

A Comparative Study Of The Language Development Of The Students Studying and Not Studying Children's Literature At Secondary Level.

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ABSTRACT-: Children's literature is fundamentally important for language development. Not only children get benefit from reading themselves but their language skills also develop substantially when listening to another read. Literature influences children's language development primarily by providing a model for reading, writing and speaking. Through the provision of an outlet for engaged learning, children are given the opportunity to expand their language skills in an imaginative and creative way. This comparative study is conducted to know the impact of children's literature on students who are studying at the secondary level school. So that we could find the how children's literature may be helpful in improving language skills and also what improvements are need to develop good children's literature in the context of language skill development through children's literature.

Keywords: children's literature, language, development, 't' value, significant, children

INTRODUCTION-: One of the most striking accomplishments of the school years is the child's development of speech and language. Children are expected to use language skills as tools for learning and social negotiation. Children must master a system for representing meaning and acquire a facility with the forms of language, ranging from the sound structure of words to the grammatical structure of sentences. This knowledge must be joined with their social competence. Much of this learning is accomplished without formal instruction and what is known is largely tacit in nature. Children's literature is fundamentally important for language development. Not only children get benefit from reading themselves, but their language skills also develop substantially when listening to another. Literature influences children's language development primarily by providing a model for reading, writing and speaking. Through the provision of an outlet for engaged learning, children are given the opportunity to expand their language skills in an imaginative and creative way. Without the introduction and expansion of vocabulary through literature, children would struggle to develop their own vocabularies. Literature provides an opportunity for children to do so in an imaginative and enjoyable way. Authors use features of language to engage children and develop their own skills. Through the use of these language features, and additionally through independent, shared, modeled and guided reading situations literature improves not only children's vocabulary but also their pronunciation.

The importance of the role played by children's literature in the child's mental, social and linguistic development and in the development of his or her basic academic skills, such as reading and writing, has been confirmed by numerous studies (e.g. Becher and Wolfans, 1977; Browne, 1996; Pellegrini, 1980; Pellegrini and Galda, 1992). There is a positive impact of children's literature on the language development of children (Sharma, 1993). According to Funk & Funk (1992), children's books not only assist in language development, but they also bring pleasure and help children escape from undesirable situations, stimulate young learners' imagination, and help them understand themselves and others. In second language acquisition, picture books serve as a source for language stimulation (Appelt, 1984; Bitz, 2004; Bloem & Padak, 1996; Gambrell & Sokolski, 1983). Any time language learners listen, speak, read, or write they use language. The more opportunity language learners have to listen, speak, read, or write, the more language they produce and understand. Picture books provide the springboard for all four language skills – listening, speaking, reading, and writing. When language learners look at the illustrations and talk about the book, when they read the text and write their own close captions under the pictures, they are exposed to language experiences that are truly authentic and stimulating. Belsky (2006) found that children's literature in the classroom does work, that the participants who were introduced to children's literature during the course of the study did show better achievement in oral, reading, and writing English language skills; also, they did show more positive attitudes toward reading in English and toward reading in general as compared with those who did not use children's literature during the course of the study. Cipelewski and Stanovich (1994) individual differences in third- to fifth-grade growth in reading were significantly related to these indicators of print exposure. It appears that the extent to which individuals engage in literacy activities is a significant contributor to developed reading ability. This paper also focus to know the fact that the language skills may be developed with the help of using children's literature. Since many issues among people are occurred due to communication problem. It is also clear that command over a language guarantee successful professional and social life. So It is necessary to blend and strength the language skills of children to build the strong intellectual nation.

STATEMENT OF THE PROBLEM

A comparative study of the language development of the students studying and not studying children's literature at secondary level.

DELIMITATION OF PROBLEM

1. Only Secondary level schools of Pauri (Garhwal) District, Uttarakhand have been taken for the present study.
2. The present study has been conducted only on class 9th and 10th level students.
3. The present study is delimited to the children's literature published in Hindi.

OBJECTIVES OF THE STUDY -The following OBJECTIVES has been pursued in this study

- 1- A Comparative study of the Language development of the Students studying and not studying children's literature at secondary level.
- 2- A Comparative study of the Language development of the Boys and Girls studying children's literature at secondary level.

HYPOTHESIS- The following HYPOTHESIS has been pursued in this study

- 1- There is no significant difference in the Language development of the Students studying and not studying children's literature at Secondary Level.
- 2- There is no significant difference in the Language development of the Boys and Girls studying children's literature at Secondary Level.

MATHEODOLOGY:- In this study Survey method has been adopted in this study because we can find the exact information about the present circumstances of an area.

