

**EXAMINING THE EFFECTIVENESS OF
WRITER'S WORKSHOP AND INTERACTIVE
WRITING ON PRESCHOOL EMERGENT
WRITING AND ATTITUDE IN
THE NORTHWEST ZONE OF NIGERIA**

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UNIVERSITI SAINS MALAYSIA

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by

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LIST OF ABBREVIATIONS

BWC	Beginning Writer's Continuum
ELL	English Language Learners
FGN	Federal Government of Nigeria
FME	The Federal Ministry of Education
IW	Interactive Writing
ZPD	Proximal Development Zone
LEA	Local Education Authority
NREL	Northwest Regional Educational Laboratory
NPE	National Policy on Education
NBS	National Bureau of Statistics
WW	Writers Workshop
USM	Universiti Sains Malaysia
UBE	Universal Basic Education
UBEPW	Universal Basic Education Programme on Writing

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**MENGENAL KEBERKESANAN BENGKEL PENULIS DAN PENULISAN
INTERAKTIF TERHADAP PENULISAN AWAL DAN SIKAP KANAK-
KANAK PRASEKOLAH DI BARAT DAYA NIGERIA**

ABSTRAK

Kanak-kanak prasekolah mempunyai potensi menulis yang sangat besar yang jarang direalisasikan dalam bilik darjah tradisional. Kaedah campuran, kajian kuasi eksperimen ini memfokuskan pada cara terbaik untuk mengajar penulis yang muncul ini. Dengan membandingkan kesan penulisan interaktif, bengkel penulisan, arahan, dan kajian memberikan gambaran yang lebih jelas tentang bagaimana pendekatan pengajaran ini mempengaruhi pencapaian dan sikap penulisan kanak-kanak yang muncul. Keputusan kuantitatif kajian menunjukkan keberkesanan Bengkel Penulisan dan Penulisan Interaktif untuk meningkatkan kemahiran menulis asas muncul pelajar. Keputusan kualitatif menyokong penemuan ini dan menyerlahkan bagaimana kanak-kanak berbeza dalam sejauh mana sikap mereka terhadap menulis dengan bantuan kedua-dua intervensi seperti yang disahkan oleh guru prasekolah yang melaksanakan intervensi. Berdasarkan penemuan ini, kedua-dua Bengkel Penulisan dan Penulisan Interaktif mungkin diaplikasikan secara berkesan dalam bilik darjah prasekolah dengan memperkasakan penulis yang muncul dan menyediakan peluang untuk menulis ini akan membolehkan kanak-kanak mempunyai sikap positif untuk menulis. Kajian itu berlaku di prasekolah awam barat laut Nigeria. Di wilayah barat laut Nigeria, kawasan yang dikenali sebagai 'Tanah Hausa,' 30 peratus daripada populasi Hausa mungkin ditemui" (Freedom House, 28 Januari 2015). Jigawa, Kebbi, Katsina, Kaduna, dan Zamfara adalah sebahagian daripadanya. negeri-negeri. Kajian ini

berlangsung selama sepuluh minggu, bermula pada September 2021 dan berakhir pada November 2021.

EXAMINING THE EFFECTIVENESS OF WRITER’S WORKSHOP AND INTERACTIVE WRITING ON PRESCHOOL EMERGENT WRITING AND ATTITUDE IN THE NORTHWEST ZONE OF NIGERIA

ABSTRACT

Preschool children hold immense writing potential that is rarely realized in traditional classrooms. This mixed-method, the quasi-experimental study focused on how best to teach these emergent writers. Comparing the effects of Interactive Writing and Writer’s Workshop instruction, the study provided a clearer picture of how these instructional approaches influence children’s emergent writing achievement and attitudes. The quantitative results of the study pointed to the effectiveness of both Writer’s Workshop and Interactive Writing for improving students’ foundational emergent writing skills. The qualitative results supported these findings and highlighted how children differed in the extent of their attitude towards writing with help of the two interventions as confirmed by the preschool teacher that implemented the interventions. Based on these findings, both Writer’s Workshop and Interactive Writing might be effectively applied in preschool classrooms by empowering emergent writers and providing opportunities to write this will enable children to have a positive attitude to write. The study took place in Nigeria's northwest public preschools. In the northwestern regions of Nigeria, which include Jigawa, Kebbi, Katsina, Kaduna, and Zamfara states. This study lasted ten weeks, beginning in September 2021 and ending in November 2021.

