

Material Package for Teaching Ethical Values through Fairy Tales

Master's Thesis

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SUMMARY

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Tämän maisterintutkielman tarkoituksena oli tuottaa materiaalipaketti eettisten arvojen ja englannin kielen opettamiseen klassisten satujen kautta alakouluikäisille oppijoille. Uusi opetussuunnitelma ja kielikasvatuksen alan tutkimus korostavat, että lasten opettamisen ja tukemisen yksi keskeinen tehtävä on tukea heidän kehitystään eettisesti tietoisiksi ja osaaviksi ihmisiksi ja kansalaisiksi. Aiemman opetusmateriaalin vähyyden vuoksi, on selvää, että tätä tarkoitusta varten tarvitaan valmista materiaalia, joka ottaa nämä näkökohdat huomioon. Tämän tutkielman ja siihen liittyvän opetusmateriaalipaketin tavoitteena onkin yleisesti lisätä tietoisuutta sekä tarjota uutta tietoa ja konkreettisia työkaluja eettisten arvojen ja elämäntaitojen sisällyttämiseen vieraiden kielten opetuksessa.

Tämän tutkielman keskeisiin käsitteisiin kuuluvat sadut, kielikasvatus, kommunikatiivinen kieltenopetus, tehtävälähtöinen kieltenopetus sekä yhteistoiminnallinen kieltenopetus. Sopivan terminologian puutteen vuoksi otimme myös käyttöön uuden käsitteen, Ethical Education and Integrated Language Learning (EDIL). Tämä termi kattaa eettisen kasvatuksen ja kielten integroidun oppimisen. Siksi se on lähellä kielikoulutuksen käsitettä, mutta termi EDIL on konkreettisempi ja helpommin ymmärrettävä.

Asiasanat: Material package, Fairy tales, language education, Ethical education, EFL

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1 INTRODUCTION

The purpose of this thesis is to provide a material package for teaching essential ethical topics and life management skills to young students via English-language fairy tales. This package construes its pedagogical framework on the basis of communicative, co-operative and task-based language teaching as they are efficient pedagogies in language learning and suit the purposes of this thesis. Furthermore, the current revised Finnish National Core Curriculum of 2014 (POPS 2014) which is a document that gives guidelines on the objectives and core contents of different subjects in a specific year as part of their education, has redefined the competences and national goals for basic education. It now highlights transversal competences, i.e. knowledge, skills, values, attitudes and will/volition as crucial in basic education. At its centre there is development as a human being and as a citizen. As part of this development, the reformed NCC stresses thinking and learning to learn, taking care of oneself and managing daily life. Moreover, cultural competence, interaction and self-expression as well as participatory involvement are key elements in the new main guidelines for basic education.

Considering these national goals, there is clearly a need for teaching these aspects and abilities it considers central to students, particularly as they do not merely emerge naturally. Teaching and supporting children in their development as human beings and as citizens is no easy task, and it should be a continuous effort. This means that teaching how to take care of oneself and others should be an important objective in every subject lesson. This is where another new addition of the NCC 2014 steps into place: *language education (kielikasvatus)*. The concept of *language education* is not easy to define, but it generally includes perspectives that unite all language subjects. Additionally, it unites language subject themes and aims in teaching more general educational goals and content relating to the value base of education, such as the ability to put oneself into another's position, and genuine interaction between different people. For the purposes of this thesis, we will use italics to distinguish the term *language education* ('kielikasvatus') from the overall concept of language education and teaching ('kieltenopetus')

The topic of *language education* is also a current issue in language teaching as it is acknowledged in the Finnish National Core Curriculum 2014. It describes its aim and purpose as follows:

Basic education supports the student's growth into humanity, characterized by the pursuit of truth, goodness, and beauty, as well as justice and peace. In the growth of humanity, tensions between aspirations and prevailing reality are inevitable. Civilization includes the ability to deal with these conflicts ethically and compassionately, as well as the courage to defend the good. -- and the ability to make decisions based on ethical deliberation, peer position, and informed judgment. (POPS 2014: 15-16)

We will inspect and explain the concept in more detail in chapter 2.

Because language teaching has for long mainly focused on how to teach vocabulary, grammatical structures and communication skills, the teaching of ethical values and life skills, such as the ability to put oneself into another's position, and genuine interaction between different people, has not been central in it. Therefore, in this context, the concept is a novel one, and there is a need for teaching material that has taken into account both, teaching English language as well as the teaching of life skills. This is where the material package of this thesis can provide something new to the field of language teaching.

In line with this, according to Azarnoosh, et al. (2016: 1) "materials development is currently one of the most important undertakings in applied research". It is widely acknowledged that most language teachers rely heavily on course books, but as Charalombous (2011: 6) states, no textbook or a workbook can cater for everyone's needs. This means that teachers need to be able to produce, develop and revise materials for their students' needs. (Tomlinson 2012, as cited in Azarnoosh et al. 2016: 2-3). Recently, a growing number of discussions has been going on about the ability for language teachers in Finland to adapt and produce these materials (Kantelinen, Jeskanen & Koskela 2016: 4, 7). Furthermore, according to Nicholas, Rossiter & Abbot (2011: 248), over 40% of casual conversation is storytelling, but this is not reflected in language teaching materials. Consequently, a need for additional and readily available

material that has taken into account the needs of different age groups and the requirements of the National Core Curriculum is growing. That said, it is true that a number of master's theses have been written over the years on the topic, including different material packages. However, these existing material packages have mostly studied teaching of certain language aspects (i.e. vocabulary, pronunciation etc.), but none of them have investigated how to teach pupils how to solve ethical dilemmas and behaviour.

In sum, the present study contributes to the field of language teaching by providing material and tools for teachers who work with students on a daily basis. It can also serve as a source for finding out about studies on how to teach ethical values and life skills through a foreign language, in a foreign language classroom. Overall, this thesis and the material package it includes are needed, because they can raise awareness and provide "new" information on how to incorporate language teaching and teaching ethical values and life skills.

2 LANGUAGE EDUCATION IN FINLAND

As mentioned in Introduction, in this thesis, we will use italics to distinguish the term *language education* ('kielikasvatus') from the overall concept of language education and teaching ('kieltenopetus'). In this chapter we will now define the concept of *language education* and will discuss its significance for this thesis. Furthermore, we will discuss the concept of Content and Language Integrated Learning (CLIL) and introduce a new concept of Ethical Education and Integrated Language Learning (EDIL).

2.1 *Language education*

Overall, *language education* has gained more ground and importance in the new NCC and has been discussed by educators for a while. Basic education supports students' growth into humanity that is represented by the aim of truth, goodness, beauty, justice and peace. It is also part of education to have an ability to manage conflicts ethically and compassionately. It also goes on to say that the ability to make choices based on ethical thinking and placing oneself into another's shoes is a part of education. (POPS 2014: 15-16)

Defining the concept of language education is not a simple task, as it depends on what features (e.g. intercultural competence, authenticity of learning, collaboration and consultative learning) are considered important enough to be included in language education and what features are emphasized. The concept was probably first introduced in Finland by Emeritus Professor Sauli Takala in 2015, when he mentions the concept of 'kielikasvatus' in an email (Mustaparta 2015: 10). For the purposes of this Thesis, we will use italics to distinguish the term *language education* ('kielikasvatus') from the overall concept of language education and teaching ('kieltenopetus')

In order to clarify the concept of *language education*, Kohonen (2000: 70) defines the term in the following:

Holistic learning brings out the view of learning as human growth in the context of cognitive learning (and gaining skills). It is possible and necessary to integrate educational goals as well as knowledge/skills goals in teaching and pedagogical planning. In the case of language teaching, it is then justified to use the term language education. There the teacher sets teaching as well as educational goals (e.g., collaborative skills, other subject content objectives (e.g. teaching the past tense). (Kohonen 2000: 70, our transl.)

Language education includes aspects that unite all language subjects, such as the reflection and construction of one's own culture identity and respect for cultural diversity. In addition, it transcends the subject boundaries of languages introducing the value base of teaching more general educational goals and content, such as the ability to put oneself into another's position, genuine interaction and communality. All of these can be found in the common values for teaching in the NCC 2014 (POPS 2014: 12-14). Furthermore, as Hildén, et al. (2011: 43) suggest, *language education as a concept* aims to emphasize language learning as a whole and the role of language in becoming a human being.

In a similar vein, Salo (2011: 43) describes the aim of *language education* as the socialization of the language learner into the language community. This can be achieved mainly through the mother tongue, but also the learning of a new language could be seen as a similar process: the language learner becomes a member of a new language community and its culture. Furthermore, mental independence, personal commitment to learning and responsible action ('vastuullinen toiminta') in a community are additional goals of *language education*. Moreover, *language education* entails a notion that languages have a significant role in the development of identity. According to Salo (2011: 7, 53), the subject aims in foreign languages are linguistic, cultural and

strategic. These aims should serve the aims of student's identity enrichment and the term *language education* reflects this combination.

Figure 1 presents the principles, aims and actions of *language education*. On the right, it demonstrates the development of the student's identity, also including their life management competencies as a part of it. Furthermore, Figure 1 shows autonomy, authenticity and dialogue as a part of lifelong learning.

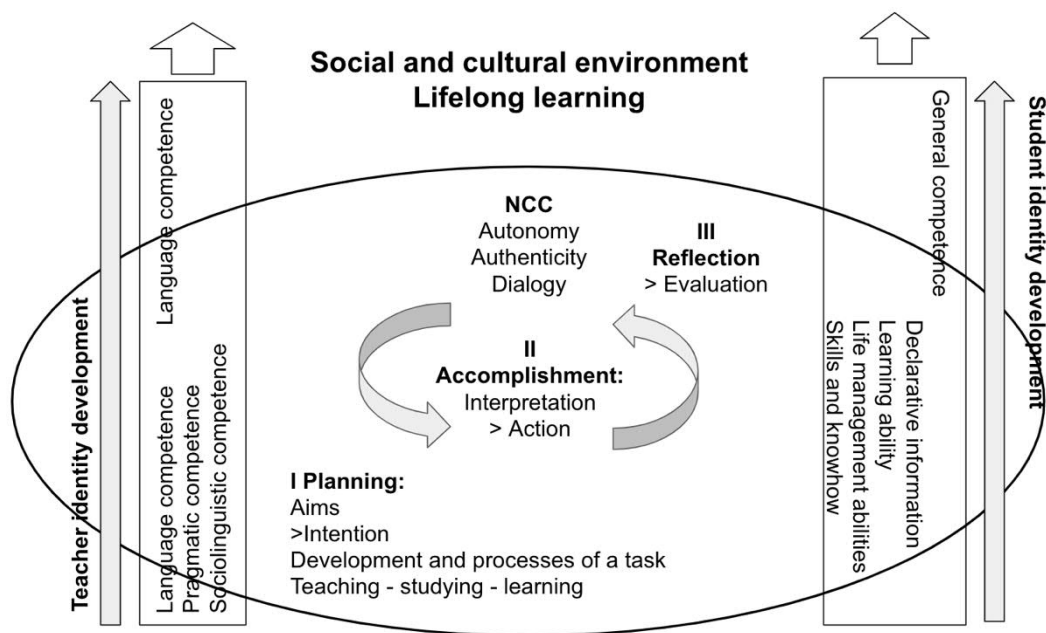


Figure 1. The principle aims and actions of *language education* (Adapted from Hildén 2009: 246 by Salo 2011: 9)

These core values and aims should, therefore, be taught throughout the whole education system and in all subjects. Therefore, teaching children about the importance of truth-telling, compassion and justice as a part of language education is a relevant and interesting topic. To quote the Finnish National Agency for Education webpage: "The objective of basic education in Finland is to support pupils' growth towards humanity and ethically responsible membership of society and to provide them with the knowledge and skills needed in life."

In the next chapter, we will broaden the concept of teaching ethical values and content in an integrated way. We will first look at CLIL in order to set the basis for a new concept of EDIL.

2.2 CLIL and EDIL

Content and Language Integrated Learning (CLIL), refers to a teaching format that can be seen to be based, at least in part, on what was developed in Canada in the 1960s immersion teaching, where English-speaking children were taught school subjects in French. The aim was to provide students with an opportunity to acquire French language skills alongside other studies, such as history and English (Cummins & Swain 1986, as cited in Roiha 2020: 1-2). In the same way, the dual goal of teaching foreign language and content at the same time, is also central to CLIL teaching. The focus between these can, however, vary between CLIL programs or even lessons (Roiha 2020: 2).

CLIL teaching has gained a great deal of popularity in Europe over the last few decades, and it has been suggested that CLIL teaching can provide strong language skills and multilingual identity for students (Ruiz de Zarobe 2008, cited in Roiha 2020: 2). Overall, studies show that the form of teaching has a positive effect on learning the target language and in addition, studies suggest that CLIL is not harmful for the actual content learning, meaning that the learning of subject content is not poorer when combined with the learning of a new language (Dalton-Puffer 2011; Pérez-Cañado 2012, cited in Roiha 2020: 2).

In sum, at the heart of CLIL is the idea of teaching content through foreign language. However, this content can encompass various topics ranging for example from history to science. As this content can be usually seen covering a vast amount of different school subjects ranging from mathematics to physical education, we found the term too vague for our purposes. Consequently, we wanted to find a more precise

term that would focus on the idea of teaching ethical values and foreign language simultaneously.

To this end, instead of CLIL that refers to Content and Language Integrated Learning, we suggest the concept of EDIL, Ethical Education and Integrated Language Learning. With this concept, we also want to move away from the term *language education* which we discussed earlier in this chapter and we found challenging to define and to distinguish from the notion of language education. However, we will later also refer to *language education*, because it is often mentioned in the NCC, and because it is a current issue in language teaching.

In this chapter we discussed the concept of language education which, in short, combines teaching more general educational goals and content. We also introduced our own term EDIL which is derived on the basis of the widely used term CLIL. In chapter 3, we will move on to a discussion of fairy tales and their importance in *language education*.

3 FAIRY TALES

Fairy tales have existed amongst us for centuries, alongside with for example fables and myths. For the purposes of this thesis, we will use the term *fairy tale* since it is a widely known genre and is used amongst education and language learning. In this we are not following Zipes (2015: xvii) who prefers the term *wonder tales*, as, in his opinion, the term *fairy tale* is too general. According to Bottigheimer (2009: 8), a fairy tale is a misunderstood term. One reason might be that the word *fairy* implies the presence of fairies, but most fairy tales do not have them. The word *fairy* may merely loosely refer to the magical element in the tale. We will now introduce the basic characteristics of fairy tales, such as their structure, basic characters, motifs, linguistic features and their messages and moral values. We will then move on to discussing fairy tales as materials in teaching English as a Foreign Language and EDIL.

3.1 The characteristics of Fairy Tales

Fairy tales normally follow a specific structure. Vladimir Propp is probably the most known folklorist who analysed fairy tales, paying attention to the structural elements of Russian folk tales. He came up with 31 basic structural elements (functions) that can typically be found in fairy tales (Aguirre 2011: 1-3). Zipes (2015: xvii) summarises Propp's functions as follows:

By functions, Propp meant the fundamental and constant components of a tale that are the acts of a character and necessary for driving the action forward. Consequently, most plots will follow a basic pattern which begins with the protagonist confronted with an interdiction or prohibition which he or she violates in some way. This leads to the banishment of the protagonist or to the assignment of a task related to the interdiction or prohibition.

Amongst these functions, transformation is an important element. According to Zipes (2015: xvii), transformation is one of the most prevalent structural elements of

fairy tales. In the case of a fairy tale, it is a wondrous, magical transformation. In particular, it often involves the change of the protagonist's (the hero's) social status. Furthermore, Zipes lists other determinants of "wonder tales", such as a happy ending, the presence of basic characters, settings and motifs (cited in Bottigheimer 2009: 8).

In defining a fairy tale, we cannot forget the characters. Propp (as cited in Aguirre 2011) distinguishes seven different character types: the villain, the donor, the helper, the princess (or 'sought-for-person') and her father, the dispatcher, the hero (seeker or victim) and the false hero.

