Enhancing Preschool Children's Attitudes Towards Emergent Writing Through Implementation of Writer's Workshop and Interactive Writing in Katsina State, Nigeria

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Abstract: This study investigates how Writer's Workshop and Interactive Writing can improve pre-schoolers' perceptions of emergent writing in Katsina State. The study included two pre-schoolers who took part in a series of organised writing sessions because it recognized the importance of positive attitudes in early literacy development. To find out how the kids felt about writing at first, directed interviews were conducted before the intervention. After both teaching strategies which placed a strong emphasis on teamwork, creativity, and peer support were put into practice, follow-up interviews were carried out to see if their opinions had changed. Preschool teacher's thematic analysis of interview transcripts was used in the data analysis, which showed notable changes in the children's opinions on writing. After the session, children reported feeling more confident, enjoying, and wanting to participate in writing assignments. The results highlight how well Writer's Workshop and Interactive Writing may create a nurturing atmosphere that improves pre-schoolers' writing attitudes. This study highlights the significance of early writing experiences in influencing children's literacy journeys and offers insightful information for educators in Katsina State. There is also a discussion of practical applications in early childhood education and suggestions for additional research.

Keywords: Preschool, Children, Writer's Workshop, Interactive Writing, Attitude.

1. Introduction

The goal of the interventional study was to employ interactive writing and writer workshops, which have significantly improved preschool instructors' ability to guide the good behaviors of children in Katsina State, as well as the attitude development of pre-schoolers. When teaching and learning writing, pre-school children have a strong and positive attitude toward writing, according to studies; hence, the interventions would be successful in changing children's unfavourable attitudes. In order to prepare their children for the transition into primary school, preschool teachers have added skills to sharpen their children's positive attitude toward writing.

Children's first attempts at writing are known as emerging writing. Youngsters under two begin to mimic writing by creating drawings and symbolic markings that convey their thoughts (Button, Johnson, & Furgerson, 2022). This marks the start of several stages in children's writing development. One of the main components of a child's reading and writing abilities is emerging writing skills, such as the ability to write names (Shen, & Bai, 2025).

The goal of preschool education in Nigeria is to help children between the ages of three and five reach their full potential in all areas of development, including emergent writing, acquiring fundamental writing skills, and cultivating positive writing attitudes to prepare them for primary school. Emergent writing is acknowledged as one of the crucial elements of literacy development for pre-schoolers, according to the National Policy of Education's early childhood curriculum (Federal Ministry of Education, 2018).It focuses on reading, writing, counting, and thinking. Furthermore, the interventions sought to provide kids the chance to write, draw, speak, and express themselves in a laid-back, Young children may try to write their stories after initially drawing them.

Drawings, according to Demirel (2023), actually assist children make ideas for writing and retain them when they try to express themselves through writing. Depending on the children's developmental stage, a teacher should accept drawings as writing until the students indicate otherwise (Craig, 2022). According to Annisa and Yunita (2025), children's goods may now only be "readable" to them. They may incorporate various types of writing, such as drawings, scribbles (using dots, circles, and shapes), letter-like shapes, and random letters to convey meaning.

Attitude is a critical factor in children's success in developing effective writing talents and thoughts in line with the stages of writing. It is an essential component that requires the use of efficient tools and good growth. According to Graham, Berninger, and Abbott (2023), students who have a positive

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attitude toward writing are more likely to write more frequently and exert more effort in writing activities than their colleagues who have a negative attitude toward the same tasks. Writing is seen as a tough language talent, yet there are several benefits to mastering it. Writing is a necessary talent for critical thinking, learning, and communication. Students who have strong writing abilities in school have a big edge over those who do not later in life (Annisa & Yunita, 2025). Several studies have investigated the link between student attitudes and writing outcomes. Hall (2020) and Jones (2015) researched the relationship in an international setting and discovered that students were supportive of writing if they had a favorable attitude toward it.

2. Statement of the Problem

It is disturbing that preschool children develop a bad attitude toward writing. Tafida, Clement, and Raihan (2015) revealed that 29.80% of year one primary school pupils had yet to establish a positive attitude toward emergent writing. The findings were deemed disappointing because there were still many children who had not been accurately taught emergent writing skills, despite the fact that the majority of them had already completed preschool, but had a negative attitude toward writing, and children who do not enjoy writing and may struggle to progress.

