

UNIVERZITA PALACKÉHO V OLOMOUCI
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Bc. JAN GREGAR

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HUMOR IN THE ENGLISH LANGUAGE TEACHING

Magisterská diplomová práce

Vedoucí závěrečné písemné práce: Mgr. Josef Nevařil, Ph.D.

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Prohlašuji, že jsem závěrečnou práci vypracoval samostatně a použil jsem jen uvedené prameny a literatury.

V Olomouci

.....

vlastnoruční podpis

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Abstract

This thesis strives to describe the role of humor in the ELT at Czech schools. It presents terms *humor* and *ELT* and puts them into a relationship in order to prove that humor influences the education (or ELT) and it is even possible to use humor (or its means) to teach language. The research presents three perspectives of humor in ELT – teachers' perspective, learners' perspective and the direct observation of English lessons. It is presented that a vast majority of teachers and even the vast majority of learners are convinced that humor may be used to teach language while this example of humor employment was not directly observed in any of 13 observed lessons. However, this does not mean that humor is absent in English lessons, nevertheless, it is not used to teach, but merely to comment or to entertain students.

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INTRODUCTION

“A little nonsense now and then is relished by the wisest men.”

Roald Dahl^[1]

Humor is an integral part of individual’s everyday life – generally, humor makes people smile and laugh, but scientifically, it helps them to cope with unpleasant situations, or it relieves stress and aggression, etc.

Those aspects may be used in the process of education to make it easier, more understandable, more enjoyable. The purpose of this thesis is to find out whether teachers of English are aware of the connection between their teaching (instruction) and humor, and whether they actually use humor while teaching.

The aim of this thesis is therefore to answer these research questions:

- 1. How does humor affect one’s learning?*
- 2. How may humor be included in the process of education?*
- 3. Can humor be used to teach language features?*
- 4. What are the opinions of teachers of English on the function of humor in ELT?*
- 5. If so, are teachers aware of that?*
- 6. Do the teachers actually use humor in their lessons of English language?*
- 7. What are learners’ opinions on their teacher’s usage of humor?*

This diploma thesis contains a theoretical and a practical, research part. In the theoretical part of the thesis, humor is approached from various perspectives – as a term, as a general phenomenon, and as a phenomenon occurring in the educational process.

The research part strives to find answers concerning the presence (or absence) of humor in the English language education at Czech schools – first, it deals with the results of a questionnaire

which was carried out among teachers of English. Second, a number of lessons of English were observed, recorded and analyzed as for the occurrences of humor and the purpose of its usage in class. Third, learners of English were asked to fill in a questionnaire – its aim was to find out their opinions on their teacher’s usage of humor. In conclusion, the triangulation¹ performed in the research part is summarized and thus answers to the research questions are found.

¹ “Triangulation involves using multiple data sources in an investigation to produce understanding”^[2]

1. THEORETICAL PART

The theoretical part of the present thesis is devoted to the field of humor in context of education. It strives to define this phenomenon and present its applications within the education in both general and specific (language education) views.

The general view on the topic of humor is examined in the first chapter as well as its theoretical bases – lexical and etymological definitions.

However, since the thesis deals with *humor* in the context of educational reality, also the process of education has to be analyzed – the second chapter is devoted to this phenomenon while its first part deals with the educational process in general and the second part elaborates the topic of humor in education and its typology. In this part, the functions of humor in education are addressed as well.

The third chapter of this part is devoted to the role of humor in the language education in general. Selected theses, articles and other materials dealing with the communication between the teacher and his learners² are analyzed. Additionally, this chapter deals with the English Language Teaching³ and the role of humor in it and it gives examples of the use of humor in specific educational theories.

1.1. Humor

There are many different approaches to the term *humor*; therefore, it is necessary to present an overview of possible meanings of the term and present the approach to the term used in this thesis.

² To avoid confusion between the terms *pupil* and *student*, the general terms *learner* is used within the text.

³ Henceforth as ELT

To begin with, the term *humor* has to be clarified as there are many ways and approaches to the field of humor in question. Therefore, this chapter defines *humor* generally, as a phenomenon occurring in society, among people.

The second part of this chapter deals with the psychological basis of humor – the psychological theories of humor.

For the purpose of this thesis, it seems suitable to state also that, etymologically, the word *humor* comes from the Latin *umere* meaning “[to] be wet, moist”^[3]. And only the wet soil enables plants to sprout as well as humor facilitates the education⁴...

1.1.1. What is humor?

Simply put, the term *humor*⁵ can be understood as “the quality that makes something laughable or amusing; funniness”^[4] (The Free Dictionary).

According to Bariaud, who dealt with the topic of humor in connection with its production and appreciation among children of different ages, *humor* is “specific experience engendered by the perception of a ‘funny’ or ‘amusing’ event.”^[5] Šed'ová adds to this definition that the term can be related to both perception (i.e. humorous reaction) and creation (i.e. humorous action) of something amusing^[6].

Another perspective is presented by Merriam-Webster⁶ dictionary; among many stated definitions, it also says that “[humor] is the mental faculty of discovering, expressing, or appreciating the ludicrous or absurdly incongruous” and “something that is or is designed to be comical or amusing”^[7].

⁴ More about the outcomes of using humor in the educational process in Chapter 1.2.4

⁵ Or *humour*, however, the AmE variation is used in the present thesis.

⁶ Henceforth as MW

To summarize at general level, in the present thesis, *humor* is seen as a quality caused by experiencing of amusing or funny event often followed by laughter regardless whether a subject is perceiving or creating it.

However, the lexical definition of *humor* is not sufficient – the perspective of psychological theories of humor has to be taken into account as well. These theories are dealt in the next part of this chapter.

1.1.2. Psychological theories of humor

Various theories of humor emphasize different psychological perspectives. The major streams of humor theories emphasize these aspects:

- Reduction of psychical tension
- Feeling of superiority
- Incongruity

The first ones – called *relief* theories⁷ are further divided into the *strong* and *weak* ones. The *strong* one holds an opinion that “all laughter results from a release of excessive energy” (the word “all” should be emphasized) while the other version (the *weak* one) postulates that laughter involves a release of tension or energy^{[9][10][11]}.

The *superiority* theory claims that humor involves a feeling of superiority; there are two versions of this theory, similarly to the above mentioned relief theories. Again, the *strong* one claims that *all* humor involves the feeling of superiority while the *weak* one omits the word *all*^{[10][11]}. Basically saying, humor is *fueled* by aggressive feelings^[9].

⁷ This theory is also called *arousal* theory while the *tension-relief* is only an element of it. Arousal theory “posits that humor and laughter are a combination of a cognitive appraisal with optimal physiological arousal”^[8]

The third major theory – *incongruity* theory – tells that humor is a response to an incongruity (something inappropriate^[12], logically impossible or ambiguous^[9]). Incongruity is also sometimes referred to as *ridiculousness*^[10].⁸

Therefore, the simplest definition of humor suitable for the aims of the present thesis is that “[humor is] a comic, absurd, or incongruous quality causing amusement”.^[14] It is also appropriate to mention the fact that there are different types of humor (e.g. situational, verbal, or humor of thoughts, cf. Gregar^[15]). In the next chapter, humor is placed in the context of educational process.

1.2. Humor in the educational process

It is obvious that humor is taking place every day and it concerns every individual, even the learning ones. McNeely argues that “... 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.”^[16]

This chapter therefore strives to delimit humor in the process of education by listing its different typologies and it also provides some basic ideas of benefits and negatives of humor being used while teaching. In order to do so, the education as a process has to be defined at first, which is the aim of the following chapter.

1.2.1. The process of education

To be able to write about the humor in ELT, it is necessary to anchor the terms “education” and “process of education”⁹ in a broader context, to present their possible meanings and approach to

⁸ However, there are also theories which are *not* based in psychology, e.g. spiritual and mystical theories^[13], but since they are not considered as crucial for the thesis, they are not elaborated more in this text.

⁹ Or *educational process*. This ambiguity of terms is discussed later in this chapter.

the terms since they are one of the key words not only of this thesis but also of the whole branch of educational science¹⁰. Firstly, the perspective of Czech pedagogical theory is discussed.

The Czech terms “*edukační proces*” or “*výchovně-vzdělávací proces*” are sometimes translated to English as *educational process*¹¹. The first author who actually tried to define this term scientifically was Průcha in his book devoted to the modern education¹². According to Průcha^[19], the educational process(es) are all human activities in which there occurs learning on the side of a subject which is exposed directly or indirectly (via text, technical device, etc.) to a certain type of information by another subject. Průcha also provides examples to illustrate this phenomenon, e.g. acquisition of one’s mother tongue in which one subject is a child and the other subjects (mother, father, other adults or peers) expose the child to skills connected to language and communication.

When searching for a definition in English sources, it becomes apparent that the term *educational process* (which is a functional translation of the term used in the Czech language) is rarely used, because the word (according to MW) *education* carries the meaning of: “the action or process of educating or of being educated; also: a stage of such a process.”^[20]

TheFreeDictionary also defines education as “The act or process of educating or being educated.”^[21]

It is necessary to point out that there are three different types of education^[22]:

- Formal education, i.e. the hierarchically structured, chronologically graded 'education system', includes all types of school

¹⁰ The term *educational science* is still more widely accepted than the term *pedagogy* (similar to Czech *pedagogika*); however, this term is now common not only in the continental English texts, but also in texts written in BrE^[17]. However, there are many terms that may have various translations from/to English, cf. Gregar^[18].

¹¹ The term *edukace* (Czech equivalent of *education*) was used in the 90’s for the first time^[19]. The Czech nomenclature often uses the term *výchovně-vzdělávací proces* which is often translated as *educational process*, however, it should be noted that *výchovně-vzdělávací proces* tries to connect two areas – *výchova* and *vzdělávání* which both can be translated as *education*^[18].

¹² Or *modern pedagogy*.

- Informal education, i.e. lifelong process of learning and acquisition of knowledge, but also skills, values, habits, values^[23]. It also includes mimicking and upbringing.
- Non-formal education: any organized educational activity outside the established formal system, e.g. free time activities, etc.

This thesis deals solely with the topic of formal education, i.e. education at schools. Since the process of education is now clarified and the approach to this term in the present thesis explained, the issue of humor in education can now be approached.

1.2.2. Types of humor in education

The issue of humor in the education was addressed in many articles and works, e.g. Gorham and Christophel^{[24][25]}, Wanzer^[26], Black^[27], Neuliep^[28], or Šed'ová^[6]. Other authors mentioned aspects of humor in their books (e.g. Mareš and Křivohlavý^[29], see Chapter 1.2.4). Also, some theses were written on this topic, e.g. Czervoniaková^[30] (from the University of West Bohemia , dealt with humor in the instruction of French language), or Mašková^[31] (also from UWB, dealt with humor and joke in the instruction of German language). It is also possible to mention the diploma thesis by Valouchová^[32] from the Palacký University, who dealt specifically with humor in the instruction.

As all phenomena, also humor (and humor in the instruction specifically) can be classified and there were many authors who strived to classify it. The following typologies by various authors (who consider humor an integral part of education) are presented in order to create a suitable basis for a typology that is created in Chapter 1.4, and to illustrate the different approaches to humor in education generally.

Firstly, it is useful to mention Neuliep^[28] and his typology of humor, as used in the classroom. According to Šed'ová, he delimits five basic types of humor: teacher-oriented humor, learner-oriented humor, not-oriented humor (e.g. jokes, puns), humor from the external source (e.g.

based in historical or current events outside the classroom), or non-verbal humor (i.a. faces, gestures)^[6].

The typology by Gorham and Christophel^{[24][25]} comes from their extensive research and is connected to the Neuliep's one. They divided teacher's humor into twelve categories, e.g. *Brief tendentious comment directed at an individual student*, *Personal anecdote or story related to the subject*, or *Joke*. However, they only focused on the teacher's humor, which, as such, does not capture the whole situation in the classroom (i.e. it does not include the learners' production of humor).

Another typology to be mentioned is the one by Šed'ová^[6], who bases her typology on the typology by Gorham and Christophel's^{[24][25]}, but only partially. She classifies humor in education into three different categories^[6]:

- *humor related to the subject matter* and *humor unrelated to the subject matter*;
- *appropriate* and *unappropriate humor*;
- *positive* and *negative humor*.

She clarifies ***humor related to the subject matter*** as humor which is related to the curriculum and teachers use it when explaining new concepts.^[6] On the other hand, ***humor unrelated to the subject matter*** is not linked to the curriculum, it mainly contains personal jokes or humorous stories which occur during the lesson^[6]. (cf. Gorham and Christophel^{[24][25]})

The second division she mentions is the dichotomy of ***appropriate*** and ***unappropriate humor***¹³. The *unappropriate* (sic) humor is described as offensive, stereotyped or demeaning joking by a teacher^[6].

¹³ The author is aware of the fact that the term *unappropriate* humor is not proper English, i.e. that the correct word should be *inappropriate*. However, since Šed'ová uses this term, it is cited.

Closely related to this dichotomy is also the last one mentioned by her, *positive* and *negative humor* – the *positive* humor facilitates the social relationships and it encourages the positive response; on the other hand, the *negative* humor aims to strengthen the obedience of group norms by mocking and demeaning of the individual, or it simply attacks them.^[6]

In their book devoted to humor and creativity in education, A., Ziv and N., Ziv^[33] present a simple division of humor in education. They mention that it is possible to divide humor into two categories:

- *spontaneous* humor;
- and *artificially-produced* humor.

Spontaneous humor, according to A., Ziv and N., Ziv^[33], emerges from a natural situation and may be an outcome of the improvisation. On the other hand, the artificially-produced humor is based on a purposeful work with humorous elements. At this point, it should be stated that those humorous elements have to be understandable for learners in order to be contributive, therefore the classes are more demanding for teachers to prepare when containing the *artificially-produced* humor^[30].

Mareš and Křivohlavý^[29] proposed their own typological approach to humor – they pointed out that it can be studied regarding to its authors or producers, i.e. *humor produced by a teacher/teachers* and *humor produced by their student(s)*¹⁴. For further details and examples see Appendix 1.

To sum up, this chapter illustrates the diversity of humor typologies. The majority of them assumes that humor is usually produced by teachers. When it is used, it may or may not be related to the subject matter, it may or may not be used appropriately, and it may or may not be

¹⁴ They mention also other possible authors: teacher together with an individual (student), teacher together with a group of students, a parent, a group of teachers, etc.

used to facilitate the positive social bonds between the teacher and their pupils (or even among them).

Since none of the typologies mentioned above is suitable to wholly describe the reality of education as encountered by the author of the present thesis, a specific typology of humor in the classroom with respect to English language teaching was constructed and is further discussed in Chapter 2.2.1 (see below).

The next sub-chapter deals with functions and effects of humor in education in general.

1.2.3. Functions and effects of humor in education

This chapter is devoted to functions (i.e. “the kind of action or activity proper to a person, thing, or institution; the purpose for which something is designed or exists; role.”^[34]) and effects (i.e. “something that is produced by an agency or cause; result; consequence”^[35]) of humor in education.

1.2.3.1. Functions of humor in education

As it was already mentioned (see Chapter 1.2.2), a number of authors deal with the topic of humor in education. Czech educational scientists Mareš and Křivohlavý^[29], who in their research focus on communication at school, address this phenomenon as well. They argue that since the communication between the teacher and their learners is an encountering of people and the encountering is repeated (and since the learners are still developing, according to developmental psychology^{15[36]}), it may result in automatization of their communication, social relationships and ways of behavior; there is also a risk that their stereotypes become fixed, school life becomes boring and non-personal. Then the school becomes too serious. They conclude that when humor occurs in education, it *disrupts the laboriously maintained façade of school nobleness, it destroys dehumanization of relationships and smooth progress of everyday routine.*

¹⁵ “[adolescence] is the period known for the formation of personal and social identity ... and the discovery of moral purpose”

As Cornett aptly points out: “Teachers with a sense of humor bring joy to themselves and show students a side of being human.”^[37] Mareš and Křivohlavý give many examples of the function of humor in the instruction while they distinguish between those two which are in opposition:

- subduing, reducing and dampening;
- encouraging, extending.

In other words, humor can be used to *subdue*, *reduce* or *dampen* certain ‘negative’ aspects of school life on one hand, and, on the other hand, *encourage* or *extend* those aspects that might be considered rather ‘positive’ (see Appendix 2 and Appendix 3 respectively for more detail).

Wanzer summarizes researches of other researchers (e.g. Bryant, Crane, Cominsky & Zillmann^[38]) in a paragraph mentioning that when teachers use humor, they may receive more positive learner evaluations and that their learners are more participating in their classes. She also mentions their increased motivation.^[26]

The positive functions of humor in education may be proved even by a biological evidence, as Mary Kay Morrison, an educator and researcher, points out: “We’re finding humor actually lights up more of the brain than many other functions in a classroom ... In other words, if you’re listening just auditorily in a classroom, one small part of the brain lights up, but humor maximizes learning and strengthens memories.”^[16]

Concerning the negative function of humor, it cannot be advised to be used to control learners, as Weimer comments. She emphasizes that an educator should not make fun of learners’ ignorance or beliefs. Also, the overuse of humor may be negative^[39].

In this sub-chapter, the functions of humor were discussed and illustrated and it was found out that they are either *positive* (e.g. (re-)humanization of the relationships, transfer of positive emotions on the subject learned) or *negative* (i.a. overuse of humor). The next section is devoted to the effects of humor in education.

1.2.3.2. Effects of humor in education

This brief chapter deals with the possible effects of humor in education. It is apparent that those may be either positive or negative (similarly to the functions mentioned in the previous chapter).

Discussing the positive effects, Šed'ová states that it is assumed that positive emotions are transferrable on the subject and education as a whole, thus resulting in increased motivation to learn and better study results. She adds that the uncommonness and emotional excitability of humorous stimuli attracts the learners' attention – therefore it facilitates the acquisition of presented information. Thirdly, the incongruous (see Chapter 1.1.2) mental associations provoke the process of cognitive elaboration which facilitates storing of information in the long-term memory^[6].

On the other hand Steele in her dissertation called 'The Positive and Negative Effects of the Use of Humor in the Classroom Setting'^[40] states, similarly to Weimer, that "misuse or abuse of humor in the classroom may have negative effects". This is also elaborated when she illustrates the statement that "Humor arising from a sexual or racial context should have no place in the classroom and should be avoided at all times. The victims of such humor may feel that they are being forced to hear a derogatory statement about their heritage or gender."^[40]

In the previous part, the possible effects of humor in education were discussed while it was illustrated that they may be also either positive or negative. In the next chapter, humor will be approached from the perspective of its involvement in the language education.

1.3. Humor and language education

As has already been pointed out (see Chapter 1.2 above), humor is a contributing factor during the process of education. The aim of this chapter is to find out whether humor influences the process of language education as well and whether its functions are the same or different. The first part of this chapter (see below) presents a general overview of the connection between humor and language education while the next chapters (1.3.1 and 1.3.2 respectively) deal with the English Language Teaching and the usage of humor in ELT.

Some theses dealing with humor in education of various languages were already mentioned in Chapter 1.2.2 (i.e. Czervoniaková^[30] dealing with education and French language, or Mašková^[31] dealing with education and German language), however, several other articles are discussed below.

It has to be noted that language education is specific because of the occurrence of two languages in the instruction (L1 and L2/TL). Learners often use L1 since, as Deneire states, the second language classroom means a high level of stress for a learner (communication in foreign language in front of their peers), additionally, the learner is deprived of their L1 language capabilities and their cultural identity as well^[41] thus leading to use of L1 in the classroom. Mohebbi and Alavi add that teachers of German language use L1 to *bring comfort by making personal comments and jokes*^[42].

However, more researches were performed concerning the humorous usage of L2/TL, mainly in terms of *prepared* and *subject-related* humor and its roles. It was found out that even learners appreciate teachers using humor in L2 since they are aware of the fact that it increases their interest and motivation, as learners from Vietnam declared^[43]. Additionally, it often helps learners to learn difficult material (as evidenced by the investigation from UAE^[44]).

There are several authors dealing with the topic of humor in language education, e.g. Askildson attempts to describe humor as a *pedagogical tool*; in the introduction of his article, he expresses his concern about a lack of employment of humor in the classroom on a conscious level; he even confesses that that motivated him to write his article^[41].

Another author, Paul-Emile Chiansson, comments the general lack of humor in the process of education quoting typical alibis of teachers: “I am not funny, I don’t use humor.”, “I can’t tell a joke; let alone use one in class.” He adds that some even think that this may destroy the framework of a lesson or make it non-productive, others sincerely admit that they do not know how to use it in class.^[45]

In the introduction of his article, Deneire notes that although there are benefits in various areas of education, he mentions the fact that “classroom humor is only a very restricted part of the large repertoire of humor varieties we use in daily life”. He elaborates this thought while giving examples of those thought varieties, e.g. sexual humor or ethnic jokes, nevertheless, he concludes that *intellectual humor (the kind used in the classroom) is by far the least popular in most societies.*^[46]

Despite this severe statements, Askildson supports the inclusion of humor in the language education since it “offers significantly more benefit to the language educator as a specific and *targeted* illustrative tool of the linguistic, discorsal and cultural elements of the language being taught”. He also emphasizes the principal idea of Deneire which is that humor in the teaching of culture should be placed alongside the language^[41]. Askildson concludes his article by a statement that linguistic and cultural information has to be provided to the learners before the actual presentation of a joke; he also transforms this statement by saying that humor should not

be used “as a technique to acquire new linguistic [...] knowledge, but rather as an illustration.”^[41]¹⁶ This approach is more described in Chapter 1.3.2 on an example of ELT.

Those general views on humor in language education provide a base on the next parts of this chapter. As this thesis deals with humor in English language teaching, ELT should now be defined.

1.3.1. English language teaching (ELT)

In this chapter, the author presents various methods of teaching English language while those are illustrated in terms of usage of humor in Chapter 1.3.2. It has to be stated that the term ELT is one of overlapping, umbrella terms dealing with the teaching of English as a second¹⁷ or foreign language¹⁸, i.e. this term does not include teaching English as L1.

ESL is often used for non-native English speakers learning English in a country where English is commonly spoken, while EFL is used for non-native English speakers learning English in a country where English is not commonly spoken^[48]. Therefore, since this thesis deals with English teaching in the Czech Republic, the term *ELT* is here understood as *EFL*.

There were many different methods of language teaching throughout the history of language teaching – the next chapter deals with the purpose of ELT illustrated on different methods and from different perspectives.

1.3.1.1. Purpose of ELT

When opening a student’s book devoted to the field of ELT (e.g. the series of books *Maturita Solutions*¹⁹^[49], *Insight*^[50], *New English File*^[51], *Project*^[52], *New Chatterbox*^[53]), at the beginning of the book, there is a table of contents. In most cases, the content is divided and presented

¹⁶ An example of a book using jokes to *highlight grammatical patterns* is a book *Grammar with Laughter* by George Woolard^[47]

¹⁷ Henceforth as ESL.

