

# Towards Establishing Standards for Children's Stories

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**Abstract**—This study aimed to determine key criteria for developing narrative compositions for children aged 6 to 9 years. This study examined narratives created from 2000 to 2014 to assess their linguistic and cultural value, as well as identify any limitations or complexities that may not be suitable for the target audience. The study also assessed the degree to which authors of children's literature followed these criteria. The study employed a descriptive-analytical approach and a researcher-developed tool to gather and analyze data, leading to multiple findings. Deficiencies and limitations were found in narratives for young children, but there were also positive aspects in terms of vocabulary, terminology, sentence structure, idiomatic expressions, and overall suitability for young audiences. The study found that the current narrative output does not sufficiently consider the developmental needs of children. The researchers recommended establishing standards to improve children's narrative production in line with their developmental stages. The recommendations were stated in the research's conclusion.

**Index Terms**—children's literature, children's stories, standards for children's stories

## I. INTRODUCTION

In Jordan, there has been a notable surge in interest in children's literature, particularly from the year 2000 to 2014, spanning a period of three decades. The burgeoning number of publications in this domain and the emergence of fresh authors are indicative of the growing interest in this area. Furthermore, there has been a notable enhancement in the caliber of literature produced by Jordanian publishing firms, coupled with the participation of select governmental entities in promoting children's literature. The increasing attention given to the subject matter has necessitated the provision of resources that aid Jordanian writers in enhancing their literary output, fostering their competencies, and advancing the domain of children's literature in Jordan in accordance with established benchmarks for children's narratives. These guidelines facilitate authors in utilizing a language in their narratives that is proximate to the realm of juveniles, devoid of intricacy, and captivating for children to engage with (Shehata, 1994). A curation of narratives intended for children was conducted, utilizing standards that were pertinent to the subject matter of the investigation. The aforementioned criteria encompass narratives that are most proximate to the child's immediate environment, narratives that are composed in prose and thus afford greater command over language and phrasing in contrast to poetry, and narratives that enjoy a more extensive dissemination. During the study period, there was a notable disparity in the quantity of literary works produced by Jordanian authors, with a significantly higher number of stories than poetry pieces.

## II. LITERATURE REVIEW

Kucirkova (2019) investigated the impact of children's literature on psychological and linguistic development, emphasizing the need for critical evaluation of various genres. The study revealed that children's reading significantly influences personality development and integration, instilling religious, educational, social, cultural, and other values.

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Paris et al. (2014) explored the connection between children's reading and character development, highlighting its relevance in contemporary literature studies and educational programs for children. Children's literature was found to promote positive character traits while discouraging delinquency, deviance, intolerance, and extremism, contributing to cognitive, emotional, social, and physical development.

Savsar (2018) focused on how global children's literature, particularly storytelling, affects displaced child characters and found that it enhances their personalities, teaching resilience, emotional healing, spirituality, empathy, and compassion. In "Poetics of Children's Literature" (Shavit, 2014), the impact of children's reading on character development and its reflection of evolving cultural attitudes about childhood were examined. The study highlighted the growing recognition of children's literature as a valuable tool for education and character development, contrasting with previous views that underestimated its literary significance.

### **Study Novelty and Importance**

This unique study explores a wide range of Jordanian children's stories for 6-9 years-old, departing from the theoretical focus in contemporary literary criticism. It emphasizes inclusivity by examining how these stories shape children's personalities, impacting children's literature development and education. Moreover, the study delves into the overlooked realms of early childhood development, storytelling, language, and creative education, offering valuable insights for crafting age-appropriate stories. These insights have the potential to enhance learning for children aged 6-9 across different levels.

## III. METHODOLOGY

### **Problem Statement and Study Questions**

The study critiques Jordanian children's storytelling for lacking discipline, commitment, and age-appropriate content. It aims to establish criteria and principles for children's literature that support academic, personal, and social development, addressing specific research questions:

1. What are the developmental characteristics of children aged 6-9 years?
2. What is the linguistic vocabulary of children in the age range of 6-9 years?
3. What are the appropriate specifications for words, expressions, and linguistic structures for children in the age range of 6-9 years?
4. To what extent do children's story writers in Jordan adhere to the literary, creative, and artistic standards and characteristics in the field of storytelling for the age group of 6-9 years? From this, the following sub-questions arise:
5. Are the appropriate artistic and linguistic standards considered in producing children's stories?
6. Are the developmental characteristics of childhood considered in producing children's stories?
7. Do authors rely on necessary sources and references for accurate scientific documentation of knowledge and information when producing children's stories?
8. Do authors of children's stories in Jordan possess evaluation criteria and standards for stories before they reach the recipient, especially the child?

### **Data collection and study instrument**

The study adopted a descriptive-analytical approach to achieve its objectives.

Validity and Reliability of the study tool

### **Study Population and Sample**

The study population consists of all fictional texts that were authored between the years 2000 and 2014. It was challenging for the researchers to precisely determine the quantitative and qualitative aspects of this literary output because they could not encompass all the works produced during this period. Instead, she relied on an estimation based on the available fictional productions. Therefore, a sample of fictional texts from the study population was employed for the research. The study sample represents 25% of the fictional output that the researchers came across, and this sample was randomly selected.

