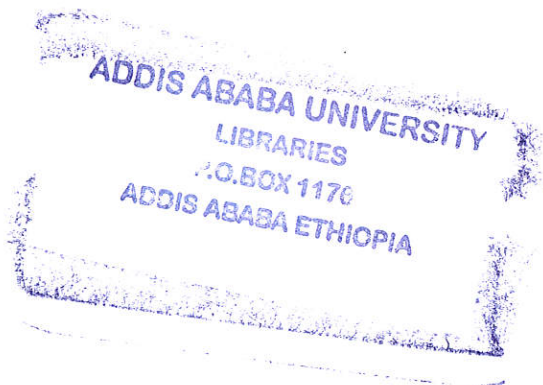


ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**UTILIZATION OF CHILDREN'S LITERATURE IN
SOME SECOND-CYCLE PRIMARY SCHOOLS OF
ADDIS ABABA**

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JUNE 2008

ADDIS ABABA

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ABSTRACT

The core issue in this research was Utilization of children's literature in second-cycle primary schools. The research aimed at investigating second cycle primary school teachers and students use of children's literature. To do this descriptive survey method of research was employed. Eight government and private second cycle primary schools of Addis Ababa were the target data areas. Teachers, students, librarians and principals of the respective schools were data sources where by 83 teachers, 221 students, 8 librarians and 8 principals were partakers. Questionnaires and Observation checklists were the major data gathering tools. The results indicated that most teachers did not get medium-sensitive training to use children's literature. Many teachers were not familiar to make use of literature in the instruction. The less attention given to children's literature in the curriculum and shortage of books were also set backs. Shortage of budget was a part of the shortages too. Many teachers did not have regularly planned literature activities for use of children's literature. Students were not encouraged to use children's books to supplement the textbooks. Textbook was taken unduly as a sole feeding bottle. A special time for recreational reading or sustained silent reading was not provided in most second cycle primary schools. , Based upon the above findings the researcher has come to deduce that second-cycle primary schools had no or little capacity to utilize children's literature and reading to learn in the selected schools has been highly bound to ordinary copying of text data. The sole and proximate professionals, the teachers themselves have been used to dispensing information, not guiding pupils wide reading habits. This, in turn, has made the whole work or pupils reading to learn unfruitful since it blocks creative envisage. Finally, some recommendations were forwarded.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Children's literature makes many contributions to the enrichment of living. They cannot serve as substitutes for direct first hand experience but they can add greatly to richness of living for both children and adults. Well-written books for children provide a means of gaining information, of extending experience and of relieving tensions. They can help the child to see his/her personal problems in their perspectives, develop sensitivity to the ways of living of people of other lands, and enrich leisure living. Research has also concluded that children's books not only provide great pleasure to readers, but they can also play a significant role in pupil's academic, social, and literacy success. For instance, according to Durkin (1974), children who have been read to from an early age tend to develop into better readers and value reading more than those who have not been read to, and they expect to continue reading throughout their lives. Others like Cohen (1968) and Dressel (1991) both cited in Cooper (1997) have determined that the more time children spend reading literature, the better their reading and writing abilities become. Anderson, et al. (1985) also report that teachers who provide time for sustained silent reading, who share books and highlight book authors with children during the school day, positively influence those children's reading outside of School. Therefore, such literature exposure has a strong influence on success in reading, and plays a significant role in the life of children.

However, with all the many demands on their time outside of school, we cannot always be sure that children will read at home. If pupils have no

opportunity to read widely at school, they probably will not become fluent readers. Therefore, school is a significant factor that influences the development of wide reading habits and interests. Many researchers including Huck, et al. (1997) emphasize the teacher, the school reading program, the library and educational visits as factors pertaining to the students' interest in reading at early ages. The school is a place where students spend most of their time next to home. And the teacher is the person next to parents to make frequent contacts with students. Hence, both the school and the teacher play a role in developing and sustaining pupil's reading interests.

When it comes to the Ethiopian primary school context, experience tells us that many schools still require all children to plod through all the grade level texts, regardless of whether they need to do so. However, the assumption of basing classroom textbook as centerpiece for learning particularly in content areas such as math, science and social studies could affect pupils reading interests (Cooper, 1997). First, textbook is only one source of information. Second, textbooks have numerous shortcomings that often hinder meaning construction (Cooper, 1997).

In fact, there are some efforts made by the ICDR (Institute for Curriculum Development and Research). Through this institute, textbooks and supplementary materials are produced, revised and distributed to all regions. However, the on time distribution of the updated books to the different schools is questionable in addition to the limited number of books. On the other hand, the initiative taken by the Addis Ababa University (in the Institute of Language Studies) to give children's literature as a minor course to students taking English or Ethiopian languages as major subjects is encouraging but not sufficient with the limited number of professionals the country has.

Generally, all these forced the researcher to conduct a research on utilization of children's literature in selected primary schools of Addis Ababa city administration because it contribute to the development of the field in the country.

1.2. Statement of the Problem

The value of children's literature to children's literacy development cannot be contested. Because children's literature is so valuable to children, it should also be valuable to the people responsible for educating them-particularly their teachers. It is unfortunate that something that can play such a critical role in children's lives is often relegated to less than critical role in our primary schools system.

Much has been written concerning the use of literature in the classroom. Authors such as Huck, et al. (1997), Moss (1996) and Sutherland and Arbuthnot (1991) stress the importance of planned programs encouraging pleasurable experiences with literature. According to the authors mentioned, teachers should read to children daily and discuss the stories read. Children should be encouraged to read to each other and tell stories to the class. Books should be borrowed and taken home from school, and books from home brought to school and shared with others. Exposure to books and stories should be frequent and integrated with content area teaching.

The extent to which these activities are effectively utilized or not can be judged by actually observing the teacher practices. Except for some efforts made by some researchers, the problem is not so far well studied in our primary schools. Hence, it seems very important to study use of children's literature in second-cycle primary schools so that the concerned authorities and teachers could take measures that may reduce if not avoid, conditions that impede the development of pupils

wide reading habits. Based on this, the study addresses the following leading research questions:

1. To what extent second-cycle primary school teachers use the commonly recommended literature practices and plan accordingly for children's literature use?
2. What types of literature activities are commonly employed by teachers in these schools?
3. What factors impede teachers and students from consistent use of children's literature?

1.3. Objectives of the Study

The research has been meant to treat the utilization of children's literature in some selected second cycle primary schools of Addis Ababa. Hence, in this study the following specific objectives are addressed:

- investigating the extent to which second – cycle primary school teachers use the commonly recommended literature reading practices, and plan accordingly for children's literature use ;
- describing the types of literature activities employed by second cycle primary school teachers ;
- Assessing major factors that impede teachers and students use of children's literature.

1.4. Significance of the Study

Findings from this research are expected to be valuable to the following:

- To second – cycle primary school teachers (both language and subject area teachers), it will assist to look into the nature of literature reading activities that are performed by pupils in the schools and suggest to implement the recommendations set forth for regular planning of activities using children’s literature;
- To curriculum designers and experts, it will open the gate for due attention to children’s literature so that they can make out workable reforms;
- An expectation is there also that this study will contribute to course design for teacher education programs to include children’s literature;
- This research will also have a great value 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. Delimitation of the Study

The research at hand has had the following boundaries in data area, and population.

The research covered data collected from 8 government and private primary schools in 4 selected sub-cities of Addis Ababa city administration. Second – cycle primary schools were target data areas. Cases of people with certain disabilities in using literature were not treated in this research since its very essence was survey. It did not employ psychological tests and experimental procedures as tools of data

gathering, either since the target area of study ^{was} curriculum implementation not psychology.

Generally, it was a survey on utilization of children's literature in some second cycle primary schools in Addis Ababa.

1.6. Limitations of the Study

The researcher plans his work to make the findings objective and reflective of the factual data. This requires collection of data from all concerned angles, and making references as much as overt as possible. But, in this research some limiting factors have been observed.

The researcher expected to get data from 10 subject teachers from each grade levels in each respective sample schools. But the reality could prove that a single teacher was assigned to teach more than one grades. This has most probably, limited the adequacy of the research information.

In addition, the researcher believed that the findings of the study would have been very relevant if he had relatively wide area, which covers a little more number of schools with large population. However, time and budgetary constraints made his study limited to few second cycle primary schools.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This part of the study is devoted to various literatures and research findings, which are assumed to have relevance to the topic under investigation. Thus, the organization of the section is based upon the meaning of children's literature, the purpose and values of children's literature, integration of children's literature with other content areas, different ways of using children's literature, factors affecting the proper utilization of literatures and research results on issues related to children's literature.

2.1 The Meaning of Children Literature

The term "children's literature" basically incorporates two main ideas that make the terminology open to wide discussions. On the one hand, the word "children" needs to be defined in terms of the genre literature for children. On the other hand, the word literature needs to be elaborated in view of the "independent children's world."

The question "Who are children?" or "who is a child?" is common and seems very simple to answer. However, it is quite complex and the answer needs to cover other equally important questions such as "Which children?" or "who are not children?"

Each society may define childhood in different ways and according to different time frames. Different disciplines determine the age limitation of children by using different yardsticks. For instance, psychologists and educationists consider childhood to be up to the age of 12. Scholars of children's literature, on the other hand, rise it up to the age of 14 to 15 (Safra, 2003).

The initial period of formal schooling, however, is more or less similar from one field of study to the other. Psychologists point out that it begins at an average of around 6 years old. Educationists refer to it as “school age”. In some other areas such as in religion, the ages vary from 5 to 7. Although, there is a decrease or an increase of one year to age 7, in the Transitional Government of Ethiopia (TGE, 1994) age 7 is used as entry age for children in formal schooling. The former Ethiopian National Children’s Commission defined the age of children from birth to 14 years old. This definition worked in Ethiopia for about 15 years till the new “Convention of the Rights of Child” of December, 1991, which ratified it as follows: “For the purpose of the present convention, a child means every human being below the age of 18 years unless under the law applicable to the child, majority is attained earlier.” Here 3 to 4 years have been added to the upper limit of childhood defined earlier.

The term “Children’s literature” has also another facet that is not yet resolved. It might be said that a child’s book is a book a child is reading, and an adult book is a book occupying the attention of an adult (Huck, 1976). Some one also may define the word “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 (Huck, 1976) .

In this study, this terminology however, cannot be defined simply as “a written material to be read by children”. Although a book may be written for a junior audience, it does not necessarily mean that seniors cannot read it. Adults admittedly make up part of the reading population (Safra, 2003:199).

Despite these arguments scholars in the field of children’s literature hesitate to agree that the basic value of literature is similar for both adults and children. When life is difficult stories can give children and

adults momentary release from trouble or a new insight in to their problems.

2.2. Purposes and Values of Children's Literature

In the broadest sense a curriculum can be said to be a set of priorities as to what skills, concepts and facts pupils are to acquire at what time and in which order (Elkland 1976). While different programs stress different things and have different approaches, there are some common concerns such as acquisition and elaboration of language. Expanding pupils' general knowledge is another concern. Many programs stress development of logical thinking. Most are concerned with the socialization of the young, that is his or her ability to get along with others and to be contributing member of the group. All programs seem to emphasize that pupils meet their goals while emerging with strong positive self-concept (Katz, 1982).

Involving children with literature is essential because it promotes the outcomes mentioned above. In this section it will be described how literature promotes the different outcomes. According to different authors literature has the following purposes and values.

2.2.1 Literature Develops Knowledge of the World

One can argue that everything, which young children do in their lives at home and in their school environment , will enhance their knowledge and understanding around them (Rodger, 2000).

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 (Combs, 1997). In this regard, Cunningham et al. (1995:125) state, "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.” According to them literature, not only expands children’s knowledge of the world, but also deepens that knowledge. That is when children emotionally identify with story characters; they can experience the events more deeply than if they only read about the events in a textbook.

In line with this Brumfit (1991) discussed that reading literature develop knowledge of the world and is important because such knowledge is a vital component of the reading comprehension process. In addition, teaching students knowledge of the world is a primary goal during subject matter instruction. Therefore, according to the CDMOE (1982:16) “A good teacher utilizes the available books in such a way that they contribute to the development and deepening of the students’ interests and knowledge in the subject concerned, the stimulation of their creative fantasy, their zest of learning and their thirst for knowledge.”

2.2.2. Literature Helps in Language Development

The single most important facet of intellectual growth is probably the development of language skills. It is with language that humans think, communicate, and reason. Therefore, one’s reasoning ability, thinking ability, and communicative skills are closely related to the intensity and extensity of language development (Johnson, 1976). In this regard, Fromberg (1987) states that children’s language can grow in a context of rich opportunities to make new connection in active ways. According to Fromberg the most important of this context is exposure to a fine quality of children’s literature, thoughtfully displayed and dramatically presented by the teacher.

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 (Lay-Dopyera and Dopyera, 1990).

According to Wray and Medwell (1993) experience with stories can also assist the development of the use of language in several ways. It is fairly obvious that children, and indeed adults, extend their vocabulary through exposure to new words in stories. Experience with stories also helps familiarize children with the language of books which is distinct from the more usual language of speech.