For Zipes (2015: xvii), the protagonist is usually a simple and naive character who seems to have limited future prospects. The main character is usually faced with an issue which forces them to go on a quest (Zipes 2015: xvii). This quest identifies the main character and becomes a part of their destiny. On their way they will most likely stumble upon other characters, such as the misleading villain and/or a helper. They will be given some magical objects (motifs) to help in their quest. To quote Zipes (2015: xvii):

Since the protagonist is now endowed with gifts, he or she is tested or moves on to deal with inimical forces. But then there is a sudden fall in the protagonist's fortunes that is generally only a temporary setback. A wonder or miracle is needed to reverse the wheel of fortune.
(Zipes 2015: xvii)

After this, the main character will usually battle the villain and make use of the magical objects they have been given. After beating the evil forces and as the story draws to an end, the protagonist will usually get married to a prince or princess, raise in social status, gain important knowledge or become extremely wealthy. As stated already earlier, the ending is usually happy, a fulfilment of wishes. (Zipes 2015) A great example here would be Cinderella who is being abused by her evil stepmother and stepsisters (the villains of the story). With the help of magical friends (talking animals and fairy godmother), she gains magic slippers, attends a ball, meets a prince, faces difficulties concerning the prince, but eventually marries him and gains half a kingdom.

As stated above, fairy tales have motifs. For example, specific clothing (such as a cape that makes its user invisible). Also, numbers often play a role in fairy tales, for example numbers 3 and 7 appear constantly in them. For instance, 3 little pigs, 7 dwarves, 3 fairy godmothers, 3 wishes, 7 mermaid sisters, 3 bears. These motifs can create familiarity and repetition and therefore, make the content more interesting, and for the perspective of a language learner, easier to understand. This topic of content familiarity will be discussed later in this thesis (Liabenow 2014: 1, 23).

Furthermore, fairy tales have certain linguistic features that distinguish them from other literary genres. For example, according to Bettelheim (1975: 47), fairy tales often start with the phrase "once upon a time". These types of beginnings indicate that what is about to happen is not about the reality we feel here and now. This intentional vagueness at the beginning of fairy tales indicates that we're about to leave the ordinary life and concrete world. Old castles, dark underground caves, locked rooms with forbidden access, impenetrable and enchanted forests, all indicate that the fairy tale is about to reveal something hidden. Additionally, the formulaic sentences "long ago" and "once upon a time" indicate that we are about to hear something very old. Furthermore, the settings often change rapidly (Bettelheim 1975: 47-48).

These formulaic sentences place the story's outer reality to a certain mental state which makes the story easy for the child to understand and relate to. Furthermore, as we have stated earlier, also Bettelheim argues that fairy tales almost always have a happy ending. A fairy tale is optimistic, even though some features might be scarily serious. It is this deciding feature that distinguishes a fairy tale from other stories (i.e. fables and myths) with equally imaginative events (Bettelheim 1975: 78-79).

Furthermore, a fairy tale always conveys the important message that it tells a story of "anybody". It tells about people who are just like us. Moreover, fairy tales answer the age-old questions: What is the world really like? How should I live in it? How can I truly be myself? Fairy tales answer these questions only indicatively, never express-

ing the answers directly. Overall, fairy tale characters and events personify and illustrate inner conflicts, but they do it very subtly. Fairy tales let children use their imagination and decide whether to apply and how to apply the things that a fairy tale expresses of life and human nature (Bettelheim 1975: 51, 58, 68).

In line with Sulistyarini (2011), and Sayer et al. (2018), fairy tales have three different types of moral values. The first are individual moral values which encompass the following: obedience, courage, will to sacrifice, honesty, fairness and wisdom, respect and appreciation, hard work, keeping a promise, knowing repayment, being humble, and being careful in acting. The second type of values involves social moral values which consists of cooperation, love, affection, harmony, giving advice, caring about the fate of others and liking to pray for other people. The third set includes religious moral values, including believing in God's power, believing in God, submitting to God or putting up trust and asking forgiveness of God. However, in the light of this current thesis, we will only examine the first two groups of moral values; individual moral values and social moral values as they are suitable for children regardless of their religious moral values.

3.2 Fairy tales as materials in teaching English as a Foreign Language and EDIL

In the previous chapter we established the concept of a fairy tale regarding this thesis. In addition, we introduced the main characteristics of a fairy tale as a basis for justifying why fairy tales are suitable for the purposes of this thesis focusing on EDIL. This chapter begins by demonstrating the connection between fairy tales, language education and EDIL. After this, this chapter moves on to the concepts of authenticity and content familiarity and highlights their importance in language learning.

3.2.1 Previous research

The use of fairy tales as educational material is by no means a new concept. Previous studies have been conducted worldwide and for example gender issues have been studied a lot. For example, a previous research by Meredith, Geyer & Wagner (2018) consisted of an introductory German course at a research university where the students studied the classic fairytale Cinderella. The aim was to teach real-life issues like gender stereotypes and roles by using the target language. In their study, they used a communicative approach through content-based learning and additionally highlighted the importance of teaching meaningful topics which are important to the students (Meredith, Geyer & Wagner 2018: 90-91).

Another study which focused also on gender issues and used fairy tales as a source is by Hayik (2015). She also provided her EFL classroom with the classic fairy tale Cinderella as well as texts with powerful female figures in them. She used the method of rewriting the fairy tales and her studies showed that the course had affected the students' beliefs and judgements of themselves and others (Hayik 2015: 234). From these two studies we can state that fairy tales provide an excellent source for teaching social values.

An example of a study conducted in the students' native language is by Sayer, Kristiawan & Agustina (2018). They focused on Indonesian children's ability to understand and implement the values of a fairy tale that was read to them. The study showed that by the end of the experiment, the children's co-operative skills and willingness to work together had grown. Furthermore, these children who learned cooperation skills managed to do well in various competitions outside their school. In light of these results, Sayer, Kristiawan & Agustina stress the importance of teaching children cooperative skills.

3.2.2 Fairy tales and the significance of EDIL

According to Bettelheim (1998: 9), the most important and most difficult part in bringing up a child is to help them find the true meaning of life. For that, a child needs experiences of their own. Through these experiences they eventually start to understand their own and other people's behaviour, leading to satisfying and meaningful relationships. A child longs for moral upbringing, which, instead of abstract ethical concepts, subtly and merely implicitly conveys to them the benefits of moral behaviour. A child needs to be addressed by something that they can relate to and that feels concrete. This is exactly the kind of meaning a child finds through fairy tales (Bettelheim 1998: 11-12). Furthermore, according to Parmini (2015); Purwaningsih (2012) and Soetantyo (2013) as cited in Sayer et al. (2018: 110), fairy tales can be used as a medium to cultivate a child's emotions as well as to further and strengthen their imagination. As a consequence, the child's imagination can blossom, and they can learn to think critically. As a whole, fairy tales have positive educational potential, such as the ability to put oneself into another person's position.

It is characteristic of fairy tales that they highlight existential problems of human life. Furthermore, they do this briefly and in a focused way by simplifying all situations (Bettelheim 1998: 15). According to Bettelheim (1998: 15), modern children's stories usually avoid these existential problems, although they are crucial and essential to us all. Furthermore, Bettelheim (1998: 17-20) claims that "safe" and "nice" fairy tales discuss neither death nor aging; they do not address the limits of human existence. Instead, fairy tales directly expose the child to the basic conditions of being a human being. Unlike most modern children's stories, in fairy tales good and evil are virtually always present. They take the character of a certain person and their good and bad deeds are present throughout the story, as they are present in every human being. (Bettelheim 1998: 17-20) It is this dualism that creates a moral problem that requires struggle in order to be solved. What is important here, according to Bettelheim (1998: 17) is the emphasis of the contrast between the characters as it helps a child to easily distinguish between them. Furthermore, VisikoKnox-Johnson (2016: 77-80) argues that many young people in today's world might suffer from different internal conflicts and problems, such as bullying or problems at home. Therefore, analysing

fairy tales where that specific internal conflict is a major theme, can be helpful in the child's struggles.

According to Bettelheim (1998: 10), the second most important thing in a child's upbringing is cultural heritage. Furthermore, he (Bettelheim 1998: 11) continues that the best way to convey this to a young child is literature. It is true that classic fairy tales do not depict the living conditions of today's mass society, as they were created long before the emergence of today's society. Yet, they convey more knowledge and insights into the problems of a human being and the right solutions to them in any society than any other type of stories that a child can understand (Bettelheim 1998: 11).

Overall, fairy tales introduce these essential and concrete experiences to children. Fairy tales start from the level where the child psychologically and emotionally is. They speak of child's difficult internal pressures in a way the child is consciously aware of and provide examples of both temporary and permanent solutions to problems that affect the child (Bettelheim 1998: 12). In a fairy tale, the internal events and problems are concretized, and they become understandable to a child when the characters and events represent them. In line with VisikoKnox-Johnson we think (2016: 80) that "children who are exposed to fairy tales can benefit greatly from them. Fairy tales are an important part of a child's development, especially in terms of their consciousness and moral development." In sum, fairy tales are excellent for language teaching as they are a rich in vocabulary and different grammatical structures. Furthermore, they provide interesting and fun source material for learning and can help further students speaking, reading and comprehension skills.

3.2.3 Authentic material

Since authenticity is one theme in *language education* (Hildén 2009: 246, by Salo 2011: 9), this chapter explains the concept of authenticity and the significance of authentic material for EFL teaching. Mustaparta (2015: 14) also points out that the NCC 2014 mentions authentic language surroundings (*kieliympäristö*), authentic situations as well as meaningful texts to students in the subject description of foreign languages.

Fairy tales correspond to the authenticity dimension of *language education* since fairy tales can be seen as authentic material.

Authenticity is one theme in *language education*, but the concept of authenticity has also its place in the field of EFL teaching. The use of authentic materials in EFL teaching has many positive effects on language learning. Authentic materials increase the students' motivation on language learning and on-task behaviour, but authentic materials also practice students' language skills in an effective way (González 2010; Peacock 1997; Pourkalthor 2017, and Lucarevschi 2016). As the students are learning through an authentic text that is produced with the target language and for the community who speaks the language, the students perceive this as learning "real language" and as being in contact with the target language community (Guariento & Morley 2001: 347).

The definition of authentic material is somewhat ambiguous, because it can have several meanings. For instance, Gilmore (2007) highlights the ambiguity of the term by listing eight possible meanings for authentic materials:

- (i) the language produced by native speakers for native speakers in a particular language community (Porter & Roberts 1981; Little, Devitt & Singleton 1989);
- (ii) the language produced by a real speaker/writer for a real audience, conveying a real message (Morrow 1977; Porter & Roberts 1981; Swaffar 1985; Nunan 1988/9; Benson & Voller 1997);
- (iii) the qualities bestowed on a text by the receiver, in that it is not seen as something inherent in a text itself, but is imparted on it by the reader/listener (Widdowson 1978/9; Breen 1985);
- (iv) the interaction between students and teachers and is a 'personal process of engagement' (van Lier 1996: 128);
- (v) the types of task chosen (Breen 1985; Bachman 1991; van Lier 1996; Benson & Voller 1997; Lewkowicz 2000; Guariento & Morley 2001);

- (vi) the social situation of the classroom (Breen 1985; Arnold 1991; Lee 1995; Guariento & Morley 2001; Rost 2002);
- (vii) assessment (Bachman 1991; Bachman & Palmer 1996; Lewkowicz 2000);
- (viii) culture, and the ability to behave or think like a target language group in order to be recognized and validated by them (Kramsch 1998). (Gilmore 2007: 98)

For our purposes, the second point is especially interesting, as it highlights the importance of conveying a real message for a real audience. In the light of this definition, fairy tales are real and authentic material, because fairy tales are written by a real author and the purpose of fairy tales is to tell a story and to convey a message for the readers. As stated earlier, fairy tales always convey an important message and express questions, such as, “What is the world really like? How should I live in it? How can I truly be myself?” (Bettelheim 1975: 51, 58, 68).

Morrow (1977, as cited in Gilmore 2007: 98) defines authenticity simply as “a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort”. In this definition of authenticity, the emphasis is on making meaning in a real situation. In addition, Collie and Slater (1987) explain that the original aim of authentic material is not to teach anything. In our thesis we base our definition of authenticity on Morrow’s and Collie and Slater’s. In sum, with reference to Morrow’s and Collie and Slater’s definition, we define authentic material as a piece of text or speech produced by a real communicator and it primarily aims at making meaning not teaching anything. This definition excludes texts that are present in EFL/ESL textbooks which are specifically designed and modified to teach some particular language features.

3.2.4 Content familiarity in language learning

This chapter discusses the concept of content familiarity and its significance on language learning, as the concept of EDIL refers to integrated teaching of ethical values

and language learning. As we have established earlier in this chapter, fairy tales commonly follow a certain plot structure and portray specific key characters. These features make fairy tales a wonderful input source for teaching and learning as these repetitive and predictable aspects make it easier for young learners to follow and familiarise themselves with the texts. As Qiu and Yi Lo (2016: 682) state, children's familiarity with the information in fairy tales may facilitate the preparation for understanding the story and learning. Additionally, Davidheiser (2007: 215) states that fairy tales are a good way of familiarizing the students with culture and the structure of a target language. Furthermore, the fact that fairy tales might be known to the students beforehand makes them easier to use in teaching and provides a nonthreatening environment. From this, we can deduce that the more familiar children are with a specific fairy tale as well as the basic fairy tale storyline, and the more predictable the fairy tale is, the easier and more accessible its study will be.

Readers understand what they read by analysing texts based on their earlier knowledge of the topic or on past personal experiences. According to an educational psychologist Ausubel (1968: xiii), the most important aspect that affects learning is what the reader knows about the text beforehand. From this we could infer that by using content material that is somewhat familiar to students, the activity can be made more meaningful, enjoyable and comprehensible. Moreover, as argued by Clifton, R. (2002: 645-646), earlier involvement and knowledge of the content material can further the students' understanding and the overall learning process. Consequently, the knowledge of the content material has a great effect on attainment.

As mentioned above, fairy tales also have repetition. The repetitive aspect makes it easier for children to follow and understand the text and it does not have to be visible in the content material only, but in the tasks that the teacher designs and plans for teaching. As Qiu and Yi Lo (2016: 682) argue "learners improve their L2 performance by repeating the same or similar tasks. There are different forms of repetition, such as repeating the same procedure with different content (procedural repetition) and repeating the same task with same content." In similar vein, Davidheiser (2007: 221-222) agrees that fairy tales are suitable to almost any level of teaching and they

strengthen it. Furthermore, he stresses the importance of repetition and by re-narrating the stories and by using targeted vocabulary the students can internalize new vocabulary. In sum, we could argue that students' familiarity with the structure of a fairy tale, the content of a specific fairy tale and / or previous experience of an exercise or a task can facilitate learning and create profitable learning conditions.

In this chapter we discussed fairy tales and their significance on EDIL. Fairy tales provide children with concrete and relatable ethical concepts instead of abstract ethical concepts, hence, they suit well for the purposes of ethical education (Bettelheim 1998: 11-12). The concept of authenticity was also discussed as it is also a significant dimension in language education and in the NCC 2014 (Mustaparta 2015: 14, Hildén 2009: 246, by Salo 2011: 9). On one hand, fairy tales correspond to the ethical dimension of *language education*, and, on the other hand, fairy tales correspond to the authentic dimension of *language education*. Lastly, the concept of content familiarity was discussed, in terms of its significance on language learning. Fairy tales commonly follow a certain plot structure and portray specific core key characters. These features make fairy tales a wonderful input source for teaching and learning as these repetitive and predictable aspects make it easier for young learners to follow and familiarize themselves with the texts. In sum, fairy tales are a versatile, interesting and natural way of teaching important life skills such as truth-telling, compassion and justice. All of which are a part of *language education* and education in general in the new Finnish National Core Curriculum of 2014.

4 PEDAGOGICAL FRAMEWORK FOR THE MATERIAL PACKAGE

As discussed in Chapter 2, *Language education*, in the core of *language education* and therefore in EDIL, is the need to teach children the importance of truth-telling, compassion and justice and to support the students' growth in a society as ethically responsible members. As it is characteristic of fairy tales to highlight existential problems of human life in a brief and focused way by simplifying all situations in accordance with the child's psychological development, these two concepts complement each other and form a basis for our material package.

In this chapter, we introduce and explain the pedagogical approaches which form the basis for the lesson plans and activities. It can be said that the ethical values and English language are the content that the material package aims at teaching and the fairy tales are the medium through which it is done. The pedagogical framework is the lens through which the material package is constructed, and it determines what kind of activities are included in it.

