



UNIVERSITY OF GUAYAQUIL

FACULTY OF PHILOSOPHY, LETTERS AND SCIENCE OF EDUCATION

SCHOOL OF LANGUAGES AND LINGUISTICS

TOPIC:

**INFLUENCE OF HUMOR TECHNIQUES IN THE DEVELOPMENT OF THE ORAL
EXPRESSION.**

PROPOSAL

**DESIGN A GUIDE WITH HUMOR ACTIVITIES TO DEVELOP SPEAKING SKILLS
IN ENGLISH**

AUTHOR: ERICSSON ANTONINHO GORDILLO PALACIOS

TUTOR: MSC. JOSÉ MIGUEL CAMPUZANO

GUAYAQUIL – ECUADOR

2019

UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA

Lcdo. Santiago Galindo Mosquera, MSc.
DECANA

Lcdo. Pedro Rizzo Bajaña, Msc.
SUBDECANO

Lcdo. Carlos Valle Navarro, MSc.
DIRECTOR DE CARRERA

Ab. Sebastián Cadena Alvarado
SECRETARIO GENERAL



Universidad de Guayaquil

**FACULTAD FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA/CARRERA LENGUAS Y LINGUISTICA
UNIDAD DE TITULACIÓN**

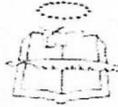
Guayaquil, 28 de marzo del 2019.

CERTIFICACIÓN DEL TUTOR REVISOR

Habiendo sido nombrado JOSE MIGUEL CAMPUZANO DIAZ, tutor del trabajo de titulación INFLUENCE OF HUMOR TECHNIQUES IN THE DEVELOPMENT OF THE ORAL EXPRESSION certifico que el presente trabajo de titulación, elaborado por ERICSSON ANTONINHO GORDILLO PALACIOS con C.I. No. 0920161106 con mi respectiva supervisión como requerimiento parcial para la obtención del título de Licenciado en Ciencias de la Educación, Mención Lengua y Literatura Inglesa , en la carrera de Lengua y Literatura Inglesa, ha sido **REVISADO Y APROBADO** en todas sus partes, encontrándose apto para su sustentación.

DOCENTE TUTOR REVISOR

C.I. No. 0924941297



APB
20/03/2019

ANEXO 7

Universidad de Guayaquil
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA ESPECIALIZACIÓN INGLÉS - ALEMÁN
UNIDAD DE TITULACIÓN

Guayaquil, marzo 20/2019

Ing. CARLOS VALLE NAVARRO, MSc
DIRECTOR DE LENGUAS Y LINGÜÍSTICA
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
UNIVERSIDAD DE GUAYAQUIL
Ciudad.-

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la REVISIÓN FINAL del Trabajo de Titulación Influence of humor techniques in the development of the oral expression del estudiante ERICSSON ANTONINHO GORDILLO PALACIOS. Las gestiones realizadas me permiten indicar que el trabajo fue revisado considerando todos los parámetros establecidos en las normativas vigentes, en el cumplimiento de los siguientes aspectos:

Cumplimiento de requisitos de forma:

- El título tiene un máximo de 11 palabras.
- La memoria escrita se ajusta a la estructura establecida.
- El documento se ajusta a las normas de escritura científica seleccionadas por la Facultad.
- La investigación es pertinente con la línea y sublíneas de investigación de la carrera.
- Los soportes teóricos son de máximo 3 años.
- La propuesta presentada es pertinente.

Cumplimiento con el Reglamento de Régimen Académico:

- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se indica que fue revisado, el certificado de porcentaje de similitud, la valoración del tutor, así como de las páginas preliminares solicitadas, lo cual indica el que el trabajo de investigación cumple con los requisitos exigidos.

Una vez concluida esta revisión, considero que el estudiante ERICSSON ANTONINHO GORDILLO está apto para continuar el proceso de titulación. Particular que comunicamos a usted para los fines pertinentes.

Atentamente,

MSc. Lucila Sánchez

C.I. 0916446834



**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUAS Y LINGÜÍSTICA**

**LICENCIA GRATUITA INTRANSFERIBLE Y NO EXCLUSIVA PARA EL USO
NO COMERCIAL DE LA OBRA CON FINES NO ACADÉMICOS**

Yo, GORDILLO PALACIOS ERICSSON ANTONINHO con C.I. No. 0920161106, certifico que los contenidos desarrollados en este trabajo de titulación, cuyo título es "INFLUENCE OF HUMOR TECHNIQUES IN THE DEVELOPMENT OF THE ORAL EXPRESSION." son de mi absoluta propiedad y responsabilidad Y SEGÚN EL Art. 114 del CÓDIGO ORGÁNICO DE LA ECONOMÍA SOCIAL DE LOS CONOCIMIENTOS, CREATIVIDAD E INNOVACIÓN*, autorizo el uso de una licencia gratuita intransferible y no exclusiva para el uso no comercial de la presente obra con fines no académicos, en favor de la Universidad de Guayaquil, para que haga uso del mismo, como fuera pertinente.

ERICSSON ANTONINHO GORDILLO PALACIOS
C.I. No. 0920161106

* CÓDIGO ORGÁNICO DE LA ECONOMÍA SOCIAL DE LOS CONOCIMIENTOS, CREATIVIDAD E INNOVACIÓN (Registro Oficial n. 899

- Dic./2016) Artículo 114.- De los titulares de derechos de obras creadas en las instituciones de educación superior y centros educativos.- En el caso de las obras creadas en centros educativos, universidades, escuelas politécnicas, institutos superiores técnicos, tecnológicos, pedagógicos, de artes y los conservatorios superiores, e institutos públicos de investigación como resultado

DEDICATION

This achievement is dedicated to the true protagonists of my success, first to God for not letting go of his hand and for the blessings he gives me, to my mom Julia for her love, effort and sacrifice that she made in life so that I can be a professional, my uncles Eric and Patricia Gordillo for being my inspiration and support at all times. To my cousin Ariel Yagual to always be there and be an unconditional friend. Thank you very much for believing in me. Erick Produciendo.

ACKNOWLEDGEMENT

God First. Thank God for allowing me to fulfill an important goal in my student career, my tutor Msc. Jose Miguel Campuzano for his unconditional support in the realization of this thesis, I thank Dr. Victoria Morales and the Msc. Eduardo Moran who with his excellent example demonstrated what it really means to be a teacher. I could not forget about Miss Olinda and Miss Alexandra always providing a cordial and quality service as a secretary.

TABLE OF CONTENTS

TOPIC	i
DEDICATION	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS	viii
CHAPTER I	20
THE PROBLEM	20
CONFLICT SITUATION	20
SCIENTIFIC FACT	20
CAUSES	21
FORMULATION OF THE PROBLEM	21
RESEARCH OBJECTIVES	21
General Objective	21
Specific Objectives	21
QUESTIONS OF INVESTIGATION	22
JUSTIFICATION	22
CHAPTER II	26
THE THEORETICAL FRAMEWORK	26
BACKGROUND OF THE INVESTIGATION	26
THEORETICAL-CONCEPTUAL FRAMEWORK	27
THE SPEAKING SKILL	27
THE IMPORTANCE OF THE SPEAKING SKILL	28
METHODOLOGICAL STRATEGIES TO DEVELOP THE PRODUCTIVE SKILLS	29

THE DIRECT METHOD	29
AUDIO-LINGUAL METHOD	29
THE COMMUNICATIVE LANGUAGE TEACHING	29
TOTAL PHYSICAL RESPONSE.....	30
STAGES OF TEACHING SPEAKING SKILL	30
A teaching-speaking cycle	30
Focus learners' attention on speaking	30
Provide input and/or guide planning.....	31
Conduct speaking tasks.....	31
Focus on language, skills and strategies	31
Repeat speaking tasks.....	32
Direct learners' reflection on learning.....	32
Facilitate feedback on learning	32
TECHNIQUES TO DEVELOP THE SPEAKING SKILL.....	32
LANGUAGE INPUT	32
LANGUAGE OUTPUT	33
HUMOR	34
DEFINING HUMOR	35
THEORIES.....	35
Incongruity theories.....	36
Theories of superiority	36
Theories of release	37

THE STUDY OF HUMOR IN CLASSROOMS	37
EFFECTS OF HUMOR IN THE CLASSROOM.....	38
TYPES OF HUMOR.....	38
Irony.....	39
Parody	39
Jokes	39
Wordplay.....	40
Satire	40
Sarcasm.....	41
Spoonerism.....	42
PEDAGOGICAL FOUNDATION	42
SOCIOLOGICAL FOUNDATION	44
PSYCHOLOGICAL FOUNDATION.....	45
CONTEXTUAL FRAMEWORK	46
LEGAL FRAMEWORK.....	47
CHAPTER III.....	49
RESEARCH METHODOLOGY	49
METHODOLOGY DESIGN	49
TYPES OF RESEARCH	50
Exploratory research.....	50
Descriptive research	50
Explanatory research	51
POPULATION.....	51

SAMPLE	52
RESEARCH METHODS	54
Inductive method.....	54
Deductive method.....	54
Analytical Method.....	55
TECHNIQUES AND INSTRUMENTS	55
Observation Technique.....	55
Interview	56
Survey.....	56
ANALYSIS AND INTERPRETATION OF DATA	58
ANALYSIS OF THE OBSERVATION TECHNIQUE	68
ANALYSIS OF THE INTERVIEW	69
CHAPTER IV	70
PROPOSAL	70
TITLE	70
JUSTIFICATION	70
OBJECTIVE	71
GENERAL OBJECTIVE	71
SPECIFIC OBJECTIVES	71
DESCRIPTION OF THE PROPOSAL.....	71
CONCLUSIONS.....	73
RECOMMENDATIONS.....	73

REFERENCES 110

TABLE INDEX

TABLE # 1 52

TABLE # 2 52

TABLE # 3 52

TABLE # 4 58

TABLE # 5 59

TABLE # 6 60

TABLE # 7 61

TABLE # 8 62

TABLE # 9 63

TABLE # 10 64

TABLE # 11 65

TABLE # 12 66

TABLE # 13 67

GRAPHIC INDEX

GRAPHIC # 1 58

GRAPHIC # 2 59

GRAPHIC # 3 60

GRAPHIC # 4 61

GRAPHIC # 5 62

GRAPHIC # 6	63
GRAPHIC # 7	64
GRAPHIC # 8	65
GRAPHIC # 9	66
GRAPHIC # 10	67

ANNEXES INDEX

ANNEXES # I.....	122
ANNEXES # II.....	134
ANNEXES # III.....	136

REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS/TRABAJO DE GRADUACIÓN

TÍTULO Y SUBTÍTULO:	Tema: Influencia de las técnicas de humor en el desarrollo de la expresión oral. Propuesta: Diseñar una guía con actividades de humor para desarrollar habilidades para hablar en Inglés		
AUTOR(ES) (apellidos/nombres):	Gordillo Palacios Ericsson Antoninho		
REVISOR(ES)/TUTOR(ES) (apellidos/nombres):	Msc. Campuzano Díaz José Miguel		
INSTITUCIÓN:	Universidad de Guayaquil		
UNIDAD/FACULTAD:	Facultad de Filosofía, Letras y Ciencias de la Educación		
ESPECIALIDAD:	Lengua y Lingüística		
GRADO OBTENIDO:	Licenciatura en Ciencias de la Educación, mención en Lengua Inglesa y Lingüística		
FECHA DE PUBLICACIÓN:	Marzo, 2019	No. DE PÁGINAS:	
ÁREAS TEMÁTICAS:	Enseñanza de la lengua inglesa.		
PALABRAS CLAVES/ KEYWORDS:	Humor, chistes, discursos, guía didáctica, educación.		
RESUMEN/ABSTRACT:	<p>El humor es un modo de comunicación dinámico que cumple una serie de funciones sociales importantes. Las aulas de clases no están alejadas al humor por ese motivo el presente estudio tiene como finalidad la aplicación del humor como una herramienta pedagógica para desarrollar la expresión oral en un Idioma Extranjero. Se realizaron por medio de estudios de campo, investigaciones bibliográficas y finalmente por medio de estadísticas, las cuales evidenciaron el poco desarrollo de la comunicación oral en los estudiantes no se sentían interesados en aprender un nuevo idioma debido a la falta de estrategias adecuadas, por este motivo se desarrolló una guía con estrategias donde se aplica el humor para fomentar la comunicación dentro del aula de clases.</p>		
ADJUNTO PDF:	<input checked="" type="checkbox"/> SI	<input type="checkbox"/> NO	
CONTACTO CON AUTOR/ES:	Teléfono: 0982081757	E-mail: Erick21ec@hotmail.com	
CONTACTO CON LA INSTITUCIÓN:	Nombre: Secretaría de la Escuela de Lenguas y Lingüística.		
	Teléfono: 04294888 Ext 123		
	E-mail: lenguas.linguistica.filo@gmail.com		

NATIONAL FILE IN SCIENCE AND TECHNOLOGY			
FORM TO THESIS REGISTER			
TITLE AND SUBTITLE:	Topic: Influence Of Humor Techniques In The Development Of The Oral Expression. Proposal: Design A Guide With Humor Activities To Develop Speaking Skills In English		
AUTHOR:	Gordillo Palacios Ericsson Antoninho		
CHECKER/TUTOR:	Msc. Campuzano Díaz José Miguel		
INSTITUTION:	UNIVERSITY OF GUAYAQUIL		
FACULTY:	PHILOSOPHY, LETTERS AND EDUCATION SCIENCES.		
CAREER:	LANGUAGE AND LINGUISTICS		
OBTAINED TITLE:	Mention in Language and Linguistic.		
PUBLICATION DAY:	March, 2019	N. OF PAGES:	
TEMATIC AREAS:	English language teaching.		
KEYWORDS:	Humor, jokes, speaking, didactic guide, education.		
ABSTRACT:			
Humor is a dynamic mode of communication that fulfills a series of important social functions. Classrooms are not far from humor, for this reason the present study has the purpose of applying humor as a pedagogical tool to develop oral expression in a Foreign Language. They were carried out through field studies, bibliographic research and finally through statistics, which evidenced the poor development of oral communication in students who did not feel interested in learning a new language due to the lack of adequate strategies. For that reason a guide was developed with strategies where humor is applied to encourage communication within the classroom.			
PDF ATTACHED:	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
AUTHORS CONTACT:	PHONE NUMBER: 0982081757	E-mail: erick21ec@hotmail.com	
INSTITUTION CONTACT:	Name: secretaria de la escuela de lenguas y lingüística.		
	Phone Number: (04)2294888Ext.123		
	E-mail: lenguas.linguistica.filo@gmail.com		

“INFLUENCIA DE LAS TÉCNICAS DE HUMOR EN EL DESARROLLO DE LA EXPRESIÓN ORAL.”

Autor: Ericsson Antoninho Gordillo Palacios

Tutor: MSc. José Miguel Campuzano Díaz

Resumen

El humor es un modo de comunicación dinámico que cumple una serie de funciones sociales importantes. Las aulas de clases no están alejadas al humor por ese motivo el presente estudio tiene como finalidad la aplicación del humor como una herramienta pedagógica para desarrollar la expresión oral en un Idioma Extranjero. Se realizaron por medio de estudios de campo, investigaciones bibliográficas y finalmente por medio de estadísticas, las cuales evidenciaron el poco desarrollo de la comunicación oral en los estudiantes no se sentían interesados en aprender un nuevo idioma debido a la falta de estrategias adecuadas, por este motivo se desarrolló una guía con estrategias donde se aplica el humor para fomentar la comunicación dentro del aula de clases.

Palabras Claves: Humor, chistes, discursos, guía didáctica, educación.

“INFLUENCE OF HUMOR TECHNIQUES IN THE DEVELOPMENT OF THE ORAL EXPRESSION.”

Author: Ericsson Antoninho Gordillo Palacios

Advisor: MSc. José Miguel Campuzano Díaz

Abstract

Humor is a dynamic mode of communication that fulfills a series of important social functions. Classrooms are not far from humor, for this reason the present study has the purpose of applying humor as a pedagogical tool to develop oral expression in a Foreign Language. They were carried out through field studies, bibliographic research and finally through statistics, which evidenced the poor development of oral communication in students who did not feel interested in learning a new language due to the lack of adequate strategies. For that reason a guide was developed with strategies where humor is applied to encourage communication within the classroom.

Keywords: Humor, jokes, speaking, didactic guide, education.

INTRODUCTION

Humor is an attribute that humans have and although there are theories that try to explain the concept of humor from different perspectives. The activities that we do daily and our qualities have a little bit of fun effect.

In these days, humor is important to improve the classroom environment that allows to develop skills in students. Humor from this point of view can be seen as a pedagogic tool and it is an opportunity to improve the relationship between people, it can also improve the learning process in a classroom.

For example, riddles and different word games create fun and this can be found in school books, however it is likely that students who study in school don't find fun children's riddles so we can say that students find humorous is related to their development and their age.

This research provides information related to the influence of humor techniques in the development of the oral expression, relevant investigation that will contribute to the development of the society, the present study is a case study that examines how a teacher uses humour in her teaching and how students initiate humour during a lesson.

It is impossible to consider that the teaching and learning process without a little bit of humor. The lack of humor gives bad results and this is the reason to apply humor techniques for learning English using the humor as a pedagogic tool based in playful activities to develop the oral expressions.

This research is also based on a mixed methodology done through bibliographical, field and statistical study for presenting the of a guide with humor activities to develop speaking skills in English, to oriented to the students of the First year of baccalaureate, section "A " of the "Jose Pino Icaza" High School.

Chapter I.- the Educational Institution to be investigated is briefly mentioned, the problem statement, the formulation of the problem, the objectives and the justification that explains the contributions and the solution that is going to be given to the problem.

Chapter II.- Here the theoretical part that is the explanation is specified, the base that sustains the subject that was investigated. Here we analyze various conceptions of humor as a pedagogical tool, skills for learning the English language, meaningful learning with its characteristics.

Chapter III.- This chapter describes the methodology that includes the methods, techniques and instruments that allow to collect information and at the same time fulfill the objectives proposed in the investigation.

Chapter IV.- Here the conclusions and general recommendations of the research work are pointed out. The proposal consists to design a didactic guide with humor activities to develop speaking skills in English.

CHAPTER I

THE PROBLEM

CONFLICT SITUATION

Nowadays, there are some pedagogical problems regarding English Language Teaching in public schools in Ecuador. After reaching the final year, students do not achieve the expected proficiency level. José Joaquín Pino Icaza High School is not the exception. This school is located in the north of Guayaquil and has 800 students.

After conducting some observations in the first year of baccalaureate, it was evident that students have poor oral expression. Students cannot express their ideas using their own words. They talk in Spanish. They do not even say the basic classroom commands and they try to answer some questions using patterns from the book, which results in a mechanical speech. Also, they constantly make errors in pronunciation and as a result, that communications is not achieved.

In addition, surveys showed that students are not motivated to speak. They do not feel comfortable because they do not like the topics that appear in the book. During the observations, students slept in the classroom while the teacher explained the class. The teacher does not apply strategies that motivate students to learn.

Finally, the lessons are not communicative, leaving the speaking to the last place. They are based on grammar structures and the teacher just writes sentences on the whiteboard, so students can copy on the notebook. The poor collaborative work was evident during the class observation.

SCIENTIFIC FACT

Deficiency of the oral expression in students from First year of Baccalaureate in José Joaquín Pino Icaza High School, in Guayaquil, School year 2018 – 2019.

CAUSES

- Inappropriate strategies that promote the oral expression.
- Topics are not appropriate according to the age.
- Limited didactic materials to develop the communicative skill.

FORMULATION OF THE PROBLEM

How do the humor techniques influence in the development of the oral expression in the students of First year of Baccalaureate section “A” of the “Jose Joaquin Pino Icaza” High School in Guayaquil in the school year 2018 – 2019?

RESEARCH OBJECTIVES

General Objective

To analyze the influence of humor techniques on oral expression through a bibliographic study, statistical analysis and field research to design a humor-strategic guide for teachers.

Specific Objectives

- To identify the level of humor techniques through a field, bibliographical and statistical research.
- To characterize oral production through a bibliographic and field study.
- To design of a humor-strategic guide for teachers through the data collected.

QUESTIONS OF INVESTIGATION

- What is the development level that represents the speaking skill throughout humor in students of the First year of Baccalaureate of José Joaquín Pino Icaza School?
- What are the theoretical referents that support the relationship between humor and oral expression?
- Would the design of a humor techniques guide allow transforming the speaking skill quality?
- What is the current situation of the students of the First year of baccalaureate section “A” of the “Jose Joaquín Pino Icaza” High School in the oral expression?
- Which are the theoretical bases that support the relation between humor techniques as a pedagogical tool and oral expression?
- Does the lack of humor techniques in students induce to decrease in oral expression?
- What kind of humor activities improve the development of the oral expression?

