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Department of Philology

FAIRY TALES IN TEACHING ENGLISH LANGUAGE SKILLS

Bachelor's Thesis

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Introduction

Storytelling happens everywhere and all the time. Everyone at some point tells stories about different events, people and characters happening at various places and with particular purposes. Some stories are told for entertainment and others for educational purposes. It is not only the atmosphere of mystery, thrill and wonder which makes fairy tales so unique and valuable but they can bring the whole magic world to a young reader and learner. They can open up the reader's mind to the old wisdom and knowledge of humankind which we often tend to forget about. Likewise, literature provides wonderful source material for eliciting strong emotional responses from students and using it in classroom as a fruitful way of involving the learner into the process of education. In addition, literature can provide a motivating and low anxiety context for language learning. Children are naturally drawn to stories and many language learners come from backgrounds rich in story telling

[21]. As a result, fairy tales are increasingly becoming a vital factor in teaching including the development of the four basic skills in English.

Teaching English to young children has become important in recent years. Language teaching specialists such as Lininsyka Y., Strelychenko K., Hanlon T.L, Harmer J.Harwood world-wide [3, 4, 23,20,17,18,29] suggest that storytelling is an appropriate and effective way in enhancing young learners' skills and interest in English and improving their learning output.

The aim of teaching of English to young learners is to motivate them to be ready and self-confident in learning English at higher levels. The scope of the materials covers spelling, vocabulary, writing, reading, and functional skills as the basis to get simple language skills. Vocabulary is one of the language components that have to be mastered and acquired by the students in learning a new language. It should be mastered as well as the language skills (listening, speaking, reading, and writing). Teaching English to children especially at 6 form is not easy and it is different from teaching English to adults because they have different characteristics and different motivation. When teaching young learners the teacher should be more creative in teaching and keep the students away from feeling bored in the English lessons. Based on the statements above, in the present paper fairy tales as the media in teaching English to young learners will be introduced.

The reasons for choosing the topic are as follows:

- To make students interested in studying English through fairy tales from the very first stages of their education. It can also bring much joy and a relaxed atmosphere into the classroom.
- The students can practice the development of listening, reading, speaking skills and even acquire the first steps in writing by means of fairy tales.

Among literary genres for today, tales seem to be the most suitable choice for this due to its potential to help students enhance the four skills—listening, speaking, reading and writing—more effectively because of the motivational benefit embedded in them. Therefore, the present paper will

deal with the issue of fairy tales and their powerful impact on the development of children as both a young reader and a learner of the foreign language, in this case of English. Hence, the research questions addressed in the current paper will be the following: “How to teach young learners different skills?”, “Why are fairy tales more suitable classroom material than usual textbooks?”, “What is the role of literature in teaching foreign language?”

The general aim of the thesis will be to compile a study material for teaching English as a foreign language with the help of fairy tales in schools at 6 form. The use of a particular fairy tale will allow teachers to enlarge pupils’ vocabulary and develop reading, speaking and writing skills in a friendly manner. Besides, it will provide topics for discussions on eternal values which is of special importance in our modern world where eternal values get gradually lost. Additionally, it sets at highlighting the importance of introduction storytelling to young children in the form of fairytales in teaching English as a foreign language. Finally, it investigates how and to what extent storytelling is being used as a didactic tool in teaching English to young learners in Ukraine based on the example of two schools in Transcarpathia region.

The object of the present paper is fairy tales in EFL teaching with the assumption that fairy tales provide students with a powerful basis for both language and personality development.

The subject of the paper is the use of children’s stories in a class of English. Hence, *the task will be to* investigate the role of fairy tales in English classes, show how to select and use those stories and, finally, prove that fairy tales in the English lesson can realise a developing and educational function, and can be used as a material for teaching all four skills.

To meet the tasks set forth in the proposed study, the research body follows the guidelines and is divided into an introduction, three chapters, a conclusion section, list of literature used, a summary in Ukrainian and appendix. The individual subchapters deal with issues such as the inner sense and richness of fairy tales, their function in a young reader’s life. Part 1 of the study provides a theoretical background to the research and intends to provide a view on the fairy tales as a literary formation indispensable in the human life. Furthermore, the topic of fairy tales use with children in English classes in order to improve their mastery of the foreign language as well as contribute to their overall personal development will be thoughtfully considered and discussed. Part 2 “Fairy Tales in teaching English as a Foreign Language” starts to consider fairy tales as one of the possible supplementary teaching materials with young learners. In Part 3 of the present paper it is aimed at investigating the degree of influence of storytelling on the acquisition of language skills. It is followed by conclusions, list of literature used, the summary and appendix.

The methods of investigation include identification and review of relevant literature; questionnaire design and its administration; data collection, analysis and comparison gathered with the help of worksheet and questionnaire.

The *hypothesis suggests* that Fairy Tales can be used in classroom as an effective tool to motivate, encourage and involve children in learning foreign language and that all four skills can be developed by storytelling.

The research introduces ways and techniques of how modern fairy tales might be used in English lessons.

The *theoretical value* of thesis is that the influence of fairy tales on the development and improvement of children's language skills is analysed.

The *practical value* of the thesis is the summary of the experience of using fairy tales for educational purposes and consolidating the status of fairy tales as one of the best methods of teaching English.

Professionals spend a lot of time trying to find more interesting ways to teach foreign language by searching materials on the Internet or looking for materials in the additional books (Baudains, 1990). They do their best in order to motivate and support the learning environment in the classroom as much as possible and in it the present paper strives to provide some help.

PART 1

THE ROLE OF FAIRY TALES IN OUR LIVES

Literature plays an important role in our lives. Fairy tales as a part of the children's literature could be a valuable source for teaching English as a foreign language. They might be considered one of the possible supplementary teaching materials for English language learners. It is not only the atmosphere of mystery, thrill and wonder which makes fairy tales so unique and valuable but they can bring the whole magic world to a young reader and learner. They can open the old wisdom and knowledge of humankind which we often forget about. Literature provides wonderful source material for eliciting strong emotional responses from students and using it in classroom is a fruitful way of involving the learner as a whole person [22].

Tales in general are part of folk literature, which is more widely referred to as folklore. Simply put, a folktale is a traditional story that had been passed on by words of mouth before writing systems were developed. They include fables (i.e. tales with animals as the main characters and an explicit moral lesson), fairy tales (i.e. tales with some magical elements), myths (i.e. tales which are considered sacred), among many other sub-types. Folktales typically include distinctive linguistic and structural features, such as novel words, onomatopoeic sounds and repeated or paralleled phonological or grammatical patterns that create interesting rhythms. Various studies have been conducted on folktales from cultural-historical, philological-literary, sociological and psychological aspects, reflecting the wide-ranging and multidisciplinary interest in them. However, in the field of language teaching, the richness and potential of folktales seems to have been under-utilized in today's language classes.

Children enjoy listening to stories in their mother tongue. Storytelling is an ideal introduction to foreign languages as stories provide a familiar context for the child. Literature, in general, allows pupils to understand and appreciate cultures and ideologies different from their own. Consequently, children learn to respect other cultures and to be involved in them. In addition to this, storytelling provides contexts for talking, listening, reading, writing and other activities such as dance and drama.

Fairy tales can be assumed as a great model for EFL learners since they have a clearly-set frame, a pre-defined terminology, a limited structure, a lively atmosphere and a familiar setting and plot. Everybody is familiar with fairy tales and their language, in other words everybody has background knowledge about fairy tales. Fairy tales have been used for long as a productive resource in language teaching. Their lively and familiar nature charms both teachers and learners [1,2,3,4]. Tales encourage students to learn foreign languages.

1. Definition of the Notion

Fairy tale is a literary rather than a scientific achievement. Its realities are matters of feeling, in which thought is a mere skeleton to support the adventure. It matters little that the facts alleged in the story never were and never can be. The values and ideals which enlist the child's sympathy are morally worthy, affording a practice to those fundamental prejudices toward right and wrong which are the earliest acquisitions of a young soul. The fairy tale, like every other literary production, must be judged by the fitness of its emotional effects, Fairyland is the stage-world of childhood, a realm of vicarious living, more elemental and more fancy-free than the perfected dramas of sophisticated adults whose ingrained acceptance of binding realities demands sterner stuff. The tales are classics of a particular kind; they are children's classics, artful adaptations of life and form which grip the imaginations of little folks. To cast out the fairy tale is to rob human beings of their childhood, that transition period in which breadth and richness are given to human life so that it may be full and plastic enough to permit the creation of those exacting efficiencies which increasing knowledge and responsibility compel. We cannot omit the adventures of fairyland from our educational program. They are too well adapted to the restless, active, and unrestrained life of childhood [18,p.10].

There are various definitions of the fairy tale. The Oxford Dictionary of English Folklore says that a fairy tale is the usual English term for a group of oral narratives centered on magical tests, quests, and transformations. The Illustrated Oxford Dictionary has two explanations: 1. children's tale about fairies; 2. an incredible story, a fabrication. Scholars made a Literary Genres General List saying that: Folk Tales is a literary genre that is a tale or legend originating from and traditional among a people or folk, especially forming part of the oral tradition of the common people [32].

Merriam Webster Dictionary has another definition: 1) a story (as for children) involving fantastic forces and beings (such as fairies, wizards, and goblins) 2) a story in which improbable events lead to a happy ending [23,p.205].

Cambridge Dictionary says that fairy tale is a traditional story written for children that usually involves imaginary creatures and magic [31].

Collins Cobuild English Dictionary defines fairy tale as a story about fairies or other mythical or magical beings one of traditional origin told to children [10].

Dorling Kindersley Ultimate Visual Dictionary has two explanations: 1. a children's tale about fairies; 2. an incredible story, a fabrication [12,p.255].

All definitions of fairy tales have common essence; all of them highlight their unique nature reflecting human perception of the surrounding world through mythical creatures both wicked and kind, like fairies, mermaids, dragons, goblins, ogres and dwarfs who take the reader into a wonderful world full of fantastic beings.

1.1.2 The Origins of Fairy Tales

The origins of fairy tales are obscure. Linguists think they may have come from the East. The Thousand and One Nights or Arabian Nights' Entertainments were written in Arabic and were translated into French in the 18th c. In European literature there are three major collections:

(a) Charles Perrault's *Contes de ma mère l'Oye*, which were translated into English by Robert Samber in 1729;

(b) the collection made by the Grimm brothers;

(c) Hans Christian Andersen's Fairy Tales published in 1835. Other fairy tales have been composed by Ruskin, Thackeray, Charles Kingsley, Jean Ingelow and Oscar Wilde. Stories about Prince Charming, Red Riding Hood, Puss in Boots and Cinderella have a European background [12,p.355].

The origin of the word "fairy," as given by Thomas Keightley in his *Fairy Mythology*, and later in the Appendix of his *Tales and Popular Fictions*, is the Latin *fatum*, "to enchant." The word was derived directly from the French form of the root. In old French romance, *fee* was a "woman skilled in magic." "All those women were called *Fays* who had to do with enchantment and charms and knew the power and virtue of words, of stones, and of herbs, by which they were kept in youth and in great beauty and in great riches." This was true also of the Italian *fata*. The word "fairy" was used in four senses. Fairy represented:—

- (1) Illusion, or enchantment.
- (2) Abode of the *Faes*, the country of the *Fays*.
- (3) Inhabitants collectively, the people of Fairyland.
- (4) The individual in Fairyland, the fairy Knight, or Elf.

The word was used in the fourth sense before the time of Chaucer. After the appearance of Spenser's *Faerie Queen* distinctions became confused, and the name of the real fairies was transferred to "the little beings who made the green, sour ringlets whereof the ewe not bites." The change adopted by the poets gained currency among the people. Fairies were identified with nymphs and elves. Shakespeare was the principal means of effecting this revolution, and in his *Midsummer Night's Dream* he has incorporated most of the fairy lore known in England at his time. But the tales are older than their name. The origin of fairy tales is a question which has kept many very able scholars busy and which has not yet been settled to the satisfaction of many. What has been discovered resolves itself mainly into four different origins of fairy tales:

I. Fairy tales are detritus of myth, surviving echoes of gods and heroes.

Against this theory it may be said that, when popular tales have incidents similar to Greek heroic myths, the tales are not detritus of myth, but both have a more ancient tale as their original source. There was:—

(1) A popular tale which reflected the condition of a rude people, a tale full of the monstrous and the miraculous.

(2) The same tale, a series of incidents and plot, with the monstrous element modified, which survived in the oral traditions of illiterate peasantry.

(3) The same plot and incidents, as they existed in heroic epics of cultivated people. A local and historical character was given by the introduction of known places and native heroes. Tone and manners were refined by literary workmanship, in the Rig Veda, the Persian King-book, the Homeric Epics, etc.

