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**The use of Humour To Facilitate
Learning.
The Case of Master one Students of English
at khenchela University.**

**Dissertation Submitted in Partial Fulfillment of the
Requirements for the Degree of Master in Language and Culture**

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Dedication

To my dear parents, to you I dedicate this effort and this research. You have always been my inspiration. I thank you very much for what you gave me throughout the period of my studies and the completion of this research.

My father, you have always been there for me, supporting and guiding me. Thank you for Always believing in me and encouraging me to pursue my dreams. I am grateful for the love and sacrifices you have given me throughout my life.

My mother, the smile of life and the beauty of world, I am grateful for everything you have Done for me, your love, guidance, and endless sacrifices have shaped me into the person

I am Today.

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Abstract

In recent years, there has been a growing interest in exploring the role of humor as a facilitator of learning. This study delves into the multifaceted relationship between humor and education, seeking to understand how humor can be effectively utilized to enhance learning outcomes. Drawing upon a synthesis of existing literature and empirical research, this paper provides a comprehensive examination of the theoretical underpinnings, practical implications, and potential benefits associated with integrating humor into educational settings. The theoretical framework encompasses various psychological and educational theories, including incongruity theory, superiority theory, and relief theory, which elucidate the mechanisms through which humor influences cognitive processes, engagement, and information retention. Additionally, socio-cultural perspectives shed light on the cultural nuances and contextual factors that shape individuals' perceptions and responses to humor in learning contexts. Empirical evidence from diverse studies across disciplines, age groups, and educational levels is synthesized to illustrate the wide-ranging effects of humor on learning. Studies have demonstrated that humor can enhance attention, motivation, and participation, leading to increased cognitive flexibility and creativity. Moreover, humor has been found to promote a positive classroom climate, strengthen social bonds, and alleviate stress, thereby fostering an optimal environment for learning. Practical implications for educators are discussed, including strategies for incorporating humor into lesson plans, selecting appropriate comedic materials, and navigating potential challenges such as cultural sensitivity and individual differences in humor preferences. Furthermore, considerations for assessing the effectiveness of humor in educational settings are addressed, highlighting the importance of balancing humor with instructional objectives and maintaining sensitivity to students' diverse backgrounds and learning needs. The paper concludes with a reflection on the overarching significance of humor as a pedagogical tool, emphasizing its potential to cultivate a dynamic, engaging, and inclusive learning environment. By embracing humor as a strategic educational resource, educators can unlock new pathways for knowledge acquisition, critical thinking, and personal growth, ultimately enriching the educational experience for learners of all ages and backgrounds.

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ABBREVIATIONS

FL :Foreign Language

EFL :English as a Foreign Language

SL : Second Language

ESL :English as a Second Language

L1 :First Language

L2 :Second Language

ELT:English Language Teaching **SLA**

:Second Language Acquisition

n.d : No date

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General Introduction

1. Statement of the problem

The use of humor in education is an intriguing topic that warrants thorough investigation, as numerous studies suggest its potential benefits in enhancing the educational environment. However, teachers often face challenges in applying humor in a way that improves students' comprehension and motivation without negatively affecting classroom discipline. The primary issue lies in the lack of a deep understanding of how to effectively use humor in classrooms to achieve educational objectives. There are also questions about the impact of different types of humor on various age groups and levels of academic achievement. This research aims to explore the impact of using humor as an educational tool on student engagement and academic response by analyzing the experiences of teachers and students across different educational stages. The study seeks to identify the most effective strategies for integrating humor into the curriculum, taking into account individual differences among students and the potential challenges teachers might face.

2. Aim of the Study

This research aims to explore the impact of using humor as an educational tool on student engagement and academic response by analyzing the experiences of teachers and students across different educational stages. The study seeks to identify the most effective strategies for integrating humor into the curriculum, taking into account individual differences among students and the potential challenges teachers might face.

3. Research Questions

1. What are the attitudes of students towards using humour as a learning strategy?
2. What types of humor are used in the teaching and learning process.

4. Methodology Design

a. Choice of the Method

We have specifically opted for a descriptive research method, employing separate questionnaires tailored for teachers and students. This approach allows for a comprehensive exploration of the perceptions and attitudes towards the role of humor in enhancing the teaching and learning processes. By utilizing questionnaires, we aim to gather valuable insights from both educators and learners, enabling a nuanced understanding of how humor can effectively support learning outcomes.

b. Population and sampling

For our study on, we have specifically targeted Master's one students of English and teachers from the Department of English at Abbas Laghrour University in Khanchela. This targeted approach ensures that we gather insights from individuals who are directly involved in English language education and instruction. By focusing on Master's one students, we aim to capture perspectives from learners who are at an advanced stage of their academic journey and have a deeper understanding of language learning processes. Additionally, involving teachers from the Department of English allows us to gain insights from experienced educators who have firsthand knowledge of incorporating humor into their teaching practices. This participant selection strategy enables us to explore the nuances of humor's role in facilitating learning within the context of English language education at the Master's level.

c. Data Collecting Tool

A questionnaire is created for each group in order to gather the opinions and attitude of the teachers and students. For teachers will aim to capture their perspectives on the use of humor in teaching, including its perceived benefits, challenges, and strategies for implementation. Questions may inquire about their frequency of using humor, preferred types of humor, and observations on how humor affects student engagement and learning outcomes. Similarly, the questionnaire for students will seek to gather their opinions and experiences regarding the use of humor in their language classrooms. Questions may explore their preferences for humor, how it influences their motivation and engagement, and any perceived impact on their understanding of course material. By utilizing questionnaires for both teachers and students, we aim to collect comprehensive data that will provide insights into the role of humor in facilitating learning processes. This will enable us to draw conclusions and make recommendations for effective integration of humor in language classrooms.

6. Structure of the Study

This study is divided into three main chapters, each focusing on a distinct aspect of humor in language education. The first chapter provides a theoretical framework by exploring key learning theories and strategies relevant to language teaching. The second chapter examines the role of humor as a learning tool, covering its definition, style, forms, types, its psychological effects, and the advantages of implementing humor in language teaching and learning. Finally, the third chapter delves into practical applications, offering insights into integrating humor into language teaching practices and concludes with some Suggestions and recommendations based on the research findings.

Chapter One
Learning Theories and Strategies

Introduction

In this chapter, we shall examine learning theories and strategies with their definitions we will highlight some of the most important learning theories, such as behaviorism, cognitivism, constructivism, and social learning theory, as well as effective instructional strategies like active learning, Blended learning, personalized learning.

1. Definition of learning theories

People agree that learning is important, but they hold different views on the causes, processes, and consequences of learning. There is no one definition of learning that is universally accepted by theorists, researchers, and practitioners (Shuell, 1986). A theory is a scientifically acceptable set of principles offered to explain a phenomenon. Theories provide frameworks for interpreting environmental observations and serve as bridges between research and education (Suppes, 1974). Without theories, people could view research findings as disorganized collections of data, because researchers and practitioners would have no overarching frameworks to which the data could be linked. Even when researchers obtain findings that do not seem to be directly linked to theories, they still must attempt to make sense of data and determine whether the data support theoretical predictions. Theories reflect environmental phenomena and generate new research through hypotheses, or assumptions that can be empirically tested. Hypotheses often can be stated as if then statements: If I do X, then Y should occur, where X and Y might be such events as praise students for their progress in learning and raise their self-confidence and achievement, respectively. Thus, we might test the hypothesis, If we praise students when they make progress in learning, then they should display higher self-confidence and achievement than students who are not praised for their progress. A theory is strengthened when hypotheses are supported by data. Theories may require revision if data do not support hypotheses. (Dale H. Schunk, 2012).

2. The most Important learning theories**2.1. Behaviorism**

we can change people's behavior by manipulating the environment in order to encourage certain behaviors and discourage others, a process called conditioning (Popp, 1996). Perhaps the most famous example of conditioning is Pavlov's dog. In his classic experiment, he demonstrated that a dog could be conditioned to associate the sound of a bell with food, so

that eventually the dog would salivate whenever it heard the bell, regardless of whether it received food. Watson adapted stimulus conditioning to humans (Jensen, 2018). He gave a 1-month-old baby a rat, and the baby seemed to enjoy playing with it. Over time, Watson caused a loud, unpleasant sound each time he brought out the rat. Eventually, the baby associated the rat with the noise and cried when he saw the rat. Although Watson's experiment is now considered ethically questionable, it did establish that people's behavior could be modified through control of environment. Skinner (1938) he also examined how conditioning could shape behavior in longer-term and more complex ways by introducing the concept of reinforcement. According to Skinner, when people receive positive reinforcement, such as praise and rewards for certain behaviors, those behaviors are strengthened, while negative reinforcement will deter behaviors.

In realm to education, According to Skinner, by carefully controlling the environment and establishing a system of reinforcements, teachers, parents, and others can encourage and develop desired behaviors (Jensen, 2018). A simple example of behaviorism in the classroom is a point system in which students are awarded points for good behavior and deducted points for unwanted behavior. Eventually, accumulated points might be traded in for rewards like small gifts or homework passes. This approach assumes that motivation is external, in that students will engage in certain behaviors in order to gain the rewards. Because it emphasizes the external environment, behaviorism largely ignores or discounts the role of internal influences such as prior knowledge and emotion (Popp, 1996). However an extent, behaviorists view learners as blank slates and emphasize the role of the teacher in the classroom. In this teacher-centered approach, instructors hold the knowledge decide what will be learned, and establish the rewards for learning. Since their experience and prior knowledge are not considered relevant, learners are passive participants simply expected to absorb the knowledge transmitted by the teacher. While the idea of learners as blank slates has fallen out of favor, many of the conditioning aspects of behaviorism remain popular. As almost any student can attest, behavioral methods of reinforcement, such as the point system described above, are still common, especially in younger grades. Recent trends toward gaming in the classroom, where certain behaviors are rewarded with points and leveling up, are based in a behaviorist approach to learning.

2.2. Cognitivism

Cognitivism or cognitive psychology, was pioneered in the mid-twentieth century by scientists including George Miller, Ulric Neisser, and Noam Chomsky. Whereas behaviorists focus on the external environment and observable behavior; cognitive psychologists are interested in mental processes (Codington-Lacerte, 2018). They assert that behavior and learning entail more than just response to environmental stimuli and require rational thought and active participation in the learning process (Clark, 2018). To cognitivists, learning can be described as “acquiring knowledge and skills and having them readily available from memory so you can make sense of future problems and opportunities” (Brown et al., 2014, p. 2). Cognitivists view the brain as an information processor somewhat like a computer that functions on algorithms that it develops in order to process information and make decisions. According to cognitive psychology, people acquire and store knowledge, referred to as schema, in their long-term memory. In addition to storing knowledge, people organize their knowledge into categories, and create connections across categories or schema that help them retrieve relevant pieces of information when needed (Clark, 2018).

In realm to education, cognitivism remains a popular approach to learning. However, one criticism of cognitive psychology is that, unlike humanism, it does not account for the cognitivism overemphasizes memorization and recall of facts to the detriment of higher-order skills such as creativity and problem solving. However, cognitivists argue that the ability to recall facts and concepts is essential to higher-order thinking, and therefore the two are not mutually exclusive but actually interdependent (Brown et al., 2014). Finally, cognitivism is considered teacher-centered, rather than learner-centered, since it emphasizes the role of the instructor in organizing learning activities and establishing the conditions of learning (Clark, 2018).

2.3. Constructivism

Constructivism posits that individuals create knowledge and meaning through their interactions with the world. Like cognitivism, and as opposed to behaviorism, constructivism acknowledges the role of prior knowledge in learning, believing that individuals interpret what they experience within the framework of what they already know (Kretchmar, 2019). Social constructs, such as commonly held beliefs, and shared expectations around behavior and values provide a framework for knowledge, but people do not just receive this

knowledge as if they were empty vessels waiting to be filled. Individuals and groups interact with each other, contributing to the common trove of information and beliefs; reaching consensus with others on what they consider is the true nature of identity, knowledge, and reality (Mercadal, 2018). Cognitivism and constructivism overlap in a number of ways. Both approaches build on the theories of Jean Piaget, who is sometimes referred to as a cognitive constructivist. However, while cognitivism is considered teacher-centered, constructivism centers the learner by recognizing their role in engaging with content and constructing meaning. Constructivist teachers act as guides or coaches, facilitating learning by developing supportive activities and environments, and building on what students already know (Kretchmar, 2019).

In conjunction with the above ideas, Piaget discusses the concepts of assimilation, accommodation, and disequilibrium to describe how people create knowledge. In his early work as a biologist, Piaget noticed how organisms would adapt to their environment in order to survive. Through such adaptation, the organism achieved equilibrium. Extending these observations to cognitive science, he posited that human beings also seek equilibrium (Kretchmar, 2019a). When they encounter new situations, or new information, human beings must find a way to deal with the new information. Similar to the processes described in the section on cognitivism, people will examine their existing knowledge, or schema, to see if the new information fits into what they already know. If it does, they are able to assimilate the information relatively easily. However, if the new information does not fit into what people already know, they experience disequilibrium or cognitive conflict, and must adapt by accommodating the new information. For example, once children learn what a dog is, they might call any four-legged creature they see a dog. This is assimilation, as the children are fitting new information into their existing knowledge. However, as children learn the differences between, say, a dog and cat, they can adjust their schema to accommodate this new knowledge (Heick, 2019).

Based on what has been suggested above, .Disequilibrium and accommodation can be uncomfortable. People might be confused or anxious when they encounter information that does not fit their existing schema, and they might struggle to accommodate that new information, but disequilibrium is crucial to learning (Kretchmar, 2019a). During assimilation, people might be adding new bits of information to their knowledge store, but they are not changing their understanding of the world. During accommodation, as people

change their schema, construct new knowledge, and draw new connections among existing areas of knowledge, actual learning occurs, and accommodation requires Disequilibrium. Acknowledging the role of disequilibrium is important for both instructors and students. People naturally want to avoid discomfort, but that can also mean avoiding real learning. As instructors, we can facilitate accommodation by acknowledging that the process might be challenging, and by creating conditions that allow students to feel safe exploring new information. We can reassure learners that feelings of discomfort or anxiety are normal and provide them with low-stakes opportunities to engage with new information.