¹⁸ Henceforth as EFL.

¹⁹ This series is selected because it is used at secondary schools, and particularly at the school where the observation took place (see Chapter 2.2)

according to a field of language that is going to be dealt at a certain part (unit) of the book.

Among those fields of language may be included:

- Vocabulary
- Listening
- Grammar
- Reading
- Writing
- Speaking
- Pronunciation

The fields of *grammar, vocabulary, pronunciation* and *spelling*²⁰ are called by a joint term *language systems* and the fields of *reading, writing, listening* and *speaking*^[55] are called by a joint term *language skills*^[55].

A number of different methods in history of language teaching strove to develop language skills and language systems while they emphasize the role of some of them (some examples are presented below²¹) and therefore, they see the purpose of ELT from different perspectives:

- *Grammar-Translation Method*²² is based on a premise that “The goal of foreign language study is to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development that result from foreign-language study”, the role of reading and writing is emphasized, while the other language skills (speaking and listening) are practiced less or not at all – that results in focus on language accuracy

²⁰ The last two were not mentioned in the student’s book; however, they belong among language systems as well (cf. Harmer^[54]).

²¹ These two methods were selected as examples because of the vast difference between them; however, they are both still used – GTM is still used mainly in the German lessons (according to the experience of the author). Nevertheless, CLT is now the prevailing method in the ELT.

²² Henceforth as GTM.

(i.e. not on language fluency) and new grammar should be taught deductively (see Image 1).^[56]

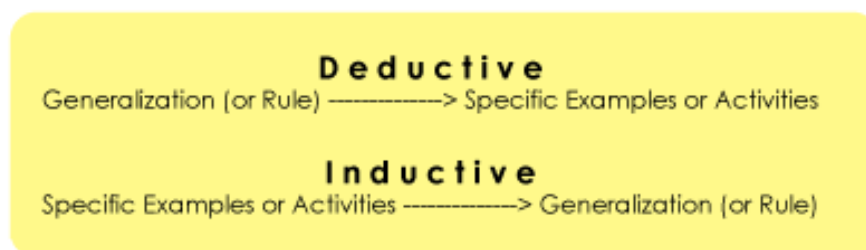


Image 1: Differences between Inductive and Deductive teaching (learning)^[57]

- The communicative methods (i.e. the most important – *Communicative Language Teaching*²³) aims to develop the communicative competence^{[46][56]}, while this framework includes four individual competences: linguistic (knowledge of the language), sociolinguistic (knowledge of the social rules of language use), strategic (appropriate use of communication strategies²⁴) and discourse competence (“the way sentences/utterances are connected to make up meaningful unified written or spoken text through coherence and cohesive devices”).^{[46][56][58]}

The categories of content of the coursebooks presented above correlate with the sub-competences of the communicative competence e.g. the development of certain language systems (grammar and vocabulary) facilitate the development of linguistic competence, etc.

While the present thesis emphasizes and provides examples of humor occurring in the ELT, majority of today’s ELT is based on the communicative methods or CLT per se. Therefore, in the framework of this thesis, the purpose of ELT is seen in the development of the communicative competence.

²³ Henceforth as CLT.

²⁴ Verbal, non-verbal and visual (cf. Johns^[59])

It is also necessary to briefly introduce factors influencing the language education – these are discussed in the following sub-chapter.

1.3.1.2. Factors influencing the language education

It is evident that some learners acquire the second language more quickly than the others – the reason for this are the factors that influence the learning. The general ones are divided into two categories:

- Internal
- External

The internal ones include e.g. age, personality, experiences... etc., while the external include e.g. instruction, motivation, access to native speakers, etc.^[60] It was already stated (see Chapter 1.2.3.1 and 1.2.3.2.) that humor results in increased motivation.

The external factors influencing the EFL is also commented on by Krause^[61], while she presents arguments from various fields of study for the use of humor in language education, e.g. arguments from educational psychology^{25[62]}, or the field of language acquisition. She argues that humor stimulates specific parts of brain and therefore it causes “memories to be formed and become hard-wired in the brain, thus making them remembered for a longer period of time“^[61]. Additionally, from the perspective of language acquisition, she mentions a phenomenon called “foreign language anxiety”^{26[63]} and the fact that effects of this phenomenon can be reduced by employing of humor in lessons.

Now, when the ELT and its purpose is clarified as well as the factors influencing the language education, we can approach the next part of this chapter devoted to humor in ELT. The question

²⁵ MW: “psychology concerned with human maturation, school learning, teaching methods, guidance, and evaluation of aptitude and progress by standardized tests”

²⁶ “distinct from state anxiety, which occurs within specific, temporary situations and fades when the threat (or situation) disappears”

is, whether humor might be used as a means to teach language systems or to contribute to the development of language skills.

1.3.2. Humor in ELT

This chapter follows the previous ones while it presents specific approaches to ELT with the help of humor (or via means of humor). It strives to answer the question, whether it is possible to teach learners features of language systems and language skills via the means of humor.

Askildson presents possibilities to use humor in the ELT to present linguistic mechanics, employing examples by Deneire^[46], commenting that “the following examples illustrate well the effective application of humor to learning structural linguistic components that are typically presented in a rigid and unengaging manner”^[41]. Other examples are taken from a similar article by Ravichand^{27[64]} and they are explained²⁸ to avoid the misconception:

1. Phonology^[41]

An American in a British hospital asks the nurse: “Did I come here to die?”

The nurse answers, “No, it was yesterdie.”

This example of a joke based on phonological level of language, more concretely on the incongruity – ambiguity – of pronunciation differences between AmE and BrE.

2. Morphology^[64]

A: What's a baby pig called?

B: A piglet.

A: So what's a baby toy called?

B: A toilet

²⁷ He used the same approach to classify the jokes, therefore it is possible to use his examples as well.

²⁸ However, as Deneire states: “A joke that needs an explanation may result in a (often polite) smile, but rarely laughter. The most interesting jokes are those that provoke immediate laughter, *then* make the listener think about the hidden meaning and implication (allusions) of its text.”^[46]

This example illustrates a difference between bound and unbound morphemes – in the word *piglet*,

“-let” is a bound morpheme (meaning “small”). This language structure is then constructed also on the word *toy*, while the “-let” part of the word *toilet* should not be understood as a bound morpheme creating a *small toy*.^[64]

3. Lexicon^[41]

A: “Waiter, do you serve crabs here?” asks a customer.

B: “We serve everybody. Just have a seat at this table, sir.”

This is a typical representative of a *pun*²⁹, but also other homonymy, homophony and polysemy may result in humorous effect^[46], since those might be understood differently – “to err is human, but also, to err is humorous”^[41].

4. Syntax

Student 1: “The dean announced that he is going to stop drinking on campus.”

Student 2: “No kidding! Next thing you know he’ll want us to stop drinking too.”

This humorous conversation is also based on the ambiguity of a statement, however, it is a structural ambiguity – it is not clear whether the dean plans to stop students’ or his drinking.^[64]

5. Syntax + lexicon

Q: How do you make a horse fast?

A: Don’t give him anything for a while.

The final example demonstrates the ambiguity of the two meanings for *fast* as well as the employment of *fast* as a verb or adjective.^[64]

²⁹ Wiki: “also called paronomasia, is a form of word play that suggests two or more meanings, by exploiting multiple meanings of words, or of similar-sounding words, for an intended humorous or rhetorical effect.”^[65]

Chiasson^[45] gives an example of using humor in ELT while using cartoon. In his article, he provides not only guidelines for using humor in the instruction³⁰. He acknowledges readers that he uses cartoons because they provide “material for communicative questioning and discussion”. He also points out that it is up to teachers to choose a suitable cartoon according to a component they want to teach.

Pecnik also addresses the use of humor in ELT, however, in a different perspective. She mentions two possible approaches to introduction of humor:

- to show learners what the proverbial English humor is
- to teach vocabulary and/or grammar with a help of them^[66]

The first approach is outlined in various phases: at first, the teacher should present jokes that are closely related to a culture of learners³¹ while highlighting the words and other structures that the learners already know. Then a teacher may introduce some exercises dealing with the structure of a joke (she mentions e.g. multiple choice exercises, while the learners should choose a proper punch-line³² of a joke). The aim of this is to show learners the role of humor, its ambiguity in words and to teach them vocabulary and facilitate their language-related activity.^[66]

This approach is also commented by Bilanová, while she introduces a *running gag*³³ as a good example of English humor which can be used in the educational practice. She clarifies this concept by explaining its three principles (knowledge of the pattern according to which is the joke created – understanding of the parody/paraphrase of a concrete thought; a certain knowledge of a concrete issue, or a culturally-historical context or situation; language competence which enables the understanding of intended ambiguity) and she also adds examples,

³⁰ Those guidelines are presented as the Appendix 4 in full.

³¹ In Pecnik’s perspective a Slovene culture.

³² Wiki: “a punchline concludes a joke; it is intended to make people laugh.”

³³ Wiki: “a running gag is a literary device that takes the form of an amusing joke or a comical reference and appears repeatedly throughout a work of literature or other form of storytelling.”^[68]

e.g. jokes based on *OK jokes* (Rules, OK?³⁴) which may be easily created also by the learners in case they understand correctly the abovementioned principles.^[67]

The second approach mentioned by Pecnik was using humor with an aim to teach vocabulary and grammar which is clearly arranged in a list containing possible usage of a joke:

- to introduce a new topic or theme, tense, vocabulary or any other grammatical structure
- to unburden the learners of tension which appears during such lessons that involve a great amount of concentration
- to prepare the learners for more serious work involving various mental processes
- to conclude a lesson in a pleasant way and at the same time remind them of the newly gained knowledge etc.^[66]

The aforementioned well-constructed research from Vietnam^[43] proves a thesis that even learners see humor as an integral and important part of foreign language learning (while a vast majority of 89.5% of 162 learners agreed on that statement) and that *it increases interest and improves ability to learn a foreign language* (84.5% and 82.7% of 162 learners respectively).

In conclusion, humor is suitable to be used in ELT not only as an element to relief, but also as a means to teach various features of language systems but also as a means to develop the language skills while some of possible examples were presented.

Summary of the theoretical part

Here ends the theoretical part of the present thesis. In previous chapters, the term *humor* and its concept in this thesis was anchored as well as its purpose and effects in a life of an individual, while employing the psychological theories of humor. Additionally, the relation between humor

³⁴ UD: "A slang phrase appended to a word (usually a noun), to form a rhetorical question, which denotes superiority (ie. so-and-so Rules, OK?) It sometimes appears without a comma or question mark, but always appears with the informal "ok" as opposed to "okay". The phrase's first recorded use was in 1975, but it is rumored to have originated as early as the 1930's among the Glasgow "Razor Gangs". Rival gangs were known to tag each other's turf with "(gang name) Rules, Ok?" during disputes over territory as a part of gang warfare." UD also provides examples of parodies, e.g. "*James Bond rules, OOK?*" or "*Potassium Ethoxide rules C2H5OK*"^[69]

and education was addressed as well as the types of humor in education. The last chapter was devoted to humor in language education while its role during the language teaching was discussed.

Chapter 1.2 (and its sub-chapters) dealt with the general effects of humor in the education – from the theoretical point of view, it was concluded that humor reliefs stress and aggressiveness of an individual and results in laughter; in terms of education, humor increases motivation of an individual, facilitates the learning itself and storing of information in a long-term memory. However, humor may be also used to control learners while misused (humor with sexual or racial context, etc.). Therefore, the research question 1 (see Introduction above) was answered.

Additionally, it was established that in ELT humor may appear spontaneously or as part of the lesson plan – it was presented (see Chapter 1.3) how humor may serve to facilitate language education, and it was illustrated how humor may be used in the ELT. Hence, the answers to the research question 2 posed in the Introduction (see above) was found.

In the one of the sub-chapter (see Chapter 1.3.2) was proved and illustrated that humor might be used to teach language features – thus also an answer to the research question 4 was found.

2. PRACTICAL PART

The practical (research) part of the present thesis, based on the theoretical part, strives to investigate whether the results of the presented researches (dealing e.g. with the use of humor in ELT – as presented in Chapter 1.3.2) are applied in the educational practice as it was found out that the usage of humor is contributing on multiple levels (both on general level³⁵ and on level of language education³⁶).

Generally speaking, the aim of the practical part was to find out:

1. what do the teachers think about the use of humor in the ELT and whether they actually use it and why;
2. how, concretely, do the teachers use humor in their lessons;
3. and how do the learners taught by the teachers perceive the use of humor in their lessons.

The first general aim was researched via the internet questionnaire, the second was researched via the observation and the third was researched via the questionnaire, thus employing the method of triangulation.

Based on these general aims, four research questions were constructed³⁷:

What are the opinions of teachers of English on the function of humor in education?

*Are the teachers aware of the fact that humor can be used to teach language features?*³⁸

Do the teachers actually use humor in their lessons of English language?

What are learners' opinions on their teacher's usage of humor?

³⁵ See Chapter 1.2.3 and its sub-chapters.

³⁶ See Chapter 1.3

³⁷ Those are presented also in the Introduction of the present thesis.

³⁸ This question is altered since it was already stated that humor might be used to teach language features in Chapter 1.3.2

The aim of the research part of the thesis is to answer the abovementioned research questions. In the following chapters, the course of research will be presented and described.

2.1. Internet questionnaire (teacher-oriented)

This chapter of the practical part deals with the first perspective of the intended triangulation – the electronic questionnaire (see Appendix 5) which was created and sent to teachers of various levels of educational system. Via the questionnaire, the author strove to answer the 3rd research question, i.e. the opinions of teachers of English on function of humor in lessons. To compare with the theoretical part³⁹, where it was stated and evidenced that humor e.g. facilitates the learning process and contributes to remembering of knowledge, a survey was presented to the teachers of English from the educational practice. The findings from the theoretical part of the thesis were afterwards compared with the findings from the educational practice, i.e. whether they correlate or not.

The questionnaire was carried out during September and November 2015, i.e. before the observation, which is considered principal for the entire research. Twenty-seven teachers of various stages of Czech educational system (see below) were involved in this stage of research.

The questions of the questionnaire can be divided into three areas:

- general questions;
- specific questions;
- comments.

The first area consisted of two general questions while the aim was to define and delimit the research sample. The second area consisted of seven questions, which were devoted to the field

³⁹ Mainly chapters 1.2.3.1, 1.2.3.2 and 1.3.2

of ELT and its connection to the field of humor⁴⁰, and the third area⁴¹ was an empty text box in which the teachers could write their other thoughts and comments concerning the survey.

In order to make the research part clearly arranged, each sub-set of questions is presented and discussed in an individual sub-chapter⁴²: Chapter 2.1.1 deals with two general questions, Chapter 2.1.2 and its sub-chapters deal with seven specific questions, and Chapter 2.1.3 deals with the comment area of the questionnaire.

2.1.1. General questions

As it was stated before, twenty-seven teachers took part in this questionnaire and the aim of the two general questions was to define and delimit the research sample of the questionnaire itself. The general course of data processing is described in the Appendix 6.

- **What type of school are you currently teaching at? Or, if you are having your teaching practice now, at which type of school is it?**

In this question, the questionnaire provides the teachers various options to choose from. However, since some of the teachers were not able to include themselves in particular categories⁴³ and some of them even include themselves in more than one category, a simpler graph is presented below.

The following categories of teachers were created according to the stage of education they are currently teaching at:

- basic school⁴⁴

⁴⁰ Those questions are called “specific” since they are specifically constructed for the aims of the thesis and are rather narrowly focused.

⁴¹ Presented as a 10th item of the questionnaire.

⁴² The following chapters include only the most important numbers and graphs to illustrate the questionnaire and its outcomes. For more information, see Appendix 5 (data processing of the general questions) and Appendix 6 (data processing of the specific questions), as well as the files on CD (commented in the Appendices).

⁴³ The data processing of the general questions is presented in the Appendix 6.

⁴⁴This category includes teachers of first and second stage of basic school.

- secondary school⁴⁵
- language school
- university
- private students

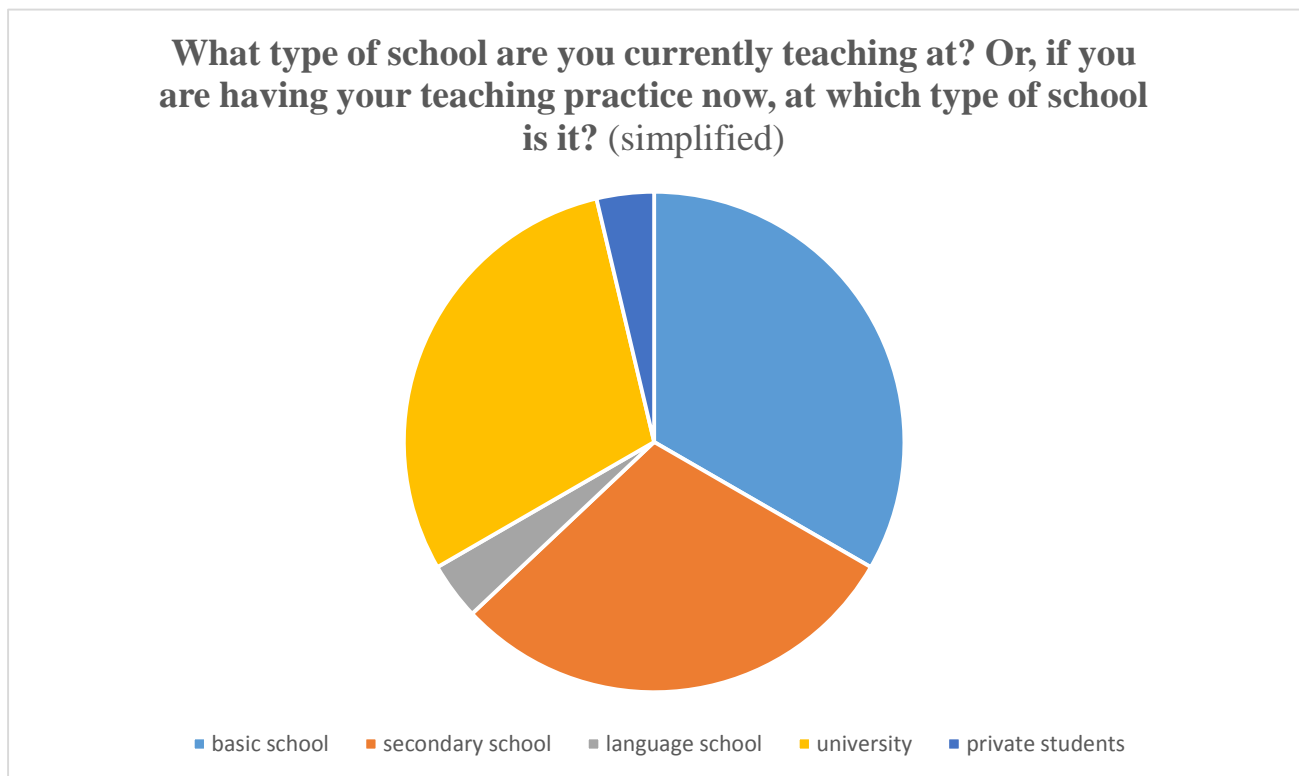


Figure 1: What type of school are you currently teaching at? Or, if you are having your teaching practice now, at which type of school is it? (simplified)

The figures show (see Figure 1) that teachers of three main groups (basic school teachers – 9 teachers, i.e. 33 per cent; secondary school teachers – 8 teachers, i.e. 30 per cent; and university teachers – 9 teachers, i.e. 30 per cent) are evenly distributed in the research sample included in the research sample. For more concrete figures, see Appendix 7 and Figures 22, 23 and 24.

The reason for these answers might be the fact that the author created and send the questionnaire to his colleagues, who were at their teaching practice while those were carried out mostly at the

⁴⁵ This category includes teachers of secondary schools regardless its line of study.

second stage of basic schools and secondary schools. The questionnaire was also send to teachers of the author’s university and his former schools where he studied or had his teaching practice.

- **How long is your teaching practice?**

The research sample was composed of two dominating groups (see Figure 2) ⁴⁶: out of 27 teachers, 10 of them (i.e. 37 per cent) claimed that they teach for longer than 10 years; on the other hand, the second most numerous group were the teacher trainees (8 teachers out of 27, i.e. 30 per cent).

The cause of this composition of the research sample is evident – the group of teacher trainees are the author’s “classmates”, while the others are teacher from the educational reality, already with some teaching experience.

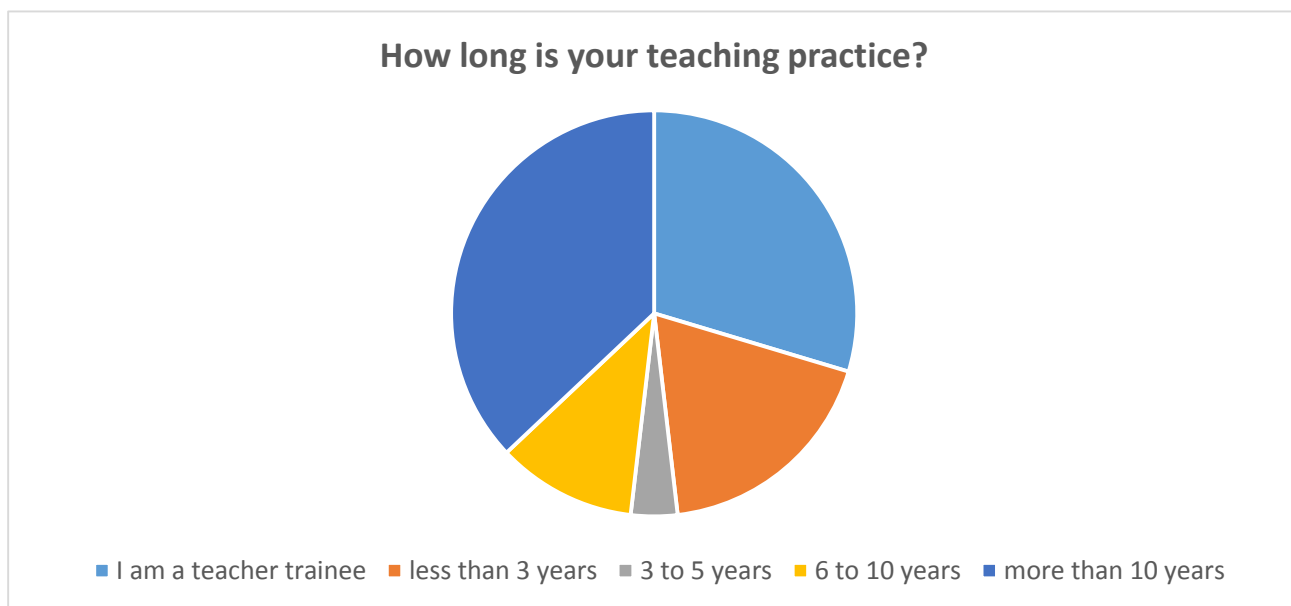


Figure 2: How long is your teaching practice?

