

TOWARDS EFFECTIVE TEACHING OF HAUSA LANGUAGE IN THE UNIVERSAL BASIC EDUCATION PROGRAMME

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Abstract

The paper outlines strategies for effective teaching of Hausa language at primary and junior secondary school levels or the nine-year programme. Specifically, the paper touches on various methods of teaching, listening, speaking, reading and writing which are the most important to language learning.

Introduction

The purpose of this paper is to discuss various ways/methods of Teaching Nigerian Languages in general with particular reference to Hausa Language in relation to the Universal Basic Education (U.B.E) programme.

The Universal Basic Education is a nine-year basic educational programme, which was launched and executed by the government and people of the Federal Republic of Nigeria to eradicate illiteracy, ignorance and poverty as well as to stimulate and accelerate national development, political consciousness and national integration (U.B.E. Act, 2004).

The Concept of Methodology

Methodology simply means ways of doing something, more especially according to defined plan. In teaching, method means a process or ways in which a teacher passes information to his students (higher level) or pupils (lower level). It is a means of instruction and must be according to the ways in which all aims and objectives of teaching/learning can be achieved. The method could be deductive or inductive in nature. Discovery, inquiry, problem solving, field trips, demonstration, games, dramatization could be employed in as much the process of learning is being facilitated.

Hausa Language Teaching Methodology

Hausa Language is spoken largely in Niger, Nigeria, Ghana and some other African Countries.

In view of this, the Hausa language is used as the medium of instruction in the Primary School as UN spelt out by the National Policy on Education (NPE) thus: "... the medium of instruction in the primary school is initially the mother tongue (MT) or the language of the immediate community and, at a later stage English" (NPE, 2004).

With this, the Hausa Language can be used to teach as medium of instruction at primary school as mother tongue (L₁) because these are orthography and literature used for teaching the language as stated in the NPE.

"The language of the environment shall be taught as (L₁) where it has orthography and literature. Where it does not have, it shall be taught with emphasis on oralcy as a Second Language (L₂) (NPE 2004:19).

Listening and Speaking Skills

Listening

Listening skills is the first and most basic language skill. It serves as the doorstep, which leads to meaningful understanding of language. Bellows states that:

"... we learnt our first language through speech; anyone who learns second language through speech finds that he has much of the experience and skill, and the same quality of mind, to help him learn a second language in the same way" (Billows, F.L. 1961:20).

Listening is a process of gathering basic information about a language, because it involves the ability to recognize, process and interpret spoken symbols. It also involves listeners ability to recognize and evaluate what he has heard, with a view to fusing what is accepted into one's way of life.

The main objectives for listening is for the listener to discover and identify sounds, tones/stress, intonation and phonetic symbol e.g. in Hausa <3>, r\, n, /, \, A, etc.

The teacher may adopt the following principles:

- a. Recorded cassette can be used to supplement teacher's voice and likewise children's voice.
- b. Group pupils according to the sounds of their names. They get excited when they are grouped practically and are asked to say their names.
- c. Identify words that rhyme; this is a good exercise for learning to listen. It makes the child to see similarities in the sounds of words. The child should therefore be exposed to rhymes to foster listening skills. E.g.

Gado, Gado, Gado Fara,

Fara. Fara

- d. Identify incorrect sounds and from the pupils speeches, the teacher then writes them on the board along with the correct ones, the pupils are the drilled on the correct ones to avoid mistakes.
- e. Recorded materials are useful for listening to dialogues, interviews, discussions, etc. where there is more than one person - speaking.
- f. The Teacher can make use of a radio or a television to his advantage when carrying out children's programme.
- g. A child learning a new language has to hear a lot of its meaningful contexts from adults around him. This will enable the child to discriminate between the sound and associate a word or group of words to a particular thing or action.

Speaking

We produce sounds when we talk as such the skill of sound production which entails talking is called speaking, we speak to express ourselves by communicating, narrating, describing, reporting, presenting or expressing thoughts, emotions, feelings and ideas about something to someone else.

Speaking is the natural way in which every speaking child acquires to understand his mother tongue and in school, therefore get the pupils to really communicate with one another effectively.

For the mother tongue, the teacher should involve the following techniques in teaching speaking to his pupils.

- a. Almost all the techniques discussed in listening skills are applicable to speaking skills;
- b. The teacher should introduce activities such as naming of objects, conversation, debating, naming of colours, word games, description of pictures, dialogue, recitation, in prompt speeches, description short poems, pronunciation games, group discussion, non-verbal communication, etc.

Byrne (1974) suggested the following for effective teaching of listening and speaking:

1. Development of correct oral responses through imitation and through varied and meaningful drills;
2. Development of good pronunciation habits through sound, stress and intonation practice and use of phonetic transcription.
3. Development of oral fluency through various activities; dialogues dramatization and language games.
4. Correction and-errors, and practice in blackboard drawing.