2.4. Social Learning Theory

SLT is often described as the ‘bridge’ between traditional learning theory (behaviorism) and the cognitive approach. This is because it focuses on how mental (cognitive) factors are involved in learning. Unlike Skinner, Bandura (1977) believes humans are active information processors and think about the relationship between their behavior and its consequences. Albert Bandura’s social learning theory suggests that people learn new behaviors by observing and imitating others. The theory emphasizes the importance of observational learning, where individuals acquire knowledge, skills, attitudes, and beliefs by watching the actions of others and the consequences that follow, leading to the modeling and adoption of observed behaviors.

3. Definition of learning strategies

Learning strategies can be defined as behaviors and thoughts in which a learner engages and which are intended to influence the learner's encoding process (Schmeck, 2013). Into the same concept, learning strategies can be defined as the behaviors of a learner that are intended to influence how the learner processes information. Examples include underlining of key ideas in a passage, outlining of the ideas in a lecture, or trying to put some newly information into one's own words (Richard E. Mayer, 1988). In addition learning strategy as a set of one or more procedures that an individual acquires to facilitate the performance on a learning task. Strategies will vary depending on the nature of the task. This very much reflects distinctions between differences in the learner, which contribute to an individual's learning styles, and differences in the learning environment, which contribute to the development of learning strategies. (Ridden, 1998). In addition to that Theoretical frameworks which explain the relationship of learning strategies to other features of the cognitive system are notoriously ambiguous and inconsistent (Riding and Rayner

1998). Similarly, learning strategies go beyond a mere string of learning skills or processes. They are almost always purposeful and goal oriented, but not necessarily conscious or deliberate. There have been many attempts to define the nature and structure of learning strategies, often in a tentative model. (Nisbet and Shucksmith, 1986).

In realm to education, learning strategies. First, they involved the conscious decision to implement a set of skills. Second, they are implemented when a situation is perceived as one, which demands learning. (Shakmeck, 1988). According to Zimmerman (1997) the use of learning strategies are related to the individual's perception of their own level of control of their learning, and the impact that they can have on the learning environment. These factors will be taken up in a later section, when examining the concept of perceived self-efficacy.

Finally, strategy is a complex and integrated human behavior that takes into account all.

The situational data that will be processed in order to achieve a specific purpose with little error or coincidence Hamden (1985).

4. The different learning strategies

Science is progressing to a great extent by relying on strategies that use modern technology methods, providing effective educational services in educational institutions, and creating an active learning environment in which the learner becomes a positive participant and through these strategies can acquire knowledge and information and achieve the desired goals, which requires attention to learning strategies, Education and taking advantage of modern technology in order to make learning and teaching strategies an inevitable necessity in the educational process and the cognitive field (Kamash, 2018). We will specifically focus on three pivotal strategies: Blended learning strategies, Active learning strategies, Personalized learning strategies.

4.1. Blended learning strategies

Blended learning represents a unique combination of instruction derived from two historically separate models of teaching and learning: traditional face-to-face learning systems and distributed learning systems. According to Graham (2006), this integration involves synthesizing elements from both modalities to create a cohesive and effective learning experience. Similarly, Garrison and Kanuka (2004) define blended learning as the thoughtful integration of classroom face-to-face learning experiences with online learning

experiences. By bringing together insights from these perspectives, blended learning emerges as a dynamic approach that leverages the strengths of both traditional and online learning modalities. Through careful design and implementation, educators can create learning environments that offer flexibility, engagement, and enhanced learning outcomes. Friesen (2012) also defined blended learning as it designates the range of possibilities presented by combining Internet and digital media with established classroom forms that require the physical co-presence of teacher and students.

4.2. Active learning strategies

Active learning can be an effective and essential instructional component of the inclusive classroom. Students with special needs who are actively involved and engaged tend to learn more and faster. Hands-on interactive learning appeals to the senses and provides a reason to learn, promotes attention to task, and may lessen negative behaviors (Choate, 2004). Furthermore, researcher also clearly indicates that active learning engages and motivates diverse students in the learning process and has resulted in increased performance outcomes (Carroll & Leander, 2001; Ginsberg, 2005; Rugutt, 2004; Smart & Csapo, 2001; K. Wood, 2008). The ability to motivate students is fundamental to equity in teaching and learning, and it is a core virtue of educators who successfully differentiate instruction (Tomlinson & Allan, 2000). Active learning supports the instructional process and product of the classroom by building a community of learners who are cooperative, interactive, and brain compatible. These concepts are aligned with the research that supports standards (Benson, 2009). Additionally, Active learning supports the instructional process and product of the classroom by building a community of learners who are cooperative, interactive, and brain compatible. These concepts are aligned with the research that supports standards (Benson, 2009). Standards should support the globalization of learning as teachers are committed to big Ideas rather than textbook chapters and guides. Lesson choice and design should become clearer with a standards focus (Perna & Davis, 2007).

4.3. Personalized learning strategies

Personalized learning describes adaptation to a students' unique combination of goals, interests, and competencies and the ongoing process of shifting instruction as these conditions change. Even without the use of new data-driven learning technologies, it is important to realize that every teaching environment is in some way personalized: everyday interpersonal interactions involve a degree of personalization as people respond to each

other's shifting moods by reading facial expressions (Walden & Ogan, 1988) . In classrooms, teachers rely on these interpersonal cues, combined with their subject matter expertise, knowledge of how people learn, and knowledge of each student, to determine individual needs, adjusting their lessons in response to questions and behaviors (Brophy, 1985). Additionally, Finney and Conover (1996) They described personalized learning as learning centered around the individual, involving attention to student preferences, needs, knowledge level, and learning style. Furthermore, according to Bruner and Coleman (2003) personalized learning is a type of learning that involves providing customized educational experiences for each student based on their needs and current level. That increases student engagement and productivity. Teachers can increase levels of interaction and participation, positively enhance learning experiences, and ultimately support student success and academic successes by strategically incorporating humor into courses and educational activities.

Conclusion

Chapter one provided a comprehensive overview of learning theories and strategies. It began by defining key learning theories, highlighting the significance of behaviorism, cognitivism, and constructivism, as well as the social learning theory. Additionally, the chapter outlined the different learning strategies. On of laughter as a source of producing a chemical substance called catecholamine, which can help increase attentiveness and alertness. So, teachers can apply this chemical explanation by using the appropriate type and amount of humor in their classes in order to keep students motivated and interested, as well as to hook their attention throughout the lesson (Shade, 1996).

**Chapter Two:
Humor as learning Tool**

Introduction

Humor is not just a matter of fun and laughter but rather one of the important aspects of studying that leads students to face future challenges. The current review of literature examines the topic of humor, which involves definitions of humor, its style, forms, and types. Additionally, we will explore the psychological effects of humor. The purpose of this chapter is to give the advantages of implementing humor as language teaching and learning.

1. Definition of Humor

The word 'Humor' which is derived from Latin humor, refers to the four fluids 'Liquid', 'fluid', or 'moist'(Cornett, 1986). Humor is defined as any physical action or spoken statement intentionally or otherwise that causes students to react by laughing, giggling, smiling, etc. (Baleghizadeh & Ghoreishi, 2014). Moreover, humor has intrigued many researchers. "Humor is a universal human activity found among all cultures and throughout of all recorded history" (Adlen, Hoyer, and Lee, 1993). No culture group has ever been discovered to be devoid of a sense of humor (Kruger, 1996). Several authors offer varying definitions of humor. Humor and laughter are universal aspects of human experience, occurring in all cultures and virtually all individuals throughout the world (Apte, 1985; Le Court, 2001). Similarly, the Oxford English Dictionary defines humor as that quality of action, speech, or writing which excites amusement; oddity, jocularity, facetiousness, comicality, fun. It also states that humor is the faculty of perceiving what is ludicrous or amusing, or of expressing it in speech, writing, or other composition, jocose imagination for treatment of a subject" (Simpson and Weiner, 1988, p. 486).

In relation to education, mirth is the distinctive emotion that is elicited by the perception of humor. Like other emotions (e.g., joy, love, sadness, fear), mirth can occur with varying degrees of intensity, ranging from mild feelings of amusement to very high levels of hilarity (Ruch, 1983). Humorous contributes to creating a positive and encouraging learning environment between students and teachers. Furthermore, sociologist Michael Mulkey (1988) claims that humor may be viewed as a mode of interpersonal communication frequently used to convey implicit messages in an indirect manner and to influence other people in various

ways. Humor is also often used to convey critical or disparaging messages that might not be well received if communicated in a more serious manner. For example, in friendly teasing, a message of mild disapproval or censure is communicated using humor (Keltner et al., 2001). studies of survivors of extreme adversity, such as the brutal conditions of concentration camps, indicate that humor, in the form of joking about the oppressors as well as the hardships endured, is often an important means of engendering positive emotions, maintaining group cohesion and morale, preserving a sense of mastery, hope, and self-respect, and thereby enabling individuals to survive in seemingly hopeless circumstances (C.V. Ford and Spaulding, 1973; Frankl, 1984; Herman, 2001).

2. Styles of humor

Humor is primarily a social phenomenon that serves a variety of interpersonal functions including social control, status maintenance, and group cohesion (Martin, 2007). (Martine 2003) developed the styles questionnaire (HsQ) a measure designed to distinguish between potentially beneficial and detrimental humor styles. The focus of this measure is on the functions for which people spontaneously use humor in their everyday lives, particular in the domains of social interaction and coping with life stress. Based on a review of past theoretical and empirical literature, he hypothesized four main dimensions, two of which were considered to be relatively healthy by the adaptive (Affiliative and self- enhancing humor) and two relatively unhealthy and potentially detrimental (Aggressive and self-defeating humor)

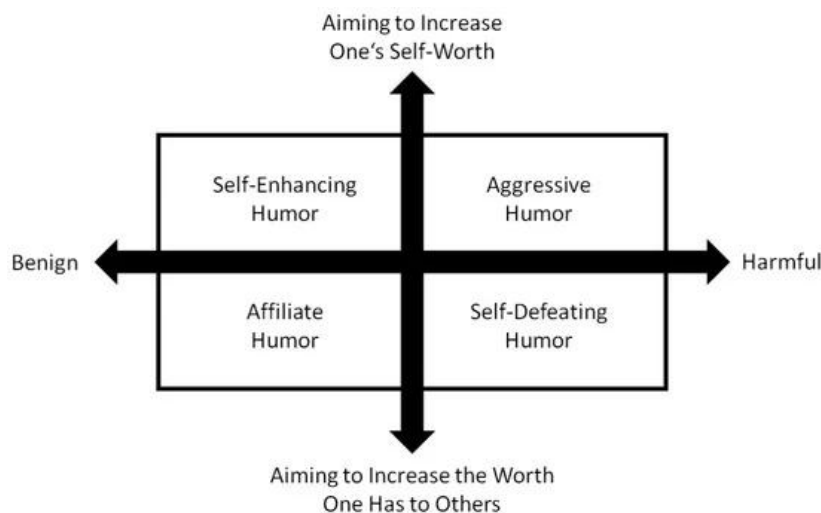


Figure 01: the four humor styles described by Martine et al. (2003).

2.1 Aggressive humor style

The tendency to use humor for criticizing or manipulating others, such as sarcasm, teasing, ridicule, derision, or disparagement, as well as the use of potentially offensive humor, has been noted by Martine (2010). Martine also suggested that aggressive humor is characterized by hostile, cynical, or sarcastic jokes, comments, teasing, or banter intended to denote superiority over others, thereby boosting one's self-esteem. Similarly, Kuiper (2006) described how people employ aggressive humor to humiliate others, reduce their popularity, and gain superiority over them. Additionally, according to Earleywin (2010), the more aggressive humor one uses, the more likely their partner will reciprocate with aggressive humor as well. It is advised to avoid such humor, especially in learning environments like classrooms, as it is perceived as prioritizing self-enhancement at the expense of interpersonal relationships.

2.2 Self-defeating humor style

This style of humor is seen as an attempt to gain attention and approval from others at one's own expense Martine (2003). In addition to that, self-defeating humor means using humor excessively in a way that makes people to be the butt of others. Individuals who use self-defeating humor, seek to obtain others acceptance, as well as amusing them by including themselves Andrews (2010). According to Kubie,(1971) this style of humor” refers to excessively self-disparaging humor, or attempts to ingratiate oneself or gain the approval of there by doing or saying funny things at one’s own expense. Furthermore self-defeating humor it makes a powerful statement about the self-esteem of the person doing it Berk (2002). Studies referenced, such as those by Martin (2003) and Tucker, Judah,. (2013), suggest that individuals who engage in this type of humor tend to report higher levels of depression, anxiety, social anxiety, hostility, and generally experience a more negative mood overall.

2.3 Self-enhancing humor style

People who have a self-enhancing humor style find amusement in life's incongruities and absurdities. They utilize humor as a coping mechanism for stressors and negative life events Kuiper (1993). Additionally, self-enhancing humor entails maintaining a humorous outlook on life, even in solitude. Individuals with this trait often find amusement in life's

incongruities, maintain a humorous perspective during times of stress or adversity, and employ humor as a coping mechanism. As expressed by Martine (2003),

2.4 Affiliative humor style

Affiliative humor refers to the tendency to say funny things, tell jokes, and engage in spontaneous witty banter to amuse others, facilitate relationships, and reduce interpersonal tension Martine (2003) . For instance, individuals with this humor style 'enjoy making people laugh.' According to Richardson, Ford, and McCreight (2014), individuals with an affiliative humor style primarily utilize humor to acquire interpersonal or social benefits. They aim to entertain and amuse others, thereby improving the quality of social interactions (e.g., by fostering interpersonal cohesion and attraction). This use of affiliative humor, which validates both the self and others, correlates with increased intimacy in personal relationships Martin (2003).

3. Forms of Humor in the Classroom

Most of us enjoy the positive emotion of mirth so much that we highly value those individuals who are especially good at making us laugh. These are the people that we often describe as having a "good sense of humor (Martine, 2007). According to Martine, humor is frequently utilized in speech, television, radio, newspapers, and by teachers. The humor that occurs in our everyday social interactions can be divided into three broad categories;

3.1. Jokes, is type of expression and writing representing the humorous aspect of life by adorning with jokes and wit” (Kilic, 2016, p. 945).

