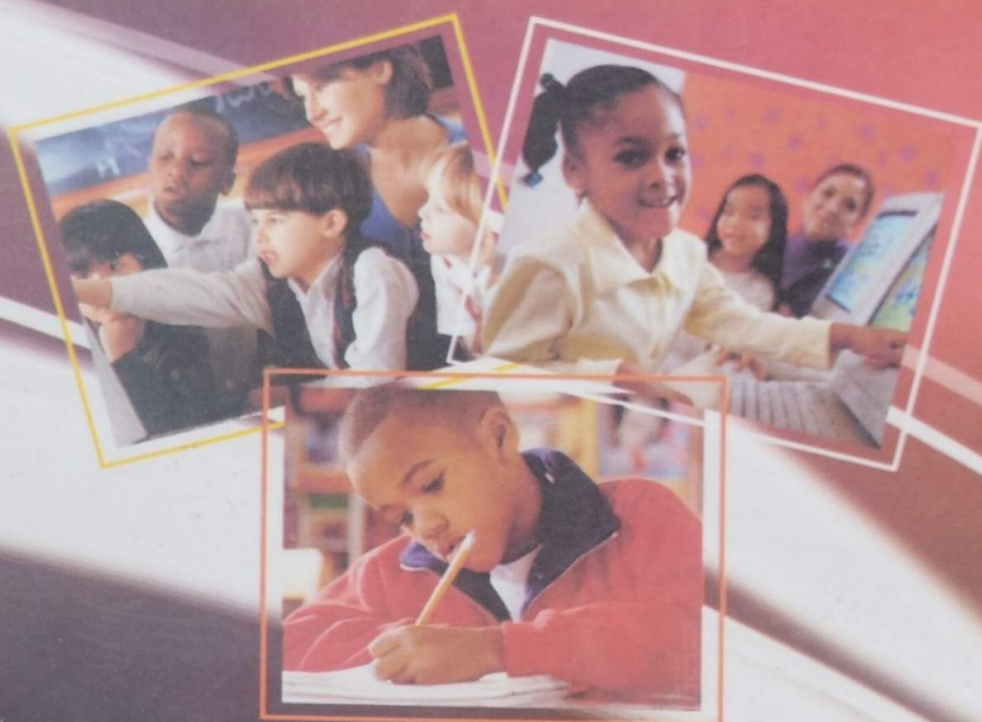




Primary Education 2

**A Publication of the Primary Education Studies Department
School of Early Childhood Care Education and Primary Education
Kwara State College of Education, Ilorin.**

ENGLISH IN PRIMARY SCHOOL

By

Mustapha B.A

What is Language?

The method of human communications, either spoken or written, consisting of the use of words in a structured and conventional way-or any non verbal method of expression or communication. Language is the human capacity for acquiring and using complex systems, of communication, Wikipedia (2012).

Language constitutes that quality of human peculiarity, that unique attribute of man's distinctiveness and that priceless mandate of superiority over the entire creation Adedimeji, (2004). Babajide (2000) believed that language is the major distinguishing phenomenon between man and other creatures. The authors of Word web, an on-net dictionary (2013) define language as a "Systematic means of communicating ideas or feelings by the use of conventionalized signs, gestures, sounds or marks having understood meanings". While Cook and Seidlhofer (1995) view language in systematized units as genetic inheritance, a mathematical system, a social fact, the expression of cultural identity, the outcome of dialogic interaction, a social semiotic the intuitions of native speakers, the sum of attested data, a collection of memorized chunks, a rule-governed discrete combinatorial system and, or electrical activation in a distributed network.

Language is the chief means of human communication. It is the most complex skill a human being can attain. Language is the most important aspect in the life of all beings. We use language to express inner emotions, make sense of complex and abstract thought, to learn to communicate with others, to fulfill our wants and needs as well as to establish roles and maintain culture. Language is a verbal physical, biologically innate, and a basic form of communication. When defining language, care must be taken not to exclude symbols, gestures or motions, because the language of the deaf will be denied. Language is very vital to all human behavior. All aspects of his life reflect the importance of language, especially in human development. The

channel or medium through which man expresses himself is called language.

Language itself is a vehicle for transmitting meaning.

All human languages share basic characteristics, some of which are organizational rules and infinite generality (Santrock & Mitterer, 2001). However, a linguist, Charles Hockett (1967) introduces a generally accepted checklist for language, a set of designed features that all human languages. They include:

- Duality of pattern: that is the ability to create and understand new utterances.
- Arbitrariness; when signs or words do not resemble the things they represents
- Interchange ability: the ability to transmit and to receive messages by exchanging roles
- Specialization when the only function of speech is communication and the speaker does not act out his message.

