

FAIRY TALES IN THE EFL CLASSROOM

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ABSTRACT

Fairy tales have been well-known all over the world since the dawn of mankind. Media, popular culture, fantasy and, last but not least, education, have been equally inspired by this literary genre. The purpose of the study is to introduce and describe activities that are based on working with fairy tales. The first part of the paper purports to enhance the legitimacy of fairy tales in foreign language education (TEFL). The second part of the essay focuses on certain fairy-tale-based activities, which aim at improving students' language (reading, writing, listening and speaking) and social skills (cooperation, empathy, problem-solving, decision-making, confidence). The work might come in handy for those looking for ways of including this popular genre in the curriculum and the EFL classroom.

KEYWORDS

literature, fairy tales, drama techniques, language skills, social skills.

INTRODUCTION

There are many ways of increasing students' interest in EFL teaching. Teachers can use audio-visual aids (a laptop, a projector, speakers, interactive boards) to demonstrate the native speakers' pronunciation, customs, daily lives, etc. – by showing a video, a song, an interview, a short documentary or a film scene to students. Games and other interactive activities might also motivate students: memory cards, flash cards, board games, movement-based tasks; writing, colouring and drawing exercises. The way how students' work and the classroom are organized might also contribute to the success of teaching-learning process: students can work alone, in pairs or in groups; they can sit at their desks, in a circle, in a semi-circle, or they can stand, dance, and move. They can work in their notebooks, on a whiteboard/blackboard, or they can use an interactive board, even a laptop. Whatever aids, methods and types of classroom management is chosen, with a careful and well-organized lesson plan and collection of activities, the teacher helps students improve both their language and their social skills, which leads not only to a successful learning result, but also to their healthy personality development.

The present study focuses the method of using literature in the EFL classroom. However, the essay deals not only with best-seller fantasy novels, detective stories or classic novels, such as J. K. Rowling's *Harry Potter* series, Arthur Conan Doyle's *Sherlock Holmes* sequels and Charlotte Bronte's *Wuthering Heights* – though they each could have been nicely used to teach English as a foreign language. The present paper focuses on an ageless literary genre that is known and popular all around the world, regardless of the nations' culture and history. Fairy tales have been known since the dawn of mankind. Media, popular culture, film industry and other literary genres have been equally inspired by them. The following parts scrutinize the legitimacy of literature in the classroom and more specifically the rightful place of fairy tales in the classrooms and in EFL education – by all means, with a special focus on students' language skill- and personality development.

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Why fairy tales?

Teaching literature in second language can be approached in two ways. The first attitude views literature as an “academic subject” covering “the ways and issues of teaching literature, literary criticism.” The second approach “deals with literature as a source of language and as an instrument of language teaching” [8:97]. According to the second approach, literature is thus capable of mediate knowledge on a certain (target) language, e.g. it shares information on grammar; it also means that using a literary text we can acquire new vocabulary in a specific context. Moreover, literature “encourages students to speak, read or write and motivates them to use the target language as much as possible” [7: 95]. Furthermore, literature can develop skills of interpretation, problem solving, evidence-based argument, and critical thinking [1:11], and literary texts (such as fairy tales and fantasy) improves “an elasticity of mind” [6: vi]. Finally, “The emotional factor that literature can provide is one of the most convincing reasons for using literature in the language classroom” [8: 98].

I assert that fairy tale as a literary genre is probably one of the most emotionally-related literary texts. Fairy tale is close to every human being. There is hardly a person who, as a child, did not read about wonderful stories of beautiful princesses and brave princes, wicked witches and helpful animals. Even if adults read no more fairy tales (but that does not have to be true), they are active participants and consumer of popular culture. Martin Hallett and Barbara Karessek in their book entitled *Fairy Tales in Popular Culture* demonstrate that fairy tale is present(ed) in a number of ways in popular culture. People visit cinemas to see the productions of Disney, Dream Works and other companies. Therefore, various cultures hear and watch about Sleeping Beauty, Snow White, Rapunzel, Hansel and Gretel, Belle, the Beast, Prince Charming, Aladdin Shrek, Kung Fu Panda, Trolls, Toothless, etc. Likewise, everyone might be familiar with films and TV shows that highly draw on fairy tale motifs, such as the vast number of Disney’s Marvel Universe-stories and Warner Bros’s DC Comics comic book adaptations; NBS’s *Grimm* series (2011-2017) and ABC’s *Once upon a Time* series (2011-2018) are likewise popular; further there came out romantic films that were inspired by fairy tales such as the Cinderella-based *Pretty Woman* (1990), the Beauty and the Beast-based *Edward Scissorhands* (1990) and the Red Riding Hood-based *Twilight* series (2008-2011); finally, children and adults alike take pleasure in playing fairy tale-based video games, such as *The Legend of Zelda* (1986), *Kingdom Hearts* (2002) and *The Witcher* (2007).

