

# Licenciatura en Lenguas Extranjeras



FUNDACIÓN UNIVERSITARIA  
**JUAN N. CORPAS**

Educación y Salud de Calidad  
con Sentido Social

## Trabajo de grado

**Humour as a learning strategy for speaking English in second semester students at FUJNC**

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9<sup>th</sup> Semester

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March, 2024

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Seedbed Multiversidad

November 2023

### **Acknowledgment**

This research process was a difficult and long process in which I encountered ups and downs, but thanks to the people who surrounded me, this effort was possible. This is why I consider it essential to recognize and thank all the people who accompanied me during this process. First of all, I want to express my deepest gratitude to Professor Cristina and Natalia for

their unwavering patience, commitment and valuable contributions throughout the entire process of preparing this monograph. Their guidance and support were fundamental to the development of this work. Furthermore, I would like to acknowledge all the other professors who, through their comments and contributions at academic events, enriched this monograph with new perspectives and knowledge, to my parents, who never lost their faith in me and they always gave me their unconditional support, I am infinitely grateful to my colleagues, who were present at every stage of this research, listening to me, giving me their support and sharing their ideas, I thank them from the bottom of my heart. His presence was fundamental on this path towards the completion of this monograph. Without the support of all these people, this work would not have been possible. Their contribution has been invaluable and I am deeply grateful.

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### **Abstract**

Learning a second language continues to be a challenge for many people, since it implies not only handling the four basic communication skills, but also learning a second culture and how it is reflected in the language. Previous research has shown that with humorous strategies such as stand up comedy, these challenges can be worked on and overcome. However, deeper research is needed on how it can foster speaking skill learning, meaningful learning, and the type of humor that should be used in the classroom. That is why this qualitative study will seek, through action research in students in the second semester of a degree in foreign languages, to know how humor is used in learning a second language and what benefits this humorous approach could have.

Keywords: stand up comedy, critical literacy, meaningful learning, English Language Teaching.

## Chapter 1. Introduction

This research seeks to explore how the ability to speak in English could be fostered through the use of humor as a learning strategy in a foreign language degree with a focus on English and Portuguese, so that the challenges faced by students of this language are understood. career when it comes to communicating orally in the target language. Firstly, the population to which this research is directed is the second semester of the degree in foreign languages (English-Portuguese) at a private university in Bogotá, who are training to be future language teachers. That is why they should have extensive knowledge of the different skills that make up the language. For this reason, to identify what difficulties or needs future teachers had with the language, a semi-structured interview was carried out where it was found that the common response revolved around the fear of some of communicating in the English language.

In addition to this, I also conducted an interview with some English teachers from the School of Education and Social Sciences (ESECS) with the aim of understanding their vision on the use of humor in an educational environment and although several demonstrated to recognize some usefulness in humor , this was seen merely as a strategy without sufficient potential to generate a noticeable change in the teaching and learning of a language. This is why it is interesting to investigate in more depth the role of humor in learning another language. Well, humor, according to Bell and Pomerantz (2015b) is not simply a hook to attract attention, it also has the capacity to generate significant learning, social awareness, critical thinking, among other qualities that can be foster thanks to the use of humor. as a means of learning.

Humor studies have also been carried out which attempt to demonstrate the different humorous resources that teachers commonly use in their classes, but for the most part these

studies are quantitative where their main objective is to demonstrate the number of times it is used, but without worrying about the perceptions or feelings of the students according to the use of these comic resources. It is for this reason that this action research seeks to understand the particularities of this resource in a language learning context. On the other hand, previous research in the Colombian context was also reviewed, and although a concern for the use of humor in education was demonstrated, as we can see for example thanks to the research of Rojas (2018), unfortunately they were not related with the development of the ability to speak in English. This is why the need to conduct research that explores these issues becomes more evident.

As mentioned above, a semi-structured interview was carried out, through which it was observed that the main concerns of the students when practicing their ability to speak in English were derived, as mentioned by MacIntyre & Gregersen (2012), from pain, the anxiety and insecurity they experience, because they fear being judged or making mistakes in the process, and it was these responses that allowed me to guide this research, through which I have realized that for this reason, this The study focuses on helping students alleviate these and more difficulties so that they can foster their communicative skills in English.

In summary, this study consists of five chapters, the initial chapter delves into the problem statement, rationale, research questions and objectives, providing the nature of the study. Then, in the second chapter, the state of the art or literature review is explored, offering information from local, national and international articles. The third chapter is the theoretical framework, which focuses on addressing the main essential concepts of this project. This is followed by the fourth chapter, that is, the methodology, detailing the paradigm, the research



approach and data collection techniques such as semi-structured interviews, participant observation and collection of artifacts. Finally, there is the last chapter, which will be related to the expected results and preliminary conclusions.

### **1.1 Statement of the Problem**

This section shows the problem addressed by this research, which is based on the need to address persistent challenges in learning English, this time from the specific focus of promoting oral expression skills. For this, a review of the educational panorama was carried out from the most general, such as the international context, to the most specific, such as the Colombian context. On the other hand, semi-structured interviews were also carried out with teachers and students of the degree in foreign languages at the FUJNC, with the aim of knowing their perceptions and experiences regarding the use of humor as a pedagogical tool and thus being able to elucidate the possible existence of the problem of this study.

Firstly, at an international level, there has been a growing demand for linguistic skills in English, given the importance of this language on a global level. However, despite educational efforts, significant obstacles persist that affect the effectiveness of the teaching-learning process, such as, as identified by Fingermann (2011), the scarcity of adequate and updated teaching materials, resistance to change and innovation by educational institutions and even teachers, and the lack of coherent and consensual linguistic policies that guide the teaching-learning of English in different contexts, since many educational programs still focus excessively on grammar and vocabulary memorization, neglecting the students' ability to interact fluidly and naturally in everyday situations. These obstacles can generate frustration, demotivation, abandonment and poor academic performance in students, as well as stress, dissatisfaction and professional burnout in teachers. Therefore, critical reflection and collaborative action are required among all actors

involved in the English teaching-learning process, to identify, analyze and overcome these obstacles, and thus improve the quality and equity of education in English globally.

Secondly, at the Latin American level, the situation is somewhat complicated by cultural and economic factors that influence the accessibility and quality of education in English. The lack of resources and innovative pedagogical strategies can limit the comprehensive development of linguistic skills, this can be seen in the studies of Cronquist (2017), who states that “Latin America, as a region, is located below the world average in the EF English First English Proficiency Index (EF EPI) in all age groups.

These limitations are also clearly reflected in the specific context of Colombia, because from my perspective as a future teacher and in accordance with Fandiño (2012), the Colombian context needs to contemplate within its policies, specifically from the Colombian National Program, the need to promote methodological innovation in the English classroom through the implementation of not only educational technologies, but also creative teaching resources and updated pedagogical approaches that stimulate the development of communication skills in students, promoting meaningful and motivating learning in the bilingual context. In addition, it is also necessary to consider the need to adjust the materials to the contexts, given that students have initially limited skills for imitation, spontaneity and language acquisition.

On the other hand, it seems important to emphasize that learning English faces challenges in the quality of education. And although initiatives have been implemented to strengthen bilingualism, gaps persist in the development of communication skills, which directly affects the preparation of students to face international contexts.

Finally, in Bogotá, as the epicenter of higher education in Colombia, numerous educational institutions are concentrated that seek to comply with international standards in learning English, always seeking standardization and continuous evaluation of linguistic proficiency. However, the effectiveness of these programs can be affected by the lack of innovative pedagogical approaches adapted to the specific needs of students in the Bogotá context. These challenges can bring students negative feelings, decontextualization and misunderstandings about the particularities of the target language, which can generate demotivation, stress, lack of participation and attention, among others.

In this way, and although some studies have explored the use of comic monologues in the classroom, there is still a gap in the understanding of how humor can be used as a means to generate spoken communicative situations in the context of learning a second language. And that is why this research is carried out in a private institution of higher education, in the foreign languages major (English-Portuguese) with a group of students between 19 and 21 years old, since they are a population which, through interviews semi-structured allowed me to perceive that they have positive perceptions about humor as a tool for learning a second language, since three students respond with statements like the following.

Student 1:

- While we laughed we understood the topic, thanks to the humor.
- We understood complex topics through laughter and talks.
- Humor helps not only to understand the topics but also to make the situation in classes happen in a natural way and to remove the stress of exams and studying.
- It helps not only understand but also relax people.

- The good thing about humor is that it helps teachers and students form a more pleasant and trusting bond, safe, healthy and coexistence mediated by laughter.

Student 2:

- Making people smile, making them forget about their problems.
- It can turn reality into something sarcastic or laughter.
- Humor can help with Speaking, listening or reading since many people find it difficult.

Student 3:

- Can help identify new words to learn them
- You can help by creating our own jokes in English, it can help improve speaking, writing and pronunciation, both by telling the joke and listening to other types of jokes.
- These statements can be contrasted and supported with the perceptions of the authors that were previously presented, thus demonstrating that language learning has challenges, such as dealing with emotions such as trust, security, stress and even with factors such as the promotion of learning. significant.

