



PERCEPTION ON HUMOROUS ANECDOTES IN DEVELOPING COMMUNICATION SKILLS IN ENGLISH AMONG THE LEARNERS AT HIGHER SECONDARY LEVEL

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Abstract- Objectives: The main objective of the study is to find out the level of perception on humorous anecdotes in developing communication skills in English among the learners at higher secondary level. Assumption: It is assumed that there is a possibility of the level perception on humorous anecdotes in developing communication skills in English among the learners at higher secondary level. Hypothesis: There is no significant different on the level of perception on humorous anecdotes in developing communication skills in English among the learners at higher secondary level. Method: A descriptive survey method is employed in this study. Population: Higher Secondary Students. Locale: Soma Sundharam Chettiyar Higher Secondary School, Okkur, Sivagangai District, Tamil Nadu, India. Sample: Eleventh Standard Students. Statistical Technique Tools Used: Mean, Standard Deviation and 't' test. Major Findings: It is found that the average level of perception on humorous anecdotes in developing communication skills in English among the learners at higher secondary students. Recommendations: Humorous anecdotes related classes may handle by subject teacher for developing communication skills in English among the learners at higher secondary students in the class room. Conclusion: It is concluded that there is a average level of perception on humorous anecdotes in developing communication skills in language classes.

Key Words: Perception, Humorous Anecdotes, Communication Skills, Higher Secondary Level

I. INTRODUCTION

Humour makes a valuable tool in the process of teaching and learning English as a second language. If humour is used properly, it allows the student to feel that he has to participate in the process of learning. This is of particular importance in a communicative classroom as communication skills need all about participation and interaction. Humour is definitely a kind of easy and smooth way to reach those who are nervous to express in English language. Student motivation also becomes easier through this way. Another important benefit is that students can recollect easily what they learnt not only recall and recognition are enhanced through humor, but also provide new evidence that humor increases one's ability to understand the information. At the same time, English is not mother tongue for the learners who learn English as a second language, effective environment should be created in order to make them participate actively in learning English language and possessing communication skills.

Definition of Communication and Communication Skills

Loss (2000) defined that communication is the process which one adopts while sharing his/ her views with others. In this context, communication, according to Schemerhorn (2002) is an interpersonal process of sending and receiving symbols that have messages attached to them. Baran described (2004) as the transmission of a message from a source to a receiver. It is passing of meaningful messages from one person to another or group of people. Ogden (2005) perceived that communication to be the process of increased community or sharing between participants on the basis of receiving and sending messages. According to the Concise Oxford Dictionary (Hubley (2007)), the word communication means the act of imparting, especially news, or the science and practice of transmitting information. These definitions clearly show the link between teaching and communication: teachers are constantly imparting new knowledge, or transmitting information. Salami (2009) defined that teaching involves a kind of communication that has an impression in the mind of the learner. William Newman and Charles Summer (2011) Communication is an exchange of ideas, facts, opinions or emotions of two or more persons. Peter Little (2013) Communication is a process by which information is transmitted between individuals and / or organizations so that an understanding response results. Business Dictionary (2015) defined communication that two-way process of reaching mutual understanding, in which participants not only exchange (encode-decode) information, news, ideas and feelings but also create and share meaning. John Adair(2016) Communication is essentially the ability of one person to make contact with another and make himself or herself understood.

Communication skills are the abilities you use when giving and receiving different kinds of information. Bee (2012) says that communication skills involve listening and speaking as well as reading and writing. Communication skills can be defined as the transmission of a message that involves the shared understanding between the contexts in which the communication takes place. Good communication skills are: **Listening:** To become a good communicator, it is important to be a good listener. It is important to practice active listening -pay close attention to what others are saying and clarify ambiguities by rephrasing their questions for greater understanding. **Conciseness:** Convey message in as few words as possible. Do not use filler words and get straight to the point. **Body language:** It is important to practice good body language, use eye contact, utilize hand gestures, and watch the tone of the voice when communicating with others. **Confidence:** Be confident in what say and in communication interactions with others. Being confident can be as easy as maintaining eye contact, maintaining a relaxed body stance, and talking with concision. **Open-mindedness:** In situations where disagree with what someone else has to say, whether it be with an employer, a co-worker, or a friend, it is important to sympathize with their point of view rather than simply try to get your message across. **Respect:** Respecting what others have to say and acknowledging them is an important aspect of communication. **Using the correct medium:** There are several different forms of communication to use it is important to choose the right one.

