bound. Three copies should be submitted: one for the College library, one for the Department and the other for the supervisor.
- However the score so earned should go to EDU 323.

**Eng 322: Varieties of English & Stylistics (2 Credits) C**

**Objectives**

This course launches trainees into communicative grammar of English where by trainees should know under what contexts a particular form of language will be used be it formal, non-formal, written, spoken, etc.

- English language spread and varieties
- Standard English
- Variety according to Regions: British, American, Nigerian English
- Variety according to Subject
- Variety according to user Dialect etc variety according to medium (oral & written) attitude
- Pidgin English in Nigeria
- Language use: according to situation, topic, medium, audience
- Identification of linguistic features and their effect in chosen texts (Phonological, lexical, semantic, and syntactic levels)
- Practical stylistic analysis of texts chosen should be done on the different varieties.

**Eng 323: Theatre and Drama in Education (1 Credit) E**

*The course aims at introducing two very important disciplines theatre in education and drama in education. The structure and methodology of both shall be organized to exemplify the methodologies of both disciplines.*

- Definition and Role of Drama in Education
- Definition and Role of Theatre in Education
- The linking factors of Theatre, Drama and Education
- The Structure and Methodology of Theatre in Education (producer, director, stage-manager, etc).
- The Structure and Methodology of Drama in Education. (Child drama- improvisation, miming, role play, simulation).
- Differences between Theatre and the Mass Media; Television, Radio, Cinema, and Nigerian the film industry, etc.

**Eng 324: Language Testing (1 Credit) C**

- Some basic questions in language testing
- Types of tests; subjective, objective, multiple-choice, open-ended, free response and close tests
- Marking, scoring and analysis of results
- Testing, listening, speaking, reading and writing skills.
- Use of tests for teaching.

**Eng 325: Orature (1 Credit) E**

**Objectives**

*This course is designed to deepen students' knowledge of oral literature. It is intended to inculcate a sense of appreciation and criticism.*

- Oral literature, its nature, performance, occasions, forms, means of transmission and functions.
- Distinguish between Oral literature and other written forms of literature.
- Introduction to field research in Orature e.g. recording of songs, transcription, analysis etc.
- Performance in Orature
- Study of songs, poetry, entertainment and ritual performances, story-telling, names, satirical compositions, etc.
- Methods of analysis of practical analysis from various backgrounds

## LANGUE FRANÇAISE

### 1. PHILOSOPHIE

L'homme moderne peut à peine intégrer la vie communautaire sans se servir de la langue. La performance langagière d'une personne donne l'image de cette dernière. Pour l'enseignant en l'occurrence, sa crédibilité est plus ou moins ancrée sur la compétence communicative et l'aisance avec laquelle il dissémine ses idées et stimule l'apprentissage au moyen de la langue. L'enseignant qui s'exprime facilement et qui a une bonne maîtrise de langue gagne le plus souvent l'admiration et le respect de ses apprenants.

D'une manière générale, la littérature est considérée comme la langue appliquée. Elle regroupe les institutions politiques d'un peuple et la notion du monde qu'a ce dernier sur le plan social. Elle implique aussi la culture, les inquiétudes, les soucis et bien les aspirations de celui-ci. Ainsi donc, l'apprentissage d'une langue est incomplet sans la connaissance de la littérature de la langue en question.

### 2. OBJECTIFS

A l'exception de la France métropolitaine, le français est également parlé dans de nombreux pays africains et non africains. Bon nombre de ces pays africains partagent la frontière avec le Nigeria. L'objectif principal de l'apprentissage du français au Nigeria est pour faciliter la communication et l'intercompréhension avec nos voisins francophones. La connaissance du français pour le Nigéria vise aussi à renforcer les liens sociaux-économiques, politiques et culturels avec tous les pays francophones du monde entier. En terme spécifique, l'étude du français au niveau de NCE vise à:

- Former des professeurs de français compétents pour les niveaux JSS (Basic 1-9)
- Exposer ces étudiants-professeurs à la vie socio-culturelle et politique du peuple francophone d'Afrique et du monde entier. Ce but, à notre avis, peut être atteint à l'aide de la littérature d'expression française adopter à nos réalités.
- Initier les étudiants à des travaux de recherche.

### 3. CONDITIONS D'ADMISSION

#### Conditions Générales

#### Pour être admis à faire le français au niveau NCE:

A.

- (i) Le candidat devra être titulaire du Senior School Certificate (SSC) ou General Certificate of Education (GCE), O'Level and NECO ou l'équivalence avec mention 'bien' en 5 matières y compris la langue, l'anglais et les mathématiques. Ce résultat devra être obtenu en pas plus de deux reprises dans les examens mentionnés ci-dessus ou leurs équivalents.

- ii. Le candidat devra être titulaire du 'Grade II Teacher's Certificate (TC II) avec mention 'Bien' ou 'Assez-Bien' en trois matières dont deux devront être parmi les matières que le candidat souhaiterait étudier. La mention 'Bien'/'Assez-Bien' en langue anglaise et/ou en mathématiques pourrait être obligatoire pour certaines matières.
- iii. Pour les candidats qui souhaiteraient offrir des matières en technologie, on pourrait considérer les diplômes: 'R.S.A', ou le 'City and Guilds International Certificate' et Federal Craft Training Certificate avec mention 'Bien'/'Assez-Bien' avec dans au moins 4 matières.
- iv. On pourrait aussi considérer l' 'Associate Certificate in Education' délivré par un établissement officiellement reconnu au Nigeria ou à l'étranger.
- v. Tous les candidats qui souhaiteraient avoir une admission devraient passer un examen de sélection organisé le JAMB.
- vi. On pourrait aussi admettre les candidats qui ont fini avec succès leur Pre-NCE et qui aurait réussi aussi à l'examen de sélection organisé le JAMB.
- vii. Outre toutes les conditions citées ci-dessus, les collèges pourraient organiser leurs propres tests et/ou leurs conditions d'admission pour certaines matières.

### **Conditions Spécifiques**

En plus des conditions générales d'admissions les candidats qui souhaiteraient choisir le français comme leur matière au niveau NCE devraient aussi remplir les conditions **suivantes** :

- A. Avoir la mention 'Bien' en 5 matières en pas plus deux reprises. Ces matières doivent inclure le français, l'anglais, les mathématiques et deux autres. Cependant la mention passable (D7 ou E8) pourrait être considérée. Le candidat a la mention 'Bien' en 5 matières et la mention Bien en mathématiques.

Ou

Avoir satisfait aux conditions internes et externes de l'examen du Pre-NCE en français. On pourrait aussi considérer d'autres diplômes approuvés par des autorités compétentes. La mention 'Bien' ou 'Assez-Bien' en littérature d'expression anglaise pourrait aussi être acceptée en lieu et en place de la mention 'Bien ou 'Assez-Bien' en langue anglaise. Ceci est applicable à tous les candidats désirant avoir une admission dans les départements de français.

#### 4. INSTALLATIONS

- A. Les salles de classes doivent être assez spacieuses, bien éclairées, bien équipées et bien ventilées. Le français doit avoir ses salles de cours.
- B. L'installation d'un laboratoire de langue accueillir 30 étudiants et régulièrement contenue est impérative. Il doit y avoir dans ce laboratoire des installations spécifiques tels que la satellite, des ordinateurs, des postes de télévision etc., et d'autres équipements professionnels tels que les projecteurs et les équipements audiovisuels etc.

Le département devra avoir une bibliothèque suffisamment équipée avec des livres, des revues, des journaux et des magazines, un magnétophone, des cassettes vierges et des piles etc.

#### 5. LE PERSONNEL

##### **Le Corps Enseignant**

Un minimum de 8 professeurs est recommandé pour le département de français. Au cas où le département offre le français comme double majeur (DM) il faudrait au moins 12 professeurs. Chacun de ces professeurs devrait être titulaire d'une bonne licence en français avec une mention minimale de 2nd Class Lower Division. Cependant, une maîtrise en français est un avantage supplémentaire.

##### **Le Corps Administratif**

- a. Deux Techniciens de laboratoire (2)
- b. Un personnel administratif (1)
- c. Deux Secrétaires/Dactylographe (2)

#### 6. MODE D'ENSEIGNEMENT

L'Approche Communicative à l'enseignement des langues devrait être adoptée.

#### 7. LES CONDITIONS DE PASSAGE

- i. une moyenne de 'D' dans chacune des 2 matières principales (ex Français et Yoruba) en pédagogie (Education), c'est-à-dire, un 'Cumulative Grade Point Average de 2 points chacune plus une mention 'Passable' en anglais y compris les autres cours de GSE.
- ii. Réussite au stage pratique (Teaching Practice) et au bain linguistique (Acculturation Programme).
- iii. Rédaction et soumission d'un mémoire pour l'obtention du diplôme de NCE sur un sujet précis.

En fin, pour recevoir le diplôme de NCE et être qualifié à enseigner le français, tout candidat devrait avoir aussi un minimum de 118 crédits répartis comme suit:

<b>Cours</b>	<b>S/M Crédits</b>	<b>DM Crédits</b>
Pédagogie	30	30
Cours Généraux	18	18
Enseignement Pratique	06	06
Français	32	64
Deuxième Matière	32	-
<b>Total</b>	<b>118</b>	<b>118</b>

**NB:** For a student to meet the NCE Minimum Requirement for graduation, he/she needs to pass 30 compulsory credit units, at least 2 credit units electives in each of the two teaching subjects, 30 credit units in Education, 6 credit units in Teaching Practice and 18 credit units in General Studies.

8. **ENSEIGNEMENT PRATIQUE**

Tout étudiant devrait participer à un programme d'enseignement pratique pour une durée de 26 semaines et le crédit acquis devra être inscrit comme EDU 324. Cet enseignement pratique devra avoir lieu pendant le premier semestre de la troisième année (De septembre – avril). Il est obligatoire que les étudiants enseignant le français surveillés par les professeurs du département de français pendant cet enseignement pratique.

9. **EXCURSION**

Les étudiants devront aller en excursion au moins une fois par semestre dans les lieux où il leur sera possible d'avoir un contact avec la langue française et de pratiquer la langue.

10. **MEMOIRE**

Chaque étudiant devrait rédiger et soumettre un mémoire en français dont le crédit devra être inscrit comme EDU 323.

11. **LES COMBINAISONS DES MATIERES**

Le français pourrait être combiné avec les matières suivantes : l'anglais, l'art classique, la musique, une langue nigériane, l'histoire, la science politique, la gestion, le secrétariat, les sciences sociales, l'Arabe, les études religieuses, l'informatique et bien d'autres matières approuvées par le NCCE.

12. **PROGRAMME DU BAIN LINGUISTIQUE**

Tous les étudiants de français au niveau de NCE devraient passer un minimum de 12 semaines à suivre le programme obligatoire du bain linguistique qui devrait être organisé dans un milieu francophone. Pour assurer l'adéquation des centres du bain linguistique la NCCE inspectera ces dernières pendant que les étudiants y séjourneront.



## CONTENU DU COURS DE NCE 1

### PREMIER SEMESTRE

CODE	DESCRIPTION DU COURS	CREDIT UNITS		STATU DU COURS
		SM	DM	
FRE 111	Expression Orale I	2	4	C
FRE 112	Grammaire I	2	4	C
FRE 113	Expression Ecrite I	1	2	C
FRE 114	Civilisation Francophone	1	2	E
FRE 115	Exercices de laboratoire I	1	2	C
	<b>TOTAL</b>	<b>6C+1E=7</b>	<b>12C+2E=14</b>	

### DEUXIEME SEMESTRE

CODE	DESCRIPTION DU COURS	CREDIT UNITS		STATU DU COURS
		SM	DM	
FRE 121	Expression Orale II	2	4	C
FRE 122	Grammaire II	2	4	C
FRE 123	Expression Ecrite II	1	2	C
FRE 124	Introduction à la méthodologie de l'enseignement du français	1	2	C
<b>TOTAL</b>	--	<b>6</b>	<b>12</b>	

### CONTENU DU COURS POUR NCE IIPREMIER SEMESTRE

CODE	DESCRIPTION DU COURS	CREDIT UNITS		STATU DU COURS
		SM	DM	
FRE 211	Expression Orale III	2	4	C
FRE 212	Grammaire III	2	4	C
FRE 213	Expression Ecrite III	1	2	C
FRE 214	Méthodologie de l'enseignement du français	1	2	C
FRE 215	Introduction à la littérature Francophone Africaine d'Expression Française	1	2	E
FRE 216	Civilisation Francophone II	1	2	E
FRE 217	Phonétique et Phonologie	1	2	C
	<b>TOTAL</b>	<b>7C+1E=8</b>	<b>14C+2E=16</b>	

**DEUXIEME SEMESTRE**

CODE	DESCRIPTION DU COURS	CREDIT UNITS		STATU DU COURS
		SM	DM	
FRE 221	Expression Orale IV	2	4	C
FRE 222	Grammaire IV	2	4	C
FRE 223	Programme d'Immersion Linguistique	2	4	C
<b>TOTAL</b>	--	<b>6</b>	<b>12</b>	

**CONTENU DU COURS DE NCE III  
PREMIER SEMESTRE**

Ce semestre est réservé pour le programme de l'enseignement pratique aux étudiants en troisième année.

**DEUXIEME SEMESTRE**

CODE	DESCRIPTION DU COURS	CREDITS UNITS		STATU DU COURS
		SM	DM	
FRE 321	Expression Orale V	1	2	C
FRE 322	Grammaire V	2	4	C
FRE 323	Litterature Française	1	2	E
FRE 324	Traduction (Thème et Version)	1	2	C
FRE 325	Expression écrite IV	1	2	C
FRE 326	Littérature Francophone Africaine d'Expression Française II	1	2	E
<b>TOTAL</b>	--	<b>5C+1E=6</b>	<b>10C+2E=12</b>	
<b>Total</b>		<b>36</b>	<b>72</b>	

The Minimum Credit Units required for students offering French to graduate is as follows:

**Single Major**

- i. Compulsory Courses 30 Credit Units
- ii. Electives Courses 2 Credit Units
- Total** **32 Credit Units**

**Double Major**

- i. Compulsory Courses 60 Credit Units
- ii. Elective Courses 4 Credit Units
- Total** **64 Credit Units**

## **DETAIL DES COURS NCE - I**

### **PREMIER SEMESTRE**

#### **FRE 111 - EXPRESSION ORALE I -**

**2C**

#### **Objectif :**

Enseigner les actes de parole qui suivent d'une manière progressive à fin de réaliser les objectifs suivants : l'articulation, la prononciation, l'expression et l'intonation.

#### **Actes de parole :**

- Demander et répondre en classe ex : asseyez-vous, venez ici, levez-vous, ouvrez vos livres, fermez vos livres, écoutez, écrivez, répétez. Répondez, etc.
- Saluer/prendre congé
- Se présenter, présenter quelqu'un. Parler de ses loisirs, parler de ses goûts
- S'excuser, interroger quelqu'un, demander à qui appartient un objet
- Demander quelque chose à quelqu'un, demander à quelqu'un de faire quelque chose.
- Demander et donner l'heure
- Accepter ou refuser une invitation/ inviter quelqu'un
- Identifier des choses et des personnes (qui est-ce ?, qu'est-ce que c'est ?, etc.) exprimer les propriétés et la nature des objets ex : c'est mon/ton/son/ma/ta/sa des objets etc. C'est ce/cette/-- etc. Ce sont des objets... A qui... ?

#### **Techniques de classe :**

Il est conseillé d'utiliser les méthodes communicatives suivantes et que l'accent soit mis sur la prononciation et la communication (On y va, Nouveau Sans Frontières, Panorama, Nouvel Espace, Café Crème, Tempo, etc.).

- Compréhension orale
- Écoute de cassettes vidéo et audio (cassettes des méthodes citées, Activités Communicatives -CFTD-, cassettes du Français Dans le Monde, cassettes de discrimination auditive -Paroles-)
- Écoute de textes simples
- Questions-réponses, interactions enseignant/apprenant
- Répétitions (mécanisme)
- Dictée
- Expression orale :
- Jeux de rôles correspondant aux actes de paroles étudiés
- Simples débats
- Production d'annonces, émissions, etc.
- Chansons et poèmes
- Exercices structuraux
- Lecture à haute voix (pour vérification de la prononciation et correction phonétique)

## **FRE 112 - GRAMMAIRE I - 2 C**

Ce cours met l'accent sur la grammaire élémentaire, la conjugaison des verbes, l'accord, le lexique, les parties de discours etc. Pour pouvoir maîtriser suffisamment la grammaire française, les éléments grammaticaux suivants seront traités d'une manière progressive selon les actes de parole déjà traités en FRE 111

### **Utilisation des auxiliaires ÊTRE et AVOIR**

- Être + nationalité (il est nigérian, elle est française, etc.)
- Être + profession (il est enseignant, elle est coiffeuse, etc.)
- -Différence entre Tu/ Vous
- Pronoms personnels : Je, Tu, Vous, moi/toi/vous/il/elle.
- Avoir + objets (J'ai un stylo, j'ai un livre, etc.).
- -Masculin/féminin des adjectifs des nationalités et des métiers
- Aimer + nom/ Aimer + infinitif ; singulier/ pluriel
- Les démonstratifs
- Il est midi/ minuit. Il fait jour/ il fait nuit
- La forme interrogative
- Les articles définis et indéfinis
- présent de l'indicatif
- impératif présent
- passé composé (des verbes les plus utilisés)
- Les adjectifs possessifs
- La négation (ne... pas)
- Conjugaison des verbes :
- en « er » parler, regarder, marcher, habiter,etc.
- Je peux + infinitif
- Je t'invite + infinitif/ Je te propose de + infinitif

Préposition à, au, à la, aux, en, avec le verbe aller + lieu (je vais à Lagos/je vais au marché)

### **FRE 113 - EXPRESSION ECRITE I - 1C**

Le professeur devra aborder l'aspect écrit des actes de parole (compréhension et expression) déjà traités en FRE III à travers les activités suivantes :

Compréhension écrite :

- Questions ou QCM sur un texte lu silencieusement
- Textes à trous (préparés)
- Activités écrites des méthodes déjà citées

Expression écrite :

- Dictée (de mots ou textes simples)
- Description simple
- Simple récit au présent et au passé
- Transcription des dialogues des jeux de rôles
- Lettre à un correspondant français

## **FRE 114 : CIVILISATION FRANCOPHONE – 1 E**

### **Objectif :**

Ce cours vise à initier les apprenants aux réalités socioculturelles de la vie en France et celle des pays francophones. En fin de compte, ce cours de permettre à établir une comparaison entre les réalités socioculturelles de son pays (le Nigeria) et celles des pays francophones auxquelles il est exposé.

- La salutation- distinguer entre le vouvoiement et le tutoiement
- Les membres de la famille
- L'habit, formule de politesse, les nourritures et les horaires, les fêtes ex Noël, Pâques etc., les loisirs.

## **FRE 115 – EXERCICES DE LABORATOIRE - 1C**

Il est conseillé d'adopter les méthodes suivantes et l'accent mis sur la prononciation:

Nouveau Sans Frontières, Tempo, Panorama, Café Crème, etc.

- Discrimination auditive (cassettes des méthodes Tempo, Nouveau Sans Frontières, Panorama, Paroles, Au plaisir des sons, etc.)
- Correction phonétique : méthode verbo-tonale
- Répétitions / Questions – réponses
- Exercices structuraux.
- La nourriture et les boissons

## **SECOND SEMESTRE**

### **FRE 121 – EXPRESSION ORALE II – 2 C**

#### **Actes de parole :**

Se décrire, décrire quelqu'un ex. la physique, les parties du corps, les vêtements

- Il est bon/ il est mauvais, la personnalité et le caractère etc.
- Parler de soi-même (les mœurs, respect de soi)
- Localiser des choses et des personnes (voici, voilà, derrière, devant etc.)
- Demander son chemin
- Donner des ordres ou des conseils, solliciter les aides
- Interdire, (ne faites pas, il ne faut pas faire), Autoriser
- Féliciter (c'est bien, c'est excellent etc.)
- Demander/refuser la permission, quelque chose, un avis, négocier ; s'imposer
- Situer dans le temps (l'heure, le jour, le mois et l'année etc.)
- Raconter un événement au passé

#### **Techniques de classe :**

- Compréhension orale
- Écoute de cassettes vidéo et audio (cassettes des méthodes citées, Activités Communicatives -CFTD-, cassettes du Français Dans le Monde, cassettes de discrimination auditive -Paroles-)
- Écoute de textes simples
- Questions-réponses, interactions enseignant/apprenant

- Répétitions (mécanisme)
- Dictée
- expression orale :
- Jeux de rôles correspondant aux actes de paroles étudiés
- Simples débats
- Production d'annonces, émissions, etc.
- Chansons et poèmes
- Exercices structuraux
- Lecture à haute voix (pour vérification de la prononciation et correction phonétique)

### **FRE 122 - GRAMMAIRE II – 2 C**

- Genre et nombre (suite) Masculin et féminin des adjectifs
- Etre + adjectifs
- La négation (suite)
- Les différentes formes de l'interrogation
- Les différents moments de la journée – la matinée, la journée, midi, l'après-midi, le soir, la nuit.
- Pour + nom d'événement
- A + nom d'événement En + nom de mois
- On + verbe d'action
- Les verbes : dire, connaître, vouloir, etc.
- Les temps :
- passé composé
- passé récent (je viens de ...)
- imparfait, futur proche, futur simple de l'indicatif
- conditionnel présent (devoir + infinitif)
- La forme interrogative (suite): est-ce que... ? et inversion du sujet avec réponse « oui, non, si »
- Prépositions + lieu (sur, sous, à côté de, au bord de, etc.)
- Conditionnel de politesse et de souhait
- Les prépositions : devant, derrière, sur, dans, sous, à côté de, en face de, etc.
- Formules : Il faut + infinitif, devoir + infinitif, pouvoir + infinitif

### **FRE 123 - EXPRESSION ECRITE II – 1 C**

Le professeur devrait aborder l'aspect écrit des actes de parole déjà traités en FRE 121 à travers les activités suivantes.

1. Expression:
2. Compréhension :
  - Questions ou QCM sur un texte lu silencieusement
  - Textes à trous (préparés)
  - Activités écrites des méthodes déjà citées

## **FRE 124 INTRODUCTION A LA METHODOLOGIE DE L'ENSEIGNEMENT DE FRANÇAIS - 1C**

Les différentes méthodes d'enseignement du F.L.E. (Emphase Sur La méthode Communicative)

- Historique des méthodes d'enseignement (méthode traditionnelle, directe, audio-visuelle, active, communicative)
- Principaux concepts : objectifs d'enseignement, actes de parole, compétences de communication (CO, EO, CE, EE), techniques de classe (jeu de rôles, différents types d'exercices, etc.)
- Analyse des manuels utilisés dans les différents établissements : Transafrique, France Afrique, Practical French, Contact, On y va, Nouveau Sans Frontières, Panorama, Tempo, etc.
- Utilisation de matériels audio-visuels (magnétophone, radio, vidéo, etc.)
- Plans de cours
- Observation de classes (les étudiants observent des professeurs qui enseignent)
- Enseignement en situation de classe (micro)

## **NCE II – DEUXIEME ANNEE**

### **PREMIER SEMESTRE**

#### **FRE 211 - EXPRESSION ORALE III            2C**

##### **Actes de parole :**

- Accueillir
- Exprimer un souhait ou une volonté (vouloir + infinitif, aimer + infinitif)
- Apprécier quelque chose, exprimer une hésitation, exprimer un choix.
- Exprimer le malheur, le bonheur (C'est dommage, désolé, bonne chance, félicitations, etc.)
- Demander et indiquer le chemin.
- Reprocher quelque chose à quelqu'un, prendre soin, éviter des maladies contagieuses, ex. MST, SIDA
- Comparer
- Se plaindre / protester
- Mettre quelqu'un en garde
- Rassurer / mettre en confiance (ne t'inquiète pas, ça arrive !, etc.)

##### **Techniques de classe :**

- Compréhension orale
- Écoute de cassettes vidéo et audio (cassettes des méthodes citées, Activités Communicatives -CFTD-, cassettes du Français Dans le Monde, cassettes de discrimination auditive -Paroles-)
- Écoute de textes simples
- Questions-réponses, interaction enseignant/apprenant
- Répétitions (mécanisme)
- Dictée

- expression orale :
- Jeux de rôles correspondant aux actes de paroles étudiés
- Simples débats
- Production d'annonces, émissions, etc.
- Chansons et poèmes
- Exercices structuraux
- Lecture à haute voix (pour vérification de la prononciation et correction phonétique)

### **FRE 212 - GRAMMAIRE III – 2 C**

- Les pronoms « y » et « en »
- Vouloir + infinitif
- Avoir + soif/faim/chaud etc.
- Avoir + de la chance etc.
- Impératif + présent (suite)
- Comparatif et superlatif ( la qualification : tres, trop, pas assez, la comparaison...)
- Verbes pronominaux (se réveiller, se lever, se laver, etc.).
- Adverbes de lieux et indicateurs spatiaux (devant, derrière, sur, à côté, sous, etc.)
- Adjectifs possessifs (suite)
- Adjectifs indéfinis : tout, toute, tous, toutes
- Particularité de certains verbes en -ELER et -ETER

### **FRE 213 - EXPRESSION ECRITE III - 1C**

Le professeur devrait aborder l'aspect écrit des actes de parole déjà traités en FRE 211 à travers les activités suivantes.

1. Expression :
2. Compréhension écrite:
  - Questions ou QCM sur un texte lu silencieusement
  - Textes à trous (préparés)
  - Activités écrites des méthodes déjà citées
  - Résumé d'un texte simple

### **FRE 214 - METHODOLOGIE DE L'ENSEIGNEMENT DU FRANÇAIS - 1C**

- Problèmes de l'enseignement et de l'apprentissage du français : problèmes de personnels et matériels
- Pédagogie des grands groupes.
- L'utilisation des documents authentiques
- Les grands moments de la leçon (objectifs et plans de cours)
- L'évaluation des 4 compétences (Compréhension auditive, expression orale compréhension écrite et expression écrite.)
- L'évaluation formative et sommative
- Les activités communicatives et les différentes techniques de classe
- Le micro enseignement (apprentissage pédagogique à une échelle réduite pour les étudiants)
- Préparation des étudiants au stage pratique d'enseignement



## **FRE 215 – INTRODUCTION A LA LITTÉRATURE FRANCOPHONE AFRICAIN D'EXPRESSION FRANÇAISE – 1 E**

- Historique de la littérature francophone : avant et après les indépendances
- Principales caractéristiques de la littérature francophone selon les époques.
- Les genres littéraires et leurs caractéristiques.
- Extraits choisis :
- **Prose:** Camara Laye, Ferdinand Oyono, Sembène Ousmane, Seydou Badian, Mariama Bâ, Aminata Sow-Fall.
- **Théâtre:** Bernard Dadié, Guillaume Oyono Mbia, Jean Pliya
- **Poésie:** L. S. Senghor, Birago Diop, David Diop, etc.

## **FRE 216 - CIVILISATION FRANCOPHONE II – 1E**

### **Objectif :**

Renseigner les étudiants sur la vie socio-culturelle et politique de la France d'une manière à pouvoir établir une comparaison entre son pays (le Nigéria) et la France.

- Les modes de vie : la gastronomie, l'habillement, les passe-temps, le mariage, etc.
- Le système éducatif
- Le système politique
- Le système familial, la relation sociale
- Les moyens de transport
- Les pays francophones en Afrique

## **FRE 217 - PHONÉTIQUE ET PHONOLOGIE - 1C**

Ce cours met l'emphase sur l'étude des organes de la parole, le système de son en français et la transcription phonétique. Une présentation élémentaire de l'intonation et de l'accentuation constituera le noyau de ce cours. L'accent sera mis sur l'écoute et la bonne prononciation principalement à travers la méthode verbo-tonale.

- Les organes de la parole
- Description des phonèmes (voyelles consonnes)
- Perception auditive
- Transcription : phonie/graphie (un même son / différente graphie et inversement,...)
- Écouter et prononcer à partir des cassettes (audio, vidéo)
- Correction phonétique (méthode verbo-tonale)

## **SECOND SEMESTRE**

### **FRE 221 - EXPRESSION ORALE IV - 2C**

- Exprimer ce que l'on mange et ce que l'on boit
- Nommer les ustensiles et les éléments d'une cuisine
- Exprimer des recettes et comment réaliser des plats
- Faire une réservation
- Faire une commande dans un restaurant ou un café
- Faire des courses et demander l'addition.

**Pour réaliser les actes de parole l'enseignant doit utiliser :**

- Discrimination auditive (cassettes des méthodes Tempo, Nouveau sans frontières, Panorama, Paroles, Au plaisir des sons, etc.)
- Correction phonétique : méthode verbo-tonale
- Compréhension orale : questions-réponses / Questionnaires à choix multiples
- Exercices structuraux plus avancés
- Enregistrement et travail sur les productions des étudiants dans le laboratoire

**FRE 222 - GRAMMAIRE IV – 2 C**

- La qualité : au, à la, aux
- La quantité : de
- L'accompagnement : avec
- Exprimer un souhait (je veux que + subjonctif présent)
- Rapporter un discours (pronoms complément d'objet direct et complément d'objet indirect : elle dit «... » / elle dit que ...). Discours direct, discours indirect.
- Les pronoms compléments : en, le, la, les, lui, leur
- Les articles indéfinis, définis et partitifs
- Les adverbes: (formations et types)
- Présent continu (être en train de + infinitif)
- Les pronoms relatifs « où, lequel, laquelle » qui, que, dont.

**FRE 223 – PROGRAMME D'IMMERSION LINGUISTIQUE - 2C**

En vue de l'objectif que vise ce programme du bain linguistique, il est souhaité que ce programme ait lieu dans un pays francophone tel : le Bénin, le Togo, la Côte-d'Ivoire ou le Niger, etc qui ce programme ne peut atteindre l'objectif fixé que dans ces lieux. Cependant il faut aussi se rendre compte de l'existence du village français à Badagry au Nigeria.

**NCE III**

<p><b>PREMIER SEMESTRE – Septembre/Avril - Stage Pratique De L'Enseignement V – 6 C</b></p>
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**DEUXIEME SEMESTRE**

**FRE 321 - EXPRESSION ORALE V - 1C**

Ce cours comprends tous les éléments des aspects étudiés dans l'expression orale et compréhension auditive. A ce niveau les étudiants sont introduits à l'art de s'exprimer oralement à travers des actes de parole plus complexes. L'enseignant essayera de mettre en usage les éléments grammaticaux déjà acquis lors des cours de grammaire précédents.

