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ÁREA DE LA EDUCACIÓN, EL ARTE Y LA

COMUNICACIÓN

ENGLISH LANGUAGE CAREER

TITLE:

ENGLISH TEACHERS' HUMOUR AND ITS EFFECT ON THE LEARNING OF ENGLISH AS A FOREIGN LANGUAGE WITH THE STUDENTS OF 1ST, 2ND AND 3RD YEARS OF BACHILLERATO AT TAGESSCHULE Y COLEGIO SAN GERARDO IN LOJA, ACADEMIC YEAR 2012-2013.

Thesis as a previous requirement to obtain the Bachelor's Degree in Sciences of Education, English Language Specialization.

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**PROFESSOR OF THE ENGLISH LANGUAGE CAREER OF THE
“UNIVERSIDAD NACIONAL DE LOJA”**

CERTIFIES:

That the present research work entitled: **ENGLISH TEACHERS’ HUMOUR AND ITS EFFECT ON THE LEARNING OF ENGLISH AS A FOREIGN LANGUAGE WITH THE STUDENTS OF 1ST, 2ND AND 3RD YEARS OF BACHILLERATO AT TAGESSCHULE Y COLEGIO SAN GERARDO IN LOJA, ACADEMIC YEAR 2012-2013**, under the responsibility of the undergraduate student: María Luisa Vire Quezada, has been thoroughly revised. I therefore, authorize the presentation of the thesis, for the corresponding legal, purposes, and its compliance with all the norms and internal requirements of the Universidad Nacional de Loja.

Dated this day: February 14th, 2014, Loja, Ecuador



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THESIS ADVISOR

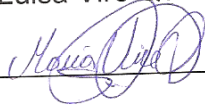
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THE AUTHOR

DEDICATION

I would like to dedicate my thesis to my parents who have never failed to give me moral support, to my sisters and brother who have encouraged me to finish this work.

MARIA LUISA

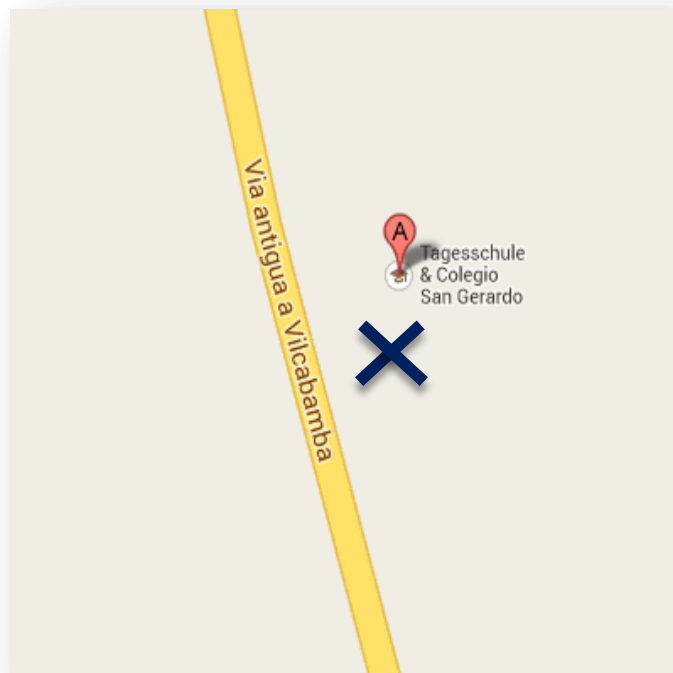
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TESIS	MARIA LUISA VIRE QUEZADA ENGLISH TEACHERS' HUMOUR AND ITS EFFECT ON THE LEARNING OF ENGLISH AS A FOREIGN LANGUAGE WITH THE STUDENTS OF 1 ST , 2 ND AND 3 RD YEARS OF BACHILLERATO AT "TAGESSCHULE Y COLEGIO SAN GERARDO" IN LOJA, ACADEMIC YEAR 2012-2013	UNL	2013	ECUADOR	ZONA 7	LOJA	LOJA	San Sebastián	El Capulí	CD	Licenciada en Ciencias de la Educación, mención Inglés

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THESIS SCHEME

- CERTIFICATION
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- MATRIZ DE ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN
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a. TITLE

**ENGLISH TEACHERS' HUMOUR AND ITS EFFECT ON THE
LEARNING OF ENGLISH AS A FOREIGN LANGUAGE WITH THE
STUDENTS OF 1ST, 2ND AND 3RD YEARS OF BACHILLERATO AT
TAGESSCHULE Y COLEGIO SAN GERARDO IN LOJA, ACADEMIC
YEAR 2012-2013.**

b. ABSTRACT

The present paper entitled **ENGLISH TEACHERS' HUMOUR AND ITS EFFECT ON THE LEARNING OF ENGLISH AS A FOREIGN LANGUAGE WITH THE STUDENTS OF 1ST, 2ND AND 3RD YEARS OF BACHILLERATO AT TAGESSCHULE Y COLEGIO SAN GERARDO IN LOJA, ACADEMIC YEAR 2012-2013**, was developed to determine the effect that humour has in learning a foreign language.

The methods applied in this research were: scientific, analytic-synthetic, descriptive and explicative.

Surveys were applied to teachers and students aiming to carry out the hypothesis verification through logical and statistical analysis represented in graphics and charts.

The obtained results showed that teachers have very little knowledge about humour, its benefits, objectives and the effect it has once it is used as a tool to teach a foreign language. Moreover, it was demonstrated that the use of humour by teachers gets students attention; indeed, it helps to establish a good relationship between the teacher and student.

RESUMEN

El presente trabajo titulado **ENGLISH TEACHERS' HUMOUR AND ITS EFFECT ON THE LEARNING OF ENGLISH AS A FOREIGN LANGUAGE WITH THE STUDENTS OF 1ST, 2ND AND 3RD YEARS OF BACHILLERATO AT TAGESSCHULE Y COLEGIO SAN GERARDO IN LOJA, ACADEMIC YEAR 2012-2013**, fue desarrollado con el objetivo de determinar el efecto que el humor tiene en el aprendizaje del idioma extranjero.

Los métodos empleados fueron: científico, analítico-sintético, descriptivo y explicativo.

Se tomó como instrumento la encuesta, que fue aplicada a docentes y estudiantes para verificar las hipótesis por medio del análisis lógico y estadístico representado en gráficos y cuadros.

Los resultados demostraron que los profesores tienen un conocimiento limitado del humor, sus beneficios, objetivos y el efecto que tiene en la enseñanza del idioma extranjero. Además se demostró que el uso del humor, llama la atención de los estudiantes así como también contribuye a establecer una buena relación entre el profesor y estudiante.

c. INTRODUCTION

Humour can be described as social “glue” because it has the power to create a feeling of togetherness. The nature of humour is complex because it resides not only in the logic of what is said, but in the performance of the speaker, in the relationship between the speaker and the audience, and in the immediate context of the instance. Given this, it was attempted to include humour in the normal teaching routine so not only was humour used but also logic and self-esteem.

Nearly all teachers try to use effective tricks to control classroom atmosphere and reduce tension and negative feelings. In this way, they can deal with students' behavior and encourage them to do the tasks as well as help reduce their affective barriers. One of these tricks is teachers' sense of humor. In consequence, students have listed humour as an essential quality of a good teacher and the best teachers are known for their ability to use humour in class. Nevertheless, a big obstacle while teaching is the affective filter, which is best described as the shortage of self-esteem, motivation and comfort in students leading to the acquisition of certain negative behaviors. This issue is the outcome that teachers obtain for performing poorly-amusing lessons.

The importance of this research work about English Teachers' humour and its effect on the learning of English as a foreign language with the students

of 1st, 2nd and 3rd years of bachillerato at Tagesschule y Colegio San Gerardo in Loja, academic year 2012-2013, is based on the fact that most of the students find it difficult to be fond of learning English by all means. Indeed, it becomes one subject instead of a language that should be used to communicate.

On the contrary, by using humour, this is open to prospective changes because it is estimated that humour could be used in order to boost students' interest and lower students affective filter to make them work better while learning English.

Additionally, the specific objectives, related to the research, were to analyze how English Teachers' humour helps students in the Learning Process; to identify the best humour-related activities that teachers apply in the classroom; and, to detect how humour lowers the students' affective filter.

The general hypothesis, which guided this thesis, states that English teachers' humour contributes to the English Learning Process with the students of the researched institution.

Some methods were chosen to develop this work: the main one, the Scientific method, which helped to obtain the knowledge to clarify the relationship between the information gathered in the research with the

scientific explanation of the variables of the hypothesis and to draw the conclusions and recommendations; the descriptive method was used to describe the most important facts in this research work; the analytic-synthetic method was used to analyze and contrast the empiric information about the effect of humour on students; the descriptive method was used to provide an explanation of the logical implications of the variables of every question and, the descriptive statistics was used to represent and put the data in charts and graphs so that, it is understandable for analyzing the data. Additionally, a survey for teachers and students was applied to obtain information about the topic under research.

The present work covers the following parts:

Firstly, the introduction which is included to describe the thesis work and the main problem that encouraged the development of this research. Then, the revision of literature is introduced, with the main categories of the variables which helped analyse and contrast the obtained results from teachers and students' surveys.

Secondly, it presents the materials and methods used in the research process, with the description of the specific methods, techniques, procedures and instruments that were applied; and, it gives a reference concerning the researched population.

In the next stage, the obtained results are shown in statistic charts and graphs to facilitate their interpretation and analysis.

After that, the thesis describes the discussion of the most representative results and the verification of the stated hypotheses. In addition, it includes the conclusions which were established, having contrasted the information of the applied instruments and making a logical relationship among them with the specific objectives stated in the project. Finally, it has the recommendations which refer to the possible alternatives as a solution to the different problems found in the researched institution.

d. LITERATURE REVIEW

1. HUMOUR

According to Chandra, (2011) humour or humor is the tendency of particular cognitive experiences to provoke laughter and provide amusement. People of all ages and cultures respond to humour. The majority of people are able to experience humour, i.e., to be amused, to laugh or smile at something funny, and thus they are considered to have a sense of humour. When we find something funny chemicals get released that actually turn on more areas on a brain so there is literally more brain to work with.

2. ENGLISH TEACHERS' HUMOUR

It is the role of teachers to create a relaxed positive attitude in the teaching environment, students learn more, talk more, and have more fun if they are in a good atmosphere. But, as with all learning situations, there is a fine tune for when to draw a limit.

A teacher must consider what communicative and methodological objectives he or she wants to achieve in order to use them in the classroom. The humorous activity must be designed to fit both linguistic and cultural goals. According to Tosta, (2001), the funny teacher is not a

clown figure. He is a serious, conscientious professional who believes in the meaningfulness and effectiveness of having fun while learning. Whenever students are amused and entertained during an activity teachers are achieving the main goal that is to encourage, motivate and help students communicate in the target language.

2.1 Teachers' attitude towards the class

“A positive attitude causes a chain reaction of positive thoughts, events and outcomes and a positive classroom climate. It is a catalyst and it sparks extraordinary results”. Wade, (2002). When teachers have a positive attitude they will believe and act as if all students will be successful in the class.

Once it is experienced to be the “fun guy” in the class, teachers are not seen as the authority who commands a whole group of students who have to follow instructions or do tasks at school or home, it is now a sort of relationship that depends on the mutual acceptance and respect.

Another key aspect concerning teachers' attitude is to show students that they are important and teaching is enjoyed, besides, that lessons are planned adequately to make them feel comfortable with each activity that is carried out with a particular objective.

2.2 Positive outcomes of teachers humour use

When humour is used effectively in the classroom, outcomes can be a number of benefits for teachers and students. Bryant, Crane, Cominsky, and Zillmarm, (1980) found that when teachers use humour they may receive more positive student evaluations and find that students are more willing to participate in their classes. Additionally, when students take courses from teachers who use humour they may become more motivated to do well in the class. While there are a number of benefits that teachers derive from using humour in the classroom, the most significant reason to study teacher humour is to better understand its positive relationship to student learning.

2.3 Activities for teachers to use in the classroom

The more students laugh, the more they enjoy. And the more they enjoy, the more they will learn. Here are five useful tips suggested by Deveto, (2005).

2. 3.1 Exaggerate

One way to exaggerate when teaching is with numbers. Students can learn to distinguish 15 from 50 if teachers emphasize the different rhythm of 15 by writing it as fifteeeeeeeeeeeen on the board. Students laugh at this, but they also remember to give a little extra emphasis to teens as opposed to tens.

Teacher also gives points to their students when they answer a question correctly. They give one point for each answer at the beginning of the term but he gives more and more points as the weeks go by. So, by the end of the term, they are giving students 100,000,000,000 points (That is 100 billion points, not dollars!) to students for just one answer. They really love it, and it is a great introduction to use large numbers.