3.2. Spontaneous conversational humor, which is created intentionally by individuals during the course of a social interaction, and can be either “verbal or nonverbal” for instance Did you hear the one about...”) or conforms to certain stock formats (e.g., "A man went into a bar...") that indicate to the audience that the story is meant to be humorous and that the listeners are expected to laugh (Cashion, Cody, and Erickson, 198). Additionally, in a daily diary study Nicholas Kuiper and his college Martine (1999) , found that only about 11 percent of daily laughter occurred in response to jokes. The media elicited another 17 percent, and fully 72 percent arose spontaneously during social interactions, in response either to funny comments that people made or to amusing anecdotes, they told about things that had happened to them (R. A. Martin and Kuiper, 1999).

4. Types of humor in the classroom

It is essential for educators to remember that they are role models and exert power over students by their modeling (Berk, 2014; Lund, 2015; Van Praag, Stevens, & Van Houtte, 2017). The usage of humor will vary as widely as the individuals employing it, which can be quite diverse (Berge, 2017; Lund, 2015; Nesi, 2012). we only focused on verbal humor, including (jokes, puns, riddles, satire, and irony).

4.1. Joke

A joke is something said or done to make people laugh. It also uncovers ambiguity, idiom, and metaphor. According to Martine (2007), a joke consists of a setup and a punch line. The setup, which includes everything except the last sentence, creates in the listener a particular set of expectations about how the situation should be interpreted. The punch line suddenly shifts the meaning in an unexpected and playful way, thus creating the perception of no serious incongruity necessary for humor to occur.

4.2. Pun

A pun exploits the multiple meanings or interpretations of a word or phrase, often leveraging homophones or homonyms to create humor through wordplay .According to Dr Johnson: the pun is an unexpected copulation of ideas. Similarly, Sherzer (1978, P. 336) characterizes this general sense as “A form of speech play in which a word or phrase unexpectedly and simultaneously combines two unrelated.”

4.3. Riddle

According to (ANNIKKI KAIVOLA-BREGENHØJ, 2018.), the riddle is an astonishing genre: both dead and alive at the same time. Riddle has been seen as serving "as a challenge to privacy and autonomy. As long as it is not solved, privacy and autonomy are maintained, allowing one's social powers to exist. When the riddle is solved, privacy and power are gone." (Cohen 1996, P.303-304.)

4.4. Satire

Satire is a literary form that uses irony, sarcasm, invective, or wit to mock a current vice or foolishness. Satire frequently combines humor with criticism. (WARDAH, SAHRIL NUR, AULIYANTI S NURFADHILAH, P 91, 2023).

4.5. Irony

Irony a speech pattern where the literal meaning and intended meaning diverge (WARDAH, SAHRIL NUR, AULIYANTI S NURFADHILAH, P 91 ,2023).

5. Humor psychological effects

Humor, one of those features that seems to be more prevalent humans than other species, and laughter, which results in aberrant sounds and respiratory activity, were likely to become subjects of investigation for such curiosity-driven psychologists (Herbert M. Lefcourt, 2012.) for instance (Martine, 2010) mentioned in his book that some of the benefits of humor derive from the positive emotion associated with it, and many of these were likely already present in the laughter- evoking rough-and-tumble play activities ("proto-humor") of our early hominid ancestors even before the evolution of language. Other functions seem to have been added on over the course of human evolution through a process known as cooptation (Gervais and Wilson, 2005). Similarly, Martin and Lefcourt (1983) found a significant interaction between these tests of sense of humor and a measure of stressful life events in predicting levels of mood disturbance, such as depression anxiety, and tension. Examination of the direction of these interactions revealed that, as stressful life events increased, individuals with higher scores on the humor measures showed less of an increase in disturbed moods. Ruch (1994) has further extended these ideas, suggesting that differences in sense of humor may be largely accounted for by the tendency to be cheerful, happy, and light hearted much of the time, as opposed to being in a bad mood or serious frame of mind. Additionally , (Martine, 2010) presented the psychological aspect of Leventhal and Safer (1977) when suggested that what we generally think of as sense of humor may be more meaningfully conceptualized in terms of individual differences in emotional experience and expression Thus, to say that someone has a sense of humor may mean primarily that the person tends to maintain a cheerful, happy mood much of the time. Leventhal and Safer (1977) argued that theories of sense of humor should pay more attention to broader theories of emotion. Ruch (1993) has pursued this line of thinking by developing the concept of "exhilaration" as a positive affective response that integrates behavior, physiology, and emotional experience.

In conclusion, humor is generally acknowledged to be one of our most important psychosocial resources, affording benefits to individuals and to students at large. The fact that

persons vary widely and in fascinating ways with regard to their humorous conduct makes the task all the more compelling (Christopher Robert, 2016).

6. The advantages of implementing humor in language teaching and learning

Humor is often considered as an expression of creativity, since its "ingredients" such as incongruity, novelty, and surprise are very similar to the ones of a work of arts or any other mind's works, which are typically associated with the concept of creativity (Besemer and Treffinger, 1981, Mednick, 1962). Similarly, students are more successful when equipped with strategies that match their learning goals (Rubrecht, 2004, 2005, in press). In addition to that(Brown & Tomlin 1996; Bryant et al., 1980; Garner, 2004; Pollio & Humphreys, 1996) who indicate that students appreciate and enjoy the use of humor in the classroom. Pollio and Humphreys (1996) assert that a sense of humor establishes a connection between the teacher and the student, and this is a key factor to effective teaching.

In the realm to education, other researches (Isen, Daubman, Nowicki, 1987, Isen, Johnson, Mertz, and Robinson, 1985) have studied the casualty between positive emotions and creativity. The assumption that may be drawn from this result is that the increase in creativity is caused by the emotional state driven by humor, and not actually by a specific aspect of humor, that is the activation of multiple mind frames, typical of the generation and appreciation of humor . Additionally Humor may be viewed as interpersonal emotional management, which contributes to positive emotions (Francis, 1994) , also Humor is beneficial in ingratiation, face-saving, developing interpersonal attraction, and social influence. (Graham, 1995). Graham (1995) found that humor reduces uncertainty in relationships and allows people to find similarities in humor appreciation and experience more closeness (Fraley & Aron, 2004).

Researchers from various disciplines have devoted considerable energy toward developing an understanding of what teacher behaviors influence student learning. Though variables such as instructor clarity (e.g., Bolkan, Goodboy, & Myers, 2017; Titsworth, Mazer, Goodboy, Bolkan, & Myers, 2015) and the promotion of autonomous motivation (e.g., Deci & Ryan, 2000; Guay, Ratelle, & Chanal, 2008; Reeve, 2002) seem to have robust and consistent positive effects on student success, other teaching behaviors have yet to demonstrate dependable results. Instructor humor is one such behavior. Considering

Chapter Two: Humor as learning tool

the corpus of literature, results linking instructional humor and student learning have been mixed. (San Bolkan, Darrin J. Griffin & Alan K. Goodboy , p144–164 (2018).

In conjunction with the above ideas, scholars have learned some things about the impact of humor in the classroom. For example, researchers have found that humor has been demonstrated to entertain students, alleviate anxiety related to learning, create a Positive positive academic climate (Booth-Butterfield & Booth-Butterfield, 1991), and produce an enjoyable atmosphere for learning (Bolkan & Goodboy, 2015). Considering the information presented above, some researchers argue that the direction of humor's impact on students' information acquisition might be best understood as a function of the placement of humor used in class (Vance, 1987).). Conversely, although unrelated to the direct explanation of course concepts, contiguous humor might be beneficial to student learning insofar as it can be used to create an enjoyable classroom climate that attracts student attention and stimulates student enthusiasm (see Pekrun & Linnenbrink-Garcia, 2012). As noted above, integrated humor can be used in the classroom to explain course concepts as it relates directly to the information students are expected to acquire. Although we have argued that this type of humor may be detrimental to student learning, an alternative explanation for how and why integrated humor might actually benefit students stems from work on instructional humor processing theory (IHPT; Wanzer et al., 2010).

Conclusion

The areas of attention through this chapter included a definition of humor, style of humor. We attempted to shed light the forms of humor in the classroom, the types of humor in the classroom. Additionally we have focused on the humor psychological effects. In addition, the areas of attention through this chapter included the advantages humor as language teaching and learning.

Chapter Three

Field Work

Introduction

The literature previously mentioned concentrated solely on the theoretical side of the current study, highlighting the essential elements associated with the topic of the use of humor to facilitate learning. On the other hand, this chapter concentrates on the practical parts of the study in order to assess the collected data and bolster the arguments presented in the literature review.

The study's sources were chosen to be teachers and students because they are the center of attention in any classroom. For evaluating our research questions and hypothesis, their ideas and opinions are consequently vital. The Questionnaire was designed to gather information from English Master's students specializing in Culture and Civilization, within the Department of English at Abbes Laghrour University, Khenachla. In this study, the sample comprised a total of (59) participant, consisting of nine Teachers and (50) Master's one students.

2.1. Teachers' Questionnaires**2.1.1. The Participants**

Ten professors from Abbes Laghrour University of Khenchela, Department of English Language and Literature. Each in charge of a different curriculum, were given the teachers' Questionnaire. Our goal was to include every member of the department staff in order to broaden the range of viewpoints, but we were limited by the availability of teachers during the time that the questionnaire was being distributed. We carefully chosen the instructors who would be teaching the several modules so that the study would cover every aspect of topic, degree of difficulty, and classroom dynamics.

2.1.2. The Aim of the Questionnaire

The teachers' questionnaire aims to gather detailed and comprehensive data about their teaching experiences, professional needs, evaluations of programs and curricula, as well as their opinions on the work environment, distance learning, and the challenges they face in the educational process. The survey intends to analyze this information to enhance

the quality of education, support teachers with resources and training tailored to their needs, and contribute to the sustainable development of the educational process.

2.1.3 Description of the Questionnaire

The teachers' questionnaire consists of 12 questions designed to gather insights on various aspects of classroom dynamics, focusing particularly on the use of humor in teaching. The questions are divided into Three sections, each addressing a specific area of interest. Also There are open-ended question allows teachers to share tips and advice based on their experiences. The questionnaire includes a mix of question types. Some questions require detailed responses, allowing teachers to elaborate on their experiences and opinions, while others are yes/no questions with a request for justification. This structure provides both quantitative and qualitative data, offering a comprehensive view of how humor is perceived and utilized in educational settings.

2.2. Data Analysis; Interpretation of the Teachers' Questionnaire

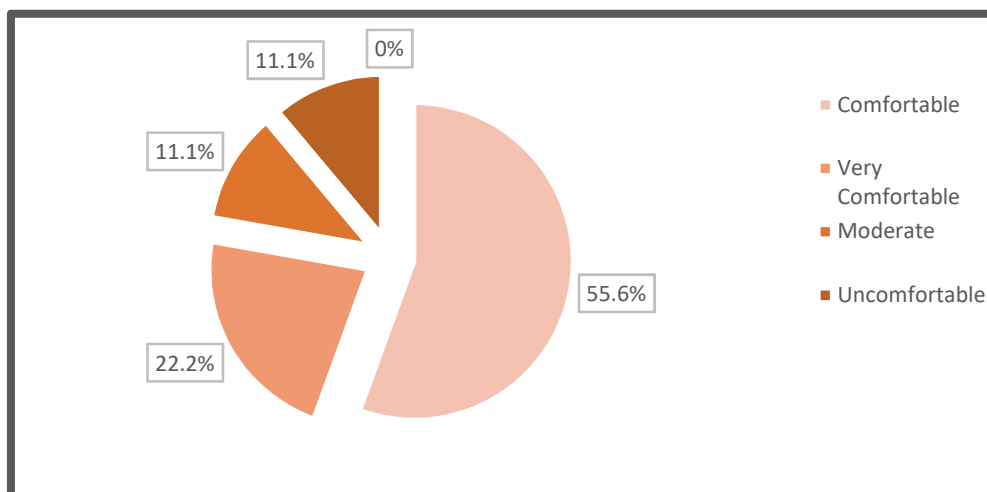
Section one: Comfort and Relationship.

Item One: How comfortable do you find the classroom environment?

Table 01: Teachers' perception of classroom comfort Levels.

	Confortable	Very Comfortable	Moderate	Uncomfortable	Others
Number	05	02	01	01	00
Percentage	55.6%	22.2%	11.1%	11.1	00

Figure 02: Teachers' perception of classroom comfort Levels



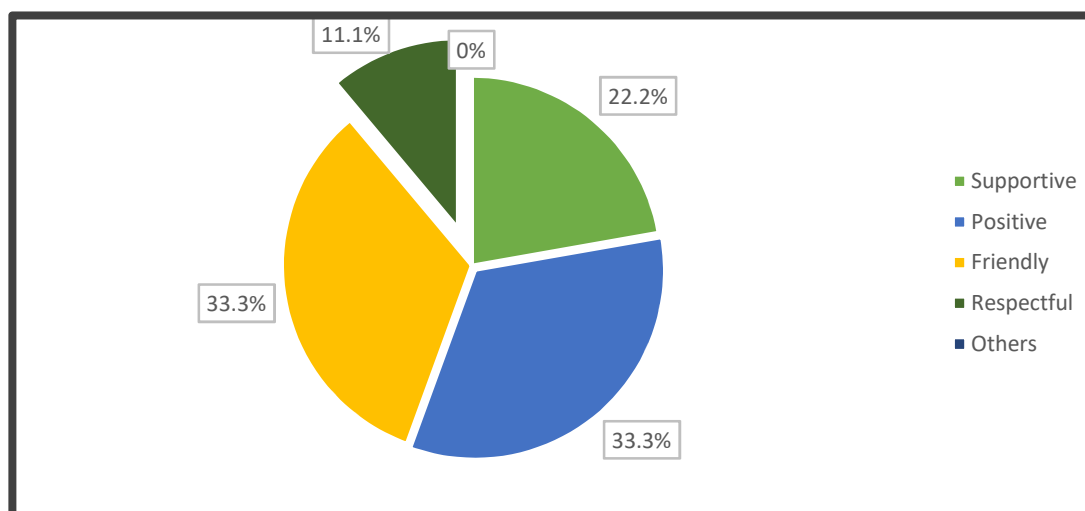
In this question, teachers were asked about their comfort levels in the classroom environment. The majority of the participants, (55.6%), reported feeling comfortable in the classroom. This suggests that over half of the teachers find the classroom conditions suitable for teaching and learning activities. A notable portion, (22.2%), indicated that they found the classroom environment to be very comfortable. This percentage corresponds to (2) teachers. This highlights that a significant number of teachers experience a high level of comfort in their teaching spaces, which could positively impact their teaching effectiveness and overall job satisfaction. A smaller group, (11.1%), rated their comfort level as moderate. This category includes (1) teacher. This indicates that while some teachers find the environment acceptable, there may be areas for improvement to enhance their comfort and, consequently, their performance and engagement. Similarly, (11.1%) of the participants expressed that they were uncomfortable in the classroom environment, which also corresponds to (1) teacher. This highlights that a minority of teachers face challenges with the current classroom conditions, which may need to be addressed to ensure a conducive teaching and learning environment for all.

