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The Impacts of Children's Literature on The Character Building

Case Study of Mohammad Baadj Middle School Students

**Dissertation Presented to the Department of English Language As A Partial
Fulfillment Of Master's Degree in civilisation and literature**

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DIDICATION

**This humble work is purely dedicated to my forever hero of life, my
incomparable father.**

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GENERAL INTRODUCTION

General introduction

In its broadest definition, children's literature is the good written work with a clear purpose of information, value and entertainment written specifically for children from early ages to adolescence, including the major topics of morals and good manners. The early beginning of children's literature started as story-telling, riddles, poems, folklore, etc. if we consider the English children's literature, we will find it thriving of wonderful classic books, which were lately, discovered in the Arab world due to translation.

These classic stories, which we grew up reading and listening to them such as The Arabian Nights, Randyard Kipling's The Jungle Book, Johanna Spyri's Heidi, Lewis Carroll's Alice's Adventure In Wonderland and many others these classics most known as books that have high literary quality, have great child appeal effectively transmit important values and are universal because they give awareness of the persistent problems of living.

The contemporary English children's books also overrun the English literary world and come to life to change discipline every now and then.

Contemporary children's literature steps out of literature, studies a set of new ideas and areas of considerations. It draws attention to the manner which narrative fiction for children are shaping current thinking.

However, "*the tradition of storytelling is age-old, writing for children was not even been recognized in the Arab world until the late nineteenth century*" (Abu Nasr 1996:789). The term "children's literature" emerged in 1930 in the Arab world, that does not deny the fact of its existence before but this literary genre was poor and limited to pure didacticism. The birth of the children's literature in the Arab world came through various phases such as translation and quotation, technical experimentation and rooting. Ahmad Shaouki called for children's literature in the introduction of his book "Al-Shaoukiat" in 1898; he produced many children works influenced by Lafontaine Tales. Children's literature in Arab world has not been shaped till the emergence of Al-Harawi and Kamel alKilani. Al-Harawi produced a number of works for children with simple language, which is close to the childhood, and help to develop children's knowledge.

Kamel al-Kilani is the most significant writer of story-telling marking his best-known piece “Sindbad The Sailor” in 1927. In addition to his stories gleaned from Arab and international heritage, which are designed to nourish the child’s spirit and imagination.

His literary works for children are completely keen on avoiding the verbal errors and emphasizing reading books. However, character building is an essential part of our personality and this should happen to everyone in early stages of life. Children’s books have the power to influence the child’s character and have the power even to change their tendencies. Children’s literature displays a role as an important element in children’s education and establishing a connection between school contexts, it contributes to the character building of the child either. In Algeria, children’s literature is often associated with school curriculum as long as most of Algerian kids have no interest about reading for pleasure. Islam as a religion is a major theme in literature for children in Algeria, for example, the Prophet Muhammad’s life, traditions, and deeds. Other prophets acknowledged by Islam like Moses and Jesus too. The school curriculum of primary and middle schools in Algeria is interested in teaching children how the ideal Muslim should behave through literature wrote for them whether it was prose, poetry or songs. Historical fiction figures such as Prophet Muhammad’s companions and the Islam conquest heroes like Khlid Ibn al-Walid, Ali ibn Abi Taleb and many others are taken as the ideal models to teach good manners and help in the process of the character building of well-being child. Historical fiction, which is directly linked to national themes such as heroes of the Algerian revolution and resistance like El-Amir Abdelkader, Djamila Bouhired, and El-Arbi ben Mhidi. **The problem being addressed in this research is what are the impacts of children’s literature on the child’s character and how does children’s literature shape the child’s mind, personality and tendencies.**

Objectives of the study:

The main objectives this study aims to reach are

- a) To highlight the impacts of children’s literature on a middle school child character building.

- b) To investigate the effects of children's books toward the child's tendencies in his/her life as a whole.
- c) To know how it can fix and reshape a child's personality.
- d) To discover whether teaching children's literature helps the child to choose the relevant literary text without the fear of being influenced by the unsuitable thoughts represented in them.

Significance of the study

This study is seen significant in term of understanding the ability of children's literature in developing the character building of the child. Since there is a lack of this literary genre in the Algerian schools, which prohibits children from receiving creativity, knowledge and even

entertainment. Children's literature is an essential tool to provide the child with the mental, social, cultural, emotional and spiritual integrity. Consequently, the findings of this study will provide information on the real impacts of children's literature on the character building of the child.

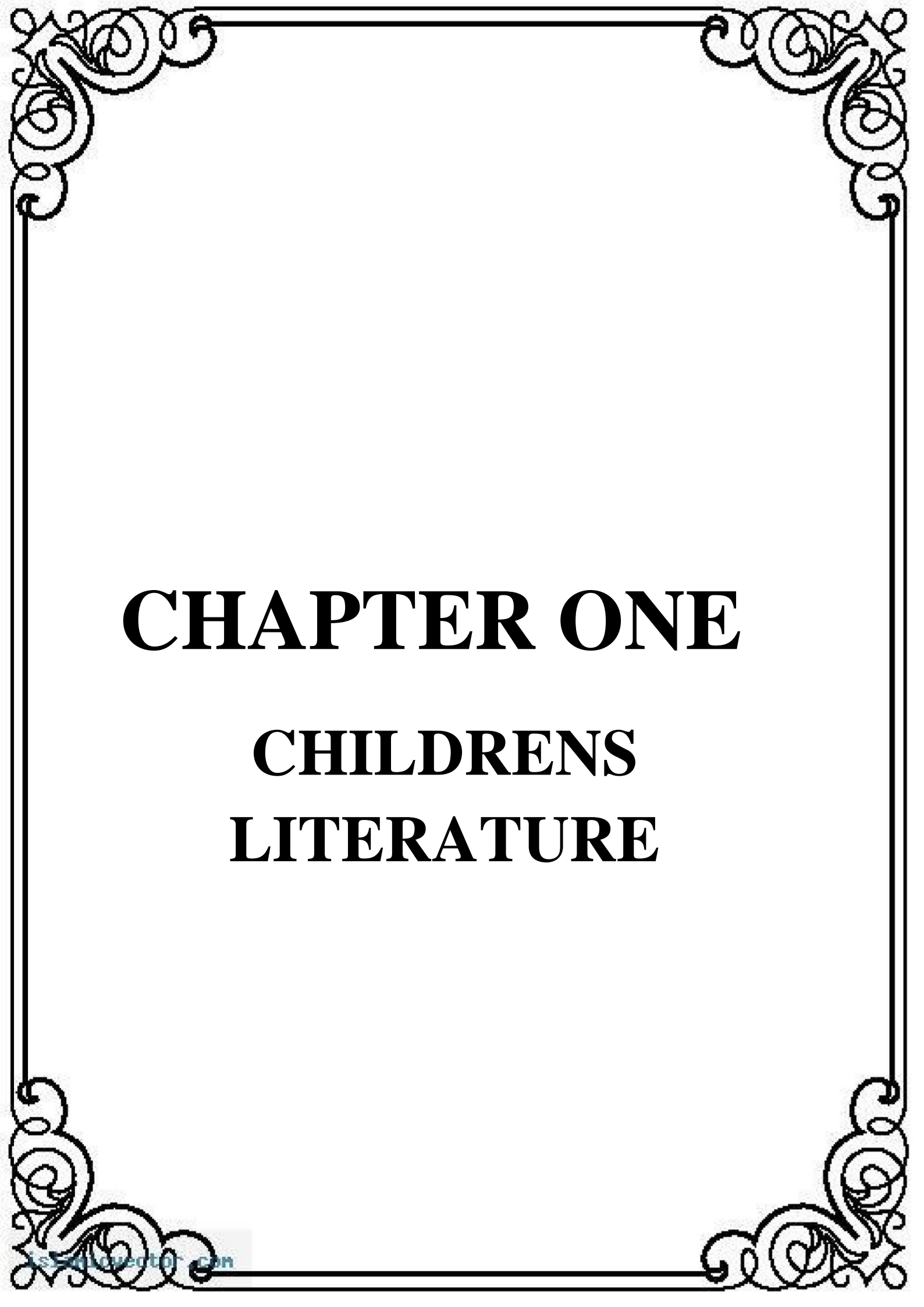
Research questions

- 1) What is the impact of children's literature on a middle school student's character building?
- 2) How does children's literature affect the child's tendencies?
- 3) Can children's literature repair, reform, and reshape some of the child's attitudes?

Hypotheses

- 1) It is hypothesized that children's literature is a powerful tool to develop a positive character in children.
- 2) Children's literature is an effective way to determine a middle school child's tendencies.

- 3) A child's character can be repaired, reformed and reshaped through books that build character and teach the child moral values through stories and make them better human beings.



CHAPTER ONE

CHILDRENS LITERATURE

1.0. Introduction

Children are the wealth of nations; they are our extension through time and the reflection of our visions and abilities. Any nation that shows interest and takes care of childhood will grow up, rise and occupy a decent position among civilizations, if we wanted to evaluate a nation's prosperity and development we must first take a deep look at how interested they are about their children. Children and childhood are the most precious gifts of our creator, they are the adornment of life, our prophet Muhammad (PBUH) gave us the finest examples about the strait dealing with kids through respecting, appreciating and loving them as well, he (PBUH) taught us to share with them their interests. Al-Mamun Abu al-Abbas once said that GOD.s gifts are unlimited, but his greatest is children. The good raised children ensures the nation's growth and progress. Children's literature is the minimized picture of adult's literature; it is a beautiful artistic interpretation of childhood issues considering the topic, vocabulary, and mental, linguistic and psychological abilities of the child.

1.1. Defining children's literature

Childrens literature is a literary genre where the child discover the real world. It is somehow difficult to define Children's literature, as it is difficult to write for children because a children's book must be joyful and entertaining before being informational. *"A type of literature for which content is limited by children's experience and understanding"* (Kiefer, Hepler & Hickman, 2007:p5). Children's literature, including fiction and non-fiction works can be defined as the entertaining material and source of information produced for children and young adults. Mainly it is the collection of books written and read for children from birth to the age of fifteen. Instead

of directly defining children's literature, we should rather talk about the qualities of good books for childhood that is the special part of the human life cycle.

Children's literature is described as a creative phenomenon, which becomes a persistent need in an era when the family is no longer the only programmer and shaper of the child's personality and thoughts. If the Western children's literature has reached its goals theoretically and practically, it still needs a serious motivation in the Arab world concerning literary creativity, dramatic embodiment of texts and the technical direction, the latter are the reasons of the children's literature weakness in extra efforts and intensive care because children's literature is even more important than adults literature.

1.2. The development of children's literature

The early beginning of children's literature was oral, the older members of the families used to tell stories, sing songs, and poems which aimed to amuse and educate children.

1.2.1. In the western world:

❖ **In England**, «Myths of Aesop» is considered as the first children's book in 1484, written by William Caxton. Aesop is the main character of the book who was a Greek slave lived in the era between (560, 620) B.C, his master liberated him when he recognized his intelligence. He was passionate about traveling and story-telling writings, his myths are addressed to children featured by the moral values. One of his most remarkable stories is "The Crow and the Pitcher".

In the seventeenth century, children's literature flourished, translation and printing refreshed in England, Cinderella, The Sleeping Beauty, and the Man with the Blue Beard were translated from French, and The Arabian Nights were translated from Arabic as well. In 1719, Daniel Defoe's Robinson Crusoe was published, and then Gulliver Travels by Jonathan Swift, which includes four books describe four fictional cases, each one, represents a British society's feature. The real children's literature began with Jhon Neubury who shortened Robinson Crusoe and Gulliver Travels to suit kids, he also created the Neubury Award. In 1865, the best-known Lewis Carroll's Alice's Adventure in Wonderland emerged in England and recorded a massive success and fame.

❖ **In France**, writers wrote what is known as the mobile literature, which is depends on songs and stories in public. The most brilliant names that played a great role of children's literature spread in France were La Fontaine, Fénelon, Charles Perrault, and the writer of the very famous Tales of Mother Goose, which had been amazingly successful in France and Europe, Comtesse de Ségure, Jules Verne, and others.

❖ **In Germany**, the Grimm brothers Jacob and William wrote together for children, they produced many works such as King of the Golden Mountain, Mrs. Hall, and many others. In Denmark, the pioneer of children's literature in Europe Hans Christian Anderson appeared and he produced his first book written for children in 1835.

❖ **In Russia**, children's world attracted Alexander Pushkin the poet who wrote poems that fits the child's thoughts and age, another writer named Tolstoy who wrote many stories for children.

❖ **In USA**, they largely focused on the written and oral children's literature, which was often connected with education. Sara Cone Bryant introduced what was known as "the story hour" or "the story lesson" which became an essential part of the educational curriculum in schools, in which the students listen and discuss a certain story. Among the most remarkable writers who worked on children's literature in the United States, Louisa May Alcott, Eleanor Porter, Margaret Wise Brown, and Randall Jarrell.

❖ **In Japan**, the Japanese were interested about children's literature, there were many writers such, as Mrs. Koyoko Eswaski who wrote a book about animals, birds, and flowers in order to educate kids and show them the importance of the nature.

1.2.2 In the Arab world:

Starting from the Pre-Islamic era to the modern Arabic literature.

➤ **Pre-Islamic era:**

The story was more about tales and legends told in the tents for adults and children, women used to tell stories about battles, knighthood, and ancestors to their kids in order to reinforce the tribal attitude and the feeling of belonging.

