People's Democratic Republic of Algeria Ministry of Higher Education and Scientific Research Mohammed Seddik Ben-Yahiya University/JIJEL Faculty of Letters and Foreign Languages Department of English

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

A Dissertation Submitted in Partial Fulfilment of the Requirements for the Master Degree in

Language Sciences

Submitted By: Supervised By:

Douniazed BENCHEMAKH Prof. Salah KAOUACHE

Loubna BOUDJEDIR

Board of Examiners

Examiner: Mrs. Fouzia Bennacer Mohammed Seddik Ben-Yahia University-Jijel.

Chairperson: Dr. Ammar Boukrika Mohammed Seddik Ben-Yahia University-Jijel.

Supervisor: Prof. Salah KAOUACHE Frères Mentouri University-Constantine.

Juin 2016

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.

We would also like to dedicate this work to our friends for their support, love, and encouragement which make us get such success and honor.

Acknowledgements

First of all, we would like to thank our GOD without him this dissertation could have never been completed.

We are deeply grateful to our supervisor Pr. Salah KAOUACHE, for his expert guidance, his patient, his support, and valuables suggestions. Even if a written acknowledgement could never sufficiently cover our gratitude to him.

We are also grateful to our ex-teacher Mr. BOUTEKHIL Guemid, who has guided us in this study and who has generously devoted us his time as well as provided us with his great pieces of advice and guidance.

Our warm thanks go as well to our previous teacher Dr. BOUKAZOULA Mohammed, who has encouraged us to carry out this research.

We acknowledge the cooperation of Mr. LAIBE and OUAMRI Mbarak and all learners of third year who helped us to carry out this study.

Finally, we would like to thank the members of the jury for reading and evaluating our dissertation.

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

List of Tables

Table 1: Preliminary Data Derived from Classroom Observation	39
Table 2: Definition of humour	41
Table 3: Effects of Humour on the Learners' Feelings.	42
Table 4: The Role of Humour during the Lesson	43
Table 5: Humour and Foreign Language learning	43
Table 6: Types of Humour	44
Table 7: Humour and Understanding Lessons	45
Table 8: Humour and Remembering	45.
Table 9: Humour and Establishing a Strong Rapport	46
Table10: Frequency of Humour Use by the Teacher	47
Table 11: Humour and the Classroom Subject Matter	47
Table 12: Humour as a Paramount of Effective Teacher	48
Table 13: Yeas Spent Teaching English	51
Table 14: Definition of Humour	51
Table 15: The Need of Humour in Classroom	52
Table 16: Frequency of Humour in Classroom	52
Table 17: Types of Humour	53
Table 18: Humour as a Waste of Time	54
Table 19: Humour and Learners' Feeling.	54
Table 20: Humour and Learning	55
Table 21: Humour and Tension	55
Table 22: Humour and Improving Teacher's Job	56
Table 23: Describing the Sense of Humour	57
Table 24: The Role of Humour	58

Table 25: Humour and Interest.	58
Table 26: Humour and Communication.	59
Table 27: Humour and Approachability	59

List of Figures

Figure 1: Teacher and Learners Talk	62
Figure2: Teacher and Learners Talk	64

Table of Contents

Dedicationi
Acknowledgementsi
Abstractiii
List of Abbreviations and Symbolsiv
List of Tablesv
List of Figuresvii
General Introduction
Statement of the Problem
Aim of the Study1
Research Questions
Hypothesis2
Research Methodology
Structure of the Study
Chapter One: Humour in the Educational Life
Introduction
Section One: Humour
1.1. Definition of Humour
1.2. Humour Theories
1.2.1. The Superiority Theory5
1.2.2. Incongruity Theory6
1.2.3. Relief Theory
1.3. Types of Humour
1 3 1 Joke 9

1.3. 2.Pun	10
1.3.3. Riddle	11
1.4. Styles of Humour	12
1.4.1. Affilaitive Humour	13
1.4.2. Self-enhancing Humour	14
1.4.3. Aggressive Humour	14
1.4.4. Self-defeating Humour	15
1.5. Forms of Humour	16
1.6. Individual Differences in Using Humour	18
Section Two: Humour and Learning	21
1.2.1. The Role of Humour in Classroom	21
1.2.2. The Role of Humour for Learners	22
1.2.3. The Role of Humour for Teacher	22
1.2.4. Advantages of Humour in Classroom	23
1.2.5. Shortcomings of humour in Classroom	24
1.2.6. Benefits of Humour	24
1.2.6.1. Physiological Benefits	24
1.2.6.2. Psychological Benefits	25
1.2.6.3. Sociological Benefits	26
1.2.6.4. Educational Benefits of Humour	27
1.2.7. Guidelines on Using Humour in Classroom	28
1.2.8. How to Use Humour	29
1.2.9. Factors that affect laughter in the classroom	30
1.2.9.1. Physical Arrangement	30
1.2.9.2. Class Size	31

1.2.9.3. Classroom Atmosphere	32
1.2.9.4. Eye Contact	32
1.2.10. Humor and Motivation	33
1.2.11. Humour and Communication	33
Conclusion	35
Chapter Two: Data Analysis and Results	
Section One: Methodology Design	
Introduction	36
2.1.1. Learners' Questionnaire	36
2.1.1.1. Description of Learners' Questionnaire	36
2.1.1.2. Administration of the Questionnaire	37
2.1.2. Teachers' Questionnaire	37
2.1.2.1. Description of Teachers' Questionnaire	37
2.1.2.2. Administration of the Questionnaire	38
2.1.3. Classroom Observation	38
2.1.3.1. Preliminary Data from Classroom Observation	39
Section Two: Findings and Discussions	
2.2.1. Data Analysis and Results	41
2.2.2. Discussion of Learners' Questionnaire	49
2.2.3. Data analysis and Results of Teachers Questionnaire	51
2.2.4. Discussion of Teachers Questionnaire	60
2.2.5. Data Analysis of Classroom Observation	61
2.2.6. Discussion of Classroom Observation	67
Conclusion	68
General Conclusion	60

Recommendations	70
Limitations of the Study	71
References	72
Appendices	84
Résumé	
ملخص	

Chapter One: Humour in the Educational Life

Introduction

Section One: Humour

- 1.1. Definition of Humour
- 1.2. Humour Theories
- 1.2.1. The Superiority Theory
- 1.2.2. Incongruity Theory
- 1.2.3. Relief Theory
- 1.3. Types of Humour
- 1.3.1. Joke
- 1.3. 2.Pun
- 1.3.3. Riddle
- 1.4. Styles of Humour
- 1.4.1. Affilaitive Humour
- 1.4.2. Self-enhancing Humour
- 1.4.3. Aggressive Humour
- 1.4.4. Self-defeating Humour
- 1.5. Forms of Humour
- 1.6. Individual Differences in Using Humour

Section Two: Humour and Learning

- 1.2.1. The Role of Humour in Classroom
- 1.2.2. The Role of Humour for Learners
- 1.2.3. The Role of Humour for Teacher
- 1.2.4. Advantages of Humour in Classroom
- 1.2.5. Shortcomings of humour in Classroom

- 1.2.6. Benefits of Humour
- 1.2.6.1. Physiological Benefits
- 1.2.6.2. Psychological Benefits
- 1.2.6.3. Sociological Benefits
- 1.2.6.4. Educational Benefits of Humour
- 1.2.7. Guidelines on Using Humour in Classroom
- 1.2.8. How to Use Humour
- 1.2.9. Factors that affect laughter in the classroom
- 1.2.9.1. Physical Arrangement
- 1.2.9.2. Class Size
- 1.2.9.3. Classroom Atmosphere
- 1.2.9.4. Eye Contact
- 1.2.10. Humor and Motivation
- 1.2.11. Humour and Communication

Conclusion

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?

- ❖ 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.

3

THE USE OF HUMOUR IN EFL CLASSES

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

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, jocularity, 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

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-

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"

(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).

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'.

9

THE USE OF HUMOUR IN EFL CLASSES

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!

10

THE USE OF HUMOUR IN EFL CLASSES

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

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 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 rædelse'. 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].

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.

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).

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) agrued that the

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

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) stateed "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"

- (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.

- 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,

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).

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).

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

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.

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).

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, Alexoponlous, Aznaouridis, Vasiliadou, Baou, and Stenafadis (2009) stated that laughter helps to minimize the stiffness of arterials 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 Cartisol 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).

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

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

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

show their learners that they are normal people. For example, the teacher laughs at himself when committing a mistake or saying something in a wrong way; and this can encourage learners and motivate them to learn in an easy way. Furthermore, teachers can use hostile and sarcasm only if they are understood by learners. It means that learners have to be 'mature enough to take it', because it can destroy the relations between the teacher and his learners.