The Role of English Language in Nigeria

In Nigeria, English Language occupies the status of a Lingua Franca. The history of English language in Nigeria dates back earliest contract with the Europeans. Of the entire heritage left behind in Nigeria by the British at the end of colonial administration, probably, none is more important than English language. It is now the language of government, business and commerce, education, mass media, literature and much internal as well as external communication... (Bamgbose 1971)

Highlighted below are views of some scholars and authors of the roles of English language in Nigeria:

- a) English is a language of integration more alien than not; most activities conducted in indigenous languages are condemned as. been, ethnic or tribal, A good example is in sport, the function of English as its language gives room for integration and "as it remains the-only area where ethnicity are not permitted
- b) English is acceptable to all it is the language that is not fraught with suspicions in any formal or iterate context

- c) English serves as the language of nationism. It is the language that brings all supposed 'nations' of Nigeria to function as one. The MYSC is a good example of such reinforcement.
- d) It is the language of nationalism. This accounts for nationalist like Herbert Macaulay, Obafemi Awolowo, Ahmadu Bello, IMnamdi Azikiwe had to use English language as a weapon of nationalists struggle.
- e) It is the Language of Wider Communication (LWC). English is regarded as common tongue in Nigeria among all the ethnic groups. Hence, it is used for information dissemination, ceremonial purpose, installment of keeping records, administrative instructions or directives, legislative meetings, self experiment and embodiments of thought among the various linguistic groups of Nigeria.
- f) English is the language of international relations and diplomacy - the language that mirrors Nigeria to the world. The national association as well as severa national monuments all of which are designed in English are crucial
- g) Writing in English by Nigeria literacy artists has also created a distinctive Nigeria literature marked by its own characteristics imbued with features inter-cultural communication and corporation.
- h) English is a language of instructions. Hence, Nigerian learners' access to the cultural and scientific knowledge of the world is largely. Through English. English Language, a verbal or non-verbal means of communication, is an indispensable instrument of education. In other words, education, whether in an informal or formal setting, can hardly lake place or be achieved without the instrumentality of the language. Since education is essentially a function of communicating ideas and receiving feedback between the teacher and the students, and since English language, is largely the medium of communication, both language and education are inseparably interdependent.
- i) English is a language of commerce. Business records, contract tenders, business advertisements, accounts and certificates are generally in English language

It has a hedge over other languages in "discussing, the official matters with different categories of workers. It is therefore, the only effective medium of interpersonal communication between Nigerians from different linguistic background and also between literate Nigeria's and foreigner who speaks English. The language is therefore regarded as a neutral one.

It played a major role in the fight for political independence as well as evolution of various constitutions under which the country has been governed. It is used in writing and re-writing the nation's constitution and used at national meetings and conferences where the use of indigenous language may bring about mutual suspicion and ethnical consciousness among the people. English is used for keeping government records administrative instructions and directives, legislative procedures, court proceedings and memos of official meetings etc. are all in the language.

The language occupies a significant place in the country's educational system. According to some experts (Fafunwa, 1973), (Onojowa, 1982) in (Babatunde and Adeyanju, 2006) asserts that effective language planning is crucial to the success of primary education in a multilingual setting in which the language of the home is quite different from that of the school. Nigeria has been moving Nigeria. The educational ordinance of 1882, in particular, was unique in enhancing the status of English in Nigeria. Activities related to education matters 'provided the necessary nutrients for the nurture of the English Language in Nigeria'. A fairly good command of English became a measure of an individual's enlightenment (Babatunde, 2003).

The importance of English as a common language in Nigeria is because it is the only official language with no tribal 'base. Ibo is useful in the Ibo areas, but in Yoruba Ibadan (for example) a Yoruba will not use Ibo with you - even if he speaks it because it is not the local language. (Ayodabo, 2008) in his view believed that the historical perspective of English in Nigeria may perhaps not be justified without a pointer to the issue of function. Since the basic function of language can be likened to a vehicle for passing information, its employment therefore is a factor of its power as an agent of socialization, in our

