What's wrong with a bit of fun?

Scott Thornbury

@thornburyscott

www.scottthornbury.com

1. No pain, no gain

ENGLISH

['iŋglif]

INGLÉS

MADE

MÉTODOS "ASSIMIL"

EL ALEMAN SIN ESFUERZO.
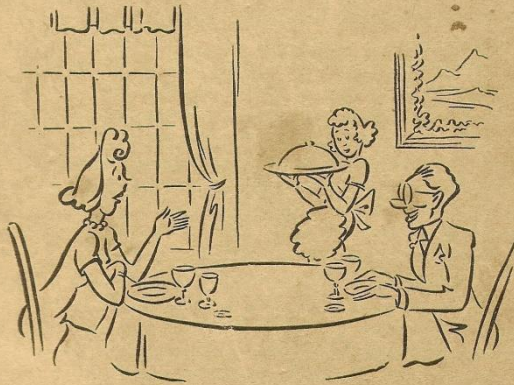EL FRANCÉS SIN ESFUERZO.
EL INGLÉS SIN ESFUERZO.

Libros religatos, abundantemente ilustrados

MÉTODO DIARIO "ASSIMIL"

EL INGLÉS
SIN
ESFUERZO

POR

NDON
RINO

Toil & Chat
ENGLISH
FOR BEGINNERS

CURSO ELEMENTAL

Laugh and
be merry!

Modernes Englisch zur Auf-
frischung und Erweiterung
Ihrer Kenntnisse

DIE NEUE
LANGENSCHEIDT-LEKTÜRE

mit Übersetzungen und Erläuterungen

1,50
M.

1	☐	FUN THINGS	235
2	☐	FUN FACTS	94
3	☐	FUN ACTIVITIES	78
4	☐	FUN WAYS	58
5	☐	FUN GAMES	24
6	☐	FUN COLORS	20
7	☐	FUN PLACES	20
8	☐	FUN IDEAS	19
9	☐	FUN FEATURES	18
10	☐	FUN RUNS	18
11	☐	FUN PARTS	16
12	☐	FUN EVENTS	15
13	☐	FUN GIRLS	14
14	☐	FUN PROJECTS	14
15	☐	FUN FOODS	13
16	☐	FUN SOUNDS	12

The cooperating teacher can also build the students' interest by telling them they will love having music class with the student teacher, who will bring so many wonderful and **fun activities** to teach them!

Ultimately, of course, teachers must be expected to fulfill classroom tasks: keeping a safe classroom environment where learning can flourish; designing engaging and meaningful lesson plans; implementing **fun activities** and various ways that many students' learning styles can be utilized;

We encourage positive behavior through group activities, **fun activities.** There might be 10 kids working together to prepare a green salad.

Fun facts

This **activity** is all about **fun** facts and helps adults or older teenage students to practise ... students use the internet to find out their own interesting **fun** fact! **Activity** type: Pair work and group ... question forms. This **activity** works well with mixed ability classes because students who might be less ...

admin - 14 Apr 2016 - 09:55

Fun revision quiz

This **activity** is based on the format of most of the quiz shows currently shown on television. ... I have tried it with different ages and levels and it has proved to be a **fun** and challenging way of doing ... answer, you will say "correct" or "incorrect" accordingly. This **activity** allows ...

admin - 20 Aug 2015 - 20:10

Fun discussion of controversial topics- the 'Tap-In Debate'

The 'Tap-In Debate' is a **fun** way for students to discuss controversial topics. ... I like this **activity** especially because it involves all the students and they can't afford to sleep ... 4.1 (32 votes) **Activities** Language Level: B2 ...

admin - 1 Aug 2015 - 14:02

Having fun with dialogues

Lift a dialogue and then do something **fun** with it. a useful filler **activity** if you run out of ideas ... Students will have **fun** making sense of it all. Challenge pairs or groups with a time limit. Misspell ...

admin - 13 Oct 2017 - 13:37

Ongoing assessment- fun not fear!

to assess student strengths and weaknesses and give us a strong indication as to which type of **activities** ... the students enjoyed the **activities** in the coursebook module. Again, they coloured in one of three simple face ... of monitoring student

