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**The Use of Humour as a Pedagogical Strategy to Reduce Learners' Boredom
and Increase their Motivation: The Case of Third year Students of English at
Mohammed Seddik Ben Yahia University, JIJEL**

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Language Sciences

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Dedications

This humble work is dedicated to the great parents we were given, without their love, understanding, and praying, we would not be able to make it. They have given us so much.

Thank you for your faith in us. Thank you for being our first teachers.

To our dearest brothers and sisters.

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Abstract

This dissertation investigates one of the most important subjects in teaching English as a foreign language. It is the effect of using humour as a pedagogical strategy on learners and teachers as well. Humour is assumed to help learners feel relaxed in the classroom and makes them attend all sessions in a regular way, providing a wonderful opportunity to communicate, and makes them feel enlivened and excited. It also, makes teachers feel satisfied and happy whenever they succeed to transmit their messages to their learners and make them feel amused. For many educators, humour can encourage an atmosphere where both teachers and learners feel at ease, share ideas, and express learners' needs. So, in order to gain deeper understanding, we put this theory into practice in an attempt to investigate this hypothesis; the data were gathered through two main tools. Two questionnaires, the first was administered to (50) EFL learners of third years at Mohammed Seddik Ben Yahia University. The second was handed to (11) teachers. The second tool was classroom observation. All participants responded positively and showed interest. The results of the current study showed that both teachers and learners support the insertion of humour in their foreign language classes.

List of Abbreviations and Symbols

EFL: English as a Foreign Language

ESL: English as a Second Language

HSQ: Humor Styles Questionnaire

IHPT: The Instructional Humor Processing Theory

L2: Second Language

N: Number

%: Percentage

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General Introduction

Foreign language classrooms input is generated by teacher talk; the teacher tries to be his learners' ears and eyes. He is supposed to find out why his learners are not motivated and not vivid. He is supposed to find out the reasons behind their silence; is it boredom? Is it anxiety? Is it fear? The teacher should be at once a tutor, a psychologist and a pedagogue. He should make his learners feel at ease. The task of teaching is not just giving information; it is also a style and a behavior. Probably the most important aspect of all in this regard is the use of humour and fun techniques in foreign language classrooms.

1. Statement of the Problem

This study is an investigation of using the sense of humor as a pedagogical strategy in foreign language classrooms. The truth is that many teachers fail to manage their classes because they are not knowledgeable enough about their learners' status. Most of the time, learners do not feel in a comfortable zone. In this case, they feel bored and, hence, the learning process becomes a handicap. A bit of humour in the classroom may be needed in order to decrease the learners' anxiety and increase their motivation. One joke or a funny anecdote can save the classroom and shift passive learners to active ones.

1. Aim of the Study

The present study aims to investigate the impact of the sense of humour and its role in the teaching of English as a foreign language. It also attempts to investigate whether or not EFL teachers and learners perceive the role of humour as a strategy of learning, a creator of good atmosphere in foreign language classes, and for the learning process to take place.

2. Research Questions

To achieve the above stated aim, the following questions are to be asked:

- ❖ Do EFL learners really learn better when humour is introduced in their learning process?

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- ❖ How can humour help the learner overcome his fear and anxiety?
- ❖ What are the limits of using humour in foreign language classes? (When and where the teacher must use humour).

3. Hypothesis

To answer the questions asked in the research work, it can be hypothesized that if the sense of humour is used as a strategy in foreign language classes, learners will be motivated, stimulated, and less anxious. That is, a good relationship between teacher and learner will be developed and, hence, the learning process will be appreciated.

4. Research Methodology

To check the validity of the research hypothesis, two questionnaires will be designed: the first one is addressed to teachers and the second one to learners of third year at Mohamed Seddik Ben Yahia University. In addition, classroom observation will take place with two EFL classes of third year at Mohammed Seddik Ben Yahia University.

5. Structure of the Study

This research is based on two chapters. Chapter one is theoretical; it discusses humour and its theories, forms, benefits, role, usage, and effect. Chapter two is practical; it discusses and analyses the data obtained.

Chapter One: Humour in the Educational Life

“A smile is the shortest distance between people”

-Victor Borge.

Introduction

Humour is a tool that should always be used in any EFL classroom. It is a link between effective teaching and successful learning. The good teacher is the one who is able to impress, motivate, and make his learners laugh. Most of the time, learners feel bored and anxious; the teacher should create a good atmosphere and use humour to make his teaching process effective and enjoyable. The purpose of using humour is to build a good relationship between the teacher and his learners, make them motivated, and encourage them to learn more. This chapter is divided into two sections; the first section contains what humour means, its theories, styles, forms, finally individual differences in using humour. Following this, the second section sheds light on the role of humour in classroom for both teachers and learners, its advantages and shortcomings; this section also deals with guidelines of using humour in EFL classes.

Section One: Humour

1.1. Definition of Humour

Many researchers define the term humour in different ways. Humour is usually considered as saying something funny or telling a joke to make people amused. According to Pham (2014), “Humour originally is a Latin word referring to one of the four fluids of the body (blood, phlegm, choler, and black bile), a balance of which was thought to determine one’s health. A person with a good balance, i.e. in good health, was said to be in “good humour” (p.16). This means that when these four liquids are out of balance, the person will feel sick. So the four fluids are responsible for the person’s health. According to Webster’s

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Dictionary, humour is “the ability to be funny or to be amused by things that are funny”. Also it is “the mental faculty of discovering, expressing, or appreciating the ludicrous or absurdly incongruous”. Cambridge Advanced Learner’s Dictionary (2014) defined humour as “the ability to find things funny, the way in which people see that some things are funny, or the quality of being funny”.

Solomon (1996) sit a list of synonyms of the word humour which are “... force, wit, jocularly, tease, laugh, snicker, zany, joke, ludicrous, satire, mirth, pun, jeer, glee, and giggle” (p.250). Shibinski and Martin (2010) said that humour “is not limited to jokes or humorous stories; rather, it can include props, puns, short stories, anecdotes, riddles, or cartoons” (p.27). In addition “Freud suggests that humor is generated by pleasure in stimulating others and/or by the desire to release emotions”. (Cited in Bruner 2002, p.2). Also Martin (2000) said “Humor is a very complex phenomenon, involving cognitive, emotional, behavioral, physiological, and social aspects” (p.202). Another definition stated by Romero and Pescosolido (2008), they said humour is “amusing communication that produces positive emotions and cognitions in the individual, group, or organization” (p.59). Adams, Fry, Glickstein, Goodheart, Hageseth, Hmilton, Klein, Robinson, and Wooten (2001) saw humour as “One of the most healthy, healing phenomena human beings have. It is a cognitive, emotional, and physical response to stress. It gives us balance and a perspective and provides a comic relief and survival from all the seriousness of living” (p.293).

1.2. Humour Theories

Humour is a concept which has been studied by many researchers. There are three basic theories that focus on functions of humour and try to explain what the term humour means. These theories are: the superiority theory, the incongruity theory, and the relief theory. According to Wilkins and Eisenbraun (2009), “while these theories focus on the specific role

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that humour plays for people in situations such as dealing with misfortune, making sense of rule violations, and bonding with others” (p.349).

