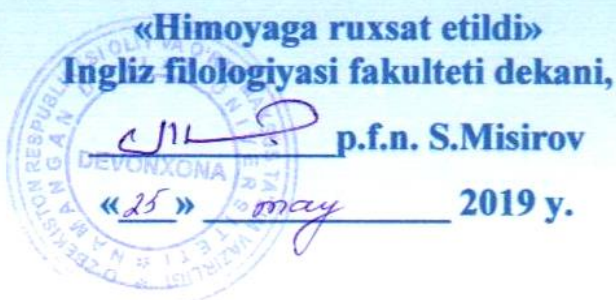


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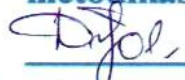
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**“THE EFFECTS OF USING CHILDREN'S LITERATURE WITH
ADOLESCENTS IN THE ENGLISH AS A EFL CLASSROOM”**

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INTRODUCTION

“We have enough power and possibility, knowledge and ability, definite determination, aspiration and bravery in order to teach special subjects, the history of our country and civilization of the world, foreign languages and modern computer technologies perfectly to our children and youth”.

The President of the Republic of Uzbekistan

Sh.M.Mirziyoyev.

Actuality of the work: to study the importance of children's literature in foreign language learning, especially in teaching English as a foreign language (EFL), the effective ways of implementing children's literature into language classes, the influence of using children's literature on language learning. This topic has been already learnt by several scientists, methodologists and linguists. Different definitions were given by them on this theme. Although, after having studied the existing information on this topic, we have found out that our knowledge on the studying topic is largely based on the very limited information. For this reason, there arises the need for depth literature review into this topic.

Teaching foreign languages in Uzbekistan has become very important since the first days of the Independence of our country which pays much attention to the rising of education, level of people, their intellectual growth. As our first President I. A. Karimov said: “Today it’s difficult to revalue the importance of knowing foreign languages for our country as our people see their great prosperous future in the cooperation with foreign partners”¹.

When the Republic of Uzbekistan became Independent, there have been many changes in various spheres of country life, as well as, in educational system. Great attention is being paid to younger generation. There were many reforms in education and other fields of social life. On December 10, 2012 the first President of the Republic of Uzbekistan Islam Karimov signed a decree “On measures to further improve foreign language learning system”. It is noted that in the

1 I.A.Karimov’s decree. On measures to further improve foreign language learning system. –“Public word”, 2012

framework of the Law of the Republic of Uzbekistan "On education" and the National Program for Training in the country, a comprehensive foreign languages' teaching system, aimed at creating harmoniously developed, highly educated, modern-thinking young generation, further integration of the country to the world community, has been created².

So one of the most important tasks of our country is to train qualified specialists in the fields of diplomacy, international law, external economic activities, banking and other new realms of endeavors expending study and training opportunities for students and specialists at leading foreign educational and research centers, foreign firms, banks and companies. In order to fulfill these tasks, we should think about methods and ways of teaching English to our specialists. The goal of education reform is to educate a healthy generation, both physically and mentally, which can be achieved through humanistic, democratic methods of teaching and socialization, giving higher priority to human values, national and cultural traditions and separation of educational institutions from the influence of political movements. That education reform aims to make a complete reversal of its ideological routines in order to promote a national education system for training highly qualified personnel up to the level of advanced democratic states and meeting the requirements of a high moral spirit. The State gives a top priority to strengthening intellectual potential and increasing the educational and cultural level of the population.

As our first president Karimov I.A. pointed out, the education reform consisted of three main tasks; the first was to work out new national programs, the second was to create a legal system and the last was to develop personnel and technical material conditions to support the reform. The system and types of education are classified according to levels and forms of study such as: preschool education, general secondary education, specialized technical education, vocational training, higher education, professional improvement and retraining of personnel

² The law of the Republic of Uzbekistan "On Education". // "Harmonious generation-the base of Uzbekistan's development". – Uzbekistan, 1997. - p. 20-28..

and extra-curricular education. Preschool education is meant to prepare children under 7 year of age for a systematic education. All the above mentioned jobs have now been performed under the supervision of our new President Sh.M.Mirziyoev, who has been paying much attention to the development of our education system.

Celebrating this truly historical date in the life of our state and our people, we give due to the everlasting role and significance, which the Constitution of the country has played in formation of the modern Uzbekistan, in achievement of the goal, which we have set before us from the early years of independence, i.e. to build a democratic law-governed state with socially oriented economy and recognized by the world community, which our country secured for over the past years; both stably functioning economy, its sustainable growth rates, the year-to-year growth well-being of the population and strengthening authority in the world community. All of these are the result of implementation of the deeply thought-out objectives, principles and norms enshrined in the Constitution.

Shortly speaking, the life itself compellingly confirms the correctness of the country's development model, which was chosen by us and enshrined in our Constitution that has gained the name of the "Uzbek model".

At the moment, all educational, scientific and cultural-enlightenment facilities of the country are connected to Educational portal, which contains over 25 thousand study materials and resources. This permits to actively introduce the methods of distance education into the education system as well as a broad complex of information and communication services for the country's students. Along with this, it acquires an enormous significance; the introduction of modern information and computer technologies, digital and broadband telecommunications and Internet not only in schools, lyceums, colleges and higher educational institutions, but also in the life of each family. It is the dimensions of development of contemporary communication systems and information technologies that serve as an indicator of the development level of the country and society.

In order to contribute a little more to the development of science in our state I have decided to carry out the following research work. I hope it will become

small start for further investigations. My qualification paper is titled “The effect of children's literature with adolescents in the English as a EFL classroom.”

Aim of the work: to learn how to bring children's literature into foreign language classes, to enable learners to be more skillful and to use effective methodologies, techniques in teaching English. Nowadays much attention is given to implementing knowledge in computer technologies and foreign languages, especially English. The English language is regarded as the international one in this global world, the language of business, diplomacy and cross-communication. Much importance is attached to English all over the world. Communication is very crucial in any field, whether it is a conversation between pen-friends, whether it is business, politics or economics. Hence, it is going to be really hard to thrive in this world without knowing English. The need to study foreign languages is becoming one of the acutest questions standing in the front of each state. In the present day our President, taking into account the importance for our state to integrate into the global economy, takes the necessary measures on expanding and improving the English language proficiency. Our government creates a favourable atmosphere and all conditions for the younger generation for learning foreign languages. So, all the state educational centres are provided by the latest innovative technologies, methodological materials and language laboratories as well.

The Institutes and Universities of Uzbek maintain collaboration with the leading Universities of Germany, Great Britain, France, Italy, Japan, Republic of Korea, and People’s Republic of China, Malaysia, India and Russian in the context of direct agreements between Institutions and Universities. These agreements provide cooperation in such issues as exchange of teaching staff and students, participation in joint conferences and symposiums, joint scientific researches and publication their results. Uzbekistan also takes part in educational programs of European Union Tempus and Erasmus Munds and in scientific technical - projects of European Union under the so - called the seventh Frame Program.

As a result, the people of Uzbekistan have become true masters of the tremendous wealth of their native land; the Republic’s mines refineries, gold

reserves, natural resources and land itself. Economic, scientific, technical and intellectual potentials were created by the labor of many generations; this is national property as well and serves to guarantee the wellbeing of the people providing a basis for social progress, prosperity and midst of the state. The state's responsibility to safeguard the indivisibility of the territory of the Republic its economic potential and the inviolability of its frontiers has become an established principle. At present great importance is attached to the study and teaching of foreign languages. No doubt, it happens not without purpose. Today, the importance of our people's perfect knowledge of foreign languages can scarcely be exaggerated as our country aspires to win a decent place in the world community, because our people see their great future as a life in mutual accord and cooperation with their foreign partners.

To sum up, the educational system of the Republic is advancing at a high speed. The level of education in Uzbekistan corresponds to the world standard that is typical for the leading states of the world. It is also worthy to mention that today our country is a large scientific centre in Central Asia. Almost 300 scientific institutions function in the country now. There is a well-developed research basis. Our scientists carry out fundamental research in various fields, greatly contributing to the world science, hence to the pursuit of prosperity and happiness.

Task of the work: In order to demonstrate the significance of the work, we should carry out the following tasks:

To work on the proficient methods of teaching English as a foreign language (EFL);

To learn the influence of children's literature on language learning, children's literature with adolescents in EFL classes;

To analyze the effective ways for implementing children's literature into English classes, to create specific system of exercises and techniques on children's literature in order to improve learners' language capabilities.

This study provides quantitative and qualitative data about the effects of using children's literature with adolescents in a language classroom and the role of

children's literature in students' second/foreign language development, including listening, speaking, reading, and writing skills. The study presents qualitative data about the role of children's literature in developing more positive attitudes toward reading in the second/foreign language and toward reading in general. With literature being a model of a culture, presenting linguistic benefits for language learners, teaching communication, and being a motivator in language learning, this study presents empirical data that show that inclusion of children's literature in adolescents' second/foreign language classroom promotes appreciation and enjoyment of literature, enhances the development of language skills, stimulates more advanced learning, and promotes students' personal growth.

The object of the work: strategies and methods of teaching English as a foreign language (EFL) using children's literature, the most sufficient techniques and activities for improving language skills in EFL classrooms.

The subject of the work: To learn the effects of using children's literature through the best methods in teaching English as a foreign language, to clarify the effective ways for implementing children's literature into English language classes so as to motivate adolescent learners, to identify how to apply activities and techniques in an EFL classroom.

Materials of the work: In order to back-up the theories of the research we have employed a number of works methodology of teaching based on works by Uzbek at the same time by English writers.