Now, the program in which the participants are located is a program that focuses on research processes in the field of teaching foreign languages, responding to national bilingualism policies and the needs of different educational contexts at a national and international level. seeking training in Humanities for English and Portuguese Teachers. This program is taught in nine semesters and in its study plan it is seen that the learning subjects of the target language are worked from a specific axis which is divided into a component in specific knowledge or

disciplines and a component in supporting knowledge or disciplines. , these are English. The subjects are developed throughout the entire study plan and are worth 30% of the credits necessary to complete the study plan. This means that to finish the degree, and to graduate, students must demonstrate their command of the English language through an international IELTS exam that verifies a C1 level according to the Common European Framework of References.

From my point of view and the educational experiences I have had, I have been able to perceive from my own process and that of my classmates, that when it comes to learning a second language, one of the skills that is often most complicated for learners. It is speaking, because it is a very natural and spontaneous production skill. As Gaxiola y Armenta (2016) would state, this spontaneity can often be limited by psychological factors such as worry, fear, and negative emotions when speaking to an audience. And from my experience I have observed the students' lack of confidence and how little humorous resources are used in the English language classroom.

## **1.2 Justification**

The following section will explain the reasons why it is relevant to carry out this monographic project. Thus supporting the importance of the use of humor as a pedagogical tool in the language classroom. In this section we will first develop the convenience of the study, I mean, the usefulness and importance of this, secondly the social relevance that this has, I mean, to which public this research is going to impact, and finally the theoretical and methodological value of the study.

In this way and to begin with, it is important to highlight that the convenience of investigating and exploring the use of humor in an academic environment, specifically in the learning of a second language, in this case English, is based on several crucial aspects. First, according to Fernández (2003), humor can be used as a pedagogical tool that triggers and enables a warm and close atmosphere that promotes an environment that stimulates and enriches the teaching-learning processes. In this sense, it is also shown that in an educational context "play and laughter stand out as mediating mechanisms that help to generate positive emotions in fostering the creation of a healthy space in the school" (Fernandez, 2002, as cited in Fernandez, 2003, p.66).

In addition to the use of humor in the classroom, according to Fernández-Poncela (2019), stimulating positive emotions, it also helps reduce negative emotions such as apathy, lack of school attention, and boredom. This is why what is sought is to create a space for educational processes full of life, variety and creativity, because without this, boredom would lead the educational process and the school to a natural death.

Similarly, this resource also contributes to the creation of environments conducive to meaningful learning, since the benefits that have been studied on humor have shown that this process is what Fernández-Solís (2003) defines as *the positive attitude towards the task*, since by introducing humorous elements in the classroom, a space that favors active participation and the construction of a closer link between the student and the content is propitiated. In the words of Saive (2021), who agrees with Bolkan et al. (2018) and Goodboy et al. (2015), "humor helps students stay focused and engaged during classes and increases participation and learning" (p. 9), this pedagogical approach, focused on the integration of humor as a teaching tool, highlights the

importance of creating dynamic and stimulating educational environments that foster engagement and connection with the material.

On the other hand, and since this research focuses particularly on the development of English speaking skills, the use of humor as a pedagogical tool becomes relevant because of its potential to mitigate the stress and anxiety associated with learning a foreign language. For the strategic use of humor can act as a catalyst to reduce linguistic stress, allowing learners to express themselves with greater confidence and fluency. According to MacIntyre and Gregersen (2012) one of the most seen and most studied affective reactions during communication in an L2 is language anxiety or better known as *linguistic anxiety*, which encompasses negative emotions such as worry or fear not only of learning but also of using a language which is not the mother tongue. This anxiety is evident in several language skills, most clearly speaking in a second language, as they fear making mistakes or not being understood, but also skills such as reading, writing, and comprehension.

Likewise, research on this topic responds to the need for innovation in teaching strategies, considering that the teaching of English as a foreign language has evolved towards more dynamic and inclusive approaches. This is why integrating humor as a pedagogical resource can not only make classes more attractive, but also according to Sanabria (2020) contribute to the retention of information, thus facilitating more effective and lasting learning. For of all the experiences we live daily, only some of them manage to remain in our memory, becoming lasting memories that we can recall later. This is where mood comes into play, as emotional events that enjoy a privileged place in our memory are the ones that are most enjoyed as they are remembered with greater clarity and detail (Kensinger, 2009; Saive et al., 2014, as cited in Saive, 2021). It is often considered that emotional arousal is the main factor responsible

for this effect, since it has been seen that stimuli that arouse such arousal are more persistent than those that do not provoke it, thus demonstrating that when a class is not enjoyed it can generate boredom and last less in the memory of a student compared to one who enjoys it and in which excitement is generated in the person who will tend to remember more easily what was taught.

Similarly, the present research is justified by recognizing the importance of developing competent and confident speakers of the language. The ability to communicate effectively in English is essential in today's global society, and exploring novel pedagogical strategies, such as the incorporation of humor, may be a key component to enhance the development of these language skills, as learning a second language remains a challenge, even for a foreign language major.

On the other hand, this research not only has direct consequences in the academic environment but also has repercussions in various parts of society. People who will be impacted by this research are multiple and varied. First of all, second semester students of the bachelor's degree in foreign languages at the Juan N Corpas University Foundation (FUJNC), will be the main beneficiaries since they will be the participants of the present study. This research could help us to move away from the traditional model in which language classes are taught, since in these the knowledge is possessed by the educator or *Active Subject* and transferred to the learner or *Passive Subject* without knowledge. And in this way transform the educational experience of the group under study by providing them with innovative pedagogical tools that promote more effective learning and greater confidence in their oral expression skills in English, because thanks to a previous pedagogical intervention in which this group was exposed to humor as a learning tool, it was possible to see a positive response from the students to the English classes, reinforcing and confirming the possible advantages that the pedagogical use of humor can have,



and on the other hand, this intervention also elucidated the difficulty they had with the speaking skill and how, thanks to the humorous resources used there, it was possible to improve this skill. In addition, foreign language teachers will also be affected. The research will offer them valuable pedagogical strategies centered on humor, providing them with practical tools to create more dynamic and attractive classes.

This innovative approach can revitalize teaching methodologies and offer new perspectives on how to address the difficulties that language learners often encounter, since humor is not recognized as a leading tool in education, although it is often used merely as a gimmick to get the student's attention, to keep him/her focused or to make the class more attractive, thus forgetting the other qualities of the student and the transformative potential of humor. At the institutional level, FUJNC will also experience benefits, as the implementation of these pedagogical approaches may translate into an increase in educational quality and thus a strengthened academic reputation. This may attract more students and professionals interested in perfecting their English language skills, thus contributing to the growth and projection of the institution.

From a more limited or specific perspective, the social relevance of this research lies in the preparation of individuals for international language proficiency tests such as the IELTS, an exam in which students in this career must demonstrate advanced proficiency or C1 according to the CEFR in order to graduate, and from a broader perspective, these strategies will assist students in the communicative challenges of a globalized world. By training competent and confident speakers of English, research contributes to the development of citizens capable of actively participating in international interactions, promoting intercultural understanding and facilitating collaboration in increasingly diverse professional environments.

Although the relationship between the use of humor and the educational environment has been previously addressed, a gap persists not only in the literature but also in teaching professionals' understanding of how humor can be applied in the classroom, thus taking advantage of its qualities and developing linguistic skills of a language, such as speech in this case. Similarly, this is why this research contributes significantly to the literature and theoretical understanding in several key aspects. It is worth noting that each study is unique in its approach, context and methodology, and this particular work contributes valuable pieces to the puzzle of academic knowledge. First, the research provides a specific and focused perspective on the impact of humor on the development of oral skills in English language learning.

Furthermore, the uniqueness of the research lies in its specific application to the context of the Fundación Universitaria Juan N Corpas. This contextualized approach not only enriches theoretical understanding, but also offers practical findings and recommendations that can be directly applicable to similar educational institutions. The adaptation of existing theories to a specific academic environment adds a level of depth and relevance that can be of great use to educational professionals and policy makers, since as will be discussed in greater depth in the following section, humor is not recognized as a valid didactic resource for language learning in Colombian educational policies.

Likewise, this study contributes to the development of innovative pedagogical strategies, offering new ideas and approaches to address the challenges that arise in the teaching-learning process. By highlighting the importance of humor in this specific context, it promotes a broader reflection on current educational practices and opens the door to the implementation of more effective and student-centered methods.

### 1.3 State of the Art

The objective of this section is to understand in depth and in an updated manner the subject of this study in the context of existing academic and scientific literature, revealing the most recent and relevant knowledge, advances, research and approaches in the field of education, specifically in learning speech as a skill using humor as a medium. This process seeks to find the convergences and divergences between 15 academic texts and the present investigation, five of them being international, five national and finally five local from the city of Bogotá. With this clear, the national academic texts will be the first to be discussed, then the international ones and finally the local ones.

