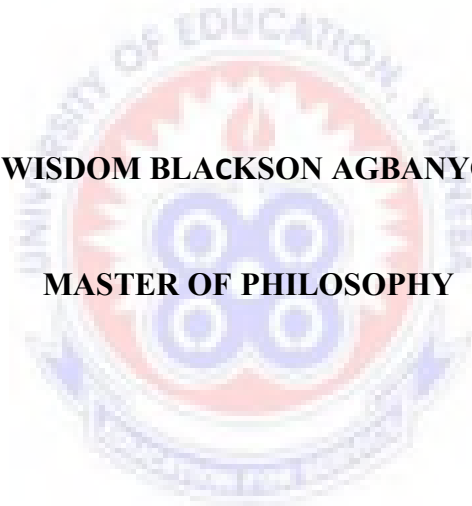


UNIVERSITY OF EDUCATION, WINNEBA

**COLLEGE OF EDUCATION STUDENTS' ATTITUDE TOWARDS THE
TEACHING AND LEARNING OF CHILDREN'S LITERATURE**

WISDOM BLACKSON AGBANYO

MASTER OF PHILOSOPHY



2020

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WISDOM BLACKSON AGBANYO

(200026723)

**A Thesis in the Department of Applied Linguistics, Faculty of Foreign Languages
Education and Communication, submitted to the School of Graduate Studies in
partial fulfillment**

**of the requirements for the award of the degree of
Master of Philosophy
(Teaching English as Second Language)
in the University of Education, Winneba**

JULY, 2020

DECLARATION

CANDIDATE'S DECLARATION

I, Wisdom Blackson Agbanyo, hereby declare that this thesis, with the exception of quotations and references contained in published works, which have all been identified and acknowledged, is entirely my own original work, and it has not been submitted either in part or whole for another degree in this university or elsewhere.

CANDIDATE'S SIGNATURE: -----

DATE: -----

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of the thesis was supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Education, Winneba.

NAME: DR. CHARLOTTE FOFO LOMOTEY

SUPERVISOR'S SIGNATURE: -----

DATE: -----

DEDICATION

To my wife Charity and children: Sethlyn, Bubuney, Prince, and Vida.



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An academic exercise of this kind cannot be successfully completed without support and direction from other people. It is on this premise that I wish to acknowledge the support and contributions of my supervisor, Dr. Charlotte Fofō Lomotey, who, in spite of the numerous tasks that confront her office, was very meticulous at every stage of this thesis to ensure that this work gets to its finest completion. All the ‘pressures’ really woke me up; and all the suggestions and criticisms helped me shape this thesis. I am very grateful and I say, God richly bless you always.

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ABSTRACT

The study examined the perception of pre-service teachers regarding children's literature and how their views impact their attitude towards literature for children. The study adopted Spolsky's (1989) model of second language teaching and learning as the framework to College of Education students' attitude towards the teaching and learning of Children's Literature. Using a convergent parallel mixed method design and purposive sampling, data were collected by means of questionnaire and interview from 300 students and 10 tutors from SDA College of Education, Asokore-Koforidua and Aburi Presbyterian Womens' Colleges of Education, and analyzed statistically and thematically. The analysis revealed that majority of the students either come from the background of either General Arts, where they read Literature-in-English or developed interest in the subject while in SHS where they read general knowledge in literature as part of Core English Language. Others also were students whose parents introduced them to books early in life through home libraries and those who develop love for the subject while they are in college. Based on the results, it is argued that the pre-service teachers generally have positive attitude towards the study of children's literature. From this, it is recommended that special attention should be paid to factors at school level, such as time spent on curriculum literature, instructional approaches and educational objectives for literature for children.



CHAPTER ONE

INTRODUCTION

1.1 Background to the study

English Language plays a very important role in the development of every country. It is the official language in Ghana and an international language spoken by more than half of the world's countries. It is usually referred to as the Queen's language. English language is used extensively in education. It is presumably the leading language used on the internet and computer language. In Ghana, English language is the medium of instruction in all schools. At the national level, English language is the dominant language in the country's parliament, government, ministries and departments. Therefore, one becomes greatly handicapped if he or she cannot effectively use the language. English language can be classified into four aspects namely speaking (oral), listening (oval), reading and writing skills, and literature. Language theorists suggest that these skills should be learned in an order where they start learning listening, speaking, reading, literature and then writing. Research has shown that the attitude and actions of the teachers towards reading can affect their students' reading habits and abilities (Lundberg & Linnakyla, 1993; McKool & Gespass, 2009; Pečjak & Košir, 2008). Primary school teachers may serve as role models, inspiring and encouraging children to be willing, enthusiastic, and lifelong readers (Applegate et al, 2014). Some scholars therefore note that the aim of the college of education should be to inspire their students to become committed readers and read promoters themselves (e.g. Jongstra, Adolfsen & Pauw, 2014).

Nevertheless, numerous recent studies from teacher training colleges abroad indicate that most pre-service teachers are not very committed readers (Applegate & Applegate, 2004; Chorus, 2007). The reading frequency in most studies was lower than expected by the researchers based on the value they assigned to reading frequency, and was often

characterized as *worrying* (e.g. Applegate et al, 2014; Chorus; 2007; Rijckaert; 2014). Based on their study, Benevides and Peterson (2010) suggest that normal reading behaviours cannot be presumed to be present in the conduct of pre-service teachers. For example, Children's Literature literacy can be seen as a requirement for early teacher reading instruction, but some studies show that pre-service teachers are barely reading children's literature (Pearce, 2015; Rijckaert, 2014). Once pre-service teachers become in-service teachers, the reading level of children's literature does not seem to increase (Medwell, Wray, Poulson & Fox, 1998).

According to Pearce (2015), reading children's literature is often essential in order to improve awareness of children's books, which in effect is vital to teachers in pre-service if they are to become real promoters. To learners, Cremin, Mottram, Bearne and Goodwin (2008) argue that the lack of professional knowledge of children's literature can have serious consequences. Children from minority groups in particular are affected, without a stimulating home literacy environment. Such children's readability and interest can rely highly on the teacher's own reading repertoires (Cremin et al, 2008). Teachers who are unfamiliar with a variety of authors can find it difficult to select literature for young readers with different needs and interests. Additionally, various researchers have found proof of the hypothesis that knowledge of children's books and teacher behaviour are positively correlated (Burgess, Sargant Smith, Hill & Morrison, 2011; Development, 2011; Collins, Powell & Safford, 2009). Burgess et al's Research explains the disparities in teaching strategies between teachers with a great deal of knowledge about children's literature and those with very little information. Teachers who had a greater understanding of children's literature more often used best practice strategies related to book use, such as reading aloud every day. Using these best practices has shown a positive association with pleasure reading and student performance.

Many researchers and practitioners argue that teachers should model their love of reading in the classroom (e.g. Applegate & Applegate, 2004; Stichting Lezen, 2014). Therefore, a positive attitude towards reading is seen as an important feature for teachers (Applegate & Applegate, 2004). The principles of frequency of reading and attitude to reading seem reciprocal. Thus, people who read more have a better disposition towards reading, and vice-versa (Petscher, 2010). Applegate et al (2014) identify the possible negative effects of less active teachers on reading:

Perhaps the most disturbing scenario arising from the research is the notion of a recurrent process of teaching that creates a large number of uninspired students, many of whom go on to become teachers who fail to spark a love of reading in their students that they have never encountered.

The low interest of pre-service teachers in children's literature is not only an issue in other countries, but also in Ghana. Taken together, this shows the value of enticing pre-service teachers to read children's literature, increasing their knowledge of children's literature and promoting a positive reading attitude. This study examines the attitude of pre-service teachers toward the teaching and learning of Children's Literature as a course in the College of Education.

1.2 Statement of the problem

Children's Literature is a new course introduced in the course structure of teacher trainees specializing in early childhood education in the Colleges of Education in Ghana. It aims at upgrading pre-service students' knowledge on its importance in the early grade and primary school curriculum in general and the need to inculcate good reading habits in pre-schoolers and primary school pupils respectively (Norton, 2010). This means that if the subject is not taken seriously, it will have great consequences on the child (Crimin et al, 2008). Elementary school teachers, reading teachers, special education teachers, and

secondary school teachers need knowledge about the assessment and treatment of reading difficulties (Richet, List & Lerner, 1989). The pre-service teachers' participation will be calculated by their actual read frequency and attitude towards children's literature.

Knowledge of children's literature will be evaluated with an emphasis on both writers and children's book titles. Again, in most district basic schools, the library resource is not well-established. The available reading materials and class readers are often ignored due to the wrong attitude of teachers towards teaching reading. Research has shown that continuous use of English language in daily routine conversations sharpens ones' oral prowess and dexterity. Secondly, children's literature provides an avenue for students to learn about their own cultural heritage and the cultures of other people. It is crucial for children to learn these values because it is necessary to develop positive attitudes toward our own culture and the cultures of others as this is beneficial to our social and personal development (Norton, 2010). The problem of poor reading and lack of good reading culture are a serious educational hindrance hampering the academic performance of pupils, (Norton, 2010).

Children's Literature is a course offered to direct tutors to teach and impact the necessary pedagogy in its teaching and learning. This is to make sure that pre-service teachers develop interest and positive attitude towards its teaching and learning in order to encourage them to impart it into pupils as they teach. Good instruction, of course, is not determined just by the teacher's background, beliefs and attitudes; it should also be responsive to students' needs and various student, classroom and school background factors (Clark & Poulton, 2011).

Studies have explored the gap in teacher reading habits literature and their knowledge of children's literature (Cremin et al, 2008); however, a limited amount of research has been documented exploring the knowledge of Children's Literature or reading habits of pre-service teachers. In addition, Cremin et al (2008) found that teachers with less primary experience

knew less picture books; suggests that recently trained teachers had less exposure and less involvement in a literature-informed curriculum, specifically in the teacher preparation programme. Consequently, studies on the reading skills of pre-service teachers and children's literature attitude have potential consequences for teacher education programmes. A detailed study of the demographics and reading-related characteristics of pre-service teachers' and their existing reading habits and expertise is required in order to achieve full impact in colleges of education programmes. The present study envisages that if the various factors hindering pre-service teachers are addressed through the use of mixed method approach to draw both qualitative and quantitative data, the required solution will be identified to eradicate the gap if not to minimize it.

1.3 Research objectives

The objectives of the study are:

1. To examine the state of pre-service teachers' behavior, attitude and knowledge towards children's literature at colleges of education.
2. To identify personal factors that relate with the reading behaviour, attitude and knowledge of pre-service teachers concerning children's literature.
3. To investigate to extent to which environmental factors associate with the reading behaviour, attitude and knowledge of pre-service teachers concerning children's literature.

1.4 Research questions

The study is guided by the following questions:

1. What is the current state of pre-service teachers' behaviour, attitude and knowledge concerning children's literature at colleges of education?
2. What factors relate with the reading behaviour, attitude and knowledge of pre-service teachers concerning children's literature?

3. What environmental factors are associated with the reading behaviour, attitude and knowledge of pre-service teachers concerning children's literature?

1.5 Delimitation

The study focuses on pre-service teacher in two colleges of education in the Eastern Region of Ghana; these two colleges are SDA College of Education in Koforidua and Presbyterian Women's College of Education in Aburi. The reason for the confinement is because the context is where the researcher is having students studying Early Childhood Education.

1.6 Limitation

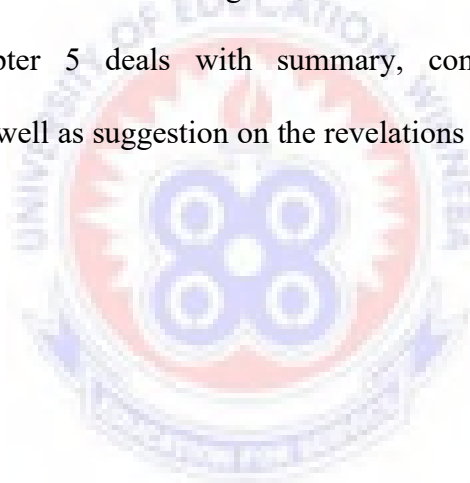
Leedy (2001) points out that during the research process, the researcher cannot avoid having data contaminated by one form of bias or another. It is however unethical and unprofessional to fail to acknowledge the possibility of such limitations. The most significant challenges to this study were some schools failing to permit the researcher to conduct the study there and the fact that the researcher did not have enough time in collecting the data and resources to cover selected population. Furthermore, some of the respondents were also unwilling to respond to the questionnaire with the fear of exposing themselves in relation to the questions being asked.

1.7 Significance of the study

This research will contribute to the debate on the value of teachers' reading behaviour, attitude and awareness about children's literature. Given the often-assumed value for pre-service teachers of reading children's literature, little is known about the factors that correlate with knowledge and interest in children's books. Most research on pre-service teachers focus on teacher's reading habits in general. Whether the findings of these studies translated into the context of children's literature is yet uncertain.

1.8 Organization of the study

The rest of the thesis is organized as follows: Chapter 2 presents the literature review which spells out what others have done about the subject as well as literature on attitude towards children's literature by some authorities in the field of study. This chapter also adopted a conceptual framework to guide the study. Chapter 3 deals with the methodology which involves the study area, research instruments, population and sampling techniques, data analysis plan and ethical consideration. Chapter 4 covers the discussion of results on the information gathered from the questionnaire and the interview. The results show that pre-service teachers have positive attitude towards children's literature except that they face a little difficulty learning and understanding children's literature beyond their cultural boundaries. Finally, Chapter 5 deals with summary, conclusions, recommendations, pedagogical implication as well as suggestion on the revelations of the study.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature related to attitude towards the learning of children's literature. This includes the place of children's literature in language and literacy, importance of children's literature in the language and literacy classroom and the conceptual framework. It also discusses learner attitude, attitudes and performance, attitudes and performance in children's literature, the place of attitudes in learning children's literature, factors that affect pre-service teachers' attitude towards children's literature, such as culture and learners' attitude towards children's literature, pre-service teachers' home background and attitude towards children's literature. Finally, teaching approaches adopted by teachers and effects of pre-service teachers' attitude on children's literature studies are also discussed.

2.1 The place of Children's Literature in language and literacy

Here, quality literature does not tell the reader everything he/she needs to know; it allows for some difference in opinion. One reader may take something completely different away from the piece of literature than the next reader, based on their personal viewpoints and experiences. Thus, students can learn to evaluate and analyze literature, as well as summarize and hypothesize about the topic. Norton says that for children, "wordless picture books are excellent stimuli for oral and written language" (2010, p. 9). When they do that, they will be able to analyze the illustrations and develop their own dialogue for the story. This strengthens students' cognitive functions as they are able to form opinions on their own and to express themselves through language in summarizing the plot of a wordless book.

The second value of children's literature, according to Norton, is that children's literature provides an avenue for students to learn about their own cultural heritage and the cultures of other people. She notes that it is crucial for children to learn these values because,

“developing positive attitudes toward our own culture and the cultures of others is necessary for both social and personal development” (Norton, 2010, p. 3). In saying this, however, when teaching students about the cultural heritage of others, one should be very careful in selecting which books to recommend to young readers. She indicates that there are many stories which contain blatant stereotypes and inaccuracies about certain cultural groups. This includes books such as *Brother Eagle, Sister Sky* (Jeffers, 1991) or *The Rough-Face Girl* (Martin, 1992). Both of these stories depict Native Americans in a misguided way and contain misinterpretations of what actually occurred in history. For example, the Iroquois tribe in *The Rough-Face Girl* (Martin, 1992) historically lived in longhouses, but the illustrator depicts them as living in teepees. This is a clichéd view, and it can be very damaging in perpetuating stereotypes if we, as adults, are not cautious in the books we have in our classroom and home libraries.

Norton however emphasizes that there are some children’s books that are more accurate in teaching the cultural differences of others. A story called “Eric” from *Tales from Outer Suburbia* (Tan, 2009), for instance, is a touching story about a family which takes in a foreign exchange student who must learn about their guest and accept the differences between their cultures. It has a positive message about encouraging acceptance of the cultural differences between people which is something that we want to help nurture in our students. Another book that helps discuss culture is *Going Home* (Bunting, 1996), which is the story of a Mexican immigrant family with the children who were born in the U.S. Here, we see a difference in what *home* is for the parents and the children, and when they take a trip to Mexico, the children realize how important their parent’s culture and homeland is for them. Many books are available that depict culture as an important piece of society that is to be treasured and valued, and those books can have great value for students.

One other value of children's literature which Norton (2010) mentions is that it helps students develop emotional intelligence. Stories have the power to promote emotional and moral development. To her, children's literature contains numerous moments of crisis, when characters make moral decisions and contemplate the reasons for their decisions. She cites 'Guji Guji' (Chen, 2004) for example as a story about a crocodile who is adopted into a family of ducks. Ultimately, he must choose between betraying his adopted family and going back to his own species, and he decides to remain true to his beliefs and not betray his family. She also cites 'The Scar' (Moundlic, 2007) as being an effective book to read with students in order to teach them about responding to grief, as it is about a boy whose mother dies.

This requires a complex level of emotional intelligence as many young children do not understand death. The topic of death would be more appropriate for an older grade level, but it is an important topic to discuss with students. Another book that encourages emotional intelligence is *Selma* (Bauer, 2002), which discusses what it takes for a young sheep to be happy. It is a philosophical story within a picture book, and challenges students to think about what happiness really is. *The Big Box* (Morrison, 1999) is a story about children who have their freedom taken away by being put into a box and the deeper problems that exist with not being given one's freedom. Children's literature encourages students to think deeper about their own feelings.

As equally noted by Norton, children's literature encourages creativity. She stresses "the role that literature plays in nurturing and expanding the imagination" (2010, p. 4). For example, *The House in the Night* (Swanson, 2008) depicts the creativity that a young girl has in her dreams at night, as she flies about the dark neighborhood on the wings of a bird. *The Amazing Pop-up Music Book* (Petty, 1999), *Zin! Zin! Zin! A Violin* (Moss, 1995), and *Look Closer: Art Masterpieces through the Ages* (Desnoettes, 2006) are all imaginative and original books that encourage students to learn about music and art, and they are engaging in

their design and interactivity. Through this, children's literature promotes the development of students' internal imaginations.

According to Norton, children's literature is of value because it fosters personality and social development. She observes that children are very impressionable during the formative years, and children's literature can help them develop into caring, intelligent and friendly people. Developmental psychologist Jean Piaget claims that when students move from the pre-operational to the operational stage of cognitive development, they become less egocentric. Whereas students in preschool and kindergarten may be entirely focused on themselves, as students grow older they begin to take into account the feelings and viewpoints of others. Being able to understand other people's viewpoints and not being selfish are important skills that adults must nurture in children, as Norton says that "acceptable relationships require an understanding of the feelings and viewpoints of others" (2010, p. 27).

Children's literature can foster social development by encouraging students to accept other people and their differences. Norton mentions that Books like 'And Tango Makes Three' (Parnell & Richardson, 2005), Molly's Family (Garden, 2004), 'Heather Has Two Mommies' (Newman & Souza, 1989) and Daddy's Roommate (Wilhoite, 2000) present situations that might encourage students to become more open-minded to different types of families and understand that love is the most important thing in a family. Children's literature therefore encourages students to develop relationships with people and encourages social contact and above all, it encourages students to be considerate and friendly and these traits may be consistent with developing students into quality citizens.

Finally, children's literature is of value because it is a timeless tradition, one in which "books are the major means of transmitting our literary heritage from one generation to the next" (Norton, 2010, p. 3). Norton mentions that classic stories like 'Dr. Seuss and to Think

That I Heard it on Mulberry Street' (Geisel, 1989) and 'The Cat in the Hat' (Geisel, 1957) are important books to read to children because of their literary heritage. For a younger audience, children could build their cognitive and language skills through exposure to Mother Goose rhymes. One example of a good collection of these classic rhymes is *Hey Diddle Diddle and Other Mother Goose Rhymes* (dePaola, 1998). Children in older grades can learn to appreciate the classic plays and messages of William Shakespeare in picture books that aim to make the plays more accessible. Many versions of Shakespeare's works are available in abridged and picture book formats, including *Romeo and Juliet* (Coville, 1999) and *The Tempest* (Mayer, 2005). She concludes that quality children's literature has the great power to captivate audiences for many generations.

2.2 Importance of Children's Literature in the language and literacy classroom

Collie and Slater (1990) cited in Karakaya and Kahraman (2013) identify four fundamental motivations that condition and explain the usefulness of literature in language classrooms. What they observe about literary works is that they serve as valuable authentic materials, cultural enrichment, language enrichment and personal involvement. Explaining literature as being a valuable authentic material, Collie and Slater see it as an authentic material from which issues of life can be connected for easy understanding. It, thus, moves concepts from abstract to the concrete experience of learners for conceptualization. In attempting to make the meaning of authentic material clearer, Karakaya and Kahraman (2013) explain that literary works are not materials that have been specifically produced for just the purpose of language teaching and learning, but they are written to project the culture of the people. They thus make learners abreast with the belief system, occupation, and settlement of the target language speakers. Therefore, since language is used to describe and talk about all of these, literature stands in a better position in providing actual examples of language in use (Collie & Slater, 1990).

