Shendi University
College of Graduate Studies & Scientific Research

The Role of Children's Fiction in Enhancing English Language at the Basic Level

(A Case Study of the 8th Grade, Khartoum State 2015/2016)

A Thesis Submitted in Fulfillment for the Requirements for Master Degree in English Language Teaching (ELT)

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Quran Kareem

بسم الله الرحمن الرحيم

رَبِّ اشْرَحْ لِي صَدْرِي (25) وَيَسِّرْ لِي أَمْرِي (26)
وَاحْلُلْ عُقْدَةً مِنْ لِسَانِي (27) يَفْقَهُوا قَوْلِي (28)

(سورة طه: 25 – 28)

Dedication

To the pure spirit of my loving, patient and virtuous mother, may the Almighty Allah have mercy upon her and rest her soul in Aden heaven.

I owe a major debt to Dr. **Nader Sir Elkhatim Elsayid Alhaj** for his full and patience assistance during the supervision of the study. The researcher also would like to thank **Dr. Awaad Othman** for consultancy has given to me.

To my beloved daughters and sons **Rawan, Sulaf, Ahmed, and Salman** who lost some good moments to spare time for me.

My thanks are extended to my lovely wife who created fresh, pure environment and endured my seclusion while I was occupied with this study.

Finally, my family for anticipating me to be as what I am- I dedicate this work.

Acknowledgements

ABSTRACT

This study aimed to investigate the role of children's fiction in enhancing English language learning for grade 8th at basic schools from the teachers' and pupils' perspectives. To fulfill the study goals, the researcher used the analytical-descriptive method. The study community included (50) teachers of English language and (60) pupils of basic level in Khartoum Locality. The researcher used the SPSS program (Statistical Packages for Social Sciences) to examine the study hypotheses. The Study results clearly show the items that measure the role of children's fiction in enhancing language learning and improve the social, cultural awareness and personal growth.

In light of the study of the study results, the major findings of this study could be concluded as follows:

1- A high proportion of both teachers' and students' samples revealed that children's fiction has substantial role in enhancing the learning process of English language in grade eight at basic school in Sudan.

2- Fiction used in English language classroom in Sudan nowadays needs an act of purification and filtration in order to protect and conserve the Sudanese pupils in basic schools from the inevitable negative impacts emerging from the so-called cultural globalization that is supported by new technologies.

The study offered some recommendations that additional efforts should be made to screen out the children's fictions that should be assigned for grade eight at the basic schools. It also recommended that students must be encouraged to read carefully selected texts which take into consideration the Sudanese social, norms, tradition, and custom. Besides, the urgent need to establish school libraries and provide them with English books in various field of knowledge.

المستخلص

تهدف الدراسة إلى التعرف على دور حكايات الأطفال المقررة ضمن منهج تدريس اللغة الإنجليزية لطلاب مدارس الأساس السودانية في تعزيز تعلم اللغة الإنجليزية لديهم من وجهة نظر معلمي اللغة الإنجليزية وتلاميذ الصف الثامن للمرحلة نفسها. لتحقيق أهداف الدراسة استخدم الباحث المنهج الوصفي التحليلي حيث تضمن مجتمع الدراسة عدد (50) معلم و (60) تلميذ في مدارس التعليم الأساس بمحلية الخرطوم. تظهر نتائج الدراسة البنود التي تقيس دور حكايات الأطفال في تعزيز تعلم اللغة الإنجليزية وتحسين الوعي الاجتماعي والثقافي ونموء الشخصية.

توصلت الدراسة إلى النتائج التالية:

1- تعتقد نسبة عالية من افراد العينات بأن حكايات الأطفال تلعب دوراً كبيراً في تعزيز عملية اكتساب مهارات اللغة الانجليزية لدى تلاميذ الصف الثامن بمرحلة الأساس.

2- أن حكايات الأطفال التي تدرس في صفوف تعليم اللغة الإنجليزية لمرحلة الأساس في السودان في الوقت الحاضر تحتاج إلى عملية تنقية وترشيح من بعض الشوائب والآثار السالبة لحماية طلاب مدارس مرحلة الأساس من التأثيرات الحتمية لما يسمى بالعولمة الثقافية المدعومة بالتكنولوجيا الحديثة.

من ثم قدمت الدراسة بعض التوصيات التي تحس على بذل جهود إضافية لتنقيح حكايات الأطفال التي تدرس في مرحلة الأساس، كما أوصت بضرورة تشجيع الطلاب على القراءة المكثفة لنصوص أدبية مختارة بعناية تراعي الضوابط الإجتماعية السودانية مع ضرورة تطوير المكتبات المدرسية ورفدها بالكتب الإنجليزية في مختلف ضروب المعرفة.

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The following are the abbreviations used in this study:

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Abbreviations used in the study

The Abbreviations	The Full Term	Page
ELT	English Language Teaching	9, 21, 28, 54
TBI	Task-based instructor	15, 16
ESL	English as a Second Language	10, 12, 22, 27, 54
EFL	English as a Foreign Language	3, 9, 10, 12, 22, 27, 28, 54
SPSS	Statistical Package for Social Science	34, 36, 38
CSL Classroom	Chinese as Second Language	29

CHAPTER ONE

INTRODUCTION

CHAPTER ONE

INTRODUCTION

1.1 Background

Language plays a substantial role in our lives. It has been a means for thinking, expressing needs, emotions, communication and feelings. So, living condition would be critical without language. Therefore, teaching language has become an inevitable issue, particularly during the era of the rapid cultural globalization.

Before years, Ministry of education in Sudan has started teaching English as foreign language in the Sudanese basic schools, due to the fact that it is the first way to acquire knowledge, build and improve experience and a tool to transferring ideas to the new generation. Moreover, speaking other languages enable contact and interact with different nations.

However, some of the problems related to the acquisition of language skills and sociocultural awareness were evident in the basic schools in Sudan. Accordingly, the researcher is interested in the studying the role of children's fiction in enhancing learning English language for basic schools' level. Sudan is a society with plentiful rich heritages that are scattered within the diverse ethnic roots. Hence, teaching children fiction that carries the social and heritage will reinforce them with such unifying factors.

Literature for children has become available in a wide range. Since late 1980s, children's literary works have turned into an industry. It was a long journey from John Newberry; a bookseller who issued a variety of illustrated books in the 18th century, to J.K. Rowling, the famous author of the Harry Potter books.

There is a brief history of books particularly for children from the 18th century until the 20th century such as school stories, fairy tales, animal stories, adventure stories, detective stories, and children's verse. The use of literary texts in foreign language teaching has greatly increased over the last few years. The role of literature in the language classroom was interrogated during the period 1960 – 1980. In the 1980s decade linguistic and educators suggested that literature should be involved in syllabus of English teaching for non-native learners.

Literary texts provide authentic context for processing new language. Since literary texts contain language intended for native speakers. According to Collie and Slater (1991, 4; Ur, 1996, 201) "using literature in language increases foreign language learners' insight into the country and the people whose language is being learnt".

Children's fiction books imply their environmental conceptions; they convey all the philosophical, psychological, sociological, cultural tendencies of their backgrounds. Hence, Sudanese society needs specific approaches that determine how themes of children's tales could be.

1.2 Statement of the Problem

This study intends to show that the learning of the language elements will develop by using children's fiction in language classroom and could enhance language learning effectively. The researcher tries to clarify what changes have occurred to children's fictions that are used in basic school in order to improve English language. However, during the last decade a number of reports have shown that English language competency of basic school pupils is declining dramatically in comparison with earlier national surveys.

Therefore, the researcher works hard to find out applicable approaches which help to provide youngsters with typical fiction themes so that they can obtain good views towards modern life and rehearse them to face the so-called cultural globalization and its objective and subjective impacts that are

imposed on their life in such a way they have no any choice to carry out their own glorious dreams or at least to feel that they are free to plan for a better and new ways of living.

Eventually, the researcher is interested in examining the content of the fictions that presented in the syllabus assigned for grade eight at basic schools in Sudan in question closely related to the lives and realities of youngsters today as far as time and setting. Besides, he tries to find out how the students interact and respond to the text.

1.3 Objectives of the Study

This study aims to achieve these objectives:

1- To investigate the role of children's fiction in enhancing the English language for basic school pupils in Sudan.

2- To persuade learners and teachers of the language with effectiveness of using fiction in EFL classrooms.

3- To examine how fiction can be capable to prepare the children as a coming generation with the necessary tools, which enable them to tackle the extirpated tendencies of the so-called Culture Globalization.

Sudanese society is a multi-culture itself. It was shaped by more than a single culture where there are great opportunities for cultural exchange seeking to reach a satisfactory homogeneous community. Hence, this study is to find suitable approach so as to protect the youngsters from the dangers and harms of modern information technologies which can be attained easily at present. All in all, this study aims to shed light on the effective role of using children's fiction in classroom so as to achieve considerable improvement in the following outcomes:

1. Pupils' competency of language skills.

2. Pupils' cultural, social, personal awareness.

3. Pupils' tools to tackle the perceived impacts of cultural globalization.

4. Initiating, intensifying and deepening feelings of the Sudanese identity among the pupils.

1.4 Questions of the Study

In order to carry out this study and to achieve the stated objectives and verify the problem, the researcher addressed one main question and two sub-questions as follows:

a- Main Question.

What significant role can children's fiction play to enhance English Language learning at Basic Schools?

b- Sub-questions.

Basically, the study intended to answer the following two sub-questions:

1- To what extent do children's fictions facilitate learning English language   skills?

2- What is the impact of using children's fiction on improving pupils' cultural,   social and personal awareness?

1.5 Hypotheses

To answer the foregoing questions, the following hypotheses are postulated:

1- Children's fictions facilitate the learning English language skills.

2- Children's fiction improves pupils' personal growth, cultural, social awareness of social diversity.

1.6 Significance of the Study

Children's fiction is an efficient means of educating our children and demonstrating to them the values, traditions, morals and good behavior. In other words, offspring can be shaped in such a way that they can be beneficial

to their families and society at large. Therefore, the finding of this research might be useful to teachers, syllabus designers, parents and all those involved in the educational fields.

This study can utilize information in long term planning. As it tries to examine new approaches toward selecting fictions suit the Sudanese children. It is a hard journey looking for a fiction that has Sudanese taste, smell, colour, and shape.

1.7 Limit of the Study

This research study involved (50) English teachers and (60) eighth grade pupils at basic schools in Khartoum Locality. It focuses in the role of children's fiction in enhancing English Language at basic school in Sudan.

Place: Khartoum Locality, 8th class of basic level.

Time: The academic year 2015/2016.

1.8 Definition of Key Terms

1- Fiction: "Lexically, fiction means the literary works invented by imagination, such as novels or short stories" (Collins English Dictionary, 2003) and "defined as the class of literature comprising works of imaginative narration, esp. in prose". (Webster's College Dictionary, 2005). So, short stories, novel and novellas of different secondary genres such as mysteries, science fiction, romance, fantasy, crime thrillers and historical fiction are all considered fiction genres. Examples of well-known fiction include "To Kill a Mockingbird "by Harper Lee, "A tale of Two Cities" by Charles Dickens, "Pride and Prejudice" by Jane Austen.

2- Children's literature: It can be defined as anything that children read or more specially defined as fiction, non-fiction, poetry, or drama intended for and used by children and young people. Nancy Anderson, of the College of education at the University of South Florida, defines children's literature as "all books written for children, excluding works such as comic books, joke

books, cartoon books, and non-fiction works that are not intended to be read from front to back, such as dictionaries, encyclopedias, and other references material.

3- Local culture: This term is commonly used to characterize the experience of everyday life in specific, identifiable localities. It reflects ordinary people's feelings of appropriateness, comfort, and correctness.

4- Cultural Globalization: It is a phenomenon by which the experience of everyday life, as influenced by the diffusion of commodities and ideas, reflects a standardization of cultural expressions around the world. Globalization has been seen as a trend toward homogeneity that will eventually make human experience everywhere essentially the same. This is appears, however, to be an overstatement of phenomenon. It is a social and cultural process in which individuals of different cultural backgrounds interact with each other in all spheres of life more intensively than before. This interaction exposes people to different ways of thinking, cultural values and new forms of family life. In general, cultural globalization refers to the transmission of ideas, meanings, and values around the world to extend and intensify social and cultural relations.