JUSTIFICATION

The importance of English as a Foreign Language plays a leading role in our days. For this reason, it is important to master and be able to communicate in a foreign language. In Ecuador, there are problems due to the fact that learning this language from first to seventh year was optional according to Agreement 582 of March 2000. However, since much earlier, the focus on the country was not in teaching English in elementary school. Thus, the English Curriculum Reform Project

(Cradle), in force since 1992, focused on high school. This generated many deficiencies in the learning of the students when they entered the school because they did not have the mastery of English as a Foreign Language.

Currently, this has changed as the National Curriculum includes English as a compulsory subject from 2nd Basic Education up to 3rd Baccalaureate in the entire public education sector.

The Ministry of Education establishes that students in the First year of baccalaureate must master level A2. According to the standards established by the Common European Framework, individuals at this level “can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate Basic need” (CEFR, p. 26). However, these educational standards are not being met. For this reason, this research is important because it allows us to analyze the influence of the English language on secondary students. It will seek to provide a guide that allows teachers to improve the process of developing oral skills in the classroom.

According to the educational principles of the Organic Law of Intercultural Education (LOEI) in article 2, students must receive an education that develops their skills individually and in groups using technology, culture and values with agreements of harmonious coexistence being a fundamental right that is guaranteed in the Constitution, which indicates that it must be free, providing this right with quality and warmth, in an environment of respect and diversity. Respect for other

cultures, inclusion and promotion of communication seeks to integrate participatory education, valuing the use of different cultures eradicating discrimination. Clearly, the teaching and learning of the English Language plays an important role in society, and this research aims to provide support to schools and colleges to meet these educational principles and analyzed through strategies that improve the process of teaching English as Foreign language.

The National Development Plan 2017 A lifetime, tells us that "access to different levels (initial, basic, baccalaureate and higher) must be guaranteed in an inclusive, participatory and relevant manner, with availability for the population in their own territory. Alternative education modalities must be implemented for the construction of an educating society at the levels that require the most attention: the baccalaureate and higher education. The dialogue tables for plurinationality, culture, education, among others, highlight the importance of the professionalization of citizens (trades, craftsmen, artists, others), for which it is a priority to strengthen technical and technological education to consider it as of the third level. In addition, he argues that the academic offer should have productive relevance (according to their different environments and territories) and link with the world of work ".(p. 53).

According to our Constitution, education is a right for which we need to apply appropriate strategies and techniques to develop the skills established in the National Curriculum for the benefit of students especially oral skills in the students of the Jose Joaquin Pino Icaza High School of Guayaquil, so that students can have a good performance in English and can communicate in a foreign language, which makes them the direct beneficiaries of this research. In the same way, the indirect beneficiaries are the parents, teachers and the district to which the institution

belongs, who will be able to use new techniques and strategies for the benefit of the students who will be able to develop the oral ability.

CHAPTER II

THE THEORETICAL FRAMEWORK

BACKGROUND OF THE INVESTIGATION

It is important to recognize the deficiencies that the public sector has in education since students cannot express their ideas orally in a foreign language because they do not feel motivated and also that some teachers can not apply the correct strategies in the classroom. Through this study, the author has found research from several professionals regarding this topic.

In her study, Strawhorn (2014) indicates that humor is a dynamic mode of communication that can be used to improve social relationships. He also indicates that humor is found in all cultures and how it can be used has great benefits to reduce tension in the classroom and that students feel safe when speaking a second language.

Lovorn (2008) mentions in his research that humor can be a useful tool to manage the classroom in a productive way. He tells us that humor can be used to keep students' attention and motivate them to participate. In his study, he tells us that humor provides a new strategy that allows good experiences to be retained in students' minds, which helps them to communicate them reducing anxiety.

Finally, according to Algafar (2017), humor has great advantages in sociology and that it can improve communication between people. His study indicates that humor can reduce stress and boredom because students do not feel pressured. Even humor has benefits that can release unpleasant feelings such as frustration and act from a therapeutic perspective.

It is important to mention that this project seeks to contribute in a meaningful way to know what factors prevent students from communicating orally in English and find the reasons why the development of this skill could not be achieved. This can be done with the correct application of techniques and strategies according to the level of the students, providing the appropriate support that allows them to communicate using their own words in a good study environment. In addition, the good attitude and predisposition between teachers and students are highlighted in order to be able to develop oral skills in a foreign language.

THEORETICAL-CONCEPTUAL FRAMEWORK

THE SPEAKING SKILL

Newton (2009) explains that speaking has a context of production, of information output. It is considered as part of the learning that the human being has, which indicates that it is not the end of the learning process, but it is part of it. This allows people to put into practice everything they have learned. The author indicates that the attention lies on the production through their own ideas and messages that are transmitted through the language. It refers to the existence of a chain of production, which indicates that people learn in a meaningful way when they speak and write. That is, using the language productively.

According to Yong (2013), speaking is a productive skill, which has a certain degree of difficulty and is not limited to the simple act of pronunciation of some words. This includes a set of sub-skills such as fluency, vocabulary, comprehension, grammar and pronunciation. The author even indicates that it refers to the ability with which people can communicate effectively when they have control of these sub-skills.

Finally, Zaremba (2006) emphasizes that speaking is the ability to communicate that overcomes others due to its importance when expressing the communicator's ideas. Consequently, speaking should be the priority objective within a classroom. It is important to provide different alternatives so that students can develop this skill correctly, since for students the only place where they can practice the language is precisely in the classroom.

THE IMPORTANCE OF THE SPEAKING SKILL

Speaking is a skill that allows people to communicate and organize sentences to express themselves correctly. However, for a person to be able to get a message, he needs to know how to do it and that message is understood. Being able to communicate is a challenge that needs effort or development of a set of skills that allow it to be done.

Manurung (2014) indicates that communicating orally in a foreign language is a skill that needs to process data during the conversation in order to give answers and points of view. This skill is productive.

Bashir, Azeeme & Hussain (2011) indicate that developing the ability to speak requires practice. Besides, to learn a mother tongue it is necessary to listen and repeat words to someone. The authors indicate that the teacher can use that same role, offering structures and asking the students to perform that action. In addition, they indicate that the ability to speak is the most important that language students can acquire.

METHODOLOGICAL STRATEGIES TO DEVELOP THE PRODUCTIVE SKILLS

There are methods that help teachers teach a foreign language. These methods work according to the skills that the teacher wants to develop, so we can say that the methods, according to Sanchez Perez (2009), are the set of processes that allow the teacher to direct actions in a practical way, being a guide that guides towards a specific objective.

THE DIRECT METHOD

Pardo (2016) describes that “the Direct Method proposes the teaching of phrases through the demonstration and the association of language with the object. The learner is not allowed to use his or her mother tongue” (p. 13). This means that the teacher using this method uses phrases that are not used in the student's native language but in the foreign language that is intended to be learned. It has no translation, it is not taught with grammar rules, in the same way that students learn a mother tongue.

AUDIO-LINGUAL METHOD

Lestari (2011) indicates that the method helps students significantly develop oral skills, through material provided by teachers, which consists of dialogues. These dialogues can have repetitions, replace dialogues and questions between pairs. The dialogue is developed through sequences.

THE COMMUNICATIVE LANGUAGE TEACHING

Communicative Language Teaching implies the correct use of language in a social environment and the ability to apply it in different situations. According to

Curinao and González (2008), this method focuses on the spoken form of a foreign language. The practice of intonation and pronunciation are important. However, it is based on real-life situations.

TOTAL PHYSICAL RESPONSE

Richards and Rodgers (2001) indicate that this method is related by a connection of speech and action, and lies its teaching in the application of physical activity. The teacher gives an order to the students in imperative form so that the students perform a specific action. This method uses basic commands which require a physical response. For example, for an initial class you can use commands to have basic answers like "Stand up," "Sit down," "Raise your hand," or "Jump." It is recognized that these commands serve to represent a specific action because this method lies on understanding the language and not so much on the production of it.

STAGES OF TEACHING SPEAKING SKILL

A teaching-speaking cycle

According to Goh & Burns (2012), there are seven stages which have contemplated highlighting a sequence of important concepts so that teachers can use them to develop oral skills in their students.

Focus learners' attention on speaking

This stage is related to the metacognitive part of speech and is divided into two parts, which include encouraging students to develop speech and giving instructions to encourage them and raise awareness of the importance of speaking

and how to prepare. It is also based on preparing students to become familiar with the strategies and results of the tasks.

Provide input and/or guide planning

Beginning to speak a second language generates in many cases nervousness which is why it is important that teachers provide the adequate support so that students can have enough time to plan what to say and how to say it. In addition, the purpose of this stage is to introduce a new way of teaching a language by activating existing linguistic knowledge.

This support also allows students to perform a task that would not have been possible to develop on their own and that would facilitate the student to be in a state of competence that motivates them to complete the task on their own.

Conduct speaking tasks

The main objective is to provide students with an environment in which oral practice can be carried out through tasks that facilitate it. This task should motivate them to develop the skills and strategies they have to communicate. This allows motivating students to improve oral fluency without having to worry about the precision of the form. This stage has the characteristic that it is less demanding because it is a result of the planning made by the teacher.

Focus on language, skills and strategies

This stage highlights the opportunities that all students must have to improve oral skills and how they can apply the use of appropriate skills and strategies. In this stage the teacher emphasizes fluency but without neglecting what needs attention to

complete. Here the pronunciation, grammar, vocabulary and text structures are highlighted.

Repeat speaking tasks

In this stage, the students have already had the opportunity to practice as was seen in stage 3 and 4. Therefore, the students are already able to apply these strategies among which it is added repeating parts of a task already provided by the teacher. The teacher can perform a task with similarities to the one originally presented, which could include changing the group or couple based on repetitions.

Direct learners' reflection on learning

At this stage, students are encouraged to regulate their own learning. Reflection allows students to be guided by different stages for their self-evaluation in which skills and performance in the development of linguistic skills are highlighted. Consequently, this self-assessment can be individual or group.

Facilitate feedback on learning

In this stage the teaching cycle is completed in which the teacher provides the students with feedback on their performance, which may include comments, qualifications, or reflections based on the results. It is important to emphasize that this cycle must not only be completed with one or two lessons, but that the correct support must be provided, always seeking the development of the student's learning.

TECHNIQUES TO DEVELOP THE SPEAKING SKILL

LANGUAGE INPUT

Krashen (1985, cited in Garcia, 2013) tells us the importance of the incentive that students must have to acquire the ability to speak a new language, which not

only must have a message of sufficient meaning, but must meet a level of demand that allows continued learning while maintaining control about it. These principles are registered as basic guidelines for the teaching of a new language. It has the main characteristic that the student can learn a language according to the attention provided in order to interpret the message.

Wong (2005) indicates that the input refers to the message that is transmitted, which leads whoever listens to the message to have an incentive to interpret it. For this reason, it is understood that a student who wants to learn a language has sufficient reasons to interpret that message. This is because he pays attention. However, there are problems when you do not understand what is being heard and there is a blockage in the message without having an answer.

LANGUAGE OUTPUT

According to Swain (1985, cited in Renvall, 2014), understandable information is not enough to create the acquisition of a second language. Therefore he indicates that the exit of the language helps the acquisition by pressing the students to produce the expected results. In summary, producing language provides the opportunity to identify one's own advance and reflect on it.

It is also intended that the student makes the effort that allows him to have control over the acquired learning and in turn can overcome that level.

“With output, the learner is in control. In speaking or writing, learners can ‘stretch’ their interlanguage to meet communicative goals. To produce, learners need to do something. They need to create linguistic form and meaning, and in so doing, discover what they can and cannot do. Output may stimulate learners to move from the semantic, open-ended, strategic

processing prevalent in comprehension to the complete grammatical processing needed for accurate production. Student' meaningful production of language - output - would thus seem to have a potentially significant role in language development. These characteristics of output provide a justification for its separate consideration, both theoretically and empirically, in an examination of the value of interaction for second language learning" (Swain, 2000, p. 99).

There is a controversy regarding these two hypotheses of acquisition of a second language because the hypothesis of production that sustains Swain is opposed to the position of Krashen, who argues that there is no evidence that production in language learning can have a beneficial effect for learning it, indicating that only when there is understandable information in the message that the student has to interpret is when can you learn a language.

HUMOR

Humor can be analyzed from different points of view because each person can interpret depending on their perspective and has made multiple analyzes and studies of it. However, the present analysis specifies the connection that humor has with the environment in a classroom.

Humor is a controversial issue mainly when it is intended to be used as a tool to teach a foreign language. This tool allows students and teachers to create a better environment in order to learn new vocabulary or tell jokes, play on words using humor as a source to find information on a specific topic.

Hill (1988, cited in Deiter, 2000) indicates that "Humor is an important tool in the creation of a positive learning environment. Humor in the classroom promotes enjoyment and effectiveness of teaching and learning" (p. 25).

DEFINING HUMOR

The term humor comes from Latin meaning *umor*, this words means "liquid," or "fluid" (Tang, 2015). The word humor as it is used in these days has several definitions. According to the Cambridge Dictionary (2018), the word humor is defined as "the ability to be amused by something, heard, or thought about, sometimes causing you to smile or laugh, or the quality in something that causes such an amusement".

Dvořáková (2012) indicates that even knowing what humor is, it is difficult to give an exact definition of it. Adams (2001) indicates that "one of the most healthy, healing phenomena human beings have. It is a cognitive, emotional, and physical response to stress. It gives us balance and a perspective and provides a comic relief and survival from all the seriousness of living." (p. 293)

Humor is the result of a process that is not easier to describe, but is part of our daily life. For example, routine problems can bring us anger or stress but through humor we can for a few minutes take a break and recharge.

THEORIES

Different and numerous theories have emerged with respect to humor. However, according to Attardo (2001), among the theories of humor are three main ones that are: incongruity, superiority, and release/relief theory.

Incongruity theories

Cambridge Advanced Learner's Dictionary & Thesaurus (2018) defines incongruous as “unusual or different from what is around or from what is generally happening”. This definition allows us to understand that when there are contradictions or things that are not usual, they are considered incongruent.

Incongruity is a mixture of ideas or unlikely situations such as situations in which they can contradict, underestimate, exaggerate, and generate surprise, something totally unreal. This theory was developed by Immanuel Kant and Arthur Schopenhauer, who were two German philosophers who indicated that the incongruence occurs when one person expects the other to have a certain reaction, but another reaction is suddenly provided (Tang, 2015).

Mulder and Nijholt (2002, cited in Awadh, 2016) indicates that there is an important point in this theory and it is the exact moment to give the sense congruent to the incongruity in which it is sought to give a humoristic sense, instead of the incongruence itself.

Theories of superiority

Superiority is a theory that tells us that when we laugh at the expense of another person with the purpose of raising the ego who feel superior and reduce the ego of others. According to Carlson (2011) this happens many times in the classroom mainly when a student gives an incorrect answer for example if in a math class a student answers, " $1 + 1 = 3$ ".

There are two philosophers like Plato and Aristotle, who argued about humor. They indicated that humor had a negative side and that it can be used against people, in some cases to demonstrate superiority over others and in turn demonstrate inferiority over others. (Aromaa 2011, p 12).

Theories of release

Sigmund Freud was the first who introduced this theory, and is linked to the relationship between reception and the psychological effects of the rector on the part of the receiver. The theory of liberation or relief has as its main concept to alleviate the tension caused by social pressures or restrictions, especially with issues that are taboo within society. However, these rules or beliefs are broken when an inappropriate and abrupt topic is involved.

There is also another theory known as relief and liberation which emphasizes the behavior of humor and social elements. According to Tang (2015), that tension is made through laughter, which allows freedom from restrictions such as sexual desire and aggressive desires, rigidity and the ego of a person.

THE STUDY OF HUMOR IN CLASSROOMS

For more than 40 years, humor and a classroom have had a relationship of analysis and study which has generated interest. Anttila (2008, cited in Paajoki, 2014), states that the study of humor and the relationship with learning within a classroom began in the 1960s and focused on the connection between humor and the process of learning. Later in the decade of 1980, humor was analyzed as a factor of motivation and how it helped to improve the environment within a classroom.

Neumann, Hood & Neumann (2009) consider that humor provides a positive effect and helps in the results that the teacher aims to achieve in the development of students' skills. On the other hand, Berwald (1992, cited in Vossler and Sheidlower, 2011) believes that humor helps improve the classroom environment, establishing a better relationship between teacher and student which improves the acquisition and retention of knowledge.

Hellman (2007, Blackmore cited in 2013, p. 17) indicates that "humor should be used as a tool for learning, never as a distraction" and above all that the humor during the classes keeps interest within the students and allows to generate a good atmosphere if it is used correctly but also indicates that it is important to recognize the different personalities of the students and how they work in a group.

EFFECTS OF HUMOR IN THE CLASSROOM

McGhee (1979, cited in Martin, 2007). Most studies indicate that humor generates benefits and helps improve the classroom environment. This is interesting, since we know that humor is something positive and scientific research affirms that humor helps overcome negative moments in people's lives.

According to Torok, McMorris, & Lin (2004), in the classroom, some studies have shown that the use of humor as a pedagogical tool allows to improve the teacher-student relationship because it lowers the tension in the learning process and improves the communication. Humor, being well used, can be an opportunity to build a positive interaction in the classroom and develop the skills expected in students. The humor from the pedagogical point of view, used correctly, becomes a tool within the classroom, and extreme care must be taken that it does not become a brief moment of distraction.

TYPES OF HUMOR

According to Norrick (1993, as cited by Norrick 2003, p.1338) humor tends to "fade into each other in conversation", which makes it difficult to have a clear identification of the different types of humor. However, the present study provides information on the types of humor.

Irony

The term irony comes from the Greek *eironeia* which means dissimulation, however this term with the passage of time has been developed. For example, Cambridge Advanced Learner's Dictionary & Thesaurus (2018) state that "a situation in which something was intended to have a particular result has the opposite or a very different result".

This definition seems to focus on irony as a result opposite to what is initially said. However, we can indicate that irony is the contradiction between what someone wants to say and what they say, and what is planned and what is done.

Parody

According to Awadh (2016), the term parody comes from the Greek word *parody*, which means 'counter-song'. However, it should be noted that the prefix "para" has two meanings in Greek: "counter" and "against", which suggests that a parody is about opposition or a contrast. On the other hand, parody may lead to repetition or a work with certain differences.

According to the Oxford Dictionary Online (2018) the word parody means "An imitation of the style of a particular writer, artist, or genre with deliberate exaggeration for comic effect ". On the other hand the Cambridge Advanced Learner's Dictionary & Thesaurus (2018) refers to the word irony as "to copy the style of someone or something in a humorous way". According to these references, it can be understood that parody is part of an exaggeration of reality.

Jokes

Sherzer (2002, p. 36) defines the term joke as "a discourse unit consisting of two parts, the set up and the punch line". However, this definition does not have a complete context because it does not take into account certain aspects.

It should be noted that the definition of Lipps (1898, cited in Strachey 2001 p,9) can be added as a closer definition since it indicates that it is something comical which is subjective and that is fully linked to the relationship that a person has with another and not with the object. Strachey cites that a joke can be considered as "any conscious and successful evocation of what is comic, whether the comic of observation or of situation".

Wordplay

The definition of wordplay is based largely on the double meaning that a word can have for a person, since the interpretation given to it from the metaphorical and literal point of view can mean a source of humor. (Chovanec & Isabel, 2012).

Pollack (2011) indicates that "the lowest form of humor." However, you need to have knowledge of the language of both the sound and the meaning of words twice. For this, you need a rough knowledge of words, it differs from humor visual because it's a verbal game.

According to Lems (2011), there are four categories which are: homophones, polysemous words, and close-sounding words and the last category that goes hand in hand with text messages and instant messaging.

Satire

The word satire comes from the Latin satira that has the meaning "medley". The satire has a main description to ridicule people or groups of people in order to generate or stop situations. Satire according to its classification has two forms: Direct satire and indirect satire. The direct satire is the one that speaks directly in the first person to the public or the person, and the indirect satire involves the characters being ridiculed for different reasons, either because of their way of thinking or behaving.

According to Simpson (2003), the satire has different techniques that are applied as the reduction, irony, farce, exaggeration, sarcasm and ridicule. According to Hutcheon (2000), there is a minimal difference between satire and parody. According to Bonnstetter (2008), the satire does not need a fragment or the use of the original work and is based on commenting on the follies or vices of another person or groups. On the other hand, the parody tries to imitate a specific work or the style of the author, even the parody is intended to make comments, not necessarily in a humorous tone about the work or its author.