The pedagogical framework of this material package is based on the concepts of Communicative Language Teaching (CLT), Task-based Language Teaching (TBLT) and Co-operative Learning (CL). These three are the basis of the material package, the fundamental method and guide of how, why and what type of activities have been created in the material package. The following three methods of language teaching were chosen for the material package since, on one hand, they are linked to each other and, on the other, each of them contains features that resonate with the purposes of *language education* and EDIL through fairy tales.

As discussed earlier, language education highlights the student agency, and this goes well with the CLT approach as it emphasises learning by doing and learner participation (Shastri 2010: 40). CLT is a learner-centered approach where the teacher should merely be a facilitator (Shastri 2010: 40). Communication and the skills of listening,

speaking, reading and writing are at its center. These same features are visible in TBLT. Whereas Communicative language teaching can be seen as a broad, philosophical approach to the language teaching that is based on theory and research in linguistics, anthropology, psychology and sociology, TBLT serves as a realization of this philosophy (Nunan & Nunan 2004: 10). Moreover, TBLT emphasizes skills such as how to learn, self-inquiry as well as social and communication skills, all of which are essential parts of language education (Nunan & Nunan 2004: 12). Additionally, in a study by Meredith, Geyer & Wagner (2018), they successfully combined fairy tales with communicative approach.

Co-operative learning is especially interesting for the purposes of this thesis as the principles of *language education* include consultative learning and co-operation. In the heart of CL there are characteristics such as promotive face-to-face interaction, social and collaborative skills and group processing (Ghaith 2003: 453). All of these skills are needed in solving real-life problems, thus, CL is a well justified pedagogical approach for the purposes of *language education*.

The following chapters will introduce each pedagogical approach in more detail and explain why these approaches are suitable for the purposes of this material package. We first introduce communicative language teaching and then move on to TBLT. Lastly, we will discuss co-operative learning.

4.1 Communicative Language Teaching

Communicative Language Teaching (CLT) focuses on learning languages through communication in the target language, instead of formal teaching of rules of the language (Krashen & Terrel 1983). In the late seventies the notion of communicative competence was given more prominence, thus, fluency was considered more important than accuracy. The Communicative Language Teaching Approach was introduced in the seventies and is still popular in teaching today (Shastri 2010: 35). Shastri lists the following characteristics as important features of CLT:

- It focuses both on form and the meaning and the structure and function
- It follows the cognitive theory of learning with emphasis on learning by doing. The tasks and the activities are problem solving in nature. Total participation of the learners in these activities is ensured.
- Contextualisation is a basic requirement for learning language items.
- The emphasis is on fluency rather than on accuracy. Errors are considered to be integral part of learning.
- Procedures for teaching of the skills of listening, speaking, reading and writing are developed. Integration of skills is emphasised
- Inductive way of teaching grammar is practised.
- It is a learner-centred approach. Learner's needs are of utmost importance.
- Language learning is not getting mastery over isolated sentences but to develop an ability to participate in discourse or in writing.
- Individual group work, role-play, discussion techniques to learn a language.
- Teacher's role is that of a guide and facilitator. The teacher should be extra resourceful to develop her own material according to the needs of the learners. (Shastri 2010: 40)

From the above list, what is especially interesting for our purposes are the last four points. As discussed earlier, *language education* highlights the student agency, and this goes well with this learner-centred approach where the teacher should merely be a facilitator. Furthermore, as *language education* also highlights the importance of the ability to participate in genuine interaction – and all kinds of group work, role-plays and discussion techniques facilitate this.

The main idea behind CLT is that languages are learned through communication. Thus, as a method it favours indirect learning. However, form and structure are also given prominence. This shows, for example, in Shastri's (2010: 40) list of key features of CLT: "*It focuses both on form and the meaning and the structure and function*". Thus, one of the central issues in CLT is the place of grammar in instruction. However, the opinions on its place vary: some argue that Communicative Language Teaching does

not require an explicit focus on form, and others acknowledge that explicit grammar instruction has a place in CLT (Nunan & Nunan 2004: 9). With respect to the place of grammar in CLT, Littlewood (1981, as cited in Nunan & Nunan 2004: 9) introduced the concept of a strong and a weak interpretation of CLT. The strong interpretation avoids an explicit focus on form, whereas a weak interpretation recognizes the need for such instruction. As this material package also contains activities with direct instruction of and explicit focus on language forms, it recognizes the need for some explicit instruction, while leaving room for practicing them through communication activities.

For the purposes of this material package, using CLT as a part of our pedagogical framework is justified, because communication and the skills of listening, speaking, reading and writing are at its centre. Similarly, as *language education* emphasizes the ability to participate in genuine and authentic communication, a communicative approach is crucial for its goals too. Moreover, in *language education* there are educational goals that concern students' development, as well as goals that focus on the content of the subject, such as the past tense and vocabulary (Kohonen 2000, as cited in Mustaparta 2015: 11). Communicative language teaching also has other goals besides grammatical elements, as CLT focuses both on form and the meaning.

In addition, CLT is also linked to the National Core Curriculum 2014. The NCC acknowledges the development of social skills and the ability to express yourself in different ways in various different situations as aims of education. It is also stated in the general aims of basic education that basic education aims to promote students' development to become diverse and talented language users, both in their first language and in other languages (POPS 2014). With respect to foreign language teaching, the NCC lists guiding students to practice interaction in situations with various topics, and to encourage them to maintain communication despite possible breaks in communication as one of the aims for foreign language teaching in grades 3-6.

When defining Communicative Language Teaching, the term Task-Based Language Teaching (TBLT) is often linked to CLT. There is some confusion about whether the

two mean the same and if not, what are the differences between them. Communicative Language Teaching can be seen as a broad, philosophical approach to the language teaching that is based on theory and research in linguistics, anthropology, psychology and sociology whereas TBLT serves as a realization of this philosophy (Nunan & Nunan 2004: 10). Task-Based Language Teaching will be discussed in more detail in the next section.

4.2 Task-based language teaching

Task-based language teaching (TBLT) is a principle which emphasises learning by doing. In TBLT, the student is always an active part of the process, and TBLT aims to create interaction and communication in the target language (Nunan & Nunan 2004: 1). Overall, there are different approaches and definitions to TBLT, but as Nunan & Nunan (2004: 4) point out, what they all have in common is the fact that “pedagogical tasks involve communicative language use in which the user’s attention is focused on meaning rather than grammatical form”.

An important concept in TBLT is the concept of a task. A task can be defined in multiple ways, but all of these definitions underline the characteristic that pedagogical tasks involve communicative language use and the learners focus on making meaning rather than grammatical form (Nunan & Nunan 2004: 4). Nunan & Nunan define pedagogical task as:

a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. (Nunan & Nunan 2004: 4)

Furthermore, in the heart of the concept there are tasks which have a non-linguistic outcome. This means that students aim to work in a communicative way, performing tasks that are related to the real-world needs. These needs are the basis for selecting relevant content and input. The goal is to combine classroom language learning to

the language use outside the classroom. Moreover, TBLT emphasises tasks that take into account the learner's personal experiences and interests (Nunan & Nunan, 2004: 1-2).

As mentioned above, task-based language teaching focuses on real-world tasks in a communicative way. However, the relationship between the task and the real world is not always direct and obvious. For example, pedagogical tasks can include role plays, simulations, problem-solving tasks and information exchange tasks which activate language use and communication (Nunan & Nunan 2004: 20). The aim of pedagogical tasks is to enable learners to use their emerging language skills to produce creative language with innovative use of familiar words, structures and expressions (Nunan & Nunan 2004: 20).

When we talk about TBLT, we must also discuss the concept of *experiential learning* which is an important conceptual basis for TBLT. In experiential learning the learner takes an active part in the learning experience and furthermore, it takes into account the learner's immediate personal experience and combines it with appropriate tasks, creating a process of 'learning by doing'. (Nunan & Nunan 2004: 12) In addition, according to Kohonen (1992: 37, as cited in Nunan & Nunan 2004: 13), who according to Nunan & Nunan (2004: 12) has created the theoretical blueprint for TBLT, the idea is for the learner to take responsibility for their own learning and enable them to become self-directed, rather than the teacher establishing the tasks and guidelines. Kohonen lists the following axioms as an integral part of TBLT:

- Encourage the transformation of knowledge within the learner rather than the transmission of knowledge from the teacher to the learner.
- Encourage learners to participate actively in small, collaborative groups
- Embrace a holistic attitude towards subject matter rather than a static, atomistic and hierarchical attitude.
- Emphasize process rather than product, learning how to learn, self-inquiry, social and communication skills.
- Encourage self-directed rather than teacher-directed learning.

- Promote intrinsic rather than extrinsic motivation. (Nunan & Nunan 2004: 12)

From the above list, we can see that many of the points are similar to Shastri's (2010) main features of CLT. For example, the learner's active participation and teacher's role as a guide in the learning process. Moreover, TBLT emphasizes skills such as how to learn, self-inquiry as well as social and communication skills, all of which are essential parts of *language education*. In this sense, these points are especially relevant to us and are visible in the material package in different activities and instructions.

Input covers the material that is used in TBLT. It can be written, spoken and visual data that creates the task that students work with. As Nunan & Nunan (2004: 47-48) point out, input can be provided by the students themselves, the teacher or it can be drawn from a textbook. It can consist of letters, newspapers, postcards, recipes, songs, maps, etc. Furthermore, when we talk about input, we have to consider authenticity and as Nunan & Nunan (2004: 1) point out, TBLT stresses specifically the importance of authentic texts in learning situations. As discussed earlier, authentic material is a piece of text or speech produced by a real communicator and it primarily aims at making meaning rather than teaching any content. Therefore, what makes fairy tales authentic, is the fact that they are produced by a real writer and the aim is to convey a real message, in this case a story to a real audience. Therefore, fairy tales and TBLT are a good fit.

4.3 Co-operative learning

Co-operative learning (CL) is especially interesting for the purposes of this thesis as the principles of *language education* include consultative learning and co-operation (Mustaparta 2015). In the heart of CL there are characteristics such as promotive face-to-face interaction, social and collaborative skills and group processing (Ghaith 2003: 453). All of these skills are needed in solving real-life problems, thus, CL is a well justified pedagogical approach for the purposes of *language education*. Moreover, because CL is well suited for teaching that focuses on real-life problems, it is especially

well connected to fairy tales as they present real life problems and moral conundrums of the society we live in, in a way that is in accordance with young learners. In addition, Co-operative Learning is closely linked to Communicative Language Teaching and Task-based Language Teaching (Larsen-Freeman & Anderson 2011: 239). Hence it is logical that we chose CL learning as one of the pedagogical starting points for the material package as all three pedagogical theories are linked.

Co-operative Learning (CL) can be seen as a generic definition that encompasses various instructional techniques and practices that focus on conceptual learning and social development (Ghaith 2003: 552). Co-operative Learning includes five different models: The Structural Approach, Group Investigation, Student Team Learning, Curriculum Packages and Learning Together (Ghaith 2003: 452). Next, each model will be introduced briefly.

At the core of the Structural Approach is the use of content-free ways of managing classroom interaction which are referred to as structures. These structures can be classified into team and class building, communication, mastery and critical thinking (Ghaith 2003: 452). The idea of Group Investigation is to divide work between team members and then for each member to work on a specific task. After completing these tasks, the team together makes a group presentation (Ghaith 2003: 453). Student Team Learning combines two methods; The Jigsaw method and the Student Teams Achievement Divisions (STAD). The Jigsaw method includes reading, expert group discussion, team report, testing, and team recognition. STAD method is formed around units of teacher presentation, team study, individual quizzes, individual improvement scoring and team recognition (Ghaith 2003: 453). The fourth method, Curriculum Packages, concentrates on specific programs for teaching math and language (Ghaith 2003: 453).

Out of the five methods, the Learning Together (LT) model is especially interesting for our purposes because the use of social and collaborative skills and group processing suit well with the idea of *language education*. This model emphasizes the use

of positive interdependence, individual accountability, promotive face-to-face interaction, social and collaborative skills and group processing in teaching. The model emphasizes helping, sharing, encouraging and supporting through positive interaction among the team members and developing skills needed in small-group work, such as, conflict management and trust building. In addition, LT model includes reflection on how the team is functioning which means that the students need to analyze their group work but also ways how it could be improved (Ghaith 2003: 453). All of these skills support students' development as human beings and citizens and, in a broader sense, development of life skills. In this material package, fairy tales serve as input through which children are provided real life problems. Co-operative Learning aims at developing skills, such as, collaborative skills, which give them tools to understand and solve these problems.

Moreover, Learning Together model is more suited for our purposes as it is less prescribed and it does not include as many specific guidelines in lesson planning or "fixed" curricula, lessons and strategies (Johnson & Johnson 1998: 226, cited in Ghaith 2003: 453) as the other models. Instead, it provides a conceptual framework for co-operative teaching. This allows the teachers to apply the framework and plan teaching which is suitable for their circumstances, students' needs and school contexts (Ghaith 2003: 453). Therefore, the Learning Together is a flexible and applicable model. Since the Learning Together model provides only conceptual framework and allows the teacher to plan according to their needs, it allows us to apply it to the context of this material package.

In short, we chose these three pedagogical approaches (Communicative Language Teaching, Task-Based Language Teaching and Co-operative Learning) to create a learning environment which emphasizes interaction and encourages students to use various skills to convey their ideas and clarify their opinions. Thus, these three approaches in the material package provide a highly interactive and supportive environment and meaningful output and input. These approaches also encourage the students to be active participants in meaningful conversations and work collaboratively

to solve problems, all of which are key principles in *language education*, thus, the main focus in this thesis.

5 GOALS AND THE FRAMEWORK FOR THE MATERIAL PACKAGE

This chapter aims to give an overall account of the goals and contents of our material package as the core product of this thesis. The aims, target group and organization of the material package are described in the following sub-chapters. We will give a comprehensive description of the material package and explain the reasons for the exercises and material choices, as well as tie them together with the background theory discussed earlier.

When we think about a material package, we first have to establish what teaching material consists of. Commonly, teaching materials can be described as for example course books, videos, flash cards, games, mobile phone applications etc. that facilitate the learning of a language. Ideally, the material should take into account the informative, instructional, experiential, eliciting and exploratory nature of language learning. (Tomlinson 2012, as cited in Azarnoosh et al. 2016: 2)

According to Nicholas et. al (2011: 248-250), literature can be used as a way of motivating and engaging students and even of helping them to understand and create relationships between form and meaning. Moreover, according to Tomlinson (2003: 18 168-169), using for example literature as a means of learning a foreign language is a good way of achieving some of the objectives in foreign language learning. However, he (2003: 18, 168-169) claims that this will only happen if literature is “studied” as an experience, rather than a set text which has comprehension questions. Furthermore, he (2003: 18, 168-169) argues that good material is something that facilitates learning in a positive, relaxed and enjoyable way.

What is interesting is that the NCC does not provide any specific guidelines for materials that ought to be used in teaching but leaves it for the teachers to decide. However, for example in grades 1-2 the NCC (POPS 2014: 124, 127-128) states that students are instructed to read texts that are suitable for their abilities and that include

information that they need also in other languages. As vocabulary and structure abilities evolve, also communication and the ability to research information improve. The students' interests should also be taken into account in the selection of the materials. Furthermore, the NCC states that in grades 1-2, language is learned through singing, playing, and moving. From this, it can be deduced that materials are clearly an important part of a language learning and that the choice of the materials should take into account the learners' age and interests. Furthermore, since singing, playing and moving are mentioned as learning methods, there surely is a need for the type of material that combines these.

For grades 3-6, the NCC (NCC 2014: 219-221) states that multiliteracy and different types of texts need to be covered in EFL in grades 3-6. One aim is to guide students to understand that there is a huge amount of information available in English and that students could choose and select information that is suitable for their needs and abilities in content, but also at the level that they are capable of producing. Additionally, the NCC states that vocabulary and structure are taught through a variety of texts such as short stories, plays, interviews and lyrics. The goal is also to provide opportunities to practice more demanding language use situations and to learn how to find English material, for example from the surrounding environment, the web and the library. Furthermore, the NCC claims that a selection of texts and topics needs to take into account the spread of the English language in the world and its position as the language of global communication. Furthermore, the NCC (POPS 2014: 225) states that, with the help of playing, singing, games and drama, the students get an opportunity to test their developing language ability.