Novelty of the work: The paper sheds a new light on a number of problem areas on current theory in modern linguistics. In this study we tried to give clear supports for the argument With the help of those ideas it has become clear that the role of children's literature in teaching languages is valid and employing it in language is highly considered as one of the effective ways of language teaching. We believe that our marginal findings can be used at secondary school, lyceums, colleges and universities. Apart from this, by this work many advantages can be taken in methodological processes as well.

Structure of the graduation paper: This graduation paper consists of the following sections: the introduction, three chapters, conclusion and the list of used literature.

The introductory part of the graduation paper is devoted to the disclosure of the actuality of the topic, aim and tasks, practical values, methodology, methods, materials, and structure of the graduation paper.

The first chapter of the graduation paper – “Overview of children's literature” gives us clear information about the characteristics of children's literature, its distinguishing features from adult literature and the origin of teaching literature in the classrooms.

The second chapter of the graduation paper – “Children's literature with adolescent language learners” gives us clear information about the significance of using children's literature in teaching, choosing and employing it in the context of teaching and learning of English as an additional language;

The third chapter of the graduation paper – “The Innovative Ways of Implementing Children's literature into English classrooms” – is devoted to implementation of children's literature in language learning, activities and techniques.

Conclusion: This part of my diploma work sums up my observation and investigation on this topic and the importance of children's literature in teaching English. Then there is the list of used literature and web sites to enable the future literary scholars to use information sources used on the way of preparing this paper.

CHAPTER I. OVERVIEW OF CHILDREN'S LITERATURE

1.1 General characteristics of children's literature

Since what a literary author writes about is, more often than not, his or her perspective on life, society and ideology rather than the reality itself, there exists a controversy between the literary schools of thought in defining the concept of literature in general and what characteristics it possesses.

This makes it an even harder task to define children's literature (CL) as the fact remains that CL, being a new theme that has been introduced into mainstream literature, has not yet established norms and conventions. Furthermore, this also makes it open to different speculations and theories that might even be extreme, regardless of the fact that they were not scientifically proven or well researched.

A general definition of children's literature can be summarized as the literature that is aimed at children in their growing years and is suitable for their stage of mental and psychological development. This includes written material for children that are not yet interested in adult literature (AL) or do not yet possess adult reading skills.

Definitions of children's literature can be assigned to three broad categories (intended audience; purpose; style/quality), the second of which includes three sub-categories (entertainment; entertainment and information; empathy).

Although, in terms of overall emphasis, the majority of definitions fall into one of these categories and sub-categories, some include aspects of more than one of them. The most commonly occurring contemporary definition of children's literature is one that focuses on intended audience. For many writers, children's literature is simply a body of texts that is intended for a particular readership, that is, children, children being defined loosely in terms of a range of socio-cultural and individual characteristics.

‘Children’s literature is the only literary category that defines an audience rather than a subject or an author.’³

The age span for CL is believed to start from childbirth and specifically from the stories that are narrated to the child by its mother, i.e. oral literature, and can stretch to as much as 24 years (which is the complete childhood phase). In this case, CL would include both oral and written literature and comprises songs, theatre, poems, cinema, television and story.

The question that still concerns theorists of CL is does CL exist as a genre on its own or is it considered part of AL. There are opinions supporting both viewpoints each with their own supporting arguments which will be presented below.

It is defined general literature as the effect that is induced in a reader when reading or hearing the literature, be it with the aim of entertainment or mere interest, or the effect that induces change in the individual's stances and perspectives of life i.e. that moves our emotions and minds. It can be said that CL is a part of AL and therefore the same definition of AL applies to CL, only difference being that CL addresses a specific audience in the society.

Briefly said, it is a way of experiencing the deep meanings of life and preparing children for exposure to the outer world by teaching them about life in the past, present and future. This is in addition to the fact that since adults write and narrate this literature, CL is not isolated from mainstream AL, as it is conveyed from the same ideology and imagination of the adult’s who have the authority and power to control what is addressed to children.

Therefore, as the effect of literature is believed to be the same on both adults and children, CL cannot have a definition independent of AL and should not be considered a genre of its own because it just differs from AL in children’s conception, mentality and experiences compared to.

³ Stahl, J.D (1992). Canon formation: A historical and Psychological Perspective. In Glenn Sadler (ED.), Teaching children's literature.pp- 12-21.1

The other opinion claims that CL is a genre of its own and must be separated from AL in both definition and characteristics. Perry Nodelman states:

Children's literature is not only the literature written for children in mind, but also it is the literature that happens to be read by children. It is a separate genre, a special kind of literature with its own distinguishing characteristics. Identifying those characteristics and defining that genre are the major tasks immediately confronting serious critics ⁴

The review of the literature on the role of motivation in second language acquisition and on the role of reading motivation in attitudes toward reading in the second language has shown that motivation remains one of the most essential factors in learning a second language, especially by older language learners. The concepts of integrative and instrumental motivation and their role in second language development, as well as the concepts of intrinsic and extrinsic motivation, present an integral knowledge base for a second/foreign language teacher. In addition, second/foreign language teachers need to be aware of the role reading motivation plays in reading habits and attitudes toward reading in the second language and toward reading in general.

Finally, the section on the benefits of children's literature with adolescent language learners has the most significance, since adolescent language learners were the main participants of this research. As Ernst-Slavit et al. pointed out, "literature is one of the best ways to establish a common experience amongst students from which discussions involving abstract concepts can be built". Adolescent language learners are a group of people who can not only think abstractly, but who also put special meaning in their learning, requiring certain instructional approaches to meet their developmental and linguistic needs. This literature review showed that children's literature-based instruction can make adolescent learning

⁴ Gannon S.R, 1992, Perspective on children's literature : An Overview . p. 59

meaningful and promote the development of second/foreign language skills, including listening, speaking, reading, and writing. Literature-based instruction can make adolescents active language learners by engaging them in interaction and collaboration. Literature-based instruction can provide an input that will be comprehensible and challenging, while at the same time motivating and stimulating. Literature-based instruction can help adolescents utilize their developmentally appropriate abilities to reflect on their language use and production. Literature-based instruction can provide a rich foundation for the target language and can provide a lot of opportunities to experiment with language. This literature review showed that with children's literature-based instruction, adolescent language learners can "have a chance" to "become adequate readers, acquire a large vocabulary, develop the ability to understand and use complex grammatical constructions, develop a good writing style, and become good spellers" and to become a part of a "worldwide multilingual reality"⁵.

5 (Belz, 2003, p. 4)

1.2 Historical and theoretical background of teaching literature in the classroom

Historical and Theoretical Background of Teaching Literature in the Classroom
History of literature-based instruction

What is literature? According to the definition in the online encyclopedia Wikipedia⁶, literature is "an acquaintance with letters" (Introduction, \ 1) from the Latin word "littera," which is an individually written character. The term has come to identify a collection of written texts. Texts are written in a given language and represent the combination of letters, or symbols, i.e. words, in that language. Reading would mean understanding and using the words. But to understand the words in isolation is not enough. To fully understand a written word would mean to recognize its implications in a context that is significant for human beings. " It requires linking the word with what it points to in the human or natural world. This involves awareness of the sensations it symbolizes, experiences out of which it springs, the modes of feeling or practical situations with which it is associated, the actions it may imply".

Another scholar points out "literature is language, and children's language grows through experience with literature"⁷ Literature provides this experience and the context that nourishes understanding and triggers language and personal development. If all this is true, incorporating children's literature into instruction should have been essential for curricular developers over time. Still, it took many years, more precisely centuries, for educators to realize the tremendous benefits of literature in education.

Theoretical frame for literature-based instruction

It is obvious that many changes have occurred in the attitudes of educators during the last four centuries. These changes reflected scientific thought and ongoing research that was a guiding force for curriculum development. The main question that scientists have tried to answer is whether learning is primarily "a

6 <http://en.wikipedia.org/wiki/Literature>

7 Cullinan, B. E. (1989). *Literature and the child*. San Diego, CA: Harcourt Brace Jovanovich. p. 97.

matter of the nature or the nurture of the child"⁸ Three outstanding philosophers and educators of the 1700's and 1800's, Jean-Jacques Rousseau, Johann Pestalozzi, and Friedrich Froebel, made valuable contributions into research that was seeking an answer to this question.

Many philosophers and psychologists offer that child's education should be natural, and that children should only learn things that are developmentally appropriate. Furthermore it is believed that children learn through curiosity, and that formal instruction can interfere with development. children should learn with as little intervention as possible. Therefore, educators should use strategies that coincide with a child's readiness to learn.

Children are not passive learners of language. They construct and reconstruct their language in the process of learning. As it is shown that children play an active role in their language acquisition by constructing their language. Children who are exposed to rich language environments where adults help in construction of language develop better oral language skills as compared with those who do not have a rich social context opportunity. As Bruner pointed out, "You don't acquire language abstractly: you learn how to use it. You use it to communicate, to put order into events, to construct realities"⁹. According to Bruner, communication provides the engine for language acquisition.

Children talk about themselves and about their activities. By engaging in various activities, interacting with the environment, and, more importantly, participating in the construction of the environment, children develop their cognitive processes, including language development, through touching, hearing, tasting, seeing, and smelling. Only by using teaching methods that actively involve students and present challenges is it feasible to enhance cognitive development.

According to Vygotsky, learning occurs when children acquire new concepts, which are mental structures in which we store information. Social relationships serve as a basis for acquisition of mental functions. In order to build a

8 Morrow, , L. M. (2005). Literacy development in the early years: Helping children read and write. Boston, MA: Pearson Education.p.4.

9 Bruner, J. S. (1983). In search of mind: Essays in autobiography. New York, NY: Harper & Row. p.163

new concept, children need to interact with others who assist them with completing the task by providing feedback and guiding them toward problem solving. Language is an important device through which communication occurs. Parents and teachers provide the language necessary for the solution of a problem. Learning occurs when children internalize the language and activities into their world.