Definition of Humor and Anecdotes

According to Merriam Webster dictionary (2001), humor is the mental faculty of discovering, expressing or appreciating something that is comical, amusing, or absurdly incongruous. Chiasson (2002) also stated that humor can contribute a great deal to the second language classroom. It enables the teacher not only to create an affective or positive environment, but is a source of enjoyment for students and teachers. Language is seen in authentic and real life situations. Humorous situations allow students to express themselves without fear of ridicule and criticism. Anxiety and stress is reduced and students are encouraged to take more risks in using their second language. Garner (2005) defined humor as a sense and as in the term sense of humor. As with any sense, however such as taste or smell individuals may have differing levels of receptivity; similarly, humor can be highly personal, contextual, and subjective. Humor is highly personal, subjective, and contextual and we cannot always predict the way it will be received, things that one person find humorous, ironic, or funny may be viewed by others as trite (Garner, 2006). Wanzer et al. (2006) defined that humor as anything that the teacher and students find funny or amusing. Oxford Advanced Learner's Dictionary (2008) defined humour as "the ability to cause or feel amusement or keep somebody happy by doing what they want". Humour as defined by Oxford Advanced Learner's Dictionary (2008) refers to a comic, absurd, or incongruous quality causing amusing. Humor is the quality in something that makes it funny and makes people laugh (Longman Dictionary of American English, 2008). Eysenck (2009) defined that humor is something that can make laugh. Wanzer (2010) noted that humorous communication is frequently goal-directed and strategic, but consistent with Berger's (2002) conceptualization of communication goals, individuals may have secondary social goals when using humor beyond supplying amusement, even if they are not aware of it. Faulkner (2011) defined that the humor is as any physical action or spoken statement intentionally or otherwise that causes students to react by laughing, giggling and smiling. According to Michalik and Sznicer (2017) humor is a social phenomenon and it occurs mostly in social interactions between people.

An anecdote is a very short story that is significant to the topic at hand; usually adding personal knowledge or experience to the topic. Basically, anecdotes are stories. Storytelling needs no special equipment beyond the imagination and the power of listening and speaking to create artistic images. Anecdotes tell in the classroom express our feelings, ideas, and experiences, just like the ones in daily conversations. Since, anecdotes are an excellent way to generate discussion to help students use their language skills. Anecdotes make conversations or dialogue more personal and interesting. Storytelling or oral literature is artlessly defined as a story narration which means the act or the process of telling or writing a story. Types of Anecdotes: Anecdotes can be humorous, reminiscent, philosophical, inspirational and cautionary. Hence, Humor can be taken into account for structuring the title

II. REVIEW OF RELATED LITERATURE:

Meyer (2000) studied that the humor as a double-edged sword: Four functions of humor in communication. Hay (2000) identified three functions of humor among friends: solidarity-based humor, humor to serve psychological needs, and power-based humor. Chiasson (2002) stated that humor can contribute a great deal to the second language classroom. Neuliep Tambllyn (2003) proved that humor helps to better learn, and teachers and trainers should consider the possibility of integrating humor into the learning process. Aylor and Opplinger (2003) reported that humor orientation, and its ability to reduce psychological distance, also related to student teacher interactions outside of the classroom. Booth-