Also, in grades 3-6, different and versatile materials are mentioned, but what is interesting is that the word story/storytelling, as well as poems, rhymes etc. are mentioned mainly in the context of mother tongue teaching. However, since singing, games and drama should be a part of foreign language teaching, and they are linked to stories and fairy tales, it could be argued that they can also be a part of efficient language teaching. Therefore, we argue, there is a need for this type of material as well.

5.1 Material choices

This material package aims to advocate language teaching through fairy tales and provide a concrete tool for teachers to use in teaching ethical values and language through fairy tales. We have designed the material package within the frameworks of Co-operative Learning, Task-based Language Teaching and Communicative Language Teaching, because these approaches encourage the students to be active participants in meaningful conversations and work collaboratively to solve problems. Furthermore, as language teaching is fundamentally attached to education in general and because *language education* is a common topic in education, and as it is also acknowledged in the NCC, it is at the core of this thesis and the material package.

The NCC lists the following characteristics as a part of the value basis of basic education: pursuit of truth, goodness, and beauty, as well as justice and peace, the ability to deal with conflicts ethically and compassionately, as well as the ability to make decisions based on ethical deliberation, peer position, and informed judgment. Furthermore, according to NCC, a civilized person strives to do the right thing, appreciating themselves, other people and the environment. Additionally, a civilised person knows how to use information critically. Civilization also includes the pursuit of self-regulation and taking responsibility for one's own development and well-being.

Choosing the fairy tales was a process which included reading classic fairy tales and identifying ethical values in them that correspond the principles of *language education*. Additionally, we compared the English language features (i.e. vocabulary and grammar) in the fairy tales, with the aims and topics stated in the NCC and textbooks in grade 5 (Kanervo et al. 2017; and Kalaja et al. 2018). Finally, we chose fairy tales that, on one hand, contained ethical themes similar to those in *language education* and, on the other, were suitable for teaching language features in grade 5 according to NCC. After taking into account all of the above, we chose the following fairy tales:

- Three Little Pigs
- Snow White and the Seven Dwarfs
- The Ugly Duckling

- Little Red Riding Hood
- Hansel and Gretel
- Goldilocks and the Three Bears
- The Emperor's New Clothes
- The Tortoise and the Hare

The fairy tales we chose are from different internet sources because we did not find a website that had all our chosen fairy tales. Additionally, in some versions of fairy tales we found the story to be not suitable for our target group, as they were extremely brutal. Moreover, some of the versions did not have the linguistic features that we wanted to present. We chose to add a link in the lesson plans which guides the teacher to the website of our chosen fairy tale. The fairy tale on the website functions as a preliminary source and as one of the versions a teacher can decide to use, but it is up to the teacher to decide whether they want to use the same source or choose a different one.

With the chosen fairy tales and the versions we singled out, we aim to teach principles of *language education* such as ethical values and life skills. In accordance with the NCC and the chosen material we have, therefore, chosen the topics as follows:

- The importance of hard work and making good, long term decisions
- Understanding feelings and especially the feeling of envy (self-regulation)
- accepting other people and oneself as they are
- how to use information critically and to make informed decisions
- taking care of oneself and others and the importance of collaboration
- respecting others and understanding the possible consequences of individual actions
- pursuit of truth

In addition to teaching life skills and ethical values, *language education* aims to teach subject content objective(s), which in the case of this thesis, is the ability to use of English language. This includes vocabulary and grammar, as well as communicating

in English language in the formats of reading, writing and listening. The NCC does not give a detailed list about topics that should be covered in exact grades but leaves it to be locally decided. However, in order to make our decisions, we studied two different course books designed for grade 5 students of EFL (Kanervo, et al. 2017; and Kalaja et al. 2018). We did this because it can be assumed that many teachers in Finland use course books in their teaching and therefore it would be beneficial to cover some of the same topics. Having said that, we investigated the topics that the books covered and within the framework of the book as well as the NCC and the fairy tales that we chose, we have taken the following subject content objectives for the material package:

- vocabulary: nature, food, animals, household vocabulary, body parts, clothes and materials
- grammar and communication: adjectives and comparing adjectives, place prepositions (in front of, next to, between, opposite), the verb *to have*, singular and plural, irregular plural

5.1.1 Three Little Pigs

Three Little Pigs is a classic fairy tale which tells the story of three pigs building houses. The moral of the fairy tale is to stress the importance of hard work and making good long-term decisions. The vocabulary aspects we have chosen to teach through this story are related to nature and animals. This type of vocabulary was also chosen by Haulman (1985: 9-10) in his/her book where he/she presents the use of fairy tales in classroom. He/she for example lists the words 'straw', 'sticks', 'bricks', 'pig', 'wolf' and 'chimney' (Haulman 1985: 9-10).

5.1.2 Snow White and the Seven dwarfs

Snow White and the Seven Dwarfs tells a story of a beautiful young girl whose evil step mother becomes jealous of her envy and orders her to be killed. We chose it because through it the students can learn to understand their feelings and especially the

feeling of envy which is also connected to self-regulation. Moreover, the fairy tale is well suited in teaching the vocabulary of stock characters of most fairy tales, such as mentioned by Bagg (1991: 3-4). These are: 'witches', 'dwarfs', 'princes', 'princesses', 'kings', 'queens', 'castles', the forest, 'cottages' and comparative and superlative forms of adjectives. In the light of this, we have chosen to teach comparing of adjectives through this fairy tale as this grammatical aspect is also included in the two different course books designed for grade 5 students that we examined.

5.1.3 The Ugly Duckling

The Ugly Duckling is a classic tale about difference and how it feels to be left out of the crowd. The fairy tale is simply about "duckling" who is not suitable for anyone because he is born into a duck family and, consequently, is clearly different from the other ducklings. From birth, the ugly duckling faces unfair treatment from both his family and others nearby. He always tries to find someone who values and accepts him, but every attempt will end catastrophically. As the fairy tale describes unfair treatment and the duckling's feelings, it is well suited for teaching students the importance of accepting others as they. The story describes the feeling of being left out and the feeling of being bullied. As the characters of the fairy tale are animals, it is suitable for teaching different animals. We chose specifically barn yard animals, as the fairy tale mainly includes those.

5.1.4 Little Red Riding Hood

Little Red Riding Hood is a classic fairy tale about a young girl who gets tricked by a wolf to tell her grandmother's whereabouts. This later leads to the wolf eating the grandmother and the little girl. We chose this fairy tale because it helps to show how to use information critically, how to make informed decisions and stress the importance of being cautious about sharing personal information. Furthermore, Davidheiser (2007: 223) has also mentioned the fairy tale when talking about fairy tales and the repetitive aspects in them. Here, for example the discussion between the disguised wolf and Little Red Riding Hood where they go over different body parts by

saying “what big eyes you have” is a good example of such repetition. Consequently, this fairy tale is well suited for teaching different body parts to students.

5.1.5 Hansel and Gretel

This fairy tale is about a brother and sister who are abandoned in the woods by their father and stepmother. Later they find a gingerbread house that belongs to an evil witch and are captivated by her. Together they are able to escape the witch’s house and find their way back home. It is their resourcefulness and their co-operation that saves them from the witch, thus, we chose this fairy tale to elaborate the importance of teamwork and taking care of one another. In addition, this fairy tale is suitable for teaching food related vocabulary as the witch’s house is filled with different kinds of sweets.

5.1.6 Goldilocks and the Three Bears

Goldilocks and the Three Bears is a story where a little girl breaks into the Three Bears’ house and goes through their belongings. We chose the fairy tale because it is good for teaching students about respecting others and understanding the possible consequences of individual actions. Furthermore, as Haulman (1985: 2-3) states, this particular fairy tale provides excellent repetitive and predictive aspects such as the sentences “someone has been eating my porridge”. Additionally, the fairy tale has lots of household related vocabulary which provide fruitful material for teaching such vocabulary to students.

5.1.7 The Emperor’s New Clothes

The Emperor's New Clothes is a classic fairy tale of a vain emperor who loves new clothes and hires two tailors to make him the finest new outfit. The two tailors claim that they have a piece of fabric that only the smartest can see and, therefore, neither the emperor nor his staff dares to admit that they cannot see anything. As a consequence, everyone admires loudly the beautiful fabrics and their patterns, when in

fact, the emperor is bare naked. Since no one, including the emperor, admits that they cannot see anything, the emperor walks down naked in front of the public. This fairy tale demonstrates that one must not let pride or fear keep them from speaking up and the importance of telling the truth. In addition, as the plot of the fairy tales is connected to clothes, we chose to teach clothes and materials related vocabulary with this fairy tale.

5.1.8 The Tortoise and the Hare

The Tortoise and the Hare is a story where a tortoise and a hare compete in race where the fast hare loses due to his arrogance. The moral of the story aims to make the students understand that everyone has different strengths and motivate students to be truthful. In addition, Lwin (2015: 79) mentions that “tales in which characters try to deceive each other using trickery (often to overcome a stronger opponent), are similarly useful materials to motivate learners to provide critical responses and justify them.” He/she also mentions that The Hare and the Tortoise is a good example of such a story. With this fairy tale, we want to teach the importance of understanding that everyone has different strengths.

5.2 Target student group

The content of the material package is intended for grade 5 students. The reason for aiming our package at this target group is that by that year group, the students have already studied the English language for a minimum of three years, and therefore, have a basic understanding of the language and basic skills to communicate in different situations.

The students’ age and level of language proficiency also affect the content and tasks that we have chosen in the material package. Since grade 1 and 2 students cannot be expected to read and write fluently in Finnish or English, it restricts the activities and the material as we wanted the activities to include reading and writing. Therefore, in the beginning of deciding the target group we defined our preliminary target group

as students at grades 4-6 in the Finnish education system. The NCC (POPS 2014: 220) states that the aims of English language teaching for grades 3-6 are to guide the students to work with varying levels of spoken and written texts using different strategies of understanding. Furthermore, the aims at these levels of the primary school in Finland is to learn how to listen, speak, read and write different topics of English. Central topics are friends, family, school, hobbies and free time. In addition to these, other topics are selected together. Taking into account the themes of the fairy tales and the NCC, we chose the target group as grade 5 students but there is some overlapping with grade 4 and grade 6 topics. This leaves room for the teachers to readjust and modify their teaching when using this material package.

5.3 Structure of the material package

A previous study conducted by Meredith, Geyer & Wagner (2018), consisted of an introductory German course at a research university where the students studied the classic fairy tale Cinderella. In their study the aim was to teach real-life issues like gender stereotypes and roles by using the target language. In their study, the lessons were structured into “prior”, “during” and “post” activities. The “during” activities were in-class activities that were divided into warm-up activities which had for example an exercise where the students had to look at pictures and then describe what they saw as well as drawing pictures. Additionally, there were story activities where in order to help the students to remember the plot, they had to match sentences and sentence parts in order to recreate the story (2018: 95-102).

Additionally, Haulman (1985: 5-6) suggests these following steps for using fairy tales in classroom:

- (1) introduction of vocabulary and concepts
- (2) story presentation using any props or dramatic techniques necessary and available
- (3) language activities to practice, review, or extend story vocabulary or structures

For example, activities designed to practice, review, or extend the vocabulary or structures in the story should be presented. Pattern drills, games, songs, worksheets, puzzles, or any activities that provide variations and practice with language are appropriate here.

(4) reinforcement and follow-up activities such as summarizing and discussion

After working with the language of the story, children should be given an opportunity to review and summarize the story content or to reinforce the values or story's implications. (E.g., Little Red Riding Hood should not have spoken to a stranger when she was alone in the woods.)

(5) the last step is to use the story language, themes, or topics to integrate with other content area-related activities.

(Haulman 1985: 5-6)

We have constructed our material package and lesson plans not in an identical way to these but in a similar way. We base the structure of our lesson plans to these “guidelines” presented above and come up with the following structure of main components:

- Introduction
- A vocabulary pre-task
- Fairy tale
- Discussion
- Task / Activity

The material package includes sixteen 45-minute lesson plans, two for each fairy tale. The first of the two lessons are generally designed for introducing the fairy tale and its theme. The fairy tale is also always read during the first lesson. The second lesson will discuss the theme in more depth and includes the main task around the ethical theme. However, it varies whether the language topic is covered during the first or the second lesson, depending on the theme and tasks. The material package also

gives detailed lesson plans which include the required materials that are needed for each lesson as well as the specific aims for each class.

Moreover, the material package includes a guide for the teacher on how to use the material package. This guide gives instructions on how to utilize the lesson plans, how to incorporate them in their teaching and the aims of each lesson plan. For example, the guide introduces the fairy tales and their themes and the different activity types. The guide also introduces the themes of EDIL, fairy tales and all three pedagogical strategies (Communicative Language Teaching, Task-based Language Teaching, Co-operative Learning) that form the base for the activities. Furthermore, it explains why these fairy tales and pedagogical strategies have been chosen.

5.4 Activity types

Previously we established the main components and outline of the lesson plans. Next we will discuss each component separately and highlight some of the more unfamiliar activity types present in the material package. In addition, we highlight the connections between the pedagogical framework and the chosen activities. We will introduce the main components in the same order as they appear in the lesson plans:

- Introduction
- A vocabulary pre-task
- Fairy tale (reading)
- Discussion
- Main task / Activity

5.4.1 Introduction

Each lesson begins with an introduction task. As there are two lessons per fairy tale, the aim of the introduction task differs according to whether it is the first or the second lesson. The aim of this task type during the first lesson is to always introduce the fairy tale and the characters to students. The introduction activity allows students to

orient to the theme of the lesson which will ensure that every student has a general idea of the topic. The aim of the introductory task at the beginning of the second lesson is to remind the students of the plot and the main theme of the fairy tale. However, both of the introduction tasks are always conducted together as a whole group or in small groups. Here the idea is that the teacher gently guides the students towards recognising and becoming aware of the topic and to use their prior knowledge on fairy tales.

As Meredith, Geyer & Wagner (2018: 95-102) did in their study, we also use pictures for the introductory tasks. For instance, in the first lesson of *The Three Little Pigs* the teacher introduces the topic by showing pictures (a wolf, pigs, straw, a house etc.) related to the fairy tale. Then the students have to guess which fairy tale they belong to and, depending on their familiarity with the fairy tale, the students can tell everyone what they remember from the fairy tale. The teacher can ask further questions on the characters and the overall plot, but the main idea is that the students are active participants in the task. The second lesson of *The Three Little Pigs*, starts with an introduction task where the same pictures are used, but in a slightly different way. Here the aim is to remind the students of the plot and the main theme of the fairy tale. By using pictures, the students explain the storyline to each other either in English or in Finnish, depending on their language proficiency. After this, at least one volunteer will explain the main storyline to the whole group which will allow the teacher to observe the students' understanding and make sure that everyone has the right idea of the theme. The meaning of this is to familiarize the students with the plot and the ethical theme will be discussed later.

5.4.2 Vocabulary pre-task

In the material package, vocabulary that is needed in the understanding of each story is taught in various ways. Koushki (2019: 143) for example mentions a personal glossary as one fairy tale language activity. In line with that, the vocabulary in our lesson plans is presented to students in the form of pictures or word lists, which the students always glue to their notebooks and write the corresponding words in English

and in Finnish. By doing this, the students will have the key vocabulary available for them at all times during the lessons and they will practice the correct spelling of the words.

Other vocabulary exercises include the vocabulary dice, a drawing activity, Kim's game, mime and Alias. Through these activities, the students are required to use their abilities in both English and Finnish, and their abilities in speaking and writing as well as listening will improve. Furthermore, using different types of vocabulary exercises gives the lessons versatility. As the activities are mostly done in participation with other students, the concepts of CLT, TBLT and CL are incorporated into teaching and learning. Furthermore, as established earlier in this thesis, co-operating and communicating with other people are also at the heart of *language education* and, therefore, relevant to this thesis. After each vocabulary exercise, the words are repeated together in order to rehearse the words and their pronunciation.

The main idea for teaching vocabulary through these types of exercises is that the students are in an active role and try to find solutions either on their own or with the help of other students. This, students' active role as learners, is a central idea in all three pedagogical approaches that are in the heart of this thesis. Furthermore, by activating students the teacher is able to monitor the students' knowledge of the vocabulary as well as guide them if needed. The teacher's role is vital in introducing the activity and towards the end of the activity when the vocabulary is pronounced together.

