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. 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 students-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 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 Examination 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.
b. Attawjihiyyah/Ath-thanawiyyah: a Senior Arabic and Islamic Studies Certificate from recognized Arabic institution in Nigeria or abroad.
c. Senior Secondary School Certificate (SSSC/WASC/NECO or G.C.E. 'O' level) with credit passes in five (5) subjects, including English Language and Mathematics, at not more than two sittings. Two of the credits should be relevant to the course the candidate wishes to offer.
d. A Grade II Teacher Certificate (TC II) with credit or merit in five (5) subjects including mathematics and English Language, two of which must be relevant to the course the candidate wishes to offer.

e. Associate Certificate in Education awarded by an approved institution in Nigeria or abroad is also acceptable as qualification.
f. All candidates wishing to be considered for admission must meet the requirements of an accredited body such as JAMB.
g. 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.
h. 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 posses at least one of the followings:

a. Credit or Merit in Arabic at the Grade II Teacher Certificate level.
b. Credit in Arabic at the SSSC/WASC/GCE O/L

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.

4. 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 lectures and students to make effective use of these laboratory facilities. Thus, a well-equipped language 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/department 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.

5. PERSONNEL

(a) Academic

For effective teaching of Arabic, at least eight (8) academic staff are needed to handle the different aspects of the based on the following distribution:

(i) Two lecturers for language.
(ii) Two lecturers for literature.
(iii) One Lecturer for Rhetoric
(iv) Two lecturers for Methodology/Research Methods.
(v) 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 Bilingual 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 REQUIREMENT

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

(i)	Education Courses	=	24 Credit Units
(ii)	General Studies	=	16 Credit Units
(iii)	Teaching Practice	=	6 Credit Units
(iv)	Arabic Courses	=	24 Credit Units
(v)	Any other teaching Subject	=	24 Credit Units
	Total	**=**	**94 Credit Units**

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 Nigeria 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 institution, 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 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.

COURSE AND STATUS

NCE I – FIRST SEMESTER

CODE	COURSE TITLE	CREDIT	STATUS
ARB 111	Introduction to the teaching of Arabic to the non-speakers	1	E
ARB 112	Oral Arabic (Reaching, Listening, Speaking and Writing Skills	1	C
ARB 113	Introduction to Arabic Grammar	1	C
ARB 114	Introduction to Arabic Literature	1	C
	TOTAL	**4C**	

SECOND SEMESTER

CODE	COURSE TITLE	CREDIT	STATUS
ARB 121	Arabic Phonetics and Phonology	1	C
ARB 122	Arabic Grammar 1	1	C
ARB 123	Arabic Drama	1	E
ARB 124	Introduction to Arabic Prosody	1	E
ARB 125	Arabic Literature 1	1	C
	TOTAL	**3C+2E=5**	

NCE II – FIRST SEMESTER

CODE	COURSE TITLE	CREDIT	STATUS
ARB 211	Acculturation	2	C
ARB 212	Arabic language Methods	1	C
ARB 213	Rhetoric 1	1	C
ARB 214	Arabic Synthetic Phonetics	1	E
	TOTAL	**4C+1=5**	C

NCE II – SECOND SEMESTER

CODE	COURSE TITLE	CREDIT	STATUS
ARB 221	Research Methods	1	C
ARB 222	Reading, Conversation and Translation	1	E
ARB 223	Arabic Literature II	2	C
ARB 224	Arabic Grammar II	1	C
ARB 225	Introduction to Arabic Lexicography	1	E
	TOTAL	**4C+2E=6C**	C

NCE III – FIRST SEMESTER

CODE	COURSE TITLE	CREDIT	STATUS
EDU 311	TEACHING PRACTICE	6	C
EDU 323	Project	2	C
	TOTAL	**8C**	C

NCE III – SECOND SEMESTER

CODE	COURSE TITLE	CREDIT	STATUS
ARB 321	Nigeria Arabic Literature	2	C
ARB 322	Arabic Grammar III	2	C
ARB 323	Introduction to Arabic Rhetorics	2	C
	TOTAL	6	

SUMMARY

Course Status	total
Compulsory Courses (Arabic)	**18 Credit Units**
Elective Courses (Arabic	**6 Unit**
Total	**24 Credit Units**

اللغة العربية

١ – فلسفة

يصعب للإنسان المعاصر أن يتعامل فى حياته الاجتماعية بدون العناصر اللغوية. فاللغة المنطوقة هي التى تحدد شخصية الفرد كما يعتمد إخلاصه على كفاءة تبليغ الأفكار وتشجيع التعلم من خلال استخدام اللغة. إن المعلمين الفصحاء البلغاء يجذبون رغبات الطلاب وهم المحترمون عندهم.

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

يعرف الأدب بأنه "لغة تطبيقية" كما يعرف أيضا بأنه يحتوى على آراء قوم حول التكوينات الاجتماعية والسياسية، والثقافية، والاقتصادية. لذا يعتبر تعلم اللغة بدون آدابها وثقافتها أمرا ناقصا.

٢ – أهداف وأغراض

يهدف برنامج شهادة التربية النيجيرية فى اللغة العربية إلى:

أ – إعداد المعلمين المتدربين لتعليم اللغة فى المدارس الابتدائية والإعدادية.

ب – تمكين الطلاب من استخدام العربية كلغة التعليم.

ج - مساعدة المعلمين المتدربين على اكتساب المهارات اللغوية فى اللغة العربية.

د – أن يطلع المعلمون المتدربون على الحياة الاجتماعية والسياسية والثقافية للناطقين باللغة راجيا به تحسين التفاهم الدولى.

هـ - إعداد الطلاب لتوسعة الدراسات التربوية واللغة العربية.

٣ – متطلبات القبول:

- المتطلبات العامة:

أ – لا بد من الحصول على الشهادة الثانوية فى الدراسات العربية والإسلامية أو الشهادة الإسلامية العليا الصادرة من المعاهد ومصالح الامتحانات المعتمدة مثل مصلحة الامتحانات المشتركة للمدارس العربية والإسلامية (المعروفة بـ JEBAIS)، والهيئة الوطنية للدراسات العربية والإسلامية التابعة لمعهد التربية بجامعة أحمد بلو زاريا (المعروفة بـ NBAIS)، فيتأهل للقبول ما دام يحصل على تقدير لا يقل عن جيد جدا. **أو** NECO/GCE ‘O’ Level أو WASC أو SSCE أو شهادة المدرسة الثانوية بتقدير جيد جدا فى أربع (٤) مواد من بينها الإنجليزية ومادتان آخريان مناسبتان لما يرغب المرشح فى تعلمه وبحيث يحصل عليها فيما لم يتجاوز على دورين من الامتحان. يسمح للمرشح أن يحصل على تقدير مقبول فى الرياضيات إلى جانب الحصول على تقدير مقبول على الأقل فى الإنجليزية.

ب – شهادة المعلمين من الدرجة الثانية (Grade II Certificate)مع الحصول على تقدير جيد جدا أو جيّد فى أربع مواد، وأن تكون اثنتان منها مناسبتين لما يرغب المرشح فى تعلمه. كما يسمح للمرشح أن يحصل على تقدير جيد جدا أو جيد فى اللغة الإنجليزية وعلى تقدير مقبول فى الرياضيات.

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

د – وعلى كل مرشح أن يكتب امتحان الانتقاء التي نظمتها مصلحة مفوّضة مثل "JAMB"

هـ - يستأهل المرشحون الناجحون فى الامتحان الأخير من برنامج ما قبل شهادة التربية النيجيرية للقبول ما داموا قد نجحوا فى امتحان الانتقاء نظمتها مصلحة مفوّضة.

و– بالإضافة إلى ما قد سبق ذكره آنفا، يجوز لكل كلية إجراء اختبارات انتقائية أو مقابلات.

- إضافيات.

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

أ – تقدير جيد جدا أو جيد فى اللغة العربية لشهادة المعلمين من الدرجة الثانية.

ب – تقدير جيد جدا فى اللغة العربية للشهادة الثانوية المعروف بـ NBAIS أو JEBAIS أو NECOأو "SSCE" أو"WASCE"

ج – الشهادة التوجيهية أو الثانوية الصادرة من معاهد عربية معتمدة إما من نيجيريا أو خارجها.

د – يُقبل المرشحون الذين لم يحصلوا على تقدير جيد جدا فى اللغة لبرنامج تمهيدى لمدة سنة واحدة (Pre-NCE)بحيث قد حصلوا على متطلبات القبول للدراسة التمهيدية.

4- التسهيلات:

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

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 يسع لثلاثين طالبا من الجلوس فيه.

مكاتب الأساتذة: يستحق كل أستاذ مكتبا مزودا بأثاثات مناسبة، وأن يكون هناك مكتب للعمال المساعدين (السكرتير) مع وجود أجهزة مناسبة مثل آلة الكمبيرتر مزودة ببرامج العربية وآلة 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 مزودة ببرامج العربية للقسم.
ج – الكمبيوتر، والتلفاز، وجهاز دي في دي، والأشرطة وسي ديهات المناسبة.

٥ – الموظفون

أ – الأكاديميون:

يحتاج تعليم اللغة العربية إلى ثمانية أساتذة على الأقل، لتدريس المواد العربية المختلفة حسب التقسيم الآتى:

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

يجب لأستاذة التعليم المحترفين فى طرق التدريس والبحوث أن يحصلوا على شهادة الماجستير فى مجال تعليم اللغة العربية على الأقل، أما الأساتدة من المجالات الأخرى يجب عليهم أن يحصلوا كذلك على شهادة الماجستير فى اللغة العربية والآداب إضافة إلى المؤهل الأدنى للتعليم من شهادة التربية النيجيرية. والحصول على شهادة الدكتوراه مفيد جدًا.

ب – غير الأكاديمين:

يُتطلب الموظفون المساعدون كالآتى:

أ. كاتب مثقف بحاسوب عربى
ب. سكرتير ثنائي اللغة (العربية/الإنجليزية)
ج. موظف متخصص فى المعمل اللغوي
د. مرسل / منظف

٦ – أسلوب التعليم

يستحسن استخدام الطرق المختلفة عند إلقاء المحاضرات والإستقصاءات والمناقشات.

٧ – متطلبات التخرج

مجموع الساعات المتطلبة لنيل شهادة التربية النيجيرية (العربية) هي:

أ - مواد التربية ٣٠

ب - التدريب العملي ٦
جـ - الدراسات العامة ١٨
د - مواد اللغة العربية ٢٤
هـ - مادة أخرى للتدريس ٢٤
المجموع: ١٠٢

٨ – برنامج العمل الميدانى والتثقيف العربي:

ومن متطلبات البرنامج أن يقضي الطلاب ستة أسابيع على الأقل في قرية اللغة العربية النيجيرية بإنغالا، ولاية برنو، أو في أي معهد عربي آخر مناسب إما بداخل نيجيريا أو خارجها.

يتوقع من الطلاب أن يعيشوا بين الجماعة اللغوية لتحسين مهارتهم النطقية من خلال التعامل مع الأهالي الناطقين باللغة العربية إلى جانب تعلم ثقافة القوم. هذا، بالإضافة إلى الزيارات والنشاطات الثقافية الأخرى التي يقوم بها الطلاب هناك. والرجاء أن يكون الاتفاق بين الإدارات الهامة للبرنامج (أى المعهد للتخفيف، وأن. سى. سِى. إي، والكليات) فى تحديد الزمن الذى يكون الطلاب فى القرية أو المعهد. وينبغي لإدارة أن.سى. سِى. إي إجراء الإشراف على البرنامج من وقت لآخر لكي تتم الفائدة المرجوة منه.

٩ – التدريب العملي:

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

١٠ – رحلات أكاديمية

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

١١ – المشروع:

يُطالب كل طالب بأن يكتب مشروعا إما في اللغة العربية أو في مادة التعليم الثانوي ثم تدوّن الساعات فى ت.ر ٣٢٣ (323 EDU)

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 الانضمام إلى بعض الجمعيات الأكاديمية التالية:

أ . الجمعية الأكاديمية للغة العربية وآدابها في نيجيريا (أسلن)

ب- معلمى العربية والدراسات الإسلامية، المعروفة بـ (نتانس)

ج. الجمعية اللغوية النيجيرية (LAN)

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

المقررات وأوصافها

السنة الأولى: الفصل الدراسى الأول

الحالة	الدرجة	وصف المقرر	رمز المادة
اختياري	١	مقدمة فى تعليم العربية لغير الناطقين بها	عربية ١١١
إجباري	١	العربية الشفهية (مهارة القراءة والاستماع والتحدث والكتابة)	عربية ١١٢
إجباري	١	مقدمة فى علم النحو العربي وتطوره	عربية ١١٣
إجباري	١	مقدمة فى الأدب العربي وأهدافه وأقسامه وعصوره	عربية ١١٤
	4	**المجموع**	

السنة الأولى: الفصل الدراسى الثانى

الحالة	الدرجة	وصف المقرر	رمز المادة
إجباري	١	تعليم علم الأصوات والفونولوجية	عربية ١٢١
إجباري	١	النحو العربي	عربية ١٢٢
اختياري	١	المسرحية العربية	عربية ١٢٣
اختياري	١	مقدمة فى علم العرضو وأهميته	عربية ١٢٤
إجباري	١	الأدب العربي ١	عربية ١٢٥
	3 إج + 2 إخ=5	المجموع	

السنة الثانية: الفصل الدراسى الأول

الحالة	الدرجة	وصف المقرر	رمز المادة
إجباري	1	طرق تدريس اللغة العربية	عربية ٢١٢
إجباري	1	علم البلاغة 1	عربية 213
اختياري	1	الأصوات التركيبية	عربية 214
	3	المجموع	

السنة الثانية: الفصل الدراسى الثاني

الحالة	الدرجة	وصف المقرر	رمز المادة
إجباري	١	طرق البحث في الدراسات العربية	عربية 221
اختياري	١	القراءة والمحادثة والترجمة	عربية ٢٢٢
إجباري	٢	الأدب العربي ٢	عربية ٢٢٣
إجباري	١	النحو العربي ٢	عربية ٢٢٤
اختياري	١	مقدمة في العلم المعاجم	عربية ٢٢٥
	٥	المجموع	

السنة الثالثة: الفصل الدراسى الأول

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

السنة الثالثة: الفصل الدراسي الأول

رمز المادة	وصف المقرر	الدرجة	الحالة
تربية 311	**التدريب العملي**	**6**	**إجباري**
تربية 323	**البحث**	**2**	**إجباري**

السنة الثالثة: الفصل الدراسى الثاني

الحالة	الدرجة	وصف المقرر	رمز المادة
إجباري	٢	الأدب العربي النيجيري	عربية ٣٢١
إجباري	١	النحو العربي ٣	عربية ٣٢٢
إجباري	١	مقدمة فى علم البلاغة	عربية ٣٢٣
	4	المجموع	

الخلاصة

المجموع	حالة المادة
18	مقررات إجبارية (العربية)
6	مقررات اختيارية (العربية)
٢٤	المجموع

NCE 1 FIRST SEMESTER

السنة الأولى: الفصل الدراسى الأول

COUSE DESCRIPTION وصف المقرر

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

مقدمة في تعليم اللغة العربية للناطقين بغيرها.

فى نهاية الدرس يستطيع المعلمون أن يتعرفوا

١ – تعريف اللغة ،خصائصها ،مستوياتها

2- أنواع تعلم وإكتساب اللغات

أ – اللغة الأم

ب – اللغة الثانية

ج – اللغة الأجنبية

3– أساسيات تعليم اللغة العربية للناطقين بغيرها.

4– مشكلات التداخل اللغوى في تعليم اللغة العربية للناطقين بغيرها..

ARB 112 Arabic Language Skills (Reading, Listening, Speaking and Writing Skills) (2 u) C

المهارات اللغوية (الاستماع والتحدث القراءة ، والكتابة)

فى نهاية الدرس يستطيع المتعلمون أن يتعرفرف1

2– نمو التمييز السمعي (ألعاب النشط التى تحتاج إلى الإستماع، الإستماع العاطفي، كولاج الأصوات)

3– التحسين في الإستماع (الإستماع بالتتابع، الإستماع للرأي، الإستماع إلى الأناشيد، والإستماع الحاسم)

4 – الإجابة على المدخلات السمعى (اعطاء الإرشادات وتتابعها والإسمتاع النشط التحدث):

أ – تنمية اللغة الشفهية

ب – الإنشاء الشفوي

ج نشاطات التحدث والمناقشة

ARB 113 Introduction to Arabic Grammar (I U) C

مقدمة فى علم النحو العربي:

فى نهاية الدرس يستطيع المعلمون أن يتعرفوا

١ – مقدمة فى نشأة علم النحو العربي وتطوره

٢ – أجزاء الجملة (الاسم و الفعل والحرف)

٣ – الإفراد والتثنية والجمع

٤ – التذكير والتأنيث

4- التذكير والتأنيث

5- المجرد والمزيد

ARB 114 Introduction to Arabic Literature (1 U) C

مقدمة فى الأدب العربي في العصر الجاهلي وصدر الإسلام

فى نهاية الدرس يستطيع المعلمون أن يتعرفوا

١ – تعريف الأدب العربي وأهدافه وأقسامه وعصوره.

٢ – نبذة تأريخية عن الأدب العربي الجاهلى أي صورة الاجتماعية والسياسية والعقلية والدينية.

٣ – دراسات مختارة للنثر والشعر فى العصر الجاهلى

٤ – مدخل فى الأدب العربي الإسلامي

٥ – دراساة مختارة للنثر والشعر فى عصر صدر الإسلام

NCE 1 SECOND SEMESTER

السنة الأولى: الفصل الدراسى الثانى

ARB 121 Arabic Phonetic and Phonology (2 U) C

علم الأصوات

فى نهاية الدرس يستطيع المعلمون أن يتعرفوا

١ – مفهوم علم الأصوات موضووعه مجالاته وأقسامه.

٢ – أعضاء النطق.

٣ – الأصوات الصامتة والصانتة.

٤ – تقسيم الأصوات حسب مخارج الحروف وصفاتها.

٥ – التدريب العملي فى المعمل اللغوي

6- المقاطع الصوتية

7- الثنائيات الصغرى

8- التقابل بين أصوات اللغة العربية وبعض أصوات لغات الطلاب الشبيهة بها

ARB 122 Arabic Grammar 1 (1 U) C

النحو العربي ١

فى نهاية الدرس يستطيع المعلمون أن يتعرفوا

١ – المبني والمعرب

٢ – تقسيم الفعل : الماضى ، المضارع والأمر)

٣ – تقسيم الأفعال (الصحيح والمعتل)

4- نواصب الفعل

٤ – جوازم الفعل.

5- الفاعل ونائبه

ARB 123 Arabic Drama (1 U) E

المسرحية العربية

فى نهاية الدرس يستطيع المعلمون أن يتعرفوا

١ – المسرحية العربية

أ – تعريفها

ب – أهميتها

ج - أنواعها

٢ – التشخيص فى المسرحية

٣ – مراجعة الكتب المسرحية الأهلية مثل:

أ – العميد المبجل "لزكريا حسين"

ب – بقاء مقدّر "لعبد البارئ أديتنجى

ج – "القصة والمسرحية: تاريخ وأصول "لعبد الغنى أديبايو ألبى وغيره

٤ – والتدريبات العملية المتنوعة فى المسرحية.

ARB 124 Introduction to Arabic Prosody (1 U) E

مقدمة في علم العروض

فى نهاية الدرس يستطيع المعلمون أن يتعرفوا

١ – تعريف علم العروض وأهميته.

٢ – الأسباب والأوتاد والفواصل.

٣ – الزحافات والعلل.

٤ – فكرة عامة عن البحور الشعرية مع التركيز على البحور الستة

5- الكتابة العروضية

ومن المراجع الهامة للمادة: ميزان الذهب فى صناعة شعر العرب. وأثمار يانعة فى العروض والقافية لطلاب المعاهد والجامعات فى غرب إفريقيا. (تأليف الدكتور سركى إبراهيم) الجزآن ١ و ٢

ARB 125 Arabic Literature 1 (2 U) C

الأدب العربي ١

فى نهاية الدرس يستطيع المتعلمون أن يتعرفوا على :

١ – نظرة عامة للأدب العربي فى العصرين: الأموى والعباسي

٢ – أثر الحياة السياسية والاقتصادية فى النثر والشعر العربي

٣ – النقائض: معناها وأمثلتها

4- ترجمة شاعرين من الشعراء العباسيين.

٥ – ودراسة نثر معاوية بن أبي سفيان والحجاج بن يوسف الثقفى

٦ – دراسة الأعمال للشخصيات الآتية:

أ – عبد الله بن المقفع

ب – الجاحظ

ج – عبد الحميد الكاتب بديع الزمان الهمدانى

NCE II FIRST SEMESTER

السنة الثانية: الفصل الدراسى الأول

ARB:211 ARABIC A RABIC Fieldwork and Acculturation (2 CU) C

العمل المي \انى والتثقيف العربي

- يجب على طلاب اللغة العربية يقضوا مالا يقل عن ستة أسابيع في قرية اللغة العربية إنغالا في ولاية برنو أو أي معهد عربي مناسب داخل نيجيرياأو خارجها
- ولتحقيق أهداف هذا البرنامج على أحسن وجه فلا بد من الإتفاق بين إداار القرية أو المعهد والمجلس الوطني لكليات التربية (أن سي-سي- إي) وأقسام اللغة العربية بالكليات على كيفيات أجزاء المادة وإتمامها على نحو يستفيد منها الطلاب إستفادة تامة.
- تلزم على أن سي-سي – إي مسؤلية الإشراف على البرنامج من أول الإستعدادات له في الكليات حتى إلى أثناء وجود الطلاب بالقرية.

- **FIELDWORK AND ACCULTURATION**
  As part of the mandatory / compulsory requirements, students of Arabic are expected to spend a minimum of six (6) weeks on acculturation programme at the Nigerian Arabic Language Village, Nigeria, Borno stste or any other acceptable instructions within or outside Nigeria. The students are expected to live among the other people, improve their second majors in the students withn 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 activity Involved by inspecting the designated centre from time to time to ensure maximum benefit by the students.

ARB 212 Arabic Language Methods (2 U) C

طرق تدريس اللغة العربية

تناول هذه المادة الموضوعات الهامة التالية:

فى نهاية الدرس يستطيع المعلمون أن يتعرفوا

1- مفهوم الطريقة

2- يدرب الطالب على مبادئ التدريس العامة وخصائص مدرس اللغة العربية

3- ويدربهم أيضا على تدريس الاتصال اللغوي – (CLT) ويدرب الطالب كذلك على استعمال مهارات الاتصال في تعليم اللغة للأجانب إستعمال طرق التعلم النشط والتدريس المركز حول الطالب مثل التعلم التعاونى، الذكاء المتعددة....

4- طرق تدريس اللغة كطريقة النحو، والترجمة، وطريقة المحادثة، والطريقة المباشرة، والسمعية الشفوية، والصوتية المكثفة والطريقة المزدوجة مع دراسة إيجابيات هذه الطرق وسلبياتها.

5- الوسائل التعليمية وكيفية استعمالها

6- تحضير الدرس

7- مراجعة بعض كتب عن طرق تدريس اللغة العربية مثل: الوجيز في التربية وعلم النفس "تأليف عبد الرحمن تندي صديق، وكتب أخرى مناسبة للمادة.

ARB:213 ARABIC RHETORIC I (1 CU)C

علم البلاغة 1

فى نهاية الدرس يستطيع المعلمون أن يتعرفوا

- فكرة عن البلاغة والفصاحة والأسلوب
- تأريخ نشأة علم البلاغة وتطوره
- دراسة تمهيدية عن قسم "البيان" مثل الموضوعات الآتية: التشبيه، المجاز، الإستعارة والكناية.

ARB 214: Synthetic Phonetics:1U () E

الأصوات التركيبية

1- تعليم أصوت الأحرف العربية.
2- تشكيل الحروف العربية .
3- مزج أصوات الأحرف.
4- تحديد الصوت في كلمات المجزءة
5- كلمات صعبة غير منتظمة

تدرس هذه المادة عن هذه طريقة متسلسلة التالية:

أ- القصة القصيرة: القصة تكونقصيرة جدا ذات علاقة بصوت المدرسة.

ب- العمل: يقوم المدرس بعميل ما التي أسردت في القصة ليتدرب ويقوم الطالب بهذه العملية.

ج- بطاقة الذاكرة المدمجة: بقوم المدرس بعرض حرف واجد في على البطاقة ليشاهده الطالب.

د- شكل الحرف: المدرس يقوم بعملية خط لكتابة الحرف كاتبة صحيحة ويقلده الطالب.

هـ - المزج: يقوم المدرس بمزج أصوات الحروف مزدوجة وثلاثية تركيبي.

و- الصوت: هنا يقوم المدرس بوضع كلمات أربعة أو خمسة إثنين أو ثلاثة منها تبدأ أول الحروف
بصوت الحرف الذي يدرسه المدرس ثم يقوم بخلها بخلافها أي حرفا آخر ويسأل الطالب بإخراج كلمات الصحيحة.
ز- الكتابة : الطالب يقوم بنقل الحرف أو كلمة على كراسته.
ح- النشيدة القصيرة: المدرس يقوم بإنشاد بيت أو بيوت قصيرة ذات إيقاعات الحرف المدروس.
ط- القاموس: يستعين المدرس بالقامس ليستخرج كلمات قصير ذات حروف التي يريد تدريسها.

NCE II SECOND SEMESTER

السنة الثانية: الفصل الدراسى الثانى

وصف المقرر COURSE DESCRIPTION

ARB:221 Research Methods (Arabic) (2 CU) C

طرق البحث في الدراسات العربية

- تعريف البحث وأهميته
- أهداف البحث وأنواعه
- اختيار موضوع البحث والمشرف
- وأساليب جمع المعلومات وتحليلها والكتابة
- كيفية كتابة الهوامش والمراجع
- كتابة البحث العربي النموذجي

ARB 222 Reading, Conversation and Translation (2 U) E

القراءة والمحادثة والترجمة
فى نهاية الدرس يستطيع المعلمون أن يتعرفوا
١ – مفهوم الإنشاء
ب-مفهوم الترجمة وأنواعها
ج- مفهوم القراءة وأنواعها
د- التدريبات العامة في الإنشاء والمحادثة والترجمة
هـ - موضوعات مختارة من القصص والمجلات العربية للترجمة والمحادثة

ARB 223 Arabic Literature II (2 U) C

الأدب العربي 2

فى نهاية الدرس يستطيع المتعلمون أن يتعرفوا على :
١ – دراسة عامة عن عصري الانحطاط والنهضة الحديثة
٢ – دراسة مختارة من نثر المنفلوطى وطه حسين

٣ – دراسة مختارة من شعر حافظ إبراهيم وأحمد شوقي ثم معروف الرصافى. د
ولا بد من ترغيب الطلاب لمراجعة كتب الأدب العربى المشهورة فى هذه المادة.

ARB 224 Arabic Grammar II (1 U) C

النحو العربي ٢

فى نهاية الدرس يستطيع المتعلمون أن يتعرفوا على :
- المرفوعات من الأسماء
- أسماء الإشارة و الأسماء الموصولة
- الصفة والموصوف
- والظرف

ARB 225 Introduction to Arabic Lexicography (1U) E

عربية 225 - فى نهاية الدرس يستطيع المتعلمون أن يتعرفوا على :
تعريف علم المعاجم
موجز تاريخ نشأة علم المعاجم العربية
أهمية دراسة علم المعاجم لطلاب اللغة العربية
أنواع المعاجم العربية ومداخلها
تدربات عامة حول كيفية الكشف عن معاني الكلمات العربية

NCE III FIRST SEMESTER

السنة الثالثة: الفصل الدراسى الأول

التدريب العملي Teaching Practice

NCE III SECOND SEMESTER السنة الثالثة: الفصل الدراسى الثاني

ARB 321 Nigeria Arabic Literature (2 U) C

الأدب النيجيري العربي

فى نهاية الدرس يستطيع المتعلمون أن يتعرفوا على:
- دراسة تطور الأدب النيجيري العربي منذ وقت دخول الإسلام إلى الآن
- دراسة الأعمال الأدبية مما ألفه الأعلام النيجيريون أمثال:
الشيخ وزير جنيد
والشيخ آدم عبد الله الإلورى
والشيخ مصطفى زغلول السنوسى
والدكتور علي نائبى سويد
والأستاذ الدكتور زكريا حسين
والأستاذ الدكتور إسحاق أوغنبيه
والأستاذ الدكتور عبد الرحيم عيسى الأول
والدكتور الطاهر محمد داود

والأستاذ عبد الباقى شعيب أغاكا
والدكتور بارئ أديتتجى
والكتاب الآخرون من الأدباء النيجيريين.
ومن أهم المراجع للمادة ما يأتى: المأدبة الأدبية لطلاب العربية فى إفريقيا الغربية، تأليف زكريا حسين، والكشاف فى 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:
- منصوبات الأسماء
- المشتقات
- التصغير وأنواعه
- النسب

EDU 323 Project (2 U) C البحث العلمي

ARB 323 Introduction to Arabic Rhetoric (2 U) C

علم البلاغة 2

فى نهاية الدرس يستطيع المتعلمون أن يتعرفوا على :
- 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

ENGLISH AS A SINGLE MAJOR

1) PHILOSOPHY

The philosophy behind the idea of having a separate programme for English as a single major is to deepen the competence for growth and development of teacher trainees as well as using the course as a vehicle for facilitating linguistic and literary knowledge of learners at the Basic Education 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 become confident and competent in the use of spoken and written English for various purposes;
c) Equip students to teach English Language and Literature effectively at the Basic Education level; and
d) Prepare students for further studies.

3) GENERAL ADMISSION REQUIREMENTS

a) A Senior Secondary School Certificate (SSSC/WAEC/NECO /GCE ‘O’ Level/ NBAIS or NABTEB) with credit passes in 5 subjects including English Language at

not more than two sittings, three of which must be at credit level at one sitting, Two of the credits must be relevant to the course the candidate wishes to offer.

b) A Grade Two Teachers Certificate (TC II) with credit or merit in five 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 must take and pass a selection examination organised by JAMB would also be qualified for admission. Such candidates are required to have five credits including English at SSSC/WAEC/NECO/GCE 'O' level / NABTEB or NBAIS after the Pre-N.C.E. programme.

d) All candidates wishing to be considered for admission must enroll for and write the selection examination organised 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 conduct 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:

b) Credit passes in English language and literature in English at WASC/SSCE/GCE 'O' Level/ NBAIS/NABTEB or NECO;

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:

i) Classroom: 5 student-friendly classrooms with seating capacity of 50 each should be provided. Lecture theatres with magnetic/interactive boards, etc., should be provided;

ii) Laboratories/Studios: A well-furnished language laboratory/studio and theatre capable of seating at least 50 students must be installed;

iii) ICT- based equipment, such as computers, audio recorders, tapes, CDs, internet facilities, LCD projectors, etc.,

iv) An adequately furnished theatre or hall for drama production

v) Adequate and varied costume equipment and props for dramatic performances

vi) Well-equipped resource room

vii) A well- equipped library

viii) Current books, journals, encyclopedias, etc.

EGRA Resource Centre Facility

1. A sound proof EGRA resource Laboratory:

a) Offices with air conditioners

b)GRA teaching and learning aids

- c) Relevant posters/handbills/play inventions, etc.
- d)A CCTV
- e)Rugged floor

- f)Window blinds

2. A 50- seat booth with earphones
3. An audio- visual playback TV
4. A mini-library with EGRA texts from Jolly Phonics, NEI+, RANA and other contributors to modern EGRA.
5. Online desktop and laptop computers.
6. Playback tape recorders and relevant EGRA tapes

ii) ***Staff Facilities:***

a) Offices should be well-furnished and conducive with magnetic/interactive boards for tutorials; and
b) All staff offices should have functional internet facilities.
c) An IPA Typewriter or Software

6) PERSONNEL

Well qualified highly motivated staff in adequate number is necessary for effective realisation of the objectives of the programme.

i) ***Academic***

a) For effective teaching of Basic -Education- level English as a single major, at least twelve (12) 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 have at least a Master's degree in English Language or Literature/Language Arts/Theatre Arts. However, where there is dire need, a first degree with a minimum of second class honours (lower division) with 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.

d) The Student Teacher ratio is 1:25

ii) ***Non-Teaching/ Support Staff***

a) A language laboratory technologis and a/technician;
b) A stage/ theatre technician/ and an attendant;
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 content, the following or any combination of these methods should be deployed:

a) Simulation, tutorials, projects, activity-based learning (participatory, interactive a, learner-centered methods), discussion, field trip, excursion, drama production, etc.
b) Tutorials are mandatory for all language and literature courses.

8) GRADUATION REQUIREMENTS

To graduate as NCE English Studies specialist teacher, a trainee is expected to earn the following credits:

(a) General Education = 24 Credit Units
(b) Teaching Practice = 6 Credit Units
General Studies = 16 Credit Units +GSE323& any two of the four GSE Mathematics courses = 19 Credit UnitsEnglish Single Major
= 24 Credit Units
(c) English Double Major 48 Credit Units
Total = 72 Credit Units (Single Major English); **97**

Credit Units (Double Major English)

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 311
c) The trainees are required to earn 6 credits for teaching practice.

10) PROJECT

Teacher trainees specialising in English as a single major must write their project either on English language, Literature-in-English or on the pedagogy of English Language or Literature in English

11) PROFESSIONAL/ACADEMIC ASSOCIATIONS

Membership of these associations is to assist in cross- fertilisation of ideas among wi professional/academic colleagues. Both staff and students should belong to one or more of these:

a) English Language Student Students' Association (ELSA)
b) Association of Nigerian Authors (ANA)
c) Literary and Debating Association/Society
d) Writers' Club
e) Reading Association of Nigeria (RAN)
f) Modern Early Grade Reading Association of Nigeria (MEGRAN)
g) English Language Teachers' Association in Nigeria (ELTAN)
h) Linguistic Association of Nigeria (LAN).
i) NATECEP- National Association of Teachers of English in Colleges of Education and Polytechnics (NATECEP)
j) Nigerian Association of Language Educators

12) COURSE OUTLINE

Year I

First Semester

COURSE CODE	COURSE TITLE	CREDIT(S)	STATUS
ENG 111	Practical Listening Skills	1	C
ENG 112	Introduction to Phonetics and Phonology	2	C
ENG 113	Grammar I	2	C
ENG 114	Introduction to Literature	2	C
	Total Credits	*7*	

Second Semester

COURSE CODE	COURSE TITLE	CREDIT(S)	STATUS
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
	Total Credits	6	

Year II

First Semester

COURSE CODE	COURSE TITLE	CREDITS	STATUS
	Year II - First Semester		
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 Methods	2	C
	Total Credits	**8**	

Second Semester			
COURSE CODE	**COURSE TITLE**	**CREDITS**	**STATUS**
ENG 221	Composition Writing	2	C
ENG 222	Summary Writing Skills	1	C
ENG 223	Critical Theory and Practical Criticism	2	C

ENG 224	Children /Young Adult Literature	1	C
ENG 225	Stylistics	1	E
	Total Credits	**7**	
Year III **First Semester**			
COURSE CODE	**COURSE TITLE**	**CREDITS**	**STATUS**
ENG 300	Teaching Practice	6	C
	Total credits	**6**	
Second Semester			
COURSE CODE	**COURSE TITLE**	**CREDITS**	**STATUS**
ENG 321	Project Writing	2	C
ENG 322	Varieties of English	1	C
ENG 323	Theatre and Drama in Education	1	E
ENG 324	Language Testing	1	C
ENG 325	Orature	1	E
	Total Credits	**4C+1E=5**	

13) COURSE DESCRIPTION

Year I
First Semester

ENG 111: Practical Listening Skills Work (1 Credit) C

Objectives

The training will enable the students y to identify, discriminate, react and respond appropriately to what is listened to. In addition, it will help trainees to extract specific information from texts listened to Similarly, trainees will obey the rules of turn taking, instruction, command or directives given and the capacity to announce news, advertise, appreciate and critique public speeches

Course Outline

What is listening?
Distinction between listening and hearing

- Training the ear for sound/ word discrimination (listening for information on radio and television stations, listening to information on recorded dialogues of native speakers and good models, etc.)
- Drills: Vowels – vowel contrasts and minimal pairs/sets

- Drills: Consonants- -consonant contrasts and minimal pairs/sets
- Drills: Identification and practice in rhythm
- Intonation (contrast with tone in student's MT/LI)
- Drills: Intonation for sentence meaning/speakers' attitudes
- Types of listening (intensive, extensive, appreciative, anticipatory, discriminatory, comprehensive, critical, etc.)
- Practical listening to audio of native speakers, good models, BBC news, etc., and educative movies

Note:

Listening to models of English speech and practice in oral discrimination in the language laboratory or on recorded cassette is fundamental.
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 would acquaint trainees with knowledge of the segmental and supra-segmental features of Phonetics and Phonology. Efforts should be made to give enough drills and practice in these features in the language laboratory.

