



ISSN: 0975-833X

RESEARCH ARTICLE

IMPACT OF CHILDREN LITERATURE ON LITERACY DEVELOPMENT OF PRIMARY SCHOOL CHILDREN'S

*Dr. Pratima Pallai

Department of Education, Tezpur University (A Central University), Assam, India

ARTICLE INFO

Article History:

Received 06th May, 2015
Received in revised form
07th June, 2015
Accepted 03rd July, 2015
Published online 21st August, 2015

Key words:

Children's Literature,
Storytelling, Comprehension,
Literacy Development, Reading Skill.

ABSTRACT

This study aims at investigating the impact of children's literature on literacy development of primary schools children's. Classroom are only limited to using textbook for teaching-learning transaction. Teachers are thinking children's story books can be used for entertainment only. But children's literature can be used during storytelling and story reading as an effective teaching tool/strategy to improve literacy, language, reading comprehension. Through this study the researcher identify the effect of children's literature on literacy development and to what extent story reading helps to develop vocabulary and comprehension skill so that they can read and write properly. The findings shows that children's literature through storytelling has beneficial effects on reading and writing skills by which students being able to construct and associate meanings and emotions with words. Students also develop their vocabulary and comprehension level and learn when and where to use certain words and phrases.

Copyright © 2015 Pratima Pallai. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: Dr. Pratima Pallai. "Impact of children literature on literacy development of primary school children's", *International Journal of Current Research*, 7, (8), 19229-19232.

INTRODUCTION

Children's literature occupies an important place in the world of young children's. Mostly the class rooms are occupied with textbook, children's does not get any scope to think and act beyond textbooks classroom. In class 1 and 2 students read only alphabet books and number books. Teachers and parents think that after getting the full knowledge of alphabet students would be introduced to different children's literature. But this is not the right thinking. Children's are involved with stories since their infancy stages. Story books are important not only for pleasure reading but stories help children for literacy development. The literally meaning of literacy development is not only decoding the words but reading with comprehension. If the teacher will start the classroom with alphabet, children can decode the letters but cannot read with understanding. So children's literature is one of the best intervention strategy or pedagogy for literacy development of children's. Children's literature brings with it a plethora of imagination. It exposes readers to a world of possibilities engaging with emotions, imaginations, adventures.

Literature also gives the reader an opportunity to think and examine their lives and the realities of the world. Research on early literacy tell us that children make several concepts about print, reading, meaning making through children's exposure and engagement with storybooks.

Literature produced for children is a dynamic and rich resource for expanding practices and experiences of language and literacy (Winch *et al.*, 2010). According to (Hill, 2006), reading and writing skills, including comprehension are enhanced when they are engaged with stories with repeated text. In the early years students rely on illustrations to help comprehend the meaning of the story. 'Illustrations in picture books encourage decoding and comprehension of a text' (Hill, 2006, p.207).

Children's literature is important tool to improve oral language, reading comprehension and writing. In order to improve literacy development of all students different pedagogical tool need to be used in the classroom. Use of children's literature for story reading in the classroom is one of the ways to address literacy development by improving oral language, reading comprehension, and writing. Due to the interrelated nature of the processes involved in reading and writing storytelling and story reading are effective pedagogical

*Corresponding author: Dr. Pratima Pallai,
Department of Education, Tezpur University (A Central University),
Assam, India.

strategies that can be woven into instruction to increase students' competencies in all areas. From the moment children enter kindergarten until their last exam in high school, students are being instructed and assessed on their reading and writing ability. Most states address the importance of literacy with standards for proficiency at each grade level in areas of oral language, reading, and writing. The reading corner in the classroom provides immediate access to a wide variety of books and literacy materials, a characteristic that increases children's interest in those materials (Beckman, 1972; Bissett, 1969; Coody, 1973; Huck, 1976; Teale and Sulzby, 1987). Morrow and Weinstein (1986) identified specific design characteristics which correlated with such increased use and interest. They include: (a) physical accessibility; (b) placement of materials within children's reach; (c) felt stories; (d) regular additions of new books; (e) attractive displays; (h) room enough for at least five children; (i) partial partitions to define the library corner physically.