5.4.3 Reading and discussing the fairy tale

The fairy tale that has been introduced to the students at the beginning of the lesson is always read during the first lesson. The teacher always reads the fairy tale out loud to the whole class. As Mikešová (2006) points out, teacher reading the story leaves room for the childrens' imagination and maximises the engagement (cited in Koushki 2019: 143). Additionally, reading the story out loud to the students is a good way to calm the classroom and enjoy a story time together. By going through the fairy tale in

the same way every time makes it easy for all students to anticipate what the lesson will include. As we will later state in the material package, it would be advisable and beneficial to use different tones and to 'be in character' while reading the text as it will facilitate the students' understanding as well as make the story more entertaining.

After reading the fairy tale and making sure that everyone has understood the main plot of the story, there is a discussion on the moral of the fairy tale. The discussion is mainly in Finnish, but in case of an extremely proficient group, the discussion can be held in English. For example, in the first lesson of *The Three Little Pigs* the teacher shows statements about the story. Depending on the proficiency level of the students, they get 5-10 minutes to think whether the statement is true or false. This type of True or False activity is also suggested by Davidheiser (2007: 223). After this, the teacher goes through the statements one by one and asks the students to raise their right hand if they think the statement is true and to raise their left hand if they think it is false. The teacher can ask clarifying questions etc. making sure that everyone has a general idea of the plot. Furthermore, in the second lesson, the morale of the fairy tale is discussed in the following way:

Each pair/group is given a deck of cards. In each card there is a question/statement (in English) relating to the moral of the story. In small groups/pairs they pick a card one by one and discuss each question/statement (in Finnish). After this, the teacher chooses as many cards as there are groups and assigns one question for each group to answer for the whole group discussion. By doing this the students are given an opportunity to recap the story as well as the values of the story.

5.4.4 Main tasks of the lessons

As per Haulman's steps 4 and 5 (1985: 5-6) the students should be given a chance to reinforce the story's values. Therefore, the idea of the main tasks is for the students to work together around the moral of the story. The aim of these tasks is to concretize the theme and to combine it with the language aspects that have been taught i.e.

theme vocabulary. The main tasks differ according to the lessons and they are designed in a way that require the students to rehearse skills, such as negotiating, collaborating and critical thinking. All of which are part of *language education*. Koushki (2019: 142-143) also mentions these skills as being present in fairy tales.

As an example, in the main task in *Goldilocks and the Three Bears*, the students work in small groups and create a play. They have to do it in English and swap the roles of Goldilocks and the bears. In doing this, they have to think about the morale of the story and the importance of respecting others and their property, privacy and boundaries. The students can be encouraged to also think about the following questions: What is Goldilocks's home like?, What do the bears do there?, How is Goldilocks feeling?, How is the situation resolved?

5.4.5 Activities concentrating on linguistic features of the fairy tales

As Koushki (2019: 141-142) argues, fairy tales are excellent for teaching linguistic features:

“Students can be asked to scan for adjectives and adverbs; this builds vocabulary in addition to students' grasp of comparative and superlative forms. For that matter, any form of grammar contextualized in an engaging fairy tale is more authentic than the disconnected sentences found in grammar books”.

(Koushki 2019: 141-142)

Therefore, we have included activities that also concentrate on the linguistic features of the fairy tales. Moreover, besides ethical values, *language education* also aims to teach subject content objective(s), which in the case of this thesis, is the ability to use English language. This includes vocabulary and grammar, as well as communicating in English language in the formats of reading, writing and listening. Throughout the lesson plans, we have incorporated tasks that focus on the specific language features present in the stories. In each story, there is one language feature that we want to focus on. This is important for our aims, because *language education* aims to teach language as well as ethical values. In addition, each fairy tale focuses on one language

aspect. For example, *Snow White and The Seven Dwarfs* focuses on adjectives and comparing them. As the character names contain adjectives and there is a large number of adjectives in the fairy tale, adjectives are a good language aspect to teach.

Another example is from the second lesson of *The Three Little Pigs*, which introduces house related vocabulary to students. The teacher shows a picture of a house with vocabulary explanations and the words are first pronounced together. Next, the teacher asks the students which words they remember being mentioned in the fairy tale. The teacher can circle the words or write them down. After this, the students design their own houses by drawing them on paper. They also name the parts of the house using the house related vocabulary that was introduced earlier. Then each student presents their house in pairs or in groups (in English). The teacher can give students example phrases that they can use. This house theme corresponds to the setting of the fairy tale and, at the same time, teaches theme vocabulary.

Overall, in accordance with the teaching of vocabulary of the fairy tales, also the teaching and learning of language aspects sees students as active agents where they need to solve problems in order to get the exercises done. Thus, the activities are designed to support students' active agency.

6 DISCUSSION & CONCLUSION

The aim of this thesis was to produce a material package for Ethical Education and Integrated Language Learning (EDIL) through classic fairy tales for young learners. As the new NCC and *language education* highlight the importance of teaching and supporting children in their development of becoming human beings and citizens, we argued that there was clearly a need for a material package that takes these aspects into consideration, as there are no existing material packages concentrating on how to combine English language learning and ethical values. Overall, this thesis and the material package aim at raising awareness and to provide new information and concrete tools on how to incorporate language teaching and teaching ethical values and life skills to young learners.

As the aim of this material package is to teach ethical values, we discussed the term *language education* which in short means teaching more general educational goals and content. However, defining the concept of language education is not a simple task, as it depends on what features (e.g. intercultural competence, authenticity of learning, collaboration and consultative learning) are considered important enough to being included in language education and what features are emphasized.

We discussed the term CLIL which refers to Content and Language Integrated Learning but found the term inadequate for the purposes of this thesis, as it is too vague. Therefore, we introduced the concept of Ethical Education and Integrated Language Learning (EDIL). This concept encompasses ethical education and language integrated learning. Thus, it is close to the concept of *language education*, yet the term EDIL is more concrete and contracted. Therefore, it indicates more precisely the aim of this thesis. In addition, with the concept of EDIL we also want to move away from the term *language education* which we found challenging to define and to distinguish from the notion of language education.

Since ethical values and English language are the content that the material package aims at teaching and the fairy tales are the medium through which it is done, we discussed the significance of Fairy tales and EDIL. Fairy tales introduce essential and concrete experiences to children. Fairy tales start from the level where the child psychologically and emotionally is. They tales commonly follow a certain plot structure and portray specific core key characters. These features make fairy tales a wonderful input source for teaching and learning as these repetitive and predictable aspects make it easier for young learners to follow and familiarise themselves with the texts. Overall, fairy tales are excellent for language teaching as they are a rich in vocabulary and different grammatical structures. Furthermore, they provide interesting and fun source material for learning and can help further students speaking, reading and comprehension skills.

What this thesis shows is that fairy tales can be easily implemented in teaching ethical values and English language. From the previous research, we found that fairy tales have been used in EFL classroom as a medium of teaching themes such as gender inequality. Although, gender issues are not in the heart of this thesis, it shows that fairy tales can be effectively used in combining the teaching of English language and content through fairy tales. Additionally, in previous research, fairy tales have been used in teaching values, such as cooperation, in native language.

The thesis also introduces the pedagogical framework through which the material package is constructed. The pedagogical framework is the fundamental method and guide of how, why and what type of activities have been created in the material package. The pedagogical framework consists of the following three approaches: Communicative language learning, Task-based language learning, and Co-operative language learning.

All three approaches highlight student agency, learner participation as well as communication and the skills of listening, speaking, reading and writing. All of which are also visible in the aims of language education. Moreover, in the heart of CL there are characteristics such as promotive face-to-face interaction, social and collaborative

skills and group processing. All of these skills are needed in solving real-life problems, thus, CL is a well justified pedagogical approach for the purposes of *language education* as it includes consultative learning and co-operation.

The actual material package is constructed based on the lesson plan structures presented by Meredith, Geyer & Wagner (2018) and Haulman (1985: 5-6). By following their guidelines, we designed the structure of our lessons plans which is the following:

- Introduction
- A vocabulary pre-task
- Fairy tale (reading)
- Discussion
- Main task / Activity

The material package can be used as a whole or in separate parts during the school year. All the activities have been created by following the pedagogical framework introduced in the theoretical framework.

The main limitation of the material package is the fact that it has not yet been experimented in a real classroom. For example, for some groups the timing of two 45-minute-lessons is too strict and the language choices may need to be altered to correspond with their language competences. On the other hand, we discuss this issue in the introduction part of the material package where we guide teachers on how to use this package and urge teachers to modify the package according to their and their group's needs.

Overall, in the future, the thesis could be implemented in action in order to expand the thesis and the information and examine the results gained from the experiment. Meanwhile, the material is presented in the appendix and is ready to be used for the purposes of anyone who is interested in EDIL.

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APPENDIX – THE MATERIAL PACKAGE

This is a material package for using fairy tales in Ethical Education and Integrated Language Learning (EDIL), which is a concept created by the authors of this thesis. As the reformed NCC stresses thinking and learning to learn, taking care of oneself and managing daily life, we felt that there is a need for a material package that aims at teaching that. Therefore, in the heart of EDIL, is the need to teach children the importance of truth-telling, compassion and justice and to support the students' growth in a society as ethically responsible members. As it is characteristic of fairy tales that they highlight existential problems of human life in a brief and focused way by simplifying all situations in accordance with the child's psychological development, these two concepts complement each other and form a basis for our material package.

The material package is mainly aimed at grade students, but it can be used for other year groups as well, depending on the group's proficiency in English. The activities are designed according to the three pedagogical approaches, which are Communicative Language Teaching, Task-based Language Teaching and Co-operative Learning. These approaches highlight student agency, genuine communication and collaborative skills, and were chosen because they fit well with EDIL and the material. We chose these three pedagogical approaches to create a learning environment which emphasizes interaction and encourages students to use various skills to convey their ideas and clarify their opinions. Thus, these three approaches in the material package provide a highly interactive and supportive environment and meaningful output and input. These approaches also encourage the students to be active participants in meaningful conversations and work collaboratively to solve problems, all of which are key principles in *language education*, thus, the main focus in this thesis.

The material package gives sixteen 45-minute lesson plans which include the required materials that are needed for each lesson as well as the specific aims for each class. The first of the two lessons is generally designed for introducing the fairy tale and its theme. The fairy tale is also always read during the first lesson. The second

lesson will discuss the theme in more depth and includes the main task around the ethical theme. However, it varies whether the language topic is covered during the first or second lesson, depending on the theme and tasks. The lesson plans in the material package include the following main components:

- Introduction
- A pre-task (often vocabulary)
- Fairy tale
- Discussion
- Task / Activity
- evaluation

Each lesson entity starts with a list stating the theme, learning outcomes and aims for the entity. Additionally, it also includes a link to the source material (fairy tale).

The fairy tales we chose are from different internet sources because we did not find a website that had all our chosen fairy tales. Additionally, in some versions of fairy tales we found the story to be not suitable for our target group, as they were extremely brutal. Moreover, some of the versions did not have the linguistic features that we wanted to present. We chose to add a link in the lesson plans which guides the teacher to the website of our chosen fairy tale. The fairy tale on the website functions as a preliminary source and as one of the versions a teacher can decide to use, but it is up to the teacher to decide whether they want to use the same source or choose a different one.

The actual lesson plan starts with an introduction task. As there are two lessons per fairy tale, the aim of the introduction task differs. The aim of this task type during the first lesson is to always introduce the fairy tale and the characters to students. The introduction activity allows students to orientate to the theme of the lesson which will ensure that every student has a general idea of the topic. The aim of the introduction task at the beginning of the second lesson is to remind the students of the plot and the main theme of the fairy tale. However, both of the introduction tasks are always

done together as a whole group or in small groups. Here the idea is that the teacher gently guides the students towards recognising and becoming aware of the topic and to use their prior knowledge on fairy tales.

The vocabulary is often presented to students in the form of pictures or word lists, which the students always glue to their notebooks and write the corresponding words in English and in Finnish. By doing this, the students will have the key vocabulary available for them at all times during the lessons and they will practice the correct spelling of the words. Other and/or additional vocabulary exercises include for example the vocabulary dice, a drawing activity, Kim's game, mime and Alias that are all used to rehearse the vocabulary of the fairy tales. Through these activities, the students are required to use their abilities in both English and Finnish, and their abilities in speaking and writing as well as listening will improve.

In addition to teaching life skills and ethical values, EDIL aims to teach subject content objective(s), which in the case of this thesis, is the ability to use of English language. This includes for example vocabulary and grammar, as well as communicating in English language in the formats of reading, writing and listening. Throughout the lesson plans, we have incorporated tasks that enhance the students' abilities in vocabulary and grammar. In addition, each fairy tale focuses on one language aspect.

The fairy tale that has been introduced to the students at the beginning of the lesson is always read during the first lesson. The teacher always reads the fairy tale out loud to the whole class. Reading the story out loud to the students is a good way to calm the classroom and enjoy a story time together. By going through the fairy tale in the same way every time, makes it easy for all students to anticipate what the lesson will bring. Moreover, it would be advisable and beneficial to use different tones and to 'be in character' while reading the text as it will facilitate the students' understanding as well as make the story more entertaining. After reading the fairy tale and making sure that everyone has understood the main plot of the story, there is a discussion on the moral of the fairy tale. The discussion is aided by questions that are presented in

the PowerPoint that we have prepared for the material package. The discussion is mainly in Finnish, but in case of a proficient group, the discussion can be held in English. The idea of the main tasks is for the students to work together around the moral of the story. The aim of these tasks is to concretize the theme and to combine it with the language aspects that have been taught i.e. theme vocabulary.

As this material package has not been used in actual English language lessons yet, we urge the teachers to modify the materials to meet the needs of their group. For example, for some groups the timing of two 45-minute-lessons is too strict and the language choices may need to be altered to correspond to their language competences. For instance, the use of English is always encouraged, however, discussing the ethical themes might be easier to go through together in Finnish. Furthermore, the language choices and other class management issues are left to the teachers to decide.

Additionally, in order to help the teachers with the implementation of these lesson plans, we have created a slideshow with the materials needed for the activities. The materials include pictures and worksheets that need to be printed out for the students. We hope that teachers find this material package inspirational and helpful and implement it in their work of raising young minds.

Material package

“Life itself is the most wonderful fairy tale”

- Hans Christian Andersen

If you want your children to be intelligent, read them fairy tales. If you want them to be very intelligent, read them more fairy tales.

-Albert Einstein

The Three Little Pigs

Source: <https://americanliterature.com/childrens-stories/the-three-little-pigs>

Ethical theme: Don't cut corners

Learning outcomes and aims: To familiarise students with house related vocabulary and to talk about the importance of hard work and making good long-term decisions

Lesson 1

❖ Introduction

Aim: To introduce the fairy tale and the characters to students

- The teacher shows pictures related to the fairy tale (Slide 3). Then the students have to guess which fairy tale the pictures belong to.
- Depending on the familiarity with the fairy tale, the students can tell everyone what they remember from the fairy tale. The teacher can ask further questions on the characters and the overall plot, but the idea is not to go through the whole plot in full.

❖ Pre-task - Vocabulary

Aim: To familiarise the students with the content vocabulary

- Each student is given a worksheet (Slide 4) which has the same pictures. The students work in groups or in pairs and try to find/guess the correct English word for each picture. They write down both the English and the Finnish word on the worksheet. The students glue the worksheet into their notebooks.
- After everyone has finished, one member of each pair/group gets to write down one word (in English and in Finnish) on the blackboard under the pictures which the teacher has printed out and placed on the black board. Then these words are pronounced together.

❖ **Fairy tale - Listening the story and going through the main points of the plot**

Aim: Enjoying the story time and having an understanding of the main events

- The teacher shows statements (Slide 5) about the story (in Finnish). Depending on the proficiency level of the students, they get 5-10 minutes to think whether the statement is true or false. After this the teacher goes through the statement one by one and asks the students to raise their right hand if they think the statement is true and to raise their left hand if they think it's false. The teacher can ask clarifying questions etc. making sure that everyone has a general idea of the plot.

Lesson 2

❖ Introduction

Aim: Revising the main events of the fairy tale.

- Using the same pictures as in the introduction task in the previous lesson (Slides 3 & 7), students work in small groups/pairs and explain the storyline in Finnish.
- One volunteer will then explain the main storyline in Finnish to the whole class.