II. Fairy tales are myths of Sun, Dawn, Thunder, Rain, etc.

This is sometimes called the Sun-Myth Theory or the Aryan Theory, and it is the one advocated by Max Müller and by Grimm. The fairy tales were primitive man's experience with nature in days when he could not distinguish between nature and his own personality, when there was no supernatural because everything was endowed with a personal life. They were the poetic fancies of light and dark, cloud and rain, day and night; and underneath them were the same fanciful meanings. These became changed by time, circumstances in different countries, and the fancy of the tellers, so that they became sunny and many-colored in the South, sterner and wilder in the North, and more home-like in the Middle and West. To the Bushmen the wind was a bird, and to the Egyptian fire was a living beast. Even The Song of Six-Pence has been explained as a nature-myth, the pie being the earth and sky, the birds the twenty-four hours, the king the sun, the queen the moon, and the opening of the pie, day-break. Every word or phrase became a new story as soon as the first meaning of the original name was lost. Andrew Lang tells how Kephalos the sun loved Prokris the dew, and slew her by his arrows. Then when the first meaning of the names for sun, dew, and rays was lost, Kephalos, a shepherd, loved Prokris, a nymph, and we have a second tale which, by a folk-etymology, became the Story of Apollo, the Wolf. Tales were told of the sun under his frog name; later people forgot that frog meant "sun," and the result was the popular tale, A Frog, He Would A-Wooing Go. In regard to this theory, "It is well to remember," says Tylor in his *Primitive Culture*, "that rash inferences which, on the strength of mere resemblances, derive episodes of myth from episodes of nature, must be regarded with utter distrust; for the student who has no more stringent criterion than this for his myths of sun and sky and dawn will find them wherever it pleases him to seek them." There is a danger of being carried away by false analogies. But all scholars agree that some tales are evidently myths of sun and dawn. If we examine the natural history of savages, we do find summer feasts, winter feasts, rituals of sorrow for the going of summer and of rejoicing for its return, anxious interest in the sun, interest in the motion of the heavenly bodies, the custom of naming men and women from the phenomena of nature, and interest in making love, making war, making fun, and making dinner.

III. Fairy tales all arose in India, they are part of the common Aryan heritage and are to be traced by the remains of their language.

Tales were first written in the Vedas, the sacred Sanskrit books of Buddhism. This theory is somewhat allied to the Sun-Myth Theory. This theory was followed by Max Müller and by Sir George Cox. The theory of a common source in India will not answer entirely for the origin of tales because many similar tales have existed in non-Aryan countries. Old tales were current in Egypt, 2000 B.C., and were brought from there by Crusaders, Mongol missionaries, the Hebrews, and Gypsies. The idea of connecting a number of disconnected stories, as we find in Arabian Nights, The Canterbury Tales, and the Decameron, is traced to the idea of making Buddha the central figure in the folk-literature of India. And Jacob Grimm says that at least one-third of all the stories common to the children of Europe are derived from India, and by far the majority of the drolls. He also says that generally, so far as incidents are marvelous and of true fairy-like character, India is the probable source, because of the vitality of animism and transformation in India in all time. Moreover, as a people, the Hindus had spread among their numbers enough literary training and mental grip to invent plots. And again, there is an accepted connection in myth and language between all Aryan languages and Sanskrit. According to Sir George Dasent, "The whole human race has sprung from one stock planted in the East, which has stretched its boughs and branches laden with the fruit of language and bright with the bloom of song and story, by successive offshoots to the utmost parts of the earth." Dasent tells how the Aryans who went west, who went out to do, were distinguished from the nations of the world by their common sense, by their power of adapting themselves to circumstances, by making the best of their position, by being ready to receive impressions, and by being able to develop impressions. They became the Greeks, the Latins, the Teutons, the Celts, and the Slavonians. The Aryans who stayed at home, remained to reflect, and were distinguished by their power of thought. They became a nation of philosophers and gave to the world the Sanskrit language as the basis of comparative philology. Dasent shows how legends, such as the Story of William Tell and Dog Gellert, which have appeared in many Aryan peoples were common in germ to the Aryan tribes' before migration. Joseph Jacobs has more recently settled the travels of Gellert, tracing its literary route from the Indian Vinaya Pitaka, through the Fables of Bidpai, Sindibad, Seven Sages of Rome, Gesta Romanorum, and the Welsh Fables of Cottwg, until the legend became localized in Wales.

IV. Fairy tales owe their origin to the identity of early fancy.

Just as an individual, after thinking along certain lines, is surprised to come upon the exact sequence of his thought in a book he had never seen, so primitive peoples in remote parts of the world, up against similar situations, would express experience in tales containing similar motifs. A limited set of experiences was presented to the inventive faculty, and the limited combinations possible would result in similar combinations. The Aryan Jackal, the Mediaeval Reynard, the Southern Brer Rabbit,

and the Weasel of Africa, are near relations. Dasent said, "In all mythology and tradition there are natural resemblances, parallelisms, suggested to the senses of each race by natural objects and everyday events; and these might spring up spontaneously all over the earth as home-growths, neither derived by imitation from other tribes, nor from the tradition of a common stock "[21,p.68– 73].

The Grimms noted that the evolution of the tale was from a strongly marked, even ugly, but highly expressive form of its earlier stages, to that which possessed external beauty of mold. The origin is in the fancy of a primitive people, the survival is through Märchen of peasantry, and the transfiguration into epics is by literary artists. Therefore, one and the same tale may be the source of Perrault's Sleeping Beauty, also of a Greek myth, and also of an old tale of illiterate peasantry.

In the savage Märchen of to-day, the ideas and incidents are the inevitable result of the mental habits and beliefs of savages. We gain an idea of the savage mind through Leviticus, in the Bible, through Herodotus, Greek and Roman geographers, Aristotle, Plutarch, Pliny, etc., through voyagers, missionaries, and travelers, and through present savage peoples. Savage existence is based on two great institutions:

(a) The division of society into clans.—Marriage laws depend on the conception that these clans descend from certain plants, animals, or inorganic objects. There was the belief in human descent from animals and kinship and personal intercourse with them.

(b) Belief in magic and medicine-men, which resulted in powers of metamorphosis, the effect of incantation, and communion with the dead.—To the savage all nature was animated, all things were persons.

The oldest fairy tale, which was found in England, was «Jack and the Beanstalk»[30]. It was rooted in a group of stories classified as The Boy Who Stole Ogre's Treasure, and could be traced back to when eastern and western Indo-European languages split – more than 5,000 years ago. Beauty and the Beast and Rumpelstiltskin to be about 4,000 years old. A folk tale called The Smith and the Devil was estimated to date back 6,000 years to the bronze age.

Fairy tales belong to folk literature and are part of the oral tradition. And yet no one bothered to record them until the brothers Grimm produced their famous collection of Kinder- und Hausmärchen or Household Tales (1812, 1814, 1822). In its written form the fairy tale tends to be a narrative in prose about the fortunes and misfortunes of a hero or heroine who, having experienced various adventures of a more or less supernatural kind, lives happily ever after. Magic, charms, disguise and spells are some of the major ingredients of such stories, which are often subtle in the interpretation of human nature and psychology. The Brothers Grimm's fairytales, first published in German in 1812, were translated into English in 1823. Hans Christian Andersen's stories began to appear in the 1830s (first translated into English in 1846) [18,p.254 – 259].

Jacob (1785-1863) and William (1786-1859) Grimm, both fine scholars, incapable of any but good work, did not undertake to put the tale into literary form suited to children. They were interested in preserving folk-lore records for scientific purposes. Therefore, we must distinguish between the tale as a means of reflecting the ideals of social and religious life, of displaying all the genius of primitive man for science to interpret, and the tale as a means of pleasing and educating the child. The Grimms obtained most of their tales from the lips of people in Hesse and Hanau, Germany. They were very fortunate in securing many of the tales they were thirteen years in collecting, from an old nurse, Frau Vichmannin, the wife of a cowherd, who lived at Niedierzwehn, near Cassel, who told her story with exactness and never changed anything in repeating. Grimm himself said, "Our first care was faithfulness to the truth. We strove to penetrate into the wild forests of our ancestors, listening to their noble language, watching their pure customs, recognizing their ancient freedom and hearty faith." The Grimms sought the purity of a straightforward narration. They were against reconstruction to beautify and poetize the legends. They were not opposed to a free appropriation for modern and individual purposes. They kept close to the original, adding nothing of circumstance or trait, but rendering the stories in a style and language and development of detail which was their own literary German [32].

Despite the fact that Jacob and Wilhelm Grimm are often associated with Snow White and Rapunzel, the brothers did not actually write any of those stories. In fact, the stories existed long before the two men were born in Germany in the mid 1780s. The fairy tales, in fact, were part of a rich oral tradition – passed down from generation to generation, often by women seeking to pass the time during household chores. But as industrialization took root, local traditions changed and scholars, like Jacob and Wilhelm, began a quest to save the stories from extinction. They interviewed relatives and friends, collecting whatever tales they could, sometimes embellishing them (although they insisted they did not). In 1812, Jacob and Wilhelm published the stories as part of a collection titled *Nursery and Household Tales*, or what is now referred to as Grimm's Fairy Tales. The stories were not intended for kids.

Originally, Grimm's Fairy Tales were not meant for children. The stories routinely included sex, violence, incest, and copious footnotes. Worse yet, they did not even have illustrations. Initially aimed at adults, the early editions of *Nursery and Household Tales* contained remarkably dark elements. "Grimm's Fairy Tales" was a publishing blockbuster [32].

The Grimm's collection of fairy tales was in its 7th edition when Wilhelm Grimm died in 1859. By that point, the collection had grown to 211 stories and included intricate illustrations. Jacob – who had lived with Wilhelm and his wife – died in 1863. According to biographers, Jacob was deeply distraught after the death of his brother, with whom he had held a close bond throughout his life. Some claim their collection has only been outsold by Shakespeare and the Bible. Jacob and

Wilhelm Grimm published more than fairy tales. They wrote books about mythology, and published scholarly works on linguistics and medieval studies. They also worked on compiling an ambitious German dictionary, although both brothers died before they were able to finish the entry for the letter F [32]. The origin of fairy tales today is a riddlet hat has not yet been solved.

1.1.3. Characteristics

Fairy tales are considered to be a part of folklore. Main elements of fairy tales are:

- Fairy tales usually begin and end with “special” words like “Once upon a time...”, “In a far-far away land...”, “Like days long ago...”, “There once was...”, “Long, long time ago...”, “They lived happily ever after”, “They lived for many, many joyous years...”

- Place and time are unknown in fairy tales. Setting is often enchanted; castles, kingdoms, far-far away lands and enchanted forests: the Grimm fairy tales have tendency to take place in the forests. The forest might be not enchanted but it contains enchantments and magical elements and, being outside normal human experience, acts as a place of transformation, for example Red Riding Hood and Hansel and Gretel.

- Princes and princesses, heroes and heroines are often included in fairy tales as well as poor farmers, youngest sons, wise old women, beggars and soldier, for example, Rapunzel, Hansel and Gretel, The Fisherman and his wife, The Frog Prince [31].

- The main character often wants to make life better. For example, in the fairy tale The Magic Porridge Pot poor little girl went to the forest to find some food for her and her mother. She wanted to help her mother and no longer be hungry.

- Fairy tales usually include clearly defined good characters and bad characters. Red Riding Hood and the big grey wolf are very good examples of sharp division between good and bad characters.

- Fairy tales involve magic elements. Magic may be both positive and negative. For example in magic porridge pot, when the little girl used it properly, the pot did not harm anyone, but when mother tried to use it and used it in the wrong way – the town was covered in porridge.

- The plot of fairy tales focuses on a problem or a conflict which need to be solved [5,9,15,18]. Fairy tales usually include moral or a lesson to be learnt. They have been used to transmit life’s lessons to countless people in a number of different cultures . According to Haase classification, fairy tales are literary narratives which include the episodic structure and constructed primarily on motifs; the genre is unabashedly fictional; the setting indefinite; the mode of reality in which the characters move is supernatural or fantastic; language is formulaic includes repetitions and bare-bones characterizations [14,p.543].

- Although Fairy Tales are short.They are familiar.

- Fairy Tales are less complex grammatically and syntactically speaking than many other forms of literature.
- Fairy Tales are consistent in style and form. They use a rich variety of words.
- Fairy Tales can help build reading, comprehension, and speaking skills.
- Most importantly - Fairy Tales are fun, interesting, and appeal to the imagination of virtually all readers.
- Fairy tales help children to project, thus fostering their development
- Fairy tales offer knowledge of life from the inside
- Fairy tales help to dispel fears
- Fairy tales correspond to the child's thinking and experience.
- Fairy tales have a great potential to be used as a powerful and valuable source in English lessons [28].