Wanzer (2002) explained the related and unrelated humour, he says "While both related and unrelated humor can be effective in the classroom it is probably a good idea to link the humor to the subject matter when possible" (p.122). It means that humour can help learners to directly remember what the teacher was explaining in the lesson. As well, unrelated humour can be an effective way to learn and memorize lots of things, but not at the same degree of effectiveness of related humour. Wanzer (ibid) added "unrelated humor can be distracting while humor that is integrated into the message content is easier to understand" (p.122).

1.2.8. How to Use Humour

The smile is the shortest way to people's hearts, hence, a teacher can at least start his class with a smile or joke. Stat (1988) said that the best way to attract your listeners 'emotionally' is to create a 'drama-comedy' inside classroom. Humour must not be used randomly; only good teachers can know what, when, and where to use it. Weaver and Cotrell (1987) put some steps and frequencies for teacher to be more comfortable while using humor in classroom:

- Smile and be light hearted; because smiling makes learners feel comfortable.
- ❖ Be spontaneous and natural; it helps teacher to break routine.
- Any teacher can laugh at himself when committing mistakes but never laugh at his learners' mistakes.

- ❖ Foster an informal climate; to create a conversational climate and give the opportunity for learners to participate.
- Share personal experiences and relate explanation of lessons to everyday life, so that learners will remove the complexity of speaking inside classroom.
- Avoid making fun and jokes at learners' personality or names in order to enhance their self-esteem.

Meek (1989) stated that "a teacher has to process love and knowledge and then has to use this combined passion to be able to accomplish something" (p.47).

1.2.9. Factors that Affect Laughter in the Classroom

According to Berk (2002), physical arrangement, class size, class atmosphere, and eye contact are factors that affect laughter in the classroom learning.

1.2.9.1. Physical Arrangement

Most of teachers do not pay attention to the physical arrangement of their classes. The physical arrangement could be a successful step in acquiring a foreign language and enhancing learning. Long and Frye (1989) said that "the settings in which students learn could have a pronounced impact on their behavior and ability to learn" (p.43). Also Borich (2014) stated that "The physical arrangement of a classroom is important because it communicates the kinds of behaviors expected of learners" (p.88).

Laughter is an infectious emotion. When someone laughs, he automatically invites other people to laugh. As S\phibstad (2001) said "laughter falls within the class natural, social, following behaviors. That is, people will join in laughing when others in a group are already laughing. Laughter feeds on itself and spreads contagiously in a group environment" (Cited in Berk, 2002, p.22).

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 Søbstad (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 singles or cues of appropriate behavior by seeing and listening to each others. Those singles 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 different 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 wit 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).

1.2.9.3. Classroom Atmosphere

Humour is an effective tool to create a positive atmosphere in learning a foreign language. A good climate makes learners learn more, receive more information, and have more fun. According to Berk (2002) "the atmosphere you create in your classroom can significantly affect the students' responsiveness to your humour" He also says "you just have to bring the humor, your students will supply the laughs" (p.23). Berk (ibid) explained that "Laughter occurs in casual, relaxed laugh- ready environment where people feel safe and free to be uninhibited. The tone and mood you get by your own demeanor will transfer to your students" (p.23).

1.2.9.4. Eye Contact

Eye contact in classroom is an important way to create a strong relationship with learners. It also, as Hay (2001) said "can facilitate feedback for your humor ... [and] maximize the laughter as well as other form of humor support and appreciation" (Cited in Berk, 2002, p.24).

Myers and Andersen (2010) stated that "smiling at students, maintaining eye contact, moving closer, laughing, and gesturing towards students often can be reinforcing and convey support and interest" (p.3). Also Søbstad (1990) said that "student-to-student eye contact, where looking at each other conveys a shared experience, generates more laughter than if that eye contact were not present" (Cited in Berk, ibid, p.24). According to Berk (ibid), eye contact "creates a special bonding that can affect how your students respond to any thing you do ... As you walk around the room, each momentary pause of eye contact sends a special psychic message:

What professor sends: "I'm talking to you. This is my best joke material. So please laugh because I will grade your test by hand"

What student receives: "Oh, you care. That is the sorriest excuse for a joke. It even borders on violating my values, you moron. But I'll laugh anyway because you control my destiny" (p.24).

1.2.10. Humor and Motivation

A motivated learner is the one that shows a degree (even a small degree) of interest towards something he is learning. Motivation plays an essential role in the learning process. According to Dörnyei (2001), "the most pressing question related to motivation is not what motivation is but rather *how* it can be increased" (p. 51). A good and effective way to motivate learners is the use of humor in classroom; this idea is confirmed by Gore (2004) who said "most students enjoy a lecture more if humor is incorporated. Fun is motivation" (p.70). Hence, the more humour is used the more learners become motivated. Usually in classroom teaching, failure is related to the lack of motivation. Brown (2000) said that" Motivation is probably the most frequently used catch-all term for explaining the success or failure of virtually and complex task. It is easy to assume that success in any task is due simply to the fact that someone is motivated" (p.160). The sense of humour is considered as a tool to stimulate and enhance learners' motivation when learning takes place.

1.2.11. Humour and Communication

Communication is always being an important aspect wherever you go. Using humour in the classroom makes learners more involved in communication. The later is not only confined between learner-learner, but it also includes communication with teachers. Humour is able to provide an atmosphere to open interaction and encourage learners to express ideas and speak freely (without overmastering) whenever communication takes place. Kosiczky (2013) said "Humor can make classroom a more welcoming place. If students feel

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.

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 successes 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.

Chapter Two: Data Analysis and Results

Section One: Methodology Design

Introduction

- 2.1.1. Learners' Questionnaire
- 2.1.1.1. Description of Learners' Questionnaire
- 2.1.1.2. Administration of the Questionnaire
- 2.1.2. Teachers' Questionnaire
- 2.1.2.1. Description of Teachers' Questionnaire
- 2.1.2.2. Administration of the Questionnaire
- 2.1.3. Classroom Observation
- 2.1.3.1. Preliminary Data from Classroom Observation

Section Two: Findings and Discussions

- 2.2.1. Data Analysis and Results
- 2.2.2. Discussion of Learners' Questionnaire
- 2.2.3. Data analysis and Results of Teachers Questionnaire
- 2.2.4. Discussion of Teachers Questionnaire
- 2.3.5. Data Analysis of Classroom Observation
- 2.3.6. Discussion of Classroom Observation

Conclusion

General Conclusion

Chapter Two: Data Analysis and Results

Section One: Methodology Design

Introduction

The second part of this research constitutes of a practical part which is undertaken

for the sake of investigating the effect of using humour as a pedagogical strategy to reduce

learner's boredom and motivate them, the case of third year learners at Mohammad Seddik

Ben Yahia University. It describes methods and processes of the research employed in this

study as well as the population under study. Also, you will be provided with results that were

obtained from learners questionnaire, teachers questionnaire, and classroom observation

which is used to collect more information and confirm the results obtained. At last, the results

are presented with tables.

2.1.1. Learners Questionnaire

This questionnaire is designed for third year learners to give the opportunity to

express their opinions about the use of humour in EFL classes.

2.1.1.1. Description of Learners Questionnaire

This questionnaire comprises 14 questions. Two types of questions are included;

Close-ended questions and open-ended questions. Through the close-ended questions,

participants are asked to select the appropriate answer. Some open-ended questions allow

learners to give more explanations for their choices in closed questions, other questions are

designed to get their free answers in order to provide the subject under consideration with

more clarification.

The present questionnaire as it was mentioned above is composed of 14 questions,

11 of them are close-ended questions, and the rest are open-ended ones. The first six questions

are close-ended questions that are based on multiple choices. Q1 is about knowing the concept

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

classes. The participants involved in this questionnaire are 11. This questionnaire is composed of 18 written questions for the purpose of gathering information about their opinion on introducing humour to the learning process. Two types of questions are included. 10 questions are close-ended questions, 5 questions needs to stick the appropriate box plus explanation. Just 3 questions require free responses.

2.1.2.2. Administration of the Questionnaire

This questionnaire is designed for teachers who are in charge of teaching oral expression module. However, since most of teachers were absent, this questionnaire was also delivered to different teachers of different levels with different experiences. This would support the study with regard to teachers of different views which may differ according to year of experience. Unfortunately, some teachers did not take the task seriously. They preferred to answer it at home. It was handed to 16 teachers, only 11 papers were handed.

2.1.3. Classroom Observation

Classroom observation is another method used to gather more information about the present dissertation as Wiersma (2000) said that classroom observation is used to understand both learners behaviour about the introducing of humour to the learning process.

In this study, not only learners' behaviour was observed, but the teachers' behaviour as well. It examines the steps followed or implemented by teachers during the session. And how do learners react on the teachers' teaching method. The observation was based on taking notes and recording techniques.

After taking teachers' permission, the observation was undertaken with third year Oral Expression classes. Oral Expression sessions were selected because learners are more interested and like this module. In both classes, out of 20 learners, only 13 were observed because of the absences. Data was collected at the end of the year from April 26 th to May the 4 th 2016 at Mohammad Seddik Ben Yahia University. Through this observation, the focus

was on the teacher s use of humour, the reaction of learners, and the reaction of teacher himself when his learners are motivated and be part of the classroom participation.