Comparing the answers of the previous two questions⁴⁷, it was discovered that the abovementioned assumption that the teacher trainees were taking their teaching practice mostly at the second stage of basic school or at secondary schools was proved to be right.

⁴⁶ The data processing of the general questions is presented in the Appendix 5.

⁴⁷ See the file *selected_data_export_EL.T.xlsx* on the enclosed CD for the data.

The next sub-chapter is dealing with the seven questions which were included in the questionnaire to discover the preferences of researched teachers to teach while employing (or not) the (means of) humor.

2.1.2. Specific questions

The second set of questions deals with the field of ELT itself and strives to capture teachers' attitudes to humor in ELT (see Appendix 5 for the whole questionnaire).

In order to keep clear arrangement, each question is devoted an individual sub-chapter. They are numbered and are evaluated similarly to the general questions in the previous chapter⁴⁸. At the end of the present sub-chapter, also a part devoted to the summary of specific question is included. The empty questionnaire is presented as Appendix 5, the course of data processing is presented in the Appendix 6, and the additional commentary is presented in Appendix 7.

2.1.2.1. What do you think about the role of humor in ELT in general?

All twenty-seven teachers answered the question, and their answers were almost evenly divided (see Figure 3) between the statement that humor can be used in every lesson (14 teachers out of 27, i.e. 52 per cent) and the statement that it can be used only in appropriate situations (12 teachers out of 27, i.e. 44 per cent). No teachers selected options suggesting that humor can be used only in lessons devoted to the theme of humor.

⁴⁸ See Chapter 2.1.1

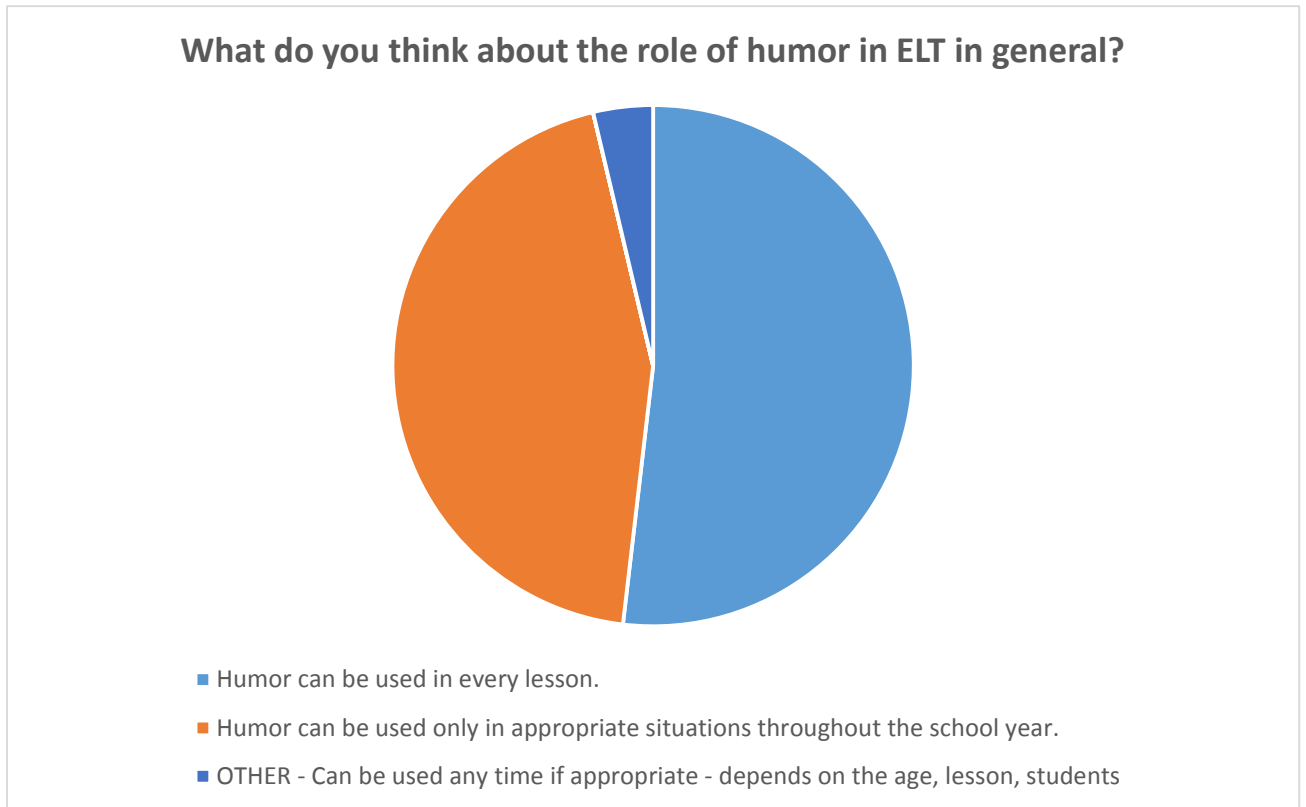


Figure 3: What do you think about the role of humor in ELT in general?

However, there was one teacher⁴⁹ who stated that “[humor c]an be used any time if appropriate - depends on the age, lesson, students” – the focus of this teacher on the individual students is evident – it is probable that it is caused by the fact that this teacher teaches private lessons.

All of the options to answer this question are presented in the Appendix 7 as well as the additional commentary.

⁴⁹ By circumstance, it was a teacher of private students with more than 10 years of teaching practice (see selected_data_export_EL.T.xlsx on the enclosed CD).

2.1.2.2. Do you think that humor can be used to teach children some language features?

The vast majority of 26 out of 27 teachers (i.e. 96 per cent) in this case stated that humor can be used to teach languages features⁵⁰. Only one teacher provided a counter statement.

The author's original assumption was that there will be more teachers who think that humor might not be used to teach, mainly among the teacher trainees – however, the only teacher claiming that humor might not be used to teach language stated that they is an experienced teacher (i.e. a teacher with more than ten-year-long practice) and teaching at university⁵¹.



Figure 4: Do you think that humor can be used to teach children some language features?

All of the options to answer this question are presented in the Appendix 7 as well as the additional commentary.

⁵⁰ This wording was used in the questionnaire; however, this seems inappropriate since e.g. metaphor or rhetorical questions are considered to be *language features*, often used to write more persuasively^{[72][73]}. The more correct term may be *language skills and systems* while the author strove to pose a question while using a shorter term, however, as found out, not according completely.

⁵¹ See selected_data_export_ELT.xlsx on the enclosed CD.

2.1.2.3. Do you use humor in your teaching of English?

The majority of teachers (16 out of 27, i.e. 59 per cent) uses (or claims to use) humor “from time to time”, i.e. not in every lesson, but also not rarely. However, there were also 2 teachers claiming that they do not use humor in their teaching despite the fact that they stated in previous questions that it may be used in every lesson and even that it is possible to use it to teach language skills and systems. This might be caused by the fact that those two teachers claimed to be teacher trainees.



Figure 5: Do you use humor in your teaching of English?

Stratification of this question is also interesting because the figures are distributed along the course of “normal distribution”, i.e. that the average value (in our case the statement that a teacher uses humor “from time to time”) is represented the most^[74].

All of the options to answer this question and the graph representing the normal distribution mentioned above is presented (see Figure 25) in the Appendix 7 as well as the additional commentary.

2.1.2.4. What do you think are the main problems when using humor in ELT?

The decisive majority of teachers (18 out of 27 teachers, i.e. 67 per cent) of various school types⁵² chose an option stating that students often do not understand humor used in ELT (see Figure 6). On the other hand, no teacher selected an option “The concept of the lesson can be broken.”.

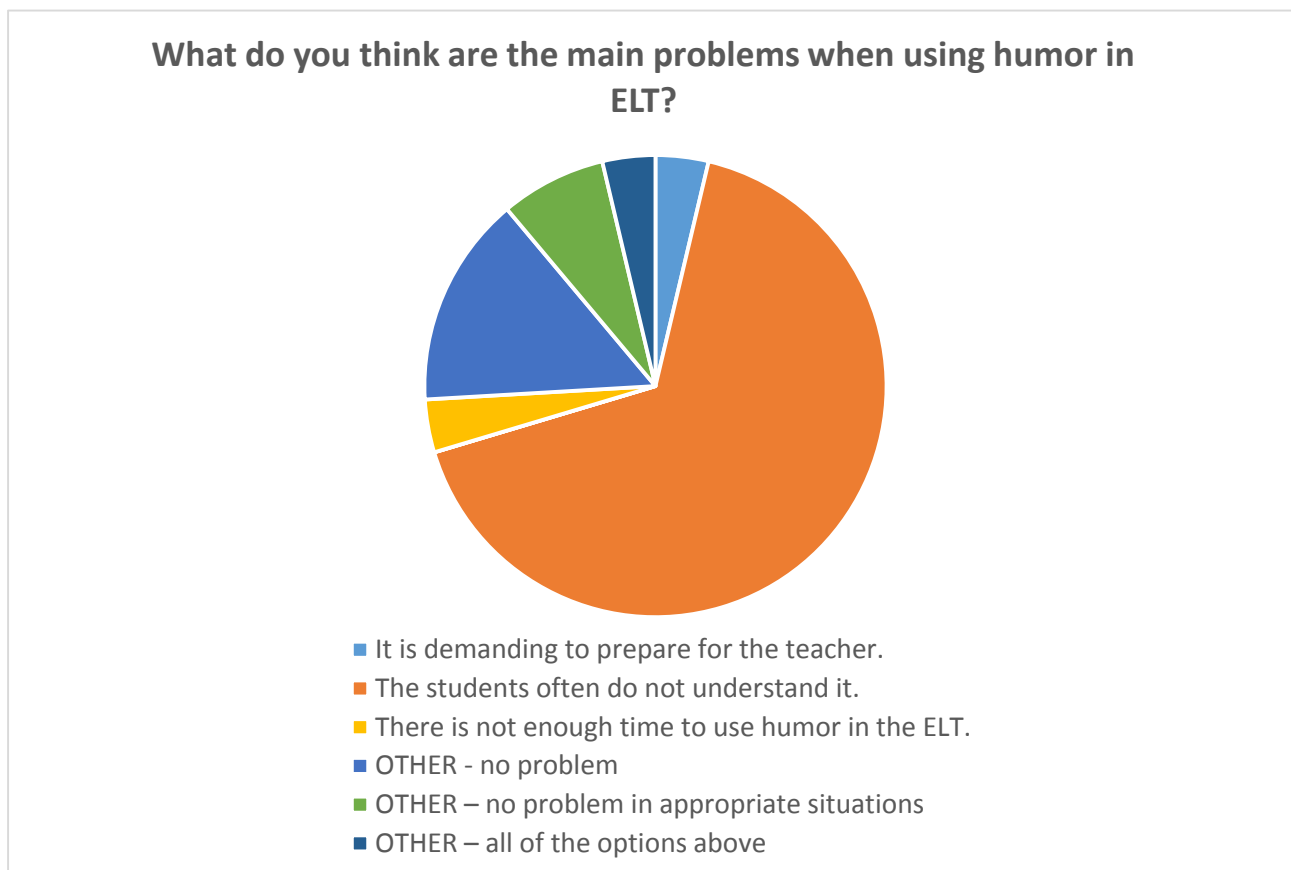


Figure 6: What do you think are the main problems when using humor in ELT?

All of the options to answer this question are presented in the Appendix 7 as well as the additional commentary.

⁵² See selected_data_export_EL.T.xlsx on the enclosed CD.

2.1.2.5. What do you think are the main positives of using humor in ELT?

The overwhelming majority of 20 teachers (out of 27, i.e. 74 per cent – see Figure 7) stated that humor helps to create better atmosphere in the lesson. It was interesting that only two teachers mentioned the possibility to use humor to teach language and stated it as a positive (while they stated that “it makes students remember some example sentences” and “students learn some language aspects in a funnier way”). Additionally, one teacher also mentioned this aspect in their answer (mentioning that “...students might learn some new language...”). However, no teacher answered that one of the positives is that it is simple for the teacher to prepare it.

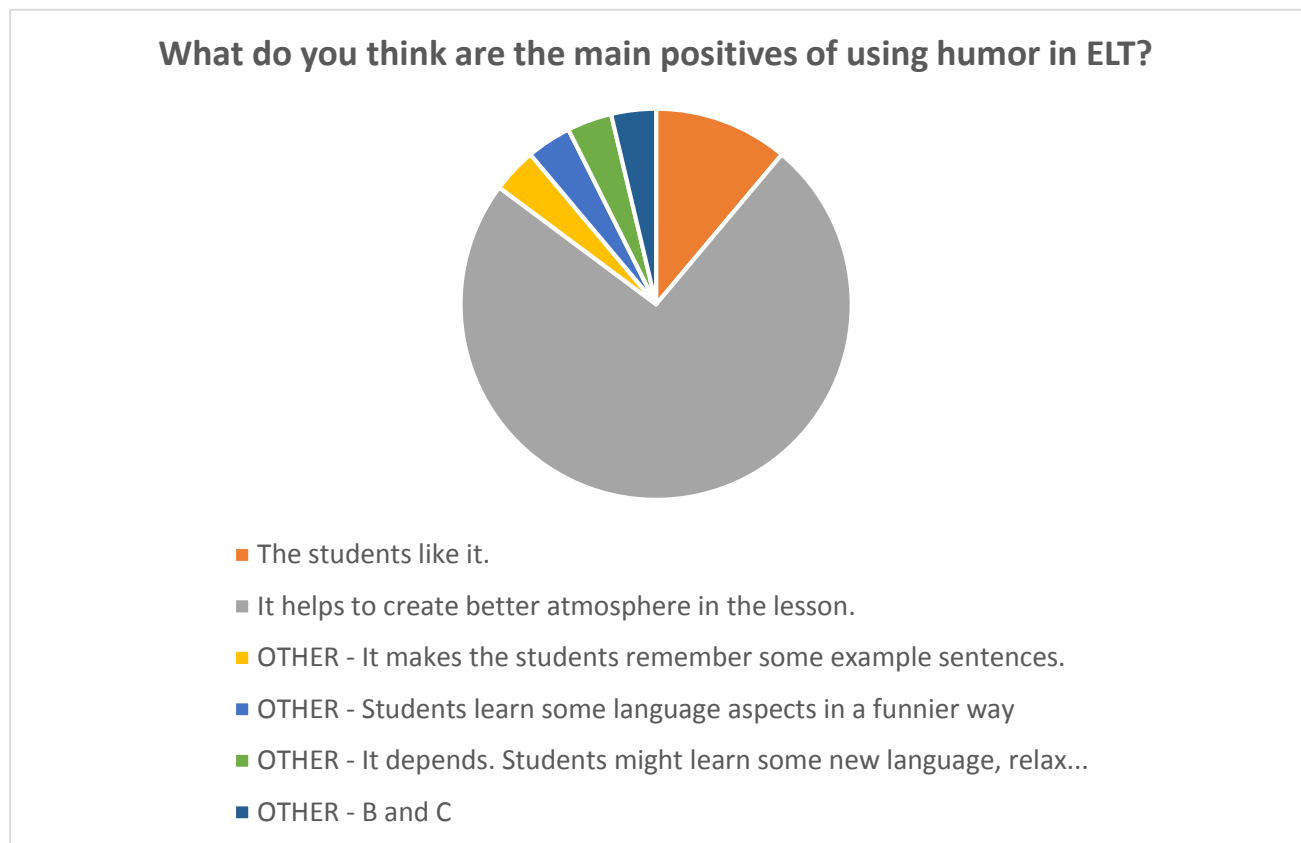


Figure 7: What do you think are the main positives of using humor in ELT?

Taking this question’s evaluation into context of the whole questionnaire, it was found out that although one teacher included in the research answered that a positive of using humor in ELT is

that “Students learn some language aspects in a funnier way”⁵³, the same respondent confesses (at Question #5, see Chapter 2.1.2.3) that s/he does not use humor in his/her teaching of English.

All of the options to answer this question are presented in the Appendix 7 as well as the additional commentary.

2.1.2.6. In which part of the lesson do you usually use humor?

The majority of researched teachers (19 out of 27 teacher, i.e. 70 per cent; see Figure 8) answered that they use humor throughout the lesson, on the other hand, 2 teachers (i.e. 7 per cent) admitted that they do not use humor at all. Additionally, one teacher stated that there is no correct answer for this question since it depends on the lesson [when to use humor]. Another teacher mentioned humor as means of relaxation (while this role of humor is strongly connected to relief theories of humor which was described in Chapter 1.1.2).

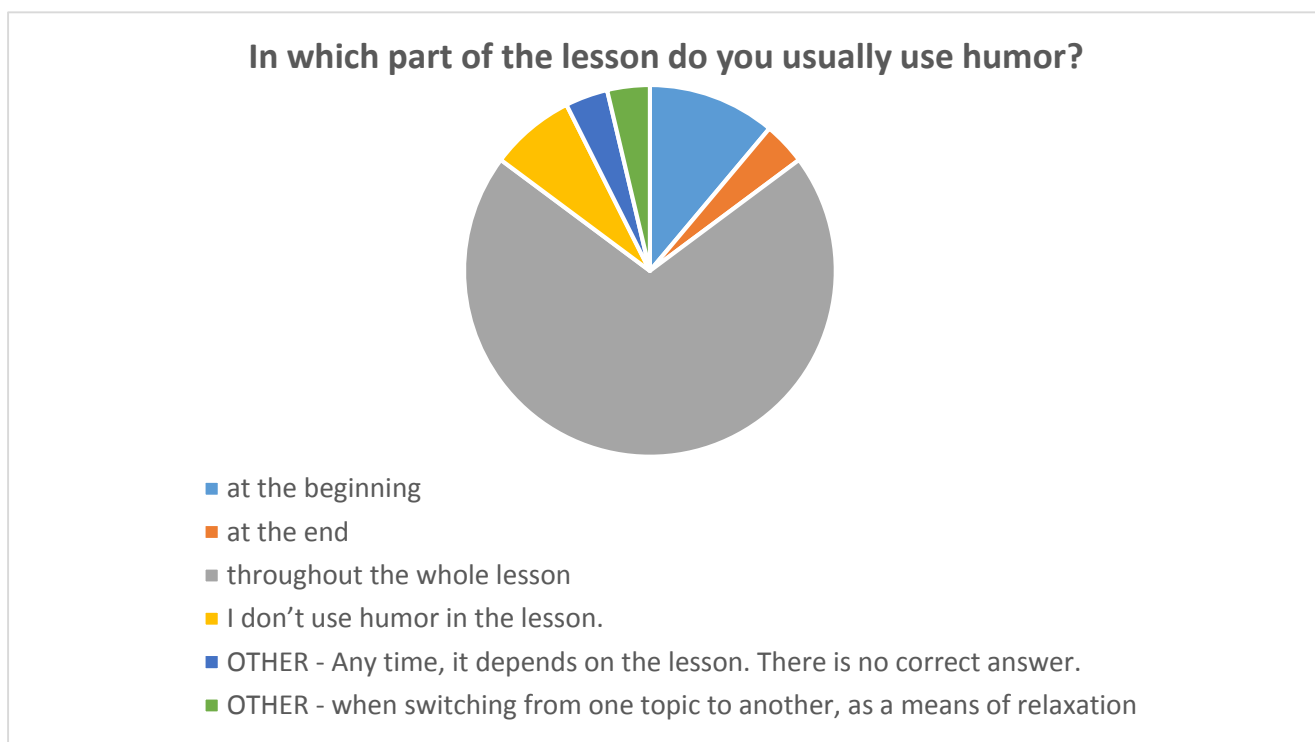


Figure 8: In which part of the lesson do you usually use humor?

⁵³ Which is a direct quote, since it was written down in the *Other* section of the question by the teacher.

It seems reasonable to correlate the fifth question⁵⁴ with the eighth question since they both deal with time-related aspects of using humor in lessons. While the fifth question strives to get answers only for the general question if teachers use humor at all and if so, how frequently, the eighth question strives to find more concrete answer – in which part of lesson do teachers actually use humor. While comparing answers of those two questions (see *selected_data_export_ELT.xlsx* on the enclosed CD), two teachers confirmed that they do not use humor in their lessons at all, and the majority of teachers who stated that they use humor while teaching *from time to time* (being this the most selected option, see Chapter 2.1.2.3 and Appendix 7 for more details) tend to use humor *throughout the lesson* (11 teachers out of 27, i.e. 41 per cent of all teachers included in the research).

All of the options to answer this question are presented in the Appendix 7 as well as the additional commentary.

2.1.2.7. When you use humor, what is your objective?

Out of 27 teachers included in the research, 11 (i.e. 41 per cent) stated that they use humor to teach English (vocabulary, grammar, etc.) in an entertaining way⁵⁵ and the second most selected option was using humor to make students relaxed (while 7 teachers selected this option, i.e. 26 per cent). However, 2 teachers confirmed their previous statements⁵⁶ that they do not use humor while teaching. Additionally, 3 teachers presented their own answers stating that they use humor to teach, but also to either relax students or entertain them.

⁵⁴ “Do you use humor in your teaching of English?” (see Chapter 2.1.2.3)

⁵⁵ For suggestions how to do so, see Chapter 1.3.2

⁵⁶ See *selected_data_export_ELT.xlsx* on the enclosed CD.