1.2.1. The Superiority Theory

The superiority theory traces back to Plato, Aristotle, and Thomas Hobbes. Feagai (2011) talked about this theory, he states that “Plato is the father of the superiority theory, who says, we laugh at others so that we feel better about ourselves” (p.45). Plato writes that “what makes a person laughable ... is self-ignorance” (Cited in Morreall, 1983, p.4). Also Raskin (2008) stated that “Aristotle reasoned that laughter arises in response to weakness and ugliness” (pp.29-30). It means that Plato and Aristotle considered that laughing at other people makes them feel superior, and the act of laughter takes place when they feel themselves as disregarded, powerless, hideous, and bad looking. According to Nilsen and Nilsen (2014), “Philosopher Thomas Hobbes said that an important feature of humor was laughing at those we feel are inferior to us” (p.11). In the same light of thoughts, Hill (1988) said “we laugh maliciously when we possess superior knowledge over the people we ridicule. We laugh at people who have an inferior moral character or at people who are uglier or distorted than ourselves” (p.40). Wilkins and Eisenbraun (2009) stated that “the superiority theory, which focuses on sense of supremacy [superiority] over others” (p.351). Using Banas, Dunbar, Rodriguez, and Liu (2011) words “Superiority theory is also known as aggression, disparagement, and degradation theory” (p.138). In this theory, many researchers like Wolff, Smith, and Murray (1934) studied humour as a social and behavioral phenomenon, this stands on the idea that people make fun of others by laughing at their weakness, failure, or inability.

There is a moment when people feel satisfied and amused; researchers name it as sudden glory. According to Whisonant (1998), “In this theory, humor is a way of boosting one’s ego or sense of self-worth. The moment of ‘sudden glory’ in which the hearer feels self-

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satisfied is the moment he or she is amused” (p.6). Hobbes (1651) explained the moment of ‘Sudden Glory’ he says that,

The passion of laughter is nothing else but some sudden glory arising from some sudden conception of some eminence in ourselves, by comparison with the infirmity of others , or with our own formerly. Laughter is thought to result from a sense of superiority derived from the disparagement of another person or of one’s own past blunders or foolishness (Cited in Raskin, 2008: p.30).

Humour in the classroom is not like out-of the classroom. As Ziyaeemehr, Kumar, and Abdullah (2011) said “It can be argued that in classroom context, unlike out-of-class interactions, laughing at the failure of others, may not be the main source of humor. This is one of the key points that makes classroom humor different from out-of-class, real world humor” (p.112). Morreal (1997) added “not all laughter and humor can be explained by the superiority theory. Humans may laugh out of surprise, amazement or enjoyment” (p.25).

1.2.2. Incongruity Theory

According to the incongruity theory, people laugh at things that surprise them, because these things are unexpected and unusual. There are many researchers define this theory. Morreall (1983) defined humour as “an intellectual reaction to something that is unexpected, illogical, or inappropriate in some other way” (p.15). Also, Bardon (2005) stated that, “An incongruity is some sort of unusual or unexpected juxtaposition of events, objects, or ideas” (p.6). Shults (1976) defined this theory as “a conflict between what is expected and what actually occurs in the joke” (Cited in Ruch, 2008, p.25). When people laugh, they react to something bizarre; as Morreall (1997) said “humorous amusement is a reaction to something incongruous, that is, something which does not fit our ordinary mental patterns”

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(p.225). In addition to these definitions Wilkins and Eisenbraun (2009) found that this theory concentrates on the discrepancy “between expectations and experiences”. Straus (2014) explained how this theory is operated,

Incongruity theory operated in two ways. First, and most importantly, it explains why people react with laughter in a very wide range of situations...In other words; incongruity theory provides an explanation for why humans find certain things funny. Second, it provides an explanation of what makes a situation itself funny (p.6).

According to the incongruity theory, the focus is on cognition rather than something else. Wilkins and Eisenbraun (ibid) suggested that “The incongruity theory emphasizes cognition; individuals must have rationally come to understand typical patterns of reality before they can notice differences”. (p.351). Depending on Suls (1983) ideas, “With incongruity theory, there is an emphasis on cognition rather than the social or emotional aspects of humor, and therefore, incongruity is considered to be more of a theory of how humor is understood rather than how humor functions” (p.47).

As Banas et al. (2011) noted that “Incongruity theory is sometimes labeled incongruity resolution theory when the resolution element is emphasized” (p.138). Furthermore, Suls (ibid) mentioned that “The incongruity theory has also a second direction, incongruity-resolution theory, which is the reaction when discovering that two incongruous terms are actually related” (p.48).

Using the incongruity theory in learning may make confusion rather than humour if learners cannot make a link between what is expected and what is experienced. Thus, Banas et al. (ibid) said that “If the students do not resolve the incongruity, they may experience confusion instead of humor. Further, the IHPT [The Instructional Humor Processing Theory] proposes that the recognition of humor will increase students’ attention” (p.119).

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1.2.3. Relief Theory

In this theory, humour is like a release of tension and stress. Meyer (1990) suggested that the basic element of the relief theory is the decrease of stress and tension. Wilkins and Eisnebraun (2009) explained the role of humour in reducing tension and how people use it. Whisonant (1998) stated that “Everyone has certain areas that he or she finds uncomfortable, fearful, and/or embarrassing, and humor is a way of relieving this stress in a socially acceptable way” (p.7). Stein and Reeder (2009) said that “Freud viewed humor as one of the healthiest psychological defense mechanisms, distinct from joking” (p.266). Others like Mulder and Nijholt (2002) stated that,

The theory reached its zenith when Freud proposed his theory how laughter can release tension and ‘psychic energy’. This energy continuously builds up within the human body, has no further use and therefore has to be released. This release is spontaneous and expresses itself in laughter. This theory is popular among those who believe that laughter is beneficial for one’s health (p.4).

As Ziyaeemehr et al. (2011) argued “In second language classrooms, relief theory, for example, explains how frustration and anxiety produced due to unfamiliarity of the learners with L2 rules can be released through the use of instructor humor” (p.112).

According to Polimeni and Reiss (2006), “Because of the multilayered nature of humor, no single humor theory has been completely satisfactory and thus clinched universal acceptance” (p.349).

1.3. Types of Humour

Torok, McMorris, and Lin (2004) talked about types of humour, they find that there are seven types which are: jokes, riddles, puns, cartoons, stories and comments which are funny, and ‘professional humor’.

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1.3.1. Joke

According to Oxford Dictionary, “joke is saying something laughable to make people amused. This term is appeared in the late 17th century (originally slang): perhaps from Latin *jocus* ‘jest, word play’. This term is also defined in Webster’s Dictionary, joke is “Something said or done to provoke laughter, *especially* a brief oral narrative with a climactic humorous twist”. Morrison (2008) considered joke as “a short story or series of words spoken or communicated with the intent of being laughed at or found humorous by the listener or the reader” (p.160).

According to Tuncay (2007), “Telling jokes is a supplementary activity that may help both learners and teachers increase enthusiasm and create a positive and enjoyable atmosphere as well as enhancing the implementation of the syllabus” (p.3).