CHAPTER 1

INTRODUCTION

1.1 Introduction

Writing is an integral component of daily life. It is a means of communicating information about the world through ideas, thoughts, feelings, and experiences. Writing is a challenging task with numerous variables. According to Haug and Mork, (2021), "the capacity to read and write does not grow organically. The ability to read and write does not develop naturally in the absence of active preparation and instruction". Again, most teachers believe that exposing students to difficult writing tasks is neither acceptable nor constructive (Gerde, 2019; Richgels, 2020, p.23).

According to Penaflorida (2021), writing is a common method for children in today's classroom to communicate what they know. Emergent writing, as per Troy and Graham (2017), is one of the most difficult adults and child writing abilities. Some studies have shown that writing is developmentally appropriate and feasible, but that evidence is insufficient to properly evaluate the usefulness of preschool schooling (Dyson, 2018; Hall et al., 2020; Hall et al., 2018). Although writing is seen as a difficult language skill to acquire, it provides several benefits. Writing is an essential skill for critical thinking, learning, and communication. Children who excel at writing throughout their school years have a significant edge over those who do not (Graham, 2019).

With a growing emphasis on national and state education standards, the early development of writing skills in Nigeria has been a subject of worry. Therefore, children need to learn about emergent writing in preschool with emphasis on the components the rubric they include idea in writing, voice in writing, sentence fluency

in writing, word choice in writing and conventional writing. If those components are achieved it will naturally lead to positive attitude of the preschool children towards

Writing and that is objective of the study. Children may learn letter names and shapes before beginning elementary school. Many children learn to write their names and well-known sentences in acceptable writing format through traditional writing education (Lawal, 2017).

1.2 Background of the Study

People might express themselves symbolically by writing about what they know and desire to share with others. Students are encouraged to utilize writing to demonstrate their knowledge in school. Writing is more than simply a school assignment; it is a life skill. It is required for professional success (Troia & Graham 2003). "The most essential contribution that mankind has given to civilisation is that writing has made transferring information and culture more straightforward and efficient" (Salahu-Din et al., 2008, p.34). Writing is an important tool for children to express their thoughts, feelings, and talents. The ability to write words correctly, practice reading and speaking, recognize new words, comprehend writing concepts, and create the desire and habit of great and precise writing are all skills that should be learned in preschool (Iseri, 2010).

Zuidema, (2012), discovered some intriguing facts about children's growing writing talents. While most instructors believe that children begin writing in the first or second grade, new research shows that children begin writing long before they join the school, whether on the walls or scrap pieces of paper (Calkins, 1985). Teachers, on the other hand, are learning that teaching students to write in the same way they teach them to communicate can result in exponential development in their written language

(Calkins, 1985). Jewell (1993) also discovered that preschool teachers now have varying perspectives on children's emergent writing. Researchers now feel that "emergent writing in the early years is a 'natural doorway to literacy; that all children may be writers," contrary to previous notions that writing is not acceptable for children (Jewell, 1993).

Early childhood education in Nigeria aimed to nurture the potential of children aged three to five years old by nurturing their potential in all aspects of development, including emergent writing, mastering basic language skills, and developing positive attitudes toward writing in preparation for primary school. According to the National Policy of Education (NPE), emergent writing is a vital component of literacy development for preschool children, with an emphasis on reading, writing, counting, and thinking. The policy states that children aged 5 and up need to learn emergent writing to master the talent of writing letters (upper-case and lower-case) as well as the ability to properly replicate phrases and sentences. Furthermore, children under the age of five (5) must be able to answer basic questions, write legibly, and explain their ideas using simple words. Even though the children are still in preschool, the early childhood curriculum emphasizes the importance of strong emergent writing abilities. As a result, emergent writing becomes one of the most important aims in preparing children for primary school. Emergent writing is important in teaching children to write and is emphasized in the National Policy as mentioned in the early childhood education curriculum, which allows children to draw, scribble, form lines, copy words, and zigzag, like letter-writing. Among other things, in its preschools where the children will gradually progress to convention writing, preparing them for adequate writing skills in primary school.

