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FACULTAD DE CIENCIAS SOCIALES Y ARTES
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Humor in the classroom: A pedagogical tool.

Trabajo de investigación para optar al grado académico de LICENCIATURA EN EDUCACIÓN

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Resumen

Esta investigación estuvo dirigida al uso del humor en las salas de clases, la metodología utilizada fue basada en la implementación de instrumentos para así poder conseguir datos de participantes anónimos que ayudaron con la investigación. En base a sus respuestas sacamos las conclusiones respecto a la utilización del humor en la sala de clases.

Palabras claves: Humor, metodología, motivación, educación, aprendizaje.

Abstract

This research was aimed at the use of humor in the classroom, the methodology used was based on the implementation of instruments in order to obtain data from anonymous participants who helped with the investigation. Based on their responses we drew conclusions regarding the use of humor. humor in the classroom.

Keywords: Humor, methodology, motivation, education, learning.

Introduction

1.1 STATE OF THE ART

Motivation has always been a recurrent topic when talking about education (Safiyeh, 2015); however, this is not an easy task for teachers to achieve due to the fact that education in a formal state is meant to be serious and not entertaining (Colomo, Sánchez, Ruiz & Sánchez, 2020). However, thanks to recent investigation and new younger teachers (González & Freddy, 2011), this barrier is starting to break; and all because of humor. Although humor has always been related to an informal skill or attribute (González & Freddy, 2011), recent experiments and investigation have proven the contrary, that is, humor can be applied in serious environments without compromising the formality of educational processes (Wagner & Urios-Aparisi, 2011).

This all leads to the question “How can a teacher achieve humor in the classroom?” Is it possible for an older teacher to learn this teaching method? Do students react differently to humor?

Recent studies have shown that humor and motivation in the classroom can be connected and work well when used properly (Safiyeh, 2015). For example, González and Freddy stated that: “If the student enjoys learning, he will learn more effectively, that is, we have to create a pleasing learning experience to experience the joy of learning again” (González & Freddy, 2011). This refers to the fact that students are more likely to learn better when they are exposed to a more pleasing and entertaining class. However, this does not mean that the class should be an informal place.

According to Bohner and Dickel (2011), attitude is understood as the evaluation of the thinking that influences a person’s opinion of people, ideas, or objects, measured on self-report scales comprising three components: affectivity, cognition and behavior (Albirini, 2006). In the Middle East, there is evidence that teachers’ attitudes determine their behavioral intentions. According to Al-Khaldi and Al-Jabri (1998), affective more than

cognitive attitude is related to the use of technology. Generally, users' positive attitudes influence their intentions to adopt and use technology (Abdel-Maksoud, 2018); hence, if teachers have a positive attitude toward gamification, they will be more motivated to use it.

1.2 STATEMENT OF THE RESEARCH PROBLEM

The research problem is "How do EFL teachers resort to humor in their classes without taking away the seriousness of the formal environment and what is the students' stance?"

The research problem that remains in this research is based on whether humor is beneficial when teaching an EFL class. This can also refer to a research where it is estimated that sometimes it (Gonzales Y. y Freddy A. 2011 p.248) can be a benefit or depending on the teacher if they think they can be appropriate during their class.

1.3 RESEARCH OBJECTIVES

General

The main objective of the research is to reinforce the studies and affirmation that suggest that humor in the classroom can be used as a resourceful tool for teachers to improve the learning process and performance of their students in EFL classes.

Specific

1. To identify the effects of using humor as a teaching strategy in EFL classes, from the perspective of teachers and students.
2. To identify possible flaws this approach may have and how it can be solved or surpassed with the answers provided on the surveys.

1.4 RELEVANCE OF THE RESEARCH PROBLEM

It is important to research about this subject because even though this theme has been around a long time, it has never been applied massively in an establishment. Even so, in many establishments it may be treated as an incorrect method. This is why teachers may find this new method as a resourceful tool to apply to the ordinary classroom, making classes more interesting for the new students who were raised and taught with the orthodox conservative teaching method used for more than a century.

1.5 THEORETICAL FRAMEWORK

Humor

Communication in which the stimulus produces amusement. In all its varieties, humor can be simply defined as a type of stimulation that tends to elicit the laughter reflex. Spontaneous laughter is a motor reflex produced by the coordinated contraction of 15 facial muscles in a stereotyped pattern and accompanied by altered breathing. Electrical stimulation of the main lifting muscle of the upper lip, the zygomatic major, with currents of varying intensity produces facial expressions ranging from the faint smile through the broad grin to the contortions typical of explosive laughter. (Koestler A. 2022 Britannica)

The incorporation of commentaries or humoristic subjects related to the contents of class it serves to create an atmosphere of positive learning, motivating students to pay attention to the material and help comprehend the concepts and harder themes, in a better way than in the traditional orthodox way or non-humoristic. (Ynfante G. Antonio F. 2011 ¿El sentido del humor tiene sentido en el aula?)

Types of Humor

There are many types of humor that can be used on the classroom, for example:

- Puns: Puns are plays on words that exploit multiple meanings or similar sounds of words. They can be used to teach vocabulary, idioms, and wordplay. For example: "I used to be a baker, but I couldn't make enough dough."
- Jokes: Clean and appropriate jokes can be used to teach vocabulary, grammar, and cultural references. Simple and easy-to-understand jokes work well with EFL learners, as they allow students to grasp the humor and the linguistic elements involved.
- Wordplay: Wordplay involves manipulating words, phrases, or sounds to create humorous effects. Examples include tongue twisters, rhymes, and riddles. These activities can help students improve their pronunciation and develop an understanding of language structure.
- Satire: Satire uses irony, sarcasm, or exaggeration to criticize or mock aspects of society, institutions, or individuals. While more advanced learners may appreciate satire, caution should be exercised to ensure cultural sensitivity and to avoid controversial topics.
- Comic Strips and Cartoons: Visual humor in the form of comic strips and cartoons can engage students and facilitate comprehension using images and text. They can be used to introduce new vocabulary, spark discussions, or inspire creative writing activities.
- Funny Stories and Anecdotes: Sharing amusing stories or personal anecdotes related to the topic being studied can create a relaxed and enjoyable atmosphere in the classroom. These stories can be used to practice listening, reading, and oral skills, and can also serve as prompts for discussions or writing activities.
- Parodies: Parodies imitate and exaggerate elements of a particular style, work, or genre to create humor. They can be used to explore different literary genres, cultural references, and critical thinking skills. However, it is important to choose parodies that are suitable for the age and cultural background of the students.

Motivation

Motivation is defined as our enthusiasm for doing something. It is the 'why' behind every action. Motivation is the reason – or reasons – for acting or behaving in a particular way. It helps us to set a goal and reach it. The term 'motivation' is derived from the Latin verb 'movere', so quite literally, it's what keeps us moving.