Teachers can also exaggerate with their voice. Emphasize words like "BIG" or "LOUD", and lower the voice for "small", "quiet", or "soft". Students will often copy teachers when they do this. When a character in the textbook or a story is male, a female teacher can use an exaggerated deep voice. If a character is a female, a male teacher can use a very high voice.

One last way to exaggerate is with laughter. If something is just a little bit funny or maybe not even funny at all, you can laugh very loudly as though it is the funniest thing you have ever heard (or said). The key to make students laugh is to suddenly STOP laughing. (But it is not useful to do this too often).

2.3.2 Ask crazy questions

An easy way to get students to laugh is to ask them very strange questions. Add one funny question to every test, every quiz, and every exercise. Here are some questions: Are you married? How many fathers

do you have? Did you visit New York last night? Do you prefer chocolate ice cream or fish ice cream? Could you lend me \$500 dollars for a date tonight?

2.3.3 Make intentional mistakes

Mistakes can be turned into humour and at the same time test students' listening ability. Teacher often tells new students that he has three wives (one in France, one in the U.S., and one in Japan - and now looking for a fourth in China!) or that he is 21 years old. Teachers can easily turn any statement into a mistake by changing one key word. They can also make mistakes when writing on the board; add two or three mistakes during any class period.

2.3.4 Use funny quotes or sayings

Introduce a famous saying or a quote from a famous person then explain it. For example, teachers might teach students that "money does not grow on trees", which means that teachers should be careful how people spend money.

Teachers cannot easily get more money just by picking it from a tree! After students understand it and have a discussion, introduce a funny variation - "Money DOES grow on trees, but the banks own all of the branches". Do not worry if students do not laugh, just laugh out loud and stop suddenly.

2.3.5 Tell a joke

Teachers can introduce a new topic with a joke or end a lesson with one. They could even have a "joke time" in every class or once a week. Teachers need to understand why and how humour works as an instructional tool. When teachers use humour adequately, one of the first effects is the likeness of both teachers and students, so confidence grows more on the second subject. The rates of interest in the teachers also increase.

It all comes in handy when using humour as a teaching tool therefore it is the teachers' duty to create and later keep a relaxed positive attitude in the teacher environment, students learn more, talk more and have more fun if they are in a good atmosphere.

However, there is a fine tune for when to draw a limit, overusing humour can also affect awfully to the class, so knowing how to use the right dose requires practicing and being constant.

3. LEARNING OF ENGLISH AS A FOREIGN LANGUAGE

Learning is a process that includes many variables. These variables interact as learners work toward their goals and incorporate new knowledge, behaviors, and skills that add to their range of learning experiences.

3.1 English Foreign Language Learners

EFL stands for English as a Foreign Language referring as to those students whose mother language is any but English and for some reason have felt the need of learning English so they become Students of English of which purpose depend on the need itself, the main objective is to reach a level of English at International standards.

3.2 Krashen's Theory of Second Language Acquisition

Krashen, (1982), states five hypotheses about the Second Language Acquisition:

3.2.1 The Affective Filter hypothesis

It embodies Krashen's view that a number of 'affective variables' play a facilitative, but non-causal, role in second language acquisition. These variables include: motivation, self-confidence and anxiety. Learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition.

Low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. In other words, when the filter is 'up' it impedes language acquisition. On the other hand, positive affect is necessary, but not sufficient on its own, for acquisition to take place.

4. HUMOUR AND ITS ROLE IN THE ENGLISH LEARNING PROCESS.

“A sense of humour is the capacity of a human being to respond to life challenges with optimistic enjoyment” Morrison, (2005). Humour is an overlooked natural resource that can play a crucial role in creating a healthy learning. In Education, humour is a valuable teaching tool to establish a classroom climate conducive to learning. A class that is laughing and having fun is a relaxed class and more receptive to learning. Morrison, (2005)

According to Morrison, (2005).Humour is a very difficult thing to get right but it is a wonderful addition to the classroom. It is a useful instrument to engage learners and make lessons more interesting. Students are also likely to repeat jokes and humorous stories they have heard. They know they will be rewarded with a laugh so they are more likely to be motivated to read. Students can learn a lot about a nation’s culture through humour. Of course when using humour teachers should be able to laugh with the students, not at them, because laughing at students is horribly unprofessional. It is possible to use jokes in the classroom but teachers have to decide whether the joke is cultural appropriate and also whether the joke will be understood by students.

Humour is one method by which professors can make their relationships with students closer. When teachers have a sense of humor and are not

afraid to use it, students relax and become listeners. Humor builds rapport between the students and teacher. Students will be less intimidated and less inhibited about asking questions or making comments. A teacher who makes mistakes and is willing to admit it or laugh at himself/herself communicates to students that it is also okay for them to be creative, take chances, look at things in an offbeat way, and perhaps, even make mistakes during the learning process.

4.1 Explanations for the Humour-Learning Relationship

One theoretical explanation for the humour-learning relationship is based on the attention-gaining and holding power of humour. Kelly & Gorham, 1988, hold that, “humour gains and keeps students’ attention which is related to memory and learning.”

The use of humour by teachers may serve as a powerful way of gaining liking and establishing a rapport with students. Teachers may use humour primarily as a means of gaining liking and as a residual effect that can increase student learning.

More specifically, when students like humorous professors, they may attend class more frequently, pay attention during class, and work harder to learn the subject matter. It is a well-known fact that students are more likely to comply with requests that are made by those individuals that are

liked. In sum, if students like the teacher they will be more willing to comply with a wide range of teacher requests which ultimately can result in greater learning outcomes.

4.2 Effects of Humour in the Language Classroom

Humour represents perhaps one of the most genuine and universal speech acts within human discourse. As a natural consequence then, the employment of humor within the context of second language pedagogy offers significant advantage to both the language teacher and learner. Indeed, humor serves as an effective means of reducing affective barriers to language acquisition.

This effectiveness is particularly relevant to the communicative classroom, as humour has been shown to lower the affective filter and stimulate the pro-social behaviors that are so necessary for success within a communicative context.

In addition to the employment of such general humour for the creation of a conducive learning environment, great value lies in the use of humour as a specific pedagogical tool to illustrate and teach both formal linguistic features as well as the cultural and pragmatic components of language so necessary for communicative competence.

4.3 Benefits of Humour in Learning

Morrison, (2005) states that there are many benefits to implementing humour in the classroom: It creates a cooperative atmosphere helping students to better relate to one another, and it focuses them more effectively. It adds a cultural frame to language by presenting a tone, expression and context to the material, thus increasing cultural knowledge. Humour facilitates the acquisition of vocabulary and helps distinguish figurative from literal meaning.

Similarly, it helps develop visual memory and improves the capacity to solve linguistic problems. The devices that can be used to add humor to a language class range from idiomatic expressions, riddles or proverbs to pronunciation games, comics, jokes or typical grammatical errors.

4.3.1 Contributes to mind/body balance

A sense of humour can create a remarkable feeling of control. Learning to use humour as a lens for life challenges can increase confidence in the own internal ability to adapt. The optimistic energy that comes from humour will enable to embrace difficulties with resilience. Humour elevates mood and has been known to be a deterrent to depression. Stress reduction is considered one of the most important benefits of humour. A little humour will go a long way in helping educators balance the current focus on accountability, testing standards, and unfunded mandates.

4.3.2 Maximizes Brain Power

Humour has the ability to capture the attention of the brain. “Emotion drives attention and attention drives learning” Sylwester, (1995). The brain cannot learn if it is not attending. The surprise elements of humour alert the attention center of the brain and increase the likelihood of memory storage and long term retrieval. Humour has the potential to hook easily bored and inattentive students. It can help the stressed student to relax.

4.3.3 Facilitates Communication

Using humour to build and maintain relationships is an invaluable skill in the Learning of English as a Foreign Language. “Emotional intelligence (EI), the ability to perceive, assess and influence one’s own and other students’ emotions is essential for knowing when and how to use humour effectively” Goleman, (1998). The ability to use humour as a part of interpersonal dialogue requires confidence in one’s own humour strengths, a fun-loving playful spirit, and the willingness to risk the extraordinary.

Humour generates trust among students and can facilitate a reduction in tension, fear, and anger. Teachers who have the ability to assist others in seeing “humour” in difficult situations can nurture communication and ease tense situations. Laughter can quickly dispel tension and increase the capacity for dialogue. The use of humour as a tool in communication is rarely taught in learning.

4.4 Using Humour in the Second Language Classroom

Using humour is one of the best ways to create a positive dynamic in the classroom. It shows the students that learning does not have to be work and that the class will be as much fun as they allow it to be. Using humour is also a technique used to lower the affective filter, Krashen, (1984) so that, the students feel less anxiety. This is an important consideration in language classrooms where many students feel a great deal of stress when using the target language orally.

A great opportunity to use humour in a language classroom is when incorporating culture into the lesson; when teaching students about certain day to day aspects of a foreign culture. A fine line must be drawn between pointing out amusing aspects and laughing at the cultures.

4.4.1 Create a Comfortable Learning Environment

When teachers share a laugh or a smile with students, they help students feel more comfortable and open to learning. Using humor brings enthusiasm, positive feelings, and optimism to the classroom. Even if the teacher is not naturally funny, it still can lighten things up a bit. The key thing to remember is to do what is comfortable. Not only will it make teachers more approachable, it will also help put students more at ease in the classroom.

e. MATERIALS AND METHODS

DESIGN OF THE RESEARCH

This research work was considered as a descriptive one because its variables were not manipulated, however, the phenomenon was observed in the reality.

METHODS

To carry out the research, the following methods were used:

Scientific method. It was used to follow a strict procedure with logical and rational order of steps, with the aim to obtain an accurate presentation of it, so the scientific method was useful for the whole research.

Based on this method it was possible to work on the theme and problem, then establish the general and specific objectives, and state the hypothesis and verification.

In addition, this method was used in the theoretical frame, in order to obtain the fundamentals to clarify the relation between the information gathered in the field work with the scientific explanation of the variables of

the hypothesis. It also was applied to formulate the corresponding recommendations, and state important suggestions to encourage the use of humour in the English language learning.

Descriptive method. It was used to describe the most important facts found in the research work through the survey technique applied to the students and teachers, it helped to get information and support it with the theoretical references.

Analytic-Synthetic Method. This method was used to analyze and contrast the empiric information about the effect of humour on students from the applied instruments; to make the interpretation of the data; and,, to establish conclusions based on the results.

Explicative Method. It was useful to provide an explanation of the logical implications of the variables of the hypothesis in order to prove or disapprove them through a descriptive deduction according to the obtained results which were contrasted with the theoretical references.

TECHNIQUES

In order to get empiric information from teachers and students, the following techniques and instruments were used:

Surveys were applied to obtain information through questions and answers, in order to demonstrate the hypothesis of the research. The questions were close. They were designed according to the research theme and hypothesis statements, finally according to the results, conclusions and recommendations were settled up.

PROCEDURES

After the technique was applied, the following steps were carried out:

Organization. The empiric information was organised, considering the specific hypothesis of the research project and the variables of each one. In this way each question was analysed and interpreted easily.

Description. Then, the information was organized in statistics tables, which included the frequency and the percentage of the obtained indicators in the applied questionnaire.

Graphic Representation. The data was represented graphically, so it facilitated the interpretation and consequently the critical analysis of each question.

Logical Analysis. The information presented in charts and graphs, helped to interpret the obtained percentages in each question, which were

analysed taking into account the categories of the theoretical frame, the major tendencies in the results and the variables of the specific hypotheses.

Hypotheses verification

The hypotheses were denied through a descriptive process supported by a logical analysis of the field work, whose final results were expressed in a descriptive way.

Conclusions and Recommendations

The conclusions were formulated based on the objectives of the research and they helped to give some recommendations to the authorities of the researched institution and also to the teachers and students in order to contribute with the solution of the problem about the use of humour.

POPULATION AND SAMPLE

Due to the small number of students, it was necessary to work with the whole universe of the Institution.

POPULATION	Total
Teachers	4
Students	60

f. RESULTS

HYPOTHESIS 1

Humour encourages the use of learnt contents on students from 1st, 2nd and 3rd years of bachillerato at Tagesschule y Colegio San Gerardo in Loja, academic year 2012-2013.