Item Two: How would you describe your relationship with students in the classroom?

Table 02: Teachers' perspectives on classroom relationships.

	Supportive	Positive	Friendly	Respectful	Others
Number	02	03	03	01	00
Percentage	22.2%	33.3%	33.3%	11.1%	00 %

Figure 03: Teachers' perspectives on classroom relationships.



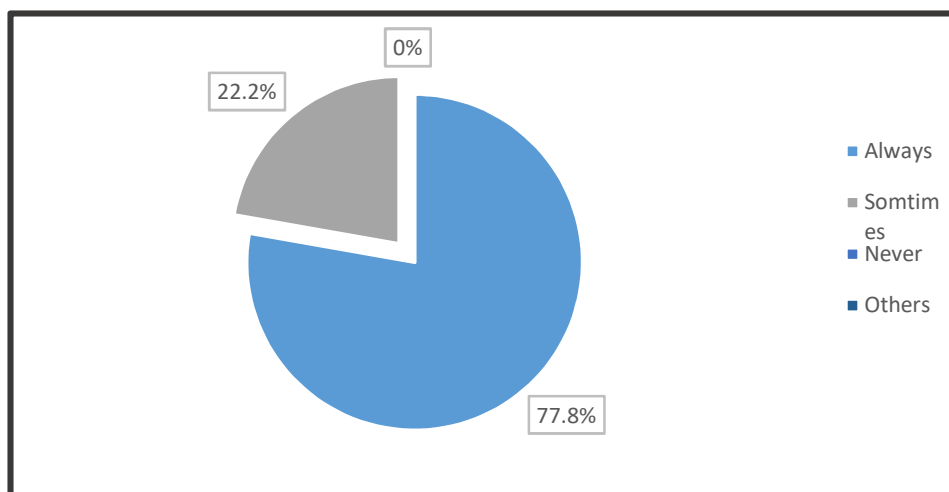
Teachers were asked to describe their relationship with students in the classroom. The survey, which included responses from nine teachers, revealed a variety of positive interactions. Specifically, (22.2%) of the teachers characterized their relationship as supportive, indicating a strong focus on aiding and encouraging students. Additionally, (33.3%) described their interactions as positive, reflecting a generally favorable and encouraging classroom atmosphere. Another (33.3%) of the teachers identified their relationship as friendly, highlighting a warm and approachable demeanor towards students. Lastly, (11.1%) of the teachers viewed their relationship as respectful, emphasizing mutual regard and professionalism. This data underscores the commitment of teachers to fostering a nurturing and supportive educational environment, essential for effective teaching and learning.

Item Three: How frequently do students feel comfortable communicating with you?

Table 03: Teachers' Survey Analysis: Exploring Comfort Levels in Student-Teacher communications.

	Always	Sometimes	Never	Others
Number	07	02	00	00
Percentage	77.8 %	22.2 %	0 %	0 %

Figure 04: Teachers’ Survey Analysis: Exploring Comfort Levels in Student- Teacher communications.



Teachers were asked about the frequency with which students felt comfortable communicating with them. The responses revealed that (77.8%) of the teachers noted that students always felt at ease during communication, suggesting a consistently positive rapport. On the other hand, (22.2%) of the teachers acknowledged that students sometimes experienced moments of hesitation. Interestingly, none of the teachers reported instances where students never felt comfortable communicating. Furthermore, no additional perspectives were provided beyond the options presented in the survey. These findings highlight the overall positive dynamics of student-teacher communication within the classroom setting.

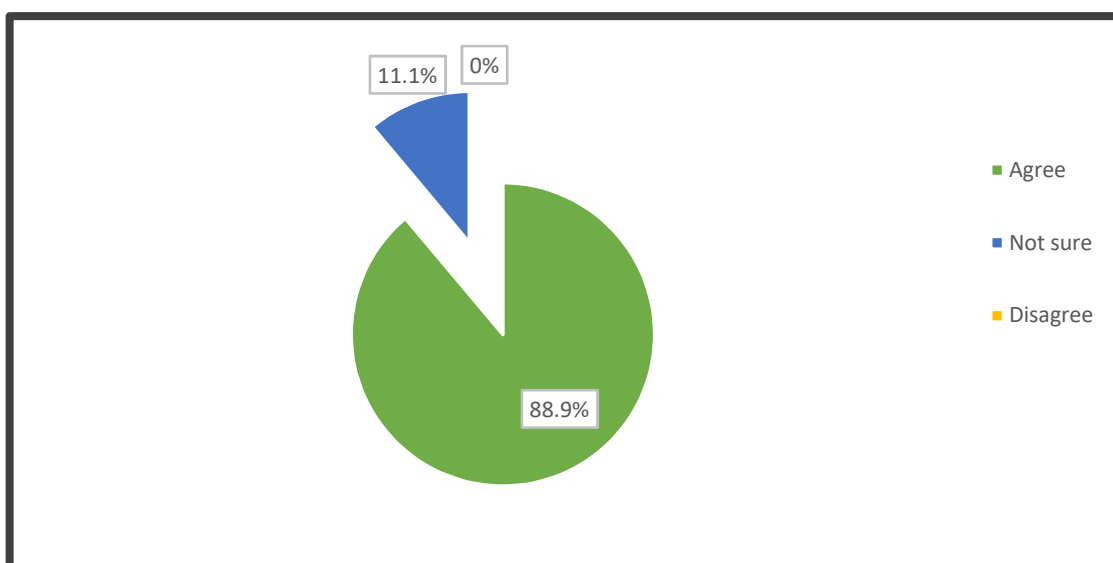
Section Two: Humor Integration

Item Four: Can Teachers introduces the lesson by using some kinds of humor?

Table04: Teachers’ Perspectives on Introducing Humor in Lesson Presentations.

	Agree	Not sure	Disagree
Number	08	01	00
Percentage	88.9 %	11.1 %	0 %

Figure 05: Teachers' Perspectives on Introducing Humor in Lesson Presentation.



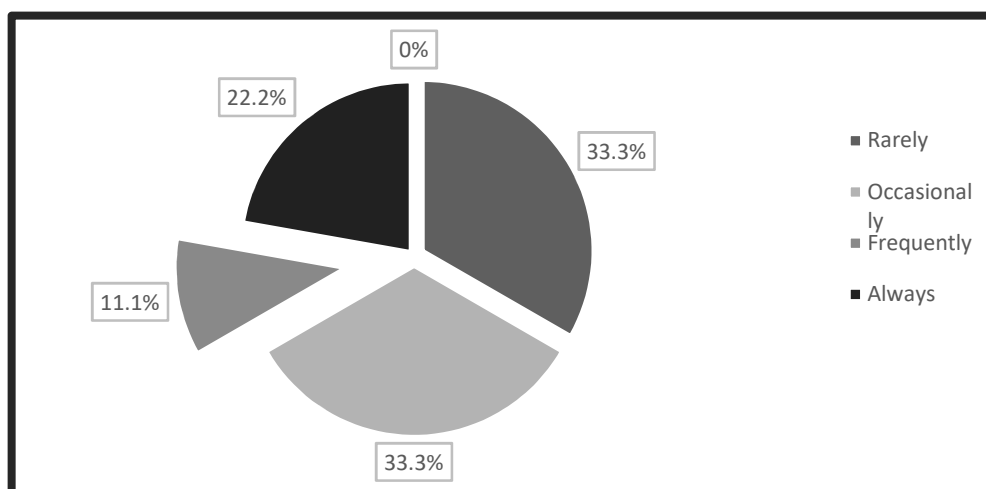
Teachers were asked if they could introduce lessons using some kinds of humor. Among the nine respondents, (88.9%), which equates to (8) teachers, agreed that incorporating humor into their lessons could be beneficial. This majority reflects a positive attitude towards using humor as a tool to engage students and create a more enjoyable learning environment. Meanwhile, (11.1%), or one teacher, was not sure about the effectiveness of using humor in lesson introductions. This uncertainty could stem from various factors such as personal teaching style or concerns about maintaining classroom discipline. Notably, none of the teachers disagreed with the idea, indicating no opposition to the concept of using humor in the classroom. These findings suggest that while there is strong support for using humor in teaching, a small portion of educators remain cautious, highlighting the need for further discussion and possibly training on how to effectively integrate humor into educational practices.

Item Five: How often do you incorporate humor into your teaching practice?

Table 05: Teachers' use of humor frequency.

	Rarely	Occasionally	Frequently	Always	Others
Number	03	03	01	02	00
Percentage	33.3%	33.3%	11.1%	22.2%	00 %

Figure 06: Teachers' use of humor frequency.



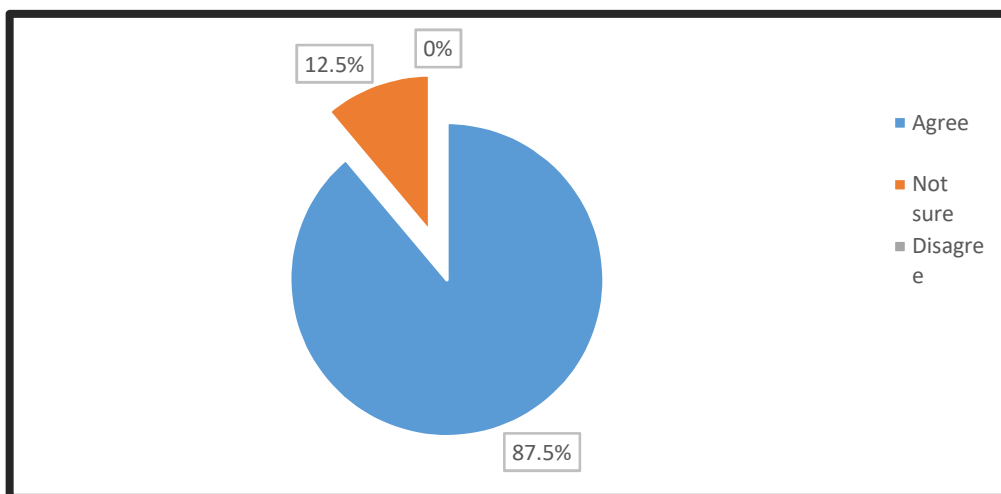
Teachers asked this question about their use of humor in teaching practices provided adverse range of responses. Out of the (9) teachers surveyed, (33.3%) reported that they rarely incorporate humor into their teaching, representing (3) teachers. An equal proportion, (33.3%), indicated that they occasionally use humor, also accounting for 3 teachers. A smaller segment, (11.1%), or 1 teachers, mentioned that they frequently use humor in their teaching practice. Meanwhile, (22.2%), or (2) teachers, stated that they always incorporate humor into their teaching. This distribution reveals that while some teachers consistently use humor to engage their students, others do so less frequently, illustrating varied teaching styles and possibly differing perceptions of the role of humor in education. These findings suggest that humor is a valued but variably applied tool in the classroom, reflecting the unique approaches and strategies of individual educators.

Item Six: Can humor impact student engagement?

Table 06: Teachers 'perception of the Impact of humor on student engagement.

	Agree	Not sure	Disagree
Number	08	01	00
Percentage	87.5%	12.5%	00%

Figure07: Teachers ‘perception of the Impact of humor on student engagement.



In this question, students were asked about their perspective on the impact of humor on student engagement.. The results show that the majority of the teachers (8 teachers) agreed that humor positively influences student engagement, while (1 teachers) respond with “Not sure”, they expressed uncertainty regarding humor's impact on student engagement. Notably, none of the teachers disagreed with the notion that humor affects student engagement. These findings underscore the prevailing belief among teachers that humor plays a significant role in enhancing student engagement in educational settings.

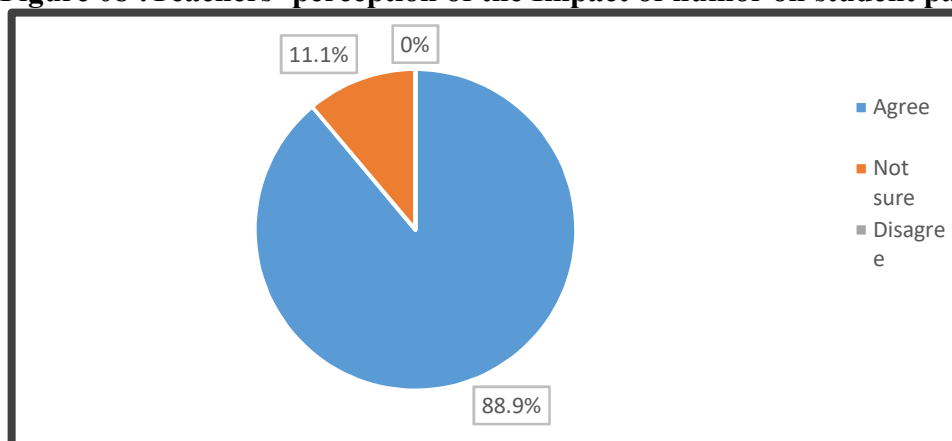
Section Three: Challenges and Advice

Item Seven: Can humor impact student participation?

Table 07:Teachers ‘perception of the Impact of humor on student participation.

	Agree	Not sure	Disagree
Number	08	01	00
Percentage	88.9%	11.1%	00%

Figure 08 :Teachers 'perception of the Impact of humor on student participation.