According to different researchers, there exists two types of motivation, one being intrinsic motivation that the main goal is to achieve personal achievement and inner growth, "Intrinsic motivation: Intrinsic motivation is an inner drive that makes a person pursue an activity, not for any type of external rewards, but just because the action itself is enjoyable and gratifying. In other words, a person is motivated by the fun, challenge, or satisfaction of an activity, not by an outside outcome, pressure, or reward". (Li P. 2023 Parenting for brain) and the second one being Extrinsic motivation that lead people to achieve external goals and achievements outside the personal growth "Extrinsic motivation: Extrinsic motivation is defined as a type of motivation that is driven by external rewards. These can be tangible, such as money or grades, or intangible, such as praise or fame. (Seong J. 2022 Very well Mind)".

In education, motivation helps children and young people to focus their attention on a key goal or outcome. In doing so, they are unfazed by possible distractions, and are therefore able to maintain their attention during longer periods of time. Students who are motivated display goal-orientated behaviors. They take initiative, show resilience, harness their curiosity, and care for and respect their work. They are equipped to orchestrate their own learning journey. (Hawthorne H. 2021 High speed training).

Therefore, there exists one that is the opposite of extrinsic motivation and intrinsic motivation, and it is important to fully understand human behavior. Amotivation is the third type of motivation that has a negative side in this, "This concept is termed amotivation. Individuals are amotivated when they do not perceive contingencies between outcomes

and their own actions" (Vallenard J. R, Page 1007) this one it is important to establish due to the actions that develop students amotivation, for example, if anything does not go according to their results, they are going to feel frustrated. "When amotivated individuals experience feelings of incompetence and expectancies of uncontrollability(...) They feel undeceived and start asking themselves why in the world they go to school. Eventually they may stop participating in academic activities" (Vallenard J. R).

Types of motivation

There are many types of motivation that are present on the classroom, for example:

- Intrinsic Motivation: Intrinsic motivation stems from personal interest, enjoyment, and a genuine desire to learn the English language. Students who are intrinsically motivated engage in learning for the inherent satisfaction and sense of accomplishment it brings. They may have a natural curiosity, a passion for languages, or a personal goal they want to achieve.
- Extrinsic Motivation: Extrinsic motivation refers to external factors that drive students to learn English, such as rewards, grades, praise, or recognition. While external rewards can be effective in motivating students, it is important to foster a balance between extrinsic and intrinsic motivation to avoid solely relying on external incentives.
- Achievement Motivation: Some students are motivated by a desire to achieve success or demonstrate competence in English language learning. They set high standards for themselves and strive to meet or exceed those standards. They may be motivated by the sense of accomplishment that comes with reaching language proficiency goals or receiving positive feedback.
- Social Motivation: Social motivation is driven by the desire to communicate effectively with others, form connections, and participate in social interactions. Students who are socially motivated are interested in using English as a means of building relationships, making friends, and engaging

in cultural exchange. Group activities, collaborative projects, and communicative language tasks can enhance social motivation.

- Instrumental Motivation: Instrumental motivation focuses on the practical benefits and outcomes that learning English can provide. This includes academic or career-related aspirations, such as accessing higher education, career advancement, or improving employment prospects. Students who are instrumentally motivated see English proficiency to achieve their broader goals.
- Integrative Motivation: Integrative motivation refers to the desire to integrate into the target language culture and community. Students who possess this motivation are interested in not only learning the language but also understanding and appreciating the customs, traditions, and values associated with the English-speaking culture. This motivation can enhance cultural awareness and intercultural competence.
- Personal Relevance Motivation: Personal relevance motivation stems from connecting English language learning to students' personal lives and interests. When students can see the relevance of English in their everyday experiences, hobbies, or personal goals, they are more likely to be motivated. Integrating topics, materials, and activities that align with students' interests can foster personal relevance motivation.

EFL teaching in Chile.

English as a Foreign Language (EFL) is the term used to describe the study of English by non-native speakers in countries where English is not the dominant language. This is not to be confused with English as a Second Language—also called English as an Additional Language—which is the practice of learning English in a predominantly English-speaking country. (Norquist R. 2020 thoughtco.).

METHOD

2.1 METHODOLOGICAL DESIGN

The subject of this study is a twelve grade classroom in a school in Santiago, more specific, Talagante; this study is of a mixed nature, because we used qualitative measurement to measure how students feel and react to the use of humor and how it affects their motivation, and quantitative measurement, because we will seek deep grades or results from the students to measure their performance and their development in the classroom. The use of Mixed method research helps us reach parts of this investigation that need the combination of quantitative and qualitative research. "The purpose of this form of research is that both qualitative and quantitative research, in combination, provide a better understanding of a research problem or issue than either research approach alone" (Molina-Azorín, 2016). The way we carried out our research was through different instruments of evaluation such as a Questionnaire, to verify the integrity of each professor and student inside the classroom and measurement scales to identify the point of view of each student using a Likert scale survey.

The approach selected to do this research is exploratory research because we wanted to look in depth at something that seemed to be neglected in the classroom, that is humor as a teaching strategy. hardly-ever looked at in a classroom, such as the motivation of our students and what is happening, and so go further than that and develop a certain understanding of the research problem. "The aim of exploratory research is to identify new tasks-tasks that cannot be solved by existing methods. Once a new task has been found, exploratory research seeks to develop a precise definition of the task and to understand the factors that make the task different from previously-solved tasks." (Dietterich, 1990, p.1).

This study was non-experimental and longitudinal as it focused on how students, depending on their mood in the classroom, can perform in a better way and give better results in the long run, this will be demonstrated through feedback from evaluations.

2.2 PARTICIPANTS:

The participants were a 12th grade class with 8 students, 4 were male and 4 were women, and 6 teachers where 4 were male and 2 were women.

2.3 CONTEXT:

This study took place at “Alcantara de Talagante” school. In 12th grade class, the students are having problems to complete the objectives of the class, this because some of them feel unmotivated and the methods used by the teacher are not working with them, based on that we propose the use of humor in their class to check if the (OA) required for the lesson are being achieved correctly.

2.4 INSTRUMENTS FOR DATA COLLECTION

The instruments used in this research are a “Teachers’ Questionnaire” and a “Students’ Survey”.

First, a questionnaire in which we asked students about the implementation of humor inside the classroom about their regular classes, some multiple-choice questions about them and their feelings. This instrument was implemented to see in depth their point of view and their opinion about implementing humor in their classes. The survey also contained open-ended questions.

And finally, a questionnaire for the teachers in which we asked about the implementation of humor inside the classroom about their regular classes, some multiple-choice questions about them and their feelings. This instrument was implemented using Likert-Scale Surveys to see in depth their point of view and their opinion about implementing humor in their classes. The survey also contained open-ended questions.

2.5 ETHICAL CONSIDERATIONS

Before the implementation of the instruments, each participant of the surveys received a letter of informed consent (see Appendix 3 for the Informed Consent) in which it was indicated that their participation was voluntary and anonymous to protect their

privacy, and their personal information would not be required and/or used for any other purpose. Those letters of informed consent were signed by each participant to corroborate their voluntary participation as well as their authorization to use their answers in the study.

2.6 ANALYSIS PLAN

For this part, all information we collected was interpreted utilizing diverse types of measures within a quantitative framework. These measures are central tendency measures (which utilize concepts such as the: mean, median and mode) and dispersion measures (Sampieri, 2018, p. 529) to check on how all our data was distributed when going through the responses to our surveys.

