

RESEARCH TITLE

The role of the folk tale in promoting the Arab folklore (heritage) among pupils of Arabic Elementary School

Kholuod Mahmood Haj Yahya¹, Islam David Telawe¹

¹ An-Najah National University, Palestine
Email: Islamtelawe33@gmail.com

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Abstract

This study explores the role of the folk tale in promoting Arab folklore and cultural heritage among pupils in Arabic elementary schools, as well as the perspectives of teachers on its educational and cultural value. Folk tales are recognized as powerful literary tools that engage children emotionally and cognitively, fostering moral values, imagination, linguistic fluency, and cultural identity. Using a qualitative approach, structured interviews were conducted with eight teachers of Arabic language and special education to examine the impact of incorporating folk tales into school curricula. The findings indicate that folk tales significantly enhance students' linguistic development, enrich their vocabulary, strengthen oral and written expression, and instill pride in Arab cultural heritage. Furthermore, the storytelling style and the type of tales—whether religious, social, or historical—directly influence students' engagement and learning outcomes. The research concludes that folk tales serve as an essential medium for cultural transmission and language acquisition, and recommends their systematic inclusion in school curricula, alongside teacher training in storytelling techniques and diversification of tales to broaden students' linguistic and cultural horizons.

Key Words: Folk Tale, Arab Folklore, Cultural Heritage, Language Fluency, Elementary Education.

دور القصة الشعبية في تعزيز التراث العربي لدى طلاب المدرسة العربية الابتدائية

المستخلص

تتناول هذه الدراسة دور القصة الشعبية في تعزيز الفولكلور والتراث العربي لدى تلاميذ المدارس الابتدائية العربية، إضافةً إلى استعراض آراء المعلمين حول قيمتها التربوية والثقافية. تُعد الحكايات الشعبية من أبرز الأدوات الأدبية المؤثرة التي تجذب الأطفال عاطفياً ومعرفياً، إذ تعمل على ترسيخ القيم الأخلاقية، وتنمية الخيال، وتعزيز الطلاقة اللغوية، وترسيخ الهوية الثقافية. وقد اعتمد البحث المنهج النوعي من خلال مقابلات منظمة مع ثمانية معلمين في اللغة العربية والتربية الخاصة، للكشف عن أثر دمج القصص الشعبية في المناهج الدراسية. أظهرت النتائج أن القصة الشعبية تُسهم بشكل ملحوظ في تطوير اللغة لدى التلاميذ، وإثراء مفرداتهم، وتقوية مهاراتهم في التعبير الشفهي والكتابي، كما تنمي فيهم الثقة بالنفس والاعتزاز بالتراث العربي. كما بينت الدراسة أن أسلوب السرد ونوع القصة - سواء كانت دينية، اجتماعية، أو تاريخية - يؤثران بشكل مباشر على تفاعل التلاميذ واستفادتهم. وتخلص الدراسة إلى أن القصة الشعبية وسيلة أساسية لنقل الثقافة وتنمية اللغة، وتوصي بإدماجها بشكل منهجي في المناهج الدراسية، مع تدريب المعلمين على فنون السرد، وتنويع الحكايات لتوسيع آفاق التلاميذ اللغوية والثقافية.

الكلمات المفتاحية: القصة الشعبية، الفولكلور العربي، التراث الثقافي، الطلاقة اللغوية، التعليم الابتدائي.

Introduction

The folk tale is one of the most valuable literary methods that work on developing virtues in oneself, as it is the way to enter the children's world and its impact remains on himself and his conscience, the child enjoys and listens with enthusiasm and passion, it is the source of his enjoyment, entertainment, and education, and spends a good time following up on its events, So It has a significant impact on the student's life at elementary schools and upbringing.

