

# *Exploring Preschool Teachers' Writing Beliefs and Practices in the Context of Brunei Darussalam*

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**Abstract—** This qualitative study examines preschool teachers' writing beliefs and practices through interviews and thematic analysis. It explores the diverse writing activities used, emphasizing foundational skills like handwriting and spelling. While teachers expressed concerns about readiness to teach writing and the need to boost children's writing motivation, they showed enthusiasm and confidence in their writing capabilities. Recommendations include targeted professional development, a balanced approach to writing instruction, and collaboration among teachers to enhance writing outcomes in preschool settings. This study underscores the importance of supporting preschool teachers in developing effective writing instruction practices for early literacy skills and student writing development.

**Keywords:** *early childhood education, teachers' beliefs, literacy, writing*

## I. INTRODUCTION

Writing serves as a vital tool for transforming thoughts into words, facilitating effective communication and fostering personal growth. In today's knowledge-driven world, honing one's writing abilities is essential for achieving success in academic, professional, and personal spheres. Strong writing skills are pivotal from childhood through to adulthood, correlating with improved academic performance, literacy, and pursuit of higher education. Despite its critical role, there remains a gap in understanding how best to teach writing in educational settings, hindering the evaluation of teaching methods and the support available to enhance writing education for educators.

Writing plays a vital role in the early literacy development of young children and serves as a predictor of their later reading proficiency (National Early Literacy Panel [NELP], 2008). Studies conducted over time have indicated that the writing skills of preschool children forecast their literacy abilities in first grade (Shatil, Share, & Levin, 2000), spelling performance in second grade (Aram, 2005), and narrative writing competence in third grade (Kim, Al Otaiba, & Wanzek, 2015). Furthermore, the writing of preschool children correlates with their letter knowledge (Diamond, Gerde, & Powell, 2008; Justice, Invernizzi, Geller, Sullivan, & Welsch, 2005), word recognition (Molfese et al., 2011), and phonological awareness (Blair & Savage, 2006). Writing development in preschool children is a multifaceted process that encompasses not only the acquisition of technical skills but also the cultivation of creativity, self-expression, and communication abilities. Central to this developmental journey are the beliefs and practices of preschool teachers, who serve as key influencers in shaping young learners' attitudes towards writing. Understanding and examining preschool teachers' writing beliefs and practices are crucial aspects of fostering effective early writing instruction and promoting holistic literacy development in young children. This study aimed to comprehensively assess preschool teachers' writing beliefs and practices using semi-structured interviews. Specifically

focusing on preschool classrooms was driven by two key considerations. Firstly, there is a widespread agreement among researchers, policymakers, and educators that delaying the resolution of literacy challenges originating in the early primary years is ineffective (Snow et al., 1998; Torgesen 2000). Given that formal writing instruction begins in preschool, implementing high-quality writing programs in these settings is crucial to prevent initial writing difficulties from escalating into serious issues requiring intensive and costly interventions. Therefore, investigating kindergarten writing practices holds significant promise for enhancing long-term student writing proficiency. Secondly, there is a scarcity of data on the writing approaches of preschool teachers. Existing studies on writing practices in elementary schools have predominantly focused on teachers in grades 1–4 (Cutler & Graham, 2008; Graham, 2019; Graham et al., 2008a, 2008b).

### ***1. Classroom writing instruction***

A review of studies investigating classroom writing instruction on a global scale, predominantly in the U.S. and Europe over the last 15 years by Graham (2019), unveiled diverse levels of effectiveness in writing instruction within classrooms and schools. This comprehensive analysis included 28 studies with a substantial teacher representation, ranging from investigations covering nine schools to a large-scale study involving 1520 teachers. Through this examination, Graham derived two primary conclusions: firstly, certain classrooms exhibited strong writing programs, showcasing instances of exceptional instruction documented in both observational and survey-based studies. Secondly, it was found that such exemplary instruction was not widespread, with many classes dedicating minimal time to writing activities and offering limited instruction on writing techniques.