**Actes de parole :**

- Donner un avis, une opinion, en insistant sur quelque chose
- Exprimer ses sentiments, ses goûts et ses préférences
- Exprimer la possibilité et la probabilité
- Donner une explication
- Argumenter un point de vue
- Promettre
- Décrire plus précisément la physique, la personnalité et la position sociale d'une personne.
- Décrire un paysage et des lieux touristiques
- Exprimer la durée, dater et mesurer le temps.
- Dire ce que l'on a fait depuis le début de cours, de la journée, de l'année.
- Exprimer ce que l'on fait habituellement.
- Décrire un objet, préciser ses composants, expliquer son fonctionnement et donner son mode d'emploi.
- Composer les tailles, les quantités, les qualités et les actions.
- Raconter sa journée et un événement passé.
- Rapporter un fait récent
- Exprimer ce que l'on va faire et faire des projets.

**Techniques de classe :**

- Compréhension orale
- Écoute de cassettes vidéo et audio (cassettes des méthodes citées, Activités Communicatives -CFTD-, cassettes du Français Dans le Monde, cassettes de discrimination auditive -Paroles-)
- Écoute de textes simples
- Questions-réponses, interactions enseignant/apprenant
- expression orale :
- Jeux de rôles correspondant aux actes de paroles étudiés
- Débats plus élaborés
- Productions orales avancées (argumentation)
- Chansons et poèmes
- Exercices structuraux
- Lecture à haute voix (pour vérification de la prononciation et correction phonétique)

**FRE 322 - GRAMMAIRE V 2 C**

- Le + date
- En + mois
- En + année

Ce cours est la suite de FRE 222 et implique donc une pratique avancée de la grammaire.

- Le subjonctif présent
- La comparaison
- L'accord des adjectifs- – Depuis + durée
- Le plus que parfait
- Le futur simple (suite)
- Le conditionnel présent, l'imparfait (suite)- de l'action qui continue.

- Concordance des temps : discours direct, discours indirect – Jusqu'à.../au...
- De... heures à....heures etc.....
- Pendant...
- Conjonction de subordination et les propositions subordonnées
- Le futur proche (suite)
- Gérondif / participe présent
- Les accords du participe passé (révision) de passé composé
- L'opposition entre le passé composé et le présent
- Donner un consigne à l'impératif et à l'infinitif – Dans combien de temps ?  
Il y a combien de temps ?

### **FRE 323 - LITTÉRATURE FRANÇAISE - 1E**

Ce cours consiste un parcours panoramique de la littérature française depuis le moyen âge jusqu'à nos jours, les extraits de text tirés de quelques romans, des pièces de théâtre, poésie et des collections de poèmes serviront de documentation de référence.

#### 1- Du moyen-âge au XVIII siècle :

- Le moyen-âge : caractéristique et principaux écrivains
- Le XVI siècle : la Renaissance, la Pléiade (Rabelais, Montaigne, Du Bellay, Ronsard, etc.)
- le XVII siècle : l'âge classique (Molière, Racine, Corneille, etc.)
- Le XVIII : l'esprit des lumières (Montesquieu, Voltaire, Diderot, etc.)

#### 2- Le XIX et XX siècle :

- XIX siècle : Le romantisme, le réalisme, le symbolisme, le naturalisme (Musset, Victor Hugo, Balzac, Baudelaire, Zola, etc.)
- XX siècle : l'Existentialisme, le Surréalisme, le nouveau roman, etc. (J. P. Sartre, André Breton, Michel Butor, Nathalie Sarraute, etc.)

### **FRE 324 - TRADUCTION (THEME ET VERSION) – 1C**

Les étudiants seront exposés à l'art de traduction. Ils auront à traduire du français à l'anglais et de l'anglais au français (Version et thème)

- Différentes techniques de la traduction (calque, équivalence, composition, modulation, etc.)
- Problèmes de la traduction (faux amis, proverbes, français, structure équivalente, fidélité, etc.).
- Traduction des textes : version (français-anglais) et thème (anglais-français) d'articles, de discours, de mémos, etc.

### **FRE 325 - EXPRESSION ECRITE IV - 1C**

Le professeur devrait aborder l'aspect écrit des actes de parole déjà traités en FRE 321 a travers les activités suivantes:

- Compréhension écrite
- Questions ou QCM sur un texte lu silencieusement
- Textes à trous (préparés)
- Activités écrites des méthodes déjà citées
- Résumé d'un texte simple

**FRE 326 LITTÉRATURE FRANCOPHONE AFRICAINE D'EXPRESSION  
FRANÇAISE - 1E**

Il s'agit ici d'une étude avancée de la littérature francophone. Un text au moins devra être étudié dans chacun des genres suivants :

- 1- **Drama:** Bernard Dadié, Aimé Césaire, Jean Pliya, Ferdinand Oyono-Mbia, etc.
- 2- **Poetry:** L. S. Senghor, David Diop, Francis Bebey, Léon G. Damas, Birago Diop, etc.
- 3- **Prose:** Jacques Roumain, Joseph Zobel, Sembène Ousmane, Abdullahi Sadjì, Mariama Bâ, Aminata Sow-Fall

## HAUSA L<sub>1</sub> (HAU L<sub>1</sub>) SYLLABUS

### 1. PHILOSOPHY

Human activity can be described as educational, for human beings are distinguished by their capacity to learn, and learning is usually co-operative. "Education" can refer both to formal activity within controlled and planned educational institutions, and to the more informal upbringing of children in homes through the mentoring of parents or guardians

Language is the string that binds society together. It also gives meaning to the communal existence of man. The vibrancy of media, academia and the continuity of culture and of cultural apparatus and the transmission of same is intricately linked to the expertise and credibility of the teacher.

The mother tongue of the child is closely related to the child's growth and development i.e. cultural, psychological, and mental. Teaching and learning in the mother tongue helps in the quicker acquisition, retention, dissemination and use of knowledge in other subjects.

Literature encapsulates the totality of a people's customs and costumes, manners and mannerism which have crystallized over time and reflects in every facet of their lives which only finds expression in language. Hausa language is both the vehicle of knowledge, world view and the shortest route to a child's conception and comprehension of concepts.

### 2. OBJECTIVES

In addition to the earlier stated general aims and objectives of teaching Languages, teaching Hausa as L1 at the NCE level aims at achieving the following:

- i) Equip the student – teachers with the basic skills of listening, speaking, reading and writing the Hausa Language.
- ii) Prepare them adequately for the task of teaching the Hausa language at both the Primary and Junior Secondary School level.
- iii) Expose the student – teachers to the rich socio-cultural and political lives of the speakers of the language.
- iv) Help stimulate their creativity in the Hausa Language.
- v) Prepare the students for further studies in Hausa Language.

### **3. ADMISSION REQUIREMENTS**

#### **i. General**

- a. A Senior Secondary Certificate (SSC) NECO or GCE 'O' level with passes in 4 subjects including English Language, three of which must be at credit level at one sitting or four credits at two sittings. Two of the credits must be relevant to the course the candidate wishes to offer.
- b. A Grade II Teachers Certificate (TC II) or Senior Islamic School Certificate (SISC) with credit or merit in three subjects, two of which must be relevant to the course the candidate wishes to offer. One Credit/Merit in English language and/or Mathematics may be required in some courses.
- c. For candidates wishing to offer courses in Vocational and Technical education, R.S.A. or City and Guilds Intermediate Certificate coupled with credit/merit in at least four subjects are acceptable qualifications.
- d. Associateship Certificate in Education awarded by an approved institution in Nigeria or abroad is also acceptable as qualification.
- e. All candidates wishing to be considered for admission must enroll for and write the selection examination organized by an accredited body such as JAMB.
- f. Successful candidates in Pre-NCE final examinations who also take and succeed in a selection examination organized by an accredited body are qualified for admission.
- g. It should be noted that some colleges may in addition to all of the above, administer their own elimination tests and or interviews for some courses. This is legitimate.

#### **ii. Additional**

- (a) A credit or merit in Hausa Language at the SSC, WAEC/GCE (O/L) NECO or Teachers Grade II Certificate or SISC plus any other requirements applicable to NCE Programmes. A credit in English language/literature is strongly recommended
- (b) Candidates who do not have a credit in the language may be admitted into the one-year preliminary programme, provided they meet the Pre-NCE entry requirements.
- (c) Waiver: A pass in mathematics is also acceptable.

### **4. FACILITIES**

In order to facilitate a good teaching/learning environment, the following facilities are required:

#### **(i) Classrooms**

Adequate number of fully furnished Classrooms, Lecture halls/theatres must be provided for seminars, group discussions etc.

**(ii) Laboratories/Studios/Museums etc.**

The use of language laboratory for all practical aspects of the language cannot be over-emphasized. It is therefore compulsory for all lecturers and students to make effective use of these laboratory facilities. Thus, a well-equipped language laboratory capable of sitting at least 30 students must be installed. A multimedia projector is essential. A well-equipped museum should be in place.

**(iii) Staff Offices**

Each senior member of staff should have a comfortably furnished office to himself/herself. There should also be an office for HOD, supporting staff (Typists/Clerks) with relevant equipment e.g. Computers, reproduction machines, etc.

**(iv) Books in the Library**

There must be enough books in the college/departmental library to cover all areas of the subject to the ratio of one student to ten books.

**(v) List of Equipment**

- a) Fully equipped Language Laboratory
- b) Audio-Visual equipment such as films, slides, recorders, television sets, cable satellite, video and relevant cassettes etc.
- c) Computer set with Hausa keyboard

**5. PERSONNEL**

**i. Academic**

Hausa studies at NCE level cover four main areas i.e. Language, Literature, Culture and Hausa Teaching Methodology. The minimum number of lecturers required is 1:25. Teaching personnel versed in each of these four areas must possess at least B.A., B.A. Ed second-class lower division. In addition, all academic staff must be computer literate.

**ii. Others**

- a. Hausa Computer Operator
- b. Laboratory Technician
- c. Messenger
- d. Librarian

**6. MODE OF TEACHING**

The medium of instruction for Hausa at all levels will be Hausa/English. Various methodology approaches should be employed during formal sessions e.g. lectures, discussions, dramatization, etc.



## **7. GRADUATION REQUIREMENT**

The minimum number of credits required for the award of N.C.E. (Hausa) certificate shall be as follows:

(i)	General Education	=	30 Credit Units
(ii)	Teaching Practice	=	6 Credit Units
(iii)	General Studies	=	18 Credit Units
(iv)	Hausa	=	32 Credit Units
(v)	Any other Teaching Subject	=	<u>32 Credit Units</u>
	Total	=	<b><u>118 Credit Units</u></b>

## **8. TEACHING PRACTICE**

Every student is required to do Teaching Practice and the credit recorded in EDU 324. The Teaching Practice is to take place during the first semester of 300 Level. Only subject specialists should be involved in the supervision of students Teaching Practice.

## **9. PROJECT**

Every student is required to write a Project in either Hausa or Education and the credit recorded in EDU 323

## **10. SUBJECT COMBINATION**

The following subjects may be combined with Hausa at the N.C.E. level.

- i. Any other Nigerian Language, Arabic, English or French.
- ii. Any Arts or Social Science subject as dictated by local needs.
- iii. Computer Studies.

**COURSES AND STATUS  
NCE 1 – FIRST SEMESTER**

<b>COURSE CODES</b>	<b>COURSE TITLES</b>	<b>CREDIT UNITS</b>	<b>STATUS</b>
	<b>YEAR 1 – FIRST SEMESTER</b>		
HAUL <sub>1</sub> 111	History and Development of the Hausa Language	2	C
HAUL <sub>1</sub> 112	Hausa Grammar	2	C
HAUL <sub>1</sub> 113	The use of Hausa	1	C
HAUL <sub>1</sub> 114	Introduction to Hausa Oral and Written Literature	2	C
	<b>TOTAL</b>	<b>7</b>	

<b>NCE1 - SECOND SEMESTER</b>			
HAUL <sub>1</sub> 121	Hausa Prose.	2	C
HAUL <sub>1</sub> 122	Hausa People and their Culture	2	C
HAUL <sub>1</sub> 123	Methodology of teaching Hausa L1	1	C
HAUL <sub>1</sub> 124	Introduction to General Linguistics.	2	C
	<b>TOTAL</b>	<b>7</b>	

<b>NCE II - FIRST SEMESTER</b>			
HAUL <sub>1</sub> 211	Phonetics/Phonology of Hausa	2	C
HAUL <sub>1</sub> 212	Methodology of Teaching Hausa L1	1	C
HAUL <sub>1</sub> 213	Morphology of Hausa	1	C
HAUL <sub>1</sub> 214	Hausa Syntax	2	C
	<b>TOTAL</b>	<b>6</b>	

<b>NCE II – SECOND SEMESTER</b>			
HAUL <sub>1</sub> 221	Hausa Research Methods	1	C
HAUL <sub>1</sub> 222	Translation (Theory and Practice)	2	C
HAUL <sub>1</sub> 223	Hausa Oral Literature	1	C
HAUL <sub>1</sub> 224	Hausa Occupations and Crafts.	1	E
	<b>TOTAL</b>	<b>5</b>	

<b>NCE III – FIRST SEMESTER</b>			
	<b>TEACHING PRACTICE</b>	6	

<b>NCE III - SECOND SEMESTER</b>			
HAUL <sub>1</sub> 321	Advanced Hausa Orthography	2	C
HAUL <sub>1</sub> 322	Hausa Drama	1	C
HAUL <sub>1</sub> 323	Hausa Poetry	2	C
HAUL <sub>1</sub> 324	Varieties of Hausa	2	C
<b>TOTAL</b>		<b>7</b>	

### **SUMMARY**

<b>Course Status</b>	<b>Total</b>
Compulsory Courses	31 Credit Units
Elective Courses	01 Credit Units
<b>Total</b>	<b>32 Credit Units</b>

### **NCE 1 (100 LEVEL) FIRST SEMESTER**

#### **HAUL<sub>1</sub> 111 HISTORY AND DEVELOPMENT OF THE HAUSA LANGUAGE (2 CREDITS) C**

History and evolution of Hausa Language with particular emphasis on the spread of the Language, as well as its lexical enrichment due to language contact. A brief synopsis of the standardization efforts of the use of Hausa in the Media

#### **HAUL<sub>1</sub> 112 HAUSA GRAMMAR (2 CREDITS) C**

Typology and functions of parts of speech e.g. nouns, pronouns, adjectives, verbs, adverbs, particles, determiners, qualifiers, sentences, phrases, clauses, gender and number agreement.

#### **HAUL<sub>1</sub> 113 THE USE OF HAUSA (1 CREDIT) C**

Oral composition and comprehension (utilization of Hausa Language for day to day purposes in and outside the school system)  
Orthography of the Hausa Language and punctuation marks.  
Written composition and comprehension of topical issues relevant to the society/locality such as politics, religion, education etc.

#### **HAUL<sub>1</sub> 114 INTRODUCTION TO HAUSA ORAL AND WRITTEN LITERATURE (2 CREDITS) C**

Introduction to the various genres of Hausa Literature e.g. Hausa Oral Literature, such as folktales, oral songs. Proverbs and children's games, as well as Pre and post 19<sup>th</sup> century written poetry, prose and drama. Also, History of Hausa Oral Literature and the Biography of some famous Hausa Oral Poets shall be covered.

### **NCE I (100 LEVEL) SECOND SEMESTER**

**HAUL<sub>1</sub> 121                      HAUSA PROSE                      (2 CREDITS)C**

A comparative study of Hausa prose in respect of form, content and style. In-depth analysis of certain issues/themes of such prose and their relevance to present day Hausa society. Periodic identification of particular works and authors to be selected for study.

**HAUL<sub>1</sub> 122                      HAUSA PEOPLE AND THEIR CULTURE                      (2 CREDIT) C**

The course will focus on the socio-cultural aspects of the Hausa people from both the historical as well as contemporary perspectives. Main topics to be covered shall include the Hausa life cycle, social mores and set up, festivities, traditional authority, traditional medicine, as well as marriages, worship, kinship and family life. Efforts shall be made in contrasting the past and the present especially in respect to marriage, family life, child bearing and youth related activities.

**HAUL<sub>1</sub> 123    METHODOLOGY OF TEACHING HAUSA L1                      (1 CREDIT) C**

An overview of the available syllabus of Hausa Language in the formal school system especially in primary and secondary schools. Basic principles of Hausa L1 teaching/learning. Different strategies for teaching different topics in Hausa (Language literature, culture and translation). Lesson notes/scheme of work /record of work in Hausa Language:- preparation, usage and evaluation.

**HAUL<sub>1</sub> 124    INTRODUCTION TO GENERAL LINGUISTICS                      (2 CREDITS) C**

Definition and nature of language.  
Use of Hausa as the source data language to introduce structural aspects of descriptive linguistics such as phonetics, phonology, morphology, syntax and semantics.

**NCE II (200 LEVEL) FIRST SEMESTER**

**HAUL<sub>1</sub> 211                      PHONETICS/PHONOLOGY OF HAUSA                      (2 CREDITS) C**

Speech organs. Description of Hausa sounds in terms of place and manner of articulation and stricture. Simple phonological processes such as deletion, assimilation palatalization, labialization, neutralization, Hausa prosodic features, and syllable structure.

**HAUL<sub>1</sub> 212 METHODOLOGY OF TEACHING HAUSA (1 CREDIT) C**

Designing, improvising, selecting, adopting and using varieties of teaching aids for effective teaching of Hausa Language, Literature and culture. This shall include the following:

- a. Methods of teaching population/family life education including value clarification:
- b. Development and Evaluating Teaching materials  
Functions, types, construction and administration of appropriate tests in Hausa.  
Language Learning Theories:
  - i) Behaviourist Theories
  - ii) Cognitive Theories
  - iii) Language Acquisition device.

**HAUL<sub>1</sub> 213 MORPHOLOGY OF HAUSA (1 CREDIT) C**

Definition, typology and classification of Hausa morphemes. Morphological Processes: Affixation, Word formation, Inflectional and derivational morphology.

**HAUL<sub>1</sub> 214 HAUSA SYNTAX (2 CREDITS) C**

Hausa verbal and tense system, the Hausa sentence and its constituents. Gender, number and agreement. Simple declarative (kernel), interrogative, imperative as well as relativised sentences

**NCE II (200 LEVEL) SECOND SEMESTER**

**HAUL<sub>1</sub> 221 HAUSA RESEARCH METHOD (1 CREDIT) C**

Nature of Hausa research method.  
Areas in need of research  
Sources, techniques and methods of data collection and analysis.  
Interview, Quotionnaire and resource persons.  
Project format in Hausa Language.  
Biography.

**HAUL<sub>1</sub> 222 TRANSLATION (THEORY AND PRACTICE) (2 CREDITS) C**

Techniques of Translation. Practical – Passages for translation shall be extracted from newspapers, magazines, or texts that feature among other topics on:

- i. The prevention and control of STD/AIDS
- ii. The harmful effects of pesticides and germicides, eg. DDT on animals and human beings.
- iii. The consequences of overcrowding, population explosion and bad home management.
- iv. Any scientific and technological breakthrough that improves the quality of life of the people.
- v. Review of Translated Texts.
- vi. Any important and current topic.

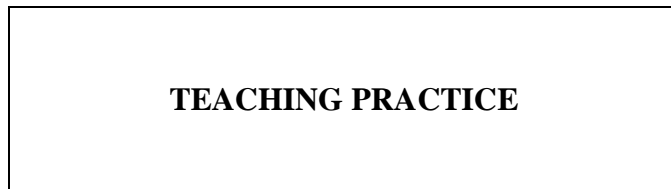
**HAUL<sub>1</sub> 223 HAUSA ORAL LITERATURE (1 CREDIT) C**  
Aspects of Hausa folktales, e.g. Habaici, Kirari, kacici-kacici, Karin Magana, Hikaya, Zambo, Saye, Adon Harshe, etc.

**Hausa Oral songs:**

- i. Work songs e.g. Waƙoƙin dabe, noma, niƙa, daka, etc.
- ii. Children's Songs:- Waƙoƙin gaɗa da na biki da na wasanni na maza da mata
- iii. Praise Songs:- (waƙoƙin makaɗa): Emphasis on their forms, functions and typology.

**HAUL<sub>1</sub> 224 HAUSA OCCUPATIONS AND CRAFTS (1 CREDITS) E**  
A contrastive study of Hausa Traditional and Modern Occupations, especially in respect of the effects of modern science/technology on traditional/technological occupations. Gender and age based occupations (both contemporary and traditional). There shall be one week excursion to enable students see physically for themselves, various types of Hausa crafts.

**NCE III (300 LEVEL) FIRST SEMESTER**



**NCE III (300 LEVEL) SECOND SEMESTER**

**HAUL<sub>1</sub> 321 ADVANCED HAUSA COMPOSITION AND ORTHOGRAPHY (2 CREDITS) C**

Advanced Hausa composition and orthography (composition types and exercises). Intensive practice on Hausa orthography including review of written texts such as Hausa newspapers, magazines, novels etc.

**HAUL<sub>1</sub> 322 HAUSA DRAMA (1 CREDIT) C**

Types of Hausa Drama (Traditional and Modern).  
A comparative study of Hausa Drama in respect of form, content and style, indepth analysis of certain issues/themes of such drama and their relevance to present day Hausa society. Periodic identification of particular works and authors to be selected for study.

**HAUL<sub>1</sub> 323 HAUSA POETRY**

**(2 CREDITS) C**

A comparative study of 19<sup>th</sup> and 20<sup>th</sup> century Hausa poems in respect of form, content and style. In-depth study/analysis of certain issues/themes of such poems and their relevance to present day Hausa society. Periodic identification of particular works and authors to be selected for study.

**HAUL<sub>1</sub> 324 VARIETIES OF HAUSA**

**(2 CREDITS) C**

Analysis and typological description of Hausa regional and social dialects and registers. Causal factors: The evolution and standardization of the dialect of common use (standard Hausa).

## **HAUSA L<sub>2</sub> SYLLABUS**

### **1. PHILOSOPHY**

Human activity can be described as educational, for human beings are distinguished by their capacity to learn, and learning is usually co-operative. "Education" can refer both to formal activity within controlled and planned educational institutions, and to the more informal upbringing of children in homes through the mentoring of parents or guardians

Language is the string that binds society together. It also gives meaning to the communal existence of man. The vibrancy of media, academia and the continuity of culture and of cultural apparatus and the transmission of same is intricately linked to the expertise and credibility of the teacher.

The mother tongue of the child is closely related to the child's growth and development i.e. cultural, psychological, and mental. Teaching and learning in the mother tongue helps in the quicker acquisition, retention, dissemination and use of knowledge in other subjects.

Literature encapsulates the totality of a people's customs and costumes, manners and mannerism which have crystallized over time and reflects in every facet of their lives which only finds expression in language. Hausa language is both the vehicle of knowledge, world view and the shortest route to a child's conception and comprehension of concepts.

### **2. OBJECTIVES**

At the end of the programme the student should:-

- a) be able to understand clearly simple Hausa whether spoken or written;
- b) be able to reasonably express his/her thoughts and experiences in simple spoken or written Hausa.;
- c) be able to reasonably teach Hausa at Primary or Junior Secondary levels in the absence of a trained L<sub>1</sub> teacher;
- d) be able to pass the GCE O/Level in Hausa thereby laying a good foundation for further studies in the language.

### **3. ADMISSION REQUIREMENTS**

Candidates wishing to study Hausa L<sub>2</sub> need not to have had any previous knowledge of the language but interest and must meet the normal minimum admission requirements for the NCE programme as stipulated by the appropriate authority.

### **4. FACILITIES FOR HAUSA L<sub>2</sub>**

Same as in **HAU L<sub>1</sub>** course



## **5. PERSONNEL**

- a) Same as in **Hausa L<sub>1</sub>** course.
- b) Staff Exchange Programme.

Bilateral exchange of language lecturers for a one year duration between Colleges offering L<sub>2</sub> programmes is a tested and viable option. This is recommended.

## **6. MODE OF TEACHING**

Same as in HAU L<sub>1</sub> course except that the native speakers of the target language resident in the community where the college is located must be fully utilized in language related programmes and activities.

## **7. GRADUATION REQUIREMENTS**

- a) Same as in **HAU L<sub>1</sub>** course.
- b) Acculturation programme:

As part of the course requirement, students of this programme are expected to spend a minimum of twelve weeks in an institution where the language is spoken. The students are expected to live among the people, improving their spoken skill through contact with native speakers as well as learning the culture of the people.

They are also expected to spend their time teaching their Second Majors in the cooperating institutions, usually Secondary Schools, which should normally be in session during the period. The host state or cooperating institutions have no financial commitments to the visiting students beyond accommodation.

In addition to this, visits and other cultural activities are expected to be organized for the students within the communities of native speakers of their target language around the college location. The officially designated place for Hausa immersion is the Federal College of Education, Kano.

## **8. TEACHING PRACTICE**

Same as in **HAU L<sub>1</sub>** course.

## **9. PROJECT**

Same as in **HAU L<sub>1</sub>** course.

## **10. SUBJECT COMBINATION**

Same as in **HAU L<sub>1</sub>** course.

## COURSES AND STATUS

<b>COURSE CODE</b>	<b>NCE 1 – ZANGON KARATU NA FARKO</b>	<b>CREDIT(S)</b>	<b>STATUS</b>
HAU L2 111	Sadarwa ta hanyar saurare da magana a harshen Hausa	<b>2</b>	<b>C</b>
HAU L2 112	Gabatar da rubutu da karatu a harshen Hausa	<b>2</b>	<b>C</b>
HAU L2 113	Gabatar da tarihin Hausawa da al'adunsu	<b>2</b>	<b>C</b>
	<b>TOTAL</b>	<b>6</b>	

	<b>NCE 1 – ZANGON KARATU NA BIYU</b>		
HAU L2 121	Ci gaba da koyon sadarwa ta hanyar sauraro da Magana	<b>1</b>	<b>C</b>
HAU L2 122	Ci gaba da karatu da rubutu a harshen Hausa	<b>1</b>	<b>C</b>
HAU L2 123	Hanyar koyar da harshen Hausa a matsayin harshe na biyu	<b>2</b>	<b>C</b>
HAU L2 124	Samun damar cudanya da Hausawa don laƙantar harshen Hausa	<b>2</b>	<b>C</b>
	<b>TOTAL</b>	<b>6</b>	

	<b>NCE II – ZANGON KARATU NA FARKO</b>		
HAU L2 211	Sadarwa a cikin harshen Hausa	<b>2</b>	<b>C</b>
HAU L2 212	Karatu da rubutu a zurfafe	<b>1</b>	<b>C</b>
HAU L2 213	Ci gaba da tarihin Hausawa da al'adunsu II	<b>1</b>	<b>E</b>
HAU L2 214	Hanyar koyarwa: koyon Hausa da kayan koyarwa	<b>2</b>	<b>C</b>
	<b>TOTAL</b>	<b>5C+1E=6</b>	

	<b>NCE II – ZANGON KARATU NA BIYU</b>		
HAU L2 221	Ci gaba da sadarwa a harshen Hausa	<b>1</b>	<b>C</b>
HAU L2 222	Fassara	<b>2</b>	<b>C</b>
HAU L2 223	Amfani Da Kayan Koyarwa a aikace	<b>2</b>	<b>C</b>
HAU L2 224	Gabatar da ilimin Furuci d'ka'idojin rubutu	<b>2</b>	<b>C</b>
	<b>TOTAL</b>	<b>7</b>	

	<b>NCE III – ZANGON KARATU NA FARKO</b>		
	<b>GWAJIN AIKIN KOYARWA</b>	<b>6</b>	

<b>NCE III – ZANGON KARATU NA BIYU</b>			
HAU L2 321	Zuzzurfar sadarwa a harshen Hausa	<b>1</b>	<b>E</b>
HAU L2 322	Gabatar da nahawun Hausa	<b>2</b>	<b>C</b>
HAU L2 323	Zube a adabin Hausa	<b>2</b>	<b>C</b>
HAU L2 324	Wakofi a adabin Hausa	<b>2</b>	<b>C</b>
HAU L2 325	Wasan kwaikwayo a adabin Hausa	<b>1</b>	<b>E</b>
		<b>6C+1E=7</b>	

#### SUMMARY

Course Status	Total
Compulsory	<b>30</b>
Elective	<b>02</b>
Total	<b>32</b>

## 11. COURSE DESCRIPTION

### NCE I – ZANGON KARATU NA FARKO

#### HAU L2 111 SADARWA TA HANYAR SAURARE DA MAGANA A HARSHEN HAUSA (2 CREDITS) C

- a. Gaisuwa. A nan, ana so dālibai su iya saukafan gaishe – gaishe. Misali – Ina kwana/yini; Barka/Sannu da aiki/hutawa, da sauransu.
- b. Sassaukar tattaunawa. Misali – Mene ne sunanka? Mene ne sunanki? Mene ne sunanku? Mene ne wannan da sauransu.
- c. Ba da umarni sassauka. Misali – zo, tashi, zauna, je ka rufe kofa da sauransu.
- d. Sunayen abubuwan da ke kewaye da mu. Misali – sunayen abubuwan da ke cikin aji, makaranta, gida, hanya, kasuwa, jikin mutum da sauransu.
- e. Yin amfani da aikatau wajen gina jimloli masu sauki.
- f. Alkaluma da kidaya:- 1 – 100
- g. Ci gaba da koyon gaishe-gaishe. Misali gaida majinyaci, da yin jaje, da yin barka, da makamantansu. Ci gaba da tattaunawa – yadda ake huldar ciniki, lamuni da karbar aro

#### HAU L2 112 GABATAR DA RUBUTU DA KARATU A HARSHEN HAUSA (2 CREDITS) C

- a) Karatun saukafan jimloli dangane da HAU L2 waƙanda ba su kasa kalmomi goma ba, ba su kuma gaza kalmomi shida ba. Ana iya amfani da wasu abubuwa don fahimtar da masu koyo domin cimma manufar darasi.
- b) Karatun kalmomi da kuma rubuta su ta hanyar nuna hotuna
- c) Gabatar da baƙaƙe da wasula na Hausa ta hanyar nuna yadda ake rubuta su. Misali – baki da wasali. Dangantakar yanayin furuci da baƙaƙe da wasula na Hausa watau gabatar da ka'idojin rubutu na Hausa.

#### HAU L2 113 GABATAR DA TARIHIN HAUSAWA DA AL'ADUNSU (2 CREDITS) C

- a) Gabatar da tarihi da al'adun Hausawa, inda suke a duniya, tarihin asalinsu da dangantakarsu da sauran kabilun Nijeriya.
- b) Tsarin mulki irin na al'adun Hausawa
- c) Dangantakar iyali
- d) Dabi'unsu da addininsu, sutura, da'ar sa suturar da ta dace da kuma tsafta
- e) Maguzanci da addinin Musulunci
- f) Dabi'un Hausawa da addininsu.