- Phonetics and Phonology: Definition & distinction.
- Organs of speech and the mechanism of speech sounds.
- Consonants: Recognition/articulation in isolation and in phonetic environment
- Vowels: Recognition/articulation in isolation and in phonetic environment
- The syllable and its structure
- Stress: word and sentence level
- Intonation: meaning, uses and application
- Consonant and vowel sounds discrimination – minimal pairs/sets
- Introduction to phonemic transcription of words and .sentences

Note

Efforts should be made to help the students to reduce to the minimum, 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, although this course has a strong theoretical component, practical drills 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.

Course outline

- Grammar: Meaning and importance

- Parts of speech; General description
- Nouns: Meaning, types, function,, number, case
- Pronouns: Meaning, types, function, case
- Verbs: Meaning, types, modals, voice
- Tense, aspect of tense and sequence of tense
- Concord
- Adjectives: Meaning, types, comparison of adjectives and order of adjectives
- Adverbs: Meaning, types, comparison of adverbs and order of adverbs
- Preposition: Meaning, types and prepositional collocations
- Conjunctions: Meaning and types
- Interjections
- Sentence transformation: Direct and indirect speech, question tags, negation, passivisation, integration.

ENG 114: Introduction to Literature (1 Credit) C

Objectives

This course prepares students for all other Literature courses in the NCE syllabus. Students are introduced to the great critical debates in literature. It also gives students a panoramic 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.(iv) Literary Criticism
- Functions of literature and literary appreciation.
- 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?
- Oral Literature, its nature, performance, occasions, forms, means of transmission and functions.
- Oral Literature and 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,, 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

Genderr sensitivity and gender balance are critical considerations in the selection of authors. For the purpose of illustration, a few texts should be randomly selected in areas of prose, drama and poetry for intensive critical analysis /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 emphasizing reading skills and reading comprehension, which inciude literal critical and creative comprehension skills, vocabulary development, reading efficiency and fluency

Course Outline

Concepts in Reading

- Meaning of reading
- Types of reading
- Reading skills: Decoding, fluency, vocabulary, sentence construction and cohesion, background knowledge, memory and attention
- Reading strategies: Scanning, skimming, SQ3R

Reading Challenges

- Sub-vocalization
- Eye regression
- Tracing with fingers
  - Head movement
  - Backward skipping

Repetition (in oral reading)

Comprehension

- Word recognition/analysis
  Print Concept:
  - Print awareness
  - Letter knowledge
  - Alphabetic principle
  - Phonemic awareness
  - Phonemic segmentation
- Word Comprehension
- Sentence Comprehension
- Paragraph Comprehension
- Text comprehension at literal, interpretative, inferential, critical and creative levels
- Reading for sequence

- Intensive and extensive reading practice to include poetry, prose, and drama passages involving narration of real-life stories to 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
- Distinction between language learning and acquisition
- Language teaching methods
- Teaching the four language skills/Language Arts Approach (Strategies and techniques for teaching listening, speaking, writing and reading) using contemporary Language Teaching Methods for the JSS level.
- Teaching other language items:
  - Teaching vocabulary items
  - Teaching grammatical structures
- Planning to Teach:
  - The lesson plan
- Language and Literature teaching and learning resources
- Teaching and learning of Literature
  - Methods, techniques, strategies and resources for teaching prose, drama and poetry (thematic, discussion, dramatisation, oral, lecture)
  - Criteria for selecting literature texts
- The concepts of Reading and Reading readiness.
- Methods of teaching vocabulary; language games, e.g. quiz, scrabble, use of acronyms, etc.
- Active learning strategies

ENG 123: Modern African Literature /Female Writers in Africa (2 Credits) C

Objectives

This course is aimed 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 the 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:

Course Outline

- Understanding the concepts of African literature and modern African literature.
- Discuss the history and development of modern African literature
- Scope of African literature:
  - East and Central African Literature

- West African literature
- Southern African literature
- North African literature

- Literary Trends of colonialism, post colonialism, protest, feminism, etc.
- Practical analysis of texts (the three genres of literature to exemplify the thematic and literary considerations of the scope and trends of African literature)
- 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
  - Sizwe Bansi is Dead by Athol Fugard
  - 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 Long a letter by Mariama Ba
  - The Victims by Isidore Okpewho
  - No Sweetness Here by Ama Ata Aidoo

  The list should be updated from time to time as new writers, especially females, emerge

YEAR II
Second Semester

ENG 211: The Structure of English (course description) (2 Credits) C

Objectives

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

- Introduction to the structure of the English Language
- Morphology: Definition and scope
- The Morphemes and Allomorphs
- Morphological processes: Affixation, Suffixation, Suprafixation (Prefixes, Suffixes, supprafixes), Inflection, supplection, coinage, clipping, backward derivation, desententialisation
- Compounding, Derivation, etc., and their phonological realisation. e.g. (plurality)
- The word as a Linguistic concept (Word and Lexeme)
- Syntax: The English sentence (Structural types and Constituents)
- Phrase and Clauses (Types and functions)
- Semantics: Semantic Structure (Synonyms, Antonyms, Hyponyms, Homophones, Homographs, Polysemy, etc.)
- Collocation and idioms: denotation and connotation
- Ambiguity and Vagueness

ENG 212: Applied English Linguistics (course description) (2 Credits) C

Objectives

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

- Understanding language and linguistics
- Levels of linguistic description of language (phonological, morphological, syntactic and semantic levels)
- What is applied linguistics?
- The concept of mistake and error: meaning, types, sources and usefulness of errors in the ESL classroom
- Error Analysis: Meaning, Procedure in Error a Analysis: Identification, Description, Explanation, Remediation
- Contrastive analysis: meaning and procedure (A contrastive survey of the orthographical, phonological, morphological, lexical, syntactic, semantic nature of the Source Language and Target Language for differences and similarities; language transfer and the concepts of facilitation and interference.
- Interlanguage
- Motivation; meaning, types and implications to language teaching

ENG 213: Selected European Authors (Course descriptions) (2 Credits) C

Objective

This course gives as overview of literary activities from the neo-classical period to 21st Modern period. The course is expected to familiarise students 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.

- Medieval Era with examples from either Geoffery Chaucer's Poetry or from Christopher Marlow's Drama, e.g. Dr. Fustus (5th -15th Century)
- Renaissance Era (Basic discussion on the re-awaking of classical standards in literature (1800-1600 [14th – 17th Century])
- Elizabethan Era: Use examples from Shakespeare's plays: either tragedy, comedy or tragic- comedy (1558 - 1603
- Neoclassical Era (Basic discussion of the example could be used from either John Lilly, Francis Bacon, or Alexander Pope's essays (1660-1798) lasted 15 years
- Romantic Era: Use an Ode, for example, Such as John Keat's *Ode to a Nightingale* (1800-1850
- Victoria Era: Basic information about the happenings in the development of the novel from this age). e.g. Charles Dicken's *Great Expectation 1837-1901*
- 19th Century with examples from Jonathan Swift's Gulliver's Travels

A Modest Proposal
A Tale of a Tub
The Battle of the Books

a) Poetry such as T. S. Eliot, B. Yeats, G. Hopkins
b) Novel such as T.S. Eliot's Wasteland

ENG 214 Research Method (2 Credits) C

Objective: This course is aimed at equipping the trainee with the knowledge of basic concepts in research, skills in organising, conducting research, and writing research reports.

Course Outline

- Nature of research; Meaning and importance
- Choosing a good research topic/Qualities of a good research topic
- Types of research and research design
- Literature review: meaning, importance of literature review.
- Research population, sample, sampling procedures (simple random sampling, stratified random sampling, systematic sampling, cluster sampling, etc.)
- Instrumentation; Questionnaire, observation, test, interview, etc.
- Writing a research report: (Structure of research report – Introduction, literature review, methodology, analysis, findings, conclusion, recommendation)
- Documentation (citations, referencing and referencing styles)

YEAR II
Second Semester

ENG 221: Composition Writing (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.

Course description)

- Nature and essential features of composition writing?
- The basic components of composition writing?
- Types of composition and their characteristics
- Paragraphing: Meaning, qualities of a good paragraph, paragraph development
- Formal, semi-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

- 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 is aimed at cultivating in the learners specific techniques they need to enable them read and summarise texts, short stories, novels, etc.

Course Outline

- What is summary writing?
- Techniques for summary writing
- Identifying topic sentences or main point(s)
- Formulating topic sentence(s) or main point(s)
- Learning to provide a title to a text
- Learning paraphrasing skills.
- Summarising short texts and long texts, e.g. novels, essays etc.

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

Objective

The course is aimed at introducing students to the great critical debates so that they would see how different schools of thought perceive literary productions and their techniques of appreciation

Course Outline

- Equipping students with the skills of interpreting and evaluating literary texts.
- Types of criticism: Aristotelian or Intrinsic, Platonic or Extrinsic. The major schools should include t Socialism, Formalism, Structuralism, Feminism, Marxism, 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.

- The nature and features of young adult literature
- Functions of young adult literature
- Themes in young adult literature
- Comparative analysis of young adult literature and popular literature.
- Techniques of teaching young adult literature

Note:

This course is essentially in the form of project in the three genres of literature. The underlsited authors and texts can be used as well as 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

ENG 225: Stylistics 2 C

Objectives

The course is aimed at exposing trainees to different styles in language use with emphasis on the relationship between form, context and content

Course Outline

Definition of Stylistics
Identification of Stylistic features and their effects in chosen texts
Language use according to situation
Identification different u approaches to style.
Types and Dimensions of stylistics
Practical stylistic analyses of texts from different discourse types

YEAR III
First Semester

ENG 300: Teaching Practice (6 Credits) C

YEAR III
Second Semester

ENG 321: Long Essay (1 Credit) C

Course description

- 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 321: Varieties of English & Stylistics (2 Credits) C

Objectives

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

- The history of the English language
- English language spread and varieties
- Standard English and Received Pronunciation
- 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 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

Objectives

The course is aimed at introducing two very important disciplines: theatre in education and drama in education. The structure and methodology of both shall be organised 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 film industry, etc.

ENG 324: Language Testing (1 Credit) C

- What is testing?
- Characteristics of a good test
- Kinds of test; achievement, diagnostic, progress, placement, proficiency, aptitude tests
- Types of tests; subjective, objective, multiple-choice, open-ended, free response and close tests
- Test construction
- Marking, scoring and analysis of results
- Tasks for 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.
- Distinction between oral literature and 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 (practical analysis from various backgrounds)

ENGLISH AS A DOUBLE MAJOR

1) PHILOSOPHY

The philosophy behind the idea of having a separate programme for English as a double major is to deepen the competence for growth and development of teacher trainees as well as using the course as a vehicle for facilitating linguistic and literary knowledge of learners at the Basic Education 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 become confident and competent in the use of spoken and written English for various purposes;
c) Equip students to teach English Language and Literature effectively at the Basic Education level; and
d) Prepare students for further studies.

3) GENERAL ADMISSION REQUIREMENTS

a) A Senior Secondary School Certificate (SSSC/WAEC/NECO /GCE 'O' Level/ NBAIS or NABTEB) with credit passes in 5 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, and at least a pass in literature-in-English Credit in English and\or Mathematics may be required in some courses. (general info?)
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 must take and pass a selection examination organized by JAMB would also be qualified for admission. Such candidates are required to have five credits including English at SSSC/WAEC/NECO/GCE 'O' level / NABTEB or NBAIS 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 conduct 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 double major must have the following:

a) Credit passes in English language and l Literature-in English at WASC/SSCE/GCE 'O' Level/ NBAIS/NABTEB or NECO;
b) Any other qualification that may be added by an accredited authority from time to time.

5) FACILITIES

1. ***Student Facilities***

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

i) Classroom: 5 student-friendly classrooms with a seating capacity of 50 each should be provided. Lecture theatres with magnetic/interactive boards, etc., should be provided;
ii) Laboratories/Studios: A well-furnished language laboratory/studio and theatre capable of seating at least 50 students must be installed;
iii) ICT based equipment; computers, audio recorders, tapes, CDs, internet facilities, LCD projectors, etc., and
iv) An adequately furnished theatre or hall for drama production
v) Adequate and varied costume equipment and props for dramatic performances
vi) Well-equipped resource room
vii) A well-equipped library
viii) Current books, journals, encyclopaedias, etc.

6) **EGRA Resource Centre Facility**

ix) A sound-proof EGRA resource Laboratory:-

- Offices withAir conditioners
- EGRA teaching and learning aids
- Relevant posters/handbills/play inventions, etc.
- A CCTV
- Rugged floor
- Window blinds

ii) A 50-seat booth with earphones
iii) An audio visual playback TV
iv) A mini-library with EGRA texts from Jolly Phonics and Intrinsic Phonics (2019) by F.O Lawal & OmotayoJ. F., NEI+, RANA and other contributors to modern EGRA.
v) Online desktop and laptop computers.
vi) Playback tape recorders and relevant EGRA tapes

ii) ***Staff Facilities:***

a) Offices should be well-furnished and conducive with magnetic/interactive boards for tutorials; and
b) All staff offices should have functional internet facilities.

7) PERSONNEL

Well qualified and highly motivated staff in adequate number is necessary for effective realisation of the objectives of the programme.

i) Academic

a) For effective teaching of Basic Education level English as a single major, at least twelve (12) 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 have at least a Master's degree in English Language or Literature/Language Arts/Theatre Arts. However, where there is dire need, a first degree with a minimum of second class honours (lower division) with a minimum teaching qualification of NCE could be considered. Acquisition of a Ph. D degree is an added advantage.

Sufficient specialist lecturers should be provided to cater for all the major areas of English Language, Literature, Methodology, Theatre and Drama.

Student Teacher ratio is 1: 25

ii) ***Non-Teaching/ Support Staff***

a) A language laboratory technologist and technician;
b) A stage/ theatre technician and/attendant;
c) A typist/ computer operator;
d) A clerical officer; and
e) At least two cleaners.

8) METHODOLOGY

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

Simulation, tutorials, projects, activity-based learning (participatory, interactive approach, learner-centered), discussion, field trip, excursion, drama production, etc.

a) Tutorials are mandatory for all language and literature courses.

9) GRADUATION REQUIREMENTS

To graduate as NCE English Studies specialist teacher, a trainee is expected to earn the following credits:

(a) General Education	=	24 Credit Units
(b) Teaching Practice	=	6 Credits Units
(c) General Studies	=	16 compulsory Credit Units+GSE323+
2GSE Mathematics courses	=	19 Credit Units
(d) English	=	48 Credit Units
Total	=	97 **Credit Units**

10) 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 311/325.
c) The trainees are required to earn 6 credits for teaching practice.

11) PROJECT

Teacher trainees specialising in English as a double major must write their project on topics either on in the teaching and learning of English language or literature-in-English.

12) PROFESSIONAL/ACADEMIC ASSOCIATIONS

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

a) English Language Student Students' Association (ELSA)
b) Association of Nigerian Authors (ANA)
c) Literary and Debating Association/Society
d) Writers' Club
e) Reading Association of Nigeria (RAN)
f) Modern Early Grade Reading Association of Nigeria (MEGRAN)
g) English Language Teachers' Association in Nigeria (ELTAN)
h) Linguistic Association of Nigeria (LAN).
i) NATECEP- National Association of Teachers of English in Colleges of Education (NATECEP)and Polytechnics.
j) Nigerian Association of Language Educators

ENGLISH AS DOUBLE MAJOR

YEAR I

First Semester

Course Code	Course Title	Credit	Status
ENG 111	Practical Listening Skills	1	C
ENG 112	Introduction to Phonetics and Phonology I	2	C
ENG 113	Basic Grammar	2	C
ENG 114	Introduction to Literature	2	C
LIT 115	Short Stories	2	E
LIT 116	Literary Movements in Africa	2	C
Total Credit		**11/ 10**	

Second Semester

Course Code	Course Title	Credit	Status
ENG 121	Early Grade Reading Skills	2	C
ENG 122	English Language Methods	2	C
ENG 123	Systematic/ Synthetic Phonics	2	C
LIT 124	Nigerian Literature	2	E
LIT 125	Modern African Poetry	2	C
LIT 126	Modern African Prose	2	C
Total Credit		**14/ 12**	

YEAR II

First Semester

Course Code	Course Title	Credit	Status
ENG 211	The Structure of English	2	C
ENG 212	Applied English Linguistics	2	C
ENG 213	Introduction to Phonetics and Phonology II	2	C
ENG 214	Advanced Grammar	2	C
LIT 215	African Drama	2	C
LIT 216	Non-African Literature	3	C
LIT 217	Introduction to Orature	1	E
Total Credit		**14/ 13**	

Second Semester/

Course Code	Course Title	Credit	Status
ENG 221	Composition	1	C
ENG 222	Summary Writing Skills	1	C
ENG 223	Young Adult Literature	1	C
LIT 224	Theatre and Drama in Education	2	C
LIT 225	Children's Literature	2	C
LIT 226	Literature Methods	2	C
Total Credit		**9**	

YEAR III

First Semester

Course Code	Course Title	Credit	Status
EDU 325	Teaching Practice	6	C
Total		**6**	

Second Semester

Course Code	Course Title	Credit	Status
ENG 321	Varieties of English	1	E
LIT 322	Critical Theory/Practical Criticism	2	C
LIT 323	Female Writers in Africa	2	C
LIT 324	Creative Writing	2	C
Total credit		**7/ 6**	

Year I
First Semester

ENG 111: Practical Listening Skills Work (1Credits) 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 specific information from 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 critique public speeches, etc.

Course Outline

What is listening?
Distinction between listening and hearing

- Training the ear for sound/ word discrimination (listening for information on radio and television stations, listening to information on recorded dialogues of native speakers and good models, etc.)
- Drills: Vowels – vowel contrasts and minimal pairs/sets
- Drills: Consonants- -consonant contrasts and minimal pairs/sets
- Drills: Identification and practice in rhythm
- Intonation (contrast with tone in student's MT/LI)
- Drills: Intonation for sentence meaning/speakers' attitudes
- Types of listening (intensive, extensive, appreciative, anticipatory, discriminatory, comprehensive, critical, creative etc.)
- Practical listening to audio of native speakers, good models, BBC news, etc., and educative movies

Note:

Listening to models of English speech and practice in oral discrimination in the language laboratory or on recorded cassette is fundamental.
Lecturers are advised to ensure that actual practice and drilling are the essence of ENG 111 and 112 and should permeate their facilitation.

ENG 112: Introduction to Phonetics and Phonology I (2 Credits) C

Objectives

This course would acquaint trainee with knowledge of the segmental and supra-segmental features of Phonetics and Phonology. Efforts should be made to give enough drills and practice in these features in the language laboratory.

- Phonetics and Phonology: Definition & distinction.
- Organs of speech and the mechanism of speech sounds.
- Consonants: Recognition/articulation in isolation and in phonetic environment
- Vowels: Recognition/articulation in isolation and in phonetic environment
- Consonant and vowel sounds discrimination – minimal pairs/sets
- Introduction to phonemic transcription of words and .sentences

Note

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

Lecturers are to note that, although this course has a strong theoretical component, practical drills and practice are essential parts of the teaching. The use of language laboratory under the operation and supervision of a 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 grammatical forms accordingly.

Course outline

- Grammar: Meaning and importance
- Parts of speech; General description
- Nouns: Meaning, types, function, number, case
- Pronouns: Meaning, types, function, case
- Verbs: Meaning, types, modals, voice
- Tense, aspect of tense and sequence of tense
- Concord
- Adjectives: Meaning, types, comparison of adjectives and order of adjectives
- Adverbs: Meaning, types, comparison of adverbs and order of adverbs
- Preposition: Meaning, types and prepositional collocations
- Conjunctions: Meaning and types
- Interjections
- Sentence transformation: Direct and indirect speech, question tags, passivisation, integration

ENG 114: Introduction to Literature (2 Credit) C

Objectives

This course prepares students for all other Literature courses in the NCE syllabus. Students are introduced to the great critical debates in literature. 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. (iv) Literary Criticism
- Functions of literature and literary appreciation.
- 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?
- Oral Literature, its nature, performance, occasions, forms, means of transmission and functions.
- 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,, 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

C Gender sensitivity and gender balance in the selection of author are of paramount importance. For the purpose of illustration, a few texts should be randomly selected in areas of prose, drama and poetry for intensive critical/analysis practice.

LIT 115 Short Stories (2 Credit) E

Objectives: The course is aimed at providing trainees with the knowledge and skills to develop short stories

Course Content:

Understanding the nature of short stories
Qualities of short stories
Types of short stories: anecdote, drabble, fable, mini-saga, etc
Elements of short stories
Strategies for writing short stories
Publishing
Writing short stories

LIT 116 Literary Movements in Africa 2 Credits (C)

Objectives

This course is aimed at exposing the trainees to the literary movements in Africa and the effects on the development and growth of literature in the continent.

Course outline

- Negritude movement
    - The concept of negritude
    - The evolution of negritude
    - The impact of the negritude movement
- Protest movement
    - The concept of protest literature
    - The evolution of protest literature
    - The impact of the protest movement
- Neo-modernist movement

- The concept of Neo-modernism
- The evolution of Neo-modernism
- The impact of the Neo-modernism

- Feminism
  - The concept and types ofof feminism
  - A universal perspective of feminism
  - Feminism in the African context
  - The impact of feminism
- Popular literature
  - The concept of popular literature
  - Issues (social, economic, political) in popular literature

A selection to be made from the underlisted texts to cover the three genres of literature for exemplification.

Poems of black Africa – Wole Soyinka
West African verse – Donatus Nwoga
A Selection of African Poetry – K. Senanu and T. Vincent
Ambiguous Adventure – Sembene Ousmane
House boy – Ferdinand Oyono
Things Fall Apart – Chinua Achebe
The Beautyful Ones Are not Yet Born – Ayi Kwei Armah
Weep Not Child – Ngugi wa Th'ongo
Time for the butcher bird – Alex La Guma
Mine boy – Peter Abrahams
Dizzy angel – Helson Habila
Purple Hibiscus – Chimamanda Adichie
So long a letter – Mariama Ba
Still born – Zaynab Alkali
Efuru – Flora Nwapa
The Concubine – Elechi Amadi
Ordained by the Oracle – Asare Konadu
Dilemma of a Ghost – Ama Afa Aidoo
The Lion and the Jewel – Wole Soyinka etc

Assessment: Give details of assessments to be used, e.g.:CA Tests=30%;Examination=70%

Recommended Textbooks and References:
Appropriate texts.

SECOND SEMESTER

ENG 121: Early Grade Reading Skills 2credits (C)

Objectives

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

Course Outline:

- Introduction to Early Grade Reading
  - Concept of Early Grade Reading
  - Importance of Early Grade Reading
  - The 5+2 Components of Reading Instruction
- Oral Language and Vocabulary
  - Effective Vocabulary Instruction
- Language Acquisition and Reading
  - Second Language Acquisition
- School Readiness
  - Home Literacy Environment and Parent/Community Support
  - Evaluating a Pupil's Home Literacy Environment
  - Concept of Print
- Assessment
  - Types of Assessment
  - Early Grade Reading Assessments
- Reading Fluency
  - Components of Reading: Fluency and Teaching Strategies
  - Techniques for Improving Reading Fluency
  - Reading Fluency and Comprehension
  - Reader's Theatre Script for Tutorial
- Text comprehension strategies
  - General Strategy for Reading Comprehension
  - Text Structure and Comprehension
  - Problem-Solving
  - Description
  - Chronological Sequence
  - Cause and Effect

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
- Distinction between language learning and acquisition
- Language teaching methods
- Teaching the four language skills/Language Arts Approach (Strategies and techniques for teaching listening, speaking, writing and reading) using contemporary Language Teaching Methods for the JSS level.

- Teaching other language items:
  - Teaching vocabulary items
  - Teaching grammatical structures
- Planning to Teach:
  - The lesson plan

Language teaching and learning resources
The concepts of Reading and Reading readiness.

- Methods of teaching vocabulary; language games, e.g. quiz, scrabble, use of acronyms, etc.
- Active learning strategies

ENG 123: Systematic/ Synthetic Phonics (2Credit) C

Objectives: This course is aimed at equipping the trainees with the knowledge of the correspondences between letters and sounds

Course Content
What is systematic/ synthetic phonics?
Importance of systematic/ synthetic phonics
The correspondences English language alphabet code and phonemes
Steps in teaching phonics: 5 short vowel; two letter blend; three letter blend; twin consonant ending, plural and 2 consonant blend; diagraph
Word recognition through synthetic phonics
Reading fluency
Blending intrinsic/ analytical phonics with systematic / synthetic phonics, the look-and-say/ whole word method and language experience/ sentence method

LIT 124: Nigerian Literature 2 Eo

Objective: This course is aimed at exposing trainees to the nature and development of Nigerian Literature

Course Outline

- Oral sources of Nigerian literature
- Traditional Poetry and Performance tradition
- Colonialism and the Development of Nigerian literature
- Development of Nigerian Drama
- Revolutionary Aesthetics in Nigerian Drama
- Nigerian Civil War and Nigerian literature
- Gender Issues and Nigerian literature

LIT 125: Modern African Poetry **2C**

Objectives

The course exposes students to the basic elements of modern African poetry and how poets respond creatively to the pressure of their societies. Poetic techniques would be taught in context. Selection would be on major poets from different parts of Africa.

Course Outline

1. Exposition of what modern African poetry is
2. Poets from different parts of Africa
3. Negritude poetry
4. Poetry from Anglophone, West African countries
5. Poets from Francophone countries
6. Poems from East Africa

ENG 126 – MODERN AFRICAN PROSE **2C**

Objectives:

This course is designed to expose students to several prose works by African writers. In addition to the exploration of the thematic preoccupations of the novelists which include the social and practical implications of the works, sufficient attention should be paid to style which includes the use of language, plot, imagery, symbolism, etc. The selection should cover all the regions of Africa.

Course outline

- Themes and trends in modern African novel
- Selected novels from West Africa – themes, characterisation , setting, language, etc.
- Selected novels from East Africa - themes, characterisation, setting, language, etc.
- Selected novels from South and North Africa - themes, characterisation, setting, language, etc.

YEAR 11

ENG 212: Applied English Linguistics (course description) (2 Credits) C

Objectives

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

- Understanding language and linguistics
- Levels of linguistic description of language (phonological, morphological, syntactic and semantic levels)
- What is applied linguistics?
- The concept of errors: meaning, types, sources and usefulness of errors in the ESL classroom
- Error Analysis: Meaning and scope:

Procedure in Error Analysis: Error identification, description, explanation and remediation. Limitations of error analysi. .

- Contrastive analysis: meaning and procedure (A contrastive survey of the orthographical, phonological, morphological, lexical, syntactic, semantic nature of the Source Language and Target Language for differences and similarities; language transfer and the concept of interference.
- Interlanguage: meaning and scope
- Motivation; , types and implications to language teaching

ENG 213: Phonetics and Phonology II (2 credits) C

Objectives

This course is aimed at deepening students' knowledge in the phonetics and phonology of English particularly at the supra-segmental (prosodic) level. Also, the course pays attention to distinction between phonetic and phonemic transcription

Course Outline

- Further distinction between phonetics and phonology
- Rhythm: Meaning, identification, production and practice
- Syllable structure
  - Meaning of syllable
  - Types/classification of syllable
  - Effects of segmental phonemes on syllable structure
  - Syllables: Meaning, syllabication of words; syllable structure (C^{0-3} V C^{0-4}) with practical exemplification with syllables of different structures.
  - clusters, silent clusters, syllabic consonants
- Word and Sentence Stress
  - Word stress as distinct from Sentence Stress
  - Effect of vowel quality on stress pattern
  - Factors affecting stress pattern at the sentence level

Intonation: meaning, types and application/use

- Phonemic and Phonetic Transcription
  - Differences between phonemic and phonetic transcription
  - Emphasis on content and function words in transcription of English words
  - Transcription at word and sentence levels

Note: efforts should be made to help the students to reduce to the minimum, elements of L1 interference in their speech at the supra-segmental level. The use of the language laboratory should be emphasized for practical skills and efficiency.

ENG 214 Advanced Grammar

The course is aimed at exposing trainees to more complex features of English grammar beyond the parts of speech so as to enable them have a comprehensive knowledge of the English language

Course Outline

- Introduction to the structure of the English Language

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

LIT 216: Non-African Literature (3 Credits) C

Objectives

This course gives an overview of literary activities of European, Afro-American and the Caribbean people. The course is expected to familiarise students with: the Elizabethan period, Neo-classical, Romantic Age, Victorian period and Modern period in European literature. Further focus will be on the Caribbean and the Afro-American literatures.

- Medieval era with special focus on Geoffrey Chaucer's Poetry
- Elizabethan and Renaissance period with special focus on William Shakespeare
- Neo-classical literature with focus on Alexander Pope
- Victorian period with focus on major and Minor novelists
- Modern Period with special focus on James Joyce, Virginia Woolf, T.S. Eliot and others
- Nature and forms of Caribbean literature
- Features of the Caribbean literature
- Selected authors of Caribbean literature
- Features of Afro-American literature
- Selected authors of Afro-American literature

LIT 217 Orature (1 Credit) E

Objectives

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

- Oral literature, its nature, performance, occasions, forms, means of transmission and functions.
- Distinction between oral literature and 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 (practical analysis of texts from various backgrounds)

SECOND SEMESTER

ENG 221: Composition Writing (1 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.

Course description)

- Nature and essential features of composition writing?
- The basic components of composition writing?
- Types of composition and their characteristics
- Paragraphing: Meaning, qualities of a good paragraph, paragraph development
- Formal, semi-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
- 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 is aimed at cultivating in the learners specific techniques they need to enable them read and summarsze texts, short stories, novels, etc.

Course Outline

- What is summary writing?
- Techniques for summary writing
- Identifying topic sentences or main point(s)
- Formulating topic sentence(s) or main point(s)
- Learning to provide a title to a text
- Learning paraphrasing skills.

- Summarize short text and long text e.g. novels, essays etc.

ENG 223: 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.

- The nature and features of young adult literature
- Functions of young adult literature
- Themes in young adult literature
- Comparative analysis of young adult literature and popular literature.
- Techniques of teaching young adult literature

Note:

This course is essentially in the form of project in the three genres of literature. The underlsited authors and texts can be used as well as 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

ENG 224: Theatre and Drama in Education (2Credit) C

Objectives

The course is aimed at introducing two very important disciplines: theatre in education and drama in education. The structure and methodology of both shall be organised 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 film industry, etc.

Course content for LIT 225: Children's Literature 2 C

Objective:

The course is aimed at exposing students to children's literature. This is to make them understand the philosophy, techniques and thematic focus of the large body of literature produced for children. The texts would be by African writers. It is also important that a few texts from other places are included to give a picture of what is happening elsewhere. Students should also be exposed to the different cultures that exist in Nigeria and elsewhere.

Course outline

- Concept of children's literature (nature and meaning)
- Objectives of children's literature
- Types of children's literature (folktales, folklores, etc.)
- Importance/benefits of children's literature
- Strategies for teaching children's literature (demonstration, storytelling, Jolly Phonics, discussions, pair work, group work, task-based learning etc.)
- Factors affecting the teaching of children's literature
- Children's literature and reading development
- Genres of children's literature (prose, poetry and drama), elements and methods.
- Practical activities e.g. short stories, picture talk, role play, jig saw, matching activities, sorting, rhymes (using Jolly Phonics strategy) etc.
- Field trip

ENG 226: Literature Methods **2C**

This course is aimed at equipping trainees with the knowledge of the methods and skills of teaching literature

Course outline

- Functions and importance of literature
- Methods of teaching prose
- Methods of teaching drama
- Methods of teaching poetry
- Literature lesson plan
- Reading readiness
- Resources for teaching literature
- Criteria for selecting literature texts

YEAR III

First Semester

Teaching Practice **6 C**

Second Semester

ENG 321: Varieties of English (1 Credits) C

Objectives

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

- The history of the English language
- English language spread and varieties
- Standard English and Received Pronunciation

- Variety according to Regions: British, American, Nigerian English
- Variety according to Subject
- Variety according to user: Dialect; Variety according to medium (oral & written): attitude
- Pidgin 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 322: Critical Theory and Practical Criticism (2 Credits) C

Objective

The course is aimed at introducing students to the great critical debates so that they would see how different schools of thought perceive literary productions and their techniques of appreciation

Course Outline

- Equipping students with the skills of interpreting and evaluating literary texts.
- Types of criticism: Aristotelian or Intrinsic, Platonic or Extrinsic. The major schools should include Socialism, Formalism, Structuralism, Feminism, Marxism,, etc.
- Lecturers should ensure that texts selected as basis of reference must reflect the three major genres i.e. Poetry, Prose and Drama.

LIT 323: Female Writers in Africa 2 Credit

This course will expose trainees to female writers in Africa; the development and thematic pre-occupation of female writers in Africa

Course Outline

The African female writers: Background
The importance of female writers in Africa
Feminism: The theoretical foundations
The portrayal of characters by female writers in Africa
Literary criticism of female writers in Africa

LIT 324: Creative Writing 2 Credit

This course is an introductory course that seeks to acquaint students with the rudiments of creative composition. The practical aspect of the course should be well emphasized. At the end of the course, each student should have a folder of his/her creative pieces. The departments should have suitable drama studios where the practical component can be done.

Objectives

The course aims at sharpening the interest of trainees in creative writing for the purpose of communication and self-expression.