Schmitz (2002) divided jokes into three classes: universal, cultural, and linguistic jokes. Universal jokes refer to jokes that all people can laugh at, the cultural jokes based on cultural background knowledge, this means that the listener and the speaker should share the same knowledge and culture, and the third class is the linguistic jokes, “based on specific features in the phonology, morphology or syntax of particular languages” (p.5).

Examples of Jokes:

❖ **Son:** Dad what is an idiot?

Dad: An idiot is a person who tries to explain his ideas in such a strange and long way that another person who is listening to him can’t understand him. Do you understand me?

Son: No!

❖ A teacher asked a student to write 55.

Student asked: How?

Teacher: Write 5 and beside it another 5!

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The student wrote 5 and stopped.

Teacher: What are you waiting for?

Student: I don't know which side to write the other 5!

1.3. 2. Pun

There are lots of researchers who define the term pun. According to Webster's Dictionary pun is, "the usually humorous use of a word in such a way to suggest two or more of its meanings or meaning of another word similar in sound". Neuliep (1991) said that pun is like playing on words which have the same sounds but have several meanings. Also Koestler (1964) had another definition which is "the bisociation of a single phonetic form with two meanings – two strings of thought tied together by an acoustic knot" (p.65). In the same light of thought, Martin (2007) stated that "puns, in which two different meanings of a word or phrase are brought together simultaneously" (p.63). In addition to these definitions, Dynel (2009) defined the word pun, he said "A pun can be defined as a humorous verbalization that has ... two interpretations couched in purposeful ambiguity of a word or a string of words (collocations or idioms), dubbed the punning element manifesting itself in one form ... but conveying two different meanings" (p.1289).

As cited in Essay: Using Humor in the Teaching Learning Process (2015),

Clarifies that puns can be categorized into homonymy puns and homophony puns. Homonymy puns means word alike in sound and spelling. For example "club" refers to two homonyms: "association of people" and "heavy weapon". Whereas homophony puns are words alike in sound only. For instance, "leek" and "leak". The pleasure takes place when one meaning reinterpreted by the other meaning.

It is very useful for learners to learn and understand puns. According to Krause (2014), "In the English as foreign language classroom, puns do indeed pose a great challenge

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for students. They demand first an understanding of the underlying incongruity and then general ability to resolve or interpret it” (p.12). Depending on the ideas that are cited in Essay: Using Humor in the Teaching Learning Process (ibid), puns help learners to “practice and improve pronunciation and fluency. They can also help to improve accents by using alliteration, which is repetition of one sound”.

Here are some examples of puns:

- ❖ I saw Susie sitting in the shoe shine shop. Where she sits she shines, and where she shines she sits.
- ❖ A canner can can a can, but a can can't can a canner. Can a can can a canner? No, it can't.
- ❖ I wish to wish the wish you wish to wish, but if you wish the wish the witch witches, I won't wish the wish you wish to wish.
- ❖ I scream, you scream, we all scream for ice cream.

1.3.3. Riddle

Riddle is like a question that you ask people to get an amusing answer. Webster's Dictionary says that riddle is “a mystifying, misleading, or puzzling question posed as a problem to be solved or guessed”. The origin of this word comes from the “Middle English” with the term ‘redels’, or ‘ridel’, also it comes from ‘Old English rǣdelse’. Edwards and Gibboney (1992) defined riddle as things that make nosiness, interest, or puzzles. Also Shade (1996) defines riddle as a “word game; an enigma; a puzzling fact. Riddle usually presented in a question-and answer format, is similar in nature to a joke, but with a specific format” (p.3). According to Bryant, Comisky, and Zillmann (1979) riddle is a message given as an ‘information question’ that should be answered by providing a ‘humorous punch line’ at the end [Punch line means the last phrase or sentence of a joke or story, providing the humour].

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Furthermore, as it is mentioned in Britannica Concise Encyclopedia (2006) “Riddle deliberately enigmatic or ambiguous question requiring a thoughtful and often witty answer. The riddle is a form of guessing game that has been a part of the folklore of most cultures from ancient times” (p.1621).

Akinkuroler (2013) stated that riddle is one of the tools that can be used by the teacher to add humour to the language classroom. Using riddles in classroom teaching is a good skill and a funny way to create games, help learners to think more, and memorize vocabulary. As Shade (1996) stated that the main goals are helping learners to analyze ideas and teaching words with their spelling.

There are many examples of riddles, here are some of them:

Q1: Tow mothers and two daughters went out to eat, everyone ate on burger, yet only three burgers were eaten in all. How is this possible?

A1: They were a grandmother, mother and daughter.

Q2: A cowboy rides into town on Friday, stays for three days, then leaves on Friday.

How did he do it?

A2: His horse’s name was Friday.

Q3: Imagine you’re in a room that is filling with water. There are no windows or doors. How do you get out?

A3: Stop imagining.

1.4. Styles of Humour

Martin, Puhlik-Doris, Larsen, Gray, and Weir (2003) developed a questionnaire which is called ‘Humor Styles Questionnaire’ (HSQ). In this questionnaire, they explain how to measure individuals’ differences when using different styles of humour. As long as there are differences in personalities, so they find many styles of using humour.

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Martin (2007) explained four dimensions, affiliative and self-enhancing humour which are considered as 'healthy' or 'adaptive', and aggressive and self-defeating humour are 'unhealthy' and 'detrimental'. In this regard, affiliative humour and aggressive humour are others-focused; and self-enhancing and self-defeating are self-focused.

1.4.1. Affilaitive Humour

Martin (2007) said that "Affiliative humor refers to the tendency to say funny things , to tell jokes, and to engage in spontaneous witty banter, in order to amuse others, to facilitate relationships, and to reduce interpersonal tensions (e.g., I enjoy making people laugh)" (p.211). According to Kuiper, Grimshaw, Leite, and Kirsh (2004), "Humor is employed to raise group morale, identity and cohesiveness by reducing conflicts and increasing others' feelings of well-being" (p.140). Kuiper et al. (2010) stated that affiliative humour "is aimed at others and used in an adaptive manner to facilitate relationships and reduce interpersonal conflict" (p.237). Martin et al. (2003) found that "This style of humor is expected to be related to extraversion, cheerfulness, self-esteem, intimacy, relationship satisfaction, and predominantly positive moods and emotions" (p.53).

Martin et al. (2002) included some examples of the affiliative humour in Humor Styles Questionnaire:

- ❖ I enjoy making people laugh.
- ❖ I don_t have to work very hard at making other people laugh—I seem to be a naturally humorous person (p.58).

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1.4.2. Self-enhancing Humour

Martin (2007) stated that,

Self-enhancing refers to the tendency to maintain a humorous outlook on life even when one is not with other people, to be frequently amused by the incongruities of life, to maintain a humorous perspective even in the face of stress adversity, and to use humor in coping (eg., 'My humorous outlook on life keeps me from getting overly upset or depressed about things.') (p.211).

According to Earleywine (2010), this style of humour is used by people who are funny, brave, calm, and 'higher in self-esteem'. Also Romero and Cruthirds (2006) viewed that people who show self-enhancing humour 'have a humorous view of life' and are not worried about its unavoidable difficulties. As Wood, Beckmann, and Pavlakis (2007) argued that "self-enhancing or coping humor helps minimize negative emotional reactions to stressors while maintaining a realistic perspective on problem" (p.220).