come away from this workshop with a range of practical, ==fun== listening activities designed to exploit
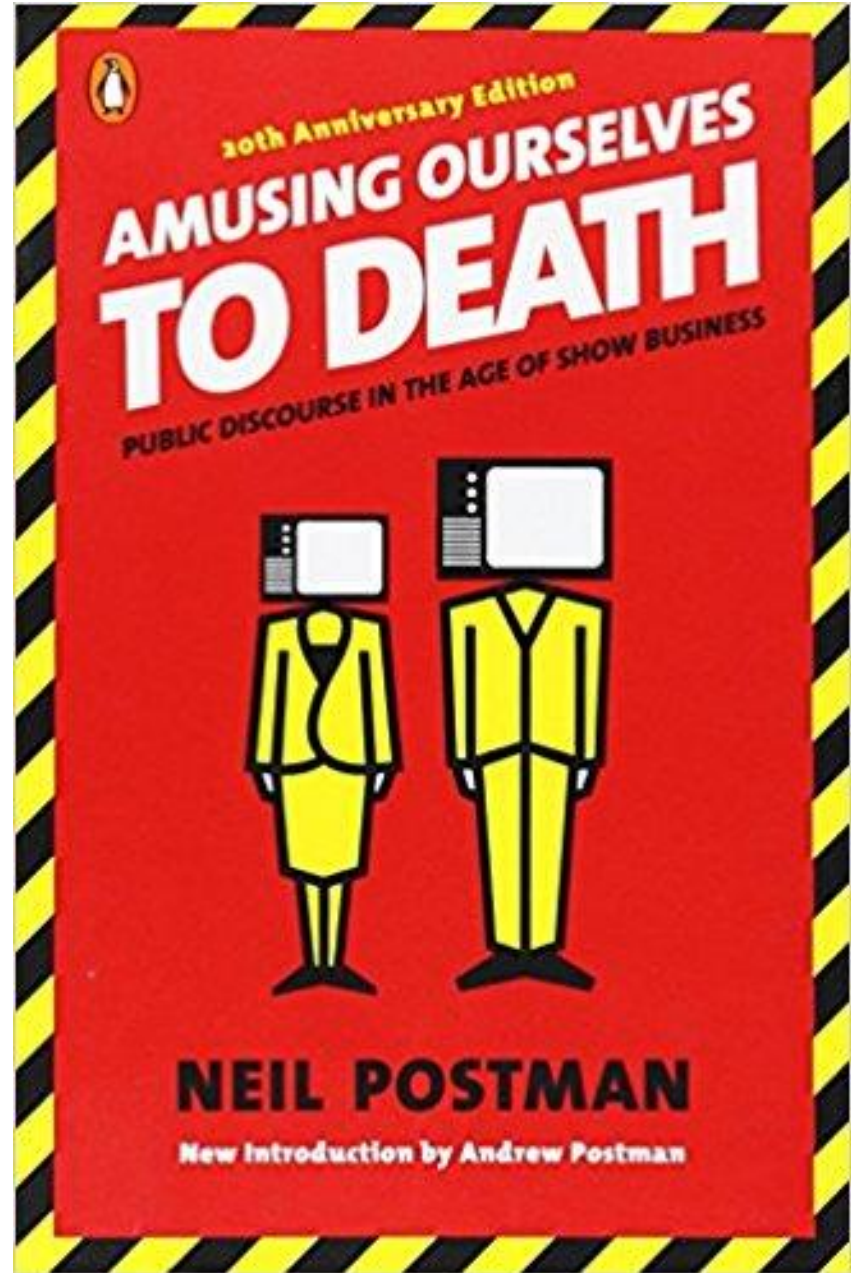
Vocabulary review in ==fun== ways

help students build confidence in their language skills and make English ==fun== again
In this project, even the students with special learning difficulties are actively participating, learning and having ==fun.==
Who said IELTS lessons can't be ==fun==? In this practical workshop, the
However, real conversation is often unpredictable, creative and ==fun== (even messy!
Using chants to make language memorable and ==fun==!
Come along for 30 minutes of ==fun== and chants that will
students enjoyed this activity and believe it is a ==fun== and motivating way of learning English
We will have ==fun== ourselves during this practical workshop, exploring and evaluating practical tips on how to strengthen bonds creating a safe, ==fun== and participatory learning environment

IATEFL Conference (2018) Catalogue

20th Anniversary Edition

AMUSING OURSELVES TO DEATH

PUBLIC DISCOURSE IN THE AGE OF SHOW BUSINESS

NEIL POSTMAN

New Introduction by Andrew Postman

'Television's principal contribution to educational philosophy is the idea that teaching and entertainment are inseparable. This entirely original conception is to be found nowhere in educational discourses, from Confucius to Plato to Cicero to Locke to John Dewey….'

Postman, N. (1985) *Amusing Ourselves to Death*. Methuen. p.150.

1.Reasons why we might have gone a bit soft on the learner:

    a.CLT
    b.TBLT
    c.Humanism
    d.student-centred classroom
    e.Krashen
    f.autonomy/individualisation
    g.post-method disillusion
    h.tolerance of error
           etc etc

1992

2.Counter-arguments

    a.fossilization
    b.focus on form
    c.motivation = challenge
    d.output $+ 1$
    e.psychological authenticity

3.A pedagogy:

    a.providing challenge - "raising the bar"
    b.do it again, but better
    c.fluency -> accuracy (incl. performance phase)

"If the 'language teacher's' management activities are directed exclusively at involving the learners in solving communication problems in the target language, then language learning will take care of itself, and the teacher can be fairly sure of not being guilty of unwarranted interference in the process".

