

SENSE OF HUMOR: AN ESSENTIAL QUALITY FOR ENGLISH TEACHERS.

Shoufang Wang^{1*} and Zide Yang¹

¹*Linyi Normal University, Shandong, 276005,
People's Republic of China*

ABSTRACT

Humor can raise the students' interests, decrease the students' psychological pressure, and let the students experience the joy of learning English in a relaxing atmosphere in order to reach the final goal of improvement of the students' ability.

The authors of this paper conducted an experimental comparison in the Middle School Attached to Linyi Normal University, based on some main theories and related literature. The data of the experiment showed that the English level of the students in the Experiment Class, who took humor in English teaching classroom; improved faster than those in the Control Class. And the students' interest of learning English in the Experiment Class was also stronger. Based on these facts, this paper discusses the concrete use of humor in middle school English teaching. It also analyzes how to foster a sense of English teacher's humor in middle school.

Key words: Sense of humor; English; research; classroom teaching.

INTRODUCTION

The term "humor" or "humour" is derived from the Latin word for "liquid," "fluid," or "moisture" (Encyclopedia America, 14: 563). As time goes on, its original sense is rarely used and its present sense prevails. However, as to its accurate definition, no agreement has been reached yet. Different people, such as philosophers, sociologists, and linguists in different fields hold different views, and thus produce different interpretations. For example, in making a comprehensive exploration into the sociology of humor, Koller resorts to the following definition: "Humor is that universally human quality that finds events, circumstances, behavior, situations, or the expression of thoughts to be funny, joyous, absurd, ludicrous, hilarious, laughable, amusing, clever, and possibly instructive (Koller, 1988, p.3). This definition highlights human competence in perceiving humor. Differently, according to Kerbrat-Orecchiono (Attardo, 1994:13), humor is "a text whose elocutionary effect is laughter". This definition lays stress on the effect created by humor. It is acceptable and useful, yet not flawless. One shortcoming of this definition is that it considers laughter as the only reaction to humor. However, it is quite possible that people would respond with delayed laughter, smile, and even silence. Furthermore, humor includes not only texts but also utterances.

Definitions of humor even vary in some authoritative dictionaries. According to Oxford Advanced Learner's Dictionary of Current English (1978:558), "humor" is defined as capacity to cause or feel amusement. In *Longman Dictionary of Contemporary English* (1998), it is defined as: (1) the ability to understand and enjoy what is funny, and makes people laugh; (2) the quality of causing amusement; (3) a state of mind; mood; (4) any of four liquids which were formerly thought to be present in the body in varying degrees, and to influence the character. In *Webster's Encyclopedic Unabridged Dictionary of the English Language* (1989), it is defined as: (1) humor consists principally in the recognition and expression of incongruities or peculiarities present in a situation or character; (2) it is frequently used to illustrate some fundamental

absurdity in human nature or conduct. In this paper, humor is defined from pedagogical aspect.

Three Classical Theories of Humor

The study of humor has a long history. It is originally studied extensively by famous philosophers, such as Plato, Aristotle, etc., subsequently by literary critics, and more recently by psychologists, sociologists, and anthropologists from various perspectives. And theories on humor are also abundant. A commonly accepted classification divides traditional theories of humor into three groups: the superiority or disparagement theories, the incongruity theories, and the release theories.

Superiority or disparagement theory, going back to Plato, Aristotle, and Hobbes, is the oldest theory of laughter. It grows out of the idea that we laugh at somebody out of a feeling of superiority, higher standing, higher intelligence, or better luck. This approach emphasizes the social-affective aspect of humor. According to the principle of superiority theory, mockery, ridicule, and laughter at the foolish actions of others are central to the humor experience.