Martin et al. (2002) included some examples of self-enhancing humour in HSQ:

- ❖ If I am feeling depressed, I can usually cheer myself up with humor.
- ❖ If I am feeling upset or unhappy I usually try to think of something funny about the situation to make myself feel better (p.58).

1.4.3. Aggressive Humour

This style of humour is a negative one. It is when you tell jokes to make fun of others and tease people about their failing, or you ridicule somebody for any reason. As Martin (2007) stated " aggressive humor is the tendency to use humor for the purpose of criticizing or manipulating others, as in sarcasm, teasing, ridicule, derision, or disparagement humor, as well as the use potentially offensive..." (p.211). Koning and Weiss (2002) agreed that the

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aggressive style of humour and the superiority theory are coherent because it proposes that people see themselves better than the others in achieving and perceiving ‘high rank or status’. According to Ruch and Proyer (2009) aggressive humour is related to three dimensions, ‘gelotophobia’ is a kind of phobia which means being afraid if people laugh at you, ‘gelotophilia’ is describing how people enjoy laughing at others, and ‘katagelastism’ is the enjoyment of laughing at others. Martin et al. (2003) expected that “this dimension of humor is positively related to neuroticism and particularly hostility, anger, aggression, and conscientiousness” (p.54).

Martin et al. (2002) included some examples of the aggressive humour in HSQ:

- ❖ If someone makes a mistake, I will often tease them about it.
- ❖ When telling jokes or saying funny things, I am usually not very concerned about how other people are taking it (p.58).

1.4.4. Self-defeating Humour

Martin (2007) defined self-defeating as,

The use of excessively self-disparaging humor, attempts to amuse others by doing or saying funny things at one’s own expense, and laughing along with others when being ridiculed or disparaged ... This style of humor is seen as an attempt to gain the attention and approval of others at one is own expense (p.211).

Kuiper et al. (2010) stated that “self-defeating maladaptive humor involves self-disparagement and allowing one self to be the ‘butt’ of the joke, in order to gain the approval of others” (p.238). Depending on Martin et al. (2003) questionnaire “This style of humor is expected to be positively related to neuroticism and negative emotions such as depression and

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anxiety, and negatively related to relationship satisfaction, psychological well-being and self-esteem” (p.54).

Martin et al. (2002) included some examples of the self-defeating humour in HSQ:

- ❖ I often try to make people like or accept me more by saying something funny about my own weaknesses, blunders, or faults.
- ❖ Letting others laugh at me is my way of keeping my friends and family in good spirits (p.59).

1.5. Forms of Humour

Humour does not mean laughing all the time when presenting the lesson, but using the sense of humour requires from the teacher to be spontaneous and use different forms while teaching a foreign language. Many researchers provide many forms like Hativa (2010) said that humour can be classified in three main forms; verbal, nonverbal, and both verbal and nonverbal. Verbal humour includes jokes, anecdotes, language play, etc. Nonverbal humour is like cartoons, caricature, phonton and visual pun. The last form is a combination between verbal and nonverbal such as impersonation, parody, satire, monologue, and skit.

Shade (1996) put almost a similar classification of humour in teaching. As well, he classified humour into four forms which are: Figural, Verbal, Visual, and Auditory.

- ❖ Figural Humour: as Shade (ibid) stated “Figural humor is commonly referred to as cartoons. Examples include cartoons, comic books, comic strips, political cartoons” (p.2). He explains that “Cartoons, comic books, and comic strips ... employ illustrations to examine current news affaires, popular culture, mores, etc.,in an amusing fashion” (p.2). Whereas, political cartoons are different “primarily in subject matter. They tell a politically related anecdote or story, or comment on a particular political character or issue, or on political life in general”

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(pp.2-3). The last one is caricatures; he said (1996) “These often involve a ludicrous exaggeration (usually in picture form) of peculiar personal characteristics” (p.3). This form of humour usually occurs in different types of media which use drawing to illustrate the sense of humour.

- ❖ Verbal Humour: Shade (ibid) explained that,

Verbal humor has numerous forms, including but not limited to puns, riddles, jokes, satire, limericks, parody, anecdotes, farce, irony, sarcasm, tall tales, and wit. These require an ability in the reader or listener to comprehend language-based incongruities (p.3).
- ❖ Visual Humour: Shade (1996) stated that the visual humour consists of “slapstick, impersonations, mime or pantomime, facial gestures, pratfall, body language, and practical jokes” (p.6).
- ❖ Auditory Humour: this form of humour was explained by shade (ibid); he said,

Auditory humor is associated exclusively with sounds and is a relatively small category ... Other examples of auditory humor are various sound effects and imitations. Hence, these auditory forms of humor are not necessarily associated with words (p.6).

Despite, Chee (2006) identified four categories: Textual, Pictorial, Action/Games, and Verbal.

- ❖ Textual: like stories and jokes. Shannon (1993) confirmed that young children like books that are easy to read and contain humorous stories. These books are based on actions rather than language.
- ❖ Pictorial: such as comics and cartoons. Wieggers, Grooters, and Tormo (1996) stated that pictures can be used alone or with a text to make relevant stimulus when teaching. Using both pictures and texts help learners memorize things better.

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- ❖ Action/Games: such as: theatre, video, role play, simulation, contests. According to Poljaveric (1992), learning through games should be spontaneous and natural. Learners must be aware of the use of these games and they have to think and react without fear. They should concentrate on vocabulary and grammar.
- ❖ Verbal: like puns, word games, and acronyms. It will be more effective if teachers engage learners to such types of learning. As Chee (2006) stated that people look after the joy of incongruities of humour like ‘slapstick humor’ and they are not able to understand these incongruities as ‘acoustic puns and idiomatic expressions’.

1.6. Individual Differences in Using Humour

There are many differences in individuals while producing humour; like: gender, experience, immediacy, and culture.

- ❖ Gender:

Bryant, Cominsky, and Zillman (1979) noticed that using humour is related to gender differences, hence, in the classroom teaching male uses humour more than female does. Also, Gorham and Christophel (1990) examined gender differences and find that the relation between using types of humour and learners’ learning is only appeared by male teachers. Nevo, Nevo, and Yin (2001) found that men tend to create humour more than women and women appreciate the use of jokes more than men do. Usually women do not make the first step in initiating humour.

Provine (2000) did a case study includes 1.200 persons; he finds that females laugh more than males. “Women tend to do the most laughing while males tend to the most laughing getting” (para.8). Usually the person who plays the role of a clown is a man and there are more males than females who are comedians. So, he notices that across-cultures,

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always men are the main ‘instigators’. Depending on Beebe (2007) research, women prefer anecdotes and stories and men prefer to tell jokes, produce humorous things, and sarcasm. As Beebe (ibid) concluded “...Overall it appears that both sexes appreciate and value a strong sense of humor” (p.27).

❖ Experience:

Many researchers find that experience plays a crucial role in using humour in EFL classes. As cited in Banas et al. (2011), Long and Frye (1989) did a naturalistic study and compare experienced professors with inexperienced one. They find that experienced teachers use 6,50 humorous things per 50 minutes , and inexperienced ones use only 1,60 humorous messages in one session. In additions, they state that “experienced teachers also related humor to the course significantly more than less-experienced teachers” (p.126).