2.1.3.1. Preliminary Data from Classroom Observation

This table is a checklist that contains elements being observed from classroom observation which are teachers, learners, classroom activities, learners' participation, content, and classroom time.

Table 1: Preliminary Data Derived From Classroom Observation

Elements being observed	The observation
Teachers	Always present at time
	Cheerful and active teachers
Learners	Active learners
	Have good pronunciation and listen to
	the teacher carefully
	• Learners of group 1 arrive late.
	• Learners of group 2 attend at time.
Classroom activities	• The first teacher in the first session
	uses listening. In the second session
	was a play.
	The second teacher for both sessions
	uses games.
Participation	• The first teacher addressed only

learners who raise their hands

• The second group all learners were involved in the participation.

Content

- 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.
- 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.

Time

Section Two: Findings and Discussions

2.2.1. Data Analysis and Results

Q 1: Humour in classroom means:

a: Laugh with the teacher.

b: Tell funny stories and jokes.

c: A tool that reduces tension.

d: A waste of time.

Table 2: Definition of Humour

Options	N	%
a	08	16%
b	14	28%
c	25	50%
d	03	06%
Total	50	100

The results showed that half of participants 50% defined humour as a tool that reduces tension; however 28% of participants said that humour means telling funny stories and jokes. 16% of participants argued that humour can be defined as laughing with the teacher. The last group which rates only 6% said it is just a waste of time. From the results, half of learners consider that humour means reducing tension and anxiety because it is one of the factors that release stress and make them learn and acquire the foreign language at ease. Some serious learners said that the use of humour is a waste of time since it reduces the session's time and prevents them from understanding lessons or they consider humour as something ridiculous.

Q 2: Humour in classroom makes you feel

Table 3: Effects of Humour on the Learners' Feelings

Options	N	%
Relaxed	20	40%
Anxious	00	00%
Motivated	20	40 %
Bored	01	02%
Interested	09	18%
Total	50	100

In this question, we asked participants about how they feel when humour is used in classroom. 20 learners (40%) chose that humour makes them feel relaxed in the classroom. The other (40%) said that humour keeps them motivated. While 9 of them (18%) feel that humour makes them interested. Just 1 (2%) participant answered that humour makes them feel bored. No one feels anxious when humour is used. Using humour can break the routine in classroom and make the learning process enjoyable; this make learner feels relaxed, motivated, and interested.

Q 3: A lesson with a sense of humour:

a: Opens the chance to express ideas.

b: Discourage you from participating.

c: Helps you to communicate with your teacher and your classmates.

d: Does not encourage concentration.

Table 4: The Role of Humour during the Lesson

Options	N	%
a	22	44%
b	03	06 %
c	23	46%
d	02	04%
Total	50	100

From the table above, out of 50 participants 23 (46%) said that the sense of humour helps them to communicate with their teacher and classmates. 22 (44%) saw that humour open the chance to express ideas. Just 3 (6%) of learners felt that humour discourage them from participating. Only 2 (4%) of them said that humour does not encourage concentration. Humour can bring a good environment to open interaction and encourage learners to express ideas and speak freely whenever communication takes place.

Q 4: Does the use of humour in classroom help you to learn the foreign language?

Table 5: Humour and Foreign Language learning

Options	N	%
Yes	48	96%
No	02	04%
Total	50	100

The aim of this question is to know whether using humour can facilitate the leaning process of a foreign language or not. The majority of participants 48 (96%) chose that humour

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.

Table 7: Humour and Understanding Lessons

Options	N	%
a	43	86%
b	04	08%
c	03	06%
Total	50	100

It is quite clear that the highest percentage 43 (86%) goes to the first option which is the use of humour should be from time to time. Just 4 (8%) of learners said that humour help them to understand the lesson better when their teacher uses humour all the time. Only 3 (6%) prefer to learn when their teacher is serious.

Q 7: Do you remember the lesson very well when humour is used?

Table 8: Humour and Remembering

Options	N	%
Yes	45	90%
No	05	10%
Total	50	100

The results obtained from the table above shows that 45 of learners representing 90% of the number of learners who said Yes. 5 of them, however, which 10% chose the option No.

All learners who their answers are Yes, asked to explain their answers. It is stated that 25 of participants answer that humour helps them to remember the lesson very well whenever humour is related to the lesson. They said that it keeps them fell relaxed, comfortable, motivated, and interested. This can help them to memorize the lesson easily. 10 of them prefer humour because it involves them to the lesson and opens the chance for

communication and interaction. 5 of them said that things which are funny are not forgettable. The rest 5 said Yes but they did not answer the question. The last 5 said No and justified their answers by saying that humour disturbs their learning and prevents them from concentrating in the classroom. When learners feel relaxed, the intake stick in their mind and ready to be used whenever there is a recall. There is an association between the information and the learning environment; it means that the motivated environment makes the information always memorable.

Q 8: Do you find humour a good tool that can help you to establish strong rapport with your teacher?

Options N % 50 Yes 100%

Table 9: Humour and Establishing a Strong Rapport

00 00% No **Total** 50 100

This table shows that the whole participants agreed that humour helps them to build a good rapport with their teachers, justifying their answers by saying; feeling relaxed and comfortable can help them to communicate freely and they will no longer feel anxious or bored sins the can ask their teacher. They add also that humour breaks the ice between the learners and the teacher and humour is a good tool that can bring all people together. It cools the air between the teacher and learners and creates a friendly relationship. Building a good relationship with the teacher is one of the struggles of learners during the learning session. Hence, when learners feel at ease, they do their best to express ideas and ask questions to understand the lesson without fear because the teacher's way motivate them to make extra efforts to achieve goals.

Q 9: How would you define a 'humorous teacher'?

The majority of learners agreed that a humorous teacher is one who can turn something serious to something funny. The one who is able to explain the lesson in a humorous way, making his learners feel relaxed, comfortable, and motivated which can lead them to answer without fear and communicate whenever communication is needed. Others said that a humorous teacher is the one who can make his classroom lively and vivid; who acts spontaneously in an active way. Also, answers varied from being kind, funny, jolly, cheerful and open minded.

Q 10: How often does your teacher use humour in each lesson?

Table 10: Frequency of Humour Use by the Teacher

Options	N	%
Never	03	06%
Rarely	10	20%
Sometimes	34	68%
Always	03	06%
Total	50	100

Almost more than half learners' responses to this question are sometimes. In other words 34 participants who present 68 % of the whole sample argued that their teachers' use of humour does not occur all the time. 20 % of learners responded on this question by saying rarely. The other 12 % was divided equally between never and always.

Q 11: Does your teacher use humour that relates to the subject matter?

Table 11: Humour and the Classroom Subject Matter

Options	N	%
Yes	45	90%

No	05	10%
Total	50	100

It is noticeable from the above table, the highest percentage 90% which presents 45 learners; their answers were Yes. Only 5 learners (10%) whose their answers were No. Using humour by the teacher can help learners to remember easily the lesson; especially when he relates humorous things and funny jokes to his explanation. When the teacher uses unrelated humour in the lesson, he can make his learners confused.

Q 12: What is your reaction when your teacher uses humour to laugh at your classmates?

The majority of participants have not understand this question. They said that laughing makes them happy and they enjoy to laugh which makes them motivated. Some of them did not answer the question. The others were against and said such behavior as unacceptable, unrespectable and inappropriate; consider it as a mockery which can make their classmates pissed off.

Q 13: Is the sense of humour a paramount quality of effective teacher?

Table 12: Humour as a Paramount of Effective Teacher

Options	N	%
Yes	46	92%
No	04	08%
Total	50	100

The results point out that 46 of learners (92%) said that humour is a paramount quality of effective teacher. While others with (8%) took No as an answer to this question.

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

From the analysis of this question, it was found that 41 learners said that the humorous teacher leaves a good impression in their minds. Seeing him as a professional and influential person who can affect their personality in a positive way, and make them love teaching and hoping to imitate him in the future.

2.2.2. Discussion of Learners Questionnaire

The current study focused on the use of humour in EFL classes as a tool to enhance learning and motive learners. After analyzing learners questionnaire, it is quite clear that humour affects the learning process and makes learners learn at ease and feel relaxed. Humour has positive effects when it is used to bring a sense of pleasure. Most of learners like to study in a humorous environment. They like laughing with the teacher, telling jokes, and funny stories since it makes them less anxious and pleased.

Using humour by the teacher may change lots of things in learners' mind, personality, and behavior. Sharing a nice smile can help to take off learners' tension and make them more motivated. Humor is considered as a good tool that alters the environment of the classroom from passive to active .It keeps learners interested and engaged them in interaction.