3 RESULTS

In this section, the results are presented of the analysis of the data collected for the research. First, the results from the teachers' questionnaire, next, the results from the students' survey are presented.

Teachers' Questionnaire

Objective 1: To identify the effects of using humor as a teaching strategy in English as a foreign language class, from the perspective of teachers and students.

(The results will be provided when we have them)

Result analysis

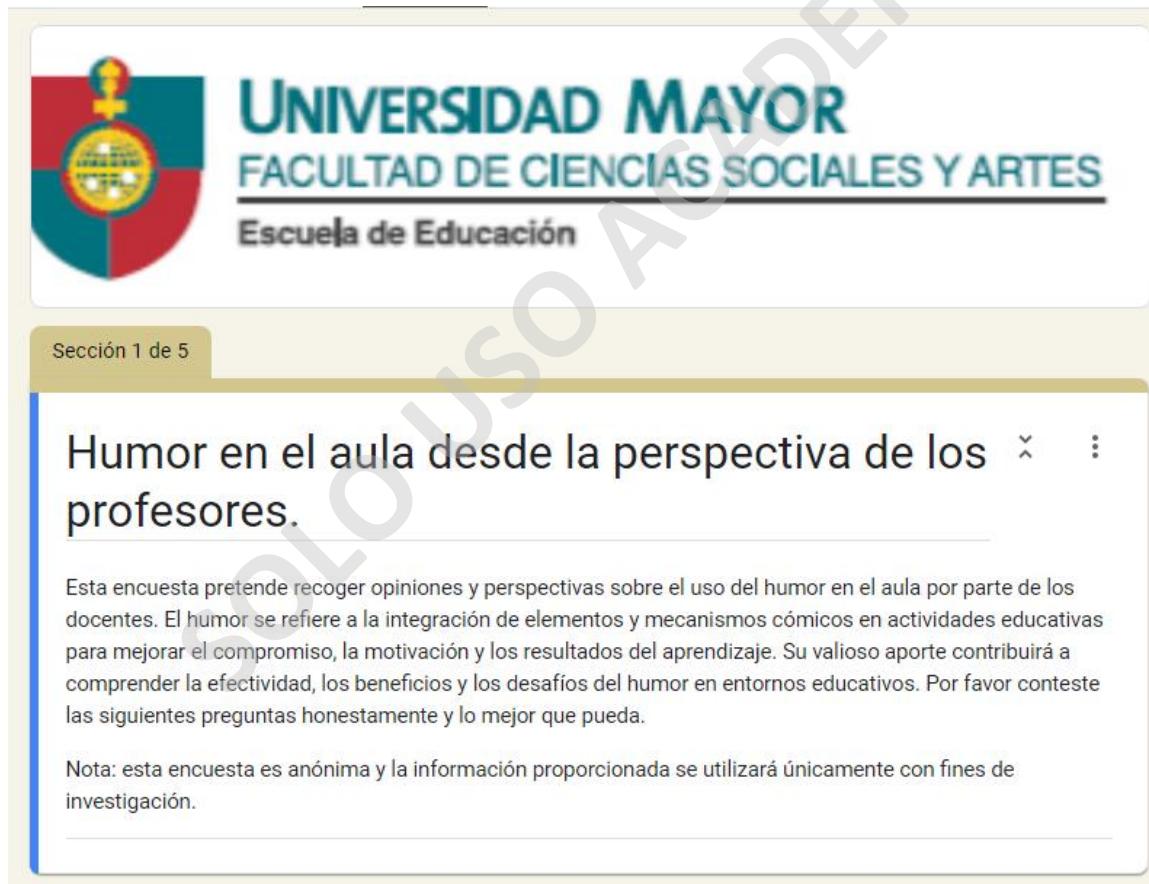
Based on the results gathered with the surveys, most of the participants believe that the use of humor in the classroom can be used as a tool instead of a distraction. Following the opinions and options for the participants chose, we can divide the two groups and reflect about them.


TEACHER'S QUESTIONNAIRE

Objective 1: To identify the effects of using humor as a teaching strategy in EFL classes, from the perspective of teachers and students.

After applying the surveys to the selected participants, a set of answers were collected for observation and analysis. In general, some responses were very similar, and some were varied from the rest, many of the answers were positive on using the humor in the classroom as a tool for engaging the students into learning.

For example, first we have one of the first questions applied on the survey that says: have you implemented humor as a teaching mechanism inside the classroom (see figure 1).



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Sección 1 de 5

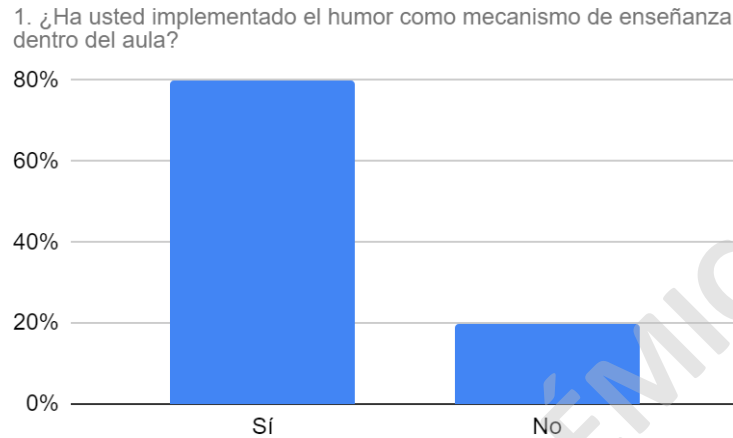
Humor en el aula desde la perspectiva de los profesores. ✕ ⋮

Esta encuesta pretende recoger opiniones y perspectivas sobre el uso del humor en el aula por parte de los docentes. El humor se refiere a la integración de elementos y mecanismos cómicos en actividades educativas para mejorar el compromiso, la motivación y los resultados del aprendizaje. Su valioso aporte contribuirá a comprender la efectividad, los beneficios y los desafíos del humor en entornos educativos. Por favor conteste las siguientes preguntas honestamente y lo mejor que pueda.

Nota: esta encuesta es anónima y la información proporcionada se utilizará únicamente con fines de investigación.