1.9   Structure of the study

The study is composed of five chapters. Each one in turn is divided into subtitles and enhances a particular topic. The general outline of the study as follows:

Chapter one: Introduction

Chapter two: Literature Review

Chapter Three: Methodology of the study

Chapter four: Data Presentation, Analysis and Discussion

Chapter five: Conclusion

CHAPTER TWO

LITERATURE REVIEW

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Fiction is considered one of the significant elements of teaching English because of its reasonable length, practicality, containing variety of harmonized interest and tastes, and it can be applied to different levels of language classroom. A fiction is a work of prose that is shorter in length than a novel. In other words, this literary genre as a brief literary work is exposed in narrative prose and normally deals with few characters. A classic definition of a short story is that (one should be able to read it in one sitting) as believed by Edgar Allan Poe (1846), in his essay "The Philosophy of Composition". The dramatics structure of fiction consisted of exposition, complication, crisis, climax, and resolution.

Writers of fiction may draw their material from history or legend, contemporary society, their own lives, or fantasy. The main purpose of the most writers of fiction is to entertain and stimulates the intellect. It reflects the author's view of life and gives the reader new insight into people, society, or nature. The popular themes that are often exposed in fiction such as love, hatred, death, lust, suicide, leaderships, misadventure, crime and punishment, revenge, oppression of marriage, and the difficulties of old age.

Lazar, (1993) stated that "Fiction motivates and offers access to cultural background, encourage language acquisition, expand language awareness, develop students' interpretative abilities and enhance imaginative and effective capacities".

Pupils can be captivated by stories that give them the chance to imagine taking part in the event. Besides, they explore how people respond to dramatic circumstances such as involving fear, discrimination, or tragedy.

Several researchers have devoted themselves to reveal the role of children's fiction as one of the useful pillars in improving English language skills for learners in the various basic schools. According to Collie and Slater (1990:3), "there are four main reasons which lead a language teacher to use literature in the classroom. These are valuable authentic material, cultural enrichment, language enrichment and personal involvement". Besides, these four major reasons, many factors appear in each single community which needs specific ways to be encountered. Non- native learners of a language are strangers for the original context of events and situations which have been shown in the literary work, but using literature in teaching will help to conquer such an obstacle.

Eventually, these images of lives, sets of attitudes and values which usually are exposed in children's fiction will no doubt affect basic school pupils where their minds at the most impressionable states. Therefore, fiction that addresses their emotions rather than intellects will limit their awareness and perception towards the components of life.

Definitely, the impacts of such a fiction will be greater on minds in the process of formation and growth. Hence, teachers can determine set of common characteristics of successful children's fiction. Essentially, when selecting fiction to be taught in language classroom, the language teacher should take into his consideration cultural background, interest, and motivation and language level of the students. Thus, what is highly important is to select text books relevant to the society real lifestyle, experience, ambitions, customs, traditions, religions. Therefore, through fiction language teachers can cope with the linguistic obstacle that might face his students. Reading fiction can improve personality as the reader is able to fulfill fundamental needs.

2.2 Fiction in EFL Classrooms

The use of literature in English language teaching classroom is a continuous revival and profitable for several reasons. It provides rich linguistic input and effective stimuli for learners to have the capability to express themselves in other language, because they pass through process of practicing the language four skills- reading, writing, speaking, and listening, besides that they enjoy grammatical structures and new vocabulary that are exposed in these literary works. Moreover, such works will involve learners and engage their emotions and mentalities. But the fruitful benefits from using literature in ELT classroom, it helps learners to expand their understanding and awareness of different cultures which improve their sense of creativity. Accordingly, fiction as a major genre of literature will enjoy all these characteristics, it is a potential source that can motivate learner to reach the targeted level of language skills competency as well as facilitating cultural and personal growth.

Fiction is made up of several individual components, which together give the narration its meaning. The importance of each element varies from one work to another according to the author's style and purpose. These basic elements are the plot, character, setting and the theme, which means the conflict that developed from the start of the story to the end. In modern time literary works for children are divided into many categories such as short stories, novels, plays, verses, picture books and fictions. Although each type has different aspects, it intends to amuse or instruct children. Fiction is commonly divided into three areas based on the general appearance of the text:

- **Stories and novels**: Both of them are created in prose and developed paragraph and chapter structure.

- **Poetry**: Seems as lines called verses.

- **Plays**: appear in prose and arranged in scenes and acts.

2.3 Historical Background about Children's Fiction

Children's literature appeared as a distinguished literary form in the second half of the Eighteenth century. Before the mid-Eighteenth century books designed specifically for children were instructional such as spelling books, school books, and conduct book. Nevertheless, in the first half of 18th century a few books that did not carry pure instructional or religious lessons were mainly created for children. But the essential turning point came in 1740s, when a group of London publishers started to produce new books made to instruct and delight young readers. Two examples of this cluster were Thomas Boreman "Gigantick Histories" (1740-43) in which he described three hundred animals, and Mary Cooper "Tommy Thumb's Pretty Song Book" (1744) which was known as the first nursery rhyme collection, marking early versions of old songs like" A Black Sheep" and "Hickory Dickory Dock".

One of the celebrated pioneers is John Newbery "A Little Pretty Pocket-Book" (1744) a book was written to instruct and entertain children. Newbery was considered as a great innovator because he produced the first children's periodical "The Lilliputian Magazine" (1751-52), and his famous work "The History of Little Goody Two-Shoes" (1765) which was marked as the first children's novel ever marked.

Short fiction is a supreme supply for monitoring not only language but life itself. In fiction, characters act out all the real and symbolic acts which people carry out in daily lives. The inclusion of short fiction in the ESL/EFL curriculum offers the following educational benefits: It….

1. Makes students' reading task easier due to being simple and short.

2. Provides more creative scenes and life issues.

3. Motivates learners to read due to being an authentic material.

4. Offers a world of wonders and a world of mystery.

5.   Gives students the chance to be creativity.

6.   Promotes critical thinking skills.

7.   Facilitates teaching a foreign culture.

8.   Makes students themselves feel comfortable and free.

9.   Helps students coming from various backgrounds communicate with each other because of its universal language.

10.   Helps students to go beyond the surface meaning and live into underlying meanings.

11.   Acts as a perfect vehicle to help students understand the positions of themselves as well as the others by transferring this gained knowledge to their own world.

2.4   Classification of Children's Fiction

Children's fictions though are apparently simple but they contain depth. They are short, simple, often didactic in intention, and clearly positive in their outlook on life- optimistic, with happy endings. These fictions can be classified as follows: -

1- Novel: It is defined as a fictional prose narrative of considerable length, typically having a plot that is unfolded by the actions, speech, and thoughts of the characters Or "a fictional prose narrative of considerable length and complexity, portraying characters and usually presenting a sequential organization of action and scenes" (Webster's College Dictionary, 2005). It is a work of fiction that contains over 50.000 words or 120 pages. They usually have more than one plot or storyline and many well-developed characters. There is no outer limit to their length. Example for novel is the famous book "Harry Potter series" by J.K. Rowling (1997, Bloomsbury, London) and Charles Dickens "Oliver Twist" (1838).

2- Novella: A Novella is longer than a short story; it has more complex plot or storyline than a short story. The clear example for novella is "The

Strange Case of Dr. Jekyll and Mr. Hyde" by Robert Louis and Jack London's "the Call of the Wild".

3- Short story: A short story is a piece of fiction that can be read in one sitting of about half an hour to about two hours. Short stories mainly focus on one major plot or storyline and a few characters due to their limited length. One of the true examples of short stories is "The Legend of Sleepy Hollow" by Washington Irving. Being universal is an important characteristic of short fiction and that because learners throughout the universe have experienced stories. "The inclusion of short fiction in the ESL / EFL curriculum offers the following educational benefits" (Ariogul 2001:11-18) as follows:

1- Makes the students' reading task easier as it is simple and short when compared with the other literary genres.

2- Illuminates students to write short stories.

3- Makes the peers analyze the theme of moral values, love, despair, friendships, happiness, sadness, sacrifice, etc.

2.5 The Differences between Fiction and Nonfiction

The simplest way to differentiate between fiction and nonfiction is to state that fiction is not true and nonfiction is true. Fiction exposes imaginary events, characters, places, themes, and situations, while nonfiction involves true events, settings, themes, characters, and situations. Moreover, nonfiction concentrate on ideas or events that truly happened, but fiction focuses on imaginary ideas and events. Thus, fiction is an invented story whereas nonfiction deals with existing facts.

Nonfiction works are simple, direct and clear. However, fiction encourages readers and audience imagination to infer their own understanding. In general, fiction is more figurative, nonfiction is straightforward. And fictions are entertainer work, but nonfictions are informative. Fictions include novel, short

stories, novellas, narrative poems and drama. Nonfiction such as journals, history books, newspapers, magazines, articles, advertising bulletins, and encyclopedias. To conclude with, the best way to separate fiction from nonfiction is to identify which work sticks to the facts or create the illusion of truth.

2.6 The Reality of Children's Fiction in Sudanese Basic School Curriculum

Fiction has been an integral part of Sudanese culture for decays, with several fictions being passed on from one generation to the next. Therefore, Sudanese juvenile's fiction is based on a large inventory of values and heritage. Moreover, the cultural diversity is a suitable environment to enrich the creation of such literary genre. Unfortunately, all these advantages have not been exploited properly by the writers of children's story. This was for a number of factors, including financial capability, lack of specialized presses, the high cost of printing and publishing aids, lack of support and encouragement by the successive governments, and the delay in the establishment of specialized children community centers.

Juvenile's literature existed long before in Sudan. It began with folklore, myth, and fables, and stories from the holy Quran or Islamic history, which were handed down orally from generation to generation for centuries. These legends later became the basis for many children books and various magazines written specially for Sudanese children. During different ages Sudanese writers and experts used to believe that literature for children should be simpler in vocabulary, expressions and organization than adult literature. In the same way, their content and style vary according to the age group for which they are written. These specific literary works should help children learn to read. Also, they are normally designed to broaden their knowledge of people life in general. Furthermore, they must stimulate their imagination and

curiosity. Finally, they are accompanied by illustrations that help to explain or enhance the literary content.

2.7 Approaches to Teaching Fiction to Children

Carter and Long (1991:2-3) propose three models to prove the necessity of using literature in teaching language skills. "The first model is the Cultural Model which depends on the understanding and awareness of various cultures and ideologies together with the developing of feelings and artistic forms of the learner. The second model is the language model that focuses in using literary work as a means to teach mainly vocabulary and structures. As for the third one is the Personal Growth Model which concentrates on developing the personal awareness of his society and attracts him to appreciate other cultures". Exceptionally, English language teachers have the opportunity to utilize literary text in several ways in the language classroom. Palveness (2003) offers some useful guidance for the teachers which can be presented as follows:

- Maximize pre-reading tasks.

- Minimize the extent to which the teacher disturbs students.

- Draw attention to stylistic peculiarity.

- Help students to appreciate the ways that writers use language to achieve particular effects.

- Provide frameworks for creative repose.

According to, lazar (1993) there are many ways to follow when preparing activities for short stories. **<u>One of them</u>** is to classify them into three basic groups:

1- Pre-reading activities.

2- While-reading activities.

3- Post-reading activities.

The four skills work in tandem when the activities that require their use are designed to support learners in the process of learning, creating and producing a specific product. Four approaches in particular are structured so that the four skills can be used simultaneously. These approaches are: the focal skill approach, content-based instruction, task-based instruction and the project-based approach.

2.7.1 The Focal Skill Approach: The goal of the focal skill approach is studying in the SL in order to acquire it. This second language curriculum stresses the balanced development of listening, speaking, reading and writing by measuring competency in each skill and then focuses on the development of the weakest skill. Resources like those developed by the International Center for Focal Skills (ICFS) use placement tests to identify weak skill areas.

2.7.2 Content-based Instruction: Oxford (2001) describes approaches to CBI, which include theme-based & adjunct learning. Theme-based CBI focuses on a theme of high interest to students and develops a wide range of language skills around that theme. The learning of the content requires considerable exposure to a variety of forms of information, which, in turn, requires the use of all four modalities.

In the adjunct form of CBI, language and content courses are taught separately but are carefully coordinated so that literacy, oral language development and thinking skills are positively enhanced. In this approach, the teacher presents content to students while the language teacher brings vocabulary, grammar and subskill development to students' attention through typical exercises, all of which focus on the lexicon of the content.

