

INFLUENCE OF PRE-WRITING ACTIVITIES IN PREPARING THE GIRL CHILD FOR POLITICAL AND ECONOMIC EMPOWERMENT

Salamatu C. Jinden

Department Of English Language, Federal University of Education Pankshin (FEUP)

Email: Jindemsally@Gmail.Com, Phone Number: 08039234109

Abstract

This paper sets the stage for examining how systematic pre-writing prepares stakeholders to actively participate in political processes and promote enduring economic activity. It explores various pre-writing activities or strategies such as identifying topics, audience and purpose. Other pre-writing activities are brainstorming, concept mapping and outlining, emphasizing their role in preparing individuals and groups for informed civic engagements and sustainable economic practices. By engaging in these activities, the girl-child can develop critical thinking skills, identify key issues, and formulate effective strategies for advocacy and policy development. The integration of pre-writing strategies not only enhance personal empowerment but also contribute to the broader goal of creating resilient and economically self-sufficient communities. The paper became necessary to curtail challenges in Nigeria's political processes, poor leadership style and the present dwindling economic sustenance. One of the recommendations is that, curriculum planners should integrate political participation in subject areas. In conclusion, English language teachers should incorporate political preparedness and participation in teaching writing for enduring economic sustenance.

Keywords: Pre-writing, activities, political, empowerment, girl-child

Introduction

Empowering the girl-child through education is crucial for her future political and economic engagement. Literacy skills like writing, plays a significant role in enabling individuals to fully engage in political and economic activities. However, the girl-child especially from disadvantaged background is often face with challenges in developing writing skills. Graham and Perin (2007) identify pre-writing activities in preparing students (girl-child inclusive) for writing tasks. By exploring the influence of pre-writing on the girl-child political and economic empowerment, it will help people to identify how the girl-child can be supported and empowered to participate in politics and economic activities. Budryte (2024) posits that political empowerment refers to the process of transmitting various elements of power (resources, capabilities and positions) to all sundry.

The relevance of women empowerment cannot be emphasized. When women are empowered, it gives them some sense of independence and liberation from poverty and discrimination. Live and Learn Women (2022) opines that when women are living safe, fulfilled and productive lives, they can reach their potentials, contribute their skills to the workforce and can raise happier and healthier children. This can also enhance the sustainable economies of a country and benefit societies and humanity at large. Contrary to the preceding

statements, women are engulfed with diverse challenges, especially, discrimination and violence in the political scenario to violence at home and the society.

Nevertheless, to contain with these issues, is to prepare the girl-child in schools to help them break the shelves bedeviling their potentialities. Pre-writing activity is an offshoot of the process approach which through it political and economic empowerment will be incorporated as activities for learners to explore in form of topic identity, audience and purpose, brainstorming and concept mapping. These pre-writing activities, apart from learning the skills of writing, they enhance confidence as students discuss and share ideas in groups and work as individuals. It gives the participants good sense of belonging as members and citizens of Nigeria to begin to vie for political offices in school clubs, associations and the society at large.

Political and Economic Empowerment of Girls: Women's empowerment can be defined to promoting women's sense of self-worth, their ability to determine their own choices, and rights to influence change for themselves and others. Political empowerment refers to the process of transferring various elements of power (resources, capabilities and positions (Budryte, 2024). Nigeria's ideology of political and economic empowerment is patriarchal, meaning is a world of men. This is harnessed by societal values and beliefs to the extent that women and girls have succumbed to this dictatorship. But in the real sense, empowerment include giving access to various political offices including positions in government even to the members of disadvantaged population. In order to pursue stronger empowerment for women, Nacire and Fredwald in collaboration with united Nation women Global Compact (2010) give principles that can guide women empowerment; high level corporate leadership; treat all women and men fairly at work without discrimination; employ health, well-being and gender equality; enterprise development; supply chain and working practices; community initiatives and advocacy and measurement and reporting.

