

Exploring Teaching of Fairy Tales Writing Based on Improving Elementary Students' Chinese Literacy

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Received: 12/12/2022

Revised: 27/12/2022

Accepted: 03/01/2023

Abstract: Fairy tales are popular with students because of their strong fantasy and magical twists and turns. However, most students have no way to start when writing fairy tales. The reason is that students have not mastered the method of writing fairy tales. Therefore, based on the fact that students have read many fairy tales, guide students to explore the mystery of fairy tales and understand the characteristics of fairy tales in characterization, plot arrangement and language use. In the teaching, we will lead the students to write different types of fairy tales according to the words, stories and their own, stimulate the students' interest in writing fairy tales, improve the writing quality and improve the writing ability.

Keywords: *fairy tales, writing skills, Chinese literacy, elementary students*

INTRODUCTION

Chinese teaching should improve students' Chinese literacy, and listening, speaking, reading and writing are students' core competencies, which are of great significance to students' lifelong development and social needs. Learning writing skills is an important skill in communicating well and correctly, especially in communicating writing (Ng et al., 2021; Reyes & Pardo, 2019). According to Yu & Liu (2021) writing is the presentation of ideas, opinions, and feelings into written form. In Chinese language learning, writing skills include complex and complicated skills to master because there are many rules that must be carried out. Thus, the rules in writing skills must be considered so that the message conveyed by the writer can be received properly. Writing fairy tales is one of the ways to improve students' writing ability, and it is also the embodiment of students' language accumulation and use (Lam, 2022; Saxby, 2022). Especially in the process of writing fairy tales, the theme extraction, plot arrangement, characterization, and word selection and sentence construction all exercise students' writing thinking.

Chinese language teachers are competent and responsible for developing ideas, opinions, thoughts, and feelings through writing. The writing must use language that is organized, systematic, systematic, simple and easy to understand. However, in reality, not all Chinese language teachers are able to realize these skills in a lesson. skills in a lesson, this is caused by several factors, namely students' different abilities, lack of practice and assignments, facilities or media used do not support the achievement of learning objectives (Wilson & Czik, 2016; Wu et al., 2022). The students in the middle grade of elementary school are very interested in writing fairy tales, but from the actual teaching, we find that

the quality of students' writing is not high enough, the content of imitation is too much, the plot is too simple, the language is not lively enough, some students even do not distinguish fairy tales and myths, and many teachers have great randomness when guiding, and lack effective guidance on specific writing methods (Kulikovskaya & Andrienko, 2016; Patel & Laud, 2009; Rad et al., 2022). This situation needs to be improved and find the best strategy to improve the quality of students' fairy tales writing.

The rules of writing skills for each text are different. In elementary school, students are already required to write fairy tale texts. According to Marshall et al. (2019) and Yavaş Çelik & Yavuz (2017), explains that the exercise of rewriting a fairy tale from the results of reading or from the results of listening, the steps taken are (1) listening to or re-reading the fairy tale to be written, (2) paying attention section by section of the fairy tale from beginning to end, (3) recalling the storyline, players or characters, and other elements, (4) imagining or imagining the fairy tale scene, as if the reader is involved in the contents of the fairy tale, and (5) rewriting the contents of a fairy tale using good and correct Chinese language. The author tries to lead students to explore the mysteries of fairy tales, discover some characteristics of fairy tales, and then guide students in various forms to show the characteristics of fairy tales when compiling, and finally let students master some methods and skills of compiling fairy tales, which has achieved good results from the perspective of teaching practice.

METHOD

This study used a descriptive research design because it fully described the learning of writing local wisdom-based fairy tales. This is in line with the purpose of conducting descriptive research, which is to provide a precise description of a case (Creswell, 2017). The data source of this research is the learning of writing skills of fairy tale texts for students in grades 3-5. Learning in this study focused on three things. First, the planning of learning to write fairy tale texts in this case the learning implementation plan. Second, the implementation of learning skills in writing fairy tale texts is carried out by teachers and students in grades 3-5. Third, learning assessment on students.