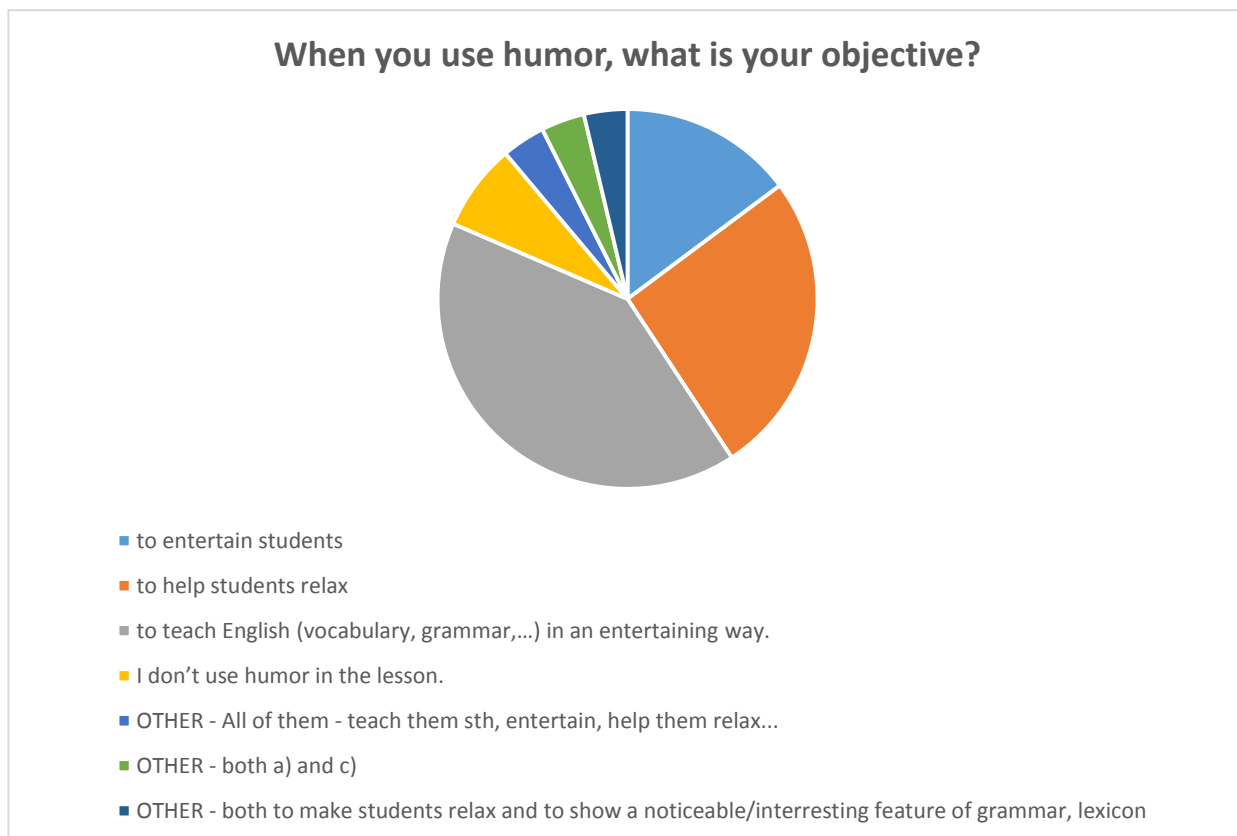


Figure 9: When you use humor, what is your objective?

Answers to this question provide promising basis for the observation part of the research considering the fact that teachers claim to actually use humor to teach. All of the options to answer this question are presented in the Appendix 7 as well as the additional commentary.

2.1.2.8. Summary of specific questions

The aims of the specific questions, together with the general ones, were to answer the research questions (which are presented in Chapter 2.1.4). However, it is also possible to present some patterns emerging from the results of the questionnaire. Since the research sample was limited, it is only possible to give limited results which are not applicable on the whole educational reality, yet, they are still interesting and might be used as starting points for subsequent research. However, below are presented some of conclusions when looking at the questionnaire in a broader context.

It was found out that the majority of teachers researched do use humor – regardless its frequency (59 per cent, see Chapter 2.1.2.3).

The majority of researched teachers also states that it can be used to teach (96 per cent, see Chapter 2.1.2.2), however only 41 per cent of teachers actually use humor to teach (see Chapter 2.1.2.7).

Two teachers repeatedly stated that they do not use humor in their lessons (see e.g. Chapter 2.1.2.6). However, they do not rule out the possibility of using humor while teaching (see *selected_data_export_ELT.xlsx* on the enclosed CD).

Additionally, no teacher selected as a positive the possible simple preparation of using humor in ELT (see Chapter 2.1.2.5). It remains a question if the researched teachers do not think if preparation of humor for the ELT is simple or if they preferred another option as the most beneficial one (examples how to include humor in ELT are presented in Chapter 1.3.2.).

The last (brief) sub-chapter to comment on is the 10th item of the questionnaire – the area of comments.

2.1.3. The area of comments

The aim of this area of the questionnaire was to gather additional comments of teachers participating in the research.

Commenting on this area, the total number of teachers included in the questionnaire was 27, however, only 10 of them (i.e. 33 per cent)⁵⁷ took some time to write a comment on the questionnaire or the topic of humor in ELT generally.

The comments teachers made were mainly general based on their observation⁵⁸:

⁵⁷ Out of the 17 remaining teachers: 5 left the text box completely empty; 5 typed “.”, “...”, “*”, or “----“; and 4 stated a negative (either “no”, “nothing” or “I have no relevant comments.“). The last 3 teachers wrote “Good luck. ;-)”, “_x1f60a_” and “thanks” (see *comments.xlsx* on the enclosed CD for the data).

- Teachers no. 1, no. 9 and no. 23 mention the issue of humor understanding, e.g: teacher no. 1 commented that “Students often lack general knowledge which is sometimes necessary to understand humor.”
- Teacher no. 4 commented that “the issue of humor in the classroom is, sadly, underrated”
- Two teachers (no. 11 and no. 16) admitted that they do not have enough experience employing humor in ELT⁵⁹.
- Teacher no. 15 mentions that “... teacher should avoid overusing of humor...” – this aspect of possible negative function of humor was discussed in Chapter 1.2.3.1
- To end with, teacher no. 7 gives us a wise statement: “If you can’t crack a joke, you shouldn’t become a teacher!”

To the complete comments, see the file *comments.xlsx* on the enclosed CD. The last part of the chapter dealing with the questionnaire strives to evaluate the questionnaire in its complexity, e.g. its general and specific questions together with comments presented.

2.1.4. Conclusion of the teacher-oriented questionnaire

The teacher-oriented questionnaire was constructed in order to perform the first perspective of the triangulation (see Chapter 2) and to present answers of research questions (also presented in Chapter 2) in this perspective; however, the results being made more accurate during the course of other two perspectives of the triangulation.

Therefore, the results of the questionnaire gives us these answers to the question of teachers’ opinions on the function of humor in ELT while all of the 27 teachers participating in the questionnaire think that humor (to some extent) can be used in ELT (see Chapter 2.1.2.1).⁶⁰

⁵⁸ Some of the comments are shortened, however, the words the teachers used are not altered.

⁵⁹ While teacher no. 16 stated that they is at their teaching practice, no. 11 stated that they has a long teaching practice (more than 10 years, see *selected_data_export_EL.T.xlsx*), therefore their declaration of lack of experience of employing of humor in ELT (except for practical language classes), is surprising.

⁶⁰ Hence providing the first perspective on the third research question.

In terms of the possibility of teaching via humor, the vast majority of teachers claims that it can be used to teach (96 per cent, see Chapter 2.1.2.2), however only 41 per cent of teachers actually uses humor to teach (see Chapter 2.1.2.7) – mainly those from the higher levels of the educational system (see the file *selected_data_export_ELt.xlsx* on the enclosed CD) and those with longer teaching experience. The reason for this state may be the concern of teachers with the possible misunderstanding of humor among the learners (while the vast majority of teachers stated this issue as the crucial one – 18 out of 27 participating teachers), mentioned both in Chapter 2.1.2.4 and in the area of comments (see Chapter 2.1.3).⁶¹

The question of actual employment of humor in English lessons of teachers included in the research was addressed in various chapters. The vast majority of teachers (25 out of 27) claims to use humor (see Chapter 2.1.2.3)⁶². However, their aims differ (as presented in Chapter 2.1.2.7) as well as the parts of lesson when they prefer to use humor (as presented in Chapter 2.1.2.6).

Therefore, the basic perspectives on some of the research question was presented and illustrated. The second part of the practical part deals with the second perspective of the projected triangulation – an observation process which was carried out at a certain school.

⁶¹ Hence providing the first perspective on the fifth research question.

⁶² Hence providing the first perspective on the sixth research question.

2.2. Observation

As the second perspective of the projected triangulation was selected the direct observation of English lessons taking place at a school situated in Olomouc region⁶³.

The process of observation was started by a conversation with the management of the school and the English teachers in October 2015. After the conversation, two teachers agreed on participation of the observation. However, not only their consent was needed, also learners have to agree on being observed (see Appendices 8 and 9).

The observation itself was carried out from November 2015 to January 2016 in 3 groups⁶⁴ giving the total number of 13 lessons observed (four lessons in the group A, six lessons in the group B and three lessons in the group C). The groups A and B were taught by a male teacher which is called Jacob in our research, while the group C were taught by a female teacher, Gemma⁶⁵. The lessons were observed and recorded in order to enable the latter analysis of those lessons. Every group was of different age – i.e. the group A was composed of 16- and 17-year-old learners (attending the school for the second year), the group C was composed of 17- and 18-year-old learners (attending the school for the third year), and the group B was composed of 18- and 19-year-old learners (attending the school for the fourth year).

The basic aim of the observation were to compare the findings of the questionnaire with the directly observed educational reality and find out if they correlate in order to provide more complete answers to the aims of the practical part of the thesis (see Chapter 2).

⁶³ The school is not more specified in order to keep the anonymity of the school as well as its teachers and learners participating in the observation. However, the author is familiar with the real names of the institutions, teachers and even learners.

⁶⁴ Since teachers teach learners from more than one class, these bodies are called groups. However, each group consisted of learners from the same year.

⁶⁵ The names of the teachers have been changed in order to keep their anonymity.

The present chapter of the thesis is divided into several sub-chapters. The first sub-chapter (see Chapter 2.2.1) deals with the typology of humor based on the typologies mentioned in Chapter 1.2.2.

The second sub-chapter (see Chapter 2.2.2) presents the methodology of the research (i.e. conditions, its course and its aims) based on the typology constructed in Chapter 2.2.1.

The third sub-chapter (see Chapter 2.2.3) presents the first teacher of our research (Jacob) – it provides his characteristics and characteristics of his teaching style (cf. Šed'ová^[75]). This sub-chapter is further divided – its sections deals with the individual groups while its characteristics is presented as well as the commentary on teacher's use of humor in the lessons of these groups (illustrated also on example of excerpts from the classroom language).

The fourth sub-chapter (see Chapter 2.2.4) is constructed identically to the previous sub-chapter (Chapter 2.2.3) while it presents a group taught by the second teacher (Gemma).

The last sub-chapter (see Chapter 2.2.5) strives to summarize the observation of lessons to provide conclusion correlating (or not) to the findings emerging from the questionnaire (see Chapter 2.1 and its sub-chapters).

2.2.1. Selected typology for the usage of humor in education

Since this part of the thesis attempts to capture the educational reality in its complexity, a suitable typology has to be created based on the typologies mentioned in Chapter 1.2.2. The methodology of the observation used in the practical part is based on the typology constructed in this chapter and is presented in Chapter 2.2.2. The typology used in the methodology is presented in Table 1 (see below).

It is obvious that humor is differenced by its producer (cf. Mareš and Křivohlavý^[29]), therefore this criterion was selected as the superordinate one – humor is considered to be produced either

by a teacher or by a learner. In order to simplify the typology, the author merges possible situations of humor produced by one learner or a group of learners.

Producer	Teacher				Learner(s)				
Language	English		Czech		English		Czech		
Spontaneity	Prepared	Spontaneous							
Related to subject	Yes	Yes	No	Yes	No	Yes	No	Yes	No

Table 1: Selected typology of humor in education

Secondly, it has to be stated that the mentioned typologies do not take into account a possibility of two languages occurring during the instruction (in our case L1 and TL, i.e. Czech and English language, respectively). It is obvious that since Czech and English culture⁶⁶ are different, their humor differ as well (cf. Gregar^[15]). Therefore, the criterion of language in which humor occurred, was selected as the second one.

The level of humor spontaneity (cf. A., Ziv and N., Ziv^[33]), as the third criterion, is taken into account only among teachers and only in English. It is assumed that the vast majority of humor in lessons, according to author's experience, occurs in the Czech language. However, it appears to be favorable to distinguish between prepared and spontaneous humor in English language produced by the teacher while this humor is more contributing than the Czech humor. The prepared English humor is in this perspective seen as humor which is used to teach, as a means of teaching.

Learners-produced humor happens in both Czech and English (although the assumption is also that the majority is occurring in Czech). Those languages are, however, also further not divided.

The last criterion deals with humor's relation to subject. The case of teacher's English prepared humor is considered to be in unity with the case of subject-related humor. Their spontaneous English humor however might or need not to be related to subject. Learners' English humor is divided in to related and unrelated categories as well as both teacher- and learner-produced

⁶⁶ E.g. British and American culture are not distinguished, hence the *English* culture, i.e. culture of English speaking countries.

Czech humor. The categories of English humor produced by learners may also include errors and mistakes made by them.

The next chapter explains the methodology of research based on the presented typology while it also introduces the two teachers included in the observation.

2.2.2. Methodology

The methodological part of the observation part of the thesis deals with the projection of the course of the observation itself. It had to be assumed beforehand to foresee the possible situations that have to be classified according to the typology presented in the present thesis (see Chapter 2.2.1). The presentation of methodology is loosely based on Šed'ová^[75].

In the observation, we focus on the presence of humor or its means (e.g. irony, jokes etc., cf. Gregar^[15]) in the education while we strive to classify the occurred humor according to the typology of humor presented in Chapter 2.2.1.

As it was mentioned above in the general introduction to the observation (see Chapter 2.2), the research sample consisted of 2 teachers teaching usual English lessons at a common Czech secondary school. Those teachers are (as well as their learners) more described in introductions to Chapter 2.2.3 and 2.2.4.

Teacher	Length of practice	Subject taught	Teaching qualifications
Jacob	19 years	English	English + Informatics
Gemma	25 years	English	English

Table 2: Teachers involved in the research

During the period of observation, the lessons were not only observed, but also recorded on a voice recorder to make the analysis easier and more accurate⁶⁷ – 13 lessons were directly

⁶⁷ However, to be able to observe and record the lessons, the author had to ask for permission to do so (this is discussed in Chapter 2.2.2).

observed and/or recorded⁶⁸ – while analyzing the course of lessons, only these recordings and notes of the author were used.

Based on the typology of humor (see Chapter 2.2.1), a form was constructed (see Appendix 10) – during and after each lesson observed and/or recorded, this form was filled in in order to count the number of humor occurrences. This categorization was done by the author. In order to give examples to the stated categorization, excerpts of lessons are also presented in sub-chapters of chapters 2.2.4 and 2.2.5. However, it is necessary to mention that the communication in lessons also occurs in the Czech language (i.e. L1, i.e. not only in English). In those cases, the translation to English is provided and typed in *italics*. Additionally, all the names occurring in the examples are altered (not only the teachers', but also the learners' names) to ensure the anonymousness of the observation and recording.

The results of this research should tell us if the premises based on the results of the questionnaire (see Chapter 2.1.4) are applied in the real educational situations.

It is necessary to mention that it is possible that the observation was influenced by the occurrence of the observer's paradox⁶⁹. However, the author strove to minimize its effect by observing more lessons (to reduce his impact on learners while being an “unknown” element in the lesson) and also gave teachers the possibility to be recorded, but not observed directly. Nevertheless, every group was directly observed at least twice.

Therefore, the basic structure of presentation of a group in the research part is:

- Group description
- Summary of analyzed data – number of excerpts, length of recordings

⁶⁸ All of them were recorded, however, not all of the lessons were observed directly.

⁶⁹ “a situation in which the phenomenon being observed is unwittingly influenced by the presence of the observer/investigator”^[70]

- Categorization (see Appendix 10) of humor according to the typology of humor (see Chapter 2.2.1) giving a number of humor occurrences in a lesson
- Presentation of examples of humor (*humor in Czech translated into English*)

In the next chapter, the start of observation is presented by the characteristics of the first teacher – Jacob and his groups and learners.

2.2.3. Jacob and his groups

The first teacher included in our research is called Jacob. Via the conversation with the teacher it was found out that he is in his mid-forties, he attended the same university as the author, and his teaching experience spans 19 years. He is a charismatic, yet quiet, introvert and even timid person. In his teaching, he employs friendly approach to his learners as well as his sense of humor. His sincerity is one of key features of his teaching while he was not afraid to confess that he did not know something and ask a learner to look the phrase/the word in the dictionary.

The teachers involved in the observation differ mainly in their level of activity and classroom management – Jacob is rather passive (when compared to Gemma, see Chapter 2.2.4), does not walk around the classroom very often (e.g. only when learners are taking a test). One lesson of Group B was badly influenced by a presence of an impertinent learner who had to be punished by an official reprimand. This lesson was therefore excluded from the research and the recording was erased.

Since Jacob was the mentor of the author of the present thesis during his teaching practice, he provided also some useful information about the groups he is teaching and initiated the process of acquiring the consent from learners (see Appendix 8 for the original and Appendix 9 for the translated version of the form). However, he demanded to record the lessons himself, without the direct observation performed by the author.

The general observation of his lessons proved that he has got favorite learners in terms of their ability to answer his question or to accomplish a task. This was observable mainly in the first lessons of the observation while it was influenced by the fact that he was directly observed and therefore nervous. However, this state passed since a number of lessons were only recorded, but not observed directly.

In case of Jacob, the observation took part in two different groups (as was already mentioned in Chapter 2.2). They are presented in two following chapters.

2.2.3.1. Group A

Group A consisted of 15 learners of the second year of study. Regarding the gender representation of the group, it has to be mentioned that it was a homogenous group of only male learners (i.e. boys) which may also influence occurring humor. As it was mentioned above (in Chapter 2.2), four lessons were recorded in this group, i.e. four recordings were made in this group while the total length of recordings was 2 hours and 31 minutes. Two lessons were directly observed in this group (the first and the last of the observation).

Producer	Teacher				Learner(s)				
	English		Czech		English		Czech		
Spontaneity	Prepared	Spontaneous							
Related to subject	Yes	Yes	No	Yes	No	Yes	No	Yes	No
Total				1	2	2		5	2

Table 3: Humor in group A

While analyzing the group (see Table 3), 12 examples of humor were recorded. Learners produced humor more frequently than the teacher while most of the humor was produced in the Czech language (this was assumed). The examples of each of the recorded category of humor are presented below. As mentioned earlier, direct quotations are in regular type, indirect (translated) quotations are in *italic* type.

- **Humor of the teacher in Czech, related to subject**

This type of humor occurred in the third recorded lesson when a learner was asked to complete a sentence with correct articles.

Teacher: “Next, Peter?”

Learner: “I never drink ... coffee in ... evening.”

Teacher: “*You have to add something into the sentence...*”⁷⁰

Learner: “I never drink the coffee in evening.”

Teacher: “*Man, you’ve chosen badly...*”⁷¹

- **Humor of the teacher in Czech, not related to subject**

This type of humor occurred e.g. in the fourth recorded lesson when the author was handing out the questionnaire to learners (see Chapter 2.3) and it was found out that some of the learners have not handed in the consent (see Appendices 8 and 9) yet.

Teacher: “*... this ends tomorrow and I will not be able to give it [the consents] to my colleague... So, do not forget it. Write it down four times somewhere. Preferably on your forehead to see it in the mirror tomorrow morning.*”⁷²

- **Humor of learners in English, related to subject**

This type of humor occurred in the first recorded lesson when the learners were asked to describe the picture. The picture was, however, difficult to describe since there was only a dark hall.

Teacher: “Can anyone give me reasons why it could be scary to someone? ... No ideas? Try... Mark?”

Learner #1: “There is dark... darkness.”

Teacher: “Okay... Yes, it could be because of the darkness.”

⁷⁰ Originally: “Něco musíš doplnit do věty...”

⁷¹ Originally: “Čoveče, to sis vybral zrovna blbě...”

⁷² Originally: “Zítřka už se s tím končí a já už bych to pak neměl panu kolegovi jak předat... Takže, nezapomeňte. Čtyřikrát si to někde napište, nejlépe na čelo, ať to ráno zítřka uvidíte v zrcadle...”

Learner #1: “It looks like some horror...”

Teacher: “Yes? Why?”

Learner #1: “It’s dark...”

Teacher: “Yes, it’s dark, just a very dim lights, empty long corridor to nowhere...”

Learner #2: (*raspy voice*) “No way to escape!”

- **Humor of learners in Czech, related to subject**

This type of humor occurred e.g. in the fourth recorded lesson when learners were informed about the plan of the next lesson – they were about to write a blog entry.

Teacher: “*Yeah, kids, we have not announced that we’re gonna write a blog entry... Have we stated a date?... At the page 31... We have read some blog entries before... We are gonna write something similar.*”⁷³

Learner: “*In a group or individually?*”⁷⁴

- **Humor of learners in Czech, not related to subject**

This type of humor occurred e.g. in the fourth recorded lesson after the author handed out the questionnaire to learners (see Chapter 2.3)

Learner: “*Sir? What was the last joke you told us? We have to write it down; I know you tell us jokes, but...*”⁷⁵

Teacher: “*I really don’t know right now...*”⁷⁶

Learner: “*So, tell us one right now... I want you to have a good mark...*”⁷⁷

Now, when the examples of humor occurring in the Group A are presented, we approach the second Jacob’s group, Group B.

⁷³ Originally: “Jo, děcka, my jsme neohlásili, že si napíšeme ten blog. Neříkali jsme nějaké datum? ... Na straně 31... Jak jsme četli tady nějaké ty příspěvky na nějaký ten blog, tak si napíšeme něco podobného.”

⁷⁴ Originally: “Ve skupince nebo samostatně?”

⁷⁵ Originally: “Pane učitel? Co jste nám naposled vykládal za vtip? My tu máme vypsát, já vim, že nám vtipy říkáte, ale...”

⁷⁶ Originally: “To fakt nevím teda...”

⁷⁷ Originally: “Tak řekněte nějaké teďka... Ať máte dobrý hodnocení, pane učitel...”

2.2.3.2. Group B

Group B consisted of 11 learners of the fourth year of study – this results in a higher level of English in this group. Regarding the gender representation of the group, it has to be stated that there one female learner in this group (i.e. girl). As was mentioned above (in Chapter 2.2), six lessons were recorded in this group, i.e. six recordings were made in this group. However, since one lesson recording was erased (see Chapter 2.2.4 for details), total length of recording was 3 hours and 29 minutes. Two lessons were directly observed (the first and the last lesson of the observation).

Producer	Teacher					Learner(s)			
	English		Czech			English		Czech	
Language	English		Czech			English		Czech	
Spontaneity	Prepared	Spontaneous							
Related to subject	Yes	Yes	No	Yes	No	Yes	No	Yes	No
Total			1	1		1		1	

Table 4: Humor in group B

While analyzing the group (see Table 4), four examples of humor were recorded. Learners produced humor more frequently than the teacher while most of the humor was produced in the Czech language (this was assumed). The examples of each of the recorded category of humor are presented below, and, as mentioned earlier, direct quotations are in regular type, indirect (translated) quotations are in *italic* type.

- **Spontaneous humor of the teacher in English, not related to subject**

This type of humor occurred in the first recorded lesson when the teacher was posing a question after a period of time devoted to learners' work.

Teacher: "So, any problems here?"

car honking

Teacher: "Was it yes or no?"