Sarcasm

The word sarcasm comes from the Greek term "sarkazein", which means to speak bitterly, to mock, to literally get rid of the flesh. Cambridge Advanced Learner's Dictionary & Thesaurus (2018) defines sarcasm as "the use of remarks that clearly mean the opposite of what they say, made in order to hurt someone's feelings or to criticize something in a humorous way".

According to Davidov (2010), sarcasm has a certain degree of humor but uses contempt and in some cases aggressiveness to make fun of another person. Use an ingenious language and has come to be included in the communication that people have in social networks.

According to Anderson (2006), this particular fact pretends to make fun of the person without any intention to improve their way of being or behavior. However, the satire is focused on an individual or group of people in order to correct behaviors. As long as sarcasm persists it is the most aggressive version of irony.

Spoonerism

The spoonerism is a type of humor commonly used in daily life and in some cases used in TV shows. This term is given because the professor of the University of Oxford, Archibald Spooner, in the nineteenth century. This occurs when two different words or sounds changed intentionally in order to generate mockery.

The Cambridge Advanced Learner's Dictionary & Thesaurus (2018) defines spoonerism as “a mistake made when speaking in which the first sounds of two words are exchanged with each other to produce a not intended and usually funny meaning”.

There are 3 categories in this type of humor: anticipation errors, in which the mockery appears too soon, for example "bake my bike" instead of "take my bike"; perseveration errors, which occurs later than what was imagined or planned, for example "beef noodle" instead of "beef needle"; and sound exchanges, this occurs when transposing a sound such as "teep a cape" instead of "keep a tape" (Awadh, 2016).

PEDAGOGICAL FOUNDATION

Constructivism is a pedagogical current that provides pedagogical tools for students to be creators of their own knowledge, through previous experiences obtained from the environment that surrounds them (Quintana, 2010).

There are philosophers, educators and psychologists who addressed the issue of constructivism applied to a classroom as was the psychologist Jean Piaget, whose theory is based on the psychological development of the child through discovery as the fundamental basis of learning. Piaget explains that to understand is to discover, and that to reconstruct is to rediscover, therefore, the purpose of

education is to train people that are capable of producing and creating, and that their learning is not based on repetition.

According to Vanderstraeten (2002) ideas and knowledge arise only when people have to build the experiences that matter to them. This experience occurs when students in a social environment in which they can manipulate materials create a learning community to build their own knowledge.

Marshall (2017) explains that Another important figure in the progress of constructivist theories is Vygotsky with the theory of social learning, which holds that learning is the result of the interaction of the individual with the environment. Learning is acquired through discovery, through what an individual can do on their own and what they can do with the help of another person to solve situations or problems.

According to Bruning (2005) knowledge is constructed through experiences and sensations that have previously been learned. Constructivism promotes that students are able to participate in the process of learning, as a knowledge researcher capable of taking the teacher's teachings to build their own knowledge. The students acquire the new knowledge and immediately connect it with the previously learned and make it their own according to their own interpretation. From this point of view, the learning of a new language is a construction process where a person tries to balance the conflict that causes him to learn a new language, because it creates differences from what the student already knows with new learning.

Constructivism is linked to previous knowledge or experiences. Students go to a classroom carrying their own experiences and their own cognitive structures. Under this concept Adams (2017), the cognitive structures in the students are

reformulated only if the new information is connected with previous knowledge that they already have in their memory.

Adams (2006) emphasizes the importance of a person's interaction with the environment and the constructivist learning environment, where the student learns to build his own skills by solving problems.

Finally Hanley (1994, cited in Adams, 2017) explains that this is contrary to traditional teaching where a student learns only by memorizing and forgetting over time what they have learned, because what they have learned is not connected with previous experiences.

SOCIOLOGICAL FOUNDATION

According to KeenGwe (2009), the construction of learning and its functionality allows an approach between school, social life and real life. This learning is the result of the relationships between the student, the teacher and the environment in which they are developed. The environment plays an important role in this process of attitudes and motivations, in the prior knowledge from the cognitive and emotional point of view.

Stephenson (1951, cited in Raskin, 2008) made reference to humor from a sociological point of view, in which he analyzed the control and conflict functions of humor. In his study, he indicated that situations of conflict arise that become a control mechanism. This control mechanism is maintained with a value system and minimizes the notion of conflict that may exist. Similar studies were done by Raskin (2008) who indicated that humor can be used to minimize conflicts and make the message and the recipient compatible.

When referring to these points of view, it can be said that the acquisition of learning is the result of the interaction in which man will be instructed to form a new social world. Therefore, it is of vital importance that teachers put emphasis on the acquisition of knowledge based on communication, reflection, creativity and efficiency in the activities that students do.

PSYCHOLOGICAL FOUNDATION

There are many studies, both teachers and psychologists who agree that humor is necessary in the learning process in people. In psychology, humor is used as a pedagogic and therapeutic tool for patients with problems such as family conflicts and disorders. People seek humor when they want to be distracted, even psychotherapy uses humor to reduce tension (Martin, 2017).

According to Navas-Robledo (2010), there are treatments and therapies that are recognized worldwide that use humor as an instrument that helps people with behavioral and attitude problems.

Castro-Cárdenas (2010), Navas Robledo (2010), Fernández Poncela (2012) agree on the positive effects that humor has to combat psychological and mental disorders.

- It helps to face and solve problems because humor helps us to get away from negative thoughts.
- It provides strength to face fears and failures.
- It helps to get away from the problems
- It helps fight shyness and phobias.
- It helps to express emotions by strengthening affective ties
- It releases negative electrical impulses decreasing sadness and depression.

- It increases self-esteem allowing creativity flow in people.
- It allows you to see life positively.
- It improves motivation and commitment.
- It does not directly try to entertain, but seeks to lower tensions and create a good atmosphere.
- It solves conflicts, transmits ideas and makes the teaching process less tense.
- Humor can provide a better study environment to express ideas and feelings.

CONTEXTUAL FRAMEWORK

José Joaquín Pino Icaza High School belongs to District 5, Zone 8 located in the La Atarazana neighborhood Mz L-3 V 1, on Plaza Dañin Avenue, in Guayaquil City. José Joaquín Pino Ycaza High School was founded on April 29, 1970. It was created with the ministerial resolution # 1406 in the presidency of Dr. José María Velasco Ibarra, The Minister of Education was Dr. Augusto Solórzano, who created the school to work on the night shift.

He created this institution giving it the name of the poet and journalist José Pino Ycaza but this creation was only written on paper, initially taught at night in the Republic of Venezuela School located on San Martin and Letamendi streets. Here the first days of April first-year students Are enrolled in three parallels A, B and C.

From the Night School of the Republic of Venezuela, the School was moved to the Republic School of Costa Rica and with resolution # 581 of March 31, 1971, it was transformed into José Pino Ycaza Nocturnal School in daytime with afternoon session. Later, the school was moved to the private school Julian Coronel located in the neighborhood of La Fae. Finally, the José Joaquín Pino Icaza school was moved to the Mercedes Gómez Arosemena school, it is located in La

Atarazana. Currently, the José Joaquín Pino Icaza High School has 30 teachers and approximately 1200 students.

LEGAL FRAMEWORK

According to the Constitution of the Republic of Ecuador in article 26 it indicates that:

Art. 26.- Education is a right of persons throughout their lives and an unavoidable and mandatory duty of the State. It constitutes a priority area for public policymaking and state investment, the guarantee of equality and social inclusion and the indispensable condition for the good way of living. Persons, families and society have the right and responsibility to participate in education.”

This project is based on the Constitution of the Republic of Ecuador, because education is a right that all people have according to Article 26. This project seeks that people can develop the skill of speaking in a foreign language as is English, and that may have greater opportunities for in the future obtain a better professional development. In addition, the Republic of Ecuador guarantees free education without discrimination of age or race.

According to the Organic Law Of Intercultural Education in article 184 and 185 indicate that:

Article 184.- Definition. Student evaluation is a continuous process of observation, assessment and recording of information that demonstrates the achievement of student learning objectives and includes feedback systems aimed at improving teaching methodology and learning outcomes.

Art. 185.- Purposes of the evaluation. The main purpose of the evaluation should be to instruct the student in a timely, pertinent, accurate and detailed manner

to help him / her achieve the learning objectives; As a subsidiary purpose, the evaluation should induce the teacher to a process of analysis and reflection of their management as a facilitator of learning processes, with the aim of improving the effectiveness of their management.

Article 184 and 185 make reference to the definition and purpose of the evaluation, which should be an evident record that allows to demonstrate the advance in the student's learning and in turn also serves as feedback in order to improve the learning process.

The National Development Plan (2017) points out the importance of guaranteeing people a dignified life with equality to achieve an integral development in childhood, as well as guarantee the education of children and young people, providing them access to quality training to enhance their abilities and the development of human talent.

CHAPTER III

RESEARCH METHODOLOGY

METHODOLOGY DESIGN

The research design of this thesis is based on a qualitative and quantitative approach which has been established with the purpose of achieving the proposed objectives with the greatest efficiency and effectiveness.

According to Tafur (2014), the qualitative approach allows a holistic view of reality and appears as the most appropriate approach to analyze class observations that have been scheduled, whose data does not represent the possibility of making a reliable statistical management and that requires a qualitative interpretation. Based on this concept, the qualitative approach in this research is given when the teacher in charge of the first year of high school students of the Jose Joaquin Pino Icaza school is interviewed to gather basic information about the learning process based on developing the speaking skill. The quantitative approach allows to perform particular analyses and objectives directly focused on the research objectives. This type of research allows the analysis of data in question by numbers, tables or graphs (Best and Khan, 1989). The quantitative data were obtained through the use of the survey made to the students to statistically measure the information provided.

The survey was created and distributed to answer the following question: How does humor influence the performance of students in a classroom? This chapter will describe information that can be used to take concrete and useful actions to use humor as a pedagogical tool in a classroom.

TYPES OF RESEARCH

Exploratory research

Burns and Grove (2003) define exploratory research as a process to gather new knowledge, discover and increase information of a phenomenon or topic that is proposed to analyze.

The exploratory method was chosen to obtain new information and knowledge about what the learning process is like in the classroom. The exploratory research was conducted with students of the José Joaquín Pino Icaza school, where the students answered questions about their perception of humor, teaching processes and the way they learn English as a Foreign Language.

There are variables that have not been verified which are the relationship that has the humor and the ability to speak English as a Foreign Language in a classroom. This activity had a previous analysis by observing how they learn in the classroom, this analysis included behavioral and academic aspects within one hour class at the school José Joaquín Pino Icaza.

Descriptive research

According to Hernández, Fernández and Baptista (2003), descriptive research measures with greater precision the variables or concepts independently.

"Descriptive research seeks to specify properties, characteristics and important features of any phenomenon that is analyzed" (Hernández, Fernández and Baptista, 2003, p 119).

This research describes the characteristics of the segment to be analyzed, so the authors indicate that it can be used quantitatively and qualitatively, because through this type of research, the researcher can examine the characteristics of the topic to

be investigated, define it and formulate hypotheses, selecting the technique for data collection.

Explanatory research

According to Hernández, Fernández and Baptista (2003), explanatory research is not only based on describing a specific or observed problem, but also seeks to explain the causes that gave rise to the situation analyzed.

These authors indicate that this type of research is carried out to identify the cause and effect and the scope of the case analyzed. With this type of research, the information will be used to evaluate the effect generated by specific changes between variables such as humor and speech development.

The explanatory research allows to analyze and explain the information obtained previously of the cause of the situation in conflict, which indicates that by means of this investigation an attempt is made to explain how humor is necessary so that the students can improve the speech ability in a foreign language.

POPULATION

Polit and Hungler (1999) make reference to the population as a group or a group of people, members or subjects that is part of a place and specific characteristics, in this case, the analyzed population are students of First year of baccalaureate of the Jose Joaquin Pino Icaza High School.

In the following case, the population of the Jose Joaquin Pino Icaza High School is composed of 800 students, a principal and 30 teachers.

TABLE # 1

POPULATION N°	Description	Population
1	Principal	1
2	English teacher	30
3	Students	800
TOTAL		831

Source: José Joaquín Pino Icaza High School

Created by: Ericsson Gordillo

SAMPLE

The sample is a part or segment that represents the total population. The sample is important for the statistical analysis that will be carried out. In this investigation the sample was determined by the authorities of the Institution which is composed of 1 teacher and 35 students belonging First year of baccalaureate "A".

TABLE # 2

POPULATION N°	Description	Population
1	English teacher	1
2	Students	35
TOTAL		36

Source: José Joaquín Pino Icaza High School

Created by: Ericsson Gordillo

TABLE # 3**OPERATIONALIZATION OF VARIABLES**

VARIABLE	DIMENSIONS	INDICATORS
DEPEDENT SPEAKING SKILL	The Speaking Skill	Definition The Importance Of The Speaking Skill
	Methodological Strategies To Develop The Productive Skills	The Direct Method Audio-Lingual Method

		The Communicative Language Teaching Total Physical Response
	Stages Of Teaching Speaking Skill	A Teaching-Speaking Cycle Focus Learners' Attention On Speaking Provide Input And/Or Guide Planning Conduct Speaking Tasks Focus On Language, Skills And Strategies Repeat Speaking Tasks Direct Learners' Reflection On Learning Facilitate Feedback On Learning
	Techniques To Develop The Speaking Skill	Language Input Language Output
INDEPENDENT HUMOR TECHNIQUES	Definition	<i>The Word Humor Comes From The Latin Umor That Is Related To Fluid.</i>
	Theories	Incongruity theories Theories of superiority

		Theories of release
	The study of humor in classrooms	Definition Effects of Humor in the classroom
	Types of humor	Irony Parody Jokes Wordplay Satire Sarcasm Spoonerism

Source: Research of Influence of Humor Techniques In The Development of the Oral Expression.

Researcher: Ericsson Gordillo

RESEARCH METHODS

Inductive method

According to Rodríguez (2005), the inductive method is a process that through the study of particular cases, conclusions or universal laws are obtained that explain or relate the phenomena studied. As it could be observed in the English classes at the Jose Joaquin Pino Icaza School, students are considered to have shortcomings so that they can communicate orally. This occurs because the students did not correctly answer the questions asked by the teacher.

Deductive method

This method, according to Cusco and Tupanguano (2013) "consists of a form of logical reasoning, starting from a general truth to arrive at the particular facts." Its validity lies on the application that has been made previously of the induction, insofar

as it is didactically considered, it is a means of search, deduction is a means of explaining and applying the truths obtained by that "(p.12)

According to this research, the first perception is that the students of the first year of high school Jose Joaquin Pino Icaza have not developed oral skills, so we hope to detect the causes that have not allowed the development of it. By means of the deduction it can be said that the students do not find a good atmosphere in the classroom because the teachers do not apply new techniques and strategies that allow the student to develop the ability to speak.

Analytical Method

According to Ruiz (2006) "The analytical method is that method of investigation that consists in the dismemberment of a whole, decomposing it in its parts or elements to observe the causes, the nature and the effects". (p. 120).

Through this method, we can analyze the causes that have arisen in the students when they have not developed the speech skill in the first year of baccalaureate students of the Jose Joaquin Pino Icaza high school. Through this method we can observe the shortcomings of speaking in English and the influence of humor in the development of oral skills, that is, analyze the performance of students with the application of strategies and techniques that involve humor in the classroom. of classes and in this way verify the effectiveness in the development and production of speech.

TECHNIQUES AND INSTRUMENTS

Observation Technique

Gorman and Clayton (2005) define the observation technique as "involving the systematic recording of observable phenomena or behaviour in a natural setting" (p.

40). "Observation seeks to ascertain what people think and do by watching them in action as they express themselves in various situations and activities". (Pandey and Mishra, 2015)

This technique is used in the research process to evaluate cognitive and non-cognitive aspects of a group or a person. It is used to evaluate attitudes and behaviors towards problems and situations in conflict. This technique was used within the classroom to determine what factors influence the development of the ability to speak, this occurred because while the teacher explained the class the students were distracted doing other activities due to lack of use of strategies according to their interest.

Interview

According to Pandey and Mishra (2015), "In an interview a rapport is established between the interviewer and the interviewee. Not only is physical distance between them annihilated, the social and cultural barrier is also removed; and a free mutual flow of ideas to and fro takes place. Both create their respective impression upon each other."(p. 60)

The interview allows to gather qualitative information about the problem. The interview was made to the teacher who is in charge of the course that has been taken as a sample to carry out the survey.

Survey

The survey is a set of questions that are sent to a group of people or sample of the population to obtain specific information.

According to Pandey and Mishra (2015), the survey is one of the techniques used to gather the most used information due to its easy implementation and application. The survey is a form that seeks to guarantee the result of the proposed

questions that the respondent will solve on its own. The survey has the characteristic that it can also be used in situations in which the respondent cannot be personally seen.

The survey was conducted to students of the first year of baccalaureate Jose Joaquin Pino Icaza High School in Guayaquil in order to know if the activities involving humor techniques allow you to communicate with each other, if students perceive that the classes are not boring and if there is proper accompaniment by teachers to improve speech skills. The possible solutions were obtained as a result to apply them in a manual of humor activities in the classroom.

ANALYSIS AND INTERPRETATION OF DATA

SURVEY TO THE STUDENTS - SAMPLE: 35 students

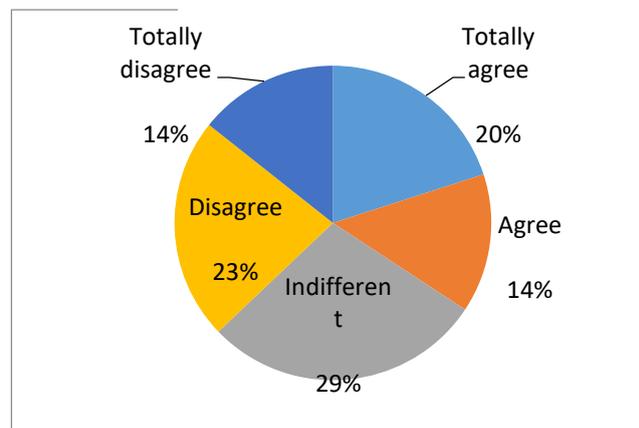
TABLE # 4

1. English classes are interesting and interactive			
CODE	ALTERNATIVES	FREQUENCY	PERCENTAGES
Item #1	Totally agree	7	20%
	Agree	5	14%
	Indifferent	10	29%
	Disagree	8	23%
	Totally disagree	5	14%
	TOTAL		35

Created by: Ericsson Gordillo

Source: Information obtained from the survey at José J. Pino Icaza High School

GRAPHIC # 1



Created by: Ericsson Gordillo

Source: Information obtained from the survey at José J. Pino Icaza High School

Analysis:

It can show that a 20% of students totally agree and a 14% agree with the thinking that English classes are interesting and interactive. A high percentage such as 29% are indifferent, another 23% disagree and a 14% totally disagree respectively.

Comments:

There is a high percentage of students who consider that English classes are not interesting and do not promote interactive communication. Only 34% of students consider English classes are interesting.

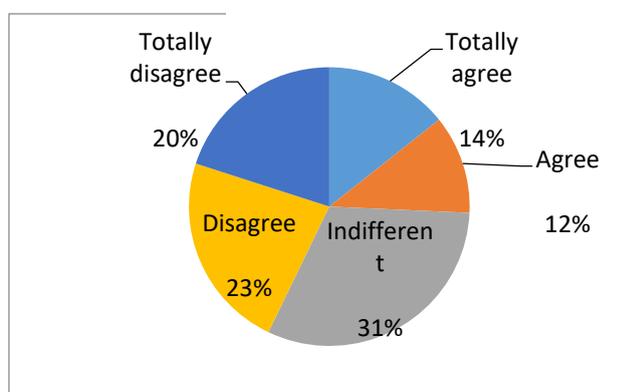
TABLE # 5

2. I am satisfied with the teaching effectiveness of my teacher			
CODE	ALTERNATIVES	FREQUENCY	PERCENTAGES
Item #2	Totally agree	5	14%
	Agree	4	11%
	Indifferent	11	31%
	Disagree	8	23%
	Totally disagree	7	20%
	TOTAL		35

Created by: Ericsson Gordillo

Source: Information obtained from the survey at José Joaquín Pino Icaza High School

GRAPHIC # 2



Created by: Ericsson Gordillo

Source: Information obtained from the survey at José Joaquín Pino Icaza High School

Analysis:

It can show that a 14% of students totally agree and 11% agree are satisfied with the teaching effectiveness of their teacher. A high percentage such as 31% are indifferent, another 23% disagree and a 20% totally disagree respectively.

