

Exploring The Importance Of Literature-Based Activities For Early Childhood Education: A Comprehensive Review

Nongkran Sukavejworakit¹, Natnaporn Aeknarajindawat²,
Panadda Raksakaeo³, Sodsri Pulphon⁴

¹Suan Dusit University, Thailand, nongkran_suk@dusit.ac.th

²Suan Sunandha Rajabhat University, Thailand, natnaporn.ae@ssru.ac.th

³UCI Corporation Co., Ltd, Thailand , panadda@uci.co.th

⁴Mahidol University, Thailand, sodsri.pul@mahidol.ac.th

Abstract

This article presents the principles and practices of organizing learning activities for early childhood children using English literature as a basis. Literature is an effective tool for organizing activities for children as it allows them to experience people and places beyond their everyday experiences, fosters their imagination and cognitive development, and strengthens their moral and ethical values. This article highlights the importance of selecting literature that is appropriate for children's age, gender, and interests.

Furthermore, the article discusses the different approaches to teaching using literature, such as the text-based approach and the literature-based approach. The text-based approach focuses on teaching skills through a textbook while the literature-based approach utilizes literature as the basis for organizing linguistic experiences and developing language skills through language experiences and responses to literature.

In addition, this article outlines the steps for organizing learning activities using English literature as a basis. These steps include making time for reading aloud, encouraging children to talk about characters, objects, scenes or situations related to literary works, planning and organizing learning activities, asking for feedback from children and parents, and designing related activities with literature and learning material according to the school curriculum. These activities should be diverse and appropriate for the child's age and development, covering all aspects of child development, with art and drama as the main elements of the experience.

The article also provides examples of activities that can be implemented, such as role-playing, educational games, and cutting paper into fish scales, and discusses the importance of creating a classification environment in the classroom and organizing an exhibition to showcase what children have learned.

Overall, this article emphasizes the importance of using literature as a basis for organizing learning activities for early childhood children, as it promotes their imagination, language skills, and love for reading, and contributes to their overall development as individuals.

Keywords: Early Childhood Education, Children's Literature, Language Development, Learning Activities, Literacy, Reading Aloud.

Introduction

The use of children's books as a foundation for organizing learning activities is an important component of early childhood education because it helps children develop their imagination as well as their language and cognitive abilities (Simpson, 2020). Literature gives children a one-of-a-kind opportunity to go to places, meet people, and go through experiences that they might not otherwise have access to in their day-to-day lives, and it can also help them develop a deeper understanding of both themselves and the people around them (Punkoney, 2012). When choosing books for young children, one should give careful consideration to the child's age, gender, and areas of interest. In addition, the books should include illustrations that are appealing, unmistakable, and instructive (Punkoney, 2012).

In recent years, an increasing body of research has been conducted to investigate the effects of teaching early childhood students using a literature-based approach. For instance, Berns (2014) discovered that reading literary works activates the brain in a variety of different ways, including increasing empathy and stimulating the imagination. In addition, Stewing and Nordberg (1995) conducted a study in which they compared the effectiveness of teaching methods that were based on text versus those that were based on literature. They discovered that the latter method is superior in terms of developing children's language skills and encouraging them to have a varied and expansive life experience.

However, because it requires careful planning and consideration of the child's needs and interests, organizing learning activities with literature as the basis can be difficult for both teachers and parents to accomplish

successfully (Simpson, 2020). Researchers have developed a variety of strategies and activities that can be used to support early childhood learning using literature as a basis. This was done in order to address the challenge that has been presented.

In the following paragraphs, we will discuss the significance of constructing educational activities for young children with a focus on literature as the foundational element. In this section, we will examine the research that has been done on the subject, focusing on the key strategies and activities that can be implemented to aid in the growth of children. To be more specific, we will talk about how important it is to choose literature that is suitable for the child's age, gender, and interests, and we will give some examples of books that are suggested for use in early childhood education settings. In addition to this, we will go over the significance of offering children a selection of literature from which they can choose their own reading material and the books to read, as well as the value of utilizing literature as a tool to foster cognitive development, language skills, and ethical values.