Even if grown-ups neither read nor see fairy tale, it is present in their everyday lives. Media, by choice, uses various fairy tale motifs to promote products – be it a car, a washing powder or a coffee brand. The reason is that fairy tales “are stimuli of childhood nostalgia [...] The association of such memories with a particular product is therefore profound and persuasive” [4:128]. For example, in several commercials, popularizing a specific washing powder or mattress brand, the actress pretends to be Sleeping Beauty and does not wake up since her bed is so fragrant or her mattress is so comfortable. In another commercial, also drawing on the theme of Sleeping Beauty, an attractive man is able to wake the sleeping girl up by bringing a delicious coffee into her bedroom. Finally, advertising a car brand, Cinderella goes to the ball in a car. Working with fairy tale motifs, advertising also draw people’s attentions to social issues [4:128]. Warning against teenage motherhood, in a Portuguese advertisement entitled ‘An Early Pregnancy is No Fairy Tale’ (2010) Snow White is cooking and making a phone call while her seven children are making a mess in the kitchen (first figure below); in a 2009 ad, we see Red Riding Hood with a claw mark on her cheek (second figure below) calling the viewers’ attention to violence against women; etc.

Finally, fairy tale has had a great impact on visual and performative art as well; e.g. musicals deal(t) with Cinderella-like and other princesses in *My Fair Lady* (1956) and *Into the Woods* (1986, 2014); contemporary singers like Taylor Swift, Alexander Rybak and Justin Bieber also make use of fairy tales in their songs (*Today was a Fairy Tale*, *Fairy Tale*, *Fairy Tale*); the former one is even depicted as a king with a golden crown on his album cover (Figure 3). Likewise, Camille Rose

Garcia, the American surrealist artist's and the Portuguese Paula Rego's works illustrate fairy tale characters in an exciting new way (figure 4 and 5 below).

Taking into account the endless use of fairy tales in popular culture, media and film industry, we can conclude that bringing this literary genre into the EFL classroom, can easily increase students' interest (both the younger and the older, the beginner and the advanced learner) in working with literary texts; and it can also motivate learners in their language learning process hence they already have some experience and emotional connection with fairy tales.



Figure 1: *An Early Pregnancy is No Fairy Tale* (2010)



Figure 2: *Little Red Tender* (2009)