In addition, Neaum and Jill (1997:109) wrote:

Children need to have rich and varied language experiences and books, stories and rhymes extend their experiences beyond everyday language. They provide an insight into worlds and experiences beyond the child's own experiences and therefore, use language beyond the child's experiences. Fantasy books provide children with imaginative and diverse experiences that require imaginative and diverse language. 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.

Other authors (Cohen, 1968; Chomsky, 1972; and Pleases and Oakes, 1964; all cited in Lay-Dopyera and Dopyera; 1990) and Durkin (1966) also stress the importance of literature in the development of language skills. Children who have had regular exposure to children's literature have been found to use more complex linguistic structures (Chomsky, 1972) and to develop reading abilities earlier and more successfully than children who lack such exposure (Chomsky, 1972; Cohen, 1968; Durkin, 1966; and Pleases and Oakes, 1964; all cited in Lay-Dopyera and Dopyera, 1990)

2.2.3. Literature Helps Pupils to Understand Themselves

Understanding self is important for the healthy personality development of the children's later life. Barr and Johnson (1997:27) state, "we read literature because it provides opportunities to understand our own journey through life and it allows students to imagine who they are and who they can be." And according to Galda and Cullinan (2002) children learn about themselves from books. If they cannot find characters with their physical characteristics similar to their own, they may become insecure about their own social acceptability. They further recommended that students should have exposure through books and other media to the universal needs, concerns, and abilities running through all people despite their physical differences.

2.2.4 Literature is Entertainment

In our concern to find complex justifications for the place of story, we are often in danger as teacher neglecting the pleasurable aspects of stories. 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 (Wray and Medwell 1993:48). In line with this, Neaum (1997) states that books, stories and rhymes are enjoyable for young children. A quiet, intimate and enjoyable story session with an adult creates a positive association for the child." This in turn helps to establish a habit of reading and listening to stories, which will have many benefits for the child.

2.2.5. Children's Literature Help Children's to Cope with Human Conditions.

Through literature, children can perceive how others have encountered and resolve problems that cause sadness, stress, fear and uncertainty. More importantly, children learn how to use conflict resolution strategies to deal with these problems. The use of literature to help children cope with problems can be an important part of teaching. Through literature, children can understand that they are not alone in encountering problems. In using literature to help children cope with problems, teachers recognize that children today encounter many problems and they can then better understand and relate to children's feelings about these problems.

To help children in coping with problems there has to be certain criteria for literature Burnett (1997), Huck et al.(1997), and Rudman (1995) have recommended that there must be some features which help children to cope with problems. The literature has to be well written and appropriate to the child's developmental level. It has to provide stories using language familiar of children that is realistic in terms of their.

To sum up, the aforementioned explanations clarify that all literatures are not appropriate for children's education. Teachers, librarians, parents etc. should be selective of books for the children which are appropriate to their age and mental maturities. Thus, they have to follow some criteria to select literature for children.

According to Jackman (1997), the criteria to select books for different age groups are that:

- The literature should be enjoyable;
- It should encourage a child capacity for laughter

- The literature should be age and developmentally appropriate;
- It should appeal to children and relate to their experiences;
- The literature should not be over-fly frightening and confusing story;
- They should not be about stereotype people according to gender, ethnic background, culture, and age of work;
- The literature should enable to develop children's global awareness and self-esteem; and
- They should be stimulus for activities that require children to use their senses in discovery or exploration.

Generally, the values obtained from children's literature are enormous.

2.3. Integration of Children's Literature into Other Curriculum Areas

Most educators agree that there are several activities, or subject areas, that are desirable and appropriate for primary school education curricula. (McCarthy and Houston, 1980). According to Robinson (1966), there are some people who like to say that the social studies program is the backbone of the curriculum. Then, there are some who think that mathematics gives muscle to the curriculum; while others feel that literature is mighty close to the heart of the curriculum.

As Machado (1995) explains, the connection between literature and other curriculum areas includes, reading aloud to children, making use of informational books and encouraging children's response to books using drama, art, and child dictated writing.

Glazer (1991) presents another way of looking at integrating curriculum. Children should be guided to perceive literature as a body of work rather

than as separate and unrelated stories and poems. If you group books for presentation, you set the stage for children to see the relationships among books, to notice the recurring structural patterns of literature. Besides, Jackman (1997:94) in integrating literature to other curriculum areas states:

The ideas of "putting literature around the room" can be done realistically by creatively decorating containers for books with bright contact paper, wallpaper, or children's drawings and by placing books in every learning activity center. For example, books relating to houses and buildings can be put in the art center; and books concerning gardening, fish, and turtles can be near the sand and water table.

Sawyer and Comer quoted in Jackman (1997) explain literature integrated units as being taught around a general theme or a key idea . One may wish to develop a theme around a single book. The focus may also be in content areas such as science, social studies, basic concepts , or holidays.

Huck et al. (1997) continues with the use of children's literature to extend active learning. They assert that when children work with books in ways that are meaningful to them through talk, making things, writing or drama and music many things happen i.e. children have greater satisfaction with the clarify personal meanings about what they have read.

The advantage of integrating literature to other curriculum areas is that literature enriches the content areas across the curriculum. Regarding this Beaty (1994) remarks that when planning curriculum activities, teachers need to consider using a book to introduce each experience. This is an especially meaningfully way to get youngsters, involved in the same sort of activities that the book character engages. In relation to this

Cunningham et al. (1995) indicate 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 under study, a wide variety of children's books can enrich the study of that topic. Many media centers have collections of books and other media arranged according to topic or theme. There are also commercially marketed collections of books that provide a wide diversity of information about a particular topic.

Moreover, Barr and Johnson (1997) have noted that when selecting literature, consider the topics being studied in mathematics, social studies, science or fine arts. Reading connected to such content areas can expand prior knowledge and vocabulary and thus enhance comprehension. By reading related literature, students develop greater depth and understanding of historical time period and concepts presented in science and social studies for example. Students also begin to recognize that learning in each content area is not meant to be isolated but rather connected and reinforced (Barr and Johnson, 1997).

Finally, in justifying integration of children's literature in the curriculum MacDonald (1993:43) states most stories take less than ten minutes. And stories can fit easily into many areas of the curriculum. Use nature tales to enhance science. Select tales from the cultures in your social studies units. Match math puzzle tales to the math curriculum. And use any tale to enhance language arts.

2.4. Different Ways of Utilizing Literature for Instruction

With regard to the different ways of utilizing literature for instruction UpdeGraff (1988:244) says that literature is included in the school environment in many ways. Stories and poetry are read to students either in groups or as individuals. They are read at any appropriate time, by request or in connection with another activity or experience, or at more or less regular times. They may simply be read through without comment, they may be discussed informally and appreciatively they may be the commencement of activities of an imaginative dramatic or creative nature. This shows that there are many possible ways to organize and use of children's literature. The following are commonly recommended classroom reading practices for use of children's literature (Bar and Johnson, 1997).

2.4.1. Reading Aloud

Reading aloud is a classroom practice of reading literature orally to children. It is considered as the single most important activity for building knowledge required for eventual success in reading. Many authors stress the importance of reading aloud as follows. Clark (1976); Cited in Cooper (1997) indicate that pre-school children who learn to read on their own generally have had an adult read to them repeatedly. They also assert that reading aloud at home has an overall value. Implied from these studies is that teachers should encourage all parents to read to their children as much as possible. So that student can successfully read which in turn enhance their learning. Research also verifies the value of reading aloud to children as part of the classroom program (McCormick, 1977; cited in Cooper, 1997). This not only helps to motivate students but also provides a basis for expanding oral language and prior knowledge especially for those who have had not the reading aloud experiences at home. In addition, Dressel (1990); cited in Cooper (1997)

indicates that reading aloud has an influence on children's writings. According to Dressel (1990) when children actually hear a great variety of stories, there appears reflecting of many features in their own writing.

In general, reading aloud to students is an activity teachers must use to involve students in literature and is an ideal form for exploring many dimensions of language and literacy. Best of all, reading aloud encourages life-long reading a goal we should have for all our students (Barr and Johnson, 1997).

On the other hand, Cooper (1997) list the following statements as guidelines:

- To read aloud every day;
- To have a comfortable inviting place;
- Selecting books that both teachers & students enjoy;
- To read with expression and feeling;
- Allowing time for discussion during & after reading;
- Not allowing the discussion as a time to test children;
- But to write or draw as they listen and learn etc.

Therefore, reading aloud to students increases their interest to learn to read. The extent to which these strategies are effectively used or not can be judged by actually observing the teacher practices.

2.4.2 Sustained Silent Reading /SSR/ or Drop Everything & Read/DEAR/-

Beyond hearing fine literature read to them, children need to have fine literature to read themselves, as their skills develops. Hunt (1971) quoted

in Cunningham et al. (1995:133) indicates that Sustained Silent Reading (SSR) involves students in reading self-selected materials for a certain period. Therefore, daily silent reading is another way used to encourage the exploration of literature. It is also a strategy which involves daily reading by everyone.

According to Ruddell (1997), SSR can be designed to build positive attitude toward reading and to give children a daily opportunity to read material of their choice. To Burns et al. (1999), it is particularly an effective strategy with kindergartners and first graders. But as it consists mostly of looking at books and pretend reading, it tends to be noisier (with children reading to themselves) and of shorter duration (5 to 10 minutes) (Kaisen, 1987). According to Trelease (1995), students who have been given this silent reading opportunity and who have teachers who read to them score significantly higher in standardized testing of reading skills than students who are deprived of these benefits (Trelease, 1995).

2.4.3. Other Literature Activities:- the same authors have also identified other classroom reading practices (activities) that can be used by teachers. These include storytelling Book-sharing, and Investigative questioning Techniques (In Quest).

The obvious fact is that, no one questions about the importance of using a variety of the instructional approaches and the strategies in enhancing children's individual reading habit and skills. Their use is also enhancing students to actively engage in their learning. However, the use of these instructional strategies and approaches can be determined by certain factors.

2.5. Factors Affecting the Utilization of Children's Literature for Instruction

Literature use in content areas is affected by different constraints. Some are similar to the over-all reading constraints while others are content area based. Generally speaking, children's literature can be used to complement the textbooks. However, there are factors affecting use of literature.

2.5.1. Teacher Based Factors

Books alone do not create a literacy environment. They are necessary but not sufficient. The teacher has many important responsibilities, one of which is establishing a supportive classroom environment (Burns et al., 1999). The teacher has the crucial role of making a major difference in the students learning.

2.5.1.1. The Teacher's Knowledge and Enthusiasm

The teacher, as a facilitator of the reading program, must, have knowledge of children's literature and the positive attitude towards reading. According to Hittleman (1988), positive attitude towards reading is more important than knowledge because it can help the teachers in selecting and using reading materials. Hence, a positive attitude towards reading is something teachers must develop before they can instill it in the students. With regard to this, Hittleman (1988:266) also reflect this as "an appreciation for an authors craft is difficult to develop in others with out being a habitual, appreciative and discriminating reader oneself". The writer also suggest that teachers need an awareness of the world beyond their technical training. One way this accomplished is through reading literature. Concerning this, Lapp and Floop (1983) also support this idea by saying 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. The same writers add also that the best way to develop enthusiasm to love literature is by being a good model for the students. Modeling is a major condition for learning. For example, when teachers read a story to the class, they are modeling reading; when they write a group story with the class, they are modeling writing etc. The following basic questions have also been set as indicators of self-assessment for teachers:

1. Do I freely choose to spend my spare time reading?
2. Do I read to my students regularly?
3. Do I reach for a book when I need information?
4. Am I knowledgeable enough about children's books to make recommendations based on student's interests and achievement levels?
5. Do I discuss my interests in reading with my students?
6. Do my personal attitudes & my classroom environment demonstrate that I value reading?
7. Am I enthusiastic & positive in my approach to reading?

Generally speaking, if a teacher honors books by setting aside a time for using literature, children become enthusiastic about book.

2.5.1.2. Teachers' Training Quality

The kind and depth of training teachers have gained has a great impact on their mode of classroom organization and use of methods and materials. Cushenbery (1985) states that lack of adequate training may cause a teacher to be overly dependent on a single method or approach to the teaching of reading. A part of this is, shortage in the teachers'

question. The kinds of questions posed by teachers may influence what children learn to consider when they read. Asking the same kinds of questions directs students' attention on one dimension alone.

If a teacher asks only literal questions, children attend to details as they read whereas; asking well-crafted questions can promote reading ability (Harris and Sipay, 1990). Moreover, the teacher is destined to provide conditions that enable students to learn. The teacher should employ a variety of methods to meet the needs of a diverse student population.

Burns and others (1999) also state that by adjusting learners-centered classroom environment, the teacher can support children in their efforts to become responsible and independent learners. The same writers add the following regarding the vital role teachers play in initiating learning through reading, as facilitators and managers. Hence no matter how good a lesson may be, students learn little if the teacher is unable to manage their behavior. One way (of managing this) is by modeling appropriate behavior and learning strategies" Burns et al.1999).

One way of keeping track of individual activities is through students' contracts in which students create bonds to complete creative projects designed to help them with their individual reading needs.