### NCE I – ZANGON KARATU NA BIYU

**HAU L2 121 CI GABA DA KOYON SADARWA TA HANYA SAURARO DA MAGANA  
(1 CREDIT) C**

- a. Ci gaba da koyon gaishe-gaishe. Misali gaida majinyaci, da yin jaje, da yin barka, da makamantansu.
- b. Ci gaba da tattaunawa – yadda ake huldar ciniki, lamuni da karɓar aro
- c. Ci gaba da alkaluma da kidaya:- 100 zuwa abin da ya sauka
- d. Faɗar lokaci – lokutan rana, ranakun mako, watannin shekara, sunannakin yanayi – zafi, sanyi/hunturu, yanayin ruwa, rafuku, kurmi, da sauransu.
- e. Sanin alkiblu, launuka, siffofi da surorin abubuwa.
- f. Wakilan suna (ya, ta, su da sauransu) a Hausa da kuma yin amfani da su wajen gina jimloli don fito da su.
- g. Gabatar da saukakan Karin Magana, kirari da kacici-kacici.

**HAU L2 122 CI GABA DA KARATU DA RUBUTU A HARSHEN HAUSA  
(1 CREDIT) C**

- a) Sautuka da yayayin furuci tare da ka'idojin rubutu a harshen Hausa.
- b) Kalmomin Hausa da gina jimloli.
- c) Karatu da rubutun saukakan sakkin layi

**HAU L2 123 HANYAR KOYAR DA HARSHEN HAUSA A MATSAYIN HARSHE NA  
BIYU (2 CREDITS) C**

A wannan kwas za a zaɓi kayayyakin koyarwa da suka dace da harshen Hausa domin yin amfani da su; sannan a gabatar da ainihin tsintsar matani tare da aiwatar da kayayyakin koyarwar.

**HAU L2 124 SAMUN DAMAR CUDANYA DA HAUSAWA DON LAKANTAR  
HARSHEN HAUSA (2 CREDITS) C**

Lakantar harshe da fahimtarsa ya danganta ne da samun damar cudanya da kuma mu'amala da ma'abuta harshe, musamman ma dangane da al'adun Hausa da dabi'unsu da tarihinsu. Wadannan abubuwa za su samu ne ta hanyar ma'abuta harshe da cudanya da su. Saboda haka, ana bukatar dalibi da ya kwatanta wadannan abubuwa da ainihin al'adunsa na kansa da na al'ummarsa ta hanyar tara rahotannin da ya samu yayin wannan al'amari.

**NCE II – ZANGON KARATU NA FARKO**

**HAU L2 211 SADARWA A CIKIN HARSHEN HAUSA (2 CREDITS) C**

- a) Magana ta baka wadda ta kunshi sassaukan suna da aikatau
- b) Sassaukar jimla da hardadɗiyar jimla misali.

- i. Audu ya zo gida
- ii. Inna tana dafa abinci
- iii. Lami ta zo jiya da daddare
- iv. Inna ta fara aikin abinci tun da safe.
- c) Auna fahimta ta baka wadda ta kunshi sassaukan labari: zube, tattaunawa, siffantawa, kamantawa da sauransu.
- d) Ci gaba da saukaƙan Karin Magana, kirari da kacici-kacici.

**HAU L2 212 KARATU DA RUBUTU A ZURFAFE (1 CREDIT) C**

- a) Karatun gutsuren shafi
- b) Karanta hira ko tattaunawa mai ɗan tsauri
- c) Labari wanda ya kama daga kalmomi ɗari ɗaya zuwa ɗari biyar
- d) Takaitattun labaru.

**HAU L2 213 CI GABA DA TARIHIN HAUSAWA DA AL'ADUNSU II (1CREDIT) E**

- a) Al'adun Hausawa – wasannin yara maza da mata
- b) Sana'o'in Hausawa (maza) – noma, kira, gini, saƙa, sassaka, rini da sauransu.
- c) Tasirin addinin Musulunci da na `yan mulkin mallaka a kan al'adun Hausawa.
- d) Harshe da al'ada
- e) Watsuwar harshen Hausa a Afirka ta Yamma.

**HAU L2 214 HANYAR KOYARWA: KOYON HAUSA DA KAYAN KOYARWA (2 CREDITS) C**

- a) Kayayyakin koyarwa
- b) Hanyar koyarwa ta dundundun a harshe
  - i. Tabbatacciyar hanya
  - ii. Hanyar farat da garaje
  - iii. Hanyar amfani da fassara (shirye –shiryen koyarwa kan manhaja)
- c) Shiri domin tafiyar da harkokin aji.

**NCE II – ZANGON KARATU NA BIYU**

**HAU L2 221 CI GABA DA SADARWA A HARSHEN HAUSA (1 CREDIT)C**

- a) Sassaukan Insha`i`
- b) Karatun Auna Fahimta
- c) Rubutun wasiƙa

**HAU L2 222 FASSARA (2 CREDITS) C**

- a. Dangantakar harshen Hausa da sauran harsunan Nijeriya, musamman ma harshen mai koyo
- b. Fassara daga Hausa zuwa turanci; kuma daga Turanci zuwa Hausa.
- c. Fassarar zaɓaɓɓen matani (zube)

- d. Amfanin fassarar kai-tsaye da ta nan-take ta maganganu ko ta littafi.

**HAU L2 223 AMFANI DA KAYAN KOYARWA A AIKACE (1 CREDIT) E**

- a. Aiki da dakin bincike  
b. Daukar muryar ma'abucin harshe don saurare  
c. Gabatar da aikin koyarwa da kuma kayayyakin koyarwa.

**HAU L2 224 GABATAR DA ILIMIN FURUCI DA KA'IDOJIN RUBUTU (2 CREDITS) C**

- a. Gabatar da ilimin furuci  
b. Ci gaba da ka'idojin rubutun Hausa, musamman ma yadda kula da hadawa ko raba kalma ke kawo canji ko jirkitar ma'anar jimla.  
c. Lafantar baƙaƙe da wasulan Hausa tare da ba da muhimmanci kan sauti da furuci, musamman ma waƙanda babu irinsu a harshen mai koyo don Lafantar furucin da sautin da kuma wuraren furta su.  
d. Dangantakar ka'idojin rubutun Hausa da na Larabci da kuma Turanci.

**NCE III – ZANGON KARATU NA FARKO**

**GWAJIN AIKIN KOYARWA**

**NCE III - ZANGON KARATU NA BIYU**

**HAU L2 321 ZUZZURFAR SADARWA A HARSHEN HAUSA (1 CREDIT) E**

- a) Sadarwa ta hanya magana da tattaunawa da faɗakarwa, watau hira tsakanin mutane biyu, misali abokan hira, ladubban lafazi da kuma hira ko tattaunawa.  
b) Karatun auna fahimta a kan labari rubutacce (zube)  
c) Rubutun Insha'i – Labari da siffance da muhawara da kamantawa da rubutun hira, da sauransu.

**HAU L2 322 GABATAR DA NAHAWUN HAUSA (2 CREDITS) C**

- a) Yankin suna:  
i. Gabatarwa a kan suna a Hausa. Misali, gama-gari, sunan yanka da sauransu.  
ii. Jinsi a Hausa.  
iii. Takaita tattaunawa a kan suna tilo da jam'i.  
iv. Tilo da jam'i.  
b) Wakilin suna :  
Ire-iren wakilin suna – mai zaman kansa da wararre da sauransu.  
c) Ci gaba da tattaunawa kan lokatai – shudadde, mai ci, mai zuwa, bi-sabo, da sauransu.  
d) Aikatan Hausa.  
i. Masu gaba fiɓɓiyu  
ii. Gabatarwa kan auna aikatan Hausa.

**HAU L2 323 ZUBE A ADABIN HAUSA (2 CREDITS) C**

- a) Bayani a kan rubutaccen adabi
- b) Nazarin zababben littafi

A nemi littafi daya ko biyu a kan abubuwan can biyu da aka bayyana a baya don a yi amfani da su. Misali a iya zaben littatafai daga cikin wadanda Ibrahim Yaro Yahaya ya wallafa, watau nazarin Hausa a Makarantun Firamare (1-5).

**HAU L2 324                      WAKOKI A DABIN HAUSA                      (2 CREDITS) C**

- a) Bayanin ma'anar waka
- b) Nazarin wakar baka
- c) Nazarin rubutacciyar waka.

**HAU L2                      325 WASAN KWAIKWAYO A ADABIN HAUSA                      (1 CREDIT) E**

- a) Gabatar da wasan kwaikwayo a Hausa
- b) Nazarin zaɓaɓɓen littafin wasan kwaikwayo



## **IGBO LANGUAGE (IGBO L<sub>1</sub>)**

### **b) PHILOSOPHY**

Igbo Language is studied as a means of communicating ideas and disseminating learning as well as providing for a total growth and development of the child. The student teacher should not only be a professional but also a specialist who will be pedagogically equipped with adequate skills and competencies. Therefore, the philosophy of the programme is aimed at producing an articulate, dynamic, innovative and well-motivated teacher who will be well-equipped to teach Igbo language as a first language in the Junior Secondary School level of the Basic Education System.

### **c) OBJECTIVES**

Specifically, the objectives are as in the following:

- a) Equip the student with basic language skills of listening, speaking, reading and writing in the current and approved orthography.
- b) Teach the student the sounds, lexis and structure of the Igbo Language.
- c) Expose the student to available oral and written literatures in the Igbo language.
- d) Teach, promote and preserve Igbo cultural heritage through the use of Igbo Language.
- e) Equip the student with the techniques and principles of teaching and evaluating in the Igbo Language.
- f) Motivate the student to apply the various language skills he has learnt to further promote the development of Igbo Language through creative writing, criticism, appreciation, socio-cultural activities, film making, song writing etc.
- g) Foster the use of Igbo Language as a medium of instruction in schools.

### **d) ADMISSION REQUIREMENTS**

#### **i. GENERAL**

- a) A Senior Secondary School Certificate (SSC) NECO or G.C.E. 'O' level with credits in four (4) subjects, including English Language, at two sittings. Two of the credits should be relevant to the course the candidate wishes to offer. A pass in Mathematics may, however, be required.
- b) A Grade II Teacher's (TC II) with credit or merit in three subjects, two of which must be relevant to the course the student wishes to offer. Credit and Merit in English Language and/or Mathematics may be a requirement in some courses.
- c) For candidates wishing to offer courses in Vocational and Technical Education, R.S.A. in City and Guilds Intermediate Certificate, with the Federal Craft Training Certificate with credit/merit in at least four subjects are acceptable qualifications.

- d) Associateship Certificate in Education awarded by an approved institution in Nigeria or abroad, is also an acceptable qualification.
- e) Successful candidates in the Pre-NCE final examination who also take and succeed in a selection examination organized by an accredited body would also be qualified for admission.
- f) All candidates wishing to be considered for admission must enroll for and write the selection examination organized by an accredited body such as JAMB.
- g) It should be noted that some colleges may in addition to all of the above, administer their own elimination tests and or interviews for some courses. This is legitimate.

**ii. ADDITIONAL**

In addition to the general admission requirements for the NCE, candidates wishing to major in Igbo must have a credit in the language at the SSCE/NECO or GCE 'O' Level. Candidates who have passed Pre-NCE Igbo Examination may also be admitted.

**4. FACILITIES**

- i) **Classrooms:** The Classrooms must be spacious enough and well equipped. There should be no sharing of classroom to avoid clashes.
- ii) **Laboratories/Studios etc:** A well-equipped language laboratory capable of sitting at least 30 students must be installed.
- iii) **Staff Offices:** Each Senior Academic Staff should have a comfortably – furnished office to himself/herself. There should also be an office for support staff (typists, clerks) with relevant equipment, e.g. computers, reproduction machines etc.
- iv) **Books in the College Library:** There must be enough books to cover all the areas of the subject to the ratio of one student to ten books. Besides, there must be a well-equipped Departmental Library to complement the College Library.

**Other specialized facilities:** Mini-museum or Culture room.

- An I.P.A. Computer.
- Cassette recorders, tapes and batteries.
- Video tape recorders and Cassettes.
- A sound-proof dedicated peer-group teaching laboratory.

## 5. **PERSONNEL**

### I. **Academic Staff:**

For effective teaching of Igbo as a single major, at least eight (8) academic staff are required. Academic staff should hold, at least, a first degree (second class lower) and a minimum teaching qualification of NCE. Acquisition of a higher degree is an added advantage.

The Academic staff should be distributed thus:

- a) Two lecturers for Igbo Language
- b) Two lecturers for Igbo Literature
- c) One lecturer for Igbo Culture
- d) One lecturer for Igbo methodology
- e) Two lecturers for Igbo linguistics

For effective teaching of L<sub>1</sub> and L<sub>2</sub> in one department, a minimum of 12 academic staff are required.

### II. **Non-Academic.**

The following support staff are required:

- i. One Laboratory Technician
- ii. One Computer Operator
- iii. One Messenger
- iv. One Clerical Officer
- v. One Curator

## 6. **MODE OF TEACHING**

Various methods of teaching L<sub>1</sub> and L<sub>2</sub> appropriate to the topic should be used. Tutorials and field trips should be carried out when necessary. The native speakers of the Igbo language resident in the Community where the College is located must be fully utilized in language related programmes and activities.

## 7. **GRADUATION REQUIREMENTS**

All students of Igbo programme must earn:

(a) General Education	=	30 Credit Units
(b) Teaching Practice	=	6 Credits Unit
(c) General Studies	=	18 Credit Units
(d) Igbo	=	32 Credit Units
(e) Any other Teaching Subject	=	32 Credit Units
Total	=	<b>118 Credit Units</b>

8. **TEACHING PRACTICE**

Every student is required to do Teaching Practice, and the credit earned recorded under EDU 324. It would be convenient to dedicate the 1<sup>st</sup> semester 3<sup>rd</sup> year to TP. Expediently therefore the courses should be redistributed such that the credit summation is retained.

9. **PROJECT**

Every student is required to write and submit a Project in either Igbo, second teaching subject or Education and the credit earned recorded under EDU 323.

10. **SUBJECT COMBINATION**

The possible combinations are:

- a) Igbo /English
- b) Igbo /French
- c) Igbo/Yoruba L<sub>2</sub>
- d) Igbo /Hausa
- e) Igbo /CRS
- f) Igbo /ISS
- g) Igbo /Arabic
- h) Igbo /Music
- i) Igbo /Social Studies
- j) Igbo /History
- k) Igbo/Culture and Creative Arts

Igbo may also be combined with any other subject approved by the college.

**NDINAYA**

**AFO KEMBU- SIMESTA KEMBU**

<b>COURSE CODE</b>	<b>COURSE TITLES</b>	<b>CREDITS</b>	<b>STATUS</b>
IGBOL <sub>1</sub> 111	NSIRITOLITE OMUMU ASUSU NA AGUGUALA IGBO	3	C
IGBOL <sub>1</sub> 112	NDUBA NA FONETIIKISI NA FONOLOJI IGBO	2	C
IGBOL <sub>1</sub> 113	NDUBA N' UTOASUSU NA MOFOLOJI IGBO	2	C
IGBOL <sub>1</sub> 114	IDE EDEMEDE NA AGHOTAAZAA	8	C
	Total		

<b>SIMESTA NKE ABUO</b>			
IGBOL <sub>1</sub> 121	USORO NKUZI	2	C
IGBOL <sub>1</sub> 122	NDUBA N' AGUMAGU ONU NA NKE E DERE EDE	2	C
IGBOL <sub>1</sub> 123	NDU NDI IGBO GBASATARA OMENAALA HA, EWUMEWU NDI IGBO NA NJEM MMUTA	2	C
	Total	6	

<b>AFO NKE ABUO</b>			
IGBOL <sub>1</sub> 211	ODINIIGHA IGBO	2	C
IGBOL <sub>1</sub> 212	UTOASUSU NA MOFOLOJI IGBO	2	C
IGBOL <sub>1</sub> 213	USORO NKUZI NA NKUZI NTA	2	C
IGBOL <sub>1</sub> 214	NDUBA NA USORO NCHOCHA	1	C
	Total	7	

<b>SIMESTA NKE ABUO</b>			
IGBOL <sub>1</sub> 221	EJIJE IGBO	1	C
IGBOL <sub>1</sub> 222	AKANKA IGBO	1	C
IGBOL <sub>1</sub> 223	NKWENYE NA EKPEMEKPE NDI IGBO	1	C
IGBOL <sub>1</sub> 224	OMUMU ABU IGBO NDI A HOORO	1	C
IGBOL <sub>1</sub> 225	IJI ASUSU IGBO ARU ORU	1	C
IGBOL <sub>1</sub> 226	NTUGHARI N' IGBO	1	C
	Total	6	

AFO NKE ATO	(OMUMU NKUZI)
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	<b>SIMESTA NKE ABUO</b>		
IGBOL <sub>1</sub> 321	OLUNDI	1	C
IGBOL <sub>1</sub> 322	FONETIKS NA FONOLOJI KATARA AHU	1	C
IGBOL <sub>1</sub> 323	MOFOLOJI NA UTOASUSU IGBO KATARA AHU	1	C
IGBOL <sub>1</sub> 324	PROJEKITI		C
IGBOL <sub>1</sub> 325	OKWU A KPU N' ONU NA NDU NDIGBO	1	C
IGBOL <sub>1</sub> 326	EDEMEDE EKEREUCHE	1	C
	Total	5	

**IGBO L<sub>1</sub>**  
**AFO KEMBU**

**SIMESTA KEMBU**

**IGBO L<sub>1</sub> 111 NSIRITOLI OMUMU ASUSU IGBO** **YUNIT: 3 CREDITS C**

A haziri koosu a iji ziputa etometo igbo dika asusu e dereede bido n'oge ndekoputa mkpuruokwu ruo n'oge mmalite omumu ihe Igbo na mba Sierra Leone. Omumu ihe ndi Naija Mission mere ruo na mmeputa nsoroodide. Ndorondoro nsoroodide ya na etu komitii Onwu siri weta ndorondoro a na njedebe na 1961. Mmalite nsoroodide Onwu. Utu SPILC tunyere okacha oru komitii kestandaizeshon. Aguguala nsiritoli ogborogbodo na omenaala Igbo. Nnyocha epumepu Ndiigbo. Ndiigbo puru mba. Nhazi obodo Ndiigbo na mmekorita di n'etiti obodo na ibe ya. Mmekorita di n'etiti Ndiigbo na agburumba ndi ozo. Nhazi azumaahia na n'agburu olenaole puru iche n'ala Igbo. Azumaahia ohu na mmetuta ndi Yurop. Ojuju ochichi mbiarachiwa na mmeri ndi ocha meriri. Mwube ochichi mbiarachiwa. Etu ochichi mbiarachiwa si metuta akunauba, ewumewu na usoro ochichi n'ala igbo na senchuri iri abuo na otu.

**IGBO L<sub>1</sub> 112 NDUBA NA FONETIKISI NA FONOLOJI IGBO**

**YUNIT: 2 CREDIT C**

Koosu a ga-enye nkowa banyere fonoloji na nkewa nta ndi o nwere, fonemiks na fonim; nkowa fonim nsokwasi nke/fonim oto segmenti na fonim nkè, oganokwu, udidi mkpoputa na ebe mkpoputa. Íkpa maka mmá nsokwasi nkè na oto segmenti d.k. mkponume, mkponimi, mkponegbugbe, udaolu d.g. odidi nkejiokwu Igbo na usoronsieme iheodide.

**IGBO L<sub>1</sub> 113 NDUBA N' UTOASUSU NA MOFOLOJI IGBO** **YUNIT:2 CREDIT C**

Nkowa mofoloji  
Ngalaba di iche iche e nwere na mofoloji  
Mofoloji nsirinweta na mofoloji mgbanwe; ihe di iche n'etiti ha. Nkowa utoasusu. Utoasusu agbaochie na utoasusu agbahuru. Ntulerikota utoasusu agbaochie na utoasusu agbohuru, myiri na ndiiche di n'etiti ha.  
Ihe mgbado ukwu n'iweputa nkejiasusu Igbo  
Nkejiasusu nke ukwu na nke nta n'Igbo

**IGBO L<sub>1</sub> 114 IDE EDEMEDE NA AGHOTAAZAA** **YUNIT: 1 CREDIT C**

Ntùnyé ázù banyere edemede  
Udi edemede e nwegasiri  
Ndemi ihe odide na nke obula n'udi edemede ndi e nwegasiri  
Udi ogugu e nwegasiri.  
Ntunye azu na nka ogugu.  
Ntunye azu banyere nka aghotaazaa.  
Otutu arumaru n'aghotaazaa

## SIMESTA KEABUO

- IGBO L<sub>1</sub> 121**                      **USORO NKUZI**                      **YUNIT: 2 CREDIT C**  
Atumatu nkuzi na nkwaadebe nkuzi/nhazi lesin, nka ajumajuju, etu e si eji ngwa nkuzi eme ihe, nkánsiémé nnwale na nkanduba na nkuzi; nchikwa na nduzi klasị.
- IGBO L<sub>1</sub> 122**                      **NDUBA N’AGUMAGU ONU NA NKE E DERE EDE**                      **YUNIT: 2 CREDIT C**  
Ihe agumagu onu Igbo putara  
Ebe agumagu onu Igbo jeruru.  
Nduba n’udi abu onu Igbo y.b. ifo, abu, ejije. Etu agumagu e derede Igbo siri tolite. Udi agumagu Igbo e dereede e nwere, njirimara udi obula n’ime ha. A ga-eweputa omumaatu di iche iche.
- IGBO L<sub>1</sub> 123**                      **NDU NDI IGBO GBASATARA OMENALA HA, EWUMEWU NDI IGBO NA NJEM MMUTA**                      **YUNIT: 2 CREDIT C**  
Nke a bu koosu nduba nke na-enyocha nsirihuuwa Ndi Igbo na ihe nd ozo toro ntoala ma hazie etu Ndi Igbo si eche echiche, filosofi ha na omume ha d.k. nkàndù Ndi Igbo, usoro ekwemekwe Ndi Igbo, ánú nso⇐, okwu nso, odibendi, odinaala, ka Ndi Igbo si ebikorita onu n’obodo, umunna, usoro olili ozu, mmara ezi ihe na ajo ihe. Ihe di iche n’etiti odibendi, odinala na omenala.

## AFO KEABUO SIMESTA KEMBU

- IGBO L<sub>1</sub> 211**                      **ODINIIGHA IGBO**                      **YUNIT: 2 CREDIT C**  
Omumu akwukwo odinigha isii. A ga-eme ka umuakwukwo muta ihe bu isiokwu, nhazi akuko, agwa na nziputaagwa, asusu na iji asusu mee ihe n’akwukwo ndi a hooro. A ga-esi n’oru ndi odeiduuazi di iche iche hota.
- IGBO L<sub>1</sub> 212**                      **UTOASUSU NA MOFOLOJI IGBO**                      **YUNIT: 2 CREDIT C**  
Ebe mofoloji jeruru, mofim mgbanwe na mofim nsirinweta, imaatu, mgbakwunye n’Igbo – nsinangwa n’asusu, nsonaazu, isingwa na ogwengwaa, nsinangwa n’asusu Igbo, mmekangwaa, inflekshon, jerondu, omee, mmeju, ntado, usoro myinaabuo n’Igbo, nsokwunye, ndiiche di n’etiti mgbakwunye na nsokwunye.
- IGBO L<sub>1</sub> 213**                      **USORO NKUZI NA NKUZI NTA**                      **YUNIT: 2 CREDIT C**  
Etu e si enweta nkejiasusu n’Igbo.  
– N’usoro grama okpu/utoasusu agbaochie  
– N’usoro grama ugbua/utoasusu agbaohuru.  
Nkejiasusu Igbo: mkpoaha, nkowaaha, mbuuzo, njiko, ngwaa, ntimkpu, mgbakwunye, nsokwunye.



**IGBO L<sub>1</sub> 214**                      **NDUBA NA USORO NCHOCHA**                      **YUNIT: 1 CREDIT C**  
Usoro ikuzi aghotaazaa, ihe ndi e ji ngwa nkuzi eme. Ikuzi tensi, ikuzi akuku ufodu n'omenaala Igbo. Ikuzi onunu, udaolu, ikuzi edemedede d.g.

**SIMESTA KEABUO**

**IGBO L<sub>1</sub> 221**                      **EJIJE IGBO**                      **YUNIT: 1 CREDIT C**  
A ga-amu akwukwo ejije isii a hooro. Akwukwo ndi a ga-ahooro ga-abu oru ndiodeejije di iche iche. A ga-eme ka umuakwukwo muta ihe bu isiokwu, nhaziakuko, agwa na nziputaagwa, iji asusu eme ihe d.g.. A ga-eme ntulerita oru ndiodee di iche iche. A ga-eji ejije ugbua na ejije odinala mee omumuihe a.

**IGBO L<sub>1</sub> 222**                      **AKANKA IGBO**                      **YUNIT: 1 CREDIT C**  
Mweta na mmuta asusu, nka asusu: ononu, osusu, ogugu na odide. Nsuhie na ndehie na-adi n'omumu asusu, nríbaasusu n'asusu na ndabanye n'asusu, nseke mmejo na nseke ndi iche. Usoro nkuzi asusu ndi kacha puta ihe na nnwale. Ihe akanka putara. Oru asusu na ihe e ji asusu eme n'agumagu. Mmekorita di n'etiti akanka na agumagu. A ga-eji udi agumagu di iche iche mee ihe omumu a. Mmá akanka na nkánsièmé ntucha na nnyocha agumagu. Mma na oru agumagu onu Igbo. Ndetu na nseke agumagu onu.

**IGBO L<sub>1</sub> 223**                      **NKWENYE NA EKPEMEKPE NDI IGBO**                      **YUNIT: 1 CREDIT C**  
Ka Ndi Igbo si efe ofufe, ichu aja, nso, anu nso.  
Nsirihundu, ndu, agbara/arusi, afa na asusu afa, chi di iche iche, akuko okike, amusu, onwu na olili ozu, iñu iyi/idu isi, ofo na ndu Ndi Igbo. Etu nd Yurop mbu biara si elegara ekpemekpe odinala Ndi Igbo anya nakwa etu ekpemekpe ndi ocha si metuta ekpemekpe odinala Ndi Igbo.

**IGBO L<sub>1</sub> 224**                      **OMUMU ABU IGBO NDI A HOORO**                      **YUNIT: 1 CREDIT C**  
A ga-amu oru ndi odeabu Igbo isii. A ga-akpalite mmasi umuakwukwo ka ha mee nseke ntulerita oru ndi odeabu ndi a.

**IGBO L<sub>1</sub> 225**                      **IJI ASUSU IGBO ARU ORU**                      **YUNIT: 1 CREDIT C**  
Ihe omumu a gunyere ide edemedede, aghotaazaa, asusu otu na iji ya suo asu maobu dee ede: atumatu okwu na asusu nka.  
Mkparita n'Igbo di ezigbo mkpa iji arumaru mmumi mee ka ihe omumu a doo anya.

**IGBO L<sub>1</sub> 226**

**NTUGHARI N’IGBO**

**YUNIT: 1 CREDIT C**

Ihe nlere anya n’ime usughari  
Ndenwensoroodide, ntapiasusu.

Ederede ndi a ga-eji amu ime nsughari ga-esi n’akwukwo akuko, magazine, maobu ihe odide ndi nwere isiokwu dika mma oria obirinaajaocha na mgbochi ya, muo ka i ga-azu, mgbaga n’obodo meperela na nsogbu ndi so ya, ihe ndi megidere oha d.k. iso ajo otu, igba akwuna, iñu ogwu agharaaghara d.g.

**AFO KEATO**

**SIMESTA KEMBU**

*(Cheta na e weputara simesta nke a maka nka omumunkuzi)*

**SIMESTA KEABUO**

**IGBO L<sub>1</sub> 321**

**OLUNDI IGBO**

**YUNIT: 1 CREDITS C**

Gini bu olundi? odiiche n’Izugbe

Okpokopi olu asusu Igbo

Olundi di iche iche n’Igbo Tulerikota ha na odiiche n’Izugbe.

Njirimara olundi: imaatu, njirimara site n’azo lingwistiiki na site n’odidi ogborogbodo na omenala. Ntulerikota olundi ufodu a hoooro na Igbo Izugbe.

**IGBO L<sub>1</sub> 322**

**FONETIKISI NA FONOLOJI IGBO KÁTÁRÁ AHU**

**YUNIT: 1 CREDITS C**

Katigori utoasusu n’Igbo. Osoje katigori utoasusu – pesin, nomba, keesi na jenda.

Katigori ngwaa – tensi na aspekiti, polariti, muud na modaliti, nseke ahiriokwu na nkebiahiri.

Nkenuudi mgbakwunye Igbo gbadoro ukwu n’oru ha – infleshon, deriveshon na ekstenshon.

Mofim ikwe nkerisi. Usoro mmebeokwu.

Alomofu n’Igbo.

**IGBO L<sub>1</sub> 323**

**MOFOLOJI NA UTOASUSU IGBO KÁTÁRÁ AHU**

**YUNIT: 1 CREDIT C**

Nkowa na nkewasi uda, ndeputa; fonim na alofonu, ndoko nkejiokwu, ndapu uda, nsùkò, olulo.

Ndakorita udaume d.g.

Tonoloji Igbo.

**IGBO L<sub>1</sub> 324****PROJEKITI**

O di n'iwu na onye obula na-agu asusu Igbo dika olunne ga-ederiri projekiti n'Igbo maabu n'edukeshon. Mana asusu a ga-eji dee nke obula ga-aburiri asusu Igbo. Koosiladi, mgbakota obula e nwetara n'ule projekiti a ga – adaba na mgbakota ule kedukeshon 324.

– ya gazie –

**IGBO L<sub>1</sub> 325****OKWU AKPUNONU NA NDU NDI IGBO YUNIT: 1 CREDIT C**

- a) Usoro akunauba ha ji kwuuru onwe ha, imaatu, iko ugbo, ichu nta, ikpa ihe okpukpa, ikpu uzu, itu ihe otutu, izu ahia. d.g.
- b) Nhazi ochichi na mmekorita mmadu na ibe ya, imaatu, otu, ichi eze, èsìmì, ndorondoro ochichi, ekpemekpe, edukeshon, otu ndorondoro, otu ohoodimma, achumntavotu, nhoputa, nghotahie na mkpezi nghotahie d.g.
- ch) Mmètò ebeobibi, kaesiriwere idi ocha n'ezinaulo, n'ebo, n'obodo. Mkpa o di ichekwa ohia, mkpa o di ichekwa ebensiriputa mmiri onunu, icho ebeobibi mma, íkò fùlávà/okooko.
- d) Izu umunwaanyi n'akwukwo, umunwaanyi isonye na ndorondoro ochichi. Ugbu a, Umu ntoroobia ndi igbo ajula akwukwo.
- e) Njeobirinaajaocha na oria obirinaajaocha HIV/AIDS) – ihe na-ebute ha, mgbochi ha, nleta anya: inwe obi mmetuta maka ndi na-aria njéòbìrínáájá chá na obirinaajaocha), nlede onye na-aria ya anya na iso ha aso, ikpoghachiri ya obiisiike, ntinyeuchu si n'aka goomenti na otu oru obodo. Ntoro mmadu na iji ahu mmadu agwo ogwu ego. Mpu ntunye akwukwo vootu na mpu ule.