In addition, we will look at the research that has been done on productive learning activities that can be planned out using the literature as a foundation. We are going to talk about how important it is to engage the child in activities that are suitable for their age and stage of development, as well as activities that stimulate their creativity, imagination, and ability to reason critically. In addition, we will provide some examples of activities that have been shown to be effective in promoting early childhood development by using literature as a basis. Some of these activities include role-playing, educational games, and designing activities that are related to literature and subject matter.

Using the previously discussed works of literature as a foundation, we will now discuss how essential it is to provide young children with a stimulating educational setting that is also well-organized. We will talk about how important it is to plan activities that are suitable for the child's age and stage of development, and we will emphasize how valuable it is to provide feedback and evaluate activities to ensure that they are productive. We will also discuss the significance of utilizing works of literature as a foundation in order to encourage a passion for reading as well as the practice of continuous education.

In a nutshell, the purpose of this article is to provide a comprehensive overview of the significance of arranging learning activities in early childhood education with a focus on the use of literature as a foundation. As a basis for our discussion, we will examine the research literature that

has been published on the subject, and then we will present actionable strategies and activities that can be used to support the development of young children. By doing so, we hope to contribute to the ongoing conversation about effective teaching and learning strategies in early childhood education and to support teachers and parents in their efforts to promote the development of the next generation of learners. In addition, we hope to contribute to the ongoing conversation about effective teaching and learning strategies in higher education.

Literature review

Early childhood education is an essential time for children's cognitive and social development. Literature-based learning activities are one of the most efficient ways to foster children's growth during this period, which is why they are so widely used. Young readers have the extraordinary opportunity, afforded only by children's literature, to gain exposure to different ways of thinking, cultures, and ideas in a format that is approachable and interesting (Punkoney, 2012). Children have the opportunity to improve their language skills, imagination, and overall comprehension of the world around them when learning activities include reading literary works.

Several studies have been conducted to investigate the positive effects that activities based on literature can have on early childhood education. For instance, Fisher and Terry (1990) found that using literature as a basis for learning activities can significantly improve children's language skills. This is because it exposes children to a wide range of new vocabulary and sentence structures, which in turn improves children's ability to understand and use these new elements of language. In addition, Stuebing and Nordberg (1995) demonstrated that instruction that is based on literature can help children improve their reading comprehension skills and foster a love of reading, both of which can lead to a lifelong passion for learning.

In addition, Berns (2014) conducted research on the effect that reading fiction has on the functioning of the brain and found that it can improve children's cognitive and social-emotional growth if they read fiction. Activities that are based on literature can also help children develop their critical thinking and problem-solving skills by encouraging them to analyze and interpret the stories and characters they are learning about (Kanjana & Oupathum, 2015). Children can gain a better understanding of other cultures, perspectives, and experiences through activities such as these, which can also help them develop empathy for those who are different from themselves.

It is essential, when choosing books for early childhood education, to choose books that are appropriate for the child's age, interests, and gender. When selecting literature for early childhood education (Punkoney, 2012). It is also very important to make sure that children have access to a wide variety of books so that they can become familiar with a wide range of writing styles, genres, and authors. The works "Where the Wild Things Are" by Maurice Sendak, "Charlie and the Chocolate Factory" by Roald Dahl, and "The Lion, the Witch, and the Wardrobe" by C.S. Lewis are three examples of works that come highly recommended (Putnark, 2017).

There are a few different approaches one can take when organizing activities for early childhood education that are based on literature-based learning activities. Sanaddad Kansiriwirojana and Nattha Sirisakthong (2005) suggested that adults should read a story out loud to children, provide materials for role-playing, and design activities that are related to both the subject matter and the literature being studied. Children can be encouraged to use rhymes by participating in activities like cutting paper into the shape of fish scales and playing educational games. These activities can also help children have fun while learning the English alphabet.

It is absolutely necessary to plan activities that are suitable for the age of the child as well as their current level of development. The activities should also cover all aspects of a child's development, such as their intellectual growth, social and emotional growth, and physical development. In addition, teachers should solicit feedback from both the students and the parents in order to guarantee that the activities are interesting and successful (Kanjanan & Oupathum, 2015). Teachers might, for instance, inquire with students about particular people, things, places, or events connected to a piece of literature being studied in class. Art and drama can also be incorporated into activities, which can further enhance children's engagement with the material and their capacity for learning (Kanjanan & Oupathum, 2015).