The insufficiency of writing instruction in many classrooms stems from a complex interplay of factors that extend beyond individual classrooms, encompassing institutional, societal, cultural, political, and historical influences. Differences in writing instructional approaches are shaped by regional educational regulations, like the Dutch Inspectorate's directive for minimal frequency of writing instruction in the Netherlands. Likewise, in the Greater China Region, a cultural prioritization of reading over writing influences the limited emphasis on writing instruction in classrooms.

Educators wield a pivotal influence on writing pedagogy, with research demonstrating the substantial impact of their beliefs on instructional methodologies and student involvement in writing tasks. Teachers displaying robust self-efficacy in teaching writing and harboring positive attitudes toward the craft are inclined to dedicate more classroom time to writing pursuits. Furthermore, educators' epistemological stances on writing instruction directly shape their pedagogical strategies, emphasizing the necessity of harmonizing beliefs with effective teaching methods.

Cross-cultural and multilingual research underscores the necessity for a well-rounded writing instruction framework that melds traditional skill-focused teaching with process-oriented approaches. While a balanced approach garners favor among elementary educators, studies reveal shortcomings in time allocation for writing instruction and student writing practice opportunities. Additionally, tasks assigned to students often lack depth and fail to elicit sustained engagement, thus advocating for a more varied and stimulating array of writing assignments in educational settings.

Efforts to improve writing instruction should focus on increasing the frequency and effectiveness of instructional practices, addressing the overemphasis on foundational skills at the expense of writing processes, and incorporating evidence-based strategies to enhance student motivation and writing skills. By aligning instructional practices with research-supported approaches and fostering a more comprehensive writing curriculum, educators can better support student writing development and promote meaningful engagement with writing across diverse educational settings.

## 2. *Preschool classroom writing practices*

In Brunei Darussalam, children commence their preschool education at the age of five, a mandatory step before entering primary school. This foundational year of preschool serves as their initial exposure to formal schooling, priming them for the transition to Year 1. To acclimate children to the school environment, preschool classes are typically housed within primary school premises. The country's preschool curriculum focuses on holistic development, emphasizing personal and social growth. At the age of five, children delve into moral values and fundamental etiquette, nurturing their social skills.

Moreover, the preschool syllabus encompasses a spectrum of subjects geared towards cognitive advancement. Children are immersed in literacy, numeracy, and science, fostering early intellectual capabilities. Beyond academics, creative pursuits like arts, crafts, dance, and drama form integral components, nurturing imaginative and aesthetic talents. Physical development is also prioritized, instilling healthy lifestyle habits through exercise routines.

The Brunei Darussalam Literacy Standards serve as a benchmark for all schools implementing the SPN21 national curriculum, ensuring that most students can achieve the national expectation levels of competency in literacy by the end of each school year. Furthermore, the curriculum integrates technology literacy by introducing Information and Communications Technology (ICT) basics, familiarizing children with essential digital skills such as computer usage. Practical life skills are honed as well, encompassing daily routines like greetings, organizing belongings, queuing etiquette, and other essential social practices. This comprehensive approach equips young learners with a well-rounded foundation as they embark on their educational journey.

In Brunei Darussalam, where children begin their preschool education at the age of five, the emphasis on literacy development is evident through benchmarks that outline expectations for preschool children. These benchmarks include tasks such as sounding out upper- and lower-case letters, blending and spelling simple words phonetically, and generating complete sentences during shared language activities. Additionally, children are encouraged to employ various compositional methods like drawing, dictating, and writing to create narrative, informative, and opinion texts.