Teachers were asked about their perspectives on the impact of humor on student participation. The results show that the vast majority of respondents, constituting (88.9%) (8teachers), agreed that humor positively influences student participation. These teachers perceive humor as an effective tool for fostering a conducive learning environment and increasing students' attentiveness and engagement in class activities. On the other hand, a small portion, comprising (11.1%) (1teachers), expressed uncertainty regarding the relationship between humor and student participation. This uncertainty may stem from varying interpretations of the role of humor in educational settings or limited firsthand experiences with using humor as a pedagogical strategy. Notably, none of the teachers disagreed with the notion that humor affects student participation, suggesting a general acknowledgment of humor's potential impact, albeit with varying degrees of certainty

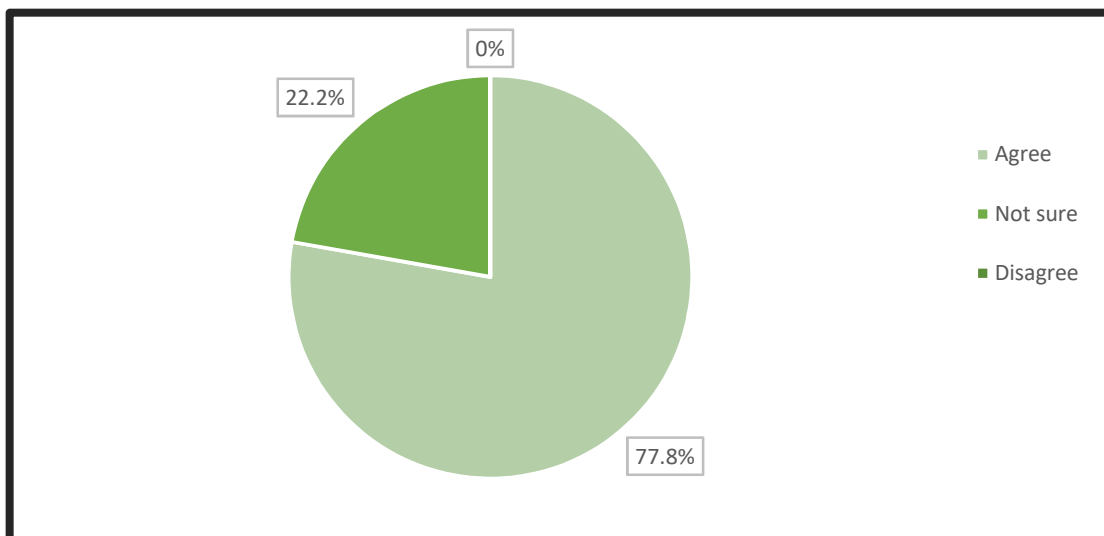
Section 4: Integration of Humor

Item Eight: According to you, should integrating humor be dependent on courses? Select one of the following options).

Table 08:Teachers' Perspectives on the Role of Course Content in Humor Integration.

	Number	Percentage
Agree	07	77.8%
Not sure	02	22.2%
Disagree	00	00%

Figure09: Teachers' Perspectives on the Role of Course Content in Humor Integration.



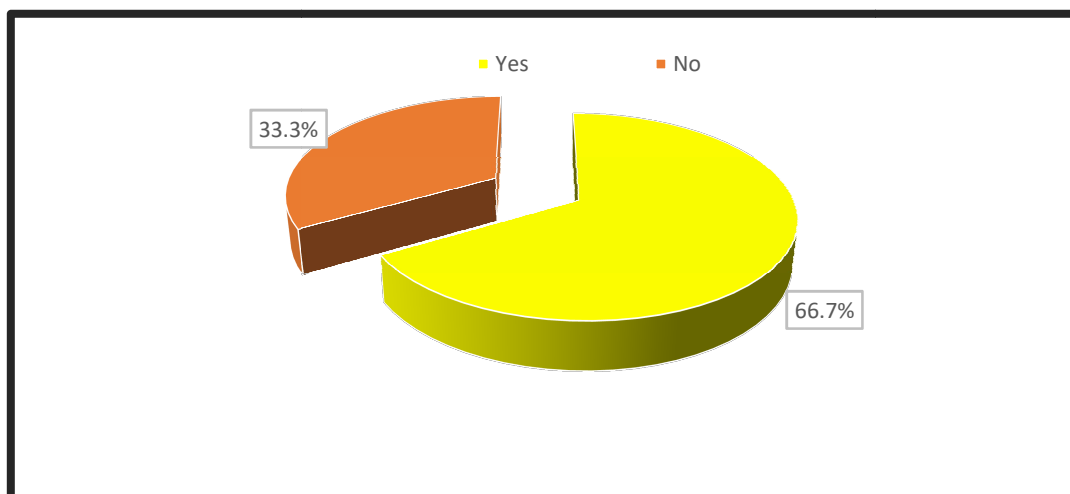
The results indicate that (77.8%) of the participants (7teachers) agree that humor should be dependent on the courses being taught. Meanwhile, (2.2%) (2teachers) expressed uncertainty on this matter. It is noteworthy that none of the teachers disagreed with the idea of humor integration being dependent on courses, suggesting a general acknowledgment of the potential dependency of humor integration on course content.

Item Nine: Do you face some challenges when using humor in the classroom?

Table 09: Teachers' Experiences and Challenges with Integrating Humor in the Classroom.

	Number	Percentage
Yes	06	66.7%
No	3	33.3%
Total	9	100%

Figure 10: Teachers' Experiences and Challenges with Integrating Humor in the Classroom.



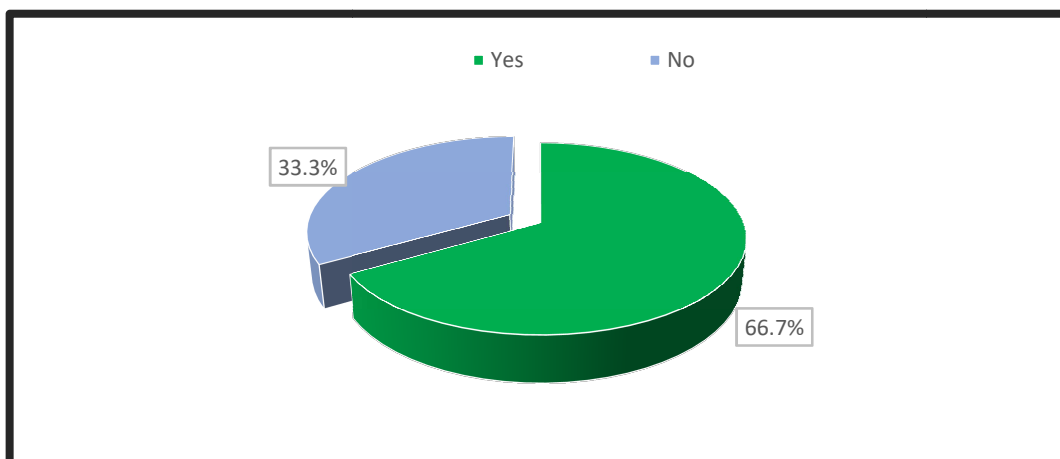
According to the result responses, a significant majority of teachers, specifically (66.7%), reported encountering challenges when incorporating humor into their classroom practices. These challenges might include cultural differences, language barriers, varying senses of humor among students, or the potential for jokes to be misunderstood. On the other hand, a small minority of (3%) indicated that they do not face any difficulties when using humor in their teaching. This contrast highlights that while humor can be a valuable tool for engagement and learning, it also requires careful consideration and skill to implement effectively in diverse classroom settings.

Item Ten: Do you face some difficulties when using English jokes in classroom?

Table 10: Teachers' Difficulties When Using English Jokes in the Classroom.

	Number	Percentage
Yes	06	66.7%
No	3	33.3%
Total	9	100%

Figure 11: Teachers' Difficulties When Using English Jokes in the Classroom.



This question aims to discover whether teachers encounter difficulties when using English jokes in the classroom. According to results from the table and graph above, it can be seen that most of the teachers (66.7%) responded affirmatively, indicating that they do face challenges when using English jokes in the classroom. While very, few others (33.3%) answered that, not encountering such difficulties. These findings suggest that a significant portion of teachers experiences challenges when incorporating English jokes into their teaching practices, highlighting potential obstacles in effectively utilizing humor as a pedagogical tool in English language instruction.

Item11 Eleven: How do you handle situations where students misunderstand a joke or humorous remark? Please explain

Analysis of Teachers' Responses:

The question was posed to a group of teachers about how they handle situations where students misunderstand a joke or humorous remark. Based on the collected responses, the strategies used by teachers were categorized into four main categories:

1. Clarification and Explanation:

Frequency: 5 out of 9 teachers

Most teachers rely on immediate clarification of the joke or comment to avoid any misunderstanding. They provide additional context and explain the intended meaning to ensure students understand.

Representative Quote: "I use Arabic to clarify. When a joke or humorous remark is misunderstood, it is important to address it calmly and clearly."

2. Apology and Sensitivity:

Frequency: 2 out of 9 teachers

Some teachers acknowledge when a joke causes discomfort and offer a sincere apology to maintain a respectful and inclusive classroom environment.

Representative Quote: "If the joke causes any discomfort or offense, I offer a sincere apology and explain that I was trying to be friendly."

3. Encouraging Open Communication:

Frequency: 3 out of 9 teachers

Teachers create a safe space for students to express their opinions and feelings about the joke. This approach helps understand different perspectives and fosters a supportive classroom culture.

Representative Quote: "I create an open and inclusive environment where students feel comfortable expressing their thoughts and asking for clarification."

4. Avoiding Misunderstandings:

Frequency: 2 out of 9 teachers

Description: Teachers proactively reduce the chances of misunderstandings by being mindful of cultural sensitivities and ensuring that jokes are appropriate for the classroom context.

Representative Quote: "I try to provide explanations and make sure my jokes are culturally sensitive and appropriate for the classroom setting."

The analysis indicates that the majority of teachers prefer clarification and explanation when jokes are misunderstood. Some emphasize the importance of apologizing when discomfort is caused, while others focus on creating an open and safe environment for

communication. The findings suggest that humor is valuable in the classroom, but teachers are aware of the potential for misunderstandings and take constructive steps to address them.

Item Twelve: What advice would you give to other teachers who are interested in incorporating more humor into their teaching practice?

Analysis of Teachers' Responses: The responses from the teachers were varied, providing a rich set of recommendations for incorporating humor into teaching. The advice can be categorized into several key themes:

1. **Moderation:** One teacher emphasized the importance of using humor in moderation to ensure it does not dominate the classroom environment.

Representative Quote: "It's good but not to use it too much in the classroom."

2. **Engagement and Enjoyment:** Another response highlighted the positive impact of humor on student engagement and enjoyment, suggesting that humor can make learning fun and enjoyable for students.

Representative Quote: "Keep using humor in their teaching practice because this makes the students enjoy and have fun when they study."

3. **Strategic Use of Humor:** One comprehensive response provided detailed strategies for effectively incorporating humor into teaching, emphasizing audience understanding, starting small, using humor to reinforce learning, being authentic, being sensitive, and encouraging participation.

Key Points:

- **Know your audience:** Tailor humor to students' personalities, interests, and cultural backgrounds.
- **Start small:** Begin with light humor, such as witty comments, funny anecdotes, or relevant.
- **Reinforce learning:** Use humor strategically to emphasize key points and clarify concepts.
- **Be authentic:** Use natural humor rather than forced jokes to build rapport.
- **Be sensitive:** Avoid offensive or alienating humor, respecting boundaries and cultural sensitivities.

- **Encourage participation:** Foster a supportive environment where students can contribute their own humor.

2.2.1. General Discussion of Teachers' Questionnaire

The results of the teachers' questionnaire align well with the theme "The Use of Humor to Facilitate Learning." Most teachers concurred that humor has several beneficial effects in the classroom, including boosting student engagement, alleviating stress and anxiety, enhancing understanding and memory retention, and creating a positive and supportive learning environment. For example, questions such as numbers 3, 4, 5, 7, and 8 highlighted these benefits, receiving strong affirmative responses. Although there are some challenges particularly concerning cultural sensitivities and language barriers, teachers generally feel that these can be navigated with thoughtful and careful application. Overall, the responses reinforce the idea that humor, when applied appropriately, can greatly enrich the learning experience, make.

2.3. The Students Questionnaire

2.3.1. The participant

The questionnaire was randomly administered to a diverse sample comprising (50) Master's one students enrolled in English Literature and Civilization at the University of Khenchela. Despite the distribution of (50) questionnaires, the return rate was (45) completed responses. These students were specifically chosen to ensure representation from various educational backgrounds and academic experiences within the Master's program in English. By including students at different stages of their academic journey, ranging from recently enrolled to those nearing completion of their studies, a comprehensive range of perspectives and insights could be gathered regarding the integration of humor as a facilitative tool in the learning process within the context of English language education. This diverse representation allows for a thorough exploration of the efficacy and impact of humor on student engagement, comprehension, and overall learning experience in the academic setting.

2.3.2. The Aim of the questionnaires

The aim of the questionnaire was to assess the perceptions and experiences of Master's one students studying English Literature and Civilization at the University of Khenchela regarding the use of humor as a facilitator in the learning process. Specifically,

the questionnaire aimed to investigate the effectiveness of incorporating humor into teaching practices and its impact on student engagement, comprehension, and overall learning experience. Through gathering insights from the questionnaire responses, the study sought to provide valuable insights and recommendations for educators interested in utilizing humor as a tool to enhance learning outcomes in the context of English language education.

2.3.3. Description of the Student' Questionnaire

The questionnaire consists of 12 questions, including multiple-choice questions and yes/no questions. There are three sections to the questionnaire the first section contains general information about the respondents' background in English, their reason for studying the language, and their opinions on how difficult they think it is to learn English. The second section of the questionnaire delves into exploring various learning theories and strategies. This section aims to gain a deeper understanding of the approaches students use to engage with and comprehend the course material, as well as their preferences for learning methodologies. Questions in this section are designed to elicit responses regarding students' experiences with different learning methods such as (5, 6). Additionally, the last section delves into students' experiences, preferences, and attitudes towards the use of humor as a means to facilitate learning. It seeks to explore the effectiveness of humor in enhancing student engagement, comprehension, and overall learning experience.