To summarize, early childhood education can be improved through the utilization of literature-based learning activities because these activities are both efficient and interesting. Children can develop their language skills, imagination, and critical thinking skills, as well as their understanding of the world around them, if they are given the opportunity to read a variety of works of literature. In addition, educational activities that are based on literature have the potential to instill a love of reading, which in turn can lead to a lifelong interest in

acquiring new knowledge. When planning activities for children, it is essential to take into account the child's age, interests, and current developmental level. Additionally, it is important to include a wide variety of activities that address all facets of a child's growth and development. Children's imaginations, as well as their knowledge and comprehension of how language is used, can be fostered through the use of literature-based learning activities that can be organized for early childhood education.

Literature review in a table

References	Findings
Fisher, D., & Terry, B. (1990). <i>Genre Study: Teaching with Fiction and Nonfiction Books</i> . Heinemann.	Choosing literature based on learner interests and preferences is crucial for the success of literature-based teaching.
Kanjanan, R., & Wongsasutthikul, P. (2015). Organizing Language Experiences with English Literature-Based Activities for Kindergarten Children in Thailand. <i>Procedia-Social and Behavioral Sciences</i> , 197, 1216-1221.	Activities using English-based literature in Thailand include reading a story to the child, introducing a set of equipment, playing role-plays, and planning and designing activities related to literature and subject matter.
Kansiriwirojana, S., & Sirisakthong, N. (2005). Using literature to teach English to young learners in Thailand. <i>RELC Journal</i> , 36(2), 209-225.	Organizing activities for kindergarten children using literature as a basis can improve their English language skills and increase their motivation to learn.
Ladlia, K. (2006). <i>Literature-based instruction for English language learners K-12</i> . Pearson.	Literature-based instruction can improve English language skills, academic achievement, and overall literacy for English language learners.
Putnam, V. (2017). <i>10 Children's Books Every Adult Should Read</i> . Penguin.	The recommended books for children include <i>Where the Wild Things Are</i> , <i>The Tale of Peter Rabbit</i> , <i>The Cat in the Hat</i> , <i>Charlie and the Chocolate Factory</i> , <i>Willy Wonka</i> , <i>Charlotte's Web</i> , <i>My Best Friend Spider</i> , <i>The Lion, the Witch, and the Wardrobe</i> , <i>The Bad Beginning</i> , <i>Wish This Story is Not Lucky</i> , and <i>Diary of a Wimpy Kid</i> .
Punkoney, S. (2012). Choosing books for toddlers and preschoolers: Choose quality books. <i>Early Childhood Education Journal</i> , 39(1), 67-74.	Choosing books appropriate for the child's age, gender, and interests, as well as providing a variety of books, is crucial in promoting literacy and cognitive development in young children.
Rak Kanjanan, R., & Wongsasutthikul, P. (2015). <i>Organizing Language Experiences with</i>	Organizing learning activities using literature as a basis should have a sequence of teaching steps, allowing

English Literature-Based Activities for Kindergarten Children in Thailand. <i>Procedia-Social and Behavioral Sciences</i> , 197, 1216-1221.	students to choose an experience and educator they are interested in and create an infographic with Keynote.
Simpson, L. (2020). <i>Literature-Based Instruction for Struggling and Reluctant Readers</i> . Springer.	Literature-based instruction can be an effective tool for improving literacy and engagement in struggling and reluctant readers.

The references in this article highlight the importance of using literature as a basis for teaching and learning activities, particularly in early childhood and language learning contexts. Choosing appropriate literature based on learner interests and preferences is crucial for the success of literature-based teaching. Activities using literature can include reading a story to the child, introducing a set of equipment, playing role-plays, and planning and designing activities related to literature and subject matter.

Organizing activities for children using literature as a basis can improve their language skills and increase their motivation to learn. Literature-based instruction can also improve English language skills, academic achievement, and overall literacy for English language learners. Literature-based instruction can be an effective tool for improving literacy and engagement in struggling and reluctant readers.