various homes and communities. And through it, cultural values and traditions are imparted. Such transactional functions of language make it a vital tool in education, general administration, legal matters, media practice, etc. (Odebunmi, 2003) and many other scholars share that view as well. That status has increased the responsibilities of English in Nigeria. (Jowitt, 1991) has also identified five domains of the functions of English and other mother tongues used when discussing functions of English in Nigeria. These, according to him, are official education, mass-media; religious observance and interpersonal relations. (Odebunmi, 2003) shares a similar opinion when he states that English is used in the print and news media, but in those fields you will also encounter a great deal of Broken - a characteristically Nigerian dialect of English which is still mainly a pidgin, but is well on its way to becoming a Creole. See also (Banjo 1981), (Agbaje, 2004) and several others. They all believe and agree that English functions in the domains of trade, government administration and education in Nigeria, (Banjo 1981), (Jowitt, 2001); and. (Odebunmi: 2005) also agree that English is the only means open to individuals from different ethnic and linguistic groups for interaction. That shows the colossal status accorded to the English Language in," Nigeria. The linkage between the national and international role of English in Nigeria is best summed by (Akindele and Adegbite, 1999) who state that English performs three broad functions of 'accommodation, participation and social mobility'(Ayodabo and Popoola, 2008) observed that the English Language as an educational instrument has the power both to create and transform social realities, especially when man's intellectual, moral, social, economic and political developments largely depend on the instrumentality of language. Noting that in the educational domain, English performs a dual role. First it is a language of instruction, as well as a course of study in Nigeria and many other countries of the world. And such important functions make it so significant that its quantity and quality (levels) of use have continued to serve as parameters towards evaluating intelligibility and competence in English usage, in almost all the domains of our life.

In the current era of globalization, the continued existence and dominant use of English language for accommodation, participation

and vertical and horizontal social mobility has endowed the language with considerable social prestige above the indigenous languages. Generally, the roles which English plays in Nigeria can be mentioned as follows;

- a) It serves educational and administrative purposes.
- b) It complements the indigenous languages which serve as mother tongues of different people as a further means of perceiving, recording and exploring the world.
- c) It enables the learner to know more people and understand information about other people's cultures, d. It serves some vital economic roles providing opportunities for gainful employment, requirement for admission into tertiary.

It is the language for the mass media. Most national newspapers are published in English. It is used to create and transform, our social realities in the cultural, film making industries and other medium of communication. Almost all the programmes transmitted on radio and television stations such as radio news items, lectures and other educational programmes as well as advertisement are in English. Foreign films such as Indians and Chinese are substituted in English.

The language is used for commercial functions. English is predominantly used instrument for success in business and commerce. All business record contacts, business advertisement, account and certificates are generally in English.

The history of English as a language in Nigeria is no doubt tied to the nation's history. The English language remains the most apparent legacy, which colonization willed Nigeria, English was the language of British colonialists, and as a former colony of Britain, Nigerians were officially introduced to it long before independence, through general administration, law, education, and the mass media Ayodabo and Popoola (2008). By 1960, when Nigeria obtained her independence, the English language had taken over almost every aspect of Nigerians' life. (Babatunde, 2003) appeal's to be more explicit about the activities that mastermind the status of English in Nigeria:

When the English language was introduced into what is now called Nigeria, the colonial might and Christian missionary activities

enforced its supremacy, thereby enhancing its survival. The while settlers' presence was felt everywhere they occupied and their interactions with natives were done largely through the English language.

In addition to that, was the establishment of structures (educational and administrative) to enhance the survival and nurture of the English language in forward and backward in terms of her language policy but because of the huge political status of English, Nigeria on attainment of sovereignty embraced English language as the medium of instruction in schools from class one to three in the primary school and to be taught as a subject throughout primary, secondary school levels and a prerequisite for admission into higher institutions.

It is accorded important status not only because it is a core subject in the school curriculum but also because it has the potential for promoting creative thinking and being adopted as a service language for other subjects in the Nigeria school curriculum. According to Iroegbu (2006) much emphasis is placed on the passing of English at credit or distinction level in addition to other subjects to enable any candidate gain admission into any Nigerian higher institution of learning-or be placed well in a good white collar job. In recognition of the importance of English language in enhancing educational attainment as well as for improving communication ability of citizens, the government had made it a core subject (Federal Government of Nigeria 2004), It is a stepping stone for proficiency in other school subjects, Akpan, Ivowi Okebukola and Oladokun (1992) and Olayayo,(1997) opined that poor level of achievement in many subject areas may be due to poor foundation in English language at the primary school level. There are also several researchers' reports which support that language inefficiency invariably leads to poor academic performance. Thus English language is more than just another subject on the school curriculum" because it was significantly related to general academic performance. It is equally a language of instruction for the country to accentuate our technological development and to progress technologically in order, to enhance overall national

development. Nigerian learners' access to cultural and scientific knowledge of the world is largely through English language.

- Words are taught through dictionary study, memorization and bilingual word lists
- Translation is a central technique.

Direct Method

Teaching directly in the target language through the use of demonstrations and visual aids

- Lessons begin with a brief dialogue
- No translation is used
- Exercises are given in a target language
- Grammar is taught inductively with rule explanation at the end.

Audio-lingual

It stems from the fact that language learning is like any other learning. It emphasizes vocabulary acquisition through exposure to its use in situations.

- It involves habit formulation through repetition and memorization in order to avoid errors at all costs
- It gives learners numerous opportunities to speak
- Provides opportunity for quick reinforcement
- Attends to structure and form more than meaning
- Native-speaker-like pronunciation is sought
- Linguistic competence is the desired goal
- The teacher is expected to specify the language that students are to use

Cognitive Code

An approach to language teaching which stresses the learners mastery of the rules of the target language institutions and opportunity for speakers, writers and media practitioners and artists to gain access to a wider audience.