According to Lazar (1993), literary works give “more real-life like narratives than we can find in pseudo-narratives in course books” (p. 27). This is because these provide something about fundamental human issues. For instance, in the dramas of Shakespeare, we can appreciate and enjoy issues of human life in the seventeenth century. Therefore, as argued by Karakaya and Kahraman (2013), the kinds of meanings we derive from literary works transcend centuries. With regard to the cultural enrichment a learner attains in the process of learning a new language, studies have shown that learning the culture is relevant because the use of the language has been shaped via the culture of the people. This has led to the adoption of year abroad programme by many foreign language departments in various universities around the world. In such programmes, language learners are implored to spend at least a year in the country where the language is spoken (cf. Collie & Slater, 1990). Since the culture of the target language can be found in the works of literature, learners who do not have the opportunity to spend a year in the target language’s domestic setting get themselves acquainted with the speakers of the target language’s culture.

Regarding its importance for language enrichment, literature provides something “different from other forms of discourse in that it breaks the more usual rules of syntax, collocation and even cohesion” (Lazar, 1993, p. 18). This is because literary works, especially poems, are not written for the sake of teaching a language. This enables learners to identify unusual use of language that is not common to the ordinary usage of the language. Thus, by reading literary works, learners become exposed to other functions of the written language, including aesthetic and persuasion (Collie & Slater, 1990). Learners start to know the function and formulation of the target language. As observed by Lazar, studying literature can help students to become more sensitive to some of the overall features of English language. Also, literary works help to improve oral skills of the students. Thus, as the learner summarizes a chapter or depicts a character, his or her oral skills improve steadily.

Furthermore, it helps in deepening the intermediate or advanced language learners' understanding of the language. Moreover, literary works contain elaborative language - figurative expressions which help learners to appreciate and enjoy these literary works.

Research also proves that good quality children's literature, including picture books, contain universal themes that make them, in many ways, "ageless: they can be enjoyed by student of all ages" (Carr, 2001, p. 146). The use of literature to teach curricular concepts helps relate the concept being taught to real-life situations, bringing the concept into the child's world (Whitin, 1992). Lake (1993) has noted that approaching a topic from a different angle through children's literature, such as picture books, can increase students' motivation to learn. Carr (2001) also opines that a good story is a strong teaching tool which gives concrete perspective for learning or thinking about a topic. Butzow (1998) is of the view that good literature books captivate the child's interest and information is rapidly absorbed through them.

In a good picture book, Huck (1997) observes that the whole is greater than the sum of its parts. This means that the pictures do more than just reflect the text, but serve to move the story forward in a way that the text cannot do alone. The interplay of text and picture in a good picture book engage the reader on a deeper level; on both an intellectual and an emotional level. He said for instance that reading a picture book engages children in both the visual and the language arts. With this, Carr (2001) contends that the simple but imaginative worlds within picture books and all literature can provide students with an excellent and motivating introduction to complex curriculum topics. It is a great way to introduce a topic, especially to struggling learners in that it allows you to work from concrete, simple examples, before moving onto more abstract and complex examples.

To ensure that students get themselves involved in children's literature, Karakaya and Kahraman (2013) argue that teachers need to make their students accustomed to reading

works of literature in their own native languages as this will motivate them to read literary works in the target language. To them, the aim of this is to ensure that they benefit from all the advantages literature offers in the development of vocabulary, comprehension, and literary techniques that enhance and enrich one's communicative competence. Mendoza (2005) emphasizes on the values of children's literature because it is linked directly with the receptive skills level of students. He argues that any children's literature book has the potential to help train, to orient, and to increase literary competence, just like every other literary work. The reception of every work is always a promoter of cognitive and aesthetic capacities of a reader in training. In addition, Mendoza indicates that children's literature makes possible an approach to the literature cultural system and acquaints students with discursive and cultural conventionalisms. He maintains that this approach is implicit in its own discursive and semiotic-literary attributes and helps the individual access the group culture. Consequently, children's literature has a central role in the literary education of children and teenagers as it clearly helps to develop literary competence.

In sum, children's literature contains an undeniable educational component as any other kind of literature does. The more specific educational component is the development of literary competence that it involves, as children and young people are citizens in training and they have to acquire the necessary skills to decode and understand literature in a deeper sense. For this reason, when teaching literature, teachers should focus on these kinds of values, rather than on moral or social ones that usually arise in normal conversation about literature or other subjects. Nevertheless, as a text that is created within a particular culture, it also provides rich, cultural feedback related to traditions and ways of life helping to build bridges between different cultures.

2.3 Conceptual framework

The field of attitudes and motivations in language learning has been of interest to many researchers over the years. This has resulted in researchers coming out with theories of language learning. According to Gardner and Lambert (1972), aptitude and general intelligence do not play a crucial role or function as possible determinants of language learning successes. However, they considered the role of attitudes as an affective variable that influences the degree of success in second language learning. Spolsky (1989) also came out with a framework known as Spolsky's Model of second language teaching and learning that support Gardner and Lambert's Instrumental Learning Framework. However, Spolsky's model explains further that the social context of the learner, the home, and the school settings are very important in motivating and formulating the attitude of the learners towards the language. This study adopts Spolsky's model since it factors into consideration, the basis of the formation of the learners' attitudes; thus, the social context. The researcher adopted the framework since it would help in explaining the basic social context factors that lead to the formation of the attitudes of College of Education students towards children's literature in English.

Spolsky's model of second language learning was formulated by Bernard Spolsky in 1989 to explain how teaching and learning of language in general and English as a second language in particular can be influenced by the social context of the learners. The motivation that determines the attitude of learners of English language under various social contexts has been explained in the model. Spolsky explains that the social context of the learner, which is made up of the home the learner is coming from and the school environment he or she finds himself or herself, are as important as the intelligence of the learner in acquiring the skills in the target language (Spolsky, 1989).

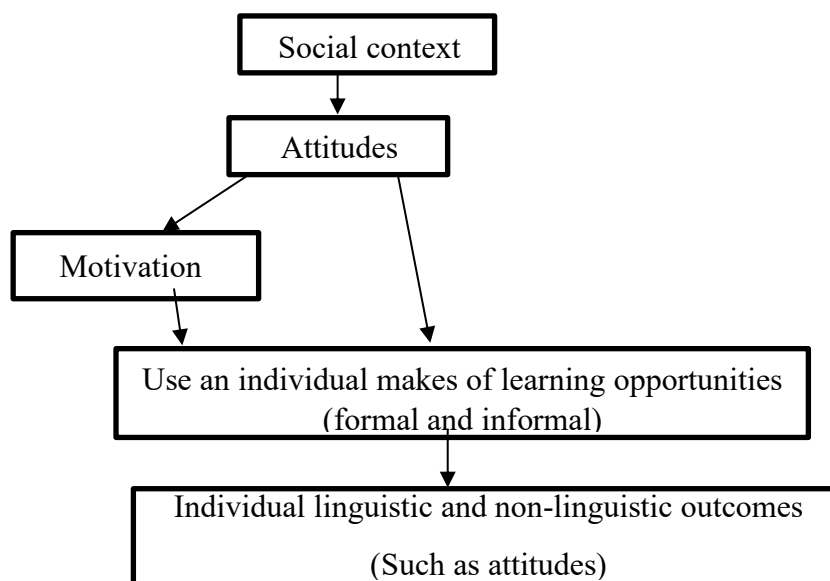


Figure 2.1. Spolsky's model of Second language teaching and learning

It explains further that learners who come from homes where parents love to read or provide reading conditions such as story books, as well as those who have a social need of the language, tend to have a positive learning attitude towards the target language. Spolsky's projections seem to be in line with Gardner's *instrumental motivation*, which is characterized by the learners' willingness to gain social advantages in his community. Spolsky's model, however, seeks to look deep into the background factors that cause the attitude of the learners. According to this model, attitudes are shaped and influenced by the social context such as an individual's home and community. It suggests that as to whether the student would have a positive or negative attitude towards the language, the home settings and the school settings are very important factors (Siti, 2008). Siti realizes that the language setting of the learners' learning environment affects their Attitudes which in turn, determine the type and amount of learner motivation. Both motivation and personal characteristics influence how an individual makes use of the learning opportunities in formal and informal contexts.

The personal characteristics of the learners, including the age, personal capabilities such as high intelligent and previous knowledge of the learner have no direct link with the influence of the social context. However, such factors come to play a major role in helping

the learner who is motivated to reach the desired learning opportunities (Spolsky, 1989). According to Spolsky, if the learner is of right age to learn certain linguistic factors such as reading but the learner is not well motivated, such a learner may find it difficult to acquire those skills due to lack of a positive attitude from the social context such as home or school. This may prevent such a learner from reaching the ultimate goal of learning that language skills despite the age or other personal capabilities he or she possess.

This is confirmed by the findings of Talif and Jayakaran (1994) who used the model in a study that compared the performance and attitude of rural and urban Malaysian higher school learners. They found that the location of schools might also have an impact on students' attitudes towards literature. They found that students in urban areas tend to have higher proficiency level of English compared to students studying in rural areas. It came in the results that, the majority of students in urban areas obtained distinctions while the majority in rural schools obtained credits and pass grades due to insufficient exposure to the language and the lack of practice. Lower proficiency levels, in turn, lead to frustration and lack of motivation among students, especially those from remote rural areas who cannot see the relevance of English in their daily lives.

The model shows a final outcome of the learner that is expected to be obtained as a result of whether he forms a positive attitude or negative attitude from the experiences of the social context to the language he was learning. The final outcomes are the linguistic proficiency of the learner such as reading proficiency in the target language as well as accuracy in pronunciations. Non-linguistic factors such as attitudes which might change after the learning process are also realized at the end of the learning process. The model's predictions are supported by Brown (2000) who used the model and came out with the findings that "attitudes are often shaped by the social context, developed early in childhood and are the results of parents and peers' attitudes as well as contact with others from different

cultures” (p. 180). Attitudes towards a language, such as whether a language is considered worth learning, often begin at home. Social context also determines provision and practice for second language learning at home. Thus, families that have positive attitudes towards English for example, might provide reading materials and practice in an informal learning context. Students with positive attitudes will spend more effort to learn the language by using strategies such as asking questions, volunteering information and answering questions (Baker, 1993).

Attitudes therefore affect the rate of development and the final proficiency achieved in the target language. Fortunately, attitudes do not remain static; they can be changed through the learning process such as by using appropriate materials and techniques. Attitudes also improve as a result of language learning as learners who learn well will acquire positive attitudes. Also, opportunities must be created for the learners to use literary devices such as euphemism, metaphors, similes, personification, among others. As the learners use these devices, they develop communicative competence which will make them function well in the society (integrative motivation). However, this cannot happen if the learners are not exposed to a lot of literary works that actually have these literary devices. Spolsky’s model gives an elaboration about the important role the social context plays in motivating and shaping the attitudes of learners towards the acquisition of second language. Both the home and the school setting must be conducive for learners. In the home, the learner should be motivated by seeing members of the family having reading materials on interesting literary genres in order to boost their interest in reading. The school setting must also be conducive in such a way that literary text and teaching methods used by teachers commensurate the appropriate age and interest of the learners so that they can develop positive attitude towards the learning process.

Spolsky's model stands to have an upper hand over other frameworks and models in studying the attitude of learners of English language and Children's Literature within the context of this study. The social context which is the foundation of the whole argument being carried out by Spolsky is more elaborative as compared to what Gardner proposes in explaining the instrumental motivation which characterizes learners' willingness to gain social advantage in their community. This kind of motivation is aimed at attaining social privileges in the community; thus, it makes the purpose of learning a language be determined by utilitarian reasons-the knowledge of a language that grants a person the ability to perform specific functions that require the knowledge of the language. Oroujlou and Vahedi (2011) summarize these aims as the desires of the learners to meet the requirement for school or university graduation, applying for a job, requesting higher pay based on language ability, reading technical materials, translating works, or achieving higher social status.

All these social benefits that the learner is expected to gain at the end of the learning process is embedded in the last stage of the framework of Spolsky; thus, individual linguistic and non-linguistic outcomes. The outcomes emanate from what the learner sets to attain from language learning which is controlled by the social setting. In the present study, the framework would help the researcher to understand the social context and the background of some selected Colleges of Education and how these affect their attitude towards Children's Literature. The analysis of the research data is based on the framework to be able to understand the effects students' social context has on their attitude formation towards Children's Literature.

2.4 Learner attitude

It has been acknowledged that attitude plays a key role in language acquisition and learning and the achievement of goals in any learning context. An attitude is a positive, negative, or mixed evaluation of an object that is expressed at some level of intensity. It is an

expression of a favourable or unfavourable evaluation of a person, place, thing or event. These are fundamental determinants of our perceptions of, and actions toward all aspects of our social environment. According to Winston et al (2002), there are three components of attitude. These are cognitive, affective and behavioural attitudes. Cognitive attitude has to do with the opinion or belief segment of an attitude. Affective attitude is about the emotional or feelings segment of an attitude. Behavioural attitude is having the intention to behave in a certain way towards someone or something. Winston et al contend that student's performance is affected by all three components. In sum, what we think or believe about something (cognitive component) leads to how we feel about it (the emotional component) and consequently leads to how we act towards it (behavioural). This means that if we have positive beliefs towards something, we tend to have positive feelings toward it and to behave positively toward it.

Belief segment of attitude influences student's performance significantly as Michael Korda notes "to succeed, we must first believe that we can" (p. 67). On what constitutes a language attitude, different researchers have attempted to explain the concept based on their own perspectives. According to Oppenheim (1992, p. 174) cited in Chekroun (2014, p. 7), attitude can be construed as a state of readiness with the tendency to respond in a certain manner when confronted with certain stimulus. In the opinion of Eagly and Chaiken (1993), attitude is a psychological tendency and that of an entity. An entity in this regard, as asserted by Chaiken (2001, p. 900) could be a representation of anything in "person's internal or external social environment". This implies that to Chaiken (2001), what could cause a person to express or reveal a particular attitude may be inwardly motivated or triggered by his social *interactants*.

Learners' attitude can be defined as a collection of feelings regarding language use and its status in the society. The feelings are good, bad and neutral. They can nurture or

hinder the learning process effectively. Even after syllabus, teaching materials, teacher training programmes have been changed and made up to date from time to time, the overall output in the competence of the students has never been improved. One reason behind this is that the changes have always been powerfully constrained by the western cultural assumptions and lack of knowledge of the social contexts. Not much research has been directed to the topic of how the local educational/teaching environment has influenced students' learning when the students are not English major, but studying English as non-majors due to educational requirements and professional needs. The notion of attitude, as a strong variable, applies in this situation.

People involved in language teaching often say that students who really want to learn will succeed whatever the circumstances in which they study. Motivation that students bring to class is the biggest single factor affecting their success. Motivation is some kind of internal drive that encourages somebody to pursue a course of action. In general, strongly motivated students with long-term goals are probably easier to teach than those who have no such goals and therefore no real drive. For such students, short-term goals will often provide the only motivation they feel. Students have motivation that is separated into two main categories: extrinsic motivation, which is concerned with factors outside the classroom, and intrinsic motivation, which is concerned with what takes place inside the classroom. Some students study a language because they have an idea of something which they wish to achieve. Many other factors have an impact upon a student's level of extrinsic motivation and most of these have to do with his or her attitude to the language. Another factor affecting the attitude of students is their previous experience as language learners. If they were successful, then, they may be pre-disposed to success now. Failure then may mean that they expect failure now.

Human beings are constantly interacting with their external environment, and how they behave when confronted with issues of life is highly influenced by their environment.

Therefore, Montano and Kasprzyk (2008) argue that anyone who believes that putting up a particular behaviour will result in a positive outcome will develop a positive attitude towards that behaviour. On the other hand, when one considers behaviour to result in a negative outcome, a negative attitude is developed for such behaviour. With this understanding, Gardner (1985) posits that an attitude is a factor of language acquisition and learning which determines the level of performance in a task. Spolsky (1989) concurs with Gardner (1985) in his understanding of the effect of attitude on second language learning by establishing that “attitudes do not have direct influence on learning but lead to motivation which does” (Spolsky, 1989, p. 149).

In explaining why they think attitudes of people are moderated by the kinds of experiences (from the environment) they have and therefore one’s behaviour can be predicted by his attitude, Eloff and Ebersöhm (2004, p. 70) define attitudes as “beliefs and opinions that can influence individuals to behave in certain ways. Attitudes are acquired through experience and have a direct influence on behaviour. We change our attitudes to make these more consistent with our behaviour”. Thurstone’s various definitions of the concept of attitude have given us the ground to believe that although researchers believe that attitude has a significant place in the acquisition and learning of second language, the perspective of what constitute an attitude varies from one researcher to the other; even to the extent that scholars have been seen modifying their own definitions for the same concept.

For instance, in Thurstone (1928, p. 531), the term attitude is defined as “the sum total of a man’s inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats, and convictions about any specified topic”. Nevertheless, in Thurstone (1931, p. 261) cited in Kayagil (2012, p. 3598), he explains attitude as the “effect for or against a psychological object”. The perception of Thurstone on attitude appears to be more biased towards internal experiences of individuals. This has been observed in his 1946 definition of

the same concept where he construed the idea that attitudes, whether positive or negative, is inclined towards psychological objects. He therefore, modified his previous definitions of attitude by asserting that attitude is “the intensity of positive or negative effect towards a psychological object” (cited in Kayagil, 2012, p. 3598).

Observable from the view point of Thurstone, as inferred from his various definitions of attitude, attitude is an abstract and affective individualistic concept. This is because, psychological implications are subjective and therefore, ones attitudes towards a stimulus, whether physical or abstract should not be expected to conform to that of other people. To this effect, it can be observed that Thurstone (1931, p. 262) connect attitude to any specific topic in his former definition. In his later definitions, however, he offers greater weight to the connection between attitude and psychological object which “may refer to a physical object, or it may refer to an idea, a plan of action, a form of conduct, an ideal, a moral principle, a slogan, or a symbol” (Thurstone, 1931, p. 262 cited in Chekroun, 2014, p. 8). According to Olson (2012), however, an attitude may be shown towards both abstract and concrete objects. Olson’s perspective mildly veers from the understanding of the same concept by Thurston’s that was biased towards psychological entities. Thus, Olson (2012, p. 230) describes attitude as the “positive and negative evaluations of things, people and concepts”.

2.4.1 The place of attitude in the learning of Children’s Literature

It is important to note that the learners’ attitudes place an important role towards the learning of children’s literature. As has been indicated earlier, attitudes are beliefs, opinions or a state of mind that can influence individuals to behave in certain ways. Khatib (2011) maintains that a lot of university students do not like English literature, especially poetry and even a majority of them have a negative attitude towards it. Similarly, a study conducted by Akyel and Yalcin (1990) indicates that students have negative attitudes towards children’s literature, because they view poetry as not having much effect on language skills and making

the least significant contribution to the development of language skills among literary genres. Also, in a study conducted among Hong Kong students' on their attitudes towards children's literature, Hirvela and Boyle (1988) indicated that only 6% of the students were interested in poetry more than other literary genres and 73% of them said poetry was the most difficult literary genre.

The significance of studying learners' attitudes towards literature lies in the fact that attitudes do not remain static, but they are complex constructs that are often shaped by the social context which develop early in childhood as a result of parents and peers' attitudes" (Brown, 2000). According to Siti (2008), attitudes can be changed through the learning process, through appropriate materials and teaching techniques. They also improve as a result of language learning as learners who learn well will acquire positive attitudes (Siti, 2008). He notes that learners' attitudes toward literature can be changed if the origins of negative attitudes are known and if the learners are exposed to reality. To this end, Khatib indicates that inappropriate selection of texts and ineffective ways of teaching and ignoring the learners' response and their personal exchange with the literary text are among the reasons for learners' hatred for children's literature.

Reporting on the effect of learners' attitude towards children's literature, Kara (2009) resolves that positive attitude projects an observable positive behaviour of the learners towards the target language, and this makes them more enthusiastic in learning the target language, to acquire the useful information and the necessary skills to solve their language learning challenges. Thus, developing a positive attitude for children's literature in a target language enhances the language learner's interest and motivates him to learn. In a study conducted to investigate the attitudes of students of Libyan secondary schools concerning the learning of children's literature in terms of the behavioural, cognitive and emotional aspects, Zainol et al (2012) noted that attitudes have the same level of importance as other factors

such as intellectual capacity when it comes to learners' achievement in second language learning. This made the authors conclude that learning a language should be approached primarily as a social and psychological phenomenon rather than as a purely academic one (Zainol et al, 2012, p. 121). Their finding showed that attitudes do have significant effects on the learning outcomes of students in literature and other aspects of language, and must be accorded a great consideration when it comes to decision making about what is presented to learners to learn and the entire students' academic career.

On the basis of this argument, Alhmali (2007) remarks that:

Negative attitudes towards specific subject areas can prevent further study or make it unproductive. Attitudes towards the processes of learning can also have very large effects, potentially cutting a student off from further study. Attitudes will also develop towards topics and themes studied under literature and these can be carried out into future living with good or bad effects on subsequent decisions (p. 14).

Concerning the role of students' attitudes and its effects on their performance in children's literature, Zainol et al (2012) maintain that the fundamental role of the language teacher among other things is to adopt strategies and mechanisms that aim at building up positive attitudes of his students towards the target language. This, according to Chekroun (2014), can be achieved through a well-defined curriculum and classroom activities that take into consideration the needs of the students, not losing focus of their individual uniqueness. As a result, Zainol et al (2012) propose that ultimate priority needs to be given to the literature learners' attitudes before their epistemic abilities. They further argue that "a positive attitude should be the umbrella of literature and language learning" (Zainol et al, 2012, p. 126).

Adding his voice to the crucial role attitudes play in the acquisition and learning of a second language, Al-Tamimi (2009) investigated students' attitudes towards the learning of English language in Yemen and argues that:

Students' positive attitudes towards the educational status of English in Yemeni schools could be used to inform policy makers at the Ministry of Education in Yemen to revise the current policy in the Yemen primary and Secondary Schools to be English-oriented system" (p. 48).

