

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Kasdi Merbah Ouargla University
Faculty of Letters and Languages
Department of Letters and English Language



Dissertation submitted in partial fulfilment of the requirement for the Master's Degree in field of
English Language and Literature
Specialty: Linguistics

Humour in Pedagogy: Students' and Teachers' Perceptions of Classroom Humour

Presented and publicly defended by

Imane TOUAHAR

Supervised by

Ibtisam BOUTEMEDJET

Jury

Dr. Nour El Imene BAJADI	KMU- Ouargla	Chairperson
Dr. Ibtisam BOUTEMEDJET	KMU- Ouargla	Supervisor
Mr. Abderachid CHERIDI	KMU- Ouargla	Examiner

Academic Year : 2022/2023

Dedication

DEDICATION

I dedicate this dissertation to;

My dear parents

My friends

All my teachers

The humorous teacher who inspired me to do this topic

Acknowledgments

I am grateful to my parents and sisters and brothers for every thing

*I am grateful to my supervisor Dr. Ibtisam Boutemedjet for her support and
patience.*

*I am so grateful to all the students and teachers who were kind and accepted
to answer the questionnaire*

ABSTRACT

This research aims at investigating the effectiveness of humour on learning process, and its contribution to improving the level of students in EFL class. It also, aims to know both teachers' and students' perceptions of classroom humour. In every learning or teaching environment, humour is a social phenomenon and a means of communication that should not be ignored. It is crucial in fostering harmony and unity between students and teachers. The importance of humour's part is due to the fact that it is supportive of learning and cross-cultural understanding. It provides a boredom break and keeps students focused on their lecturers. This research also discusses the different roles played by humour and its impact on learning environment.

This study is based on a questionnaire administered to both teachers and students at Kasdi Merbah University, Ouargla at different levels to get information about the impact of humour on learning process and also on developing the learners' level of learning. This could be achieved through investigating teachers' and students perceptions of classroom humour.

Keywords: humour, pedagogy, classroom humour

List of abbreviation

List of abbreviation

TEFL: teaching English as a foreign language

TESL: teaching English as a second language

ELT: English language teaching

CLIL: Content and Language Integrated Learning

SLT: Situational Language Teaching

Q: question

N: number

List of tables

TableN°1 : gender of the sample.....	33
Table N°2: the ages of the sample	34
Table N°3: the degree of the sample	35
TableN°4: The importance of humour in classroom.....	36
Table N°5: The description of humour	37
TableN°6: Times of using humour.....	38
Table N°7: humour and students comfort	39
TableN°8: Types of humour in the classroom	40
TableN°9:Humour and classroom interaction.....	41
Table N°10: Humour and classroom management	41
TableN°11 :Humour and teaching.....	42
Table N°12: Humour and learning	43
Table N°13: Humour and students motivation.....	44
Table N°14: Humour and student's anxiety.....	43
Table N°15: The positive effects of humour.....	45
Table N°16: humour and classroom interaction	46
Table N°17 : Negative aspects of humour	47
Table N°18: The gender of studied sample.....	49
Table N°19: The ages of studied sample.....	50
Table N°20: The levels of the studied sample.....	50
Table N°21: humour and students enjoyment in classroom.....	51
Table N°22: Humour and students learning ability.....	52
Table N°23: the importance of humour as a learning motivator.....	53
Table N°24: Humour and educational atmosphere	54
Table N°25: Humour and classroom interaction.....	55
Table N°26: Humor and Learning.....	55
Table N°27: Humour and communication skills.....	56
Table N°28: humour and motivation.....	57
Table N°29: Humour as a comfortable tool of teaching process	57
Table N°30: Humor as an Anxiety and Reducer.....	58
Table N°31: Types of humour.....	59
Table N°32: Humour and comprehension.....	60
Table N°33: Humor and Negative Effects	61