➤ **The Islamic era (the era of the Prophet and righteous Caliphs):**

With the coming of Islam, the religious story emerged when mothers used to tell their children about the prophet's (PBUH) news and deeds. It was a habit of parents to read the prophetic praise, which was aimed at the consolidation of the Islamic Creed. The Islamic expansions led to the emersion of the narrators like Tamim al Dari and Abu Ishak Kaab bin Nafee.

➤ **The Umayyad Period:**

The story was used in the political call through various places such as mosques; the stories at the Umayyad period were religious, historical, and political.

➤ **The Abbasid era:**

The mixture of different foreign cultures with Arabs in the expanded countries such as Persia, Greece, Egypt, and many others led to the enrichment of the children's literature. In this era, the houses were full of maids who used to tell stories like Ibn Tafeel, Hay ibn Yakdhan, Antara ibn Shaddad, and other stories about the righteous Caliphs to children. In fact, writers of the Abbasid and Umayyad eras wrote these for adults but eventually become one of the richest sources of children's literature in our contemporary era. In general, the Arabian and Islamic children's literature in the past aimed at providing the values of the ideal child and entertainment.

1.2.3. The children's literature in the contemporary Arab world:

❖ **In Egypt**, children's literature newly appeared with Mohammad Ali through translation as a result of mixing with foreign people. Rifaa AL-Tahtawi was the first writer who produced a translated children's book from English language. Many books could be mentioned such as "Little Tom Thumb" and others. Al-Tahtawi added the stories readings to the school curriculum and no one cared about this literary genre after his death until Ahmad Shawki did. Ahmad Shawki knew children's literature during his presence in France, he wrote many stories about animals and birds under the title of his book Al-Shawkiat. Kamil Al-Kilani is another writer interested about children's literature who came after Ahmed Shawki, his writings are influenced by Abu al-Alaa al-Maarri and he produced his famous book the "Sinbad the Sailor", he used difficult vocabularies that were higher than the children's capacity. In the second half of the twentieth century, the publishing houses entered in the race of printing more beautiful and colorful books for children.

❖ **In Lebanon**, the good printing and nice colors characterized children's books and the most significant writers of children were "Carmen Maalouf" and "Sharif Al-Ras". Publishers began to translate the foreign books and their houses produced a number of magazines such as "Superman", "Batman", and "Tarzan".

❖ **In Syria**, children's publications largely extended, Zakaria Tamer was

one of the most famous children's writers, and he wrote about one hundred stories for kids beside many other writers like "Mueen Basisou" and "Suleiman Al-Aissa".

❖ **In Iraq**, they took care about the child as a whole and they put a plan, which had been eventually fulfilled through establishing schools, clubs, and nursery schools. In Iraq, there is a magazine named "Saad" for children.

❖ **In Jordan and Palestine**, the interest of children's literature began in the twenties; Isaaf Al-Nashashibi collected the children's songs in a book called "Al-Bustan" in the forties, Ishak Al-Housaini produced "the Faithful Dog", and Radhi Abdulahadi wrote a children's story titled "Khalid and Fatina". In the fifties, Rox AlAzizi produced "Al-Zanabiq" for pre-school children and later in the sixties, many writers wrote to children like "Husni Fariz", "Nabil Sawalha" who wrote "My Colorful Trip to Jordan". Nowadays, there are specialized children writers in Jordan such as "Farkh Al-hudhud kindergarten" who took the responsibility of writing a series of heroic stories starting with "Ezzeddin Al-Quassam" and "Samer and Tareq Magazine".

❖ **In Algeria**, children's literature grew up through the educational free schools under the control of the French colonialism by teachers who mostly graduated from Al-Zaytouna in Tunisia after the World War II. In the thirties and forties, Algeria knew a prosperous renaissance resulted with the opening of many schools, which had a new element of national and political dimension beside the religious and the educational message. Muhammad bin Ibrahim Al-Tarabulsi wrote beautiful poems for children during colonialism. After World War II, the Algerian free school became the source of the graduation of well-educated revolutionaries; Ahmad Sahnoun wrote many poems for schools students, Ibn al-Agoun as well blew up the revolution sparks in 1942 through his poems addressed to the Algerian children in order to inculcate the resistance values. Muhammad Laid AL Khalifa is the first who seriously started this literary genre,

he is considered as the father of children's literature in Algeria. He felt the children's misery during that dark era of the French colonialism. He described them painfully from different aspects. Ibrahim Torqan, Al-Anashid al-Madrasia by Al-Abid al-Jilali, and Al-Fata by Thair Ramadhan Mahmoud could mention many other works for children such as the anthem of "Mawtini". After the independence, the national company of printing and publishing translated the story series of Father Castor by Paul Faucher, which is consisted of seven parts. From the nineties until our current time, the edition houses have multiplied, the writers have doubled, and the topics have accumulated as a result of globalization and the economical development, the children's books widely

mushroomed in the Algerian cities, towns, and in all the libraries. These books characterized by the luxurious edition in terms of writing, drawing, and paper.

1.3. The Purpose of Children's Literature:

Giving children access to literature is extremely important for their success. Children and students should be helped in developing their passion and love for reading by their parents, teachers, and community. Children's literature is a way in which the child develop his/her cognitive skills; there are also other values of this literary genre as well.

“Children's literature is important because it provides students with opportunities respond to literature; it gives students appreciation about their own cultural heritage as well as those of others, it helps students develop emotional intelligence and creativity, it nurtures growth and development the student's personality and social skills.”(Oneota Reading Journal, 2012)

What do we want from children's literature? We actually want to fulfill a number of objectives, which are classified under four basic purposes.

Ideological purpose:

Literature derived from creeds is thrived with manners and moral values if we consider that Islam is our religion, these creeds will automatically rich our children through linking them to their senses, observations, and capacities. Loving ALLAH, the messenger, and all the prophets are the most important ideological purposes to rich about a Muslim child through the biography of the Prophet and prophets stories derived from Quran and Sunnah. It is necessary in children's literature, to inspire the creeds from Quran in order to make the child know that Quran is the source of all his creeds and believes with no suspicion or doubt. Al-Imam Al-Ghazali says that the child must be sent early to school to learn about Quran and the speeches of the chosen people in order to inculcate the love and values of good people.

Educational purpose:

Children's literature must exploit the child's care and love of knowledge and curiosity. Abdul Fattah Abu Maal said that the need of knowledge that children feel, is an essential part of their nature as human beings, this primitiveness arises and grows with them. Literature trains children to read and understand Quran properly, makes them taste and understand what they read. Holy Quran has a massive account of various knowledge that open the child's mind and increase his attachment to his book. There are many Surah in the Holy Quran such as surah al File, al Massad, al Shams which are simplified short stories and perfectly suit children. As the child grows older, literature gets by his aging and corrects his language taking into consideration the verbal dictionary of the child because it is a hard task to write for children. Children's literature motivates the child to discover new things about the world around him like the mechanisms of the human body, the creation of earth and animals and so on make the child knows the power of ALLAH linking this with Quran which is thriving with similar examples. Children's literature teaches the child science, history, geography, physics, computer and many other sciences to satisfy his curiosity and develop his hobbies to become skills.

Pedagogical purpose:

The education that the child receives through literature is as important as the one received from school, parents, and society. The different types of literature children read, listen, or see implant in his mind. Ibn Abbas was only a child when he received the commandment of the Prophet Muhammad (PBUH), however, he applied the advice and he transferred it to other people. Children tend by nature to imitate the western culture positively and even more negatively. So here education must consider this part because when the child sees a film, read, or listen to a story, he/she tries to play the hero's role that fits his/her character. In that case, literature should be educational and the pedagogical objectives should be high and selected from the history of our nation.

Entertaining purpose:

Entertainment should be involved in all the purposes mentioned above because children like to enjoy life and they easily get bored from seriousness, when they are providing with creed, education and knowledge through entertainment they are going to

gladly receive and inculcate their values in mind rather than learning with intensive seriousness. Despite the importance of children's movies and cartoons in education we only make use of it only for entertainment. Abdul Fattah Abu Maal also said that the moving audio-visual film helps to transmit the information to all children's categories. Sound, picture, and movement are elements that strengthen their intelligence and memory, in addition to stitching the capacity of comprehension and memorization.

1.4. The golden age of children's literature:

The golden age of children's literature is the era when children's books published from the mid-nineteenth century until the first few decades of the twentieth. A period when the comprehension of childhood submitted a radical change. The ideas of childhood as a period of imagination, play, innocent and pleasure created in a part by romantic poets who linked the idea of childhood with the uncorrupted natural world.

The first golden nature children's book dates for about 1860 with Charles Kingsley's *The Water Babies*, and it goes until the First World War ending with William Poole.

This is a period when it had excellent children's books, where it has a liberation, when it has people think to not patronize or educate children but to tale them instead. Lewis Carroll the strongest figure of this group of books. She established a way of talking to children which was not quite patronizing and very friendly. That period is the one the young major books which survived as well such as *The Golden Garden*, *The Jungle Book*, *Alice's Adventure In Wonderland* and many others that confront problems which previous children's books did not do certain elements. All this come together in this period of change when writers changed and poets as well, everything about children and childhood changed and children's literature responded to it which was called the Golden Age.

1.4.1. Most significant writers for children in the Golden Age:

In 1865, Lewis Carroll wrote one of the most significant children's novels in the history of literature for children *Alice's Adventure in Wonderland*. Even at the publication time, the novel was classified as a masterpiece. Imagination and strange, the book used new techniques and drops never known before and new to children linked to n's writings. The world introduced in Carroll's novel changed the nature of literature for

children. This novel plays with language, logic, and math in a way that was linked to new inspirations for modern writers. Another significant book by Carlo Collodi, which is *The Adventure of Pinocchio*. L. Frank Baum wrote *The Wizard of Oz*, J.M. Barrie also wrote *Peter and Wendy*. Beatrix Potter started to write and draw her stories of

animals found in any British child's garden which makes any one of such stories readable and joyful to kids today.

1.5. The Golden Age of children's literature in the Arab world:

Children's literature did not become a clear concept in the Arab world until the twenties of the 20th century (Kilani, 1992). when the amount of the literary texts increased children's literature knew a huge growth between the 70s and 90s in the Arab world. Its early beginning was stories derived out of the daily life and the difficult circumstances in the tribes. The major themes of children's literature at that time was purely about chivalry, courage, and the heroic adventures. Arabic children's literature reached its highest point when the publishers started to produce the translated books came from Europe and mainly when Ahmad Shawqi began to show his interest about this genre of literature. *"The Arab world followed the footsteps of Europe and replaced the old Quranic schools with the European educational model after contacting the west through the colonization period"* (Mdallal, 2003).

The roots of children's literature in the Arab world extended from the Islamic history. It started as poetry written for kids and it produced also great books and stories such as 'Kalila wa Dumna' and 'Thousand Night and One' which were derived from the exchange of many cultures or acculturation. The Arabic children's literature is mainly didactic and aims to teach how to differentiate between good and evil. Islam and promoting nationalism are the major themes of children's literature in the Arab world. On the other hand, there are who think that children's literature in the Arab world should be more joyful and entertaining than just being pure didactic such as Faiza Nawar. She criticized the lack of imagination blames it on the cultural taboos and the religious constraints that rule the choices concerned with literature for children.

1.6. Children's Literature in the Twenty-First Century:

Literature produced specifically for an audience of children started to be published in the seventeenth century in England and Europe. When the publishers awakened about the didactic nature of the early books that they grew up reading them, they started to think about a new spirit of writing which provides entertainment as a major theme in those new books, which were published in the mid-1700s. The latter was the period when children's literature had its biggest revolution and radically changed. Once again, children's literature took a total new path when it had been accompanied to art of pictures in which words go hand in hand with pictures. The most significant illustrators at that time were Wanda Gag, Marguerite De Angeli and many others.

1.7. Conclusion

This chapter presents a background and some definitions about what children's literature is. It shows the variant phases that literature for children has come through and how it had been developed. The chapter also highlights the purposes of children's literature, it describes the twenty-first century children's literature and it also devotes its golden age. In the next chapter, some theoretical studies and experiences will be presented about how does children's literature influence, affect, shape and fix a child's character building.



CHAPTER TWO

CHILDRENS LITERATURE AND CHARACTER BUILDING

2.0. Introduction

Anyone who has read aloud to children has seen that stories can evoke strong emotional responses and can stimulate new ways for children view themselves and others. It is this potential, for intellectual engagement that makes children's literature a powerful source for anyone engaged children's character building development.

Educators have been concerned with the relationship between children's literature and the character development since long time ago. Children could be influenced by their readings, parents and even teachers believe that their character building through literature is an undeniable fact. Adults, especially parents and teachers, are principle components of his environment and therefor play a powerful role in helping or hindering children in their personality and cognitive thinking.

2.1. Education re-visited: Character building and the shifting frames of culture

Culture is the" *knowledge, values, attitudes, and traditions that guide the behavior of a group of people and allow them to) solve the problems of their community.*"(Woolfolk, 2016). If we understand what the definition of culture is what role does culture plays in education and how does it influence education, we can look at how these influences develop students and children in general, we also can look at how we can possibly use culture to motivate students as well. Starting with development, we can look at how social development influents children. Culture is a major component of what constitutes societal norms.

Children develop and understand how to behave in society with culture being a major influence. The latter tells that our culture is what is acceptable and unacceptable and we learn such things from our parents, family, friends, and other people have the same culture. As a continuation of social development and society, our moral reasoning is a product we learn from our society and culture. Moral values are influenced by socially agreed upon standards. Therefore, our society is what seems morally correct or incorrect and that is going to influence the moral values as an individual. Morals are not standards, they can differ greatly from one culture to another, and that can come down

to religion, religious beliefs, or other cultural standards. Student's culture has an impact on the social and moral development.

