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**Investigating the power of using humor as a pedagogical tool in EFL education: case study of first year students at Abbas Laghrou University**

Requirements of the Degree of Master in Culture and Language Studies

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## ***Dedication***

*I would like to dedicate this work :*

*To the memory of my precious father*

*To my beloved **mother**, the sun of my life, the dearest person to my heart, i would thank you  
for all what you did for me*

*To my beloved brothers and sister*

*To my soul mate **Milya***

*To my wonderful aunt **Malika***

*To my friends*

*To all who love me*

***Loubna Latrache***

## ***Dedication***

*In the name of God, the most gracious, the most merciful*

*May Allah's blessings and peace be upon the owner of intercession, our master Muhammad,  
the honorable Prophet, and his family and companions, and those*

*Follow them with kindness until the Day of Judgment, and after:*

*To whom did not spare a soul in my upbringing - my tender **mother***

*To the one whose hands are broken in order to provide what I need, my patient **father***

*To my brothers: **Anas, Elias, and my dear sisters: Halima and Maymouna***

*To my sister, my companion and friend on the road who spared no effort in this research:*

***Loubna***

*To our honorable professor **Dr. Abderrazak Beddiaf***

*And to everyone who contributed Complete this search*

***Nesrine Boutrid***

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*Finally, we would like to thank our family for their love and support.*

## **Abstract**

The current study looks at the potential of humor and its significance, as well as its function as a pedagogical tool in EFL classrooms. This study employed a mixed-methods research design where both qualitative and quantitative approaches were combined. Semi-structured interviews and extensive questionnaires were designed for two samples. The students' questionnaire was distributed to a sample of fifty first-year EFL students, and the teachers' questionnaire was distributed to a sample of seven teachers at the department of English, University of Khenchela. To further strengthen the validity of our investigation results, an interview with five teachers, an interview with a group of five students, and a classroom observation were also conducted. The findings showed that EFL students' opinions about employing humor in English classes were significantly favorable. Furthermore, students believed that humor was a powerful pedagogical strategy that could improve student-teacher interaction while also increasing students' focus and interest in the course. On the other hand, the results demonstrated that teachers are generally confident in the relevance and potency of humor as an essential educational tool. Moreover, teachers believed that humor was a supporting teaching strategy that could decrease students' stress and make them more involved in the class. Finally, the results confirm our hypothesis, which indicates that humor is most likely perceived as a positively powerful pedagogical tool whose appropriate use in the EFL class creates a favorable classroom context that fosters learning outcomes and instructional effectiveness.

**Key words:** English, EFL classrooms, Pedagogical tool, Humor, Teaching, Strategy

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## **List of Abbreviations**

**EFL:** English as a Foreign Language

**ESL:** English Second Language

**FL:** Foreign Language

**L2:** Second Language

**LMD:** License/ Magister /Doctorate

**Q:** Question

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# *General Introduction*

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# General Introduction

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## General Introduction

### 1. Background of the study

Humor is prevalent in all cultures around the world and takes up much of our literature and social interaction. Despite numerous theories and studies, it was only in the twentieth century that humor was recognized as a pedagogical tool in educational environments. Over time, educational and psychological research has focused on humor as a part of a large group of emotional behaviors that influence classroom teaching and learning. Teachers use humor to calm students, grab their attention, show them that they are human, make the lesson less formal, and make learning more enjoyable (Neuliep, 1991). Moreover, the use of humor in class has been promoted as a means of sensitizing students to structural and semantic differences among different languages (Deneire, 1995). Evidence from previous research suggests that the use of humor in the classroom improves its atmosphere, increases happiness, reduces tension, and even facilitates learning, making it a real-life experience (Lomax & Moussiv, 1998). Besides that, psychologically, humor helps shy language learners to have more involvement in the classroom and to feel a part of the group. This is a way to deal with language learners who are anxious, shy, or too nervous to express themselves in a foreign language (Kristmanson, 2000). Regarding the teaching of second language (L2) and the teaching of foreign language (FL), an increasing number of studies have recognized the important role that humor plays in understanding an individual's L2/FL (Bell, 2005). The inclusion of humor in language teaching has received strong support from both students and teachers (Askildson, 2005; Azizizinezhad & Hashemi, 2011). Until recently, the general perception of the power of humor in foreign languages was that it was for advanced learners (Forman, 2011). It seems that the researchers believe that humor provides opportunities for trial and error for students and pushes the boundaries of formal language teaching, especially in

# General Introduction

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situations where oppressive institutional practices can dampen learners' enthusiasm (Bell & Pomerantz, 2014). Kavandi and Kavandi (2016) also show that humor has positive effects on students' grammar performance and motivation. Indeed, humor has many benefits for language learners, including improving the classroom atmosphere (Dewaele et al., 2018) and reducing anxiety (Tarone, 2000). Nevertheless, there is evidence that humor strategies in language teaching are not suitable for everyone, such as in a recent study of English instructors in Japan (Neff and Rucynski, 2021).

## **2. Statment of the problem**

Students are completely influenced by the classroom environment, the content of the curriculum, and especially the way it is presented. This means less suitable learning conditions can lead to uncomfortable learning. Therefore, providing a motivating atmosphere is one of the many responsibilities teachers undertake. However, despite its vastness and extent, humor is little discussed among researchers and educators and perhaps even rarely used in classrooms. Hence, teachers need to integrate humor into students' EFL learning and search for appropriate strategies to help them reinforce their learning.

This study proposes using humor as a pedagogical tool in the classroom because it is psychological, not just educational. Consequently, the current study investigates the students' attitudes towards their teachers use of humor and whether it has a positive or negative influence on EFL classrooms.

## **3. Aim of the study**

The study aims to investigate the the potential outcomes of using humor as a pedagogical tool in EFL education. Moreover, this study seeks to demonstrate the effectiveness of humor as a teaching strategy by examining its impact on EFL teaching and learning.

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### 4. Significance of the study

As English becomes more and more important around the world, different strategies have been considered and tested to enhance students' English learning. However, the use of humor in the classroom has not received much attention in the Algerian EFL classes. The overall reinforcement of humor offers new directions for improving English language learning. This study contributes to and extends the benefits of humor in EFL education.

This study is important for several reasons. First, it helps us understand the use of humor in foreign language teaching and learning. Second, it demonstrates the applicability of humor in English language teaching and learning in the first-year EFL context. Also, it helps to make informed decisions regarding the inclusion of humor and what is appropriate and beneficial for the EFL classroom. In addition, this study adds to our knowledge of how humor is used in EFL education by providing a starting point for incorporating it into its appropriate positions, along with other emotional factors that can support EFL learning. Moreover, this study is significant because it shows how humor is useful for inspiring teachers about how it can be used to deal with students: . thus, raise awareness of the use of humor among teachers and students and create a comfortable environment that fosters interest and understanding in learning English. Furthermore, teachers could increase their awareness of the significance of using humor to grab students' attention and make learning more interesting and enjoyable.

### 5. Research questions

This investigation explores the following questions:

1. What are the attitudes of EFL learners towards their teachers' use of humor in class?
2. Does humor have a positive or negative impact when employed in EFL classrooms?

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## 6. Hypothesis of the study

The present study is based on the following hypothesis:

- Humor is most likely perceived as a positively powerful pedagogical tool whose appropriate use in the EFL class creates a favorable classroom context that fosters learning outcomes and instructional effectiveness

## 7. Research design and Methodology

In this study, the researchers employed a mixed methods approach, combining both quantitative and qualitative approaches.

According to Creswell and Plano Clark (2007) mixed method research is a research design using both philosophical assumptions and research techniques. It is a methodology that combines qualitative and quantitative data in one investigation or set of investigations, as well as the philosophical assumptions that govern the course of data gathering and analysis.

## 8. Setting, Population and Sample

This study was conducted at Abess Laghrour University of Khenchela and deals with the impact of using humor as a pedagogical tool in EFL education among first year students at the department of English. The researchers selected first-year EFL students as a case study because of two main reasons. First, students are beginners; they learn in a new atmosphere and tackle new modules in new programs. Second, they receive new information from new instructors in various ways and meet various people from various subcultures. In this case, students may feel nervous or bored, and their desire to learn may disappear. Thus, using humor in the EFL classroom could be a solution for these issues. Therefore, students would supply the information required for this research regarding their situations. The overall number of the participants who answered the first questionnaire is fifty first-year students.

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The second questionnaire was answered by a sample of seven EFL teachers. As for the interviews, five teachers composed the second sample, and five students were interviewed as the first sample.

### 9. Data Collection Instruments

In the present study, three basic research tools (questionnaire, interview, and classroom observation) were employed to examine the power of humor as a pedagogical tool in EFL education, whether it has positive or negative impacts on students' learning, and to determine how teachers and learners consider the usage of humor in the classroom setting. Furthermore, using a combination of various data collection instruments boosts the research's validity and reliability.

### 10. The structure of the study

The current study starts with a general introduction that deals with the background of the study, the statement of the problem, as well as the aim and the significance. It also includes the research questions and the hypothesis, and it ends with the structure of the study.

This dissertation is divided into two chapters: **Chapter one** deals with the theoretical background concerning the use of humor in the EFL classroom and its impact on learners' education. It covers humor's major theories and forms. It also covers the fundamental principles of using humor in the EFL classroom, its benefits and strategies, as well as its probable positive and negative effects when employed in a classroom setting, and it ends with humor and culture learning.

**Chapter two** is the practical chapter and it covers in detail the research design, methods, and research instruments that were used in collecting data, as well as the description and purpose

## **General Introduction**

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of each tool. In addition to the discussion of the results, at the end, the researchers demonstrate some of the recommendations and limitations.

Finally, the general conclusion gives a concrete answer to the research questions and shows if the above hypothesis is proved or not.

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*Chapter one*

*The Review of the  
Literature*

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**Chapter one: The literature Review****Introduction**

The present chapter is a review of literature and looks at the impact of humor in general and in education specifically. Therefore, this chapter's goal is to provide readers with a better understanding of humor as an abstract concept generally and in terms of the investigation of this study. This part deals with theories and forms of humor. Moreover, it covers the fundamental principles of using humor in EFL classroom, its benefits, strategies as well as its positive and probable negative effects when being employing in the classroom setting, and it ends with humor and culture learning.

**1.1. Humor major theories**

Humor can be defined as something pleasurable, playful, and amusing. Many individuals might believe they already understand humor and do not require psychological studies to explain it because it is so well-known. However, humor in education is considered as a teaching strategy, and most teachers around the world have different opinions about its employment in classroom. Humor is explained by many theories, and this is an attempt to grasp its concepts, its social function, and what is humor among the prevalent types of theories that try to figure out why it exists.

**1.2. The Relief Theory**

Relief theorists have viewed humor as relieving anxiety and tension and this is to overcome suppressed feelings. The best known relief theorists are Herbert Spencer and Sigmund Freud. According to Freud (1960) inner restraint and 'censorship' can be deceived by humor that suppress our 'natural impulses'. Freud suggests that internal restrictions such as stress and tension must be released and raised barriers, in order to stimulate humorous responses to

stimuli. In addition, humor is the favourable way to relieve stress and therefore the undesirable nervous power.

This theory relies on the social and behavioral components of humor. For example, when someone adds some vitality to a situation or conflict, which makes everyone laugh for a while and forget the topic for a moment, organize their ideas and start over in addressing the issue. Monro (1988) indicates that relief is the essence of humor, and that tension is removed after laughter. He defined humor as a temporary method that relies on removing restrictions, especially traditional social requirements.

### **1.3. The Incongruity Theory**

The incongruity theory relies on the notion that humor results from sudden or unexpected events, statements, or behaviors that occur. According to this theory, humor is understood as the moment of realizing a moment of contradiction between something that actually happens and which is expected to happen. Kant (1790) and Schopenhauer (1918) believe that humor occurs when people expect something and it is presented suddenly in an unexpected way or manner (As cited in Shade, 1996, p.11). Similarly, Morell (1983) claims that humor for this theory is an intellectual reaction to something unexpected, inconsequential or otherwise inappropriate and therefore something contradictory is related to something else in an unusual or surprising way. Additionally, the combination of two ideas that seem completely unrelated is essential for humor. Due to its broad scope, which allows it to explain a wide variety of humorous themes, the incongruity theory is the most popular and commonly employed for interpreting laughter. The incongruity theory also considers the origins of laughing and its meaning. This shows how irony plays a part in the word's usage.

**1.4. The Superiority Theory**

This theory goes back to the philosophers Plato and Aristotle, who think that our enjoyment of humor comes from our perception of our own superiority over those we laugh at (Grunner, 1997; Martin, 2007; Morreall, 1987). An example of this theory can be explained when we occasionally use humor to make fun of other individuals, issues out of fear, ignorance, concern, or that we could lose dominance and strength. Thus, this type of humor is a kind of inequality because using superiority toward others may result from disparities in religions, nationalities, ethnicities or occupations (Shade, 1996). Similarly, Hill (1988) asserted that we laugh maliciously when we have a greater understanding than the people we make fun of. We make fun of those with poor ethical principles, as well as those who are more deformed or ugly than ourselves. Hill adds also that people who consider themselves superior to others make fun at their errors while disregarding their own prior mistakes.

**3. Forms of humor in the classroom**

It is evident that differentiating between the forms of humor in a teaching setting can be challenging. Norrick (2009), for instance, believes that different types of humor tend to "fade into each other in conversation" is what makes it challenging to distinguish between them (as cited in Norrick, 2003, p. 1338).

Humor appears in many different forms throughout our daily lives, may be expressed in various ways, and serves a variety of functions. It occurs in speeches, on television, in amusing advertising, in the news, in cartoons, in comedic films, in humorous novels, and even when teachers use it (Martin, 2007). Martin (2007), recommends three additional types of humor: planned jokes, which are often passed from person to person; unplanned conversational humor, which can be communicated verbally or nonverbally and develops from purposeful exchanges between people; and unintentional or accidental humor, which is

possibly categorized into accidental physical humor (funny things happening unintentionally and incongruously, like someone falling into something) and accidental verbal humor (funny things occurs in unplanned and contradictory way). While, humor in teaching according to Hativa, (2001), can be either be spontaneous or planned.

Spontaneous humor, as opposed to planned humor, is widely employed in education since these humorous situations happen on their own and frequently draw on already-existing humorous forms such as funny comments and smart remarks. The teacher uses components of the lesson to instruct students in a way that surprises them and deviates from what they initially anticipated. This type of humor looks simple, but it actually requires a teacher who can set up a setting in the classroom that is appropriate for receiving humor. Additionally, some originality and inventiveness are required for spontaneous humor. Planned humor, however, is costly because it demands a lot of energy, as well as the fact that both its planning and execution take too much time (Hativa, 2001).

#### **4. Principles of using humor in EFL classroom**

There should be such rules that lead to a good application of humor in the classroom because it is an art that requires particular requirements and traits in order to be applied successfully. The incorporation of humor is one of the essential elements of efficient teaching-learning processes. Shade (1996) asserts that humor can be used in EFL classes as well as social institutions and schools.

##### **4.1. Humour and Naturalness**

According to Berk (2003), since humor improves optimal transfer, it should be employed naturally in classroom settings. Humor needs less work to be sincere, thus imposing humor will not be needed because it would be ineffective. Chaisson (2002) advises teachers to "don't

try too hard, let humor arise naturally, don't force it." A sense of comfort is also provided by being natural, as suggested by Kerr (2001), who urged employing humor in a natural way to feel at ease. In a similar vein, Provine (2000) argues that the absence of connection between students and teachers can be attributed to teachers' unwillingness to include humor in their ordinary classes. Therefore, teachers should not disregard humor in their classes.. Humor is therefore viewed as being a crucial component of teaching. So, Teachers should be conscious of their use of humor and should do so in a way that promotes mutual respect between them and their students.

#### **4.2. Humour and Spontaneity**

In the classroom, teachers' sense of humor should be unplanned. Humor, according to Bonjour (2011) and Berk (2003), should not be planned out in advance but rather should come naturally. As a result, teachers who have a sense of humor are viewed as being more effective and involved. Moreover, Gibboney (1992) humor which conveys the teacher's character is more successful. Since humor plays a key influence in a teacher's personality and spontaneity, the majority of students typically are affected by their teachers personalities which is better suited to a powerful personality. Therefore, humor should be unplanned. As shown by Chaisson (2002), utilizing humor unintentionally expands teachers' comfort zones and boosts their sense of relief. Actually, by applying humor naturally, students may identify their teachers' personalities and become more connected to them. They can also recognize which forms of humor they are allowed to use in the classroom, especially with their teachers.

#### **4.3. Humour and Offensiveness**

According to Shade (1996) and Berk (2002), both students and teachers should refrain from using certain types of humor that could offend any student, such as racial, sick, demeaning, aggressive, religious, or sexual jokes, as doing so could result in unfavorable judgments. For

instance, it can be revealed by sarcasm, derogatory language, vulgarity, allusion, and crude humor. According to Berk (2002), humor may cause various unfavorable attitudes or feelings, such as student retreat, stress, worry, wrath, tension, and dissatisfaction. Students stop attending lessons because they feel uncomfortable around their lecturers or encountering them, in order to avoid these uncomfortable feelings. Therefore, it is preferable to utilize lighthearted humor by joking or laughing at oneself rather than at the expense of others.

#### **4.4. Humor and Subjectivity**

According to (Kerr, 2011) a sense of humor is subjective; in terms of individuality, it is similar to human fingerprints. Yet, Romero and Gruthirds (2006) note that our sense of humor can be positive or negative and that it is a sword with two sides since "it can be perceived as humorous by one person yet quite offensive to another person" (p. 65). Therefore, individuals should respect the diversity of others based on their age, gender, ethnicity, and culture. They also shouldn't assume that whatever makes them laugh will make others laugh as well (Garner, 2003 ; Garner, 2005 ; Garner, 2006). Kerr (2001) suggests that our sense of humor is influenced by broad gender differences. For instance, Provine (2000) asserted that women are more likely to react with humor than men.

#### **4.5. Humour and Content**

Humor should have a purpose in relation to the subject matter in order to be beneficial. Being able to use humorous subjects correctly requires being familiar with the topic necessary for using humor effectively. According to Chaisson (2002) students should comprehend humor so they can connect it to classroom themes. In addition, Bonjour (2011) notes that humor is a communicative strategy meant to make the class more engaging and effective. He also notes that teachers will be able to employ humor effectively. If humor and material are not connected, the learning process will be negatively impacted, as Shade (1996) believes that

humor in that case acts as a "distraction. He believes that humor that has no relevance on the subject may actually increase negative attitudes like stress and anxiety. Humor should therefore be employed sensibly in relation to the subject matter.

### **5. Strategies of adding humor in the classroom**

Although it is well known that teachers are busy with a variety of school related activities, but using different forms of humor contributes to solve various problems such as: creates an educational relationship, constructing positive sensitive atmosphere, preserving order, clarifying content, retaining information for a long time, facilitates understanding, and stimulates creativity etc.

One of strategies used by teacher in the classroom is to add humorous components to subjects, activities, tests, and assignment as well as employing funny quotes, telling entertaining stories, and set aside a day to share a fun and urged the students to use humor in their assignment.

Instructors should intentionally use humor into their lessons in order to increase students' motivation to study (Tong & Tsung, 2020). Another method for incorporating humor is through employing videos, Movie clips, current events, and news, as well as the general audience's behavior and their professional backgrounds, experience, and age group etc (Bhoola, 2016).

Jeanine (2016) suggests another strategy to use humor in the classroom. First, using humor in the morning when gathering. Second, keep a record of humor. Third, Read interesting poems and literature. Finally, using wordplay

According to Ulloth (2003) multiple choice tasks, cartoons, top ten lists, anecdotes, skits and adaptations, tales, 'ad-libs that are not really ad-libs' are all effective assessment. Cartoons

can be employed in the classroom as an educational strategy. Teachers seek to use the cartoon file to construct humorous thinking and creativity between students and this is through the inclusion of animations and pictures without using comments and the students required to create small groups, participate in pairs or individually.

## **6. Positive Effects of using humor in classroom**

Humor is one of the characteristics that determine the disposition and the mood of the mind; therefore it is an integral part of our lives and an indispensable tool in the classroom (McGhee, 1979). Recently, literature strongly emphasized the effectiveness of humor as an educational tool in classroom. Data from all fields suggests that the adequate employment of humor can result to positive effects such as: psychological, physical, cognitive and sociological.

### **6.1. Psychological Effects**

Results related to the psychological impacts stressed that some researchers pointed out that the implementation of humor in classroom has positive psychological effects in reducing student's anxiety and stress, specifically regarding classes that students find complicated (Jones, 2014). Others have noticed that the smallest act of humor throughout a complicated course has the ability to reduce tension and increase students' stimulus to the comprehension of the lesson (Dieter, 2000). Furthermore the effects of humor and laughter includes: decreasing tension, reducing stress, promoting self-respect, and enhancing self-stimulation (Garner, 2006).

### **6.2. Sociological effects**

The social benefits appear in the form of creating a suitable environment for learning and boost the teacher-student relationship. In addition, humor can eliminate barriers and structure a relation between teachers and students and makes instructors much more closer (Dieter

,2000. Delany, A. Johnson, T. Johnson, & Treslan, 2010). Also, the employment of humor makes student more free to investigate, play, and makes errors which facilitates the way to the positive action that will happen with the increasment of the students' creativty (Askildson, 2005). Finally, humor can decrease the sense of belonging to a group which results in enhancing the student's self-confidence (Shade, 1996).

### **6.3. Physical Effects**

Many benefits can be derived from humor. These benefits can positively affect physical health in many cases. First, humor has effects that may lead to physical changes in the organism like improve breathing, muscle relaxation, and ameliorating blood circulation. Second, using humor produces positive feelings which results in improving immune system, boost pain tolerance, and lessen the potential cardiac effects of unpleasent emotions. Third, by increasing the detrimental effects of anxiety and tension, using humor as a means to cope stress can be helpful for health. Finally humor might help one get more societal backing. (Martin, 2004).

### **6.4. Cognitive Effects**

Numerous studies upon humor have been undertaken on inventive and unconventional thinking in addition to its capacity to aid in learning and memory retention. Hauck and Thomas conducted a reserch in 1972 and discovered that humor is linked to intelligence and creativity. Creative and successful learners aim to be humorous (Jonas, 2001). In addition, humor has a high ability to stimulate the mind and thus have the potential to generate brilliant ideas. Intelligence improves the ability to think higher, which is characterized by being purposeful, understanding, and investigative (Nilson, 1987). According to Len (2002) humor lead to a positive, passionate, and social atmosphere which can be beneficial for the persons' involvement in the learning process in which students concentrate on the information and

defenses are reduced (as cited in Garner,2006). Furthermore, humor attracts students' attention and has the capacity to capture students' interest and raise their attention to the subject matter, and thus the learning process started (Deiter, 2000).

### **7. Negative Effects of Humor**

According to shade (1996) introducing educational humor in the classroom in a useful way convey several advantages. However, these advantages commonly followed by negative influences. Another study showed that humor used by teachers leads to confusion. Learners acknowledge nine types of this distracting kinds of humor which contains : anecdotes, jokes, sarcastic humor, embarrassing students, stereotypes of university, teacher representation, innovative language employment, present events, and media (Wanzer et al, 2006). Additionally, using humor to make fun of other people is similar to how put-downs are currently perceived. It uses phrases like "despised laughter" and "cynical". It seeks to be spiteful and usually encompass ridicule comments (Berk, 2000). Moreover, Terry and Woods, Downs et al, (1988) determine that the usage of an excessive amount of humor may result of negative effects. Their investigation about the employment of humor by teachers indicate that award winning teachers used humor considerably less than the average ones. Therefore, this due to the fact that researchers advocate the perspective that using humor or self-revelation is inadequate and can motivate negative affect (as cited in Askildson, 2005). Similarly, Berk (2000) advertised that the use of aggressive humor is usually depends on the individuals, and how they interpret the topic, since people aim to use jokes in an easy way, but this is at the expense of others because they care greatly about being respectful and comfortable more than others. Therefore, it is very important to draw limitations to consider 'aggressiveness' in the context of teacher and student. The consideration of the variety of cultural backgrounds, values and ethical standards of the students is one of the most critical issues that can be easily distracted by using inappropriate forms of humor. Berk also found that there are subsequent

negative effects which can irritate students within the classroom such as: militancy, retreating, discontent, irritation, stress, and anxiety .

Berk deduced that the previous effects related to the “disconnect”. These effects may have a negative role in breaking students’ stimulation or suppressing their desire to learn. He believes that “one aggressive joke can deteriorate your relationship with the student. Furthermore, you will likely lose the student for the whole semester”, because humor that is harmful to others creates negative impacts in the classroom, which leads to the students completely abandoning the study.

According to Fry, (1992) Humor has negative consequences that lead to risks related to the main nerves, muscles, respiratory and circulatory systems in addition to the cardiac diseases. For instance, people who have suffered from nervous reactions due to laughter, such as panic and narcoleptic attacks, they will face increasing in abdominal and thoracic tension which could seriously harm them (as cited in Berk,2002).

### **7.1. Humour in EFL Teaching**

Broadly speaking, humor has the power to liven up the classroom atmosphere and diminish anxiety by making the environment plain and comfortable.

Krashen (1987), anxiety has a negative impact on students' ability to acquire English as a second language. Humor can serve to promote stimulation, boost self-confidence, and close the communication gap between professors and students in English classes, especially in an ESL setting. By increasing ESL teaching, the learners can understand and retain information more easily when humor is used as a teaching tool.

Since humor is very related to memory, it is easy to retrieve an experience of what passed through a humorous context. Tosta (2001) also confirmed that the teacher distinguished by

being serious with a professional conscience. He also believes that having a sense of humor during the learning process and making clear difference is effective and meaningful, and that the teacher who has a sense of humor is not a comic character (Munoz, 2005).