Thus, a fairy tale is a fictional story that may feature folkloric characters (such as fairies, goblins, elves, trolls, witches, giants, and talking animals) and enchantments, often involving a far-fetched sequence of events. The term is also used to describe something blessed with unusual happiness, as in "fairy tale ending" (a happy ending) or "fairy tale romance," though not all fairy tales end happily. Fairy tales are a genre in literature. They have their roots in the oral tradition. Fairy tales with very similar plots, characters, and motifs are found spread across many different cultures. Fairy tales also tend to take on the color of their location, through the choice of motifs, the style in which they are told, and the depiction of character and local color [20,p.15 – 16]. So, fascinating story, brave heroes and instructive character of the fairy tale is a great material for developing students' listening skills in an entertaining way.

1.1.4 Importance of Fairy Tales

Children enjoy listening to stories in their mother tongue. Storytelling is an ideal introduction to foreign languages as stories provide a familiar context for the child. Moreover, if teachers want to attract children's attention they must propose a motivating activity such as story telling. Children start enjoying literature from an early age by the teacher's use of extensive reading of stories. They develop their literary competence –a combination of linguistic, socio-cultural, historical and semiotic awareness [8,p.15]. Literature, in general, allows pupils to understand and appreciate cultures and ideologies different from their own. Consequently, children learn to respect other cultures and to be involved in them. In addition to this, storytelling provides contexts for talking, listening, reading, writing and other activities such as dance and drama [22,p.35 – 40].

According to modern critics, there are a number of reasons why teachers use children's stories:

– Stories are motivating and fun creating a desire to communicate. They develop positive attitudes and help children to keep on learning. Positive affective factors facilitate acquiring a second language. Children will learn better if they have a positive attitude towards what they are doing.

– Stories exercise the imagination. Children imagine sceneries, characters and so on about a story. For example, if they become personally involved in a story they can identify with some characters.

– Stories provide a rich resource for education about human societies, offering insights into life in many different communities and into complex cultures.

– Stories are a useful tool in linking fantasy and imagination with the child's real world. So children can make sense of their everyday life. Stories help children to understand the world and to share it with others. Nine to twelve -year-olds are developing their ability to appreciate other viewpoints. At this age stories about family and friends should not only reassure children about themselves but also provide them with new insights into how other families and children cope with various situations. Children at this age enjoy stories that extend their experiences [9,p.53]. On the other hand, there is a need to make language learning easier for young children by relating it to their experience in everyday life.

– Literature has a social and emotional value, which is a vital part of its role in the development of children's language learning skills and literacy. Listening to stories in class is a shared social experience. Storytelling provokes a response of laughter, sadness, excitement and anticipation, which can encourage the child's social and emotional development. In addition, there is always a sort of interaction between the reader and his listeners so s/he can ask for the listeners' collaboration to say what happens next, for instance. Listening to stories is a natural way of acquiring language. The child learns to deduce what happens next, to deduce the meaning of words from the context or visual aids. This helps to build their confidence. Moreover, children need to develop a series of characteristics to enable them to fit into the society they live in, to become aware of themselves in relation to others, to share and cooperate. They can achieve this by listening to stories. For instance, children learn about other experiences and they can compare those experiences with theirs.

– Children enjoy listening to stories over and over again. This allows certain language items to be acquired while others are being overtly reinforced. Little by little they make sense out of the listening. In addition, repetition also encourages participation in the narrative, thereby providing a type of pattern practice in a meaningful context.

– Telling stories is an example of input –input of language through listening and reading– for the child to activate and develop his own learning mechanisms. Moreover, the process of making input comprehensible is an active constructive process. An important condition for language acquisition to occur is that the student understands input language that contains a structure 'a bit

beyond' his/her current level of competence. So they can understand most of it but still be challenged to make progress. Neither should the input be so easy as to make the learner become bored because there is nothing new for him/her. Stories introduce some new vocabulary and sentence structures. In general terms, children acquire first the general semantic characteristics of words. Their meanings are contextualized and can be inferred from the pictures or teacher's gestures. Moreover, the teacher usually reads slowly and gives them time to think about the meaning and look at the pictures. All over the world traditional stories abound with powerfully repeated phrases such as Goldilocks – Who has been sitting on my chair? And who's broken it? Added baby bear... Who has been sleeping in my bed? Baby bear adds: and who's still sleeping there now?– These examples can be used as an almost subliminal grammar input . On the other hand, story telling is an activity to develop the child's understanding as he is in the silent period – taking place in the first stages of second language acquisition– in which he is just receiving and making sense of input but he is not able to speak in the second language properly.

– In Primary Education the children's capacity for conscious learning of forms and grammatical patterns is still relatively undeveloped. Argues that it is often forgotten that in primary education understanding is mainly semantic. Not only does listening to stories allow the teacher to introduce or revise new vocabulary, but also sentence structures and English pronunciation in meaningful contexts by means of pictures, gestures, intonation, facial expression and so on. Children acquire them unconsciously as they listen to the story for the meaning –in order to know what is going on. Consequently, children must be active participants in the construction of meaning. Moreover, it is easier for them to remember the vocabulary and grammar as they were given in a meaningful and motivating context.

– Listening to stories develops the child's listening and concentration skills via: visual clues (pictures) or general knowledge. In this way school kids can understand the story and they are motivated for language learning. The teacher can maintain their attention for example by asking them to listen for the gist that is, looking for the plot of the story.

– So the pupil gets the idea that s/he can understand the text without knowing the meaning of every word. Children need a lot of practice in order to understand a tale. Moreover, the use of these stories, for example, which usually contains a lot of direct speech, helps the learner develop a sense of how intonation is used to express attitudes and feelings.

– Stories can be used to reinforce conceptual development in children (colour, shape, time, size etc.).

– Stories are a way of getting children to learn for themselves. That is the case with the following:

– Reinforcing thinking strategies (comparing, classifying, predicting, planning etc.)

– Developing strategies for learning English (guessing the meaning of new words, training the memory etc.)

– Developing study skills (understanding and interpreting charts and graphs, organizing work and so on.).

– Storytelling is a powerful way of helping pupils' to learn in all areas of the curriculum. Narrative is a universal way of organising events and ideas. Stories can be chosen to consolidate learning in school subjects across the curriculum, which is appropriate to the pupil's cognitive level. This is true with:

–Mathematics (telling the time, numbers and measuring).

–Science (animals, outer space, flowers, how seeds grow. . .).

–History (pre-historic animals, traditional holidays, understanding the passing of time)

–Geography and the environment (shopping and shops in the local area, neighbourhood parks)

–Art and craft (drawing, making masks, making puppets).

–Music and drama (singing songs, playing instruments, miming, dramatizations).

Storybooks can be used to provide variety and extra language practice. However, the teacher must not use story telling only for teaching grammar and vocabulary because children would not be so motivated and ready to listen to a story [8,p.188–198].

Fairy tale is a literature not a scientific achievement. There are amount of definitions of the fairy tale. Cambridge Dictionary says: fairy tale is a traditional story written for children that usually involves imaginary creatures and magic. The origins of fairy tales are complicated. Literature scholars think that they have come from the East. The Thousand and One Nights or Arabian Nights' Entertainments were written in Arabic and were translated into French in the 18th century. Probably it was the first Fairy Tale in the world. The origin of fairy tales is a question which has kept many very able scholars busy and which has not yet been settled to the satisfaction of many. It has been discovered four different origins of fairy tales:1)Fairy tales are detritus of myth, surviving echoes of gods and heroes. 2) Fairy tales are myths of Sun, Dawn, Thunder, Rain. 3) Fairy tales all arose in India, they are part of the common Aryan heritage and are to be traced by the remains of their language. 4) Fairy tales owe their origin to the identity of early fancy.

Fairy tales are part of the oral tradition and belong to folk literature. Nevertheless, Fairy Tales are considered as a folklore. Main features of fairy tales are:1) Fairy tales usually begin and end with "special" words.2)Place and time are unknown in fairy tales. 3)Princes and princesses, heroes and heroines are often included in fairy tales as well as poor farmers, youngest sons, wise old women, beggars and soldier. 4)Fairy tales involve magic elements. 5)The plot of fairy tales focuses on a problem or a conflict which need to be solved. Fairy tales often contain certainly defined good characters and bad characters. Usually, children start enjoying literature from childhood by the

teacher's use of extensive reading of stories. They develop their literary competence –a combination of linguistic, socio-cultural, historical and semiotic awareness. Fairy Tales are motivating and fun, creating a yearn to communicate. They develop positive attitudes and help children to keep on learning. Fairy Tales practise the imagination. Stories are a useful tool to connect fantasy and imagination with the child's real world. Hence children can make sense of their everyday life. Literature has emotional and social worth, which is an important part of its role in the development of children's language learning skills and literacy. Listening to stories in class is a common social experience. This tool is useful for reinforcing thinking strategies (comparing, classifying, predicting, planning etc.) The teacher must not use story telling only for teaching grammar and vocabulary for the reason that students would be unmotivated and would not be ready to listen to a story.

PART 2

FAIRY TALES IN TEACHING ENGLISH LANGUAGE SKILLS

Storytelling, once viewed by many educators as being a pleasant way to spend time at best, and a complete waste of time at worst, is now being recognized as a powerful tool that can help build reading and critical thinking skills. When children listen to stories, they respond by creating images of the characters and places described by the words. This process of developing internal images and meaning in response to words is the basis of imagination. In fact, the repeated exposure to stories and the subsequent triggering of mental images stimulates appropriate neural development in the brain. It is the reason that children will insist on hearing the same story again and again--the hearing of a story causes neural pathways to form and strengthen within the brain, and the strengthened connections between the different parts of the brain allow the child to more easily incorporate additional learning. Researchers who study brain and behavioral development have identified imagination, not only as the essence of creativity, but as the basis for all higher order thinking. With imagination, with the ability to understand symbols, create solutions, and find meaning in ideas, young people are more capable of mastering language, writing, mathematics, and other learnings that are grounded in the use of symbols. The capacity for imagination has profound implications, not just for academic learning, but for behavior as well. Current studies have shown that children who lack imagination are far more prone to violence. Such children cannot imagine alternatives to their immediate perceptions of anger or hostility; they are able to react only to what they believe is the situation in front of them. On the other hand, children who possess imagination have a very different experience. They can be exposed to the same hostile situation as an aggressive child, but with their ability to imagine, different solutions can be reached.

2.1 Fairy Tales in teaching reading skills

Children who listen to stories are exposed to many new words. They may not know what all the words mean, but hearing or reading a story helps them to understand the meaning of the words through context. By developing vocabulary lists based upon the story, the teacher takes advantage of children's natural curiosity to understand the story, and children are more motivated to consult a dictionary or use the new words in stories of their own creation [29].

Books open up other worlds to young children and making reading an enjoyable activity is a very important part of the language learning experience. In the classroom teacher can use various reading techniques and one of them is „Reading aloud“. It is important for teacher to decide for what purpose he wants to use reading activities and what aims should be achieved. Reading a fairy tale aloud serves as “a means of training and checking rhythm and pronunciation” and

moreover, lets the teacher “smooth out any language difficulties“ the students may have immediately [27,p.58].

Reading aloud is a separate skill and it is not the same as reading silently which aims in an understanding of the gist of the story. Wendy Scott and Lisbeth Ytreberg say: “(...) reading for meaning should be encouraged as soon as possible” [27,p.51]. Students should be taught to select what is important for overall comprehension of the story and ignore the irrelevant details. Nunan in the book *Designing Tasks for the Communicative Classroom* agrees and adds that students are supposed to keep on reading, “rather than blocking on unknown vocabulary or complex grammar” [24,p.81]. However, besides leading the students „to guess and infer meanings from the surrounding context, from their background knowledge or out-of-class experience” they should be encouraged „to work with the help of resources, for example dictionaries” [24,p.81 – 82].

After ensuring that students have a reasonable understanding of the fairy tale the teacher can use it for „choral reading“ . It is a kind of performance in which the selected passages from the fairy tale are read aloud by a group of students. Lazar suggests to accompany the choral reading by a “limited use of movements, gesture, facial expressions and the changing qualities of the voice“ in order to make it more amusing . This classroom activity gives the feeling of security so that even weaker and shy pupils can get involved in reading without being worried and in addition, it may bring positive change into usual lessons. When a teacher decides to work with a fairy tale in the classroom, he should follow certain outline. There are three stages: pre – reading activities, reading itself and follow-up activities.

Before actual reading the possible ways how to introduce and help the students with new vocabulary which will occur in the tale fairy tale have to be considered. The student is given a piece of the fairy tale in advance and his task is to look up the unknown words in dictionary and prepare a glossary for his classmates within a group [22]. Besides vocabulary expansion this activity also involves student’s creativity and imagination since it is up to him what a glossary will look like. Pre-reading activities or tasks are important not only to help students tackle language difficulties but can “be designed to set the mood, create interest, or spark curiosity” and moreover, “build motivation and foster a love of reading” [10,p.16 – 17].