Comments:

A high percentage of students do not perceive that the teaching of English has favorable results, being indifferent to the evaluation of the strategies used by the teacher.

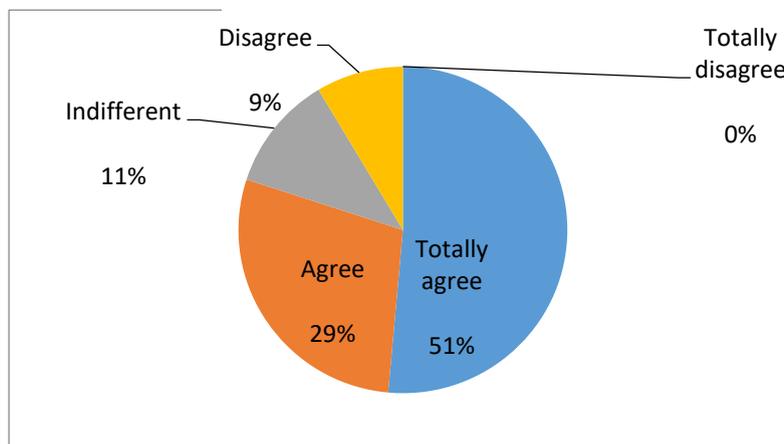
TABLE # 6

3. I am easily distracted in the classroom when a topic does not seem interesting to me			
CODE	ALTERNATIVES	FREQUENCY	PERCENTAGES
Item #3	Totally agree	18	51%
	Agree	10	29%
	Indifferent	4	11%
	Disagree	3	9%
	Totally disagree	0	0%
	TOTAL	35	100%

Created by: Ericsson Gordillo

Source: Information obtained from the survey at José J. Pino Icaza High School

GRAPHIC # 3



Created by: Ericsson Gordillo

Source: Information obtained from the survey at José Joaquin Pino Icaza High School

Analysis:

It can show that a 51% of students totally agree and 29% agree with the idea that they are easily distracted in English class when a topic is not interesting. A low percentage such as 11% are indifferent and 9% disagree with this idea.

Comments:

There is a high percentage of students who consider it is important that the proposed topics should be interesting to avoid distractions or lack of interest.

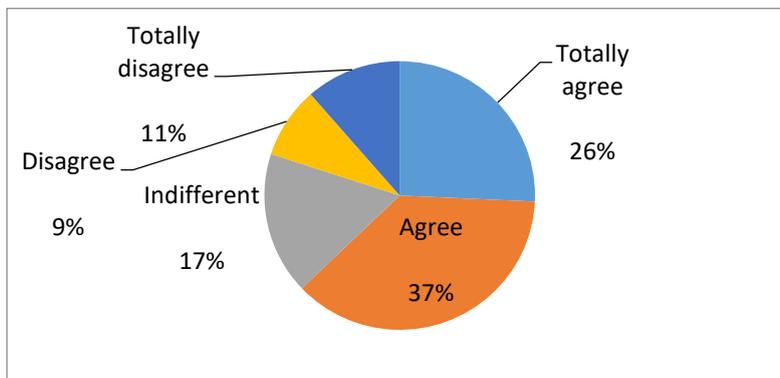
TABLE # 7

4. I feel nervous and anxious in an oral activity.			
CODE	ALTERNATIVES	FREQUENCY	PERCENTAGES
Item #4	Totally agree	9	26%
	Agree	13	37%
	Indifferent	6	17%
	Disagree	3	9%
	Totally disagree	4	11%
	TOTAL		35

Created by: Ericsson Gordillo

Source: Information obtained from the survey at José Joaquín Pino Icaza High School

GRAPHIC # 4



Analysis:

It can show that a 26% of students totally agree and 37% agree with the idea that they feel nervous and anxious in an oral activity. A low percentage such as 11% are indifferent and 9% disagree with this idea.

Comments:

There is a high percentage that feels nervous when they perform oral activities, while a low number of students see it as normal. This is usually when speech skill is not developed within the classroom and students do not practice.

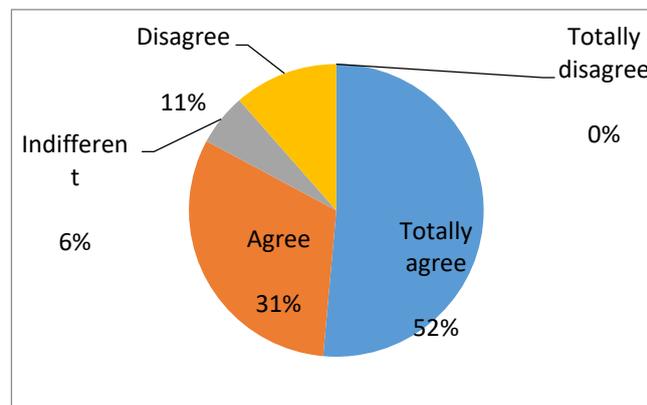
TABLE # 8

5. Humor is important to learn a foreign language.			
CODE	ALTERNATIVES	FREQUENCY	PERCENTAGES
Item #5	Totally agree	18	51%
	Agree	11	31%
	Indifferent	2	6%
	Disagree	4	11%
	Totally disagree	0	0%
	TOTAL	35	100%

Created by: Ericsson Gordillo

Source: Information obtained from the survey at José Joaquín Pino Icaza High School

GRAPHIC # 5



Created by: Ericsson Gordillo

Source: Information obtained from the survey at José Joaquín Pino Icaza High School

Analysis:

It can show that a 51% of students totally agree and 31% agree with the idea that humor is important to learn a foreign language. A low percentage such as 6% are indifferent and 11% disagree with this idea.

Comments:

Most students consider that humor is important to learn a new language. There is a high percentage of approval of humor in a classroom.

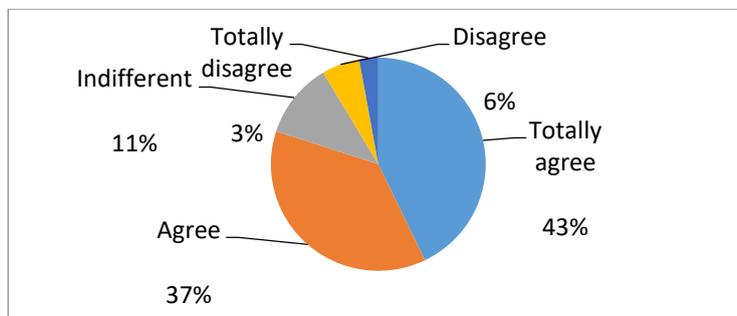
TABLE # 9

6. I consider that a good teacher should have a good sense of humor.			
CODE	ALTERNATIVES	FREQUENCY	PERCENTAGES
Item #6	Totally agree	15	43%
	Agree	13	37%
	Indifferent	4	11%
	Disagree	2	6%
	Totally disagree	1	3%
	TOTAL		35

Created by: Ericsson Gordillo

Source: Information obtained from the survey at José J. Pino Icaza High School

GRAPHIC # 6



Created by: Ericsson Gordillo

Source: Information obtained from the survey at José Joaquin Pino Icaza High School

Analysis:

It can show that a 43% of students totally agree and 37% agree are satisfied with the idea that a good teacher should have a good sense of humor. A low percentage such as 11% are indifferent, another 6% disagree and a 3% totally disagree respectively.

Comments:

Students describe the good sense of humor among the characteristics that a teacher should have to improve their teaching process.

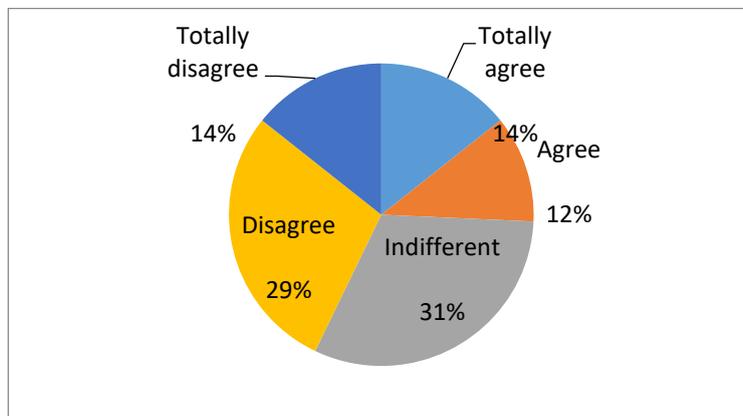
TABLE # 10

7. The English teacher applies humor during classes.			
CODE	ALTERNATIVES	FREQUENCY	PERCENTAGES
Item #7	Totally agree	5	14%
	Agree	4	11%
	Indifferent	11	31%
	Disagree	10	29%
	Totally disagree	5	14%
	TOTAL		35

Created by: Ericsson Gordillo

Source: Information obtained from the survey at José J. Pino Icaza High School

GRAPHIC # 7



Created by: Ericsson Gordillo

Source: Information obtained from the survey at José J. Pino Icaza High School

Analysis:

It can show that a 14% of students totally agree and 11% agree they are satisfied with the idea that the English teacher applies humor in the classroom. A high percentage such as 31% are indifferent, another 29% disagree and a 14% totally disagree respectively.

Comments:

Most students are indifferent towards the recognition of the humor strategies that the teacher can use in the classroom. This is because it is not commonly applied to promote the development of speaking in a foreign language.

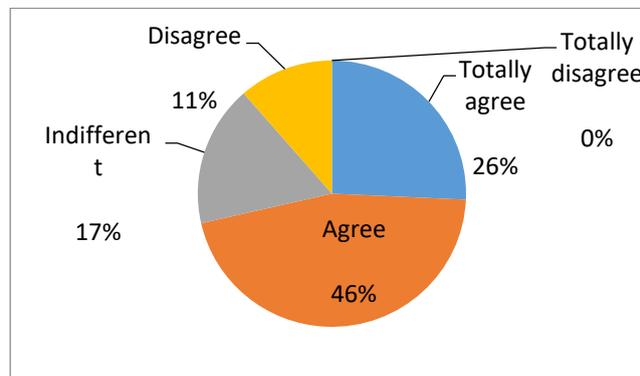
TABLE # 11

8. The humor in the classroom increases the interest in learning a new language.			
CODE	ALTERNATIVES	FREQUENCY	PERCENTAGES
Item #8	Totally agree	9	26%
	Agree	16	46%
	Indifferent	6	17%
	Disagree	4	11%
	Totally disagree	0	0%
	TOTAL		35

Created by: Ericsson Gordillo

Source: Information obtained from the survey at José J. Pino Icaza High School

GRAPHIC # 8



Created by: Ericsson Gordillo

Source: Information obtained from the survey at José J. Pino Icaza High School

Analysis:

It can show that a 26% of students totally agree and 46% agree with the idea that the humor in the classroom increases the interest in learning a new language. A low percentage such as 17% are indifferent and 11% are disagree with this idea.

Comments:

At this point there is a positive aspect as the high percentage of students who consider that humor is an important tool that generates interest in learning a new language, which becomes an advantage that can be used to improve the skill of speaking.

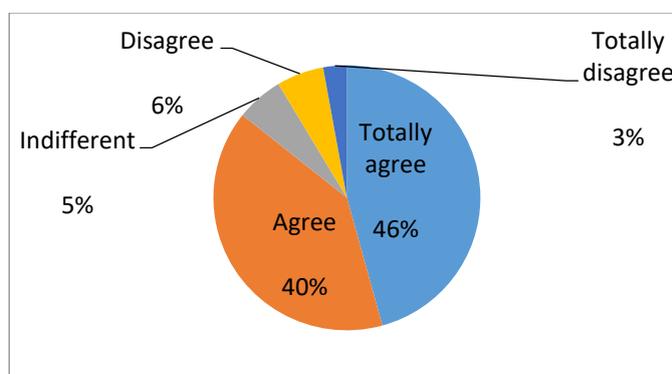
TABLE # 12

9. Humor makes me feel calm and less anxious when I learn in the classroom.			
CODE	ALTERNATIVES	FREQUENCY	PERCENTAGES
Item #9	Totally agree	16	46%
	Agree	14	40%
	Indifferent	2	6%
	Disagree	2	6%
	Totally disagree	1	3%
	TOTAL	35	100%

Created by: Ericsson Gordillo

Source: Information obtained from the survey at José J. Pino Icaza High School

GRAPHIC # 9



Created by: Ericsson Gordillo

Source: Information obtained from the survey at José J. Pino Icaza High School

Analysis:

It can show that a 46% of students totally agree and 40% agree they are satisfied with the idea that humor brings calmness and less anxiety in the classroom. A low percentage such as 15% do not agree with this command.

Comments:

At this point, the results refer to the use of humor as a tool that helps improve the environment within the classroom. If a high percentage of students perceive that humor reduces anxiety in the classroom, we will be able to apply strategies that promote the learning of a foreign language.

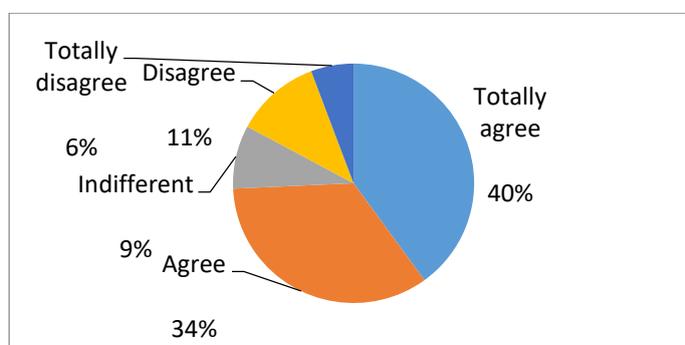
TABLE # 13

10. Design of a guide with humor activities is important to develop the speaking skill.			
CODE	ALTERNATIVES	FREQUENCY	PERCENTAGES
Item #10	Totally agree	14	40%
	Agree	12	34%
	Indifferent	3	9%
	Disagree	4	11%
	Totally disagree	2	6%
	TOTAL		35

Created by: Ericsson Gordillo

Source: Information obtained from the survey at José J. Pino Icaza High School

GRAPHIC # 10



Created by: Ericsson Gordillo

Source: Information obtained from the survey at José J. Pino Icaza High School

Analysis:

It can show that a 40% of students totally agree and 34% agree they are satisfied with the idea that design of a guide with humor activities is important to develop the speaking skill. A low percentage such as 9% are indifferent, other 11% disagree and a 6% totally disagree respectively.

Comments:

Guides are an important tool to promote the learning of a foreign language, based on the acceptance of humor and its relationship with speech development. Students consider that this material could help and be accepted to promote English as a foreign language.

ANALYSIS OF THE OBSERVATION TECHNIQUE

According to the observation technique that was carried out in the school Jose Joaquin Pino Icaza to the students of the first year of baccalaureate "A", it was possible to notice that the students showed little interest for the English class. The majority of the students did not participate voluntarily, so the teacher asked basic questions according to the topic that was carried out but they did not respond. It was possible to demonstrate the use of Spanish when they had a question. A smaller group of students was distracted by not understanding the topic that was being explained.

At the beginning of the class the teacher applies warm-up activities but not all the students were enthusiastic to participate and were easily distracted. At times it was noticeable that there was a lot of tension within the class and there were students who wanted to participate but later they were inhibited and ended up returning to their seats. That is the reason why the teacher should make improvements in the methodology to apply humor as a pedagogic tool that allows to maintain interest in the English class and promote the development of speech in the students.

ANALYSIS OF THE INTERVIEW

The teacher who was interviewed considers that the ability to speak is the most important but there are difficulties that do not allow students to develop it in their entirety.

The teacher interviewed indicated that she promotes oral activities in the classroom but that there is no commitment or interest in students to learn a new language. However, she indicated that this project can help the educational community to promote the ability to speak in the classroom.

The teacher also told us that she had not heard of humor techniques in the classroom, but she was interested in the topic, indicating that humor can help to reduce stress.

In addition, the teacher indicated that she would use humor techniques due to the benefits that smiling promotes and that the project would be of great benefit to teachers and students.

CHAPTER IV

PROPOSAL

TITLE

Design a guide with humor activities to develop speaking skills in English.

JUSTIFICATION

This proposal is based on humor as a pedagogic tool that allows to improve the emotional, cognitive and communication development, that is, the integral development of the students.

This proposal arises from the deficiencies that students have in the ability to speak English in the classroom. Not being able to communicate in English orally affects many students in a negative way to the point that they consider the English class boring because they can not understand what the teacher or few students say about a topic. For this reason, this proposal seeks to improve the speaking skill through a guide with humor techniques that can be applied in the classroom. These activities try to seek the student's attention to stimulate their interest and learning of English and generate a better study environment.

It is important that the teacher can identify the differences that exist between humor and derision, for this the teacher must recognize the right moments to laugh so that humor can effectively be used as a pedagogic tool.

The proposal to create a guide, seeks to create a better study environment so that students can lose the fear of speaking English with humorous activities and change the idea that English classes are boring. The expectation of the teacher is that students can interact in classes. The proposal of this research is viable because students could feel interested and comfortable learning English in a fun way.

OBJECTIVE

GENERAL OBJECTIVE

To promote the development of speaking skill through humor activities.to help students improve oral fluency.

SPECIFIC OBJECTIVES

- To get the interest of students to be more active and creative in the learning process in order to improve their ability to speak.
- To improve the communication among students and English teachers through humor activities.
- To introduce and guide teachers through ways to develop their own fun activities.
- To help the teacher create a pleasant and interesting environment for students to feel comfortable in the classroom.

DESCRIPTION OF THE PROPOSAL

The proposal of this research is to design a guide with humor activities to develop speaking skills in English that increase the interest of the students in the English class. As a result, a better study environment will be created where students can communicate their ideas, points of view or feelings based on collaborative work.

The techniques proposed in the guide are based on the irony, parody, jokes, wordplay, satire, sarcasm, and spoonerism. It is important to mention that the techniques that promote the development of speaking in English through a guide of humor activities are applicable through cooperative work, in this way students can

develop and improve the ability to speak, not only to perform a specific activity but to express feelings and opinions. In this way, you can achieve an interactive communication between teacher and students.

This guide is designed to promote the skill of speech in the students of the First Year of Bachillerato of the Pino Icaza High School, according to the English book of the Ministry of Education and the European Common Framework maintaining the topics, grammatical structures and functions of languages of the book.

This proposal is composed of 6 lessons created under a communicative approach and humor strategies as jokes that allow collaboration between them. This guide is designed to be applied in classrooms with an average of 40 students. At the beginning of each lesson is included the function and the objective, the suggestion of work for its execution, the resources, the methodology that specifies the type of work that is carried out, and the procedure where it is detailed step by step how to work the activity.

It is worth mentioning that the application of this proposal is designed to put it into practice according to the Unit of the English book level A2.2, and in turn does not require additional materials for its application except for pens, markers, paper, human resources, and in cases where printed material is required, alternatives will be provided that allow all students to complete the activity. This implies that the teacher must be a facilitator to build knowledge. As a result, the students can improve the development of speaking in a process of integral learning.

CONCLUSIONS

The proposal was designed to improve oral communication in English classes through activities that involve humor as a pedagogical tool that generates interest in students.

In this guide, the student can develop oral skills through daily practice with topics that capture their attention. This project is feasible and viable as it will significantly help the educational community, especially students with deficiencies in the speaking skill.

In addition, humor has advantages from the sociological point of view because it allows to improve the relations between the teacher and the students, allowing the collaborative work between them. There are also advantages from the pedagogical point of view because it allows teachers to use these strategies to make the class interesting and in this way to capture the attention of students in the teaching process. There are psychological benefits because it decreases the pressure and nervousness of the students allows the class to be interesting a better environment of study in the classroom.

In conclusion, this guide emphasizes the application of strategies that allow collaborative interaction among students, about a specific topic in order to make the learning process integral and the students will improve their oral communication in English classes, compliance with the regulations required by the Government.

RECOMMENDATIONS

- It is recommended that teachers use humor to improve the study environment, allowing students to learn more easily.

- Students' tastes should be considered and understood in order to generate interest activities, then the type of humor that is applicable in classes should be identified.
- It is important that teachers analyze the reactions and behavior of students when a humor strategy is applied to adjust it and make it more effective.
- Teachers must always be trained in techniques that allow interacting with students, and that are not the same monotonous activities.
- The teacher must apply these techniques while maintaining order and being a guide for the students.
- It is advisable to guide the teacher to understand the importance of humor to create a pleasant environment to study, using laughter as an important factor in the learning process of students.
- The use of humor in the classroom should be according to the occasion and the subject worked in classes, should be planned and at an opportune time.
- The teacher should show interest and apply the humor in the classroom convinced that its use will help students in their learning in order that the teacher can use humor for pedagogical purposes and that does not become a comedian.
- It is important to recognize and differentiate positive and negative humor. The teacher must recognize the moments in which they can be used because not everything is laughter and there are other feelings that students have. It is necessary that teachers receive training in relation to this topic.