On the other hand, humor can carry both positive and negative qualities. A person chooses one of these situations only by the final result that he/ she draws from any humorous action. It may be negative when it creates nervous , repulsion, and distance whereas ; positive humor leads to interest, facility, and tranquility (Bergen, 1992) notes that ESL teachers usually supply students with what they have learned earlier from school, and that they share a common cultural background with these students which make this strategy enhance the connection between humor and learning .

Besides that, humor facilitates learning new words and differentiates between literal and symbolic meaning. Additionally, humor has the potential to enhance the ability to solve linguistic or another issues and it contributes to the development of visible memory. A variety of activities, including idioms, riddles, or examples, utterances, games, cartoons, the use of regalia, jokes, or common grammatical mistakes can be created from concrete humor for use in EFL classes. This improves control over the instructional environments and results in greater language competency (Munoz, 2005).

## **7.2. Benefits of humor in the language classroom**

Many benefits that humor can offer for EFL learners. Humor contributes of being effective tool, comfort learners, creating a joyful atmosphere in the classroom, increasing students' attention, establishing a warm climat, creating links between learners, and helps the learning process to become more amusing (Medgyes, 2001; 2002; Schmitz, 2002; Senior, 2001). Humor can also be useful for students from an educational point of view, it may promot

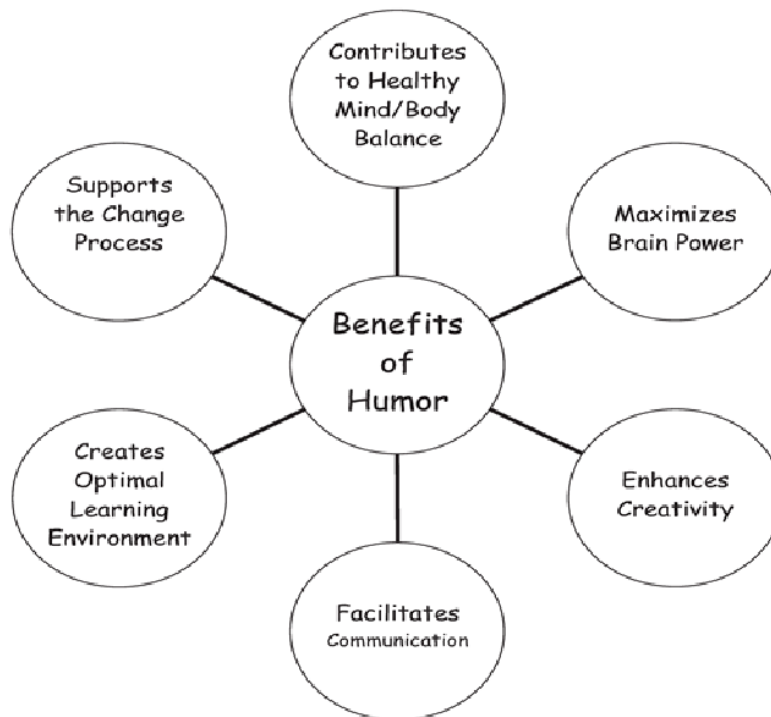
understanding and learning of the target language and improving retention of the lessons (Ziyeemehr, Kumar & Abdullah, 2011).

As Ravichand (2013) states, The employment of humor can reduce tension, minimize boredom and stimulates interest, because of its impact on decreasing anxiety, humanizing teacher' perception and on students attention and amusement (Ravichand, 2013).

According to Munoz (2005), improving the cognitive culture of students is by providing a tone, expression and content to the subject when using humor in the classroom and in turn it creates a cultural setting for the language. In this context, developing students' sociolinguistic and sociocultural competence is by employing an effective tool which is humor (Ziyeemehr et al, 2011).

Deneire (1995) asserted that employing humor has an input in refining students for microlinguistic variations such as phonological, morphological, syntactic, semantic and lexical between the FL and the first language of a student. Humor facilitates the construction of vocabulary, helps students to differentiate between the literal meaning and symbolic meaning, contributes in enhancing students' mind and reinforces the capacity of students to resolve linguistic issues (Munoz, 2005).

The employment of humor in classroom creates an ideal learning atmosphere, stimulates the learning process, helps the mind and body to be healthy and balanced, develops the brain's potentials, motivating creativity, and encourages communication (Morrison, 2008).



**Figure 1: Benefits-of-Humor-in-Classroom-Morrison-2008-p-10.**

### 7.3. Humor and culture learning

In this field, there do not seem to be many prior contributions. The majority of researchers employed humor through language to create a joyful environment that supports learning (Aboudan, 2009), or in the form of prepared jokes to be told as much as possible to sustain happiness (Hanoune, 2012), or to build relationship with students that has the potential to help them recall information (Abraham et al., 2014). The use of humor in the classroom was defined by these researchers through the motivational point of view of feedback to enhance the educational setting as well as the experience of students.

Rucynski (2011) noted in his study that ‘The Simpsons’ is a successful way to introduce American culture to ESL/EFL learners. He said that this amusing cartoon ties together two elements of culture learning: the applicability of material to recognize a particular cultural component and its value in facilitating effective communication with the target culture. He came to the conclusion that the Simpsons is an effective medium for educating students about

American culture since it is a representation of that culture. He asserted that learning about the target culture is not an easy task for EFL students, but he was able to effectively convey enough knowledge about American culture using comprehensive instruction.

Humor, according to Medgyes (2002) and Wagner (2007), is a key component of both culture and language learning. Besides that, humor is the most effective method for transferring real culture information, which is supported by the various types of humor. Moreover, Cornett (1986) indicates that studying multiple types of humor helps students in identifying similarities and differences between their native culture and the foreign one.

### **Conclusion**

During the course of the research and the literature review, we tried to clarify the impacts of employing humor in general and language classrooms more specifically. Therefore, it is clear that a considerable amount of the literature tends to support the notion that the wise use of humor can have a variety of psychological, physical, cognitive, and sociological benefits, which may boost interest, pleasure, and fun for both teachers and students. Hence, humor, or an adequate amount of humor, can contribute to the creation of a good, beneficial atmosphere that can influence people positively throughout all aspects of the teaching and learning processes.

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*Chapter two: The  
Research  
Methodology*

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**Chapter two: The Research Methodology****Introduction**

Throughout the previous chapter, we have dealt with a review of the literature concerning humor as well as its effects on the learning process. This chapter starts with describing the research methodology as well as the mixed method approach and the reasons behind choosing this method. In addition, the sample population and the purpose for selecting the participants, the data collection instruments chosen, their aim, and their interpretation, in addition to the results' discussion are all explained.

**Research methodology**

Methodology is the methodical, theoretical examination of the approaches used in a subject of research. It includes the theoretical examination of a set of rules and procedures related to a field of study. It usually involves ideas like paradigms, theoretical models, stages, and quantitative or qualitative methodologies. Irny and Rose (2005) stated that a methodology is not the same as a technique because it is not intended to offer solutions. Rather, it provides the theoretical foundation for knowing which method, set of procedures, or best practices can be used in a particular situation, for example, to calculate a specific outcome. Robson (2002) defines research methodology as the theoretical, political, and philosophical underpinnings of social research and their consequences for the conduct of studies and the adoption of certain research methodologies (Robson, 2002, p. 549). Research strategy, according to Saunders and Thornhill (2003), "is an overall strategy of how the researcher will seek out to address the research questions." p.9. They differentiate between eight research methodologies: experiments, surveys, case studies, grounded theory, ethnography, action research, cross-sectional studies, and exploratory investigations. Yet, because of the numerous advantages of adopting them, experiments, surveys, and case studies are the three primary methodologies

employed by the majority of researchers (Robson, 2002). The current study is an exploratory case study because it aims to discover the learners' attitudes towards their teachers' use of humor in class and whether it has positive or negative effects when used as a pedagogical tool in an educational setting.

### **Research Approaches**

The researchers employed a mixed methods approach in this study, combining both quantitative and qualitative approaches.

One of the methods most frequently employed to do scientific research is the quantitative approach. It is based on a strong scholarly conviction that gives considerable and significant credibility to statistics representing various viewpoints and/or concepts. Thus, by emphasizing measurement in the data collection and analysis processes, quantitative research can be carried out. It primarily depends on a hypothesis that is deduced from theory; its goal is to verify the theory through observation and data gathering, with the results of analysis either confirming or rejecting the theory (Morvaridi, 2005).

According to Amaratunga (2002), the qualitative approach focuses mostly on words and facts to portray reality and strives to characterize individuals and investigate topics in real-world settings. Although there are differences between the quantitative and qualitative methodological approaches, it is incorrect to regard them as two opposing techniques (Morvaridi, 2005). This study makes the case that qualitative research aids and illuminates quantitative research and vice versa, with both methods contributing to the body of established information. The qualitative approach was chosen for this research mainly because it commonly uses recorded interviews, small sample sizes, and analytical interpretation. The researchers' primary goal is to obtain knowledge about the purposes and perceptions of teachers who used humor in their teaching processes and of students' opinions

about their teachers' usage of humor. Thus, the qualitative approach efficiently enables an examination of how people act, react, and feel within a given sitting. On the other hand, the quantitative approach involves a variety of techniques, including an identical questionnaire and neutral random selection of the sample of participants from the general population. Additionally, it defines the procedures for using statistical data to test hypotheses and demonstrating how the variables are related.

The purpose behind selecting a mixed method approach is to have a better grasp of the subject from several useful perspectives for more reliable and accurate results.

### **Sample and Population**

A case study can be described as a research technique that entails a scientific evaluation of a specific current occurrence within its actual setting, employing a variety of kinds of data (Robson, 2002).

This study was conducted at Abess Laghrour University of Khenchela and deals with the impact of using humor as a pedagogical tool in EFL education among first year students at the department of English. The researchers selected first-year EFL students as a case study because of two main reasons. First, students are beginners; they learn in a new atmosphere and tackle new modules in new programs. Second, they receive new information from new instructors in various ways and meet various people from various subcultures. In this case, students may feel nervous or bored, and their desire to learn may disappear. Thus, using humor in the EFL classroom could be a solution for these issues. Therefore, students would supply the information required for this research regarding their situations. The overall number of the participants who answered the first questionnaire is fifty first-year students. The second questionnaire was answered by a sample of seven EFL teachers As for the

interviews, five teachers composed the second sample, and five students were interviewed as the first sample.

### **Data Collection Instruments**

In the present study, three basic research tools (questionnaire, interview, and classroom observation) were employed to examine the power of humor as a pedagogical tool in EFL education, whether it has positive or negative impacts on students' learning, and to determine how teachers and learners consider the usage of humor in the classroom setting. Furthermore, using a combination of various data collection instruments boosts the research's validity and reliability.

### **Tringulation method**

Triangulation is a useful and popular technique since it investigates the research subject from many perspectives, allowing the study to be more comprehensive (Robson, 2002). Additionally, it can be defined in a variety of ways. For example, Saunders and Thornhill (2003) define it as "the use of various data collection methods within one study (Saunders and Thornhill, 2003, p. 99), whereas Denzin (1987) defines it as "the utilization of multiple methods used for the investigation of the same phenomenon (Denzin, 1987, p. 301).

The current study establishes its credibility through the incorporation of the triangulation approach, which requires the use of three data collection tools. This method allows to produce results that are reliable, accurate, and generalizable. Additionally, the choice of this method is due to the issues that were highlighted and the objectives that were established

**Students' Questionnaire****Aim of the students' Questionnaire**

This questionnaire aimed to identify students' attitudes, perceptions, and thoughts concerning the implementation of humor in the classroom, whether they prefer humorous teachers or not, as well as its importance in examining its impact on the teaching-learning process. Consequently, we have distributed questionnaires to fifty EFL first-year students chosen randomly from all the five groups.

**Description of the students' questionnaire**

The students' questionnaire contained 28 open-ended and close-ended questions divided into two sections. The first section included general information regarding the respondents' age, gender, their level of English, the purpose behind choosing to study English at the university, as well as their attitudes towards learning English. The second section dealt with humor and learning foreign languages. In Q1, the students were asked about whether they prefer humorous teachers during class or not. In Q2 and Q3, the participants were also asked to state the modules that they preferred because of the teacher and the module that they find more boring. Moreover, the students were required to indicate whether their teachers have a sense of humor (Q4) and to state the frequency (Q5) and forms of humor used by their teachers (Q6). In Q7 and Q8, they were required to state whether their teachers' sense of humor contributes to creating an appropriate educational atmosphere and helps them understand the lesson. In Q9 and Q10, students were asked to state their opinions about the impact of humor on students' participation in addition to their sense of employing humor in classroom language. Students were also asked about the effect of humor on their learning interactions in Q11. Moreover, in Q12, the participants were asked to indicate whether they felt that they learned more about the culture of the foreign language by being exposed to

humor. In addition, students were required to state whether their teachers' sense of humor makes them more close (Q13). For question 14, the respondents were asked about their views on whether humor fosters a comfortable learning environment. After that, Q15 aimed to determine the frequency of using humor in communication, Q16 addressed the necessity of using humor in the classroom, and Q17 dealt with the importance of humor as a teaching tool. Besides that, Q18 tackled the frequency of using humor in the classroom in general. Q19 required answers to if humor in the classroom strongly facilitates learning, facilitates learning, has no effects, slightly improves learning, or hinders learning. In Q20, a "yes" or "no" option was provided to indicate if they enjoy the integration of humor in the class. Q21, Q22, and Q23 sought to determine whether humor helps in the process of learning in the classroom or not, if it increases the students' information retention ability, and how humorous teachers can affect their students retention of the lessons. Q24 aimed to determine whether the interaction of teachers with students is affected by the degree of humor usage in the classroom. For Q25 and Q26, the students were asked to state whether the employment of humor affects EFL learners' positively or negatively, followed by a brief explanation and the challenges that the learners may face when using it in the classroom. In Q27, the students were asked to indicate their opinions about whether humorous teachers are more loved by their students. Finally, Q28 sought to obtain opinions about the statement that the use of humor should never embarrass or ridicule a student.

### **Teachers' Questionnaire**

#### **Aim of the teachers' Questionnaire**

The teachers' questionnaire was given to seven teachers teaching various modules at the Department of English at the University of Khenchela. Despite the efforts made to involve a larger number of teachers in order to enhance the research by including their attitudes,

opinions, and perceptions, we were unable to achieve this because teachers' consent and availability to take part in the study throughout the time of the questionnaire distribution. The aim of this questionnaire was to identify teachers' perspectives on how such humor-based teaching methods affect students in the classroom, which is crucial to the accuracy of the present study.

### **Description of the teachers' Questionnaire**

The teacher's questionnaire involved 21 questions categorized in two sections: The first section was about background information, including four questions about the teachers' age, gender, degree, and experience whereas the second section was about humor and teaching. The first question (Q1) was about the necessity of humor in the classroom setting. In Q2, the teachers were asked to state their opinions on whether they see humor in the classroom as a supporting teaching tool, a nonsensical teaching tool, or a disturbing teaching tool. In addition, the teachers in Q3 were asked to determine their agreement or disagreement about whether a sense of humor is an essential quality of an effective teacher. Similarly, in Q4, the teachers were asked to determine how they prefer to apply humor in the classroom. Also, the teachers were kindly requested to state the amount of humor that should be employed in class (Q5), the amount of humor related to the content of the lesson (Q6), and which forms they often use in (Q7). Beside that, the teachers were asked to state if they allow their students to use humor while communicating in the classroom. In Q9, the teachers were asked to state their views about using humor in the classroom and whether it facilitates or hinders learning. In Q10 and Q11, the teachers were asked to determine their agreement or disagreement about whether humor contributes to the enjoyment of students and if it creates an atmosphere conducive to learning. In Q12, we asked the teachers whether humor results in good rapport between instructors and students. Additionally, Q13 and Q14 aimed to determine if humor increases creativity and critical thinking and whether teachers' agree or disagree about

whether humor encourages cooperative learning or not. In Q15 and Q16 teachers also were asked to determine their agreement or disagreement about whether humor develops communicative skill or not and if a competent teacher should have a sense of humor or not. In Q17 the teachers were asked to indicate how often their students have access to employ humor in communication. Q18 if the content presented in humorous way is best remembered than the non humorous one. So, the teachers were asked to state their agreement or disagreement. Q19 sought to determine if the teachers would agree or disagree about whether they may engage their students in the lesson and make them more interested by using humor. At the end, in Q20 the teachers were asked to indicate their agreement or disagreement whether humor is an effective tool that eliminates barriers between teachers and among learners and they also required to add any comments or suggestions in Q21.

### **Teachers Interview**

#### **Aim of the teachers' interview**

The aim of the teacher interview was to learn more about their views and thoughts on utilizing humor as a teaching technique in educational contexts and to demonstrate the efforts that a teacher might make in order to help students with the implementation of humor in the content of the course.

#### **Description of the Teachers' Interview**

In this study, we have chosen a semi-structured interview, which is viewed by Punch as an effective way to comprehend the complicated attitudes of people without breaking their privacy, which possibly restricts the scope of the investigation (Punch, 1998).

The teachers' interview contained seven questions. The first question, Q1, aimed to investigate the frequency of humor used by teachers and if it was prepared or spontaneous.

Second, in Q2, we wanted to know if the humor used by teachers related to the content of the lesson. Also, in Q3, the teachers were asked about their opinions on whether their attempts to use humor in the classroom were successful or not. Moreover, they were asked to state what they think about the roles and impacts of humor in FL teaching (Q4). Furthermore, we asked them about their opinions regarding whether humor effects students positively or negatively (Q5). In Q6 the teachers were asked to indicate which types of humor they think are more appropriate or not appropriate for the different modules in their class ?. Finally, we asked them about their recommrndations about using or not using humor in the classroom.

### **Students' Interview**

#### **Description of the Students' Interview**

For the students' interview we have chosen a semi-structured interview which involved ten questions. In Q1, the students were asked to state their opinions about their teacher's use of humor during the lesson. Also, in Q2, the students were asked to determine their reactions and feelings when teachers use different forms of humor. Moreover, Q3 sought to determine students views about humor's effects on those lessons, the modules that they like more than others because of the employment of humor by teachers, if it makes the class more enjoyable, and if it is related to the lesson or not. For Q4, students were asked about the importance of humor in foreign language learning. In Q5, students were required to mention one example or situation in which their teachers used humor effectively and what types of humor they preferred their FL teachers to use in Q6. Whereas, in Q7, we asked the students if there are some forms of humor they think are not appropriate in class. Then , Q8 addressed how humor can help them learn English. After that, we asked students whether humor has a positive or negative impact on learning FL (Q9). At the end, in Q10, we sought to know students' opinions about those teachers who do not incorporate humor in the lesson.

**Classroom Observation****Aim of Classroom Observation**

We conducted our classroom observation to find out the effects of humor on students' attitudes in the learning environment. We carried out this observation with two separate teachers; the first one has a sense of humor, whereas the second does not. Actually, the purpose of this observation is to examine the differences between the two teachers in order to determine how much a teacher's sense of humor can influence students' attention and interest, as well as their interaction with their teachers.

**Description of Classroom Observation**

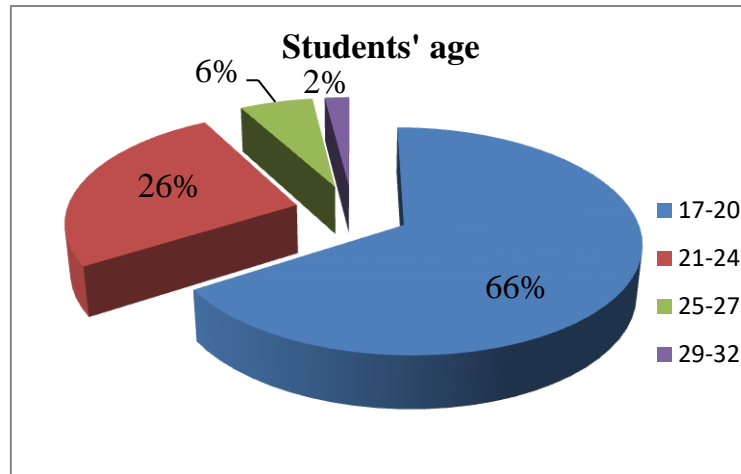
In order to confirm our results from the students' questionnaire, we conducted a classroom observation. Classroom observation is considered the main technique for gathering information about what occurs in the classroom (Wilcox, 2000). In fact, we have attended two sessions with two different teachers: the first session with teacher A of the phonetics module and the second session with teacher B of the literature module.

Our observation was conducted using a checklist that included nine items: The first item concerned with the frequency of the teacher's use of humor in introducing the lesson. The second item was about whether the teacher uses various forms of humor. The third and fourth items were about students' positive and negative attitudes towards the teacher's sense of humor and its forms. In item five, we sought to know if the teacher accepts his or her students' sense of humor. Also, in item six, our purpose is was to determine whether students pay close attention when their teachers use a sense of humor or not. Moreover, in items seven and eight, we sought to determine whether students participate, ask questions, and are

motivated when their teacher employs humor in class. The last item is about the effect of humor in the classroom, whether it causes confusion or not.

**Data analysis :****1. Students' Questionnaire :****1.2. Results 'Interpretations****Section one: General Information****Students' age****Table 1: Students' age**

<b>Age</b>	<b>Number</b>	<b>%</b>
<b>17-20</b>	33	66%
<b>21-24</b>	13	26%
<b>25-28</b>	03	06%
<b>29-32</b>	01	02%
<b>Total</b>	50	100%



**Figure 2 :** Students’ age.

Age range is one of the characteristics that represent the use of humor and how much it is appreciated among people. Through the table above, we can notice that four categories are classified. The majority of the participants (66%) are aged between 17 and 20 years, 26% are aged between 21 and 24 years, and 6% are aged between 25 and 27years. Whereas, only 2% are aged between 27 and 29 year.

**Students’ Gender**

**Table 2:** Students’ Gender

Gender	Number	%
Male	13	26%
Female	37	74%
<b>Total</b>	50	100%

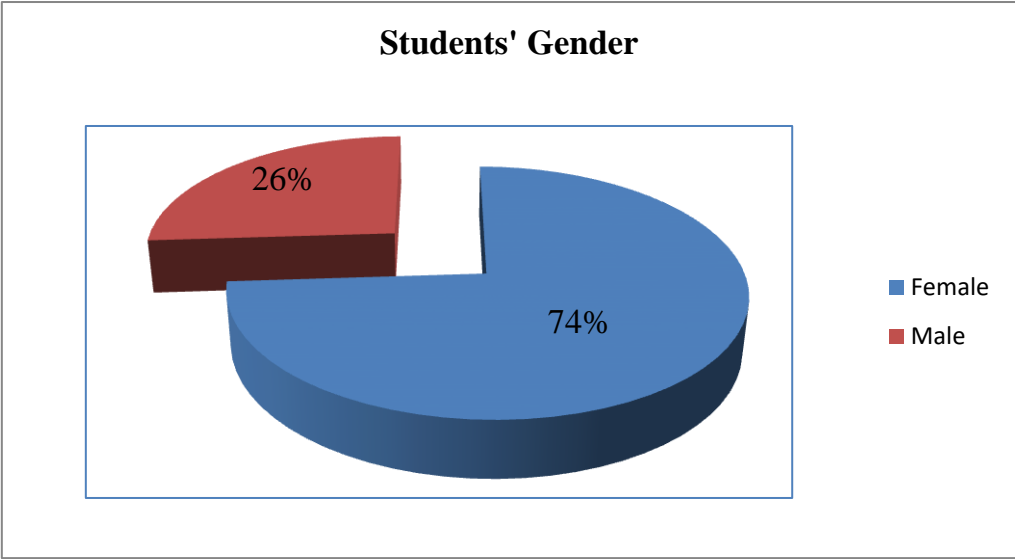


Figure 3: Students' Gender.

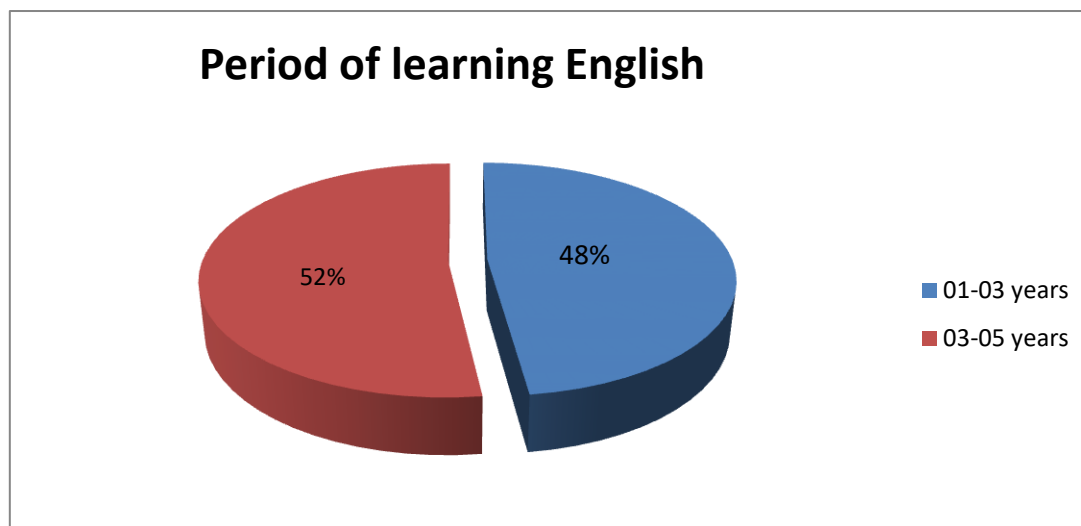
From the graph above, we can notice that the majority of participants were females (74%), and the remaining participants were males (26%).

Q.01 : How long have you been learning English ?