- **Humor of the teacher in Czech, related to subject**

This type of humor occurred in the first recorded lesson when the group was dealing with the greetings used in letters. The teacher stated that both *yours faithfully* and *yours sincerely* are quite formal and therefore it is not suitable to be used in an informal letter beginning with *Dear...*

Teacher: “Love, *what does it mean?*”⁷⁸

Learners: “*With love*”⁷⁹

Teacher: “*Umm, in theory, yes... But, we won't probably use it in all cases... Ivan, if you wrote to Luděk, would you write 'With love'?*”⁸⁰

Learner: “*Yes... to Luděk – yes.*”⁸¹

Teacher: “*So, to Luděk – yes. To whom would you not use 'With love'?*”⁸²

- **Humor of learners in English, related to subject**

This type of humor occurred in the fourth recorded lesson when the teacher was discussing the effect of one's education to the career they are able to choose.

Learner #1: So, I think the degree when I graduates, I have more interesting jobs because... Because the degree it's... important for our life. I think... without a degree...

Teacher: Okay, but that was another question. The question was whether graduates have more interesting jobs, okay? ... So, let's say, when you leave secondary school, what kind of job you can get, for example?

Learner #2: (*dreamily*) Firefighter...

⁷⁸ Originally: “Love, co to znamená?”

⁷⁹ Originally: “S láskou...”

⁸⁰ Originally: “No, teoreticky jo... Ale nepoužili bysme to asi ve všech případech... Kdybys psal, Ivane, Luděkovi, napsal bys mu ‘S láskou?’”

⁸¹ Originally: “Jo... Luděkovi jo.”

⁸² Originally: “Luděkovi jo... A komu ne?”

- **Humor of learners in Czech, not related to subject**

This type of humor occurred in the fifth recorded lesson when the teacher was explaining the relative clauses.

Teacher: “*We connect it with which conjunctions? ... With conjunctions who, where, which, whose. Yes: who, where, which, whose. I think that the conjunction which should not cause you any troubles, you know it. Who is basically the same, but... What is the difference between who and which?*”⁸³

Learner: “*A number of letters!*”⁸⁴

Since we presented some examples of humor occurring in both of Jacob’s groups, it is now possible to present some conclusions based on observation of his lessons.

2.2.3.3. Conclusion of Jacob’s groups

To start with, the humor occurred in both groups; however, the author assumed that humor will be more present in the group of older learners. Nevertheless, this was not the case and, moreover, despite the fact that there were less lessons recorded in Group A, more occurrences of humor were recorded in those lessons (4 recordings and 12 occurrences of humor in Group A, compared to Group B which provided 5 recordings and 4 occurrences of humor). The lesser frequency of humor occurrence among the learners of higher grade might be the fact that they have to learn in more focused way.

The second possible reason to this might be the fact that the teacher conveyed his attitude towards the Group B beforehand to the author, stating that they are a worse group. That might result in a different approach to them and, therefore, lesser frequency of humor occurring during his teaching.

⁸³ Originally: “Připojujeme to jakými spojkami? ... Spojkami *who, where, which, whose*. Yes: who, where, which, whose. Myslím si, že spojka *which* by vám neměla dělat problémy, to asi znáte. *Who* je v zásadě totéž, akorát že... Čím se liší *who* od *which*?”

⁸⁴ Originally: “Počet písmen!”

Since we presented both Jacob's groups and examples of humor that occurred in his lessons (which were categorized according to the constructed typology – see Chapter 2.2.1), it is now possible to approach the second teacher – Gemma, and her group of learners.

2.2.4. Gemma and her group

The second teacher included in our research is called Gemma. Gemma was a new teacher for the author since she was hired as a stand-in for a teacher on her maternity leave a year ago.

Gemma is an experienced teacher – she is in her mid-fifties and she teaches for 25 years. However, teaching is not her primary job – she graduated a technical university and after graduation, she even worked in a technical company. After some time in engineering, she graduated an extension studies to get a proper teaching qualification. This results of a slightly lower level of her English, comparing to Jacob's and in a bigger age gap between her and learners (also, compared to Jacob's groups).

Gemma is rather active teacher – she walks around the classroom monitoring learners and tries to engage them in conversation. She tries to speak as much as possible and uses English more often than Jacob, even when explaining new words. In connection to that, learners of Gemma's group tend to use English more than learners from Jacob's groups. Although there are learners with a higher level of English, she does not prefer them, everybody has an equal chance to participate.

When a learner has to be reproved, she reprovess them at most twice. Then is the learner given an extra piece of homework (the perspective of the second teacher, Jacob, is presented in Chapter 2.2.4).

In case of Gemma, the observation took part in one group (as was already mentioned in Chapter 2.2) which is described in the next sub-chapter while the examples of humor occurring in this groups are presented as well.

2.2.4.1. Group C

Group C consisted of 15 learners of the third year of study. Regarding the gender representation of the group, it has to be stated that there one female learner in this group (i.e. girl). As was mentioned above (in Chapter 2.2), three lessons were directly observed in this group, i.e. three recordings were made in this group. The total length of recordings was 2 hours and 5 minutes. All of the recorded lessons were also directly observed.

Producer	Teacher				Learner(s)				
Language	English		Czech		English		Czech		
Spontaneity	Prepared	Spontaneous							
Related to subject	Yes	Yes	No	Yes	No	Yes	No	Yes	No
Total		4		1		5	1	2	2

Table 5: Humor in group C

While analyzing the group (see Table 5), 15 examples of humor were recorded. Learners produced humor more frequently than the teacher while the most of the humor occurred in English (this was probably caused by the fact that the English language was employed more than in Jacob’s groups – see Chapter 2.2.5). The examples of each of the recorded category of humor are presented below, and, as mentioned above, direct quotations are in regular type, indirect (translated) quotations are in *italic* type.

- **Spontaneous humor of the teacher in English, related to subject**

This type of humor occurred when the teacher asked a learner to translate a phrase.

Teacher: “*Can I get there for free?*”⁸⁵

Learner: “Can I get there for free?”

Teacher: “Czech tourists!”⁸⁶

⁸⁵ Originally: “Můžu se tam dostat zadarmo?”

⁸⁶ This is an inside joke^[71] since learners argue that people from the tape played before in the lesson are Czech people since they did not want to spend too much money during their trip.

- **Humor of the teacher in Czech, related to subject**

This type of humor occurred in the second recorded lesson when the teacher was revising the conditionals with her class while she presents learners the beginning of the sentence in Czech and ask them to translate and complete it.

Teacher: *“If I do not like it...”*⁸⁷

Learner: *“If... it doesn't like...”*

Teacher: *“If it doesn't like me, it will kick me...?”*⁸⁸

- **Humor of learners in English, related to subject**

This type of humor occurred e.g. in the second recorded lesson when the teacher asked a learner to present their own sentence.

Learner: *“If you don't study hard, you will be as stupid as me.”*

- **Humor of learners in English, not related to subject**

This type of humor occurred in the third recorded lesson when the learner was doing great for the whole lesson and commented their school performance.

Learner: *“I am good at English only on Wednesday...”*

- **Humor of learners in Czech, related to subject**

This type of humor occurred when the teacher introduced learners the indirect questions.

Teacher: *“Just as a practice, I think that you have not covered so-called indirect questions; that is every question which begins with that Can you tell me...? If you are interested, at least those who will take English maturita exam...”*⁸⁹

⁸⁷ Originally: “Jestli se mi to nebude líbit...”

⁸⁸ Originally: “Jestli já se tomu nebudu líbit, tak mě to nakopne, jo?”

⁸⁹ Originally: “Jen tak cvičně, myslím si, že jste gramaticky ještě nebrali takzvané nepřímé otázky, a to je každá otázka, která začíná tím *Can you tell me...?*, jo? Jestli vás to zajímá, aspoň ty maturanty z vás by mohlo, jo?”

Learner: “We all are interested...”⁹⁰

- **Humor of learners in Czech, not related to subject**

This type of humor occurred when a learner successfully repeated a sentence which was played from the CD player.

Learner: “I will visit... old town...”

(the teacher plays the rest of the sentence from the CD player: “...and the mountains.”)

Learner: “...and the ... mounties... mountains!”

Teacher: “Wow!”

(the learner starts to talk to their neighbor)

Teacher: “Don’t talk to him! Pay attention! *You wanted to share your success or what?*”⁹¹

Learner: “*I’m on fire today!*”⁹²

2.2.4.2. Conclusion of Gemma’s group

Generally speaking, humor occurred in fifteen cases during three recorded lessons. However, it has to be stated that Gemma wants to employ humor even more, but very often struggles to do so. She often bursts into laughter, laughing at her own remarks which her learners do not understand and, therefore, do not laugh. This was the reason why those cases of occurring humor were not included in the evaluation of the research; moreover, even the author sometimes struggled to find a humorous element in utterances of the teacher.

Stating this, it is possible to conclude the observation, comparing the two teachers, and give general conclusions.

⁹⁰ Originally: “Všechny nás to zajímá...”; a clear example of irony^[102] which was evidenced by the intonation of the learner.

⁹¹ Originally: “To ses chlubil úspěchem nebo co?”

⁹² Originally: “Však dneska se daří!”

2.2.5. Comparison of the teachers and conclusion of the observation

To conclude the research, several facts emerged when comparing the results of the internet questionnaire (see Chapter 2.1 and its sub-chapters) with the results of the observation.

When comparing the lessons of Jacob and Gemma from the perspective of their employment of humor, Gemma seems more “ready” to employ humor than Jacob, however, as stated above, she often overuses it. There even occurred a situation when her learner used a German word *heute* (i.e. “today”) while she replied *Herzlich willkommen!* (i.e. Warm welcome!).

The first general conclusion of the observation is the fact that, as assumed and presented, the observer’s paradox (see Chapter 2.2.2) did occur in the lessons. This is evidenced by the fact that humor occurred more frequently in lessons directly observed which can be seen in the graphs presented in Appendix 11 (Figures 26, 27 and 28).

The second and more important conclusion, however, results from the fact that was presented in Chapter 2.1.2.2 where it was evidenced that 96 per cent of teachers claim that humor can be used to teach. While 41 per cent of teachers claim to actually use humor to teach (see Chapter 2.1.2.7) while they claim they employ it to teach English (vocabulary, grammar, etc.) in an entertaining way, no example of humor employed to teach language⁹³ was observed during the observation part of the research (see Chapters 2.2.3.1, 2.2.3.2 and 2.2.4.1). However, there were examples of humor employed to point out mistakes and errors of learners, to emphasize the presence of an error or a mistake, hence facilitating its realization (e.g. examples of humor related to subject). However, humor or its means was not used directly to teach.

The last part of the research deals with the perspective of language learners which provides the third perspective of the projected triangulation (see Chapter 2).

⁹³ i.e. English prepared humor of a teacher related to subject.

2.3. The questionnaire for the learners

The last chapter of the practical part deals with the third perspective of the intended triangulation – the questionnaire for the learners (see Appendix 12 for the original of the questionnaire and Appendix 13 for its translation) which was created during the course of observation (see Chapter 2.2 and its sub-chapters above). The questionnaire was constructed similarly to the questionnaire for the teachers (see Chapter 2.1 and its sub-chapters above). It consisted of 8 questions; via its evaluation, the author strove to answer mainly the seventh research question, i.e. *What are learners' opinions on their teacher's usage of humor?* However, the author also wanted to find out whether the findings based on the evaluation of the teacher-oriented questionnaire correlate with the experience of (their) learners, and opinions of learners on the employment of humor in ELT in general.

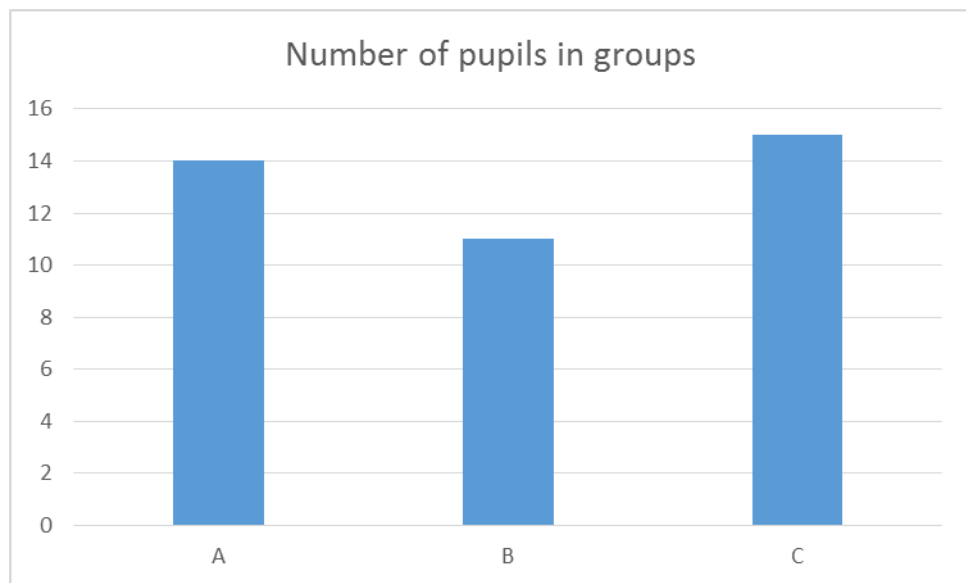


Figure 10: Graph of the numerosness of groups of learners included in the questionnaire

The questionnaire was in all three groups (A, B and C) handed out at the beginning of the last (directly) observed lesson (therefore in January 2016). While it was assumed that the figures of the participants among the learners would be the same as the number of collected forms of consent, this was not the case in the Group A since one learner was not present in the lesson in

which the questionnaire was handed out. Therefore, the total number of 40 learners were included in the questionnaire

The questions of the learner-oriented questionnaire were divided into two areas of general and specific questions – the aim of the first area of questions was to delimit and describe the research sample and it consisted of four questions. The second area was devoted to the field of humor in the ELT and its aim was to provide learner's perspective to research questions (see Introduction).

The following sub-chapter deals with the questions and their evaluation.

2.3.1. Questions of the learner-oriented questionnaire

As it was mentioned above, the present questionnaire consisted of eight questions intended for the learners of English language attending one of three groups (A, B, and C) described in Chapter 2.2.3.1, 2.2.3.2., and 2.2.4.1 respectively. The names of the following sub-chapters are taken from the translated version of the questionnaire (see Appendix 13). The first general question dealt with the sex of learners (all male) and the second general questions dealt with the learners' year of study – the Group A was composed of learners of the first year of study, Group B was composed of learners of the third year of study, and Group C of the second year of study (see Chapter 2.2 and its sub-chapters for more details).

The following questions of the questionnaire are evaluated separately while evaluation of each question is divided into sections of Jacob's groups (Group A and Group B) and Gemma's group (Group C). For the questionnaire itself (its complete version), see Appendix 12 (for the original version in Czech) and Appendix 13 (for the translated version in English).

2.3.1.1. What is your relationship to the English (lessons of English)?

The third question of the learner-oriented questionnaire was included in order to discover learner's attitude and interest in English lessons.

- **Jacob's groups**

In Jacob's first group of learners – group A (composed of 14 learners, see Chapter 2.2.3.1) – the majority of learners (6 out of 14, i.e. 43 per cent) side to the first option⁹⁴ which was constructed as the option describing the subject of English as learner's favorite. Other options were selected fairly equally among the learners (see Figure 11 below).

⁹⁴ “I enjoy it, I like English, I even devote my free time to it (I watch series, movies in English, etc.)”



Figure 11: What is your relationship to the English (lessons of English)? (Group A)

On the other hand, in Jacob’s second group of learners – group B (composed of 11 learners, see Chapter 2.2.3.2) – the majority of them (4 out of 11, i.e. 37 per cent; see Figure 12 below) selected the fourth option⁹⁵. The reasons for this fact might be the fact that the learners were in their last year of study (which implies e.g. more difficult subject matter not only in English).

The second most selected option was the first one (see Footnote 95 on the previous page; 3 learners out of 11, i.e. 27 per cent); therefore the relationship of learners in groups A and B are quite contrary.

⁹⁵ “I do not enjoy it, but I do prepare myself for the tests”

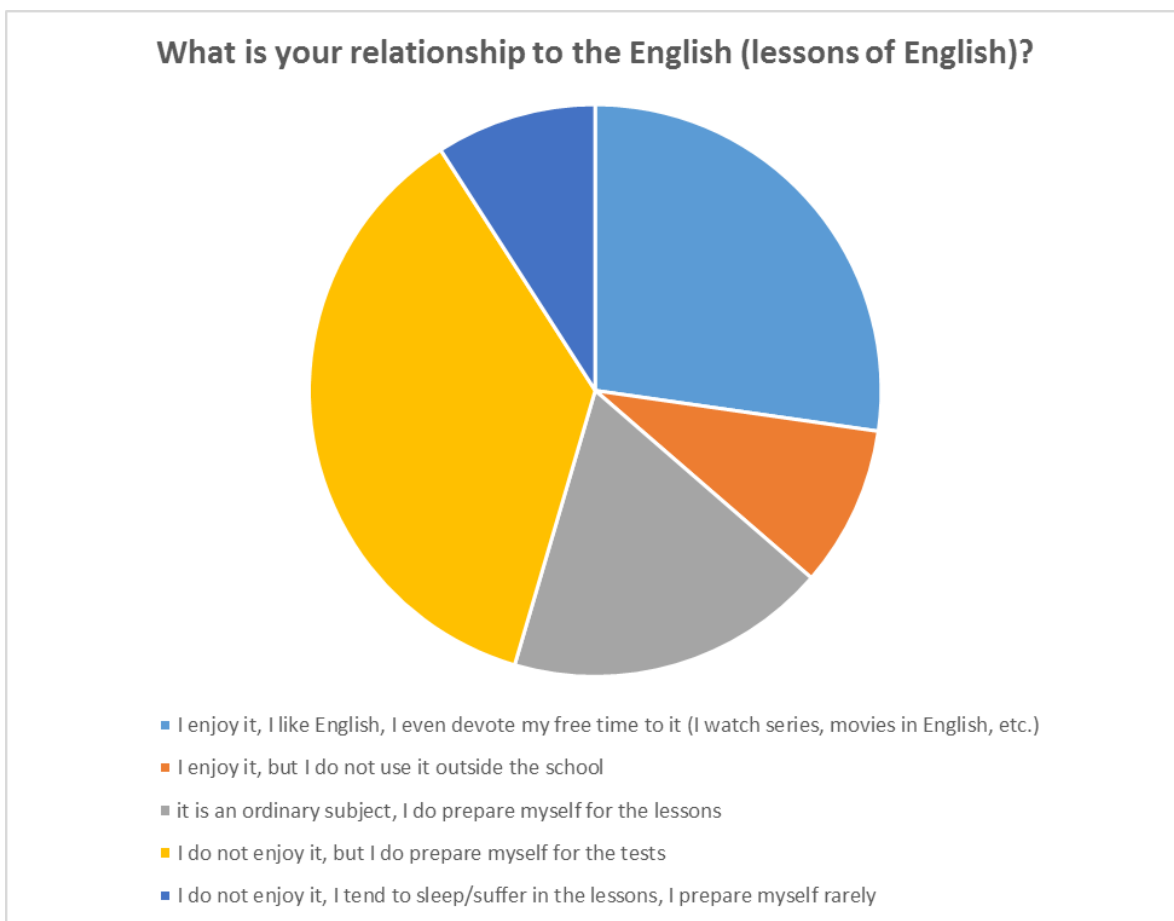


Figure 12: What is your relationship to the English (lessons of English)? (Group B)

- **Gemma's group**

In Gemma's group of learners – group C (composed of 15 learners, see Chapter 2.2.4.1) – the majority of learners (5 out of 15 learners, i.e. 33 per cent, see Figure 13 below) also picked the fourth option (see Footnote 96) as the most suitable one when describing their relationship to English. The second most selected option was, similarly to Group B, the first option (see Footnote 95; 4 learners out of 15, i.e. 27 per cent).

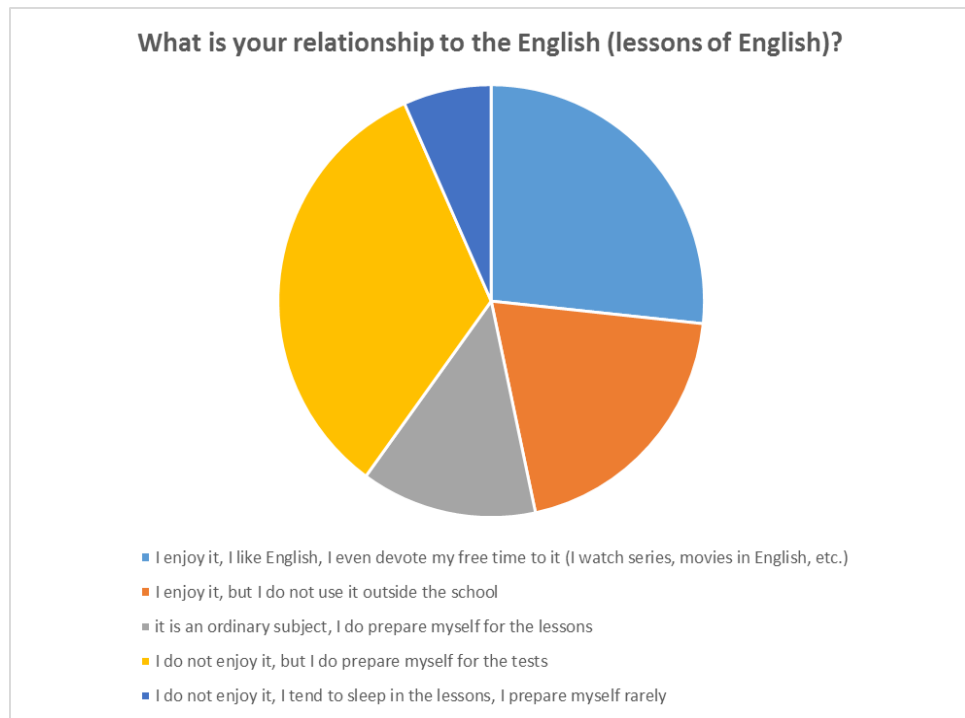


Figure 13: What is your relationship to the English (lessons of English)? (Group C)

2.3.1.2. What are your school results in English (on an average, approximately)?

The fourth question of the learner-oriented questionnaire was included in order to further describe the research sample of the questionnaire and to find out a possible connection between their interest and their school results.

- **Jacob's groups**

In Jacob's first group of learners – group A – the majority of learners included in the research state that their school results are approximately better than 2.5 (6 out of 14, i.e. 43 per cent)⁹⁶ while those expressing more positive attitude to English (lessons) tend to achieve better results (the positive attitude to the subject might be facilitated also by means of humor, as illustrated in Chapter 1.2.3.2)⁹⁷. The second most represented were learners with results better than 3.5 (4 out

⁹⁶ Meaning better than 2.5 and worse than 1.5.

⁹⁷ These findings are evidenced by the questionnaire in its forms which are in possession of the author.

of 14 participant, i.e. 29 per cent)⁹⁸. See Figure 14 below for the graphical representation of the group in perspective of results in English lessons.

