

The People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Amar Thelidji Laghouat
Faculty of Letters and Languages
Department of English



*The Impact of Fairy Tales on The Development of
Children's Moral Dimension
Case study : Oscar Wild's fairy tale The Happy
Prince*

A Dissertation Submitted to the Department of English in Partial Fulfilment of the
Requirements for the Degree of Master in Civilization, Literature and Language Teaching

Supervised by: Mrs. Hachani Siham

Submitted by: Mokhtari Nacira

Panel of Examiners :

<i>Naoumi</i>	<i>(Laghouat University)</i>	<i>President</i>
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Academic year : 2017-2018

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Dedication

I Mokhtari Nacira dedicate this work to my mother
my good example who has taught me to work hard for the things that I aspire to achieve.

My sisters and brother Taher whose have loved me unconditionally.

My husband who have been constant source
of support and encouragement during the challenges of graduation.

My friends , who have supported me throughout the process.

My supervisor, my teachers whom I offer my gratitude and appreciation.

Acknowledgement

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Abstract

The importance of stories in educating the moral imagination of the child provides the context for this thesis, which explores children's responses to the moral dimension of fairy tales. Studies in child's moral life, literary theory and children's responses to reading also provide the empirical and theoretical background for this qualitative enquiry that compares a number of developing readers' responses to fairy tales in a school and classroom context. Focusing on the features that distinguish their moral development, cultural improvements and educational effects. It identifies arrange of strategies children adopt to evaluate the moral world of fairy tales such as the use of moral touchstones, alternative narratives and to explore new vocabularies and to stimulate their critical thinking.

المخلص

أهمية القصص في تعليم الخيال الأخلاقي للطفل يزود السياق لهذه الأطروحة، والتي تستكشف ردود الأطفال على البعد الأخلاقي للحكايات الخيالية. كما أن الدراسات في الحياة الأخلاقية للطفل والنظرية الأدبية وردود الأطفال على القراءة توفر الخلفية التجريبية والنظرية لهذا الاستفسار النوعي الذي يقارن عدداً من استجابات القراء النامية للقصص الخيالية في سياق المدرسة والفصل الدراسي. التركيز على الميزات التي تميز تنميتها الأخلاقية والتحسينات الثقافية والتأثيرات التعليمية. ويحدد ترتيب الاستراتيجيات التي يتبناها الأطفال لتقييم العالم الأخلاقي للحكايات الخرافية مثل استخدام الحجارة الأخلاقية ، والسرد البديل ، واستكشاف مفردات جديدة ، وتحفيز تفكيرهم النقدي.

General Introduction

General Introduction

General Introduction:

Using fairy tales as a tool to teach moral values among children is not something new. The concept of telling stories to children for developing the moral values is a common idea among the Victorians (Guroian, 1996). The objective behind using fairy tales is to give to the children a chance to embrace their imagination and give them a textual space that allows them to be in another world beyond reality. More importantly, it is through fairy tales children can learn to build their characters, morals, and virtues (Guroian, 1996).

Imagination is an indispensable element for each child's life. It allows him to cross the real world's borders, to find oneself at fantastic, imaginary time. The purpose of this study is to identify the relationship between children, fairy tales and enhancing imagination. And how do fairy tales influence on children's imagination. In order to provide answer the following questions are formulated:

- How does children's moral imagination develop through reading and responding to fairy tales?
- Do teachers use fairy tales in their English lessons?
- Are fairy tales successful support for teachers to achieve their objectives in English lessons?
- Do fairy tales help children to develop their reading skills and increase their vocabulary?

Previous studies have been conducted to analyze the impact of fairy tales on the development of children's imagination, one of them is an article written about Developing Literacy Skills Through Storytelling, in this article Linda Fredericks (1997) argues that fairy tales help children to develop comprehension skills and use language. Listening to fairy tales requires more imagination because the listeners create their own image of the story, characters and places described by words, this process of developing internal images and meanings in response to

General Introduction

words is the basic essence of imagination. It claimed that children who listen to stories are exposed to many new words. They may not know what all the words mean but learning fairy tales help them to understand the meaning of the word through context by developing vocabulary lists based upon the story.

According to Stephen Milne (2008) in his doctoral thesis entitled *Fairy tales, Children Voices and the Moral imagination*. The moral imagination should regard as an essential category in relation to children's response to fairy tales. It assumed that fairy tales are significant tools and much needed way to enrich and strengthen the school's syllabus in terms of effectiveness, thus one can only notice the stories are largely important in educating moral imagination to a child.

As Richard Dawkins has pointed out that one of, the main reason why fairy tales are good for children's critical thinking, they observe the consequences of characters decision and learn that what will happen to them according to the choices they make. Hence, fairy tales allows them to develop an ability to distinguish between good and evil. It has noticed that not all characters can be good models, even the goodies can be damsels in distress, or reckless princes what the story do teach though, is that when bad things happen, you have decisions to make, if you make the right ones, everything might just turn out ok.

The importance of analogue fairy tales to moral imagination enables the child to enlarge perspective about him and his entourage. Fairy tales give chance for children to dream and live up their fantasies, which in fact have a positive effect to their cognitive development; it is best if teachers and parents could really understand the relationship of stories and imagination with the moral dimension.

This study divided into two parts; the theoretical part consists of two chapters the first one intends to provide fairy tales as literary formation essential in the children's lives and that for the reason of its intrinsic sense carrying wisdom, knowledge and fundamental human values.

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Furthermore, the topic how to use fairy tales with young children in English classes in order to improve their mastery of the language and enrich their magical thoughts. The second chapter deals with the children's imagination, which aims to uncover the idea of imagination and the moral life of the child, we will also discuss the importance of fairy tales and its positive effects on children.

The practical part offers analysis and assessment of lessons, which has been designed for the purpose of tackling Oscar Wilde's *The Happy Prince* with young children in a motivating and amusing way. The description and analysis of individual lessons and activities maybe read in research part of the paper. Based on the results obtained from the research methods used the sample lessons redesigned and a set of new and more effective ones will be found in Appendices

Chapter One
**Fairy tales as a literary
genre**

Chapter One : Fairy tales as a literary genre**Introduction**

Fairy tales offer the chance for children to dream and live up their imagination, which have positive to their cognitive improvement. This chapter sheds light on the fairy tale as literary genre, beginning with providing the different definitions associated with existing knowledge .As a matter of fact, what is significant for readers of this chapter is to be aware of the cultural development trough fairy tales as the literacy skills, moral values and educational effects.

1.1. Nature of fairy tales**1.1.1. Definition**

There are a lot of 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 cantered on magical tests, quests, and transformations (/.../)(Simpson and Roud: 117). Illustrated Oxford Dictionary has two explanations: 1. a children’s tale about fairies; 2. an incredible story, a fabrication (Kindersley, 1998: 284).

Random online dictionary defines fairy tale as a story (as for children) involving fantastic forces and beings as fairies, (wizards, and goblins) – called also *fairy story*; a story in which improbable events lead to a happy ending (Merriam-Webster online dictionary).

Originally the term *fairy tale* came from France. In 1697 Madame d’Aulony began publishing volumes of fantasy stories under the collective title *Les contes des fees* (Tales of Fairies) (Ashliman, 2004). French fairy tales were the first to be collected and written down.

“Fairy tale is 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 (/.../)” (Cuddon,1998).

Despite of the diversity of the definitions mentioned they all have common features which involve fairy creatures and magic.

1.1.2. History of Fairy Tales

The fairy tale was the part of an oral tradition (Kready, 1916; Karven, 2008). Tales were narrated orally, rather than written down and they used to have sad endings instead of happy ones. 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 (Kready, 1916).

Andrew Lang is the one who said,
“For the roots of stories, we must look, not in the clouds but upon the earth, not in the various aspects of nature but in the daily occurrences and surroundings, in the current opinions and ideas of savage life.”

The nineteenth century was a golden age for folklore. Collectors all over the world began to gather ancient tales from oral sources and write them down (Kerven, 2008; Hallett & Karasek, 2009). One of these collectors was well known Joseph Jacobs with his much-loved *English Fairy Tales* (1890) and *More English Fairy Tales* (1894). The late nineteenth and twentieth century fairy tales became an integral part of the children’s literature. But, fairy tales cannot be classified as children’s stories; they have special quality of being able to entertain reader of all ages. Originally fairy tales main audience were adults as likely as children (Kerven, 2008).

Later on fairy tales were about princes and princesses, combat and adventures. Fairies became to have the second role in the fairy tales. Moral lesson and happy endings became common features. In the modern era violence is usually removed from the fairy tales that they could be read for the children. The stories tend towards an optimistic moral structure, with

justice fairy done, wickedness punished and goodness rewarded (Kerven, 2008, Hallett & Karasek, 2009).

1.1.3. Characteristics of Fairy Tales

Fairy tales are considered to be a part of folklore. Main elements of fairy tales are (Ashliman,2004;Hallett&Karasek,2009;Kready1916;Chinen,1989):

.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.

.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.

.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 (VanGundy, 2005).

According to Haase (2008) 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.

1.2. Fairy tales and the cultural development

1.2.1. Improvement of Reading, Writing, and Speaking Skills:

According to Linda Fredericks (1997), Children who pay attention to tales are exposed to many new phrases. They will no longer understand what do the phrases mean, however listening to or analyzing a tale helps them to recognize which means of the phrases through context. Via growing vocabulary lists based upon the story, the teacher takes gain of children's herbal interest to understand the story, and kids are more encouraged to seek advice from a dictionary or use the brand new words in tales in their very own creation.