The importance of women empowerment cannot be taken for granted. When women are living safe, fulfilled and productive lives, they can reach their potentials, contribute their skills to the work force and can raise happier and healthier children. Actually, when opportunities are given to women they can help to fuel sustainable economies and benefit societies and humanity at large (Live and Learn Women, 2022). It is a strong fact that, empowering the women and girls is the key to economic growth, political stability and social transformation. Another key relevance of empowering the women and girls is through educating them. Those women and girls who are sent to schools can pursue meaningful work and contribute to their country's economy later in life. Educating women enhances political participation and holding key positions in government. It is on record that most of the women vested with national and international powers are solidly responsible for empowering many women and girls. Apart from that, educating women also carries characteristics such as minimized fertility, improved fertility, improved child-care and child survival and increased human capital of future generations (Dahlum, Knutsen & Mehcova, 2022).

In spite of the relevance of empowering women and girls, the terrain of events show that they continue to face discrimination and violence in many countries. Live and Learn Women (2022) posits that 750 million women and girls alive today married before the age of 12 years. Another is in every five women, have experienced physical or sexual violence in the

last one year. It was also reported that there were only 23.7 percent representation of women in political positions. It is very poor, it is hoped that more women will rise to the challenge and be given the chance for fair representation in political positions and economic activities.

Pre-writing: The pre-writing stage is the level of generating ideas, which of course, sources information from the long term memory. There is no guided rule to source for the information. It can be described as the level of brainstorming for anything related to the subject matter (Novita, Sibarani & Saragih 2020). Sometimes, the ideas may look contradictory, unconnected and unrelated in thoughts, but actually they give a sort of direction to the writer. In this stage the writer can generate a “working thesis” or a main idea that you can explore and then commence the collection of information; for instance, it can be an individual or group work of reviewing journals, assignments and newspapers. Other times, the writer may use graphic organizers connected to the subject matter. It is a state to determine what you know and what you do not have or know.

The pre-writing stage is an essential stage that should be given enough and adequate time for planning and should account for 70% of the time given for the planning. It is saddened that most students spend about three minutes in their planning to write; therefore, less time is given to thinking and sourcing for information related to the subject matter. Pre-writing stage also, involves varied activities and opportunity given to learners to brainstorm around a topic after which the ideas are structured into a meaningful text within a particular session, subsequently, learners would engage in multiple drafts and the next thing would result into revision. The instructor will guide and give the learners feedback which is crucial in the writing process.

Pre-writing Activities: Choice of Topics; Writing consists of different genres and these are narrative, expository, descriptive and argumentative. The teacher selects one and discusses its characteristics with learners. The teacher provides models of the type of writing needed for students to write, gets the model of the genre selected, and assigns individuals to read to the hearing of their classmates. The tutor also shares students in groups to discuss the writing model. It is good to direct students in a manner that will help them to have a better understanding of a good text. Afterwards, creates questions and make them to work together to find answers to the questions. For example, what are the features used in the introduction that is captivating? In other words, the teacher does not give the learners a topic but allows them to choose topics of their interest.

Brainstorming: Brainstorming is one of the important techniques in generating ideas in writing. It has been in existence over seventy (70) years. It was originated by Alex Osborn. Osborn’s intention is to create ideas without inhibition and to engage learners in solving a range of writing problems (Wahyumi, 2019). The author further says that brainstorming is a cooperative approach in which students are grouped as a team to start to put down points. It is not an individual affair but brainstorming exercises are done collectively. Usually, a problem is created by the instructor simply for learners to rack their brains and agree upon a solution after different ideas are synthesized and analyzed.