That all goes right partly when the teacher knows what to do, and how to do. This is from the rationale that reading, as an active process does not happen to the students; and, it is not done for him either. It requires a favorable attention and attitude since it is not mechanical. Therefore, the teacher should be familiar with techniques of creating harmony among reading practices and they should have also familiarity with the books the teacher select for use. This is a part of the overall training that need to be considered because lack of training or inadequacy of training is

more concerned with supporting students reading than lack of cognitive tendency of imparting information (Passe, 1999).

2.5.2. Material-Based Factors

A reading program that is aimed at encouraging reading of the wide variety and range will need an abundance of appropriate reading materials.

2.5.2.1. Availability of Materials

Research on the reading habits of adults throughout the world has shown conclusively that people choose first from that material which is immediately available. From that, they choose what is easy to read, and according to their subject, matter interests (Anderson, et al., 1985). According to the same study, availability first, readability Second, and subject matter interest third.

In a similar manner, Harris and Sipay (1990) note that materials for a rich, well-rounded school reading program should include sets of books or other materials, in numbers appropriate for the groups using them, ranging in difficulty as appropriate from the lowest to the highest group. Reference works; including picture dictionaries and various dictionaries, and encyclopedia set, atlases, an almanac, and the like are also required. Work book that accompany the reading series and others not correlated with the series, which ease the burden of duplication, are also essential. Special teacher-devised materials that help to fill the gaps in the available commercial materials are of complementary and initiating value as well.

Diverting from this obvious requirement are the particular instructional problems reading may pose in the process. That is from the setback behind unavailability of the special texts students need. On the other

hand, heavy reliance to textbooks may eventually lead to an inevitable sharing of the author's bias in view, in philosophy and assertion of values. While bias in views may emanate from considering the one time published materials to be everything, philosophical bias may lead the teacher into overestimating content learning at the expense of critical thinking skills where in students are driven into cramming by being deprived of the valuable learning experiences. Heavy reliance on textbooks can also effect in the deskilling of teachers (Passe, 1999).

Generally, the availability of materials, which assist students to retain knowledge and develop the reading habits after they left school are essential.

2.5.2.2. The Physical Environment (Access)

The physical environment of a library can significantly affect children's literacy development. One way in which librarians can enhance children's interest to books is by arranging (creating) a good reading environment (Huck et al., 1997). The author continue that preparation of the environment with a library corner stocked with books of many levels and interests, comfortable seating, accessible shelving, and an attractive setting are part of the provisions the school must make for literature experiences. According to Huck (1976), the efforts placed into creating an inviting atmosphere for a classroom library corner is rewarded by children's interest in reading and reading achievement.

Stauffer (1970) suggested that the classroom library be the focal area in the room since it is a principal source of knowledge. According to Beckman (1972), although it is important to maintain a central library in a school, smaller classroom libraries are also essential to provide immediate access to reading materials.

Cited in Huck et al. (1997), Bisset (1969) found that children in classrooms containing literature collections read 50 percent more books than children in classrooms without such collections. In a similar, study, Durkin (1974) demonstrated that the more immediate the access to library materials the greater the amount of pupil recreational reading.

Generally, all the above studies indicate that classroom libraries are ways in which teachers can enhance children's access to books. Particularly they are helpful if access to the school library is restricted to a single weekly visit.

Allington and Cunningham (1996) classroom observation reports shows that literature collections in classroom libraries varied more by individual teachers than by curriculum plan. They confirmed that the largest collections were located in classrooms where teachers purchased most of the books themselves. However, examining just the number of books available in classroom collections can be misleading. Classroom collections also differed in the variety of books, with some collections have multiple copies of a few books and others having one or tow copies of 100 or more books.

Generally speaking, good physical environment will facilitate greater interest in books and voluntary use of library corners. Books should be a natural part of the classroom environment. There should be no argument about to have a classroom collection of books or a library media center; both are necessary. Children should have immediate access to books wherever they need them (Huck et al., 1997).

Strickland and Morrow (1988) outlined some considerations for the teachers about books in the classroom:

- The classroom library should contain about five to eight books per child;

- The books should represent different levels of difficulty;
- The books should be rotated from time to time;
- There should be a carpeted area with a rocking chair and pillows;
- The books should be arranged on shelves by categories;
- Books should be placed in storage crates by favorite authors;
- Books enticingly should be displayed with their full coverage.

2.5.3. Student-Based Factors

The teachers' choice of children's literature for instruction directly affects 'students' involvement and engagement, and hence their learning. Barr and Johnson (1997) identified students' interests, abilities and stages of development as the three important factors that needs to be considered in the instruction.

Children's interests and preferences towards the types of literatures more or less varies across the grade levels. To this point Ruddell (1997) identified children at kindergarten and grades 1 and 2 as like to read picture books, picture story books, predictable books, fairy tales, folktales, modern fantasy, and humor. It is also suggested that at this level to provide those books which frequently centers on animals, nature, family, and child characters of the children's age (Galda and Cullinan, 2002). The study also noted regarding the types of books children are interested at grade three and four. At this level their interest in nature and animals continues and strong interest develops in adventure stories that include personal experiences familiar to children (Galda and Cullinan 2002).

Regarding the kind of response children makes, Applebee (1978) cited in Ruddell (1997), indicate that first and some second grade children favor retelling and provide brief story synopses with responses such as “It’s good”. The same author further explained this case by directly quoting the students response when they are asked to explain why they like or dislike a story response when they are asked to explain why they like or dislike a story their response usually centers on a single incident such as “I like it because the troll fell in the water” (Ruddell, 1997).

Although these studies have indicated the types of materials that children are interested. Without asking questions about their interests, there is no way to know about children’s specific and unusual interests. There are ways of knowing these specific interests by recording the information for instance during informal conversations. Therefore, making available these library materials related to the children’s interest is essential.

2.6. Review of Research Results on Issues Related To Children’s Literature

2.6.1. Outside Ethiopia

In an attempt to be selective and get flavor of how studies on utilization of children’s literature were carried out, the following abroad studies were reviewed. The studies are on the implementation of children’s literature in American classroom by Hoffman et al.,[1993]; Fractor et al. [1993]; Canney [1993]; Strickland et al. [1994]; Shanklin [1990]; Solsken [1993]; and Welmlesy and Walp [1989]; all cited in Allington and Cunningham [1996]. All these studies have been selected and summarized here. They cover the different aspects of using children’s

literature and could have more contribution to the understanding of conditions for utilizing children's literature in Ethiopia.

In the 1990's in America a number of studies were done on utilization of children's literature. Some of the studies, which are cited in Allington and Cunningham [1996], are summarized and presented as follows:

Hoffman et al. [1993], made a survey on the practice of reading aloud to children from literature in 24 American states. The study was conducted by means of questionnaire. The subjects of the study were teachers. It was reported that three-quarters of the teachers in the 24 states read aloud to children from literatures. Additionally, the data indicate that while most teachers do read aloud, few select trade books linked to the curriculum under study and few follow the read aloud event with any sort of student response activity.

Similarly, Fractor et al. [1993] indicate that almost 90% of the 183 Texas teachers in their study had children's books available in their classrooms. Thus, the case seems well made for the popularity of children's literature based approaches in American classrooms.

However, the five-state teacher survey data by Canney [1993] (cited in Allington and Cunningham; 1996] indicates that 80% of the teachers responding reported using a basal anthology to teach reading [less than one-third reported that their district required basal use]. Only 10% reported using trade book exclusively during reading. Additionally, 80% of the respondents reported that they felt a 'Scope and sequence' of reading development was important. Similarly, Strickland et al. [1994] data from teachers interviewed in eight states indicate that 18% of the respondents used children's literature exclusively, while over 80% used both basal and books.

Generally, from these studies one can understand that literature is more likely to be used in read-aloud events or independent reading activities than to be used as part of an instructional episode, or integrated curriculum.

The final aspect of literature-based instruction that has been studied in several situations is the transitions that teachers must make in adding literature to the curriculum. There is some agreement concerning the limited awareness most teachers have of the substantial scope of children's literature. However, as Walmsley and Walp [1989] note, most of the teachers currently employed in schools were offered little pre-service preparation in this area.

Shanklin (1990) found that even after a 3-year staff development project a number of teachers found it difficult to select books of appropriate difficulty for their students. Some teachers relied almost exclusively on narrative texts and often ailed to provide students with either strategy lessons or opportunities to talk about the books being read. The transition is also difficult for children. Purcell-Gates and Dahl [1991:27] noted that for the successful acquisition of literacy in literature-based classrooms, 'self-directed cognitive activity seems to be one of the keys'. In their study, some children did not easily engage in such activity, expecting instead knowledge to be delivered to them. This should not be surprising children differ in their enthusiasm for literacy activities just as adults do (Solsken, 1993). After children of economically disadvantaged and less well-educated parents arrive at school with far fewer experiences with print, stories and books and thus have developed few of the ways of thinking about literate activity so valued in schools. These "inexperienced" children often are the children who fail to thrive in the schools we have. (Solsken, 1993)

2.6.2. Local Research Studies on Children's Literature

Regrettably, literature for children in Ethiopia is a rarely touched field of study which should be inquired by many. It seems highly distant from the eyes of our country's scholars. What has been tried were also inclined to the theoretical than the practical aspects of children's literature. The following studies were what the researcher found in the main Addis Ababa University Library and considered as important to this study.

Ziyn (2005) reviewed the theoretical basis and practical purposes of children's literature in childhood education. The study shows that children's literature plays a great role for children literacy development. It also contributes so much to basic personal and social needs. Original works based on a variety of folktales, stories, riddles and music are very useful to be included in children's literature as they make children feel that they are at home and cultivate their own culture. Because of these and other benefits, it was children's literature should be given a significant place in the curriculum experience.

In a similarly manner, Lensie (2005) made a study on the impact of children's literature on the mind of the reader. Her study elaborates that all types of literature could hardly be attractive equally to all children. For many reasons children may be attracted to children books, cartoons, drama and poetry. However, all these types of children's literature should be congruent to them as per to the mental or cognitive development of their respective ages appropriately.

Mesfin (1983) also reported that all authors of children's literature should always take into count the psychology of their intended readers-children. He explained more that the authors wrote of their children's audience from an overall experience and personal dynamic perceptions

in which they have had in life. However, this is not true, because knowing the precise mind set of children because of life experiences and knowledge of the author does not make an author a marvelous writer of children's literature.

Dereje (1994) also conducted a study on the state of Amharic children's literature. He evaluated Amharic children's books published from 1920's to 1980's through content analysis and came with the report that the acute thirst quench for reading in children's mindset could seldom come with solutions. It is true that this serious problem has affected children tremendously. However, he did not seem to give the appropriate panacea as to how giving solution without the moral set of children was not fully studied in his research.

Yohannes (2007) conducted a study on factors affecting the provision of children's literature in English lessons. Questionnaires were distributed to 64-second cycle English teaches and to 72 grade 6 and 7 students.

Interestingly this study identified some of the factors as the teachers' perception, teaching methods and teaching awareness as affecting the provision of children's literature. However, the study failed to notice that the reading environment as other manifestations for increasing voluntary reading interests of students. It would have been also better to support the results of the study with the actual activities performed by teachers in their classrooms. One should also bear in mind that reading is not the responsibilities of language lesson teachers. All teachers (both language and content area teachers, librarians etc) should be responsible for improving students' readings.

To sum up, these studies have noted the benefits of children's literature. Based upon the review information and the research data the question that how far pupils wide reading habits through use of literature were given due attention in this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Design of the Study

In this study, the researcher used both quantitative and qualitative research approaches. The core issue in this research was investigating the utilization of children's literature in second cycle primary schools of Addis Ababa. How far is children's literature utilized in content area teaching and learning was given due attention.

3.2. Methodology of the Research

In the overall treatment of cases in this research, a descriptive survey method of research has been employed. This is because it gives an opportunity to collect several kinds of data related with the issue under investigation (Weirisma and Jurs, 2005).

3.3. Population and Sample of the Study

To facilitate the research information, data were gathered from among selected government and private second cycle primary schools in Addis Ababa city administration. The sample schools were Menelik II, Misrak Ber No 1, Entoto Amba, Wereha Yekatit, Holy Savior, Yenegew Sew, Jerusalem and Adey Ababa. Thus, teachers, students, librarians and principals were taken as population from which samples are selected for the study. The researcher selected eight primary schools from four purposively selected sub-cities (two from each sub-city). Of the eight schools, 4 were private primary schools and the other 4 were government owned primary schools.

As the purpose of education is the production of individuals to contribute to the overall development of a country, looking at things in comparisons seems essential. Hence, the researcher included four private schools to make comparison among private and government primary schools with regard to the utilization of children's literature. Accordingly, 83 teachers and 224 students were taken to be respondents. Moreover, 8 school librarians and 8 school principals were chosen as a sample. Furthermore, 32 classrooms, and 8 primary school libraries were selected as additional sources of information.

3.4. Sampling Techniques and Procedures

The researcher considered the proximity of the schools in their respective cities. For instance, Wereha Yekatit and Adey Ababa Schools are found around "Lancia", near "Gotera". Both schools are almost neighbors and are near to Children's Literature Bureau. Misrak Ber and Yenegew Sew are very accessible to the researcher. On the other hand, Menelik II and Holy Savior are found geographically different from the previous schools but the researcher has chosen because they are near to Addis Ababa University where the researcher was conducting his post-graduate studies. These schools have access to book centers.