Linda (1997) states that Storytelling can promote writing competencies by means of encouraging younger humans to put in writing their personal memories, impressions of tales that they have heard or maybe a play primarily based upon an acquainted tale. Children who hear tales regularly improve their studying skills due to the fact they are inquisitive about studying other associated stories and facts. Storytelling can be utilized in a myriad of methods to enhance college students' oral conversation capabilities. When they have heard a story, kids are generally anxious to talk about their know-how of the story and relate it their very own; studies. Children also can interview individuals of their circle of relatives or community to study greater about other& testimonies, and listening to these memories can stimulate the advent in their own.

1.2.2. Strengthening of Critical Thinking Skills:

Traditional stories from in the course of the world deal with many tough problems of life; they train how to face adversity and move thru it. A near look at traditional tales from any subculture exhibits stories handling death, loss, separation, abandonment, fear, and anger. The story also display that love, compassion, understanding, and braveness may be part of tales as nicely Fredericks (1997).

Students grapple with painful realities of existence: parental divorce, poverty, substance abuse, the violent deaths of near pals--and stories can assist them negotiate these difficulties of life and may be of inestimable cost. Stories also are powerful in increasing tolerance and understanding of hurrahs from different cultures. Thru the medium of story, the listener can thoroughly explore what ail humans have in common as well as how they differ from each other.

Stories have the energy to gently cast off the child from his or her typical fact and for a time immerse the listener in a special time and vicinity. Through creativeness, every baby can mission beyond the limits of person enjoy and realize what it 15 to percentage in another man or woman's travels or experience every other's sorrow or celebration. No person may want to go back from an ingenious journey to some other way of life without preserving an extra appreciation for the particular awareness and reports of its humans. Stories are not simply incidental to the improvement of literacy in younger humans--they're essential. They are a powerful and fundamental device to teaching literacy and critical wondering abilities to students.

1.2.3.Fairy tales and moral development:**.Piaget's Theory of Moral Development:**

Children's respective of moral values evolved as they grow. According to PiageTd1en's understanding of moral reasoning changes from a rigid form of moral rules that cannot be altered, into a more flexible form that can tally with a certain purpose and needs of humans

(Berk, 1991). Piaget's degrees of ethical improvement are divided into 3 (three) stages, which might be the motor regulations, heteronomy and moral realism, autonomy and moral relativism and formal reasoning approximately autonomy and ethical Relativism. As this observe makes a specialty of pre-college kids around the age of four (4) until six (6) years antique, the degree-of focus could be stage - heteronomy and moral realism.

Before getting into this stage, children have already showed little know-how about social rules along with whilst playing rule oriented video games (berks, 1991). As an instance, whilst they may be gambling marble, they will repeat the equal motion again and again once more that is what it way through motor guidelines. When they enter the second stage, they're greater acutely aware of the guidelines and ethical values.

According to Piaget, a child view of rules is very rigid and they believe that it is a must to follow those rules. This due to two factors: 1) the constraints set up

By authority figures that enforce respect to the rules; and 2) the child's egocentric point of view and immaturity (Berks, 1991). Egocentrism means that the child assumes ail and sundry around them suppose the equal way as they do. Their expertise of ethical values may be very objective and does no longer subject the reason at the back of each movement or Behaviour. In addition they trust in immanent justice, which means that that each wrongdoing can have its punishment. Punishment can be in types of punishment from the authority figures or from unfortunate accidents.

1.2.4. Educational effects of fairy tales:

Due to their popularity, fairy stories are unique source of knowledge for children and a rather effective academic material, where they may be frequently included into foreign language guides or classes of pupils' mother tongue. First, it is supposed for individuals who are only

beginning to learn how to recognize the mysteries of the world, and to distinguish and analyze the unavoidable human lifestyles companions-good and evil.

Fairy stories, as a reflection of complicated mutual relationships among humans and the fantasy world or the real world, are passed directly to generations of children. They carry pleasure to the younger listeners or readers as they make it possible to reveal that unique world. In addition they promote the improvement of aesthetic taste of kids, shaping the conduct of perceiving, memorizing and retrieving information.

Parents obviously want the best for their children from an early age. In educating children, parents also are seeking to in still new information, behaviour, values, and behaviour patterns. Many parents, as an instance, eed to evoke kid's interest through introducing them to reading from early childhood. This requires studying Materials that can make mastering to read an amusing activity for kids. One method to encourage children to read is to provide them with attractive pictorial and colored books. It needs to be realized that the studying of children's literature is not just to meet the immediately needs of the kid however, have to additionally be a window opening up new horizons stimulating a child to work out his or her imagination extra widely.

The psychological growth of pre-college age children is determined with the aid of the house surroundings. This period is referred to because the period of language acquisition, the period wherein children easily imitate and mimic whatever they see and hear round them. all of the things that impress them are without difficulty stored in their memories. The period of language acquisition of a child begins more or less across the age of 18 months. On the age of 24-36 months a child has begun to speak and recognize the language. From the A long time of three years coming into entering school (kindergarten), the function of the parents, particularly mothers, could be very essential and strategic in selling the linguistic and psychological increase

of the kids. One way which this may be carried out is through telling fairy stories. This could also be part of the role of the mother as a first and fundamental teacher in instilling virtue and exemplary behaviour.

Conclusion

Understanding the universality of fairy tales and how fairy tale is important to grow up the children imagination. In fact, what is immense for peruses of this chapter is to know the difference between storytelling and story reading and which one is an effective and to know also the cultural development that can children realized from fairy tales.

Chapter Two

Narrative, Imagination and Children's Response to Fairy Tales

Introduction

'Imagination is a power of perception that sees into the ethical nature of the world through inner connections of agents with their acts.'

Guroian (2005: 71)

In this chapter, I consider the role of the imagination in both literature and thought and relate important aspects of the imagination to the moral life drawing on insights from literary theory and narrative psychology. I also consider the theoretical place of the imagination in the ways in which children respond to narrative fairy tales and their importance and positive effects for the children.

2.1. Children's imagination

2.1.1. Uncovering the idea of imagination

The literature studying the idea of imagination and it's been approached through specific disciplines (e.g. philosophy, art, psychology). For the purpose of the existing literature review an attempt to find the complexity of the notion of imagination is made in the context of psychology and education and specifically related to children. Research at the idea of imagination has talked about that imagination various and its perception by way of distinct writers may be contradictory. Various writers have implied that the idea of imagination has spread from diverse centres, covered large areas and its knowledge based totally on a synthesis of theories through time. (Engell, 1981; Egan, 1992 ; Beaney; 2005).

Even though number of writers developed different perceptions of imagination, there appears to be agreement that its core feature is the introduction of an image of something even in its absence. This interpretation, which is obvious in the work of Hume, Kant and Descartes (Warnock, 1976), is primarily based on the link between belief and memory and may be interpreted as passive imagination. In that experience imagination is the mechanism of the min

which produces items and impressions of their Absence (Warnock, 1976; Sloan, 1981; Dart, 2001).

Based on Kant's (Kneller 2007) and Hume's(1940), perception of imagination as the ability of the mind to form images. But opposed to the passive function of imagination, other philosophers, for example Coleridge and Barfield suggest imagination as active, as a power to transmit the world and induce emotions It could be concluded that in the direction of philosophy where imagination was first sourced there has been a strong relation between sensory perception and imagery (O'Connor and Aardema,2005).

The modern status of imagination that is influenced through mental theorizing makes a specialty of the creative function of imagination which arises from action (smoluchaand smolucha, 1986). The innovative imagination is primarily based on the notion that new meanings and new deductions are made (Sloan, 1993) which make creativeness the principle of synthesis, of exploring new possibilities and new thoughts (Thomas, 1999). It is suggested that within the notion of imagination as creative, it's seen as the ability For seeing as , for perceiving things in a new manner. On this region, the 2 essential characteristics of imagination may be originality and strength (perky, 1910).

Imagination is seen as the power to make new combination, new synthesis (unique) but at the identical time it acknowledges that although in that experience what's created is precise there may be by no means anything really new created (Simpson, 1992). this 'combinatory construction', the direct connection of imagination with meaning making, with interpretation, with the construction of something new is clear in vygotsky's concept which has been extensively mentioned by using writers who have translated and interpreted his belief of imagination (ayman—nooley, 1992; smoiucha and smoiucha, 1986; gajdamaschko, 2005; Lindquist, 2003; shayer;2003).

Vygotsky's theory on the importance of imagination and on its positive' And creative nature is illustrated in his words:

The brain is not most effective the organ that stores and retrieves our previous Experience, it is also the organ that combines and creatively reworks elements of this past experience and uses them to generate new propositions.... But in actuality, imagination as the basis of all creative activity, is an important component of absolutely ail aspects of cultural lifes, enabling artistic ,scientific and technical creation alike. (vygotsky, 2004, p.nine)

The question now is “where is imagination based, in which does it come from?” The creative imagination, in which new possibilities are built, may be considered as an act of magic, a advent of an alternative world, in which one represents an item from reality in this kind of manner that you can take possession of it (Sartre, 1940). a examine with the aid of Colnan (2006) which discusses instances of sufferers who transformed their dreams into reality, interpreted the denial of reality as a misuse of imagination Which can be visible in patients who adopt imaginary identities and concluded that real imagination is based on reality. The basis of imagination is reviews which might be internalised in order te create a unique picture , to create new images however which can be gained within the world wherein humans stay (vygotsky, 2004).