1. What are the benefits of humour? Tick them

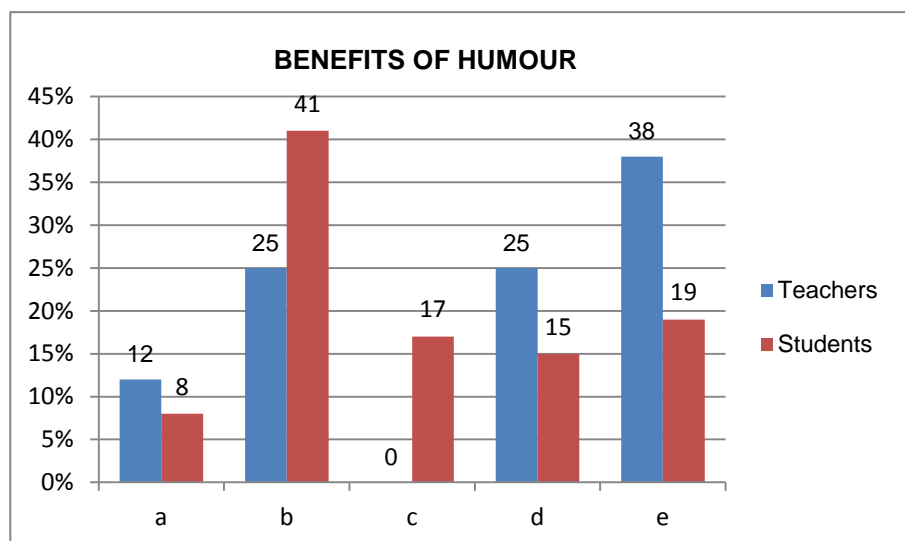
a. Chart 1

BENEFITS OF HUMOUR	Teachers		Students	
	f.	%	f.	%
a. Maximizes students' brain power	1	12	7	8
b. Stress reduction	2	25	36	41
c. Increase the affective filter	0	0	15	17
d. Creates a comfortable Learning Environment	2	25	13	15
e. Facilitates communication	3	38	17	19
TOTAL		100		100

Source: Teachers and students' survey

Author: María Luisa Vire Quezada

b. Graph 1



c. Logical analysis

The obtained results related to benefits of humour show that most of the teachers consider that humour facilitates communication, whereas students believe that stress reduction is one of the benefits of humour.

It is stated that using humour to build and maintain relationships is an invaluable skill in the Learning of English as a Foreign Language. According to Goleman,(1998) “Emotional intelligence (EI), the ability to perceive, assess and influence one’s own and other students’ emotions, is essential for knowing when and how to use humour effectively”. The ability to use humour as a part of interpersonal communication requires confidence in one’s own humour strengths, a fun-loving playful spirit, and the willingness to risk the extraordinary.

Once this is achieved, it generates trust among students and can facilitate a reduction in tension, fear, and anger as well as increasing the capacity for dialogue. This is why teachers who have the ability to assist others in seeing “humour” in difficult circumstances can nurture communication and ease tense situations.

Nevertheless, there are more benefits that are ignored by the respondents although they have a significant value in teaching matters.

2. Humour in the English class is used to:

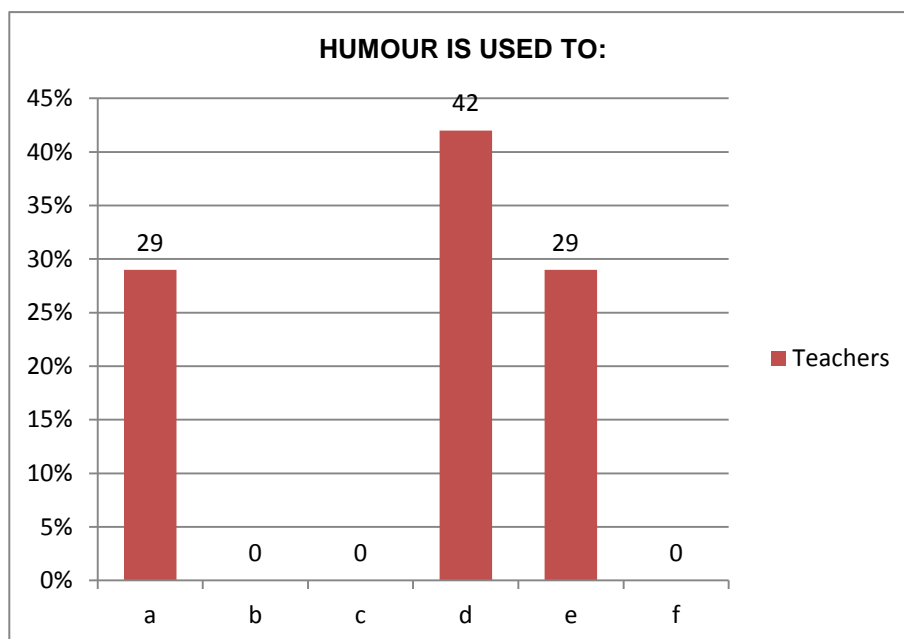
a. Chart 2

HUMOUR IS USED TO:	Teachers	
	f.	%
a. Teach new contents	2	29
b. Make fun of students	0	0
c. Lower students' affective filter	0	0
d. Establish a good rapport with your students	3	42
e. Increase students' affective filter	2	29
f. Make fun of yourself	0	0
TOTAL		100

Source: Teachers and students' survey

Author: María Luisa Vire Quezada

b. Graph 2



c. Logical analysis

It can be seen that the majority of the teachers believe that humour in the English class is used to establish a good rapport with students.

It has been said that humour is one method by which professors can make their relationships with students closer, that is, teachers who have a sense of humor and are not afraid to use it, make students relax and become good listeners. As a result, students will be less intimidated and less cautious about asking questions or making comments.

Therefore, the use of humour by teachers serves as a powerful way of gaining fondness and establishing a bond with students.

HYPHOTHESIS 2

Humour activities applied by teachers provide a better interaction between teacher and students from 1st, 2nd and 3rd years of bachillerato at Tagesschule y Colegio San Gerardo in Loja, academic year 2012 – 2013.

3. When your teacher uses humour, does it help you:

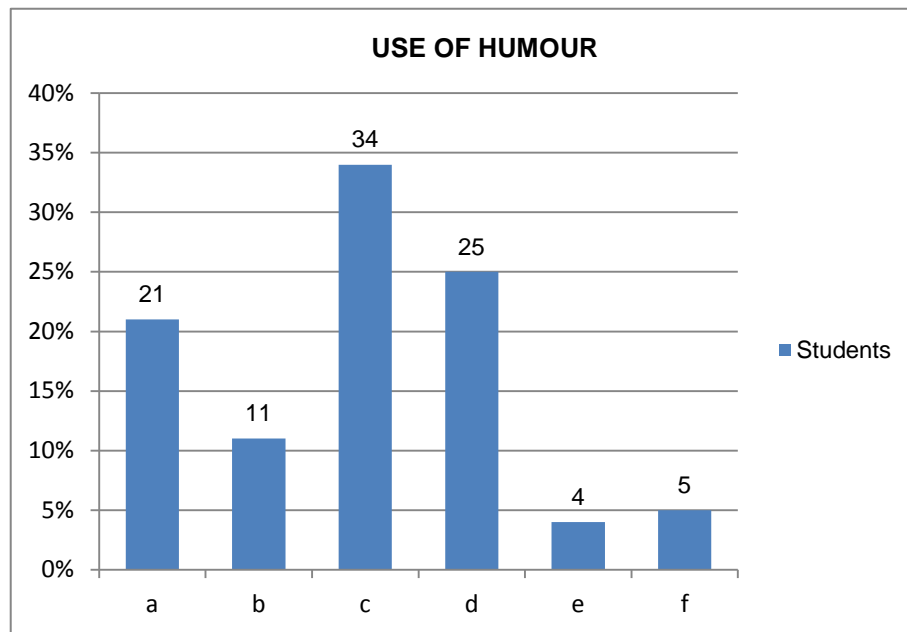
a. Chart 3

USE OF HUMOUR	Students	
	f.	%
a. Learn new contents	20	21
b. Make fun of the teacher	10	11
c. Feel more comfortable and confident in class	32	34
d. Have a good interaction with your teachers	24	25
e. Feel uncomfortable and unconfident in class	4	4
f. Make fun of your classmates	5	5
TOTAL		100

Source: Teachers and students' survey

Author: María Luisa Vire Quezada

b. Graph 3



c. Logical analysis

The findings demonstrated that most of the students agree that humour helps them feel more comfortable and confident in the class.

It has been stated that sharing a laugh or a smile with students helps them feel relaxed and open to learning. According to Mcneely, (2012), humour brings enthusiasm, positive feelings, and optimism to the classroom. Even if the teacher is not naturally funny, it still can lighten things up a bit.

The key to remember is to do what is comfortable. Not only it will make teachers more approachable, it will also help to put students more at ease in the classroom with each activity.

4. What humour related activities do you apply in the class?

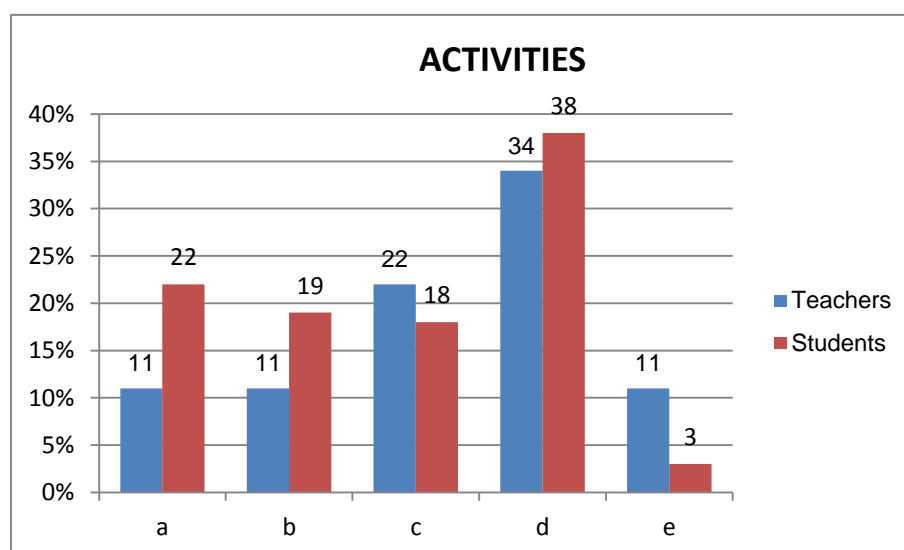
a. Chart 4

ACTIVITIES	Teachers		Students	
	f.	%	f.	%
a. Exaggeration	1	11	16	22
b. Crazy questions	1	11	14	19
c. Intentional mistakes	2	22	13	18
d. Funny quotes or sayings	3	34	28	38
e. Others: slight sarcasm	1	11	2	3
TOTAL		100		100

Source: Teachers and students' survey

Author: María Luisa Vire Quezada

b. Graph 4



c. Logical analysis

The obtained results show that the majority of the teachers and some of the students agree that the humour related activity applied in the class is the funny quotes and sayings, some of them say that intentional mistakes and crazy questions are also used.

The theory states that there are many activities teachers can apply in class to make students laugh and enjoy, the more they enjoy the more they learn. One of the most useful activities is intentional mistakes because the ones made by the teacher not only make students laugh but as soon as they realize the mistake, they can correct it. As a consequence, teachers have to choose the best activity that will contribute to achieve the pursued objective; it must be used to fit both linguistic and cultural goals.

5. What is the students' attitude towards teachers' humour in the classroom?

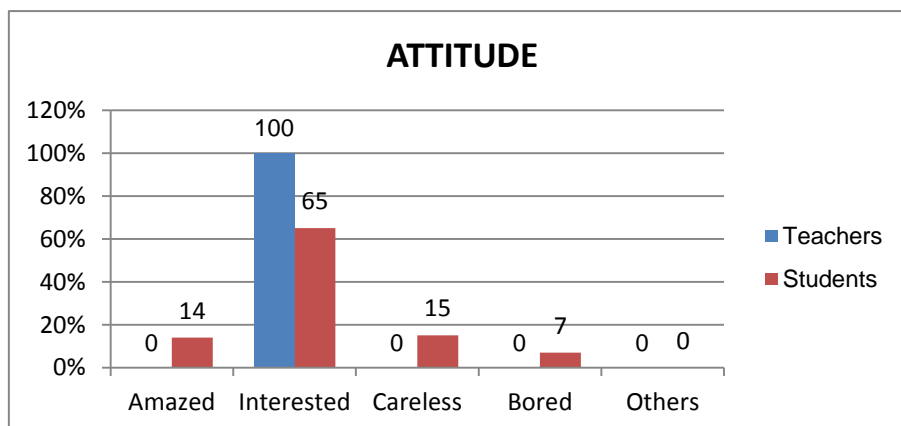
a. Chart 5

ATTITUDE	Teachers		Students	
	f.	%	f.	%
Amazed	0	0	8	14
Interested	4	100	39	65
Careless	0	0	9	15
Bored	0	0	4	7
Others	0	0	0	0
TOTAL	4	100	60	100

Source: Teachers and students' survey

Author: María Luisa Vire Quezada

b. Graph 5



c. Logical analysis

Regarding this question, all teachers and most of the students claim that humour makes them feel interested when it is used in the class. It comes to show that humour usage gives teachers and students from the researched institution a positive attitude.