These literacy standards for preschool children underscore the importance of a balanced approach to writing instruction. Classroom practices should interweave foundational skills such as handwriting and spelling with the writing process, encompassing composition and expression. To meet these benchmarks, literacy lessons are integrated into the daily curriculum, allocating a dedicated hour for literacy activities. Within this framework, at least 30 minutes each day are devoted to nurturing writing skills. This focused time includes explicit instruction on pencil grip, letter formation, spelling proficiency, and sentence construction, ensuring that young learners develop a solid foundation in written communication from the outset of their educational journey.

While existing standards outline the expected writing proficiency for preschool children in Brunei Darussalam, a research gap exists regarding the actual implementation of writing instruction. Previous studies by Malpique et al. (2017) and Puranik et al. (2014) have highlighted limited writing instruction in preschool settings. Puranik's observations in the US revealed minimal time dedicated to writing activities, with only 6.1 minutes in the fall and 10.5 minutes in the winter allocated for instruction and student writing. Similarly, Malpique et al. (2017) noted that Australian preschool classrooms fell short of the recommended 30 minutes of daily writing practice, with significant disparities in instructional time and student engagement across different settings. Moreover, these studies underscore a tendency among preschool teachers to prioritize basic writing skills like handwriting and spelling over the comprehensive writing process, neglecting aspects such as planning and revising. To advance the field, there is a critical need for a comprehensive investigation into the authentic writing experiences of preschool children within the context of general writing instruction. By delving into these

naturalistic learning environments, researchers can gain valuable insights into the efficacy of current writing practices and the areas that require enhancement to better support young learners in developing essential writing skills.

The research gap in the context of Brunei Darussalam is notable due to the absence of studies examining writing instruction specifically within its kindergarten settings. While international research such as that by Malpique et al. (2017) and Puranik et al. (2014) sheds light on writing practices in other countries, there is a distinct lack of literature addressing this issue within Brunei Darussalam. This gap presents a unique opportunity to explore and understand how preschool writing instruction is implemented in Brunei, considering its cultural and educational context. By addressing this gap through a localized study, researchers can provide valuable insights tailored to the specific needs and practices of Bruneian kindergarten classrooms, ultimately contributing to improving writing instruction and student outcomes in the region.

### **3. *Preschool teachers' beliefs about writing***

Preschool educators' perspectives on writing encompass a variety of dimensions that notably impact their teaching approaches. These perspectives are shaped by elements such as individual experiences, educational backgrounds, and the specific contexts in which they operate. Teachers typically acknowledge the significance of early writing as a cornerstone literacy skill, employing a range of methods to nurture writing skills in children. Those with optimistic views on writing, their teaching efficacy in this domain, and their own writing abilities are more inclined to engage in writing instruction, potentially increasing their utilization of evidence-based practices in teaching writing.

A study by Astuti, Wardhani and Wahyuningsih (2022) explored the beliefs of preschool teachers regarding the stimulation of early writing development in children. The study underscores the importance of writing skills as foundational for mastering other literacy skills, highlighting the critical role of teachers' beliefs in the success of the teaching-learning process. The research engaged 50 preschool educators who responded to a 30-item survey concerning early writing development. These participants represented diverse specializations, extensive teaching experience with children, and varied preschool levels. The questionnaire addressed multiple facets of writing development, including writing mechanics (4.27), writing concepts (4.05), writing conventions (3.53), and writing composition (2.52). Findings revealed that preschool teachers harbour firm convictions regarding their influence on early writing advancement, a vital aspect in nurturing children's literacy skills, especially in writing.

A study done by Magnusson et. al (2021) investigated preschool student teachers' views on how early writing should be supported in preschool. It highlights that these educators believe in fostering a supportive environment for writing development, emphasizing the importance of play-based learning and integrating writing activities into daily routines. They recognize the significance of encouraging children's creativity and expression through writing, while also considering the developmental stages of young learners. Overall, the findings reflect a commitment to nurturing early writing skills in preschool settings. Another study by Andersson, Sandberg and Garpelin (2019) investigated how teachers in Swedish preschool classes promote children's early writing development, revealing two primary approaches: one focuses on fostering creative and functional writing based on children's interests and experiences, while the other emphasizes technical skills such as letter formation and phonological awareness. Some teachers employ a combination of both approaches in their teaching. Teachers utilize various support strategies to enhance children's writing skills, including individual and group activities, and the use of different artefacts in the learning environment. The findings highlight the importance of creating pedagogical settings that cater to diverse children's needs and encourage writing in meaningful contexts.