Table 03 : Period of learning English

Table 3: Period of learning English

Year	Number	%
01-03 years	24	48%
06-09 Years	26	52%
Total	50	100%



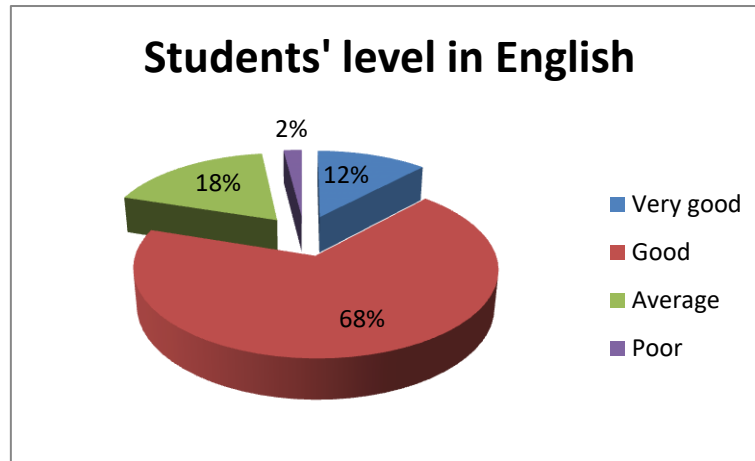
**Figure 4 :** Period of learning English.

Most of the students with a percentage of 52% indicate that they have been learning English from six to nine. As for others, 48% responded that they have been learning English from one to three years.

**Q. 02 :** How do you rate your level of English ?

**Table 4:** Students' level in English.

Level	Number	%
Very Good	06	12%
Good	34	68%
Average	09	18%
Poor	01	02%
<b>Total</b>	<b>50</b>	<b>100%</b>



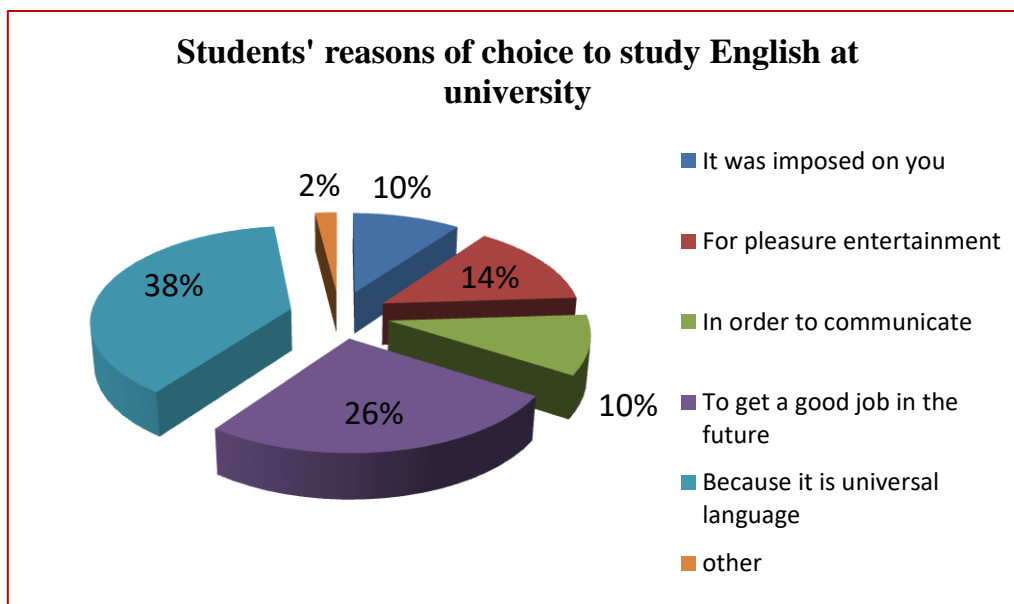
**Figure 5:** Students' level in English.

From the table and the figure above, 12% of the participants considered their level in English as very good, 68% as good, 18% as average and only 02% as poor. According to these results, the great majority of students considered their level of English as good and this due to the fact that most of them, as indicated in the previous question have been studying English for more than five years which gives them familiarity with this language.

**Q. 03:** Why did you choose to study English at university ?

**Table 5:** Students' reasons of choice to study English at university.

	Number	%
<b>It was imposed on you</b>	05	10%
<b>For pleasure entertainment</b>	07	14%
<b>In order to communicate</b>	05	10%
<b>To get a good job in the future</b>	13	26%
<b>Because it is a universal language</b>	19	38%
<b>Other</b>	01	02%
<b>Total</b>	50	100%



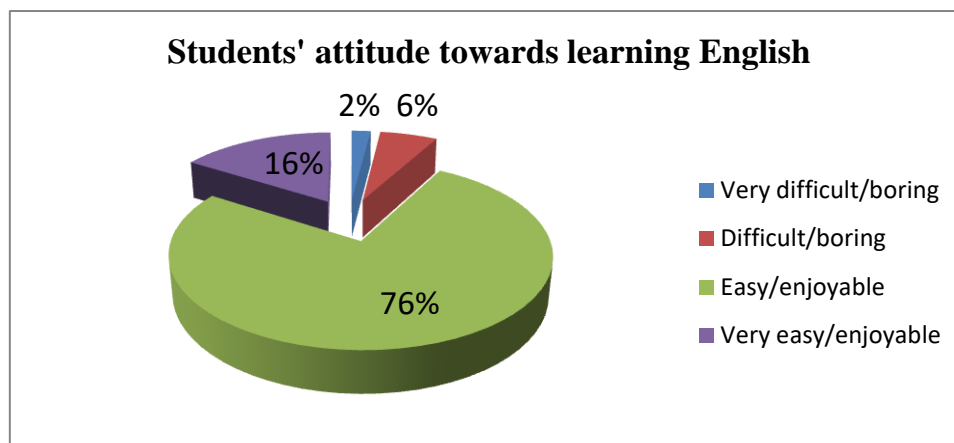
**Figure 6** : Students' reasons of choice to study English at university.

This question aimed to discover students' purposes behind choosing to study English at university. It can be seen from the table above that 38% of the respondents chose to study English because it is a universal language. Those who chose to study English to get a good job in the future represent 26%, 10% chose to study English for communication aims, study English because it was imposed on them, and 02% provided another reason which is to get a master degree.

**Q. 04** : How do you find learning English ?

**Table 6:** Students' attitudes towards learning English.

	Number	%
<b>Very difficult /boring</b>	01	02%
<b>Difficult/boring</b>	03	06%
<b>Easy/enjoyable</b>	38	76%
<b>Very easy /enjoyable</b>	08	16%
<b>Total</b>	50	100%



**Figure 7 :** Students' attitudes towards learning English.

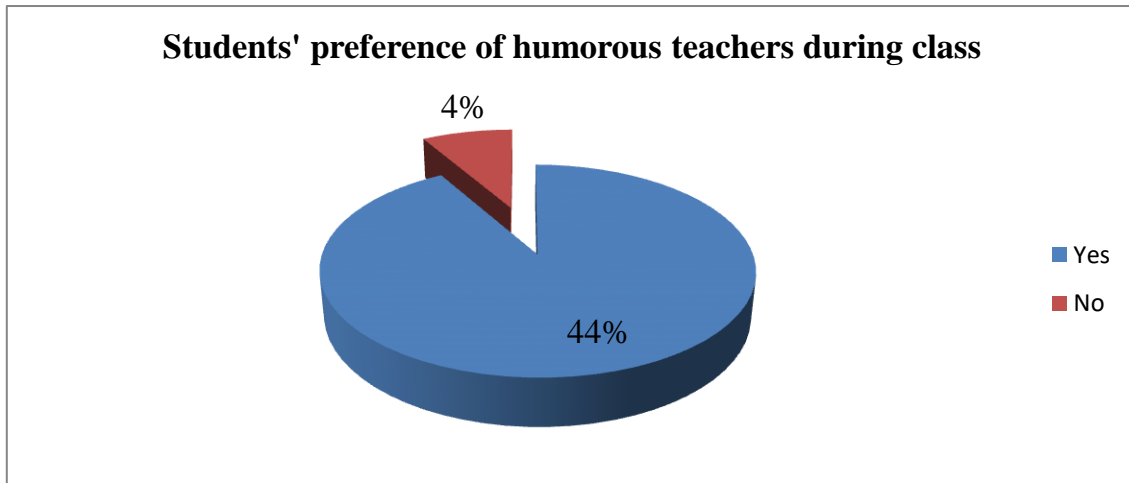
Students were asked to indicate their attitudes towards learning English. The table above shows that the majority of students (76%) found that learning English is easy and enjoyable, 16% responded with very easy and enjoyable, 6% believed that it is difficult and boring, and 2% responded with very difficult and boring. Clearly, most of the respondents shared the positive attitude towards learning English at university as being easy and enjoyable, this indicates that their level in English is good and that they do not face serious difficulties in learning it .

### Section Two: Humor and learning foreign language

**Q.01:** Do you prefer humorous teachers during class ?

**Table 07 :** Students' preference of humorous teachers during class

		Number	%
<b>Yes</b>		44	88%
<b>No</b>		04	08%
<b>No response</b>		02	04%
<b>Total</b>	50	100%	



**Figure 8 :** Students' preference of humorous teachers during class.

This question aimed to discover the students' preferences and attitudes toward humorous teachers during class. From the figure above, we can see that the great majority of the participants (88%) said they prefer to have teachers who use humor in class and 08% stated that they do not prefer humorous teachers during the course. 04% did not answer the question.

**Please explain your answer:** After indicating if they prefer humorous teachers or not, students were asked to justify their answers, and they have provided the following responses:

Concerning the high percentage of students who preferred humorous teachers during the lesson, they stated the following reasons :

- Humorous teachers make the lesson more interesting and less boring.
- Humorous teachers can help to understand more, since you enjoy you will focus more.
- We love entertainment.

- I believe that fun is like salt in food.
- Humorous teachers make learning English easier.
- Because humorous teachers know how to deal with the students.
- I believe that English modules are so boring and we need humorous teachers to get positive energy from them.
- Humorous teachers make class more refreshing and more active.
- We prefer humorous teachers because they motivate us.
- Humorous teachers help us to get information faster.
- Because humorous teachers make us feel safe and enjoying the lessons.
- Humorous teachers simplify learning the language.
- Because teachers with a sense of humor add a very special touch in the class.
- They help us to enhance our listening, speaking ,and reading.
- Humorous teachers make us more comfortable.
- They help students to participate and cocentrate with them.
- They increase the level of creativity during class.

While the 08% who didnot prefer havinghumorous teachers during class explained their points of view as follows :

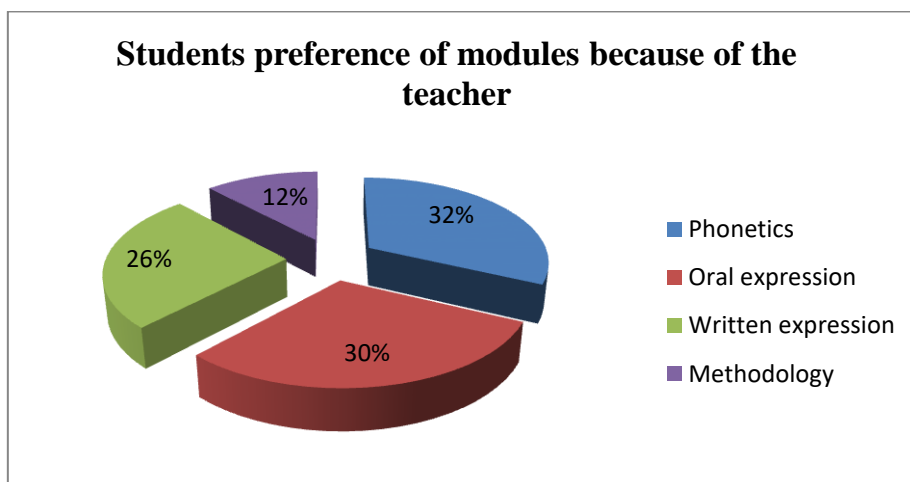
- Teachers are not funny.

- Humor affects students’ focus and distracts us from the lesson.
- Stricteachersare better.

**Q. 02 :** Which module(s) you like more because of the teacher(s) ?

**Table 7:** Students preference of modules because of the teacher.

	<b>Phonetics</b>	<b>Oral expression</b>	<b>Written expression</b>	<b>Methodology</b>	<b>Total</b>
<b>Number</b>	16	15	13	06	<b>50</b>
	32%	30%	26%	12%	<b>100%</b>



**Figure 9 :** Students preference of modules because of the teacher.

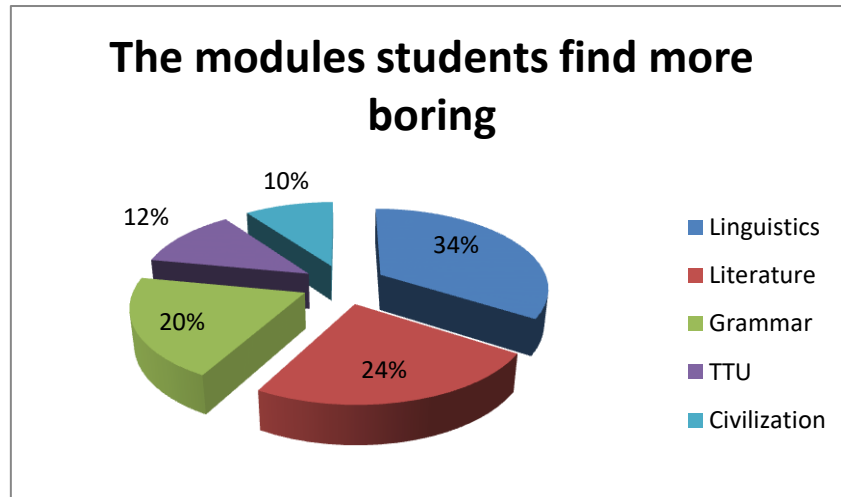
From the obtained results regarding the module(s) that students prefer because of their teacher(s), we can say that the majority of the students prefer phonetics with a percentage of 32%, oral expression with a percentage of 30%, written expression with a percentage of 26%, and methodology with a percentage of (12%) and this is because :

- Our teachers provide us with new and enjoyable methods of giving information.
- we love our teachers.
- With our teachers' sense of humor we can practice more speaking and writing.
- Our teachers are funny and this affects our desire to learn.
- My teachers simplify the lesson and make it easy.
- Our teacher of phonetics is active, kind, and he tries his best to make the lesson more understandable.
- Our teachers make us feel comfortable.
- Our teachers have a great method of teaching.
- My teachers are not very strict.
- My teacher of oral expression make me love the module.
- We have teachers perfect in the way of explaining the lesson.

**Q 03 :** Which module (s) do you find more boring ?

**Table 8:** The modules students find more boring.

	<b>Linguistics</b>	<b>Literature</b>	<b>Grammar</b>	<b>TTU</b>	<b>Civilization</b>	<b>Total</b>
<b>Number</b>	17	12	10	06	05	50
<b>%</b>	34%	24%	20%	12%	10%	100%



**Figure 10:** The modules students find more boring.

Based on the obtained results regarding the module(s) that students find more boring, we can notice that the majority of students (34%) are more bored with linguistics 20% with grammar 12% with TTU 24% with literature and 10% with civilization Their justifications are as follows:

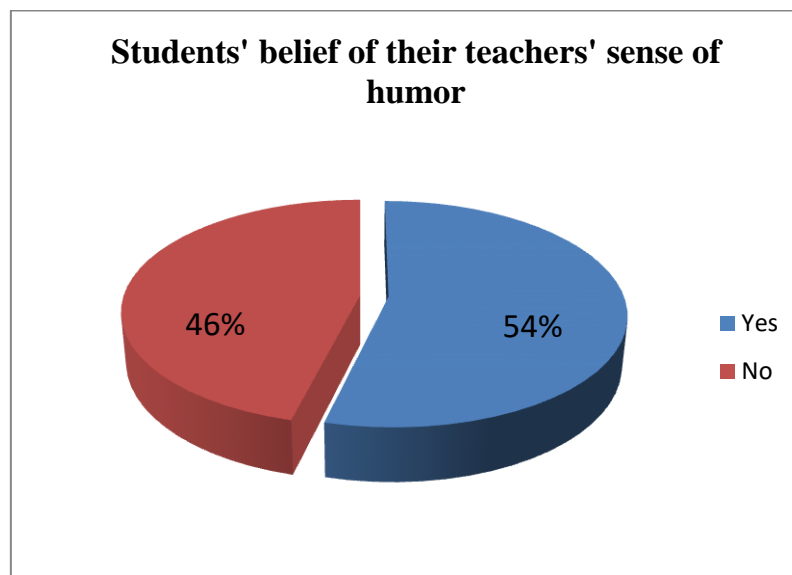
- I don't understand the lessons.
- We find that some modules are not importante.
- I find that the teachers are stressful and the modules are difficult.
- I don't like grammar because it contains a lot of rules.
- I think that the way of teaching does not contain creativity.
- I don't like linguistics because it contains new and incomprehensible words and vocabulary.
- I don't like lessons about history like in the civilization module.
- I believe that these modules need more effort.

- Our teachers do not have a sense of humor.
- I feel that our teachers rely on classical methods of teaching.

**Q.04** : Do you believe that the majority of your teachers have a sense of humor ?

**Table 9:** Students' belief of their teachers' sense of humor.

	Number	%
Yes	27	54%
No	23	46%
Total	50	100%



**Figure 11:** Students' belief of their teachers' sense of humor.

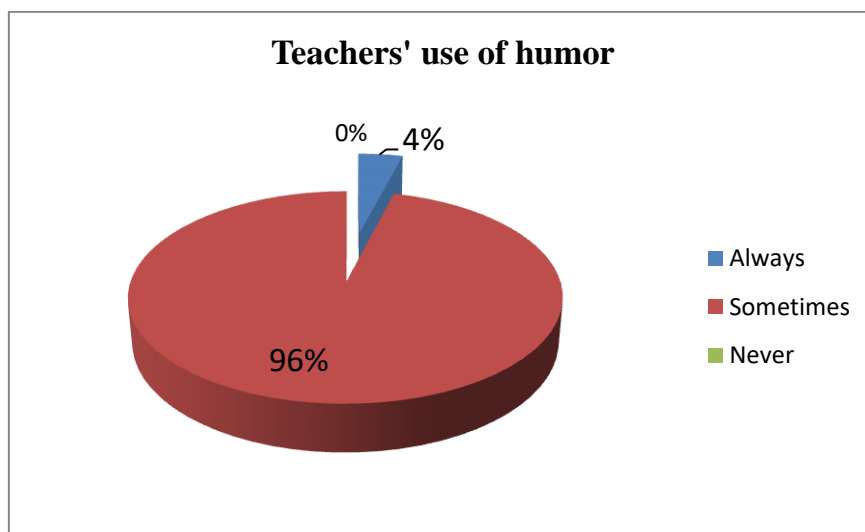
In this question, students were asked to indicate whether the majority of their teachers have a sense of humor or not. 54% of the participants answered that the majority of their teachers

have a sense of humor while 46% believed that their teachers do not have a sense of humor. From the results above, it can be seen that there is a convergence between the percentage of students who answered with ‘Yes’ and the students who answered with ‘No’.

**Q.05:** How often do your teachers use humor?

**Table 10:** Teachers’ use of humor.

	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>	<b>Total</b>
<b>Number</b>	02	48	00	50
<b>%</b>	04%	96%	00%	100%



**Figure 12 :** Teachers’ use of humor.

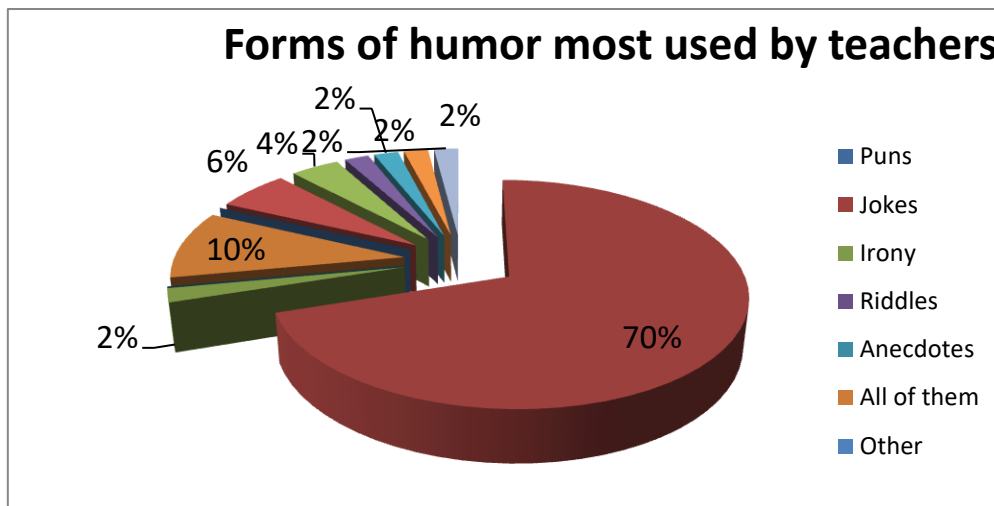
In this question, students were asked to indicate the frequency of using humor by their teachers. Almost all the participants (96%) stated that their teachers employ humor sometimes, whereas 04% said that that happens ‘Always’. From these results, most of the

students believe that the use humor is only done occasionally, maybe because teachers seek to keep the students organized in the class.

**Q.06:** which forms of humor do they usually use?

**Table 11:** Forms of humor most used by teachers.

	Number	%
<b>a.Puns</b>	00	00
<b>b.Jokes</b>	35	70
<b>c.Irony</b>	01	02
<b>d.Riddles</b>	00	00
<b>e.Anecdotes</b>	00	00
<b>f.All of them</b>	05	10
<b>Other</b>	00	00
<b>b+e</b>	03	06
<b>b+c</b>	02	04
<b>b+c+e</b>	01	02
<b>a+b+d</b>	01	02
<b>b+d+e</b>	01	02
<b>a+b</b>	01	02
<b>Total</b>	50	100%



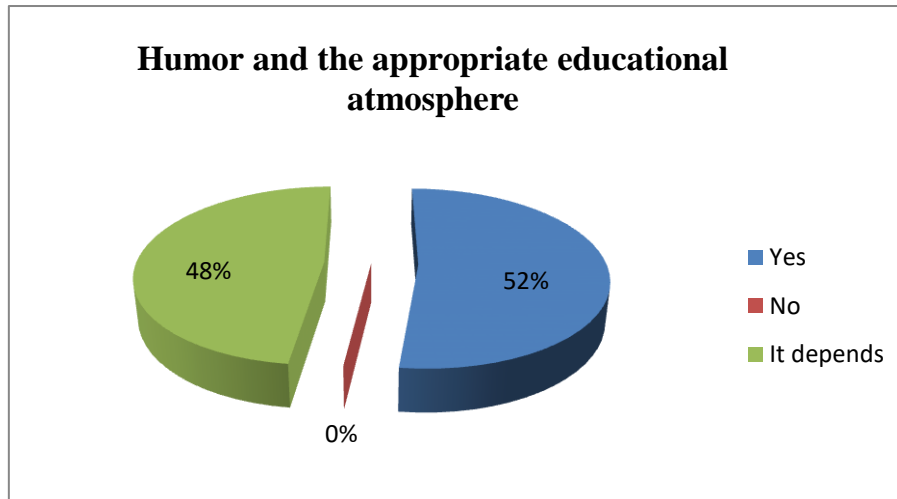
**Figure 13 :** Forms of humor most used by teachers.

In this question, the students were asked to answer which forms of humor are the most used by their teachers in the classroom. From the graph above, we can see that most of students 70% stated that their teachers use jokes. The rate of the students who answered that their teachers use all the indicated forms of humour is 10%, and only 02% answered that teachers use irony; meanwhile , 06% indicated that their teachers use jokes and anecdotes, 04% indicated that jokes and irony are used, and 02% stated that the main forms of humour used are jokes, anecdotes and irony.

**Q.07:** Do you think that the teaches’ sense of humor creates an appropriate educational atmosphere?

**Table 12:** Humor and the appropriate educational atmosphere.

	Number	%
<b>Yes</b>	26	52%
<b>No</b>	00	00%
<b>It depends</b>	24	48%
<b>Total</b>	50	100%



**Figure 14 :** Humor and the appropriate educational atmosphere.

This question aims to discover the students' point of view concerning teachers' sense of humor in creating a suitable educational atmosphere. 52% responded with 'Yes', while 48% responded with 'It depends'. From these results, we can deduce that students generally feel at ease with their teachers' sense of humor. The students who answered with 'Yes' explained their choice as it is summarized in the following statements :

- I think that teacher's sense of humor make the session more enjoyable, full of energy and facilitate understanding.
- I believe that teachers' sense of humor help us to remember the lesson.
- Help in making the learning atmosphere more easier.
- Teachers' sense of humor make us happy and creates new ideas.
- I believe that our minds need some entertainment.
- I think that each lesson require a certain degree of humor.
- Help us to pay attention to the lesson.

- We consider humor as a learning style that refine our understanding.
- I believe that teachers'sense of humor make us love our teachers and more interested in studying their modules.
- Makes us feel more confident to share their knowledge or acquire it.
- Teacher's sense of humor make us more productive.