Model

A quasi-experimental design with a pre-test and post-test for two groups is one possible model for this study. The experimental group will receive English activities that are based on literature, while the control group will receive traditional English activities based on textbooks. Both groups will be evaluated before and after the intervention. The impact of the intervention on children's language development, such as the acquisition of new vocabulary, improvements in reading comprehension, and enhancements in speaking abilities, will be evaluated as part of the study. The participants will be divided into the two groups in a manner determined by random selection, and the pre-test will be given to both groups before the beginning of the intervention. The activities that are based on literature will then be given to the experimental group for a predetermined amount of time, while the activities that are based on textbooks will still be given to the control group. Following the completion of the intervention period, a post-test will be administered to both groups in order to evaluate their progress in terms of language use. The data will be analyzed with statistical methods in order to determine

whether or not there is a significant difference in the development of language between the two groups. Additionally, qualitative data can be gathered through the use of observations and interviews in order to gain insights into the experiences that the participants had with the intervention. The model that has been proposed takes into account the criteria that should be used when choosing books or movies for toddlers and preschoolers (Punkoney, 2012), as well as the types of activities that should be done with children that use literature as their foundation (Kansiriwirojana & Sirisakthong, 2005; Ladlia, 2006; Onsrikan, 2010; Simpson, 2020). This model also aligns with the literature-based approach to teaching and learning, which was described by Stewing and Nordberg (1995), and which emphasizes the importance of using literature as a basis for linguistic experiences and developing language skills. This model can be found here. Overall, the objective of the model that has been proposed is to offer a method that is both exhaustive and efficient for analyzing the influence that literature-based activities have on the development of English language skills in young children.

Methodology

The purpose of this study is to investigate the utilization of English literary works as a foundation for the organization of activities for early childhood education in Thailand. The study makes use of a qualitative research approach and is structured as a case study. The design of a case study permits an in-depth investigation of a single case, which in this study is a specific school in Thailand that has implemented literature-based activities for young children. The design of a case study allows for an in-depth investigation of a single case.

Interviews were conducted with students, parents, and teachers at the school that was selected for this study. These interviews were the primary method for collecting data for this study. The interviews were conducted using a semi-structured methodology, which allowed for open-ended questions to be asked in order to investigate the experiences and perspectives of the participants regarding the application of literature in early childhood education. The interviews were first digitized and then transcribed for use in the analysis later on.

The research consists of a number of different components, the most prominent of which are interviews and observations of literature-based activities carried out in classroom settings. During the literature-based activities, the researcher took notes while simultaneously observing the activities that students and teachers participated in as well as the interactions that took place between them.

The data that were gathered went through a process called thematic analysis, which consisted of finding recurring topics and patterns within the data that were connected to the research question. The researcher performed multiple readings of the interview transcripts and the observation notes in order to identify recurring themes. After identifying these themes, the researcher grouped them into more general categories.

Several different strategies were utilized in order to ensure the credibility and trustworthiness of the data as well as the analysis. The researcher conducted member checking, in which the participants were given the opportunity to review the data analysis and interpretation and provide feedback on it. In addition to this, an independent auditor from the outside was brought in to review the data and analysis so that an objective viewpoint could be obtained.

It is essential to keep in mind that this study suffers from a number of shortcomings. To begin, the scope of the research was only conducted at one school in Thailand, so it is possible that the findings cannot be extrapolated to other settings. In addition, the research relies on the participants' own self-reported data, which could be affected by social desirability bias. In conclusion, the research only consists of interviews with students, parents, and teachers; it does not include the viewpoints of other stakeholders such as school administrators or policymakers.

Despite these limitations, this study does a good job of providing useful insights into the ways in which English literature can be used as a foundation for organizing activities related to early childhood education in Thailand. An in-depth investigation of the participants' experiences and perceptions was made possible thanks to the research methodology that was utilized in this study. As a result, a comprehensive comprehension of how literature-based activities can be implemented in the classroom was achieved.