**IGBO L<sub>1</sub> 326****EDEMEDE EKEREUCHE****YUNIT: 1 CREDITS C**

Koosu a gunyere imeputa akuko àròròàrò, imeputa mmèwèrè ejije na imeputa odinogbara. Koosu a gunyekwara ide ekwumekwu a ga-ekwu n'onodu di iche iche – ozi nnòd, ozi gaa nke oma, ekwumekwu elimozu, ekwumekwu agbamaakwukwo, ekwumekwu ndiife na mkparitauka. Na ngwucha koosu a, umuakwukwo kwesiri imuta ka e si ede iduuazi, ejije, abu d.g.

## **IGBO LANGUAGE (IGBO L<sub>2</sub>)**

### **1. PHILOSOPHY**

Igbo Language is studied as a means of communicating ideas and disseminating learning as well as providing for a total growth and development of the child. The student teacher should not only be a professional but also a specialist who will be pedagogically equipped with adequate skills and competencies. Therefore, the philosophy of the programme is aimed at producing an articulate, dynamic, innovative and well-motivated teacher who will be well-equipped to teach Igbo language as a second language in the Junior Secondary School level of the Basic Education System.

### **2. AIMS AND OBJECTIVES**

At the end of the programme, students of Igbo L<sub>2</sub> should be able to:

- a) Understand clearly simple Igbo whether spoken or written.
- b) Reasonably express their own thoughts and experiences in simple spoken or written Igbo
- c) Reasonably teach Igbo at the Primary and Junior Secondary School levels, in the absence of a trained Igbo L<sub>1</sub> teacher.
- d) Acquire sufficient proficiency in the language to pass NCE and to pursue further studies in the language.

### **3. ADMISSION REQUIREMENTS**

#### **I. GENERAL**

- a) A Senior Secondary School Certificate (SSC) NECO or G.C.E. 'O' level with credits in four (4) subjects, including English Language, at two sittings. Two of the credits should be relevant to the course the candidate wishes to offer. A pass in Mathematics may, however, be required.
- b) A Grade II Teacher's TC II) with credit or merit in three subjects, two of which must be relevant to the course the student wishes to offer. Credit and Merit in English Language and/or Mathematics may be a requirement in some courses.
- c) Associateship Certificate in Education awarded by an approved institution in Nigeria or abroad, is also an acceptable qualification.
- d) Successful candidates in the Pre-NCE final examination who also take and succeed in a selection examination organized by an accredited body would also be qualified for admission.
- e) All candidates wishing to be considered for admission must enroll for and write the selection examination organized by an accredited body such as JAMB.

- g) It should be noted that some colleges may in addition to all of the above, administer their own elimination tests and or interviews for some courses. This is legitimate.

## II. ADDITIONAL

Candidates wishing to study Igbo L<sub>2</sub> need not have any previous knowledge of the language, but must have INTEREST in studying it.

## 4. FACILITIES

- i) **Classrooms:** The Classrooms must be spacious enough and well equipped. There should be no sharing of classroom to avoid clashes.
- ii) **Laboratories/Studios etc:** A well-equipped language laboratory capable of sitting at least 30 students must be installed.
- iii) **Staff Offices:** Each Senior Academic Staff should have a comfortably – furnished office to himself/herself. There should also be an office for support staff (typists, clerks) with relevant equipment, e.g. computers, reproduction machines etc.
- iv) **Books in the College Library:** There must be enough books to cover all the areas of the subject to the ratio of one student to ten books. Besides, there must be a well-equipped Departmental Library to complement the College Library.

*Other specialized facilities:* Mini-museum or Culture room.

- An I.P.A. Computer.
- Cassette recorders, tapes and batteries.
- Video tape recorders and Cassettes.
- A sound-proof dedicated peer-group teaching laboratory.

## 5. PERSONNEL

### I. Academic Staff:

The same number of staff required for Igbo L<sub>1</sub> is also meant for Igbo L<sub>2</sub>. Staff exchange programme for a one year duration is recommended.

### OTHERS

The support staff required for Igbo L<sub>1</sub> are also to serve for Igbo L<sub>2</sub>

## 6. MODE OF TEACHING

Straight – for – language – Approach (Immersion) should be considered.

Also, the native speakers of the target language resident in the College environment must be fully utilized in preparatory acculturation activities.

**7. GRADUATION REQUIREMENT: Same as in L<sub>1</sub>**

**Acculturation Programme**

In partial fulfillment for graduation, students of this programme would undergo a language immersion programme in a designated centre of excellence for a minimum period of twelve weeks.. The students would live among the people; improving upon their speaking skills through contact with the native speakers and so inculcate in the Igbo cosmology as mirrored in the Igbo language and its regional variants.

They are also expected to spend this time teaching their second majors in co-operating institutions, usually Secondary Schools, which would normally be in session during the period. The host state and co-operating institutions may not have financial commitments to the visiting students beyond accommodation. However, the students could further be assisted in whatever way the host may deem capable. In addition, other cultural activities would be organized for students within the communities of the native speakers during the acculturation programme.

**8. TEACHING PRACTICE**

Every student is required to do Teaching Practice and the credit earned is recorded under EDU 324. It would be convenient to dedicate the 1<sup>st</sup> semester 3<sup>rd</sup> year to TP. Expediently therefore, the courses should be redistributed such that the credit summation is retained.

**9. PROJECT**

Every student is required to write a project in either Igbo or Education, and the credit earned is recorded under EDU 323.

**10. SUBJECT COMBINATION**

The possible Combinations are:-

- a) Igbo /English
- b) Igbo /French
- c) Igbo/Yoruba L<sub>2</sub>
- d) Igbo /Hausa
- e) Igbo /CRS
- f) Igbo /ISS
- g) Igbo /Arabic
- h) Igbo /Music
- i) Igbo /Social Studies
- j) Igbo /History

Igbo may also be combined with any other subject approved by the college.

**NDINAYA**  
**AFO NKE MBU, SIMESTA KEMBU**

<b>COURSE CODE</b>	<b>COURSE TITLES</b>	<b>CREDITS</b>	<b>STATUS</b>
IGBOL <sub>2</sub> 111	NKA NZIRITEOZI ONU I	2	C
IGBOL <sub>2</sub> 112	NDUBA NA NKA ONUNU NA ODIDE N'IGBO	1	C
IGBOL <sub>2</sub> 113	NDUBA N'OMENALA NA EWUMEWU IGBO	2	C
IGBOL <sub>2</sub> 114	NDUBA N'UTOASUSU IGBO	1	C
IGBOL <sub>2</sub> 115	ODINIGHA IGBO	1	E
	<b>TOTAL</b>	<b>6C+1E=7</b>	

	<b>SIMESTA KEABUO</b>	<b>CREDITS</b>	<b>STATUS</b>
IGBOL <sub>2</sub> 121	NKA NZIRITEOZI ONU II	1	C
IGBOL <sub>2</sub> 122	NKA OGUGU NA ODIDE I	1	C
IGBOL <sub>2</sub> 123	MMULITE AGUGUALA NA OMENALA IGBO	1	C
IGBOL <sub>2</sub> 124	USORO NKUZI IGBO I	1	C
IGBOL <sub>2</sub> 125	ORU MBARA NA NNABATA OMENALA	2	C
IGBOL <sub>2</sub> 126	MMULITE UTOASUSU IGBO	1	C
	<b>TOTAL</b>	<b>7</b>	

	<b>AFO KEABUO- SIMESTA KEMBU</b>	<b>CREDIT</b>	<b>STATUS</b>
IGBOL <sub>2</sub> 211	NKA NZIRITEOZI ONU III	2	C
IGBOL <sub>2</sub> 212	NKA OGUGU NA ODIDE II NKE DI ELU	1	C
IGBOL <sub>2</sub> 213	AGUGUALA NA OMENALA IGBO	1	E
IGBOL <sub>2</sub> 214	USORO NKUZI IGBO II	1	C
IGBOL <sub>2</sub> 215	USORO NCHOCHA N'IGBO	1	E
IGBOL <sub>2</sub> 216	NKA NZIRITEOZI KATARA AHU N'IGBO	2	C
	<b>TOTAL</b>	<b>6C+1E=7</b>	

	<b>SIMESTA KEABUO</b>	<b>CREDIT</b>	<b>STATUS</b>
IGBOL <sub>2</sub> 221	NKA NZIRITEOZI ONU IV	1	C
IGBOL <sub>2</sub> 222	NSUGHARI	1	C
IGBOL <sub>2</sub> 223	ÑNWAPUTA	1	C
IGBOL <sub>2</sub> 224	NDUBA NA FONOLOJI NA NSOROEDIDE IGBO	2	C
IGBOL <sub>2</sub> 225	AGUMAGU IGBO	1	C
	<b>TOTAL</b>	<b>6</b>	

AFO KEATO-SIMESTA KEMBU			
	OMUMU NKUZI	6	C

	SIMESTA KEABUO	CREDIT	STATUS
IGBOL <sub>2</sub> 321	EJIJE IGBO	1	E
IGBOL <sub>2</sub> 322	NSUGHARI II	2	C
IGBOL <sub>2</sub> 323	EDEMEDE EKEREUCHE	2	C
IGBOL <sub>2</sub> 324	PROJEKTI		C
IGBOL <sub>2</sub> 325	ABU IGBO	1	E
	TOTAL	4C+1E=5	

### NDINAYA – IGBO L<sub>2</sub>

#### AFO KEMBU – SIMESTA KEMBU

#### IGBO L<sub>2</sub> 111

#### NKA NZIRITEOZI ONU I YUNIT: 2 CREDIT C

Ikpo ihe di iche iche a na-ahugasi anya d.k. akuku ahu mmadu, ulo, uloakwukwo, klasi nakwa ebe di ichiiche di n'obodo d.k. ahia, ulohia, okporouzo d.g. Ikpo aha ihe ndi e ji-ebi n'ulo, nri di iche iche na ihe ndi a na-ahu n'ahia. aha ihe ndinaala

d.k. úgwúúkwú, osimiri, ndagwurugwu, okeohia, úrùkpùigwe, mmiriozuzo, ezu/odommiri, anyim, onwa. A ga-akuzi imeputa ahirimfe site n'isingwaa d.k. bi, ri, cha, ma d.g. A ga-ejikwa ahiri mfe kuzie nnochiaha Igbo.

#### IGBO L<sub>2</sub> 112

#### NDUBA NA NKA ONUNU NA ODIDE N'IGBO

YUNIT: 1 CREDIT C

Igu ahirimfe n'Igbo nke gbadoro ukwu n'IGBO L<sub>2</sub> 111. Ahirimfe ndi ruru ihe di ka mkpuruokwu iri. Igu mkpuruokwu nakwa eserese. Nduba n'uda Igbo na akara e ji edetu ha. Abiidii Igbo (mgbochiume na udaume).

#### IGBO L<sub>2</sub> 113

#### NDUBA N'OMENALA NA EWUMEWU IGBO

YUNIT: 2 CREDIT C

Nkuzi ihe nduba banyere Ndiigbo: Ebe ala igbo di, aguguala ha oge ochie na oge ugbua.

Njirimara Ndiigbo: Nri ha, ekike ha d.g.

Mmekorita ha na agburumba ndi ozo na Najiria.

Usoro ochichi odinaala ha.

Nsíkórítá n'ezinuulo ha, usoro njirikporoihe ha.

Ihe ufodu banyere ekpemekpe Ndiigbo.

#### IGBO L<sub>2</sub> 114

#### NDUBA N'UTOASUSU IGBO

YUNIT: 1 CREDIT C

Ahirimfe

Ndoko ahirimfe Igbo

Mkpoaha, nnochiaha, nkowaaha, nkwuwa,



Onuogugu  
Mmebeokwu  
Njuajuju  
Ajuju aziza ya bu Ee maoobu Mba.

**IGBO L<sub>2</sub> 115**                      **ODINIIGHA IGBO**                      **YUNIT: 1 CREDIT E**

Udi odinigha ndi e nwere n'Igbo  
Njirimara akanka odinigha Igbo  
Omumu Iduuazi Igbo abuo a hooro

**IGBO L<sub>2</sub> 121**                      **AFO KEMBU – SIMESTA KEABUO**  
**NKA NZIRITEOZI ONU II**                      **YUNIT: 1 CREDIT C**

Ekele n'Igbo: N'ulooru

1) Ekele a na-ekele onye na-aga njem na ekele a na-ekele ma onye ahu lota. Ekele a na-ekele onye mmadu nwunahuru. Ekele a na-ekele n'onodu di iche iche.

2) Mkpaitauka di mfe bido n'ebe a na-ere ahia ruo n'inye iwu d.k. mechie uzo, kwuru oto, puo n'ezi, bia ebe a, metu ajaulo aka, gbaa oso, hichaa mgboedemede e.g.

(3) Ikwu oge, elekere, ubochi ndi di n'izùúkà, onwa ndi di n'afo

4) Ikowa:

i) Aha onye, aha obodo, aha kansulu na aha steeti

ii) Ihe onye na-agu

**IGBO L<sub>2</sub> 122**                      **NKA OGUGU NA NKA ODIDE I**                      **YUNIT: 1 CREDIT C**

Nsoroodide: uzo e si akpoko nakwa ede uda Igbo

Igu mkpuruokwu na ahiriokwu Igbo.

Igu na ide nkejiedemede di mfe n'Igbo.

**IGBO L<sub>2</sub> 123**                      **MMULITE AGUGUALA NA OMENALA IGBO**  
**YUNIT: 1 CREDIT C**

Ndigbo n'oge mbiarachiwa na n'oge ugbua.

Emume igu aha, mputara aha Igbo, ufodu emume Ndigbo d.k.

omugwo, iwa oji d.g.

Akaoru odinaala Ndigbo d.k. ikpuuzu, ikpa èkètè, ikpa ihe okpukpa, ite nkwa, iko ugbo, ihe odinala Ndigbo na-eri, Izulite nwata n'ala Igbo.

**IGBO L<sub>2</sub> 124**                      **USORO NKUZI IGBO I**                      **YUNIT: 1 CREDIT C**

Mkpa o di ikuzi IGBO L<sub>2</sub> di ka asusu nke abuo etu e si kwuo na polisi kedukeshon.

Nkànsièmí nkuzi igbo.

Nhoputa ngwa nkuzi

Uzo di iche iche e si amu/akuzi asusu Igbo.

Uzo ndikoroonu  
Uzo ihunaihu  
Ntule ngwa nkuzi asusu.

**IGBO L<sub>2</sub> 125**

**ORU MBÁRÁ NA NNABATA OMENALA**

**YUNIT: 2 CREDITS C**

Mmuru asusu ofuma site na mmara ebe mmerihe Ndigbo na site na nwaakwukwo na ndi nwe asusu imekorita n'ime n'ogborogbodo odinaala, ijobanye n'ime obodo, ije ebe ndi a na-akota n'akukoala, iwu ewumewu odinala.

Iwekota akuko banyere aguguala na ndu Ndigbo.

Ide ihe banyere isiokwu ndi a a ruuturu aka di ka ha siri di n'ebe nwaakwukwo si.

**IGBO L<sub>2</sub> 126**

**MMULITE UTOASUSU IGBO**

**YUNIT: 1 CREDIT C**

- (i) Mkpoha
- (ii) Nnochiaha
- (iii) Ngwaa
- (iv) Mbuuzo
- (v) Njiko
- (vi) Nkowaaha
- (vii) Nkwuwa
- (viii) Olundi igbo ndi gbara okpurukpu

**AFO KEABUO  
SIMESTA KEMBU**

- IGBO L<sub>2</sub> 211**                      **NKA NZIRITEOZI ONU III**                      **YUNIT: 2 CREDIT C**  
Nka ekwumekwu – Aha ihe di iche iche, mmadu, anumanu,  
ulo, ugboala, aha, nkita, eku, ofe, ose, oka, ahihia, òpàpá/ahuekere,  
osikapa, echichi: eze, iche echiche d.g..  
Mmebeokwu – ngwaa ndi nwere nkejiokwu abuo maobu karia d.k. bianu,  
kulie, bute, richaa, zuta, d.g.  
Mwube ahirimfe di iche iche  
Nghota keonu
- IGBO L<sub>2</sub> 212**                      **NKA OGUGU NA ODIDE II NKE DI ELU**                      **YUNIT: 1 CREDIT C**  
**Nka Ogugu**  
f) Igu isiokwu ole na ole ndi a hoputara n’akwukwo agumagu ndi e  
nwere, dika: *Elelia na Ihe O Mere, Mbediogu, Ala Bingo, dgz.*  
g) Mkparchitauka n’ahiriokwu Igbo di iche iche Ihe nkwado ga-esite  
n’akwukwo mbu ndi e degasiri n’asusu Igbo Abu Igbo di nkeke.  
**Nka Odide**  
(a) akaraedemede  
(b) iwu nsupe  
(c) nhazi na itinye nkejiedemede  
(d) arumaru
- IGBO L<sub>2</sub> 213**                      **AGUGU NA OMENALA IGBO**                      **YUNIT: 1 CREDIT E**  
Ewumewu odinaala d.k. alumdi, ichi ozo d.g.  
Akaoru odinaala  
Aguguala na nnodúbírí Ndigbo  
Etu ndi uka Kristi na Ndibriten si metuta omenaala Igbo.
- IGBO L<sub>2</sub> 214**                      **USORO NKUZI IGBO II**                      **YUNIT:1 CREDIT C**  
Nkwádó lesin, nke a gunyere atumatu nkuzi  
Nootu lesin, nduzi klasi  
Usoro na ngwa e ji akuzi asusu  
Ewetaetii n’ikuzi nsuofuma n’ime klasi.
- IGBO L<sub>2</sub> 215**                      **USORO NCHOCHA N’IGBO**                      **YUNIT: 1 CREDIT E**  
Gini bu nchocha?  
Udi nchocha e nwegasiri d.k. nchocha kenkocha,  
Nchocha kémmerèémé,  
Udi ùmàókwue nwegasiri  
Oru na uru nchocha bara.  
Usoro nhokota mkpurumbidoaka  
Usoro nseke mkpurumbidoka

**IGBO L<sub>2</sub> 216**

**NKA NZIRITEOZI KATARA AHU N'IGBO**

**YUNIT: 2 CREDIT C**

- (a) Ikwu okwu n'ogbako oha na Nzuko ndiokenye, Nzuko ndinne na ndinna, nzuko obodo-ohaneze
- (b) Aghotaazaa si n'odinigha nakwa n'abu.
- (c) Ide edemede na ide leta

**SIMESTA KEABUO**

**IGBO L<sub>2</sub> 221**

**NKA NZIRITEOZI ONU IV**

**YUNIT: 1 CREDIT C**

Mkparitauka: ajuju na aziza

Mkparitauka di n'etiti mmadu abuo, maoobu ato maobu ano:

nna na nwanwoke, di na nwunye na di ezinaulo ha, nwaakwukwo na onyenkuzi d.g.

Arumaru aghotaaza. Ide leta

**IGBO L<sub>2</sub> 222**

**NSUGHARI**

**YUNIT: 1 CREDIT C**

Nsughari si n'Igbo gaa n'asusu Naijiria ndi ozo okacha asusu nne umuakwukwo maobu si n'asusu nne umuakwukwo gaa n'Igbo.

Si n'Igbo gaa na Bekee nakwa si na Bekee gaa n'Igbo

Nsughari ederede e weputara si n'iduuzi nakwa n'abu.

Nsughari edemeede gbasara mkpatara na mgbochi

Njeobirinaajaocha na obirinaajaocha (HIV/AIDS)

**IGBO L<sub>2</sub> 223**

**NNWAPUTA**

**YUNIT: 1 CREDIT C**

Mmeputa ngwa nkuzi

Uru onu na oru nnwaputa na laboratri.

Ntéèpù na ndeputa ihe ndi e téèpùrù

**IGBO L<sub>2</sub> 224**

**NDUBA NA FONOLOJI NA NSOROEDIDE IGBO**

**YUNIT: 2 CREDIT C**

- a) Nduba na fonoloji
- b) Nsoroodide ugbua
- (c) Omumu mgbochiume na udaume Igbo, a ga-arutu aka na mgbochiume ndi gbara mkpi n'uda ndi adighi n'asusu nne nwaakwukwo ma o buru na e nwere ha.
- d) Nkowa uda Igbo etu o si gbasata udidi na ebe mkpoputa.  
Chaati IPA na ndeputa.
- e) Myiri na ndiiche di n'etiti nsoroodide Igbo na nke Bekee.

**IGBO L<sub>2</sub> 225**

**AGUMAGU IGBO**

**YUNIT: 1 CREDIT C**

(a) Nkowa na ébénjèrùrù agumagu Igbo

(b) Ndiiche di n'etiti agumagu onu na agumagu ederede Igbo

- ch) Njirimara odinigha onu na odinigha e dereede igbo
- d) Njirimara ejije onu na ejije edereede Igbo
- e) Njirimara abu onu na abu edereede Igbo

**AFO KEATO  
SIMESTA KEMBU**

*(Cheta na e weputara simesta a maka nka omumunkuzi)*

**SIMESTA KEABUO**

<b>IGBO L<sub>2</sub> 321</b>	<b>EJIJE IGBO</b> Udi ejije e nwere n'Igbo Ogo di iche iche na nnyocha ejije Igbo Nnyocha akwukwo ejije Igbo a hooro A ga-amugosi umuakwukwo imeputa ejije	<b>YUNIT: 1 CREDIT E</b>
<b>IGBO L<sub>2</sub> 322</b>	<b>NSUGHARI II</b> Nsughari si n'Igbo gaa n'asusu nne nwaakwukwo Nsughari si n'asusu nne nwaakwukwo gaa n'Igbo Nsughari si n'Igbo gaa na Bekee Nsughari si na Bekee gana n'Igbo Edereede ndi a ga-asughari ga-esi n'odinigha, ejije na iduuazi gbasatara ihe na-eme n'oge ugbua.	<b>YUNIT: 2 CREDIT C</b>
<b>IGBO L<sub>2</sub> 323</b>	<b>EDEMEDE EKEREUCHE</b> Ide edemede ekereuche n'abu Ide edemede ekereuche n'ejije. Ide edemede ekereuche n'iduuazi na nkenke akuko. A ga-ákwàdó umuakwukwo ka ha dee abu, ejije na odiniigha nke ha.	<b>YUNIT: 2 CREDIT C</b>
<b>IGBO L<sub>2</sub> 324</b>	<b>PROJEKITI</b> Umuakwukwo nwere ohere ihoro isiokwu ha ga-edede site n'asusu, agumagu, omenaala d.g. cheta na a ga – agbakonye uru obula e nwetara n'ule projekiti, ka o dabanye n'ule kedukeshon 324. - ya gazie -	
<b>IGBO L<sub>2</sub> 325</b>	<b>ABU IGBO</b> Udi abu ndi e nwere n'Igbo Nnyocha abu Igbo Nnyocha abu a hooro n'Igbo	<b>YUNIT: 1 CREDIT E</b>

## ÌLAPA

### ÈTÒ ISÉ YORÙBÁ E<sub>2</sub> (ELÉDÈ KEJI)

#### 1. ÌMÒ ÌJÌNLÈ-ÈRÒ

Ìpa ribiribi in ede abinibi n ko ninu idagbasoke orile-ede. Ko si abala ti owoja ede abinibi ko fowo kan tan ninu isemi omo eniyan. Ti eniyan ba so pe eniyan ni ede tabi ede ni eniyan, eyi kii se oro asoje rara nitori pe ede lo ya omo eniyan soto si awon eda yooku. Eyi kii se ede lasan-eyi n tumo si ede awon eniyan kan. Itumo eyi ni pe orisi eniyan lo wa ati pe ede peka si orisirisi ona. Ede lo n ya awon eya eniyan kan soto si awon miiran. Ede ni irinse asa kan gboogi to n safihan awon eniyan lawujo. Ede yi naa la fi n se igbelaruge ajosepo, itoju asa ati ise ati wiwa ni isokan awaon eya kan. Idi niyi ti ijoba apapo se mu kiko ede abinubi ni okunkundun.

Eyi nikan ko, ijoba woye pe ilu olopo ede ni ile Naijiria. Lati le mu ki ife, ajosepo ati isokan le fi idi mule ni ijoba se kan-an nipa fun akekoo lati ko eko nipa ede miiran yato si ede geesi ati ede abinibi re. Nipa bayii, akekoo yoo le nimo bi o ti wule ko mo lori ede, asa ati ise ti o yato si tire. Afojusun ijoba ni pe ti eleyii ba fidi mule-ife, isokan ati ajosapo yoo di igi aloye nile Naijiria.

#### 2. ÈRÒNGBÀ

Léyìn èkó, àwon akékòó gbódó ti le mo àwon nnkan wònyí:

- ní ìmò lórí èdè Yorùbá yálà ní síso ni tàbí kíko sílè
- mò bí yòd se máa gbe èrò àti ìrírí rẹ kalè ni síso àti kíko èdè Yorùbá
- ti lè kó ni ní ìpele B1 – B6 tàbí B7 – B9.
- ti ni ìmò tí ó gbéwòn láti lè tèsíwájú nínú ìdánílékòó èdè àkókúnteni

#### 3. ÌLÀNÀ ÌGBANIWOLÉ - ÈKÓ

##### • Ìlànà Fún Gbogbogbò

- a) Ìwé-èrì sékóndirì ìpele kejì tí a mò sí (SSCE) Wàèèkì/Nékò, Jíísíì. Ó gbódò ni isé márùn-ún tí ó páàsì nínú èyí tí èdè Gèèsì gbódò wà nfbè, mérin nínú àwon isé bée gbódò jé èyí tí ó wà ní ìpele Kírédítí tàbí Kírédítí mérin ní ìjókòó èèmejí.
- b) Ìwé-èrì olùkó onípò kejì tí ó ni isé tí ó wà ní ìpele Kírédítí tàbí mérítí, nínú isé marin.
- d) Ìwé-èrì àgbà nínú Èkó Ìsiláàmù tí ó jé tí Àjo National Board for Arabic and Islamic Studies (NBIAS), Ahmadu Bello University, Zaria.
- e) O ye kí a mo pé o see se kí àwon Kóléèjì tún ní àwon ìlànà mìíràn pò mo gbogbo àwon tí a ti là sí òkè yí, bí kí won se idánwò ránpé àti iforòwánílénuwò nínú àwon kòòsì kan. Èyí bá òfin mu.

- **Àfikún**

Asèdánwò-wolé ti o ba fe ko èkó Yorùbá L<sub>2</sub> lè máa ni ìmò kankan nínú èdè yí, sùgbón ó gbódò ni gbogbo ohun ti ó ye fún ilànà ìgbaniwolé èkó ti ÉN-SÍÌ, gégé bí àjo aláse béè ti là á sílè.

#### 4. **ÀWON OHUN ÀMÚLÒ**

Gégé bí tí àwon elédè gan-an

- i) Iyàrá ikékò: Àwon iyàrá ikékò gbódò tó láàyè, kí won sì ni nnkan amú-ikékò-rorùn dáadáa.
- ii) Àwon iyàrá-ìfèro-kédè/sítúdìò abbl. Iyàrá-ìfèro-kédè tí ó kún fún gbogbo ohun èlò ikédè jábujàbu, tí ó sì lè gba akékòò bìi ogbòn léèkan nàà ni o gbódò wà ni sepé.
- iii) Ófìsì fún àwon òsìsè: Òkòòkan àwon olùkó àgbà ni ó gbódò ni ófìsì tí a se lósòó dáadáa. Àwon ófìsì nàà gbódò wà fún àwon olùkó yòókù nàà. Béè nàà ni ófìsì gbódò wà fún àwon òsìsè asèrànwó (atèwé, òjìsè) pèlú àwon irinsé tí ó ye b.a. èro itèwé, eroja èrò-ìsèda-iwé-lópò-yanturu, èro kònpútà pèlú gbogbo èyà àmúlò àti ohun èlò rè.
- iv) Àwon iwé ní ilé ikàwé kólèjì. Àwon iwé gbódò wa dáadáa lórí gbogbo èka tí isé nàà pèka dé, béè sì ni akékòò kan gbódò ni ànfààní sí iwé méwàá ní ìbámu pèlú ètò ilànà ìfiyèwéyè. Èwè, èka ìmò èkó tún gbódò ni ilé-ikàwé tirè tí ó kún fún iwé témútému láti baa lè kún ilé ikàwé kólèjì lówó.

#### **Àwon Àmúlò Àkànní:**

Ilé isura isènbáyé alábódé tàbí iiyàrá àsà.

#### **Ìtóka Àwon Èro:**

- Kònpútà tí o ni àbùlá iró létà Yorùbá,
- Àwon èro kasèèti ìgbohùnsílè, àwon fónrán ìgbohùnsílè tí won jé òfifó, èkì bátìrì
- Èro fídìò àti àwon fónrán fídìò kasèèti

#### 5. **ÀWON ÒSÌSÉ**

##### **Àwon òsìsè tí wón jé olùkó:**

- Ó kéré tán, a gbódò ní olùkó méfà (6) fún ètò èkó kíláàsì Àjùbá-ÉN-SÍÌ àti ÉN-SÍÌ.
- Olùkó méjì fún Èdè Yorùbá
- Olùkó méjì fún Lítírèso Yorùbá
- Olùkó kan fún Àsà
- Olùkó kan fún ogbón ikóni ní Yorùbá

Ìsirò agbára àfiyewéye àwon olùkó gbódò wà ní ìbámu pèlú gbèdéke iye olùkó tó ye kí ó wà.

Ní àfikún, ìpàsípáro àwon olùkó èdè fún odún kan láàrin àwon kólèjì ti won ti n kó èkó L<sub>2</sub> jé nnkan ti ó tònà ti ó sì ní àyorísí rere.

### **Àwon òsìsé tí kì í se olùkó**

Óffìsì Èka Ìmò Èkó tàbí Olórí Èka Ìmò Èkó, a nílò àwon òsìsé wònnyí:

- Oníse ònà kan ni iyàrá-ifèrò-kédè
- Atèwé kan – onimo èro kòhputà
- Òjísé kan
- Akòwé kékeré kan
- Àwon aláakòóso àgbà méjì

### **6. ÒNÀ ÌKÓNI**

Orísìírísìfì ogbón ìkóni tí ó ye fún kí kókó L<sub>2</sub> ni a gbódò lò fún orí-orò kòòkan bó ti ye. Ìyiri kókó orí-orò èkó tí ó ti kojá wò ati rírin ìrìn-àjò ìkónilékòdò ye ní síse ni gbogbo ìgbà tí ó ye. Àwon omo abíníbì elédè Yorùbá ti wón n gbe ni àwùjò ibi tí kóléèjì nàà fidí solè sí, ní a gbódò je ànfààní won dáadàa nínú èkó yí.