2.7.3 Task-based Instruction (TBI): According to Nunan (1999), task-based instruction (TBI) uses tasks or stand-line activities which require comprehending, producing, manipulating or interacting in the target language. The amount of listening, speaking, reading and writing involved to complete the problem posed by the task is dictated by the task itself; however, most

complex (multi step) real-life tasks that take learners into the world outside the classroom will utilize all four skills. TBI helps learners explore the multitude of communication opportunities provided in their surroundings. The tasks themselves are scaffolded according to the cognitive demand required to complete them and can be carried out individually, in pairs or in small cooperative groups.

2.7.4 Project-based: This approach concretizes the integration of not only the four skills but also language, culture, experience and learning strategies (Turnbull, 1999). With the careful selection of a final project that requires learners to demonstrate what they have learned through both oral and written production, the teacher plans backwards to identify what aspects of language, culture, experience and learning strategies are required to complete the end project.

https://sites.educ.ualberta.ca/staff/olenka.bilash/Best%20of%20Bilash/fourski lls.html

2.8 Developing Children's Language Skills through Fiction

The process of teaching English language for foreigners or as a second language was debatable for a long time. In the nineteenth century, the Grammar Translation Method was the base for teaching languages. Though, this principal was changed when the Structuralism Approach dominated the language scholars throughout the sixtieth and seventieth. This approach focused mainly on the grammar form and ignored other language aspects.

Outstandingly, the significant changes have taken place dramatically during the eightieth century when literature had taken its privileged position within the process of teaching languages. Custodio and Sutton (1998:20) explain that "literature can open horizons of possibility, allowing students to question, interpret, connect, and explore".

Short fiction is a supreme resource for improving language skills and competency, besides, observing life in general. Thus, fiction plays an important role in teaching four major language skills like reading, writing, listening and speaking. Nevertheless, these skills are usually used in an integrated way in classroom. But, it is necessary that students' language proficiency, interest, age, sex, etc. should be taken into teacher consideration whenever he decided to choose fiction textbook to be taught in the language classroom so as not to involve pupils in an issue they are not a part of it. Pupils should be taught simplified fiction to obtain the necessary scheduled and targeted language skills. Fiction has the different characteristics that make it distinct from other literary genres. Usually, it is not complicated for learners to review out classroom depending on themselves. Moreover, fiction offers variety of features that meets the interest of large numbers of learners.

As Obediat (1997:32) states that

> *Literature helps students acquire a native-like competence in English, express their ideas in good English, learn the features of modern English, learn how the English linguistic system is used for communication, see how idiomatic expression are used, speak clearly, precisely, and concisely, and become more proficient in English, as well as become creative, critical, and analytical learner.*

Literature plays an important role in teaching four language skills like reading, writing, speaking and listening. Collie and Slater (1987: 3-6) support the using of literature in the language classroom as "it provides valuable authentic material, develops personal involvement and helps contributing to readers' cultural as well as language enrichment".

Fiction is suitable to teach reading for general idea, specific information, infer information, identify relevant, irrelevant, correct, incorrect information, and

understand meaning from context. Pupils can be capable to predict and demonstrate main ideas, events, settings and characters. Accordingly, they can realize an awareness of paragraphs and understand simple stories.

It is very necessary that language teachers should apply a dynamic, student-centered approach to help students to understand any literary work generally and digesting a fiction in particular. The teacher concerns must be on giving questions regarding author autobiography, setting, characters, plot and theme that students may have the abilities to answer from the text. On doing so students will come to make their own inferences and expectations about the text. Finally, through adopting discussion method teachers assist the students to analysis and classify the characters as main, miner or flat and round according to function and psychological point of view. Accordingly, using fiction in language classroom contributes to the learners with the following skills:

- Enhancing language competence.

- Offering comprehensible input.

- Developing autonomy.

- Making learners aware about worldwide knowledge.

- Sustaining vocabulary growth.

- Improving writing ability.

- Sustaining motivation to read.

As far as it concerns, writing skill fiction can help pupils to use knowledge of sound-symbol relations and phonetic patterns to spell. They construct sentences using information recorded in a chart or menu and so forth they can develop abilities to plan and review their own writing e.g. fax message, a letter to a pen-pal, a story, an e-mail, and articles.

Fiction can be inspiring and influential basis for learners to dominate their capabilities to write English language in imaginative and skillfully way. In the

course of time, the students become familiar to literary writing and they can imitate the original literary text. Then, teachers achieve one of their major targets that emerged as output of stimulating their students to create and produce precise writing.

The study of fiction contributes a lot to teaching speaking skill. Evidently, there are several activities that give essential support to comprehend fiction to its root. It is well advised that Language teachers should adopt listening comprehension and pronunciation as major factors and encourage students to read fiction aloud themselves in order to improve speaking and listening aptitude. Undoubtedly, dramatization of the literary work in classroom is valuable for clear understanding of the all aspects of fiction e.g. characters, plot, theme and setting.

2.8.1 Children's Fiction and Reading Skills

Children's fiction is useful in improving pupils' vocabulary and reading skills. Pupils should be encouraged to engage in pre-reading, while-reading and post-reading activities. As they become more competent reader, teachers allow the pupils to do reading activities independently. These activities can serve the following purposes:

1- Activate prior knowledge and provide background information necessary for comprehending the text.

2- Clarify cultural information that may cause comprehension difficulties.

3- Familiarise pupils with features of the genre type.

4- Encourage pupils to make predictions based on the title or the opening of the story.

2.8.2 Children's Fiction and Writing Skills

This literary genre can be a powerful and motivating source of writing in both as a model and as subject matter. Young learners have to cope with many

difficulties of writing process such as handwriting, spelling, punctuation, and layout. Furthermore, writing is away in which children can express their plan, imagination, ideas and feelings. Again, "writing allows pupil to see how they are progressing and to get feedback from the teacher, and it allows teachers to monitor and diagnose problems". (Hedge, 1988).

2.8.3 Children's Fiction and Speaking Skills

Speaking is a productive skill. However, Widdowson suggested speaking as a skill that involves both receptive and productive participation. And he believes that communication through speaking is commonly performed in a face-to-face interaction and occurs as a part of a dialogue or another verbal exchange "The act of speaking involves not only the production of sounds but also the use of gesture, the movements of muscles of the face, an indeed the whole body" (Widdowson, 1990).

Children's fiction can be stimulated and powerful source for speaking. Oral reading, dramatization, improvisation, role-playing, reenactment, and discussion are certain effective activities which center on children's fiction can be used for enhancing English language. Asking pupils to read aloud can develop their speaking and listening skills.

2.8.4 Children's Fiction and Listening Skills

Listening is the first skill that children acquire at home, likewise, it is a reciprocal skill because it can be practiced in the same way as speaking. The speakers' and listeners' knowledge of syntax and grammar is desirable. Accordingly, listening skills do not occur separately but happen at the same time of speech.

As fiction is normally based on imaginary or a true story and situation, therefore, it can be useful for teaching listening in classroom. Listening to stories develops the child's listening and concentrating skills via visual clues, their prior knowledge of how language works and their general knowledge" (Brewster, Ellis, 1991).

2.9 Using Authentic Children's Literature in the Basic School

English Children's fiction is used mainly as technique for teaching both basic language skills (reading, writing, listening and speaking) and language areas such as vocabulary, grammar and pronunciation. Therefore, fiction as an effective literary genre should be used to motivate pupils so as to receive various sciences generally and comprehend the basic skills of English language in particular.

Evidently, using fiction in teaching language is a valuable way to encounter linguistic difficulties, because it carries usable language through dialogue which is simply conversation between characters. These characters reveal their thought and relationships with one another. Undoubtedly, the use of fiction as a technique for teaching language areas is very popular in language learning and teaching at the present time. Thus, many language teachers found that using literary texts in classroom is interesting and worthy to enrich learners' basic language skills. Hence, fiction can be considered as a tool rather than main target in teaching English.

On the other hand, English Children's fiction gives significant contribution to social, cultural and psychological development. It has to furnish models and conduct. Moreover, fiction generates and confirms sets of values, attitudes, ideals which cohere to form the national identity. So, fiction can put up the awareness of students towards language skills and improve their competence. Besides, it increases students' capability to respect and understand other cultures, societies and principles which facilitates cultural and intellectual exchange process. Irama K. Ghosn, teaching Journal, 56, (2002). In his article "Four good reasons to use literature in primary school ELT" states the following reasons:

1- Authentic Literature provides a motivating, meaningful context for language learning, since children are naturally drawn to stories.

2- It can contribute to language learning. It presents natural language, language at its finest, and can thus foster vocabulary development in context. As Collie and Slater (1987) have pointed out, "it stimulates oral language and involves the child with the text; it also provides an excellent medium for a top-down approach to language teaching".

3- It can promote academic literacy and thinking skills, and prepare children for the English-medium instruction.

4- It can function as a change agent: good literature deals with some aspects of the human condition, and can thus contribute to the emotional development of the child, and foster positive interpersonal and intercultural attitudes. Accordingly, the researcher believes that children' fiction influences the students' language learning skills, the psychological, social, and cultural sides.

2.10 Feedback of Using Fiction in Language Teaching

(Ariogul 2001:11-18) states that "The inclusion of short fiction in ESL/EFL curriculum offers the following educational benefits: makes the students' reading task easier as it is simple and short when compared with the other literary genres, illuminates the student to write short stories, and makes the peers analyze the theme of moral values, love, despair, friendship etc.". Thus, children's fiction can pave the way for learners' language enhancement and growth. In other words, it is one of the significant instruments that facilitate their language acquisition, knowledge and diverse cultures. In general, through reading fiction a student can be aware enough of three basic dimensions: personal, social and linguistic.

Fiction is a great pillar for monitoring language and various aspects of old and modern life. It is a mirror of the reality of life or certain historical events. Accordingly, fiction is necessary to learners of a language for the following significant factors: It

- Promotes Language Development.

- Assists students to improve their level as far as receptive and productive skills.

- Simplifies and streamlines reading task.

- Motivates students to read.

- Stimulates learners to achieve literary writing.

- Encourages speaking the language competently.

- Enlarges experiences through several situations similar to real life.

- Helps students to infer and expect actions.

- Builds up the creative and imaginary sides of the students.

- Offers fantasy and mystery worlds which will stimulate their imagination.

- Promotes critical and analytical thinking skills.

- Enables learners to recognize other cultures.

- Increases human awareness towards different aspects of knowledge.

- Develops the four-major language skills level of competence.

- Improves personality as far as psychological, social, and cultural sides.

- Helps students to accept the other.

- Inspires recognition of cultural pluralism and diversity.

- Introduces students to culture diversity, social problems.

- Improves Students' cultural awareness.

- Broadens of students' horizons by introducing them to classic literary works.

- Considers the historical truth of life.

- Initiates and directing Students' attitudes and thoughts.

- Reinforces positive self-concept.

- Attracts students' attention.

- Promotes the values of loyalty and patriotism in children.

- Adds an atmosphere of fun and pleasure.

- Helps them to differentiate between right and wrong.

- Simulates the sense of artistic taste of the child towards literary work.

- Encourages them to take a positive attitude towards the other.

- Plays an active role in developing the emotional side of the child through which he can get rid of the pent-up feelings and harmful emotions.

- Offers the learners language acquisition and contribute cultural knowledge. The distinguished performance of the pupils depends upon on teacher's sense of creativity, enthusiasm and how he/she carries out a lot of efforts to performance exceptionally. In order to do so, teachers have to gain the following: They should: be able to……

- Appraise a prospective fiction for their pupils.

- Create support material.

- Add new information.

- Develop different techniques to make learning language accessible to pupils.

- Provide teachers with a fresh perspective on teaching.

Using fiction in language classroom is considered to be a supportive technique to teach or learn a language. So, the main aim is to develop positive attitudes in children towards language learning in general and towards literature insight particularly. Gillian Lazar (1993) in his book "Literature and Language" states that, "Using literature in the classroom is fruitful way of involving the learner as a whole person, provides excellent opportunities for learners to express their personal opinions, reactions and feelings".

