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- 1 -

SCHOOLS IN THE AREA UNDER REVIEW

PRIMARY SCHOOLS:

1. Akropong Presbyterian
2. Akropong Demonstration
3. Akropong Methodist
4. Abiriw Presbyterian
5. Dawu Presbyterian

MIDDLE SCHOOLS:

6. Akropong Presbyterian Boys'
7. Akropong Presbyterian Girls'
8. Akropong Demonstration Mixed
9. Abiriw Presbyterian Mixed
10. Dawu Presbyterian Mixed.

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A Brief Summary of the State of Affairs in
Language Teaching and Language Learning in
the Primary Schools under review.

In the Primary Schools under review children enter school at the age of six. On the whole, by the time they enter school they have not had any previous instruction in reading and writing. At the Akropong Demonstration Primary School I was told by the class teacher of Class One that of the 40 new entrants he had in January 1958, ten had had previous instruction in reading and writing. Most of this number (7) were the children of teachers and the rest (3) were children who had been through the local Day Nursery. The Headmaster of the Demonstration Primary School confirmed the class teacher's remark that the children of teachers would enter the school with a fair ability to read and write. However, the majority of the children do not acquire the skill of print recognition until the middle of their second term at school. At this stage they are able to recognise print other than what is in their readers.

In all the schools the pupils first learn to write the print hand. Officially they are expected to be introduced to joined script in Class 4 but it is in Class 5 that joined script is introduced in stages. The pupils do not learn to write the cursive hand in the Primary School.

The pupils are able to read silently with understanding at the age of 8+ i.e. when they get to Class 3. At this stage

they have one official supplementary reader for the year, but even this is treated not as a supplementary reader but as a second class reader. Besides this there is not much for the pupils to read on their own. In some of the schools the pupils are persuaded to buy "Akwansosem" which is a fortnightly paper in Akuapem Twi, published by the Vernacular Literature Bureau.

The techniques employed in the teaching of Spoken Twi include language games, picture description, story-telling, conversations, simple rhymes and tongue-twisters, dramatisation and sentence construction exercises.

The uses of words are taught through model sentences, sentence construction and context study. Vocabulary is built up through word drill - adding prefixes and suffixes (nouns), through substitutions (synonyms) and opposites (antonyms).

There is no formal grammar teaching; the grammar topics are introduced through sentence construction. In sentence construction the teacher makes a model sentence, draws attention to the new structure and then invites similar sentences from the class. Sometimes the children build sentences from substitution tables. Sometimes they are asked to fill in blanks or construct sentences with given words or phrases. Sometimes they are asked to complete sentences by supplying adjectives or adverbs, etc.

The comprehension exercises may be oral or written. The children are given a passage to read silently. Then questions on the piece read are put by the teacher or the pupils.

Occasionally they write down answers to questions written up on the blackboard.

Comprehension is based on the prescribed reader. Vocabulary, grammar and structure tests include filling in blanks with suitable words or phrases and forming sentences with given nouns, adjectives, adverbs, etc. changing the verb of a sentence from one form to another, or from positive to negative, etc.

Training pupils to write continuous composition, even in a very simple form, is delayed until they enter Primary 5. The Ministry's syllabus envisages free composition in the Lower Primary, which is sound educational practice.

There is no apparent integration of the teaching of Twi and the teaching of English. On the whole the two courses seem to be running along parallel lines.

While some Headmasters think that the time-table allocation for Twi is satisfactory, others think that it has been cut to the minimum and cannot cope with the content of the syllabus.

ALLOCATION OF PERIODS (Primary Schools)

The allocation of vernacular periods suggested in the schemes are as follows:-

<u>CLASS 1</u> (12)	Speech	5
	Reading	3
	Writing	3
	Story and Drama	2
<u>CLASS 2.</u> (12)	Speech	5
	Reading	3
	Written Work	2
	Story and Drama	2
<u>CLASS 3</u> (10)	Speech	4
	Reading	3
	Writing	2
	Story and Drama	1
CLASS 4(8)	Speech	2
	Reading	3
	Written Work	3
CLASS 5 (8)	Speech	2
	Reading	3
	Written Work	3
<u>CLASS 6</u> (8)	Speech	2
	Reading	3
	Written Work	3

The duration of a period is 25-30 minutes.

This allocation is reasonably good because the teacher can use it giving the pupils a command of their mother tongue which will serve as a basis for proficient work in English as a second language.

But since January 1958 this allocation of periods has been amended as follows:-

CLASSES 1 & 2:

Conversation	1 x 20 = 20 minutes
Reading	3 x 20 = 60 "
Story and Drama	1 x 30 = <u>30</u> "
Total	= <u>110</u> "

CLASS 3

Conversation	1 x 20 = 20 minutes
Reading	3 x 20 = 60 "
Oral Composition	1 x 30 = 30 "
Written "	1 x 25 = 25 "
Story and Drama	1 x 30 = <u>30</u> "
Total	= <u>165</u> "

UPPER PRIMARY (Classes 4-6)

Reading	2 x 30) = 85 minutes 1 x 25)
Oral Composition	1 x 30 = 30 "
Written "	1 x 30 = 30 "
Story and Drama	1 x 25 = <u>25</u> "
Total	= <u>170</u> "

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Curriculum Analysis

Lower Primary.

Assembly	75
Registration	50
Playtime	200
Physical Education/ Hygiene/Games	120
Religious Instruction	150
Vernacular	110
English	300
Writing	75
Arithmetic	150
Nature Study/ Gardening	60
Centre of Interest	55
Art and Handwork	<u>105</u>

Upper Primary

Assembly	75
Registration	50
Playtime	150
Physical Education/ Hygiene/Games	145
Religious Instruction	150
Vernacular	170
English	390

Writing	75
Arithmetic	150
Nature Study/ Gardening	60
History/Geography/ Centre of Interest	105
Music	30
Art and Handwork or Needlework	80

The new allocation of periods is the result of the Ministry of Education's policy to intensify the teaching of English. The English periods have been increased at the expense of those devoted to the study ^{of} ~~the~~ local languages. As far as the mother tongue is concerned I am of the opinion that the allocation is not satisfactory. Some people think that when the children come to school they already know their mother tongue and so need very little instruction in it. This is a misconception. Training in the mother tongue is required to consolidate and extend the child's purely oral language background. Besides, good language teaching of the mother tongue means that the language skills are more easily transferred to a second language.

If the English periods must be increased to ensure more proficiency in that language I do not think they should be increased at the expense of training in the use of the pupil's mother tongue. Perhaps a revision of the curriculum to exclude such subjects as Nature Study, Gardening and Centre of Interest is the solution. These could be safely postponed until the child reaches Primary 4.

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A CRITICAL EVALUATION OF THE MINISTRY OF EDUCATION'S
VERNACULAR SCHEME FOR PRIMARY SCHOOLS

SPEECH

1. The speech work for Class 1 is a little vague as far as training in speech sounds is concerned. I would include definite training in speech sounds in the speech work for Class 1 because many children have some difficulty in making
- (a) single consonant sounds such as k, s, r, d, t. etc.
 - (b) the digraphs, e.g. hw, dw, gy, kw, etc.
 - (c) the assimilation of consonants, e.g. ngy - nny.

READING

2. The scheme suggests the use of the phonic method in teaching the mechanics of reading. The phonic method of teaching reading to a large extent accounts for the slow speed at which both children and adults read silently and the jerkiness and bad phrasing in children's oral reading. *Sug.??*
3. Happily the scheme envisages a good deal of supplementary reading.

WRITING

4. Joined script is introduced in Class 3 but for the rest of the Primary School course the children continue to write joined script. I would suggest a development of the joined script into cursive handwriting before the end of the primary course.

SENTENCE CONSTRUCTION

5. There is not adequate emphasis on sentence construction exercises in the scheme. But sentence construction exercises are a very important feature of language learning and a basis for both oral and written work.

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SPELLING AND DICTATION

6. In the scheme each class has Spelling and Dictation. But Dictation is no longer used in teaching the mother tongue. There is not a single reference to dictation in Watts: "Language and the Mental Development of Children." The following is what D. Benzie says about spelling in his book "Learning Our Language":

"You may have asked yourself before now why in some years (classes) no lessons on spelling have been prescribed. It may be that in your language your pupils may not need much time for spelling. The English language is not spelt very consistently. But many African languages are spelt consistently and phonetically. In such languages we do not need nearly so much time for spelling as we should need for English spelling. If word-building is well taught in the first year or two, spelling will give almost no further trouble in a language spelt phonetically.

" If you find it necessary to give spelling lessons they should be in short periods of about ten minutes. A full period of thirty or more minutes on spelling loses much of its value by being too long. These short-period lessons can be taken during either a reading or composition period. They should contain both oral and written spelling exercises. It is important to notice that the dictation lesson, once so popular, is not now thought to be of so great a value."

The use of Spelling and Dictation in Ghana for teaching the mother tongue is a survival of out-moded techniques of language teaching brought from Europe long ago. In the teaching of a foreign language which the pupil hears spoken only in the classroom there is a case for dictation.

DRAMATISATION

There is a complete absence of dramatisation from the schemes for the upper primary classes. It is difficult to find a reason for the dropping of drama from the upper classes of the Primary School. If I were to draw up a scheme I would make drama an important feature.

TWI IN THE MIDDLE SCHOOL

The Middle Schools in the area under review follow schemes jointly prepared in 1940 by Mr. C. A. Akrofi and Mr. E. O. Koranteng. The scheme for each class comprises the following:

- Reading,
- Proverbs,
- Oral Composition,
- Written Composition,
- Grammar,
- Culture and Customs

The scheme envisages close association between Grammar and Reading.

FORM I

READING: Okunini Aggrey

- Amoadu
- Akanfoo Nnwom
- Twi Bible.

PROVERBS: Discussion and explanation

- Sources: Ashanti Proverbs - Rattray.
- Twi Proverbs - Adaye & Rapp
- Christaller's Collection of Twi Proverbs.

GRAMMAR: 1. A detailed study of Nouns. Sections 18-31.

- 2. Pronouns, 32-42.
- 3. Twi Verbs, 52-57.

ORAL COMPOSITION:

1. Folk-tales,
2. Simple stories from Ghana history.
3. Autobiography,
4. Description of familiar objects, e.g.
A native hut; a bird's trap; a native drum;
a canoe; my school.

WRITTEN COMPOSITION:

Narrative: A visit to a big town

Description: The rainy season; the harmattan; the palm tree; the silk cotton tree; the elephant; the hawk.

Exposition: snail-picking

Letter-writing:

CULTURE AND CUSTOMS: Greetings and Responses.

FORM II

READING: Fa Adwene
 Ohene Khama
 The Twi Bible.

PROVERBS: Discussion and explanation.

GRAMMAR: Twi Verb, Sections 66-74.

The structure of the Simple Sentence, 97-107.

ORAL COMPOSITION: My House; A day in the life of my father;
 My Friend; A Fetish Dance; A State Council meeting;
 the making of a native hut; Fishing.

WRITTEN COMPOSITION: The preparation of a native dish; A Ghana Forest; a chief's palace; a cocoa farm; a native dance; a visit to the N.T's; a battle in Ghana history; "Wope se egu wo yonko so a, egu wo so" (a Proverb); "Hwimhwim ade ko sorowosow." (a proverb)

DICTION: Passages from the Class Reader.

CULTURE AND CUSTOMS: The military organisation of an Akan State; Asafo - the names and history of the various companies; Apagya, Asonko, Kyriamim, Apsemaka. The funeral of an Akan chief; Succession

FORM III

READING: Nyankonsem
Odehuro
Mpuaasa Ntiamoa

DICTION: Passages from Class Reader.

PROVERBS: Discussion and explanation.

ORAL COMPOSITION: The cocoa industry; minerals of Ghana; life in a village; palm wine and how it is tapped; secondary industries.

WRITTEN COMPOSITION: A local legend; a river or a waterfall; a story from Ghana history; a famous character in Ghana history, etc.

GRAMMAR: Revision, Sections 22-31

Sections 126-151; 152-

Punctuation.

CULTURE AND CUSTOMS:

1. Stool functionaries; Omanhene; Ankobeafo; Akyeremadefo; akyeame; nseneafu; akrafo; nkonguasofu; Banmuhene, sanaafu, asoamfu, etc.
2. Ahengoru - Bammaa; mpintin.
3. Twifo agoru horow.

FORM IV

READING: Okrostoni Akwantu

Mmodenbo' Bu Mmusu Abasa So.

Afrakoma.

PROVERBS: The discussion and explanation of Twi proverbs.

DICTION: Based on Reader.

GRAMMAR: Sections 96-140; 141-178.

Analysis of simple complex sentences.

ORAL COMPOSITION: A native tribunal; Debates; Current events;

Interpretation; mock trials; impromptu and prepared speeches.

WRITTEN COMPOSITION: My holiday; Why I go to School; New changes in the country's constitution; A ferry; etc. Letter-writing.

CULTURE AND CUSTOMS: Native drums, A native tribunal, A State oath its history and uses, Festivals and their significance, Hospitality, Marriage, Child-naming ceremony, Enstoolment and destoolment of an Akan chief.

A CRITICAL EVALUATION OF THE TWI SCHEME USED IN
THE MIDDLE SCHOOLS

As already mentioned, this scheme was drawn up by Mr. C. A. Akrofi and me in 1940. In the light of eighteen years subsequent experience I can say without any hesitation that the scheme is very fragmentary and vague in most places. Its most serious defect lies in the omission of Sentence Construction and Vocabulary exercises as important features of language training and in the fact that there is no clear difference between the provision for the training of the speech skill and that for the training of the writing skill. The scheme fails to show the number of periods envisaged for each class per week and how they are to be used. I should like to give a critical evaluation of the features provided for in the scheme.

READING:

The scheme fails to state which of the readers are to be used as class readers and which are to be used as supplementary readers. The Twi Bible is suggested as a source of reading material for Forms 1 and 2 but the parts to be read in each class are not indicated.

There is variety in the readers prescribed for Forms 1, 2 and 4 e.g. in Form 1, "Okunini Aggrey" is biography

"Amoadu" is a collection of folk-tales

"Akanfoɔ Nnwon" is a collection of
Akan traditional songs.

The Twi Bible is an anthology of varied literature. But in Form 3 there is no balance in the books suggested: "Nyankonsem", "Odehuro" and "Mpugasa Ntiamqa" are all drama.

3. The scheme does not mention either silent reading or reading aloud; neither does it mention oral or written comprehension exercises.

PROVERBS

Under this heading the scheme vaguely says: "Discussion and Explanation." There is not a single suggestion as to the form exercises in Proverbs may take.

GRAMMAR

Each class has specific sections of Akrofi's "Twi Kasa Mmara" to study but there is no indication as to whether or not the grammar topics are to be treated formally. All that the scheme says is that there should be close association between Grammar and Reading. The modern practice in language teaching, however, is to train the various skills in isolation. The items include analysis of simple and complex sentences. Analysis is of doubtful value as an aid to language learning. Synthesis is what the pupils need, not analysis.

DICTION

Dictation is now generally discredited as a means of teaching the mother tongue. The attention of the class, however, could be drawn to the spelling of difficult or commonly misspelt words and short periods of spelling drill given during the oral preparation for a written composition lesson.

COMPOSITION

(a) Oral: A distinction between oral composition in its own right and oral composition as a preparation for written work should be made. The four kinds of compositions, namely, narrative, description, exposition and letter-writing are not clearly shown or sufficiently emphasised in the suggested subjects. Impromptu speeches are suggested for Form 4 but these are of doubtful value because of two reasons:

- i) how can we expect children to have something to say and say it well when, deliberately, we do not give them the opportunity to prepare their talks?
- ii) in normal life the practice is to give a person sufficient notice so that he can prepare his speech.

(b). Written: There is no mention of the beginnings of guided written composition which should form the bulk of written composition in Form 1. Then there ought to be definite instruction in paragraphing. Under the item "Letter writing" there is no indication as to the types of letters envisaged. I am of the opinion that narrative and descriptive composition and letter-writing should be emphasised in the lower classes of the Middle School.

One of the subjects suggested for written composition in Form 1 is a description of an elephant. This is an unsatisfactory subject because I am sure that 99% of the pupils have never seen an elephant - dead or alive. Anything they are able to write will not be out of their personal experience. Subjects for composition must be carefully chosen.

CULTURE AND CUSTOMS:

This section really belongs to the field of Civics. However the items could be discussed in so far as they fall under oral or written composition.

SUGGESTED SYLLABUS FOR THE TEACHING OF VERNACULAR IN
GHANA MIDDLE SCHOOLS PREPARED FOR THE MINISTRY OF
EDUCATION

FORM ONE

<u>ALLOCATION OF PERIODS</u>	(4)	
Speech		} 1
Reading		
Vocabulary and Sentence Structure	1	
Written work	2	

SPEECH Terms I, II & III

1. Speech training exercises, including some reading aloud of short poems and prose passages. Emphasis on clear enunciation: acting stories from the Bible, folklore, the reader, history and other lessons.
3. Oral Composition:
 - (a) for its own sake;
 - (b) as preparation for written work;
 (See list of suggested exercises.)
4. Vocabulary and sentence construction exercises

READING

1. Class reader.
2. Supplementary readers.
3. Compositions written by children.

Note: The teacher's main aim for the year should be to help pupils to read for enjoyment, and for information by giving exact answers to exact questions based on passages read. (See "Notes on the Teaching of English in Primary and Middle Schools", chapters 1-3).

WRITTEN WORK

Terms I, II and III

1. Sentence construction exercises based on vocabulary and sentence structure lessons (See below)
2. Composition:
 - (a) writing of paragraphs;
 - (b) reproducing and/or completing stories;
 - (c) composition on simple topics(See suggested list)
3. Letter-writing - the informal or private letter.
 - (a) to friends and relatives;
 - (b) letters of excuse;
 - (c) letters of thanks;

(See "Better Letters" - Gaskin: Longmans ch.1-4)
4. Dictation
5. Punctuation: the uses of the full stop, the comma, the marks of exclamation and interrogation.

Note:

- i. Teachers should study carefully Part II of "Notes on the Teaching of English in Primary and Middle Schools"
- ii. In addition to regular sentence construction exercises, at least one continuous composition should be written every fortnight. The composition should occupy about a page and a half of the standard exercise book.

GRAMMAR AND SENTENCE STRUCTURE

Terms I, II and III

1. The Noun:

- (a) Number, gender, case
- (b) Substantives of place (postposition)
- (c) Nouns without distinctive plurals
- (d) Nouns with irregular plurals
- (e) Nouns in apposition
- (f) Suffixes and prefixes of nouns.

2. The Verb: The positive and negative forms of

- (a) Simple - present, past, future tenses
- (b) Progressive - present, past future
- (c) Habitual
- (d) The compound verb

(See Balmer and Grant: "Grammar of Fante - Akan Language, section 236.
Akrofi: "Twi Kasa Mmara", section 120)

3. The Simple Sentence, positive and negative.

- (a) How the subject is expressed; how it is emphasised.
- (b) How the predicate is expressed and emphasised.
- (c) Extension of the predicate
- (d) Interrogative sentences.
- (e) Disjunctive sentences.

4. Analysis of the simple sentence.

5. The compound sentence, positive and negative.

6. Analysis of the compound sentence.

SUGGESTED EXERCISES

1. Exercises on tenses.

Changing the tense from present to past, from past to perfect, etc.