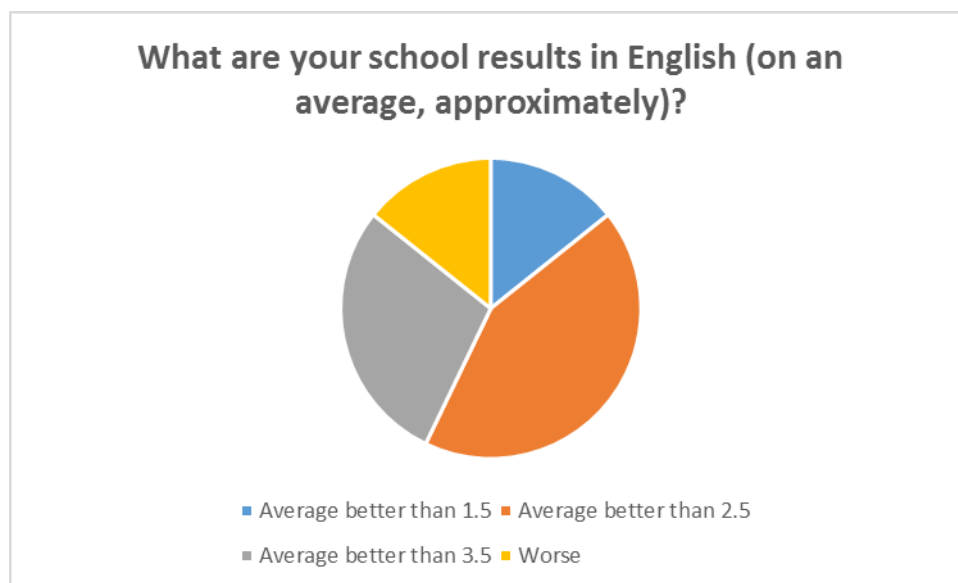


Figure 14: What are your school results in English (on an average, approximately)? (Group A)

In Jacob's second group of learners – group B – the majority of learners (8 out of 11, i.e. 73 per cent) included in the research state that their school results are approximately better than 3.5 (see Footnote 99). This fact was also commented by Jacob during our conversation while he admitted that this group is worse than the Group A (see Chapter 2.2.3.3). Worse results may be linked to the fact that learners with worse results claim that they do not enjoy the lessons and they only prepare themselves for the tests⁹⁹. Additionally, humor was less frequent in their lessons (see Chapter 2.2.3.1). See Figure 15 for the graphical representation of the group in the perspective of results in English lessons.

⁹⁸ Meaning better than 3.5 and worse than 2.5.

⁹⁹ These findings are evidenced by the questionnaire in its forms which are in possession of the author.

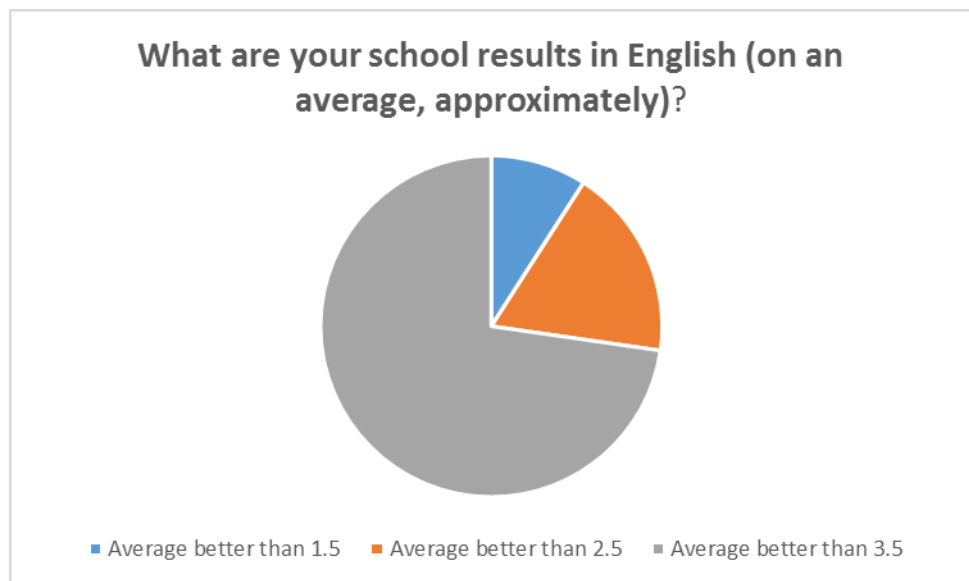


Figure 15: What are your school results in English (on an average, approximately)? (Group B)

- **Gemma's group**

In Gemma's group of learners – group C – a clear majority of learners (9 out of 15, i.e. 60 per cent) included in the research state that their school results are approximately better than 2.5 (see Footnote 97) – five of these learners stated that they enjoy English (lessons)¹⁰⁰. The second most represented group among the learners were the ones whose results were better than 3.5 (see Footnote 99). See Figure 16 for the graphical representation of the group in the perspective of results in English lessons.

¹⁰⁰ These findings are evidenced by the questionnaire in its forms which are in possession of the author.

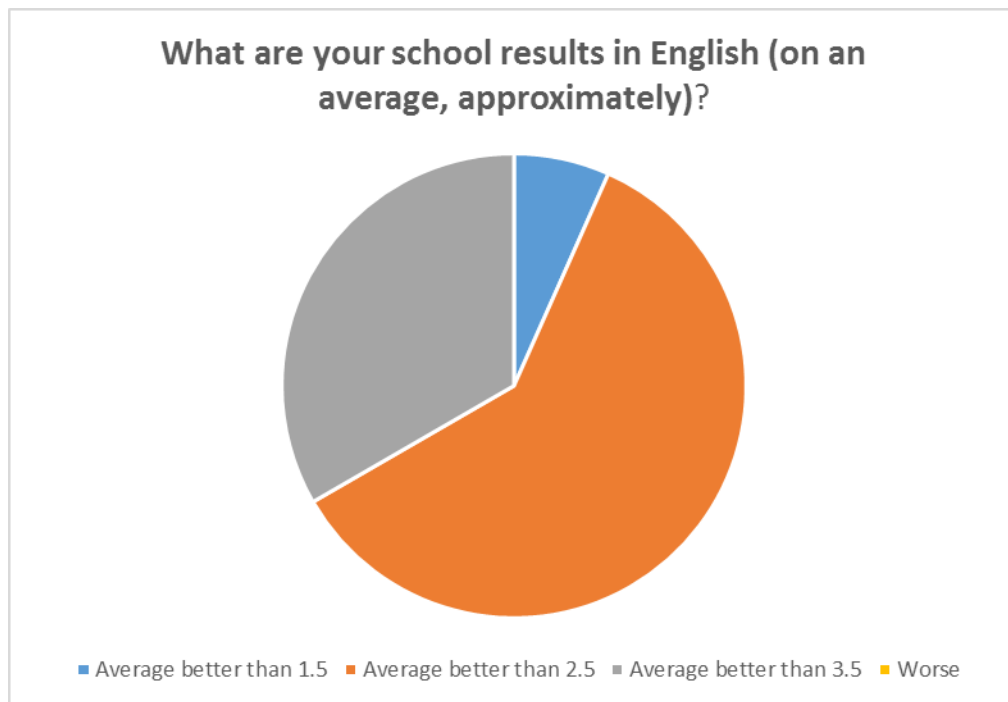


Figure 16: What are your school results in English (on an average, approximately)? (Group C)

2.3.1.3. Do you think that humor (or some of its forms – e.g. jokes, stories, pictures, videos) can be used to teach English (e.g. grammar, vocabulary)?

The fifth question of the learner-oriented questionnaire was the first actually dealing with the topic of humor in the ELT while it simply posed a question whether humor may be used as a means to teach. Chapter 1.3.2 of the theoretical part of the present thesis states that this is possible (this was also the reason of inclusion of the category of prepared humor related to subject in the humor typology of the observation – see Chapter 2.2.1), and also the teachers from the educational practice confirm this assumption (see Chapter 2.1.2.2).

This question was constructed similarly to the fourth question of the teacher-oriented questionnaire (see Appendix 5) to provide learners' perspective to the fourth research question (see Introduction).

It was found out that the vast majority of all learners (regardless their allegiance to a particular group) – 39 learners out of 40 (i.e. 98 per cent) – expressed their conviction that humor may be used to teach English. Only one learner from Group C thought that it is not possible¹⁰¹. Since the

¹⁰¹ These findings are evidenced by the questionnaire in its forms which are in possession of the author.

vast prevalence of one opinion occurred, results of this question are presented in one graph presenting all learners (see Figure 17 below).

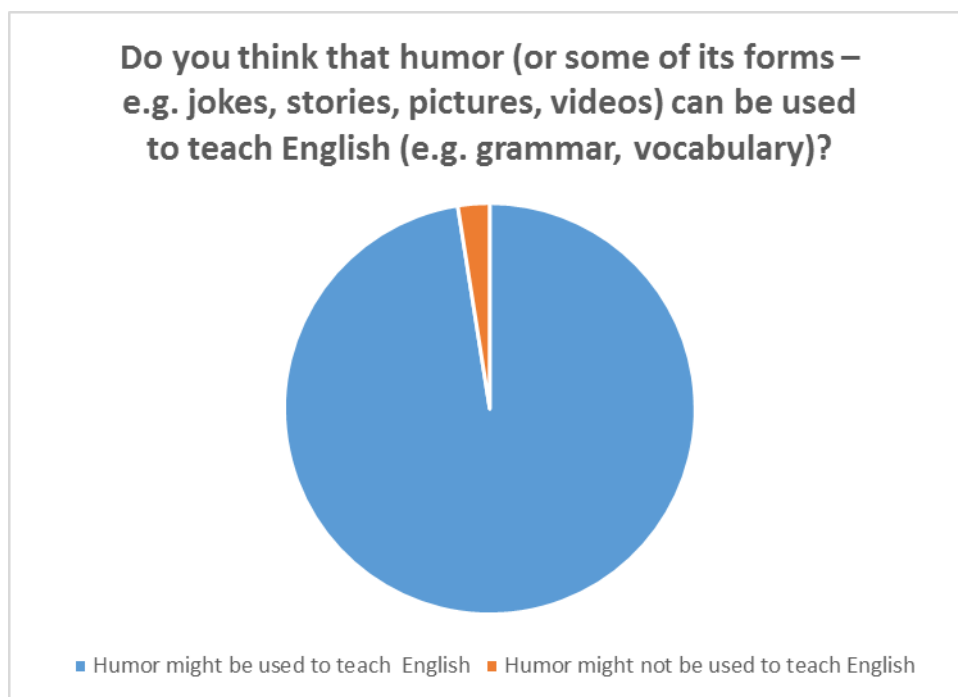


Figure 17: Do you think that humor (or some of its forms – e.g. jokes, stories, pictures, videos) can be used to teach English (e.g. grammar, vocabulary)?(All groups)

2.3.1.4. Have you experienced this in lessons of your teacher? If so, in which form?

The sixth question of the learner-oriented questionnaire was included in order to discover whether humor-based means are actually employed in English lessons.

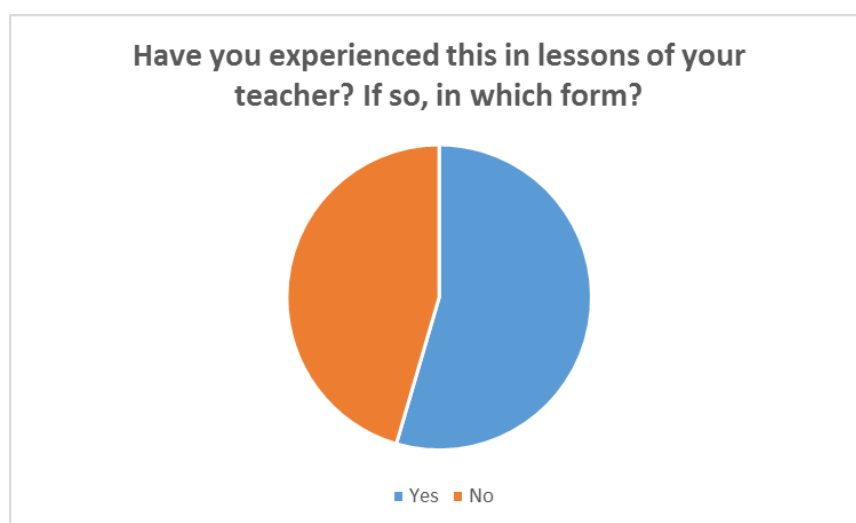
This question was constructed similarly to the fifth question of the teacher-oriented questionnaire (see Appendix 5) to provide learners' perspective to the sixth and seventh research questions (see Introduction), however in a specific way – using humor to teach.

- **Jacob's groups**

In Jacob's first group of learners – group A – all of the learners (14 out of 14) stated that they have experienced Jacob's employment of humor as a means of teaching. Some of the learners

also gave examples of his humor employment, e.g. projection of pictures, jokes, or stories¹⁰². Since only one opinion occurred, results are not presented in a form of a graph.

In Jacob's second group of learners – group B – a slight majority of learners (6 out of 11 learners, i.e. 55 per cent) stated that they have experienced Jacob's employment of humor as a means of teaching while the rest of them stated they have not (45 per cent) – see Figure 18 below. Some of the learners also gave examples of his humor employment, e.g. jokes and stories.



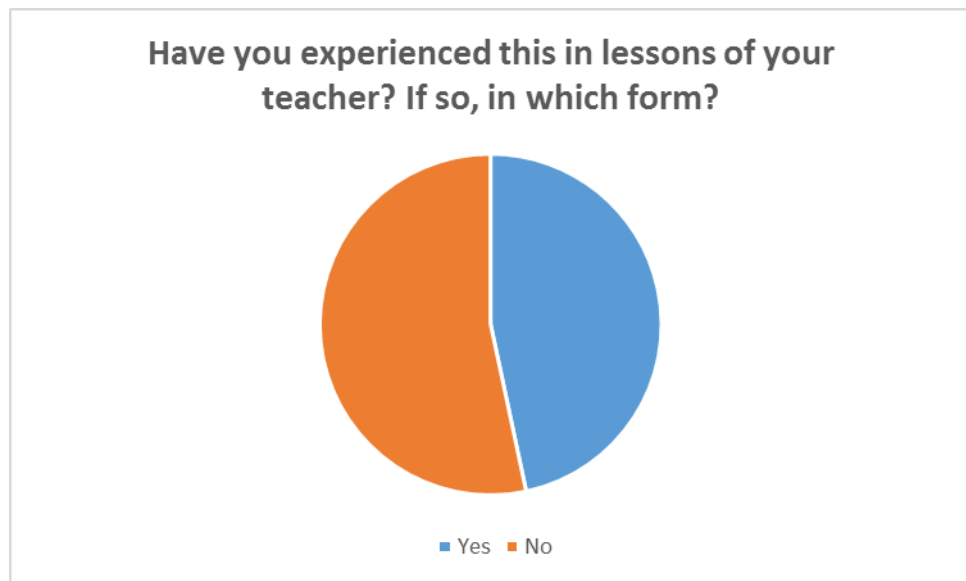
***Figure 18: Have you experienced this in lessons of your teacher? If so, in which form?
(Group B)***

- **Gemma's group**

In Gemma's group of learners – group C – the situation was different while the slight majority of learners (8 out of 15, i.e. 53 per cent) stated that they have not experienced Gemma's employment of humor – see Figure 19. The rest of this group's learners (7 out of 15 learners) state examples proving the counter-statement (e.g. description of pictures, videos, description of new words¹⁰³).

¹⁰² These findings are evidenced by the questionnaire in its forms which are in possession of the author.

¹⁰³ These findings are evidenced by the questionnaire in its forms which are in possession of the author.



*Figure 19: Have you experienced this in lessons of your teacher? If so, in which form?
(Group C)*

2.3.1.5. How often are means of humor employed in the lessons?

The seventh question of the questionnaire was included in order to further elaborate the field of humor inclusion in lessons as a means of teaching. This question was constructed to get more general results in the field employment of humor in ELT.

This question strives to provide learners' perspective to the sixth and seventh research questions (see Introduction).

- **Jacob's groups**

In Jacob's first group of learners – group A – the majority of learners (8 out of 14, i.e. 57 per cent) state that Jacob uses humor approximately once a week while the second most selected option was that he uses humor even less frequently (5 out of 14 learners, i.e. 36 per cent) – see Figure 19 below.

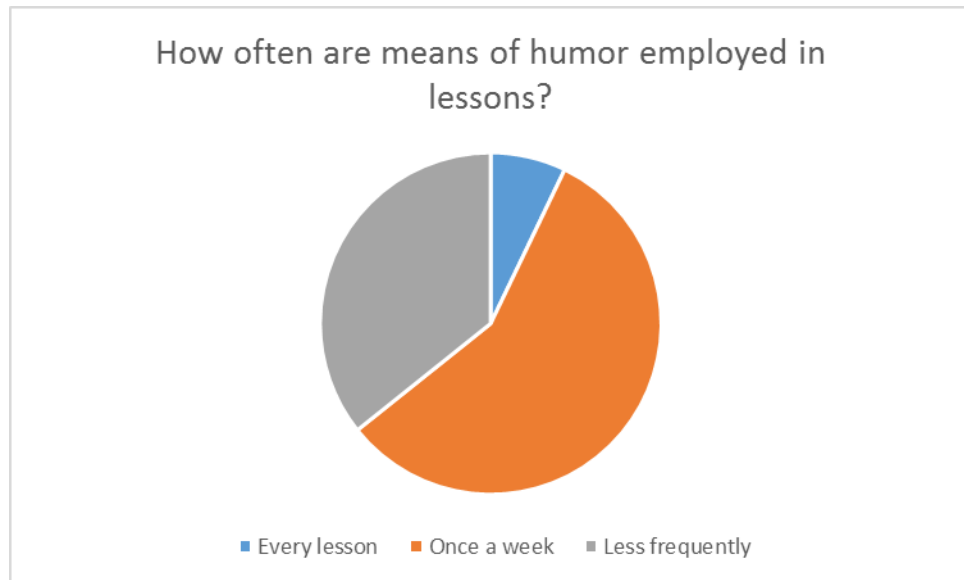


Figure 19: How often are means of humor employed in the lessons? (Group A)

In Jacob's second group of learners – group B – the situation was inverted as a slight majority of learners (5 out of 11, i.e. 45 per cent) stated Jacob uses humor *less frequently*¹⁰⁴ and the option stating that Jacob uses humor *once a week* was the second most selected one (3 out of 11 learners, i.e. 27 per cent) – see Figure 20 below. It is interesting that some learners stated that Jacob does not use humor at all (which is, however, not true, as evidenced in Chapter 2.2.3.2).

¹⁰⁴ Meaning less frequently than once a week.



Figure 20: How often are means of humor employed in the lessons? (Group B)

- **Gemma's group**

In Gemma's group of learners – group C – there emerged two groups of learners of the same quantity (i.e. 5 out of 15 learners, therefore 33 per cent). One third of learners state that Gemma uses humor *less frequently*¹⁰⁵ and one third of learners state that Gemma does not use humor at all (which is, however, not true, as evidenced in Chapter 2.2.4.1) – see Figure 21 below.



Figure 21: How often are means of humor employed in the lessons? (Group C)

2.3.1.6. Would the lesson be more enjoyable for you if the means of humor were used more?

The last question of the questionnaire was included in order to find out whether the inclusion of humor might arouse the interest in English lessons.

¹⁰⁵ Meaning less frequently than once a week.

This question strives to provide the learners' perspective on the sixth and seventh research question (see Introduction).

It was found out that the all learners (regardless their allegiance to a particular group) expressed their favor in more frequent inclusion of humor in the English lessons conviction that humor may be used to teach English¹⁰⁶. Since only one opinion occurred, the graph of this question's evaluation was not constructed.

Here ends the evaluation of the learner-oriented questionnaire and it is possible to summarize its results which is the topic of the following sub-chapter.

2.3.2. Summary of the learner-oriented questionnaire

The learner-oriented questionnaire was constructed in order to perform the third perspective of the triangulation (see Chapter 2) and to present answers to research questions (also presented in Chapter 2) in this perspective. Forty learners in three all-male¹⁰⁷ groups of three different ages¹⁰⁸ were included in this part of research – they achieve different results¹⁰⁹ in their lessons of English and have different relationship¹¹⁰ to the lessons themselves.

It was found out that all of the learners included in the questionnaire investigation think that humor may be used to teach language (in this case English) – this opinion was therefore present among all learners regardless their age, results or relationship to the subject (see Chapter 2.3.1.5).

The evaluation revealed that the two teachers included in the observation (for Jacob, see Chapter 2.2.3; for Gemma, see Chapter 2.2.4) do use humor to teach language, according to majority of their learners (28 out of 40, i.e. 70 per cent of learners stated that). However, only a few of them

¹⁰⁶ These findings are evidenced by the questionnaire in its forms which are in possession of the author.

¹⁰⁷ See Chapter 2.3.1.1.

¹⁰⁸ See Chapter 2.3.1.2.

¹⁰⁹ See Chapter 2.3.1.4.

¹¹⁰ See Chapter 2.3.1.3.

were able to give examples of that teaching. Moreover, the observation (see Chapter 2.2) have not captured any example of using humor to teach (i.e. prepared humor in English related to subject) in any of recorded 13 lessons (more general conclusions taking in account all three perspectives are presented in Chapter 2.4).

In terms of general employment of humor (therefore not only in English and not only used to teach, as presented in the previous question), most of learners state that their teacher uses humor in their lessons *at least once a week*¹¹¹ (19 out of 40, i.e. 48 per cent), however, that means that the majority of learners claim that their teacher employs humor even less frequently or not at all (21 out of 40 learners, i.e. 52 per cent) – see Chapter 2.3.1.7 for more details. However, this is also not true, as evidenced by the observation (see Chapter 2.2) and as concluded in Chapter 2.4.

As assumed, all of the learners stated that the lessons would be more enjoyable for them if the means of humor were used more.

It is now possible to present general conclusions of the thesis based on the theoretical part and the triangulation which was realized in the practical part of the thesis.

¹¹¹ This category was created by blending the categories *once a week* and *every lesson* of the seventh question (see Chapter 2.3.1.7).

3. CONCLUSION

Humor, as an essential element, penetrates and influences the life of an individual. Since every individual has to go through the process of education, it is obvious that humor may also influence the education itself.

In the Introduction (see above), seven research questions were presented. Out of these, the first three were addressed in the theoretical part. While searching for the answers for the first research question, it was concluded that humor might facilitate one's learning since it motivates an individual and ease the process of storing of information. However, humor might also be misused and overused.

The second research question of the theoretical part was answered by stating that humor may be included at schools and, specifically, in the lessons devoted to language.

The third question was the last one dealt entirely in the theoretical part¹¹² while it was stated the humor (and its means) might be used even to teach language. This statement was also supported by the examples which were presented as well.

The practical part of the thesis strove to give different perspectives on the problems stated by the next four research questions (questions 4 to 7, see Introduction).