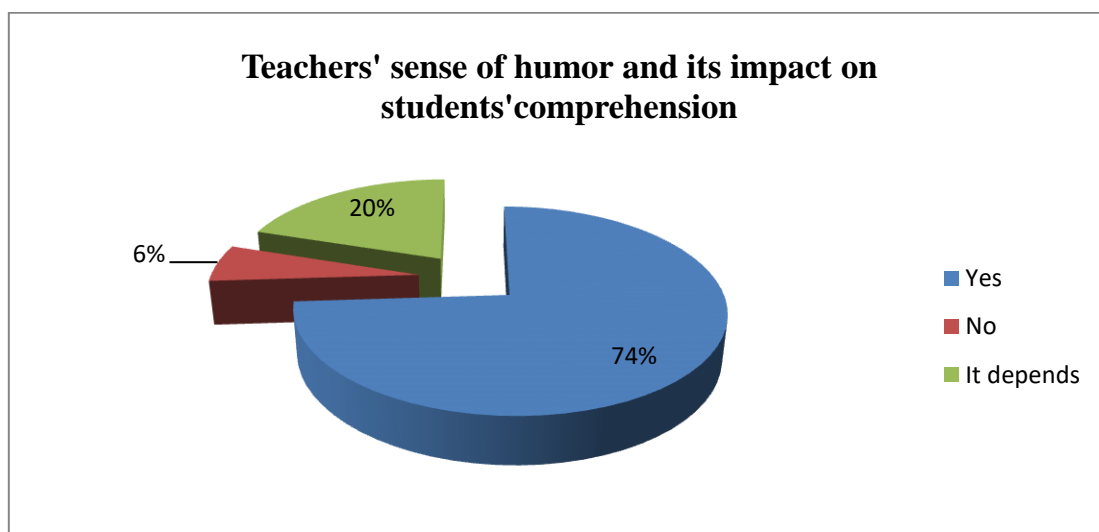
Other students who answred with 'It depends' explained their answers as follows:

- Teachers'sense of humor should depend on the topic they are presenting.
- Teachers' sense of humor should depend on the type of humor, if it is good it may raise the spread of a great educational atmosphere.
- It depends on the stand and the moment of the teachers use of humor.
- I think that teachers should have a sense of humor but not over much.
- It depends on the teacher and his/her way of teaching.
- I think that their jokes sometimes are not funny.
- It depends because time is running so they should teach more than making jokes.

**Q.08:** Do you think that the teachers'sense of humor help to understand the lesson?

**Table 13:** Teachers' sense of humor and its impact on students' comprehension.

	Number	%
<b>Yes</b>	37	74
<b>No</b>	03	06
<b>It depends</b>	10	20
<b>Total</b>	50	100%

**Figure 15:** Teachers' sense of humor and its impact on students' comprehension.

From the graph above, it can be seen that the majority of the students (74%) have claimed that humor really helps understand the lecture, while 20% indicated that it depends on the teachers' sense of humor, and 06% students answered with 'No' which means that teachers' sense of humor has no impact on their comprehension of the lesson.

Students who indicate that teachers' sense of humor helps to foster their comprehension explain their choices as follows :

- Because when adding fun to the lesson there will be more interest.

- It makes us understand more and remember the lesson easily.
- Because it makes the lesson enjoyable.
- It helps to memorize the lesson in the memory.
- I prefer to understand in funny ways.
- Teachers' sense of humor makes a balance between the teacher and the student which increases comprehension.
- Because it attracts the students to concentrate more.
- it's a way of explaining the lesson and make it easy for understanding.
- It helps us to feel comfortable during the lesson.

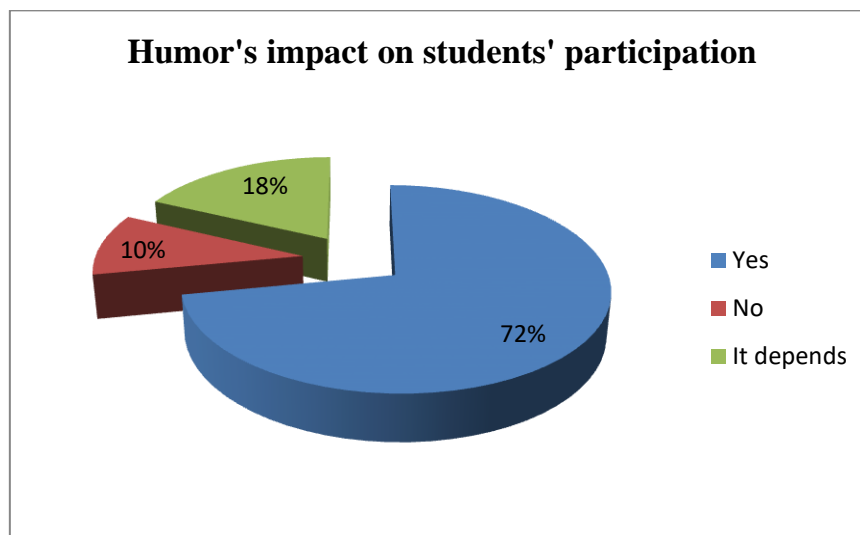
However, the students who responded with 'It depends' explained their choice as follows:

- They state that teacher's sense of humor has no relation with the content and they don't need it during the lesson.
- They answered with 'It depends' because they think that some modules don't really need humor.
- They claim that they lose their attention when a humorous teacher teach them.
- They believe that teachers' sense of humor should not be used too much.
- It depends on the teacher.

**Q.09:** Does humor helps you to participate in the class ?

**Table 14:** Impact of Humor on students' participation.

	Number	%
Yes	36	72
No	05	10
It depends	09	18
<b>Total</b>	<b>50</b>	<b>100%</b>



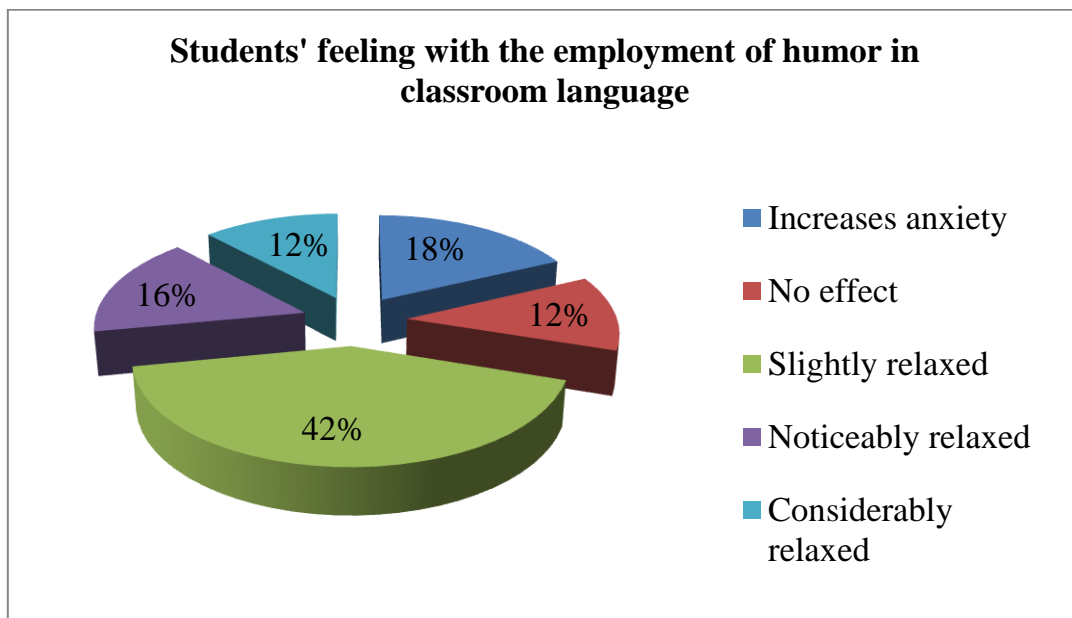
**Figure 16:** Impact of humor on students' participation.

Humor is seen as a necessary means that reveals the extent of students' interaction and participation in the class. In this question, students were asked to indicate whether humor has an impact in increasing their amount of participation in the classroom or not. It can be seen from the graph above, that 72% of the students stated that humor helps them to participate more in the classroom, while 18% answered with 'it depends' and 10% stated that humor has no impact on their involvement and participation in the classroom.

**Q.10:** How does humor make you feel in your language classroom?

**Table 15 :** Students’ feeling with the employment of humor in class.

	<b>Increases anxiety</b>	<b>No effect</b>	<b>Slightly relaxed</b>	<b>Noticeably relaxed</b>	<b>Considerably relaxed</b>	<b>Total</b>
<b>Number</b>	09	06	20	08	06	50
<b>%</b>	18	12	42	16	12	100%



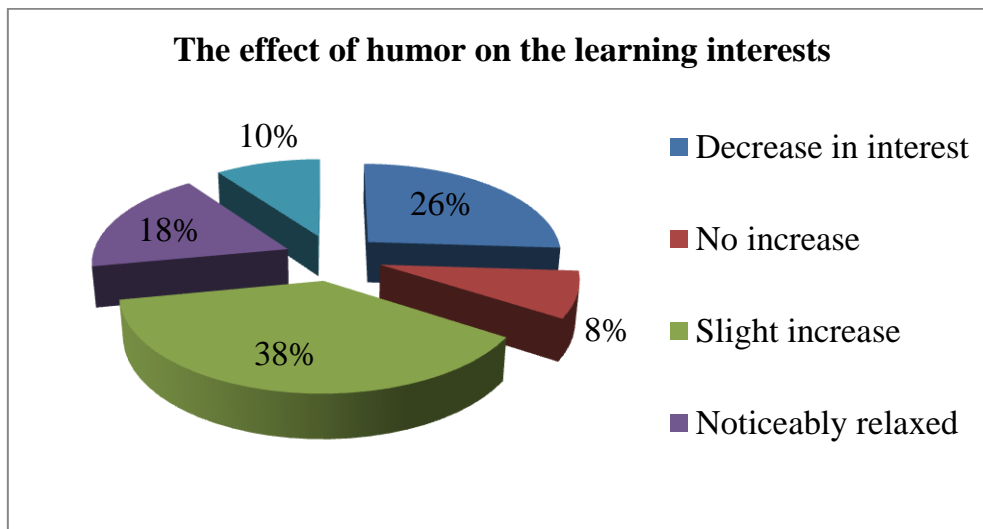
**Figure 17:** Students’ feeling with the employment of humor in class.

In this question, students were asked to state their feeling about the employment of humor in the classroom. 42% said that the use of humor in the classroom makes them slightly relaxed, 18% indicated that it increases anxiety, 16% feel noticeably relaxed, 12% state that the employment of humor in class is considerably relaxing, 12% answered that the use of humor in the classroom has no effect on them.

**Q 11 :** How does humor in the foreign language class affect your interest in learning ?

**Table 16:** The effect of humor on the learning interests.

	<b>Decrease in interest</b>	<b>No increase</b>	<b>Slight increase</b>	<b>Noticeably relaxed</b>	<b>Considerably relaxed</b>	<b>Total</b>
<b>Number</b>	13	04	18	09	05	<b>50</b>
<b>%</b>	26	08	36	18	10	<b>100%</b>



**Figure 18:** The effect of humor on the learning interests.

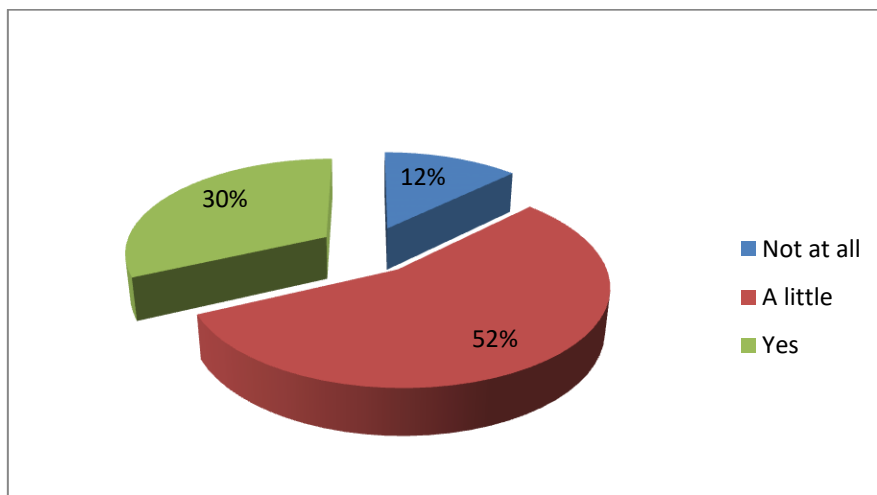
In this question, students were asked to state how the use of humor in the foreign language class influences their learning interests. The majority of students (36%) answered that humor slightly increases their learning interest, 18% answered with ‘Noticeably relaxed’ , 10% answered with considerably relaxed, 26% answered that the use of humor in foreign language class decreases their learning interest, and 08% answered with ‘No increase’. 02% did not answer the question.

**Q 12 :** Do you feel that you learn more about the culture of the foreign language by being exposed to humor ?

**Table 17:** Humor and learning about the culture of the foreign language

**Table 17:** Humor and learning about the culture of the foreign language.

	<b>Not at all</b>	<b>A little</b>	<b>Yes</b>	<b>Total</b>
<b>Number</b>	06	26	15	50
<b>%</b>	12%	52%	30%	100%



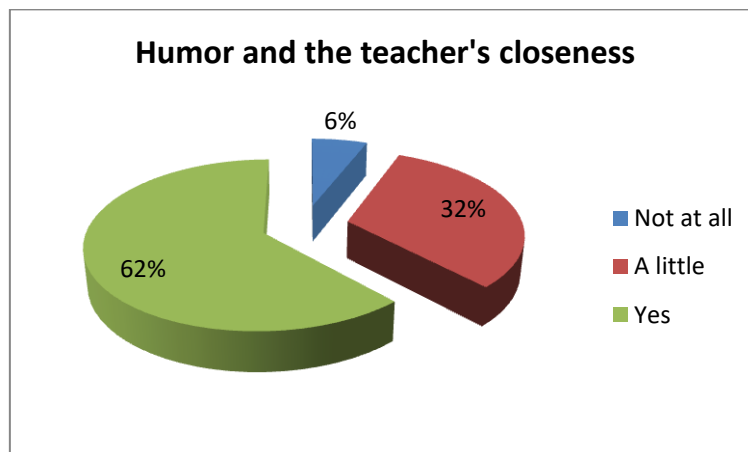
**Figure 19 :** Humor and learning about of the culture of the foreign language.

Students were asked to state whether humor helps them to learn more about the culture of the foreign language or not. From the graph above, 52% responded with ‘A little’, 30% responded with ‘Yes’, and 12% believed that humor does not help them to learn more about the culture of the foreign language.

**Q 13:** Do you feel that your teacher’s use of humor makes him/her more approachable in class?

**Table 18: Humor and the teacher’s closeness.**

	<b>Not at all</b>	<b>A little</b>	<b>Yes</b>	<b>No response</b>	<b>Total</b>
<b>Number</b>	03	16	31	00	50
<b>%</b>	06%	32%	62%	00%	100%



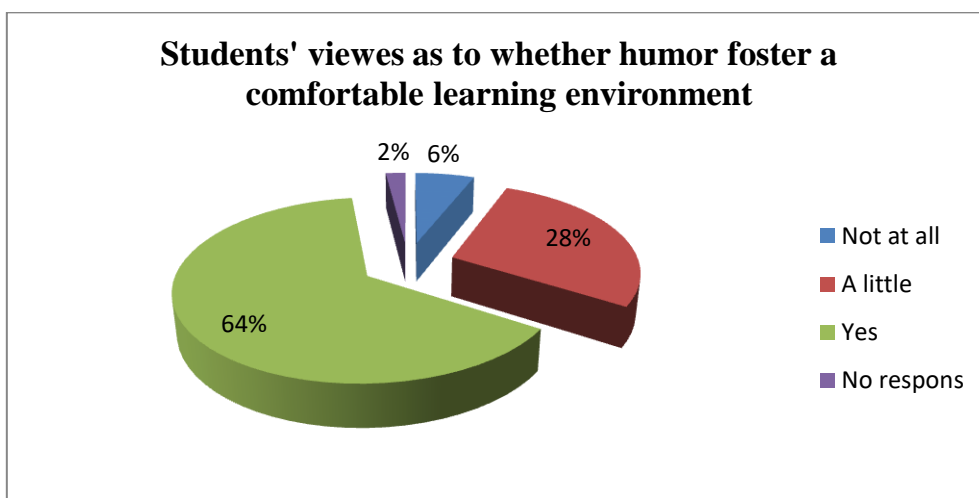
**Figure 20: Humor and the teacher’s closeness.**

In this question, Most of the students (62%) confirmed that the teacher’s use of humor in class makes them more approachable in class, 32% responded with ‘A little’, and only 06% responded with ‘Not at all’.

**Q.14:** Do you feel that humor generally improves your ability to learn a language in the classroom by creating a more comfortable and conducive learning environment ?

**Table 19:** Students’views as towthether humor foster a comfortable learning environment.

	Not at all	A little	Yes	No response	Total
<b>Number</b>	03	14	32	01	50
<b>%</b>	06%	28%	64%	02%	100%



**Figure 21:** Students’ views as to whether humor foster a comfortable learning environment.

In this question, students were asked whether humor improves their abilities to learn a language in the classroom by creating a more comfortable and conducive learning environment or not. 64% responded with ‘Yes’, 28% answered with ‘A little’, 06% responded with ‘Not at all’, and 02% did not respond.

**Q.15.** How often do you use humor to communicate in the foreign language class ?

**Table 20:** Frequency of using humor in communication.

	Never	Rarly (1-	Sometimes (4-7 times)	Frequently (8-11 times)	Always (12 or	No response	Total
<b>Number</b>	03	12	23	10	00	02	50
<b>%</b>	06%	24%	46%	20%	00%	04%	100%



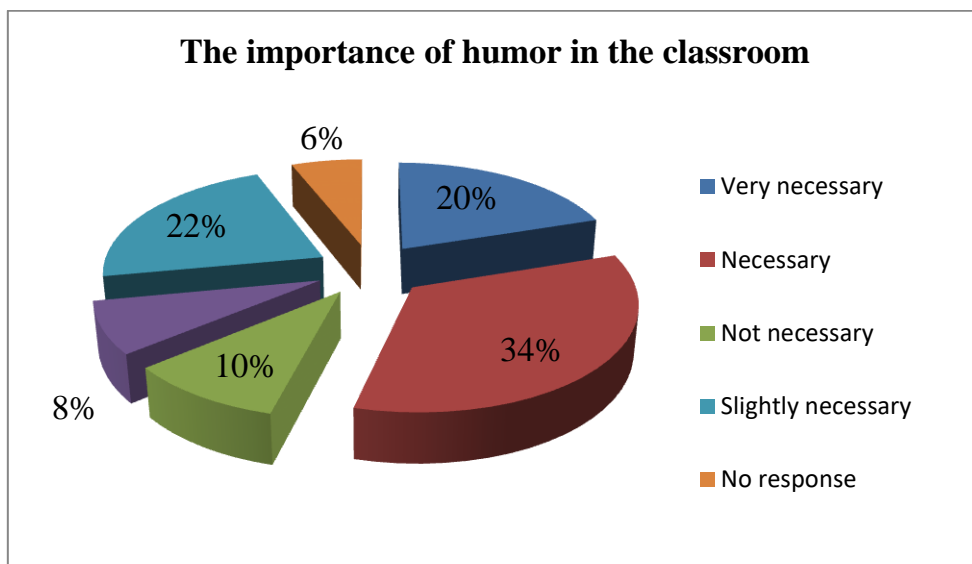
**Figure 22:** Frequency of using humor in communication.

This question intends to reveal the frequency of the students’ employment of humor to communicate in class. Results show that 46% of the participants affirmed that they sometimes use humor in class, 20% communicate frequently using humor, 24% claimed that they rarely use humor during class, and 06% never used humor in class. Apparently, students who used frequently humor in class have a sense of humor and conceive it as an important tool in FL learning

**Q 16 :** Do you think that using humor in classroom is :

**Table 21:** The importance of humor in the classroom.

	<b>Very</b>	<b>Necessary</b>	<b>Not</b>	<b>Slightly</b>	<b>No</b>	<b>Total</b>
<b>Number</b>	14	17	05	11	03	50
<b>%</b>	28%	34%	10%	22%	06%	100%



**Figure 23 :**The importance of humor in the classroom.

From the graph above, the majority of the students with a percentage of 34% think that using humor in classroom is necessary, 28% considered humor as very necessary, 22% believed that it is slightly necessary, 10% thought humor is not necessary in the classroom, and 06% did not respond.

Q 17: Humor, in classroom, is considered as:

Table 22: Humor as a teaching tool.

	Supporting teaching tool	Nonsense teaching tool	Disturbing teaching tool	No response	Total
Number	41	05	01	03	50
%	82%	10%	02%	06%	100%

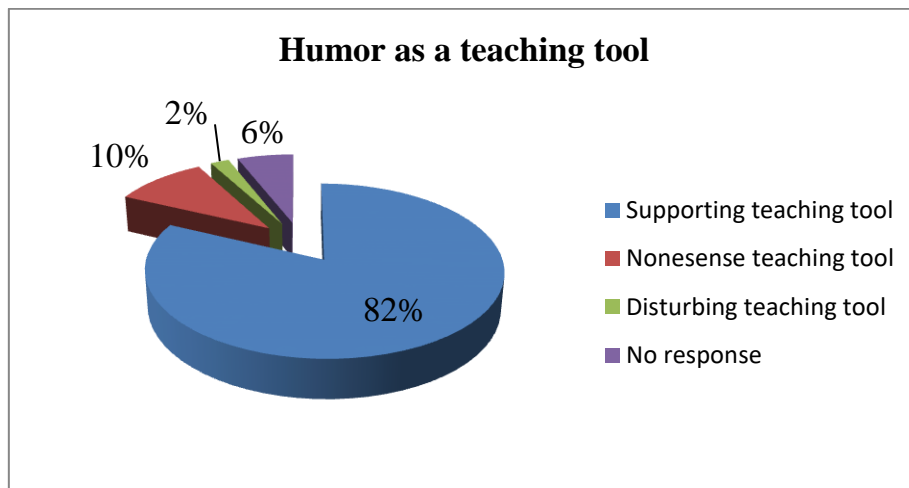


Figure 24: Humor as a teaching tool.

For this question, the obtained results indicated that humor is considered as a supporting teaching tool by the majority of the students, with a percentage of 82%, as opposed to 10% who viewed it as a nonsense teaching tool and 02% who believed it is a disturbing teaching tool 06% did not answer this question. The participants who considered humor in the classroom as a supporting teaching tool explained their answers as follows:

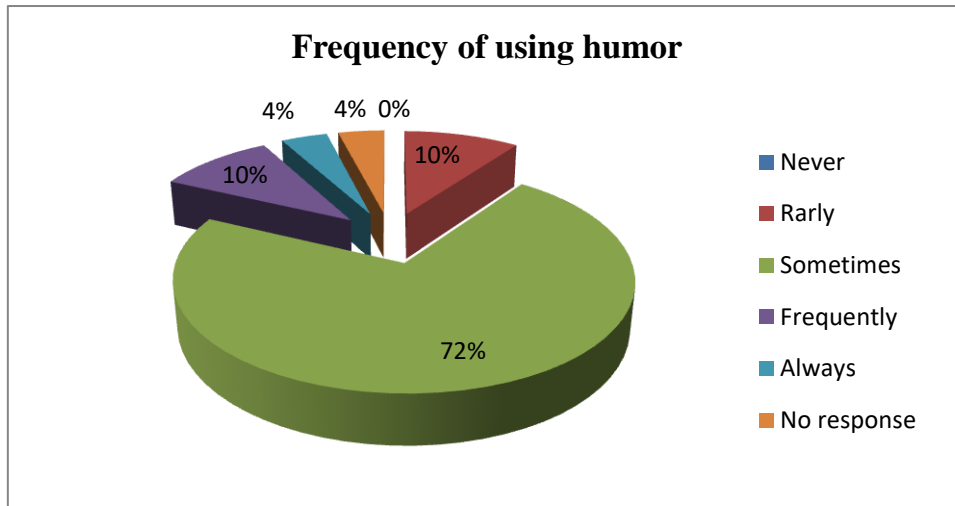
- It makes the lesson more fun and understandable.

- It helps in attracting students’ attention.
- It motivates them to participate in the lesson.
- It helps to reduce anxiety and stress.
- It helps students to feel comfortable.
- It increases students’s interest.
- It helps students to integrate into the lesson.
- It makes them more creative and excited.

**Q 18 :** How often humor should be used in classroom ?

**Table 23:** Frequency of using humor.

	<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Frequently</b>	<b>Always</b>	<b>No response</b>	<b>Total</b>
<b>Number</b>	00	05	36	05	02	02	50
<b>%</b>	00%	10%	72%	10%	04%	04%	100%



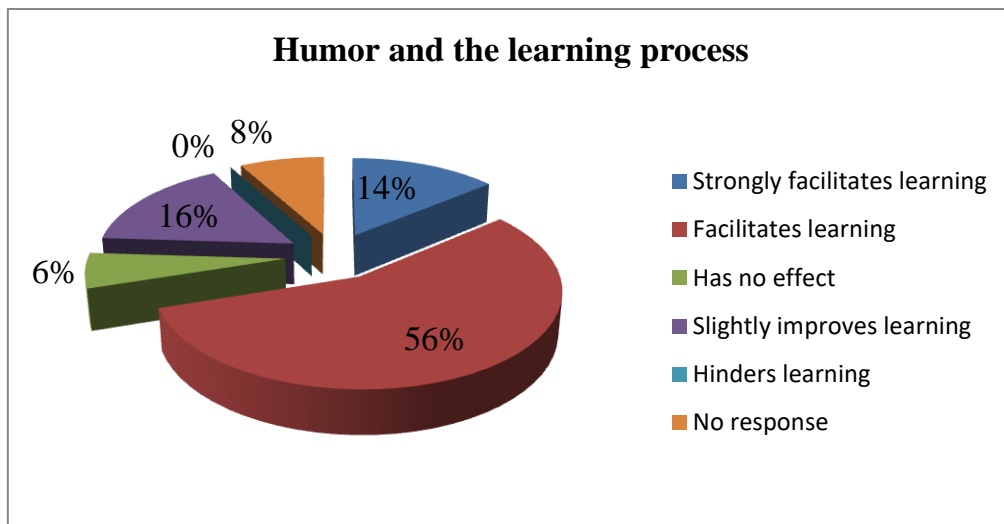
**Figure 25:** Frequency of using humor.