❖ Immediacy:

The term immediacy is defined by Kosiczky (2013) as “behaviors that bring students and teachers closer” (p.43). Andersen and Andersen (2005) argued that generating a positive communication between the speaker and the listener is one goal of immediacy which can arise ‘interpersonal closeness’ and produce a ‘positive psychological arousal’.

Learners can learn more and comply with immediate teachers than nonimmediate teachers. McCroskey and Richmond (1992) summed up this idea pretty well,

Immediate teachers appear to have more referent power; hence students tend to comply with the wishes of those teachers without such compliance becoming an issue in the interaction between teacher and student. Therefore, immediate teachers are powerful teachers, even though they are less likely to have steps to exercise power (p.116).

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According to McCroskey and Richmond (1992) research, the immediate teachers are more liked by learners than nonimmediate teachers. Cognition learning among learners and motivation are increased when the teacher increases immediacy. Also, immediacy can reduce learners' 'resistance to teacher's influence attempts'.

❖ Culture:

Teslow (1995) noted that "styles of humor are culture-dependent" (p.8). Depending on Banas et al. (2011) words the most important differences between cultures are meaning of humour and how people perceive what is considered humorous. Using katayama (2009) words "What is considered as funny may differ across cultures. A humorous remark in one culture is not necessarily humorous in another culture; moreover, it might be considered as inappropriate or even offensive" (p.125). Also, Banas et al. (ibid) illustrated that "instructional humor may make the classroom less formal, which Chinese students find inappropriate given the hierarchical nature of the instructor-student relationship in Chinese culture" (p.129).

According to Dobson (1987), humour means understanding its usage, meaning, implicit culture, 'implications', and 'unwritten messages' not only vocabulary and language. Humour is not well understood in all cultures because each society has a different meaning of what is being humorous.

Chiaro (1992) stressed that when humorous things like jokes are closed to a particular feature of a country, it may possibly not well understood in another culture. In the same light of thoughts, Tisgam (2009) noted that "all jokes are expressive of the social situation in which they occur. There are many jokes in which only the constituents of the same society can experience humour" (p.3). It means that listeners of different cultures understand jokes in different ways, only people who belong to the same community can interpret jokes.

Section Two: Humour and Learning

“If I had no sense of humor, I would long ago have committed suicide”

- Gandhi.

1.2.1. The Role of Humour in Classroom

A positive and relaxed classroom atmosphere is hardly needed while learning. Humour as it was mentioned before has a good and an effective way in teaching classroom. Kristmanscon (2002) said “In order to take risks, you need a learning environment in which you do not feel threatened or intimidated. In order to take risk, you need to feel you will be heard and what you are saying is worth hearing” (p.1).

The use of humour in teaching facilitates learning and the latter will be better when stress is reduced. Skinner (2010) affirmed that humour “facilitates teaching and learning process” (p.21). Feeling anxious prevents learners from being active and lessons will not be presented in a smooth way. Kelly (1983) showed that the first and the main values of humour in classroom are to ‘stimulate’, ‘illustrate’, and ‘motivate learners’. Chee (2003) confirmed that humour is good to increase motivation by which learners can take risk to communicate in classroom. Humour is not a negative thing especially when it is used in its appropriate time and place, it can help to manage classroom by helping learners to answer without feeling embarrassed. Shibinski and Martin (2010) stated that “Humor can be anything that creates a positive feeling in students. When used correctly, humor should be memorable and capture students’ attention on the subject at hand” (p.27). Chaison (2002) stated that positive environment helps learner’s desire to practice language and participate in classroom. Ghost (2009) stressed that “all work and no play and relax makes life dull and moody” (p.7). Humour can be used in classroom to remove anxiety and tension which always dominate classroom atmosphere. Ginman and Ungern (2003) argued that “humour can be used to lighten up the classroom and provide variety” (p.73).

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As it is said earlier, the best way to create interest and motivation in classroom is using the sense of humour in teaching a foreign language. The effect of humour has two faces, it means that it is beneficial for the teacher and his learners.

1.2.2. The Role of Humour for Learners

Since classroom environment is positively affected by humour usage, learner's personality also will be refreshed. Learners can be more confident and answer without fear. Shade (1996) showed that answering wrongly will not be an obstacle for learners whenever humour is introduced to the lecture. According to Neuliep (1991) humour is "a strategy for increasing student's comprehension and learning" (p.354). Using humour in its right place and time inspires learners to speak and makes them understand the lesson in an enjoyable way. Krashen (1981) said that an anxious learner cannot acquire English neither as a second language nor as a foreign language. Hence, being anxious and nervous prevent learners from learning a language. However, being relaxed and happy can make the lesson easier to be memorized. Moreover, using humour in lessons will make learners motivated and let them make efforts to participate and do their best to express ideas and give opinions in a comfortable way.

1.2.3. The Role of Humour for Teacher

Being friendly with learners can create a good environment in the classroom teaching and gain more attention from the majority of learners and make them eager to learn more. Herbert (1991) suggested that the teacher that shares a sense of humour with his learners can 'portrays' as a human being just like his learners not superior on them. The teacher can create a give and take classroom atmosphere by opening the opportunity for communication. Pollak and Freda (1997) argued that the teacher who can correct learner's errors with humour (not

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sarcasm) is a good teacher because it can reduce his anger and hostility. A good teacher also is the one that uses his real personality not pretends to use humour it should happen spontaneously. Kerr (2001) stated that "... humour produced spontaneous is funnier than the prepared humour" (p.194). Humour is good in building relationships not only between learner and learner but also between learner and teacher that is why Shade (1996) confirmed that humour is "an immediacy behaviour that decreases the psychological distance between teacher and student" (p.105). Good rapports will be established between learner and teacher. Brown (1988) stated that "teaching is interaction that facilitates learning, if you can't interact with them, you cannot teach them" (p.10). So, the best teacher is not only who makes learners laugh, but who can establish a good relationship with them and make the classroom lively. Gorham and Christophel (1990) argued that "if teachers use humour in classroom, they are often doing so to reduce tension, to facilitate learning, to relieve embarrassment, to save face, to alleviate boredom, and to gain favor through self-enhancement" (p.58).

1.2.4. Advantages of Humour in Classroom

Materials cannot be learned unless learners can remember them. Pedd (1966) said that humour "is an important tool that can be used in any classroom by any teacher on any subject for the benefit of any student" (p.5). The learner must not be afraid from the classroom. Pedd (ibid) added that humour "breaks the ice in a setting, stress and anxiety are reduced and the class becomes a more learning environment" (p.18). The careful use of humour can remove tension and enhance learners to take the first step and participate in classroom after feeling relaxed, because humour brings teachers and learners to laugh together.