In order to foster students’ understanding and appreciation of words and expressions in the fairy tale Collie and Slater suggest “a five-point star diagram“. Each group is given an empty star shape on a paper and their task is to group descriptive words into five categories which are decided by the teacher. One of the categories may be the words indicating feelings of the fairy tale character. It’s an interesting kind of visual exercise, which helps the students understand the text more deeply and enrich their vocabulary [10,p.101].

After reading, follow-up activities should be done in order to check the comprehension of the fairy tale or practice and consolidate new vocabulary. Collie and Slater believe that working with ten words from the fairy tale and then in individualized sentences, will “reinforce students’ ability to use them (ten words) in different contexts”. Firstly, the students search for ten new words in a puzzle and then use each word in a sentence of their own or in pairs write one sentence including as many words as possible. Afterwards, the students present the sentences in front of the class and are evaluated for example, according to the imaginative or amusing use of the words. For variety, students can be given definitions with which they must match particular ten words. In order to make it more challenging the students may get one definition extra [10,p.135 – 137]. Stories can be used like a positive stimulation to motivate learners, and a great means to improve reading skills.

2.2 Fairy Tales in teaching writing skills

Wendy Scott and Lisbeth Ytreberg say about writing that it is an exciting and rewarding activity which is the most visible of all particular skills and they add further: Becoming a writer in a foreign language is magic – pupils can take writing home; their writing can be displayed; they can look back in their folders and see how much better they can do things now” [27,p.82]. However, writing is rather difficult for children. It requires many demands on pupils and they often do not like practicing it. Wendy Scott and Lisbeth Ytreberg agree and say: “Many children take a long time to master the skill of writing”. Regardless of the fact that writing brings many difficulties, „it is still a useful, essential“ and “integral” part of the foreign language. Moreover, it can become highly motivating and enjoyable for pupils if the tasks are well-designed [27,p.68 – 69]. According to Collie and Slater’s opinion, literature is a suitable teaching material for practicing writing skills because it provides a rich context in which individual lexical and syntactical items are made more memorable... Students gain familiarity with many features of the written language – the formation and function of sentences, the variety of possible structures, the different ways of connecting ideas – which broaden and enrich their own writing skills [11,p.5]. It is useful for students to keep a “copying book” where they can copy new vocabulary, dialogues, quotations or the moral message from the fairy tale. By rewriting the text the students develop their awareness of spelling and improve their mastery in the written language [27,p.72]. One of the classroom activities which concentrates on development of students’ writing as well as listening skills is “a dictation”. Teacher or one pupil is reading a selected part from the fairy tale and the rest of the class writes down. When finished, the students change their notes in pairs and check the correct version in the book. A variation of this activity which may serve well for checking comprehension of the fairy tale is that the teacher dictates only half a sentence and asks the students to complete it according to the information obtained from the fairy tale [27,p.72]. The pupils have difficulties when they are

supposed to write something longer and on their own. Their vocabulary is limited and they are not confident about the mechanics of writing. The benefits of pre-writing work are that they are “designed to give them (students) language, ideas and encouragement before they (students) settle down to the writing itself“. One of the examples for such activities is “Word star”. The teacher writes a key word on the blackboard and the students in groups write down all the words connected with it. When the task is finished, the students share their ideas and create one word star together on the board. This activity can be used when the students are supposed to write a summary of the fairy they just finished reading [27,p.75 – 76]. Collie and Slater suggest “Connectors and summary writing” activity which aims in developing students’ awareness of the way of connecting ideas and is a useful preparation for further writing. The teacher gives the class a list of various connectors, for example: however, meanwhile, on the other hand, and they are asked, in pairs, to write the summary of the excerpt from the fairy tale they were supposed to read at home [11,p.57 – 58]. Another classroom activity which in addition to writing practice, stimulates students’ creative thinking and involves their imagination is to challenge them to write down what they think will happen next in the fairy tale or allow them finish the fairy tale at their pleasure. Afterwards, the students can share their predictions with the whole class and discuss the different opinions. This kind of procedure is very motivating and “provides an unthreatening way of bridging the gap between language study and the development of more literary – based skills [21,p.28]. Moreover, it contributes to the students’ overall development because as Nunan suggests by making the students do their guesses and predictions they “draw on their general knowledge and personal experience, use their imagination and test their powers of logical reasoning”[24,p.68].

It seems as strongly supported evidence that fairy tales have a considerable positive effect on writing skills from many aspects. Each study above reveals one aspect of the fairy tales on writing skill such as structural advantage, familiarity, lively atmosphere, pre-defined vocabulary or creative nature. All these factors serve, directly and indirectly, for the organization of a writing process. In a writing process, it is crucial to prepare a layout before beginning writing. Preparing an appropriate layout makes it pretty easier for learners to finish writing process successfully. Here, the point is knowing how to prepare a layout for your writing process. In a writing layout, basically there is an introduction part, development part and a conclusion part and each part can vary within itself. So, the most concrete representation of this layout model can be seen in fairy tales. Everybody is familiar with the structure of a fairy tale which also makes them be familiar with a written text layout. It would be an easy and a promising task to index the layout of a fairy tale, which also can be regarded as an encouraging starting point for learning how to organize writing. Apart from the main parts of a layout (introduction, development and conclusion), the details of these main parts such as

characters, setting, core vocabulary, structure and plot can be clearly realized and defined in fairy tales. Those learner who needs to create a layout of a new, original fairy tale can easily do it because they already know spectrum of the characters and setting, they know what kind of vocabulary and phrases to be used and they know how to start, how to develop and how to end the story with the help of their imagination. Here, the keyword about how fairy tales help in enhancing organization skill is familiarity.

2.3 Fairy Tales in teaching speaking skills

Getting students to speak in the class can sometimes be extremely easy. In a good class atmosphere, students will participate freely and enthusiastically if we give them a suitable topic or a task [18]. Fairy tales are good provider of topics for discussion and thus help to develop students' speaking skills [17]. Any topics which involve the discussion of varying points of view may be re-enacted in a role play. According to the topic which is touched in the fairy tale the teacher can prepare a questionnaire. Students in pair's or in small groups discuss answers to the questions and then students share their ideas to the class. This kind of activity is very useful because students have time to discuss and prepare answers. Students may move further from the text to dramatize an interview between characters of the text [25].

Often children when start to learn a second language want immediate results and even after their first lesson, they will want to show friends' or family that they can speak some English. It has been proved that students are motivated when they begin to learn a new language. It is important to maintain those high levels of motivations and a way of achieving it is through storytelling. Storytelling can be used in a great variety of ways to improve students' oral communication skill. Once they have heard a story, children are normally anxious to discuss their understanding of the story and relate it to their own experience. On the other hand, as children hear this language over and over again through stories they soon learn to use it. Nevertheless, this productive skill can be developed through different speaking activities in the classroom related to the story told by the teacher in the EFL classroom. Children need to be giving opportunities to speak English as soon as possible, as much as possible so they feel they are making progress. Motivation is crucial when acquiring a second language. Storytelling is a good way of providing those speaking opportunities through different speaking activities [34]. Storytelling can be used in myriad of ways to improve students' oral communication skills. Once they have heard a story, children are usually anxious to discuss their understanding of the story and relate it their own experiences. Children can also interview members of their family or community to learn more about others' stories, and hearing these stories can stimulate the creation of their own [29]. According Wendy Scott and Lisbeth Ytreberg's opinion speaking is perhaps "the most demanding skill for teachers' to teach". And they explain further that with beginners it is important to find "the balance between providing language through

controlled and guided activities and at the same time letting beginners enjoy natural talk [27,p.33]. Fairy tales provides a rich source of the language texts on which both types of activities can be based. When going through the book *Teaching English to Children* it can be read there that one of the most successful ways of presenting language to young children is through “a class mascot”. It may be a character from the fairy tale and the teacher can encourage students to ask „him“ simple questions or practice the dialogues. In authors’ view, it is an amusing and effective way of promoting speaking skills of young children [27,p.34].

Penny Ur in her book *A Course in Language Teaching* offers an inspiration for another activity which besides developing children’s confidence in producing English before an audience also supports their creativity. The students are asked to look through the fairy tale and pick up the part they particularly like. Afterwards, they are supposed to prepare their own oral presentation including the poster for the whole class [26,p.204].

When working with the fairy tales in the foreign language classroom, it is, useful to include different interaction patterns. One of the suggestions for the pair work activity which aims in both speaking skills and grammar practice, is “finding the difference”.The students in pair are provided with two pictures from the fairy tale which differ in a few aspects.Their task is to figure out the differences by asking each other the simple questions. The idea of a group work activity which concentrates on an oral practice and involves fun as well is “Putting pictures in order”.Each member of the group is given a picture illustrating the crucial part of the fairy tale.Without showing it to the rest of the group he tries to depict what is on the picture.When all students finish their descriptions, the group decides on the correct order of the fairy tale [27,p.45]. It is essential to teach learners to speak in foreign language not only read or write.

2.4 Fairy Tales in teaching listening skills

Stories are very important for children in learning their mother tongue, and they are important in learning any foreign language as well. That is why it is good to start using stories in teaching English as soon as possible. Secondary school “children enjoy listening to stories over and over again. This frequent repetition allows certain language items to be acquired while others are being overtly reinforced. Stories contain natural repetition of key vocabulary and structures. This helps children to remember every detail, so they can gradually learn to anticipate what is about to happen next in the story. Repetition also encourages participation in the narrative”. Stories are very motivating, challenging and great fun for children. They can help develop positive attitudes towards the foreign language, culture and language learning. By using stories allows the teacher to introduce or, revise new vocabulary and sentence structures by exposing the children to language in varied, memorable and familiar contexts, which will enrich their thinking and gradually enter their own speech. “Listening to stories helps children become aware of the rhythm, intonation and pronunciation of

language”. Stories also provide opportunities for developing continuity in children is learning. They can link English with other subject areas across the curriculum. When children listen to stories in class they share social experience, it “provokes a shared response of laughter, sadness, excitement and anticipation which is not only enjoyable but can help to build up the child’s confidence and encourage social and emotional development”. Stories are a useful tool in linking fantasy and the imagination with the child’s real world. They provide a way of enabling children to make sense of their everyday life and forge links between home and school. Children exercise their imagination through stories. They “can become personally involved in a story as they identify with the characters and try to interpret the narrative and illustrations. This imaginative experience helps students’ develop their own creative potential [9,p.76 – 79].

The activities for Teaching Listening Through Stories:

Pre-storytelling activities are important because they introduce the topic, they motivate the students to read or listen to a story, they provoke initial interest in the topic, students start to think about it, they prepare their minds and show what they know about it. These activities help teacher anticipate problems in terms of language and concepts and give space to pre-teach complicated language. Warming up activities relax students. For example an informal chat can build up and maintain good relation between a teacher and students. Questions that introduce the topic are good to use, but not too many. Or students can guess the title of the topic of the lesson. We can show students a picture or watch a video extract to provoke they interest.

After the pre-storytelling activities, when the teacher has already involved students in the lesson, s/he can start telling or reading the story. “The students must hear everything loudly and clearly. The teacher’s voice should be pleasant, intimate, smooth, low-pitched, varied if possible for different characters since all this will add to the emotional impact of the story. Telling or reading the story the teacher might like to see if the learners understand the language of the story. S/he can just stop for a moment and ask pupils what is going to happen next. This way the teacher checks their understanding and makes them thinking about the narration [11].

When telling or reading the story has already finished, it is time for teacher not to relax but to offer the children some very important activities. It was said that one of the most considerable quality of stories in learning process is that they are real fun for young learners. The teacher can ask the children yes/no or wh-questions. The young learners also may be asked to decide if some statements are true or false. Very useful for a comprehension check are the matching activities; for example “matching characters with phrases they have said, things they have done or qualities they possess” If these pre, while and post- storytelling activities, mention above (and there are much more others possible to use), help the children to understand the story fully, to gain more confidence in used English vocabulary and grammar structures, to become completely aware with the main points

of what was told or read from the teacher and this way to be able to retell it; after precise reconstruction in their minds. Students even are encouraged to create their own stories. This way the used in the lesson story really is a bridge, connecting language study and language use and is a source of confidence in understanding and speaking English – something that without doubt will be very useful for the students in their lives outside the classroom [8,p.112].