Title	Year	Author	Institution	Ambit
<i>Desarrollo de la Competencia Comunicativa Oral en Inglés a Través del Enfoque Comunicativo y el Juego de Roles.</i>	2020	Lady Karolina García Benavides	Universidad de Nariño	National
<i>El Proceso Emocional: El Humor Y La Risa En La Educación.</i>	2019	Anna María Fernández Poncela	Universidad del Valle.	National
<i>Storytelling as a Strategy to Improve Speaking Skill.</i>	2015	Mónica Burgos Velásquez, Walcer David Valencia Rodríguez	Universidad Tecnológica de Pereira	National
<i>Improving Speaking Skills in English Through a Student-Centered Approach in Third Semester Students of the Modern Languages Program at Universidad del Cauca.</i>	2020	Leidy Daniela Benitez Pantoja	Universidad ICESI	National
<i>Language Games as a Means to Promote the Speaking Skill in Fifth Graders at a State School in Pereira</i>	2015	Carolina Valencia Mejía, Eliana Marcela Cañas Parra	Universidad Tecnológica de Pereira	National

The first national study called *Development of oral communicative competence in English through the communicative approach and role-playing* (García, 2020). This article describes how the communicative approach and role-playing can improve oral communicative competence in level IV English learners. This used a qualitative methodology to collect data through surveys and observations and its results showed that the oral transmission of authentic texts and the recreation of everyday situations in the classroom improved the verbal expression of students and their ability to interact in situations real outside of the classroom. This also refers to the importance of the oral production of the language and highlights that grammar by itself is not enough for learning a foreign language. These ideas, like those of my research, recognize the importance of oral interaction in learning English and the need to use innovative and effective techniques to improve students' oral communicative competence. Similarly, the study recognizes the importance of creating an environment of trust and safety in the classroom so that students feel comfortable using English. Finally, the study identifies problematic factors in education such as traditional teaching methods, affective factors and motivation. These factors are very common in students when it comes to speaking English and for this reason humor as a medium can, like role-playing games help mitigate these factors.

The second national study called *The emotional process: humor and laughter in education* (Fernández, 2019). This text demonstrates the relationship between humor and the teaching-learning process in the classroom and analyzes the harms of the use of humor, such as the possibility of jokes being misinterpreted or offending someone. For this reason, it is recommended to exercise caution and sensitivity when using humor in the educational space. However, the benefits are also seen, such as increased motivation and interest, improved attention and retention of information, creativity, imagination, the exchange of ideas, among others. All these conditions

are influenced by emotions since they alert to needs with the purpose of satisfying them. Thanks to this text it is possible to demonstrate the important role that emotions play in the learning process and how humor can be a valuable tool in the classroom, as long as it is used with caution and sensitivity, in the same way it supports the fact that this tool, used in an effective way, can improve the relationship between students and the teacher, thus demonstrating that the classroom can be a comfortable environment where the student feels free.

The third national study called *Storytelling as a Strategy to Improve Speaking Skill* (Burgos, 2015). In this text the use of the storytelling technique is proposed as an effective strategy to improve English speaking skills in the classroom, this project was carried out in primary students of a public educational institution in Pereira and demonstrates that the use of gestures, tones of voice and creative materials can motivate students and improve their acquisition of English vocabulary. A relevant factor that the author discusses and that is aligned with the concern of my research is the teaching of English as a foreign language in Colombia and the pedagogical strategies that have been used to improve students' English speaking skills, thus demonstrating, Through the results, the effectiveness of the storytelling technique to improve oral production in English, vocabulary acquisition, motivation and attention that students had during the investigation. Although the text focuses on the storytelling technique, it can contribute to my research as it highlights the importance of humor in reducing the distance between teachers and students, which can help students feel more comfortable and confident when speaking in English. In addition, the text mentions that humor can help students remember the main aspects of the story and motivate them to participate and speak more, which can be helpful in improving English speaking ability.

The following national study called *Improving speaking skills in English through student-centered approach in third semester students of the modern languages program at Universidad del Cauca* (Benitez, 2020) seeks to provide practical strategies and valuable knowledge to improve English speaking skills for both teachers and students, strategies such as encouraging active student participation, using collaborative learning activities to improve interaction and communication between students, provide constructive and specific feedback to help students improve their pronunciation and fluency, use educational technology to improve the quality of learning and teaching, among others. An interesting issue that the research seeks to resolve and that demonstrates the traditional methods used in education is that the teaching approach is teacher-centered. This text, like my research, focuses on improving students' oral expression skills in English and on the implementation of innovative teaching strategies, seeking to break with traditional teaching methods.

The latest national study is entitled *Language games as a means to promote the speaking skill in fifth graders at a state school in Pereira* (Mejía, 2015) makes an implementation of games to promote and facilitate oral production in fifth grade students of a public school. The results of the research showed an increase in the confidence and interest of the students towards the English language, as well as an improvement in their ability to express themselves through speech and a discussion was made highlighting the positive aspects of the implementation of learning games. language to improve students' speaking skills. It was concluded that language games can be an effective tool to improve students' ability to express themselves orally in English, as well as to foster students' confidence and interest in the language. My research and that of this author seek

to improve students' ability to express themselves orally in English through engaging and interactive strategies and the quality of foreign language teaching and learning through innovative and effective strategies.

Title	Year	Author	Institution	Ambit
<i>Incorporating Humor to Develop EFL Learner's Speaking Ability and Willingness to Communicate</i>	2018	Zahra Abdollahi	Islamic Azad University South Tehran Branch.	International
<i>Exploring the Implementation of Stand Up Speak Program to Enhance Students' Speaking Skill</i>	2019	Bella Asda Juasisba	Universitas Muhammadiyah Yogyakarta.	International
<i>Humour Discourse in Internet Memes: An Aid in ESL Classrooms</i>	2019	Mallika Vijaya Kumar	University of Wollongong.	International
<i>The Impact of a Linguistic Theory of Humour in Teaching Speaking Skill</i>	2020	Fithriyah Inda Nur Abida	Universitas Negeri Surabaya.	International
<i>Using "Stand-Up Comedy" in Teaching Speaking at Senior High School</i>	2013	Firnandes Satria, Dra. An Fauzia Rozani Syafei	FBS State University of Padang	International

The first international study called *Incorporating Humor to Develop EFL Learner's Speaking Ability and Willingness to Communicate* (Abdollahi, 2018). This study seeks to demonstrate the effectiveness of using humor techniques in the classroom to develop speaking skill and willingness to communicate in English as a Foreign Language (EFL) in Iranian

intermediate adult learners. What makes this study curious is that two control and experimental groups were used. where only the experimental group had the humor strategy applied, this experimental group had a significantly higher willingness to communicate compared to the control group. In addition, the experimental group also showed a significant improvement in speaking ability compared to the control group. This text could have several convergences with my research as it shows that the use of humor techniques in teaching English speaking skills significantly improved students' willingness to communicate and speaking ability. Which supports the idea that through humor you can learn to speak English.

The second international study is entitled *Exploring the Implementation of Stand Up Speak Program to Enhance Students' Speaking Skill* (Juasisba, 2019). This document seeks the implementation of the Stand Up Speak program to improve students' speaking skills, thus demonstrating the challenges that the participants faced throughout the research, challenges such as the lack of vocabulary in English, the lack of time for preparation, lack of self-confidence, insufficient use of English when discussing and explaining too quickly. However, it is made clear that Stand-Up Speak can improve students' self-confidence and ability to speak in English. This knowledge is very useful for my research as it focuses on improving students' English speaking ability. Stand Up Speak focuses on improving students' self-confidence and ability to speak English as the challenges students may present in learning English fade, as my research has found.

The third international study is entitled *Humor Discourse in Internet Memes: An Aid in ESL Classrooms* (Kumar, 2019). This time the author focuses on the use of internet memes as a



tool to teach language skills in the ESL classroom, he explores the use of humorous discourse in digital communication to engage students and improve their language skills, since this humorous speech in language teaching can improve students' language skills, thus helping students to have a low affective filter, which means students feel more comfortable and relaxed in the classroom, which in turn it can improve your ability to learn and retain information. Additionally, the use of humor can make the language taught more relevant and meaningful to students, which can increase their motivation to learn. However, the text also points out that humor must be used effectively and appropriately to avoid offending students or distracting them from learning objectives. Finally, the use of humor can make language learning more engaging and motivating for students, which can increase their commitment and desire to learn. All this information is extremely useful for the present investigation since humor is so aligned with memes, both texts highlight the importance of humor in teaching English as a second language, suggesting that humor can reduce anxiety and make learning easier. be more engaging and motivating for students, that teachers need to be innovative and creative in their approach to teaching to engage students and make learning more meaningful.

The following international study is entitled *The Impact of a Linguistic Theory of Humor in Teaching Speaking Skill* (Abida, 2020). This study seeks to investigate the effectiveness of incorporating humor in the speaking class to improve students' speaking skills. The study uses an experimental approach and is divided into two groups: an experimental one that uses humorous materials and a control group that does not use them. The results of the study indicate that the use of humor in the teaching of the English language is highly beneficial for students, since it helps them to learn, improves their ability in the language, helps them to overcome anxiety and tension, and provides more confidence to speak in front of the class. The experimental group in this study

participated in an active speech class where they were exposed to humorous materials to help them in their teaching-learning process, but although the control group participated in the same active speech class, they were not exposed to materials. humorous. This demonstrated that the use of humor in the teaching of the English language is highly beneficial for students for several reasons. First, the use of humor humanizes the teacher, which relaxes the students and creates an open and non-threatening learning environment. Second, humor captures and holds students' attention, which increases retention of the content studied. Third, humor encourages critical and divergent or creative thinking. In addition, the use of humor in teaching the English language helped students overcome anxiety and tension, giving them more confidence to speak in front of the class. That is why this text could be a valuable source of information and recommendations for researchers, like me, who want to use humor as a strategy for learning English speaking skills.