Brainstorming is an act of notes taking prior to the writing exercises. It prepares the learner through the various stages of writing where plenty ideas are noted and sieved. The relevant ones are accepted and others rejected (Mohammed & Alnoori, 2021). The authors equally emphasized that it is an act of defining a problem with the purpose of harmonizing ideas

surrounding the subject matter. Such ideas are noted down as they come in their numbers without specification but related or not to the subject matter. Tension is not created in brainstorming but learners open their minds through the process and contribute to sharing ideas. Brainstorming is an organized way to allow the mind to produce ideas without getting bogged down trying to check which points are relevant and which are not. Spellings of words are ignored and checking of correct sentence instruction and other linguistic properties are not considered but are put in mind at the appropriate time when starting to edit. The essence of continually noting down points is to generate large ideas. To accrue large chunk of ideas, learners rule out criticism; there is freedom to express oneself; have it in mind that quantity is wanted and contribution and improvement are sought. Such guidelines when followed, provide plenty of materials for making production.

Brainstorming stimulates students who have negative attitude towards writing. This is because it involves teamwork, learners get excited to share and make use of other learners' points. It encourages learners to think and reflect on the subject matter. Brainstorming makes learners to activate their previous knowledge about the topic and to identify appropriate skills they need to develop, Muhammed and Alnoori (2021). Moreover, writers can progress in brainstorming without any prior preparation. As a result, points can appear in phrases, clauses and sentences.

Brainstorming promotes the generation of large chunks of ideas and select relevant points closely related to the subject matter. Also, it establishes students to develop well organized skills and ideas before they start to write. It is problem solving on content, form and grammatical issues. Brainstorming gives learners, the opportunity to create deeper knowledge of different subject matters and apply them in real life situations. Abdulkaleq (2019) opines that brainstorming enhances educational performance. It gives learners that satisfaction as they begin to write and it helps them to save long term memory of events. In summary, Wahyumi (2019) says the benefits are impactful to learners as students are active to express ideas; students think fact and logically; it stimulates students to always argue based on the topic; it increases students' participation in receiving the lessons; weak students get help from the teacher; students feel happy and joyful; democracy and discipline can be cultivated.

In brainstorming exercise, Wahyumi (2019) suggests procedure in brainstorming session: brainstorming list – list out words, phrases and every idea on the topic. The essence is to list out as much as possible; edit brainstorming list – merge ideas and cross those that are related and cross out ideas that are not relevant to the topic; organize the list – put ideas according to time and space order, from the first to the last – each step starts with a capital letter; make an outline by adding and giving topic sentence – include title on the centre on top of the topic sentence – below the topic sentence are steps to follow in presentation of points; write the paragraphs based on the outline made:

Concept mapping: It is a major technique that connects topics with ideas using lines to show how closely they are related. The main concepts under study are placed at the peak while the subordinate ideas are positioned underneath. Furthermore, concept mapping classifies ideas in boxes and the linking ranks between these concepts specify ideas which are related to the topic. Concept mapping is rated as an organizer in writing and when applied it makes learners confident in the writing process. Concept mapping connects what students are learning and what they have learnt. This benefits learners a lot because the subject matter is tackled in

understanding, internalizing the subject matter and it connects information to what they have already known (Zarei & Feizollahi, 2018).

Concept mappings are techniques for visualizing the relationship between concepts and ideas. This technique can be applied in different levels of educational learning because it is impactful in acquiring knowledge and boosting learners' attitudes (Gowon & Yashim 2021). Concept mapping can be used as a pre-writing technique to ease students' thinking on their writing process. Specifically, it helps students to organize their points before writing (Kazeq & Abualhomos, 2019). It assists learners to arrange their thoughts hierarchically from one paragraph to the other. It facilitates the sequential flow of ideas. It directs learners to identify what is captured and the points that are not captured. Concept mapping makes students to become responsible in their writing exercise because of its explicit presentation.

Concept mapping enhances collaborative task because learners show satisfaction in language learning as they share ideas. In the process, the weaker students are encouraged and they develop confidence in the writing tasks. Concept mapping on students writing generates higher marks. It enhances the connection between learners' previous knowledge and new concepts. It leads to deeper understanding of the subject matter. Also, it guides learners where there is misunderstanding. Concept mapping leads to original production of ideas. It leads to meaningful learning, hence, Zarei and Faizollahi (2018) suggest the process of concept mapping to include; the main topic is located at the top or centre of the sheet of paper with lines to connect to the sub-topics; the subtopics are ordered from the most general to the most specific; a verb statement, phrase or preposition is used to link the concept to each other. Such a process enhances the generation of points and the sequential presentation of items.