2. 11 Adaptability of Children's Fiction

Like all other types of literature short fiction provides rich context for developing linguistic skills and learning different activities support children's understanding and acquisition of cultural, social, and psychological sides of other communities. Duff and Maley (2007) extremely state that "teachers can cope with many of the language challenges that literary texts present, if they ask a series of questions to assess the suitability of texts for any particular group of learners".

- Is the subject matter likely to interest this group?

- Is the language level appropriate?

- Is the right length for the time available?

- Does it require much cultural or literary background knowledge?

- Is it culturally offensive in any way?

- Can it be easily exploited for language learning purposes?

Therefore, children's fiction should be selected from authentic, international reputed, rich of literary devices such as rhyme, imitation, humour, suspend, characterization, repetition, and cumulative content. Again, the selected fictions should be in compliance with the following criteria:

- Support language skills learning.

- Have international reputation.

- Contain rich authentic example of English language.

- Contain literary devices, such as repetition, rhyme…… etc.

- Provide multicultural education so as to develop intercultural awareness.

- Have an interest to involve learners in course of its events.

- Supplement teachers core materials.

- Contain values allow children to feel they are a part of them.

- Stimulate children's imagination.

- Have a suitable story size should be suitable for the age group of children.

- Print letters should be clear, harmony and consistency of colors.

- Have Consistency with the values and religious teachings.

- Not to include disturbing and frightening situations.

- Commensurate with the child's social atmosphere.

2.12 Problems Encounter Language Teachers in Teaching English Through Fiction to Basic School Pupils

Literature plays significant role in teaching English language for non-native learners. However, teachers and learners are encountered by number of difficulties including:

- Text selection: Text should be relevant and interesting to learners.

- Linguistic difficulty: Text needs to be suitable to the level of the students' comprehension.

- Length: Shorter texts may be easier to use within the class time available, but longer texts provide more contextual details, and development of character and plot.

- Cultural difficulties: Texts should not be so culturally dense that outsiders feel excluded from understanding the essential meaning.

- Cultural compatibility: Learners should not be offended by textual content.

From the researcher own experience, English Language teachers face several difficulties that hinder the use of fiction as an effective technique to Foreign/Second language teaching. These problems are as follows: -

- Firstly, scarcity of pedagogically deliberated materials which can be used by teachers in language classroom.

- Secondly, shortage of programs that assigned to literature teaching in TESL/TEFL.

- Thirdly, there is the absence of clear-cut objectives defining the role of literature in ESL / EFL.

- Finally, there is lack of preparation in the area of literature teaching in TESL / TEFL curricula.

2.13 The Impacts of the Cultural Globalization on Children's fiction

Today the world is experiencing great changes. The emergence of new technologies is rapidly undermining old methods of teaching English in class rooms. These changes are intensifying some of the challenges that have always faced educators, and they are also creating some new dilemmas. Developments, especially in the ways people communicate and obtain information, have changed many aspects of our lives. Most of these changes have been positive. There is more choice and more information than ever before. However, there have also been negative effects, one being a widespread loss of trust in many established institutions and ideologies. Furthermore, the enemy spirit against different types of products come from outside. Nevertheless, the vital impacts of globalization are clearly seen in the cultural, social sides. Language learning as one pillar of culture has again witnessed great transformation with special concern to the new conceptions, terminology that emerged in an accelerated manner.

Cultural globalization has several positives sides as it increases cultural homogenization through facilitating contact between cultures, identities across boundaries. But, still there are many threats arise from this cultural trend which can be marked as cultural fragmentation and intercultural conflict. Sudan as one of the under developed countries with no doubt has been suffering a lot from the dominance of other countries which enjoy advanced economies. It is obvious that a country cannot be able to prohibit

foreign influences to enter its territory. Therefore, the only way out is to sort and filter all imports of globalization then to be integrated in local culture.

2.14 Previous Studies

2.14.1 Isbell, Sobell, Lindauer, and Lowrance (2004) in their study "The Capacity of Storytelling to Enrich Learning", stated that the researcher studied the impact of storytelling and reading stories on the development of language comprehension of children, age 3-5. The participants were divided into two groups, but the same 24 stories were heard by all students. The first group had the stories told to them. The second group listened to the stories as they were read from a book. The results showed that both groups benefited from their instruction. The group who heard the stories told experienced greater comprehension as demonstrated their retelling of the stories. The storytelling group was more able to identify the setting, the moral of the story, and the characters from the stories. They concluded that storytellers tend to use more repetition, sounds, and gestures than a person merely reading a story.

2.14.2 Also, Cortazzi and Jin (2007). Cultural Perspective of Turkish ELT Course books: Do Standardized Teaching Texts Incorporate Intercultural Features, traced the improvement of a group of young EFL learners who were using keywords and story maps to tell and retell simple stories, both in their Li and in English. They concluded that the EFL learners benefited from telling their personal stories.

2.14.3 Besides, Martinez (2007) used some stories to arouse interest and increase motivation among EFL learners. He recognized and observed favorable results. The students were motivated through the study, participating in exercises and fulfilling all assigned expectations.

2.14.4 Moreover, Nguyen (2014), Stanley in "Cultural mirrors: Materials and Methods in the EFL Classroom" explored how storytelling was used in

teaching Chinese as a second foreign language in China. The participants took a teacher or student survey about their interests, the practice, benefits and challenges of Dong Storytelling in CSL/EL classroom. The results of the survey indicated that the participants were interested in storytelling because of the perceived benefits of language learning, comprehension, community building, and multicultural understanding.

2.14.5 Ibrahim Mohamed Alfaki (2014) accomplished a study on using literature to improve English language. He concluded that using literature in teaching language skills will enhance learning language skills effectively. On the other hand, using children's fiction as literary genre proved significantly that it improves students' competency and language skills. Also, he emphasized that texts applied for Sudanese students are unsuitable with regard to their age, language level, culture, literary background and religion.

CHAPTER THREE

METHODOLOGY

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the methods and methodology used in this study. The tools used for collecting data and a justification for their application has also been outlined. It includes detailed description of the methodology: research design, the population, the sample, the instrumentation, the questionnaire, and validity and reliability of the questionnaire. In addition to that, it includes the statistical methods used in this study.

3.2 The Methodology of the Study

The researcher used the analytic-Descriptive methodology which is based on a group of research procedures that rely on collecting facts and data, categorizing and analyzing them adequately and accurately to figure out their significance, and deriving conclusions and generalizations about the targeted phenomenon. The methodology was the most proper one for conducting this study.

3.3 Population

The target population contains male and female teachers of English language in the private and public basic schools of Khartoum Locality.

3.4 The Sample

The researcher has used Stratified Random Sampling. The sampling technique has been used to divide the population into two groups – teachers and pupils. Total of (50) (male & female) (37) male and (13) female volunteered teachers are selected as the sample population and (60) pupils in grade eight at basic schools in Khartoum Locality.

Table and Figure (3.1): Frequency Distribution of the Study Population

with Regards to Teachers' Gender

Gender	Number	Percentage
Male	37	74%
Female	13	26%
Total	50	100 %

Study Population with regards to Teachers Gender

■ Male ■ Female
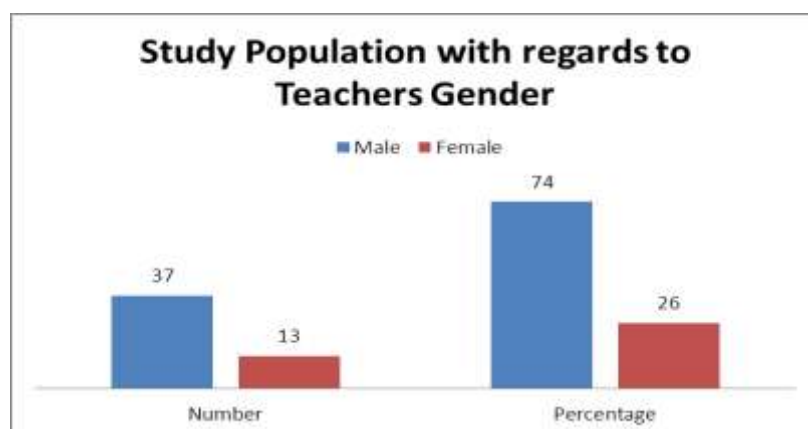
The above table and figure (3.1) showed that the study population with regards to teacher's sample included 50 English teachers 74% were men and 26% were women.

Table and Figure (3.2): Frequency Distribution of the Study Population

with Regards to Teachers' Age

Age	Number	Percentage
20 – 29 Years	7	14%
30 – 39 Years	20	40%
40 – 49 Years	15	30%
Above 50 Years	8	16%
Total	50	100%

Study Population with regards to Teachers' Age
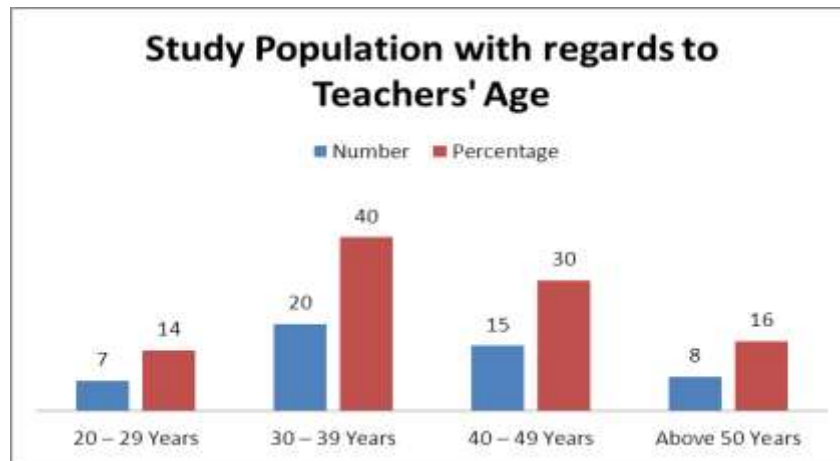
In table and figure (3.2) Participants ranged in age from 20 to 50 years. 40% of the participants are aged from 30 to 39 years and 30% are aged from 40 to 49 years which are age group that dominates the teachers sample. Only 16% are aged 50 or older.

Table and Figure (3.3): Frequency Distribution of the Study Population with Regards to Teachers' Academic Qualification

Academic Qualification	Number	Percentage
Bachelor	47	94%
Master	3	6%
Total	50	100%

Study Population withregards to Teachers' Academic Qualification
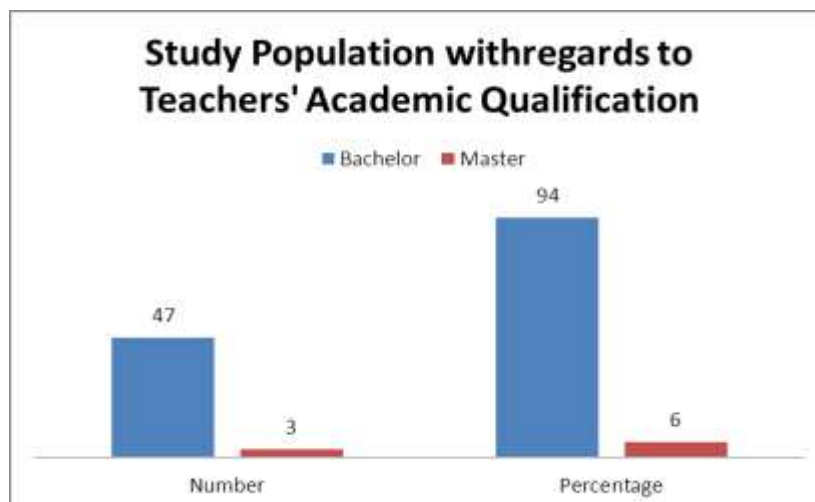
The table and Figure (3.3) show the population with regards to teachers' qualifications, it demonstrates that 95% were Bachelor degree and only 3% were Mater degree holders.