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1.2.5. Shortcomings of humour in Classroom

Humour is like spice that can be added to lectures; however it is not good when it is over used. Teachers must be aware of types of humour that can be introduced to their lessons. Ziyameher et al. (2011) in their research asked why some instructors avoid using humour in ESL classes, the most important reason was that humour is not in their personality, they lack competence in L2 to create humour i.e. they do not know how to tell jokes in English. Humour also can be negative when it is used to make fun of learners. Gruner (1967) said that “a balance must be made between learning and humor to avoid that the learning process will not be clownish” (p.232). According to Sudhakar (2014), “some teachers say that humor is inappropriate for the classroom and it is their responsibility to teach, not to entertain” (p.213). Teachers must consider also how learners will interpret humour, if that humour can hurt or embarrass them it should be better to avoid it. An off topic humour also is inappropriate to be included while teaching; so that lecture will not lose its credibility. Herbet (1991) said that teacher’s use of humour should not be ‘aimless’.

1.2.6. Benefits of Humour

There is a significant in literature that humour has many benefits to learners including physiological, psychological, sociological, and educational benefits.

1.2.6.1. Physiological Benefits

Humour has an important impact on learner’s health. Fry (1992) talked about humour and its positive effects on human being health, he considers laughter as a ‘relaxing muscle’. Deiter (2000) stated that “...physiological benefits include muscle relaxation, stimulate circulation, and improve respiration” (p.22).

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According to a study made by cardiologists at the University of Marry and Medical Center in Baltimore (2000) laughing and activating the sense of humour can help people to protect them from a ‘heart attack’.

There are many changes in human beings bodies when laughing. According to Martin (2002), “laughter might produce physiological changes in various systems of the body, which may have beneficial effects on health” (p.216). Vlachopoulos, Xaplanteris, Alexopoulou, Aznaouridis, Vasiliadou, Baou, and Stenafadis (2009) stated that laughter helps to minimize the stiffness of arterial wall. Fry and Savin (1988) said that laughing is a way to lower blood pressure and stress. Smith and Segal (2014) explained that when people laugh there is a decrease in Cortisol hormone which is responsible about stress and there is an increase in endorphins and dopamine which are hormones of happiness and pleasure.

1.2.6.2. Psychological Benefits

When the teacher has a sense of humour, he can make his classroom less boring, more comfortable, and not stressed. Learners enjoy their time studying and feel active even they are in a lazy mood. Berk (1998) explained the psychological benefits of humour he says “Psychologically, the effects of humour and laughter have been shown to reduce anxiety, decrease stress, enhance self-esteem, and increase self-motivation” (Cited in Garner, 2006, p.177). Using Blackmore (2013) words,

The psychological benefits of humour included reducing boredom of topics or subjects which students may regard as difficult or complicated. If the teacher uses humour effectively, the students acknowledge that they have a tendency to listen more attentively as the teaching captures their interest and maintains their focus” (p.29).

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In addition Berk (1996) and Kher, Molstad, and Danahuc (1999) argued that ‘learning activities’ create a degree of stress in learners. Receiving new information might be a complex task for learners which can lead to ‘failure’. They (ibid) also added “To learn effectively in such circumstances, motivation is needed. Humour may provide motivation in that learners find the process fun and enjoyable, rather than dead boring business” (Cited in Pham, 2014, p.29). Furner and Aronson (2013) stated in their result that laughter has many benefits because it decreases rage, worry, discomfort, pressure, and stress. Also Baron (1978) agreed that the use of humour can release anger and depression.

1.2.6.3. Sociological Benefits

The benefit of humour here is to build a relationship between the teacher and his learners. Establishing a good rapport with learners makes them not afraid to ask questions, pay more attention to what the teacher explains, and enhances the interpersonal interaction between learners and their teacher. Senior (2001) stated,

Humour is vital it makes the connection between the teacher and student at different level-not intellectual, but in terms of human relationships. It adds an extra dimension, it breaks up a lesson, it relaxes them and makes them more open to learning (p.45).

According to Steele (1998) “if a teacher can laugh at himself or herself and laugh with (never at) students, the teacher is well on the way to establishing a positive climate and eliminating of the stress that is often present in classroom today” (p.9).

Depending on Martin (2004) words “Individuals who are able to use humor effectively to reduce interpersonal conflicts and tensions and to enhance positive feelings in others may consequently enjoy more numerous and satisfying social relationships” (p.5). Likewise Pham (2014) stated that “laughing together is an enjoyable experience; and since

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emotions are often associated with human experiences, sharing humour will leave members of a group with positive emotions towards fellow members and towards the group itself” (p.30).

1.2.6.4. Educational Benefits of Humour

Adding the sense of humour to the classroom helps to make lessons easy and interesting. As Akinkurolere (2013) said “a sense of humor makes the classroom environment lively” (p.66). Berk (1996) found that benefits of humour include “reducing tension, boredom, stress, and anxiety while improving attitude toward the subject; as well as increasing comprehension, interest, and task performance” (Cited in Junas,2010, p.32). Learners can understand and receive comprehension easily. Moreover, it helps learners to remember lots of things that were explained by the teacher in the classroom. As Thambi and Jobamoni (2015) said “humour can be an excellent way to capture the attention of students and help them to remember key concepts and structures” (p.61). Stale (1998) also said “humor is a powerful tool in education and it can be used within the classroom to put the student at ease and make the learning process more enjoyable” (p.10). Moreover, Munoz (2005) concluded that “humor facilitates the acquisition of vocabulary and helps distinguish figurative from literal meaning. Similarly, it helps develop visual memory and improves the capacity to solve linguistic problems” (p.42). As Ketabi and Simin (2009) stated,

One of the many benefits of using humor in the context of a classroom is that it can eliminate or at least reduce, stress and anxiety that acquiring a second or foreign language may impose on the learners. It can promote and motivate students’ interaction with their peers or teachers. Integrating humor in the context of the classroom has the benefit of providing a more interesting and productive class climate. It will also help them become more energetic in the class, which will in

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turn lead to a higher percentage of learning. Humor in the class can help inhibited learners or those who are less self-confident, by changing the position of teachers from an authoritarian position to a facilitating one (Cited in Rashidi, Eslami, Rakhshandehroo, & Izadpanah, 2014, pp.1528-1529).

Chaisson (2002) said that timid learners can feel that they are a part of the classroom and can participate without feeling ‘vulnerable’. The use of humour can make the classroom as a unity and solidarity.

1.2.7. Guidelines on Using Humour in Classroom

When humour is used in the classroom, learners learn more and feel motivated. Before using the sense of humour as pedagogical tool, it is very important to see how it is well achieved and operated. Teachers can use different ways of humour while teaching, but not all things which are humorous are allowed in the classroom and the teacher should pay attention to what he is saying. As Rashidi, Eslami, Rakhshandehroo, and Izadpanah (2014) said “teachers have to pay attention to some point when they want to use humor in class since if teachers tend to be too humorous they will appear offensive from the students’ point of view” (p.1529).