Okewe (2024) claims that children in Katsina state's public preschools are often expected to do writing assignments or work without having any interest in the subject, which causes many of them to struggle with writing since it is unfavored. Children's poor writing skills are frequently caused by a negative attitude toward emergent writing in the classroom, which affects both the amount and quality of their writing. According to Okello, Song, Hall, Dailey, and Satcher Johnson (2024), children who are disengaged also have little to no memory of the skills they are taught to understand writing.

Given the aforementioned problems, the researchers decided to examine the effectiveness of two writing strategies, Writers Workshop and Interactive Writing, in restoring and enhancing pre-schoolers' attitudes toward writing in contrast to the conventional approach that is still employed in Katsina State and many Nigerian schools.

3. Objective of the Study

The general objective is to enhance the attitude of preschool children toward emergent writing through the implementation of a writing workshop and interactive writing in Katsina State.

The specific objectives are:
1. To determine the attitude of preschool children toward emergent writing before they are exposed to the interventions.
2. To examine the children's attitudes toward writing via the use of the Writer's Workshop and Interactive Writing Instruction.
3. To investigate the teacher's perception of the efficacy of writing methods in Writers' Workshop and Interactive Writing.

4. Research Questions
1. What is the attitude of preschool children toward emergent writing before they are exposed to the interventions?
2. What are the children's attitudes toward writing via the use of the Writer's Workshop and Interactive Writing Instruction?
3. What is teacher's perception on the efficacy of writing methods in Writers' Workshop and Interactive Writing?

5. Hypothesis of the Study
1. Are there no significant differences in the attitude of preschool children toward emergent writing before they are exposed to the interventions?
2. Are there no significant differences in children's attitudes toward writing via the use of the Writer's Workshop and Interactive Writing Instruction?

6. Literature Review

At the preschool level, emergent writing has as much to do with the social context in which writing takes place as the physical markings children make on paper and the meaning they attribute to those markings (Fisher, & Frey, 2023). The purpose of the writing workshop and interactive writing for young children, the earliest stage of writing development where children learn that marks on paper covey meaning, starting with scribbles and drawing, progressing to invented spelling, and eventually to conventional writing, is to create environments in which children become authors, see themselves as writers, and begin to learn the writers' craft (Taofik 2021).

7. How Attitudes Affect Emergent Writing

Children's attitudes toward writing significantly impact their engagement and success in literacy activities. Research by Karadağ, & Demirtaş, (2022) indicates that positive attitudes toward writing can lead to increased motivation and better writing skills. Conversely, negative attitudes can hinder children's willingness to participate in writing activities. Emergent writing and writing proficiency are impacted by writing attitudes (Keller Nicol, M. B. (2022). In this study, Graham et al. employed a writing attitude survey, the PAL Compositional Fluency subtest, the WIAT-2 Written Expression subtest, and structural equation modelling to find a path from attitude toward emergent writing in first and third grade students. Thus, the creation of these favourable or unfavourable attitudes depends on the writing skills of the pupils.

For instance, a good attitude may result from writing achievement, but a negative attitude toward writing may result from struggling with writing assignments (Graham et al.). Using two Knudson Writing Attitude Surveys for Children and for Primary Grade children, together with a writing prompt and interviews, Knudson (1995) conducted a research with children in the first through sixth grades. Students with a more positive attitude toward writing are more likely to be better writers than those with a more negative attitude toward writing, according to her findings from a stepwise multiple regression analysis.

Messenger, & Gallagher (2025) carried out a mixed-methods study that aimed to enhance children's views about emergent writing and literacy by implementing a basic letter writing campaign over the course of a school year. A letter-writing and mailing system was created and put into place by the researcher, a teacher, for 122 student participants in grades 1 through 5 (68 males and 54 females), as well as one teacher from each grade. At the start and end of the research, the attitudes of the students regarding emergent writing were evaluated.

