

**TEACHERS AND STUDENTS AWARENESS AND
PRACTICE OF CHILDREN'S LITERATURE IN SECOND
CYCLE PRIMARY SCHOOLS OF SOKORU WEREDA IN
JIMMA ZONE, OROMIA.**

WONDU ARGAW

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION**

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ABSTRACT

The main objective of this study was to evaluate or examine to what extent children's literature is practical in second cycle primary schools of Sokoru Wereda. To do this, quantitative and descriptive survey method had been employed. Seven second cycle primary schools in Sokoru Wereda were the target study areas. Teachers, students, librarians, and principals of the respective schools were data sources, where by 37 teachers, 71 students, 4 librarians, 7 principals and 2 curriculum experts from Oromia Educational Bureau were partakers. Questionnaire, interview and observation checklist were the major data gathering tools. The result shows that most concerned bodies particularly students and teachers had no the awareness about children's literature. Furthermore, absence of training of teachers on utilization of children's literature, absence of efforts to familiarize teachers and students with children's literature in the school, the absence of children's literature in the text books, libraries and market, failure of teachers in using children's literature in the class room, the inadequacy of libraries in all aspects, lack of finance to buy books and students poor habit of reading are some of the findings of the study and at the same time they are the factors that affect the practice of children's literature in schools. The researcher therefore, has come to conclude, based on the findings mentioned so far, that second cycle primary schools had no or little capacity to practice children's literature in schools, Finally, some recommendation were forwarded.

CHAPTER ONE

Introduction

1.1. Background of the study

In many countries of the world, the general aims of education emanate from three basic concerns. (MOE, 1982:4 in Wondimagegnehu 1997:1). The first is that education is recognized as basic human right, which should be accessible to all citizens irrespective of sex, color and economic status. Second, today's schools are expected to develop the all rounded potentialities of individuals paying due attention to their intellectual, moral, physical and personality development. Finally education is conceived as the primary agent of social, economic cultural and political transformation of the society.

To achieve the above fruit of education application of the most appropriate method of teaching is vital. Among the current educational issues the one which is important question is 'how students can learn best?' In this regard, teaching students using children's literature is one of the important currently utilized methods particularly in teaching language. The New Encyclopedia Britannica (2005:211) defines the concept of children's literature as. "The body of written works and accompanying illustrations produced in order to entertain or instruct young people." Regarding their types Monson in International Encyclopedia of Education (1995:733) stated that "Children's literature includes the genres of realistic, fiction, fantasy, poetry, biography historical fiction and non fiction, as well as the picture book"

Using children's literature as part of the curriculum and supplementary material is common and known around the world. "Interests in books for children have continued to be strong since 1990, a trend reflected in the increased volume of publishing for children in many countries.

Educators increasingly view children's literature as an important basis for reading and writing instruction and recognize that literature may significantly influence learning in other areas of the curriculum such as social studies, science and art." (Monsoon, 1995).

What make utilization of children's literature to be known and spread around the world is its values in teaching children effectively. The value of children's literature in teaching language is one of the main concerns of writers in the field. For instance Curtis (1998:99) cited that "During the pre-school years, stories and poems play a big part in helping children understand the world around them." Cullinan (2002:7) also stated widely about its values from which only very limited and selected of it is mentioned below.

Literature entertains and it informs. It enables young people to explore and understand their world. It enriches their lives and widens their horizons. They learn about people and place on the other side of the world as well as ones down the street. They can travel back and forth in time to visit familiar places and people to meet new friends and to see new worlds. They can explore their own feelings, shape their own values and imagine lives beyond the one they live. Literature contributes to language growth and development.

The most important advantage of literature to children is that it leads them to love of reading. Some one's interest in reading increased means he/she will get the benefits of reading that are important in building individuals all rounded personality.

The value of children's literature as it is aforementioned is vital to the students' language learning. However in the Ethiopian context, several problems are raised in relation to the utilization of children's literature. The first could be lack of awareness of the concerned bodies. It is obvious that the world had the awareness about the field century ago before the

beginning of modern education in our country. But different studies like Asaminew (2008) tells as that still children's literature has not been properly utilized in our country. To mention some of the concerned bodies, local writers of children's books are important. Even though there are many writers who tried their best to fill the gap still it is one of the problems that are obstacle to practice children literature in the country. This can be due to different factors such as lack of awareness of the people to buy their products lack of government support etc. This shows that there is lack of children's books in the market both in quality and Varity. When we say verity it is in terms of the extent to which the books are local or not and whether or not they consider age level of children's. The rest problem will be better to be discussed under statement of the problem where problems that have direct contact to the topic are dealt with. If all the above is what is happening in the world it is fair to study the status in our country particularly on the researchers study area. That is to know to what extent children's literature is practiced in schools and how far teachers and students are aware about the field.

1.2. Statement of the problem

Marshall (1982:154) stated some of the problems that encounter in the process of practicing children's literature. She identified that i) The existence of a range of published books; ii) The availability of children's books in the home, the school the library and the bookshop; iii) the selection made by adults (teachers, librarians, book sellers, parents on be half of children; iv) Time and opportunity to read; and v) children's own personal needs and abilities.

Some of these problems are that might occur where at least the activity is in the process of being implemented. But when we consider the case in our country the attention given to children's literature in general educational system of the country or the curriculum seems less. Specifically, primary school teachers training institutes may not

incorporating children's literature as a separate course in their curriculum. This might be is the severe problem that plays key role in aggravating the problem. This implies that most teachers in primary schools are far from the knowledge and understanding about values of children's literature. This by itself has impact on student's awareness and proper application of children's literature in both teachers and students. On the other hand, according to different writers and studies, the highest burden in helping students seems falling on the teachers. For instance Chamber (1980) expresses his view as. "What does a teacher do? Does he tackle the problem? Does he try by one method or another to awaken parents and children to the importance of owning books? Is such activity a proper part of a teachers task." But it is fair to mention that the efforts Addis Ababa University attempts to include the content in the curriculum of language studies. This should be encouraged in all institutes to achieve better accomplishments.

The primary schools curriculum or the language textbooks also seems containing less amount of children's literature, which may resulted from lack of awareness of curriculum experts and designers about the advantages of children's literature. In fact Asaminew (2008) stated that there are some efforts made by the former ICDR the now GECFWDD (General Education Curriculum Framework Development Department) in preparing, revising and distributing textbooks and supplementary materials to all regions. However, the on time distribution of the update books is questionable in addition to the limited number of books. Furthermore, parent's awareness and financial power to buy children's book has its own contribution for the existence of the problem.

In spite of the existence of all the above problems, the studies conducted in the field were very much limited in number. They were not able to show all aspects of the problem particularly in relation to curriculum aspects. For instance, Asaminew (2008) agreed on the idea that literature

for children in Ethiopia is rarely touched field of study, it seems highly distant from the eyes of our countries scholars. What has been tried were also inclined to the theoretical aspect than the practical aspects of children's literature. Thus to fill this gap and contribute little to the solutions of this problem the researcher is intended to conduct a research on the problem. Therefore the study attempts to answer the following basic questions.

1. What is the awareness of teachers and students about the values of children's literature to students learning?
2. How is the children's literature practiced in schools?
3. What are the major factors that affect the utilization of children's literature in schools?

1.3. Objectives of the study

1.3.1. General objective

The general objective of this research is to investigate the practice of children's literature in second cycle primary schools of Sokoru Wereda.

1.3.2. Specific objective

Specific objectives of this study include

1. To investigate the awareness of teachers and students about the values of children's literature to students learning.
2. To evaluate the practice of children's literature in schools such as
 - The extent to which the curriculum contains children's literature.
 - The extent to which teachers and students use children's literature that is incorporated in the curriculum and additional /supplementary/ literatures.
3. To identify the major factors that affects the utilization of children's literature in schools.

1.4. Significance of the study

The results of this study are expected to be valuable to the following-

To curriculum experts: at all levels (including curriculum designees in teachers training institutes) to show them the problems to the effective utilization of children's literature in schools, which may initiate them to find solutions to the problems.

To all other concerned bodies: such as teachers, students, parents, librarians and school principals. The study creates awareness and assists them to look into the value of children's literature in effective learning. It initiates them to contribute their part in effective utilization of children's literature in schools.

To educational researchers: who may be intending to work comprehensive studies in the field, so that the right measures can be taken to alleviate the problems.

1.5. Delimitations of the study

The study was conducted on 7 selected second cycle primary schools in Sokoru Wereda in Oromia Region. This is preferred because of finance, time and residence constraints. Therefore, second cycle primary schools are target study areas and the study is generalizable to only Sokoru wereda. Thus, the study have not included parents perception which are out of schools' except curriculum experts in the Regional level.

Furthermore the study have checked the extent to which language textbooks (grade 5-8) contains children's literature.

1.6. Limitations of the Study

The following points are found to be main limitation of this study-

- Because of the nature of the topic studied and small number of language teachers in the studied schools which are appropriate to the topic, the researchers have no alternative other than using the existing limited sample size. This may have minor influence on the effectiveness of the study.
- The researcher believed that students in grades 5-8 are not that much mature to fill questionnaire, as a result he is interested to use only focus group discussion. This minimizes the sample size that is expected to represent the larger population of students.

1.7. Definition of Terms

The following terms are defined according to scholars view and it is the way the terms are used in this study.

1. Children

It may seem simple to define the term children but, it is complex term particularly in terms of children age. It can be defined in different ways as to different disciplines. For instance psychologists and educationalists determine the age limitation of children by using different Yardstick measurement considering child hood to be up to the age of 12. However scholars to children's literature on the other hand raise it up to the age of perhaps 14-15, The New Encyclopedia B. (2005). However, the term children has been used in this study considering the UNCRC (United Nations convention on the Right of the child) definition (Lukas, 2007), which is accepted by Ethiopia also (CYFWO, 1992, in Alemayehu, 2004). Thus, it refers to every human being below the age of 18 years.

CYFWO – Children, Youth, and Family Welfare Organization

2. Literature

The dictionary meaning of the word literature is ‘pieces of writing that are valued as works of art especially novels, plays and poems. Further more literature can be defined as pieces of writing or printed information on a particular subject. Oxford advanced learners dictionary (2001:692). Encyclopedia Britannica (2003:199) also defined the term literature simply as a written material to be read that can be creative or informative. It can be as short as half a page or as long as a thousand pages.

3. Children’s Literature

The New Encyclopedia Britannica (2005:211) defines the concept of children’s literature as the body of written works and accompanying illustrations produced in order to entertain or instruct young people.” Marshall (1988:60-71) also defined children literature as “written word which collectively embraces respective subject matter, characters, and setting of writing and use of vocabulary presented from an angle which matches the child perspective. Literature for children whether it is fiction or nonfiction, is part of the large world of literature and can be written, read, studied, analyzed thought and promoted in the same way as literature for adults or any other age or subject or group.

4. Genre – is a particular type or style of literature that you can recognize because of its special features.

5. Story – is a literature that is written to children which consists its own literary elements such as setting, characterization, plot, theme and style. It can be poetry, folklore, fantasy, fiction, nonfiction, biography and the like.

6. Children’s Book- is a book that contains a single or more stories (literatures) written to read by children.

CHAPTER TWO

Review of Related Literature

As it is important part of a research, review of related literature, for this study will be dealt in this chapter. Therefore, this chapter tries to comprise literatures that are thought to be relevant to the research problems under investigation. Thus, it begins with the concept of children's literature and considers the following as its major points classification of children's literature based on genre and values and its brief history around the world and in Ethiopia. In addition, it deals with children's literature and curriculum, instructional strategies for teaching literature, and factors affecting the practice of children's literature at a school level are points given consideration in this chapter.

2.1. The concept of Children's Literature

As it is defined under definition of terms children's literature is "literature written for or largely read by children between the ages of one and sixteen, in format and style ranging from the picture book to the young adult novel" (Hendrickson, 1987). This is the general definition of the concept children's literature.

In order to see the concept of children's literature from different perspectives, some other aspects of the definition are included here. Some scholars identified four different ways in which children's literature has been defined. These four ways will be treated below as it is retrieved from internet (Seuess: 2009). Based on this source they are:

- i) Books written by children:** It is to mean that a literature written for children by children or a work written by children. This is much over looked type of children's literature.
- ii) The second is 'Books written for children:'** perhaps this is the most common definition of children literature. The writer can be any one but it includes all books written for children excluding works such as

comic books, joke books, cartoon books and nonfiction works that are not intended to be read from front to back.

iii) The third will be **“Books chosen for children.”** This is the most restrictive definition of children’s literature. It views children’s literature as books that are chosen by various authorities (teachers, reviewers, scholars, parents, publishers, librarians, retailers and the various book award committees) as they are “appropriate” for children. For instance, parents may protect children to not reading literatures that includes unhappier aspects of life, which may help children to learn to cope with different life difficulties. Therefore, as to the writer of this study the three above ways of defining children’s literature have some limitations in one way or another to define the concept in its modern sense. The reason why the researcher considers the above three definitions as they have limitations, will be clearly seen below under the fourth way of definition.

iv) Thus the last and most accepted way is **“books chosen by children”**. It is the broadest definition of children’s literature applies to books that are actually selected and read by children. This definition is the definition that is accepted in the recent writers of the field like Huck (1997). He defines children’s book as “a book a child is reading.” This definition can address the problem or difficulties in relation to defining children’s literature that is why it is said as the most accepted. For instance, a literature may cause some ambiguity or a question like “For whom that literature is written?” This is because of the fact that a literature can be written to children or to young adults or adults. Therefore, the problem of labeling literature based on children age will be no more a problem, if we are going to use this definition. It means any literature that can be read and used by a child can be identified as children’s literature, whether it is written to children or young adults.

For instance, in supporting this, Seuss (2009) said that no consensus is reached whether a given work is best categorized as adult or children's and many books are marketed for both adults and children. Furthermore, it extends its idea by saying that 'many classic books that were originally intended for adults are now commonly thought of as works for children. Therefore, the writer of this study also agreed with this idea. In the same way different writers were raised this issue. For instance Smith (1953:12) stated that no formula will solve the uncertainty, the perplexity of adults as to what children are looking for in the books they read. It can not be confidently asserted that "children like this kind of book" or children do not like that kind. Hanna (1960:8) also stated that "labeling a book as written for teen-agers or for adults is a very artificial categorization and is often beside the point. A teen age book may present greater depth of concept than is found in one for adults". Thus, this study does not focus on the classification of children's literature in terms of age.

The other advantage of accepting the meaning of children's literature as books chosen by children's is that it reduces the degree to which children's literature are classified on the bases of the place where they were written (country, continent. etc). Because children's literature in most cases are written to serve the international community with less influence of variations in terms of area or region. In supporting this idea Cook (1969) stated that children's literatures are almost un localized in time and space. Hunt (1992) also added that children's literature leans towards internationalism and multiculturalism because of universality of some aspects of childhood and acculturating role of children's literature. But this does not mean that any classification of children literature based on age and local area is not acceptable. Even though, the researcher does not focus on the classification of children's literature in terms of age, the following will be cited for the matter of awareness.

There is a common understanding among scholars of children's literature that says; the standards of children's literature should be distinguished from those written for adult and must match the level of children's age and should be less intricate as possible. Children need literature of their own level for reading, so that they can properly shape their life styles. Thus, they are categorized as: Picture books ages 0-5, early readers age 5-7, chapter books age 7-12 and young adult fiction as age 13-18, (Seuss, 2009).

Classification of Children's Literature Based on Genres

The other major way in which children's literature is classified other than age and place is based on genres. The number and types of children's literature based on genres is different as to different writers. But for this part of the study some of the most common types of children's literature are listed below. The Cullinan's (2002:11-17) way of classification is taken for this purpose.

2.1.1. Picture Books:

It is story or concept presented through combination of text and illustration. This is classification based on format not genre because all genres appear in picture books. The simplest form of reading is often thought to be children 'looking at picture'. In picture books the drawings of course, are as important as or more important than the text (Spink. 1989, 60-64). Danielson 1992 and Johnson Weber 1989 (in Roe et al, 2004) have found that picture books serve as motivators for reading with junior high school. They also can be used to develop critical thinking skills, to make a connection between reading and writing, and to develop vocabulary even for high school students. They add spice to content classes.

Furthermore Spink, (1989:65) listed some of the importance's of picture books such as:

- To provide information
- Help for clear understanding
- It can extend the information given in the text
- It decorates the book
- It make books visually attractive
- Motivate children
- To start and continue to read the book
- To develop appreciation and enjoyment of picture books and reading.

2.1.2. Poetry and verse: is a condensed language, imagery, distilled, rhythmic expression of imaginative thoughts and perception. Ruddell (2002:236) also stated the importance of poetry as one type of children's literature. He suggests that poetry should be included as one part in children's books, and he stated that thoughts, images, and feelings can be presented as elaborately, briefly, simply, or abstractly as desired.

2.1.3. Folklore: is composed of stories that were passed down through generation by word of mouth before they were ever written down. As such they have no known author. As people told the stories to one another they changed and molded them to suit their fancy. Folklore reflects the values of the culture in which it grew; it encompasses Universal experience as shaped by individual cultures. Folklore contains folktales from around the world and reflects an increasingly international view. Learning a story will take a time but the pleasure you will get from audience reaction is well worth the effort, (Bauer, 1983).

2.1.4. Fantasy: is imaginative literature distinguished by characters, places and events that could not happen in the real world. Animals can talk, in animate objects have feelings, time follows the author's rules,

and humans accomplish super human feats. Fantasy ranges from talking animal stories for very young children to complex novels that explore universal truths. Although fantasy stories could not possibly happen, they have carefully constructed plots, well developed characters, and vivid settings to cause readers to suspend disbelief. Short stories are often an ideal way of introducing students to literature in the foreign language classroom, (Collie and Slater, 2000).

2.1.5. Science Fiction: imaginatively extrapolates fact and theory; stories project what could happen in another time through a logical extension of established theories and scientific principles. Science fiction describes worlds that not only are plausible, but also may exist some day.

2.1.6. Realistic Fiction: is fiction set in modern times with events that could occur in the real world. Authors create characters, plot, and setting that stay within the realm of possibility. Realistic fiction grapples with a wide range of human conditions and emotions. Writers address hunger, death, divorce, and homelessness as well as more traditional themes of growing up and making friends. They address the joys and complications of living in today's world. Huck et al (1997) also defines it as imaginative writing that accurately reflects life as it was lived in the past or could be lived to day.

2.1.7. Historical Fiction: tells stories set in the past; it portrays events that actually occurred or possibly could have occurred. (Huck et.al, 1997). Authors create plot and character within an authentic historical setting. Historical fiction ranges from stories set in prehistoric times to those reflecting the issues and events of the twentieth century.