According to him, the promotion of English language's status in the educational system of Yemen, where the language would become a medium of instruction throughout educational stages in the country, would enhance its prestige, which would directly enhance Yemeni students' positive attitudes towards the language. The findings of Al-Tamimi (2009) further reveal that students' attitude toward a particular language is not vital to only second language teachers or confined in the realms of second language learning classrooms, but also very crucial for policy makers, curriculum designers, and other stakeholders in education. This is because, the attitude of students about a language in relation to other languages in the country (in the case of a multilingual country) will offer essential feedback that will inform activities aimed at promoting status-planning policies in the country.

Pearce (2015) asked 168 students if they enjoyed reading children's literature. A large majority of the students (79.8%) enjoyed reading of children's literature regularly or often. One of the most cited articles about the reading attitude of students is the research of Applegate and Applegate (2004). They classified a population of 379 students into the categories unenthusiastic (51%) and enthusiastic readers (49%). In the survey instrument of Applegate & Applegate, questions about reading frequency were included to measure the enthusiasm of the students. They classified students as enthusiastic readers when they reported a positive attitude towards reading and engaged in reading during the summer. Students who associated very little or no enjoyment with reading and who did little or no reading during the summer were classified as unenthusiastic. This will possibly have a negative influence on the results. Although students do not exhibit personal reading, they

acknowledge the importance of reading as concluded by Nathanson, Pruslow & Levitt (2008). They found 81.4% enthusiastic readers against 18.6% unenthusiastic readers among 747 students enrolled in a graduate school of education, who are currently teachers or prospective teachers. Rijckaert (2014), on the other hand, did not find substantial differences in her study. She studied undergraduate student teachers and found that 45% of these students had a positive reading attitude and 45% a neutral reading attitude. Only 10% of the students had a negative reading attitude.

Research has shown that attitude, a very important factor in determining the positive outcome of language learners, does not only affect the outcomes of language learning processes, but also other areas of academics. For instance, Ramsay and Howe (1969) cited in Chekroun (2014) have given attitude a very high recognition and placed it on a rank that is higher than cognition in diverse areas of study. They explain that “a student’s attitudes towards science may well be more important than his understanding of science, since his attitudes determine how he will use his knowledge” (cited in Chekroun, 2014, p. 10). Hence, Chekroun (2014) admits that due to the role played by attitude in the performance of learners in their learning outcomes, a conclusion can be made that “attitudes towards a specific subject strengthens learners’ knowledge and provides opportunities for its investment in later stages in life” (Chekroun, 2014, p. 10).

A recent study at the Katholieke Pabo Zwolle, it was revealed that the reading attitudes are higher. Here, 51% of the students had a positive reading attitude, 45% a neutral reading attitude and only 4% a negative attitude (Jongstra & Pauw, 2015). These results are substantially different from the findings of Applegate and Applegate (2004). Nevertheless, it could be argued that a neutral reading attitude is simply not enough to become a good reading promoter. Researchers such as Schofield (1980) and Pečjak and Košir (2004) describe in their research the impact that teachers with high reading attitudes have on the results of children.

In a study conducted by Witte, Rijlaarsdam and Schram (2008) it was shown that literacy education can have impact on reading attitudes of students. When literacy teachers adapt their advice and learning activities to the student's needs and preferences, this improves the development of a positive reading attitude. Especially students who are not stimulated in reading at home can benefit from this approach. Although most studies focus on the predictive value of reading attitude on reading frequency instead of the other way around, reading frequency can also be a factor for predicting reading attitude (e.g. Stokmans, 2006). This view is supported by (Clark et al 2005). He found that students in the higher grades who read more had a more positive attitude than their fellow students who read fewer books.

2.4.2 Attitudes and performance

According to Allport (2004, p. 5), "an attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related". He indicates that an attitude is a dispositional readiness to respond to certain institutions, persons or objects in a consistent manner which has been learned and has become one's typical mode of response. In Thurstone's (2009) view, attitude denotes the sum total of man's inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, and threats on other any specific topic.

Munn (2000) classifies attitude as explicit and implicit. Explicit attitudes, according to him, are those that we are consciously aware of and that clearly influence our behaviours and beliefs. Implicit attitudes on the other hand are unconscious, but still, have an effect on our beliefs and behaviours. Munn (2000) indicates that attitude has some characteristic features which indicate that attitudes are the complex combination of things we tend to call personality, beliefs, values, behaviours and motivations which can fall anywhere along a continuum from very favourable to very unfavourable, and that all people, irrespective of their status or intelligence, hold attitudes. He explains that although the feeling and belief

components of attitude are internal to a person, we can view a person's attitude from his or her resulting behaviour. He concludes that attitude helps us define how we see situations, as well as define how we behave toward the situation or object.

The Oxford English dictionary defines performance as how well or badly something is done or how well or badly something works. It is also defined as the act or process of performing a task, an action. This means that to perform is to take a complex series of actions that integrate skills and knowledge to produce a valuable result. In her work, Samsonasa (2012) indicates that performance as the degree of goal achievement of an organization. Krause (2005) also refers to performance as the degree of the achievement of objectives or the potentially possible accomplishment regarding the important characteristics of an organization for the relevant stakeholders.

To examine how attitudes affect performance, Jefferson argues that students' performance or their success is greatly linked with their attitudes. Wale-Adegbite (1996) stresses on Jefferson's claim by saying that success is 80% attitude and that students get good grades or poor grades based on their attitudes. For example, in Malaysia, nationhood education curriculum is delivered in several subjects including History, Civic Education, Ethnic Relations, General Studies and Malaysian Studies. The Malaysian Private Higher Education Act 1990 posits that it is compulsory for all students to study and pass the Malaysian Studies subject. Due to this regulation, all students in private universities comprising a total number of 323,787 students (Da, 2007) studied Malaysian Studies subject. Irrespective of the importance of this subject for the country, empirical evidence shows that most students lack interest in studying this subject. Daily experience of dealing and interacting with students revealed that *Malaysian Studies* has been given less priority by most students. As a result, most students gain low marks for this subject which simultaneously affects their academic cumulative grade points. Extensive past studies suggest that there is a

close relationship between students' attitudes towards academic subject and their overall achievement (Erdogan, Bayram, & Deniz, 2008; Konting, 1990).

Ariffin (2007) focuses on individual's learning style and how it affects his or her academic achievement. Although learning style has a close link with a person's personality and intellectual capabilities, the selection of learning styles is also influenced by environmental factors such as educational support provided by peers and teachers. Although previous studies found that there is a positive relationship between student's interest in academic subject and its performance (Arham, Mesir & Mohammad, 2006; Zainudin et al, 2007), classroom environment and their existing knowledge on the particular subjects also play major roles (e.g. Rhoda et al, 2011). According to Popham (2005), students' attitudes or interests should be enormously important to educators, because affective dispositions are powerful predictors of students' subsequent behaviour.

Much research in recent years has focused on identifying the key factors that promote academic success among learners. One of such factors is engagement and learning. Student engagement according to Akey (2006) can be defined as the level of participation and intrinsic interest that a student shows in school. The author further posits that, engagement in schoolwork involves both behaviours such as persistence, effort, attention and attitudes such as motivation, positive learning values, enthusiasm, interest, and pride in success. Thus, engaged students seek out activities, inside and outside the classroom, that lead to success of learning. They also display curiosity, a desire to know more and positive emotional responses to learning.

According to the National Research Council (2000) as cited in Akey (2006), students' beliefs about their competence and their expectations for success in school have been directly linked to their levels of engagement, as well as to emotional states that promote or interfere with their ability to be academically successful. Akey (2006) is of the view that students who

believe that they are academically incompetent tend to be more anxious in the classroom and more fearful of revealing their ignorance. They fear that educational interactions would result in embarrassment and humiliation, and this in turn, inhibits them from behaving in ways that might help them, such as asking questions when they are confused or engaging in trial-and-error problem solving. In addition, such students are more likely to avoid putting much effort into a task so that they can offer a plausible alternative to low ability or lack of knowledge as an explanation for failure. Further evidence from an exploratory analysis on School Context, Student Attitudes and Behaviour and Academic Achievement (Akey, 2006), also suggests that when classroom instruction draws on students' pre-existing knowledge, culture, and real-world experiences, it becomes more meaningful. Students enjoy learning more and learn better when what they are studying is of personal interest and relates to their lives.

The earlier schools and teachers began to build students' confidence in their ability to do well, the better off students performed. Students' perceptions of their capacity for success are key to their engagement in school and learning. Schools should be designed to enhance students' feelings of accomplishment (Akey, 2006).

2.4.3 Attitudes and performance in Children's Literature

Many scholars argue that Children's Literature offers a cultural background, expands learners' language awareness, provides motivating content material, educates overall personality, and develops interpretative abilities among learners (Carter & Long, 1991; Spack, 1985; Widdowson, 1975). Scholars like Collie and Slater (1987) have also argued that children's literature is a great source for cultural enrichment, authentic material, personal involvement, and most importantly language enrichment. Breen (2001) argues that the kinds of beliefs, perceptions and attitudes that accompany learners in the classroom learning environment have been acknowledged as important factors contributing to the overall learning process in literature. Breen goes on to argue that in a good teaching environment,

pedagogy has the potential to offer opportunities where students' perspective can have a positive effect on the learning process and might actually help these learners become fully engaged in this language learning process.

Many different terms have been used for concepts like beliefs and attitudes within research traditions that view these terms from varying theoretical perspectives. Classical research in psychological aspects of learners' beliefs and perceptions about language learning "opened a whole new Aladdin's cave of personal beliefs, myths, understandings, and superstitions as they were revealed by the persons' thoughts and feelings about their learning" (Thomas & Harri-Augustein, 1983 p. 167). In psychology, these scholars believe that learners' capacity and internal processes are, in fact, the central forces for understanding learners' learning performances compared to generally believed myths like measures of intelligence and aptitude. However, in cognitive psychology, learners' beliefs, attitudes, and perceptions are considered part of the underlying mechanism termed metacognition (Flavell, 1987). Cognitive psychologists have already acknowledged the significant influence of social and personal epistemologies on academic thinking, reasoning, problem solving and learning (Schommer, 1993) as well as persistence and interpretation of information (Dweck & Leggett, 1988; Ryan, 1984). Likewise, learners' beliefs, attitudes, and perceptions in language learning are regarded as a significant factor in students' metacognitive knowledge (Flavell, 1987).

Gecer (2002) indicates that teachers' ability to interact with students and display positive behaviour such as asking questions, understanding their thoughts, showing interest and appreciation increases the students' performance. He asserts that while working towards providing students at a certain development level information, experience and behaviour on a certain topic, teachers become role models for students by way of their own behaviour and attitude. Positive attitudes lead to success while negative attitudes lead to failure and as a

result success can lead to positive ego attitudes while failure leads to negative ego attitudes. For example, if the teacher engages in belittling comments towards a student due to his/her failure, the negative effects of this will be inevitable.

In Frymier's (1993) study concerning the effect of positive teacher behaviour on the student's performance children's literature, he concentrated on certain behaviours for teachers such as giving feedback for student works, complimenting, wanting to listen to students and being interested. The results of the study show that teachers' non-verbal actions such as smiling, having a relaxed stance, various gestures and facial expressions come first in improving the learning experience for students whereas the topic of the class itself comes in second and this facilitates students' involvement in literature class. As we can see in the discussion, one notices that learners' internal beliefs are highly significant in the process of learning a foreign or second language. This suggests that students' attitudes towards children's literature is influenced by many dynamic factors which significantly contribute to students' language development.

2.5 Factors that affect pre-service teachers' attitude towards Children's Literature

This section reviews research works that have been carried out on factors that affect pre-service teachers' attitudes towards children's literature. The cultural background, the home background and the teaching approaches adopted by teachers of pre-service teachers were considered.

2.5.1 Cultural background and learners' attitude towards Children's Literature

Teaching any language implies an implicit or explicit teaching of its culture. Thus, the cultural content of literary texts is another parameter which is very important as the language, which needs to be given much attention in the process of texts selection, since it affects learners' attitude towards the study of literature. Culture, which is beyond the students' competence, will hinder their understanding and enjoyment of a literary text. In addition, and

much worse, cultural strangeness may lead to students developing negative attitude towards the text which will demotivate them to read if they find any element in the target language's literature uncomfortable. In view of this, it is the responsibility of the teacher and syllabus designers to eliminate the cultural barriers that inhibit students' reading comprehension and enjoyment of literature. For this reason, many solutions have been proposed. For Alptekin (2006), cultural barriers could be overcome through the nativization of some literary elements in the text. This makes the text more culturally familiar for the language students. He explains that "nativization refers to the pragmatic and semantic adaptation of the textual and contextual clues of the original story into the learner's own culture, while keeping its linguistic and rhetorical content essentially intact" (Alptekin, 2006, p. 497).

Another way to help students with the cultural load of literature is through the selection of texts which, in one way or another, depict their daily life, satisfy their expectations, and make them benefit from their experiences. This can go a long way in developing a positive attitude in the learner. Within the same line of thought, Floris (2004) explains that it would be meaningful to include literary texts produced by ESL or EFL authors. It is an excellent means of motivating students to read literature whose setting and culture are familiar to them. Moreover, the themes of these texts are mostly relevant to their lives (p. 6).

Many scholars argue that literature offers a cultural background, expands learners' language awareness, provides motivating content material, educates overall personality, and develops interpretative abilities among learners (Carter & Long, 1991; Spack, 1985; Widdowson, 1975). Scholars like Collie and Slater (1987) have argued that literature is a great source for cultural enrichment, authentic material, personal involvement, and most importantly, language enrichment. The kinds of beliefs, perceptions, metacognitive knowledge, and attitudes that accompany learners in the classroom learning environment

have been acknowledged as an important factor contributing to the overall learning process and their ultimate success in this process (Breen, 2001). In a good teaching environment, pedagogy has the potential to offer opportunities where students' perspective can have a positive effect on the learning process and might actually help these learners become fully engaged in this language learning process (Arnold, 1999; Breen, 2001). As we can see in the discussion so far, learners' internal beliefs are highly significant in the process of learning a foreign or second language. These beliefs are supposed to act as very strong filters or reality (Arnold, 1999) for the development of positive attitudes towards the subject. There is no doubt that second language learning is influenced by many dynamic factors; however, the most facilitating and significant factor is the learner's positive attitude. In the process of language learning, two non-intelligence factors - attitude and perception significantly contribute to students' language development.

2.5.2 Pre-service teachers' home background

The home background has been one of the interesting areas many researchers have been finding out on how it influences learners' attitude towards the study of literature. Many research findings point to the fact that students who come from homes where reading is common grow up loving literature and all forms of reading. In this sense, Davis et al (1992) conducted a survey of undergraduate students' attitudes towards the study of foreign literature. The survey used Likert-scaled questionnaire which was distributed to 175 undergraduates studying French and Spanish in three colleges in the United States. The survey aimed to identify the potential impact of seven variables on students' attitudes towards literature. Their study found that the amount of pleasure gained from reading done in the target language showed a significant relationship with students' attitudes towards literature in a foreign language. Students who spent more time reading in the target language expressed better attitudes towards literature. Family background also contributed to students' attitudes

concerning literature study. Results also suggested that students whose parents read more, who spent more time being read to and who had more variety of books available at home, had better attitudes towards literary study. Inexplicably, students who thought they had more knowledge of the target culture showed more negative attitudes compared to those who rated their cultural knowledge lower. The other variables; exposure to the target language, exposure to literary study in the students' first language, and teaching methods, did not show significant correlations to students' attitudes towards foreign literature study.

A survey conducted by Kaur and Thiagarajah (1999) suggested that even first year university students majoring in English language and literature found reading of literary texts a major problem but not with those who come from homes where reading is a common culture. A total of 48.6% of the participants who were studying the language for the first time agreed that they were not efficient and confident enough to read literary texts. Shukor (2001) however found that although secondary school students thought their low proficiency level was a constraint, it did not negatively influence their attitudes towards Literature as the home background. In Malaysia, students with better attitudes towards reading are those who have a wider variety of reading materials at home. They also have positive influences such as parents and siblings who read, as well as a bigger reading area at home (Pandian, 2000). However, these variables also significantly correlated with socio-economic status. Students who come from a higher socio-economic background generally have more reading materials at home compared to students who are from lower income families. From this, perhaps we can hypothesize that learners of a higher socio-economic status will also have positive attitudes towards studying literature compared to other students.

The location of schools might also have an impact on students' attitudes towards literature. Students in urban areas tend to have a higher proficiency level of English compared to students studying in rural areas. For example, in comparing rural and urban

students' performance in India, Rosli and Jayakara (1994) came out with the results that the majority of students in urban areas obtained distinction while the majority in rural schools obtained credit and pass grades due to insufficient exposure to the language and the lack of practice (Rosli & Jayakara 1994). Lower proficiency levels, in turn, lead to frustration and lack of motivation among students, especially those from remote rural areas who do not see the relevance of English in their daily lives.

2.5.3 Pre- service teachers' attitude towards teaching approaches

The role played by teachers in helping their students to develop their attitudes towards literature is very important. As a result, researchers have been finding out how teachers' approaches can help students develop positive attitudes towards the study of literature in English. The study of the literature on teaching methodology identifies two main categories: teacher-centred and learner-centred. According to Calvo (2007), approaches to language teaching in second language classrooms have been teacher-centred. In the early 1980s, however, things changed in favour of learner-centred approaches. This change, according to Calvo (2007, p. 189), started earlier when Noam Chomsky in the 1957 challenged the behaviourists' view of language learning, where Chomsky argues that language acquisition is not a kind of habit formation; but, rather an innate ability that all human beings possess. This serves as the genesis of the new paradigm shift, from teacher-centred to learner-centred approach to language teaching.

In the learner-centred approach, learners are not seen as passive in the learning process, but active participants. This, therefore, makes the learners responsible for their own learning. According to Larsen-Freeman (1987), the general pattern in modern-day methodology is for the teaching to be learner-centred. This means that it is the teacher who serves as a guide in the learning process, but it is the learners who assume some

responsibility for the direction of the learning and who bear ultimate responsibility for how much learning takes place. (p. 8)

Waters (1998, p. 11) intimates that “in recent years, the importance of adopting a learner-centred approach to classroom management has become axiomatic”. On the paradigm shift from teacher-centred to learner-centred approach to language teaching, Taylor (2002, p. 10) concurs with other authors by asserting that “the traditional perceptions of the teacher as expert, instigator, administrator, and the student as a passive recipient, are being re-modeled, and sometimes violently shaken, to make way to other behaviours”. Calvo (2007, p. 190) observes, therefore, that “this new kind of teaching, which tries to see teaching-learning process from the point of view of the learner and to pay special attention to the needs of the learner, aims at the characteristics of learners; and it seems to be still gaining ground in second language teaching and learning classrooms”.

It appears, therefore, that the new teaching methodology aims at developing teaching and learning practices that seek to make teaching subordinate to learning (Larsen-Freeman, 1986). According to Nunan (1990, p. 179), “the general learner-centred philosophy emerged as an offspring of communicative language learning”. The move from approaches that make grammar the focus of teaching and learning of a language to communication has led to a shift from teacher-centred to learner-centred teaching which GTM spearheads (Calvo, 2007). It is observable that teaching methods that place emphasis on the learner is based on the notion of how learning takes place and try to facilitate learners’ learning process. The aim of any teaching activity is not just about the acquisition of knowledge or access to information, but more importantly, how to apply the knowledge or information. Hence, teaching and learning of literature aims at developing both linguistic and communicative competence of the learner; therefore, the teaching and learning process need to be learner-centred (Calvo, 2000).

2.6 Effects of pre-service teachers' attitude on Children's Literature

In the earlier discussion, it was established that attitudes towards learning in general can be positive or negative depending on the perception of the learner. Depending on how it is perceived, learners may have either of the two. Consequently, when a learner develops positive attitude towards literature, he or she positions himself psychologically ready for the subject. On the other hand, students who have a negative attitude towards literature would not be psychologically ready to study literature. This section discusses how the attitude of pre-service teachers can affect their learning in Children's Literature.

2.6.1 Effects of positive attitude towards Children's Literature

Various researchers in the context of English language teaching (ELT) have underscored the immeasurable benefits of using literary texts for language teaching and learning, especially in ESL classroom. These scholars have revealed different reasons that have come in the form of persuasive arguments, aiming at providing justifications for integrating literature into the foreign language teaching and learning classrooms. Clearly, literary works have aesthetic and genuine use of language in the form of texts; and even though these are sometimes fictional, their artificial settings mimic the real cultural context, of the stories which enhance and become beneficial to communicative language development of the learners (Keshavarzi, 2012). Positive attitudes are very crucial, as that of effort and motives in the learning process of a language since they propel the language learner to learn a language that is not his native language. Gardner (1985, p. 10), therefore, argues that "motivation refers to the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning the language"

Positive attitude plays a vital role and contributes significantly in the learning of a language and the performance in a task. Students' success or failure in a course or subject is to some extent influenced by their attitude towards what they learn (Al-Tamimi et al, 2009, p.

