

# Critical Art of Teaching Writing: Nepali Educators' Insights into Crafting Young Minds

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## Abstract

This study is based on the perception and understanding of preprimary level teachers of Nepal. The study was based on the narrative inquiry of the qualitative paradigm. The objective of this study was to explore the freedom in teaching writing to enhance writing skill in preprimary level learners. Based on the objective as well as through the eyes of participants, the collected information was interpreted and concluded that innovative techniques are lacking at preprimary level for effective learning. The study also used social literacy as a lens for the interpretation and description of information to find out the hidden reality. To reveal a method of teaching writing skill, information was collected through in-depth interview with two participants from two different schools selected purposely. Collected information was tabulated, categorized and developed into themes. This study revealed that wall writing, ground writing, and carbon copy symbols techniques are innovative techniques of teaching writing for small children who study at preprimary level and that are incorporated with freedom and natural learning.

**Keywords:** critical art, social literacy, teaching writing, wall writing

## Introduction

It was 2015 when my boy was crawling through the twentieth months. I was very curious to know when and how he would start to write. He used to play with his elder sister who was five years senior to him. She loved his babbles and uttered such similar sounds to assimilate with him. She was hard-worker in her study, and quite seriously she would do her homework sitting and enjoying it with him. The baby would play with her and cry asking for her books, notebook, pencil, and eraser. Sometimes he would tear her book and paper and she felt sad. Sometimes she herself would give him her pencil to strike on her copy for which he would enjoy a lot and showed his labor holding the pencil not by the fingers but by

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the fist as far as possible. I would minutely observe all the situations and remember that writing is a translation of thoughts and ideas, sounds or images into some sort of physical trace (McNamara & Allen, 2019). Therefore, writing, for various reasons, has come to be the most challenging skill for both students to learn and teachers to impart (Abedi et al., 2019; Sukmawati & Nasution, 2020). No matter, it is a skill that is learnt by human beings after continuous practices either formally or informally. My boy practiced the craft of writing by holding the pencil and rubbing over the sister's copy.

He had freedom to scratch on the walls of the house either by the marker of his father or mother, the pencil of his sister or a coal found around the house. He would draw on the wall with his own patience and it seemed that it was his own duty. No one would obstruct him in scuffing on the walls of all the rooms. Every day he drew something with his own enthusiasm and thought and I never disturbed his efforts, remaining just watching, observing, thinking, and re-thinking. The walls were filled up with his sketching but I never became upset watching the scuffed walls of living rooms and other rooms. In the later days, I found a bit improved stretches: lines were somehow state and showing some symbols of learning, hope, possibility.

One day, I saw him playing on the ground in front of the house in the autumn season. It was a day when the rain had just stopped and the ground in front of my house had become neat and clean. The sand on the ground was smooth and plain. It was almost afternoon and the area were surroundings quiet, and peaceful. He was playing alone on the ground. Suddenly, I saw him holding a small stone in his hand and dragging it over the ground. He made small lines around him and a shape of the English alphabet 'A' and 'C' but he did not know what he did; it was me who was watching him and thinking about his future. The volcano of pleasure burst up over my heart and it made me realize that not only the paper, pencil, sharpener, eraser, school and teacher are all in all for learning. A child can learn beyond these materials and places too. It was too early in his life, before going to school. Therefore, the problem of my research is why the children are not let free to enhance their learning by writing on the wall, ground, and yard. Why are they restricted to write in their note book only? Why do teachers and parents snatch their freedom of learning? It is a natural process of learning for which we parents and teachers have to support so that the early learning takes place in the minds of children as a result the society can't get a chance to blame them with the name of blunt and dull children. A child has to get such exposure to support learning; to make them habitual in learning; and to create interest in learning. If a child has such an environment at his early age before the entry of formal education, education does not become a tough activity in his life. Education is a process involving formal or non-formal education, beginning from preschool, which would last a lifespan and is conducted to improve the written communication skills of

individuals (Göçer, 2016). Moreover, writing is one of the predominant language skills in teaching English to ESL and EFL students in all education levels, notably junior high school students (Amalia, Abdullah & Fatimah (2021). Likewise, Sohli and Eginli (2020) claim that developing the idea of writing skill in a second language is considered to be more challenging than the other language skills. It is a clean art that needs to develop from early learning.