In other words, when people consider they internalize perceptions, they discover various possibilities and that they separate movements and objects from their which means inside the actual global giving them new which means (Duffy, 1998). Possibly, the extra great piece of work which discusses imagination and its inseparable connection to reality is that of Paul Harris (2000). Harris lines imagination lower back to the Palaeolithic age by way café deciphering the cave artwork and the rituals of burying objects with life1ss humans As an act of imagination, as an attempt to bring to mind an imagined world that is however based on truth, at the physical

context. Based on this idea, he sets an ontogenetic description of imagination and he is going on to say that:

It argue that the capacity to imagine alternative possibilities and to work out their implications emerges early in the course of children' s development and lasts a lifetime. (P. xi).

2.1.2. Imagination and world view:

In concedering the place of the imagination in the human understanding of reality, Ryken (2000b: 57ff) indicates that the imagination is a legitimate form of knowing and that our subculture now reveals it difficult to agree with the power of metaphor to explicit reality about truth. That is partially, I would advise, due to the post-modern tendency to disassociate understanding from goal reality itself (veith, 1994: 57). It is therefore sometimes difficult, in a society ruled by way of material and utilitarian issues specifically within the field of education — to reconcile the cost of the imagination with that of the 'paradigmatic' or 'logico-scientific' modes of idea (bruner, 1986: 12). Reason and imagination however, must be taken into consideration 'two hemispheres of Knowing', neither of which can be whole without the other (lindskoog, 1995: 12). Consequently, it's miles a fallacy to suggest that a person's view of the world and of truth is composed in particular of ideas:

a person's world view has a 'mythology' as well as an ideology. It is comprised of images, symbols, stories and characters, as well as ideas...such images...exercise a powerful influence over how we live. (Ryken, 2000: 59)

The imagination - as a combination of purpose, emotion and sensation (60) -has an important function in shaping the view of the world by which we make our selections and in reinforcing or tough the values by means of which we live. As Coles (1989: 164) put it, 'each of us has a tale That contains our answers to the old existentialist questions'. on this experience, the imagination helps us to see and to check our picks inside a much wider context of experience,

desires and ideals a lot of which may be derived from tales that dramatise moves and values we appreciate and try to imitate, or that we deplore and try to avoid.

In fact, it may be argued that the imagination facilitates us to see truth from many distinct views (Hooper, 1996: 565) and helps us join our internal lives to the goal world of the senses. It's therefore quite in contrast to what's occasionally referred to as "fantasy" - the form of imaginary world that operates as a form of compensation, constant not upon truth, however upon satisfaction, want-fulfilment and 'flattery to the ego' (Lewis, 1952: 102-103). The imagination, says Lewis, works through a process he calls 'elaboration' to actively choose, refine and temper the material of creative notion into products that - if one is an author - have the legitimacy of art (Lewis, 1969: 290). The imagination is hence a lively and useful faculty that tries to unify the materials of thought into significant styles so endowing them with which means. For Lewis the approach to attain this is metaphor and the imagination in this process becomes what he calls 'the organ of meaning':

For me, reason is the natural organ of truth; but imagination is the organ of meaning. Imagination, producing new metaphors or revivifying old, is not the cause of truth, but its condition. (Lewis, 1939: 265)

Within the apprehension or understanding of that means, imagination has a key function - and especially within the draw close we've got upon truth or (the nature of truth).

2.1.3. The moral life of the child:

The most important studies of the relationship between the ethical imagination and narrative greater extensively are those of Coles (1989, 1990, 1997, 2003). Coles' work, accomplished over a number of years with a wide variety of children from extensively varying backgrounds is both contextual and narrative in nature. From interviews carried out with children of their houses, schools and groups, his studies document their responses to not simplest testimonies, however to their very own lives and the lives of these round them. Memories, argues

Coles, play a substantial role in shaping children's moral lives and presenting them with factors of reference from which to narrate to the broader world. Specially, for among the kids in his studies, biblical stories and the Gospel narratives are a touchstone to moral movement and reflection:

In home after home I've visible Christ's teachings, Christ's lifestyles, linked to the lives of children by way of their family. This kind of non secular culture connects with the child's sense of what is essential, what matters. (Coles, 1986a:34). For others, it's far the stories of the classroom like Salinger the Catcher within the Rye or Golding's Lord of the Flies that offers them a voice with which to become aware of a means of mirrored image or a moral angle on their own situation (Coles, 1989).

The capacity of kids to invite questions, to discover opportunities and to look for which means and reason on this process is considered appreciably with the aid of Coles (1986, 1990,1997). Like myself, he considers the child a "moral witness" to the ideals and values in his or her surrounding lifestyle and for whom, just as for life is frequently conceived in term of a adventure or pilgrimage. Coles sees the child's ethical and spiritual life in term of a pilgrimage that grows, adjustments, and responds continuously to the opposite lives with whom the child comes into contact and who form a part of the child's specific life story (1990: 308). The role of the kid's imagination in this system is a critical means to defining ethical purpose. For the kid, ethical exploration, not to say surprise approximately this lifestyle's diverse mysteries, its ironies and ambiguities, its complexities and paradoxes — such pastime of the mind and heart make for the enjoy of what a person is: the creature of Focus who, via language, our special capability, probes for styles and themes, for the importance of things(Coles, 1997:177)

This search for which means and purpose may be recommended by reading and telling stories and Poems due to the child's willingness to 'embrace the imaginary' and 'to leap into one

or any other situation, be it historic or fictional, and produce to it their very personal moral or intellectual assumptions' (Coles, 1997: 121). such acts of imagination can assist the growth of a kid' s potential for empathy — the capacity to position oneself in any other' s shoes, to see and feel things as she or he does And to enact the “golden rule”. They also can join the kid' s life to that of every other in acknowledgement in their life as one whose being faces the identical trials, the equal drama of ethical choice inside the identical reality of appropriate and evil. Certainly, the concept of “connectedness” is essential to expertise Coles' view of the ethical existence of the child.

Two predominant determinants in developing this connectedness are the amount of social revel in the kid has, and the possibility to take a number of roles and to stumble upon different views (Coles, 1986a: 26). For the numerous kids with whom Coles has worked connectedness to households and the ethical information inherent of their spiritual traditions is of fundamental importance. such “authoritative groups” of moral which means and purpose give youngsters ways to attach distinct forms of behaviour to their sources of thought and their remaining meanings and functions (The Commission on Children at Risk, 2003).

The report of the commission concludes that kids are ‘hardwired for different human beings and for moral which means and openness to the transcendent’ and that such ‘connection is essential to health and human flourishing’ (2003: 1). Tales shape essential help and proposal on this manner of connecting kids to a feel of what's essential and what matters; certainly, morally hard narratives can be an powerful way to introduce children to the ethical life (Coles, 1986a, vitz, 1990).

2.2. Narrative fairy tales:

2.2.1. The importance of narrative to children:

Narrative is known to be critical - certainly unique - to kids's development for quite number reasons. Of their recent overview of researches about narrative illustration and comprehension, Graesser et al.(1996) suggested that narrative discourse for instance, is easy to understand and consider compared to other discourse genres which include persuasion or exposition, in part due to the fact its content is frequently greater acquainted than different kinds of discourse. Another motive for the convenience with which narrative is known is this is depicts event sequences that human beings, directly enact or enjoy and that offer the basis of extra abstract illustration and reasoning Graesser et al. (1996.)

Narrative is like wise closely linked to oral literacy, the improvement of spoken language and a range of critical cognitive skills that encompass formulating hypothetical possibilities for events, taking roles and making know-how-based inferences Graesser et al.(1996). Narrative, as a 'first act of mind' may additionally be taken into consideration Vital for the manner wherein it can act to intensify focus specifically through the reading fiction - isolating and analysing human action and experience hardy, (1996).

Children's responses to narrative fiction extra broadly also recognized to offer the way to reflect on personal enjoy, to imagine abilities for children's own futures and to understand and negotiate social relationships and social troubles (Martinez and roser, 2003: 802). Literature in this sense has an essential social function in supplying children with possibilities to exchange and speak for enriched understanding and experience. Virtually, from the point of view of this subject, narrative is or must to be implicated in this system, inside the improvement of the imagination and in what bruner (1986) calls the 'narrative mode' of though . It is this I argue with precise reference to moral categories of narrative evaluation and reaction both written and oral.

2.2.2. Positive effects of narrative fairy tales

The different narrative method which includes stories, metaphors, myths and fairy tales has a tremendous psycho-educational effect in child improvement.

The storytelling techniques can make contributions by using activating an expansion of psychological processes, inclusive of imagination, memory, attention to the enlargement of listener's energetic socio-ethical receptivity. Egan (1999) argues that the classical fairy tales have an important effect on enticing the imagination of younger children in the school, even as the dramatization of stories can function as an early form of learning and mastering inside the school context. Research has proven that storytelling in addition to the children's contact with a huge variety of texts from the traditional literature, contributes to:

- Better self-focus and consciousness of others, development of emotional intelligence
- Development of healthy self-concept, feel of identity
- Enhancement of imagination
- Improvement of human morality

- enhancement of cultural sensitivity when kids are exposed to storytelling from diverse cultural contexts it's cited but, that few surveys were performed on this location, in view that it is tough to look at the influence of the historical culture of the storytelling art form at the intellectual development of children and the improvement of getting to know capabilities strictly through using scientific criteria H. Kourkoutas (). If we evaluate the general history of oral storytelling, in a broader attitude, we will see that two kinds of storytelling emerge, with the motive of mental health: one that seeks to hold intellectual health and acts in a preventive stage- and a second that aims at restoring mental health and capabilities as a therapeutic mean.