The latest international study is titled *Using Stand-Up comedy in teaching speaking at senior high school* (Satria, 2013) provides information on how teachers can prepare appropriate material for students, select appropriate topics and media, and how students can develop their speaking skills through comedy. Also discussed are the benefits of using Stand-up Comedy in teaching speaking skills, benefits such as improving students' fluency, intonation and pronunciation, increasing confidence and reducing student anxiety in speaking, developing social and interaction skills among students, creating an interesting and fun learning environment for students, and improving students' vocabulary and comprehension through exposure to different types of texts, such as narratives, retelling and mockery. This text is very useful since not only, like my research, it focuses on teaching English speaking skills and the importance of using humorous strategies, but also offers suggestions for teachers and students who wish to use Stand-

up Comedy in teaching speaking skills, such as selecting an appropriate topic, designing effective activities, and using classroom management techniques to keep students interested and engaged.

Title	Year	Author	Institution	Ambit
<i>Estrategias comunicativas para enfrentar las dificultades al hablar en inglés en una universidad pública de Colombia</i>	2020	Juan Fernando Gómez, Jorge Emiro Restrepo, Eleonora Parra Fernández	Universidad Javeriana	Local
<i>La Habilidad de Speaking en Inglés, una propuesta Lúdica para su Desarrollo</i>	2018	Ferman Arturo Madero Villalba	Fundación Universitaria Los Libertadores	Local
<i>Humor as a Didactic Strategy in the Learning of French and English at Los Andes University</i>	2020	María Fernanda Sanabria Álvarez	Universidad de los Andes	Local
<i>La Stand Up Comedy Como Mediación Comunicativa, Pedagógica y Cultural</i>	2018	MARÍA TIBASOSA ROJAS	Universidad Distrital Francisco José De Caldas	Local
<i>La Risa y el Humor Como Manifestación Socio Cultural Para Fomentar la Enseñanza y el Aprendizaje en las Aulas</i>	2021	Cristhian Felipe Alvarez Solórzano	Universidad Pedagógica Nacional	Local

The first local study is entitled *Communicative strategies to face difficulties when speaking English at a public university in Colombia* (Gómez, 2020). This text focuses on communicative competence in the context of teaching and learning English and how students face difficulties in oral communication in English using different communication strategies. This is done by recognizing the strategies most used by university students to manage difficulties in oral communication in English and describing the differences in the frequency of use of these strategies between both levels and sexes. Said strategies include the attempt to think in English, the reduction and alteration of the message, the strategies oriented towards adequacy, the socio-affective

strategies and those of abandonment of the message, and all these techniques have a frequency of use which varies between ages and ages. the sexes that were part of the study. This text makes a contribution to my research as it shows that students may have internal and external difficulties when speaking in English, difficulties in finding the words, expressions and grammatical structures required to convey the message adequately and with a communicative intention in English. In addition, students face anxiety problems and lack of knowledge of certain vocabulary when facing difficulties in oral communication in English.

The second local study is entitled *The English Speaking Ability, a Playful Proposal for its Development* (Madero, 2018). The document presents a ludic proposal to improve the ability to speak in English, addressing the limitations and difficulties that students face in the speaking domain. This proposal focuses on energising successful work, having playful activities as a standard because it fosters an interest in students regarding their oral execution, since the teacher focuses on the creation, design, and implementation of playful activities that allow students to practise and improve their speaking skill. A key point that my research shares with this text is that traditionalism in methodologies and unidirectional pedagogy becomes evident, this generates disinterest in students and insecurity due to the phonological aspect that identifies the language and oral expression as a result of ignorance of the language. student.

The third local study is entitled *Humor as a Didactic Strategy in the Learning of French and English at Los Andes University* (Sanabria, 2020). According to this author, humour has several benefits when learning a language, including that it improves the classroom environment

and reduces tension, helps students become more involved in the learning process and increases their desire to learn, facilitates comprehension of difficult concepts and improves memorization, helps communicate important messages and emotions, which helps students learn facts more quickly and remember content better, can more easily engage the student's attention, creates a sense of community in Classroom. This suggests that the use of humour in the classroom can significantly improve the language teaching-learning process and make it more effective and enjoyable for students. Thanks to this article it can be said that teachers can effectively incorporate humor into their language lessons by using texts, materials, and humorous strategies that have more advantages than disadvantages. This can include telling jokes in the classroom, preferably related to class content, showing didactic material with funny illustrations, or acting a little in each class, among other strategies. It is also useful for my research to clarify the role that humor will play in The class, because the goal is not to play the clown in class, but rather to create a work environment that leads to the active participation of students in the subject.

The following local study is entitled *Stand Up Comedy as a communicative, pedagogical and cultural mediation* (Tibasosa, 2018) addresses issues such as the relationship between comedy and politics, comedy as a pedagogical tool and comedy as a means to promote cultural diversity and makes a deeper fixation on stand-up comedy since this style of comedy It can be used as a pedagogical tool to promote scenarios of reflection and critical sense in students, and in general recognizes the humorous resource as an effective pedagogical tool to promote scenarios of reflection and critical sense in students, adding not only a communicative component to the language but for a critical purpose, a characteristic that is very present in this humour format.

The latest local study is entitled Laughter and humor as a socio-cultural manifestation to promote teaching and learning in the classroom (Alvarez, 2021) has the general objective of documenting the concepts of laughter and humour, using recreation as a socio-cultural manifestation with the pedagogical and didactic one. In addition, it seeks to identify the different theories about humour and laughter, also here a didactic guide called "The letter with laughter enters" is proposed, which seeks to make a rapprochement between student and teacher in order to promote different spaces, where teaching and learning processes are developed through a playful way, through games and workshops designed with the components of laughter, humor and recreation, allowing the improvement of the cognitive and academic part of the students in the classrooms. According to what has been said in the text, I believe that the appropriate use of humor by teachers can get closer to students and have them positively disposed towards learning without forgetting the role that each one of them plays, maintaining mutual respect and strengthening mutual respect. critical thinking. Finally, thanks to the importance given to laughter and humor as pedagogical tools to improve the teaching and learning process, it would be a factor that would be important to take into account in my research.

To conclude with this section, it is important to point out that most of the research that has been done either locally, nationally or internationally and that is related to playful tools, stand-up comedy, memes and all that activity or proposal related to humor in a context of learning a second language, it can be seen how these studies recognize similar difficulties, such as the fact that students may feel insecure when speaking in English and through humor or playful or fun activities they seek to reduce this insecurity and encourage the practice of the language, it is also suggested that the use of humor can be an effective strategy to motivate students and make the teaching process more effective and enjoyable if used correctly, humor can reduce the affective filter of

students and prevent frustration, which could be especially helpful in learning English oral skills. All these characteristics are recognized in most of the texts previously shown, with patterns in the advantages and difficulties that usually exist when learning a new language.

#### **1.4 Research Question and Objectives**

As a result of the aforementioned problematization, the research question that arises is: How does the use of humor, as an English learning strategy, foster the oral skills of second semester students at FUJNC?

#### **Objectives:**

##### **General Objective**

- To analyze how the use of humor in the foreign language classroom can foster students' oral expression skills in the English language.

##### **Specific Objectives**

- Identify the characteristics of humor through stand-up comedy that can be applied to develop the speaking skills of English language learners.
- Explore the strengths and challenges of the application of humor in the learning of the speaking skill of the English language.

## **Chapter 2. Theoretical and Legal Framework**

### **2.1 Theoretical Framework**

Through this section it is intended to make known the theories that supported this monograph, contributing and guiding an adequate understanding of the concepts in order to respond to the problematic situation posed. In this way, the pillar concepts or constructs that will support this research and that will be explained below will be: Humor, which is the backbone of this monograph, the learning of a second language, because in this way we will be able to better understand how this process is carried out and how we can point it out from humor. Finally, the third construct will be speaking skill since this will be the skill we will focus on.

#### ***2.1.1 Humour***

Humour refers to anything that people say or do and is perceived as funny and tends to make others laugh. It is defined by Abdulmajeed y Hameed (2017) as a manner of perceiving and experiencing life. It is a way of thinking that has a therapeutic power. Also, when someone hears or sees something and laughs. In most cases, it means that the person finds the stimulus funny, whether auditory or visual. It reflects that people may perceive everyday situations that occur to them daily as funny.

Consequently, humour has different meanings and conceptions of what it is and how it can be perceived, but how can this social or individual act influence the learning or confidence of a human being in his daily life or in this case in the learning of a second language? From this point of view, Abida et al. (2020) mentions that humour is any linguistic act of the speaker and that in addition, it can be presented in various forms such as jokes, jokes, and accidental humour among others, taking this says that, in the classroom humour is presented in the form of fun that makes



learning less serious and creates fun experiences, taking into account that it helps to improve interaction and communication between human beings, therefore the use of humour as a pedagogical strategy to help students develop their abilities is considered positively in the educational field because it has been shown that humour is effective in reducing anxiety and tension, strengthen self-esteem and increase self-motivation.

Along the same line of humour immersed in education and in the educational exercise, Fernández-Solís (2003) says that it is important to recognize the importance of humour used as a didactic resource. Humour stimulates and enriches the teaching-learning processes. Humour introduces innovative variables in the teaching process, both in the elaboration of new and creative materials and in the transmission of information. Likewise, using a sense of humour improves the learning acquired by increasing motivation and reinforcing the positive attitude of the learners.