33; Hussein et al, 2009, p. 432). For instance, Karahan (2007) investigated Turkish primary pupils' attitudes towards English language and its use in the country. The study revealed that "positive language attitudes let learners have positive orientation towards learning English" (Karahan, 2007, p. 84). This positive orientation contributes positively towards the appreciable performance of the learners in the English language. In acknowledging the importance of positive attitude in the performance of language learning, Popham (2011) argues that language learners become autonomous in their learning process anytime positive attitude towards learning is promoted, especially in an academic setting. To this effect, Dehbozorgi (2012) stresses the need for language teachers to play the crucial role of ensuring that they maintain their learners' positive attitude for the language they are learning. He argues that "positive attitude is important in entering into the new environment of learning a new language" He maintains that "teachers can maintain their students' positive attitude by setting goals for themselves; building in some fun and pleasure through language; and interacting actively" (Dehbozorgi, 2012, p. 45). He further intimates that for this to be possible, teachers must make sure their classroom activities are learner-centred.

According to Bagherkazemi and Alemi (2010), literature expands the students' vocabulary and strengthen their awareness of grammatical rules; hence, literature has the power to develop both learners' linguistic competent and communicative competent when they approach it with a positive attitude. In explaining the relevance of literature to the learners of second languages, the authors assert that "literature can be thought of as a field which can be ploughed for developing an understanding of language usage through different methods of consciousness raising and form-focused instruction regarding particular grammatical structures, word forms and common expressions" (Bagherkazemi & Alemi, 2010, p. 2). Chekroun (2014) explains that at the level of sentences, literary language is highly structured because the authors of such literary works pay special attention to diction

and the selection of words and how they are combined in the formation of meaningful sentences to develop cohesive paragraphs and discourses. For this reason, Cruz (2010) argues that second language learners' continuous exposure to literary works, undoubtedly, improves their speaking and writing skill, and makes them eloquent.

Turker (1991) cited in Chekroun (2014), concludes that since the teaching of literature expands both the linguistic and communicative knowledge of the learners, it automatically improves other language skills such as reading and writing of the learners. In fact, Tomlinson (1985) cited in Chekroun (2014) makes the argument stronger by emphasizing that:

Poems, stories and extracts from plays, novels and autobiographies can involve students as individual human beings who can gain rich exposure to authentic English as well as opportunities to develop communication skills as a result of motivated interaction with texts and with their fellow students. (p. 18)

Another advantage of literature in ESL when students have a positive attitude towards it is that it helps them in developing analytical skills required for a high level thinking. Thus, the contextualization nature of literary works creates avenues for different interpretations. This provides learners with the opportunity to negotiate ideas from their peers through evaluation and analysis (Gajdusek, 1988; Keshavarzi, 2012; Lazar, 1993). In this regard, it has been argued by Khati and Rahimi (2012) that literary works liberate learners' imagination from the bonds of textbooks which confines them to accept only what has been put in these textbooks and aids the learners to expand their vision by thinking outside the box. Concurring with the other researchers on the advantages literature offer second language learners, Nafisah (2006) explains that poems, stories and extracts from plays, novels and autobiographies, project learners as people who stand the chance of gaining rich exposure to authentic English and provides them with the opportunities to develop their communication skills through their constant interaction with literary texts.

Tehan et al (2015) studied Turkish students' attitudes and beliefs toward the use of literature in second language classroom. Using both quantitative and qualitative data, the study showed that students' attitude towards literature was positive and that, contrary to what other researchers such as Khatib et al (2011) identified from their study that students have negative attitude towards literature, especially in the second language classroom, this positive attitude helps learners to excel in their learning process. In addition, Alfauzan and Hussain (2017) conducted a study seeking to discover the attitude and perception of Saudi undergraduate students towards English literature courses as a part of their English studies at a university in Saudi Arabia. The researchers used a sampled population of 59 students (25 studying a literature course, 25 linguistics course and 9 had already passed at least one literature course).

The researchers used questionnaires to collect quantitative data and also falling on retrospective essays, qualitative data were gathered for analysis. They used a modified version of AMTB developed by Gardner to measure learners' attitude towards literature courses. The analysis showed that the study participants have positive attitude towards literature courses. The study further revealed that "learners' social environment (family, friends, classmates, teachers, etc.) significantly contribute in constructing positive attitudes and enhancing their perception towards literature as medium of learning L2" (Alfauzan & Hussain, 2017, p. 8). The researchers thus suggest that due to the pedagogical implication of learners' attitudes towards literature, policy makers (administrator, curriculum developers, and teachers) need to accommodate learners' voices in the selection and development of teaching and learning materials of children's literature.

2.6.2 Effects of negative attitude towards Children's Literature

Attitude has cognitive, affective, and conative components; it involves beliefs, emotional reactions, and attitudes related to the object of attitudes (McGroarty, 1996). It has

an evaluative dimension; a desire and a propensity to react to something positively or negatively. In short, it is the way somebody thinks or behaves. Attitudes, however, are not static, and can be changed by identifying and correcting the sources of negative attitudes. The role of students and teachers in a classroom is formed by the teacher's philosophy about students and how they learn (Karnowski, 1997). The teacher is usually the final decision maker in determining what literature is studied and how that literature is presented. In a reader response classroom, the teacher would view students as active participants and decision makers in their own learning and closely examine his/her own ethical criteria, understanding that it affects all he/she says and does in the classroom (Roosenblattt, 1995).

In this sense, the teacher's influence cannot be overstated. Common to most research on reader response to literature is the focus on the teacher and the environment he/she creates in the classroom (Eeds & Peterson, 1991; Heald-Tylor, 1996; Karnowski, 1997; Rosenblatt, 1995). O'Flahaven (1995) discusses the central role of the teacher in the reading of literature in the classroom, writing that the very act of a teacher allowing or disallowing discussions of personal interpretations of literature sets the tone for all literature discussion. Rosenblatt is explicit in her emphasis on what Dewey calls the *vicarious experience of the writing*, where "the reader seeks to participate in another's vision - to reap knowledge of the world, to fathom the resources of the human spirit, and to gain insights that will make his own life more comprehensible" (Dewey, 1995, p. 7).

A literature-based approach to teaching reading is relatively new (Karnowski, 1997). Books are being presented in classrooms because they are interesting and motivating, not only to teach reading skills (Slaughter, 1993). Hennings (1993) promotes the instructional value of reading across the curriculum as she writes "if reading instruction is to be effective, it must take place across the curriculum as students read within variety of disciplines" (p. 363). Towery (1991), Schiro (1997), and others have developed criteria for literature

presented in classrooms. They posit that it should be developmentally appropriate, have literary value, and present accurate information. Texts presented for study across the curriculum may be fiction or non-fiction informational books, but reading strategies can be varied depending on the needs of the particular students.

Rosenblatt (1995) was the first researcher to emphasize the equal nature of the text and the reader in a literary transaction. This theory “focused on the reciprocal relationship between the reader and the text resulting in the individual creation of the literary work of art” (Hancock, 1991, p. 24). the meaning of literature is not viewed as coming directly from the text to the reader, nor as merely being a reflection of the reader. Rather, both reader and text perform *a symbolic dance*, as a new entity is created resulting from the act of reading. Consequently, the reader must become an active part of the reading act, combining experience, prior knowledge, and feelings with a serious attempt to understand and interpret the author’s word (Probst, 1948).

Those with strong reading ability are assumed to have healthy reading habits (Annamalai & Muniandy, 2013; Deita, 2013; Iftanti, 2013). Consistency (Iftanti, 2012), voluntary (Tella, 2007), and automaticity (Morris et al, 2006) are some signs of good reading habits. On the other hand, according to Iftanti (2013), passive reading, purposeless reading and regressing are the characteristics of poor reading habits. Another aspect that counts for the success of students in the academic setting is their attitude towards learning. Achieving the right attitude in language learning is necessary for the students to become successful learners (Al-Tamimi & Shuib, 2009; Chalak & Kassaian, 2010; Oroujlou & Vahedi, 2011).

Attitudes related to analysis of a language can be divided into two major categories; integrative and instrumental motives. Gardner (as quoted in Baker, 1993) suggests that integrative motives refer to situations where a person is learning a second language to participate in the cultural activities of the target language group. Instrumental motives refer to

practical language learning purposes such as getting a better job or passing exams. Students with stronger attitudes towards reading in Malaysia are the ones who have a broader variety of reading materials at home. Children do have positive factors such as reading parents and family, as well as a larger field of reading at home (Pandian, 2000). These variables do correlate significantly with the socioeconomic status. That is, students with a higher socioeconomic context typically have more reading resources at home than students with lower-income households.

Learners' attitudes toward reading are currently receiving little consideration in the advancement of children's developmental literacy (Wang, 2000). A study of 170 fifth and sixth grade students (Groff as cited in Alexander & Filler, 1976) examined whether there was a positive relationship between the attitudes of fifth and sixth graders towards certain areas of content and their reading scores. Groff found that there was a significant correlation between the attitudes of the students towards specific content areas and their reading score in that particular content area. He concluded that "an individual child's reading comprehension as he reads is influenced to some degree by his attitude toward content type of material being read" (p. 4). Although this study was conducted some time ago, excitement and student interest are still believed to play an important role in developing a positive attitude (Alexander & Filler, 1976; Laurice, 2004; Wang, 2000). Thus, learners who develop positive attitudes towards reading are more likely to learn, enjoy reading, become professional readers and enjoy reading throughout their lifetime (Laurice, 2004).

According to Laurice (2004), it is necessary for the students to understand that being a better reader takes preparation, commitment and practice but it will produce a positive result. Overall, students' attitude towards the reading process is affected by both the classroom setting and the teacher. With regard to literary reading in the foreign language classroom, basically the same questions have to be raised as with the teaching of literature in the mother

tongue. The purposes of literary education are similar, although a certain stress on language learning is to be expected. Literature is considered as an authentic medium for introducing students to the specific language and culture. However, it has been pointed out that policies which focus on encouraging students to read and on offering positive experiences with books might fail to develop reading literacy, especially with pupils from backgrounds where reading is not part of the family life-style. If teaching does not explicitly train the reading abilities, the presupposition of such a policy is not fulfilled: reading and reading Children's Literature can continue to be hard work and the expectation that one should enjoy reading may not match the experience of the students (Pieper et al, 2004).

2.6.3 Summary

The literature of this research is based on this model to help find out attitude towards Children's Literature by pre-service teachers. This will also help the researcher understand the effect of the students' social context, attitude, incentives for encouragement, in teaching and learning Children's Literature. The model has an upper hand over the analysis because it is focused on the interpretation of Spolsky's model that is relevant as it will allow the researcher to understand the social context of pre-service teachers on their training attitude towards teaching and learning Children's Literature at SDA College of Education, Asokore-Koforidua and Aburi Presbyterian Education College.

2.7 Related studies

Burgess et al (2010) reported no significant difference in activities between frequent and non-frequent reading teachers. The authors state two different explanations for these results: 1. Measurement of reading habits in their research did produce less extreme comparison groups between the frequent and non-frequent readers or 2. The teaching practices included in their research were less tied to the use of books and the interest in literacy. The practices focused more on basic skill literacy such as phonemic awareness. The

teachers' leisure reading behavior was measured by asking the participants how many books they read per month. No categories of literature were distinguished.

McKool and Gespass (2009) found evidence that frequent reading teachers (reading for pleasure more than 45 minutes a day) use only strategies to promote the intrinsic reading motivation of children such as discussing and recommending books in class and offering choice in materials. In contrast almost half of the total group of respondents did use only extrinsic rewards, such as prizes. According to Schiefele, Schaffner, Moller & Wigfield (2012) intrinsic motivation of pupils has a positive effect on their reading behavior and reading competence. Conversely, they describe extrinsic reading motivation has a relatively small or negative contribution to reading behavior and reading competence of children.

Lundberg and Linnakyla (1992) found teacher readership was an important discriminator in 17 countries when the most effective classes (achievement higher than expected given to the background of students) were compared to the least effective classes. The researchers conclude that teacher readership may be an indication of high quality teaching.

Schofield (1980) studied the impact of the attitude of teachers towards reading in general. Unfortunately, no definition of reading attitude was given. Higher attitudes of teachers towards reading were positively associated with higher achievement and higher attitudes of pupils. While Schofield focusses on the impact on attitudes, Morrison, Jacobs and Swinyard (1999) focus on the instructional activities performed by enthusiastic reading teachers (questions about children's literature were not included). In their study enthusiastic readers were more likely to use instructional activities that promote engagement in reading. The PIRLS 2011 International Results in Reading report (Mullis, Martin, Foy & Drucker, 2012), shows that engaged instruction and engaged students are related to higher student achievement in reading. Ruddell (1995) identified qualities of teachers who made a long-term

and vital difference in the lives of children. One of the qualities these teachers possessed was the “aesthetic stance”. These teachers were actively immersed while reading, identified with the characters and reacted thoughtfully to texts. Similarly Nathanson, Pruslow and Levitt (2008) assert that 56% of the unenthusiastic readers in their research did not have a teacher who shared a love of reading, whereas 64% of the enthusiastic readers did have such a teacher. The findings show that enthusiastic teachers meaningfully affect pupils with their enthusiasm for reading.

In the Netherlands, the decline of reading can be seen as a trend among young people (Stichting Lezen, 2014). However results of older studies about reading frequency of pre-service teachers show that this problem has been recognized for years (e.g. Mour, 1977; Gray & Troy, 1986). According to Gray and Troy in 1986, 29 of the 80 pre-service teachers were currently reading a book. They advise teacher training to learn students the importance of reading. In 1977, 39 years ago, Mour signaled similar results. 50% of the respondents (graduate students at a pre-service training college) did report reading less than two books a year. Are the expectations too high? The absence of a benchmark makes it difficult to conclude if students read enough books. This depends solely on the interpretation of the researcher or reader of the research results.

Rijckaert (2014) performed a similar study with a population of pre-service teachers for primary and secondary education at an institute for higher education in Belgium (N = 326). She calculated that more than 60% of her respondents (pre-service students for primary and secondary education) spend less than one hour a week on reading fiction. Approximately 19% of the respondents indicated that they never read fiction. Further 70% of the students answered that they did spend less than one hour on reading non-fiction and 22% even stated that they never read non-fiction in their free time. Reading of picture books was measured with a separate question. Pre-service teachers with a specialization in younger children were

asked about the time they spend on reading these books in a week. Nearly 8 % of the students stated that they never read picture books, 51.9% of the students did read less than 1 hour a week, 31.6% between 1 and 3 hours, and 8.9% more than 3 hours a week. Although Rijckaert (2014) interprets these results as concerning, as the time needed to complete a picture book is not that long, it is not surprising that the option “less than 1 hour” a week was chosen most often.

Pearce (2015) distinguished three different aspects of reading frequency of children’s literature: Reading to children, reading children’s books and reading children’s poetry. The difference between reading for pleasure and for school assignments, was not made. In his research 54% of the pre-service teachers (N = 168) said they read children’s books regularly or very often. Nearly 29% of the students indicated that they read books infrequently and 17% rarely. Regarding children’s poetry, Pearce (2015) found that only 24% of the students read this genre regularly or often. Other students read children’s poetry only infrequently (40%) or rarely (36%). Besides this, 58% of the students indicated that they read to children regularly or often.

2.8 Conclusion

The main objective of the current research was to assess the degree to which the characteristics of pre-service teachers were linked to their attitude towards children’s literature. The literature reviewed identified student’s reading characteristics related to children’s literature and environmental and personal factors which may be associated with children’s literature reading frequency, reading attitude, and knowledge of children’s literature for pre-service teachers. The findings of this aspect of the theoretical framework support the concept of colleges of education which will enable pre-service teachers to read children’s literature, establish a positive attitude in reading and expand their awareness of children’s literature. The chapter reviewed literature on the factors affecting pre-service

teachers towards children's literature. The various factors identified in the reviewed literature in the study have pivotal role which helps in the development of pre-service teachers' attitude towards children's literature. It was discovered among other things that culture, home background and the teaching approach adopted by teachers affect pre-service teachers' attitude towards children's literature. It was also revealed that students' success or failure in the learning of children's literature to a very large extent is influenced by their attitude towards what they learn.

No research has been conducted in Ghana to examine the attitudes pre-service teachers may have toward children's literature. Examining the circumstances that illustrate the void in the literature with regard to the attitudes of pre-service teachers towards teaching and learning children's literature, it is clear that not much has been achieved or said about it in the literature. In essence, the subject of pre-service teachers' attitudes has not been sufficiently addressed in Colleges of Education that offer programmes in Early Childhood Education since not all Colleges of Education offer Early Childhood Education. The current study therefore seeks to explore the kinds of attitudes that pre-service teachers might have towards children's literature in colleges of Education in the Eastern Region of Ghana, specifically SDA College of Education and Presbyterian Women's College of Education which offer Early Childhood Education. The next section presents a discussion of the methodology adopted for data collection and analysis for the present study.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter discusses the procedure which will be used in carrying out the research on the topic ‘Colleges of education students’ attitude towards the learning of children’s English literature’. This includes the research design, population, sample and sampling procedure, research instruments, data collection procedure and data analysis and ethical consideration.

3.1 Research approach and design

Research approach is the plan that shows the systematic procedure by which a study is conducted and it serves as the blueprint for the research. The mixed method was adopted for this study and it falls within the category of Creswell and Plano Clark (2011). The mixed method employs two different methods concurrently to investigate a phenomenon. Greene et al (1989) posit that both methods can be used concurrently or sequentially in a particular study. Based on this premise, this study adopted a convergent parallel mixed method approach, in which both quantitative and qualitative data were gathered concurrently.

According to Greene et al (1989), the most important consideration in convergent parallel mixed method is the need to integrate both the qualitative and quantitative data in any of the stages, especially at the data collection, analysis or during interpretation process of the study. The study also adopts triangulation method which according to Cohen and Manion (1994), is described as the process of conducting a study whereby the data collection process involves more than one method. Flick (1998) and Silverman (2001) also observe that triangulation is very relevant in conducting research because it fosters the clarity of meaning as it presents different means by which the researcher studies the phenomenon.

According to Bryman (1998), the adoption of triangulation by a researcher may help minimize errors that may arise as a result of inappropriate drawing of conclusion on the data set. This, in effect, helps in the enhancement of the validity of the study. This present study integrated the quantitative and the qualitative data at the discussion stage where the results were interpreted. According to Tellis (1997), the mixed method becomes needful due to the ethical need to confirm the validity and reliability of the process. Silverman (2000, p. 50) argues that, “multiple methods in a research design would also help to give a fuller picture and address many different aspects of the phenomenon.”

According to Fraenkel and Wallen (2000), obtaining information from a large group of people by setting carefully worded questions and carefully administered questionnaire lies in the heart of a descriptive survey. Gay (1992) also notes that descriptive research involves the collection of data in order to answer research questions concerning current state of affairs of the subject under investigation. Descriptive research thus determines and reveals the way things are and is directed towards the determination of the nature of a situation as it exists at the time of the study. With descriptive research, the events or conditions either already exist or have occurred and the researcher merely selects the relevant variables for an analysis of their relationships.

The reasons for choosing descriptive design are that, it has the merit of gathering various responses from a wide range of people. It also helps one to have a clear picture of events and people’s behaviour on the basis of the data gathered for a particular period of time. Again, in-depth follow-up questions can be asked and items that were not clear could be explained further using descriptive survey design. Furthermore, descriptive survey helps to present the true state of affairs of a given situation after data have been collected from a number of people who respond to the same set of questions about a given situation.

3.2 Population and sampling

The target population of the study comprised all tutors and all Third Years students studying Early Childhood in Colleges of Education in the Eastern Region of Ghana. These students served as the population to which the researcher intends to generalize the finding of the study. Since the researcher will not be able to access all these students to interview or administer the questionnaire, an accessible population was sampled for the study. In this sense, purposive sampling approach was adopted in selecting all the two Colleges of Education for the study. These colleges were selected because they are not far from where the researcher lives, and that makes it convenient for him to commute to the colleges to gather data. The total population of Third Year students of the two colleges who pursue early childhood education is 360. In all, a sample size of 310 respondents made up of 300 students and 10 tutors were selected purposively for the study. Purposive sampling technique was used to select the sample size for the study. In using purposive sampling technique, the researcher selected the participants to serve as the sample size on the basis of their knowledge about the issue or the problem (Nsowoa-Nuama, 2005).

3.3 Research instruments

The main instruments that were used to collect data for analysis in the study are questionnaire and interview. According to Sarantakos (1998), the use of questionnaire is useful because it standardizes data collection and ensures high confidentiality of respondents, thus eliciting truthful information from respondents. Close-ended questions were used in the questionnaire. Both teachers and students answered the questionnaire and took part in the interview. Concerning the sample for the qualitative data, both students and tutors were interviewed based on the research questions. In order to ensure the validity and reliability of the instruments, the questionnaire and the interview guide were pre-tested to revise and

improve the questions to make them more specific and effective in eliciting the needed information.

3.4 Data collection procedure

As a mixed methods study, the key cardinal data collection tools used were interview and questionnaire. The questionnaires were distributed to the hundred (300) pre-service teachers and ten (10) tutors from the chosen two colleges of education with the researcher's guide under the guidance of some of the tutors in the schools. This helped to guide pre-service teachers in answering the questionnaire. Once they finished answering the questionnaires, the researcher collected them and processed them for coding and analysis. The researcher then performed a face-to-face interview with 5 selected pre-service teachers and 5 tutors, by documenting the interaction with a modern digital audio tape.