2.2.3. Analogue stories and choosing roles:

The notion that narrative systems are important in thought, belief and imagination in addition to in making ethical picks is the idea of Sabin's (1986) account of narrative as an organizing principle for human action. From the perspective of mental theory, the significance of this kind of principles is that it makes it possible to emphasize the necessity all human beings have of choosing roles, the features of which can most effectively be identified '...if it is known in what drama, in what story, the actor is participating'. In relation to the reading of stories, Sabin.

It appears indubitable that human beings construct identities not only out of their reading, but also out of imaginings stirred by orally told tales or by the direct or vicarious witnessing of the action of role models. (Sarbin, 1986:)

The stirring of kid's imaginations in reaction to tale is an important recognition of this study, and Sabin's proposition means that narratives can have a power at the development of moral identity through the vicarious, imaginative witness to the ethical life that story gives.

2.2.4. The moral theme comprehension

More recently, some of researches with the aid of Narvaez (1998, 2001, 2002, Narvaez et al., 1998, 1999) have attempted to study the connection among kids's reading and what she calls 'ethical subject matter comprehension' from a neo-kohlbergian attitude. She completed 3 research (Narvaez, 1998, Narvaez et al., 1998, 1999) designed to check the capacity of exceptionally massive numbers of kids of differing a long time (from 0.33 grade to university college students) from differing institutions to extract 'moral topics From 'moral narratives' and to examine the have an effect on of ethical schemas at the reconstruction of such narratives. Despite some antipathy to "character educators" as such, Narvaez (2002, Narvaez et al., 1999) makes several key points relevant to the existing study.

First, it appears clear that ethical comprehension of narrative requires something beyond general reading comprehension probable associated with children's personal moral frames of reference (Narvaez et al., 1999: 484). Secondly, the question of background knowledge is undoubtedly essential in moral responses to narrative, but as I've suggested formerly, it will in no way be actually unique to the person - all of us, consisting of children, share many common stories and values. Thirdly, kids need Connectedness with adults, different children and with the causal factors in stories for you to make any moral sense of them.

Fourthly, for "moral theme comprehension" to achieve success - and perhaps for stories to have a Considerable place in children's moral lives they need possibilities to assume opportunities in reaction to stories with the aid of asking as an example, "what can be finished? what could occur if...?"

Finally, they need opportunities to entertain an inventive dramatization of characters' thoughts by using asking as an instance, "what did the person reflect on consideration on while deciding approximately or doing the deed?" (Narvaez, 2002: 11). These are precisely the kinds of opportunities and questions this research sets out to offer for quite a number for children in a lecture room context responding to fiction themselves, with each other and with myself as a future teacher researcher.

Conclusion

In this chapter we uncovered the imagination, its relation to moral vision in the life of the child, the importance of analogue stories to a narrative approach to the moral imagination and of the potential of literature to enable the reader to gain an enlargement of perspective about themselves and others. I also argue that the moral imagination should be seen as an important category in its own right in relation to children's response to narrative fiction and the development of children's reading.

Chapter Three
Data Collecting and
Analysis

Introduction

This chapter deals with the method, which is the descriptive and analytical method, along with the procedures used in this study. It describes the sample, the research instruments, their validity and reliability, research design, data analysis and final result.

The overall aim of the practical part of this study is the usage of Oscar Wilde's fairy tale *The Happy Prince* with young children for both the intensive language practice and the social development in a motivating and amusing way.

3.1. Lesson plan**3.1.1. Population and sample of study**

The lesson was prepared for and performed with learners of third grade of a middle school, aging from twelve years to fifteen years, whose level of English may be marked as beginners. The population of the study is twenty five 25 learners in Kouissi Mebrouk school–Laghouat- in the academic year 2017 / 2018, the lesson was divided into two sessions each session takes two hours.

3.1.2. Why Oscar Wilde's fairy tale *The Happy Prince*

In order to support my choice of the fairy tale for teaching young children, let me mention Naomi Lewis's quotation in which she composes that reading Wilde's tales resemble „stepping into a country of strange landscapes and strange treasures“. ", and includes that despite the fact that a few sections of the reader's journey in the book are hard to travel through. It sends not one of its explorers, particularly when they are children, away empty handed" (1991, 12).

The main theme of the fairy tale *The Happy Prince* is love, the significance of self sacrifice, being helpful and recognition of what is extremely important in life and subsequently,

stories shows children what are the right human values they should look for. Since this tall tale is a part of literature of the foreign language it reflects the diverse culture to some degree and supports the improvement of the students' culture awareness.

Furthermore, the content of this children's story gives a great source to planning interactive activities for the language practice with children since it contains rich vocabulary information and repetitions.

Finally, the fairy tale as a literary genre near to this age group as are young children may encourage their inspirational attitude towards literature of the target language and reading in general.

3.1.3. Simplified version of the fairy tale The Happy Prince

I was „forced" to simplify the first form of the fairy tale The Happy Prince to use it with young children . firstly, since it isn't sensible to read an entire story with young learners, I picked six key scenes from the story to give student the principle outline of the story and revised them in order to meet the level of English capability of children. Yet, I attempt to safeguard the original content as much as possible to offer an understanding into the magnificence of English literature to the students. The simplified version of the story The Happy Prince might be found in the Appendices

3.1.4. Research Method

A combination of qualitative and quantitative analysis was considered necessary for the purposes of the study. Therefore, two different sources were chosen for collecting data; questionnaire completed by children and lesson contains several activities. It was hoped that the data gathered from these two methods would be complementary highlight issues related to reception and assist draw reliable conclusion.

3.1.5. Analysis Of Individual Activities:

Each activity contains the following steps :

Planned Activity

Organizational Form

Description

Aims: 1. Linguistic

2. Others

In Class:

The objectives of this analysis is to indicate potential benefit of the individual activities for the students' language and individual improvement. In the starters for every activity wanted to be done in an activity , I give its short portrayal with the means how to deal with it and recommend the organizational form appropriate for its utilization. The objectives of particular activities are separated into two parts, „linguistic" and „others". The „linguistic" aims cover language center while the „others" aims refer to the intellectual and social improvement of the students. The second category of activities also obtains aspects of adapting, for example, classroom impression, feeling of participation and competition , short focus extent of students, inclusion of physical development, increment of students' confidence and self-governance.

The analysis tries to recognize to what degree individual activities address there targets. The categories of aims were motivated by Sarah Phillips' book *Young Learners*. The „IN CLASS" part offers the portrayal of the real performances of the individual activities and calls attention to the two positives and negatives of the activities.

3.1.6. Lesson Description

3.1.6.1.Planned Activity 1: Explanation of terms: fairy tale/title/author

Organizational Form: Whole class work The understudies should find the terms in the dictionary and the are asked to rewrite them in their papers.

Aims: 1.Linguistic: vocabulary expansion - focus on literary terms, spelling

2. Others: introduction to the topic – to set the right mood in the classroom, to awake students´ curiosity, development of students´ cultural awareness- the fairy tale of different culture.

In class:

I clarified the subject of the activity by composing the word „a fairy tale" on the blackboard and encouraged the students to find it in the dictionary. It showed the students' focused aspirations as they raced who might be the first to find it.

The clarification of the other two terms „a title" and „an author" was completed similarly. The „fairy-story" spirit of the presentation normally expanded the students 'attention as this sort of literary genre is near to this age group of the students. Behind getting recognizable with the spoken form of the literary terms the students asked to rewrite them in their sheetworks.

3.1.6.2. Planned Activity 2: Multiple choice exercise – selection of the correct title

Organizational Form: Whole class work, pair work

Description:

The students read and interpret the given titles in their worksheets (the use of dictionary is possible if it is necessary). Then they asked to see the picture of the story and guess about the right title of the story as indicated by what they can derive from the given pieces of information (choices and picture). They write their choices into the worksheet.

Aims: 1. Linguistic: reading aloud - pronunciation, vocabulary expansion, spelling

2. Others: to develop the skill of making decisions according to given evidence, to stimulate students´ imagination

In Class:

I did not tell the students the title of the story we would read however, I offered them six choices they should look over and the picture showed numerous pieces of information to assist the students with coming up with the right title. This activity ran easily since the students knew all the vocabulary from the given choices. In pairs they did their guesses and we could move to the following activity.

3.1.6.3. Planned Activity 3: reading aloud, translating and interpreting text, comprehension activities

Organizational Form: group work, individual

Description: First, teacher and students read the story together, teacher as a narrator and each student choose a passage from the story (character) to read it and try to get the meaning of the story. If there is an unknown word, a whole class search for it in their dictionaries and rewrite it on a paper into a glossary. Teacher selects students to read a comprehension activities and try to explain them to facilitate the work for students, and gives them 15 minutes to re-read text silently and do the two activities (individual work).

Aims: reading aloud, pronunciation, vocabulary expansion descriptive language

In Class: Each student chose a passage to read, we read the story together twice. At the beginning, it was a little bit difficult for the students to understand it, they had look up every second word in the dictionary and that made us loss of the student's concentration and loss time. However, the second reading was different, it was easy for the students to understand the whole story, and they liked it. Following that, I selected students to read the comprehension part which contains two activities we discussed them together, and I gave them 15 minutes to re-read the text silently and do their activities (individual work). The activity was very stimulating and engaging since the student's response to it was very positive.

Unfortunately, I had to stop the silent reading because of the lack of time and we corrected the activities together. After finishing the correction (you can see an example within appendices), I gave chance for students to speak and give their opinion about story, the discussion started with a question about what do they understand from the story? What is the moral message that we can learn from the story? Give me stories you know that contain messages? I was surprised that the majority of the class gave their opinions and all of them were positives.