### **7. ÀWON ÌLÀNÀ ÌKÉKÒÓGBOYÈ**

**Kírédífítì tí ó kéré jù lo fún ìkékòógboyè jáde:**

- |   |                   |
|---|-------------------|
| • Kòòsì lórí Ìmò Èkó: Ìdíwòn eyo                | 30                |
| • Kòòsì lórí Ìmò Èkó Gbogbo (JIESI): Ìdíwòn eyo | 18                |
| • Kòòsì lórí ètò kómo-n-wò-ó: Ìdíwòn eyo        | 6                 |
| • Kòòsì lórí Yorùbá: Ìdíwòn eyo                 | 32                |
| • Isé Èkó ìkóni kejì: Ìdíwòn eyo                | <u>32</u>         |
| <b>Ìdíwòn eyo</b>                               | <b><u>118</u></b> |

### **8. ÈTÒ KÓMO-N-WÒ-Ó**

Akékòdò kòòkan ni ó gbódò lówó nínú ètò kómo-n-wò-ó, kírédífítì tí ó bá sì gbà ni a gbódò ko sí abé EDU 311

### **9. ISÉ ÀKÀNSE**

Akékòdò kòòkan ni ó gbódò ko isé àkànsè lórí Yorùbá, isé èkó ìkóni kejì tàbí lórí ìmò èkó, ó sì gbodo fi isé àkànsè nàà sílè fún máàkì, àti pé kírédífítì tí ó bá sì gbà ni a gbódò ko sí abé EDU 323

### **10. ÌSOPÒ ISÉ**

**Àwon isé ìkóni méjì ni á tún kan mó isé Èkó Ìmò. Àwon isopò isé tí ó lè wà ní:**

- Yorùbá/Theatre Arts
- Yorùbá/English
- Yorùbá/French
- Yorùbá/Igbo E<sub>1</sub>, E<sub>2</sub>
- Yorùbá/Hausa E<sub>1</sub>, E<sub>2</sub>
- Yorùbá/CRS



- Yorùbá/ISS
- Yorùbá/Arabic
- Yorùbá/Music/CCA
- Yorùbá/Social Studies
- Yorùbá/History
- Yorùbá/Arabic
- Yorùbá/Islamic Studies

## 11. ÌLAPA ÈTÒ ÈKÓ ÌFARAMOLÉ

Gégé bí ara ilàna kòòsì yíí, àwon akékòó ti won wà lábé ètò èkó yíí ni o gbodò lo òsè méjilá (osù meta) ó kéré tán ni àwùjo ti a ti n so èdè yíí. Àwon akékòó náà sì gbodò gbe láàrin àwon èniyàn àwùjo náà, won sì gbodò mú ìtésíwájú bá ìmòóse nínú isòrò enu won nípa àjosepò pèlú àwon elédè, kí wón sì tún mò nípa àsà àwon èniyàn náà. A gbodò se kòòsì yíí ni àwùjo ti a ti n so Yorùbá, ìbá dára jù tí ó bá jé ilú Òyó.

## ÌLÀNÀ KÓÒSÌ YORÙBÁ L<sub>2</sub>

<b>ÀPÈJÚWE ÀTI IPO</b>				
<b>KÓÒSÌ</b>	<b>KÓÒDÙ</b>	<b>ODÚN KÍN-IN-NÍ SIMÉSÍTÀ KÍN-IN-NÍ</b>	<b>KÍRÉDÌTÌ</b>	<b>IPO</b>
YOR <sub>2</sub>	111	Ìmòóse Ìbáńisòrò ni Yorùbá I	2	C
YOR <sub>2</sub>	112	Ìwé Kíkà àti Ìwé Kíkó I	2	C
YOR <sub>2</sub>	113	Ìtumò Èdè I	1	C
YOR <sub>2</sub>	114	Àfikóra Àsogbà ni Yorùbá I	1	C
		<b>TOTAL</b>	<b>6</b>	

<b>ODÚN KÍN-IN-NÍ SIMÉSÍTÀ KEJÌ</b>				
YOR <sub>2</sub>	121	Ìmòóse Ìbáńisòrò ni Yorùbá II	2	C
YOR <sub>2</sub>	122	Ìwé Kíkà àti Ìwé Kíkó II	2	C
YOR <sub>2</sub>	123	Ewi Yoruba	1	C
YOR <sub>2</sub>	124	Afikora Asogba ni Yoruba II	1	C
YOR <sub>2</sub>	125	Ètò Èkó Ifaramolé	2	C
		<b>TOTAL</b>	<b>8</b>	

<b>ODÚN KEJÌ SIMÉSÍTÀ KÍN-IN-NÍ</b>				
YOR <sub>2</sub>	211	Ìmòóse Ìbáńisòrò ni Yorùbá III	2	C
YOR <sub>2</sub>	212	Ìwé Kíkà àti Ìwé Kíkó III	2	C
YOR <sub>2</sub>	213	Ìtàn Àròso Yorùbá	1	C
YOR <sub>2</sub>	214	Ogbón Ìkóni ní Yorùbá I	2	C
		<b>TOTAL</b>	<b>7</b>	

<b>ODÚN KEJÌ SIMÉSÍTÀ KEJÌ</b>				
YOR <sub>2</sub>	221	Ìmòóse Ìbáńisòrò ni Yorùbá IV	2	C
YOR <sub>2</sub>	222	Ìwé Kíkà àti Ìwé Kíkó IV	1	E
YOR <sub>2</sub>	223	Fonólóji Ìpilè Yorùbá	1	C
YOR <sub>2</sub>	224	Ogbon Ikoni ni Yoruba II	1	C
YOR <sub>2</sub>	225	Ìtàn àti Àsà Yorùbá	1	C
		<b>TOTAL</b>	<b>5C+1E=6</b>	

	<b>ODUN KETA SIMESITA KINNI</b>		
<b>EDU 311</b>	<b>(KOMO – N – WO – O)</b>		<b>6</b>
<b>EDU 324</b>	<b>ISE AKANSE</b>		<b>2</b>

ODÚN KETA SIMÉSÍTÀ KEJÌ				
YOR <sub>2</sub>	321	Àfikóra Isé Yorùbá	1	E
YOR <sub>2</sub>	322	Gírámà Ìpilè Yorùbá	2	C
YOR <sub>2</sub>	323	Eré-oníse	1	C
YOR <sub>2</sub>	324	Àfikóra Àsogbà ni Yorùbá III	2	C
		TOTAL	5C+1E=6	

**ÀKÍYÈSÍ - ÌTÚPALÈ:** Kírédhítí 25 ní a nílò láti fi gboyè jáde

Kòòsì dandan-lowó-orí: Kírédhítí = 31

Kòòsì oní-sísà-ríró: Kírédhítí = 1

Àpapò = 32

## ÀPÈJÚWE KÓÒSÌ

### ODÚN KÍN-IN-NÍ SIMÉSÍTÀ KINNI

**YOR<sub>2</sub> 111 ÌMÒÓSE ÌBÁNISÒRÒ NI YORÙBÁ 1 (KÍRÉDÌTÌ 2) C**

Oríkì àwon ohun ti a ní ní àyíká b.a. ilé, ilé-ìwé, àwon ibikan ni àwùjo ìbílè b.a. ojà, sódbù, ojú òpópó àti àwon èyà ara. Síse àpeere pèlú nnkan gidi tí a lè ní ni ojà. Àwòrán. Àwon ohun èlò ilé, àwon èyà oúnje àti àwon nnkan tí a lè ní ni ojà. Àbùdá àrìgbéwon àyíká b.a. òkè, odò, ògbun, igbó/egàn, ikùùku, àwo-sánmò, òjò. Òrò-ìse abáselo onísílebù kan b.a. lo, wa, je, sùn, wè. Òrò-orúko nínú ihun gbólóhùn abódé/gbólóhùn eleyo òrò-ìse. Òrò orúko èniyàn tàbí ibikan ni Yorùbá.

**YOR<sub>2</sub> 112 ÌWÉ KÍKÀ ÀTI ÌWÉ KÍKO 1 (KÍRÉDÌTÌ 2) C**

Ìwé kíkà eléyo-òrò pèlú àwòrán. Ífààrà sí àwon ìró Yorùbá àti àwon idúrófún won. Abídí àti fàwélì pèlú àwon ìró ohùn ti o ye. Àmúse isé ni iyàrá ifèrokédè.

**YOR<sub>2</sub> 113 ÌTUMÒ ÈDÈ (KÍRÉDÌTÌ 1) C**

Ìtumò èdè àwon wúnrèn-onítumò-àdámó ti Yorùbá si àwon Èdè Nàìjíríà miíràn; Yorùbá sí Gèèsì àti Gèèsì sí Yorùbá  
Ìtumò èdè láti Yorùbá sí èdè àbíníbí àwon akékòó  
Ìtumò èdè láti Yorùbá sí Gèèsì  
Ìtumò èdè láti èdè àbíníbí àwon akékòó sí Yorùbá

**YOR<sub>2</sub> 114 ÀFIKÓRA ÀSOGBÀ NI YORÙBÁ I (KÍRÉDÌTÌ 1) C**

Kátà àti Kàrà  
Ìsepàsípaarò ikíni  
Bíbèèrè fún apá ibikan  
Wíwá Ìrànlówó

### ODÚN KÍN-IN-NÍ SIMÉSÍTÀ KEJÌ

**YOR<sub>2</sub> 121 ÌMÒÓSE ÌBÁNISÒRÒ NI YORÙBÁ II (KÍRÉDÌTÌ 2) C**

Ìkíni ni Yorùbá: Ojoojúmó àti Èkòòkan, Ìsòròngbèsì abódé láàrin èyàn méjì tàbí jù bée lo.  
Àwon gbólóhùn àse abódé  
Síso iye ti agogo lù, àsikò ojú ojó, òsè, osù àti odún.  
Àmúse isé ni iyàrá ifèrokédè nípa lílo nnkan gidi àti àwon fónrán fídídò ti ó bá ye.

**YOR<sub>2</sub> 122**      **ÌWÉ KÍKÀ ÀTI ÌWÉ KÍKO II**      **(KÍRÉDÍÌTÌ 2) C**

Àkotó: ònà ti a fi n ko ìrò Yorùbá  
Àwon òrò Yorùbá àti gbólóhùn abódé  
Ìpínrò abódé nínú Yorùbá

**YOR<sub>2</sub> 123**      **EWÌ YORÙBÁ**      **(KÍRÉDÍÌTÌ 1) C**

Àsàyàn àwon ewì alohùn àbíníbí b.a. orin ìrèmolékún, orin àwon aláboyún, orin erésùpá abbl.  
Èsà eegun/iwì egúngún  
Àwon ewì òde-òní èyí ni Odúnjo àti àwon mìràn  
Mu òkan tàbí méjèjè fún àgbéyèwò ise onà lítíresò

**YOR<sub>2</sub> 124**      **ÀFIKÓRA ÀSOGBÀ NI YORÙBÁ II**      **(KÍRÉDÍÌTÌ 1) C**

Bíbèbè fún nnkankan  
Títoro àforíjì  
Ibilèèrè òrò  
Fífi èmí opé àti ìmoore hàn  
Bí a se ní ba ni sòrò  
Ìbu-òwò fúnni  
Síse àdéhùn tàbí idúnàá-dùrà

**YOR<sub>2</sub> 125**      **ÈTÒ ÈKÓ ÌFARAMOLÉ**      **(KÍRÉDÍÌTÌ 2) C**

Irú ìmò ìmòóso ti o ga nínú èdè nípa fífararò àyíká, agbègbè àti síse àsepò pèlú àwon ènìyàn, pàápàá jù lo, àwùjo àbíníbí Yorùbá; kíkàn sí àwon ìletò, àwon ibùdó ìtàn gidì àti ibi isèsè ìbílè. Síse àkójo àwon èrí lórí ìtàn gidì àti ìgbé-ayé àwon ènìyàn nàà. Síse àkosílè lórí èyíkèyí àwon tí a ti ménu bá lókè yìi, kí a sì fi se àkàwé pèlú àsà àbíníbí tí àwon akékòó.

### **ODÚN KEJÌ SIMÉSÍTÀ KÍN-IN-NÍ**

**YOR<sub>2</sub> 211**      **ÌMÒÓSE ÌBÁNISÒRÒ NI YORÙBÁ III**      **(KÍRÉDÍÌTÌ 2) C**

Ìso lóhùn ti ó dálérí òrò-orúko àti òrò-ìse abódé  
Àsoyé tí o dálérí àpèjúwe àwon ààyè kan

**YOR<sub>2</sub> 212**      **ÌWÉ KÍKÀ ÀTI ÌWÉ KÍKO III**      **(KÍRÉDÍÌTÌ 2) C**

Àwon àyokà kúkúrí láti inú ìwé aláakòóbèrè Yorùbá  
Ìsòròngbèsì àti àsogbà ni Ìtàn ti kò ju eyo-òrò 50 – 100 ni èdè Yorùbá  
Àwon ewì kéékèèké Yorùbá

**YOR<sub>2</sub> 213**      **ÌTÀN ÀRÒSO YORÙBÁ**      **(KÍRÉDÍÌTÌ 1) C**

Àsàyàn ìtàn àròso Yorùbá b.a. ìtàn àròso alohùn. Èyí ni àlò ijàpá àti àlò kònjàpá;  
ìtàn ìwásè abbl.  
Díe lára ìtàn àròso àpilèko Yorùbá  
Yan ìwé kan tàbí méjì lórí òkòòkan fún àgbéyèwò isé onà lítíresò

**YOR<sub>2</sub> 214**      **OGBÓN ÌKÓNI NÍ YORÙBÁ I**      **(KÍRÉDÍÌTÌ 2) C**

Pàtàkì fún kíkó YOR<sub>2</sub>, gégé bí o se wà nínú Ètò Ìlànà Èkó Orílè-èdè yíí.  
Ètò Ìlànà Èkó Orílè-èdè yíí.  
Àwon ìlànà fún ìkóni ni Yorùbá.  
Yíyan àwon ohun ìkóni àti ikékòó  
Àwon ònà ìmúse aníkárí fún ìkóni/ìkékòó èdè náà  
Ònà ìmúse tààrà  
Ònà ìmúse itúmò èdè  
Ìgbéléwòn àwon wúnrèn ìkóniléde  
Ìfèyàn-pérete-kóni

#### **ODÚN KEJÌ SIMÉSÍTÀ KEJÌ**

**YOR<sub>2</sub> 221**      **ÌMÒÓSE ÌBÁNISÒRÒ NI YORÙBÁ IV**      **(KÍRÉDÍÌTÌ 2) C**

Ìso enu  
Ìsòròngbèsì: Ìbèèrè àti idáhùn  
Àsogbà láàrin èniyàn méjì tàbí ni àárín eni 3 – 4 (Bàbá àti omokùnrin, iyawó àti oko àti àwon èniyàn mìíràn ti won jé ebí, akékòó àti olùko abbl.)  
Àsoyé  
Ìfetísílè-sí-àyokà ti a gbodò dáhùn lóhùn enu  
Àròko: Àròso - Àpèjúwe, Asòtàn  
Àfiwé Àsogbá/Ìsòròngbèsì, Àwíjàre  
Isé Àmúse ni iiyàrá ifèrokédè

**YOR<sub>2</sub> 222**      **ÌWÉ KÍKÀ ÀTI ÌWÉ KÍKO IV**      **(KÍRÉDÍÌTÌ 1) E**

Àròko kíkó abódé b.a. Àsotán, Àpèjúwe, Alálàyé abbl.

Kíkà àti Kíko àkàyé  
Létà kíko

**YOR<sub>2</sub> 223 FONÓLÓJÌ ÌPÌLÈ YORÙBÁ (KÍRÉDÌTÌ 1) C**

Ìfáàrà sí fonólójì Yorùbá  
Àkójìnlè isé lórí fáwélì, kónsónántí nípa títepele mó àwon ìró ti ko sí nínú èdè  
àbínbí won níbi ti ó ba ti se e se.  
Àpèjúwe àwon ìró ònà àti ibi isénupè.

**YOR<sub>2</sub> 224 OGBÓN ÌKÓNI NÍ YORÙBÁ II (KÍRÉDÌTÌ 1) C**

Sísètò ilànà isé ìjókòó kan téemo ètò isé  
Èdè àti isàkóso kílààsì  
Ìkóni ni ìmòóso èdè - ònà ìkóni àti àwon ohun-èlò  
Ìweùndere nínú ìmòóse ìkónilédè  
Àwon ilànà ànkàrí fún kíko Èdè Yorùbá bii L<sub>2</sub>  
Ìgbélewòn ìmòóse èdè nínú kílààsì  
Ìfèyàn-pérete-kóni

**YOR<sub>2</sub> 225 ÌTÀN ÀTI ÀSÀ YORÙBÁ (KÍRÉDÌTÌ 1) C**

Ìfáàrà èkó àwon ènìyàn Yorùbá, ibi ti won n gbe, bi won ti rìn sí, ìtàn won,  
lówólówó, àbùdá àdání won, oúnje, ìwoso abbl.  
Ìbátan láàrín ebí - òré síse àti àjòsepò pèlú àwon mìràn  
Èsìn  
Nnkan àkàkún àti àkàsí-nnkan ara-eni  
Ètò Ìsèlú ibílè  
Àjòsepò pèlú èyà mìràn ni Nàìjíríà

### ODÚN KETA SIMÉSÍTÀ KINNÌ

**EDU 311 KOMO – N – WO – O (6 CREDITS) C**

### ODÚN KETA SIMÉSÍTÀ KEJÌ

**YOR<sub>2</sub> 321 ÀFIKÓRA ISÉ YORÙBÁ (KÍRÉDÌTÌ 1) E**

Àmúse isé ni iiyàrá ifèrokédè lórí gbólóhùn abódé àti oníbo  
Lílò àwon ohun-èlò-alàríígbó dáadáa  
Àfikóra àyè kan

**YOR<sub>2</sub> 322**      **GÍRÁMÀ ÌPÌLÈ YORÙBÁ**      **(KÍRÉDÎTÌ 2) C**

Òrò-orúko Yorùbá

Ìfáàrà sí òrò-orúko Yorùbá: òrò-orúko nnkan, òrò-orúko ènìyàn tàbí ibìkan abbl.

Ìjíròrò ránpé lóri òrò-arópò afarajórúko

Òrò-arópò-orúko ni ipò eyo àti òpò

Ètò ipò ènìyàn: Eni-kín-in-ní, Eni-kejì àti Eni-kèta

Òrò-ise Yorùbá

Ìfáàrà sí ibá-ìsèlè àsikò ojóun, àsikò ìsinyíí, àsikò ojó iwájú, òrò-ise ibá-ìsele

**YOR<sub>2</sub> 323**      **ERÉ-ONÍSE**      **(KÍRÉDÎTÌ 1) C**

Ìfáàrà sí eré-oníse Yorùbá – Eré-oníse ajemésìn ibílè, Eré-oníse Egúngún Apidán (Alárìnjó)

Mímú okan tàbí ìwé méjì lóri eré-oníse Yorùbá.

**YOR<sub>2</sub> 324**      **ÀFIKÓRA ÀSOGBÀ NI YORÙBÁ III**      **(KÍRÉDÎTÌ 1) E**

Pípeni – síbi oúnje, ayeye òde-òní abbl.

Títéwógbà àti kíkò ìpè

Sísàkóso ayeye ìnàwó àti ètò síse

Ìfipòhàn

**YOR<sub>2</sub> 325**      **ISÉ ÀKÀNSE/EDU 323**      **(KÍRÉDÎTÌ 2) C**



## ÌLAPA

### ÈTÒ ISÉ YORÙBÁ E<sub>1</sub> (ELÉDÈ KÍN-IN-NÍ)

#### 1. ÌMÒ ÌJÌNLÈ-ÈRÒ

Ipa ribiribi in ede abinibi n ko ninu idagbasoke orile-ede. Ko si abala ti owoja ede abinibi ko fowo kan tan ninu isemi omo eniyan. Ti eniyan ba so pe eniyan ni ede tabi ede ni eniyan, eyi ki i se oro asoje rara nitori pe ede lo ya omo eniyan soto si awon eda yooku. Eyi ki i se ede lasan-eyi n tumo si ede awon eniyan kan. Itumo eyi ni pe orisi eniyan lo wa ati pe ede peka si orisirisi ona. Ede lo n ya awon eya eniyan kan soto si awon miiran. Ede ni irinse asa kan gboogi to n safihan awon eniyan lawujo. Ede yi i naa la fi n se igbelaruge ajosepo, itoju asa ati ise ati wiwa ni isokan awon eya kan. Idi niyi ti ijoba apapo se mu kiko ede abinubi ni okunkundun.

#### 2. ÈRÒNGBÁ

##### Ìlapa ètò isé ÉN-SÍÌ fún èdè Yorùbá ni a gbé kalè láti

- a. jé kí àwon akékòó ní ìmò lórí àwon ìmòóse ìpílè nínú ìfetísílè, òrò-síso, ìwé-kíkà àti ìwé kíkò ní ìbámu pèlú ìlàná àkótó òde-òní;
- b. gbún àwon akékòó ní késé láti sàfihàn ìmò ìmédèlò, nípa lílo èdè Yorùbá nínú isé ònkòwé alálatinúdá, isé-onà ìbánisòrò àti ètò ìbánisòrò ìròyìn;
- d. kó àwon akékòó ni èyà ìmò èdá-èdè Yorùbá bí àwon ìró, òrò onítumò àdámó àti ìhun èdè Yorùbá.
- e. jé kí àwon akékòó mò nípa àwon lítírésò alohun àti àpílèko tí ó wà ni èdè Yorùbá.
- e. jé kí àwon akékòó ní òye nípa àsà oníyebíye tí ó jé ti ìran Yorùbá
- f. jé kí àwon akékòó mò ètò ìlàná àti ònà ti a fi lè lo èdè Yorùbá bi èdè ìkóni fún Ètò Èkó Ìpílè 1 – 3.
- g. jé kí àwon akékòó ní ìmò lórí ètò ìlàná àti ònà ìkóni ni èdè Yorùbá; àti
- gb. láti jé kí àwon akékòó ní òye tí o ye lórí ònà tí a fi fikún ìmò eni nípa isé ìwádíí (isèwádíí)

#### 3. ÌLÀNÀ ÌGBANIWOLÉ - ÈKÓ

##### Ìlàná Fún Gbogbogbò

- a) Ìwé èrì sékòndírìi ìpele kejì tí a mò sí (SSCE) Wàèèkì/Nékò, Jíísii. Ó gbodò ni isé márùn-ún tí ó pààsì nínú èyí tí èdè Gèèsì gbodò wà níbè, méta nínú àwon isé bée gbodò jé èyí tí ó wà ní ìpele Kírédítí ní ìjókòò èèkán, tàbí Kírédítí mérin ní ìjókòò èèmejí.

Méjì nínú àwon Kírédítí nàà ni o gbodò ni nnkan se pèlú kòòsì tí asèdánwò-wolé fé yàn láàyò.

- b) Ìwé-èrì olùkó onípò kejì tí ó ni isé méta tí ó wà ní ìpele Kírédítí tàbí mériífi, àti pe méjì nínú rẹ gbodò ni nnkan se pèlú kòòsì tí asèdánwò-wolé fé yàn láàyò.
- d) Ìwé-èrì Àsósó tí a gba ni ilé èkó tí Ìjoba fún láse tàbí láti òkè-òhún ni o tún jé itewógba.
- e) Ìwé-èrì àgbà nínú Èkó Àràbîkî àti Ìsiláàmù tí ó jé tí, A.B.U ní Zaria tún jé itewógba.
- e) Gbogbo asèdánwo-wolé tí ó bá fé kí won gbòrò àwon rò fún ìgbaniwolé-èkó, gbodò forúko sílè, kí o sì se idánwò àfigbaniwolé tí àwon àjo ti a fún láse sètò gégé bí àjo Jánbù.
- f) Àwon asèdánwò-wolé tí o yege nínú idánwò, àsekágbá kíláàsì Àjùbà-ÉN-SÍÌ nàà a ni ànfààní àti wolé.
- g) O ye kí a mo pé o see se kí àwon Kólèèjì tún ní àwon ilànà mìíràn pò mo gbogbo àwon tí a ti là sí òkè yí, bí kí won se idánwò ránpé àti ifòròwánilénuwò nínú àwon kòòsì kan.

#### **Afikún**

Ní àfikún sí ilànà fún ìgbaniwolé-èkó ÉN-SÍÌ fún gbogbogbò, àwon asèdánwò-wolé ti o ba fe fi Yorùbá se ojúlówó isé gbodò ni Kírédítí nínú èdè nàà ni ìpele iwé-èrì Jíísì, iwé-èrì sékóndirìi ìpele kejì tí Wàèèkì tàbí Nékò. Asèdánwò-wolé tí ó ni mériífi nínú iwé-èrì onípò kejì nàà tún lè wolé. Àwon asèdánwò wolé tí won tí yege nínú idánwò àsewolé ni kíláàsì Àjùbà- ÉN-SÍÌ nàà ni a tún lè gbà wolé. Àwon asèdánwò tí iwé èrì won kò tẹwon tó, sùgbón tí o wà ni ìbámu pèlú iwé-èrì ìgbaniwolé sí kíláàsì Àjùbà ÉN-SÍÌ ni a lè gba fún Yorùbá E<sub>1</sub> ni kíláàsì Àjùbà ÉN-SÍÌ.

#### **4. ÀWON OHUN ÀMÚLÒ**

- i) **Iyàrá ikékòó:** Àwon iyàrá ikékòó gbódò tó, láàyè, kí won sì ni nnkan amú-ikékòó-rorùn dáadáa.
- ii) Àwon iyàrá-ifèro-kédè/sítúdìò abbl. Iyàrá-ifèro-kédè tí ó kún fún gbogbo ohun èlò ikédè jábujàbu, tí ó sì lè gba akékòò bì oghòn lèèkan nàà ni o gbódò wà ni sepé.
- iii) Ófìsì fún àwon òsìsè: Òkòòkan àwon olùkó àgbà ni ó gbódò ni ófìsì tí a se lósòó dáadáa. Àwon ófìsì to bojumu gbódò wà fún àwon olùkó yòókù nàà. Bèè nàà ni ófìsì gbódò wà fún àwon òsìsè asèrànwó (atèwé, òjìsè) pèlú àwon irinsé tí ó ye b.a. èro itèwé, èrò-ìseda-iwe lópò-yanturu, èro kònpútà pèlú gbogbo èyà àmúlò àti ohun èlò rẹ.
- iv) Àwon iwé ní ilé ikàwé kólèèjì. Àwon iwé gbódò wa dáadáa lórí gbogbo èka tí isé nàà pèka dé, bèè sì ni akékòò kan gbódò ni ànfààní sí iwé méwàá ní ìbámu pèlú ètò flànà

ìfiyèwéyè. Èwé, èka ìmò èkó tún gbódò ni ilé-ìkàwé tirè tí ó kún fún ìwé témútému láti báa lè kún ilé ìkàwé kóléèjì lówó.

- v) Àwon Àmúlò Àkànní: Ilé ìsura ìsènbáyé alábódé tàbí Iyàrá àsà.
- vi) Èro fídìò, telifísan, àwon fónrán fídìò tí a ti gba àwon eré-onítàn, orin ìbílè àti ewì Yorùbá sí àti àwon fónrán fídìò ti kò ni nnkankan lórí, ni ó gbodò wà nílè fún ilò.
- vii) Ìtóka Àwon Èro:
  - Kònpútà tí o ni àbùlá irò létà Yorùbá, àwon èro kaséèti ìgbohùnsílè, àwon fónrán ìgbohùnsílè tí won jé òfífo, èkì bátìrì, àwon èro fídìò àti àwon fónrán fídìò káséèti.

## 5. ÀWON ÒSÌSÉ

### Àwon òsìsè tí wón jé olùkó:

Ó kéré tán, a gbódò ní olùkó méjo (8) fún ètò èkó kíláàsì Àjùbá-ÉN-SÍÌ àti ÉN-SÍÌ.

- Olùkó méta fún Èdè Yorùbá
- Olùkó méta fún Lítírésò Yorùbá
- Olùkó kan fún Àsà
- Olùkó kan fún ogbón ìkóni ní Yorùbá

Àwon olùkó gbodò ni oyè ìjìnlè Em Èe pèlú ìwé èrí ìkóni, ati imo soki nipa ilo ero konputa

### Akiyesi:

Ìsirò agbára àfiyewéyè àwon olùkó gbódò wà ní ìbámu pèlú gbèdèke iye olùkó tó ye kí o wà.

Àfiyewéyè akékòó tí o ye kí o je **1:25** tàbí **1: 50** bí ó ti ye.

### Àwon òsìsè tí kì í se olùkó

Ófíisì Èka Ìmò Èkó tàbí Olórí Èka Ìmò Èkó ni a ti nílò àwon òwó wònyí:

- Oníse-òná kan ni iyàrá-ìfèrò-kédè
- Atèwé kan
- Òjísé kan
- Akòwé kékeré kan

## 6. ÒNÀ ÌKÓNI

Orísíírísíí ogbón ìkóni tí ó tònà sí orí-orò kan ni a gbódò lò. Ìyiiri kókó orí-òrò èkó tí ó ti kojá wò ati rírin ìrìn-àjò ìkónilékòó ye ní síse ni gbogbo ìgbà tí ó ye.