When children perform a task, they can do some part of it on their own, but not all. They need help from a more knowledgeable person, who scaffolds the new ideas by assisting them in completing the task. The difference between what children can do on their own and what they can achieve with the help of adults. Children can perform within this range only with assistance from adults. When a child can function independently, proximal development ends. Therefore, the role of adults is important in children's development. Adults need to interact with children by motivating, encouraging, and providing emotional and instructional support. Adults need to keep tasks within children's tasks slightly higher than the level of independent functioning in order to provide challenge and for learning to occur.

. According to Krashen, if the current competence level of a language acquirer is stage i , then the next level can be presented as A necessary condition to move from stage i to stage $i+1$ is that the acquirer understands input that contains where understand means that the acquirer is focused on the meaning and not the form of the message. In other words, we understand and acquire what "is a little beyond"¹⁰ where we are now. This understanding is feasible not only due to our linguistic competence, but also because of our knowledge of the world and the context of the language.

Competence in a second language can be developed in two ways - acquiring the language and learning the language. The first way, language acquisition, is a subconscious process, similar to the way children develop competence in their first

¹⁰ Krashen, S. D. (1981). Second language acquisition and second language learning. New York, NY: Pergamon Pres p.21

language. Krashen considered the results of language acquisition also to be subconscious. People who acquire a language usually are not aware of the grammar rules of the language, but they "are aware of the fact that they are acquiring language for communication"¹¹ They have a "feel" for correctness. Krashen goes on to say that language acquisition can be described as "implicit learning, informal learning, and natural learning. In non-technical language, acquisition is 'picking-up' language." On the other hand, learning is "conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them"¹².

Another significant hypothesis specified by Krashen as a part of his second language acquisition theory is his Affective Filter Hypothesis. According to Krashen affective factors enhance or delay second language acquisition. Krashen identified these affective factors as follows: motivation, self-confidence, anxiety, empathy, attitude toward the classroom and teacher, and analytic orientation. Krashen named these affective factors "attitudinal factors"¹³ Krashen stated that these attitudinal factors, or "affective variables," are related to the process of second language acquisition "by positing that acquirers vary with respect to the strength or level of their Affective Filter"¹⁴ In other words, if these factors (high motivation, high self-esteem, low anxiety, positive attitudes) are optimal for second language acquisition, the learner will have a lower affective filter and will tend to obtain more of the knowledge and skills taught. On the other hand, learners with low motivation, low self-esteem, high anxiety level, and negative attitudes will have a strong affective filter and will tend to acquire less knowledge and skills.

11 Krashen, S. D. (1982b). Principles and practice in second language acquisition. Englewood Cliffs, NJ: Prentice Hall International. p.10.

12 Krashen, S. D. (1982b). Principles and practice in second language acquisition. Englewood Cliffs, NJ: Prentice Hall International . p. 11

13 Krashen, S. D. (1981). Second language acquisition and second language learning. New York, NY: Pergamon Pres p.21.

14 " Krashen, S. D. (1982b). Principles and practice in second language acquisition. Englewood Cliffs, NJ: Prentice Hall International. p.31

There is an ongoing debate within the field of second/foreign language acquisition pertinent to Krashen's theories, regarding the role of comprehensive input and affective filter in particular. Although many educators concur with these theories there are others who disagree and suggest that both comprehensible input and affective filter are not significant factors in second/foreign language acquisition and that Krashen's acquisition/learning distinction "represents only a partial description of the processes involved in second language acquisition".¹⁵

Nevertheless, whether one supports Krashen or not, the context in the language classroom should be natural, where there is a lot of communication. Communication produces a meaningful and understandable language context, which is as indicated below:

It is agreed that most language learning is unconscious, that comprehensible input is vital for learning and that teacher's most important job is to provide that input, that affective barriers can prevent successful acquisition of a second language, and that a teacher has the duty to try to lower those barriers wherever possible. A classroom that provides comprehensible input is the classroom where:

- (a) instruction is relevant, interesting and motivating;
- (b) the focus is on meaning and not on form;
- (c) there is no structured grammar instruction;
- (d) language learners have opportunity to converse in the target language and judge themselves at the level where they are at this particular moment;
- (e) learners construct meaning by engaging in a variety of activities which enhance development of listening, speaking, reading, and writing skills; and
- (f) the focus is on quantity of production, which gradually grows into quality with appropriate teacher's guidance. Literature-based instruction can provide this type of classroom and this sort of comprehensible input.

To sum up, it can be concluded that literature-based instruction can make adolescents active language learners by engaging them in interaction and

¹⁵ Johnson, K., 1995, *Understanding communication in second language classrooms*. Cambridge: Cambridge University Press p. 83

collaboration. Literature-based instruction can provide an input that will be comprehensible and challenging, while at the same time motivating and stimulating. Literature-based instruction can help adolescents utilize their developmentally appropriate abilities to reflect on their language use and production. Literature-based instruction can provide a rich foundation for the target language and can provide a lot of opportunities to experiment with language. This literature review showed that with children's literature-based instruction, adolescent language learners can have a chance become adequate readers, acquire a large vocabulary, develop the ability to understand and use complex grammatical constructions, develop a good writing style, and have better pronunciation.

CHAPTER II CHILDREN'S LITERATURE WITH ADOLESCENT LANGUAGE LEARNERS

2.1 The importance of children's literature in teaching

Why use literature in the language classroom, be it the first or the second language classroom? In many countries around the world, literature is highly valued. “Literature plays a critical role in our life, often without our notice. It helps us to explore both ourselves and others, to define and redefine who we are, who we might become, and how the world might be”¹⁶

Stories provide us with something more significant than dry drill-teaching- they provide us with the meaning of our world and the world around us. That's why it is really significant to use it not only as a subject but also as a powerful tool to find ourselves.

As we read and tell stories through the eyes of our imagined selves, our old selves gradually disappear from our recollections, our remembrances of yesterday become firmly rewritten, and our new selves take on a strength and permanence that we believe was and is who we are. All literature – the stories we read as well as those we tell – provides us with a way to imagine human potential. In its best sense, literature is intellectually provocative as well as humanizing, allowing to use various angles of vision to examine thoughts, beliefs, and actions.¹⁷ According to Langer, literature does not only invite students to reflect on their lives and learning, but also to engage in literate activity. When students read literature, they are exposed to “horizons of possibility”.¹⁸ They raise questions, recognize problems and look for causes and solutions, reflect on ideas, and make connections. Literature encourages

16 Langer, J. A. (1995). *Envisioning literature: Literary understanding and literature instruction*. New York: Teachers College, Columbia University p. 5

17 Langer, J. A. (1995). *Envisioning literature: Literary understanding and literature instruction*. New York: Teachers College, Columbia University.p. 6

18 Langer, J. A. (1997). Literacy acquisition through literature. *Journal of Adolescent & Adult Literacy*, 40(8), 606-614

students to talk, thus developing their listening and speaking skills. High quality literature encourages students to read more, thus developing their reading skills. Literature encourages students to reflect on what they read and to share their thoughts in writing, thus developing their writing skills. Therefore it is widely used to empower students capabilities for a long time.

In addition to improving reading and writing skills in general, literature presents an excellent source of vocabulary. Students can take the advantage of the sophisticated words found in books by using them as a source of explicit vocabulary activities, which results in a significant increase in vocabulary.

It is highly appreciated that literature has crucial role on literacy. Because of the effect literature has on literacy development, it is imperative to integrate it into content area curricula. It is found that integrating literature in all content areas shows an increase in language skills development as well as content area knowledge improvement. The integrated language arts perspective involves incorporation of reading, writing, listening, and speaking into content areas and using literature as the major source of instruction. The content areas provide contexts where shared oral experiences, reading, and writing are used for the purpose of facilitating the knowledge of the content.

It is important to put special emphasis on the role that the connection of reading and writing plays in language development. "To say that writing is reading appears to be potentially obvious. After all, writing is intended to be read, if only by the writer"¹⁹. Indeed, what is the purpose of writing if not to be read? When children are surrounded by print materials from the moment of birth, they begin to relate to graphemes almost as soon as they begin to relate to phonemes. As children grow, they participate in an oral environment by producing some age-appropriate utterances. At the same time, they start scribbling, which can be considered an early attempt at writing. As children

19 Tway, E. (1985). Writing is reading: 26 ways to connect. Urbana, IL: Clearinghouse on Reading and Communications Skills. p. 1

develop, they discover that sounds correspond to certain letters and they start putting these sounds on paper; they use so-called invented spelling. Pretty soon, children discover that writing is reading and visa versa. Tway emphasized that writing should be supported and encouraged from the preschool years, and that reading and writing should be taught inseparably in the school curriculum. Literature is the model for writing, and it provides “a springboard for children’s writing²⁰. The most significant implication of the reading-writing connection is that in order to teach reading and writing, using literature appropriately. Language teachers have employed a variety of strategies to enhance reading comprehension. Mental imagery is one of the strategies that has proven to be successful.

Children construct mental images, using their background knowledge and develop critical thinking skills. Construction of mental images during reading enhances their abilities to remember what they read, construct inferences, and make predictions. This process leads language learners to construct relations between the parts of the text and the learners’ knowledge and experiences. The relation between the reader and the text is irrefutable. Illustrations to the text play a similar role to mental images and increase comprehension of the text as well.²¹

Children’s literature and rich language environment

When we think of the ways literature enriches our language, we think of literature as being an authentic material. Unmodified language, even if it is the language of children’s books, is a good example of the complex language structures that language learners can come across outside the classroom. It is also priceless opportunity to enrich their vocabulary. If children do not listen to or read books they do not have exposure to the complex syntax found in written language and to the rich vocabulary. Without this exposure, children

20 ” Tway, E. (1985). *Writing is reading: 26 ways to connect*. Urbana, IL: Clearinghouse on Reading and Communications Skills. p. 6

21 Gambrell, L. B., & Jawitz, P. B. (1993). Mental imagery, text illustrations, and children's story comprehension and recall. *Reading Research Quarterly*, 28(3), 265-273.

are not able to understand writers' syntactic constructions and, therefore, may not be able to use appropriate constructions to express meaning in their own writing.