- a. It is used for personal and social communication and interaction at the local, inter-ethnic and international levels.
- b. The knowledge of English language confers social advantage and an enhanced social status on an individual.

- c. It helps to project the indigenous language culture internationally.
- d. It is an international language; hence, it is used for external communication outside the country.

Language Teaching Approaches/Methods

An approach is a set of correlative -assumptions dealing with the nature of language teaching and learning. An approach is axiomatic (clear, cues not need to be proved). It describes the nature of the subject matter to be taught. A method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. Within one approach, there can be many methods. A technique is implementational - that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method and in harmony with an approach as well.

Grammar Translation

Translation of grammar rules from the language familiar to the learners to the target language or vice versa.

- Learning language through detailed analysis of grammar rules
- Reading and writing are the major focus
- Vocabulary selection is based on reading texts
- It refers to mental processes
- It emphasizes linguistic competence and performance
- Speaker learns language through mastery of its rules.

Situation Method

It is a method based on structural syllabus in which language is taught by association with characteristics of surrounding pictures, gestures etc.

- It uses real life situations to provide meaning end

- Rule explanation is often given either at the beginning C.
- It involves visual and linguistic situation

Communication Language Teaching

It means using procedures where learners work in pairs or groups employing language resources in problem solving tasks, Richards and Rodgers (1995:66).

- Meaning is paramount
- Contextualization is a basic premise
- Comprehensive pronunciation is sought
- Effective communication is sought '
- Teachers help learners in any way that motivates them to work with the language
- Intrinsic motivation will spring from an interest in what is being communicated by the language.

The Nigerian Language Policy

There is no doubt that we have multiplicity of languages among different ethnic groups in Nigeria with each group regarding its language jealously, yet what Nigeria had was bits and fragments called the Nigerian Language Policy in the National Policy on Education (1997) revised in (1999, 2001, 2004 and 2006) respectively. It is common knowledge that Nigeria does not have a well articulated and explicit national language policy that can be formed can be found in one document. "But it is also common knowledge that Nigeria does have a National Policy for languages in Education and by default and implication, in the polity Emenanjo (1998).

The policy is sometimes explicitly and obliquely slated in the Federal Republic of Nigeria: National Policy on Education, National Languages of the Government Views and Comments on the Findings of Recommendations of the Political Bureau (1987), Constitution of the Federal Republic of Nigeria (1989) and the Cultural Policy for Nigeria (198S). The policy provides for:

1. Mother Tongue (MT) and the languages of the immediate community as me languages of initial literacy at the pre-nursery and junior, primary levels, and of adult and non-formal education.

2. The three major national languages- Yoruba, Hausa, Igbo- at L2 as the language of national culture and integration.
3. English the official language - as the language of formal literacy, the bureaucracy, secondary and higher education, the law courts, etc,
4. Selected foreign languages especially French and Arabic as the Languages of international communication and discourse

Language, indeed, plays an integral role in education. For this reason, many educationists and educators consider the mother tongue (MT) as the best language of education. Prof. Babs Fafunwa is of this school of thought. The implication of this view is that the most intelligible, the most communicative language is the most effective language of education. This position has been empirically validated by the 2003 National Assessment of the Universal Basic Education programme. One of the findings of the survey is that the generally poor performance of primary school pupils is caused by their poor comprehension of the English language.

In the past, some scholars, spearheaded by Prof Fafunwa, attempted to answer the question poor performance by advocating the use of indigenous languages as mediums of instruction, at least for the first three years in the primary school. Fafunwa was a proponent of the Ife experiment. Today at Ife, the experiment has been put on hold, if not totally abandoned. This turn of event is no surprise for the following reasons:

- a. Many highly reputed Nigerian scholars, including the advocates of the policy never went through such an instructional mode before attaining their great academic heights;
- b. The policy was flawed by inadequate, or in some cases, non-existing metalinguistic facility for the attainment of the programme;
- c. Even the English speaking countries, where English is a Mother Tongue (MT) the dropout rate seems to vitiate the validity of the policy. Rather, it suggests that good academic performance goes beyond the language of instruction;
- d. Indeed that policy is capable of weakening the English language foundation of the pupils as they will miss the opportunity of

learning from their teachers' use of the language, the questionable competence of some contemporary teachers notwithstanding,

The Four Language Skills

When learning a language, there are four skills that we need for complete communication. When learning a native language, it is usually learnt by listening first, then to speak, then to read and finally to write. These are called the four "language skills". The four basic skills are related to one another by two parameters:

- The mode of communication: Oral or written
- The direction of communication: receiving or producing the message.