It is a practice and habit of the learner which is possible from pre-scholar autonomy. Therefore, the objective of my study is to explore the way of teaching writing to enhance writing skill to preprimary level students. Basically, this study was based on perception and understanding of preprimary level school teachers in Nepal with the aim of incorporating freedom in writing skill at the preprimary level at which level learners need more freedom in learning writing skill. The study used two research questions: How do you teach the alphabets to your learners, and how do you respond to your learners when they scratch on your painted wall of the school with a chalk or marker or pencil? Based on the research questions and objectives an interview schedule was developed to collect information.

### **Critical Literacy**

Freire's (1970) educational projects in Brazil on approaches to critical literacy have been taken up in feminist, postcolonial, poststructuralist and critical race theories, critical linguistics and cultural studies, and indeed, rhetorical and cognitive models of writing and reading. The term critical literacy refers to the use of the technologies of print and other media of communication to analyze, critique and transform the norms, rule systems and practices governing the social fields of institutions and everyday life (Luke, 2004).

Freire (2005, p. 70) maintains that knowledge emerges only through invention and re-invention, through the restless, impatient, continuing hopeful inquiry human beings pursue in the world, with the world, and with each other. World is the source of knowledge therefore learning takes place when a man and the world will be together. For the learning and emergence of knowledge, the children need to be actively participating in the classroom. Discussion, interaction, and communication are the techniques which are applied in the classroom teaching and learning activities. Moreover, it is the way of learning by doing. It makes them active and they won't be passive and patient. Dialogue is the source of communication, and without communication there won't be true education. Freire (2005) claims that critical thinking is possible through dialogue; interaction and communication are the source of generating critical thinking.

Classroom is a place where a large group of students come from a society representing the features of society. As in the society, the group of students is

divided into majority and minority on the basis of caste, culture, religion, language, geography, and intelligence. Teaching in such a diverse classroom is a political orientation. A teacher uses his ideas and techniques for teaching and learning. His politics in the classroom may not fit all the students. A group of marginalized and disenfranchised communities may not understand. Therefore, the teacher needs to focus on such disadvantaged groups in the classroom. That's why critical literacy is a focus for social justice, for the advantage of disadvantaged groups. It is an effort to provide justice to the marginalized and disenfranchised communities. Fraser (2009) explains this idea as “redistributive”, “recognitive”, and “representative” social justice. Critical literacy is an overtly political orientation to teaching and learning and to cultural, ideological and sociolinguistic content of the curriculum (Luke, 2014).

A teacher always focuses on the majority of learners and rarely on the minority group of learners. The learner, who write in their note books, show their teacher and deserve an intangible award but those who do not write in the notebooks and write on the walls/ ground/ yard are neglected in the classroom; remain away from the care of the teacher. Moreover, they are not encouraged in their study and blamed as slow learners. It is the responsibility and duty of the teacher to care and to watch them. The teacher needs to prioritize those students who write on the walls; they should not be charged. They are not neither slow learners nor dull learners. The teacher has to use alternative ways and make them involved in writing or study so that their freedom in learning also gets support in study.

### **Critical Art in the Classroom**

Young learners search the place of scratching, drawing, making symbols, and their own picture. The symbols which they make on the wall/ playground/ yard/ hand/ leg are the symbols of learning but they are forbidden in doing so because teachers do not understand creative learning. Instead of being supported they are suppressed in the name of doing homework or class-work. The banking model of teaching (Freire, 1970) kills their creativity and curiosity.

The certain frame of the schooling education keeps children into a frame and lectures to them thinking that they are objects of the listener and teacher is the subject of the narrator (Freire, 2005). The teacher maintains silence in the classroom and narrates the feeling that children learn just by listening as if the object. In the name of teaching, teacher focuses on discipline, manners or honesty but the pre-primary learners do not know what these mean? Teacher makes them train to greet him to take permission to enter in the classroom or to be out of the classroom. Students learn to join two palms to greet their teacher, bow their head and utter Good Morning. It gives satisfaction to the teacher and innocent children are known as honest and having good manners. Those who forget to greet by

joining their palms, bowing head, and uttering the phrase Good Morning are punished by the teacher and the teacher feels satisfied in his/his way of teaching. Students learn to keep their notebook neat and clean so they ask their parents to keep the cover on their notebook and book. They narrate the pedagogy used in their classroom to teach them with their parents. Parents listen them honestly and become happy feeling that their children are in good school where better discipline is maintained so that the children will have better manner, even they listen the request of the children maintaining the good condition of book and notebook as order by the teacher so keep the cover on notebook and book and suggest them to do their homework as assigned by the teacher.