Additionally, a student's culture can influence how does student learn, and how he/she interact in their classroom environment. We can first look at how a student's behavior can be influenced by a culture. *"Children's literature is the branch of literature explicitly to children and young people. It is an addressee in a process of training that needs language adaptation and the adaptation of other literary resources to facilitate comprehension"* (Minguez, 2014). It is important to understand classroom behaviors and the cultures of students because in some cases what is acceptable in one culture maybe not an acceptable behavior to the teacher or to the classroom environment. This is important to distinguish instead of discipline the students for their behavior where we could possibly re-direct that behavior in a more positive direction. It is also important to reinforce positive classroom behavior and make a better idea of things we can do in classroom that student could enjoy to reinforce their behavior they were looking for.

Another way when students can influence their learning is that can influence their learning styles. We have students such visual, auditory, global, and analytic. For instance, a study was done about the learning styles of Native Americans culture are generally global and observational learners. (Price, 2009) which means that Native American students learn usually require an overall picture when learning a new task. For example, when someone is analytic learner, which is a step-by-step learning style, additionally the observational learners that learn better when they first see somebody doing a task and then repeating it themselves rather than just being told how to apply the task.

2.1.1. The use of culture to motivate students in the classroom environment

When we look at how culture motivates students in the classroom, we can start with ideas such as:

✓ **Interest:**

We are all more motivated when we are interested in a subject. So by integrating a student's interest culture into the lesson could be a way to get them interested about the subject. Example of using culture interest to motivate students could be using something like football information in relation to the lesson to interest students in small tasks that tell that football is a popular sport.

✓ **Goals:** Using goals to influence learning.

Usually goals are more specific to a person; there are times where we use cultural goals to influence students learning.

✓ **Beliefs:**

Beliefs can affect motivations of students. There are times in some cultures where the cultural stigmas influence belief in self-efficacy whether by race, financial standing, or social classes. Sometimes students believe that they are able to learn or not effective learners as other students from other races, financial standing, and social classes. This is what we need to motivate students and show them that they are capable of learning and being successful as other students with different cultures, social classes and financial standing. It is important to the educator to not totally culturally stereotype his students and treat them on an individual basis and do not assume the best way for students to learn based on culture, race, ethnicity, etc.

2.1.2. Utilizing Culture in the Classroom

A good resource to check out when trying to integrate multicultural education in the classroom is Bank's dimension of multicultural learning, which states that there are five dimensions of multicultural education which are equity pedagogy, content integration, prejudice and reduction, empower culture, and knowledge construction. (Bank, 1993)

✓ **Equity pedagogy:**

Is simply matching the style of teaching to the student's style of learning.

✓ **Content integration:**

Is looking to integrating many different examples of different cultures into lessons to give students a broader range of cultures and that may not experience before.

✓ **Prejudice and reduction:**

Is looking to reduce prejudices that students may hold and give them education to understand better people around them.

✓ **Empower culture:**

Is looking to create a school and social cultures that empower all students across different groups.

✓ **Knowledge construction:**

Seeks to teach students a cultural subject that can influence the way knowledge is constructed within different disciplines. The most important way teachers can understand culture in a classroom is getting know their students on an individual basis, if you take your time to understand your students and know what culture they come from let you understand how you can integrate the culture that the students have into classroom and possibly introduce new cultures of different background.

2.2. Children's Literature and Education

“Literature does not necessarily means education. Literature is above all cultural and artistic product produced for readers to enjoy” (Reyes-Torres et al. 2014).

Books illustrated with pictures could always have an effective link with education to the child. Drawings, colors, and shapes are amazingly attractive to kids. Childrens literature consists of education and literature; these two factors always go hand in hand when reading any children's book where we can easily touch the moral and the didactic spirit represented in its way of writing.

We can understand from the previous quotations that Children's literature is visualized as a discipline, which have no relationship with education. Writing for childhood divided into two directions, the first mainly focuses on pure entertainment, while the second goes after didacticism and moral values.

2.2.1. Children reading choices

This topic is the main concern to several different group of people; parents, teachers, and children themselves. This topic can raise high levels of anxiety and moralism as adult are worry about the nature of their children’s readings which may influence them in a wrong manner. The most important concern here is to understand the manner of reading of the child and his/her reason to read as well. ” *Motivations and social interactions are equal to cognitions as foundations for readings*” (Guthrie and Anderson, 1999:p17). In other words, reading is a bridge of readers to their goals in different situations in life.

2.2.2. Steps to select the appropriate book for children

- To understand the nature of the child’s mentality and character is extremely important to determine the suitable book for him/her.
- Always, link information to entertainment when selecting a book or a short story. ○ The process of selection could get easy when the cover mentions the grade level and the age. ○ Sometimes adult books are surprisingly fit to children’s capacity of understanding.
- Kids love colors and pictures that is why picture books would be perfect for them and usually attracted to the external beauty of the cover.
- The appropriate book should not be the most expensive one in the library; it just has to be a simple good book.

2.2.3. The criteria should teachers apply when selecting a book for their students

“*The books that teachers use in their classrooms have the potential to greatly influence their students’ lives*” (Weith, 2014). Choosing a book can reward positively and even negatively. There are tips teachers may follow to influence their young

students. Students produce when they love something, this is why teachers must choose the texts that influence and attract their students' creativity. They have to put in mind the necessity of entertainment to satisfy all the students' types and styles; in other words, the good book is the one is enjoyable by students. Otherwise, they might pull them through the process of learning. In such situations, teachers need to ask help to select the perfect book for their students.

2.3. Child Well-Being

“Numerous efforts have been made to define the concept of child well-being in the context of child indicators. Much of these efforts are rooted in western culture in developed countries” (Ben-Arieh, 2007). The staged change of the character development is strongly attached with the child well-being. The character development occurs due to many aspects such as the adult outcome, which automatically affect the child's traits; this means that adults should always observe the process of changing through the child's development of his/her mind. In other words, the children's output is the result of the adults' outcome. Child well-being is the combination of the care about different essentials such as health, poverty, education, environment, and so on.

The lack one of these aspects would negatively affect the child's well-being therefore his/her character development.

2.3.1. Health and well-being

The mental, emotional, spiritual, social, an environmental well-being are things that should be observed through different perspectives.

Growing and developing:

- ✓ The physical growth of babies.
- ✓ Environment and genes automatically influence Childrens health wellbeing.
- ✓ The first three years of the child's have the biggest growth rate.

Physical well-being:

- ✓ Being physically healthy is to have the appropriate nutrition, dressing, environment, mental health and an interconnected family.
- ✓ Getting enough sleeping is even more serious than good nutrition.
- ✓ The biological nature of children motivates them to discover their skills.

Emotional well-being:

- ✓ The emotional well-being is everything has a relationship with the child's happiness, joy, needs, and all his/her feelings.
- ✓ The supportive family and friends reinforce the child's self-confidence.
- ✓ Interaction and sharing thoughts with peers and family members play a great role in the emotional well-being.

2.3.2. Challenges and dilemmas

- ✓ Encouraging children to try new activities without neglecting their safety.
- ✓ Children with special needs should know that they have similar rights and capacities with their normal peers.
- ✓ Help the child to understand why parents prevent them from doing specific actions and deeds.
- ✓ Never punish, argue, or advise them in front of people even the family members, instead taking them a side to avoid the insult.

2.4. Education and Children Well-Being

When thinking about well-being in school, we should think about something important for everybody in and around the school. It is obviously concerned with children or pupils in schools, but it is also very important to understand it, as we cannot support the well-being in one group without ensuring and supporting it in other groups. So, how does the concept apply to school?

When we talk about well-being, we are using the definition of Universal Education Foundation, which is everyone can realize that development through physical, mental, emotional, and spiritual aspects in relationship to themselves, the people around them, and to the broader society. During the 2000s, an interesting research was carried out in Australia by a group of researchers who talk to eight to fifteen-year-

old children quiet large numbers and find out what well-being meant to them. It comes out that the most important dimensions are agency, sense of self, security and safety.

Under agency, it usually refers to the fact when children can have a say in their own lives, as if they can give their opinions and make decisions as well. And this goes back to the UN convention of life rights of the child whether a number of articles supporting children's right to participation and the right to self-expression. In the school context can be the teacher creating space for children to make choices in the classroom, to be able to work together in groups as form of peer learning, to make decisions about what the group is going to do, all of those are very important.

2.4.1. Sense of self and belonging as a part of well-being

We need to be taking care that children have the opportunity for their physical, mental, social, emotional and spiritual development, mostly in the holistic process that allows a very well rounded development. Emotions are an important part of taking new knowledge and making it our own.

Is developing well-being the responsibility of school staff? It is also the school as an institution, which is developing its collective and overall competence, and it is also the different levels of governance which in some countries would be municipal level in other countries would be regional or national level.

2.5. Conclusion

This chapter presents the relationship between children's literature and the character building of a child and how it could influence and shape the child's personality, choices and tendencies. The chapter studies the role of culture in education, it devotes the impact of children's literature on education. Child well-being has been discussed as a major problem in this chapter and its relationship with education as well. The next chapter will be devoted to the methodology and the data analyses.



CHAPTER THREE

DATA ANALYSES AND DISCUSSION

3.1. Introduction

This chapter presents the research design, sample of the study, research instrument, and statistical treatment of data. This study used a descriptive survey method to assess the impact of children's literature on the character building of a middle school child, to discover the influence of children's books on their tendencies and personal choices in life as a whole, and to know if children's literature can fix and reshape some negative aspects in a child's attitude. The chapter presents the process for developing questionnaire for literature teachers whether they are Arabic, French, or English literature teachers, which is considered as the main means of collecting quantitative data. The setting of the research's investigation is taking place in Mohammed Baadj Middle School, Laghouat, Algeria.

3.2. Context

Ahmed Baadj middle school is school founded in Laghouat city, Algeria, exactly located in 5th July neighborhood. This school is considered as one of the best middle schools in the city based on its students, students' parents, and teachers opinions. Twelve teachers who teach literature and foreign languages are provided by the school: six teachers of Arabic literature, three English language teachers, and also three French language teachers.

3.3. Research design and Methodology

A quantitative approach was followed. This approach is defined as a formal, objective, systematic process to describe and test relationships and examine cause and effect interactions among variables (Burns and Grove, 1993:777). We need to select the appropriate methodology and design to manage any research, in order to achieve the desired goals.

3.3.1. Research questions

- a) What is the impact of children's literature on a middle school student's character building?
- b) How does children's literature affect the child's tendencies?
- c) Can children's literature repair, reform, and reshape some of the child's attitudes?

3.3.2. Hypothesis

- a) It is hypothesized that children's literature is a powerful tool to develop a positive aspects in children's character.
- b) Children's literature is an effective way to determine a middle school child's tendencies.
- c) A child's character can be repaired, reformed and reshaped through books that build character and teach the child moral values through stories and make them better human beings.

3.3.3. Objectives of the study

The main objectives this study aims to reach are:

- a) To highlight the impacts of children's literature on a middle school child character building.
- b) To show the effectiveness of children's books toward the child's tendencies in his/her life as a whole.
- c) To know how it can fix and reshape a child's personality.

3.3.4. The sample of the study

Sampling is the selection of a group of observations taken from the population of interest. The sample of this research was selected from Mohammad Baadj middle school, every teacher of this school who is concerned with literature was targeted to be a part of this selection, and the reason for selecting the sample purposefully is the fact that this middle school is where the researcher studied before and it was a special memory of her.

3.3.5. Research instrument

The instrument used was a researcher-made questionnaire to gather the needed data. The draft of the questionnaire was drawn out based on the researcher's information, readings, published and unpublished theses relevant to this study. The research considered the requirements in the designing of good data collection.

3.3.6. Questionnaire

The questionnaire is the main means of collecting quantitative primary data; it is a formalized set of questions for obtaining information from respondents. The researcher's questionnaire is introduced with a paragraph that explains the aim of this study. This questionnaire consists of four constructs and each part has five questions. In the first part, the participants were asked about the relationship between religious and historical children's literature and character building. The second part was about the impact of children's literature (translated to films and cartoons) on the child's choices and tendencies. In the third part, the questions were about how can children's literature repair, fix, and correct some aspects in the child's personality and character building. Finally, the last part consisted of questions discuss the concern of teaching children's literature, and how does it contribute in developing the skill of good selection of books and not to influence with the inappropriate literary texts. Since the questions asked in this questionnaire are precisely decided in advance, the questionnaire is a structured type, where the questions are asked exactly as they are written before. This questionnaire

was translated to Arabic and French languages in order to facilitate the answering process for non-English speakers.

Parts	Type of questions	Number of questions
Part one	Children's literature and character building.	Five questions
Part two	Choices and tendencies through children's literature.	Five questions
Part three	Children's literature and character repair.	Five questions
Part four	Character building and teaching children's literature.	Five questions

Table1: The Division of Questions in the Questionnaire

Do you think that the western children's films negatively affect the child's culture and tendencies?				
Do you think that the good selection of books grows the good qualities of the child?				
	never	Almost never	Almost everytime	everytime

Table2: Sample of Multiple Choice Questions

3.4. Questionnaire Analyses and Interpretation

The aim of this questionnaire is to collect the necessary data in order to answer the research questions. The objective is to quantify the teachers answers and show it in statistical data summarized in tables, figures (pie charts and bar charts)

Part One: Children’s literature and character building.

Question 1: Do you think that teaching Quran texts with explanation contribute in developing the positive character of the child?