3.1.6.4. Planned Activity 4: Performance and design book cover

Organizational Form: Pairs / individual

Description: The teacher asks for two voluntary pairs to perform the dialogue between.

the swallow and the prince using gestures if there is no response he chooses himself at random. After that, teacher asked students to design and draw a cover of book using their own ideas including: the correct title /the author/ some new words from the story

Aims: 1. Linguistic: Oral practice /written

2. Others: To build up students confidence in performance before the class and to help them overcome their shyness, physical movement, using gestures ,developing students creativity, drawing and development of students imagination.

In Class: I was surprised that the students did not fear to come up to the blackboard with their performances both pairs adapted to energy and great as there were no any serious mistakes in pronunciation and noticed that the students were spontaneous and creative acting using a gestures. The activity was an awesome advantage and a great benefit not only for the students language also for the improvement of their personality.

After having fun and enjoyable time, we moved to a creation of book cover according to what we have learnt from the story. Because of the lack of time many students brought the drawing that lacked the point I had in mind what they were should do. It was my fault I did not

handle the time management of the lesson well. The students book cover might found within appendix

3.1.7. Content Analysis of the Lesson Plans and Materials:

Even though, the lesson at the beginning did not run easily and smoothly according to my plan because of the lack of time, it was of the greatest benefit and best advantage for me. It offered me with necessary information concerned the students exact level of English abilities and their intellectual development. The absence of time affected the lesson in significant way. One reason was that I needed to clarify the aim of being in class at the beginning of the lesson. I asked students to make their name cards which encourage and make my teaching in easy way.

Unfortunately, I did not expect that these presentation issues take so long. I found that fairy tale for teaching with children beneficial for a number of reasons, one of them was that short story as a literary genre is very close to this age group as young children and therefore, stimulated students emotional involvement and had a powerful appeal to them. Since the students were introduced to fairy tales of various countries it enhanced and enriched their cultural awareness to some extent and encourage their inspirational attitude towards literature of target language.

Another positive fact stated was the lesson fairy tale contained a variety of activities : some quiet, some active ,some involving the whole class, some in pairs or groups. In addition intensive language practice these changes of focus helped keep children interested and motivated and also let them investigate the value of cooperation and competition. From this experience I noticed that, numerous activities required involvement of students creativity and imagination which added to their general self development. The achievement of all tasks was discovered relevant to English capability of the students. Additionally, other positive suggestions were that lesson fairy tale brought challenging and strong learning atmosphere into the classroom and build up students autonomy and confidence.

3.2. Questionnaire Analysis :**3.2.1. Teachers Questionnaire Description :**

The main tool of enquiry is the teachers questionnaire for the sake of answering the research questions and investigates fairy tales knowledge and use. The main purpose behind attempting the data collection of this study is to reconsider teachers using fairy tales. The reason behind this questionnaire is to collect information about their usage of fairy tales in english lessons and to know if it is a successful support to achieve the objectives of the lesson.

The questionnaire was done by middle school teachers in Laghouat , this survey comprises of eight 08 questions including data about teachers experience works, level and so on.

3.2.2. Population and Sample of the Study:

The population is twenty teachers in laghouat in the academic year 2017 / 2018 . the sample of participants were asked to answer the questionnaire by given their poinion about the usage of fairy tales in English lessons. All teachers work as English teachers at the present time in middle school, the questions helped to get know if there was any need for this kind of a study material and what kind of fairy tales and exercises they should include in their lessons.

3.2.3. Research Method:

In this study, the quantitative method was conducted due to the fact that it aims at explaining and discovering details about fairy tale as a literary genre. Moreover, the questions of the survey were mainly posed to know if teachers are knowledgedwith fairy tales and their roles in enriching the level of the learners by rising educational, social and moral developments.

3.2.5. Analysis of Results and Findings:

The answers gather from teachers questionnaire have been counted and organized in tables in order to measure the results which are exhibited below.

Teacher’s Work Experience

	Number	Percentage
0-5 years	10	50%
6-10 years	08	40%
11-15 years	02	10%
More than 15	00	00%

Table 1. Teacher’s Work Experience

These results can be turned into the following chart

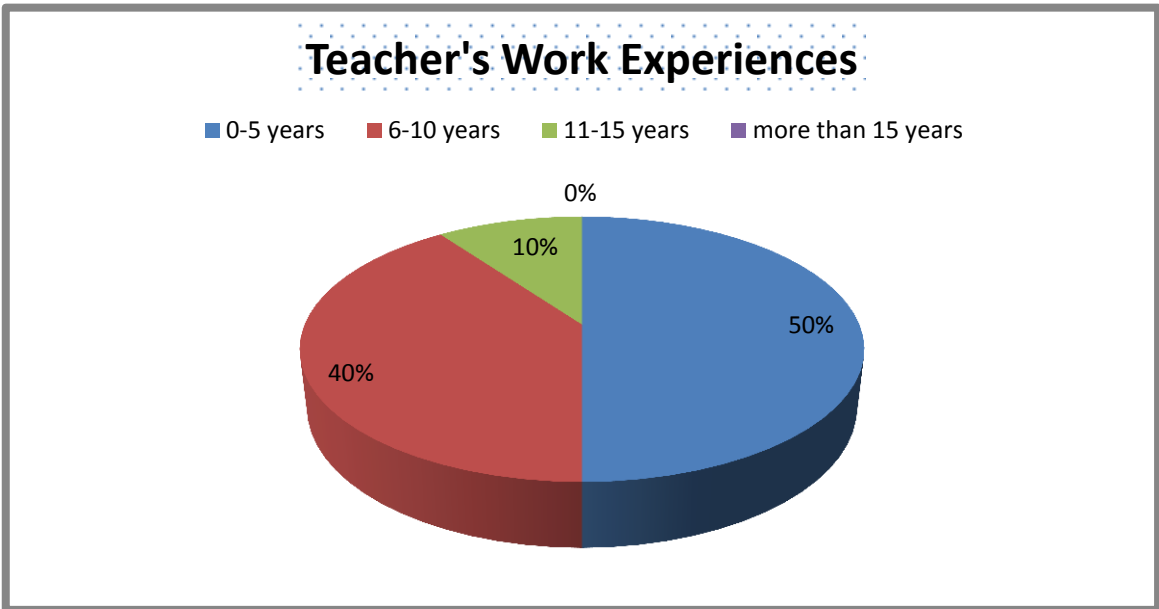


Figure 1. Teachers Work Experience

it is indicated in previous table and the figure that teachers work experience is between 05 years and 15 years . The majority of teachers experience are less then 6 years . In general, teachers experience varies slightly from 05 years to 15 years .

2. What is your Education? (Degree)

	Number	Percentage
License degree	12	60%
Master degree	06	30%
ENS	02	10%

Table 2. Teachers Educational Level

The following chart resembles these numbers

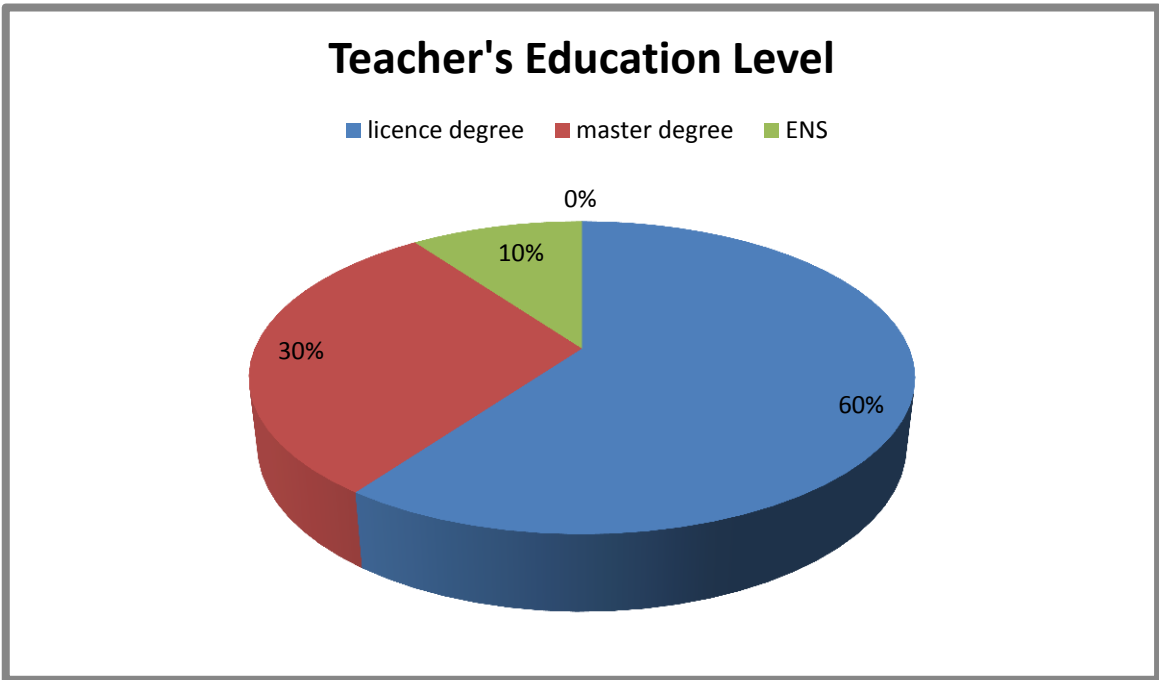


Figure 2. Teachers Educational Level

It is observed from the table and the figure above that the majority more then the half 60% of them have a licence degree, 06 teachers have a master degree and 2 of them from ENS

3.Do you use fairy tales in your English lessons?