A good teacher is the one who can activate the learning process in his classroom. A lesson with the sense of humor shapes the atmosphere of the class by making it a place of safety and appreciation. The teacher can encourage participation and open the chance to interact and express ideas.

By using different types of humor, learners will have the chance to learn better the foreign language. They can memorize words, speak freely, and improve pronunciation. The funny environment makes learners motivated and relaxed which leads to show their willing to compete with each other.

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 f 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.

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%

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	0/0
Never	00	00%
Very little	02	18.18%

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

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.

Q6: Do you think that using humour during the lesson is a waste of time?

Table 18: Humour as a Waste of Time

Options	N	%
Yes	00	00%
No	09	81.82%
Sometimes	02	18.18%
Total	11	100%

The majority of teachers (81.82%) saw that humour is not a waste of time because they enjoy teaching and making their learners happy. Meanwhile (18.18%) of them said that it can be because they think that humour may reduce learner's attention.

Q7: Humour in the classroom makes learners:

Table 19: Humour and Learners' Feeling

Options	N	%
Нарру	01	09.10%
Motivated	02	18.18%
Bored	00	00%
Relaxed	08	72.72%
Anxious	00	00%
Total	11	100%

When teachers were asked about how humour makes their learners feel, 8 of them representing (72.72%) saw that humour makes their learners feel relaxed. 2 of them said that humour makes learners motivated. However, only (9.1%) of teachers saw that humour makes

learners feel happy. Teachers chose relaxation as the best result of using humour in the classroom because it regulates the person's mood and makes him able to receive information.

Q8: Learners learn better when humour is used:

Table 20: Humour and Learning

Options	N	%
Strongly Agree	03	27.28%
Agree	04	36.36%
Neutral	04	36.36%
Disagree	00	00%
Strongly Disagree	00	00%
Total	11	100%

It is noticeable from the table above that (36.36%) of participants agreed that humour helps learners to learn. The other (36.36%) were neutral. 3 of teachers which represent (27.28%) were strongly agreed on that humour is good for helping their learners to learn. Most of teachers emphasized that using humour in the classroom motivate learners. The latter will help the learning process to occur. Humour; some teachers add, helps to reduce learner's tension, makes them feel relaxed, and boredom will be reduced. Other teachers said that the more the distance between teachers and learners is reduces, the more the learning process takes place.

Q9: To what extent does humour decrease the learner's tension?

Table 21: Humour and Tension

Options	N	%
Totally Decreases	02	18.18%

Decreases	07	63.63%
No effect	01	09.10%
Slightly Increases	01	09.10%
Totally Increases	00	00%
Total	11	100%

It is quite clear that more than half of participants (63.63%) saw that humour decreases learner's tension. (18.18%) of them said that humour can totally decreases the tension. The other (18.18%) is divided equally between slightly decreases and no effect.

Q10: do you think being humorous would improve your job as a teacher?

Table 22: Humour and Improving Teacher's Job

Options	N	%
Yes	09	81.82%
No	02	18.18%
Total	11	100%

It is clearly observed from the table above that the majority of teachers 9 (81.82%) agreed on that humour would improve their job. They justified their answers by saying that humour makes them successful whenever their learner's attention is present. Humour; as they said keeps learners relaxed and opens the chance for them to know the learner's problems and try to solve them. Just 2 of the whole sample said that humour is not a paramount quality to improve their job justifying their response by saying that humour has nothing to do with improving one's job, because there are serious teachers who are very successful in their job.

Q11: How would you describe your sense of humour with learners?

Being motivated was the answer on that question as a description of the sense of humour according to 10 teachers, adding that humour can make the classroom atmosphere enjoyable; learners will feel at ease, relaxed and will be easily invited to take part in the classroom discussion. One teacher did not give the answer about the stated question.

Q12: What role does humour play in your classroom?

The teachers' answers on that question differ, some of them emphasized that the role of humour is parenthesized in reducing learners' anxiety and make them relaxed and motivated. Others claimed that humour makes learners participate and attend the lesson in a regular way. The rest of teachers said that humour can build strong rapport with their learners which gives them the opportunity to know the learners' needs.

Q13: Have you ever used humour to create interest while teaching?

Table 23: Describing the Sense of Humour

Options	N	%
Yes	11	100%
No	00	00%
Total	11	100%

All teachers (100%) agreed that using humour in the classroom creates interest. They said so because using humour as a pedagogical strategy serves a variety of functions, simply by making things more simple which may help learners to love, understand, and remember the subject matter.

Q14: does humour allow your learners to communicate?

Table 24: The Role of Humour

Options	N	%
Yes	10	90.9%
No	01	09.10%
Total	11	100%

The majority of teachers (90.9%) took yes as an answer on the question above. They justified their answers by saying that humour catches the learners' attention which allows them to communicate, understand better, and be more active. All these factors open the door for communication. Only (9.1%) of them said the opposite simply because they think that humour has nothing to do with learners' communication, anyone can be part of classroom participation without humour.

Q 15: does humour allow you to build good rapport with your learners?

Table 25: Humour and Interest

Options	N	%
Yes	10	90.90%
No	01	09.10%
Total	11	100%

Concerning this question, most of teachers (90.9%) answered by saying yes, calming that humorous and positive atmosphere creates a smooth relation between teacher and learner. Besides, humour makes teachers care about learners' needs and understand their behaviour as human being before being learners.

Q16: Humour creates a cooperative learning:

Table 26: Humour and Communication

Options	N	%
Strongly agree	04	36.36%
Agree	04	36.36%
Neutral	03	27.28%
Disagree	00	00%
Strongly disagree	00	00%
Total	11	100%

Considering this question, 4 teachers representing (36.36%) strongly agree that humour can create a cooperative learning. Learners will no longer be afraid to take risk and communicate. Other 4 teachers agreed that humour do create a cooperative leaning. The rest of them were neutral because they are not from the kind that prefer to use humour in classroom or have never tried to use it so they have no previous background about how does humour promotes communication.

Q17: On a scale of HA to HA HA HA HA HA? How important is humour in the classroom?

Table 27: Humour and Approachability

Options	N	%
На	00	00%
Haha	03	27.28%
Ha ha ha	05	45.45%
Ha ha ha ha	03	27.28%
Ha ha ha ha ha	00	00%
Total	11	100%

Almost half of participants (45.45%) took "ha ha ha" as an answer. The rest (54%) was divided equally between "ha ha" and "ha ha ha".

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

Each teacher answered the above question in a different away. One of them said humour can limit the classroom time. Another said that learners may misunderstand the teacher's humour and that humour must be used to make their mouths open to feed on the content of lesson not enjoy laughter. Other teachers said that a bad mood can prevent them from using humour, and the longer the content of the module is, the lower use of humour will be.

2.2.4. Discussion of Teachers Questionnaire

After the statistical readings and the analysis of teachers questionnaire, the obtained results have reached the following findings:

In fact, the majority of teachers are not against the use of humour in EFL classes. They are ready to accept humor as a pedagogical strategy as they consider that this teaching tool would facilitate learning and enhance their relationship with learners by bringing a sense of community. Teachers think that humour makes them active, open-minded, and friendly. Also, they agree that learners cannot be motivated unless they are in a good, relaxed, active atmosphere.

Supporting the previous idea, humor helps timid and shy students to talk freely and express their needs and ideas. It creates self-confident and self-esteem. Hence, it improves attitudes towards learning and increases productivity.

61

THE USE OF HUMOUR IN EFL CLASSES

Humor, creates lively class, it lightens the classroom darkness. Teachers advocate

that the setting can be one of the main reasons that make students feel bored and exhausted

some humor can bring life to classroom and involve students in spite of such conditions.

2.2.5. Data Analysis of Classroom Observation

Classroom observation one of group 01

Date: 26/ 04/ 2016

Place: laboratory

Time: from 9:30 to 11:30

During the first session, the teacher was in the classroom on time. Learners were

late for about 10 minutes because they were studying. We observed for the first moment that

the teacher asked his learners about their statues then he introduced the lesson by telling them

that they are going to listen to a story titled "The hayseed and the taxi driver". After listening

to the story 3 times learners were asked to answer 12 questions relating to the story and the

answers were repeated 5 times at least from different learners. Later the teacher asked them

again to reproduce the whole story with their own words. The purpose from the lesson was

about practicing the language and enhancing their listening skill.

Concerning the learners and teachers interaction, out of 13 learners, only 8

learners were participating, the rest were not engaged in the interaction unless the teachers

asked them. An eye contact was present during the classroom time, learners keep their cool

while listening, however as it was observed some boredom existed because of the repetition of

answers. At the end of the session, the teacher asked his learners if they liked the story; two

learners said yes and the others kept silent.