8. Writer's Workshop

The writing workshop or writer's workshop approach is one method for teaching writing through the use of the writing process. Calkins (1994) defines a writer's workshop as a time when children learn about the process of how to write, helping them grow as writers by making a personal connection to what they are writing. During this time, students plan their writing and choose their topics; "they perceive themselves as authors" (Calkins). They learn to organize their writing through multiple drafts (Butts, Sherry, & DiCicco, 2023). In the writer's workshop approach, students are immersed in writing for real purposes based on their interests and ability (Reutzel, & Clark, (2021). They advocated that the workshop is student-centered and involves collaboration with the teacher and peers. Writer's Workshop is an opportunity for both teacher and student to be active participants in the writing process. Teachers are guides and mentors throughout the process, and students get to experience the entire writing process just as if they were an author.

9. Interactive Writing

Interactive Writing is a collaborative approach where teachers and students compose text together. This method allows children to engage in the writing process actively, providing opportunities for modelling and guided practice (Creswell, & Poth, 2014). Research shows that Interactive Writing can enhance children's understanding of the writing process and improve their writing skills (Nolen, 2015). In an interactive writing lesson, teachers help the class make a connection with a shared experience or read-aloud. At this point, the teacher encourages the students to consider the audience, overall message, and purpose for writing (Roth & Dabrowski, 2014). The students then begin to share ideas, and the teacher negotiates the precise language of the text. Roth and Dabrowski (2014) explained, "During this phase, she [the teacher] provides instruction to support students' writing development by synthesising the ideas she/he hears from students, proposing vocabulary or language that will advance the ideas, and, in some cases, ultimately suggesting the final sentence based on their discussion". The class will agree upon a sentence that summarises what the students would like to say but also suits the students' developmental needs (Graves, 1983).

Writing workshop is a framework for teaching writing that includes group mini-lessons, independent writing, conferencing, and sharing with the goal of providing students time and opportunities to use the writing process to create written text (Hall, 2020 & Stover, 2021). Whereas Interactive writing: An approach to beginning writing instruction in which a teacher and group of children co-construct an oral message and then "share the pen" to write that message on chart paper (Frey, Fisher, & Smith, 2019).

This study offered further insight into 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 (Westerlund, & Besser, 2021; Holcomb, 2023; Messenger, & Gallagher, 2025).

Rylak, Moses Torrejon Capurro, & Serafini (2024) performed qualitative, multi-case research to better understand primary school children's progress in a writing workshop. The research questions focused on writer identity, self-efficacy, and progress. The three research participants were chosen at random from a three-day preschool program and were carefully described. Children writing interviews, video children-teacher conferences, and children's written work examples were collected to collect data. Okewe's (2024) findings supported the use of a writing workshop. "Implementing writing workshops in early childhood programs early and throughout the year is a good practice for learners of all developmental levels," she added. Writing workshops help children to separate themselves while also enabling them to experience written materials and activities."

However, a few studies investigated the effects of interactive writing using experimental or quasi-experimental research. With 73 Head Start children, Demirel (2023) investigated whether participation in interactive writing influenced children's abilities to distinguish lower-case letters, upper-case letters, and letter sounds. The children were given Clay's Letter Identification exam as well as an ANCOVA. They identified a statistically significant difference between the interactive writing and control groups in lower case (coeff. = 0.19, p =.03) and upper case (coeff. = 0.16, p =.04) letter identification, but not in letter sounds after controlling for pre-test findings.

In another study, O'Connor (2023) employed interactive writing to help a group of difficult first-graders. The single-subject research design assessed the effect of interactive writing on the phonological processing of six first graders. O'Connor based the lessons on the framework proposed by Pletcher, Williams, & Shaikh (2025). Each day, the children engaged in a 30-minute interactive writing session, after which they created individually. O'Connor collected almost 300 samples for examination since each day the children began a new piece of writing. O'Connor said at the end of the study, "Interactive writing may be a beneficial supplement for teaching the writing process, including written language rules, and integrating reading and writing in the kindergarten and first-grade classroom, where there are many levels of ability." This discovery highlighted how dynamic writing enables difference.