The fourth research question was solved in the context of teachers of English via the teacher-oriented questionnaire. It was found out that teachers generally think that humor may be employed in the ELT. It was also evidenced by the observation that humor is present in lessons of English.

To deal with the context of the fifth and sixth research questions, the vast majority of teachers participating in the questionnaire expressed their opinion that humor may be used even to teach,

¹¹² the others were based on the findings presented in the theoretical part but solved within the practical part

e.g. vocabulary. While it is also important that the learners share their opinion on that issue as well, no example of employment of humor in this fashion was actually recorded during the observation.

Despite the fact that only a minority of teachers actually uses humor to teach – mainly those from the higher levels of the educational system and those with a longer teaching experience – and observed learners claim that their teacher does employ humor to teach, this phenomenon was not observed in the educational reality itself, more concretely, humor was used to highlight the errors, but not to teach directly.

To discuss the learners' opinions on their teacher's usage of humor (the seventh research question), it was already stated that the learners claim that their teacher uses humor to teach. In more general perspective, the majority of learners included in the observation process state that their teacher uses humor in the lesson¹¹³. The occurrence of humor is also evidenced by the observation process which detected 31 occurrences of humor. Despite the fact that humor was used in the lessons, it was not used to teach (see above), but mainly to comment on the situation in the classroom in order to entertain or relax the students.

To conclude, it is worth noticing that all learners included in the research state that they will enjoy English lessons more when the humor is used. This finding may suggest that “a little nonsense now and then is relished by...” the learners of English. Since humor helps to learn, it also helps to survive.

¹¹³ Regardless its frequency. The rest of 7 learners claim that their teacher does not use humor in the lesson, which is, however, not true, which was proved in the observation.

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Appendix 1: Some examples of application of typology presented by Mareš and Křivohlavý^[29]

Humor according to its addressees (examples cf. Mareš and Křivohlavý^[29] and Gregar^[76]¹¹⁴)¹¹⁵:

- Humor addressed to a whole class^[29]:
 - T: *Everybody should be able to solve this equation. That means at least one. That might be me.*^[29]
 - T: *Peter, what are you doing out there? Oh, class, it occurred to him that he should have a ruler somewhere to underline the headline, doesn't it?*^[76]
- Humor addressed to classmates, but not to a teacher^[29]:
 - T: *Where are you going for a school trip? S: To Rožnov. T: And what are you going to do there? S (to their closest classmates): Booze...*^[76]
- Humor addressed to a certain individual^[29]:
 - T: *I found a crib in your exercise book. It shows that you are diligent. I corrected mistakes in it.*^[29]

Humor according to a degree of deliberateness (examples cf. Mareš and Křivohlavý^[29] and Gregar^[76]):

- Deliberate (intended) humor^[29]:
 - T: *You cannot see thru me? I cannot do anything about it. It is a task for future generations to make a teacher transparent.*^[29]
 - T: *New chapter: Free fall. I always pick a volunteer. We will observe a free fall. There is a free window.*^[76]

¹¹⁴ It should be emphasized that publication by Mareš and Křivohlavý was written in Czech (as well as the quotation by the author of the present thesis); therefore all presented quotations from classrooms were in Czech, however, some of them were translatable into English.

¹¹⁵ Teacher: *T*; Student: *S*. Students are numbered in case of more students occurring in the quotation.

- Non-intended (unintentional, involuntary) humor – an often source of non-intended humor are slips of tongue, mangles, false associations, misunderstandings not only on a side of a student, but also on a side of a teacher^[29]:
 - T: *You know, the poorest countries of Africa. Like Pakistan.*^[76]
 - S: *Hungarian rhapsodies were composed by Ferenz Twist.*^[29]
 - S: “...when in Czech Republic you have a picnic in a park, you will look like a complete flu...”

Humor according to a degree of dependence on the context (examples cf. Mareš and Křivohlavý^[29] and Gregar^[76]):

- Transferable humor (i.e. humor which is understandable also to other people outside of the context of its origin)^[29]:
 - T: *It is forbidden to work on something else. Who wants to produce dynamite, they should produce it at home!*^[76]
- Non-transferable humor (i.e. non-understandable to other people outside of the context of its origin)^[29]:
 - T: *Andrew and Randy – a mighty physical bloc*^{116[76]}

Humor might be also studied according to a degree of preparedness

- Prepared (artificially-produced¹¹⁷) humor^[29]:
 - T: *So the collective IQ of the class was increased by these absent people...*^{118[76]}
 - T: *Archimedes' principle tells us that any object, wholly or partially immersed in a fluid, is wet...*^{119[76]}

¹¹⁶ Those two were the ones with the worst results from physics.

¹¹⁷ Cf. Czervoniaková^[30]

¹¹⁸ Example of humor non-related to the subject.

¹¹⁹ Example of humor related to the subject.

- Partially-prepared humor (while its completed and used in model situations, typical are teacher's comments while only the addressed person is changed)^[29]:
 - T: *Dear Richard, stop talking.*^[76]
- Non-prepared (spontaneous¹²⁰) humor^[29]:
 - T: *Girls, why are you silent? ... Oh, I see. Nobody's missing so you cannot gossip about anyone.*^[29]
 - S: *Once, when I was observing the Moon, my eyes hurt so badly afterwards. T: Wasn't it the Sun you were observing, by any chance?*^[76]

¹²⁰ Cf. Czervoniaková^[30]

Appendix 2: Table 6: Function of humor in the instruction (cf. Mareš and Křivohlavý^[28])

Subduing, reducing, dampening	Encouraging, extending
<p><i>psychical qualities of people:</i> lability introversion submissiveness aggression self-satisfaction</p> <p><i>psychical states of people:</i> insecurity stress hesitation sadness seriousness anxiety boredom feeling of alienation feeling of <i>dejà vu</i></p> <p><i>mutual relationships among people:</i> social differences officiality of relationships inviolability of the authority</p> <p>fixity of social roles conventionality of rules traditional concept of content of roles interpersonal conflicts</p> <p>living in illusions</p> <p>lack of contacts traditional view on people</p>	<p><i>psychical qualities of people:</i> stability extroversion dominance helpfulness self-criticism</p> <p><i>psychical states of people:</i> security relief self-confidence happiness joy courage amusement delight of being right here right now feeling of newness</p> <p><i>mutual relationships among people:</i> democratic character of relationships non-officiality, humanization noticing of humorous side of the authority, parody changeability of social roles disrupting of conventions new, creative concept of roles reduction of conflicts, perspective, staying on top of things real perspective, humorous view both on the world and illusions richness of contacts non-traditional view on people</p>

Appendix 3: Table 7: Influence of humor on the interaction between a teacher and their students (cf. Mareš and Křivohlavý^[28])

Subduing, reducing, dampening	Encouraging, extending
<p><i>collective activity:</i> stereotypical activity conventional approaches traditional context dullness constant seriousness in activity</p> <p>lack of temporality of activity adequateness of craftiness limitedness of activity repeating of the found</p> <p><i>interpersonal communication:</i> platitudinousness exaggeration, pathos reproduction of the known verbosity befogging of opinions, attitudes smoothing of the differences roughing of the differences insincerity monotonousness of discourse accent on verbal discourse</p> <p><i>content of activity:</i> given beforehand idleness estrangement difficult memorability due to an excessive emphasis on rational connections effort for agreement, simplicity, simplification</p> <p>accent of a “school variant” of life</p>	<p><i>collective activity:</i> variability of activity stimulation of inventiveness searching for unusual context richness, “flavoring” humorous vitalizing, parody of activity, self-parody delight of current action experience from virtuosity freedom, spontaneity of activity improvisation, searching</p> <p><i>interpersonal communication:</i> authenticity, outclassing of insincerity factuality, sense of reality unusualness, unexpectedness laconism, conciseness calling a spade a spade radicalization of opinions “breaking of the edges” sincerity, crude openness emphasis of dramatic or comical moments enriching of non-verbal elements</p> <p><i>content of activity:</i> searched and created collectively liveliness privateness better memorability thanks to humorous connections induction of disagreement, misunderstanding, to make the disagreement and nonsensicality more visible highlighting of limits of “school variant of life”, parodying of it, pointing out of the richness of the real life</p>

Appendix 4: Guidelines for Using Humour (adopted from Chiasson^[45])

"The job of the teacher is to get students laughing, and when their mouths are open, to give them something on which to chew. " (Tom Davis, in Elaine Lundberg & Cheryl Miller Thurston (1997): "If They're Laughing...", Cottonwood Press, Inc., Retrieved on the World Wide Web: "Guidelines for Using Humor in the Classroom", <http://venus.cottonwoodpress.com/extra/ideas/humor.htm>)

Although the above quote is an interesting and humorous way to describe the use of humour, it is not our role as teachers to be stand-up comedians. Nor will we all use humour in the same way, or use the same humour. With this in mind there are certain points to consider before using humour in your classroom. Proper preparation is key as in all language teaching preparation. In so doing we really will have something for the students to "chew on."

1. Don't try too hard. Let humour arise naturally, encourage it, don't force it. Don't be discouraged if the first time it doesn't meet your expectations. As Provine (2000) states, your reaction to their non-reaction (to a cartoon for example) may be the most amusing part. Like all things, proper preparation is needed for proper delivery. (Provine, R.R., Ph.D. (2000): "The Science of Laughter", *Psychology Today*, 33 (2000): 61.)

2. Do what fits your personality. Never force it, it won't work. You might want to venture outside your comfort zone and try a different genre, cartoonist, or style of humour. Remember you class is made up of individuals with different tastes.

3. Don't use private humour or humour that leaves people out. Your goal is not to become a comedian. The humour described here is through cartoons. It doesn't make fun of any particular group, nationality, etc ... Private humour, if you use it, should be for affective reasons as well, used carefully, never demeaning or sarcastic.

4. Make humour an integral part of your class, rather than something special. Humour works best as a natural on-going part of classroom learning. Be careful not to over use it, it could lose its value and effect. With practice you will develop a style and comfort zone with humour.

The use of humour will depend on the content you are teaching and the availability of appropriate humorous material. Have specific goals or objectives in mind. Using humour, like teaching, has to be well prepared. With time you will become more and more at ease, or self assured with its use. Allow yourself time to experiment and see what works well.

“When humour is planned as part of the teaching strategy, a caring environment is established, there is an attitude of flexibility, and communication between student and teacher is that of freedom and openness. The tone is set allowing for human error with freedom to explore alternatives in the learning situation. This reduces the authoritarian position of the teacher, allowing the teacher to be a facilitator of the learning process. Fear and anxiety, only natural in a new and unknown situation, becomes less of a threat, as a partnership between student and instructor develops.” (Watson, M.J, Emerson, S., “Facilitate Learning with Humour”, Journal of Nursing Education 27 (1988): 89)

5. Humour and cartoons should be related to what you are doing in the classroom. Humour may be used to solicit dialogue, conversations and develop vocabulary. At times you may want to use it as a break before going on to something else. However, the cartoon should always be of an appropriate nature and interest to your students.

It is useful, on occasion, to present a cartoon on an overhead projector as students come into class. The humour can relax and re-energize the students for class. It can also prepare them to converse in their second language. The cartoon can become the signal that they are now in

French or ESL class. To help the students shift from their first language to their second language they could enjoy a lighthearted moment of discussion or interpretation of the cartoon. This interaction is authentic and can stimulate real discussion and or debate, so much so that at times you may have to bring the discussion to a close to proceed with the class.

6. The extent to which you use humour will vary on your class. Interpretation, discussion and analysis will vary on the proficiency of your class. The humour must be comprehensible, with themes that your students can relate to.

As with all communicative learning activities, prepare your students. Begin by discussing cartoons; what are their favorites, what are yours. Tell them you are going to use cartoons to illustrate what they are learning and to have fun. The pedagogical reasons for their use can be known by you. What the students will know is that the cartoon will help them better understand and learn the language.

Remember, it is important to keep it simple, with a specific objective. Don't attempt to use, for example, the future, passe compose, verb agreement and the use of idiomatic expressions all at once. You may want to use a specific cartoon again to illustrate another point. Although I recommend that you use a different cartoon and enjoy the humour more.

Appendix 5: The questionnaire for the teachers of English language

Dear future colleagues,

I am a student of the Faculty of Education of Palacky University and since I am to write the Master's thesis, whose theme is "Humor in English language teaching", to get a degree in English Language and Technical Science, I kindly ask you to fill in the following questionnaire dealing with your ELT experience and your personal attitude towards the role of humor in the ELT. The questionnaire is anonymous and the results will be used in the practical part of the thesis to find out the possible role of humor in ELT.

Question #1: What type of school are you currently teaching at? Or, if you are having your teaching practice now, at which type of school is it?

- "first stage of basic school (ISCED1)"
- "second stage of basic school (ISCED2)"
- "high school (secondary school) ISCED3 – general education"
- "high school (secondary school) ISCED3 – vocational education"
- "university (ISCED 6 or 7)"
- "Other (please specify):"

Question #2: How long is your teaching practice?

Options to answer the question were as follows:

- "I am a teacher trainee"
- "less than 3 years"
- "3 to 5 years"
- "6 to 10 years"
- "more than 10 years"

Question #3: What do you think about the role of humor in ELT in general?

- “Humor can be used in every lesson.”
- “Humor can be used only in appropriate situations throughout the school year.”
- “Humor can be used only in lessons devoted specially to the theme of humor.”
- “Humor have no role in ELT.”
- “Other (please specify):”

Question #4: Do you think that humor can be used to teach children some language features?

- “Yes”
- “No”

Question #5: Do you use humor in your teaching of English?

- “Yes, literally in every lesson (even during testing etc.)”
- “Yes, as often as possible.”
- “Yes, from time to time.”
- “Yes, but only rarely.”
- “No.”

Question #6: What do you think are the main problems when using humor in ELT?

- “It is demanding to prepare for the teacher.”
- “The students often do not understand it.”
- “The concept of the lesson can be broken.”
- “There is not enough time to use humor in the ELT.”
- “Other (please specify):”

Question #7: What do you think are the main positives of using humor in ELT?

- “It is simple to prepare for the teacher.”

- “The students like it.”
- “It helps to create better atmosphere in the lesson.”
- “Other (please specify):”

Question #8: In which part of the lesson do you usually use humor?

- “at the beginning”
- “at the end”
- “throughout the whole lesson”
- “I don’t use humor in the lesson.”
- “Other (please specify):”

Question #9: When you use humor, what is your objective?

- “to entertain students”
- “to help students relax”
- “to teach English (vocabulary, grammar,...) in an entertaining way.”
- “I don’t use humor in the lesson.”
- “Other (please specify):”

10 Any other relevant comment:

Appendix 6: Data processing of the questionnaire for the teachers of English language

Data processing of the questions itself is presented below, the second part of appendix presents the question and its options to answer.

1. The raw data¹²¹ were downloaded the website, where the research took place¹²²
2. The data which were necessary for the research were selected from the table¹²³
3. Data of each question was extracted into an independent spreadsheet¹²⁴
4. In cases of whose options to answer included the option *Other* were dealt individually.
5. To process the data, the excel functions COUNTIF^[77] – to find out the frequency of options used, and the function POČET2^[78] – to calculate the percentage – were used.
6. After the calculation of frequency and their percentage, the graphs were constructed.

¹²¹ See the file *raw_data_export_EL.T.xlsx* on the enclosed CD.

¹²² www.survio.com

¹²³ See the file *selected_data_export.xlsx* on the enclosed CD.

¹²⁴ See files *1st_question.xlsx ... 9th_question.xlsx* on the enclosed CD.

Appendix 7: Additional information regarding the questionnaire for the teachers of English language

- **Question #1**

The aim of the first question was to enable the latter analysis of possible correlation between the type of school the teacher is teaching and the opinions concerning humor in the education. The presented options (see Appendix 5) to answer the question were created in order to capture the educational reality in its complexity. It was not assumed that there will be teachers of other than the stated levels of education; however, four teachers used the text box of the *Other* category – their answers were:

- “first and second stage of basic school - 1,2,3,6,7,8grades”
- “first and second stage of basic school”¹²⁵
- “private students”
- “language school”¹²⁶

For the data itself, see the file *1st_question.xlsx* on the enclosed CD. The graph and commentary is presented in Chapter 2.1.1

- **Question #2**

The aim of the second question was to enable the latter analysis of possible correlation between the length of practice of teachers and the use of humor in their lessons. These presented options (see Appendix 5) to answer the question were created in order to divide and stratify the research sample. The assumption was that there will be a group of teacher trainees and experienced

¹²⁵ Those two answers were seen as equivalent and the category including both answers was named *OTHER – first and second stage of basic school*. There was also a possibility of dividing those answers and counting them as two, i.e. both as “first stage of basic school (ISCED1)” and “second stage of basic school (ISCED2)”; however, this was reconsidered since the calculation would be too complicated to manage and it could cause problems while describing the research sample (e.g. when counting the teachers and not the answers, those two figures would not correspond, etc.).

¹²⁶ These categories were included in the graph named “OTHER – ...” and the category the teachers included themselves in.

teachers (therefore both had to be included). This assumption was proved to be right (see Chapter 2.1.1).

Since the aim of the presentation of results was to maintain the arrangement and understandability, the simplified version of presentation was used (see Chapter 2.1.1 for a simplified graph). However, this graph is not enough to present the differences among the teachers. Therefore two additional graphs are presented in the present appendix.

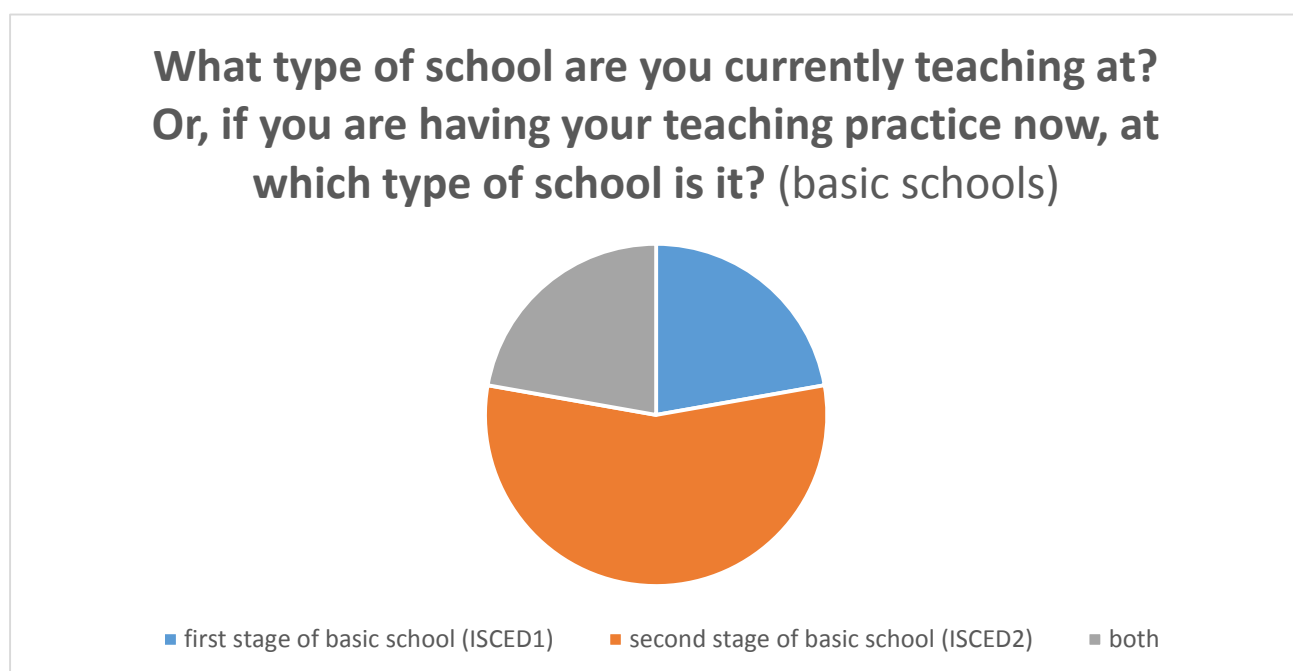


Figure 22: What type of school are you currently teaching at? Or, if you are having your teaching practice now, at which type of school is it? (basic schools)

The first presents the stratification of basic school teachers (see Figure 22 above): the research sample consisted of 27 teachers altogether, while 11 of them identified themselves as basic school teachers. Out of those 11, two teachers stated that they teach at the first stage of basic school (i.e. 22 per cent) and five of them stated that they teach at the second stage of basic school (i.e. 55 per cent). The rest (two teachers) stated that they teach at both stages of basic school (i.e. 22 per cent).

**What type of school are you currently teaching at?
Or, if you are having your teaching practice now, at
which type of school is it? (secondary schools)**

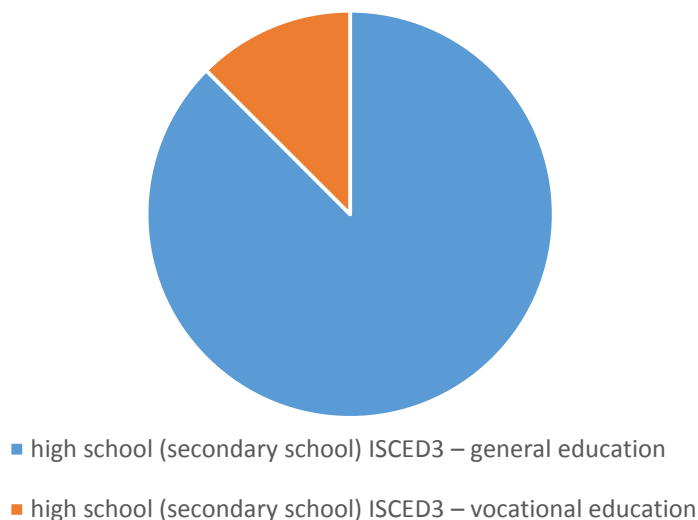
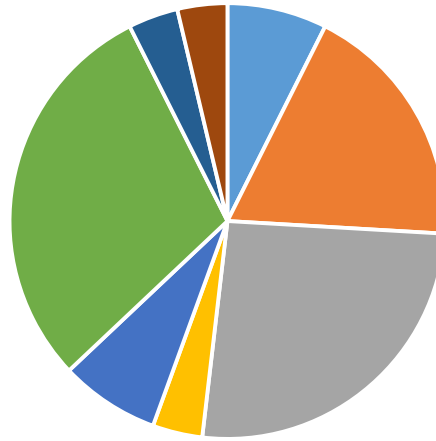


Figure 23: What type of school are you currently teaching at? Or, if you are having your teaching practice now, at which type of school is it? (secondary schools)

The second presents the stratification of secondary school teachers (see Figure 23 above): the research sample consisted of 27 teachers altogether, while 8 of them identified themselves as secondary school teachers. Out of those 8, seven teachers stated that they teach at a secondary school of the line of study providing the general education (i.e. 88 per cent). One teacher (i.e. 12 per cent) claimed that they teachers at a secondary school of the line of study providing the vocational education.