Graves (1983) claims that youngsters come to school wanting to write from the start. The act of writing itself inspires a passion for writing. This process develops when authors express their emotions or experiences on paper. He discovered that youngsters desire to write from the start of school. Although the children's writing may appear to be scribbles rather than words, their efforts to write are part of the literacy development process. Graves (1983) linked emergent writing to preschool, arguing that children want to write from the start of school. Preschool offers an atmosphere for youngsters to begin the process of learning to write (Jacobs, 2007). Promoting early writing abilities in preschool, on the other hand, is a significant difficulty for many early childhood educators. Because the curriculum is more difficult than in the past, there is a greater emphasis on structured learning in preschool today. Appropriate teaching techniques are necessary to meet these academic objectives, which include the demand for children to write. As academic requirements have grown, concerns have been raised about the practice of writing teaching in preschool (Joyce et al., 2003). Most preschool teachers acknowledge the value of emergent writing by including written materials in their classrooms and providing children with school-day opportunities (Gerde et al., 2012). Children must participate in emergent writing every day, according to the writers, and their progress as writers will be noteworthy if the lessons meet the children's current educational expectations.

Despite rising concern about the quality of emergent writing among children in Nigeria, there is still a scarcity of study on preschool children's emergent writing skills, notably in English, Agusiobo, (2007); Ajayi, (2008); Chinwe and Catherine, (2013); Christie, et. al. (2014). Most of the study, such as Oluwajuwan (2011), Osho et al. (2017), Akinrotimi (2019), and Ibhaze (2016), focused on issues related to insufficient preschool curriculum implementation. A few local studies have been

identified to explore why emergent writing is not being taught properly to youngsters in Nigeria. According to Maduewesi and Onyeachu (2016), preschool teachers do not teach emergent writing to their children in a structured manner. Their findings suggest that preschool instructors usually utilize traditional writing instruction tactics such as copying, drills, and questioning as the key strategies for writing training, which damages children's attitudes about writing and results in unusual writing abilities. Learning-by-doing, according to Oluwalola (2018), is a traditional writing method that emphasizes writing rules in isolated activities. He observed that many preschool teachers in Nigeria used instructional methodologies that focused on teaching children to write through repetition and practice activities, which usually resulted in the children failing to make progress in their writing achievement in the classrooms. His research discovered that learning-by-observation (modelling and/or feedback) was more effective than learning-by-doing in learning an efficient way to teach writing in preschool.

Another difficulty is children's inability to generate writing ideas and their lack of order in their writing. According to Lawal and Viatonu, (2017), most teachers do not know how to use proper teaching approaches to teach children emergent writing. He also noticed that most preschool teachers in Nigeria lack a clear and efficient approach to teaching children the writing process. Typically, this proclivity leads to children's failure to generate a writing notion and a lack of writing organization. Much less is known about the writing tactics and teaching quality adopted by teachers in the classroom, but the existing evidence implies that considerable changes may be accomplished in regular sessions (Baker & Shahid, 2012). In other words, it was determined that the strategy of teaching is lacking.

Inadequate conventional writing instruction and a negative attitude about writing are two other sources of concern. According to Abdullahi et al. (2015), their preschool teacher's inappropriate distinctive method of teaching writing to children has resulted in low output children in primary schools, which negatively impacts their writing accomplishment. He continued, "Primary teachers frequently say that children who enter the primary school from preschools are not productive in writing because they are unable to write letter alphabets conventionally," and that children's writing achievement has been negatively impacted by their attitude toward writing. This resulted in a negative attitude toward writing among preschool children because of the weak teaching strategy used by preschool teachers, which was ignored by the researchers (Guga, 2016).

As a result, an early preschool with a better strategy for teaching emergent writing is preferable to future remedial education (Lawal, 2017). According to Ibhaze (2016), teachers should employ a variety of approaches, strategies, and writing instructional activities to achieve the goal of outstanding writing, and viable alternatives to bridge the gap. Teachers must be creative in creating or selecting appropriate teaching materials, as well as be knowledgeable about the subject matter to be taught to children (Ahmad et al., 2012; White & Ali, 2016). As most preschool teachers have stated, most of the children's writing activities in preschool are drill and practice exercises (Ibhaze, 2016). This type of writing activity is increasingly more common in school; as a result, students will eventually lose interest in writing and may not progress correctly.