Butterfield et al. (2005) found that the higher the general predisposition to communicate humor, the stronger the sense that students can cope with stressful circumstances. Powell and Andresen (2006) claimed that humour is a desirable characteristic of teaching and learning. Cowan and West (2007) found that humor significantly increased perceptions of instructor credibility, specifically perceptions of sociability, extroversion, composure and character. Houser et al. (2007) conducted an experiment examining the effects of nonverbal immediacy and instructional humor on perceptions of instructor credibility, student motivation, and student learning. Martin (2007) argued that the positive emotions aroused by instructional humor may become associated with learning. As a result, students acquire more positive attitudes towards education, which then increases their motivation to learn and results in improved academic performance. Frisch et al. (2008) used stories in an introductory college biology course. Methods involved observing and transcribing stories told by four instructors over two semesters. Joan Gorham and Christophe (2009) investigated teachers' use of humor in relationship to immediacy and learning. Fovet (2009) investigated entitled on the use of humour in classroom interventions with students with social, emotional and behavioural difficulties. Rafiee et al. (2010) conducted a study with the experimental group, which practiced the listening skill using humorous songs, outperformed the control group with conventional materials on listening comprehension. Booth-Butterfield and Wanzer (2010) noted that humorous communication is frequently goal-directed and strategic, but consistent with conceptualization of communication goals, individuals may have secondary social goals when using humor beyond supplying amusement, even if they are not aware of it. Manuela Wagner and Eduardo Urios (2011) dealt with the role of humor in world language teaching and learning. Hayati, Shooshtari and Shakeri (2011) conducted a study on using humorous texts in improving reading comprehension of EFL learners. Ali Ziyaemehr et al. (2011) conducted a study on use and non-use of humor in academic ESL classrooms. Truett (2011) studied humor and students perceptions of learning. Results displayed that students' perceptions of learning was greater when teachers incorporated related humor, self disparaging humor, unrelated humor, and offensive humor. Mokhtar et.al (2011) conducted a study on the effectiveness of storytelling in enhancing communicative skills. Storytelling is not limited to entertainment but can also be used as an effective teaching tool in a language classroom. Banas (2011) reviewed a review of humor in educational settings: four decades of research. Johnson et al. (2012) studied the lives of six people with severe intellectual disability, with symbolic but non-linguistic communication skills, and their interactions with others. Karlsson (2012) investigated storytelling as a teaching strategy in the English language classroom. He reported that storytelling could be adapted in the English language class in lower secondary school in Iceland to improve communicative language teaching and to develop speaking and writing skills. Monir Nazir Atta-Alla (2012) reported the effectiveness of using storytelling in integrating the four language skills and enhancing the language proficiency level of adult English language learners. 40 adult English language learners participated in the present study on a voluntary basis. Sunani (2012) studied the effect of using humor strategy toward speaking ability of the second year students at SMPN 2 Singingi District Kuantan. Chua Yan Piaw (2012) studied about using content-based humorous cartoons in learning materials in order to improve students reading rate, comprehension, and motivation in university of Malaya, Malaysia. Alkhatab (2012) conducted a research entitled on humor as a teaching strategy. Sasan Baleghizadeh and Azadeh Ghoreishi (2014) conducted a study on an evaluation of the use of humor in ELT Course books. Juraid and Ibrahim (2016) conducted an experimental study was to investigate the effect of storytelling on developing communication skills of English as Foreign Language (EFL) female students and their attitude towards it. Sarica and Usluel (2016) conducted a study on the effect of digital storytelling on visual memory and writing skills. Eleni Petrarki and Huy Hoang Pham (2016) maintained that use of humor in the learning process as a contact-establishing agent and a switching means creates a situation of psychological comfort. Irnawati Israil (2017) conducted a study on humor as one of the teacher communication strategies to enhance student's interest in EFL Classroom. Abolfazl Mahdiloo and Siros Izadpanah (2017) examined the effects of humorous movie clips on better learning of English language vocabulary. Wahyuni (2017) conducted a study on using humorous communication in learning English as the second language. Language teachers are often encouraged to use humor in the classroom. Margoob (2017) studied an effectiveness of humor in English language learning humor is an interesting subject to everyone in Bangladesh. Most importantly humor has been a part of our pedagogical system. It adds inspirational enthusiasm among learners. Bolkan, Griffin, and Goodboy (2018) explained that when humor is appropriate and related to the course contents, it naturally draws out positive emotion among the students, which in turn captures and holds their attention and aids in increasing their ability to process instructional messages. Mehdi Solhi Andarab (2019) conducted a study on the effect of humor-integrated pictures using quizlet on vocabulary learning of EFL Learners. This study examined the effect of humor-integrated pictures on vocabulary acquisition of 45 intermediate English as foreign language (EFL) learners