This shows the pivotal role of writing in preschool education as a cornerstone for literacy development and academic success. Writing activities in preschool not only involve mechanical skills but also foster cognitive, motor, and socio-emotional growth. The beliefs and practices of preschool teachers regarding writing significantly influence children's attitudes and development in writing and literacy. Understanding teachers' perspectives can reveal key principles guiding effective writing instruction, leading to the enhancement of preschool writing practices and the creation of supportive learning environments that promote children's skills, creativity, and communication abilities from an early age.

The beliefs and practices of preschool teachers regarding writing instruction play a crucial role in shaping children's attitudes towards writing and literacy. Teachers' approaches to teaching writing, their beliefs about the purpose and value of writing, and the strategies they employ in the classroom influence how children perceive writing as a form of communication and expression. By understanding and exploring preschool teachers' writing beliefs and practices, we gain insight into the factors that shape early writing instruction and how these beliefs impact children's writing development.

Through an examination of preschool teachers' perspectives on writing and their instructional practices, we can uncover the underlying principles that guide their teaching methods and pedagogical approaches. By elucidating the connections between teachers' beliefs, classroom practices, and children's writing, we can identify effective strategies, interventions, and development opportunities to enhance writing instruction in preschool settings. Ultimately, by promoting a deeper understanding of the importance of writing for preschool children and the role of teachers in shaping writing beliefs and practices, we can create a supportive and learning environment fosters children's skills, creativity, and communication from an early.

Research focusing on exploring preschool teachers' writing beliefs and practices within the unique educational context of Brunei Darussalam holds significant importance for enhancing writing development in preschool children. By delving into the perspectives, approaches, and instructional strategies of teachers in this specific setting, valuable insights can be gained into how cultural, educational, and institutional factors influence the teaching of writing at the preschool level.

The alignment between teachers' beliefs about writing instruction and their actual classroom practices plays a pivotal role in shaping the writing experiences of preschool children. When teachers hold strong beliefs in the value of writing and implement effective instructional practices that support young learners' writing development, children are more likely to engage meaningfully with writing tasks, express their ideas fluently, and develop a positive attitude towards writing as a form of communication and self-expression.

Through an in-depth exploration of preschool teachers' writing beliefs and practices in the Brunei Darussalam context, this research aims to uncover the underlying factors that impact early writing instruction in this region. By identifying the strengths, challenges, and opportunities present in teachers' approaches to teaching writing, this study seeks to inform the design of targeted professional development initiatives, curriculum enhancements, and support systems that can enrich writing experiences for preschool children in Brunei Darussalam, ultimately contributing to their overall literacy development and academic success. The specific research questions addressed in this study were:

*Research Question 1: How do varying approaches to writing instruction impact preschool children's foundational writing skills development in preschool classroom?"*

*Research Question 2: What kind of writing activities are employed by preschool teachers within their classrooms?"*

*Research Question 3: What are the personal beliefs of preschool teachers concerning their own writing abilities and teaching practices in writing?"*

This study delves into the realm of preschool education in Brunei Darussalam, aiming to unravel the intricate tapestry of writing beliefs and practices among preschool teachers. Through an exploration guided by three key research inquiries, the investigation seeks to unveil the amount of time preschool educators in Brunei dedicate to writing instruction, the array of writing activities integrated into their classrooms, and the underlying beliefs these teachers hold regarding their own writing prowess and their approaches to teaching writing. By scrutinizing these aspects within the unique educational landscape of Brunei Darussalam, this study endeavors to shed light on how preschool teachers in this context navigate and shape early writing development.

