

The Craft of Anti-teaching

The J factor and Fun pedagogy in EFL Classes

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Inquiries

- How is teaching viewed in teachers' perspectives?
- How does the teacher's attitude affect students' learning?
- How can teachers manage boredom?
- When is learning real learning?
- What factors affect the classroom mood?
- What is the J factor?
- What is meant by Anti teaching?
- Should we integrate technology all the time to boost motivation?
- What types of activities should teachers do to increase fun learning?
- How much joy should teachers incorporate?
- What effects do games have on students' performances?
- How much fun is enough?
- What are some of the limitations of using games?

- Creating an enjoyable learning environment goes beyond having an embellished classroom, and/or access to technology. It is about creating a space where learning becomes an enjoyable and memorable experience. The classroom should be the space where students want to be, not a place they have to go.
 - **How can we make teaching and learning fun?**

Setting the Context

- A guide on the side rather than a sage on the stage.
- Teaching is a complex and multi-dimensional endeavor
- Teaching as a science (teachers as technicians)
- Teaching as an art (teachers as creative)
- Teaching as a craft (teachers as masters)
- The teacher's personality is highly substantial

**What is it that teachers should do to raise
the interest and sustain the attention
span?**



We need a little bit of J factor

The J factor

- The J factor is simply the joy factor; that is adding some joy, excitement, and fun to your lessons. Activities that demonstrate the Joy factor reinforce the lesson objective and draw students into the content. By doing so, learning becomes fun and long-term retention is highly expected.
- Joy Factor also takes the lead in building students' sense of belonging to a unique school or classroom culture.

- Relate to their lives.
- Encourage movement , get them up and moving
- Don't take it too seriously
- Create a song to highlight the important points.
- Use music and set objectives
- Integrate technology in learning (cellphones)
- Encourage peer interaction (two heads are better than one)
- Host some friendly competitions
- Challenge your students
- Engage everyone including low achievers and riff raffs
- Incorporate fun activities
- Establish a club and unleash their potential

How much fun

- As you know, fun is fun. Students will always want to Return to activities that are not purely academic.

Too much fun will spoil the broth

Aim for balance: strive to strike the balance and include fun when necessary and when it is going to serve your objectives. Make sure you are not pulled into overdoing the fun. It will be doing irreparable harm for you and your students.

The Learning Climate

- The learning climate recognizes the affective side of learners, This follows from the work on human needs by Maslow (1971) and other Humanist psychologists. Maslow posited that in order for people to develop toward their potential, certain needs must be met. In the case of second language students' learning environment, these needs include feeling safe to communicate in a second language, being part of a learning community in which everyone is supported, feeling respected by others, and having the opportunity to develop their unique selves.
- To make this happen, setting a safe environment is a priority

Setting a safe environment from day 1

To do that, we as teachers must communicate the following messages to students from the very beginning :

- 1. I know who you are (audience awareness)
- 2. I know what we have to accomplish (intended learning outcomes)
- 3. I will present you with choices in getting there (fairness and support)
- 4. I have an organized plan (syllabus/agenda/outline)
- 5. I will provide manageable information (clarity)
- 6. I will make the work appealing (interest)
- 7. Involvement is low-risk and high-reward (participation)
- 8. All ideas are important and valued (respect)
- 9. I will use our time productively (relevance)
- 10. I will help you to succeed (support)

**A safe environment is a good
place to learn**

Anti-teaching and changing mindset

- Anti teaching a philosophy of opposing current practices that limit the scope of thinking in students. It's a call to rethink beliefs and attitudes teachers have on teaching, learning and education at large.
- it's a drive to adopt new ways to instill critical thinking skills in students by giving them more space to ask questions and to learn the way they like.
- It's also a creative way to attain objectives no matter how.
- It is an opportunity for both teachers and students to see the significance of meeting in a classroom.
- It's a new culture that connects students and teachers as human beings.
- It's an attitude that makes the classroom environment unique and enjoyable.