(See page 80 of "Notes on the Teaching of English in Primary and Middle Schools")

2. Completing sentences by using appropriate tenses of given verbs.

3. Action chain exercises.

(See page 88 of "Notes on the Teaching of English in Primary and Middle Schools")

4. Substitution tables.

5. Exercises on Number

Changing nouns, verbs, pronouns from singular to plural and vice versa

6. Analysis of simple and compound sentences.

7. Lecturettes.

SUGGESTED TOPICS FOR COMPOSITIONS

1. Description of pictures

(See pages 53-4 of "Notes on the Teaching of English in Primary and Middle Schools," and Earle: "What Shall I Say?" page 39.)

2. Reproduction of Bible and Ananse stories, classical myths and stories from readers.

3. Keeping diaries.

4. Description of familiar places, e.g.

(a) My father's farm.

(b) The fisherman's return

The lorry park in my town or village.

The Church I go to.

(c) Simple processes, e.g.

How to catch crabs, rabbits, hens.

How to prepare palm-nut or groundnut soup, etc.

How to prepare the ground for sowing crops.

How to lay and light a fire.

How to make a fence.

Weeding the farm.

Weaving a basket.

5. Letters to friends and relatives telling them the news at school; thanking them for presents sent; regretting that an appointment cannot be fulfilled etc.

(See from page 130 of Earle: "What Shall I Say?")

FORM TWO

ALLOCATION OF PERIODS (4)

Speech	}	1
Reading		
Vocabulary and Sentence Structure		1
Written work		2

SPEECH

Terms I, II and III

1. Speech training exercises with emphasis on clear enunciation and intonation.

2. Dramatisation: acting stories from the Bible, folklore, history and other lessons.
3. Oral composition:
 - (a) for its own sake;
 - (b) as preparation for written work

(See suggested topics).
4. Lecturettes.
5. Vocabulary and sentence construction exercises.
6. Proverbs.
7. Idioms.

READING

Terms I, II and III

1. Class Reader.
2. Supplementary Readers.
3. Vernacular newspapers and other publications.
4. Compositions written by children.

Note: The teacher's main aim should be to help children to read and think - see chp.4, "Reading and Thinking" of "Notes on the Teaching of English in Primary and Middle Schools."

WRITTEN WORK

Terms I, II and III

1. Sentence construction exercises based on vocabulary and sentence structure lessons (see below).
2. Composition: (See list of suggested topics and Part II of "Notes on the Teaching of English in Primary and Middle Schools.")
3. Letter-writing: courtesy letters.

(See chapters 5 & 6 of Gaskin: "Better Letters")

- 4. Writing the summary of a given passage.
- 5. Dictation.
- 6. Interjections.

Note: In addition to regular sentence construction exercises, at least one continuous composition should occupy about a page and half of the standard exercise book.

VOCABULARY AND SENTENCE STRUCTURE

1. The Verb:

- (a) imperative, permissive and prohibitive uses;
- (b) the ingressive verb.

(See (i) section 83 of Westermann: "A Study of the Ewe Language."

(ii) section 265 of Balmer and Grant: "A Grammar of the Fante-Akan Language."

(iii) section 117-119 of Akrofi: "Twi Kasa Mmara")

- (c) Gerund or verb-noun.

2. Adverbs:

- (a) Kinds and functions.
- (b) Formation of adverbs.
- (c) How motion from a place is expressed.

(See section 112 of Westermann: "A Study of the Ewe Language", compare section 67 of Akrofi: "Twi Kasa Mmara.")

- (d) Peculiar uses of the adverb

See (i) section 135-7 of Westermann: "A Study of the Ewe Language."

(11) section 281-5 of Balmer and Grant: "A Grammar of the Fante-Akan Language."

- 3. Pronouns: personal, emphatic, relative, reflexive, reciprocal, demonstrative, indefinite.
- 4. The phrase: kinds and functions.
- 5. Simple precis exercises.
- 6. Translation.
- 7. Idioms.

SUGGESTED TYPES OF EXERCISES

- 1. Exercises involving the use of the imperative, permissive and prohibitive forms of the verb, and the use of the ingressive verb.
- 2. The use of the adverb.
Filling in the appropriate adverbs; substituting adverbs in place of adverbial phrases; and clauses and vice versa; forming adverbs.
- 3. Exercises on phrases and their functions.
Filling in blanks with noun, adjective or adverb phrases; constructing sentences with given phrases; picking out required phrases from given sentences; substituting phrases for words.
- 4. Reported speech.
- 5. Simple precis exercises.

SUGGESTED TOPICS FOR COMPOSITION

- 1. Picture description (the pictures should be different from last year's.)

2. Description of visits, e.g.

My last visit to the chief's house.

My visit to the local council offices.

My visit to the market, the river, a castle, a large store, etc.

3. Description of persons, e.g.

My best friend.

A fisherman, (miner, goldsmith, mason) I know very well.

The doctor, pastor, dispenser in my town or village.

4. Description of processes, e.g.

How to make a chair or table.

How to reap the corn harvest.

Preparing cocoa/coffee/copra for the market.

How to make tea.

How to mend socks, a bicycle tyre.

How to light a lamp, a stove.

How the spider catches its prey.

5. Description of events:

Festivals - yam, river, lagoon.

Religious anniversary celebrations.

What happened in my house last Christmas

What happened during the Governor-General's visit.

What I do on Sundays.

What happened on the literacy day organised by the Mass Education team in my District.

FORM IIIALLOCATION OF PERIODS

Speech	}	1
Reading		
Vocabulary and sentence construction		1
Written work		2

SPEECHTerms I, II and III

1. Dramatisation: acting stories from the reader and other lessons. Emphasis on clarity and intonation
2. Oral Composition.
3. Discussions.
4. Impromptu talks
5. Proverbs.
6. Vocabulary and sentence structure exercises.
7. Dialogue.

READINGTerms I, II and III

1. Class Reader.
2. Supplementary Readers.
3. Vernacular newspapers and other publications.
4. Compositions written by children.

Note: The teacher's chief aim should be to encourage rapid silent reading - see chapter 5 of "Notes on the Teaching of English in Primary and Middle Schools".

WRITTEN WORKTerms I, II and III

1. Sentence construction exercises based on vocabulary and sentence structure lessons (see below).
2. Composition. (See list of suggested topics)
3. Letter-writing - Formal Letters.
 - (a) Requests for information.
 - (b) Answers to advertisements.
 - (c) Letters asking for testimonials, certificates for character etc.

(See chapters 7 & 8 of Gaskin: "Better Letters")
4. Translation.
5. Direct and Indirect Speech.
6. Dialogues.
7. Dictation.

Note: In addition to regular sentence construction exercises at least one continuous composition should be written every week. The average length of each composition should not be less than two pages of the standard exercise book.

VOCABULARY AND SENTENCE STRUCTURETerms I, II and III

1. The Verb:
 - (a) Verbs peculiar to the vernacular, e.g.
 - (i) disyllabic verbs. See page 89 of Westerman - "A Study of the Ewe Language"
 - (ii) descriptive or existential verbs - See Balmer and Grant: "A Grammar of the Fante-Akan Language"

section 122, and Akrofi: "Twi Kasa Mmara", section 71 (2).

(b) How the passive in English is expressed in the vernacular.

2. Adjectives:

(a) attributive, predicative

(b) comparison of adjectives

(c) adjectives formed from other parts of speech.

(d) adjectives of colour

(e) duplicative adjectives

(f) special ways of translating adjectives into the vernacular. (See Westerman: sections 90-100 and Balmer and Grant: sections 185-191.

3. Clauses and their functions

4. Analysis of clauses

5. Idioms

6. Proverbs

7. Translation

8. Precis-writing

SUGGESTED TOPICS FOR EXERCISES

1. Description of objects, events, etc.

2. Description of one's or others' feelings and thoughts, e.g.

(1) How I felt when

(a) one of my family went abroad to study

(b) I saw a bad lorry accident

(c) I saw an aeroplane on the ground for the first time

(d) I heard some wild animals near me

(e) I went to sea in a canoe

(f) I first rode on a horse/donkey or in a car.

(11) Reasons for and against

- (a) living in Britain, Nigeria, the Congo Basin
- (b) wearing shoes and sandals
- (c) going to bed early
- (d) eating different kinds of food

3. Dialogues:

A dialogue (of about twenty lines when written) between

- (a) a late-comer and his/her section leader
- (b) a bus-conductor and a passenger in dispute over a fare
- (c) two drivers on a narrow bridge, neither of whom is prepared to give way to the other
- *(d) two sparrows on a roof-top
- (e) Ananse and one of his sons.

4. Making notes: sending telegrams

5. Letter-writing.

FORM FOUR

ALLOCATION OF PERIODS (4)

Speech	}	1
Reading		
Vocabulary and sentence structure		1
Written work		2

SPEECHTerms I, II and III

1. Dramatisation: including acting plays written by the class.
Emphasis on clear enunciation and intonation.
2. Oral Composition.
3. Discussions.
4. Impromptu talks
5. Proverbs.
6. Vocabulary and sentence structure exercises.

READINGTerms I, II and III

1. Class Reader.
2. Supplementary Readers.
3. Vernacular newspapers and other publications.
4. Compositions written by the children.
5. Class newspaper.

WRITTEN WORKTerms I, II and III

1. Sentence construction exercises based on vocabulary and sentence structure lessons (see below).
2. Composition (See list of suggested topics)
3. Letter-writing
 - (a) formal and informal letters.
 - (b) letters to the Press.
4. Class newspaper.
5. Translation
6. Versification.

7. Dictation.

Note: The number of compositions written in the year should be at least 30, and the average length of each composition should be about 2 pages of the standard exercise book.

VOCABULARY AND SENTENCE STRUCTURE

Terms I, II and III

1. The parts of speech and their functions (revision)
2. Reported speech.
3. Analysis of simple and complex sentences.
4. How to express possession (See Westermann: sections 65,68-9
Akrofi: sections 140-1)
5. Numerals. (a) How to express fractions
(b) Multiplicative, distributive, iterative numerals.
(See Balmer and Grant - sections 215-217.
Westermann from section 105.)
6. Emphasis: (a) How to emphasise words
(b) How to emphasise different parts of the sentence.
7. Letter-writing.
8. Translation.
9. Precis-writing.
10. Idioms.
11. Place names and their origin.

SUGGESTED EXERCISES

1. Revision exercises on the parts of speech, reported speech etc.
2. Precis work: writing of notes; diaries; telegrams.

3. Discussion of given subjects, quotations and proverbs.

(Pupils should be trained to say precisely what they think about the subject discussed.)

4. Biography.

Tell or write the life-story of

- i. a Biblical character
- ii. a famous African
- iii. a famous scientist
- iv. a famous reformer
- v. a well-known living personality

5. Autobiography

- (a) Give an account of 'My earliest recollections.'
- (b) Imagine that you are an old man or woman looking back on the events of your life. Describe some of the "Things I cannot forget".
- (c) Write (or tell) the life-story of, e.g.
 - a telephone
 - a teapot
 - a kente cloth
 - the tyre of a bicycle
 - as told by itself.
- (d) If an engine could speak, write an account of what a taxi-driver's car engine would say about a day in its life.

6. Emblems, oaths, place names, their origins, meanings and significance.

BOOKS RECOMMENDED FOR TEACHER'S USE

Earle: What Shall I Say? (Longmans)

Westermann: A Study of the Ewe Language (Oxford University Press)

Akrofi: Twi Kasa Mmara (Longmans)

Balmer & Grant: A Grammar of the Fante-Akan Language
(Atlantis Press)

Bannerman: Ga Grammar of Function (Methodist Book Depot)

Bartels & Annobil: Fante Grammar of Function
(Methodist Book Depot)

Ministry of Education(Ghana): Notes on the Teaching of
English in Primary and
Middle Schools (Nelson)

Gaskin: Better Letters (Longmans)

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A CRITICAL EVALUATION OF THE MINISTRY OF EDUCATION'S
SUGGESTED SYLLABUS FOR VERNACULAR IN THE MIDDLE SCHOOL

1. DICTATION

Now generally discredited as a means of teaching the mother tongue. See remarks on Dictation in the critical evaluation of the Twi syllabus drawn up for use in the Middle School by Mr. C. A. Akrofi and Mr. E. O. Koranteng.

2. ANALYSIS of simple and compound sentences. What should be given emphasis is the building up of simple and compound sentences. Analysis is of doubtful value as an aid to language teaching.

3. IDIOMS: This is mentioned vaguely in the syllabus. It is difficult to see what the source is and it is not known whether the idioms are treated as unrelated topics or in relation to the reading material.

4. TRANSLATION is suggested for Forms 2 to 4. Again this is vague because it is not known if the Translation is meant to be from English into Twi or vice versa. In either case there is a test of two languages (English and Twi) and one is complimentary to the other. Since this type of exercise involves a knowledge of the mother tongue as well as the second language I suggest that it should be postponed until Form 4 where the pupils will have acquired a fair command of English. In the early attempts at translation the pupils should have sentences and not whole passages to translate. ??

5. REPORTED SPEECH: What is there to teach in this? It should be noted that turning a direct speech into reported speech in Twi does not make the same demands as the same exercise in English does; e.g.

English:

(a) Direct: "I will come at once" said the doctor

Reported: The doctor said that he would go at once

(b) Direct: At last he stopped ~~and~~ exclaimed, "I have never tasted anything so good in my life.

Reported: At last he stopped and declared that he had never tasted anything so good in his life.

(c) Direct: "My cousin is coming to say with me", said Afua delightedly.

Reported: Afua said delightedly that her cousin was coming to stay with her.

(d) Direct: "Launch the boats", shouted the captain to his men.

Reported: The captain ordered his men to launch the boats.

TWI

(a) Direct: Oduruyefo no kae se: "Meba ntem ara"

Reported: Oduruyefo no kae se ɔbɛba ntem ara.

(b) Direct: Akyiri no ogyaee na ɔteɛɛm se: "M'asetra mu minni biribi a eye de sɛɛ da.

Reported: Akyiri no ogyaee na ɔtesɛm se n'asetra mu onni biribi a eye de sɛɛ da.

(c) Direct: Afua de anigye kae se: "me nua no reba abɛsra me

Reported: Afua de anigye kae se ne nua no reba abɛsra no

Whereas in English there is a change in pronoun and verb when changing from Direct to Reported Speech, in Twi the only change occurs in the pronoun. Therefore in Twi the value of the exercise is less than in English.

6. IMPROMPTU TALKS: As pointed out earlier on there is not much point in asking pupils to give impromptu talks as they have not the requisite command of language. In actual practice impromptu talks are given very rarely even by adults who usually prepare their speeches. Anyway it is too advanced an oral exercise for pupils in the Middle School.

7. ALLOCATION OF PERIODS: The syllabus envisages 4 periods for each class. But since January, 1958 the Ministry of Education has ordered the following vernacular periods in the Middle Schools:

Form 1: 3 periods a week

Form 2: 2 periods a week

Form 3: 1 period a week

Form 4: No vernacular at all.

Perhaps this drastic cut in periods has been caused by the Ministry's decision to increase the English periods. It is rather unfortunate that English periods should be increased at the expense of the vernacular. The effect of this cut is that the pupils are made to feel that the Vernacular is not a subject worth studying. This attitude makes the teachers' work all the more difficult and unenviable. The syllabus as it is must be drastically pruned to make it suit the new schedule.

In view of the new state of affairs what is the best thing we can do? What features of Twi learning are to be emphasised? In my opinion the features to be emphasised are writing - fluent writing of correct Twi and reading with particular emphasis on silent and supplementary reading so that by the time they leave school they will have acquired the skill to write with ease and precision, and the love and habit of reading Twi literature.

On the whole the syllabus is a very good one comprising all the important aspects of the teaching of the mother tongue and providing copious suggestions as regards written work.

The Ministry of Education's syllabus compared with the Akrofi/Koranteng Syllabus

Similarities

1. Both syllabuses include suggested topics for written composition.
2. Both envisage impromptu speeches, analysis of sentences and dictation.

Differences

1. While the Ministry of Education's syllabus is meant for all the main Ghana Languages, the Akrofi/Koranteng syllabus is designed for Twi schools only.
2. The Ministry of Education's syllabus has an allocation of periods but the Akrofi/Koranteng syllabus has not.

3. The Ministry of Education's syllabus has Action chain exercises. Picture description, exercises in speech work and vocabulary and sentence construction exercises.
4. The Akrofi/Koranteng syllabus takes oral and written comprehension exercises, supplementary reading for granted.
5. It does not mention dramatisation.
6. The Ministry of Education's syllabus does not include the study of proverbs or "culture and customs.
7. The Ministry of Education's syllabus includes lecturettes and a study of idioms.

THE TEACHING OF TWI IN THE MIDDLE SCHOOL

A Summary of Twi Lessons Heard

I. SPOKEN TWI

1. The lessons I heard included reading aloud, answering oral questions after silent and oral reading, drama, oral preparation for written composition.
2. There was a complete absence of oral composition in its own right.
3. There were no lessons on proverbs, vocabulary, sentence construction or pattern sentence drill.

II. WRITTEN TWI

4. Although there was some grammar teaching, there was not much evidence of sentence construction or of pattern sentence drill.
5. There was no written vocabulary work.
6. I saw nothing of the planning setting and testing of supplementary reading.
7. There was no evidence of the testing of achievement.
8. There was only one translation(English-Twi) exercise.

A Summary of the Twi lessons heard in the Primary Schools

1. Most of the lessons ^{were} heard in Primary 3,4 and 5.
2. The lessons heard included Reading aloud, Drama, Spelling Comprehension.
3. In testing comprehension Type A questioning and Type B questioning are used indiscriminately.

4. I did not hear a single lesson on vocabulary, grammar or sentence construction
5. In speech-work there was a complete absence of dramatic work - dialogues, conversations or short classroom plays, except in one class in the Demonstration Primary School I saw a sample of dramatisation.
6. Spelling and Dictation comes too frequently.
7. Free composition is introduced too early in the Primary course.

TEXT BOOKS

FORM 1: Okunini Aggrey
Amodu

FORM 2: Ohene Khama
Fa Adwene
Akwansosem bi

FORM 3: Nyankonsem
Mpuaasa Ntiamoa
Odehuro

FORM 4: Afrakoma
Kristoni Akwantu

In addition to the above each boy is expected to possess a copy each of Twi Kasa Mmara and Twi Nsem Nkorenkore Kyerawbea.

MIDDLE SCHOOL READERS

FORM 1

1. Kwabena Amoa
2. Ayaresa Ho Mpanyinsem
3. Amoada
4. Okunini Aggrey

FORM 2.

1. Tete Romafo Akokodurufo Bi
2. Ananwoma
3. Ohene Khama
4. Fa Adwene

FORM 3.

1. Akanfo Nnwom Bi
2. Nyankonsem
3. Mpuasa Ntiamoa
4. Odehuro

FORM 4.

1. Kristoni Akwantu
2. Akwansoseem Bi
3. Mmodenbo Bu Mmusu Abasa So
4. Afrakoma

A BRIEF SUMMARY OF THE CONTENT OF THE MIDDLE
SCHOOL TWI READERS

FORM I

Okunini Aggrey

Amoadu

1. "Okunini Aggrey" is the biography of the late Dr. E. Kwegyir Aggrey. It tells the story of his boyhood days, his education and work in America, his work at Achimota and quotes some of his important sayings. Orthography: Akwapim Dialect: Akwapim (16 pages) Orthography: Partial. Dialect: Akuapem.
2. "Amoadu" by Thomas Yao Kani is a collection of 28 local folk-tales. Some are about animals, some are an attempt to explain some natural phenomena and others are Ananse stories. Orthography: Partial. Dialect: Akyem (119 pages).