It is not secret to us the role of the folk tale and its importance in meeting the various needs of the students, such as the need for guidance, love, the need for success, the need for independence, and the need for social appreciation. According to these different aspects, the tale develops aspects of child growing up in mental, social, psychological, and cognitive terms. It also develops his various mental capacities such as, remembering, imagining, thinking, analyzing, criticizing, and the ability to solve problems. It also acquaints the student with his society, the components, goals, and institutions of this society. It has a great impact on developing the psychological aspects of the student at this stage because of the dialogue, self-reflection, and good example.

The tale also has an important role in the student's acquisition of sound linguistic vocabulary and correcting the linguistic pronunciation, so that he becomes more in control of articulation and more proficient in his pronunciation of words, and the child's linguistic vocabulary increases through the words of the tale and phrases of the Arabic language and accustoms him to proper pronunciation. When the child acquires vocabulary he becomes able to compose words and sentences, then he becomes able to acquire linguistic skills such as reading, writing, listening and speaking skills, and thus the child has linguistic fluency.

So I wanted to verify this, so we have randomly chosen a sample of language teachers in elementary schools. Then, interviews were conducted containing questions related to the influence of folk tales on the promotion of Arab folklore among Arabic students at elementary school and language fluency.

• Arab Folklore

Folklore, in its simplest definition, is the complete record of human activity in a society over a long period of time, In other words, the preservation of all human activities in the collective memory of a people so that it reflects itself in the present nation in thinking and behavior. This folklor record may be a poem or a historical document., literary creation, scientific invention, cultural work, artistic painting, artistic sculpture, architectural figure, mythical story, popular proverb, popular celebration, family tradition, or social custom... In short, folklore is a long, multifaceted historical accumulation (cultural, literary, economic, social, political, architectural, etc.), and this record, in its entirety, constitutes the identity of each community and its specificity that distinguishes it from other societies (Qusay Haj Yahya and Noha Dsouki).

The concept of Islamic heritage

Heritage is considered a manifestation of individual creativity and collective creativity of the nation during its long history, Heritage is the best expression of the nation's cultural identity. Heritage includes multiple cultural, artistic and intellectual forms inherited from the nation's near and distant past. It is a man-made gift that varies according to times and places. In its general concept, it is related to the tangible heritage and what it includes of archaeological buildings, or what excavations reveal and what museums contain of antiquities representing different eras. It also includes the intellectual heritage stemming from the work and production of scientists, scholars, writers, thinkers and creators., each in his time.

There is also a social heritage represented in the customs, and traditions prevailing in society and the extent of their impact on its members. Therefore, it had a close relationship with cultural practices and its view of the future, and the connection between the nation's present and its past.

And if we believe that the main source of Islamic heritage is the Holy Qur'an and the right Sunna of the Prophet, which gave rise to scientific, intellectual and cultural gifts, then we are far from limiting our heritage to merely organized maintenance of antiquities, classifying them in lists and displaying them, or simply continuing traditional celebrations or emotional attachment to antiquities. This is because heritage is considered one of the most effective means in consolidating cultural identity.

We also refuse to confer an aura of sanctification on the Islamic heritage under the pretext that it was the revelation that triggered it, because this heritage is not a revelation, but rather a human act, even if it is related to the revelation. Therefore, we see that studying it as a purposeful critical study is a useful matter that falls within the means of caring for it. Cultures that have the audacity to make a self-criticism of their history and benefit from the lessons learned from their heritage can shape their future heritage in a creative spirit to keep pace with change without abandoning their originality. Those who absorb their heritage through discovery, knowledge and criticism are more willing to maintain communication through change.

The Islamic heritage is of two types: the written and read heritage, which is abundant in thousands of libraries in different countries and continents, and the visual heritage of artifacts, tools, urban and civilizational achievements, and technical skills, some of which are still present and widespread, arousing admiration and appreciation. (Qusay Haj Yahya and Noha Dsouki)

The importance of heritage

There is a great importance of heritage, including: Heritage contributes to the strengthening and revitalization of the economy, especially the local economies, which showed the importance of heritage, especially to tourists from outside the country. Heritage also helps to increase the rates of development in the country, increase the circulation of foreign currency, and increase training experiences, which contribute to the promotion of economic and social development.