## 7. ÀWON ÌLÀNÀ ÌKÉKÒÓGBOYÈ

### **Kírédî̀tì tí ó kéré jù lo fún ìkékòógboyè jáde:**

• Kòòsì lórí Ìmò Èkó: Ìdíwòn eyo	30
• Kòòsì lórí Ìmò Èkó Gbogbo (JIIEESI): Ìdíwòn eyo	18
• Kòòsì lórí ètò kómo-n-wò-ó: Ìdíwòn eyo	6
• Kòòsì lórí Yorùbá: Ìdíwòn eyo	32
• Isé Èkó ìkóni kejì: Ìdíwòn eyo	<u>32</u>
<b>Ìdíwòn eyo</b>	<b><u>118</u></b>

## 8. ÈTÒ KÓMO-N-WÒ-Ó

Akékòò kòòkan ni ó gbódò lówó nínú ètò kómo-n-wò-ó, kírédî̀tì tí ó bá sì gbà ni a gbódò ko sí abé EDU 311

## 9. ISÉ ÀKÀNSE

Akékòò kòòkan ni ó gbódò ko isé àkànsè lórí Yorùbá, isé èkó ìkóni kejì tàbí lórí ìmò èkó, ó sì gbodo fi isé àkànsè nàà sílè fún máàkì, àti pé kírédî̀tì tí o bá sì gbà ni a gbódò ko sí abé EDU 323

## 10. ÌSOPÒ ISÉ

### **Àwon isé ìkóni méjì ni á tún kan mó isé Èkó Ìmò. Àwon isopò isé tí ó lè wà ní:**

- Yorùbá/Theatre Arts
- Yorùbá/English
- Yorùbá/French
- Yorùbá/Igbo E<sub>1</sub>, E<sub>2</sub>
- Yorùbá/Hausa E<sub>1</sub>, E<sub>2</sub>
- Yorùbá/CRS
- Yorùbá/ISS
- Yorùbá/Arabic
- Yorùbá/Music/CA
- Yorùbá/Social Studies
- Yorùbá/History
- Yorùbá/Arabic
- Yorùbá/Islamic Studies

## ÌLÀNÀ KÓÒSÌ YORÙBÁ L<sub>1</sub>

<b>ÀPÈJÚWE ÀTI IPÒ</b>				
<b>KÓÒSÌ</b>	<b>KÓÒDÙ</b>	<b>ODÚN KÍN-IN-NÍ SIMÉSÍTÀ KÍN-IN-NÍ</b>	<b>KÍRÉDÌTÌ</b>	<b>IPÒ</b>
YOR <sub>1</sub>	111	Àkotó Yorùbá	2	C
YOR <sub>1</sub>	112	Ìlo Èdè Yorùbá	2	C
YOR <sub>1</sub>	113	Ìfààrà sí Lítíresò Alohùn Yorùbá	2	C
YOR <sub>1</sub>	114	Ìtàn àti Àsà Yorùbá	1	E
YOR <sub>1</sub>	115	Ìtumò èdè	1	E
			<b>6C+1E=7</b>	

<b>ODÚN KÍN-IN-NÍ SIMÉSÍTÀ KEJÌ</b>				
YOR <sub>1</sub>	121	Mofólójì Yorùbá	2	C
YOR <sub>1</sub>	122	Fònéfíkì àti Fonólójì Yorùbá	3	C
YOR <sub>1</sub>	123	Ìfààrà sí Lítíresò Àpilèko Yorùbá	1	C
		<b>TOTAL</b>	<b>6</b>	

<b>ODÚN KEJÌ SIMÉSÍTÀ KÍN-IN-NÍ</b>				
YOR <sub>1</sub>	211	Gírámà Yorùbá I	2	C
YOR <sub>1</sub>	213	Eré-oníse Àpilèko Yorùbá	1	C
YOR <sub>1</sub>	214	Ogbón Ìkóni ní Yorùbá I	2	C
YOR <sub>1</sub>	215	Ogbón Ìsèwadií ní Yorùbá	2	C
		<b>TOTAL</b>	<b>7</b>	

<b>ODÚN KEJÌ SIMÉSÍTÀ KEJÌ</b>				
YOR <sub>1</sub>	221	Gírámà Yorùbá II	1	C
YOR <sub>1</sub>	222	Àgbéyèwò isé-onà Lítíresò àti Ìmò Ìsowólò-èdè	2	C
YOR <sub>1</sub>	223	Ìtàn Àròso Àpilèko Yorùbá	1	C
YOR <sub>1</sub>	224	Ogbón Ìkóni ní Yorùbá II	1	C
YOR <sub>1</sub>	225	Ìfikóra Ìse Yorùbá	2	C
		<b>TOTAL</b>	<b>7</b>	

<b>ODUN KETA SIMESITA KÍN-IN-NÍ</b>		
<b>EDU 311</b>	<b>(KOMO-N-WO-O)</b>	<b>6</b>
YOR <sub>1</sub> 324	Isé Àkànse-Education 323	2

ODÚN KETA SIMÉSÍTÀ KEJÌ				
YOR <sub>1</sub>	321	Ìmò Èro àti Sáyénsì Yorùbá	1	E
YOR <sub>1</sub>	322	Ewì Àpilèko àti àwon Akéwì Yorùbá	2	C
YOR <sub>1</sub>	323	Isé-gbígbòdòrò lórí Lítírèsò Alohùn Yorùbá	2	C
YOR <sub>1</sub>	325	Ìgbé-ayé àti Àwùjo Yorùbá	1	E
		TOTAL	4C+1E=5	

**Àkíyèsí - Itúpalè:** Kírédítí 25 ní a nílò láti fi gboyè jáde

- Kòòsì dándan-lowó-orí: Kírédítí = 30
  - Kòòsì oní-sísà-rírò: Kírédítí = 02
- Àpapò = 32**

## ÌLAPA-ÈRÒ FÚN ÈDÈ (YOR<sub>1</sub>)

### ODÚN KÍN-IN-NÍ - SIMÉSÍTÀ KÍN-IN-NÍ

#### YOR<sub>1</sub> 111 ÀKOTÓ YORÙBÁ (KÍRÉDÌTÌ 2)C

Bíbojúwò ìtàn bi èdè Yorùbá se di kíkó sílè nípa akitiyan Bowdich, Kilham, Raban, Crowther, Gollmer, Townsend, Lepsius, Venn etc.

Àpérò lórí Àkotó Yorùbá ni odún 1875, àti orísíí aáyan lórí àkotó títí di òní – akitiyan ti Bamgbose, 1966, 1974 àti Èdè Ìperí I & II.

Àtenumó gbodò wà lórí, àkotó ìwòyí pèlú àsekára isé lórí rẹ.

Eka – ede Yoruba b.a. Egba, Ijebu, Akoko, Ikale, abbl.

#### YOR<sub>1</sub> 112 ÌLO ÈDÈ YORÙBÁ (KÍRÉDÌTÌ 2)C

Àwon èdè àmúlò àti ilò won. b.a. ede awako, ede iyaloja, ona-edede ati aroko abbl.

Síse idánrawò dáadáa lórí gbogbo àwon kókó òkè yìí bi o ti jeyo nínú afò Yorùbá.

Pipajuba lori awon nnkan ti o je mo aroko kiko

Eya aroko kiko

Kiko aroko daadaa lori eya kookan

Eya Akaye/Iwe kika

Pipajuba Lori imoose akaye

#### YOR<sub>1</sub> 113 ÌFÁÀRÀ SÍ LÍTÍRÉSÒ ALOHÙN YORÙBÁ (KÍRÉDÌTÌ 2)C

Ìtàn idàgbàsókè Lítírésò Alohùn Yorùbá

Àwon àbùdá àdàni Lítírésò Alohùn Yorùbá

Àwon èya Lítírésò Alohùn àti ipínsí-isòrí

Àbùdá àdàni òkòòkan won

Isé àmúse ni iyàrá ifèròkédè ni a gbodò tepele mó.

#### YOR<sub>1</sub> 114 ÌTÀN ÀTI ÀSÀ YORÙBÁ (KÍRÉDÌTÌ 1)E

Orírun Yorùbá

Àwon èyà Yorùbá ti o wà

Ètò ilànà ifinimolé-àwujo b.a. ìgbéyàwó, omo bíbí àti itójú omo, ètò isomolóruko,

Èkó ilé – iwa omoluabi, ikini abbl.

Eré síse àbíníbí

Àwon odún ibílè àti àwon òrìsà Yorùbá.

#### YOR<sub>1</sub> 115 ÌTUMÒ ÈDÈ (KÍRÉDÌTÌ 1)E

Òfin tí o de itumò èdè

- Èyà itumò èdè
- Ìyílétàpadà

Bi a se ní lo èyà méjèèjì  
Àmúse isé lórí ìtumò èdè  
Títúmò àwon àyokà èdè Gèésì sí Yorùbá, àti ti Yorùbá sí Gèésì

### ODÚN KÍN-IN-NÍ SIMÉSÍTÀ KEJÌ

#### YOR<sub>1</sub> 121    MOFÓLÓJÌ YORÙBÁ    (KÍREDIITI 2) C

Ohun tí Mofólójì jé  
Ohun tí Mófîmù í se  
Ìdámò Mófîmù kan  
Àwon èyà Mófîmù (Mófîmù àfarahé, Mófîmù àdádúró)  
Àwon èdà-mòðfù nínú Yorùbá  
Oríkì àwon òrò  
Ìlànà Ìsèdà-òrò, èyí ni àfòmó-ìbèrè, àfòmó-àárin, àpètúnpe, ìsodorúko abbl.

#### YOR<sub>1</sub> 122    FÒNÉTÎKÌ ATI FONÓLÓJÌ YORÙBÁ    (KÍREDÎTÌ 3)C

Àwon èyà-ara ifò/ìsòrò  
Ònà ìgbé àwon ìró jáde  
Àpèjúwe àti ìpín-sí-ìsòrí àwon ìró fàwèlì àti kónsónántì  
Dídárúko àwon ìró fàwèlì àti kónsónántì  
Ìdàko/Àdàko fònetíkì  
Fónîmù àti èdà won  
Ìdàko/Àdàko fónîmù  
Àwon ìró ohùn  
Ìhun sílèbù  
Ìpaje àti Ìsúnkì  
Àránmó  
Ìjeyopò fàwèlì  
Ànkóò fàwèlì  
Ìyopò fàwèlì  
Isé àmúse ni iiyàrá ìfèrokédè ni a gbodò tepele mó

#### YOR<sub>1</sub> 123    ÌFÁÀRÀ SÍ LÍTÍRÉSÒ ÀPILÈKO YORÙBÁ    (KÍREDÎTÌ 1)C

Ìtàn idàgbàsókè Lítírésò àpilèko Yorùbá  
Àwon iyàtò tí ó wà láàrin Lítírésò alohùn Yorùbá àti àpilèko  
Àwon èyà Lítírésò àpilèko b.a. Ewì, ìtàn-àròso àti Eré-oníse  
Yíyan ìwé kòòkan lórí èyà ìtàn-àròso, Ewì àti Eré-oníse



## ODÚN KEJÌ SIMÉSÍTÀ KÍN-IN-NÍ

### YOR<sub>1</sub> 211 GÍRÁMÀ YORÙBÁ I (KÍREDIITI 2) C

Ohun ti a le tumo Girama si  
Ipin sisori oro  
Oro-oruko  
Oro-ise  
Aseranwo Oro-ise  
Aropo Oruko Afarajoruko  
Eyan (pelu Asapejuwe) Eyanruko  
Eyanse/Oro Aponle  
Oro-Atokun  
Oro – Asoropo  
(Ki oluko tepele mo ORIKI, bi a ti se le da won mo ati ipin – sisori won)

### YOR<sub>1</sub> 212 ERÉ-ONÍSE ÀPILÈKO YORÙBÁ (KÍREDIITI 1) C

Ohun tí Eré-oníse Yorùbá jé  
Àwon èyà Eré-oníse Yorùbá  
Kíkó àkójínlè lórí eyà méjì ó kéré tán (gégé bí eré-oníse adálérí itàn gidi, adálérí èhónú, isèlú, òtelemúyé, afèdásèfè/àjemósèlè-àwùjo), àti títepele mó ogbón isòtàn, àhunpò itàn, ipàrokò, ifiwàwèdá-itàn, ilò èdè àti kókó-òrò itàn.

### YOR<sub>1</sub> 213 OGBÓN ÌKÓNI NÍ YORÙBÁ I (KÍREDIITI 2) C

Síse àsàrò lórí Yorùbá tí ó wà nínú kòríkúlòdòmù orílè-èdè, èyí ni Ètò Èkó Ìpìlè 1 – 3, 4 – 6, 7 – 9  
Ètò isé àti ilàna isé ìjókòó kan  
Ìlàna ìpìlè fún Ìkóni àti Kíkó èdè Yorùbá bi èdè àkókó-eni

Àwon ètò ilàna fún Yorùbá bi èdè àkókó eni; èyí ni ìkóni ni àwon orísírisíí orí-òrò nínú èdè Yorùbá, (àwon èyà ìmò edá ti Fonólóji àti Gírámà), Lítírèsò àti Àsà. Àmúse-isé ni iiyàrá ifèrokédè àti ifèyàn-pérete-kóni pon dandan.

### YOR<sub>1</sub> 214 OGBÓN ÌSÈWADÌÍ NÍ YORÙBÁ (KÍREDIITI 1) C

Ohun tí isé iwádìí jé  
Àwon èyà isé iwádìí b.a. asàpèjúwe, adálérí-itàn gidi, adálérí-àsewò/àkíyèsí abbl.  
Ìwúlò àti lááríjà isé iwádìí  
Ònà isàkójo déétà (àkójo èdè fáyèwò)  
Ìsàgbékalè àtòjo ibèèrè iwádìí (dáhùn-bí-o-se-fe àti dahùn-bí-a-se-là-á-sílè)  
Ìtókásí àti àkójo orúko iwé (lílò ètò ilàna ti American Psychological Association)

## ODÚN KEJÌ SIMÉSÍTÀ KEJÌ

### YOR<sub>1</sub> 221 GÍRÁMÀ YORÙBÁ II (KÍRÉDÍTÌ 1)C

Àpólà b.a. Àpólà òrò-orúko, àpólà òrò-ise, àpólà òrò-àpónlé (àpólà-àpónlé), àpólà òrò-atókùn abbl.

Oríkì, Ìdámò, Ìhun àti Lílò, Kíkó àkójínlè lórí orísìrísìí awé-gbólóhùn b.a. olórí awé-gbólóhùn, awé-gbólóhùn àfarahe

Èhun àkíyèsí alátenumó

Gbólóhùn: ìhun àti èyà – ipín-sí-ìsòrí ìhun àti lílò

Àwon Ìsòrí Gírámà èyí ni àsìkò àti ibá-ìsèlè

### YOR<sub>1</sub> 222 ÀGBÉYÈWÒ ISÉ-ONÀ LÍTÍRÉSÒ ÀTI ÌMÒ ÌSOWÓLÒ-ÈDÈ (KÍRÉDÍTÌ 2)C

Ohun ti àgbéyèwò Isé-onà lítírésò jé

Lílo ìmò àgbéyèwò isé-onà Lítírésò láti sètúpale àwon isé àsàyàn kan.

Ohun tí ìmò ìsowólò-èdè jé

Ipa ìmò èdá-èdè nínú àkójínlè ìmò ìsowólò-èdè

Ètò Olòdòró àti Ètò Oníbùú

Ìdámò àti àmúlò àbùdá-ìsowólò-èdè

Ìyapa nínú ìmò ìsowólò-èdè

Ìmò-ríri-ewà nínú ìsowólò-ède

### YOR<sub>1</sub> 223 ÌTÀN ÀRÒSO ÀPILÈKO YORÙBÁ (KÍRÉDÍTÌ 1) C

Ohun ti ìtàn àròso Yorùbá jé

Àwon èyà ìtàn àròso Yorùbá b.a. òtelèmúyé, adáléri-ìtàn-gidi, fèyíkógbón.

Kíkó àkójínlè o kéré tán orisíí èyà méji (agbógoyo, agbógoyo titun, ìgbàlódé), àti títépele mó àwon ogbón isòtàn, ìlo-èdè, ipàrokò, àhunpò-ìtàn, ifiwàwèdá-ìtàn abbl.

### YOR<sub>1</sub> 224 OGBÓN ÌKÓNI NÍ YORÙBÁ II (KÍRÉDÍTÌ 1) C

Àwon ohun-èlò-ìkóni

Ìgbéléwòn

Lílo Yorùbá fún ìkóni nínú àwon isé mìíràn.

Ìlànà yíyan ìwé àsàyàn

Mímójútó àwon ìwé ìrántí ti ilé-ìwé

Ìfèyàn-pérete-kóni àti ìrìn-àjò-ajemó-ìkóni

Ìkóni-alájùmò-sisé

**YOR<sub>1</sub> 225**      **ÌFIKÓRA ÌSE YORÙBÁ**      **(KÍRÉDÌTÌ 2)C**

Ìsàkójo àwon isé owo abínibí  
Ìdámò àti àwon ìlo díè lára àwon ohun èlò abínibí yii b.a aro dida, irin riro abbl.  
Ìjíròrò lórí ilé isúra nnkan isènbáyé  
Orísíí ìmúse nínú Eré-oníse – tíátà, iwéundere, - alága ijókòó, adarí ètò abbl.  
Ònkòwé alátinúdá àti isé re  
Àbùdá àdání isé ònkòwé alátinúdá  
Ìlànà tó ro de isé àtinúdá Ewì, Ìtàn àròso àti Eré-oníse  
Èbùn sòròsòrò  
Àmúse isé gúnmó lórí isé ònkòwé alátinúdá

**ODÚN KETA SIMÉSÍTÀ KÍN-IN-NÍ**

**EDU 311**      **KOMO – N – WO – O**      **(6 CREDITS) C**

**ODÚN KETA SIMÉSÍTÀ KEJÌ**

**YOR<sub>1</sub> 321**      **ÌMÒ SÁYÉNSÌ ÀTI ÈRO YORÙBÁ**      **(KÍRÉDÌTÌ 1)E**

Isé Aró, Aso-híhún, eni-híhun, oti pípon, isé ebu ose, isé àdí síse, isé ebu ìkòkò abbl., isé isègùn, àwon àrùn àti ìtójú i.e. àrùn ajemó-ìbálòpò tako-tabo, àrùn-kògboógùn éèdì àti àwon mìíràn; fètò-sómo-bíbí, mágùn, tésòó, ààbò, oyún dídè abbl., ìtójú aláboyún àti ìgbèbí abbl.

**YOR<sub>1</sub> 322**      **EWÌ ÀPILÈKO ÀTI ÀWON AKÉWÌ YORÙBÁ (KÍRÉDÌTÌ 2)C**

Ohun ti Ewì Àpilèko Yorùbá jé  
Èyà Ewì Àpilèko Yorùbá  
Ààtò  
Kókó-òrò  
Kíko àkójnlè lórí àwon akéwì méji-saájú òmìnira, léyìn òmìnira àti aròmógbà  
(Tako-tabo)

**YOR<sub>1</sub> 323 ISÉ-GBÍGBÒÒRÒ LÓRÍ LÍTÍRÉSÒ ALOHÙN YORÙBÁ (KÍRÉDÌTÌ 2)C**

Àkójopò àwon èyà alóhun b.a. Ìjálá, Rárà, Olele, Ìyèrè-Ifa, Alámò, Biripo, Ègè abbl.

Ìtúpàlè òkòòkan èyà b.a. Ekún iyàwó, Àló-àpamò, Etíyerí, Àpàlà, Sákàrà abbl.  
Ìfiseré orísíírisíí àwon èyà yíí

Àmúse isé gíríkì ni iyàrà ìfèrokédè ni a gbodò tepele mó

**YOR<sub>1</sub> 324 ÌGBÉ-AYÉ ÀTI ÀWÙJO YORÙBÁ (KÍRÉDÌTÌ 1) E**

Ètò isèlú àwùjo (Ebí, Òré síse, àti àjosepò pèlú àwon mìíràn)

Àwon oúnje abíníbí àti ètò ìlàna oúnje jíje

Ìsínkú

Ìgbàgbò Yorùbá, èyí ni Èèwò, Osó àti Àjé abbl.

Ètò orò-ajé àwùjo Yorùbá, èyí ni òwò ti tako-tabo, ojà títà abbl., irúfé àwon ojà tí won lè pàte, owó, àti ìpolówó ojà

Ònkà àti Ìsirò Yorùbá

## FULFULDE LANGUAGE L<sub>1</sub> SYLLABUS

### 1. **Philosophy**

The culture of the people is inherent in their language. The learning of other Nigerian languages is therefore, paramount to the building of this consciousness. It is felt that man can hardly contemplate communal life without the instrument of language. Performance in language, especially spoken language defines personality. For the teacher, his credibility is almost entirely anchored on his competence in communicating ideas and stimulating learning through his use of language. Articulate and well-spoken teachers almost invariably win the hearts and the respect of their students or pupils.

In relation to Nigerian languages, it is assumed that the mother tongue of the child is closely related to the child's total growth and development i.e. cultural, psychological, mental, etc. Teaching and learning in the mother tongue helps in the quicker acquisition, retention, dissemination, transfer and use of knowledge in other subjects.

Literature generally is known to be 'language applied'. It is known also to embody the totality of the world-view of a people – social and political formations, culture, fears, anxieties, aspirations, etc. Studying a language without its literature is known to be a serious disservice.

### 2. **OBJECTIVES**

In addition to the earlier stated general aims and objectives of teaching Languages, teaching Fulfulde as L<sub>1</sub> at the NCE level aims at achieving the following:

- i) Equip the student – teachers with the basic skills of listening, speaking, reading and writing Fulfulde.
- ii) Prepare them adequately for the task of teaching Fulfulde at the Junior Secondary School level.
- iii) Expose the student – teachers to the rich socio-cultural and political lives of the speakers of the language.
- iv) Help stimulate their creativity in Fulfulde.

### 3. **ADMISSION REQUIREMENTS**

#### i) **General**

- a. A WAEC Senior Secondary Certificate (SSC) NECO or GCE 'O' level with passes in 4 subjects including English Language, three of which must be at credit level at one sitting or four credits at two sittings. Two of the credits must be relevant to the course the candidate wishes to offer. Credit in English and/or Mathematics may be required in some courses.

- b. A Grade II Teachers Certificate (TC II) with credit or merit in three subjects, two of which must be relevant to the course the candidate wishes to offer. One Credit/Merit in English language and/or Mathematics may be required in some courses.
- c. For candidates wishing to offer courses in Vocational and Technical education, R.S.A. or City and Guilds Intermediate Certificate coupled with credit/merit in at least four subjects are acceptable qualifications.
- d. Associateship Certificate in Education awarded by an approved institution in Nigeria or abroad is also acceptable as qualification.
- e. All candidates wishing to be considered for admissions must enroll for and write the selected examination organized by an accredited body such as JAMB.
- f. Successful candidates in Pre-NCE final examinations who also take and succeed in a selection examination organized by an accredited body are qualified for admission.
- g. It should be noted that some colleges may in addition to all of the above, administer their own elimination tests and or interviews for some courses. This is legitimate.

**ii. Additional**

- a. A credit or merit in any other Nigerian Language at the SSC, WAEC/GCE (O/L) NECO or Teachers Grade II Certificate or SISC plus any other requirements applicable to NCE Programmes. A credit in English language/literature is strongly recommended.
- b. Candidates who do not have a credit in the language may be admitted into the one-year preliminary programme, provided they meet the Pre-NCE entry requirements.
- c. Waiver: A pass in mathematics is also acceptable.

**4. FACILITIES**

In order to facilitate a good teaching/learning environment, the following facilities are required:

**(i) Classrooms**

Adequate number of fully furnished Classrooms, Lecture halls/theatres must be provided for seminars, group discussions etc.

**(ii) Laboratories/Studios**

The use of language laboratory for all practical aspects of the language cannot be over-emphasized. It is therefore compulsory for all lecturers and students to make effective use of these laboratory facilities. Thus, a well-equipped language laboratory capable of sitting at least 30 students must be installed. A multimedia projector is essential.

**(iii) Staff Offices**

Each senior member of staff should have a comfortably furnished office to himself/herself. There should also be an office for supporting staff (Typist/Clerk) with relevant equipment e.g. Computers, reproduction machines, etc.

**(iv) Books in the Library**

There must be enough books in the college/departmental library to cover all areas of the subject to the ratio of one student to ten books.

**(v) List of Equipment**

- a. Fully equipped Language Laboratory
- b. Audio-Visual equipment such as films, slides, recorders, television sets, cable satellite, video and relevant cassettes etc.
- c. Computer sets with Fulfulde software,

**(vi) Museum/ Resource Rooms**

There must be a museum or resource room where traditional artifacts, crafts, clothes, tools, etc. indigenous to Fulfulde

**i) PERSONNEL**

**i. Academic**

Fulfulde studies at NCE level cover four main areas i.e. Language, Literature, Culture and Fulfulde Teaching Methodology. In the case of a single major, the minimum number of lecturers required is four (4). Teaching personnel versed in each of these four areas must possess at least B.A., B.A. Ed second class lower division.

**ii) Others**

- a) Fulfulde typist
- b) Laboratory Technician
- c) Messenger

**iii) MODE OF TEACHING**

The medium of instruction for Fulfulde at all levels will be Fulfulde/English. Various methodology approaches should be employed during formal sessions e.g. lectures, discussions, dramatization, etc.

**iv) GRADUATION REQUIREMENT**

The minimum number of credits required for the award of N.C.E. (Fulfulde) certificate shall be as follows:

(i)	General Education	=	30 Credit Units
(ii)	Teaching Practice	=	6 Credit Units
(iii)	General Studies	=	18 Credit Units
(iv)	Fulfulde	=	32 Credit Units

(v)	Any other Teaching Subject	=	32 <u>Credit Units</u>
	Total	=	<b><u>118 Credit Units</u></b>

v) **TEACHING PRACTICE**

Every student is required to do Teaching Practice and the credit recorded in EDU 324. The Teaching Practice is to take place during the first semester of 300 Level for a period of twelve weeks (12) at a stretch.

vi) **PROJECT**

Every student is required to write a Project in either Fulfulde or Education and the credit recorded in EDU 323

vii) **SUBJECT COMBINATION**

The following subjects may be combined with Fulfulde at the N.C.E. level.

- a. Any other Nigerian Language, Arabic, English or French.
- b. Any Arts or Social Science subject as dictated by local needs.
- c. Computer Studies.



**COURSES AND STATUS  
NCE 1 – FIRST SEMESTER**

<b>COURSE CODES</b>	<b>COURSE TITLES</b>	<b>CREDIT UNITS</b>	<b>STATUS</b>
	<b>YEAR 1 – FIRST SEMESTER</b>		
FLS <sub>1</sub> 111	History and Development of the Fulfulde Language	2	C
FLS <sub>1</sub> 112	Fulfulde Grammar	2	C
FLS <sub>1</sub> 113	Reading skills in Fulfulde	2	C
FLS <sub>1</sub> 114	Fulfulde Oral and written Literature	2	C
	<b>TOTAL</b>	<b>8</b>	

	<b>NCE1 - SECOND SEMESTER</b>		
FLS <sub>1</sub> 121	The Ajami form of writing Fulfulde.	2	C
FLS <sub>1</sub> 122	Methodology of teaching Fulfulde I	2	C
FLS <sub>1</sub> 123	Introduction to General Linguistics.	2	C
	<b>TOTAL</b>	<b>6</b>	

	<b>NCE II - FIRST SEMESTER</b>		
FLS <sub>1</sub> 211	Phonology of Fulfulde	2	C
FLS <sub>1</sub> 212	Methodology of Teaching Fulfulde II	2	C
FLS <sub>1</sub> 213	Morphology and Syntax of Fulfulde	2	C
	<b>TOTAL</b>	<b>6</b>	

	<b>NCE II - SECOND SEMESTER</b>		
FLS <sub>1</sub> 221	Fulfulde Prose	2	C
FLS <sub>1</sub> 222	Translation (Theory and Practice)	1	E
FLS <sub>1</sub> 223	Fulfulde Composition	2	C
	<b>TOTAL</b>	<b>5</b>	

	<b>NCE III – FIRST SEMESTER</b>		
	<b>TEACHING PRACTICE</b>	6	

	<b>SECOND SEMESTER</b>		
FLS <sub>1</sub> 321	Fulfulde Drama	2	C
FLS <sub>1</sub> 322	Fulfulde Poetry	2	C
FLS <sub>1</sub> 323	Fulfulde Dialectology	2	C
	<b>TOTAL</b>	<b>6</b>	

## SUMMARY

<b>Course Status</b>	<b>Total</b>
Compulsory Courses	32 Credit Units
Elective Courses	00 Credit Units
<b>Total</b>	<b>32 Credit Units</b>

### NCE 1 (100 LEVEL) FIRST SEMESTER

#### **FLS<sub>1</sub> 111 HISTORY AND DEVELOPMENT OF THE FULFULDE LANGUAGE (2 CREDIT) C**

History and evolution of Fulfulde Language with particular emphasis on the spread of the Language, as well as its lexical enrichment due to language contact. A brief synopsis of standardization efforts of the use of Fulfulde in the media.

#### **FLS<sub>1</sub> 112 FULFULDE GRAMMAR (2 CREDITS) C**

Typology and functions of parts of speech e.g. nouns, pronouns, adjectives, verbs, adverbs, particles, determiners, qualifiers, sentences, phrases and clauses, etc. Noun Class System. The teacher should make the teaching communicative (more of practice than theory by eliciting real life situations and selecting vocabulary appropriate to students' level)

#### **FLS<sub>1</sub> 113 READING SKILLS IN FULFULDE (2 CREDITS) C**

Suggested content for this course would include:

- Meaning and scope of reading in Fulfulde.
- Pre-reading skills (teaching/learning of Fulfulde alphabet, letter recognition, word recognition, picture reading etc.)
- Basic reading skills (reading in context, idiomatic expression, identifying figures of speech, etc.)
- Types of reading (intensive, extensive, creative, etc.)
- Problems of reading
- Habits of reading (vocalization, word-for-word reading, regression, finger pointing, etc)
- Selected literature fiction and non-fictions, articles, plays, poems etc. in Fulfulde

#### **FLS<sub>1</sub> 114 FULFULDE ORAL AND WRITTEN LITERATURE (2 CREDITS) C**

Introduction to the various genres of Fulfulde Literature e.g. Fulfulde Oral Literature, such as folktales, oral songs, riddles, proverbs and children's games, as well as Pre and post 19<sup>th</sup> century poetry, prose and drama. Also, History of Fulfulde Oral Literature and the Biography of some famous Fulfulde Oral Poets shall be covered. Selected Fulbe literature that touches on culture, occupation and crafts could be used.

### NCE 1 SECOND SEMESTER

#### **FLS<sub>1</sub> 121 THE AJAMI FORM OF WRITING FULFULDE (2 CREDIT) C**

History and development of Ajami as a writing medium in Fulaphone areas. The styles of Ajami writing, standardization and orthography (e.g. selection of Fulfulde letters, word boundary, attention to vowel length, shadda, etc). Intensive in and out of class practicum.

**FLS<sub>1</sub>122 METHODOLOGY OF TEACHING FULFULDE I (2 CREDITS) C**

An overview of the available syllabus of Fulfulde in the formal school system; especially in primary and secondary schools. Basic principles of Fulfulde L1 teaching/learning. Different strategies for teaching different topics in Fulfulde (Language, literature, culture and translation). Lesson notes/scheme of work in Fulfulde Language:- preparation, usage and evaluation.

**FLS<sub>1</sub> 123 INTRODUCTION TO GENERAL LINGUISTICS (2 CREDIT) C**

- a. Definition and nature of language.
- b. Use of Fulfulde as the source of data Language to introduce structural aspect of descriptive linguistics such as Phonetics, Phonology, Morphology, Syntax and Semantics

**NCE II (200 LEVEL) FIRST SEMESTER**

**FLS<sub>1</sub> 211 PHONOLOGY OF FULFULDE (2CREDITS) C**

Definition of Fulfulde sounds in terms of place and manner of articulation and stricture. Further studies on Consonants, Vowels, Insertion, Deletion and Assimilation, tone and syllable structure

**FLS<sub>1</sub>212 METHODOLOGY OF TEACHING FULFULDE II (2CREDITS) C**

Designing, improvising, selecting, adopting and using varieties of teaching aids for effective teaching of Fulfulde Language, Literature and Culture. This shall include the following:

- a. Preparation and designing of posters on core messages of AIDS, sexually transmitted diseases (STD), family size and welfare, child spacing and delayed marriages, breast feeding etc.
- b. Methods of teaching population/family life education including value clarification:
- h. Development and Evaluating Teaching materials
- i. Functions, types, construction and administration of appropriate tests in Fulfulde.
- j. Language Learning Theories:
  - iv) Behaviourist Theories
  - v) Cognitive Theories
  - vi) Language Acquisition device.