Course Topics

- The concept and scope of creative writing
- Difference between creative writing and other forms of writing
- Forms of creative writing (prose, drama, poetry, short story, folk tales, chants, praise, incantation, etc.)
- Values of creative writing for teachers, students and the society
- Challenges of creative writing
- Elements of creative writing
    - Subject matter and theme
    - Character and characterization
    - Setting and background
    - Plot and structure
    - Language use and usage

LANGUE FRANÇAISE

1. **PHILOSOPHIE**

L'homme moderne peut à peine intégrer la vie communautaire sans se servir de la langue. La compétence communicative d'une personne donne l'image de cette dernière. Pour l'enseignant dans l'occurrence, sa crédibilité est plus ou moins ancrée sur la compétence actionnaire et l'aisance avec laquelle il dissémine ses idées et stimule l'apprentissage au moyen de la langue. L'enseignant qui est capable d'agir et de réagir facilement ainsi que ce qui a une bonne maîtrise de langue arrive le plus souvent à réussir dans sa tache de faciliter et d'animer l'apprentissage du français langue étrangère chez ses apprenants.

Alors, dans le programme proposé la didactique de l'oral et de l'écrit est priorisé par l'apprentissage des compétences de communication. Ainsi, l'enseignement de la culture et de la civilisation, la littérature et la méthodologie pourraient venir plus tard.

2. **OBJECTIFS**

A l'exception de la France métropolitaine, le français est également parlé dans de nombreux pays africains et non africains. Un 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 primaire et JSS (Basic 1-9)
- Exposer ces étudiants-professeurs à la vie socioculturelle 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 adoptée à nos réalités.
- Initier les étudiants à des travaux de recherche.

3. **CONDITIONS D'ADMISSION**

Conditions Générales

Pour être admis à étudier 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 et NECO ou l'équivalence avec mention 'assez bien' en 5 matières y compris l'anglais et les mathématiques. Ce résultat devra être obtenu à pas plus de deux reprises dans les examens mentionnés ci-dessus ou leurs équivalents.

ii. Le candidat devra être titulaire du 'Grade II Teachers' 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 française et/ou anglaise pourrait être obligatoire pour certaines matières.

iii. Pour les candidats qui souhaiteraient étudier 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' 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 par le JAMB.

vi. Outre toutes les conditions citées ci-dessus, les collèges pourraient organiser leurs propres tests et/ou leurs conditions d'admission pour certaines matières.

Cours	**S/M Crédits**	**DM Crédits**
Pédagogie	24	24
Cours Généraux	16	16
Enseignement Pratique	06	06
Français	24	48
Deuxième matière	24	-
Total	**94**	**94**

4 **ENSEIGNEMENT PRATIQUE**

Tout étudiant devrait participer à un programme d'enseignement pratique pour une durée d'un semestre entier et le crédit acquis devra être inscrit comme EDU 311. Cet enseignement pratique devra avoir lieu pendant le premier semestre de la troisième année (Septembre – Avril). Il est obligatoire que les étudiants enseignants en français soient surveillés au minimum de six fois par les professeurs du département de français pendant cet enseignement pratique.

5. **MEMOIRE**

Chaque étudiant devrait rédiger et soumettre un mémoire dont le crédit devra être inscrit comme EDU 321.

6. **LES COMBINAISONS DES MATIERES**

Le français pourrait être combiné avec les matières suivantes : l'anglais, 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 la NCCE.

7. **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.

8. **INSTALLATIONS**

A. Les salles de classes doivent être assez spacieuses, bien éclairées, bien équipées et bien ventilées. Le département du français doit avoir ses salles de cours.

B. L'installation d'un laboratoire de langue qui peut accueillir 30 étudiants et régulièrement contenue est impérative. Il doit y avoir dans ce laboratoire avec des installations spécifiques telles que l'antenne parabolique, des ordinateurs, des postes de télévision etc., et d'autres équipements professionnels tels que les projecteurs et les équipements audio-visuels etc.

Le département devra avoir une bibliothèque suffisamment équipée avec des livres, des revues, des journaux et des magazines, des portables, des CDs et CD-ROM, l'internet etc.

9. **LE PERSONNEL**

Le Corps Enseignant

Un minimum de 8 professeurs est recommandé pour le département de français. Au cas où le département enseigne 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) et soit un diplôme de NCE, de PGDE ou bien une licence en Français/Education. 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/Dactylographes (2) bilingues

10. **MODE D'ENSEIGNEMENT**

La méthodologie Actionnelle à l'apprentissage et à l'enseignement du français devrait être adoptée comme dans le CECR.

11 **LES CONDITIONS DE PASSAGE**

i. une moyenne de 'D' dans chacune des 2 matières principales (ex Français et Anglais) 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 (Linguistic Immersion 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 crédits répartis comme suit:

NCE 1: PREMIER SEMESTRE

S/N	CODE	DESCRIPTION DU COURS	CREDITS SM	DM	STATU DU COURS
1	FRE 111	Compréhension Orale I	1	2	C
2	FRE 112	Compréhension écrite et grammaire en contexte I	1	2	C
3	FRE 113	Production /Expression écrite I	1	2	C
4	FRE 114	Production/ Expression orale I	1	2	C
5	FRE 115	Pratique de la langue 1	1	2	C
6	GSE 000A	Media Information Literacy	-	-	C
7	GSE 111	General English 1	1	1	C
7	GSE 112	Introduction to Library Studies	1	1	C
8	GSE 113	Basic General Mathematics 1	1	1	C
	TOTAL		**5**	**10**	

NCE 1: DEUXIEME SEMESTRE

S/N	CODE	DESCRIPTION DU COURS	CREDITS SM	DM	STATU DU COURS
1	FRE 121	Compréhension Orale II	1	2	C
2	FRE 122	Compréhension écrite et grammaire en contexte II	1	2	C
3	FRE 123	Production /Expression écrite II	1	2	C
4	FRE 124	Production/ Expression orale II	1	2	C
5	GSE 000B	Media and Information Literacy	-	-	C
6	GSE 121	General English II	1	1	C
7	GSE 123	Introduction to Computer Studies I	1	1	C
8	GSE 124	Family Life and Emerging Health	1	1	C
	TOTAL		**4**	**8**	

NCE 2: PREMIER SEMESTRE

S/N	CODE	DESCRIPTION DU COURS	CREDITS SM	DM	STATU DU COURS
1	FRE 211	Compréhension / Expression Orale I	1	2	C
2	FRE 212	Grammaire en contexte I	1	2	C
3	FRE 213	Compréhension / Expression écrite I	1	2	C
4	FRE 214	Pratique de l'oral : production, phonologie et prosodie	1	2	C
5	FRE 215	Méthodologie du français langue étrangère (FLE) 1	1	2	C
6	GSE 000	Media Information Literacy	-	-	C
7	GSE 211	General English III	1	1	C
8	GSE 213	Introduction to Computer Studies II	1	1	C
9	GSE 214	Trafficking in Persons Issues	1	1	C
	TOTAL		**5**	**10**	

NCE 2: DEUXIEME SEMESTRE

S/N	CODE	DESCRIPTION DU COURS	CREDITS SM	DM	STATU DU COURS
1	FRE 221	Compréhension /Expression Orale II	1	2	C
2	FRE 222	Grammaire en contexte II	1	2	C
3	FRE 223	Compréhension/Expression écrite II	1	2	C
4	FRE 224	Pratiques et conduites de classe en didactique du FLE	1	2	C

5	FRE 225	Le Programme du bain linguistique	2	4	C
6	GSE 000	Media Information Literacy	2	2	C
6	GSE 221	General English IV	1	1	C
7	GSE 223	Citizenship Education	1	1	C
8	GSE 224	Enterpreneurship	1	1	C
	TOTAL		**6**	**12**	

NCE 3: PREMIER SEMESTRE

S/N	**CODE**	**DESCRIPTION DU COURS**	**CREDITS**		**STATU DU COURS**
			SM	**DM**	
1	EDU 323	Mémoire	2	2	C
2	EDU 324	Stage Pédagogique	6	6	C

DEUXIEME SEMESTRE

S/N	**CODE**	**DESCRIPTION DU COURS**	**CREDITS**		**STATU DU COURS**
			SM	**DM**	
1	FRE 321	Pratique de l'oral (Compréhension et Expression)	1	2	C
2	FRE 322	Pratique de l'écrit (Compréhension et Expression)	1	2	C
3	FRE 323	Culture et littérature en contexte	1	2	E
4	FRE 324	La Traduction	1	2	E
4	GSE 322	General English IV	1	1	C
5	GSE 323	Science & Technology in Society	1	1	C
	TOTAL		**4**	**8**	

SUMMARY OF WORKLOAD

S /NO	**LEVEL**	**CREDIT UNITS**		**TOTAL CREDIT UNITS**
		1ST	**2ND**	
1	NCE 1	5	4	09
2	NCE 2	5	6	11
3	NCE 3	-	4	04
TOTAL				**24**

INTRODUCTION

Compte tenu le manque de laboratoire actif, l'apprentissage et l'enseignement de la compétence orale ne sont pas effectifs. Il a été remarqué que l'enseignement de la grammaire a été séparé de l'enseignement des compétences communicatives et que l'enseignement de la culture, de la civilisation, de la méthodologie et de la littérature a été introduit très tôt dans le programme.

Il faudrait qu'une équipe pédagogique soit organisée au niveau du département de français pour harmoniser les objectifs hebdomadaires et le cours de la langue. Cela est souhaitable parce que cela devrait permettre en pratique l'ensemble des contenus abordés.

PROGRAMME DE NCE 1

BUT

Apprentissage de la langue

Le fait du bas niveau des compétences linguistiques et que l'accent soit mis sur l'apprentissage de la langue, le cours de la méthodologie ne serait pas introduit à ce niveau.

OBJECTIFS

L'objectif principal du programme de NCE 1 serait donc, qu'à la fin du programme de NCE 1, l'acquisition pratique de la langue française (CE, EO, CE, EE) doivent être au niveau de base équivalent au niveau A1 + de CEFR.

1. En ce qui concerne la compétence de la compréhension orale, les apprenants devraient être capables de :
   - Identifier les mots familiers et les phrases de base qui se relient : famille immédiate et environnement réel.
   - Démontrer une compréhension des messages oraux simples, clairs, courts, précis et des annonces (environnement local, centre d'intérêt).
2. Pour la compréhension écrite, les apprenants devraient être capables de :
   - lire et utiliser des phrases simples et courtes, les messages, les textes comme : des affichages, les posters, les publicités, les panneaux, l'emploi du temps etc.
   - Lire aisément de simples et courts messages personnels.
3. Pour l'expression/ la production écrite, les apprenants devraient être capables de :
   - Ecrire de simples phrases courtes, messages personnels, méls personnels ou des lettres comme : sur les cartes postales.
   - Remplir des fiches avec des informations personnelles : nom, prénom, nationalité, adresse sur une fiche d'inscription.

Ecrire de simples lettres personnelles : remercier quelqu'un.

4. Pour l'expression/ la production orale, les apprenants devraient être capables de :
   - Utiliser des phrases simples pour décrire où ils habitent et les gens qu'ils connaissent.
   - Interagir de manière simple pourvue que l'interlocuteur soit prêt à répéter et à répliquer le discours d'une manière plus lente pour les aider à formuler ce qu'ils veulent dire.
   - Poser et répondre à des questions simples dans leurs domaines de besoins immédiats ou sur les sujets très familiers.

LES DETAILS DU CONTENU DES COURS NCE 1

FRE 111 COMPREHENSION ORALE I

Les apprenants devraient pouvoir :

- réagir à une intervention si elle est lente et soigneusement articulée et comprendre de longues pauses qui permettent d'en assimiler le sens.
- 'répondre à des instructions qui leur sont adressées lentement et avec soin
- suivre des directives courtes et simples.
- saisir le point essentiel d'une annonce ou d'un message bref, simple et clair.
- border quelqu'un et demander quelque chose
- faire connaissance de quelqu'un
- se présenter / s'informer sur l'identité de l'autre/ présenter quelqu'un
- saluer/ prendre congé/ remercier/ s'excuser
- demander de répéter, d'épeler, d'expliquer, de parler plus lentement
- demander et donner des informations personnelles
- prendre un rendez-vous (et confirmer/ avancer/ reporter/ annuler
- féliciter/ souhaiter/ faire des compliments
- réaliser les mêmes thèmes de vocabulaire pour FRE 113

FRE 112 COMPREHENSION ECRITE ET GRAMMAIRE EN CONTEXTE I

Les apprenants devraient pouvoir :

- lire et relire des textes très courts et très simples, phrase par phrase
- relever des noms, des mots familiers et des expressions très élémentaires
- se faire une idée du contenu d'un texte informatif assez simple, surtout s'il est accompagné d'un document visuel.
- distinguer les noms, les mots et les expressions les plus courants dans les situations ordinaires de la vie.
- écrire des messages simples et brefs sur une carte postale.
- suivre des indications brèves et simples (par exemple pour aller d'un point à un autre).
- réaliser les mêmes actes de parole que FRE 111 et les mêmes thèmes de vocabulaire que FRE 113.Pour la grammaire, ils devraient pouvoir utiliser :
- le présent (verbes réguliers + usuels)
- le présent progressif (être en train de…)
- le futur proche (je vais + infinitif…)
- le passé composé avec 'avoir' et 'être' (quelques verbes)
- le passé récent (je viens de + infinitif…)

- Qui est-ce ? / Qu'est-ce que c'est ?
- le questionnement (Sujet verbe/ Est-ce que + S + V/ Interrogatifs + S + V) 'Pourriez-vous… ?
- l'interrogation : 'qui ?' 'où ?' 'quand ?' 'quelle ?' 'combien ?' 'comment ?' 'est-ce que ?' 'pourquoi ?'
- la négation (ne…pas/ jamais ; pas)
- structures avec l'infinitif (pour)
- il faut / il ne faut pas + infinitif
- les verbes modaux et l'infinitif (devoir, pouvoir, vouloir)
- l'impératif (quelques verbes)
- le masculin et le féminin
- le singulier et le pluriel

FRE 113 PRODUCTION / EXPRESSION ECRITE I

Les apprenants devraient pouvoir :

- écrire des expressions et phrases simples isolées.
- écrire des phrases et des expressions simples sur eux-mêmes et des personnages imaginaires, où ils vivent et ce qu'ils font.
- écrire des biographies imaginaires et des poèmes courts et simples sur les gens.
- réaliser les mêmes actes de paroles de FRE 111 et les mêmes sujets de grammaire de FRE 112

Ils devraient pouvoir aussi utiliser les thèmes de vocabulaire suivants :

- la date, les jours, les mois, les saisons, les fêtes
- les poids (kilo…, les mesures (mètre…), les quantités
- les objets personnels/ quotidiens
- les nombres, l'état civil
- les pays et les nationalités
- le monde du travail, la vie professionnelle (métier)
- la famille, les relations sociales
- les activités quotidiennes

FRE 114 PRODUCTION / EXPRESSION ORALE I

Ce cours consiste des mêmes actes de parole que FRE 111, les mêmes sujets de grammaire que FRE 112 ainsi que les mêmes thèmes de vocabulaire que FRE 113.

Les apprenants devraient pouvoir :

- produire des expressions simples isolées sur les gens et les choses
- se décrire et décrire ce qu'ils font, ainsi que leur lieu d'habitation
- lire un texte très bref et répété, par exemple pour présenter un conférencier, proposer un toast

- décrire les gens, lieux et choses en termes simples

FRE 115 PRATIQUE DE LA LANGUE I

Ce cours c'est le réinvestissement des éléments enseignés et appris dans les cours FRE 111, 112, 113 et 114 à l'oral et à l'écrit. Il consiste des activités, des jeux, des jeux de rôles, des exercices de mémorisation, des chansons, des récitations, etc.
Les discours pourraient se dérouler pendant les cours :

- Interrompre poliment pour faire répéter.
- Engager une discussion
- Terminer une conversation
- S'assurer que l'interlocuteur a bien compris
- Indiquer qu'on veut prendre la parole

Lancer et terminer une discussion

DEUXIEME SEMESTRE

FRE 121 COMPREHENSION ORALE II

Les apprenants devraient pouvoir :
-Comprendre et extraire l'information essentielle de courts passages enregistrés ayant trait à un sujet courant prévisible, si le débit est lent et la langue clairement articulée.

- Comprendre des expressions et des mots porteurs de sens relatifs à des domaines de priorité immédiate (par exemple, information personnelle et familiale de base, achats, géographie locale, emploi).
- Ils devraient pouvoir décrire ou présenter simplement des gens, des conditions de vie, des activités quotidiennes, ce qu'on aime ou ce qu'on n'aime pas, par de courtes séries d'expressions ou de phrases non articulées.

-décrire ou présenter simplement des gens, des conditions de vie, des activités quotidiennes, ce qu'on aime ou ce qu'on n'aime pas, par de courtes séries d'expressions ou de phrases non articulées.

- - Ils devraient aussi pouvoir décrire sa famille, ses conditions de vie, sa formation, son travail actuel ou le dernier en date
- Identifier généralement le sujet d'une discussion se déroulant en sa présence si l'échange est mené lentement et si l'on articule clairement.
- Comprendre des indications simples relatives à la façon d'aller d'un point à un autre, à pied ou avec les transports en commun
- Décrire sa famille, ses conditions de vie, sa formation, son travail actuel ou le dernier en date

FRE 122 : COMPREHENSION ECRITE ET GRAMMAIRE EN CONTEXTE II
Les apprenants devraient pouvoir :

- suivre des textes courts et simples contenant un vocabulaire extrêmement fréquent, y compris un vocabulaire internationalement partagé.
- lire une lettre personnelle simple et brève.
- lire les signes et les panneaux courants dans les lieux publics tels que rues, restaurants, gares; sur le lieu de travail pour l'orientation, les instructions, la sécurité et le danger.
- identifier l'information pertinente sur la plupart des écrits simples rencontrés tels que lettres, brochures et courts articles de journaux décrivant des faits.
- suivre le mode d'emploi d'un appareil d'usage courant comme un téléphone public.

Ils devraient aussi pouvoir utiliser les thèmes de grammaire suivants :

- Les articles définis et indéfinis.
- Les expressions de quantité (moins 10%, à 10km).
- Les partitifs (un litre de X, une tranche de Y.
- Les adjectifs (la place et les accords).
- Les adjectifs possessifs et démonstratifs.
- Les adverbes de quantité : un peu (de), beaucoup (de), pas de…
- Les adverbes d'intensité (très, trop).
- Les prépositions de lieu (à, au, de, chez, avec, dans).
- Les adverbes de lieu (ici, là).
- Les prépositions de temps (à 7h, en 2015).
- Les adverbes de temps (maintenant, bientôt, demain).
- Les indicateurs de temps (dans, depuis, il y a).
- Les pronoms personnels (sujets, toniques).
- Il y a
- C'est, ce sont, voici ! voilà !
- L'opposition (mais)
- La conséquence (et, alors)
- Articulateurs (et, ou)

FRE 123 PRODUCTION / EXPRESSION ECRITE II
Les apprenants devraient pouvoir :

- écrire une série d'expressions et de phrases simples reliées par des connecteurs simples tels que 'et', 'mais' et 'parce que'.
- écrire une suite de phrases et d'expressions simples sur sa famille, ses conditions de vie, sa formation, son travail actuel ou le dernier en date.
- écrire des rapports très brefs de forme standard conventionnelle qui transmettent des informations factuelles courantes et justifient des actions.

- relier les contenus de FRE 121, 122 et 124 au programme de FRE 123,
- utiliser les thèmes du vocabulaire suivants :
  - Les loisirs, les sports
  - Les moyens de transport
  - Les vacances, les voyages
  - Le logement : ameublement, équipement
  - Les lieux dans la ville (les commerces et services)
  - L'alimentation, la cuisine
  - Les vêtements : les accessoires
  - La météo

FRE 124 PRODUCTION / EXPRESSION ORALE II

- Les apprenants devraient pouvoir :
- Décrire ou présenter simplement des gens, des conditions de vie, des activités quotidiennes, ce qu'on aime ou pas, par des courtes séries d'expressions ou de phrases non articulées.
- Décrire sa famille, ses conditions de vie, sa formation, son travail actuel ou le dernier en date.
- Décrire et comparer brièvement, dans une langue simple, des objets et choses lui appartenant.

Ce cours consiste des mêmes actes de parole que FRE 121, les mêmes sujets de grammaire que FRE 122 ainsi que les mêmes thèmes de vocabulaire que FRE 123

PROGRAMME DE NCE 2

BUT

Le but principal de NCE 2 est de réaliser l'apprentissage pratique de la langue française (CO, EO, CE, EE) au niveau intermédiaire équivalent à A2 + de CEFR. Un autre but est l'apprentissage de compétence professionnelle dans le domaine de l'enseignement de FLE. C'est aussi l'apprentissage de base du savoir socioculturel de différents éléments relatifs aux cultures françaises et francophones.

OBJECTIFS

A la fin du programme NCE 2 il est souhaité que les objectifs suivants soient réalisés :

1. Pour la compréhension orale, les apprenants devraient être capables de :
   - Démontrer la compréhension des phrases et du vocabulaire relatifs à des domaines personnels importants (des informations personnelles de base et familiales, shopping, environnement immédiat, emploi).
   - Relever des points pertinents d'un discours standard sur des sujets familiers rencontrés à l'école, aux loisirs, etc.
2. Pour la compréhension écrite, les apprenants devraient être capables de :

- Démontrer la compréhension d'une variété de textes simples relatifs à la vie quotidienne comme publicités, prospectus, menus et emploi de temps.
- Lire de simples descriptions d'événements et des souhaits dans des lettres personnelles.

3. Pour la production / expression orale, les apprenants devraient être capables de :
   - Communiquer dans des tâches quotidiennes demandant des échanges d'informations simples et directes sur de sujets et des activités familiers.
   - Participer aux simples échanges sociaux courts, même s'ils n'arrivent pas à bien poursuivre la conversation.
   - Utiliser des phrases variées pour décrire simplement leur famille, les gens, leur condition de vie et le fondement scolaire.
4. Pour la production/expression écrite, ils devraient être capables de :
   - Ecrire de simples notes et messages relatifs aux sujets d'intérêt immédiats.
   - Ecrire des lettres personnelles pour décrire des expériences et des impressions.
5. Pour la méthodologie, ils devraient être capables de :
   - Réfléchir sur ce que c'est la langue, l'apprentissage/enseignement de la langue afin d'identifier les particularités d'une langue maternelle, une langue seconde et une langue étrangère.
   - Appliquer des concepts fondamentaux pratiques comme : objectifs, compétences, planification du cours, progression, etc.
   - Enseigner la compétence orale ainsi qu'écrite aux apprenants du niveau JSS.
6. Pour la culture et civilisation, ils seraient capables de :
   - Relever les spécifications socioculturelles relatives à la vie quotidienne et les relations interpersonnelles.

NCE 2

PREMIER SEMESTRE
FRE 211 COMPREHENSION / EXPRESSION ORALE
Les apprenants devraient pouvoir:

- répondre à des besoins concrets à condition que la diction soit claire et le débit lent.
- Suivre généralement les points principaux d'une longue discussion se déroulant en sa présence, à condition que la langue soit standard et clairement articulée.
- suivre le plan général d'exposés courts sur des sujets familiers à condition que la langue en soit standard et clairement articulée.
- donner les points principaux des bulletins d'information radiophoniques et de documents enregistrés simples, sur un sujet familier, si le débit est assez lent et la langue relativement articulée.
- raconter une histoire ou décrire quelque chose par une simple liste de points.

- décrire les aspects de son environnement quotidien tels que les gens, les lieux, l'expérience professionnelle ou scolaire.
- faire une description brève et élémentaire d'un événement ou d'une activité.
- faire un bref exposé élémentaire, répété, sur un sujet familier.
- faire de très brèves annonces préparées avec un contenu prévisible et appris de telle sorte qu'elles soient intelligibles pour des auditeurs attentifs.
- Agir et réagir selon les actes de parole suivants :
    - S'informer sur les lieux / Décrire et caractériser des lieux
    - S'informer sur les personnes/ Décrire et caractériser des personnes
    - S'informer sur les choses/ Décrire et caractériser des choses
    - Demander/ indiquer des instructions, un itinéraire
    - Demander des renseignements, des informations
    - Compter ; demander et donner l'heure, des horaires, des prix, indiquer une date
    - Exprimer des quantités et des mesures.
    - Faire des achats, des transactions simples, obtenir un service ou un bien.
    - Parler des différents modes de transport et être capable de les utiliser.
    - Faire une réservation (dans un restaurant).
    - Commander (au restaurant).
    - Prendre un rendez-vous (et confirmer/ avancer/ reporter/ annuler).
    - Faire des suggestions et réagir à des propositions (acquiescer, accepter, s'excuser)
    - Donner une raison ; expliquer ses choix.
    - Exprimer des réserves, son opposition

FRE 212- GRAMMAIRE EN CONTEXTE 1

Ce cours relie les mêmes actes de parole que dans FRE 211 et les sujets de grammaire.
Les apprenants devraient pouvoir utiliser les sujets suivant :

- Le présent ; Le présent progressif (être en train de)
- Le futur proche (je vais + infinitif …) ; le futur simple
- Le passé composé avec 'avoir' et 'être' ;
- Le passé récent (je viens de + infinitif…)
- L'imparfait (description dans le passé**)**
- L'alternance entre le passé composé et l'imparfait
- L'exclamation (quel ! que ! comme !)
- La négation ne …plus / rien / personne
- Les verbes modaux et l'infinitif
- L'impératif
- Le conditionnel présent de politesse 'Je voudrais', 'J'aimerais' 'On pourrait avoir' ;
- Le participe passé et son accord (passé composé avec être)
- Les verbes pronominaux

FRE 213 COMPREHENSION / EXPRESSION ECRITE 1

Les apprenants devraient pouvoir :

- écrire des courts textes simples sur des sujets concrets courants avec une fréquence élevée de langue quotidienne ou relative au travail.
- écrire les principaux types de lettres standards habituelles (demande d'information, commandes, confirmations, etc.) sur des sujets familiers.
- noter les points significatifs d'un article de journal direct et non complexe sur un sujet familier.
- consigner un règlement concernant, par exemple, la sécurité, quand il est rédigé simplement.
- relater un renseignement spécifique et prévisible dans des documents courants simples tels que prospectus, menus, annonces, inventaires et horaires.
- relier les mêmes actes de paroles comme FRE 211 et les mêmes sujets de grammaire comme FRE 212.
- Utiliser les sujets de vocabulaire suivants :
    - Les objets personnels / quotidiens
    - Les coutumes, les traditions culturelles
    - Le monde du travail, la vie professionnelle
    - La famille, les relations sociales
    - Les personnes : la description physique, le caractère, la personnalité
    - La santé.

FRE 214 PRATIQUE DE L'ORAL : PRODUCTION, PHONOLOGIE ET PROSODIE

Les apprenants devraient pouvoir :

- faire une description et une présentation détaillées sur une gamme étendue de sujets relatifs à son domaine d'intérêt en développant et justifiant les idées par des points secondaires et des exemples pertinents.
- décrire des projets et préparatifs, des habitudes et occupations journalières, des activités passées et des expériences personnelles.
- décrire et comparer brièvement, dans une langue simple, des objets et choses leur appartenant.
- expliquer en quoi une chose leur plait ou leur déplait.
- faire un bref exposé préparé sur un sujet relatif à sa vie quotidienne, donner brièvement des justifications et des explications pour ses opinions, ses projets et ses actes.
- faire face à un nombre limité de questions simples et directes.

Les discours suivants pourraient aussi se dérouler pendant les cours :

- Prendre / Reprendre la parole : aborder un nouveau sujet, introduire une idée

- Répéter ce que quelqu'un a dit (pour s'assurer de la compréhension)
- Introduire un thème
- Faire référence anaphorique : premier, deuxième, dernier, précédent, suivant
- conclure (pour terminer, finalement, enfin, c'est ainsi)
- relier les contenus de FRE 211, 212 et 213 est aussi ajouté.

FRE 215 METHODOLOGIE DU FRANÇAIS LANGUE ETRANGERE (FLE) 1

Les apprenants devraient pouvoir :

- définir ce qui est une langue, l'apprentissage et l'enseignement d'une langue maternelle, d'une langue seconde et d'une langue étrangère.
- définir les principes fondamentaux sur les objectifs d'un cours, les compétences à apprendre et à enseigner, la préparation d'un cours et le déroulement et la conclusion d'un cours.
- enseigner les compétences orales et écrites au niveau JSS.

Ils devraient aussi pouvoir répondre aux questions telles que :

- Qu'est-ce que c'est la langue ?
- Qu'est-ce que c'est l'apprentissage de la langue ?
- Qu'est-ce que c'est une langue étrangère ?
- Qu'est-ce que c'est apprendre et enseigner une langue ?

DEUXIEME SEMESTRE

FRE 221 COMPREHENSION / EXPRESSION ORALE II

- Les apprenants devraient pouvoir :
- repérer les points principaux d'une intervention sur des sujets familiers rencontrés régulièrement au travail, à l'école, pendant les loisirs, y compris des récits courts.
- saisir, avec un certain effort, une grande partie de ce qui se dit en sa présence, mais pourra avoir des difficultés à effectivement participer à une discussion avec plusieurs locuteurs natifs qui ne modifient en rien leur discours.
- suivre des directives détaillées.
- raconter une histoire et décrire un événement, réel ou imaginaire.
- décrire un rêve, un espoir ou une ambition.
- Actualiser aussi les actes de parole suivants :
  - Exprimer son intérêt, son indifférence
  - Organiser quelque chose, en discutant de ce qu'il faut faire
  - Demander et donner des conseils
  - Exprimer une volonté et proposer ses services
  - Avertir, mettre en garde

- Parler de son expérience professionnelle, son environnement de travail
- Raconter des évènements passés, un souvenir, une anecdote, une suite de faits, des faits divers, une expérience passée
- S'informer sur les lieux / Décrire et caractériser des lieux
- Décrire un état physique
- Faire une biographie, le portait d'une personne
- Comparer les choses, les personnes, les médias etc.
- Demander / indiquer des instructions, un itinéraire
- Demander des renseignements, des informations/ Fournir des renseignements, des informations
- Demander / donner une explication, des précisions (mots clés)
- Exprimer l'accord et le désaccord / Exprimer un point de vue, une opinion

FRE 222 GRAMMAIRE EN CONTEXTE II

Les apprenants devraient pouvoir relier les mêmes actes de parole que FRE 221.
Ils devraient pouvoir relever et utiliser les sujets suivants :

- Les verbes prépositionnels (arrêter de, penser à)
- Les adjectifs (la place et les accords)
- Les adjectifs indéfinis (tout / toute / tous/ toutes)
- La comparaison, le superlatif
- Les adverbes de quantité (assez, peu, de fréquence (parfois, souvent, rarement…)
- Les prépositions de lieu (près de, à proximité de, au bord de) / Les adverbes de lieu (en bas, en haut, là-bas)
- Les adverbes de temps (pendant), les indicateurs de temps (à partir de, dès)
- Les pronoms personnels (sujets, toniques), les pronoms compléments (COD et COI), les pronoms possessifs :
- On : les trois valeurs (nous, ils, quelqu'un)
- Les pronoms EN (quantité) et Y (lieu)
- Les pronoms relatifs (qui/ que, où)
- L'opposition (mais)
- Le but (pour+ nom / inf.
- La cause (parce que, à cause de)
- La conséquence (c'est pour ça, donc)
- Articulateurs (mais, alors, encore, en plus, et puis)
- Articulateurs chronologiques (tout d'abord/ puis / ensuite / après / enfin / premièrement / deuxièmement)

FRE 223 COMPREHENSION ECRITE

Les apprenants devraient pouvoir :

- lire des textes factuels directs sur des sujets relatifs à son domaine et à ses intérêts avec un niveau satisfaisant de compréhension.

- faire la description d'évènements, de sentiments et de souhaits suffisamment bien pour entretenir une correspondance régulière avec un correspondant ami.

- localiser une information spécifique dans une liste et isoler l'information recherchée (par exemple dans les 'Pages jaunes' pour trouver un service ou un artisan).
- fabriquer le schéma argumentatif suivi pour la présentation d'un problème sans en comprendre nécessairement le détail ; et :
- suivre les actes de parole et les contenus de FRE 221 et de FRE 222.
- utiliser les thèmes de vocabulaire suivants :
    - Les activités quotidiennes
    - Les loisirs, les sports
    - Les vacances, les voyages
    - Le logement : ameublement, équipement
    - L'alimentation, la cuisine
    - Les vêtements : les accessoires
    - Le système éducatif, les études, la formation

FRE 224 PRATIQUES ET CONDUITES DE CLASSE EN DIDACTIQUE DU FLE

Les apprenants devraient pouvoir :

- Identifier les documents authentiques et l'exploitation de ces documents authentiques pour enseigner l'oral et l'écrit ;
- Les rôles d'un enseignant comme un guide, un facilitateur dans la classe ;Se servir les documents pédagogiques et leur emploi : les manuels et les méthodes
- Choisir et utiliser des méthodes pour chaque niveau.
- Les compétences communicatives langagières : linguistique, lexicale, grammaticale, sémantique, phonologique, orthographique, sociolinguistique et pragmatique.
- Identifier et utiliser les ressources des matériels didactiques.
- Identifier et utiliser des documents sonores, vidéos, les clips etc.
- Identifier et rassembler les techniques qui permettent le réemploi des formes déjà apprises dans des nouvelles situations d'interlocution comme théâtre, jeux de rôles, simulation
- Les objectifs généraux dans une classe de langue.
- Les rôles d'un enseignant comme un guide, un facilitateur dans la classe
- Le savoir, le savoir socioculturel, les aptitudes et le savoir faire, le savoir-être et le savoir-apprendre, comment les apprenants, apprennent-ils ?
- L'évaluation : du savoir, de la capacité, formative, sommative, subjective, objective, mutuelle, auto-évaluation

FRE 225 LE PROGRAMME DU BAIN LINGUISTIQUE.

PROGRAMME DE NCE 3

BUT

Le but principal de NCE 3 est de réaliser l'apprentissage pratique de la langue française (CO, EO, CE, EE) au niveau intermédiaire équivalent à B1 + de CEFR. Un autre but est l'apprentissage de compétence professionnelle dans le domaine de l'enseignement de FLE. C'est aussi l'apprentissage de base du savoir socioculturel de différents éléments relatifs aux cultures française et francophone.

OBJECTIFS

A la fin du programme de NCE 3, les objectifs suivants devraient être réalisés.

1. Pour la compréhension orale, les apprenants seraient capables de :
   - Démontrer la compréhension du point principal des émissions de la radio et de la télévision qui portent sur l'ordre du jour ou des sujets d'intérêt personnel ou professionnel de nature lent et clair.
   - Démontrer la compréhension des discours et des lectures longs.
   - Participer aux arguments complexes, pourvu que le sujet soit familier et raisonnable.
2. Pour la compréhension écrite, ils seraient capables de :
   - Démontrer la compréhension de texte qui consiste surtout de l'usage fréquent de la langue quotidienne et celle du travail.
   - Lire les articles et les rapports relatifs aux problèmes contemporains dont les écrivains adoptent des points de vue particuliers.
3. Pour l'expression/production orale, ils seraient capables de :
   - Relier les phrases dans un contexte simple pour décrire des événements, des rêves, des souhaits.
   - Donner brièvement des raisons et des explications sur des opinions et des projets.
   - Raconter une histoire ou l'intrigue d'un roman ou d'un film et décrire leurs réactions.
   - Participer à une conversation spontanée sur des sujets familiers d'intérêt personnel portant sur la vie quotidienne (familiale, travail, loisirs, voyages, événements courants.)
4. Pour la production/expression écrite, les apprenants seraient capables de :
   - Ecrire des textes simples, familiers portant sur des sujets familiers d'intérêt personnel.
   - Composer des textes clairs et détaillés sur une variété de sujets de leur intérêt.
   - Ecrire des lettres qui soulignent la signification personnelle des événements et des expériences.
5. Pour la méthodologie, les apprenants seraient capables de :
   - Mettre en pratique leurs nouvelles compétences acquises dans les classes de JSS avec l'accent sur l'enseignement des quatre compétences communicatives.
6. Pour la culture et civilisation, ils seraient capables de :
   - Maîtriser une variété de réalités socioculturelles dans l'espoir de les enseigner aux apprenants de JSS.