Considering that classrooms and learning accommodate social interaction, Bell y Pomerantz (2015) highlights that humour is constructed within and through interaction. Put another way, I think of humour as not residing within particular bits of language, but rather as an emergent and co-constructed dimension of communication. Apart from this, it is also important to note that humour not only has many forms, such as stories/anecdotes, jokes, double meanings, puns, one-liners, riddles, self-deprecation, mockery, Satire, Hyperbole or Parody, but it also has many functions. Well, according to Martin (2007), these functions are divided into three categories:

1. Humor to relieve stress and cope with it.
2. Humour to establish and maintain social connections thanks to the positive emotions it evokes.
3. Humour to incite social action and influence others.

In these scenarios, we can comprehend what Cook (2000) referred to as essential themes, including sex, death, race, and religion. An issue with these themes, as you may have observed, is that many of them coincide with the subjects we often caution our students to steer clear of. However, acknowledging that these are universally common topics for humour can heighten students' awareness of the specific ways they are employed in their new language, as well as in any other languages they might be familiar with, enabling them to start experimenting with humour related to these subjects. Understanding the typical subjects of jokes can assist us in pinpointing specific areas of tension or discomfort for a particular individual or culture. For instance, Oring (2003) analysis of the decline of Victorian sentimentality helps elucidate the prevalence of humour.

### ***2.1.2 Language Learning***

Although many academics have worked on this concept throughout history, such as Noam Chomsky, who has been more concerned with cognitive processes than with the social processes of language and learning. He has maintained throughout his career that human beings are born with the ability to learn language and that this ability, or mental grammar, is present without having been taught (Chomsky, 1965).

There are a variety of definitions of this concept, but those considered most relevant for this study will be, for example, those given by Dell Hymes (1971), an American ethnographer and linguist who coined the concept of communicative competence, to highlight that using language successfully is not just try to know the rules of syntax, morphology and phonology. A language user must also know how and when to use utterances appropriately, thus recognizing the sociocultural and communicative aspects of language.

On the other hand, Halliday's (2004) position is also interesting as he maintains that there are three ways of thinking about the relationship between learning and language: learning a language, learning through language and learning about language. As children become socialised, they engage in all three processes simultaneously. They learn a language, that is, how to form sounds and expressions in their first language. They learn about the world as they do so, acquiring seemingly new knowledge; for example, talking about racism in the classroom and although they learn about this phenomenon, some of them probably already know it empirically. And finally, they learn about language, that is, through explicit or implicit feedback and modelling, they learn to match phonemes, morphemes, words, and ultimately phrases accurately.

However, unlike Halliday, Vygotsky's perspective on language and learning has its origins in the discipline of psychology. Vygotsky argues that learning and mental development should be seen as a social process: it is through the interactions we have with other members of our culture, particularly those who have more knowledge or competence, that we make sense of the world and learn ways of living. see, do and be (Vygotsky, 2011). Vygotsky's emphasis on the sociocultural can therefore be seen as breaking with his disciplinary base in psychology, which is normally concerned with exploring the psyche of the individual.

### ***2.1.3 Speaking Skill***

Speaking is one of the central elements of communication and it has important roles in communication. By speaking, students can express their ideas, share information, and maintain social relationships by communicating with others. Speaking is the process of building and sharing meaning using verbal and non-verbal symbols, in a variety of contexts. Speaking skill has an important relation in communication. This is because people cannot communicate well without

speaking. By speaking, people can express their ideas or share information. In addition, speaking is one of the productive skills of language that can be used to express ideas or send messages to the hearer or listener. It means that when one speaks, he/she produces expressions that should be meaningful. Then, the receiver or the hearer can receive the message from the speaker directly without any miscommunications (Pantoja & Daniela, 2020).

There are several definitions and conceptions of oral expression but each of them converges in the fact that it is a skill that is developed for the purpose of communication and information, Dueñas et al. (2015) mention that the speaking skill is the ability to speak fluently presupposes not only knowledge of language features but also the ability to process information and language ‘on a spot’. the speaking skill involves more than certain rules of grammar. It is related to the ability that the speaker has to spontaneously convey and understand ideas, opinions, and comments in different communicative contexts.

Following this line of language knowledge alone is not enough, the state is that in order to achieve a communicative goal through speaking, there are two aspects to be considered knowledge of the language, and skill in using this knowledge. It is not enough to possess a certain amount of knowledge a speaker of the language should be able to use this knowledge in different situations.

Speaking skills comprise two components: production skills and interaction skills, both of which can be affected by two conditions: firstly, processing conditions, taking into consideration the fact that speech takes place under the pressure of time; secondly, reciprocity conditions connected with a mutual relationship between the interlocutors. In production skills, the processing conditions (time pressure) in certain ways limit or modify oral production; it means the use of production skills. For that reason, speakers are forced to use devices that help them make oral production possible or easier through facilitation, or enable them to change words they use in order

to avoid or replace the difficult ones by means of compensation. In interaction skills, both speakers and listeners, besides being good at processing spoken words should be good communicators, which means good at saying what they want to say in a way that the listener finds understandable (Syafiq & Saleh, 2012).

## **2.2 Legal Framework**

The legal framework of a research project aims to establish a structure of rules and procedures that ensure transparency, reliability of the processing of personal data and privacy concerns that will be taken into account in the research project. This framework refers to the set of laws, codes and regulations that must be taken into consideration to demonstrate and support the aspects of education law covered in this monograph. In addition, given that it is a qualitative study, which uses information from a population, it is of utmost importance to have certain ethical and legal considerations, which ensure the correct use of the good name of the participants and their information.

In this way, the four sections that this legal framework will have will be presented. The first of these sections will be called *Education in Colombia*, the second will be *Regulations in the teaching and learning of English*, the third will be *Institutional guidelines*, and the last of these components will be called *Processing of personal data*. For these sections, the Political Constitution of Colombia of 1991, Law 30 of Higher Education of 1992, the General Education Law 115 of 1994, the Common European Framework of Reference for Languages (CEFR), the Basic Standards of Languages will be taken into account. Competence (EBC), the Basic Learning Rights (DBA), the Institutional Educational Project of the school of education (PEI) and finally some laws, articles or national decrees on the processing of personal data such as

law 1581 of 2012, regulatory decree 1377 of 2013, and the Belmont Report. This organization will be presented in the table called “Legal aspects” (see table 1).

**Table 1:**

*Legal aspects*

<b>Education in Colombia</b>	<b>English learning regulations</b>	<b>Institutional guidelines</b>	<b>Processing of personal data</b>
Colombian Political Constitution of 1991	Common European Framework of Reference for Languages(CEFR)	Proyecto Educativo Institucional	Law 1581 (2012)
Law 30 of Higher Education of 1992	Estándares Básicos de Competencia (EBC)		Regulatory Decree 1377 (2013)
General Education Law 115 of 1994	Derechos Básicos de Aprendizaje (DBA)		Belmont Report

*Source: Own elaboration*

### **2.2.1 Education Laws in Colombia**

This first section aims to provide a panoramic view of the regulations applicable to this monograph in terms of Colombian education. Firstly, it is essential to take into consideration the political constitution of Colombia of 1991, which thanks to its article 67 establishes that education is a right and a public service for all Colombians, which promotes the right to education and equal opportunities for access. In addition, given that through my curricular implementation I intend to investigate and explore the use of humour as a pedagogical tool, I am concerned about contributing to quality education. Likewise, it is important in a more specialised way to go to the General Education Law 115, since it establishes the general regulations on

education in Colombia and it is through this law that the fundamental principles that must guide the educational system of the country. And given that the context in which this monograph is displayed is an educational institution, it is essential to take this into account.

Finally, for this first section, given that the context in which the study will be conducted is a higher education institution, it is essential to address the laws that regulate this environment, that is, Law 30 of 1992, which is focused solely on the regulation of the country's higher education. Firstly, the objective of this law is to promote quality education in universities, accessible, with equity and in its article 28 and in accordance with article 70 of the political constitution of Colombia, the autonomy of these institutions. In this way, this monograph is strongly connected given that both public and private institutions are regulated with this law.

### ***2.2.2 English learning regulations***

The Common European Framework of Reference for Languages (CEFR) represents a reference in the standardisation and understanding of linguistic skills. This framework offers a comprehensive structure that covers six levels of competence, from the initial level (A1) to the master's level. (C2), and is organised around four key skills: oral comprehension, oral expression, written comprehension and written expression. The fundamental purpose of the CEFR is to facilitate the international comparison of language skills. This is achieved by providing a detailed description of the skills associated with each level, allowing individuals, educational institutions and employers to uniformly understand a person's level of proficiency in a given language.

Furthermore, and even more importantly, the CEFR contributes to improving the quality of language teaching by providing a common framework for the design of educational programs. Educators can align their teaching objectives with the levels and skills defined in the framework, thereby promoting consistency in student instruction and assessment. Secondly, we can also turn to the Basic Competency Standards (EBC), which represent a comprehensive approach to strengthen education in the country. One of the central objectives of EBCs is to provide clear guidance for educators, students and parents by establishing what students are expected to learn in different areas of knowledge. This not only provides a solid reference for teaching planning, but also contributes to a more accurate understanding of educational objectives. Furthermore, CBE is not only limited to being a theoretical framework; They also play an essential role in educational practice. They facilitate the design of standards-aligned pedagogical strategies, driving a coherent and effective approach to the teaching and learning process.