Pre-writing Activities in Preparing the Girl-child for Political and Economic Empowerment: Preparing girls for political and economic empowerment in schools have become necessary and this is to change the narrative for increased productivity and economic sustainability. The empowerment of girls require global and national attention to give them space to start vying for positions in school clubs, associations societies and also to actively participate in both decision making and development(Siti, Namirah & Ruwaida, 2020). This fact can be achieved through the use of pre-writing activities. Pre-writing activity is the first stage of the writing process followed by drafting, editing and the final version. During pre-writing, learners acquire knowledge and experiment with ideas. Research has it that, learners exposed to pre-writing activities outperformed those that were instructed to start writing without any preparation (Ilhamham, 2021). When students apply pre-writing activities in their writing task, it clears tension and helps to deal with the state of confusion. It improves efficacy by aiding the writer in mapping out, planning and brainstorming on their ideas.

One of the pre-writing activities is selecting a topic. Normally and in the traditional method of teaching, topics are given by teachers, but in the twenty first century, students select topics of their choice and identify the aspect of writing, audience and purpose (Caldswood, Surber & Fredrickson, 2023). If the teacher can be involved in topic selection is to write varieties of topic on the board while they allow the learners to select their topic of choice and in this process, these activities and other subject matters can be incorporated. Examples of topics on the board can be in these forms, women's empowerment principles, why a woman president? Why is empowering girls and women so important? Such topics can be developed during interactive sessions among students while the teacher guides.

Brainstorming is another pre-writing activity that can be used to guide learners in schools and during writing lessons to explore and generate ideas related to those topics previously identified, “why a woman should be Nigeria’s president” and “how can I empower women and girls?” This activity allows learners into in-depth brainstorming for ideas. These ideas prepare girls to start developing interest and the passion to aspire for positions in school clubs, associations, unions and societies. Sadoon (2020) asserts that brainstorming is to guide learners’ new ways of thinking and to brace with the common way of thinking and this suites the topics they have identified which is likely that they will apply in the future.

Concept mapping is a prewriting activity that connect familiar concepts with new ones. Similarly, the concepts that have been identified (political and economic empowerment) can be used to generate many ideas using concept mapping. Zarei and Felzollahi (2018) opines that concept mapping is developed in a process. Firstly, the main topic must be located at the top or centre of the page while students draw lines to link the sub-topic from the most general to the most specific. Connectives like verb statement, phrase or preposition must be used as linkages to connect concepts to each other, such concepts might be empowerment, economic empowerment, vie for positions, access economic grants, Nigeria’s president. Learners benefit from concept maps in understanding and internalizing the subject lesson and in connecting new information to what they already know. It encourages students to explore and think deeply. It is classified as an organizer in writing when applied, and it makes students to be confident in their presentations

Challenges of Women in political and economic empowerment

Lack of education has hampered women’s participation in politics and many have been deprived of being educated because of diverse reasons. Some communities prefer to send and support the male children to school and other economic activities. The reason being that, they will always have the sons but the girls will end in their husbands’ houses, so sad to say that, such families think is a waste of resources. Because of this, Ekundayo and Anna (2014) posit that women have constituted a large percentage of the illiterate group in Nigeria.

Financial constraint is another setback for women’s political and economic empowerment. Nigeria’s politics means you have gathered fund to make oneself successful in vying for political position and capital intensive to embark on big and petty business. It is believed that for one to be successful, they must have some attachments to rich sugar daddies, parents and friends. Government is not helping matters because they have their choices which they usually impost on the people and usually they are their male counterparts. Even when it comes to government disbursement of funds to support women and youth in economic activities, it usually falls into the scoffers of the rich and strong but the woman is regarded the weaker sex.