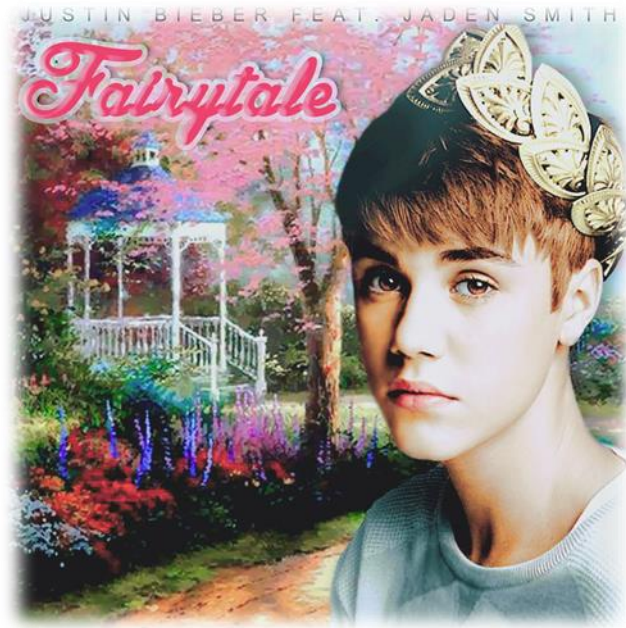


Figure 3: Justin Bieber: Fairytale

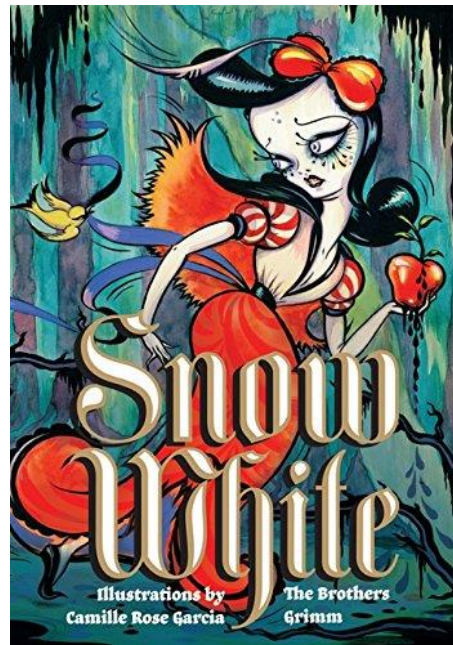


Figure 4: Camille Rose Garcia: Snow White

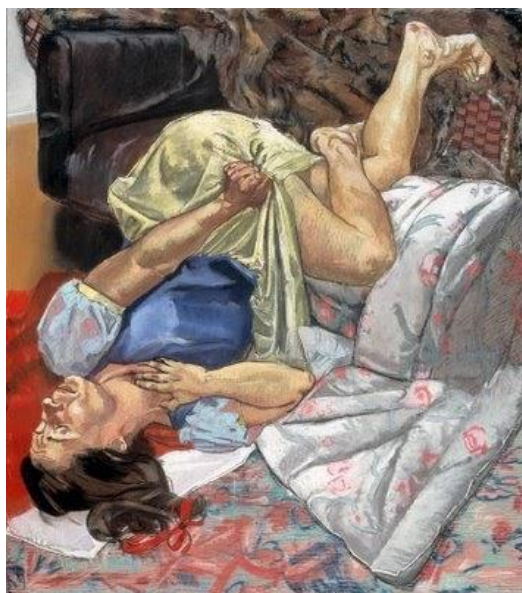


Figure 5: Paula Rego: *Swallows the Poisoned Apple* (1995)

Besides the emotional aspect of fairy tales, this literary genre has always had a strong socializing function, which might help learners (re)consider various gender roles. Widely acknowledged scholars such as the English Marina Warner and the American Maria Tatar and Jack Zipes, who have made great discoveries in the socio-political interpretation of fairy tales in the last few decades, side with the huge impact of literary fairy tales on the socializing process of children and adults alike who are expected to become respectable (wo)men conforming to the dominant social norms and rules in fairy tales. In more details, the “mark of beauty for a female is to be found in her submission, obedience, humility, industry, and patience; the mark of manliness is to be found in a man’s self-control, politeness, reason, and perseverance” [11:56]. Of course, the present Disney, Dreamwork and other productions are constantly trying to alter and improve the stereotypical gender roles, which were dominant from the Middle Ages to the early twentieth century. As a consequence, instead of helpless and naïve princesses, girls now can identify with the brave and strong Fiona (from *Shrek*) and Merida (from *Brave*) whereas, instead of brave and rational rulers, the emotional yet assertive Hiccup (from *How to Train your Dragon*) and the not so physically appealing but good-hearted Shrek could become positive role models for boys. Consequently, dealing with fairy tales gives students an opportunity not only to analyze various grammatical structures, tenses and to acquire new vocabulary, but also to find themselves in the text, to notice their own strengths and weaknesses, thus to improve their self-awareness and confidence, which eventually all lead to their personality development.

As for other reasons to use fairy tales in the EFL classroom, we have to take a look at the grammatical structure and vocabulary of the tale. Firstly, this literary genre includes simple and relatively short sentences (see in the tasks below), which might be helpful when teaching beginners and for long-term it can function “as an ideal bridge to more difficult literature” [9:250]. Secondly, students can acquire or recall a specific vocabulary characteristic in fairy tales: simple nouns like ‘a witch,’ ‘a princess,’ and ‘a kingdom’ can be found in such stories; particular words and phrases can also occur, which learners might not meet in a textbook, such as ‘a spindle’ (from ‘The Sleeping Beauty’), ‘a wand,’ ‘a dwarf’ (from ‘Snow White’), ‘boon’ (e.g. from ‘The Fisherman and his Wife’); ‘Once upon a time,’ ‘And they lived happily ever after.’ Furthermore, students can easily memorize word orders as there are many repeated words, phrases and sentences in a fairy tale especially when a hero/three brothers has/have to undergo the same or almost the same trial in order to become a king/rich or to get the princess’s hand/to marry the prince: the same advice is said to them and

the same (or almost the same) sentences are uttered. For example, in the Grimms' 'The Fisherman and his Wife,' the fisherman visits the magic fish (an enchanted prince) to grant the man's wishes: "O man of the sea!/Come listen to me,/For Alice my wife,/The plague of my life,/Hath [has] sent me to beg a boon of thee [you]!" [2 :29, 30, 32]; Snow White's stepmother directly asks her magic mirror twice: "Tell me, glass, tell me true!/Of all the ladies in the land,/Who is the fairest? tell me who?" [2 :129, 132]; and finally Cinderella asks for nice dresses from the magic tree (the physical embodiment of her dead mother) three times always in the same way: "Shake, shake, hazle-tree,/Gold and silver over me" [3: 39, 41, 42].