2.4.1. Data Analysis; Interpretation of the Student' Questionnaire

Section one: General information.

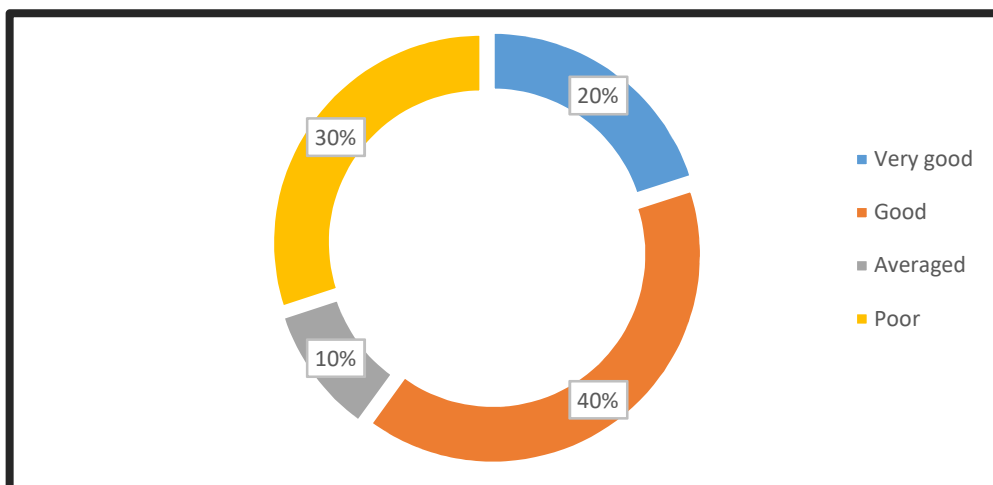
Item one: what do you think your English proficiency is?

Table 11: Students' assessments of their proficiency in

English.

	Verygood	Good	Averaged	Poor
Number	10	20	05	15
Percentage	20%	40%	10%	30%

Figure12: Students’ assessments of their proficiency in English.



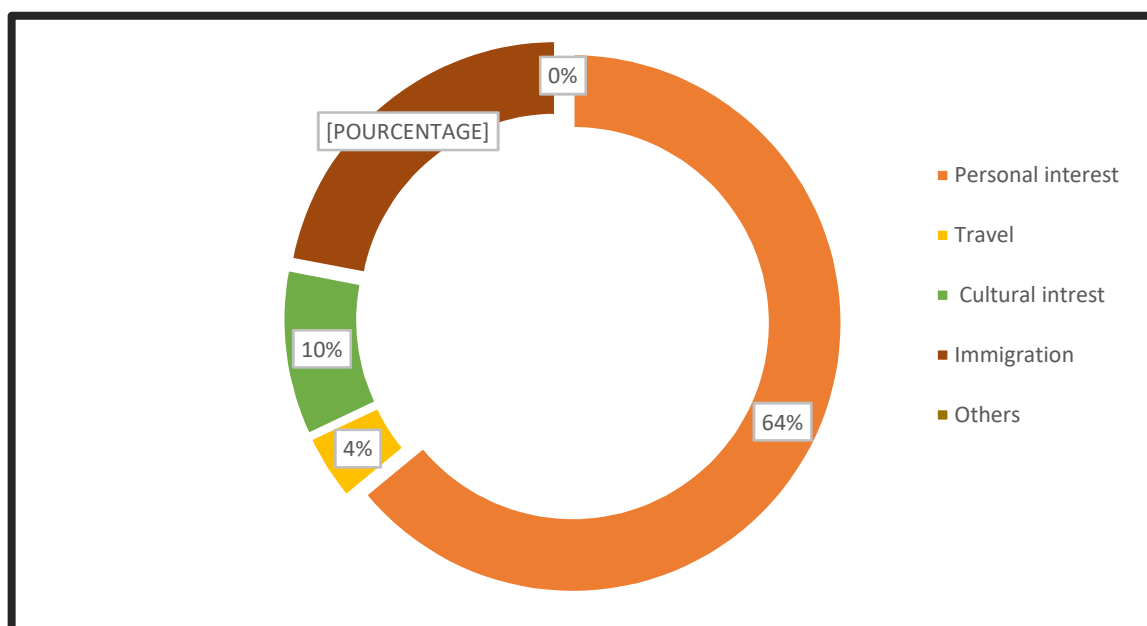
Students were asked to rate their English proficiency, and the analysis of their responses revealed a diverse range of perceptions. It can be seen from the results that the majority of students (40%) rated their experience as "Good," indicating a generally positive view, (30%) expressed dissatisfaction, rating it as "Poor." However, a notable (20%) found their experience "Very Good," suggesting a high level of satisfaction. Additionally, (10%) rated their experience as "Averaged," indicating a neutral stance. This variety of responses underscores the complexity of student perspectives on English learning.

Item Two: What are your reasons for choosing to learn English?

Table12: Students’ incentives for learning English.

	PersonalInterest	Travel	Cultural interest	Immigration	Others
Number	32	02	05	11	00
Percentage	64%	4%	10%	22%	00

Figure13: Students’ incentives for learning English.



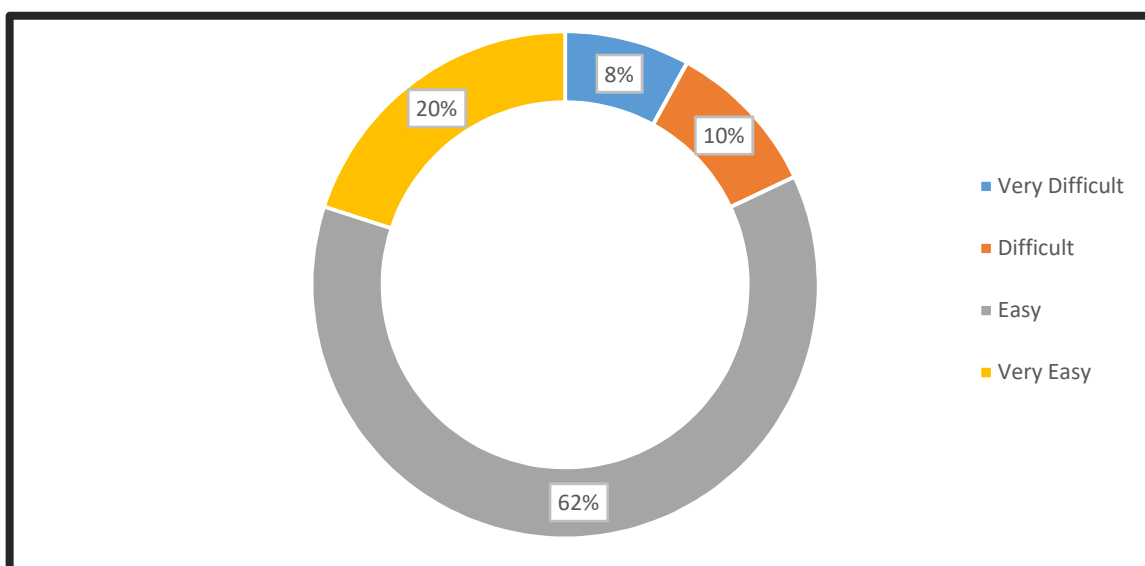
From the table above a significant majority, comprising (64%) of Students respondents, and expressed Personal interest in the subject matter, smaller percentages were observed for other categories. Only (4%) of respondents indicated an interest in "Travel," suggesting a lesser inclination towards this topic. Similarly, "Cultural interest" garnered interest from(10%) of respondents, indicating a moderate level of curiosity about cultural aspects within the subject. Surprisingly, "Immigration" emerged as the second most preferred topic, with (22%)of respondents expressing interest in it. This indicates a notable portion of students intrigued by themes related to immigration. Overall, these insights underscore the diverse range of interests among respondents, with personal interests being predominant, followed by immigration, cultural interests, and travel, in descending order of preference. Such understanding can be invaluable for educators seeking to tailor their curriculum to have better align with students' interests and motivations.

Item Three: How do you perceive your experience of learning English?

Table13: Student’s perspectives on learning English.

	Very Difficult	Difficult	Easy	Very Easy
Number	04	05	31	10
Percentage	8%	10%	62%	20%

Figure14:Student’s perspectives on learning English.



The statistics reveal the distribution of responses among students regarding the perceived difficulty of the task. A notable portion, comprising (8%) of the respondents, found the task "Very difficult," suggesting a considerable level of challenge. Additionally, (10%) of students rated the task as "Difficult," indicating a moderate level of difficulty. In contrast, the majority of students, constituting (62%) of respondents, perceived the task as "Easy," implying a higher level of comfort and proficiency. Finally, (20%) of respondents rated the task as "Very easy," indicating a significant proportion of students who found the task effortless. These statistics provide valuable insights into the varying perceptions of task difficulty among students, which can inform instructional strategies and curriculum design to better accommodate diverse learning needs and preferences.

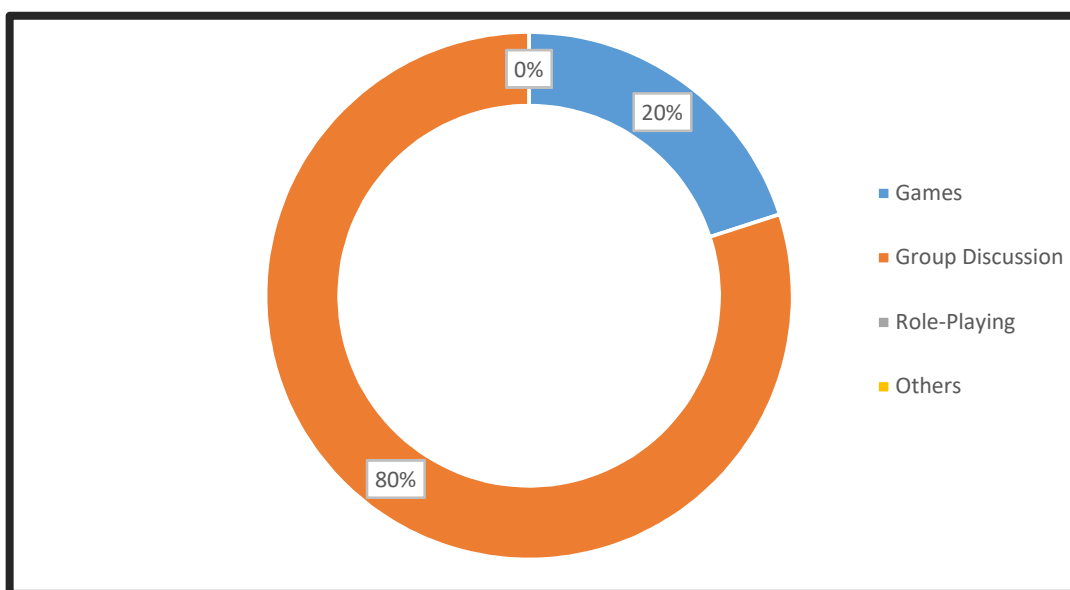
Section two: learning theories and strategies

Item Four: what activities do you prefer during English learning?

Table14: Student’s activity preferences.

	Games	Group Discussion	Role-playing	Others
Number	10	40	00	00
Percentage	20%	80%	00%	00%

Figure15:Student’s activity preferences.



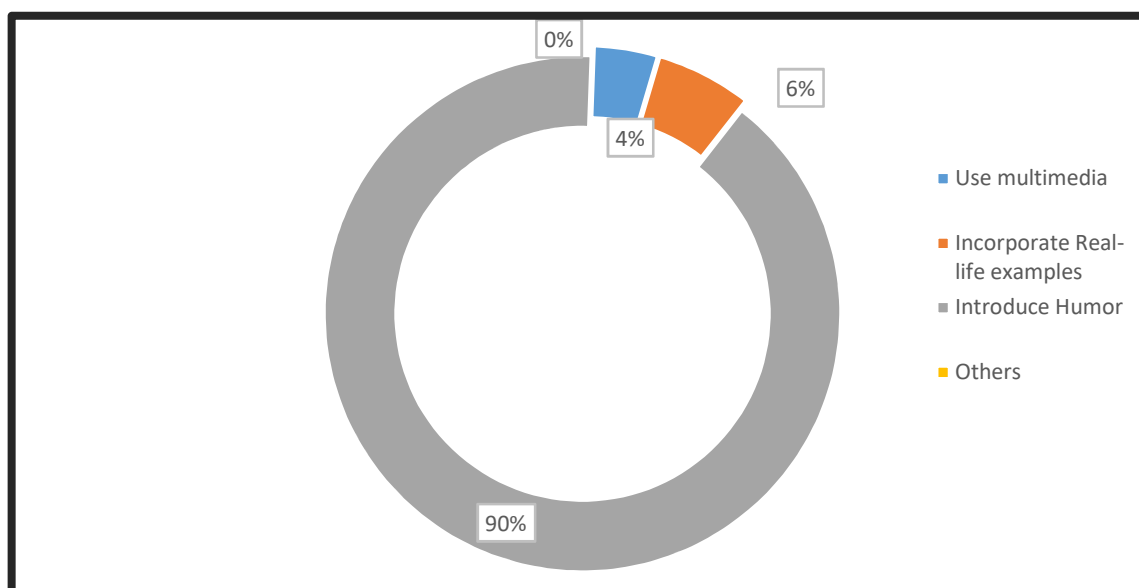
The results of the table and graph above depict the preferences of individuals regarding various activities during English learning. Among the surveyed individuals, (10) students, constituting (20%) of the total, expressed a preference for "Games" as a learning activity. On the other hand, the majority of respondents, comprising (40)individuals or (80%)of the total, favored "Group discussion" as their preferred method of English learning. Interestingly, no participants indicated a preference for "Role-playing" or "Others" as learning activities. These statistics provide valuable insights into the preferred learning methods among the surveyed individuals, highlighting the popularity of group discussions as a favored approach in English language learning.

Item Five: How can teachers makes lessons more interesting?

Table15:Student’s and method preferences.

	Use multimedia	Incorporate Real-life example’s	Introduce Humor	Others
Number	0 2	03	45	00
Percentage	4%	6%	90%	00%

Figure16: Student's and method preferences.



