

Building Vocabulary and Improving Writing while Creating a Fairy-Tale

Teachers need effective and efficient ways to help students improve their writing and build their vocabulary.

I suggest that the best way to help students do these things is not through manipulative or controlled writing exercises, but rather by paying attention to the process that contribute to a finished piece of writing.

Writing, and the vocabulary building that does with it, is a more complex process than merely putting words on a page. In the process of acquiring vocabulary, for example, students need to understand just what individual words mean but also which combinations of these words in sentences or paragraphs convey a meaningful message to the reader and how the audience and the writer's purpose determine appropriate word choices. Students learn this throughout the three stages of writing: pre- writing, while- writing, and post- writing (Hedge 1993). Little Wood (1994) points out that vocabulary learning is best concentrated during the pre- writing stage, during which students explore ideas, determine their topic, purpose, and heroes, and create their activities.

This article describes how students ask to write a fairy- tale and can build vocabulary and improve their writing. Obviously, the students could do other writing activities to strengthen their vocabulary and their writing skill, but giving them the opportunity to create a fairy- tale exposes them to a style of writing that relate to their lives and provides them with an opportunity to be creative.

This article discusses how to introduce writing lessons associated with a fairy- tale and how to help students plan, write, evaluate, and display their fairy- tale.

Viewing a video makes the lesson lively, attractive, and enjoyable: it provides students with an exciting change to the daily classroom routine, increases their interest in the fairy- tale writing perfect, and motivates them to participate actively in it. Viewing videos suggested by Stempleski and Tomalin (2001). They pointed out that videos can form the basis for an enormous range of dynamic and motivating classroom activities.

The teacher could show a video- taped fairy- tale program focusing on descriptions of heroes and their activities.

After it the teacher introduces vocabulary note books in which students take note of new vocabulary and observe how different kinds of expressions can be used in descriptive writing.

Having introduced with new words the teacher divides class into groups. Group work helps the students eliminate any writing block they may have, develop and shape their ideas, and work out the vocabulary they may need for their fairy- tale. Byrne (1993) and White and Arnold (1991) have suggested that the use of authentic material with groups provides an opportunity for learners to apply their thinking skills to writing, to discover ideas for their writing, and focus on vocabulary they might need for their project. I have found that visuals, such as films and fairy-tales, also arouse the students' interests, help them focus on a task, and encourage considerable discussion. More important such material exposes students to real- world language. Gairns and Redman (1980) reinforce that visual material is particularly useful for teaching vocabulary and lends itself easily to various types of student activities.

After discussing the plan for their fairy - tale in groups and deciding on the overall format and presentation, the necessary vocabulary to be included the students begin to write.

The group writing stage provides students the freedom to create their own expressions for their fairy- tale and is a good context for generating ideas and vocabulary and for identifying sources of information. Group members are stimulated from each others ideas. In this stages students use communicative activity in the form of making suggestions, agreeing and disagreeing on viewpoints, and negotiation as Harmer (1994) and Raimes (1983) point out that group work increases student talking time, opportunities to use the target language to communicate with one other, and cooperation among students. Hedge (1993) emphasizes that collaborative writing in the classroom generates discussions and activities that encourage an effective process of writing. Having conducted this

lesson I came to the following conclusion, that collaborative writing enables weak students to experience successful writing and to feel they have contributed some effort to the group's work.

Having written their drafts, groups put up them on the wall and they are asked to read each others fairy- tales and give feedback on what they have written. Students read and write their ideas, opinions at the end of drafts.

These activities responding and evaluating the students' products not only promote critical awareness; they also make the writing activity essentially learner- centered and interactive. This interactive process is considered on important technique in developing the language skills because, as Raimes (1983) has pointed out responding to students' writing is very much a part of teaching writing because it improves the students' writing and gives encouragement which is an important part of teaching (Edge 1993; Norrish 1983), especially for the weaker students.

With the interactive process each group not only writes but also reads the writing of others, and in doing so, the students develop critical skill- a skill that each of them needs to apply to their own work to become effective writers.

After interaction each group write their fairy- tale second time including new ideas and opinions. When they are finished it can be reproduced in university publications. It gives great stimulus for the students writing and they will be motivated to work hard to improve their writing skills.

Conclusion

Having students write a fairy-tale as a protect offers important benefits.

First, this activity makes the students aware of the need to acquire the English vocabulary and writing skill.

Second, creating a fairy- tale provides a context that allows students to be creative in their writing at the same time that they build vocabulary and use words and expressions they normally employ for a different purpose.

Providing the students with the task of creating a fairy- tale gives them a context, a real-world purpose for writing, and strong motivation to find the words and develop the writing skills that will serve their needs.

Third, creating a fairy tale helps to improve their logical thinking and to widen their out- look. (mind scop).

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