The incongruity theory is the most widely accepted theory of humor today. It maintains that laughter is an "intellectual reaction" to something unexpected, illogical, or inappropriate. The theory can be traced back to Aristotle's definition of humor as "something bad" which was interpreted as meaning something unbecoming and out of place. According to Raskin, this incongruity is based on the stimulus, and the incongruity of humor is further based on a possible world, which is why a listener of the humor may not bring the set of oppositions to mind. Schopenhauer [1819, quoted from Raskin (1985: 31)] put forward a more explicit incongruity-based theory of humor: "The cause of laughter in every case is simply the sudden perception of the incongruity between a concept and the real objects which have been through it in some relation, and the laugh itself is just the expression thought of this." It explains how humors are structured, but it does not pay attention to the influence of the surrounding factors. Moreover, it cannot explain why we can hear the

same humor more than one time and still find it funny and why not all incongruities are funny.

The release theory has been reinforced and brought into prominence by the psychological discoveries of Sigmund Freud. Freud himself regards humor as a means of outwitting the “censor” his name for the internal inhibitions which prevent us from giving rein to many of our natural impulses. It is not only our sexual impulses that are repressed by the censor, but also our malicious ones. So Freud is able to account, not only for indecent jokes and for the appeal of comic characters like Falstaff who ignore conventional moral restraints, but also for the malicious element in humor to which superiority theories call attention.

Research Methodology

Humor is a pervasive and elusive phenomenon fulfilling vital roles in all kinds of human communication. Throughout centuries, humor has been a common topic that attracts attentions and interests of researchers in various fields, such as philosophy, sociology, psychology, linguistics, etc. Western people, especially the British and the American, have already applied humor to their teaching. So in their teaching, humor plays an important role, and has a great reflection on the classroom effect and efficiency. Therefore, it is believed that it is a great method to enhance the learners' English study by using humor in classroom in some efficient ways. But in the English teaching practice, Chinese teachers and students are always neglecting the effect of humor in English study.

Subjects and instruments of the experiment

The research involved two classes, 124 participants (each one of them was 62 who were studying in the Middle School Attached to Linyi Normal University. Most students' English was in the middle level, and their ages ranged from 16 to 17 years old. They had previous English learning experience of 9 to 10 years, including 4 years in primary school. From September 2009 to December 2009, the experiment lasted for 16 weeks. Then 124 participants were divided into two classes randomly,

the Control Class and the Experiment Class. Each class had 62 students with 32 females and 30 males in the Control Class, and 26 females and 36 males in the Experiment Class.

To get a reliable and legible scheme of the humor in English teaching, the present study used different data types: questionnaire and test. Questionnaire is one common survey method which can obtain large amounts of information from a large number of people in a relatively short period of time. Questionnaires have high reliability but they have a lower response rate and a lower validity. However, test is a reliable method to reflect learning and teaching results, which is often used in evaluating students' achievement. Combining the two research methods permitted the authors to get more complete data and a better understanding of the research topic; hence increasing the validity of the data and findings.

Two tests, pre-test and post-test, were employed in the experiment process. The pre-test was aiming at getting the general level of these two group students and post-test was intent on collecting the scores of the Control and Experiment Class for constructing the data. Both tests were made up of four parts according to parts as follows: The first part was listening comprehension; the second part was vocabulary; the third was reading comprehension and the last writing. The students were asked to finish the test paper within 120 minutes. These questions were designed to test whether the students' English levels of these two groups were equal.

The questionnaire comprised 35 questions designed by the authors; covering the participants' interest, attitude, motivation, self-esteem, anxiety, etc. The participants were requested to choose the suitable answer according to their personal conditions from the five given answers (See details in Appendix). The questionnaire was made in Chinese in order to ensure that the questions could be completely understood by the students. The answering process was observed in order to make sure that students considered it seriously. The questionnaires were delivered after pre-test and post-test. Then the authors could analyze data and get the results.

RESULTS

Test data analysis

A. The comparison of the pre-test scores between EC (Experiment Class) and CC (Control Class).

In order to compare the level of the two classes and see whether they were at the same general level in English study, the authors carried out an examination at the beginning of the term among the students in the two classes and analyzed the data from this pre-test.

Table 1. Scores of the pre-test (the total score was 100).