We may represent the relationship among the skills in the following chart:

	Oral	Written
Receptive	Listening	Reading
Productive	Speaking	Writing

Strategies for Teaching the Four Language Skills Listening Skills in English

Listening is an active skill which involves the ability to perceive, identify and react to the spoken message. This implies that a good listener must

- Know the listener is involved in an active and demanding task: It means that the listener must pay attention and make an effort to the message spoken.
- Identify the main reason why he is listening: the kind of idea he wants to receive
- Identify the sounds of the utterances he receives: that is, differentiating the phonemes of English as different from those of his mother-tongue
- Identify the major theme and sub-themes in messages

- Identify how the speaker has used such features as stress and intonation to show his mood and attitude to the listeners and the message
- Listening strategy are activates that contribute to the comprehension and recall of listening input. For the purpose of classroom situation, the following categories through which English language teacher could teach the listening skill in school is identified.

Dictation:

Allow the students to listen to the tape while it is played the first time the second time it is played, they should write it down as a dictation. Such an exercise can be at word, phrase or sentence level.

Listening Comprehension:

Allow the students to listen to a story on a tape. At the end, they should be to answer orally, some questions based on the story.

Use of Order, Questions and Answers:

Students should be given orders and the responses could be verbal or non-verbal.

Drilling:

It can be taught using minimal pairs such as:

Feel	Fill
Sell	Cell
Zip	Sip

Top - down

It is listener based, the listener is taught to tap into background knowledge of the topic, the situation or context, the type of text and the language. Top - down strategies include:

- Listening for the main idea
- Predicting
- Drawing inferences
- Summarizing

Bottom-up:

It is text - based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom - up strategies includes:

- Listening for specific details
- Recognizing cognates
- Recognizing word - order patterns.

Speaking Skill in English

Speaking, one of the four basic language skills consists of a complex set of skills. These skills are acquired naturally though not automatically, during child's first three years of life. It is the productive skill in the oral mode. It is more complicated than it seems at first and involves more than just pronouncing words.

Reading Skill:

Reading implies interpreting written, language, be it native or foreign to the learner or user. To be literate, then, accords one the opportunity to get involved in thought-sharing through the written page, i.e., the literate person is endowed with a bi-dimensional instrument of either sharing his own expressed thoughts or those of others as put down on paper, on screen or any other vehicle for conveying the written word. As expressed by Lawal (1991), Musilimi and Lawal (1997) reading as a tool, a discipline finds the key that unlocks the gate to literacy, wisdom and the gateway to understanding all other subjects in the school curriculum. Cziko, Greenleaf, Hurwitz and Schoenbach (2000) on the other hand, considered reading as a complex process, a complex cognitive process of decoding symbols for the purpose of deriving meaning (reading comprehension) and/or constructing meaning....([en.wikipedia.org/wiki/Reading \(process\)](http://en.wikipedia.org/wiki/Reading_(process))). Cziko and his associates also observed that most people think of reading as a simple, passive process that involves reading words in a linear fashion, and internalizing their meaning one at a time. Cziko also noted that reading is actually a very complex process that requires a great deal of active participation on the part of the reader. Reading is a basic life skill. It is the cornerstones for a child's success in school;

and, indeed, throughout life. Anderson and the Commission on reading (2003) define reading as the process of constructing meaning from written texts. The Commission on reading (2003) further postulate that skilled reading can be described as constructive, fluent, strategic and motivating (p47). The ultimate goal of reading is to enhance comprehension of written material, to evaluate it, and to use it for one's needs (Encarta 2009).

As Shaywitz (2003), a researcher on reading, states: Reading is the most complex of the human functions, Reading in any language poses a challenge, but reading in English is particularly difficult (Snow/ Burns, & Griffins 1998), especially for second language learners, Noel (1995) opines that reading is a phased thinking-Feeling-Communicative Process, In addition to its psycholinguistic complexity at any particular point in time, reading involves a complex processing that changes gradually over time (diachronically), influenced by psychological; linguistic and social-communicative factors. Reechoing that, any act of reading involves personal choice, emerging from a complex mix of interests, feelings, and ideas. He further stated that reading is the activation of prior knowledge and schemata, engagement with the text, meta-cognitive control, and generation of ideas and emotions, integration with existing knowledge and feelings, judgment and evaluation, also informing that reading can also be accomplished by touch, as in the Braille system, a printing method designed for the blind that involves raised or punched dots.