❖ Discussion - Talking about the moral of the fairy tale (the importance of hard work and making good long-term decisions)

Aim: To bring forward the moral of the story and connect it to students' own lives

- Each pair/group is given a deck of cards (Slide 8). In each card there is a question (in Finnish) relating to the morale of the story. They pick a card one by one and discuss each question (in Finnish).
- The teacher chooses as many cards as there are groups and assigns one question for each group to answer for the whole group discussion. Depending on the group dynamics and abilities, the teacher might choose to pick questions that are more general rather than personal. Additionally, depending on the group, the discussion can either be more structured or free-floating.

❖ Task / activity - Designing houses and practising house related vocabulary.

Aim: Concrete realization of the moral and using house related vocabulary.

- The teacher shows pictures related to house vocabulary (Slide 9). The words are first pronounced together. After this the teacher asks the students which words they remember being mentioned in the fairy tale.

Furthermore, the students brainstorm and try to remember other house related words that they know. The teacher should write them down on the blackboard.

- After this, the students design their own houses by drawing them on paper. They also name the parts of the house using the house related vocabulary that was introduced earlier.
- Then each student presents their house in pairs or in groups (in English). The teacher can give students example phrases that they can use (Slide 10).
- After the drawing activity the students try to build as steady houses as they can. For this activity students can use materials such as ice cream sticks, straws, blue tack, building blocks, Legos, Jenga blocks or any kind of materials that are available at school. Here the teacher should remind the students about the importance of careful planning and being persevering in their work.
- Before students begin with this following role play, the teacher should go through the lines (Slide 11) that appear in the fairy tale. The teacher can leave the slides open as the students do the activity
- After completing their houses, the students take turns in being a wolf and a pig. The wolf tries to blow down the pig's house. In this role play they use the lines that they learned earlier.

❖ **Concluding task:**

Aim: To reflect on what students have learned during the lessons.

- Students are given 2 minutes to think what they think is the one most important thing to remember from these lessons (they can write in English or in Finnish).
- Then each student writes down their opinion on a post-it note and the teacher then collects them. The teacher can decide to read some of them out loud or put them up on a wall etc. for everyone to see and create further discussion if wanted.

Snow White and the Seven Dwarfs

Source:<https://www.storiestogrowby.org/story/snow-white-and-the-seven-dwarfs-bedtime-stories-for-kids/>

Ethical theme: Envy

Learning outcomes and aims: to understand what envy is, what it feels like and what to do if you are feeling envious. Adjectives and comparing short adjectives

Lesson 1

❖ Introduction

Aim: To introduce the fairy tale and the characters to students

- Teacher tells the name of the fairy tale to the students and writes down words on a blackboard. Students have to think how they relate to the story. Here are some examples of words that the teacher can use.
 - magic mirror
 - huntsman
 - stepmother
 - woods
 - apple
 - scared
 - beautiful
 - dwarf
 - snow white

❖ Pre-task

Aim: To familiarise the students with the content vocabulary

- The teacher will give each student a list of key vocabulary which the students glue into their notebooks (Slide 13). Then they listen and repeat the words after the teacher.

❖ **Fairy tale - Listening the story and going through the main points of the plot**

Aim: Enjoying the story time and having an understanding of the main

- The teacher reads the fairy tale out loud to students

❖ **Ensuring general comprehension**

Aim: going through the main points of the plot

- In Finnish, in small groups / in pairs the students think about the following words and how they relate to the fairy tale (Slide 14). They should write their answers down.

❖ **Discussing envy**

Aim: To bring forward the morale of the story and connect it to students' own lives

- Discussion in Finnish. Discussion can be held either in small groups or as a whole group discussion.
 - Miksi kuningatar oli ilkeä Lumikille?
 - Miksi Lumikki pakeni metsään?
 - Oletko itse ikinä ollut kateellinen toiselle? Miltä se tuntuu? Mitä olet halunnut tehdä?
 - Oletko miettinyt, että poistaako se sinulta mitään, jos vaikka kaverilla on jotain?
 - Olisiko Lumikki voinut tehdä tai sanoa jotain? Olisiko voinut kertoa jollekin? Kenelle sinä voisit kertoa?

Lesson plan 2

❖ The beginning of the lesson / introduction

Aim: Revising the main events of the fairy tale.

- Using the slide from the previous lesson (Slide 14) the students tell each other in Finnish or in English, what happened in the fairy tale. They use the words as a helping tool to tell the story.

❖ Finding adjectives (Slide 16)

Aim: To familiarise the students with adjectives

- A brief discussion on adjectives. What are they? Where do you use them? The students discuss with a friend and write their ideas down. The teacher can write the ideas down on the slide (Slide 16)
- The teacher divides the class into smaller groups and divides the text into small chunks. Then the teacher gives each group one chunk. The task is to find adjectives from the text. Students should write them down in their notebooks.
- One by one, each group comes to the blackboard and writes down the adjectives they found
- Together as a class, come up with more adjectives that you know and have learned.
- Let's admire the amount of words the students know and maybe take a picture of them. Then the words are pronounced together after the teacher.

❖ Comparing short adjectives - theory

Aim: Introducing the idea of comparing adjectives.

- The teacher gives the students a worksheet (Slide 17) and fill in the worksheet together.

❖ Comparing short adjectives - practice

Aim: to rehearse comparing adjectives.

- The teacher writes adjectives on post-it notes. Then the notes are hidden inside or outside the classroom. The students then hunt down the adjectives and write them and their comparative and superlative forms in their notebooks.

The Ugly Duckling

Fairy tale: The Ugly Duckling

<https://www.dltk-teach.com/fairy-tales/ugly-duckling/story.htm>

Ethical theme: accepting others as they are, a person should not be judged by their appearance, bullying

Learning outcomes and aims: Familiarize students with barnyard animals. Understanding the importance of accepting others as they are and remembering that we are all different in our own way and we should not judge or bully others.

Lesson 1

❖ Introduction

Aim: To introduce the fairy tale and the characters to students.

- There are pictures (Slide 19) hidden in the classroom and the corridor. Some of the pictures relate to The Ugly Duckling fairy tale and others do not. The students' job is to find the pictures and after they have found all of them, the pictures are gathered on the floor in the centre of the classroom.
- Everyone gathers around the pictures and starts to think which pictures might be related to each other and what fairy tale might be in question. The teacher can help with some guiding questions if needed. I.e. *There seems to be a lot of animal pictures, do you know any fairy tales with animals? (students can use either language)*
- Whether or not the students have come up with the correct answer, after about 5 minutes the teacher will tell which fairy tale is about to be studied.

❖ Vocabulary

Aim: To familiarise the students with the content vocabulary

- The teacher will give each student a list of key vocabulary (Slide 20) which the students glue into their notebooks. Then they listen and repeat the words after the teacher before moving on to the next activity.
- In small groups or in pairs, the students will play a game of *Vocabulary dice* (Slide 21). Each pair/group is given a dice. Students take turns and choose a word from the vocabulary list (but do not tell which word) then s/he rolls the dice and checks the slide show (slide 6) what to do. For each number of dice there is a task. For example, number 1 *Draw the word*, means that a student needs to draw a picture of the *word and others have to guess the word in English and in Finnish*.

❖ **Fairy tale**

Aim: Enjoying the story time and having an understanding of the main events.

- Teacher reads the fairy tale.

❖ **Discussion / Comprehension**

Aim: To make sure that everyone has understood the basic storyline, introducing the moral theme.

- The students are given small pieces of paper with a key sentence in each (in English) (Slide 22). The students need to line them up in a chronological order per the fairy tale.
- After finishing, they read the whole story that comes up from the sentences.
- One of the groups can read the story out loud to everyone if they want to.

Lesson 2

❖ Introduction

Aim: To remind the students about the storyline and the moral topic

- Kind or unkind behaviour. Each student is given a red angry face and a yellow happy face (Slide 24).
- The teacher reads sentences in English (if needed also in Finnish) (Slide 25) from the story out loud to everyone. The sentences are situations where there is some kind of human behaviour.
- The students then decide individually, whether the behaviour described in the sentence was kind or unkind. They then lift one of the *faces* up accordingly. The idea of this is to raise discussion and remind the students about the plot.

❖ Main task

Aim: Concrete realization of the moral and using animal related vocabulary.

- In small groups, students create a paper puppet show. Teacher has printed pictures of different barnyard animals (Slide 26). The students choose an animal for each member of the group. They have to find out the English word for the animal and write it down on the line under the picture. They can also name the animals (i.e. *Dave the cow*).
- The students have to come up with a short paper puppet show (in English) around the theme of bullying.
- Each group will then present their show with the paper puppets under the documentary camera or in front of a class etc. This task takes time and students should be encouraged to think about their storyline, the characters and the use of English.

Little Red Riding Hood

Fairy tale: Little red riding hood <https://americanliterature.com/childrens-stories/little-red-riding-hood>

Ethical theme: don't trust just anyone

Learning outcomes and aims: To talk about the importance of being cautious, especially on social media. Parts of the body vocabulary

Lesson 1

❖ Introduction - Puzzle

Aim: To introduce the fairy tale and the characters to students

- Under the document camera, the teacher builds a puzzle (Slide 28) piece by piece and students have to guess which fairy tale might be in question. After completing, the teacher introduces the names of some of the characters
- The teacher will give each student a list of key vocabulary (Slide 29) which the students glue into their notebooks. Then they listen and repeat the words after the teacher.

❖ Fairy tale

Aim: Enjoying the story time and having an understanding of the main events.

❖ Discussion

Aim: To make sure that all students have an overall understanding of the plot and introducing the moral theme.

- Teacher shows a slide (slide 30) which has 9 words/phrases. In pairs/small groups students discuss in Finnish how the words relate to the fairy tale.
 - After a few minutes, the teacher asks each pair/small group to explain to others, how the word relates to the story.
- ❖ Whole group discussion about what happened to Little Red Riding Hood and why it happened.

Aim: Introducing the theme of social media behaviour and how it relates to the story.

- The teacher can give the students a couple of minutes to think about the topic and write down some helping questions on the black board.

Helping questions for the teacher to start the conversation:

- *How did the wolf know where Little red riding hood was going?*
- *Little Red Riding Hood met a stranger in the woods, but nowadays where are you most likely going to meet strangers?*
- *Do you use social media?*
- *Are there strangers on social media?*
- *Are you on social media?*

Lesson 2

❖ Introduction - Bingo

Aim: To remind the students about the overall plot and to rehearse the vocabulary

- The teacher reads words (in English) relating to the fairy tale. The students have to fill in a bingo chart (Slide 32).

- The words that the students choose from can be the following:
 - ill
 - grandmother
 - woods
 - eyes
 - ears
 - mouth
 - hands
 - wolf
 - flowers
 - scissors
 - huntsman
 - hood
 - cabin
 - latch
 - sniff
 - peep
 - creature
 - path

- The teacher says words (in Finnish) and the students mark down if they have the same word in their bingo chart in English. When someone gets a bingo, they have to say which words they have and also tell how they relate to the story.

❖ **Parts of the body**

Aim: To familiarize the students with the vocabulary of body parts. They will learn to recognize and use the word.

- Students work in pairs. They get 10 minutes to find different kinds of pictures of body parts (Slide 33) that are hidden in the classroom & corridor. After 10 minutes they come back to their desks and get a sheet of

paper (Slide 34). They draw a wanted poster of the Big Bad Wolf using the body parts that they found. They also label the body parts in the picture. Teacher can show a slide (slide 33) where students can get help with the body parts and their names if they cannot remember them.

❖ Task/ activity

Aim: To raise awareness of staying safe on Social Media.

- The students create an alter-ego (with a fake name, looks and hobbies etc.) The teacher will then open a padlet board, which operates as a chat room for all the students, where their task is to discuss (in English) with others and try to figure out who is behind the alter-ego. The students are not allowed to talk out loud or communicate with each other in any other way than in the “chat room”.
- After a while, the students will stop and there is a whole group discussion where people try to guess who was who.
- After the discussion, the teacher points out how easy it is to act as someone else in social media, a little bit like the Big Bad Wolf did in the story.

Conclusion

- The wanted posters are put on the classroom wall for everyone to admire.
- If there is extra time, the whole group can write down top tips on the blackboard for ‘*How to stay safe on Social Media*’ which was the topic of the previous lesson

Hansel and Gretel

Source: <http://www.ivyjoy.com/fables/hansel.html>

Moral theme: Taking care of one another and teamwork.

Learning outcomes and aims: Familiarize food related vocabulary and to understand the importance of taking care of one another and practice group work skills and collaboration

Lesson 1

❖ Introduction and pre-task

Aim: To introduce the fairy tale and its characters

- Teacher shows pictures (Slide 36) one at a time. The pictures relate to the plot of the fairy tale. The pictures come in a chronological order and will keep showing them until the students guess which fairy tale they belong to.
- The teacher will give each student a vocabulary worksheet (Slide 37) which the students glue into their notebooks. Then they listen and repeat the words after the teacher.

❖ Fairy tale

Aim: Enjoying the story time and having an understanding of the main events.

- Teacher reads the story.

❖ Charades & Discussion

Aim: To make sure that all students have an overall understanding of the plot and to introduce the moral theme.

Charades

- The teacher gives each group a stack of paper strips with sentences (in English) written on them (Slide 38). In small groups, the students will draw/act (students can decide) the sentence on the paper strip one by one to the other students. Others will have to guess (in Finnish) what is written on the paper.
- After all the strips have been drawn/acted and guessed, the students rearrange them on their tables in a chronological order according to the fairy tale. They will then read the sentences out loud.

Discussion

- Teacher reads passages from the fairy tale (such as "*Don't cry, trust me! I swear I'll take you home even if Father doesn't come back for us!*" and "*Now give me your hand!*" he said. "*We'll get home safely, you'll see!*"). After each passage, the teacher asks students how they would describe Hansel & Gretel's behaviour (The answer: group work and taking care of one another)
- Teacher asks students to think of one or two situations in their own lives when they have needed help from someone. Students write them down on a post-it note (in their preferred language) and stick them on the blackboard/wall. Teacher chooses a couple of notes (depending on the time left) and reads them out loud. The teacher then asks the students to raise their hands if they would also need help in that situation ("*I need help when I do my homework*" → "*Raise your hand if you need help when doing your homework*")

Lesson 2

❖ Introduction

Aim: To bring to mind the theme of the previous lesson

- A discussion on the topic of Hansel and Gretel. (Helping questions on slide 40) The resolution here is that the students realise that Hansel and Gretel

worked together and took care of each other. This will also work as “a bridge” to the following task.

❖ **Food vocabulary**

Aim: to familiarize students with food related words.

- Teacher gives the students a worksheet on food related vocabulary (slide 41).
- After completing this worksheet, students play conversation bingo. Each student is given a bingo chart (slide 42) with statements (i.e. “Likes chocolate”). The students have to walk around the classroom and try to find someone who fits into this statement and write their name in that square. They have to say these statements as questions (“do you like chocolate?”). The idea is to communicate with others and to get a bingo.

❖ **Activity - Team Challenge**

Aim: To build teamwork and resourcefulness abilities

- The class is divided into pairs. The teacher then takes a deck of challenge cards (slide 43) and reads a challenge to the pairs. The pairs will have to do/resolve the challenge working as a team, and the pair who is the fastest, gets a point.
- The challenges are related to different topics so everyone should feel comfortable

❖ **Conclusion**

- The teacher praises the students for their teamwork and points out the resemblance to the fairy tale

Goldilocks and the Three Bears

Fairy tale: Goldilocks and the Three Bears <https://americanliterature.com/childrens-stories/goldilocks-and-the-three-bears>

Ethical theme: importance of self-control and respecting others, respecting privacy and property of others

Learning outcomes and aims: familiarize students with furniture related vocabulary and to understand the importance of respecting others.

Lesson 1

❖ Introduction

Aim: To introduce the fairy tale and the characters.

- The teacher tells the students that today they are going to listen to a fairy tale called Goldilocks and the Three Bears, s/he first tells the English name of the story and asks if someone can guess the name in Finnish. Then the students are given a worksheet (slide 45) with statements relating to the fairy tale. Students try to remember the story or guess whether the statements are true or false. The teacher tells the students that after listening to the fairy tale they are checking whether their guesses were right.

❖ Pre-task

Aim: Familiarize the students with the key vocabulary

- The teacher will give each student a vocabulary worksheet (slide 46) which the students glue into their notebooks. Then they listen and repeat the words after the teacher.

❖ Fairy tale

Aim: Enjoying the story time and having an understanding of the main events.