In the literature-rich classroom, students have opportunity "to draw upon a richer fund of language"²². As Cullinan pointed out, children use the language around them. If they come across interesting and rich language, they will use it later in their oral and written language production. Therefore, we need to provide an environment rich in the beautiful language of literature and make sure that language learners have a lot of opportunities to experiment with language.

. The variety of genres that literature offers is a good source of rich language. Poetry, short stories, fairy tales, novels, and drama are often used in combination with art, music, and oral dramatic readings. Use of different genres of literature in the language classroom generates essentials of language learning – writing and rewriting, listening to students' own words and the words of others again and again, reading aloud to others, and reshaping the efforts for the words to mean exactly what the learners want them to mean. "Literature has no rival in its power to create natural repetition, reflection on language and how it works, and attention to audience response on the part of learners"²³. Special emphasis should be placed on the use of poetry in the second language classroom and its role in language development. Hadaway, Vardel, and Young advocate that poetry is an ideal "entry point to language learning"²⁴. They specify the following benefits of poetry for the ESL classroom: (a) reading and rereading of poetry through reading aloud and choral reading promotes fluency; (b) the language of poetry is manageable due to short lines and brevity, which makes it less intimidating; (c) rhythm, repetition, and rhyme in poetry help readers grasp the meaning with more ease;

22 Cullinan, B. E. (1992). Whole language and children's literature. *Language Arts*, p. 426

23 Heath, S. B. (1996). Re-creating literature in the ESL classroom. *TESOL Quarterly*, p. 776

24 Hadaway, N. L., Vardel, N. L., & Young, T. A. (2001). Scaffolding oral language development through poetry for students learning English. p. 799

(d) poetry can serve as a powerful springboard for the introductions of concepts and content across the curriculum; (e) by providing a source of brief character sketches, scenes, and stories, poetry can serve as a prompt of narratives – oral and written; and (f) poetry offers a beginning for a variety of writing opportunities. They concluded that because of the strong oral quality of poetry, the sense of sound of the words, and artful, yet natural language, poetry should be an integral part of the second language classroom. Poetry will enrich the language and will provide a lot of opportunities for sharing language experiences.

Furthermore there are the factors why teachers should use children's literature in teaching:

1. Motivational- approaching a particular topic from a different angle through literature, including picture books, can captivate a learner as a result, information is rapidly absorbed and increased student motivation can be felt.

2. Multiple learning style- trade books both fiction and non-fiction, as well as specialty books make use of more than the linguistic style. It can capture not only visual learners but tactile elements in some of the books means they can attract such learners, too.

3. Fun factor- the most important reason for me is the use of good literature in imaginative ways, to teach curriculum topic, makes learning fun!

2.2. Selecting and using children's literature in the context of teaching and learning of English as an additional language.

One of the biggest challenges in using children's literature to facilitate the English language development of children (native speakers and learners of English as an additional language) relates to selection and methodology. The issues involved in selecting and using children's literature with language development as a primary aim are necessarily very different in different contexts. It is therefore important to be clear not only about the intended audience but also about general and specific objectives and intended outcomes. In deciding whether and how to make use of children's literature, teachers of English in Taiwan need to take account of the national curriculum, the amount of in-class exposure to English that learners will have at different stages, and the existing language competencies of their students. The factors that guide their selection and use of children's literature in English will necessarily therefore be different from those that guide the selection and use of children's literature in English in contexts where the majority of the children are native speakers and/or where English is the primary language of the communities in which the majority of the children live. For teachers of English as an additional language, another important consideration is the fact that children's literature designed primarily for native speakers of a particular age may not be both linguistically and cognitively appropriate for language learners of the same age.

Smallwood²⁵ recommends that criteria for the selection of children's literature for language learners should include "age-appropriate theme; simple language; limited use of metaphor and unfamiliar experiences; use of rhyme; unambiguous plot; realistic but simple dialogue; potential for reading aloud; brevity; and good illustrations". Interestingly, given the significance of the fact

25 Smallwood, B. A. (1988). *Children's Literature for Limited English Proficient Students, Ages 9-14*. p. 66

that the stress-timed nature of English can present major difficulties for speakers of syllabic languages, no reference is made to rhythm and metre. Furthermore, what is meant by 'simple language' is an issue that requires detailed examination, as does that of what is meant by 'good illustrations' and 'potential for reading aloud'. Smallwood's expansion of these criteria²⁶ which is summarized below, makes little reference to text-types other than the novel and short story and genres other than the narrative genre and remains so general as to be of little value to teachers who are searching for criteria that will be of genuine use in the context of language programme design and implementation.

- Books (including illustrations) should be age-appropriate in terms of theme, topic or story line.
- Language and sentence patterns should be fairly simple and somewhat controlled, with tenses, structures and vocabulary repeated often through a book.
- There should be limited use of metaphorical language and limited references to unfamiliar experiences.
- As many books as possible should include rhyming. This is an excellent tool for memorizing (always helpful in language learning) and for visual phonetic transfer. This can be done in a mature way, with songs and poems in picture-book format.
- The plot should be very straightforward, chronological in order and unambiguous. Action should predominate, with characters and descriptions clear but not complex.
- Dialogue should be used as much and as realistically as possible, but books with dialects and excessive use of idiomatic expressions should be avoided.
- Books should be successful read-alouds. Most literature for ESL students

26 Smallwood, B. A. (1988). Children's Literature for Limited English Proficient Students, Ages 9-14. WATESOL Working Papers, 4, 1-21. pp. 70-72

should be first introduced orally, with the teacher reading so that students are exposed to the stimulation of language beyond their reading level.

- Books should be fairly short (either as a whole or by chapters) so that they can be completed in 5-10 minute sittings.
- Books should be single volumes, as opposed to part of a collection, wherever possible. This applies most often to fairy tales, poetry and songs.
- Illustrations should be clear and dramatic, ideally able to almost tell the story on their own. Both the teachers and students depend on these pictures to explain new vocabulary or experiences. The amount of text per page should be limited, with illustrations being predominant. With increased language proficiency, the balance should shift to more text.

In a later publication, Smallwood²⁷ restates these criteria, adding others:

- Does the book help meet curriculum objectives or enhance the thematic units being studied?
- Is the book's content appropriate to the children's age and intellectual level?
- Does the book use language that is at or slightly above the level of the learners?
- Does the book contain repeated, predictable language patterns?
 - Will the book add to the collection of bilingual and multicultural books in the classroom that represent the diverse languages and cultures of the children?

Smallwood notes that language and sentence patterns should be 'fairly simple,' 'slightly above the level of the learners,' and 'somewhat controlled', the modifiers suggesting a lack of genuine in-depth understanding of the factors involved in language teaching and learning. This is equally true of most of the other points made. "Appropriate selections [of children's literature] give students exposure to new, illustrated vocabulary in context, provide repetition of key words and phrases that students can master and learn to manipulate, and

27 Smallwood, B. A. (2002). Thematic Literature and Curriculum for English Language Learners in Early Childhood Education. ERIC Digest. EDO-FL-02-08. para.3

provide a sense of accomplishment . . . that finishing a single unit in a textbook cannot provide”.²⁸ It is impossible to determine on what basis the writer makes the judgment that the completion of a unit in a textbook is necessarily less effective in providing learners with a sense of accomplishment than is the completion of a story. After all, there are some textbooks that include story telling along with a range of related tasks, which provide exposure to new language and revision of existing language, that include repetition of key words and phrases and that are well, and appropriately illustrated.

Brown²⁹ argues that when evaluating children’s literature with language teaching in mind, teachers should pay careful attention to each of the following:

- Length and complexity. Simple, short stories with repetitive language work best for young EFL learners.
- Type size and the number of words on each page. If the size of type is too small, or there are too many words on a page, young students may be intimidated.
- The level of vocabulary. If students know less than 75% - 80% of the vocabulary, they may lose confidence in their ability to understand the story.
 - The nature of illustrations. Illustrations should be interesting and should help students understand both the vocabulary and the story.
- Personal enjoyment. It will be difficult to convince students to be enthusiastic about a story you don't like.

In claiming that “simple, short stories with repetitive language work best for young EFL learners”, Brown ignores the potential value of a wide range of other text-types and genres. Furthermore, there is no empirical support for any

28 Brown, E. (2004) Using Children’s Literature with Young Learners. Retrieved June 13, 2005, from <http://iteslj.org/Techniques/Brown=ChildrensLit.html>.(2004,para.2)

29 Brown, E. (2004) Using Children’s Literature with Young Learners. Retrieved June 13, 2005, from <http://iteslj.org/Techniques/Brown=ChildrensLit.html>. para. 4

of the above claims, including the very specific claim that 75% - 80% of vocabulary should be familiar.