Figure 1

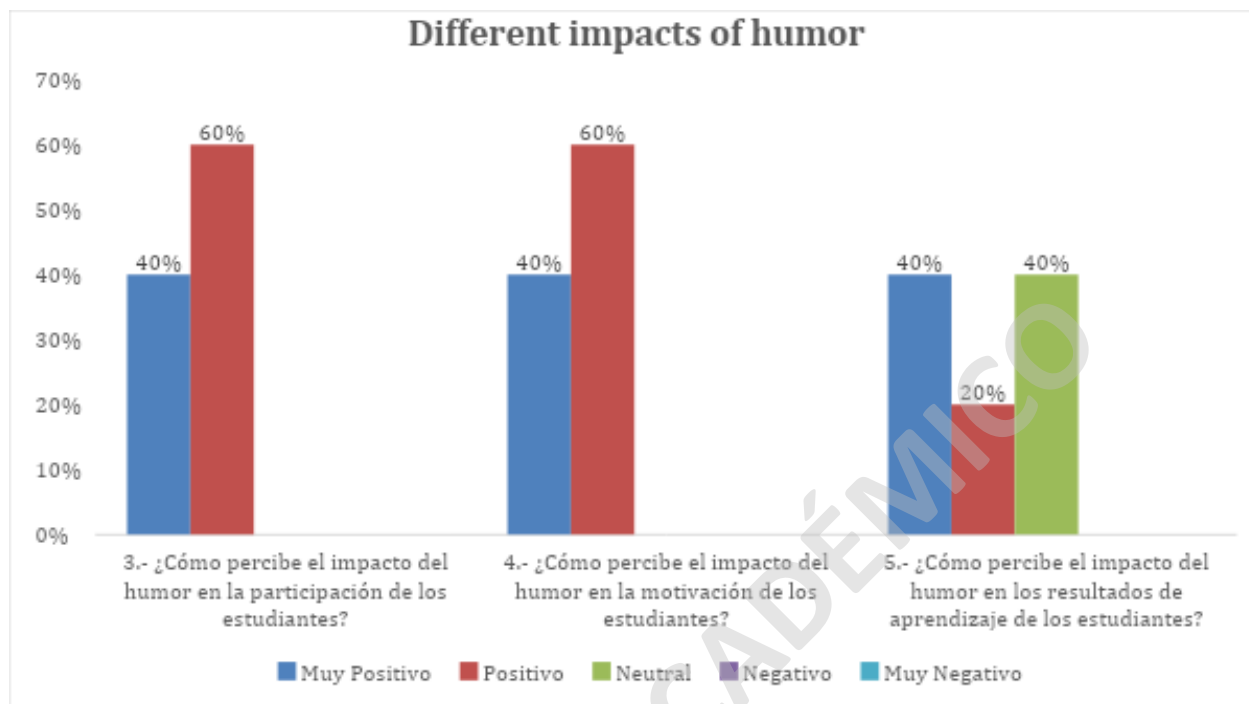
The use of humor in the classroom.



Source: Own Elaboration.

As we can observe in the graphic from above (fig 1), we stated the question: *Have you implemented humor as a mechanism of learning in the classroom?* most teachers have implemented the use of some kind of humor inside the classroom, leaving only one participant that did not apply it. We can observe that even if most teachers express that they have implemented humor as a tool there will always be some that have not, and for various reasons that will be discussed later.

Figure 2

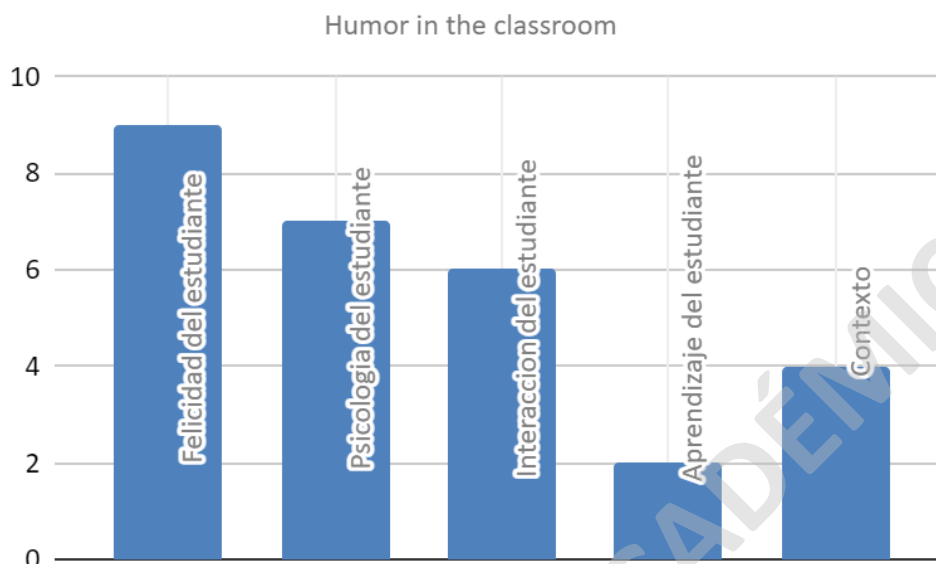


Source: Own Elaboration.

As we can observe in Figure 2, we state the question; *How do you perceive the impact of humor related to students' participation? How do you perceive the impact of humor related to students' motivation? and How do you perceive the impact of humor related to students' learning?* Most of the teachers perceive the humor in the classroom as a positive impact on the students' participation, motivation and learning in classes and some very positive views from the teachers.

Figure 3

Humor in the classroom.



Source: Own Elaboration

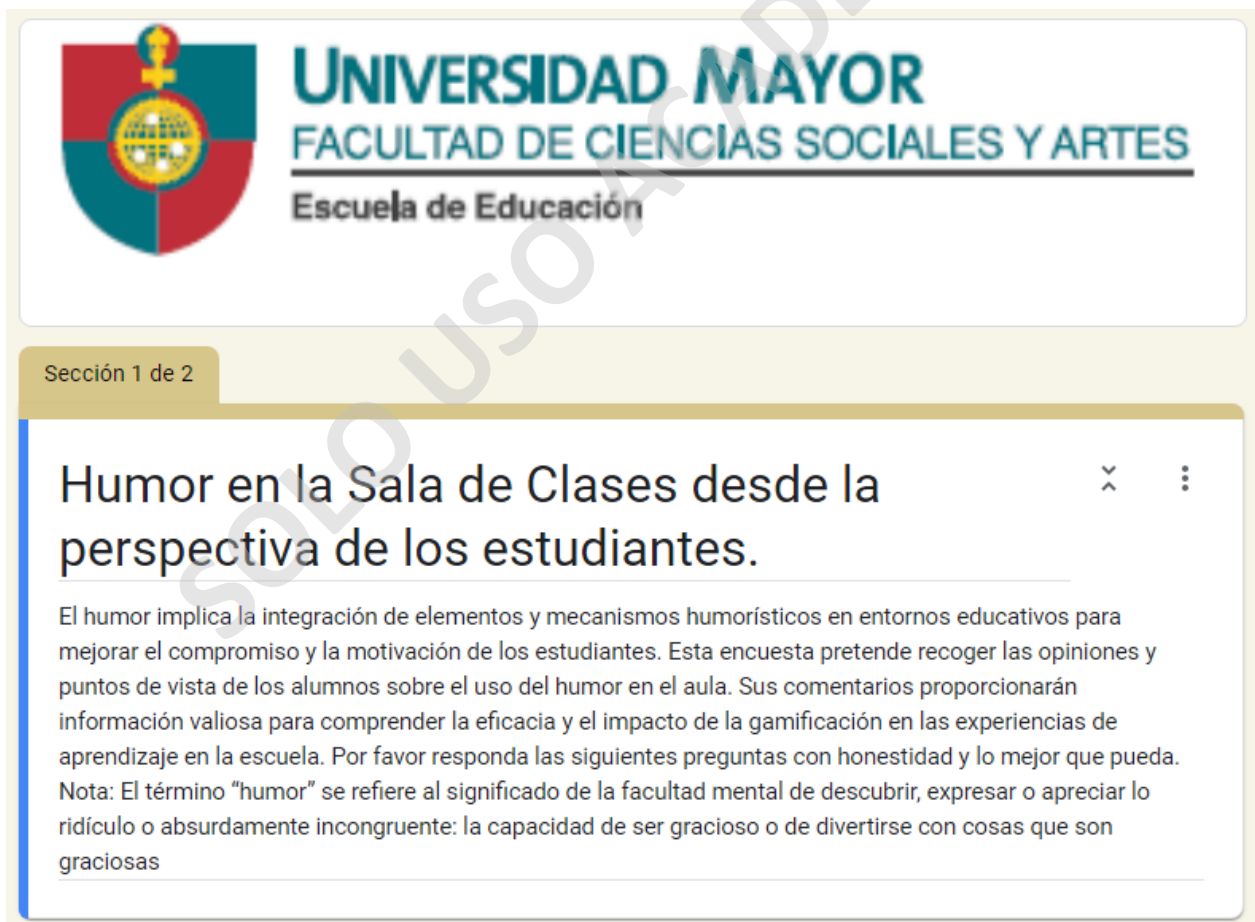
In this recollection of information brought from the Teacher's survey, it is seen that teachers prioritize the happiness and wellbeing of the students over other approaches, such as the "psyche" of the student, this alludes to the way the teaching technique affects the student's mental and psychological behavior, nevertheless it is also shown that the lowest priorities in the survey that teachers had, in relation to humor, was the learning approach, maybe this is because of the stigma of humor being outside of the classroom, or maybe another reason.