Class	Number	Mean	Highest	Lowest	SD
CC	124	60.9	83.0	49.8	5.8
EC	124	61.2	79.5	51.0	5.7

Note SD: standard deviation

The results of pre-test showed that the average scores of the classes were almost in the same level, there was no big difference. The standard deviation is the most common measure of statistical dispersion, measuring how widely spread the values in a data set are. If the data points are close to the mean, then the standard deviation is small. As well, if many data points are far from the mean, then the standard deviation is large. If all the data values are equal, then the standard deviation is zero. In Table 1, it illustrated that the standard deviation of the former (5.8) had no comparative difference from the latter one (5.7). So it implies that the difference between the scores of the two classes was not significant.

B. The comparison of the post-test scores between EC and CC.

After four months of training, post-test was carried out among the students in two classes. Just like the pre-test, the authors also employed the same method to see whether there was any significant difference between the two groups.

Table 2. Scores of the post-test (the total score was 100).

Class	Number	Mean	Highest	Lowest	SD
CC	124	62.1	86.0	46.4	8.1
EC	124	69.4	88.5	58.0	4.3

In Table 2, it illustrated that the mean score of EC (69.4) was much higher than that of CC (62.1). It can be found that the SD of the latter (4.3) was lower than the former one (8.1). The difference in SD implies that the scores in CC were more deviant away from the central point in the distribution and the students' scores of EC were much closer to the central point. This means that the status of the students in CC developed quite uneven, which implies that some of the students in CC who were not interested in English had declined during this term and got even lower score than before.

Questionnaire data analysis

In order to test the students' attitude towards English study and humor teaching, the authors designed a questionnaire on the attitude towards interest and confidence of English study, and hatched up this questionnaire with 35 questions. Each questionnaire had five choices in Chinese, because the students' English were in the middle level. The choices of these statements were: this statement was never true, this statement was usually not true, this statement was somewhat true, this statement was usually true, this statement was completely true. And following each choice, there was a score which varied from 1 to 5. Because the questionnaire was designed this way, so the higher score can reflect that the student was not so interested in English study and had little experience on humor teaching, whereas the students who got lower score after the training improved their attitude towards English study and wanted to study English in this humorous way. The results of the questionnaire survey were analyzed as follows:

Table 3. The comparison on the interest and confidence of English study of EC and CC before the training (the total score was 100).

Class	Number	Mean	SD
CC	124	81.9	28.3
EC	124	81.8	28.4

The results of the test on the interest and confidence of English study after the pre-test showed that students were almost in the same level, there was no big difference. The mean score is one of the most traditionally used ways to express the students' level. So the mean of CC was 81.9 which had no significant difference from EC. And the standard deviation was nearly the same. So, the data in this Table indicated that the students' attitude towards English study was in the same condition.

Table 4. The comparison on the interest and confidence of English study of EC and CC after the training (the total score was 100).

Class	Number	Mean	SD
CC	124	89.3	33.9
EC	124	50.6	13.2

The value of the mean of CC changed from 81.9 to 89.3, which means the students' interest and confidence of English study deteriorated. And the value of SD was worsening further. In contrast, the mean of EC decreased dramatically after a term-long training, which indicated that the students of EC became really interested in English by teaching in humorous way.

DISCUSSION

Major findings from the research

From the research results and the data analyzes, the researchers find the following:

1. The results of the pre-test experiment

shows that the comprehensive abilities in English of students in the Control and Experiment Class have no distinct difference, but in the post-test the data shows the remarkable differences between the two classes. Meanwhile the Experiment Class has gained a great distinction after the training. In the Experiment Class, according to the experience in daily life and study of students' and the teaching content, the teacher processes the teaching with humorous materials and employs proper humor eliciting theories to create humor on purpose and other humor techniques. And the students participate in the teaching activities aspiring, and the activities are carried out vividly and dramatically, so the teaching activities are accomplished breezily. At the same time, the students' comprehensive English abilities are fostered. Compared with the Control Class, the students of the Experiment Class switch their attitude towards English study and strive to be the first in English class. Therefore, the listening, speaking, reading, and writing abilities are improved meanwhile, and the ability to use English comprehensively is enhanced as well. Through the activities above in the classroom, four other necessary abilities are also mainly trained: creative ability of study---this teaching method emphasizes students' centered position, hence the students begin to be creative and innovational; active ability of study---the students are instructed in humorous way, so they get great encouragement which stimulates their interest and enthusiasm; cooperative ability of study---the cooperative work among students ensured them to finish the tasks in classroom, and most of students have built up good relationship between each other; explorative ability of study---students are required to explore and seek for the knowledge that they need, so their elementary ability of research has been trained.