**Validity:** The researchers designed the study instrument and presented it to 10 experts in the field. Necessary modifications were made based on their observations and opinions, ensuring the content validity of the instrument.

**Reliability:** The researchers applied the study instrument to a random sample estimated at 10% of the study population. The instrument was reapplied two weeks later, and a correlation coefficient of 0.9 was obtained between the responses in both applications, indicating a strong reliability of the study instrument.

### **Data Analysis**

The collected information and data from the study sample were transcribed and organized in statistical tables for analysis and deriving study results. This was done to achieve the study objectives and provide answers to the research questions.

Objectives

This study aims to achieve the following objectives:

1. Developing a set of criteria that contribute to the selection of words, expressions, sentences, and texts that are preferred to be included in early childhood stories (6-9 years). These criteria should be applicable and measurable.

2. Analyzing a number of stories to identify any structural, phonological, or semantic deficiencies or complexities present in the studied stories. This analysis aims to avoid encountering similar issues when producing such types of creative literary stories for children.
3. Highlighting the positive aspects found in some stories, especially in terms of words and expressions that are enjoyable and easily understood by children of this age group. These aspects can be presented in a more formal or colloquial language style, based on the child's level of comprehension.
4. Examining the extent to which Jordanian writers adhere to the necessary standards regarding language, meaning, technical specifications for book production, developmental characteristics of early childhood, and the appropriate framework for the story, including the knowledge and sciences that contribute to the child's development at various levels.

### **Terminology**

**Developmental characteristics of children:** These characteristics are defined procedurally as the set of traits possessed by children at a specific age stage.

**Child's dictionary:** It refers to the commonly used words among children within a specific timeframe. However, such dictionaries are scarce in Arabic compared to the availability of English language resources (Mahfouz, 1983).

**Story:** It is a narrative that revolves around a series of events aimed at resolving the main character's problem. It includes elements such as the problem, the solution, characters, time, place, general environment, events, introduction, narration, dialogue, and conclusion (Al-Rajabi, 2014).

**Criteria:** In language, criteria refer to what is used as a measure for comparison with others. In this context, it is a set of conditions or rules that serve as the basis for quantitative or qualitative judgment by comparing these conditions with the existing ones to evaluate their strengths and weaknesses (Mahfouz, 1983).

**Children's literature:** Literature is defined as the production of beautiful prose and poetry that depicts emotions, describes scenes, or presents images of life or nature. (Abd al-Majid, 1961) In the context of children's literature, it is the creative work intended for children, including poetry and prose, presented in a manner suitable for the targeted age group (Zalat, 1997).

**Age group:** The age group is defined procedurally as a specific time period during which children share cognitive, emotional, and behavioral characteristics within a stage of their development.

**Contextual expressions:** Expressions are defined procedurally as the words and terms used by children to express their thoughts, which may be challenging for children. Typically, expressions consist of more than one word and also include linguistic structures with specific meanings used in verbal, expressive, emotional, and intellectual situations.

### **Criteria for Children's Literature**

Children's books Writers' standards impact children's reading experiences, despite current children's literature's solid roots. Writers' viewpoints, literary genres, education, society, culture, philosophy, and children's literature's intended age groups affect these criteria's ambiguity and diversity (Abdel-Fattah, 2000). Engaging, developmentally appropriate children's books require certain parameters. First, make the content fun and straightforward to get them reading. Children's literature has special needs, approaches, and requirements. Even simplified, some topics are only for youngsters. Simplified books may also lack child-friendly language (Abdel-Fattah, 2000). Exciting books interest kids. Thirdly, competition analysis and teacher insights reveal children's choices. Documentary-style, realistic novels and authentic science fiction enrich children's literature (Abdel-Fattah, 2000). Finally, children's novels need interesting plots and characters. To encourage reading, engage kids with diverse characters and a well-crafted plot (Abdel-Fattah, 2000).

#### **1. Linguistic and Artistic Criteria Required in Children's Stories for the Age Group of 6-9 Years:**

Table 1 provides evidence that writers of children's stories for the age group of 6-9 years vary in their use of linguistic and artistic criteria. Some writers consistently use these criteria, while others occasionally or infrequently employ them. Moreover, a considerable number of writers do not utilize certain linguistic and artistic criteria at all. The results also reveal that the most commonly used criterion is the use of noun phrases in story writing, with 27 writers (approximately 77%) consistently using it. On the other hand, the least used criteria are the selection of sophisticated words close to spoken language and the use of flashbacks in story writing, each utilized by only 10% of the writers (3 writers). The use of violent expressions in stories is also minimal, with only 3% of writers employing them (1 writer).