As seen on the previous figure, we can see that some teachers the use of humor for the students' learning is the least motive used by the teachers, some of them contextualized that humor can be a good method to use "out of the usual" standard, but it would mostly generate only distraction among the students and lose the attention to the lesson/activity.

STUDENT'S SURVEY

Objective 1: To identify the effects of using humor as a teaching strategy in EFL classes, from the perspective of teachers and students.

For this part, after applying the surveys to the selected participants, a set of answers were collected for observation and analysis. In general, some responses were very similar, and some were varied from the rest, the majority of the answers were positive on using the humor in the classroom as a tool for engaging the students into learning. For example, first we have one of the first questions applied on the survey that says: *Are you familiarized with the use of humor in the classroom?* (see figure 6).



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Sección 1 de 2

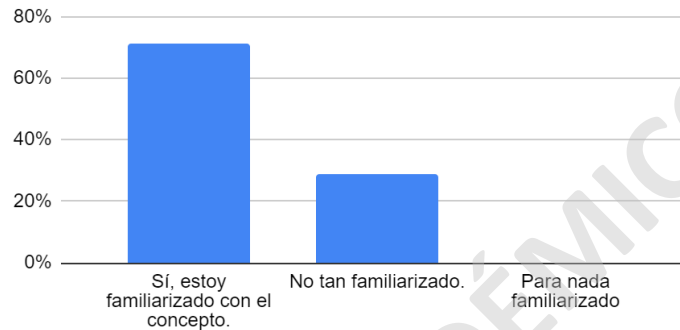
Humor en la Sala de Clases desde la perspectiva de los estudiantes.

El humor implica la integración de elementos y mecanismos humorísticos en entornos educativos para mejorar el compromiso y la motivación de los estudiantes. Esta encuesta pretende recoger las opiniones y puntos de vista de los alumnos sobre el uso del humor en el aula. Sus comentarios proporcionarán información valiosa para comprender la eficacia y el impacto de la gamificación en las experiencias de aprendizaje en la escuela. Por favor responda las siguientes preguntas con honestidad y lo mejor que pueda. Nota: El término "humor" se refiere al significado de la facultad mental de descubrir, expresar o apreciar lo ridículo o absurdamente incongruente: la capacidad de ser gracioso o de divertirse con cosas que son graciosas

Figure 4

Familiarized with the use of humor in classes.

1- ¿Estás familiarizado con el uso del humor en tus clases?

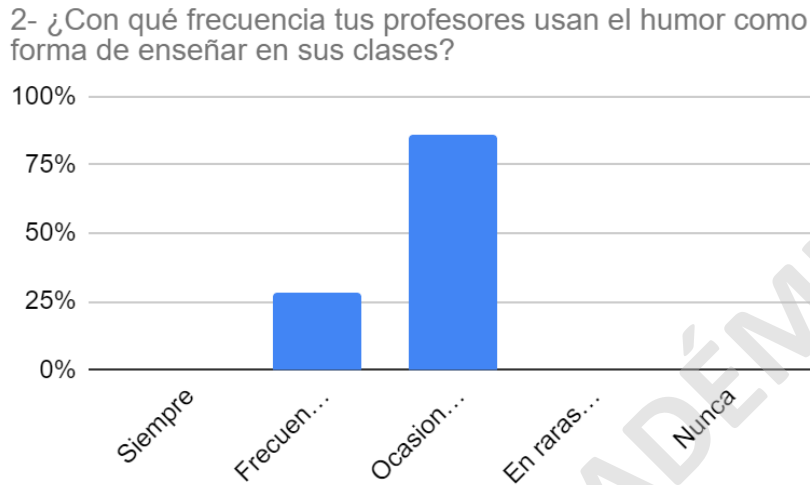


Source: Own Elaboration.

In the recollection of information brought by the student's survey, it seems that most of the students are familiar with the use of humor in their classes and the minor part of them are not familiarized with the use of humor in their classes. We can observe that most of the students have experienced the use of humor in a certain way and the minority have not experienced it in any way, some examples will be seen and discussed later.

Figure 5

Frequency in the use of humor in classes.



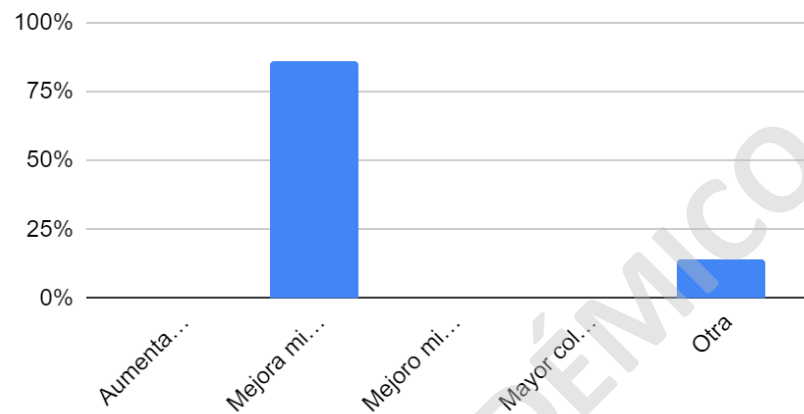
Source: Own Elaboration.

As we can appreciate in the graph above (fig.7), we state the question: *With what frequency your teachers use humor as a way of teaching in your classes?* Most part of the student's teachers occasionally implement humor as a tool for learning purposes, and the minority's teachers implement it more frequently.