FORM 2

1. Ohene Khama
2. Fa Adwene
3. Akwansosem Bi.

1. "Ohene Khama" by R. A. Tabi is a translation of the biography of King Khama in G. A. Gollock's "Lives of Eminent Africans." The main emphasis is on what made Khama great, i.e. his courage, his upright and christian life and his courageous fight against trade in alcoholic drinks. (36 pages)
Orthography: Partial. Dialect: Akuapem.

2. "Fa Adwene" is a novel by F.J.Dankwa. It tells the story of the fortunes of an Akan traditional hunter and the customs and practices related to Akan traditional hunting. (30 pages) Orthography: Akuapem. Dialect: Akp.
3. "Akwansosem Bi" by J.H.Nketia is a collection of three fables arranged in verse (48 pages)
Orthography: Non. Dialect: Asante.

Form 3

1. Nyankonsem
 2. Mpuaasa Ntiamoa
 3. Odehuro
1. "Nyankonsem", a play in three acts by Dr.J.B.Danquah, tells the story of how Nyankonsem (stories or fables of the Celestial) became Anansesem (Ananse stories). Ananse won the honour of having the stories named after him by performing the feat of delivering alive to the Celestial the Hornet (Mmɔborɔ), the Gnome (Aboatia), the Leopard (Osebo) and the Python (Enini). Orthography: Partial
Dialect: Akuapem (56 pages)
 2. "Mpuaasa Ntiamoa" is a Twi play in five acts by E.O.Koranteng. Like the Twi play "Nyankonsem" by Dr. J.B.Danquah, it is a popular folk story dramatised. Its main character is Kofi Ntiamoa, an Akan peasant who bore adversity with courage and patience and triumphed by practical wisdom. A fickle and treacherous wife who later accepted cheap rewards for the betrayal of her

husband did so to her cost."

Orth: Partial Dialect: Akp. (35 pages)

3. "Odehuro" is a play in blank verse by A. A. Opoku. It is based on a traditional annual ceremony held in many Akan states to mark the harvesting of new yams. In classic language the book teaches history, explains some customary rites and teaches some Akan farming craft.

Orth.: Full Dialect: Akp. (64 pages)

"Akanfoɔ Nnwom Bi": This book is a collection of Akan songs (words only). Some of them were composed over a century ago but some are quite modern. Some are songs sung by various traditional singing groups; some are war songs of the various Akan war companies and some are songs played on fifes and pipes and a few are funeral dirges.

Orth: Non Dialect: Asante.

Form 4

Afrakoma

Kristoni Akwantu.

1. "Afrakoma" is a historical play by Osafo. It tells how the Ashanti nation under Osei Tutu rid herself of the political yoke of Denkyira through Okomfo Anokye - who changed into a beautiful girl and entered the camp of Ntim Gyakari, King of Denkyira and thereby learned the secret of the weakness of the Denkyira army. Orth: Non- Dialect: Asante

2. "Kristoni Akwantu" is "The Pilgrim's Progress" in Twi

Orth: Partial Dialect: Akuapem.

A CRITICAL EVALUATION OF THE TWI READERS
FOR MIDDLE SCHOOLS

1. There is a serious lack of variety in the choice of the Middle School Twi readers e.g. in Form 3 all the three readers are plays; in Form 4, besides "Afrakoma" which is a play there is Kristoni Akwantu which is mostly in dialogue.
2. The readers were prescribed for the classes without taking into consideration the orthography in which they were written. The orthography supposed to be taught and used in the schools in the area under review is that of Akwapim Twi but I think it is a good thing that the children are reading books with different orthographies. It is highly desirable that the children should be able to read books in either orthographies. But the situation is bound to reflect adversely on the pupils' spelling - they do mix up the orthographies in their writing of Twi.
3. There is not a single class that has enough to read. For Forms 1,2,3 and 4 to read 185, 114, 155 and pages respectively in a whole year is inadequate.
4. With the exception of "Odehuro" the readers have no comprehension or language questions. What we need badly in the Middle Schools and what future writers from among teachers ought to consider is a series of graded readers similar to Oxford English Course.

THE DEVELOPMENT AND PROBLEMS OF TWI ORTHOGRAPHY

Twi was reduced to writing in 1838. In 1854 H. N. Riis of the Basel Missionary Society published his grammar of the Twi language entitled "Grammatical Outline and Vocabulary of the Oji-Language with Especial Reference to the Akwapim Dialect Together with Collection of Proverbs of the Natives." Riis used a system of orthography comprising five different vowel letters, three of which had dots placed under them to denote other sounds, and 16 consonants, one of which had a nasal mark on it to denote another sound.

VOWELS: These were as follows:-

	<u>I. P. A.</u>	<u>Present Spelling</u>
	<u>Script</u>	
a as the vowel in father	a	asase (earth)
e as the vowel in bit	ɛ	tew (pluck)
e no English equivalent	e	keteke (train)
ē as the vowel in wet	ɛ, æ	sen (hang)
i as the vowel in be	i	di (eat)
o no English equivalent	o	koko (maize porridge)
ō as the vowel in full	ω	tow (throw)
ō. as the vowel in all	o	dō (love)
u, ū as the vowel in do	u	du (reach)

Riis indicated vowel length by the use of a macron(-) or a circumflex (˘) thus:

dā (always); dā̇ (day); da (lie, sleep)

He used two kinds of diphthongs - one ended on 'w' or 'i' and the other on 'e' or 'a':

1. iw, ew, ew, aw, ow, uw; ai, ei, oi

2. bue, sie, fue; soa, boa, hoa

CONSONANTS: (a) In addition to b, d, f, g, h, y, k, m, n, p, r, s, t. Riis had

c for the 'h' in 'horo' (written: corro by Riis)

n " " 'ŋ' " 'sen' (" : sɛn " ")

v " " 'w' " 'woma' (" : vɔma " ")

w " " 'w' " 'wura' (" : wura " ")

(b) Consonant combinations in his system were as follows:

1. r with the plosives and f, v, s, e.g. bro, fro, pra, tra, cru, kru, vro (woro) sra, mran.

2. w with g, c, k, n, h, e.g. gwa (gua)

cwam (huan)

kwa (kwa)

hwan (huan)

nwam (nwam)

3. y with d, t, g, k, f, n, e.g. dyo (dwo)

tya (twa)

fye (hwe)

nyunne (nwene)

gya

kyc

nya

4. wy (to be considered as a simple sound intermediate between w and y), e.g.

twyea (twea)
twyerre (twere)
hwyunne (hwene)



Doubling of consonants: Final n or r followed by a vowel is doubled, e.g. bonne, corro.

Occasionally 's' is doubled as in 'tasse'.

Riis wrote: "We would not, however, assert that by the above alphabet all the sounds of the language are perfectly represented. To fix the sounds of a language which has never before been written, and to represent them in such a way as really correspond with the peculiar nature of the language, is a much more difficult task than at a first glance might appear. It requires not only a long, patient and careful attention, but also a thorough knowledge of the grammatical structure of the language, especially of its etymological part, with which the nature of its sounds is most intimately connected. Even the alphabet therefore cannot be considered as definitely settled, till the whole of the language in all its parts has been thoroughly investigated."

Christaller's System:

Next came Christaller, the celebrated philologist of the Basel Missionary Society. Riis's work served as a basis for the monumental work of J.G. Christaller, but with the advance in Comparative Philology he was able to improve upon the system of

Riis. With the help of African scholars Christaller published his grammar entitled "A Grammar of the Asante and Fante Language called Tshi (Chwee, Twi) in 1875. This was followed in 1881 by his dictionary ("Dictionary of the Asante and Fante Language called Tshi (Twi)" which is still regarded as a linguistic masterpiece. With the help of his assistants he translated the Bible into Twi and made a collection of 3,680 Twi proverbs entitled "

Christaller's system included the following changes:

VOWELS: $\underset{\cdot}{e}$ and $\underset{\cdot}{o}$ were replaced by e and o. A dot under a letter meant that it was "close", but the dot was not used in orthography, it was used for showing what he calls "exact grammatical distinction". He saw the distinction between i and $\underset{\cdot}{e}$, e; $\underset{\cdot}{o}$, o, u more clearly than Riis. The vowel combination oi was replaced by oe.

CONSONANTS: v and c were eliminated.

The consonant $\underset{\cdot}{w}$ meant labialised consonant, e.g. dwe, kwa, twa, fwe

The consonant y meant palatal consonant, e.g. kye, nya.

The following tables show the changes made by Christaller:

Phonetic Notation - Vowels

<u>Riis</u>	<u>Christaller</u>	<u>I. P. A. Script</u>	<u>Present Spelling</u>
i	i	i	di
e	$\underset{\cdot}{e}$	ɛ	tew
e	e	e	keteke
e	$\underset{\cdot}{e}$	ɛ	sen
$\underset{\cdot}{e}$	$\underset{\cdot}{a}$	a	afuw
a	a	a	asase
u, $\underset{\cdot}{u}$	u	u	du
$\underset{\cdot}{o}$	$\underset{\cdot}{o}$	o	tow

<u>Riis</u>	<u>Christaller.</u>	<u>I. P. A. Script</u>	<u>Present Spelling</u>
o	o	o	koko
o	o	o	do
oi	oe	ɔ	kœ

Consonants:

<u>Riis</u>	<u>Christaller</u>	<u>I. P. A. Script</u>	<u>Present Spelling</u>
c	h	h	ɔhɔhɔ
v	w(w̃)	ʒy	owu, owia
n	n	ɲ	nkesua
dy	dw	ɲ	adwe
fy	fw	ɲ	ahwehwe
gy	gy	ɲ	agya
ky	ky	ɲ	akyekyere
ny	ny	ɲ	onyaa
ty(twy)	tw	ɲ	twene
ny	nw	ɲ	nwea
gwa	gua	ɲ	agua
hwa	hua	hw	ehua
nn(bonne)	n(bone)	n	bone
rr(corro)	r(horo)	r	horo
ss(tas se)	s(tase)	s	tase
		ɲ	hyehye
		ɲ	hwe

VOWEL HARMONY:

Christaller uses in the Old Testament a mixture of non-partial and full representation of the vowel harmony. Vowel harmony in Twi is a system whereby certain prefixes, particles and the personal pronouns (nominative forms) have two forms, the use of which depends upon the formation of the word to which they are attached. Twi vowels may be divided into two. The first group comprises Open and Half-close vowels:

e a o e o.

The second group comprises Close and Half-open vowels:

i u e a o

Word stems with a vowel in the first group take prefixes,

particles and nominative forms of the personal pronoun containing vowels in the first group, e.g. efa, asow ese asõ (prefixes)

meko woye ofa (pronouns)

befa kotew (particles)

On the other hand noun stems or verbs with a vowel in the second group of vowels take vowel prefixes or particles or the nominative forms of the personal pronoun containing vowels from the second group, e.g.

efi asu obu ekuru okuafo

bedi bedu kogye kotu

midi wudu ogye

The palatal consonants ky, gy, tw and dwo behave in the same way as the vowels in the second group of vowels.

In speech this rule of vowel harmony is observed in all Akan dialects including Fante. In the development of Twi orthography, vowel harmony in the three different ways - i.e. partial, full and non-representation of the vowel harmony, e.g.

Partial: obedi wobedu mokogye

This is called 'partial' representation of vowel harmony because the vowel in the particle (be or ko) agrees with the vowel in the verb root (di, du or gye) whereas the vowel in the pronominal prefix (a-, wa-, mo) does not. In other words whereas the vowel in the particle or verb root belongs to the second group of vowels, the vowel in the pronominal prefix belongs to the first group.

Full: e.g. obeko wobefa mokogye (Asante/Akyem) obehwim
obedi wobedu mukogye(Akuapem) obehwim.

Here both the vowel in the pronominal prefix and the vowel in the ingressive prefix agree with the vowel in the verb root, i.e. all three vowels belong to the same group.

Non-representation, e.g.

obedi wobedu wobehwim mokohu.

Here the original vowels in the personal pronoun as well as the ingressive prefix are not assimilated to conform with the vowel in the verb root when its vowel (i.e. the vowel in the verb root) belongs to the second group of vowels.

Christaller uses in the Old Testament a mixture of partial and full and non-representation of the vowel harmony, e.g.

Partial: Obetie yen, da a yefre no yi ara mu(Psalm 20,10)

Wobedidi won ho nam (Jeremiah 19,9)

Wobetiatia gyataforo ne otweasee so (Psalm 91,13)

Full: Obedwiri won, na arento won nsi ho (Psalm 28,5)

Na ono na obegye wo afi ofirisumfo afiri mu(Ps.91,5)

Na wo Yehowa, enkosi da ben? (Psalm 6,4)

Non-representation:

Mobedi atoro akosi da ben?(Psalm 4,3)

In the New Testament Christaller uses the partial representation of vowel harmony only, e.g.

Nhyira ne won a wodwo na won na wobanya asase
no adi (Matthew 5,5)

Awurade, ma me kwan na me'kosie m'agya ansa(Matt.8.21)

Na okoduu Derbe ne Listra (Acts 16,1.)

Christaller wrote in "The Christian Messenger", No.3, 1883, at page 30:

"Concerning the orthography of the Tshi language, I will only promise: (a) that I do not yet consider it as definitely settled, and am willing to listen to any reasonable proposals tending to make our way of writing as accurate and yet at the same time as simple as will be necessary for full perspicuity; and (b) that in my opinion teachers in schools should not be too strict in enforcing one peculiar way of writing the single words of my Twi Dictionary of 1881, p.xxv, s.24.25. Let the pupils "write as they speak", and let "defective writing" not go so far that the words or forms cannot be recognised or are confounded with others."

The Africa Script

In 1927 nearly 50 years after the publication of Christaller's dictionary, the "Africa Script" was introduced by the International African Institute. Professor Westermann of Berlin University came to the Gold Coast to introduce the script and to make certain recommendations for all Gold Coast vernaculars. Professor Westermann succeeded in getting the Twi scholars to adopt the "African Script". This meant the following changes:

- (a) e o n fw in Christaller's system became e o n hw
- (b) Diacritical marks were discouraged. These included

 / which denoted a low accent
 " " " high "

~ which denoted nasalization and

✓ (w̃) " " palatalization.

(c) Vowel length was indicated by doubling the vowel, e.g.

bā became baa

kō " koo

Accordingly Christaller's dictionary was revised and a second edition was published in 1933.

Major Harman

In 1930 Major Harman then Acting Director of Education published a pamphlet entitled "The New Script and its Relation to the Languages of the Gold Coast" in which he made certain important suggestions with a view to unifying Twi and Fante orthographies, but unfortunately his suggestions were rejected by Twi scholars. Obviously the time was not ripe for the consideration of a unified orthography for all Akan dialects. The following are the recommendations made by Major Harman:

1. The personal pronouns should always be written as follows:

me- wo- e- e- ye- mo- wo

2. In the possessive where the noun has the prefix 'a' the vowel in the pronoun will be elided, e.g. m'ano, w'ani n'atade.

3. There should be no representation in writing of consonant assimilation when m or ŋ or ŋ precedes another consonant. Therefore, write mb, n̄ ng; ndw; ngy (as in Fante) instead of mm, nn, ŋŋ , ŋŋw ; nny.

4. The verb prefixes ko, be, re should always be written ko, be, re and never ko, be, ri.
 5. The velar nasal ŋ should not be used in Twi; 'n' would do.
- Mr. J. H. Nketia of the University College of Ghana, a prominent language expert comments on Major Harman's recommendations in his pamphlet "Twi Orthography and Literature - A Historical Review" thus:

"I think myself that the recommendations in the pamphlet of Major Harman were progressive because the whole of the Akan language was considered. The events which followed the publication and the short trial that was given to some of the suggestions showed that the Akans were not ready for unification. There was, as Professor Ward puts it "a fear, or even a belief, that something unnatural was being forced upon the people, possibly also suspicion of ulterior motives entered into the question."

Dr. E. L. Rapp

In 1935 Dr. E. L. Rapp of the Theological Seminary, Akropong, conducted successful experiments to prove that Twi readers, on the whole, do read Twi without making use of the diacritical mark ~ . In consultation with Professor Westermann, Dr. Rapp recommended the abolition of ~ . The mark is now used only where its absence might cause ambiguity. With the exception of the Twi Bible no textbooks now used in schools have diacritical marks.

The revision of the Twi Bible in 1937 by Dr. E. L. Rapp assisted by Rev. H. J. Keteku (Akuapem) and Rev. Mr. Birikorang (Akyem) raised new orthographic problems. The need for standardisation was keenly felt and this led to the publication of the "Twi Spelling Book" by Dr. E. L. Rapp and Mr. C. A. Akrofi in 1938. The "Twi Spelling Book" omitted all Akyem-Asante variants often given by Christaller in his dictionary. This raised suspicion and discontent among Akyem-Ashanti writers.

The work of Dr. Ida Ward

At the request of the Gold Coast Government Dr. Ida Ward, then of the School of Oriental and African Studies, University of London, visited this country in 1944 to examine the possibility of establishing one written system for the whole of the Twi-speaking area because the suitability of Akuapem as the literary dialect for the large areas of Ashanti-Akim and other districts had been called into question in recent years.

The causes of the discontent were as follows:

- (a) "Akuapem is confined to a small portion of the country on the eastern borders of the Akan area: its speakers are said to be some 10 per cent of the whole Twi-speaking country.
- (b) "In certain well-defined particulars, Akuapem Twi does not represent Asante and Akyem speech, and Ashanti and Akim teachers find it difficult to teach it in schools

in their areas, especially to young children, as the discrepancies between the written form and their own usages cause confusion in the children's minds.

(c) "Asante and Akyem speakers cannot express themselves freely within the Akuapem vocabulary and construction. And, since examinations have been based upon Akuapem Twi, students from other areas are at a disadvantage as compared with those from Akwapim, although it seems from investigation that they may have been unduly anxious on this score." - Ida Ward in her "Report of An Investigation of Some Gold Coast Language Problems," published by the Crown Agents in 1945.

A careful examination of these claims revealed that the choice of Akuapem was not entirely due to the accident of missionary settlement, and that there was evidence that Riis and Christaller tried to choose a form that would serve Akim, Asante, Fante, Bron and other Akan areas, though based on the Akuapem dialect. In his Dictionary Christaller gives many Asante, Akyem and Fante variants. It is claimed that not enough of Akyem and Asante vocabulary was incorporated in the language "to give it a flavour of the speech of Ashanti or Akim." In Dr. Ward's view the choice of Akuapem as the literary dialect was premature.

(b) In her view the difficulty of teaching Twi in Ashanti and Akim had been created through the teachers' own ignorance - they had often insisted rigidly but needlessly on Akuapem

pronunciation.

(c) To Dr. Ward it appeared that the use of Akuapem as the only written form was the strongest objection. Though not laid down specifically the publication of books so far had tended to impose Akuapem as a standard, thereby curbing the freedom of the Ashanti or Akim writer by forcing him to use the constructions and vocabulary of his language.