TABLE 1  
LINGUISTIC AND ARTISTIC CRITERIA FOR CHILDREN'S STORIES (AGES 6-9)

Linguistic criteria	Always		Sometimes		Rarely		never	
	No.	%	No.	%	No.	%	No.	%
1 Using words that indicate more tangible concepts rather than abstract ones.	5	16.7	16	53.3	9	30.0	0	0.0
2 Using short sentences.	6	20.0	14	46.7	10	33.3	0	0.0
3 Avoiding obsolete and unused words.	8	26.7	18	60.0	4	13.3	0	0.0
4 Selecting elegant words that are close to the spoken language.	3	10.0	12	40.0	15	50.0	0	0.0
5 Using conjunction words like "that" and "which" in your sentences.	10	33.3	18	60.0	2	6.7	0	0.0
6 Using words that are difficult to read due to the proximity of similar letter sounds.	4	13.3	13	43.3	11	36.7	2	6.7
7 Using nominal sentences in your storytelling.	23	76.7	7	23.3	0	0.0	0	0.0
8 Emphasizing descriptions in your stories.	13	43.3	16	53.3	1	3.3	0	0.0
9 Emphasizing the expression of emotions in your stories.	12	40.0	15	50.0	3	10.0	0	0.0
10 Using punctuation marks in your writing.	22	73.3	7	23.3	1	3.3	0	0.0
11 Using words with contradictory meanings in your stories.	4	13.3	11	36.7	12	40.0	3	10.0
12 Using a technique of presenting and delaying actions and names in your storytelling.	4	13.3	19	63.3	7	23.3	0	0.0
13 Using rhyming in sentences aimed at children.	5	16.7	10	33.3	12	40.0	3	10.0
14 Using Exaggeration in Children's Story Descriptions.	8	26.7	18	60.0	3	10.0	1	3.3
15 Writing the events of the story in a sequential manner.	20	66.7	8	26.7	2	6.7	0	0.0
16 Using flashback technique in your storytelling.	3	10.0	12	40.0	14	46.7	1	3.3
17 Avoiding the use of swear words in the story.	21	70.0	3	10.0	4	13.3	2	6.7
18 Using words that indicate violence in the story.	1	3.3	4	13.3	12	40.0	13	43.3

## 2. The criteria related to developmental characteristics, which writers should adhere to for the age group of 6-9 years:

In analyzing Table 2, it becomes evident that writers of children's stories for ages 6-9 exhibit varying levels of consideration for developmental characteristics. Around 60% consistently address the child's affinity for dialogue. Approximately 53% consider the child's interest in independence, self-confidence, and curiosity about life topics. However, only a few writers consistently account for other characteristics. Roughly 7% acknowledge the child's preference for gender segregation, 7% consider their tendency to distance from the family, and 7% recognize their inclination towards introversion.

TABLE 2  
CRITERIA DISTRIBUTION FOR CHILDREN'S STORIES (AGES 6-9) DEVELOPMENTAL CHARACTERISTICS

Developmental Characteristics of Children in the Age Group of 6-9 Years	Always		Sometimes		Rarely		Never	
	No.	%	No.	%	No.	%	No.	%
1 Desire for separation of each gender, males and females.	2	6.7	11	36.7	13	43.3	4	13.3
2 Love for argumentation and discussion.	4	13.3	15	50.0	10	33.3	1	3.3
3 Tendency towards order and adherence to rules.	10	33.3	15	50.0	5	16.7	0	0.0
4 Strong attachment to the family.	14	46.7	13	43.3	2	6.7	1	3.3
5 Attachment to both the father and mother.	15	50.0	13	43.3	1	3.3	1	3.3
6 Desire of the child to imitate older children and teenagers.	7	23.3	8	26.7	8	26.7	7	23.3
7 Interest in the world of imagination.	12	40.0	13	43.3	4	13.3	1	3.3
8 Interest in trips and participation in social activities.	10	33.3	14	46.7	5	16.7	1	3.3
9 Love for competition.	8	26.7	10	33.3	9	30.0	3	10.0
10 Interest in independence and self-confidence.	16	53.3	11	36.7	3	10.0	0	0.0
11 Influence of peers on the child.	10	33.3	10	33.3	9	30.0	1	3.3
12 Curiosity of the child to ask questions about various aspects of life.	16	53.3	13	43.3	1	3.3	0	0.0
13 Interest of the child in having a beautiful appearance.	12	40.0	12	40.0	6	20.0	0	0.0
14 Desire of the child to be very strong.	14	46.7	14	46.7	2	6.7	0	0.0
15 Relationship of the child with other family members.	16	53.3	12	40.0	1	3.3	1	3.3
16 Child's thinking about the Creator and His abilities.	14	46.7	15	50.0	1	3.3	0	0.0
17 Considering the child's awareness of their gender.	5	16.7	11	36.7	13	43.3	1	3.3
18 Ensuring that the heroes of the story are from the same target age group.	4	13.3	13	43.3	13	43.3	0	0.0
19 Love for dialogue.	18	60.0	12	40.0	0	0.0	0	0.0
20 Family rejection.	2	6.7	12	40.0	14	46.7	2	6.7
21 Tendency towards chaos.	6	20.0	12	40.0	11	36.7	1	3.3
22 Child's love for seclusion.	2	6.7	14	46.7	13	43.3	1	3.3