Allwright, R. (1979) Language learning through communication practice, in Brumfit, C., and Johnson, K. (eds.) *The Communicative Approach to Language Teaching* Oxford: Oxford University Press, pp 167-82

'The development of competence in a second language requires not systematization of language inputs or maximization of planned practice, but rather the creation of conditions in which learners engage in an effort to cope with communication.'

Prabu, N.S.(1987) *Second Language Pedagogy.* Oxford: Oxford University Press, p.1.

(On suggestopedia): "The students should enjoy what they are doing and not see it as something hard. This implies an absence of any destructive or inhibiting tension"

Stevick, E. (1980) *Teaching languages: A way and ways.* Rowley, Mass.: Newbury House, p.240.
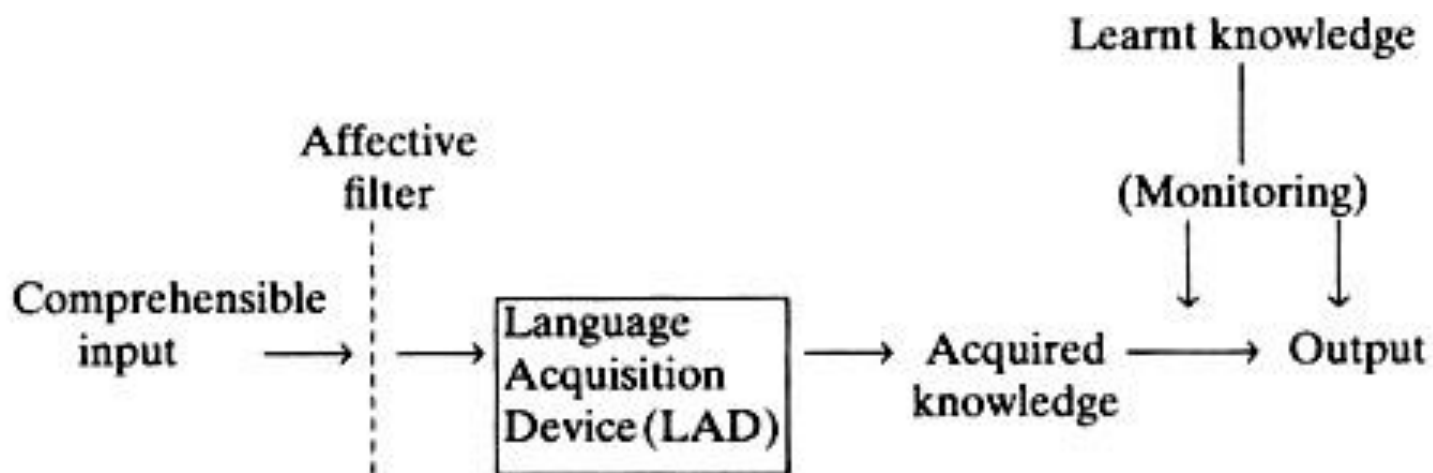
The Input Hypothesis Model of L2 learning and production (adapted from Krashen, 1982, pp. 16 and 32; and Gregg, 1984)

"Minimally Invasive Education is defined as a pedagogic method that uses the learning environment to generate an adequate level of motivation to induce learning in groups of children, with minimal, or no, intervention by a teacher".

http://www.hole-in-the-wall.com/MIE.html

Fun ≠ attention

Fun ≠ motivation

Fun ≠ attention

Fun ≠ motivation

"What is attended is learned, and so attention controls the acquisition of language itself."

Ellis, N.C. and Robinson, P. 2008. An introduction to Cognitive Linguistics, Second Language Acquisition, and Language Instruction. In Ellis, N.C. and Robinson, P. (eds.) *Handbook of Cognitive Linguistics and Second Language Acquisition.* Oxford: Routledge, p. 3).

'We pay continuous partial attention in an effort NOT TO MISS ANYTHING. It is an always-on, anywhere, anytime, any place behavior that involves an artificial sense of constant crisis.'