The theory begins with the idea that humour is the tendency of particular cognitive experiences to provoke laughter and provide interest. It has been said that immediately upon people find something funny, chemicals get released and turn on more areas on the brain thus there is literally more brain to work with.

Considering this teachers attempt to include humour in their classes in order to create a relaxed positive attitude in the teaching environment. As a result, students learn more, talk more, and have more fun in a good atmosphere.

However, overusing humour could become an obstacle in the teaching learning process that is why a teacher must consider what communicative and methodological objectives they want to achieve. According to Tosta, (2001) the funny teacher is not a clown figure: He is a serious, conscientious professional who believes in the meaningfulness and effectiveness of having fun while learning.

6. Do you consider your teacher as a delightful teacher?

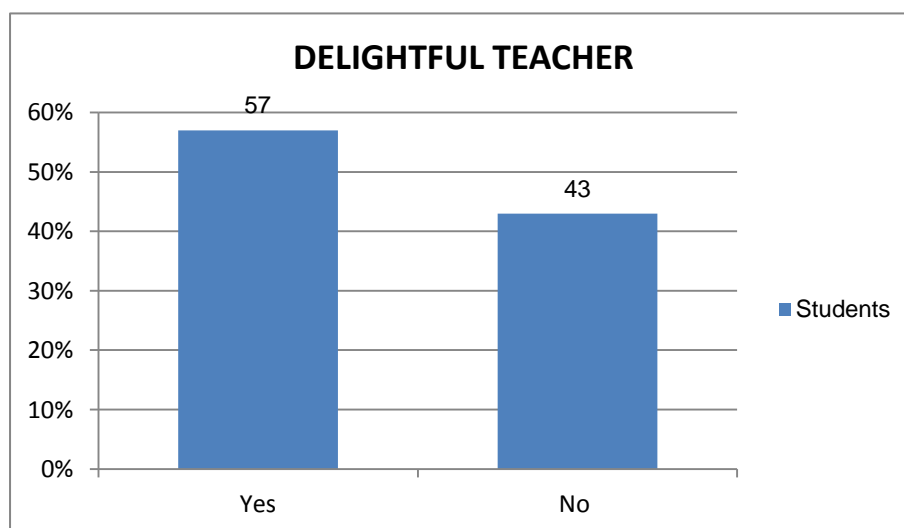
a. Chart 6

DELIGHTFUL TEACHER	Students	
	f.	%
Yes	34	57
No	26	43
TOTAL	60	100

Source: Teachers and students' survey

Author: María Luisa Vire Quezada

b. Graph 6



c. Logical analysis

Almost half of the surveyed students respond that their English Teacher is a delightful teacher and the rest of students think that their teacher is not delightful. It is evident that although the majority of students show comfort and delightfulness about their teacher, there is also another number of students who demonstrate the opposite therefore, the degree of acknowledging the teacher as a delightful individual is partially marked.

It has been said that a positive teacher's attitude causes a chain reaction of positive thoughts, events and outcomes and a positive classroom climate. Once it is experienced to be the "fun guy" in the class, teachers are not seen as the authority who commands a whole group of students who have to follow instructions or do tasks at school or home, it is now a sort of relationship that depends on the mutual acceptance and respect. In other words, students receive what they are given, so teachers do not expect to be well received when they ignore and make students feel that teachers are there just to earn money.

More specifically, when students like humorous professors, they may attend class more frequently, pay attention during class, and work harder to learn the subject matter. It is a well-known fact that students are more likely to comply with requests that are made by those individuals that are liked. In sum, if students like the teacher they will be more willing to comply with a wide range of teacher requests which ultimately can result in greater learning outcomes.

HYPHOTHESIS 3

The use of humour lowers the affective filter on students from 1st, 2nd and 3rd years of bachillerato at Tagesschule y Colegio San Gerardo in Loja, academic year 2012 – 2013.

7. How relevant is the use of humour in the Teaching Learning process?

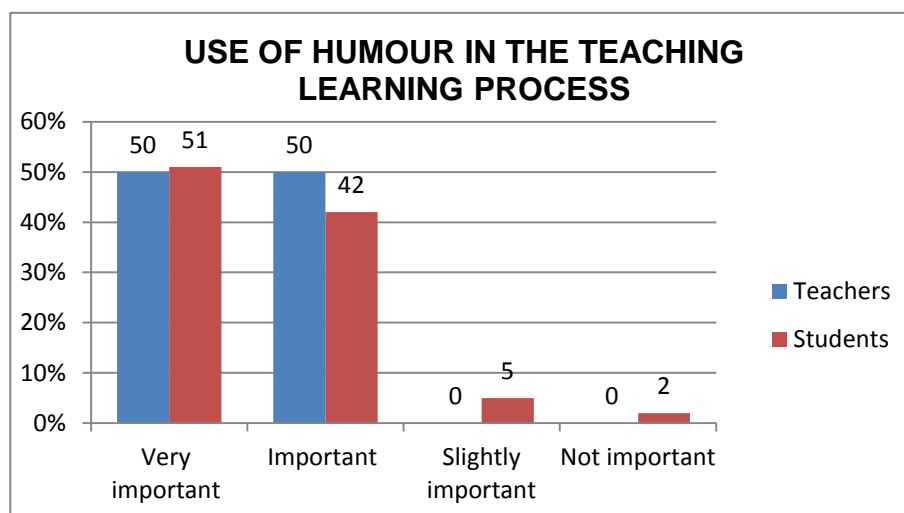
a. Chart 7

USE OF HUMOUR IN THE TEACHING LEARNING PROCESS	Teacher s		Students	
	f.	%	f.	%
Very Important	2	50	31	51
Important	2	50	25	42
Slightly important	0	0	3	5
Not important	0	0	1	2
TOTAL	4	100	60	100

Source: Teachers and students' survey

Author: María Luisa Vire Quezada

b. Graph 7



c. Logical Analysis

According to the obtained results: half of the teachers consider that the use of humour in the Teaching Learning Process is very important. The rest of the teachers agree that the use of humour is important. On the other hand, most of the students state that the use of humour is very important in the Teaching Learning Process.

It has been stated that humour is an overlooked natural resource that can play a crucial role in creating healthy learning. Indeed, it is a valuable teaching tool to establish a classroom climate conducive to learning and it is a useful instrument to engage learners and make lessons more interesting. Therefore, all respondents acknowledge how relevant the use of humour is.

8. How often do you use humour in class?

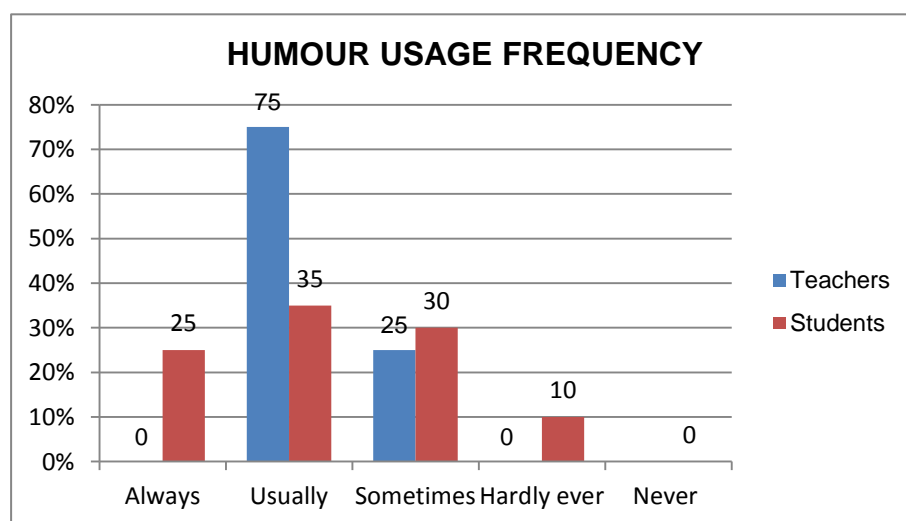
a. Chart 8

HUMOUR USAGE FREQUENCY	Teachers		Students	
	f.	%	f.	%
Always	0	0	15	25
Usually	3	75	21	35
Sometimes	1	25	18	30
Hardly ever	0	0	6	10
Never	0	0	0	0
TOTAL	4	100	60	100

Source: Teachers and students' survey

Author: María Luisa Vire Quezada

b. Graph 8



c. Logical analysis

The results show that most of the teachers and students claim that humour is usually utilized in class.

It is well known that having humour in class helps teachers receive more positive students' evaluations and students are more willing to participate in their classes. Additionally, students may become more motivated to do well in the class with a teacher who uses humour. The theory stated that teachers should be able to laugh with the students, not at them, because laughing at students is considered unprofessional. However, it is possible to use jokes in the classroom but teachers have to decide whether the joke is culturally appropriate and also whether the joke will be understood by students.

9. Tick the definition for "affective filter".

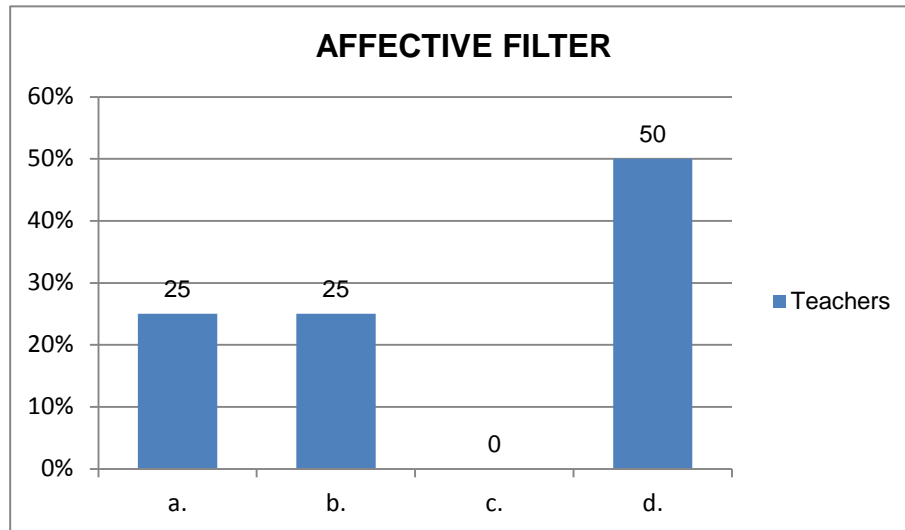
a. Chart 9

AFFECTIVE FILTER	Teachers	
	f.	%
a. It explains how learners acquire a second language.	1	25
b. It is a "mental block" caused by factors that prevents comprehensible input.	1	25
c. It refers to, how effective is humour in learning a second language.	0	0
d. no answer	2	50
TOTAL	4	100

Source: Teachers and students' survey

Author: María Luisa Vire Quezada

b. Graph 9



c. Logical analysis

The data demonstrates that the majority of the teachers answered this question wrongly or they left it unresponded, whereas one of them responded correctly, which comes to show that there is little or no knowledge of the affective filter.

According to Krashen's theory, the affective filter includes several variables like motivation, self-confidence and anxiety. Consequently, learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. On the other hand, low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition.

Altogether, it has been shown that humour is a technique used to lower the affective filter and the findings demonstrate that teachers do not have an idea what the affective filter is all about.

10. How does humour lower the student's affective filter?

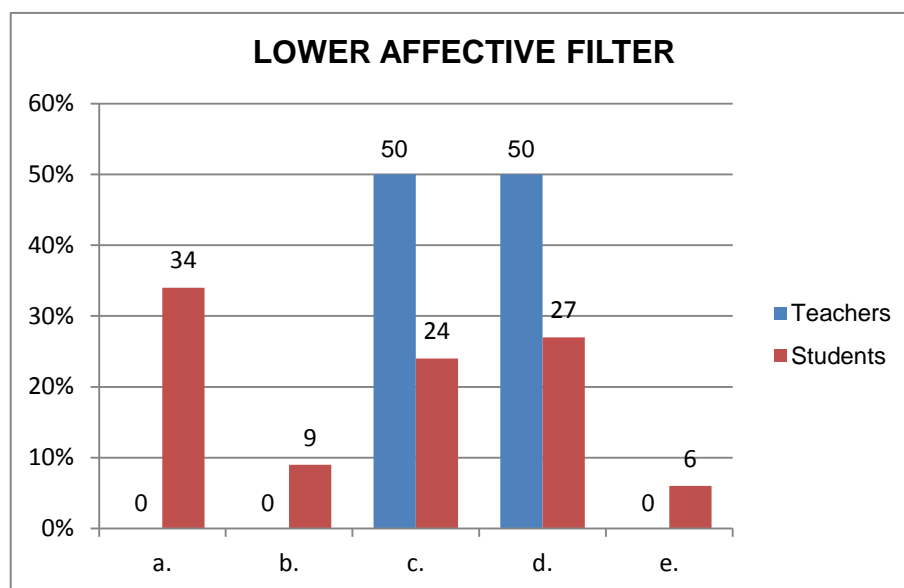
a. Chart 10

LOWER AFFECTIVE FILTER	Teachers		Students	
	f.	%	f.	%
a. Using humour-related activities	0	0	23	34
b. Having students tell jokes	0	0	6	9
c. Using short games	2	50	16	24
d. Having students work in pairs	2	50	18	27
e. other: no one	0	0	4	6
TOTAL	4	100		100

Source: Teachers and students' survey

Author: María Luisa Vire Quezada

b. Graph 10



c. Logical analysis

Regarding this question, it is evident that there is a little disagreement between teachers and students: half of the teachers respond that they use short games in order to lower the affective filter. The rest of the teachers claim that they make students work in groups to reduce the affective filter whereas students respond that their teachers use humour-related activities when they are uninterested in the class.