Early marriage has thwarted the ambition of many women especially those who have the passion for politics and economic activities. Some of them are left to manage such sicknesses like vesico-virginal Fistula (VVF) and others are mentally derailed because they are forced to marry strange and violent husbands. Worst still, they are controlled indoors without participating in any economic activity.

Conclusion

The influence of pre-writing activities in preparing the girl-child for political and economic empowerment cannot be overemphasized. One of it is that, through the series of activities learners are enlightened and encouraged to participate in politics and economic

activities. Apart from such, learners become acquainted to good writing skills. In the light of this, teachers should use pre-writing activities to incorporate early preparation of the girl-child in political and economic empowerment for a sustained development of the nation.

Recommendations

Parents and educated women should ensure that the girl-child is sent to school, no girl around the neighborhood should be deprived of this right. They should take up the challenge to sponsor them in schools. The relevance of education cannot be taken for granted because socialization, abilities, capabilities and career choices are identified in the school setting. Also, government should make education almost free so that greater enrollment of girls, even in the rural areas can be enhanced.

Financial constraints should never be a problem at all. Women organizations, associations and societies both national and international should pick wise and educated women who have contributed immensely in organizations and community service and sponsor them in politics.

Early marriage should be prohibited because it destroys the future of the girl-child. There should be a clearly defined law against early marriage and the rights of women. The law that was adopted by the United Nations in 1989 was ratified by Nigeria in March 1991 but it is quoted thus, "A child means every human being below the age of 18 years, unless, under law applicable to the minority, the minority is attained earlier." It is not definite as Agage (2017) assert that, it is a weak defense for the child.

The government together with institutions should organize workshops, seminars and refresher courses both international and internal to give awareness and training on what is obtained in the 21st century pedagogical applications. Many of the language units can be used to incorporate values, beliefs and norms apart from the language skills.

References

- Budryte, D. (2024). Political and empowerment. Encyclopedia of Quality of life and well-being research, 437-4879. Retrieved July 07, 2024 from <https://ink.springa.com>
- Live and Learn Women (2022). Women's empowerment, facts, stories and how to help. Retrieved August 25, 2024 from <https://www.worlddivion.com>
- Nacire, M & Fredwald, K. (2010). The women's empowerment principles. Retrieved August 08, 2024 from <https://www.weps.org>
- Dahlum, S., Knutsen, C. H., & Mehцова, V. (2020). Women's political empowerment and economic growth. World Development, 156
- Novita, D, Sibarani, B & Saragih, (2020). Cognitive process in pre-writing phases for Argumentative writing. Advances in Social Science Education
- Wahyumi, F. (2019). The effect of brainstorming technique on students' ability at grade XI SMAN 3 Padangsidempuan. An unpublished undergraduate project, IAIN/Padangsidempuan Tarbiyan and Teacher Training Institute for Islamic Studies.
- Zarei, A.A. & Feizollahi, B. (2018). Concept mapping and brainstorming affecting writing anxiety and accuracy. Journal of modern research in English studies 5(1), 117-144

- Kazeq, A.A. &Abualhomos, G. (2019). Using concept maps in teaching writing in the L2 Classroom. *Journal of Dirasat, Educational Scences*, 46(2), 272-285
- Sadoon, A.M.B. (2020). Effects of brainstorming as a pre-writing strategy on Iraq English as a Foreign Language (EFL) Masters' writing activity. *International Journal of Research in Social Sciences and Humanities*, 10(2)475-480
- Agege, E. A. (2017). Legalities of child marriage in Nigeria: implication on health strategies of prevention.<https://www.09text.com/ligalities-of-child-marriage-in-Nigeria-implication-on-health-and-strategies-of-prevention>
- Gowon,R.P. & Yashim. H.Y. (2021). Effects of concept mapping on sentence construction, paragraphing and editing in Junior Secondary schools students' composition writing achievements. *Curriculum, instruction, and pedagogy; secondary teacher Education*
- Ekundayo, O.A & Anna, B. (2014). Nigerian women and political participation: the way forward. *International Journal of Educational Foundations and management*, 2(1), 71-81