

Early Stage of Writing Words in English and Hausa Language: A Tools for Building Nursery and Primary School Pupils

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Abstract

We live in a society which is print-rich and which makes increasingly high demands on its members in terms of their literacy skills. Becoming a writer can add to an individual's sense of human worth and dignity. As the writer can assess information and engage with the world around them. Those pupils who achieve a good start in the first few years of writing are very likely to have accelerated progress in their attainment throughout school as they engage with the curriculum. This paper discuss the concept of writing, importance and objectives of teaching writing skills at early stage. The paper also, discusses some of the strategies that is graphic, spelling, completion of words, composition and training dictation etc. The writer recommends that educational administrators should always organized workshops and seminars to update teachers with new methods of developing writing skills in nursery and primary school levels.

Introduction

According to Roberts, (1972) and Yakubu (2014), explained that "Writing skills is one of the difficult skills out of the four (4) Languages skills such as: Listening, Speaking, Reading and Writing that has to be tackled effectively by both the teacher and pupils in school". Merrill E.C. (1983), defined "Writing is the act of putting down a paper one's ideas, feeling and communication. It involves using graphic symbols; in other words, writing is a way of communication. It involves using words to form sentence in paragraph on a particular topic. It involves arrangement of sentence into paragraphs. It occupies a major position in a language learning. Writing is a formal skills, which implies that the teacher has to motivate the leaners to learn all important writing skills.

In other skills, there is less demand of activities from the pupils, example listening skills demand a child just to listen to what is being said. However, writing skills involves many thing which include the use of hands ability to read, ability to compose meaning of utterances. In writing, pupils need to rigorous work, patient and frequent attempts, similarly teachers of language also have to use different approaches so as to acquaint the pupils with the latest feeling acquiring correct English and to realize that there are correct and incorrect ways of writing.

The important of writing has, no doubt, been there even with the emergence of computers where things or information is feed in it and then it is document "forever". Writing is first a permanent form of communicating ideas. As children grow older in the real world (Not only for the purpose of writing exam), they have to write on a particular topic (On business, letters, or articles), because it is necessary to do so. Children either write what they have to say or don't (Anthony, 2012).

In a guided composition at junior primary school level (which is the most effective approach), can embody such remarks to that particular pupils. Can you think of another way of writing this sentence (For instance in substitution table) a teacher should always be there to add to the pupils knowledge to high lighten his sensitivity, confidence and to guide him towards his desired goals, because it is unwise for a teacher just to give or provide a task in which a child can write and then withdraw until such task completed by a child and or condemns his efforts.

In addition to that, in teaching writing, teachers should however consider the context which is engaging a child at particular time. This simply means that a teacher should use a great deal of inter-play between the teacher and the pupils on a conversational and intimate basis so that a child feel at home to be able to lean freely. If for instance, a teacher assigned pupils to write in a particular “problems”. A teacher at nursery and primary school level, needs to give a considerable importance to oral discussion about every aspect and stage for plan whatever task to be given to his pupils within pupils interest to form things that are known to and be likely to interest them.

In teaching writing skills, teachers has to learn the following things in mind as they are ready to teach pupils at lower level of classes to write (Freeman, 1982; Yakubu, 2014). The outline of the following procedures for teachers in teaching of pupils how to write effectively. These are:

- Writing is better taught using activity-based learning techniques.
- Writing is learnt by doing, so a lot of exercises should be applied in the teaching and learning of writing.
- Writing is a complex process and individualistic skills that requires you to help pupils to learn it.
- Writing should be taught well, since it is an essential skill that every pupil need to acquire to enable him or her to climb the educational ladder with ease.
- You should state the nature and functions of each types of composition you are to teach.
- The individual nature of writing can be changed by the method you use in teaching writing.

Objectives of Teaching Writing Skills at Nursery and Primary School Level

Roberts, (1972). The objectives of teaching writing skills should be to enable learners to identify the purpose for which they write at the audience they are writing for, state the function of each types of writing exercise, identify the components of writing; that is from the introduction to the body and the conclusion. Another objective of teaching writing is to identify and handle the different features of each types of composition and distinguished between facts, opinion and influence.

Anthony, (2012). Teachers should make writing interesting and effective through activity-based learning techniques. In teaching writing, teachers has to gather and judiciously use materials for different types of essay like arguments, narratives, descriptive and the like.

According to Yakubu, (2014) and Anthony, (2012). Explained at the lower primary school level, the teaching of writing skills involves assisting the learners to develop the ability to shape letters of the alphabets, know the right combination of the letters from word and develop the skills of self-expression at a sentence, paragraph and composition levels. In addition teachers needs to

encourages the pupils to have the good hand writing is neat and legible. Extensive exercise are required in order to bring about all these.

Roberts, (1972). Explained that, “writing is an important aspect of language learning and must be taught formally and with commitment in order to lay a solid foundation in a language learning. The strategies of teaching writing at lower level are also peculiar and must be employed carefully. Not all compositions types can be taught at nursery and primary school levels”.