From the graph above, we can notice that the highest number of students with a percentage of 72% stated that humor should be used sometimes in the classroom, 10% answered with ‘Frequently’, and 10% answered with ‘Rarely’. while 04% of the remaining participants thought that it should be always included in the classroom, two the other 04% did not respond.

**Q 19:** Does the use of humor in classroom affects learning?

**Table 24:** Humor and the learning process.

	<b>Strongly facilitates</b>	<b>Facilitate learning</b>	<b>Has no effect</b>	<b>Slightly improves</b>	<b>Hinders learning</b>	<b>No response</b>	<b>Total</b>
<b>Number</b>	07	28	03	08	00	04	50
<b>%</b>	14%	56%	06%	16%	00%	08%	100%



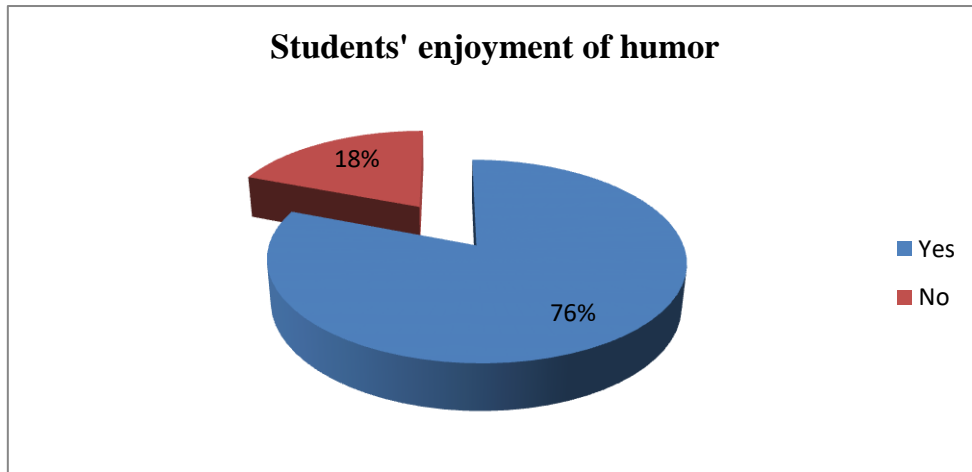
**Figure 26:** Humor and the learning process.

Here, the students were asked about the impact of humor on their learning process. More than half of the sample (56%) believed that humour facilitates learning, 14% strongly agreed that it facilitates learning, 16% thought that it facilitates learning only slightly. While 06% considered that using humor in the classroom has no effect, no one responded that humor hinders learning ; remaining 08% did not answer.

**Q 20 :** Do you enjoy the humor integrated in the EFL classroom ?

**Table 25:** Students’ enjoyment of humor.

	Yes	No	Total
<b>Number</b>	38	09	47
<b>%</b>	76	18	94%



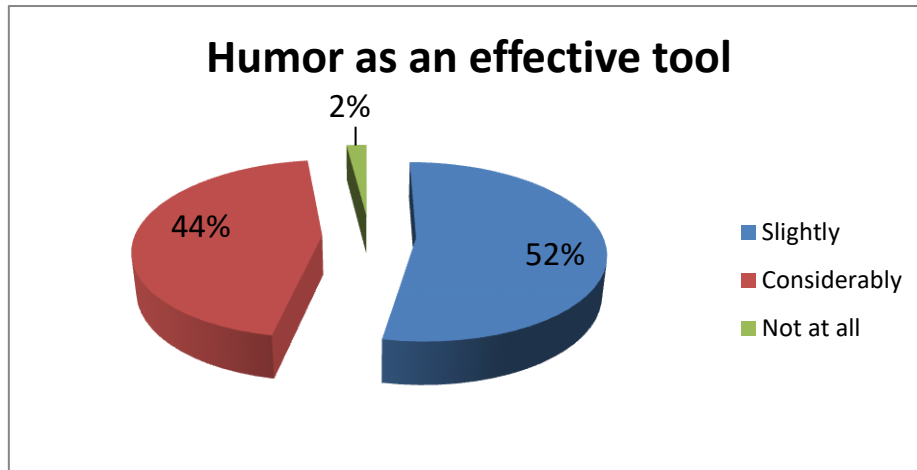
**Figure 27:** Students’ enjoyment of humor.

Based on the result in the graph above, most of the students (76%) enjoy classes when humor is integrated, and this is because to the appropriate use of humor by their teachers during the learning proces. However, 18% do not enjoy the integration of humor is class, considering it as an inappropriate teaching tool. The remaining 06% did not answer the question.

**Q 21:** Does humor help in your process of learning in classroom ?

**Table 26 :** Humor as an effective tool.

	Slightly	Considerably	Not at all	Total
<b>Number</b>	26	22	01	49%
<b>%</b>	52	44	02	98%



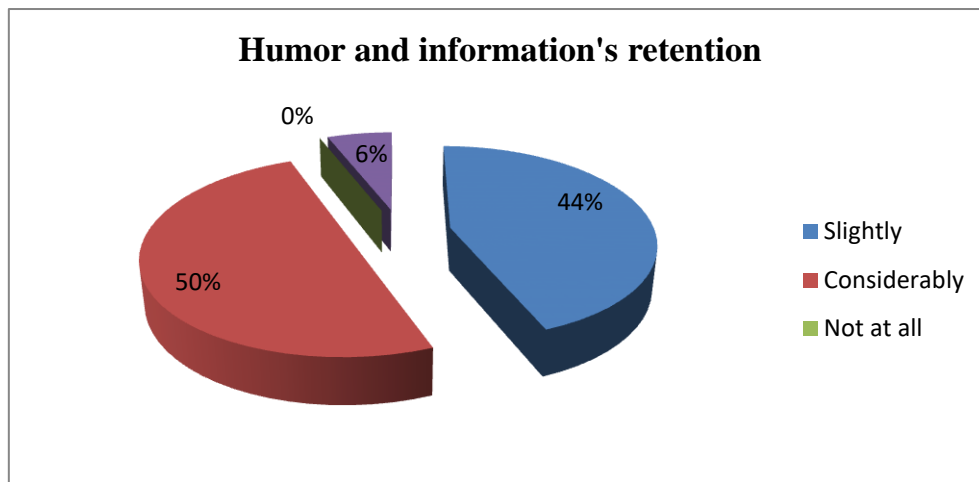
**Figure 28: Humor as an effective tool.**

The students were asked whether humor helps in their process of learning in the classroom. From the graph above, we can see that over half of the participants (52%) answered that the use of humor in classroom slightly helps in their learning process, 44% responded with ‘Considerably’, and only 02% responded with ‘not at all’. However, 06% did not answer the question.

**Q 22:** Does humor increase your information retention ability?

**Table 27:** Humor and information retention.

	Slightly	Considerably	Not at all	No response	Total
<b>Number</b>	22	25	00	03	50
<b>%</b>	44%	50%	00%	06%	100%



**Figure 29** : Humor and information retention.

Half of the students (50%) believed that humor considerably helped them to retain their information 44% responded with 'Slightly' and 6% did not answer the question.

**Q 23** : How can humorous teachers affect their students' information retention ?

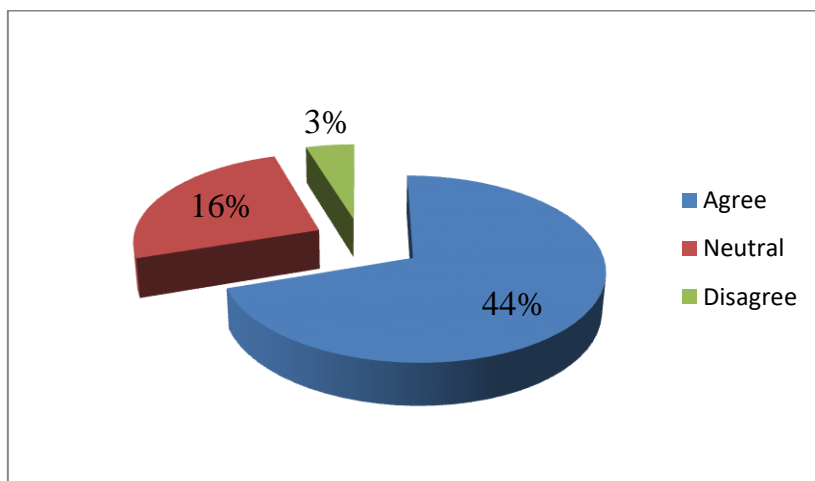
Students state that their teacher's sense of humor can influence their information retention as follows:

- Helps students to receive and memorize the information in a good way.
- Make them more comfortable and confident to participate during the lecture.
- Make their information retention easy.
- Remembering a joke helps to retrieve the information.
- It helps students' attention.
- It motivates them deeply.
- It attracts the students.

**Q 24 :** The teacher- student interaction is influenced by the degree of humor usage in the classroom.

**Table 28 :** Humor and its impact on teacher- student interaction.

	Agree	Neutral	Disagree	No response	Total
<b>Number</b>	22	16	03	09	41
<b>%</b>	44%	32%	06%	18%	82%



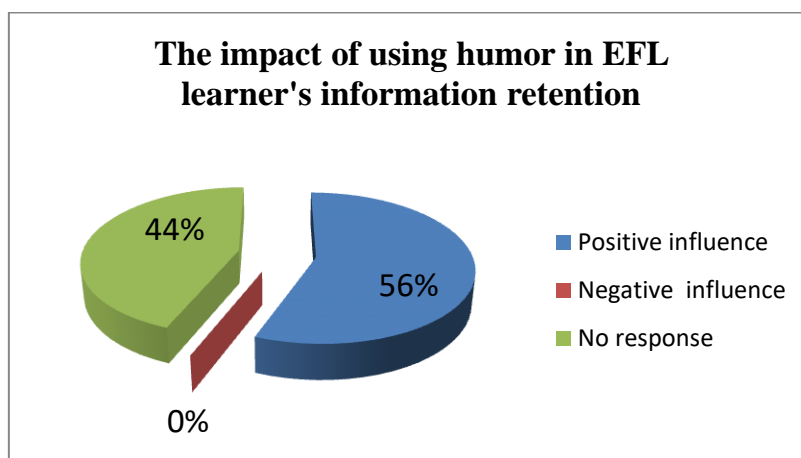
**Figure 30:** Humor and its impact on teacher-student interaction.

In this item, students were asked to state whether the teacher-student interaction is influenced by the degree of humor usage in the classroom. Results show 44% responded positively indicating their agreement with the statement, 16% answered with ‘neutral’, and only 06% disagreed. The rest (18%) did not answer the question.

**Q 25:** Does the use of humor influence EFL learner’s information retention positively or negatively? Explain.

**Table 29:** The impact of using humor in EFL learner's information retention.

	<b>Positive influence</b>	<b>Negative influence</b>	<b>No response</b>	<b>Total</b>
<b>Number</b>	28	00	22	50
<b>%</b>	56%	00%	44%	100%

**Figure 31:** The impact of using humor in EFL learner's information retention.

From the graph above we can notice that 56% of the participants indicated that humor affects their information retention positively whereas 44% did not answer the question. According to the students, humor influence their information retention positively because:

- It helps students to receive information and memorize it easily.
- It makes students feel comfortable and more confident to communicate.
- It helps them to learn and understand better.
- It facilitates the lectures.
- It makes them love the language they are learning.

- It creates happiness in the classroom.
- It refines their comprehension.
- It makes them feel safe.

**Q 26 :** What are the challenges that learners may face when integrating humor in the learning process ?

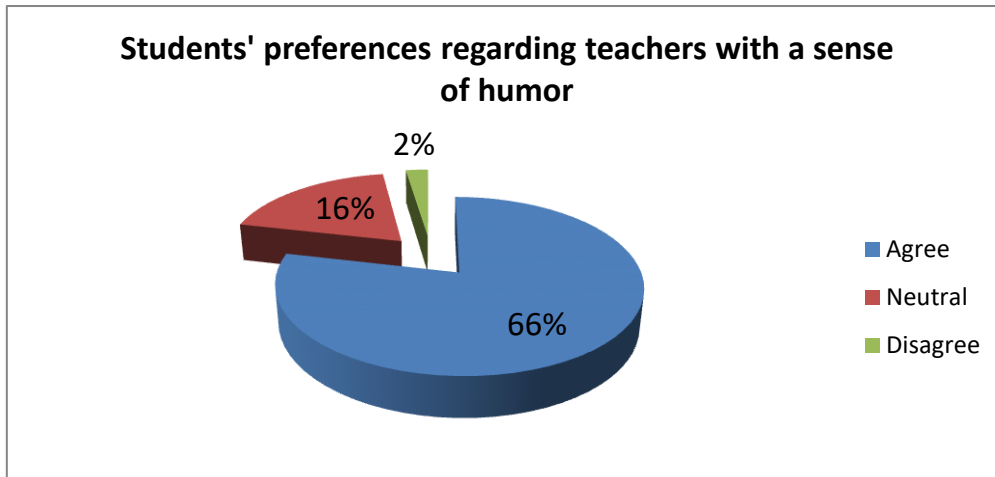
The results of this question illustrate that most of the students believe that there are no problems regarding the integration of humor during the learning process. Some students explained their opinions as indicated below :

- Humor is not beneficial if students didn't understand it.
- Some students cannot mix between humor and learning.
- Over use of humor may lead to the distraction from the lesson.
- Using humor in the class may make students disrespect their teachers.
- The use of humor makes students don't take their lessons seriously.

**Q 27:** Teachers with a sense of humor are more loved by their students.

**Table 30:** Students' preferences regarding teachers with a sense of humor.

	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>No response</b>	<b>Total</b>
<b>Number</b>	33	08	01	08	50
<b>%</b>	66%	16%	02%	16%	100%



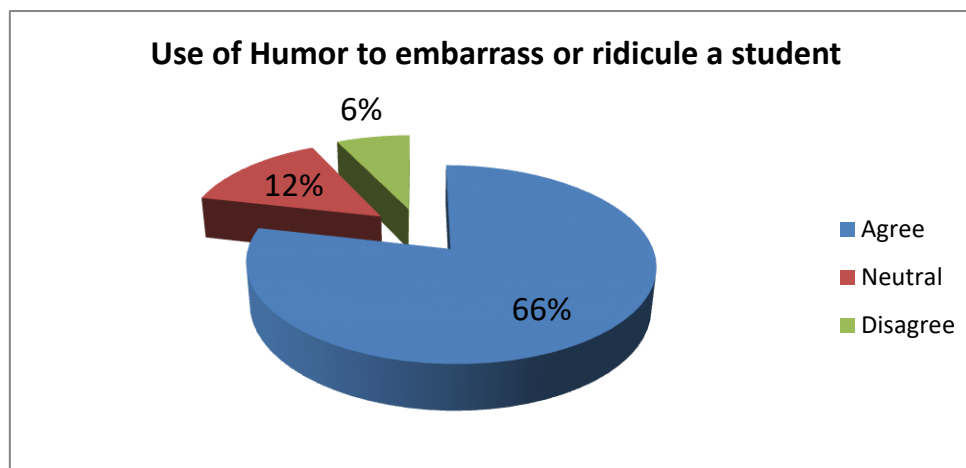
**Figure 32:** Students’ preferences regarding teachers with a sense of humor.

In this statement, students were asked to indicate their agreement or disagreement whether teachers with a sense of humor are more loved by their students or not. Most of the students (66%) answered with ‘Agree’, 16% answered with ‘Neutral’ and 02% answered with ‘Disagree. 16% did not answer the question.

**Q 28:** Humor should never be used to embarrass or ridicule a student.

**Table 31:** Use of Humor to embarrass or ridicule a student.

	Agree	Neutral	Disagree	No response	Total
<b>Number</b>	33	06	03	08	50
<b>%</b>	66%	12%	06%	16%	100%



**Figure 33: Use of Humor to embarrass or ridicule a student.**

66% agreed that humor should never be used to embarrass or ridicule a student, 12% responded with 'Neutral', and 06% disagreed. 16% did not answer the question.

## **2. Teachers' Questionnaire:**

### **2.1. The Aim of the Questionnaire:**

Teachers' questionnaire aims to investigate the power of humor in EFL education. This questionnaire is specifically prepared for teachers who teach first year students. The questionnaire has been administered to a sample of 07 teachers at the department of English at Khenchela University during the accademic year 2022-2023. The questionnaire included 21 questions organised in two sections: The first section covered background information, and the second concerned with humor and teaching.

### **2.2. Data Analysis :**

#### **Teacher's questionnaire**

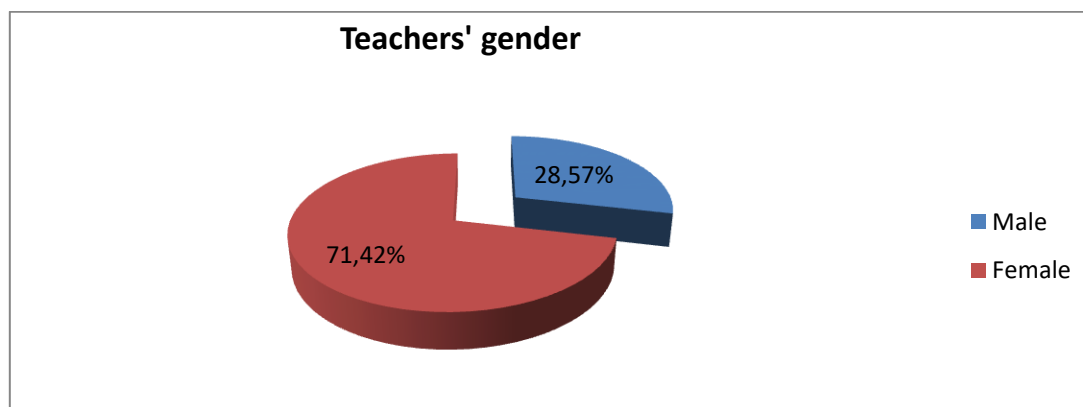
### **2.3. Results' Interpretation :**

#### **Background information :**

Teachers' gender :

**Table 32: Teaches' gender .**

Gender	Number	%
Male	02	28,57%
Female	05	71,42%
<b>Total</b>	<b>07</b>	<b>100%</b>



**Figure 34: Teachers' gender.**

From the graph above, we can observe that most of the participant teachers were females with a percentage of 71,42%, and the remaining 28,57% were males.

Teachers' age:

**Table 33: Teachers' age.**

Age	Number	%
25-30	02	28,57%
31-40	03	42,85%
41-45	02	28,57%
<b>Total</b>	<b>07</b>	<b>100%</b>

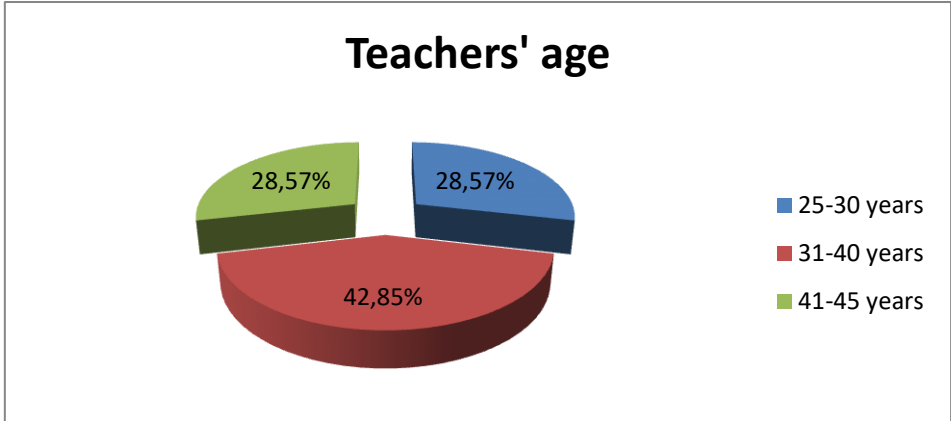


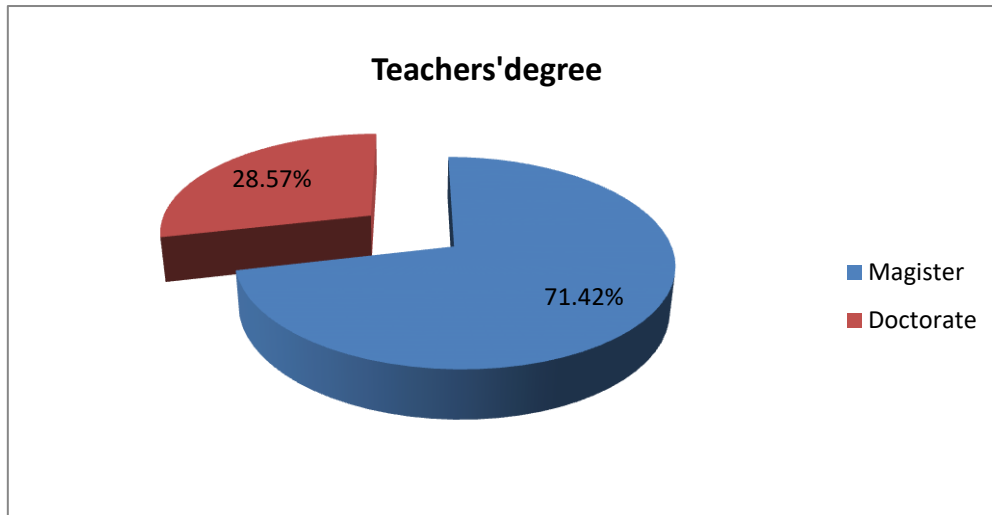
Figure 35: Teachers’ age.

From the graph above, we can see that 42,85% of the respondents were between 31 and 40 years old while 28,57% were aged between 25-30 years, and 28,57% were between 41-45 years old.

Teachers’ degree:

Table 34: Teachers’ degree.

Degree	Number	%
Magister	05	71,42%
Doctorate	02	28,57%
Total	07	100%



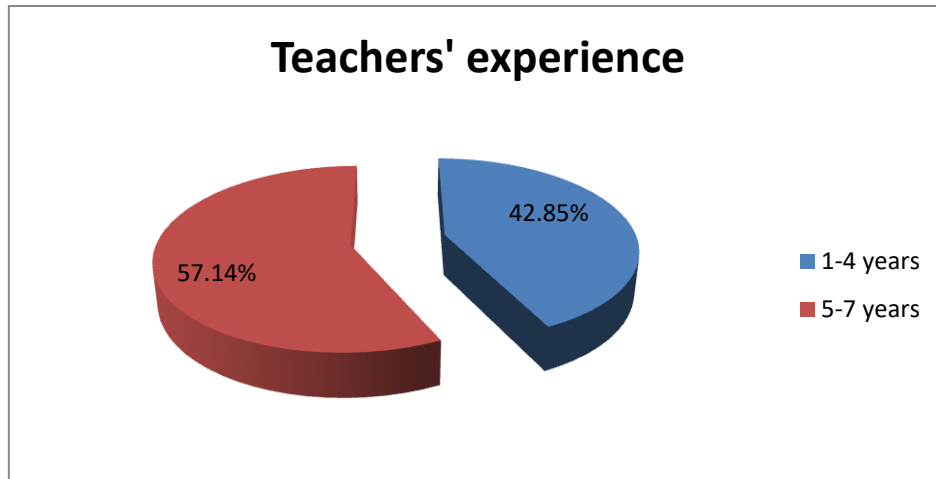
**Figure 36: Teachers’ degree.**

What was obtained from the results is that most of the participant teachers (71,42%) have a magister degree whereas only two teachers with a percentage of 28,57% hold a doctorate degree.

**Teachers’ experience :**

**Table 35: Teachers’experience .**

<b>Experience</b>	<b>Number</b>	<b>%</b>
<b>1-4 years</b>	03	42,85%
<b>5-7 years</b>	04	57,14%
<b>Total</b>	07	100%



**Figure 37:** Teachers' experience.

The results show, that most of the participants, particularly 57,14%, have a teaching experience between 5 and 7 years. The rest (42.85%) have a teaching experience less than 4 years.

**Section two: Humor and teaching**

**Q.01.** Do you think that using humor in classroom is:

**Table 36:** The necessity of using humor in the classroom.

	<b>Very necessary</b>	<b>Necessary</b>	<b>Slightly necessary</b>	<b>Not necessary</b>	<b>Total</b>
<b>Number</b>	06	01	00	00	07
<b>%</b>	85,7%	14,28%	00%	00%	100%

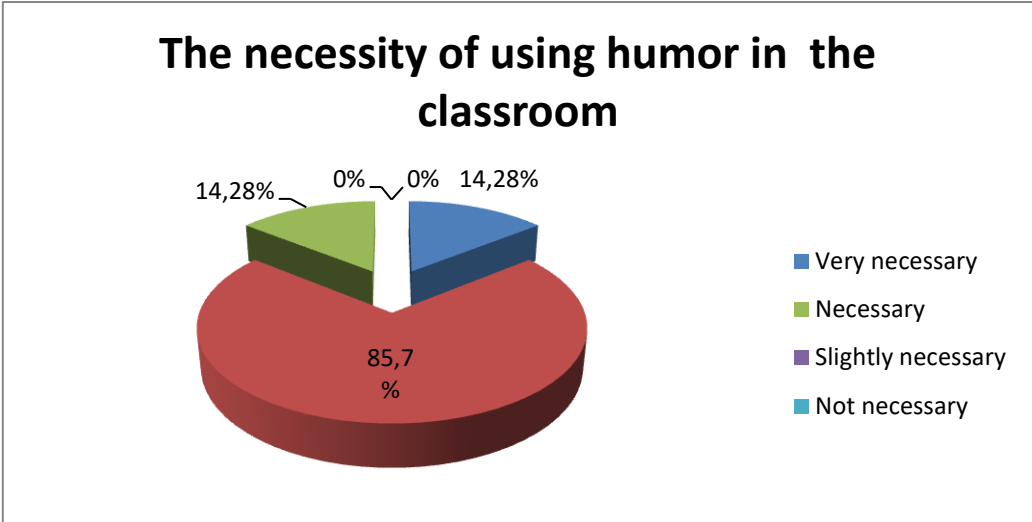


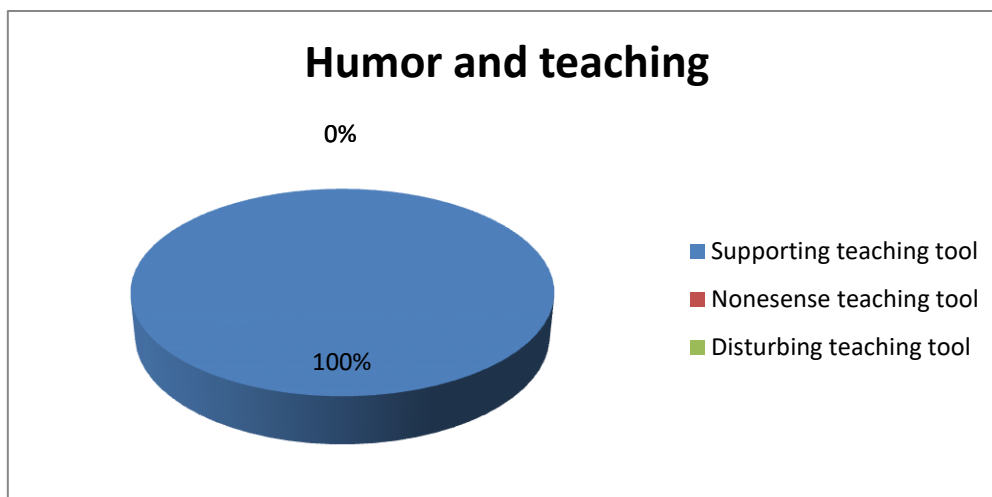
Figure 38: The necessity of using humor in the classroom.