Ultimately these also provide a solid structure that drives continuous improvement in teaching and learning, thus contributing to the comprehensive educational development of students throughout the country. Finally and in a way connected to the EBC, the Basic Learning Rights (DBA) represent an essential pillar in the structure of the country's educational policy. These rights not only define educational expectations, but also play a central role in guiding instruction and evaluating student progress. First, DBAs state precisely and clearly what students are expected to learn in various educational areas and levels. This clarity provides a solid foundation that guides educational planning, allowing teachers to design specific and relevant pedagogical strategies.

By serving as a reference, they inspire educators to develop effective teaching methods and activities that encourage the acquisition of fundamental skills and knowledge. Ultimately,



the Basic Learning Rights are not only a guide for educators, but are also a key component for the continuous improvement of educational quality in Colombia. In this way, these frameworks and standards are of great relevance to have them articulated to this research given that by providing a reference framework to follow, which adapts to international and national standards, contributing significantly to the elevation of educational standards in the country.

### ***2.2.3 Institutional guidelines***

A clear example of university autonomy is the PEI since through it the values, identity and mission of the institution are established. This is why it is equally relevant to have as a guide the institutional educational project that welcomes the population of this monograph during this third section. The educational project of the ESECS was a work carried out by Osorio (2014) and the objective of this document is to contribute to the national educational development from the specific case of the creation of the school of education and social sciences. In this document it is perceived Broadly speaking, the aspects that underpin the faculty and the objectives that the ESECS has.

Some of these are the training of citizens who actively participate in society and the challenges that it presents, an integral human being capable of responding to the needs of society and a professional capable of participating in the implementation and debate of public policies in education in order to promote advancement and progress in the quality of life and education of the community. Given that the ESECS seeks to respond to the needs of society and seeks to promote advancement and progress in the quality of life and education of the context. It is considered pertinent that this research contemplates the PEI of the School of Education and

Social Sciences since from there it will be where this research will take place, and thus jointly contribute to the quality of education.

#### ***2.2.4 Processing of personal data***

From the fourth section of this legal framework we will take into consideration the laws and policies related to the processing of personal data. To begin, it is important to mention the Belmont report, which is a report created by the United States Department of Health, Education and Welfare which ensures ethical principles and guidelines for the protection of human beings in research. This report establishes three fundamental principles in all research, these are respect, beneficence and justice. This means that participants must be fully informed about the risks and benefits of the research before giving their consent to participate in any research. On the other hand, it is also important to have as a guide Regulatory Decree 1377 of 2013, which establishes the regulations for the processing of personal data in Colombia, with the aim of safeguarding the privacy and right to privacy of individuals. In its content, the decree defines what is considered personal data and establishes fundamental principles for its processing, such as legality, purpose and veracity. In addition, it addresses the issue of informed consent, specifying the conditions for obtaining authorization from the owners of the information.

This decree also recognizes and details the rights of the owners over their personal data, including access, rectification, cancellation and opposition to participation in the study. Likewise, it establishes the responsibilities of those who handle the information, whether they are the person responsible for the study or those in charge of processing your data. Finally, and to complement these considerations, Law 1581 of 2012 is considered. Law whose concerns are based on ensuring the correct treatment of sensitive information, the rights and duties of the

responsible researcher, and informed consent, which is a procedure through which guarantees that the subject has voluntarily expressed their intention to participate in research, after having understood the characteristics of the study and the way in which their data will be treated, this guarantees that people have control over their personal data and how they are used. The importance of having informed consent lies in the fact that first, it prevents the data from being used inappropriately and, on the other hand, we demonstrate not only the intentions of the study but also its transparency and reliability.

That is why this research created informed consent (see Annex 1) to protect the participants' data during the moments of data collection such as the semi-structured interview conducted at the beginning of this study.

### **Chapter 3. Research Design**

This chapter shows the methodological framework that guides this research and its main concern is to show how it is directed through the qualitative paradigm and how the action research approach is carried out. Likewise, this chapter is also concerned with describing the theoretical generalities of the paradigm, the approach, also the ethical considerations that must be taken in the study, the treatment of the participants' data, and other theoretical elements worth mentioning.

### **3.1 Qualitative Paradigm**

As mentioned above, the paradigm under which the research is framed will be qualitative. This paradigm, according to Osorio de Sarmiento (2020) the qualitative paradigm in educational research is distinguished by its humanistic approach, which recognizes the importance of personal experiences and subjectivity in understanding. of reality through the interpretation and detailed description of phenomena and processes, seeking to capture the complexity and richness of human experiences, recognizing subjectivity and diversity of perspectives. This implies a deep interest on the part of the researcher to understand how people perceive, interpret and make sense of their environment.

Therefore, the choice of the qualitative paradigm is strongly justified, since this approach offers an ideal framework to explore the complexity and richness of human experiences in the educational context. By recognizing the importance of individual perspectives and subjectivity in understanding reality, this paradigm allows for a deep and meaningful exploration of how students perceive, interpret, and make sense of their environment in the specific setting of the English classroom at ESECS.

### 3.2 Action research

For this study, action research is used, an approach that, according to Nani (2012), is characterized by its commitment to the understanding and transformation of social reality through the active participation of subjects in their real context, focused on solving problems that local professionals face in their educational and community settings (Lewin, 1946; Stringer, 2013). This method is conceived as a systematic process of knowledge construction, where the investigated subjects are active participants in the generation of knowledge. As a future teacher and researcher, I assume the responsibility of carrying out this study given the specificity of its setting.

This approach, according to Kalmbach (2010) follows a cycle that includes planning, execution, observing the results and reflecting on their meaning and the actions to follow: Plan it (plan), conduct it (act), examine the results (observe) and think about what the results mean and what you should do next (reflect), the planning phase consists of developing a flexible and open action plan, the act phase involves putting into practice the plan that you previously was carried out, the observation phase focuses on the researcher's collection of information on the implementation of the plan to generate changes that affect the reality studied. Finally, the reflection phase, based on previous observation, involves analyzing and interpreting the results, reflecting on the key questions raised in the planning.

To conclude, the use of action research methodology in the present study is justified and beneficial given that action research offers a participatory and reflective approach that allows for effectively addressing the specific problems faced by local professionals in their environments educational and community. By integrating theory with practice and promoting continuous action and reflection, this approach facilitates the generation of contextualized knowledge and

the implementation of practical solutions that contribute to the improvement of conditions and outcomes in such environments. In summary, action research emerges as a valuable tool to promote change and innovation in educational and community practice.

### **3.3 Data management instruments**

Data collection involves systematically collecting information on variables of interest to answer a research question. According to Saphthami (2020), data collection techniques and tools are essential to conduct, analyze and interpret information related to research. In the particular case of this research, the data instruments are the semi-structured interview, which is carried out during phase 1 of the action research to identify the problem under study; participant observation, which will be carried out through field notes that help record important facts to take into account in classes; Finally, artifacts are used that are the documentation of physical data such as classroom activities.

#### ***3.3.1 Semi-Structured Interviews***

First, semi-structured interviews are a qualitative data collection technique in which the researcher seeks face-to-face interaction with their target population so that they can seek information relevant to their research. These types of interviews, according to Saphthami (2020), follow an interview guide, which is a list of questions or topics that must be addressed during the interview, but these interviews give the interviewer freedom, if they deem it appropriate, to ask questions that were not previously planned and that arise during the conversation in a way that follows the trajectory of the conversation topics or previously established concerns and that gives the participant the freedom to express their perceptions and vision on the topic.

This allows for a more natural and flexible interaction which in turn will generate responses that are richer in content. Now, in the present study, semi-structured interviews are of

utmost importance since thanks to them and the voices and perceptions of the participants, it was possible to delimit the research problem, thus demonstrating the viability of the study in this specific context.

### ***3.3.2 Participant Observation***

Secondly, participant observation is a qualitative research method which, according to Ubaidullah (2015), implies the active participation of the researcher in the lives of the people studied with the maintenance of a professional distance to allow adequate observation and recording of data. This emphasizes the role of the observer as a participant in the social environment being studied, allowing a deeper understanding of the phenomena. In this research, this method allows the researcher to examine the population in its environment and in natural situations. To achieve this observation, field notes will be used, which is a data collection method carried out during implementation. This helps the researcher to record information from the classes, such as the usefulness of a given activity, the students' attitude towards the classes and other factors that need to be modified, thus making it possible to address problems or adaptation needs that must be taken into account in the study. implementation.

Field note #		
<b>Name of the researcher:</b>		
<b>Date:</b>	<b>Aim of lesson:</b>	
<b>Time:</b>		
<b>Descriptive observations:</b>	<b>Reflective notes:</b>	<b>Early propositions:</b>
<b>Methodological changes:</b>		
<b>Comments:</b>		

### 3.3.3 Artifacts

Finally, documenting physical data through artifacts allows participants to observably demonstrate their learning. Artifacts, defined by Kalmbach (2010) as any physical documentation that sheds light on the research question, encompass students' work, products, or related records. Gathering artifacts involves collecting evidence to understand and analyze the dynamics of change, offering deep insights into actions and their effects. These artifacts serve as valuable instruments for this research because they tell a different story than the interviews or observations and can confirm or refute patterns in the data. An exhaustive analysis of the



artifacts, which is recorded in the researcher's notebook, is crucial for a comprehensive understanding of the phenomenon studied, which allows for another point of view of the observed reality.