GUIDE WITH HUMOR

ACTIVITIES TO DEVELOP

SPEAKING SKILLS IN ENGLISH



INDEX

Activity No. 1 Jokes	77
Activity No. 2 Wordplay	79
Activity No. 3 Parody	81
Activity No. 4 Wordsmith.....	83
Activity No. 5 Understanding Cartoons	85
Activity No. 6 Parody song.....	87
Activity No. 7 Riddles	90
Activity No. 8 Memes.....	92
Activity No. 9 Matching Game	97
Activity No. 10 Riddles - a team game	99
Activity No. 11 Tongue Twister.....	102
Activity No. 12 The Sketch	105
Activity No. 13 Comics	108

Activity No. 1 Jokes

Objective: To provide the student the opportunity to practice the words of a new vocabulary.

Materials: It is recommended that the teacher use between 20-30 prefabricated cards of cardboard size A-4 with the impression of a drawing of the word that will be taught to the students, it is recommended to print the drawings in color for a better identification of the details.

Organization: Groups, whole class

Suggested time: 15 – 30 minutes

Process

1. Show a cardboard for learners to discuss in small groups or as a whole class. Motivate students to identify the message that has the cardboard and the jokes to each student.

2. A student will say aloud the joke that was provided.

3. The student who laughs first will indicate the reason for the joke, that is, indicate the reason for the humor and the composition to find the joke.

4. The student who left should choose the next participant among the students who did not understand the joke.

4. Students who do not understand the joke should read it again aloud.

5. Finally, the students will finish the activity, leaving a message that is related to the joke.

Teacher to Doctor's daughter : Your grades are terrible! I shall send for your father!

The Doctor's daughter : If I were you Teacher, I wouldn't. Daddy always charges 20 dollars for each visit.

Boy: My father's name is LAUGHING and my mother's name is SMILING.

Teacher: You must be kidding?

Boy: No, That's my brother. I'm JOKING... 🌀



Need a friend?
Text me. 

Need a laugh?
Call me. 

Need money?
This number is no longer in service. 

Teacher : Sani, if you had 5 dollars and you asked your mother for another 5, how many dollars would you have?

Sani : 5 dollars Sir!

Teacher : You don't know your Arithmetic.

Sani : But Sir, you don't know my mother!

Activity No. 2 Wordplay

Objective: Improve oral expression through homophonic word games to provide humor.

Materials: No resources are needed, Only articles of minor importance

Organization: Whole class

Suggested time: 10 – 15 minutes.

Process:

1. Teach/review the vocabulary about movies, books, songs or occupations.
2. Divide the class into pairs and hand out activities B 1 and B2 to the pairs.
3. Teacher explain how and why the following joke works.
 - A bear walks into a juice bar and says, 'I'll have aaaaaa . . . pineapple juice, please.'
 - 'Sure,' says the man behind the counter, 'but why the big pause?'
 - The bear replies, 'These? Dunno. I guess I was born with them.'
4. - Draw a rough sketch to illustrate this joke. Puns can also include the use of figurative and literal meanings of words.
5. Teacher give puns that also rely on made-up words that sound like another Word. For example: the movie Gnomeo and Juliet has made up the name Gnomeo as a play on the name. Romeo and the word gnome.
6. - Each student describes the correct meaning of the word game.
7. - Build sentence using a worksheet provided by the teacher.

Movie title	Explanation of wordplay used
Beauty and the Geek	A play on the name of the classic fairytale, Beauty and the Beast
Alvin and the Chipmunks 2: the Squeakquel	
Maid in Manhattan	
Garfield: A Tale of Two Kitties	
Gnomeo and Juliet	
An American Tale	
The Santa Clause	
The Search for Santa Paws	

Activity No. 3 Parody

Objective: To improve oral expression through the film posters.

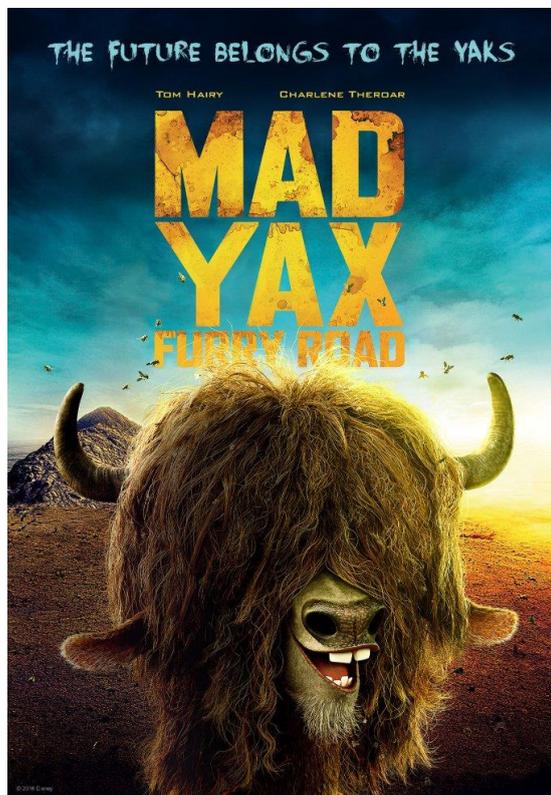
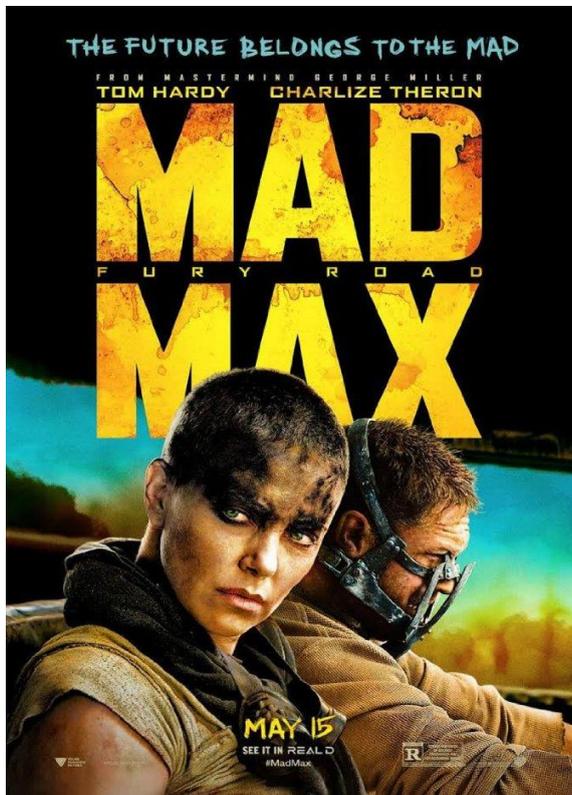
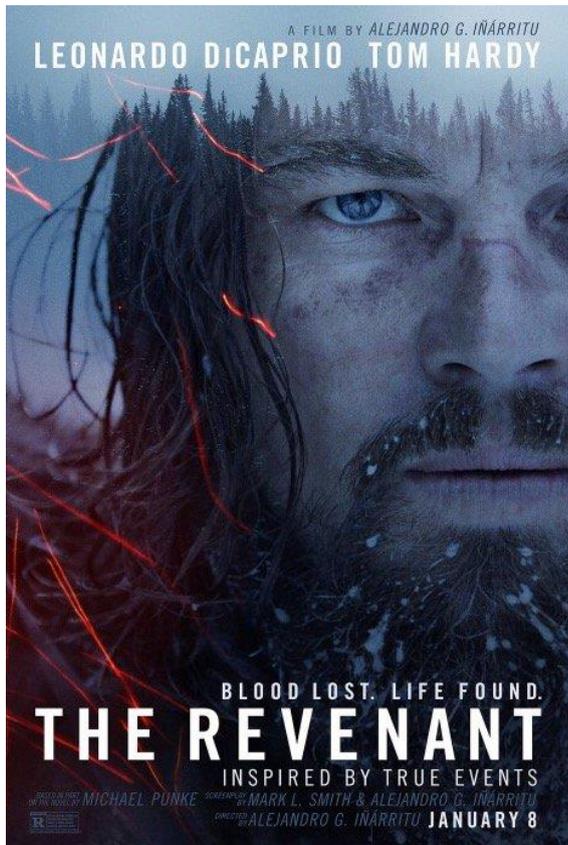
Materials: Print film posters on an A4 sheet.

Organization: Whole class - Groups

Suggested time: 40 minutes.

Process:

1. Teacher provides poster and ask: Which poster makes the bigger impression on you? Which movie would you be more likely to be persuaded to go to see? Why?
2. Once an audience can identify what is being parodied, the next step is to make them laugh at it. One easy way to make something funny is through exaggeration or hyperbole.
3. Movie posters contain taglines or slogans to grab the attention of the audience and persuade them to go to see the movie. in the case of spoof movies, the poster must make it clear to the audience that the film is a parody.
4. Looking over the poster, discuss with a partner what other characters have become so famous that everybody knows what type of characteristics they embody.
5. Motivate ss to imagine you are creating a spoof of one or more popular movies. Write a oneparagraph synopsis of your spoof. What movie is it based on? What will be exaggerated.
6. Design a movie poster to advertise your spoof. What elements will you use to ensure a viewer knows it will be a parody and will be persuaded to see it?
7. Create a trailer for your spoof movie including voiceover, music, images or video.



Activity No. 4 Wordsmith

Objective: To reinforce the oral expression creating spoofs with names.

Materials: Paper – Pencil (Materials normally used during a school class) List singers, actors, songs, movies.

Organization: Whole class – Groups.

Suggested time: 40 minutes.

Process:

1. It has to be presented as a game in which speed is a determining factor.
2. The teacher has to divide the class into groups of four students and ask them to within your group try to talk about famous people.
3. Encourage ss to use a spoonerism; for example, Paty Kerry instead of Katy Perry. Motivate ss to add something to the name of the band and/or play on another word; for example, Abbalanche instead of Abba.
4. Use a song the band made famous; for example, Smells Like teen Spirit instead of nirvana.
5. Use a play on words of the performer's name; for example, Olivia neutron-Bomb instead of Olivia newton-John.
6. Use a nickname associated with the band; for example, Fab Four instead of the Beatles.
7. Indicate ss to match the tribute band name below in column 1 with the original name in column 2.

Column 1	Column 2
the Rolling Clones	The Beatles
Brian Maiden	Nirvana
Bjorn Again	The Rolling Stone
Forever Fab	Black Sabbath
Slack Babbath	U2
Teen Spirit	Foo Fighters
Me As Well	Iron Maiden
Woo Warriors	Abba

Activity No. 5 Understanding Cartoons

Objective: To strengthen oral expression through vocabulary and pronunciation about Cartoons.

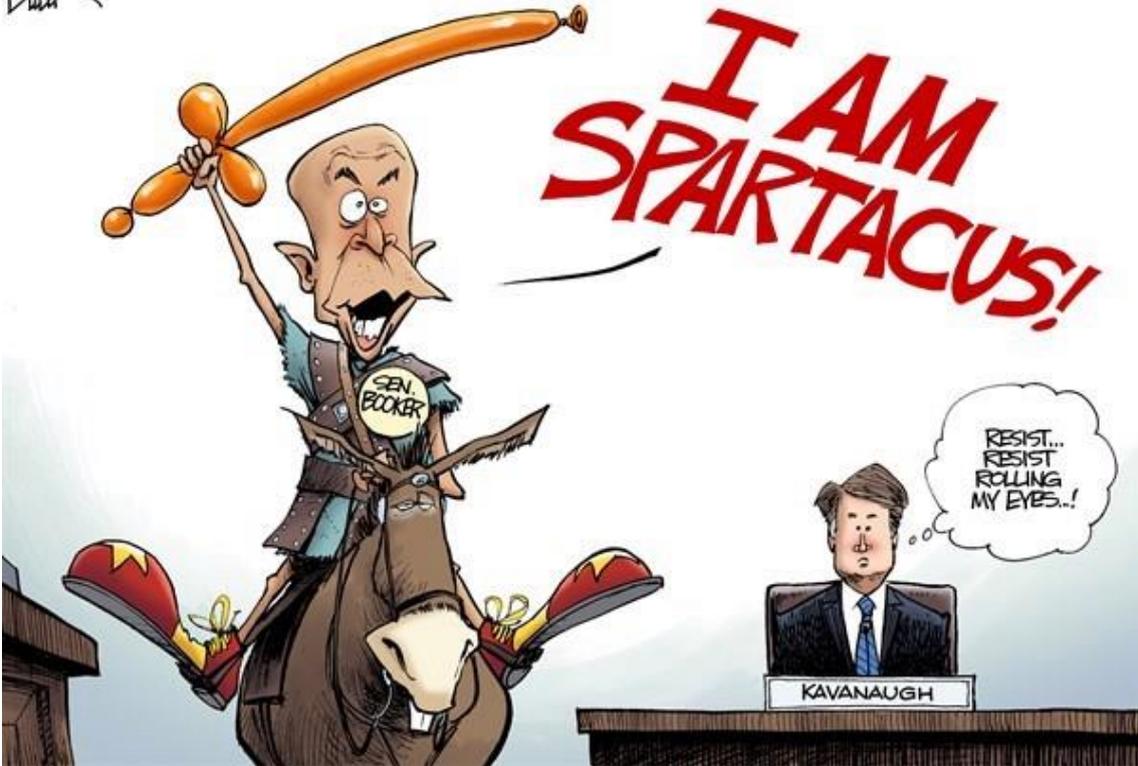
Materials: Cartoons.

Organization: Whole class – Groups.

Suggested time: 40 minutes.

Process:

1. List the three cartoons in order of their publication dates. How many years are there between publication of the first and second cartoons, and the second and third cartoons?
2. What is the issue being presented in each cartoon? try to summarise it in one sentence or draw up a table.
3. Which cartoon, if any, could you have understood without reading the need to know background information?
4. Ask the next questions: Who do you think each cartoon is aimed at? Which cartoon, if any, do you find humorous? Motivate students to rewrite the caption for any of the cartoons in their own words.
5. Students have to choose one of the cartoonists presented by the teacher. In pairs, work out a list of ten questions you would like to ask the cartoonist in an interview. Include questions about the subject matter, purpose, audience, message and techniques used. then see if you can create appropriate answers.
6. Roleplay the interview. Students could also record it as a podcast



Activity No. 6 Parody song

Objective: To reinforce the oral expression through songs.

Materials: Lyrics, paper, pencil.

Organization: Whole class – Groups.

Suggested time: 10-40

Process:

1. Play a song with a speaker, motivating the students to identify it.
2. The teacher provides the lyrics of the song to the students, encouraging them to sing it.
3. Indicate that they work as a couple and motivate students to create a parody version of it to market as a ringtone.
4. Remember, students will need to keep the style and format consistent to the original. For example, the syllables and rhyming pairs should be consistent, and the title and chorus in a parody will usually sound similar to the original, often including puns on the original lyrics.
5. Design a marketing sleeve for the song. Remember, the song is a parody, so think carefully about what type of images you wish to use.

ADELE – HELLO.

Hello, it's me

I was wondering if after all these years you'd like to meet
To go over everything, they say that time's supposed to heal ya
But I ain't done much healing

Hello, can you hear me?

I'm in California dreaming about who we used to be
When we were younger and free
I've forgotten how it felt before the world fell at our feet

There's such a difference between us
And a million miles

Hello from the other side

I must've called a thousand times
To tell you I'm sorry
For everything that I've done
But when I call you never
Seem to be home

Hello from the other side

I must've called a thousand times
To tell you I'm sorry
For everything that I've done
But when I call you never
Seem to be home

HELLO (PARODY)

Hello, help me

I have no service I shouldn't have switched to AT&T

I cannot, even tweet

My entire world is crashing down

I feel like I'm dying

Hello, can you hear me?

Adele, calm down, use the landline, you are such a drama queen

No I canceled that, last week

I'm having a panic attack

Just try outside, stop crying

This entire song is, one giant, first world problem rant

Hello oh God no why!

I still have zero bars outside

I'm so screwed my life is,
crumbling before my eyes

Wait I know, I'll go back in,
and connect with WiFi

Activity No. 7 Riddles

Objective: Find and use new and interesting words and phrases.

Materials: Copy the examples of the riddles, sheet of paper.

Organization: Whole class – Groups.

Suggested time: 5-10

Process:

1. Each students write the name of their favourite celebrity person or animal in the middle of a sheet of paper and around this they note down adjectives which describe their chosen subject.
2. Encourage students to help each other with the adjectives/descriptions.
3. Bring the class together and show them a riddle examples. Explain to the class that they will each be saying their own riddle in the lesson.
4. Next, write the name of your favourite person/celebrity on the board. As a class, discuss adjectives that describe your person.
5. When students have 6 or 7, explain that using the ideas you've gathered the class now have to describe your person. For example, if your subject was Dua Lipa, suggested adjective may be beautiful, tall and a good singer.
6. Ask for suggestions for other things that can be described as the same adjectives, such as a princess is beautiful or a skyscraper is tall.
7. Write the first 2 lines of the riddle and then as a class work together on the remaining lines.
8. Now the students are ready to say their own riddle using the ideas they wrote down earlier in the introduction.

Riddles #1

She is as gorgeous as a puppy,
She is as fashionable as a doll,
She is as cute as a kitten,
She is as wonderful as a rainbow,
She is as sweet as sucky sweets,
She is as popular as a flower,
She is as bright as you,
She is as beautiful as a peacock,
She is Hannah Montana.

Riddles #2

He is as naughty as a gorilla,
He is as sweet as a peach,
He is as cheeky as a monkey,
He is as cuddly as a teddy bear,
He is as cute as a flower,
He is Sam, my cat.

Riddles #3

He is even faster than a cheetah,
He is as nice as a horse,
He is better than Santa Claus,
He is as cool as a cat,
He is as famous as the sun,
He is Steven Gerrard

Activity No. 8 Memes

Objective: Find and use new and interesting words and phrases using social media.

Materials: Pencil, printed memes without words

Organization: Whole class – Groups.

Suggested time: 10 -25

Process:

1. Distribute the sheets of paper with the memes without words and to another group of students give them a sheet with the printed phrase of a meme. It is recommended that the teacher perform the combination of sheets at random.
2. Instruct students to stand up in an orderly manner and look for a partner with whom the image and sentence are related.
3. Each pair of students with the corresponding question and answer, should call the teacher to ask if the match is correct, so it is recommended that the teacher separate the groups in such a way that they do not produce noise and disturb the other classes.
4. When they think they have found the right partner, they will go to paste the meme and their phrase, then one of them should read the whole sentence to the whole class.
5. The teacher is recommended that within the illustrations or the answers in the A-4 formats include images that best describe the situation, so that the student can better identify the phrase.