Fairy tale-based tasks

To design the activities below certain books have been proved useful, such as Andrea Puskás's *Teaching Young Learners* (2018), Friederike Klippel's *Keep Talking* and Penny Ur's *Grammar Practice Activities*. Each book provides the reader with interesting descriptions of activities, which I have mostly altered and re-imagined, so they can be used for fairy-tale based EFL teaching. The tasks below are various: some can be used as warm-up activities to energize students and increase their interest in a fairy-tale based language lesson; other activities (e.g. gap-filling, hot-seating, physical line-up) aim at learning and practicing certain tenses in speaking, writing, listening and reading, making the correct word order in several types of sentences and asking questions properly in the given tense. Finally, the study introduces particular calm-down activities (e.g. quiz, listening to music, crossword), which help students 'digest' and organize their thoughts, newly-acquired knowledge and reduce the great stimuli that have befallen them during the lesson.

A. Warm-up activities

Taking into account that three is a lucky number in fairy tales, three warm-up activities will be introduced, which develop particular language (reading, writing) and social skills (imagination, creativity, problem-solving, decision-making, cooperation). Besides, the aim of the activities is to check students' general (English) knowledge on fairy tales, i.e. whether they can enumerate tales in English; whether they can comprehend words characteristic in and well-known from specific fairy tales; and finally whether they can recognize fairy tales based on keywords.

1. Brainstorming (5 minutes)

Recommended language level: A2, B1

Aids: 4 or 5 sheets of paper, a marker

Task: to collect as many tales as students can within 3 minutes – to use their English names!

Possible classroom management:

- a) students work alone at their desks; they write in their notebooks. It is recommended in a small group (the individual task can be planned as a competition: the student/the first three students that collect(s) the most tale is/are the winner(s). Possible reward: extra points)
- b) students work in pairs at their desks; they write in their notebooks (the pair work-based task can be planned as a competition: the group that collects the most tale is the winner. Possible reward: extra points).
- c) students work in groups (of four or five); they sit in a circle; they write in their notebooks.
- d) students work as a group (of four or five); they work on sheets; groups complement each other's work: once the group is ready with his list (time limit 1 minute), the group members give it to the other group so more tales can be added to the list. The game is over when the sheets return to the original groups.

Process:

- (1) the teacher shares the instructions and makes sure everyone understands the task
- (2) students work
- (3) each group/student calls out his/her answers, which the teacher writes on the board (if the same tale is repeated, it is suffice to note it down only once).

- (4) the class discusses whether they are familiar with each tale – beginners: in Hungarian, intermediate: in English.

Possible answers: The Sleeping Beauty, Snow White, Rapunzel, Peter Pan, Mowgli, The Beauty and the Beast, Cinderella, The Frog King, Shrek, Pinocchio, Puss in Boots, How to Train Your Dragon, Trolls, Zootropolis, Brother Bear, Brave, Little Red Riding Hood

Note: fantasy tales and stories of Marvel universe can be also accepted for two reasons: they draw on fairy tale motifs, and due to their excessive popularity, students must know them, which makes them feel successful.

2. 60-second Fairy Tale (5-10 minutes)

Recommended language level: A2, B1

Aids: small slips of paper (depending on the number of students), a hat

Possible classroom management:

- a) students work alone at their desks (B1)
- b) students work in pairs at their desks (A2)

Task: to think of two English names of fairy tales and put them on little slips of paper (distributed by the teacher). One at a time, each person will pick a slip of paper out of a hat and must act out the narrative in less than 60 seconds using only body motions without talking.