Examples of Differences in Pronunciation

<u>Akuapem</u>	<u>Asante/Akyem</u>
(i) afuw (efuw) owu, nsu (owu, nsu)	afuo (efuo) owuo, nsuo (owuo, nsuo)
(ii) obo, awo (obɔ, awɔ)	oboo, awoo (obɔɔ, awɔɔ)
(iii) ofi, nantwi, siw (ofi, nangi, siw)	ofie, nantwie, esie (ofie, nangie, esie)
(iv) e - e ade (adɛ) dade (dadɛ) ase (asɛ)	adee(thing) (adɛɛ) dadee(iron) (dadɛɛ) (ase (lower part) (asɛ) (asee (asɛɛ)

Differences in Pronunciation

Certain words in Akuapem have an extra syllable in Asante/Akyem:

<u>Akuapem</u>	<u>Asante/Akyem</u>
(a) aduan (eduang) ɔsram (ɔsram)	aduane (eduangɛ) ɔsrane (ɔsranɛ)
(b) fi (fi) bow (bɔw) ko (ko) hu (hũ)	firi (firi) boro (bɔw rɔw) ko and korɔ (ko, kɔw rɔ) hu and hunu (hũ, hunu)

The velar nasal (ŋ) does not occur finally in Asante or Akyem
(nor in Fante)

oɔn (oɔŋ)	oɔae (oɔae)
dɪn (dɪŋ)	edɪn (edɪŋ)

Examples of Differences in Vocabulary

<u>Akuapem</u>	<u>Asante/Akyem</u>
agya (ɛja)	se (father) (sɛ)
hena (hɛna)	hwan (who) (hwɛe)
yiw (yɛw)	ane(ae) (Yes) (a:ne)
den (deŋ)	sen (how) (sɛɛ)
akyene (acini)	atwene (agɛnɛ)
abofra (abɔfra)	akwadaa (akwada:)
oɔde (oɔɔɛ)	bayers (bayɛɛ)
akutu (akutu)	ankaa (aŋka:)
pataku pataku	ofui (ofui)

Examples of Differences in Construction

<u>Akuapem</u>	<u>Asante/Akyem</u>
mema oɔkɔe (mɛma oɔkɔɛ)	memaa no kɔe (mɛma: nɔ kɔɛ)
wofae wo he? (wɔfaɛ wɔ hi)	wofaa no he? (wɔfa: nɔ hi)
ntama yi bo ye ahe? (ntɛmɛ yi bɔ ye ahi)	ntoma yi bo sen? (ntɔma yi bɔ sɛɛ)
eye me de; sɛye me de (eye mɛ dɛ; sɛye mɛ dɛ)	ewɔ me; enniwɔ me (ewɔ mɛ; eni wɔ mɛ)
ɔrekɔpe biribi ne ne mma abedi (ɔrekɔpe biribi nɛ nɛ ma abedi)	ɔrekɔpe biribi abene ne mma adi (ɔrekɔpe biribi abenɛ nɛ ma adi)
Kofi taɔ boa n'agya hata ne kookoo no. (kofi ta: bɔa nɛ aɟa hata nɛ kookoo: nɔ)	Kofi taɔ boa ne se ma no hata ne kookoo no. (kofi taɔ bɔa nɛ sɛ ma nɔ hata nɛ kookoo: nɔ.)

SUGGESTIONS

To help bring about eventual unity in written Twi Dr. Ward made the following suggestions:

Firm Recommendations

- (a) The velar nasal final in a word shall be n instead of $ɲ$.
- (b) The third person pronoun $wɔ$, $wɔn$ shall be used in place of the Asante and Akyem ye , yen .
- (c) The particle re shall be written in full in the progressive form of the verb and r shall be used in words from which it has dropped in pronunciation in Asante and Akyem, e.g. $\text{\textcircled{O}barima}$.
- (d) The verb ye , to be, shall be written in full, not as elided in Asante and Akyem speech.

2. Recommendations with latitude

- (a) The use of double vowels in such words as $ades$, $afuo$, etc. would probably be best for the final form of the language. This would involve the discarding of w by the Akuapem in certain cases (Open question, Akuapem writers may still use their own form.)
- (b) Certain minor differences in pronunciation between the two forms of the language need not be represented normally: the Akua-pem form might stand, e.g. $tumi$, pue not $timi$, pie .
- (c) It would be useful to restrict the verb ye for the verb to be, and use the Asante and Akyem form $yɔ$ for to do or to make.

3. Two variants side by side

Where the dialects have two forms both should be allowed in writing e.g.

<u>Akuapem</u>	<u>Asante/Akyem</u>
fi (fi)	firi (firi)
du (du)	duru (duru)
guare	dware (ɔ̄arɔ)
gua	dwa (ɔ̄a)
agya (ɛɣa)	se (sɛ)
hena (hɛnã)	hwan (hwã)
aduan (ɛduan)	aduanɛ (ɛduanɛ)

Where there are two forms of a word in Asante/Akyem, e.g. san, sane; dan, dane; etc. the shorter which will then correspond to Akuapem, should be written.

4. One suggestion affecting both dialects

One suggestion is put forward separately as affecting both dialects: it is to write one form of the personal subject pronoun and one form only, i.e. me, wo, ɔ, ye, mo, wɔ thus doing away with the representation of vowel harmony in this

particular, mihu, mitwa becomes mehu, metwa
(mihũ miɕa) " (mihũ miɕa)
ɔbedu (ɔbedu) " ɔbedu (ɔbedu)
ɔkohu (ɔkohu) " ɔkohu (ɔkohu)

This would do away with the difficulty in writing the differences in usage of Akuapem and Asante and Akyem in verbs like se,gye, dwo, since the written form would be mese, ɔgye,yedwo,etc. while Akuapems continue to pronounce mise,ogye,yedwo.

Applications of these suggestions to the production of books

- (a) Books I-III (Readers for Infant Classes) should be written in the two forms of the language with the agreed conventions in spelling.
- (b) Readers from Book IV onwards should have one section of the book in one dialect and another in the other if the nature of the book allows of a division. If division is not possible, alternative books may be necessary.
- (c) General books (for school, for mass education or for general reading) shall be written according to the dialect of the writer. It would be well for Asante/Akyem writers to use Akuapem forms where they can use them in order to preserve in some measure the continuity of written Twi.
- (d) From Standards IV-VII (Middle Forms I-IV), in Secondary Schools and Training Colleges, at least one book written in the less familiar dialect should be prescribed for each year's reading.

Orthography and Textbooks now in use.

1. Mention has already been made of the absence of diacritical marks in text-books now used in schools.
2. e, o, n, fw are now unknown except in the Twi Bible.
3. Very few of the existing text-books have 'n' as the velar nasal; most have 'ɲ', though it is officially considered obsolete. This is so because the book-depots

still have large stocks of text-books with 'ŋ' as the velar nasal, but since their production has cost a considerable amount of money they cannot be written off, they will continue to be used until such time as the existing stocks will have been disposed of. In this matter the Ministry of Education and the public are at the mercy of the publishing firms and their agents.

4. Here is a table showing the Twi Readers and other text-books in Twi and the dialects and orthographies in which they are written:

<u>FORM</u>	<u>TITLE OF BOOK</u>	<u>DIALECT</u>	<u>ORTHOGRAPHY</u> V. H. <u>REPRESENTATION</u>	<u>THE VELAR</u> <u>NASAL()</u>
1	Okunini Aggrey	Akuapem	Partial	ŋ
1	Amoadú	Akyem/Asante	Partial	
2	Ohene Khama	Akuapem	"	ŋ
2	Fa Adwene	"	"	ŋ
2	Akwansosem Bi	Asante	Non-representation	n
3	Nyankonse	Akyem	Partial	ŋ
3	Mpuaasa Ntiamo	Akuapem	Partial	ŋ
3	Odehuro	"	Full	n
4	Akanfoo Nnwom Bi	Asante	Non-	n
4	Afrakoma	"	Full	n
4	Kristoni Akwantu	Akuapem	Partial	ŋ
	The Twi Bible	"	Full & Partial	n
	Twi Kasa Mnara	Akuapem	Partial	ŋ

<u>FORM</u>	<u>TITLE OF BOOK</u>	<u>DIALECT</u>	<u>ORTHOGRAPHY</u> V. H. <u>REPRESENTATION</u>	<u>THE VELAR</u> <u>NASAL()</u>
	Anyamesem mu Nyansakyere (Bible Knowledge)	Akuapem	Partial	ŋ
	Mmndenbo Bu Mmusu Abasa So	Akuapem	Partial	ŋ
	Mmnotafowa Adannan Ne Aduannuro(Girls)	<i>Akuapem</i>	<i>Full</i>	<i>n</i>

It is clear from the above table that the text-books used in the Middle Schools may be classified into four categories:

1. Those in Partial representation of the vowel harmony + n
2. " " Full " " " " + n
3. " " Non-Representation " " " " + n
4. " with e, o, fw, n, full and partial representation of vowel harmony and diacritical marks.

One cannot help sympathising with the teachers who have to cope with this frustrating situation and the school children who are at the mercy of the decisions of the language experts and the policies of publishing firms and their agents. It is true that every living language must go through a state of evolution but the speed at which written Twi is evolving is, to say the least, frustrating.

The situation has thrown the teachers into a muddle: many are not at all sure of the orthography they are teaching or what they are expected to teach. If the teachers themselves are so confused, how much more the children?

The disturbing element here is not so much the use of two dialects as the unhealthy diversity of orthography. The orthography the children in the area under review are expected to write i.e. full representation of vowel harmony is, in most cases, quite divorced from what they read. It is time the Ministry of Education stepped in and put a ban on new editions of books published in an orthography declared obsolete or no longer acceptable. Unless the Ministry of Education steps in, the agents of the publishing firms and the text-books committees of the various educational units will continue to treat this most vital question with indifference.

While it is desirable that the children should be able to read fluently in both dialects and in the Akuapem and Asante/Akyem orthographies so that they may be able to read and enjoy any Twi books, I am strongly of the opinion that this mixture of orthographies has an adverse effect on the children's own spelling, as a casual observation of the children's written work will show. The introduction, therefore, of books written in the less familiar dialect and orthography should be limited to the upper forms of the Middle School.

CONCLUSIONS: FULL DISCUSSION OF THE POSSIBILITY OF A
COMMON ORTHOGRAPHY FOR AKYEM/ASANTE AND AKUAPEM DIALECTS

It is regrettable that after nearly a century of the existence of one written form for Twi there should be a split. All sincere students of the language will agree that this split into two orthographies and consequently into two literatures is not in the best interest of the language. It is rather unfortunate that the parties concerned could not arrive at a compromise solution. When the two parties failed to reach agreement after the publication of Dr. Ward's Report the Government could have invited other philologists to come and help solve the problem, but even if the Government had taken that step, the final decision would still have rested with the Twi scholars themselves. That is why it is necessary to have goodwill on both sides. Now it appears the question has been closed, but there is no reason why we should allow this unfortunate situation to continue indefinitely.

In my view the main differences are:

1. The representation of the vowel harmony. Asante/Akyem has adopted one form of the personal pronoun and non-representation of vowel harmony in verbs, as recommended in the Ward Report. The Christaller or Akuapem orthography recognises two forms of the personal pronoun and has adopted full representation of vowel harmony.

Asante/Akyem

me-ko me-di

wo-ko wo-di

ɔ-ko ɔ-di

ye-ko ye-di

mo-ko mo-di

wɔ-ko wɔ-di

Akuapem

me-ko midi

wo-ko wudi

ɔ-ko o-di

ye-ko ye-di

mo-ko mu-di

ye-ko ye-di

2. Difference in form, e.g.

Asante/Akyem

aduane

boro

hunu

firi

Akuapem

aduan

bow

hu

fi

3. Difference in vocabulary, e.g.

Asante/Akyem

se

sen

Akuapem

agya

den

4. The use of double vowels final in a word, e.g.

Asante/Akyem

efie (efie)

ades (adɛɛ)

ɔboɔ (ɔboɔ)

owuo (owuo)

Akuapem

ofi (ofi)

ade (adɛ)

ɔbo (ɔboɔ)

owu (owuu)

5. The use of w as final in certain Akuapem words, e.g.

Akuapem

bepow	(bɛpɔw)
asow	(asɔw)
afuw	(afuw)
tew	(tɛw)
sew	(sɛw)
tow	(tɔw)

Asante/Akyem

bepɔ	(bɛpɔ)
asɔ	(asɔ)
afuo	(ɛfuo)
te	(tɛ)
se	(sɛ)
to	(tɔ)

6. Difference in construction, e.g.

Akuapem

ntama yi bo ye ahe?
(ntama yi bɔ ye ahi?)
mema kɔɛ (mɛma kɔɛ)

Asante/Akyem

ntoma yi ^{bo} sen? (ntɔma yi bɔ sɛɛ)
memaa no kɔɛ. (mɛma: nɔ kɔɛ)

I think these problems can be solved in the following ways:-

1. Vowel harmony in words.

Vowel harmony is a feature of Twi; it is observed not only in verbs but also in nouns, e.g.

Nouns

ɔbo	but	obu
(ɔbɔ)		(obu)
ɔdan	"	edin
(ɔdan)		(edin)
ɔfe	"	ofi
(ɔfɛ)		(ofi)
ase	"	osu
(asɛ)		(osu)

Verbs

yɛda	but	yedi
(yɛda)		(yɛdi)
wɔbɔ	"	wobu
(wɔbɔ)		(wɔbu)
ɔbɛfa	"	obefi
(ɔbɛfɛ)		(obɛfi)
mɔbɛsa(w)	"	mubesi(w)
(mɔbɛsa(w))		(mɔbɛsɛ(w))

It is true that in speech both the Asantes/Akyems and the

Akuapems observe vowel harmony in nouns and verbs, assimilating

the vowel in the pronoun when the vowel in the verb-root is

either close or half-open (i, e, o, u) it would be simpler to

have consistency in the spelling of the personal pronouns.

Therefore the personal pronouns could be spelt

me- yɛ-

wo- mo-

ɔ- wɔ-

ɛ-

no matter what the dominant vowel in the verb root is.

If quite recently we wrote

mobedi	and pronounced	mubedi	} assimilating the } vowel in the } pronoun to bring } about harmony between } the two vowels.
ɔbedu	and pronounced	obedu	
wobetu	and pronounced	wobetu	

without any difficulty; it must be equally easy for Akan

speakers to write mobedi and pronounce mubedi (mubedi)

ɔbedu and pronounce obedu (obedu)

wobetu and pronounce wobetu (wobetu)

(b) The following verbs are pronounced differently in

Asante/Akyem and Akuapem: se, gye, dwo because in Asante/Akyem the vowels are half-close whereas in Akuapem they are half-open.

So whereas the Asantes/Akyems say mese, ogye, yedwo, the

Akuapems say: mise, ogye, yedwo. But these verbs present no

difficulty, because the Akuapems have already declared their

willingness to adopt the Asante/Akyem forms and write: mese, ogye, yedwo etc.

2. Differences in forms and vocabulary

I fully agree with Dr. Ward in her recommendation that where the dialects have two forms both should be allowed in writing.

3. The use of double vowels:

Akyem/Asante may still write their double vowels
at the end of words, e.g.

asuo,	afuo,
(esuo)	(efuo)
ɔboɔ,	adeɛ, etc.
(ɔbɔɔ)	adɛ

4. The final 'w' in Akuapem words.

Akuapem writers may still write 'w' finally in words.

5. Differences in Construction

Writers should not be restricted to one form of construction. Restriction would mean forfeiture of freedom of expression. Therefore dialectal differences in construction should be allowed in writing.

THE POSSIBILITY OF A COMMON ORTHOGRAPHY
FOR ALL AKAN LANGUAGES AND DIALECTS

Having discussed the question of the possibility of a unified Twi orthography, I now proceed to examine the possibility of a common orthography for all Akan languages and dialects including Fante.

Although at present the need for a unified Akan orthography is not generally felt, I feel that a unified orthography for all Akan languages and dialects including Fante would be desirable. The reasons are as follows:

1. The writer would write for a larger public if there was a unified Akan spelling. This would reduce considerably the cost of publishing Twi books.
2. The language would grow richer in vocabulary and expression. Some people are unduly alarmed and even horrified at any suggestion of a change or compromise to bring about unification in orthography. In spite of abundant evidence that the written form of a language has no influence on its pronunciation they are afraid that these orthographical changes will alter the pronunciation of their dialects. The purpose of these attempts at unification is not to revolutionise pronunciation. In fact the speakers of each dialect would stick to their own pronunciation just as Scotsmen, Cornishmen and Americans do.

A second misconception is that pronunciation should be faithfully represented in spelling. The written form of some languages such as Welsh is phonetic but the spelling of many

languages all over the world is entirely unrelated to pronunciation. All attempts to reform English spelling on a phonetic basis have failed.

The Christaller script (Twi) is not by any means phonetic, e.g. no difference is made between the representation of the half-close 'e' and 'o' as in 'te' (live) and tow (throw) respectively and the representation of the half-open 'e' and 'o' as in 'keteke'(train) and 'popo' (sack cloth) respectively. A desire for a normalised form of written language goes back as far as Alfred the Great. Most of the old English literature that has come down to us is written in normalised West Saxon although the authors were Northumbrians, Mercians or West Midlanders.

Then there are those who object to changes in spelling merely on the ground that it was first written in a particular way by language experts like Car, Brown, Cannel, Balmer and Grant (Fante), and Riss, Christaller and Rapp (Twi). Christaller himself did not subscribe to this view. Major H.A. Harman in "The New Script and its Relation to the Languages of the Gold Coast" - 1930, says (Section IV, 24): "Then again we have to remember that it is not so very long ago that these languages (Ewe, Ga, Twi and Fante) were first written, and that the setting of them in writing was merely the opinion of those engaged on the work. No doubt every care was taken, but there is as yet nothing final about the work, and it is foolish to object to a change of spelling merely on the

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ground that it was first written in a particular way. It took about a hundred and fifty years after the introduction of printing for the spelling of English to become at all standardized, (though there had been attempts since King Alfred's day) though it had been written for ages before that".

In her "Report of An Investigation of Some Gold Coast Language Problems", Dr. Ida C. Ward says in Section I, 3 (page 51): "Since we are dealing with spelling only, however, there is one of the principles that should be commented upon. It must be recognised that a completely consistent and rigid spelling for all time cannot be devised at the present stage of development of the Gold Coast languages. Growth must be possible and allowance must be made for the results of further study and the wide experience that comes with writing."

Before I embark on a full-scale discussion of the problem, I should like to set out the main differences between Twi and Fante orthographies. The main points of difference, as I see them, are

1. In Fante there is complete absence of consonant assimilation, e.g.

<u>Twi</u>	<u>Fante</u>
mmofra	mbofra
nna	nda
asenni	asendzi.

In Twi the bilabial plosive 'b' in the root (abofra) is assimilated into the bi-labial nasal 'm'. This assimilation in speech is represented in spelling, but in Fante speech this consonant assimilation does not occur, and is therefore not represented in spelling.

2. In Fante the digraphs 'dz' and 'ts' are used with the front vowels i, e and ɛ. With all other vowels 'd' and 't' are used.

<u>Fante</u>	<u>Twi</u>
tseasefo	ɔteasefo
tsipɛn	tipɛn
dzew	dew
dzin	din

The 'z' and 's' after 'd' and 't' respectively are a representation of aspiration. The Akan 'd' and 't' are not aspirates.

3. Personal Pronouns.

(i) Nominative Forms:

<u>Fante</u>	<u>Twi</u>
me-, mo- mi- mu-	me- mi-
e- i-	wo- wu-
ɔ- o-	ɔ- o-
yɛ- ye-	yɛ- ye-
hom hom	mo- mu-
wɔ- wo-	wɔ- wo-

These dual nominative forms of the personal pronoun in both Fante and Twi tie up with the question of vowel harmony in Twi and Fante speech.

Fante agrees with Akuapem Twi in full representation of vowel harmony. Nominative pronouns are joined to the verb with the exception of the 2nd person 'hom' which is written as a separate word.

Where Twi forms differ from Fante forms is in the 2nd Person, singular and plural.

In Fante an extended form of vowel harmony is applied to back vowels and labial consonants (m, p, b).