**FLS<sub>1</sub> 213 MORPHOLOGY AND SYNTAX OF FULFULDE (2 CREDITS) C**

Definition, typology and classification of Fulfulde morphemes. Morphological Processes: Affixation. Word formation: Inflectional and derivational morphology. Fulfulde Verbal and Tense System, agreement, and Consonant alternations. Fulfulde Sentence and its types, Neutral and emphatic, word order, Simple declarative, interrogative as well as relative sentence.

## **NCE II (200 LEVEL) SECOND SEMESTER**

### **FLS<sub>1</sub> 221                      FULFULDE PROSE                      (2 CREDITS) C**

A comparative study of Fulfulde prose in respect of form, content and style. In-depth analysis of certain issues/themes of such prose and their relevance to present day Fulfulde society. Reading text in form of essays, short stories and short novels should be treated.

### **FLS<sub>1</sub> 222                      TRANSLATION (THEORY AND PRACTICE)                      (2 CREDIT) C**

Techniques of Translations. Practical – Passages for translation shall be extracted from newspapers, magazines, or text books on the language. Review of Translated texts.

### **FLS<sub>1</sub> 223                      FULFULDE COMPOSITION                      (2 CREDITS) C**

Introduction to Fulfulde rules of writing. Description of places, events and correspondence between friends, family members and other people. Writing of different forms of compositions (narrative, descriptive, argumentative, expository, reports, etc.)

## **NCE III (300 LEVEL) FIRST SEMESTER**

<b>TEACHING PRACTICE</b>
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## **NCE III (300 LEVEL) SECOND SEMESTER**

### **FLS<sub>1</sub> 321                      FULFULDE DRAMA                      (2 CREDITS) C**

A comparative study of Fulfulde Drama in respect of form, content and style, in-depth analysis of certain issues/themes of such drama and their relevance to present day Fulfulde society. Periodic identification of particular works and authors to be selected for study. Practical Drama (i.e. stage performance of selected plays). No fewer than five drama texts should be treated.

### **FLS<sub>1</sub> 322                      FULFULDE POETRY                      (2CREDITS) C**

A comparative study of 19<sup>th</sup> and 20<sup>th</sup> century Fulfulde poems in respect of form, content and style. In-depth study/analysis of certain issues/themes of such poems and their relevance to present day Fulfulde society. Periodic identification of particular works and authors to be selected for study. Practical Poetry. No fewer than ten thematic poems should be treated.

**FLS<sub>1</sub> 323 FULFULDE DIALECTOLOGY**

**(2 CREDIT) C**

Analysis and typological description of Fulaphone dialects. Fulfulde dialects in Nigeria, Geographical description of the dialects in Nigeria, Types of dialects and standardization of Fulfulde.

## TIV LANGUAGE L<sub>1</sub> SYLLABUS

### Philosophy

The culture of the people is inherent in their language. The learning of other Nigerian languages is therefore, paramount to the building of this consciousness. It is felt that man can hardly contemplate communal life without the instrument of language. Performance in language, especially spoken language defines personality. For the teacher, his credibility is almost entirely anchored on his competence in communicating ideas and stimulating learning through his use of language. Articulate and well-spoken teachers almost invariably win the hearts and the respect of their students or pupils.

In relation to Nigerian languages, it is assumed that the mother tongue of the child is closely related to the child's total growth and development i.e. cultural, psychological, mental, etc. Teaching and learning in the mother tongue helps in the quicker acquisition, retention, dissemination, transfer and use of knowledge in other subjects.

Literature generally is known to be 'language applied'. It is known also to embody the totality of the world-view of a people – social and political formations, culture, fears, anxieties, aspirations, etc. Studying a language without its literature is known to be a serious disservice.

### 5. OBJECTIVES

In addition to the earlier stated general aims and objectives of teaching Languages, teaching Tiv as L1 at the NCE level aims at achieving the following:

- i) Equip the student – teachers with the basic skills of listening, speaking, reading and writing Fulfulde.
- ii) Prepare them adequately for the task of teaching Tiv at the Junior Secondary School level.
- iii) Expose the student – teachers to the rich socio-cultural and political lives of the speakers of the language.
- iv) Help stimulate their creativity in Tiv.

### 6. ADMISSION REQUIREMENTS

#### i) General

- a. A WAEC Senior Secondary Certificate (SSC) NECO or GCE 'O' level with passes in 4 subjects include English Language, three of which must be at credit level at one sitting or four credit at two sittings. Two of the credits must be relevant to the course the candidate wishes to offer. Credit in English and/or Mathematics may be required in some courses.
- b. A Grade II Teachers Certificate (TC II) with credit or merit in three subjects, two of which must be relevant to the course the candidate wishes to offer. One Credit/Merit in English language and/or Mathematics may be required in some courses.

- c. For candidates wishing to offer courses in Vocational and Technical education, R.S.A. or City and Guilds Intermediate Certificate coupled with credit/merit in at least four subjects are acceptable qualifications.
- d. Associateship Certificate in Education awarded by an approved institution in Nigeria or abroad is also acceptable as qualification.
- e. All candidates wishing to be considered for admissions must enroll for and write the selected examination organized by an accredited body such as JAMB.
- f. Successful candidates in Pre-NCE final examinations who also take and succeed in a selection examination organized by an accredited body are qualified for admission.
- g. It should be noted that some colleges may in addition to all of the above, administer their own elimination tests and or interviews for some courses. This is legitimate.

### **Additional**

- a. A credit or merit in any other Nigerian Language at the SSC, WAEC/GCE (O/L) NECO or Teachers Grade II Certificate or SISC plus any other requirements applicable to NCE Programmes. A credit in English language/literature is strongly recommended.
- b. Candidates who do not have a credit in the language may be admitted into the one-year preliminary programme, provided they meet the Pre-NCE entry requirements.
- c. Waiver: A pass in mathematics is also acceptable.

## **7. FACILITIES**

In order to facilitate a good teaching/learning environment, the following facilities are required:

### **(i) Classrooms**

Adequate number of fully furnished Classrooms, Lecture halls/theatres must be provided for seminars, group discussions etc.

### **(ii) Laboratories/Studios**

The use of language laboratory for all practical aspects of the language cannot be over-emphasized. It is therefore compulsory for all lecturers and students to make effective use of these laboratory facilities. Thus, a well-equipped language laboratory capable of sitting at least 30 students must be installed. A multimedia projector is essential.

### **(iii) Staff Offices**

Each senior member of staff should have a comfortably furnished office to himself/herself. There should also be an office for supporting staff (Typist/Clerk) with relevant equipment e.g. Computers, reproduction machines, etc.

**(iv) Books in the Library**

There must be enough books in the college/departmental library to cover all areas of the subject to the ratio of one student to ten books.

**(v) List of Equipment**

- a. Fully equipped Language Laboratory
- b. Audio-Visual equipment such as films, slides, recorders, television sets, cable Satellite, Video and relevant cassettes etc.
- c. Computer sets with Tiv software

**(vi) Museum/ Resource Rooms**

There must be a museum or resource room where traditional artifacts, crafts, clothes, tools, etc. indigenous to Tiv

**i) PERSONNEL**

**i. Academic**

Tiv studies at NCE level cover four main areas i.e. Language, Literature, Culture and Tiv Teaching Methodology. In the case of a single major, the minimum number of lecturers required is four (4). Teaching personnel versed in each of these four areas must possess at least B.A., B.A. Ed second class lower division.

**ii) Others**

- a) Tiv typist
- b) Laboratory Technician
- c) Messenger

**iii) MODE OF TEACHING**

The medium of instruction for Tiv at all levels will be Tiv/English. Various methodology approaches should be employed during formal sessions e.g. lectures, discussions, dramatization, etc.

**GRADUATION REQUIREMENTS**

The minimum number of credits required for the award of N.C.E. (Tiv) certificate shall be as follows:

(i) General Education	=	30 Credit Units
(ii) Teaching Practice	=	6 Credit Units
(iii) General Studies	=	18 Credit Units
(iv) Tiv	=	32 Credit Units
(v) Any other Teaching Subject	=	32 <u>Credit</u> Units

Total = **118 Credit Units**

**iv) TEACHING PRACTICE**



Every student is required to do Teaching Practice and the credit recorded in EDU 324. The Teaching Practice is to take place during the first semester of 300 Level for a period of twelve weeks (12) at a stretch.

v) **PROJECT**

Every student is required to write a Project in either Tiv or Education and the credit recorded in EDU 323

vi) **SUBJECT COMBINATION**

The following subjects may be combined with Tiv at the N.C.E. level.

- d. Any other Nigerian Language, Arabic, English or French.
- e. Any Arts or Social Science subject as dictated by local needs e.g. Theatre Arts, Social Studies etc.
- f. Computer Studies.

**COURSES AND STATUS  
NCE 1 – FIRST SEMESTER**

<b>COURSE CODES</b>	<b>COURSE TITLES</b>	<b>CREDIT UNITS</b>	<b>STATUS</b>
	<b>YEAR 1 – FIRST SEMESTER</b>		
TLS <sub>1</sub> 111	History and Development of the Tiv Language	2	C
TLS <sub>1</sub> 112	Tiv Grammar	2	C
TLS <sub>1</sub> 113	Reading skills in Tiv	2	C
TLS <sub>1</sub> 114	Tiv Oral and written Literature	2	C
	<b>TOTAL</b>	<b>8</b>	

	<b>NCE1 - SECOND SEMESTER</b>		
TLS <sub>1</sub> 121	The Orthography of Tiv.	2	C
TLS <sub>1</sub> 122	Methodology of teaching Tiv I	2	C
TLS <sub>1</sub> 123	Introduction to General Linguistics.	2	C
	<b>TOTAL</b>	<b>6</b>	

	<b>NCE II - FIRST SEMESTER</b>		
TLS <sub>1</sub> 211	Phonology of Tiv	2	C
TLS <sub>1</sub> 212	Methodology of Teaching Tiv II	2	C
TLS <sub>1</sub> 213	Morphology and Syntax of Tiv	2	C
	<b>TOTAL</b>	<b>6</b>	

	<b>NCE II - SECOND SEMESTER</b>		
TLS <sub>1</sub> 221	Tiv Prose	2	C
TLS <sub>1</sub> 222	Translation (Theory and Practice)	2	E
TLS <sub>1</sub> 223	Tiv Composition	2	C
	<b>TOTAL</b>	<b>6</b>	

	<b>NCE III – FIRST SEMESTER</b>		
	<b>TEACHING PRACTICE</b>	6	

	<b>SECOND SEMESTER</b>		
TLS <sub>1</sub> 321	Tiv Drama	2	C
TLS <sub>1</sub> 322	Tiv Poetry	2	C
TLS <sub>1</sub> 323	Tiv Dialectology	2	C
	<b>TOTAL</b>	<b>6</b>	

## SUMMARY

Course Status	Total
Compulsory Courses	32 Credit Units
Elective Courses	00 Credit Units
<b>Total</b>	<b>32 Credit Units</b>

### NCE 1 (100 LEVEL) FIRST SEMESTER

#### **TLS<sub>1</sub> 111 HISTORY AND DEVELOPMENT OF THE TIV LANGUAGE (2 CREDIT) C**

History and evolution of Tiv Language with particular emphasis on the spread of the Language, as well as its lexical enrichment due to language contact. A brief synopsis of standardization efforts of the use of Tiv in the media.

#### **TLS<sub>1</sub> 112 TIV GRAMMAR (2 CREDITS) C**

Typology and functions of parts of speech e.g. nouns, pronouns, adjectives, verbs, adverbs, particles, determiners, qualifiers, sentences, phrases and clauses, etc. Noun class system. The teacher should make the teaching communicative (more of practice than theory by eliciting real life situations and selecting vocabulary appropriate to students' level)

#### **TLS<sub>1</sub> 113 READING SKILLS IN TIV (2 CREDITS) C**

Suggested content for this course would include:

- Meaning and scope of reading in Tiv.
- Pre-reading skills (teaching/learning of Tiv alphabet, letter recognition, word recognition, picture reading etc.)
- Basic reading skills (reading in context, idiomatic expression, identifying figures of speech, etc.)
- Types of reading (intensive, extensive, creative, etc.)
- Problems of reading
- Habits of reading (vocalization, word-for-word reading, regression, finger pointing, etc)
- Selected literature fiction and non-fictions, articles, plays, poems etc. in Tiv

#### **TLS<sub>1</sub> 114 TIV ORAL AND WRITTEN LITERATURE (2 CREDITS) C**

Introduction to the various genres of Tiv Literature e.g. Tiv Oral Literature, such as folktales, oral songs, riddles, proverbs and children's games, as well as Pre and post 19<sup>th</sup> century poetry, prose and drama. Also, History of Tiv oral literature and the biography of some famous Tiv Oral Poets shall be covered. Selected Tiv literature that touches on culture, occupation and crafts could be used.

### NCE 1 SECOND SEMESTER

#### **TLS<sub>1</sub> 121 THE ORTHOGRAPHY OF TIV (2 CREDIT) C**

History and development of orthography in Tiv. Tiv orthography and standardization (e.g. selection of Tiv letters, word boundary, attention to vowel length, etc). Intensive in and out of class practicum.

**TLS<sub>1</sub>122 METHODOLOGY OF TEACHING TIV I (2 CREDITS) C**

An overview of the available syllabus of Tiv in the formal school system; especially in primary and secondary schools. Basic principles of Tiv L1 teaching/learning. Different strategies for teaching different topics in Tiv (Language, literature, culture and translation). Lesson notes/scheme of work in Tiv Language:- preparation, usage and evaluation.

**TLS<sub>1</sub> 124 INTRODUCTION TO GENERAL LINGUISTICS (2 CREDIT) C**

- a. Definition and nature of language.
- b. Use of Tiv as the source of data Language to introduce structural aspect of descriptive linguistics such as Phonetics, Phonology, Morphology, Syntax and Semantics

**NCE II (200 LEVEL) FIRST SEMESTER**

**TLS<sub>1</sub> 211 PHONOLOGY OF TIV (2 CREDITS) C**

Definition of Tiv sounds in terms of place and manner of articulation and structure. Further studies on Consonants, Vowels, Insertion, Deletion and Assimilation, tone and syllable structure, vowel and consonant contrasts etc.

**TLS<sub>1</sub> 212 METHODOLOGY OF TEACHING TIV II (2 CREDITS) C**

Designing, improvising, selecting, adopting and using varieties of teaching aids for effective teaching of Tiv Language, Literature and Culture. This shall include the following:

- a. Preparation and designing of posters on core messages of AIDS, sexually transmitted diseases (STD), family size and welfare, child spacing and delayed marriages, breast feeding etc.
- b. Methods of teaching population/family life education including value clarification:
- c. Development and evaluating teaching materials
- d. Functions, types, construction and administration of appropriate tests in Tiv.
- e. Language Learning Theories:
  - vii) Behaviourist Theories
  - viii) Cognitive Theories
  - ix) Language Acquisition device.

**TLS<sub>1</sub> 213 MORPHOLOGY AND SYNTAX OF TIV (2 CREDITS) C**

Definition, typology and classification of Tiv morphemes. Morphological Processes: Affixation. Word formation: Inflectional and derivational morphology. Tiv verbal and tense system, agreement, and Consonant alternations. Tiv Sentence and its types, Neutral and emphatic, word order, Simple declarative, interrogative as well as relative sentence.

## **NCE II (200 LEVEL) SECOND SEMESTER**

### **TLS<sub>1</sub> 221 TIV PROSE (2 CREDITS) C**

A comparative study of Tiv prose in respect of form, content and style. In-depth analysis of certain issues/themes of such prose and their relevance to present day Tiv society. Reading text inform of essays, short stories and short novels should be treated.

### **TLS<sub>1</sub> 222 TRANSLATION (THEORY AND PRACTICE) (2 CREDIT) C**

Techniques of Translations. Practical – Passages for translation shall be extracted from newspapers, magazines, or text books on the language. Review of Translated texts.

### **TLS<sub>1</sub> 223 TIV COMPOSITION (2 CREDITS) C**

Introduction to Tiv rules of writing. Description of places, events and correspondence between friends, family members and other people. Writing of different forms of compositions (narrative, descriptive, argumentative, expository, reports, etc.)

## **NCE III (300 LEVEL) FIRST SEMESTER**

<b>TEACHING PRACTICE</b>
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## **NCE III (300 LEVEL) SECOND SEMESTER**

### **TLS<sub>1</sub> 321 TIV DRAMA (2 CREDITS) C**

A comparative study of Tiv Drama in respect of form, content and style, in-depth analysis of certain issues/themes of such drama and their relevance to present day Tiv society. Periodic identification of particular works and authors to be selected for study. Practical Drama (i.e. stage performance of selected plays). No fewer than five drama texts should be treated.

### **TLS<sub>1</sub> 322 TIV POETRY (2 CREDITS) C**

A comparative study of 19<sup>th</sup> and 20<sup>th</sup> century Tiv poems in respect of form, content and style. In-depth study/analysis of certain issues/themes of such poems and their relevance to present day Tiv society. Periodic identification of particular works and authors to be selected for study. Practical Poetry. No fewer than ten thematic poems should be treated.

### **TLS<sub>1</sub> 323 TIV DIALECTOLOGY (2 CREDIT) C**

Analysis and typological description of Tiv dialects. Tiv dialects in Nigeria, Geographical description of the dialects in Nigeria, Types of dialects and standardization of Tiv.

## **KANURI LANGUAGE L<sub>1</sub> SYLLABUS**

### **Philosophy**

The culture of the people is inherent in their language. The learning of other Nigerian languages is therefore, paramount to the building of this consciousness. It is felt that man can hardly contemplate communal life without the instrument of language. Performance in language, especially spoken language defines personality. For the teacher, his credibility is almost entirely anchored on his competence in communicating ideas and stimulating learning through his use of language. Articulate and well-spoken teachers almost invariably win the hearts and the respect of their students or pupils.

In relation to Nigerian languages, it is assumed that the mother tongue of the child is closely related to the child's total growth and development i.e. cultural, psychological, mental, etc. Teaching and learning in the mother tongue helps in the quicker acquisition, retention, dissemination, transfer and use of knowledge in other subjects.

Literature generally is known to be 'language applied'. It is known also to embody the totality of the world-view of a people – social and political formations, culture, fears, anxieties, aspirations, etc. Studying a language without its literature is known to be a serious disservice.

### **8. OBJECTIVES**

In addition to the earlier stated general aims and objectives of teaching Languages, teaching Kanuri as L<sub>1</sub> at the NCE level aims at achieving the following:

- i) Equip the student – teachers with the basic skills of listening, speaking, reading and writing Kanuri.
- ii) Prepare them adequately for the task of teaching Kanuri at the Junior Secondary School level.
- iii) Expose the student – teachers to the rich socio-cultural and political lives of the speakers of the language.
- iv) Help stimulate their creativity in Kanuri.

### **9. ADMISSION REQUIREMENTS**

#### **i) General**

- a. A WAEC Senior Secondary Certificate (SSC) NECO or GCE 'O' level with passes in 4 subjects include English Language, three of which must be at credit level at one sitting or four credits at two sittings. Two of the credits must be relevant to the course the candidate wishes to offer. Credit in English and/or Mathematics may be required in some courses.

- b. A Grade II Teachers Certificate (TC II) with credit or merit in three subjects, two of which must be relevant to the course the candidate wishes to offer. One Credit/Merit in English language and/or Mathematics may be required in some courses.
- c. For candidates wishing to offer courses in Vocational and Technical education, R.S.A. or City and Guilds Intermediate Certificate coupled with credit/merit in at least four subjects are acceptable qualifications.
- d. Associateship Certificate in Education awarded by an approved institution in Nigeria or abroad is also acceptable as qualification.
- e. All candidates wishing to be considered for admissions must enroll for and write the selected examination organized by an accredited body such as JAMB.
- f. Successful candidates in Pre-NCE final examinations who also take and succeed in a selection examination organized by an accredited body are qualified for admission.
- g. It should be noted that some colleges may in addition to all of the above, administer their own elimination tests and or interviews for some courses. This is legitimate.

#### **Additional**

- a. A credit or merit in any other Nigerian Language at the SSC, WAEC/GCE (O/L) NECO or Teachers Grade II Certificate or SISC plus any other requirements applicable to NCE Programmes. A credit in English language/literature is strongly recommended.
- b. Candidates who do not have a credit in the language may be admitted into the one-year preliminary programme, provided they meet the Pre-NCE entry requirements.
- c. Waiver: A pass in mathematics is also acceptable.

### **10. FACILITIES**

In order to facilitate a good teaching/learning environment, the following facilities are required:

#### **(i) Classrooms**

Adequate number of fully furnished Classrooms, Lecture halls/theatres must be provided for seminars, group discussions etc.

#### **(ii) Laboratories/Studios**

The use of language laboratory for all practical aspects of the language cannot be over-emphasized. It is therefore compulsory for all lecturers and students to make effective use of these laboratory facilities. Thus, a well-equipped language laboratory capable of sitting at least 30 students must be installed. A multimedia projector is essential.

#### **(iii) Staff Offices**

Each senior member of staff should have a comfortably furnished office to himself/herself. There should also be an office for supporting staff (Typist/Clerk) with relevant equipment e.g. Computers, reproduction machines, etc.

**(iv) Books in the Library**

There must be enough books in the college/departmental library to cover all areas of the subject to the ratio of one student to ten books.

**(v) List of Equipment**

- a. Fully equipped Language Laboratory
- b. Audio-Visual equipment such as films, slides, recorders, television sets, cable satellite, video and relevant cassettes etc.
- c. Computer sets with Kanuri software,

**(vi) Museum/ Resource Rooms**

There must be a museum or resource room where traditional artifacts, crafts, clothes, tools, etc. indigenous to Kanuri

**i) PERSONNEL**

**i. Academic**

Kanuri studies at NCE level cover four main areas i.e. Language, Literature, Culture and Kanuri Teaching Methodology. In the case of a single major, the minimum number of lecturers required is four (4). Teaching personnel versed in each of these four areas must possess at least B.A., B.A. Ed second class lower division.

**ii) Others**

- a) Kanuri typist
- b) Laboratory Technician
- c) Messenger

**iii) MODE OF TEACHING**

The medium of instruction for Kanuri at all levels will be Kanuri/English. Various methodology approaches should be employed during formal sessions e.g. lectures, discussions, dramatization, etc.

**iv) GRADUATION REQUIREMENTS**

The minimum number of credits required for the award of N.C.E. (Kanuri) certificate shall be as follows:

(i) General Education	=	30 Credit Units
(ii) Teaching Practice	=	6 Credit Units
(iii) General Studies	=	18 Credit Units
(iv) Kanuri	=	32 Credit Units
(v) Any other Teaching Subject	=	32 <u>Credit</u> Units

Total = **118 Credit Units**

**v) TEACHING PRACTICE**



Every student is required to do Teaching Practice and the credit recorded in EDU 324. The Teaching Practice is to take place during the first semester of 300 Level for a period of twelve weeks (12) at a stretch.

**vi) PROJECT**

Every student is required to write a Project in either Kanuri or Education and the credit recorded in EDU 323

**vii) SUBJECT COMBINATION**

The following subjects may be combined with Kanuri at the N.C.E. level.

- a. Any other Nigerian Language, Arabic, English or French.
- b. Any Arts or Social Science subject as dictated by local needs.
- c. Computer Studies.

**COURSES AND STATUS  
NCE 1 – FIRST SEMESTER**

<b>COURSE CODES</b>	<b>COURSE TITLES</b>	<b>CREDIT UNITS</b>	<b>STATUS</b>
	<b>YEAR 1 – FIRST SEMESTER</b>		
KLS <sub>1</sub> 111	History and Development of the Kanuri Language	2	C
KLS <sub>1</sub> 112	Kanuri Grammar	2	C
KLS <sub>1</sub> 113	Reading skills in Kanuri	2	C
KLS <sub>1</sub> 114	Kanuri Oral and written Literature	2	C
	<b>TOTAL</b>	<b>8</b>	
	<b>NCE1 - SECOND SEMESTER</b>		
KLS <sub>1</sub> 121	The orthography of Kanuri.	2	C
KLS <sub>1</sub> 122	Methodology of teaching Kanuri I	2	C
KLS <sub>1</sub> 123	Introduction to General Linguistics.	2	C
	<b>TOTAL</b>	<b>6</b>	
	<b>NCE II - FIRST SEMESTER</b>		
KLS <sub>1</sub> 211	Phonology of Kanuri	2	C
KLS <sub>1</sub> 212	Methodology of Teaching Kanuri II	2	C
KLS <sub>1</sub> 213	Morphology and Syntax of Kanuri	2	C
	<b>TOTAL</b>	<b>6</b>	
	<b>NCE II - SECOND SEMESTER</b>		
KLS <sub>1</sub> 221	Kanuri Prose	2	C
KLS <sub>1</sub> 222	Translation (Theory and Practice)	2	C
KLS <sub>1</sub> 223	Kanuri Composition	2	C
	<b>TOTAL</b>	<b>6</b>	
	<b>NCE III – FIRST SEMESTER</b>		
	<b>TEACHING PRACTICE</b>		
	<b>SECOND SEMESTER</b>		
KLS <sub>1</sub> 321	Kanuri Drama	2	C
KLS <sub>1</sub> 322	Kanuri Poetry	2	C
KLS <sub>1</sub> 323	Kanuri Dialectology	2	C
	<b>TOTAL</b>	<b>6</b>	

**SUMMARY**

<b>Course Status</b>	<b>Total</b>
Compulsory Courses	32 Credit Units
Elective Courses	00 Credit Units
<b>Total</b>	<b>32 Credit Units</b>

## **NCE 1 (100 LEVEL) FIRST SEMESTER**

### **KLS<sub>1</sub> 111 HISTORY AND DEVELOPMENT OF THE KANURI LANGUAGE (2 CREDIT) C**

History and evolution of Kanuri Language with particular emphasis on the spread of the Language, as well as its lexical enrichment due to language contact. A brief synopsis of standardization efforts of the use of Kanuri in the media.

### **KLS<sub>1</sub> 112 KANURI GRAMMAR (2 CREDITS) C**

Typology and functions of parts of speech e.g. nouns, pronouns, adjectives, verbs, adverbs, particles, determiners, qualifiers, sentences, phrases and clauses, etc. Noun Class System. The teacher should make the teaching communicative (more of practice than theory by eliciting real life situations and selecting vocabulary appropriate to students' level)

### **KLS<sub>1</sub> 113 READING SKILLS IN KANURI (2 CREDITS) C**

Suggested content for this course would include:

- Meaning and scope of reading in Kanuri.
- Pre-reading skills (teaching/learning of Kanuri alphabet, letter recognition, word recognition, picture reading etc.)
- Basic reading skills (reading in context, idiomatic expression, identifying figures of speech, etc.)
- Types of reading (intensive, extensive, creative, etc.)
- Problems of reading
- Habits of reading (vocalization, word-for-word reading, regression, finger pointing, etc)
- Selected literature fiction and non-fictions, articles, plays, poems etc. in Kanuri

### **KLS<sub>1</sub> 114 KANURI ORAL AND WRITTEN LITERATURE (2 CREDITS) C**

Introduction to the various genres of Kanuri Literature e.g. Kanuri Oral Literature, such as folktales, oral songs, riddles, proverbs and children's games, as well as Pre and post 19<sup>th</sup> century poetry, prose and drama. Also, History of Kanuri oral literature and the biography of some famous Kanuri Oral Poets shall be covered. Selected Kanuri literature that touches on culture, occupation and crafts could be used.

## **NCE 1 SECOND SEMESTER**

### **KLS<sub>1</sub> 121 THE ORTHOGRAPHY OF KANURI (2 CREDIT) C**

History and development of orthography in Kanuri. Kanuri orthography and standardization (e.g. selection of Kanuri letters, word boundary, attention to vowel length, etc). Intensive in and out of class practicum.

**KLS<sub>1</sub> 122 METHODOLOGY OF TEACHING KANURI 1 (2 CREDITS) C**

An overview of the available syllabus of Kanuri in the formal school; system especially in primary and secondary schools. Basic principles of Kanuri L1 teaching/learning. Different strategies for teaching different topics in Kanuri (Language, literature, culture and translation). Lesson notes/scheme of work in Kanuri Language:- preparation, usage and evaluation.

**KLS<sub>1</sub> 124 INTRODUCTION TO GENERAL LINGUISTICS (2 CREDIT) C**

- a. Definition and nature of language.
- b. Use of Kanuri as the source of data Language to introduce structural aspect of descriptive linguistics such as Phonetics, Phonology, Morphology, Syntax and Semantics

**NCE II (200 LEVEL) FIRST SEMESTER**

**KLS<sub>1</sub> 211 PHONOLOGY OF KANURI (2CREDITS) C**

Definition of Kanuri sounds in terms of place and manner of articulation and structure. Further studies on Consonants, Vowels, Insertion, Deletion and Assimilation, tone and syllable structure, vowel and consonant contrasts etc.

**KLS<sub>1</sub> 212 METHODOLOGY OF TEACHING KANURI II (2 CREDITS) C**

Designing, improvising, selecting, adopting and using varieties of teaching aids for effective teaching of Kanuri Language, Literature and Culture. This shall include the following:

- a. Preparation and designing of posters on core messages of AIDS, sexually transmitted diseases (STD), family size and welfare, child spacing and delayed marriages, breast feeding etc.
- b. Methods of teaching population/family life education including value clarification
- c. Development and Evaluating Teaching materials
- d. Functions, types, construction and administration of appropriate tests in Kanuri.
- e. Language Learning Theories:
  - x) Behaviourist Theories
  - xi) Cognitive Theories
  - xii) Language Acquisition device.

**KLS<sub>1</sub> 213 MORPHOLOGY AND SYNTAX OF KANURI (2 CREDITS) C**

Definition, typology and classification of Kanuri morphemes. Morphological Processes: Affixation. Word formation: Inflectional and derivational morphology. Kanuri verbal and tense system, agreement, and Consonant alternations. Kanuri sentence and its types, Neutral and emphatic, word order, Simple declarative, interrogative as well as relative sentence.

## **NCE II (200 LEVEL) SECOND SEMESTER**

### **KLS<sub>1</sub> 221 KANURI PROSE (2 CREDITS) C**

A comparative study of Kanuri prose in respect of form, content and style. In-depth analysis of certain issues/themes of such prose and their relevance to present day Kanuri society. Reading text in form of essays, short stories and short novels should be treated.