The theory states that humour represents one of the most genuine and universal speech acts within human discourse. As a natural consequence then, the employment of humour within the context of second language pedagogy offers significant advantage to both the language teacher and learner. Indeed, humour serves as an effective means of reducing affective barriers to language acquisition.

This effectiveness is particularly relevant to the communicative classroom, as humour has been shown to lower the affective filter; teachers must choose the appropriate humour-related activities which will contribute them to create a conducive learning environment.

g. DISCUSSION

HYPOTHESIS ONE

a) Statement

Humour encourages the use of learnt contents on students from 1st, 2nd and 3rd years of bachillerato at Tagesschule y Colegio San Gerardo in Loja, academic year 2012 – 2013.

b) Demonstration

In question **ONE** which refers to the benefits of humour, it was shown that 38% of teachers believe that humour facilitates communication and 41% of students think that humour helps them reduce stress. These results demonstrate that some of the benefits of humour are ignored by teachers and students although they have a significant impact on learning English as a foreign language.

Regarding question **TWO** which is about the use of humour in the English class, the charts clearly show that 42% of teachers use humour in their class in order to establish a good rapport with their students. Therefore, it is observed that teachers do not have a clear view about how humour can help students recall the learned content.

c) Decision

Based on the previous analysis, hypothesis one has been rejected because all respondents believe that the use of humour in the English class facilitates communication reduces stress and establishes a good rapport with students. The findings are not entirely incorrect; however, they do not support the first hypothesis which states that humour encourages the use of learned content of students from 1st, 2nd and 3rd years of bachillerato at Tagesschule y Colegio San Gerardo in Loja, academic year 2012 – 2013.

HYPOTHESIS TWO

a) Statement

Humour activities applied by teachers provide a better interaction between teachers and students from 1st, 2nd and 3rd years of bachillerato at Tagesschule y Colegio San Gerardo in Loja, academic year 2012 – 2013.

b) Demonstration

In question **THREE**, which refers to how humour helps students in the English class, 34% of students say that when the teacher uses humour it makes them feel more comfortable and confident in the class even though in the previous question teachers mentioned that humour used in class

helps to establish a good rapport with students. Therefore, it can be seen is the existence of a different appreciation or even a disagreement between teachers and students regarding the use of humour.

Regarding question **FOUR**, which is about to humour related activities applied by teachers in the class, the obtained data reveals that 34% of teachers and 38% of students chose funny quotes or sayings as the applied activity. This is a good activity therefore, there are more activities that can contribute to the learning process in a better way. It is noted that teachers do not use humour-related activities.

Question **FIVE** concerns the students' attitude towards teachers' humour in the classroom. The charts show that 100% of teachers and 65% of students think that humour makes them feel interested in the class. Thus, humour is a tool to avoid teachers and students being bored. Nevertheless, it is notable to state that humour in excess can totally change the whole learning process.

In question number **SIX** which is about how students consider their English teacher, the obtained data illustrates that 57% of them think that their teacher is delightful while the 43% of students do not consider their teacher delightful. It is shown that nearly half of the students do not consider their teacher to be cheerful which comes to reveal that many students do not feel comfortable with their English Teacher.

c) Decision

Although, students and teachers agree that humour allows them to be interested in the class, this does not guarantee a relationship nor improves the teacher-student partnership. Therefore, the previous analysis has allowed the researcher to reject the second hypothesis which states that humour activities applied by teachers provide a better interaction between teacher and students from 1st, 2nd and 3rd years of bachillerato at Tagesschule y Colegio San Gerardo in Loja, academic year 2012 – 2013.

HYPOTHESIS THREE

a) Statement

The use of humour lowers the affective filter on students from 1st, 2nd and 3rd years of bachillerato at Tagesschule y Colegio San Gerardo in Loja, academic year 2012 – 2013.

b) Demonstration

The third hypothesis has two variables; the independent variable is the affective filter and the dependent variable refers to the use of humour.

In question **SEVEN** which addresses the relevance of humour in the Teaching Learning Process, 50% of teachers and 51% of students claim

that the use of humour is very important. It can be noted that both teachers and students are thankful that humour plays a crucial role in creating healthy learning. It is a valuable teaching tool to establish a classroom climate conducive to learning.

In question **EIGHT** which is about how frequent humour is applied in class, the charts reflect that 75% of teachers and 35% of students say that humour is usually used in the English class. It is noted that the results do not support the previous charts about humour-related activities and benefits of humour because humour is not being used for academic purposes despite teachers' and students' claim that humour is usually applied class.

Regarding question **NINE** which is about the definition of affective filter, 50% of teachers did not answer and 50% of them responded incorrectly, which comes to show that there is little or no scientific knowledge about the important relationship that humour has with affective filter. This importance is based on the theories about the acquisition of a second language which refers to motivation, self-confidence and anxiety on students. Therefore, humour is not being using properly from the academic point of view.

According to question number **TEN** which refers to what teachers do when students feel uninterested in the class, 50% of the teachers respond that

they use short games and have students work in pairs, whereas students say that teachers use humour-related activities in order to lower students' affective filter. According to these results, it can be said that neither teachers nor students share the same thoughts because students answered this question correctly; however, teachers are not being aware of using humour as a tool to enhance the teaching learning process.

c) Decision

Based on the analysis, it can be said that humour is not being used in a correct way which helps to reject the third hypothesis which is about the use of humour lowers the affective filter of students from 1st, 2nd and 3rd years of bachillerato at Tagesschule y Colegio San Gerardo in Loja, academic year 2012 – 2013.

h. CONCLUSIONS

Once the results have been obtained and eventually evaluated, it is reasonable to draw the following conclusions:

- Teachers and students are not aware of the benefits of humour because they mentioned only two of them, moreover, teachers and students' thoughts do not match concerning the benefits humour has when learning a foreign language. Furthermore, the two subjects own a limited knowledge about how the use of humour can help to create a comfortable learning environment and how it maximizes students' brain power although, both have a significant impact on learning English as a foreign language, they are ignored by teachers and students from the researched institution.
- English teachers and students at Tagesschule y Colegio San Gerardo consider that the objectives humour pursuits are to establish a good relationship between teachers and students; and, to make students feel more comfortable and confident during class. However, teachers do not apply humour directed to encourage the use of learnt contents although, it is a very important objective to achieve a positive effect on the learning process.

- Humour-related activities which were mentioned by the teachers from the researched institution are funny quotes and sayings, intentional mistakes and crazy questions. However, teachers tend to apply funny quotes more frequently, which show that teachers do not use a variety of activities related to humour that can contribute to learning a second language with students of Tagesschule y Colegio San Gerardo.
- Teachers at Tagesschule y Colegio San Gerardo disown the meaning of affective filter; therefore, they do not know the effect that humour has on motivation, self-confidence and anxiety that students acquire during the learning of English as a foreign language.
- Considering humour lowers the students' affective filter, teachers do not have a clear idea of how effective filter works with students. Moreover, teachers refuse to acknowledge that humour-related activities contribute to improve their self-esteem and motivation; additionally, plays an important role in lowering students' anxiety especially while being taught a second language.

i. RECOMMENDATIONS

- English Teachers at Tagesschule y Colegio San Gerardo ought to get some information about the use of humour and its benefits within teaching English as a second language aiming to include humour in their methodology since it is known for creating a cooperative atmosphere helping students to better relate to one another, and it focuses them more effectively. It also, facilitates the acquisition of vocabulary, helps to distinguish figurative from literal meaning, as well as enhances creativity, facilitates communication and creates an optimal environment for teaching and learning.
- The employment of humour within the context of second language pedagogy offers significant advantage to both the language teacher and learners. Indeed, humour serves as an effective means of reducing affective barriers to language acquisition, thus English Teachers at Tagesschule y Colegio San Gerardo should get more up-to-date scientific knowledge about how humour contributes to the teaching learning process, so it can be inserted in their classes to obtain better learning outcomes.
- For a better performance by the students in the class, it is necessary teachers to apply a variety of activities which they can use to transmit

their humour to the whole class given that students are more likely to comply with requests that are made by those individuals that are liked. When students like humorous teachers, they may attend to class more regularly, pay more attention during class, and work harder to learn the subject matter.

- English Teachers at Tagesschule y Colegio San Gerardo should get updated in affective filter matters which is one of the hypothesis of the Second Language Acquisition Theory in order to become familiar to how humour can contribute to the learning of English as a Foreign Language since it is also known for lowering the students' affective filter.
- A workshop about effective filter should be held in order to identify how humour works on students' motivation, self-esteem and how it lowers students' anxiety because students with a high motivation, self-confidence, a good self-image, and a low level of anxiety are better prepared for success in second language acquisition.

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k. ANNEXES

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

THEME:

ENGLISH TEACHERS' HUMOUR AND ITS EFFECT ON THE LEARNING OF ENGLISH AS A FOREIGN LANGUAGE WITH THE STUDENTS OF 1ST, 2ND AND 3RD YEARS OF BACHILLERATO AT TAGESSCHULE Y COLEGIO SAN GERARDO IN LOJA, ACADEMIC YEAR 2012-2013.

Project as a previous requirement to obtain the Bachelor's Degree in Sciences of Education, English Language Specialization.

AUTHOR:

María Luisa Vire Quezada

Loja – Ecuador

2014

a. THEME

ENGLISH TEACHERS' HUMOUR AND ITS EFFECT ON THE LEARNING OF ENGLISH AS A FOREIGN LANGUAGE WITH THE STUDENTS OF 1ST, 2ND AND 3RD YEARS OF BACHILLERATO AT TAGESSCHULE Y COLEGIO SAN GERARDO IN LOJA, ACADEMIC YEAR 2012-2013.

b. PROBLEM STATEMENT

1 BACKGROUND

In order to contribute to the education of preschool and school children from Loja, it was agreed to create the educational center San Gerardo in 1994, having as a mentor Mistress Luz Pilco alongside her adult children: Mariana, Lucia, Cecilia, Violeta, Beatriz and Diego. Later in 1996 they decided to run a grammar school, and time after a high school which was well received by people from Loja. Tagesschule y Colegio San Gerardo is divided in: San Gerardo Nursery School, San Gerardo Primary School, and San Gerardo Secondary, but the whole unit is called as above. The entire Institution is principled by Dr. Violeta Pilco. 80 professionals, who are part of the high school's staff, are responsible for the education of 620 pupils. San Gerardo secondary school has as its sub – Principal Dr. Nelson Pilco.

Beatriz Pilco, who is The English Department Headmaster, is assisted by 4 teachers who not only are in charge of the regular lessons, but also organize different afternoon activities such as the Speaking Club, the First Certificate Club, and the Catch up Club. This Educative Centre has been recognized worldwide for its deeply involvement in Environmental projects. Each other year, two students from this school attend a conference of an

organization called TUNZA, this organization gets many teenagers together from all over the world. An exchange programme is also another activity that this school organizes every other year, around 10 students travel to Germany to have a taste of life since San Gerardo is German-influenced this is why they are named as Tagesschule (Morning school).

Tagesschule y Colegio San Gerardo possess a philosophical principle of integration, pedagogical alternatives and assist the development of learners, structuring cognitive processes, stimulating creativity, developing of positive attitudes toward nature and human beings, promoting group participation, solidarity by various techniques, but above all ensuring child growth and development in an environment of safety, freedom and friendship as essential conditions for their realization as human beings.

MISSION

To provide our students an excellent academic education, stimulating and developing motor and intellectual skills to strengthen human society creatively through principles and civic and moral values to achieve the goals set in our education.

VISION

Tagesschule y Colegio San Gerardo is characterized for delivering to society bilingual students with human-Christian mysticism, committed to

their emotional and social improvement, as well as educating them to be critical and capable of acting in multicultural fields.