10. Theoretical Framework

Vygotsky's Constructivist Social Theory According to

Bandura (2021), children can pick up skills by imitating and modelling their expert peers and adults. The foundation, direct engagement, proximal development, modelling, and social interaction are the main elements of the Vygotsky theory of social development from 1978. Vygotsky's (1978) concept of the Proximal Development Zone (ZPD) is essential to the writer's workshop and interactive writing. The relationship between a young child and an adult who can facilitate learning is central to Vygotsky's social constructivist theory (Fardoe, 2023). Since the instruction is given by a more knowledgeable person, the theory begins externally before moving inside to retain fresh information. Young children require on-the-job training to develop their early writing and speaking skills. Lev Vygotsky contributed to social construction theory by studying factors that affect children's cognitive development ((Fardoe, 2023).

In order to develop strong knowledge about early literacy in the home and at school, Lev Vygotsky highlights the need for capable adult direction through a study process (Gunning, 2012; Lourenço, 2012). Children need several opportunities to learn through social gatherings.

Interactive Writing and the Writer's Workshop emphasize the teacher-student relationship rather than the teaching resources. According to (Felder, & Brent, 2024), teaching is successful when students are prioritized over books, tools, training, and the acquisition of skills or standards

11. Methodology

This study used a quasi-experimental research design and collected qualitative data. The pre-test post-test design was used in this investigation. Two samples t-test was selected to examine the mean difference for this research question since it may be applied to normally distributed data. The children were interviewed before and after the seven-week intervention. At the end of the seventh week, the preschool teachers who implemented the intervention were also interviewed to learn about their perceptions of the children's attitudes after being exposed to the intervention.

The study was conducted at pre-primary schools in Batagarawa and Katsina. Children who were five years old were the study's intended subjects. 5021 children were enrolled in Katsina State public primary schools with a preschool part, according to the Katsina State annual report census 2023–2024. There were 2,278 preschoolers in the Batagarawa local government and 8,577 in the Katsina local government. To ensure that only public primary schools with a preschool component take part in the trial, purposeful sampling was used to choose the children who would attend the preschool intervention class. The two preschools have a combined student body of 250. A class of 125 pre-schoolers from Garama was introduced to the Writers Workshop. One hundred and twenty-five (125) children from the Batagara model preschool unit participated in the Interactive Workshop. Table 1 is shown below. The two classes or groups that took part in the study had similar compositions. Prior to and following the interventions in each school, eight (8) pre-schoolers were selected for interviews. This is in line with the findings of Vasileiou,

Barnett, Thorpe, & Young (2018) and Saunders & Townsend (2016), who found that saturation may be reached with just eight interviews with a homogenous sample. Additionally, they claimed that this sum gives them the ability to conduct and partially transcribe interviews, prepare and organize them, and create quotations.

Table 1
Demographic

Type of school	Group	Number	Per cent
1. Public	Katsina (WW)	125	50
2. Public	Batagarawa (IW)	125	50

Source: Nelson, Moses, & Olufemi (2020).

Instrumentation:

In order to answer the subject of pre-schooler's attitudes toward writing, the researcher created a few interview questions that focused on the children's perceptions of themselves as writers, their attitudes toward writing, and their feelings toward writing workshops or training. Simple, organized questions and structured responses according to the children's comprehension and level make up the interview. The well-organized answers were viewed as straightforward and understandable. The kids had to select the right response out of three options. (For example, "yes," "no," "maybe," "happy," "sad," and "I'm not sure."

The participants, who are pre-schoolers, found it easy to comprehend and respond to these answers. In addition to highlighting the children's behavior and attitude toward writing in the school setting, these interviews were able to give a more accurate image of the children as individuals. The session lasted around seven to ten minutes, with only ten questions at the start and end. The students were given predefined questions and replies to choose from throughout these interviews (Karadağ & Demirtaş, 2022). At the conclusion of the intervention, teachers were interviewed to ascertain the efficacy of applying the two writing approaches in preschool classrooms. Ten open-ended questions were asked in an effort to gauge the teachers' perceptions of their students' attitudes toward writing in the classroom.

Validity of the instruments: Experts validated the instrument that wasutilizedd. Two early childhood education and educational psychology professors from Umaru Musa University Katsina for the structured interview's face and content validity and reliability.

12. Data Collection

At the beginning of the academic year, participants signed informed consent forms. Both the parents/guardians of the children and the participating preschool instructors received the permission forms. In order to help the children improve their emergent writing and foster a good attitude toward writing, the researchers talked with the preschool instructors about the rationale for the treatments and how they would be implemented. Additionally, a video clip and a paper outlining how the Writer's Workshop (WW) and Interactive Writing (IW) would be conducted were given to the instructor. There were two phases to this design: The first phase was doing quantitative

interviews with the participating children to find out how they felt about writing, while the preschool teachers conducted qualitative interviews.

