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EXPLORING STUDENTS' ATTITUDES TOWARDS BILINGUAL CHILDREN'S LITERATURE IN HEBREW AND ARABIC

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ABSTRACT

This study investigates students' attitudes towards bilingual children's literature in Hebrew and Arabic. The abstract highlights the importance of understanding students' perceptions and preferences regarding bilingual literature, specifically in the context of Hebrew and Arabic languages. The study explores students' attitudes towards the content, themes, language use, and cultural representation in bilingual children's books. Data is collected through surveys, interviews, and observations in educational settings. The findings provide insights into the students' perspectives, shedding light on their preferences, challenges, and opportunities in engaging with bilingual literature. This study contributes to the field of bilingual education and children's literature, guiding the development of culturally responsive and inclusive materials for language learners.

KEYWORDS

Bilingual children's literature, attitudes, Hebrew, Arabic, students, language use, cultural representation, preferences, challenges, opportunities.

INTRODUCTION

Bilingual children's literature plays a vital role in language development, cultural understanding, and

identity formation among students. Understanding students' attitudes towards bilingual literature is

crucial for designing effective educational materials that cater to their needs and preferences. This introduction provides an overview of the study, which aims to explore students' attitudes towards bilingual children's literature in Hebrew and Arabic. The study investigates students' perceptions and preferences regarding the content, themes, language use, and cultural representation in bilingual books. By examining these attitudes, the study seeks to promote culturally responsive and inclusive approaches to bilingual education.

METHOD

Participant Selection:

A diverse group of students from different educational settings, such as schools or language learning centers, is selected for the study. The participants represent a range of ages, language proficiencies, and cultural backgrounds to ensure a comprehensive exploration of attitudes towards bilingual children's literature.

Data Collection:

Data is collected through a combination of surveys, interviews, and observations. Surveys are used to gather quantitative data on students' general attitudes, preferences, and experiences with bilingual literature. Interviews provide an opportunity for students to express their opinions and insights in a more detailed and qualitative manner. Observations in

educational settings allow researchers to observe students' engagement with bilingual books and gather additional contextual information.

Bilingual Children's Literature Selection:

A collection of bilingual children's books in Hebrew and Arabic is carefully chosen, representing a variety of themes, genres, and cultural contexts. These books serve as the stimuli for gathering data on students' attitudes and responses.

Data Analysis:

The collected data is analyzed using a mixed-methods approach. Quantitative data from surveys is analyzed using statistical techniques to identify patterns, trends, and preferences among students. Qualitative data from interviews and observations is subjected to thematic analysis to identify recurring themes and highlight students' perspectives, challenges, and opportunities related to bilingual literature.

Ethical Considerations:

Ethical guidelines are followed throughout the study to ensure the privacy, confidentiality, and informed consent of the participants. Consent forms are obtained from participants or their legal guardians, and steps are taken to protect the participants' identities and data.

Limitations:

The study acknowledges potential limitations, such as sample size, generalizability, and potential biases in student responses. These limitations are considered in the interpretation of the findings and suggestions for future research.

By employing a mixed-methods approach and collecting data from diverse student participants, this study aims to provide a comprehensive understanding of students' attitudes towards bilingual children's literature in Hebrew and Arabic. The findings will contribute to the field of bilingual education, guiding the development of culturally responsive and inclusive materials that align with students' preferences, needs, and aspirations.

Additionally, this study has implications for educators, curriculum developers, and policymakers involved in bilingual education. The insights gained from students' attitudes towards bilingual literature can inform decision-making processes and instructional practices to foster more engaging and effective learning experiences for language learners.

The remainder of the study will be organized as follows: Section 2 will present the findings and analysis of students' attitudes towards bilingual children's literature, discussing themes, patterns, and variations. Section 3 will provide a comprehensive discussion of the implications of the findings and their significance for bilingual education. Section 4 will offer a

conclusion, summarizing the key findings and outlining potential avenues for future research in this area.

By exploring students' attitudes towards bilingual children's literature in Hebrew and Arabic, this study aims to promote a deeper understanding of the role of bilingual literature in fostering language development and cultural understanding among students.

RESULTS

The analysis of students' attitudes towards bilingual children's literature in Hebrew and Arabic has revealed several key findings:

Positive Attitudes:

The majority of students expressed positive attitudes towards bilingual children's literature, highlighting its role in language learning, cultural awareness, and fostering a sense of belonging. They appreciated the opportunity to engage with stories that reflect their language and cultural backgrounds.

Language Use and Proficiency:

Students expressed a preference for bilingual books that incorporate both Hebrew and Arabic effectively. They found it beneficial to encounter both languages in the same text, as it enhanced their language skills and facilitated vocabulary acquisition in both languages.

Cultural Representation:

Students valued the cultural representation in bilingual children's literature. They expressed a desire to see diverse characters, traditions, and settings that reflect their own cultural backgrounds, fostering a sense of pride and identity.

Themes and Topics:

Students showed a preference for a wide range of themes and topics in bilingual books, including friendship, family, adventure, and cultural celebrations. They appreciated books that provided insights into different cultures and expanded their knowledge beyond their own experiences.

DISCUSSION

The discussion section delves deeper into the implications and significance of the findings. It explores the reasons behind students' positive attitudes towards bilingual children's literature, emphasizing the importance of language and cultural representation in fostering engagement, language development, and cultural understanding.

The discussion also considers the challenges and opportunities identified by students. Challenges include the availability of diverse bilingual books, the need for more culturally authentic content, and the importance of balancing language proficiency levels in bilingual texts. Opportunities include the potential for

bilingual literature to bridge language gaps, promote inclusivity, and support students' bilingualism and multiculturalism.

The findings of this study have implications for educators, curriculum developers, and policymakers. They highlight the importance of incorporating bilingual children's literature that reflects students' language and cultural backgrounds into educational settings. By understanding students' preferences and needs, educators can create a supportive and engaging learning environment that fosters language development and cultural appreciation.

CONCLUSION

In conclusion, this study has shed light on students' attitudes towards bilingual children's literature in Hebrew and Arabic. The findings indicate that students generally have positive attitudes towards bilingual books, appreciating their impact on language development, cultural understanding, and identity formation. Students value effective language use, cultural representation, and diverse themes in bilingual literature.

The results of this study provide valuable insights for educators and curriculum developers in designing culturally responsive and inclusive materials that align with students' preferences and needs. By incorporating bilingual literature that reflects students' linguistic and cultural backgrounds,

educators can enhance language learning experiences and promote a sense of belonging and cultural pride among students.

Further research in this area could explore the long-term effects of bilingual children's literature on language proficiency, academic achievement, and cultural competence. Additionally, investigating the role of bilingual literature in promoting intercultural dialogue and fostering positive attitudes towards diversity would contribute to a more comprehensive understanding of its impact on students' development.

Overall, this study underscores the importance of considering students' attitudes towards bilingual children's literature and provides valuable insights for promoting effective bilingual education practices. By embracing bilingual literature, educators can create a more inclusive and engaging learning environment that supports students' language development and cultural appreciation.

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