2. CURRENT SITUATION OF THE RESEARCH OBJECT

Humour is an invaluable teaching tool in the teaching learning process, to laugh with others and to laugh at ourselves enlivens the class, brings students and teachers together and is often a great antidote for burn out.

There is a large number of strategies, methods and techniques to make students get involved in the learning of English as a foreign language, the majority of them are based on a rather strict scheme which does not leave place for joy, learning becomes monotonous and lessons “suffer” from interest shortage, consequently, students do not feel motivated enough to learn. Reasons are obvious, teachers do not consider humour as an important strategy of learning therefore they do not precisely use humour in all of their classes. Some teachers tend to be so serious during the class, as a result, students get stressed and they lack in confidence to help the teacher develop their class as wished. Also, students find their own way of having fun during the class by misbehaving and this unlinks awfully the teacher-student interaction.

Using humor in the classroom is essential and healthy for students of all ages. Laughing makes learning a lot more fun and also more interesting.

By no means teachers need to be a natural comedian, or even read books on how to be funny. Teachers just have to be themselves and it will come automatically. Teachers can make a difference in students' lives, especially building their self-esteem and self-confidence during the whole English learning procedure.

3. RESEARCH PROBLEM

Nowadays, students need to be fully motivated to study and learn. This requires a lot of patience and even the use of methodology linked to psychology which is crucial on pupils' mental function and behavior.

Nearly all teachers try to use effective tricks to control classroom atmosphere and reduce tension and negative feeling. In this way, they can deal with students' behavior and encourage them to do the tasks and help them reduce their affective barriers.

One of these tricks is teachers' sense of humor. As a matter of fact, students have listed humor as an essential quality of a good teacher and the best teachers are known for their ability to use humor in class.

Regarding this subject, the researcher, based on personal experiences and real evidences establishes the following problem:

MAIN PROBLEM

Does English Teachers' Humour contribute to the Learning of English as a foreign language with students of 1st, 2nd and 3rd years of bachillerato at Tagesschule y Colegio San Gerardo in Loja, academic year 2012-2013?

4. DELIMITATION OF THE RESEARCH PROBLEM

To develop this research work the researcher has chosen Tagesschule y Colegio San Gerardo.

I. Temporal

The present research work will be developed during the 2012 - 2013 academic year.

II. Spatial

Tagesschule y Colegio San Gerardo is located on the 3½ kilometre on the way to Malacatos.

III. Observations units

The present research work will be carried out considering 4 teachers and 60 students who belong to 1st, 2nd, and 3rd years of bachillerato from the mentioned institution.

IV. Sub problems

- ✓ Is Humour an important tool in the teaching learning process?
- ✓ Do teachers use humour to teach students in every class?
- ✓ Does teachers' humour help students maximize their learning?
- ✓ Do teachers use humour to lower the students' affective filter?

c. JUSTIFICATION

On the current days, it is essential that students know and own a vast knowledge of English so teachers must apply many methods to input it on students. During the current research, the researcher has proved the existence of a scientific theory which claims that the Learning of English as a foreign language becomes less difficult for the teacher to reach the students with the application of humour because it improves their performance, create an excellent atmosphere and increase students' interest.

The present research work is done due to the need of making known the effect of humour on Learning of English as a foreign language with students from 1st, 2nd and 3rd years of bachillerato at Tagesschule y Colegio San Gerardo this will provide teachers with useful knowledge about the usage of humour in the teaching learning process since humour is an effective way to engage students to activate learning. Not only does it help pupils stay focused on the lesson but also helps them remember ideas and motivates them.

Conscious about the problems that affect society, the researcher develops this research work which will contribute to solve problems related to the use of Humour.

As a future professional of English language career, the researcher's purpose is to carry out this thesis project according to the National University of Loja's requirements in order to contribute with relevant information about the following topic: English Teachers' Humour and its effect on the Learning of English as a Foreign Language with the students of 1st, 2nd and 3rd years of bachillerato at Tagesschule y Colegio San Gerardo in Loja, academic year 2012-2013.

Besides, the development of this research work is also a requirement to obtain the Major's Degree Sciences of Education in English Language.

d. OBJECTIVES

1. GENERAL OBJECTIVE

- To determine the effect of English teachers' humour on the Learning of English as a foreign Language with students of 1st, 2nd and 3rd years of bachillerato at Tagesschule y Colegio San Gerardo in Loja, academic year 2012-2013.

2. SPECIFIC OBJECTIVES

- To analyze how English Teachers' Humour helps students in the Learning Process.
- To identify the best humour-related activities teachers apply in the classroom.
- To detect how humour lowers the students' affective filter.

e. THEORETICAL FRAME

1. HUMOUR

Humour or humor is the tendency of particular cognitive experiences to provoke laughter and provide amusement. When we find something funny chemicals get released that actually turn on more areas on a brain so there is literally more brain to work with. Humour controls human health and emotion.

People of all ages and cultures respond to humour. The majority of people are able to experience humour, i.e., to be amused, to laugh or smile at something funny, and thus they are considered to have a sense of humour. The extent to which a person will find something humorous depends on variables, including geographical location, culture, and maturity, level of education, intelligence and context.

2. ENGLISH TEACHERS' HUMOUR

It is the role of teachers to create a relaxed positive attitude in the teaching environment, students learn more, talk more, and have more fun if they are in a good atmosphere. But, as with all learning situations, there is a fine tune for when to draw a limit.

A teacher must consider what communicative and methodological objectives he or she wants to achieve in order to use them in the classroom. The humorous activity must be designed to fit both linguistic and cultural goals. According to Tosta, (2001), the funny teacher is not a clown figure. He is a serious, conscientious professional who believes in the meaningfulness and effectiveness of having fun while learning.

Whenever students are amused and entertained during an activity teachers are achieving the main goal that is to encourage, motivate and help students communicate in the target language.

2.1 Teachers' attitude towards the class

A positive attitude causes a chain reaction of positive thoughts, events and outcomes and a positive classroom climate. It is a catalyst and it sparks extraordinary results. When teachers have a positive attitude they will believe and act as if all students will be successful in the class.

Once it is experienced to be the “fun guy” in the class, teachers are not seen as the authority who commands a whole group of students who have to follow instructions or do tasks at school or home, it is now a sort of relationship that depends on the mutual acceptance and respect. In other words, students receive what they are given, so teachers do not expect to be well received when they ignore and make them feel that teachers are

there just to earn money. Another key aspect concerning teachers' attitude is to show students that they are important and teaching is enjoyed, besides, that lessons are planned adequately to make them feel comfortable with each activity that is carried out with a particular objective.

2.2 Positive outcomes of teachers humour use

When humour is used effectively in the classroom, outcomes can be a number of benefits for teachers and students. For example, when teachers use humour they may receive more positive student evaluations and find that students are more willing to participate in their classes.

Additionally, when students take courses from teachers who use humour they may become more motivated to do well in the class. While there are a number of benefits that teachers derive from using humour in the classroom, the most significant reason to study teacher humour is to better understand its positive relationship to student learning.

2.3 Activities for teachers to use in the classroom

The more students laugh, the more they enjoy. And the more they enjoy, the more they will learn.

Here are five useful tips teachers could use in classroom:

2.3.1 Exaggerate

One way to exaggerate when teaching is with numbers. For example, students can learn to distinguish 15 from 50 if teachers emphasize the different rhythm of 15 by writing it as fifteeeeeeeeeeeeen on the board. Students laugh at this, but they also remember to give a little extra emphasis to teens as opposed to tens.

Teacher also gives points to their students when they answer a question correctly. They give one point for each answer at the beginning of the term but he gives more and more points as the weeks go by. So, by the end of the term, they are giving students 100,000,000,000 points (That is 100 billion points, not dollars!) to students for just one answer. They really love it, and it is a great introduction to use large numbers.

Teachers can also exaggerate with their voice. Emphasize words like "BIG" or "LOUD", and lower the voice for "small", "quiet", or "soft". Students will often copy teachers when they do this. When a character in the textbook or a story is male, a female teacher can use an exaggerated deep voice. If a character is female, a male teacher can use a very high voice. Students are just thrilled when the teacher tries to speak like a woman! One last way to exaggerate is with laughter. If something is just a little bit funny or maybe not even funny at all, you can laugh very loudly as though it is the funniest thing you have ever heard (or said). They key to

making students laugh is to suddenly STOP laughing. (But it is not useful to do this too often, though. Once or twice a term is enough.)

2.3.2 Ask crazy questions

An easy way to get students laugh is to ask them very strange questions. Add one funny question to every test, every quiz, and every exercise. Here are some questions:

Are you married? (to a junior high school student)

How many fathers do you have?

Did you visit New York last night?

Do you prefer chocolate ice cream or fish ice cream?

Could you lend me \$500 dollars for a date tonight?

2.3.3. Make intentional mistakes

Mistakes can be turned into humour and at the same time test students' listening ability. Teacher often tells new students that he has three wives (one in France, one in the U.S., and one in Japan - and now looking for a fourth in China!) or that he is 21 years old.

Teachers can easily turn any statement into a mistake by changing one key word, then see how students respond. They can also make mistakes

when writing on the board, add two or three mistakes during any class period. Do not doubt about giving a few hundred billion points to students who catch a mistake!

2.3.4 Use funny quotes or sayings

Introduce a famous saying or a quote from a famous person then explain it. For example, teachers might teach students that "money does not grow on trees", which means that teachers should be careful how people spend money. Teachers cannot easily get more money just by picking it from a tree! After students understand it and have a discussion, introduce a funny variation - "Money DOES grow on trees, but the banks own all of the branches". Do not worry if students do not laugh, just laugh out loud and stop suddenly!

2.3.5 Tell a joke

Teachers can introduce a new topic with a joke or end a lesson with one. They could even have a "joke time" in every class or once a week. Teachers need to understand why and how humour works as an instructional tool. When teachers use humour adequately, one of the first effects is the likeness of both teachers and students, so confidence grows more on the second subject. The rates of interest in the teachers also increase. It all comes in handy when using humour as a teaching tool therefore it is the teachers' duty to create and later keep a relaxed positive

attitude in the teacher environment, students learn more, talk more and have more fun if they are in a good atmosphere.

However, there is a fine tune for when to draw a limit, overusing humour can also affect awfully to the class, so knowing how to use the right dose requires practicing and being constant.

3. LEARNING OF ENGLISH AS A FOREIGN LANGUAGE

Learning is a process that includes many variables. These variables interact as learners work toward their goals and incorporate new knowledge, behaviors, and skills that add to their range of learning experiences.

Over the past century, various perspectives on learning have emerged, among them — behaviorist (response to external stimuli); cognitivist (learning as a mental operation); and constructivist (knowledge as a constructed element resulting from the learning process). Rather than considering these theories separately, it is best to think of them together as a range of possibilities that can be integrated into the process.

During the integration process, it is also important to consider a number of other factors — cognitive style, learning style and the multiple intelligences.

3.1 English Foreign Language Learners

EFL stands for English as a Foreign Language referring as to those students whose mother language is any but English and for some reason have felt the need of learning English so they become Students of English of which purpose depend on the need itself, the main objective is to reach a level of English at International standards.

3.2 Krashen's Theory of Second Language Acquisition

"Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill". Stephen Krashen, (1984). Acquisition requires meaningful interaction in the target language-natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding. Stephen Krashen, (1984).

Krashen's theory of second language acquisition consists of five main hypotheses:

3.2.1 The Acquisition-Learning hypothesis

It is the most fundamental of all the hypotheses in Krashen's theory and the most widely known among linguists and language practitioners.

According to Krashen there are two independent systems of second language performance: 'the acquired system' and 'the learned system'.

The 'acquired system' or 'acquisition' is the product of a subconscious

process very similar to the process children undergo when they acquire their first language. It requires meaningful interaction in the target language - natural communication - in which speakers are concentrated not in the form of their utterances, but in the communicative act.

The 'learned system' or 'learning' is the product of formal instruction and it comprises a conscious process which results in conscious knowledge 'about' the language, for example knowledge of grammar rules. According to Krashen 'learning' is less important than 'acquisition'.

According to this theory, the optimal way a language is learned is through natural communication. The ideal is to create a situation in which language is used in order to fulfill authentic purposes. This in turn, will help students to 'acquire' the language instead of just 'learning' it.

3.2.2 The Monitor hypothesis

It explains the relationship between acquisition and learning and defines the influence of the latter on the former. The monitoring function is the practical result of the learned grammar. According to Krashen, the acquisition system is the utterance initiator, while the learning system performs the role of the 'monitor' or the 'editor'. The 'monitor' acts in a planning, editing and correcting function when three specific conditions are met: that is, the second language learner has sufficient time at his/her

disposal, he/she focuses on form or thinks about correctness, and he/she knows the rule.

It appears that the role of conscious learning is somewhat limited in second language performance. According to Krashen, the role of the monitor is - or should be - minor, being used only to correct deviations from 'normal' speech and to give speech a more 'polished' appearance.

