

**TEACHERS' EXPERIENCES OF
USING YORUBA AS A MEDIUM OF
INSTRUCTION IN PRIMARY CLASSES:
IMPLICATIONS FOR LEARNING**

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2012

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IMPLICATIONS FOR LEARNING**

by

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Submitted in partial fulfillment of the requirements for the degree

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*I dedicate this PhD thesis to my late father
Emmanuel Adebayo Abidogun,
whose ambition before his death was to give the best
education to all his children, including me.*

*Though you have passed on,
the legacy you left behind still stands.*

*I am very proud to have come
to this world through you.*

You are greatly appreciated.

May your soul rest in perfect peace.

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CASE STUDY SCHOOL A



INSTRUCTIONAL MATERIAL FOR TEACHING ALPHABETS IN YORUBA



The Yoruba song below is usually sung to encourage learners to work hard in their studies to achieve academic excellence and be proud. However, if they do not study hard, they should be ready to face the consequences.

BATA RE ADUN KO KO KA

Bata re adun ko ko ka

Bata re adun ko ko ka

Bi o ba kawē re

Baba e adun ko ko ka

Bi ooo ba kawē re

Bata re adun

Perereee ni le

---oOo---

DECLARATION OF ORIGINALITY

DECLARATION OF LANGUAGE EDITING



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by Babajide Gboyega Abidogun

- Has been edited for language correctness and spelling.
- Has been edited for consistency (repetition, long sentences, logical flow)
- Has been checked for completeness of list of references and cited authors.

No changes have been made to the document's substance and structure (nature of academic content and argument in the discipline, chapter and section structure and headings, order and balance of content, referencing style and quality).

HESTER VAN DER WALT



ABSTRACT

Yoruba is one of the three major languages recognised by the government of Nigeria as a medium of instruction at school. It is the language of the people living in the Southwestern part of Nigeria. As part of the Nigerian government's responsibility to promote indigenous language as a medium of instruction in schools, the National Policy on Education (FGN, 2004) stipulates that the first three years of primary education should be taught in learners' mother tongue. This study was aimed at investigating how teachers experience the use of Yoruba as a medium of instruction in primary classes. Furthermore, the study wanted to determine if these experiences promote learning or not.

The study was qualitative in nature and made use of a case study research design. Ten teachers participated in the study and two primary schools were purposively selected. Teachers were interviewed and observed during teaching to determine how they experienced the teaching of Yoruba in primary classes.

The study was premised on the theoretical framework and related concepts which included the two schools of thought that argue for and against the use of mother tongue in teaching and learning. Concepts of culture, lived experiences and funds of knowledge were also examined from this perspective. The theories of identity and empowerment were examined to support the study.

The data were analysed through themes which were categorised into subdivisions. From these themes and categories two main groups emerged, namely a positive and negative group. The positive group outweighed the negative group. Teachers were passionate about Yoruba through their identification with the language in the way they dressed and styled their hair. They transmitted the values in the language to learners through songs, riddles, rhymes, proverbs and excursions to traditional places.

In conclusion, the teacher as the facilitator of knowledge was examined through interview and observation. The results revealed that primary school teachers used in the study experienced many challenges while using Yoruba as a medium of instruction in schools but despite these challenges, they were able to teach Yoruba effectively.

It is recommended that the training of indigenous language teachers need to be intensified and encouraged. The government should provide enough policy documents for schools for teachers to understand the stipulations regarding the use of the mother tongue as a medium of instruction in the document and be up to date. The government should also embark on the production of relevant textbooks in indigenous languages for teaching in primary schools in Nigeria.

KEY WORDS

- First and second language
- Home language
- Language of learning and teaching
- Language of the immediate environment
- Medium of Instruction
- Mother tongue education
- Primary classes
- Teachers' experiences
- Teaching and learning
- Yoruba

LIST OF ACRONYMS AND ABBREVIATIONS

BEP	Bilingual Education Policy
CRC	Convention on the Right of the Child
DOE	Department of Education
EFA	Education For All
FGN	Federal Government of Nigeria
IB	International Baccalaureate
ICT	Information and Communication Technology
IRA	International Reading Association
LANGTAG	Language Plan Task Group
LGEA	Local Government Education Authority
NCC	National Curriculum Conference
NCE	National Council on Education
NERDC	Nigerian Educational Research and Development Council
NINLAN	National Institute for Nigerian Languages
NPE	National Policy on Education
PANSALB	Pan South African Language Board
RNCS	Revised National Curriculum Statement
SAPA	Situation and Policy Analysis of Basic Education
SIL	Summer Institute of Linguistics
SUBEB	State Universal Basic Education Board
UN	United Nations
UNESCO	United Nation Education and Scientific Organisation

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