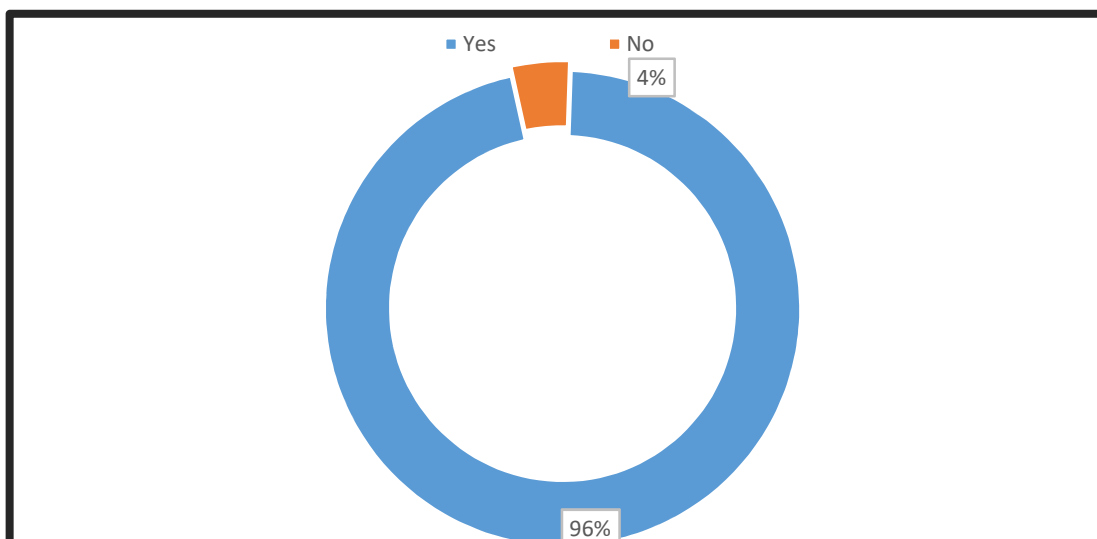
Students were asked to provide suggestions on how to make lessons more interesting. The results revealed that (4%) of students suggested using multimedia such as videos and interactive presentations to make the content more captivating and visually appealing. Meanwhile, (6%) of them proposed incorporating real-life examples, helping them to connect the material to their personal experiences and grasp its practical applications. The most common suggestion was introducing humor into lessons, with (45%) of students expressing that humor makes the learning environment more enjoyable and less stressful. No students provided any other suggestions.

Item Six: do you find that certain teaching methods enhancing your understanding of a subject better

Table16: students' perspectives on teaching methods.

	Number	Percentage
Yes	48	96%
No	02	4%
Total	50	100%

Figure17: Students' perspectives on teaching methods.



The results reveal a resounding acknowledgment among students regarding the effectiveness of certain teaching methods in enhancing their understanding of subjects. An overwhelming majority 96% of respondents, indicated that they find specific instructional approaches beneficial for comprehension. This suggests a widespread recognition among students of the positive impact that well-designed and executed teaching strategies can have on their learning outcomes. However, it is worth noting that a minority of students, representing 4% of respondents, expressed skepticism about the efficacy of these methods in enhancing their understanding. This divergence in opinions underscores the diverse learning preferences and experiences within the student body. These findings underscore the importance of educators tailoring their teaching methods to accommodate a variety of learning styles and preferences to ensure the maximum engagement and comprehension among students.

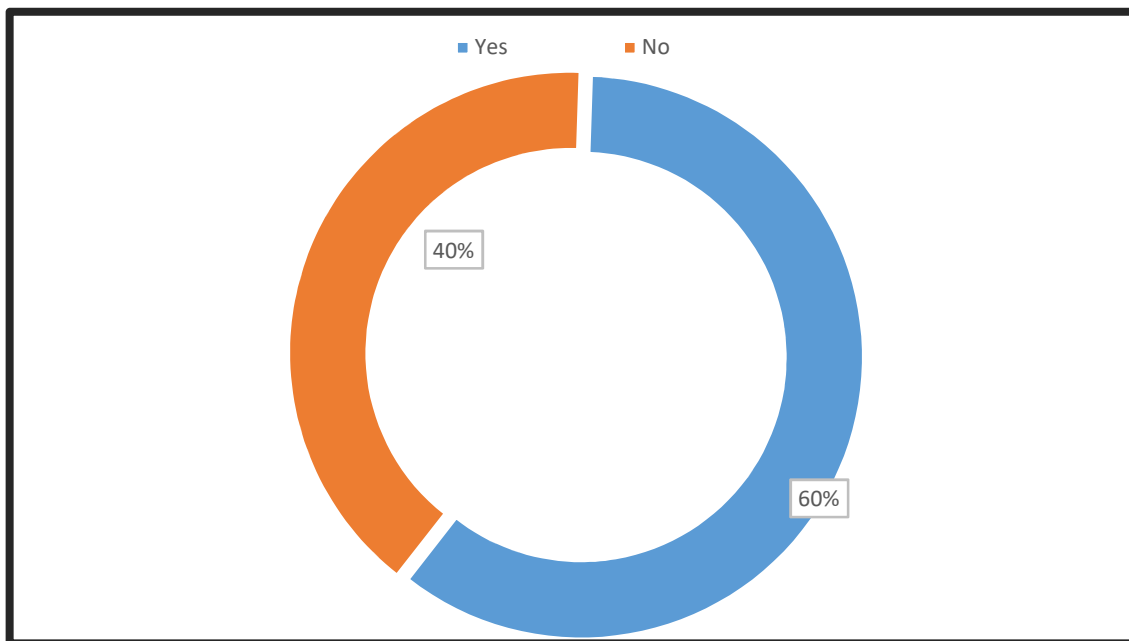
Section 03: Humor as a learning tool.

Item Seven: Do you prefer a teacher who uses humor?

Table17: Students' and preference for teachers using humor.

	Number	Percentage
Yes	30	%
No	20	%
Total	50	100%

Figure18: Students' and preference for teachers using humor.



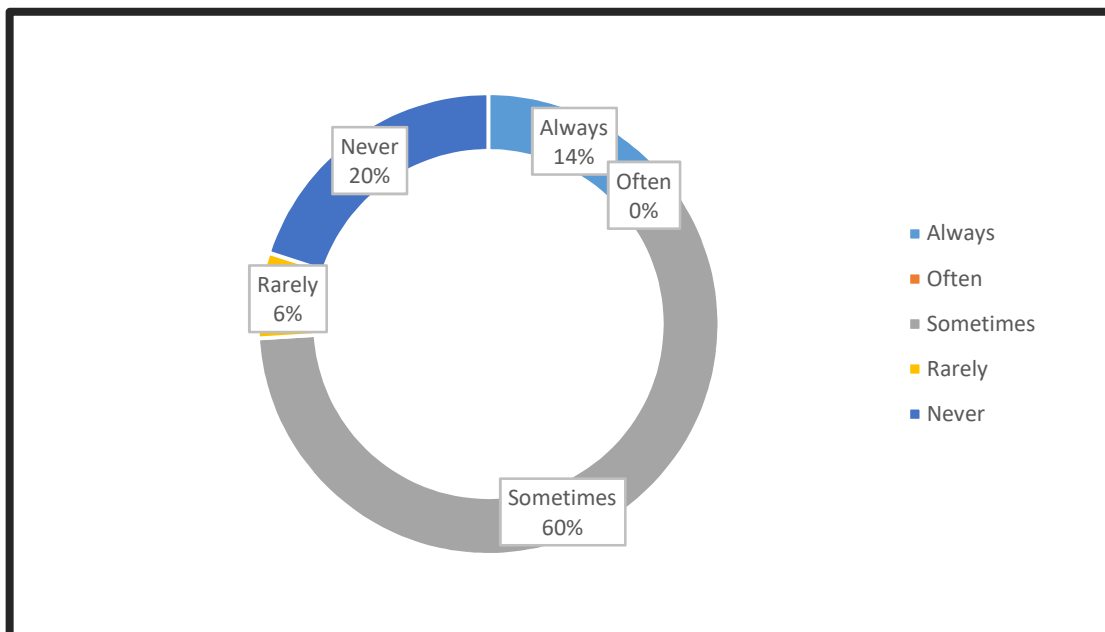
When asked about their preference for teachers who use humor, (30%) of respondents indicated a positive inclination, while (20%) expressed a negative preference. These findings highlight a divided sentiment among students regarding the role of humor in the classroom environment. While a significant portion appreciates humor as a teaching tool, a notable minority holds reservations about its effectiveness. Understanding these preferences can aid educators in tailoring their teaching approach to better engage their students.

Item Eight: How frequently do they use humor?

Table18: Students’ perception of teacher’s humor usage.

	Always	Often	Sometimes	Rarely	Never
Number	07	00	30	03	10
Percentage	17%	00%	75%	8%	20%

Figure19: Students’ perception of teacher’s humor usage.



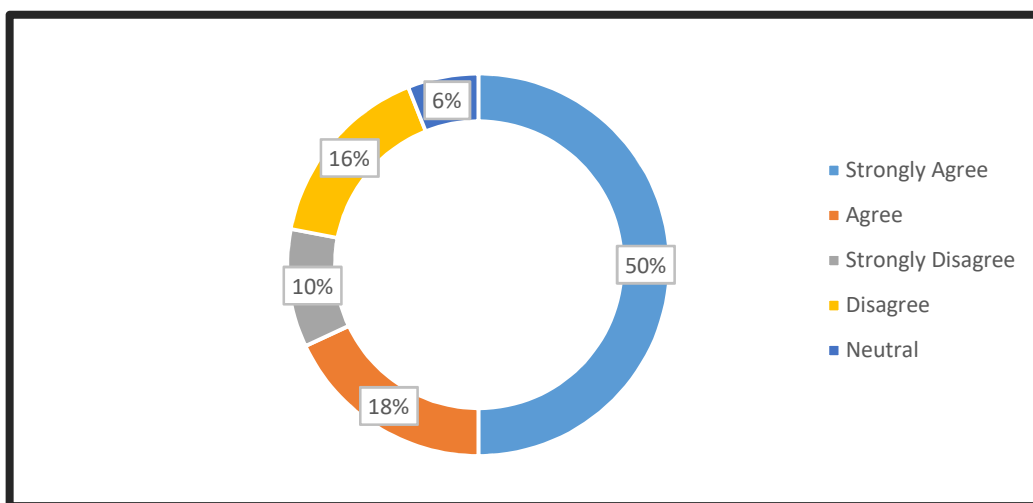
Students when asked about the frequency of humor usage among students. A majority respondents, (75%), reported using humor sometimes, indicating occasional incorporation of humor into their interactions and communication. A smaller portion, comprising (17%) of students, stated that they always use humor, highlighting a consistent incorporation of humor in their everyday interactions. However, a notable percentage of students, representing (20%), indicated that they never use humor, while only (8%) reported rarely using humor. These findings illustrate a spectrum of humor usage among students, emphasizing the diverse approaches individuals take in integrating humor into their daily lives and interactions

Item Nine: Do you think students enjoy classes more with humorous teachers?

Table19: Students’ and Enjoyment of Classes with Humorous Teachers.

	Strongly Agree	Agree	Strongly Disagree	Disagree	Neutral
Number	25	09	05	08	03
Percentage	50 %	18 %	10%	16%	06 %

Figure20: Students’ and Enjoyment of Classes with Humorous Teachers.



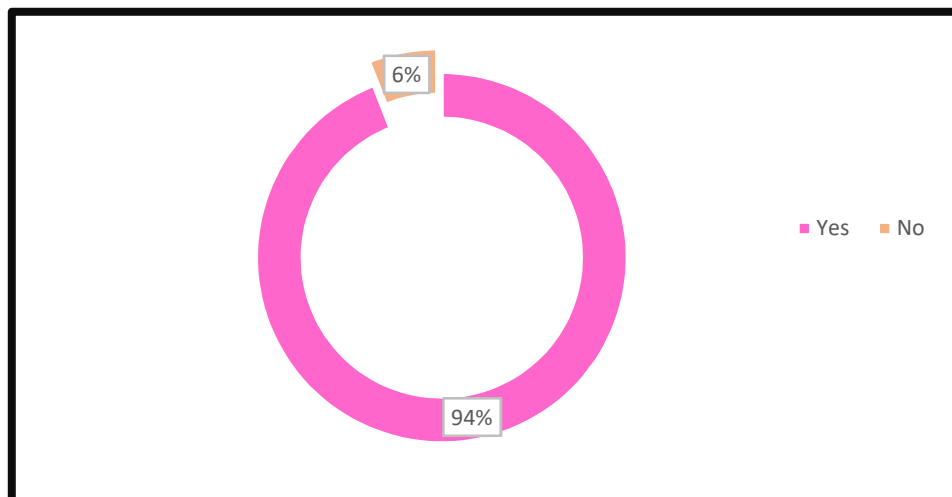
This Question revealed varied patterns in the frequency of humor usage among students. A majority of respondents, accounting for (75%), and reported using humor sometimes, indicating occasional incorporation of humor into their interactions and communication. A smaller portion, comprising (17%) of students, stated that they always use humor, highlighting a consistent incorporation of humor in their everyday interactions. However, a notable percentage of students, representing (10%), indicated that they never use humor, while only (8%) reported rarely using humor. These findings illustrate a spectrum of humor usage among students, emphasizing the diverse approaches individuals take in integrating humor into their daily lives and interactions.

Item Ten: In your opinion, can humor help you increase your interest in learning? (Explain please).

Table20: Students ‘and humors impact on learning interest.

	Number	Percentage
Yes	47	94%
No	03	6 %
Total	50	100%

Figure21: Students ‘and humors impact on learning interest.