Linda Stone (2002-2017): https://lindastone.net/qa/continuous-partial-attention/

'Though the educational potential of the Internet is limitless, it is becoming apparent that wired students use technology less to learn than to distract themselves from learning.'
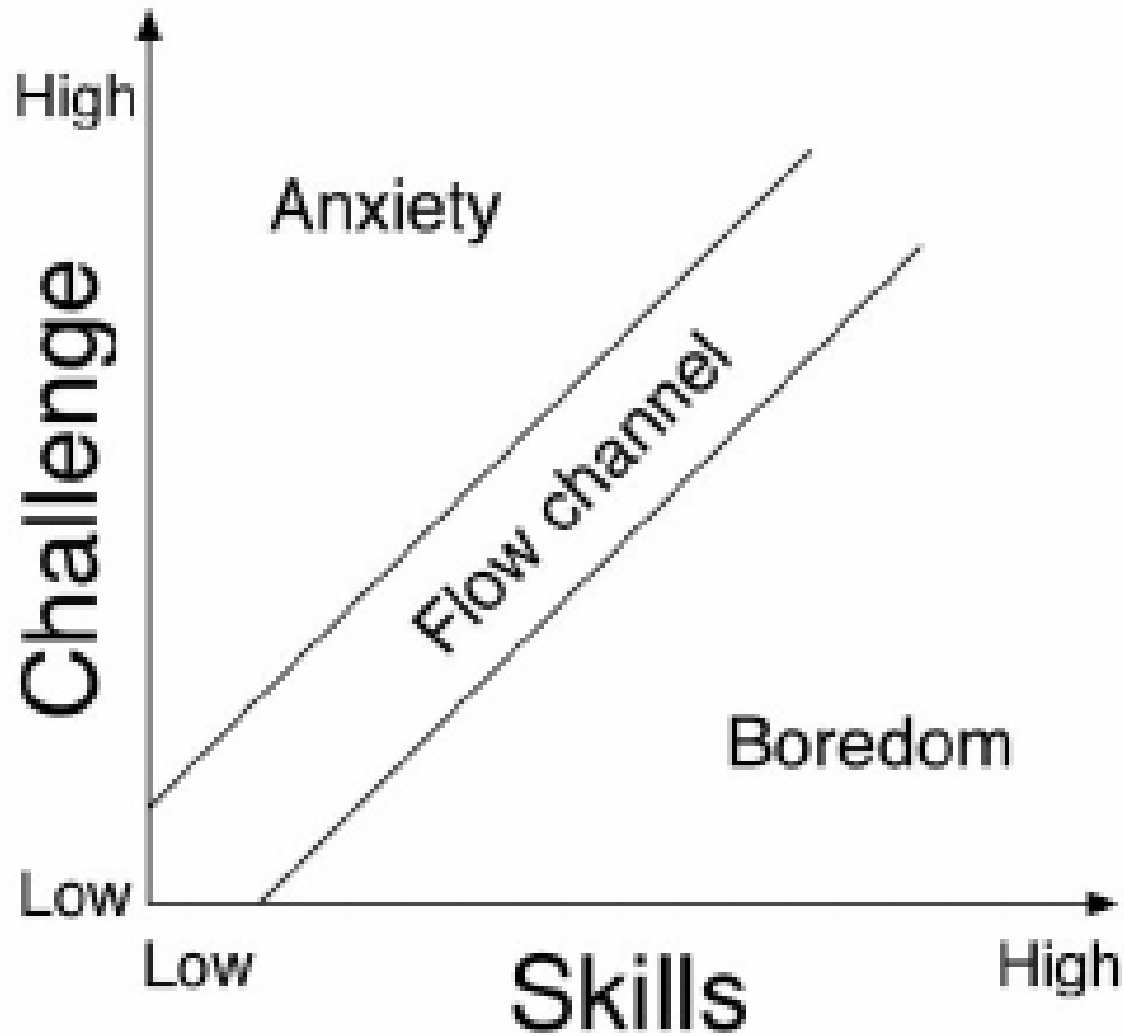
Crowther, H.   *Granta, 111.*

'An emphasis on activity for activity's sake may be counterproductive, in that it serves to divert attention onto the activity itself, and not onto the language that mediates the activity.'

Thornbury, S. 'A is for attention' (blogpost)

Fun ≠ motivation

The learner's output should be "pushed towards the delivery of a message that is not only conveyed, but that is conveyed precisely, coherently and appropriately… Being 'pushed' in output ... is a concept that is parallel to that of the i + 1 of comprehensible input".

Swain, M. (1985) Communicative competence:some roles of comprehensible input and comprehensible output in its development. In Gass, S.and Madden, C. (Eds.) Input in second language acquisition. Rowley, MA: Newbury House.

'In particular, we will want learners to take every opportunity to deploy grammar in their talk, stretching their linguistic resources so that they use language which is grammatically rich. This procedure is sometimes referred to as "interlanguage stretching", and it requires learners to "operate at the outer limits of their current abilities" (Long 1989: 13).'

Batstone, R. (1994) *Grammar.* Oxford: Oxford University Press, p. 78.

"Facilitating anxiety motivates the learner to 'fight' the new learning task; it gears the learner emotionally for approval behaviour. Debilitating anxiety, in contrast, motivates the learner to 'flee' the new learning task; it stimulates the individual emotionally to adopt avoidance behaviour."

Scovel, T. (1978) The effect of affect on foreign language learning: a review of the anxiety research, *Language Learning* 28: 129-42 p.139.