List of figures

Figure N°1: gender of the sample	34
Figure N°2: the ages of the sample	34
Figure N°3: the degree of the sample.....	35
FigureN°4: The importance of humour in classroom	36
FigureN°5: The description of humour	37
FigureN°6: Times of using humour	38
FigureN°7: humour and students comfort.....	39
FigureN°8: Types of humour in the classroom	40
FigureN°9: Humour and classroom interaction	41
Figure N°10: Humour and classroom management	42
Figure N°11: Humour and teaching	42
FigureN°12: Humour and learning.....	43
FigureN°13: Humour and students motivation	44
Figure N°14: Humour and student's anxiety.....	45
Figure N°15: The positive effects of humour.....	46
Figure N°16: humour and classroom interaction	46
Figure N°17: Negative aspects of humour	47
Figure N°18: the gender of the studied sample	49
Figure N°19: The ages of studied sample	50
Figure N°20: The levels of the studied sample	51
Figure N°21: humour and students enjoyment in classroom	51
Figure N°22: Humour and students learning ability	52
Figure N°23: the importance of humour as a learning motivator	53
Figure N°24: Humour and educational atmosphere.....	54
Figure N°25: Humour and classroom interaction	55
Figure N°26: Humor and Learning	56
Figure N°27: Humour and communication skills	56
Figure N°28: humour and motivation	57
Figure N°29: Humour as a comfortable tool of teaching process	58
Figure N°30: Humor as an Anxiety and Reducer	59
Figure N°31: Types of humour	59
Figure N°32: Humour and comprehension	60
Figure N°33: Humor and Negative Effects	61

Table of content

Dedication.....	I
Acknowledgments.....	II
ABSTRACT.....	III
List of abbreviation	IIV
List of tables	IV
List of figures	VI
Table of content.....	VI
General Introduction	2
Part one: Theoretical Part.....	7
Section one: Teaching English as a Foreign Language.....	8
Introduction	Erreur ! Signet non défini.
1-1 Teaching English as a foreign language (TEFL):	8
1-2 Teaching English as a second language (TESL):	8
1-3 Some different approaches, methods, and techniques of English language teaching.....	9
1-4 Classroom management	12
Conclusion.....	14
Section two: Humour in education.....	15
Introduction	15
2-1 what is Humour?	15
2-2 Theories of humour.....	16
2-3 Forms of humour.....	17
2-4 Advantages of humour.....	21
2-5 Shortcomings of Humour.....	22
2-6 Humour in pedagogy.....	22
Conclusion.....	Erreur ! Signet non défini.
Part Two: Practical part.....	7
Introduction	33
3.1 Teacher's questionnaire.....	33
3.1.2 The Description of Questionnaire	33
3.1.3 Interpretation of the Results of teacher's questionnaire:.....	47
3.2.1 Student's questionnaire	48
3.2.2 Participants	48

List of content

3.2.3 The Description Student's questionnaire	48
3.2.4 Data analysis of Student's questionnaire	49
3.2.5 Interpretation of the Results of Student's questionnaire:	61
Conclusion.....	62
General conclusion.....	63
Bibliography.....	65
Appendix	69
Résumé.....	69
ملخص.....	69

General introduction

General Introduction

1. Overview of this study

Humour and its application in educational settings have a great importance. In many interpersonal relationships, humour is crucial (Meyer, 2000), and it can be a great aid to learning (Lovorn & Holaway, 2015). Humour is frequently mentioned, with its prevalence in communication and teaching, as one of the crucial teaching qualities that a teacher should possess (Harland, 2012; Kember & McNaught, 2007; Powell & Andresen, 1985), it is probably instinctual for many teachers to use it in the classroom. Yet, it is still unclear how it works in terms of the experiences of the students and teachers. Previous studies on humour have given more attention to students' perceptions and less attention to teachers or the connection between how students and teachers employ humour. If the teacher and students can effectively collaborate to accomplish the learning objectives, the process of knowledge transfer can be successful.

Learning should be a pleasant, enjoyable, and intriguing activity. Humor can be used to attract students' attention and inspire them to participate in educational activities.

However, it should be highlighted that what is funny to one person could not be funny to another. This could be due to various reasons. First of all, humour is a difficult phenomenon to analyse, particularly in the context of education, according to Lovorn and Holaway(2015) analysis, since humour is a subjective experience, research on it might be difficult, humour's subjective nature has always prevented it from receiving much scholarly scrutiny.

“You can ease some of life's toughest blows through humour, and once you start laughing, you can get through any difficult circumstances” (Cosby, 2011, p.2093).

Crosby means that humor is considered one of the most important solutions to relieve anxiety, because when a person laughs, happiness hormone rises in him, and therefore when it rises, his anxiety and nervousness decrease.

2. The significance of this study

Humour in the classroom can help students understand concepts and can be a very effective educational tool for increasing students' comfort in the classroom and their pleasure of the learning process (Zdoru & McMorris, 2013; Garner, 2006).