13. Data Presentation

Table 2 of the children's interview data shows that whereas 50% of the children didn't know the English alphabet before the interview, 75% did thereafter. 87.5% of respondents claimed they didn't love writing, but after the interview, 87.5% said they did. In the pre-interview results, half of the children did not write in English in a fun manner; however, in the post-interview results, all children did.

According to pre-interview data, 62.5% of children dislike writing tasks at home, while 87whereas 87.5% them after the interview. Half of the population despises it, while the other half likes it. Pre-interview data show that 50% of children do not want to write in class, yet post-interview data show that 100% of children like writing in class.

Pre-interview data indicated that 75% of children were unsatisfied with their writing in class; however, post-interview results revealed that 75% of children were happy with their writing in class. Furthermore, 75% of children stated in the pre-interview data that their teacher does not assist them with writing, while 87.5 per cent agreed in the post-interview data that their teacher does assist them with writing. According to the pre-interview findings, 62.5% of the children claimed that they are not excellent writers, yet 62.5% agreed that they are

great writers based on the post-interview data. Pre-interview data indicated that 75% of children disliked writing in the workshop; however, post-interview data revealed that 75% of children loved writing in the workshop.

Using 14 degrees of freedom, the computed t-value is 14.311 with a p-value of 0.0001 and an alpha value of 0.05 (Table 4.15). Prior to the interview, the average score was 15.00, and after the interview, it was 27.38. When comparing the average score before and after the interview, it was clear that the kids had improved.

Using 14 degrees of freedom, the estimated t-value for the comparison of the post and pre-interview findings on children's attitudes about emergent writing is 14.311; the p-value is 0.0001, and the alpha value is 0.05. Before the interview, the average score was 15.00, and after the interview, it was 27.38. When comparing the mean score from the pre-interviews with the mean score from the post-interviews, children showed improvement. The p-value is less than the alpha value, indicating a significant difference between the pre-interview and post-interview results.

14. The Result

In other words, the two preschools' emergent writing has benefited from the use of Writer's Workshop and Interactive Writing training. This aligns with the stated goal, which is to ascertain pre-schooler's attitudes regarding emergent writing both before and after the two treatments (Interactive Writing

Table 2
Analysis of children's pre- and post-interview questions on writing skills

S.No.	Items	Pre-interview			Post-interview			Total
		Yes (%)	Maybe (%)	No (%)	Yes (%)	Maybe (%)	No (%)	(%)
1	Do you know the English alphabet?	02 (25.0)	02 (25.0)	04 (50.0)	06 (75.0)	01 (12.5)	01 (12.5)	08 (100.0)
2	Do you like writing?	-	01 (12.5)	07 (87.5)	07 (87.5)	01 (12.5)	-	08 (100.0)
3	Do you write playfully in English	01 (12.5)	03 (37.5)	04 (50.0)	08 (100)	-	-	08 (100.0)
4	Do you like to do writing tasks at home?	02 (25.0)	01 (12.5)	05 (62.5)	07 (87.5)	01 (12.5)	-	08 (100.0)
5	Do you Like to write in class?	03 (37.5)	01 (12.5)	04 (50.0)	08 (100)	-	-	08 (100.0)
	Items	Happy	Sad	Don't Know	Happy	Sad	Don't Know	Total (%)
6	How do you feel when you are writing in class?	-	06 (75.0)	02 (25.0)	06 (75.0)	02 (25.0)	-	08 (100.0)
	Items	Yes	Some times	No Need	Yes	Sometimes	No Need	Total (%)
7	Does your teacher help you with writing	-	02 (25.0)	06 (75.0)	07 (87.5)	-	01 (12.5)	08 (100.0)
8	Are you a good writer?	-	03 (37.5)	05 (62.5)	05 (62.5)	01 (12.5)	02 (25.5)	08 (100.0)
9	Do you wish there is more time for you to write?	-	03 (37.5)	05 (62.5)	06 (75.0)	01 (12.5)	01 (12.5)	08 (100.0)
10	Do you enjoy writing in this workshop?	-	02 (25.0)	06 (75.0)	06 (75.0)	-	02 (25.0)	08 (100.0)

Table 3
t-test results of difference between the pre and post-interview of children on writing

Interview	N	Mean	Std. devt-cal	Df	p-value	Alpha
Pre-interview	8	15.00	1.690	14.311	14	0.0001	0.05
Post-interview	8	27.38	1.768				

Instruction and Writer's Workshop).