Storytelling, is a pleasant way to spend time at best, and a complete waste of time at worst for many educators. Fairy Tales now being recognized as a powerful element that can help create reading and critical thinking skills. Children who listen to stories are exposed to many new words. During developing vocabulary lists based upon the story, the teacher takes advantage of children's natural inquiry to understand the story, and children are more motivated to learn a dictionary or use the new words in stories of their own creation. After ensuring that students have a reasonable understanding of the fairy tale the teacher can use it for „choral reading“. Before actual reading the possible ways how to lead in and help the students with unknown words which will happen in the fairy tale have to be considered. Writing is mainly difficult for learners. It requires many demands on pupils and they often do not like practicing it. Their vocabulary is limited and they are not confident about the process of writing. The benefits of pre-writing work are that they are designed to give students language, ideas and encouragement before learners settle down to the writing itself. Yield up as strongly supported evidence that fairy tales have reliable positive effect on writing skills from many sides. Neoteric studies discover one aspect of the fairy tales on writing skill such as structural advantage, familiarity, lively atmosphere, pre-defined vocabulary or creative nature. Getting learners to speak in the class can sometimes be highly easy. Storytelling can be used in a great diversity of manner to improve students' oral communication skill. One time they have heard a story, children are naturally worried to discuss their understanding of the story and relate it to their own experience. Fairy Tales play a vital role for children in learning their mother tongue, and they are important in learning any foreign language too. For this purpose it is useful to start using stories in teaching English as soon as possible. As a rule ,stories include natural repetition of meaningful vocabulary and structures. Fairy Tales are very motivating, challenging and funny for learners. They can help develop positive attitudes towards the foreign language, culture and language learning. The process of listening to stories by children in class can provoke a corporate response of laughter, sadness, excitement and anticipation which is not only enjoyable but can help to rise up the child's confidence and encourage social and emotional development. Their usage in the lesson is a linker, they unite language study and language use and is a source of confidence in understanding and speaking English – something that without doubt will be very useful for the students in their lives outside the classroom [29].

As it is seen from the aforementioned, because of their great potential fairy tales may be a powerful source in the lessons of English due to their unique character. On the one hand, it is the language of the stories reflecting typical everyday situations which may be used to develop all the four language skills. On the other hand, the eternal values, the idea of the good defeating the evil, the atmosphere of an imaginative world in which impossible may become reality contribute to bringing up a noble personality.

Part 3

STORYTELLING IN THE ENGLISH LESSON

This educational intervention aims to demonstrate how different skills can be developed through storytelling in the EFL classroom. The story the author has chosen is called “The Magic Porridge Pot” is a folkloric German fairy tale recorded by the Brothers Grimm, as tale number 103 in Grimm's Fairy Tales, in the 19th century. It has been designed for secondary schools, namely for six form pupils. Through this story pupils will learn the different parts of speech. This learning sequence is divided into 4 sessions of up to 2x45 minutes. Each session will have activities before the story, during the story and after the story. Moreover, the story allows teachers to work on different topics in the classroom.

3.1 The status of English language teaching in Ukraine

For the past decade, English as a foreign language has been taught in the state school system. The age of children who begin education in English has recently gone down considerably. Ten years ago the state standard for the beginning of foreign language education was 9-10 years old. Nowadays English is an obligatory school subject from the first grade (age 6-7 years old). The lessons come in 30 minute periods 1-3 times a week, depending on the school. English teachers do not teach other subjects than English. There is no one accepted state school course book in English, teachers are free to choose from the variety of available editions by Oxford University Press, Cambridge, Longman etc. English has also now been introduced in the majority of pre-school institutions from the age of 3-4. It is not obligatory, but is supposed to help children get some alphabet and lexicon skills before they start school. As there are no available course books for kindergartens, most teachers use flashcards, cut-outs from first-grade course books and individually designed material for their lessons. For a course to have a coherence of purpose, it is imperative that the aims and objectives of the syllabus ‘are not contradicted at the classroom level’ [23,p.96]. Adapting teaching materials to every single lesson is undoubtedly a highly challenging methodological task for a teacher. Not surprisingly, storytelling as a didactic tool is only occasionally used, because of a lack of adapted teaching materials and, as a consequence, high requirements for preparation from the teacher.

Fairy tales have a great potential to be used as a valuable source in English lessons. Children’s stories contain uses of language that are considered typical of poetic and literary texts. These devices offer opportunities for foreign language learning. In appropriate adaptation these stories are suitable for all ages and levels. Fairy tales have universal values and plots which add familiarity to students.

Fairy tales are enjoyable but meaningful. They stress human experience, history and values.

Fairy tales provide entertainment and further topics for discussion. They are fun and short, rich in terms of language yet less grammatically complex and syntactically speaking than many other forms of literature. There is a great opportunity to make fairy tales as complex and simplistic as possible depending on the class in which it is introduced. Fairy tales are also a great source of vocabulary, grammar structures and syntax in addition to that fairy tales are short enough, to keep students interested long enough to get to the happy end.

3.2 Background to Research

Parts one and two of the paper present the theoretical framework on which the present study is based. The author starts with a general introduction which is a research summary on children as learners, more specifically peculiarities of the learning process of children in the lesson. The process of teaching English to learners is then elaborated on. Finally, the essentials of the storytelling approach found in the scientific literature is presented.

The usage of the fairy tale in English lessons is caused by the need to find new approaches to intensifying pupils' cognitive interest in learning foreign language, the accumulation of all possible resources aimed at developing the foreign language competence of the pupil of modern school, and increasing demand for foreign language skills in society.

For this research, the author used the Fairy Tale "The Story of the Magic Porridge Pot". According to the author of the present paper, this fairy tale is favorable for use in English lessons. The story is interesting in content and contains useful words. The exercises were aimed at developing the basic language skills. Having accomplished the task, pupils developed their skills of speaking, reading and writing.

The study material was compiled on the basis of several important principles. Thus, the author took into consideration the topics of the Curriculum, values appropriate to schoolchildren at this age, logical sequence of exercises and appropriate illustrations. Besides, when choosing the fairy tale the author took into account the length of the fairy tale, the language of the fairy tales, the values which were mentioned in the fairy tales, the vocabulary and the main topics of the fairy tale. While compiling the study material the author made sure that the language was authentic and represented the tendencies of the typical English language use [20,p.141– 143]. Moreover, the author tried to set achievable challenges in order to help raise the learners' self-esteem by accomplishing success. The aims of the study material are:

1. to introduce main characteristics and literary elements of fairy tales;
2. to develop pupils' reading skills by reading short fairy tales;
3. to enrich pupils' vocabulary through fairy tales;
4. to teach values through fairy tales;
5. to develop pupils' speaking skills through fairy tales;

6. to develop pupils' grammar knowledge through fairy tales.

The topic was compiled for learners of English in school at 6 form. The topic is meant for two lessons. The set of tasks are based on one particular fairy tale. According to the fairy tale exercise focuses on one topic-GOOD DEEDS. The worksheet is meant for two lessons (2x45) and has the following structure:

1. Pre- reading exercise in order to activate pupils' interest in the given text;
2. While-reading exercise. Pupils read a fairy tale and pay their attention to the words in bold;
3. Post-reading
 - a) Comprehension;
 - b) Vocabulary exercises in order to enrich pupils' vocabulary;
4. Grammar exercises to develop pupils' grammar skills;
5. Discussions in order to develop pupils' speaking skills and make students focus on values;
6. Creative writing in order to improve students' writing skills.

All the illustrations of the worksheets were chosen to support the tasks, motivate learning process and learners of English who are in school at 6 form. Most of the ideas used in the exercises were the author's ideas.

In secondary school №2 and secondary school №1 in Chop, the author of this year paper investigated classes to study the efficiency of using the fairy tale in the English lessons. One of the schools is the Secondary School № 2 named after István Széchenyi with Hungarian as the language of instruction. The other one is the Secondary school №1 with Ukrainian as the language of instruction. Participants were students of 6 form. All together the author analyzed 45 works. Among them 26 belong to the students of the school with Ukrainian language instruction; the remaining 19 students were from the school with Hungarian language instruction. The handout material presented a worksheet containing the fairy tale and tasks on reading, vocabulary development, grammar and communication skills development in the form of discussion.

3.3 Data Analysis of the Secondary school No 2 with Hungarian language instruction

The author analysed each task separately from each part of the worksheet.

Before reading task

The task consisted of three questions which are connected to the picture. More than 90% of students completed this task. The whole group of pupils answered all the questions correctly.

I Reading

Students have to read the story and than guess the words in bold. From the 10 words highlighted in the text, 12 pupils guessed 4– 5 words, 5 learners identified 6 words, the rest 2 students surmise 7 out of 10 words.

II Comprehension

1) The task was to put the statements into the correct order. Twelve out of 19 students completed this task well. Three pupils had excellent results while four of them performed in this type of exercise much worse. However, around 60% of statements were put in the correct order.

2) In the second task the students had to answer to the questions on reading comprehension. About 70% of students answered well four questions in five. Answers were short and meaningful. Of the whole number of students, 13 liked the task and were enthusiastic about completing it.

III Vocabulary

1) In this task the students had to match words to the pictures. Fifteen pupils matched the words with suitable pictures correctly. Four of them had mistakes.

2) Approximately 80 % of students completed the task very well. Ten of them asked their teacher for help. Four learners completed the tasks with mistakes.

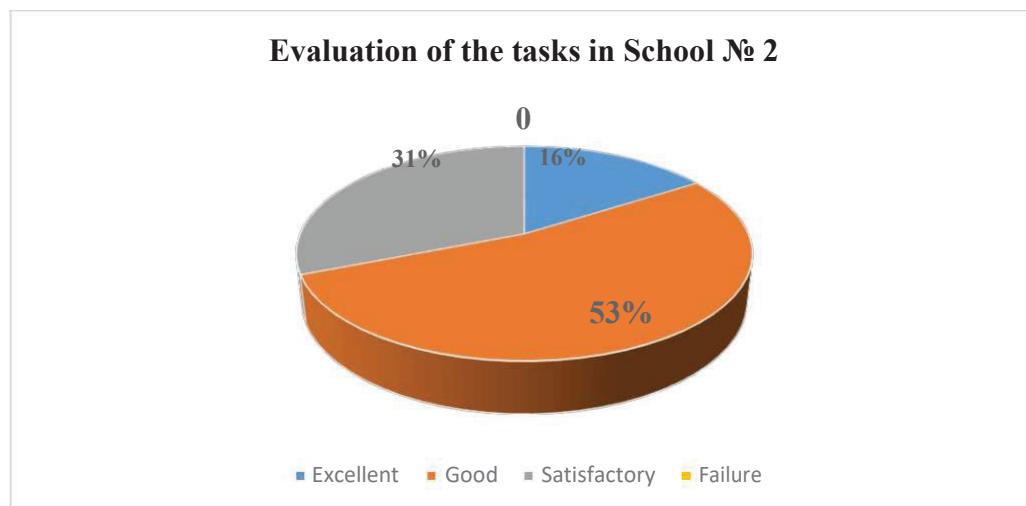
IV Grammar

It seems to the author that the task was not very difficult to the learners. Eleven in nineteen students did the exercise quite well. However, six pupils had a few mistakes.

V Discussion

1) Students discussed different questions in the class. The questions suggested for discussion included the following: “Which of these adjectives describe a good person? (helpful, poor, hungry, friendly, kind, smart, greedy, honest) and what is a good deed? Can you name any good deeds?” It turned out, that were difficult, but other were so interesting for learners. Questions that were related to the questions related to general issues were caused difficulties to the students. On the other hand, students coped well with fairy tale related questions. Around 50% of learners participated in the discussion.

2) All learners coped rather well with the next task that asked students for some illustrations to the fairy tale. Sixteen students were willing and successful in drawing illustrations to the fairy tale “The story of the magic pot”. The rest of the students, three in number, used the pictures in the worksheet.

Diagram 3.1 Evaluation of the tasks in School № 2

The total number of students is 19. The chart shows the results of the students after the teacher assessed their performance. According to it, the majority of the students 53%, showed good results, 31% of them demonstrated satisfactory outcomes, while 16% of them were excellent.

3.4. Data Analysis of the Secondary school № 1 with Ukrainian language instruction

The tasks were analysed similarly to those in the Secondary school № 2.

Before reading task

The task consisted of three questions which were related to the picture. Twenty six students completed this task. Nineteen pupils answered all questions correctly.

I Reading

Students read the story than guessed the words in bold. According to fairy tale, out of 10 words four learners guess correctly 7 words, four pupils guessed 6 words well, ten of them dealt well with 5 words, four of them surmise 3 words, four pupils guessed only 2 words.

II Comprehension

1) The task was to put the statements into the correct order. Students completed this task well. Fifteen pupils have excellent results but eleven of them got worse results. Six learners got 60% of correct answers whereas five of them performed with less than 50% of correctness.