In the study, the Beginning Writer's Continuum was utilized to determine specific, new writing abilities that the children had gained systematically. It was an add-on item intended to assist both teachers and students in improving the writing

process in the classroom and beginning to construct a shared vocabulary and vision for good writing. The Beginning Writer's Continuum uses six primary criteria, which are as follows:

1. Ideas for writing using drawings, scribbles, or letters/words
2. The organization in which children sketch, write, or make letters on paper,
3. Voice is a situation in which the children create clear or confusing work.
4. Word choice, the children choose images or letters for words and can read their writing.
5. For sentence fluency, the children create on-page imitation letters and words.
6. The children experiment with spacing, writing from left to right, and top-to-bottom placement.

The Beginning Writer's Continuum Rubric is a teaching, modelling, and assessing writing instruction system. Voice, ideas, conventions, organization, word choice, and sentence fluency are the six writing characteristics. It develops a standard vocabulary and rules for teachers to utilize with students to help them are acquainted with writing terms. It promotes uniformity across grade levels (Coe et al., 2011). The Six Traits paradigm allows instructors and students to concentrate on one or two areas of writing at a time, making writing easier and more successful for youngsters. It is also a means of offering specific feedback to pupils through the analysis of their writing. The Six Traits assist both students and teachers in identifying areas of writing

where they need to improve. The Six Traits of Effective Writing The presentation of the written material is unique and original.

Attitude plays an important role in children's capacity to acquire good writing skills and thoughts after the phases of writing. A key component requires outstanding tools and continuous progress. According to Graham et al. (2007), children who have a good attitude about writing are more likely to write more frequently and put more effort into writing tasks than their peers who have a negative attitude toward the same responsibilities. Some Nigerian public-school students despise writing, which creates issues (Akinyeye, 2015). Merisuo-Storm (2018) discovered that children who held positive attitudes toward writing were more likely to be independent writers. According to some experts, children's attitudes about writing change as they understand that excellent writing takes work and that they cannot accomplish it on their own (Kear et al., 2000; Merisuo-Storm, 2006).

The study's objective was to create effective writing instruction for preschool children. The problem of creating a good writing foundation for preschool children is critical since they will join a primary school in a year. Therefore, the study was conducted on preschool children, which are five years old because they will enter primary school at the age of six. As a result, implementing an excellent preschool writing technique is necessary. Zumbrunn et al. (2010) revealed a positive significant relationship between preschool children's writing attitudes and writing and better emergent writing in primary classroom study. Children need to have confidence and a good attitude. It can make a difference in motivating pupils to write within the new criteria of the core writing standards.

Therefore, the justification for the utilization of writing workshop and interactive writing was that they both share common beliefs in children's writing abilities, the process approach to instruction, and the importance of scaffolding and apprenticeship (Hall et al., 2014; Roth & Guinee, 2011). The two approaches are also similar because they emphasize that writing is important and carve out time for students to engage in actual writing (Brotherton & Williams, 2002; Jones et al. 2010; Richgels, 2002). Writing workshop and interactive writing are also alike because they provide differentiation based on students' needs (Jones et al., 2010).

1.3 Problem Statement

Writing abilities are essential for preschool children (Carlan & Galvan, 2015). Despite the necessity of great written instruction, it is a neglected area of educational research. The majority of research in Nigeria focuses on examining the implementation of early childhood curriculum, among other factors (Oluwajuwon 2018; Osho et al., 2017; Akinrotimi, 2020; Okowe, 2017; Ibhaze, 2016). Due to a shortage of resources, teachers may have avoided offering sufficient writing instruction to their children (Reiser, 2018). As a result, children's performance and writing abilities may suffer.

The Federal Ministry of Education (FME) recognized preschool instruction as early preparation for children before entering primary school in its National Policy on Education (2012). Although the Policy (NPE) established writing ability improvement as one of the primary objectives in preschools, it appeared that the projected outcomes of preschool writing success were not promising (Guga, 2016). According to the state's Parent-Teacher Association (2017), 47% of Katsina state children begin primary school without the emerging writing abilities required for a smooth transition to

primary school. Many primary school pupils may struggle with writing efficiency and conventions due to a lack of acceptable basic writing abilities in preschool.