Process:

- (1) the teacher shares the instructions and makes sure everyone understands the task
- (2) students work – recommended time limit is 1 minute
- (3) the teacher collects the answers and put them into the hat
- (4) students choose a slip of paper; they can mime in pairs if: a. they do not know the tale (the pair has 30 seconds – B1/1 minute – A2 to discuss it); b. if students are shy
- (5) the teacher makes sure everyone mimes at least one tale. The order of acting out is voluntarily. The whole class can guess for the tale; only condition: to raise their hands

Possible answers: in task 1

3. Keywords (5 minutes)

Recommended language level: (A2), B1

Aids: projector, laptop

Possible classroom management:

- a) students work alone at their desks
- b) students work in pairs at their desks

Task: to read the keywords to guess which tale it is. Possible keywords:

- a. glass slipper, ball, midnight, pumpkin coach
- b. wolf, grandmother, forest
- c. ogre, donkey, Far Far Away
- d. Vikings, blacksmith, dragons

Process:

- (1) the teacher shares the instructions and makes sure everyone understands the task
- (2) students work
- (3) the teacher reveals the correct answers by showing the picture of the tale in each case.

Key: Cinderella, Little Red Riding Hood, Shrek, How to Train Your Dragon

Possible pictures (from the internet – Google search):



Figure 6: Cinderella



Figure 7: Little Red Riding Hood



Figure 8: Shrek



Figure 9: How to Train Your Dragon

3.1. Students' Keywords (10 minutes)

Recommended language level: (A2), B1

Possible classroom management:

- a) students work in pairs at their desks (in small classes)
- b) students work in groups of three at their desks/in a circle

Task: Based on the previous activity (task 3), to create their own list of keywords within 5 minutes (A2 – 1 set of keywords – 5 minutes; B1 – 2 sets of keywords – 5 minutes). Three keywords are enough.

Process:

- (1) the teacher shares the instructions and makes sure everyone understands the task
- (2) students work
- (3) each group has a speaker who goes to the board and reads out their sets of keywords.
- (4) the whole class can guess for the tale; only condition: to raise their hands

B. In-class activities

Following the warm-up activities, the lesson can continue with the tasks below. To maintain continuity and consistency, three in-class tasks and (drama) techniques will be described: the gap-filing task below helps students practice the past tenses, and improve reading comprehension and writing skills; the physical line-up activity aids students in practicing the correct word order – be it in a declarative, an interrogative or an imperative sentence – and in improving students' cooperation and decision making skills; the final in-class task below based on hot-seating drama technique helps students practice asking questions in the past tense and past continues; it also improves their creativity, imagination, empathy and self-confidence. The tasks revolve around one single fairy tale that is Grimms' 'Snow White' (the first 1823 translation) in order to demonstrate how many ways a single fairy tale can be used for various objectives, and so the reader can be given a complex lesson plan.

1. Gap-filling (15 minutes)

Recommended language level: B1

Aids: worksheet

Possible classroom management:

- a) students work individually – if they are in the revision-process
- b) students work in pairs – if they are in the learning-process

Task: to put the verbs in brackets into the correct past tense.

It (be) in the middle of winter, when the broad flakes of snow (fall) around, that a certain queen sat working at a window, the frame of which was made of fine black ebony;

and as she (look) out upon the snow, she(prick) her finger, and three drops of blood (fall) upon it. Then she(gaze) thoughtfully upon the red drops which (sprinkle) the white snow, and said, "Would that my little daughter may be as white as that snow, as red as the blood, and as black as the ebony window-frame!" And so the little girl (grow) up: her skin (be) as white as snow, her cheeks as rosy as the blood, and her hair as black as ebony; and she (name) Snow White. But this queen (die); and the king soon (marry) another wife, who (be) very beautiful, but so proud that she (cannot) bear to think that anyone (can) surpass her. She (have) a magical looking-glass, to which she(use to) go and gaze upon herself in it.
Source: M.M. Grimm: 'Snow-Drop.' In *German Popular Stories*, London, 1823, pp. 128–129.

Note: in the first English edition, the heroine is called Snow-Drop, but to make students feel closer to the text, it has been rewritten by using her most popular name.

Process:

- (1) the teacher shares the instructions and makes sure everyone understands the task
- (2) students work on the text – if they have any problem with understanding it (e.g. unknown vocabulary) they are allowed to ask.
- (3) the teacher asks students one by one to read out one sentence; if it is not put in the correct past tense, the teacher explains why it is incorrect and helps students correct it. The teacher writes the proper answers on the board, so students can check the spelling.

Key: was, were falling, was looking, pricked, fell, gazed, sprinkled, said, grew up, was, was named, died, married, was, could not, could, had, used to

1.1. Variations on Gap-filling (15 minutes)

Recommended language level: B1

Aids: worksheet

Possible classroom management:

- a) students work individually
- b) students work in pairs

Task:

- a. to put the proper verbs into the correct past tense without any help – no verbs are given in brackets.
- b. to put the verbs into the correct past tense by choosing from a list of verbs – odd-one-outs can be also added.