**3. The references and sources that writers rely on when writing children's stories for the age group of 6-9 years:**

TABLE 3  
REFERENCES & SOURCES USED BY WRITERS FOR CHILDREN AGED 6-9

References and Sources	Always		Sometimes		Rarely		Never	
	No.	%	No.	%	No.	%	No.	%
1 Educational Books	7	23.3	7	23.3	14	46.7	2	6.7
2 Books related to children's literature	3	10.0	13	43.3	12	40.0	2	6.7
3 Books related to child psychology	6	20.0	17	56.7	7	23.3	0	0.0
4 Books related to literary criticism	0	0.0	4	13.3	13	43.3	13	43.3
5 Books related to child language	6	20.0	14	46.7	9	30.0	1	3.3
6 Books related to expressive means	6	20.0	11	36.7	12	40.0	1	3.3
7 Heritage books such as "One Thousand and One Nights"	2	6.7	4	13.3	10	33.3	14	46.7
8 Modern electronic communication methods	14	46.7	14	46.7	2	6.7	0	0.0

**4. Writers' methods of evaluating stories:**

The analysis of Table 4 reveals that approximately 90% of the writers consider children's interests when crafting their stories. Furthermore, around 43% of these writers publish their stories and eagerly await feedback for evaluation. On the other hand, about 33% never present their stories to specialists in children's literature, and roughly 33% do not compare their stories with those of other authors.

TABLE 4  
USAGE OF QUALITY STANDARDS IN PRINTING STORIES FOR CHILDREN AGED 6-9 BY WRITERS

The methods of evaluating a story	Always		Sometimes		Rarely		Never	
	No.	%	No.	%	No.	%	No.	%
1 Reading your story to children after writing it.	4	13.3	16	53.3	7	23.3	3	10.0
2 Research on criteria for selecting vocabulary and expressions in stories for 6-9-year-olds.	3	10.0	4	13.3	19	63.3	4	13.3
3 Consulting a language editor to review and edit your writing.	6	20.0	10	33.3	10	33.3	4	13.3
4 Assessing story comprehension in 6-9-year-olds to identify challenging words or phrases.	2	6.7	11	36.7	13	43.3	4	13.3
5 Presenting your story to experts in children's literature.	0	0.0	3	10.0	17	56.7	10	33.3
6 Publishing your stories and waiting for feedback.	13	43.3	12	40.0	5	16.7	0	0.0
7 Comparing your storytelling with the writing of other authors.	1	3.3	5	16.7	14	46.7	10	33.3
8 Paying attention to the reactions of children to the story you have written.	21	70.0	8	26.7	1	3.3	0	0.0
9 Considering the interests of children when writing the story.	27	90.0	3	10.0	0	0.0	0	0.0

**5. The quality standards in printing children's stories are as follows:**

The analysis of Table 5 reveals that 80% of the books incorporate colored illustrations in children's stories aimed at the age group of 6 to 9 years. Additionally, approximately 17% of the authors consider the word count of the story, while about 7% pay attention to the number of words per page.

TABLE 5  
PERCENTAGE DISTRIBUTION OF ADHERENCE TO QUALITY STANDARDS IN PRINTING CHILDREN'S STORIES (AGES 6-9)

The criteria for printing stories	Always		Sometimes		Rarely		Never	
	No.	%	No.	%	No.	%	No.	%
1 Considering the word count of the story.	5	16.7	10	33.3	12	40.0	3	10.0
2 Considering the number of words per page.	2	6.7	12	40.0	13	43.3	3	10.0
3 Considering the size and format of the book.	4	13.3	8	26.7	15	50.0	3	10.0
4 Using colorful illustrations in the book.	24	80.0	6	20.0	0	0.0	0	0.0
5 Choosing between close-up or distant shots for the illustrated image.	2	6.7	22	73.3	6	20.0	0	0.0
6 Including multiple elements within the illustration.	2	6.7	17	56.7	10	33.3	1	3.3

IV. RESULTS AND DISCUSSION

The statistical analysis assessed the linguistic and creative criteria for 6–8 years old children's stories. Key findings:

- Sensory-rich terms:** Only 16.7% of the studied authors used sensory-rich words. 53.3% of authors occasionally utilized sensory-rich words, indicating poor adherence to this essential criterion. 30% rarely used sensory terms.
- Short sentences:** Only 20% of the sample regularly used short sentences in their writing for this age group, demonstrating a lack of attention to their importance. 46.7% used short sentences occasionally.
- Avoiding neglected and unused terms:** Only 26.7% of participants regularly avoided such words, whereas 60% occasionally did so. 13.3% seldom avoided these terms.
- Selection of elegant terms in colloquial language:** Only 10% of participants used such words in their 6-8 years old essays. 40% occasionally chose such words, while 50% rarely did.