As far as the talking time is concerned, it was observed that the teacher and learner

talk was equally divided between the two. The following figure illustrates the idea:

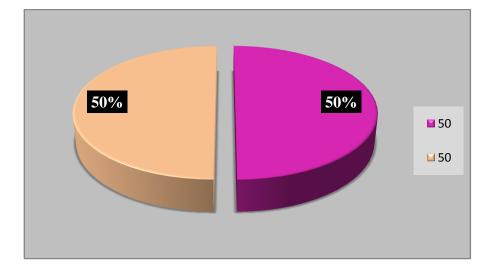


Figure 1: Teacher and Learner Talk

Classroom observation one group 02

Date: 27/04/2016

Place: Classroom Time: from 11:00 to 12.30

This session was completely different from the previous one. Even though the classroom time was reduced from 1h 30min to 1h 15min because of the lack of classrooms. Learners were exited to attend this session. Both boys and girls arrived at time. The teacher preferred to teach them in a classroom rather than a laboratory because he planned to make a new shape for the classroom setting which will be illustrated in next image.



In order to break the ice between him and his learners, the teacher preferred to sit with them. Handing a paper contains a list of verbs. Learners were asked to give the past simple and past participle of these verbs. The one who fails to give the correct form of the verb will be out of the game. As it was observed, this game made all learners involved and participate, because the teacher gave them the chance to speak, mistakes were corrected without hurting learners' feeling. This game took half an hour.

The second game was about acting out verbs; it means that one learner performs a given verb waiting from his classmates to guess it meaning. It was noticed that the whole classroom was engaged in participation in an enjoyable way.

In the last 15 min, the teacher introduced another type of games, which demands from learners to guess and give their interpretations about what happened at the beginning of the story after giving them the conclusion. The teacher and his learners were acting spontaneously and laughing to gather in an active atmosphere. He made them feel that he is not superior to them. As far as the talking time is concerned, it was observed that the learners' talk dominated the classroom time. The following figure illustrates the idea:

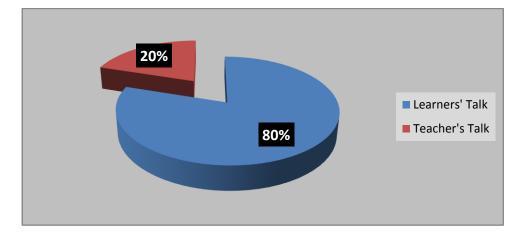


Figure 2: Teacher and Learner Talk

Classroom Observation Two of Group 01

Date: 03/05/2016

Time: from 09:30 to 11:00

Place: Laboratory

This session was totally different from the previous one (For the group 01). The teacher and learners were on time. They seemed excited and happy. The duration of the lesson was only 45 minutes because after this session there was a meeting in the administration. Not all learners were present.

In this lesson, the teacher used a different procedure, which is a 'Role Play'. A girl has played the role of 'Chmisso' and two other girls were callers of the programme. At the beginning the girl was shy to wear the turban and cloak (to be like Sheikh Chmisso) but later on she wore the clothes. The teacher tried to make the classroom activated before the role play get started. From the beginning of the role play to the end, learners and the teacher were laughing because the girl succeeded in imitating the voice of Chmisso in a good way. She mixed between English and Arabic and pronounced the English words by an Arabic accent. The girl acted the role in a professional way; she used the same tone of speaking that Chmisso

uses, the same pronunciation of letters especially the letter R, and almost the same gestures. She was receiving phone calls (The asked questions and she answered in a funny way).

All the classroom was laughing. They were motivated, relaxed, and amused. They were concentrating and listening to the girl all the time. In fact, the role play (imitation) was not too long but it was so funny.

After this, the teacher was talking about his English accent by sharing his experiences and listen carefully to his learners when they are talking. He made them relaxed and feel at ease.

The last 15 minutes, the teacher asked them to give him some jokes, riddles, and puns. He said "The British humour is to make people smile not laugh". Here are some jokes, riddles, and puns that they gave:

Joke: A man addicted to alcohol, he was so sick and went to see the doctor for a medical check-up. After the doctor checked him, he says: Sir, I have terrible news for you, but there is too little blood in your alcohol stream.

Puzzle: Q: You look at me, I look at you, I raise my right you raise your left. What is it?

A: A mirror.

Riddles: Q: Why does the letter **T** look like an island?

A: Because the letter **T** is in the middle of the word wa**T**er.

Q: Why does the letter **U** is the happiest letter in the alphabet?

A: Because the letter **U** is in the middle of f**U**n.

Puns: How many cookies could a good cook cook if a good cook could cool cookies? A good cook could cook as much cookies as a good cook who could cook cookies.

Learners were so motivated when they could not reach the correct answer or when they tried to repeat the same sound many times.

Classroom Observation Two of Group 02

Date: 04/ 05/ 2016

Place: Classroom Time: from 11:00 to 12:30

In this session, the teacher demanded from his learners to find a classroom rather than a laboratory since it is not a listening session. That is why the time was reduced from 1h 30min to 1h 15min. Learners were exited as usual. After finding a classroom, the teacher demanded from his learners to reshape the classroom setting as he said in the form of the letter **U**. This image will make it clearer:



This session was presented by a game which was a play with words. It means that one of them is the instructor and the other one is the statue. First of all, the teacher showed them how to play this game by involving one of the learners in the play. For example, in order to say the adjective 'happy', one learner gives instructions and the other one makes gestures, and the rest of classmates guess what the adjective is.

The purpose of this session was to learn more adjectives through acting out words. They were asked to work in pairs. Each two learners had an adjective, one is the instructor and the other one is the performer. The teacher gave them 5 minutes to prepare how to give instructions and perform acts. He was helping them if they do not get the game by giving more explanation and examples.

The teacher was so clever, he did not take each pair to instruct and perform but he mixed these pairs; it means that learners did not work with their classmates (play with another person not the one he asked them to work with). The purpose here is to see to what extent their instructions were clear. The learner who made the acts stand in front of all learners and the instructor just gave the instructions.

The second game was almost the same, but instead of adjectives they gave instructions to do an activity and the other learners expect what was that activity.

All learners were exited, vivacious, and activated. They laugh together, speak freely without fear, and interact with the teacher. The later was so close to them; he made his learners motivated and changed the climate of the classroom to a positive and energetic one.

2.2.6. Discussion of Classroom Observation

Through the data analysis of the observation, some insights about the learners' and teachers' reactions and attitudes toward using humour as a teaching tool are revealed. First, both of them appreciate the use of humour as a motivating strategy since it makes them feel relaxed. Second, learners prefer humorous teachers since they are effective, active and increase learners' passionate interest in learning. Third, humour can establish strong rapports between teachers and learners. Finally, humour can raise self-esteem and self-confidence and teaches them how to cooperative.

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.

General Conclusion

This study was conducted to investigate and test the hypothesis mentioned in the introduction which is; 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.

Humour is not a matter of being a clown to make learners laugh or transfer the classroom into a theater, but it is a good tool that can lighten up the classroom darkness and enable teachers to create a positive atmosphere where learners can share their ideas.

Two questionnaires were used to collect data in addition to a classroom observation. The first questionnaire was distributed to learners of third year at Mohamed Seddik Ben Yahia University and the other to 11 teachers. The second approach used to gather data for this research was classroom observation. Statistical tables were used to describe and analyze the data. The findings showed that both learners and teachers responded positively to the use of humour in the classroom. They agreed that humour motivates, reduces tension, enhances communication, strengthens knowledge, and establishes strong relations. Data obtained from classroom observation were analyzed and presented through stated comments.

Fortunately, the apparent hypothesis was confirmed. Both teachers and learners did not demur the insertion of humour in their work. The results showed that learners learn better when humour is introduced to their classes. Also, it softens the classroom climate and overcome learners' fear and anxiety by making them able to gain a high-confidence and motivation to learn. So, humour is a tool used to maximize the chance to facilitate the learning process and minimize the source of reducing anxiety.

This research ended by some limitations that faced the researchers during the implementation of the dissertation in addition to some suggestions and recommendations for future research.

Recommendations

This study showed that humour is an effective strategy to enhance learning and create a positive climate. Teachers play a great role in the learning process. Their purpose is being effective in the classroom by motivating and engaging learners in participation.

Creating a good sense of humour makes learners less anxious and ready to acquire the foreign language. An emphasis should be put on the language that the teacher uses when joking with learners, it should be implied a good sense of love and respect for the person being kidded. The teacher should not laugh at learners names and avoid hurtful humour and sarcasm. For humour to be effective, the teacher should let it arise spontaneously without exaggeration or overdoing because the humour will lose its value and effectiveness. Being a humorous teacher may help you to reinforce the learners' creativity and enhance learning. Giving humorous comments and involving your learners in different activities like games or role plays will create inspiration and satisfaction; that make the learning experience unforgettable.

Bringing humour to the classroom setting should be relevant and related to the lesson being taught. Also, the teacher should use different media and select the appropriate material. In addition, knowing how to use humour as a tool to reduce learners' stress and build a strong relationship may help the teacher to achieve his goals.