Fante

moroto	murubu	moroporow
eroto	irubu	eroporow
oreto	orebu	oreporow
yereoto	yerebu	yereporow
moreto	morebu	moreporow
wareto	warebu	wareporow

(ii) Objective Forms

<u>Fante</u>	<u>Twi</u>
me	me
wo	wo
no	no
hen	yen
hom	mo
hon	won

Fante and Twi agree in the Singular forms. The plurals agree in the medial vowels but differ in the initial consonant.

(iii) Possessive Pronouns

Fante

Singular: me	} used with nouns	
wo		} containing
ne		} back vowels.

Fante

m' } used with nouns
w' } beginning with
n' } 'a' or 'e'

Plural:

hen } used with nouns
hom } beginning with
hon } either a consonant or a vowel.

Twi

Singular:

me) used with nouns beginning
wo) with consonants or vowels
ne) other than 'a'

m') used before nouns
w') beginning with 'a', e.g.
n') 'atade'.

Plural:

yen) used before all types
mo) of nouns.
won)

Verbs: The verb forms of Twi and Fante are similar, but there are slight variations in pronunciation.

Negation:

In Fante negation is formed by prefixing a double nasal to the verb root, e.g.

Positive

mesaw (I dance)
meko (I go)

Negative

mennsaw (I don't dance)
mennko (I don't go)

'nn' does not represent length; it is merely a convention.

In Twi negation is formed by prefixing a nasal (m, n or ŋ) ^(in speech) to the root of the verb, e.g.

Positive

meko
ɔfa
ogu
mebo

Negative

menko
ɔmfa
ongu
menmo

wodi

wonni

(b) The Perfect:

In Twi the positive of the Perfect is formed by prefixing 'a' to the root, no matter what the dominant vowel in the root is, e.g.

mafa (I've taken it)
mahu (I've found it)

But in Fante if the dominant vowel in the root is a close vowel, 'e' is prefixed to the root, e.g.

mehyira (I've blessed)
mebu (I've broken it)
mehwim (I've snatched it)

'a' is prefixed to the root if the dominant vowel in the root is an open, or half-close vowel, e.g.

mafa (I've taken it)
mato (I've bought it)

The vowel harmony which occurs in speech is reflected in spelling.

(c) The Future:

Fante has one form, whereas Twi has two. The positive is formed by prefixing

- (i) 'be' to open front vowels, e.g. mebasaw
- (ii) 'be' to close front vowels e.g. mibehyira
- (iii) 'bo' to half-close and open back vowels, e.g.

moboporow, moboto

- (iv) 'bo' to close front and back vowels e.g.

mubohwim, mubohu.

The phonetic changes in the ingressive prefix (be) and

in the pronominal prefix are the effects of vowel harmony, and have no semantic significance.

(d) The Progressive:

Fante uses the prefixes re-, ri-, ro- and ru- in forming the Progressive.

re- is used with verbs with an open or half-close

front vowel e.g. a, e.

ri- " " " " " a close front vowel e.g. i.

ro- " " " " " a half-close back vowel, e.g.

o (tow)

ru- " " " " " a close back vowel, e.g. u

meresaw
miridzi
moroto, morotow
muruhwim

Here again these variations of 're' are the result of vowel harmony; they have no semantic significance.

5. Final w

Like Akuapem, certain Fante nouns and verbs end in

w, e.g.

<u>Nouns:</u>	<u>Fante</u>	<u>Akuapem</u>	<u>Ašante/Akyem</u>
	gyabiriw	gyabiriw	gyabirie
	dedaw	dedaw	dada
	ekaw	ekaw	eka
<u>Verbs:</u>	porow	porow	poro
	saw	saw	sa

6. Certain Fante words end in '-t', their opposite numbers in Twi end in r + a vowel.

Fante

tsir
ber
bebar
bibir
bonfafir
dakor

Twí

tirí
bere
bebare
bibiri
bonfafiri
da koro

The Fante final 'r' is a peculiar rolled 'r' which presupposes a syllable.

Suggestions for a unified Orthography for Twi & Fante1. Assimilation of Voiced Consonants: b, ã, g.

Of the Akan-speaking tribes it is only the Fantes who do not assimilate voiced consonants when they come into contact with the nasal consonants (m, n, ñ). To get a unified spelling the Twis would do well to make a major concession - not to represent consonant assimilation in writing, e.g.

mbofra	not mmofra
nda	not nna

At first this may look repulsive and unacceptable to Twis, but it is not as bad and unheard of as it looks. In 'mmofra' the initial is functional and grammatical but the second 'm' is not. If the Twis have happily accepted

nguan	formerly written nuuan
akongua	formerly written akonnua
ngo	formerly written nno

it should not be too difficult and illogical for them to accept mbofra, nda, etc.

However at etymological junctions assimilation may be shown, e.g.

shemmaa	(shene + baa)
adammaa	(adan + wa)

2. 'dz' and 'ts'

In writing 'dz' and 'ts' may be substituted by 't' and 'd' because the forms 'dz' and 'ts' are a development of aspiration which need not be represented in spelling. Fantes will, of course, continue to show this aspiration in speech and so read 'dz' and 'ts' for 'd' and 't' respectively.

3. Pronouns:

To my mind, pronouns present the most formidable problem, the Fante second persons plurals differing so widely from the Twi forms. However, I make bold to suggest that Fantes should consider adopting the Twi forms in the plural: yen, mo, won

ye- mo- wo-

This should not be too difficult, for Major Harman says: "...it is quite common to hear Fante speakers use alternative forms for the first and third persons plural of the objectives and possessive cases, forms which are the same as the Twi words for these pronouns. Here is a distinct instance of the two languages drawing together, and if the process continues it will soon be possible and desirable for children to be taught that the present Twi form is common to Fante also." Page 57, Paragraph 35. After all the Fante forms 'hen', 'hom' are not too different from the Twi forms; at least they agree in the medial vowel. The finals of the 1st and 3rd persons (hɛn, hɔn) agree with

the Twi forms (yɛn, wɔn)

4. Negation

In forming negation the Twi system of prefixing a single nasal to the verb is strongly recommended for Fante. This view is shared by Dr Ida Ward in her 1945 report: "The device of using 'nn' to show the negative of a verb and to distinguish it from the subjunctive (or permissive), goes contrary to a general orthographic principle. The difference between these two forms is one of tone alone: but the device used is one which is assigned to show length, i.e. the doubling of the consonant. It is not a sound principle to apply a device which is used to show one element of speech to indicate a different element."

(11) The Perfect

I suggest that Fante should adopt the Twi way of forming the Perfect, i.e. by prefixing 'a' to the verb root, no matter what the vowel in the root is. In other words, the principle of vowel harmony should not be observed in spelling. Fantes may write 'mabu' and pronounce 'mebu'.

(111) The Future

I suggest that Fantes should drop 'bo' and 'bo' prefixed to verb roots containing half-close back vowels and close front and back vowels respectively. They may also drop 'be' which is prefixed to close vowels. 'bo', 'bo'

'be' are all variations of 'be' caused by vowel harmony. They can be safely dropped, for they bear no semantic significance.

(iv) The Progressive:

I suggest that both Fante and Twi should form the present progressive and the progressive future (2nd Future) by prefixing 're-' to the verb root, because the Fante forms 'ri-' 'ro-' and 'ru-' caused by vowel harmony have no semantic significance.

5. Final w

Both Akuapem and Fante agree in the use of the final w. I recommend that where final w has functional value in distinguishing pairs of words, eg.

pa (betray)	te (live)
paw(choose)	tew (pluck)

the final w should be retained.

6. Final r

Since the final 'r' in Fante presupposes a syllable Fantes may add the appropriate vowel where the final r occurs

e.g.	tiri	not tsir	(head)
	bere	not ber	(time)
	da koro	not da kor	(one day)

N.B. These recommendations affect spelling only and not the pronunciation of any Akan group.

TRAINING IN THE MAKING OF TWI SPEECH SOUNDS

Except for occasional natural speech defects^{or} careless speech habits acquired, Twi children in the Middle School have, on the whole, no difficulty in the making of Twi speech sounds.

Their chief faults in speech are inaudibility, and jerkiness.

Inaudibility

If a person does not make some of his words clear to his audience he is said to be inaudible. This inaudibility is caused by weak or poor articulation of the consonant sounds.

Speech Defects of Twi Children

Occasionally one meets children with one of the following speech defects:

- (a) 'r' pronounced 'l' e.g. 'oleba' instead of 'oreba'
- (b) 'd' pronounced 'n', e.g. 'note' instead of 'dote'
- (c) 's' pronounced θ e.g. 'e θ e θ e', instead of 'ese se'

Analysis

(a) 'r' pronounced 'l': The 'r' in the above example is a voiced post-alveolar fricative articulated between the tip of the tongue and the back part of the teeth ridge. The 'l' in the above example is a voiced alveolar lateral; the tip of the tongue touches the teeth ridge in such a way that there is a complete closure in the middle of the mouth, but a passage for the air is left on one or on both sides of the tongue.

The two sounds are akin in that both are voiced; 'r' is post-alveolar while 'l'

is alveolar; they differ in the nature of the obstruction, i.e. while 'r' is fricative, 'l' is lateral.

To make 'r' from 'l' position the tip of the tongue is brought close to the teeth ridge and the air, as it passes over the obstruction thus formed causes audible friction at the point of articulation.

(b) 'd' pronounced 'n': 'd' is a voiced alveolar plosive; the air passage is completely blocked by raising the soft palate and raising the tip of the tongue to touch the teeth ridge. When the tongue is removed from the teeth ridge the air suddenly escapes from the mouth with an explosive sound.

'n' is a voiced alveolar nasal: the mouth passage is completely blocked by raising the tip of the tongue to touch the teeth ridge, the soft palate is lowered so that the air is forced to pass through the nose.

Both sounds are voiced alveolar sounds - they are produced with the tongue in the same position; they differ only in the nature of articulation - 'd' is plosive, 'n' is nasal.

(c) 's' pronounced θ: 's' is a voiceless blade-alveolar fricative; it is articulated between the blade, or tip and blade, of the tongue and the teeth ridge 'θ' is a voiceless dental fricative; it is articulated by holding the tip of the tongue close to the upper teeth and allowing the air to stream through the narrow passage thus formed.

Both sounds are voiceless fricatives but differ in the place of articulation - 's' is alveolár, θ is dental. To make the sound 's' from θ position, move the tip of the tongue from the teeth to the teeth ridge and spread the lips.

2. Sound difficulties of some Kyerepon children:

- (a) The velar nasal used finally in a word after the vowels e and a; e.g. 'abẽe' for 'aben', 'sekãe' for 'sekan'
 'hyẽe' for 'hysn' 'hãee' for 'hann'

This defect occurs in the Twi spoken by children and adults who have not had a long contact with Twi speakers because the velar nasal (η) is not used finally in Kyerepon.

- (b) 'r' pronounced 'l' : 'l' occurs frequently in Kyerepon and so some of the children are easily tempted to use 'l' instead of 'r' in their speech.

- (c) non-assimilation of 'd' before 'n'
 e.g. ose onndi.

3. Sound difficulties of Ewe children

- (a) a dental 'd' for alveolar 'd'.

An alveolar 'd' is articulated with the tip of the tongue against the teeth ridge.

A dental 'd' is articulated with the tip of the tongue against the upper teeth.

Both sounds occur in Ewe. This mistake of using the dental 'd' instead of the alveolar 'd' is more pronounced in reading than in ordinary speech because in Ewe the dental 'd' is represented by the letter 'd' and the alveolar 'd'

by the letter 'd'. So when the Ewe child sees the Twi 'd' he tends to pronounce it as ^{dental}alveolar "d".

To help the Ewe child to avoid making this mistake the teacher must carefully explain to him the difference in representation.

Remedial Treatment:

Children with any of the defects discussed above would require frequent drill in the making of the sound concerned. But before the teacher can help the children effectively he must have a sound knowledge of elementary phonetics, i.e. a knowledge of the various speech organs and how and where in the mouth the speech sounds are produced. The teacher who says to the child "Don't say 'note', say 'dote' doesn't help the child much, because all he appears to know is that the child is not making the sound correctly. But to be able to help the child effectively, the teacher ought to be able to 'diagnose' the child's faulty sound and 'prescribe' a remedy for the fault.

These sounds ought to be practised not only in isolated words but also in sentences with the words containing the relevant sounds occurring at different positions in the sentences, namely, initially, medially and finally.

Pronunciation practice involving the sound 's':

Words: sasa, asem, sika safe, sasono, asase, sunsum,

sunsuma, nsaasaa, osunson, n.a.

Sentences: Osusuw se masisi no se.

Aso sunsum no se onsose nsaw.

Asi saw sasa no bi sii opon no so.

Asase so ye sakasaka.

Pronunciation practice in the sound 'd'

Words: dade dua odo dodow odudo

Dede dedaw deduani atade adididan etc.

Sentences: Fa dade twa dua no.

Oda a mede do no mu ye den

Opo dodow denneennen.

Kwasi Dade de dadedoroben abo adare.

Pronunciation practice in 'n' or 'nn'

Words hann din fan fann

son sonn san sann

osekan afedan

Sentences: Opon te ase hann.

oton asekan a ewo din.

oson aduan no ho nsu dii bi ara sann.

"Hann a efi daapem hann mu

daa nkwa a charan wo yen so

anopa yi bshyeren"

A common defect I have noticed about children's and even adults' speech is that a good number of them tend to speak in a slovenly way, i.e. they do not sound their

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consonants vigorously enough, e.g.

Ko'o Fori for Kofi Fori

sik'es de for sika ye de

The teacher would need to be on constant guard against such slovenly speech.

Sometimes the children require training in tones. Tone is the rise and fall of the pitch of the voice. At the Akropong Demonstration Middle School I heard many children in Form 1 read adverbial time clauses ending in 'no' with wrong tones, e.g. For 'Ode nkyene no kɔmaa Ananse no,..." the children read

[- - - - - \ - - - - -] } instead of
[- - - - - \ - - - - -]

Children need to be given frequent drill in the tones of the temporal clauses.

A whole period a week need not be given to this sort of speech work, but five to seven minutes (as the need requires) can be devoted to it at the beginning of the oral lesson.

READING ALOUD

Children in the Middle School have, on the whole, mastered the mechanics of reading. Even non-Twi children appear to have no mechanical difficulties with Twi reading and their understanding of what they read is appreciably good.

What teachers should aim at in reading aloud in the Middle School are clearness of articulation, fluency good phrasing, and expression.

Clearness of articulation: Slovenly speech due to careless speech habits is the weakness of many children. Children with this weakness would require frequent reminders of "speak clearly" from the teacher. The question has been more fully discussed elsewhere.

Fluency and good phrasing: Fluency is possible when all verbal difficulties have been eliminated and the reading matter is perfectly familiar. Therefore, before any attempt is made to read the passage at all, the teacher should see to it that the pronunciation and meanings of all difficult words are taught. Again, fluency and good phrasing depend on understanding of the passage and an appreciation of the structure of the sentences. So children should be allowed to read aloud only after they have been given ample opportunity to read the passage silently. Many children are dull readers because they read jerkily. An investigation into the causes of jerky reading revealed that in their first year at school these children were taught to read by the phonic method. As

a result of this method they are accustomed to making the syllable or, at best, the word the unit of reading. Children must be taught not to make any difference between reading aloud and normal speech - reading aloud should not be slower or faster than normal speech. Again, children must be taught that while correct pronunciation of individual words is desirable it is not as important as good phrasing and intonation.

Expression: Expression in reading is essential especially where there is dialogue or direct speech. Expression depends on understanding. Children must be encouraged to put feeling into what they read, especially when the passage lends itself to it.

Correction of mistakes in Oral Reading: There are two ways of correcting in oral reading. The first is to interrupt the child and correct him immediately he makes the mistake. The second is to wait till the child comes to the end of the passage before you correct him. In the former the continuity is broken and the effect of the reading is lost on the child and the rest of the class. The teacher will therefore do well to keep interruption to the minimum.

There is no reason why all the correction should be done by the teacher; the children should be encouraged to criticise one another. This helps the children to listen attentively and to avoid making the same mistakes. After the necessary corrections have been made by the teacher or the

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class or both, the same passage may be read again by the child and several others.

Pattern Reading:

To combat jerkiness and bad phrasing the teacher would, from time to time, give a lot of pattern reading. The teacher should see to it that his reading is a really good pattern for the class. It should be an embodiment of all that the teacher wants to teach in oral reading. After the teacher's pattern reading several children may be asked to read the same passage again.

Dialect: The children in the schools under review are supposed to use readers written in Akuapem, but in addition to these they do read other books written in the Asante/Akyem dialect. At the Demonstration Middle School I was delighted to hear some Akuapem pupils of Form I read "Amodu" (written in Akyem dialect) with almost perfect Akyem tones. On the other hand I heard Form III pupils of the same school fumble with Asante tones while reading "Akqnföö Nnwom Bi". Where the children are sure of the dialectical tones they may be allowed and even encouraged to read using them. It would certainly arouse the interest of the class. But, on the other hand, if the children are not sure of the dialectical tones they may be advised to read, using the tones of their own dialect.

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Must the opportunity to read aloud be limited?

Some teachers give all the opportunity to read aloud to the good readers only. They claim that it helps the bad readers to hear some good reading. But what is the use if these poor readers are never or seldom given the opportunity to read aloud? On no account must oral reading be monopolised by the good readers, because it is the bad or poor readers who need more training in reading aloud. While the poor readers are practising reading aloud the good ones may be allowed to do some silent reading. It must be clearly understood that as the child progresses in the school course he must be doing less and less reading aloud and more and more of silent reading.

DIALOGUES AND CONVERSATIONS

In dialogues and conversations a group of children imagine they are characters in an everyday scene. A conversation which is prepared and written up on the blackboard takes place between them. This is taught to both the actors and the rest of the class sentence by sentence. Each conversation should be short and easy enough to be learned in one period especially in the lower forms.

There is scope for spontaneous conversation, but the advantage of using set words is that the teacher can weave into the sentences sounds and phrases designed to give the class drill in articulation and fluency.

The children go on to learn a fresh conversation when they have mastered one. Conversations already learned should be revised regularly. The teacher should aim at clear speaking and at giving as many groups as possible the opportunity to repeat the conversation.

The use of costumes and other property may add reality to the conversations. Here is an example of an imaginary conversation:

A VISIT TO A FRIEND

AKOSUA: Amma, madwo

AMMA: Yaa awuraye. Agua wo ho.

AKOSUA: Mihuu wo adi nna, na wo ho te den?

AMMA: Onyame dom, me ho ye, na wo nso, wo man mu e?

AKOSUA: Onyame adom, edwo.

AMMA: Nnaano mebekaa w'akyi; mebae no, na wose woko afum.

AKOSUA: Yiw a. M'afuw no ase adow mma mentra fie koraa.

AMMA: Gyama nne de, wudii afoofi?

AKOSUA: O yiw, nne de, meheme kakra. O, den na ebae na onipa bre ne wiase mu saa.

AMMA: Hm! Ka na ka bio; eye ahometew se.

AKOSUA: Na wo de no te den? Woawie ase adow?

AMMA: Mawie no saa ara bi. Kõhwe, ntwaboa asi nketekrakyè asa me bankye no nyinaa.

AKOSUA: A, saa ntwaboa yi koraa onipa beys wòn den? Na so Kwadwo anye amfo bi afuw no ho amma wo?

AMMA: Oyeè a, na Sibiri ntwaboa de, wòn ani tew a atew, wose ano' bi ni? Womfere nnipa na wonsuro amfo. Efii se Kwadwo yee amfo no, emmò atwaboa biako pe po see da.

AKOSUA: Nokware ni. Wodow a, amane, woannow a, amane.

AMMA: Hm! Yebeye no den?

YAA: Agoo!

