

# **REPORT OF OBOLO COURSE IN THE NTI PROGRAMME, NGO STUDY CENTRE**

## **INTRODUCTION**

Following the drive to promote and sustain the teaching and learning of Obolo in the Obolo primary schools, even up to the UBE secondary; the Centre Supervisor of the NTI, Ngo Study Centre deemed it necessary to include the subject in their curriculum as a compulsory subject. He therefore approached the Obolo Language and Bible Translation Project to design and teach an Obolo Language Course for Cycle 2 (2<sup>nd</sup> semester) to prepare the students to teach Obolo during their first Teaching Practice. He also asked them to prepare an introductory course for Cycle 1. All of these were to be used for the first time during the 2<sup>nd</sup> semester in 2011. The plan was to gradually expand the curriculum to cover all the 4 cycles.

## **STRATEGY AND TARGET**

A series of lessons was selected as deemed fit for Cycles 2, (2<sup>nd</sup> semester) as follows:

1. Reading and Writing Obolo.
2. Reading practices.
3. The use of Lesson Notes.
4. The use of Teaching Aids.
5. The use of scheme & materials.
6. The importance of reading & writing in the local language-Obolo.
7. Demonstration LES
8. Demonstration Big Story
9. Demonstration teaching pattern for Ikpa Obolo Oso Iba (and Adasi Ikpa Obolo, part II).
10. Microteachings.

For Cycle 1:

Reading practice

Reading and Writing Obolo lessons.

We planned the reading practice (no. 2) in groups of 20 students in 5 classrooms simultaneously, with one Resource Person each.

We planned the microteachings (no. 10) in ten classrooms, with one RP each, to meet up with the very high population of the students. Then we expected about 80 indigenous students (cycle 2). Plans were made to cover at least for five weeks, which was the original duration for the entire NTI teaching programme.

## **ACHIEVEMENTS**

The course started on Monday 29<sup>th</sup> August, 2011 and ran through Friday 16<sup>th</sup> September, 2011; precisely three weeks. We had 120 students in Cycle 1 and 110 in Cycle 2, and most of them were really very interested in the course. Although, the population was very high and the period at hand was also respectively very short, we presented all the lectures proposed for the period, except one, namely 'the use of scheme' in Cycle 2. We did few reading practices and were able to do all the Demonstrations for Cycle 2.

Also for Cycle 2, microteaching was done on teaching Ikpa Obolo Oso Iba. Ninety students participated. Among them, seven did very well, and forty-three were considered. Quite a good number of the students in Cycle 2 also prepared good teaching aids. It shows they are really creative and will eventually cope with teaching technology.

We consider this course a success since it is only the first attempt. The limitations are outlined below under observations and problems. We believe these are only minor issues which will be easily taken care of.

### **FUNDING:**

The entire programme was sponsored by the OLBTP against the earlier intention, and it was really very difficult due to the financial state of the office. It is needful to note that up to the sum of N11, 600 (Eleven Thousand and Six Hundred Naira only) was spent for the course, mostly on transport and refreshments for Resource Persons. This does not include any allowances for Resource Persons, which they will need in order to continue to put in this effort.

### **OBSERVATIONS AND PROBLEMS**

1. The period of teaching was rather too short due to the fact that the NTI administration did not give the timetable to the Coordinators of Obolo Course until one week of teaching had passed! Then only 3 weeks were left for Obolo language teaching (instead of the 5 weeks planned for).
2. We did not get the 5 rooms we had requested for Reading Practice to be done in groups of about 20 students only. Consequently, the students didn't get enough reading practice. With over 100 students in a class, it is impossible for everyone to get a turn. There was also no evaluation of their reading ability.
3. For the Microteaching, we would have needed 10 R.P.s, but we had only five.
4. Also, the five classrooms, which were needed for the microteaching, were only discovered at the eleventh hour. Hence, there was only a microteaching of Ikpa Obolo Oso Iba, while Microteachings on the Big Story were not done.
5. The lecture on 'the use of scheme' was not presented due to the untimely absence of the RP, who as a Lecturer of the NTI, he was occupied with the teaching of other subjects and traveled during the period.
6. No funds were made available by the NTI program. (See above)
7. Most of the students could not buy materials and seemed to be less serious. Obolo Course was to them the last resort..

### **COMMENDATION:**

We are delighted that Mr. I.A. Etete, the Supervisor of the N.T.I. Study Centre Ngo, is taking pains to establish the teaching of Obolo Language in the centre. We are glad for this opportunity given to OLBTP to co-operate with the centre and help them to establish the teaching of this subject.

We wish to commend the efforts of all the RPs that actually created chances to participate in the exercise.

### **RECOMMENDATIONS:**

Based on the above observations/problems, I wish to recommend as follows:-

1. The NTI timetable should be readily available to OLBTP well before the period of the course.
2. The NTI Administration should take the course serious and promote the Obolo Course as much as possible. They should be the first motivator of the students towards the course.
3. The NTI Administration and OLBTP should reach an agreement on the funding. Obolo Resource Persons should be given some remuneration and students' Obolo books and handouts should be included in their fees.
4. Our Exams should go hand in hand with the NTI Kaduna Exams.

5. Since the teaching of Local Language is a matter of national concern, the NTI Administration should send a report on the Obolo Course to Kaduna and seek to discuss with them how the teaching of this local language would best be included in the curriculum. Their recognition of the validity of this subject is very important for the students.
6. OLBTP should intensify her effort to make sure that curriculum is developed for the full 4 cycles. These should be synchronized with the existing curriculum of the NTI, especially for the teaching of methodology for teaching English Language in P.E.S.
7. That the Obolo R.P.s should be alert as to respond very promptly when the need arises. OLBTP will need to groom more Resource Persons from the immediate environment who will make themselves available during the contact sessions. (Unfortunately several of our R.P.s on this landmass have enrolled for sandwich programs).
8. Obolo Language resource materials should be made available to RPs before time.

We thank God for creating this opportunity for us to channel our training. This is a step in the right direction to achieve permanent literacy for all pupils in our primary schools.