2.1.8. Biography- tells about a real person's life. The subjects of biography are usually people who were famous or who led exemplary lives such as national leaders, artists, sports figures, writers, or

explorers. Their stories may be told in picture books or in lengthy texts. Biography also explores the lives of unknown citizens. Every biography bears the imprint of its author; although the story of the person's life provides the basic facts, the writer selects, interprets and shapes elements to create an aesthetic work. Huck et al (1997) indicated that as biography often bridges the gap between historical fiction and informational books.

2.1.9. Non fiction: books are informational sources that explain a subject. Nonfiction presents information in a variety of formats as picture books and photo-essay, as reproductions of original documents, as how-to-do it manuals, or as direct expository text. Nonfiction covers diverse topic, ranging from dinosaurs to endangered species, cathedrals to igloos, triangles to probability, artistic design to book construction. Many nonfiction books are works of art as well as works of fact.

2.2. Values of Children's Literature

Many educational writers agree that children's literature has many contributions to children language learning. The values of children's literature are mentioned in most of books that are written about children's literature. It is possible to summarize the values of children. Literate in the following major ones:

2.2.1. Entertainment: As it is obvious, student's interest towards learning is one of the major factors that affect the effective learning process. Thus, it is obvious that children's literature is one of the instruments that bring students attention towards language lessons. This is because one of the major objectives of writers of children's literature is to entertain children reader. Regarding this, Wray and Medwell (1993:48) in Asaminew (2008:12) stated that "The vast majority of children, from the moment they enter school love having stories read

to them and those for whom the introduction to reading is a pleasant experience also quickly realize the enjoyment they can get from reading stories themselves.” If it enables us to bring students interest, we can say that, one of the strategies of Learning is being successful.

2.2.2. Developing Knowledge /Giving information/

Not only children’s literature but many of other literatures written are helpful for the purpose of knowing this world. In regard to this, for instance, Carlsen (1967:1) cited that “who knows only his own generation remains’ forever a child. And to know more than our own generation we must turn to books”. Since children are new to this world they are more eager to know about this world. Thus, one of the best ways to introduce the world to children is children’s books. As Combs (1997) also cited, it is certainly apparent that stories can teach pupils both about people and about things. A great deal of information we accumulate over the years is likely to have been acquired through stories rather than through factual statements. Many writers agree that literature for children expands and deepens their knowledge of the world. It allows children to learn about people, events and locations that are beyond the possibility of face to face contact. (Cunningham et.al, 1995:125).

2.2.3. Language Development

The main purpose of literature when it is used in school teaching learning process is to enhance students reading ability which is one of the four skills of language. Reading, in addition to being one of the four skills in language studies, it is a base for the studies of other disciplines also. In this regard Lay-Dopyera and Dopyera (1990) in Asaminew (2008) stated that, the improvement in children’s language abilities through exposure to literature is ample justification for reading to them frequently and regularly. New vocabulary and more complex sentence

constructions become familiar through pleasant listening experiences. When literature provides children with models that basically fit but slightly stretch their existing language abilities, the benefits are great.

Furthermore Neaum and Jill (1997:109) in Asaminew (2008) cited that children need to have rich and varied language experiences and books, stories and rhymes extend their experiences beyond every day language. They provide an insight in to words and experiences beyond the child's own experiences. The greater a child's exposure to these different patterns in language, the richer and more varied their exposure to (Spoken) language is likely to be.

Furthermore Cullinan (2002:7) wrote:

Literature contributes to language growth and development when children and young adults read or hear stories read to them. They learn new vocabulary. They encounter a greater variety of words in books than they will ever hear in spoken conversation or on television. Each learner builds on individual storehouse of language possibilities and draws up on that wealth in speaking, writing, listening, and reading.

We can say from this that a children's literature plays a significant role in successful language teaching.

For instance, most scholars believed that there is a relationship between reading and writing. The good writers are avid readers, and good readers often are the best writers. The Walter Loban, extensive studies as it is cited in Huck et al (1997:15) concluded that "Those who read well also write well those who read poorly also write poorly"

2.2.4. Understand Themselves

According to different psychologists self concept is vital to develop healthy personality of one. Regarding this, Carlsen (1967:15) stated that:

Literature has always held a mirror up for the reader to see himself sharply and clearly literature by its very nature is selective and suggests integrations, connections, insights into experience and values which the individual might not otherwise find for him. At its best literature confronts the reader with the basic eternal problems of human beings, thus helping the individual to see himself as a part of an ongoing history.

Therefore, we can understand from this, that literature helps children evaluate themselves and adjust the way in which they should act in their life in the society.

2.2.5. Cope with Human Conditions

It is to mean that children can get different knowledge's that helps them to overcome different problems that might occur in their life. The problems such as releasing emotional tensions and finding meaning in life. In supporting this idea Chambers (1980:14) after mentioning some of the functions of children literature he concluded the idea by stating the following "All these different ways in which literature functions have enormous value for children. Children are emergent; they are forming attitudes, finding points of reference, building concepts, patterns, images all of which interact to form a basis for decision making, judgment, for understanding, for sympathy with the human condition."

2.2.6. Stimulating imagination

Literature develops children's imagination and helps them to consider nature, people, experiences, or ideas in new ways (Huck et al, 1997:9). Children's imagination power can be stimulated or encouraged through reading of literature amongst many writers of children's literature Marshall (1982:154) said that, the child is exposed through reading to the possibility of development of the following: the thought process, the

imagination, the intellect vocabulary, language mental and visual perception. In a similar way, Russell (1970:233) stated that children literature stimulates a curiosity stretch the imagination, and awaken a sense of wonder of children. It should extend children's horizons and should deepen their understanding of themselves and others. Literature for children should be works of substance and sincerity and be told in effective and memorable language.

2.2.7. Building character

Children's in most cases are interested or eager to act or copy others behavior from their surrounding. Thus, adults should help them in guiding to a better way. Hildreth (1958) stated that in story books young readers gain a sense of identification with the book characters. Looking up on them in some cases as companions. Literature broadens children's understanding and develops constructive attitudes towards others in situations different from their own. It gives children understanding of human character more effectively than preaching's about manners and morals. Teachers make wider use to day of good books that help children learn about children like themselves.

2.2.8. Appreciate Literature (Writing) and Illustration

Appreciation to any natural phenomenon or any human arts is a good qualify of an individual. Reading an interesting literature may came up with appreciation which in turn brings further reading interest. Cullinan (2002) suggested that literature can lead students to love reading. They seek out exciting stories interesting information and humorous poems. They turn to reading as a source of pleasure and entertainment. Rubell and Townsend (1989) in Roe et al (2004:329) also added that the goal of teaching literature is to develop in readers a lifelong interest in and appreciation for literature. Having students read and respond to interesting literary selections helps teachers achieve these goals. When

students read material that is related to their interests and background experience, their schemata will enable them to read with greater comprehension.

The role of literature to children in developing all rounded personality is not only the aforementioned ones. But these are presented only to show the direction of this study. Here, some words of the Rasinski & Padak (1990) in combs (1997:12) are used to conclude this part “seeing ourselves in the lives of book characters validates who we are and models who we might wish to become. If used thoughtfully, literature can play an important role in helping students learn about new ideas, new words or different ways of doing things, which benefits them as human beings.”

2.3. Brief History of Children’s Literature in the World

Here, it is fair to include some historical aspects about children’s literature in a very precise manner. The new Encyclopedia Britannica (2005) stated that children’s literature is comparatively recent phenomenon, having emerged as a distinct and independent form only in the second half of the 18th century. Most writers agree that children’s literature particularly for the purpose of pleasure reading was published for the first time in 1744 by John Newbery in England, (Seuess, 2009). He opened a bookstore in St.paul’s churchyard, London, where he sold books for children, Cullinan (2002). But, Arbuthnot (1964) extends this time back to 1646 in which he wrote that the first book for children published in the New world appeared in 1646, and as it was written by John cotton. This is supported by, Huck and Young (1961:47). He mentioned that John Cotton’s book originally published in England was the first book written and printed for children in America. The writing of children’s books which was started in such a way was continued to pass through different stage and different writers were continued to write children’s books on different titles which are too many.

They are not listed here because it is not the objective of this study. But any how children's literatures (books) were at first intended for instruction, but it soon became clear that the books nurtured children's imagination (Cullinan, 2002). In the first half of the nineteenth century the didactic school of writing for children flourished as women writers wielded influential pens (Huck and Young 1961).

Publishers began to establish departments devoted entirely to children's books in America like that of Macmillan in 1919. In 1924 Magazine was published by the Bookshop for Boys and Girls in Boston (Cullinan, 2002). Therefore, as we can understand from different writers in the rapidly changing world of the twentieth century the child became an important individual in the family, school, community and psychologists. The literature published for the child's expanding world reflected the changes and challenges of life in the mid twentieth century. The expansion of children's literature became international issue. This was shown by an increased flow of children's books between countries.

The spread of public libraries with rooms devoted to children's and teenager's reading interests opened the floodgates, inviting an eager audience to read books and magazines and to listen to stories told aloud (Collinan 2002:20). Furthermore as Huck et al (1997:14) stated in 1950's and 1960s there was formation of international organization for the exchange and appreciation of children's books throughout the world.

In 1970s and 1980s after the break of some year's children's literature started to be given in the higher education of different countries, at undergraduate and graduate or postgraduate level (Watkins, 1996). Finally, Huck et al (1997:114) indicated the recent condition with statistical data in which he cited that enormous growth in children's book publishing occurred in the late 1980's; children's book sales

skyrocketed to a billion dollars in 1990. The number of juvenile published in 1993 was over twenty times the number published in 1880.

2.4. Children's Literature and Curriculum

What is intended to be discussed under this subtitle is the place of children's literature in the primary schools curriculum. How children's literature is treated in different subject areas? For instance, Cullinan (2002) suggested that as books are a powerful force in the lives of children and young adults; teachers and librarians can take advantage of the force and power of books by shaping their curriculum around them. The richness and diversity that typifies literature today means those teachers, librarians, parents and young people have a wealth of books from which to select. In line with this several writers indicated the importance of integrating children's literature in to different subject areas in the curriculum. One of these will be Cunningham et al (1995) he indicates that once a teacher has chosen a topic and outlined the major learning goals for that topic a wide variety of resources and activities are used. These resources and activities include various media, real things and people, simulations, dramatizations interviews, experiments, and a myriad of possibilities too numerous to list here. For any topic or theme understanding, a wide variety of children's books can enrich the study of that topic. Moreover Short (1999:130-37) (as it is retrieved from internet) expresses that "Just a few years ago educators who valued the role that literature plays in children's lives and learning were riding a wave of success. Libraries, bookstores and classroom were filled with more books and higher quality books than ever before. Literature had become more than just another way to reach reading; it was woven into children's inquires and valued as a way of knowing about life."

As we see the present conditions of school curriculum integration of children's literature in to different subject areas particularly in language

study areas is given attention by scholars. This is because schools and curriculums are the most convenient and best place and means to introduce any new things to children including literature. In line with this idea, Hildreth (1958:429) stated that it is safe to say, however that many children will never be exposed to good literature at all, except in school. To elaborate the idea more, Roe et al (2004:291) added that “an integrated curriculum blends subjects together; for instance, math, science, social studies, fine arts and language arts are sometimes integrated for effective language. The integration is based on setting curricular priorities in each and finding the overlapping skills, concepts attitude and context”. According to Bush and Hubner (1970), the major objectives of education are accomplished, when schools produced citizens who have the habit of reading books.

2.5. Instructional Strategies for teaching Literature

Strategies in the teaching learning process are one of elements that should be given attention to make the process effective. A lot is said about good and bad of teaching or learning strategies. Starting from the time learning and teaching occurred, it seems human beings were sought the best way of teaching and learning. Thus, different scholars have tried to suggest strategies, wrote different theories and philosophies that have been practiced. However, yet it is difficult to generalize or to take the already identified theories or methods as last finding. For instance Ornstein (2004) stated that we have not arrived at certainty as to how people learn and think. Moreover, he believes that “knowing” the brain with the certainty is not even possible. As a result people are obliged to pass through different methods of teaching and learning. The same is true for teaching children’s literature. Different scholars of the field suggested different strategies, however, the most common of them are summarized below based on Ruddell (2002:240-250).

2.5.1. Reading aloud is a traditional classroom practice of reading literature orally to children. It is appropriate for all grades that allows teachers to model fluent oral reading and active involvement in and enjoyment of reading. It is flexible, serving a variety of instructional purposes, from appreciating the beauty of language to making story prediction.

2.5.2. Story telling is a traditional practice of presenting literature-based on narrative and oral traditions without the use of text. It is simply telling the story. Chamber (1980) expresses the above two methods as they are the most effective methods and appetizers that stimulate a desire to read.

2.5.3. Literature Response Journals is the method in which children record their responses to what they read, that providing an opportunity for the teacher to write back to them.

2.5.4. Literature Response Groups is structured discussion groups in which students share ideas about a piece of literature. Current teaching of fiction and poetry in schools has been much influenced by reader response or reception theory, (Fox, 1996).

2.5.5. The book club is an instructional strategy designed to engage students fully in conversation about literature. It consists literature selection, developing mini-lessons, discussions, sustained reading and writing activities.

2.5.6. Literature circle is a literature discussion group that uses cooperative learning principles and role assignments to explore literature. It is a group discussion that are about five to six circles/groups in a classroom in which each group discusses on different texts. The role

each members of a group play will be changed in turn. The roles are discussion leader, summarizer, connector, literary reporter, etc.

2.5.7. Book sharing strategies is the strategy in which students share ideas and responses about different books they each read. Book discussions can give children insight in to an author's purpose and character, motives and can help them evaluate the general quality of a book (Sutherland, 1997).

2.5.8. Sustained silent Reading (SSR) is an instructional strategy that involves reading silently every day by every one in the classroom, including the teacher usually five to fifteen minutes, depending on grade level. In SSR, students choose their own reading material.

2.5.9. Readers Theatre is a group strategy in which students take roles to read aloud a script they create from a literature selection. In reader Theatre, children do not dramatize stories; rather, story characters come to life through children's voices as they read character parts in dramatic play form and use gestures to accompany their reading. Thus, it requires a narrator and as many readers as are needed to cover all the character parts. (Southerland, 1997)

2.6. Factors Affecting the Practice of Children's Literature at a school level

Factors that affect the practical application of children's literature at a school level might be numerous and different based on the local conditions of a school. Selectively, the following can be seen in respective to the local condition of the schools in the study area. The problems of children's literature can be seen from different angles, such as; in relation to teaching strategies, the quality of contents of a literature or the practice of children's literature etc. However, since this study is focusing on awareness and the practice of children's literature in

schools, the review of related literature to be dealt is not out of it. Hence, the following three major factors are selected.

2.6.1 Teacher related factors

The decisiveness of teachers in the curriculum implementation is incomparable with others. Junedi (2006) using the words of the International Bureau of Education (1993:1) cited that no one is in any doubt that the chief agent in the process of educational reform is the teacher. In the same way, the teacher's role is vital in the process of practicing children's literature in schools.

The teacher must have knowledge or awareness and positive attitude towards children's literature in order to benefit students from the values of children's literature. According to different writers the highest burden in helping students seems falling on the teacher. For instance, Chamber (1980) expresses this idea as follows "what does a teacher do? Does he tackle the problem; does he try by one method or another to awaken parents and children to the importance of owning books? Is such activity a proper part of a teachers task?"

Barbe (1961:103) also wrote about the role of the teacher on helping students. He suggested that

It is of utmost importance that classroom teachers in the personalized reading program or in the basal reading program become as familiar as possible with children's literature. The teacher must not only be aware of materials in different areas of interest she must also be aware of different interest level books. As children progress through the elementary grades they have both increased experiences as well as improved reading skills.

According to Hitler Man (1988) in Asaminew (2008) positive attitude towards reading is more important than knowledge because it can help the teachers in selecting and using reading materials. In the same writer, Lapp and Floop (1983) suggest that, the key to developing a personal love for book is a teacher who communicates 'enthusiasm' and 'appreciation' for literature through his attitude and example. In addition, he also said that, the best way to develop enthusiasm to love literature is by being a good model for the students. In supporting this, Bruner J 1978 in Yohannes (2007:11) cited that "as I look closely at my role in the classroom I realize I model the reading process during the times when I read aloud." Concerning the teacher's knowledge of children's literature, Donelson and Nilson (1997) listed five principles about English teachers and the teaching of literature

1. English teacher must never forget that literature should be both entertaining and challenging
2. English teachers must know a wide range of literature
3. English teachers ought to know enough about dramatic techniques and oral interpretation to be comfortable reading aloud to students
4. English teachers need to remember the distance in education and sophistication between them and their students
5. Finally, English teachers should teach and use only literature they enjoy.

Giving correction and criticisms to students and lead them towards continuous improvement is another role of the teacher. Regarding this Lamma (1987) in Yohannes (2007) stated that teachers should become continues observers who monitor the child's interaction with materials in the childs educational environment.

Larrick (1969) also added that children's growth in reading is being checked and rechecked all time. Two methods are used:

1. The informal day to day observation of the teacher and
2. Formal printed tests which are given at intervals through the year.

It could be better to conclude this part with some questions a teacher should ask to evaluate children's progress in literature learning. As it is stated by Ruddell (2002:235), do my students enjoy listening to stories?, do they informally exchange information about story characters and story plots? Do they ask to take books home to read and share with parents? And so on. All these are about what is expected from the teacher. Teacher must have training in children's literature related courses to achieve fruitful results which are indicated above. But, this is not the case in Ethiopia. However, children's literature courses are given in the higher education of other countries. For instance, Watkins (1996) in the Encyclopedia of children's literature wrote about this fact. He tried to show the practice of higher education of different countries in teaching children's literature. He discussed that children's literature was started to be given in higher education before 1970's, and by the mid- 1990s, a variety of courses in children's literature had developed in the USA, Britain, Canada, Australia and New Zealand and number of such courses continued to grow.

2.6.2. Material related factors.

It is possible to list numerous problems related to materials but the following will be appropriate to be dealt in terms of this study. **Textbooks, children's books, and libraries** are selected as the major problems that should be discussed in this part of the study.

2.6.2.1. Language textbooks

The availability, quality and appropriateness of textbooks play a major role in the effectiveness of the language learning in primary and secondary schools. When we speak about practice of children's literature at a school level, the availability of children's literature in the textbooks

should be considered as one issue to be discussed. Therefore, different writer's views towards textbooks will be discussed here. Even though the problems of textbooks can be seen from different perspectives the concern of this study will be on the availability of children's literature in the textbooks. In this regard, Elliott (1990) in Cooper (1997:416) stated that a textbook has been assumed to be the centerpiece for learning through out our educational system, particularly in content areas such as math, science, and social studies Cooper (1997) in arguing this stated problems created due to this assumption. First, textbooks are considered as the only sources of information; second, numerous shortcomings of textbooks are hidden due to this assumption.

