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Entitled

*EXPLORING THE INSTRUCTIONAL EMERGENT WRITING STRATEGIES OF THE EMIRATI
KINDERGARTENERS: A MIXED METHOD STUDY*

by

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Abstract

This mixed-method study aimed at exploring the nature and the types of instructional emergent writing strategies applied by UAE kindergarten teachers in their classrooms. The study also fathomed the teachers' views toward the practicality of the instructional emergent writing strategies and the challenges they encountered when teaching emergent writing using these strategies. The study used an exploratory sequential mixed method design. In the first phase of the study, a qualitative mean was used by carrying out semi-structured interviews with a purposive-selected sampling of kindergarten English teachers ($n=5$). The second phase of the study featured a collection of quantitative data using a self-report questionnaire answered by a randomly selected sample of teachers ($n=206$). The results gleaned from the interviews, which showed that teachers used nurture writing as an emergent literacy skill by creating a meaningful environment. Kindergarteners can practice writing in an authentic, mundane, and communicative way. Teachers also believe in the use of gradual release instruction, whether when selecting instructional strategies or materials. The quantitative results revealed that the use of modeling strategy is the most common and frequent when teaching emergent writing along with other strategies (e.g., guided writing, shared writing, interactive writing, and freewriting), which also confirmed by the qualitative results as the use of these strategies contribute immensely in promoting emergent writing literacy in which different skills were knitted and woven meaningfully. Furthermore, both the qualitative and the quantitative results signified that teachers confirmed that the limited time provided for children and teachers poses a real challenge. The study also found there are some difficulties in changing parents' attitudes to fulfill their required expectations. Some recommendations and implications for future research related to EFL/ESL contexts (e.g., UAE context) are provided.

Keywords: Emergent Literacy, Emergent Writing, Instructional Strategies, EFL/ESL kindergarten learners.