Table and Figure (3.4): Frequency Distribution of the Study Population

with Regards to Teachers' Experience

Years of Experience	Number	Percentage
Less than 5 Years	4	8%
5 – 10 Years	11	22%
10 – 15 Years	21	42%
Above 15 Years	14	26%
Total	50	100%
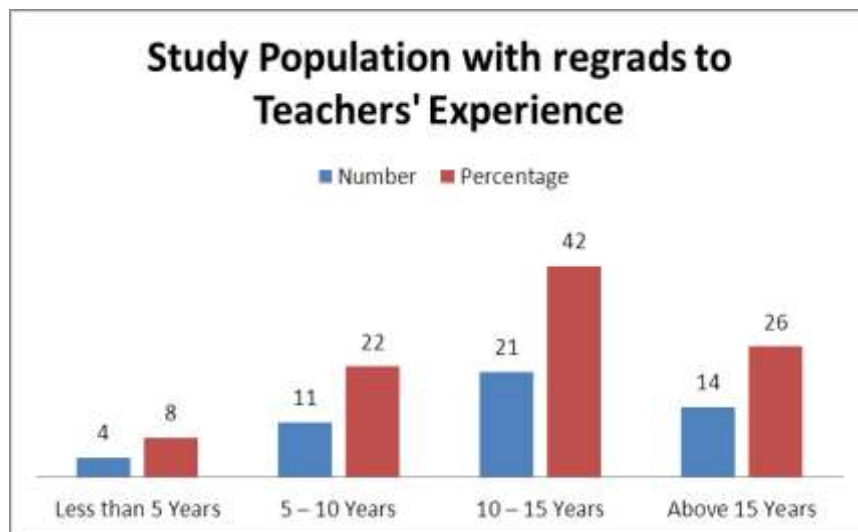
The table and Figure (3.4) demonstrate that 42% teachers are enjoying teaching experience from 10 to 15 years and 26% above 15 years. Only 4% have less than 5 years. This indicates that the majority have experience above 10 years.

3.5   Instruments

The researcher claimed that appropriate instrument to be used to fulfill the objectives of the study is a five-point likert- Scale format questionnaire for collecting data relating to using children's fiction to enhance English language for Sudanese in grade eight textbook at basic schools. Many researchers prefer to use a likert-type Scale because it is very easy to analyze statistically (Jackson, 2009, p.89).

In order to verify the hypotheses of this study, the researcher has implemented the questionnaire technique for collecting significant data and detailed information. These methods have combined to make the investigation more scientific and credible. Questionnaires were given for teachers and pupils followed by further interviews with senior teachers, headmasters and curriculum specialists.

The tool initially included (59) items. These items were divided into two domains: one related to the teachers with total of (38) items, the other related to the pupils with a total of (21) items. Each item tries to identify the role of children's fiction in enhancing learning English language and

3.6   Internal Consistency Validity

Al Agha (1996) defines internal consistency as the correlation of degree of each item with the total average of the test. The internal validity coefficient was computed by using the Pearson formula. The questionnaire was computed by using the Statistical Package for Social Science "SPSS".

3.7   Reliability of the Questionnaire

Reliability is defined as the extent to which a questionnaire, test, observation or any measurement procedure produces the same results on repeated trails. Fraenkel and Wallen (1996:10) define reliability as the degree to which scores obtained with an instrument are consistent measures of whatever the instrument is measuring. The test is reliable when it gives the same results if it

is reapplied in similar conditions. Alpha Cronbach was used to measure the reliability of the study instrument.

3.8 Arbitrators' Validity

The researcher circulated the questionnaire to (5) arbitrators specialized in English language and methodology in Shendi University, University of Gezira, University of Khartoum, and Neelain University and English supervisors in the Ministry of Education of Khartoum State. The aim of verifying this questionnaire was to get advantage of their observations, comments and suggestions.

Based on the useful observations and suggestions of the referees and the researcher's supervisor, the researcher amended some items and submitted the final frame to be applied. The instructions for the questionnaire were written in English and contained the purpose of the questionnaires and guiding steps for the volunteer participants to assist them in selecting the suitable answer for each item.

3.9 Validity

Validity is defined as the extent to which the instrument measures what it purports to measure, and calculate in many ways represents the easiest being the square root of the reliability coefficient:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

Researcher calculated the reliability coefficient of the scale used in the questionnaire by alpha equation and the results as follows:

Table 3.5   Reliability and validity for teachers:

Questionnaire	
Reliability	Validity
0.852	0.923

Notes from the results table (3.1) that all reliability and validity coefficients for questionnaire is greater than (50%) and close to the one, this indicates that the questionnaire is characterized by high reliability and validity, and makes statistical analysis acceptable. The same was done for the pupils' questionnaire as follows:

Table 3.6   Reliability and validity for pupils:

Questionnaire	
Reliability	Validity
0.689	0.830

3.10 Statistical Method

The data was collected and computed by using Statistical Package for Social Science (SPSS). The following statistical methods were used:

- The data was collected and computed by using Cronbach Alpha, Gutman Coefficient for unequal halves and Split-half techniques to confirm the validity and reliability of the questionnaire.

- Means and percentages were used to determine the main role of using fiction to enhance English language learning.

- T-test independent sample was used to measure the statistical differences in means between teachers' gender, students' gender, teachers' experience and teachers' age.

3.11 Procedures

Two questionnaires were used to realize the attitudes of teachers and the pupils toward using fiction in teaching English language skills. The questionnaires which were designed exclusively to the specific sample because the inclusion of teachers and pupils from other areas may affect the

final results and rendered them unrealistic, attributable to the fact that some of them witness a lot of problems, difficult economic conditions and instability.

These strata represent those characteristics on which the researcher wished to insure adequate representation of the responding class. The teacher's and pupils' perspectives, in this study, have been adequately represented.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

4.1 Introduction

This chapter presents the results of the statistical analysis of the collected data as part of this research. This presentation is organized around the research hypotheses that guided the study.

To fulfill the study goals, the researcher used the analytical-descriptive method, in that he created the study tool (questionnaire) after reviewing the educational literature related to teaching English through literary works, specially the English language. The study community included teachers of Khartoum Locality in both private and public basic schools, with total of (50) teachers and (60) pupils. The researcher used SPSS program (Statistical Packages for Social Science) to answer the study questions and to examine its hypotheses.

4.2 Results Related to the First Domain:

"Teachers' responds to fourteen statements to measure teachers' attitude toward the role of children's fiction in enhancing the acquisition process of learning English language through providing authentic contexts". (See tables 4-1, 4-2).

Table (4-1)

No.	Phrases	Frequency and percentages %									
		Agree		Strongly agree		Neutral		Disagree		Strongly disagree	
		Recurrence	percentage	Recurrence	percentage	Recurrence	percentage	Recurrence	percentage	Recurrence	percentage
1	In my point of views, an allocated fiction textbook develops the different skills	27	54%	15	30%	5	10%	3	66%	00	00.0%

No.	Phrases									
	which the child required.									
2	Children's fiction is a good language teaching resource for basic schools.	22	44%	18	36%	8	16%	1	2%	1	2%
3	Shorter texts may be easier and simple to use during the available time.	23	46%	16	32%	9	185	0	00.0%	2	4%
4	Fiction can develop pupils' cognitive skills.	24	48%	15	30%	9	18%	1	2%	1	2%
5	I my opinion, I like to select fiction textbooks which are relevant to society.	17	34%	21	42%	10	20%	2	4%	0	00.0%
6	You believe that fictions with archaic, foreign words and allusions should be avoided.	12	24%	9	18%	10	20%	17	34%	2	4%
7	Pupils should not be bored and offended by textual content.	21	42%	10	20%	11	22%	5	10%	3	6%
8	Some books contain an old slang language.	21	42%	14	28%	9	18%	4	8%	2	4%
9	Fiction books provide the learner with genuine, authentic samples of language.	25	50%	13	26%	9	18%	1	2%	2	4%
10	Fictions encourage the pupil to reading, writing, listening and	15	30%	24	48%	7	14%	3	6%	1	2%
11	There are clear differences in the improvement of the language among the pupils who study fictions and the ones who do not.	23	46%	8	36%	4	8%	0	00.0%	5	10%
12	Children's fiction containing real examples of grammatical structures and vocabulary items.	20	40%	12	24%	9	18%	6	12%	3	6%
13	Fictions raise learners' awareness of the range of the targeted language.	23	46%	15	30%	9	18%	2	4%	1	2%
14	Children's fiction increases the competence of learners in all language skills.	15	30%	14	28%	13	26%	6	12%	2	4%

Table (4-2) Chi-square test results

No.	Phrases	Chi-square Value	P-value	Median	Trend
1	In my point of views, an allocated fiction textbook develops the different skills which the child required.	29.04	0.000	1.00	Agree
2	Children's fiction is a good language teaching resource for basic schools.	37.4	0.000	2.00	Strongly agree
3	Shorter texts may be easier and simple to use	19.6	0.000	2.00	Strongly

No.	Statement				
	during the available time.				agree
4	Fiction can develop pupils' cognitive skills.	38.4	0.000	2.00	Strongly agree
5	I my opinion, I like to select fiction textbooks which are relevant to society.	16.72	0.001	2.00	Strongly agree
6	You believe that fictions with archaic, foreign words and allusions should be avoided.	11.8	0.019	3.00	Neutral
7	Pupils should not be bored and offended by textual content.	19.6	0.001	3.00	Neutral
8	Some books contain an old slang language.	23.8	0.000	2.00	Strongly agree
9	Fiction books provide the learner with genuine, authentic samples of language.	38	0.000	1.50	Strongly agree
10	Fictions encourage the pupil to reading, writing, listening and	36	0.000	2.00	Strongly agree
11	There are clear differences in the improvement of the language among the pupils who study fictions and the ones who do not.	21.52	0.000	2.00	Strongly agree
12	Children's fiction containing real examples of grammatical structures and vocabulary items.	34	0.000	2.00	Strongly agree
13	Fiction raises learners' awareness of the range of the targeted language.	13	0.011	2.00	Strongly agree
14	Children's fiction increases the competence of learners in all language skills.	26.32	0.000	2.00	Strongly agree
	Hypothesis	58.84	0.000	2.00	Strongly agree

The results of the above table can be interpreted as follows:

- Table (4-2) clearly shows that the calculated value of the chi-square shows that the differences between means for the fourteen statements (58.84) were not statistically significant at the significance level of (a=0.05), which means that teachers agreed that the children's fiction has significant role in

enhancing the acquisition process of learning language through providing authentic contexts.

4.3 Results Related to the Second Domain:

This domain deals with the teachers' attitude toward the Advantages of Children's fiction in providing cultural information about the target language. (See tables 4-3, 4-4).

Table (4-3)

No.	Statements	Frequency and percentages %									
		Agree		Strongly agree		Neutral		Disagree		Strongly disagree	
		Recurrence	percentage	Recurrence	percentage	Recurrence	percentage	Recurrence	percentage	Recurrence	percentage
1	Increases learner's insight into other community whose language being learnt.	26	52%	15	30%	7	14%	2	4%	0	00.0%
2	Develops pupils' creativity.	19	38%	24	48%	5	10%	2	4%	0	00.0%
3	Provides natural environment for children to express their emotions and feelings.	21	42%	19	38%	7	14%	2	4%	1	2%
4	It is a source of fun and pleasure for the pupils.	22	44%	18	36%	6	12%	3	6%	1	2%
5	Offers certain solutions to the child that helps him to overcome problems.	18	36%	15	30%	10	20%	5	10%	2	4%
6	Its implications and language increase the pupil's awareness towards others.	22	44%	18	36%	4	8%	4	8%	2	4%
7	Children's fiction makes the pupil oriented and conscious about other societies.	25	50%	15	30%	4	8%	4	8%	2	4%
8	Children's fiction assigned in the curriculum offers educational and cultural benefits.	25	50%	14	28%	10	20%	1	2%	0	00.0%

Table 4-4: Chi-square test results

No.	Phrases	Chi-square Value	P-value	Median	Trend
1	Increases learner's insight into other community whose language being learnt.	26.32	0.000	1.00	Agree
2	Develops pupils' creativity.	27.28	0.000	2.00	Strongly agree
3	Provides natural environment for children to express their emotions and feelings.	35.6	0.000	2.00	Strongly Agree
4	It is a source of fun and pleasure for the pupils.	35.4	0.000	2.00	Strongly Agree
5	Offers certain solutions to the child that helps him to overcome problems.	17.8	0.001	2.00	Strongly Agree
6	Its implications and language attract the pupil's awareness to do more reading.	34.4	0.000	2.00	Strongly Agree
7	children's fiction makes the pupil oriented and conscious about other society's culture.	38.6	0.000	1.50	Strongly Agree
8	Children's fiction assigned in the curriculum offers educational and cultural benefits.	23.76	0.000	1.50	Strongly agree
	Hypothesis	34.12	0.000	2.00	Strongly agree

The results of the above table can be interpreted as follows:

- Table (4-4) clearly shows that the calculated value of the chi-square shows that the differences between means for the fourteen statements (34.12) were not statistically significant at the significance level of (a=0.05), which means that teachers agreed that the children's fiction has Advantages in providing cultural information about the target language.