Heritage is considered a symbol of the identity and humanity of different peoples, especially minority groups that consider it a symbol of the knowledge and capabilities that they acquired, which they transmitted and reconstituted, and consider it a symbol associated with cultural places that cannot be abandoned. Heritage contributes to strengthening the links between the past, present and future. It also helps the continuity of societies and changes the structure of society to become more sublime and lofty. Heritage occupies an important place in our lives, because of its wonderful link in increasing social cohesion and helping to promote peace among all, through its role in promoting trust and common knowledge. UNESCO also recognizes the importance of raising awareness about heritage, and establishing agencies and institutions that raise awareness. Shows people the importance of heritage in order to preserve it, and encourages researchers from different regions to explore and dating the buried heritage.

Story definition

A story in language is a written tale derived from reality or imagination or both, and it is based on certain foundations of literary art, its plural is stories, and the story in its contemporary sense is a record of what happens in a certain period of time, whether it has

many events or one event, and these events may have left an impact on the writer conscious , Which inspired him to write it, and these events may occur during a long period and form what is called the novel, or a medium period of time and form what is called the story, or short period and forms what is called the short story. The story contains incidents that the writer transferred from real life and coordinated it in an artistic and literary way, in a way that distinguishes him from other writers

.It is worth noting that some of the events mentioned in some of the stories are different and are figments of the imagination, although they are not devoid of connotations that touch reality with something. The writer used to invent events and characters to paint a future picture of realistic things that individuals do not possess. As for the writer's ingenuity, it lies in presenting and coordinating events to present a story that sequences its events in a way that attracts the reader to it, and for the events and characters to be in line with the purpose that the writer hopes for in writing that novel or story. The story describes a specific stage of life that begins with a specific point and ends at another point in detail, whether this stage is related to one person or several people Despite the differences between writers and critics regarding the definition of the story, they are unanimous in that it is a literary prose art that deals with a group of facts and events in which a group of people are involved in a specific environment and starts from a point and ends with a goal, and these events are formulated in a specific literary style. The critics also unanimously agreed that there are specific elements to the story that must be available for its success, which are events, characters, time, place, and narration. It can be said that the story is one of the literary arts that express about daily life matters and its problems, and it meets the social and psychological needs of man by narrating events and facts, as it takes a certain aspect that depends on the way the storyteller narrates the events and the use of his imagination in writing.

• **Definition of folktale**

It is a container for preserving the Palestinian cultural heritage: religious, social or cultural. This container faithfully preserved this heritage and passed it on to generations of all ages (Hijab, 2014). There is another definition of the folk tale that it is a practical life painting that conveys to us the march of the Palestinian man in his homeland, and although the historical circumstances led to his deportation from it, he carries in his memory his cultural heritage with all its components and forms. Rather, he carries Palestine, the land and history with him wherever he settles. (Hijab, 2014)

German dictionaries define the folk story: It is the news that relates to an ancient event transmitted through oral narration from one generation to another, or it is a free creation of the popular imagination that weaves it around important incidents, people and historical sites.

• **Types of folktales**

The issue of classifying the folk tale is considered one of the thorny issues, as the researchers differed in its classification. Some of them proceeded from the topic that the tales dealt with, and some of them proceeded from the form, and some of them relied on classifying them according to the comic tale, beliefs, social reality, moral reality, and others depended on the length and shortness of the story and in the light of what mentioned before. Popular story genres:

1. The strange tale: It was called by researchers by many names, including: the fairy tale, the supernatural, and the ghouls which is a kind of popular tale based mainly on what is strange and amazing.

2. Symbolic fable (Fibula): They are animal tales and the symbolic fable story. This type of story consists of the constructive level of the narrative presentation of the event and the moral harvest .