NCE 3

FRE 321 PRATIQUE DE L'ORAL (COMPREHENSION ET EXPRESSION)

Les apprenants devraient pouvoir :

- réagir sur l'information factuelle directe sur des sujets de la vie quotidienne ou relatifs au travail en reconnaissant les messages généraux et les points de détail, à condition que l'articulation soit claire et l'accent courant.
- suivre une conférence ou un exposé dans son propre domaine à condition que le sujet soit familier et la présentation directe, simple et clairement structurée.
- Se servir des indications simples relatives à la façon d'aller d'un point à un autre, à pied ou avec les transports en commun.
- mener aisément à bien une description directe et non compliquée de sujets variés dans son domaine en la présentant comme une succession linéaire de points.
- soulever l'information contenue dans la plupart des documents enregistrés ou radiodiffusés, dont le sujet est d'intérêt personnel et la langue standard clairement articulée ; et les actes de parole suivante.
- Demander et donner des informations sur des habitudes quotidiennes, un emploi du temps, des nouvelles de quelqu'un.
- Parler de ses goûts, parler de ses projets ; Interagir au téléphone
- Donner une raison ; expliquer ses choix, exprimer des réserves, son opposition
- Organiser quelque chose, en discutant de ce qu'il faut faire
- Avertir, mettre en garde
- Exprimer et interagir à propos de ses sentiments, exprimer ses souhaits, des espoirs, des intentions, des ambitions
- Raconter des événements passés, un souvenir, une anecdote, une suite de faits, des faits divers, une expérience passée
- Décrire une situation hypothétique
- Décrire les relations entre des personnes, faire une biographie, le portrait d'une personne
- Rapporter les propos, les paroles de quelqu'un
- Faire une présentation d'un thème, d'un projet.

FRE 322 PRATIQUE DE L'ECRIT (COMPREHENSION ET EXPRESSION)

Les apprenants devraient pouvoir :

- lire avec un grand degré d'autonomie en adaptant le mode et la rapidité de lecture à différents textes et objectifs et en utilisant les références convenables de manière sélective.
- utiliser un vocabulaire de lecture large et actif mais pourraient avoir des difficultés avec des expressions peu fréquentes
- identifier l'information pertinente dans des écrits quotidiens tels que lettres, prospectus et courts documents officiels.

- parcourir un texte assez long pour y localiser une information cherchée et ils devraient pouvoir réunir des informations provenant de différentes parties du texte ou de textes différents afin d'accomplir une tache spécifique.
- trouver des articles et des rapports sur des problèmes contemporains et dans lesquels les auteurs adoptent une position ou un point de vue particuliers.
- Identifier le mode d'emploi d'un appareil s'il est direct, non complexe et rédigé clairement.
- écrire des textes clairs et détaillés sur une gamme étendue de sujets relatifs à son domaine d'intérêt en faisant la synthèse et l'évaluation d'informations et d'arguments empruntés à des sources diverses.
- écrire une critique de film, de livre ou de pièce de théâtre.
- écrire des descriptions claires et détaillées sur une variété de sujets en rapport avec son domaine d'intérêt.
- repérer les thèmes de vocabulaire suivants :
    - Les coutumes, les traditions culturelles
    - Le monde du travail, la vie professionnelle
    - La famille, les relations sociales, les personnes : la description physique, le caractère, la personnalité
    - Les sentiments et les émotions
    - La santé ; Les activités quotidiennes
    - Les loisirs, les sports, les vacances, les voyages
    - La mode
    - Les sujets culturels : cinéma, littérature, peinture, musique, spectacles
    - Les médias et l'actualité ; ainsi que les mêmes actes de parole dans FRE 321.

FRE 323 CULTURE ET LITTERATURE EN CONTEXTE

Le cours de la littérature à exploiter des extraits des textes simples littéraires qui sont du niveau A1 jusqu'au niveau B1.

Les apprenants devraient pouvoir :

- Faire les études des textes comme outils de communication dans une classe de langue.
- se servir ces textes pour l'expression orale, l'expression écrite, les jeux de rôles, du théâtre ou même les simulations.
- se servir aussi de ces textes pour exploiter les éléments de la culture :

Les apprenants devraient pouvoir :

- approprier certains aspects de la vie quotidienne du socioculturel comme :
- Les salutations (bonjour, bonsoir…)

- Les formules sociales (tutoiement-vouvoiement)
- Les formules pour les invitations, les remerciements, les excuses
- Les rituels de la lettre amicale / du courriel électronique
- Les expressions de base et les rituels de la conversation au téléphone
- La vie quotidienne :
    - Nourriture et boisson
    - Heures des repas
    - Manières de table
    - Horaires
    - Habitudes de travail.
    - Activités de loisir (passe-temps, sports, habitudes de lecture, médias).

FRE 324 LA TRADUCTION

Ce cours est une initiation à la traduction des termes simples et élémentaires.
Les apprenants devraient pouvoir :

- traduire du français à l'anglais et de l'anglais au français pour éviter des anglicismes, les emprunts linguistiques et pour noter les faux amis etc.
- Il faudrait aussi prendre conscience des différences culturelles etc.
- se servir les théories de la traduction ainsi que l'historique aussi.
- relever les textes pratiques à traduire et les corrections mutuelles en classe de langue comme expression ou production écrite.
- Travailler sur la traduction pédagogique en dégageant le rôle de la traduction dans une classe de FLE et comment l'intégrer dans l'apprentissage et l'enseignement.

FULFULDE LANGUAGE L_1 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 and 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.

1. OBJECTIVES

In addition to the earlier stated general aims and objectives of teaching Languages, teaching FULFULDE 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 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.

2. ADMISSION REQUIREMENTS

ADMISSION REQUIREMENTS

i. **General**

a. A WAEC Senior Secondary Certificate (SSC) NECO or GCE 'O' level with credit in five (5) subjects, including Mathematics and English Language, (three of which must be at credit level at one (1) sitting or five (5) credits at two sittings). Two (2) of the credits must be relevant to the course the candidate wishes to offer (in this case, Ika language and Literature in English).

b. A Grade II Teachers Certificate (TC II) with credit or merit in five (5) subjects, two (2) of which must be relevant to the course or subject area the candidate wishes to offer (in this case, Ika language and Literature in English).

One (1) Credit/Merit in English language and/or Mathematics may be required insome courses.

c. Associateship 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 admissions must enroll for and write the selected examination organized by an accredited body such as JAMB.

f. 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 Literature in English is strongly recommended.

3. 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 (including e-books with access) in the college/departmental library to cover all areas of the subject to the ratio of one student to ten (10) 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 REQUIREMENTS

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

. Single Major Programmes - 24 Credit Units
. Second Teaching Subject - 24 Credit units
- General Studies Education - 16 Credit Units
- Education - 24 Credit Units
- Teaching Practice - 6 Credit Units

Total - 94 Credit Units

- Arts and humanities students must take one GSE in mathematics plus GSE 323
- Programmes that do mathematics as components of their study such as PES, ECCE etc., will not do GSE in mathematics

v) 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

COURSE CODES	COURSE TITLES	CREDIT UNITS	STATUS
	YEAR 1 – FIRST SEMESTER		
FLS_1 111	History and Development of the FULFULDE Language	2	C
FLS_1 112	FULFULDE Grammar	1	C
$FLS_1$113	Reading skills in FULFULDE	2	C
FLS_1 114	FULFULDE Oral and written Literature	1	C
	TOTAL	**6**	
	GSE COURSES [Students must take any 1 of the following GSE courses plus GSE 323]		
GSE 113	Basic General Mathematics I	1	C
GSE 122	Basic General Mathematics II	1	C
GSE 212	Basic General Mathematics III	1	C
GSE 221	Basic General Mathematics IV	1	C
	NCE1 - SECOND SEMESTER		
FLS_1 121	The orthography of FULFULDE.	2	C
FLS_1 122	Methodology of teaching FULFULDE I	2	C
FLS_1 123	Introduction to General Linguistics.	1	C
	TOTAL	**5**	
	NCE II - FIRST SEMESTER		
FLS_1 211	Phonology of FULFULDE	2	C
FLS_1 212	Methodology of Teaching FULFULDE II	1	C
FLS_1 213	Morphology and Syntax of FULFULDE	1	C
	TOTAL	**4**	
	NCE II - SECOND SEMESTER		
FLS_1 221	FULFULDE Prose	2	C
FLS_1 222	Translation (Theory and Practice)	1	C
FLS_1 223	FULFULDE Composition	2	C
	TOTAL	**5**	
	NCE III – FIRST SEMESTER		
TEACHING PRACTICE			
	SECOND SEMESTER		
FLS_1 321	FULFULDE Drama	2	C
FLS_1 322	FULFULDE Poetry	1	C
FLS_1 323	FULFULDE Dialectology	1	C
	TOTAL	**4**	

SUMMARY

Course Status	Total
Compulsory Courses	24 Credit Units
Elective Courses	00 Credit Units

Total	**24 Credit Units**

NCE 1 (100 LEVEL) FIRST SEMESTER

FLS_1 111 HISTORY AND DEVELOPMENT OF THE FULFULDE LANGUAGE (2 CREDITS) 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_1 112 FULFULDE GRAMMAR (1 CREDIT) 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_1 113 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_1 114 FULFULDE ORAL AND WRITTEN LITERATURE (1CREDIT) 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^{th} century poetry, prose and drama. Also, History of FULFULDE oral literature and the biography of some famous FULFULDE Oral Poets shall be covered. Selected FULFULDE literature that touches on culture, occupation and crafts could be used.

NCE 1 SECOND SEMESTER

FLS_1 121 THE ORTHOGRAPHY OF FULFULDE (2 CREDITS) C

History and development of orthography in FULFULDE. FULFULDE orthography and standardization (e.g. selection of FULFULDE letters, word boundary, attention to vowel length, etc.). Intensive in and out of class practicum.

FLS_1 122 METHODOLOGY OF TEACHING FULFULDE 1 (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_1 123 INTRODUCTION TO GENERAL LINGUISTICS (1 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_1 211 PHONOLOGY OF FULFULDE (2CREDITS) C

Definition of FULFULDE 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.

FLS_1 212 METHODOLOGY OF TEACHING FULFULDE II (1 CREDIT) 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
c. Development and Evaluating Teaching materials
d. Functions, types, construction and administration of appropriate tests in FULFULDE.
e. Language Learning Theories:
    i) Behaviourist Theories
    ii) Cognitive Theories
    iii) Language Acquisition device.

FLS_1 213 MORPHOLOGY AND SYNTAX OF FULFULDE (1 CREDIT) 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_1 221 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_1 222 TRANSLATION (THEORY AND PRACTICE) (1 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_1 223 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

TEACHING PRACTICE

NCE III (300 LEVEL) SECOND SEMESTER

FLS_1 321 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_1 322 FULFULDE POETRY (1 CREDIT) C

A comparative study of 19th and 20th 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_1 323 FULFULDE DIALECTOLOGY (1 CREDIT) E

Analysis and typological description of FULFULDE dialects. FULFULDE dialects in Nigeria, Geographical description of the dialects in Nigeria, Types of dialects and standardization of FULFULDE.

HAUSA L_1 (HAU L_1) SYLLABUS

1. PHILOSOPHY

Hausa 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 a specialist who will be pedagogically equipped with adequate skills and competences. 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 Hausa language in the junior secondary school level of the Basic Education System.

2. OBJECTIVES

Specifically, the objectives are as in the following:

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

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3. ADMISSION REQUIREMENTS

i. General

a. A Senior Secondary Certificate (SSC) NECO or GCE 'O' level with credits in five subjects including English Language and mathematics in not more than 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) credit or merit passes in five subjects including English Language and mathematics in not more than two sittings, two of which must be relevant to the course the candidate wishes to offer.
c. Associateship 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 satisfy the requirements of 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 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.

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. Facilities for the teaching of RANA (Reading and Numeracy Activity) and EGRA (Early Grade Reading Assessment) can be domiciled in the language laboratory.

(iii) Staff Offices

Each member of academic 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) Single Major = 24 Credit Units
(ii) Second teaching subject = 24 Credit Units
(iii) General Education = 24 Credit Units
(iv) Teaching Practice = 06 Credit Units
(v) General Studies = 16 Credit Units
Total = **94 Credit Units**

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 I FIRST SEMESTER

COURSE CODE	COURSE TITLE	CREDIT UNITS	STATUS
HAUL1 111	History and Development of Hausa	1	C
HAUL1 112	Introduction to Language Science	2	C
	TOTAL	**3**	

NCE I SECOND SEMESTER

COURSE CODE	COURSE TITLE	CREDIT UNITS	STATUS
HAUL1 121	Hausa Prose Appreciation	2	C
HAUL1 122	Hausa People and Their Culture	2	C
HAUL1 123	Hausa Grammar	2	C
	TOTAL	**6**	

NCE II FIRST SEMESTER

COURSE CODE	COURSE TITLE	CREDIT UNITS	STATUS
HAUL1 211	Phonetics and Hausa Phonology	2	C
HAUL1 212	Hausa Oral Literature	1	E
HAUL1 213	Hausa Occupations and Crafts	1	C
HAUL1 214	Hausa Research Method	1	C
HAUL1 215	Ajami Form of Writing Hausa	1	E
	TOTAL	**6**	

NCE II SECOND SEMESTER

COURSE CODE	COURSE TITLE	CREDIT UNITS	STATUS
HAUL1 221	Hausa Orthography	2	C
HAUL1 222	Translation (Theory and Practice)	2	C
HAUL1 223	Modern Methods of Teaching Hausa	1	C
	TOTAL	**5**	

NCE III FIRST SEMESTER

COURSE CODE	COURSE TITLE	CREDIT UNITS	STATUS
	TEACHING PRACTICE	6	C
	TOTAL	**6**	

NCE III SECOND SEMESTER

COURSE CODE	COURSE TITLE	CREDIT UNITS	STATUS
HAUL1 321	Varieties of Hausa	2	C
HAUL1 322	Hausa Drama	1	C
HAUL1 323	Hausa Poetry	2	C
	TOTAL	**5**	

SUMMARY

Courses Status	Total
Compulsory	22
Elective	02
Total	24 Credits

GENERAL STUDIES EDUCATION

COURSE CODE	COURSE TITLE	CREDIT	STATUS
GSE 000	Media Information Literacy 2	2	Compulsory
GSE 111	General English 1	1	Compulsory
GSE 112	Introduction to Library Studies	1	Compulsory
GSE 121	General English II	1	Compulsory
GSE 123	Introduction to Computer Studies 1	1	Compulsory
GSE 124	Family Life and Emergence Health	1	Compulsory
GSE 211	General English III	1	Compulsory
GSE 213	Introduction to Computer Studies II	1	Compulsory
GSE 214	Trafficking in Persons Issues	1	Compulsory
GSE 221	General English IV	1	Compulsory
GSE 223	Citizenship Education	1	Compulsory
GSE 224	Entrepreneurship	1	Compulsory
GSE 322	General English V	1	Compulsory
Total		**14 Credits**	

GSE COURSES

Candidates are to take any **one** of the following Mathematics Courses Plus GSE 323

COURSE CODE	COURSE TITLE	CREDIT	STATUS
GSE 113	Basic General Mathematics 1	1	Compulsory
GSE 122	Basic General Mathematics II	1	Compulsory
GSE 212	Basic General Mathematics III	1	Compulsory
GSE 221	Basic General Mathematics IV	1	Compulsory
GSE 323	Science and Technical in Society	1	Compulsory

NCE I (100 LEVEL) FIRST

HAUL1 111 HISTORY AND DEVELOPMENT OF HAUSA LANGUAGE 1C

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 should be done.

HAUL1 112 INTRODUCTION TO LANGUAGE SCIENCE 2C

Definition and nature of language. A brief introduction of phonetics, phonology (Including Hausa Syllable structure, Tone pattern and vowel length.) and syntax. Definition and classification of Hausa morphemes. Morphological processes: Affixation, word formation, inflection and derivation. Semantics: Meaning of meaning. Types of words in relation to meaning: Synonyms, antonyms, homonyms, ambiguity etc.

NCE I (100 LEVEL) SECOND SEMESTER

HAUL1 121 HAUSA PROSE APPRECIATION 2C

Classification of Hausa literature. A comparative study of Hausa prose in respect of form, content and style. Indepth 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.

HAUL1 122 HAUSA PEOPLE AND THEIR CULTURE 2C

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 circle, 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 marriages, family life, child bearing and youth related activities.

HAUL1 123 HAUSA GRAMMAR 2C

Typology and functions of parts of speech e.g. nouns, pronouns, adjectives, verbs, adverbs, particles, determiners, qualifiers, Hausa verbal grades and tense system, the Hausa sentence and its constituents e.g. Phrases, clauses, gender and number agreement. Type of sentences such as: declarative (kernel), interrogative, imperative as well as relativised sentences, structural analysis and tree diagram.

NCE II (200 LEVEL) FIRST SEMESTER

HAUL1 211 PHONETICS AND HAUSA PHONOLOGY 2C

Speech organs. Description of Hausa sounds in terms of place and manner of articulation, as well as state of the glottis and structure. Simple phonological processes such as deletion, assimilation, palatalization, labialization and neutralization.

HAUL1 212 HAUSA ORAL LITERATURE 1 E

History of Hausa oral literature. Aspects of Hausa folktales, e.g. Habaici, kirari, karin magana, hikaya, zambo, saye, adon harshe, etc.

Hausa Oral Songs:

i. Work songs e.g. waqoqin dave, noma, niqa, daka, etc.
ii. Childrens' games and ceremonial songs: Waqoqin gaxa da na biki da na wasannin yara maza da mata.

iii. Praise songs: (Waqoqin makaxa) emphasis shall be given on their forms, function and typology. Biography of some famous Hausa oral poets such as Mamman Shata, Dankwairo etc shall be covered.

HAUL1 213 HAUSA OCCUPATIONS AND CRAFTS 1C

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 craft.

HAUL1 214 HAUSA RESEARCH METHOD 1C

Nature of Hausa research method. Types of research. Areas in need of research. Sources, techniques and methods of data collection and analysis. Interview, questionnaire and resource persons. Project format in Hausa language. Citation, bibliography and referencing system.

HAUL1 215 THE AJAMI FORM OF WRITING HAUSA 1 E

History and development of Ajami as a writing medium in Hausa land. The styles of Ajami writing, standardization and orthography (e.g. selection of Hausa letters, word boundary, attention to vowel length, shadda, etc.) Intensive in and out of class practicum.

NCE II (200 LEVEL) SECOND SEMESTER

HAUL1 221 HAUSA ORTHOGRAPHY 2C

Oral composition and comprehension (utilization of Hausa language for day to day purposes in and outside the school system). Orthography of Hausa language and punctuation marks. Intensive practice on Hausa orthography including review of written texts such as, Hausa newspapers, magazines, novels, etc. Written composition and comprehension of topical issues relevant to the society/locality such as politics, religion, education etc.

HAUL1 222 TRANSLATION (THEORY AND PRACTICE) 2C

Definition and brief history of translation. Techniques of translation (i.e. borrowing, coinage, paraphrasing etc) 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, e.g. 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. Any important and current topic.
vi. Review of translated texts.

HAUL1 223 MODERN METHODS OF TEACHING HAUSA 1C

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 (e.g. Early Grade Reading Assessment - EGRA).

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.

c. Reading and Numeracy Activity (RANA)

NCE III (300 LEVEL) SECOND SEMESTER

HAUL1 321 VARIETIES OF HAUSA 2C

Analysis and typological description of Hausa regional and social dialects and registers and their causal factors: The evolution and standardization of Hausa (Standard Hausa).

HAU 322 HAUSA DRAMA 1C

Definition, Types and brief history 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.

HAU 323 HAUSA POETRY 2C

Brief history of Hausa poetry. A comparative study of 19th, 20th and 21st century Hausa poems in respect of form, content and style. Indepth 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.

HAUSA L_2 SYLLABUS

1. PHILOSOPHY

Hausa 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 a specialist who will be pedagogically equipped with adequate skills and competences. 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 Hausa language in the junior secondary school level of the Basic Education System.

2. OBJECTIVES

Specifically, the objectives are as in the following:

(1) Equip the student with basic language skills of listening, speaking, reading and writing in the current and approved orthography.
(2) Teach the student the sounds, lexis and structure of Hausa language.
(3) Expose the student to available oral and written literatures in the Hausa Language.
(4) Teach, promote and preserve Hausa cultural heritage through the use of Hausa language.

(5) Equip the student with the techniques and principles of teaching and evaluating in the Hausa Language.
(6) Motivate the student to apply the various language skills he has learnt to further promote the development of Hausa through creative writing, criticism, appreciation, socio-cultural activities, film making, song writing, etc.
(7) Foster the use of Hausa Language he as a medium of instruction in schools..

3. ADMISSION REQUIREMENTS

General

a. A Senior Secondary Certificate (SSC) NECO or GCE 'O' level with credits in five subjects including English Language and mathematics in not more than 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) credit or merit passes in five subjects including English Language and mathematics in not more than two sittings, two of which must be relevant to the course the candidate wishes to offer.

c. Associateship 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 satisfy the requirements of 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 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 need not be obtained but applicants require expressed interest in the study of the language.

3. FACILITIES FOR HAUSA L_2

Same as in HAU L_1 course

4. PERSONNEL

a. Same as in Hausa L_1 course
b. Staff Exchange Programme

Bilateral exchange of language lecturers for a one-year duration between colleges offering L_2 programme is a tested and viable option. This is recommended.

5. MODE OF TEACHING

Same as in HAU L_1 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.

6. GRADUATION REQUIREMENTS

a. Same as in HAU L_1 course

b. Acculturation Programme

As part of the course requirement, students of this programme are expected to spend a minimum 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 the native speakers as well as learning the culture of 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 commitment to the visiting students beyond accommodation.
In addition to this, visits and other 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.

7. TEACHING PRACTICE

Same as in HAU L_1 course.

8. PROJECT

Same as in HAU L_1 course.

9. SUBJECT COMBINATION

Same as in HAU L_1 course.

COURSES AND STATUS

COURSE CODE	NCE I – ZANGON KARATU NA FARKO	CREDIT(S)	STATUS
HAU L2 111	Sadarwa ta hanyar saurare da Magana a harshen Hausa	1	C
HAU L2 112	Gabatar da rubutu da karatu a harshen Hausa	1	C
HAU L2 113	Gabatar da tarihin Hausawa da al'adunsu	2	C
	TOTAL	4 Credits	

COURSE CODE	NCE I – ZANGON KARATU NA BIYU	CREDIT(S)	STATUS
HAU L2 121	Ci gaba da koyon sadarwa ta hanyar sauraro da Magana	1	C
HAU L2 122	Ci gaba da karatu da rubutu a harshen Hausa	1	C
HAU L2 123	Hanyar koyar da harshen Hausa a matsayin harshe na biyu	1	C
HAU L2 124	Samun damar cudanya da Hausawa don lakantar harshen Hausa	2	C
	TOTAL	5 Credits	
COURSE CODE	**NCE II – ZANGON KARATU NA FARKO**	**CREDIT(S)**	**STATUS**
HAU L2 211	Sadarwa a cikin harshen Hausa	1	C
HAU L2 212	Karatu da rubutu a zurfafe	1	C
HAU L2 213	Ci gaba da tahihin Hausawa da al'adunsu II	1	C

HAU L2 214	Hanyar koyarwa: koyon Hausa da kayan koyarwa	1	C
	TOTAL	4 Credits	

COURSE CODE	NCE II – ZANGON KARATU NA BIYU	CREDIT(S)	STATUS
HAU L2 221	Ci gaba da sadarwa a harshen Hausa	1	C
HAU L2 222	Fassara	2	C
HAU L2 223	Amafani da kayan koyarwa a aikace	1	C
HAU L2 224	Gabatar da ilimin furuci da ka'idojin rubutu	2	C
	TOTAL	6 Credits	

COURSE CODE	NCE III – ZANGON KARATU NA FARKO	CREDIT(S)	STATUS
	GWAJIN AIKIN KOYARWA		

COURSE CODE	NCE III – ZANGON KARATU NA BIYU	CREDIT(S)	STATUS
HAU L2 321	Zuzzurfar sadarwa a harshen Hausa	1	C
HAU L2 322	Gabatar da nahawun Hausa	2	C
HAU L2 323	Zube a adabin Hausa	1	C
HAU L2 324	Wakoki a adabin Hausa	1	E
HAU L2 325	Wasan kwaikwayo a adabin Hausa	1	E
	TOTAL	4C+1E= 5 Credits	

SUMMARY

Courses Status	Total
Compulsory	22
Elective	02
Total	24 Credits

GENERAL STUDIES EDUCATION

COURSE CODE	COURSE TITLE	CREDIT	STATUS
GSE 000	Media Information Literacy 2	2	Compulsory
GSE 111	General English 1	1	Compulsory
GSE 112	Introduction to Library Studies	1	Compulsory
GSE 121	General English II	1	Compulsory
GSE 123	Introduction to Computer Studies 1	1	Compulsory
GSE 124	Family Life and Emergence Health	1	Compulsory
GSE 211	General English III	1	Compulsory
GSE 213	Introduction to Computer Studies II	1	Compulsory
GSE 214	Trafficking in Persons Issues	1	Compulsory
GSE 221	General English IV	1	Compulsory
GSE 223	Citizenship Education	1	Compulsory
GSE 224	Entrepreneurship	1	Compulsory

GSE 322	General English V	1	Compulsory
Total		**14 Credits**	

GSE COURSES

Candidates are to take any **one** of the following Mathematics Courses Plus GSE 323

COURSE CODE	COURSE TITLE	CREDIT	STATUS
GSE 113	Basic General Mathematics 1	1	Compulsory
GSE 122	Basic General Mathematics II	1	Compulsory
GSE 212	Basic General Mathematics III	1	Compulsory
GSE 221	Basic General Mathematics IV	1	Compulsory
GSE 323	Science and Technical in Society	1	Compulsory

COURSE DESCRIPTION
NCE I – ZANGON KARATU NA FARKO

HAU L2 111 SADARWA TA HANYAR SAURARE DA MAGANA A HARSHEN HAUSA

(1 CREDIT) C

a. Gaisuwa. A nan, ana so Xalibai su iya sauqaqan gaishe-gaishe. Misali- Ina kwana/yini. Barka/ Sannu da aiki/hutawa da sauransu.
b. Sassauqar tattaunawa. Misali – mene ne sunanka? Mene ne sunanki? Mene ne sunanku? Mene ne wannan da sauransu.
c. Ba da umurni sassauqa. Misali- zo, tashi, zauna, je ka rufe qofa da sauransu.
d. Sunayen abubuwa 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 sauqi.
f. Alqaluma da qidaya:-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 hulxar ciniki, lamuni da karvar aro.

HAU L_2 112 GABATAR DA RUBUTU DA KARATU A HARSHEN HAUSA

(1 CREDIT) C

a. Karatun sauqaqan Jumloli, waxanda ba su kasa kalmomi goma ba.
b. Gabatar da baqaqe da wasula na Hausa ta hanyar nuna yadda ake rubuta su. Misali- baqi da wasali da. Dangatakar yanayin furuci da baqaqe da wasula na Hausa watau, gabatar qa'idojin rubutu na Hausa.
c. Rubutun kalmomi da kuma karanta su ta hanyar nuna hotuna.

HAU L2 113 GABATAR DA TARIHIN HAUSAWA DA AL'ADUNSU

(2CREDITS) C

a. Gabatar da tarihi da al'adun Hausawa,inda suke a duniya,tarihin asalinsu da dangantakarsu da sauran qabilun Nijeriya.

b. Tsarin mulki irin na al'adun Hausawa.
c. Dangantakar iyali
d. Xabi'unsu da addininsu, suturar, da xa'ar sa sutura da ta dace da kuma tsafta.

NCE I- ZANGON KARATU NA BIYU

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

i. Ci gaba da koyon gaishe-gaishe. Misali gaida majinyaci da yin jaje da yin barka da makamantansu.
ii. Ci gaba da tattaunawa- yadda ake hulxar ciniki, lamuni da karbar aro.
iii. Ci gaba da alqalumna da qidaya:- 100 zuwa abin da ya sauqaqa.
iv. Fadar lokaci- lokutan rana, ranakun mako, watannin shekara, sunannnakin yanayi-zafi, sanyi/hunturu, yanayin ruwa rafuku, kurmi da sauransu.
v. Sanin alqiblu, launuka, siffofi da surorin abubuwa.
vi. Wakilin suna (ya, ta, su da sauransu) a Hausa da kuma yin amfani da su wajen gina jimloli don fito da su.
vii. Gabatar da sauqaqan karin magana, kirari da kacici-kacici.

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

a. Sautuka da yanayin furuci tare da qa'idojin rubutu a harshen Hausa.
b. Kalmomin Hausa da gina jimloli.
c. Rubutu da karatun sauqaqan sakin layi.

HAU L2 123 HANYYAR KOYAR DA HARSHEN HAUSA A MATSAYIN HARSHE NA BIYU (1 CREDIT) C

A wannan kwas za a zavi kayayyakin koyarwa da suka dace da harshen Hausa domin yin amfani da su; sannan a gbatar da ainihin tsantsar matani tare da aiwatar da kayayyakin koyarwa.

HAU L2 124SAMUN DAMAR CU[ANYA DA HAUSAWA DON LA{ANTAR HARSHEN HAUSA (2 CREDITS) C

Laqantar harshe da fahimtarsa ya danganta ne da samun damar cuxanya da kuma mu'amala da ma'abuta harshe, musamman ma dangane da al'adun Hausawa da xabi'unsu da tarihinsu. Waxannan abubuwa za su samu ne ta hanyar ma'abuta harshe da cuxanya da su. Saboda haka, ana buqatar xalibi da ya kwatanta waxannan 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 (1 CREDIT) C

a. Magana ta baka wanda ta qunshi sassauqan suna da aikatau
b. Sassauqar jimla da haxaxxiyar 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 qunshi sassauqar labari: zube, tattaunawa, siffantawa, kamantawa da sauransu.
d. Ci gaba da sassauqan karin magana, kirari da kacici-kacici.

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

a. Karatun gutsuren shafi.
b. Karanta hira ko tattaunawa mai xan tsauri.
c. Labari wanda ya kama daga kalmomi xari xaya zuwa xari biyar
d. Taqaitattun labaru.

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

a. Al'adun Hausawa- Wasannin yara maza da mata.
b. Sana'o'in Hausawa (maza)- noma, qira, gini sassaqa, 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 Afrika ta Yamma

HAU L2 214 HANYAR KOYARWA: KOYON HAUSA DA KAYAN KOYARWA (1 CREDIT) 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. Sassauqar insha'i
b. Karatun Auna fahimta
c. Rubutun wasiqa

HAU L2 222 FASSARA (2 CREDITS) C

a. Dangantakar harshe Hausa da sauran harsunan Nijeriya, musamman ma harshen mai koyo.
b. Fassara daga Hausa zuwa Turanci; kuma daga turanci zuwa Hausa.
c. Fassaran zavavven matani (zube).
d. Amfani da fassara kai-tsaye da ta nan take ta maganganu ko ta littafi.

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

a. Aiki da xakin bincike
b. [aukar muryar ma'abocin harshe don saurare
c. Gabatar da aikin koyarwa da kayayyakin koyarwa

HAU L2 224 GABATAR DA ILIMIN FURUCI DA {A'IDOJIN RUBUTU (2 CREDITS) C

a. Gabatar da ilimin furuci.
b. Ci gaba da qa'idojin rubutun Hausa, musamman ma yadda kula da haxawa ko raba kalma ke kawo canjin ko jirkitar ma'anar jimla.
c. Laqantar baqaqe da wasulan Hausa tare da ba da muhimmanci kan sauti da furuci,musamman ma waxand aba bu irinsu a harshen mai koyodon laqantar furucin da sauti da kuma wuraren furta su.
d. Dangatakar qa'idojin rubutu 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) C

a. Sadarwa ta hanyar magana da tattaunawa da faxakarwa, watau hira tsakanin mutane biyu, misali abokin hira, ladubban lafazi da kuma hira ko tattaunawa.
b. Karatun auna fahimta a kan labara rubutacce (zube).
c. Rubutn insha'i-labari da siffance da muhawara da kamantawa da rubutun hira, da sauransu.

HAU L_2 322 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. Taqaita 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-shuxaxxe, mai ci, mai zuwa, bi-sabo da sauransu.
d. Aikataun Hausa
    i. Masu gava bibbiyu
    ii. Gabatar da suna aikataun Hausa.

HAU L2 323 ZU|E A ADABIN HAUSA (1 CREDIT) C

a. Bayani a kan rubutaccen adabi
b. Nazarin zavavven littafi.

A nemi littafi xaya ko biyu a kan abubuwan can guda biyu da aka bayyana a baya don a yi amfani da su. Misali a iya zaven littattafai daga cikin waxanda Ibrahim Yaro yahaya ya wallafa, wataunazarin Hausa a makarantun firamare (1-5).

HAU L2 324 WAKOKI A ADABIN HAUSA (1 CREDIT) E

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

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

a. Gabatar da wasan kwaikwayo a Hausa.
b. Nazarin zavavven littafin wasan kwaikwayo.

IGBO LANGUAGE (IGBO L1)

(a) 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 a specialist who will be pedagogically equipped with adequate skills and competences. 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 in the junior secondary school level of the Basic Education System.

(b) OBJECTIVES

Specifically, the objectives are as in the following:

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

(c) ADMISSION REQUIREMENT

i **GENERAL**

(a) A Senior secondary School Certificate (SSC), NECO or G. C. E. 'O' level with credit in five (5) subjects, including English Language and Mathematics in not more than two sittings. Two of the credits should be relevant to the course the candidate wishes to offer.
(b) A Grade II Teacher's certificate (TCII) with credit or merit in five subjects including, two of which must be relevant to the course the student wishes to offer.
(d) Associateship Certificate in Education awarded by an approved institution in Nigeria or abroad, is also an acceptable qualification.
(C) Deficient admissions will be remedied before graduation

(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 and the NCE awarding institution.

(f) It should be noted that some Colleges may in addition to all of the above, administer their own elimination tests and or interview for some courses. This is legitimate.

II **ADDITIONAL**

In addition to the general requirements for NCE, candidates wishing to major in Igbo must have 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 class rooms to avoid clashes.

(ii) **Laboratory/ 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 him/herself. There should also be an office for support staff (typists, clerks) with relevant equipment, eg. Computers, reproduction machines etc.