	Number	Percentage
Never	02	20%
Rarely	09	40%
Sometimes	09	40%
Always	00	00%

Table 3.The use of fairy tales in English lessons

The following chart resembles the findings of this table

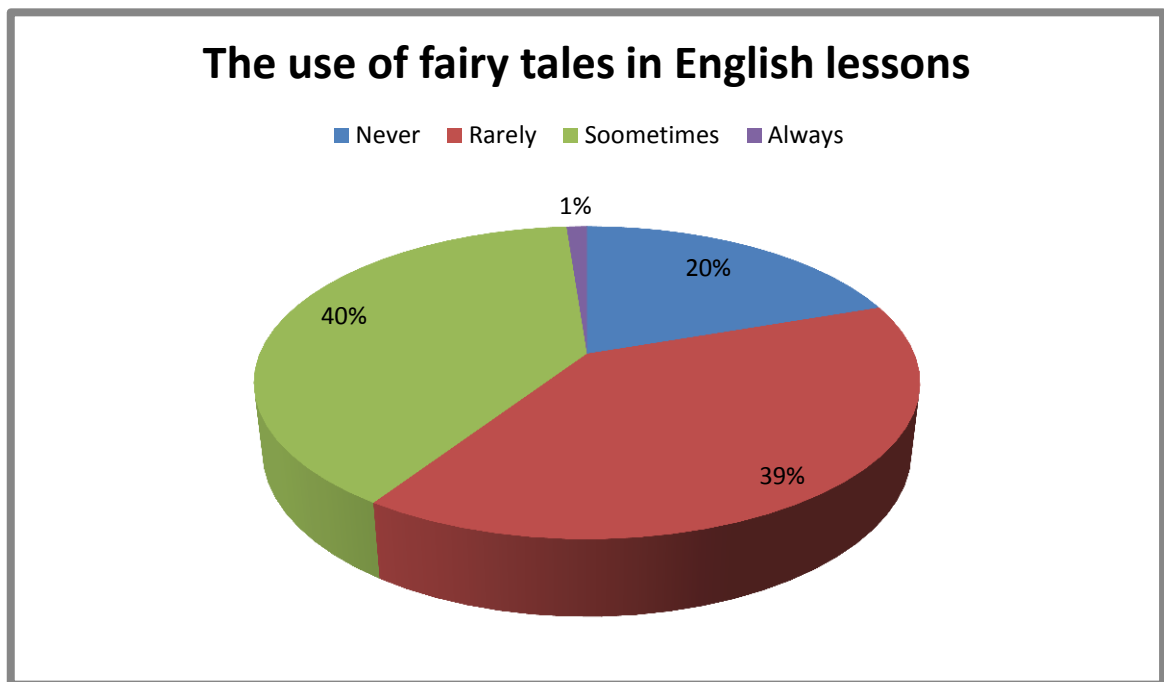


Figure 3. The use of fairy tales in English lessons

In the group a percentage of 1% not using always fairy tales in English classes. The most of them they use fairy tales sometimes . And 20% of them never utilize fairy tales in English lessons .

4. Why do you use fairy tales in English lesson?

	Number	Percentage
To develop pupil’s reading skills	08	40
To develop pupil’s speaking skills	02	10
To teach moral values	05	25%
To develop pupil’s vocabulary	05	25%

Table 4. Objectives of fairy tales

These numbers can be turned into the following chart

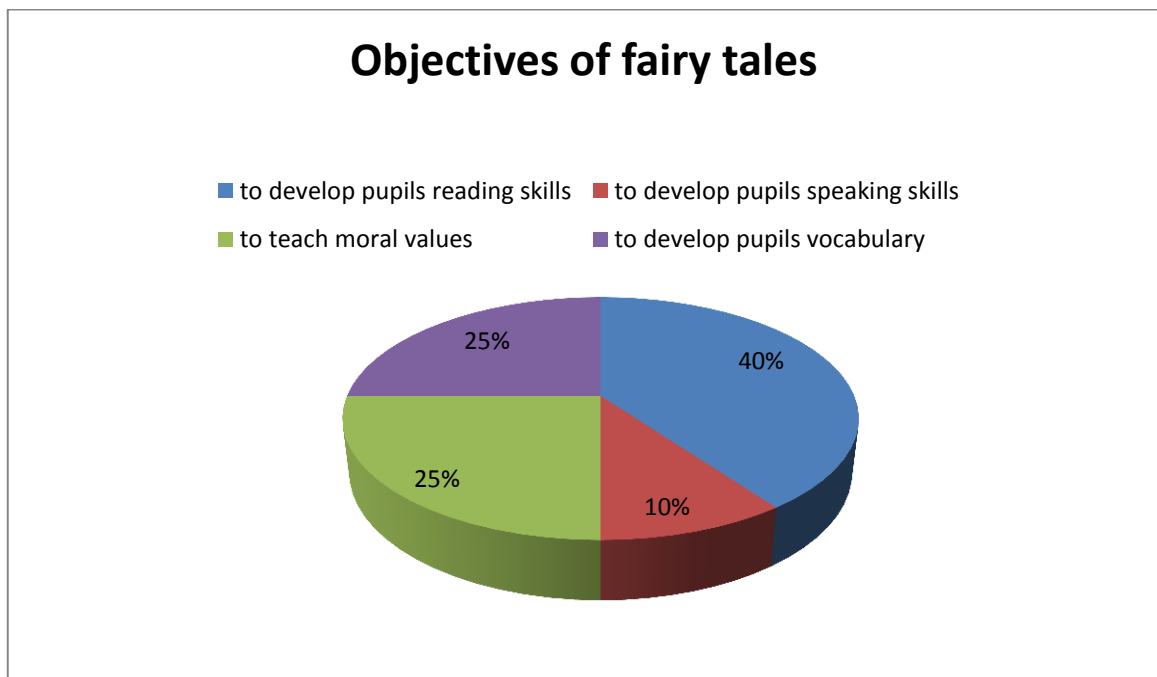


Figure 4. The objectives of fairy tales

Most of the teachers 40% of them have selected develop reading skills as the most objective. Developing vocabulary and moral values come in second rank with a percentage of 25%. Concerning speaking skills just 10% who have selected it. We can notice here, that the reading skill represents the majority of techers objectives.

5 . From where do you take your fairy tales?

	Number	Percentage
Textbook	6	10%
Literature and fairy tales books	2	30%
Internet	12	60%

Table 5. The sources of fairy tales

These numbers transformed into the accompanying chart

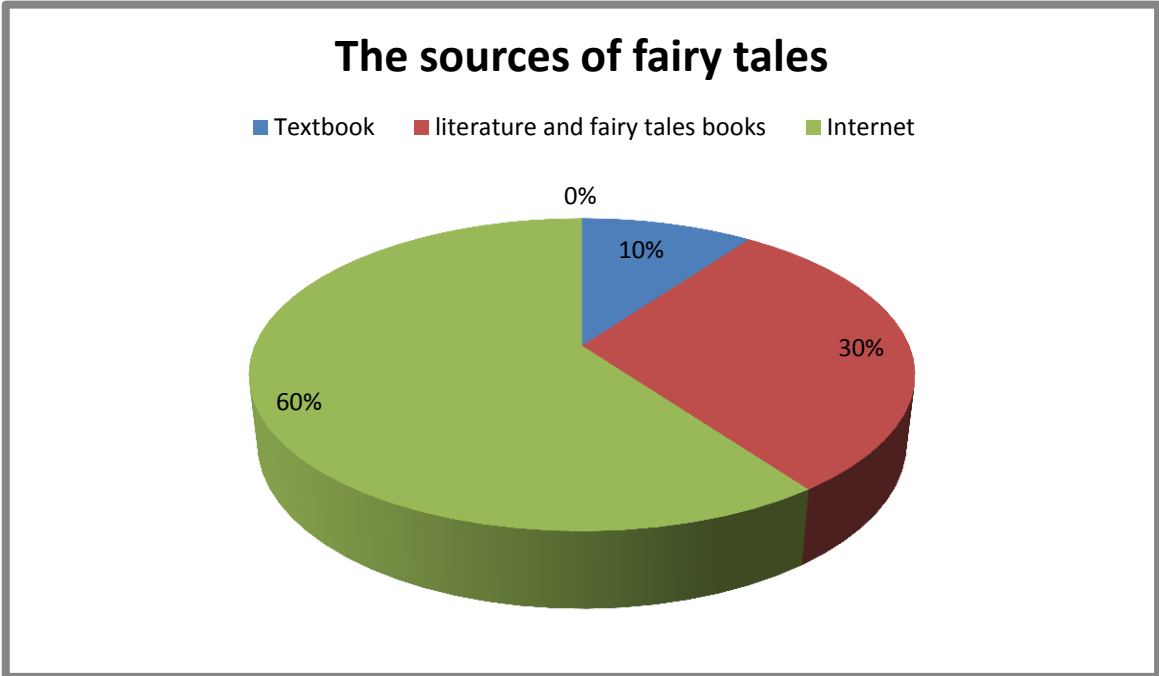


Figure 5. The sources of fairy tales

Concerning teachers sources of fairy tales, just two teachers have claimed that they can find fairy tales on literature books . The majority said that the internet is the most valuable source can gives all what they need . And 30% they like to use and follow the textbook of the school.