What type of school are you currently teaching at? Or, if you are having your teaching practice now, at which type of school is it?



- first stage of basic school (ISCED1)
- second stage of basic school (ISCED2)
- high school (secondary school) ISCED3 – general education
- high school (secondary school) ISCED3 – vocational education
- OTHER - first and second stage of basic school
- university (ISCED 6 or 7)
- OTHER - private students
- OTHER - language school

Figure 24: What type of school are you currently teaching at? Or, if you are having your teaching practice now, at which type of school is it?

Putting all the results into a wide perspective of the whole research sample (see Figure 24 above), the most of the teachers included in the research teach at the university (8 out of 27 teachers, i.e. 30 per cent) while the second – high school (secondary school) ISCED3 – general education (7 out of 27 teachers, i.e. 26 per cent), and third most selected option – second stage of basic school (ISCED2) (5 out of 27 teachers, i.e. 19 per cent) are closely behind (the simplified version of this graph is presented in Chapter 2.1.1).

For the data itself, see the file *2nd_question.xlsx* on the enclosed CD. The graph and commentary is presented in Chapter 2.1.1

- **Question #3**

The aim of the third question was to discover and classify the general attitude of teachers of English to humor and its role in the ELT. The presented options (see Appendix 5) to answer this question were created in order to stratify the research sample while the criterion was their opinion on the frequency of humor occurrence within the school year. One teacher used the text box to include their own answer:

- “Can be used any time if appropriate - depends on the age, lesson, students”¹²⁷

For the data itself, see the file *3rd_question.xlsx* on the enclosed CD. The graph and commentary is presented in Chapter 2.1.2.1

- **Question #4**

The aim of fourth question (see Appendix 5) of the questionnaire was to find out whether the teachers of English actually think that humor may be used to teach English, i.e. that humor may serve as a means of teaching (cf. Chapter 1.3.2).

As was mentioned in the practical part of the thesis (see Chapter 2.1.2.2), this question was stated simply to find out whether teachers think that humor may be used to teach language. This aim resulted in simplicity of the presented answers.

For the data itself, see the file *4th_question.xlsx* on the enclosed CD. The graph and commentary is presented in Chapter 2.1.2.2

- **Question #5**

The aim of the fifth question was to discover whether the teachers included in the research actually use humor while teaching English. It was not stated that this humor has to be related (or not related) to the subject matter (see Chapters 1.2.2 and 1.3.2) to get more general results.

¹²⁷ This answer based a new category: *OTHER – Can be used any time if appropriate - depends on the age, lesson, students*. However, it may seem to correlate with the second option of the question (“Humor can be used only in appropriate situations throughout the school year.”).

The presented options (see Appendix 5) to answer the question were provided in order to stratify teachers of the research sample according to their habit using humor in their teaching.

To illustrate the normal distribution which occurred in results of this question, the second graph is presented (see Figure 25 below).



Figure 25: Graph of the normal distribution of the third specific question's answers

For the data itself, see the file *5th_question.xlsx* on the enclosed CD. The graph and commentary is presented in Chapter 2.1.2.3

- **Question #6**

The aim of the sixth research question was to stratify the research sample according to their opinion on the major problems that may occur while employing humor in ELT.

The presented options (see Appendix 5) to answer the question were created after a consultation with the supervisor in order to capture the main possible problems when using humor, based on the experience of both the supervisor and the author. The majority of researched teachers used the presented options, however, seven teachers presented their answer in this textbox *Other*. There occurred the following answers:

- “no problem”
- “I don’t see any negative feature of humor in ELT.”¹²⁸
- “There is no problem if they fit the lesson and are well chosen. Must reflect the students knowledge.”
- “If used in appropriate situations, there are no problems with humor”¹²⁹
- “All of the options above”¹³⁰

For the data itself, see the file *6th_question.xlsx* on the enclosed CD. The graph and commentary is presented in Chapter 2.1.2.4

- **Question #7**

¹²⁸ The statement “no problem” occurred three times in the answers (see *selected_data_export.xlsx* on the enclosed CD). This statement is, together with the statement “I don’t see any negative feature of humor in ELT.” is seen as the same statement which is named as *OTHER – no problem* in the graph.

¹²⁹ These two statements were approached as the same one because it puts the use of humor in context with the situation used. In both statements, the teachers stated that the use of humor might not result in problem while it fits the lesson, or when it is used in appropriate situation. Therefore, this category is named as *OTHER – no problem in appropriate situations*

¹³⁰ Since this statement was used only once, this answer was not presented in the possible answers, and it cannot be included in any other mentioned answers, a new category was created based on this answer: *OTHER – all of the options above*. There was also a possibility of dividing those answers and counting them as four, i.e. as “It is demanding to prepare for the teacher.”, “The students often do not understand it.”, “The concept of the lesson can be broken.”, and “There is not enough time to use humor in the ELT.” However, this was reconsidered since the calculation would be too complicated to manage and it could cause problems while describing the research sample (e.g. when counting the teachers and not the answers, those two figures would not correspond, etc.).

The aim of the seventh question was constructed to answer the opposite matter to the previous question. While the sixth question strives to find the opinions on problems while using humor in ELT, the seventh question strives to present some possible positives of using humor in ELT.

The presented options (see Appendix 5) to answer the question were created, similarly to the previous question, after a consultation with the supervisor, based on the experience of both the supervisor and the author. The majority of researched teachers used the presented options, however, four teachers presented their answer in this textbox *Other*. There occurred the following answers:

- Students learn some language aspects in a funnier way
- It makes the students remember some example sentences.¹³¹
- It depends. Students might learn some new language, relax...¹³²
- B and C¹³³

For the data itself, see the file *7th_question.xlsx* on the enclosed CD. The graph and commentary is presented in Chapter 2.1.2.5

¹³¹ Those two statement based new categories in the process of evaluation, i.e. *OTHER – Students learn some language aspects in a funnier way* and *OTHER – It makes the students remember some example sentences*, because they occurred only once and it was not possible to include them in other abovementioned categories since it presents the teaching aspect of humor (which was not presented as an option, however, it was presented in the theoretical part of the thesis, see Chapters 1.2.2 and 1.3.2).

¹³² This statement based a new category in the process of evaluation, i.e. *OTHER – It depends. Students might learn some new language, relax...* because it occurred only once and it was not possible to include it in other abovementioned categories since it presents both the teaching aspect of humor (which was not presented as an option, however, it was presented in the theoretical part of the thesis, see Chapters 1.2.2 and 1.3.2) and the aspect of relaxation of students, which may correlate with the second and third option of possible answers to the question.

¹³³ Since this statement was used only once, this answer was not presented in the possible answers, and it cannot be included in any other mentioned answers, a new category was created based on this answer: *OTHER – B and C*. There was also a possibility of dividing those answers and counting them as two, i.e. both as “The students like it.” and “It helps to create better atmosphere in the lesson.”; however, this was reconsidered since the calculation would be too complicated to manage and it could cause problems while describing the research sample (e.g. when counting the teachers and not the answers, those two figures would not correspond, etc.)

- **Question #8**

The aim of the eighth question was to find out in which part of lesson do the teachers of English to use humor. The presented options (see Appendix 5) to answer the question were created to stratify the research sample since it was assumed that some teachers may incline to use humor in certain parts of the lesson. Nevertheless, since the possibility of occurrence of a teacher who does not use humor at all has to be taken in account, this option was presented as well.

However, there were 2 teachers who did not incline towards any of presented options – they stated their opinions in the textbox *Other*. These two additional opinions were stated here:

- “Any time, it depends on the lesson. There is no correct answer.”¹³⁴
- “when switching from one topic to another, as a means of relaxation”¹³⁵

For the data itself, see the file *8th_question.xlsx* on the enclosed CD. The graph and commentary is presented in Chapter 2.1.2.6

- **Question #9**

The aim of the ninth question was to discover the intentions of teachers using humor while teaching English. The presented options (see Appendix 5) were created before the course of the theoretical part of the thesis was laid down, however, the options correlate with presented roles of humor: the option “to entertain students” may emerge directly from the definitions stated in the beginning of the theoretical part, since one of aims of humor is to entertain (see Chapter 1.1.1); the option “to help students relax” is connected to the relief theory of humor (see Chapter 1.1.2); and the option “to teach English...” is directly connected to Chapter 1.3 and its sub-chapters.

¹³⁴ This possible answer was not assumed since the general assumption was that humor might be used in every lesson. Therefore, this answer formed a new category named *OTHER – Any time, it depends on the lesson. There is no correct answer.*

¹³⁵ This possible answer was not assumed since the general assumption was that humor might be used in every lesson. Therefore, this answer formed a new category named *OTHER – when switching from one topic to another, as a means of relaxation.*

However, there were 3 teachers who were not able to include themselves in the presented categories, mainly because they admit they have more objective than just one when employing humor in their teaching – they stated their opinions in the textbox *Other*. These three additional opinions were stated here:

- “All of them - teach them sth, entertain, help them relax...”¹³⁶
- “both a) and c)”¹³⁷
- “both to make students relax and to show a noticeable/interesting feature of grammar, lexicon”¹³⁸

For the data itself, see the file *9th_question.xlsx* on the enclosed CD. The graph and commentary is presented in Chapter 2.1.2.7

¹³⁶ Since this statement was used only once, this answer was not presented in the possible answers, and it cannot be included in any other mentioned answers, a new category was created based on this answer: *OTHER – All of them - teach them sth, entertain, help them relax...* There was also a possibility of dividing those answers and counting them as three, i.e. as “to entertain students”, “to help students relax”, and “to teach English (vocabulary, grammar,...) in an entertaining way.” However, this was reconsidered since the calculation would be too complicated to manage and it could cause problems while describing the research sample (e.g. when counting the teachers and not the answers, those two figures would not correspond, etc.).

¹³⁷ Since this statement was used only once, this answer was not presented in the possible answers, and it cannot be included in any other mentioned answers, a new category was created based on this answer: *OTHER – both a) and c)*. There was also a possibility of dividing those answers and counting them as two, i.e. both as “to entertain students” and “to teach English (vocabulary, grammar,...) in an entertaining way.”; however, this was reconsidered since the calculation would be too complicated to manage and it could cause problems while describing the research sample (e.g. when counting the teachers and not the answers, those two figures would not correspond, etc.)

¹³⁸ Since this statement was used only once, this answer was not presented in the possible answers, and it cannot be included in any other mentioned answers, a new category was created based on this answer: *OTHER – both to make students relax and to show a noticeable/interesting feature of grammar, lexicon*. There was also a possibility of dividing those answers and counting them as two, i.e. both as “to entertain students” and “to teach English (vocabulary, grammar,...) in an entertaining way.”; however, this was reconsidered since the calculation would be too complicated to manage and it could cause problems while describing the research sample (e.g. when counting the teachers and not the answers, those two figures would not correspond, etc.)

Appendix 8: Original written form of consent

As it was stated earlier, the first required stage to make the observation possible was to get consent of teachers and learners included in the research to be observed.

This form was constructed after a conversation with a deputy headmaster of the school and both teachers included in the research.

V [REDACTED] 18. 11. 2015

Dobrý den, jmenuji se Jan Gregar a jsem studentem PdF UP. Jako student závěrečného ročníku učitelského směru jsem povinen napsat diplomovou práci, pro jejíž výzkumnou, praktickou část, jsem si vybral pozorování ve třídách (skupinách) na [REDACTED].

Podpisem stvrzuji, že souhlasím s tím, aby v mé skupině anglického jazyka bylo provedeno pozorování a audio záznam vyučovacího procesu za účelem provedení výzkumu diplomové práce.

Jméno žáka.....

Podpis žáka

Podpis zákonného zástupce.....

Image 2: Written form of consent

This form (see Image 2 above) was given to all learners of all groups to be observed and recorded since all learners in the groups have to agree on being observed before the actual observation started. Their consent was confirmed by a signature. Since not all learners were of age, the consent of their legal representatives (e.g. parents) was required.

Thanks to the forms, it was found out that the total 41 of learners (of three groups) were included in the research while all of them agreed on being directly observed and recorded. Therefore the process of observation could start¹³⁹. The translated version of the form is presented below in Appendix 9.

¹³⁹ The author of the thesis is in possession of the original of those forms; however, they are not presented even in an electronic form in order to keep the anonymity.

Appendix 9: The written form of consent (translated)

In [REDACTED], 18th November 2015

Good morning, my name is Jan Gregar and I am a student of the Faculty of Education of Palacký University. I am a student of the final year of my teacher training and therefore I am required to write a diploma thesis. For its research (practical) part, I chose the observation in classes (groups) at [REDACTED].

I hereby confirm with my signature that I agree with the observation and recording of the education performed in my group of English language lesson in order to perform the research part of the diploma thesis.

Name of the pupil.....

Signature of the pupil

Signature of pupil's legal representative

Appendix 11: Graphs of humor of individual groups

Following graphs show the figures of humor occurrences in individual groups, thus illustrating the observer's paradox, since humor was more frequent when the observer (the author of the thesis) present, i.e. observing directly.

- **Jacob's groups**

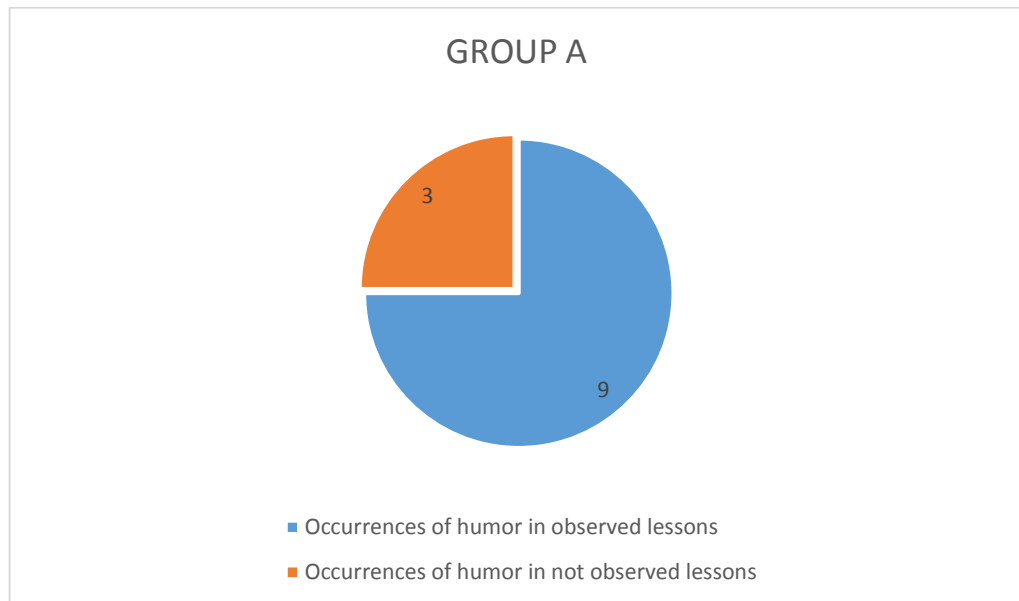


Figure 26: Observer's paradox in Group A

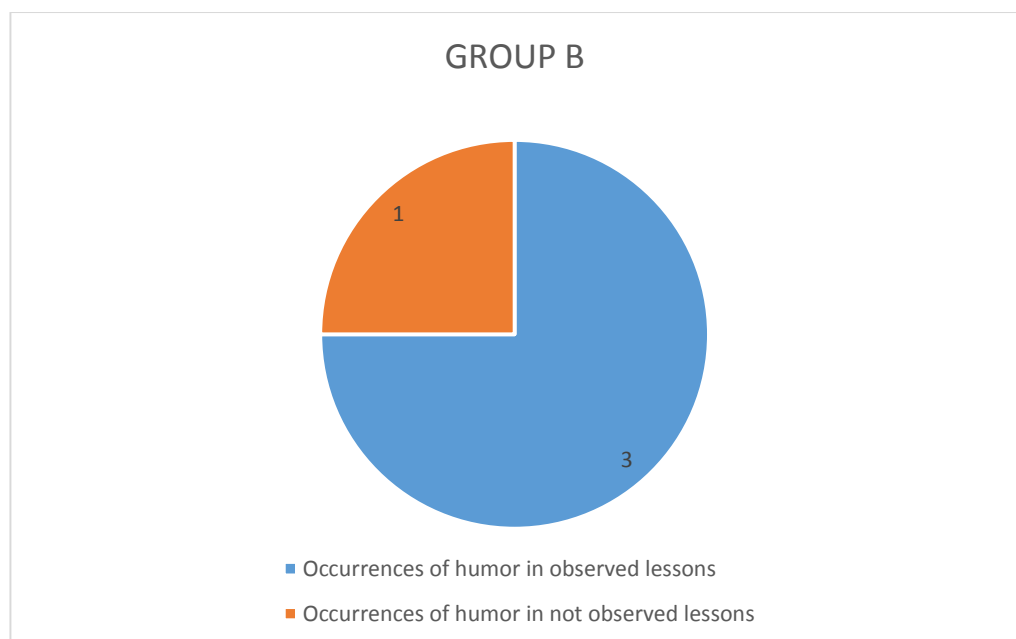


Figure 27: Observer's paradox in Group B

- Gemma's group¹⁴⁰

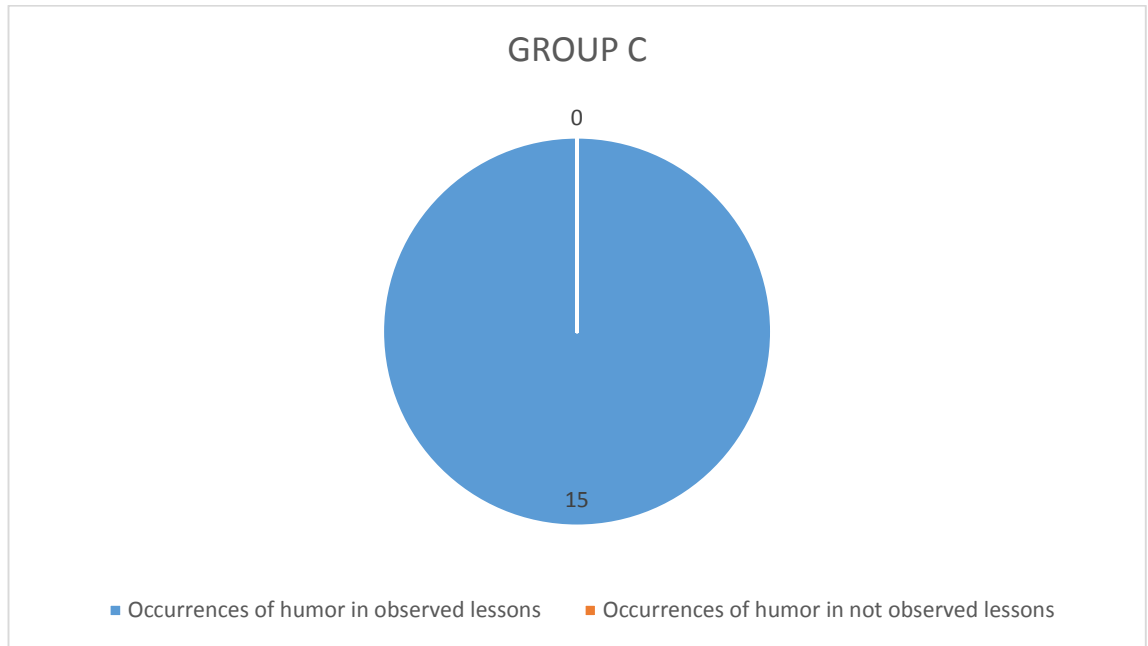


Figure28: Observer's paradox in Group C

¹⁴⁰ All of Gemma's lessons were observed, therefore 100 per cent of humor come from the observed lessons.

List of abbreviations used in text

AmE – American English

BrE – British English

ALM – Audio-lingual Method

CLT – Communicative Language Teaching

ELT – English Language Teaching

ESL – English as a Second Language

EFL – English as a Foreign English

GTM – Grammar-Translation Method

L1 – Mother tongue / First language

L2 – Second language

TL – Target Language

Wiki – Wikipedia

UD – Urban Dictionary

UAE – United Arab Emirates

UWB – University of West Bohemia

Anotace

Jméno a příjmení:	Jan Gregar
Katedra:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Josef Nevařil, Ph.D.
Rok obhajoby:	2016

Název práce:	Humor ve výuce anglického jazyka
Název v angličtině:	Humor in the English Language Teaching
Anotace práce:	Magisterská diplomová práce si klade za cíl prezentovat současný stav využití humoru ve výuce anglického jazyka. Teoretická část práce uvádí pojmy <i>humor</i> a <i>ELT</i> (English Language Teaching) do kontextu a prezentuje možnosti humoru ve výuce anglického jazyka. Praktická část se zaměřuje na výzkum současného stavu využití humoru – využívá k tomu dotazníkovou šetření, zaměřenou na učitele a vyučované, ale také metodu pozorování reálného vzdělávacího procesu na české škole.
Klíčová slova:	Humor, ELT, výuka, vzdělávání, dotazník, pozorování
Anotace v angličtině:	Master's thesis deals with the presentation of the current state of employment of humor in the English Language Teaching (ELT). The theoretical part of the thesis puts the terms <i>humor</i> and <i>ELT</i> into context as it presents the possibilities of humor in the ELT. The practical part deals with the research of the current state of humor employment while the methods of questionnaire (teacher-oriented and learner-oriented) are used as well as the method of direct observation of the real educational process at a Czech school.
Klíčová slova v angličtině:	Humor, ELT, education, questionnaire, observation
Přílohy vázané v práci:	Some examples of application of typology presented by Mareš and Křivohlavý Table 6: Function of humor in the instruction Table 7: Influence of humor on the interaction between a teacher and their students Guidelines for Using Humour The questionnaire for the teachers of English language Data processing of the questionnaire for the teachers of English language Additional information regarding the questionnaire for the teachers of English language Original written form of consent The written form of consent (translated) Observation form Graphs of humor of individual groups

	Original questionnaire for the learners Questionnaire for the learners (translated) CD
Rozsah práce:	77 stran
Jazyk práce:	Anglický jazyk

Resumé

Magisterská diplomová práce je zaměřena na problematiku využití humoru ve výuce, především anglického jazyka. V teoretické části jsou termíny *humor* a *ELT* (English Language Teaching) ukotveny, vysvětleny a prezentována jejich rozdílná pojetí. Termín *humor* je též vysvětlen v kontextu vzdělávání, edukace, jsou prezentovány jeho funkce a efekty. Druhá část práce je věnována výzkumu, který poskytl 3 pohledy na problematiku humoru ve výuce anglického jazyka na českých školách – perspektivu učitelů AJ (pomocí internetového dotazníku), pozorování reálného vzdělávacího procesu na škole a perspektivu vyučovaných (pomocí dotazníku).