on quizlet. Henzel Embalzado and Pair Sajampun (2019) explored perspectives of students in Thailand on the use of humor in university Classroom.

Rajendran (2013) conducted a study on Simple Strategies for Effective Teaching of English at the Under-Graduate Level in Rural Andhra Pradesh, India. Juraid and Ibrahim (2016) conducted an experimental study was to investigate the effect of storytelling on developing communication skills of English as Foreign Language (EFL) female students and their attitude towards it. Raghavendra (2018) conducted a study on “Humour in English Language Communication Skills (ELCS) Training” in Andhra Pradesh. The existence of the human beings mostly depends on language. James (2009) studied an examination of the content of high school teachers' humor in the classroom and the development of an inductively derived taxonomy of classroom humor. Ahmad (2015) investigated the effectiveness of humor as English foreign language teaching material to improve students' speaking skill with of high or low motivation for the students and the effect that the use of humor gives to their teaching.

Objectives of this study:

To find out the level of perception on humorous anecdotes in developing communication skills in English among the learners at higher secondary level with regards to gender, nature of residence, educational qualification of father and mother.

Hypothesis of this study:

There is no significant different on the level of perception on humorous anecdotes in developing communication skills in English among the learners at higher secondary level gender, nature of residence, educational qualification of father and mother.

Method of this study:

A descriptive survey method is employed in this study.

Locale and Sample:

Eleventh Standard Students, Soma Sundharam Chettiyar Higher Secondary School, Okkur, Sivagangai District, Tamil Nadu, India.

Statistical Tools Used in this Study:

Standard Deviation and ‘t’ test

Tool for data Collection:

For the present investigation, the investigator has required only research tools for her investigation as Perception on Humorous Anecdotes in developing Communication Skills in English.

Description of Scale

1. Perception on Humorous Anecdotes in developing Communication Skills in English Assessment Scale

The works of Hayati, Shoostari and Shakeri (2011) and West (2007) have been considered for the items constructions. On the above mentioned 14 items were set against a 5 point scale viz., strongly disagree, disagree, undecided, agree, and strongly agree.

S.No	Statements	Difficulty level	Discrimination index
1.	Humor allows to feel that to participate in the process of learning	69.63	0.25
2.	Storytelling can help to develop our communication skills	65.19	0.23
3.	Humor is one of communication strategies	73.48	0.24
4.	Anecdotes are most often told through speech	73.33	0.22
5.	Oral Anecdotes typically involve subtle exaggeration	64.19	0.21
6.	Storytelling is the art of narrating a story from memory rather than reading	77.63	0.26
7.	Humor can contribute a great deal to the second language classroom	78.52	0.23
8.	Humorous situations allow to express ourselves without fear	70.37	0.26
9.	Humorous communication is frequently goal-directed	64.81	0.28
10.	Jokes encourages wordplay	68.51	0.2
11.	Humor is definitely a kind of easy and smooth way to reach those who are nervous to express in English language	64.11	0.21
12.	Using humor makes feel good and instills confidence to learn and communicate in English	70.37	0.27
13.	Using humor can recollect easily what we learnt	64.81	0.33

14.	Humor is a valuable tool in the process of speaking and writing in English	78.51	0.25
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Item Analysis

Finally, the test was administered on 50 higher secondary level students. The subjects were required to respond to each item in term of given five point scale. For item analysis, the point bi-serial correlations were computed. The criterion of the co-efficient of correlation, being significant at 0.001 levels was fixed for the inclusion of an item in the final list. (The 'r'-co-efficient correlation values appended)

Reliability of the Humorous Anecdotes Assessment Scale

For estimation, the reliability of the Humorous Anecdotes Assessment Scale, the test was administered on the 20 teachers, twice with interval of twenty five days and the coefficient of correlation was computed between the first set of scores and second sets of scores. Reliability refers to the consistency with which a test measures. The concept of reliability suggests both stability and consistency of measurement.