When asked if humor can increase their interest in learning, (47%) of students responded "yes." Analysis of their responses reveals several key reasons for this positive perception. Many students indicated that humor makes lessons more enjoyable and engaging, which helps capture their attention and maintain their interest throughout the class. They also mentioned that humor reduces stress and creates a more relaxed classroom atmosphere, making it easier for them to participate and absorb information. Furthermore, students noted that humorous teacher's often-present material in a more relatable and memorable way, which aids in better retention and understanding of the subject matter. These insights suggest that humor, when used effectively, can be a powerful tool in fostering a positive and stimulating learning environment. (3%) of students responded "no." Analysis of their responses reveals several reasons for this negative perception. Some students believe that humor can be distracting and detract from the seriousness of the subject matter, making it harder for them to focus and retain information. Others feel that humor may not always be appropriate for all topics or teaching styles, and that excessive use of humor can undermine the educational content. Additionally, a few students mentioned personal preferences, indicating that they prefer a more straightforward and traditional approach to teaching. These insights highlight that while humor can be beneficial for many; it is not universally effective and may not suit every student's learning style.

Item Eleven: What makes understanding English jokes challenging for you?

Analysis of Student Responses to Challenges in Understanding English Jokes:

Students identified various challenges in understanding English jokes, including vocabulary, cultural references, wordplay or puns, and the speed of delivery. Many struggle with unfamiliar vocabulary and cultural nuances, which hinder their ability to grasp the humor. Another challenge highlighted by students is the intricacies of wordplay and puns. English jokes often rely on clever wordplay, double entendres, or puns, which require a deep understanding of the language's nuances to appreciate fully. For non-native speakers, especially those at earlier proficiency levels, deciphering these linguistic subtleties can be particularly challenging and may require targeted instruction and practice. Additionally, some students mentioned the speed of delivery as a factor that impacts their ability to understand jokes. Rapid delivery can make it difficult for students to process the words and discern the intended humor, emphasizing the importance of clear and deliberate communication in-joke delivery. Beyond these common challenges, a few students also cited other factors contributing to their difficulties in understanding English jokes. These included the use of regional accents or dialects, which can pose additional barriers to comprehension, especially for learners who have primarily been exposed to standardized English. Addressing these challenges requires a multifaceted approach that encompasses vocabulary development, cultural education, linguistic skill building, and awareness of communication dynamics. By providing targeted support in these areas, educators can help students overcome the obstacles they face in understanding English jokes, thereby fostering greater linguistic competence and cultural literacy.

Item Tvelev: In what ways do you believe humor can be further integrated into educational settings?

The responses to the question about integrating humor into educational settings revealed a variety of insights and suggestions. Many participants emphasized the potential benefits of incorporating humor as a tool to enhance student engagement and facilitate learning. Suggestions included using humor in storytelling to make lessons more memorable, integrating interactive activities that incorporate humor, and incorporating humorous examples or anecdotes to illustrate complex concepts. Participants also stressed the importance of using humor strategically, ensuring that it aligns with learning objectives and promotes a positive learning atmosphere. Some respondents highlighted the

role of humor in fostering connections between teachers and students, making learning more enjoyable, and reducing stress. However, several participants also raised concerns about the potential pitfalls of using humor in education, such as cultural insensitivity or inappropriate content. They emphasized the need for educators to be mindful of cultural differences and ensure that humor is inclusive, respectful, and appropriate for the classroom environment. Overall, the responses underscored the multifaceted nature of humor in education and highlighted the importance of thoughtful implementation to maximize its benefits while minimizing potential drawbacks.

2.4.1 Discussion of Students' Questionnaire

The gathered data were examined and discussed in this chapter in light of the various phases of a research project. Tables and graphs are used to analyze the data that were collected from the students' questionnaire. Each of the questionnaire's questions is followed by a statistical table and graph that displays the percentage and a comment regarding the findings that are displayed in those tables and graphs. On the other hand, the students' questionnaire show that, for the most part, they share the same ideas as their teachers. Because it aims to find out how much students believe humor may help them learn, especially in the question (10) is very important to the current study Furthermore, the majority of them (94%) all agreed that humor impact learning .

2.4.2 Limitation

- Challenges in convincing participants to interact naturally with humorous content.
- The challenge of designing accurate measurement tools to assess the impact of humor on learning.
- Complications in designing educational experiments that integrate humor effectively without compromising learning content.
- Cultural differences that affect the interpretation and acceptance of humor among students.
- The need to adapt humor to fit the diverse cultural backgrounds of students.
- Significant variation in students' reactions to humor, making it difficult to reach general conclusions.
- Challenges in analyzing data in ways that account for individual differences.
- Difficulty in accurately assessing the actual impact of humor on learning.

- Measuring educational outcomes such as understanding, comprehension, and information retention in ways that reflect the impact of humor.
- Challenges in controlling other variables that may affect learning, such as study environment and teaching style.
- Difficulty in isolating the effect of humor from other influencing factors.
- The need for creativity and preparation of humorous educational content that engages students and fits the subject.
- The time and effort required to prepare and adjust educational materials to be appropriate.
- Addressing ethical concerns about the use of humor, especially if there is potential for misunderstanding or offending students.
- Ensuring that the humor used does not create an uncomfortable or inappropriate environment.
- Difficulty in tracking the long-term effects of humor on learning and comprehension.
- The need for long-term studies to monitor continuous benefits.

2.4.3 Suggestions and Recommendations

Building upon the comprehensive exploration of the role of humor in enhancing the learning process, this section aims to provide a range of suggestions and recommendations that educators and educational stakeholders can adopt to enhance the experience of humor based learning in educational settings. These suggestions and recommendations will focus on areas such as teacher training and professional development, curriculum design, fostering supportive learning environments, assessing the impact of humor on educational outcomes, promoting student social and emotional well-being, and advancing research and collaboration in the field of humor in education. The aim of these suggestions and recommendations is to guide educational practices towards maximizing the benefits of humor in promoting engagement and effective learning.

- Educators should focused on the effective integration of humor into their teaching practices. These sessions should provide guidance on the selection of appropriate humor types, delivery techniques, and strategies for fostering a positive classroom atmosphere conducive to learning.

- Educators should be mindful of cultural diversity and sensitivities when using humor in the classroom. They should strive to select humor that is inclusive, respectful, and relevant to the diverse backgrounds and experiences of their students, thereby fostering a sense of belonging and community.
- Schools and educational institutions should prioritize the creation of supportive learning environments where humor is embraced as a tool for engagement and connection. This may involve fostering open communication channels between students and educators, encouraging collaboration, and celebrating creativity and individuality.
- Implementing regular assessment and feedback mechanisms is essential to gauge the effectiveness of humor in facilitating learning outcomes. Educators can use student surveys, classroom observations, and performance assessments to evaluate the impact of humor on student engagement, comprehension, and overall satisfaction with the learning experience.
- Educators should be open to feedback and willing to adapt their humor-based teaching strategies based on student needs and preferences. This may involve experimenting with different types of humor, seeking input from students, and reflecting on the outcomes to refine and improve teaching practices over time.
- Recognizing the positive impact of humor on social and emotional well-being, educators should prioritize the cultivation of a supportive and uplifting classroom culture. By incorporating humor into their teaching, educators can help alleviate stress, build resilience, and foster positive relationships among students.
- Encouraging collaboration and sharing of best practices among educators, researchers, and educational stakeholders can further advance the understanding and implementation of humor in education. This may involve conducting collaborative research studies, participating in professional learning communities, and attending conferences and workshops focused on humor in education.
- The effective use of humor to facilitate learning requires intentional planning, ongoing professional development, and a commitment to creating inclusive and supportive learning environments. By incorporating humor into teaching practices in a thoughtful and culturally sensitive manner, educators can enhance student engagement, comprehension, and overall satisfaction with the learning experience, making education more enjoyable and effective for students.

Conclusion

The gathered data were examined and discussed in this chapter in light of the various phases of a research project. Tables and graphs are used to analyze the data that were collected from the students' questionnaire. Each of the questionnaire's questions is followed by a statistical table and graph that displays the percentage and a comment regarding the findings that are displayed in those tables and graphs. On the other hand, only tables are used to evaluate the data from the classroom observation, and then comments on the findings are provided. Graphs are used to demonstrate how different statistics relate to one another. The results are discussed after the data have been analyzed. This chapter concludes with a few suggestions and a list of the.

General conclusion

General conclusion

The exploration of "The Use of Humor to Facilitate Learning" has shed light on the significant role humor plays in enriching the educational experience. From its introduction as a pedagogical strategy to its application in fostering engagement, retention, and a positive classroom atmosphere, humor emerges as a versatile and impactful tool in the educator's arsenal. By infusing learning environments with appropriate and culturally sensitive humor, educators can cultivate dynamic and inclusive spaces where students feel motivated to actively participate and explore academic content with curiosity and enthusiasm. However, the effective integration of humor necessitates careful consideration of context, audience, and educational objectives, as well as a commitment to ongoing professional development. As educators continue to harness the power of humor in their practice, they have the opportunity to cultivate vibrant and joyful learning communities that inspire lifelong curiosity, critical thinking, and academic success.

In the realm of education, the exhaustive exploration into the utilization of humor as a Facilitator of learning illuminates a vast expanse of interconnected themes and transformative potentials that reverberate throughout the educational landscape. Spanning from its capacity to engender heightened engagement and catalyze active participation to its role in fostering profound comprehension and durable retention of intricate subject matter, humor emerges as an omnipresent force that transcends conventional boundaries within pedagogical discourse. Moreover, its innate ability to assuage stress, nurture positive interpersonal dynamics, and engender a nurturing, inclusive learning milieu underscores its intrinsic value in sculpting the holistic educational journey. However, the seamless integration of humor necessitates a nuanced, culturally attuned approach—one that conscientiously navigates the diverse tapestry of student backgrounds and perspectives while steadfastly upholding principles of equity and inclusivity. As educators navigate the labyrinthine intricacies of humor within educational settings, they are impelled to cultivate a profound understanding of its multifaceted nuances, harnessing its potential with unwavering intentionality and judicious care. This arduous endeavor demands an unwavering commitment to continual growth, underpinned by a robust framework of ongoing professional development, reflective practice, and a relentless pursuit of excellence. By embracing humor as an integral facet of educational praxis, educators inaugurate a paradigm shift wherein learning transcends the realm of rote

General conclusion

memorization and pedantic discourse, metamorphosing into an immersive odyssey replete with boundless

opportunities for intellectual, emotional, and social enrichment. In this vision, education transcends the confines of the classroom, permeating every facet of human existence with the transformative power of laughter, curiosity, and unfettered imagination, heralding a future wherein the pursuit of knowledge is not merely an endeavor, but an exultant celebration of the human spirit and its inexorable quest for enlightenment and transcendence.

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Appendices

Appendices

Dear teacher,

We are master's students at Abbas Laghrour University of khenchela department of English. we respectfully asked you complete this questionnaire so that we can try collect the data required to finish a Master's dissertation. The purpose of this questionnaire is to gather information regarding the use of humor in facilitating learning. Please respond to the following questions will help us better understand the subject matter. Your participation is greatly appreciated, as sharing your insights and experiences will undoubtedly have a meaningful impact on the field of education. Ascertain that the responses you supply exclusively for our study. Kindly select the answer that best aligns with your preferences Thank you for your time.

Please circle the number that corresponds to your choice.

Section one: Comfort and Relationship

Item 1. How comfortable do you find the classroom environment?

Comfortable	very comfortable	Moderate	Uncomfortable	Others
1	2	3	4	5

Item 2. How would you describe your relationship with students in the classroom?

Supportive	Positive	Friendly	Respectful	Others
1	2	3	4	5

Item 3. How frequently do students feel comfortable communicating with you?

Always	Sometimes	Never	Others
1	2	3	4

Section two: Humor Integration

Item 4. Can Teachers introduces the lesson by using some kinds of humor?

Agree		Not sure
Disagree		
1	2	3

Item 5. How often do you incorporate humor into your teaching practice?

Rarely	Occasionally	Frequently	Always	Others
1	2	3	4	5

Item 6. Can humor impact student engagement?

Agree				Not sure
Disagree				
1	2		3	

Section Three: Challenges and Advice

Item .7Can humor impact student participation?

Agree				Not sure
Disagree				
1		2		3

Item 8. According to you, should integrating humor be dependent on courses? Select one of the following options).

Agree				Not sure
Disagree				
1		2		3

Item 9. Do you face some challenges when using humor in the classroom?

Yes			No
1			2

Item 10. Do you face some difficulties when using English jokes in classroom?

Yes			No
1			2

Item 11. How do you handle situations where students misunderstand a joke or humorous remark? (Please explain)

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Item 12. What advice would you give to other teachers who are interested in incorporating more humor into their teaching practice?

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Thank you for your time 😊.

Dear Student,

We are master's students at Abbas Laghrour University of khenchela department of English. We respectfully asked you complete this questionnaire so that we can try collecting the data required to finish a Master’s dissertation. The purpose of this questionnaire is to gather information regarding the use of humor in facilitating learning. Your replies will better help understand the topic. Kindly select the answer that best aligns with your preferences Thank you for your time.

Please circle the number that corresponds to your choice.

Section one: General information

Item 1. What do you think your English proficiency is?

Very good	Good	Averaged	Poor
1	2	3	4

Item 2. What are your reasons for choosing to learn English?

Personal Interest	Travel	Cultural interest	Immigration	
Others				
1	2	3	4	5

Item 3. How do you perceive your experience of learning English?

Very Difficult	Difficult	Easy	Very Easy
1	2	3	4

Section Two: learning theories and strategies

Item 4. What activities do you prefer during English learning?

Games	Group Discussion	Role-playing	Others
1	2	3	4

Item 5. How teachers can makes lessons more interesting?

Use multimedia	Incorporate Real-Life examples	Introduce Humor	Other
1	2	3	4

Item 6. Do you find that certain teaching methods enhancing your understanding of a subject better?

Yes	No
1	2

Section Three: Humor as a learning tool.

Item 7. Do you prefer a teacher who uses humor?

Yes	No
1	2

Item 8. How frequently do they use humor?

Always	Often	Sometimes	Rarely	Never
1	2	3	4	5

Item 9. Do you think students enjoy classes more with humorous teachers?

Strongly Agree	Agree	Strongly Disagree	Disagree	Neutral
1	2	3	4	5

Item 10. In your opinion, can humor help you increase your interest in learning? (Explain please).

Yes	No
1	2

Item 11. What makes understanding English jokes challenging for you?

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Item 12. in what ways do you believe humor can be further integrated into educational settings?

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..... *Thank you for your time.*