### 3.4 Categories

Taking into account the theoretical content of the main constructs of this study, the pedagogical intervention is carried out considering three large categories, intended to guide the indicators which in turn guide the pedagogical intervention.

Unit of analysis	Category	Indicators
Speaking Skill	<b>Foster</b> speaking skills through the use of humor.	The student is able to communicate with and in front of his or her classmates without fear of being judged.
		The student gives examples of expressions seen and their meanings.
		The student is able to use previously learned knowledge in her speech.
	Understanding and <b>responding</b> to situations specific to the language.	The student is able to recognize and understand the messages reflective of the culture.
		The student is able to respond correctly when the teacher addresses him with expressions typical of the language.
		The student participates in discussions to develop the ability to speak on a specific topic.
	Development of production activities and <b>adaptability</b> with content.	The student communicates fluently and demonstrates confident use of language.
		The student demonstrates progress in communicative competence.
		The student is able to take their knowledge to different environments or communicative scenarios.

*Note:* Own source

### **3.5 Ethical considerations**

In order to carry out ethical and legal qualitative research, it is necessary to take into account the relevant ethical considerations for the correct use of the data of the subjects under study, which is why an informed consent was created which ensures the ethics of the study. in terms of justice, security, respect and the good use of the name. This is why this research is based on the three principles of the Belmont Report. The first principle is beneficence, that is, ensuring that the possible benefits of the research outweigh any potential risks or harms to the participants; The second is respect for people, this recognizes the autonomy and dignity of the research participants; finally justice, which implies guaranteeing an equitable distribution of the risks and benefits of research.

### **3.6 Population**

The participants of this project are second semester students of the degree in foreign languages (English-Portuguese) of the Faculty of Education and Social Sciences of the Juan N. Corpas University Foundation, a higher education institution located in the town of Suba, Bogotá . The research participants are between 19 and 21 years old and the development space of this study is in the subject of English B1. In accordance with the previous section, these participants are invited and notified of the nature of the present study through the previously mentioned informed consent.

## **Chapter 4: Pedagogical intervention**

This chapter will present a detailed framework for the implementation of the intervention, thus considering the activities, resources, the vision of language and teaching, the roles of the researcher and the participants, the evaluation or assessment, the manner of implementation, and the schedule which is subject to the phases of the study. Finally, the planning of the lessons, for which a curricular unit designed in accordance with the themes that the degree has predesigned in its syllabus of the subject of English B1 is taken into account.

Didactic Unit			
<b>Lesson 1: Present Tenses - Episodes of "The Simpsons"</b>	<b>Lesson 2: Past Tenses - Stand Up Comedy Routines</b>	<b>Lesson 3: Used To and Modal Verbs - Cartoons</b>	<b>Lesson 4: Comparatives and Superlatives - Episodes of "The Simpsons"</b>
Resources: Episode of "The Simpsons" with dialogues in present simple, present continuous and present perfect. Activities: Identify and discuss examples of different presents, create dialogues based on the characters' daily routines.	Resources: Stand up comedy routines that address the past simple, past continuous and past perfect. Activities: Analyze jokes that use different pasts, write and present jokes related to past events.	Resources: Cartoons that illustrate the use of "used to" and modal verbs. Activities: Interpret the situations in the cartoons to identify the use of "used to" and modal verbs, create a new cartoon that exemplifies the use of these grammatical elements.	Resources: "The Simpsons" episode with examples of comparatives and superlatives. Activities: Identify and discuss the comparisons made in the episode, create a game of comparatives and superlatives based on the characters of the series.
<b>Lesson 5: Passive Voice - Stand Up Comedy Routines</b>	<b>Lesson 6: Conditionals - Cartoons</b>	<b>Lesson 7: Reported Speech - Memes</b>	<b>Lesson 8: Cultural Topics</b>
Resources: Stand up comedy routines that present the passive voice in a humorous way. Activities: Analyze jokes that use the passive voice, practice creating jokes using the passive voice.	Resources: Cartoons with conditional situations. Activities: Interpret the cartoons to identify the types of conditionals present, create a series of cartoons that represent different types of conditionals.	Resources: Memes that use reported speech creatively. Activities: Analyze memes with reported speech, create your own memes that include indirect speech in a humorous way.	Resources: "The Simpsons" episodes about tourist places, celebrations, money and work. Activities: Discuss the tourist places visited in "The Simpsons", investigate celebrations mentioned in the series, simulate work and money situations based on the episodes.

#### 4.1 Vision of Language and Teaching

From the theory of Systemic-Functional Linguistics (LSF), Halliday (2017) constitutes an influential conceptual framework in the analysis of language. From this perspective, language is conceived as a potential for meaning, that is, as a complex system through which meanings are constructed and shared in specific social contexts.

In the field of learning, Halliday (1973) distinguishes two essential dimensions: language learning and learning through language. The first focuses on the acquisition of formal language resources, such as grammar and vocabulary, while the second is related to the use of language to express experiences and relationships. From this perspective, linguistics is presented as the study

of how human beings exchange meanings through language, which implies not only understanding its formal structures, but also its function in the construction of social reality. Thus, Halliday's systemic-functional approach offers a deep understanding of language and its relevance in contemporary society.

#### **4.2 Roles of teachers and students**

The role of the teacher as a facilitator and support for students is aligned with the idea of prioritizing the meaningful use of language over the memorization of rules, as proposed by Nunan (2001). In this approach, the teacher acts as a guide and mentor, promoting autonomy and critical thinking in students. Furthermore, this same character acts as the researcher, who, following the ideas of Aranguren (2007), plays an active role in the process, collaborating and facilitating dialogue and interaction between the participants. The researcher promotes a participatory learning environment where the joint construction of knowledge is valued. Finally, the student, according to the perspective presented, is not a passive recipient of knowledge, but rather a builder and transformer of his or her own learning. He is encouraged to be active and engaged in the educational process, contributing significantly to the development of his understanding and skills.

#### **4.3 Activities and resources**

The planned language learning activities are designed to develop a variety of humorous representations such as comic content from stand-up comedy routines, television programs, comic strips, etc. Just as Solís (2003) proposes, humor stimulates and enriches the teaching-learning processes by introducing innovative and positive variables in the educational process. This is why with this variety of humorous materials we seek to develop opportunities of interest which in turn develop and promote speaking skills. The resources used include specialized

worksheets or websites for creating comics, discussions created by teachers, and classroom materials such as colors, pencils, notebooks, and computers.

### **Stand up comedy**

This is a genre of scenic oral storytelling that has emerged relatively recently in Colombia. Although its roots are in the United States, in Colombia it has merged with the tradition of storytelling, another genre of oral storytelling. According to Nogera E. (2009), in this context, the comedian uses his monologue and the performance of it to reveal the peculiarities of society, what everyone knows but that is often not immediately evident. From a pedagogical perspective, it is presented as an interactive speech that generates reflection and critical opinion in the audience and through its humor and speech, it becomes a communicative tool that can enrich teaching by connecting with current social realities and the subjectivities of the students.

### **4.4 Evaluation**

In the educational field, both evaluation and assessment are essential processes to obtain information and make informed decisions. According to Kislik (2012) assessment refers to the process of obtaining information in relation to known objectives or goals, encompassing a wide range of activities that include testing. Testing is a specific form of assessment, conducted under controlled circumstances. Assessment can be implicit or explicit and is ideally linked to specific objectives. Its purpose is to determine whether those objectives or goals have been achieved, either by evaluating the acquisition of skills or the understanding of concepts, which can be more complex. It involves observing behavior or performance according to predetermined criteria.

On the other hand, Kislik (2012) also defines evaluation as a more complex process that involves making judgments about a given situation based on the information collected. Requires

detailed information about the situation in question, including objectives, goals, standards, procedures, etc. The objective of evaluation is to provide information about the worth, relevance, validity, legality, etc., of something. It goes beyond simple measurement and considers the context and purpose of the information collected. It involves comparing the results obtained with the expected results and may involve classifying objects, situations, people, etc., according to defined quality criteria.

**Graphic 5. Observation Rubric**

<b>Category</b>	<b>Needs Improvement</b>	<b>Acceptable</b>	<b>Good</b>	<b>Excellent</b>
<b>Fluency in oral expression</b>	He speaks with difficulty and little fluency, with frequent interruptions.	She speaks haltingly, with some moments of fluency and difficulty maintaining the conversation.	He speaks clearly and relatively fluently, with occasional pauses.	He speaks fluently and naturally, clearly articulating his ideas.
<b>Accuracy in pronunciation</b>	The pronunciation is difficult to understand, with constant errors.	The pronunciation is mostly understandable, but with some clarity issues.	The pronunciation is clear and easy to understand, with occasional errors.	The pronunciation is precise and natural, showing mastery of the language.
<b>Correct use of verb tenses</b>	Makes frequent errors in the conjugation of verb tenses.	Uses tenses in a basic way, with some minor errors.	Use verb tenses correctly in most cases.	Use verb tenses with precision and naturalness, adapting them to different situations.
<b>Participation in conversations</b>	Participates in a limited way in	Actively participate in	Participates effectively in	Leads and participates in

	conversations, with minimal contributions.	conversations, although with simple contributions.	conversations, contributing relevant ideas and maintaining interaction.	conversations dynamically, demonstrating advanced communication skills.
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Source: Own elaboration

This rubric will be the one by which the group's learning process will be evaluated throughout the eight classes, this rubric is designed to evaluate criteria such as fluency in oral expression, accuracy in pronunciation, correct use of verb tenses, and participation in conversations. In turn these criteria will be measured by four performance levels which will be Excellent, Good, Acceptable and Needs Improvement.