AMMA: Onipa wò hò.

YAA: Amma, madwo. Akosua, madwo.

AMMA: Yaa onua.

AKOSUA: Yaa ahenewa.

YAA: Amma, mebaa wo nkyen kakra.

AKOSUA: Amma, ende meko kakra ansa.

AMMA: Yoo, okyena eye ntem a, meba.

AKOSUA: Yoo, mehwe w'anim.

AMMA: Due ne nwini o! Mema Kwadwo adwo.

AKOSUA: Yoo, ɔbete.

YAA: Da yiye o!

AKOSUA: Yaa ahenewa.

DEBATES

A debate is an oral exercise that gives training in thinking and expressing. The subject is announced and the major speakers selected several days before the actual debate comes on. This is done to enable the major speakers to prepare their speeches and the rest of the class to think of the subject well in advance of the debate. The subject is in the form of a statement, e.g.

"Abosonsom ye nnaadaa"(That fetishism is deception)

A pupil is chosen to be the proposer and another chosen to be his seconder. And so for the opposition.

While the proposer and his seconder try to convince the audience that the proposition is true, the opposer and his seconder try to convince the audience that it is not true.

The teacher may act as chairman. In the top classes one of the pupils may be chosen as chairman. The proposer and the opposer may speak for five minutes each and the seconds three minutes each. When these have spoken the members of the audience may speak for or against the subject. Such supporting speakers may speak for 2 minutes each. The proposer then sums up in three minutes the argument that has been advanced by his side. The opposer also sums up in 3 minutes. The subject is put to vote and the result announced by the Chairman.

Topics for Debate

1. Eye se mmea ne mmarima sua ade ko anim.

2. Nkómá báne sée óbra pá.
3. Hwímhwím ade kó sorówsorów.
4. Èsè sè mmárima akatúa kó anim sèn mmea dé.
5. Akraman hó wó mfaso sèn nnyinamoa
6. Eye sè yewó óhene wó óman mm.
7. Óware ye mmea agoru
8. Dame ye sèn óware

SHORT CLASSROOM PLAYS

The "Handbook of Suggestions for Teachers" says: "Drama in the school may perhaps be appropriately defined as a training, a study, and an art. It is an excellent discipline in speech, poise and self-confidence. It affords remarkable opportunities for active literary study; and it is a natural and effective mode of artistic expression for children", and "The Teaching of English in England" (Board of Education Report, 1936) says: "Dramatic representation is at once the most all round and intense form of literary experience for young adolescents." Yet the one thing which is, on the whole, lamentably neglected in our language teaching, especially Twi language teaching, in the Middle School is the use of the dramatic method.

In an article in "Oversea Education" by Mr. and Mrs. Harrison we read: "We saw what born actors African children were, especially in the line of light comedy; they hardly rehearsed at all. They seemed to get an idea, and then the whole thing came spontaneously. There was complete enjoyment entire absence of self-consciousness, nothing had to be faithfully taught them, and it was all so full of zest and life - audience and actors blissfully at one in their appreciation and enjoyment of the thing."

There seems to be little difference between dialogues and conversations (discussed in the previous section) and drama, but there is this distinction to be made. Whereas in

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dialogues and conversations the scenes are everyday scenes, i.e. scenes within their own experience in which they merely imitate, in drama or short classroom plays the scenes based on pictures, stories and the reading material may be quite unfamiliar and again in drama the children "have to invent and interpret rather than imitate."

The play must be discussed by both the teacher and the pupils beforehand, then prepared in groups. The groups decide on their conversation, the scenes, costumes and other property, etc.

The play is produced in a clear space in front of the class or in the school hall (if there is one). When the play is in progress the teacher must resist the temptation to interrupt and give his idea of how something should be done. After the performance by a group both the teacher and the rest of the class may make suggestions for improvement. So the rest of the class are encouraged to criticise both the acting and the speeches.

The teacher should see to it that the acting is not confined to the more capable of the class; the apparently dull children should be roped in.

As the pupils become accustomed to acting they could be asked to write and produce plays from non-dramatic material or make up and act a little story of their own.

In Form 1 of Demonstration Middle School I watched a good performance of a play based on a chapter read from the

class reader "Amoadu". An account of this performance is given elsewhere.

ORAL VOCABULARY EXERCISES.

My investigation revealed that generally, apart from teaching before silent reading the pronunciation and meanings of a few words that appear to be difficult, there is little or no direct training in vocabulary. In fact, in all my inspection of class exercise books I saw only one vocabulary exercise.

If children are to have a free, easy and effective expression both in speech and in writing they need to have a large vocabulary. In fact, the need for studying the use of words cannot be over-emphasised. Words are the medium in which a speaker or a writer works and are therefore very important.

In developing the pupils' vocabulary the teacher's main objects should be (a) to help the children to acquire a good stock of words and (b) to help them to choose and use those words with accuracy, precision and skill.

How can we achieve this? This is best achieved through a careful and copious reading of good literature and constant practice in writing. Through reading the children see how experts use the words, and consciously or unconsciously what they read will be reflected in their own speech and writing.

Another useful way is to read a passage from any book, and while reading, to substitute, whenever possible, equivalents to those in the original. Thus little groups of related words are built up, and from these groups the

pupils will be able to select on the right occasion the appropriate word required to express their meaning.

The best plan is to use the word in a crisp sentence. Care should be taken to illustrate the meaning of the word in the sentence, e.g. the new phrase is "ohare so"

Abofra no dii aduan no ohare so

This sentence does not illustrate the meaning of the phrase "ohare so". But the sentence: "Esiane se abofra no pe ntem nti, wantumi anto ne bo ase na odii aduan no ohare so" brings out clearly the meaning of the phrase.

Besides the new or difficult words taught at the beginning of a new chapter in the class reader and through incidental reading and oral preparation for composition, the teacher would need to give the class carefully graded exercises in vocabulary. This could be done during the composition lesson. All along, the teacher should bear in mind that the most essential thing is for the pupils to be able to use the words accurately. Teachers will find that most of the words, though familiar to the children, do not come into active use. In such a situation the idea is to help the children to make "active" their "passive" vocabulary.

To attain any proficiency the pupils would require frequent and intensive oral practice. Here are a few suggestions of types of vocabulary exercises that could be used in the Middle School. Teachers could with a little effort devise their own exercises to suit their own particular classes and situations.

NOUNS

Exercise 1

1. Give the feminine of given names, e.g.

okunu	akoa
akokonini	obabanin
obooni	akwakoraa
akonta.	



2. Give the masculine of the following:

ababaa	onuabea
abeawa	awuraa

3. Put each of the following words into a short sentence in such a way as to show that you understand the difference between them:

akoa: osomfo; ahiiyi: fewdi,
osumanni: odunsinni; oyenko: tipen
afiri: adwoku; ahomegu: apinisi.

Exercise 2

Occupations

1. What name do we give to:

- (a) onipa a nye bodobodo;
- (b) onipa a nye mpaboa
- (c) nea yan shene akyene
- (d) onipa a pam ntade ne ntama
- (e) ahenkwa a obo dawuru
- (f) onipa a nye mfuw
- (g) onipa a kyere mmofra ade
- (h) onipa a obubu abo

- (i) onipa a osi adan
 (j) onipa a oye apon ne nkomwa.
 (k) onipa a obo nnade ne nsow

2. Places

What name do we give to

- (a) faako a mmofra sua ade (sukuu; asuae)
 (b) faako a wotu sika (nkoron)
 (c) faako a wobo nnade ne nsow (atonna)
 (d) faako a obommofo akobo ne sese kum mmoa (nnanso)
 (e) faako a wodi asem (asenni)
 (f) faako a woton nam ne nnuan (gua)
 (g) faako a wobo gua (prama so; aguabirim)
 (h) faako a nsubonten abien hyia (aboe)

3. Divide the following into two lists:

- (a) Nouns with a happy meaning
 (b) Nouns with a sad meaning

nkonimdi, afiri mu asiane, nkogu, oyare
 owu, nnome, ahensi, setew, oyaw
 nhyira, ahentu, awo, ahoden
 asotwe, oyare, osu, aseda.

4. Give the opposites of the following:

Exercise 3.

1. Make nouns from the following:

se wosi hene
 se wotu ohene
 se wobu aten
 se wodaadaa obi

se wchye ba

se wokuntun

ba mmaden

di nkonim

2. Give the opposites of the words underlined in the following phrases and sentences:

a. bepaw no foro, ; enns ye anigye da

b. abusua no da a adɔ; abofra ye yaw

c. akutu no anoboaboa; ɔbarima no ye ɔkokodurufo

d. aninguase mfata Ɔkanni ba; ohia na ehia onihafɔ

3. Give the plural forms of the following nouns:

Give the plural forms of the following nouns:

ɔsekan, dade ese asubonten ɔsoamni

kekrema, akongua sare kuku esen

ɔhene, ɔsɔfo, oguan, nhoma, sapaw

ɔkwasea, bamkyinii, Ɔkranni, shwene, ɔwaduru

ɔbonsam, bonsu, mfote, odunsinni, bayi

ɔmmaa, ɔbankɔ, abonnua, dompe, ɔsaman

4. Give the synonym of each of the following:

ɔdefo, osigyani, adagye

tipen, aseda, apoobo

akoa, ahantan, nhoma

adantam, atiridii, ɔhoɔfɔfo

ohuae abofra, onihafɔ.

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Exercise 4

Adjectives

fe den duru tan kronkron nnam fefe nketewa
bone duruduru.

1. Fill the blanks, using suitable adjectives from the list supplied above:

- a. abofra no ho ye _____
- b. adeso a yi mu ye _____
- c. osram pae a wiase ye _____
- d. nkrante no ye _____
- e. anyamesem ye nhoma _____
- f. Ade _____ nni wura
- g. Wantumi ansoa adeso _____ no
- h. Okraman _____ no abo dam
- i. Odan _____ no wabue ano
- j. Abo _____ bi gu dan no akyi

2. Make sentences containing the following phrases:

bepow tenten	adwuma dennen
atade fufu	nsu kurrenyenn
otare kurukuruwa	aduru nwenenwene

3. Add four suitable adjectives to each of the following:

- a. Ne nantew ye sere, _____, _____, _____, _____.
- b. Asore no ye de, _____, _____, _____, _____
- c. Agoru no ye _____, _____, _____, _____
- d. nkwan _____, _____, _____, _____
- e. Asubanten _____, _____, _____, _____

4. Write the following sentences, replacing each adjective by one that has a similar meaning.

- a. abofra yi ye ahantan
- b. okwan no ye hihiaa
- c. aboa no dua ho nhwi ye kuhaa
- d. ohye atade fitaa

5. Change into plural:

- | | |
|--------------------|-------------------|
| a. abofra ketewa | f. obea kokoo |
| b. dua tenten | g. obarima tuntum |
| c. ahaban tatrete | h. atade fitaa |
| d. obgo kese | i. dua poriwa |
| e. odan kurukuruwa | j. dua sin |

6. Supply an adjective opposite in meaning to the one underlined in each of the following sentences:

- a. Emu nsu ye twurodoo
- b. Apampaa no ye hatahata
- c. Ne nsam ye kokoo
- d. Eho ye torotoro
- e. N'ani so aye wusiwusi
- f. abofra patapaa no ni
- g. Ode dua feafeaa no awo no
- h. Kwasi ye pepee.
- i. Aduan pii wo ho
- j. Obo no so ye kekenakekena

Exercise 5 - Verbs

1. Write the following, making the verbs opposite, *in meaning*:

- a. ɔforoo bepɔw no.
- b. ɔtee asem no, osui
- c. bukaw abaa no
- d. owura no ato ne sika so
- e. n'ani ku n'adwuma ho
- f. twa asem no so.
- g. ɔdɔ ne nua no yiye
- h. kyekye boaa no
- i. ɔreboɛ adwuma no
- j. meɛs se mefee mmoa yi ase

2. Make the verbs in the following sentences negative:

- a. ɔsan bae nnera
- b. matra Kumase pen
- c. mihuu no anɔpa yi
- d. ɔtaa ba ha
- e. ɔfere ade
- f. Kofi nim no yiye
- g. ɔbetu kwan ɔkyena
- h. mihuu no no na ɔrekan nhoma
- i. merebetu kwan nnansa yi.
- j. ma ɔmmra ntem.

3. Re-write the following, making the verbs positive:

- a. wamfa amma me
- b. Wonyee bi da
- c. mmofra no renko ho nne

- d. onni ha
- e. Kwasi ntumi nye ne ho hwee
- f. ɔremma ɔmma
- g. yenko sukuu Memeneda.
- h. abofra yi nware se n'agya
- i. wɔmmae ε
- j. ɔmfa saa nhoma yi nko sukuu

Exercise 6 - Adverbs

1. Replace each of the following adverbs by one with opposite meaning:

- a. ɔkasa nyaa
- b. ɔhene nante brebre
- c. me de, magye me ban hodwohodwo
- d. sen dua no ano hwirenhwiren
- e. ɔde nnua no asisi ho pitipiti
- f. amane no so huanii
- g. wanwene kente no mehemehe: watwitwa nam no mehemehe
- h. ɔyam kyekyire no muhumuhu
- i. ɔfree mmofra no nnidiso

2. Add a suitable adverb:

- a. ne ho aye no den ____
- b. nne de, me ho ye ____
- c. okuafo no asew ne nkrante ____
- d. sum aduru ____
- e. abofra yi nim apra; ɔpra n'adiwo ____

- f. _____ metu kwan mako Nkran
- g. efi ho manhu no _____
- h. asem no maa ne ho hiaa no _____
- i. ade asa; _____ oremma
- j. mako Akuse _____

TRAINING IN GRAMMAR (ORAL)

Twi teaching in the Middle School must include some grammar teaching. Do we teach Twi grammar out of sheer custom or formality, or do we teach it because we are convinced that it constitutes an essential part of Twi language education?

Before we attempt to answer this all-important question let us get it clear in our minds what grammar is. It is not a set of rules prepared by language experts like Christaller and Akrofi. Grammar is nothing but the speaking about language - a standing apart from language as a means of communication - a classifying, arranging and categorising of constants and an attempt to assess the significance of the results.

Why then do we teach grammar? What can we hope to accomplish by the teaching of grammar in schools? There are some people who would say grammar helps the pupils to speak correctly, it helps to correct their faults and it acts as a check on their language. But has a grammatical rule any curative qualities? I think not, because it is a fact that literate Twis who have studied Twi grammar cannot claim to speak Twi better than illiterate Twis.

But it would be quite ridiculous to say that there is no place for Grammar in the classroom because grammar enables us to understand why a thing is wrong; that is to say, it helps us to understand the rule of principle involved, and if we know that we are far less likely to make the same kind

of mistake again than if we had no principle to guide us. Besides, it is perfectly legitimate to observe the constants, and perfectly legitimate to point out these constants to others. But these constants must be examined within the language at the disposal of the children.

Whatever our reason for teaching Twi grammar we must remember that grammar is not an end in itself but rather a means to an end. It would be closely related to reading, oral and written work.

The following exercises are intended to supplement or consolidate grammar teaching in the Middle School. During the investigation it became too clear that the teachers were labouring under the complete lack of text-books and prepared exercises. The only available text-book on the subject, namely, "Twi Kasa Mmara" by C. A. Akrofi does not provide any form of exercises. Unfortunately most of the teachers are not able to devise their own exercises that will suit their classes and the result is a disappointingly scanty output of exercises - both oral and written. The following exercises are by no means exhaustive: they are meant as suggestions and as a guide for the teacher.

The important thing about the learning of grammar is that the pupils must learn it inductively. Most of the learning of grammar in the Middle School will take the form mainly of the imitation of patterns of correct usage in answers to questions, in sentence completion exercises and finally in free composition.

NOUNS

1. Pick out all the nouns in a given passage and say whether they are singular or plural.
2. Put a passage that is mainly in the singular into the plural.
3. Put a passage that is mainly in the plural into the singular.
4. Narrow the following nouns down to particular names of their kind:

dua:	oguan:
asubonten:	akuraa:
odan:	kurow:
nhwiren:	bepow:
onipa:	oman:

5. Name the larger groups to which the following nouns belong:

Amma:	Adenya:
Kwame:	Aboasa:
Akuropon:	Densu:

6. Describe the grammatical functions of the nouns underlined:

- a. sukuufo sua ade
- b. sukuufo yi ade ye mmoba
- c. mmofra a sreko yi ye sukuufo
- d. sukuufo, munsua ade
- e. akyerkyerefo apɔn sukuufo no
- f. akyerkyerefo kyere sukuufo ade

7. State the functions of the nouns in a given passage.

8. Use a given noun as subject, object, complement, possessive vocative and an indirect object of a sentence.
9. Fill the blanks with suitable words to make good sentences:

..... ani agye
 tu mmirika
 kɔ asu daa anɔpa
 bekɔ Nkran ɔkyena
 tumi bu akontaa yiye
 bɔ nwaw
 tu mmirika
 bekɔ Nkran ɔkyena
 nim apra
 sres aduan dii.

10. Fill in the blanks with suitable nouns to make ^{up} good sentences:

Yaw abɔ no
 Kofi too bi kyeree me
 Okraman no awe no
 Minim
 Ne na apra hɔ awie.
 Memeneda du a, ɔkɔ afum kotu.....

ADJECTIVES

1. Supply suitable adjectives to go with the following nouns:

ɔdan	ɔbo	asase	atade
abofra	dua	aduan	sumii
agyinamoa	sum	ɔkwan	nkrante

2. Supply suitable nouns to go with the following adjectives:

donkudonku	abien	tantan	kusuu
fitaa	kese	teateaa	potopoto
furubarn	sakoo	hanahana	hihiala

3. Pick out all the adjectives in a given passage from the Reader.

4. Change into plural:

dua	tenten;	abofra ketewa;	onipa kakoo
dua tiatiaa;	obo kese;	abofra pa.	

5. Add adjectives to the nouns in the following sentences:

Opanyin no aba ha ko.

Fa me nhoma no bre me.

Pe asem bi ka kyere yen.

Osu toe nnera.

Wokyew tetare bi wo dua no ase

6. Give examples in sentences of adjectives that

(a) give precise and detailed information e.g.

baabaadam, betee, kramm, pemee.

(b) help us to picture things

ketekete fitaa birikisii fukufuku pekyee

kakraa tetere feafea kagyaa konkonn

(c) tell us about number

(i) vaguely, e.g. pii, bebre, nyinaa, bi, ketewa
bi, kakraa bi

(ii) specifically e.g. abien, abissa, oha, apem,
baanu, baasia, atere ma, nsa ma .

(d) point things out to us, e.g.

nō, yi, saa, bēn, biara, ko

(e) show somebody's ownership, e.g.

me, yēn, akuafo

wo (w') mo, Aborɔfo

ne (n') wɔn.

PRONOUNS

1. Write down a passage, in which no pronouns are used at all. Write down the same passage, using pronouns to avoid repetition of nouns. Let the pupils compare the two passages in detail.
2. Pick out the pronouns in a given passage from the Reader.
3. In the following sentences, which words are pronouns?
 - a. Kofi ahoro ne ntama ahata.
 - b. Abarimaa no bisaa ne yɔnko no se okura sika bi ana.
 - c. Awuraa no kae se wabrɛ
 - d. Obea no turu ne ba.
 - e. Osram no ayi ne ho adi.
4. What nouns do the pronouns in Question 3 stand for?
5. Make the sentences in Question 3 plural.
6. Fill in the blanks with suitable pronouns:
 - a. ____ ahu Kofi anɔpa yi?
 - b. Apaafɔ no de ____ nnade agugu ho, efise ____ apon adwuma.
 - c. Yaw de ____ ntama abɔ ____ kɔn mu.
 - d. ____ nhoma no ayera.