3. The realistic folk tale : is a popular narrative type that has a close connection to daily reality, and it is more closely related to the people and groups .
4. The funny story: It is the popular narrative genre based on the paradoxes of realistic social life, but in a fun, entertaining and criticizing style. (Mustafa Yala ,popular stories, Morphological Study, p. (49)

The most important elements of a folktale:

The elements of a folk tale represents in : the theme or the main idea, the event, the structure and the plot, personality, style, temporal and spatial environment, I concentrate on:

- (1) The character : is an essential element in building the story, and a major condition for its success. The folk tale presents many types of characters, which carry a lot of richness, diversity, and personality is : "a set of social, moral, temperamental, mental, and physical characteristics that characterizes a person, which appear clearly and distinctly in his relationship with people". Perhaps their effectiveness through events reflects the nature of human interaction with the environment.
- (2) The event: an essential element - also - in the folk tale, by which its importance is determined, and its success is determined. And the Artistic incidence is: the collection of serial and interconnected facts that revolve around the ideas of the story, within a tight artistic framework. The plot is an important part of the action. The events in the folk tale - in general -, are a depiction of the permanent struggle between the forces of good and justice and the forces of evil and tyranny, as an eternal struggle, which leads to the victory of good, Justice and idealism.
- (3) The time and place where the events take place and the characters move. By the temporal environment, we mean: the historical stage or stages depicted by the events, and by the spatial environment we mean : the geographical environment in which the events of the tale take place. The folk tale begins with a generally fixed introduction, such as once upon a time, or in the early days of all peoples, with some minor differences. That is: the time is not specified, and the same is true of the place in the tale, which is often not specified.
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The content of the popular story

The tale presents, like proverbs and songs, some aspects of life and provides a solution to them, in a manner commensurate with the mentality and thinking of the society, the creator and sponsor of the tale. The tale is a school in which adults and children learn, and we find in the tale what we find in life.

Among other things, the tale presents :

- Education and not lying.
- The exposure of intrigues, as in "Jubaina" the one who goes with her slave, and on the way the slave can occupy the position of her mistress Jubaina , but Society does not allow this, so the issue is revealed at the end of the story.
- The tale gives a role for animals in knowledge. In a tale of , the daughter of the king of China, the role of the horse that is consulted is evident that He gives his opinion and helps fulfill the wishes of the Minister's son.
- The tale contributes to the fulfillment of wishes. As in Jubaina, whose mother prayed that God would give her a daughter like a cheese loaf, so God answered her request.
- The tale raises the issue of dancing and singing, which help restore beauty to life and bring

back love and goodness, and this is what mentioned in the tale of the spring ,In one of the tales, little children wearing red shoes danced, sang, to give the cat water, until it finally gets its tail and goes home.

- The tale presents some social values.
- The tale raises the issue of reckoning and torment.
- The tale presents how man gets rid of his brutality and aggression.
- The tale raises the question of heroism.
- The tale prompts action.
- The tale presents the survival of the family.
- The tale presents how a person can be with one face while he is the opposite.
- The tale begs to move away from blind imitation.
- The tale introduces some games. (Awad, 1993) .

Characteristics of the folk tale :

Exaggeration: It is a popular feature imposed by the nature of the narrator himself, and the popular imagination, with its exaggeration, is the spirit of a tangible heritage of heroism, adventure, courage, and preference. We find magic, myth, and all the mythological heritage, including epics and heroism, playing an active role in drawing the features of exaggeration, its popular formulas, and its life vocabulary.

In terms of strength and tyranny, it is between the two forms, between the beautiful and the ugly, and it connects the ugliness to reality, i.e. before Change while connecting beauty to reality after change.

Likewise, the folk tale fell under the influence of One Thousand nights and One Night, that is, it depends on the composition, that every tale is in a certain night, concentrate and accumulate in the next tale.

the folk tale contains a diverse introductory paragraph that reflects in some of its vocabulary a historical and political and socially situation . (Yassin Al-Naseer)

Including: Once upon a time, and upon God is the reliance

It is said that it was in the old days

Once upon a time, God will help the Sultan

It was what it was and God acquiesced

It tells about two friends

The tale is keen to highlight the genealogy of the family or tribe, as it begins with mentioning the great-grandfather who hands over the reins of affairs to his children, and from them to their children, and so on. Hence, the tale confirms the position of her family and makes her the focus of society, and does not show national awareness in its new concept in the folk tale .