This question is formed to highlight the importance of Holy Quran in developing the child’s character.

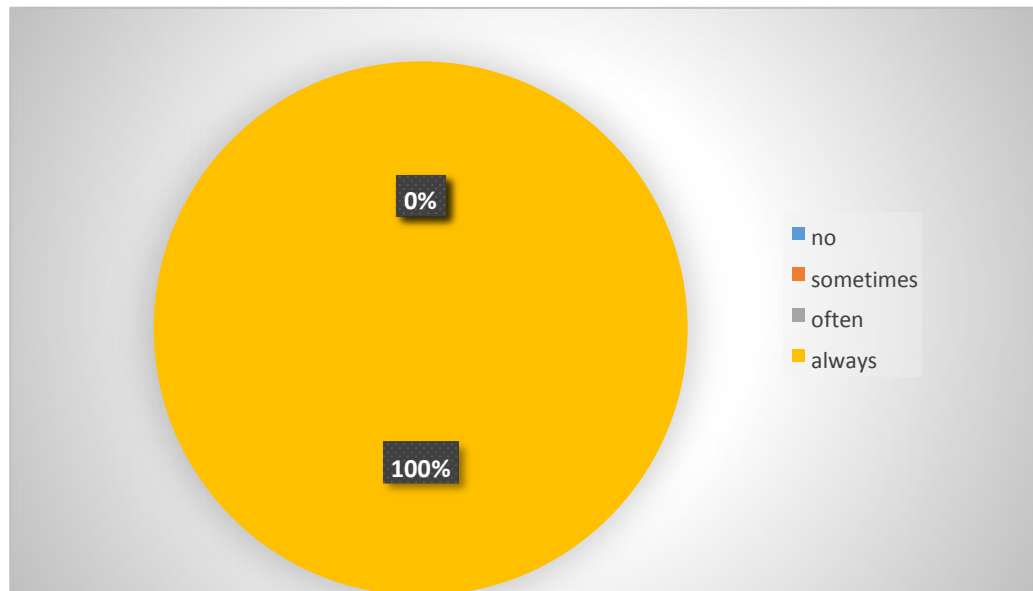


Figure1: The Importance of Holy Quran

The results shows that there is a general agreement of 100% on the importance of teaching the Quran texts with explanation to develop the child’s character.

Question 2: Does the insertion of the prophet Muhammad’s (PBUH) biography within the educational curriculum bring out the positive attitude of the child?

This question is asked also to highlight the importance of the insertion of Prophet Muhammad’s (PBUH) biography in educational curriculum.

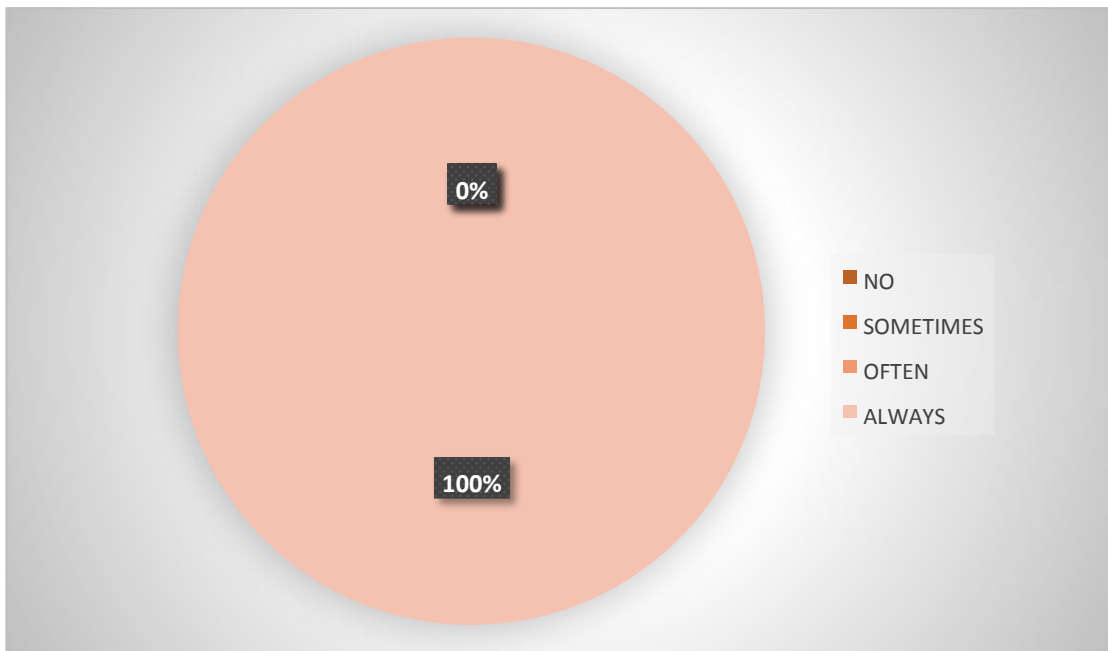


Figure2: The Importance of Prophet Muhammad’s Biography

From the results we discover that the participants are totally, agree with a percentage of 100% about the importance of including the prophet Muhammad’s (PBUH) biography into the educational curriculum.

Question 3: Do you think that the good selection of books grows the good qualities of the child?

Question 4: Do you see that teaching the biographies of famous Muslim figures play an effective role in inculcating principles, good manners, and values in a the child’s character?

Question 5: Does dealing with the Algerian history and knowing its major revolutionary figures contribute in satiating the child with patriotism?

The three previous questions are composed to discover to what extend the biographies of famous Islamic figures, Algerian history, and knowing the famous revolutionary heroes inculcate good manners, principles, values, and patriotism in a child’s character.

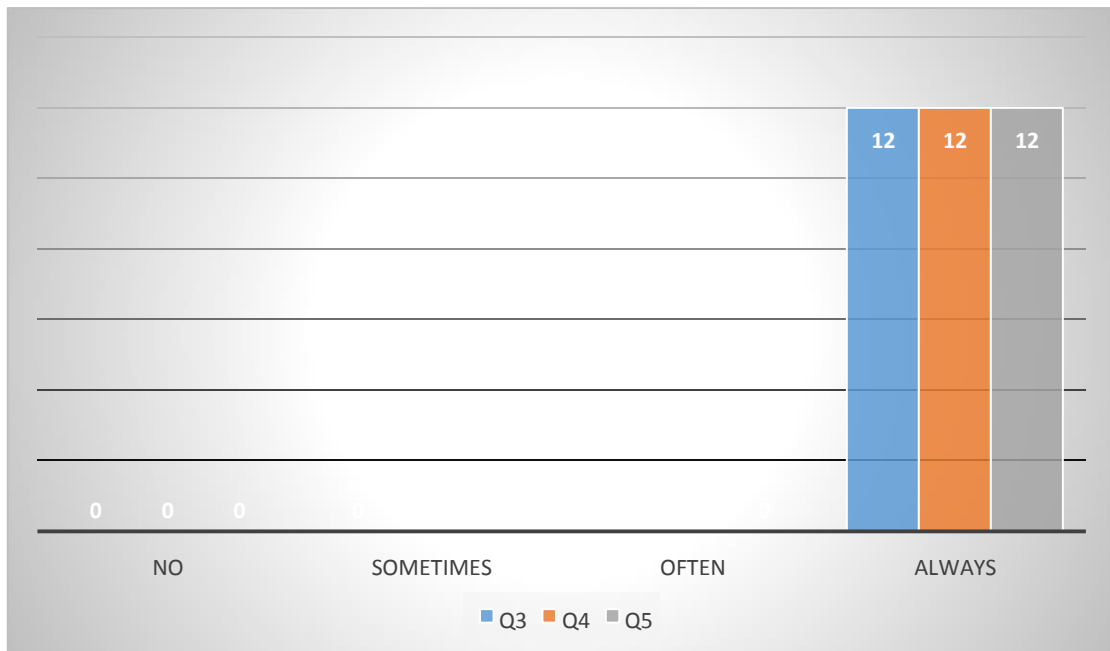


Figure3: the Influence of Historical and Islamic literature

The outcomes of the three previous questions showed again a consensus among the participants with a percentage of 100% about the great role played by the good selection of books, Islamic figures biographies, Algerian history, and the revolutionary heroes in growing good manners, inculcating good qualities and satiating the child with patriotism.

Part Two: Choices and tendencies through children’s literature translated into cartoons and films.

Question 1: Do you see that the varied topics of action cartoon eventually make the child tends to violence?

The aim of this question is to evolve whether children tend to violence when they receive the different topics of action cartoons.

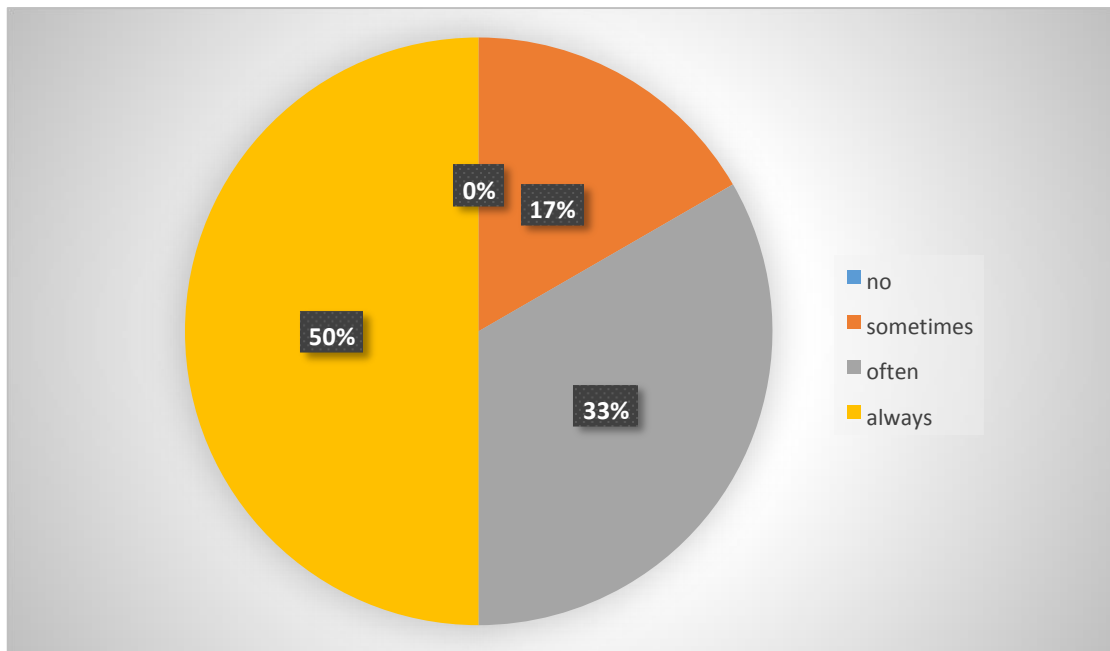


Figure4: Tendencies to Violence Through Action Cartoon

The findings of this question detect that the half (50%) of the participants believe that watching action cartoon always develops the violent qualities in the child's character, in which 33% of them responded that children often tend to violence because of action cartoon. 17% stated that action cartoons sometimes affect children and expose them to violence attitudes. Whereas, none responded that action cartoons never influence the child character negatively.

Question 2: Do the cartoon characters affect the child's tendencies positively and negatively?

The reason behind asking this question is to find out if the cartoons characters, heroes, princesses, and others affect the child's tendencies positively and negatively as well.

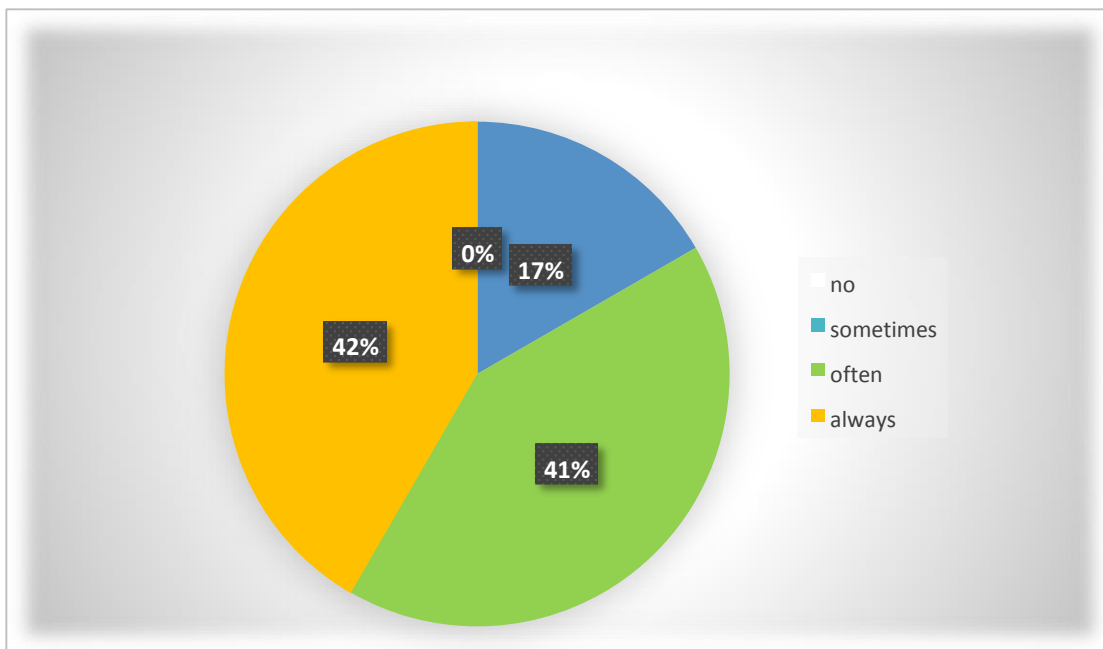


Figure5: The Influence of Cartoon Characters on a Child's Tendencies

Forty two per cent of the teachers believe that cartoon characters often affect children's choices and tendencies positively and negatively as well. Another part of the participants responded with almost the same percentage (41%) that cartoons heroes affect children. Few stated that children sometimes tend to positive or negative attitudes because of cartoon characters; however, none thinks that children do not tend in any way by cartoon characters.