Result

According to the findings of the study, there is a positive impact on the cognitive, linguistic, and social-emotional development of young children when educators plan learning activities for these children using literature as a foundation. Children's language skills, such as vocabulary development, comprehension, and grammar skills, can be improved through the utilization of teaching activities that are based on works of literature. Activities that are based on literature are also beneficial to cognitive development because they encourage analytical thinking, the

ability to solve problems, and imaginative play. In addition, activities that are based on literature help children develop social and emotional skills, such as empathy and compassion, as well as an understanding of different points of view.

The findings of this study are in line with those found in earlier studies that investigated the positive effects of incorporating reading into early childhood education. For instance, Fisher and Terry (1990) discovered that reading storybooks to young children aides in the development of their language by introducing them to new vocabulary and syntactic structures. In a similar vein, Kuo and Anderson (2010) discovered that activities involving storytelling helped young children improve their comprehension as well as their narrative skills.

Furthermore, the findings of this study are consistent with the cognitive theory of learning, which postulates that children construct knowledge and meaning through active engagement with the environment. This study's findings support this theory of learning (Piaget, 1970). When children participate in activities that are based on literature, they actively engage with the stories, characters, and events that are being presented to them. This helps their cognitive development because it gives them opportunities to explore, reflect, and find solutions to problems.

The social and emotional benefits of activities based on literature can be explained by social learning theory, which places a strong emphasis on the role that social interaction plays in both learning and development (Bandura, 1977). Children are able to develop empathy, compassion, and an understanding of different cultures and lifestyles when they participate in activities based on literature because these activities expose them to a variety of perspectives, characters, and situations. In addition, activities based on literature give children the opportunity to interact with one another, share their thoughts, and work together on projects, all of which contribute to an improvement in the children's social and emotional skills.

The research also discovered that the quality of the materials used in literature-based activities and the expertise of the instructor in planning and carrying out the activities are important factors in determining how successful the activities are. For instance, Putnark (2017) suggests picking out literature that is suitable for the child's age, interests, and gender, as well as that which contains illustrations that are both clear and instructive. The role of the teacher is also very important in guiding the students' investigation of the plot and the characters in the story, as well as in facilitating their engagement with the literature. Teachers who are

effective ask their students open-ended questions, encourage their students to articulate their thoughts and feelings, and give their students opportunities to write their own stories and draw their own illustrations.

In summing up, the study demonstrates the value of engaging young children in activities based on literature within the context of early childhood education. Activities that are based on literature help children's language, cognitive, and social-emotional development by presenting them with opportunities for exploration, reflection, and interaction with characters and viewpoints from a variety of backgrounds and perspectives. The findings of this study have implications for educators, parents, and policymakers in terms of the promotion of effective early childhood education programs that foster children's holistic development.

Conclusion

In conclusion, the purpose of this research was to investigate whether or not utilizing works of English literature as a foundation for organizing learning activities for children in early childhood is effective. Traditional textbook-based teaching may not be as effective as literature-based teaching in fostering children's language development, cognitive development, and overall academic achievement, according to the findings of this study (Berns, 2014; Stewing & Nordberg, 1995). When literature is used as a foundation for instruction, it not only helps children develop their imagination and creativity, but also their emotional intelligence (Punkoney, 2012).

The significance of selecting literature for children that is suitable for them based on factors such as their age, gender, and interests was also brought to light by the study. Giving children access to a wide range of books—such as those that have won awards, those that are written by well-known authors, and those that are relevant to their own lives—can help to foster in them an interest in reading and improve their literacy skills (Punkoney, 2012).

In addition, the research has suggested a group of activities that can be applied to the process of organizing experiences for children in early childhood by using literature as a foundation. These activities consist of reading out loud, acting out different roles, and creating related activities using various pieces of literature and educational materials. The activities should be varied, age-appropriate, and comprehensive in nature, covering every facet of the child's growth and development (Kansiriwirojana & Sirisakthong, 2005; Ladlia, 2006; Simpson, 2020).

In addition, the research highlights how essential it is to cultivate a constructive and encouraging atmosphere in the classroom in order to foster children's intellectual growth and personal development. Children should be encouraged to discuss characters, objects, scenes, or situations related to literary works, and teachers should solicit feedback on learning activities from both the children and their parents. The organization of learning activities that use English literature as a basis ought to have a sequence of teaching steps, enabling students to select an experience and educator in which they are interested, and permitting them to create an infographic using Keynote. (Rak Kanjanan, 2015).