- The teacher reads the story.

❖ Discussion

Aim: To make sure that all students have an overall understanding of the plot.

- The teacher and the students go through the statements that were introduced earlier in the introduction task. For example, the students have to sit down if they think the statement is false and stand up if they think it's true. It's important that the teacher asks clarifying questions (in Finnish) such as "what did happen instead".

Lesson 2

❖ Introduction

Aim: To remind the students about the topic of previous lesson

- The teacher shows the students statements (in English) (slide 48) and the students have to tell whether they are true or false.

❖ Furniture related vocabulary

Aim: To introduce and practice the vocabulary.

- The teacher asks the students to name pieces of furniture that they can remember being mentioned in the fairy tale. They can name them in Finnish and/or in English. The teacher writes them down on the blackboard. After this, the teacher shows the students a picture vocabulary (slide 49) and they pronounce the words together.
- After this they practice the words with Kim's game. The idea is, that the teacher puts pictures of the furniture under the document camera (or

on the blackboard). The students take a look at the pictures for a few seconds and then the teacher turns off the document camera (or stands in front of the blackboard so that the students can't see) and takes away one or two pictures. Then the students have to guess the piece/s of furniture that are missing and say the word in English and in Finnish.

❖ **Task / activity - A Play (slide 50)**

Aim: To think about the morale of the story and the importance of respecting others and their property, privacy and boundaries

- Students work in small groups. They have to create a play in English where the roles are swapped. The three bears go to Goldilocks' house while she and her family are away.
- They can think about the following questions:
 - What is Goldilocks's home like?
 - What do the bears do there?
 - How is Goldilocks feeling?
 - How is the situation resolved?

❖ **Conclusion**

- The plays are watched together, and the teacher can point out the key ideas of respecting others and their property, privacy and boundaries

The Emperor's New Clothes

Source: <https://www.storiestogrowby.org/story/early-reader-emperors-new-clothes-english-stories-kids/>

Ethical theme: We must not let pride or fear keep us from speaking up / do not tell lies

Learning outcomes and aims: to familiarize the students with clothes and materials related vocabulary, to understand the importance of speaking up and telling the truth.

Lesson 1

❖ Introduction / pre-task

Aim: To introduce and rehearse topic vocabulary and to get acquainted with the fairy tale

- The students cut a page of a newspaper in the shape of a hat, gloves, trousers, etc. Then, using a washing line and clothes pegs, the students hang their projects on the washing line. The students repeat the names of the clothes after the teacher.
- After teaching the vocabulary of clothes, the teacher asks students to close their eyes while s/he hides some of the clothes. A few seconds later the teacher asks them to open their eyes and name the missing clothes and then to find them.
- The teacher asks the students if they know any fairy tales that have clothes as a central feature. The students may come up with more widely known fairy tales such as Cinderella, but the teacher can gently guide the students towards the "right" answer.
- Then the teacher shows pictures on a slide (Slide 52) that relate to the storyline. The students then need to guess in Finnish, what will happen in the story. They do this in small groups / in pairs.

❖ Pre-task

Aim: Familiarize the students with the key vocabulary

- The teacher will give each student a vocabulary worksheet (slide 53) which the students glue into their notebooks. Then they listen and repeat the words after the teacher.

❖ Fairy tale

Aim: Enjoying the story time and having an understanding of the main events.

- The teacher reads the story.

❖ Discussion

Aim: To make sure that all students have an overall understanding of the plot and to introduce the moral theme.

- The teacher shows students pictures on a slide (Slide 52). In pairs/ small groups students choose one picture at a time and explain to each other in Finnish how it relates to the fairy tale. After this, the teacher asks each pair/group to explain one picture to the whole group.

Lesson 2**❖ Introduction**

Aim: To remind the students about the topic of the previous lesson.

- The teacher shows words on a slide (55). The students discuss in small groups/in pairs how the words relate to the story.

❖ Discussion

Aim: To raise awareness about the importance of speaking up and telling the truth even though it might be difficult.

- The teacher shows questions on a slide show (slide 56) and students discuss them in Finnish in small groups.
- The teacher asks each group one of the questions which can either create conversation or just work as a concluding wrap-up activity

❖ Task / activity - A play (slide 57)

Aim:

- The whole group is divided into three small groups. Each group is given one possible ending to the story and the groups have to create a play (in English) according to it. The aim of the possible ending is to provide a frame for the play and the group can choose to modify it. (*i.e. a court jester tells the emperor before he goes out in his new outfit that he is butt naked and that he had to tell the truth*)

❖ Conclusion

- The plays are watched together and after all of them have been presented, the students discuss and decide which of the endings was morally the best option.

The Tortoise and the Hare

Fairy tale: The Tortoise and the Hare

<https://americanliterature.com/author/aesop/short-story/the-tortoise-and-the-hare>

Ethical theme: Everyone has different strengths and they are good in their own way and you should not underestimate others and be too sure of yourself.

Learning outcomes and aims: to understand that people have different strengths and to familiarize the students with the structure of a news article which is needed in the main task of the lesson

Lesson 1

❖ Introduction

Aim: To introduce the fairy tale and its characters.

- The teacher asks the students to imagine a race between a hare and a tortoise. S/he then asks the students with a show of hands, which would win.

❖ Pre-task

Aim: Familiarize the students with the key vocabulary

- The teacher will give each student a vocabulary worksheet (slide 59) which the students glue into their notebooks. Then they listen and repeat the words after the teacher.
- Students work in small groups. One of them chooses a word from the vocabulary list and mimes it. Others have to guess which word s/he is acting and have to say the word in English and in Finnish.

❖ Fairy tale

Aim: Enjoying the story time and having an understanding of the main events.

- Teacher reads the story.

❖ Discussion

Aim: To make sure that all students have an overall understanding of the plot and to introduce the moral theme.

Discussion questions / general comprehension questions:

- The teacher asks the students whether they guessed right the winner of the race in the fairy tale. They raise their right hand if they did and their left hand if they didn't. After this, the students have to write down one to three questions (depending on the group in Finnish or in English) on a piece of paper (each on a separate one) about the content (i.e. Why did the hare lose). Then students crumple their piece/s of paper into small "snowballs". When all the balls are ready, they are gathered in a circle and when the teacher gives a signal, the students start to gently toss them around (as in a snowball fight). After a while, the teacher gives another signal and the fight is over. Then the students pick a ball that is closest to them and one by one take turns in opening them and answering the question) depending on the group in Finnish or in English).
- After each "snowball" has been opened and the questions answered, the papers are picked up and put aside. Then the teacher asks the following questions that relate to the morale of the story:
 - *Why did the hare loose?*
 - *How would you describe the hare?*
 - *How would you describe the tortoise?*
 - *Why did the tortoise win?*

- *Can you name some things that the tortoise was good at?*
- *Can you name some things that the hare was good at?*
- *What do you think we can learn from this fairy tale?*

Lesson 2

❖ Introduction

Aim: To remind the students about the main idea of the fairy tale.

- In pairs, students read the fairy tale out loud.

❖ Task / activity - Writing a news article

Aim: To understand that everyone has different strengths and to write a news article in English about a race between animals.

- In small groups, the students have to imagine a race/competition between different kinds of animals. They have to decide what animals are participating and what kind of characteristics and strengths they have. First, they write down details about each of the participants, where the race/competition took place, what happened during it and what was the result?
- Then the teacher shows the news triangle (slide 61) about the content and structure of news articles.
- After this, the students write a news article about the race/competition. The teacher can search for sports articles online and give students examples of news headlines which they can use and modify.

❖ Conclusion

Aim: To wrap-up the overall topic and enjoy the news articles that the students have written

- As a gallery walk, the news articles are arranged on the classroom (and corridor) walls and the students walk around and read the products of their friends.

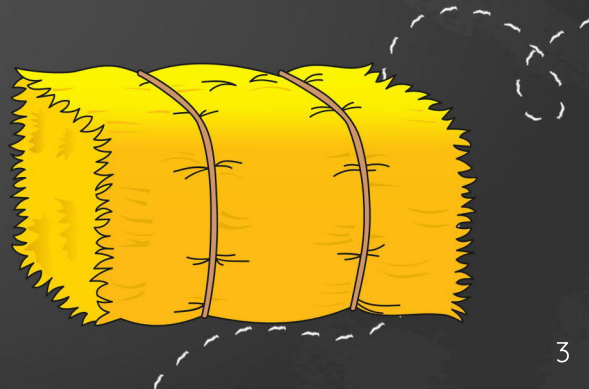
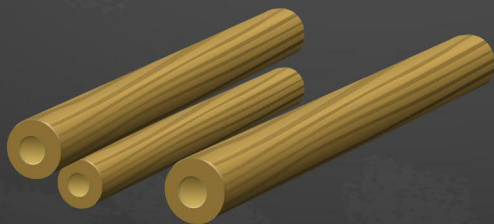
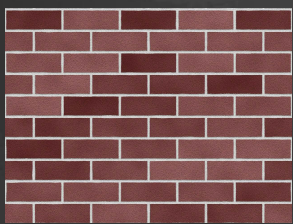
Fairy tales

Material package by Outi Hämäläinen & Hanna Kiviranta

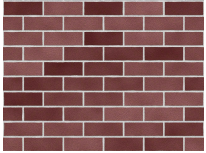
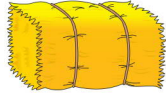
The Three Little Pigs

Lesson 1

Pictures



Kirjoita viereen suomeksi ja englanniksi



Lisäksi suomenna seuraavat sanat:

Lazy

Build

Meal

Knock

Blow

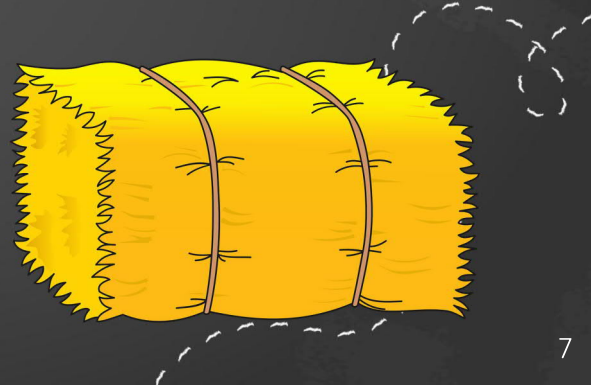
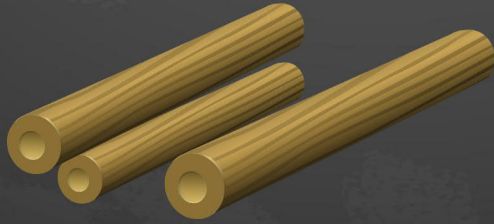
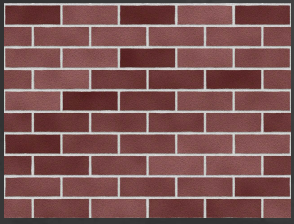
Oikein vai väärin?

1. Kaikki kolme possu olivat laiskoja
2. Kolmas possu rakensi talon tiilestä
3. Susi ei saanut kahden muun possun taloja kaadettua
4. Kaksi muuta possu pakenivat kolmannen tiilitaloon
5. Susi sai puhallettua tiilitalonkin kumoon

The Three Little Pigs

Lesson 2

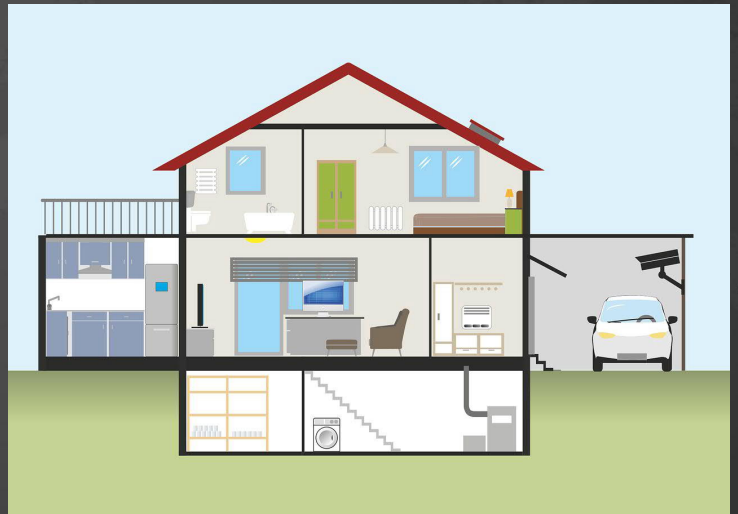
Pictures



Question cards

Miksi kaksi muuta porsasta rakensivat talonsa puusta ja oljesta?	Miksi kolmas possu rakensi talonsa tiilestä?	Mitä olisi tapahtunut jos kolmas possu ei olisi rakentanut taloa tiilestä?
Miksi on järkevämpää rakentaa tiilestä, vaikka se on työläämpää?	Oletko sinä joskus laiskotellut? Missä tilanteessa ja miksi?	Kerro, mitä asioita sinun kannattaa tehdä huolella omassa elämässä.
Mitä tarkoittaa sananlasku ' <i>ensin työt, sitten huvi</i> '?	Milloin on järkevämpää tehdä asiat huolella loppuun? Anna esimerkki.	Keksi kuvitteellinen tilanne, jossa kaikki menee pieleen kun asioita ei tehdä huolella.

House related vocabulary



Helping phrases

- Here is ...
- Next to ...
- On the left / right ...
- Opposite to ...
- You can see ...

Role play

Wolf: Little pigs! Little pigs! Let me in! Let me in!

Pigs: No! No! No! Not by the hairs on our chinny chin chin!

Wolf: Then I'll huff and I'll puff and I'll blow your house down.

Snow White and the Seven Dwarfs

Lesson 1

Worksheet

A castle

A stepmother

Fair

Grumpy

Happy

A mirror

An evil queen

Woods

Knife

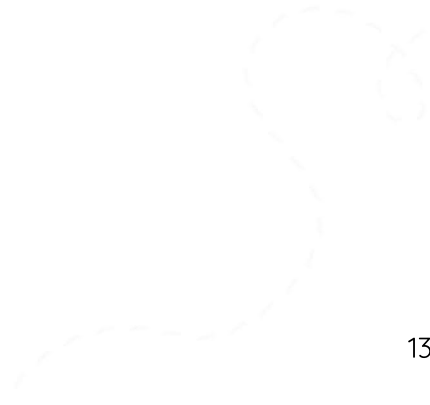
Get rid of

A huntsman

Scared

A cottage

A dwarf



Think about the following words

- Ilkeä kuningatar
- Omena
- Peili
- Metsästäjä
- Seitsemän kääpiötä

Snow White and the Seven Dwarfs

Lesson 2

Adjektiivit - mitä muistat?

Worksheet

Vertailusana KUIN on englanniksi

Vertailumuodot ovat :

POSITIIVI: korkea =

KOMPARATIIVI: korkeampi =

SUPERLATIIVI: korkein =

Komparatiivin päätte on -----

Superlatiivin eteen tulee ----- ja päätte on

Jos adjektiivi loppuu y-kirjaimeseen, se muuttuu

-----kirjaimeksi

Jos sana loppuu e-kirjaimeseen, tippuu

-----kirjain pois ja sanaan liitetään päätteet -er tai -est

Jos sana loppuu konsonanttiin (p,k,d, jne.) ja sen edessä on lyhyt vokaali (a,e,i...) konsonantti kahdentuu.

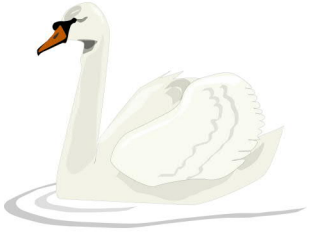
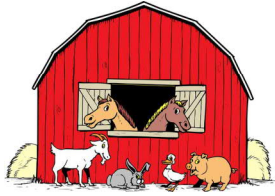
Big- ----- -

Kun kerrotaan samanlaisuudesta, käytetään ilmausta as - as.

My car is as good as your car. Minun autoni on yhtä hyvä kuin sinun autosi.