(iv) **Books in the College Library:** There must be enough books to cover all the areas of the subject to ratio of one student to ten books. Besides, there must be a well-equipped Departmental Library to complement the College Library

Other Specialized Facilities:

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

5. **PERSONNEL**

1. Academic Staff:

For effective teaching of Igbo as a single major, at least eight (8) academic staff is required. Academic staff should hold, at least, a first degree (second class lower) and a minimum teaching qualification of NCE. Acquisition of 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 lecturers for Igbo methodology
(e) Two lecturers for Igbo linguistics

II. Non-Academic

i. One laboratory Technician
ii. One Computer Operator
iii. One Messenger
iv. One Clerical Staff
v. One Curator

MODE OF TEACHING

Various methods of teaching L_1 and L_2 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 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) Igbo = 24 Credit units

(b) General Studies = 16 credit units

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 1st Semester 3rd 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 or the credit earned recorded under EDU 323

NDỊNAYA

COURSE CODE	COURSE TITLES	CREDITS	STATUS
	SIMESTA KEMBỤ		
IGBOL$_1$ 111	NSIRITOLITE ỌMỤMỤ ASỤSỤ IGBO	1	C
IGBOL$_1$ 112	NDUBA NA FONETIIKISI NA FONOLOJI IGBO	1	E
IGBOL$_1$ 113	NDUBA N' ỤTỌASỤSỤ NA OFOLOJI IGBO	1	C
IGBOL$_1$ 114	IDE EDEMEDE NA AGHỌTAAZAA	1	C
	SIMESTA KEABỤỌ		
IGBOL$_1$ 121	USORO NKUZI	1	C
IGBOL$_1$ 122	NDUBA N' AGỤMAGỤỌNỤ NA NKE E DERE EDE	1	C
IGBOL$_1$ 123	NDỤ NDỊ IGBO GBASATARA OMENAALA HA, EWUMEWU NDỊ IGBO NA NJEM MMỤTA	1	C
IGBOL$_1$ 124	NDUBA NA NTỤGHARỊ	1	C

AFỌ KEABỤỌ

	SIMESTA KEMBỤ		
IGBOL$_1$ 211	ỌDỊNỊỊGHA IGBO	1	C
IGBOL$_1$ 212	ỤTỌASỤSỤ NA MOFOLOJI IGBO	1	C
IGBOL$_1$ 213	USORO NKUZI NA NKUZI NTA	2	C
IGBOL$_1$ 214	NDUBA N' USORO NCHỌCHA	1	C
IGBOL$_1$ 215	AGỤGỤALA IGBO	1	E
	SIMESTA KEABUO		
IGBOL$_1$ 221	EJIJE IGBO	1	C
IGBOL$_1$ 222	AKANKA IGBO	1	E
IGBOL$_1$ 223	NKWENYE NA EKPEMEKPE NDỊ IGBO	1	C
IGBOL$_1$ 224	ỌMỤMỤ ABỤ IGBO NDỊ A HỌỌRỌ	1	E

IGBOL$_1$225	NTỤGHARỊ N'IGBO	1	C

	SIMESTA KEABUO		
IGBOL$_1$ 321	OLUNDI	1	E
IGBOL$_1$ 322	FONETIKS NA FONOLOJI KATARA AHU	1	C
IGBOL$_1$ 323	MOFOLOJI NA UTOASỤSỤ IGBO KATARA AHỤS	1	C
IGBOL$_1$ 324	PROJEKITI		C
IGBOL $_1$325	OKWU AKPỤNỌNỤ NA NDỤ NDỊ IGBO	1	E
IGBO L $_1$326	EDEMEDE EKEREUCHE	1	C

COMPULSORY GENERAL STUDIES COURSES FOR ALL STUDENTS

COURSE CODE	**COURSE TITLE**	**CREDIT**	**STATUS**
GSE 000	Media Information Literacy	2	Compulsory
GSE 111	General English I	1	Compulsory
GSE 112	Introduction to Library Studies	1	Compulsory
GSE 121	General English II	1	Compulsory
GSE 123	Introduction to Computer Studies	1	Compulsory
GSE 124	Family Life and Emergency Health	1	Compulsory
GSE 211	General English III	1	Compulsory
GSE 213	Introduction to Computer Studies II	1	Compulsory
GSE 214	Trafficking in Person Issues	1	Compulsory
GSE 221	General English IV	1	Compulsory
GSE 223	Citizenship Education	1	Compulsory
GSE 224	Entrepreneurship	1	Compulsory
GSE 322	General English V	1	Compulsory

GENERAL STUDIES COURSE FOR IGBO

Candidates are to take any TWO of the following mathematics courses plus GSE 323:

COURSE CODE	**COURSES TITLE**	**CREDIT**	**STATUS**
GSE 113	Basic General Mathematics I	1	Compulsory
GSE 122	Basic General Mathematics II	1	Compulsory
GSE 212	Basic General Mathematics III	1	Compulsory
GSE 221	Basic General Mathematics IV	1	Compulsory
GSE 323	Science & Technology in Society	1	Compulsory

IGBO LANGUAGE (IGBO L2)

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 a specialist who will be pedagogically equipped with adequate skills and competences. 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 in the junior secondary school level of the Basic Education System.

2 AIMS AND OBJECTIVES

At the end of the programme, students of L2 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 primary and junior secondary levels, in the absence of a trained Igbo L1 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 credit in five (5) subjects, including English Language and Mathematics in not more than two sittings. Two of the credits should be relevant to the course the candidate wishes to offer.

(b) A Grade II Teacher's Certificate (TCII) with credit or merit in five subjects including, two of which must be relevant to the course the student wishes to offer.

(d) Associateship Certificate in Education awarded by an approved institution in Nigeria or abroad, is also an acceptable qualification.

(C) Deficient admissions will be remedied before graduation

(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 and the NCE awarding institution.

(f) It should be noted that some Colleges may in addition to all of the above, administer their own elimination tests and or interview for some courses. This is legitimate.

ii **ADDITIONAL**

Candidates wishing to study Igbo L_2 need not have any previous knowledge of the language, but must have INTEREST in studying it. 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 class rooms to avoid clashes.

(ii) **Laboratory/ 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 him/herself. There should also be an office for support staff (typists, clerks) with relevant equipment, eg. 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:

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

5. **PERSONNEL**

1. Academic Staff:

The same number of staff required for Igbo L1 is also meant for IgboL2. Staff exchange programme for one year duration is recommended.

OTHERS

The support staff required for IgboL1 is also to serve for Igbo L2.

6. MODE OF TEACHING

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

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

7. GRADUATION REQUIREMENTS:.

All students of Igbo programme must earn:

(a) Igbo = 24 Credit units

(b) General Studies = 16 credit units

Acculturation programme

In fulfillment for graduation, students of this programme would undergo a language immersion programme in a designated centre of excellence for a minimum of six weeks. Students would live among the people; improving on their speaking skills through contacts with the native speakers and so inculturate in the Igbo cosmology as mirrored in the language and its regional variants.

Funding of participating students should come from the TETFUND. However the students could also 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 recorded under EDU 324. It would be convenient to dedicate the 1st Semester 3rd 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 Igbo, second teaching subject or Education and the credit earned recorded under DEU 323.

NDINAYA

AFỌ KEMBỤ - SIMESTA KEMBỤ

COURSE CODE	COURSE TITLES	CREDITS	STATUS
IGBOL$_2$ 111	NKA NZIRITAOZI ỌNỤ1	1	C
IGBOL$_2$ 112	NDUBA NA NKA ỌNỤNỤ NA ODIDE N'IGBO	1	C
IGBOL$_2$ 113	NDUBA N' OMENALA NA EWUMEWU IGBO	1	C
IGBOL$_2$ 114	NDUBA N'ỤTỌASỤSỤ IGBO	1	C
	TOTAL	**4**	
	SIMESTA KEABUO		

$IGBOL_2$ 121	NKA NZIRITAOZI ỌNỤII	1	C
$IGBOL_2$ 122	NKA ỌGỤGỤ NA ODIDE I	1	C
$IGBOL_2$ 123	USORO NKUZI IGBO I	2	C
$IGBOL_2$ 124	MMALITE ỤTỌASỤSỤ IGBO	2	C
$IGBOL_2$125	ỌRỤ MBARA NA NNABATA OMENALA	2	C
	TOTAL	**8**	

AFO KEABUO

	SIMESTA KEMBỤ		
$IGBOL_2$211	NKA NZIRITAOZI ỌNỤIII	1	C
$IGBOL_2$212	NKA ỌGỤGỤ NA ODIDE II	1	C
$IGBOL_2$213	AGỤGỤALA NA OMENALA IGBO	1	E
$IGBOL_2$214	USORO NKUZI IGBO II	1	C
	TOTAL	4	

	SIMEATA KEABUO		
$IGBOL_2$221	NTỤGHARỊ I	1	C
$IGBOL_2$222	NDUBA NA FONOLOJI NA NSOROEDIDE IGBO	1	C
$IGBOL_2$223	AGỤMAGỤ IGBO	1	C
$IGBOL_2$224	USORO NCHỌCHA N'IGBO	1	E
	TOTAL	4	

AFỌ KEATỌ

(Omumu nkuzi Igbo na Uloakwukwo)

SIMESTA KEABỤỌ

$IGBOL_2$ 321	EJIJE IGBO	1	E
$IGBOL_2$ 322	NTỤGHARỊ II	1	C
$IGBOL_2$ 323	EDEMEDE EKEREUCHE	1	C
$IGBOL_2$ 324	PROJEKITI		C
$IGBOL_2$ 325	ABỤ IGBO	1	E
	TOTAL	4	

COMPULSORY GENERAL STUDIES COURSES FOR ALL STUDENTS

COURSE CODE	**COURSE TITLE**	**CREDIT**	**STATUS**
GSE 000	Media Information Literacy	2	Compulsory
GSE 111	General English I	1	Compulsory
GSE 112	Introduction to Library Studies	1	Compulsory
GSE 121	General English II	1	Compulsory
GSE 123	Introduction to Computer Studies	1	Compulsory
GSE 124	Family Life and Emergency Health	1	Compulsory
GSE 211	General English III	1	Compulsory
GSE 213	Introduction to Computer Studies II	1	Compulsory
GSE 214	Trafficking in Person Issues	1	Compulsory
GSE 221	General English IV	1	Compulsory
GSE 223	Citizenship Education	1	Compulsory

GSE 224	Entrepreneurship	1	Compulsory
GSE 322	General English V	1	Compulsory

GENERAL STUDIES COURSE FOR IGBO

Candidates are to take any TWO of the following mathematics courses plus GSE 323:

COURSE CODE	COURSES TITLE	CREDIT	STATUS
GSE 113	Basic General Mathematics I	1	Compulsory
GSE 122	Basic General Mathematics II	1	Compulsory
GSE 212	Basic General Mathematics III	1	Compulsory
GSE 221	Basic General Mathematics IV	1	Compulsory
GSE 323	Science & Technology in Society	1	Compulsory

ÌLAPA

ÈTÒ ISẸ́ YORÙBÁ E_1 (ELÉDÈ KÌN-ÍN-NÍ)

1. ÌMỌ̀ ÌJÌNLẸ̀-ÈRÒ

Ipa ribiribi ni èdè abínibí ń kó nínú ìdàgbàsókè orílẹ̀-èdè. Kò sí abala tí ọwọ́jà èdè abínibí kò fọwọ́ kàn tán nínú ìṣẹ̀mí ọmọ ènìyàn. Tí ènìyàn bá sọ pé ènìyàn ni èdè tàbí èdè ni ènìyàn, èyí kì í ṣe òrọ̀ àsọjẹ rárá nítorí pé èdè ló ya ọmọ ènìyàn sọ́tọ̀ sí àwọn ẹ̀dá yòókù. Èyí kì í ṣe èdè lásán, èyí ń túmọ̀ sí èdè àwọn ènìyàn kan. Ìtumọ̀ èyí ni pé orísìí ènìyàn ló wà àti pé èdè pẹ̀ka sí orísìíríṣìí ọ̀nà. Èdè ló ń ya àwọn ẹ̀yà ènìyàn kan sọ́tọ̀ sí àwọn mìíràn. Èdè ni irinṣẹ́ àṣà kan gbòógì tó ń ṣàfihàn àwọn ènìyàn láwùjọ. Èdè yìí náà la fi ń ṣe ìgbéláruge àjọṣepọ̀, ìtójú àṣà àti ìṣe àti wíwà ní ìsọ̀kan àwọn ẹ̀yà kan. Ìdí nìyí tí ìjọba àpapọ̀ ṣe mú kíkọ́ èdè abínibí ní ọ̀kúnkúndùn.

2. ÈRÒǸGBÁ

Ìlapa ètò isẹ́ ÉN-SÍIÌ fún èdè Yorùbá ni a gbé kalẹ̀ láti **;**

a. jẹ́ kí àwọn akẹ́kọ̀ọ́ ní ìmọ̀ lórí àwọn ìmọ̀ọ́ṣe ìpilẹ̀ nínú ìfetísílẹ̀, ọ̀rọ̀-sísọ, ìwé-kíkà àti ìwé kíkọ ní ìbámu pẹ̀lú ìlànà àkọtọ́ òde-òní;

b. gbún àwọn akẹ́kọ̀ọ́ ní kẹ́ṣẹ́ láti ṣàfihàn ìmọ̀ ìmédèlò, nípa lílo èdè Yorùbá nínú isẹ́ ònkọ̀wé alátinúdá, isẹ́-ọnà ìbánisọ̀rọ̀ àti ètò ìbánisọ̀rọ̀ ìròyìn;

d. kọ́ àwọn akẹ́kọ̀ọ́ ní ẹ̀yà ìmọ̀ ẹ̀dá-èdè Yorùbá bí àwọn ìró, ọ̀rọ̀ onítumọ̀ àdámọ́ àti ìhun èdè Yorùbá.

e. jẹ́ kí àwọn akẹ́kọ̀ọ́ mọ̀ nípa àwọn lítírésọ̀ alohùn àti àpilẹ̀kọ tí ó wà ní èdè Yorùbá.

e. jẹ́ kí àwọn akẹ́kọ̀ọ́ ní òye nípa àṣà oníyebíye tí ó jẹ́ ti ìran Yorùbá

f. jẹ́ kí àwọn akẹ́kọ̀ọ́ mọ̀ ètò ìlànà àti ọ̀nà ti a fi lè lo èdè Yorùbá bí èdè ìkọ́ni fún Ètò Èkọ́ Ìpilẹ̀ 1 – 3.

g. jẹ́ kí àwọn akẹ́kọ̀ọ́ ní ìmọ̀ lórí ètò ìlànà àti ọ̀nà ìkọ́ni ní èdè Yorùbá; àti

gb. láti jẹ́ kí àwọn akẹ́kọ̀ọ́ ní òye tí o yẹ lórí ọ̀nà tí a fi fíkún ìmọ̀ ẹni nípàṣẹ isẹ́ ìwádìí (ìṣèwádìí)

3. ÌLÀNÀ ÌGBANIWỌLÉ - ẸKỌ́

Ìlànà Fún Gbogbogbòò

a) Ìwé ẹ̀rí sẹ́kọ́ńdìrì ìpele kejì tí a mọ̀ sí (SSCE) Wàéèkì/Nẹ́kò, Jíísiìì. Ó gbọ́dọ̀ ní isẹ́ márùn-ún tí ó páàsì ní ìpele kírẹ́díìtí nínú èyí tí èdè Yorùbá, èdè Gẹ̀ẹ́sì ati Matimátíìkì gbọdọ̀ wà níbẹ̀. Àwọn isẹ́ bẹ̀ẹ̀ gbọ́dọ̀ jẹ́ èyí tí akẹ́kọ̀ọ́ ní ní ìjókòó kan, tàbí ní ìjókòó méjì.

Méjì nínú àwọn Kírẹ́díìtí náà ni o gbọdọ̀ ní nǹkan ṣe pẹ̀lú kọ́ọ̀sì tí aṣèdánwò-wọlé fẹ́ yàn láàyò.

b) Ìwé-ẹ̀rí olùkọ́ onípò kejì tí ó ní isẹ́ maru-un tí ó wà ní ìpele Kírẹ́díìtí tàbí mẹ́riítì, àti pé méjì nínú rẹ̀ gbọdọ̀ ní nǹkan ṣe pẹ̀lú kọ́ọ̀sì tí aṣèdánwò-wọlé fẹ́ yàn láàyò.

d) Ìwé-ẹ̀rí Àsósó tí a gbà ní ilé ẹ̀kọ́ tí Ìjọba fún láṣẹ tàbí láti òkè-òkun ní ó tún jẹ́ ìtẹ́wọ́gbà.

e) Ìwé-ẹ̀rí àgbà nínú Ẹ̀kọ́ Àrábíìkì àti Ìsìláàmù tí ó jẹ́ tí àjọ NBAIS (National Board For Arabic And Islamic Studies) tún jẹ́ ìtẹ́wọ́gbà.

e) Gbogbo aṣèdánwò-wọlé tí ó bá fẹ́ kí wọ́n gbọ̀rọ̀ àwọn rò fún ìgbaniwọlé-ẹ̀kọ́, gbọdọ̀ forúkọ sílẹ̀, kí ó sì ṣe ìdánwò àfigbaniwọlé tí àwọn àjọ tí a fún láṣẹ ṣètò gẹ́gẹ́ bí à jọ Jáńbù sèto rẹ̀.

f) Àwọn aṣèdánwò-wọlé tí ó yege nínú ìdánwò àṣekágbá kíláàsì Àjùbà-ÉN-SÍIÌ náà ni a ní àǹfàání àtigbà-wọlé.

g) Ó yẹ kí á mọ̀ pé o ṣe ṣe kí àwọn Kọ́lẹ́ẹ̀jì tún ní àwọn ìlànà mìíràn pọ̀ mọ gbogbo àwọn tí a ti là sí òkè yìí, bí i kí wọn ṣe ìdánwò ráńpẹ́ àti ìfọ̀rọ̀-wáni-lẹ́nuwò nínú àwọn kọ́ọ̀sì kan.

Afikún
Ní àfikún sí ìlànà fún ìgbaniwọlé-ẹ̀kọ́ ÉN-SÍIÌ fún gbogbogbòò, àwọn aṣèdánwò-wọlé tí ó bá fẹ fi Yorùbá ṣe ojúlówó isẹ́ gbọdọ̀ ní Kírẹ́díìtì nínú èdè náà ní ìpele ìwé-ẹ̀rí Jíísiìì, ìwé-ẹ̀rí sẹ́kọ́ńdìrì ìpele kejì tí Wàéèkì tàbí Nẹ́kò. Aṣèdánwò-wọlé tí ó ni kírẹ́díìtí/mẹ́ríìtì márùn-ún nínú ìwé-ẹ̀rí onípò kejì náà tún lè wọlé. Àwọn aṣèdánwò wọlé tí wọn tí yege nínú ìdánwò àṣewọlé ni kíláàsì Àjùbà- ÉN-SÍIÌ náà ni a tún lè gbà wọlé. Àwọn aṣèdánwò tí ìwé ẹ̀rí wọn kò tẹ̀wọn tó, ṣùgbọ́n tí ó wà ní ìbámu pẹ̀lú ìwé-ẹ̀rí ìgbaniwọlé sí kíláàsì Àjùbà ÉN-SÍIÌ ni a lè gba fún Yorùbá E_1 ní kíláàsì Àjùbà ÉN-SÍIÌ. Ni afikun, dandan ni ki akekoo ti a fe gba wole fun eto eko EN-SII ni kirediiti ninu ede Geesi ati Matimatiiki fun ise yoowu ti o fe se. Ipinnu Ijoba ni eyi (E wo National Teacher Education Policy (NTEP) fun itosona).

4. ÀWỌN OHUN ÀMÚLÒ

i) **Yàrá ìkẹ́kọ̀ọ́:** Àwọn yàrá ìkẹ́kọ̀ọ́ tí ó kún fún ohun èlo abágbàmu gbọ́dọ̀ tó, láàyè, kí wọ́n sì ní nǹkan amú-ìkẹ́kọ̀ọ́-rọrùn dáadáa. o kere tan, yara ikekoo meta.

ii) **Àwọn iyàrá-ìfẹ̀rọ-kédè (Language Laboratory)/**sítúdíò abbl. Iyàrá-ìfẹ̀rọ-kédè tí ó kún fún gbogbo ohun èlò ìkédè oni dijita ati konputa tí ó sì lè gba akẹ́kọ̀ọ́ bì ọgbọ̀n lẹ́ẹ̀kan náà ni ó gbọ́dọ̀ wà ní ṣẹpẹ́. Eka eko Yoruba gbodo da tire ni.

iii) **Ọ́fíìsì fún àwọn òsìṣẹ́:** Ọ̀kọ̀ọ̀kan àwọn olùkọ́ àgbà ni ó gbọ́dọ̀ ní ọ́fíìsì tí a ṣe lọ́sọ̀ọ́ dáadáa. Àwọn ọ́fíìsì tó bójúmu gbọdọ̀ wà fún àwọn olùkọ́ yòókù náà. Bẹ́ẹ̀ náà ni ọ́fíìsì gbọ́dọ̀ wà fún àwọn òsìṣẹ́ aṣèránwọ́ (atẹ̀wé, òjíṣẹ) pẹ̀lú àwọn irinṣẹ́ tí ó yẹ b.a. ẹ̀rọ ìtèwé, ẹ̀rọ-ìṣẹdà-ìwé lọ́pọ̀-yanturu, ẹ̀rọ kọ̀ńpútà pẹ̀lú gbogbo ẹ̀yà àmúlò àti ohun èlò rẹ̀ tí ó jẹ́ ti Yorùbá.

iv) **Àwọn ìwé ní ilé ìkàwé kọ́lẹ́ẹ̀jì.** Àwọn ìwé gbọ́dọ̀ wà dáadáa lórí gbogbo ẹ̀ka tí isẹ́ náà pẹ̀ka dé, bẹ́ẹ̀ sì ni akẹ́kọ̀ọ́ kan gbọ́dọ̀ ní àǹfàání sí orisi ìwé mẹ́wàá otooto ní ìbámu pẹ̀lú ètò ìlànà

ìfiyèwéyè. Ẹ̀wẹ́, ẹ̀ka ìmọ̀ ẹ̀kọ́ tún gbọ́dọ̀ ní **ilé-ìkàwé tirẹ̀** tí ó kún fún orisirisi ìwé láti lè kún ilé ìkàwé kọ́lẹ́ẹ̀jì lọ́wọ́.

v) **Àwọn Àmúlò Àkànní:** Ilé ìsura ìṣẹ̀ǹbáyé (Culture Room) tàbí Iyàrá àṣà tí ó gbòòrò gbodo wa. Orisirisi awon ohun imede kiko rorun ninu asa ati ise Yoruba gbodo wa janti rere.

vi) Yara kan gbodo wa ti o kun fun erọ fídíò, tẹlifísàn, àwọn fọ́nrán fídíò tí a ti gba àwọn eré-onítàn, orin ìbílẹ̀ àti ewì Yorùbá sí àti àwọn fọ́nrán fídíò ti kò ni nǹkankan lórí, ni ó gbọ̀dọ̀ wà nílẹ̀ fún ìlò akẹ́kọ̀ọ́ àti olùkọ́.

vii) **Ìtọ́ka Àwọn Ẹ̀rọ:̀** Kọ̀ǹpútà tí ó ní àbùdá ìró lẹ́tà Yorùbá, àwọn ẹ̀rọ kasẹ́ẹ̀tì ìgbohùn-sílẹ̀, àwọn fọ́nrán ìgbohùnsílẹ̀ tí wọ́n jẹ́ òfîfo, ẹ̀kì bátìrì, àwọn ẹ̀rọ fídíò àti àwọn fọ́nrán fídíò káséètì àti gẹnẹrétọ̀ fún ìlò akẹ́kọ̀ọ́ àti olùkọ́.

5. ÀWỌN ÒSÌṢẸ́

Àwọn òsìṣẹ́ tí wọ́n jẹ́ olùkọ́:

Ó kéré tán, a gbọ́dọ̀ ní olùkọ́ méjọ (8) fún ètò ẹ̀kọ́ kíláàsì Àjùbá-Ẹ́N-SÍIÌ àti Ẹ́N-SÍIÌ.

- Olùkọ́ méta fún Èdè Yorùbá (Fónẹ́tíìkì,Fonọ́lọ́jì àti gírámà)
- Olùkọ́ méta fún Lítírésọ Yorùbá
- Olùkọ́ kan fún Àṣà
- Olùkọ́ kan fún ọgbọ́n ìkọ́ni ní Yorùbá

Àwọn olùkọ́ gbọ́dọ̀ ní oyè ìjìnlẹ̀ Ẹm Èe (Master Degree) pẹ̀lú ìwé ẹ̀rí ìkọ́ni (Recognised teaching qualifications i.e. NCE, PGDE etc.), àti ìmọ̀ sókí nípa ìlò ẹrọ kọ̀ǹpútà (Computer literacy certificate), pẹ̀lú ìwé ẹ̀rí TRCN pé mo jẹ́ olùkọ́.

Àkíyèsí:

Ìsirò agbára àfiyewéye àwọn olùkọ́ gbọ́dọ̀ wà ní ìbámu pẹ̀lú gbèdéke iye olùkọ́ tó yẹ kí ó wà. Àfiyewéye oluko si akẹ́kọ̀ọ́ gbodo jẹ **1:25**. Bi awon akekoo ti a n gba wole ba se n po si, bee naa ni a gbodo maa gba awon oluko si i.

Àwọn òsìṣẹ́ tí kì í ṣe olùkọ́

Ọ́fîìsì Ẹ̀ka Ìmọ̀ Ẹ̀kọ́ tàbí Olórí Ẹ̀ka Ìmọ̀ Ẹ̀kọ́ ni a ti nílò àwọn ọ̀wọ́ wọ̀nyí:

- Onísẹ-ọ̀nà kan ni iyàrá-ìfẹ̀rọ-kédè
- Atẹ̀wé kan to nimo ati iwe-eri ninu konputa.
- Òjíṣẹ́ kan
- Akọ̀wé kékeré kan
- Awon agbale

6. ỌNÀ ÌKỌ́NI

Orísìíríṣìí ọgbọ́n ìkọ́ni tí ó tọ̀nà sí orí-ọrọ̀ kan ni a gbọ́dọ̀ lò. Ìyiiri kókó orí-ọ̀rọ̀ ẹ̀kọ́ tí ó ti kọjá wò àti rírin ìrìn-àjò ìkọ́nilẹ́kọ̀ọ́ yẹ ní síṣe ní gbogbo ìgbà tí ó yẹ. A tún lè lo ọgbọn ìkọ́ni-amákẹ́kọ̀ọ́-siṣẹ́ (Learners Centre Approach) A tún lè lo ẹlégbẹ́jẹgbẹ́ ati pipe abena-imo.

7. ÀWỌN ÌLÀNÀ ÌKẸ́KỌ̀Ọ́GBOYÈ

Kírẹ́díìtì tí ó kéré jù lọ fún ìkẹ́kọ̀ọ́gboyè jáde:

- Kọ́ọ̀sì lórí Ìmọ̀ Ẹ̀kọ́ Education: Ìdíwọ̀n ẹyọ 24
- Kọ́ọ̀sì lórí Ìmọ̀ Ẹ̀kó Gbogbo (GSE): Ìdíwọ̀n ẹyọ 16
- Kọ́ọ̀sì lórí ètò kọ́mọ-n-wò-ọ́: Ìdíwọ̀n ẹyọ 6
- Kọ́ọ̀sì lórí Yorùbá: Ìdíwọ̀n ẹyọ 24
- Isẹ́ Ẹ̀kọ́ ìkọ́ni kejì: Ìdíwọ̀n ẹyọ 24

Apapo Ìdíwọ̀n ẹyọ lati gboye NCE **94**

8. ÈTÒ KỌ́MỌ-N-WÒ-Ọ́

Akẹ́kọ̀ọ́ kọ̀ọ̀kan ni ó gbọ́dọ̀ lọ́wọ́ nínú ètò kọ́mọ-n-wò-ọ́, kírẹ́díìtì tí ó bá sì gbà ni a gbọ́dọ̀ fi sowo si Eka Eko Education labẹ́ EDU 311.

9. ISẸ́ ÀKÀNṢE

Akẹ́kọ̀ọ́ kọ̀ọ̀kan ni ó gbọ́dọ̀ kọ isẹ́ àkànṣe lórí Yorùbá, isẹ́ ẹ̀kọ́ ìkọ́ni kejì tàbí lórí ìmọ̀ ẹ̀kọ́, ó sì gbọdọ fi isẹ́ àkànṣe náà sílẹ̀ fún máàkì, àti pé kírẹ́díìtì tí ó bá sì gbà ni a gbọ́dọ̀ kọ sí abẹ́ EDU 323

10. ÌSOPỌ̀ ISẸ́

Àwọn ìsopọ̀ isẹ́ tí ó lè wà ní:

- Yorùbá/Theatre Arts
- Yorùbá/English
- Yorùbá/French
- Yorùbá/Igbo E_1, E_2
- Yorùbá/Hausa E_1, E_2
- Yorùbá/CRS
- Yorùbá/ISS
- Yorùbá/Music
- Yorùbá/Social Studies
- Yorùbá/History
- Yorùbá/Arabic
- Yorùbá/Islamic Studies
- Yorùbá/Economic
- Yorùbá/Geo
- Yorùbá/CCA(Cultural & Creative Arts)
- Yorùbá/SPC (Special Education)

ÌLÀNÀ KỌ̀SÌ YORÙBÁ L_1

ÀPÈJÚWE ÀTI IPÒ				
KỌ̀SÌ	**KÓÒDÙ**	**KÍN-IN-NÍ SIMẸ́SÍTÀ KÍN-IN-NÍ**	**KÍRẸ́DÍÌTÌ**	**IPÒ**
YOR_1	111	Àkọtọ́ Yorùbá	2	C
YOR_1	112	Ìlò Èdè Yorùbá	2	C
YOR_1	113	Fònẹ́tíìkì Yorùba	1	C
YOR_1	114	Ìfáàrà sí Lítírésọ̀ Yorùbá	1	C
			6	

ỌDÚN KÌN-ÍN-NÍ SIMẸ́SÍTÀ KEJÌ				
YOR_1	121	Fonọ́lọ́jì Yorùbá	2	C
YOR_1	122	Ìtumọ̀ èdè	1	E
YOR_1	123	Ìtàn Àṣà àti ìgbé-ayé Yorùbá	1	E
YOR_1	124	Ìtàn Àròsọ Àpilẹ̀kọ Yorùbá	2	C
		TOTAL	6	

ỌDÚN KEJÌ SIMẸ́SÍTÀ KÌN-ÍN-NÍ				
YOR_1	211	Mofọ́lọ́jì Yorùbá	1	C
YOR_1	212	Gírámà Yorùbá I	1	C
YOR_1	213	Eré-oníṣe Àpilẹ̀kọ Yorùbá	1	C
YOR_1	214	Ọgbọ́n Ìkọ́ni ní Yorùbá I	2	C
		TOTAL	5	

ỌDÚN KEJÌ SIMẸ́SÍTÀ KEJÌ				
YOR_1	221	Ọgbọ́n Ìṣèwádìí ní Yorùbá	1	E
YOR_1	222	Ìfikọ́ra Ìṣẹ àti Ìkọ̀wé Alátinúdá Yorùbá	2	C
YOR_1	223	Ewì Àpilẹ̀kọ àti àwọn Akéwì Yorùbá	1	E
YOR_1	224	Ọgbọ́n Ìkọ́ni ní Yorùbá II	1	C
		TOTAL	5	

ỌDÚN KẸTA SIMẸ́SÍTÀ KÌN-ÍN-NÍ				
EDU	**311**	**(KỌMỌ-N-WÒ-Ọ́)**	**6**	**C**

ỌDÚN KẸTA SIMẸ́SÍTÀ KEJÌ				
YOR_1	321	Gírámà Yorùbá II	1	C
YOR_1	322	Àgbéyẹ̀wò iṣẹ́-ọnà Lítírésọ̀ àti Ìmọ̀ Ìṣọwólò-èdè	2	C
YOR_1	323	Ìmọ̀ Ẹ̀rọ àti Sáyẹ́nsì Yorùbá	1	E
YOR_1	324	Iṣẹ́-gbígbòòrò lórí Lítírésọ̀ Alohùn Yorùbá	1	E
		TOTAL	5	

ÀSOPỌ̀ ÀWỌN IṢẸ́ ONÍSÍṢÀ-RÍRỌ̀

1

1 YOR_1 122 Ìtumọ̀ èdè - 1E
1 YOR_1 123 Ìtàn Àṣà àti ìgbé-ayé Yorùbá - 1E

11

2 YOR_1 221 Ọgbọ́n Ìṣèwádìí ní Yorùbá 1E
2 YOR_1 223 Ewì Àpilẹ̀kọ àti àwọn Akéwì Yorùbá 1E

111

1 YOR_1 323 Ìmọ̀ Sáyẹ́nsì àti Ẹ̀rọ Yorùbá - 1E
2 YOR_1 324 Iṣẹ́-gbígbòòrò lórí Lítírésọ̀ Alohùn Yorùbá 1E

Àkíyèsí –Kọ́ọ̀sì kan nínú ìsọ̀rí kọ̀ọ̀kan ni akẹ́kọ̀ọ́ ní àǹfàání láti ṣe. Kírẹ́díìtì méta ni akẹ́kọ̀ọ́ gbọ́dọ̀ ṣe nínú àwọn kọ́ọ̀sì onísíṣà-ríró.

Ìtúpalẹ̀: Kírẹ́díìtí **24** ní akẹ́kọ̀ọ́ nílò láti fi gboyè jáde

- Kọ́ọ̀sì ɗandan-lowó-orí: Kírẹ́díìtì = 21
- Kọ́ọ̀sì ọní-síṣà-ríró: Kírẹ́díìtì = 03
  Àpapọ̀ = **24**

ÌLAPA-ÈRÒ FÚN ÈDÈ (YOR_1)

ỌDÚN KÌN-ÍN-NÍ - SIMẸ́SÍTÀ KÌN-ÍN-NÍ

YOR_1 111 ÀKỌTỌ́ YORÙBÁ (KÍRẸ́DÍÌTÌ 2)C

Bíbojúwò ìtàn bí èdè Yorùbá ṣe di kíkọ sílẹ̀ nípa akitiyan Bowdich, Kilham, Raban, Crowther, Gollmer, Townṣend, Lepsius, Venn etc.
Àpérò lórí Àkọtọ́ Yorùbá ní ọdún 1875, àti oríṣìí aáyan lórí àkọtọ́ títí di òní – akitiyan ti Bámgbóṣe, 1966, 1974 àti Èdè Ìperí I & II.
Àtẹnumọ́ gbọdọ̀ wà lórí, àkọtọ́ ìwòyí pẹ̀lú àṣekára iṣẹ́ lórí rẹ̀.
Ẹka-èdè Yoruba b.a. Ẹ̀gbá, Ìjẹ̀bú, Àkókó, Ìkálẹ̀, abbl.