Storytelling and Story reading

Storytelling can be used as an effective means to increase early literacy and promote reading comprehension skills (Haven and Ducey, 2007). Through active engagement, storytelling as a pedagogical strategy can strengthen reading comprehension by helping students develop of a sense of story (Aix, 1988; Craig, Hull, Haggart, and Crowder, 2001; Phillips, 1999). Having a sense of story is critical for students to make sense of text and derive meaning from a story. The impact of storytelling on the development of story through active engagement will be addressed below. Rog (2001) states that reading stories aloud also means to develop children's "concepts about print, story structure, and other elements of text" and "provides the child with a wealth of information about the processes and functions of written language" (p.49). Martinez and Roser (1995) add that talking about books gives children a "chance to say what they think, to share their connections with text, and to collaborate in group-constructed meanings" (p.33). For young children of pre or primary school age, talk is a basic means of learning and consolidating their learning. A school where little children cannot talk with freedom is a useless school. Indeed, teachers who don't let their children talk have no business complaining about lack of funds to buy books or other resources; they are already wasting a highly valuable resource which costs nothing at all. As children listen to a story their mind catch the events and characters portrayed in the stories. (Krishna Kumar)

Purpose of the study

In the school curriculum reading is confined to textbooks alone. An overwhelming majority of teachers believe that completing the prescribed course material is their main and only professional concern. This perception of teaching/learning is ubiquitously shared by parents and guardians at large. Most of our primary schools do not encourage reading for different purposes. Reading is limited to textbooks and preparation for examinations. Reading to explore and process information, developing a personal interest in reading and reading for pleasure often get neglected and the child fails to become a competent reader. Children belonging to different groups are having different factors that affect their engagement

with print, before and in the school system. Often, the curriculum and language that children engage with at school are of the kind they cannot identify themselves with. An overview of the last few decades shows various programmes floating the education system focusing on improving conditions of primary schools in the country. But we still find a large number of children who are not able to acquire meaningful processes of reading and writing.

The National Curriculum Framework 2005 states – While reading is readily accepted as a focus area for language education, school syllabi are burdened with information-absorbing and memorizing tasks, so much so that the pleasure of reading for its own sake is missed out. Opportunities for individualized reading need to be built at all stages in order to promote a culture of reading, and teachers must set the example of being members of such a culture. This requires major means of encouraging reading. The development and supply of a range of supplementary reading material relevant to all school subjects and across the grades require urgent attention. A great deal of such material, though of varying quality, is available in the market, and could be utilized in a methodical manner to expand the scope of classroom teaching of a subject. Teacher training programmes need to familiarize teachers with such material, and to give them yardsticks by which to select and use it effectively. Keeping in mind the importance of children's literature and its effect on literacy development the investigator thought to explore the relation between young children's exposure to books and literacy development.

Objectives of the Study

- To study the impact of children's literature on young children's literacy development
- To study the impact of storytelling strategy on young children's comprehension skills, vocabulary development.

MATERIALS AND METHODS

This study was conducted in one of the school of Bhubaneswar, Odisha over eight weeks with 20 students of 5 to 6 year-old. The study is a quasi experimental design with one experimental group and no control group, the sampling is cluster random sampling. The pre-test and the post-test are the same. Here both types of techniques used to collect data and as well to analyze the data also. The story reading strategy consisted of two teachers reading different children's literature to children's of class 1 and class 2 respectively. The teachers engaged children in meaningful discussions about the text, about the sequence of pictures exist in different stories, about the different characters, colours, themes, objects etc. involving logical and critical thinking. Before story reading session pre-test was conducted. The pre-test was comprised of questions to know the reading and writing level of children's. After pre-test story reading session, reading session of different children's literature was continuing up to eight weeks. After the story reading, exposure of children's literature post test was conducted to know the effect of children's literature on literacy development, reading and writing comprehension of school children's. Data were collected through observations of storytelling session, conferences with children and children's writing samples.

Story Selection

The stories used in the study were selected keeping in mind the interest of children's. Stories were evaluated based on the following criteria: each storybook should be likely to interest a child of the target age approx. 5-6 yrs old), each book should have attractive illustrations, and, most importantly, the story contained in each book had to be suitable for both reading aloud and for storytelling.

Procedure

First of all pre-test was designed based on the students both known and unknown vocabulary; the known vocabulary taught in the class based on their curriculum. The unknown words are from the story books which are available in the classroom and which used in the story reading session. In this stage, the researcher discussed the language teacher about the level of the student's vocabulary. It is important to mention that the test was multiple choices with pictures since the students couldn't read or write the teacher read the vocabularies one by one and students circled the correct answers. Then the pre-test was administrated. Next, the researchers instructed the language teacher to do story reading for the stories three bill ke bache, saat chidia etc. In the first session of while-storytelling stage, the teacher read half of the story for children, and during the storytelling the teacher showed the pictures and asked student some questions to keep them active and motivated. Finally, the post test was administrated the post test and pre test were the same, teacher read the new vocabularies one by one and the students circle their answers.

RESULTS

After testing the pre-test and post test of the story Billi Ke Bache to the class I students of Government school we find that the 't' value is as higher as 3.67 which is extremely higher than the table value. This shows that the null hypothesis is rejected. The story has improved the language competency of the students' as far as literacy skills are concerned.