#### 4.6 Timetable

Since the present study follows the phases of Action Research proposed by Kalmbach (2010), the stages that will be followed in the project will be four, the planning or design of the material lasts two weeks, then the implementation and observation, which share the same eight weeks, and finally the analysis of the data collected during the design phase. reflection.

	2 weeks	8 weeks		2 weeks
Phase 1 (Planning)	Curricular Unit designing			
Phase 2 (Acting)		Implementation and observation notes		
Phase 3 (Observing)				

Phase 4 (Reflecting)				Analysing the data collected
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*Note:* Own source

## 4.7 Lesson planning

Lesson planning is an essential process in educational work, where teachers develop an organized set of steps to structure the activities and goals of a specific teaching session.

According to McAnally (2005) a lesson plan acts as a map that guides the teaching process, outlining what students should learn and how these objectives will be achieved during the allotted time in class. To carry out effective planning, it is crucial to consider three essential elements: learning objectives, teaching/learning activities, and strategies for assessing student understanding. This coherent integration of elements ensures that lesson planning is rigorous and effective, allowing educators to optimize classroom time and maximize student learning.

Lesson Plan #1				
<b>Objective:</b> Students will be able to identify and use the present simple in everyday contexts through episodes of "The Simpsons." They will also improve their English vocabulary and speaking skills.				
<b>Topic of the class:</b> Present Simple with "The Simpsons"				
Warm Up	Development	Follow up	Closure:	Resources
Time (10 mins)	Time (30 mins)	Time (25 mins)	Time (10 mins)	
<b>Activity: "Character Introductions"</b> The teacher will ask students to choose a character from "The Simpsons" and describe their daily routine in the simple present tense. Example: "Homer works at the nuclear power plant."	<b>Introduction to the Present Simple:</b> The teacher will show a short clip from an episode of "The Simpsons" where the present simple is used and discuss examples with the students.  <b>Practice of the Present Simple:</b> The teacher will give students a list of infinitive verbs and ask them to convert them to the present simple in sentences about the characters from "The Simpsons."	<b>Vocabulary Activity: "Word Scramble"</b> The teacher will present students with words related to the characters and situations of "The Simpsons" in the form of a crossword puzzle or word search. Students must untangle the words and use them in simple present sentences.  <b>Speaking Skill Activity: "Role Play"</b> The teacher will assign students roles of characters from "The Simpsons" and ask them to interact in everyday situations using the present simple.	<b>Character Analysis Activity</b> The teacher will ask students to choose a character from "The Simpsons" and describe their personality and actions using the present simple.	Homer's Night Out (Season 1, Episode 10): This episode has conversations that involve the characters' daily routines, which provides opportunity to practice the tense seen.

*Note:* Own source



## **Chapter 5: Preliminary conclusions and expected results**

This section describes the journey taken throughout the monograph, starting with the bases that founded the purpose and reason for the research. The justification of the research that highlights the importance of humor as a pedagogical tool in teaching English. Subsequently, three main constructs were examined: humor, second language learning and speaking ability, exploring their definitions and roles in the educational context. He discusses how humor can be used as a pedagogical strategy and examines relevant theories on second language learning and speaking skills.

Then it was possible to observe the route and principles of the research which were characterized by the qualitative paradigm and an action research approach, along with ethical and legal considerations to guarantee transparency and protection of the participants.

The justification of the research is based on the need to use humor as a pedagogical tool in teaching English, highlighting its ability to create an environment conducive to learning, generating positive emotions and reducing apathy and boredom. It is recognized that humor can mitigate the stress and anxiety associated with learning a foreign language, thereby improving the retention of information and facilitating effective and long-lasting learning. Additionally, persistent challenges in learning English are addressed, focusing on promoting speaking skills. Important obstacles that affect the effectiveness of the teaching-learning process are identified, highlighting the need to explore how humor can be used to generate communicative situations in second language learning.

The theoretical framework of this research focuses on three main constructs: humor, second language learning and oral expression ability. In relation to humor, its definition and its role in the educational context are explored, highlighting its ability to reduce anxiety and improve motivation in learning. Addresses how humor can be used as a pedagogical strategy to enrich teaching-learning processes, promoting interaction and communication between students. Regarding second language learning, different perspectives are examined, from Noam Chomsky to contemporary theories such as those of Dell Hymes and Halliday, which emphasize the importance of social interaction in the language acquisition process. Finally, the skill of oral expression is discussed, highlighting its relevance in communication and its relationship with linguistic production and interaction. The conditions that affect the development of this skill are addressed, both in terms of processing and reciprocity, and the production and interaction components of oral skills are examined. In addition, a legal framework is presented that establishes the relevant rules and regulations in the Colombian educational context, guaranteeing the transparency and protection of the personal data of the research participants.

The subsequent section presents the research design, which is structured in two main sections: the qualitative paradigm and the action research approach. Under the qualitative paradigm, the emphasis on the deep understanding of personal experiences and subjectivity in the interpretation of reality stands out. The action research approach was chosen due to its commitment to social transformation through the active participation of subjects in their context. The design follows Kalmbach's (2010) model in four phases: planning, acting, observation and reflection. Data management instruments are detailed, such as semi-structured interviews, participant observation, and artifacts. Additionally, ethical considerations based on the principles of the Belmont Report, including beneficence, respect and justice, are addressed. The target

population is the students of the second semester of the foreign languages course at the Faculty of Education and Social Sciences of the Juan N. Corpas University Foundation, who will participate with their informed consent.

Finally, the research on how the use of humor, as an English learning strategy, promotes the oral skills of second semester students of the Juan N. Corpas University Foundation (FUJNC), is expected to generate significant results. It is expected that by analyzing the characteristics of humor applied in the foreign language classroom, key tools will be identified to promote oral expression in English. It is also expected to address both the positive aspects and challenges inherent in the use of humor in teaching English, providing a comprehensive view of its application. Furthermore, it is expected that the study will contribute to the development of more effective and dynamic pedagogical strategies for teachers, in addition to this research also representing an opportunity to diversify educational practices in the institution. Ultimately, this approach is expected to directly benefit students by creating a more motivating and engaging learning environment, which could have a positive impact on their linguistic performance and their ability to communicate effectively in the field of English. as a foreign language.

## Annexes

### Annex 1. Informed consent

#### CONSENTIMIENTO INFORMADO

Estimado estudiante,

Por medio del presente documento me permito invitarlo a participar en un proyecto de investigación llamado “Humor as a learning strategy for speaking in English in second semester students at FUJNC”. Esta investigación está siendo desarrollada como proyecto de grado por Juan Camilo Muñoz Medina, estudiante de la Licenciatura en Lenguas Extranjeras (Inglés-Portugués) de la Fundación Universitaria Juan N. Corpas.

El proyecto busca analizar cómo el uso del humor en el aula de lengua extranjera puede mejorar las habilidades de expresión oral de los estudiantes en el idioma inglés mientras desarrollan su pensamiento crítico.

De esta forma, usted participará en el desarrollo de una entrevista que hacen parte del proceso de recolección de datos e interpretación de los mismos. Dichos datos serán usados únicamente para propósitos académicos, garantizando la confidencialidad y respeto hacia sus opiniones e historias. Por este motivo, se usarán seudónimos para proteger su identidad si así lo desea.

Además, si usted considera retirarse en cualquier etapa del proyecto, está en la completa libertad de hacerlo.

Por otro lado, posterior a la culminación de la investigación, los resultados serán publicados bajo la modalidad de proyecto de grado como requisito de grado. En caso de tener alguna duda o inquietud de este proceso, no dude en comunicarse conmigo.

En total convencimiento que esta experiencia contribuirá al desarrollo profesional y humano de las partes involucradas, agradecería su participación en esta iniciativa.

Atentamente,

Juan Camilo Muñoz Medina

Licenciado en Lenguas Extranjeras con Énfasis en Inglés y Portugués

Fundación Universitaria Juan N. Corpas.

juanc-munoz@juanncorpas.edu.co

Consentimiento:

Yo \_\_\_\_\_ consiento que se me ha informado acerca de este estudio y el motivo de mi participación en el mismo. De igual forma, soy consciente de que no me encuentro obligado a ser participante del proyecto y, por ende, tengo la libertad de abandonar el proceso en el momento que desee. Asimismo, tengo claro que ante cualquier duda o inquietud puedo acercarme a Juan Camilo Muñoz Medina, persona encargada del proceso de investigación.

Firma de autorización: \_\_\_\_\_

Email: \_\_\_\_\_

Celular: \_\_\_\_\_

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