According to Vardell, Hadaway and Young³⁰, the most important criteria in selecting books for learners English as a second language is that they are appropriate in relation to age, interests and maturity. These criteria seem, at first sight, reasonably straightforward. However, there are many factors, such as cultural background, family background, past experiences and personality that inevitably impact on whether a work is interesting, and age does not necessarily relate in any direct way to maturity. Furthermore, it is extremely difficult to find literature that is both interesting and appropriate in relation to cognitive development which is also appropriate from the perspective of linguistic competence and literacy. Thus, for example, although Joanna Cole's Magic school bus series (published by Scholastic in USA) may generally be appropriate for 9-year-old children who are speakers of English as a first language or who have a level of linguistic competence that approaches that of 'average' 9 year old first language speakers of English it contains language that would be likely to act as a barrier to understanding in the case of many language learners. In some cases, these learners may be able to cope with the series in the presence of a range of appropriate instructional methodologies; in other cases, this is unlikely to be the case. Where learners are likely to be able to cope under some circumstances, a critical factor is whether the teacher intends to read the books aloud (with accompanying explanations) to the class as a whole or whether he or she intends that one or more students should access it themselves. Books may be used to teach new language, to reinforce language to which learners have already been introduced, to lead into a range of tasks and activities, to initiate discussion or, indeed, some combination of these. To ignore factors such as this in recommending criteria for the selection of books for language learners is effectively to ignore the real needs of these

30 Vardell, S. M., Hadaway, N. L., & Young, T. A. (2006). Matching Books and Readers: Selecting Literature for English Learners. *Reading Teacher*, 59(8), p. 735

learners. This is equally true where writers include factors such as language accessibility and cultural accessibility among their recommended criteria as do Vardell et al. unless they provide some useful criteria for determining what is likely to be linguistically and culturally accessible. Thus for example, Vardell et al.³¹ note that “in terms of simple language that students can deal with as beginning language learners, Eric Carle’s books are excellent examples. They reflect predictable text, enabling the reader to guess what happens on the next page”. However, Eric Carle’s books, such as, for example, *The Very Hungry Caterpillar*, *The Tiny Seed* or *Do You Want To Be My Friend?* are often recommended for children aged 4 and 5, and learners of English as a second or foreign language may be considerably older than 4 or 5 when they are able to cope with the language of these books. Vardell et al.³² also note that, in the case of non-fiction books, “[there] should be an economy of new terms”, adding that “new content area vocabulary should be highlighted in boldface type or brightly coloured type [with] sidebar explanations, explicit visuals and so on”. In fact, however, sidebar explanations, where they are primarily intended for first language speakers, are often written in language that is more complex than the language of the main text itself and are, therefore, not necessarily helpful. Furthermore, it is not simply new vocabulary that can be critical, but also structures and discourse features.

In some circumstances, bilingual materials and instruction are appropriate in that they provide “a dual channel for students to explore their identity and express themselves, as well as to critically and intellectually evaluate their responses through discussion”³³. However, quite apart from the fact that ESL learners may not be literate in their mother tongue, the question of language content and language level needs to be addressed in relation to

31 Vardell, S. M., Hadaway, N. L., & Young, T. A. (2006). Matching Books and Readers: Selecting Literature for English Learners. *Reading Teacher*, p. 734

32 Vardell, S. M., Hadaway, N. L., & Young, T. A. (2006). Matching Books and Readers: Selecting Literature for English Learners. p.738

33 Yau, J., & Jimenez, R. (2003). Fostering the literacy strengths of struggling Asian American readers. *Language arts*, 80(3), 196-206 p. 201

both languages. Furthermore, a number of aspects of literary materials, such as humour, may be difficult to translate. “Humour is a defining element of a culture: what one culture finds hilarious, another may not find to be the least amusing.”³⁴ Backes³⁵ claims that child development experts generally divide humour into four categories: physical humour; situationally-based humour; humour involving a play on language; and humour of character. Each of these, particularly humour involving a play on language, can create problems in relation to the provision of bilingual materials. A number of authors claim that students are more likely to be able to discuss literary texts if these texts reflect their own culture. However, one of the aims of language teaching is often to provide access to different cultural concepts: issues relating to culture need to be considered in relation to the aims and objectives of particular teaching programmes. Although inaccuracies such as these may not detract from use of the book for purposes that are primarily linguistic and/or social (relating, for example, to the value of friendship), they are certainly unfortunate and, notwithstanding the other positive aspects of the illustrations, limit the value of the work in relation to its use for cultural-historical purposes.

34 Fosters, J. E. (2003). Popular literature for children and adolescents. Wagga Wagga, N. S. W.: Centre for Information Studies. p. 81

35 Backes, L. (n.d.). Writing for children: Make ‘Em Laugh-Using Humor. Retrieved June 15, 2005, from <http://members.tripod.com/~awriters/cbi.htm> p. 1

2.3 The influences of children's literature on social development

In the global era, it is becoming more impossible for a community to live exclusively without having interaction with other cultures. Multiculturalism is a given entity for many nations. Yet, some nations have not seen the importance of multicultural education and are ignorant on the need of multicultural literacy. As a young generation, children need to be introduced to values and ideology which will be useful in their future life. Because living in the middle of complicated diversity is an unavoidable fact for future generation, multicultural literacy becomes indispensable. Multicultural literacy for young children should be coined as an important agenda at schools and homes. Children's literature has a great potential to articulate underrepresented children and help children understand how to appreciate cultural diversity.

Multiculturalism is an unquestionable issue in a multicultural country like Indonesia, a nation with more than a hundred tribes, ethnicities and languages, and nearly a dozen of religions, beliefs and classes. Indeed multicultural problems such as sexism, racism, classism, handicapism and discrimination based on ethnicity and religion have turned out to be threats, intimidations, even terrorization for some people. Bali and Marriot The word multiculturalism is derived from the word „multi and „culture. This slippery term should be understood in the view that culture is not static. Culture is a result of a long process of evolution. It is a becoming process which has gone through a number of influences, interactions, and mixtures of other different cultures. That is why it is usually bombing and several church explosions happened in the last ten years indicate the lack

difficult to trace and question about limit and origin of a particular culture. Although it is alright to be proud of one's own culture, believing that only a single culture is the best and the most right is absurd, because by nature culture is never single and by no mean fixed. By nature, culture is itself plural. In fact we do not live in a single culture and it is impossible to interact with solely people of our own culture. Multiculturalism can be understood as a value as well as a skill. To learn a

value effectively education should start teaching it as early as possible. The golden time, when children are under the age of twelve can be best time to teach values or ideology. In this period of time, it is very strategic for educators to introduce concepts and values of life, including multicultural values. There is however a misconception about the possibility of teaching complicated concept to children. Most people thought that children could only learn simple concept. The facts show that complexity is possible to be absorbed by even young children.

The challenge that most educators face concerning value education to children everywhere in the world is the lack of support from the environment. Sometimes the educators have tried hard to teach a particular concept. Yet, because the value under study is not widely practiced among the community where the children live in, or because what children see in their everyday life is the opposite concept, they fail to learn the value. In other words, the value being taught at school fail to be learnt by children because the living environment does not provide conducive milieu and role models for them to learn.

Since values are learned through discourses, as many ideological apparatuses as possible that both actively and passively spread out the ideology will help making the concept possible to learn. Media, such as television, radio, video games and literature can play role as an ideological apparatuses.

Literacy cannot only be understood in a narrow perspective as unblinding one from reading and writing skills. Literacy is widely understood as the project of making people aware and understand the most basic concept of life including gender, race and ethnicity.

The main aim of multicultural literacy is therefore to unblind people, to make them understand and skillful on the importance living in a socio cultural diversity, to tolerate and appreciate each other and living harmoniously together.

In conclusion, I can state There is considerable disagreement about what constitutes children's literature and, in particular, about what constitutes 'good' children's literature, much of the discussion that is available being couched in very general terms. Furthermore, although there appears to be general agreement that

children's literature, particularly narrative, can contribute to children's social, cognitive and linguistic development, such writing as there is on the use of children's literature in the teaching and learning of English as a second or foreign language generally has little to say in specific terms about the problems that can be associated with using literature designed for first language speakers, or about the relationship between specific aspects of the selection and use of children's literature and issues relating to the language curriculum. If applied appropriately, it has definitely positive effect in the development of second or foreign language.

CHAPTER III. THE INNOVATIVE WAYS OF IMPLEMENTING CHILDREN'S LITERATURE IN ENGLISH CLASSROOM.

3.1 Useful methods of teaching EFL through children's literature.

Stories guide us through our whole life from the moment we were born and it does not change when we become teenagers or adults. When we are children, our grandparents tell us or read us stories and tales. When we grow up we read stories ourselves and sometimes we play drama in schools or we hear stories in radio or watching a film on TV. Stories are for all of us, not just for children. I chose the topic using stories in teaching English because I believe that stories are important not only in our mother tongue. Children enjoy listening to stories, they are familiar with narrative conventions, and they can make elaboration and predictions about what will happen next. Stories are a suitable introduction to English language as they present language in a familiar and enjoyable context. Stories could help us in learning and it could be more fun because students never forget stories.

"Stories are useful in language learning for not only young learners but also for adolescents. Learners acquire language unconsciously. The activities you do in class should help this kind of acquisition. Stories are the most valuable resource you have. They offer children a world of supported meaning that they can relate to. Later on you can use stories to help practice listening, speaking, reading, and writing³⁶.

"Story telling can be effective for teaching English to learners for the following reasons.

1. The purpose of telling a story is genuinely communicative.
2. Storytelling is linguistically honest (It is oral language, meant to be heard).
3. Storytelling is real (people do it all the time).
4. Storytelling appeals to the affective domain.
5. Storytelling caters to the individual while forging a community in the classroom.
6. Stories are a perfect supplementary aid in teaching English.

36 Slattery, M., & Willis, J. (2001). English for primary teachers. Oxford: Oxford University Press 2001

7. Stories should be a part of the national curriculum.
8. Students should read at least three stories each semester.
9. There should be cooperation between teachers and parents to encourage student to read stories.
10. Students who read more should be awarded.
11. There should be a competition in writing stories in each school because some students are talent in writing.

Role play

This involves students taking on a role and carrying out a discussion with each person playing their role. For example, the local council wishes to introduce a new system and location for dumping waste. Some students play local councillors, others are local residents, others are members of an environmental organisation and others are managers and employees of the company being asked to carry out the work. The teacher describes and sets up the situation. The students prepare in groups, those playing the same roles prepare together. They then form new groups to carry out the discussion.