The data collection methods used in this study were classroom observation, interviews by teachers and students, and documentation. This research was conducted in the first semester of academic year 2022/2023, precisely on October 16-17, 2022. The collected data were then analyzed using an interactive analysis model. The four components of Miles & Huberman's (1994) model analysis are data collection, reduction, display, and conclusion drawing. conclusions

EXPLORING THE CLASSICS AND UNDERSTANDING THE MYSTERIES

Classic fairy tales are not only attractive, but also inspiring and can be used as models for students' work. For example, many students have read "Little Red Riding Hood", a fairy tale loved by students. The author leads students into the story of "Little Red Riding Hood" and guides them to feel the characteristics of the fairy tale genre. Let students talk about the characters of Little Red Riding Hood, Little Red Riding Hood, the Big Bad Wolf, the hunter, mother, grandmother, etc.

Have students classify the characters in the story into good guys and bad guys, villains and villains. For example, the good guys are Little Red Riding Hood, the hunter, the mother, the grandmother, and the villains are the Big Bad Wolf. The villains are the Big Bad Wolf. After discussion, students find that the fairy tale revolves around Little Red Riding Hood and the Big Bad Wolf. The good side is often the main character. The righteous side is often the main character, and the main character in Little The protagonist of the story "Little Red Riding Hood" is Little Red Riding Hood (Larkin Koushki, 2019; Penalva, 2020).

When arranging the roles in fairy tales, the author arranges both the villain represented by Little Red Riding Hood and the villain represented by the Big Bad Wolf. In addition to the main character, the villain often has friends or helpers, which are the supporting characters in the story, such as the hunter. What is the author's intention of such an arrangement? After some discussion, students will find that at the beginning of the story, the evil side is often strong and the good side is weak. To overcome evil, the protagonist needs to be afraid of difficulties and to overcome them with the help of his assistants. For example, when Little Red Riding Hood was eaten by the wolf, a hunter passing by finally rescued Little Red Riding Hood and her grandmother and let the big bad wolf be duly punished. This story reveals the law that good will overcome evil in the end. Through the analysis of the characters, students immediately thought of the classic fairy tales Snow White and Cinderella, which, like Little Red Riding Hood, also have similar character design arrangements, with both villains and villains, and both protagonists and supporting characters (Larkin Koushki, 2019; Lee, 2022). Many classic fairy tales are designed in this way, and this makes students realize that they need to write their own fairy tales with main and supporting characters, as well as positive and negative characters.

Have students discuss and realize that many classic fairy tales have characters with no real names. characters in many classic fairy tales do not have real names, for example, we do not know the name of Little Red Riding Hood, and we do not know the name of Snow White. We don't know the name of Little Red Riding Hood, and we don't know the name of Snow White. Therefore, when writing fairy tales, we can collectively call them We can call the characters "prince," "princess," "farmer," "cobbler," etc., when writing fairy tales. There is no need to give each character in a fairy tale a name.

At this age, students have seen a lot of fairy tales. Guide students to summarize the structure of classic fairy tales and find that common fairy tales often use this structure. This kind of fairy tale is more common. For example, in the tree of last year in Unit 3, the bird asked the tree root, the gate and the little girl in order to find her tree friend. They all asked their good friend where the tree is? Then the tree root, the gate, the little girl answered, then where did the bird fly, and finally where did the bird come? For example, in Unit 3, "That must be good", the tree wanted to be a running tree, so the farmer cut it down and made it into a cart; The cart will stop and rest for a while, and the cart will be made into a chair; The chair wanted to rest for a while, so the farmer's son made it into a wooden floor. What do you want to become? There are also repeated plots in Unit 4, "The Old House That Can't Fall" and "The Dog That Can't Bark". This structure is easy for students to imitate and use, and has a lot of room to play.