Question 3: Do you think that the western children's films affect negatively the child's culture and tendencies?

This question aims to find out to what extend do the western films affect the child's culture and tendencies.

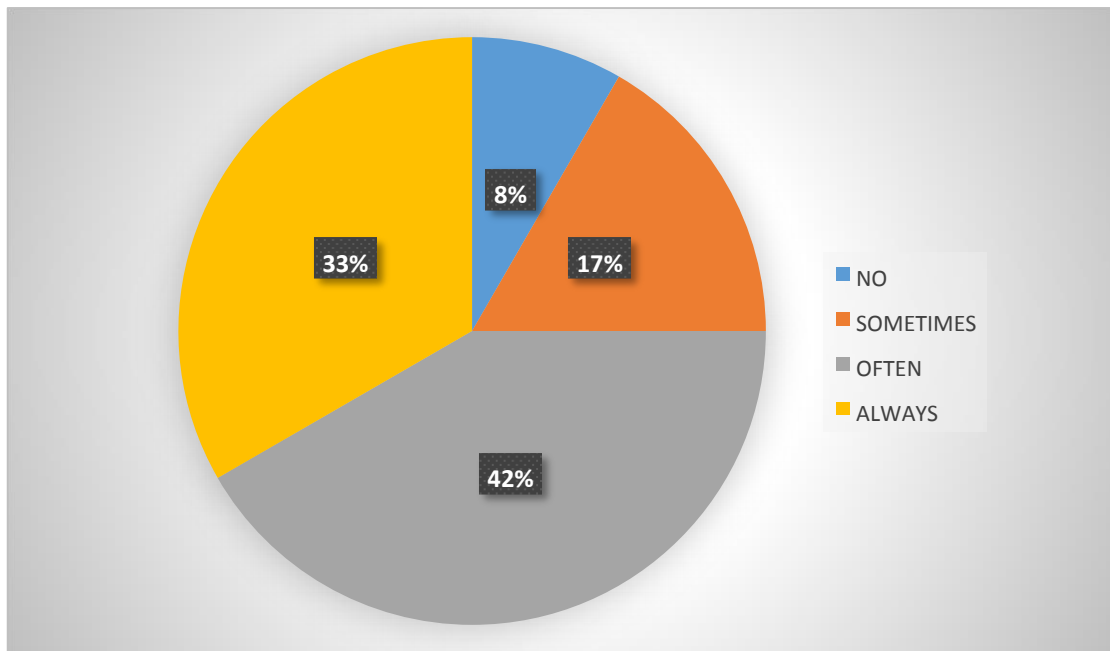


Figure6: Western Films Affection on Child’s Culture

The findings showed that most of the participants (42%) think that the western movies often affect children’s culture negatively. Thirty three per cent of them responded that western movies always influence the child’s culture. Others with the percentage of 17% stated that western films sometimes affect the children’s culture.

Whereas, 8% believe that western movies never influence the child’s culture.

Question 4: Could the religious chants, national and social songs have a positive impact on the child’s culture and tendencies?

This question designed to discover how songs written for children could have a positive impact on the child’s culture and tendencies.

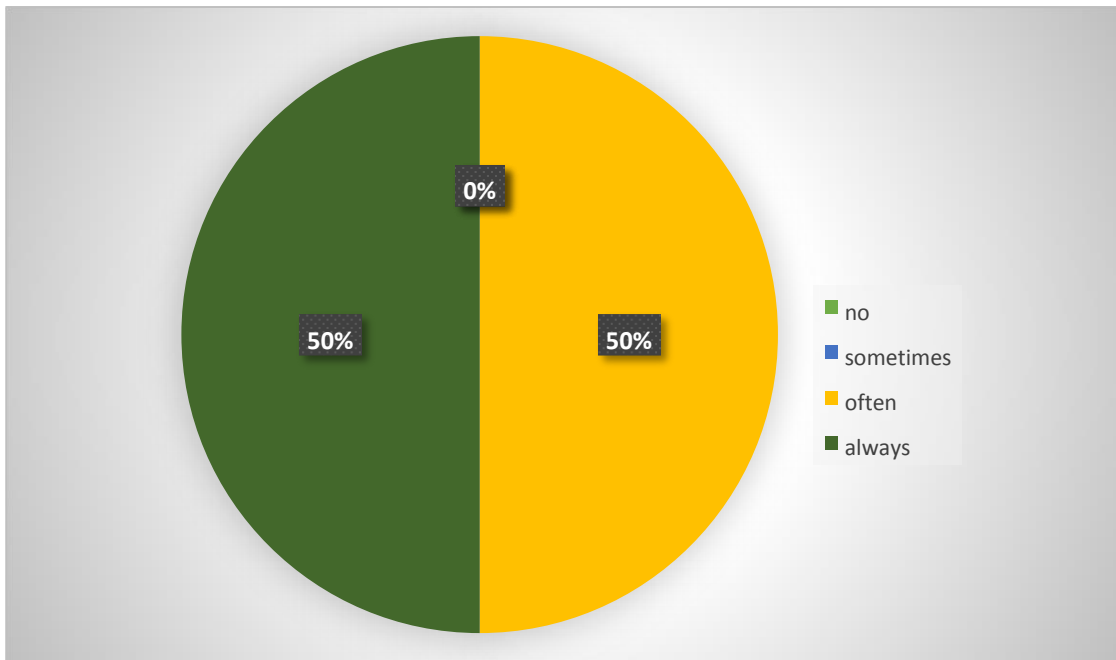


Figure7: The Positive Impact of Children’s Songs on their Culture

The results of these question reveal that 50% of the participants responded that the religious, social, and national chants always have the power to influence the child’s culture and tendencies, while the other half of them admit that these songs often affect the child’s culture and not always do.

Question 5: Do you think that the massive spread of western modern songs and kitsch negatively affect the child’s tendencies?

This question seeks to find out whether the scary spread of western modern songs and kitsch influence the children’s tendencies and thoughts in a negative way.

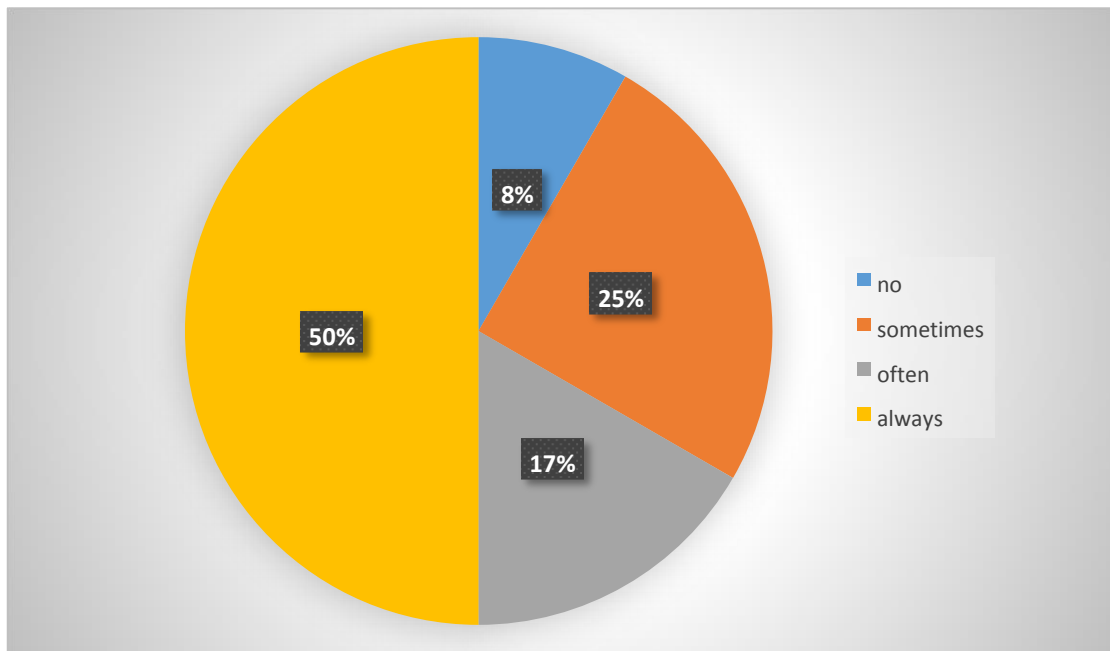


Figure8: The Impact of Kitsch and Western Modern Songs

The findings showed that 50% of the teachers believe that the western modern songs and kitsch always have a negative impact on the child's tendencies and choices. Twenty-five per cent stated that kitsch and modern songs sometimes affect the children's tendencies, while 17% of the participants think that they often affect children negatively. However, only 8% admitted that the kitsch and modern songs never affect the children's tendencies.

Part three: Children's literature and the character building repair.

Question 1: Do you see that reading and telling specific stories repair the child's attitude better than giving direct advice?

This question is formed to find out how could reading and telling stories fix and repair the child's behavior and better than strict and direct orders and advice.

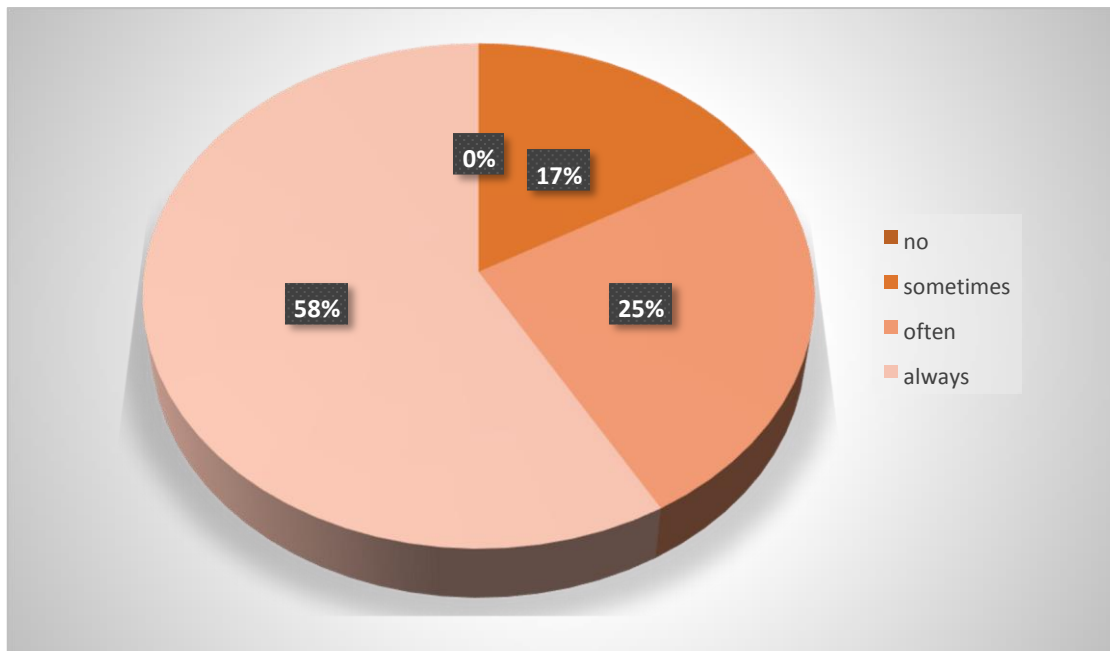


Figure9: Telling Stories and Reading vs. Giving Direct Advice

Through the presented results, we can denote that 58% of the participants agree with reading and telling stories always better than giving direct orders and advice in which the child grab the message. Twenty-five per cent stated that this method often works better than strict orders, and 17% think that it may work sometimes. Whereas, no one responded that this method is as usual as the direct advice.

Question 2: Do you think that including the revolution Algerian texts and the most famous national heroes reinforces and reforms the child's values and attitude?

This question is composed to obtain to what extend children get influenced by the Algerian revolution and its main revolutionary figures in order to reinforce and reform the child's attitudes and values.