SAMPLE:-

Researcher has selected 11 secondary level schools including 4 boys , 4 girls and 4 co-education schools with the help of stratified random sampling technique for the present study. Approximately 10% such boys /girls have been selected randomly from every selected school who regularly study children's literature. In the same manner Researcher also selected 10% (approx.) such boys/girls randomly who do not study children's literature. In this way researcher selected 240 students (boys) including 120 boys who study children's literature and 120 boys who do not. In the same way researcher selected 240 students (girls) including 120 girls who study children's literature and 120 girls who do not. Total sample structure has been shown in the following table 01:-

TABLE 01

Students Studying at Secondary Level.	No. of Students Studying Children's literature	No. of Students not Studying Children's literature	Total
Boys	120	120	240
Girls	120	120	240
Total	240	240	480

TOOLS USED AND SCORING— Researcher used the *Hindi Yogyata Parikshan* tool made and published by Uttar Pradesh Manovigyan Pryogshala, Allahabad (U.P.).. There are 100 Questions in this test. There is no time limit to do this test. Scoring is done in this way that one mark is given for right answer and 0 mark is given for wrong answer.

STATISTICAL TECHNIQUES

The tabularized data were subjected to statistical treatment by using Mean S.D. and 't'-Test. These statistical techniques are used in reference of testing the framed hypothesis. The significance of 't' ratio was found with the help of table of 't' values which indicates the critical values of 't' ratio necessary to reject the null hypothesis at selected level of significance of 5% and 1% with a 'degree of freedom' of Sample.

ANALYSIS AND INTERPRETATION OF DATA

T-tests were carried out to find the significance of difference in Language development of Students studying and not Studying Children's literature at Secondary Level. In the present study, data analysis and discussion of the result is as follows:

TESTING OF HYPOTHESIS NO 1- There is no significant difference in Language development of Students studying and not Studying Children's literature at Secondary Level.

TABLE 02

Significance of difference in the Language development of Students Studying and not Studying Children's literature at Secondary Level.

Group of Students	No. of Students	Mean	Standard Deviation	't' Value	Significant /Non-Significant
Studying Children's Literature	240	45.12	16.77	6.05	Found Significant at 1% Level.
Not Studying Children literature	240	35.63	17.63		

It is clear from Table (02) that the value of 't' is 6.05. Since the 't' value is 2.58 at the 1% level with 478 degree of freedom. But the value obtained in this study is greater than the table value. This means that there is meaningful difference in Language development of Students studying and not Studying Children's literature at Secondary Level. Hence the null hypothesis that there is no significant difference in Language development of Students studying and not Studying Children's literature at Secondary Level is rejected at 1% level of significance with 478 degree of freedom. Since Children's literature consist of nature and animal based stories and tales, fairy tales, drama, history base stories, songs and poems, puzzles, folk stories and tales, comics and jokes etc. When children study these children's literature regularly, many new words come to their knowledge. It not only improves their vocabulary, reading and listening ability but also writing and speaking ability. It is also shown by table02 result that students who study children's literature regularly acquired greater mean than those who do not. Therefore we can say there is a positive effect of reading children's literature on children or students studying at secondary level.

TESTING OF HYPOTHESIS NO 2- There is no significant difference Language development of Boys and Girls studying and not Studying Children's literature at Secondary Level.

TABLE 3

Significance of difference in the Language development of Boys and Girls Studying and Not Studying Children's literature at Secondary Level.

Group (Studying children's literature)	No. of Students	Mean	Standard Deviation	't' Value	Significant / Non-Significant
Boys	120	44.25	18.08	0.81	Non-Significant at 5% level
Girls	120	46.00	15.30		

It is clear from Table (02) that the value of 't' is 0.81. Since the 't' value is 1.96 at the 5% level with 478 degree of freedom. But the value obtained in this study is lesser than the table value. This means that there is no meaningful difference in Language development of Boys and Girls studying Children's literature at Secondary Level. Hence the null hypothesis that there is no significant difference in Language development of Boys and Girls Studying Children's literature at Secondary Level is approved at 5% level of significance with 478 degree of freedom. Therefore We can say that there is no effect of sex on the language development of Boys and Girls studying children's literature.

CONCLUSIONS -

A Comparative study of language development of students studying and not studying children's literature at secondary level was the first objective of this research. The researcher assumed the first hypothesis before testing that there is no significant difference in the language development of students studying and not studying children's literature at secondary level meanwhile this fact was come out from after the statistical analysis of data taken that there is significant difference. This research study verify earlier mentioned researches that there is a positive impact of reading children's literature on language development of children and there is no effect of sex on it.

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