He tried to indicate some of the limitation of textbooks by citing other writers views. For instance,

- Textbooks are often unappealing to students. Many textbooks, in all effort to avoid controversy do not present material that is of interest to students. (Elliott,1990);
- Textbooks are often too difficult for the grade level for which they are assigned (Chall and Conrad, 1990);
- Textbooks are often inconsiderate (Anderson Armbruster, 1984);
- Textbooks often cover many topics in cursory manner (Tyson and wood ward, 1989)
- Textbooks used in schools are often dated when schools are unable to buy new textbooks often enough to keep the curriculum up to date students have to use text books that contain dated or in accurate information (Tyson &wood ward, 1989)
- Textbooks are developed by publishers for a national market place (Elliot &wood ward, 1990).

In line with the above idea Cooper (1997) stated that schools that depend solely on textbooks are unable to focus on the specific concerns of their

curricula. They are bound to this “national curriculum. Therefore, one very good way for schools to deal with this dilemma is to use the textbook as only one resource and to build their curricula around variety of quality literature and other “real-world” resources such as magazines, news papers, online sources and so forth.

Rudd ell (1997:239) also stated about textbooks as they are impersonal, non emotional presentations of facts, and almost by definition, textbooks are difficult. Tremendous amounts of information and associated terminology are compressed in to relatively few pages.

In preparing English textbooks (curriculum) or to use children’s literature in English lessons, the following are suggested as guiding characteristics of good literature program by Russell (1970:240)

1. It should be sequential from, simple to difficult;
2. It should be comprehensive. From kindergarten through grade twelve children and youth should experience every type and form of literature;
3. It should be adjusted to levels of ability;
4. It should balance between instruction and encouragement of individual free reading;
5. It should make effective use of supplementary materials;
6. It should recognize the new as well as the old without neglect of the standard classics; teachers should be familiar with contemporary literature.

Southerland (1997:531) clearly noted that today literature is part of the curriculum in most elementary schools, he also indicated that if literature is associated with many curricular areas, it can become an important part of every school day for children. He further strengthened his stand by saying that Literature deserves a place in every classroom

so that children are introduced to well chosen books of all genres. He also added that children's books are now the material used for reading instruction in many classrooms. It is therefore possible to say that most of contents of language textbooks in second cycle primary schools should be related to children's literature. Even some writers like Huck et al (1997) wrote that children's benefit a lot when literature is placed at the center of the curriculum.

2.6.2.2. Children's books.

Children's books are the other important elements among others to make the practice of children's literature successful in the schools. The availability of children's book in the school library or in the student's home is directly related to other factors such as the absence of the books in the market, problems related to awareness of the concerned bodies, financial problem to buy or prepare the materials and etc.

The importance of materials is given due emphasis in every written documents that deal, about school curriculum implementation. The educational material this study concerned about is the availability of children's books. Barbe (1961) stated that availability of interesting books in variety of areas is one of the easiest ways to broaden one's reading horizon.

It is not necessary to say much about this issue because the importance of the availability of books is obvious for any one who takes part in a process of educational activities. But, what is surprising is that the problem is not only that of developing countries but it also appears in some developed countries. For instance, Cunningham et al (1995) stated that most classroom teacher endorse the idea of having a large quantity of literature for children in their classrooms. However, the problem is how to acquire a sufficient quantity of such materials. Brumfit et al

(1991:72) also mentioned that the growing interest in teaching English to young learners has led to increased demand for English materials, especially for children's literature. Unfortunately, due to currency problems the supply of English books is severely limited and they are practically unavailable in books shops. The new books written and published in Poland are inadequate for present needs. Not only in Poland a writer from Britain also said that most children's are disadvantaged because their homes possess few books, if any (Chamber, 1980).

Canavan (1992) in advising the concerned bodies stated that, we think it is important to surround our children with as many fine books as possible. Young people who are read aloud to daily time for independent browsing and reading are more likely to become lifelong readers. They will also develop an awareness of the variety of literature available and of what makes a good book "good".

2.6.2.3. Libraries

When we speak about books, raising about libraries is inevitable because they are serving as sources of books. Libraries are one of the school facilities which are very important in the student's school learning. Zips (2001) stated about libraries that they are institutions fostering the new children's literature and creating social space in which children could explore and discuss books without being obliged to buy and own them. This is the idea which we all accept it, buying or owning books for only the matter of reading will discourage students reading interest. The major purpose of library areas is to promote and support independent reading. It should include many books of varying levels and interests, magazines, newspapers and posters, all organized and displayed attractively, (Copper, 1997). He also stated that the school library should become a place where students can come and go freely to select books and other resources. Moreover, the service of library will be successful

only if the librarians are professionally, honestly & effectively giving service to students. In this regard the same writer said that, the librarian can help students in selecting books and plan units. Department of National Heritage (1995) in Lonsdale & Ray (1996:622) indicated that the role of the public library in meeting the needs of children and young people is of paramount importance in the future economic and cultural health of this country. Continuation of its service to them is a critical factor in the future development of the public library service as a whole.

Canavan (1992) also recommended that librarians should seriously analyze the variety of literature being presented to young listeners. Lonsdale and Ray (1996) also added that public libraries also seek to create at an early age an understanding of the power and importance of information in society and to help equip the child with the skills necessary to locate and handle that information. He also stated about importance of school libraries that they have played a critical role in supporting the formal and non formal education needs of many children.

2.6.3. Student related factors

When ever the issue of curriculum implementation is raised what is neglected by most concerned bodies is that of the role of students in effective implementation. What should not be forgotten is every arrow of planning and actions are pointing towards the student's achievement, since their good performance is the end result of all of the efforts. The above is when we see the students' condition from the general point of view of curriculum implementation. In the same way the implementation of children's literature at a school level is also greatly affected by problems related to students themselves. The selection made by adults (teachers, librarian's book sellers, parents) on behalf of children, time and opportunity to read, children's own personal needs and abilities are some of the problems related to students. (Marshall, 1982) student's

awareness about the value of children's literature is also the other factor that could affect students benefiting from it. For instance, Paterson & Eeds (1990) in Canavan (1992-155) stated that children awareness of literary events and their function nurture the development of children's ability to respond imaginatively to stories. Most educators agree that it is the learner who learns, learning requires active interest and concentrated effort of the learner. Learning is the result of what the learner does with his learning material and what the materials do to him. Psychologists indicate that interest is a fundamental motivational factor in the learning process. (Bush & Huebner, 1970). Thus, student's interest towards reading, particularly at their early age, is one of the factors that should be given attention while discussing about the problem. When we say student's interest it could be seen as:- 1. Students interest towards different types of titles or 2. Students interest interns of reading in general.

In regard to the former, Larrick (1969) after he cited that each year close to 3000 new children's books are published in the United States, he stated that only some of them are popular with almost every child. Further, he mentioned that the response a child gives to a book will depend up on what he is interested in and how the book is introduced. When Bush & Huebner (1970:205) expresses the difficulty a teacher may face in identify student's interest towards different types of literature, he recognized that the interests of the individual child are often fleeting, elusive and unrecognized, even the teacher is unaware of them.

Hanna (1960 2-8) regarding the second that is student's interest in terms of reading in general she stated that:

Most young people must be led, helped guided, or even enticed in to the discovery of books often through slow and sometimes painful stages. The task is challenging one to those adults who feel a sense of responsibility in bringing young people and books together. To guide young people toward greater maturity in their reading requires an extensive background both in what is available to be read at various levels as well as in what adolescents are like and how and why they generally react as they do.

We can understand from the quotation that making students good readers is a difficult task that needs greater effort. Supporting the idea of books self selection, Russell (1981:37) also added that the reader should select his or her own books. Self selection is an important part of reading real books. Don't spend lots of time computing readability levels of books, let the reader be the primary judge of whether or not he or she can read the book. A reader's interest plays an important part in how well a given book can be read at that time.

In the other way students time and opportunity to read is greatly affected by computer games, TV shows, internet, movies and etc. for instance. Zipes (2001:9) criticizes strongly the above Media by showing the damage they brought on children's behavior. In the case of this study, we can say it consumes student's time and attention for reading literature. To mention only little words from his writing, he stated that "there have been many scientific tests, surveys, and books about the harmful effects of the mass media."

In terms of students ability to read literature, in one way or another, is related to their background knowledge, especially their ability in language. In this case evidences from different countries as shown in UNICEF (1998) in MOE (2002:89) children who participate in early

intervention programs do better in primary school than those who do not benefit from formal early child programs.

2.7. Children's Literature in Ethiopia

Under this subtitle some points about the brief history and the researches conducted on children's literature in Ethiopia are dealt. These two aspects of children's literature in Ethiopia are rarely touched fields by the scholars of the country particularly that of the history. It is very difficult to get written sources on the history of children's literature in Addis Ababa University. However, what the researcher come across while searching for sources is enough to say little on this study since it is not the aim of this study. The researcher would like to thank Dereje for his work in that he listed children's literature published from the beginning till 1992.

Thus, the following will be the short history of children's literature in Ethiopia as it is summarized from Dereje (1994).

He considers two aspects regarding the background of children's literature in Amharic. The first is the tradition of telling stories to children by parents. Among the widely known Enqoqelesh (Riddles) and Teret-Teret (tales) are paramount. The second as he pointed out is the traditional church school texts. Taking or considering the above two aspects as a base the first children's book in Amharic in Ethiopia was printed in 1916 EC for the purpose of teaching children and has been used as a textbook. It was written by Bekele Habte Mikael and entitled as "Yefeqer Melakt Le Ethiopia Lejoch" the second book, written by Merse Hazen W/Qirqos entitled as "Temehret Hesanat" was published in 1917 EC. The publication of children's book started in this way was continued in the later years. However, the lists are not enumerated in this study, for it is not the focus of this study.

When we compare the time of publication in Ethiopia and the rest world it has almost a gap of around three centuries. Not only the time but also the numbers of books published in Ethiopia were very limited. For instance, Dereje (1994) stated that about 145 children's books have been published in Ethiopia until 1984 EC out of which about 44% were published as textbooks. He has listed all of them; 72 were original children's books in Amharic, 66 were translated into Amharic and 7 books were Biographical books.

Dereje (1994) also tried to list around 18 research works that were conducted related to children's literature until 1986 EC. He reviewed some of them under literature review. Almost all of them are focusing on the general characteristics of the children's books, and most of them are papers presented in different conferences in and out of Addis Ababa University. Non of them were connecting the children's books directly to school curriculum. But, what is the important information we found from Dereje's (1994) work is that most of the former school language textbooks were entirely covered by children's literature.

The researcher did not come across research work that list and evaluate children's books published after 1984 EC. Therefore, it is another gap to be filled by scholars of the field. However, when we see the recent condition or the book shops in Addis Ababa, the dominant local children's books are the books translated by Alem Eshete, particularly in 2000EC and 2001 EC. The other pleasant news is the establishment of organization named as Ethiopian Books for Children and Educational Foundation (EBCEF). The organization has its center at Addis Ababa and it was founded in 1998 in California and started its work in 2003/1995 EC in Ethiopia. The main goals of the organization are to promote reading and literacy and promote the publishing of quality children's book in Ethiopia. Thus, the organization is appreciable because of the

fact that it is engaged in expanding children's libraries encouraging writers of children's book and publishing children's books.

The other research works that are found in Addis Ababa University are such as:

- Lensie Bekele (2005) she made a study on the impact of children's literature on the mind of the reader;
- Yohannes Belay (2007) also conducted a study on factors affecting the provision of children's literature in English lessons in the second cycle primary schools of Addis Ababa and Adama Town;
- Asaminew Dires (2008) studied the utilization of children's literature in some second cycle primary schools of Addis Ababa. All of them have their own important contribution for the studies that has been conducted and will be conducted in the future in the field. However, because it is out of their objective they did not gave much emphasis to a problem of children's literature in relation to curriculum particularly in terms of whether or not the curriculum incorporates children's literature.

CHAPTER THREE

Research Methodology

This chapter deals with the research design, sources of data, population and sample of the study, sampling techniques and procedures, data collocation instruments and method of data analysis

3.1 Research Design

The main objective of this research is to evaluate or examine to what extent children's literature is practiced in second cycle primary schools of Sokoru Wereda. To achieve this objective quantitative and descriptive survey method had been employed. This method is preferred because it shows the existing situation as it is, since "surveys are sometimes more effective in that it would take too long and require too many researchers to contact the whole population" (Anderson, 1990:121). Additional reasons for using survey in this research were- first, the study was intended to be conducted on 7 schools which are some what wider to be addressed with case study. Secondly, the study was planned to assess three major issues (1) awareness and practice, (2) textbook evaluation and (3) Factors affecting.), which might need separate studies for each issue to be treated with a case study. As a result this study was not case study (in which the researcher makes in-depth and intensive study of a limited number of representative cases) (Ababayehu et al, 1999). Textbooks were also evaluated to know the extent to which they contain children's literature.

3.2 Sources of Data

The primary sources of data are teachers, students, principals, librarians, and curriculum experts at regional level. Library observation is another source of data that was employed in the research. In addition, language textbooks from grades 5-8 were the other sources of data.

These are primary sources because “primary data come from the original sources and are collected especially for the task at hand” (Abebayehu, 1999: 138). Secondary sources like books and other documents from different libraries that reports about children’s literature were used.

3.3 Population and Sample of the Study

As a chance, almost all selections made by the researcher as the reason will be discussed below in this section were based on purposive sampling. This is because purposive sampling is the technique in which the researcher purposely chooses subjects who in their opinion, knowledge and expertise are suitable and relevant to the study (Sarantakos, 2005), (Punch, 2004), and (Dooley, 1995).

To get the pertinent research information, data were gathered from 7 selected government second cycle primary schools in Sokoru Wereda. The sample schools were Sokoru, Deneba, Qumbi, Natri, Dobi, Gebjiro and Cheka. Thus, teachers, students, librarians and principals of these schools were taken as population from which samples are selected for the study. Accordingly, 38 teachers, 71 students 4 school librarians, 7 principals were chosen as a sample. Furthermore, 2 language curriculum experts from Ormia Regional Education Bureau and 4 primary school libraries were selected as additional sources of information.

3.4 Sampling Techniques and Procedures

First of all, the researcher selected Sokoru Wereda due to the convenience conditions in terms of finance, time and residence to the researcher. Moreover, the researcher taught there for long years and knows the existing conditions.

There are 13 second cycle primary schools in the selected Wereda. Out of these there are only 7 schools that consists all the second cycle primary

school grade Levels (grades 5-8). Therefore, these 7 schools were selected based on availability sampling.

Primary schools were chosen, since the age of students at these grade levels are more relevant to the topic of the study which is about children. Specifically grades 5,6,7, and 8 were chosen because the students in these grades are assumed by the researcher as relatively mature than first cycle students to give relevant information for the study.

There are 96 (100%) teachers (Data from Wereda Education Bureau) teaching all the subjects in the 7 selected schools. Out of these teachers, teachers teaching language (Afan oromo, Amharic and English) are 38 (39.6%). All these language teachers were selected for the study purposively, since the topic of the research is directly demanding language teachers to get the necessary and appropriate information.

In regard to students, there are a total of 4,757 students from grades 5-8 in the selected sample schools out of these 71 high ranked (1st and 2nd) students were taken purposively for the focus group discussion, assuming that they can participate actively in the discussion. Only 1st ranked students were taken from 3 schools (Sokoru, Deneba and Qumbi) where there are enough sections to get the required (6 to 12) number of students, whereas in the other 4 schools (Natri, Dobi, Gebjiro and Cheka) both 1st and 2nd ranked students were taken because of limited number of sections there.

These 71 students were selected from grades 5, 6, 7 and 8. The FGD was carried out with these 71 students that their number ranging from 8-13 from each school. When we see the total number of participant students in terms of grade 14,16,18 and 23 students were involved in FGD from grades 5,6,7 and 8 respectively. The number is increasing as the grade level increase. This helps to get appropriate number of students for the

discussion considering that students at the relatively higher grade are actively participating in the focus group discussion.

Then, using an available sampling technique all the 7 principals one from each school, 4 libraries and librarians (this is because, from the 7 schools' libraries the other 3 are not giving full service, even one of them is already closed) and 2 language curriculum experts from Ormia Regional Education Bureau were involved in the study. The details of subject schools and number of participants were shown below on table 1.

Table 1. schools and number of participants.

Sample schools	Participants			
	Teachers	Students	Liberians	Principals
Sokoru	13	8	1	1
Deneba	8	10	1	1
Qumbi	5	11	1	1
Natri	4	13	1	1
Dobi	3	10	-	1
Gebjiro	3	10	-	1
Cheka	2	9	-	1
Total	38	71	4	7

3.5 Data collection instruments

The employed data collection instruments were:

3.5.1 Questionnaire:

“A questionnaire is used when factual information is desired” (Best, 1993:230). The use of questionnaire allows wider coverage, since researchers can approach respondents more easily than other methods” (Sarantakos, 2005:263). Therefore, questionnaire was prepared for only teacher respondents to collect relevant information’s. The questionnaire

includes both open and close- ended questions and it was prepared in English language (since the study is going to use English language). However, it was carefully translated in to respondents language (some into Amaharic and the others in to Afan Oromo) to enable them answer the questions easily and comfortably.

The questionnaire that is translated in to Afan Oromo was translated by the researchers' colleague who has BA degree in Afan Oromo and now graduate student in curriculum department. After the translation, another friend of the researcher (graduate student in curriculum department) was consulted to review generally all the questionnaires. Then, after some amendments the researcher submitted in advance to the advisor for evaluation before the actual data collection took place. Then, after the researcher received the corrected questionnaire he distributed it to the respondents.

The teachers' questionnaire consisted of two parts, the first is about the characteristics of respondents such as gender, age qualification etc. The second part of the questionnaire is subdivided in to three main parts that are derived from the three objectives of the study. The first six items are aimed to address the first objective of the study, which says; "To investigate the awareness of teachers and students about the values of children's literature" The next eight items are dealing with the second objective of the study which is intended to assess the practical application of children's literature in the schools. The last item that consists twelve factors to be rated by respondents is deals with the factors that affect the utilization of children's literature and open-ended question that requests solution for the problems. Concerning the size of the questionnaire, the researcher tried to consider a golden rule stated by Sarantakos (2005:242) "questionnaire should include as many questions as necessary and as few as possible".