Changing the shape of the classroom setting and bringing different games will make the learning process more enjoyable. Teachers should always be renewable in their lessons. One of the humorous things that any teacher can do is to add humour to tests and quiz questions or put some funny comments and feedbacks in tests' papers. This can have a little fun while taking the correction and help lift the veil of test-anxiety.

Limitations of the Study

Similar to most of works, this work has some limitations. The most significant one refers to the constriction of the sampling size of teachers. 11 teachers may be too small to generate results, because most of teachers were not so willing to fill in the questionnaire or even they did not return it back. Furthermore, the classroom observation was used together data for this work; it needs a long period of time to observe what is happening during the learning process. So, due to the lack of time, results were not sufficient.

References

- Adams, P., Fry. F. W., Glickstein, L., Goodheart, A., Hageseth, C.III, Hamilton, R., Klein, A., Robinson, M.V., & Wooten, P. (2001). *Humor as context and therapy*. New York, Ny: Churchill Livingstone.
- Akinkuroler, S.O. (2013). Students' perception on the use of humor in the teaching of English as a second language in Nigeria. *International Research IER*, 1(2), 65-73.
- Andersen, P. A., & Andersen, J. F. (2005). *Measurements of perceived nonverbal immediacy*.

 In V. Manusov (Ed.), The sourcebook of nonverbal measures: Going beyond words (pp.113-126). Mahwah, NJ: Erlbaum
- Banas, J.A., Dunbar, N., Rodriguez, D., & Liu, S. (2011). A review of humor in educational settings: Four decated of research. *Communication Education*, 60(1), 119-138
- Bardon, A.(2005). The philosophy of humor. Connecticut: Greenwood Press.
- Baron, R.A. (1978). Aggression-inhibiting influence of sexual humor. *Journal of Personality* and Social Psychology, 36(2), 189-197.
- Beebe, B. R. (2007). No laughing matter: Student perceptions of instructional use of humor in the college classroom (Unpublished Doctoral Dissertation).
- Berk, R. A. (2002). Humor as an instructional defibrillator: Evidence-based techniques in teaching and assessment. Sterling, VA: Stylus.
- Britannica concise encyclopedia. (2006). Chicago: Encyclopædia Britannica.
- Bruner, R.(2002). Transforming thought: The role of humor in teaching. *Present value*.

 Retrieved from http://poseidon01.ssrn.com/delivery.php?ID=39800201709408509012506601802711

 80060560810900520240040691120640050801201200600281180280971110711090

- THE USE OF HUMOUR IN EFL CLASSES
 - 23096023098024083010042053029003068020123013119064071008017001009103
 09011412609908408309706606510308410600302707500506900810209811909608
 3124071&EXT=pdf.
- Blackmore, A. (2013). If humor be the food of learning, joke on: Perspectives of several Italian and Swedish upper-secondary school students on humor and dialogic classroom interaction. (Unpublished Thesis). HALMSTAD University.
- Borich, G. D. (2014). *Observation skills for effective teaching: Research-based practice*. (7th Revised edition ed). London: Taylor & Francis.
- Bryant, J., Cominsky, P., & Zillman, D.(1979). Teachers' humour in the college classroom.

 Communication Education, 28, 110-118.
- Brown, H. D. (2000). *Principles of language learning and teaching*. Foreign Language Teaching and Research Press.
- Brown, T. J. (1988). High *impact teaching: Strategies for educating minority youth*. Lamham, MD: University Press America.
- Chaison, P.E. (2002). Humor in the second language classroom: It is a laughing matter!

 Retrieved April 13, 2016 from: http://caslt.org/research/humor.html.
- Chee, A. (2006). Humor in TEYL-Reducing classroom anxiety. Retrieved March 28, 2016, from http://www.teyl.org/article2.html.
- Chiaro, D. (1992). *The language of jokes: Analysing verbal play*. London: Routledge, Interface Series.
- Cotton, K. (2000). *The schooling practices, that matter.-most*. Alexandria, VA: Association for Supervision and Curriculum Development.

- Crawford, C.B. (1994). Theory and Implications Regarding the Utilization of Strategic Humor by Leaders. *Journal of Leadership & Organizational Studies*, 1(4), 53-68.
- Deiter, R. (2000). The use of humor as a teaching tool in the college classroom. *NACTA Journal*, 20-28.
- Dobson, J. M. (1987). Effective techniques for English conversation groups. Washington: USIS. 90-91.
- Dörnyei, Z. (2001). New themes and approaches in second language motivation research.

 Annual Review of Applied Linguistics, 21, 43-59.
- Dynel, M. (2009). Beyond a Joke: Types of Conversational Humour. *Language and Linguistics Compass*, 3(5), 1284-1299.
- Earleywine, M. (2010). *Humor 101*. Springer Publishing Company.
- Edwards, C. M., & Gibboney, E.R. (1992). The power of humor in the college classroom.

 Paper presented at the Annual Meeting of the Western States Communication

 Association (63rd, Boise, ID, February 21-25, 1992).
- Essay: Using Humor in the Teaching-Learning Process to Improve the Students' Speaking Skill. Essay Market place. (2015). Retrieved March, 16, 2016, from http://www.essaymarketplace.com/linguistics-essays/essay-using-humor-in-the-teaching-learning-process-to-improve-the-students-speaking-skill/
- Feagai, H.E. (2011). Let humor lead you nursing practice. *Nurse leader*, 9(4), 45.
- Fry, W.F. (1992). The physiological effects of humor, mirth, and laughter. *Journal of the American Medical Association*, 267, 1857-1858.
- Fry, W.F., & Savin, W.M. (1988). Mirtful laugher and blood pressure. *Humor-International Journal of Humor Research*, 1(1).

- Furner, R.E., & Aronson, J.k. (2013). Laughter and mirth (methodical investigation of risibitity therapentic and harmful): Narrative synthesis. *Bmj*, *347* (F7274), 1-6.
- Garner, R.L. (2006). Humor in pedagogy: How Ha-ha lead to Aha!. *College Teaching*, 54(1), 177-180.
- Gatt, J. (2000). Humor in English classes. Retrieved March 23, 2016 from http://www.waldorfseminar.de/forschung/s-gatt-Humor in English Classest.PDF
- Ghost, T. (2009). Jokes for all. New Delhi: Lotus Press.
- Gilbert, J. (2012). Great communication skills: Do's and don't of using humor at work.

 Retrieved May 14, 2016 from http://www.cgwa.com/2012/07/13/great-communication-skills-dos-and-donts-of-using-humor-at-work/.
- Ginman, M., & Ungern, S. (2003). Cartoons as an informatioanl. *Journal of Information*, 29, (1), 69-77.
- Gore, M.C. (2004). Successful inclusion strategies for secondary and middle school teachers:

 Keys to help struggling learners access the curriculum. Corwin Press.
- Gorham, J. & Christophel, D. (1990). The relationship of teachers' use of humor in the classroom to immediacy and student learning. *Communication Education*, *39*, 46-62.
- Gruner, C. R. (1976). Effect of humor on speaking and audiance information gain. *Journal of communication*, 17, 233-288.
- Hativa, N. (2010). *Teaching for effective learning in higher education*. Netherlands: Kluwer Academic Publishers.
- Herbert, P. (1991). Humor in the classroom: Theories, functions, and guidelines. Chicago, TL Central States Communication Association. (ERIC Document Reproduction Service No. ED 336769).

- Hill, D.J. (1988). *Humor in the classroom: A handbook for teachers and other entertainers*. Spring field, IL: Charles C. Thomas Publisher.
- Humor. (2014). In Merriam-Webster's online dictionary. Retrieved from http://www.meriam-webster.com/dictionary/humor.
- Humour. (2014). In Cambridge Dictionaries Online. Retrieved from http://dictionary.cambredge.org/dictionary/british/humour_1?q=homour.
- Joke. (2016). In Oxford dictionaries.com. Retrieved from http://www.oxforddictionaries.com/definition/english/joke
- Junas, P. M. (2010). Laughing and learning: An alternative to shut up and listen. Lanham,MD: Rowman & Littlefield Education.
- Katayama, H. (2009). Across-cultural analysis of humor in stand-up comedy in the United States and Japan. *JoLIE*, 2(2), 125-142.
- Kelly, W. (1983). Everything you always wanted to know about using humor in education but were afraid to laugh. Detrait, MI: The Council for Exceptional Children. (ERIC Document Reproduction Service No. ED 232381).
- Kerr, M. (2001). You can't be serious: Putting humor to work. Canada.
- Koestler, A. (1964). The act of creation. New York: Macmillan.
- Koning, E. D., & Weiss, R. L. (2002). The Relational Humor Inventory: Functions of humor in close relationships. *The American Journal of Family Therapy*, 30(1), 1-18.
- Kosiczky, B. (2013). Teacher leaders' perceptions of the use of humor (Unpublished Doctoral Dissertation).
- Krashen, S. D. (1981). *Principles and practice in second language acquisition: English language teaching series*. London: Prentice-Hall International (UK).