According to Lawal (2017), unusual writing by preschool children implies a lack of emergent writing ability, an inability to write word choice or sentence fluency, and word structure. Sentence fluency and writing standards continue to be important issues in North West states primary schools. This research was necessary because many children had not been adequately taught necessary literacy skills, even though the majority of them had already completed preschool training. In the report of the Universal Basic Education Programme on Writing (UBEPW), Ikwuba, (2010) voiced concern that children's writing in the North West states is grossly poor. This conclusion is supported by an alarming statistic: more than 71% of incoming primary school pupils require remedial writing classes because the relationship between written ideas, word choice, and word arrangement is muddled (Ikwuba, 2010). According to the preliminary evaluation of the Federal Ministry of Education's National Education Development Plan (FME, 2012), just 30% of 150 teaching observations were done utilizing outstanding teaching approaches, while 70% said that the instruction was inadequate. Because the preschool teachers' teaching is weak and passive, the children they produce lack acceptable essential emergent writing abilities, such as sentence fluency and writing conventions.

Children's unconventional writing is a significant class battle in the state's primary schools (Tsafe, 2020). He stated that primary teachers in Nigeria's northwest region frequently state that two out of every five children attend primary school without having to write ideas, voices, unknown imitation letters, and words across the page, and that they are unable to write from left to right, that they are unable to write correct words or alphabets. In his research, Iseri, (2010) emphasized the rising worry

that writing children are severely underserved in the Universal Basic Education Program in Northwest states. Because they are unable to transmit feelings with the line in drawing or letter imitation, they are unable to create suitable alphabets or words. These children may lag their peers by up to two years, resulting in an achievement gap that may last throughout the children's academic careers (Barney, 2018).

Children's attitudes about writing are another source of worry. According to Okewe, (2014), at Katsina state public preschools, children are frequently forced to finish a writing activity or assignment despite having little interest in the matter, causing many children to struggle while writing since it is unfastening. Children who do not have a good attitude toward writing in school usually have poor writing capabilities, influencing both the quality and quantity of their writing. Furthermore, when children are disengaged, they retain little or none of the abilities that are attempting to train them to understand writing skills (Nolen, 2015).

This is the current state of primary school children's negative or fearsome attitude toward writing. Tafida et al. (2015) discovered that 29.80% of primary school pupils in year one had yet to develop a favourable attitude toward writing. The findings were deemed unsatisfactory since many children had not been taught basic writing abilities, even though most of them had previously completed preschool and had a negative attitude toward writing. Children who dislike writing may fail academically. This is concerning since it indicates that preschool children's writing remains below the NPE's (2012) requirement and that remedial teaching is required (Tafida et al., 2015).

Even though the Federal Ministry of Education (2008) emphasizes that the guiding principle in the teaching and learning process should be learner-centred to support learners' communicative competence, traditional approaches, also known as teacher-centred methods, are still used in many Nigerian classrooms (Ibukun & Aboluwodi, 2017). As a result, preschool teachers' traditional teaching method is blamed for children's poor performance in emerging writing abilities as well as their negative attitude toward writing. In addition to a lack of attention on writing in preschools and the use of inadequate or ineffective instructional methods (Babalola, 2012).

Akinyeye (2015) and Mohammed (2016) emphasized the importance of writing skills as well as the need for teachers to adopt effective teaching approaches. Because the capacity to read and write does not happen automatically in the absence of specific preparation and schooling. Writing is a huge challenge for children, and adult supervision is required to help them develop (Vygotsky, 1978). Writing instruction, according to Olness (2017), is an organized scenario in which children are successfully instructed. According to Abdul Rasid (2011), good writing abilities and accomplishments can boost preschool children's linguistic abilities. Teaching preschool children to write can help them become more aware of the need for listening and speaking. Teaching preschool children to write can help them become more aware of the importance of listening and talking (Mahzan, 2012).

According to Bunch (2013) and Babalola (2012), most preschool teachers are uncertain of the appropriate methods for teaching writing to preschool children. The majority of them use simple instructions, such as drilling and copying. According to Bunch (2013), preschool children's level of school readiness before commencing formal schooling is critical since it is based on their preschool experience. According

to Babalola (2012), teachers have not given preschool children enough opportunities to practice what they have learned through writing. Browne (1993) argues that preschool children should be permitted to write so that they can learn letters, words, and sentences. The writing ability of preschool children has had a significant influence on their capacity to write later in primary school (Kissel, 2008).