Generally, the researcher has prepared 38 copies in all the three languages (Amhaic, Afan Oromo and English) and distributed to respondents. From these only one questionnaire was not returned to the researcher. Hence, the analysis was based on the returned 37 questionnaires. The researcher distributed the questionnaire to teachers after he briefed them the topic and aim of his study.

3.5.2 Observation

“Observations provide information when other methods are not effective and they also offer first-hand information” (Sarantakos, 2005:234). Accordingly, the other instrument used in the study to collect data was observation checklist for observing and describing the physical characteristics of the school libraries. This checklist comprised of 10 items that dealt with accessibility, service, size, light condition, seats, organization of books, and availability of children’s’ books etc, in the library. The alternative answers required for each items were; no, unsatisfactory and satisfactory. These items were filled by the researcher with the assistance of the librarians when necessary. The researcher observed the libraries consuming time that ranges from one hour to three hours in each libraries. Then, the four libraries result was squeezed and described in the analysis part.

3.5.3 Interview

Since the sample size of principals experts and librarians selected for the study were very less, the researcher tried to use interview in addition to the other instruments. Moreover, the researcher wants to take the advantages of interviews such as; “They are useful when in-depth information is needed and permit the respondents to clarify any questions about the interview” (Jackson, 1999: 114).

Furthermore, the researcher preferred semi-structured interviews because they are suitable to the study and contains elements of both

closer to structured interviews (restricted questions) and others closer to unstructured ones (flexible questions) (Sarantakos, 2005:268-69).

Thus, semi- structured interviews were held with 7 principals, 4 librarians and 2 language curriculum experts in the form of discussion to elicit information about their opinion on the questions raised in the interview. The interview consists 7 items for principals, 8 items for librarians and 8 items for curriculum experts. The basic idea of the questions were similar with that of the teachers' questionnaire and it was to get answer for the three basic questions of the study, (awareness, practice and factors affecting children's literature). However, separate analysis area was not provided to the information obtained through the interview. It rather treated where it is necessary in the analysis of the teachers questionnaire.

3.5.4 Language Text Books Evaluation

12 language text books were evaluated roughly whether or not they contain children's literature, namely; Afan oromo, Amharic, and English text books in grades 5,6,7, and 8.

Textbooks evaluation in this study is conducted as a supporting element only to get information for a single item of the study. Thus, textbooks were examined roughly to know the coverage of children's literature they contain in the form of content analysis. The criteria, the researcher used to identify passages that are children's literature and non children's literature, were stated in chapter four where the availability of children's literature in the textbooks was analyzed. This is because the researcher assumes that they are better to be cited there where they can be referred immediately.

3.5.5 Focus Group Discussion

Focus group discussion was preferred for students because the researcher assumed that they were not mature enough to fill questionnaire because of their low age. Furthermore, “they provide a dynamic in which participants learn from one another and develop ideas together” (Jackson, 1999:134). Thus, 71 students from each school, that their number ranges from 8-13 were participated in the FGD. This range of number is chosen purposively because literature says that the usual number for FGD is 6 to 12. As this is stated by Abebayehu et al (1999:42) that “ Focus group discussion is an informal yet structured discussion in which a small number of participants (usually six to twelve) guided by a moderator or facilitator, talk about topics of special importance to a particular research issue.

The discussions have taken place on 9 discussion points which are in line with the teachers’ questionnaire and that helps to make the analysis acceptable and reliable. The researcher himself acts as a moderator to lead the students in to motivated discussion.

3.6 Data Analysis

The data collected from questionnaire and observations were tallied, systematically organized in items, tabulated, analyzed and interpreted using percentage and mean. Quantitative data are interpreted and analyzed with the help of tables, “so as to make it possible for analysis and interpretation” (Best, 1993:276). Therefore, series of tables were used to summarize and clarify the research data.

The data collected from interview and the focus group discussion were organized systematically analyzed and interpreted using descriptive statements on qualitative level. In addition, the researcher used pseudonyms for the individuals that their responses were quoted in the study which helps to keep the human senses of the expressions.

3.7 Organization of the Study

The research thesis has been organized in to five chapters. The first chapter is introduction that consists of background of the research, statement of the problem, objectives of the study, significance, delimitation and limitation of the study. The second is literature review. The third is dealing with the research methodology. The fourth covers the results of the study and the last chapter is about summary conclusions and recommendations while references and appendices are included in the last part of the document.

CHAPTER FOUR

Presentation, Analysis and Interpretation of the Data

This part is the main body of the research that deals with the data collected through different means. It includes the respondent's characteristics with discussion, presentation of data, its analysis and interpretations with the necessary discussion.

4.1 Background of the Respondents

To show the clear image about the subjects involved in the study their characteristics are presented in the following table (table 2) followed by some discussions. It is preferred to put it in a single table, for the purpose of showing the general picture of the respondents at a glance.

Table 2. Characteristics of the Respondents

Characteristics		Respondents									
		Curriculum experts		Librarians		Principals		Teachers		Students	
		No	%	No	%	No	%	No	%	No	%
1. Sex	Male	1	50	3	75	7	100	25	67.6	49	69.0
	Female	1	50	1	25	-	-	12	32.4	22	31.0
	Total	2	100	4	100	7	100	37	100	71	100
2. Age	Below 16	-	-	-	-	-	-	-	-	57	80.3
	16-30	-	-	-	-	5	71.4	20	54.1	14	19.7
	31-40	1	50	1	25	2	28.6	7	27.0	-	-
	Above 40	1	50	3	75	-	-	10	18.9	-	-
	Total	2	100	4	100	7	100	37	100	71	100
3. Qualification	TTI	-	-	3	75	-	-	5	13.5	-	-
	Diploma	-	-	1	25	7	100	31	83.8	-	-
	Degree	1	50	-	-	-	-	1	2.7	-	-
	MA	1	50	-	-	-	-	-	-	-	-
	Total	2	100	4	100	7	100	37	100	-	-
4. Service year	Below 6	1	50	4	100	4	57.1	11	29.7	-	-
	6-10	1	50	-	-	2	28.6	9	24.3	-	-
	11-15	-	-	-	-	-	-	1	2.7	-	-
	Above 15	-	-	-	-	1	14.3	16	43.3	-	-
	Total	2	100	4	100	7	100	37	100	-	-
5. Students Grade Level	Grade 8	-	-	-	-	-	-	-	-	23	32.4
	Grade 7	-	-	-	-	-	-	-	-	18	25.4
	Grade 6	-	-	-	-	-	-	-	-	16	22.5
	Grade 5	-	-	-	-	-	-	-	-	14	19.7
	Total	-	-	-	-	-	-	-	-	71	100

The characteristics of the respondents shown in the table are discussed as follows.

Curriculum experts- are one of the five groups that were participated in the study. The researcher planned to contact two experts from Oromia Educational Bureau and it was successful. As we can see from table 2, out of the two one is male and the other female. This shows that the participation of both sexes found to be proportional. In terms of age one of them falls in the age group of 31-40 and the other is above 40. It could be said that their age in both the cases is old enough to fulfill their responsibilities and respond to the questions reasonably. Qualification wise, one of them has BA degree in Afan Oromo which seems lacking some familiarity to the position. Furthermore the individual has an experience of only three months on the position and related activities. However, the other expert has second degree in teaching learning methodology with four years service (experience) to the position which is in a better condition.

Librarians - Four librarians were asked to give information for the study. Out of the four librarians 3 (75%) are male and 1 (25%) is female. This does not imply the proportionality of sexes. As to their age only 1 (25%) is aged between 31-40 while the rest (75%) are aged above 40. In terms of their qualification, 3 (75%) of them are teachers of certificate graduates and only one (25%) has diploma in teaching. There are no librarians qualified in library science. Not only the librarians are non-qualified but the libraries themselves were opened only in the recent years. Therefore, even through the teachers assigned as librarians have long years (maximum of 36 years) services as a teacher they do not have experience above three years as librarians.

Principals:- In the case of principals, all are male. There are no female principals in the seven schools selected for the study. According to the statistics it seems that there are no either female teachers that make efforts for the position or encouraging and supporting conditions that bring them to the position. Out of the seven principals, 5 (71.4%) fall under the age category of 16-30 and the other 2 (28.6%) between 31-40. This shows that majority of the principals are young possibly who are graduated in the new education and training policy-and expected to contribute for the success of school development and are convenient to positive changes. They can also answer the questions asked reasonably and knowledgeably. Regarding their qualification all are diploma holders. When we see their year of experience as principal, only 1 (14.3%) of them is above 15 years. The rest 4 (57.1%) are below 6 and 2 (28.6%) are between 6-10. From this we can realize that there have been turnovers of individuals for the positions. From all the information gathered regarding principals, it can be concluded that all are appropriate to answer the questions asked in the study.

Teachers:- As shown in the table in regard to the sex 25 (67.6%) teachers are male and the rest 12 (32.4%) are females. One can understand from this that the number of female teachers is in the process of increment as compared to the previous number of female teachers in Ethiopian schools. As to the age of teachers, more than half 20 (54.1%) of them are below the age of 30, the other 7 (27%) are aged between 31-40 and the rest 10 (18.9%) are above 40. Even though teachers aged below 30 are exceeding we can say teachers are collections of all age categories which makes the schools beneficiary in getting advantages of each age categories.

This is important for the study to get pertinent information that considers all age categories. The figure on the table that shows teachers

qualification indicates that 31 (83.8%) of the teachers are diploma graduates while one (2.7%) is degree and 5 (13.5%) are certificate holders. When we see the figure that shows teachers qualification one may ask that how a degree holder is assigned in primary school where the country's policy and scarcity of teachers is not allowing. This happened due to the fact that at the time when the data was gathered, the teacher who formerly serving in the same school in the diploma level was just at completion of his upgrading program for degree. However, after the data was collected the teacher was transferred to the near by secondary school in the same town. But in the rest, we can say that the ambition of the Ministry of Education to upgrade the entire teachers in second cycle primary schools is in the process of fulfillment. Teachers who have above 15 years service are greater in number which is 16 (43.3%), where as 11 (29.7%) teachers are below 6 years and 9 (24.3%) teachers are between 6-10 years and only one teacher (2.7%) is between 11-15 years. Similar to that of their age the schools are advantageous because of the fact that teachers years of experience comprises from all categories that ranges from below 6 and above 15. From such respondents it is possible to get reliable data.

The last discussion of characteristics will be that of the students. As we see from table 2 male student are 49 (69%) and female are 22 (31%). The number of male students exceeds the number of female students because of the fact that the selection was purposeful that considers only high ranked students. The students that participated in the study were students in grades between 5-8 hence, majority of them 57 (80.3%) are below the age of 16. However, there are 14 (19.7%) students aged above 15. This is perhaps because the students were in rural area where the enrolment of students is delayed from its proper age. Lastly, what is depicted in the table is number of students taken from each class which is 14 (19.7%), 16 (22.5%), 18 (25.4%) and 23 (32.4%) respectively from

grades 5,6,7,&8. The number is increasing as the grade level increases. This helps to get appropriate number of students for the discussion considering that students at the relatively higher grade are actively participating in the focus group discussion.

4.2. Awareness of teachers and students about the values of children's literature

As it is stated in the methodology part the data for this study was gathered mainly from five sources; from teachers through questionnaire, from students by the use of focus group discussion, from principals, librarians and curriculum experts through interview and in addition using observation checklist. From these relatively the widest questions are provided to teachers that embodied the items that are found in the rest instruments. Therefore, the whole body of the analysis part is arranged or sub divided based on the items of the teachers' questionnaire. The rest are treated where they are necessary and similar to the teachers' items.

Furthermore, the whole body of the questionnaire is subdivided into three main parts that are derived from the three objectives of the study. The first six items of the questionnaire are aimed to address the first objectives of the study, which says; "To investigate the awareness of teachers and students about the values of children's literature to students learning". Thus, the analysis begins with the first item which is part of the first objective.

Table 3. Teachers' awareness about children's literature

Item No	Items	Alternatives of responses					
		I don't have		I have but it is not satisfactory		Yes, I have	
		No	%	No	%	No	%
1	Do you have any idea about the concept of children's literature or children's books	6	16.2	22	59.5	9	24.3

As can be seen from table 3, only 6 (16.2%) teachers were said that they do not have idea about the concept of children's literature or children's books. Majority of the teachers 22 (9 English, 6 Amharic and 7 Afan Oromo) (59.5%) were said that they have the idea, even though it is not satisfactory. But only 9 (2 English, 2 Amharic and 5 Afan Oromo) (24.3%) of them were said confidently "Yes I have". This reveals that majority of teachers (75.7%) are in lack of awareness because most of them preferred to say unsatisfactory. This question was forwarded for all the other sources of data in this study. For instance, during the focus group discussion most of the students expressed that they are not aware about children's literature or books values to their language development. The FGD was carried out in seven schools among 71 students that their number ranges from 8-13 from each school. Out of this only 8 of the students had the awareness. For instance two out of these 8 students said the following:

I know that there are books prepared for children that contain stories, I my self read these books because I have such books in my home which my parents bought to me. (15, 07, 2002, Kalid)

The other participant

Though I did not read children's books myself I heard it when it is read for my smaller brother in our house by our elder brother. Therefore, I have the idea about children's books. (17,07, 2002, Muna).

These eight students were only from three schools. The researcher tried to identify the favorable condition that lets these 8 students to have the access to children's literature (books). It was found that some of them have lived in relatively big towns and others were from educated families. As far as the others are concerned, they were either from rural areas or small towns. This implies that children's literature is practiced relatively more in schools that are found in towns. This makes urban students advantageous than rural students.

Principals from the seven schools, two curriculum experts from Oromia Education Bureau and four librarians from the four subject schools, which are recognized as concerned bodies were asked similar question whether or not they have any idea about children's literature.

All principals answered that they had the concept of children's literature. This is perhaps because most of the principals were the recent graduates. It is to mean that the researcher identified that most recent graduates had a chance to read and be informed about children's books while they were in primary and secondary schools. Since the concept of children's literature is a recently growing phenomenon, (Dereje, 1994) the former graduated teachers and principals were in lack of awareness. This is exhibited more in the case of librarians because, as it is indicated on the discussion of characteristics of respondents, they are aged above 4. Curriculum experts were found that they have a better knowledge about children's literature and its value to language teaching.

One can conclude in respect to awareness among the aforementioned subjects that the awareness exists but it is not as strong as it could make the individuals bring better practical application or implementation. Where as the awareness of the other world is incomparable with ours. For instance, Anderson (1964) stated that in recent years one of the great changes in publishing emphasis has been

given place in the area of children's literature. Further, he reported that in 1960, over fifteen hundred titles were published for children in USA. In 1959 over 530 titles in Sweden and over 800 in England were published and read by children over the world by being translated into eight foreign languages.

The Source of Knowledge about the concept of children's literature (item 2)

The second open-ended item was asked to know where and how or from what sources they have got the knowledge about children's literature. The intention is to inquire and notice that whether or not teachers have taken any course related to children's literature in their initial training. It is aimed to support the next item and know the condition in indirect way.

Based on the question they tried to state the following sources. The researcher tried to put it in a descending order from the source frequently mentioned to the least one.

1st -From reading children's books in their library

2nd – Even though it is not given as a separate course, they said that, they have got it incorporated under other related courses, simply as an information.

3rd –By reading some other written sources about children's literature.

4th – From media, predominantly radio

5th – From the learning process while they were in school before higher education

6th – From some passages in the language textbooks.

We can realize from the aforementioned sources as they are still the major means to up rise the awareness of children's literature among the concerned bodies. The responses confirm that no deliberately training

related to children’s literature. The reset of the researcher’s conclusion about this item will be embodied under the next item (item three)

Table 4 Children’s literature given in the training institutions

Item No	Items	Alternatives of responses					
		No I haven’t taken		I have taken but it is not satisfactory		I have taken in a proper way	
		No	%	No	%	No	%
3	Have you taken any course or training that helps you to know about children’s literature while you were in training institutions? (College or University)	19	51.3	17	46	1	2.7

This idea is already started to be discussed in item 2. As it is mentioned there, item 3 is forwarded to teachers to find out whether or not children’s literature is given in colleges and universities. As it can be seen from table 4 only 1 (2.7%) respondent confidently responded that he had taken in a proper way. The majority of them means 19 (51.3%) ascertain that they have not taken, where as 17 (46%) of the teachers preferred to say “I have taken but not satisfactory”. As it is pointed out in item 2, the data reveals that children’s literature is not given separately as a course in training institutions.

Table 5 Awareness of teachers about the other world in terms of incorporating children’s literature in their schools.

Item No	Items	Alternatives of responses			
		No		Yes	
		No	%	No	%
4	Do you know that children’s literature is given attention in different countries of the world to practice it in their education system or school?	23	62.2	14	37.8

As it is observed from table 5 majority of the teachers 23 (62.2%) are not aware that children’s literature is given attention in different countries of the world and implemented in their school system.

Only few of them, that is 14 (37.8%) preferred the alternative that says ‘yes’. We can generalize from this that the subject teachers have no awareness about children literature that it is given attention in the other countries of the world.

Table 6 The Importance of Children’s Literature in Language Lessons.

Item No	Items	Alternatives of responses					
		I don’t know		No, I don’t agree		Yes I strongly agree	
		No	%	No	%	No	%
5	Do you agree that children’s literature is important to teach students language lessons?	2	5.4	1	2.7	34	91.9

As it is discussed widely in the review literature part, values of children’s literature have strongly stressed by writers of the field. For instance Irving & Currie (1987) expressed it as nothing is as crucial in developing

a child's reading interest and later success in school as the early story time experience.

In line with this idea, respondents of this study were requested to agree or disagree about the volubility of children's literature. Thus, as it is seen from table 6, there are 2 (5.4%) teachers who even do not know whether or not children's literature have values to students. This shows that the awareness of these teachers is very low. On the other hand 34 (91.9%) teachers were strongly agreed that children's literature is important to teach language lessons. Thus, one can judge that teachers know very well that children's literature is important to students. This seems resulted not from their familiarity to children's literature or books but it could be from their background knowledge about any literature. The response of a single teacher (2.7%) who prefers to say "I don't agree" does not change the conclusion drawn above for this item. This item unlike items 2, 3 and 4 is provided for respondents of this study other than teachers.

For instance, it was raised on the focus group discussion of students. Students who participated in all the seven discussions strongly agree that children's literature has paramount benefits to language learners. To mention an example of saying of a participant which was similarly raised in most of the discussions was that:

Children's literature particularly which is written in languages other than our mother tongue have important values to know new words. (16,07,2002, Taju).