2) The students were very successful in answering to the questions based on the text. Approximately 90% of students answered to four questions out of five. Answers were short and meaningful. Seemingly, the students enjoyed this task the most although around 6% of the learners answered only 3 questions out of 5. The rest 4% of the pupils did not respond at all.

III Vocabulary

1) The students had to match 6 pictures to the correct words. Twenty-one pupils matched the words with the pictures correctly. Five of them had mistakes.

2) Approximately 80 % of students completed the task very well. Around 15% of them asked for help. Also, 5% of them had mistakes.

IV Grammar

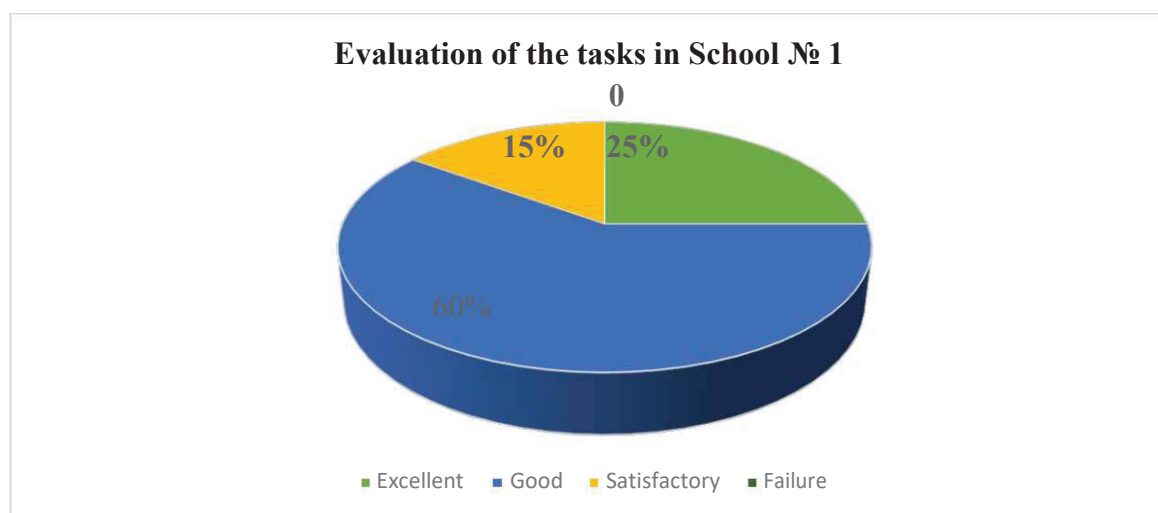
Similarly to the students of the previous school, the students did not find this task difficult. 78% of them coped with the exercise quite well though 17% of students had a few mistakes. Surprisingly, 5% of the pupils did not complete this task at all.

V Discussion

1) Students discussed different questions in the class. Questions like “why is it important to listen to your parents?” and “what is a good deed ? Can you name any good deeds?” were difficult, but were interesting to the learners. Questions that were related to the fairy tale were easier to answer. Around 50% of learners participated in the discussion.

2) All learners coped with the following task. Eighteen students were able to make their own illustrations to the fairy tale “The story of the magic pot”. However, twelve learners used pictures from the worksheet.

Diagram 3.2 Evaluation of the tasks in School № 1



The total number of students participating in the study from this school was 26. Results show that 60% of learners demonstrated good results, 25% had excellent results while 15% of them showed satisfactory results.

3.5 Comparison of the results

In general, students from both schools have completed tasks on average and sufficient levels. One third of the students have difficulties with understanding foreign language words. Others have easily accomplished the tasks. Students read the fairy tale with enthusiasm and solved part of the tasks using illustrations. Students from both schools answered questions (before reading task). The half of the group of students answered orally, the rest of the group wrote responses on the paper. However, the students with Hungarian language instruction missed some questions, as opposed to students with

Ukrainian language instruction. This is explained by the fact that Hungarian pupils at the beginning of the lessons were not attentive and, due to lack of knowledge of English words, had difficulties in completing the task.

READING In a task where students had to unfold fairy-tale events in the correct order, students repeatedly asked the teacher for help. This applies to pupils in both schools. In this task, the students of the two schools showed similar results, they demonstrated an average level of knowledge. However, in the next task, students of both schools performed almost perfectly. Hungarian students had difficulties with translating sentences independently. Around 90% of the students in the Ukrainian school responded to 4 of 5 questions. This task showed that most students were reading thoughtfully and carefully.

VOCABULARY The vocabulary expansion task allowed students to learn new words and memorize them with the help of a task with the given drawings. The students of both schools coped done well with this task. There were instances when students of the Hungarian school made mistakes, but quickly corrected them. They had difficulties with understand the meaning of words. There were no problems for students of the Ukrainian school with selecting antonyms to adjectives in the next task. In general, Hungarian students accomplished this task on a satisfactory level. Better were the results of the Ukrainian learners.

GRAMMAR A set of tasks also contained an exercise in the use of grammar, in particular pronouns. Students were given pictures illustrating the fairy tale. They served as a kind of clue. Students of both schools had mistakes in solving this task. Almost 35% of students confused the meaning of pronouns. Totally, both schools showed good results after fulfilling this exercise.

DISCUSSION The last task of the students was to answer a few questions. The questions concerned the content of the fairy tale on the one hand, however, some of them aimed at eliciting the student's own opinion. The responses of the Hungarian school students were short. Students used incomplete sentences to express their thoughts. Unfortunately, not all students expressed their views and participated in the discussion. Likewise, difficulties were with understanding the meaning of questions. As a result, 53% students' responses were in Hungarian. For others, this task was boring because of insufficient vocabulary.

However, the situation was different with pupils whose native language is Ukrainian. Learners coped with the task very well. Thereby 50% of the students took part in the discussion. Students answered in complete sentences. There were difficulties in understanding some questions, nevertheless all the issues were discussed by the students. Learners expressed their thoughts in English. The pupils of both schools drew drawings for the fairy tale enthusiastically. Afterwards, the students tried to describe their drawings in English. Pupils said that it was the most interesting task.

3.6 The students' Questionnaire

The students' questionnaire was handed in at the end of the first semester of the school year 2019–2020. It was completed in class and collected immediately. The aim of this questionnaire was introduced first in English and then in Hungarian and Ukrainian therefore the pupils understood what was assigned from them and what the possible answers were. Due to the learners' age and level of proficiency in English, it was also explained that they could ask any question, even in their mother tongue, when they did not understand the task.

3.6.1 Description of the Questionnaire

This investigation is a qualitative study. The reason for using a qualitative study is to explore the attitude of students toward Fairy Tales in the English lesson. That is why the questionnaire was designed. The questionnaire was answered by 10-11 year old pupils who studied in either a Ukrainian or Hungarian schools. The research will end with the recommendation for students' motivation using stories to learn foreign languages successfully.

The questionnaire consists of 15 questions with multiple choice answers. The students were requested to answer the questions by choosing one answer from the possible options. The task was divided into three question sections.

The first set of questions focuses on educational side of learning. These are questions related to the usefulness of using fairy tales in foreign language lessons.

The second section shows the effect of stories on students' thoughts. In this section, the questions focus on whether the tales and their characters inspire students to develop themselves.

The third one connects two stories in the English language classroom including questions about whether the students are satisfied with the use of fairy tales by teachers in the English lessons. Participants of the investigation were pupils of the 6th form of which 37 students were from a Hungarian language school and 44 students from a Ukrainian language school. Total number of the students equals 81.

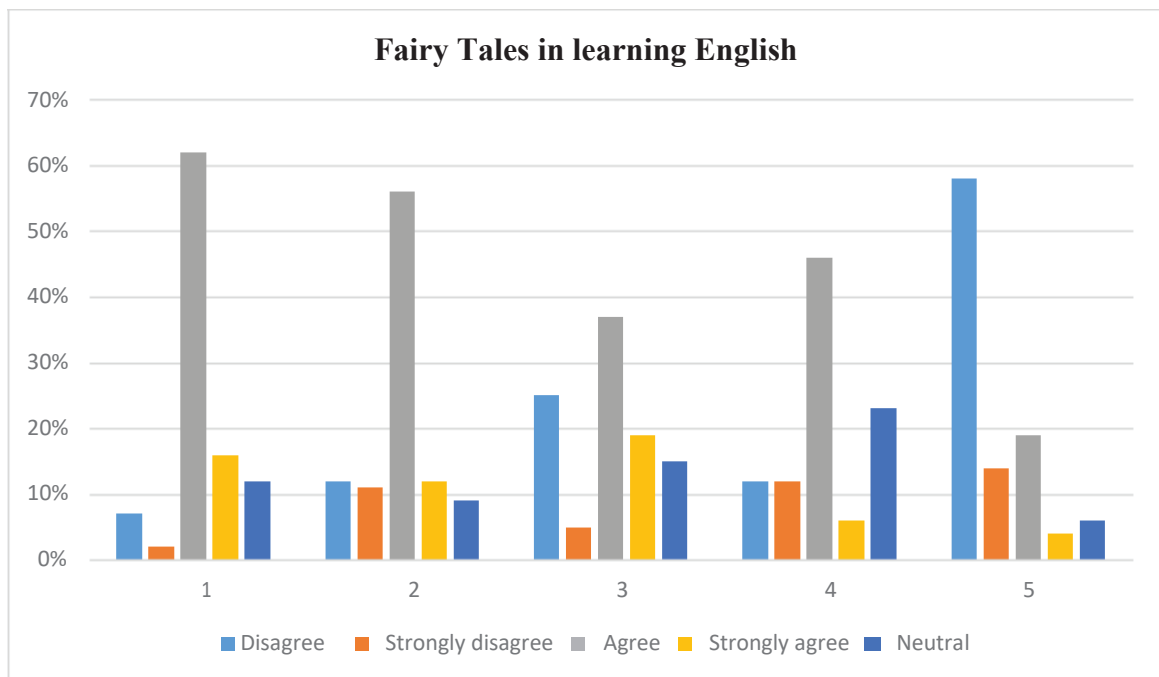
3.6.2 Analysis of the questionnaire and recommendations

Table 3.1 Fairy Tales in learning English

| Fairy Tales in learning English | | | | | |
|----------------------------------------------------|-----------------|--------------------------|--------------|-----------------------|----------------|
| Question | Disagree | Strongly disagree | Agree | Strongly agree | Neutral |
| 1. Reading Fairy Tales improve my speaking skills. | 7% | 2% | 62% | 16% | 12% |

| | | | | | |
|------------------------------------------------------------------------|-----|-----|-----|-----|-----|
| 2. Stories help me guessing the meaning of the new words. | 12% | 11% | 56% | 12% | 9% |
| 3. I try to use and remember some of the words mentioned in the story. | 25% | 5% | 37% | 19% | 15% |
| 4. Fairy Tales help to make my style in writing skills better. | 12% | 12% | 46% | 6% | 23% |
| 5. Stories are not useful for developing pronunciation. | 58% | 14% | 19% | 4% | 6% |

Diagram 3.3 Fairy Tales in learning English

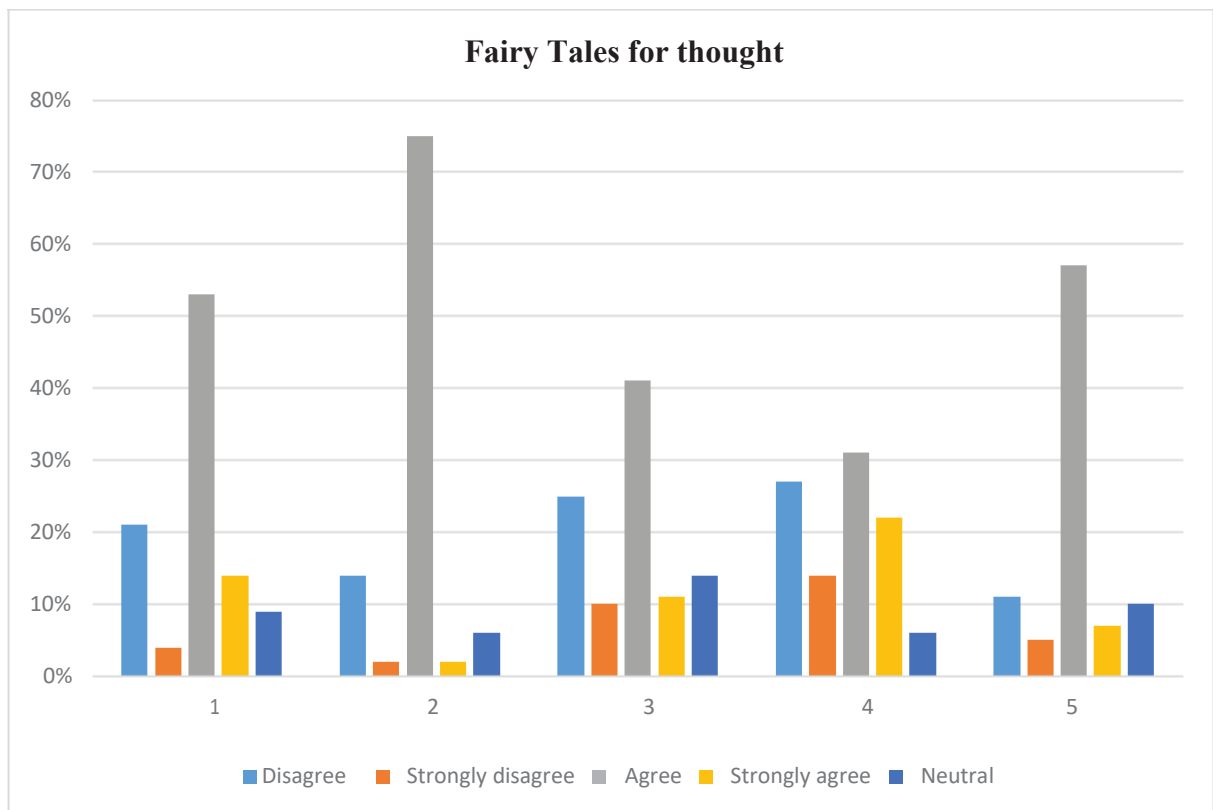


With regard to the first question of the first section, most of pupils 62% agree that reading stories improve their English, while in the second one 12% of students strongly agree that stories help them guessing the meaning without using vocabularies. The third question shows that students use many of the words they met in stories and in question four almost half of students agree that tales improve their writing skills. That final question states that Fairy Tales are helpful in pronunciation so as 19% agree but 58% disagree and that certainly those who disagree do not read stories during the lessons with their teachers.