YOR_1 112 ÌLÒ ÈDÈ YORÙBÁ (KÍRẸ́DÍÌTÌ 2)C

Àwọn èdè àmúlò àti ìlò wọn. b.a. èdè awakọ̀, èdè ìyálọ́jà, ọnà-èdè ati àrokò abbl.
Síṣe ìdánrawò dáadáa lórí gbogbo àwọn kókó òkè yìí bi ó ti jẹ́yọ nínú afọ̀ Yorùbá.
Pípàjùbà lórí àwọn nǹkan tí ó jẹ mọ́ àròkọ kíkọ
Ẹya àròkọ kíkọ
Kíkọ àròkọ dáadáa lórí ẹ̀yà kọ̀ọkan
Ẹyà Àkàyé/Ìwé kíkà
Pípàjùbà Lórí ìmọ̀ọ́ṣe àkàyé

YOR_1 113 FÒNẸ́TÍÌKÌ YORÙBÁ (KÍRẸ́DÍÌTÌ 1)C

Àwọn ẹ̀yà-ara ifọ̀/isọ̀rọ̀
Ọ̀nà ìgbé àwọn ìró jáde
Àpèjúwe àti ìpín-sí-isọ̀rí àwọn ìró fáwẹ̀lì àti kọ́ńsọ́nántì
Dídárúkọ àwọn ìró fáwẹ̀lì àti kọ́ńsónántì
Ìdàkọ/Àdàkọ fònẹ́tíìkì
Fóníìmù àti ẹ̀dà wọn
Ìdàkọ/Àdàkọ fóníìmù
Iṣẹ́ Àmúṣe ní yàrá ìfẹ̀rọkédè ni a gbọ́dọ̀ tẹpẹlẹ mọ́.

YOR_1 114 ÌFÁÀRÀ SÍ LÍTÍRÉSỌ̀ YORÙBÁ (KÍRẸ́DÍÌTÌ 1)C

Ìtàn ìdàgbàsókè Lítírésọ̀ Alohùn àti ti àpilẹ̀kọ Yorùbá
Àwọn àbùdá àdáni Lítírésọ̀ Alohùn àti ti àpilẹ̀kọ Yorùbá
Àwọn èyà Lítírésọ̀ Alohùn àti ti àpilẹ̀kọ àti ìpínsí-isọ̀rí wọn
Àbùdá àdàni ọ̀kọ̀ọ̀kan wọn
Iṣẹ́ àmúṣe iyàrá ìfẹ̀rọ́kédè ni a gbọdọ̀ tẹpẹlẹ mọ́.
Àwọn ẹ̀yà Lítírésọ̀ àpilẹ̀kọ b.a. Ewì, ìtàn-àròsọ àti Eré-oníṣe
Yíyan ìwé kọ̀ọ̀kan lórí ẹ̀yà ìtàn-àròsọ, Ewì àti Eré-oníṣe

ỌDÚN KÍN-IN-NÍ SIMẸ́SÍTÀ KEJÌ

YOR$_1$ 121 FONỌ́LỌ́JÌ YORÙBÁ KIREDIITI 2) C

Kín ni Fonọ́lọ́jì Yorùbá?
Òfin tó de ìró ohùn Yorùbá
Àwọn ìró ohùn
Ìhun sílébù
Ìpajẹ àti Ìsúnkì
Àrànmọ́
Ìjẹyọpọ̀ fáwẹ̀lì
Àǹkóò fáwẹ̀lì
Ìyọpọ̀ fáwẹ̀lì
Iṣẹ́ àmúṣe ní iyàrá ìfẹ̀rọkédè ni a gbọ́dọ̀ tẹpẹlẹ mọ́

YOR$_1$ 122 ÌTUMỌ̀ ÈDÈ (KÍRẸ́DÍÌTÌ 1)E

Òfin tí ó de ìtumọ̀ èdè

- Ẹ̀yà ìtumọ̀ èdè
- Ìyílẹ́tà-padà

Bí a ṣe ń lo ẹ̀yà méjèèjì
Ìsòro tí ó ń kojú àwọn akẹ́kọ̀ọ́ lóri aáyan ògbifọ̀ àti ọ̀nà àbáyọ
Àmúṣe iṣẹ́ lórí ìtumọ̀ èdè
Títúmọ̀ àwọn àyọkà èdè Gẹ̀ẹ́sì sí Yorùbá, àti ti Yorùbá sí Gẹ̀ẹ́sì

YOR$_1$ 123 ÌTÀN ÀṢÀ ÀTI ÌGBÉ-AYÉ YORÙBÁ (KÍRẸ́DÍÌTÌ 1)E

Orírun Yorùbá
Àwọn ẹ̀yà Yorùbá tí ó wà
Ètò ìlànà ìfinimọlé-àwujọ b.a. ìgbéyàwó, ọmọ bíbí àti ìtọ́jú ọmọ, ètò ìsọmọlórúkọ, Ẹ̀kọ́ ilé – ìwà ọmọlúàbí, ìkíni abbl.
Eré síṣe àbínibí
Àwọn ọdún ìbílẹ̀ àti àwọn òrìṣà Yorùbá.
Ètò ìṣèlú àwùjọ (Ẹbí, Òrẹ́ síṣe, àti àjọṣepọ̀ pẹ̀lú àwọn mìíràn)
Àwon oúnje abínibí àti ètò ìlànà oúnjẹ jíjẹ
Aṣà Ìsìnkú
Ìgbàgbọ́ Yorùbá, èyí ni Èèwọ̀, Osó àti Àjẹ́ abbl.
Ètò ọrọ̀-ajé àwùjọ Yorùbá, èyí ni òwò takọ-tabo, ọjà títà abbl., irúfẹ́ àwọn ọjà tí wọn lè pàtẹ, owó, àti ìpolówó ọjà
Òǹkà àti Ìsírò Yorùbá

YOR$_1$ 124 ÌTÀN ÀRÒSỌ ÀPILẸ̀KỌ YORÙBÁ (KÍRÉDÍÌTÌ 2)C

Ohun tí ìtàn àròsọ Yorùbá jẹ́
Àwọn ẹ̀yà ìtàn àròsọ Yorùbá b.a. ọ̀tẹ̀lẹ̀múyẹ́, adáléri-ìtàn-gidi, fèyíkọ́gbọ́n.
Kíkọ́ àkọ́jinlẹ̀, ó kéré tán orísìí ẹ̀yà méjì (agbógoyọ, agbógoyọ titun, ìgbàlódé), àti títẹ́pẹlẹ mọ́ àwọn ọgbọ́n ìsọ̀tàn, ìlò-èdè, ìpàrokò, àhunpọ̀-ìtàn, ìfiwàwẹ̀dá-ìtàn abbl. Yíyan ìwé kọ̀ọ̀kan (ìwé méta-Fágúnwà,Ọ̀tẹ̀lẹ̀múyẹ́ ati ti ìgbalódé)

ỌDÚN KEJÌ SIMẸ́SÍTÀ KÌN-ÍN-NÍ

YOR$_1$ 211 MỌFỌ́LỌ́JÌ YORÙBÁ (KÍRẸ́DÌÌTÌ I) C

Ohun tí Mofọ́lọ́jì jẹ́
Ohun tí Mọ́fìimù í ṣe
Ìdámọ̀ Mọ́fìimù kan
Àwọn ẹ̀yà Mọ́fìimù (Mọ́fìimù àfarahẹ́, Mọ́fìimù àdádúró)
Àwọn ẹ̀dá-mọ̀ọ̀fù nínú Yorùbá
Oríkì àwọn ọ̀rọ̀
Ìlànà Ìṣẹ̀dá-ọ̀rọ̀, èyí ni àfòmọ́-ìbẹ̀rẹ̀, àfòmọ́-àárin, àpètúnpè, ìsọdorúkọ abbl.

YOR$_1$ 212 GÍRÁMÀ YORÙBÁ I (KÍRẸ́DÍÌTÌ 1) C

Ohun tí a lè túmọ̀ Gírámà sí
Ìpín-sísọ̀ri Ọ̀rọ̀
Ọrọ̀-orúkọ̀
Ọrọ̀-ìṣe
Aṣèránwọ́ Ọ̀rọ̀-ìṣe
Arópò Orúkọ Afarajórúkọ
Ẹyán (pẹlu Aṣàpèjúwe) Ẹ̀yánrúkọ
Ọ̀rọ̀ Àpónlé
Ọ̀rọ̀-Atókùn
Ọ̀rọ̀ – Àsopọ̀
(Kí olùkọ́ tẹpẹlẹ mọ́ ORÍKÌ, bí a ti ṣe lè dá wọn mọ̀ àti ìpín-sísọ̀rí wọn)

YOR$_1$ 213 ERÉ-ONÍṢE ÀPILẸ̀KỌ YORÙBÁ (KÍRÉDÍÌTÌ 1)C

Ohun tí Eré-oníṣe Yorùbá jẹ́
Àwọn ẹ̀yà Eré-oníṣe Yorùbá
Kíkọ́ àkójinlẹ̀ lórí ẹ̀yà méjì ó kéré tán (gẹ́gẹ́ bí eré-oníṣe adálérí ìtàn gidi, adálérí ẹ̀hónú, ìṣèlú, ọ̀tẹ̀lẹmúyẹ́, afèdáṣẹ̀fẹ̀/àjẹmọ́sẹ̀lẹ̀-àwùjọ), àti títẹpẹlẹ mọ́ ọgbọ́n ìsọ̀tàn, àhunpọ̀ ìtàn, ìpàrokò, ìfiwàwẹ̀dá-ìtàn, ìlò èdè àti kókó-ọ̀rọ̀ ìtàn.
Yiyan iwe lori eya ere-onise kookan pon dandan.

YOR$_1$ 214 ỌGBỌ́N ÌKỌ́NI NÍ YORÙBÁ I (KÍRẸ́DÍÌTÌ 2)C

Síṣe àsàrò lórí Yorùbá tí ó wà nínú kọ̀ríkúlọ́ọ̀mù orílẹ̀-èdè, èyí ni Ètò Ẹ̀kọ́ Ìpilẹ̀ 1 – 3, 4 – 6, 7 – 9
Àlàyé kíkún pẹ̀lú àpẹrẹ lórí àtẹ ìgbékalẹ̀ kòríkúlọ́ọ̀mù NERDC fún kíkọ́ èdè Yorùbá
Àlấyé kíkún lórí àmúṣe-iṣẹ́ olùkọ́ àti ti akẹ́kọ̀ọ́.
Àlấyé kíkún lórí awon ohun èlò ìkọ́ni fún ẹ̀kọ́ èdè,àṣa àti lítírésọ̀ Yorùbá.
Àlấyé kíkún lórí oríṣìíríṣìí ọgbọ́n ìkọ́ni tí ó rọrùn fún kíkọ́ èdè Yorùbá bí àpẹrẹ-, ọgbọ́n ìfìjíròrò-kọ́ni, ìkọ́ni-lẹ́lẹ́gbẹ́jẹgbẹ́, ìkọ́ni-lẹ́nìkọ̀ọ̀kan,ìfiṣẹ́-àkànṣe-kọ́ni, ìfìdánilẹ́kọ̀ọ́-kọ́ni, ìfìtàn-kọ́ni, ìfifóokìlọ̀ọ́-kọ́ni abbl.
Àmúṣe –Iṣẹ́ ní yàrá ìkẹ́kọ̀ọ́ àyíká ati yara iferokede.

ỌDÚN KEJÌ SIMẸ́SÍTÀ KEJÌ

YOR$_1$ 221 ỌGBỌ́N ÌṢÈWÁDÌÍ NÍ YORÙBÁ (KÍRẸ́DÍÌTÌ 1) E

Ohun tí iṣẹ́ ìwádìí jẹ́
Àwọn èyà iṣẹ́ ìwádìí b.a. aṣàpèjúwe, adálérí-ìtàn gidi, adálérí-àṣewò/àkíyèsí abbl.
Ìwúlò àti lááríjà iṣé ìwádìí
Ọ̀nà ìṣàkójọ détà (àkójọ èdè fáyẹ̀wò)
Ìṣàgbékalẹ̀ àtòjọ ìbéèrè ìwádìí (dáhùn-bí-o-ṣe-fẹ àti dahùn-bí-a-ṣe-là-á-sílẹ̀)
Ìtọ́kasí àti àkójọ orúkọ ìwé (lílo ètò ìlànà ti American Psychological Association)

YOR$_1$ 222 ÌFIKỌ́RA ÌṢẸ̀ ÀTI ÌKỌ̀WÉ ALÁTINÚDÁ YORÙBÁ (KÍRẸ́DÍÌTÌ 2)C

Ìṣàkójọ àwọn iṣẹ́ ọwọ́ abínibí
Iṣẹ́ Aró, Asọ-híhún, ẹní-híhun, ọtí-pípọn, iṣẹ́ ẹbu ọṣẹ,
iṣẹ́ àdí síṣe, iṣẹ́ ẹbu ìkòkò abbl.,
Ìdámọ̀ àti àwọn ìlò díẹ̀ lára àwọn ohun èlò abínibí yii b.a aro dídá, irin rírọ abbl.
Ìjíròrò lórí ilé ìsúra nǹkan ìṣẹ̀ǹbáyé
Oríṣìí ìmúṣe nínú Eré-oníṣe – tíátà, ìwéréǹdé, - alága ìjókòó, adárí ètò abbl.

Òǹkọ̀wé alátinúdá àti iṣẹ́ rẹ̀
Àbùdá àdáni iṣẹ́ òǹkọ̀wé alátinúdá
Ìlànà tó rọ̀ mọ́ iṣẹ́ àtinúdá
Ewì, Ìtàn àròsọ àti Eré-oníṣe
Ẹ̀bùn sọ̀rọ̀sọ̀rọ̀
Àmúṣe iṣẹ́ gúnmọ́ lórí iṣẹ́ òǹkọ̀wé alátinúdá
Kíkó àwọn akẹ́kọ̀ọ́ lọ sí ibudó ìmọ̀

YOR$_1$ 223 EWÌ ÀPILẸ̀KỌ ÀTI ÀWỌN AKÉWÌ YORÙBÁ (KÍRÉEDÍÌTÌ 1)E

Ohun ti Ewì Àpilẹ̀kọ Yorùbá jẹ́
Èyà Ewì Àpilẹ̀kọ Yorùbá
Ààtò
Kókó-ọ̀rọ̀
Kíkọ́ àkójinlẹ̀ lórí àwọn akéwì méji-saájú òmìnira, lẹ́yìn òmìnira àti arọ̀mọ́gbà (Tako-tabo)

YOR$_1$ 224 ỌGBỌ́N ÌKỌ́NI NÍ YORÙBÁ II (KÍRẸ́DÍÌTÌ 1) C

Lílo Yorùbá fún ìkọ́ni nínú àwọn iṣẹ́ mìíràn.
Ètò iṣẹ́ àti ìlànà iṣẹ́ ìjókòó kan
Ìgbéléwọ̀n
Ìlànà yíyan ìwé àsàyàn
Awon iwe gbogbo ti a n lo ni fun ise ikoni ni ilé-ìwé

ỌDÚN KẸTA SIMẸ́SÍTÀ KÌN-ÍN-NÍ

EDU 311 KỌ́MỌ – N – WÒ – Ó (KÍRẸ́DÍÌTÌ 6) C

ỌDÚN KẸTA SIMẸ́SÍTÀ KEJÌ

YOR_1 321 GÍRÁMÀ YORÙBÁ II (KÍRẸ́DÍÌTÌ 1) C

Àpólà b.a. Àpólà ọ̀rọ̀-orúkọ, àpólà ọ̀rọ̀-ìṣe, àpólà ọ̀rọ̀-àpọ́nlé (àpólà-àpọ́nlé), àpólà ọ̀rọ̀-atọ́kùn abbl.
Oríkì, Ìdámọ̀, Ìhun àti Lílò
Kíkọ́ àkọ́jinlẹ̀ lórí oríṣìírìṣìí awẹ́-gbólóhùn b.a. olórí awẹ́-gbólóhùn, awẹ́-gbólóhùn àfarahẹ
Ẹ̀hun àkíyèsí alátẹnumọ́
Gbólóhùn: ìhun àti ẹ̀yà – ìpín-sí-ìsọ̀rí ìhun àti lílò
Àwọn Ìsọ̀rí Gírámà èyí ni àsìkò àti ìbá-ìsẹ̀lẹ̀

YOR_1 322 ÀGBÉYẸ̀WÒ IṢẸ́-ỌNÀ LÍTÍRÉSỌ̀ ÀTI ÌMỌ̀ ÌSỌWỌ́LÒ-ÈDÈ (KÍRẸ́DÍÌTÌ 2)C

Ohun tí àgbéyẹ̀wò Iṣẹ́-ọnà lítírésọ̀ jẹ́
Lílo ìmọ̀ àgbéyẹ̀wò iṣẹ́-ọnà Lítírésọ̀ láti ṣètúpalẹ̀ àwọn iṣẹ́ àsàyàn kan.
Ohun tí ìmọ̀ ìsọwọ́lò-èdè jẹ́
Ipa ìmọ̀ ẹ̀dá-èdè nínú àkọ́jinlẹ̀ ìmọ̀ ìsọwọ́lò-èdè
Ètò Olóòró àti Ètò Oníbùú
Ìdámọ̀ àti àmúlò àbùdá-ìsọwọ́lò-èdè
Ìyapa nínú ìmọ̀ ìsọwọ́lò-èdè
Ìmọ̀-rírì-ẹwà nínú ìsọwọ́lò-ède

YOR_1 323 ÌMỌ̀ SÁYẸ́NSÌ ÀTI ÈRO YORÙBÁ (KÍRÉDÍÌTÌ 1) E

Iṣẹ́ ìṣègùn, àwọn àrùn àti ìtọ́jú i.e. àrùn ajẹmọ́-ìbálòpọ̀ tako-tabo, àrùn-kògboógùn éèdì àti àwọn mìíràn; fètò-sọ́mọ-bíbí, mágùn, tẹ́sọ̀ọ́, ààbò, oyún dídè abbl., ìtọ́jú aláboyún àti ìgbẹ̀bí abbl.Àfiwé ìmọ̀ sáyẹ́nsì Yoruba àti ti Oyìnbó

YOR_1 324 IṢẸ́-GBÍGBÒÒRÒ LÓRÍ LÍTÍRÉSỌ̀ ALOHÙN YORÙBÁ (KÍRẸ́DÍÌTÌ 1) E

Àkójọpọ̀ àwọn èyà alóhun b.a. Ìjálá, Rárà, Olele, Ìyẹ̀rẹ̀-Ifá, Alámọ̀, Bírípo, Ègè abbl.
Ìtúpalẹ̀ ọ̀kọ̀ọ̀kan èyà b.a. Ẹkún ìyàwó, Àlọ́-àpamọ̀, Etíyẹ́rí, Àpàlà, Sákárà abbl.
Ìfiṣeré oríṣìírìṣìí àwọn èyà yìí
Àmúṣe iṣẹ́ gíríkì ní iyàrá ìfẹ̀rọkédè ni a gbọdọ̀ tẹpẹlẹ mọ́

ÌLAPA

ÈTÒ IṢÉ YORÙBÁ E_2 (ELÉDÈ KEJÌ)

1. ÌMỌ̀ ÌJÌNLẸ̀-ÈRÒ

Ìpa ribiribi ni èdè abínibí ń kó nínú ìdàgbàsókè orilẹ-èdè. Kò sí abala tí ọwọ́jà èdè abínibí kò fọwọ́ kàn tán nínú ìṣèmí ọmọ ènìyàn. Tí ènìyàn bá sọ pé ènìyàn ní èdè tàbí èdè ni ènìyàn, èyí kì í ṣe ọ̀rọ̀ àsọjẹ rárá nítorí pé èdè ló ya ọmọ ènìyàn sọ́tọ̀ sí àwọn ẹ̀dá yòókù. Èyí kì í ṣe èdè láṣán-èyí ń túmọ̀ sí èdè àwọn ènìyàn kan. Ìtumọ̀ èyí ni pé oríṣìí ènìyàn ló wà àti pé èdè pẹ̀ka sí oríṣìíríṣìí ọ̀na. Èdè ló ń ya àwọn ẹ̀yà ènìyàn kan sọ́tọ̀ sí àwọn mìíràn. Èdè ni irinṣẹ́ àṣà kan gbòógì tó ń ṣàfihàn àwọn ènìyàn láwùjọ. Èdè yìí náà la fi ń ṣe ìgbéláruge àjọṣepọ̀, ìtójú àṣà àti ìṣe ati wíwà ní ìsọ̀kan àwọn ẹ̀yà kan. Ìdí nìyí tí ìjọba àpapọ̀ ṣe mú kíkọ́ èdè abínibí ní ọ̀kúnkúndùn.

Èyí nìkan kọ́, ìjọba wòye pé ìlú ọlọ́pọ̀ èdè ni ilẹ̀ Nàìjíríà. Láti lè mú kí ìfẹ́, àjọṣepọ̀ àti ìsọ̀kan lè fi ìdí múlẹ̀ ni ìjọba ṣe kàn án nípá fún akẹ́kọ̀ọ́ láti kọ́ ẹ̀kọ́ nípa èdè mìíràn yàtọ̀ sí èdè Gẹ̀ẹ́sì àti èdè abínibí rẹ̀. Nípa báyìí, akẹ́kọ̀ọ́ yóò lè nímọ̀ bí ó ti wulẹ̀ kó mọ lórí èdè, àṣà àti ìṣe tí ó yàtọ̀ sí tirẹ̀. Àfojúsùn ìjọba ni pé tí eléyìí bá fìdí múlẹ̀-ìfẹ́, ìsọ̀kan àti àjọsàpò yóò di igi àlọ́yè nílẹ̀ Nàìjíríà.

2. ÈRÒǸGBÀ

Lẹ́yìn ẹ̀kọ́, àwọn akẹ́kọ̀ọ́ gbọ́dọ́ ti lè mọ àwọn nǹkan wọ̀nyìí:

- ní ìmọ̀ lórí èdè Yorùbá yálà ní sísọ ni tàbí kíkọ sílẹ̀
- mọ bí yóò ṣe máa gbe èrò àti ìrírí rẹ̀ kalẹ̀ nì sísọ àti kíkọ èdè Yorùbá
- ti lè kọ́ ní ní ìpele BE1 – BE6 tàbí BE7 – BE9.
- ti ní ìmọ̀ tí ó gbéwọ̀n láti lè tẹ̀síwájú nínú ìdánilẹ́kọ̀ọ́ èdè àkọ́kúntẹ̀ni

3. ÌLÀNÀ ÌGBANIWỌLÉ - ẸKỌ́

- **Ìlànà Fún Gbogbogbòò**

a) Ìwé-ẹ̀rí ṣẹ́kọ́ńdìrì onípele kejì tí a mọ̀ sí (SSCE) Wàẹ́ẹ̀kì/Nẹ́kò, Jíísiìì. Ó gbọ́dọ̀ ní iṣẹ́ márùn-ún ní ìpele kírẹ́díìtì tí ó páàsì nínú èyí tí èdè Gẹ̀ẹ́sì gbọ́dọ̀ wà níbẹ̀.

b) Ìwé-ẹ̀rí Àjọ National Board for Arabic and Islamic Studies (NBAIS).

c) Gbogbo aṣèdáńwo-wọlé tí ó bá fẹ́ kí wọn gbọ̀rọ̀ àwọn rò fún ìgbaniwọlé-ẹ̀kọ́, gbọ́dọ̀ forúkọ sílẹ̀, kí ó sì ṣe ìdáńwò àfigbaniwọlé tí àwọn àjọ tí a fún láṣẹ láti ṣètò gẹ̀gẹ̀ bi àjọ Jáńbù seto re.

d) Àwọn aṣèdánwò-wọlé tí ó yege nínú ìdánwò aṣekágbá kíláásì Ájúbà –ẸN-SÍIÌ (PRE-NCE) náà ní àǹfààni àti wọlé.

e) O yẹ kí á mọ̀ pé ó ṣe ṣe kí àwọn Kọ́lẹ́ẹ̀jì tún ní àwọn ìlànà mìíràn pọ̀ mọ gbogbo àwọn tí a ti là sí òkè yìi, bí i kí wọn ṣe ìdánwò ráńpẹ̀ àti ìfọrọ-wánilẹ́nu-wò nínú àwọn kọ́ọ̀sì kan. Eyí bá òfin mu.

- **Àfikún**

Aṣèdánwò-wọlé tí ó bá fẹ́ kọ́ ẹ̀kọ́ Yorùbá L_2 lè má ní ìmọ̀ kankan nínú èdè yìí, ṣùgbọ́n ó gbọ́dọ̀ ní gbogbo ohun tí ó yẹ fún ìlànà ìgbani-wọlé ẹ̀kọ́ ti ẸN-SÍIÌ, gẹ́gẹ́ bí àjọ aláṣẹ bẹ́ẹ̀ ti là á sílẹ̀.

4. ÀWỌN OHUN ÀMÚLÒ

Gẹ́gẹ́ bí i ti àwọn elédè gan-an

i) **Yàrá ìkẹ́kọ̀ọ́:** Àwọn yàrá ìkẹ́kọ̀ọ́ gbọ́dọ̀ tó, láàyè, kí wọn sì ní nǹkan amú-ìkẹ́kọ̀ọ́-rọrùn dáadáa. O kere tan, yara ikekoo meta gbodo wa yato si eyi ti ile eko pese fun Yoruba L_1 lilo.

ii) **Àwọn yàrá-ìfẹ̀rọ-kédè/sítúdíò** (Digitalisẹd Language Laboratory) abbl. Yàrá-ìfẹ̀rọ-kédè tí ó kún fún gbogbo ohun èlò ìkédè abágbàmu, tí ó sì lè gba akẹ́kọ̀ọ́ bì i ọgbọ̀n lẹ́ẹ̀kan náà ni ó gbọ́dọ̀ wà ni ṣẹpẹ́ fún ìkédè. Dandan ni ki eka eko ede Yoruba da tire ni.

iii) **Ọ́fíìsì fún àwọn òsìṣẹ́:** Ọ̀kọ̀ọ̀kan àwọn olùkọ́ ni ó gbọ́dọ̀ ní ọ́fíìsì tí a ṣe lọ́sọ̀ọ́ dáadáa. Bẹ́ẹ̀ náà ni ọ́fíìsì gbọ́dọ̀ wà fún àwọn òsìṣẹ́ aṣèránwọ́ (atẹ̀wé, òjíṣẹ) pẹ̀lú àwọn irinṣẹ́ tí ó yẹ b.a. ẹ̀rọ ìtẹ̀wé, erojà ẹ̀rọ-ìṣẹ̀dà-ìwé-lọ́pọ̀-yanturu, ẹ̀rọ kọ̀npútà pẹ̀lú gbogbo ẹ̀yà àmúlò àtí ohun èlò rẹ̀ ti ó jẹ́ ti Yorùbá.

iv) **Àwọn ìwé ní ilé ìkàwé kọ́lẹ́ẹ̀jì**. Àwọn ìwé gbọ́dọ̀ wà dáadáa lórí gbogbo ẹ̀ka tí iṣẹ́ náà pẹ̀ka lé, bẹ́ẹ̀ sì ni akẹ́kọ̀ọ́ kan gbọ́dọ̀ ní àǹfàání sí orisi ìwé mẹ́wàá otooto ní ìbámu pẹ̀lú ètò ílànà ìfiyewéye (Ratio). Ẹ̀wẹ̀, ẹ̀ka ìmọ̀ ẹ̀kọ́ tún gbọ́dọ̀ ní **ilé-ìkàwé tirẹ̀** tí ó kún fún àwọn ìwé bí i jọ́nà tí ó jẹ́ mọ́ akadá, ìwé àṣà, ìwé àtìgbàdégbà láti bá lè kún ilé ìkàwé kọ́lẹ́ẹ̀jì lọ́wọ́.

Àwọn Àmúlò: Ilé ìsúra ìṣẹ̀ǹbáyé (Cultural Resource Room) tó tóbi àti yàrá àṣà tí ó fẹ̀.

Ìtọ́ka Àwọn Ẹ̀rọ:

- Kọ̀ǹpútà tí o ni àbùdá ìró lẹ́tà Yorùbá,
- Àwọn ẹ̀rọ kasẹ́ẹ̀tì ìgbohùnsílẹ̀, àwọn fọ́nrán ìgbohùnsílẹ̀ tí wọn jẹ́ òfìfo, ẹ̀kì bátìrì
- Ẹ̀rọ fídíò àti àwọn fọ́nrán fídíò kásẹ́ẹ̀tì

- Síídi (CD), Ẹ̀rọ amúnáwá alábọdé (Medium Generator), Ẹ̀rọ amóhùn-máwòrán (Television Ṣet) fún ìlò olùkọ́ àti akẹ́kọ̀ọ́

5. ÀWỌN ÒṢÌṢẸ́

Àwọn òsìṣẹ́ tí wọ́n jẹ́ olùkọ́:

- Ó kéré tán, a gbọ́dọ̀ ní olùkọ́ mẹ́fà (6) fún ètò ẹ̀kọ́ kíláàsì Àjùbá-Ẹ́N-SÍIÌ àti Ẹ́N-SÍIÌ.
- Olùkọ́ méjì fún Èdè (Gírámà) Yorùbá
- Olùkọ́ méjì fún Lítírésọ Yorùbá
- Olùkọ́ kan fún Àṣà
- Olùkó kan fún ọgbọ́n ìkọ́ni ní Yorùbá

Àwọn olùko gbọdọ ní òye ìjìnlè Ẹm Ee (Master Degree) pẹlu ìwé èrí ìkọ́ni àti ìmọ̀ soki nípa ìlò ẹrọ kọ̀ǹpútà. Ìwè èrí T.R.C.N pé mo jẹ olùkọ́ tún ṣe pàtàkì.

Ìsirò agbára àfiyewéye àwọn olùkọ́ gbọ́dọ̀ wà ní ìbámu pẹ̀lú gbèdéke iye olùkọ́ tó yẹ kí ó wà.

Ní àfikún, ìpàsípáròo àwọn olùkọ́ èdè fún ọdún kan láàrin àwọn kọ́lẹ́ẹ̀jì tí wọ́n ti ń kó ẹ̀kọ́ L_2 jẹ́ nǹkan tí ó tọ̀nà tí ó sì ní àyọrísí rere.

Àwọn òsìṣẹ́ tí kì í ṣe olùkọ́

Ọ́fíìsì Ẹ̀ka Ìmọ̀ Ẹ̀kọ́ tàbí Olórí Ẹ̀ka Ìmọ̀ Ẹ̀kọ́, a nílò àwọn òsìṣẹ́ wọ̀nyí:

- Oníṣẹ́ ọ̀nà kan ní iyàrá-ìfẹ́rọ̀-kédè
- Atẹ̀wé kan – onímọ̀ ẹrọ kọ̀ǹpútà
- Òjíṣẹ́ kan
- Akọ̀wé kékeré kan
- Àwọn alákòóso àgbà méjì

6. ỌNÀ ÌKỌ́NI

Oríṣìíríṣìí ọgbọ́n ìkọ́ni tí ó yẹ fún kíkọ́ L_2 ni a gbọ́dọ̀ lò ní ìlànà ìkọ́ni amákẹ́kọ̀ọ́ sisẹ́ (Learner Centered Activity Base Approach). Ìyiri kókó orí-ọ̀rọ̀ ẹ̀kọ́ tí ó ti kọjá wò yẹ ní síṣe ní gbogbo ìgbà. A tún lè lo ọ̀nà ìkọ́ni bí i ẹlẹ́gbẹ́jẹgbẹ́ (Goup Method), Afibéèrè kọ́ni (Question method), Ìfìjíròrò kọ́ni (Discussion method), aferé kọ́ni (Play Role method), abẹnà ìmọ (Resource Person) àti rírin ìrìn-àjò ìkọ́nilẹ́kọ̀ọ́ (Excursion method) a.b.b.l. Àwọn ọmọ abínibí elédè Yorùbá tí wọ́n ń gbé ní àwùjọ ibi tí kọ́lẹ́ẹ̀jì náà fìdí sọlẹ̀ sí, ni a gbọ́dọ̀ jẹ ànfààní wọn dáadáa nínú ẹ̀kọ́ yìí.

7. ÀWỌN ÌLÀNÀ ÌKẸ́KỌ̀Ọ́ GBOYÈ

Kírẹ́díìtì tí ó kéré jù lọ fún ìkẹ́kọ̀ọ́-gboyè jáde:

• Kọ́ọ̀sì lórí Ìmọ̀ Ẹ̀kọ́ (Education): Ìdíwọ̀n ẹyọ	24
• Kọ́ọ̀sì lórí Ìmọ̀ Ẹ̀kọ́ Gbogbo (JÍIESÌ): Ìdíwọ̀n ẹyọ	16
• Kọ́ọ̀sì lórí ètò kọ́mọ-n-wò-ọ́: Ìdíwọ̀n ẹyọ	6
• Kọ́ọ̀sì lórí Yorùbá: Ìdíwọ̀n ẹyọ	24
• Isẹ́ Ẹ̀kọ́ ìkọ́ni kejì: Ìdíwọ̀n ẹyọ	24
Apapo Ìdíwọ̀n ẹyọ lati gboye NCE	**94**

8. ÈTÒ KỌ́MỌ-N-WÒ-Ó

Akẹ́kọ̀ọ́ kọ̀ọ́kan ni ó gbọ́dọ̀ lọ́wọ́ nínú ètò kọ́mọ-n-wò-ọ́, kírẹ́díìtì tí ó bá sì gbà ni a gbọ́dọ̀ kọ sí abẹ́ EDU 311

9. ISẸ́ ÀKÀNṢE

Akẹ́kọ̀ọ́ kọ̀ọ́kaṇ ni ó gbọ́dọ̀ kọ isẹ́ àkànṣe lórí Yorùbá, isẹ́ ẹ̀kọ́ ìkọ́ni kejì tàbí lórí ìmọ̀ ẹ̀kọ́, ó sì gbọ́dọ fi isẹ́ àkànṣe náà sílẹ̀ fún máàkì, àti pé kírẹ́díìtì tí ó bá sì gbà ni a gbọ́dọ̀ kọ sí abẹ́ EDU 323

10. ÌSOPÒ ISẸ́

Àwọn ìsopọ̀ iṣẹ́ tí ó lè wà ní:

- Theatre Arts /YorùbáL_2
- English/YorùbáL_2
- French/YorùbáL_2
- Igbo E_1/YorùbáL_2
- Hausa E_1/YorùbáL_2
- CRS/YorùbáL_2
- Arabic /YorùbáL_2
- Music/YorùbáL_2
- Cultural & Creative Arts (CCA)/YorùbáL_2
- Social Studies/YorùbáL_2
- History/YorùbáL_2
- Islamic Studies/YorùbáL_2
- Special Education/YorùbáL_2 (Àwọn Ẹka Pàtàkì bí i (SVE, SIR, SID, SPH e.t.c).
- Adult Education/ YorùbáL_2
- Geography/ YorùbáL_2
- Political Science/ YorùbáL_2
- Economics/ YorùbáL_2

11. ÌLAPA ÈTÒ Ẹ̀KỌ́ ÌFARAMỌLÉ (Acculturation)

Gẹ́gẹ́ bí ara ìlànà kọ́ọ̀sì yìí, àwọn akẹ́kọ̀ọ́ ti wọn wà lábẹ́ ètò ẹ̀kọ́ yìí ni ọ gbọ́dọ̀ lo ọ̀sẹ̀ méjìlá (osù mẹ́ta) ó kéré tán ní àwùjọ tí a ti ń sọ èdè yìí. Àwọn akẹ́kọ̀ọ́ náà sì gbọdọ̀ gbe láàrin àwọn ènìyàn àwùjọ náà, wọn sì gbọdọ̀ mú ìtẹ́síwájú bá ìmọ̀ọ́ṣe nínú ìsọ̀rọ̀ ẹnu wọn nípa àjọṣepọ̀ pẹ̀lú àwọn elédè, kí wọ́n sì tún mọ̀ nípa àṣà àwọn ènìyàn náà. A gbọ́dọ̀ ṣe kọ́ọ̀sì yìí ní àwùjọ tí a ti ń sọ Yorùbá, ìbá dára tí ó bá jẹ ìlú Ọ̀yọ́. Ilé ẹ̀kọ́ kọ̀ọ̀kan lè kó àwọn akẹ́kọ̀ọ́ wọn lọ sí ibi tó bá wù wọ́n ní ilẹ̀ Yorùbá pẹ̀lú àjọsọpọ̀ wọn pẹ̀lú irú ilé ẹ̀kọ́ bẹ́ẹ̀ tí a tí ń kọ́ èdè Yorùbá (L_1).