Likewise, similar question was provided to curriculum experts and principals of the seven schools. All of them believe that it has significant value in teaching language. For instance, one principal said the following

“I believe that children’s literatures are important to learn language lessons particularly languages that are other than their mother tongue” (17/07/2002, Temam)

In addition, they also enumerated values they assume that are important. The detail will be presented in the next item (item six)

Lists of values of children’s literature (Item 6)

Teachers whom their response is (yes) for item 5 were asked (using item 6) that in what way does children’s literature help students’. They were provided with six types of alternative values of children’s literature. When we see their responses almost all of the respondents 31 (83.8%) accepted that children’s literature help students to improve all the four language skills and vocabulary except that of single (2.7%) respondent focused on writing skills which does not attract the interpretation towards this alternative. Hence, we can conclude from this figure that children’s literature is helpful in all aspects of language skills and vocabulary.

However, there are 5 (13.5%) respondents who have not marked on any of the alternatives given. Any how, because their number is so small, it has no influence on the interpretation. Teachers were also asked to add, if there are other values other than listed in the alternative on the space provided to them at the end of the options, but they did not respond to it. In fact, this item or question does not missed without being asked in the interviews of experts and principals and in the students FGD. Thus, their suggestions will be summarized below by avoiding repetition.

One of the two experts asked in the study said.

Children’s literature is important to students to know their surrounding, to be familiar to their culture, to have positive self concept to develop the four basic language skills, to increase

their mental maturity to motivate them for better learning to make them love language lessons, and to increase their interest in learning and to attend lesson in happier feeling. (11,08,2002 Chaltu)

The second expert also said,

Language lessons would be more tangible and practical, when the passages are presented in the form of literature such as poetry, fictions and fables. Instead of using pure science and facts in the passage, it is more preferable to use attractive literatures. Children's literature help students to give the highest emphasis to a lesson thereby make them learn better. Children's literatures are viewed by scholars as one instruments to make the language lessons practical. For instance, if there are harmful cultural practices in a society children's literature prepared in the form of fables are powerful to make the society aware about the problem (13,08,2002 Gadisa)

The above words of the experts show that there is awareness about the values of children's literature among the individuals that shoulder the key responsibilities in textbook preparation.

Nevertheless, due to numerous impeding factors which will be discussed later under other points, their awareness failed to bring benefit in preparation of supplementary children's books. In fact, the awareness of experts' positive contribution it has in terms of incorporating children's literature in the textbooks is undeniable.

Like wise, principals were also requested similar question with the help of interview. Their views have been summarized below by avoiding repetitions. For instance one of them said that

Children's literature is helpful to increase students memorization power, it is the easiest mechanism to transmit important messages to students, it increases their reading skills, it help them to love and appreciate literature, it improves speaking skills due to the fact that they used to tell fables to their classmates and friends that they heard from their parents or the society. (21/07/2002, Zeleke).

In addition the other principals said that it entertains students, it increases understanding power of students, helps them to be familiar with the way of life and culture of their locality and other localities beginning from the age of childhood. Scholars in the field like, Cann and Richard (1973) for instance states that stories and illustrations in picture books can make a strong, positive contribution to a child's early education.

Principals are key stakeholders in school activities; therefore, what they pointed out here witnessed that they have the potential of practicing children's literature in their school system. However, for the time being their expressions is not practical in the schools life.

Students were also discussed the issue taking considerable minutes during the FGD. What makes different in the case of students is that, they were invited to debate on the idea that says, for which of the four language skills does children's literature helps more. Subsequently, they agreed that reading skill is more advantageous than the rest.

The researcher stated earlier that except few of the student's large proportion of them were un aware of children's literature. Therefore, one may ask that with such lack of awareness how they can able to participate in the discussion actively. The researcher can say for this that the idea shared among them during the discussion plays role of

awareness creation. They begin to relate the discussion title with stories and fables that they already come across in their language textbooks and the like. In fact, students who are aware and familiar with children's book said that children's literature particularly which is written in languages other than their mother tongue have decisive role in maximizing their vocabulary.

4.3 Children's literature practice in schools

As it is stated on the introduction of this chapter, the above six items were attempts to address the first objective of the study while the next eight items are dealing with the second objective of the study. The intention is to assess the practical application of children's literature in the schools. Accordingly, item seven of the teachers' questionnaire, which is the first for this section, asks teachers whether or not effort is there to familiarize language teachers with children's literature in the schools.

Table 7 Schools efforts in familiarizing teachers with children's literature

Item No	Items	Alternatives of responses					
		There is no		There is but it is not satisfactory		There is and it is satisfactory	
		No	%	No	%	No	%
7	Is there an effort in your school in familiarizing language teachers with children's literature and its benefits in language teaching?	19	51.3	16	43.2	1	2.7

As could be seen from table 7 one (2.7%) respondent is failed to mark on one of the options given and one (2.7%) respondent claimed that there are satisfactory efforts in familiarizing teachers with children's literature

in the schools. Since they are very few these two results have nothing to do on the interpretation of the item as a matter of fact, the researcher also nothing to say on them. On the other hand 16 (43.2%) of them believed that there is an effort, although it is not satisfactory where as 19 (51.3%) of them refused to say, there is effort, which verify the absence of familiarizing efforts.

In stead of generalizing this idea relying on the figure given by teachers alone it will be reliable, if it could be counter checked with the principal's responses of the studied schools. Since, they are the persons the term "school" referring they are expected to have exposure to the evidence about the familiarizing effort of the school. Their response is some what surprising as compared to the above 16 teachers who preferred to say that there is effort but not satisfactory and 1 teacher that said there is satisfactory effort. For instance, one of the principals affirmed that

There is no any effort in the school to familiarize teachers and students with children's literature and its values.
(20/07/2002, Rida).

This idea is also shared by all the other principals. Thus, the researcher also interested to accept the principals answer because he assumes that it is a genuine answer. Besides, it is supported by greater than half 19(51.3%) of teacher respondents.

4.3.2 The availability of children's literature in the language textbooks

When we speak about children's literature practices in the school one of the facts to be examined is the availability of children's literature in the textbooks. Because textbooks are supposed to be the most appropriate means to practice literature related activities in the school. Concerning this idea Arbuthnot (1961) after he discussed about the incorporation of

children's literature in the curriculum, he further strengthened his idea by saying that what ever the age level of the children, the school grade or the subject involved, there are stories to enrich to enchant and to provide wisdom and laughter too. Therefore, this item is not left to only teacher respondents. It was also part of experts' interview and students of FGD.

Furthermore, the researcher himself tried to evaluate textbooks whether or not they contain children's literature. Amharic Afan Oromo and English textbooks in grades 5, 6, 7 and 8 were selected and evaluated for this purpose. The item forwarded for each categories of respondents, is in the way they can tell the average of all the three subjects (Amharic, English and Afan Oromo) in the mentioned grades (5, 6, 7, and 8). For it is not the objective of the study to evaluate textbooks thoroughly and the complexity of evaluation the researcher tried to examine the textbooks roughly.

Before dealing with the results, the researcher would like to mention the way he tried to determine whether passages in the textbooks are children's literature or not and the criteria he used to identify passages that are children's literature and non children's literature. Obviously, as any one assumes, the researcher entirely based for this purpose on the theoretical frameworks dealt under chapter two. Thinking that it will be boring to repeat it only the high light is pointed out here.

When we start from the definition children's literature should be; entertaining, holds worthy massages and chosen by children.

Furthermore, it can be picture book, poetry, folklore, fantasy fictions, biography, and non-fiction. (Refer chapter two the section that deals with classification of children's literature based on genres for the meanings of the terms). As far as value is concerned children's literature may have the purpose of developing knowledge and language, understand

themselves cope up with human conditions, stimulating imagination, building character, appreciation of literature etc. The result that is shown by the researcher below in a table is therefore, relied on the above criteria.

Thus, they (responses of teachers, experts and students and researchers evaluation on results) will be presented as follows in the way one is contrasted with the other.

Table 8 Availability of children’s literature in the language textbooks.

Item No	Items	Alternatives of responses							
		A		B		C		D	
		No	%	No	%	No	%	No	%
8	Are there children’s literature in the language textbooks of the grades you are teaching?	14	37.8	14	37.8	9	24.4	-	-

The letters in the table represents that;

A, there are no children’s literature in the textbooks

B, there are only 1-5%

C, there are between 6-15%

D, there are more than 15% of children’s literature in the textbooks

Table 8 depicts as no teacher believes that the textbooks contain more than 15% of children’s literature. Nine (24.4%) of the respondents agreed that 6-15% of the textbooks are covered by children’s literature while the rest 14 (37.8%) evaluated the textbooks as they contain 1-5% children’s literature and teachers that have equal number 14 (37.8%) were not afraid to say that children’s literatures are not found in the textbooks.

The result tells us that only insignificant numbers of teachers perceive the textbooks as they contain children’s literature. It will be more acceptable to generalize the result after comparing it with the rest of the responses.

The students' opinions for instance, are not far from the teachers results except that non of them refused the existence of children's literature in the textbooks. The students views in each discussion group ranges in that some say only 1% of the textbooks are covered by children's literature and on the other extreme they said there are about 12% of children's literature in the textbooks. The rest groups of students fall in between the two extremes. Teachers' and students' suggestions have a considerable difference from that of the experts' views and the researcher's findings. The two experts were interviewed at different days and occasions but their responses were the same. They believe that from the existing passages of the textbooks, almost 50% of them are children's literature. However, the researcher rather interested to conclude the idea depending on the result of his own evaluation (observation). Table 9 below exhibits the observation.

Table 9 Textbooks in terms of children's literature coverage

Subject	Grade	Total number of passages in the textbook	Number of passages related to children's literature	Passages that are related to children's literature in percent	Rank	
					In subject level	In text-book level
Afan Oromo	5	26	7	26.92		7
	6	25	4	16.00		11
	7	23	4	17.39		9
	8	24	4	16.66		10
	Total	98	19	19.38	3	
Amharic	5	26	9	34.61		3
	6	26	7	26.92		7
	7	27	10	37.03		2
	8	24	7	2.9.16		6
	Total	103	33	32.03	2	
English	5	26	9	34.61		3
	6	33	5	15.15		12
	7	28	16	57.14		1
	8	41	13	31.70		5
	Total	128	43	33.59	1	
Grand total		329	95	28.87		

As can be seen from table 9 the average of all the passages subjects and grades is 28.87%. This is found to be between that of teachers/students and the expert's answers or results. This implies that this issue needs further study which should be conducted in depth by scholars of the field. Otherwise, the researcher's observation indicates that only 28.87% of the passages are taken as children's literature. There are sources that discuss about coverage of children's literature in a curriculum though they are not directly stated in percentage. Derege (1994) for instance, indicated that most of the former Ethiopian schools' Language textbooks were entirely covered by children's literature, which almost seems 100% coverage of children's literature in the textbooks. In addition Arbuthnot (1961) where he discussed the issue stated that there are stories to enrich almost every period of history and any portion of the globe. According to Arbuthnot, it seems that let alone language lessons even all history periods are preferred to be supported by children's literature. This and other points discussed in chapter two of this study under "children's literature and curriculum" shows that the children's literature coverage (28.87%) in the textbooks observed in this study are inadequate. When we see the results in terms of subjects, English textbooks are incorporating better number (33.59%) of children's literature, Amharic is the second with 32.03% and the least one is Afan Oromo with only 19.38%. However, as to the researchers expectation Afan Oromo should not be the least one, where it (Afan Oromo) is the mother tongue of the students in the studied area. On the other hand, when we see the results in terms of textbooks, what surprising is the existence of both extremes in the same subject, that is, English, in which English grade 6 is the lowest and English grade 7 is the highest. This implies that the proportion of children's literature in each textbook is not given consideration by the individuals that prepared the textbooks. This seems that individuals who prepared the textbooks had no awareness about the values of children's literature.

Table 10 Utilization status of children’s literature in the textbooks by teachers.

Item no	Item	Alternatives of responses					
		A		B		C	
9	How do you use the children’s Literatures that are already incorporated in the textbooks.	No	%	No	%	No	%
		13	35.2	10	27	14	37.8

The letters of alternatives represents that:

A= I do not use because they do not exist

B= I do not give exceptional emphasis

C= I utilize them by giving more emphasis

This item is one of the questions intended to examine the practice of children’s literature in the classroom. Accordingly, it asks teachers whether or not they give emphasis to children’s literature in the text books. According to table 10 the first alternative (A) and alternative (B) have similarity except slight difference. As a result, they merged together for the purpose of interpretation. Both the alternatives (A and B) are referring for those who are not giving emphasis and such respondent’s accounts for 23 (62.2%). Only 14 (37.8%) teachers expressed as they utilize children’s literature by giving emphasis. One can realize from this that teachers are not utilizing children’s literature in the way that students benefit from it. Since, this question is not part of the other respondents, by this we precede to the next item. However, the experiences of scholars are contrary to this result. According to scholars, not only, emphasizing what is already incorporated in the textbooks teachers are expected to know about the contents of children’s books in the libraries (Cutforth and Bttersby, 1963:24)

Table 11 Student’s interest towards lessons related to children’s literature

Item no	Item	Alternatives of responses					
		A		B		C	
10	How do you see students interest, when the topic is about any kind of children’s literature in the class lesson.	No	%	No	%	No	%
		4	10.8	5	13.5	26	70.3

The letters of alternatives represents that:

A= I did not identify students feeling, because, I do not have the awareness about children’s literature

B= they do not show any different interest than they show for other passages.

C= they are more interested to learn with topics related to children’s literature.

In addition to teachers, this item asked students in the FGD to make them one is supporting the other. As it is seen from table 11 the exceeding number of teachers (26 (70.3%)) agreed that students are highly interested to learn with topics related to children’s literature. The rest small proportion of the respondents (5 (13.5%),) react to this idea by saying that students do not show different interests than they show for other passages and 4 (10.8%) of the respondents expressed that they did not identify students feeling. There are also 2 (5.4%) respondents who missed to mark on any of the given alternatives of responses. The figure undoubtedly shows that students have great interest for topics related to children’s literature which was strongly supported by the results received from student’s focus group discussion. Unlike the other items this is the idea that has got acceptance and agreement encouragingly among all participating students in the FGD unanimously.

Students expressed that they are highly motivated to read repeatedly passages written in the form of fable and the like. We can generalize that the great interest of students to children’s literature is a fact that

acknowledged by all concerned bodies including the writers of the field. To mention an example Chasnoff (1964) said that to day's elementary children are going far beyond the use of a single text in their quest for knowledge. This is due to the fact that all parts participated in this study mention students' interest as the main motives to say children's literature have value.

Table 12 Availability of children's book's in the schools library.

Item no	Item	Alternatives of responses					
		A		B		C	
		No	%	No	%	No	%
11	Are there children's books in your school library that are appropriate and adequate (in terms of amount quality, interest and age level) to support the teaching learning process?	14	37.8	23	62.2	-	-

The letters of alternatives represents that

A= there are no

B= there are, but they are not adequate in all aspects

C= there are adequate and appropriate books in all aspects.

The significance of supplementary materials in schools is unquestionable, as it is emphasized in any system of education. Thus the analysis of this item begins with some words of Burns (1999). He recommended for students who find textbooks difficult or dull, that supplementary trade books from a variety of genres offer a viable option for learning content area material.

Table 12 shows the absence of teachers that said there are adequate and appropriate books in the library while majority of them 23 (62.2%) fall under the option that convincing the existence of children's books, although, they are not adequate. The rest 14 (37.8%) are contrary to this idea and prefer to say that there are no children's books in the libraries. To countercheck the teachers' responses, the researcher tried to raise

similar questions to librarians, students and principals. Moreover the researcher tried to see the libraries supported by observation checklist that consists of 10 items, which will be treated under this item. Before we see the results of the observation checklist let us see responses of the students, principals and librarians respectively. In the case of this item (item 11 which is related to libraries), out of the 71 student participants only 42 of them were discussed the issue. This is because there are 42 participants selected for the FGD from the four schools that their libraries were observed by the researcher.

There are only 7 students out of 42 participants that know the existence of children's books in their libraries. The rest 35 of them do not know whether or not children's books are found in their libraries. This shows that the students' lack of awareness. Principals in the four schools were asked the same question and all of them admitted that there are only limited numbers of children's books in their libraries. In the case of librarians, the researcher together with the librarians tried to search children's books on the shelves. We found that there are about 50 types of children's books in Sokoru primary school out of which majority (41) of them are written in English language. The rest are in Amharic which are not more than six types and not more than three are written in Afan Oromo. In Deneba School there are about 5 types of children's books. In the rest schools (Natri and Qumbi) there are no more than four types of children's books including picture books. We can conclude about the availability of children's books in the aforementioned schools is in a poor stage.

The results of the researcher's observation of the four libraries is better supportive, if it is presented here. The following (table 14) is the summary of checklists of the four libraries observed.

Table 13 School library observation

No	Item	Status of the library					
		No		There is but not satisfactory		Satisfactory	
		No	%	No	%	No	%
1	Is the library placed in a quiet place of the school?			1	25	3	75
2	Is the library opened and ready to give service?			2	50	2	50
3	Is the size of the library proportional to the number of students of the school?	4	100	-	-	-	-
4	Are there adequate and appropriate seats and tables for students to sit and read?	2	50	2	50		
5	Is the library well-lighted?	2	50			2	50
6	Are the books shelved according to any organizational system?			4	100		
7	Is the library gives book borrowing service to students?	3	75	1	25		
8	Are there children's books in the library?			4	100		
9	Are there children's that read these books?	4	100				
10	Do the students have habit of borrowing books from library?	3	75	1	25		

Table 13 indicates that in terms of site three libraries are placed in the centers of the schools where students can easily use them it, except one which is not satisfactory. In the case of the continuity of service they offer, only two libraries are satisfactory the rest are not. In terms of size all are not proportional to the number of students in their schools. All have similar size which is equal to a single class room size except that of Qumbi a little bit wider. Almost all of them do not have adequate and appropriate seats and tables for students to sit and read. Concerning their light two are lighted well and the other two do not have light. Regarding organization of books on the shelves, they tried to organized books based on subjects though not satisfactory. The other factor that similarizes them is that they do not give borrowing service to students.

But Natri School is exception as the students are allowed to take books on Friday and return them on Monday. The eighth item is already treated under table 12 the same item.

As to the ninth item the researcher asked librarians about the reading habit of students in the library, since it is hard for the researcher to evaluate the condition with in a limited days' observation. All the librarians responded that students of grades 5-8 are not reading children's books but students below grade 5 are to some extent seen, at least, focusing on picture books. Students themselves are also asked this question and they agreed that they are not reading in libraries. The last item which is about students borrowing habit has already got its answer on item 7 and therefore no need of repeating here. The above four discussed schools are those who have at least the name 'library', to introduce students about library. Generally, since all libraries were opened recently they do not give adequate services in every aspect. The condition in the rest three schools is some what different. For instance, in Gebjiro Primary School, there is no library at all. The principal said that formerly there was library which was established in 1996 EC that gave services up to 1999EC. When the then principal was transferred to another school he took the books for his personal advantage, which led the library to be closed in 1999 EC. Now the remaining books are kept in a room which is not library and the room which was formerly serving as library is serving now for another purpose.