Mememes without words





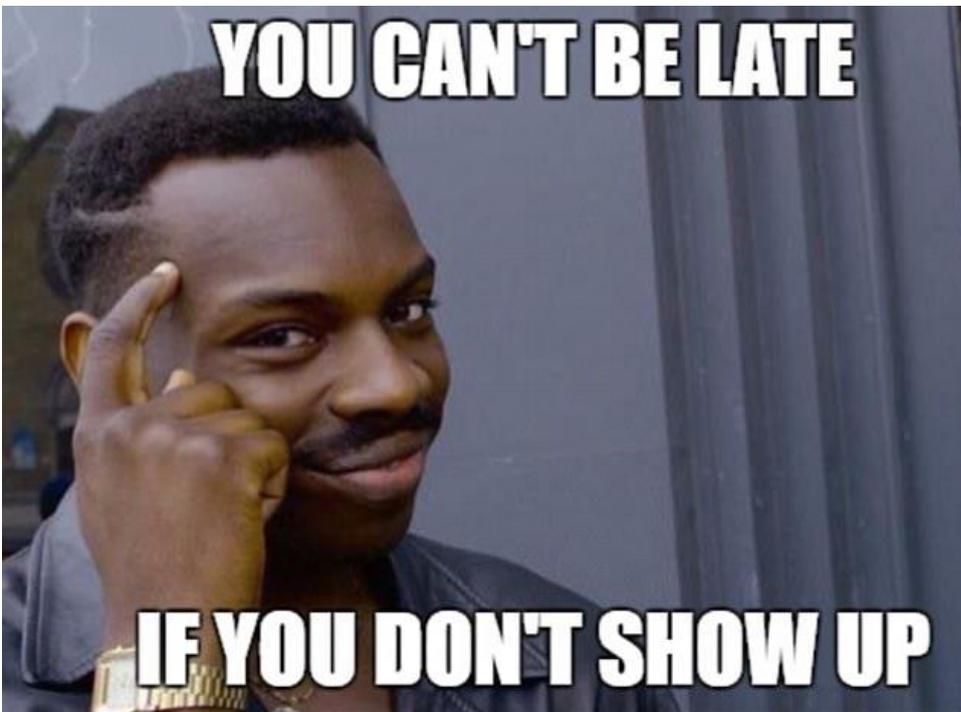
Phrases

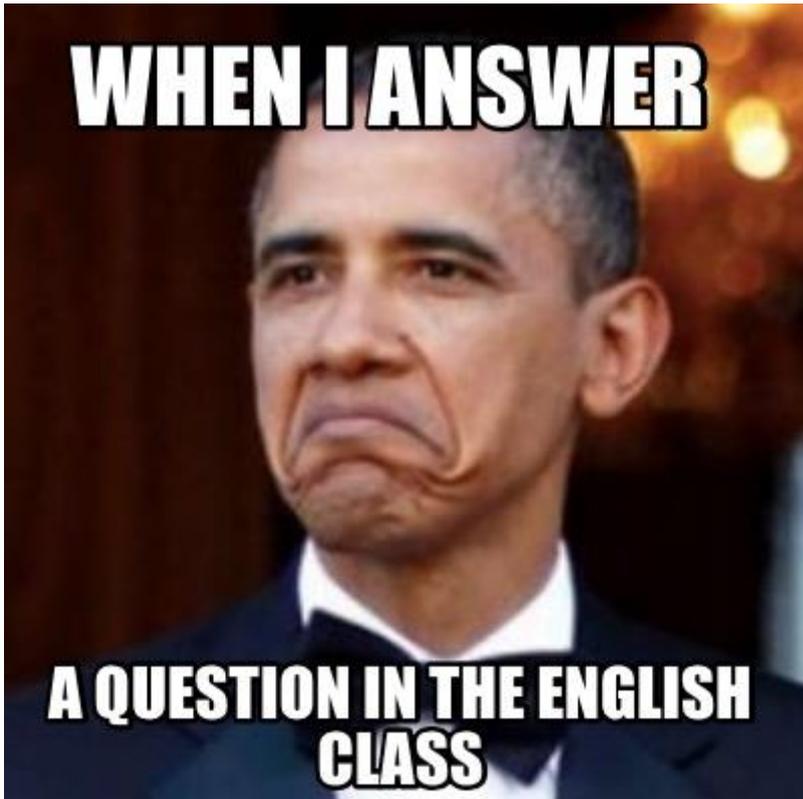
**"Excuse me Jose
Delgado, I need to leave"**

**You can't be late
If you don't show up**

**When I answer a
Question in the English**

Combination





Activity No. 9 Matching Game

Objective: Find and use new and interesting words and phrases using social media.

Materials: Pencil, pen, printed paper with jokes.

Organization: Whole class – Groups.

Suggested time: 10-20

Process:

1. Teacher provides question and answer type of jokes to practice object and subject questions and wh- words, both in the present and past simple tenses.
2. Divide the class in two groups A and B.
3. Choose as many jokes as you need (1 joke for every two students).
4. Cut the jokes in half and give each student in A one first half, and each in B one second half.
5. Teacher may give them some time to learn their half joke or allow them to keep the paper. The aim is to find their partner telling or reading their half to the rest as they move around the class.

What do you call a boomerang that doesn't work?	A stick.
Why couldn't the skeleton go to the dance?	Because he had no body to go with.
Why was 6 afraid of 7?	Because 7 8 9.
Where do you find a dog with two legs?	Where you left it.
How do you get four elephants into a car?	Two in the front and two in the back.
Why do birds fly south in the winter?	Because it is too far to walk.
In a shop: "Do you have crocodile shoes?"	Yes sir. What size (number) does your crocodile wear?
Why do pandas like old films?	Because they are black and white.
Why was the mathematics book unhappy?	Because it had so many problems!
"Hey man! Please call me a taxi."	"Yes sir. You are a taxi."
"Is it difficult for you to make decisions?"	"Well, ... yes and no."
"Waiter, waiter! There's a frog in my soup!"	"Sorry sir. The fly is on holiday!"

Activity No. 10 Riddles - a team game

Objective: To get students thinking

.Materials: Pencil, pen, printed paper with jokes.

Organization: Groups.

Suggested time: 15-25

Process:

1. Explain the game clearly.
2. Divide the class into teams of up to 6 students in each.
3. Write 6,5,4,3,2,1 on the board.
4. As you read each clue to the riddles out, teams can guess what the answer is.
If they are correct after one guess they score 6 points, after 2 guesses five points, etc...
5. If a team gives the incorrect answer they cannot have another try.

I am not a bird, but I can fly. I'm brown on the outside.
I eat insects and fruit. I'm white on the inside.
I'm dark. I'm hard and you can eat or
I sleep upside down. drink me.
(a bat) I'm hairy.
I grow in hot countries.

(a coconut)

I'm yellow and round. I'm usually made of paper.
I'm the same size as an apple. But in Australia I'm plastic.
You can't eat me. I can lots of colours.
You hit me with a racquet. I have pictures and numbers
(a tennis ball) on me.
You use me to buy things.

(a bank-note)

Every country has one. I'm a special day.
I have different colours. People buy each other
I need wind to fly. presents.
The British one is red, white I'm romantic.
and blue. I'm on February 14th.

(a flag)

(Valentine's Day)

I'm something you do every I'm something English
day. people eat for breakfast.
I'm also an Olympic sport. I'm hot.

You use your legs to do this. You can put butter and jam
It's slower than running. on me.

Some of you are very good I'm cooked bread.
at this! **(toast)**

(walking)

I'm a sport. I'm a beautiful animal.
I'm usually done by men. I'm found in Africa.
You need to be powerful and I have the first and last
quick. letters. of the alphabet in my
Muhammad Ali is the most name.

famous man who has played I'm like a horse.
this sport. I'm striped.

You wear shorts and gloves. **(a zebra)**

(boxing)

Activity No. 11 Tongue Twister

Objective: To improve pronunciation, rhythm and stress.

Materials: Pencil, pen, printed paper with tongue twister.

Organization: Groups.

Suggested time: 10-20

Process:

1. The teacher gives the students one Tongue Twister to practise on. They copy it.
2. The teacher will pronounce it first very slowly to familiarise the sounds.
3. Teacher asks students if they understand it and I will explain the meaning of words they might not know. Then The teacher will say it out loud again and the students will repeat it all together. We do this for three or four times.
4. Students pronounce the tongue twister together for two or three times. In this way they get used to saying it. If they have any difficulties, feel a little awkward or shy, if they mispronounce anything, no one will notice. It will also give them the chance to right their mistakes.
5. After this phase, the teacher asks for a volunteer to pronounce it on his own with the others listening in. Students will have to say it three times and fast, making no mistakes. This always results in a lot of laughter and admiration for those students who are able to pull it off without making any mistakes
6. They form groups of five and start playing. The pack of cards is shuffled and put face downwards on the table. The youngest one starts and from him/her on, we play clockwise.
7. The one who picks up the card lays it out open on the table for everyone to see. Then he/she has to say it out loud for three times, without any pauses and making no mistakes. If he/she succeeds he will get to keep the card. The player who collects the most cards wins. [I have a small prize for those who do]

Tie twine to three tree twigs.



Wow, race winners really want red wine right away!



Three short sword sheaths.



I'll chew and chew until my jaws drop



Red Buick, blue Buick



How many sheets could a sheet slitter slit if a sheet slitter could slit sheets?



The great Greek grape growers grow great Greek grapes.



Excited executioner exercising his excising powers excessively.



Betty Botter bought some butter, but she said "this butter's bitter! But a bit of better butter will but make my batter better" So she bought some better butter, better than the bitter butter, and it made her batter better so 'twas better Betty Botter bought a bit of better butter!

Peter Piper picked a peck of pickled peppers. A peck of pickled peppers Peter Piper picked. If Peter Piper picked a peck of pickled peppers, how many pickled peppers did Peter Piper pick?



If two witches were watching two watches, which witch would watch which watch?



Six slippery snails, slid slowly seaward.



I thought a thought. But the thought I thought wasn't the thought I thought I thought. If the thought I thought I thought had been the thought I thought, I wouldn't have thought so much.



How can a clam cram in a clean cream can?



Gobbling gargoyles gobbled gobbling goblins.



Four furious friends fought for the phone.



Activity No. 12 The Sketch

Objective: To understand how to say short, effective comedy captions.

Materials: Pencil, pen, spider diagram.

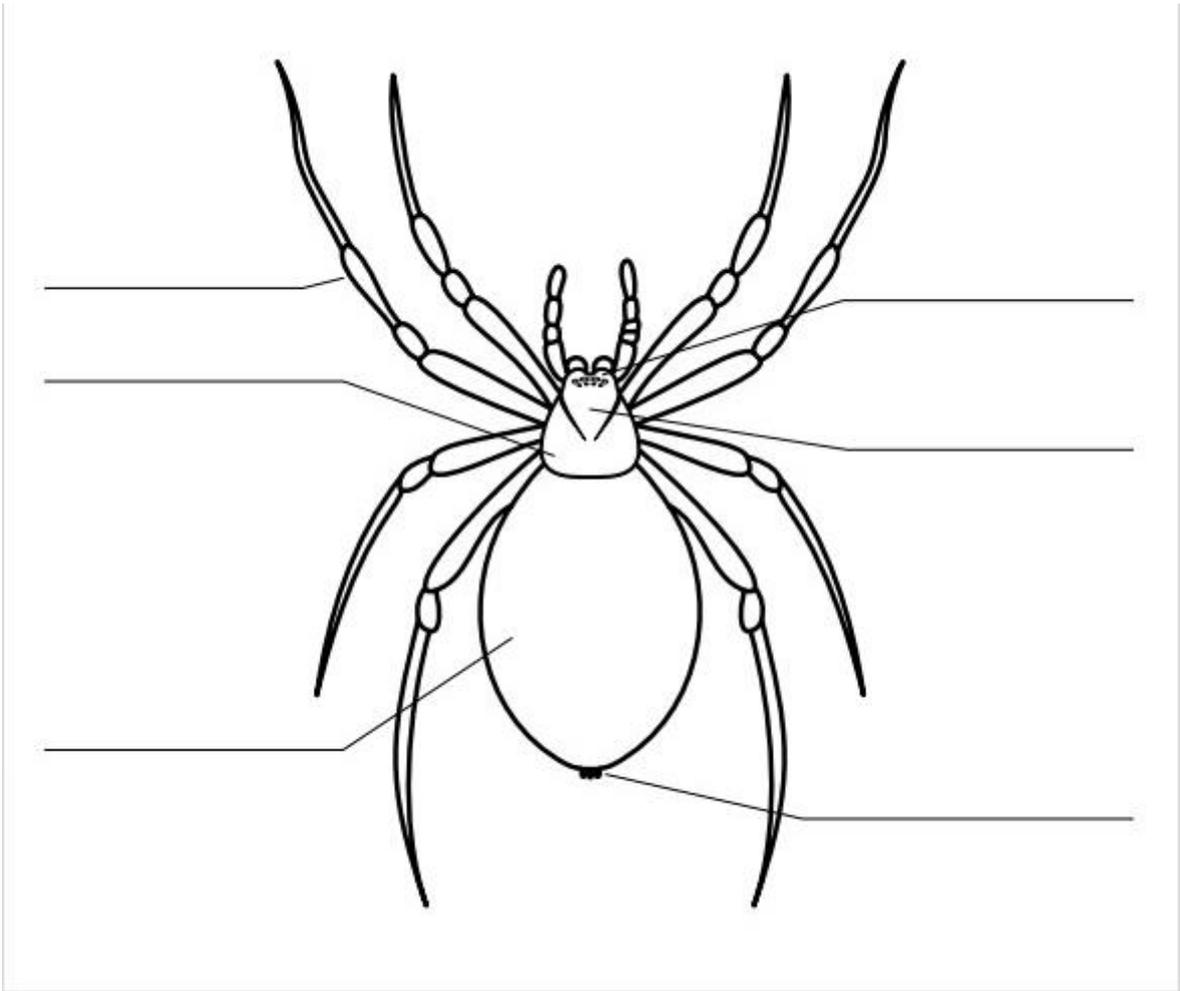
Organization: Groups.

Suggested time: 40

Process:

1. Ask the question. What we would expect to see on a TV game show of any kind? Think about things that would be the same in every one. For example, presenter, rounds, contestants, prizes, music, etc. Ask a student to note responses on the classroom board.
2. Place four pieces of flipchart paper around the room labelled “Current affairs”, “Talent show”, “Science fiction” and “Sport”.
3. Divide the class into four groups, each with a different coloured pen, and ask them to rotate around the room, noting down on the spider diagram things they would expect to see when watching those types of programmes. Groups should have one minute at each station and change scribe each time.
4. Quickly summarise the conventions the groups have noted down and stick these to the wall as a reference, using sticky tack.
5. Choose one of the four genres that were explored on the flipchart paper in the last activity. Write a spoof script for the TV show given or a different show of your own choice. Try to use misdirection, put downs and inversion in your script to help generate plenty of comedy lines.
6. Keep your script to a maximum of two characters for now, so that you will be able to perform it with the person sat next to you, finishing with a big punchline at the end of the scene.
7. Rehearse your scene with the person sat next to you, thinking about the characters you are playing and how you might make them entertaining for your audience. Do you need to change your voice? Are there any gestures or movements that will make the sketch funnier? What facial expressions will you use?
8. In pairs, share your sketches with the class. Audience members can try to spot where misdirection, inversion and put downs have been used.

9. After each performance, members of the audience can report back on parts they found funny and suggest ways that the sketch can be developed further. Are there any new jokes you could add in? What about extra characters?



Activity No. 13 Comics

Objective: To improve oral expression through the comics.

Materials: Pencil, comics.

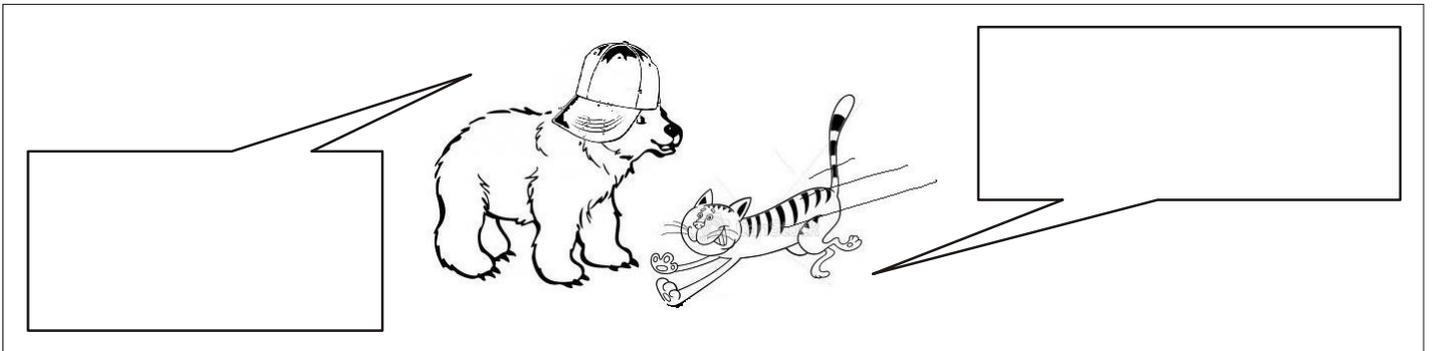
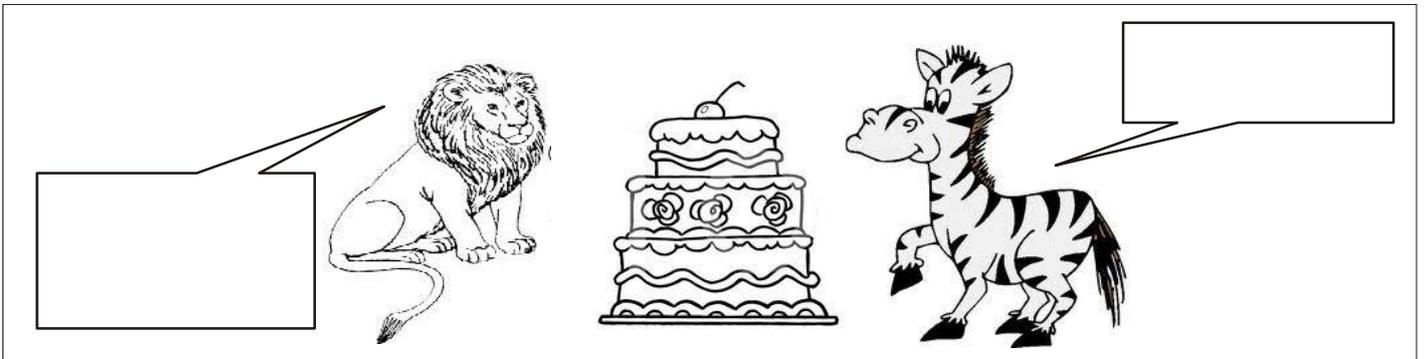
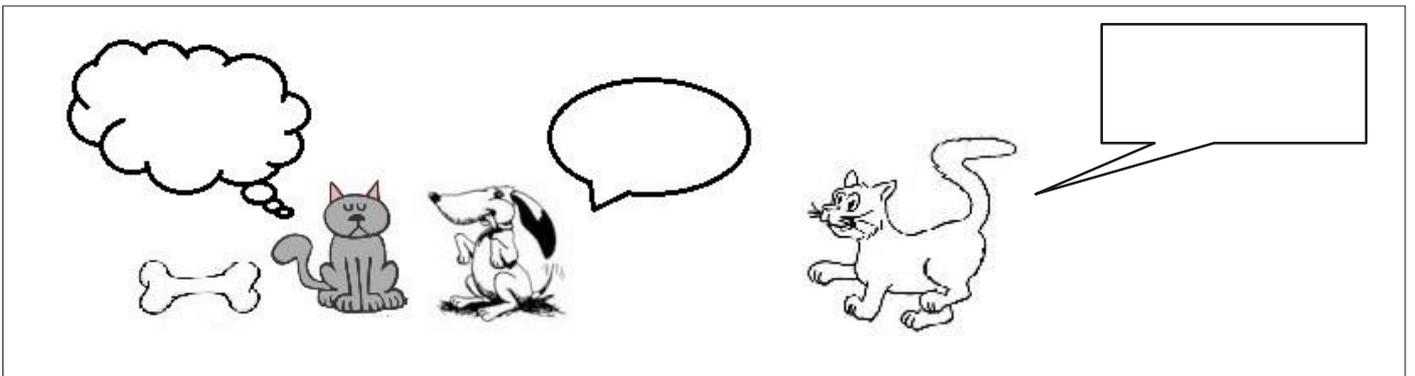
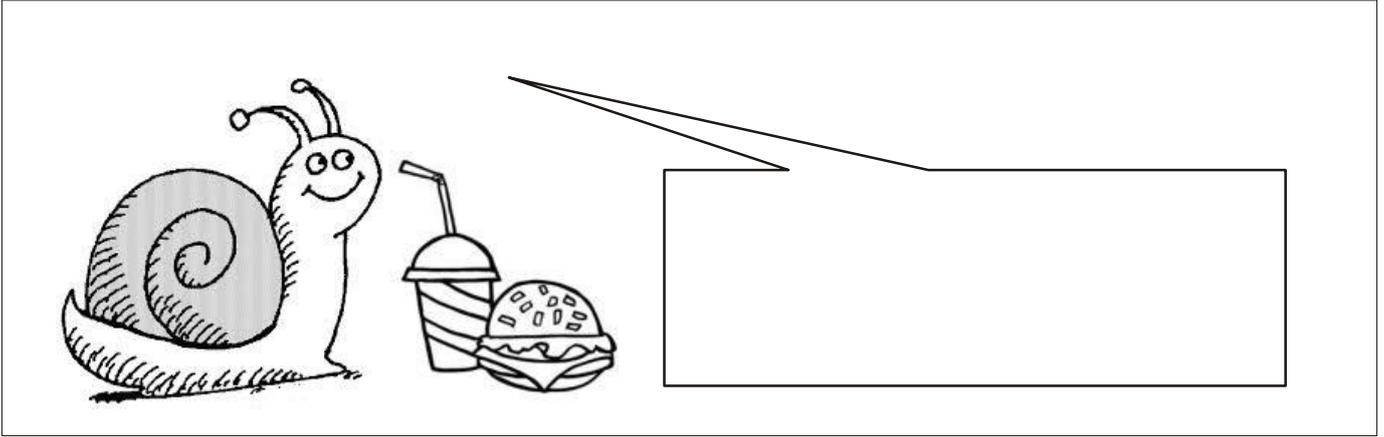
Organization: Group.