Humour can also improve students' perceptions of learning (Wanzer & Frymier, 1999), increase Students' interest (Hellman, 2007), encourage students (Goodboy et al., 2015), promote student retention (Shatz & Helitzer, 2005), foster rapport (Granitz et al., 2009), and make lecturers more approachable. These are all ongoing goals (Appleby, 2018).

Due to their high levels of stress and anxiety, students can also benefit from humour (Kher et al., 1999).

A variety of lowrisk humor strategies can be very effective in reducing anxiety and improving learning and performance (Berk, 1996, p.88).

Previous studies suggested that humour can enhance learning in the classroom (Cornett, 1986; Fisher, 1997). Furthermore, it can increase understanding and keep attention.

Contrarily, it is improper to use excessive humour or self-revelation (Downs, Javidi, and Nussbaum, 1988). According to Bryant and Zillmann (1988), utilizing humour in instruction largely hinges on using the right type and amount of humour.

3. My interest in conducting this study

As a future teacher, I chose this topic for two main reasons. First of all, I had interest in this topic since I entered the university. Secondly, this topic has a great importance in the teaching process, especially in the new younger generations.

My love of language and communication is also a contributing factor in my interest in humour, because teachers often use humor in their lessons to interact with their students, and this makes lessons more vivid and interactive.

4. The aims of this study

The current study's aim is to investigate how teachers humour relates to instructional and learning features as well as students' motivation from the viewpoint of their students, and also to know the perception of teachers about using humour in classroom.

5. Research questions

Given the importance of humour in modern education and its impact on students and their psyche and making education something enjoyable, the following problem is proposed, which is

how humour contributes to the quality and effectiveness of education and its development, and how it contributes to improving the level of the student.

Based on this, the following research questions are asked:

How does humour affect the learning process?

What are teacher's and students' perceptions about classroom humour?

6. Hypothesis:

Based on the previous question it is hypothesised that the use of humour may effect learning process and student's level positively.

7. Structure of the study

To answer research questions , I divided my research in two parts, the first part which is the theoretical part, I divided it into two section, in the first section I dealt with English as a foreign language(EFL) , while the second section was about conceptual framework about humour in pedagogy . As for the second part, I devoted it to an applied field study, where I discovered, analysed and interpreted teachers and students' perceptions of classroom humor, and ends with some recommendations based on the research findings.

8. Methodology

A) Study design:

In general, this study employed a quantitative approach to exploring both teacher's and students' perspectives of humour, I used the questionnaire to explore the use of humour in teaching and learning.

B) Study population:

The study participants included 11 teachers who are in charge of teaching different modules at the Department of English at University of Kasdi Merbah Ouargla. And 60 students at different levels from the Department of English at University of Kasdi Merbah Ouargla. Specifically, I analyze, discover, and understand both the teacher's and student's perception of using humour in teaching and learning process. I have explored the teachers and students perspectives on humour by designing some questions, and distributed it to them.

9. Background of the study

This study are from a variety of academic institutions, including three private high The use of humor in the classroom and its effects on students have been the subject of some studies. The use of humor in a college classroom was the subject of research by Torok et al. (2004) who looked at how students reacted to different forms of humour used by professors in lectures. They also looked at how effectively and competently professors used humor in their lectures. In addition, they looked into whether students thought humor in the classroom enhanced their learning. The findings demonstrate that students believed instructors frequently employed humour in the classroom. The teachers typically tell humorous stories, jokes, professional humour, and amusing remarks. When asked if they had a good attitude toward humour, 73% of the students responded in the affirmative, and 59% of them agreed that humor may foster a sense of community. Also, 80% of students agree that when instructors employ humor in the classroom, they learn a material more effectively.

Hidayet Tuncay (2007) also did study under the heading welcome to HELL: Humor in English Language Learning. This survey study emphasizes the value of humor as a way to increase students' motivation to learn English. The responders to schools and a navy high school in Turkey, as well as one university. Nonetheless, using humor may have some benefits for the classroom and the teachers' ability to educate. Also, Hidayet (2007, p.113) added a few things that could be seen as the results of using humor. He said that humor or a joke can help students feel more at ease while learning, decrease tension, and increases STT.