Figure 6

Opinion about the potential benefits of using humor in the classroom.

3- En tu opinión, ¿Cuáles son los potenciales beneficios de usar el humor en la sala de clases?.

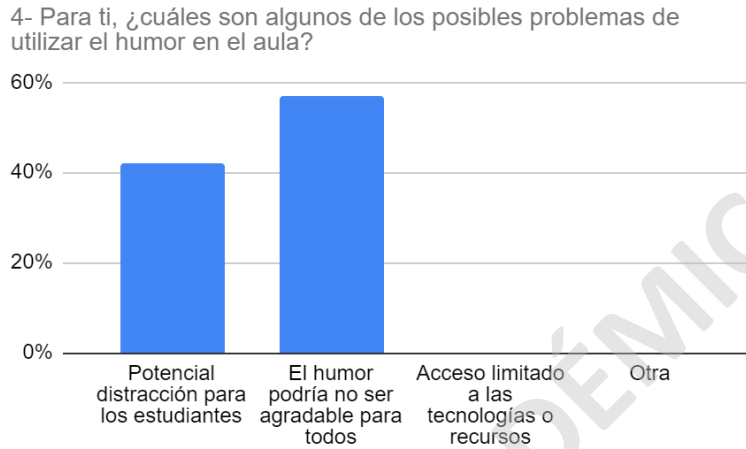


Source: Own Elaboration

As we can observe on the graphic, we state the question: *“In your opinion, which are the potential benefits of using humor in the classroom?”* The mayor part of student’s answers state that the benefits they receive from the use of humor is in improving their motivation, regarding the rest who chose the option “other”, commenting on how humor can be used as a relaxing or “mood” situation.

Figure 7

Possible problems of using humor as a tool in the classroom.



Source: Own Elaboration

The question we presented here was *“For you, which are some possible problems of utilizing humor in the classroom?”*, to which the participants answered two main options; these are “a potential distraction for the students and Humor may not be tolerated by all. And from between both, the second one was a bit more chosen, meaning that students perceive that the way how the humor may be received is a great challenge or problem to confront when using this tool.

Figure 8

The use of humor strategies in the classroom by teachers.



Source: Own Elaboration

In the following chart we asked students to choose an option regarding if some of their teachers have used one of the following strategies: *Use of humoristic resources on explanations, creation of a "humor corner", fun adventures, laugh at their own mistakes or errors, etc.* There was an equal number of students who chose the first and third option, as this is mere opinion rather than an analysis, we can only gather the information regarding that students would like more extra activities to take place in the classes.

Objective 2: To identify possible flaws this approach may have and how it can be solved or surpassed with the answers provided on the surveys.

Figure 9

Humor as a tool to enhance your experience.



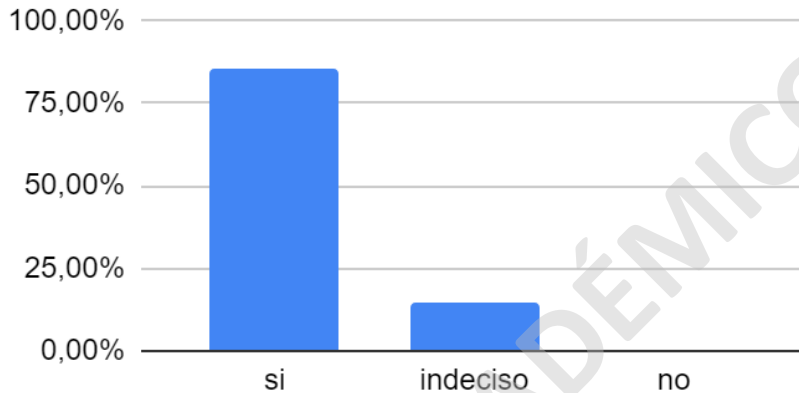
Source: Own elaboration

The graphic presented above states the following question: *Do you believe that humor is a good tool to enhance your experience?* The participants chose between five choices, two options which are, *Yes, I am totally in favor* and *Yes I am in favor*, were the only ones selected by the students. Regarding all the answers received, all the students think that the use of humor is a good tool to enhance their learning experience.

Figure 10

Teachers use humor more often in the classroom.

8- ¿Te gustaría que tus profesores usaran el humor más a menudo en sus aulas en el futuro?



Source: Own Elaboration.

In this figure we can see that most students hold a positive opinion regarding whether they would like teachers to use humor more often in the future, with more than 75% approving this suggestion and the remaining percentage remaining undecided regarding their decision on whether it should be implemented more often.

4 DISCUSSION

This study aimed to identify the way some students and teachers see humor as a way to learn/teach in an EFL class, we can observe that even though humor is a reliable tool to use in the classroom, among teachers it is not yet taken to account as a method because of the major disadvantages and problems it may provoke.

Objective 1: To identify the effects of using humor as a teaching strategy in EFL classes, from the perspective of teachers and students.

Regarding Objective 1, from the analysis of the results, most of the students have shown to have a positive effect with the use of humor as a teaching strategy and teachers seem to make progress with the student's learning by using humor in their classes, there are some results that are not so supporting with the use of humor in the classroom.

Objective 2: To identify possible flaws this approach may have and how it can be solved or surpassed with the answers provided on the surveys.

Regarding Objective 2, From the analysis made, most of the teachers rather than the students expose that they feel humor in the classroom may bring a lot of troubles, for instance distraction among students, bad interpretation of the jokes or that some students find them offensive or out of place.

Although these problems are a disadvantage, some solutions and ways to overcome them can be applied, for example asking students what makes them laugh and try to not reach beyond that limit when implementing it.

Suggestions for future research

First of all, it is relevant to mention that there was a lack of participants and it was not anticipated in the initial plan of the study; for that reason, it is recommended that for future research there be a greater participation of students and also teachers, initially the main focus was to survey English teachers but it can also apply to any other signature, on the other hand we look forward to have results from secondary level only and we did not have as much as results we expected, it is suggested that englobe primary levels too or even university/college level for more varied experiences.

Finally, it is relevant to create more open questions that invite the students to justify in any cases their answers, because sometimes the answers given by the participants of the study were ambiguous or they did not explain their reasons, which was relevant to analyze what they really thought and felt with the use of humor in the classroom.

Limitations of the Study

Regarding the limitations found in the study, they were mainly related to the difficulty in finding participants to implement the instruments. It was difficult to find volunteers because of schedule issues and organization problems. Another limitation may be scheduling time when to work together, because in the end everyone had their own schedule of the day and not everyone could be at the same time at the same place working.

Appendices

Appendix A "Students' Survey"

Encuesta: Humor en la Sala de Clases desde la perspectiva de los estudiantes.

Introducción:

El humor implica la integración de elementos y mecanismos humorísticos en entornos educativos para mejorar el compromiso y la motivación de los estudiantes. Esta encuesta pretende recoger las opiniones y puntos de vista de los alumnos sobre el uso del humor en el aula. Sus comentarios proporcionarán información valiosa para comprender la eficacia y el impacto de la gamificación en las experiencias de aprendizaje en la escuela. Por favor responda las siguientes preguntas con honestidad y lo mejor que pueda.