This research contrasts emergent writing in the Writer's Workshop with children exposed to Interactive Writing. The study then examines pre-schoolers' attitudes toward writing as well as preschool teachers' thoughts on writing instruction in both Workshop Writer and Interactive Writing. The interventions can provide children with the skills they need to improve their writing, which can lead to a more positive writing attitude in the children. Furthermore, the data collected assists preschool children in refining their writing capabilities. The outcome served as a model for early childhood educators, specifically in Nigeria. According to Lawal (2017), children who enter primary school after one year of pre-school still have no idea about writing and letter organization, lack of voice writing, word choice or sentence fluency, and writing conventions, and this continues to be one of the major pre-school obstacles in northwest preschools and Nigeria in general.

1.4 Rational of the Study

The determination of this study is to compare preschool children's emergent writing skills and attitudes toward writing in preschools to children exposed to both methodologies, namely Writer's Workshop and Instructive Writing. The study examined the usefulness of employing Writer's Workshops and the Interactive Writing Instruction method in preschool based on a preschool perspective. Implementing the Writer Workshop and Interactive Writing teaching will raise awareness of the need for

writing instruction. This work adds to a research field that many thoughts was deficient (Jones, 2015; Stahl, Pagnucco, & Suttles, 1996). According to Puranik, Otaiba, Sidler, and Greulich (2014), a lack of experience in what writing looks like in classrooms raises the risk of misconstrued influence on learning. To inform and guide their writing teaching decisions, teachers must conduct well-designed research.

1.5 Research Objectives

To address the following research objectives, the study used a combination of rubrics, achievement tests, questionnaires, interviews with the children, and interviews with preschool teachers.

1. To investigate the emergent writing of children that participated in Writer's Workshop (WW) compared to the children that received Interactive Writing (IW) instruction examine by Six components below: 'Beginning Writer Continuum Rubric'.
 - 1a. To investigate the ideas during the writing of children that participated in (WW) compared to the children that received (IW) instruction.
 - 1b. To examine the improvement of organization in writing of children that participated in the (WW) compared to the children that received (IW) instruction.
 - 1c. To examine the improvement in voice writing of children that participated in the (WW) compared to the children that received (IW) instruction.

- 1d. To examine the ability to generate word choice for the writing of children that participated in the (WW) compared to the children that received (IW) instruction.
 - 1e. To examine the sentence fluency in writing of children that participated in the (WW) compared to the children that received (IW) instruction.
 - 1f. To examine the conventions in writing of children that participated in the (WW) compared to the children that received (IW) instruction.
- 2. To investigate the negative and positive attitudes of children towards writing with the implementation of the Writers Workshop (WW) compared to the children that received Interactive Writing (IW) instruction.
 - 3. To explore the teacher's experience of the effectiveness of writing practice in Writers Workshop (WW) and Interactive Writing (IW) instruction.

1.6 Research Questions

The following research questions are considered in the study to achieve the objectives of this research study.

- Q1.** Is there any significant difference in the emergent writing of children that participated in the Writers Workshop (WW) compared to the children that received Interactive Writing (IW) instruction examined by the six components below: 'Beginning Writer Continuum Rubric'?

- Q1a.** Is there a significant difference in the writing ideas of children who participated in the (WW) compared to the children who received (IW) instruction?
- Q1b.** Is there a significant difference in the writing organization of children who participated in the (WW) compared to the children that received (IW) instruction?
- Q1c:** Is there a significant difference in voice writing between children that participated in the (WW) compared to the children who received (IW) instruction?
- Q1d:** Is there a significant difference in the generation of word choice for writing among children who participated in the (WW) compared to children that received (IW) instruction?
- Q1e:** Is there a significant difference in sentence fluency in writing between children who participated in the (WW) compared to the children who (IW) instruction?
- Q1f:** Is there a significant difference in conventions writing of children that participated in the (WW) compared to the children that received (IW) instruction?
- Q2.** Is there any significant difference in the negative and positive attitudes of children towards writing with the implementation of the Writers Workshop (WW) compared to the children that received Interactive Writing (IW) instruction?

Q3. What are the teacher's experiences of the effectiveness of writing practices in Writers Workshop (WW) and Interactive Writing (IW)?

1.7 Research Hypothesis

Miralles and Nesperos, (2022), advocated that a null hypothesis be produced if there is a scarcity of literature review on the particular subject of the study. Because of the lack of literature study, null hypotheses are formed as a consequence of the Writer's Workshop and Interactive Writing in preschool instruction in Nigeria.