2. The results of experiment show that the questionnaire after the pre-test presents no distinct difference between the Control class and Experiment Class. After a long time span training, the attitude towards English study and behavior of the students of the Experiment Class are much better than the students' of the Control Class. The ethos of English

study is improved a lot. Due to the teacher's humor and encouraging comments, students take part in the activities more zealously and feel interested in English class. At the same time, the ethos for helping and learning from each other is formed. The results also convey that compared with traditional teaching approaches, humor in English class in the experiment is effective, and in the daily observation, the students in the Experiment Class are more active and brave in expressing their opinions, participate in the classroom activities more energetically and cooperate with teacher zealously.

The concrete use of humor in English teaching Middle school English teaching presents situation analysis

For a long time, in China secondary education takes the examination-oriented education as a goal. English is taken as the tool by which students enter a high school. The middle school teachers only pay attention to the teaching of knowledge, neglecting the improvement of the students' overall quality. Classroom instruction only makes learning tiring, discourages students from learning, attaches importance to the mastery of knowledge, neglects the development of students' ability and focuses all their attention on textbooks, not on background and practical application. Next, at present many English teachers (especially countryside English teachers) still use traditional English teaching methods, and take the grammar as its main goal. In the normal teaching, the background knowledge or the cultural feature are not valued, but only the mechanical sentence patterns. As a result, students study the books without any interest in class. Gradually, the students will lose interest in English study.

Characteristics of humor in English teaching.

Characteristics of humor in English teaching not only have the common features of humor, amusement and wittiness, but have special traits. And it can be possession of spirit which humor results in. And the following three specific characteristics are concluded.

First, humor is sentiment. Humor can make

people smile. First, it is abundant in sentiment. An understanding smile is a sort of smile caused by aesthetic emotion and pleasant performance. Hence, humor in classroom is a sentiment which is an advanced aesthetic taste. Sentiment can make the flowers of knowledge blossom forever. Humor in English teaching usually presents the sentiment which can make students accept, master and understand the teaching content in a pleasant, impressive and unforgettable way. It is found that sentiment is a powerful internal impetus and it can impulse students to pursue and absorb knowledge and information.

Second, humor is connotation. Humor uses a visualized technique to drop a hint of ones' thought and enlighten others' reflection, and then creates a profound gusto of aesthetic feeling. A Chinese Caricaturist Fang Cheng said, "Humor needs connotation which makes people imagine and infer while laughing, and then digests its signification" (Fang, 2004:7). This means that teaching in a humorous way is usually implicative while it conveys the scientific knowledge.

Third, humor is enlightenment. Humor is not only laughable but profound. It makes people enlightened in the laughter and makes people understand the internal logic of knowledge, moreover, distinguish the truth and falsehood and tell good from evil. Actually, humor in teaching can make students laugh, but that is not the final purpose. The real aim is to make students desire to gain the profound truth and enlightenment from humor.

The importance of using humor in English classes

Humor is one kind of exquisite and healthy quality which makes the class lively and vivid, and a teacher can win students' affection. The teaching's humorous function mainly manifests in the following several aspects:

First of all, the most obvious function is that humor helps to gain students' attention and keep their interest in the material presented. Many researchers claim that humor facilitates learning through its impact on attention and memory.

Participants who were exposed to a series of classes which took humor as a method of teaching demonstrated increased retention of the same material without the infusion of humor. Secondly, it inspires the students' desire of learning. The art of humor in education can effectively inspire students' desire of learning and is helpful for understanding. Students have deep impression on the parts which contain humor. Just as the famous saying goes: "Witty remarks are as tasteful as raisins in toast." Thirdly, humor is beneficial to the students' comprehension. It is useful in easing away the stress and anxiety of the students and improving students' attitude and evaluation of the subject involved and the teacher.