Nota: El término "humor" se refiere al significado de la facultad mental de descubrir, expresar o apreciar lo ridículo o absurdamente incongruente: la capacidad de ser gracioso o de divertirse con cosas que son graciosas

Ítem 1: Información demográfica.

1- Genero:

- a) Masculino.
- b) Femenino.
- c) Otro.
- d) Prefiere no decir.

2- ¿En qué curso se encuentra?

- a) Escuela Primaria (1-5 Grado).
- b) Escuela Secundaria (6-8 Grado).
- c) Escuela Secundaria (9-12 grade).
- d) Educación Superior (Universidad).

Ítem 2: Humor en la Sala de Clases.

3- ¿Está familiarizado con el concepto de humor en la educación?

- a) Si, estoy familiarizado con el concepto.
- b) No tan familiarizado.
- c) Para nada familiarizado.

4- ¿Con qué frecuencia usted experimenta el humor siendo utilizado en la sala de clases?

- a) Siempre
- b) Frecuentemente.
- c) Ocasionalmente.
- d) En raras ocasiones.
- e) Nunca.

5- En tu opinión, ¿Cuáles son los potenciales beneficios de usar el humor en la sala de clases? (Selecciona todas las alternativas que apliquen).

- a) Aumenta mi compromiso.
- b) Mejora mi motivación.
- c) Mejoró mis resultados de aprendizaje.
- d) Mejor retención de información.
- e) Mayor colaboración entre los estudiantes.
- f) Otro. (Por favor especifica)

6- ¿Cuáles son algunos de los posibles desafíos o inconvenientes de implementar el humor en el aula? (Selecciona todas las alternativas que apliquen)

- a) Potencial de distracción para los estudiantes.
- b) Distracción para los estudiantes.
- c) Acceso limitado a las tecnologías o recursos.
- d) Otro. (Por favor especificar).

7- ¿Ha experimentado alguno de los siguientes elementos del humor en tu aula? (Selecciona todas las alternativas que apliquen).

- a) Inclusión de recursos humorísticos a las explicaciones.
- b) La creación de un “rincón del humor”.
- c) Actividades divertidas.
- d) Reírse de sí mismo, de sus errores e inseguridades.
- e) Otro (Por favor especificar)

8- Desde tu experiencia, ¿cómo el humor ha impactado tu experiencia de aprendizaje? (Por favor incluya detalles).

9- ¿Usted cree que el humor es un enfoque valioso para mejorar su experiencia educativa?

- a) Si, estoy totalmente de acuerdo.
- b) Si, estoy de acuerdo con ciertas cosas.
- c) Neutral
- d) No. estoy en desacuerdo con ciertas cosas.
- e) No, estoy totalmente en desacuerdo.

10- ¿Le gustaría ver al humor siendo más implementado en sus aulas en el futuro?

- a) Si.
- b) Indeciso.
- c) No.

11- ¿Algún comentario adicional o sugerencias acerca del humor en la educación?

¡Gracias por su participación en esta encuesta! Tu apoyo es gratamente apreciado para formar el entendimiento del humor en la sala de clases.

Appendix B "Teachers' Questionnaire"

Cuestionario: Humor en el aula desde la perspectiva de los profesores.

Introducción:

Esta encuesta pretende recoger opiniones y perspectivas sobre el uso del humor en el aula por parte de los docentes. El humor se refiere a la integración de elementos y mecanismos cómicos en actividades educativas para mejorar el compromiso, la motivación y los resultados del aprendizaje. Su valioso aporte contribuirá a comprender la efectividad, los beneficios y los desafíos de la gamificación en entornos educativos. Por favor conteste las siguientes preguntas honestamente y lo mejor que pueda.

Nota: esta encuesta es anónima y la información proporcionada se utilizará únicamente con fines de investigación.

Ítem 1: Información demográfica.

1- Género:

- a) Masculino.
- b) Femenino.
- c) Otro.
- d) Prefiere no decir.

2- Edad:

- a) Menor de 25 años.
- b) 26-34 años.
- c) 35-44 años.
- d) 45-54 años.
- e) 55 años o más.

3- ¿Cuántos años lleva enseñando como profesor?

- a) 1-5 años.
- b) 6-10 años.
- c) 11-15 años.
- d) 16-20 años.
- e) +20 años.

Ítem 2: Humor en el aula.

4- ¿Ha experimentado el humor en el aula?

- a) Si.
- b) No.

5- Si respondió que sí, por favor describa los elementos del humor utilizados y su experiencia propia. (Si respondió “No”, continúe con la siguiente pregunta.)

6- ¿Cómo percibes el impacto del humor en la participación de los estudiantes?

- a) Muy positivo.
- b) Positivo.
- c) Neutral.
- d) Negativo.
- e) Muy negativo.

7- ¿Cómo percibes el impacto del humor en la motivación de los estudiantes?

- a) Muy positivo.
- b) Positivo.
- c) Neutral.
- d) Negativo.
- e) Muy negativo.

8- ¿Cómo percibes el impacto del humor en los resultados de aprendizaje de los estudiantes?

- a) Muy positivo.
- b) Positivo.
- c) Neutral.
- d) Negativo.
- e) Muy negativo.

9- ¿Crees que el humor en el aula puede beneficiar a los estudiantes con diferentes estilos de aprendizaje? (Argumenta)

Ítems 3: Desafíos y preocupaciones.

10- En base a tu opinión, ¿cuáles son los potenciales desafíos o limitaciones para implementar el humor en el aula?

11- ¿Cómo crees que el humor puede llegar a impactar las metodologías tradicionales de enseñanza y en el currículo?

12- Si tiene alguna inquietud sobre el humor en el aula, por favor, explíquela.

ítems 4: Comentarios adicionales

13- ¿Qué sugerencias tienes para mejorar la implementación de la gamificación en el aula?

14- ¿Hay algo más que te gustaría añadir sobre la gamificación en el aula?

Gracias por participar en esta encuesta. Su aporte es muy apreciado y contribuirá a mejorar nuestra comprensión del uso del humor en entornos educativos.

Appendix C "Letter for informed consent"

Consentimiento informado para participar en un proyecto de investigación

Estimado(a) participante, nuestros nombres son Alonso Cabezas, Agustín Vidal, Cristian Vera y Maximiliano Verdugo, y somos estudiantes de la carrera de Pedagogía en Inglés en Educación básica y media de la Escuela de Educación de Humanidades de la Universidad Mayor. Actualmente, estamos llevando a cabo un proyecto de investigación para obtener el grado de Licenciado(a) en Educación el cual tiene como objetivo: To reinforce the studies and affirmation that suggest that humor in the classroom can be used as a resourceful tool for teachers to improve the learning process and performance of their students in EFL classes.

Usted ha sido invitado(a) a participar en este proyecto de investigación académica que consiste en una encuesta, la cual será aplicada entre (intervalo de fechas), tendrá una duración de 10 a 15 minutos como máximo y consistirá en preguntas de selección múltiple y preguntas abiertas.