6. Are fairy tales successful support to achieve your lessons objectives?

	Number	Percentage
Yes	17	85%
sometimes	3	15%
No	00	00%

Table 6. Fairy tales as support to achieve lesson objectives

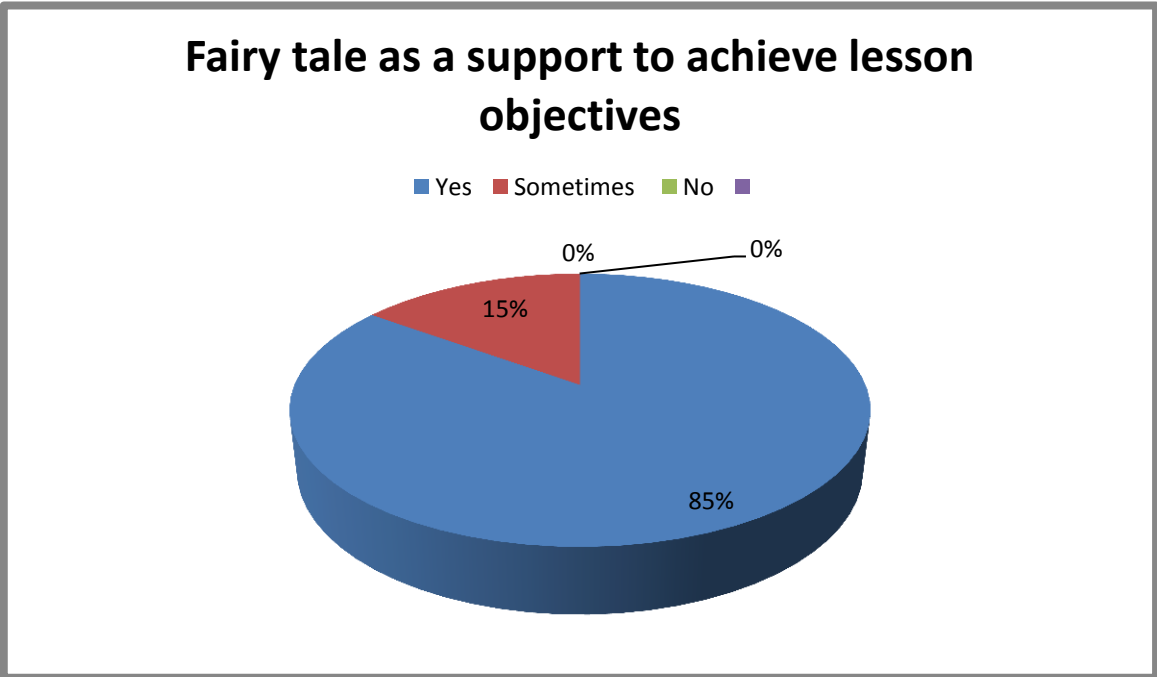


Figure 6. Fairy tale as a support to achieve lesson objectives

most of teachers said yes that fairy tale a successful support to achieve lessons objectives with percentage 85%. And 15% selected sometimes. None has considered that fairy tales is not a successful support .

7. Fairy tales teach values and morals.

	Number	Percentage
Agree	15	75%
I'm not sure	04	20%
Disagree	01	05%

Table 7. Fairy tales teach values and morals

The following chart represents the findings of this table

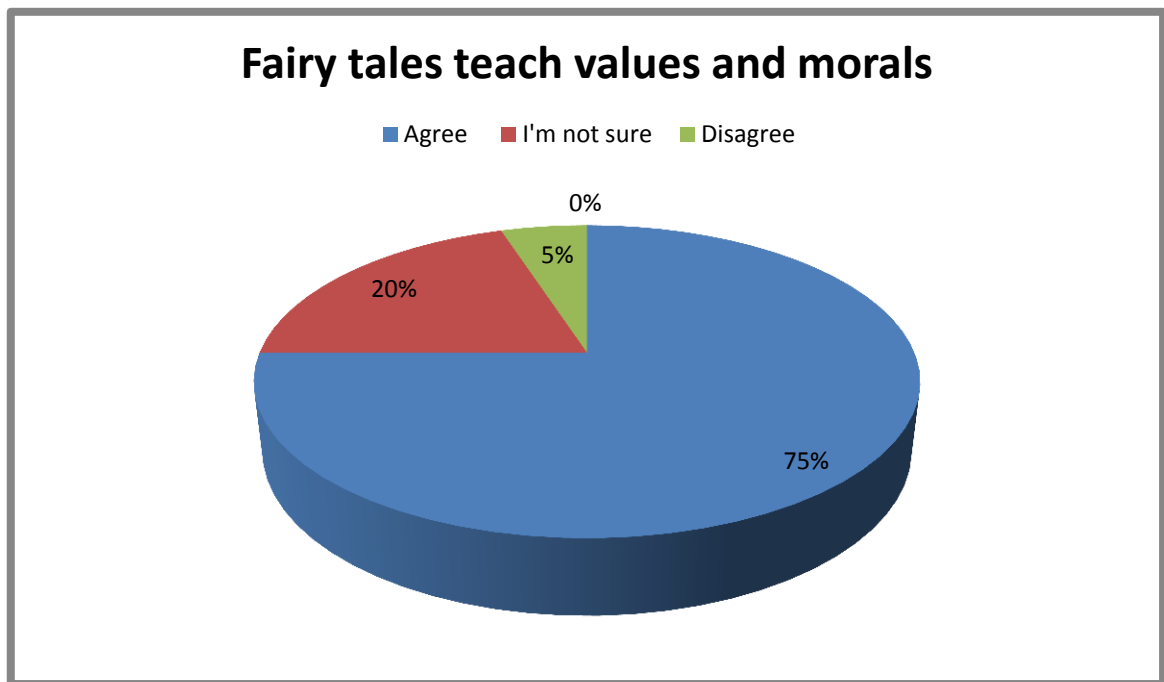


Figure 7. Fairy tale teach values and morals

Concerning fairy tale teach values and morals, four teachers were not sure about it, but 75% of them were agree that fairy tale helps to develop moral values. Just one teacher said that he disagree about it.

8. Fairy tales make English lesson more interesting and motivate students to learn.

	Number	Percentage
Agree	20	100%
I'm not sure	00	00%
Disagree	00	00%

Table 8. Fairy tale as a motivating way for student

The findings of the previous table can be turned into the following chart

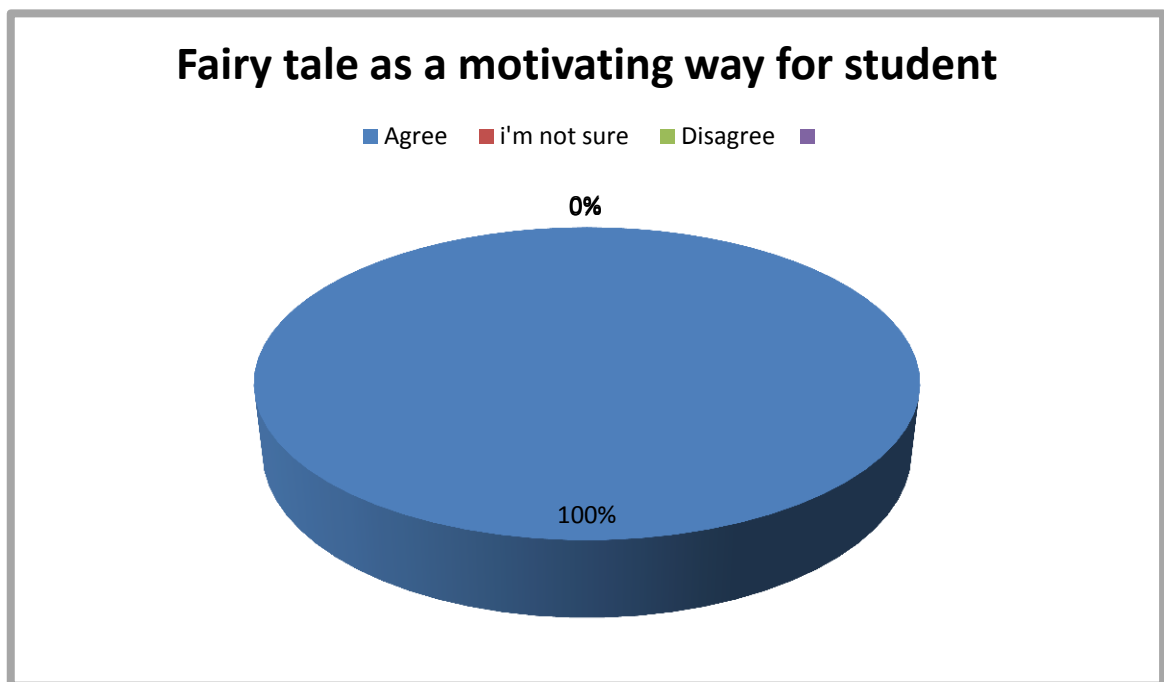


Figure 8. Fairy tale as a motivating way for student

Surprisingly, all of the teachers claimed that using fairy tales in English lessons make it more interesting and motivating for students, so 100% were agree. None has selected disagree or not sure that fairy tale is a motivating way and interesting for student .

3.2.6. Summary of Results and Findings from the Students Questionnaire

To summarize, we can say teachers questionnaire reveales that teachers use sometimes fairy tales in their English classes. The responses of teachers shed some light on the subject field where fairy tales can be used and what kind of skills they help to develop. The majority of teachers agreed that with the help of fairy tales it is possible to improve students reading skills, speaking skills, grammar and vocabulary.

According to the results of questionnaire, we can notice that the most of the teachers agreed that fairy tales teach values and help learners to rise and develop their imagination and creativity.