Suggested time: 20-30

Process:

1. Distribute the sheets of paper with a comic.
2. Encourage students to use their imagination and fill the speaking bubbles freely.
3. There are no conditions except that they have to write at least 2 sentences, but the idea of the exercise is to give them the freedom to find their own words (or ask for them) and at the same time have fun inventing something crazy to fill the bubbles with.
4. There is no right and wrong in terms of content.
5. Students have to develop a comic that they might want to perform.

Complete the dialogues with at least 2 sentences.



REFERENCES

- Adams, P., Fry, F.W., Glickstein, L., Goodheart, A., Hageseth, C. Iii, Hamilton, R., Klein, A., Robinson, M. V., Wooten, P. (2001). "Humor As Context And Therapy." In Micozzi, S. Marc (Ed.). *Fundamentals Of Complementary And Alternative Medicine*. (Pp. 276-297). New York, Ny: Churchill Livingstone.
- Aromaa, R. (2011). *Humour In Terry Pratchett's Discworld Series-Application Of Psychological And Linguistic Theories Of Humour*. (Unpublished Pro Gradu Thesis), University Of Tampere, Tampere.
- Ashley Blackmore (2013). *If Humour Be The Food Of Learning, Joke On: Perspectives Of Several Italian And Swedish Upper-Secondary School Students On Humour And Dialogic Classroom Interaction*. Halmstad University, School Of Teacher Education (Lut).
- Attardo, Salvatore (2001). *Humorous Texts: A Semantic And Pragmatic Analysis*. Humor Research Series, 6. Berlin And New York: Mouton De Gruyter
- Awadh, A. (2016). *Challenges And Strategies Of Subtitling Humour: A Case Study Of The American Sitcom Seinfeld, With Particular Reference To English And Arabic*. Retrieved From www.Usir.Salford.Ac.Uk/40460/1/Challenges
- Bashir, M., Azeem, M., & Hussain, A. (2011). *Factor Effecting Students' English Speaking Skills*. 2(1). *British Journal Of Arts And Social Sciences*.

- Best, J And Khan, J (1989) *Research In Education*, Englewood Cliffs (Nj), Prentice Hall
- Bonnstetter, B. E. (2008). *An Analytical Framework Of Parody And Satire: Mel Brooks And His World*. (Unpublished Phd Thesis), University Of Minnesota: Minneapolis, Mn, United States.
- Bruning, R. (2005). *Cognitive Psychology And Instruction*. Madrid Spain : Pearson Educación S.A.
- Burns, N & Grove, Sk 2003: *The Practice Of Nursing Research: Conduct, Critique And Utilization*. Toronto: Wb Saunders
- Carlos Marcelo (2006) *Utilizando Casos Para Un Aprendizaje Constructivista En E-Learning* García Universidad De Sevilla
- Carlson, K. A. (2011). *The Impact Of Humor On Memory: Is The Humor Effect About Humor?*. *Humor: International Journal Of Humor Research*,24(1), 21-41. Doi:10.1515/Humr.2011.002
- Carretero, M. (1994). *Constructivismo Y Educación*. Buenos Aires: Aique
- Castro-Cárdenas, G.-A. (2010). *Sistemas Centros: Centro Nacional De Capacitación Y Calidad*. Retrieved From [Http://Www.Sicapacitacion.Com/Cncyc.Php?Action=Fullnews&Id=98](http://Www.Sicapacitacion.Com/Cncyc.Php?Action=Fullnews&Id=98)

- Charisse E. (2017) Making The Connection: Using Social Constructivist Theory To Examine Dialysis Social Workers'. Marshall University Of Pennsylvania
- English For Elementary Levels (2008). Universidad Austral De Chile Facultad De Filosofía Y Humanidades Escuela De Pedagogía En Comunicación En Lengua Inglesa Retrieved From [Http://Cybertesis.Uach.CI/Tesis/Uach/2008/Ffc975c/Doc/Ffc975c.Pdf](http://Cybertesis.Uach.CI/Tesis/Uach/2008/Ffc975c/Doc/Ffc975c.Pdf)
- Davidov, D., Tsur, O. & Rappoport, A. (2010). Semi-Supervised Recognition Of Sarcastic Sentences In Twitter And Amazon. In *Proceeding Of The 23rd International Conference On Computational Linguistics (Coling)*: 15-16 July 2010, (Pp. 107-116). Uppsala, Sweden.
- Deiter, R (2000) The Use Of Humor As A Teaching Tool In The College Classroom. UK.
- Dvořáková, V. (2012). *Two Senses In A Pun The Case Of Print Advertisements*. (Unpublished Master's Diploma Thesis), Masaryk University, Czech Republic.
- Ernesto A. Rodríguez Moguel, Metodología De La Investigación, 2005, (Pág.29). Retrieved From [Http://Repositorio.Ug.Edu.Ec/Bitstream/Redug/7960/1/Tesis.Pdf](http://Repositorio.Ug.Edu.Ec/Bitstream/Redug/7960/1/Tesis.Pdf)

- F. Cusco Y N. Tipanguano, 2013 P. 12 Elaboración De Material Interactivo Para Mejorar La Atención De Los Niños En El Proceso De Enseñanza Aprendizaje En El Área De Entorno Natural Y Social De Los Segundos Años De Educación Básica De La Escuela “Manuel Retrieved From Salcedo” En El Año Lectivo 2011- 2012.
- Fernández Poncela, A.-M. (2012). Riéndose Aprende La Gente. Humor, Salud Y Enseñanza Aprendizaje. Revista Iberoamericana De Educación Superior (Ries) Universia, Vol. Iii, Núm. 8.
- Garcia C. (2013) Affective Variables In Foreign Language Acquisition: Motivation And Anxiety. Universidad De Cantabria, Santander, España. Retrieved From <https://repositorio.unican.es/xmlui/bitstream/handle/10902/3972/garciacobohana.pdf>
- Goh, C. C. M. & Burns, A. (2012). Teaching Speaking: A Holistic Approach. New York: Cambridge University Press.
- Gorman, G. E., & Clayton, P. (2005). Qualitative Research For The Information Professional (2nd Ed.). London: Facet.
- Gredler, M.E. (2012). Understanding Vygotsky For The Classroom: Is It Too Late? Educational Psychology Review, 24(1), 113–131

- Hellman, S. V. (2007). Humor In The Classroom: Stu's Seven Simple Steps To Success. College Teaching. Retrieved From [Http://Breakpoint.Typepad.Com/The_Point/2006/09/Satire_Vs_Sarca.Html](http://Breakpoint.Typepad.Com/The_Point/2006/09/Satire_Vs_Sarca.Html)
- Hutcheon, L. (1985-2000). *A Theory Of Parody. The Teachings Of Twentieth-Century Art Forms*. New York And London: Methuen.
- Incongruous. (2018). Cambridge Advanced Learner's Dictionary & Thesaurus. Retrieved From [Https://Dictionary.Cambridge.Org/Es/Diccionario/Ingles/Incongruous](https://Dictionary.Cambridge.Org/Es/Diccionario/Ingles/Incongruous)
- Irony (2018). Cambridge Advanced Learner's Dictionary & Thesaurus. Retrieved From [Https://Dictionary.Cambridge.Org/Es/Diccionario/Ingles/Irony](https://Dictionary.Cambridge.Org/Es/Diccionario/Ingles/Irony)
- Joshua J Vossler; Scott Sheidlower (2011) *Humor And Information Literacy : Practical Techniques For Library Instruction* Santa Barbara, Calif. : Libraries Unlimited, ©2011.
- Keengwe, J., Onchwari, G.C. & Onchwari, J.C.L. 2009, "Technology And Student Learning: Towards A Learner-Centered Teaching Model", *Aace Journal*, Vol. 17, No. 1, Pp. 11-22.
- Killen R 2007. *Teaching Strategies For Outcomes-Based Education*. Cape Town: Juta.

- Language And Humour In The Media. Jan Chovanec, Isabel Ermida Published In (2012) In Newcastle Upon Tyne, Uk By Cambridge Scholars Publishing. Services
- Lems, K. (2011). Pun Work Helps English Learners Get The Joke. *The Reading Teacher* 65 (3): 197–202.
- Lems, K., L. D. Miller, And T. M. Soro. (2010). *Teaching Reading To English Language Learners: Insights From Linguistics*. New York: Guilford.
- Lestari, M. (2011). Improving Student Pronunciation Skills Through Song. Retrieved From www.universityofibnkhaldunbogorindonesia.blogspot.com/2011/07/Improving-Student-Pronunciation-Skills.html
- *Ley Organica De Educacion Intercultural*. (2010). Retrieved From [Http://educacion.gob.ec/ley-organica-de-educacion-interculturalloei/](http://educacion.gob.ec/ley-organica-de-educacion-interculturalloei/)
- Lovorn, M. (2008). 'Humour In The Home And In The Classroom: The Benefits Of Laughing While We Learn'. *The Journal Of Education And Human Development* 2 (1), Pp. 1–12.
- Manurung, K. (2014). Improving The Speaking Skill Using Reading Contextual Internet-Based Instructional Material In An Efl Clas In Indonesia. *Sciencedirect*, 44-51.

- Martin, R. A. (2007). *The Psychology Of Humor: An Integrative Approach*. Amsterdam, Netherlands: Elsevier.
- Mieka D. Strawhorn (2014) *Inside Jokes: English Language Humor From The Outside*. University Of San Francisco. Retrieved From <https://Repository.Usfca.Edu/Cgi/Viewcontent.Cgi?Article=1118&Context=Thes>
- Mulder, M. P., & Nijholt, A. (2002). *Humour Research: State Of The Art (Internal Report) (Pp. 1-24)*. Retrieved From <http://Doc.Utwente.Nl/63066>
- Navas-Robledo, J. J. (2010). Retrieved From, De Carlos Rafael Yllescas M. - El Uso Del Humor En Psicoterapia: <http://Psicunoc.Es.Tl/El-Usodel-Humor-En-Psicoterapia.Htm>
- Neumann D, Hood H, Neumann M, (2009) *Journal Of Statistics Education* Volume 17, Number 2. Retrieved From Jse.Amstat.Org/V17n2/Neumann.Html
- Neumann, D. L., Hood, M., & Neumann, M. M. (2009). *Statistics? You Must Be Joking: The Application And Evaluation Of Humor When Teaching Statistics*. *Journal Of Statistics Education*. School Of Psychology, Griffith University
- Newton, & Nation, J. (2009). *Teaching Esl/Efl*. New York: Routledge.

- Norrick, N. R. (2003). Issues In Conversational Joking. *Journal Of Pragmatics* 35 (9),1333-1359. Retrieved From [Http://Ac.ElsCdn.Com/S0378216602001807/1S2.0S0378216602001807Main.Pdf](http://Ac.ElsCdn.Com/S0378216602001807/1S2.0S0378216602001807Main.Pdf)
- Pandey P and Mishra (2015). Research Methodology: Tools And Techniques Retrieved From [Http://Euacademic.Org/Bookupload/9.Pdf](http://Euacademic.Org/Bookupload/9.Pdf)
- Pardo, G. (2016) Factors That Hinder Students Of Une High School Recognize And Produce Some Classroom Language Expressions To Communicate Inside The Class. Universidad De Machala, Machala.
- Parody. (2018). Cambridge Advanced Learner's Dictionary & Thesaurus. Retrieved From [Https://Dictionary.Cambridge.Org/Es/Diccionario/Ingles/Parody](https://Dictionary.Cambridge.Org/Es/Diccionario/Ingles/Parody)
- Parody. (2018). In Oxford English Dictionary Online. Retrieved From [Https://En.Oxforddictionaries.Com/Definition/Parody](https://En.Oxforddictionaries.Com/Definition/Parody)
- Paul Adams. (2017) Exploring Social Constructivism :Theories And Practicalities *Centre For Educational Studies, University Of Hull, Uk
- Paul Simpson (2003). On The Discourse Of Satire: Towards A Stylistic Model Of Satirical Humor. Frank Nuessel. University Of Louisville.
- Piaget, J. (1973). To Understand Is To Invent. New York: Grossman

- Polit, D.F., Hungler, B.P. (1999) Nursing Research: Principles And Methods 6th Ed. Philadelphia: J.B. Lippincott.
- Pollack, J. (2011). The Pun Also Rises: How The Humble Pun Revolutionized Language, Changed History, And Made Wordplay More Than Some Antics. New York: Gotham.
- Quintana, J. (27 De Aug De 2010). Teorías De Aprendizaje. Recuperado El 27 De Julio De 2015, Retrieved From Slideshare.Net:
[Http://Www.Slideshare.Net/Saberes/Teorias-Aprendizaje-I](http://www.slideshare.net/Saberes/Teorias-Aprendizaje-I)
- Renvall, L. (2014). The Type And The Frequency Of Output-Based Activities In Finnish Upper Secondary School Efl Textbooks: An Overview Of Modern Textbooks. University Of Jyväskylä Department Of Languages English December 2014 Retrieved From
[Https://Jyx.Jyu.Fi/Bitstream/Handle/123456789/44891/Urn:Nbn:Fi:Jyu-201412153507.Pdf?Sequence=1](https://jyx.jyu.fi/bitstream/handle/123456789/44891/urn:nbn:fi:ju-201412153507.pdf?sequence=1)
- Richards, C. J. And Rodgers, T. S. (2001) Approaches And Methods In Language Teaching. Cambridge: Cambridge University Press.
- Riri Algafar (2017) Teachers' Perspectives Toward The Use Of Humor In Teaching English As A Foreign Language. Retrieved From
[Http://Repository.Unja.Ac.Id/1646/1/A1b213022-Artikel.Pdf](http://repository.unja.ac.id/1646/1/A1b213022-Artikel.Pdf)

- Ruiz R. (2006), *Historia Y Evolución Del Pensamiento Científico*. México.
- Sanchez Perez, A. (2009). *La Enseñanza De Idiomas En Los Últimos Cien Años, Métodos Y Enfoques*. Madrid: Sociedad General Española De Librería, S. A.
- Sarah E. Torok , Robert F. Mcmorris & Wen-Chilin (2004) Is Humor An Appreciated Teaching Tool?. *College Teaching* Vol. 52, No. 1
- Sarcasm. (2018). Cambridge Advanced Learner's Dictionary & Thesaurus. Retrieved From <https://Dictionary.Cambridge.Org/Es/Diccionario/Ingles/Sarcasm>
- Spoonerism. (2018). Cambridge Advanced Learner's Dictionary & Thesaurus. Retrieved From <https://Dictionary.Cambridge.Org/Es/Diccionario/Ingles/Spoonerism>
- Strachey, J. (2001). *The Standard Edition Of The Complete Psychological Works Of Sigmund Freud*. London: Vintage.
- Swain, M. (2000). The Output Hypothesis And Beyond: Mediating Acquisition Through Collaborative Dialogue. In J. Lantolf (Ed.), *Sociocultural Theory And Second Language Learning* (Pp. 97-114). Oxford: Oup.

- Tafur J. (2014), Motivación Y Comunicación: El Humor Como Elemento Modificador De La Motivación En El Proceso De Aprendizaje En Estudiantes De Grado Décimo Del Colegio Emmanuel, Universidad Nacional De Colombia, Bogota, Colombia. Retrieved From [Http://Bdigital.Unal.Edu.Co/49596/1/Tmjtafur.Pdf](http://Bdigital.Unal.Edu.Co/49596/1/Tmjtafur.Pdf)
- Tang, A (2015). Aproximación A La Traducción Del Humor Y Su Aplicación A La Enseñanza De Segundas Lenguas. Universidad De Granada.Facultad De Traducción E Interpretación.
- The National Development Plan. (2017). Retrieved From [Http://Www.Planificacion.Gob.Ec/WpContent/Uploads/Downloads/2017/10/Pnb-v-26-Oct-Final_0k.Compressed1.Pdf](http://Www.Planificacion.Gob.Ec/WpContent/Uploads/Downloads/2017/10/Pnb-v-26-Oct-Final_0k.Compressed1.Pdf)
- Theories And Practicalities
- Vanderstraeten, Raf. (2002). "Dewey's Transactional Constructivism." *Journal Of Philosophy Of Education* 36
- Victor Raskin (Ed), (2008), *The Primer Of Humor Research*. Reviewer. Wallace Chafe | University Of California, Santa Barbara. 2008
- Vousden, J. (1996). *Serial Control Of Phonology In Speech Production*. (Unpublished Phd Thesis), University Of Warwick, Coventry.

- Wong, W. (2005). *Input Enhancement: From Theory And Research To The Classroom*. New York: Mcgraw-Hill. Retrieved From Pressto.Amu.Edu.Pl/Index.Php/Ssllt/Article/View/5294
- Yong, H. (2013, September 09). *Slideshare*. Retrieved From Slideshare: https://Es.Slideshare.Net/Helenyong?Utm_Campaign=Profiletracking&Utm_Medium=Sssite&Utm_Source=Sssliderview
- Zaremba, A. (2006). *Speaking Professionally*. Canada: Thompson South West.

ANNEXES # 1



FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

CARRERA LENGUAS Y LINGÜÍSTICA

Teléf. 2-294888

Oficio No. UG-LENGUAS 2019-055

Guayaquil, 10 de Enero del 2019



MSc.

José Miguel Campuzano

PROFESOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad

De mis consideraciones:

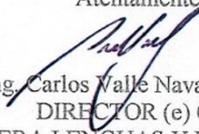
Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación y en alcance a la nómina de estudiantes entregada a usted el 15 de Noviembre del 2018, se le comunica que ha sido designado Revisor-Asesor de Proyectos Educativos.

En esta designación consta el nombre del estudiante de la Escuela de Lenguas y Lingüística: **GORDILLO PALACIOS ERICSON ANTONINHO**

TOPIC: INFLUENCE OF HUMOR TECHNIQUES IN THE DEVELOPMENT OF THE ORAL EXPRESSION. **PROPOSAL:** DESIGN A GUIDE WITH HUMOR ACTIVITIES TO DEVELOP SPEAKING SKILLS IN ENGLISH.

El mismo que deberá ser revisado, corregido y aprobado siguiendo las normativas, de la Unidad de Titulación de la Facultad, publicado en el portal electrónico, y una vez terminado debe ser entregado de conformidad con el calendario publicado oportunamente.

Atentamente


Ing. Carlos Valle Navarro, MSc.
DIRECTOR (e) CIFI

CARRERA LENGUAS Y LINGÜÍSTICA


UNIVERSIDAD DE GUAYAQUIL
Facultad de Filosofía, Letras y
Ciencias de la Educación
Escuela de Lenguas y Lingüística
DIRECCIÓN

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Elaborado por:	Ing. Alexandra Delgado López	SECRETARIA I	
Aprobado por:	Ing. Carlos Valle Navarro, MSc.	DIRECTOR	

UNIVERSIDAD DE GUAYAQUIL

Cdla. Universitaria "Salvador Allende" Av. Delta s/n y Av. Kennedy

www.ug.edu.ec



UNIVERSIDAD DE GUAYAQUIL

ESPECIE UNIVERSITARIA- NIVEL PREGRADO



Guayaquil, 16 de enero del 2019

Msc. Elías Reiban Barrera
Rector del Colegio Fiscal José Joaquín Pino Icaza
Ciudad.

De mis consideraciones

Me dirijo a usted con el fin de solicitarle, se sirva otorgar la autorización pertinente para el estudiante: ERICSSON ANTONINHO GORDILLO PALACIOS con número de cédula 0920161106, de la Escuela de Lenguas y Lingüística pueda aplicar el proyecto de investigación, para la elaboración del trabajo de titulación, previo a la obtención del título de Licenciado en Ciencias de la Educación, mención Lengua Inglesa y Lingüística.

TEMA: INFLUENCE OF HUMOR TECHNIQUES IN THE DEVELOPMENT OF THE ORAL EXPRESSION.

PROPUESTA: DESIGN A GUIDE WITH HUMOR ACTIVITIES TO DEVELOP SPEAKING SKILLS IN ENGLISH

Contando con su aprobación y con la colaboración de las personas pertinentes a este estudio, quedo de usted muy agradecido.