Debido a que el uso de la información es con fines académicos, la participación en este estudio es completamente anónima y los investigadores mantendrán su confidencialidad en todos los documentos, no publicándose ningún nombre y resguardando la identidad de las personas.

Si usted tiene preguntas sobre sus derechos como participante puede realizarla directamente a las(os) investigadoras(es), o bien comunicarse con el Coordinador de Tesinas de la Escuela de Educación de la Universidad Mayor, al correo electrónico: miqueias.rodriguez@umayor.cl, o concurrir a la dirección Manuel Montt Oriente 318, Providencia, Santiago de Chile.

ACTA DE CONSENTIMIENTO INFORMADO

Yo, Rut:,
acepto participar voluntaria y anónimamente
en la investigación “Humor en la sala de clases: una herramienta para la ciencia pedagógica.”, dirigida por los(as) estudiantes Alonso Cabezas, Agustín Vidal, Cristian Vera y Maximiliano Verdugo de la Escuela de Educación de la Universidad Mayor.

Declaro haber sido informado/a de los objetivos y procedimientos del estudio y del tipo de participación que se solicita, así como saber que la información entregada será confidencial y anónima. Entiendo que la información será analizada por los investigadores en forma grupal y que no se podrán identificar las respuestas y opiniones de modo personal. Por último, la información que se obtenga sólo se utilizará para los fines de este proyecto de investigación.

Firma

Fecha

Appendix D "Validation Form"

Validación de Instrumentos por Juicio Experto

Estimada/o Experto/a:

Usted ha sido seleccionado para validar el/los instrumento/s adjunto/s para la investigación **Colocar el título de la investigación con cursivas, sin negritas y color negro**, conducente a lograr el grado de Licenciatura en **Educación/Psicopedagogía** de la Escuela de Educación de la Universidad Mayor, a cargo de los/las estudiantes **(Colocar nombres completos del equipo de investigación, sin negritas y color negro)**.

Dentro del proceso investigativo llevado a cabo por las y los autores, la evaluación de los instrumentos a aplicar es de gran relevancia para lograr que sean válidos y que los resultados obtenidos a partir de éstos sean utilizados eficientemente, aportando al área investigativa de la Educación.

Por tanto, le solicitamos su colaboración para analizar y validar dichos instrumentos, los cuales han sido diseñados para recolectar la información necesaria del trabajo de investigación científica para obtener el grado.

Agradecemos su valiosa colaboración.

Datos de identificación de Juez/a Experta/o	
Nombre	
Formación Académica/Grado	
Áreas de Experiencia Profesional	
Cargo	
Institución	

FECHA: XX de xxxx de 2023

Proceso para realizar la validación de instrumentos

A continuación, se presentan los Objetivos General y Específicos de la investigación, con la finalidad de brindar un panorama para la evaluación de los instrumentos a aplicar.

Datos de identificación del Trabajo Final de Magíster	
Título de la investigación	Colocar el título del artículo, en color negro.
Autoras/es	Colocar sus nombres completos, en color negro.
Objetivo General	Colocar el objetivo general de la investigación, en color negro.
Objetivos Específicos	Colocar los objetivos específicos de la investigación, en color negro.

Categoría	Descripción	Puntaje	Indicador
Suficiencia	Los ítems que pertenecen a un mismo objetivo bastan para analizarlo.	1. Nivel Insuficiente	Los ítems no son suficientes para el objetivo.
		2. Nivel Bajo	Los ítems consideran algunos de los aspectos del objetivo.
		3. Nivel Medio	Los ítems consideran la mayoría de los aspectos del objetivo.
		4. Nivel Alto	Los ítems son suficientes para el objetivo.
Claridad	El ítem se comprende fácilmente, es decir, su redacción y ortografía son adecuadas.	1. Nivel Insuficiente	El ítem no se comprende en redacción y tiene mala ortografía.
		2. Nivel Bajo	El ítem requiere modificaciones sustanciales en redacción y ortografía.
		3. Nivel Medio	El ítem requiere modificaciones simples en redacción y ortografía.
		4. Nivel Alto	El ítem es claro, con buena redacción y sin faltas ortográficas.
Coherencia	El ítem tiene relación lógica con el objetivo y las categorías que pretende analizar.	1. Nivel Insuficiente	El ítem no tiene relación lógica con el objetivo y sus categorías.
		2. Nivel Bajo	El ítem tiene una relación tangencial con el objetivo y sus categorías.
		3. Nivel Medio	El ítem tiene una relación media con el objetivo y sus categorías.
		4. Nivel Alto	El ítem tiene completa relación con el objetivo y sus categorías.
Relevancia	El ítem es esencial o importante, es decir debe ser incluido para el cumplimiento del objetivo.	1. Nivel Insuficiente	El ítem no posee relevancia, pudiendo ser eliminado sin afectar al objetivo.
		2. Nivel Bajo	El ítem es relativamente relevante para el objetivo, por lo que necesita precisión.
		3. Nivel Medio	El ítem tiene relevancia para el objetivo, pero es repetitivo con otros ítems del instrumento.
		4. Nivel Alto	El ítem es altamente relevante para el objetivo.

Para la validación, se presentarán los ítems que componen el/los instrumentos para que pueda analizar la suficiencia, claridad, coherencia y relevancia de cada ítem en relación con los objetivos, puntuando del 1 al 4 de acuerdo con la siguiente escala:

Validación por Juicio Experto

Instrucciones: a continuación, se presenta la tabla de validación de cada instrumento diseñado para la investigación, donde se desglosan los objetivos específicos y cada uno de los ítems que están asociados a dichos objetivos, para que se evalúen las categorías empleando la escala anterior.

Cabe destacar que la categoría de *Suficiencia* corresponde a una evaluación por objetivo, debido a que se busca validar la suficiencia de ítems en conjunto para abordar su análisis. Para el resto de las categorías, se debe evaluar cada ítem de forma individual.

Instrumento 1. Colocar nombre del instrumento, en color negro y con negritas.						
Objetivos Específicos	Ítems	Suficiencia	Coherencia	Claridad	Relevancia	Comentarios
Colocar objetivo específico 1, en color negro.	Colocar pregunta.					
Colocar objetivo específico 2, en color negro.						
Colocar objetivo específico 3, en color negro.						
Colocar objetivo específico 4, en color negro.						

¡Muchas gracias por su participación y recomendaciones!

Constancia de Validación de Instrumentos

Juicio Experto

Yo, *nombre de quien valida*, *grado académico de quien valida*, y académico/a de la Universidad Mayor, dejo constancia de la validación del(de los) instrumento(s) para la investigación *colocar nombre de la investigación*, conducente a lograr el grado de Licenciatura en *Educación o Psicopedagogía* para la carrera de *nombre de la carrera* de la Escuela de Educación de la Universidad Mayor.

Criterio de validación	Validado	Validado con observaciones	Deficiente
Suficiencia			
Coherencia			
Claridad			
Relevancia			

FECHA: XX de XXXX de 2023

Firma de validador/a experto

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