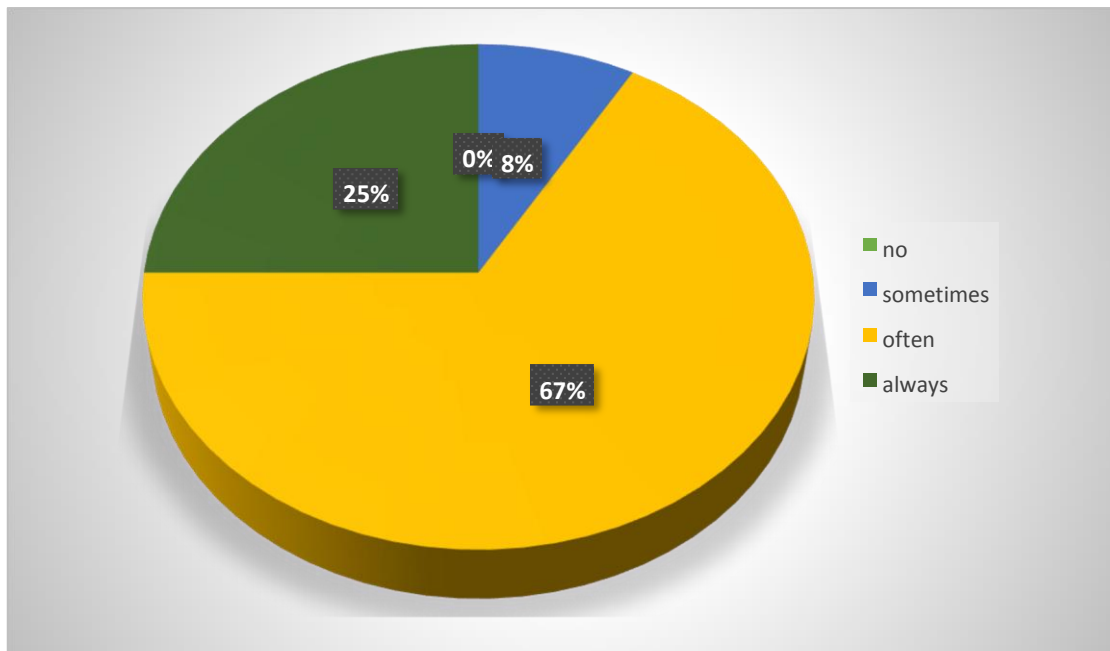


Figure10: The Importance of the Algerian Revolution in Fixing the Child's Character

Accordingly, 67% of the teachers approved that the Algerian revolution and its main heroes often play a great role in reforming on the child's attitude and values a, 25% of them responded that the Algerian revolution always affect children positively and repair their attitude. Others (8%) admitted that it may sometimes fix the child's attitude and values, however, none of them denied this fact.

Question 3: Do you see that developing the religious knowledge fixes some aspects in child's personality?

This question aims to discover the role that the religion plays in the child's life.

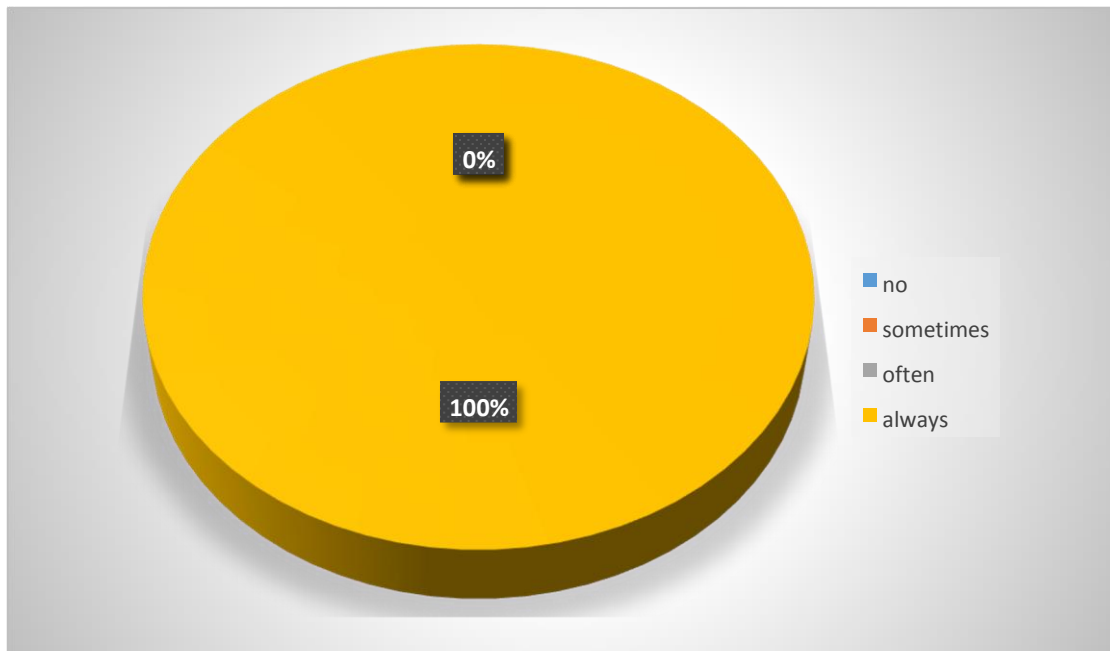


Figure11: The Contribution of Child’s Spiritual Life in Editing his/her Character

The results showed that 100% of the participants approved that developing and growing the spiritual and religious side of children could always contribute in reforming and editing their character building process.

Question 4: Considering that, we belong to an Arabic and Muslim society, is it obligatory to accompany the child during his/her access to literature (to make him/her understand the unclear thoughts)?

This question focuses on how obligatory it is, to closely watch and accompany the child while his/her access to literature in purpose of clear the blurry thoughts, which may influence them.

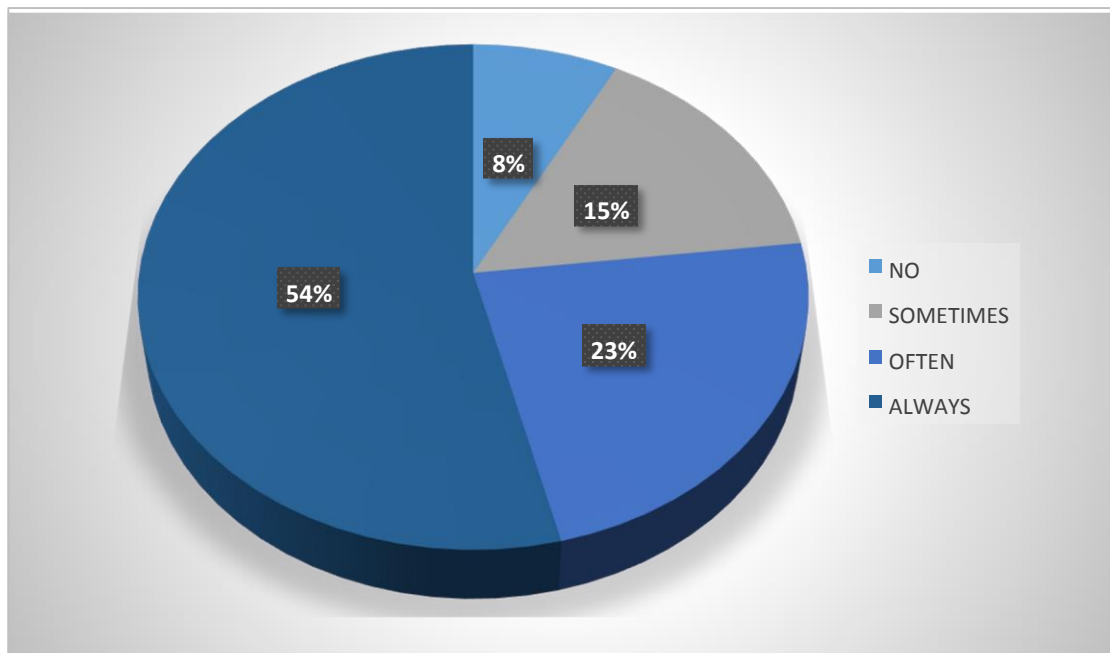


Figure12: The Obligation of Accompany the Child during his/her Access to Literature

We can see that 54% of the participants think that parents should always accompany their children during their access to literature to make them understand the blurry thoughts to ensure not to be influenced by them. Another part of the participants (23%) stated that it is often obligatory to watch children during their access to literature. Others (15%) think that parents may sometimes accompany their children while only 8% believe that the child should never being watched during his access to literature.

Question 5: Do you see that including the religious figures biographies could correct and rebuild the child's character?

The objective of this question is to highlight the role of the religious heroes in the child's priorities and life as a whole.

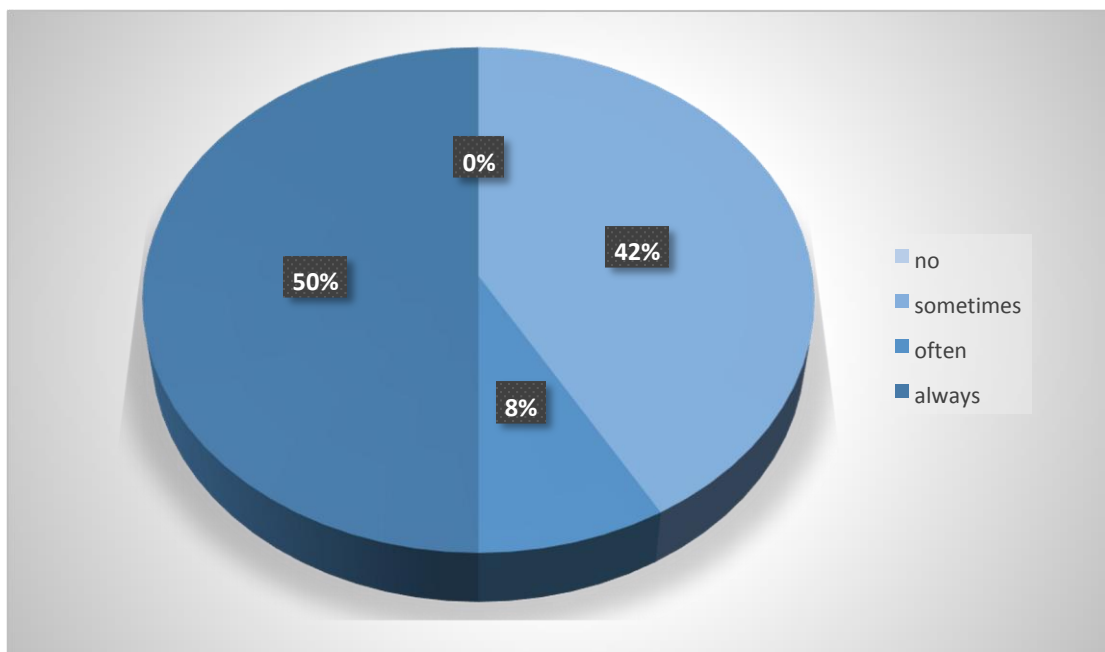


Figure13: The Correction of the Childs Character through the Religious Figures Biographies.

The half of the teachers (50%) stated that the religious figures biographies always have the power to reshape and correct the child's character, 42% approved that these biographies sometimes rebuild some aspects in the child's characters. A few admitted that these kind of biographies often correct the child's character while none of them responded that they never do.

Part four: Character building and teaching children's literature.

Question 1: Do you think that teaching children's literature; with both advantages and disadvantages, is obligatory to show its positive and negative sides?

This question aims to detect the relationship between teaching children's literature with its negative and positive sides in order to make pupils eventually distinguish between them.

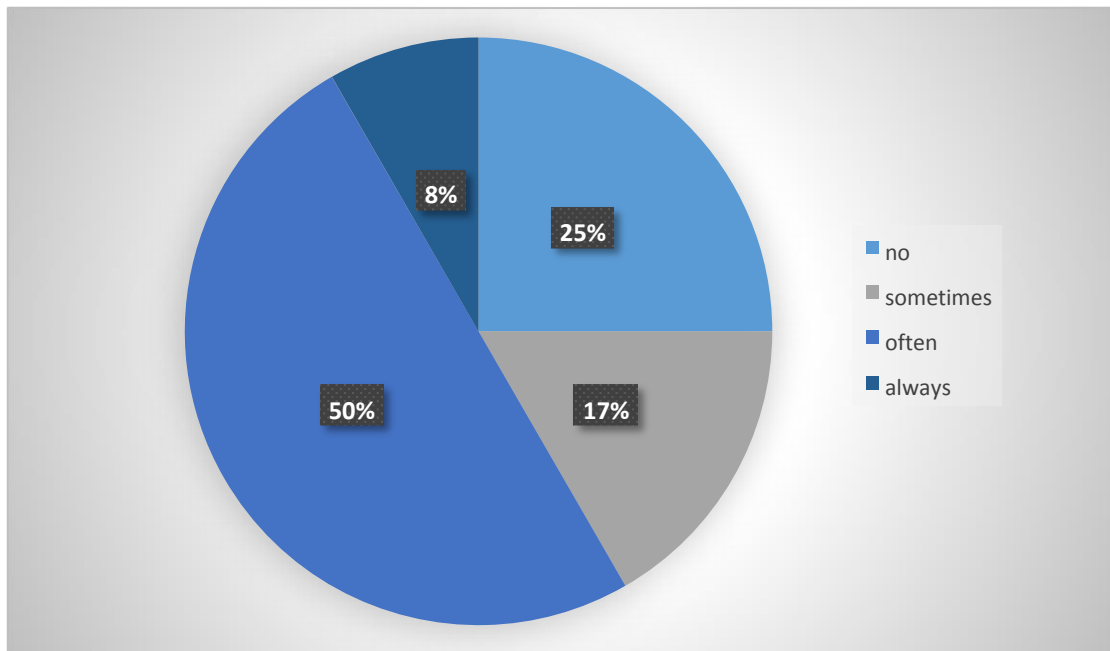


Figure14: Uncovering Literatures both Sides.

We denote from the results above that 50% of the teachers believe that teaching literature with its advantages and disadvantages could often make the child differentiate between them. However, 25% believe that teaching literature with both sides could never help in realizing them, 17% of the participants approved that the child sometimes distinguish between the negative and the positive sides when he realize them both, while only few of them stated that teaching both sides of literature could always help the child to make the difference between them.

Question 2: Do you think that displaying all the disadvantages of specific children’s literary text that could face the child, develop their sense of caution and their selection skill as well?

This question is asked to reveal how the child can be aware of certain inappropriate literary texts by displaying all the disadvantages of these texts.