Teachers' perceptions of the effectiveness of writing techniques in Writers Workshop (WW) and Interactive Writing were also included in the study. The examination of the interview questions revealed that preschool instructors, who stated that they learned new things and became more confident during the workshop, had a favourable opinion of the two interventions' execution. Additionally, parents said that their children's emergent writing had significantly improved and that their interest in writing had grown as a result of the workshop's daily exposure to emergent writing techniques. Additionally, the preschool instructors who were interviewed reported that their students showed consistent improvements in their emerging writing skills and a good attitude at the end of the trial, stating, "My children are improving following their developmental stages."

This makes clear the objective of examining the teacher's viewpoint about the effectiveness of writing techniques in interactive writing and writers' workshops. In contrast to the conventional approach to teaching writing, the instructors' practice altered throughout the writer's workshop to consistently involve the children in writing assignments. They were also able to implant in the children the importance of writing as a communication tool at any level. According to experts, interactive writing helps and enhances students' writing skills in the classroom, making it a successful approach to teaching emergent writing. Teachers will also feel more comfortable implementing the instructional strategies. Teachers who participate in the Writers Workshop and Interactive Writing instruction will have an attitude toward the use of instructional strategies for teaching and learning emergent writing, as the interview suggests: "because the children will become more interested in writing during the teaching in the class."

15. Conclusion

In other words, both the Interactive Writing and Writer's Workshop therapies helped pre-schoolers develop emergent writing skills, which were meant to get them ready for primary school. Both interactive writing and writing workshops were deemed beneficial in the qualitative results. The framework that Interactive Writing offers allows children to acquire emergent skills. In contrast, children in the Writing Workshop were given the opportunity to direct the writing process in ways that were suitable for their developmental stage.

These qualitative findings, which included participation, observation, and interviews with preschool instructors, were consistent with the quantitative findings, which indicate that writing workshops and interactive writing are effective in fostering children's developing writing skills. The two writing strategies seemed to provide kids with the necessary encounters with emergent writing skills, according the qualitative study.

From scribbling and imitation writing to like a letter that

could be carefully identified by seeming like an alphabet, the two preschool teachers reported seeing a considerable improvement in their children's emerging writing. The session exposes children to developing writing skills on a daily basis, which increases their interest in writing. Additionally, children showed improvements in their developing writing skills and a positive outlook towards the conclusion of the study, according to the preschool instructors' experiences during the interview: "My confidence stayed high during the last weeks of the study." as suggested by a preschool teacher who participated in the interviews.

16. Recommendations

In light of this study's findings, the researcher would like to suggest the following:

- To regularly provide preschool instructors with training on Writer's Workshop and Interactive Writing methods so they may become proficient and self-assured in their use.
- The Writer's Workshop and Interactive Writing should be included into the everyday curriculum to offer regular, structured writing time.
- By creating opportunities for home-school connections, you may include parents in the composition process.
- Make sure preschool classrooms have a lot of print, including writing stations, labelled materials, and a variety of writing equipment. This helps children perceive writing as an essential component of their everyday lives.
- To encourage youngsters to love writing, offer them individualised assistance and tailored training according to their interests and developmental stages.
- Provide systems for giving children constructive criticism while they are writing. Celebrate progress and effort rather than simply the end result to promote a development mentality.
- To adjust teaching strategies, use formative assessments to monitor children's growth and attitudes throughout time. Regularly solicit feedback from children on their writing experiences to inform future processes.
- Collaborate with literacy specialists to enhance writing instruction and implement research-proven techniques that can support children's emerging literacy skills.
- We recommend further research to look at the long-term effects of these treatments and how they may be adjusted for other age groups or educational settings in order to guarantee a more thorough grasp of effective practices in emergent writing.

Acknowledgment

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