In our context, the creativity of learners is controlled at school as well as at home. When a child sketches on walls of the house, parents scold him. Moreover, they may punish him/her and the creativity of the child is controlled at the early age of childhood. Parents want to keep their walls neat and clean but the child wants to draw something on the wall as my child. Child gets a new notebook and is asked to write on it without tearing but the soft limbs and creative mind cannot remain without tearing. Therefore, parents again punish. At the early phase of learning, they want to see neat and clean writing but how it is possible. Many children learn to write sketching on the wall and notebook. They learn many things by tearing their notebook because the children are active learners (Vygotsky, 1978). They tear the notebook; develop it into many shapes; interact with their friends and construct knowledge actively (Vygotsky, 1978). Sometimes, the children learn to play in the dust or with the clay mud or plain land of wetted sand. But the parents do not understand them not to let them play with the dust in the field and plain sand on the ground. Likewise, at school, teachers do not understand the creativity of children. As far as possible they do not let them interact in the classroom. They feel that the classroom will be noisy and their principle may threaten them. Students are not allowed to sketch on the wall or on the ground. They are not asked to tear notebook and design different shapes. Teacher asks them to copy from the board and instructs them to maintain neat and clean. Teachers are trained in the banking model of pedagogy (Freire, 2005).

### **Teaching Writing**

Listening and speaking are the primary skills of language. Children acquire these skills mostly in the informal situation at their home at their early age of life. They get enough exposure from their parents as their first teacher, and from their brother, sister, neighbor or relative. Writing is a complex skill of language that is learnt after reading. A child learns to utter a sound first and then learns to write. Writing is a symbolic system of conveying feelings, thoughts, emotions, ideas, and experiences. Writing is a form of exchanging concepts, opinions and feelings

(Alkodimi & Al-Ahdal 2021). Writing integrates all language skills because after the competence of listening, speaking, reading, the skill writing is acquired so it requires competence of not only the writing skill but also other skills of language as well. Speaker uses more gap fillers while speaking but the writing requires an effort to think and organize ideas in a more logical sequence (Devi, 2024). It does not use any gap filler but the correctness of grammar is the backbone of writing. Writing requires cohesion, coherence, bank of vocabulary and good knowledge over the title along with the competence on morphology and syntax (Alimohammadi, 2023). Therefore, writing is a complex skill of language.

Teaching writing involves the employment, and impartation, of different techniques and strategies to learners to make them become, ideally, autonomous writers in their own right (Kim & Kang, 2020; Lee, 2020).

### **Methodology**

In this study, I used the narrative enquiry under the paradigm of qualitative research. Narrative inquiry is a story or a collection of stories that carry information of an individual or a group (Wells, 2011). It records the experiences of an individual or a small group in a natural setting to reveal the live experiences of individuals that are collected through interview. Wells (2011) further states that narratives are sequential and meaningful that represent individual experiences or changes.

To select my participants, I employed purposive sampling as suggested by Creswell (2012). I selected two teachers teaching at preprimary school for more than ten years assuming that they have been using different techniques of teaching English to the primary students. Two different schools were selected purposely where learners get enough time to play and enjoy with dolls as well as with each other. Information was collected from an in-depth interview (Anderson, 2010) which became the base of achieving the goal of this study. In order to generate the theme, collected information was transcribed, sub-categorized, categorized and finally developed for an idea.

### **Results**

Based on the information gained through the in-depth interviews with the participants, this study revealed the reality of the art of teaching in Nepalese schools to the students of the early childhood age group. For this, the information was interpreted through the lens of critical literacy where learners are left free and get the chance of learning in their own space. School teachers claim that learning becomes effective when primary learners are taught in the same way without any bias in the classroom. It seems that the awareness of teachers lacks the freedom of learning. Moreover, they do not think that the rules developed by school snatched learners' learning freedom.



Still teachers have a mind set about school education that school is a place where students are taught keeping inside four walls. School forms rules and regulations and those rules and regulations have to be followed by the children. Small kids are just struggling for their mother tongue and still need some months or years to get mastery over it; they do not know rules and regulations of formal education. They are innocent, honest and curious to know something not by the dictatorship of the teacher but by the role of facilitator. They search their own natural world even in school as if in the house but the school in the name of teaching does not let them have such a motherly environment and all the children are kept in the same box of school. It does not think about the freedom of children.