Process:

- (1) the teacher shares the instructions and makes sure everyone understands the task
- (2) students work on the text – if they have any problem with understanding it (e.g. unknown vocabulary) they are allowed to ask
- (3) the teacher asks students one by one to read out a sentence; if it is not put into the correct tense, the teacher explains why it is incorrect and helps students correct it. The teacher writes the proper answers on the board, so students can check the spelling.

2. Hot-seating (25 minutes)

It is usually used after reading a whole book/chapter, but in case of this popular tale – since students know the ending – this drama technique can be used in the middle of the lesson as well. The task is recommended to classes that already have an experience with drama techniques.

Recommended language level: B1, B2

Aids: 5 chairs

Possible classroom management:

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- a) Students work in groups of 5 – so each student can ask a question. If there are less than 5 in the group, one student asks more questions.
- b) Each student writes a question to each character – in a small class

Task: to prepare 5 open-ended questions to 5 characters of 'Snow-White' – one question to each character.

Note: as the English names of dwarfs might not be known for students, the teacher can write them on the board, so they can choose from the characters

Process:

- (1) 5 students volunteer to act as characters of 'Snow White' (Snow White, the stepmother, the prince, any dwarf, the huntsman) and sit in the hot seat (5 chairs are placed in front of the board).
- (2) Classmates (alone or in groups) prepare 5 open-ended questions to the characters in the hot seat – one question to each character. If they need, teacher can write sample sentences to inspire and help students. The teacher warns them that their questions have to refer to the events of the tales, and that they can use the past tense.
- (3) Classmates ask their question for which the 'characters' answer (improvise). Meanwhile, the teacher is monitoring the class and eventually gives a feedback on their use of the past tense.

Possible questions:

- to Snow White: How did you feel about your stepmother? What did you do in the dwarfs' cottage while they were working? Why did you take the witch's apple? Why did you marry the prince?
- to the stepmother: How did you feel when you learnt that Snow-White is prettier than you? How did you feel alone in the castle? When did you get your looking glass? How did you feel when you learnt about Snow White's marriage?
- to the prince: Why did you marry Snow-White? Where were you going when you noticed Snow White in the glass coffin? What did you feel when you noticed Snow White lying in the glass coffin? What was your opinion about the dwarfs?
- to any dwarf: What did you feel when you noticed that someone had drunk from your cup? What did you feel when you noticed that someone had lied in your bed? What did you feel when you noticed Snow White sleeping in your bed? What did you feel when you noticed that Snow White had been poisoned? What was your opinion about Snow White's stepmother?
- to the huntsman: What did you think about the Queen's plan to kill Snow White? What did you feel when you should have hurt Snow White? What did you feel when you heard about Snow White's wedding? What happened to you when the Queen found out your betrayal?

3. Physical line-up (5 minutes)

Recommended language level: A2, B1

Aids: word cards in A4 size

Classroom management: students work in groups of four or five

Task: to make a sentence from the words on the word cards.

Process:

- (1) groups are given a set of word cards
- (2) each student from the group takes one card
- (3) the group is asked to stand in a line to make the sentence without speaking to each other.
- (4) once they are ready, they hold up the cards to the classmates

- (5) the classmates check whether the sentence is correct; if it is incorrect, the class helps the group
- (6) finally, the teacher confirms the correctness of their decision.

Answers:

- She was looking out upon the snow.
- We will never bury her in the cold ground.
- Who has been eating off my plate?
- I dare not let anyone in.

C. Calm-down activities

The calm down tasks help students grow quiet and regenerate physically and mentally as they can get really upset (in an ideal case, positively) due to the stimulus richness of activities. It might also help students organize the acquired knowledge. In the following section, three calm-down activities will be introduced, which improve student' concentration, listening skills and also strengthen their reading comprehension and test their general knowledge on tales.

1. Snow White-Quiz

Recommended language level: A2, B1

Aids: quiz-sheet

Classroom management: students work alone

Task: to read the questions of the quiz and circle the correct answer.

1. Why is Snow White called the way she is called?
 - a. because she likes skiing in the snowy mountains.
 - b. because she is as white as snow
 - c. because white is her favourite colour.

2. Why did her stepmother wanted to get rid of her?
 - a. because she wanted to inherit the whole kingdom
 - b. because the castle was too small for both of them
 - c. because of her jealousy of Snow White's beauty

3. On what condition the dwarfs let Snow White stay in their cottage?
 - a. she had to clean the house and cook
 - b. she had to marry one of the dwarfs
 - c. she could stay there on no condition.