In this question, teachers were asked to indicate the necessity of using humor in classroom. From the table above, we can notice that the majority of the participants, with a percentage of 85,7% responded that the use of humor in classroom is very necessary. While, the remaining 14,28% responded with ‘ Necessary’.

Q.02. Humor, in the classroom, is considered as :

Table 37 : Humor and teaching.

	Supporting teaching tool	Nonesense teaching tool	Disturbing teaching tool	Total
Number	07	00	00	07
%	100%	00%	00%	100%



**Figure 39: Humor and teaching.**

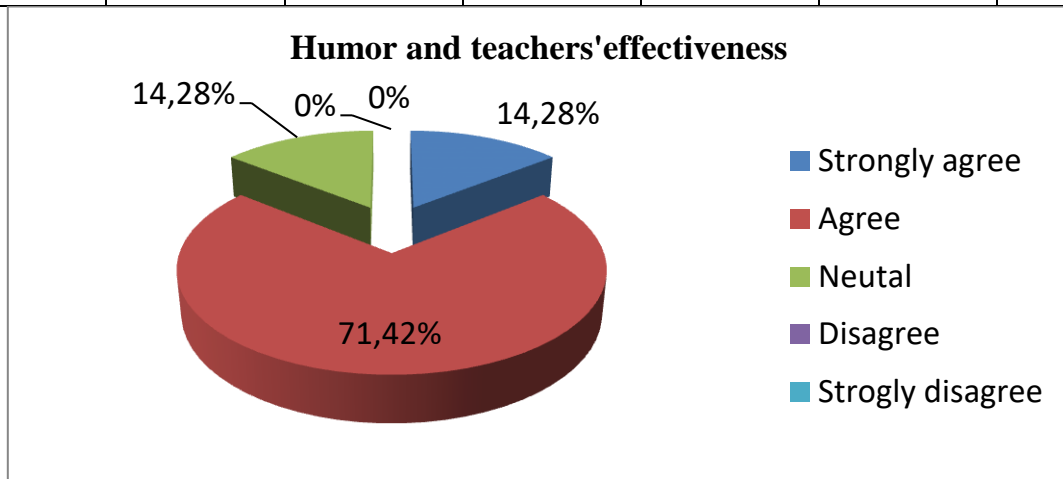
From the graph above, we can see that all the teachers (100%) consider humor as a supporting teaching tool. These results, show teachers' positive attitude towards the importance of humor as an educational tool that raises the value of education.

The teachers explained that humor raises learners' interest to the lesson by reducing boredom. Furthermore, using humor in classroom was considered as a supporting teaching tool because it makes the lesson more enjoyable and helps to acquire knowledge. Also, they believe that humor can help to build a nice relationship between the teacher and the student. The teachers indicated that using humor helps to create a positive learning atmosphere. Moreover, they believe that using humor can decrease students' stress and helps them to interact in the classroom.

**Q.03.** Sense of humor is a fundamental quality of an effective teacher.

**Table 38 : Humor and teachers’ effectiveness.**

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Total</b>
<b>Number</b>	01	05	01	00	00	07
<b>%</b>	14,28%	71,42%	14,28%	00%	00%	100%



**Figure 40:** Humor and teachers’ effectiveness.

In this item, teachers were asked to indicate their views about whether the sense of humor is an essential quality of an effective teacher. Results show, that most of the participant teachers (71,42%) agreed with the statement and 14,28% strongly agreed on that whereas only 14,28% responded with ‘Neutral’.

**Q.04.** If you decide to use humor as a teaching tool, would you prefer to apply it for :

Table 39: Teachers’ use of humor.

	Introducing the lesson	Providing more explanation	Giving examples	All of them	Total
Number	02	01	00	04	07
%	28,57%	14,28%	00%	57,14%	100%

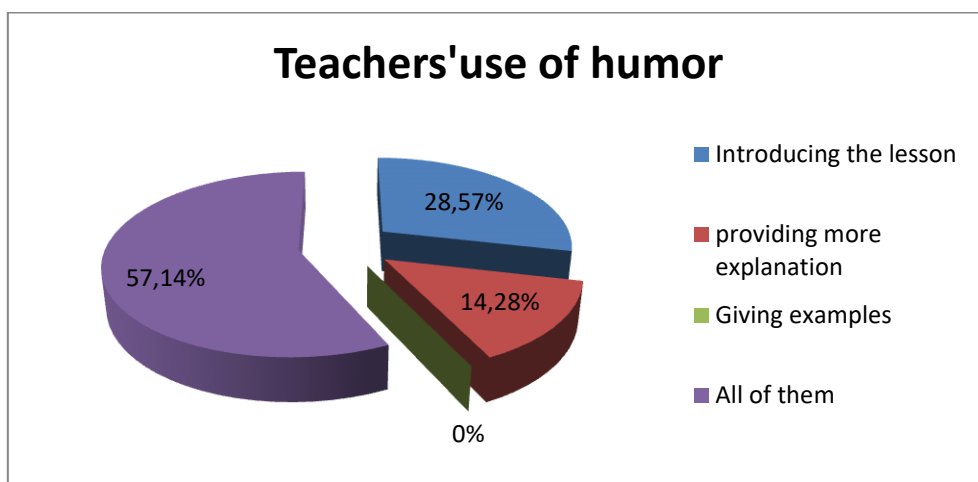


Figure 41: Teachers’ use of humor.

The obtained results for this item show that 57,14% of the sample prefer to use humour for all three scenarios: Introducing the lesson, Providing more explanations, and Giving examples; 28,57% stated that humor is useful in introducing the lesson only and 14,28% believed that it is useful in providing more explanation

The teachers explained their answers as follows:

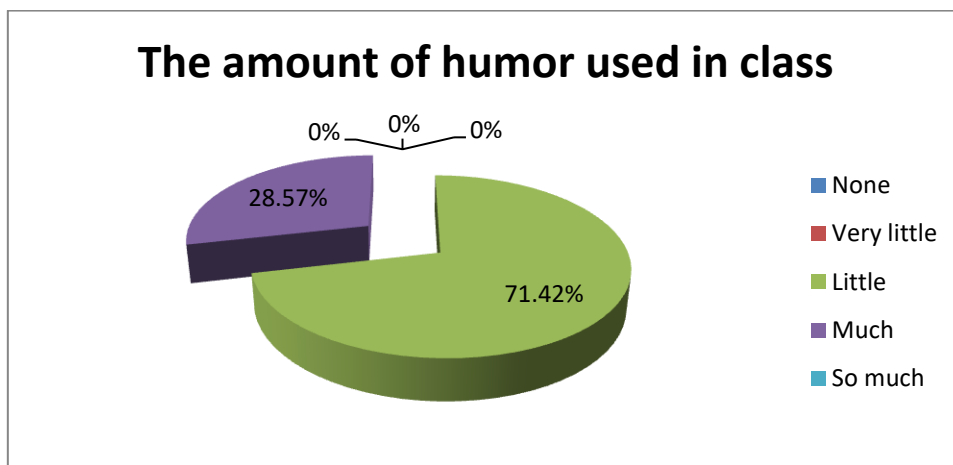
- The use of humor should be present in different parts of the lesson.
- The use of humor depends on the distraction that it happens on the level of sending and receiving the information.

- Humor is an effective strategy that should be used in the classroom to boost students achievement level.
- Using humor during explanation helps to gain students'attention and keep their interest in the lesson.

**Q.05.** How much humor should be used in classroom?

**Table 40:** The amount of humor used in class.

	<b>None</b>	<b>Very little</b>	<b>Little</b>	<b>Much</b>	<b>So much</b>	<b>Total</b>
	00	00	05	02	00	07
<b>%</b>	00%	00%	71,42%	28,57%	00%	100%



**Figure 42:** The amount of humor used in class.

In this question, teachers were asked to show their views about the amount of humor recommended for use in class. From the obtained results, we can see that the majority of teachers (71,42%) indicated that humor should be used a little in classrooms whereas 28,57% responded with 'Much'.

Q.06. How much of the humor you use is related to the lesson topic ?

Table 41: Humor and its relation to the subject.

	None	Very little	Little	Most	All	Total
Number	00	00	05	02	00	07
%	00%	00%	71,42%	28,57%	00%	100%

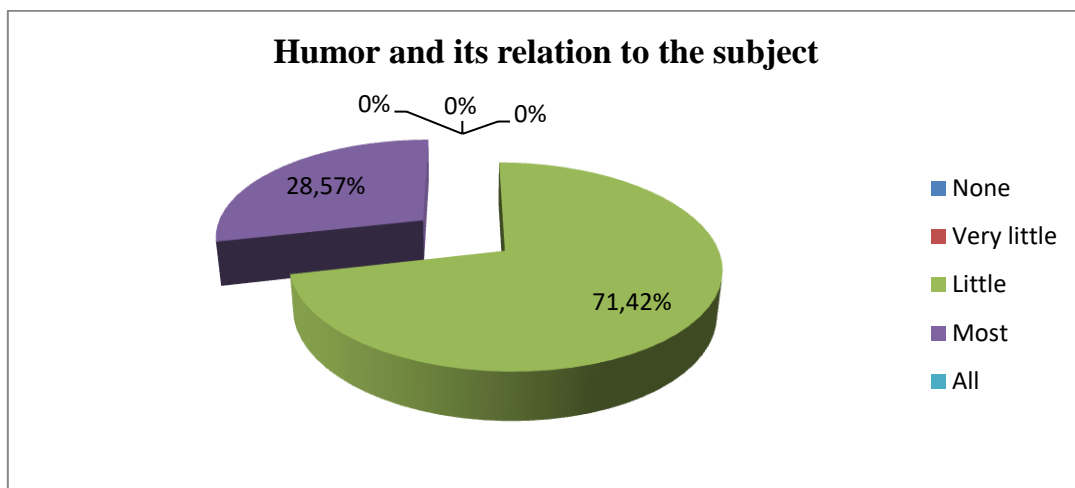


Figure 43: Humor and its relation to the subject.

In this question, teachers were asked to show their views about the amount of humor recommended for use in class. From the obtained results, we can see that the majority of teachers (71,42%) indicated that humor should be used a little in classrooms whereas 28,57% responded with ‘Much’.

Table 42 : Forms of humor often used.

	a.Jokes	b.Puns	c.Funny riddles	d.Funny anecdotes	e.Funny examples	a+c+d+e	a+e	Total
Number	00	00	00	00	04	01	02	07
%	00	00%	00%	00%	57,14%	14,28%	28,57%	100%

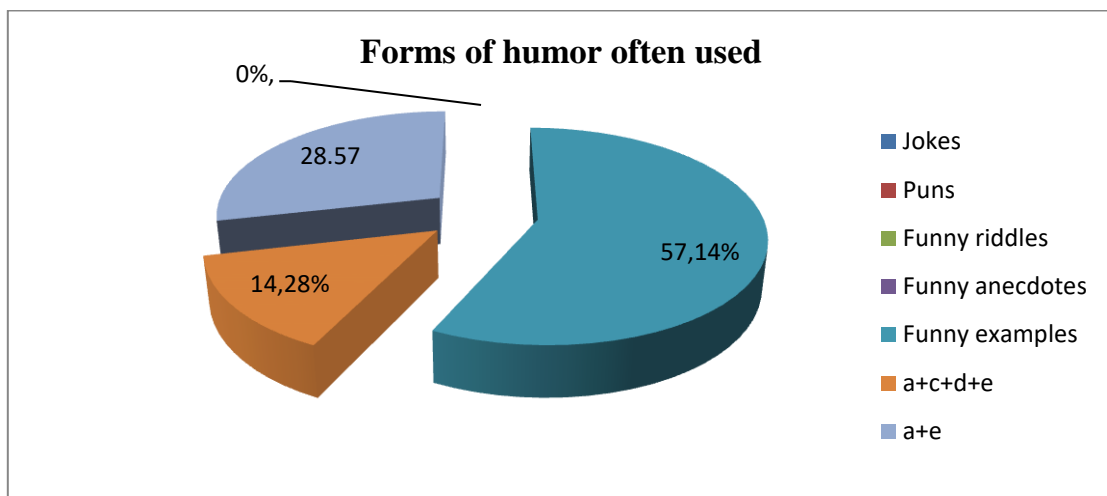


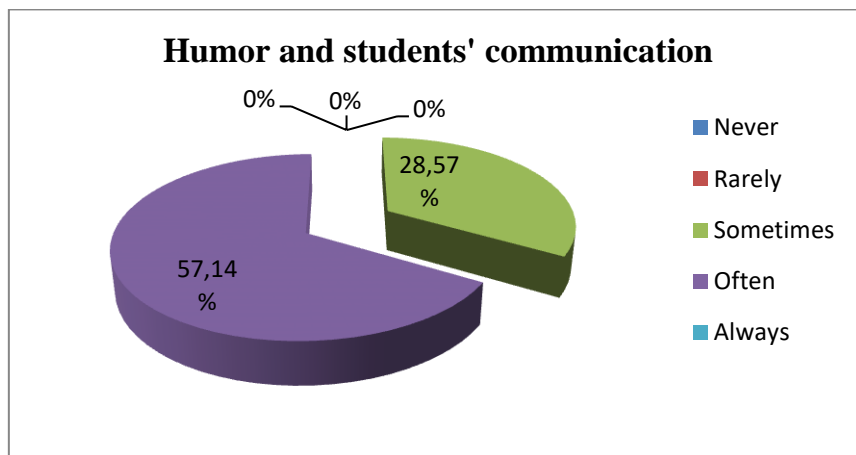
Figure 44: Forms of humor often used.

In this question, teachers were asked to state which form of humor they use most. The results show, that funny examples were the most used (57,14%). 14,28% of the participants preferred using funny example, jokes, funny riddles, and funny anecdotes. The remaining 28,57%) of the sample preferred the combination of jokes and funny examples.

**Q.08.** Do you allow your students to use humor to communicate in the classroom ?

**Table 43:** Humor and students’ communication.

	Never	Rarely	Sometimes	Often	Always	No	Total
<b>Number</b>	00	00	02	04	00	01	07
<b>%</b>	00%	00%	28,57%	57,14%	00%	14,28%	100%



**Figure 45 :** Humor and students’ communication.

From the obtained results, we can notice that most of the teachers allowed their students to use humor to communicate in the classroom, with varying degrees of frequency; 57,14% responded with ‘Often’ and 28,57% responded with ‘Sometimes’. 14,28% did not answer this question.

**Section two : Humor and learning**

**Q.09.** Using humor in classroom:

Table 44: Humor and learning.

	Strongly facilitates	Facilitates learning	Has no effect	Slightly improves	Hinders learning	Total
Number	01	06	00	00	00	07
%	14,28%	85,71%	00%	00%	00%	100%

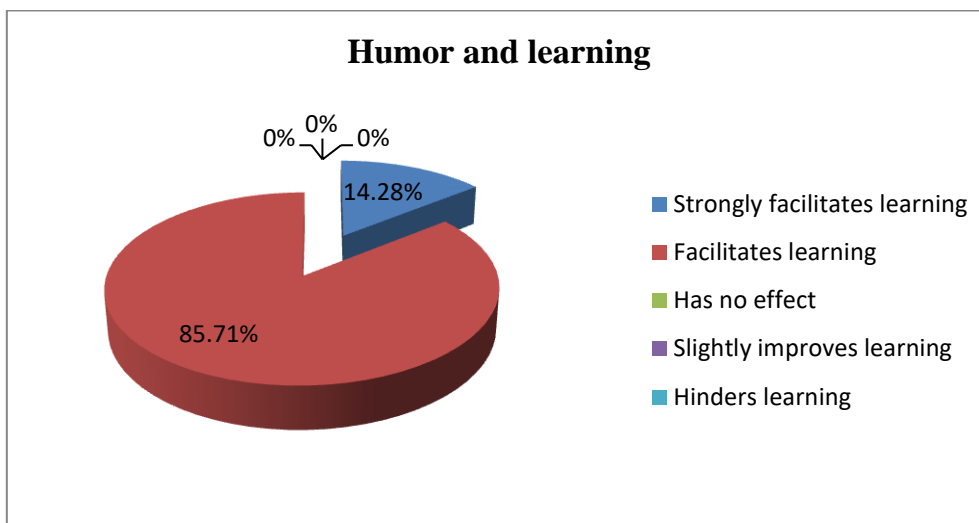


Figure 46: Humor and learning.

The results displayed on the table above for this item show that all the participant teachers believed that using humor in class boosts learning: the great majority of them (85,71%) indicated that use of humor facilitates learning, and 14,28% believed it does strongly facilitates learning.

The participant teachers explained their opinions as humor can foster student-teacher relationship that enhance learning. Also, it helps to reduce anxiety.

Q.10. Students learn better when they are amused

Table 45: Humor and students' enjoyment .

	Strongly agree	Agree	Neutral	Strongly disagree	Disagree	Total
Number	01	05	01	00	00	07
%	14,28%	71,42%	14,28%	00%	00%	100%

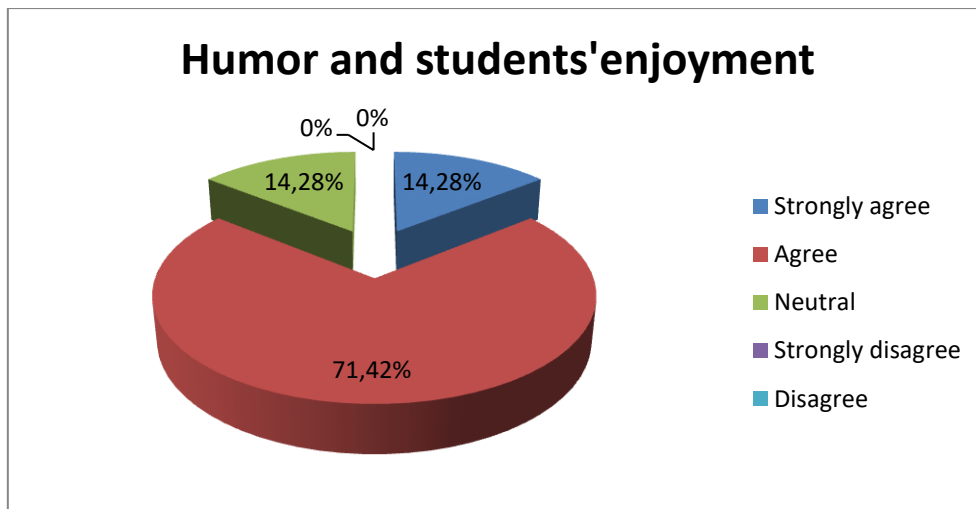


Figure 47: Humor and students' enjoyment.

In this statement, the participants were asked to indicate their degree of agreement or disagreement about whether students learn better when they are amused. 71,42% stated their agreement with the statement and 14,28% responded with ‘Strongly agree’. 14,28% responded with ‘Neutral’.

Q.11. Humor creates an atmosphere conducive to learning.

Table 46: Humor and the appropriate environment.

	Strongly agree	Agree	Neutral	Strongly disagree	Disagree	Total
Number	02	04	01	00	00	07
%	28,57%	57,14%	14,28%	00%	00%	100%

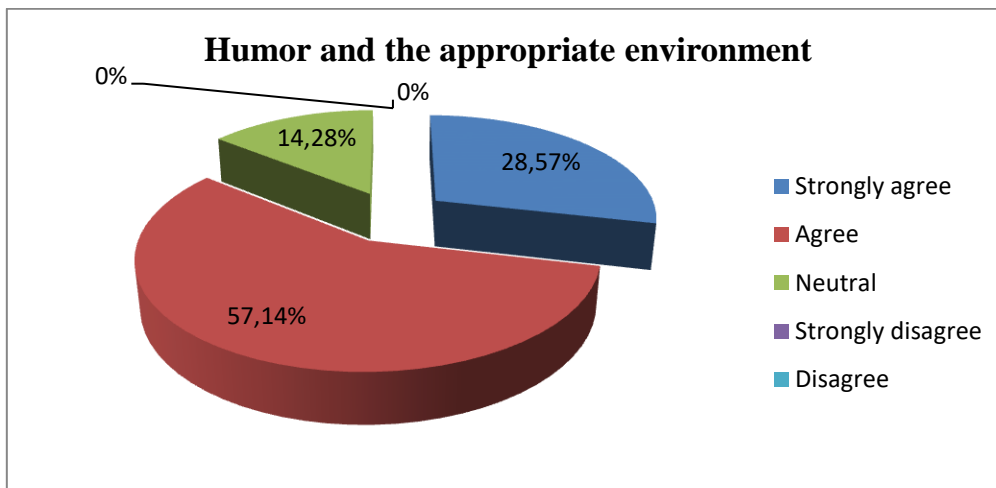


Figure 48 : Humor and the appropriate environment.

In this statement, teachers were asked to indicate their views about whether humor creates an atmosphere conducive to learning or not. From the figure above, we can see that 57,14% agreed on the statement, 28,57% strongly agreed, and the remaining 14,28% responded with ‘Neutral’.

Q.12. Humor results in good rapport between instructors and students.

Table 47: Humor and teachers-students relationship.

	Strongly agree	Agree	Neutral	Strongly disagree	Disagree	Total
Number	02	03	02	00	00	07
%	28,57%	42,85%	28,57%	00%	00%	100%

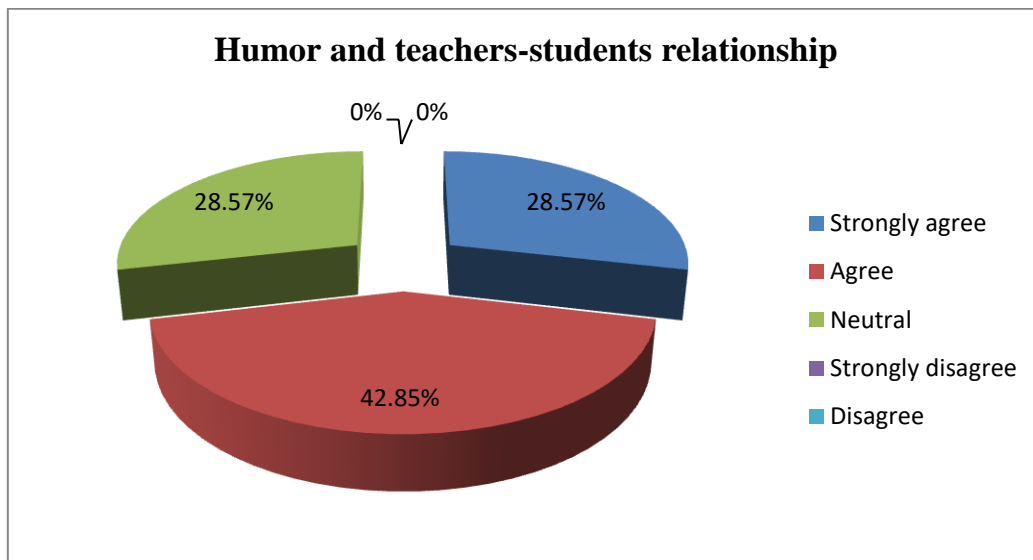
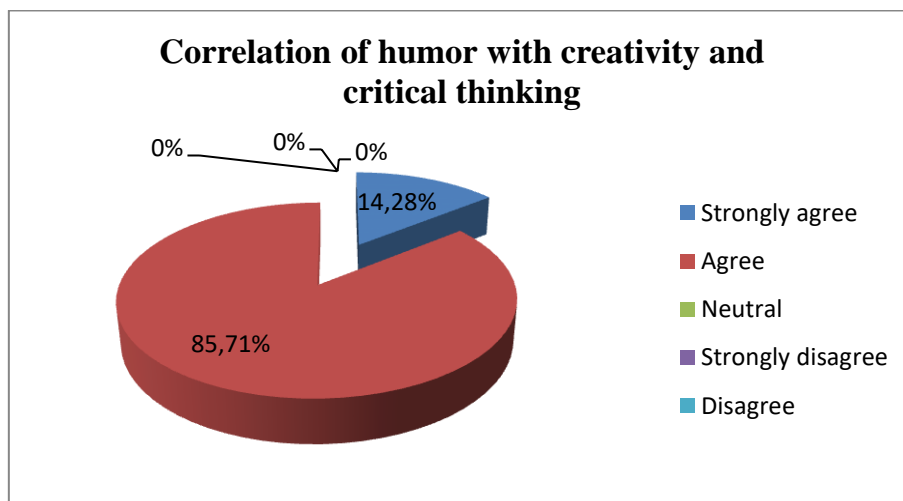


Figure 49: Humor and teachers-students relationship.