5. **Use of linking words like "who" and "that" in sentences:** 7% of participants omitted "who" and "that" in age-appropriate stories, showing limited attention to this criterion. Meanwhile, 60% used these conjunctions infrequently, with only 10% consistently incorporating them.
6. **Terms with near letter sounds that are hard to read:** 3% of participants always used such terms, while 43.3% sometimes did. However, 36.7% rarely used them, and 6.7% never used them, suggesting inadequate consideration of the reading difficulties faced by children at this age.
7. **Nominal sentences over verbal sentences in story writing:** Most participants used nominal sentences in their stories for this age group, matching children's preference for sentences that start with nouns, which are more engaging to read.
8. **Description in stories:** 3% of individuals consistently described their stories, whereas 53.3% rarely did. 3.3% is rarely described. Most writers used descriptions.
9. **Describing emotions in stories:** 40% usually, 50% occasionally, and 10% rarely did so. Some writers neglected emotional details, but most did.
10. **Story writing punctuation:** 3% of writers always utilized punctuation, 23.3% sometimes, and 3.3% rarely. This highlights how most participants punctuate their stories well.
11. **Narrative writing with contradictory words:** approximately 13.3% used contradictory words, while 36.7% did so occasionally. Around 40% used such vocabulary infrequently, and 10% never used it. This indicates that many participants employed words with multiple meanings, possibly overlooking the potential confusion they might create for young children, who tend to see words as having only one meaning.
12. 3% of the sample used introducing and delaying verbs and nouns in tale writing. These authors used this strategy in stories for 6-8-year-olds. The introduction and delay technique, which is frequently used in Arabic, can increase children's reading engagement, but the observed percentage is low.
13. **Rhyme Patterns in Children's Stories:** 7% of participants acknowledged rhyme in children's stories. These stories targeted 6–8-year-olds. 33.3% reported occasional use, and 40% reported infrequent use. Additionally, 10% of individuals do not rhyme.
14. **Hyperbole in children's stories:** 7% of the sample used exaggerated words in children's stories. 60% used this aesthetic device sometimes. 10% of the respondents used this storytelling style infrequently, while 3.3% said they never used exaggerated language.
15. 7% of sample participants wrote tales of events sequentially. 26.7% occasionally used this method, while 6.7% rarely wrote tales of events sequentially.
16. **Children's story flashbacks were explored:** 10% of the sample used flashbacks in their narratives, according to the study. 40% of individuals used this strategy occasionally, and 46.7% rarely. 3.3% of participants reported never using flashbacks (Mafela, 1997).
17. **Swear Word Usage and Narrative Influence:** 70% of the group doesn't swear, and 10% of the sample occasionally uses similar terminology in their stories. 13.3% of people rarely use such terms, while 6.7% never do. Some writers used these terms to guide the youngster toward a narrative outcome during the dialogue. This reinforces that such words are wrong and socially unacceptable.
18. **The study explored narrative aggression:** 3% used violent language often, 13.3% occasionally, 40% infrequently, and 43.3% never. Positive outcome.
19. **To maintain continuity, the main characters should match the intended age group.** 3% of participants always consider this when writing stories for 6-9-year-olds. 43.3% of respondents occasionally contemplate this, whereas 43.3% rarely do. Many writers in the study sample do not prioritize age-appropriate characters, even though children often prefer them.
20. In the survey, 60.0% of participants prioritized conversation in their 6-9-year-old stories. 40.0% said they occasionally use conversation in their stories. The sample writers' awareness of dialogue's importance in children's lives is positive, as shown by the percentages.
21. 7% of study participants mentioned family rejection, which they frequently included in their tales for 6–9 years old. 40% of respondents occasionally incorporate familial rejection into their experiences, whereas 46.7% rarely do. Western literature is more likely than Arabic literature to address familial rejection in a minority of youngsters. The researchers hypothesize that our societies' strong familial bonds may have reduced the sample's emphasis on this trait.
22. **Tendency toward Disorder:** 0% of study participants consistently included this feature in their narratives for 6-9-year-olds. 40.0% claimed occasional inclusion and 36.7% infrequent use. 3.3% disregard this property completely. Several sample members focused on this trait, requiring special attention. Children may sometimes be naughty, but they usually follow rules and instructions.
23. 7% of the study's participants wrote stories for 6-9-year-olds on a child's love of solitude. 46.7% occasionally included this trait, while 43.3% rarely did. 3.3% disregard this property completely. The study's creators seem to value the attribute that's hard for some kids (Joyson & Michael, 2021).