4. How did the wicked Queen try to kill Snow White?
 - a. she wanted to shoot her down
 - b. she hired an assassin
 - c. she tried to poison her

5. How did the dwarf notice that somebody had come to their home?
 - a. the cups, the plates and beds had been used
 - b. Snow White had left a note on the table
 - c. they did not notice it

6. Where did the dwarfs put Snow White when they though she was dead?
 - a. they buried her under the ground.
 - b. they put her in a glass coffin
 - c. they put her in a silver coffin

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7. How was the wicked Queen punished in the end of the original tale?
 - a. she is not punished
 - b. she had to dance in red iron shoes till she died
 - c. she had to leave the kingdom

8. How are the dwarfs called in the original tale?
 - a. Sleepy, Sneezy, Happy, Doc, Grumpy, Dopy, Bashful
 - b. Sleepy, Caughy, Gloomy, Doc, Angry, Dopy, Bashful
 - c. they are not named

9. What goods the witch was trying to sell to Snow White to poison her in the original tale?
 - a. a necklace, a comb, an apple
 - b. a lace, a comb, an apple
 - c. a lace, earrings, an apple

10. How did Snow White wake up according to the original tale?
 - a. the prince kissed her
 - b. Doc, the dwarf kissed her because he found out that was how she could be rescued
 - c. the carrier of the coffin stumbled and the apple fell from her mouth.

Scores

10- 9: I know everything about Snow White ☺

8-7: I must have misread something.

6-5: I must go home and read Snow White

4-3: I am Sleepy like the dwarf

2-0: I want to go home ☹

Process:

- (1) students are given the quiz
- (2) they read the quiz and circle the correct answers. To make their work more challenging, some questions cover scenes related to the original tale, not adapted by Disney, thus some answers might not be so well-known.
- (3) with the teacher's guidance, the class discusses the answers
- (4) the teacher asks how many scores the students collected.