The results display, that 42,85% of the participants show their agreement (by choosing the ‘Agree’ option) that humor results in a good relationship between teachers and students 28,57% answered with ‘Strongly agree’, and 28,57% remained ‘Neutral’. Q.13. Humor increases creativity and critical thinking

**Table 48:** Correlation of Humor with creativity and critical thinking.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Total</b>
<b>Number</b>	01	06	00	00	00	07
<b>%</b>	14,28%	85,71%	00%	00%	00%	100%



**Figure 50:** Correlation of Humor with creativity and critical thinking.

In this statement, teachers were required to state their agreement or disagreement about whether humor helps in increasing students’ creativity and critical thinking. From the obtained results, we can see that all of the participants expressed agreement on the statement: agreed and 85,71% agreed and 14,28% strongly agreed that humor increases students’ creativity and critical thinking.

Q.14. Humor encourages cooperative learning.

Table 49: Humor and cooperative learning.

	Strongly agree	Agree	Neutral	Strongly disagree	Disagree	Total
Number	02	04	01	00	00	07
%	28,57%	57,14%	14,28%	00%	00%	100%

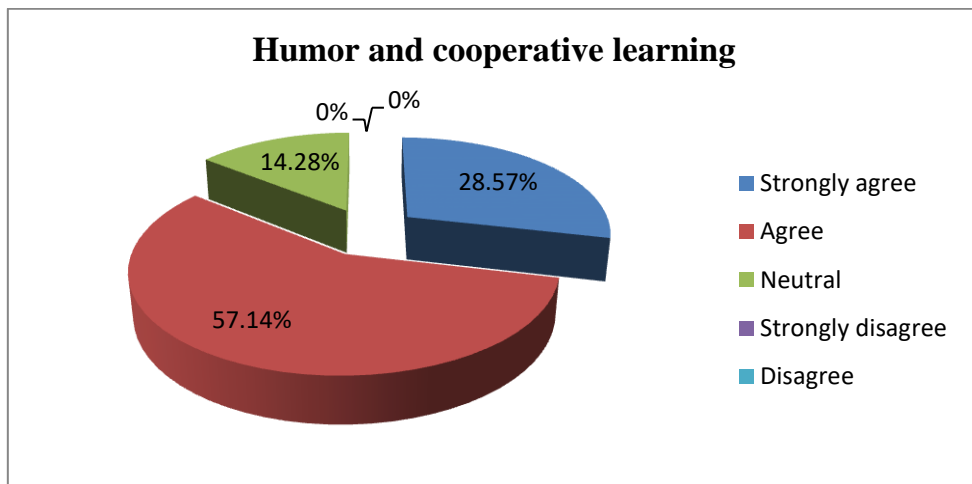


Figure 51: Humor and cooperative learning.

As can be seen on the table above, 57, 14% of the participants agreed, and 28, 57% agreed on the statement that humor encourages cooperative learning; and the remaining 14,28% responded with ‘Neutral’.

Q.15. Humor develops communicative skills.

Table 50: Humor and communicative skills.

	Strongly agree	Agree	Neutral	Disagree strongly	Disagree	Total
Number	02	05	00	00	00	07
%	28,57%	71,42%	00%	00%	00%	100%

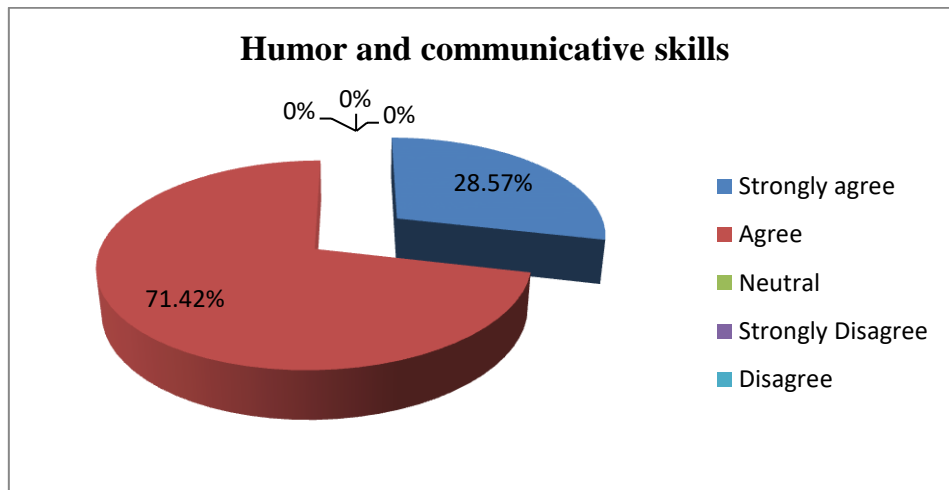


Figure 52: Humor and communicative skills.

In this question, teachers were asked to state their views about whether humor can develop students’ communicative skills or not. From the figure above, we can see that most of the teachers (71,42%) showed their agreement, while the rest (28,57%) responded with ‘Strongly agree’.

Q.16. A competent teacher should have a sense of humor.

Table 51: Humor and teachers' competency.

	Strongly agree	Agree	Neutral	Strongly disagree	Disagree	Total
Number	04	02	01	00	00	07
%	57,14%	28,57%	14,28%	00%	00%	100%

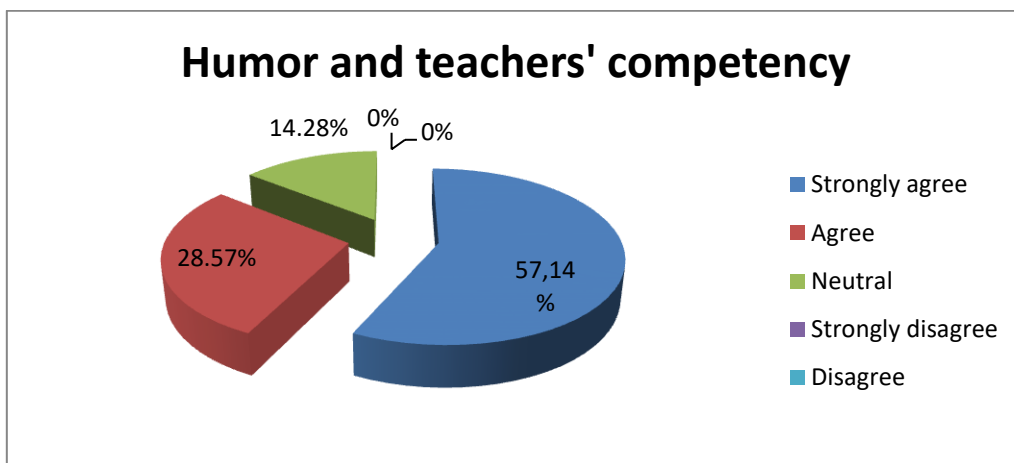


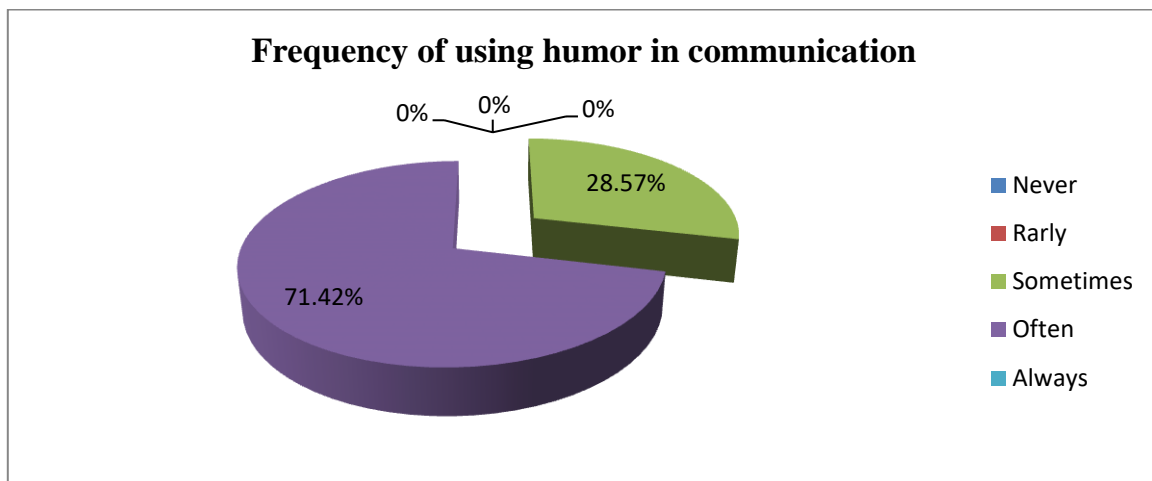
Figure 53: Humor and teachers' competency.

In this statement, teachers were asked to state their opinions about whether competent teachers are required to have a sense of humor. From the graph above we can notice that most of teachers (57,14%) strongly agreed with this statement, 28,57% responded with 'Agree', and 14,28% responded with 'Neutral'.

**Q.17.** How often do your students have access to use humor when communicating in your class?

**Table 52: Frequency of using humor in communication .**

	Never	Rarely	Sometimes	Often	Always	Total
<b>Number</b>	00	00	02	05	00	07
<b>%</b>	00%	00%	28,57%	71,42%	00%	100%



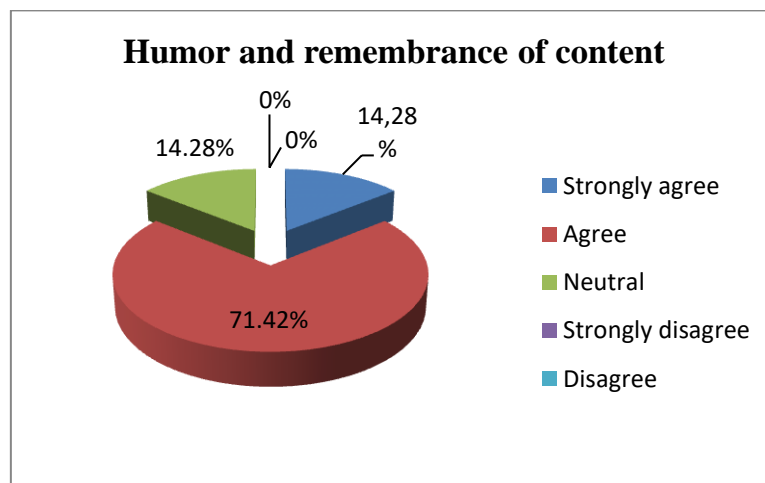
**Figure 54: Frequency of using humor in communication .**

In this question, the teachers were required to answer the degree of freedom and frequency their students have to use humor in communicating during class. The results show that 71,42% replied that they often allow their students to communicate using humor and 28,57% stated that they allow that occasionally.

**Q.18.** The content /course presented in a humorous manner is best remembered and learned by students.

**Table 53:** Humor and remembranceof content.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree strongly</b>	<b>Disagree</b>	<b>Total</b>
<b>Number</b>	01	05	01	00	00	07
<b>%</b>	14,28%	71,42%	14,28%	00%	00%	100%



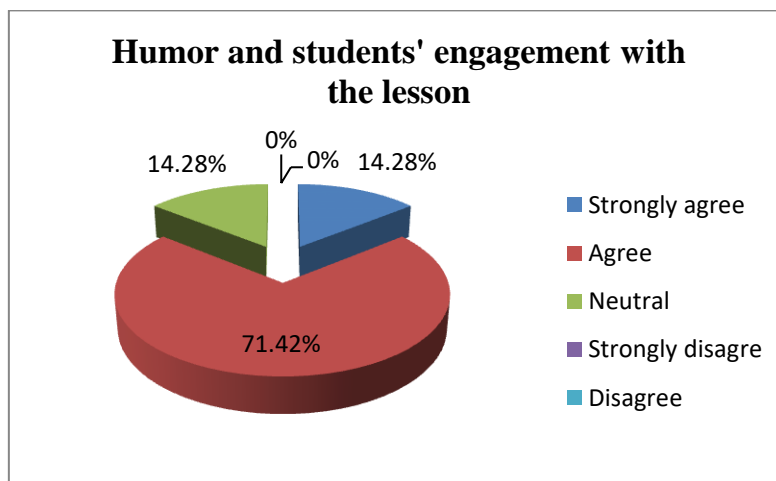
**Figure 55 :** Humor and remembranceof content.

The results show, that most teachers (71,42%) agree that humor can aid the learners to remember the information, 14,28% strongly agreed on that, and 14,28% answered with ‘Neutral’.

**Q.19.** Teachers can engage his/her students in the lesson and make them more interested via the use of humor.

**Table 54:** Humor and students' engagement with the lesson.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Total</b>
<b>Number</b>	01	05	01	00	00	07
<b>%</b>	14,28%	71,42%	14,28%	00%	00%	100%



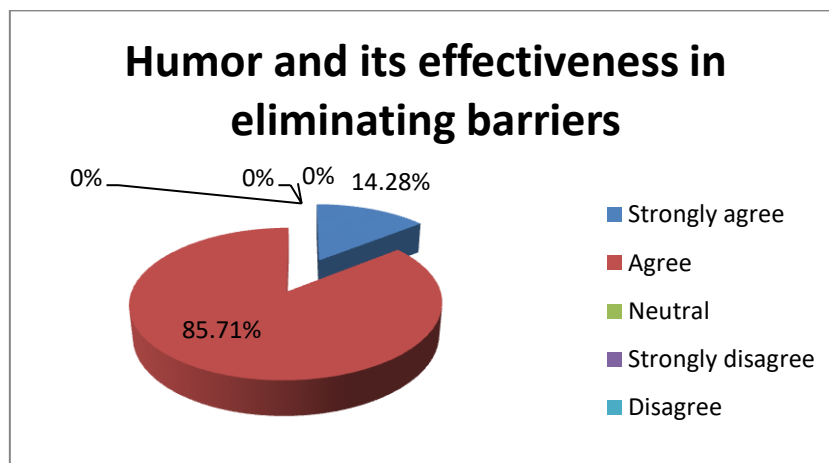
**Figure 56:** Humor and students' engagement with the lesson.

Results show, that 71,42% agreed that employing humor in class makes students more interested in the lesson while 14,28% strongly agreed on that, and 14,28%) responded with 'Neutral'.

**Q.20.** Humor is effective in eliminating barriers between the teacher the learners and among the learners.

**Table 55:** Humor and its effectiveness in eliminating barriers.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree strongly</b>	<b>Disagree</b>	<b>Total</b>
<b>Number</b>	01	06	00	00	00	07
<b>%</b>	14,28%	85,71%	00%	00%	00%	100%



**Figure 57:** Humor and its effectiveness in eliminating barriers .

In this statement, teachers were asked to state their opinions about whether humor can eliminate the communication barriers between the teacher and his learners and among the learners. From the graph above, we can notice that the highest percentage of teachers (85,71%) stated their agreement on the statement and the remaining complementary percentage (14,28%) responded with ‘Strongly agree’.

**Q.21.** Please feel free to add any comments, suggestions, etc :

According to some teachers of our sample, students should be made familiar and feel at ease with their teachers, and with the subject. In addition, they think that it is helpful to try to simplify the difficult concepts acquired through creating jokes and funny situations related to the topic itself.

### **Teacher's Interview**

In this research, semi-structured interview was employed as a second data gathering tool; it was conducted with five teachers. The semi-structured interview was chosen because it is the most commonly used interview technique and it allows for much of flexibility between the interviewees and the researcher (Kallio et al., 2016). The interview used in this study contains seven questions revolving around illustrating the frequency of using humor in class, its relevance as well as its effectiveness demonstrating its effects on foreign language teaching. Moreover, the interviewees were required to state whether humor is appropriate or not for the different modules in their class. All the participant teachers were interviewed face to face during a period of time from 10 to 15 minutes and the researchers were recording and taking notes.

The first question asked to the teachers was about the frequency of using humor in their class and if it is prepared or spontaneous. One teacher (Teacher 1) replied that he uses humor sometimes throughout the session in order to prepare his students and also to wake up some sleepy students. He indicated that there is no need to prepare for using humor, it is better being spontaneous. The second teacher (Teacher 2) stated that she often uses humor in her class as an EFL teacher. Moreover, she believed that the use of humor breaks the ice between the teacher and her students. Thus, it creates a connection between them.

The third teacher (Teacher 3) indicated that he usually likes humor, but he does not rely on it because he would lose control of the session. Also, humor for him is a kind of flavor for the class and it makes the students feel relaxed, unafraid to discuss and ask questions. The teacher indicated that the use of humor is spontaneous and according to the situation.

The fourth teacher (Teacher 4) believed that she uses humor only when it is required.

The last teacher (Teacher 5) said that she often uses it, and she considers it as the most helpful tool.

The teachers were also asked to answer this question: *Is your humor related to the content of your lesson* ? Teacher 1 answered that humor does not have to be related to the content because sometimes it comes in the form of an anecdote. Teacher 2 indicated that the humor she uses is related to the content of the class, adding that sometimes humor is used just to bring students back to focus. Teacher 3 claimed that the use of humor during the lesson depends on the situation of presenting the course ; sometimes the teacher may have an example and seeks to explain the lesson by giving funny examples, but sometimes he should get out of the topic to break the routine and make some fun; however, the most important thing is that it should be respectful and impersonal. As for Teacher 4, humor can be considered as an essential element within the lesson that provides an effective energy to the students. Teacher 5 believes that humor is something crucial and it makes the lesson more engaging.

Another question asked to the teachers was: *Do you think that your attempts of using humor are* successful ,Teacher 1 thought that her attempts of using humor in class were successful because students engaged more through comments and laughs and this helped prepare for the next phase in the class. Teacher 2 stated that her attempts of using humor worked out well all the time because it kills students' boredom, especially when the content of

the session is complicated. Teacher 3 answered that he can see that the students liked the session more when using humor, and how they were enjoying the lecture, saying : “it is not about the information itself, it is about how to deliver the information”. Teacher 4 indicated that his attempts of using humor fruitful because it encouraged positive feelings about learning among the students. Teacher 5 answered that her attempts of using humor made the students more productive and provided a great connection with them.

The interviewees were also asked this question : *What do you think about the roles and the effects of humor in foreign language teaching ?* Teacher 1 responded that the role of humor depends heavily on the teacher’s character and attitude towards humor and the wrong use of humor can turn the class into a circus, but if used wisely, it can bring the session to life. Teacher 2 believed that humor has positive effects in foreign language teaching and makes students feel relaxed with each other or with their teacher, and this will help them to learn new concepts and concentrate more in the lesson. Teacher 3 stated that humor has a positive impact in the foreign language classroom if the teacher is smart and knows how to employ it during the lecture. Teacher 4 states that using humor in class boosts the student’s participation and motivates the learners to communicate. Teacher 5 indicated that the use of humor in class makes students more comfortable to perceive and produce. For the question : *Do you think that humor affects your students’ learning positively, and make your lesson enjoyable ?* Teacher 1 answered that using humor affects students positively and makes the lesson more fun by raising their interest in learning the foreign language, and it reduces anxiety by creating free and easy climat. Teacher 2 believed that when he starts warming them up with some fun they get ready and prepared for the lesson. Teacher 3 indicted that humor affects students’ learning positively by helping them to better concentrate on the lesson. Teacher 4 believed that students interact positively according to the appropriateness of humor

used in class. Teacher 5 believed that students react positively without being afraid when using humor.

Another question asked for the teachers was: *Which types of humor you think are more appropriate or not appropriate for the different modules in class?* Accordingly, Teacher 1 claimed that he uses only appropriate humor during the session to make his students feel comfortable to speak and be part of the session such as : humorous comments, jokes, storytelling, funny examples, etc. Teacher 2 stated that she prefers to use anecdotes, jokes and sometimes irony to make the classroom environment less intense and more enjoyable. Teacher 3 said that he uses all the appropriate types of humor ; however, the choice depends on the situation. Teacher 4 said that it depends on the case, for instance, in discourse analysis module she uses examples from real life, experiences, and traditions. Teacher 5 answered that she uses only humor which is related to the content of the lecture presented which helps in their engagement.

The last question of the interview with teachers was : *What can you add at the end and what is your advise about using or not using humor in class, and how much of it to use ?* Teacher 1 stated that in order to make humor useful, teachers need to use it wisely and decide on when to use it and where. Teacher 2 said that she is adherent of using humor in EFL class and she advise other teachers to use it too. Teacher 3 suggested employing humor in the classroom because boredom prevents students from retaining materials. Teacher 4 suggested using humor by everyone to increase students' level. teacher 5 stated that it is good to consider humor as a teaching tool but without exaggerating.

### **The Students' interview**

In this research, we have conducted a semi-structured interview with a group of five students to illustrate their perception, opinions, reactions, feeling and thoughts towards their teachers'

use of humor during the lesson, as well as its effectiveness and how much that make them enjoy the lesson. The interview included ten questions related to the importance of humor in EFL learning, the appropriate types of humor used by their teachers and whether it has a positive or negative influence on their language learning.

The first question asked to the participant students was : *(Q1) What is your opinion about your teachers' use of humor during the lesson ?* The students responded that the employment of humor during the course is very helpful and fun.

In *(Q2)* the students were asked : *In this lesson, when your teacher uses (a joke, puns, riddles, etc.) what is your reaction and how do you feel ?* The students explained their reactions and feelings when the teacher uses humor, they laugh and they feel excited to the rest of the lesson.

*(Q3) What effect(s) do you think the use of humor has on that lesson ?*

*Is there any module you like more than others because of the teacher using humor ?*

*Do you think that the humor used by this teacher makes the class more enjoyable ?*

*Does the humor that the teacher uses relate to the class ? Is it respectful ?* The students responded to these questions that using humor has many effects on the lesson, they thought it enhances the ability of understanding and makes the mood in the classroom more fun. Also, humor is perceived to makes the lesson easier to remember. Moreover, the interviewees asserted that the phonetics module is their favorite. and highlighted that the humor used by their teacher made them more comfortable and ready to receive any new information. The students maintained that the humor used by their teacher usually has a great relation to the course. They believed that the humor employed by their teachers is respectful, otherwise it is not humor. *(Q4) Do you think that humor is important in foreign language learning ?* Some

students thought that humor is important as it makes the language learning much easier ; others think that it is not important because it distracts their attention.

**(Q5) Please mention one example or situation in which your teacher used humor effectively.** Why do you think your teacher's use of humor is effective then? The students mentioned one funny example when their teacher of phonetics used funny words in order to make them remember a sound. They believe that their teacher's use of humor is effective because it break the barriers and reduces the feel of between the superiority between them and their teachers.

**In (Q6)** students were asked the question : ***What type(s) of humor do you prefer your foreign language teacher to use?*** All the participantes agreed that the favorite type of humor used by their teachers is jokes because it is more fun.

**(Q7) Are there any types of humor you think are not appropriate in class?** Students thought that there are some inappropriate types of humor that should not be incorporated in the classroom, such as making fun of others.

The students were also addressed this question: **(Q8) How do you think humor can help you better learn English?** The respondents responded that humor helps them a lot because it shows them the easy side of the language.

**(Q9) Do you think that humor has positive or negative effects on learning a new language?**

In this question, all the students asserted that humor has a positive effects on foreign language learning, because it makes them more interested and motivated. The last question in the interview was:

**(Q10) How do you find the lesson of those who do not use humor?** The students believed that the lesson is boring when there is no humor, as they see the class is long and time stops.

**Classroom Observation****Observation Results' Interpretations****Teacher A**

**Item one :** Frequency of the teacher's use of humor in introducing the lesson.

In this item we aimed to observe the way the teacher introduced his lesson and the frequency of using humor. From the session that we attended, we noticed that Teacher A introduced his lesson humorously, he was energetic with a great sense of humor and his strategy of introducing the lesson seemed to be interesting and useful for the students, since they interacted strongly and vividly with him.

**Item two :** The teacher uses funny examples / faunny anecdotes/ jokes/ riddles/ puns/ funny body language, etc.

From the session that we observed, we noticed that Teacher A made use of a mixture of humor forms during his session, he was using funny examples when he was explaining the course; he also used some riddles which made all the students laugh and become more attentive and the atmosphere of the class was very joyful. We have noticed that the teacher appeared very humorous by using his fun and jokes with his students. Moreover, we noticed that by using humor as a teaching tool, most of the students were interested in the lesson.

**Item three :** Students positive attitudes towards the teacher's sense of humor and its forms.

From the session that we have attended, we have noticed positive interaction of the students with their teacher's sense of humor. The students showed their enthusiasm in each time the teacher employed his sense of humor, which made them excited to participate in the lesson.

**Item four :** Students negative attitudes towards the teacher's sense of humor and its forms.

What we observed through the class that we attended was that the students did not show any negative attitudes towards their teacher's sense of humor. Also, we have noticed that all forms of humor used by the teacher were accepted by the students, as they were frequently felt amused, participating, and making comments. This indicates that humor has an effective role in decreasing students' negative attitudes, shyness, and anxiety,.

**Item five :** The teacher accepts his /her students' sense of humor.

From the observed session, we have noticed that the teacher accepted his students' sense of humor that made them engaging more with the lesson without shyness, fear or intimidation.

**Item six :** Students do not pay close attention when their teachers use a sense of humor.

In this item, we sought to observe students' attention when their teacher employed humor in class. We noticed that the majority of the students were listening closely and very involved in the lesson when the teacher used funny examples or jokes, they were also interested when he was explaining the course.