Validity of the Humorous Anecdotes Assessment Scale

For ascertaining the validity, the investigator used content validity, face validity and intrinsic validity.

Content Validity: The Content Validity was found out by distributing the tool to the subject experts and scrutiny was done based on their comments and suggestions. Thus the prepared tool is found to be reliable and valid.

Descriptive Analyses: Hypothesis:1

There is no significant different on the level of perception on humorous anecdotes in developing communication skills in English among the learners at higher secondary level with regards to gender

	Variables	N	Mean	SD	"t" value	Level of Significance
Gender	Male (20)	50	21.43	1.868	0.564@	0.01
	Female (30)		21.57	1.272		

From the above table, it is observed that the calculated "t" values of gender in developing communication skills in English among the learners at higher secondary school is 0.546 and it is not significant at 0.05 levels. Thus, the formulated hypothesis, Hence, there is no significant different on the level of perception on humorous anecdotes in developing communication skills in English among the learners at higher secondary level with regards to gender is accepted.

Hypothesis: 2

There is no significant different on the level of perception on humorous anecdotes in developing communication skills in English among the learners at higher secondary level with regards to Nature of Residence

	Variables	N	Mean	SD	"t" value	Level of Significance
Nature of Residence	Rural (10)	50	28.41	2.427	3.122*	0.01
	Urban (15)		28.28	0.951		
	Semi-Urban (5)		26.53	3.430		

From the above table, it is observed that the calculated "t" values of nature of residence in developing communication skills in English among the learners at higher secondary school is 3.122 and it is not significant at 0.01 levels. Thus, the formulated hypothesis, Hence, there is significant different on the level of perception on humorous anecdotes in developing communication skills in English among the learners at higher secondary level with regards to nature of residence is rejected.

Hypothesis:3

There is no significant different on the level of perception on humorous anecdotes in developing communication skills in English among the learners at higher secondary level with regards to Nature of Residence

	Variables	N	Mean	SD	"t" value	Level of Significance
	Literate (35)	50	20.50	2.073	0.012@	0.01

Educational Qualification of Father	Illiterate (15)		20.48	2.399		
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From the above table, it is observed that the calculated “t” values of educational qualification of father in developing communication skills in English among the learners at higher secondary school is 0.012 and it is not significant at 0.01 levels. Thus, the formulated hypothesis, Hence, there is significant different on the level of perception on humorous anecdotes in developing communication skills in English among the learners at higher secondary level with regards to n educational qualification of father is accepted.

Hypothesis:4

There is no significant different on the level of perception on humorous anecdotes in developing communication skills in English among the learners at higher secondary level with regards to Nature of Residence

	Variables	N	Mean	SD	“t” value	Level of Significance
Educational Qualification of Mother	Literate (28)	50	22.00	1.224	0.654@	0.01
	Illiterate (22)		21.43	1.863		

From the above table, it is observed that the calculated “t” values of educational qualification of mother in developing communication skills in English among the learners at higher secondary school is 0.654 and it is not significant at 0.01 levels. Thus, the formulated hypothesis, Hence, there is significant different on the level of perception on humorous anecdotes in developing communication skills in English among the learners at higher secondary level with regards to n educational qualification of mother is accepted.

III. MAJOR FINDINGS:

It is found that the average level of perception on humorous anecdotes in developing communication skills in English among the learners at higher secondary students.

IV. RECOMMENDATIONS:

Humorous anecdotes related classes may handle by subject teacher for developing communication skills in English among the learners at higher secondary students in the class room.

V. CONCLUSION:

It is concluded that there is a average level of perception on humorous anecdotes in developing communication skills in language classes.

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