Kí àwọn ilé ẹ̀kọ́ kọ̀ọ̀kan àti ìjọba máa pèṣè owó ìrànlọ́wọ́ (Financial Assistance) gẹgẹ bí àjọ ITF ṣe ń ṣe fún ètò SIWES. Ìdí ni pé ètò ẹ̀kọ́ yìí (Yorùbá L_2) gbáralé ìsọ̀kan orílẹ̀-èdè Nàíjíríà.

12. ÀWỌN ÌLÀNÀ ÌKẸ́KỌ̀Ọ́GBOYÈ

Kírẹ́dìtì tí ó kéré jù lọ fún ìkẹ́kọ̀ọ́gboyè jáde:

• Kọ́ọ̀sì lórí Ìmọ̀ Ẹ̀kọ́ Education: Ìdíwọ̀n ẹyọ	24
• Kọ́ọ̀sì lórí Ìmọ̀ Ẹ̀kó Gbogbo (GSE): Ìdíwọ̀n ẹyọ	16
• Kọ́ọ̀sì lórí ètò kọ́mọ-n-wò-ọ́: Ìdíwọ̀n ẹyọ	6
• Kọ́ọ̀sì lórí Yorùbá: Ìdíwọ̀n ẹyọ	24
• Iṣẹ́ Ẹ̀kọ́ ìkóni kejì: Ìdíwọ̀n ẹyọ	24
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ÌLÀNÀ KỌ̀ỌSÌ YORÙBÁ L2

ÀPÈJÚWE ÀTI IPÒ				
KỌ̀ỌSÌ	**KÓÒDÙ**	**ỌDÚN KÌN-ÍN-NÍSIMẸ́SÍTÀ KÍN-ÍN-NÍ**	**KÍRẸ́DÍÌTÌ**	**IPÒ**
YOR_2	111	Ìmọ̀ọ́ṣe Ìbánisọ̀rọ̀ ní Yorùbá I	2	C
YOR_2	112	Ìwé Kíkà àti Ìwé Kíkọ I	2	C
YOR_2	113	Ìtumọ̀ Èdè	1	E
YOR_2	114	Àfikọ́ra Àsọgbà ní Yorùbá I	1	E
		TOTAL	6	

ỌDÚN KÌN-ÍN-NÍSIMẸ́SÍTÀ KEJÌ				
YOR_2	121	Ìmọ̀ọ́ṣe Ìbánisọ̀rọ̀ ní Yorùbá II	1	E
YOR_2	122	Ìwé Kíkà àti Ìwé Kíkọ II	2	C
YOR_2	123	Ewì Yorúbá	1	C
YOR_2	124	Afikọ́ra Àsọgbà ní Yorùbá II	1	E
YOR_2	125	Ètò Ẹ̀kọ́ Ìfaramọ́lé	2	C
		TOTAL	7	

ỌDÚN KEJÌ SIMẸ́SÍTÀ KÍN-IN-NÍ				
YOR_2	211	Ìmọ̀ọ́ṣe Ìbánisọ̀rọ̀ ní Yorùbá III	1	C
YOR_2	212	Ìwé Kíkà àti Ìwé Kíkọ III	2	C
YOR_2	213	Ìtàn Àròsọ Yorùbá	1	C
YOR_2	214	Ọgbọ́n Ìkọ́ni ní Yorùbá I	1	C
		TOTAL	5	

ỌDÚN KEJÌ SIMẸ́SÍTÀ KEJÌ				
YOR_2	221	Ìmọ̀ọ́ṣe Ìbánisọ̀rọ̀ ní Yorùbá IV	1	E
YOR_2	222	Ìwé Kíkà àti Ìwé Kíkọ IV	1	E
YOR_2	223	Fónẹ́tíìkì àti Fonọ́lọ́jì Yorùbá	1	C
YOR_2	224	Ọgbọ́n Ikọ́ni ní Yorùbá II	1	C
YOR_2	225	Ìtàn àti Àṣà Yorùbá	1	C
		TOTAL	5	

ỌDÚN KẸTA SIMẸ́SÍTÀ KÍNNÍ			
EDU 311	**(KỌMỌ – N – WÒ – Ọ)**	**6**	**C**

ỌDÚN KẸTA SIMẸ́SÍTÀ KEJÌ				
YOR_2	321	Àfikọ́ra Iṣẹ́ Yorùbá	1	C
YOR_2	322	Gírámà Yorùbá	1	C
YOR_2	323	Eré-oníṣe	1	C
YOR_2	324	Àfikọ́ra Àsọgbà ní Yorùbá III	1	C
		TOTAL	4	

SÍSOPỌ̀ ÀWỌN IṢẸ́ ONÍ-SÍSÀ-RÍRỌ̀

I

YOR_2 113 - Ìtumọ̀ Èdè	1E
YOR_2 114 - Àfikọ́ra Àsọgbà ní Yorùbá I	1E

II

YOR_2 121 Ìmọ̀ọ́ṣe Ìbánisọ̀rọ̀ ní Yorùbá II	1E
YOR_2 124 Afikọ́ra Àsọgbà ní Yorùbá II	1E

III

YOR_2 221 - Ìmọ̀ọ́ṣe Ìbánisọ̀rọ̀ Yorùbá IV	1E
YOR_2 222 - Ìwé Kíkà àti Ìwé Kíkọ IV	1E

ÀKÍYÈSÍ: Kọ́ọ̀sì kan nínú ìsọ̀rí kọ̀ọ̀kan ni akẹ́kọ̀ọ́ ní àǹfààní láti ṣe. Kírẹ́díìtì mẹ́ta ni akẹ́kọ̀ọ́ gbọ́dọ̀ ṣe nínú àwọn kọ́ọ̀sì onísísà-rírọ̀, àyàfi ìsọ̀rí kẹ̀ta.

ÀKÍYÈSÍ ÌTÚPALẸ̀: Kírẹ́díìtí 24 ni akẹ́kọ̀ọ́ nílò láti fi gboyè jáde

Kọ́ọ̀sì dandan-lowó-orí:	Kírẹ́díìtì =	21
Kọ́ọ̀sì oní-sísà-rírọ̀:	Kírẹ́díìtì =	03
	Àpapọ̀ =	24

ÀPÈJÚWE KỌỌSÌ

ỌDÚN KÌN-ÍN-NÍ SIMẸ́SÍTÀ KÌN-ÍN-NÍ

YOR_2 111 ÌMỌỌ́ṢE ÌBÁNISỌRỌ NÍ YORÙBÁ 1 (KÍRẸ́DÍÌTÌ 2) C

Ìkíni ní Yorùbá: ojoojúmọ àti ẹ̀kọ̀ọ̀kan.
Orúkọ àwọn ohun ti à ń rí ní àyíká b.a. ilé, ilé-ìwé.
Awọn ibìkan ní àwùjọ wa b.a. ọjà, sọ̀ọ̀bù, ojú òpópó, sọ̀ọ̀sì, másálási, ilé ìtura, pápá ìṣeré
Awọn ẹ̀yà ara ènìyàn.
Ṣíṣe àpẹẹrẹ pẹ̀lú nǹkan gidi tí a lè rí àti àwòrán.
Àwọn ohun èlò ilé,
àwọn ẹ̀yà oúnjẹ
Awọn nǹkan tí a lè rí ní ọjà.
Àbùdá àrígbéwọ̀n àyíká b.a. òkè, odò, àwọ̀-sánmọ̀.
Òǹkà Yorùbá láti oókan sí ogún. (1-20).

YOR_2 112 ÌWÉ KÍKÀ ÀTI ÌWÉ KÍKỌ 1 (KÍRẸ́DÍÌTÌ 2) C

Álífábẹ́ẹ̀tì èdè Yorùbá.
Kọ́ńsónáǹtì àti fáwẹ́lì Yorùbá.
Ìlò Kọ́ńsónáǹtì àti fáwẹ́lì
Yorùbá nínú ọ̀rọ̀ pẹ̀lú àwọn ìró ohùn tí ó yẹ.
Ìwé kíkà àti kíkọ ẹ̀lẹ́yọ-ọ̀rọ̀ pẹ̀lú àwòrán.
Kíkà àti kíkọ gbólóhùn kúkúrú b.a. gbólóhùn abọ́dé, gbólóhùn aṣèbéèrè àti gbólóhùn àṣẹ.
Àmúṣe iṣẹ́ ní iyàrá ìfẹ̀rọkédè.

YOR_2 113 ÌTUMỌ̀ ÈDÈ (KÍRẸ́DÍÌTÌ 1) E

Ìtumọ̀ èdè àwọn wúnrẹ̀n-onítumọ̀-àdámọ́ ti Yorùbá si àwọn Èdè Nàìjíríà mìíràn;
Yorùbá sí Gẹ̀ẹ́sì àti Gẹ̀ẹ́sì sí Yorùbá
Ìtumọ̀ èdè láti Yorùbá sí èdè àbínibí àwọn akẹ́kọ̀ọ́
Ìtumọ̀ èdè láti Yorùbá sí Gẹ̀ẹ́sì
Ìtumọ̀ èdè láti èdè àbínibí àwọn akekoo sí Yorùbá

YOR_2 114 ÀFIKỌ́RA ÀSỌGBÀ NÍ YORÙBÁ I (KÍRẸ́DÍÌTÌ 1) E

Kátà àti Kárà
Ìṣe-pàsí-pàárọ̀ ìkíni
Bíbéèrè fún apá ibìkan
Wíwá Ìrànlọ́wọ́

ỌDÚN KÌN-ÍN-NÍ SIMẸ́SÍTÀ KEJÌ

YOR_2 121 ÌMỌ̀Ọ́ṢE ÌBÁNISỌ̀RỌ̀ NÍ YORÙBA II (KÍRẸ́DÍÌTÌ 1) E

Àwọn gbólóhùn kékéèké.
Síso asiko tí agogo lù, àsìkò ojú ọjọ́, ọ̀sẹ̀, osù àti ọdún.
Àmúṣe iṣẹ́ ní iyàrá ìfẹ̀rọkédè nípa lílo nǹkan gidi àti àwọn fọ́nrán fídíò tí ó bá yẹ.

YOR_2 122 ÌWÉ KÍKÀ ÀTI ÌWÉ KÍKỌ II (KÍRẸ́DÍÌTÌ 2) E

Àkọtọ́: ọ̀nà tí a fi ń kọ ìró Yorùbá.
Àmí ohùn Yorùbá àti sílébù.
Àwọn ọ̀rọ̀ Yorùbá àti gbólóhùn èdèYorùbá (onísilébù kan àti sílébù méjì).
Kíkọ àwọn ọrọ Yorùbá.
Òǹkà láti (21 - 50)

YOR_2 123 EWÌ YORÙBÁ (KÍRẸ́DÍÌTÌ 1) C

Àsàyàn àwọn ewì alohùn abínibí
b.a. orin ìrẹ̀mọlẹ́kún, orin àwọn aláboyún, orin eré òsùpá abbl.
Àwọn ewì akọ́mọníwà bí i ewì Ọdúnjọ àti àwọn ewì mìíràn.

YOR_2 124 ÀFIKỌ́RA ÀSỌGBÀ NÍ YORÙBÁ II (KÍRẸ́DÍÌTÌ 1) E

Bíbẹ̀bẹ̀ fún nǹkan kan
Títọrọ àforíjì
Ibiléèrè ọ̀rọ̀
Fífi ẹ̀mí ọpẹ́ àti ìmoore hàn
Bí a ṣe ń ba ara ẹni sọ̀rọ̀
Ìbu-ọ̀wọ̀ fúnni
Ṣíṣe àdéhùn
Ṣíṣe ìdúnàá-dúrà

YOR_2 125 ÈTÒ ẸKỌ́ ÌFARAMỌLÉ (ACCULTURATION) (KÍRẸ́DÍÌTÌ 2) C

Irú ìmọ̀ ìmọ̀ọ́sọ ti ó ga nínú èdè nípa fífararọ̀ àyíká, agbègbè àti síṣe àṣepọ̀ pẹ̀lú àwọn ènìyàn, pàápàá jù lọ, àwùjọ àbínibí Yorùbá; kíkàn sí àwọn ìletò, àwọn ibùdó ìtàn gidi àti ibi ìsẹ̀ṣe ìbílẹ̀. Síṣe àkójọ àwọn ẹ̀rí lórí ìtàn gidi àti ìgbé-ayé àwọn ènìyàn náà. Síṣe àkọsílẹ̀ lórí èyíkéyìí àwọn tí a ti mẹ́nu bá lókè yìí, kí á sì fi ṣe àkàwé pẹ̀lú àṣà àbínibí tí àwọn akẹ́kọ̀ọ́.

ỌDÚN KEJÌ SIMẸ́SÍTÀ KÌN-ÍN-NÍ

YOR_2 211 ÌMỌ̀Ọ́ṢE ÌBÁNISỌ̀RỌ̀ NÍ YORÙBÁ III (KÍRẸ́DÍÌTÌ 1) C

Ìsọ lóhùn tí ó dálérí ọ̀rọ̀-orúkọ àti ọ̀rọ̀-ìṣe.
Àsọyé tí ó dálérí àpèjúwe àwọn àáyè kan.

Ọ̀rọ̀-ìṣe abáṣelọ onísílébù kan b.a. lọ, wá, jẹ, sùn, wẹ̀.
Ọ̀rọ̀-orúkọ nínú ìhun gbólóhùn abọ́dé/gbólóhùn ẹlẹ́yọ ọ̀rọ̀-iṣe.
Ọ̀rọ̀ orúkọ ènìyàn tàbí ibìkan ní Yorùbá.
Ọ̀rọ̀ àpèjúwe,
Ọ̀rọ̀ àpọ́nlé,
Ọ̀ro atọ́kùn,
Ọ̀rọ̀ àsopọ̀

YOR_2 212 ÌWÉ KÍKÀ ÀTI ÌWÉ KÍKỌ III (KÍRẸ́DÍÌTÌ 2) C

Àwọn àyọkà kúkúrú láti inú ìwé alákọ̀ọ́bẹ̀rẹ̀ Yorùbá
Ìsọ̀rọ̀ngbèsì àti àsọgbà nínú ìtàn tí kò ju ẹyọ-ọ̀rọ̀ 50-100 ní èdè Yorùbá.
Ònkà láti (51-70).
Kíka àwọn ewì Yorùbá kéékèèké.

YOR_2 213 ÌTÀN ÀRÒSỌ YORÙBÁ (KÍRẸ́DÍÌTÌ 1) C

Àsàyàn ìtàn àròsọ Yorùbá b.a. ìtàn àròsọ alohùn.
Èyí ni àwọn ìtàn akọ́nilẹ́kọ̀ọ́ ìwà,
Àwọn àlọ àti ìtàn lorisìíríṣìí.
Díẹ̀ lára ìtàn àròsọ àpilẹ̀kọ Yorùbá.
Yan ìwé kan tàbí méjì lórí ọ̀kọ̀ọ̀kan fún àgbéyèwò iṣẹ́ ọnà lítírésọ̀ (àpẹẹrẹ àwọn ìwé ìtàn kékèèké).

YOR_2 214 ỌGBỌ́N ÌKỌ́NI NÍ YORÙBÁ I (KÍRẸ́DÍÌTÌ 1) C

Pàtàkì fún kíkọ́ YOR_2, gẹ́gẹ́ bí o ṣe wà nínú Ètò Ìlànà Ẹ̀kọ́ Orílẹ̀-èdè yìí (NPE).
Ètò Ìlànà Ẹ̀kọ́ Orílẹ̀-èdè yìí.
Àwọn ìlànà fún ìkọ́ni ní Yorùbá.
Yíyan àwọn ohun èèlò ìkọ́ni àti ìkẹ́kọ̀ọ́
Àwọn ọ̀nà ìmúṣẹ aníkárí fún ìkọ́ni/ìkẹ́kọ̀ọ́ èdè náà
Ọ̀nà ìmúṣe tààrà
Ọ̀nà ìmúṣe ìtúmọ̀ èdè
Ìgbéléwọ̀n àwọn wúnrẹ̀n ìkọ́nilédè
Ètò iṣẹ́ àti ìlànà iṣẹ́ ìjókòó kan
Ìfèèyàn-péréte-kọ́ni ní ìbáyému nínú gbogbo ohun tí wọ́n kọ́ ní (YOR_2 221 222) kí ìkọ́ni ba lè ní ìtùmọ̀.

ỌDÚN KEJÌ SIMẸ́SÍTÀ KEJÌ

YOR_2 221 ÌMỌ̀ỌṢE ÌBÁNISỌ̀RỌ̀ NÍ YORÙBÁ IV (KÍRẸ́DÍÌTÌ 1) E

Afọ̀ geere
Ìsọ̀rọ̀ngbèsì: Ìbéèrè àti ìdáhùn

Àsọgbà láàrin èníyàn méjì tàbí ní àárín ẹni 3-4 (Bàbá àti ọmọkùnrin, ìyàwó àti ọkọ àti àwọn èníyàn mìíràn tí wọ́n jẹ́ ẹbí, akẹ́kọ̀ọ́ àti olùkọ́ abbl.)
Àsọyé
Ìfetísílẹ̀-sí-àyọkà tí a gbọ́dọ̀ dáhùn lóhùn ẹnu
Àròsọ: Àròsọ - Àpèjúwe, Asọ̀tàn
Àfiwé Àsọgbà/Ìsọ̀rọ̀ngbèsì, Àwíjàre
Iṣẹ́ Àmúṣe ní yàrá ìfẹ̀rọkédè

YOR_2 222 ÌWÉ KÍKÀ ÀTI ÌWÉ KÍKỌ IV (KÍRẸ́DÍÌTÌ 1) E

Àròkọ kíkọ kúkúrú b.a. Àsọtán, Àpèjúwe, Alálàyé abbl.
Kíkà àti Kíkọ àkàyé
Lẹ́tà kíkọ.
Òǹkà láti (71 – 100)

YOR_2 223 FÓNẸ́TÍÌKÌ ÀTI FONỌ́LỌ́JÌ YORÙBÁ (KÍRẸ́DÍÌTÌ 1) C

Ìfáàrà sí fonọ́lọ́jì Yorùbá, oríkì fonọ́lọ́jì, oríkì fónẹ́tíikì, fónímù, fóónù:, Àpèjúwe àwọn ìró, ọ̀nà àti ibi ìṣẹ̀nupè. Àgbéyẹ̀wò àwọn ìró èdè Yorùbá: Kọ́ńsónántì, fáwẹ́lì àti ìró ohùn. Títẹpẹlẹ mọ́ àwọn ìró ti kò sí nínú èdè àbínibí àwọn akẹ́kọ̀ọ́. Àwọn ẹ̀yà ara ifọ̀.

YOR_2 224 ỌGBỌ́N ÌKỌ́NI NÍ YORÙBÁ II (KÍRẸ́DÍÌTÌ 1) C

Sísètò ìlànà iṣẹ́ ìjókòó kan.
Èdè àti ìṣàkóso kíláàsì
Ìkọ́ni ní ìmọ̀ọ́ṣọ èdè, ọ̀nà ìkọ́ni àti àwọn ohun-èlò
Ìwéǹdèrè nínú ìmọ̀ọ́ṣe ìkọ́nilédè
Àwọn ìlànà àníkárí fún kíkọ́ Èdè Yorùbá bi i L_2
Ìgbélewọ̀n ìmọ̀ọ́ṣe èdè nínú kíláàsì
Ìfèèyàn-péréte-kọ́ni

YOR_2 225 ÌTÀN ÀTI ÀṢÀ YORÙBÁ (KÍRẸ́DÍÌTÌ 1) C

Ìfáàrà sí ẹ̀kọ́ àwọn ìran Yorùbá, mímẹnuba ìtàn wọn, ibi tí wọ́n ń gbe, ìrísí wọn, oúnjẹ.orin àti ijó wọn, àti ìwọsọ wọn abbl.
Ìbátan láàrín ẹbí, ọ̀rẹ́ síṣe àti àjọ̀ṣepọ̀ pẹ̀lú àwọn mìíràn
Nǹkan àkàkún àti àkàsí-nǹkan ara-ẹni
Èto Ìṣèlú ìbílẹ̀. Àjoṣepọ̀ pẹ̀lú ẹ̀yà mìíràn nị Nàìjíríà

ỌDÚN KẸTA SIMẸ́SÍTÀ KÌNÍNNÍ

EDU 311 KỌ́MỌ – N – WÒ – Ọ́ (6 CREDITS) C

ỌDÚN KẸTA SIMẸ́SÍTÀ KEJÌ

YOR$_2$ 321 ÀFIKỌ́RA IṢẸ́ YORÙBÁ (KÍRÉDÍÌTÌ 1) C

Àmúṣe iṣẹ́ ní yàrá ìfẹ̀rọkédè lórí gbólóhùn kékèèké
Lílò àwọn ohun-èlò-alárìígbọ́ dáadáa
Síṣe àfikọ́ra nílànà ipa kíkó (Play Role Method)
àti ìferé-kọni (Play Way Method) (Ìlò yàrá ìkédè ṣe patàki púpọ níbí)

YOR$_2$ 322 GÍRÁMÀ YORÙBÁ (KÍRÉDÍÌTÌ 1) C

Ìsọ̀rí ọ́rọ̀-orúkọ Yorùbá: ọ̀rọ̀ orúkọ, ọ̀rọ̀ aróp̀ò orúkọ.
Àtúnyẹ̀wò ẹ̀kọ́ lórí ọ̀rọ̀-orúkọ Yorùbá: ọ̀rọ̀-orúkọ nǹkan, ọ̀rọ̀-orúkọ ènìyàn tàbí ibìkan abbl.
Òrò-ìṣe Yorùbá.
Ìjíròrò ráńpẹ́ lórí òrò-aróp̀ò oruko, aroṕo afarajórúkọ (ipò, ẹyọ àti ọ̀p̀ọ̀),
Ìfáàrà sí ìbá-ìsẹ̀lẹ̀ àsìkò ọjọ́un, àsìkò ìsìnyìí, àsíkò ọjọ́ iwájú, ọ̀rọ̀-ìṣe ìbá-ìsẹ̀lẹ̣.

YOR$_2$ 323 ERÉ-ONÍṢE (KÍRẸ́DÍÌTÌ 1) C

Ìfáàrà sí eré-oníṣe Yorùbá – Eré-oníṣe tó jẹ ìtàn kéékèèké
Mímú ọ̀kan tàbí ìwé méjì lórí eré-oníṣe Yorùbá.

YOR$_2$ 324 ÀFIKỌ́RA ÀSỌGBÀ NÍ YORÙBÁ III (KÍRẸ́DÍÌTÌ 1) C

Pípeni-síbi àpèjẹ, ayẹyẹ òde-òní abbl.
Títẹ́wọ́gbà àti kíkọ ìpè
Síṣàkóso ayẹyẹ ìnáwó àti ètò síṣe
Ìfipohàn

EDU 323 IṢẸ́ ÀKÀNṢE (PROJECT) (KÍRẸ́DÍÌTÌ 2)

THE NCE PROGRAMME IN IGALA LANGUAGE

1. Philosophy

The NCE programme is the minimum qualification to be a teacher in Nigeria. The NCE is for teachers of basic education which is crucial level for language acquisition among young children,

The NCE Teacher therefore is to guide such young children in language acquisition. At this point the students need their first language to communicate with others, and in school to speak it, and to read and write in their mother tongue. But the mother tongue in education in the Igala language is faced with many obstacles and problems such as lack of teaching materials, having many dialects, language loss among younger generation and controversy over the approved orthography, etc. above all these problems, the language is not in the intellectual space of learning. It cannot be used as tool for the teaching of other subjects in schools, e.g. science, philosophy, etc.

The NCE teachers for Nigerian languages therefore need a range of skills and knowledge relating to make these languages viable instrument for the teaching in these languages and using them as the medium of instruction in education to enable the NCE Teacher gain competence in the teaching of these languages. She/He must be trained in all these competences in order to teach these languages well.

Objectives

The NCE language teacher of Igala language aims to develop a range of skills, competences and knowledge to enable the graduates to teach these languages well and with dedication.

1) To provide and assist students to understand and promote the cultural heritage of the people of Igala where applicable.
2) Through the knowledge of the language the students will understand the people's moral values appropriately.
3) To enable NCE Teachers teach the language and also use the language as the medium of instruction in the junior primary school.
4) To provide a sustainable programme in learning and the teaching of Igala.
5) To provide students with basic tool of communication and critical thinking in their language.

ADMISSION REQUIREMENTS

i. **General**

a. A WAEC Senior Secondary Certificate (SSC) NECO or GCE 'O' level with credit in (5) subjects, including Mathematics and English Language, (three of which must be at credit level at one sitting or five credits at two sittings). Two of the credits must be relevant to the course the candidate wishes to offer (in this case, Igala language and Literature in English).

b. A Grade II Teachers Certificate (TC II) with credit or merit in five (5) subjects, two (2) of which must be relevant to the course or subject area the candidate wishes to offer (in this case, Igala language and Literature in English).

One Credit/Merit in English language and/or Mathematics may be required in some courses.

c. Associateship 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 admissions must enroll for and write the selected examination organized by an accredited body such as JAMB.

f. 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 Literature in English is strongly recommended.

Facilities

There should be specific classroom with Igala artefacts as well as studios with Museum material for students to work with.

Staff Office

Each academic staff should have a comfortable and well furnished office. There should be an office support staff. Such staff should also have two research assistants or research fellow, who is versed in the language and with the knowledge of research. They are to assist the lecturer in sourcing information for his teaching where there is need.

Relevant equipments such as desktop and laptop computers and Nigerian languages software, printers, photocopiers and relevant equipment should be provided for each language.

Books in the Library

The Department of Igala should have a library with books (also e-books and access) produced in the language or books concerned with the language will be kept for reading and references. This should cover all areas of the subject to the ratio of one student to ten (10) book titles.

LIST OF EQUIPMENT

Projector slides and films in Igala

Personnel

For effective teaching and learning of these languages, about 10 lecturers are needed.

i) Two lecturers for language components.

ii) Three lecturers who will handle subjects for the teaching of the languages as medium of instruction.
iii) Two lecturers for literature and literature in each of the languages.
iv) One lecturer for the methodology or methods of language teaching and the method of using the languages for the teaching of other subjects.
v) Two lecturers each for the teaching of culture and history.
vi) Two research assistants each to assist the lecturers for securing information for teaching.

Non-academic Staff

1. A secretary each for the languages.
   i) One office assistant for each language.
   ii) One clerical Officer for each language.

GRADUATION REQUIREMENTS

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

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. Single Major Programmes	- 24 Credit Units
. Second Teaching Subject	- 24 Credit units
General Studies Education	- 16 Credit Units
Education	- 24 Credit Units
Teaching Practice	- 6 Credit Units
Total	- **94 Credit Units**

- Arts and humanities students must take one GSE in mathematics plus GSE 323
- Programmes that do mathematics as components of their study such as PES, ECCE etc., will not do GSE in mathematics

For effective teaching and sustainable programme for Igala, it should be a double major for NCE for the language.

SUBJECT COMBINATIONS

- Igala/Social Studies
- Igala /English
- Igala/French
- Igala/CRS
- Igala/Islamic Studies

- Igala/Mathematics
- Igala/Primary Science
- Igala/ Theatre Arts
- Igala/Hausa
- Igala/Igbo/
- Igala/Yoruba

COURSES AND STATUS

NCE 1- FIRST SEMESTER

COURSE CODES	COURSE TITLES	CREDIT UNITS	STATUS
	YEAR – FIRST SEMESTER		
IGA_1 111	History and development of the Igala language a	2	C
IGA_1 112	The Orthography of Igala	1	C
IGA_1 113	Reading skills in Igala	2	C
IGA_1 114	Igala Oral and written literature	1	C
	TOTAL	**6**	
	GSE COURSES [Students must take any 1 of the following GSE courses plus GSE 323]		
GSE 113	Basic General Mathematics I	1	C
GSE 122	Basic General Mathematics II	1	C
GSE 212	Basic General Mathematics III	1	C
GSE 221	Basic General Mathematics IV	1	C
GSE 323	Science & Technology in Society	1	C
	Total	**4**	
	NCE1 – SECOND SEMESTER		
IGA_1 121	Igala Grammar	1	C
IGA_1 122	Methodology of teaching Igala I	2	C
IGA_1 123	Introduction to General Linguistics	1	C
	TOTAL	**4**	

	NCE II –FIRST SEMESTER		
IGA_1 211	Igala Phonetics and Phonology	2	C
IGA_1 212	Methodology of teaching Igala 11	2	C
IGA_1 213	Morphology and Syntax of Igala	2	C
	TOTAL	**6**	
	NCE II – SECOND SEMESTER		
IGA_1 221	Igala Prose	1	C
IGA_1 222	Translation (Theory and Practice)	1	C
IGA_1 223	Igala Composition	2	C
	TOTAL	**4**	
	NCE III- FIRST SEMESTER		
TEACHING PRACTICE			
	SECOND SEMESTER		
IGA_1 321	Igala Culture and Drama	2	C
IGA_1 322	Igala Poetry	1	C
IGA_1 323	Igala Dialectology	**1**	C
	TOTAL	4	

SUMMARY

COURSE STATUS	TOTAL
Compulsory Courses	24 credit units
Elective Courses	0 credit units
Total	**24 Credit Units**

NCE1 (100 LEVEL) FIRST SEMESTER

IGA1 111HISTORY AND DEVELOPMENT OF THE IGALA LANGUAGE (2 CREDITS) Compulsory

History and evolution of Igala 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 Igala in the media. `

IGA1 112 THE ORTHOGRAPHY OF IGALA (1 CREDIT) C

History and development of orthography in Igala. Igala orthography and standardization (e.g. selection of Igala letters, word boundary, attention to vowel length, etc). Intensive in and out of class practicum.

IGA1 113 READING SKILLS IN IGALA (2 CREDITS) Compulsory

Suggested content for this course would include:

- Meaning and scope of reading in Igala.
- Pre-reading skills (teaching/learning of Igala alphabet, letter recognition, word recognition, picturereading etc.)
- Basic reading skills (reading in context, idiomatic expression, identifying figures of speech, etc.)
- Types of reading (intensive, extensive 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 Iala

IGA1 114 IGALA ORAL AND WRITTEN LITERATURE (1 CREDIT) C**ompulsory**

Introduction to the various genres of Igala Literature e.g. Igala Oral Literature - folktales, oral songs. riddles, proverbs and chiIdren's games, as well as Pre and post 19th century poetry, prose and drama. Also, History of Igala oral literature and the biography of some famous Igala Oral Poets shall be covered. Selected Igala literature that touches on culture, occupation and crafts could be used.

NCE I SECOND SEMESTER

IGA1121 **IGALA GRAMMAR (1 CREDIT) Compulsory**

Typology and functions of parts of speech e.g. nouns, pronouns, adjective, 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)

IGA122 METHODOLOGY OF TEACHING IGALA 1 (2 CREDITS) Compulsory

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

IGA1 123 INTRODUCTION TO GENERAL LINGUISTICS (1 CREDIT) Compulsory

a. Definition and nature of language.

b. Use of Igala as the source of data Language to introduce structural aspect of descriptive linguistics such as Phonetics, Phonology, Morphology, Syntax and Semantics

NCE ll (200 LEVEL) FIRST SEMESTER

IGA1 211 IGALA PHONETICS AND PHONOLOGY (2CREDITS) Compulsory

Meaning of phonetic, classification of phonetics, its relationship with phonology. classification of Igala 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.

IGA1 212 METHODOLOGY OF TEACHING IGALAII 2 CREDITS) Compulsory

Designing, improvising, selecting, adopting and using varieties of teaching .aids for effective teaching of Igala 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 Igala.
e. Language Learning Theories:
i) Behaviourist Theories
ii) Cognitive Theories
iii) Language Acquisition device.

IGA1 213 MORPHOLOGY AND SYNTAX OF IGALA (2 CREDITS) Compulsory

Definition, typology and classification of Igala morphemes. Morphological Processes: Affixation. Word formation: inflectional and derivational morphology. Igala verbal and tense system, agreement, and Consonant alternations. Igala Sentence and its types, Neutral and emphatic, word order, Simple declarative, interrogative as well as relative sentence.

NCE ll (200 LEVEL) SECOND SEMESTER

IGA1 221 IGALA PROSE (1 CREDIT) Compulsory

A comparative study of Igala prose in respect of form, content and style. In-depth analysis of certain issues/themes of such prose and their relevance to present day Igala society. Reading text in form of essays, short stories and short novels should be treated.

IGA1 222 TRANSLATION (THEORY AND PRACTICE) (1 CREDIT) Compulsory

Techniques of Translations. Practical – Passages for translation shall be extracted from newspapers, magazines, or textbooks on the language. Review of Translated texts.

IGA1 223 IGALA COMPOSITION (2 CREDITS) Compulsory

Introduction to Igala 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.)

NCEIII (300 LEVEL) FIRST SEMESTER

TEACHING PRACTICE

NCE III (300 LEVEL) SECOND SEMESTER

IGA1 321 IGALA DRAMA (2 CREDITS) Compulsory

A comparative study of Igala Drama in respect of form, content and style, and an in-depth analysis of certain issues/themes of such drama and their relevance to present day Igala society. Periodic identification of some 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.

IGA1 322 IGALA POETRY (1 CREDIT) Compulsory

A comparative study of 19th and 20th century Igala poems in respect of form, content and style. ln-depth study/analysis of certain issues/themes of such poems and their relevance to present day Igala society. Periodic identification of particular works and authors to be selected for study. Practical Poetry. No fewer than ten thematic poems should be treated.

IGA1 323 IGALA DIALECTOLOGY (1 CREDIT) Compulsory

Analysis and typological description of Igala dialects. Igala dialects in Nigeria, Geographical description of the -dialects in Nigeria, Types of dialects and standardization of Igala.

IKA LANGUAGE L_1 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 and 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.

OBJECTIVES

In addition to the earlier stated general aims and objectives of teaching Languages, teaching Ika 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 Ika;
ii. Prepare them adequately for the task of teaching Ika 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 Ika.

ADMISSION REQUIREMENTS

i. **General**

a. A WAEC Senior Secondary Certificate (SSC) NECO or GCE 'O' level with credit in 5 subjects, including Mathematics and English Language, (three of which must be at credit level at one sitting or five credits at two sittings). Two of the credits must be relevant to the course the candidate wishes to offer (in this case, Ika language and Literature in English).

b. A Grade II Teachers Certificate (TC II) with credit or merit in five (5) subjects, two (2) of which must be relevant to the course or subject area the candidate wishes to offer (in this case, Ika language and Literature in English).

One Credit/Merit in English language and/or Mathematics may be required insome courses.

c. Associateship 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 admissions must enroll for and write the selected examination organized by an accredited body such as JAMB.

f. 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 Literature in English is strongly recommended.