**Item seven :** Students are participating and asking questions when teacher uses humor.

In this item, we aimed to examine whether students participate and ask questions when their teacher uses humor to explain the lesson. We observed that students kept on participating and discussing and the teacher asked them to write their answers on the board, which created a good relation between them and their teacher and raised their level of understanding.

**Item eight :** Students are motivated when the teacher employs humor in class.

From the observed session, we have noticed that the majority of students were motivated. This shows that the strategy employed by the teacher played an essential role in making the students' participate, establish connection, and reinforce their retention to the information that made them increasingly motivated.

**Item nine :** Humor can cause confusion in class.

From the classroom observation, we noticed that the majority of students felt exceptionally comfortable and relaxed when their teacher used his sense of humor; this confirms that humor is not a disturbing teaching tool that distracts students' attention or make them confused.

### **Teacher B**

**Item one:** frequency of the teacher's use of humor in introducing the lesson

In this item, we sought to observe the way and frequency with which the teacher used humor to introduce his lesson. From the session that we have attended, we have noticed that Teacher B started his lesson by saying good morning to the students, then went directly to the lesson. In fact, we have noticed that Teacher B never presented his course by employing some forms of humor.

**Item two:** The teacher uses funny examples, funny anecdotes, jokes, riddles, puns, and funny body language.

From the session that we have observed, we have noticed that Teacher B did not employ any kind of humor. The teacher was explaining his lesson by giving examples related to the content of the lesson or writing some words on the board. Also, we have noticed that Teacher

B tended to be strict. Accordingly, only a few students were asking questions and participating with him, and the others were almost sleeping.

**Item three:** Students positive attitudes towards the teacher's sense of humor and its forms

From the session that we have attended, we have not observed any positive attitudes or behaviors related to students because Teacher B was serious and had no sense of humor, which made most of them hesitate to communicate with the teacher.

**Item four:** Students negative attitudes towards the teacher's sense of humor and its forms

From the session that we have attended, we have noticed some negative attitudes among students, and this is due to the teacher's strictness. In fact, students seemed to be bored and waiting for the session to end.

**Item five:** The teacher accepts his or her students' sense of humor.

From the observed session, we try to observe the extent to which the teacher may accept his students' sense of humor. Although the teacher is known for his seriousness, he accepts when a student tells a joke or gives a funny example by smiling or making comments.

**Item six:** Students do not pay close attention when their teachers use a sense of humor.

In this item, we sought to observe students' attention when their teacher employed humor in class. Since the teacher was always serious, students were rarely listening to him, but at the same time they were interacting with each other and telling jokes without making noise or distracting the classroom atmosphere. In fact, students' attention was noticed among a few students only when they were taking notes.

**Item seven:** Students are participating and asking questions when the teacher uses humor.

This item aimed to observe the students' involvement with the lesson, by observing their frequency of participation and asking questions. During the session that we observed, we noticed that only two or three students were sometimes participating and asking a few questions, while the rest were not participating or sharing their ideas, In fact, they were listening, taking notes, or discussing with each other.

**Item eight :** Students are motivated when the teacher employs humor in class.

From the session that we have attended, we have noticed that the majority of students were unmotivated since their teacher did not use humor. This depicts that the absence of humor in classroom can decrease students enthusiasm to pay attention or engage.

**Item nine:** Humor can cause confusion in class

From our classroom observation, we noticed that although the teacher did not employ humor during the lesson, the students seemed quite calm. This confirms that the lack of humor can cause confusion in class.

### **Results' Discussion**

Based on the analysis of the students 'questionnaires, it is deduced that the use of humor by teachers and its impact on the students' learning process are vital and clear in the educational setting.

Primarily, our questionnaire asked for general information about our sample, and the responses we received from students on their English proficiency were generally positive. It was clear that the majority of the students had made the decision to learn English since they stated that they did so in order to communicate better, get a good job in the future, and because English is a universal language. The findings demonstrate that EFL students assess English according to its difficulty, between easy and very easy. This result confirms the

evaluation of their levels, in which students who have a good level in English consider learning English easy. Furthermore, what was obtained from the results is that the majority of students believed that some teachers prefer to use humor as a teaching tool, while others prefer to teach strictly. They also agreed that they prefer humorous teachers, which can help them foster their understanding. Moreover, it is claimed by students that they feel relaxed when their teachers use humor. That is to say, although there is a difference in the degree of relaxation of students when using humor in the classroom, most students feel comfortable, and therefore humor can be considered a tool for reducing anxiety and stress. Thus, the students interact positively with the use of humor in class, which motivates them to participate more in the classroom. Also, the participants affirmed their views by considering humor as a teaching tool that boosts a good learning environment. EFL students usually tend to be entertained when they learn. So, they stated that teachers' sense of humor has a positive impact on their involvement. Therefore, it can be seen that students' interaction has an important impact on the employment of humor when producing the lesson; they tend to interact more when their teachers use some forms of humor. Besides, students' comprehension is also influenced by the use of humor; this can be explained from the results of Question 8, in which the majority (74%) see that their comprehension is greatly affected by teachers' sense of humor. since they consider it a motivational teaching tool that helps and encourages them to learn. The results indicate that the use of humor has a favorable influence on students' behaviors and attitudes toward the learning process when it comes to how humor affects EFL students' attitudes toward learning. Besides, the findings showed that the majority of students considered humor a valuable teaching tool in the first place; however, it does not help students much to grasp the culture of the foreign language being studied. They also consider humor a tool by which teachers can make their relationships with students closer. Thus, students will be less afraid and less hesitant to ask questions or make comments.

Additionally, from the results, we find that almost all participants confirmed that their teachers' sense of humor increased their interest in learning, helped them concentrate in the classroom, made them feel more relaxed, and made them feel closer to their teachers. This indicates the importance of using humor in terms of its psychological aspects for students, since it can enhance their relationships with their teachers, raise their interest and concentration in the classroom, and create a suitable learning environment in which EFL students feel comfortable learning. In fact, humor can enhance their language and create a more comfortable environment. This is because humor helps to create a joyful learning atmosphere, relieve stress, and make a healthy and humorous connection between the teacher and the students. Besides, regarding the necessity of using humor in the classroom, most students believe that using humor in the classroom is necessary because it is the most valid tool that a teacher can apply in the class and during the course. Thus, by creating an entertaining learning atmosphere where students are motivated to study, teachers can increase teacher-student engagement. Also, when students were asked to indicate their views

concerning humor as a memory aid, some students stated that they can retain the lesson quickly because humor has the ability to refresh memory and thus facilitate the process of retaining information, while the remaining students think that humor has no relation to memory or retention. So, using humor enables students to answer some questions during their exam. For the others who stated that humor has no relation to memory or retention may be because they fail to retain information during their exam. In addition, result show that humor has a great potential in increasing students' communicative skills by enabling them to participate in various activities and discussions. In fact, most of the respondents have answered that their teachers' sense of humour helped them to be at ease to express and communicate their information and ideas, since they feel comfortable and closer to their teachers in a way that they can easily participate, interact, and express their ideas. As a result,

teachers who are regarded as humorous are more loved by students since their sense of humor encourages interaction and builds rapport. Therefore, the majority of the students were probably present in the classrooms where their teachers used humor; this suggests that using humor as a teaching method increases student engagement and attendance.

From the results obtained from the teachers' questionnaire, we can get more information about teachers' attitudes towards their use of humor in EFL classes and its effect on the maintenance of student-teacher rapport.

The results show that most of the teachers perceive humor as an essential teaching tool that helps promote learning by creating a relaxed atmosphere. Thus, it creates a more positive, fun, and interesting environment that fosters class attendance and student learning. Moreover, the majority of teachers claimed that they prefer to use funny examples, which may be because they think they are the most relevant to the subject they are presenting. Hence, this stimulates students to interact with and participate in the subject. Additionally, we can see that most teachers believe that a sense of humor is a desirable quality and forms an essential part of their attraction. Thus, teachers' sense of humor motivates students to learn, making EFL classes more interesting. Also, results confirm the teacher's answer that they allow their students to use humor to communicate in class because they use it as a strategy that helps their students to participate and reduce their shyness. So, they can raise their level of interest in the lesson. The results also indicate that teachers are strongly confident about the validity and effectiveness of humor as a significant pedagogical tool, and they assert that they consider humor helpful in keeping students' attention, which helps them to remain focused, interested, and engaged with the course. Consequently, we can say humor plays a crucial role in the learning process and can help both teachers and students. Furthermore, teachers believe that Humor has a significant role in stimulating great interaction between them and their students. So, students will feel less intimidated and less shy about taking part in the class by asking

questions or making comments. Hence, humor can help students feel at ease and motivate them to communicate freely. Accordingly, most teachers held quite positive attitudes towards using humor during the session and agreed that the use of humor in the classroom has a positive effect on students' creativity and critical thinking. This is due to the fact that humor contributes to raising students' levels of engagement and understanding of the lesson, leading to better performance. Thus, using humor gives flexibility to students' minds to be innovative, which enables them to find solutions to the various issues they face in the class. Aside from that, the majority of teachers state that using humor is necessary for a variety of purposes, which confirms that humor is important in the learning process as well as in helping to increase students' involvement and understanding. In fact, they agree that humor creates an atmosphere conducive to learning because they believe in the benefits of humor in enhancing students' capability to learn a new language. Regarding the results obtained, we can say that Most teachers indicate that humor in EFL classes plays a vital role in helping students retain, learn, and recall the content of the lesson. This confirms that humor affects cognition, which causes students to remember information better when they perceive it as humorous. Also, the great majority of the teachers agree that students learn better when they are amused, and this is because humor makes them feel more at ease and less anxious in the classroom. That is to say, most teachers asserted that they generally accept their students' sense of humor to communicate in the classroom, which greatly increases their enthusiasm to learn and become more involved with the foreign language without fear.

From the analysis of the teachers and students' interviews, we can deduce that the majority of teachers indicated that they often use humor in the classroom and that they prefer to be spontaneous according to the situation rather than planned. Moreover, most of them indicated that humor should be related to the content of the lesson, which makes students interested and engaged and provides them with some energy, while students believe that the employment of

humor during the course is very helpful and fun. This confirms that humor has positive effects that create a favorable classroom context. Furthermore, most of the teachers thought that their attempts at using humor were effective because students were involved in the class by making comments and laughing, which helped them to always be prepared. So, the use of humor promotes a learning atmosphere conducive to learning. Also, their attempts made students productive and provided a great connection with them.

The results obtained from the classroom observation helped us a lot in deducing that the use of humor as a teaching tool in EFL classes has a positive impact when employed, as well as the results indicating the students' and teachers attitudes towards the use of humor in class.

Additionally, most teachers and students believed that humor has positive effects on the language learning process and makes students interested, motivated, and relaxed with each other and with their teacher. This concludes that using humor in the classroom affects students positively, makes the lesson more fun by raising their interest in learning the language, and reduces anxiety by creating a free and easy climate. In addition, most students view humor as important because it makes the language learning much easier. In order to make humor useful, teachers need to use it wisely and decide when and where to use it. Concerning the results obtained from classroom observation, we can state that incorporating humor is very useful since it makes students interact strongly and vividly. Also, the students showed their enthusiasm each time the teacher employed his sense of humor, which made them excited to participate in the lesson. So basically, humor plays a vital role in making students more engaged with the lesson without fear, shyness, or intimidation. Similarly, humor is considered as an effective strategy since it creates a good relationship between teachers and students and raises their level of understanding. Finally, we can say that humor played an essential role in making the students' participate, establish connections, and reinforce their retention of the information that made them increasingly motivated.

**Limitations of the study**

In any investigation, it is crucial to mention some challenges that the researcher faces in gathering background data. Usually, the biggest challenge the researchers experienced was finding references and resources, particularly books.

This research was conducted using three instruments: a questionnaire, an interview, and classroom observation. The first challenge we faced when conducting the classroom observation was that the students were not attending their classes, and this was due to the month of Ramadan, which made us observe only two sessions. Therefore, in order to ensure the accuracy of classroom observation, sufficient time must be carefully allocated to observe what is happening in the classroom and pay attention to any events or behaviors that may occur. Additionally, the development of the research was obstructed by the lengthy process of collecting data for the literature review. Also, for the questionnaire, some students refused to answer a significant number of questions. Thus, the results of this study were mostly limited to determining the validity of the conclusion.

**Recommendation of the study**

The use of humor in EFL classes requires an attentive teacher who can recognize when it is suitable for employing it and when it is not in order to prevent any sort of disciplinary issue in his class. At the very beginning, To create a joyful learning atmosphere, instructors should be innovative in how they use humor during sessions and use a variety of engaging activities. Moreover, teachers should employ humor only when it furthers the goal of the lesson, and they should refrain from employing it when it does not provide a better lesson. Besides that, EFL teachers should be conscious of the function humor plays in bringing them closer to their students so they can comprehend their thoughts or issues and help them learn. Since the majority of students prefer to learn while being entertained, using a joke or humorous

example to make the lecture interesting without making students feel worried, stressed, or bored is another successful teaching method. Regarding humor's subject matter, it is preferable to select some jokes or humorous examples that are pertinent to the content of the lesson. This will help teachers sustain their students' attention and interest as well as encourage them to engage, share their ideas, and have productive discussions in an enjoyable educational setting. Additionally, if teachers do not have any sense of humor in their characters, they shouldn't be worried or unwilling to add some types of humor sometimes, even if they are not unexpected. So, it is not necessary to be an entertainer to use humor; teachers can simply convey their sense of humor by making gestures, writing, or drawing something amusing on the board, which makes students feel more at ease and eager to learn. Thus, using this strategy, it may be possible for educators who lack a sense of humor to increase student interaction. Furthermore, giving students the opportunity to employ humor will promote greater interaction and knowledge acquisition. Hence, it is advised that teachers allow themselves and their students to laugh since when students are laughing, they are also paying attention (Shadow, 1996).

**Conclusion**

This chapter has included a review and discussion of the fieldwork related to the current study. The chapter began with a presentation of a brief summary of the research methodology and the techniques employed to gather data and its objectives. Following that, the researchers add a description of both students and teachers' questionnaires and interview, as well as the discription of the classroom observation. Additionally, statistical tables and graphical representations with percentages have been employed to illustrate the analysis of the data acquired for greater comprehension. The findings were then discussed and presented in order to provide answers to the research questions.

The chapter concluded by a series of recommendation that can be beneficial for the process of successful incorporating humor in classroom. Also, we set some of the limitations that we had encountered in order to attain the objectives of the current study.

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# *General conclusion*

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## General conclusion

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### General conclusion

It is generally considered that the responsibility of teachers is to stimulate students' interests in their classes because they believe that boredom is the primary barrier to education. Employing humor is a common approach to getting students excited. Humor in the classroom can foster a positive learning environment, strengthen social bonds through improved student-teacher interaction, deliver laughter and entertainment, and provide variation to the curriculum.

The current study investigated the power of humor in EFL education, highlighting the teachers' perceptions of utilizing humor and the students' reactions to the teachers' use of humor techniques. It has also examined how EFL teachers and students perceive the crucial role of humor in education in general and in the classroom language more specifically. As the investigations have shown, the use of amusing language in an EFL learning setting offers a variety of potentials for learning the language. Furthermore, from the teachers and students' questionnaires, we deduced that the use of humor in the classroom has several positive effects: it increases students' engagement with the lesson, provides an appropriate educational atmosphere, enhances students' creativity and critical thinking, develops their communicative skills, and eliminates barriers between the teachers and students.

To sum up, our investigation has demonstrated that humor is very well liked by both teachers and students. Moreover, teachers are generally confident in the relevance and potency of humor as an essential educational tool. Additionally, the majority of students appreciated teachers' sense of humor and preferred humorous teachers, and the research also identified the most common forms, and theories of humor. Besides that, the study validates the value of humor in EFL environments and encourages teachers to utilize humor intelligently in order to make language learning as engaging as it should be. Finally, in the

## **General conclusion**

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context of our study, humor is seen as advantageous and is perceived as an ideal technique used by successful teachers.

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# *Appendices*

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# Appendices

## Appendix A: Students' Questionnaire:

### Students 's Questionnaire

*Dear students,*

Please fill in this questionnaire which is part of a master research dissertation about *The power of using humor in EFL education* . Please answer the questions sincerely and precisely. Your answers will certainly remain confidential and will only be used for research purposes.

*Thank you for your time.*

### Section one : General Information

Age / Gender Male Femal

--	--	--

1 . How long have you been learning English ?

From 01 to 03 years


From 06 to 09 years

2.How do you rate your level of English ?

Very good

Good

Average

poor

--	--	--	--

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3. why did you choose to study English at university ?

- It was imposed on you

--

- For pleasure.entertainment

--

- In order to communicate .

--

- To get a good job in the future .

--

- Because it is a universal language .

--

- Other (please specify):

.....

4 . How do you find learning English ?

Very difficult/borig

Difficult /boring

easy /enjoyable

Very easy/enjoyable

--	--	--	--

### **Section Two : Humor and learning foreign language**

1 Do you prefer humorous teachers duiring class ?

Yes

No

--	--

- Why ? Why not ?

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.....  
.....  
.....  
.....

2. Which module(s) do you like more because of the teacher(s)?

.....  
.....

Why ?.....

.....

3. Which module(s) do you find more boring?

.....  
.....

Why ?.....

.....

2 . Do you believe that the majority of your teachers have a sense of humor ?

Yes

No

--	--

3 . How often do your teachers use humor ?

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Always

Sometimes

Never

--	--	--

4 . Which forms of humor do they usually use ?

Puns

Jokes

Irony

Riddles

Anecdotes

All of them/other

--	--	--	--	--	--

5 . Do you think that the teacher's sense of humor creates an appropriate educational atmosphere ?

Yes

No

It depends

--	--	--

How/Why ?.....

.....

.....

6.Do you think that the teacher's sense of humor help to understand the lesson ?

# Appendices

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Yes

No

It depends

--	--	--

How/Why ?.....

.....

.....

7. Does humor help you to participate in the class ?

Yes

No

It depends

--	--	--

8. How does humor make you feel in your language classroom?

increases anxiety

no effect

slightly relaxed

--	--	--

noticeably relaxed

considerably relaxed

--	--

9 . How does humor in the foreign language class affect your interest in learning?

decrease in interest

no increase

slight increase

## Appendices

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--	--	--

noticeably relaxed

considerably relaxed

--	--

10. Do you feel that you learn more about the culture of the foreign language by being exposed to humor?

Not at all

A little

Yes

--	--	--

11. Do you feel that your teacher's use of humor makes him/her more approachable in class ?

Not at all

A little

Yes

--	--	--

12. Do you feel that humor generally improves your ability to learn a language in the classroom by creating a more comfortable and conducive learning environment ?

Not at all

A little

Yes

--	--	--

13. How often do you use humor to communicate in the foreign language class ?

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Never    rarely (1-3 times )    sometimes( 4-7 times )    Frequently(8-11 times)    Always(12 or more)

--	--	--	--	--

14. Do you think that using humor in classroom is:

Very necessary

Necessary

Slightly necessary

Not necessary

15. Humor, in classroom, is considered as:

Supporting teaching tool

Nonsense teaching tool

Disturbing teaching tool

--	--	--

➤ Please explain how ?

.....

.....

.....

16. How often humor should be used in classroom ?

Never

Rarly

Sometimes

Frequently

Always

--	--	--	--	--

# Appendices

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17 . Using humor in classroom :

Strongly facilitates   facilitate   has no effect   slightly improves   hinders learning

learning                      learning                      learning

--	--	--	--	--

Why/How?.....  
.....  
.....

18. Do you enjoy the humor integrated in the EFL classroom ?

Yes                                      No

--	--

19.Does humor help in your process of learning in the classroom ?

Slightly                                      Considerably                                      Not at all

--	--	--

20. Does humor increase your information retention ability ?

## Appendices

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Slightly

Considerably

Not at all

--	--	--

21. How can humorous teachers affect their student's information retention ?

.....  
.....

22. Does the use of humor influence EFL learner's information retention positively or negatively ? Explain.

.....  
.....

23 .What are the challenges that learners may face when integrating humor in the learning process ?

.....  
.....  
.....

24.The teacher-student interaction is influenced by the degree of humor usage in the classroom.

Agree

Neutral

Disagree

--	--	--

25. Teachers with a sense of humor are more loved by their students .

## Appendices

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Agree

Neutral

Disagree

--	--	--

26. Humor should never be used to embarrass or ridicule a student.

Agree

Neutral

Disagree

--	--	--

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## Appendix B: Teachers' questionnaire

### Teacher's Questionnaire

Dear teacher ,

This questionnaire is prepared *to investigate the power of using humor in EFL education*. It will be very kind of you to answer the following questions. Your answers will absolutely help us to conduct our research ,they will remain confidential .

*Thank you for your time.*

### Background information

Age

Gender

Degree

Years of experience

--	--	--	--

### Section one : Humor and teaching

1. Do you think that using humor in classroom is :

Very necessary   considerable necessary   Necessary   Slightly necessary   Not necessary

--	--	--	--	--

2. Humor, in classroom, is considered as :

Supporting teaching tool

Nonsense teaching tool

Disturbing teaching tool

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--	--	--

➤ Please explain how/why ?

.....

.....

.....

3. Sense of humor is a fundamental quality of effective teacher.

Strongly agree    Agree    Neutral    Disagree Strong    disagree

--	--	--	--	--

4.If you decide to use humor as a teaching tool, would you prefer to apply it for: Introducing the lesson    Providing more explanation    Giving examples    All of them/Other

--	--	--	--	--

➤ Please explain :

.....

.....

5. How much humor should be used in classroom ?

None    Very little    Little    Much    So much

--	--	--	--	--



# Appendices

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9. Using humor in classroom :

Strongly facilitates   facilitates   Has no effect   slightly improves   hinders learning  
learning                      learning                                      learning

--	--	--	--	--

➤ How/Why ?.....

.....

10. Students learn better when they are amused

Strongly agree   Agree   Neutral   Disagree Strongly   disagree

--	--	--	--	--

11. Humor creates an atmosphere conducive to learning .

Strongly agree   Agree   Neutral   Disagree Strongly   disagree

--	--	--	--

12. Humor results in a good rapport between instructor and students

Strongly agree   Agree   Neutral   Disagree Strongly   disagree

--	--	--	--	--

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13. Humor increases creativity and critical thinking .

Strongly agree      Agree      Neutral      Disagree Strongly      disagree

--	--	--	--	--

14. Humor encourages cooperative learning .

Strongly agree      Agree      Neutral      Disagree Strongly      disagree

--	--	--	--	--

15. H humor develops communicative skills ?

Strongly agree      Agree      Neutral      Disagree Strongly      disagree

--	--	--	--	--

16. A competent teacher should have a sense of humor :

Strongly agree      Agree      Neutral      Disagree Strongly      disagree

--	--	--	--	--

17. How often do your students have access to use humor when communicating ?

Never      Rarly      Sometimes      Often      Always

--	--	--	--	--

18. The content/course presented in a humorous manner is best remembered learned than the non humorous way.

Strongly agree      Agree      Neutral      Disagree Strongly      disagree

## Appendices

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--	--	--	--	--

19. Teachers may engage his /her students in the lesson and make them more interested via the use of humor.

Strongly agree      Agree      Neutral      Disagree Strongly      disagree

--	--	--	--	--

20. Humor is effective in eliminating the communication barriers between the teacher and among the learners.

Strongly agree      Agree      Neutral      Disagree Strongly      disagree

--	--	--	--	--

21. Please feel free to add any comments, suggestions, etc.:

.....

.....

.....

.....

# Appendices

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## Appendix C: Teachers' Interview

### Teacher's Interview

The Semi Structured Interview Questions:

During your career as an EFL teacher at Abbess Laghrour University :

1.How often do you use humor in your class ?Why or why not ?

If yes, is your use of it prepared or spontaneous ?

2.Is your humor related to the content of you lesson ?

3.Do you think that your attempts of using humor are successful ? How can you judge that ?

4.What do you think about the roles and the effects of humor in foreign language teaching (positive or negative)? How?

5.Do you think that humor affects your student's learning positively,and your lesson enjoyable ? How/why ?

6.Which types of humor you think are more appropriate or not appropriate for the different modules in class?

7.What can you add at the end and what is your advice about using or not using humor in class, and how much of it to use

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## Appendix D: The student's interview

### **The student's interview**

As a student in EFL class at Abbess laghrour university :

1. What is your opinion about your teacher's use of humor during the lesson ?
2. In this lesson, when your teacher uses ( a joke , puns, riddles, etc.) what is your reaction and how do you feel ? please explain your reaction and feeling.
3. What effect(s) do you think the use of humor has on that lesson ?

Is there any module you like more than others because of the teacher using humour?

Do you think that the humour used by this teacher makes the class more enjoyable?

Does the humor that the teacher uses relate to the class? Is it respectful? Please explain how?

4. Do you think that humor is important in foreign language learning ? Why or why not

5. Please mention one example or situation in which your teacher used humor effectively .

Why do you think your teacher's use of humor is effective then ?

6. What type(s) of humor do you prefer your foreign language teacher to use ?

Please explain your choice(s).

7. Are there any types of humor you think are not appropriate in class ?

8. How do you think humor can help you better learn English ?

9. Do you think that humor has positive or negative effects on learning a new language ?

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10. How do you find the lesson of those teachers who do not use humor? Explain please

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## Appendix E: Classroom Observation Checklist

### Classroom Observation Checklist

Item	Frequently	Sometimes	Always	Rarely	Never
Frequency of the teacher's use of humor in introducing the lesson.					
The teacher uses funny examples / faunny anecdotes/ jokes/ riddles/ puns/ funny body language.					
Students positive attitudes towards the teacher's sense of humor and its forms.					
Students negative attitudes towards the teacher's sense of humor and its forms.					

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The teacher accepts his /her students' sense of humor.					
Students do not pay close attention when their teachers use a sense of humor.					
Students are participating and asking questions when teacher uses humor.					
Students are motivated when the teacher employs humor in class.					
Humor can cause confusion in class.					