This paper concentrates on teaching of writing at the pre-primary and primary school level, teaching writing is a way of developing and consolidating good written of hand writing and other writing skills both in English and Hausa language at the pre-primary and the primary schools for involves training the pupils specifically on the following items below:

1. Identification of Letters or Alphabets

Yakubu, (2014). Explained that, before the pupils or learner to construct a letter to make a words, like two (2) letters, three (3) letters up to five letters of words which use to make a sentences, it is very important to the pupils or learner to have fully knowledge for identification of letters or alphabets both in capital and small letters in English and Hausa language. Even the vowels are included. These are:

English Vowels

a, e, i, o, u

Twenty six alphabets in English capital and small

Letters: Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh, Ii, Jj, Kk,

Ll, Mm, Nn, Oo, Pp, Rr, Ss, Tt, Uu, Vv, Ww, Xx

Yy, Zz.

Wasullan Hausa

a, i, o, u, e

Baqaqen Hausa manya da qanana

Aa, Bb, Cc, Dd, Ff, Gg, Hh, Jj, Kk, Ll

Mm, Nn, Rr, Ss, Tt, Ww, Yy, Zz.

Xx, Vv. Qq. Ky, Gy, Kw, Gw, Sh, etc

2. Graphic Writing

Best, (1991). Defined that, “graphic writing is one of the strategies of teaching writing skills at pre-primary and primary school level which involves training pupils to shape letters of the alphabets, know the right combination of the letters to form words and develop the skills of self-expression. It demands that you train pupils in the art making straight lines, circles, squares etc. You should emphasize the correct methods of writing of letters. You should give pupils enough practice in this exercise to ensure accuracy and legibility. Right from the beginning, pupils should be made to understand the distinctions between small and capital letters, especially letters such as F, M, K, W, Q, P, S, and Z not easily distinguished by most pupils.

3. Spelling

6. Training of Dictations

Robert, (1972) and Yakubu, (2014), “Training of dictation is one of techniques of enhancing writing skills at the lower primary and primary school level, Unlike in filling in gaps, pupils will have to depend on themselves for all the writing conventions that are required in the test. A teacher provide a que to fill the gaps. However, pupils rely on ability to listen properly and write the correct spelling since the cues provided are merely auditory. Examples:

- C+U+P = Cup
- A+N+T = Ant
- B+O+O+K = Book
- H+E+N = Hen
- E+G+G = Egg

This is a techniques of controlled writing especially at the lower primary and primary school level for instance to fill in the gaps with different alternatives supplied by the teacher depending upon what is intended at the initials stage words however, can be suggested by the teacher in filling the gaps, items of grammar, for instance, through this category of techniques, can be picked to text pupils mastery through practice in controlled writing (Roberts, 1972 and Yakubu, 2014). These examples give room for pupils to test their ability in writing exercise as well as some grammatical items.

7. Pictures Story

This is a techniques or activities that a teacher provide a picture (to be cut from papers or drawn on a blackboard or cardboard papers) which will signal all necessary prompts for the story to be written by pupils. Pictures should provide with various events or incidents for writing. The picture should be bold and suitable and should be on the events pupils know not an event alien to them (Roberts, 1972 and Yakubu, 2014).

The importance of writing skills in our schools cannot be over-emphasized because during schooling the pupils are being taught writing through guided composition, which enable the learner to express their feelings, ideas, emotions etc. During and after examination. Writing skills equipped learners with knowledge to be expressed in various field of human endeavor because pupils who are competent in writing skills are expected to be recovered to serve in various field of national development that is Education, politics. Administration, engineering, economics, law, etc. By these pupils become agent of nation building.

Recommendation

- To cater for the need of the pre-primary and primary school pupils as beginners the teaching of early stage literacy should be given to the qualified teachers’
- Free sand writing by the pupils under the supervision of the teacher.
- Educational administrators should always organize workshops and seminars to update teachers with new methods of developing writing skills. Similarly they should be going round the

schools and make efficient supervision to ensure that teachers utilize the new knowledge acquired through such workshops and or seminars.

- Teachers should pay particular attention to develop writing skills at the lower primary and primary classes. At the early stage of primary education a lot of time should be devoted to develop the writing skills with the aid of vigorous exercises that are being closely monitored by the teachers of language.
- Relevant instructional materials such as textbooks with elaborate pictures should be provided to schools. Where these are not available, teachers should encourage pupils to buy them for better learning. This will enable pupils have interest in their write-up specifically at the junior level of primary school.
- Teachers should also use the various ways or forms of reinforcement to motivate the interest of their pupils to learn and write. This could only be possible if the teachers themselves are interested in their work and use as many methods as possible in correcting teaching writing.
- It also increase the quality of man power in the teaching and learning of writing skills in the pre-primary and primary schools.

Conclusion

In conclusion, there is no doubt that teaching early stage literacy is one of the modern method that contain four (4) basic skills of language and learning to write particularly at the lower primary school in a given teaching learning situation. The paper attempts to explain the concept of writing, objectives, strategies of teaching writing skills at lower primary and primary school level were clearly explained. The paper also tries to look at the various techniques and activities that language teachers can use, like identification of letters, graphics, spelling, completion and composition. Recommendation were also given to improve teaching early stage literacy in our pre-primary and primary schools in Nigeria.

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