2. All work and no play
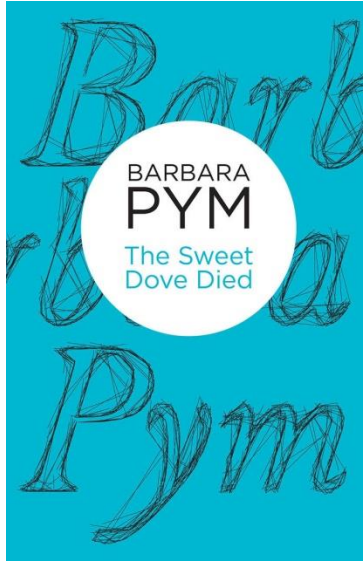
'It was odd to be learning something again, but there was a certain lightheartedness in the process, as if we had shed some of the intervening years since schooldays. We laughed inordinately at the smallest jokes, finding something amusing in the most ridiculous trifles, and when we were actually given homework, it seemed the funniest thing of all.'

Barbara Pym: *The Sweet Dove Died.* (1978)

XZ (female, 42): 'The atmosphere is great and all members feel comfortable speaking Italian. What's more, we laugh a lot which is in my opinion very important when learning the language!'

Dewaele, J-M., & McIntyre, P.D. (2016). Foreign-language enjoyment and foreign language classroom anxiety: the right and left feet of the language learner. In McIntyre, P.D., Gregersen, T. & Mercer, S. (eds) *Positive psychology in SLA.* Bristol: Multilingual Matters.

'Many of the classrooms observed in this study were punctuated by laughter. Teasing was common, whether from teachers to students, from students to teachers, or among students themselves. There was also much play with word formation. The high value placed on quick and clever oral responses and verbal volleying seen in English classes has its roots in traditional [Vietnamese] culture.'

Kramsch, C. & Sullivan, P. (1996) Appropriate Pedagogy. *ELT Journal* 50/3, p.207.

'Humor has an important place in the FL classroom, where institutional practices can be oppressive and where face threats must continually be managed, as students struggle with making meaning in a new language and often before peers where the social stakes are high.'

Pomerantz, A. & Bell, N.D. (2011) Humor as safe house in the foreign language classroom. *Modern Language Journal,* 95, p.158.
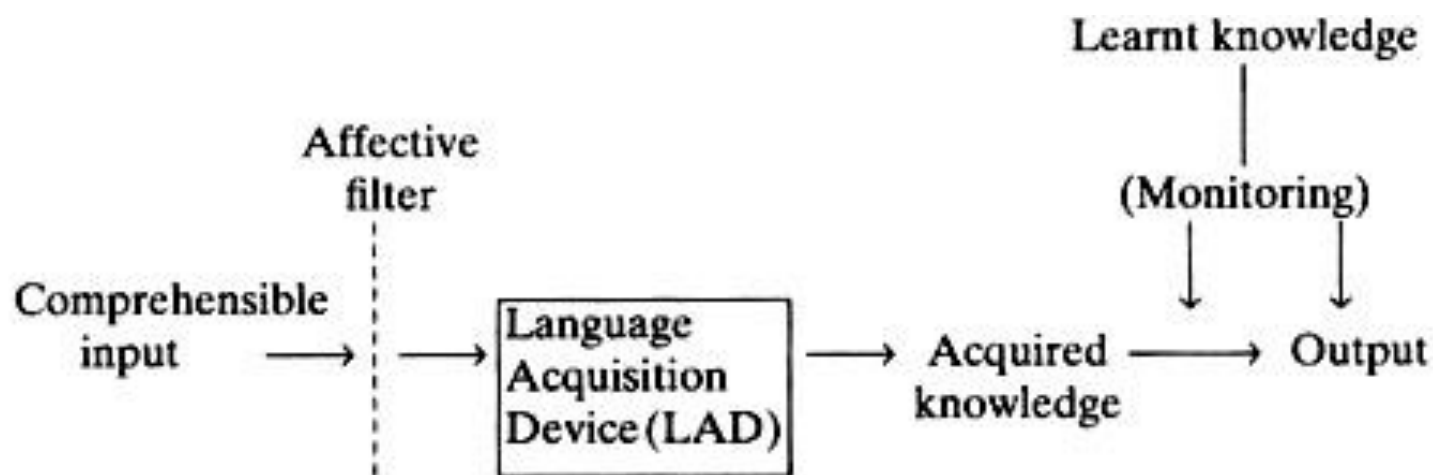
The Input Hypothesis Model of L2 learning and production (adapted from Krashen, 1982, pp. 16 and 32; and Gregg, 1984)

'In another set of studies (Guiora, et al. 1972; Guiora, Acton, Erhard, and Strickland 1980) learners were administered quantities of alcohol and Valium in order to reduce the level of inhibition. Alcohol resulted in better pronunciation but Valium did not – a result that has interesting possibilities for application in language teaching!'