Second-cycle primary school level (grade 5, 6, 7, and 8) were chosen for their mediating and demanding nature, which the researcher believed to be of much concern. Teachers were selected based on the criteria of currently teaching at the second-cycle of these sample schools and were willing to participate in the study.

While purposive sampling technique was employed to select the sub-cities, the schools and the teachers, availability sampling was used for the selection of primary school librarians and the principals of the target schools (on the basis of their preference and availability). On the other

hand, stratified random sampling was used for the selection of grades – grade 5,6,7 and 8 students. To get through these the researcher followed the following steps:

First, the researcher selected four sub-cities: Arada, Bole, Gullelie and Kirkos based on their resource accessibility. Two primary schools – one government and one private primary school representative of each sub-city were selected by using purposive sampling technique. This makes the sample schools to be 8 in number. First of all, the researcher is well acquainted with these sample schools settings. This has contributed much to appreciate the problems and conduct the research. Then, using an available sampling technique, all the 8 sample school principals (8 in number) and the school librarians (8 in number) were involved in the study. Moreover, stratified random sampling was used for the selection of grades 5, 6, 7 and 8 respondents among the student population.

Here, the types of the schools (Government and Private) and the grade levels (grade 5, 6, 7, and 8) were used as strata for the selection of the respondents among the student population. To do this first the researcher selected one section from each grade level from each school. This makes the total number of sections to be 32 (4x8) (of which 16 sections were private and the other 16 were government). Then, 7 students representative of each of the 32 sections were randomly selected. This makes the total number of sample students to be 224. The procedures followed were: first, list of all students name of all sample sections (grades) were identified, alphabetically arranged, and the researcher drew 7 students (from each section) at random until the top 224 samples were identified from all the schools.

The researcher also selected about 38 percent (32 in number) of the sample teachers (83 in numbers) for the purpose of classroom lesson observations. This sub-sampling was due to lack of time and resources

for the researcher. This further sample selection was made from each of the two school types (private and government) with securing the number of teachers, qualification, sex, subject areas and the grade levels the teachers taught.

The details of the sites, research settings and number of participants were indicated in Table 1 below:

Table 1. Research Settings and Number of Participants

Sub-city	Sample primary school	The study participants			
		Teachers	Students	Librarians	Principals
Arada	Menelik II PS	10	28	1	1
	Holly Savior	10	28	1	1
Bole	Mistrakber No1	11	28	1	1
	Yenegew Sew	10	28	1	1
Gullelie	Entoto Amba	10	28	1	1
	Jerusalem	11	28	1	1
Kirkos	Wereha Yekatit	11	28	1	1
	Adey Abeba	10	28	1	1
Total		83	224	8	8

3.5. Data Gathering Tools

The basic research instruments for collecting both quantitative and qualitative data were questionnaire, observation checklists and interview

3.5.1. Questionnaires

Three kinds of structured questionnaires were prepared with the intention of securing pertinent information for the study. The questionnaires were for the teachers, students and school librarians.

Teachers' questionnaire consisted of (a) 8-items on their demographic data, i.e. gender, age, years in teaching, qualification, training etc., (b) 23 items which deals with the extent of children's literature use by teachers, their reading habits and preferences, their familiarity towards children's literature, their selection of children's literature, problems of selecting and using children's literature, etc.

The students questionnaire consisted of items dealing with their personal data i.e. their age, sex, grade level and section and their use of literature, their frequency of use of literature, how they spend time, and factors which delimit them from using children's literature in the content areas etc.

In fact, the researcher distributed the questionnaire to the students after he had briefed about the purpose of distributing the questionnaire to them. Fortunately, most of the students have got ideas about children's literature in their language lessons classes. Thus, they were not confused in responding to the items. Moreover, the researcher briefed each instruction of the questionnaire to the students by gathering them in one classroom.

The questionnaires for the school librarians comprised of items pertaining to their demographic characteristics, age, sex, qualification, experience in current job, their training status, their roles and responsibilities, and their opinion with regard to children's literature, etc.

In these three kinds of questionnaires, the researcher has designed the items to be sequenced from more general questions to specific ones. He has selected this type of instrument to lead the respondents to specific areas of his/her interest. In addition, the items are both close-ended and open-ended types. In fact, most of the items in all kinds of the questionnaires required the respondents to answer by selecting from the

optional multiple choices and writing their answers in the space provided when needed.

Generally, the researcher has prepared 315 copies of questionnaires among which 83 and 224 questionnaires were distributed to the teachers and students respectively, and the remaining eight were distributed to the school librarians. From the 315 questionnaires distributed to the respondents, only 3 students questionnaires were not returned to the researcher. Hence, the analysis of the students' responses is based on the returned 221 questionnaires.

3.5.2. Observation Checklists

In this study, two kinds of checklists were used. The first one was the classroom observation checklist which was employed on the second sample group to gather data on the actual use of children literature in the classroom lessons and the types of literature activities commonly employed by the teachers in the second cycle primary schools.

The checklist consisted of such items as the observation date, the school type, the grade and section and the period. The main part of the checklist consisted of 16 items, which dealt with the different literature activities the teachers employed. Some of the items required the "yes" and "No" answers. While others required the observer to record the number of occurrences of some items during the four-observation periods. In addition to filling out the items regarding the teacher's use of literature, there are also some items that required the observer to observe and record the activities of the students. To avoid confusion, however, the researcher included only 4 items on the checklist regarding the student's activities. All these helped the researcher to check the teacher's utilization of children's literature and their provision of time and choice of materials for their students' independent reading.

The other kind of observation checklist the researcher used was for observing and describing the physical characteristics of the school libraries. This checklist comprised of 14 items. Similar to the classroom observation checklist, the library observation checklist consisted of the school name, type (government **or** private) and the observation date. Its main part dealt with accessibility, attractiveness, size, the provision of space for storing children's literature, the libraries physical condition, and arrangement of the library materials, seating etc. In addition, there are items that required the observer to record the number of students using literature in the library, during their free play periods and the occurrence of such items as the circulation of new books in the 4 week observation days.

Generally, 11 items required "Yes" and "No" answers, 1 item required the observer to measure and record the size of the library, and the remaining 2 items required counting and recording the number of students using literature during their free playing periods and the number of new books circulated per month.

3.5.3. Interview

Semi-Structured interviews were held with 8 principals of the schools in the form of discussion to elicit information about their opinion, the schools effort in familiarizing the teaching staff with children literature, and problems they faced and the mechanisms they had to make use of the library materials and to make the library more accessible to students and teachers etc. However, separate analysis area was not provided to the information obtained through the interview. It rather served as supplementary information to the questionnaires and observations used.

Overall, except some of the items on the observation checklist on teacher's use of literature based on the works of Sutherland and

Arbuthnot (1991), the remaining items on the checklist, the questionnaire items appeared in this study were constructed by the researcher. Hence, the pre-conceived questions (issues) based on some research undertakings made previously, the review of the literatures and the researchers personal experience in the teaching profession, provided the necessary insights which helped the investigator in constructing the observation checklists, the questionnaires and interviews. This is because the researcher did not find ready-made and standardized instruments to the variables under consideration.

The researcher also analyzed relevant literature to enrich pertinent information and depth of the literature discussed in the review so as to contribute the factors which affect the utilization of children's literature and to analyze the provision of time for students' private literature reading and other activities. Generally, the teachers lesson plan, and guide materials were observed to support information obtained through the questionnaire and observations.

3.6. Data Gathering Procedures

In the process of testing the instruments and collecting data for the final study, the researcher used the following procedures.

The questionnaires were initially prepared in English and given to experts in the English language to check the grammatical clarity of the items. Then the questionnaires were translated from English to Amharic in order to alleviate any unnecessary complication in responding to the item due to the language barrier. After the translation, two graduates from the Department of Teaching Amharic Language were consulted to review the item for their appropriate translation. Some amendments were then made based on the feedbacks from the experts and the graduate

students. Moreover, the researcher submitted for evaluation in advance to the advisor before the actual data collection took place.

After this, the instrument was pilot tested in two-selected schools- Medhane Alem and Abiyot Ermija primary schools in Addis Ababa city. These schools were taken because they were convenient and have common characteristics similar to the schools the final study has taken place. Then, the items were strictly revised to find out statements that might lack clarity or might be open to questions. Accordingly 2 ambiguous and 1 poorly prepared items were modified (grammatical correction was taken on these items). After making these modifications, the questions were retyped.

In the final study, the questionnaires were administered to 83 teachers, 224 students and 8 librarians, in a face-to-face situation in order to clarify points if additional explanations regarding how to respond are required. For the classroom observations, four assistant observers were recruited, under the strict supervision of the researcher. All the assistants had diploma in teaching and were primary school level teachers. In addition, they are attending their degree program in higher institutions. Three of the observers had more than 10 years teaching experience and the other one had 8 years. Before the actual observation the assistants were given orientation on how to use the checklist and each practiced this in two other extra sessions.

Each of the second sample group of teachers who were 32 in number were observed four times in four different days within 2 week period (at least twice each week). This was done after identifying each teachers periods from the school timetable.

In the case of library observation, however, the investigator himself arranged the observation days, and periods. In filling out the items of the

checklist, the researcher sat during the student's free-play time in order to record the number of students who were using literature. Similar to the classroom observations, each library were observed four times in 4 different days but for 4 weeks. The 4 observations which were conducted each of these days lasted approximately 10 to 15 minutes depending on the length of free play period. Generally, each school librarian were cooperating and assisting the researcher in identifying students who used literature in the library by requesting students to show their identification card.

The researcher also sat in a few reading lessons simply to have a feeling of each class. This is to supplement the information obtained through the teachers and students questionnaires and these were recorded by note taking.

Generally speaking, the procedure for data collection was such that first teachers, students and librarians were consulted through the questionnaire. Then the assistants and the researcher did observations. Then, the school principals had been consulted through interview. The distributions of data gathering tools were completed in the lesson-time, and hence, the collection of information was done in such a way that it could sense practical.

3.7. Strategy of Data Analysis

The data collected from sample schools via questionnaire and observations were tallied, systematically organized in items, tabulated and analyzed depending on the responses, so indicated. The data obtained from actual classroom observations were sorted out and tallied. Frequency numbers were accordingly assigned. The average number of times the teachers read, told, and discussed stories etc. in the 2 week observation (over the observation days) periods, between government and

private second cycle primary schools were analyzed and presented through tables.

Data obtained from primary school libraries observations were also sorted out and tallied. Here, actual numbers were used to analyze the physical characteristics of the libraries. The number of students who were using literature in both government and private primary school libraries in 4 different days for 4 weeks were recorded, averaged and presented through tables. However, the interview results were narratively described. The researcher looked the results at both quantitatively and qualitatively. The researchers' observations and insights were meant to complement and add flesh to the quantitative findings.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1. Presentation and Analysis of Respondents Responses through Questionnaires

4.1.1. Points Regarding Teachers' Prior Training, Ideas and Their Familiarity with Children's Literature.

Table 2. Training Level of Teachers on How to use Children's Literature.

Have you taken any course or training on how to use children books in your teaching while you were in college, university or any institution?	R e s p o n s e s	
	No	%
a) Yes	5	6.02
b) No	78	93.98
Total	83	100

As can be seen from table 2, most of the respondents (93.98%) had not taken any special course or training on using children's literature while they were in college or university. On the other hand, only 5 (6.02%) of them had taken course of training related to children's literature utilization. What the remaining 6.02 percent termed training on utilizing children's literature was the commonest course of methodology, however. This could be one of the factors for affecting utilizing children's literature in the classroom.

Although the above result, indicate lack of training for most teachers, this does not mean that these teachers had no ideas about children's literature. The following table shows this fact.

Table 3. Teachers Familiarity with Idea about Children's Literature

Do you have any idea about children's literature?	R e s p o n s e s	
	No	%
a) Yes	53	63.86
b) No	30	36.14
Total	83	100

As per table 3, 53 (63.86%) of the teachers said that they have ideas related to children's literature though they did not take any course or training in their pre-service training sessions. Hence, this supports the ideas stated earlier. And 30 (36.14%) of the respondents had no idea about children's literature.

Here, differences were found between teachers teaching in government and private school settings with regard to the ideas they have. Out of those 53 (100%) respondents, 37 (69.81%) were teachers from private schools, whereas the remaining 16 (30.19%) were teachers from government schools. Those replied "yes" to table 3 were again asked to rate their familiarity with children's literature. The responses were indicated in table 4 below.

Table 4. Extent of Teachers Familiarity with Children's Literature

How do you rate your familiarity with children's literature (books)?	R e s p o n s e s	
	No	%
a) Excellent	-	-
b) Very good	5	9.43
c) Good	23	43.40
d) Fair	21	39.62
e) poor	4	7.55
Total	53	100

The above table shows the responses of those respondents, who replied “yes” in table 3. Accordingly, when they are asked to rate their familiarity with children’s literature, 5 (9.43%) of them rated as “very good,” 23 (43.40%) as “good”, 21 (39.62%) as “fair” and only 4 (7.55%) as “poor”. All of the teachers, however, truthfully responded that they are not excellent with regard to the books written for children.