### **Over Inscription**

The teachers teach their students by holding their hands one by one in the classroom. They learn to write over the lines or circles drawn by the teacher. The teacher makes them habitual in writing or drawing the lines and circles. They are encouraged and praised by the teachers in front of the friends in the classroom.

A participant narrated that:

At the early stage of teaching writing, children are taught to catch a pencil by their finger but not by their hand so that it will be easy for them to learn to write. Teacher draws state lines and circles in their note book and teaches them to write over the lines that the teacher has made in their notebook.

Teachers use tangible and intangible rewards to motivate learners for reading and writing. When children write, they go through a mental process and the process is more complex; they have to think, organize the idea, write, revise, and edit to get perfect writing and thus they can concentrate on language use more precisely (Akhter, 2014). They need freedom in the process of writing otherwise they cannot organize their thoughts and the skill of writing may not be improved early.

Before teaching the content to the children of pre-primary level, the school teaches them a habit of coming to school to them. Up to a few weeks, teachers neither teach them to write nor to read; they remain free at school and try to provide a family environment to them where they can play with different dolls and can enjoy with their friends. One of the participants claims that "school lets them free to enjoy and provides chocolate to them if they cry for a long time. Developing a school habit is a major task that every child has to learn in the process of literacy." Coyle (2010) suggests a three-step plan for enhancing writing skill: "First identify the discipline-specific writing skills that are needed in the workplace; second, develop learning modules that cultivate those writing skills; third, design course assignments that assess students' ability to compose documents that are commonly produced in work place (p. 196)." He suggests these steps for the

students of senior classes rather than pre-primary level, but it may be useful to other levels too when the teacher applied some part of it.

### **Joining Dots**

Teachers impose their thoughts in the classroom making dots in notebooks of preprimary learners and ask them to join those dots. They are slowly kept in a certain framework of school through the thought of teachers.

Both the teachers proclaimed that they collect notebooks of all the preprimary learners and they make dots in those notebooks and teach the learners to join those dots one after another. Before asking them to join the dots, they present them in the classroom how to join those dots writing on the board or through multimedia. Moreover, the teachers hold the hand of learners and teach them how to join the dots.

Preprimary learners come to school with their personal bag having a notebook and pencil. From the very beginning parents have expectations of achieving well learning by children. For that they bear every sort of cost and difficulties without any disconsolation with their life. Instead, they feel pleasure for getting such chances of bearing difficulties and troubles by them for their children with the hope of their bright future through education. They persuade their children to write in the notebook or to draw something.

It shows that from the very beginning learners are put into a certain frame and they are instructed to keep in the four walls of the classroom neglecting their freedom of learning. Natural learning is not practiced in the classroom; they learn as if they are objects. Teachers behave as if they do not have their own creativity. The skill of writing is to shower over them believing them as if a piggy bank. When they drop skills into the piggy bank like the dropping of money by a child, the teachers think that one day it will be filled up. One day the minds of preprimary learners will be filled up. The school believes that they will be good learners in the future. However, no one thinks that it is not a natural learning; it kills creativity, and the learning becomes delayed or weak.

### **Wall Writing**

The preprimary school teacher said, "Students should not get to rub their pencil on the wall because it becomes dirty which is the out of school rule. The teacher does not enjoy with wall writing by the school children." Moreover, students are punished if they are found writing on the wall or helping to write on the wall. Teachers do not entertain when they find writing on the wall and even they think it is a foolish activity. They do not think that it increases the creativity of learners and becomes the base of learning writing. It is an art of learning to write but they are not



left doing so. School always tries to maintain neat and clean inside the school premises and around the school area. School paints the walls so that it looks beautiful and attractive. Students enjoy and feel happy when they find a neat and clean environment. To maintain it, the school makes rules at school that are followed by all the students. The development of writing skills does not happen automatically; rather requires repeated explicit demonstration, plenty of opportunities for practices and experimentation (Kennedy et al, 2012). Without granting them freedom at their own pace they may not develop good writing skills.

But the participant admitted that:

when the small children get a chance to write on the road, floor, wall, sand of river bank, and in the field of playground, they learn early and even with the less effort their writing becomes more fruitful and meaningful within a short period, but dictating them to write in their note copy or on a slate may not be helpful to learn to write in the short period of time.

