

## ABSTRACT

This qualitative research study documents the observed and reported experiences of fifth and sixth grade novice English as a *Second Language (ESL)* students within an integrated language arts setting where fairy tales were used as a curricular focus. This study integrated reading, writing, speaking and listening into holistic learning activities where students used authentic reading materials, in the form of traditional and modern day variant fairy tales as their curriculum. There were seven participants of this study, of which three were fifth graders and four were sixth graders. There were four female participants and three males participants. This study took place in an urban school setting over the course of a four-month period. The focus of this study is on the positive affects of using authentic literature with novice ESL students. The study documents interactions the students had with each other and the literature they were reading. The study suggests that when novice ESL students are given the opportunity to delve into authentic literature, authentic learning takes place.