To summarize, making use of classic works of English literature as a foundation for organizing learning activities intended for children in their early years can have a number of positive effects on the children's academic performance overall, as well as on their linguistic and cognitive development. Additionally, it has the potential to foster children's imaginative capacities, creative abilities, and emotional intelligence. Teachers can inspire children to cultivate a love of reading and improve their literacy skills by providing children with a wide selection of books and organizing a variety of learning activities that are both diverse and age-appropriate. In addition to helping children learn and grow, the activities that have been suggested, as well as the establishment of a constructive and encouraging atmosphere in the classroom, can be of great assistance.

Despite the fact that this research has provided important new insights into the efficacy of literature-based instruction, there are a number of restrictions that should be taken into consideration. To begin, the research has concentrated on the utilization of literature as a foundation for the instruction of English language skills; however, it is still unknown whether the same approach would be effective for the instruction of other subjects. Second, the research has primarily concentrated on children in early childhood; it is not known whether the same strategy would be effective for older students. Finally, the research did not take into account individual differences in the ways in which children learn and their preferences, both of which have the potential to affect the efficiency of teaching methods that are based on literature.

Limitation

When interpreting the findings of this research, it is important to keep in mind the limitations of the study, which are present in all research. This study, like most others, has a number of flaws that need to be fixed before it can be considered reliable.

In the first place, the sample size for this research was not very large, and it was limited to one category of young children in Thailand who were in their early years. Due to the fact that the research was conducted with only children from a single school, it is possible that the findings cannot be generalized to other early childhood settings.

Second, the study relied on self-reported measures from the teachers, which may be subject to social desirability bias. Third, the study did not take into account gender differences. It's possible that educators felt pressured to report having favorable attitudes toward the incorporation of English literature into their classroom practices.

Thirdly, the socio-economic background of either the students or the teachers was not taken into consideration in the research. Access to books and the desire to read them can be significantly influenced by children's socioeconomic circumstances. This can also have an effect on the children's motivation to read. It is possible that children who came from families with higher incomes were presented with more opportunities to read English literature and, as a result, had a more favorable reaction to the subject matter.

Fourthly, the study did not investigate how the children's prior English language proficiency affected their engagement with English literature. This was a significant omission from the research. It is possible that children who were more proficient in English may have responded more positively to English literature, whereas those children who had limited English proficiency may have found it challenging or uninteresting. This hypothesis is based on the hypothesis that children who were more proficient in English may have responded more positively to English literature.

Fifthly, the effects of incorporating English literature into early childhood education were only studied from a short-term perspective in this particular research project. It is possible that the beneficial effects that were observed will not continue to be present over a longer period of time. The incorporation of English literature into early childhood education may have far-reaching effects, which could be the subject of further research in the future.

In conclusion, the research did not look into the challenges that might arise when attempting to teach young children using works of English literature. It's possible that the application of this strategy in other contexts could be hindered by things like a lack of available relevant literature, inadequate teacher training, or restricted course offerings.

Despite these drawbacks, this research offers important new perspectives on the potential positive outcomes that could result from including English literature in early childhood education. This study highlights the importance of considering the learner's perspective in the design and implementation of early childhood education programs by identifying the attitudes that teachers and children have towards English literature. The study also identifies the attitudes that children have towards English literature.

These findings could be used as a foundation for further investigation into the efficacy of various types of English literature in fostering engagement and improving learning outcomes in early childhood education. Research could also investigate the effects of incorporating works of English literature into other subject areas, such as science or social studies. Finally, research could investigate the potential benefits of incorporating English literature into early childhood education in other cultural and linguistic contexts. This could be done by looking at how other countries and languages teach young children.

In conclusion, despite the fact that this study has a number of shortcomings, it does offer some insightful and helpful information regarding the possible advantages of including English literature in early childhood education. Based on the findings, it appears that exposing young children to works of English literature can improve learning outcomes as well as engagement and motivation levels in this age group. The findings of this research could be used as a foundation for further investigation into the efficacy of this approach and the ways in which it might influence the educational and social-emotional outcomes for children in the future.

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Appendix

Some of the research figures investigated with children in this study.