Table 1. "t" values based on the means of Pre-and Post test achievement scores on Story Bill Ke Bache

S. No		Values
1	N1	18
2	N2	18
3	MD	4.16
4	SD	5.97
5	SE	1.45
6	t	2.88**

* = Significant at 0.5; ** = significant at .01; NS = Not Significant df 38

Table 2. "t" values based on the means of Pre-and Post test achievement scores on Story entitled "Saat Chidiya"

S. No		Values
1	N1	18
2	N2	18
3	MD	4.16
4	SD	5.97
5	SE	1.45
6	t	2.88**

* = Significant at 0.5; ** = significant at .01; NS = Not Significant df 34

After viewing the above table one can understand that the "t" value for the story Saat Chidia is highly significant. In other words the students gained more score in the post test in comparison to the pre test. This again reveals that story reading session could able to contribute positive improvement in the vocabulary of students. It shows that reading comprehension is improved after listening of stories along with the printed book.

DISCUSSION

From the above analysis it is revealed that use of children's literature has a positive effect on the literacy development. After storytelling and story reading children's has improved reading skill, they also learned vocabulary. It was also found that students improved comprehensive skills. From the analysis it is revealed that storytelling is a method that is suitable to increase literacy development of the students. From the above table we find that the calculated 't' value based on the pre-test and post-test of the one story is higher than the table value and significant at .01 level. This means that the null hypothesis which we expected is proved to be wrong. This shows that the reading comprehension and their vocabulary capacity are improved after the Stories.

Conclusions

In this research study Findings revealed gains in children's literacy development skills such as reading and writing. Reading and writing are not a onetime task. It is a continuous process. The child passes through different process like scribbling, symbolic writing, invented spelling and conventional writing etc. Here the investigator found the children in different process and gradually increased vocabulary and comprehension skills. Students were able to use the new vocabulary words and engage in analysis and synthesis as they participated in discussions of the real-aloud stories.

REFERENCES

- Aiex, N. K. Storytelling: Its wide-ranging impact in the classroom. 1988; (ERIC Document Reproduction Service No.: ED299574).
- Craig, S., Hull, K., Haggart A. and Crowder, E. Storytelling: Addressing the Literacy Needs of Diverse Learners. Teaching Exceptional Children. 2001; Vol 43 (5), pgs. 46-51.
- Early literacy Program. Department of Elementary Education, 2013; NCERT.
- Haven, K. & Ducey, M. *Crash course in storytelling*. Westport, 2007; CT: Libraries Unlimited.
- Hill, S. Developing early literacy: Assessment and teaching. Prahran, 2007; VIC: Eleanor Curtain Publishing.
- <http://www.ncert.nic.in/html/pdf/ReadingCell/Readingcell.pdf>
- Kaderavek, J. and Justice, L.M. Shared storybook reading as an intervention context: practices and potential pitfalls. *American Journal of Speech-Language Pathology*, 2002; 11, (4), 395-405.
- Kumar, Krishan. Child's Language and the Teacher.1994; National book trust, New Delhi.

- Martinez, M. G. and Roser, N. L. (eds.). 1995. *Book talk and beyond: Children and teachers respond to literature*. Newark: International Reading Association.
- Morrow, L. M. *Literacy and young children: Research-based practices*. 1996; New York: The Guilford Press.
- NCF. National Curriculum Framework, NCERT;2005
- Nor Hasni, M. et al. The Effectiveness of Storytelling in Enhancing Communicative skills. *Procedia Social and Behavioural Sciences*, 2011; 18 (2011) 163–169, Published by Elsevier Ltd.
- Phillips, L. The role of storytelling in early literacy development.1999; (ERIC Document Reproduction Service No. ED444147).
- Piaget, J. and Inhelder, B. *The psychology of the child*. New York: Basic Books.1969.
- Rog, L.J., *Early literacy instruction in kindergarten*. International Reading Association, Newark. 2001.
- Sara Miller and Lisa Penny cuff. The Power of Story: Using Storytelling to Improve Literacy Learning. *Journal of Cross-Disciplinary Perspectives in Education*, 2008; Vol. 1, No. 1 36 – 43.
- Snow, C.E. Literacy and language: Relationships during the preschool years. *Harvard Educational Review*, 1983; 53(3), 127-137.
- Soleimani, M. Akbari. The Effect of Storytelling on Children's Learning English Vocabulary: A Case in Iran Hassan. *International Research Journal of Applied and Basic Sciences*, 2013; Vol, 5 (1): 104-113 Science Explorer Publications
- Sulzby, E. and Teale, W. *Emergent Literacy*. Pearson (Eds.), *Handbook of reading research* (Vol. 2, pp. 727-757). New York: Longman.1991
- Teale, W. Parents reading to their children: What we know and what we need to know. 1981; *Language Arts*, 58, 902-912.
