

Children's Literature in Traditional Arab Classrooms for Teaching English as a Foreign Language

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Abstract

This research has shown that the use of authentic children's literature is an effective and motivating *ESL* classroom strategy. However, this study investigated the use of children's stories in *EFL* elementary classrooms where the teaching methods are very traditional and the resources are limited. This study was carried out in an elementary school in an Arab town in Israel. Approximately a hundred fifth and sixth grade pupils filled in a questionnaire expressing their attitudes towards being taught through stories. Teacher trainees taught the classes, wrote reflections, filled in questionnaires and were observed by the researchers. This information has been collected and served as the data for the study. Results suggest that the use of this strategy is very positive and should be carefully considered by *EFL* teachers, *EFL* trainees and teacher educators.

Keywords: children's stories, *EFL* teacher trainees, *EFL* pupils, traditional classrooms

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