Although no teacher rated as “Excellent”, the researcher tried to estimate all of the respondents familiarity with other open-ended type items. These open ended questions ask them to list the title and author’s name of any two books they know and taught appropriate for the grade level they teach, 42 (79.24%) were not able to do so. Therefore, the majority of the teachers were not familiar at all with the books written for children, let alone being able to select what they taught appropriate for their students.

In addition to this, all of the teachers were also asked to state if there is any effort in their school which focused on familiarizing teacher’s with children’s literature. However, it was found that no school had developed a formal mechanism for introducing teachers to the books even available in their school library at present. There was no mechanism and or for enhancing teachers awareness and familiarity of recently published children’s books. Moreover, during the researchers’ interview with the respective school principals, it was admitted absence of such professional development activities in their schools. Therefore, none of these schools offered/planned/ any sort of professional development opportunities focused on familiarizing teachers with children’s literature.

One should bear in mind that, today more books are published and are made accessible in markets than few years ago. But teachers do not seem to be doing anything individually or in groups to have awareness with books to improve the situation. Nothing is better than the teachers

own effort for their improvement. Updating their knowledge, with the books enables them, to help their students which in turn improves the poor reading situation of the schools population.

4.1.2. Teachers' Reading Habits and Preferences of Children's literature .

Table 5. Teachers Preference of Reading Stories .

Do you like reading stories yourself?	R e s p o n s e s	
	No	%
a) Yes	83	100
b) No	-	-
Total	83	100

As can be seen from table 5, all of the teachers replied that they like reading stories from books. And this has an impact on the out put of their teaching. Here, no differences were found between private and government second cycle primary school teachers in this respect. The next table shows the first five reading preferences of the teachers among the eight kinds of stories given .

Table 6. Rank Order of Kinds of Stories Teachers Like to Read for Themselves .

Kinds of stories	R a n k O r d e r									
	1 st		2 nd		3 rd		4 th		5 th	
	N	%	N	%	N	%	N	%	N	%
Sport stories	30	36.14	20	24.10	15	18.07	6	7.23	7	8.44
Political news (stories)	17	20.48	20	24.10	4	4.82	4	4.82	2	2.41
Adventure stories	5	6.02	11	13.25	20	24.10	20	24.10	16	19.27
True stories	10	12.05	10	12.05	16	19.27	26	31.33	9	10.84
Science fiction	10	12.05	2	2.41	11	13.25	7	8.43	25	30.12
Biographies	5	6.02	10	12.05	7	8.44	15	18.07	4	4.82
Social/historical/ stories	5	6.02	5	6.02	7	8.44	3	3.61	4	4.82
Children stories	1	1.20	5	6.02	3	3.61	2	2.41	16	19.27

Table 6 depicts the kind of stories the teachers preferred to read for themselves. Although their preferences were reflected in all of the 8 stories provided, the first five preferences were shared among sport stories, political news (stories), adventure stories, true stories, and science fiction. However, the choice made with children's stories was ranked first by only one of the respondents. The maximum number of respondents who ranked children's stories as their fifth reading choice was 16 (19.27%). And this has an impact on the output of their teaching. One can infer from the above data that respondents who read sport stories and political news might be very entertaining and good for personal development of the teachers but it did not seem very pertinent to the input of children's themselves. In fact, the teachers may not have ground to implement these stories in their content lessons if they wanted. However, teachers who read children's stories and adventure, on the contrary, has a high input to the students mental development because it opened a new world where different personal, cultural, moral and social values of people entertained the mind of these children. Hence, the reading of these materials/ stories) might be highly pertinent to the output of their work in school.

4.1.3 Teachers Selection of Children's Literature

Teachers selection of literature for instruction affects the students involvement and engagement and hence their learning. Having this in mind, the teachers were asked whether they have participated in any book selection activities in their schools. Their responses are presented in the following table.

Table 7. Teachers Participation In Book Selection .

Have you participated in any book selection activities in your school?	R e s p o n s e s	
	No	%
a) Yes	4	4.82
b) No	79	95.18
Total	83	100

As shown from table 7, only 4(4.82%) of the respondents have responded that they have participated in book selection activities in their schools. On the other hand, most of the teachers 79(95.18%) did not participate in such activities. This, in one way or another can affect the whole notion of broadening the pupils reading interests in variety of types of literature and the provision of a kind of balance in the selection of materials shared with students. This is based on the fact that only a teacher who knows his/her students, their reading interests and backgrounds can truly select appropriate reading materials to particular students (Barr and Johnson, 1997).

Table 8. Teachers Belief of Appropriateness of Children Books Found In Their Schools .

Do you believe that the children's books in your schools are appropriate to the age and developmental levels of the students?	R e s p o n s e s	
	No	%
a) Yes	22	26.51
b) No	59	71.08
c) undecided	2	2.41
Total	83	100

Most of the teachers 59 (71.08%) in their response indicated that the books found in their schools are not appropriate to the age and developmental levels of their students. On the other hand, 22 (26.51%) of the respondents answered that the books found in their schools' libraries are appropriate to the age and developmental level of their students. In fact, most of the teachers who replied to the "yes" option were those from private schools. Accordingly, out of the 22 (100%) respondents that said yes, 19 (86.36%) of them were teachers from private schools and the remaining 3 (13.64%) were teachers from government schools. The discussions made with the school librarian, also confirmed the reasons to this that the very reason for this was due to the fact that most of the book collections in government school libraries were obtained through aids. Thus, when distributing these books to the different schools, the only consideration made was only the amount of books obtained and no one considered whether the books are appropriate or not. Adding to this fact, another librarian from the government schools disclosed his response to the investigator by quoting "የስጦታ ፈረስ ጥርስ አይታይም"

When choosing literature for students, a number of factors need to be considered. The factors may include students' reading interests, reading abilities and stages of development, and the works' literary merit. In addition, the variety of books selected should help students to recognize the unity of literature, should develop literary connections with other curricular areas, and should permit students to experiences a diverse and global society. Having this in mind, teachers were asked about what factors they considered during their selection of literatures for students.

4.1.4 Factors Considered By Teachers In Selecting Literature For Their Students .

Table 9. Order of Factors Considered By the Teachers in Selecting Literature for Students.

Factors Considered	1 st		2 nd		3 rd		4 th		5 th	
	N	%	N	%	N	%	N	%	N	%
Connection of the literature with the curriculum areas	30	36.14	23	27.71	17	20.50	6	7.23	7	8.43
Quality of the books	20	24.10	4	4.82	36	43.37	14	16.87	9	10.84
Availability of the books	27	32.53	35	42.17	15	18.07	4	4.82	2	2.41
Students reading abilities	1	1.21	19	22.89	8	9.63	30	36.14	25	30.12
Students interests	5	6.02	2	2.41	7	8.43	29	34.94	40	48.2

Although all are factors that should be considered in selecting literature for students, literary connections with the curriculum areas and the availability of the books were ranked as the first and second factors by 30 (36.14%) and 35 (42.17%) of the respondents respectively. And the quality of the books was ranked as the third factor by 36 (43.37%) of the respondents. The remaining ranks were given to students reading abilities and interest, which were ranked as fourth and fifth factors by 30 (36.14%) and 40 (48.20%) of the respondents respectively. Implied from this is the fact that literature selection was largely controlled by material based factors than student-based factors unlike students' reading interests and abilities. Contrary to this, however, many researchers in their studies have suggested that students interests should have high priority when selecting literature for instruction. This is because literature that is interesting to students promotes active involvement, engagement, and commitment to leaning (Barr and Johson, 1997; Cullinan and Galda, 2002; and Ruddell, 1997)

Similarly considering the students reading ability of a specific text is also an important factor that should be considered while selecting literatures. This does not mean that teachers should always select only those books the students can easily read. Rather, it means that teachers should select for their students those literatures that present a challenge but does not frustrate or overwhelm them.

Generally speaking, teachers should try to accommodate both their students reading interests and reading levels using different strategies. One of this could be reading some literature beyond or below a student's instructional range for an entire class.

4.1.5. Utilization of Children's' Literature in Content Area Lessons by Teachers

Table 10. Teachers Use of Children's Literature In Content Area Lessons.

Have you ever taught lessons using children's literature?	R e s p o n s e s	
	No	%
a) Yes	28	33.73
b) No	55	66.27
Total	83	100

As indicated in table 10, 28 (33.73%) of teachers have responded that they had experience of using children's literature in content area lessons. On the other hand, the majority (66.27%) of the respondents have reported that they never taught lessons using children's literature. However, 19 (67.86%), out of 28 (100%) of teachers who utilized literatures while presenting content lessons were from private schools, whereas the remaining 9 (32.14%) of the respondents (out of the 28) were from government schools. This result was also supplemented by those

classroom observation results. The observation results confirmed that private school teachers used children’s literature at least 4 times out of the total class lessons observed while none of the teachers from the government schools had used it. Hence, the result in the above table tells that more number of private school teachers had experience of utilizing children’s literature in content area lessons than government schoolteachers.

Those who answered “yes” to the above were again asked to indicate their frequency of utilizing children’s literature in the content area lessons. More or less similar results were observed with the above ones.

Table 11. Extent of Teachers Use of Children’s Literature in Contents Area Lessons

How frequently do you use children’s trade books in content area lessons?	R e s p o n s e s					
	Government		Private		Total	
	No	%	No	%	No	%
a) Always	-	-	1	5.26	1	3.57
b) Sometimes	5	55.56	18	94.74	23	82.14
c) Rarely	4	44.44	-	-	4	14.29
Total	9	100	19	100	28	100

As indicated in table 11, only 1 (3.57%) of the respondent (actually from the private schools) have reported that content area lessons were integrated and used with children’s literature regularly. Twenty-three (82.14%) of the respondents have responded that they sometimes utilized children’s literature in their content area lessons. In fact, 18 (78.26%) out of those 23 (100%) were teachers from private schools. While the remaining 5 (21.74%) who sometimes-utilized children’s literature were from government schools. On the other hand, 4 (14.29%) of the

respondents were admitted that they rarely utilized children's literature in content area lessons. But all of these 4 respondents were from government schools. Therefore, most teachers in government schools have the tendency of relying on only school textbooks. Most probably, these teachers usually run to cover the contents of the textbook with the academic timetable than to present lessons with other supplementary books.

4.1.6. Major Problems For Selecting and Utilizing Children's Literature for Instruction

Teachers were asked whether or not they face any problem in selecting and utilizing children's literature in their content area instructions. According to the results, almost all of the respondents reported that they faced problems to select and use literatures written for children. The following table shows the result.

Table 12. Teachers Encounter of Problems In Selecting and Using Children's Literature for Instruction .

Have you ever faced any problem(s) while you select ^{&} use children's literature for instruction?	R e s p o n s e s	
	No	%
a) Yes	81	97.60
b) No	2	2.40
Total	83	100

It has been depicted on the above table that, almost all of the teachers (97.60%) have responded that they face problems in relation to utilization of children's book for content area lessons. Moreover, no significant differences were found between government and private school teacher responses.

Teachers were also asked to rank the major problems they faced in relation to selection and utilization of children's literature for instruction (in their order of seriousness-from the most to the least problems). The results revealed that the less status given to children's literature in the curriculum, budget shortage and lack of children's books were the three major problems. The following table indicates the evidence.

Table 13. Order of Major Problems Faced In Relation To Children's Literature

Major problems	1 st		2 nd		3 rd		4 th		5 th	
	N	%	N	%	N	%	N	%	N	%
Less status given to children's literature in the curriculum	28	33.73	20	24.10	25	30.12	6	7.23	4	4.82
Shortage of books	20	24.10	19	22.90	16	19.28	14	16.87	14	16.87
Budget shortage	19	22.89	14	16.87	25	30.12	15	18.07	10	12.05
Curriculum pressure	10	12.05	18	21.68	12	14.45	30	36.15	13	15.66
Lack of knowledge and awareness about children literature	6	7.23	12	14.45	5	6.03	18	21.68	42	50.60

The above table reveals that the less status given to children's literature in the curriculum was ranked as the most serious problem by first by 28 (33.73%) of the respondents. Followed by shortage of books which was ranked by 19 (22.90%). Lack of budget was ranked third by 25 (30.12%) of the teachers. The fourth and the fifth rank was given to the curriculum pressure and lack of teachers knowledge about children's literature which were ranked by 30 (36.15%) and 42 (50.60%) of the teachers respectively.

4.1.7. Provision of Opportunity for Students Personal (Independent) Reading of Literature

Table 14. Lesson Plan Enclosure about the Pupils Independent Reading of Children's Literature

Options	Number of Response	percent
a) Affirmative	15	18.07
b) Negative	68	81.93
c) Undecided	-	-
Total	83	100

As seen from the table, the majority of the responses had the inclination to the negative that the teachers did not arrange for the students' independent reading. Only in 15(18.07%) of the case was the enclosure of the extending reading activities in the lesson plan responded to be affirmative. In addition to this, question that served complementary to this very idea could delineate what the teachers felt to be an independent reading development was only a literal, day to day copying of notes, and there was no observed students' independent reading plan in spite of its crucial aspect. Thus, upon suggesting the nature of activities that have been planned to be worked on, the respondents traced the provision of notes from the teachers' side. However, when the teachers frequently gives notes and the pupils do not attempt to meet the challenge to do so, there appears the unconditional inclination to teacher dominance, the students passivity becomes one of the norms. Nevertheless, the participatory aspect of reading takes readers as composers since thoughtful readers plan reading around a given purpose in mind. That purpose makes them to think about the text and begin to activate background which is related to the topic (Cooper, 1997).