With regard to the above-mentioned explanations, we can conclude that the whole statements fulfill the hypothesis that children's fiction has substantial advantages in providing cultural information about the targeted language.

4.4 Results Related to the Third Domain:

The third domain shows eight statements to measure teachers' attitude toward the perceived impacts of children's fiction in developing various aspects of the pupil's personal growth. (See tables 4-5, 4-6).

Table (4-5)

No.	Statements	Frequency and percentages %									
		Agree		Strongly agree		Neutral		Disagree		Strongly disagree	
		Recurrence	percentage	Recurrence	percentage	Recurrence	percentage	Recurrence	percentage	Recurrence	percentage
1	Children's fiction Develops the different skills which the pupil required to cope with the social environment.	30	50%	11	22%	8	16%	1	2%	0	00.0%
2	It has significant contribution to the psychological composition of the pupil.	23	46%	9	18%	11	22%	3	6%	4	8%
3	I belief that children's fiction contributes to pupil's personality and career development	25	50%	10	20%	9	18%	6	12%	0	00.0%
4	Fiction as an educational means is acceptable to the pupils.	25	50%	13	26%	6	12%	4	8%	2	4%
5	It reinforces the pupil's values, traditions, customs and positive moralities.	20	40	16	32%	9	18%	5	10%	0	00.0%
6	Children's fiction promotes mental development.	21	42%	21	42%	4	8%	3	6%	1	2%
7	It develops his abilities to solve problems.	14	28%	21	42%	7	14%	5	10%	3	6%
8	The inclusion of children's fiction in the curriculum offers social benefits.	24	48%	12	24%	9	18%	3	6%	2	4%

Table 4-6: Chi-square test results

No.	Phrases	Chi-square Value	P-value	Median	Trend
1	Children's fiction Develops the different skills which the pupil required to cope with the social environment.	36.88	0.000	1.00	Agree
2	It has momentous contribution to the psychological composition of the pupil.	25.6	0.000	2.00	Strongly agree
3	I belief that children's fiction contributes to pupil's personality and career development.	17.36	0.001	1.50	Strongly Agree
4	Children's fiction as an educational means is acceptable to the pupils.	35	0.000	1.50	Strongly Agree
5	It reinforces the pupil's values, traditions, customs and positive moralities.	10.96	0.012	2.00	Strongly Agree
6	Children's fiction promotes mental development.	40.8	0.000	2.00	Strongly Agree
7	It develops his abilities to solve problems.	22	0.000	2.00	Strongly Agree
8	The inclusion of children's fiction in the curriculum offers social benefits.	31.4	0.000	2.00	Strongly Agree
	Hypothesis	39.92	0.000	2.00	Strongly agree

The results of the above table can be interpreted as follows:

- Table (4-6) clearly shows that the calculated value of the chi-square shows that the differences between means for the fourteen statements (39.92) were not statistically significant at the significance level of (a=0.05), which means that teachers have positive attitude towards the perceived impacts of children's fiction in developing various aspects of the pupil's personal growth.

With regard to the above-mentioned explanations, it could be concluded that the whole statements fulfill the hypothesis that the children's fiction develops various aspects of the pupil personal growth.

4.5 Results Related to the Fourth Domain:

The fourth domain which included eight statements to measure teachers' attitude toward the perceived impacts of globalization that emerged from foreign children's fiction on the Sudanese pupils. (See tables 4-7. 4-8).

Table (4-7)

No.	Statements	Agree		Strongly agree		Neutral		Disagree		Strongly disagree	
		Recurrence	percentage	Recurrence	percentage	Recurrence	percentage	Recurrence	percentage	Recurrence	percentage
1	You think foreign fiction assigned in the curriculum pushes pupils to lose their origin identities.	17	34%	12	24%	13	26%	7	14%	1	2%
2	Foreign children's fiction is a bridge to other cultures.	19	38%	16	32%	9	18%	4	8%	2	4%
3	You belief that some fictions have settings and characters are completely alien and unfamiliar to the pupils.	17	34%	16	32%	10	20%	7	14%	0	00.0%
4	The contents of fiction brought from outside distort local beliefs.	18	36%	19	38%	7	14%	3	6%	3	6%
5	Cultural globalization plays central role in reshaping local character in the host community.	24	48%	14	28%	7	14%	4	8%	1	2%
6	The collapse of barriers enforced by the rapid attacks of globalization has increased the changes everywhere.	23	46%	10	20%	9	18%	6	12%	2	4%

Frequency and percentages %

No.	Phrases									
7	Cultural globalization is an inevitable fate; therefore, minor of communities should develop means to cope with it.	22	44%	12	24	6	12%	7	14%	3	6%
8	Teachers should focus not only on linguistic but also on literary and cultural elements.	15	30%	23	46%	5	10%	4	8%	3	6%

Table 4-8: Chi-square test results

No.	Phrases	Chi-square Value	P-value	Median	Trend
1	You think foreign fiction assigned in the curriculum forces pupils to lose their origin identities.	15.2	0.004	2.00	Strongly agree
2	Foreign children's fiction is a bridge to other cultures.	21.8	0.000	2.00	Strongly Agree
3	Your belief that some fictions have settings and characters are completely alien and unfamiliar to the pupils.	5.52	0.137	2.00	Strongly Agree
4	The contents of fiction brought from outside distort local beliefs.	25.2	0.000	2.00	Strongly Agree
5	Cultural globalization plays central role in reshaping local character in the host community.	33.8	0.000	2.00	Strongly Agree
6	The collapse of barriers enforced by the rapid attacks of globalization has increased the changes everywhere.	25	0.000	2.00	Strongly Agree
7	Cultural globalization is an inevitable fate; therefore minor of communities should develop means to cope with it.	22.2	0.000	2.00	Strongly Agree
8	Teachers should focus not only on linguistic but also on literary and cultural elements.	30.4	0.000	2.00	Strongly Agree
	Hypothesis	45.84	0.000	2.00	Strongly agree

The results of the above table can be interpreted as follows:

- Table (4-8) clearly shows that the calculated value of the chi-square shows that the differences between means for the fourteen statements (45.84) were not statistically significant at the significance level of (a=0.05), which means that teachers have positive attitude towards the perceived impacts of globalization that emerged from foreign children's fiction on the Sudanese pupils.

With regard to the above-mentioned explanations, we can conclude that the whole statements fulfill the hypothesis that there are perceive impacts of globalization emerged from foreign of children's fiction on Sudanese pupils.

4.6 Pupils Questionnaire Statistical Analysis

This section includes presentation of the result that the pupils' questionnaire came up with in table (4-9, 4-10) regarding the pupils' attitude toward the importance of Children's Fiction in enhancing learning English language.

Table (4-9)

No.	Statements	Agree		Strongly disagree		Neutral		Disagree	
		Recurrence	percentage	Recurrence	percentage	Recurrence	percentage	Recurrence	percentage
1	I like reading children's fictions.	43	71.7%	12	71.7%	0	00.0%	5	8.3%
2	I listen to fiction enthusiastically.	23	38.3%	18	30%	9	15%	10	37.5%
3	A fiction helps improving reading, writing, listening and speaking skills.	23	38.3%	34	56.7%	3	5%	0	00.0
4	I gain new vocabulary that increases my linguistic output.	32	53.3%	18	30%	9	15%	1	1.7%
5	I can study grammar through expressions exposed in fictions.	34	56.7%	19	31.7%	6	10%	1	1.7%
6	Learn about other cultures.	22	36.7%	31	51.7%	3	5%	4	6.7%
7	Children's fictions add atmosphere of pleasure and joy.	34	56.7%	25	41.7%	0	00.0%	1	1.7%
8	A fiction makes me prefer learning the language.	34	56.7%	20	2.6%	6	4.3%	0	00.0%

No.	Phrases								
9	Fictions help to expand my imagination and perceptions.	25	41.7%	22	36.7%	10	6.71%	3	5%
10	A fiction develops my moral values.	21	35%	36	60%	3	5%	0	00.0%
11	I face some difficulties in reading some of heroes' name and places.	5	8.3%	7	11.7%	9	15%	39	65%
12	The assigned fictions are similar to reality of life in Sudan.	23	38.3%	11	18.3%	23	38.3%	3	5%
13	A children's fiction provides me with general information and facts.	32	53.3%	18	30%	5	8.3%	5	8.3%
14	Fictions help to promote self-virtues.	29	48.3%	24	40%	7	11.7%	0	00.0%
15	A fiction helps in articulating words properly.	28	46.7%	25	41.7%	6	10%	1	1.7%
16	Fictions develop the ability to build words and statements.	28	46.7%	25	41.7%	7	11.7%	0	00.0%
17	A fiction offers solutions to certain problems that pupils may face.	26	43.3%	24	40%	6	10%	4	6.7%
18	It helps the pupil to differentiate between the right deeds and the wrong ones.	32	53.3%	19	31.7%	9	15%	0	00.0%
19	Fictions add significant experiences.	31	51.7%	23	38.3%	5	8.3%	1	1.7%
20	It develops psychological and mental abilities.	23	38.3%	31	51.7%	5	8.3%	1	1.7%
21	When the student Performs a fiction in the class, it helps to enhance his self-confidence.	20	33.3%	35	58.3%	4	6.7%	1	1.7%

Table 4-10: Chi-square test results

No.	Phrases	Chi-square Value	P-value	Median	Trend
1	I like reading children's fictions.	40.9	0.000	1.00	Agree
2	I listen to fiction enthusiastically.	8.933	0.030	2.00	Strongly agree
3	A children's fiction helps improving reading, writing, listening and speaking skills.	24.7	0.000	2.00	Strongly Agree
4	I gain new vocabulary that increases my linguistic output.	35.33	0.000	1.00	Agree
5	I can study grammar through expressions exposed in fictions.	43.6	0.000	1.00	Agree
6	Learn about other cultures.	38	0.000	2.00	Strongly Agree

7	Children's fictions add atmosphere of pleasure and joy.	29.1	0.000	1.00	Agree
8	A fiction makes me prefer learning the language.	19.6	0.000	1.00	Agree
9	Fictions help to expand my imagination and perceptions.	21.2	0.000	2.00	Strongly Agree
10	A fiction develops my moral values.	27.3	0.000	2.00	Strongly Agree
11	I face some difficulties in reading some of heroes' name and places.	51.733	0.000	4.00	Strongly Agree
12	The assigned fictions are similar to reality of life in Sudan.	19.2	0.000	2.00	Strongly Agree
13	A fiction provides me with general information and facts.	33.2	0.000	1.00	Agree
14	Fictions help to promote self-virtues.	13.3	0.001	2.00	Strongly Agree
15	A fiction helps in articulating words properly.	36.4	0.000	2.00	Strongly Agree
16	Fictions develop the ability to build words and statements.	12.9	0.002	2.00	Strongly Agree
17	A fiction offers solutions to certain problems that pupils may face.	26.933	0.000	2.00	Strongly Agree
18	It helps the pupil to differentiate between the right deeds and the wrong ones.	13.3	0.001	1.00	Agree
19	Fictions add significant experiences.	41.067	0.000	1.00	Agree
20	It develops psychological and mental abilities.	41.067	0.000	2.00	Strongly Agree
21	When the student Performs a fiction in the class, it helps to enhance his self-confidence.	49.467	0.000	2.00	Strongly agree

The above results don't mean that participants agreed altogether. The researcher used the chi-square for significance differences between the above-mentioned results with regards to each statement to examine the significance

statistical differences between number of (agree, strongly agree, neutral, disagree).

- The calculated value of the chi-square shows that the differences at the first statement (40.9) were not statistically significant at the significance level of (a=0.05), which means that pupils believed that they like reading children's fictions.

- The calculated value of the chi-square shows that the differences at the second statement (8.933) were not statistically significant at the significance level of (a=0.05), which means that pupils agreed that they listen to fiction enthusiastically.

- The calculated value of the chi-square shows that the differences at the third statement (24.7) were not statistically significant at the significance level of (a=0.05), which means that pupils agreed that a children's fiction helps improving reading, writing, listening and speaking skills.