Reading and Writing Skills

Reading Skills

Reading is an important aspect of spoken language. It can be seen as passing eye through printed materials in order to understand or evaluate a meaning to what is being read. In teaching reading, the mother tongue teacher should consider the physical, psychological, educational and even cultural background of the learner (Hill & Dobbyn, 1977).

The bad motivation for teaching to read what something say: pupils may see and be curious to know the sound and meaning of

I. Teach and get them to hear the recognizing them when you point to one after another, at random:

Alamun dokokin hanya: Tsaya, vvuice, saurara Ba a shiga, bude. shiga, rufe Yaro, Yarinya, Yara, Mace.
Namiji

II. Use of Flash Card: for some words to be read, or alphabets by showing to pupils (look and say method) but you should not spend a lot of time on this:

(A) (Z) (SH) (M) (R)

III. Group of sound-symbol correspondence which is the basis of a lesson from regular to less regular spelling.

[d3] [J] Misali: Ja, Jawur, Jakara

(<H [F] Misali: Fari, Fata, Fara

(^JJ [Fyl Misali: Fya, Fyace, Fyade.

IV. The teacher shall treat regular alphabets (Harrufa) before irregular alphabets (kwayoyin sauti).

Haniffan Hausa:

[a aa v c d x e ee f fy g gy gw h I ii j k q ky qy kw qw I m n n n o oo r s sh t ts u uu w y y, z ai an ui] 45 Karin sauti: /sama \qasa A Faxau Kwayoyin Sauti:

a aa b v ts d x e ee <D <l>j g gj gw h I ii d3 k k kj kj k kw I m m n no oo r r s sh t s' u uu w j ?j ? m| 48 Karin sauti: /sama \qasa A Faxau

V. The teacher shall display different letters with the same sound e.g.

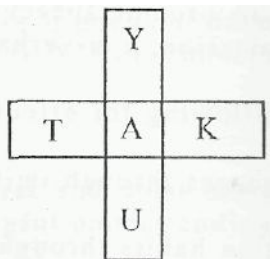
Kalli - Fadi = sha in sha — nashasha

Ts in tsa - tsatsa

A in za - Alawa

B in ba - Baba

VI. Simple drilling of different vowel letters can be made by putting two holes in a large sheet at cardlieard and writing a consonant on each side of them; e.g.



VII. Encourage rapid: Silent reading for comprehension for you to check if your pupils, move their lips when they are reading their mother tongue and if yes, you ask them to hold a pencil between their lips because it seriously affects silent reading.

Writing Skills

Writing is the representation of ideas in a written form. It is the oral form of the language expressed in print and symbol for communication purposes.

For writing method, the prints style of writing is probably the most satisfactory for pupils to acquire their mother tongue (MT), followed by joined-up writing, when they

have learned to print well.

Stage One

- a) Print style a b e d
- b) Joined-up a a ab bb be cc cd dd

While treating the above two methods, the needs to find out which pupils are left-handed and right-handed, and the writing lessons should therefore, not last very long, but they should happen regularly.

Stage Two

The teacher can review the previous group of letters taught and regroup them viz:

- Group - i L, M, R Group -
- 2 H, N, D, etc.

Stage Three

After individual letters have been mastered; the teacher will need several lessons to help his pupils join them up by teaching combinations of two letters: aa
ab bb be cc cd etc.

Stage Four

Writing and carrying of simple words from the black board:

Rai	Baba	Laraba	Botorami	Yarjejeniya
So	Mama	Talatu	Larabawa	Maraqisiyya
Sha	Kaka	Tambari	Markaxaxxe	Turereniya

Stage Five

Dictation of some work which will give the pupils drill in the different spellings of the } ui, in, ai, au] sounds using words like.

- Guiwa** **Tauri Tsattsafa**
- Kuiya Fai fai** **Sasshaka**
- Kui biTsauro** **Mammatse**

Stage Six

Skeleton Compositions

Give or write a sample Ten Line Story which would interest a group of Eleven year old pupils underline ten or fifteen words in which you would give as a skeleton f o r a composition:

Skeleton Compositions should have noun, verb, adjective, advert, etc.
e.g. Ado-----Tafi.....Sayo Katifa-----Kasuwa

Ado ya tafi ya sayo katifa a kasuwa

Stage Seven

Division in paragraph should be shown also punctuation such as [. , ; : - / ? !

() [] II"].

Stage Eight

Picture and outline compositions. For picture compositions — you select a picture for the lesson and see if the story can be told within the vocabulary, idioms, grammatical structures which the class knows. Then you set questions for oral preparation used and think of problems likely to arise during the story telling. For an outline - this can

be fully one or slight one because some pupils prefer more freedom on outline than others. Then, the writes up on the blackboard only the main points of the outline.

Finally, all methods explained here are not conclusive; the teacher could initiate other classroom situation in order to have an effective lesson in his class.

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