**References and sources relied upon by the author in writing children's stories for the age group of 6-8 years.**

1. **Educational books:** 3% of survey respondents always use instructional materials when writing for this age group (6-9 years), whereas 23.3% occasionally do. 46.7% rarely use educational literature, and 6.7% never do. These percentages are low, showing that sample authors are not interested in following educational rules in their writing for this age range.
2. **Books related to children's literature:** 0% of respondents constantly refer to children's literature before writing for this age range (6-9 years), whereas 43.3% occasionally do. 40.0% rarely mention such works, and 6.7% never do. The sample authors' poor use of children's literature books suggests they don't realize how much they can improve their writing and make it more acceptable for this age group.
3. **Books related to child psychology:** 0% of respondents always use child psychology books before writing for this age range (6-9 years), whereas 56.7% rarely do so. 23.3% rarely cite such literature. Most of the sample lacks a theoretical foundation in child psychology to better comprehend the intended age range in their works.
4. **Books related to literary criticism:** None of the sample respondents said they always considered this in their 6-9-year-old stories. 13.3% occasionally consider it, 43.3% seldom do, and 43.3% never do. The researchers think the sample doesn't want to read literary criticism or understand children's literature or what they write. To explain why, more research is needed (Dredge et al., 2016).
5. **Books related to children's language:** 0% of respondents always consulted children's language books before writing for this age group (6-9 years), whereas 46.7% occasionally did so. 30.0% rarely mention children's language books, and 3.3% never do. This shows a lack of interest and a failure to use age-appropriate language.
6. **Books related to expressive means:** 0% of respondents always consulted expressive means books before writing for this age range (6-9 years), whereas 36.7% rarely did so. 40.0% rarely mention such works, and 3.3% never do. Even though these books help writers tell stories, some of the sample didn't realize their relevance.
7. **Heritage books such as "One Thousand and One Nights" and "Kalila and Dimna":** 7% of respondents always use heritage books to improve their writing for 6-9-year-olds, while 13.3% do so occasionally. 33.3% rarely read heritage books, and 46.7% never do. Despite the importance of referring to literary heritage books in honing writing talent and making the author more professional, most sample respondents did not do so, indicating a lack of awareness among some sample individuals.
8. **Modern Electronic Communication Methods:** 7% of respondents said they use current technology communication to keep up with 6-9-year-old children's stories. 46.7% occasionally and 6.7% rarely do so. These percentages show good interaction between sample participants and modern communication methods.

#### **Evaluation Methods Used by Authors for Children's Stories Targeted at the Age Group of 6-8 Years**

1. **Reading the story to children after writing it:** 3% of respondents always read their stories to children after composing them, while 53.3% occasionally do (Dredge et al., 2016). 23.3% rarely do this, and 10.0% never do. Only a small fraction of sample participants uses this strategy to evaluate stories and determine their acceptability for children, despite its importance. This suggests that some sample participants are unaware of how this approach improves stories for this age range.
2. **Seeking references that provide criteria for selecting vocabulary and expressions in children's stories for the age group of 6-8 years:** 0% of respondents said they always try to locate references for choosing language and expressions in 6-9 years old children's books. 13.3% do it occasionally, 63.3% rarely, and 13.3% never. 10% is low and suggests that sample participants don't prioritize choosing appropriate terms for children this age. Lack of awareness slows finding a solution, delaying the growth of children's stories and making them less engaging to youngsters.
3. **Linguistic editing of the story:** 0% of respondents said they always use a language editor for 6-9-year-old stories. 33.3% do it occasionally, 33.3% rarely, and 13.3% never. Some sample participants were unaware of the value of linguistic editing, which improves story language. A linguistic editor may know more than the writer.
4. **Reading stories to children and encountering difficulties in understanding certain words and expressions by children:** 7% of sample respondents read children's stories to their 6-9-year-olds, who had trouble understanding some terms and idioms. 36.7% said this happens occasionally, 43.3% rarely, and 13.3% never. The researchers feel that these replies are imprecise or that people who read stories to children did not apply the optimal way to assess the difficulty of language meant for children (Chen, 2006). The researchers detected difficult terms in children's stories during reading workshops.

#### **Consideration of story printing standards**

1. **Considering the word count of the story:** 7% of respondents always consider the story's word count adequate for 6-9-year-olds. 33.3% said they occasionally consider the word count, 40.0% rarely do, and 10.0% never do. It is important to note that a narrative for 6-9-year-olds should not surpass a certain amount of lines or words (Lloyd et al., 2022). Despite its importance, most sample respondents did not consider this matter. This suggests that children's book authors writing for this age group are unaware of this criterion's value.
2. **Consideration of Word Count on Each Page:** 7% of respondents said they always consider putting a certain number of words on each page of a 6-9-year-old book. 40.0% occasionally do, 43.3% rarely do, and 10.0% never do. Since youngsters aren't well-trained in reading, the researchers think reading and comprehension should be considered at this age. Each book page should have a few words. However, most authors who write for this age

group do not consider this matter in their printed books, demonstrating a lack of understanding among this demographic about the importance of this criterion.

3. **Consideration of Book Page Size and Format:** 3% of respondents said they always consider book form and size for 6-9-year-olds. 26.7% occasionally do, 50.0% rarely do, and 10.0% never do. This age group values book size and format. Many youngsters love square books or uncommon shapes like "books cut in the shape of a flower, a star, a triangle, or resembling a house, etc." (Adnan H., 2015). This study found that some sample respondents do not prioritize book size and format for this age group.
4. **Use of Colored Illustrations in Children's Stories:** 0% of survey respondents always use colored illustrations in their books for 6-9-year-olds, whereas 20.0% rarely do. This high percentage shows that survey respondents understand the relevance of colored pictures for children this age. Coloring entices kids to read.
5. **Close-Up or Wide Shot of the Illustrated Image in Children's Stories:** 7% of sample respondents constantly evaluate if the illustrated image in their 6-9 years old stories should be close-up or wide. 73.3% said they sometimes do, whereas 20.0% rarely do. Close-up shots are good for kids this age because they don't show much.
6. **Presence of Multiple Elements in the Image:** 7% of sample respondents said they always consider several visual aspects in their 6-9-year-old stories. 56.7% do this occasionally, 33.3% do it seldom, and 3.3% never consider it. Too many pictures can distract and impair attentiveness in children's stories for this age range (Chen, 2006).