Tips and advice for role plays:

choose the topic carefully because if students don't have anything to say, the role play won't work;

this type of activity can take a long time to set up; the preparation phase is essential if the activity is to work well. Don't be tempted to skip preparation to save time;

the time needed for input of the topic and language as well as preparation, the actual role play and feedback means that you need to allow a lot of time. Don't expect to be able to do a role play quickly; during feedback after a role play it is important to comment on the content of what was said as well as on language used.

If you want to introduce an element of role play without making it into a long and extended exercise, incorporate the work into a reading or listening skills lesson. After reading a text or listening to a recording, students role play a television interviewer and one of the characters from the text or recording.

Interviewers prepare questions together in groups; interviewees flesh out the character in groups. Students then pair up as one interviewer and one interviewee.

Tompkins defines role play as “it is one of the classroom teaching techniques that encourage students to participate actively in the process of learning English. Therefore, foreign language students practice the target language in context similar to real-life situations where stress and shyness are removed”³⁷ When we talk about role playing as a method of teaching can be considered as a problem can solved consciously which is briefly acted out so that the student can identify with the characters.

Role play can be defined as the type of student’s behaves in a certain context. In the field of managing, discrepancies in the identifying role that can be seen as role conflict which does not match for a person or by others role playing as a method of teaching which is the conscious practicing and discussion of the role in a group³⁸

While in the class, the difficulty can be briefly acted out so that the student can identify with the roles.

Role play activities could be shown as the way student behaves in specific context and situation. The researcher defines it as the role playing technique as a methodology for teaching which is conscious representation and discussion of the role in a group. In the class a problem context is shortly acted out so that the students can cope with the character.

There are three types of role play, they are: fully scripted role-play, semi-scripted role-play and non-scripted role-play. In a fully scripted role-play, each word is given, and each student should understand or memorize his/her role³⁹ Such type includes explaining the model conversation in the prescribed textbook and the main aim of the conversation after all is to make each item of the language

37 Tompkins, P.K. (2001). *The Role Playing. Simulation* p. 1.

38 Kenneth O. Gangel. (2008). *TeachingthroughRolePlaying*. (<https://bible.org/seriespage/3-teaching-through-role-playing>)

39 Harper-Whalen, Susan & Morris, Sandra (2005). Using a role-play activity in training. In: *Training Solutions* 9, 1-4

meaningful and easy to remember. It is indicated that role play in this type can be appropriate for low level students who do not know the situation in the semi-scripted role play.

The second one of role play includes a model conversation with some missing words and students should know how to fill in the blanks in suitable words of these contexts⁴⁰. So, students can change the main conversation to some certain way and establish their own conversation. Such type of role play might be called as semi-controlled or as the teacher or prescribed textbook includes language input, but students should also specify the materials depend on a frame which supplies the situations to establish a real life context. This type can be used for students with upper-beginner to intermediate levels of proficiency, those students should be familiar with main procedures and seeks to go to higher level of tasks as semi-scripted role-play is less structured and less controlled than fully scripted role-play. In the third type of role play where students may be given with keywords of dialogues, keywords and information, or contexts and aims in less controlled and structured tasks, in this type, students establish mini conversation based on keywords mentioned above, materials or contexts are simply as filling in gaps⁴¹. Identifying such type of role play as non-scripted role play, and they argue that non-scripted role play provides a great chances to employ the information of techniques in a certain situations. It is stated that students can build on their opinions and thoughts, and establish language on their level, acting out in some situations based on their understanding. Non-scripted role-play can be practical to for middle to advanced level students as non-scripted role play in a free and structured way which sometimes demands special skills like problem-solving.

-The world of teaching English as a foreign or second language has come up with numerous approaches, methods and techniques to make teaching and learning English in classroom environments as effective and enjoyable as possible. However, poetry and poems have not been favored much in language classrooms,

40 Livingstone, Carol (1983). *Role play in language learning*. Singapore: London: Longman

41 Pi-Chong, Su (1990). *The effectiveness of role-play activities in learning English as a foreign language by Chinese college students*. Ph.D. thesis, University of San Francisco 1990

and teachers have not considered the benefits of using poetry in teaching the language.

Several views have been expressed about the reason why poetry is seen distant to EFL and ESL contexts. The greatest barrier is the elliptical, metaphorical and highly allusive language of poetry⁴². From this perspective, it has little to offer to the EFL classroom, especially at the middle school and high school levels. It is highlighted the conviction that learners might have difficulties in understanding literature due to linguistic and cultural vagueness, which influences the use of literature (poetry) within the teaching process. The other factor is seen to be the absence of concrete methodological instruction regarding the use of poetry in language learning poetry on their own and they see poetry as a “difficult and often unfruitful task”⁴³ As for students, it is concluded that some are “turned off to all forms of poetry, thinking that all poetry has to be heavy with some sort of deep, hidden meaning that they, for the life of them, cannot see”⁴⁴ There have also been positive remarks by scholars who consider poetry an effective tool for multi-skill development in language learning. Through its drama and emotional context, a good poem is suitable for a close reading, with much good language practice. It is also believed poems as authentic materials can be used to develop especially the receptive skill of reading. Another claim is that reproduction of poetry – memorizing, rewriting, reporting and translating – can exercise the productive skill of “writing”, which is not an easy task to teach. When considered in terms of the skill of “speaking”, as the themes of poetry (e.g. love, death, nature, beliefs, despair etc.) are universal among all human being and because each person’s perception is different, poems can initiate a fund of interactive discussion and create the atmosphere for a genuine exchange of ideas. Besides, poetry can also be a very good way to help children understand the “phonics of English” and work

42 Brindley, D. J. (1980). Breaking the Poetry Barrier: Towards Understanding and Enjoying Poetry. Paper presented at the Annual Meeting of the International Conference on the Teaching of English. Sydney, Australia

43 Rogers, W. C. (1985). Teaching for poetic thought. *The Reading Teacher*, p. 296.

44 Denman, G. (1988). *When You've Made It Your Own. . . Teaching poetry to young people*. Portsmouth, NH: Heinemann. p. 87

with rhyming words⁴⁵. Along with the skills development, the memorability feature of a poem can support the natural ability to unconsciously absorb language, which enables the learner to “retrieve grammatical and lexical information” when needed⁴⁶.

Bearing all this in mind, it seems that the issue is the appropriate choice of literary text for use in teaching language. It is pointed out that, such a choice will provide the learners with examples of many features of the language—the structure of sentences, the variety of form and the different ways of connecting ideas. When a teacher comes to select the poems, he or she will need to consider which poems are suited to the learners’ interests, language and maturity levels. Conceptual difficulty of a literary text is also a variable to be considered carefully. The difficulty level of a poem should approximate the level of competence of the learners. Therefore, teachers need to ensure that the students are given as much help as possible in understanding the language of the poem classrooms.. This neglect emerging from lack of knowledge and/or consideration has surely had its consequences on teachers and learners. “Poetry is the genre most English teachers seem least comfortable with”⁴⁷

45 Collins, R. (2008). Using writing activities with young EFL learners. In Proceedings from International Conference on ELT in Primary Education. Vyd. 1. Bratislava, SL: Comenius University

46 Ainy, S. (2008). Poetry in the Language Classroom to Assist Development of Speaking Skill. ESL Journal. Available at: <http://www.esljournal.org/289047413.html>

47 Lockward, D. (1994). Poets on teaching poetry. English Journal, 83, 65 -70 p. 65

3.2 Methodological recommendation of teaching children's literature

Methodology

This chapter discusses the methodology that was used to analyze the relationship between the use of children's literature with adolescent learners of English as a foreign language and their English language development, including listening, speaking, reading, and writing. In addition, this chapter discusses the methodology that was used to analyze adolescent language learners' attitude toward reading in foreign language and toward reading in general and the relationship found when using children's literature in the English as a foreign language classroom. This chapter includes descriptions of the following elements of the study: (a) design of the study, (b) the treatment used in the study, (c) the population and sample, (d) the measures and procedures that were employed to collect data, and (e) the statistical techniques that were used to analyze data.

Design of the Study

To answer the questions about the relationship between the use of children's literature with adolescents in the English as a foreign language (EFL) classroom and their English language development and reading attitudes, and to test the hypotheses specified in Chapter 1, I conducted an experiment and employed quantitative and qualitative measures to collect data.

This study had a quasi-experimental design, with pre- and post-test measurements and participants' growth comparison. The experiment had two levels of variables – independent and dependent. The independent variable was the use of children's literature with adolescents in the EFL classroom. The dependent variables were: (a) English language oral skills, (b) English language reading skills, (c) English language writing skills, (d) attitudes toward reading in English and toward reading in general. The experiment tested whether the independent variable would cause changes in the dependent variables, i.e. whether the use of children's literature would facilitate foreign language development and whether it would change learners' attitude toward reading in the foreign language and toward reading in general.

The study lasted for the period of one spring semester, from January 10 through May 31, 2006. I taught English as a foreign language to two groups, one control and one experimental, two times a week, one and a half hours long each time, for the period of 20 weeks. The control group curriculum was the basic English-as-a-second-language secondary level curriculum used by a North Texas school district. This curriculum was aligned with participants' local curriculum goals and objectives, using curriculum aligning procedures specified by Glathorn (1994). This alignment was conducted in order to meet the participants' local learning curriculum objectives as well as to have valid data that may be generalized to the North Texas secondary school population.

I collected data in the beginning and at the end of the study. Oral, reading, and written proficiency tests were administered in the beginning and at the end of the study. In addition, I conducted two semi-structured interviews and administered two questionnaires about participants' attitudes toward reading in the foreign language and toward reading in general (in the beginning and at the end of the study).