Ellis, R. (2008) *The Study of Second Language Acquisition (second edition)* Oxford: Oxford University Press, p.673
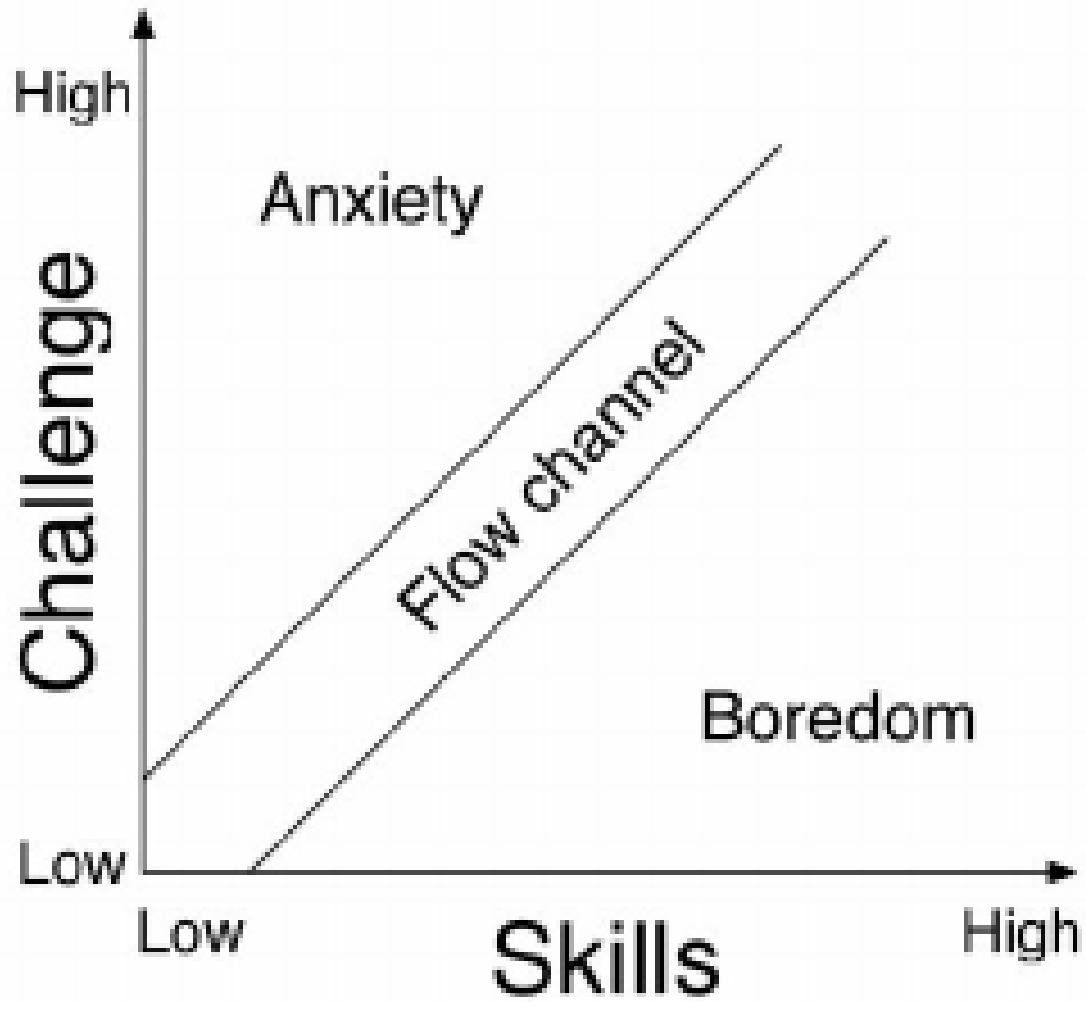
Csikszentmihalyi (1997, 2004, 2008) describes enjoyment as a key component of flow experiences. Flow is characterised as a 'sweet-spot' in optimally challenging activities where one is neither feeling overwhelmed nor under-challenged.