Rareshide (1993) put some guidelines to use humour in classroom. He suggests that teachers should accept the plenty use of humour and avoid using it to embarrass their learners. Also, he states that teachers should use humour in its appropriate way and avoid using it when there is no aim or purpose. In addition, using humour should not be superior of learners’ level. Learners should have enough knowledge to understand what the teacher means because the use of the sense of humour can create wrong ideas; hence, teachers should pay attention to their words. Teachers should never laugh at their learners but they can laugh at themselves to

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Berk (ibid) asked the question “how can we infect everyone in our class with the contagion laughter?” the answer is to “squish your students together” (p.22). It means that closeness increases laughter and make learners infect by each other. In addition, Chapman (1975) and Sjøbstad (1990) agreed that “if the seats can be arranged around tables so that groups of students can look at each other, that’s even better. Seeing the laughter of others in a close, friendly environment enhances laughter (Cited in Berk, ibid, p.22). It is obvious that the classroom management is important especially when the teacher knows how to minimize the classroom in order maximize laughter. Berk (ibid) asserted that “student laughter can be maximized by smashing your class into a smaller room that is nearly filled to capacity rather than half full” (p.22). Shaping the classroom setting makes learners face each other, helps them to work in groups, and share ideas efficiently.

1.2.9.2. Class Size

Berk (ibid) stated that “people receive signals or cues of appropriate behavior by seeing and listening to each others. Those signals explain the contagiousness of laughter. However, you have to have someone to infect. A class size with $n=1$ doesn’t trigger laughter” (p.23). There is a difference between saying a joke in a small class and a large one, hence, the larger the class is, the higher the laughter will be. Depending on Berk (ibid) words,

Try telling the same surefire joke to classes of 10, 50, 100, and 500 students. The volume and duration of laughter increases exponentially with significant increases in class size. This effect is generalizable to various sizes of professional audiences as well. Workshops of 30 or fewer participants cannot match the laughter potential of presentations to several hundred or several thousand people” (p.23).

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secure, they are more apt to openly communicate. Since communication is a characteristic of instruction, instruction can be more engaging with the use of humor” (p.1). Shammi and Stuss (1999) asserted that “Humor is a basic ingredient of binding society; it provides an effective means of communicating a wide range of ideas” (p.657). Adding humour to the classroom leads to develop teamwork and encourage cooperative learning. Most of learners prefer learning together in a humorous environment. They can easily express their feelings, needs, and ideas.

Gilbert (2012) explained that “the clever and appropriate use of humor is a great way to improve communication, reduce stress, help people think creatively, reduce the fear of making mistakes, improve morale, build stronger relationships, alleviate boredom” (para.3). Teacher’s desire in the classroom is to build a good relationship with his learners which can be created by sharing experiences; so this may give them the chance to communicate freely. Cotton (2000) summed it up pretty well by saying “sharing anecdotes and incidents from their personal experience and using humor are appropriate methods to build rapport with students” (p.18). According Crawford (1994) humour is a communication strategy that the teacher uses to gain the support of his learners. The teacher usually uses sense of humour to encourage interaction and create a good atmosphere in the classroom teaching.

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Conclusion

This chapter shows that humour is a successful method that can be used in classroom. Researchers argue that humour can help teachers to move the lesson forward and learners are better motivated whenever fun is introduced to their lessons. Through its psychological, physical, sociological, and educational benefits, humour succeeds at establishing good relations between learners and teachers. The latter will leave a honorific impression in the learner's mind. The use of appropriate humour would protect teachers from criticism. Following humour protocols will facilitate the mission of teaching. Humour would have the privilege to be one of the best and successful tools that can be used while teaching.

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of humour in classroom. Q2 investigates how learners feel whenever humour is used in the classroom. Q3 is about describing the role of humour during a lesson. Q4 inquires whether the use of humour helps learners to learn the foreign language. Q5 enables us to know what types of humour do learners prefer. Q6 and Q7 are asked to know when do learners understand and remember the lessons (with or without humour). The rest of questions are much wider than the previous ones since they need more clarification about the learner's opinion on the use of humour in EFL classes. Q7 and Q8 need to tick the right box and provide explanation. In (Q 9, Q 12, and Q 14) participants should provide free responses. The purpose of the present questionnaire is to give the opportunity to express learners' opinions about the use of humour in EFL classes.

2.1.1.2. Administration of the Questionnaire

This questionnaire as it was mentioned previously is designed for learners of third year ; the reason behind choosing third year, not first or second year, is that they have spent more years learning English as a foreign language and they have more knowledge about teachers' methods of teaching. This questionnaire was handed to 50 learners. All the 50 papers that had been distributed were returned back. These learners did not hesitate to answer them.

2.1.2. Teachers Questionnaire

This questionnaire is given to investigate teachers' views towards the use of humour in EFL classes.

2.1.2.1. Description of Teachers Questionnaire

In this research, a questionnaire was designed for teachers as a mean to carry out this study. Because teachers play a fundamental role in the teaching task, this questionnaire is given to them to know their attitudes and perceptions about the application of humour in EFL

Content

learners who raise their hands

- The second group all learners were involved in the participation.
- The first teacher in the first session focuses on listening and speaking. In the second session, it was a role play (impersonation).
- The second teacher focuses on grammar and vocabulary.

Time

- In both sessions, the topics were selected by teachers
- It was 1:30h but often reduced to 1:15h due to some condition will be discussed later.

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is good and helpful to learn the foreign language. However, 2 (4%) of participants disagree. Making a funny environment makes learners eager to learn and creates a spirit of competition that helps them to switch from their mother tongue to the foreign language in an easy way.

Q 5: What types of humour do you prefer the teacher to use in the classroom?

Table 6: Types of Humour

| Options | N | % |
|----------------|-----------|------------|
| Jokes | 10 | 20% |
| Funny Stories | 15 | 30% |
| Games | 15 | 30% |
| Funny Videos | 10 | 20% |
| Total | 50 | 100 |

On one hand, the table indicates that 30 % of participants preferred funny stories. Another 30 % of them chose games as a type of humour. On the other hand, 20 % of learners said that jokes are preferable for using them as a tool to learn the language in classroom. The rest which in another 20 % prefer funny videos. The learners have mentioned some types of humour which are funny comments, riddles, plays, and puzzles as other types that can be used in the classroom.

Q 6: When do you understand lessons better?

- a:** When teacher uses humour (from time to time) and makes you amused.
- b:** When the teacher uses humour (all the time) while presenting the lesson.
- c:** When the teacher presents the lesson in a serious way.

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Most of learners have problems of understanding or remembering lessons. A humorous teacher facilitates complex ideas and makes them clear by using a funny explanation. It is the best tool which makes learners remember lessons. Using the sense of humour during the lesson in its appropriate place and time can help learners retain more information and facilitate the memorization process.

The teaching process can be beneficial when the teacher tries to create a strong relationship with his learners. Using humour makes the teacher more approachable to his learners. Build and strengthen a teacher-learner relationship leads to build trust and establish a positive climate. This would help learners to take learning as an enjoyable process.

There are two sides of humour, positive and negative. The latter is not acceptable in the classroom setting. When the teacher makes fun of learners, this leads to discourage them from participating and hurt their feeling especially in front of the class. Humour should never go further than it should be, but friendly and nice jokes can always give a fresh breath to a learning session.

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2.2.3. Data analysis and Results of Teachers Questionnaire

Q1: how long have you been teaching English?

Table 13: Years Spent Teaching English

| Experience | Number of Teachers | % |
|-------------------|---------------------------|------------|
| [3-6[| 5 | 45.45% |
| [6-9[| 2 | 18.18% |
| [9-12[| 1 | 09.09% |
| [12-15[| 2 | 18.18% |
| [15-18[| 0 | 00% |
| [18-22[| 1 | 09.09% |
| Total | 11 | 100 |

Q2: What does humour mean to you?

a: To say something funny and tell jokes.

b: A tool that supports teaching.

c: A tool that disturbs teaching.

d: A tool that creates a good relationship with learners.