The ugly Duckling

Lesson 1



Worksheet

Duck

Egg

Hatch

Duckling

Farm yard

Water

Family

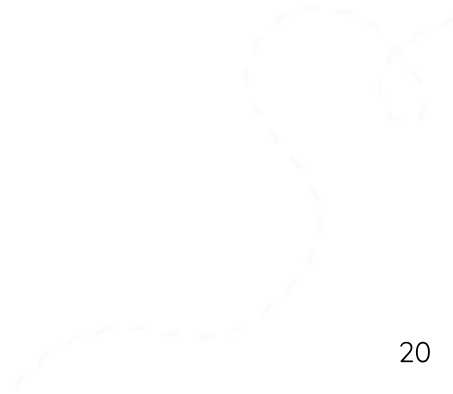
Ugly

Unkind

waddle

Fly

Swan



Vocabulary Dice

Choose a word

Duck	Ugly
Egg	Unkind
Hatch	Waddle
Duckling	Fly
Farm yard	Swan
Water	
Family	

Check what to do

One = explain in Finnish
Two = explain in English
Three = draw
Four = mime / act
Five = explain in English
Six = draw

Guess in English!

Key sentences

One of the eggs is not hatching.

A different looking bird hatches.

The other ducklings tease the ugly duckling and he runs away.

The ugly duckling sees different looking birds and lives happily with them.

A hunter comes and the ugly duckling runs away.

The ugly duckling meets a farmer and his wife. They send him away.

The ugly duckling survives the winter and meets the swans.

The ugly duckling joins his new family of swans.

The ugly duckling lives happily ever after with his new family.

The ugly Duckling

Lesson 2

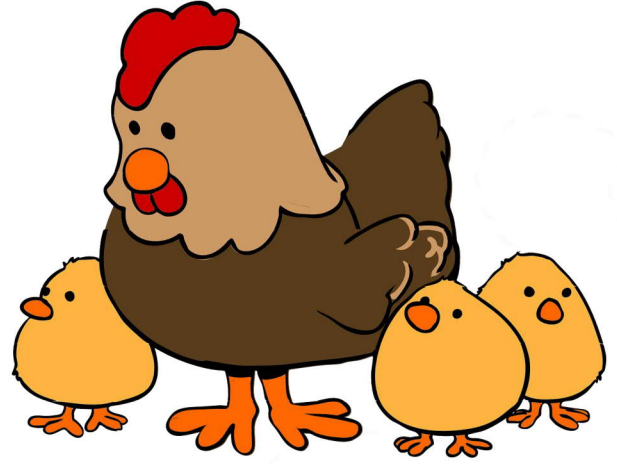
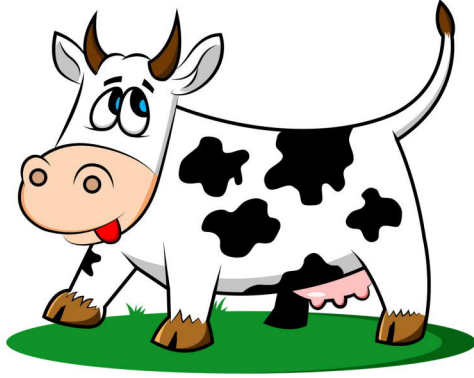
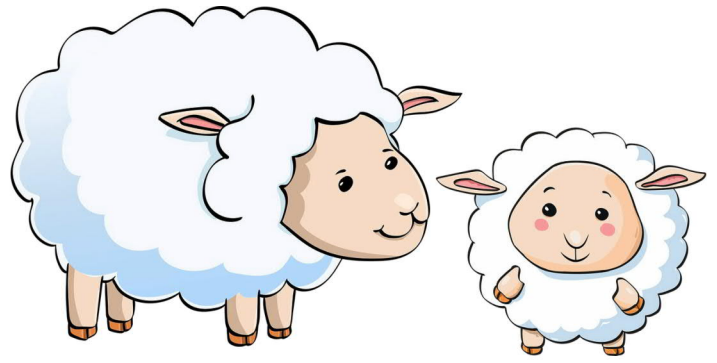
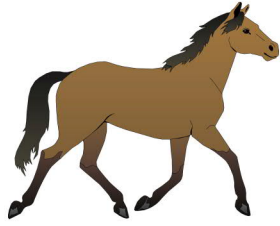
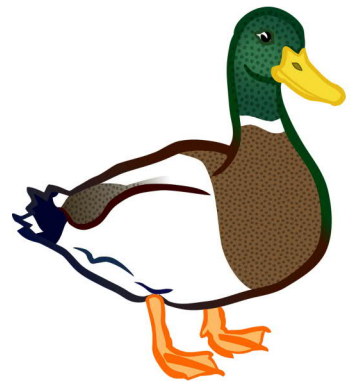
Happy and Angry Faces



Sentences from the fairy tale

- The mother duck promised herself that she would love all her children the same.
- The other ducklings were giggling and making fun of the ugly one.
- “This one looks nothing like your others!” one says.
- “Though you are quite strange looking you may stay with us! You are more than welcome to join our family.”
- “You sure are ugly!” all the goslings chimed in.
- “Go find yourself a family that will love you!” shouted the farmer, sadly, as he shut the door.
- “My, my! Your feathers are the whitest I have ever seen. How they gleam in the sun!” the swan exclaimed to the ugly duckling.
- You are the most beautiful swan I have ever seen.”

Barnyard animals



Little Red Riding Hood

Lesson 1

Puzzle

NB! Cut the puzzle into small pieces.



Worksheet

latch

Sunbeams

Ears

Eyes

Hands

Devour

sniff

Cap

Piece of cake

Ill

Peep

Wicked

Creature

path



Miten sanat liittyvät satuun?

Sairas isoäiti

Metsästäjä

Metsä

Punainen hilkka (huppu)

Susi

Avoinainen mökin ovi

Kauniit kukat

Korvat, silmät, kädet ja suu

sakset

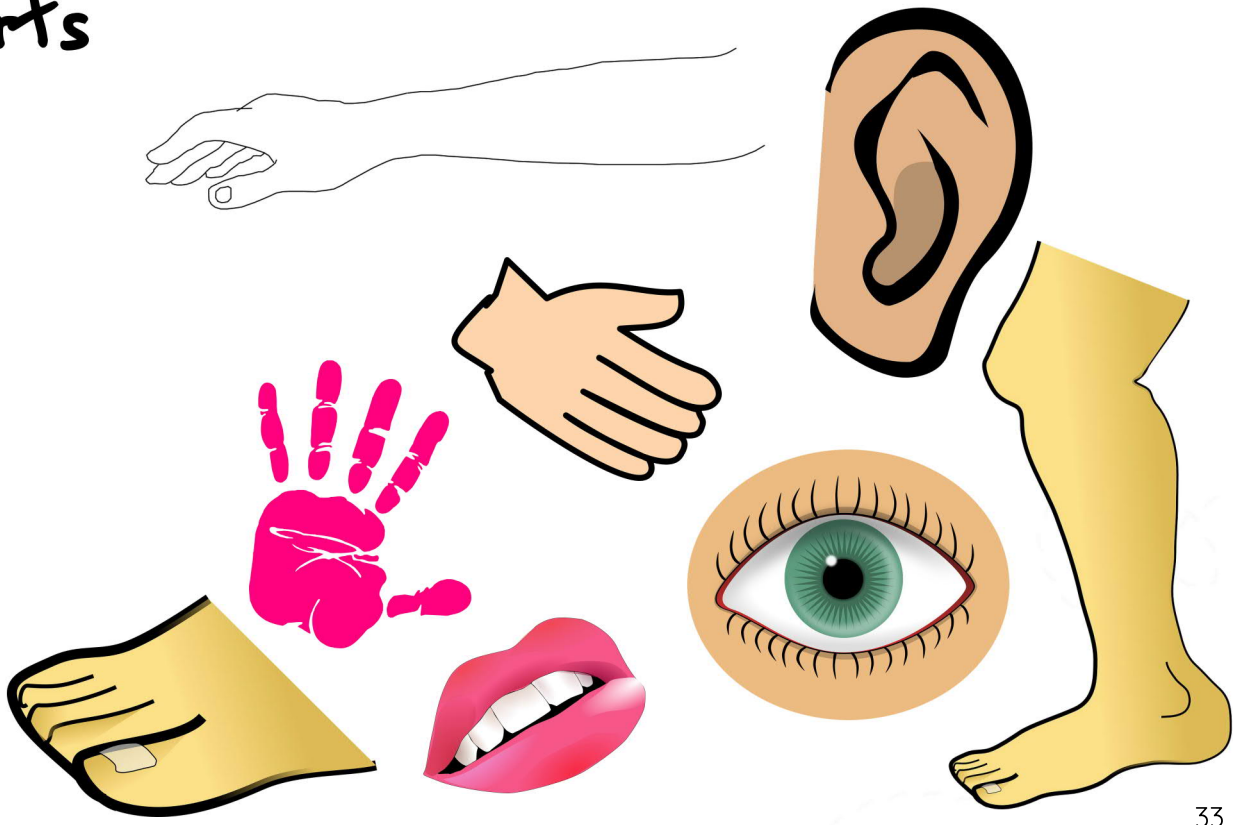
Little Red Riding Hood

Lesson 2

Bingo chart

Body parts

Arm
Ear
Hand
Fingers
Foot
Leg
Toes
Mouth
Teeth
Eyes
wrist

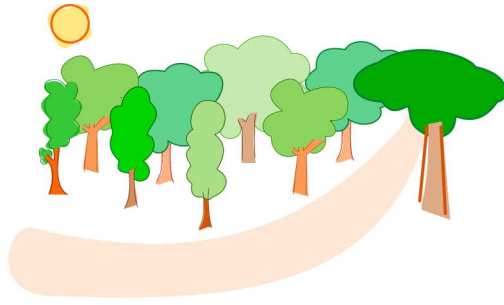
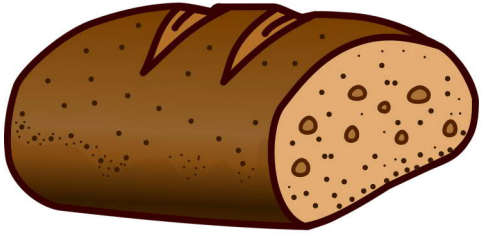


Wanted

Hansel and Gretel

Lesson 1

Pictures



Worksheet

Woodcutter

Abandon

Comfort

Pebbles

Crumbs

Trail

victim

Under lock and key

Dawn

Path

Icing

Nougat

Candy

Delicious

Cage



Paper strips

A very poor woodcutter lives in a tiny cottage in the forest with his two children, Hansel and Gretel.

Woodcutter abandons his children in the forest.

Gretel cries and Hansel comforts her.

The children find their way back home.

Hungry birds eat the breadcrumbs.

Hansel and Gretel come to a strange cottage.

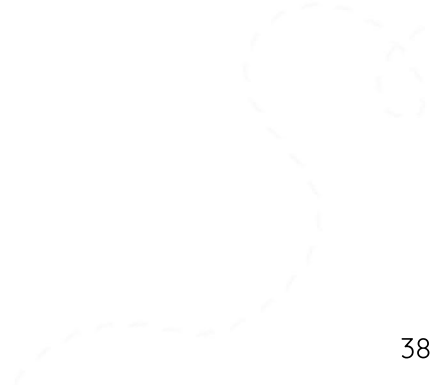
An old woman invites the children in the cottage.

The witch tries to put the children in the oven.

Gretel pushes the witch inside the oven.

Hansel and Gretel stay for several days to eat the house.

The father comes back to find his children.



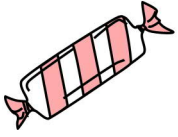
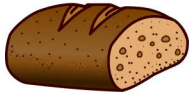
Hansel and Gretel

Lesson 2

Helping questions

- Who are the characters?
- What did the children do?
- what happened to them?
- what did they do to escape?

Worksheet



Conversation bingo

Chocolate is my favourite.	I love chocolate doughnuts	My favourite food is pepperoni pizza.
I like salad.	I don't like soup.	I don't like ice cream.
I like eating lollipops.	I hate hamburgers.	I like pasta.

Name five sweet treats in English	Name three countries in English that start with the letter 'S'	Stand on one leg for fifteen seconds	In pairs, put two legs and three hands to the floor	Name five fruits in English
Count to twenty in English	Pat your head and rub your stomach at the same time for 15 seconds	What is $70 + 28$ in English?	Name three farmyard animals in English	What is the capital of Norway?
Place a book on top of your head and stand on one leg for 15 seconds	Make 15 X-jumps	What is $7 \times 8 - 10$ in English?	Name five European countries	Name three things that your partner is good at

Goldilocks and the Three Bears

Lesson 1

True or false?

1. Three big bears live in a house.
2. Goldilocks goes to the bears' house.
3. Goldilocks likes the porridge of Great Big Bear
4. Goldilocks breaks one chair
5. Goldilocks sleeps in one of the beds
6. The bears and Goldilocks become friends

Worksheet

Middle-sized

Bowl

Porridge

Peep

Tidy

Wee

window

Chair

Bed

Polite

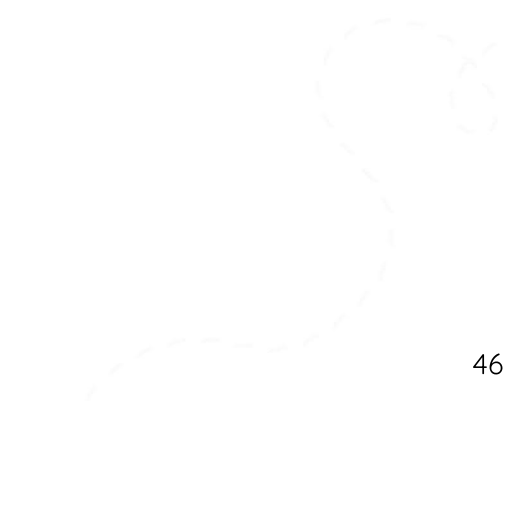
Well-brought-up

Rude

Somebody

Careless

pillow



Goldilocks and the Three Bears

Lesson 2

Statements and ethical theme

Goldilocks knocked on the door.

Goldilocks apologised to the bears and tried to fix the chair.

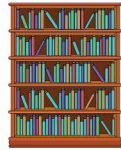
Goldilocks ate everyone's porridge.

Goldilocks behaved well.

What do you think that the bears would have answered if Goldilock had waited until they got back and asked if there was porridge for her as well?

Has someone taken your things without asking permission? How did you feel? How did you solve the situation?

Furniture



A play

- in small groups, create a play
- Theme: a play in English where the roles are swapped. The three bears go to Goldilocks' house while she and her family are away.
 - You can think about the following questions:
 - What is Goldilocks's home like?
 - What do the bears do there?
 - How is Goldilocks feeling?
 - How is the situation resolved?

The Emperor's New Clothes

Lesson 1



Worksheet

Emperor

Fancy

Outfit

Weaver

Crook

Wear

Magic

Cloth

Parade

Laugh

Speak up

Afraid

Continue



The Emperor's New Clothes

Lesson 2

Kuinka sanat liittyvät satuun?

Keisari

Kolme kertaa päivässä

Kaksi muukalaista

Taikakangas

Kaksi kutojaa

Vuotuinen paraati

Kevyet ja ilmavat vaatteet

Discussion questions

- Miksi keisari oli valmis menemään alasti paraatiin?
- Miksei kukaan kertonut keisarille ettei hänellä ole vaatteita?
- Mitä ihmisten heikkoutta huijarit käyttivät hyväkseen (ylpeys)?
- Onko hiljaa pysyminen sama asia kuin valehtelu?
- Onko oikein olla sanomatta mitään kun toista huijataan?
- Mikä voisi olla sadun opetus (älä anna ylpeyden estää sinua puhumasta totta)?
- Onko sinulla ollut koskaan tilannetta että on vaatinut rohkeutta puhua totta?
- Mitkä syyt voivat vaikeuttaa totuuden kertomista (pelko, ylpeys...)?
- Keksitkö jonkun kuvitteellisen tilanteen jolloin voisi olla vaikeaa kertoa totuutta?

A play - possible endings

1. Someone tells the emperor before he goes out in his new outfit that he is butt naked. What happens next?
2. The emperor gets extravagant jewels and clothes and holds a party for everyone in his castle.
3. The emperor realizes that the two weavers are fooling him and he decides to give them a lesson.
4. Ending of your own choice.

The Tortoise and the Hare

Lesson 1

Worksheet

Hare

Tortoise

Mocking

Laugh

Amused

Reply

Race

proof

fox

Judge

Distance

Ridiculous

Take a nap

Catch up

Steadily

overtake



The Tortoise and the Hare

Lesson 2

News article



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