The following research null hypothesis were offered based on the study's research questions:

Ho1. There is no significant difference in emergent writing between children who participated in the Writers Workshop (WW) and children that received Interactive Writing (IW) instruction, as measured by the six components listed below: 'Beginner Writer Continuum Rubric.'

Ho1a: There is no significant difference in the ideas in writing of children that participated in the participated in the (WW) compared to the children that received (IW) instruction.

Ho1b: There is no significant difference in the organization in writing of children that participated in the participated in the (WW) compared to the children that received (IW) instruction

Ho1c: There is no significant difference in voice writing of children that participated in the participated in the (WW) compared to the children that received (IW) instruction.

Ho1d: There is no significant difference in generating word choice for the writing of children that participated in the participated in the (WW) compared to the children that received (IW) instruction

Ho1e: There is no significant difference in sentence fluency in writing of children that participated in the participated in the (WW) compared to the children that received (IW) instruction.

Ho1f: There is no significant difference in conventions writing of children that participated in the participated in the (WW) compared to the children that received (IW) instruction.

Ho2. There is no significant difference in the positive and negative attitudes of children's towards writing with the implementation of the Writers Workshop (WW) compared to the children that received Interactive Writing (IW) instruction.

1.8 Significance of the Study

Despite the growing demand for skilled writers, schools, policymakers, and other stakeholders have generally given little attention to preschool writing (Button et al., 1996; Calkins, 1994; Fabela, 2013; Yancey, 2009). Reading has been prioritised above writing, with less money and focus devoted to writing instruction. Reading has taken primacy overwriting, with less money and focus devoted to writing education (Rowe & Wilson, 2015; Yancey, 2009). Even Vygotsky (1978) acknowledged this

divide, arguing that writing had helped to limit a role in schools. "Children can draw letters and make words out of them, but they cannot read or write," he added.

According to these experts, there appears to be a long-standing consensus that not all teachers are incompetent, and that no child can write, but that more focus should be on instruction. There is a growing need to improve writing education for young children, in addition to a general need to improve writing instruction for all children. 'Their first success in responding to writing instruction is essential to their potential literacy growth' (Jones et al., 2010; Puranik et al., 2014; Williams & Lundstrom, 2007). Work on new writing teaching materials in these early meetings.

The study was also beneficial to children's learning. The study allowed them to determine the level of their early writing ability performance, particularly in emerging writing abilities. Because of this research, the children were able to appreciate certain aspects of their great effort and amazing early writing abilities while also being aware of their limitations in other areas.

The study was especially essential for children because attaining acceptable levels of early reading and writing ability increased their chances of a smooth transition to primary school; it served as a foundation for constructing a strong foundation for their future learning and advancement. The outcomes of this study assisted in the improvement of preschool instructional practices focused on early writing child development methods of instruction to increase a range of children's emerging writing school accomplishments.

This study offered further light on two well-established preschool writing instruction styles, Writer's Workshops and Interactive Writing Instruction. As mentioned in the Writer's Workshop teaching technique, it has been used and

investigated in the classroom for more than 20 years, with the most recent applications being in emerging writing schools (Button et al., 1996; Calkins, 1983; Graves, 1983; Jasmine & Weiner, 2007; McCarrier et al., 2000 & 2008; Jones 2015).

Preschools can also use the data to support early childhood education development and to advise other early learning programs on best practices that result in excellent child outcomes. Understanding what makes an excellent preschool experience and how they influence children's later academic achievement is essential for justifying preschool programs. The purpose of this research was to compare the effectiveness of Writer's Workshop and Interactive Writing instruction methods in preschool to children exposed to both approaches to assess their writing performance and attitude toward writing, and to determine which method was best suited in public preschools in the North-West. The study also revealed the most successful teaching techniques in the states of Katsina and Jigawa. The position of preschool pupils' achievement, particularly in emergent writing skills, in the states provided a deeper insight into the necessary writing instruction needed in preschool to achieve its objectives in terms of improving emergent writing skills in preschool for a smooth transition to primary school using Writer Workshop and Interactive Writing instruction.