3.5 Data analysis

Due to the descriptive nature of the study, the data collected were analysed with the help of descriptive statistics using frequency tables and percentages. This means that the method that was adopted by the researcher gave him the opportunity to gather the required information from the respondents for better analysis. The returned questionnaires were scored and coded for analysis and answering of the research questions. An item-by-item analysis of data was conducted. The percentage of the total sample responding to each question was given. The data was presented according to the responses and or the views of the respondents. Numerical scores were assigned to them to indicate possible relationship in responses of the respondents and then frequency lists were drawn. The two outside categories were combined in the analysis. For instance, the researcher combined "strongly agree" and "agree" and also "strongly disagree and disagree" to project a unique response. This combination according to Best and Khan (1995) is possible when using Likert-type scale to report percentages. The scores assigned to the responses were easily analyzed using frequency counts. These easily

allowed the researcher to access data and interpret results for statistical analysis provided. A summary of conclusion and findings were provided, based on the findings and supported with literature. Also, tables were presented with descriptions and discussions of some major aspects that addressed the research questions raised.

The interview data were also analyzed using content analysis which according to Krueger (1998) is comparing of the words used in the answers of the respondents. Initially, the researcher studied the field notes, reduced the tapes into transcripts and carefully read through them. This was done to look for themes and similar ideas or responses to the questions posed to the respondents of which the respondent's information or speeches were translated into specific categories for the purposes of analysis. This exercise according to Cohen, Manion and Morrison (2003) is referred to as coding which enables the researcher to organize large amount of text and to discover patterns that would be difficult to detect by just listening to a tape or reading a transcript. Similarly, Goldenkoff (2004) is of the view that a brief summary and analysis, highlighting major themes, is sufficient when decisions must be made quickly, the results are readily apparent or the purpose of the group is purely exploratory. Goldenkoff warns that to get an in-depth understanding of a complex issue, one should conduct a systematic analysis using full transcript. In all, a qualitative approach was used in the analysis and interpretation of interview data. Where necessary, the verbatim expressions of the respondents were used within the thematic context of the discussion.

3.6 Ethical considerations

Research ethics refers to well-founded standards of right and wrongs that prescribe what humans ought to do, usually in terms of right, obligations, benefits to society, fairness or specific virtues concerning the process of the research. According to Oliver (2003), in adhering to research ethics involves three key things: respect for research participants, beneficence and justice. In ensuring that the participants for the current study are respected,

the researcher disclosed the nature of the study, its benefits and the purpose of the study to the research participants. The researcher also allowed the participants to ask any questions about the research that they need clarification. On the issue of beneficence, the participants were made aware about the essence of the study. Here, the researcher explained to the respondents that the study was purely for academic purpose without any commercial gains. Regarding the consideration for research ethics, the researcher sought permission from the Principals of the Colleges before the actual data collection process began. The researcher made sure that the teachers and students who participated in the study were fully informed of the purpose of the study and also assured them of the confidentiality of any information they provided concerning the study.

3.7 Conclusion

The methodology highlighted the various steps that is used in collecting the data for analysis. It carefully demonstrated the manner in which the researcher is going to gather his information on the subject. These include research design, population, sample, sampling technique(s), instruments procedure for data collection, validity and reliability and data analysis.

CHAPTER FOUR

RESULT AND DISCUSSION

4.0 Introduction

The data collected and analyzed were to assess the attitude of pre-service teachers' attitude towards children's literature in colleges of education, in particular SDA College of Education, Asokore-Koforidua and Aburi Presbyterian Women's College of Education. The Social Sciences Statistical Package (SPSS) was used for the analysis of the data. The data were organized using descriptive statistics; specifically, percentage distribution tables and central tendency and variability measurements were reported. Mean has been identified as the most appropriate central trend indicator for skewed distributions. The analyses of the interviews were also reported in prose as well as verbatim from the respondents to reflect the themes in the study. The discussion is divided into three various sections; the first section discusses pre-service teachers' perception about the place of children's literature, the second section discusses factors that affect pre-service teachers' attitude towards children's literature whereas the third section discuss the effect of pre-service teachers' attitude towards children's literature.

The first section of the study reveals that pre-service teacher's attitude towards children's literature in terms of its significant, their knowledge about children's literature and their habit of reading children's literature. The study indicates that pre-service teachers' are of the view that children's literature improves and develops the child's knowledge hence its significance. The section also reveals cultural context is one of the major factors that hinder pre-service teachers' attitude towards children's literature. From the analyses pre-service teachers' believe that if the materials for children's literature are based on their cultural context it aids easy understanding than picking it from different context, therefore, their negative attitude towards the teaching and learning of children's literature. The third section

reveals that their environment has positive effect on pre-service teachers on children's literature, therefore positive attitude of pre-service teachers' towards children's literature. The study further revealed that most of the pre-service teachers' had parents who liked to read children's literature to them when they were they young or have library at home and that has affected their interest and attitude towards it teaching and learning .Therefore, the mean value of the respondents in relation to each of the three research questions under consideration affirmed the above assertion and all these can be seen in the data analysis below.

4.1 Pre-service teachers' perception about the place of Children's Literature

This section discusses the outcome of the analysis of pre-service teachers' perception about the place of children's literature that the first objective the research sought to investigate. This objective was achieved from analysis of the questionnaire and interview guide administered to pre-service teachers and tutors. Specifically, the analysis is based on pre-service teachers' views on children's literature; how children's literature improve reading, how children's literature affects the child's affective domain, how children's literature foster personality and development and how children's literature improves child's proficiency in English Language. This section will also discuss pre-service teachers' knowledge on children's literature as well as their reading habit towards children's literature. The analyses show that pre-service teachers selected for the study have positive attitude about the perception of the place of children's literature.

4.1.1 Pre-service teachers' and their tutors' views on the significance of Children's Literature

This section discuss the first theme from the first objective. Here, the researcher sought to discuss the views from the questionnaires and the interview guide administered to both pre-service teachers and their tutors. The responses from the participants showed that both pre-service teachers and their tutors were of the view that they have accurate knowledge

about children's literature as they responded positively towards the questions. Both pre-service teachers and their tutors affirmed that children's literature improves reading, improves the cognitive and imaginative skills of children, promotes the child's affective domain as well as develops the child's critical thinking and creativity. From these, it can be concluded that they have positive attitude towards children's literature.

4.1.1.1 Pre-service teacher's view on the significance of Children's Literature

This section presents data on pre-service teachers' view on the significance of children's literature. The analyses represent pre-service teachers' views from the questionnaires and the interview guide administered. Table 4.1.1.1 presents the detailed statistical results from the analysis of data.

Table 4.1.1.1. Pre-service teachers' view on the significance of Children's Literature

Item	N	Mean	Std. Dev.
Children's literature improves reading, cognitive and imaginative skills of children	300	4.70	1.156
Children's literature promotes the child's affective domain	300	4.21	1.281
Children's literature develops critical thinking and creativity	300	4.33	1.369
Children's literature fosters personality and social development	300	4.34	1.313
Children's literature is a means of transmitting our literary heritage	300	4.38	1.219
Children's literature develops literary competence among the children	300	4.54	1.262
Children's literature helps to improve children proficiency in English language	300	4.88	1.186
Children's literature is enjoyable	300	4.67	1.216

The analysis revealed that most pre-service teachers have absolute knowledge about the significance of children's literature and the kind of help and development it adds to the knowledge of children. The analysis produced a mean value of between 4.34 and 4.7 which indicates that they agree to the view that children's literature improves and develops the child's knowledge. From the frequency tables, from the responses, 12% said they disagree with the view that children's literature improves reading and imaginative skills of children while 88% said they agree to the statement since most children learn fast during their early stages in life. Also, questionnaire administered to pre-service teachers sought to elicit information on how children's literature promotes the child's affective domain. From this, 25% disagreed with the statement while 75% representing majority of the population said they agree with the statement. In an attempt to find out how children's literature develops children's critical thinking and creativity, the responses from the respondents showed that 24.4% representing few of the respondents disagreed with the assertion while 75.6% representing the majority agreed with the statement.

This implies that majority of the pre-service teachers have the view that children's literature has great impact on children's thinking and creativity, since most of their literary writing are represented in images. The first value to note is that children's literature provides students with the opportunity to respond to literature and to develop their own opinions about the topic. This strengthens the cognitive developmental domain as it encourages deeper thought about literature. Quality literature does not tell the reader everything he/she needs to know; it allows for some difference in opinion. One reader may take something completely different away from the piece of literature than the other reader, based on the two personal viewpoints and experiences. Students can learn to evaluate and analyze literature, as well as summarize and hypothesize about the topic. Norton says that for children, "wordless picture books are excellent stimuli for oral and written language" (2010, p. 9). Students reading

wordless books like *A Ball for Daisy* (Raschka, 2011), *The Yellow Umbrella* (Liu, 1987), or *The Red Book* (Lehmann, 2004) will be able to analyze the illustrations and develop their own dialogue for the story. This strengthens students' cognitive functions and affords them the ability to form opinions on their own and to express themselves through language in summarizing the plot of a wordless book.

The researcher sought from pre-service teachers on the significance of children's literature and from their responses, they stated that it even helps them to develop new vocabulary and make different meaning to life and make life more real and meaningful by thinking deep and critically upon reading pictures and words interpreted in children's literature.

A pre-service teacher said, it has really developed my vocabulary and help me to make deeper meaning than just an ordinary meaning. I have been able to distinguish between connotation and denotation meaning in children's literature. A student commented

It is clear from the remarks that they make both dictionary meaning and additional attribute meaning upon reading children's literature books which automatically help them to develop new vocabulary. This is in conformity with Dickinson and Smith's argument that book reading is predictive of vocabulary gains a year after the reading event occurred, and the amount of child-analytic talk (discussions that included making predictions, talking about words and word meanings, and analyzing story elements) is strongly correlated to gains in vocabulary (Dickinson & Smith, 1994).

4.1.1.2 Tutors' view on the significance of Children's Literature on pre-service teachers

This section presents analysis of tutors' views on the significance of children's literature on pre-service teachers. Table 4.1.1.2 present results of data analysis on tutors' views on the significances of children's literature.

Table 4.1.1.2. Tutors' view on the significance of Children's Literature on pre-service teachers

Item	N	Mean	Std. Dev.
Culture when is beyond students' competence negatively affects students' attitude towards children's literature	10	3.20	1.229
The materials on the course outline meet the students' actual needs	10	3.20	1.549
The material used for Children's literature is easy and understandable	10	2.80	1.229
Your students find literary materials with African background interesting and understandable	10	3.80	1.687
Children's literature will help improve students' professional career	10	3.60	1.838
Literary materials that discuss themes that borders on students childhood experiences motivate them to learn Children's literature	10	3.60	1.578
Children's literature has improved the appreciation of your students' of children world.	10	3.20	1.398
Has Children's literature improve your students reading of pupils' books?	10	3.20	1.398

On the significance of children's literature, the analysis indicate that a mean value of between 3.20 and 3.60 show how significant children's literature is to pre-service teachers. From the mean values, pre-service teachers agreed that children's literature improves reasoning, and enhances fluency in reading among students. In the frequency analysis, 60% of the respondents representing a majority of the population said they disagree with the assertion that materials used for children's literature is easy and understandable while 40%

agreed that materials for children's literature are easy to understand. Since most of the materials are foreign content, tutors have the implied meaning that makes it difficult for pre-service teachers to link it with their background to aid understanding and interest in the teaching and learning of children's literature.

The researcher also sought from the respondents on course outline and its effects on pre-service teachers' attitude towards children's literature. The course outline spells out the details of the various topics to be treated within a specific period of time. On tutors' view on the items on the course outline meeting students' actual needs, 40% representing minority of the population said they disagree that the course outline content meets students' actual needs whereas 60% representing the majority said materials on the course outline meets students' actual needs. The tutors further explained that the course outline is picked from the syllabus designed for the Colleges of Education to address the content of what they are supposed to learn, therefore, it meets the actual needs of the students.

On the statement on how interesting children's literary materials with African backgrounds are, 40% of the respondents disagreed that the literature materials with African background are not interesting and understandable while 60% representing the majority said materials with African background are interesting and understanding. This implies that since majority of the students are familiar with stories and issues around Africa, they enjoy and even find themselves in the story. With regard to this, it helps them in building better understanding and makes it interesting, hence, a positive attitude towards its teaching and learning. Similar results were found by Pečjak and Košir (2008). They suggest that teacher's beliefs about the importance of reading are significantly related to activities that promote reading motivation. From the outcomes, teachers who think reading is highly important organize activities in the classroom in such a way that pupils read more. In addition, they

often act like a model when reading aloud, teaching strategies, and in discussions with pupils. This teacher behaviour influences reading motivation and achievements among their pupils.

4.1.2 Pre-service teachers' and their tutors' knowledge on the types of Children's

Literature

This section presents discussions from the interview and the questionnaire on both pre-service teachers' and tutors' knowledge of the types of children's literature. The responses from the participants showed that majority of the respondents have knowledge on the type of children's literature. The researcher sought from respondents on their views on how often they visit the library and read children's books, their knowledge on the principles and practice of early reading instructions, their knowledge of the elements and the type of children's literature. It was clear from the analysis that most pre-service teachers and tutors have absolute knowledge on the knowledge on the types of children's literature, hence, their positive attitude towards the subject.

4.1.2.1 Pre-service teacher's knowledge on the types of Children's Literature

The table below presents data analysis on pre-service teachers view on knowledge on the type of children's literature. The analyses represent pre-service teachers' views from the questionnaires and the interview guide administered.

Table 4.1.2.1. Pre-service teachers' knowledge on the types of children's literature

Item	N	Mean	Std. Dev.
Often I visit the library to read about Children's literature	300	3.67	1.468
I have knowledge of principles and practices of Early Reading Instruction	300	4.35	1.374
I have advanced practices in Reading	300	4.06	1.359
I diagnosis and correct reading problems	300	4.33	1.350
My job exposes me to children's literature	300	4.50	1.340
I enjoy all the types of Children's literature	300	4.49	1.448

Risko et al (2008) support the notion that pre-service teachers acquire attitudes about and habits of teaching reading while in the teacher preparation programme. Shaw et al (2007) note that pre-service teachers' beliefs and habits transfer into their future classroom instruction. With this in mind, it is imperative that the courses in the teacher preparation programs are encouraging the future educators to read and build habits of reading, especially children's literature. The following were questionnaire items that bordered on the disposition of the learner as regards pre-service teachers' attitude towards children's literature, the table presents responses of mean values above 3.5 which clearly shows that respondents agree to the fact that pre-service teachers visit library to read on children's literature, have knowledge about the instruction, principles and practices of children's literature. These indications prove that pre-service teachers' have positive attitude towards children's literature.

To seek from pre-service teachers' visit to the library to read about children's literature, 38.3% said they visit the library to read about literature designed for the positive development and interest of children while majority of the respondents summing up to 61.7% said they visit the library to read about children's literature. However, in Stocks et al. (2012), the current generation of students in the study reported higher background experiences and exposure to children's literature, concluding that the first-generation students were attempting to read more in an effort to increase their knowledge than their peers. The researcher sought from pre-service teacher from a critical point of view on how they can diagnose and correct reading problems in children's literature. From this, 20.7% said they disagree with the statement while 79.3% representing the majority said they diagnose and correct problems in children's literature. This implies that most of the pre-service teachers have passion, love, and knowledge for children's literature, hence, their positive attitude towards its teaching and learning.

4.1.2.2 Tutors' view on knowledge of types of Children's Literature

This section presents data analysis on tutors view on pre-service teachers' knowledge on the types of children's literature. The analysis represents tutors' views from the questionnaires and the interview guide administered. Table 4.1.2.2 presents results of statistical analysis.

Table 4.1.2.2. Tutors' view on pre-service teachers' knowledge on the types of Children's Literature

Item	N	Mean	Std. Dev.
The pre-teacher often visit library to read about children's literature	10	3.00	1.155
The pre- service teachers have the pedagogy of teaching children's literature	10	3.20	1.229
The pre-service teachers read brochures by publishers of Children's literature	10	3.20	.789
The pre-service teachers diagnoses and correct reading problems during classes hours	10	3.60	1.075
The pre-service teachers read children's books and publications	10	2.60	1.075
The pre- service teachers attend courses and workshops on children's literature.	10	3.80	1.033

On the issue of pre-service teachers' knowledge of children's literature, most of the items showed that pre-service teachers are familiar with children's literature as they read and research on materials related to it and also attend workshops on children's literature. Mean values ranging between 2.60 and 3.80 show that majority of the respondents have knowledge of children's literature, while few of them have little knowledge. Since majority has knowledge about children's literature, the possibility of positive attitude towards it is very high. From the responses, 60% representing the majority disagreed with the assertion that pre-service teachers visit library often to read children's literature, while 40% agreed that pre-

service teachers visit the library often to read children's literature. Knowledge of children's literature is built and improved upon through regular research and reading. Since majority of the pre-service teachers do not often visit the library to read children's literature, it is obvious that they will lack the right knowledge to develop towards the teaching and learning of children's literature. On the methods of teaching children's literature, 40% of the respondents representing the minority said they disagree with the statement that pre-service teachers' have the pedagogical knowledge for teaching children's literature while 60% agreed that pre-service teachers have the knowledge to do so.

The results imply that since tutors plan and teach pre-service teachers methodology of teaching, various subjects such as children's literature is no exception. It is evident from the analysis that pre-service teachers have the pedagogical knowledge needed to teach children's literature, hence, the positive attitude towards it teaching and learning. In order to have adequate knowledge of a particular enterprise, reading its brochures is more important. From the analysis, 60% disagreed that pre-service teachers read brochures by publishers of children's literature while 40% said they agree that pre-service teachers read brochures by publishers of children's literature. From the analysis, 40% said they disagree that pre-service teachers read children's literature books and publication while 60% agreed with the assertion. This implies that majority of the students engage read children's books and publications so as to develop their interest and increase knowledge towards its teaching and learning, suggesting that they have positive attitude towards it teaching and learning. From the frequency analysis, 60% representing the majority of participants said they disagree with the assertion that pre-service teachers attend workshops and courses on children's literature while 40% said pre-service teachers attend workshop and courses.

In response to interview on the knowledge of children's literature, pre-service teachers commented that children's literature is a body of written works and accompanying

illustrations produced in order to entertain or instruct young people. The genre encompasses a wide range of works, including acknowledged classics of world literature, picture books and easy-to-read stories written exclusively for children, and fairy tales, lullabies, fables, folk songs, and other primarily orally transmitted materials. They added that since children's literature is full of these contents they fall in the place of children's literature. For instance, one of them remarked that:

Pre-service teachers have much knowledge on general knowledge of literature which the basis of developing knowledge and interest in the subject. With their pre knowledge in literature it makes my teaching easier and more flexible.

From the responses, it can be argued that most of the pre-service teachers have a feel of literature in general, hence, have knowledge of how it looks like. From this, their knowledge about children's literature leads to positive attitude towards its teaching and learning.

4.1.3 Pre-service teachers' and their tutors reading habit of Children's Literature

This section examines and discusses analysis of data from questionnaire and interview on both pre-service teachers' and tutors' reading habit of children's literature. The analysis showed that both pre-teachers and their tutors read children's literature frequently, read for leisure, as well as for academic purposes. The researcher also found from the analysis that pre-service teachers and their tutors read children's literature to children. This implies that both pre-service teachers and tutors exhibit good reading habit regarding children's literature based on the responses. The results suggest that they have positive attitude towards children's literature.

4.1.3.1 Pre-service teachers' reading habits of teachers of Children's Literature

This section presents data on pre-service teachers' reading habits of children's literature. Table 4.1.3.1 presents results of data analysis of pre-service teachers' view on reading habit of children's literature.

Table 4.1.3.1. Pre-service teachers' reading habits with Children's Literature

Item	N	Mean	Std. Dev.
Frequency of reading	300	4.51	1.350
Read for leisure purposes	300	4.38	1.434
Read for academic reasons	300	4.44	1.596
Read for Professional growth	300	4.44	1.419
Read to children	300	4.40	1.497
Read children's books	300	4.52	1.425

Many scholars assume that the amount of reading done by teachers can be expected to be related to teacher behavior and student's reading achievement. Only a few researchers studied this relationship (e.g. Lundberg & Linnakyla, 1993 & McKool & Gespass, 2009). From the mean data the above table shows that majority of the respondents with the average mean of 4.44 agree that they have positive habits towards the reading of children's literature. McKool and Gespass (2009) found similar results. According to their research only half of their research participants (consisting of 65 elementary school teachers) did read more than 10 minutes per day for pleasure.

In their research, McKool and Gespass associate reading for pleasure with instructional best practice strategies. The instructional activities characterized as best practice activities were based on a literature review of Zemelman, Daniels and Hyde (2005). Best practices were for example guided reading lessons, literature circles, comprehension discussions, periods of silent reading, sharing insights of personal reading experiences and recommendation of books to students. Teachers who read for pleasure more than 30 minutes per day, did use more of these best practice activities than those who read less than 10 minutes. For further details the researcher sought from the respondents and analyzed into details the various items into frequency and percentages. One needs to enjoy something

before he or she gets involved in it. Literature involves a lot of reading and one must enjoy it before appreciating it. From the responses, 22% said they do not enjoy all types of children's literature whereas 77.9% representing majority of the population of the respondents said they enjoy all type of children's literature. This implies that since majority of pre-service enjoy reading children's literature automatically there will be positive attitude towards its teaching and learning.

Also, 23.0% respondents said they read children's literature frequently while 61.7% representing majority of the respondents agree on the assertion that they read children's literature frequently. In southing out the views of pre-service teachers' reading for leisure, 23% of the respondents disagree that they read on the purpose for leisure while 77% said they read children's literature for leisure purposes. Leisure hours when used profitable are beneficial and it therefore implies that pre-service teachers' have a lot of time in reading children's literature on their own time which reveals the love and positive attitude towards children's literature. In view of these Conversely Burgess et al. (2010) reported no significant difference in activities between frequent and non-frequent reading teachers. The authors state two different explanations for these results: 1. Measurement of reading habits in their research did produce less extreme comparison groups between the frequent and non-frequent readers or 2. The teaching practices included in their research were less tied to the use of books and the interest in literacy. The practices focused more on basic literacy skills, such as, phonemic awareness. The teachers' leisure reading behavior was measured by asking the participants how many books they read per month. No categories of literature were distinguished.