- The calculated value of the chi-square shows that the differences at the fourth statement (35.33) were not statistically significant at the significance level of (a=0.05), which means that pupils believed that they gain new vocabulary that increases their linguistic output.

- The calculated value of the chi-square shows that the differences at the fifth statement (43.6) were not statistically significant at the significance level of (a=0.05), which means that pupils believed that they can study grammar through expressions exposed in fictions.

- The calculated value of the chi-square shows that the differences at the sixth statement (38) were not statistically significant at the significance level of (a=0.05), which means that pupils believed that they learn about other cultures.

- The calculated value of the chi-square shows that the differences at the seventh statement (29.1) were not statistically significant at the significance

level of (a=0.05), which means that pupils agreed that the children's fictions add atmosphere of pleasure and joy.

- The calculated value of the chi-square shows that the differences at the eighth statement (19.6) were not statistically significant at the significance level of (a=0.05), which means that pupils believed that a fiction makes me prefers learning the language.

- The calculated value of the chi-square shows that the differences at the ninth statement (21.2) were not statistically significant at the significance level of (a=0.05), which means that pupils agreed that fictions help to expand my imagination and perceptions.

- The calculated value of the chi-square shows that the differences at the tenth statement (27.3) were not statistically significant at the significance level of (a=0.05), which means that pupils believed that fictions help to expand my imagination and perceptions.

- The calculated value of the chi-square shows that the differences at the eleventh statement (51.733) were not statistically significant at the significance level of (a=0.05), which means that pupils agreed that they do not face difficulties in reading some of heroes' name and places.

- The calculated value of the chi-square shows that the differences at the twelfth statement (19.2) were not statistically significant at the significance level of (a=0.05), which means that pupils believed that the assigned fictions are similar to reality of life in Sudan.

- The calculated value of the chi-square shows that the differences at the thirteenth statement (33.2) were not statistically significant at the significance level of (a=0.05), which means that pupils agreed that a fiction provides them with general information and facts.

- The calculated value of the chi-square shows that the differences at the fourteenth statement (13.3) were not statistically significant at the significance

level of (a=0.05), which means that pupils believed that fictions help to promote self-virtues.

- The calculated value of the chi-square shows that the differences at the fifteenth statement (36.4) were not statistically significant at the significance level of (a=0.05), which means that pupils believed that a fiction helps in articulating words properly.

- The calculated value of the chi-square shows that the differences at the sixteenth statement (36.4) were not statistically significant at the significance level of (a=0.05), which means that pupils agreed that fictions develop the ability to build words and statements.

- The calculated value of the chi-square shows that the differences at the seventeenth statement (26.933) were not statistically significant at the significance level of (a=0.05), which means that pupils agreed that a fiction offers solutions to certain problems that pupils may face.

- The calculated value of the chi-square shows that the differences at the eighteenth statement (13.3) were not statistically significant at the significance level of (a=0.05), which means that pupils believed that it helps the pupil to differentiate between the right deeds and the wrong ones.

- The calculated value of the chi-square shows that the differences at the nineteenth statement (41.067) were not statistically significant at the significance level of (a=0.05), which means that pupils believed that the children's fictions add significant experiences.

- The calculated value of the chi-square shows that the differences at the twentieth statement (41.067) were not statistically significant at the significance level of (a=0.05), which means that pupils agreed that it develops psychological and mental abilities.

- The calculated value of the chi-square shows that the differences at the twenty-one statements (49.467) were not statistically significant at the

significance level of (a=0.05), which means that pupils agreed that when the student performs a fiction in the class, it helps to enhance his self-confidence.

With regard to the above-mentioned explanations, we can conclude that the whole statements fulfill the hypothesis that the children's fiction play significant role in enhancing learning English language.

4.7   Hypotheses Testing.

In the light of the results of this study, there was no any contradiction between the teachers' responses on one hand and those of the students on the other concerning the study hypotheses which focused on the act of implementing children's fiction in teaching language for grade eight at basic school in Sudan, no matter what the cultural, social effects emerged from these assigned textbooks.

4.7.1 The first Hypothesis

In table (4.2) teachers emphasize that fiction textbooks develop children's different language skills. Moreover, fiction can develop pupils' cognitive skills and it can enrich language teaching as well. These views support the first hypothesis that "Children's fiction facilitates the acquisition of language skills".

Again, the pupils agreed that fictions assigned for them with no doubt improve language skills.

4.7.2 The Second Hypothesis

The second hypothesis states that: "Children's fiction improves the pupil personal growth, cultural and social awareness to promote management of diversity in the society". The results in table (4.6) showed substantial difference in favor of positive effect of children's fiction on improving personal, cultural and social awareness. Pupils believed that the allocated textbooks help developing personal, cultural and social awareness.

4.7.3 The Third Hypothesis

In table (4.8) both teachers and pupils stress that foreign children fictions applied in English classroom have perceived influences on the young learners. These points of view support the third hypothesis that "There is perceived impacts emerged from foreign children's fiction as a result of the rapid cultural globalization".

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

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5.1 Introduction

The study aims to prove that the children's fiction assigned for the eighth grade at basic schools is comprehensive in terms of embracing the four macro skills and the other linguistic skills like grammar and structure. The research also aims at investigating the perceived impacts emerging from the cultural globalization that exposed in the foreign English fictions from different dimensions and angles. The researcher of this study has implemented questionnaires as a tool to measure pupils' and teachers' views concerning some issues that reflect the necessity of children's fiction in classroom to enhance English Language learning.

5.2 The Findings of the Study

The major findings as follows:

1. The teachers and the students likewise, surveyed perceived that using fictions have positive impact on teaching English in Sudan.

2. The only negative effect that the students perceived from using fictions was to negative impact of cultural globalization.

3. Both samples perceived that fictions have positive effects on social, cultural awareness and personal growth.

4. Assigned Children's fiction for grade 8th need revision and filtration to conserve pupils from the inevitable negative impacts emerged from the so-called cultural globalization.

5. A high proportion of both teachers and pupils revealed that children's fiction has substantial role in enhancing the learning of process of English language for grade 8th level.

6. Most participants agreed that foreign fictions might influence their custom, tradition, norms and legacies.

7. All teachers and pupils approved that children's fiction helps them to understand and appreciate other cultures, societies and ideologies.

8. Participants in both samples believed that the foreign children fiction imposed negative impacts emerged from the cultural globalization.

5.3 Conclusions

Children's fiction is a considerable resource to improve language teaching and learning. In the light of the above findings, it could be concluded that children's fictions provide rich sources of authentic contexts and elements for grade 8th level in Sudan. Again, Children's fiction has considerable advantages in providing social, cultural information about the targeted language. Besides, fictions as literary genre has momentous impacts in developing various aspects of personal growth.

Remarkably, foreign children's fiction is exposing perceived influences on Sudanese pupils as a result of the implications emerged from the cultural globalization which was imposed through allocated textbooks. Finally, children's fiction can offer solutions to certain problems.

Teachers should find out if the book helps meet curricular objectives and thematic units that cover the topic of if the content is suitable to learners' intelligence and age. Children's fiction is a unique way of developing social feelings, and building a cross-cultural view.

Too long and complicated fictions can be overwhelming for young learners. Moreover, teachers should show their enjoyment and enthusiasm to create

real atmosphere in language classes and young learners need to be involved in learning emotionally and intellectually.

5.4 Recommendations

On the basis of the results listed above, the researcher recommends the following:

1- A comprehensive and radical revision of the assigned children's fictions for grade eight should be conducted.

2- The teachers can use fiction in various scientific subjects to achieve educational objectives via varied methods.

3- Pupils should be motivated to do more home readings to improve their linguistic skills.

4- Children's fiction textbooks should be carefully selected by the concerned; a lack of awareness in this regard will affect pupils' mental and psychological growth.

5- Children's fictions should be used selectively in order to obtain their efficiency in the process of learning English language.

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APPENDICES

Appendix - A

Shendi University

To: All teachers

Dear teacher

My name is Elwalid Khider Abdulrahim, and I am postgraduate at Shendi University. I am studying The Role of Children's Fiction in Enhancing English Language for Basic School Pupils.

I would like to invite you to participate in my research study examining:

The Role of Children's Fiction in Enhancing English Language for Basic School Pupil Applied E.L.T: **Teachers' and Students' Views.**

The research study will only include teachers of grade eighth at basic schools. With your permission and cooperation, I will ask you to complete a (38) questioned survey. The survey will be provided in English.

Your participation in this study is completely voluntary and will not affect you or your rights in any way. You may quit this study at any time, by simply writing on the survey "I want to stop" or "I do not wish to participate".

This study will be used for educational purposed only. To protect your confidentiality, your name will not appear on the survey, I will only use data and results from the survey, without including your name. This survey will not be shared with anyone other than myself, study sample and my research supervisor Dr. Nader Sir Elkhatim Elhaj at Shendi University.

This letter will serve as a consent form for your participation and will be kept in my personal locked file for a minimal of three years after completion of the study.

Instructions:

- Please read each statement carefully and select the responses that best reflects your opinion.

- Select one response and tick the box with a heavy mark.(Note that rating is stated below the question.

- To obtain the maximum benefit of this questionnaire, please try to answer every question.

- When complete, return the questionnaire in the envelope provided.

Please return this form to me directly by February 10th, 2016.

Appreciating your time and effort

Elwaleed Khider Abdulrahim

Faculty of Higher Studies - Shendi University

Shendi University

Date: 17th January, 2016

To: All students

Dear sons

The topic of my MA thesis which I am currently working on at the University of Shendi is:

" **The Role of Children's Fiction in Enhancing English Language for Basic School Pupils Applied E.L.T : Teachers' and Students' Views**

Please find attached a questionnaire which assists me in completing my thesis. It is very important that your answers to the questionnaire be accurate and complete. Your responses which will be kept highly confidential will be used for academic purposes.

I hope that the findings of this study will provide more insights into the Role of Children's Fiction in Enhancing English Language for Basic School Pupils in Sudan.

This study will be used for educational purposed only. To protect your confidentiality, your name will not appear on the survey, I will only use data and results from the survey, without including your name. This survey will not be shared with anyone other than myself, study sample and my research supervisor Dr. Nader Sir Elkhatim Elhaj at Shendi University.

This letter will serve as a consent form for your participation and will be kept in my personal locked file for a minimal of three years after completion of the study.

Instructions:

- Please read each statement carefully and select the responses that best reflects your opinion.
- Select one response and tick the box with a heavy mark. (Note that rating is stated below the question.

- To obtain the maximum benefit of this questionnaire, please try to answer every question.
- When complete, return the questionnaire in the envelope provided.

Please return this form to me directly by February 10th, 2016.

Thank you very much for your co-operation.

Yours faithfully,

Elwaleed Khider Abdulrahim
Faculty of Higher Studies - Shendi University

Teachers' Questionnaire

The purpose of this questionnaire is to find out your Following are a number of statements with which some people agree and others disagree. The researcher would like you generously to indicate your opinion about using Children's fiction in enhancing English language learning. For each statement below put a check mark (√) in one of the two brackets that best describes the extent to which you agree or disagree with the statement. Thank you for your help.