Table 3.2 Fairy Tales for thought

| Fairy Tales for thought | | | | | |
|-----------------------------------------------------------------------------|-----------------|--------------------------|--------------|-----------------------|----------------|
| Question | Disagree | Strongly disagree | Agree | Strongly agree | Neutral |
| 1. Story is a good source of ideas. | 21% | 4% | 53% | 14% | 9% |
| 2. Fairy Tales enhance my vocabulary. | 14% | 2% | 75% | 2% | 6% |
| 3. I use some of the opinions and words to improve my writing skill. | 25% | 10% | 41% | 11% | 14% |
| 4. Stories help to build my personality through its concept and characters. | 27% | 14% | 31% | 22% | 6% |
| 5. Tales inspire me to become a real hero. | 11% | 5% | 57% | 7% | 10% |

Diagram 3.4 Fairy Tales for thought



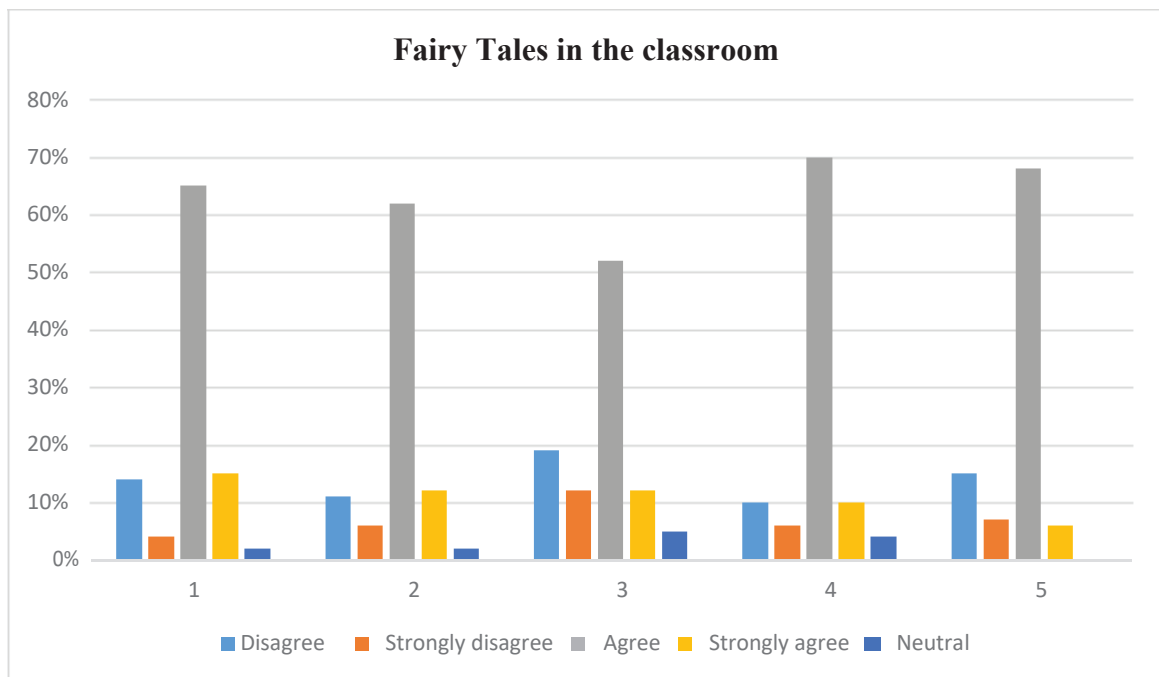
The first question of the second set of questions shows that about half of the students agree that stories are a good source of ideas although question number two states that 75% of pupils agree that Fairy Tales are a good source to enrich their vocabulary. The third demonstrates that 41% of the students use some of the opinions and words to improve their writing skill.

Whereas in question four 31% of the students agree that stories help to build their personality through its concept and characters. The final question proves that more than 50% of the participants of the study agree that Tales inspire them to become a real hero.

Table 3.3 Fairy Tales in the classroom

| Fairy Tales in the classroom | | | | | |
|-----------------------------------------------------------------------------------|-----------|-------------------|-------|----------------|----------|
| Question | Dis-agree | Strongly disagree | Agree | Strongly agree | Neutr-al |
| 1.Fairy Tales are good additional material for learning English in the classroom. | 14% | 4% | 65% | 15% | 2% |
| 2.Teachers should use stories during English lessons. | 11% | 6% | 62% | 12% | 2% |
| 3. Each semester students should finish more than 3 stories. | 19% | 12% | 52% | 12% | 5% |
| 4. Tasks based on Fairy Tales are enjoyable. | 10% | 6% | 70% | 10% | 4% |
| 5. Stories can make a | 15% | 7% | 68% | 6% | 4% |

| | | | | | |
|-------------------------------------------|--|--|--|--|--|
| lesson more exciting and cognitive. | | | | | |
|-------------------------------------------|--|--|--|--|--|

Diagram 3.5 Fairy Tales in the classroom

Question number one of the third section shows that 65% of participants agree that stories are a good supplementary material in learning English in the classroom whereas about 62% agree that teachers should use a variety of tales during the lesson. The third one demonstrates that 52% of the students agree to finish three stories each semester though about 19% disagree. Question four illustrates that 70% of pupils agree that story based tasks are enjoyable for them. The last one proves that for 68% of the students stories are exciting and cognitive.

In the present research 37 students of the Hungarian language school and 44 students of the Ukrainian language school were involved. They are learners of 6th form. The questionnaire was anonymous and the participants were informed about the rules for filling it in. The author explained the rules to students in English, Hungarian and Ukrainian as needed.

The first section of “Fairy Tales in learning English” shows that 23 learners of the Hungarian language school and 27 pupils of the Ukrainian language school find stories a useful tool for learning English. However, 12 students of the Hungarian language school and 26 learners of the Ukrainian language school agree that Fairy Tales help them to make their style in writing skills better. Moreover, 13 pupils of the Hungarian language school № 2 and 18 students of the Ukrainian language school №1 try to use and remember some of the words mentioned in the story.

In the following section “Fairy Tales for thoughts” it is stated that 25 students of school №2 and 35 learners of school №1 enlarge their vocabulary through stories. Besides, 11 participants of the Hungarian language school and 14 students of the Ukrainian language school confirm that tales help them to form their personality through the main ideas and heroes.

The final set of question on the use of Fairy Tales in the classroom demonstrates that 21 children of the Hungarian language school and 36 learners of the Ukrainian language school find various story-based tasks enjoyable. However, 7 learners of the school №2 and 9 students of the school №1 did not like the idea that they should read at least 3 fairy tales per semester.

Students from both schools were enthusiastic during the investigation. In most cases learners of the Hungarian and Ukrainian language schools produced similar answers. However, pupils of the Ukrainian school №1 showed greater interest toward learning English with the help of tales than those of the Hungarian language schools. Based on the collected data, observation and results the author suggests the following recommendations:

1. Fairy Tales are a perfect additional aid in teaching English.
2. Folk Tales ought to be a part of the national curriculum.
3. Pupils should read several stories each semester.
4. It is important for teachers to cooperate with parents in order to encourage children to read stories.
5. Those who read a lot should be prized.
6. Headmasters could create a competition in writing Fairy Tales in each school to motivate students who are talented in writing.

In short, stories are a suitable introduction to English language as they present language in a familiar and enjoyable context.

Conclusion

Storytelling was a means of expressing different experiences, emotions, feelings and also ideas in different forms of transfer and dates back to ancient times. Nowadays it has finally become significant teaching method which can develop linguistic skills and also have numerous affective benefits for social and emotional aspects. Stories help children to know themselves and to know others so they can cope with the psychological problems of growing. With storytelling teachers motivate pupils and give them the opportunity to produce their own knowledge through different meaningful activities and learning situations. Children learn English through English. It is a way of confirming that language is something you actually learn and use “for real” and therefore pupils will be willing to make an effort in order to acquire English as a second language because they will find it useful.

In the present bachelor thesis the author refers to experienced foreign and Ukrainian linguists such as Hanlon T. L., Kready L., Harmer J., Harwood N., Vlasjuk L., Ivchuk I., who studied fairy tales in detail and their influence on the learning of English by schoolchildren.

The research gave answers to the questions as “How to teach young learners different skills?”, “Why are fairy tales more suitable classroom material than usual textbooks?”, “What is the role of literature in teaching foreign language?”.

Likewise, the aim of the thesis was achieved, namely the author made educational material for students of 6th form of Ukrainian language school and Hungarian language school to study English as a foreign language through fairy tales. Moreover, the educational material generated is based on enhancing students' vocabulary skills, improving their grammar, reading skills, speaking skills and providing topics to discuss the values presented in stories.

Beside that, the object of the author's research was fairy tales as a powerful basis for learning a foreign language.

Furthermore, the subject of the author's investigation was to explore the role of fairy tales in English lessons, to show how to select and use these stories, which proved that the fairy tale in the English language lessons has a developmental and educational function, and can be used as a material for teaching all four skills.

The results of the completed work the author of the bachelor thesis obtained by the method of collecting and analyzing related works of Ukrainian and foreign experienced specialists like Strelchenko K., Lininskaya J., Nunan D., Cuddon J.A. In addition, the author used questionnaire and worksheet in practice with 6th form students of Ukrainian and Hungarian language schools.

In the course of the study, the author's hypothesis was proven that the use of fairy tales in the English lesson is an effective tool for motivating, encouraging and engaging children to learn foreign language, and developing all four skills for mastering a language.

Moreover, this thesis introduces the techniques and ways of using fairy tales when teaching a foreign language.

Summing up the investigation, it should be noted that the development of language activities of students is impossible without mastering the relevant language skills. Well-formed phonetic, grammatical and lexical skills are one of the most important conditions for foreign language proficiency. The grammatical composition of the language, its phonetic structure and vocabulary provide an understanding and ability to communicate with the native speaker and the person learning the given language. Owning these skills is the principles on which communication is based. It is necessary to develop all kinds of language skills in the aggregate (phonetic, lexical and grammatical), not to neglect one of them. During this research, the author studied the influence of fairy tales on the development of language skills of students and came to the following conclusions.

This study has shown that fairy tale is a technique of teaching that students enjoy and which is effective in learning English. It was also shown that children of both schools Hungarian and Ukrainian are interested in learning foreign language through fairy tales. The results of investigations show that pupils read stories and cope with grammatical, lexical, phonetic tasks based on a fairy tale with pleasure and curiosity. These findings enhance our understanding of importance to use tales in order to motivate, enrich the vocabulary of students, improve and develop all four language skills required for learning a language.

In addition, it would be interesting to assess the effects of Fairy Tales not only on schoolchildren but also on adults.

Taken together, these results suggest that teachers of English language should pay attention to the text as a concept served by all sections of the course - phonetics, vocabulary, grammar, word formation, stylistics, spelling. All instances of meeting with a text lesson should be used to get children's attention.

Therefore, interestingly these tasks will help to realize the fairy tale. Stories will help to make boring and monotonous work more exciting.