- e. So wuhu nnuwa a esisi ho no? Dabi, minhu ____ yiye.
7. Fill in the blanks with suitable pronouns:
- ____ nim nhoma yiye.
 - ____ beko Nkran nnawotwe yi mu
 - ____ bedi aduan no nyinaa
 - Ode sika no akoto n'ankasa ____ adaka mu.
 - Yen de, yashu ____ de ano.
8. In place of each of the underlined nouns use a pronoun:
- Sukuufo no asse asem no.
 - Owura no akwe mmofra sika.
 - Afua atade no apa.
 - Kwame atade no ani tew sen Kofi atade.
 - Akuropon mframa ye sen Nkran mframa

VERBS

1. Change the form of the verbs in the following sentences to the past forms (Twam kabaa)
- Kofi pra sukuu dan mu.
 - Akosua noa aduan.
 - Obea no tan mako ne nkyene.
 - Okyew tetare wo nkwanta no so.
 - Menom nsu pii.
 - Mnofra no da nnawotwe.
 - Mnofra ne mpanyin nyinaa ko asere Buronya da.
2. Change into the Past (Perfect, Future, etc.) forms the forms of the verbs in the following sentences:
- Akosua ka nkwan no hwe.
 - Kwasi so adwuma no hwe.

- c. Ɔkyerskyersfo no ka asem bi kyere mmofra no.
- d. Kristofo gye Yesu di.
- e. Mmaa ɛsɛre anɔpa kɔ asu.
- f. Ɔde nkrante ne asɔw kɔ afum
- g. Akuafo de aduan fi afum ba fie
- h. Biribiara a onya no ɔfa di
- i. Abommɔfo kɔ wuram ha
- j. Nnipa pii ba betee ɔbofo no asɛre.

- 3. Change the verbs in Exercises 1 and 2 into negative:
- 4. Change the verbs in the sentences required in Exercises 1 and 2 into negative.
- 5. (i) Mɛdà hó. (ii) Mɛda hó.

In sentence (i) the verb "da" denotes action whereas in sentence (ii) the verb "da" denotes state, or condition. Change the tones of the verbs in the following sentences so that they denote state or condition instead of action:

- a. Ogyina hó.
 - b. Oguan no butuw hó kɔmm
 - c. Abofra no bata ne na hó daa.
 - d. Ɔpanyin no fura ne ntama pa bi.
6. The verbs in the following sentences are in the Present form. Make them Continuative in form (Daa kabɛɛ). You may have to make other changes in the wording of the sentences.
- a. Ɔtra Nkran di paa
 - b. Ɔpaani no soa adesoá kɛsɛ
 - c. Onya sika

d. Kofi yare nti onantew breoo.

e. Okan nhoma nti ohu nyansa

7. Change into plural, making slight adjustments where necessary

a. Onua no do ne nua no.

b. Dua yi ware.

c. Obea no so adeso.

d. Aberante no gyina opon no ano.

e. Abarimaa no tu mmirika.

f. Okraman ba yi sua.

g. Otamfo no di ne ho dom.

h. Okyeame kaa ntam de hyea n'asem mu den.

i. Osuani no san koo ne fi.

j. Abofra bone no muna.

8. Explain clearly the difference between the following pairs of sentences:-

(Kwasi tu mmirika.

(Kwasi atutu mmirika.

(Mmofra no gyina nnua no ase.

(Mmofra no gyinagyina nnua no ase.

(Kwadwo ti ne ho.

(Kwadwo titi ne ho.

(Yaa kasa wo adiwo ho.

(Yaa kasakasa wo adiwo ho.

(Nnaka no sua.

(Nnaka no susuae.

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ADVERBS

"Kofi nantew nyaa"

The word "nyaa" tells us how Kofi walks; it is an adverb of manner.

1. Add adverbs of manner to the following:

- a. Afua da.....
- b. Kwaku ye adwuma.....
- c. Okasa
- d. Kofi didi
- e. Oyeyaw me.....

2. Make⁵ sentences of your own containing adverbs of manner.

3. "Owusu koo asu nnsra"

"nnsra" tells us when Owusu went to fetch water; it is an adverb of time.

3. Add adverbs of time

- a. Yaw boroo Kofi
- b. Akosua bebɔ ampesi.....
- c.osu tɔe
- d. na mihuu Asɔ.

4. Construct 5 sentences each containing an adverb of time

"Wɔasoma ɔfɛe afum"

"afum" tells us where ɔfɛe has been sent; it is therefore an adverb of place.

5. Add adverbs of place to the following:

- a. Mihuu Agya Abokyi
- b. Obiako gyina.....
- c. Onenam

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- d. Kwadwo rekɔpaseaba
 - e. Amanfo no hyiae
 - f. Nneema no boa..... (phrase)
 - g. Afe yi wɔfa adɔw wɔ.....

6. Give an answer to each of the following questions; each answer is to contain an adverb:

- a. Wɔdɛɛ den?
- b. Wuhuu nhoma no wɔ he?
- c. Bere ben na wubedui?
- d. Nnɔn ahe na mudidi
- e. Da ben na wobekɔ Nkran?
- f. Ɔye n'adwuma den?
- g. Ehe na ɔhye gua?
- h. Me ba no kɔ so den?
- i. Ɔfaa he?
- j. Bere ben na mopɔn sukuu?

THE GRAMMATICAL FUNCTION OF TONES

1. Dependent adjective clauses

1. Write down 5 short sentences
2. Use the same groups of words as adjective clauses.
3. Let the pupils read the two groups of sentences side by side and compare in detail the tones of the words or groups of words underlined.

Example

- | | |
|---------------------------|--|
| a. Oreko [_ -] | a. Abofra a <u>oreko</u> no de Kofi [- -] |
| b. Kofi fae [- \] | b. Nhoma a <u>Kofi fae</u> no ye me de [- \] |
| c. Esen ho [_ -] | c. Atade a <u>esen ho</u> no atetew [- \] |
| d. Yereboko Nkran [- -] | d. Bere a <u>yereboko</u> pe na obae [- -] |
| e. Ade kyee [- \] | e. Manhu bere a <u>ade kyee</u> [- \] |

Later the pupils change independent sentences to dependent

clauses.

2. Dependent noun clauses

Treat as above the tones of dependent noun clauses:

- Obaba [- -]
Obae [- \]
Wafa [/ -]
Yerenko [- -]
Moredi [- -]

As dependent noun clauses as subjects

- a. Enye nwonwa se obaba. [- -]
- b. Eye se obae. [- \]

- c. Eye me de se wafa [- -]
 d. Se yaenko no nye asempa [- - -]
 e. Se moredi asem yi nye [- - -]

As dependent noun clauses as objects

- a. Okae se obeba [- - -]
 b. Okae se obae [- -]
 c. Okae se wafa [- -]
 d. Yekae se yaenko [- - -]
 e. Mokae se moredi [- - -]

Independent Sentences

- Woreko [- - -]
 Oreguan [- - -]
 Wobeba [- - -]
 Wotee [- - -]
 Midii. [- - -] akoko abon [- - - -]

Dependent Time Clauses

- Woreko yi, hwe yiye [- - -]
Oreguan no, akotoo adomfiraw [- - -]
Wobeba bio no, na yeawie [- - -]
Wotee, won no dwiriw won [- - -]
Midii, anye me de [- - -]
 Yebesim ansa na akoko abon [- - - -]

ORAL SENTENCE CONSTRUCTION EXERCISES.

The need for training in sentence construction cannot be over-emphasised. If the pupils are given thorough oral exercises in sentence construction it is bound to reflect favourably on their written work.

Many Kyerepon children suffer from a natural tendency to translate from the mother-tongue into the new language, i.e. from Kyerepon into Twi. The result is unidiomatic expressions, e.g.

<u>Unidiomatic Twi Expression</u>	<u>Kyerepon Equivalent</u>	<u>Idiomatic Twi Usage</u>
1. Ne <u>de</u> n̄homa	ne <u>de</u> awore	ne nhoma
2. owɔ ofi no <u>so</u>	abo awu ma <u>so</u>	owɔ ofi no <u>mu</u>
3. <u>mebefa</u> sika	mebetsu sika	mebegye sika
4. wɔtoo din foforo maa no		wɔtoo no din foforo

The sentences in Column 1 were picked from the written exercises of pupils at Dawu Permitted Middle School.

The Kyerepon children who make such mistakes should be given intensive sentence pattern drill practising them in the correct sentence structure.

Similar mistakes in sentence structure may be made by Ga, Ewe and other Non-Twi speaking pupils. The teacher should therefore be on the look-out for such mistakes. When they do occur, the teacher should be able to analyse and explain them to the pupils and drill them in the correct usage.

All the pupils, both Twis and Non-Twis, should be given practice in the more difficult sentence constructions. The following are types of oral sentence construction exercises suitable for use in the Middle School. (The pupils use the examples given here as patterns and try to build similar sentences.)

1. The Use of Conjunctions

- (a) Conjunctions that join words and phrases: e.g. ne, anaa (anaase) oo..oo.

Mnea ne mmarima ahyia wɔ abɔnten

Mnofra ne mpanyin nyinaa pɛ saa agoru yi.

Akuafɔ, aguadifo ne akrakyefo nyinaa kɔɔ nhyiam no bi

ɔmaa me sika ne ntama

Medi fufuu ne ampesi

Mihuu nhoma, apon, nkongua ne mpa wɔ ɔdan no mu

Asɔw oo, nkrante oo, ebiara ye.

Wɔpɛ ketewa anaa (anaase) kɛsɛ?

- (b) Conjunctions that join main clauses e.g. na, nanso(nso)

ɔfaa abufuw na ɔsɔre fii adi

Mekɔe na mebae

Mihui nanso manka hwee

- (c) Conjunctions that introduce subordinate clauses:

(i) Introducing Noun Clauses:

se: Eye me anigye se wuhuu no (Subject)

se: ka kyere no se ɔntɔ ne bo ase } (object)

senea: kyere no senea wɔye no }

se: n'adwuma ne se adɔw (complement)

(ii) Introducing the Adjective clause

a. abarimaa a obaa ha no ye me nua (qualifying the subject)

a. fa nhoma a eda ɔpon no so no (qualifying the object)

(iii) Introducing the Adverb Clause:

A. Time Clauses

...a,... onipa ye adwuma bre a, ɔhome

okom de wo a, toto aduan di

...no,... ɔyee me saa no, manka hwee.

ebaa saa no, obirar ani gyei.

...a,na.. ɔnantew a, na ɔrehwe ase.

ohu no a, na biribi reye no.

....yi,.... ɔshwe redu yi, yere wo ho sua ade.

....(no),... yekɔe no, yeanto no

yekɔe, yeanto no.

efi se.. efi se ɔkɔe, ɔnkyerew yen da.

N.B In the above sentences the time clause precedes the main clause.

....ansa na... (ansa na.....)

ɔbekraa yen ansa na ɔreko

ansa na ɔrebeko no, ɔbekraa yen.

(iv) Introducing the Adverb Clause of Manner and Degree

a.se....yi(no....

mka no se woakyere me yi ara

b. senea....yi(no)

Senea woakyere me yi(no), saa ara na mka no.

73
c.a....

wodii aduan no nyinaa a wɔamma won mua no bi

d. ...se....

sika no nnɔso se wodi no nnansa

e.ma...

ɔyse adwuma no ma aye akonno

(v) Introducing the Conditional Clause

a. Sea,

Se mihi no a, meka makyere no

b. se....a, anka....

Se mihuu no a, anka.....

Se mahu no a, anka....

Se mehu no a, anka....

e. ...oo, ...oo,...

se ɔba oo, wamma oo, meko mpren

ɔte oo, wante oo, enye m'asem.

d. ..gye se...

merenka, gye se woatua me ka (ansa)

e. Gye se....

Gye se woatua me ka ansa na meko.

(vi) Introducing the Adverb Clause of Reason

a. Esiane se.....nti,.....

Esiane se meps nti, meto tuaa ka.

b. Se....nti,.....

Se mekae na wammua me nti, merenka bio.

c.,efise....

Meps n'asem, efise oys abofra pa.

d. ...se...

Meda wo ase se woakae me

(vii) Introducing the Adverb Clause of Purpose

a.se....

Mekoo Nkran se merekoto mpaboa.

b.,na....

hwe abofra no, na wantew anhwe.

TRAINING IN ORAL COMPOSITION: SIMPLE NARRATIVES,
DESCRIPTIONS AND EXPLANATIONS

Language is primarily the spoken word, and "to master the spoken word, one must speak". That is why it is essential to give training in oral composition. But when we speak we must have an end in view - "we speak either to instruct, to entertain, to persuade or to explain". And so in the Middle School the pupils must be taught to speak and write with a motive. Without a motive what they produce will lack point and precision - it will be feeble and dull both in content and in choice of words. To gain ease and fluency in speech the pupils should be given copious practice in speaking.

Simple Narratives

It is a good idea to begin training in oral composition with simple narratives. The beginnings should be simple, so simple as to be easy of attainment by the dullest pupil in the class. The most natural thing to begin with is the reproduction of folktales and short stories. So that they may gain self-confidence the pupils may begin by reciting a story they have learnt by heart. Then they may speak from notes at first very full, then very sketchy until finally they speak without notes at all. Another method of reproduction is to provide the pupils with the requisite vocabulary and sentence patterns so that they are saved the trouble of choosing their own words, arranging the sequence and constructing their own sentences. Thus the pupils are helped

to acquire fluency and ease in speaking.

Procedure:

1. The story is read two or three times to the class.
2. The pupils are questioned about the story; with the answers the pupils rebuild the story bit by bit.
3. The story is retold by the pupils as a piece of composite work.
4. Later, longer and more difficult stories may be told.
5. The pupils may find and narrate their own stories.

After this stage the pupils are ready to tackle formal narrative composition, speaking first from full notes, then from sketchy notes and finally without notes. The technique of narrative composition will not come to the pupils naturally: it must be taught. A good narrative must comprise the following parts: (1) Opening events - in which the stage is set, as it were. (2) Developing incidents, i.e. the incidents that lead to the climax. (3) The climax or the culminating point of the story, and (4) The Conclusion. In all this order in time is important. The verb used in the narrative is equally important. The teacher must be on the alert in order to check incoherence and digressions.



DRYING COCAO.

69.

DESCRIPTION

Description is speech or a piece of writing that tells what a person or a thing is like and what impression they make.

In the Primary School the pupils have played "description games" such as 'My Friend', 'the Mystery Bag,' 'What did I do?' 'I am thinking of - 'What am I?' etc. described in "Learning Our Language" by D. Benzies. (These may be continued in Form 1.) Therefore, by the time the pupils reach the Middle School it should have been made clear to them that vividness is an essential quality of a good description. This should continue to receive attention in the Middle School because if the description is vivid and detailed the listener can easily imagine the object or situation.

In Middle Form 1 it would be advisable to continue this training in vivid description through pictures. Though it is not easy to come by good and suitable pictures, the teacher can lay hands on a few if he looks out for them well in advance of his lessons.

Picture Description

The picture should be so displayed that everybody can see it from where he sits. It should be such as will lend itself to description in Twi. Through questions the teacher leads the pupils to describe the picture. The answers must be in complete sentences.

Class Readers:

At present most of the Twi books used as class readers are not quite suitable for the following reasons:

- (a) there is not much variety in the material contained in the books.
- (b) the books are too parochial in outlook
- (c) they are not graduated
- (d) they do not contain comprehension or general language questions.

I am strongly of the opinion that class readers should cover a wide range of subjects; they should be anthologies comprising stories from Ghana and other lands, General Science and Natural History, Local as well as World History, Travel and Adventure, Biography, Poems, Proverbs, Plays, etc. They should include comprehension as well as language questions on the various sections or lessons.

Supplementary Readers:

When graduated readers described above become available, the present class readers could be used as supplementary readers.

Suggestions for the consideration of future writers

Future writers would do well to consider producing

1. anthologies of local stories of the "Semode" type.
2. mythology of various Ghana tribes,
3. translations of short English classics into Twi
4. the short novel based on school life, life in the village or the big towns; the impact of Western civilization on

local indigenous life; the impact of independence on the life of the people of Ghana or other West African countries, etc.

1. Akurra no ne aburor nso.
2. Nana aburor a odi no ne aburor nso.
3. Odun aburor, wankpai, odi ne aburor nso.
4. Akurra no ne aburor nso.
5. Eyi dotadan a wode akatan (banmu ne boroda shaban) akuru no.
6. Nee owo edivo he ne ya kookoo.
7. Washata wa serenne abien so.
8. Asrenne no gu apapuro so na apapuro no naa gugu abo so.
9. Nee wotan ya ne ne wode serenne no gu so.
10. Eankyee a eul diwo he ne wode abo gu mu de gugu abo so.
11. Ene wode akurra no ne abo so.



This is composite work produced by the class. If there are people in the picture and they appear to be talking, the pupils might repeat the imaginary conversation between them. Later, the pupils describe the picture after it has been removed.

Descriptions of things seen and done

After pictures the pupils might proceed to describe things they see and do, e.g.

Market day in my town or village.

A railway station.

An outdoor market.

Suppose the class is describing the picture above, the questions must be such as will elicit the following answers:

1. Obarima no ye okuafo
2. Dwuma titiriw a odi ne se oye kookoo
3. Odua borode, amankani, ode ne aburaw nso.
4. Akuraa no ye ketewaa bi.
5. Eye dotedan a wode nkaban (bammu ne borode ahaban) akuru so.
6. Nea ewo adiwo ho no ye kookoo.
7. Wchata wo asrenne abien so.
8. Asrenne no gu mpampuro so na mpampuro no nso gugu abo so.
9. Nea wotaa, ye ne se wobo apa de asrenne no gu so.
10. Kankyee a esi diwo ho no wode nsu gu mu de gugu afifide se ebia kookoo a wotaw no foforo so.
11. Kwae atwa akuraa no ho ahyia.

This is composite work produced by the class. If there are people in the picture and they appear to be talking, the pupils might repeat the imaginary conversation between them. Later, the pupils describe the picture after it has been removed.

Description of things seen and done

From pictures the pupils might proceed to describe things they see and do, e.g.

Market Day in my town or village.

A railway station.

An Odwira Durbar

Palm Sunday afternoon procession.

People

My Father

My Mother

My Friend

My Teacher etc.

In description order in space is the important principle just as order in time is ~~important~~ the important principle in a narrative. The scene or object must be described as seen in the background, as seen at middle distance and as seen in the foreground. When describing a person you first of all give your general impression of him as seen at a distance - whether he is tall or short, stout or thin. Then you describe him as seen from a nearer distance - his manner of walking, the kind of clothes he wears, whether he is barefoot or in shoes, etc. Then finally you describe him as seen from a very close range - the colour of his eyes, whether he bears any tribal marks, the neatness of his appearance, etc.

EXPLANATION (EXPOSITION)

Explanation is a form of speaking or writing that explains or clarifies a subject. The pupils need training in this type of composition because they are daily called upon to explain things, e.g. directing a stranger or explaining a process. In this type of exercise the pupils are not required to state their own opinions but to give definite information about the subjects with which they are familiar.

A piece of exposition should be regarded as an answer to a request for definite information. As such it should be simple, clear and orderly arranged.

Suggested Topics

Directions:

Directing a stranger to the Post Office, the chief's house, the market, a particular store, the house of a prominent man, a school, a street, the next town or village.