Table 15. Types of Reading Practices so far Planned by Teachers

Response options	Number	Percent
a) Reading assignment successively corrected by the teacher	18	21.70
b) Reading notes produced by the teacher	46	55.41
c) Home-take reading	13	15.66
d) Personal (private) literature reading and presentation	6	7.23
e) Reading aloud to students		
Total	83	100

As seen in the above table, note reading was the biggest task planned by the teachers to enable the students to participate in classroom reading activities. This can be magnificent since it overweighs the remaining options (55.41%) followed by reading assignment successively corrected, which bear only 18 (21.70%) of the response. This tends to reflect the fact that teachers notes dictates the instructional plan produced by the teachers.

Table 16. Students View on How far they Learn Content Lessons Connected With Children's Literature

Have you ever leant lessons connected with children's literature in your class lesson periods?	R e s p o n s e s	
	No	%
a) Yes	98	44.34
b) No	123	55.66
Total	221	100

As depicted in the table, 98 (44.34%) of the students have responded that they had experience of learning contents (lessons) related to children's literature. On the other hand, the majority 123 (55.66%) of them did not learn lessons connected with children's literature. In fact, out of those, 98 (100%), 84 (85.71%) were students from private schools. This

supports the fact that teachers in government schools not frequently use literature in their lessons in comparison to those private school teachers.

Despite this however, reading connected to content (subject) areas expand students prior knowledge and vocabulary and thus enhance comprehension. Moreover, by reading related literature, students develop greater depth and understanding of historical time periods and concepts presented in science and social studies, for example. Students also begin to recognize that learning in each content area is not meant to be isolated but rather connected and reinforced. Students who replied “Yes” to the above questions were also asked to indicate their reaction when their teachers present lessons connected with children’s literature. The following table has the detail.

Table 17. Pupils’ Reaction to Teachers Conducting Lessons Using Children’s Literature

What would be your reaction when teachers conduct lessons based on children’s literature?	R e s p o n s e s	
	No	%
a) Excellent	61	62.25
b) very good	27	27.55
c) Good	7	7.14
d) None	3	3.06
Total	98	100

As per Table 17, the researcher asked the students about their reaction when teachers conduct their lessons based on children’s literature. From the figure depicted in the table above, 61 (62.25%) of the students were responding as “excellent”, 27 (27.55%) as “very good”, 7 (7.14%) as “good” and 3 (3.06%) as “none”.

Table 18. Time and Chance of Students to Read Literature Not Directly Related to the Academics

Do you have time and chance for reading of literatures not directly related to academic areas in your school?	R e s p o n s e s	
	No	%
a) yes	8	3.62
b) no	213	96.38
Total	221	100

As seen in the table above, 8 (3.62%) of the respondents have said that they had time and chance to read literatures that are not directly related to their academic work. On the other hand, most of the students responded that they had no time and chance for reading such literatures while they are, in school. Differences were also noticed in the responses made by students of the two school types. That is, out of those 8 (100%) who replied “yes”, 6 (75.0%) were students from private schools; while the remaining 2 (25.0%) were students from government schools.

Table 19. Students View On Activities Dominating Their Classroom Time

Of the following cases, which activity dominates most of classroom lesson time?	R e s p o n s e s	
	No	%
a) sharing oral response to books	7	3.17
b) studying new and unrelated expressions	28	12.67
c) class-seat work activities	64	28.96
d) private (personal) silent reading	9	4.07
e) literature writing (composing)	7	3.17
f) Art/Drama	-	-
g) taking notes produced by teachers	92	41.63
h) discussing on what was read with friends	14	6.34
Total	221	100

As seen from the above table, three activities-notes taking, working on questions and studying new and unrelated expressions of content area lessons – were the most dominant activities (reading practices). Here, the lions share was given to the teachers notes and class work activities which were indicated by 92 (41.63%) and 64 (28.96%) of the responses. Studying new and unrelated expressions from texts was ranked as the third most dominant activity by 28 (12.67%) of the respondents.

On the other hand, other literature activities like sharing oral response to a storybook, private (personal) silent reading, and composing were all de-emphasized. However, variations were noticed between government and private schools in the extent to which these activities were used. For instance, all of those 14 (6.34%) (Who responded for sharing oral response and composition as the dominant activities) were students from private school. Similarly, out of those 9 (4.07%) who responded to private silent reading activities, 8 (88.89%) were students from private schools,

while only 1 (11.11%) of the student was a respondent from government school classrooms.

However, in none of the schools students spend time for any art or drama activities linked to the students class activity. The researchers very observation could also bring one reality to light that was the absence of provision of time opportunity to enjoy literature independently especially in government schools.

Children need opportunity to return a number of times to the books that have been read to them, sometimes to read parts or all of it themselves. Such return experiences keep the choice ideas of the story fresh so that more permanent learning are likely to result. This opportunity to enjoy literature independently comes mainly keeping books available and inviting to children as they have time to select their own leaning activities.

Hence, the only alternative the teachers had provided to their students was assigning reading as homework, many of which are unrelated to reading and are detrimental to pupils attitudes toward reading. In relation to this were two points raised for the teachers. One was the problem most teachers stated in the open-ended items-lack of time allowed for students' independent reading of literatures of their own choice. The teachers were also requested to indicate how they compensated the lack of class time. Accordingly, most of them have replied that by assigning reading as homework. Hence, the teachers thought that assigning reading as homework can solve tight schedules.

Studies have noted that allowing students time to be with books in the classroom, rather than assigning them to a certain number of books to be read in the students time, teaches students to value books (Galda and Cullinan,2002). The rationale is that, when time is set aside for

reading and responding to literature students know that this is viewed as important by their teachers'. Reading to and with a class help to convince students of the value and pleasure of reading. Moreover, when teachers assign reading as homework it is out of doubt that the students give attention to what they are responsible to complete on their own.

Overall, most of the students were not allowed time for independent reading activities. Most of the activities in the schools are directed and controlled by the teachers. Activities which convinced the students to love of reading were absent in most second-cycle primary schools.

Students were also asked how they spent time after the school the following table indicates their responses to the question presented

Table 20. How Students Use Their Spare Time

How do you spend your spare time after school?	R e s p o n s e s	
	No	%
a) watching TV (film)	47	21.27
b) working homework and assignments	76	34.39
c) reading stories with family members	13	5.88
d) helping my family	54	24.43
e) discussing with friends on matters not related to academic work	20	9.05
f) none	11	4.98
Total	221	100

The majority of the students spent their time doing homework (assignments) and helping their family at home. When we see the difference between the two school types, out of the total 76 (100%), 53 (69.74%) (who spent their time while doing homework) were students

from private schools. Hence, these students had no ample time for reading children's literature at home due to the burden of homework given by their teachers. On the other hand, out of those 54 (100%) respondents who spent their time in helping their family, most 40 (100%) were students from government schools. In fact, the economic status of most families in our country is low. Hence, their parents may seek the students to be part of the family income in the case of government school students. This issue may be less in private school students due to the fees paid per the students attending private school. However, 13 (5.88%) of the respondents, all of them were from private schools had the time to read stories at their home. This seemed to be encouraging though it was insignificant as compared with the majority of the responses given to other duties. The other fact of the table is the responses made by those 11 (4.98%) of the students who did nothing during their spare time and most of them were from government primary schools. This is shocking but not surprising because the researcher expected more number of idle students from government schools than private schools considering what actually was done during his observations.

4.1.8. Responsibilities of School Librarians

School library program provides a wide range of resource and information that satisfy the educational needs and interests of students. Materials are selected to meet the wide range of student's learning styles. The school library media center is a place where students may explore more fully classroom subjects that interest and develop the ability to think clearly, critically, and creatively about the resources they have chosen to read hear or view. For the realization of these objectives, a school library requires a well competent and qualified librarian. However, out of 8, 5 of them didn't receive any formal training as librarians. When

they are asked to indicate the type of training they had if not trained as librarian, four of them were trained as teachers and one as a secretary.

Therefore this by itself has a great impact to the realization of the objectives mentioned above. In addition, the researcher asked the teachers whether or not their school librarians performed the activities expected of them.

Table 21. Teachers View on Librarians Performance

To what extent your school librarians perform activities expected of them?	Responses	
	Number	Percent
a) Always	11	13.25
B) sometimes	32	38.55
C) Not at all	40	48.20
Total	83	100

As the results revealed, only 11 (13.25%) of teachers have agreed that their respective school librarians perform the activities expected of them always, while the majority of the respondents, 72 (80.75%) of the teachers indicated that the school librarian performed their activities sometimes or none. In a similar manner, the researcher has observed that the conditions of the library, arrangement of materials organization of books and circulations systems etc. were not encouraging.

Table 22. Teachers Expectations of School Librarians in Fulfilling the Resources of Children’s Books in their Stocks

What does your school librarian should do in fulfilling the recourse of children’s books in their stock?	Number	Percent
a) He/she has to enquire to fulfill the library with children’s books	6	7.23
b) he/she has to request government and NGOs to donate children’s books	12	14
c) He/she has to bring the issue of children’s literature to the concerned bodies	24	28.91
d) All	41	49.40
Total	83	100

As can be seen from the table, 6 (7.23%) of them have said that the librarians had to enquire and insist to the fulfillment of children’s books to the library, 12 (14.46%) of them have said that the librarians had to request government and NGO’s for donation, and 24 (28.91%) of them replied that librarians had to bring the issue of children’s books to the concerned bodies. However, almost half (49.40%) of the respondents have said that the librarian had to do with all of the activities mentioned. In fact, the responses options the researcher included here do not mean that these are the only responsibilities expected from school librarians. There are many duties, which librarians should accomplish. However, from the above data one can understand that school librarians have had many responsibilities for the fulfillment of their respective school libraries with appropriate children’s books.

4.2. Presentation and Analysis of Observation Data

4.2.1. Teachers Classroom use of Literatures

Table 23. Teacher's Frequency of Use of Literatures In Private And Government Second Cycle Primary School Classes

	Items	Government		Private		Frequency	
		N	Average	N	Average	N	Average over the 4 observations
1	<u>Reading stories:</u> Teacher read stories to students	4	1	10	2.5	14	3.5
2	<u>Story telling:-</u> Teacher told stories to students	1	0.25	3	0.75	4	1.0
3	Teacher told stories using creative techniques (e.g. flannel board stories, puppet stories, roll movies, filmstrips, movies, etc)	-	-	-	-	-	-
4	Students told stories to each other	-	-	-	-	-	-
5	Students used creative storytelling techniques	-	-	-	-	-	-
6	<u>Discussing Literature:</u> Teachers discussed stories read	2	0.5	8	2.0	10	2.5
7	Teachers discussed authors, illustrator or illustrations	-	-	2	0.5	2	0.5
8	Teachers asked factual questions	4	1.0	4	1.0	8	2.0
9	Teachers asked critical questions	1	0.25	2	0.5	3	0.75
	<u>Other literature activities</u>						
10	Sustained silent reading periods	1	0.25	4	1.0	5	1.25
11	Teachers participated in sustained silent reading	-	-	3	0.75	3	0.75
12	Teachers read poetry to students	-	-	-	-	-	-
13	Students were asked to recite poetry	-	-	-	-	-	-
14	Content area lessons utilizing children's literature	-	-	4	1.0	4	1.0
15	Sharing books brought from home	-	-	4	1.0	4	1.0
16	Teachers direct students to use school library	1	0.25	3	0.75	4	1.0

Table 23 presents the completed Classroom observation results of the teachers' frequency of use of literature. As depicted in the table, teachers read stories an average of 3.5 times during the observation periods. In comparing the number of times teachers read stories in private and

government schools, private school teachers read an average of 2.5 times, whereas government school teachers read only 1.0 times out of the total observations. This indicates that teachers in private schools read a little more number of stories than teachers in government schools. In both cases, however, there is a departure from the accepted standard of reading to primary school students on a daily basis though educators agree with the necessity for this activity on a daily basis. However, as it was seen, the teachers read an average of only 3.5. times.

With regard to the second item of the table, out of the total observations, teachers told stories an average of 1.0 times in their lessons observed. However, none of the teachers used creative story telling techniques while presenting the stories. In addition, no student was given the opportunity to tell stories to other students. When we see the average number of times over the two school types, teachers in private schools have told an average of 0.75 times out of the total lessons observed, while government school teachers have told only an average of 0.25 times during the observations.

The average number of times the teachers discussed the stories read were also figured out from item number 6 through 9 of the table. Accordingly, the average number of times the teachers had discussed the stories read was 2.5. times. Out of these, an average of 0.5 were occurred in government schools, where as the remaining 2.0 were discussed in private schools classes. Similarly, as per item 7 of the table, the teachers discussed the authors, illustrators or illustrations for an average of 0.5 times. This occurred only in private schools while none of the teachers in government schools were relating the stories discussed with the authors and illustrators or illustrations.