Rules of school kill their freedom, Moreover they kill the creativity of the learners' too. Using a coal, marker, pen, pencil, chalk, stone, and stick to write on wall/ floor/ road/ sand of river bank, and in the playground becomes more realistic and meaningful in learning to write. But we parents and teachers prohibit them from doing so because we are not aware of how writing skill flourishes in the early age group of learners.

### **Ground Writing**

A child starts to walk, interact with others; feels pleasure playing on the ground with the objects found around him. When he finds a small pebble or a small stone, holds it and plays with it. He rubs that stone on the ground around him. He does not care whether the ground is plain and smooth or not. The dust on the ground, dirt and clay on the ground do not matter to him. He holds the pebble with his fist but not by finger. The child holds either the pebble or the splinters found around him and rubs on the surface; draws lines as he likes. The child uses the pebble or the splinter to draw lines on the ground one after another. He does not care if anyone passes through the ground. The dust cannot stop him. The lines are drawn frequently; circles are made. The freedom in playing in the ground either alone in the ground or together with other children provides enough pleasure. The playing goes on continuously but it does not become the burden of learning. It is not the learning inside the four walls of a classroom; it is the learning out of the four walls where the child within a short time can draw some alphabets like 'A', 'O', 'C' that become the foundations of learning.

Both the participants narrated that school children are not allowed to write on the playground using marker or chalk. If it is written on the playground of school by

some, the learner will be suggested not to write on the playground. On one hand the playground becomes dirty and on the other hand, the learner cannot improve his/her writing as well. The learner may go out of track of learning. Moreover, the school does not allow anyone to write on the playground using chalk and marker or by a pencil. They further narrated that they do not punish physically and mentally if anyone writes on the playground.

The information provided by the teachers clearly suggests that learners at preprimary level do not get freedom in learning. School imposes its own autocracy at school and snatches the freedom of learners. School does not understand methods of teaching writing that is necessary to apply at preprimary level. Home is the first school and parents are the first teachers of the children where they learn many things before going to school (Pusztai et al., 2023). Children learn to speak in their mother tongue at home and to express their feelings as well as their desires with their parents and others. The first cry along with the birth is the symbol of learning and the child goes on learning along with the age (Moyo & Tetsiguia, 2020). Babbling sounds are produced at the beginning as a symbol of learning; then they produce common bilabial sounds (Genelza, 2022) that are used in day to day communication.

### **Finger Writing**

Small children when they play at the bank of a river covered with sand use their own finger to draw some lines or circles. They play with sand for a long time if no one disturbs them. In the early days, they did not know about English alphabets but later days they do write some alphabets in the sand as if inscriptions. Writing in the sand by the finger becomes easy for them where they do not feel the pressure of school and school teachers along with the system of school. They develop a concept of writing playing on the sand that becomes strong foundations of writing skill.

A participant proclaim that:

No sandy ground is found at school and school does not manage such facilities to the preprimary learners. A school does not think of letting preprimary learners to play on the sandy ground freely and asking them to draw some lines or circles by their fingers as a method of teaching writing through freedom. Moreover, the school thinks letting preprimary learners play on the sandy ground is not the system of teaching. It can damage a school's prestige.

Schools do not manage the sandy ground. Schools decorate their playground placing tiles or blocks so that no dust is found at school. In the name of maintaining neat and clean children are not allowed to play on the sandy ground or on the dusty

ground. Even if the ground is dusty, learners are forced not to go there and play with dust or sand.

Even at home, parents do not allow their children to play in the dusty ground as much as possible. They do not let their children play on the sandy ground or bank. They think that children cannot read and write well if they are left to play at such dusty places; such playing may develop dirty habits in them too. School children or preprimary learners are not objects as believed by school (Freire, 2005) who are kept inside the four walls of a school and a teacher barks in front of them. They have their own creativity, intelligence, and learning ability that can be flourished when they are let learning in freedom rather than in a certain frame.

### **Holding Hand**

Preprimary learners are quite small so they are not able to hold a pencil appropriately to write on the board or notebook at the early stage of learning. They need the support of the teacher to learn and to hold the pencil. The teacher helps them with how to hold the pencil in the classroom. The teacher teaches them one after another, completing his/her duty. When they learn to hold the pencil appropriately, they are taught to write or the teacher teaches them to write. A participant told me that "at the beginning she holds the hand of learners to teach them to write. She helps them to sketch something or to draw the line or to make a circle and they learn to write the alphabet".