## II. METHODS

This study employs a descriptive study involving three preschool teachers in the data collection. All three preschool teachers were selected from distinct government primary schools situated in Brunei Darussalam. These schools are located in the Brunei-Muara district, known for its accessibility to the researcher. Despite being the smallest district in Brunei Darussalam, covering an area of 579 sq.km, Brunei-Muara is significant as it houses the capital city, Bandar Seri Begawan, where governmental ministries and departmental headquarters are situated. School A is a smaller institution with 300 students, while Schools B and C are larger primary schools, each accommodating 500 students. Positioned within one of the largest and most densely populated government housing schemes in Brunei Darussalam, these schools serve as vital educational hubs in the region. Teacher Aimi was a preschool teacher who holds a certificate specializing in Early Childhood Education with 18 years of teaching experience teaching in School A. Teacher Hana is a preschool teacher in School B who holds a degree of education in Primary Education with 15 years of teaching experience. The third teacher is Teacher Lily, who taught in School C, who is a preschool teacher who holds a diploma in primary education with 16 years of teaching experience. Information regarding the selected schools and preschool teachers is distinctly presented in the following Table 1.

*Table 1 Characteristics of the chosen schools and preschool teachers*

School	Characteristics	Preschool teacher	No. of teaching experience
A	<ul style="list-style-type: none"> <li>• A small primary school</li> <li>• A population of 300 students</li> </ul>	Teacher Aimi	18 years
B	<ul style="list-style-type: none"> <li>• A big primary school</li> <li>• A population of 500 students</li> <li>• Situated within a prominent and densely populated government housing development</li> </ul>	Teacher Hana	15 years
C	<ul style="list-style-type: none"> <li>• A big primary school</li> <li>• A population of 500 students</li> </ul>	Teacher Lily	16 years

School	Characteristics	Preschool teacher	No. of teaching experience
	<ul style="list-style-type: none"> <li>Situated within a prominent and densely populated government housing development</li> </ul>		

This study utilized a descriptive approach to investigate preschool teachers' writing beliefs and practices in Brunei Darussalam. The research methodology employed semi-structured interviews to delve deeply into teachers' viewpoints, experiences, and instructional strategies regarding writing instruction. Participants were selected based on their expertise in teaching writing to preschoolers to ensure diverse perspectives were captured. Conducted individually, these interviews allowed for detailed exploration of each participant's writing beliefs and practices while respecting their consent and ensuring accurate data collection through audio recordings.

The interviews in this study were conducted to delve into preschool teachers' writing beliefs and practices in Brunei Darussalam. Each semi-structured interview provided a platform for participants to share their insights on writing instruction, methodologies, and challenges they encounter. These sessions were carefully crafted to extract detailed responses on the role of writing in early education, instructional strategies employed, and obstacles faced in fostering writing skills. Following the interviews, the data underwent thematic analysis, a systematic approach to identify patterns, themes, and insights within the qualitative information gathered. Through coding and categorization of interview transcripts, key themes emerged, offering a comprehensive understanding of how preschool teachers approach and perceive writing education. This methodological journey from interviews to thematic analysis not only illuminated the complexities of writing instruction in the Bruneian context but also contributed valuable insights to the realm of early childhood literacy development.