In brief, humor is the essential artistic form of middle school English teaching. The appropriate use of humor can make the teaching lively and interesting, even bring the twice result with half the effort. Then, how to alternate humor in English teaching?

Fostering a sense of humor for English teachers

Since most students like humorous teachers, humor teaching is so important; then the ideal English teachers should pay attention to foster the sense of humor. How to raise the middle school English teacher's sense of humor?

First of all, foster positive optimistic life manner. The positive optimistic life manner is the humorous origin. As an English teacher should deeply love the life, love English teaching, he will try best to become an optimistic person. Thus, in the course of teaching we could become humorous and charming; our classroom is full of laughter.

Secondly, understand English humor expression. English and Chinese humor expressions are different. Understanding English humor expression is better for us to understand and appreciate humor language and helps us to use humor language in writing, also is beneficial to experience the real English cultural connotation.

Thirdly, accumulate humor language materials. Teachers must make efforts to collect humor materials from various resources, such as daily life, books, the

Internet, etc., and consider the proper application of them in teaching in order to make humor a useful tool in language teaching. Never run to an extreme. Humor should be employed in a natural way and be made an integral part of the class, rather than only for humor's sake. Only when humor is used properly, will the effect of humor be achieved.

Fourthly, make sure that humor is comprehensible to students. Humor should vary with the language proficiency and specific situation of your class. Humor must be comprehensible with proper themes and attention should be paid to the students' responses.

Fifthly, avoid inappropriate humor. Any humor intended to belittle or ridicule others is inappropriate in class. Furthermore, the strained humors, as well as dirty humors, definitely should be avoided.

In brief, the raise of the sense of humor is not the one day and one night. Teachers should pay attention to the accumulation of source materials, study English culture, and improve our own English proficiency diligently.

In conclusion, in this paper, based on some main theories and related literature, the authors have found the effectiveness of humor in English classroom. After the experiment, it is proved that this non-traditional teaching method is more interesting and efficient than the traditional ones. Students' reading, listening, speaking abilities, as well as the other abilities, in the experimental group have been improved, and their attitude towards English is switched. The results of this study provide support for the educational value of efficient classroom English teaching.

All in all, humor can contribute a great deal to English learning and teaching. It can create an affective or positive environment, and become a source of enjoyment for the teacher and the students. Humorous situations allow students to express themselves without fear of ridicule and criticism. Anxiety and stress can be minimized and the students will be encouraged to be bold enough to speak English. The application of humor in language teaching in many countries has been practiced which has improved the positive role of

humor in class. However, in China, there is almost a vacancy in teaching that humor is not taken seriously and even neglected. There are so many teachers who are traditional, serious and scholastic that they seldom use humor or enjoy humor, let alone use humor in teaching. In the authors' opinion, sense of humor is an essential quality for middle school English teachers. And if humor is combined with their teaching, better teaching effect will be achieved and their lectures will be more attractive.

REFERENCES

- Attardo. 1994. *Linguistic Theories of Humor*. Mouton de Gruyter, Berlin/New York, New York.
- Fang, C. 2004. *Just to Be Humor*. Shijiazhuang: Hebei Educational Press, People's Republic of China.
- Koller, R. 1988. *Humor and Society: Explorations in the Sociology of Humor*. Cap and Gown Press, Houston, Texas.
- Raskin, V. 1985. *Semantic Mechanisms of Humor*. D. Reidel Publishing Company, Holland.

INSTRUCTIONS FOR AUTHORS

References should be selected with care and be largely restricted to significant, published literature. References to unpublished data, manuscripts in preparation or submitted to other journals, progress reports, and unpublished papers given at meetings may not be cited in the reference list but may be noted in the text as unpublished data or personal communications (include mailing addresses). Citations of literature in the text should be carefully checked against those in the reference list to ensure exact correspondence.