4.1.3.2 Tutors' views of pre-service teachers' reading habits of teachers of Children's

Literature

This section presents data analysis on the views of tutors on the reading habit of pre-service teachers of children's literature. The analysis represents tutors' views from the questionnaire and the interview administered. Table 4.1.3.2 shows the detailed statistics.

Table 4.1.3.2. Tutors' views on the reading habit of pre-service teachers of Children's

Literature

Item	N	Mean	Std. Dev.
The pre-service teachers read frequently	10	4.20	1.229
The pre-service teachers read for leisure purposes	10	4.40	1.430
The pre-service teachers read for Professional growth and excellence	10	5.00	.667
The pre-service teachers access books on children's literature	10	4.40	1.713
The pre-service teachers are familiar with children's literature books	10	4.40	1.075

Habits influence the attitude of the pre-service teachers' towards children's literature, from the items on the mean table, majority of the respondents having a mean values on the list of items in the table above 4.20 agree that pre-service teachers' have positive attitude towards children's literature since pre-service teachers' reads frequently on children's literature and are very much familiar with children's literature books and brochure which enhance their interest in the teaching and learning of the subject. From the analysis from the frequency table 40% of the total population representing minority of the respondents said pre-service teachers' read frequently while 60% of the total population representing majority of the respondents said pre-service teachers' read frequently. This implies that pre-service teachers' have positive attitude towards reading which has greater influence on the teaching

and learning of children's literature. On the assertion that pre-service teachers' reading for leisure, 40% of the respondents disagree with the assertion that pre-service teachers read for leisure while 60% of the respondents representing majority of the population said pre-service teachers' reads for leisure purpose. This implies that they have the habit and interest of reading since they do not only read for academic purpose therefore positive attitude and knowledge is developed by the pre-service teachers' towards the teaching and learning of children's literature.

To develop a habit for something, one needs to find out what it really entails hence there is the need to access. On the views on pre-service teachers' accessing children's literature books, 40% of the total population representing minority of the respondents said they disagree with the assertion that pre-service teachers' access books on children's literature while 60% representing majority of the total population agree that pre-service teachers' access books on children's literature. This implies that pre-service teachers' have love and positive attitude towards children's literature hence their habit in exploring its sphere. This is in line with the argument that teachers should model their love for reading in the classroom (e.g. Applegate & Applegate, 2004; Lezen, 2014). A positive reading attitude is therefore seen as an important characteristic for teachers (Applegate & Applegate, 2004). The concepts of reading frequency and reading attitude seem to be reciprocal. People who read more do have a higher reading attitude and vice versa (Petscher, 2010). Applegate et al (2014) describe the possible negative consequences of teachers with low interest in reading that:

Perhaps the most alarming scenario that emerges from the research is the notion of a recursive cycle of teaching producing large number of uninspired students, many of whom go on to become teachers who struggle to ignite in their students a love of reading that they have never experienced. (p. 190)

From the interview section, many of the pre-service teachers' said that tutors' teaching the course must take the course serious and make its teaching and learning interesting to them the students. They also contend that abstract teaching of the subject must be discouraged and rather made practical and real using varied teaching methods and materials. They said for example that, teaching slides should have videos imbedded in them to making some concepts taught real to appreciate. Others also said that, excursion to some well-established early learning institutions must be incorporated into the course content to enable them see some of the things in real-life situation. They contend that some of these things, when put in place, can make the subject teaching and learning to prospective students interesting. From this, one female student said that

When female tutors are teaching some of the topics, I enjoyed it more than their male counterparts. I don't know because they are women and also know more about childcare.

4.1.4 Summary

From the analysis on the views of respondents on pre-service teachers' perception about the place of children's literature, it is evident from the analysis that pre-service teachers' have right perception about the place and the importance of children's literature. It was also clear from the tutors' point of view in the analysis that their study knows the context of children's literature hence positive attitude towards it teaching and learning.

4.2 Factors that affect pre-service teachers' and their tutors' attitudes towards Children's Literature

This section discusses analysis on the factors affecting the attitude of pre-service teachers and their tutors towards children's literature. Factors that affect these attitudes towards children's literature are measured by their actual reading frequency of and attitude towards children's literature. The cultural knowledge of children's literature will be

measured with the focus on both authors and titles of children's books. This section focuses on teacher's reading habits in general and the results of these studies translated into the context of children's literature. In the following sections, the questions administered are answered. The current analysis shows an overview of the current research about reading frequency, reading attitude and knowledge of children's literature for pre-service teachers. The findings indicate that aside from the cultural background of literary books that shield pre-service teachers from enjoying children's literature, all other variables, such as their attitudes towards reading children's literature books, are of great importance in teaching and studying children's literature, among other items. From the analysis of factors affecting the attitudes of pre-service teachers and their tutors towards children's literature, it is clear that pre-service teachers' and their tutors' attitudes towards the factors affecting children's literature are positive.

4.2.1 Pre-service teachers and their tutors' behaviour towards children's literature

The focus of this chapter is to seek from participants about their views on their behaviour towards children's literature. The discussions from the questionnaire and the interview showed that pre-service teachers and tutors only show negative behaviour only when it comes to literature that are not in their cultural context. Apart from that, pre-service teachers and tutors show positive behaviour towards any selected text that fit into their context and even pledge to tune their mindset of literature that are not within their context to accommodate it and show behaviour towards it.

4.2.1.1 Pre-service teachers' behaviour towards Children's Literature

This section presents data analysis of pre-service teachers' behaviour towards children's literature. The analyses represent pre-service teachers' views based on the questionnaire and the interview administered.

Table 4.2.1.1. Pre- service teachers' behaviour towards Children's Literature

Item	N	Mean	Std. Dev.
The cultural contents of literary text affects learner's attitude towards the study of Children's literature	300	3.94	1.502
Culture which is beyond students' competence hinders their understanding and enjoyment of literary text	300	4.26	1.501
Students develop negative attitude towards Children's literature if they find any element in the target language literature uncomfortable	300	3.83	1.600
Students develop positive attitude towards Children's literature when teachers remove cultural barriers that inhibit student's comprehension in literature text	300	4.17	1.401
Students develop positive attitude towards Children's literature when teachers select text that depicts their daily lives	300	4.30	1.484
Students whose parents spend more time to read variety of books develop positive attitude towards Children's literature	300	4.63	1.383
Availability of reading materials at home positively affect students' attitude towards Children's literature	300	4.50	1.480
Students in Urban areas develop positive attitude towards Children's literature than those in rural areas	300	4.43	1.534
Lower proficiency level in English demonstrates lack of interest in students to learn Children's literature	300	4.19	1.496
The learner-centered approach makes learners become active participate in the teaching and	300	4.64	1.368

learning process			
Teachers involve students in selection of books to be read	300	4.16	1.429
Students are asked to express their opinion and personal interpretation of text	300	4.51	1.307
Teaching and learning is viewed from the learner's point of view rather than the teacher's point of view	300	4.65	1.299

From the responses, 32.7% respondents disagreed on the assertion that the cultural contents of literary text affect pre-service teachers' attitude towards children's literature whereas 67.3% agreed that cultural content is one of the factors that discourages pre-service teachers' attitude towards children's literature. Most respondents said they are comfortable with stories from their own cultural background as it enhances understanding and interest of the students. Also, 21.7% of the respondents said they disagree with the statement that students develop positive attitude towards children's literature when teachers' remove cultural barriers that inhibit students' comprehension in literature text while 78.3% of the respondent representing majority of the population agree that cultural barriers inhibit comprehension of literature text. From the analysis, it can be argued that the cultural context of the pre-service teacher has influence on pre-service teachers' attitude towards children's literature.

Schofield (1980) studied the impact of the attitude of teachers' towards reading in general. Unfortunately, no definition of reading attitude was given. Higher attitudes of teachers towards reading were positively associated with higher achievement and higher attitudes of pupils. While Schofield focused on the impact on attitudes, Morrison, Jacobs and Swinyard (1999) turned their attention on the instructional activities performed by enthusiastic reading teachers (questions about children's literature were not included). In their

study, enthusiastic readers were more likely to use instructional activities that promote engagement in reading. The analysis of data from Table 4.2.1.1 shows that responses of most of the participants with mean values between 3.94 and 4.65 suggest that they agree to the fact that cultural content, attitude towards children's literature have negative effect on their attitude towards children's literature.

4.2.1.2 Tutors' view on pre-service teachers' behaviour towards Children's Literature

This section presents data analysis on tutors' view on pre-service teachers' behaviour towards children's literature. The analysis represents tutors' views from the questionnaires and the interview administered. Results of the statistical analysis are presented in Table 4.2.1.2.

Table 4.2.1.2. Tutors' views on pre-service teachers' behaviour towards Children's Literature

Item	N	Mean	Std. Dev.
The cultural content of literary text affects learner's attitude towards the study of children's literature	10	4.60	1.075
Culture which is beyond students' competence hinders their understanding and enjoyment of literary text	10	3.60	1.578
Students develop negative attitude towards children's literature if they find any element in the target language literature uncomfortable	10	3.60	1.578
Students develop positive attitude towards Children's literature when teachers remove cultural barriers that inhibit student's comprehension in literature text	10	3.20	1.229
Students develop positive attitude towards Children's literature when teachers select text that depicts their daily lives	10	3.60	1.430

Students whose parents spend more time to read variety of books develop positive attitude towards children's literature	10	4.00	1.633
Availability of reading materials at home positively affect students' attitude towards Children's literature	10	3.80	1.687
Students in Urban areas develop positive attitude towards Children's literature than those in rural areas	10	3.60	1.578
Lower proficiency level in English demonstrates students to learn Children's literature	10	3.80	1.687
The learner-centered approach makes learners become active participate in the teaching and learning process	10	4.20	1.814
Teachers involve students in selection of books to be read	10	3.00	1.155
Students are asked to express their opinion and personal interpretation of text	10	3.60	1.838
Teaching and learning is viewed from the learner's point of view rather than the teacher's point of view	10	3.60	1.578

On how pre-service teachers' behave towards children's literature, the items in the table show that majority of the respondents' behaviour towards children's literature is positive since the table evidently shows mean values of between 3.0 and 4.60. From the responses, 40% representing the minority of participants said they disagree with the assertion that pre-service teachers' develop positive attitude towards children's literature when cultural barriers are removed to inhibit student's comprehension, while 60% of the respondents said they agree that cultural barriers inhibit students' comprehension in children's literature text. This implies that pre-service teachers are comfortable and familiar with their cultural context, helping them in understanding the text in children's literature.

Since literature is the reflection of life, most stories and literary materials throw light on issues and happenings in our daily lives. From the responses on the frequency table, 20% of them disagreed with the statement that pre-service teachers develop positive attitude towards children's literature when their tutors select text that depict their daily lives. On the other hand, 80% representing the majority said that pre-service teachers have positive attitude towards children's literature when tutors select text that depict their daily lives. From the analysis, it is suggested that students are more comfortable with text that they are familiar with, and this helps them to develop positive attitude towards children's literature.

Charity, they say, begins at home; it is clear from the analysis that pre-service teachers who have materials available on children's literature at home have positive attitude towards children's literature. Here, 40% of the respondents said they disagree with the assertion while 60% said they agree with the assertion. From the analysis, pre-service teachers who stay in urban areas are presumed to have positive attitude towards children's literature as against those in rural areas. In another breath, 40% representing minority of the population said that they disagree with the assertion whereas 60% representing the majority said they agree with the assertion. This implies that students who live in urban areas have access to internet and well-resourced libraries so that they can access information on children's literature. Hence, the positive attitude towards its teaching and learning, while those in rural areas have difficulty accessing these facilities and therefore will not have access to such materials, hence, negative attitude towards it. Many scholars assume that the amount of reading done by teachers can be expected to be related to teachers' behaviour and students' reading achievement. Only a few researchers have studied this relationship (e.g. Lundberg & Linnakyla, 1993; McKool & Gespass, 2009).

The interviewees reacted positively to the questions on the behaviour of pre-service teachers towards children's literature. They noted that teachers do well do explain and use

various methods in the teaching and learning of children’s literature. They also added that most of the teaching is done in abstract to them but because of their level and age, they are able to understand since diction in children’s literature is not mostly connotative and metaphorical but mostly denotative. This is seen in a tutor’s remark that:

The teaching performance of our teacher is impressive and lively therefore, the positive attitude towards children’s literature

4.2.2 Pre-service teachers’ and their tutors’ knowledge of and interest in Children’s Literature

In this section, the researcher sought to present the views of pre-service teachers and their tutors on their knowledge of and interest in children’s literature. The responses from the participants showed that pre-service teachers and their tutors have knowledge and interest in children’s literature as they responded positively towards the questions. Both pre-service teachers and their tutors stated that they have heard and read more about children’s literature and can identify the various genres without any difficulty. The researcher also found that the pre-service teachers and their tutors can identify the various element of children’s literature and also have much love in teaching the subject, hence, they have positive attitude towards children’s literature.

4.2.2.1 Pre-service teachers’ knowledge of and interest in Children’s Literature

This section presents data analysis on pre-service teachers’ knowledge and interest in children’s literature in Table 4.2.2.1. The analyses represent pre-service teachers’ views from the questionnaires and the interview administered.

Table 4.2.2.1. Pre-service teachers’ knowledge of and interest in Children’s Literature

Item	N	Mean	Std. Deviation
I have heard about Children’s literature before.	300	4.56	1.278
I can identify the various genre of Children’s literature.	300	4.71	1.313

I can identify the elements that make up Children's literature.	300	4.53	1.401
I teach Children's literature effectively	300	4.37	1.306
I like Children's literature.	300	4.71	1.171
Children's literature is enjoyable.	300	4.67	1.216

From the table, a mean of 4.37 suggests that majority of the respondents agree to the fact that they have knowledge and interest in children's literature, therefore, positive attitude towards its learning. Research of Burgess et al (2011) seems to confirm the importance of extensive knowledge of children's literature to teach literacy effectively. In their study, they examine the differences in teaching practices between teachers with a lot of knowledge about children's literature and those with only very narrow knowledge. Teachers who had a greater knowledge of children's literature used more literacy best practice techniques related to book usage. With detailed analysis from the frequency, the researcher sought the respondent's views. From the responses, 14.3% of the respondents disagreed with the statement that they have no idea about children's literature while 85.7% agreed to the statement about their knowledge about children's literature.

Since the data has majority of its respondents with knowledge about children's literature, it can be argued that pre-service teachers have positive attitude towards children's literature. Also, 14.9% of them said that they disagree with the statement that they can identify various genre of children's literature while 85% respondents representing majority of the population agreed that they can identify various genre of children's literature. This suggests that most of the respondents have interest in children's literature, therefore, have positive attitude towards it. The researcher further elicited information on the pre-service teachers' knowledge about elements of children's literature. With this, 19.3% disagreed with the statement that they can identify elements that make up children's literature while 80.6%

representing the majority agreed that they can identify the elements of children's literature. Since majority of the respondents can make out various elements of children's literature implies, we can conclude that they have knowledge about the subject.

4.2.2.2 Tutors' view on knowledge and interest in Children's Literature

This section presents data analysis on the views of tutors' on pre-service teachers' knowledge and interest in children's literature. The analysis represents tutors' views from the questionnaires and the interview and the results are presented in Table 4.2.2.2.

Table 4.2.2.2. Tutors' views on pre-service teachers' knowledge and interest in Children's Literature

Item	N	Mean	Std. Dev.
The Pre-service teachers have heard about Children's literature before	10	4.20	1.932
The pre teachers identify the various genre of Children's literature	10	3.20	1.687
The pre teachers identify the elements that make up Children's literature	10	4.40	1.075
The pre teachers enjoy lessons on children's literature	10	4.20	1.229
The pre teachers use of children's literature during peer classroom teaching	10	3.60	.516
The pre teachers know the criteria for selecting children's literature for teaching	10	2.80	1.229

On the pre-service teachers' interest and knowledge on children's literature, it is evident from the table that majority of the tutors with a mean value of above 3.00 agreed that they have knowledge and interest in children's literature whereas few of the population of a mean value below 2.80 disagree with the statement that they have knowledge and interest in children's literature. Interest and knowledge about a particular field help one to develop a positive attitude towards it, since majority of the pre-service teachers have interest and

knowledge of children's literature, there is the possibility of having positive attitude towards its teaching and learning. From the responses, 20% representing few respondents disagreed that pre-service teachers have heard about children's literature while 80% representing the majority agreed that pre-service teachers have heard about children's literature before.

Based on the views from the tutors, it implies that majority of the pre-service teachers have knowledge about children's literature, hence their positive attitude towards it. Also, 60% of the respondents said they disagree to the assertion that pre-service teachers can identify the various genres of children's literature while 40% agreed that pre-service teachers can identify the various genres of children's literature. This implies that the fact that pre-service teachers have knowledge about children's literature does not mean they can put them into their various genres; therefore, there is the need for formal education on children's literature. Again, 20% of the respondents said they disagree that the pre-service teachers can identify the elements in children's literature, whereas 80% representing the majority said they agree to the assertion. This implies that once they have knowledge about it they can identify few elements such as characters, themes, setting among others. Further analysis shows that 40% of the respondents said that they disagree with the assertion that pre-service teachers enjoy lessons on children's literature while 60% representing majority of the population agreed that pre-service teachers enjoy lessons on children's literature. This implies that pre-service teachers have a lot of interest in children's literature, hence, they enjoy lessons relating to it.

On the responses of the knowledge of children's literature, interviewees expressed that giving children access to all literature varieties is vitally essential to their development. Educators, parents, and members of the community are responsible for encouraging students grow a passion for reading. Not only is reading literature essential to the development of cognitive skills in order to be able to excel in school or a work environment, it is also

beneficial for other reasons. Therefore, as students of children's literature, they seize any opportunity to read to children at home and also educate parents on the usefulness of children's literature and why they should be buying variety of children's books to their wards. In fact, one student has this to say,

Many scholars assume that the amount of reading done by teachers can be expected to be related to teacher behaviour and student's reading achievement. Only a few researchers studied this relationship (Lundberg & Linnakyla, 1993; McKool & Gespass, 2009). Lundberg and Linnakyla (1992) found that teacher readership was an important discriminator in 17 countries when the most effective classes (achievement higher than expected given to the background of students) were compared to the least effective classes. The researchers concluded that teacher readership may be an indication of high-quality teaching.

4.2.3 Pre-service teachers' and their tutors' attitude towards Reading frequency of Children's Literature

This section discusses pre-service teachers' and their tutors' attitude towards frequency reading of children's literature. The researcher sought to present the views from the questionnaires and the interview to both pre-service teachers and tutors. The responses from the respondents showed that both pre-service teacher and their tutors were of the view that they are frequent on the reading of children's literature as they responded positively towards the questions. Most pre-service teachers and tutors affirmed that they read children's literature always, hence they enjoy reading it and personally buy copies for their libraries at home, an indication that they have positive attitude towards children's literature. The discussion on these is presented in sections 4.2.3.1 and 4.2.3.2 respectively.

4.2.3.1 Pre-service teachers' attitude towards reading frequency of Children's

Literature

This section presents data analysis on pre-services teacher's attitude towards reading frequency of children's literature. This is made up of the responses from the analysis of the questionnaire and the interview. The results of statistical analysis are presented in Table 4.2.3.1.

Table 4.2.3.1. Pre-service teachers' attitude towards reading frequency of Children's Literature

Item	N	Mean	Std. Dev.
I always read story books	300	4.51	1.161
I enjoy reading children story book regularly	300	4.48	1.166
I always buy children story books for myself	300	4.12	1.231
I talk to people about Children's literature	300	4.28	1.271
I give children story books as a gift	300	4.19	1.468
I suggest and recommend children literary books to friends and parents	300	4.53	1.482

Exposure to children's literature is positively associated with teacher's knowledge of children's literature (Randall, 2011). According to Randall, teachers who do not have knowledge of current book titles and exposure can suffer this deficiency. In a related study, Pearce (2015) found no statistically significant relationship between daily contact with children and knowledge of titles of children's literature. Research in secondary education showed that reading frequently correlates with knowledge of authors of novels for adolescents and adults (With, 2005). The responses from the respondents with a mean value above 4.12 revealed that majority of the respondents agreed to the fact that they read children's literature frequently. From the frequency responses, 13.6% representing few of the

respondents disagreed to the assertion that they always read story books while 86.3% agreed to this assertion.

Again, 17.3% of respondents disagreed with the statement that they enjoy reading children's literature whereas 82.7% said they agree with the statement. Further responses revealed that 26.7% of the respondents disagreed with the statement that they buy children's book for pupils while majority of the respondents representing 73.4% said they do so, agreeing with the statement. The reading frequency of both in-service teachers and pre-service teachers worldwide has been described as concerning. Despite the different research methods, there seems to be consensus among scholars that the reading frequency is insufficient (Granado, 2014; Pearce, 2015; Rijckaert, 2014). This problem is also acknowledged at different teacher training colleges in the Netherlands (Chorus, 2007; Jongstra & Pauw, 2015; Lezen, 2014).