How things are done

Senea wosi fadan

Senea wɔnwene nkuku

Senea wosi semente dan

Senea wɔtow dam

Senea wɔbɔ dɔkono

Senea wosi ntaw

Senea wɔbɔ ampesi

Senea wɔtowɔ aware

Senea wɔye kookoofuw

Senea wonu abe

Senea wɔnwene benten

Senea wɔtwa abe

Senea wɔpam afuw .

Senea wɔhyew afuw.

PROVERBS IN ORAL COMPOSITION

Twi proverbs are the gems of the spoken literature. A person who has a profound knowledge of Twi proverbs and can use them naturally and effectively in his everyday speech gives delight to his hearers and is very much admired. The study of proverbs, therefore, should have a legitimate place in our Twi teaching.

I suggest two ways in which the study of Twi proverbs may be approached in the Middle School. The first is the traditional way in which illiterate boys of school-going age in the villages learn, or consolidate their knowledge of, Twi proverbs. It is a language game in which the children hang on a horizontal line or stick a number of household and other common articles. The idea is to say a proverb about each of the articles. The person who is able to say the largest number of proverbs wins the game. Apart from the immense fun derived from this game, the children consolidate their knowledge of proverbs already known and at the same time learn new ones from their friends. When in a fix the children may run to an adult for help. This is a language game that can be easily adapted for the classroom. Though the proverbs are learned out of their contexts this form of language exercise is nevertheless good, because it provides them with a tool which they may learn to wield later. The stock of articles should, however, increase from time to time. To conduct this game on their own initiative out of class

children would require very little or no encouragement at all from the teacher.

Instead of actual articles, the teacher may use simple blackboard sketches of the articles required. An alternative is the use of cuttings of pictures pasted on to a cardboard and hung on the wall. At a later stage the teacher may abandon the visual aid and instead write up on the blackboard the names of the articles, animals, etc.

The second method is to train the children to understand and appreciate the circumstances under which proverbs thus learned in the traditional way may be used. This may take the form of a discussion led by the teacher. Studying the circumstances under which a proverb may be used goes hand-in-hand with the explanation of the proverb.

In the upper classes of the Middle School the discussion method will be used mainly. Proverbs met with in the reading books will be discussed to find out their meaning and the circumstances under which they might be used.

Other forms of exercise:

1. Finding proverbs of opposite meaning.
2. Finding proverbs of similar meaning.

Sources of Proverbs:

1. Safori - Twifo Amammuseem
2. Adaye-Rapp - "Mpanyin Se"
3. Rattray - "Ashanti Proverbs"
4. Akrofi - (In preparation)

LIST OF BOOKS SUITABLE FOR READING ALOUD IN THE MIDDLE SCHOOL.

PLAYS: — Ossew: Nana Agyemang Hwehwe

DANQUAH: Asantehene Ossee Tutu
Nyankonsem

KORANTENG: Mpuasa Ntiamoa

TABI: Aka M'ani

OPOKU: Odehuro

OSAFO: Afrakoma

NKETIA: Ananwoma

POETRY: NKETIA: Akanfoo Nnwom Bi (Traditional)

ANWONSEM (Original)

Akwansosem Bi (Original)

Funeral Dirges (Original)

AKUFFO: Ahemfi Adesua(Parts on Drum Language)

SUGGESTIONS FOR A TEXT-BOOK ENTITLED "GENERAL
EXERCISES IN SPOKEN TWI FOR THE MIDDLE SCHOOL"

For many years there has been a dearth of general exercises in Spoken Twi. Most of the teachers have not a strong and reliable background in Twi to enable them to devise their own exercises suitable for their classes. Therefore the production of a text-book entitled "General Exercises in Spoken Twi" would be very welcome. Such a text-book would help to make the task of the teacher considerably easier, and the exercises would serve as patterns for the teacher's own exercises.

Such a text-book should include

1. The Twi sounds in isolation.

How to make the Twi sounds, with diagrams and explanations, e.g.

tw and dw

These sounds are palatal, i.e. they are articulated with the front of the tongue against the hard palate. The lips are well rounded at the same time. There is a friction between the front of the tongue and the palate and between the lips. The two sounds occur mainly before front vowels, e.g. Twi, twiw, twe, twere, dwiw, adwe, dwere.

but there are some words where they precede back vowels e.g.

ntwo, ntwoma, twonn, Twum, twurodoo

Dwoda, dwom, dwoko, adwuma, etc.

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ntwo, ntwoma, twonn, Twum, twurodoo

Dwoda, dwom, dwoko, adwuma, etc.

Position of
Tongue



Position of the lips



hy is the pre-palatal fricative, corresponding to the affricates ky and gy; it is articulated against the fore part of the hard palate (the tip of the tongue being down). It is similar to the English sh in sheep, but like ky and gy, it has no lip-rounding and the sound has a slightly higher inherent pitch. Like ky and gy, it occurs only before front vowels, e.g.

ohye, hyen, hyia, hhyira, hyirew

Position of
Tongue



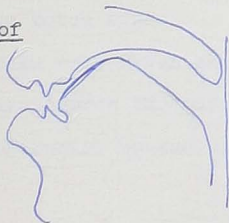
Position of the lips



hw is the voiceless counterpart of palatal w; the front of the tongue is raised towards the hard palate. friction is heard at the lips as well as between the tongue and hard palate. It occurs before front vowels, e.g.

have, hwe, hwehwe, hwim.

Position of
Tongue



Position of the lips



2. The sounds in combination with other sounds, e.g.

otwe	etwi	ntwo	Twum	twā	
Otwe	otwi	ntwoma	twurodoo	otwa	
Otwe	atwi	twonn		etwa	
dwiw	adwe	dwe	Dwoda	dwoko	adwuma
dwiriw	dwere	dwɛdwewa	dwom	adwoku	adwumpori
	dwere				

3. The sounds practised along with other sounds with which pupils are liable to confuse it, e.g.

di	dii	asu	aso
kɔ	kɔɔ	afi	afe
hu	huu	afuw	afow

4. The sounds in sentences:

tw: Otwe na otwerii no

Otwiwa nantwinam

ky. Kofi Kye kyeree akyekyere kyekyeree no baa fie.

ɔkyere na ɔkyeree no.

hw: Mehwehwe ahwehwe mahwe me hwene ano.

e. ɔde atere redi fere.

Asepatere no ahwere no.

u: Otu kotuu aduru

r: Okraku rekɔ Nkran akɔfre Akrofi

p: ɔpare aforow Pareman apakan mu.

p.k. Opokuwani Opokua apoapo Opoku agye ne pokupoku no.

EXERCISES IN COMPREHENSION

(a) THE TRAINING BY SILENT READING FOR COMPREHENSION

5. Oral Vocabulary Exercises - nouns, adjectives, adverbs, synonyms and antonyms.
6. Oral Sentence Construction exercises.
7. Oral Exercises in Comprehension - silent reading of short passages followed by oral questions.
8. Oral Exercises in the meaning and usage of Twi phrases and idioms.
9. Proverbs:
 - (a) the meaning and usage of proverbs.
 - (b) proverbs of similar meaning
 - (c) proverbs of opposite meaning.
 - (d) Twi proverbs compared with English proverbs.
10. Short classroom plays.
11. Suitable subjects for oral composition - narratives, descriptions, and explanations.
12. Subjects suitable for dialogues, conversations and debates.

One of the aims of the teaching of silent reading is to train the child to understand what he reads as he reads. From past experience and recent observation I know that children often obtain only a vague idea of what they read. One would have thought that because the text is in Twi...

ORAL
~~ORAL~~ EXERCISES IN COMPREHENSION

(a) THE TEACHING OF SILENT READING FOR COMPREHENSION IN THE MIDDLE SCHOOL

From what I saw of the teaching of silent reading in Twi in the schools I visited, I formed the impression that teachers neglect the subject on the erroneous assumption that pupils can read and understand with ease any text written in Twi.

The importance of silent reading in education and everyday life cannot be over-emphasised. Long before the child reaches the Middle School he has been introduced to silent reading. In fact he is introduced to silent reading soon after he has mastered the mechanics of reading.

The amount of time allocated for silent reading should increase and the amount of time allotted to oral reading should decrease as the child progresses in the school course. So at the Middle School stage the child should be doing a considerable amount of silent reading. Why do we lay so much emphasis on silent reading? It is because it is that form of reading which adults generally use in real life.

One of the aims of the teaching of silent reading is to train the child to understand what he reads as he reads. From past experience and recent observation I know that children often retain only a vague idea of what they read. One would have thought that because the text is in Twi the

children would have little or no difficulty with regard to understanding. On the whole the children's performance observed during my visits was not too disappointing, but it showed clearly that they did not read carefully enough. Definite efforts, therefore, ought to be made to train them to read more carefully.

Before the pupils are set to read a new chapter or passage silently write on the blackboard and explain the new words. The pronunciation of the new ^{or difficult} words must also be taught.

After the new words have been explained the pupils read the given passage (a paragraph or two) silently. Speed is very important and so, to bring this home to the pupils, the teacher would do well to put a time limit on the passage to be read.

The silent reading is followed by exhaustive oral questioning. The purpose of this questioning is (a) to test the pupils' ability to understand what they read, and (b) to help them to understand the passage more fully.

Questions may be asked only on information contained in the passage and must be in the order in which the content of the passage is set down; the teacher must not go back or jump ahead. Questions requiring the answer "Yes" or "No" should not be asked. At first the questions must be very simple and words of the passage should be used in framing them and in answering them. Thus the difficulty of choosing

their own words and of using their own constructions is avoided. The pupils answer the questions with their books open before them so that they may refer to them if they cannot answer immediately. Where the questions are not meant to give drill in grammatical correctness, short answers must be insisted on because that is the way we normally speak. In everyday life we would say "Because they were thirsty" and not "They drank the water because they were thirsty" in answer to the question "Why did they drink water". By using short answers a good deal of time is saved. There is no reason why the questioning should be monopolised by the teacher; the pupils must be given practice in the use of the question forms as well as the statement forms.

As the pupils become more proficient both the teacher and the pupils will use their own words in framing and answering questions to an increasing extent. As the pupils become more proficient the number of questions asked may be reduced and the amount read increased. Thus the pupils are led to develop the skill of rapid silent reading which is tested by less detailed questions and more lengthy passages. The teacher should not proceed to Stage 2 questioning (questioning that demands thinking, the use of imagination or applied knowledge) until Stage 1 questioning (questioning aimed at getting precise information contained in the text) has been mastered. Again, Stage 2 questioning should not be given, unless Stage 1 questioning has been previously given. On no account must the two types of questioning be mixed.

Example:

"Akenkanfo a wonim yen mpanyinsem anaase abakosem no bekae se afe 1874 mu na yen nenanom'koo Sagrenti Sa no, na eno akyi mfirmhia aduonu na, sebe oo, Aban kokyeree Nana Prempe, 1896. Saa mfe aduonu a yeaka Aggrey ho asem wom yi anye mmere pa amma Fantefo, Akyemfo, Akuapemfo ne Nkranfo, efise mmere biara mu no, na saa aman a yeabobo din yi suro se Asantefo reba abetoo won; na esiane saa akokoakoko no ne asomdwoe a enni ho nti, aguadi nso seee koraa. Saa ade abien a eye aguadi pa a enni ho ne oko a etumi ba bere biara mu no. ~~ne~~ na smaa Okyeame Kwagyiri tutu fii Anomabo kotraa Oguaa bere a Aggrey ye abofra ketewaa no. Efise Opanyin Kwagyiri wo nkurofo a wodi gua ma no, na oko ba nso a, owo dom a otua won ano ko sa. Ewom se na aguadi nye papa bi de, nanso na eye wo Oguaa sen se ste wo Anomabo; afei nso, se Okyeame Kwagyiri wo Oguaa na se oko ba bio a, Engiresi Sahene a ote Oguaa no betumi ama n'aso ate ntem sen senea owo Anomabo a obete."

Nsemnisa (Stage 1 questioning)

1. Afe ben mu na wokoo Sagrenti Sa no?
2. Wofre Aggrey n'agya den?
3. Dwuma ben na odi?
4. Ahemfi dibe a ben na okuraa?
5. Oman ben see na Asantefo di won so saa here no?
6. Afe ben mu na wokoyeree Nana Prempe?
7. Den nti na mfe a eda Sagrenti Sa no ne Nana Prempe

kyere no ntam no anye bere pa amma mpoano aman no?

8. Den nti na Okyeame Kw agyiri tutu kotraa Ogúaa?

"Notes on the Teaching of English in Primary and Middle Schools"

"If this kind of questioning is carried out successfully, with insistence on precise answers, it will help considerably to develop our pupils' intellectual abilities, and to equip them with the very useful skill of getting knowledge from books."

ORAL EXERCISES IN COMPREHENSION

(b) SILENT READING AS A TRAINING IN THINKING

Earlier on I have said that Middle School pupils are not too backward in answering questions requiring simple facts from the passage, but when it comes to questions that require thinking, their performance is very disappointing. The ability to remember the details of a passage is far from satisfactory, but what the children need most is training in thinking about what has been read and a training in the use of their imagination to picture a situation. So in reading we use two types of questioning: questions of the first type seek to bring out precise information, and are called Stage 1. questioning, while questions of the second type are designed to make the children think about what they have read; they are called Stage 2 questioning. Something happens in the passage and the pupils are asked to think out the causes that led to the event and the possible effects of the event. Somebody does an action and the pupils are asked to imagine the motive that prompted the action. Somebody does or says something and the children are asked to infer from it the character of the doer or speaker. A situation arises and the pupils are required to state how they would deal with it. The pupils are thus trained to look away from the text, as it were, to think about the characters and the situations they read about, and to draw their own conclusions. Thus their powers of appreciation and judgment are developed.

Stage 1 questioning has been illustrated in the previous section. The following questions based on the same passage illustrate Stage 2 type of questions.

1. Den nti na wofre 1874 sa no Sagrenti Sa?
2. Ehefo hene ne Nana Prempe? (Here the pupils are required to use their previous knowledge).
3. Den na wode bekyere se Okyeame Kwagyiri ye obi a biribi wo ne nsam?
4. Den nti na asomdwoe a enni ho no maa aguadi ssee?

This type of questioning designed to stimulate thinking should not be limited to reading only; it must be extended to every subject if we are to succeed in training the pupils in acquiring knowledge from books and in coping with problems confronting them during the school course and in everyday life.

(c) THE TEACHING OF RAPID SILENT READING

During my investigation I had ample reason to conclude that generally the children read (silently) at a terribly slow speed. A page-long passage one would expect the children to finish reading in five minutes takes anything up to fifteen minutes, and even at the end of the fifteen minutes many would be found not having finished reading it.

The disappointingly slow speed at which the children read is, to a very large extent, caused by the "phonic" method by which the mechanics of reading are taught. As a

result of this method the child's basic unit of reading is the syllable for he is first taught single sounds and then two letter words, two-syllable words, etc. To the children the word, the phrase and even the sentence are just a number of syllables. Because the child tries to make out and pronounce each syllable his speed is seriously hampered.

To be able to read extensively for both information and their own enjoyment, the children need training in rapid silent reading. How can we help to increase the speed at which children read silently? I suggest a method which I have tried and found effective. Set the class to read a passage in a given time, say three or four minutes. When the time is over let the children shut their books or turn them face downwards, and ask a few questions on the passage. As time goes on the passages are increased in length or passages of similar length are read in reduced times. This will prompt the children to read more quickly, the slow readers trying to finish the passage in the given time. At first some of the children may gain speed at the expense of comprehension, but if they are practised consistently in this type of reading comprehension will come with rapid reading.

This rapid silent reading ties up with supplementary reading. In this type of reading the child is trained to develop, above everything else, a love for reading. But in all the schools I visited during this investigation no

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provision is made for supplementary reading. Why? The teachers blame the Ministry of Education which lays it down that there should be one vernacular reader only in each class. That ^{is} true, but I don't think the Ministry would object to any Educational Unit prescribing a set of suitable vernacular books for inclusion in the class libraries as supplementary readers.

Parents indeed complain of the soaring cost of textbooks and so it is understandable that the Ministry of Education are anxious to cut down the cost of books, but provided suitable books are available, teachers can make each child read at least four supplementary readers while he actually buys one book. This is how it can be done. If there are 42 children in a class the teacher can get each group of 7 to buy one title. There will be six groups, and after a group have finished reading theirs they can exchange books with the members of another group. By the end of the year the fast readers will have read all six books. If the children cannot afford to buy these books perhaps they could be made available from some fund for this purpose.

Unlike the class readers these supplementary readers are to be treated informally. They are read not in class but at home. They are not to be treated as a form of imposition because the teacher's aim is primarily to encourage the children to cultivate a love for reading. If, therefore, supplementary reading is treated as an imposition

the children's interest may be stifled and killed. The supplementary readers are not intended for close study and so should not be treated as the class readers are. Each book may have to be introduced by the teacher.

Occasionally, say once a week or once a fortnight, the teacher may ask a few questions just to ensure that the children are actually reading the books. The children should be encouraged to talk freely about the interesting things or characters they have read about and to discuss them. The teacher may draw attention to some interesting parts; in fact, he should do all he can to get the children interested and to whet their appetite to read more.

Besides this organised supplementary reading, the children should be encouraged to read any suitable book they can lay hands on. The school may patronize the publications of the Bureau of Ghana Languages. These publications are mainly intended for new literates, but Middle School children will find a number of them interesting and profitable.

TWI BOOKS FOR SILENT READING IN
THE MIDDLE SCHOOL

Published by the Vernacular Literature Bureau, P.O. Box 1851
Accra.

1. Ayisaa Akuapem Twi 1/-
2. Sisi Me 1/-
3. Okoto Nwo Anomaa 1/- 18pp
4. Nana Oben Retu Mpase - Ak. Twi 1/-
5. Nnipa Nyinaa Ye Onyame Mma 1/- 20 pp
6. Senea Wosen Okorow 1/- 15pp
7. Abakama Sua Hurae Ho Asem 1/-
8. Abatatuo -/8
9. WoƆo a, Na Wuhunu - As. Twi 1/-
10. Adee Ast. Twi 1/3
11. Odwiratwa As. Twi 1/-
12. Aseresem Ma Ahomeka As. Twi/Akuapem Twi 1/3 32pp.
13. Semode by J.H. Nketia P.B.D, Kumasi
14. The Odyssey of Homer - A Twi Translation by
L.H. Ofosu-Appiah S.M.B.D.
15. Abraa Abraa by Kwaku Anim S.M.B.D.
16. Asiemri by E. Efa
17. Forosie by E. Efa
18. Akuafo Biakoye by A. Mate.
19. Twifo Amanmuisem by Safori Fianko

LIST OF TWI BOOKS SUITABLE FOR SILENT READING

Stories:

Kani: Amodu

Ayewa Dankwa

Agyako Tutu

Bonsafo Abasem I & II

Nketia: Semode (An Anthology)

Biographies: Tabi: Ohene Khama

Obeng Addae: Okunini Aggrey

Original Prose:

Addaye: Mmodenho Bu Mmusu Abasa So (Ed. Akrofi)

Efa: Forosie

Asiemmiri

Dankwa: Fa Adwene

Awuku: Mmere Di Adannan

Nketia: Kwabena Amo

Woko a, na Wohunu

Translations:

Ofosu-Appiah: Odusseus (The Odyssey of Homer)

Tabi: Ayessm Mmiensa Bi (Three tales of Tolstoy)

Owusu P.K: Osennaho (Chaucer)

Obeng: Tete Romafoo Akokodurufoo

Customs and Institutions:

Safori-Fianko: Twifo Amammuisem

Akuffo: Ahemfi Adesua

Danquah J.B: Okanni Ba Abotafowa

Tabi: Odwira

Nketia J.H: Ades