Manuscript Order. A cover letter should accompany the manuscript, addressing conflict of interest, authorship and no duplication criteria. Please include suggestions of possible peer reviewers, as well. Please submit entire manuscript on line in the following order: (1) title; (2) abstract; (3) list of abbreviations and acronyms; (4) text; (5) acknowledgments; (6) references; (7) legends; (8) tables; (9) figures. All pages in sequence should be numbered, beginning with the title page as 1, abstract as 2, etc. Typing of entire manuscript should use wide margins and double-spacing on 8½ X 11 white papers. In a cover letter indicate the single category the manuscript fits best (see above).

Title page. The first and last names of each author should be included, his/her highest academic degree, the department and institution from which the work originated as well as the name of the author responsible for correspondence and reprints. The title should be concise and informative. It is necessary to supply an abbreviated running title on the title page of no more than 40 characters. All information about grants and those persons whose contributions do not justify authorship (i.e. technical support) should be listed in the acknowledgments. Number of tables and figures are also required.

Abstract and key word. An abstract of 200 or fewer words should contain the following clearly labeled elements: purpose, methods, results, and conclusions. Below the abstract 3 - 10 heading key words should be provided. Editorials and Letters-to-the-Editor do not require abstracts.

List of abbreviations. Please list and define all abbreviations and acronyms used in the manuscript. Text. The manuscript should be in English. All submissions should be paginated, using page 1 for the title page.

References. Please follow the general arrangements as given in the "Example of reference citations in text." References should be arranged in alphabetical order. Cite references in text, tables and figures by Arabic numerals in parentheses. Avoid using "abstracts," "unpublished observations" and "personal communications" as references. Papers accepted but not yet published may be included by stating the journal and adding "In Press." If such references are important to the understanding of the submitted manuscript, authors may include an electronic copy of the reference with their submission. The author is responsible for the accuracy of all references.

EXAMPLE OF REFERENCE CITATIONS IN TEXT

A. References citations in text

The journal uses the name and year system of citation (e.g., "Brown (1994) compared or were compared (Brown, 1994). "(If the references has three or more authors include only the surname of the first author followed by et al., (not italicized): Brown et al., (1994) compared or were compared (Brown et al., 1994).

Personal communications

Personal communications are not listed in the reference list, using parentheses in the text, state the name and mailing address of the communicator followed by “personal communication”.

Unpublished data

If an unpublished book or article has been accepted for publication, list it in the reference list section followed by the notation “in press”. Only those manuscripts that are in galley or page proof stage or for which there is a letter of acceptance can be considered in press. If an article is submitted but not yet accepted state the name and address of the author of the unpublished material followed by the notation “unpublished data” in the text and do not include it in the reference list.

B. Reference list

References should be listed at the end of the paper in alphabetical order according to the surnames of the first author. References with the same first author are listed in the following order: (1) papers with one author only are listed first in chronological order, beginning with the earliest paper; (2) papers with dual authorship follow and are listed in alphabetical order by the surname of the second author; (3) papers with three or more authors appear after the dual-authored papers and are arranged chronologically. The following bibliographic citations illustrate the punctuation, style, and abbreviations for references.

Journal article

Attwood, S. and Upatham, E. S. 1999. New strain of *Neotricula aperta* found in Khammouanne Province, central Laos, and its compatibility with *Schistosoma mekongi*. *Journal of Molluscan Studies* 65: 371-374.

Martin, G., Romero, G., and Miller-Walker, C. 1983. Fine structure of the ovary in the red abalone *Haliotis rufescens* (Mollusca: Gastropoda). *Zoomorphology* 103: 89-102.

Entire issue of journal

Gordon, D.C., Jr. and Hourston, A.S. (eds.). 1983. Proceedings of the Symposium on the Dynamics of Turbid Coastal Environments. *Canadian Journal of Fisheries and Aquatic Sciences* 40 (Supplement 1).

Book in a series

Scott, W.B. and Crossman, E.J. 1973. Freshwater Fishes of Canada. *Bulletin of the Fisheries Research Board of Canada*. No. 184.