The interview protocol was designed to extract comprehensive insights into various aspects, including the perceived importance of writing in early education, teaching methodologies, strategies for enhancing writing skills, and challenges encountered in this process. Through detailed questioning, the aim was to uncover nuanced perspectives and rich insights from the participants. Thematic analysis was employed as the analytical technique to scrutinize the interview data, identifying recurring themes, patterns, and nuanced insights related to preschool teachers' writing beliefs and practices. The analysis of interview transcripts aimed to explore teachers' beliefs and practices regarding writing instruction in preschool settings. Initially, content category development involved predefined categories based on the researchers' definitions of writing and pedagogy, with room for emergent ideas from the interviews. This departure from previous methodologies allowed for a more expansive exploration of responses. Inductive coding techniques were then applied to identify themes, uncovering various beliefs and practices supporting preschool writing. A constant comparative analysis approach was used to establish thematic categories by independently reviewing responses, highlighting recurring ideas, and creating a list of potential themes. Through open coding, key recurring ideas were identified alongside teacher quotes illustrating each theme, facilitating a deeper understanding of teachers' perspectives. Consensus was reached through collaborative discussions to ensure alignment in theme interpretation. Discrepancies were addressed through thorough examination of illustrative quotes. Frequency counts were utilized to quantify the prevalence of themes, confirming the accuracy of individual theme scoring. This process culminated in establishing thematic categories for each interview question, supported by participant quotes to exemplify each theme. Reported practices were further summarized using enumeration, a method of quantifying data by tallying the instances each category or practice was mentioned, providing a quantitative perspective on teachers' responses.

Following data transcription, coding, and categorization, key findings and interpretations were extracted to provide a deeper understanding of the complexities surrounding preschool writing instruction. By adopting thematic analysis, this study aimed to unveil underlying patterns and themes, offering valuable insights into how preschool teachers approach and perceive writing education in the Bruneian context. This methodological approach not only enhances the rigor of the study but also contributes significantly to the body of knowledge in early childhood education and literacy development, specifically within Brunei Darussalam.

### III. RESULTS AND DISCUSSION

#### III.1 Time allocated for writing

In the exploration of preschool teachers' writing beliefs and practices within the context of this study, the impact of varying approaches to writing instruction on young children's foundational writing skills development in preschool settings was assessed. All three participants consistently integrated daily writing sessions into their classrooms, dedicating a minimum of 60 minutes each day to writing activities, a practice that sets this study apart in its commitment to nurturing early writing skills. Notably, despite this significant emphasis on writing, classroom time predominantly focused on reading activities and thematic projects, underscoring the need to delve deeper into the balance between these educational components. The time allocated specifically to teaching children to write varied among the teachers, with Teacher Aimi dedicating 150 minutes, Teacher Hana 130 minutes, and Teacher Lily 180 minutes per week to writing instruction, showcasing diverse instructional approaches within the preschool setting.

These findings align with previous research conducted with teachers in higher grades, indicating a parallel commitment to writing instruction across different educational levels. The study's contrast with prior research on kindergarten teachers, who allocated less time to writing instruction, raises questions about the factors influencing these disparities and underscores the novelty of this study in its focus on the preschool context. Despite potential discrepancies with studies conducted in different countries, the emphasis on integrating writing opportunities throughout the day within various subjects like language arts, Numeracy, Science, and thematic projects highlights an innovative approach to writing instruction in preschool classrooms.

The predominant method observed in teaching young children to write simple words and sentences involved copying from the whiteboard, emphasizing foundational writing skills such as handwriting, spelling, and basic vocabulary acquisition. This practice points to a structured approach aimed at laying a strong foundation for early writing proficiency. Overall, the study's findings shed light on the diverse approaches employed by preschool teachers in teaching writing, underscoring the significance of investing dedicated time in writing instruction to foster young children's writing development effectively. This unique emphasis on foundational writing skills in the preschool setting contributes novel insights into the impact of varied instructional approaches on preschool children's writing abilities, emphasizing the intricate nature of mastering writing skills in the early stages of education.

#### III.2 Writing activities in the classroom

In the study exploring preschool teachers' writing beliefs and practices, all three teachers demonstrated the use of various instructional procedures to teach writing. Notably, five predominant writing activities emerged: rainbow writing, drawing and labeling pictures, completing worksheets, crafting stories, and text replication, showcasing diverse approaches within the preschool classroom. These activities predominantly focused on mechanics rather than composition, indicating a tendency towards skill-building over extended writing opportunities, with rainbow writing, drawing, worksheet completion, and text copying being the most prevalent activities.