Treatment

The experimental group was taught the same curriculum as the control group; the only difference was that the experimental group was supplemented with pertinent children's literature, including picture books, fairy tales, fables, legends, and poetry. Therefore, the treatment in the study was the use of children's literature with adolescent learners of English as a foreign language. I used balanced literacy instruction as the core of instructional design with the experimental group, which as Au, Carroll, and Scheu (1997) specified, would "strike a balance between maintaining high levels of student motivation and meeting the demands of a challenging curriculum" (p. x).

The choice of this instruction design was determined because a balanced approach to literacy instruction is a curriculum framework that is based on the use of literature as the core of instruction and gives equal status to reading and writing. It is also called a "whole literacy curriculum" (Au, Carroll, & Scheu, 1997, p. 4),

where the whole part recognizes the significance of engagement in the full processes of reading and writing activities in authentic contexts, e.g., in reading and writing workshops. The literacy part puts an emphasis on reading and writing. At the same time, development of speaking and listening skills is integral to literacy development and to the activities in reading and writing workshops.

According to Au, Carroll, and Scheu (1997), the theoretical framework for a balanced literacy instruction approach includes the influence of Vygotsky's social constructivist theory and Goodman's whole language philosophy. Vygotsky's approach to learning was a holistic approach, i.e., he considered reading and writing in a holistic manner, in terms of the full processes involved. This approach implies that students should be engaged in meaningful authentic literacy activities where all literacy skills are developed. Literacy activities should involve the full processes of reading and writing, with necessary integration of listening and speaking as an essential part of social interaction.

In addition, K. Goodman's whole language philosophy is based on the idea that reading, writing, and oral language are not separate entities and should be taught together⁴⁸. Learning to read and write should be taught by engaging in the full processes of reading and writing, not skill activities. Reading, writing, listening, and speaking can be most easily learned in the context of use, i.e., reading should be taught through the reading of good books; writing through engaging in writing activities; and oral language through interaction.

The theoretical framework of balanced literacy instruction determined the choice of the selected children's literature and activities used as the treatment for the experimental group. While considering the choice of children's books, I looked at several criteria, which included the quality of the written text and illustrations (e.g. the award-winning books); the simplicity of language structures; and the pertinent content, which could be used as a basis for grammar teaching and conversational topics. Appendix B includes the annotated bibliography of picture

⁴⁸ Goodman, K., 1986; Goodman, K. & Goodman, 1979; Goodman, Y., Burke, & Sherman, 1980.

books used in the study with corresponding topics that were taught on the basis of these books, the rationale for selection of each book, and the list of books used for the independent reading activity (sustained silent reading).

According to Strickland, in order to achieve a balance in literacy instruction, teachers have to consider the point of view of those researchers who support teaching literacy instruction with a focus on teaching skills as well as the point of view of advocates of meaningful activities who believe that the focus of the literacy curriculum should be on full processes of reading and writing. In Strickland's belief, many students, especially those whose native language is other than English, would benefit from direct instruction, as well as from meaningful literacy activities, which include the use of children's literature as the basis of direct teaching of language skills.

While designing the activities for the experimental group, I used a North Texas school district core curriculum, as a basis for the choice of resources and the direct instruction. The use of children's literature served as a means of creating a motivating, meaningful, and interactive language context that facilitated the integration of language skills of experimental group participants. Throughout the daily instructional lessons, I used a variety of strategies to provide a literature-rich-language-motivating environment in the experimental group, which included a) sustained silent (independent) reading; b) reading aloud, discussing, and retelling a variety of genres of children's literature, including fairy tales, fables, and poetry; c) discussing picture books – describing pictures, recreating the original and writing the new captions; d) reading, reciting, discussing, and writing poetry; e) analyzing grammar structures of a piece of children's literature and poetry; f) creating writing projects based on a children's book; and g) creating book reports. Strategies for a given instructional day were based on the skill/concept identified in that day's curriculum. Table 1 shows how one given concept was taught. This depicts the basic difference in instruction between the control and the treatment groups.

LESSON PLAN

Topic: One world - in English?

Objective:

-Develop the skills of speaking and reading for the purposes of obtaining and providing information

- Develop students team work ability

- Improve reading skills

- Be able to express themselves at a basic level in oral presentations

- Be able to write and provide arguments about the topic.

Level: pre-intermediate (b1)

Total time: 45 minutes Warm-up Answer the question. Why are you learning English? a because I like it because I think it is important for my future job because it is a school requirement because I think educated people should know a foreign language so I can understand the words of songs f so I can travel to other countries g ... (tell your own reason)

Activity 1

Objective: to actuate students background knowledge
to improve vocabulary skills

Time: 5 minutes

Interaction: pair work

Procedure: Match the synonyms

- | | |
|--------------|---------------|
| 1) embarked | a) logic |
| 2) ambitious | b) enterprise |
| 3) Venture | c) regarding |
| 4) focused | d) bold |
| 5) benefits | e) tough |
| 6) rationale | f) centered |

- | | |
|----------------|---------------|
| 7) fantastic | g) lower |
| 8) reduce | h) started |
| 9) in terms of | i) marvellous |
| 10) resilient | j) advantages |

Suggested answers

- | | | |
|------|------|-------|
| 1) h | 5) j | 9) c |
| 2) d | 6) a | 10) e |
| 3) b | 7) i | |
| 4) f | 8) g | |

Activity2

Objective: to improve reading skills

Time: 15 minutes

Procedure: **Read the following story**

This is the story of the great war that Rikki-tikki-tavi fought single-handed, through the bath-rooms of the big bungalow in Segowlee cantonment. Darzee, the tailor-bird, helped him, and Chuchundra, the musk-rat, who never comes out into the middle of the floor, but always creeps round by the wall, gave him advice; but Rikki-tikki did the real fighting.

He was a mongoose, **rather like a little cat in his fur and his tail, but quite like a weasel in his head and his habits. His eyes and the end of his restless nose were pink; he could scratch himself anywhere he pleased, with any leg, front or back, that he chose to use; he could fluff up his tail till it looked like a bottle-brush, and his war-cry, as he scuttled through the long grass, was: "Rikk-tikk-tikki-tikki-tchk!"**

One day, a high summer flood washed him out of the burrow where he lived with his father and mother, and carried him, kicking and clucking, down a roadside ditch. He found a little wisp of grass floating there, and clung to it till he lost his senses. When he revived, he was lying in the hot sun on the middle of a garden

path, very draggled indeed, and a small boy was saying: "Here's a dead mongoose. Let's have a funeral."

"No," said his mother; "let's take him in and dry him. Perhaps he isn't really dead."

They took him into the house, and a big man picked him up between his finger and thumb, and said he was not dead but half choked; so they wrapped him in cotton-wool, and warmed him, and he opened his eyes and sneezed.

"Now," said the big man (he was an Englishman who had just moved into the bungalow); "don't frighten him, and we'll see what he'll do."

It is the hardest thing in the world to frighten a mongoose, because he is eaten up from nose to tail with curiosity. The motto of all the mongoose family is "Run and find out"; and Rikki-Tikki was a true mongoose. He looked at the cotton-wool, decided that it was not good to eat, ran all around the table, sat up and put his fur in order, scratched himself, and jumped on the small boy's shoulder.

"Don't be frightened, Teddy," said his father. "That's his way of making friends."

"Ouch! He's tickling under my chin," said Teddy.

Rikki-Tikki looked down between the boy's collar and neck, snuffed at his ear, and climbed down to the floor, where he sat rubbing his nose.

"Good gracious," said Teddy's mother, "and that's a wild creature! I suppose he's so tame because we've been kind to him."

"All mongooses are like that," said her husband. "If Teddy doesn't pick him up by the tail, or try to put him in a cage, he'll run in and out of the house all day long. Let's give him something to eat."

They gave him a little piece of raw meat. Rikki-Tikki liked it immensely, and when it was finished he went out into the verandah and sat in the sunshine and fluffed up his fur to make it dry to the roots. Then he felt better.

"There are more things to find out about in this house," he said to himself, "than all my family could find out in all their lives. I shall certainly stay and find out."

He spent all that day roaming over the house. He nearly drowned himself in the bath-tubs, put his nose into the ink on a writing table, and burnt it on the end of the big man's cigar, for he climbed up in the big man's lap to see how writing was done. At nightfall he ran into Teddy's nursery to watch how kerosene-lamps were lighted, and when Teddy went to bed Rikki-Tikki climbed up too; but he was a restless companion, because he had to get up and attend to every noise all through the night, and find out what made it. Teddy's mother and father came in, the last thing, to look at their boy, and Rikki-Tikki was awake on the pillow. "I don't like that," said Teddy's mother; "he may bite the child." "He'll do no such thing," said the father. "Teddy's safer with that little beast than if he had a bloodhound to watch him. If a snake came into the nursery now --- "

But Teddy's mother wouldn't think of anything so awful.

Early in the morning Rikki-Tikki came to early breakfast in the verandah riding on Teddy's shoulder, and they gave him banana and some boiled egg; and he sat on all their laps one after the other, because every well-brought-up mongoose always hopes to be a house-mongoose some day and have rooms to run about in, and Rikki-Tikki's mother (she used to live in the General's house at Segowlee) had carefully told Rikki what to do if ever he came across white men.

Then Rikki-tikki went out into the garden to see what was to be seen. It was a large garden, only half cultivated, with bushes as big as summer-houses of Marshal Niel roses, lime and orange trees, clumps of bamboos, and thickets of high grass. Rikki-Tikki licked his lips. "This is a splendid hunting-ground," he said, and his tail grew bottle-brushy at the thought of it, and he scuttled up and down the garden, snuffing here and there till he heard very sorrowful voices in a thorn-bush.