4.2.3.2 Pre-service teachers' attitude towards Reading frequency of Children's

Literature

This section presents data analysis on the views of tutors regarding pre-service teachers towards reading frequency of children's literature. The analyses represent tutors' views from the questionnaire and the interview, with the results presented in Table 4.2.3.2.

Table 4.2.3.2. Tutors' views on pre-service teachers' attitude towards reading frequency of Children's Literature

Item	N	Mean	Std. Dev.
The pre-service teachers visits the library always	10	3.80	1.814
The pre-service teachers read children's literature given to them on their course	10	3.80	.789
The pre-teacher uses Children's literature often	10	4.00	.943
The pre-service teachers discuss difficulties in children's literature with tutors	10	4.00	.667

The pre-service teacher role play Children's literature during class hours	10	4.00	.667
The pre-service teachers read children's books and publications	10	4.00	1.764

Reading frequently on a particular area helps one to develop a positive attitude towards it. Pre-service teachers' attitude towards reading children's literature frequency was examined and from the table, a mean value above 3.0 shows that pre-service teachers read children's literature frequently, hence; their positive attitude towards the teaching and learning of the subject. From the responses, 40% of the respondents said they disagree with the assertion that pre-service teachers visit the library always while 60% of the respondents agreed. This implies that pre-service teachers' have positive attitude towards reading frequency of children's literature. From the responses, 40% of the respondents said they disagree with the assertion that pre-service teachers read children's literature given to them in their course, whereas 60% of the respondents agreed that pre-service teachers read children's literature in their course. Since majority of the respondents agree to the assertion, it implies that pre-service teachers have love for children's literature, both for academic purpose and leisure, hence, their positive attitude towards its teaching and learning.

From the responses, 20% of the respondents representing a few said they disagree with the assertion that pre-service teachers discuss difficulties in children's literature with their tutors while 80% representing the majority said they agree to the that. From the analysis, it implies that because pre-service teachers have interest in the subject, they have good relation with their tutors as far as children's literature is concerned as compared to other courses such as mathematics. Moreover, 20% of the respondents said they disagree with the assertion that pre-service teachers discuss difficulties in children's literature with their tutors while 80% said they agree to that statement. From the analysis, it implies that because pre-

service teachers have interest in the subject, they have good relation with their tutors in children's literature as compared to other course.

The responses obtained from the interview point to the fact that some of the pre-service teachers like reading, had love for reading before they even entered the college. Others came to appreciate reading as a hobby later in life. Most of the respondents reacted to the adventure of them having their first library card and the frustration of being continually told by parents to read. Most of the interviewees expressed the wonderful feeling that they continue to experience each day that they spend time reading books, especially children's literature, as their course content. The interviewees registered a positive attitude towards reading; they rated themselves as enthusiastic readers and engaged in reading at all times, both for academic purposes and as a hobby. In reaction to their comments and zeal for reading by pre-service teachers, it can be concluded that they have a positive effect towards the teaching and learning of children's literature. However, when the response is negative, they see the subject as boring and not interesting.

4.2.4 Summary

Apart from the cultural context of the literary books that prevent pre-service teachers from liking children's literature, all other factors such as their behaviour towards reading of children's literature books among others are of high interest in the teaching and learning of children's literature. From the analysis on factors that affect pre-service teachers' attitudes towards children's literature, it is clear that pre-services teachers have positive attitude on the factors towards children's literature.

4.3 Effects of pre-service teachers' and their tutors' attitude on Children's Literature

This section presents discussions on the effect of pre-service teachers' and their tutors' attitude on children's literature. In this section, the effects of pre-service teachers'

attitude on children's literature, influence of reading characteristics of teachers on instructional strategies are discussed. First, the influence of teacher's reading frequency and environmental background of children's literature are discussed. Second, the influence of teacher's personal reading attitude is described, and Third, the influence on delusion of children's literature is also outlined. Results show that the pre-service teachers read children's literature on a regular basis during their spare time. For reading attitude, more positive results were found. The findings of this study have a number of important implications for future research and practice at teacher colleges of education. From the study, it shows that pre-service teachers say from their own viewpoint that, given few shortcomings from a few respondents, the majority of respondents said that pre-service teachers have positive effects on children's literature. This is because they read approved books and strictly observe the course instructions and syllabus. Thus, it is clear that they have good attitude about their teaching and learning.

4.3.1 The effect of pre-service teachers' and their tutors' environmental background on Children's Literature

This section discusses pre-service teachers' and tutors' environmental background on children's literature. The researcher sought to present the views of both groups from the questionnaire and the interview. The responses showed that both pre-service teachers' and their tutors' environmental background influences their attitude towards the subject as they responded positively towards the questions. Most pre-service teachers affirmed that their parents talk to them about children's literature, they talk to friends about children's books, and have their own libraries at home and read children's literature always. This can be translated that they have positive attitude towards children's literature. The results are presented in sections 4.3.1.1 and 4.3.1.2 respectively.

4.3.1.1 The effect of pre-service teachers' environmental background on Children's Literature

This section presents views from pre-service teachers on their environmental background on children's literature. The analyses represent pre-service teachers' views from the questionnaire and the interview with the results presented in Table 4.3.1.1.

Table 4.3.1.1. Effect of pre-service teacher's environmental background on Children's Literature

Item	N	Mean	Std. Dev.
My parents talk with me about what they have read	300	3.99	1.609
My friends talk with me about what they have read	300	4.49	1.432
I have a library in my house	300	3.52	1.768
My mentor reads books for adults in his spare time.	300	3.78	1.672
My mentors recommend books to me.	300	4.01	1.688
My teachers read stories to me in class.	300	4.02	1.699

From the responses to the various items, most of the responses produced a mean value of between 3.52 and 4.49. This indicates that majority of the respondents agree to the assertion that their environment has a positive effect on them as pre-service teachers towards children's literature, therefore, a positive attitude towards children's literature. Most of the pre-service teachers had parents who liked to read children's literature with 67% of them agreeing while 32.9% had parents who do not like children's literature. With regards to the next item, 79% of the students agreed that they talk about books with their friends; while 27% do not.

In the interview where respondents are asked if they have library at home, many of them, especially those from urban areas and whose parents are educated, said that they have library at home or their parents have reading rooms at home where they go to read. Some of them also said that their parents narrated or told them stories from books they read to them when they were young. One student even said that he reads English Literature in senior high school because of how his parents exposed him to books early in his childhood.

4.3.1.2 Tutors' view of the effect of pre-service teachers' environmental background on Children's Literature

This section presents data analysis on tutors' views on pre-service teachers' environmental background on children's literature. The analysis represents tutors' views from the questionnaire and the interview and the results are presented in Table 4.3.1.2.

Table 4.3.1.2. Tutors' view on pre-service teachers' environmental background on Children's literature

Item	N	Mean	Std. Dev.
The pre-service teacher was not introduced to children's literature at the SHS.	10	2.60	1.430
The pre-service teacher has no idea about children's literature	10	1.60	1.265
The pre-service teacher has no foundation in literature	10	2.20	1.229
The pre-service teacher was not exposed to reading lifestyle in his or her community	10	2.40	1.578
The pre-service teacher has mentors who recommends books to him or her	10	2.00	.943
The pre-service teacher reads different stories of children	10	2.00	1.155

The background of a person influences his or her attitude; from the items on the table, it is evidently clear that the analysis, with a mean value of 2.00, suggests that the background of pre-service teachers affects their attitude towards the teaching and learning of children's literature. Thus, pre-service teachers with little background to support them have high interest in children's literature. However, the fact that they have a feel of literature during their SHS era helps them to retrieve some of the elements and terminologies in relation to literature. From the responses on the frequency analysis, 80% representing the majority said that they disagree with the assertion that pre-service teachers were not introduced to children's literature at SHS while 20% representing the minority agreed that pre-service teachers were not introduced to children's literature at SHS.

From the analysis, it implies that pre-service teachers' background is grounded in the aspect of literature since they have had a feel of it during their Senior High School era. This is because every SHS student reads general knowledge in literature which forms part of Core English; as such, there is positive effect on the attitude of the pre-service teachers towards children's literature. Also, 80% representing the majority said that they disagree with the assertion that pre-service teachers have no idea about children's literature, whereas 20% representing the minority agreed that pre-service teachers have no idea of children's literature. This implies that most of the respondents have much idea about children's literature, hence, their positive attitude towards its teaching and learning. Moreover, 80% of the respondents representing the majority said that they disagree with the assertion that pre-service teachers have no foundation in literature, whereas 20% representing the minority agreed that pre-service teachers have foundation in children's literature. From the analysis, it is evident that pre-service teachers have knowledge and background in literature as most of the students took it as part of their SHS Core English and others as elective. Therefore, almost every student has a foundation in literature, hence, their positive effect towards it.

To further probe how the pre-service teachers' background affect their attitude towards children's literature, the researcher recorded from the interview sections that pre-service teachers with Business and Arts background complained that their background sometimes influences their attitude towards the teaching and learning of children's literature since they do not have the fundamentals from SHS. The interview also revealed that a good number of pre-service teachers with General Arts background tend to have a comparatively higher English proficiency level than other pre-service teachers with different backgrounds since they have enjoyed literature at the SHS. This is often attributed to the Literature-in-English they pursued. In the same vein, tutors were also interviewed on how they see pre-service teachers' background on their attitude towards children's literature. Most of them said pre-service teachers have fair knowledge about literature in general from their SHS level while others who offered Elective Literature have deeper knowledge in the understanding and teaching of the subject, as these backgrounds have helped them to develop positive attitude towards children's literature.

4.3.2 The effect of pre-service teachers' and their tutors' personal attitude towards Children's Literature

This section discusses pre-service teachers' and tutors' personal attitude towards children's literature. The researcher sought to present their views from the questionnaire and the interview to both pre-service teachers and tutors. The responses from the respondents showed that both pre-service teachers and their tutors have positive personal attitude towards children's literature since most of them like reading children's literature, read it as hobby, and see children's literature to be exciting. The personal attitude from both pre-service teachers and tutors shows that they have positive attitude towards children's literature. The results of the analysis are presented in sections 4.3.2.1 and 4.3.2.2 respectively.

4.3.2.1 The effect of pre-service teachers' personal attitude on Children's Literature

This section presents data analysis on views of pre-service teachers' personal attitude on children's literature. The analysis represents pre-service teachers' views from the questionnaire and the interview and the results of the statistical analysis are presented in Table 4.3.2.1.

Table 4.3.2.1. The effect of pre-service teachers' personal attitude on Children's Literature

Item	N	Mean	Std. Dev.
I like reading children's books.	300	4.36	1.437
Reading is my hobby.	300	4.67	1.346
Children stories mean nothing to me.	300	3.32	1.894
Reading Children's literature is boring.	300	3.52	1.869
Reading Children's literature is exciting.	300	4.25	1.700
Children's literature is limited	300	3.57	1.886

Items from the table indicate that pre-service teachers produced a mean value of 3.32 to highlight that their personal attitude influences children's literature positively as they agreed to the items. From the frequency responses, 24.3% of the respondents said they disagree with the statement that they like reading children's story books while majority representing 75.7% agreed with the statement that they like reading children's literature. In another breath, 16% of the respondents disagreed with the assertion that reading is not their hobby whereas 84% said they agree with the statement that reading is their hobby. Since majority of the respondents agreed to the fact that reading is their hobby, it automatically has personal influence on the pre-service teachers, therefore, they have positive attitude towards children's literature. Highly educated people read more than people who receive less education (Griswold, McDonnell & Wright, 2005). Gallik (1999) also notes a positive relationship between college students' academic achievement and the time spent on reading for pleasure during vacations. Outcomes of the time-budget study of the SCP show that

students from secondary schools and vocational institutions read less than students from (applied) universities.

4.3.2.2 Tutors' views on pre-service teachers' personal attitude on Children's Literature

This section presents data analysis on the views of tutors on pre-service teachers' personal attitude on children's literature. The analysis represents tutors' views from the questionnaire and the interview with the results presented in Table 4.3.2.2.

Table 4.3.2.2. Views of tutors on pre-service teachers' personal attitude on Children's Literature

Item	N	Mean	Std. Dev.
The pre-service teachers do not attend classes on literature	10	2.80	1.932
The pre-service teacher does not complete reading the recommended books on literature	10	2.20	1.229
The pre-service teacher see reading children stories as time wasting	10	3.20	1.398
The pre-service teacher sees reading children's literature as boring	10	3.40	1.430
The pre-service teacher sees reading children's literature as exciting	10	3.00	.667
The pre-service teacher sees children's literature below his or her level	10	1.80	.789

On the personal attitudes of pre-service teachers and their effect on children's literature, the mean value of above 3.0 shows that majority of the respondents has positive personal attitude towards children's literature since they attend classes on children's literature and read recommended books on children's literature, while few of them have low personal attitude towards children's literature. From the responses, it is evident from the frequency table that 80% representing the majority said they disagree with the assertion that pre-service

teachers do not attend classes on literature whereas 20% representing the minority said they agree with the assertion. This implies that pre-service teachers have interest in children's literature lessons as they attend class very often. This means that their personal attitude towards children's literature is positive.

Also, evidence from the responses shows that 80% representing the majority said they disagree with the assertion that pre-service teachers do not complete recommended books on children's literature, whereas 20% representing the minority said they agree with the assertion that pre-service teachers do not complete recommended books on children's literature. From the analysis, it is evidently clear that pre-service teachers' personal attitude towards the teaching and learning of children's literature is positive. This is because they show interest of completing the reading of recommended books to make teaching of children's literature more understandable since the literary text is the core point of the lesson.

From the interviewee, participants expressed the love of reading books and literature which has developed their interest in the teaching and learning of children's literature. For example, one commented that:

I love reading children's books just because it is easy to understand and it is not voluminous too, therefore you can even read more than five of their books for only a day, with this it has increase my love and habit for reading frequently of children's literature.

The responses show that majority of the interviewees agreed that because children's literature is easy to read and understand, they have much love for its reading. From this, it can be argued that it translates to a positive effect of pre-service teachers' attitude towards children's literature.

4.3.3 The effect of pre-service teacher's and their tutors' delusion on Children's Literature

This section discusses pre-service teachers' and tutors' delusion towards children's literature. The researcher sought to present views from the questionnaire and the interview from pre-service teachers and their tutors. The responses showed that both pre-service teachers and their tutors indicated that children's literature strengthens students' cognitive functions and helps them form opinions on their own and to express themselves through summarizing the plot of a wordless book. From the analysis, we see that given a few shortcomings from some respondents, the majority of them said that pre-service teachers have positive effects on children's literature. Since they read recommended books and strictly follow the course guidelines and the syllabus, it is clear that they have a positive attitude towards its teaching and learning. The analysis of this theme is presented in sections 4.3.3.1 and 4.3.3.2 respectively.

4.3.3.1 The effect of pre-service teacher's delusion on children's literature

This section presents data analysis of views about pre-teachers' delusion on children's literature. The analysis represents pre-service teachers' views from the questionnaire and interview. The results of the statistical analysis are presented in Table 4.3.3.1.

Table 4.3.3.1. Effect of pre-service teacher's delusion on Children's Literature

Item	N	Mean	Std. Dev.
Children's literature is not examinable.	300	3.55	1.735
Children's literature is full of images.	300	3.91	1.657
Children's literature does not make one think critically.	300	3.49	1.835
Children's literature is meant for only children.	300	3.45	1.773
Children's literature is a waste of time.	300	3.00	1.778

Children's literature is just for 300 entertainment.	3.27	1.912
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Evidence from the table indicates that most items listed show a mean value of 3.00 as all the respondents shared fairly agreed views on the assertion on the effect of pre-service teacher's delusion on children's literature. From the responses, 45.4% disagreed with the assertion that children's literature is examinable while 54.7% said children's literature is examinable only on at the end of term. Also, 34.3% of the respondents disagreed with the statement that children's literature is full of images while 65.6% agreed that children's literature is full of images.

Majority of the respondents are aware of the contents and elements in children's literature, as it deals with images. Furthermore, the researcher gathered from respondents that children's literature is just for entertainment. From the responses, half of the participants representing 50% agreed to the assertion while the other 50% disagreed. Norton (2010) observes that for children, "wordless picture books are excellent stimuli for oral and written language" (p. 9). From this, is it possible to argue that students who read wordless books like *A Ball for Daisy* (Raschka, 2011), *The Yellow Umbrella* (Liu, 1987), or *The Red Book* (Lehmann, 2004) will be able to analyze the illustrations and develop their own dialogue for the story. This strengthens students' cognitive functions and helps them form opinions on their own and to express themselves through language.

4.3.3.2 Tutors' views on pre-service teachers' delusion on Children's Literature

This section presents data analysis on tutors' views on pre-service teachers' delusion on children's literature. The analysis represents tutors' views from the questionnaire and the interview with results presented in Table 4.3.3.2.

Table 4.3.3.2. Tutors' views on pre-service teachers' delusion on Children's Literature

Item	N	Mean	Std. Dev.
Children's literature is a one semester course	10	3.80	2.044
Children's literature is below my level	10	2.00	.943
Children's literature is not my preferred subject area	10	2.20	.789
Children's literature is based on assumptions	10	2.80	1.033
Themes in Children's literature are mostly didactics	10	3.00	1.155
Animal characters are mostly used in children's literature	10	4.20	1.814

A lot of people have misconception about children's literature, considering it irrelevant and time-wasting, forgetting that children learn more and are able to grasp concepts very fast through imagination and memorization images and words in early school days. Children's Literature is full of images for interpretation and logical and critical thinking. Besides, it develops the child's early appreciation for the arts and literary works, hence, their ability to begin writing their own stories, poems and plays early in their lives.

From the table, tutors are of the view that majority of the pre-service teachers have positive delusion about children's literature since most of the items have mean values above 3.0 while few pre-service teachers have negative delusion about children's literature with a mean value below 2.00. From the frequencies, 60% representing the majority said that children's literature is below pre-service teachers' level while 40% representing the minority said they disagree with the assertion that children's literature is below the pre-teachers' level. From the analysis, it implies that the teaching of children's literature is at the level of the pre-service teacher to handle, hence, the misappropriation of the place and level of children's literature. It is also evident from the responses that 100%, making the total sample, disagreed with the assertion that children's literature is not a preferred subject area for pre-service

teachers. The assertion is disregarded because students at these two colleges specialize in Early Childhood Education, and therefore need a lot of tuition that deals with children's needs and development in education. Based on this, this is considered a misconception about children's literature.

The interviewees responded that there is very little emphasis on children's literature. They added that children's literature is taught at the Colleges of Education to only Early Childhood students who are mostly posted to the Lower Primary to teach. They expressed the opinion that the teaching and learning of children's literature should be part of the programme of every college. They also commented on issues of teaching and learning materials and various children's literature books which are not available, making the teaching and learning of children's literature difficult. One of them remarked that:

If you take a cursory look at the kind of exercises, especially children's literature given to pre-service teachers and you feel it should have been for SHS students.

They gave an example of The Cockcrow, a compilation of literary materials for basic schools as voluminous. However, what makes it quite difficult in general is the result of poor teaching, lack of interest or both. It is also a fact that nowadays, teacher trainees do not often have enough training in the English language, especially, children's literature, before going ahead to teach it.

4.3.4 Summary

From the analysis, it is realized that pre-service teachers from their own perspective claim that despite some weakness from some of the students, majority of them have positive effects of pre-service teachers' attitude on children's literature. This is because they read recommended books and strictly follow the guidelines of the course outline and syllabus. This assertion makes it clear that they have positive attitude towards its teaching and learning.

4.5 Conclusion

It can be seen from the discussion that majority of students reading Children's Literature have a high level of appreciation for the subject. The statistics further indicate that majority of these students come from the background of either General Arts, where they read Literature-in-English as their Elective or develop interest in the subject while in SHS. Others are students whose parents introduced them to books early in life through home libraries and those who develop love for the subject while they are in college. To prove this assertion, the statistics and the interview suggest that students of this course want something more than just classroom work. They contend that some of the topics taught them are abstract; therefore, they want to visit established Early Care homes to see how literature teaching is done. They also recommended that the course be made compulsory for all college students because of its relevance to all basic school pupils. The minority who seem not to like the subject also fall within the category of students who read Home Economics, General Science, Business, and General Agriculture in the SHS or students who generally do not have interest in extensive reading. This low interest can be attributed to the fact that they were not exposed to reading at the early stages of their lives like the other students who form the majority.

This chapter has discussed pre-service teachers' and tutors' attitude towards the teaching of children's literature. Literature as a subject has been one of the difficult areas most students do not want to venture. This has called for the need to make its teaching and learning interesting to attract pre-service teachers and tutors to like it. Cognitive development starts from the early days of a child and since literature, specifically children's literature, helps in the development of the child, there is the need to concentrate on its effectiveness in the classroom. All learners will thus do well in learning children's literature if the teacher and the learner share in the entire learning process.

A lot of literature has shown and current instructive nature of the teaching and learning of children's literature at Colleges of Education, especially to students who offer Early Childhood Education, suggests that a student well-versed in literature is likely to engage in critical thinking, full of creative and imaginative ideas. With this in mind, tutors must then set accurate goals which are relevant and suitable for them and their students. In order to develop positive attitude towards the teaching and learning of the Children's literature in Colleges of Education, the materials necessary for children's literature must be provided to attract tutors and for them to help pre-service teachers so that they do not teach abstract concepts. This is because children at that age need to play with concrete materials to paint a mental picture in their minds and to make the teaching process practical and enjoyable, resulting in positive attitude in both pre-service teachers' and their tutors. This will go a long way to strengthen both pre-service teachers' and their tutors' personal attitude towards children's literature. Considering the pedagogical implications of this study, it is argued that teachers should try to raise learners' awareness about various techniques of teaching children's literature and to help them build their confidence, rather than sticking to a negative attitude towards its teaching and learning.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.0 Introduction

This chapter offers a summary of the major issues resulting from the study from the data collected in a way that gives prominence to issues needing comprehensive remedy. Some important conclusions are drawn from the results and recommendations are also made in an attempt to help students improve pre-service teachers' attitude towards children's literature.

