

IMPACT OF HUMOR AS A PEPAGOGIC TOOL AND WAYS OF APPLYING IT IN THE SECOND CLASSROOM SETTING

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ABSTRACT

In foreign language lessons, it is typical and highly encouraged to study new topics based on real sources. Consequently, adopting humour in the classroom may give a variety of advantages, such as fostering a more welcoming environment and decreasing tension and discomfort among students and learners. Despite this, many instructors avoid utilizing hilarious materials in the classroom since students may have trouble comprehending them, which might be seen as a lack of competency. Consequently, there may be confusion over the most successful kind of comedy method. In this article, many comedy tactics will be covered, which is why misunderstandings should not be interpreted as instructor ineptitude. Authentic resources, including spontaneous comedy, memes, and drawings in the target language.

Keywords: humor strategies, sitcoms, spontaneous comedy, memes, motivation, humorous speech, task-based learning, communication skills, cultural awareness

INTRODUCTION

Currently, tales and other amusing supplementary texts are extensively utilised in education to help the development of lexical and grammatical aspects of the language. It may be communicated vocally via speech and nonverbally through body language. Humor plays a significant role in the classroom, bringing several advantages, including a more relaxed and comfortable setting, which causes pupils to laugh more. It boosts their self-esteem so they are not scared to take chances while utilising their second language. In addition, the significance of this strategy may be understood by explicating certain cultural features of the target language and by comprehending the real-

world linguistic environment. Teachers are thus heavily encouraged to employ humour in the classroom. From this quote of Kristmanson (2000) is understandable the importance of creating positive and welcoming atmosphere in classroom:

"In order to take risks, you need a learning environment in which you do not feel threatened or intimidated. In order to speak, you need to feel you will be heard and that what you're saying is worth hearing. In order to continue your language learning, you need to feel motivated. In order to succeed, you need an atmosphere in which anxiety levels are low and comfort levels are high. Issues of motivation and language anxiety are key to this topic of affect in the second language classroom."

Nevertheless, the use of humour in some settings is not always effective or appropriate. Students may not appreciate the joke due to their inability to comprehend its language context and meaning. Therefore, it might reflect poorly on the competency of instructors.

The aim of the article is to get a deeper understanding of comedy methods and their usefulness in second language classrooms.

LITERATURE REVIEW AND METHODOLOGY

When students are not engaged in the learning process, it is difficult to capture their attention. Humor is an effective tool for engaging students in the learning process. It enhances the effectiveness of instruction by providing a pleasant setting. It is argued, despite this, that comedy should not be forced and unreasonable. In actuality, the use of comedy is haphazard and no particular material is prepared for it. The same applies to language acquisition; pupils should only use it when suitable in class.

According to studies (Kristmanson, 2000), when a good classroom environment is formed, kids learning a second language are not anxious about using the second language and are eager to engage in all classroom activities. Of course, this is also considered to be a good way to attract the attention of unsocial people. Jokes make you feel like you are a part of a class or company and increase confidence in your language skills. In addition, every language needs communication, the opportunity to use humor while speaking should not be missed.

Task-based learning, such as using humor, makes a lot of sense in the classroom. Humor is the foundation of the ability to understand and feel language. Humor improves students' communication skills and makes it possible better to understand the small details of the target language. In order to understand better the real-life humorous speech, it is necessary to use the materials of language communication. One such example

are sitcoms. Sitcoms are a distinctive medium for language learning as they offer the opportunity to meet and learn with foreign constructions and new word meanings. However, students may encounter a problem when they are using humor in the classroom. The main problem is the understanding the meaning of a particular word from context, although it is much easier for younger learners. When it comes to adults, they often make mistakes or have trouble understanding the general meaning. Teachers who are not native speakers may also face this problem. They may not understand the full meaning of jokes, so that students may find the teacher incompetent. Experts say that not understanding jokes has nothing to do with a teacher's proficiency, because even native speakers do not always understand the meaning of a joke.

There are several point that teachers should take into consideration before using humor in the classroom:

1. Never try too hard. Humor is adorable when it arises naturally. In the beginning, teachers may not meet the expectations but everything comes with time.

2. Never force it. Do what fits to the classroom the most. Using different genres of humor, when there are students with individual tastes, not always makes success.

3. Never use private humor. Do not use sarcastic or demeaning humor. Without any doubt, that leads to failure. Students will not feel more that the classroom is their comfort zone.

4. Make the humor the part of the class. Students should not feel that humor is the special thing. It is better when they feel it as natural.

5. The humor should not be out of topic. The humor have to be related to the theme that students are learning.

6. Vary the extent of humor. Interesting discussions that needs the high-level language proficiency is not acceptable to the primary school students.

7. Make students easier to understand that humor. Using, for example, idiom expressions, difficult collocations, verb agreement all at once will make difficulties with understanding.

When a teacher starts to use comedy in the classroom, student preparation is of the utmost importance. It is beneficial for pupils to recognise that they may learn through humour.

RESULTS AND DISCUSSION

The findings of the research presented in this article indicate that this strategy is mostly advantageous and increases linguistic and cultural awareness. The majority of specialists agree that humour

and amusement play a significant role in second language instruction. Despite the concerns of instructors, humour offers benefits. It delivers both enjoyment and education simultaneously. However, this issue has not yet been exhaustively investigated, therefore the best effective technique to employ humour in the classroom remains unclear. Possibly one of the most successful teaching techniques. To clarify the effectiveness and influence of humour in an educational environment, further study is required.

CONCLUSION

Unique is the capacity to make students chuckle throughout instruction. In order to establish a good atmosphere in the foreign language classroom, many humour tactics are advised. It is not only enjoyable for students, but also for instructors. It offers the capacity to learn how to articulate opinions and critiques. Contributes to a less stressful workplace. The most essential thing is to understand how to utilise humour appropriately and effectively.

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