

Humour in the Second Language Classroom- An Analysis

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Abstract

The human race has one really effective weapon and that is laughter.

- Mark Twain

As per the words of Mark Twain, humour plays a vital role in facing the humanity. It will help everyone to understand the inseparable link between the language and the culture. It can also decrease the stress associated with learning a foreign language and promote integrative motivation to help the students in the second language classroom, it also develops their own sense of humour and emotional intelligence among themselves. Many students do not want to learn English as they are not interested in it. In English teaching, students must develop interest in learning English. So it is a must that, the teacher should induce the interest and make the student to involve more in learning English. In this case, an effective teacher requires imagination and creativity to turn those negative perceptions around. Humour can be used as a teaching tool for the same purpose as it is true that, life without humour is boring likewise class is boring without humour.

Students of education should always be given the opportunity to observe the teaching style by using certain strategies, like humour, especially in the language teaching. The teacher should kindle the students to come forward with reasonable jokes, which help them to express their views without any hesitations in the classes. Thus, this paper focuses how humour can be used as an effective tool in teaching and in creating the effective English language in the classroom.

Keywords: Class Room Teaching, Effective tool, Humour, Opportunity, Performance.

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I. INTRODUCTION:

Dickinson quotes that,

Classrooms in which laughter is welcome, brings learning to life.

This quote proves that a sense of humor can create a remarkable change in students' learning process. Learning to use humor as a lens in teaching method can increase confidence in the students' internal ability to involve themselves in the classroom activity. The optimistic energy that comes from humor enables them to embrace difficulties in understanding with flexibility. Some experimental researches indicate that humor might actually provide effective teaching for the teachers and become expertise in various skills. This can be applied to the students in the learning process too. Hence this paper depicts the teachers' role in imparting humor through appropriate guidelines and reviews the impact of humor on learning outcomes in the English classroom.

Using humor in the classroom is a significant and healthy issue for the students of all ages. There is no doubt that humor is an invaluable teaching aid in the English classroom and that almost all English teachers use humor at one point of time or another in their lesson. 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 release tension in the class with humor. Teachers must be creative because of the critical role they play in generating an environment favorable to optimal students' learning. Humor is often identified as a teaching technique for developing a positive learning environment. When an instructor establishes a supportive social climate, students are more likely to be receptive in

learning. Hence, starting each class with humor helps the students to relax and create a positive atmosphere.

The foremost reason for using humor in the classroom is to improve students' learning practice. The creative development and expression of humor in the second language classroom, deals with "how" to teach, and not "what" to teach. Using humor can have many positive effects in this regard for the following reasons,

1. To create more positive learning environments, between the professor and the students.
2. To retain subject matter, especially if the humor reinforces the class material.
3. To give students a reason to attend the class.
4. To increase comprehension and cognitive retention in the classroom.
5. To improve students' attitudes towards the subject and the instructor.

Humor in the language classroom can be classified into four major categories like, Textual Examples, Pictorial Examples, Action/Games Examples, and Contests Verbal Examples. The Textual examples are in the form of jokes and stories which lead the students to enjoy the humor books which they find easy to read. Furthermore, they are more interested to read about the humor based characters than the concept. The Pictorial examples are in other words Cartoons and Comics with text which helps the students to create valuable stimulus in the classroom. The Action/ Games examples are in the form of Video, Role play and imitation which helps the students to involve with interest. Contests Verbal Examples are Puns, Word games, and

the Acronyms. Thus the categories of humour insist the facilitator to analyse the appropriate and the inappropriate use of humour in the classroom. This shows that the studies on these issues indicate the importance of using humour in the process of capturing and maintaining students' attention. So it automatically creates a positive relationship between the teachers and the students, reduces the stress and tension in the classroom and develops the creativity and streamlining in general.

Tom Davis says that,

The job of the teacher is to get students laughing, and when their mouths are open, to give them something to chew.

Hence the above quote points out that it is the teachers' responsibility to engage the students with interesting facts by adding humor in the classroom. With this in mind, the teacher has to practice the following points:

1. Don't try too hard. This means the teachers should not force the students, remembering that the

class is made up of individuals with different tastes.

2. Do what fits the personality. It reveals the fact that the teacher should approach the students

according to their level.

3. Don't use private humour. It means that not making fun of any particular group, nationality,

etc., if it is used for affective reasons, used carefully, never demeaning or sarcastic.

4. Make humour as in an integral part because it works best as a natural on-going part of

classroom learning.

5. Be careful not to over use it. If it is it could lose its value and effect.

This kind of experiments afford by the teachers no doubt kindle the laughter or humor which helps to cure illness and provide effective healing in learning process among the students. It also relieves the pain, reduces the stress, and improves the immune system and response. It maximizes the Brain power of the students and enhances their creativity which leads to ease their communication skills. It is noteworthy that the same approach induced by the teachers supports the students to identify their own changing process in learning practice.

To enhance the learning progression, the following activities can be done by the facilitator particularly in the second language classroom,

II. ACTIVITY -1

The teacher should crack the jokes in the classroom to make the students to get relieve from the classroom stress. For Example

A conversation between the teacher and the student.

Teacher: If God appears in front of you, what will you ask?

Student: I will ask him to give me more money Sir.

Teacher: No, You should not ask money.

Student: Ok Sir, what will you ask him?

Teacher: I will ask him to provide me more knowledge and wisdom.

Student: Yes Sir you are right usually everyone will ask what they lack.

Teacher: ???

III. ACTIVITY -2 RIDDLES

The teachers motivate the students by riddles as follows:

1. What has nothing but a head and a tail?
Ans: Coin
2. What two words contain thousands of letters?
Ans : Post Box
3. What is the longest word in the English language?
Ans :Smiles
4. Why is the letter R absolutely necessary to friendship?
Ans : It will change as Fiend then.
5. What has branches and leaves but has no bark?
Ans: A Library.

CONCLUSION:

Thus, the funny activities can contribute a great impact in the second language classroom. It enables the learners to build an effective and positive upbringing, as it is a source of enjoyment for the teacher as well as the students. Furthermore, with all language activities, care must be taken to prepare students before the activity and guide them along the way. Although the teachers may perceive the exercise as a lighthearted moment in the course, it reveals the fact that humour should treat as an integral part of a positive learning classroom environment. Moreover, the humorous situations allow the students to

express themselves without fear of ridicule and criticism. Anxiety and stress is reduced and the students are encouraged to take more risks in using their second language. Thus, humour, along with encouragement and praise is the useful tool used by the language teachers to make their classrooms more inviting and conducive in learning process.

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