



The Thai TESOL International 2018 was my first conference in Asia, and I considered myself very lucky to be able to participate in and learn from it. The main theme for this year's conference was "Digital Literacy in English Language Learning and Teaching". The main focus of the conference was to offer an academic platform for a range of educators with the main goal of sharing information on technology, digital literacies and their effect on English language education in the 21st century. Digital literacies are considered the new trend or phenomenon in the mainstream education; therefore, classroom practices and new teaching pedagogies represent a new challenge that needs to be addressed.

The use of humor in the language classroom has always been a topic that interests me. Most of us teachers tend to agree that the use of humor is commonly used by native speakers of any language. However, teachers usually also agree with the challenges that the use of humor presents in the classroom. My main goal with my presentation was to share one way to present humor in which, contrary to what most practitioners may think, the teacher does not need to be a comedian. I really enjoyed presenting my ideas and helping teachers to utilize and incorporate humor into their lesson planning. In the Q&A session, most participants confirmed my assumption that humor is quite admired but rarely used in language classes, and some of them even expressed interest and a new-found motivation to try using humor in their classes.

As a participant, I observed several interesting presentations, established new friendships and created new professional networks. In addition, I was able to attend a day-long pre-conference activity that, unfortunately had a very low attendance due to advertising and promotion issues, but were very engaging and fruitful. There were only twelve participants and three great speakers who due to the small class size could work really close to us.

Finally, they set up the conference in a way that similar themes were presented in the same room, making it more convenient for participants to focus on particular topics. I, obviously, chose intercultural & cross culture communication workshops and was content to learn that according to the presentations I observed we are doing a great job at ELC3. I really think we have a great culture teaching program that gets students motivated and excited about learning and exploring other countries and cultures.

Overall, the Thai TESOL Conference gave me a great opportunity to share one of my favorite ESL topics and to meet like-minded people as well as be exposed to new cutting-edge teaching methods and trends in the ESL field. I hope to be able to take part in more conferences in the future and continue contributing to the language teaching field.



Bio data

Bio data (50 words maximum):

Ricardo Ribeiro is currently a Lecturer and level coordinator at Shantou University in China. Ricardo has taught English in Brazil, the United States, South Korea, Malaysia, the Republic of the Marshall Islands, and Indonesia. He is interested in culture teaching and the use of humor in the English language classroom.



Abstract Detail

Title of presentation (15 words):

Paronomasia: Using Humor in the English Language Classroom

Word left: 7

Topic area:

Teaching Methodology ▾

Type of Presentation:

Workshop (45 minutes) ▾

Keywords (5-6):

Humor, Laughter, Language Learners, Paronomasia

Abstract (150 words):

Although widely used in daily conversation by native speakers in any society, humor is still perceived by most teachers as something to be avoided, especially, because it is associated with poor classroom management, and sometimes even as a classroom time-filler for unprepared teachers. However, humor not only reduces stress and tension in the classroom, but it also helps to facilitate learning and promote retention. Therefore, as part of authentic conversation, humor should unquestionably be used in the second language classroom. In this workshop teachers will learn to carefully select and properly plan the use of humor in their lessons. In addition, practitioners will learn how to create appealing and effective puns with the aid of images that will help language learners discover intricacies of the English language and, at the same time, enjoy the humorous effect of dual meaning in punning.

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