Dewaele, J-M., & McIntyre, P.D. (op.cit.)
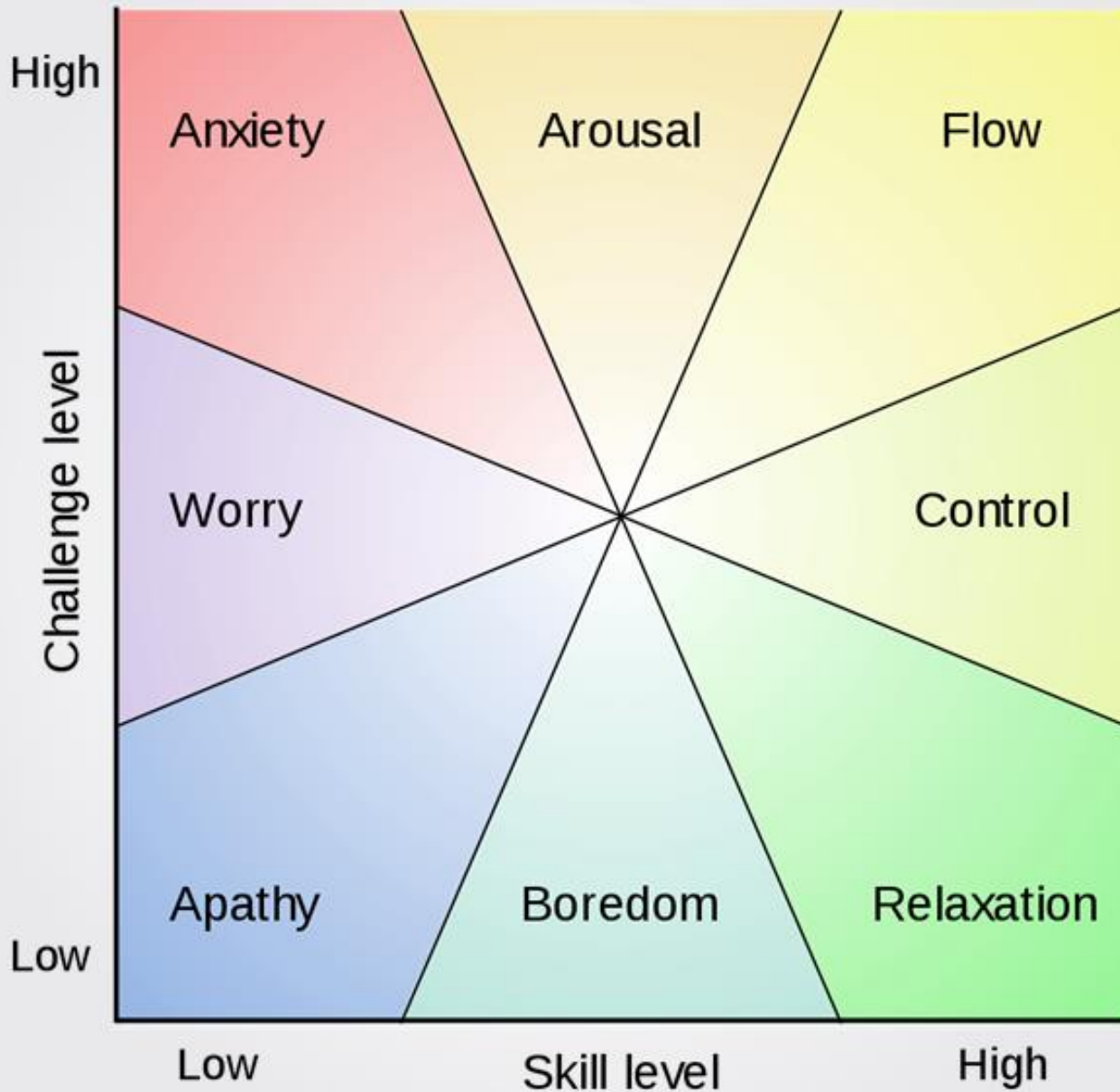
'In Csikszentmihalyi's framework … play and flow appear to be mutually constitutive.'

Waring, H.Z. (2013) 'Doing being playful in the second language classroom.' *Applied Linguistics*, 34/2, p. 193.

'Play creates a zone of proximal development of the child. In play a child always behaves beyond his average age, above his daily behavior; in play it is as though he were a head taller than himself…'

Vygotsky, L. *Mind and society*

Toby: you silly. you silly
David: no Toby's silly
Toby: you silly
David: no. you silly. no not you silly
Toby: you silly
David: no. not. no silly
Toby: no silly
etc.

Ochs, E. (1983) Conversational competence in children. In Ochs, E. and Schieffelin, B. (eds.) *Acquiring Conversational Competence.* London: Routledge & Kegan Paul, p. 22.

'[Nora] engaged in syntactic play – a practice which resulted in the development of fluency and control over grammatical structures.…

> *She said me that it wa' not too raining by she house.*
> *She said it wa' not too raining by she house.*
> *She said she not raining by she house.*

Nora was especially quick in figuring out which parts of the expressions in her repertory of formulas could be varied, and in analysing them.'

Wong Fillmore, L. (1979) 'Individual differences in second language acquisition,' in Fillmore, C., Kempler, D., & Wang, W. (eds) *Individual Differences in Language Ability and Language Behavior,* New York: Academic Press. p. 224 – 225

'In practice, Communicative Language Teaching often turned out to be as selective with the uses and functions of language as traditional syllabuses had been with language items. In particular, it neglected those pleasurable, emotive and controversial aspects of social interaction which are expressed through the genres of play.'

Cook, G. (2000) *Language play, language learning.* Oxford: Oxford University Press, p. 193.