Teacher Hana's instructional emphasis centered on introducing new words weekly, with a specific focus on spelling and writing these words. In contrast, Teacher Aimi prioritized teaching correct punctuation and capitalization, stressing precise and orderly writing in exercise books. Teacher Lily commenced with letter formation through rainbow writing, progressing towards simple word and sentence construction, culminating in proficient sentence writing and text replication by the academic year's end. The findings underscored a diverse instructional landscape among preschool teachers, encompassing activities targeting various facets of writing skills, blending mechanical and creative tasks, and underlining a structured progression from foundational to complex writing tasks.

The study engaged three preschool teachers in a repertoire of writing activities, including drawing, labeling, worksheet completion, informative writing, personal narratives, storytelling, and text replication. These activities predominantly emphasized mechanics over composition, aligning with prior studies by Cutler and Graham (2008), Gilbert and Graham (2010), and Hsiang et al (2020). Unlike narratives, the study emphasized expository writing tasks, particularly informative writing.

While fundamental skills like handwriting, spelling, and sentence construction were focal points for the teachers, less emphasis was placed on strategic writing elements such as planning and revising. Aligning with observations in 1st-3rd grade and kindergarten teacher studies, the value of explicitly teaching planning and revising processes to elevate writing quality was underscored, emphasizing the importance of balancing foundational skills with strategic writing approaches.

However, a lack of focus on fostering children's writing motivation was evident among the preschool teachers, with limited activities geared towards enhancing enthusiasm and engagement. Recognizing the pivotal role of motivation in writing growth, educators are encouraged to diversify tactics to ignite children's passion for writing, potentially shaping their long-term writing accomplishments. Furthermore, while the teachers diligently monitored student writing progress and encouraged self-assessment, further exploration is warranted to gauge the impact of this monitoring on instructional methods and the efficacy of leveraging assessment data to refine writing instruction approaches.

In conclusion, the study advocates for a balanced approach to preschool writing instruction, harmonizing foundational skills with strategies to augment writing quality, motivation, and assessment practices, thereby fostering comprehensive writing development in young learners.

### **III.3 Preschool teacher's beliefs in teaching writing**

The study delved into the personal beliefs of preschool teachers concerning their writing abilities and teaching practices, revealing a nuanced landscape of convictions among the educators. While all three teachers held mixed beliefs about the most effective methods for teaching writing, they expressed a lack of confidence in their preparedness to impart writing skills to preschool children. They highlighted a scarcity of support and professional development opportunities tailored specifically to writing instruction, with a predominant focus on reading in workshops. Despite these challenges, the teachers conveyed positive beliefs regarding their effectiveness in teaching writing and their own writing capabilities. Notably, all three teachers expressed a fondness for teaching writing but acknowledged concerns about their confidence in guiding preschoolers in writing tasks, pointing out a prevailing emphasis on teaching reading over writing. Teacher Lily underscored the interconnectedness of reading and writing proficiency, suggesting that literacy mastery in reading facilitates proficient writing skills, while Teachers Hana and Aimi emphasized the importance of equipping preschoolers with writing skills as they transition to Year 1.

Educators' beliefs play a pivotal role in shaping writing instruction, acting as guiding principles for pedagogical decisions and practices. When probed about their writing beliefs, preschool teachers revealed feelings of inadequacy in preparation for teaching writing, juxtaposed with a modestly positive outlook on their writing abilities, teaching efficacy, and students' writing progress.

Comparable sentiments were identified in studies involving teachers from grades 4 to 9 in Taipei City and in research conducted internationally, underscoring variations in readiness perceptions across different grade levels in Taipei City.