Harris (2000) starts with a hypothetical question on the complexity of reading: What do we read? The message is not something given in advance - or given at all - but something created by interaction between writers and readers as participants in a particular communicative situation. While Smith (1997) opines that reading is asking questions of printed text; and reading with comprehension becomes a matter of getting your questions answered. Furthermore, Goodman (1996) and Lawal (2007) agreed that: Reading is a psycholinguistic guessing game,

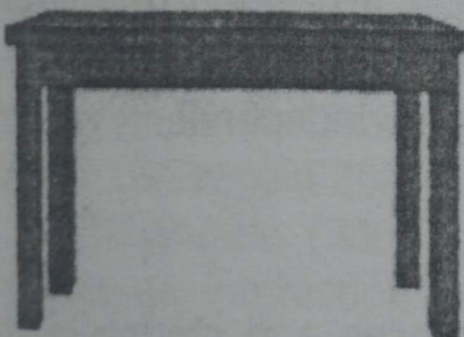
From the above views, reading in part is making meaning from prints. It requires that one:

- a. Identify the words in print-a process called word recognition;

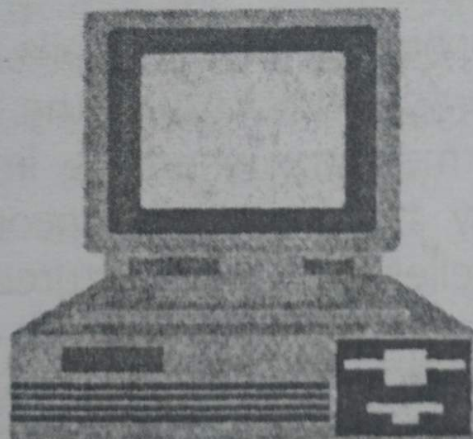
- a. Construct an understanding from them-a process called comprehension;
- b. Coordinate, and identifying words and making meaning from them so that reading is automatic and accurate-an achievement called fluency; and
- c. The cognitive process of understanding a written linguistic message.

Reading is perhaps the most difficult language skill to teach because it involves so many different elements - mechanical, eye movement, grammar, vocal, phonetics, spelling and intellectual comprehension. There are two main approaches to teaching reading, the synthetic and analytic:

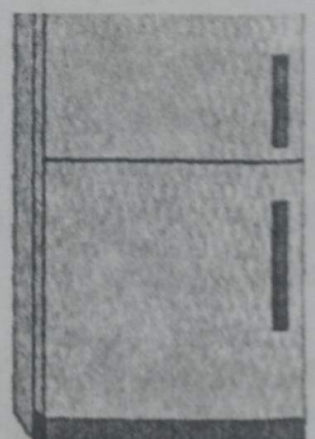
- ***Synthetic approach:*** Reading is encouraged through the use of the small units of writing such as letters. While gradually, building them into larger units such as words and sentences. Examples are the *alphabetic and phonic* methods.
- ***Analytic approach:*** This approach is started with relatively large units such as words, phrases or sentences. It is later broken or analyzed into smaller units. Examples are the whole word or look and say and language experience method
- ***The Alphabetic Method:*** The oldest of all methods of teaching reading, the teacher makes pupils **to** learn first all the twenty six letters of the English language alphabets, Nxr capitals and small letters. The letters are later combined into syllable and then words before sentences are introduced. Sometimes, the letter* may be associated with particular words and pictures



Table



Computer Monitor



Refrigerator

Advantages

- a) a) The pupils learn, though independently, that there is some relationship between letters and sound
- b) The occasional use of pictures makes pupils to realize easily that meaning goes hand in hand with reading.

Disadvantages

- a. The method is highly demanding and it requires a lot effort and repetition by both the teacher and the pupils.
- b. The use of pictures (as is often the case). The method looks motivating since the letters are meaningless and uninteresting

Phonic (also known as linguistics approach)

It is the Correspondence between English letters and sounds

- e.g
- a. sleep, keep, deep
 - b. Whip, wheat, wheel

The assumption in example a is that the letter 'ee' is pronounced as /I:/ when found in a word. This method of teaching helps the child to become an independent reader but the meaning which is important in reading is not emphasized.

Whole - word Reading

Another description for this is 'look and say' method. It involves recognition of simple words representing objects or concepts well understood by learners and then moves into new groups. The method takes its name from the part played by 'word' being a unit of language used in teaching reading.

Here the teacher makes the pupils acquire some basic words by associating the words with pictures; the words are taught not letters thereby stressing meaning where is important in reading, it also encourages fluency but does not encourage independent reading because the child relies heavily on pictures.

The Language Experience Method

The method stresses the use of sentences and stories in the teaching of initial reading. It is not a method for beginners. It stresses

that reading must not be taught apart from the other language skills of listening, speaking and writing.

The teacher allows learners to tell a brief story or give a description or comment. Teacher writes down the language they use and make them to read again what they've produced. He encourages pupils to say something original by making them little modification if need be.

The method gives pupils confidence and motivation since, they are made to read their own ideas and sentences, it also promotes cordial classroom atmosphere since, every learner is encouraged to speak about this experience.