Limitation of study

Although this research was carefully prepared, I am still aware of its limitation and shortcomings. The research has reached its aims, there were some unavoidable limitation. First, because of the time limit it is not enough for the researcher to observe all the students moral developments and speaking performance in their classes . All data collected in this study has been gathered from selected Middle school students and teachers. The results obtained by studying this population may not be generalizable to populations in other grades which differ significantly in terms of factors such as their English level. This study investigated the effects of only a small group of learners on learning . It is possible that listening or reading different fairy tales other than the one which involved in this project, might have effects in some way different from those documented here. The study was also limited to the effects of fairy tales on the development of children’s imagination . In this study only a few selected measures of knowledge and learning were monitored. The areas that were examined are outlined in the section of chapter 3 entitled “Data Collection and Analysis”.

Pedagogical implication

Based on the results of this study, the following recommendations are offered on how to use fairy tales in classroom and to know the positive effects of fairy tales for the learners to stimulate their imagination and helped them to develop literacy skills and moral values :

- Start off by asking students to share their favorite fairy tales. Record the list on a piece of chart paper. Then ask the class: ‘What makes a fairy tale a fairy tale?’ You’ll be amazed at their answers.
- Choose a fairy tale that you know well and TELL the story—no props, no pictures—just tell it. Storytelling is becoming a lost art. You will be amazed at how your students respond as they paint pictures in their minds while listening to your words.
- Readers theater is essential. Choose a fairy tale or two and have groups of three or four students each take a different version and perform it as readers theater.
- It is best if the teachers and parents could really understand the connection of moral development and the child will grow up with a proper understanding of the local ethical values
- Encourage children to think critically about something that happened in the story. Is there something that they want to know more about?
- 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.

GENERAL CONCLUSION

General Conclusion

General Conclusion

This study endeavors to discover understand the bit of utilizing fairy tales as literary genre, instructing requires researching their importance and farthest point also.

This territory reveals information into the checked musings and the present information of fairy tales pieces; starting with given the diverse definitions connected with them. Indeed, what is gigantic for scrutinizes of this study is to consider the history of fairy tales and their characteristics. It aims to discuss a possible inclusion of the fairy tales into English lessons with young children for benefit of target language improvement as well as their personal enrichment.

The general aim of my practical part was further the student's mastery of English and support their overall development by means of using Oscar Wilds fairy tale The Happy Prince in a motivating way. One of my assumptions is that using fairy tales in English classes it can be a successful support for teachers to achieve their lessons objectives and that can be used by the relativity of effectiveness of an activity with learners response to it. And no one type of activity is itself more motivating than any other. What some learners find engaging can perhaps be totally dismissed by the others. In general, the activities should be interactive, stimulating learner's imagination and creativity and involve elements of fun as well as intellectual challenge. The classroom work should get the learners busy but make them feel positive emotions about what they do.

The lesson fairy tale (The Happy Prince) includes a series of activities that besides language focus also take into consideration aspects of learning such as young children's short concentration span, need of movement, involvement of different organizational classroom forms, creation of challenging and relaxed classroom atmosphere, increase of students interest and active participation and development of students creativity and imagination. A teacher is

General Conclusion

provided with one of the possible ways how to use fairy tale for the development of learners English language knowledge and stimulate their imagination and bring play and amusement into the classroom teaching at the same time.

To conclude, the thesis tries to show fairy tales from two different points of view. Firstly, they are depicted as a unique literary genre with its aesthetical and value. Secondly, fairy tales are considered as a one of the highly motivating teaching materials for young children.

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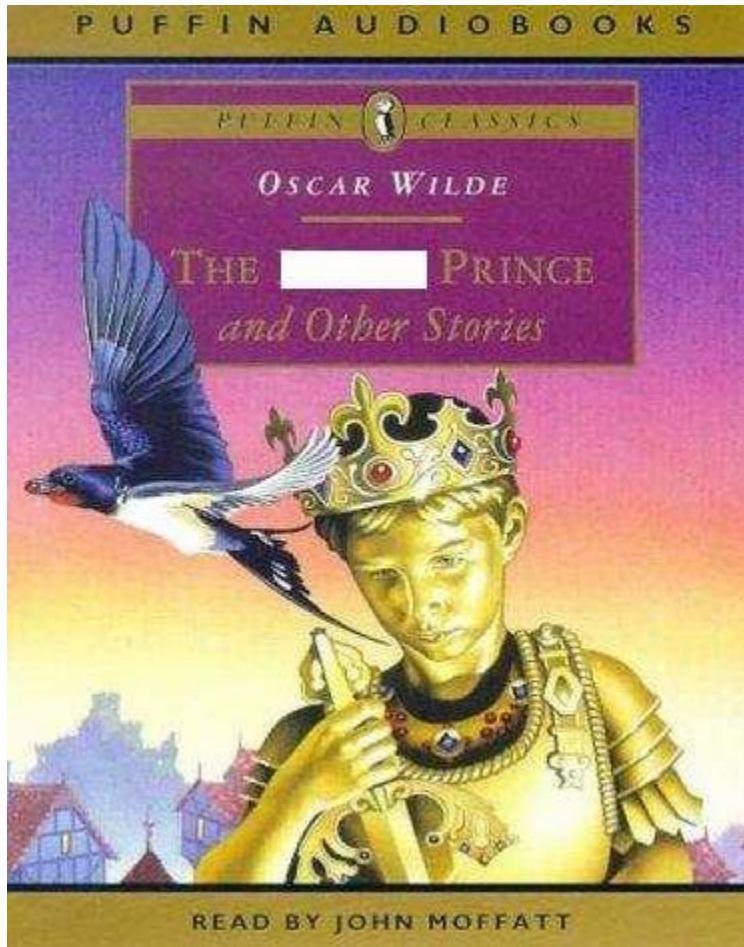
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Appendix 01

Student's worksheet

NAME: _____

1. What is a fairy tale / author / title?



. What do you think is the title of a fairy tale?

THE RICH PRINCE

THE HAPPY PRINCE

THE BEAUTIFUL PRINCE

THE ANGRY PRINCE

THE SAD PRINCE

THE GOLDEN PRINCE

. Discuss it with your partner and **choose one of the suggestions**.

The title of the fairy tale is _____

. write as many new words as you remember. **glossary**

2. After all this do you want to change your decision about the **correct title** of the fairy tale???

The title: _____

Appendix 02: students comprehension worksheet




The Happy Prince

The **Happy Prince** is a story written by **Oscar Wilde**, an Irish writer and poet. Here is an animated film of The Happy Prince. Watch the video and do the following activities. <https://www.youtube.com/watch?v=IP7ESTU4Pxs>

Exercise 1. Are the following statements true or false? Write T for True or F for False.

1.	Once upon a time, a beautiful statue stood in the middle of a town park.	
2.	His eyes and his belt were ornamented with precious gemstones.	
3.	The swallow was left behind because it had got lost.	
4.	The family of the sick child couldn't afford the medicine she needed.	
5.	The swallow took the ruby from the Prince's dagger to the poor writer.	
6.	The swallow dropped the prince's last remaining eye into the girl's hand.	
7.	The swallow refused to fly south because he wanted to stay by the prince and be his eyes.	
8.	As more and more people became happy, the prince's body grew more and more beautiful.	
9.	When the villagers threw the statue into the fire, the prince's heart did not melt.	
10.	God told the angel to bring him the dead swallow and the prince's heart.	

Exercise 2. Watch the video again and answer the following questions.

1.	Where did the Happy Prince's statue stand?	
2.	Why hadn't the swallow gone south with the other birds?	
3.	Why was the Prince sad?	
4.	What did the swallow carry to the sick child's house?	
5.	Who did the Prince give the gemstones from his eyes to?	
6.	Why did the swallow finally decide not to fly south?	
7.	Who received the gold leaf that covered the Prince's body?	
8.	Why did the swallow thank and kiss the Prince?	
9.	What did the villagers decide to do with the statue? Why?	
10.	Does the story have a happy ending?	

<http://areti-aroundtheworldinenglish.blogspot.gr/>

4. Design your own book cover:

- the correct title:

- the author:

. Performance:

Appendix 03: students cover book



“TERMINOLOGY SHEET”

1. ACTIVITY: the teacher gives a brief description of the activity

2. AIMS OF THE ACTIVITY TO BE OBSERVED:

- COGNITIVE individual language skills (reading, listening, writing, speaking) and subskills (vocabulary, grammar, pronunciation, spelling)

- SOCIAL/AFFECTIVE

(moral issues, emotional and culture awareness, students are given social roles, work with dictionaries, classroom atmosphere, ...)

- PSYCHOMOTOR

(physical movement, creativity, imagination, ...)

3. OBSERVER´ S COMMENTS ON THE ACTIVITY USED IN THE LESSON

The teacher takes these aspects of the activity into consideration:

- challenge (level of difficulty)

- suitability

- type

- variety (too long- students lose their concentration and interest, too short – not sufficiently practised)

4. CLASSROOM ORGANIZATIONAL FORMS

- group work, pair work, individual work, whole class work

- team work x cooperation x competition

5. OVERALL IMPRESSION OF „THE FAIRY-TALE LESSON“

- Students´ involvement (what is the students´ response to the work with the fairy tale – increase/ loss of their interest, curiosity, motivation ...)

- Students´ enrichment (to foster students´ positive attitude towards literature of the target language and reading as such, ...)

- Teacher´s attitude (his enthusiasm, usage of praise, encouragement,...)

- Teacher´s techniques to help the students with any difficulties (usage of pictures, blackboard, dictionaries, translation, explanation,...)

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Supervised by: Mrs. Hachani Siham

Submitted by: Mokhtari Nacira

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