Item number 8 and 9 of the table consisted of the type and number of questions the teachers asked to their students. Accordingly, teachers

asked an average of 2.0 factual questions. Here, both private school and government schools share equal number of factual questions (i.e. an average of 1.0 for each school type). On the other hand, the average numbers of critical questions asked were 0.75. However, out of this, 0.5 was in private school where as an average of 0.25 times was in government schools. Hence, still private school teachers are better in presenting questions that needs their students to think critically than government school teachers.

Items represented from number 10 through 16 were labeled as other literature activities. Here, the occurrence of sustained-silent periods, teachers use of poetry, content area utilization of children's literature, sharing books brought from home and the teachers direction of students for using the school library were included. Thus, the mean occurrence of sustained silent periods was 1.25, of which an average of only 0.25 was in government schools while an average 1.0 times was in private schools. Moreover, the average number of times the teachers participated in sustained silent reading was 0.75 times and it was only by private schools teachers.

Although teachers from government schools provided an average of 0.25 times for Sustained Silent Reading periods, the teachers did not participate at all in sustained silent reading activities.

As per item 12 and 13 of the table, no one teacher from both schools presented poetry to their students. Neither of them asked their students to recite poetry during the lessons observed.

Item number 14 of the table is about the content area utilization of children's literature. Accordingly, the number of times teachers integrated and used children's literature in their lessons was an average of 1.0. In comparing this between the government and private schools,

private schools seems better in integrating and using children's literature in content area lessons i.e. 4 lessons were integrated and presented using children's literature in private school where as no one of the teachers from the government schools have been doing this. In a similar manner, neither the teacher nor the students of government schools had used books brought from home. This indicates that in government schools grade level textbooks are the only sources of information for instruction. However, in private schools, it was observed that for an average 1.0 (4 times) times books other than classroom textbooks were brought by teachers and used for classroom lessons. Moreover, the teachers were advising the students to refer the books in their school library.

Overall, despite the generally accepted attitudes among educators concerning the benefits of exposure to literature, the results of this study indicate that many schools do not have regularly planned literature activities. The teachers in these schools did not regularly plan or carryout activities related to literature though in insignificant, private schools were found better in exposing their students to literatures than the government schools.

4.2.2. Physical Characteristics of Government and Private School Libraries

The researcher made observation at 8 government and private primary school libraries in Addis Ababa city administration. The observations were made using structured observation checklist dealt with the physical characteristics of primary school libraries and the researcher personal observations.

Table 24. The Physical Characteristics of Government and Private School Libraries (N=8)

No	Items	Percent yes			
		Gov.	Pri.	Total	
1	Is there an area in the school library for storing children's literature?	1	3	4	
2	Is the library placed in a quiet place of the school?	1	1	2	
3	Is the library accessible to be used by the students?	-	1	1	
4	Is the library well-lighted?	4	4	8	
5	Is there seating in the library?	4	4	8	
6	Are the following types of seat available?	a) Desk chaise	4	2	6
		b) Easy chairs	-	2	2
7	Are the materials kept orderly?	1	3	4	
8	Are the following items found in the school library?	-	1	1	
	a) Roll movies	-	1	1	
	b) Tape stories	-	1	1	
	c) Literature related posters	-	1	1	
	d) Literature related bulletin boards	-	1	1	
	e) Book jacket displays	-	-	-	
9	Are the books shelved according to any organizational system?	1	1	2	
10	Is the book area labeled with its name?	2	2	4	
11	Are there open-faced book shelves?	-	1	1	
		Mean			
12	How often were new books circulated/per month	-	-	-	
13	Average size of the libraries	64.25	27.0	45.63	
14	Average number of children	1.5	5.25	3.75	

Table 24 presents the observation results of the physical characteristics of the libraries over the target primary schools (government and private primary schools). Accordingly, all of the observed schools had central school libraries. However, some physical feature variations were observed between the schools and these were described as follows-

Areas for storing literature:- out of the eight school libraries, areas reserved for storing children's literature was observed in half (4) of the

libraries. Out of these four, three of them were libraries from private schools and the remaining one was from government schools. Hence, it was evident that there was less likely to be a place for storing children's literature in private primary schools than in government schools

Libraries location: From the eight schools, only 2 of them were located in quiet areas of the school. The others were placed (built) in areas where many students gathered during play periods, and was susceptible to pupils' noise.

Accessibility: From the 8 school libraries, 7 of them had opening hours that basically corresponded to the school time table. However, the researcher's personal observation confirmed that only two were regularly opened whenever the researcher went to the schools. The others were often closed with excuses like the librarian had not back after the break, or he was-sick, or students had exams on that day. Only one library had one additional library reading service (during the weekend).

Comfortable Seats: all of the libraries had seating for students. However, the types of seats available varied across the observed school libraries. Six libraries (2 of them were in private and 4 were in government) had desk chairs. On the other hand, the remaining two private school libraries had easy chairs.

Attracting Features: – Only one private school library was evidenced and satisfied with the items listed under item number 8 of the checklist. Thus, in this library items like roll movies, felt board stories, bulletin boards and displays related to children's literature were found. This does not mean however that, the rest schools have no bulletin boards. Most had boards but these boards were not used for displaying children's books or book jackets. And most of the boards were unattractive enough.

Material arrangement: the materials in the libraries were judged as being orderly in half (4) of the libraries. However, only 2 of them had an organizational system for shelving the books. In most of the cases, the libraries corners were simply a bookshelf. Most have no partitions which give the feeling of a separate special area, and this was provided only in one of the private school library.

Library size:- the size of the libraries were approximately 81m², 72m², 64m², 40m², 40m², 36m², 20m² and 12m². The first four measures were for government school libraries and the later four were for private school libraries. The average size of the libraries was about 45.63m². Compared to the private school libraries size, government school libraries size seems large This is encouraging, but when we see the average space used for storing children’s literature between these two school types, more space was provided for storing children’s literature in private school libraries that government schools.

Generally, observing and evaluating the adequacy of the school libraries was tricky because there were important factors other than the size of the libraries, the quantity of the books available and so on. For instance, different schools had different polices for controlling children’s access to the libraries and had different procedures for using the available books.

4.2.3. Students Frequency of Use of Literature in School Libraries.

Table 25. Students use of literature in private and government primary schools

Number of observation days	Number of students using literature		Average number of students over the two schools
	Private school libraries	Governmental school libraries	
1	4	1	2.5
2	8	3	5.5
3	6	-	3.0
4	3	2	2.5
Total	21	6	13.5
Average	5.25	1.5	3.375

Table 25 reveals the two recordings made on each of the four observation days. These recordings provided 8 measurements of the number of students using literature. These were averaged to determine the number of students using literature at a given moment during the free play time. Accordingly, there was an average of 3.375 students using literature at a given moment during the free-play period. In fact, this differs between private and government schools. For instance, in the four observations, there was an average of 5.25 students using literature in private school libraries whereas only an average number of 1.5 students were using literature in the government schools. Hence, from this one can say that the numbers of private school students using literatures were more than the number of students using literatures in government schools.

As it was stated in the review of the literature part, the efforts placed into creating an inviting atmosphere for a library is rewarded by students increased interest in using literature. Generally, private primary school libraries have better physical characteristics than government primary school libraries.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the Major Findings

This research aimed at investigating utilization of children's literature in selected second-cycle primary schools. The basic questions of the research involved in the investigation of:

- the extent to which second-cycle primary school teachers use the commonly recommended literature practices and plan accordingly for children's literature use,
- the types of literature activities commonly employed by teachers; and
- factors which impede teachers and students use of children's literature and analyzing the remedial stands so far made to alleviate the setbacks.

Questionnaire, observation checklists (for observing class lessons and physical characteristic of central libraries) and interview were data gathering tools. In addition to these, some documents were used to complement the basic tools. After data had been collected through the above tools, they were interpreted through the medium of percentages and means. Qualitative treatment was also used for the analysis. From the data presented and analyzed, the researcher has summarized the findings as follows:

- Most teacher respondents reported that they did not take course or training on how to utilize children's literature while they were in college or university. However, they had an idea about it, specially teachers from private schools;

- Most teachers were not familiar with books written for children. In any of the schools that have been targeted so far, any sort of professional development opportunities focusing on familiarizing the teachers with children's literature were not offered in formal mechanisms though all teachers had positive interest to read stories for them selves;
- Most teachers did not participate in any book selection activities in their schools;
- Most of the teachers did not believe to the appropriateness of the books found in their respective school libraries with the age and developmental levels of the students. The problem seemed acute in government primary schools;
- Most teachers considered the availability of a book and the extent to which literature is connected to subject area as the first two most important factors while selecting literature to their students. On the other hand, the students reading abilities and interests were ranked as the last two factors by the teachers. Hence, most of the teachers haven't yet realized the role students interest plays in making them active and competent to learn;
- Twenty eight (33.73) of the teachers have said that they had experience of using children's literature in their content area lessons. However, most of the teachers were not frequently utilized children's literature. Although very insignificant, teachers from private schools had better use of children's literature in their content area lessons;
- The less attention given to children's literature in the curriculum , lack of books, shortage of budget, curriculum pressure and teachers awareness were indicated as having a considerable effects

for utilizing children's literature in the content areas as seen from the respondent data.

- Teachers read an average of 3.5 stories to their students out of the 4 observations made. Out of this, 2.5 were occurred in private second-cycle primary school teachers where as an average of 1.0 time occurred in government schools;
- Teachers told stories an average of 1.0 time over the 4 observations made. They did not use creative story telling techniques (e.g. flannel board stories, roll movies, prop stories, puppets etc.); students had no opportunity to tell stories to each other. However, three- fourth of the stories were told in private school classroom lessons;
- The mean number of times during the 2- week period that the teachers discussed stories was 2.5. Authors, illustrators, and illustrations were mentioned for 0.5 times (only once) and it was in private schools. Factual questions were asked 2 times (1 in government and 1 in private) and questions requiring critical thinking were asked for an average of 0.75 times. Here, differences were found between private and government schools. Out of the total 0.75, an average of 0.5 times was occurred in private while, the remaining 0.25 was among government school classes;
- Other types of literature activities were the use of poetry, content area lessons using children's literature, and sharing books brought from home. The mean occurrence for this combined category was 0.75 during the whole observations. On the other hand, the opportunities provided for the students silent reading participation was occurred for an average of 1.25 times;

- For the majority of the students the only time they had to use their school library was during their free-playing periods. In most of these schools, no other time set aside for recreational reading. Most of the libraries were inaccessible for students;
- Only 2 libraries were placed in quiet areas of the school compound;
- The materials in the school libraries were judged as being orderly in half (4) of the libraries;
- Only 2 of the libraries had an organizational system for shelving books. In most cases, the primary school libraries were simply a bookshelf. Two private and four government school libraries had desk chairs; the remaining 2 private schools had easy chairs;
- Attracting features related to children's literature were evidenced in only 1 private school library;
- Averages of 3.75 students were using literature; 5.25 in private and 1.5 in government school libraries. However, it is not surprising considering the physical conditions prevailed in the schools;
- In summary, most of the second cycle primary schools had no or little capacity to utilize children's literature since teachers and librarians lacked the necessary training, familiarity, etc. to utilize it.

5.2. Conclusions

From the data gathered above and the analysis given so far, and the convergent summary of the findings, the following conclusions were made.

The cases of teachers training and utilization of children's literature in their daily lessons across content areas has been open to question since most teachers lacked the necessary base for such an understanding. This doesn't mean, however, that these teachers have no idea about children's literature. The majority of the teachers especially from the private primary schools have some ideas related to children's literature.

The study also proved that most primary schools had very little or no capacity to utilize children's literature since most of the teachers did not take any training in this respect, were not familiar with the books written for children and were not able to select what they taught appropriate for the students. Nevertheless, all of the teachers across the schools had positive interest towards reading stories for themselves. A favorable interest simply is not enough. These schools are attempting to implement student-centered instructional approach without working to enhance the teacher's knowledge of the rich supply of children's books that might be used. Thus, teachers often opted for a single grade level textbook organized and leveled by outside experts. They did not supplement the textbooks, yet, at the same time complain that reading of textbooks are boring and are poorly written. Unless, the teachers see it as their responsibility to use children's literature and encourage students to read widely, then the few points in the textbook cannot provide enough texts for the students to improve their reading skills and lifetime reading habits.

The general consensus is that teachers use of literature were not initiated regularly and carried out well (they did not emphasize literature in their daily content area lessons). The generally accepted methods for literature programming and school library designs were not common practice within the schools surveyed. Children were not encouraged to use books. A special time for recreational reading or sustained silent reading was not provided in most classrooms. Central school libraries were not carefully designed or valued as an important area. In stead, more attention was given to class works and hence the students reading was frequently bound to teachers notes alone.

Overall, almost no classrooms fit educators description of the comprehensive literature program-where students more often choose the books to read, and where discussion, drama, art and similar other activities dominated responses to the literature read. In fact creating such environment requires substantial shift in perspectives on children's and learning as well as shifts in curriculum.

Many factors were found that seemed to constrain school and teacher change in these schools and, it is expected, most other schools as well. Unfortunately, these constraining forces have been little discussed in the research in literacy instruction, perhaps because so much of the research is largely de-contextualized in the sense that classroom- based research rarely extends beyond the classroom walls. It is found that the most significant constraints were situated largely outside the classroom.