The princess in the story is either cursed by the witch, and her personal freedom is limited. The prince will go through countless hardships to save the princess, and finally live happily together, such as Cinderella and Snow White; either the prince wants to marry a princess, but the process is not easy and will be tested. However, the story ending of this kind of structure is always similar, and finally the prince and princess live happily together. This kind of story has also been adapted by many people, or the background of the story, or the result of the adaptation, or some details of the adaptation, which students also like very much. For example, the new edition of "The Tortoise and the Rabbit Race" wrote that the rabbit learned a lesson and won the tortoise in the second competition with the tortoise, and some adapted it to be that the rabbit was still proud and despised the enemy and still lost to the tortoise.

The parents in "A Short Foot and An Inch Long" story have three sons. Compared with other sons, the youngest son is often the bravest, wisest and most honest, but also the least valued. The three sons must face difficulties together, accept a task, or face temptation, but the youngest son always wins. In this type of fairy tale, it is often necessary to write about the difficulties, temptations and different reactions of several sons. Several characters in this kind of story always disagree with each other. They always feel that they are the most powerful and capable. They always have a fierce argument first, and then other characters appear to speak fair and point out their own advantages and disadvantages. Then

they suddenly wake up, realize their own advantages and disadvantages, and realize that everyone has an irreplaceable side.

Furthermore, the story about “The Loser's Rebellious” type. The so-called "loser" here refers to a class of people who live at the bottom of society, with poor families but often with good and honest hearts, most of whom have good qualities and help a certain character, who often has magic and repays the so-called "loser". Since then, the fate of the main character has been changed to live a rich life. The real world always makes people feel that there are too many rules, too much freedom, and their dreams cannot be realized, so they put their trust in the fantasy world, such as accidentally arriving at the "Little People's Land", "Giant's Land", "Sloppy Land "..... and then in these countries adventure, or something interesting happened, but write this type of story, be careful not to make up a science fiction story, do not write yourself as a time travel to the moon, Mars, etc..

EXPERIMENTING WITH THE WRITING METHOD

After students understand some characteristics of fairy tales, they have a certain understanding of how to write fairy tales. So teachers can organize students to write fairy tales. However, since students have just started to work on fairy tales, they should not be too demanding. They can practice and improve gradually.

By writing fairy tales based on words, we mean providing a few words and asking students to write fairy tales with the help of these words (Cunningham & Cunningham, 2022). The exercises in the third unit of the first grade of the third edition of the textbook of the Ministry of Education are of such a type. However, the topic seems to be simple, but it is not easy to compose a good one. According to the author, the choice of words is crucial, because they determine the idea of writing and the general direction of the plot. Therefore, teachers need to tell students to identify the characters and conceptualize the plot before writing. Of course, it is difficult for most students to write a story that is compelling and specific with only a few words provided. Therefore, on the basis of the words provided, the plot should be as rich and twisted as possible. For this reason, students can be guided to make up some types of fairy tales in terms of content and plot, such as prince-princess type, short and long type, etc. Of course, they can also add some characters or other types of words according to the needs of writing, providing more pivot points for writing and reducing the difficulty of the assignment. For example, when guiding students to understand the characteristics of fairy tales in the third unit of exercise training in Book 5, students can be asked to use a few words from the textbook, such as "king, woodpecker, rose, dusk, winter, kitchen, creek" or add some other words, and use rhetorical techniques such as personification and exaggeration to write the story. Rhetorical devices such as simile and hyperbole are often effective when students write stories.