Krashen, (1984) also suggests that there is individual variation among language learners with regard to 'monitor' use. He distinguishes those learners that use the 'monitor' all the time (over-users); those learners who have not learned or who prefer not to use their conscious knowledge (under-users); and those learners that use the 'monitor' appropriately (optimal users). An evaluation of the person's psychological profile can help to determine to what group they belong. Usually extroverts are under-users, while introverts and perfectionists are over-users. Lack of self-confidence is frequently related to the over-use of the 'monitor'.

It will always be a challenge to strike a balance between encouraging accuracy and fluency in students. This balance will depend on numerous variables including the language level of the students, the context of language use and the personal goals of each student. This balance is also known as communicative competency.

3.2.3 The Natural Order hypothesis

This hypothesis is based on research findings (Dulay & Burt, 1974; Fathman, 1975; Makino, 1980 cited in Krashen, 1987) which suggested that the acquisition of grammatical structures follows a 'natural order' which is predictable. For a given language, some grammatical structures tend to be acquired early while others late. This order seemed to be independent of the learners' age, L1 background, conditions of exposure, and although the agreement between individual acquirers was not always 100% in the studies, there were statistically significant similarities that reinforced the existence of a Natural Order of language acquisition.

Krashen, (1984) however, points out that the implication of the natural order hypothesis is not that a language program syllabus should be based on the order found in the studies. In fact, he rejects grammatical sequencing when the goal is language acquisition.

According to this hypothesis, teachers should be aware that certain structures of a language are easier to acquire than others and therefore language structures should be taught in an order that is conducive to learning. Teachers should start by introducing language concepts that are relatively easy for learners to acquire and then use scaffolding to introduce more difficult concepts.

3.2.4 The Input hypothesis

It is Krashen's attempt to explain how the learner acquires a second language. In other words, this hypothesis is Krashen's explanation of how second language acquisition takes place. So, the Input hypothesis is only concerned with 'acquisition', not 'learning'. According to this hypothesis, the learner improves and progresses along the 'natural order' when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence.

For example, if a learner is at a stage 'i', then acquisition takes place when he/she is exposed to 'Comprehensible Input' that belongs to level 'i + 1'. Since not all of the learners can be at the same level of linguistic competence at the same time, Krashen suggests that natural communicative input is the key to designing a syllabus, ensuring in this way that each learner will receive some 'i + 1' input that is appropriate for his/her current stage of linguistic competence. This hypothesis highlights the importance of using the Target Language in the classroom.

The goal of any language program is for learners to be able to communicate effectively. By providing as much comprehensible input as possible, especially in situations when learners are not exposed to the TL outside of the classroom, the teacher is able to create a more effective opportunity for language acquisition.

3.2.5 The Affective Filter hypothesis

It embodies Krashen's view that a number of 'affective variables' play a facilitative, but non-causal, role in second language acquisition. These variables include: motivation, self-confidence and anxiety. Krashen claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition.

Low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. In other words, when the filter is 'up' it impedes language acquisition. On the other hand, positive affect is necessary, but not sufficient on its own, for acquisition to take place. In any aspect of education it is always important to create a safe, welcoming environment in which students can learn. In language education this may be especially important since in order to take in and produce language, learners need to feel that they are able to make mistakes and take risks.

3.3 Learning styles

This approach to learning emphasizes the fact that individuals perceive and process information in very different ways. The learning styles theory implies that how much individuals learn has more to do with whether the

educational experience is geared toward their particular style of learning than whether or not they are “smart.”

The concept of learning styles is rooted in the classification of psychological types. The learning styles theory is based on research demonstrating that, as the result of heredity, upbringing, and current environmental demands, different individuals have a tendency to both perceive and process information differently.

4. HUMOUR AND ITS ROLE IN THE ENGLISH LEARNING PROCESS

A sense of humour is the capacity of a human being to respond to life challenges with optimistic enjoyment (Morrison, 2005). Humour is an overlooked natural resource that can play a crucial role in creating a healthy learning. In Education, humour is a valuable teaching tool to establish a classroom climate conducive to learning. A class that is laughing and having fun is a relaxed class and more receptive to learning.

Humour is a very difficult thing to get right but it is a wonderful addition to the classroom. It is a useful instrument to engage learners and make lessons more interesting. Students are also likely to repeat jokes and humorous stories they have heard. They know they will be rewarded with a laugh so they are more likely to be motivated to read.

Students can learn a lot about a nation's culture through humour. Of course when using humour teachers should be able to laugh with the students, not at them, because laughing at students is horribly unprofessional. It is possible to use jokes in the classroom but teachers have to decide whether the joke is cultural appropriate and also whether the joke will be understood by students.

Humor is one method by which professors can make their relationships with students closer. When teachers have a sense of humor and are not afraid to use it, students relax and become listeners. Humor builds rapport between the students and teacher. Students will be less intimidated and less inhibited about asking questions or making comments.

A teacher who makes mistakes and is willing to admit it or laugh at himself/herself communicates to students that it is also okay for them to be creative, take chances, look at things in an offbeat way, and perhaps, even make mistakes during the learning process.

4.1 Explanations for the Humour-Learning Relationship

One theoretical explanation for the humour-learning relationship is based on the attention-gaining and holding power of humour. Kelly & Gorham, 1988, hold that, "humour gains and keeps students' attention which is related to memory and learning." The use of humour by teachers may serve as a powerful way of gaining liking and establishing a rapport with

students. When teachers use humour in the classroom they do so to reduce tension, or facilitate self-disclosure, to relieve embarrassment, to save face, to disarm others, to alleviate boredom, to gain favor through self-enhancement, to convey good will or to accomplish some other pro-social goal. Teachers may use humour primarily as a means of gaining liking and as a residual effect that can increase student learning.

More specifically, when students like humorous professors, they may attend class more frequently, pay attention during class, and work harder to learn the subject matter. It is a well-known fact that students are more likely to comply with requests that are made by those individuals that are liked. In sum, if students like the teacher they will be more willing to comply with a wide range of teacher requests which ultimately can result in greater learning outcomes.

4.2 Effects of Humour in the Language Classroom

Humour represents perhaps one of the most genuine and universal speech acts within human discourse. As a natural consequence then, the employment of humor within the context of second language pedagogy offers significant advantage to both the language teacher and learner. Indeed, humor serves as an effective means of reducing affective barriers to language acquisition.

This effectiveness is particularly relevant to the communicative classroom, as humour has been shown to lower the affective filter and stimulate the pro-social behaviors that are so necessary for success within a communicative context.

In addition to the employment of such general humour for the creation of a conducive learning environment, great value lies in the use of humour as a specific pedagogical tool to illustrate and teach both formal linguistic features as well as the cultural and pragmatic components of language so necessary for communicative competence.

4.3 Benefits of Humour in Learning

There are many benefits to implementing humour in the classroom: It creates a cooperative atmosphere helping students to better relate to one another, and it focuses them more effectively. It adds a cultural frame to language by presenting a tone, expression and context to the material, thus increasing cultural knowledge. Humour facilitates the acquisition of vocabulary and helps distinguish figurative from literal meaning.

Similarly, it helps develop visual memory and improves the capacity to solve linguistic problems. The devices that can be used to add humor to a language class range from idiomatic expressions, riddles or proverbs to pronunciation games, comics, jokes or typical grammatical errors.

4.3.1 Contributes to mind/body balance

A sense of humour can create a remarkable feeling of control. Learning to use humour as a lens for life challenges can increase confidence in the own internal ability to adapt. The optimistic energy that comes from humour will enable to embrace difficulties with resilience. Humour elevates mood and has been known to be a deterrent to depression. Stress reduction is considered one of the most important benefits of humour. A little humour will go a long way in helping educators balance the current focus on accountability, testing standards, and unfunded mandates.

4.3.2 Maximizes Brain Power

Humour has the ability to capture the attention of the brain. “Emotion drives attention and attention drives learning” Sylwester, (1995). The brain cannot learn if it is not attending. The surprise elements of humour alert the attention center of the brain and increase the likelihood of memory storage and long term retrieval. Humour has the potential to hook easily bored and inattentive students.

It can help the stressed or shy student to relax. Word play, puns, stories, jokes, and riddles all involve the creative use of language. Maximizing the capacity to use language through the skillful use of humor will increase the number and speed of the neural connections in the brain. Humour is often used as an indicator for the identification of gifted students.

4.3.3 Enhances creativity

Creativity is the ability of the brain to bring together diverse ideas that will generate the thinking necessary for complex problem solving. Humour and creativity are great companions, each a perfect complement for the other in nourishing thinking. Risk-taking is the nucleus of creativity and humour; the freedom to express wild ideas, activities, spirited conversation and sparks the imagination. The creative process flourishes when accompanied by a sense of humour.

Humor increases the potential for divergent thinking and the ability to solve complex problems. By linking previously unconnected areas of the brain, humour forges new associations involving existing concepts.

4.3.4 Facilitates Communication

Using humour to build and maintain relationships is an invaluable skill in the Learning of English as a Foreign Language. “Emotional intelligence (EI), the ability to perceive, assess and influence one’s own and other students’ emotions is essential for knowing when and how to use humour effectively” (Goleman, 1998). The ability to use humour as a part of interpersonal dialogue requires confidence in one’s own humour strengths, a fun-loving playful spirit, and the willingness to risk the extraordinary. Humour generates trust among students and can facilitate a reduction in tension, fear, and anger. Teachers who have the ability to assist others in

seeing “humour” in difficult situations can nurture communication and ease tense situations. Laughter can quickly dispel tension and increase the capacity for dialogue. The use of humour as a tool in communication is rarely taught in learning. It is a skill requiring multifaceted levels of knowledge and ability. Purposeful humour integration provides a distinct advantage in conversation.

4.3.5 Creates an Optimal Environment for Teaching and Learning.

Look for laughter, joy, spirit, and enthusiasm in both the school and in the classroom and an environment, in which learning thrives, will be found. Humour contributes to that optimal learning environment. It is brain-compatible both in creating an enriched context for learning and for assisting individuals in the learning process. Leadership is correlated with building relationships based on trust. Trust is considered the basis for creating successful learning communities, because it facilitates teamwork and is the foundation for cultivating relationships.

4.4 Using Humour in the Second Language Classroom

Using humour is one of the best ways to create a positive dynamic in the classroom. It shows the students that learning does not have to be work and that the class will be as much fun as they allow it to be. Using humour is also a technique used to lower the affective filter (Krashen) so that the students feel less anxiety. This is an important consideration in language

classrooms where many students feel a great deal of stress when using the target language orally. A great opportunity to use humour in a language classroom is when incorporating culture into the lesson; when teaching students about certain day to day aspects of a foreign culture.

A fine line must be drawn between pointing out amusing aspects and laughing at the cultures, but simply observing different practices that would seem foreign to the students can be fun.

4.4.1 Create a Comfortable Learning Environment

When teachers share a laugh or a smile with students, they help students feel more comfortable and open to learning. Using humor brings enthusiasm, positive feelings, and optimism to the classroom. Even if the teacher is not naturally funny, it still can lighten things up a bit. The key thing to remember is to do what is comfortable. Not only will it make teachers more approachable, it will also help put students more at ease in the classroom.

“Because I know that a good laugh eases tension, increases creativity, ... I will do almost anything to get the class rolling with laughter — voice inflections, exaggerated facial expressions and movements, hilarious personal stories (of which I have way too many), ridiculous examples...and I encourage my students to do the same.”— Kaywin Cottle, Speech Communications teacher.

4.4.2 Bring Content to Life

Teachers can use humor to bring content to life through games, parody, or comical voices (or wigs or hats). Students respond to their teacher's playfulness and appreciate the effort he or she puts into making a lesson fun. Here is how two teachers use humor to bring content to life:

“I make it a point to share my favorite silly books with the class. Then I ham it up as I read! They get fluency modeled for them and learn to love the books. It makes me more of a person to them, too!”—Cherish Michael Blair

“Whenever I can I use puns, anecdotes, or whatever humorous things I can think of to make lessons more fun, more relevant, and more effective. We laugh every day and it makes being in school a little more fun.” —Laurie Knox

4.5 Encourage Student Humor

In order to turn the classroom comedians' talents into another tool for motivating students, it may be necessary to teach students the difference between appropriate and inappropriate language and content. Here are five ways to encourage students' use of humor and include it in the classroom in a productive way:

- Ask the class clown to come prepared to tell one or two jokes in class. Have the student tell the joke(s) during transitions between activities.

- Ask two or three students to be ready to start class with a quick joke two or three times a week; end class with a student or two inventing a funny saying about the lesson content that was just taught. For example: a student, after having attended a class about modal verbs for speculations, could come up with the following saying: “My new book smells funny; it must not have taken a shower today” and, use a student's joke before a test or quiz to lower tension.