- Don't teach knowledge, teach skills instead
 - Relate to real life situations and get close enough
 - Be creative in different ways
 - Adopt and adapt, try the untried.
 - Be unique, don't do what every teacher does. Yet, stay within the larger frame.
 - Accept more questions and respond accordingly
 - Embrace a classroom culture that is conducive
 - Create the joy when every opportunity knocks
 - Don't repeat material though you are reviewing
 - Encourage critical thinking and the ability to think out of the box
 - Incorporate interactive games and fun activities
 - Use digital gadgets to boost motivation
 - Teach the students and not the book
 - Use technology but not all the time. (ICT can never replace a teacher)
 - Assign less homework or no homework at all
 - Reveal your character (Be yourself)
- Anti teaching goes beyond these guidelines, it is meant to rebel against traditional teaching

Games

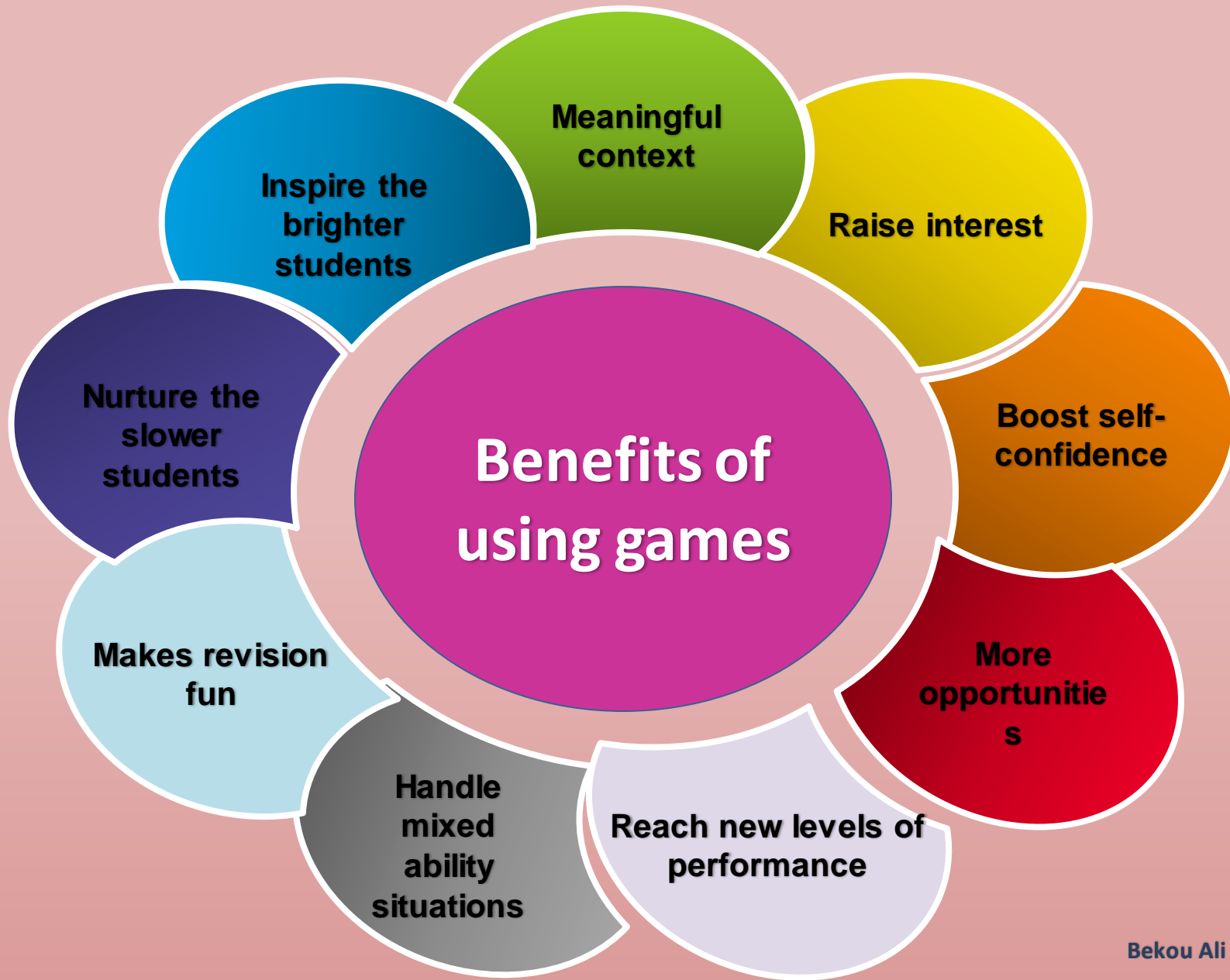
- **Teaching young learners and teenagers places diverse demands on teachers as their social skills develop rapidly and they cooperate and share.**
- **They also like competitions and games, seek out friendships and open up to friends about their emotions and pay more attention to teamwork.**
- **Therefore, in order to explore these evolving behaviors, a game-based approach ought to be adopted from time to time to boost and sustain motivation, raise interest, and maximize learning even for those who are falling behind.**
- **The results are quite promising if you try games once in a while.**