Dan: (a) *Me gusta[16] tú y tu valentín.* (I like you and your valentine)

Ben: (b) Oh!

Leonard: (c) *y quieres ser mi valentín. Ja ja.* (and you want to be my valentine. Ha ha)

Ben: (d) *Me gusta a tí.[17] Y mi corazón va* (I like to you. And my heart goes)

Leonard: (e) *un corazón* (a heart)

Ben: (f) pee pee

Leonard: (g) (laughs really hard) oh god![18]

Mum - I want to ask you something
  - What is the question?

  - I want to get a tatoo?
  - You can't do what you want.

  - O.K.

  - O.K what?

    - I'm going to get a tatoo

  - With one condicion, but it has to say "I love mum"

    - Are you crazy?.

  - like you

  - I'm want another moTHER.

  - ~~scribbled out~~ Ok.

'Ludic language play may serve to destabilize the [interlanguage] system, making possible its growth and change.'

Broner, M.A. & Tarone, E.E. (2001) Is It Fun? Language Play in a Fifth-Grade Spanish Immersion Classroom. *Modern Language Journal*, 85/3.
(p. 375)

'These students manage to have a carnival type of laughter through creating "indecent" English dialogues within the school walls.... Through populating the English language with their own local social languages and voices, they have appropriated English for their own purposes.'

Lin, A.M.Y and J.C.M. Luk. 2013. 'Local creativity in the face of global domination: Insights of Bakhtin for teaching English for dialogic communication' in J.K. Hall, G. Vitanova, and L. Marchenkova (eds) *Dialogue with Bakhtin on Second and Foreign Language Learning: New Perspectives.* New York: Routledge, 77-98, p. 89.

'L2 language play has an important role in the development of learners' identities, multicompetent selves, and communicative repertoires....'

Pomerantz, A. & Bell, N.D. (2007) Learning to play, playing to learn: FL learners as multicompetent language users. *Applied Linguistics*, 28/4, p. 575.

Playful talk

1. Play offers learners the opportunity to experiment with a wider range of voices … thereby stretching their sociolinguistic competence.
2. Play offers learners the opportunity to implement a wider range of subversive language functions, such as assessing, complaining, critiquing, or chastising, thus extending their communicative repertoire.
3. Play offers the opportunity to "do conversation" – the baseline for meaningful communication.

Waring, H.Z. (2013) 'Doing being playful in the second language classroom.' *Applied Linguistics*, 34/2, p. 207.

Playful talk

1. Play offers learners the opportunity to experiment with a wider range of voices … thereby stretching their sociolinguistic competence.
2. Play offers learners the opportunity to implement a wider range of subversive language functions, such as assessing, complaining, critiquing, or chastising, thus extending their communicative repertoire.
3. Play offers the opportunity to "do conversation" – the baseline for meaningful communication.

Waring, H.Z. (2013) 'Doing being playful in the second language classroom.' *Applied Linguistics*, 34/2, p. 207.

Playful talk

1. Play offers learners the opportunity to experiment with a wider range of voices … thereby stretching their sociolinguistic competence.
2. Play offers learners the opportunity to implement a wider range of subversive language functions, such as assessing, complaining, critiquing, or chastising, thus extending their communicative repertoire.
3. Play offers the opportunity to "do conversation" – the baseline for meaningful communication.

Waring, H.Z. (2013) 'Doing being playful in the second language classroom.' *Applied Linguistics*, 34/2, p. 207.

'The results of our study suggest that the use of drama techniques in language classrooms can have a significant impact on L2 oral fluency relative to other learner-centred communicative language practices. [Moreover] the drama techniques employed in our study appear to help learners develop strategies that are generalisable to a variety of novel speaking tasks.'

Galante, A. & Thomson, R.I. (2017). 'The effectiveness of drama as an instructional approach in the development of second language oral fluency, comprehensibility, and accentedness.' *TESOL Quarterly,* 51/1: p.132.

'The results of our study suggest that the use of drama techniques in language classrooms can have a significant impact on L2 oral fluency relative to other learner-centred communicative language practices. [Moreover] the drama techniques employed in our study appear to help learners develop strategies that are generalisable to a variety of novel speaking tasks.'

Galante, A. & Thomson, R.I. (2017). 'The effectiveness of drama as an instructional approach in the development of second language oral fluency, comprehensibility, and accentedness.' *TESOL Quarterly,* 51/1: p.132.

'A person who can play with a language in creative and socially-effective ways -- to tell a joke or a story – could certainly also buy an airline ticket. The reverse however is not necessarily true.'

Cook, G. op.cit. p. 204.

Laugh and be merry!

Modernes Englisch zur Auf-
frischung und Erweiterung
Ihrer Kenntnisse

DIE NEUE
LANGENSCHEIDT-LEKTÜRE
mit Übersetzungen und Erläuterungen

1.50

Thank you