RESEARCH PROPOSAL

Humour in Teaching Language

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**ABSTRACT**

*Humour use to show different speech and attract people's attention. The occupancy of humour within the context of language pedagogy offers noteworthy advantage to both the language speaker, teacher and learner. Humour actually contributes as an effective means of reducing affective obstacle to language achievement. Humour show us that what can we use different speech, or how can we influential speak in community or classroom. This method lead the drive for boring conversation. After some test, responses stated that humour supported teaching by providing entertainment, breaking up content, restore care, illumination the mood, increasing motivation, reducing sameness, and supplying a mental break. The arbitrary use of humour is suggested in teaching statistics, particularly for students and community that behave negative attitudes towards the issue. In order to develop perceived benefits of humour within the language in classroom or community, the researcher or teacher of the present study viewed a various compilation of language students and teachers and wanted them to improve the use of humour in their classrooms. Results from this pioneer study strongly certify a perceived effectiveness for humour as a support to learning and teaching.*

**INTRODUCTION**

Humour is an inextricable part of the human experience and thus a fundamental aspect of humanity’s unique capacity for language. In fact, it stands as one of the few universals applicable to all peoples and all languages throughout the world (Kruger, 1996; Trachtenberg, 1979). Humour is not important for learning, but there is experiential evidence to support the idea that humour generate conditions leading to learning and teaching. Although humour has been given scant attention by SLA researchers and their subsequent literature, researchers in the social sciences, particularly those in the fields of education and psychology, have long investigated humour for its general, conducive pedagogical effects on a variety of levels (Gruner 1967; Bryant, Comisky, and Zillman 1979; Berwald 1992).

Public speakers or teachers can use to begin with a joke or an amusing anecdote in order to increasing effectiveness, so they supply both being remarkable and having master a subject due to attention. There are a lot of benefits link with use of humour in the classroom or community. This paper will show that using to arbitrate, supporting to encourage, providing to think with figure of speech, increases attention, motivation, excitement, simplification on social communication.

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