5.3 Recommendations

The following points have, therefore, been recommended by the researcher to be starting steps.

- Further training must be provided by teacher training institutions, colleges, universities for the respective teachers and librarians in order to facilitate their professional quality and the implementation of children's literature in content area lessons. This can be adjusted in both pre- service and in service channels;
- Children's literature should be given a significant place in the curriculum experience. When students have rich experiences in literature, they come to know that reading is a stimulating, satisfying thing to do. They learn to seek out opportunities to use various kinds of reading materials;
- For the materialization of this matter curriculum experts have to hold with the view that literature reading is not restricted only to language teachers but also the task of all other content area teachers;
- Above all, children's literature have to be available for all the students, and a special reading program through which pupils can independently develop literature reading and writing skills and habits;
- Teachers can increase the students voluntary reading interests through regular planning and implementation of variety of literature activities. This is possible through integrating and utilizing children's literature of various kinds in the day to day content area instruction.

- Teachers, librarians and the school should make children's literature of various types, including fiction, and non-fiction available and accessible to students;
- Libraries, should provide access to students, keep attractive, integrate and work collaboratively with teachers, students and other individuals as well;
- Teachers, parents, and school librarians beginning from early student's age should provide opportunities for developing students reading habits through motivating, encouraging and guiding them to read children's literature especially those materials written in their mother tongue;
- It is the reading of good literature that causes students to like reading and want to learn how to read. Hence, students ought not to be limited to the textbook to learn;
- Student's interest should have high priority when selecting literature for instruction. Teachers and librarians should gather information through interest inventories and informal discussions which provides information about student's interest to select literature.

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APPENDIX- I

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION

Department of Curriculum and Teachers Professional Development Studies

(Post- graduate program)

Questionnaire For 1st cycle primary school Teachers

Dear Teacher, the purpose of this questionnaire is to collect relevant information on use of children's literature. Since the success of the study depends upon your genuine information, you are kindly requested to respond frankly and honestly. The confidentiality of sources will be strictly maintained. And you are not required to write your name.

Your co-operation is greatly appreciated.

The researcher

Part I: Background Information

Direction I- Please forward your personal data

1. Name of the Sub-city: _____
2. Name of the School: _____
3. School Type (ownership): Government Private
4. Sex: Male Female
5. Age 15-19 25-29 35-39
20-24 30-34 40 and above
6. Qualification: 10+1 12+3 Specify if any _____
10+3 12+2 Specify if B.A
B.Sc.
B.Ed.
7. Field of Study: _____
8. Experience (Service year) in current job:
0-3 12-15
4-7 16-19
8-11 20 and above years

Direction II. To give answers to the following questions, read thoroughly and select or supply the right responses.

1. Have you taken any course or training on how to utilize children's books while you were in training institutions /college/ university?
A Yes B. No
2. If your answer to questions number 1 is "Yes", write the title of the course /training/?

3. Do you have any idea related with children's books?
A. Yes B. No
4. If your answer to question number 3 is "Yes" how do you rate your familiarity ?
A. Excellent B. Very good C. Good D. Fair E. Poor
5. Is there an effort in your school focusing on familiarizing teachers with children's literature? A. Yes B. No
6. If your answer to question number 5 is "Yes", describe the type of opportunity provided through the school?

7. Write the titles and the name of the authors of any two children's books you might appropriate for your students.
Book 1: Title----- Author's name -----
Book 2: Title ----- Author's name -----
8. Do you like to read stories for your self? A. Yes B. No
9. Rank the first five kind of stories you like to read most / 1 as the most you like to 5 as the least/
----- Children stories ----- Sport stories
----- True stories ----- Social /Historical/stories
----- Adventure stories ----- Political news/stories
----- Biography ----- Science stories

18. Have you ever faced problems(s) while selecting and using children's books (literatures/ for instruction in your schools?

- A. Yes B. No

19. What are the problem you encountered in relation to using children's literature /Rank in order of seriousness/.

A	Curriculum Pressure .	
B	Shortage of Budges .	
C	Lack of books .	
D	Less place given to children's books in the curriculum .	
E	Lack of knowledge /awareness/ bout children's literature .	

20. In preparing lesson plans, cite points your enclose about pupils independent literature reading?

21. Which of the following activities do you enclose in activating pupils reading needs?

- A. Reading assignment successively corrected by the teachers
- B. Notes on main ideas alone
- C. Home-take reading
- D. Personalized extensive reading purposively arranged
- e. Reading aloud to students

22. Comment on the problem you have for allowing daily independent reading opportunities for your students?-----

23. Comment on the options you have for the problem you mentioned under question number 22?-----

Appendix – II
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION

**Department of Curriculum and Teachers Professional
Development Studies**
(Post- graduate program)

Dear student, the purpose of this questionnaire is to carryout research on utilization of children’s literature.

Therefore, the researcher requests you kindly to respond to the questionnaire openly. Your cooperation is very important for the success of the study and benefits to be gained from research for teaching learning process at schools. You are not required to write your name.

Thank you for your cooperation!

The researcher.

Back ground information

Name of your school _____ Your School type: Private

Age: _____ Section _____ Government

Sex: Male Female

Direction II: Please indicate your choice by encircling one of the letter of the options, or by writing your answer for those which require written answers to each of the sentences below.

1. Have you taken any formal training as librarian?
A. Yes B. No
2. If your answer to question number 1 is yes, write the title of the training?

3. Do you have any idea related to children's books?
A. Yes B. No
4. If your answer to question number 3 is "Yes" how do you rate your familiarity?
A. Excellent B. Very good C. Good D. fine E. Poor
5. Do you think that the books found in your school library are appropriate to the age and developmental levels of the students?
A. Yes B. No
6. Is the library filled with books of appropriate quality and quantity?
A. Yes B. No
7. Are there children's literature related guides in the library?
A. Yes B. No
8. Are there efforts focusing on familiarizing librarians and teachers with books written for children?
A. Yes B. No
9. Comment on the role your school library plays in integrating and utilizing children's books for instruction.

10. Comment on (if any) efforts played by you are (an individual or as a group) for developing pupils reading habits.

11. Comment on the major problems the library has in making use of the available resources (books)

12. Forward solutions for fulfilling the library stock with appropriate books and/resources for providing adequate services for its users?

Appendix – IV

Lesson Observation Checklist

School Name _____ Type Government _____ private _____

Observation Schedule _____

Date _____

	Items	Number of Occurrences of Items in a lesson
1	<u>Reading stories:</u> Teacher read stories to students	
2	<u>Story telling:-</u> Teacher tells stories to students	
3	Teacher tells stories using creative techniques (e.g. flannel board stories, puppet stories, roll movies, filmstrips, movies, etc)	
4	Students tell stories to each other	
5	Students used creative storytelling techniques	
6	<u>Discussing Literature:</u> Teachers discuss stories read	
7	Teachers discuss authors, illustrator or illustrations	
8	Teachers ask factual questions	
9	Teachers ask critical questions	
	<u>Other literature activities</u>	
10	Sustained silent reading periods	
11	Teachers participate in sustained silent reading	
12	Teachers read poetry to students	
13	Students were ask to recite poetry	
14	Content area lessons utilizing children's literature	
15	Sharing books brought from home	
16	Teachers direct students to use school library	

Appendix – V

School Library Observation Checklist

School name _____ School type _____

Date _____

Schedule _____

No	Items		
		Yes	No
1	Is there an area in the school library for storing children's literature?		
2	Is the library placed in a quiet place of the school?		
3	Is the library accessible to be used by the students?		
4	Is the library well-lighted?		
5	Is there seating in the library?		
6	Are the following types of seat available? a) Desk chaise b) Easy chairs		
7	Are the materials kept orderly?		
8	Are the following items found in the school library?		
	f) Roll movies		
	g) Tape stories		
	h) Literature related posters		
	i) Literature related bulletin boards		
	j) Book jacket displays		
9	Are the books shelved according to any organizational system?		
10	Is the book area labeled with its name?		
11	Are there open-faced book shelves?		
12	How often were new books circulated		
13	Total size of the libraries		
14	Total number of children		

Appendix- VI

Interview Guide for School Principals

Part I-Personal information

1. School name _____ Type: Gov. _____
Private _____
2. Sex _____ Age _____
3. Educational Qualification _____
4. Years of Experience in Current job _____

Part II

1. Have there been any planned professional development opportunities focusing on familiarizing teachers can you comment on this issue?
2. To what extent teachers utilize children's literature in their lessons?
3. What is the availability of children's books in your school library?
4. Are there any children's book's provisions for your school library?
In what form?
5. What factors impede teachers and students from consistent use of children's books?

Appendix - VII

አዲስ አበባ ዩኒቨርሲቲ

የሥነ-ትምህርት ኮሌጅ

ስርዓተ-ትምህርት እና የመምህራን ሙያዊ ልማት ጥናት ትምህርት ክፍል

የድህረ ምረቃ ትምህርት ኘርግራም

/ይህ መጠይቅ በመምህራን የሚሞላ ነው /

የዚህ ጥናት ዋና ዓላማ በአንደኛ ደረጃ ትምህርት ቤት የህፃናት መዕሐፍት አጠቃቀምን በተመለከተ ሲሆን፣ በዚህ መጠይቅ ላይ ለቀረቡት ጥያቄዎች በሙሉ ትክክለኛ መልስ በመስጠት እንዲተባበሩ በአክብሮት ተጠይቀዋል። በዚህ መጠይቅ አማካይነት የሚሰበሰቡት መረጃዎች ከተማሪዎች ንባብ ጋር በተያያዘ የሚታዩ ችግሮችን በመጠቀም መፍትሄ ለማፈለግ ብቻም ሳይሆን የመማር-ማስተማሩን ሂደት ወደ ተሻሻ ደረጃ አማሳጪ አንፃር ከፍተኛ ሚና ይጫወታል።

ስለትብብራችሁ ሁሉ በጣም አመሰግናለሁ።

ክፍል አንድ፡-አጠቃላይ መረጃ

መመሪያ አንድ፡-ከዚህ በታች ለቀረቡት መጠይቆች ትክክለኛ መረጃ ስጥ/ጭ

1. የክፍለ ከተማው ስም _____
2. የት/ቤትዎ ስም _____
3. የት/ቤቱ አይነት፡ የመንግስት የግል
4. ፆታ ወንድ ሴት
5. ዕድሜ _____ 15-19
- 20-24
- 25-29 40 እና ከዚያ በላይ
- 30-34
- 35-39
6. የት/ት ደረጃ _____
7. የት/ት አይነት _____
8. የአገልግሎት ዘመን 0-2 ዓመት 3-5 ዓመት 6-8 ዓመት
- 9-11 ዓመት 12-14 ዓመት ከ15 ዓመት በላይ

Appendix - IX

አዲስ አበባ ዩኒቨርሲቲ

የሥነ-ትምህርት ኮሌጅ

ስርዓተ-ትምህርት እና የመምህራን ሙያዊ ልማት ጥናት ትምህርት ክፍል

የድህረ ምረቃ ትምህርት ኘርግራም

/ይህ መጠይቅ በላዎብሪያን የሚሞላ ነው /

የዚህ ጥናት ዋና ዓላማ በአንደኛ ደረጃ ትምህርት ቤት የህፃናት መዕረፍት አጠቃቀምን በተመለከተ ሲሆን፣ በዚህ መጠይቅ ላይ ለቀረቡት ጥያቄዎች በሙሉ ትክክለኛ መልስ በመስጠት እንዲተባበሩ በአክብሮት ተጠይቀዋል። በዚህ መጠይቅ አማካይነት የሚሰበሰቡት መረጃዎች ከተማሪዎች ንባብ ጋር በተያያዘ የሚታዩ ችግሮችን በመጠቀም መፍትሄ ለማፈላለግ ብቻም ሳይሆን የመማር-ማስተማሩን ሂደት ወደ ተሻለ ደረጃ ከማሳደግ አንፃር ከፍተኛ ሚና ይጫወታል።

ስለትብብራችሁ ሁሉ በጣም አመሰግናለሁ።

ክፍል አንድ አጠቃላይ መረጃ

መመሪያ አንድ፡-ከዚህ በታች ለቀረቡት መጠይቆች ትክክለኛ መረጃ ስጥ/ጭ

- 1. የክፍለ ከተማው ስም _____
- 2. የት/ቤትዎ ስም _____
- 3. የት/ቤቱ አይነት፡ የመንግስት የግል
- 4. ፆታ ወንድ ሴት
- 5. ዕድሜ _____ 15-19
- 20-24
- 25-29 40 እና ከዚያ በላይ
- 30-34
- 35-39
- 6. የት/ት ደረጃ _____
- 7. የት/ት አይነት _____
- 8. የአገልግሎት ዘመን 0-2 ዓመት 3-5 ዓመት 6-8 ዓመት
- 9-11 ዓመት 12-14 ዓመት ከ15 ዓመት በላይ

Declaration

I, the under signed, 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 the thesis have been dully acknowledged.

Name *Asaminew Dires Gashaw*

Signature  -----

Place Addis Ababa University

Date -----