Table 14 : Definition of Humour

| Options | N | % |
|----------------|----------|----------|
| a | 04 | 36.36% |
| b | 04 | 36.36% |
| c | 00 | 00% |
| d | 03 | 27.28% |

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| | | |
|--------------|-----------|-------------|
| Total | 11 | 100% |
|--------------|-----------|-------------|

From the table above, out of 11 teachers, 4 of them (36.36%) said that humour means to say something funny and tell jokes. Another 36.36% of them chose humour as a tool that supports teaching. 27.28% said that they considered humour as a tool that creates a good relationship with learners. It appears that all teachers gave humour a positive definition and they considered its importance in their profession.

Q3: Do you think that humour in classroom is:

Table 15: The Need of Humour in Classroom

| Options | N | % |
|-------------------|-----------|-------------|
| Hardly needed | 02 | 18.18% |
| Needed | 09 | 81.82% |
| Not needed at all | 00 | 00% |
| Total | 11 | 100% |

From the results shown in table 14, it is noticeable that the majority of teachers (81.82%) claimed that the use of humour is needed. The rest (18.18%) agreed that humour is hardly needed in the classroom. The result confirms that most of teachers feel relaxed when they use humour in their lesson. It is possible to use humour and control the classroom.

Q4: How much humour should be used in the classroom?

Table16: Frequency of Humour in Classroom

| Options | N | % |
|----------------|----------|----------|
| Never | 00 | 00% |
| Very little | 02 | 18.18% |

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| | | |
|--------------|-----------|-------------|
| Little | 06 | 54.54% |
| Much | 03 | 27.28% |
| Too much | 00 | 00% |
| Total | 11 | 100% |

The highest percentage (54.54%) goes for little. (27.28%) goes for much. The rest (18.18%) goes for very little. It is noticeable that more than half of participants do not like to use too much humour in their lessons because most of them thought that they might lose control on their classes.

Q5: What type of humour do you use in your classroom?

Table 17: Types of Humour

| Options | N | % |
|----------------|-----------|------------|
| Jokes | 02 | 18.18% |
| Puns | 02 | 18.18% |
| Riddles | 01 | 09.10% |
| Fynny stories | 04 | 36.36% |
| Fynny comments | 02 | 18.18% |
| Total | 11 | 100 |

It's quite clear that (54.54%) divided equally between jokes, puns and funny comments. Each one of them has 18.18%. The highest percentage (36.36%) goes to funny stories. The rest (9.1%) goes for riddles. From the results obtained, it is clear that riddles are not used too much as the other types because they are somehow difficult (for some learners) to be solved. This can reduce the classroom interaction.

Conclusion

The analysis of learners questionnaire, teachers questionnaire, and classroom observation, allowed us to make a summary about the views of both teachers and learners on the introducing of humour to the learning and teaching process as well. Data obtained from questionnaires are discussed and presented through statistical tables with of percentages. Data obtained from classroom observation are analyzed and presented through stated comments.

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Q 14: What impression does a humorous teacher leave in your mind?

.....

.....

.....

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Q 10: Do you think being humorous would improve your job as a teacher and make you more successful?

Yes

No

Explain please.

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

Q 11: How would you describe your sense of humour with learners?

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

Q 12: What role does humour play in your classroom?

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

Q 13: Have you used humour to produce interest while teaching?

Yes

No

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Q 17: On a scale of **Ha** (1) to **Ha Ha Ha Ha Ha** (5), how important is humour in the classroom?

Ha

Ha Ha

Ha Ha Ha

Ha Ha Ha Ha

Ha Ha Ha Ha Ha

Q 18: What prevents you from using humour in the classroom?

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.....
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Résumé

Cette dissertation étudie l'un des sujets les plus importants dans l'enseignement de l'anglais comme une langue étrangère. C'est l'effet de l'utilisation de l'humour comme une stratégie pédagogique pour les étudiants et les enseignants, L'humour aide à se sentir détendue dans la salle de classe et les encouragez à se présentez à toutes les sessions de façon régulière, offrant des très bonne occasions de se communiquer, Il rend également les enseignants heureux et satisfait chaque fois qu'ils arrivent à transmettre leurs idées à leurs étudiants en bonne humour. Pour nombreux d'éducateurs, l'humour peut favoriser une atmosphère où les enseignants et les apprenants se sentent à l'aise, partage des idées et exprimer les besoins des apprenants, afin d'avoir une meilleure compréhension, nous mettons en pratique cette théorie dans une tentative d'étudier ces faits, les données ont été recueillies avec deux outils principaux, Deux questionnaires, le premier été Dédié aux étudiants (50) de la langue anglaise troisième année à l'université de Mohammed Seddik Ben Yahia. Le second a été remis à (11) enseignants. Le deuxième outil était l'observation en classe. Tous les participants ont répondu positivement. Les résultats de l'étude ont montré que les enseignants et les apprenants sont d'accord avec l'insertion de l'humour dans leurs cours de langues étrangères.

ملخص

يتم في هذه المذكرة بالتحقيق في واحد من أهم المواضيع التي تمس مجال التعليم و على وجه الخصوص تعليم اللغات الأجنبية. ألا وهو أثر استخدام أسلوب الفكاهة كإستراتيجية بيداغوجية على الطلاب و الأساتذة على حد سواء. أسلوب الفكاهة يساعد الطلاب على الشعور بالاسترخاء أثناء حصص التعليم و يحثهم على المواظبة على الحضور باستمرار, كذلك يقوم بخلق جو مناسب للتواصل , ويجعلهم متحمسين و مثابرين, و يخلق أيضا شعورا بالرضى لدى الأستاذ كلما استطاع إيصال أفكاره لطلابه مع الحفاظ على جو الدعابة , يعتبر العديد من المعلمين أسلوب الفكاهة عاملا مهما لبناء فضاء متكامل حيث يشعر كلا من المعلمين و المتعلمين بالراحة , حيث يتشاركون الأفكار و يقوم الطلاب بالتعبير عن متطلباتهم بأريحية أكبر , أجل فهم أعمق للأطروحة قمنا بإجراء سير للآراء من أجل دراسة هذه الافكار و النظريات , المعلومات الواردة سابقا قمنا بجمعها بطريقتين أساسيتين كانت أولاهما أن حضرنا نموذجين من الاسئلة الاستطلاعية , الأول خصص لطلاب السنة الثالثة في جامعة "محمد الصديق ابن يحيى" تخصص لغة إنجليزية , و الثاني وزع على أساتذة , أما الطريقة الثانية فاعتمدت على الملاحظة الميدانية أي داخل قاعات التعليم. جميع المشاركين في الاستطلاع أجابوا بجديّة و أظهروا اهتمامهم بالموضوع, وفي النهاية خرجنا بنتيجة مفادها أن الطلاب و الاساتذة على حد سواء يشجعون استخدام أسلوب الدعابة أثناء حصص تعليم اللغات الأجنبية .