In Cheka they are on the way to open library. The room is ready but no books. In Dobi School the principal told to the researcher as there is a library which is opened this year (2002 EC) in first semester but the researcher is not lucky to see the library because of the absence of the person assigned as librarian.

Table 14 the extents to which teachers help students in utilizing children’s literature

Item no	Item	Alternatives of responses					
		No		Some times		Always	
12	Have you ever helped your students by giving guidance or advice in relation to using or reading children’s literature from your library or in their home?	No	%	No	%	No	%
		10	27	14	37.8	12	32.5

As one can see from table 14 except one respondent that was missed to mark any one of the options, the rest for instance, 12 (32.5) believed as they always give guidance and advice to students. The other 14 (37.8%) claimed as they do it for only sometimes and 10 (27%) were admitted that they did nothing in advising students for further reading. However students discussion prove that they were not in favor of teachers who said that they advice students sometimes and always, which when added accounts 26 (70.3%). As to the students they asserted that no teacher gave them advice or guidance in relation to utilizing children’s books. This discrepancy of response perhaps is resulted from teachers miss understanding about the study. They might suspect it as it is some thing in which they are going to be evaluated and there by graded as low achievers. Any how the researcher is interested to accept student’s responses and conclude as teachers are not advising and encouraging students by emphasizing on utilizing of children’s literature. However, according to students’ agreement this does not mean that teachers are not advising students to read any supplementary reading materials. Teachers’ not advising students is the practice appeared against the idea recommended by scholars. Buzzing (1972) for instance after he listed the internal motives that initiate children to read, he mentioned teachers as the important external factors that encourages children to read.

Table 15 Library service.

Item no	Item	Alternatives of responses							
		do not help students		Unsatisfactory service		They help effectively		No library in our school	
		No	%	No	%	No	%	No	%
13	How do you evaluate your school librarian performance in giving the service expected of them?	2	5.4	19	51.4	9	24.3	7	18.9

As it is demonstrated in table 15, 7 (18.9%) teachers indicated the non existence of librarian due to the absence of libraries in their schools. This has nothing to do in the interpretation of this item (13) because we do not talk about librarians' performance where libraries do not exist. The rest, that is, 9 (24.3%) teachers are interested to say librarians are serving effectively, but 19 (51.4%) said as their service is unsatisfactory and the other 2 (5.4%) prefer to decide as the librarians do not help students. The data collected under these item (13) manifests that the librarians are giving services but it is not satisfactory. The truthfulness of this fact has been confirmed by the researcher's observation as follows.

Even though from the four librarians, three (75%) of them are elders, they are ready to give services. The problem is not only from the quality of librarians, it is rather from the fact that the libraries are recently opened, no books, their sizes are small, non reading habits of students and etc. One librarian (from Qumbi) is different from the above three librarians. He is a full time teacher with more than 20 periods per week and he is as the same time assigned as a librarian where he cannot able to serve the library as much as required. The principal told to the researcher that this happens due to the fact that there is lack of teachers and absence of qualified librarians.

To evaluate the status of the subject librarians as compared to the other countries here it will be appropriate to see views of scholars. For instance, Wehmeyer (1976) expresses the responsibilities of librarians as follows. The school librarian as educator guides and counsels youngsters in independent study projects, reading selection, personal problems and library procedures. Thus, he must know basic principles of educational psychology, including cognitive and affective development. This is to show that how the subject librarians are far from what is expected of them as librarians.

Table 16 Efforts of the schools in buying or getting children’s book.

Item no	Item	Alternatives of responses					
		There is no effort		There is but no successful to get books		There is and it is successful	
14	Is there any effort made by the school to buy or get children’s book in any means?	No	%	No	%	No	%
		8	21.6	14	37.9	13	35.1

As per the teachers responses, 8 (21.6%) and 14 (37.9%) of the teachers responded discouragingly saying that no effort and unsuccessful effort respectively. The other 13 (35.1%) teachers refused this and expressed as they know that schools have successful efforts in getting children’s books. As to the teachers responses, we can generalize as there is no successful effort because it is supported by greater than half (59.5%) of the teachers. Moreover, surprisingly all librarians and principals, except one, reassured that there was no effort made which is successful to get children’s book separately. However, this does not mean that there is no successful effort to get books other than children’s book. The exception here is that the principal in Sokoru Primary School told to the researcher that they have got most of the children’s books written in English language now found in their library from the near by secondary school in the same town**4.4.**

4.4 Factors that affect the practice of children's literature

Table 17 Factors that affect the practice /utilization/ of children's literature

No	Factors	Level of seriousness						Grand mean
		It is not a problem (0)		It exists but not serious (1)		It is serious problem (2)		
		No	%	No	%	No	%	
1	Lack of awareness of all concerned bodies such as teachers, writers, curriculum, experts, students, parents, librarian etc about children's literature	1	2.7	17	46	19	51.3	1.48
2	The less attention given to children's literature by the education bureau and curriculum experts, such as in allocating adequate budget to prepare children's books	3	8.1	9	24.3	25	67.6	1.59
3	The absence of training or courses related to children's literature in teachers training institutes.	2	5.4	11	29.7	24	64.9	1.59
4	Teachers not using children's literature in the classroom lesson.	1	2.7	15	40.5	21	56.8	1.54
5	Teachers not advising or guiding students to use children's literature in library and their home.	6	16.2	16	43.2	15	40.6	1.24
6	Lack of children's books in the market	12	32.4	10	27.0	15	40.6	1.08
7	Lack of children's books in the school library	3	8.1	10	27	24	64.9	1.56
8	The absence of children's literature in the text books	1	2.7	17	46	19	51.3	1.48
9	Parents lack of awareness and financial power to buy children's books	1	2.7	8	21.6	28	75.7	1.72
10	The inadequacy of libraries in all aspect	3	8.1	13	35.1	21	56.8	1.48
11	Student's poor ability and interest to read children's literature.	2	5.4	14	37.8	21	56.8	1.51
12	Lack of time and opportunity to read children's literature.	5	13.3	19	51.4	13	35.1	1.21

Table 17 Factors that affect the practice/utilization/ of children's literature

As it has been stated earlier, the third section of the analysis deals with the factors that affect the utilization of children's literature and the possible solutions suggested by the subjects of the study. Accordingly, twelve factors were pointed out by the researcher and presented to teachers in order to rate their level of seriousness as shown in table 17.

The responses will be treated below according to their seriousness level in descending order from the one which is viewed by respondents as the most serious problem to the least one. Accordingly, the data presented (item 9) reveals that parents lack of awareness and financial power to buy children's books is rated by 28 (75.7%) of the teachers as the most serious problem with 1.72 grand mean.

Parents' awareness and lack of financial power particularly in rural areas is one of the major problems in utilizing children's literature. Watson (1996) for instance, states that lack of awareness of the wider community including parents in developed countries such as Great Britain as thirty years ago children's literature was remained concern of only teachers librarians and a few book collectors, which is to mean parents were not aware of the issue.

The other two factors on item two and three have got the same value which is 1.59 grand mean that make them as the second serious problems. One, out of the two is the absence of training or courses related to children's literature in teachers training institutions. Regarding this factor, for instance, Watkins (1996) reported that children's literature as a subject for teaching in higher education in the USA developed considerably after 1969 when the first modern language association seminar on children's literature was held. However, as it was stated on the analysis of item 3 children's literature is not given as a

separate field of study or incorporated in language studies properly in the higher educations where the subject teachers were trained. Thus, it is still one of the factors for the weakness of the practice of children's literature in primary schools of Sokoru Wereda

The other factor which has similar value that is 1.59 grand mean and seen as the second serious problem is item two (the less attention given to children's literature by the educational bureau and curriculum experts such as in allocating adequate budget to prepare children's books.) To support this with some evidences the researcher forwarded questions to curriculum experts in the interview conducted. The question says "Have Regional Educational Bureau prepared or will have the plan of preparing children's books independently as supplementary material for primary schools?" One of the experts replied that they did not prepare yet and even difficult to prepare it in the future. To state the reason, for this, he said:

Let alone supplementary children's book preparation, the preparation of textbooks itself needs highest financial power. For instance in order to change textbooks at a country level for a single year needs huge amount of birr which might we get only from World Bank. In addition if you take at regional level Oromia alone only to fill the gap or to prepare textbooks that are scare or missed needs up to 100 million birr. There fore, it is unthinkable to prepare supplementary materials by educational bureau. 13/08/2002,Gadisa.

However, the researcher while searching for children's books in the studied schools' libraries, come across with children's books written in Afan Oromo in 1996. It was published in collaboration with CODE-Ethiopia and Oromia Education Bureau and it is entitled as

“HOGBARRUU DAA’IMMANII” meaning “children’s literature”. The following is cited on the preface of the booklets.

The stories, tales, and poems in these booklets were collected through the children’s literary contest held in Oromiya. The contest was organized by CODE –Ethiopia in collaboration with Oromia Education Bureau. Over 2500 schools participated in the contest at different levels-classroom, school, wereda, zonal and regional. The contest was the first of its kind in Ethiopia. A large number of stories were collected but only the best 138 stories were selected and compiled in to six booklets.

Some of these children’s books are found in libraries where this study was conducted. It seems Oromia Educational Bureau failed to continue such efforts. If shortage of finance is the major problem to prepare children’s books, the Bureau should find solutions through contacting such NGOs and the like. The implication of this, therefore, is lack of effort to search for the source/s of the required fund.

According to table 17 the third serious problem is lack of children’s book in the school libraries, with grand mean of 1.56. The researcher himself proved this fact; that means, there are only limited number of children’s books particularly written in Afan Oromo, which is the mother tongue of the students in the region.

Following that, teachers’ not using children’s literature in the classroom lesson (1.54) grand mean and students’ poor ability and interest to read children’s literature (1.51) grand mean are rated as the fourth and fifth serious problems respectively.

On the other hand, there are three factors that have got similar grand mean value that is (1.48) and they are ranked as the sixth serious obstacles. They are:

- Lack of awareness of all concerned bodies such as teachers, writers, and curriculum exerts, parents, librarian etc about children's literature;
- The inadequacy of libraries in all aspects; and
- The absence of children's literature in the textbooks.

As far as the absence of children's literature in the textbooks is concerned, the experts were asked whether or not there is an effort to maximize the existing number of children's literature in the textbooks. They reported that they have added the number of children's literature on the textbooks which are going to be published and supplied in the coming few years. Moreover, one expert was asked about the percent of children's literature coverage in the future textbooks. He expressed his ambition that the textbooks should contain at least 70% of children's literature as passages.

The seventh serious problem as it can be seen from table 17 is teachers' not advising or guiding students to use children's literature in library and their home. Lack of time and opportunity to read children's literature is also rated as one of the eight hampering factors of the implementation of children's literature. To support this idea, during the FGD students were asked how they spend more of their time after school. All agreed that they spend more of their time in supporting their parents, but rural students relatively agreed that they secondly spend their time by working home works and studying. However, students from town replied that they secondly spend their time by playing with their friends.

In fact, all agreed that lack of time is not considered as a serious problem. Finally, lack of children's book in the market is viewed by teacher respondents as the least factor (from the listed factors) in influencing the practice of children's literature. But, this does not mean that it has no influence. It is rated as the least, simply when it is

compared with the others listed in the questionnaire otherwise, 15 respondents categorize it as a serious problem.

Generally speaking, even though they are sequenced as the most serious and the least, all have considerable discouraging impact on the practice of children's literature. This is said from the fact that all factors have the grand mean above one, which is to mean all are at least above the moderately affecting level that is labeled as one.

Teachers are requested also to give factors other than those listed in the questionnaire. They added factors such as: schools' lack of finance to buy children's books, the absence of K.G that might help students as a base to have interest of reading, and awareness on children's literature, and attitude problem towards children's literature. That means, students assuming that children's literature are written only for KG students and for students below grade five. This is not only the view of students. As to the finding of this research this was the view of most of the subjects of this study, like teachers, parents and principals, and etc.

However, this is not true if cross checked against scholars' views. For instance, Hendrickson (1987) while defining the term children's literature, he explains that it is written for, or largely read by children between the ages of one and sixteen. In the Ethiopian context, the age sixteen is the age of students even above grade eight. Bauer (1977) also noted that children who are in grades four through seven also enjoy book and story oriented programs and are old enough to appreciate longer folktales and myths. Further he added that as they are ready not only to listen to longer and more mature selections from folklore and literature but they are fascinated by multimedia presentations as well.

Summing up, the view of teachers and the way they rated the factors as the first serious problem and the last, can lead to different concluding

remarks. For instance, the researcher is convinced by the result (the seriousness level of factors ranked by teachers) except that of the problem ranked as the “first serious problem.” It is to mean that according to the researcher, the factor stated as “parents lack of awareness and financial power to buy children’s books” should be rated as the sixth serious problem and what is ranked sixth problem by teachers that is, “Lack of awareness of all concerned bodies should be ranked as the first serious problem. The researcher reached to this judgment after only he run through the responses of subjects other than teachers.

All these respondents during interview and FGD pointed out the awareness problem as the first and most serious problem. Thus, the factors stated by the experts, principals, librarians and students have been shown below, presenting only few examples.

Experts reported that lack of awareness of concerned bodies as the first major factor, shortage of finance to publish supplementary children’s books as the second serious problem. Lack of attention and shortage of time to deal with the issues of children’s literature are stated as the minor factors.

Principals also listed the factors according to their level of seriousness from the most serious to the least serious problems in descending order. Lack of awareness of concerned bodies, absence of books, inadequacy of libraries in all aspects, financial problem to buy the books, teachers not paying attention to practice children’s literature in the classroom, the absence of books in the market, the absence of experience sharing among teachers, the absence of follow up of educational bureau, the students poor habit of reading and financial problem to build and organize libraries are some of the factors expressed by teachers. Librarians also indicated lack of awareness of concerned bodies as the

first serious, then, absence of books, lack of finance to buy books, and the inadequacy of libraries in all aspects.

Students in all the seven schools also agreed that the first serious problem is that of lack of awareness of concerned bodies, then the absence of children books, assuming children's literatures as it is written for only children's below grade five, the inadequacy of libraries, shortage of time and lack of interest to read, teachers not advising and not practicing of children's literature in the classroom are also the other factors affecting practice of children's literature.

As has been said earlier, and can be seen from the respondents' answers awareness problem is receiving the first position by being viewed as a serious problem.

In regard to the possible solutions the respondents suggested the following. From teachers' perspectives, the possible solutions include:

- Education Bureau should prepare children's books and distribute for schools and create awareness among the concerned bodies particularly that of students and teachers;
- There should be separate department or club who's main concern is awareness creation and practicing children's literature in the school or strengthening the already existing clubs;
- Facilitating short in-service trainings to teachers on children's literature;
- Facilitating sharing of experiences among teachers or schools on utilization of children's literature;
- Finding means to get finance and buying books;
- Allotting time to students in order to practice reading. Children's literature related training or courses should be incorporated in teachers training colleges;

- Students should be encouraged to write and retell stories in the class and school, stories that they heard from their parents or any source and then compiled in to book;
- Expanding libraries at a school level;
- Encouraging writers of children's books;
- Making literature competition in the school among students;
- Creating responsible body at Wereda Educational Bureau level that follows the practical activities related to children's literature in primary schools;
- Curriculum experts should increase the coverage of children's literature in the textbooks;
- Expanding K.G.s and strengthening the concept of children's literature in the K.G.s; and
- Introducing the concept of mobile library and make it practical to increase students reading habit.

The above solutions forwarded by teachers are also shared by the other respondents. Therefore, no need of repeating them here again. However, some suggestions that are different from the teachers will be included below.

For instance, experts added that making efforts to get the support of NGOs and governmental organization that works on literary, language culture and social affairs as one solution to overcome financial problem in preparation of children's books. The other, what the experts recommended is that results of this research and similar studies should be presented to the Educational Bureau, so that, persons engaged in the field take the advantage of it.

The remedies suggested by principals are also similar with remedies proposed so far by others. However, what is different here is that they pointed out that assigning qualified librarians in the libraries and borrowing children's books from where they are found excessively.

CHAPTER FIVE

Summary of the Findings, Conclusions and Recommendations

This chapter deals with summary of the major findings of the study, conclusion drawn on the basis of the findings and recommendations that are assumed to be useful to alleviate the problems related to the practice of children's literature.

5.1. Summary of the Major Findings

The main objective of this study was to examine to what extent children's literature is practiced in second cycle primary schools of Sokoru Wereda. To this effect, data collected from subjects were presented, analyzed and interpreted in chapter four. The followings are the summary of major finding identified in chapter four:

- ❖ Majority of teachers (75.7%) had no the awareness about children's literature or the awareness they had is unsatisfactory.
- ❖ Most students are in lack of awareness
- ❖ Most of the other concerned bodies such as curriculum experts, and principals had the awareness which is not as strong as it made them bring better practical application or implementation.
- ❖ Majority of the teachers have not taken children's literature properly as a course while they were in training institutions;
- ❖ Most teachers do not know the attention given to the practice and implementation of children's literature in different countries of the world;
- ❖ Almost all the teachers, curriculum experts, students and principals agreed that children's literature is important to students;

- ❖ Most of teachers in general and principals in particular verify that there is no any effort by the schools, to familiarize teachers and students with children literature in the schools;
- ❖ In terms of the existence of children's literature in the textbooks, the finding varies among respondents and the researcher's evaluation. However, the researcher from own observation (textbooks) believes that only 28.87% of the passages are covered by children's literature.
- ❖ Most teachers in the classroom are not utilizing children's literature that already incorporated in the textbooks, by giving emphasis in the way that students benefit from it;
- ❖ Almost most of the respondents agreed that students are highly interested to learn with topics related to children's literature;
- ❖ There are only limited numbers of children's book in the observed four libraries and the libraries are inadequate in all aspects. Except in one library in the other the available children's books are not exceeding five types;
- ❖ Majority of teachers are not advising and encouraging students by emphasizing on utilizing children's literature;
- ❖ Librarians were not qualified in library science, rather they are teachers of certificate graduates, aged above 40 and they do not have experience above three years as librarian;
- ❖ Most of teachers all librarians and majority of the principals reassured that there was no successful effort to get children's books in any means;
- ❖ Lack of awareness of the concerned bodies, the less attention given to children's literature by the concerned bodies, the absence of training, of teachers, teachers not advising and using children's literature in the classroom lesson, lack of children's books in the market and library, the absence of children's literature in the textbooks, the inadequacy of libraries, and students poor ability

and interest and lack of time to read children's literature were found to be the major factors affecting the practice of children's literature;

In addition, shortage of finance to publish supplementary children's books, schools financial problems to buy children's books and build libraries, the absence of experience sharing among teachers or schools, the absence of follow up of education bureau and students poor habit of reading were also identified as factors hampering the practice of children's literature.