1.9 Limitations of the Study

Limitations are conditions outside the researcher's control that may restrict the study's findings and their application to other settings (Martin & Thacker, 2009). There are certain limits to this study that should be considered while assessing it and its contributions. The following are the study's shortcomings:

This study was limited to studying preschool children's writing adopting the IW and WW steps, which include a mini-lesson, independent writing time, conferencing, and sharing time. The intervention lasted 10 weeks, with time spent in preschools decreasing because of the current Covid-19 epidemic. Preschool school hours were reduced by two hours. The continuance of Interactive Writing and Writer's Workshops was only possible since it is an English learning daily activity that the prompt in preschool (NPE, 2012).

Another issue was the limited sample size, which may have had little influence on secrecy. When displaying the data, the researcher must be careful not to write anything that would allow a reader to discriminate against a child's level. Fortunately, all writing teachers and preschool children were allowed to participate in the study, and the children's names were not divulged; rather, the children were allocated a code during the research.

Furthermore, the participants' previous educational background was a disadvantage of this study. Most of the study group began preschool with little or no experience with writing instruments. A progressive preschool program is one method for children to experience literacy development. The majority of these children's parents had little to no educational background. Before starting formal school, parents can help their children develop literacy abilities in other ways. However, the majority of children come from low-income families with parents who are either uneducated or have a low level of education, implying that the parents are low-income workers.

1.10 Operational Definitions

Miralles and Nesperos, (2022), describe operational definition as a brief statement of the operational importance and function of each variable and significant word." The following terms have been defined for this study:

1. **Writer's Workshop:** In the current study, the teacher directs the preschool children through a writing workshop (Calkins, 2003), which comprises four primary components: a mini-lesson, individual writing, conferencing, and sharing time. During daily writing workshops, learners collaborate with the teacher to create a range of written works.
2. **Writing Skill:** In this study, writing skill is described as the capacity to communicate oneself in an orderly manner through writing by producing ideas, clear content, and word choice, as well as sentence fluency with proper conventions (Daly & Sharko, 2010).
3. **Writing Attitude:** A child's reaction to writing attitude, whether they liked or disliked writing. That is the willingness or unwillingness of the children to write constitutes their attitude (Daly & Sharko, 2010).
4. **Emergent Literacy:** This is the early writing foundation that children acquire in preschool to prepare them for primary school. A child's essential early writing skills before beginning elementary school (Button et al., 1996).
5. **Writing achievement:** Refers to children's ability to write in a preschool setting as judged by the Beginning Writer Continuum Rubric, which includes six criteria (Calkins, 1983).

6. **Organization:** Refers to a child's ability to write in a way that adds creativity to the assignment. In this study, a successful conclusion is related to the concepts and follows naturally (Graves, 1983).
7. **Voice** Referred to the ability to use writing to express a range of emotions. That should write with a clear sentence for the audience or bring forth a point of view in evidence and cares truly about an issue (Puranik et al., 2014).
8. **Word Choice:** In this study, it is defined as a child's capacity to use exact, correct, fresh, and creative words in his writing. Create a compelling image and prevent repeats organically. A child's ability to use correct, proper, new, and original terminology in his writing. Instead, make a captivating image and avoid repeats (Daly & Sharko, 2010).
9. **Sentence fluency:** It is described as children's ability to form sentences or words accurately and imaginatively (Pellens, 2016).
10. **Conventions:** Refer to children's capacity to write more correct words that are very similar to other words. Capital letters and sentence starts are both capitalised. To demonstrate mastery in originality, basic punctuation is utilised wisely and creatively (Daly & Sharko, 2010).
11. **Interactive Writing** Button et. al. (1996), defines interactive writing as "a situation in which children learn to write in a highly supportive, social environment that encourages vulnerability".

12. **Social Interaction:** In this study, social interaction refers to interactions that allow children to communicate ideas with the teacher as well as the sharing of creative expression and information. Writing is a tough ability for many youngsters to master on their own (Pellens, 2016).

1.11 Conclusion

By comparing the effects of interactive writing and writing workshop in preschool classrooms, teachers will gain further insight into how to teach young writers. Puranik et al. (2014) surmised, “Whereas the need for effective writing instruction cuts across all grade levels, this need is more pronounced when children are first learning to write” Depending on the quality of instruction, these first experiences with writing set children up for future successes or difficulties with literacy. Before commencing this study, a review of the related literature was conducted. The following chapter outlines the theoretical underpinnings of the research, a review of the relevant literature, and a justification for this study