What distinguishes the folk tale from other tales is the adherence to the unity of the people, the tribe, or the family in order to play an effective role in building society in its concept .

One of the advantages of the folk tale is its reliance on the reality in which the people live and the political and social reality together. The folk tale is keen to make the reader or listener feel its realistic atmosphere when the events of the tale begin to determine its time and place, leaving behind the fairy tale whose isolation from time and place is one of its characteristics. (Ismail, 2008).

- Ancient and Nobility: are considered among the most important features of the folk tale, meaning that it is not an invention of a familiar moment .
- Flexibility : that is, it is subject to development, adding to it, deleting from it, or modifying its phrases and contents.
- The author is unknown : because it is a literary genre characterized by the spirit of the group.
- Oral transmission : It depends on the oral narrative, as it is transmitted from one person to another freely through transmission Through oral narration. (Yassin Al-Naseer)

Goals of the folk story:

The importance of the folk tale, and its functions:

The importance of folk tales is that they are part of peoples' beliefs, cultures, and customs created by the popular imagination to express its wisdom and experience in portraying life events and ways of living. It aims to achieve several educational, psychological and social goals, as it plays an important role in securing different life experiences, formulated in a tight narrative structure, full of lessons and values, to which man has endowed a lot of imagination, magic and attraction. It is also an effective means - if well chosen - in enriching the local language. (Al-Hamid Hiba)

Like other literary forms, the popular story plays an important role in preparing people to face reality

Some of Folktales goal:

1. Entertainment and enjoyment : the popular tale carries the pleasure and entertainment experienced by the recipient as he flies with his imagination in an atmosphere that makes him forget his life concerns, and it also meets individual and basic social needs and calls for entertainment at free times.
2. The psychological function: the tale has a great role in forming the personality of the individual, as the events and people inside him drop the tales he hears, as it is a translation of the person's inability to fulfill his own desires.
3. The educational function : There is a great educational role, as it works to consolidate important values and principles in society. Tales are the first to introduce us to the meaning of evil, the values of good, and the rejection of malice and hatred (Al-Hamid Hiba)

Tales and Children

Children enjoy listening to beautiful stories, and these tales are characterized by being a kind of artistic literature, inspired by reality or imagination, These tales are an enjoyable educational tool for children, instilling in them moral and educational values, expanding their intellectual horizons, and enhancing their ability to imagine and visualize. In this article, we will mention some beautiful and interesting children's tales.

The story in children's literature, is meant by everything written for children in prose with the intention of entertaining, and educating, and it tells events that occurred to certain personalities at a certain time and place, whether these characters are real or imaginary, and whether they belong to the world of living beings or elves, all with the aim of building the child's personality in an integrated manner (Rafi Yahya) .

The role of the folk tale in the development of the child's culture

Folk tales in their forms (anecdote - story) One of the most important sources of folklore and

oral history, including events whose history has been forgotten due to distortion, suspense and exaggeration, and the cultural values and knowledge that they contain remain. They are multiple and complex educational, psychological, historical and social data, through which social conditions and people's lives can be known.

People live in: drought and prosperity, and the oral history of groups, that is, they are connected to a historical event transmitted orally, and this is also indicated by the term (fairy tale). And the tale is a story that has no known author, otherwise it goes out of the framework of its classification in the intangible cultural heritage, and its relationship to creativity is manifested in various forms, including what The narrator formulates it from a description, addition, and elements of suspense, which do not change the general context of the narrative, including what it leaves in the listener and arouses emotional emotions in him. This role is evident in the grandmothers who used to narrate the story and the grandchildren revel in their fantasies, and they impersonate the heroes of the story when the narrator grandmother names the heroes of the story according to their names. Children have a conceptual imagination that they need to develop, direct and invest instead of destroying it by providing ready-made data for the child's mind that makes his emerging conceptual thinking regress and atrophy or stand postponed. The children's insistence on grandmothers to tell stories and inquire about some details or even repeat.