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Резюме

Казка, як змістовна основа навчання, має широкі можливості. На ранньому етапі навчання провідним є розвиваючий фактор, оскільки закладаються основи багатьох найважливіших здібностей, і здійснюється їхній початковий розвиток. Казка є прекрасним матеріалом для рішення розвиваючих завдань. Дітям потрібні казки, тому що вони є необхідним підґрунтям для розвитку особистості. Казка іноземною мовою має величезні виховні можливості. Позитивні емоційні дії, що відбуваються в казці, дозволяють запобігти виникненню почуття недовіри. Одну з найважливіших ролей казка відіграє на початку навчання іноземної мови, коли рівень мотивації навчання є дуже високим, це незамінний засіб підтримання інтересу до предмета при навчанні будь то фонетичному, лексичному чи граматичному аспекту іноземної мови.

В даній кваліфікаційній роботі автор посилається на досвідчених зарубіжних та українських лінгвістів, таких як Ганлон Т.Л., Креді Л., Хармер Й., Харвуд Н., Власюк Л., Івчук І., які детально вивчали казки та їх вплив на вивчення англійської мови школярами.

Окрім цього, дослідження вирішило такі запитання, як "Як навчити школярів різних мовних навичок?", "Чому казки є більш відповідним матеріалом, ніж звичайні підручники для роботи в класі?", "Яку роль виконує література у викладанні іноземної мови?".

Також автором була досягнута мета кваліфікаційної роботи, а саме автор створив навчальний матеріал для учнів загальноосвітніх шкіл України для вивчення англійської мови за допомогою казок. Крім зазначеного, створений навчальний матеріал базується на збагаченні словникового запасу учнів, вдосконаленні їх граматичних навичок, навичок читання, навичок говоріння та є джерелом тем для обговорення життєвих цінностей.

Об'єктом дослідження автора були казки як могутня основа для вивчення іноземної мови.

Предметом вивчення автора було дослідити роль казок на уроках англійської мови, показати, як вибрати та використати доцільний матеріал на уроках, у свою чергу це доводить те, що казка на уроках англійської мови має розвивальну та виховну функцію, і може використовуватись як ресурс для навчання всіх чотирьох навичок.

Дана кваліфікаційна робота поділяється на вступ, три частини, висновок, список використаної літератури, резюме українською мовою та додатки. Окремі підрозділи досліджують такі теми, як сенс та багатство змісту казок, їх функції в житті юних читачів.

Перша частина дослідження «Роль казок в нашому житті» описує теоретичне підґрунтя для вивчення іноземної мови на основі казок та висвітлює казки як інформативну літературу, необхідну в житті кожної людини. Також, вивчає способи використання казок у

роботі з молодшими школярами на уроках англійської мови з метою вдосконалення та оволодіння ними іноземною мовою, таким чином сприяти їхньому загальному особистісному розвитку, в той час як у другій частині кваліфікаційної роботи «Казки у формуванні навичок англійської мови» казки вважаються можливими додатковими навчальними матеріалами у навчанні школярів. Враховуючи матеріали вказані в першій та другій частинах, третя частина роботи «Оповідання на уроках англійської мови» визначила ступінь впливу казок на здобуття учнями мовних навичок.

Вслід цього слідує висновок, список використаної літератури, резюме українською мовою та додатки.

Результати виконаної роботи автор кваліфікаційної роботи отримав методом збору та аналізу суміжних праць українських та зарубіжних фахівців, таких як Стрельченко К., Лінінська Ю., Нуан Д., Куддон Ж.А. Автор праці використовував також анкетне опитування та низку завдань на основі казки на практиці з учнями 6-их класів україномовної та угорськомовної шкіл.

У ході дослідження було доведено гіпотезу автора, що використання казок на уроці англійської мови є ефективним аспектом мотивації, заохочення та залучення дітей до вивчення іноземної мови та розвитку всіх чотирьох навичок потрібних для оволодіння мовою.

Більше того, дана робота пропонує прийоми та способи використання казок для навчання іноземної мови.

Підводячи підсумки дослідження, слід зазначити, що розвиток мовної діяльності учнів неможливий без оволодіння відповідними мовними навичками. Сформовані в цілому фонетичні, граматичні та лексичні навички є однією з найважливіших умов оволодіння іноземною мовою. Граматичний склад мови, її фонетична структура та словниковий запас забезпечують розуміння та вміння спілкуватися з носієм мови та людиною, що вивчає цю мову. Володіння цими навичками - принципи, на яких базується спілкування. Необхідно розвивати всі види мовних навичок у сукупності (фонетичну, лексичну та граматичну), не нехтувати однією з них. Під час цього дослідження автор вивчав вплив казок на розвиток мовних навичок учнів і дійшов до таких висновків.

Дане дослідження показало, що казка – це метод навчання, яким насолоджуються учні під час вивчення мови, і який також є ефективним при вивченні англійської мови. Учні обох шкіл угорськомовної та україномовної зацікавлені у вивченні іноземної мови за допомогою казок. Результати досліджень вказують на те, що учні читають казки та виконують граматичні, лексичні, фонетичні завдання на основі казок із задоволенням та цікавістю. Ці результати розширюють наше розуміння важливості використання казок для мотивації, збагачення

словникового запасу школярів, вдосконалення та розвитку усіх чотирьох мовних навичок, необхідних для вивчення мови.

Перспективу подальшого вивчення теми автор вбачає в дослідженні впливу казок не тільки на школярів, а й на дорослих під час вивчення та засвоєнні англійської мови.

Підсумовуючи, отримані автором результати наголошують на важливості тексту для вчителів англійської мови як поняття, яке містить усі розділи навчальної програми– фонетику, лексику, граматику, словотвір, стилістику та правопис. Для продуктивного вивчення мови текст має містити всі вище засначені складові. Ефективно та цікаво це завдання допоможе втілити казка.Різноманітні казки та історії допоможуть зробити нудну та монотонну роботу або завдання більш захоплюючими. У ході роботи були виявлені можливі шляхи використання казок на уроках англійської мови, що допомогло нам усвідомити їх значущість і цільову спрямованість.

APPENDIX 1

The Story of the Magic Porridge Pot

Before you read

Look at the picture and answer the following questions:

- Who can you see in the picture?
- What are they doing?
- Name all the things you can see in the picture



I. READING

Read the fairy tale. Try to guess the words in bold.

The Story of the Magic Porridge Pot

Once upon a time there was a poor but good little girl who lived with her mother. They had nothing to eat. One day, the child went into the forest, and there an aged woman who was **aware** of her **sorrow** met her. She gifted her with a little pot, which when she said, "cook, little pot, cook", would cook good, sweet porridge, and when she said, "stop, little pot", it **ceased** to cook. The girl took the pot home to her mother, and soon they were freed from their **poverty** and hunger, and ate sweet porridge as often as they chose. Once on a time when the girl had gone out, her mother said, cook, little pot, cook. And it did cook and she ate till she was **satisfied**, and then she wanted the pot to stop cooking, but did not know the word. She said, „No more now little pot” but it kept making porridge. She said, „That's it, little pot, stop.” But the porridge started to overflow from the pot and **spill** onto the stove. „Stop it!” she cried, but the porridge **overflowed** onto the floor and filled the kitchen. It **poured** out into the street and into the next house. Then it poured through every street in the town and no one knew how to stop it. People came with **buckets** and pots to **scoop up** the porridge but as fast as they did, more porridge filled the streets. At last the little girl came back into town and shouted "stop, little pot", and the pot stopped cooking. But anyone who wanted to get across the town that day had to eat their way there.

II COMPREHENSION

1. Put the statements into the correct order:

- a. One day, the child went into the forest.

- b. Once upon a time there was a poor but good little girl who lived with her mother.
- c. The girl took the pot home to her mother.
- d. At last the little girl came back into town and shouted "stop, little pot".
- e. But the porridge started to overflow from the pot and spill onto the stove.
- f. An aged gifted the girl with a little pot
- g. One day when the girl had gone out, her mother said, "cook, little pot, cook!".

2. Answer the questions about the text:

1. Did you like the fairy tale?
2. What is this fairy tale about?
3. Who are the main characters in the fairy tale?
4. What was the magic object in the fairy tale?
5. Why was the object so special?

III VOCABULARY

| | |
|-----------------|------------------|
| Hunger | Голод |
| Stove | Піч |
| To be satisfied | бути задоволеним |
| Bucket | Відро |
| To pour | Налити |
| To scoop | Черпати |
| Pot | Горщик |
| To be aware of | бути обізнаним |
| Bowl | Миска |
| Sorrow | Горе |
| To overflow | переповнити |
| Poverty | Бідність |
| To spill | Розлити |

1. Match the words to the suitable pictures

A BOWL A POT A BUCKET A STOVE TO SPILL TO POUR

1



2

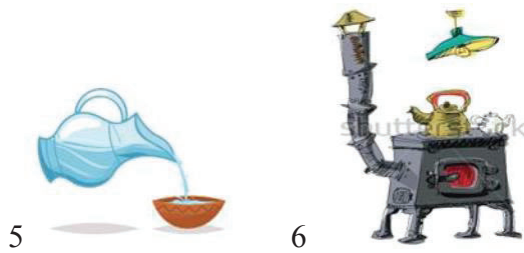


3



4





1. Read the adjectives and connect the opposite pairs.

For example: **big- small**

- | | |
|-------------|----------|
| 1) Young | A) Poor |
| 2) Rich | B) Angry |
| 3) Good | C) Sad |
| 4) Friendly | D) Old |
| 5) Happy | E) Lazy |
| 6) Active | F) Bad |

IV GRAMMAR

1. Look at the pictures and fill in the gaps using the correct prepositions from the box.

| | | | | |
|--------|-------------|---------|----|----|
| BEHIND | IN FRONT OF | NEXT TO | IN | ON |
|--------|-------------|---------|----|----|



Where is the porridge? **The porridge is in the pot.**



Where is the magic pot?

The magic pot is...an old woman.



Where is the little girl?

The little girl is her mother.



Where are people standing?

People are standingthe little girl.



Where is the pot ?

The magic pot is the stove.

V DISCUSSION

1. First work in pairs and then discuss the questions with your classmates.

- 1) Which of these adjectives describe a good person? (helpful, poor, hungry, friendly, kind, smart, greedy, honest)
- 2) What is a good deed? Can you name any good deeds?
- 3) Why do you think the magic pot was given to the little girl?
- 4) Why could only the little girl use the magic pot?
- 5) What strange things happen when the mother does not use magic correctly?
- 6) Was the little girl respectful or not?
- 7) Why is it important to listen to your parents?

2. Make your own illustrations to the fairy tale “The story of the magic porridge pot”. Follow the direction in each box. Work in pairs and compare your pictures.

| | |
|----------------------------------------------------------------------------|---------------------------------------|
| Draw the good little girl | Draw the magic porridge pot |
| Draw the house where the little girl lived together with her mother | Draw the town full of porridge |

APPENDIX 2

I.Stories for learning English

1)Reading Fairy Tales improves my speaking skills.

Disagree strongly disagree agree strongly agree neutral

2)Stories help me guessing the meaning of the new words.

Disagree strongly disagree agree strongly agree neutral

3)I try to use and remember some of the words mentioned in the story.

Disagree strongly disagree agree strongly agree neutral

4)Fairy Tales help to make my style in writing skills better.

Disagree strongly disagree agree strongly agree neutral

5)Stories are not useful for developing pronunciation.

Disagree strongly disagree agree strongly agree neutral

II.Stories for thought

1)Story is a good source of ideas.

Disagree strongly disagree agree strongly agree neutral

2)Fairy Tales enhance my vocabulary.

Disagree strongly disagree agree strongly agree neutral

3)I use some of the opinions and words to improve my writing skill.

Disagree strongly disagree agree strongly agree neutral

4)Stories help to build my personality through its concept and characters.

Disagree strongly disagree agree strongly agree neutral

5)Tales inspire me to become a real hero.

Disagree strongly disagree agree strongly agree neutral

III.Stories in the classroom

1)Fairy Tales are good additional material for learning English in the classroom.

Disagree strongly disagree agree strongly agree neutral

2) Teachers should use stories during English lessons.

Disagree strongly disagree agree strongly agree neutral

3) Each semester students should finish more than 3 stories.

Disagree strongly disagree agree strongly agree neutral

4) Tasks based on Fairy Tales are enjoyable.

Disagree strongly disagree agree strongly agree neutral

5) Stories can make a lesson more exciting and cognitive.

Disagree strongly disagree agree strongly agree neutral

NYILATKOZAT

Alulírott, Mástaler Brigitta angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia tanszéken készítettem, angol nyelv és irodalom tanári diploma megszerzése végett.

Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézirattárában helyezik el.