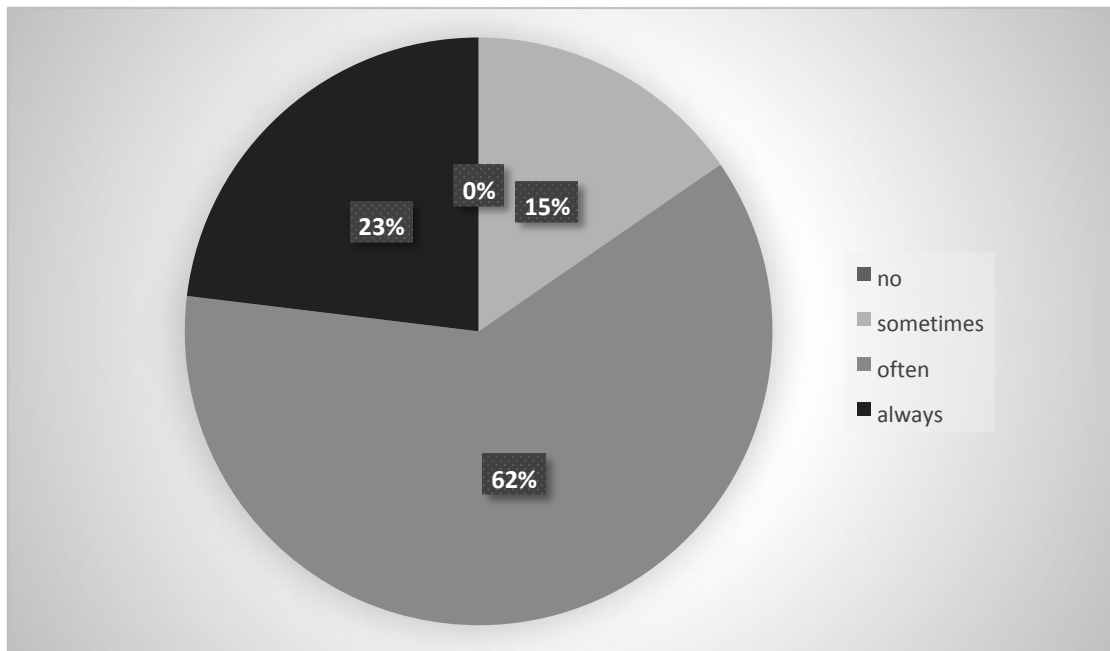


Figure15: The Awareness toward the Unsuitable Literary Texts

From the findings above, we find out that 62% of the participants responded exposing the pupils to all the shortcomings of literature could often grow the awareness of selecting the suitable literary texts. Whereas, 23% of them think that this could never help, 15% stated that it could always develop the child's sense of caution.

Question 3: Does teaching the Holy Quran, Hadith Sharif, and Sharea modify the child's attitude and character building?

This question aims to find out whether teaching Quran, Sharea, and Hadith have the power to change the child's attitude and character building.

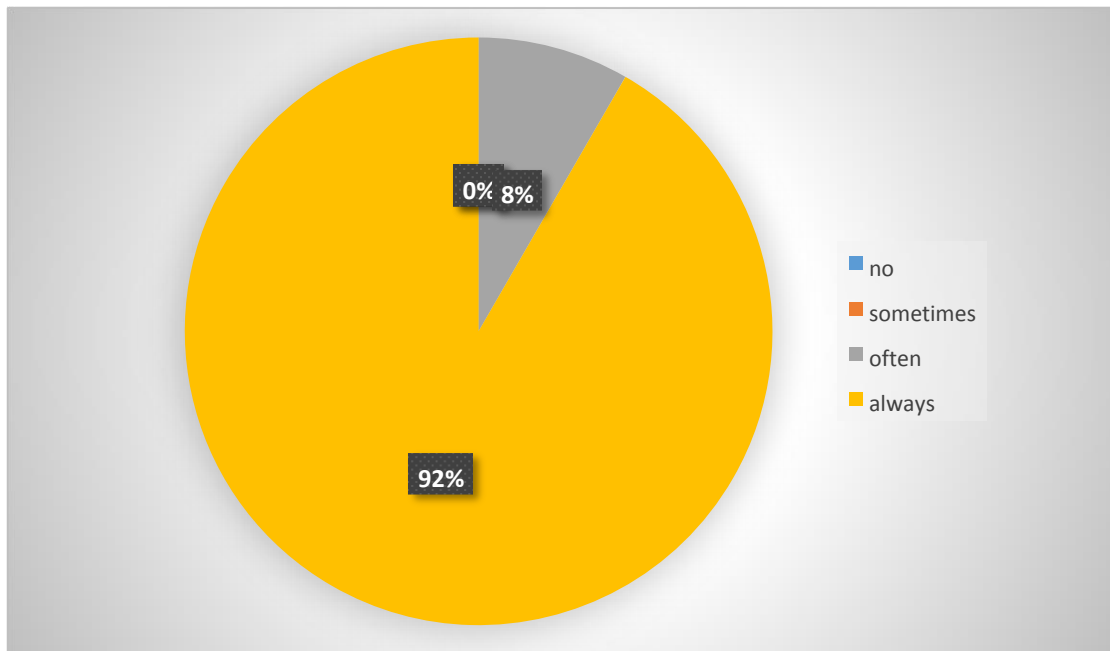


Figure16: The Importance of Teaching Quran, Hadith, and Sharea in Reshaping the Child's Character.

The majority of the participants approved that teaching Quran, Hadith, and Sharea always modify the children's attitudes and personality, however, 8% stated that they often help but not all the time.

Question 4: Does the educational curriculum creates a self-shield against the unsuitable literary texts?

This question is devised in order to obtain if the educational curriculum could create a self-protection against the inappropriate literary texts.

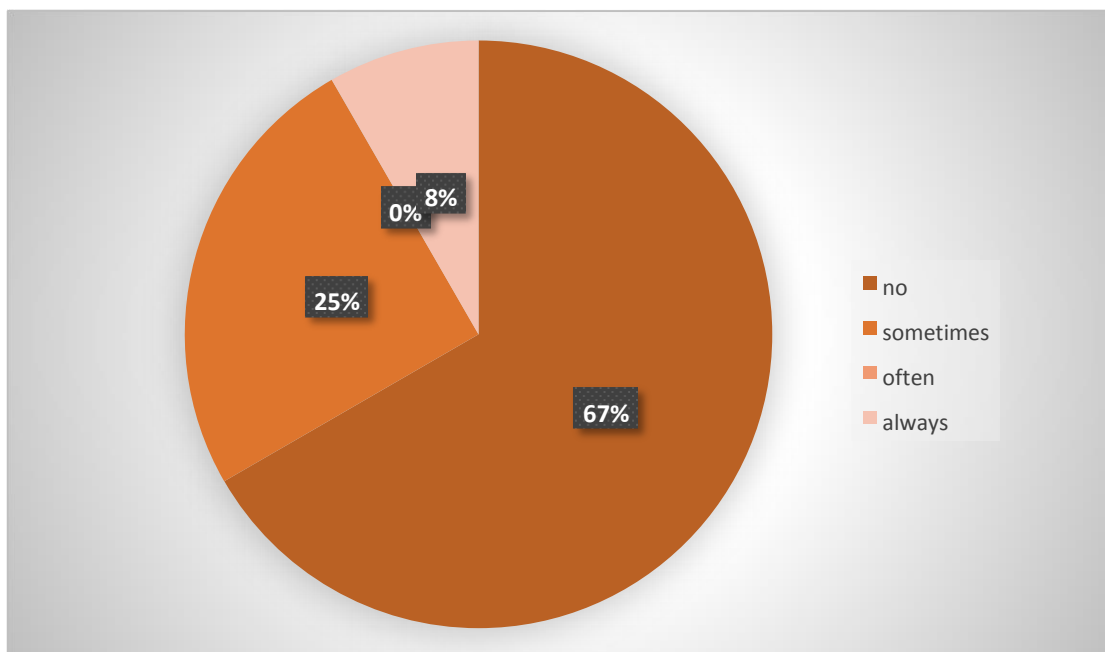


Figure17: The Role of the Educational Curriculum in Protecting the Pupils from the Unsuitable Literary Texts

From the results, we find out that 67% of the participants approved that the educational curriculums do not create a self-shield to the pupil in order to protect him from selecting the unsuitable literary texts. Others (25%) believe that the educational curriculum always do protect pupils, while only 8% think that they may sometimes be protected by the school curriculum.

Question 5: Do you see that reinforcing the child’s self-confidence and giving him/her a semi-restricted personal free space make him/her tends to select the appropriate literary texts?

This question is designed to seek if the children’s self-confidence and somehow giving them a free space, reinforce and strengthen their ability to select the right literary texts.

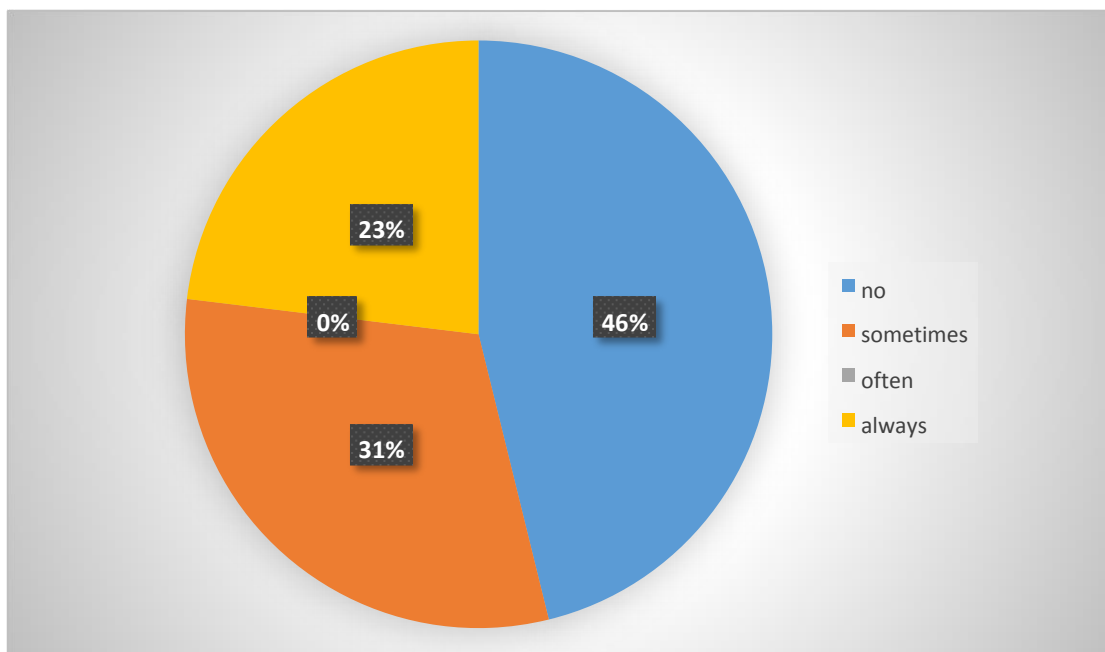


Figure18: The Relationship between the Child’s Self-confidence, Personal space and the Good Selection of Literature

We can see from the results that 46% of the participants are not agree with leaving a personal space for children in order to make them develop their skill of good selection for literature. Others (31%) admitted that self-confidence and personal space could sometimes help to enlarge the children’s capacity to select the appropriate literary texts. while (23%) responded that it could always help.

3.5. Discussion of the Findings

The most obvious issue that surfaced in this research is the impact of children’s literature on the child’s character and how does children’s literature; specifically literature taught in middle schools, shape the child’s mind, personality and tendencies. The purpose of this questionnaire was to study opinions of the middle school teachers, about the use, role, and importance of children’s literature in building a character of middle school pupils. The data collected from this questionnaire reveals that the majority of the participants accord about the power of children’s literature to develop, shape, reform, and affect children’s character, personality, and tendencies.

3.5.1. Discussion of the questionnaire results

Part one: Children's literature and character building.

Q1: the findings of this question confirm the necessity of teaching Quran texts with explanation in order to develop the child's character positively.

Furthermore, the data gathered from the questions 2, 3, 4, and 5 refer again to a total consensus among the participants on the effective role that children's literature plays in a child's character building.

Part two: choices and tendencies through children's literature into cartoons and films.

Q1: action cartoon increases the negative attitude and develops violence in children's personality.

Q2: the cartoon characters have a great influence on a child's choices and tendencies. In this vein, cartoon characters can influence children positively and negatively as well.

Q3: throughout the observation of the findings of this question, the western films widely affect the children's culture. Teachers are aware of this point because they clearly see this in their students' attitudes, manners, way of talking, dressing and so on.

Q4: the results of this question come to the point that the songs written for children have an effective impact on the child's culture because they have the ability of inculcating the needed qualities to satisfy the child's culture values and entertain him/her too.

Q5: the findings of this question confirm that modern song and kitsch influence children's tendencies and choices negatively.

Part three: children's literature and the character repair.

Q1: the results of this question come to the point that giving advice through telling and reading certain types of children's stories is quite better than giving strict and direct advice, children naturally reject advice but they can get the message hidden in a fun story or song.

Q2: the Algerian revolution and its main figures play an undeniable role in fixing some aspects of a child's character, reading the revolutionary texts can reform and correct the child's attitude and values.

Q3: the growth of the child's spiritual side and developing his/her religious knowledge largely contribute to reforming, repairing and modifying a child's character building.