5.2. Conclusion

From the data gathered, analyzed interpreted and the summaries given, the following conclusions have been drawn.

- Children's literature is not practiced in second cycle primary schools because of the lack of awareness particularly that of students, and teachers;
- Most of teachers have a problem of practicing children's literature in schools because they have not taken related courses while they were in the training institutions. This shows that children's literature is not given separately as a course in training institutions where teachers of the studied area trained;
- Teachers are unable to pay attention to the values of children's literature in language teaching because they are not aware that it is implemented in the other world school systems;
- Teachers and principals affirmed the absence of familiarizing efforts by the school to the school community on the values of children's literature. The finding showed that principals do not pay attention to familiarize teachers and students with values of children's literature and this in turn implies students are not beneficiary from children's literature;

- There is disparity among respondents regarding the view they hold towards what is children's literature and what is not. There is a gap of understanding among them. This shows that there is no institute responsible to create a common understanding among the concerned bodies. This would have not happen, if children's literature courses had been given in the teachers training colleges where teachers of the studied area trained;
- Most teachers are not using children's literature in the textbooks by giving exceptional emphasis. In this case students are not beneficiary in getting the values of children's literature that are helpful in language learning;
- Students are highly interested to learn with topics related to children's literature. This implies that if emphasis is given and children's literatures are practiced properly in the libraries and classrooms, we can say the language teaching process would be successful. Since students' interest is a base for any effective learning;
- The absence of children's books in the libraries and the inadequacy of libraries in all aspects show that the students have no opportunity to read, and be familiar with children's books that are appropriate and adequate in terms of amount, quality, interest and age level of students. These shows the students are deprived of the benefits of reading;
- Teachers are not advising and encouraging students to read and use children's books. This shows that the practice of children's literature in the studied schools is in its poorest status;
- Librarians are not qualified as librarians, they are aged above 40 and do not have experience above three years, which leads to conclude that librarians are not giving satisfactory service expected of them, as it is supported by most of teacher respondents;

- There was no successful effort made by the school to get children's books in any means. The schools' activities in terms of expanding and fulfilling libraries are very weak. This indicates the absence of adequate and appropriate children's books in the libraries that are important for the development of students reading habit.
- According to the finding of the study, factors that are found to be influencing the practice of children's literature were pointed out in the summary of this chapter. To conclude about the factors the following are squeezed and listed according to their seriousness order, from the most serious to the minor problems. Lack of awareness of students and to some extent teachers about children's literature is the key problem which perhaps is the cause for most of the other problems stated in the study. The absence of training, the less attention given to children's literature and shortage of finance to provide books and build libraries are the next serious problems that are focused by respondents. Ineffectiveness of teachers in terms of use of children's literature in the classroom and encouraging students to read widely are some of the other problems identified in the study. Students' poor habit, ability, interest, lack of time and opportunity to read children's books have considerable effects in the implementation of children's literature. The absence of children's literature in the textbooks is the other factor attached to curriculum experts. The other factor considered as the least is lack of children's books in the market.

5.3. Recommendations

Based on the major findings and the conclusions, the following suggestions have been recommended by the researcher.

1. The awareness of all concerned bodies about children's literature such as training institutions, teachers, parents, students, librarians, and writers of children's books should be raised by the responsible bodies. In this regard, universities, colleges and any training institutions are expected to play the leading and starting role, followed by curriculum experts and teachers. Local writers of children's books should be encouraged by the concerned bodies;
2. Courses and trainings should be provided by teacher training institutions, colleges and universities for the respective teachers and librarians in order to make them competent in the implementation of children's literature at school level;
3. Curriculum experts should give a significant place for children's literature in the preparation of language textbooks. As it is suggested by one of the expert interviewed in this study the coverage of children's literature in the language textbooks should reach above 70%;
 - Curriculum experts and the Regional Education Bureau should be able to cooperate with different governmental organizations and NGOs to prepare relevant supplementary children's books and distribute it to schools;
 - Further, curriculum experts and Regional Education Bureau must utilize results of such researches and similar studies conducted on children's literature to enable them take remedial actions on the problems stated in this study;
4. Teachers should play their significant role in increasing students reading habit and interest through regular planning, advising and applying variety of literature related activities. This is possible

- through integrating and practicing children's literature in the day to day instructions;
5. Schools should take the following in to consideration to improve the practice of children's literature in schools.
 - Establishing separate department or club whose main concern is practicing children's literature in schools like literature competition among students;
 - Solve financial problems by contacting different organizations to buy children's books and improve the quality of libraries;
 - Facilitating short in-service trainings to update teachers' competency in utilizing children's literature;
 - Allotting time to students in order to practice reading.
 6. Wereda Educational Bureau should
 - Create responsible body that follows activities related to children's literature in primary schools;
 - Facilitate the expansion of KGs;
 - Facilitating the establishment of associations whose main objectives is to promote reading, expanding libraries including mobile libraries and promote the publishing of children's books.

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Appendix I

**Addis Ababa University
School of Graduate Studies
College of Education
Department of Curriculum and Teacher Professional
Development Studies**

(post- graduate program)

Questionnaire to be filled by teachers

Dear teacher, the purpose of this questionnaire is to collect relevant information for the study that investigates the practice of children literature in second cycle primary school of Sokoru Wereda. The success of the study depends up on your genuine information. Hence, you are kindly requested to provide the necessary information. Be confident that the information gathered will be used only for the research purpose. You are not required to write your name.

- Your co-operation is greatly appreciated
- I would like to thank you in advance.

The researcher

Part I: Background information

Direction I: Please forward your personal data

1. Name of the school _____
2. Sex Male Female
3. Age _____
4. Qualification _____
5. Field of study _____
6. Experience (service year) in current job _____
7. Grade and subject you teach now _____

Direction II: Under line or circle the letter that best fits to your response.

1. Do you have any idea about the concept of children's literature or children's books?

- A. I don't have B. I have, but it is not satisfactory
C. Yes, I have

2. If your response is 'yes I have' for question number 1, in what way or from which source you have got the knowledge about the concept of children's literature?

Specify _____

3. Have you taken any course or training that helps you to know about children's literature , while you were in training institutions? (college or university)

- A. No I haven't taken
B. I have taken but not satisfactory
C. I have taken in a proper way.

4. Do you know that children's literature is given attention in different countries of the world to practice it in their education system of schools? A. Yes B. No

5. Do you agree that children's literature is important to teach students language lessons?

- A. I don't know B. No, I don't agree C. Yes, I strongly agree

6. If your response is (yes) for question number 5, in what way does it help students?

- A. To know more words- (vocabulary) C. To improve listening skills
B. To improve reading skills D. To improve speaking skills
E. To improve writing skills
F. To improve all the above

If there are others, specify _____

7. Is there an effort in your school in familiarizing language teachers with children's literature and its benefits in language teaching?
- A. There is no
 - B. There is but it is not satisfactory
 - C. There is and it is satisfactory
8. Are there children literatures in the language textbook of the grades you are teaching?
- A. There are no children literatures in the textbooks
 - B. Only 1-5% of the textbook is covered by children's literature
 - C. 6-15% of the textbook is covered by children's literature
 - D. More than 15 % of the textbook is covered by children's literature.
9. How do you use the children's literature that are already incorporated in the textbooks
- A. I do not use, because they do not exist
 - B. I do not give exceptional emphasis to children's literature. I treat them in a similar way to the other reading passages.
 - C. I utilize them by giving more emphasis in the way students will get benefit out of them.
10. How do you see students interest, when the topic is about any kind of children's literature in the class lesson?
- A. I did not identify students feeling, because, I do not have the awareness about children's literate.
 - B. They do not show any different interest than they show for other passages.
 - C. They are more interested to learn with topics related to children's literature
11. Are there children's books in your school library that are appropriate and adequate (in terms of amount, quality, interest and age level) to support the teaching and learning process?
- A. There are no
 - B. There are, but, they are not adequate in all aspects
 - C. There are adequate and appropriate books in all aspects

12. Have you ever helped your students by giving guidance or advice in relation to using or reading children's literature from your library or in their home?
- A. No B. Some times C. Always
13. How do you evaluate your school librarian performance in giving the service expected of them?
- A. They do not help students
B. Their service is unsatisfactory
C. They help students effectively
D. There is no library in our school
14. Is there any effort made by the school to buy or get children's book in any means?
- A. There is no effort
B. There is, but not successful to get
C. There is, and it is successful
15. Below are some of the factors that affect the practice /utilization/ of children literature in schools. Read and mark "✓" on one of your choice from the level of seriousness sequenced in front of the problems.

❖ If there are other factors out of the listed below please specify on the space provided and indicate also their level of seriousness.

No	Factors	Level of seriousness		
		It is not a problem	It exists but not serious	It is serious problem
	I, Teachers and other related factors.			
1	Lack of awareness of all concerned bodies such as teachers, writers, curriculum experts, students, parents, librarian etc. about children's literature			
2	The less attention given to children's literature by the educational bureau and curriculum experts, such as in allocating adequate budget to prepare children's books.			
3	The absence of training or courses related to children's literature in teachers training institutes.			
4	Teachers not using children's literature in the classroom lesson.			
5	Teachers not advising or guiding students to use children's literature in library and their home.			
	II. Materials related factors			
6	Lack of children's book in the market			
7	Lack of children's books in the school library			
8	The absence of children's literature in the textbooks			
9	Parents lack of awareness and financial power to buy children's books			
10	The inadequacy of libraries in all aspects			
	III. students related factors			
11	Students poor ability and interest to read children's literature			
12	Lack of time and opportunity to read children's literature			
13				
14				
15				
16				
17				

16. What possible solutions you would suggest for the above listed problems and the problems you may indicate?

1. _____
2. _____
3. _____
4. _____
5. _____

Appendix II

YUNIVARSITII FINFINNEE KOLLEGII BARNOOTAATTI MUMMEE SIRNA BARNOOTAA FI GUDDINA OGUMMAA BARSISOTAA

(Sagantaa Barnoota Digrii Lammaffaa)

Gaafannoo (Questionnaire) Barsiisotaan kan guutamu.

Jaallamtoota deebistoota: Kaayyon gaaffii kanaa akkata itti fayyadama og-barruu ijoollee mana barnoota sad. 1^{ffaa} Aanaa sokkoru keessa jiran qo'achuuf oddeeffannoo funaannudhaaf. Milka'aina qornoo kanaatiif haqummaafi dhugumman oddeeffannoo isiin keenitan gahe gudda qaba. Kanaafuu gaffillee gaafatamtaniif deebi sirrii fi haqaa ta'ee akka keenitan kabajan isni gaafadha. Oddeeffannoon isiin keenitan kaayyoo qo'annoo kanaaf qofa olluu issaa isiin hubachifna. Maqaa keessan bareessuun isiin hin barbaachiisu.

Gargarsa Keessaniif baay'ee galatooma!

Kutaa I. Ragaa dhuunfaa

Qajeelfama I. Ragaa dhuunfaa keessan armaan gadiit guttaa

1. Maqaan mana barumsaa _____
2. Sala Dhira Dubarti
3. Umri _____
4. Sadarkaa barnoota _____
5. Barumsii ittiin ebifamtan _____
6. Waggaa tajaajila _____
7. Golafi Gosa barnoota amma barsiisaa jirtu _____

Qajeelfama II. Gaaffillee armaan gadiitti dhiyaatan dubbisuudhaan deebi gaaffidhaaf hinta'a jettan filannoo keenname keessaa filachuudhaan jala sararuun yokiin immo qubee irratti Marssuudhaan (cirele) deebii keessan keenna. Akkasumas bakka duwwa isniif kenname irratt oddeffannoo barbaachiisa kenna.

1. Waa'ee og-barruu Ijoollee ilalchiise hubannoo qabada?
 - A. Hubannoo hinqabu
 - B. Hubannoo nanqaba, garuu gahaa miti
 - C. Eeyyee nanqaba
2. Gaaffii 1^{ffaa} f deebiin kee 'eeyyee nanqaba' taanaan hubannoo kana maaliira yokiin haala kamin akka argate ibsi _____

3. Kanan duraa yeroo dhabata leenjii turtee (kollejjii yokiin Yuniversitti) leenjii yokiin korsii waa'ee og-barruu ijoollee hubannoo dhaaf siigaraara fudhateertaa?
 - A. Lakkii hin fudhanne
 - B. Fudhadheera garuu, qubsaa miti
 - C. Eeyyee haala qubsaadhan fudhadheera?
4. Og-barruun ijoollee yeroo amma biyyoota garaagara aduunya keessatti xiyyeffannoon itti kenname sirna barnoota keessattiis gale hojii irra akka olaa jiru beektaa?
 - A. Eeyyee nan beeka
 - B. Lakki hin beekuu
5. Og-barruu ijoollee barnoota afaaniitiif faayyidaa guddaa akka qabu itti ammantaa (waligaltaa)?
 - A. Itti hin ammanu (wali hin galu)
 - B. Eeyyee ittiin ammana
 - C. Waa'ee og-barruu ijoollee illaalchiise hubannoo waan hin qabneef kana jechudhaaf hindanda'u

6. Gaaffii 5^{ffaaf} deebiin kee “eeyyee ittiin ammana” kan ta’u taanaan, akkataa kamiin barattoota gargaaru danda’a?
- A. Akka Jechoota heddu beekan
 B. Dandeetti dubisuu foyyeessuuf
 C. Dandeetti dhaggeeffachuu foyyeessuuf
 D. Dandeetti dubachuu foyyeessuuf
 E. Dandeetti Barreessuu Foyyeessuuf
 F. Dandeetti armaan oli hunda foyyeessuuf
 G. Kan bira Yoojiraate ibsi _____
7. Waa’ee og-barruu ijoollee fi faayida inni barumsa affanitiif qabu ilaalchiise mana barumsa keessan keessat barsiistooni akka hubannoo argatan tattafiin godhame jira?
- A. Lakkii hin jiru B. Jira, garu qubsa miti C. Eeyyee jira
8. Kitaabni barnoota afaani ati barsiistu keessatti og-barruun ijoollee jira?
- A. Lakki hin jiru B. Dhibbenta 1-5 qofatu jira
 C. Dhibbenta 6-15 oltu jira D. Dhibbenta 15 oltu jira
9. og-barruu ijoollee kan kitaboollee barnoota keessatti hamataman haala yokiin akkata kamin itti fayyadamta?
- A. Itti hin fayyadamu waan hin jireef
 B. Xiyyeeffannoo adda ta’ee osoo itti hin keennin akkuma barnoota kaan barsiisuttin barsiisa
 C. Xiyyeeffannoo itti laachuu dhaan akka barattooni irra fayyida argataniifin barsiisaa.
10. Yeroo qabiyyeen barnoota waa’ee og-barruu ijoollee ta’u feedhin ijoollee maal fakkata?
- A. Fedhi barattoota adda baasee hin beeku, waan hubannoo hinqabneef
 B. fedhin barattoota yeroo kaan irra adda ta’ee hinmuldhatu.
 C. Yeroo qabiyyeen barnoota waa’ee og-barruu ijoollee ta’u feedhii guddaa agarsiisuu yokiin qabu.

11. Kitaaboolleen baruu barsiisuuf gargaaran kan ijoolleef barreeffaman mana kitaaba keessaan keessaa, gahan jira yokiin argamaa?
- A. Lakki hin jiru B. Eyyee jira, garuu, gahaa miti
C. eeyyee haala gahaadhaan jira.
12. Kanaan dura, baratoonni kitaab ijoollee, manakitaab yokiin mana issaani'irraa akka dubisani fi akka ittin fayadaman gorsa yokiin gargarsa aatti gooteef jira?
- A. Lakki hin jiru B. Yerrootokk tokk tokk qofa
C. Yerrootokk hunda
13. Tajaajili hojataan mana kitaba keessan barattootaaf kenu akkamiit madaalta yokiin illaalta?
- A. Tajaajili issaan barattootaaf keenan hinjiru
B. Tajaajili issan barattootaaf keenan qubsa miti
C. Hala gaaritiin tajaajila keenaa jiru
D. Manikitabaa. Mana barumsaa keenya keesat hinjiru
14. Kitaaboolleen ijoolleef barreeffaman mana barumsa keesaniif biitudhaaf yokiin argachuudhaaf yaalin goadhame jira?
- A. Lakki hinjiru
B. Yaalin jira, garu kitaabni hin argamnee
C. Yaalin milkaaina qabu taasifamee jira
15. Mana barumsa keesati rakoolleen akkataa fayadama og-barruu ijoollee irratt muldhatan armaan gadi ibsamani jiran. Rakoollee funduree irratt rakiinichi sadarka sadiifin ibsamee jira. Dubisiti sadarkaa saddan keesaa tokk filadhuti mallatto “✓” kana iratt kaa'ii

❖ Rakooleen kan birra yoo jiraatan baka qophaa’e irrat ibsuudhan
sadarkaa isaniis ibsi

Lkk	Rakoolee	Sadarkaan Rakiinicha		
		Kuuni rakko miti	Rakiinichi jira garu ciimaa miti	Rakkon ciimaa dhaa
1	I Rakoolee barsiisota waliin qunamti gaban Haanqiina hubano qaama illaalu hundi og-barruu ijoolleeirrat qaban (kan akka barsisota, baratoota, bareesitoota kitaab ijoollee, ekspertoota sirna barnota, maati, hojatoota mana kitaaba fi kkf.			
2	Haanqiina xiyyeeffannoo Birron Barnootaafi ekspertoota sirna barnotaatin, og-barruu ijoolletiiif keename. Fakeenyaaf kitaab ijoollee qoapheesuu dhaaf maalqa ramadu dhisu fi kkf.			
3	Dhaabata leenjii keesati barrumsi og-barruu ijoollee waliin qunamtii qabu barsisotaaf keenamu dhissuissa			
4	Barsisoni yerro afaan barsiisan barumsa issani og-barruu ijoolleetiin degeru dhisu			
5	Barsisani baratooni akka og-barruu ijoolleedhaan fayadaman gorsu dhisu			
6	II. Rakoolee Meshalee waliin qunamti qaban Kittabollen ijoollee magalaa (market) irra hanqiina qabuun issaani			
7	Kitabollen ijoollee manakitaab manabarmsa keesaa hanqun issaani			
8	Og-barruun ijoollee kitaab baratoota afani keesaa dhabamun issani			
9	Maatiin baratoota maalaqaafii hubano dhabu irran kanka’e kitaab ijoollee bitu dadhabu isaani			
10	Maneen kitaabota mana barnota tajaajila qubsa ta’ee keenu dhisu issani			
11	III. Rakoolee baratoota waliin qunamti qaban Dandetifi feedni kitaaba dubiisu dhabu baratoota			
12	Baratooni kitaab dubbisuudhaaf carra fi yerro dhabu issani			
13				
14				
15				
16				
17				

