

NTI NGO STUDY CENTRE

CYCLE 2: LECTURES OF OBOLO LANGUAGE METHODOLOGIES FOR TEACHING-READING OBOLO

Four basic methods are used for teaching – reading Obolo. These include:-

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|------------------------------|--------------------------------|
| A. Look-and-see | -> Telling from pictures |
| B. Big story | -> Practice reading |
| C. Language experience story | -> story from Pupil experience |
| D. Phonic | -> Sound method |

A. LOOK-AND –SEE: A method which tells word from pictures. It is used for immediate recognition of words, without knowledge of letters and sounds in it – no spelling.

AIO, Part1, for Basic one, used this method. In addition, some letters are Taught from these words, e.g. a, e, i, o, u, (n)?

B. BIG STORY: A short story teaching an experience on a topic. This method used the language experience approach, but without real and exciting experience. IOOI used the ‘Big’ story approach, with Pre-reading and LES.

- 1ST, Big discussion on the topic i.e. Pre-reading/LES
- Teacher reads the Big story 2x pointing.
- Class + teacher read simultaneously.
- Repeated reading with prompting by the teacher
- Comprehensive questions.

C. LANGUAGE EXPERIENCE STORY: Employs the language experience approach to teach reading and writing. In this Method, the Pupil is led through an exciting experience; he tells the experience while the teacher writes it down. This method teaches aspects of writing and composition at the same time with reading.

In the process of teaching the pupils see clearly the connection between writing and speaking because what they say is written out and the connection between writing and reading because they are reading the text they together as a class composed.

LES method is used throughout Primary School Program from Basic 1 – 6.

In the last term of Basic one, LES method is also used apart from the reader. This is not graded reading texts and cannot be read completely accurately by the pupils independently, because they do not first learn all the words or all the letters/sounds in these texts. Yet the texts are easy to read because the content is known; there is nothing new in it, because they are composed by the

pupils themselves and written from their personal experience. It is their own words written down by the teacher.

IOOI used whole language approach with Big Story and LES.

NB

ASPECTS OF LANGUAGE

Speaking, Listening, Writing and Reading. *Speaking is to Listening, as writing is to reading.

PHONIC METHOD:

Phone means sound. Phonic is a method of teaching reading and writing. The method is built on the belief that if you know the letters and the sounds they represent then you can put them together and know the word.

The method starts by teaching the letters of the language and their Sounds, not the order of the alphabet. (These can be taught later, anytime convenient).

Then the letters are put together to form syllables or 2 – letter Words. Then 3 – letter words or syllables. Then these syllables are used to build longer words.

Each syllable and word is known by blending the sounds of the letters together. This is not an easy task, but if a pupil masters it, he/she will be able to read any word, even words that he/she has never seen before.

The teachers, who believe that spelling is the necessary thing to learn for a person to be able to read, are the ones who will support the use of Phonic method. (Notes, it is the Sound that is taught, not the name of the letter.)

In Obolo words can indeed be known from blending sounds/letters to syllables and syllables into words, which is hardly so in English, except for 3-letter words - one syllable words. Obolo Language is written entirely according to its sounds, almost phonetically. (This is unlike English, which has been written for ± 10 centuries and the spoken language has changed enormously over time, while the written form has changed only little.)

When teaching reading in English, Phonic method is most useful for teaching one-syllable words, and consonant sounds. But in obolo it is good throughout. In obolo each letter represents only one sound, unlike English where ‘a’ can sound /æ/ /a/ /ei/ i.e. 3 ways! ‘i’ can sound /ai/ /i/ etc.

In obolo ‘a’ is /a/
 ‘i’ is /i/
 ‘e’ is / /
 ‘o’ is /o/
 ‘o’ is / /

A know reader for English, using phonics method is “(the Queen Premier). Though it is old, many teachers around the world, still prefer phonic method of teaching reading and writing because it makes the learner Independent. (He can read words he has never seen before, as long as he has known the letters in that word).

A Example of phonic method is in AIO Part 2 and IOOI Eyi Ayaya, the side with the boxes (Right hand page).

Obolo – AIO, IOOI

a b c h d e f g gb gw i j
k kp kw l m n nw ny ñ o o
p r s t u w y

(Learn to make the sounds.
Some
are with voice and some are
voice-less.

t	T
---	---

t	t	t
ta	tu	to

i	o	u	î
ito	out	uta	îto

Uta me out ibo

English – Queen Premier

a b c ch d e f g h i j
k l m n o p q r s sh t th
u v w x y z

at	am	an	as
on	ox	of	or

a	at	cat
a	af	cat

at	rat	sat	pat
cat	fat	mat	that

A fat cat

A fat cat sat

A fat cat sat on a mat

Know that in obolo words can indeed be known from blending sounds/letters to syllables and syllables into words which is hardly so in English, except for 3-letter words. E.g. the letters/sounds ‘k’ and ‘a’ -> ka.

//t, and a -> ta //t and u -> tu

Eg. The syllables ‘a’ and ‘ka’ and ‘si’ -> a-ka-si
Akasi

‘o’ and ‘tu’ -> o-tu
otu

‘a’ and ‘ta’ -> a-ta
ata

‘u’ and the same ‘ta’ -> u-ta
etc.

u and ka -> u-ka
 uka
 î and ka -> î-ka
 îka
 o and ka -> o-ka
 oka

In English – This only works perfectly for very short, 1- syllable – words e.g.

i and n -> in
 a and t -> at

 m and at -> mat
 s and at -> sat
 f and at -> fat
 c and at -> cat etc.

Also W and in -> win
 S and in -> sin
 P and in -> pin
 Win and k -> wink
 Sin and k -> sink
 Pin and k -> Pink

But what about the sounds of the letters in “the”
 //”teacher”//”who”//”believe”//”learn”// “come”// etc.

PHONIC AND LANGUAGE EXPERIENCE APPROACH

These two methods approach reading in two completely different ways. They don't go together at all; each is taught separately. The only thing that connects them is the topic or theme. For instance, in the week that there is LES and a Big story about ‘Ukøøk’, there is also a phonic lesson where lengthened øø is taught from the word ‘Ukøøk’. The graded small text that follows is also on the same topic.

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