5.1 Summary of findings

This study was conducted to investigate pre-service teachers' attitude towards Children's Literature in two Colleges in the Eastern Region of Ghana. The two colleges; Presbyterian Women's College of Education in Aburi-Akuapem and SDA College of Education in Asokore- Koforidua, were selected for the study based on the fact that they are the only colleges within the research area that offer Children's Literature as a course. The study sought to find out pre-service teachers' attitude towards Children's Literature focusing on three major objectives; pre-service teachers' perception about the place of children's literature, factors that affect pre-service teachers' attitudes towards children's literature, and the effects of pre-service teachers' attitude on Children's Literature. In the study, 300 pre-service teachers and 10 tutors were sampled. This sample summed up to 310 making the total population for the study. Mixed method design was adopted to descriptively present the qualitative and quantitative research approach. The data collected were analyzed using both descriptive and inferential statistics.

The finding from pre-service teachers' perception about the place of Children's Literature, majority of the pre-service teachers rated themselves as having access to literature books as well as people that have interest in literature, hence, their positive attitude towards

Children's Literature. The second finding on factors that affect pre-service teachers' attitudes towards Children's Literature revealed that aside pre-service teachers not being too comfortable with literature that are not within their cultural background, they have positive attitude towards Children's Literature. The study finally revealed that pre-service teachers' had had a taste of literature from their high school education which gives them background knowledge on the nature of Children's Literature, hence, their enjoyment in reading the course. A summary of the results are discussed as follows:

5.1.1 Pre-service teachers' perception about the place of Children's Literature

It is imperative that the study's main results are presented in a way that highlights the major concerns. From the data of respondents' views on the opinions of pre-service teachers about the position of Children's Literature, it is clear that pre-service teachers have clear opinion of the position and value of Children's Literature. It was also clear from the analysis that the tutors' point of view showed that their students know the context of Children's Literature, hence, their positive attitude towards it teaching and learning. From the analysis, it was evident that when pre-service teachers with positive attitudes achieve success, attitudes are improved. To some degree, the findings support the idea that Colleges of Education should encourage pre-service teachers to read Children's Literature, build a positive attitude in reading, and broaden their awareness of Children's Literature. According to Pearce (2015), reading children's literature frequently is essential to develop knowledge of children's books which are important for pre-service teachers if they have to promote reading.

5.1.2 Factors that affect pre- service teachers' attitudes towards children's literature

In the second part of this research, personal and environmental factors related to reading frequency, reading attitude, and knowledge of Children's Literature were established to address the research question. In addition to the cultural background of literary books, which prevents pre-service teachers from enjoying children's literature, all other factors such

as their attitudes towards reading children's literature books are of high importance in teaching and studying children's literature, among others. From the analysis on factors that affect pre-service teachers' attitudes towards children's literature, it was revealed that pre-service teachers have positive attitude on the factors towards Children's Literature. From the analysis on factors that affect pre- service teachers' attitudes towards children's literature, it was clear that they have positive attitude on the factors towards children's literature. For example, 32.7% respondents disagree on the assertion that cultural contents of literary text affect pre-service teachers' attitude towards children's literature whereas 67.3% agree that cultural content is one of the factors that discourage pre-service teachers' attitude towards children's literature. The results of Burgess et al (2011) confirm the importance of extensive knowledge of Children's Literature to teach literacy effectively.

5.1.3 Effects of pre-service teachers' attitude on children's literature

The analysis revealed an essential relationship between the attitude to read and personal variables. These results are consistent with findings in existing literature. Thus, College students who enjoy reading at Primary and Secondary schools are more likely to have a good reading attitude. There is also a more optimistic reading attitude among students with high fantasy, low perceived risk and a preference for books and previous reading experiences as criteria for book selection. Students choosing books were also less optimistic about reading, based on their volume or the size of the book.

From the study, the environmental variables, reading environments generated by friends, parents, and teachers at the college were significantly linked to the pre-service teachers' reading attitude. Pre-service teachers' environment was inspired by classmates, parents, and teachers who regularly pay attention to reading children's literature and other story books, hence, pre-service teachers' positive reading attitude. Most of the pre-service teachers had parents who liked to read children's literature with 67% respondents while

32.9% representing few of the respondents who had parents who do not like children's literature. The majority of the students did talk about books with their friends; 79% of the respondents talk about books to their friends while 27% of the respondents did not talk about books to their friends. Books were uncommon gifts for friends. Although students do not exhibit personal reading, they acknowledge the importance of reading as confirmed by Nathanson, Pruslow & Levitt (2008). The analysis showed that pre-service teachers have positive attitude towards children's literature since they read recommended books and go strictly by the guidelines of the course outline and syllabus, therefore, a positive attitude towards its teaching and learning.

5.2 Pedagogical implications

These research findings can be used to give some pedagogical implications. It can help various colleges of education in the country that want to study Children's literature as a course. Also, syllabus designers, and decision-makers on education can create programmes, design syllabi, and adopt children's literature books that promote and motivate the pre-service teacher's attitude towards children's literature. The main results of the study have considerable consequences for teaching children's literature in schools and colleges. Throughout their Senior High School days, most pre-service teachers had a feeling of literature but not all the dimension. Tutors in colleges should also concentrate on educating pre-service teachers in all facets of children's literature. It was evident from the findings that, in the selected colleges where the researcher conducted this study, there are insufficient books on children's literature, and teaching is mostly done in abstract as TLMs are therefore not readily accessible, teaching and learning materials are required to make the teaching and learning of children's literature interesting, hence, their positive attitude towards children's literature.

Moreover, since most pre-service teachers want sufficient time to read Children's literature as it involves a lot, it is important that management of Colleges of Education, together with the time table committees, create more separate teaching slots on their timetables to teach children's literature. The researcher also realized that if the library slot on the time table which most pre-service teachers do not make effective use of should be added to the slots of children's on the timetable to make it obligatory for pre-service teachers to use it for extensive or additional reading. Another implication this study considers is the physical learning environment should be improved, and to achieve this, the government should work in conjunction with the college principals, teachers and communities to build more facilities that will aid the teaching and learning of children's literature. Finally, tutors must not only be concerned with teaching Children's Literature towards only examinations but for use in their daily lives since literature is the representation of real-life experience. This will help the pre-service teachers to relate the stories in children's Literature to real life to beef up their understanding in the teaching and learning of children's literature.

5.3 Suggestions for future research

This study identified the characteristics of pre-service teachers' attitude towards Children's Literature, which is linked to their knowledge of and interest in literature about children. Such results are similar to those from previous research. The main strengths of this research are based on the conceptual framework and the emphasis on literature for children. Based on the outcomes of the current study, a study can be undertaken to assess the self-efficacy level of pre-school teachers in the basic schools. Similar research should be done in other colleges that offer Children's Literature in order to have a wholistic trend of affairs. The results of this study will support the intended curriculum redesign at the Colleges of Education.

5.4 Conclusion

The present study confirms previous findings and provides additional evidence suggesting that the attributes of pre-service teachers may be considered to be a positive reading level or reading attitude and knowledge of children's literature. Factors relating to Children's Literature reading frequency, reading attitude, and awareness of Children's Literature have been identified. Those factors were personal factors as well as environmental factors. Analyses indicated that the personal factors played a more important role in explaining pre-service teachers' attitude towards children's literature. Clearly, most students reading Children's literature as one of the courses for teacher trainees specializing in early childhood education have a high degree of familiarity to the subject, hence, their positive attitude towards it. Furthermore, the statistics indicated that most of these students come from the background of General Arts, where they read Literature-in-English as their Elective subject, while others develop interest in the subject in the course of studying General Literature as part of the core English language in the Senior High School. Pre-service teachers argued that some of the topics they were taught were abstract, so they wanted to visit established early care homes to see how things were like that. From the results, it is argued that Children's Literature could be made compulsory for all College students due to its relevance to all elementary school pupils.

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APPENDIX A

QUESTIONNAIRE FOR STUDENTS

Dear student,

This is a research I am conducting on students' attitude towards children's Literature for M. Phil thesis. I would be very grateful if you answer this questionnaire. All your answers to the questions will be treated with the highest confidentiality. Please, be completely honest in your answers.

Part A

Please tick () the appropriate responses that best answers each question

1. Sex: Male [] Female []
2. Age: 20- 25 [] 26- 30 [] 31 and above []
3. What is the educational background of your father?
Basic [] Secondary [] Tertiary []
4. What is the educational background of your mother?
Basic [] Secondary [] Tertiary []
5. Did you read literature as your elective subject at SHS?
Yes [] No []

Please use the following scale to indicate the extent to which you agree with following statement by ticking the appropriate box.

Strongly Disagree =1, Fairly Disagree = 2, Disagree=3 Agree=4, Fairly Agree=5,

Strongly Agree

**PART B: STUDENT’S PERCEPTION ABOUT THE PLACE OF
CHILDREN’S LITERATURE**

Pre-service teacher’s view on the significance of children’s literature

S/ N	ITEMS	RESPONSES					
		1	2	3	4	5	6
1	Children’s literature improve reading, cognitive and imaginative skills of children						
2	Children’s literature promote the child’s affective domain						
3	Children’s literature develops critical thinking and creativity						
4	Children’s literature fosters personality and social development						
5	Children’s literature is a means of transmitting our literary heritage						
6	Children’s literature develops literary competence among the children						
8	Children’s literature helps to improve children proficiency in English language						

Pre-service teacher’s knowledge on the types of children’s literature

S/ N	ITEMS	RESPONSES					
		1	2	3	4	5	6
1	often I visit the library to read about children's literature						
2	I have knowledge of Principles and Practices of Early Reading Instruction						
3	I have advanced Practices in Reading.						
4	I diagnosis and Correct of Reading Problems						
5	My job expose me to children's literature						
6	I enjoy all the types of children's literature						

Pre-service teacher's Reading habits of teachers of children's literature

S/ N	ITEMS	RESPONSES					
		1	2	3	4	5	6
1	Frequency of Reading						
2	Read for Leisure Purposes						
3	Read for Academic Reasons						
4	Read for Professional Growth						
5	Read to Children						

6	Read Children's Books							
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PART C: FACTORS THAT AFFECT PRE- SERVICE TEACHERS'

ATTITUDES TOWARDS CHILDREN'S LITERATURE

Pre-service teacher's behavior towards children's literature

S/ N	ITEMS	RESPONSES					
1	The cultural contents of literary text affects learner's attitude towards the study of children's literature						
2	Culture which is beyond students' competence hinders their understanding and enjoyment of literary text						
3	Students develop negative attitude towards children's literature if they find any element in the target language literature uncomfortable						
4	Students develop positive attitude towards children's literature when teachers remove cultural barriers that inhibit student's comprehension in literature text.						
5	Students develop positive attitude towards children's literature when						

	teachers select text that depicts their daily lives						
6	Students whose parents spend more time to read variety of books develop positive attitude towards children's literature						
7	Availability reading materials at home positively affect students' attitudes towards children's literature						
8	Students in urban areas develop positive attitude towards children's literature than those in rural areas						
9	Lower proficiency level in English demonstrates students to learn children's literature						
10	The learner- centered approach makes learners become active participate in the teaching and learning process						
11	Teachers involve students in selection of books to be read.						
12	Students are asked to express their opinion and personal interpretation of						

	the text						
13	Teaching and learning is viewed from the learner's point of view rather than the teacher's point of view						

Pre-service teacher's knowledge of and interest in children's literature

S/ N	ITEMS	RESPONSES					
		1	2	3	4	5	6
1	I have heard about children's literature before						
2	I can identify the various genre of children's literature						
3	I can identify the elements that make up children's literature.						
4	I teach children's literature effectively						
5	I like children's literature						
6	Children's literature is enjoyable						

Pre-service teacher's attitude towards Reading frequency of children's literature

S/ N	ITEMS	RESPONSES
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		1	2	3	4	5	6
1	I always read story books						
2	I enjoy reading children story book regularly						
3	I always buy children story books for myself.						
4	I talk to people about children's literature						
5	I give children story books as a gift						
6	I suggest and recommend children literary books to friends and parents						

PART D: EFFECTS OF PRE- SERVICE TEACHER'S ATTITUDE ON CHILDREN'S LITERATURE

The effect of pre-service teacher's environmental background on children's literature

S/ N	ITEMS	RESPONSES					
		1	2	3	4	5	6
1	My parents talk with me about what they have read.						
2	My friends talk with me about what they						

	have read.						
3	I have a library in my house						
4	My mentor reads books for adults in his spare time.						
5	My mentors recommend books to me.						
6	My teachers read stories to me in class						

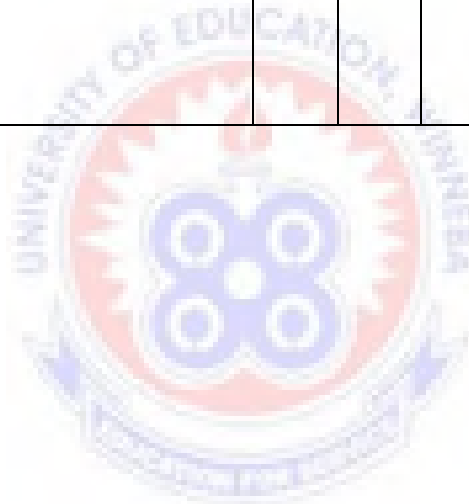
The effect of pre-service teacher personal attitude on children's literature

S/ N	ITEMS	RESPONSES					
		1	2	3	4	5	6
1	I like to reading at children books						
2	Reading is my hobby						
3	Children Stories mean nothing to me						
4	Reading children's literature is boring						
5	Reading children's literature is exciting						
6	Children's literature is limited						

The effect of pre-service teacher delusion on children's literature

S/ N	ITEMS	RESPONSES					
		1	2	3	4	5	6

1	Children's literature is not examinable						
2	Children's literature are full of images						
3	Children does not make one think critically						
4	Children's literature is meant for only children						
5	Children's literature is a waste of time						
6	Children's literature is just for entertainment						



APPENDIX B

QUESTIONNAIRE FOR TUTORS

Dear Tutor,

I am doing a research for my M. Phil thesis about the attitude of students towards the teaching and learning of Children’s Literature. I would be grateful if you answer this questionnaire. All the answers in the questionnaire will be treated with strictest confidentiality. Please, be completely honest in your answers.

PART A

SECTION A: Demographic Data

1. Sex Male Female

2. Age

25 years or less 26 -35 years 36-45 years 46-55 years 56-60 year

3. Indicate your highest academic qualification

PhD Master’s Degree Bachelor’s Degree Others

4. For how long have you been teaching in your current school? Please, tick one.

Less than a year 1-5 years 6-10 years 11-15 years More than 15 years

PART B

Teachers’ perception about factors that affect pre- service teachers’ attitudes towards children’s literature

Pre-service teacher’s view on the significance of children’s literature

S/ N	ITEMS	RESPONSES					
		1	2	3	4	5	6
1	Culture when is beyond students’ competence negatively affects students’						

	attitude towards children's literature.						
2	The materials used for children's literature is easy and understandable?						
3	The materials on the course outline meet the students' actual needs?						
4	Your students find literary materials with African background interesting and understandable?						
5	Literary materials that discuss themes that borders on student childhood experiences motivate them to learn children's literature						
6	Children's literature will help improve students' professional career?						
7	Children's Literature has improve the appreciation of your students' of children world?						
8	Has children's literature improve your students reading of pupils books?						

Pre-service teacher's knowledge on the types of children's literature

S/ N	ITEMS	RESPONSES					
		1	2	3	4	5	6
1	The pre-teacher often visit library to read about children's literature.						
2	The pre-teacher has the pedagogy of teaching children's literature.						
3	The pre teacher Reads brochures by publishers of children's literature						

4	The pre teacher diagnosis and Correct of Reading Problems during classes hours.						
5	The pre-service teacher Reads children's books and publications.						
6	The pre-teacher attend courses and workshops on children's literature.						

Pre-service teacher's Reading habits of teachers of children's literature

S/ N	ITEMS	RESPONSES					
		1	2	3	4	5	6
1	The pre-service teacher reads frequently						
2	The pre-service teacher reads for Leisure Purposes						
3	The pre-service teacher read for Academic Reasons.						
4	The pre-service teacher reads for Professional Growth and excellence.						
5	The pre-service teacher access books on children's literature.						

6	The pre-service teacher is familiar with children's literature books.						
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PART C: FACTORS THAT AFFECT PRE- SERVICE TEACHERS'

ATTITUDES TOWARDS CHILDREN'S LITERATURE

Pre-service teacher's behavior towards children's literature

S/ N	ITEMS	RESPONSES					
1	The cultural contents of literary text affects learner's attitude towards the study of children's literature						
2	Culture which is beyond students' competence hinders their understanding and enjoyment of literary text						
3	Students develop negative attitude towards children's literature if they find any element in the target language literature uncomfortable						
4	Students develop positive attitude towards children's literature when teachers remove cultural barriers that inhibit student's comprehension in literature text.						

5	Students develop positive attitude towards children's literature when teachers select text that depicts their daily lives						
6	Students whose parents spend more time to read variety of books develop positive attitude towards children's literature						
7	Availability reading materials at home positively affect students' attitudes towards children's literature						
8	Students in urban areas develop positive attitude towards children's literature than those in rural areas						
9	Lower proficiency level in English demonstrates students to learn children's literature						
10	The learner- centered approach makes learners become active participate in the teaching and learning process						
11	Teachers involve students in selection of books to be read.						

12	Students are asked to express their opinion and personal interpretation of the text						
13	Teaching and learning is viewed from the learner's point of view rather than the teacher's point of view						

Pre-service teacher's knowledge of and interest in children's literature

S/ N	ITEMS	RESPONSES					
		1	2	3	4	5	6
1	The pre-service teacher has heard about children's literature before						
2	The pre teacher identifies the various genre of children's literature						
3	The pre teacher identifies the elements that make up children's literature.						
4	The pre-teacher enjoys lessons on children's literature.						
5	The pre service teacher uses of children's literature during peer classroom teaching						

6	The pre-service teacher knows the criteria for selecting children's literature for teaching.						
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Pre-service teacher's attitude towards Reading frequency of children's literature

S/ N	ITEMS	RESPONSES					
		1	2	3	4	5	6
1	The pre teacher visits the library always						
2	The pre teacher reads children's literature given to them on their course						
3	The pre-teacher uses children's literature often.						
4	The pre-service teacher discusses difficulties in children's literature with tutors						
5	The pre-service teacher role-plays children's literature during classes hours						
6	The pre-service teacher reads children's books and publications.						

**PART D: EFFECTS OF PRE- SERVICE TEACHER’S ATTITUDE ON CHILDREN’S
LITERATURE**

The effect of pre-service teacher’s environmental background on children’s literature

S/ N	ITEMS	RESPONSES					
		1	2	3	4	5	6
1	The pre-service teacher was not introduced to children’s literature at the SHS.						
2	The pre-service teacher has no idea about children’s literature						
3	The pre-service teacher has no foundation in literature						
4	The pre-service teacher was not expose to reading lifestyle in his or her community.						
5	The pre-service teacher has mentors recommends books to him or her.						
6	The pre-service teacher reads different stories of children						

The effect of pre-service teacher personal attitude on children's literature

S/ N	ITEMS	RESPONSES					
		1	2	3	4	5	6
1	The pre service teacher do not attend classes on literature						
2	The pre-service teacher does not complete reading the recommended books on literature.						
3	The pre service teacher sees reading children Stories as time wasting						
4	The pre-service teacher sees reading children's literature as boring						
5	The pre-service teacher sees reading children's literature as exciting						
6	The pre-service teacher sees children's literature below his or her level						

The effect of pre-service teacher delusion on children's literature

S/ N	ITEMS	RESPONSES					
		1	2	3	4	5	6
1	Children's literature is a one semester course.						
2	Children's literature is below my level.						
3	Children is not my preferred subject area.						
4	Children's literature is based on assumptions						
5	Themes in children's literature are mostly didactics.						
6	Animal characters are mostly used in children's literature.						

APPENDIX C

INTERVIEW GUIDE FOR STUDENTS

1. What course do you do in school in SHS?
2. Can you describe to me, vividly, how teaching and learning of children's literature?
3. Would you describe yourself as a lover of books and children's literature?
4. What is your observation about the present day methods used in learning and teaching of children's literature?
5. How would you grade your English teacher's performance in teaching children's literature in class?
6. At home, do you read and educate others about children's literature?
7. What is your attitude towards the teaching and learning of children's literature?
8. How will you describe the place of children's literature?
9. In your opinion, what do you think should be done to encourage students interest towards the learning of children's literature?

APPENDIX D

INTERVIEW GUIDE FOR TEACHERS

1. How did you become an English teacher?
2. For how long have you been teaching children's literature?
3. What are some of the challenges you face in teaching pre-service teachers' children's literature?
4. What is your view about children's literature?
5. What is your observation about the present day methods used in teaching English?
6. Would you describe yourself as a writer or a lover of the children's literature?
7. How would you describe pre-service teacher attitude towards the learning of children's literature?
8. What is the way forward towards improving upon the standard of children's literature in schools?