On the development of writing proficiency and understanding, educators in the study marginally agreed that proficiency hinges on learning and effort, slightly disagreed on the fixity of writing knowledge, and slightly concurred that expertise resides within writing authorities. While direct comparisons with other studies are limited, these findings align with broader investigations on teachers' beliefs about learning and knowledge acquisition, reflecting similar patterns in beliefs regarding learning processes and knowledge acquisition, albeit with slight disparities in views on knowledge transmission from authorities, as evidenced in previous research in Hong Kong.

The study revealed a diverse outlook among preschool teachers regarding effective writing instruction methods, with concerns raised about readiness to teach writing and the shortage of support and professional development opportunities focused on writing. Despite these challenges, educators exhibited confidence in their ability to teach writing effectively and demonstrated enthusiasm for guiding preschoolers in writing tasks. Emphasis was placed on writing as a crucial preparation for children transitioning to Year 1, highlighting the interconnectedness of reading and writing skills. The findings underscore the impact of educators' beliefs on writing instruction, emphasizing the need for targeted support, professional development, and a balanced focus on reading and writing to enhance writing outcomes for preschool children.

#### IV. CONCLUSION AND RECOMMENDATION

The study examined the preschool teachers' beliefs and practices on writing provides a new perspective on early childhood education, illuminating the complexities of instructing writing during this foundational stage. The study uncovers a diverse array of instructional procedures and writing activities utilized by preschool teachers, with a notable emphasis on fundamental skills like handwriting, spelling, and sentence construction. While daily writing activities were consistently prioritized, the study reveals varied approaches to teaching writing, predominantly centered on basic word and sentence formation through practices such as text copying and worksheet completion. In conclusion, this study sheds light on the diverse writing beliefs and practices of preschool teachers, emphasizing the importance of effective writing instruction in early childhood education. The findings underscore the need for a balanced approach to teaching writing that integrates both foundational skills and strategies to enhance student motivation and engagement. While teachers expressed concerns about their readiness to teach writing and the need for more support and professional development opportunities tailored to writing instruction, their enthusiasm for teaching writing and belief in their capabilities signal a strong foundation for fostering student writing development. These insights highlight the pivotal role of educators in shaping young learners' writing skills and the necessity of ongoing support and training to enhance writing outcomes in preschool settings.

Preschool teachers voiced apprehensions regarding their preparedness to teach writing, underscoring the necessity for comprehensive support and specialized professional development initiatives geared towards enhancing writing instruction. Despite these challenges, educators exhibited enthusiasm for teaching writing and displayed confidence in their own writing capabilities. The findings underscore the importance of fostering children's motivation for writing and the critical need for a heightened focus on teaching writing strategies and processes like planning and revising. To address these gaps, targeted professional development opportunities tailored to bolster writing instruction skills, including strategies for enhancing student motivation and engagement, are recommended.

Embracing a holistic approach to writing instruction that encompasses foundational skills and strategic writing techniques like planning and revising holds the key to elevating students' writing quality and overall development. Preschool teachers are encouraged to integrate these elements into their daily writing activities, fostering a comprehensive writing education for young learners. By incorporating a diverse range of strategies to ignite children's passion for writing, educators can cultivate an environment that nurtures early writing enthusiasm and fosters a lifelong love for writing.

Continuous monitoring of students' writing progress and the implementation of effective assessment practices are pivotal in guiding instruction and improving writing outcomes. Utilizing assessment data to tailor teaching methodologies, address individual student needs, and track progress effectively is paramount. Furthermore, fostering collaboration among preschool teachers to exchange best practices, share resources, and embrace innovative approaches to writing instruction can enrich the educational experience for both educators and students alike. Establishing a supportive network for idea-sharing and strategy implementation has the potential to elevate writing instruction in preschool settings significantly.

By following these recommendations and addressing the identified challenges, preschool teachers can enhance their writing instruction practices, bolster students' writing development, and cultivate a more engaging and effective learning environment for budding writers in the preschool classroom.

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