The tale several times has its mental, linguistic and dialogical importance. The folk tale formed the main basis for building the literary story and the novel, because of its aesthetics of artistic formulation on the one hand, and the ability to describe, depict, and dramatize it, as it is characterized by an introduction and a problem, or problems and solutions, which paved the way for the emergence of fictional literature in parallel with it and not on its ruins, as evidenced by its continuity and its non-displacement in favor of the story and the novel.

Dr. Ahmed Ziyad Mohabak from the University of Aleppo believes that (the tale presents a story with an integrated beginning and end, and is characterized by cohesion and the strength of the plot and construction. Or something of interest in psychological attitudes and emotions.

The rigidity of the formal laws of the tales and the narrowness of their framework is the secret of their strength and survival, and since the oral compositions in the folk tale are a form of literary expression formulated in a special artistic way, they open wide areas for interesting comparative studies between the tales of peoples, as the new structure of the tales is similar in all civilizations, and it has a fixed origin in all societies, but the local contributions and additions in each period of time, its features are not clear except Through the original version of the pure text.

Thus, the components of the expressive form of the folk tale shed light on the conditions in which it was born and lived, and assess its place in the daily life that people lived in, in a specific period of time, and this is what is stipulated in the structural approach that is concerned with describing the relationship between the structure of the one narrative pattern model and the social structure ,After the stage of restoring the original text of the folk tale in a scientific and anthropological way, the stage of returning to this heritage comes as a flowing spring to be drawn from it, whether by analysis and study or by transmission and renewal, and there are many scientific frameworks that deal with these folk tales after their discovery, for what It has historical, social, psychological, economic, religious, geographical, literary and cultural implications, as it is a rich heritage material of interest to any specialized scientific study. (Dr. Shahla Al-Ajili believes that (the folk tale is concerned with working on man as a cultural being since his relationship with nature, and that the stories of the supernatural are weaker than Realism, as well as that on the tongue of the animal, is classified in a stage below the folk tale, because if you can make the artistic cultural trick that the human speak, then why

the trick that is exposed on the tongue of the animal, then it is often address children more than adults, as the child does not know the impossible) The functions of folk tales vary according to the listeners, their levels, and their ages.

The other creative factor in the narrative literature is historical, as it suffices with glimpses of the historical event, and folk tales are considered as (eyewitnesses to a specific historical era that speaks in its tongue, conveying its feelings, ideas and traditions, and that the descriptive recording, which preserves the oral formula in its original state, must be followed in the process of reviving traditional texts) (The Cultural Data of the Folk Tale Sunday, November 14, 2010, written by Mohammad al-Samuri)

The importance of the tale in increasing the language fluency and dialogue in children :

Of course , first ,The child must master the speech and dialogue in the colloquial language, and this is in parallel with introducing him systematically to the classical language. The folk tale is told in the colloquial dialect, from heart to heart, and it does not need an intermediary, so it is easy for children to interact with it in a distinctive way, if the storyteller masters choosing his story and conveying it to the children honestly, the folk tale is told in the colloquial dialect in the daily language of the child. The language does not constitute a barrier between the child and the follow-up of the tale's events and details. Also, one of the most important features of the folk tale is repetition, which creates familiarity between the child and the text and gives him the opportunity to join the storyteller in his narration of the tale. The tale has an important role in giving the child the correct linguistic vocabulary and correcting the linguistic pronunciation, so that he becomes more in control of the articulation and more proficient in his pronunciation of the words, as mentioned by Abd al-Hamid (1426). (The linguistic outcome of the child increases through the words of the tale and phrases of the Arabic language, and get used to the correct pronunciation). When the child acquires the linguistic vocabulary and repeats it, he has a linguistic wealth , so he becomes able to form words and sentences, then he becomes able to acquire linguistic skills such as reading, writing, listening and speaking skill, and thus the child becomes linguistic fluency.