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 machine, etc.

iv. **Books in the Library**

There must be enough books in the college/departmental library (including e-books with access) to cover all areas of the subject to the ratio of one student to ten (10) book titles.

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 Ika.

vi. **Museum/Resource Rooms**

There must be a museum or resource room where traditional artefacts, crafts, clothes, tools, etc. indigenous to Ika.

PERSONNEL

i. **Academic**

Ika studies at NCE level cover four main areas i.e. Language, Literature, Culture and Ika 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. Ika Typist
b. Laboratory Technician
c. Messenger

iii. **Mode of Teaching**

The medium of instruction for Ika at all levels will be Ika/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 (Ika) certificate shall be as follows:

. Single Major Programmes - 24 Credit Units

. Second Teaching Subject - 24 Credit units

- General Studies Education - 16 Credit Units
- Education - 24 Credit Units
- Teaching Practice - 6 Credit Units

Total - 94 Credit Units

- Arts and humanities students must take one GSE in mathematics plus GSE 323
- Programmes that do mathematics as components of their study such as

PES, ECCE etc., will not do GSE in mathematics

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 Ika or Education and the credit recorded in EDU 323.

vi. SUBJECT COMBINATION

The following subjects may be combined with Ika 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 e.g. Theatre Arts, Social Studies etc.
c. Computer Studies.

COURSES AND STATUS
N.C.E FIRST AND SECOND SEMESTER FOR YEARS 1- 3

COURSE	COURSE TITLE	CREDIT	STATUS

CODE		UNITS	
	YEAR 1 – FIRST SEMESTER		
IKL_1 111	History and Development of the Ika Language	2	C
IKL_1 112	Orthography of Ika	1	C
IKL_1 113	Reading skills in Ika	2	C
IKL_1 114	Ika Oral and Written Literature	1	C
	Total	**6**	
	YEAR 1 – SECOND SEMESTER		
IKL_1 121	Ika grammar	1	C
IKL_1 122	Methodology of Teaching Ika I	2	C
IKL_1 123	Introduction to General Linguistics	1	C
	Total	**4**	
	YEAR 2 – FIRST SEMESTER		
IKL_1 211	Phonetics and Phonology of Ika	2	C
IKL_1 212	Methodology of Teaching Ika II	2	C
IKL_1 213	Morphology and Syntax of Ika	2	C
	Total	**6**	
	YEAR 2 – SECOND SEMESTER		
IKL_1 221	Ika Prose	1	C
IKL_1 222	Translation (Theory and Practice)	1	E
IKL_1 223	Ika Composition	2	C
	Total	**4**	
	GSE COURSES [Students must take any 1 of the following GSE courses plus GSE 323]		
GSE 113	Basic General Mathematics I	1	C
GSE 122	Basic General Mathematics II	1	C
GSE 212	Basic General Mathematics III	1	C
GSE 221	Basic General Mathematics IV	1	C
GSE 323	Science & Technology in Society	1	C
	YEAR 3 – FIRST SEMESTER		
	TEACHING PRACTICE	6	C
	YEAR 3 – SECOND SEMESTER		
IKL_1 321	Ika culture and Drama	2	C
IKL_1 322	Ika Poetry	1	C
IKL_1 323	Ika Dialectology	1	E
	Total	**4**	

SUMMARY

Courses Status	Total
Compulsory	22 Credits Units

Elective Courses	02 Credits Units
Total	**24 Credits Units**

NCE YEAR I (100 LEVEL) FIRST SEMESTER

IKL_1 111: HISTORY AND DEVELOPMENT OF THE IKA LANGUAGE (2 CREDIT) C

History and evolution of Ika Language with particular emphasis on the spread of the Language, as well as its lexical enrichment due to language contact (especially with the Ukwuani). A brief synopsis of standardization efforts of the use of Ika in the media.

IKL_1 112: IKA GRAMMAR (1 CREDIT) 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 situation and selecting vocabulary appropriate to students' level).

IKL_1 113 READING SKILLS IN IKA (2 CREDITS) C

Suggested content for this course would include:

* Meaning and scope of reading in Ika;
* Pre-reading skills (teaching/learning of Ika 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 Ika.

IKL_1 114 IKA ORAL AND WRITTEN LITERATURE (1 CREDITS) C

Introduction to the various genres of Ika Literature e.g. Ika Oral Literature, such as folktales, oral songs, riddles, proverbs and children's games, as well pre and post 19th century poetry, prose and drama. Also, history of Ika literature and the biography of some famous Ika Oral Poets shall be covered. Selected Ika literature that touches on culture, occupation and crafts could be used.

NCE YEAR 1 SECOND SEMESTER

IKL_1 121 THE ORTHOGRAPHY OF IKA (1 CREDIT) C

History and development of orthography in Ika. Ika orthography and standardization (e.g. selection of Ika letters, word boundary, attention to vowel length, etc.). Intensive in and out of class practicum.

IKL_1 122 METHODOLOGY OF TEACHING IKA (2 CREDITS) C

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

IKL_1 123 INTRODUCTION TO GENERAL LINGUISTICS (1 CREDIT) C

a. Definition and nature of language.
b. Use of Ika as the source of data Language to introduce structural aspect of descriptive linguistics such as Phonetics, Phonology, Morphology, Syntax and Semantics.

NCE YEAR II (200 LEVEL) FIRST SEMESTER

IKL_1 211 PHONETICS AND PHONOLOGY OF IKA (2 CREDITS) C

Definition of Ika 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 contrast etc.

IKL_1 212 METHODOLOGY OF TEACHING IKA II (2 CREDITS) C

Designing, improvising, selecting, adopting and using varieties of teaching aids for effective teaching of Ika 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 evaluation teaching materials.
d. Functions, types, construction and administration of appropriate tests in Ika.
e. Language Learning Theories:
    i. Behaviourist Theories
    ii. Cognitive Theories
    iii. Language Acquisition device.

IKL_1 213 MORPHOLOGY AND SYNTAX OF IKA (2 CREDITS) C

Definition, typology and classification of Ika morphemes. Morphological Processes: Affixation. Word formation: Inflectional and derivational morphology. Ika verbal and tense system, agreement, and Consonant alternations. Ika sentence and its types, Neutral and emphatic, word order, simple declarative, interrogative as well as relative sentence.

NCE YEAR II (200 LEVEL) SECOND SEMESTER

IKL_1 221 IKA PROSE (1 CREDIT) C

A comparative study of Ika prose in respect of form, content and style. In-depth analysis of certain issues/themes of such prose and their relevance to present day Ika society. Reading text in form of essays, short stories and short novels should be treated.

IKL_1 222 TRANSLATION (THEORY AND PRACTICE) (1 CREDIT) C

Techniques of Translations. Practical – Passages for translation shall be extracted from newspapers, magazines, or textbooks on the language. Review of Translated texts.

IKL_1 223 IKA COMPOSITION (2 CREDITS) C

Introduction to Ika 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 YEAR III (300 LEVEL) FIRST SEMESTER

TEACHING PRACTICE

NCE YEAR III (300 LEVEL) SECOND SEMESTER

IKL_1 321 IKA CULTURE AND DRAMA (2 CREDITS) C

A comparative study of Ika in respect of form, content and style, in-depth analysis of certain issues/themes of such drama and their relevance to present day Ika 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.

IKL_1 322 IKA POETRY (1 CREDIT) C

A comparative study of 20th century Ika 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 Ika society. Periodic identification of particular works and authors to be selected for study. Practical poetry. No fewer than ten thematic poems should be treated.

IKL_1 323 IKA DIALECTOLOGY (1 CREDIT) E

Analysis and typological description of Ika dialects. Ika dialects in Nigeria, Geographical description of the dialects in Nigeria, Types of dialects and standardization of Ika.

THE NCE PROGRAMME IN IZON LANGUAGE

1. Philosophy

The NCE programme is the minimum qualification to be a teacher in Nigeria. The NCE is for teachers of basic education which is crucial level for language acquisition among young children,

The NCE Teacher therefore is to guide such young children in language acquisition. At this point the students need their first language to communicate with others, and in school to speak it, and to read and write in their mother tongue. But the mother tongue in education in the Izon language is faced with many obstacles and problems such as lack of teaching materials, having many dialects, language loss among younger generation and controversy over the approved orthography, etc. above all these problems, the language is not in the intellectual space of learning. It cannot be used as tool for the teaching of other subjects in schools, e.g. science, philosophy, etc.

The NCE teachers for Nigerian languages therefore need a range of skills and knowledge relating to make these languages viable instrument for the teaching in these languages and using them as the medium of instruction in education to enable the NCE Teacher gain competence in the teaching of these languages. He must be trained in all these competences in order to teach these languages well.

OBJECTIVES

The courses are intended to expose the students of Izon in both speech and written form. Thus at the end of the course the students should be:

1. Equiped with the four (4) basic skills of speaking, reading,writing and listening in Izon
2. Adequately prepared for the task of teaching the Izon language at the basic educational level.
3. Able to develop the ability of logical thinking in the language
4. Exposed to the various domains of the use of Izon and culture in and of the classroom situation

ADMISSION REQUIREMENTS

i. **General**

a. A WAEC Senior Secondary Certificate (SSC) NECO or GCE 'O' level with credit in five (5) subjects, including Mathematics and English Language, (three of which must be at credit level at one sitting or five credits at two sittings). Two of the credits must be relevant to the course the candidate wishes to offer (in this case, Izon language and Literature in English).

b. A Grade II Teachers Certificate (TC II) with credit or merit in five (5) subjects, two (2) of which must be relevant to the course or subject area the candidate wishes to offer (in this case, Izon language and Literature in English).

One Credit/Merit in English language and/or Mathematics may be required insome courses.

c. Associateship 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 admissions must enroll for and write the selected examination organized by an accredited body such as JAMB.

f. 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 Literature in English is strongly recommended.

FACILITIES

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

A) Classrooms

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

B) 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-equipment language laboratory capable of sitting at least 30 students must be intalled. A multimedia projector is essential.

C) Staff Offices

Each senior member of staff should have a comfortable office to himself/herself. There should also be an effective office for supporting staff (typist/clerk) with relevant equipment e.g, computers, reproduction machines, etc.

D) Books in the Library

There must be enough books (including e-books with access) in the college/department library to cover all areas of the subject to the ratio of one student to ten (10) book titles.

E) List of Equipment

a. Fully equipped language laboratory
b. Audio-Visual equipment such as films, slides, recorders, television sets, cable satelite, video and relevant cassettes, etc.
c. Computer sets with Izon software.

F) Museum/Resource Rooms

There must be a museum or resource room where traditional artifacts, crafts, clothes, tools, etc. Indigenous to Izon.

G) PERSONNEL

Academic

a. Izon studies at NCE level cover four main areas i.e. language, literature, culture and Izon Teaching Methodology. In the case of a single major, the minimum number of lectures required is four (4). Teaching personnel versed in each of these four areas must possess a B.A.. B.A. Ed second class division

b. Others

i. Izon typist
ii. Laboratory technician
iii. Messenger

H) MODE OF TEACHING

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

I) GRADUATION REQUIREMENT

The minimum number of credits required for the award of NCCE (Izon) certificate shall be as follows:

- Single Major Programmes - 24 Credit Units
- Second Teaching Subject - 24 Credit units
- General Studies Education - 16 Credit Units
- Education - 24 Credit Units
- Teaching Practice - 6 Credit Units
- **Total** - **94 Credit Units**

- Arts and humanities students must take one GSE in mathematics plus GSE 323
- Programmes that do mathematics as components of their study such as

PES, ECCE etc., will not do GSE in mathematics

J) 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 for a period of twelve (12) weeks at a stretch.

K) PROJECT

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

L) SUBJECT COMBINATION

The following subjects may be combined with Izon at the NCE 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

COURSE CODES	**COURSE TITLE**	**CREDIT UNITS**	**STATUS**
IZLS 111	History and Development of Izon Language	1	C
IZLS 112	Izon Grammar	2	C
IZLS 113	Reading Skills in Izon	2	C
IZLS 114	Izon Oral and Written Literature	1	C
	TOTAL	**6**	C
GSE COURSES [Students must take any 1 of the following GSE courses plus GSE 323]			
GSE 113	Basic General Mathematics I	1	C
GSE 122	Basic General Mathematics II	1	C
GSE 212	Basic General Mathematics III	1	C
	Total	**4**	

NCE 1 – SECOND SEMESTER

IZLS 121	The Orthography of Izon	1	C
IZLS 122	Methodology of Teaching Izon 1	2	C
IZLS 123	Introduction to General Linguistics	1	C
	TOTAL	**4**	C

NCE 2 – FIRST SEMESTER

IZLS 211	Izon Phonetics and Phonology	2	C
IZLS 212	Methodology of Teaching Izon 2	2	C
IZLS 213	Morphology and Syntax of Izon	2	C
	TOTAL	**6**	C

NCE 2 – SECOND SEMESTER

IZLS 221	Izon Prose	1	C
IZLS 222	Izon Translation (Theory and Practice)	1	C
IZLS 223	Izon Composition	2	C
	TOTAL	**4**	C

NCE 3 – FIRST SEMESTER

TEACHING PRACTICE	**6**	C

NCE 3 – SECOND SEMESTER

IZLS 321	Izon Culture and Drama	2	C
IZLS 322	Izon Poetry	1	C
IZLS 323	Izon Dialectology	1	C
	TOTAL	**4**	C

SUMMARY

Course Status	**Total**
Compulsory Courses	**24 Credit Units**
Elective	**00 Credit Units**
Total	**24 Credit Units**

COURSE DESCRIPTION

NCE YEAR 1 – FIRST SEMESTER

IZLS 111 HISTORY AND DEVELOPMENT OF THE IZON LANGUAGE (1 Credit)

History and evolution of Izon 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 Izon in the media.

IZLS 112 IZON GRAMMAR (2 Credits)

Typology and functions of parts of speech e.g. nouns, pronouns, adjectives, verbs, adverbs, particles, determiners, qualifiers, sentences, phrases, and clauses, etc. The teacher should make the teaching communicative (more of practice than theory by eliciting real life situations by selecting vocabulary appropriate to students' level

IZLS 113 READING SKILLS IN IZON (2 Credits)

Suggested content for this course would include:

- Meaning and scope of reading in Izon.
- Pre-reading skills (teaching/learning of Izon 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, creative, etc.
- Problems of reading
- Habits of reading (vocalization, word-for-word reading, regresssion, finger pointing, etc.)

- Selected literature fiction and non-fiction, articles, plays, poems, etc. in Izon.

IZLS 114 IZON ORAL AND WRITTEN LITERATURE (1 Credit)

Introduction to the various genres of Izon literature e.g. Izon Oral Literature, such as folktales, oral songs, riddles, proverbs and children's games, as well as Pre and post 19th century poetry, prose and drama. Also , history of Izon Oral Literature and the biography of some famous Izon Oral Poets shall be covered. Selected Izon literature that touches on culture, occupation and crafts could be used.

NCE 1 – SECOND SEMESTER

IZLS 211 THE ORTHOGRAPHY OF IZON (1 Credit)

History and development of orthography in Izon. Izon orthography and Standardization (e.g. Selection of Izon letters, word boundary, attention, to Vowel length, etc.). Intensive in and out of class practicum.

IZLS 212 METHODOLOGY OF TEACHING IZON 1 (2 Credits)

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

IZLS 213 INTRODUCTION TO GENERAL LINGUISTICS (1 Credit)

a. Definition and nature of language
b. Use of Izon as the source of data language to introduce structural aspect of descriptive linguistics such as Phonetics, Phonology, Morphology, Syntax and Semantics**.**

NCE 2 – FIRST SEMESTER

IZLS 211 PHONETICS AND PHONOLOGY OF IZON (2 Credits)

Speech organs. Description of Izon sounds in terms of place and manner of Articulation and stricture. Simple phonological processes such as deletion, Assimilation, palatilization, labialization, neutralization, Izon prosodic Features, and syllable structure.

IZLS 212 METHODOLOGY OF TEACHING IZON 2 (2 Credits)

Designing, improvising, selecting, adopting and using varieties of teaching Aids for teaching of Izon language, literature and culture. This shall include the following:

a. Preparation and designing of posters on core messages of AIDS, family size and welfare, child spacing and delayed marriages, breast feeding, etc.
b. Methods of teaching population/family life education including value clarification.
c. Developing and evaluating teaching materials.
d. Functions, types, construction and administration of appropriate tests in Izon
e. Language learning theories.
    i. Behavourist Theories
    ii. Cognitive Theories
    iii. Language Acquisition Device (LAD)

IZLS 213 MORPHOLOGY AND SYNTAX OF IZON(2 Credits)

Definition, typology and classification of Izon morphemes. Morphological Processes: Affixation, word formation, inflectional and derivational Morphological. Izon verbal system , agreement and consonant alternations. Izon sentence and its types, neutral and emphatic, word order, simple declarative, interrogative as well as relative sentence.

NCE YEAR 2 – SECOND SEMESTER

IZLS 221 PROSE IN IZON (1 Credit)

A comparative study of Izon prose in respect of forms, content and style. In-depth analysis of certain issues/themes of such prose and their relevance to present day Izon society. Reading text in form of essays, short stories and short novels should be treated.

IZLS 222 TRANSLATION (THEORY AND PRACTCE)(1 Credit)

Techniques of translations. Practical: passages for translation shall be extracted from newspapers, magazines or text books on the language.

IZLS 223 IZON COMPOSITION (2 Credits)

Introduction to Izon rules of writing. Description of places, events and correspondence between friends, members and other people. Writing of different forms of compositions (narrative, argumentative, expository, reports, etc.

NCE 111 – FIRST SEMESTER

TEACHING PRACTICE

NCE 111 – SECOND SEMESTER

IZLS 321 IZON CULTURE AND DRAMA (2 Credits)

A comparative study of Izon drama in respect of form, content and style, in-depth analysis of certain issues/themes of such drama and their relevance to present day Izon 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 used. In terms of culture, the following would be treated: origin, belief system, customs, traditions, marriage, festivals, games, rites, moral values, food, dressing, authority (political system).

IZLS 322 IZON POETRY (1 Credit)

A comprehensive study of 19th and 20th century Izon 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 Izon society. Periodic identification of particular works and authors to be selected for study. Practical Poetry. No fewer than ten thematic poems should be treated.

IZLS 323 IZON DIALECTOLOGY (1 Credit)

Analysis and typological description of Izon dialects. Izon dialects in Nigeria, geographical description of the dialects in Nigeria, types of dialects and standardization of Izon.

KANURI LANGUAGE L_1 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 and 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 Kanuri 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 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.

5. ADMISSION REQUIREMENTS

i) General

a. A WAEC Senior Secondary Certificate (SSC) NECO or GCE 'O' level with credit in 5 subjects, including Mathematics and English Language, (three of which must be at credit level at one sitting or five credits at two sittings). Two of the credits must be relevant to the course the candidate wishes to offer (in this case, Kanuri language and Literature in English).
b. A Grade II Teachers Certificate (TC II) with credit or merit in five (5) subjects, two (2) of which must be relevant to the course or subject area the candidate wishes to offer (in this case, Kanuri language and Literature in English). One Credit/Merit in English language and/or Mathematics may be required in some courses.
c. Associateship 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 admissions must enroll for and write the selected 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 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 Literature in English is strongly recommended.

6. FACILITIES

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

(vii) Classrooms

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

(viii) 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.

(ix) 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.

(x) Books in the Library

There must be enough books (including e-books with access) in the college/departmental library to cover all areas of the subject to the ratio of one student to ten (10) book titles.

(xi) 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,

(xii) 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, dramatisation, etc.

iv) GRADUATION REQUIREMENTS

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

. Single Major Programmes	- 24 Credit Units
. Second Teaching Subject	- 24 Credit units
. General Studies Education	- 16 Credit Units
. Education	- 24 Credit Units
. Teaching Practice	- 6 Credit Units
Total	- **94 Credit Units**

. Arts and humanities students must take one GSE in mathematics plus GSE 323

. Programmes that do mathematics as components of their study such as PES, ECCE etc., will not do GSE in mathematics

v) 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

COURSE CODES	COURSE TITLES	CREDIT UNITS	STATUS
	YEAR 1 – FIRST SEMESTER		
KLS_1 111	History and Development of the Kanuri Language	2	C
KLS_1 112	Kanuri Grammar	1	C
$KLS_1$113	Reading skills in Kanuri	2	C
KLS_1 114	Kanuri Oral and written Literature	1	C
	TOTAL	**6**	
	GSE COURSES [Students must take any 1 of the following GSE courses plus GSE 323]		
GSE 113	Basic General Mathematics I	1	C
GSE 122	Basic General Mathematics II	1	C
GSE 212	Basic General Mathematics III	1	C
	Total	4	
	NCE1 - SECOND SEMESTER		
KLS_1 121	The orthography of Kanuri.	2	C
KLS_1 122	Methodology of teaching Kanuri I	2	C
KLS_1 123	Introduction to General Linguistics.	1	C
	TOTAL	**5**	
	NCE II - FIRST SEMESTER		
KLS_1 211	Phonology of Kanuri	2	C
KLS_1 212	Methodology of Teaching Kanuri II	1	C
KLS_1 213	Morphology and Syntax of Kanuri	1	C
	TOTAL	**4**	
	NCE II - SECOND SEMESTER		
KLS_1 221	Kanuri Prose	2	C
KLS_1 222	Translation (Theory and Practice)	1	C
KLS_1 223	Kanuri Composition	2	C
	TOTAL	**5**	
	NCE III – FIRST SEMESTER		
TEACHING PRACTICE			
	SECOND SEMESTER		

KLS_1 321	Kanuri Drama	2	C
KLS_1 322	Kanuri Poetry	1	C
KLS_1 323	Kanuri Dialectology	1	C
	TOTAL	**4**	

SUMMARY

Course Status	**Total**
Compulsory Courses	24 Credit Units
Elective Courses	00 Credit Units
Total	**24 Credit Units**

NCE 1 (100 LEVEL) FIRST SEMESTER

KLS_1 111 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_1 112 KANURI GRAMMAR (1 CREDIT) 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_1 113 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_1 114 KANURI ORAL AND WRITTEN LITERATURE (1 CREDIT) C

Introduction to the various genres of Kanuri Literature e.g., Kanuri Oral Literature - folktales, oral songs. riddles, proverbs and children's games, as well as Pre and post 19th 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_1 121 THE ORTHOGRAPHY OF KANURI (2 CREDITS) 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_1 122 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_1 123 INTRODUCTION TO GENERAL LINGUISTICS (1 CREDIT) C

c. Definition and nature of language.
d. 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_1 211 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, owel and onsonant ontrasts etc.

KLS_1 212 METHODOLOGY OF TEACHING KANURI II (1 CREDIT) 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:

f. 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.
g. 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 Kanuri.
j. Language Learning Theories:
    iv) Behaviourist Theories
    v) Cognitive Theories
    vi) Language Acquisition device.

KLS_1 213 MORPHOLOGY AND SYNTAX OF KANURI (1 CREDIT) 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_1 221 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_1 222 TRANSLATION (THEORY AND PRACTICE) (1 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_1 223 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

TEACHING PRACTICE

NCE III (300 LEVEL) SECOND SEMESTER

KLS_1 321 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_1 322 KANURI POETRY (1 CREDIT) C

A comparative study of 19th and 20th 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_1 323 KANURI DIALECTOLOGY (1 CREDIT) E

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.

TIV LANGUAGE L1 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 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 and 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, anxiety, aspirations, etc. Studying a language without its literature is known to be a serious disservice.

1. 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 Tiv.

ii) Prepare them adequately for the task of teaching Tiv at the Junior Secondary School level.

iii) Expose the student – teacher to the rich Socio-cultural and political lives of the Speakers of the language.

iv) Help stimulate their creativity in Tiv.

2. **ADMISSION REQUIREMENTS**

i) General

a. A WAEC Senior Secondary Certificate (SSC) NECO or GCE 'O' level with credit in five (5) subjects, including Mathematics and English Language, (three of which must be at credit level at one sitting or five credits at two sittings). Two of the credits must be relevant to the course the candidate wishes to offer (in this case, Tiv language and Literature in English).

b. A Grade II Teachers Certificate (TC II) with credit or merit in five (5) subjects, two (2) of which must be relevant to the course or subject area the candidate wishes to offer (in this case, Tiv language and Literature in English).

One Credit/Merit in English language and/or Mathematics may be required insome courses.

c. Associateship 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 admissions must enroll for and write the selected examination organized by an accredited body such as JAMB.

f. 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 Literature in English is strongly recommended.

3. GRADUATION REQUIREMENTS

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

- Single Major Programmes - 24 Credit Units
- Second Teaching Subject - 24 Credit units
- General Studies Education - 16 Credit Units
- Education - 24 Credit Units
- Teaching Practice - 6 Credit Units
- **Total** - **94 Credit Units**
- Arts and humanities students must take one GSE in mathematics plus GSE 323
- Programmes that do mathematics as components of their study such as

PES, ECCE etc., will not do GSE in mathematics

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 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 (including e-books and access) in the College/department library to cover all areas of the subject to the ratio of one student to ten (10) book titles.

(v) List of Equipment

a. Fully equipped language laboratory

b. Audio-Visual equipment such as films, slides, recorders, television set, cable satellite, video and relevant cassettes etc.

c. Computer sets with Tiv software

(vi) Museum/Resource Room
There must be a museum or resource Room where traditional artefacts, crafts, Clothes, tools, etc., indigenous to Tiv.

i) PERSONNEL

i Academic
Tiv studies at the NCE level cover four main areas i.e. Language, Literature, Culture and 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.

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.

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 12 Weeks at a stretch.

v) PROJECT
Every student is required to write a Project in either Tiv or Education and The credit recorded in EDU323.

vi) SUITABLE COMBINATION
The following subjects may be combined with Tiv at the NCE Level:

a. Any other Nigerian Language, Arabic, English or French
b. Any Arts or Social Science subject as dictated by local needs e.g. Theatre Arts, Social Studies etc.

b. Computer Studie

COURSE AND STATUS

NCE 1- FIRST SEMESTER

COURSE CODES	**COURSE TITLES**	**CREDIT UNITS**	**STATUS**
	YEAR 1 – FIRST SEMESTER		
TLS_1 111	History and Development of the Tiv Language	1	C
TLS_1 112	Tiv Grammar	1	C
TLS_1 113	Reading Skills in Tiv	1	C
TLS_1 114	Tiv Oral and Written Literature	1	C
	TOTAL	**4**	

	GSE COURSES [Students must take any 1 of the following GSE courses plus GSE 323]		
GSE 113	Basic General Mathematics I	1	
GSE 122	Basic General Mathematics II	1	
GSE 212	Basic General Mathematics III	1	
	Total 4		
	NCE I SECOND SEMESTER		
TLS_1 121	The Orthography of Tiv	1	C
TLS_1 122	Methodology of Teaching Tiv I	2	C
TLS_1 123	Introduction to General Linguistics	1	C
	TOTAL	**4**	
	NCE II- FIRST SEMESTER		
TLS_1 211	Phonetics and Phonology of Tiv	2	C
TLS_1 212	Methodology of Teaching Tiv II	2	C
TLS_1 213	Morphology and Syntax of Tiv	2	C
	TOTAL	**6**	
	NCE II- SECOND SEMESTER		
TLS_1 221	Tiv Prose	2	C
TLS_1 222	Translation (Theory and Practice)	1	E
TLS_1 223	Tiv Composition	2	C
	TOTAL	**5**	
	NCE III- FIRST SEMESTER TEACHING PRACTICE		
	NCE III- SECOND SEMESTER		
TLS_1 321	Tiv Drama	2	C
TLS_1 322	Tiv Poetry	2	C
TLS_1 323	Tiv Creative Writing	1	E
	TOTAL	**5**	

SUMMARY

COURSE STATUS	**TOTAL**
Compulsory Courses	22 Credit Units
Elective Courses	02 Credit Units
Total	**24 Credit Units**

NCE I (100 LEVEL) FIRST SEMESTER

TLS_1 111: HISTORY AND DEVELOPMENT OF THE TIV LANGUAGE (1 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 standardisation efforts of the use of Tiv in the media.

TLS$_1$ 112: TIV GRAMMAR (1 CREDIT) C
Typology and functions of the parts of speech e.g. nouns, pronouns, adjectives, verbs adverbs, particles, determiners, qualifiers, phrases, clauses and sentences, Noun class system etc. 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$_1$ 113: READING SKILLS IN TIV (1 CREDIT) 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-fiction, articles, plays, poems etc., in Tiv

TLS$_1$ 114: TIV WRITTEN AND ORAL LITERATURE (1 CREDIT) C
Introduction to the various genres of Tiv Literature e.g. Tiv Oral Literature such as folk tales, oral songs, riddles, proverbs and children's games as well as pre and post 19th century poetry, prose, 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 I SECOND SEMESTER
TLS$_1$ 121: THE ORTHOGRAPHY OF TIV (1 CREDIT)
The history and development of orthography in Tiv. Tiv orthography and standardization (e.g. selection of Tiv letters, word boundaries, attention to vowel length, etc). Intensive in and out of classroom practicum.

TLS$_1$ 122: METHODOLOGY OF TEACHING TIV I (2 CREDITS) C
An overview of the available syllabus of Tiv in the formal school system; especially in the primary and secondary schools. Basic principles of Tiv L_1 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$_1$ 123: INTRODUCTION TO GENERAL LINGUISTICS (1 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 phonology, morphology, syntax and semantics

NCE II (200 LEVEL) FIRST SEMESTER
TLS$_1$ 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_1 212: METHODOLOGY OF TEACHING TIV II (2 CREDITS) C

Designing, improving, 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 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:

I) Behaviourist Theories
II) Cognitive theories
III) Language Acquisition Device

TLS_1 213: MORPHOLOGY AND SYNTAX OF TIV (2 CREDITS) C

Definition, typology and classification of Tiv morphemes, morphological processes, affixation, word formation, inflection 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 sentences.

NCEII (200 LEVEL) SECOND SEMESTER

TLS_1 221: 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 texts in form of essays, short stories and novels should be treated.

TLS_1 222: TRANSLATION (THEORY AND PRACTCE) (1 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_1 223: 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

TEACHING PRACTICE

NCE III (300 LEVEL) SECOND SEMESTER

TLS_1 321: 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 prose and their relevance to present day Tiv society. Periodic identification of particular works and authors to be selected for study. Practical study (i.e. stage performance of selected plays.) No fewer than five drama texts should be treated.

TLS_1 322: TIV POETRY (2 CREDITS) C

A comparative study of 19th and 20th century Tiv poems 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. Periodic identification of particular works and authors to be selected for study. Practical poetry. No fewer than five drama texts should be treated.

TLS_1 323: TIV CREATIVE WRITING (1 CREDIT) E

The essential elements of creative writing.

The setting, plot, subject matter, theme, character, characterization, point of view, irony, and other literary concepts involved in creative writing. Creative writing in the three main genres of literature- Poetry, prose and drama.

EFIK LANGUAGE L_1 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.

7. OBJECTIVES

In addition to the earlier stated general aims and objectives of teaching Languages, teaching Efik 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 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.

8. 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.

9. 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 Credit 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 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

COURSE CODES	COURSE TITLES	CREDIT UNITS	STATUS
	YEAR 1 – FIRST SEMESTER		
ELS_1 111	History and Development of the Efik Language	2	C
ELS_1 112	Efik Grammar	2	C
$ELS_1$113	Reading skills in Efik	2	C
ELS_1 114	Efik Oral and written Literature	2	C
	TOTAL	**8**	
	NCE1 - SECOND SEMESTER		
ELS_1 121	The orthography of Efik.	2	C
ELS_1 122	Methodology of teaching Efik I	2	C
ELS_1 123	Introduction to General Linguistics.	2	C
	TOTAL	**6**	
	NCE II - FIRST SEMESTER		
ELS_1 211	Phonology of Efik	2	C
ELS_1 212	Methodology of Teaching Efik II	2	C
ELS_1 213	Morphology and Syntax of Efik	2	C
	TOTAL	**6**	
	NCE II - SECOND SEMESTER		
ELS_1 221	Efik Prose	2	C
ELS_1 222	Translation (Theory and Practice)	2	C
ELS_1 223	Efik Composition	2	C
	TOTAL	**5**	
	NCE III – FIRST SEMESTER		
TEACHING PRACTICE			
	SECOND SEMESTER		
ELS_1 321	Efik Drama	2	C
ELS_1 322	Efik Poetry	2	C
ELS_1 323	Efik Dialectology	2	C
	TOTAL	**6**	

SUMMARY

Course Status	Total
Compulsory Courses	32 Credit Units
Elective Courses	00 Credit Units
Total	**32 Credit Units**

NCE 1 (100 LEVEL) FIRST SEMESTER

ELS_1 111 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_1 112 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_1 113 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_1 114 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^{th} 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_1 121 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_1 122 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_1 124 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_1 211 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_1 212 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_1 213 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_1 221 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_1 222 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_1 223 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

TEACHING PRACTICE

NCE III (300 LEVEL) SECOND SEMESTER

ELS_1 321 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_1 322 EFIK POETRY (2 CREDITS) C

A comparative study of 19^{th} and 20^{th} 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_1 323 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_1 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 Credit Units
	Total	=	**118 Credit Units**

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

COURSE CODES	COURSE TITLES	CREDIT UNITS	STATUS
	YEAR 1 – FIRST SEMESTER		
NLS_1 111	History and Development of the Nupe Language	2	C
NLS_1 112	Nupe Grammar	2	C
$NLS_1$113	Reading skills in Nupe	2	C
NLS_1 114	Nupe Oral and written Literature	2	C
	TOTAL	**8**	
	NCE1 - SECOND SEMESTER		
NLS_1 121	The orthography of Nupe.	2	C
NLS_1 122	Methodology of teaching Nupe I	2	C
NLS_1 123	Introduction to General Linguistics.	2	C
	TOTAL	**6**	
	NCE II - FIRST SEMESTER		
NLS_1 211	Phonology of Nupe	2	C
NLS_1 212	Methodology of Teaching Nupe II	2	C
NLS_1 213	Morphology and Syntax of Nupe	2	C
	TOTAL	**6**	
	NCE II - SECOND SEMESTER		
NLS_1 221	Nupe Prose	2	C
NLS_1 222	Translation (Theory and Practice)	2	C
NLS_1 223	Nupe Composition	2	C
	TOTAL	**6**	
	NCE III – FIRST SEMESTER		
TEACHING PRACTICE			
	SECOND SEMESTER		
NLS_1 321	Nupe Drama	2	C
NLS_1 322	Nupe Poetry	2	C
NLS_1 323	Nupe Dialectology	2	C
	TOTAL	**6**	

SUMMARY

Course Status	Total
Compulsory Courses	32 Credit Units
Elective Courses	00 Credit Units
Total	**32 Credit Units**

NCE $_1$ (100 LEVEL) FIRST SEMESTER

NLS_1 111 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_1 112 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_1 113 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_1 114 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 19th 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_1 121 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_1 122 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_1 124 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_1 211 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_1 212 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_1 213 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_1 221 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_1 222 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_1 223 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

TEACHING PRACTICE

NCE III (300 LEVEL) SECOND SEMESTER

NLS_1 321 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_1 322 NUPE POETRY (2 CREDITS) C

A comparative study of 19^{th} and 20^{th} 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_1 323 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.