- Kraus, R. (2014). *Humour An 'Important Spice to Use in Teaching'?: On Humour and Its Uses in English as a Foreign Language Classrooms*. Berlin: Wintersemester.
- Kristmanson, P. (2000). Affect in the second language classroom: *How to create an emotional climate*, 19(2), 1-5.
- Kuiper, N.A., Krish, G.A., & Leite, C. (2010). Reaction to humorous comments and implicit theories of humor styles. *Europ's Journal of Psychology EJOP*, *6*(3), 236-266.
- Kuiper, N.A., Grimshaw, M., Leite, C.& Krish, G.A. (2004). Humor is not always the best medicine: Specific components of sense of humor and psychological well-being. Humor: International Journal of Humor Research, 17(1/2), 135-168.
- Leung, H. C. (2007). Humor study in Hong Kong (Unpublished doctoral dissertation).
- Long, J. D., & Frye, V. H. (1989). Making it till Friday: A guide to successful classroom management. Princeton, NJ: Princeton Book.
- Lyttle, J. (2007). The judicious use and management of humor in the workplace. *Business Horizons*, 50 (3), 240.
- Martin, R. A. (2000). Humor and laughter. Encyclopedia of Psychology, 4, 202-204.
- Martin, R.A. (2002). Is laughter the best medicine?. *Humor, laughter, and physical health.*Current Directions in Psychological Science, 11 (6), 216-220.
- Martin, R. A. (2004). Sense of humor and physical health: Theoretical issues, recent findings, and future directions. *Humor International Journal of Humor Research*, *17* (1-2), 1-19.
- Martin, R. A. (2007). *The psychology of humor: An integrative approach*. Amsterdam: Elsevier Academic Press.
- Martin, R. A., Puhlik-Doris, P., Larsen, G., Gray, J., & Weir, K. (2003). Individual differences in uses of humor and their relation to psychological well-being:

- THE USE OF HUMOUR IN EFL CLASSES
 - Development of the Humor Styles Questionnaire. *Journal of Research in Personality*, 37 (1), 48-75.
- McCroskey, J. C., & Richmond, V. P. (1992). *Increasing teacher influence through immediacy*. In McCroskey & Richmond (Eds.), Power in the classroom: Communication, control, and concern, (pp.101-120). Hills date, NJ: Lawrence Erlbaum Associates.
- Meek, A. (1989). On creating ganas: A conversation with Jaime Exalante. *Educational Leadership*, 46, (5), 46-47.
- Meyer, J. (1990). Ronald Reagan and humor: A politician's velvet weapon. *Communication Studies*, 41, 76-78.
- Morreall, J. (1983). Taking laughter seriously. Albany: State University of New York.

 Retrieved ftom https://books.google.dz/books?id=AZDijPlKlZYC&pg=PA146&lpg=PA146&dq=ta king+laughter+seriously+by+john+morreall&source=bl&ots=YWo658O6Ka&sig=B qjlC4Wmu1zpZ6COtv6RZz1Jikk&hl=fr&sa=X&ved=0ahUKEwjcsc6Y29nMAhUH lxQKHRpbCj4Q6AEISTAG#v=onepage&q&f=false
- Morreall, J. (1997). Humor works. Massachusetts: Human Resource Development Press.
- Morrison, M. K. (2008). *Using humor to maximize learning: The link between positive emotions and education*. Mary land: Roman and Little field Education.
- Mulder, M.P., & Nijholt, A. (2002). *Humor research: State of the art*. Enschede: Center fot Tel ematics and Information Technology, University of Twente.
- Munoz, B.J. (2005). Learning through humor: Using humorous resources in the teaching of foreign language. *The A.T.I.S. Bulletin*, 42-46.

- Neuliep, P. J. (1991). An examination of the content of high school teacher's humor in the classroom and the development of an educatively derived taxonomy of the classroom humor. *Communication Education*, 40, 343-355.
- Nevo, O., Nevo, B., & Yin, J. L. (2001). Singaporean Humor: Across-Cultural, cross-gender comparison. *The Journal of General Psychology*, 128(2), 143-156.
- Nilsen, D.L.,& Nilsen, A.P. (2014). Humor theories [PowerPoint slides]. Retrieved from http://slideserve.com/flynn/humor-theories.
- Pedd, R. K. (1996). *Laughing with me: Humor in the classroom*. Master Thesis Pasific Lutheram University.
- Pham, H.N. (2014). The use of humour in EFL teaching: A case study of Vietnamese University teachers' and students perceptions and practices. (Unpublished master's thesis).
- Polimeni, J.,& Reiss, J.P. (2006). The first joke: Exploring the evolutionary origins of humor. *Evolutionary psychology, 4*(1),347-366.
- Poljaveric, K. (1992). The more they laugh, the better the mark. *English Teaching Forum*, 30(3), 52-53.
- Pollak, J. P., & P. D. Freda. (1997). Humor, learning, and socialization in middle of level of classroom. *The learning house*, *19*, 176-178.
- Provine. R. (2000). The science of laughter. *Psychology Today*. Retrieved April 10, 2016, from https://www.psychologytoday.com/articles/200011/the-science-laughter.
- Rareshid, S. W. (1993). Implication for teachers' use of humor in the classroom. (Research/ Technical report). (Eric Document Reproduction Service No. ED 359165).
- Rashidi, N., Eslami, M., Rakhshandehroo, F., & Izadpanah, M. A. (2014). A comparative study on Persian EFL teachers in schools a language institutes: A case of learners'

- THE USE OF HUMOUR IN EFL CLASSES
 - attitude towards humor in foreign language classrooms. *Procedia-Social and Behavioral Sciences*, 98, 1528-1534.
- Raskin, V.(2008). *The primer of humor research*. Berlin: Monton de Gruyter.
- Romero, E. J., & Cruthirds, W. K. (2006). The use of humor in work place. *Academy of Management Respective*, 20(2), 58-69.
- Romero, E., & Pescosolido, A. (2008). Humor and group effectiveness. *Human Relations*, 61(3), 395-418.
- Ruch, W. 2008. *The Psychology of Humor*. In V. Raskin ed., A Primer of Humor, 17-100.

 Berlin, Germany: Mouton de Gruyter
- Ruch, W., & Proyer, R. T. (2009). Extending the study of gelotophobia: On gelotophiles and katagelasticists. *Humor International Journal of Humor Research*, 22(1-2), 183-212.
- Schmitz, J. R. (2002). Humor as a pedagogical tool in foreign language and translation courses. *Humor*, *15*(1), 89-113.
- Senior, R. (2001). The role of humor in the development and maintenance of class cohesion.

 Prospect, 16(2), 45-54.
- Shade, R. (1996). *License to laugh: Humor in the classroom*. English wood, CO: Teacher Idea Press.
- Shammi.P., & Stuss,.D.T. (1999) . Humour appreciation: A role of the right frontal lobe. *Brain*, 122(4), 657-666.
- Shannon. D.M. (1993). Children's Responses to Humor in Fiction. Retrieved from April 22, 2016, http://www.ils.unc.edu/phd/shand.html.

- Shibinski, R. & Martin, M. (2010). The role of humor in enhancing the classroom climate.

 Athletic Therapy Today, 15(5), 27.
- Skinner, M. E. (2010). All joking aside: Five reasons to use humour in classroom. *The Education digest reading condescend for quick review*, 76(2), 19-21.
- Smith, A., & Segal, J. (2014). Laughter is the Best Medicine: The health benefits of humor and laughter. Retrieved April 27, 2016, from http://www.helpguide.org/articles/emotional-health/laughter-is-the-best-medicine.htm.
- Solomon, J.C. (1996). Humor and aging well: A laughing matter or a matter of laughing?.

 American Behavioral Scientist, 39(3), 249-271.
- Sparks, N. (2006). Dear John. New York: Warner Books.
- Stat, J. (1988). Teaches through laughter. IBAC Communication word.
- Steele, K.E. (1998). Positive and negative effects of the use of humor in the classroom setting (Master Theses). Salem-Teikyo University.
- Stein, J.V., & Reeder, F. (2009). Laughing at myself: Beginning nursing students' insight for a professional career. *Nursing Forum*, 44, 265-276.
- Straus, I. (2014). Incongruity theory and the explanatory limits of reason (Unpublished master's theasis). University of Vermont.
- Sullivan, R. L. (1992). Students learner more when they're having fun. *Vocational Education Jornal*, 67(3), 36-38.
- Suls, J. (1983). *Cognitive processes in humor appreciation*. In J. Goldstein (Ed.), Handbook of humor research (pp. 39-57). New York: Springer-Verlag.