Second Section

1. Research Methodology

1.1 The aim and importance of the research

The general objective of the research is to decide and focus on the effects and dimensions of the popular tale in promoting the Arab heritage among pupils in the Arab elementary school. The current research aims to shed light and reveal the effects and dimensions of double linguistics among students of special education in elementary2393 Arab schools, the teachers' view of this subject, and the extent of its impact on writing and reading, the importance of the research lies in being an initial and moral research on the extent of the influence of folk tales on this group of pupils in enhancing cultural identity and heritage, as well as identifying the most important motives behind this phenomenon, its dimensions and its impact on the culture and view of teachers in particular, as they are the most important and strongest pillar in Spreading community culture.

1.2 Research question

Based on the aforementioned research objective and importance, this study will attempt to answer the following question:

What is the role of the popular tale in promoting the Arab heritage in elementary schools?

1.3 Research method

To take note of all the effects and repercussions of the popular tale in promoting the Arab heritage in Arab elementary schools on the pupil's culture, internalizing it and knowing our heritage and culture. The current study will adopt the qualitative research method to be able to understand the issue in depth of its details and projections (Tsbar Ben Yohousha 2001) , by understanding the experiences of the participants in this track and an attempt to investigate the meanings they give about their experiences (Shaqdi, 2003) .

1.4 Research Tool

For the purpose of revealing the impact of the folk tale on the development, promotion and internalization of Arab culture and heritage, the structured interview will be used. This type of interview brings the researcher to the interview with the respondent with questions prepared in advance, where the researcher begins the interview with a conversation, getting to know each other and introduction about the purpose of the interview and interaction in it, taking into account the reaction of the respondent and the extent of his interaction in the interview. Through the open interview, the researcher can fully stand on the story of each respondent .

1.5 Research Audience

In the current study, 8 male and female teachers from an Arab elementary school from the Triangle area, who teach in 3rd grades through 6th grades . The teachers participating in the research were selected by means of the “purposive sample” and according to the qualitative research strategies (Merriam, 1998). The ages of the participating teachers ranged between 33-57 years.

1.6 Analyze the results

After completing the interviews with the respondents in this research, I will work on analyzing the interviews for the search by categories and analyzing the chapters, titles and ideas of the interviews that we conducted with the respondents through our research.

Discussion and deliberation

In this last stage of this research, I will conduct an objective discussion on the topic of this research and its results, through a complete link to the basics given in its previous theoretical chapters. This phase of the research practically aims to give the reader an important educational input on the subject of the research in question, which is the role of dual linguistics in our society and its impact on the acquisition of reading and writing among special education pupils in elementary schools, through a scientific discussion that we are conducting in The end of this interesting research.

1.7 Research Ethics

The data collection process will take place through interviews after presenting the research and its objectives to the management of the joint school, and permission to conduct interviews with teachers. As for the teachers participating in the interview, this will be after their agreement to participate in the research and coordination of a date and place for the interview, with verification that the identity and name of the participants will be concealed. It is for purely academic educational purposes, and the data will not be disclosed to anyone other than the researchers. The teacher's possibility of withdrawal will also be confirmed during the time if she withdraws from participation.