The study found a difference in Jordanian children's reading, particularly for 6-9-year-olds. The researchers think the study confirms this disparity. Many of the study sample's authors fail to meet target audience writing requirements. The researchers also find that some authors' culture, education, and specialization prevent them from using scientific sources, knowledge, societal culture, and human civilization to benefit from their linguistic, intellectual, moral, and philosophical contents in preparing the required narrative text. This emphasizes the importance of sociology, social psychology, educational psychology, and the language sciences and their branches.

The researchers believe that the study's results indicate significant warning signs for the future of this literature if there are no proficient writers with language skills, scientific knowledge, and expertise to produce advanced literature that serves children's culture at all levels and adheres to the criteria examined in this academic dissertation, which hopes for its acceptance and understanding of all its objectives and aspirations.

## V. CONCLUSION

This study examines how authors of children's writing for 6-8-year-olds incorporate developmental traits and linguistic and creative criteria (Woodard & Pollak, 2020). The findings show both strengths and weaknesses in young-reader fiction. Language and art suggest various areas for advancement. Given the importance of sensory-rich terms in boosting children's creativity and comprehension, 16.7% of authors use them. In a similar vein, just 20% of writers consistently use short sentences, highlighting the need for sentence structure and readability. Connective terms like "who" and "that" indicate a low level of thoughtfulness (10%), offering a way to improve narrative coherence and fluency. The text's capacity to engage young readers may be hampered by the 10% use of complex terminology next to informal language.

The study also shows writers' criterion proficiency. 43.3 % describe, whereas 40% feel. Deliberately using descriptive words and phrases makes the story more vivid and emotional. Punctuation marks—73.3% of the text—clarify and guide young readers. Children's growth criteria display judgment. 60% of authors value conversation, indicating teens' social and communicative nature. 66.7% write narrative events sequentially. The developmentally organized narrative may explain this tendency. Some places require more work. 13.3% of writers use age-appropriate protagonists. This may help young readers relate to fictional characters. This study illuminates the challenges of writing narratives for 6- to 8-year-olds. The study analyzes these stories' language and art while considering this age group's growth. The findings stress the importance of continuing improvement and adaptation in children's literature to maintain its relevance, appeal, and influence on young readers. Writers can improve children's literature experiences by using their abilities. This encourages reading and cognitive and emotional development. This study also provides a foundation for future research and the creation of guidelines to help authors write high-quality children's literature that empowers and connects with young readers.

### Findings

**The present study presents findings pertaining to the examination of linguistic and artistic criteria in children's stories targeting the age group of 6-8 years.**

1. The utilization of vocabulary that appeals to the senses: A mere 16.7% of the authors included in the sample utilized language that evokes sensory experiences, suggesting a notable disregard for this significant criterion. A significant portion of the participants (53.3%) indicated that they occasionally employed sensory-rich language in their communication, whereas a substantial proportion (30%) reported infrequent utilization of such vocabulary.
2. The utilization of short sentences in the writings for this age group was consistently observed in only 20% of the sample, indicating a relatively low level of attention given to this aspect. Nevertheless, it was found that 46.7% of the participants acknowledged employing short sentences on an occasional basis.

3. The utilization of neglected and unused words was consistently avoided by a minority of participants (26.7%), while a majority (60%) engaged in occasional avoidance, and a small percentage (13.3%) rarely refrained from using such words.
4. A mere 10% of the participants opted for the use of eloquent words that closely resemble colloquial language in their compositions intended for children between the ages of 6 and 8. Furthermore, 40% of the participants in the study indicated that they occasionally chose to use such words, whereas 50% of them reported rarely selecting them.
5. In the sample population, it was observed that 10% of individuals consistently employed conjunctions such as "الذي" (who) and "التي" (which/that) in the sentences of the stories they composed for the age range of 6-9 years. Nevertheless, a significant proportion of the participants (60%) reported occasional utilization of conjunctions, whereas a minority (6.7%) abstained from their usage entirely.
6. In the study sample, it was found that 13.3% of individuals consistently utilized words with similar letter sounds, whereas 43.3% occasionally employed such words. Furthermore, it was found that 36.7% of the participants in the sample exhibited infrequent utilization of said items, while 6.7% abstained from using them entirely.
7. The prevalence of nominal sentences in story writing was observed among the participants in the sample, who demonstrated a sufficient understanding of this criterion when crafting narratives for this particular age group.
8. In the context of narratives, it was observed that 43.3% of the participants consistently incorporated descriptions within their stories, whereas 53.3% engaged in this practice occasionally. Merely 3.3% of the participants indicated infrequent inclusion of descriptions.
9. In the analysis of the sample population, it was observed that a significant proportion, specifically 40%, consistently incorporated descriptions of emotions within their narratives. Additionally, a slightly larger percentage, namely 50%, occasionally included such emotional portrayals in their storytelling. A mere 10% of the participants exhibited infrequent articulation of emotional experiences.
10. The utilization of punctuation marks in the context of story writing was found to be prevalent among a substantial majority (73.3%) of the participants, indicating a noteworthy and favorable practice.
11. The utilization of words possessing contradictory meanings in the context of narrative composition was observed among the majority of the participants in the sample, accounting for 36.7% of the total. Conversely, a notable proportion of 10% abstained from employing such words altogether.
12. The utilization of the technique of introduction and delay in verbs and nouns in the context of story writing was found to be employed by a mere 13.3% of the participants included in the sample. These individuals specifically incorporated this technique in their stories, which were intended for children between the ages of 6 and 8.
13. The utilization of rhyme in sentences within children's stories was reported by a mere 16.7% of the participants included in the sample. These stories were specifically intended for children between the ages of 6 and 8.
14. The utilization of hyperbolic language in depictions within children's narratives was reported by 26.7% of the participants in the sample.
15. In the study, it was found that a substantial majority (66.7%) of the participants in the sample expressed a preference for sequentially organizing the events of their stories.
16. The utilization of the flashback technique in the composition of children's stories was observed to be consistent among only 10% of the individuals included in the sample.
17. The majority of the sample participants, specifically 70%, refrain from employing profanity in their narratives.
18. The utilization of violent language within the narrative is observed to be absent in 43.3% of the individuals comprising the sample population.