Book not in a series

LeBlond, P.H. and Mysak, L.A. 1978. *Waves in the Ocean*. Elsevier, New York.

Part of a book

Upatham, E.S., Koura, M.S., Ahmed, M.D., and Awad, A.H. 1980. Focal control of *Schistosoma haematobium* - transmitting snails, *Bulinus (Ph.) abyssinicus*, using controlled release tri-n-butyltin fluoride and copper sulphate, pp. 449-459. In R. Baker (ed.). *Controlled Release of Bioactive Materials*, Academic Press, New York.

Theses

O' Connor, L.M. 2001. Spawning success of sea lamprey, *Petromyzon marinus*. M.Sc. thesis. University of Guelph, Guelph, Ontario, Canada.

Translation

Koike, A. and Ogura, R, 1977. Selectivity of meshes and entrances of shrimp and crab traps. *Journal of Tokyo University Fishery* 64: 1 > 11 (translated from Japanese by Canadian Translation of Fishery Aquatic Science 4955, 1983).

Electronic Journal Citation

Morse, S. S. Factors in the emergence of infectious diseases, *Emerging Infectious Disease* [serial online] 1995 Jan-Mar [cited 1996 Jun 5];1. Available from: URL: <http://www.cdc.gov/ncidod/EID/eid.htm>.

ProMed Citation

Lipkin, I. West Nile-like virus: PCR primers and protocols. ProMed. October 13, 1999. Accessed at: <http://www.promedmail.org>, archive number: 19991013.1826.

Published Conference Abstract Citation

Galil, K., Singleton, R., Levine, O., Fitzgerald, M., Ajello, G., Bulkow, L., et al. High prevalence of *Haemophilus influenzae* type b (Hib) carriage among Alaska Natives despite widespread use of Hib-conjugate vaccine. In: Abstracts of the 35th Infectious Diseases Society of America; San Francisco, California; 1997 Sept 13-16; Abstract 421. Alexandria, Virginia: Infectious Disease Society of America; 1997.

Checklist for Authors

- appropriate cover letter signed by corresponding author
- title page with brief and informative title
- structured abstract (purpose, methods, results, and conclusion)
- followed by keywords
- properly formatted text, references, tables, and figures
- number of tables and figures
- listed on the title page

I would like to subscribe to : **Journal of Science
TECHNOLOGY
AND HUMANITIES** ISSN 1685-6600

For subscribers in Thailand

Please enter my subscription to
***Journal of Science, Technology,
and Humanities***

PERSONAL

1 year [] Baht 500
2 years [] Baht 800

INSTITUTION

[] Baht 1,000
[] Baht 1,600

For overseas subscriber:

Please enter my subscription to
***Journal of Science, Technology,
and Humanities***

PERSONAL

1 year [] Baht 50....
2 years [] Baht 80..

INSTITUTION

[] US\$ 100..
[] Baht 160.

Name and Mailing Address

Full name (Prof./Dr./Mr./Mrs./Ms) _____ (Underline Surname)

Department _____

Institution _____

[] University [] Institute [] Laboratory [] Industry [] Other

Main Interest Area _____

(e.g., biology, computer science, epidemiology, etc.)

Address _____

Tel _____ Fax _____ E-mail _____

I enclose a cheque of total _____ made payable to *Journal of Science, Technology,
and Humanities*

Payment can be made by **International Money Order** in **US Dollars** or **Thai Baht** payable to Burapha University or **Money Transfer** to the following Bank account:

Burapha University

Krung Thai Public Company Limited, Burapha University Branch Account No. 386-1-00442-9 (Saving account)

*Kindly quote Customer No. and/or Invoice No. for all communication.

Please return the completed form and cheque to
Office of the President, Research Division (Fifth Floor)
Burapha University, 169 Longhard Bangsaen Road,
Bangsaen, Chon Buri 20131 THAILAND
Tel: 66-038-745-799 Fax: 66-038-745-799
E-mail: journal@buu.ac.th