16. Rakollee armaan olit ibsamaniifi ‘kan ati irrat dabaltuf yaad furmaat
ati keenitu mali?

- Ibsi 1. _____
2. _____
3. _____
4. _____
5. _____

Appendix III

አዲስ አበባ ዩኒቨርሲቲ የስነ-ትምህርት ኮሌጅ

ስርዓተ ትምህርት እና የመምህራን ሙያዊ ልማት ጥናት ትምህርት ክፍል የድህረ ምረቃ ትምህርት ፕሮግራም

በመምህራን የሚሞላ መጠይቅ

የዚህ መጠይቅ ዓላማ በሰከሩ ወረዳ በሚገኙ የሁለተኛ ሳይክል አንደኛ ደረጃ ት/ቤቶች ውስጥ ያለውን የህፃናት (የልጆች) ሥነ-ፅሁፍ አጠቃቀምን ሁኔታ ለማጥናት የሚረዳ መረጃ ለመሰብሰብ ነው። ለዚህ ጥናት መሳካት እርሶ የሚሰጡት እውነተኛና ተገቢ መረጃ ወሳኝነት ያለው በመሆኑ ተገቢና እውነተኛ መረጃ እንዲሰጡ በአክብሮት ተጠይቀዋል። የሚሰበሰበው መረጃ ለጥናቱ ብቻ የሚውል መሆኑን እርግጠኛ ይሁኑ። ስምዎትን እንዲፅፉ አይገደዱም።

ለሚደረግልኝ እገዛ በቅድሚያ ምስጋናዬን አቀርባለሁ።

ክፍል አንድ፡ አጠቃላይ የግል መረጃ

መመሪያ አንድ፡ ከዚህ በታች ለቀረቡት መጠይቆች የግል መረጃዎችን ይስጡ

1. የትምህርት ቤቱ ስም _____
2. ፆታ ወንድ ሴት
3. እድሜ _____
4. የት/ት ደረጃ _____
5. የተመረቁበት የትምህርት አይነት _____
6. የአገልግሎት ዘመን _____
7. አሁን የሚያስተምሩት የትምህርት ዓይነት _____

መመሪያ ሁለት፡ ከዚህ በታች የቀረቡትን ጥያቄዎች አንብበው ከቀረቡት አማራጮች መልስ ይሆናል ያሉትን ከሥሩ ያስምሩ አሊያም ፊደሉን ያክብቡ።
እንዲሁም ለክፍት ቦታዎቹም ተገቢውን መልስ ይስጡ /ይፃፉ/

1. የልጆች/ የህፃናት/ ሥነ-ፅሁፍ/መፅሀፍት/ ስለሚል ፅሁፍ ግንዛቤው አለዎት?
 ሀ. ምንም ግንዛቤ የለኝም ለ. መጠነኛ የሆነ ግንዛቤ አለኝ
 ሐ. ጥሩ ግንዛቤ አለኝ
2. ለአንደኛው ጥያቄ መልስዎ (ግንዛቤ አለኝ) ከሆነ ይህንን ግንዛቤ ወይም ዕውቀት በምን አይነት ሁኔታ ወይም ከምን አይነት ምንጭ አገኙት?
 በሚከተለው ክፍት ቦታ ላይ ይግለጹት _____
3. በስልጠና ወቅት ማለትም በዩኒቨርሲቲ ወይም በኮሌጅ ሳሉ ስለ ልጆች ስነ-ፅሁፍ ግንዛቤ እንዲኖርዎት የሚያደርግ ስልጠና አልያም የትምህርት አይነት አግኝተው ነበር?
 ሀ. አላገኘሁም ለ. አግኝቼያለሁ ነገር ግን በቂ አይደለም
 ሐ. በተገቢና በበቂ ሁኔታ አግኝቼያለሁ
4. በአሁኑ ጊዜ የልጆች ስነ-ፅሁፍ በዓለም አቀፍ ደረጃ በተለያዩ አገሮች ትኩረት ተሰጥቶት በትምህርት ቤት ደረጃ በሥርዐተ ትምህርት ውስጥ ተካቶ የሚሰጥ ስለመሆኑ ግንዛቤ አለዎት? ሀ. አዎን አለኝ ለ. ግንዛቤው የለኝም
5. የልጆች ሥነ-ፅሁፍ ተማሪዎችን ቋንቋ ለማስተማር ይጠቅማል ብለው ያምናሉ (ይስማማሉ)?
 ሀ. አለምንም /አልስማማም/ ለ. አምናለሁ /እስማማለሁ
 ሐ. ስለ ልጆች ስነ-ፅሁፍ ግንዛቤ ስላልነበረኝ ይህ ነው ለማለት አልችልም
6. ለ5ኛው ጥያቄ መልስዎት “አምናለሁ /እስማማለሁ/” ከሆነ የልጅ ስነ-ፅሁፍ ተማሪዎችን የሚረዳው በምን መልኩ ነው?
 ሀ. ብዙ ቃላትን ለማወቅ መ. የመናገር ክህሎትን ለማዳበር
 ለ. የንባብ ክህሎትን ለማዳበር ሠ. የመጻፍ ክህሎትን ለማዳበር
 ሐ. የመስማት ክህሎትን ለማዳበር ረ. ከላይ ያሉት ሁሉ ላመዳበር
 ሰ. ከተጠቀሱት ውጪ ካሉ በክፍት ቦታው ላይ ይጻፉ

7. በትምህርት ቤታችሁ ውስጥ መምህራንን ከልጆች ሥነ-ፅሁፍና ጠቀሜታው ጋር ለማስተዋወቅ የተደረገ ጥረት አለን?
 ሀ. የለም ለ. አለ ነገር ግን አጥጋቢ አይደለም ሐ. አለ አጥጋቢም ነው

8. እርሶ በሚያስተምሩት የቋንቋ ትምህርት የተማሪው መፅሐፍ (Text book) ውስጥ የልጆች ስነ-ፅሁፍ ተካቶበታል?

ሀ. ምንም አልተካተተበትም ለ. 1-5% የሚሆን የልጆች ሥነ-ፅሁፍ ይገኝበታል

ሐ. ከ6-15% የሚሆን ይገኝበታል መ. ከ15% በላይ የሚሆን የልጅ ሥነ-ፅሁፍ አካቷል

9. በተማሪዎች የክፍል የቋንቋ መማሪያ መጻሕፍት (Text book) ውስጥ ያሉትን የልጆች ሥነ-ፅሁፍ በክፍል ውስጥ ሲያስተምሩ በምን አይነት መልክ ይጠቀሙባቸዋል?

ሀ. ስለሌሉ አልጠቀምባቸውም

ለ. ለልጅ ሥነ-ፅሁፍ ምንም የተለየ ትኩረት ሳልሰጥ እንደማንኛውም ምንባብ እጠቀምባቸዋለሁ

ሐ. የተለየ ትኩረት ሰጥቼ ተማሪ ሊጠቀም በሚችል መልኩ እጠቀምባቸዋለሁ

10. በክፍል ውስጥ ሲያስተምሩ የትምህርቱ ርዕስ ወይም ምንባቡ የልጆች-ሥነ-ፅሁፍ ከሆነ /የሆነ እንደሆነ/ በተማሪዎች የመማር ፍላጎት ላይ ምን አይነት ለውጥ ያስተውላሉ?

ሀ. ለሌላው ትምህርት /ምንባብ/ ከሚያሳዩት የተለየ ፍላጎት አይታይባቸውም

ለ. ተማሪዎች ከልጆች-ሥነ-ፅሁፍ ጋር የተዛመደ ትምህርት ሲማሩ ከፍተኛ ፍላጎት ያሳያሉ (ይወዱታል)

ሐ. ስለ ልጅ ሥነ-ፅሁፍ ግንዛቤው ስለሌለኝ የተማሪዎችን ለውጥ አልለየሁም ነበር

11. በትምህርት ቤታችሁ ቤተመጻሕፍት ውስጥ የትምህርቱን ሥራ ሊደግፉ የሚችሉ ተገቢና በቂ (ከብዛት፣ ከጥራት፣ በተማሪዎች በመወደድና የተማሪን ዕድሜ ያገናዘበ ከመሆን አንጻር) የሆኑ የልጆች መፅሐፍት አሉን?

ሀ. የሉም ለ. አሉ ግን ከሁሉም አንጻር አጥጋቢ ያልሆነ ናቸው

ሐ. ከሁሉም መስፈርት አንጻር በቂና ተገቢ መፅሐፍት አሉ

12. ተማሪዎች በትምህርት ቤቱ ቤተመፅሐፍትም ሆነ በቤታቸው የልጆችን መፅሐፍት እንዲያነቡ ምክርና እርዳታ አድርገውላቸው ያውቃሉ?

ሀ. መክሬ አላውቅም ለ. ለውስን ግዜ መክሬያቸዋለሁ

ሐ. በአብዛኛው እመክራለሁ አበረታታለሁ

13. የቤተ መጻሕፍቱ ሰራተኛ ተገቢውን አገልግሎት ይሰጣል ብለው ያምናሉ?
- ሀ. ተገቢውን አገልግሎት አይሰጥም
 - ለ. ይሰጣል ግን አጥጋቢ አይደለም
 - ሐ. በተገቢው ሁኔታ ግልጋሎት ይሰጣል
 - መ. በትምህርት ቤታችን ቤተመጻሕፍት የለም
14. በትምህርት ቤታችሁ ውስጥ የልጆች መፅሀፍትን ለመግዛት ወይም ለማግኘት በትምህርት ቤቱ አማካኝነት የተደረገ ጥረት ነበር ወይ?
- ሀ. የለም
 - ለ. አለ ግን መፅሐፍትን ለማግኘት ወይም ለመግዛት ውጤታማ አልነበረም።
 - ሐ. ጥረት ተደርጓል የልጆች መፅሐፍትም ተገኝተዋል።
15. ቀጥሎ በትምህርት ቤት ውስጥ የልጆችን ሥነ-ፅሁፍ ለመጠቀም እንቅፋት የሚሆኑ ችግሮች ተዘርዝረዋል። ከፊት ለፊታቸው የችግሩ ሁኔታ በሶስት ደረጃ ተከፍሎ ተቀምጧል ችግሩን ካነበቡና የችግሩን ደረጃ ከለዩ በኋላ ከሶስቱ በአንዱ ላይ ይህንን “✓” ምልክት ያስቀምጡ።

ማስገንዘቢያ፡- ከተዘረዘሩት ችግሮች ውጪ የሚጠቁሙት ካለ ከበታቸው በረዘባቸው ክፍት ቦታ ላይ ችግሩን ከነደረጃው ይጻፉ።

ተ.ቁ	ችግሮቹ	የችግሩ ደረጃ		
		ይህ ችግር አይደለም	ችግሩ አለ ነገር ግን ከባድ ችግር አይደለም	ይህ ከፍተኛና ከባድ ችግር ነው
1.	I. ከመምህራንና ከሌሎች ጋር የተዛመዱ ችግሮች እንደ መምህራን፣ ተማሪዎች፣ ኤክስፐርቶች የልጅ መፅሐፍት ፀሐፊዎች፣ ወላጆችና የቤተመፅሐፍት ሰራተኞች ወዘተ ያሉት ስለ ልጅ ስነ-ፅሁፍ ያላቸው ግንዛቤ አነስተኛ መሆን ወይም ግንዛቤ ማጣት።			
2	የትምህርት ቢሮና የሥርዐተ ትምህርት ኤክስፐርቶች ለልጅ ስነ ፅሁፍ አነስተኛ ግምት ስለሚሰጡት በዚህም ምክንያት ለህፃናት መፅሐፍት ማዘጋጃ፣ ማሳተሚያ ለመሳሰሉት በጀት ያለመመደባቸው።			
3	በመምህራን ማሰልጠኛ ተቋማት የልጆችን ስነ-ፅሁፍ አጠቃቀምና ጠቀሜታ በተመለከተ ለመምህራን የሚሰጥ ትምህርትም ሆነ ስልጠና ባለመኖሩ ምክንያት			
4	መምህርን የልጆችን ሥነ-ፅሁፍ በመማሪያ መፅሐፍት ውስጥ ያሉትንም ሆነ ከውጪ በማምጣት በአግባቡ ለማስተማሪያነት መጠቀም አለመቻላቸው።			
5	መምህራን ተማሪዎች በትምህርት ቤቱ ቤተመጻሕፍትም ሆነ በቤታቸው የልጆችን ሥነ-ፅሁፍ እንዲያነቡ ያለመምከራቸውና ያለማበረታታቸው።			
6	II. የትምህርት መሳሪያዎችን በተመለከተ ያሉ ችግሮች የልጆች መፅሐፍት በገበያ ላይ መታጣት			
7	የልጅ መፅሐፍት በትምህርት ቤቱ ቤተመጻሕፍት ውስጥ አለጥር			
8	የልጅ ሥነ-ፅሁፍ በመማሪያ መፅሐፍት (Textbook) ውስጥ አለመኖራቸው			
9	የወላጅ ስለ ልጆች መፅሐፍት ጠቀሜታ ግንዛቤ ማጣትና መፅሐፍቱን የመግቢያ የገንዘብ አቅም ማጣት።			
10	የቤተመጻሕፍት አለማሟላትና ጥራት ያለው አገልግሎት አለመስጠት			
	III. ተማሪዎችን በተመለከተ ያሉ ችግሮች			
11	ተማሪዎች ለማንበብ ያላቸው አቅም፣ ፍላጎትና ልመድ ደካማ መሆን			
12	ተማሪዎች የልጅን መፅሐፍት የሚያነቡበት አድልና ጊዜ ማጣት			
13				
14				
15				

17. ከላይ ለተዘረዘሩትና እርሶም ለሚጨምሯቸው ችግሮች መፍትሄ ይሆናል የሚሉትን ሃሳብ ቀጥሎ ባለው ክፍት ቦታ ላይ ይጠቁሙ።

1. _____
2. _____
3. _____
4. _____

Appendix IV

Focused group discussion guides to be held with second cycle primary school students

Dear Participants

The main purpose of this discussion is to collect pertinent data about the practice of children's literature in schools of Sokoru Wereda. The data obtained will be used for research purpose only.

Therefore your genuine participation in the discussion is vital to the success of this study. Hence you are kindly requested to participate in the discussion.

Thank you

1. Do you have any idea about children's literature?
2. Do your parents have any idea about the concept of children's literature (books)?
3. What do you say about the importance /value/ of children's literature in your language learning?
4. Are there stories (children's literature) in your language textbooks?
5. How do you like lesson related to children's literature?
6. Have you read children's literature out of the regular class time? If your answer is no what is the reason?
7. In what way do you spend your spare time, after school?
8. Are there children's books in your library?
9. Have your language teacher ever helped you in giving guidance or advice to read children's literature in the library or in your home?

Appendix V

Interview Guide for language curriculum experts.

Part I: personal information

1. Name of office /bureau/ _____
2. sex _____ age _____
3. Educational qualification _____
4. Your job title or field your are working or the subject in which you are expert _____
5. Years of experience in current job _____

Part II:

1. Do you have any idea of children's literature?
2. What are the advantages of children's literature?
3. Do you believe that children's literature has to be incorporated in the curriculum?
4. Do you have the information about the extent to which the children's literature is incorporated in the textbooks?
 - 4.1. How much percent of the language textbook in grade 5,6,7 and 8 are covered by children's literature?
5. Does the Regional Educational bureau prepare children's literature independently as supplementary material for primary schools?
6. What are the factors that hinder the preparation of children's literature or provision and implementation of it in the schools?
7. What are the solutions or what kind measure should be taken to improve the proems?
8. Is there any effort to incorporate children's literature in the textbooks and prepare children's books as a supplementary material?

Appendix VI

Interview guide for school principals

Part I personal information

1. School name _____
2. Sex _____ Age _____
3. Educational Qualification _____
4. Service year in the current job _____

Part II

1. Do you have any idea about children literature?
2. What do you say about the importance/value/ of children's literature in language learning?
3. What is your opinion about the availability of children's books in your library?
4. Is there any effort made by the school that helps teachers and students in familiarizing them with children's literature?
5. Is there any effort made by the school to buy or get children's books in any means?
6. What are the factors that affect the utilization of children's literature in your school?
7. What do you suggest about the possible solutions to tackle the problems?

Appendix VII

Interview Guide for school librarian

Part I:

1. Name of the school _____
2. Region and Zone _____
3. Sex _____ Age _____
4. Educational Qualification _____
5. Years of Experience in current job _____

Part II:

1. Have you taken any formal training as librarian?
2. Do you have any idea related to children's literature or books?
3. How is the status of your library in terms of having books of appropriate quality and quantity?
4. Are there children's literature or children's books in your library?
5. How do you evaluate the students habit of reading or borrowing children's books from the library?
6. Are there efforts from any concerned body to have children's books in your library?
7. What do you say about the major factors that affect provision and utilization of children's books in your school?
8. What do you suggest about the possible solutions for the problems you have indicated?

Appendix VIII

School library observation check list

1. School name _____
2. Date _____
3. schedule _____

No	Item	No	There is, but not satisfactory	Satisfactory
1	Is the library placed in a quiet place of the school?			
2	Is the library opened and ready to give service?			
3	Is the size of the library proportional to the number of students of the school?			
4	Are there adequate and appropriate seats and tables for students to seat and read?			
5	Is the library well-lighted?			
6	Are the books shelved according to any organizational system?			
7	Is the library gives book borrowing service to students?			
8	Are there children's books in the library?			
9	Are there students that read these books?			
10	Do the students have habit of borrowing books from library?			

Appendix IX

Check list to analyze textbooks in terms of children's literature coverage.

Subject	Grade	Total number of passages in the textbook	Number of passages related to children's literature	Passages that are related to children's literature in percent.
Afan Oromo	5			
	6			
	7			
	8			
	Total			
Amharic	5			
	6			
	7			
	8			
	Total			
English	5			
	6			
	7			
	8			
	Total			
Grand Total				

Declaration

I the undersigned declare that this thesis is my original work; it has not been presented in other University, college or institutions, seeking for similar degree or other purposes. All sources of the materials used in thesis have been dully acknowledged.

Name _____

Signature _____

Place _____

Date _____

This thesis has been submitted for examination by my approvals a University advisor.

Name _____

Signature _____

Date _____