Holding hands encourages learners to learn in a motherly environment being safe and it makes them comfortable. Learners get a motherly environment in the classroom and feel happy and satisfied with the school environment. It develops an intimacy between teacher and students where they do not fear from their teacher and do not feel their as an authentic power of the classroom. Such feelings of learners' motivate for learning and the classroom becomes child friendly. This practice of writing helps students to develop their early foundation in writing, and effective writing instruction practices provide the opportunity for students to build the skills (Graham et al., 2012). To develop the foundation, students need to get such practice.

### **Carbon Copy Symbols**

A participant narrated that:

Carbon copy symbols is the next technique of teaching writing skill in pre-primary level. She uses this technique more often in the classroom to teach to her students. She writes alphabets on the board and asks them to follow her when she reads those alphabets. After repeating those letters, they see them on the board and inscribe those symbols in their materials. During the

time she points those letters one after another and helps them to inscribe in their note book.

Moreover, she provides a marker to the students and requests them to write on the board watching the written symbols. The teacher asks one after another to hold marker and print on the white board hanged in front of the classroom. Students practice within own space of effort; they are supported and encouraged as well as motivated by tangible and intangible supports. This is a common technique applied to teach writing skill at this level. To teach writing skill, teacher can play the role of facilitator instead of traditional teachers and teach the all four skills of English language through songs, role-play, game, stories, reciting rhymes, and different interactive activities by ensuring students' active participation in individual work, group work and pair work (Hossain et al., 2015). Teacher needs to play several roles and has to encourage the learners to write. They need the support of teachers even during the carbon copy inscription.

## Discussion

As the participants narrated, there is a common tendency in pre-primary level to teach writing skill. The teacher at this level uses a high level of effort to teach to the learners. This is a foundation of age as well as the foundation of literacy in human life. Teachers encourage students to learn through multiple techniques which are accepted at all levels of thoughts. In the name of modernization, coal and *khari* have been converted into pencil and marker and similarly, the slate has been turned into notebooks. Still the students need more freedom to learn English writing but they do not get as much as they need. So it is necessary to change the teacher's teaching-learning approach at the pre-primary level to develop the effective writing skill (Rahman & Sarker, 2019). The teacher in the classroom has to think in freedom in the learning of pre-primary students at school.

Teachers value autonomous learning in the classroom but the autonomous learning has some sort of limitations as it narrowed the concept of classroom within the four walls (Kahn et al, 2021). The students get freedom in some of the writing and learning activities. However, the traditional notion of teaching writing has been slightly changed but still seems a sort of lacking in teaching writing skill to the beginners which has been thought at this level of teaching (Boscolo, 2009).

Children at the primary level in school face a new environment where they do not get freedom and they remain in the compulsion to stay and obey rules and regulations of school (Miranda & Wahyudin, 2023). Neither they get a motherly environment nor can the teacher understand their development and developing psychology. The physical development of children is not enough at the age of three to five (Brodie, 2018). Their hands and fingers are not completely developed to old

pen and pencil. Their fingers cannot properly hold pen and pencil; they hold pencil by their first rather than fingers (Suggate et al, 2023). They feel more comfortable to rub on the wall and floor than in notebooks and paper. Using a stone or a piece of stick and writing on the floor or in dust becomes easy for them in which they feel more comfortable and feel no pressure of schooling. Learning in freedom and without pressure becomes more creative and effective. Children learn easily and early when they get freedom and such a learning environment can be created when the schools manage walls and floors for children writing.

### Conclusion

Wall writing and ground writing are autonomous techniques of teaching writing however teachers are not aware about it. Likewise, finger writing and carbon copy symbols techniques seem to be more effective for teaching writing. These techniques can drastically improve the writing skill of beginners. These techniques not only strengthen the writing skill of learners' but also accelerate the speed of writing skill at the early age of learning. The learners, who get freedom in writing, learn to write better than the learners who do not have freedom (Arung et al, 2023). These are hidden techniques among us and need to be brought in our present pedagogy of teaching writing skill to the pre-primary levels of learners.

The study suggests that the teachers incorporate this technique to teach beginners. The study found only the use of over writing, carbon writing, joining dots, holding hands and sketching lines but not wall writing as the techniques of teaching writing at the pre-primary level. The study concerns that freedom in learning is the base of learning to write early and the teachers have to raise them from their own thought of teaching writing skill.

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