Written Skills

Oyeyemi (2003) stated that writing in this context involves words through a set of symbol or marks. These symbols or marks represent the thought of the writer.

He further explained that writing is not only an attempt to use symbols or marks to express feelings, opinions or suggestions on a particular issue but putting together appropriately these symbols and marks as they appear in words, phrases, clauses, sentences and paragraphs. He also said such symbols and marks must be used in a logical and meaningful way.

A collection of well documented English sentences shows in the graphic counterpart of speech, the fixing of spoken language in permanent form David (2009). Man is obliged to devise a tool capable of overcoming the imitations of speech. George (2009) 'n his translation of Jensen, Sign, Symbol and Script conceptualizes this tool as writing. Writing is a system of intercommunication by means of conventional visible marks, (Gelb 2005). The importance of writing can easily be realized if one tries to imagine our world without writing, therefore, where would we be without books, newspaper:,,, and letters? (Gelbagain 2009).

Babatunde (2009) sees writing as both an interaction and a process, an interaction between the writer and the reader(s) and a process, considering writing as a major task involving a number of steps which must be taken one after the other so as to have n good

product or text. Babatunde (2009) emphasized that writing process is not a one-way traffic; rather, it is a recursive process involving movements, forward and backward. Writing systems use sets of symbols to represent the sounds of speech, and also have symbols for such things as punctuation and numerals. Writing is intellectual and emotional exhibitionism.

Teaching writing is important because written communication is a basic life skill. Students may need to take notes, fill in forms, and write letters, reports and stories. Many need to fill in detailed questionnaires relating to health, education and employment. The amount of time you spend on teaching writing will naturally depend on your students' needs.

Writing is an effective way of reinforcing what students have already been studying, and they benefit greatly from seeing new or unfamiliar language in written form. Writing is a good way to practice grammar structures, it helps students to recycle and look up new vocabulary and to learn English punctuation rules.

The Controlled-to-Free Approach: The controlled-to-free approach is sequential: students are first given sentence exercises, then paragraphs to copy or manipulate grammatically by changing questions to statements, present to past, or plural to singular. They might also change words to clauses or combine sentences. With these controlled compositions, it is relatively easy for students to write and yet avoid errors, which makes error correction easy. Students are allowed to try some free composition after they have reached an intermediate level of proficiency. As such, this approach stresses grammar, syntax, and mechanics. It emphasizes accuracy rather than fluency or originality.

The Free-Writing Approach: This approach stresses writing quantity rather than quality. Teachers who use this approach assign vast amounts of free writing given topics with only minimal correction. The emphasis in this approach is on content and fluency rather than on accuracy and form. Once ideas are down on the page, grammatical accuracy and organization follow. Thus, teachers may begin their classes by asking students to write freely on any topic without worrying about grammar and spelling for five or ten minutes. The

teachers do not correct these pieces of free writing. They simply read them and may comment on the ideas the writer expressed. Alternatively, some students may volunteer to read their own writing aloud to the class. Concern for "audience" and "content" are seen as important in this approach.

The Paragraph-Pattern Approach: Instead of accuracy of grammar or fluency of content, the Paragraph-Pattern Approach stresses organization. Students copy paragraphs and imitate model passages. They put scrambled sentences into paragraph order. They identify general and specific statements and choose to invent an appropriate topic sentence or insert or delete sentences,

The Grammar-syntax-Organization Approach: Teachers who follow this approach maintain that writing cannot be seen as composed of separate skills which are learned sequentially. Therefore, students should be trained to pay attention to organization while they also work on the necessary grammar and syntax. This approach links the purpose of writing to the forms that are needed to convey message.

The Communicative Approach: This approach stresses the purpose of writing and the audience for it. Student writers are encouraged to behave like writers in real life and ask themselves the crucial questions about purpose and audience:

Why am I writing this?

Who will read it?

Traditionally, the teacher alone has been the audience for student writing. But some feel that writers do their best when writing is 'truly a communicative act, with a writer writing for "a real reader. As such, the readership may be extended to classmates

The process Approach: Recently, the teaching of writing has moved away from a concentration on written product to an emphasis on the process of writing. Thus, writers ask themselves:

How do I write this?

How do I get started?

In this approach, students are trained to generate ideas for written, think of the purpose and audience, and write multiple drafts in order to present written product that communicate their own ideas.

Teachers who use this approach give students time to try ideas and feedback on the content of what they write in their draft as such writing becomes a process of discovery for the students as they discover new language forms to express them.