A- The role of children's fiction in enhancing the acquisition process of learning English language as they provide authentic contexts:

1-   In my point of view, an allocated fiction textbook develops the different skills which the child required.

   a- **Agree**   (   )   b- **Strongly agree**   (   )

   c- **Neutral**   (   )   d- **Strongly disagree**   (   )

   e- **Disagree**   (   )

2-   Children's fiction is a good language teaching resource for basic schools.

   a- **Agree**   (   )   b- **Strongly agree**   (   )

   c- **Neutral**   (   )   d- **Strongly disagree**   (   )

   e- **Disagree**   (   )

3-   Shorter texts may be easier and simple to use during the available time.

   a- **Agree**   (   )   b- **Strongly agree**   (   )

   c- **Neutral**   (   )   d- **Strongly disagree**   (   )

   e- **Disagree**   (   )

4-   Fiction can develop pupils' cognitive skills.

   a- **Agree** ( )   b- **Strongly agree** ( )

   c- **Neutral** ( )   d- **Strongly disagree** ( )

   e- **Disagree** ( )

5-   In my opinion, I like to select fiction textbooks which are relevant to society.

   a- **Agree** ( )   b- **Strongly agree** ( )

   c- **Neutral** ( )   d- **Strongly disagree** ( )

   e- **Disagree** ( )

6-   You believe that fictions with archaic, foreign words and allusions should be avoided.

   a- **Agree** ( )   b- **Strongly agree** ( )

   c- **Neutral** ( )   d- **Strongly disagree** ( )

   e- **Disagree** ( )

7-   Students should not be bored and offended by textual content.

   a- **Agree** ( )   b- **Strongly agree** ( )

   c- **Neutral** ( )   d- **Strongly disagree** ( )

   e- **Disagree** ( )

8-   Some books contain old and slang language.

   a- **Agree** ( )   b- **Strongly agree** ( )

   c- **Neutral** ( )   d- **Strongly disagree** ( )

   e- **Disagree** ( )

9-   Fiction books provide the learner with genuine, authentic samples of language.

   a- **Agree** ( )   b- **Strongly agree** ( )

   c- **Neutral** ( )   d- **Strongly disagree** ( )

   e- **Disagree** ( )

10-   Encourages the child to reading, writing, listening and speaking.

   a- **Agree**   (   )   b- **Strongly agree**   (   )

   c- **Neutral**   (   )   d- **Strongly disagree**   (   )

   e- **Disagree**   (   )

11-   There are clear differences in the improvement of the language among the students who are studying fictions and the ones who do not.

   a- **Agree**   (   )   b- **Strongly agree**   (   )

   c- **Neutral**   (   )   d- **Strongly disagree**   (   )

   e- **Disagree**   (   )

12-   Children's fiction containing real examples of grammatical structure and vocabulary items.

   a- **Agree**   (   )   b- **Strongly agree**   (   )

   c- **Neutral**   (   )   d- **Strongly disagree**   (   )

   e- **Disagree**   (   )

13-   Fiction raises learners' awareness of the range of the target language.

   a- **Agree**   (   )   b- **Strongly agree**   (   )

   c- **Neutral**   (   )   d- **Strongly disagree**   (   )

   e- **Disagree**   (   )

14-   Children's fiction advances the competence of learners in all language skills.

   a- **Agree**   (   )   b- **Strongly agree**   (   )

   c- **Neutral**   (   )   d- **Strongly disagree**   (   )

   e- **Disagree**   (   )

B- Advantages of children's fiction in providing cultural information about the target language:

1-   It increases learners' insight into other community whose language is being learnt.

  a- **Agree**   (   )   b- **Strongly agree**   (   )

  c- **Neutral**   (   )   d- **Strongly disagree**   (   )

  e- **Disagree**   (   )

2-   Develops pupils' creativity.

  a- **Agree**   (   )   b- **Strongly agree**   (   )

  c- **Neutral**   (   )   d- **Strongly disagree**   (   )

  e- **Disagree**   (   )

3-   Provides natural environment for children to express their emotions, feelings.

  a- **Agree**   (   )   b- **Strongly agree**   (   )

  c- **Neutral**   (   )   d- **Strongly disagree**   (   )

  e- **Disagree**   (   )

4-   It is considered as a source of fun and pleasure for children.

  a- **Agree**   (   )   b- **Strongly agree**   (   )

  c- **Neutral**   (   )   d- **Strongly disagree**   (   )

  e- **Disagree**   (   )

5-   Offers certain solutions to the child that helps him to overcome problems.

  a- **Agree**   (   )   b- **Strongly agree**   (   )

  c- **Neutral**   (   )   d- **Strongly disagree**   (   )

  e- **Disagree**   (   )

6-   Its implications and language attract the child to do more reading.

  a- **Agree**   (   )   b- **Strongly agree**   (   )

  c- **Neutral**   (   )   d- **Strongly disagree**   (   )

  e- **Disagree**   (   )

7-   Enables pupils to understand and appreciate other cultures and societies.

   a- **Agree**   (   )   b- **Strongly agree**   (   )

   c- **Neutral**   (   )   d- **Strongly disagree**   (   )

   e- **Disagree**   (   )

8-   The inclusion of children's fiction in the curriculum offers educational, cultural benefits.

   a- **Agree**   (   )   b- **Strongly agree**   (   )

   c- **Neutral**   (   )   d- **Strongly disagree**   (   )

   e- **Disagree**   (   )

C-   The impact of children'[s fiction in developing various aspects of the child personal growth:

1-   Develops the different skills which the child required to cope with the social environment.

   a- **Agree**   (   )   b- **Strongly agree**   (   )

   c- **Neutral**   (   )   d- **Strongly disagree**   (   )

   e- **Disagree**   (   )

2-   Contributes to social development.

   a- **Agree**   (   )   b- **Strongly agree**   (   )

   c- **Neutral**   (   )   d- **Strongly disagree**   (   )

   e- **Disagree**   (   )

3-   I belief that children's fiction contributes to students' personal and career development.

   a- **Agree**   (   )   b- **Strongly agree**   (   )

   c- **Neutral**   (   )   d- **Strongly disagree**   (   )

   e- **Disagree**   (   )

4- Fiction as educational means is acceptable to the child.

a- **Agree** ( )   b- **Strongly agree** ( )

c- **Neutral** ( )   d- **Strongly disagree** ( )

e- **Disagree** ( )

5- Reinforces the child's values, traditions, customs and positive moralities.

a- **Agree** ( )   b- **Strongly agree** ( )

c- **Neutral** ( )   d- **Strongly disagree** ( )

e- **Disagree** ( )

6- Promotes mental development.

a- **Agree** ( )   b- **Strongly agree** ( )

c- **Neutral** ( )   d- **Strongly disagree** ( )

e- **Disagree** ( )

7- Develops his ability to solve problems.

a- **Agree** ( )   b- **Strongly agree** ( )

c- **Neutral** ( )   d- **Strongly disagree** ( )

e- **Disagree** ( )

8- The inclusion of children's fiction in the curriculum offers social benefits.

a- **Agree** ( )   b- **Strongly agree** ( )

c- **Neutral** ( )   d- **Strongly disagree** ( )

e- **Disagree** ( )

D-   The perceived impacts of globalization emerge from foreign children's fiction on the Sudanese pupils:

1-   Loose identities.

  a- **Agree**   (   )   b- **Strongly agree**   (   )

  c- **Neutral**   (   )   d- **Strongly disagree**   (   )

  e- **Disagree**   (   )

2- You think foreign children's Fiction is a bridge to other cultures.

  a- **Agree**   (   )   b- **Strongly agree**   (   )

  c- **Neutral**   (   )   d- **Strongly disagree**   (   )

  e- **Disagree**   (   )

3- You believe that some fictions have settings and characters were completely alien and unfamiliar to the students.

  a- **Agree**   (   )   b- **Strongly agree**   (   )

  c- **Neutral**   (   )   d- **Strongly disagree**   (   )

  e- **Disagree**   (   )

4-   The inclusion of children's fiction in the curriculum offers educational, cultural, social benefits.

  a- **Agree**   (   )   b- **Strongly agree**   (   )

  c- **Neutral**   (   )   d- **Strongly disagree**   (   )

  e- **Disagree**   (   )

5-   Foreign children's fiction text will shape significantly the expected behavior of the students.

  a- **Agree**   (   )   b- **Strongly agree**   (   )

  c- **Neutral**   (   )   d- **Strongly disagree**   (   )

  e- **Disagree**   (   )

6- Cultural Globalization plays central role in reshaping community development, local character and responses to needs.

a- **Agree** ( ) b- **Strongly agree** ( )

c- **Neutral** ( ) d- **Strongly disagree** ( )

e- **Disagree** ( )

7- The collapse of barriers enforced by Globalization have increased the speed of social change everywhere,

a- **Agree** ( ) b- **Strongly agree** ( )

c- **Neutral** ( ) d- **Strongly disagree** ( )

e- **Disagree** ( )

8- Cultural Globalization is an inevitable fate therefore members of minor communities should develop their own means to cope with it.

a- **Agree** ( ) b- **Strongly agree** ( )

c- **Neutral** ( ) d- **Strongly disagree** ( )

e- **Disagree** ( )

9- Teachers should focus not only on linguistic but also on literary and cultural elements.

a- **Agree** ( ) b- **Strongly agree** ( )

c- **Neutral** ( ) d- **Strongly disagree** ( )

e- **Disagree** ( )

Thank you for thought, time, and effort you have put into completing this questionnaire.

Students' Questionnaire

Student Name:

School:

Age:

Gender (place a tick (√) in the appropriate box): □ Male   □ Female

Secondly: answer the following questions by placing a tick (√) in the appropriate box:

Thirdly: To what extent do you agree with the following statements? Place a tick (√) in the appropriate column. All statements refer to children's Fiction only that assigned for grade eighth in Sudanese basic schools.

No.	Statements	Agree	Strongly disagree	Neutral	Disagree
1	I like reading fictions.				
2	I listen to fiction enthusiastically.				
3	A fiction helps improving reading, writing, listening and speaking skills.				
4	I gain new vocabularies that increase my linguistic output.				
5	Study grammar through expressions exposed in fictions.				
6	Learn about other cultures.				
7	Fictions add atmosphere of pleasure and joy.				
8	A fiction made me love learning the language				
9	Fictions help to expand my imagination and perceptions.				
10	A fiction develops my moral values.				
11	I face some difficulties in reading some of heros' name and places.				

12	The assigned fictions are similar to reality of life in Sudan.				
13	A fiction provides me with general information and facts.				
14	Fictions develop virtues.				
15	A fiction helps to correct the way I talk.				
16	Fictions develop the ability to build words and statements.				
17	A fiction offers solutions to many problems that student may face.				
18	It helps the student to differentiate between right and wrong.				
19	Fictions add significant experiences.				
20	It develops psychological and mental abilities.				
21	When the student Performs fictions in the class helps to enhance his self-confidence.				

استبيان الطلاب

أولاً:   يجب مليء المعلومات الشخصية التالية:

المدرسة:

العمر:

الجنس: (ضع علامة √ في المربع المناسب):   ☐ ذكر   ☐ أنثى

ثانياً:   أجب على السؤال التالي بوضع علامة √ في المربع المناسب.

ثالثاً:   إلى أي درجة أنت تتفق مع العبارات التالية. ضع علامة √ في الخانة المناسبة. جميع الأسئلة تتعلق بالحكاية في أدب الأطفال المقررة للصف الثامن مرحلة الأساس بالسودان.

غير موافق	غير متأكد	موافق بشدة	موافق	العبارات	ت
				أحب قراءة القصص القصيرة.	1-
				أحب الاستماع إلى حكايا الأطفال بكل حماس.	2-
				تساعد الحكاية على تطوير مهارات القرأة والكتابة والاستماع والتحدث.	3-
				اكتساب مفردات جديدة تزيد من الحصيلة اللغوية.	4-
				دراسة قواعد اللغة من خلال التعابير الواردة في القصة.	5-
				أتعرف على ثقافات اخرى.	6-
				تضيف حكاية الأطفال جو من المتعة والسرور.	7-
				الحكاية تحببني في اللغة.	8-
				الحكاية توسع من قدرتي على التخيل والإدراك.	9-

					تنمية القيم الاخلاقية لدى التلميذ.	10-
					أجد صعوبة في قراءة اسماء ابطال الحكايا والأماكن.	11-
					الحكايا المقررة تشبة واقع الحياة في السودان.	12-
					تزود بمعلومات عامة وحقائق.	13-
					تنمي الفضائل في النفس.	14-
					تصحح نطق الكلمات.	15-
					تطور القدرة على تركيب الكلمات والجمل.	16-
					تقدم الحلول للكثير من المشاكل التي تواجه التلميذ.	17-
					تساعد على التفريق بين الصواب والخطأ.	18-
					تضيف خبرات جديدة مفيدة.	19-
					تنمي القدرات العقلية.	20-
					تعزز ثقة التلاميذ بأنفسهم عند أدائهم لأدوار القصة.	21-

Appendix - F

List of Referees

1.	Dr. Awaad Othman Abdulaziz	Ph.D.	Associate Professor University of Gezira- Sudan
2.	Dr. Ali Abdulrahman Aljasim	Ph.D.	Academic Advisor * University of Bahrain * Royal Command & Staff and National Defence College
3.	Dr. Ebrahim Fahad Al-Hashel	Ph.D.	Academic Advisor * Royal Command & Staff and National Defence College