Q4: the rejection of accompanying the child during his/her access to literature do not deny the necessity of keeping eye on them and guiding them to clarify the blurry thoughts which ensure not be affected by them.

Q5: there is a way leads to correct some aspects in the child's character which includes the biographies of the religious figures in their reading list and even in the educational curriculum.

3.6. Conclusion

This chapter represents the essence of the study as it supplies information about the participants of the study, tools of the study, and data analysis procedures and the findings of the study. Through the analyses of the questionnaire, the research comes to the following conclusions; that children's literature is a powerful tool to develop a positive character in children. Indeed, children's literature is an effective way to determine a middle school child's tendencies. A child's character can be repaired, reformed and reshaped through books that build character and teach the child moral values through stories and make them better human beings.



GENERAL CONCLUSION

General conclusion

This study was conducted in order to highlight the impact of children's literature on the character building. The main purpose of this study is to investigate how this literary genre affect the child's personality, tendencies, choices, values, and even culture.

This research is divided into two main parts. The first part focused on providing the needed information about the two variables: children's literature and the character building. The second one is mostly devoted to the fieldwork in order to approve or disapprove the hypothesis. The theoretical part of this research includes two chapters.

The first one is mainly about the theoretical study of what is children's literature, what is the purpose of this genre, how did it develop through history in addition to the main writers and major works of it in both Europe and Arab world. The second chapter concentrated mainly on how could children's literature be related to the character building of the child, how it could influence his/her tendencies and choices and the well-being of the child in school and life as a whole. The third chapter is devoted to prove or reject the hypothesis. This part itself is consisted of two sections; the first is about the research methodology, which includes a questionnaire. The second section exposed the discussion and interpretations of the founded results.

The research was conducted in Mohammed Baadj middle school in Laghouat, Algeria. A questionnaire directed to the sample of the study that includes teachers who teach literature in this school.

The findings revealed that children's literature is a powerful tool to develop the positive aspects in children's character. The vast majority of teachers strongly agree with the idea of the importance of using holy Quran and Hadith as a major module in the educational curriculum.

The analysis of data provides the research with the following findings:

- The importance of teaching the Quran texts with explanation to develop the child's character. Including the Prophet Muhammad's (PBUH) biography into the educational curriculum, Islamic figures biographies and national heroes as well.

- Literature for children translated into songs, cartoon, and films often have a great influence on the child's attitude, values, tendencies, choices and even culture.
- Reading and telling stories is more effective than giving strict orders and advice because children grab the message easily this way.
- Books produced for childhood such as books about the Algerian national heroes often play a great role in reforming, repairing, and reshaping the child's attitude and values.
- Teaching children's literature with its advantages and disadvantages often make the child distinguish between good and bad books.
- Exposing the pupils to all the shortcomings of literature grow the awareness of selecting the suitable literary texts.
- Holy Quran, Hadith, and Sharea modify the children's attitude and personality.
- Leaving a personal space for children to develop their skill of good selection of books do reinforce their self-confidence and it helps to enlarge their capacity to select the appropriate literary text.

To conclude, this research asserts that children's literature has a significant effect in improving the character building of children. Therefore, these findings go hand in hand with the main hypothesis.



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Appendix

Questionnaire (English)

Dear teachers:

Thanks for agreeing to take a part in this important questionnaire, which will gain your thoughts, opinions, ideas, and experiences in teaching literature to middle school children in order to better serve this research. You are kindly requested to answer the questionnaire that should only take 10 minutes to complete. The research is about the impact of children's literature on the character building of middle school students; your answers will be decisive for the research questions.

Please, put (+) in the appropriate box

1 – never

2 – almost never

3 – almost every time

4 - every time

PART ONE : children's literature and character building	1	2	3	4
1. Do you think that teaching Quran texts with explanation contribute in developing the positive character of the child?				
2. Does the insertion of the prophet Muhammad's (PBUH) biography within the educational curriculum bring out the positive attitude of the child?				
3. Do you think that the good selection of books grows the good qualities of the child?				
4. Do you see that teaching the biographies of famous Muslim characters play an effective role in inculcating principles, good manners, and values in a the child's character?				
5. Does dealing with the Algerian history and knowing its major revolutionary figures contribute in satiating the child with patriotism?				
Part Two: choices and tendencies through children's literature	1	2	3	4

1. Do you see that the varied topics of action cartoon eventually make the child tends to violence?				
2. Do the cartoon characters affect the child's tendencies positively and negatively?				
3. Do you think that the western children's films negatively affect the child's culture and tendencies?				
4. Could the religious chants, antinational and social songs have the positive impact on the child's culture and tendencies?				
5. Do you think that the massive spread of western modern songs and kitsh negatively affect the child's tendencies?				
Part Three: children's literature and the character building repair:	1	2	3	4
1. Do you see that reading and telling specific stories repair the child's attitude better than giving direct advice?				

2. Do you think that including the revolution Algerian texts and the most famous national heroes reinforce and reform the child's values and attitude?				
3. Do you see that developing the religious knowledge fixes some aspects in child's personality?				
4. Considering that, we belong to an Arabic and Muslim society, is it obligatory to accompany the child during his/her access to literature (to make him/her understand the unclear thoughts)?				
5. Do you see that including the religious figures biographies could correct and rebuild the child's character?				
Part Four: teaching children's literature and character building.	1	2	3	4
1. Do you think that teaching children's literature; with both advantages and disadvantages, is obligatory to show its positive and negative sides?				

2. Do you think that displaying all the disadvantages of specific children’s literary text that could face the child, develop their sense of caution and their selection skill as well?				
3. Does teaching the Holy Quran, Hadith Sharif, and Sharea modify the child’s attitude and character building?				
4. Does the educational curriculum creates a self-shield against the unsuitable literary texts?				
5. Do you see that reinforcing the child’s self-confidence and giving him/her a semi-restricted personal free space make him/her tends to select the appropriate literary texts?				

Questionnaire (French)

Chers enseignants :

Merci d'avoir accepté de prendre part à cet important questionnaire qui vous permettra d'obtenir vos réflexions, vos opinions et vos expériences en matière d'enseignement de la littérature aux collégiens afin de mieux servir cette recherche. Vous êtes priés de répondre au questionnaire, qui ne devrait prendre que 10 minutes.

La recherche porte sur l'impact de la littérature pour enfants sur le développement du caractère des étudiants ; vos réponses seront décisives pour les questions de ce recherche.

Veuillez mettre (+) dans la case appropriée

1 – jamais 2 – presque jamais 3 – presque toujours 4 - Toujours

PARTIE 1 : Littérature pour enfants et construction du caractère	1	2	3	4
1. Croyez-vous que l'enseignement de textes coraniques avec interprétation a contribué au développement de comportements positifs chez les enfants ?				
2. Est-ce que L'inclusion de la biographie du prophète dans le programme d'étude contribue à mettre en évidence les qualités positives de l'enfant ?				
3. Est-ce que la bonne sélection d'histoires développe les qualités positives de l'enfant ?				
4. Pensez-vous que l'enseignement d'éminentes personnalités islamiques à un rôle à jouer pour implanter les principes, les valeurs et l'éthique de l'enfant ?				
5. Est-ce que lire L'histoire nationale algérienne et la reconnaissance des plus importantes personnalités révolutionnaire contribuent à la satisfaction de l'enfant avec l'esprit national et à la préservation des valeurs culturelles ?				
PARTIE2 : Choix et tendances des enfants	1	2	3	4
1- Pensez-vous que les différents thèmes des dessins animés de la nature ACTION rendent l'élève enclin à la violence?				
2- Les personnages de dessins animés ont-ils une influence négative ou positive sur les tendances de l'enfant ?				
3- Pensez-vous que les films occidentaux ont un impact négatif sur la culture de l'enfant et ses tendances ?				
4- Les chants religieux, nationaux et sociaux peuvent-ils avoir un impact positif sur les tendances de l'enfant ?				
5- La diffusion des chansons arabes et l'art du déclin peuventils avoir un impact négatif sur les tendances de l'enfant ?				
PARTIE 3 : Littérature pour enfants et la réparation de construction de caractère	1	2	3	4

1. La biographie des personnalités religieuses a-t-elle un impact sur la correction et la reconstruction de la personnalité de l'enfant ?				
2. Introduire des textes révolutionnaires algériens et d'éminentes personnalités nationales joue-t-elle un rôle dans la promotion des valeurs de l'enfant et dans la correction de son comportement ?				
3. Le développement de la foi religieuse chez l'enfant contribue-t-il à la modification de son comportement et à la construction de sa personnalité ?				
4. Pensez-vous que lire et lire des histoires contribue à modifier le comportement de l'enfant mieux que des conseils directs ?				
5. Comme nous appartenons à une société arabo-musulmane, est-il nécessaire d'accompagner l'enfant lors de la lecture de certains textes ?				
PARTIE 4 : Enseigner la littérature pour enfants et construction de caractère	1	2	3	4
1. Est-ce que l'enseignement de la littérature enfant avec ces avantages et ces inconvénients nécessaire pour dévoiler toutes ces avantages et ces inconvénients ?				
2. Est-ce qu'exposés toutes les inconvénients auxquels certains textes littéraires pour enfants peuvent faire face, peut développer un sentiment de prudence et de compétence de choix chez l'enfant ?				
3. Est-ce que l'enseignement du Coran, des hadiths et de la charia a un rôle à jouer pour éviter la plupart des problèmes des enfants ?				
4. Est-ce que les programmes d'étude jouent un rôle dans la création d'un bouclier dans les textes littéraires non appropriés ?				
5. Pensez-vous qu'améliorer la confiance en soi de l'enfant et lui donner un espace de liberté partiellement limité, le pousse à choisir les textes littéraires appropriés ?				

Questionnaire (Arabic)

أعزائي المعلمين

تبيان المهم، الذي سيكسب أفكاركم وآرائكم وخبراتكم في تدريس نشركم على موافقتكم على المشاركة في هذا الاس يرجى منكم الإجابة على الاستبيان دقائق. الأدب الطفل لطلاب الطور المتوسط من أجل تقديم خدمة أفضل لهذا البحث الذي لن يستغرق أكثر من 01 يدور البحث حول تأثير أدب الأطفال على بناء الشخصية لطلاب. من وقتكم لمدارس المتوسطة؛ إجاباتك ستكون حاسمة لأسئلة البحث.

في المربع المناسب (+) من فضلك، ضع

4- دائما

3- غالبا

2- أحيانا

1- لا

4	3	2	1	أدب الطفل وبناء لشخصية :القسم الاول
				د ان تدريس النصوص القرآنية مع التفسير يساهم في تنمية هل تعتق السلوك الايجابي لدى شخصية طفل؟
				هل ادراج السيرة النبوية ضمن المناهج الدراسية كفيلا يبرز الصفات الايجابية لدى الطفل؟
				هل الانتقاء الجيد للقصص ينمي الصفات الايجابية لدى الطف
				لشخصيات الاسلامية البارزة له دور في غرس هل ترى أن تدريس ا المبادئ والقيم والاخلاق لدى الطفل؟
				هل تناول التاريخ الوطني الجزائري والتعرف على أهم شخصياته الثورية يساهم في اشباع الطفل بالروح الوطنية والحفاظ على القيم الثقافية الجزائرية؟
4	3	2	1	اختيارات وميولا :ت الطفل ولاقتنا بأدب الرئيبيالقسم الثاني
				تجعل (الاكشن)هل أن اختلاف مواضيع الرسوم المتحركة ذات طابع الإثارة التلميذ يميل للعنف؟
				هل الشخصيات الكرتونية تؤثر بالسلب أو بالإيجاب على ميولات الطفل؟
				هل تعتقد أن الأفلام الغربية لها تأثير سلبي على ثقافة الطفل وميولاته؟
				هل يمكن للأناشيد الدينية والوطنية والاجتماعية أن تؤثر ايجابيا على ميولات الطفل؟
				هل انتشار الأغاني الغربية والفن الهابط يؤثر سلبا على ميولات الطفل؟
4	3	2	1	أدب الطا :فل والاداة بناء واصاقح الشخصيةلقسم الثالث
				؟لفطلا ةيصخش ءانب ةءاعاو حيحصت بلع ريثأت اهل ةينيدلا تايصخشلا ريس له
				هل ادراج النصوص الثورية الجزائرية والشخصيات الوطنية البارزة لها دور في تعزيز قيم الطفل وتصحيح سلوكاته؟
				في تعديل سلوكياته وبناء شخصيته؟ هل تنمية الوازع الديني لدى الطفل يساهم
				هل ترى أن سرد وقراءة بعض القصص يساهم في تعديل سلوكيات الطفل أفضل من النصائح المباشرة؟
				باعتبار اننا ننتمي الى مجتمع عربي واسلامي، هل من الضروري مرافقة الطفل أثناء قراءته لبعض النصوص؟
4	3	2	1	تدريس أد :ب الطفاللقسم الرابع
				هل تدريس أدب الطفل بجميع جوانبه السلبية والايجابية ضروري في كشف كل ايجابيته وسلبياته؟

			هل عرض كل السلبيات الممكن مواجهتها من بعض نصوص أدب الطفل ينمي حس الحذر ومهارة الاختيار لدى الطفل؟
			دور في اجتناب معظم هل تدريس القرآن الكريم والحديث الشريف والشريعة له مشاكل أدب الطفل؟
			هل للمناهج الدراسية دور في خلق درع ذاتي ضد النصوص الأدبية غير مناسبة؟
			هل ترى تعزيز ثقة الطفل بنفسه وإعطاءه مساحة من الحرية شبه مقيدة تجعله يميل الى اختيار النصوص الأدبي