### **KLS<sub>1</sub> 222 TRANSLATION (THEORY AND PRACTICE) (2 CREDIT) C**

Techniques of Translations. Practical – Passages for translation shall be extracted from newspapers, magazines, or text books on the language. Review of Translated texts.

### **KLS<sub>1</sub> 223 KANURI COMPOSITION (2 CREDITS) C**

Introduction to Kanuri rules of writing. Description of places, events and correspondence between friends, family members and other people. Writing of different forms of compositions (narrative, descriptive, argumentative, expository, reports, etc.)

## **NCE III (300 LEVEL) FIRST SEMESTER**

<b>TEACHING PRACTICE</b>
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## **NCE III (300 LEVEL) SECOND SEMESTER**

### **KLS<sub>1</sub> 321 KANURI DRAMA (2 CREDITS) C**

A comparative study of Kanuri Drama in respect of form, content and style, in-depth analysis of certain issues/themes of such drama and their relevance to present day Kanuri society. Periodic identification of particular works and authors to be selected for study. Practical Drama (i.e. stage performance of selected plays). No fewer than five drama texts should be treated.

### **KLS<sub>1</sub> 322 KANURI POETRY (2 CREDITS) C**

A comparative study of 19<sup>th</sup> and 20<sup>th</sup> century Kanuri poems in respect of form, content and style. In-depth study/analysis of certain issues/themes of such poems and their relevance to present day Kanuri society. Periodic identification of particular works and authors to be selected for study. Practical Poetry. No fewer than ten thematic poems should be treated.

### **KLS<sub>1</sub> 323 KANURI DIALECTOLOGY (2 CREDIT) C**

Analysis and typological description of Kanuri dialects. Kanuri dialects in Nigeria, Geographical description of the dialects in Nigeria, Types of dialects and standardization of Kanuri.

## EFIK LANGUAGE L<sub>1</sub> SYLLABUS

### Philosophy

The culture of the people is inherent in their language. The learning of other Nigerian languages is therefore, paramount to the building of this consciousness. It is felt that man can hardly contemplate communal life without the instrument of language. Performance in language, especially spoken language defines personality. For the teacher, his credibility is almost entirely anchored on his competence in communicating ideas and stimulating learning through his use of language. Articulate and well-spoken teachers almost invariably win the hearts and the respect of their students or pupils.

In relation to Nigerian languages, it is assumed that the mother tongue of the child is closely related to the child's total growth and development i.e. cultural, psychological, mental, etc. Teaching and learning in the mother tongue helps in the quicker acquisition, retention, dissemination, transfer and use of knowledge in other subjects.

Literature generally is known to be 'language applied'. It is known also to embody the totality of the world-view of a people – social and political formations, culture, fears, anxieties, aspirations, etc. Studying a language without its literature is known to be a serious disservice.

### **11. OBJECTIVES**

In addition to the earlier stated general aims and objectives of teaching Languages, teaching Efik as L<sub>1</sub> at the NCE level aims at achieving the following:

- i) Equip the student – teachers with the basic skills of listening, speaking, reading and writing Fulfulde.
- ii) Prepare them adequately for the task of teaching Efik at the Junior Secondary School level.
- iii) Expose the student – teachers to the rich socio-cultural and political lives of the speakers of the language.
- iv) Help stimulate their creativity in Efik.

### **12. ADMISSION REQUIREMENTS**

#### **i) General**

- i) A WAEC Senior Secondary Certificate (SSC) NECO or GCE 'O' level with passes in 4 subjects include English Language, three of which must be at credit level at one sitting or four credit at two sittings. Two of the credits must be relevant to the course the candidate wishes to offer. Credit in English and/or Mathematics may be required in some courses.
- ii) A Grade II Teachers Certificate (TC II) with credit or merit in three subjects, two of which must be relevant to the course the candidate wishes to offer. Credit/Merit in English language and/or Mathematics may be required in some courses.
- iii) For candidates wishing to offer courses in Vocational and Technical education, R.S.A. or City and Guilds Intermediate Certificate coupled with credit/merit in at least four subjects are acceptable qualifications.
- iv) Associateship Certificate in Education awarded by an approved institution in Nigeria or abroad is also acceptable as qualification.

- v) All candidates wishing to be considered for admissions must enroll for and write the selected examination organized by an accredited body such as JAMB.
- vi) Successful candidates in Pre-NCE final examinations who also take and succeed in a selection examination organized by an accredited body are qualified for admission.
- vii) It should be noted that some colleges may in addition to all of the above, administer their own elimination tests and or interviews for some courses. This is legitimate.

**Additional**

- a. A credit or merit in any other Nigerian Language at the SSC, WAEC/GCE (O/L) NECO or Teachers Grade II Certificate or SISC plus any other requirements applicable to NCE Programmes. A credit in English language/literature is strongly recommended.
- b. Candidates who do not have a credit in the language may be admitted into the one-year preliminary programme, provided they meet the Pre-NCE entry requirements.
- c. Waiver: A pass in mathematics is also acceptable.

**13. FACILITIES**

In order to facilitate a good teaching/learning environment, the following facilities are required:

**(i) Classrooms**

Adequate number of fully furnished Classrooms, Lecture halls/theatres must be provided for seminars, group discussions etc.

**(ii) Laboratories/Studios**

The use of language laboratory for all practical aspects of the language cannot be over-emphasized. It is therefore compulsory for all lecturers and students to make effective use of these laboratory facilities. Thus, a well-equipped language laboratory capable of sitting at least 30 students must be installed. A multimedia projector is essential.

**(iii) Staff Offices**

Each senior member of staff should have a comfortably furnished office to himself/herself. There should also be an office for supporting staff (Typist/Clerk) with relevant equipment e.g. Computers, reproduction machines, etc.

**(iv) Books in the Library**

There must be enough books in the college/departmental library to cover all areas of the subject to the ratio of one student to ten books.

**(v) List of Equipment**

- a. Fully equipped Language Laboratory
- b. Audio-Visual equipment such as films, slides, recorders, television sets, cable Satellite, Video and relevant cassettes etc.
- c. Computer sets with Efik software,

**(vi) Museum/ Resource Rooms**

There must be a museum or resource room where traditional artifacts, crafts, clothes, tools, etc. indigenous to Efik

**i) PERSONNEL**

**i. Academic**

Efik studies at NCE level cover four main areas i.e. Language, Literature, Culture and Efik Teaching Methodology. In the case of a single major, the minimum number of lecturers required is four (4). Teaching personnel versed in each of these four areas must possess at least B.A., B.A. Ed second class lower division.

**ii) Others**

- a) Efik typist
- b) Laboratory Technician
- c) Messenger

**iii) MODE OF TEACHING**

The medium of instruction for Efik at all levels will be Efik/English. Various methodology approaches should be employed during formal sessions e.g. lectures, discussions, dramatization, etc.

**iv) GRADUATION REQUIREMENT**

The minimum number of credits required for the award of N.C.E. (Efik) certificate shall be as follows:

(i) General Education	=	30 Credit Units
(ii) Teaching Practice	=	6 Credit Units
(iii) General Studies	=	18 Credit Units
(iv) Efik	=	32 Credit Units
(v) Any other Teaching Subject	=	32 <u>Credit</u> Units
Total	=	<b><u>118 Credit Units</u></b>

**v) TEACHING PRACTICE**

Every student is required to do Teaching Practice and the credit recorded in EDU 324. The Teaching Practice is to take place during the first semester of 300 Level for a period of twelve weeks (12) at a stretch.

**vi) PROJECT**

Every student is required to write a Project in either Efik or Education and the credit recorded in EDU 323

**vii) SUBJECT COMBINATION**

The following subjects may be combined with Efik at the N.C.E. level.

1. Any other Nigerian Language, Arabic, English or French.
2. Any Arts or Social Science subject as dictated by local needs.
3. Computer Studies.



**COURSES AND STATUS  
NCE 1 – FIRST SEMESTER**

<b>COURSE CODES</b>	<b>COURSE TITLES</b>	<b>CREDIT UNITS</b>	<b>STATUS</b>
	<b>YEAR 1 – FIRST SEMESTER</b>		
ELS <sub>1</sub> 111	History and Development of the Efik Language	2	C
ELS <sub>1</sub> 112	Efik Grammar	2	C
ELS <sub>1</sub> 113	Reading skills in Efik	2	C
ELS <sub>1</sub> 114	Efik Oral and written Literature	2	C
	<b>TOTAL</b>	<b>8</b>	
	<b>NCE1 - SECOND SEMESTER</b>		
ELS <sub>1</sub> 121	The orthography of Efik.	2	C
ELS <sub>1</sub> 122	Methodology of teaching Efik I	2	C
ELS <sub>1</sub> 123	Introduction to General Linguistics.	2	C
	<b>TOTAL</b>	<b>6</b>	
	<b>NCE II - FIRST SEMESTER</b>		
ELS <sub>1</sub> 211	Phonology of Efik	2	C
ELS <sub>1</sub> 212	Methodology of Teaching Efik II	2	C
ELS <sub>1</sub> 213	Morphology and Syntax of Efik	2	C
	<b>TOTAL</b>	<b>6</b>	
	<b>NCE II - SECOND SEMESTER</b>		
ELS <sub>1</sub> 221	Efik Prose	2	C
ELS <sub>1</sub> 222	Translation (Theory and Practice)	2	C
ELS <sub>1</sub> 223	Efik Composition	2	C
	<b>TOTAL</b>	<b>5</b>	
	<b>NCE III – FIRST SEMESTER</b>		
	<b>TEACHING PRACTICE</b>		
	<b>SECOND SEMESTER</b>		
ELS <sub>1</sub> 321	Efik Drama	2	C
ELS <sub>1</sub> 322	Efik Poetry	2	C
ELS <sub>1</sub> 323	Efik Dialectology	2	C
	<b>TOTAL</b>	<b>6</b>	

**SUMMARY**

<b>Course Status</b>	<b>Total</b>
Compulsory Courses	32 Credit Units
Elective Courses	00 Credit Units
<b>Total</b>	<b>32 Credit Units</b>

**NCE 1 (100 LEVEL) FIRST SEMESTER**

**ELS<sub>1</sub> 111 HISTORY AND DEVELOPMENT OF THE EFIK LANGUAGE (2 CREDIT) C**

History and evolution of Efik Language with particular emphasis on the spread of the Language, as well as its lexical enrichment due to language contact. A brief synopsis of standardization efforts of the use of Efik in the media.

**ELS<sub>1</sub> 112 EFIK GRAMMAR (2 CREDITS) C**

Typology and functions of parts of speech e.g. nouns, pronouns, adjectives, verbs, adverbs, particles, determiners, qualifiers, sentences, phrases and clauses, etc. Noun Class System. The teacher should make the teaching communicative (more of practice than theory by eliciting real life situations and selecting vocabulary appropriate to students' level)

**ELS<sub>1</sub> 113 READING SKILLS IN EFIK (2 CREDITS) C**

Suggested content for this course would include:

- Meaning and scope of reading in Efik.
- Pre-reading skills (teaching/learning of Efik alphabet, letter recognition, word recognition, picture reading etc.)
- Basic reading skills (reading in context, idiomatic expression, identifying figures of speech, etc.)
- Types of reading (intensive, extensive, creative, etc.)
- Problems of reading
- Habits of reading (vocalization, word-for-word reading, regression, finger pointing, etc)
- Selected literature fiction and non-fictions, articles, plays, poems etc. in Efik

**ELS<sub>1</sub> 114 EFIK ORAL AND WRITTEN LITERATURE (2 CREDITS) C**

Introduction to the various genres of Efik Literature e.g. Efik Oral Literature, such as folktales, oral songs, riddles, proverbs and children's games, as well as Pre and post 19<sup>th</sup> century poetry, prose and drama. Also, History of Efik Oral Literature and the Biography of some famous Tiv Oral Poets shall be covered. Selected Efik literature that touches on culture, occupation and crafts could be used.

**NCE 1 SECOND SEMESTER**

**ELS<sub>1</sub> 121 THE ORTHOGRAPHY OF EFIK I (2 CREDIT) C**

History and development of orthography in Efik. Efik orthography and standardization (e.g. selection of Efik letters, word boundary, attention to vowel length, etc). Intensive in and out of class practicum.

**ELS<sub>1</sub> 122 METHODOLOGY OF TEACHING EFIK II (2 CREDITS) C**

An overview of the available syllabus of Efik in the formal school; system especially in primary and secondary schools. Basic principles of Efik L1 teaching/learning. Different strategies for teaching different topics in Efik (Language, literature, culture and translation). Lesson notes/scheme of work in Efik Language:- preparation, usage and evaluation.

**ELS<sub>1</sub> 124 INTRODUCTION TO GENERAL LINGUISTICS (2 CREDIT) C**

- a. Definition and nature of language.
- b. Use of Efik as the source of data Language to introduce structural aspect of descriptive linguistics such as Phonetics, Phonology, Morphology, Syntax and Semantics

**NCE II (200 LEVEL) FIRST SEMESTER**

**ELS<sub>1</sub> 211 PHONOLOGY OF EFIK (2CREDITS) C**

Definition of Efik sounds in terms of place and manner of articulation and structure. Further studies on Consonants, Vowels, Insertion, Deletion and Assimilation, tone and syllable structure, vowel and consonant contrasts etc.

**ELS<sub>1</sub> 212 METHODOLOGY OF TEACHING EFIK (2 CREDITS) C**

Designing, improvising, selecting, adopting and using varieties of teaching aids for effective teaching of Efik Language, Literature and Culture. This shall include the following:

- a. Preparation and designing of posters on core messages of AIDS, sexually transmitted diseases (STD), family size and welfare, child spacing and delayed marriages, breast feeding etc.
- b. Methods of teaching population/family life education including value clarification:
- c. Development and Evaluating Teaching materials
- d. Functions, types, construction and administration of appropriate tests in Efik.
- e. Language Learning Theories:
  - i) Behaviourist Theories
  - ii) Cognitive Theories
  - iii) Language Acquisition device.

**ELS<sub>1</sub> 213 MORPHOLOGY AND SYNTAX OF EFIK (2 CREDITS) C**

Definition, typology and classification of Efik morphemes. Morphological Processes: Affixation. Word formation: Inflectional and derivational morphology. Efik verbal and tense system, agreement, and consonant alternations. Efik sentence and its types, neutral and emphatic, word order, simple declarative, interrogative as well as relative sentence.

**NCE II (200 LEVEL) SECOND SEMESTER**

**ELS<sub>1</sub> 221 EFIK PROSE (2 CREDITS) C**

A comparative study of Efik prose in respect of form, content and style. In-depth analysis of certain issues/themes of such prose and their relevance to present day Efik society. Reading text inform of essays, short stories and short novels should be treated.

**ELS<sub>1</sub> 222 TRANSLATION (THEORY AND PRACTICE) (2 CREDIT) C**

Techniques of Translations. Practical – Passages for translation shall be extracted from newspapers, magazines, or text books on the language. Review of Translated texts.

**ELS<sub>1</sub> 223 EFIK COMPOSITION (2 CREDITS) C**

Introduction to Efik rules of writing. Description of places, events and correspondence between friends, family members and other people. Writing of different forms of compositions (narrative, descriptive, argumentative, expository, reports, etc.)

**NCE III (300 LEVEL) FIRST SEMESTER**

<p><b>TEACHING PRACTICE</b></p>
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**NCE III (300 LEVEL) SECOND SEMESTER**

**ELS<sub>1</sub> 321 EFIK DRAMA (2 CREDITS) C**

A comparative study of Efik Drama in respect of form, content and style, in-depth analysis of certain issues/themes of such drama and their relevance to present day Efik society. Periodic identification of particular works and authors to be selected for study. Practical Drama (i.e. stage performance of selected plays). No fewer than five drama texts should be treated.

**ELS<sub>1</sub> 322 EFIK POETRY (2 CREDITS) C**

A comparative study of 19<sup>th</sup> and 20<sup>th</sup> century Efik poems in respect of form, content and style. In-depth study/analysis of certain issues/themes of such poems and their relevance to present day Efik society. Periodic identification of particular works and authors to be selected for study. Practical Poetry. No fewer than ten thematic poems should be treated.

**ELS<sub>1</sub> 323 EFIK DIALECTOLOGY (2 CREDIT) C**

Analysis and typological description of Efik dialects. Efik dialects in Nigeria, Geographical description of the dialects in Nigeria, Types of dialects and standardization of Efik.

## NUPE LANGUAGE L<sub>1</sub> SYLLABUS

### Philosophy

The culture of the people is inherent in their language. The learning of other Nigerian languages is therefore, paramount to the building of this consciousness. It is felt that man can hardly contemplate communal life without the instrument of language. Performance in language, especially spoken language defines personality. For the teacher, his credibility is almost entirely anchored on his competence in communicating ideas and stimulating learning through his use of language. Articulate and well-spoken teachers almost invariably win the hearts and the respect of their students or pupils.

In relation to Nigerian languages, it is assumed that the mother tongue of the child is closely related to the child's total growth and development i.e. cultural, psychological, mental, etc. Teaching and learning in the mother tongue helps in the quicker acquisition, retention, dissemination, transfer and use of knowledge in other subjects.

Literature generally is known to be 'language applied'. It is known also to embody the totality of the world-view of a people – social and political formations, culture, fears, anxieties, aspirations, etc. Studying a language without its literature is known to be a serious disservice.

### 4. OBJECTIVES

In addition to the earlier stated general aims and objectives of teaching Languages, teaching Nupe as L1 at the NCE level aims at achieving the following:

- a. Equip the student – teachers with the basic skills of listening, speaking, reading and writing Nupe.
- b. Prepare them adequately for the task of teaching Nupe at the Junior Secondary School level.
- c. Expose the student – teachers to the rich socio-cultural and political lives of the speakers of the language.
- d. Help stimulate their creativity in Nupe.

### 5. ADMISSION REQUIREMENTS

#### a. General

- a. A WAEC Senior Secondary Certificate (SSC) NECO or GCE 'O' level with passes in 4 subjects include English Language, three of which must be at credit level at one sitting or four credit at two sittings. Two of the credits must be relevant to the course the candidate wishes to offer. Credit in English and/or Mathematics may be required in some courses.
- b. A Grade II Teachers Certificate (TC II) with credit or merit in three subjects, two of which must be relevant to the course the candidate wishes to offer. Credit/Merit in English language and/or Mathematics may be required in some courses.

- c. For candidates wishing to offer courses in Vocational and Technical education, R.S.A. or City and Guilds Intermediate Certificate coupled with credit/merit in at least four subjects are acceptable qualifications.
- d. Associateship Certificate in Education awarded by an approved institution in Nigeria or abroad is also acceptable as qualification.
- e. All candidates wishing to be considered for admissions must enroll for and write the selected examination organized by an accredited body such as JAMB.
- f. Successful candidates in Pre-NCE final examinations who also take and succeed in a selection examination organized by an accredited body are qualified for admission.
- g. It should be noted that some colleges may in addition to all of the above, administer their own elimination tests and or interviews for some courses. This is legitimate.

### **Additional**

- a. A credit or merit in any other Nigerian Language at the SSC, WAEC/GCE (O/L) NECO or Teachers Grade II Certificate or SISC plus any other requirements applicable to NCE Programmes. A credit in English language/literature is strongly recommended.
- b. Candidates who do not have a credit in the language may be admitted into the one-year preliminary programme, provided they meet the Pre-NCE entry requirements.
- c. Waiver: A pass in mathematics is also acceptable.

## **6. FACILITIES**

In order to facilitate a good teaching/learning environment, the following facilities are required:

### **(i) Classrooms**

Adequate number of fully furnished Classrooms, Lecture halls/theatres must be provided for seminars, group discussions etc.

### **(ii) Laboratories/Studios**

The use of language laboratory for all practical aspects of the language cannot be over-emphasized. It is therefore compulsory for all lecturers and students to make effective use of these laboratory facilities. Thus, a well-equipped language laboratory capable of sitting at least 30 students must be installed. A multimedia projector is essential.

### **(iii) Staff Offices**

Each senior member of staff should have a comfortably furnished office to himself/herself. There should also be an office for supporting staff (Typist/Clerk) with relevant equipment e.g. Computers, reproduction machines, etc.

### **(iv) Books in the Library**

There must be enough books in the college/departmental library to cover all areas of the subject to the ratio of one student to ten books.

(v) **List of Equipment**

- a. Fully equipped Language Laboratory
- b. Audio-Visual equipment such as films, slides, recorders, television sets, cable Satellite, Video and relevant cassettes etc.
- c. Computer sets with Nupe software,

(vi) **Museum/ Resource Rooms**

There must be a museum or resource room where traditional artifacts, crafts, clothes, tools, etc. indigenous to Nupe

**a. PERSONNEL**

**i. Academic**

Nupe studies at NCE level cover four main areas i.e. Language, Literature, Culture and Nupe Teaching Methodology. In the case of a single major, the minimum number of lecturers required is four (4). Teaching personnel versed in each of these four areas must possess at least B.A., B.A. Ed second class lower division.

b. Others

1. Nupe typist
2. Laboratory Technician
3. Messenger

**c. MODE OF TEACHING**

The medium of instruction for Nupe at all levels will be Nupe/English. Various methodology approaches should be employed during formal sessions e.g. lectures, discussions, dramatization, etc.

**d. GRADUATION REQUIREMENTS**

The minimum number of credits required for the award of N.C.E. (Nupe) certificate shall be as follows:

(i) General Education	=	30 Credit Units
(ii) Teaching Practice	=	6 Credit Units
(iii) General Studies	=	18 Credit Units
(iv) Nupe	=	32 Credit Units
(v) Any other Teaching Subject	=	32 <u>Credit</u> Units
Total	=	<b><u>118 Credit Units</u></b>

**e. TEACHING PRACTICE**

Every student is required to do Teaching Practice and the credit recorded in EDU 324. The Teaching Practice is to take place during the first semester of 300 Level for a period of twelve weeks (12) at a stretch.

**f. PROJECT**

Every student is required to write a Project in either Nupe or Education and the credit recorded in EDU 323

**g. SUBJECT COMBINATION**

The following subjects may be combined with Nupe at the N.C.E. level.

1. Any other Nigerian Language, Arabic, English or French.
2. Any Arts or Social Science subject as dictated by local needs.
3. Computer Studies.

**COURSES AND STATUS  
NCE 1 – FIRST SEMESTER**

<b>COURSE CODES</b>	<b>COURSE TITLES</b>	<b>CREDIT UNITS</b>	<b>STATUS</b>
	<b>YEAR 1 – FIRST SEMESTER</b>		
NLS <sub>1</sub> 111	History and Development of the Nupe Language	2	C
NLS <sub>1</sub> 112	Nupe Grammar	2	C
NLS <sub>1</sub> 113	Reading skills in Nupe	2	C
NLS <sub>1</sub> 114	Nupe Oral and written Literature	2	C
	<b>TOTAL</b>	<b>8</b>	
	<b>NCE1 - SECOND SEMESTER</b>		
NLS <sub>1</sub> 121	The orthography of Nupe.	2	C
NLS <sub>1</sub> 122	Methodology of teaching Nupe I	2	C
NLS <sub>1</sub> 123	Introduction to General Linguistics.	2	C
	<b>TOTAL</b>	<b>6</b>	
	<b>NCE II - FIRST SEMESTER</b>		
NLS <sub>1</sub> 211	Phonology of Nupe	2	C
NLS <sub>1</sub> 212	Methodology of Teaching Nupe II	2	C
NLS <sub>1</sub> 213	Morphology and Syntax of Nupe	2	C
	<b>TOTAL</b>	<b>6</b>	
	<b>NCE II - SECOND SEMESTER</b>		
NLS <sub>1</sub> 221	Nupe Prose	2	C
NLS <sub>1</sub> 222	Translation (Theory and Practice)	2	C
NLS <sub>1</sub> 223	Nupe Composition	2	C
	<b>TOTAL</b>	<b>6</b>	
	<b>NCE III – FIRST SEMESTER</b>		
	<b>TEACHING PRACTICE</b>		
	<b>SECOND SEMESTER</b>		
NLS <sub>1</sub> 321	Nupe Drama	2	C
NLS <sub>1</sub> 322	Nupe Poetry	2	C
NLS <sub>1</sub> 323	Nupe Dialectology	2	C
	<b>TOTAL</b>	<b>6</b>	

**SUMMARY**

<b>Course Status</b>	<b>Total</b>
Compulsory Courses	32 Credit Units
Elective Courses	00 Credit Units
<b>Total</b>	<b>32 Credit Units</b>



## **NCE<sub>1</sub> (100 LEVEL) FIRST SEMESTER**

### **NLS<sub>1</sub> 111 HISTORY AND DEVELOPMENT OF THE NUPE LANGUAGE (2 CREDIT) C**

History and evolution of Nupe Language with particular emphasis on the spread of the Language, as well as its lexical enrichment due to language contact. A brief synopsis of standardization efforts of the use of Nupe in the media.

### **NLS<sub>1</sub> 112 NUPE GRAMMAR (2 CREDITS) C**

Typology and functions of parts of speech e.g. nouns, pronouns, adjectives, verbs, adverbs, particles, determiners, qualifiers, sentences, phrases and clauses, etc. Noun Class System. The teacher should make the teaching communicative (more of practice than theory by eliciting real life situations and selecting vocabulary appropriate to students' level)

### **NLS<sub>1</sub> 113 READING SKILLS IN NUPE (2 CREDITS) C**

Suggested content for this course would include:

- Meaning and scope of reading in Nupe.
- Pre-reading skills (teaching/learning of Nupe alphabet, letter recognition, word recognition, picture reading etc.)
- Basic reading skills (reading in context, idiomatic expression, identifying figures of speech, etc.)
- Types of reading (intensive, extensive, creative, etc.)
- Problems of reading
- Habits of reading (vocalization, word-for-word reading, regression, finger pointing, etc)
- Selected literature fiction and non-fictions, articles, plays, poems etc. in Nupe

### **NLS<sub>1</sub> 114 NUPE ORAL AND WRITTEN LITERATURE (2 CREDITS) C**

Introduction to the various genres of Nupe Literature e.g. Nupe Oral Literature, such as folktales, oral songs, riddles, proverbs and children's games, as well as Pre and post 19<sup>th</sup> century poetry, prose and drama. Also, History of Nupe Oral Literature and the Biography of some famous Tiv Oral Poets shall be covered. Selected Nupe literature that touches on culture, occupation and crafts could be used.

## **NCE 1 SECOND SEMESTER**

### **NLS<sub>1</sub> 121 THE ORTHOGRAPHY OF NUPE I (2 CREDIT) C**

History and development of orthography in Nupe. Nupe orthography and standardization (e.g. selection of Nupe letters, word boundary, attention to vowel length, etc). Intensive in and out of class practicum.

**NLS<sub>1</sub> 122 METHODOLOGY OF TEACHING NUPE 1 (2 CREDITS) C**

An overview of the available syllabus of Nupe in the formal school; system especially in primary and secondary schools. Basic principles of Nupe L1 teaching/learning. Different strategies for teaching different topics in Nupe (Language, literature, culture and translation). Lesson notes/scheme of work in Nupe Language:- preparation, usage and evaluation.

**NLS<sub>1</sub> 124 INTRODUCTION TO GENERAL LINGUISTICS (2 CREDIT) C**

- a. Definition and nature of language.
- b. Use of Nupe as the source of data Language to introduce structural aspect of descriptive linguistics such as Phonetics, Phonology, Morphology, Syntax and Semantics

**NCE II (200 LEVEL) FIRST SEMESTER**

**NLS<sub>1</sub> 211 PHONOLOGY OF NUPE II (2CREDITS) C**

Definition of Nupe sounds in terms of place and manner of articulation and structure. Further studies on Consonants, Vowels, Insertion, Deletion and Assimilation, tone and syllable structure, vowel and consonant contrasts etc.

**NLS<sub>1</sub> 212 METHODOLOGY OF TEACHING NUPE II (2 CREDITS) C**

Designing, improvising, selecting, adopting and using varieties of teaching aids for effective teaching of Nupe Language, Literature and culture. This shall include the following:

- a. Preparation and designing of posters on core messages of AIDS, sexually transmitted diseases (STD), family size and welfare, child spacing and delayed marriages, breast feeding etc.
- b. Methods of teaching population/family life education including value clarification:
- c. Development and Evaluating Teaching materials
- d. Functions, types, construction and administration of appropriate tests in Nupe.
- e. Language Learning Theories:
  - i) Behaviourist Theories
  - ii) Cognitive Theories
  - iii) Language Acquisition device.

**NLS<sub>1</sub> 213 MORPHOLOGY AND SYNTAX OF NUPE (2 CREDITS) C**

Definition, typology and classification of Nupe morphemes. Morphological Processes: Affixation. Word formation: Inflectional and derivational morphology. Nupe verbal and tense system, agreement, and Consonant alternations. Nupe Sentence and its types, Neutral and emphatic, word order, Simple declarative, interrogative as well as relative sentence.

## **NCE II (200 LEVEL) SECOND SEMESTER**

### **NLS<sub>1</sub> 221 NUPE PROSE (2 CREDITS) C**

A comparative study of Nupe prose in respect of form, content and style. In-depth analysis of certain issues/themes of such prose and their relevance to present day Nupe society. Reading text inform of essays, short stories and short novels should be treated.

### **NLS<sub>1</sub> 222 TRANSLATION (THEORY AND PRACTICE) (2 CREDIT) C**

Techniques of Translations. Practical – Passages for translation shall be extracted from newspapers, magazines, or text books on the language. Review of Translated texts.

### **NLS<sub>1</sub> 223 NUPE COMPOSITION (2 CREDITS) C**

Introduction to Nupe rules of writing. Description of places, events and correspondence between friends, family members and other people. Writing of different forms of compositions (narrative, descriptive, argumentative, expository, reports, etc.)

## **NCE III (300 LEVEL) FIRST SEMESTER**

<b>TEACHING PRACTICE</b>
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## **NCE III (300 LEVEL) SECOND SEMESTER**

### **NLS<sub>1</sub> 321 NUPE DRAMA (2 CREDITS) C**

A comparative study of Nupe Drama in respect of form, content and style, in-depth analysis of certain issues/themes of such drama and their relevance to present day Nupe society. Periodic identification of particular works and authors to be selected for study. Practical Drama (i.e. stage performance of selected plays). No fewer than five drama texts should be treated.

### **NLS<sub>1</sub> 322 NUPE POETRY (2 CREDITS) C**

A comparative study of 19<sup>th</sup> and 20<sup>th</sup> century Nupe poems in respect of form, content and style. In-depth study/analysis of certain issues/themes of such poems and their relevance to present day Nupe society. Periodic identification of particular works and authors to be selected for study. Practical Poetry. No fewer than ten thematic poems should be treated.

### **NLS<sub>1</sub> 323 NUPE DIALECTOLOGY (2 CREDIT) C**

Analysis and typological description of Nupe dialects. Nupe dialects in Nigeria, Geographical description of the dialects in Nigeria, Types of dialects and standardization of Nupe.