Reference

- Abdulkareem, A; Y. (2000)** Classroom Management for effective teaching practice. In Idowu, A. I., Daramola S. O., Obrindare, A. S., Obiyemi, O. O. Ijaiya. N. Y. S. and Lafinhan. K (2000) *A Guide to Teaching Practice* Ilorin: A publication of the Faculty of Education, University of Ilorin pp 196-202.
- Abimbola, I. O. (2000)** Preparation of Lesson Plans. In Idowu, A. I., Daramola, S.O , Olorundare, A.S , Obiyemi, O.O., Ijaiya, N.Y.S.. and Lafinhan, K. (2000) *A Guide to Teaching Practice*, Ilorin, A publication of the Faculty of Education, University of Ilorin pp. 44-55
- Adeduniyi, M A. (2004b).** The unifying role of English in a multilingual nation, the case of Nigeria. In Ndimele O. (ed) *Language and Culrure in Nigeria: A Festschrift for Essen Okon.* Okon. Aba: National Institute for Nigeria languages pp 67-87.
- Ajayi, Y. A (2001)** *An introduction to micro-leaching in preparation for teaching practice* Ilorin: IIMDEMAC
- Akanbi, T. (1999)** *Records in school administration*, Ilorin Hay tee BOOKS
- Babajide, A. O. (2000).** Introduction In Babajide A. O. (ed) *Studies in English language*. Ibadan. Enicrownfit Publications Pp **1-4**
- Babatunde, S. T. (2009)** English language in modern world. In Alabi, V. A. and Babatunde, S. T. (ed) (2009). *The Use of English in Higher Education*, Ilorin. General Studies Division, University of Ilorin,
- Babatunde, S. T. (2003)** *Contemporary English Usage An Introductory Approach*, Ilorin: Haytee Books.
- Bamgbose, A. (1971).** The English language in Nigeria. In Spenser J. (ed) *The English language in West Africa*. London Longman.

- Erne nan jo, E. M. (1998)** *Towards a pragmatic language policy for Nigeria. Hindsight foresight in the education domain*, Mimeo Aba: (National Institute for Nigerian Languages,
- Emenanjo, E. N, (1990)**, Languages and the National Policy on Education: Implication and Prospect Fafunwa *Foundation Internet Journal of Education* Nigeria,
- Fafunwa, A. B (1874)**, *New perspective in African education*. London: Macmillan.
- Federal Government of Nigeria (1960)**. *The Independence Constitution of Nigeria* Government Printers, Lagos.
- Federal Government of Nigeria (1963-1962)**, *Federation of Nigeria, Parliamentary Debates*, First Session in House of Representatives, Lagos, Federal Government Printers, Column 3145.
- Federal Government of Nigeria (1979)**. *The constitution o Federal Republic of Nigeria*. Daily times publication Lagos.
- Federal Government of Nigeria (1981)**. *National policy on education* Federal Government press Lagos.
- Graves, M. F. & Watts-Taffe, S. (2008)**. *For the love of words: Fostering word consciousness in young readers*. The Reading Teacher 62 (3), 185-193.
- Graves, M. F. (2006)**. *The vocabulary book: Learning and instruction* New York: Teachers College Press.
- Oluikpe, B. (1979)**. Teaching the art of continuous writing in tertiary education. In Ubahakwe, E. (Ed). *The teaching of English studies*, Ibadan: Ibadan University Press.
- Lawal, R. A. (1991a)** A Diagnostic Study of the Reading Performance of Some Nigeria Primary Pupils. In O Union, et al (eds) *Literacy and reading Nigeria* Institute of Education. University of Ilorin, Ilorin.
- Lawal, R A. (19915)**. *English communication skills and methods for primary and junior secondary school Teachers*. An Unpublished Mimeograph Institute of Education. University of Ilorin, Ilorin.
- Lawal, R. A. (1995)**. *English communication skills & methods for JSS teachers*,

- Lawal, R A, (1995)** Curriculum Planning and Development in Nigerian Tertiary Institutions, from theory to practice. In Obafemi, O and Lawal, B. *Issues in contemporary African social and political thought*, Lagos: Academia Publications.
- Musilimi, Y. Y. & Lawal, R. A (1997).** A comparative Assessment of the Reading Skills Component of Two Textbooks For the Nigeria!, Junior Secondary School. *Literacy and reading in Nigeria*, 1, pp. 487-497,
- Oyeyemi, S.O (2003).** Elements of Writing. In duntoye, Yusuf and Oyeyemi (ed), *Language and communication skills*, Ilorin. Haytee publishers.
- Perfetti, A, (2003).** *The universal grammar of reading*. Scientific Studies of Reading, University of Pittsburgh Lawrence Erlbaum Associates, Inc 7(1), 3-24,
- Snow, C.E., Griffin, P., & Burns, M.S. (Eds.) (2005).** *Knowledge to support the teaching of reading: Preparing teachers for a changing world*, San Francisco: Jossey - Bass www.wjtdweb.info
<http://corrcommunity.aold.ac.uk>