Le anticipo mis reconocimientos

Atentamente

Colegio Fiscal José Joaquín Pino Icaza
RECIBIDO
16 Ene 2019
RECTORADO
Autoregido

Msc. Carlos Valle
DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA

UNIVERSIDAD DE GUAYAQUIL
Facultad de Filosofía, Letras y
Ciencias de la Educación
Escuela de Lenguas y Lingüística
DIRECCIÓN



Guayaquil, 16 de enero del 2019.

Msc. Carlos Valle
Director Escuela De Lenguas Y Lingüística
Facultad de Filosofía
Universidad de Guayaquil
Ciudad.-



De mis consideraciones:

En consideración al atento oficio de fecha 16 de enero del 2019, dirigido para el estudiante de la Facultad de Filosofía ERICSSON ANTONINHO GORDILLO PALACIOS con C.I. 0920161106, esta Institucion que regento da su aceptación para la viabilizacion del proyecto para la obtención del Título de Licenciado en Ciencias de la Educación Especializacion Lenguas y Lingüísticas.

TEMA: INFLUENCE OF HUMOR TECHNIQUES IN THE DEVELOPMENT OF THE ORAL EXPRESSION.

PROPUESTA: DESIGN A GUIDE WITH HUMOR ACTIVITIES TO DEVELOP SPEAKING SKILLS IN ENGLISH

En el Colegio Fiscal Jose Joaquin Pino Icaza, periodo 2018-2019.


Msc. Elías Reiban Barrera
RECTORADO
Guayaquil - Ecuador



Rector del Colegio Fiscal José Joaquín Pino Icaza



Universidad de Guayaquil

ANEXO 4

UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA
ESCUELA DE LENGUAS Y LINGÜÍSTICA
Unidad de Titulación

Guayaquil, 16 de febrero del 2019

Sr.

Ing. Carlos Valle Navarro, MSc.

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

UNIVERSIDAD DE GUAYAQUIL

Ciudad.-

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la tutoría realizada al Trabajo de Titulación INFLUENCE OF HUMOR TECHNIQUES IN THE DEVELOPMENT OF THE ORAL EXPRESSION del estudiante ERICSSON ANTONINHO GORDILLO PALACIOS, indicando ha cumplido con todos los parámetros establecidos en la normativa vigente:

- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se adjunta el certificado de porcentaje de similitud y la valoración del trabajo de titulación con la respectiva calificación.

Dando por concluida esta tutoría de trabajo de titulación, **CERTIFICO**, para los fines pertinentes, que el estudiante está apto para continuar con el proceso de revisión final.

Atentamente,

TUTOR DE TRABAJO DE TITULACIÓN

C.I. 0924941297



Universidad de Guayaquil

ANEXO 5

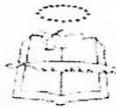
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA
ESCUELA DE LENGUAS Y LINGÜÍSTICA
Unidad de Titulación

RÚBRICA DE EVALUACIÓN TRABAJO DE TITULACIÓN

Título del Trabajo: INFLUENCE OF HUMOR TECHNIQUES IN THE DEVELOPMENT OF THE ORAL EXPRESSION Autor(s): ERICSSON ANTONINHO GORDILLO PALACIOS		
ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALF.
ESTRUCTURA ACADÉMICA Y PEDAGÓGICA	4.5	
Propuesta integrada a Dominios, Misión y Visión de la Universidad de Guayaquil.	0.3	0.3
Relación de pertinencia con las líneas y sublíneas de investigación Universidad / Facultad/ Carrera	0.4	0.4
Base conceptual que cumple con las fases de comprensión, interpretación, explicación y sistematización en la resolución de un problema.	1	1
Coherencia en relación a los modelos de actuación profesional, problemática, tensiones y tendencias de la profesión, problemas a encarar, prevenir o solucionar de acuerdo al PND-BV	1	1
Evidencia el logro de capacidades cognitivas relacionadas al modelo educativo como resultados de aprendizaje que fortalecen el perfil de la profesión	1	1
Responde como propuesta innovadora de investigación al desarrollo social o tecnológico.	0.4	0.4
Responde a un proceso de investigación – acción, como parte de la propia experiencia educativa y de los aprendizajes adquiridos durante la carrera.	0.4	0.4
	4.5	
RIGOR CIENTÍFICO		
El título identifica de forma correcta los objetivos de la investigación	1	1
El trabajo expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece, aportando significativamente a la investigación.	1	1
El objetivo general, los objetivos específicos y el marco metodológico están en correspondencia.	1	1
El análisis de la información se relaciona con datos obtenidos y permite expresar las conclusiones en correspondencia a los objetivos específicos.	0.8	0.8
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica	0.7	0.7
	1	
PERTINENCIA E IMPACTO SOCIAL		
Pertinencia de la investigación	0.5	0.5
Innovación de la propuesta proponiendo una solución a un problema relacionado con el perfil de egreso profesional	0.5	0.5
	10	10
CALIFICACIÓN TOTAL *		
* El resultado será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación oral.		

FIRMA DEL DOCENTE TUTOR DE TRABAJO DE TITULACIÓN
No. C.I. 0924941297

FECHA: 16 de febrero del 2019



Universidad de Guayaquil

20/03/2019

ANEXO 7

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA ESPECIALIZACIÓN INGLÉS - ALEMÁN
UNIDAD DE TITULACIÓN

Guayaquil, marzo 20/2019

Ing. CARLOS VALLE NAVARRO, MSc
DIRECTOR DE LENGUAS Y LINGÜÍSTICA
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
UNIVERSIDAD DE GUAYAQUIL
Ciudad.-

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la REVISIÓN FINAL del Trabajo de Titulación Influence of humor techniques in the development of the oral Expression del estudiante-ERICSSON ANTONINHO GORDILLO PALACIOS. Las gestiones realizadas me permiten indicar que el trabajo fue revisado considerando todos los parámetros establecidos en las normativas vigentes, en el cumplimiento de los siguientes aspectos:

Cumplimiento de requisitos de forma:

- El título tiene un máximo de 11 palabras.
- La memoria escrita se ajusta a la estructura establecida.
- El documento se ajusta a las normas de escritura científica seleccionadas por la Facultad.
- La investigación es pertinente con la línea y sublíneas de investigación de la carrera.
- Los soportes teóricos son de máximo 3 años.
- La propuesta presentada es pertinente.

Cumplimiento con el Reglamento de Régimen Académico:

- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se indica que fue revisado, el certificado de porcentaje de similitud, la valoración del tutor, así como de las páginas preliminares solicitadas, lo cual indica que el trabajo de investigación cumple con los requisitos exigidos.

Una vez concluida esta revisión, considero que el estudiante ERICSSON ANTONINHO GORDILLO está apto para continuar el proceso de titulación. Particular que comunicamos a usted para los fines pertinentes.

Atentamente,

MSc. Lucila Sánchez

C.I. 0916446834

Universidad de Guayaquil

ANEXO 8

FACULTAD FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA/CARRERA LENGUA Y LINGÜÍSTICA
UNIDAD DE TITULACIÓN

RÚBRICA DE EVALUACIÓN MEMORIA ESCRITA TRABAJO DE TITULACIÓN

ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALF.	COMENTARIOS
Título del Trabajo: <u>Influence of hemor techniques in the development of the oral expression.</u> Autor(s): <u>ERICSSON ANTONINHO GORDILLO PALACIOS.</u>			
ESTRUCTURA Y REDACCIÓN DE LA MEMORIA	3	2.4	
Formato de presentación acorde a lo solicitado	0.6	0.5	
Tabla de contenidos, índice de tablas y figuras	0.6	0.1	no presenta / anexos
Redacción y ortografía	0.6	0.6	
Correspondencia con la normativa del trabajo de titulación	0.6	0.6	
Adecuada presentación de tablas y figuras	0.6	0.6	
RIGOR CIENTÍFICO	6	5.9	
El título identifica de forma correcta los objetivos de la investigación	0.5	0.4	Propuesta no coincide
La introducción expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece	0.6	0.6	
El objetivo general está expresado en términos del trabajo a investigar	0.7	0.7	
Los objetivos específicos contribuyen al cumplimiento del objetivo general	0.7	0.7	
Los antecedentes teóricos y conceptuales complementan y aportan significativamente al desarrollo de la investigación	0.7	0.7	
Los métodos y herramientas se corresponden con los objetivos de la investigación	0.7	0.7	
El análisis de la información se relaciona con datos obtenidos	0.4	0.4	
Factibilidad de la propuesta	0.4	0.4	
Las conclusiones expresa el cumplimiento de los objetivos específicos	0.4	0.4	
Las recomendaciones son pertinentes, factibles y válidas	0.4	0.4	
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica	0.5	0.5	
PERTINENCIA E IMPACTO SOCIAL	1	1	
Pertinencia de la investigación/ Innovación de la propuesta	0.4	0.4	
La investigación propone una solución a un problema relacionado con el perfil de egreso profesional	0.3	0.3	
Contribuye con las líneas / sublíneas de investigación de la Carrera/Escuela	0.3	0.3	
CALIFICACIÓN TOTAL*	10	9.3	

* El resultado será promediado con la calificación del Tutor y con la calificación de obtenida en la Sustentación oral.

FIRMA DEL DOCENTE TUTOR REVISOR
No. C.I. 0916446834

FECHA: marzo/20/2019

vii



Universidad de Guayaquil

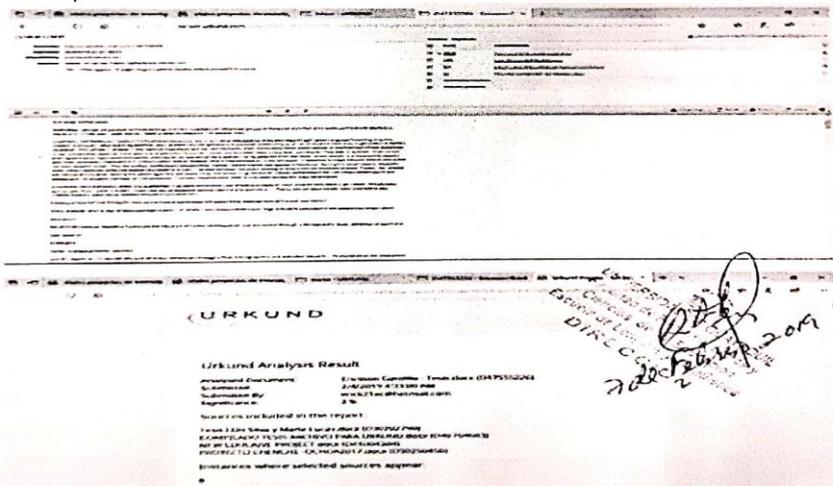
ANEXO 6

UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA
ESCUELA DE LENGUAS Y LINGÜÍSTICA
Unidad de Titulación

CERTIFICADO PORCENTAJE DE SIMILITUD

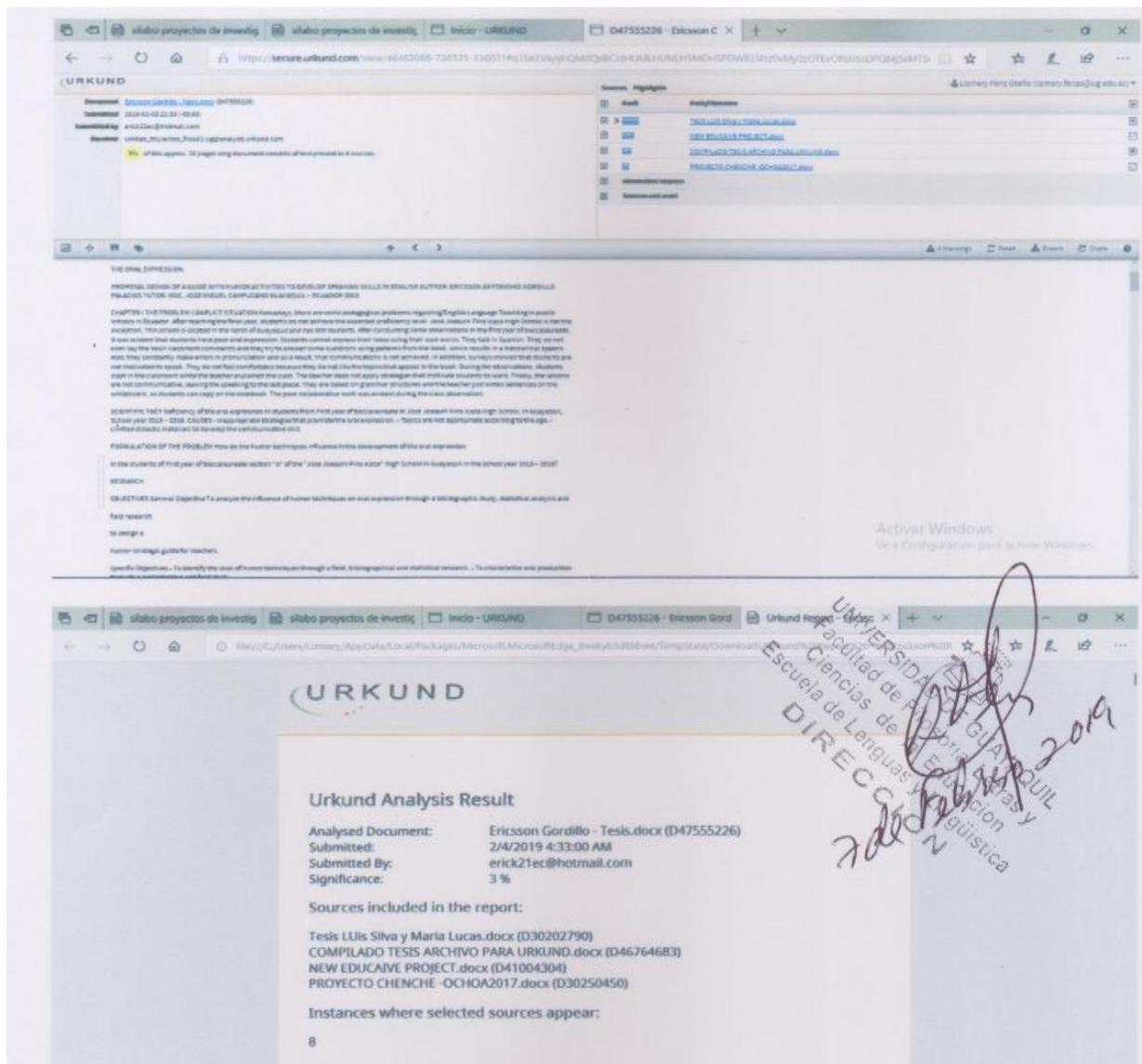
Habiendo sido nombrado JOSE MIGUEL CAMPUZANO DIAZ, tutor del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por ERICSSON ANTONINHO GORDILLO PALACIOS, C.C.: 0920161106, con mi respectiva supervisión como requerimiento parcial para la obtención del título de LICENCIADO EN CIENCIAS DE LA EDUCACIÓN.

Se informa que el trabajo de titulación: INFLUENCE OF HUMOR TECHNIQUES IN THE DEVELOPMENT OF THE ORAL EXPRESSION ha sido orientado durante todo el periodo de ejecución en el programa antiplagio URKUND quedando el 3% de coincidencia.



<https://secure.arkund.com/view/46463086-736535-336031#q1bKLVayijbQMdQxBCJzHUMHLHUNLHSMDDHSPDWB2I4sz0vMy0zOTEvORUJSSDPQMJJsxMTS>

JOSÉ MIGUEL CAMPUZANO DÍAZ
C.I. 0924941297





UNIVERSIDAD DE GUAYAQUIL

ESPECIE UNIVERSITARIA- NIVEL PREGRADO

Guayaquil, 9 de agosto del 2018

ALFONSO SANCHEZ AVILA
DIRECTOR DE ESCUELA DE LENGUAS Y LINGUISTICAS
Ciudad.

EN SU DESPACHO

De mis consideraciones:

Yo, GORDILLO PALACIOS ERICSSON ANTONINHO con C.I. 0920161106 estudiante de la ESCUELA DE LENGUAS Y LINGUISTICAS EN LA ESPECIALIZACIÓN INGLES – ITALIANO en la modalidad PRESENCIAL; y estudiante del curso seminario de titulación 2017 – 2018 solicito a usted se me conceda la correspondiente prórroga para realizar Proyecto Educativo (TESIS) titulado INFLUENCE OF HUMOR TECHNIQUES IN THE DEVELOPMENT OF THE ORAL EXPRESSION.

El mismo que no lo he podido finalizar debido a auditorias en el lugar donde trabajo y capacitaciones externas.

Por la atención que brinde a la presente, quedo de usted muy agradecido.

Atentamente,

Ericsson Gordillo Palacios
C.I. 0920161106

*Autogajado
a la prorroga =
titulacion
9/8/2018*



UNIVERSIDAD DE GUAYAQUIL

ESPECIE UNIVERSITARIA- NIVEL PREGRADO

UNIVERSIDAD DE GUAYAQUIL
Facultad de Filosofía y Educación
Ciencias de las Lenguas y Lingüística
SECRETARÍA
MP
02/05/18

Guayaquil, 2 de mayo de 2018

Señora MSc,
Silvia Moy-Sang Castro
DECANA DE LA FACULTAD DE FILOSOFÍA
Ciudad.

De nuestras consideraciones:

Yo, **Ericsson Antoninho Gordillo Palacios** con C.I. **0920161106**, alumno de esta facultad, de la Carrera de Lenguas, paralelo C1 especialización Inglés-Italiano del periodo lectivo 2017-2018, solicito y por su intermedio al Departamento de Secretaría se me asigne de ser posible al MSc. José Miguel Campuzano Díaz como tutor para el seminario de titulación modalidad Proyecto, en la jornada nocturna, periodo lectivo 2018-2019.

Sin otro particular,

Atentamente,

Ericsson Gordillo
C.I. 0920161106

ANNEXES #

//

Title: Tutorships with Msc. José Miguel Campuzano



Author: Gordillo Palacios Ericsson
Source: University of Guavaquil

Title: Applying the survey to students of 1st baccalaureate “A”



Author: Gordillo Palacios Ericsson
Source: Jose Joaquin Pino Icaza High School

ANNEXES #

III

UNIVERSITY OF GUAYAQUIL

FACULTY OF PHILOSOPHY, SCIENCES AND LETTERS OF EDUCATION

OBSERVATION SHEET

AUTHOR: ERICSSON GORDILLO

This instrument allows to analyze the behavior of students in the classroom in the oral production process and the strategies used by the teacher in English classes.

Date:

Aspects to be observed:

Behavior of students in the classroom.

Strategies applied by the teacher.

Participation of students in speech activities.

Check the boxes according to the observation

YES

NO

The teacher applies strategies that promote the oral practice of English in the classroom.

The teacher performs individual and group activities that allow students to interact with each other.

Students respond in English to the questions the teacher asks.

Students are easily distracted in the English class.

The teacher applies resources and humor techniques in the class.

The students are curious to learn English.

**FACULTY OF LETTER AND SCIENCES OF EDUCATION
GENERAL CORDINATION OF RESEARCH AND ACADEMIC PROJECT
SURVEY TO THE STUDENTS**

OBJECTIVE: To determine the influence of humor in the development of speaking skill in the students of first baccalaureate of the Jose Joaquín Pino Icaza High School.

Liker Scale

Totally disagree	Disagree	Indifferent	Agree	Totally agree
1	2	3	4	5

INSTRUCTION: Mark an "X" in the box according to your opinion

N°	STATEMENTS	1	2	3	4	5
1	English classes are interesting and interactive.					
2	I am satisfied with the teaching effectiveness of my teacher.					
3	I am easily distracted in the classroom when a subject does not seem interesting to me.					
4	I feel nervous and anxious in an oral activity.					
5	Humor is important to learn a foreign language.					
6	I consider that a good teacher should have a good sense of humor.					
7	The English teacher applies humor during classes.					
8	The humor in the classroom increases the interest in learning a new language.					
9	Humor makes me feel calm and less anxious when I learn in the classroom.					
10	Designing a guide with humor activities is important to develop the speaking skill.					

**FACULTY OF LETTER AND SCIENCES OF EDUCATION
GENERAL CORDINATION OF RESEARCH AND ACADEMIC PROJECT**

Interview with the teacher

1. Do you consider that speaking is a skill that needs to be developed in the classroom?
2. What skill is the least developed by students when they try to communicate in English class?
3. Do you carry out activities that promote the development of speaking in the English class?
4. What kind of strategies do you use to develop speaking in students?
5. Would you apply new strategies that allow students to develop the ability to speak in English class?
6. Do you consider that this project will help the educational community of the Jose Joaquin Pino Icaza school?
7. Do you have knowledge of humor techniques applied in the teaching of a foreign language?
8. Do you think that humor can be a pedagogic tool that allows students to develop their speech?