Answers: 1-b, 2-c, 3-a, 4-c, 5-a, 6-b, 7-b, 8-c, 9-b 10-c

2. Fairy tale- crossword (5-10 minutes)

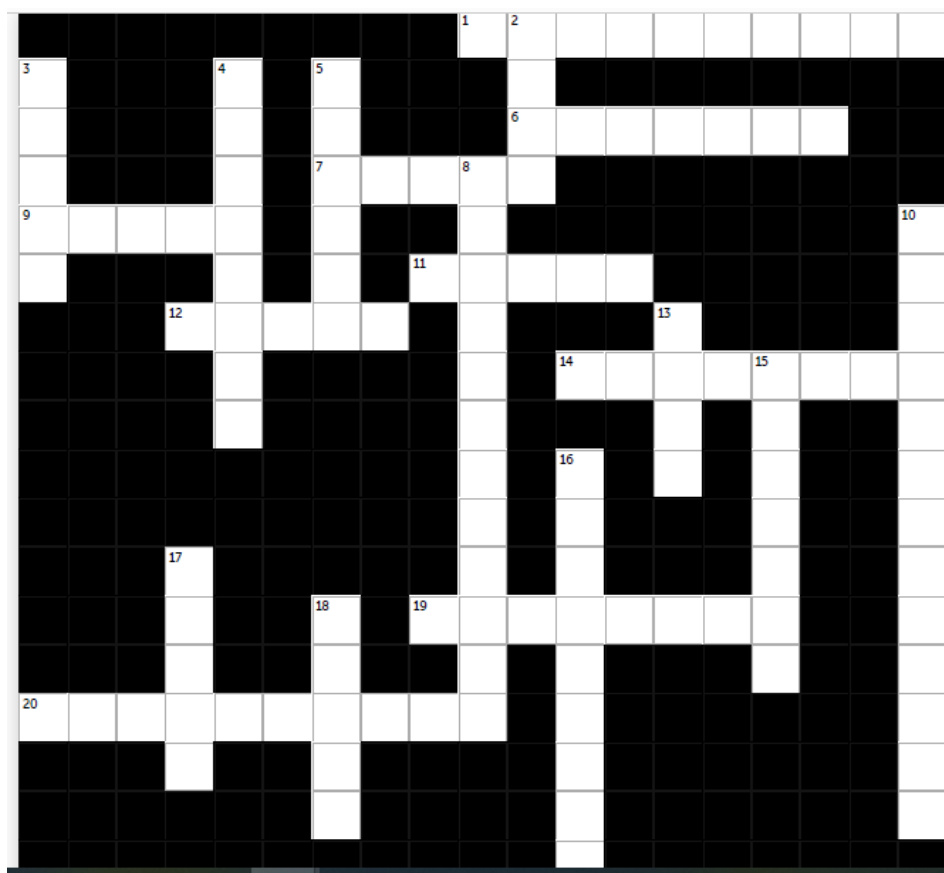
Recommended language level: (A2), B1

Aids: crossword-sheet

Classroom management: students work alone

Task: to do the fairy tale-crossword

Pedagogical Sections



Across

- | | |
|---|------------------------------|
| 1 Snow White's enemy [10] | 12 Beauty and the [5] |
| 6 The Little [7] | 14 The Grimm.... [8] |
| 7 a poisonous fruit from Snow White [5] | 19 She lives in a tower. [8] |
| 9 It is worn by the king [5] | 20 magic stories [10] |
| 11 lesson of a story [5] | |

Down

- | | |
|---|--------------------------------------|
| 2 Once upon a [4] | 10 Cinderella's shoes [13] |
| 3 She lives in a gingerbread house. [5] | 13 Red Riding Hood's enemy [4] |
| 4 Kings' daughter [8] | 15 And they lived ... ever after [7] |
| 5 Snow White and the Seven..... [6] | 16 pretty [9] |
| 8 Snow White's stepmother's magical object [12] | 17 a magical creature [5] |
| | 18 fearless [5] |

Note: the crossword was made by a simple puzzle-maker program: <https://puzzel.org/en/>

Process:

- (1) the teacher distributes the crossword
- (2) students do the crossword – to make it more appropriate for A2 students, the crossword can be complemented with the answers in the form of mixed letters
- (3) the class discusses the answers

Answers:

Across: 1– stepmother, 6 – mermaid, 7 – apple, 9 – crown, 11 – moral, 12 – Beast, 14 – brothers, 19 – Rapunzel, 20 – fairy tales

Down: 2 – time, 3 – witch, 4 – princess, 5 – dwarfs, 8 – looking glass, 10 – glass slippers, 13 – wolf, 15 – happily, 16 – beautiful, 17 – fairy, 18 – brave

3. What do you hear?

Recommended language level: A2, B1

Aids: laptop, speakers

Classroom management: class work

Task: to listen to the theme songs of fairy tale film adaptations; to write the English titles of tales to their notebooks.

Process:

- (1) the teacher shows short parts of theme songs one by one – each two times
- (2) students note down the English titles
- (3) the class discusses the answers, and the teacher writes the titles on the board, so students can check the spelling

CONCLUSION

The fairy tale is one of the most widespread literary genres in the world; it is present in many ways and in a number of fields (e.g. media, film industry and popular culture). Therefore, the use of fairy tales in the EFL classroom might be relevant and understandable: language learners, regardless of their age and language level, are each equally familiar with this genre, and thus the use of particular well-known fairy tales might help students get closer to the target language. The relative simplicity of vocabulary, the use of various tenses in fairy tales and their use of figures of speech (e.g. repetitions) are all appropriate to serve both language teaching and language learning.

Fairy tales can be used in the EFL classroom in different stages of a lesson: in the beginning (warm-up activities), during the lesson (in-class activities) and in the end (calm-dawn), but the best if the teacher base the whole lesson on a specific fairy tale, so students can get a whole picture of the story, and so they can approach it from various viewpoints – e.g. literary and grammatical. The present study demonstrated three activities to each stage of a lesson. The warm-up activities (brainstorming, 60 second-fairy tale and keywords) were sought to test students' general knowledge on fairy tales, to energize their fine motor and cognitive skills and, last but not least, to increase their interest in the topic of the lesson. Following the first tasks, the interactive in-class activities revolved around one single tale ("Snow White") to provide a reader with a complex lesson plan, and to demonstrate the many uses of a single fairy tale. The purposes of these activities were manifold: gap filling, hot-seating, and physical line-up aid students in practicing certain tenses, word order in declarative, interrogative and imperative sentences, in improving their social skills such as cooperation, decision-making, problem-solving, self-confidence, imagination and creativity.

The author hopes that the present study could effectively expand the stock of fairy tale-based lesson plans, and that she could convince the reader of the legitimacy of fairy tales in EFL classroom. By all means, the reader is encouraged to view the activities above critically and shape them according to his/her teaching opportunities and according to his/her students' age, (dis)abilities, language levels and social skills.

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