What is a game?

According to Hadfield, a game is **an activity with rules, a goal and element of fun.** (Hadfield, 1998:4).

Similarly, Harmer states; “Games are a vital part of a teacher’s equipment, not only for **language practice** they provide, but also for the **therapeutic effect** they have. They can be used at **any stage** of a class to provide an amusing and challenging **respite** from other classroom activity and are especially useful at the end of a long day to send students away feeling cheerful about their English class”.

(Harmer, 1991:101)





Limitations:

Games in themselves have no disadvantages as they make learning more enjoyable and memorable. However, no matter how well a teacher plans and prepares, some problems can arise.

- Some students may think games are just a waste of time.
- Some other students may be too competitive and others may feel uncomfortable.
- Not all of them may understand the rules. This causes frustration.
- Games often result in great noise though it's positive.
- Games require much planning and logistics.

Materials

- *The Lighter Side of TEFL* is a collection of activities taken from the *English Teaching Forum* 1976 to the present. They have been regrouped and arranged into new categories to facilitate teacher use. These activities expose students to humorous aspects of American English to create a cheerful classroom atmosphere and a positive orientation to the language.
- American English resources: teachers' corner

<https://americanenglish.state.gov/resources/teachers-corner-making-learning-fun>

Learning is a serious business. But that doesn't mean students shouldn't have fun while doing it. In fact, playing games increases motivation by helping students relax, open up, and get out of their heads while learning

- **Games**

- 1. Charades (word guessing game)**

This simple but classic game is a great way to encourage your student to get out of their seats and participate in the lesson.

- 2. Hangman**

A traditional but interactive game which improves students' spelling and subject knowledge, but is also enjoyable.

3. Bingo

A quick and simple game which never fails to motivate students in their learning.

4. Puzzles

This creative group game encourages students to work together and visualize academic concepts in an abstract way.

5. Pictionary

An old classic but also a great way for students to visualize their understanding in a fun team game.

6. 4 pictures 1 word

- An interesting game which is based on guessing,

7. Fun writing (writing together)

- Students listen and answer the questions. Once they answer the first question, they have to pass the paper and so and so forth

8. The 3 Rs: Read, Run, wRite

- An fun game game that is based on movement, memorization, and dictation

Conclusion

- **Learning is fun (if done correctly!)**
- Making learning fun and engaging can be difficult , but it's definitely rewarding when you pull it off. When lessons are interactive and apply to real life, students are more likely to follow along and retain what they learn. As students are more engaged and have fun with lessons, you also end up enjoying class even more because it's rewarding to see the positive impact that your material is having on your students.
- It's a win-win for everyone!

**Thank you for
Listening**