- Teslow, J. L. (1995). Humor me: A call for research. *Educational Technology Research & Development*, 43, 6-28.
- Thambi, F.J., & Jabamoney, S. (2015). Effective teaching with humor. *Senior Lecturer*, 61-63.
- Tisgam, K. H. (2009). Translating cultural humour: Theory and practice. *Wasit Journal for Humanities*, 9, 79-121.
- Torok, S. E., McMorris, & Lin, W.C. (2004). Is humor an appreciated teaching tool? *College Teaching* 52 (1): 14–20.
- Tuncay, H. (2007). Welcome to hell: Humour in English languagelearning [abstruct]. Education: Resources Information Center ERIC Number: ED499225. Retrieved from http://www.eric.ed.gov.
- University Of Maryland Medical Center. (2000, November 17). Laughter Is Good For Your Heart, According To A New University Of Maryland Medical Center Study. *ScienceDaily*. Retrieved April 29, 2016 from www.sciencedaily.com/releases/2000/11/001116080726.htm.
- Vlachopnlos, G., Xaplanterise, P. Alexopoulos, N., Aznaouridis, K., Vasiliadou, C., Baou, K. Stefanadi, E. & Stefanadis, C. (2008). *Divrgent hemodynamics. Psychomatic Medicine*, 71(4), 446-453.
- Wanzer, M. (2002). Use of humor in the classroom. Communication for teachers, 126-166.
- Weaver, R. L., & H. W. Cottrell. (1987). Ten specific technics for developing humor in the classroom. *Education*, 108, (2), 168.
- Whisonant, R.D. (1998). The effects of humor on cognitive learning in a computer-based environment (Unpublished Doctoral Dissertation). Virginia Politechnic Institute and State University.

- Wieggers M., Grooters F., Tormo A. (1996). Being creative. Retrieved April 01,2016 from http://projects.edte.utwente.nl/ism/online96/project/kiosk/team10/bc10.htm
- Wiersma, W. (2000). Research methods in education: An introduction. Needham hrights, a Pearson education campany. What is guided reading? (n.d.). Retrieved from www.scholastic.ca/clubs/images/whatsgrl.Pdf.
- Wilkins, J., & Eisenbraun, A.J. (2009). Humor theories and the physiological benefits laughter. *Holistic Nursing Practice*, 23(6), 349-351.
- Wolff, H.A., Smith, C.E, & Murray, H.A. (1934). The psychology of humor. *Journal of Abnorm11 and Social Psychology*, 28, 341-365.
- Wood, R.E., Beckmann, N., & Pavlakis, F. (2007). *Humor in organization: No laughing matter*. Cheltemham: Edward Elgar Publishing.
- Ziyaeemehr, A., Kumar, V., & Abdullah, M. (2011). Use and non-use of humor in academic ESL classrooms. *English Language Teaching ELT*, 4(3), 112.

Appendices

Appendix A: Learners questionnaire

"Humor is also a way of saying some	thing serious"
-T.S.I	Eliot
Dear learners:	
This questionnaire is designed to investigate your opinion about us	ing humour in
EFL classes. After reading these questions carefully, please tick the appropri	iate boxes and
nake full statement when it is needed. Your answer will help us in conducting	g our research.
Please do not hesitate to ask for help whenever you do not understand a given q	uestion.
	Thank you.
Q 1: Humour in classroom means:	
a: Laugh with the teacher	
b: Tell funny stories and jokes	
c: A tool that reduces tension	
d: A waste of time	
Q 2: Humour in classroom makes you feel: Relaxed Anxious Motivated Bored Interested	
Q 3: A lesson with a sense of humour:	
a: Opens the chance to express ideas	
b: Discourage you from participating	
c: Helps you to communicate with your teacher and your classmates	
d: Does not encourage concentration	

Q 4: Does the use of h	umour in classroom help you to l	earn the foreign language?
Yes	No	
Q 5: What types of hur	nour do you prefer the teacher to	use in the classroom?
Jokes	Games	
Funny stories	Funny videos	
TC d	ar al l	
If there are other types	mention them please.	
Q 6: When do you understand le	essons better?	
a: When teacher uses h	numour (from time to time) and n	nakes you amused
b: When the teacher us	es humour (all the time) while pr	resenting the lesson
c: When the teacher pro	esents the lesson in a serious way	7
•	·	
O.7. Do way gamanhay the lass		10
	on very well when humour is use	u?
Yes	No	
Explain please.		
Q 8: Do you find hum	nour a good tool that can help you	ou to establish strong rapport
with your teacher?	_	
Yes	No	
Explain please.		

THE U	SE OF HUMOU	JR IN EFL	L CLAS	SSES						
		•••••		••••••	••••••	•••••		•••••	•••••	•••••
	Q 9: How wou	ıld you det	fine a 'l	numorou	ıs teache	r'?				
	•	J								
		••••••	••••••	••••••	••••••	•••••	••••••	•••••	•••••	•••••
•••••		••••••	••••••	••••••	••••••		••••••	•••••	••••••	•••••
•••••				•••••	•••••	•••••		••••••	•••••	
	Q 10: How oft	en does yo	our teac	her use	humour i	n each	lesson	?		
Never	R	arely		Some	etimes			Always	, [
	Q 11: Does yo	ur teacher	use hu	mour th	at relates	to the	subject	matter?	,	
	Yes				No	Γ		1		
	105				NO	L		_		
	Q 12: What	is your re	eaction	when y	our teac	her us	ses hun	nour to	laugh	at your
classma	ates?									
						•••••				•••••
	0 13. In the co	ngo of hum	nour o	noromov	int analis	v of of	factive	taaaham)	
	Q 13: Is the se	inse of fiul	noul a j	paramou			rective			
	Yes				No		1			

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

Appendix B: Teachers Questionnaire

Dear teachers:

This questionnaire is prepared to investigate your opinion about the use of humour in classroom. We will be so thankful if you could answer the following questions. Your answers will absolutely help us in our research.

	Thank you in advance
Q 1: How long have you been teaching English?	
Q 2: 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	
Q 3: Do you think that humour in classroom is: Hardly needed Needed N	ot needed at all
Q 4: How much humour should be used in classroom?	
None Very little	Little
Much Too much	

	Q 5: What type of humor of	lo you use in your c	lassroom?	
Jokes		Puns		Riddles
	Funny stories		Funny comments	
	If there are other types mer	ntion theme please.		
Yes	Q 6: Do you think that usin	ng humour during th	ne lesson is a waste of tin Sometime	
Stressed Bored		makes learners: Happy Relaxed	Motivated Anxious	
Strongl	Q 8: Learners learn better vy agree Disagree	Agree	d: Strongly disagree	Neutral
Totally	Q 9: To what extent does hadecreases Slightly increases	Decreases		effect

Q 1	0: Do you th	ink being h	umorous w	ould improve	your j	job as a	teacher	and make
you more suc	ccessful?							
	Yes				No [
Exp	lain please.							
					•••••			
•••••			•••••					
Q 1	1: How woul	ld you descr	ibe your se	nse of humou	r with	learners	s?	
01	2: What role	does humoi	ur plav in v	our classroom	1?			
•••••		••••••			••••••	•••••		•
••••••		••••••	•••••		••••••	•••••	••••••	•
•••••		•••••	•••••		••••••	•••••	•••••	•••••••
	• • • •							
Q 1	-	used humou	ır to produc	ce interest whi	Г	hing?		
	Yes				No			

	Explain how.
	Q 14: Does humour allow your learners to communicate?
	Yes No
	Explain please.
	Q 15: Does humour allow you to build a good rapport with your learners?
	Yes No
	Explain please.
•••••	
•••••	
	Q 16: Does humour create a cooperative learning?
Strongly	Agree Neutral Neutral
	Disagree Strongly disagree

Q 17:	On a scale of Ha (1	1) to Ha Ha Ha Ha l	\mathbf{Ha} (5), how im	portant is humour i	n the
classroom?					
На		На На		На На На	
На На На	ı На	На На На І	На На		
Q 18:	What prevents you	ı from using humour	in the classroo	m?	

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 و ويجعلهم متحمسين و مثابرين و يخلق ايضا شعورا بالرضى لذى الأستاذ كلما استطاع إيصال أفكاره لطلابه مع الحفاظ على جو الدعابة و يعتبر العديد من المعلمين أسلوب الفكاهة عاملا مهما لبناء فضاء متكامل حيث يشعر كلا من المعلمين و المتعلمين بالراحة وحيث يتشاركون الأفكار ويقوم الطلاب بالتعبير عن متطلباتهم بأريحية أكبر وأجل فهم أعمق للأطروحة قمنا بإجراء سبر للأراء من أجل دراسة هذه الافكار و النظريات والمعلومات الواردة سابقا قمنا بجمعها بطريقتين أساسيتين كانت أولاهما أن حضرنا نموذجين من الاسئلة الاستطلاعية والأول خصص لطلاب السنة الثالثة في جامعة "محمد الصديق ابن يحي " تخصص لغة إنجليزية وو الثاني وزع على أساتذة وأما الطريقة الثانية فاعتمدت غلى الملاحظة الميدانية أي داخل قاعات التعليم. جميع المشاركين في الاستطلاع أجابوا بجدية 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 .