**The research findings pertain to the criteria based on the developmental characteristics of children within the age range of 6-8 years.**

1. Ensuring that the protagonists of the narrative belong to the same specific age demographic. A relatively small proportion (13.3%) of the participants in the sample consistently took into account this particular attribute when constructing their narratives.
2. A sizable portion (60%) of the sample participants consistently valued the quality of love for dialogue when writing their narratives.
3. The characteristic of family rejection was consistently considered by a minority (6.7%) of the respondents in the sample.
4. A notable proportion (20%) of the participants in the sample consistently exhibited a proclivity towards chaos as a prominent characteristic in their narratives.
5. The characteristic of a child's love for solitude was consistently mentioned by a minority (6.7%) of the participants in the sample when recounting their experiences.

The results suggest that there are areas for enhancement in the adherence to linguistic and artistic standards in children's stories targeted at the age range of 6-8 years. Furthermore, it is worth noting that although certain writers demonstrate an understanding of developmental traits in their narratives, there exists potential for enhancement in the consideration of specific elements pertaining to the preferences and experiences of the intended audience within the target age range.

**Implications**

This study shows that many children's authors don't use sensory-rich vocabulary and succinct sentence patterns. These factors engage and aid young readers; therefore, writers must pay attention to them. Advanced vocabulary, informal language, and conjunctions can improve young people's literature experiences. Many writers utilize terms that sound alike, which may confuse young readers. To write for young readers, authors must know their reading and cognitive capacities. Young readers enjoy stories with descriptive and emotional aspects. The sample shows that many tales incorporate descriptions. Encourage emotional writers. Children interact with tale characters and events through emotions. Writers must balance innovative narrative with readability. Flashbacks and contradictions add narrative intricacy. Literary devices can confuse young readers.

The study reveals familial rejection and chaos themes are neglected due to cultural and societal conventions. Encouraging culturally sensitive writers to explore varied issues can enrich children's literature and provide young readers with new views. The writers' emphasis on dialogue and rhyming is encouraging. These aspects make stories more engaging and rhythmic for younger listeners. Children's stories can be improved by encouraging conversation and rhyming. The study found that many authors avoid violent language in their stories. Positive language and moral themes can help young readers develop morality. The results imply that few writers regularly include protagonists of the same age as their audience. Literature with relatable characters of similar ages helps increase children's involvement and empathy. The study emphasizes language, art, and topics in 6-8-year-old children's literature. Careful consideration and advocacy can help authors write more engaging, relatable, and suitable children's fiction. This improves reading and encourages a lifelong love of reading. These findings can help educators choose and teach high-quality, meaningful literature that enhances children's cognitive and emotional development.

### Recommendations

The researchers recommend the following:

1. The necessity of focusing on standards and ensuring the quality of texts during the production of narrative texts for children at different stages of their development.
2. The importance of conducting educational training courses for children's story writers, delivered by experts in the field, with the aim of increasing awareness among children's story authors regarding the importance of writing according to linguistic standards, making their stories easier, smoother, and more appealing to children.
3. The requirement for narrative texts to undergo arbitration before being published and broadcast to all segments of society.
4. The need to educate children's story writers about the developmental characteristics of children, considering them while writing for children.
5. The necessity of enriching narrative texts with visual elements (illustrations) appropriate to the story content, prepared by specialists.
6. The importance of promoting gender equality, starting from the story's title and extending to the role of the protagonist, with the aim of changing stereotypical images in society and creating an atmosphere of social justice in the children's environment.
7. The importance of paying attention to the geography of the story, taking into account the place, time, individuals present, and the possibilities of human existence from early childhood stages to an individual's life in society.
8. The need for further research and studies in this field, particularly in the linguistic standards for children in the age group of 6-9 years.
9. The necessity of assigning the task of developing a comprehensive guide to an academic institution in the fields of education and culture, which would serve as a guide for children's story writers, encompassing the appropriate linguistic standards for them as well as suitable and unsuitable topics, in addition to the writing techniques that can be used by authors targeting the age group of 6-9 years.

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