The theme of Unit 4 of Book 5 of the Ministry of Education textbook is "speculation and conjecture". In Lesson 12, "The Old House That Never Falls Down" and Lesson 13, "Mr. Carrot's Long Beard", there are repeated episodes in the fairy tale genre, so students can write about them. In "The Old House That Never Falls Down," have students think about what kind of little animal came to beg the old house for help after the little spider told the story to the old house, and how the old house helped him when he tried to fall down. Think about it and write it down. In "Mr. Carrot's Long Beard," the last few paragraphs of the text give students room for continuation: Mr. Carrot continues on his way, and when he walks under the tree at Mrs. Bird's house, Mrs. Bird is looking for a rope to dry the baby birds' diapers. Mr. Carrot's beard is just ready to float in the wind... An ellipsis in the text gives students space to imagine. In combination with the sixth natural paragraph of the text, the little boy who flew the kite cut a section of Mr. Carrot's beard to fly the kite. Students should be able to predict that Mrs. Bird cut a section of Mr. Carrot's beard to make a line for drying clothes. Let the students write down

the plot. Then ask the students to expand their imagination by saying "Mr. Carrot continues to move forward...". After learning this text, let the students start with Mr. Carrot's beard just fluttering in the wind and guide them to write. Some students followed this sentence, first wrote that Mrs. Bird used Mr. Carrot's beard to make a line for drying clothes, and then wrote that Mr. Carrot went on. Mr. Onion was worried because his glasses were not tight and he often fell off, and Mr. Carrot's beard helped him solve this problem. The student ended with "Mr. Carrot's beard flutters with the wind..." The repeated structure also gives people imagination space. These after-class questions come from the text and are familiar to students, thus reducing the difficulty of the exercise. In addition, three endings are provided in the text "Dog Who Can't Bark". On the basis of guiding students to predict the three endings, students can also be organized to practice writing, which is also a little exercise that students like very much.

After guiding students to learn the types of fairy tales, students have a certain understanding of the types of common fairy tales. Therefore, students can be guided to choose the types they like to write fairy tales (Henderson & Malone, 2012). For example, "short by a foot" is easy to write, and the story also contains certain educational significance, which has a certain guiding effect on students' interpersonal communication, and students like it very much. When writing such fairy tales, teachers should guide students to first determine the main characters in the story and the relationship between them, so that students' imagination can be stimulated. For example, when students were writing stories such as "The quarrel in the pencil box", "The argument between the fingers", and "The big tree and the small flower", some students wrote that when they wrote stories about the big tree and the small flower, the big tree and the small flower did not respect each other at the beginning and blamed each other. Finally, under the persuasion of the small rabbit, the big tree and the small flower realized their mistakes and became good friends. The stories written by students not only include the principle of respecting each other and seeing the strengths of others, but also use exaggerated rhetoric in many places, and the sentences are lively.

The compilation of type fairy tales is very popular with students. In my class, we take the compilation of fairy tales as the weekly diary to be written every week. This week, I will write the "foot short, inch long", and next week, I will write the "prince princess", which will be changed every Monday. Although the students haven't written many fairy tale weekly notes since the third and fourth fairy tale units have just learned, from the students' writing situation, the students' interest is very high, and there are many imaginative and interesting fairy tales. For a few more weeks, students' interest will be more intense. At the same time, students have deepened their understanding of fairy tales and improved their ability to write stories and the level of writing

CONCLUSION

Many teachers think that fairy tales are easy to write, easy to imagine, and easy to make up, so they lack effective guidance for students, resulting in students having no way to write, and the fairy tales they make up are very old-fashioned. The author led the students to summarize the characteristics of fairy tales, which not only let them understand some characteristics of fairy tales, but also taught them some writing skills, which helped them to read and understand fairy tales better in the future. From the results of the class implementation, the quality of the fairy tales written by the students was good, and there were many outstanding stories. Through this form, it is able to improve the students' ability of writing. Of course, the fairy tale writing I tried in my class was mainly to improve students' writing skills through plot ideas and content arrangement. However, the author also found that the students were more concerned with the narration of the story than with the description of the story, and the

content of the story was not vivid enough. This point needs to be taken into consideration and improved in the future teaching of fairy tale writing.

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