HYPOTHESIS

1. GENERAL

- English teachers' humour contributes to the English Learning Process with the students of 1st, 2nd and 3rd years of bachillerato at Tagesschule y Colegio San Gerardo in Loja, academic year 2012-2013.

2. SPECIFIC

- Humour encourages the use of learnt contents on students from 1st, 2nd and 3rd years of bachillerato at Tagesschule y Colegio San Gerardo in Loja, academic year 2012-2013.
- Humour activities applied by teachers provides a better interaction between teacher and students from 1st, 2nd and 3rd years of bachillerato at Tagesschule y Colegio San Gerardo in Loja, academic year 2012-2013.
- The use of humour lowers the affective filter on students from 1st, 2nd and 3rd years of bachillerato at Tagesschule y Colegio San Gerardo in Loja, academic year 2012-2013.

f. METHODOLOGY

1. DESIGN OF THE RESEARCH

For the development of this research work, the researcher will employ different sources such as; internet, books, magazines and some teachers' experiences as a way to get information in order to get involved with the problematic.

2. METHODS, TECHNIQUES AND INSTRUMENTS

2.1 METHODS

The researcher will use some methods to have a clear view of all points considered in the research work as well as some procedures like observations, analysis and summarizing the theoretical frame.

- **The scientific method** will be applied as a general one, it refers to a body of techniques for investigating phenomena, acquiring new knowledge, or correcting and integrating previous knowledge, so it will help the researcher prove the hypothesis using the whole theoretical frame information that will be obtained from different bibliographical sources like: books, and web pages to involve concepts, definitions which will be used during the entire process of this research, that means problem statement, justification, theoretical frame, hypothesis, analysis and interpretation of teachers and students surveys, conclusions and recommendations..

- **Descriptive method:** it will be used in order to describe the most important facts that the researcher will find in this research work through the survey technique applied to the students and teachers, It will help to get information and support it, with the theoretical references.
- **Analytic-Synthetic Method:** this method will help to analyze and contrast the empiric information about the effect of humour on students from the applied instruments and to make the interpretation of the data and establish conclusions based on the results using tendency.
- **Explicative Method:** it will also be used, in the explanation of the logical implications of the variables of every hypothesis and in this way prove or disapprove them through a descriptive deduction according to the obtained results contrasted with the theoretical references.

2. 2 TECHNIQUES AND INSTRUMENTS

In order to get empiric information about the object to be researched, the researcher will use the following techniques and instruments.

Surveys: The researcher will survey teachers and students which will help to obtain information through questions and answers, in order to demonstrate the hypothesis of the research. The questions will be mixed;

open and close. The survey is designed according to the research theme and hypothesis statements, finally according to the results, conclusions and recommendations will be settled up.

3. PROCEDURES

In order to develop this research work the following steps will be carried out:

3.1 Description

Then the information will be organized in statistic tables where the obtained data will be shown from teachers and students which will also include the frequency and the percentage of the obtained indicators in the applied instruments and this will facilitate the interpretation of the information.

3.2 Tabulation

Once the survey will be applied, the information will be obtained through tabulation of the data where the descriptive statistics will be used to interpret the closed questions and specific criteria from the reason or explanation of every question, and the information will be contrasted from the teachers and students which will let the researcher prove or reject the stated hypotheses.

3.3 Organization

The next step will be the organization of the empiric information, classifying the questions that will serve to prove the hypothesis, keeping in mind the variables and the indicators that will be used to support them. In this way each question can be analysed and interpreted easily.

3.4 Graphic Representation

The data will be represented graphically, so it will facilitate the interpretation and consequently the critical analysis of every question.

3.5 Interpretation and analysis

The information will be presented in tables and graphs, it will be interpreted according to the obtained percentages and it will be analysed taking into account the categories of the theoretical frame, the major tendencies in the results and the variables of the specific hypotheses.

3.6 Hypothesis verification

The hypothesis will be verified or denied through a descriptive process supported by a logical analysis of the field work whose final results are expressed in a descriptive way.

3. 7 Formulation of conclusions and elaboration of the report

The conclusions will be drawn based on a specific analysis of the results and they will assist to give some recommendations to the authorities of the researched institution and also to the teachers and students in order to contribute with the solution of the problem.

The final report will be designed according to the regulation that university demands and this will let the researcher understand the theory and of the results that the researcher will obtain in the research which can be used to develop other research in the future.

3. 8 Population and sample formula

Due to the short number of students, the researcher will work with the whole universe of the Institution.

POPULATION	Total
Teachers	4
Students	60

g. TIMETABLE

	ACTIVITIES	MONTHS																																	
		June 2013				July 2013				Sep/Oct 2013				Nov/Dec 2013				January 2014				February 2014				March 2014				April 2014				May 2014	
N	Phase II: Thesis Development	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
1	Project approval	x																																	
2	Appointment of the thesis director		x																																
3	Application of the instruments		x																																
4	Thesis Development			X																															
	Tabulation				x																														
	Elaboration of the tables and graphs					x	x																												
	a. Theme							x																											
	b. Introduction							x																											
	c. Summary								x																										
	d. Review of the literature								x	x																									
	e. Materials and methods									x																									
	f. Results										x	x																							
	g. Discussion												x	x																					
	h. Conclusions													x																					
	i. Recommendations														x																				
	j. Bibliography															x																			
	k. Annexes																x																		
	Phase III: Revision and Approval																																		
5	Thesis revision																x	x																	
6	Thesis presentation																		x																
7	Thesis approval																			x															
	Phase IV: Phase of Incorporation																																		
8	Submission of the folders																				x	x													
9	Private qualification																					x													
10	Corrections																									x	x	x							
11	Public Sustentation and Incorporation																													x	x				

h. ORGANIZATION AND MANAGEMENT OF THE RESEARCH

1. RESOURCES

1.1 HUMAN

- Researcher: María Luisa Vire Quezada
- English Teachers of the: Tagesschule y Colegio San Gerardo
- Students of 1st, 2nd and 3rd years of bachillerato at Tagesschule y Colegio San Gerardo.

1.2 MATERIAL

Office material, books, copies, computer, internet, printer, folders and paper clips, notepads.

2. BUDGET

For the development of this thesis project and thesis, the following budget has been planned.

Expenses	Cost
Internet	35.00
Copies	80.00
Project drafts (printing)	50.00
Thesis drafts (printing)	50.00

Copies	40.00
Edition and pasting of reports	50.00
Not planned expenses	60.00
Transportation	45.00
TOTAL	410.00

3. FINANCING

The expenses derived for the present research work will be sorted by the researcher.

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ANNEX 2 CONSISTENCY MATRIX

THEME: English Teachers' Humour and its effect on the Learning of English as a Foreign Language with the students of 1st, 2nd and 3rd years of bachillerato at Tagesschule y Colegio San Gerardo in Loja, academic year 2012-2013.

PROBLEM	OBJECTIVES	HYPOTHESIS	VARIABLES	INDICATORS
<ul style="list-style-type: none"> Does English Teachers Humour contribute to the Learning of the English as a foreign language with students of 1st, 2nd and 3rd years of bachillerato at Tagesschule y Colegio San Gerardo in Loja, academic year 2012-2013? 	<p>GENERAL</p> <ul style="list-style-type: none"> To determine the effect of English teachers' humour on the Learning of English as a foreign Language with students of 1st, 2nd and 3rd years of bachillerato at Tagesschule y Colegio San Gerardo in Loja, academic year 2012-2013. 	<p>GENERAL</p> <ul style="list-style-type: none"> English teachers' humour contributes to the English Learning Process with the students of 1st, 2nd and 3rd years of bachillerato at Tagesschule y Colegio San Gerardo in Loja, academic year 2012-2013. 	<p>INDEPENDENT</p> <p>English Teachers' Humour</p>	<p>ENGLISH TEACHERS' HUMOUR.</p> <p>Teachers' attitude towards the class.</p>
<p>SUB PROBLEMS</p> <ul style="list-style-type: none"> Is Humour an important tool in the teaching learning process? Do teachers use humour to teach students in every class? Does teachers' humour help students maximize their learning? Do teachers use humour to lower the students' affective filter? 	<p>SPECIFIC OBJECTIVES</p> <ul style="list-style-type: none"> To analyze how English Teachers' Humour helps students in the Learning Process. To identify the best humour-related activities teachers apply in the classroom. To detect how humour lowers the students' affective filter. 	<p>SPECIFIC HYPOTHESIS</p> <ul style="list-style-type: none"> Humour encourages the use of learnt contents on students from 1st, 2nd and 3rd years of bachillerato at Tagesschule y Colegio San Gerardo Humour activities applied by teachers provides a better interaction between teacher and students from 1st, 2nd and 3rd years of bachillerato at Tagesschule y Colegio San Gerardo The use of humour lowers the affective filter on students from 1st, 2nd and 3rd years of bachillerato at Tagesschule y Colegio San Gerardo. 	<p>DEPENDENT</p> <p>Learning of English as a Foreign Language</p>	<p>LEARNING OF ENGLISH AS A FOREIGN LANGUAGE</p> <p>English Foreign Learners</p> <p>Krashen's Theory of Second Language Acquisition.</p> <p>HUMOUR AND ITS ROLE IN THE ENGLISH LEARNING PROCESS.</p>

ANNEXE 3



TEACHERS' SURVEY

As a student of the English Language Department from *Universidad Nacional de Loja*, develops the present research work with the theme: English Teachers' Humour and its effect on the Learning of English as a Foreign Language with the students of 1st, 2nd and 3rd years of bachillerato at Tagesschule y Colegio San Gerardo in Loja, academic year 2012-2013., for this reason, I ask you to help me respond the following questions which will be used to gather information about this research work.

1. How relevant is the use of humour in the Teaching Learning process?

- Very Important ()
- Important ()
- Slightly important ()
- Not important ()

2. How often do you use humour in class?

- Always ()
- Usually ()
- Sometimes ()
- Hardly ever ()
- Never ()

3. What are the benefits of humour? Tick them

- Maximizes students' brain power ()
- Stress reduction ()
- Increases the affective filter ()
- Creates a comfortable Learning Environment ()
- Facilitates communication ()

4. Humour in the English class is used to:

- Teach new contents ()
- Make fun of students ()
- Lower students' affective filter ()

- Establish a good rapport with your students ()
- Increase students' affective filter ()
- Make fun of yourself ()

5. What humour related activities do you apply in the class?

- Exaggeration ()
- Crazy questions ()
- Intentional mistakes ()
- Funny quotes or sayings ()
- Others _____ ()

6. What is the students' attitude towards teachers' humour in the classroom?

- Amazed ()
- Interested ()
- Careless ()
- Bored ()
- Others _____ ()

7. Tick the definition for "affective filter".

- It explains how learners acquire a second language. ()
- It is a "mental block" caused by factors that prevents comprehensible input. ()
- It refers to, how effective is humour in learning a second language. ()

8. How does humour lower the student's affective filter?

- Using humour-related activities ()
- Having students tell jokes ()
- Using short games ()
- Having students work in pairs. ()

THANK YOU!

ANNEXE 4



STUDENTS' SURVEY

As a student of the English Language Department from *Universidad Nacional de Loja*, develops the present research work with the theme: English Teachers' Humour and its effect on the Learning of English as a Foreign Language with the students of 1st, 2nd and 3rd years of bachillerato at Tagesschule y Colegio San Gerardo in Loja, academic year 2012-2013., for this reason, I ask you to help me respond the following questions which will be used to gather information about this research work.

1. How relevant is the use of humour in the class?

- Very Important ()
- Important ()
- Slightly important ()
- Not important ()

2. How often does your teacher use humour in class?

- Always ()
- Usually ()
- Sometimes ()
- Hardly ever ()
- Never ()

3. What are the benefits of humour? Tick them

- Maximizes your brain power ()
- Stress reduction ()
- Become less interested ()
- Creates a comfortable Learning Environment ()
- Facilitates communication ()

4. When your teacher uses humour, does it help you:

- Learn new contents ()
- Make fun of the teacher ()
- Feel more comfortable and confident in class ()
- Have a good interaction with your teachers ()
- Feel uncomfortable and unconfident in class ()
- Make fun of your classmates ()

5. What humour related activities does your teacher apply in the class?

- Exaggeration ()
- Crazy questions ()
- Intentional mistakes ()
- Funny quotes or sayings ()
- Others _____ ()

6. What is your attitude towards teachers' humour in the classroom?

- Amazed ()
- Interested ()
- Careless ()
- Bored ()
- Others _____ ()

7. What does your teacher do when you are uninterested in the class?

- Uses humour-related activities ()
- Has you tell jokes ()
- Uses shorts games ()
- Makes you work in pairs ()

8. Do you consider your teacher as a delightful teacher?

- Yes ()
- No ()

THANK YOU!

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