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THE CLASSIFICATION OF FAIRY TALES IN TEACHING ENGLISH

Abstract: *Fairy tales as a part of the children's literature could be a valuable source for teaching English as a foreign language. Fairy tales might be considered one of the possible supplementary teaching materials for English language learners. In this article, we shall discuss the definitions of fairy tales, characteristics and their history and usage in English as a foreign language lesson at secondary schools and classify the fairy tales.*
Key words: *fairy tales, definition, the classification of tales, characteristics of tales*
Language: *English*

Introduction

Fairy tales might be considered one of the possible supplementary teaching materials for English language learners due to a number of ways. Fairy tales teach us moral and values highlighting the most universal norms and standards of the language existence. They are a particular type of text which can be adapted to suit the child's age as their composition of sentences and plot is simple and easy to understand. We can find lot of definitions of the fairy tale. For instance, The Oxford Dictionary of English Folklore defines that a fairy tale is the usual English term for a group of oral narratives cantered on magical tests, quests, and transformations and The Illustrated Oxford Dictionary has two explanations: 1. a children's tale about fairies; 2. an incredible story, a fabrication (Kindersley, 1998).

Macmillan English Dictionary for Advanced Learners defines that a traditional children's story in which magic happens. 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*; Merriam-Webster online dictionary defines that a fairy tale is a story in which improbable events lead to a happy ending.

Materials and Methods

According to the scholar Ashliman, the term *fairy tale* originally came from France. Madame d'Aulony began publishing volumes of fantasy stories under the collective title *Les contes des fees* (Tales of Fairies) in 1697. (Ashliman, 2004). French fairy tales were the first to be collected and written down those times. "Fairy tale is a narrative in prose about the fortunes and misfortunes of a hero or heroine who was 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).

We know that the fairy tale is considered as the part of an oral tradition. Tales were narrated orally before, rather than written down and they used to have sad endings instead of happy ones as well. The famous fairy tales writers Brother 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).

The nineteenth century had been a golden age for folklore to be collected the fairy tales. Collectors across the world began to collect 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. However, fairy tales can be classified as children's stories as they have special quality of being able to entertain readers of all ages. The main audience of the fairy tales 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 have optimistic moral structure, with justice fairy done, wickedness punished and goodness rewarded (Kerven, 2008, Hallett & Karasek, 2009).

Results and Discussions

We have mentioned above that the fairy tales are considered to be a part of folklore. According to a number of scholars who have conducted the researcher over the fairy tales: Ashliman, Hallett & Karasek, Kready and Chinen, there are main elements of fairy tales are

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

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

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

➢ 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 (Ashliman, 2004; Hallett & Karasek, 2009; Kready 1916; Chinen, 1989):

According to Haase (2008) classification, fairy tales are literary narratives which include the episodic structure and constructed primarily on motives; 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.

It is a well known fact that before computers and television were invented reading was the primary free time activity. People used to read hours and travel lands far-far their minds away. Stories offered the whole imaginary world to create by language so that children enjoy and learning language while they read.

According to Cameron, a good story provide a study of universal values and needs and capture students' interest and challenges them to explore new roads of meaning. A lot of texts that can be found in the course books are often created for pedagogical reasons and lack the personal addressing to young learners. In comparison, the fairy tales spark children's curiosity, increase interest and create wonder and in addition the that they may elicit a powerful emotional response and personal involvement of students (Collie & Slater, 1987).

In the reading classes teachers can increase students' motivation towards reading in the foreign language lesson by making reading interesting fairy tales. Cameron states that the texts which teacher offers students to read should be: interesting for students, be at the right level of difficulty and authentic.

Fairy tales are the stories which to appeal to the imagination of virtually all types of readers. According to Tiberghein, when children read them they "enter" into fairy tales and act out together with the characters. Fairy tales have a great potential to influence positively on children's interest in books and their motivation to read.

Conclusion

As a brief conclusion, we can say that fairy tales have a great potential to be used as a valuable source in English lessons if the chosen stories are suitable for all ages and levels of pupils.

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