It was Darzee, the tailor-bird, and his wife. They had made a beautiful nest by pulling two big leaves together and stitching them up the edges with fibres, and had filled the hollow with cotton and downy fluff. The nest swayed to and fro, as they sat on the rim and cried.

"What is the matter?" asked Rikki-Tikki.

“We are very miserable,” said Darzee. “One of our babies fell out of the nest yesterday, and Nag ate him.”

“H’m!” The Coppersmith is a bird who makes a noise exactly like the beating of a little hammer on a copper pot; and the reason he is always making it is because he is the town-crier to every Indian garden, and tells all the news to everybody who cares to listen. As Rikki-Tikki went up the path, he heard his “attention” notes like a tiny dinner-gong; and then the steady “Ding-dong-tock! Nag is dead -- dong! Nagaina is dead! Ding-dong-tock!” That set all the birds in the garden singing, and frogs croaking; for Nag and Nagaina used to eat frogs as well as little birds.

When Rikki got to the house, Teddy and Teddy's mother (she still looked very white, for she had been fainting) and Teddy's father came out and almost cried over him; and that night he ate all that was given him till he could eat no more, and went to bed on Teddy's shoulder, where Teddy's mother saw him when she came to look late at night.

“He saved our lives and Teddy's life,” she said to her husband. “Just think, he saved all our lives!”

Rikki-Tikki woke up with a jump, for all the mongooses are light sleepers.

“Oh, it's you,” said he. “What are you bothering for? All the cobras are dead; and if they weren't, I'm here.”

Rikki-Tikki had a right to be proud of himself; but he did not grow too proud, and he kept that garden as a mongoose should keep it, with tooth and jump and spring and bit, till never a cobra dared show its head inside the walls

B) Choose the right answer (Multiple choice questions)

1 Nag is

- A The biggest animal
- B Husband of the Nagaina
- C Teddy's father

2 Mongoose is like

A Very little Rat

B Like very dangerous cobra

C Very small and appealing

3 Rikki Tikki –Tavi is a

A Little cat from the cat family

B mongoose **rather like a little cat**

C Unknown animal

5 Rikki is a friend of

A Nag

B Nagaina

C Teddy

Activity 3 "Describe and Draw"

Objective: to improve speaking capabilities in a motivating way

to activate their vocabulary and grammar structures

Time: 15 minutes

Procedure: Work in pairs. The teacher gives some pictures to pupils who describes it and their partners should draw What they understand.

Homework

Objective: to improve writing skills

to enable them to support their opinion with examples . Procedure: The students have to respond in their journals to the following short writing prompt:

Explain what you like or dislike about literature

CONCLUSION

"A language is a gem of which we cannot express the value" as Alisher Navoi said therefore we must learn it in details. The reason why we must do so is simply to achieve linguistic development.

In this graduation paper we have tried to give full information about benefits of children's literature in teaching EFL, using children's literature especially with adolescents in teaching English and the problems of their teaching ways in language classroom as well as to work out methodical recommendations for teaching processes and all these points show the scientific novelty of the graduation paper.

The purpose of this study was to investigate whether the use of children's literature in the English as a foreign language classroom would enhance adolescent learners' English language development, including listening, speaking, reading, and writing skills. In addition, the study analyzed adolescent language learners' attitudes toward reading in the foreign language and toward reading in general.

Today various methods are used in different countries. It is worthy to acknowledge the fact that the present teaching methods go to prove how much teaching has changed over the years. Despite being old, the methods that proved to be right for certain teaching conditions are still being applied in modern pedagogy. To get to know more about teaching methods, we provide some information on several well-known methods that are used worldwide.

Having analyzed the materials concerning the importance of using children's literature in language learning, we have had the conclusions of the paper as follows: My graduation paper consists of 3 Chapters, introduction and conclusion.

In introduction to our research, we have stressed the positive changes taking place in the various fields of the life in our country, particularly, those in the educational system, here we have also verified the actuality of the topic of our graduation paper and highlighted the theoretical and practical value and several

main, key points of our research work that surely underlie the theoretical fundamentals and the strategy for the teaching we have targeted.

In The first chapter of the graduation paper – gives us clear information about the characteristics of children's literature, its distinguishing features from adult literature and the origin of teaching literature in the classrooms.

In the second chapter of the graduation paper – us clear information about the significance of using children's literature in teaching, choosing and employing it in the context of teaching and learning of English as an additional language;

The third chapter of the graduation work is devoted to implementation of culture into English classes; the best ways, techniques, activities, materials for teaching English as a foreign language through children's literature are introduced.

As was discussed children's literature is defined as profitable factors which can cater to expand their linguistic, musical, visual – spatial, logical, kinesthetic, interpersonal and intrapersonal intelligences. Basically, stories allow learners to create movements, to justify their internal thrills and to find their correct ways during their life . To add this, we can say that literature permit learners to focus on interpersonal environments, solving problems and setting goals or expressing emotion. Furthermore, fictions also provide possibilities of curriculum development while expanding learners' four skills such as speaking , listening and reading, writing and also language aspects for example vocabulary and grammar. By way of conclusion, we should repeat the main premise of the present study: using children's literature should become an integral part of foreign language instruction. .

On a practical note, teaching via children's literature should allow learners to increase their knowledge of the target culture in terms of people's way of life, values, attitudes, and beliefs, and how these manifest themselves or are couched in linguistic categories and forms. It is hoped that the present paper has succeeded to clarify most of the issues it set out to investigate, and has helped contribute to a better understanding of children's literature and its importance in the foreign language classroom.

As we've become more global and digital, the nature of classrooms has drastically changed our classroom--including the language classrooms. There is, though, a serious irony that needs to be pointed out. Despite the fact that children's literature is now accepted to be successful for language classrooms, and its interconnectedness with language is always emphasized, most language teachers never receive any formal input or education as to how to employ children's literature and how to increase their students' awareness of the environment of the target language in their lessons. It would be good idea if language teachers' awareness of how to use CL in teaching EFL was required during their education since today's classrooms require teachers to educate students varying in interests, abilities, and many other characters.

We hope that the strategy we have created in our graduation paper may tend to be useful assets for working out effective methods and methodologies for teaching certain topics, more or less related to the topic of our research work.

I also believe the results of graduation paper are extensively used in the process of teaching English at schools, secondary schools, gymnasiums, colleges and higher schools as well as in language courses.

Final Thoughts

This study attempted to answer the question of whether balanced literacy instruction as a core of instructional design has more impact on the language development of language learners than a traditional textbook-based approach. The arguments about using literary texts in the language classrooms that have existed in the last 20 years do include the acknowledgment of the value of the children's literature in first and second language development in elementary education, but not all secondary educators believe in its benefits, considering it inappropriate for young adults. This study was conducted with the deepest hope that secondary education teachers and administrators will accept the data from this study as a springboard for a new way of thinking and will explore ways to incorporate authentic children's literature in secondary ESL instruction to create a productive literacy environment with meaningful and anxiety-free experiences.

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APPENDIX
INTERVIEW AND QUESTIONNAIRE PROTOCOLS

Protocol D1

Interview Protocol for Attitude toward Reading in English and Reading in General

–Beginning of the Study

1. Do you like reading? How many books do you have at home?
2. Do you like to read in English?
3. Do you think it is important to read in English? Why or why not?
4. What do you think about reading children’s literature at your age?
5. Have you ever read authentic children’s literature in English?
6. If you had a chance, would you read authentic children’s literature in English?
7. What do you value the most in authentic children’s literature in general and in authentic children’s literature in English?
8. What do you think, do teachers have to use authentic children’s literature in English in their English classes, or do they need to use adapted texts?

Protocol D2

Interview Protocol for Attitude toward Reading in English and Reading in General
– End of the Study

1. Do you like to read? Why or why not? How many books do you have at home now?
2. Do you enjoy reading books in English more now than in the beginning of the semester?
3. Do you think it is important to read in English? Why or why not?
4. Do you feel that your reading in English has improved?
5. What do you think now about reading children's literature at your age, especially in English?
6. Have you ever read authentic children's literature in English?
7. Would you read authentic children's literature in English if you had a chance?
8. What do you value the most in authentic children's literature in general and in authentic children's literature in English?
9. What do you think now, do teachers have to use authentic children's literature in English in their English classes, or do they need to use adapted texts?
10. From now on, what will influence your decision of choice of books in English?

Protocol D3

Attitudes toward Reading in English and Reading in General Questionnaire:

Beginning of the Study

1. Do you like to read? How many books do you have at home?
2. Do you like to read in English?
3. What does someone have to do or to know to be a good reader in English?
4. Why do people read in English? List as many reasons as you can think of.
5. What kinds of books do you like to read in your native language?
6. Who are your favorite authors?
7. What do you think about reading children's literature at your age?
8. Have you ever reread a book in your native language? If so, can you name it/them?
9. Have you ever reread a book in English? If so, can you name it/them?
10. In general, how do you feel about reading in English?

Protocol D4

Attitudes toward Reading in English and Reading in General Questionnaire: End of the Study

1. Do you like to read? How many books do you have at home? Do you have more books at home now than you had in the beginning of the study?
2. How many English books do you have at home now? Do you have more English books now than in the beginning of the study?
3. Do you enjoy reading books in English more now than in the beginning of the semester?
4. Do you think that reading in English may benefit your life? If yes, give as many reasons as you can think of.
5. What does someone have to do or to know to be a good reader in English?
6. Do you feel that your reading in English has improved? If yes, how can you tell?
7. What do you think now about reading children's literature at your age, especially in English?
8. Will you continue reading in English?
9. From now on, what will influence your decision of choice of books in English?
10. In general, how do you feel about reading books in English? Did you change your attitude toward reading in English during this study?