Dump interviews

Information about the respondents

Name of the respondent	Age	Gender	Years of service	job Title at school	Degree of the horizon
S	50	Female	30	Classroom teacher	8
A	33	Female	12	Classroom teacher	4
L	51	Female	28	Classroom teacher	7
H	49	Female	28	Senior teacher/Classroom teacher	7
N	40	Female	18	teacher	5
Ha	53	Female	32	Senior teacher / teacher	8
Mn	52	Female	30	Deputy/teacher	8
R	40	Female	20	Senior teacher / teacher	6

The interview questions were divided into two categories:

1. Reasons for lack of awareness of Arab heritage and culture
2. Benefits of folktale

Through interviews with teachers in elementary schools about the impact of the tale and its promotion of the Arab heritage, and through listening and analyzing the statements of the surveyed teachers, the following resulted :

1.Reasons for lack of awareness of Arab heritage and culture

- Students and parents are preoccupied with mundane matters
- The inability of the parents to communicate and pass on the transmitted heritage
- The failure to allocate school classes to preserve heritage and culture.
- Students are preoccupied with electronic devices for social communication only
- Government restriction on what information a teacher can pass on
- Linguistic difficulty in terms of linguistic duplication
- Lack of information and not knowing the truth about our transmitted heritage .

2. The benefits of folktale

- Student's exposure to folklore enriches their knowledge about customs and traditions
- Educational, psychological, historical and social benefits
- The student's ability to express himself orally and in writing.
- The tale develops in the child positive qualities, including refining the personality and enhancing the language
- They are more creative and linguistically rich, and they have a wide imagination.
- Promoting the Arabic language and enriching it linguistically and culturally .
- The ability and capability of oral expression of students.
- Self-confidence and pride in the past and its civilization .
- Acquiring ethical and educational values and standards

The most important results of the interviews:

The results of the study showed that the folk tale significantly affects the linguistic fluency of children in the elementary stage and works to increase it as required. The tale presented to students in elementary schools also showed that the method of telling the tale to the students and the style of the narrator affects their enthusiasm to hear it and makes them more attentive to it and interact with it. The results of the study showed that the types of tales presented to students in elementary schools in terms of being religious, social, historical, or otherwise affects the child's language and vocabulary acquisition, as each type has its own vocabulary, and thus becomes a diversity in the vocabulary acquired by the student. The results also showed that the content and language of the tale, whether classical or The colloquial (local) language affects the child's language, his correct acquisition, and his proper pronunciation of vocabulary. The content and language of the story either correct the child's linguistic errors, or leave these errors uncorrected.

As it was concluded through the interviews of the respondents that the role of the folk tale in developing culture and promoting their folklore heritage and the Arab cultural identity is important and even essential for the student, as folk tales in their forms (story – fairy tale) are among the most important sources of folklore and oral history, for including events whose history has been forgotten because of Distortion, suspense and exaggeration, and the cultural values and cognitive data that they contain remained, which are educational, psychological, historical, social, multiple and complex data, through which it is possible to know the social conditions, the lives of people in: drought and prosperity, and the oral history of groups, that is, they are related to a historical event transmitted orally, This is also referred to by the term (salfa), and the tale is that it has no known author, otherwise it goes beyond the framework of its classification in the intangible cultural heritage, and its relationship to creativity is manifested in multiple forms, including what the narrator formulates in terms of description, addition, and elements of suspense, which does not change the general context of the storytelling. Including what it leaves with the listener and arouses sentimental emotions, this role is evident in the grandmothers who used to tell the story and the grandchildren play in their fantasies, and they impersonate the heroes of the tale when the grandmother-narrator intends to name the heroes of the tale according to their names, that children have a conceptual imagination that they need to develop, direct and invest instead of shattering it by presenting ready-made data for the child's mind that makes his fresh conceptual thinking regress and atrophy or stand deferred. Children's insistence on grandmothers to tell tales and inquire about some details or even repeat the tale several times has its mental, linguistic and dialogical importance .

Recommendations:

In the light of the results of the study:

- 1- Paying more attention to the folk tale and including it in the curricula of elementary schools to lead children to Linguistic fluency.
- 2- conducting courses and workshops to train elementary school teachers on the art of storytelling.
- 3- Great interest in the simple classical Arabic language that children can understand in children's stories, especially at this stage, i.e. elementary school.
- 4- Diversifying folk tales that are read to children, so that they will have a variety of vocabulary.
- 5- Paying attention to everything that leads to language fluency among students in elementary schools, and keenness on developing it.

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