Part one: theoretical part

Introduction

In view of the importance of humour in teaching and learning process, especially in teaching English as a foreign language, I have devoted this part to a theoretical study about the use of humour in teaching English as a foreign language, as I divided this part into two sections, the first section shows the teaching of English as a foreign and second language, and also shows some different approaches, methods, and techniques, of English language teaching, and it also deals with classroom management, as for the second section, it was about humour in education, where I defined humour and explained some theories and forms of humour, I also showed the positive and negative side of humour, I also showed the role of humour in education and wrote a simplified explanation about humour in pedagogy and in ELT classroom, and I showed humour as a communicative behavior and as pragmatic and discourse strategy, in the end I explained briefly cross cultural analysis of humour.

Section one: Teaching English as a Foreign Language

English is the language of the world and the knowledge of the language makes a person a citizen of the world. Pandit Nehru (p.6, 2008) has said; English is a big key on the modern world, its importance as international language can be denied by none. English language play a key role in our educational system and national life.

1.1 Teaching English as a foreign language (TEFL):

Teaching English as a Foreign Language (TEFL) is a method of teaching people in English in countries where English is not the first language (Richards & Rodgers, 2001). It involves teaching English to non-native speakers who may have received little exposure to the language in their original country. TEFL teachers use a variety of pedagogical methods and strategies to assist students enhance their English language abilities, such as listening, speaking, reading, and writing, as well as to build cross-cultural understanding and communication (Brown, 2007).

1.2 Teaching English as a second language (TESL):

When English is used as the predominant language for communication at work and for education, but not at home, it is termed as ESL (English as a Second Language).

The term “English as a Second Language” (ESL or TESL) refers to non-native speakers learning or using the language in an environment where English is the primary language. (It is also known as English for speakers of other languages.) That setting could be a nation where English is widely spoken (like Australia or United States) or one where English plays a significant role. (e.g., India, Nigeria). Additionally referred to as English by speakers of other languages. English as a second language (ESL) is another term for specialized language education methods created for those first language is not English. The Outer Circle, as articulated by linguist Braj Kachru in “standards, Codification and Sociolinguistic Realism: the English language in the Twenty-First Century,” generally describes English as a second Language.

1.3 Some different approaches, methods, and techniques of English language teaching

1-3-1 Direct methods

The main idea behind this method is that the instructor focuses more on the analysis of direct spoken language used in daily life. The creators of this method held the view that learning a foreign language is hampered by the language of mediation, or the language used to conduct instruction. Students are therefore artificially they are introduced to the language they are learning. The entire lesson is conducted in English, and the instructor should also introduce new material and provide explanations in English. All of the literature is in English. The secret to learning English with this method is the teacher's part in the students' successful knowledge acquisition, In other words, he must speak with perfect clarity and accuracy, and his pronunciation must be flawless, as the kids continuously mimic his speech. The best alternative for a direct teaching strategy would be to have the teacher a native English speaker.

1-3-2 the Audio-lingual Approach

The Audio-lingual Approach is founded on a structuralist understanding of language and uses stimulus and response as the cornerstone of its learning philosophy.

By having students listen to the language and respond, audio-lingual teaching employs a mostly mechanistic approach to expose students to more complicated language grammar structures. It frequently includes memorization of dialogues, and grammar is not explicitly taught. To attain a high level of precision of language forms and patterns, techniques include listening and repeating as well as oral drilling. Teachers might employ communicative activities afterwards.

1-3-3 CLIL - Content and Language Integrated Learning

The CLIL method combines the study of a particular subject with that of the target language. In order to accomplish the learning objectives, learners must engage with the language. Philosophically speaking, its supporters contend that it encourages intercultural understanding, meaningful language use, and the growth of practical abilities that can be applied in the actual world.

The approach relies on total immersion in the language of instruction, with the subject matter dictating the activities and content. Activities frequently combine a variety of task kinds that cater to various learning styles with all four abilities.

Methods include reading books that are unique to a subject, listening to audio or visual materials that are specific to a subject, having discussions, and doing tasks that are specific to a subject.

1-3-4 Communicative method:

A growing number of teachers are now using a communicative approach to teaching English. The goal of this strategy is speech itself; as a result, it teaches people how to communicate first and foremost. The students are actively involved in the communicative method. In this situation, the teacher's job will be to start a conversation with everyone in the audience. Downloading all of your senses is essential for effective language learning and retention. The goal of the communicative method is to establish genuine communication situations. The learner has the chance to put all of the learned information into practice by reconstructing the discourse. Considerable benefits of the communicative approach include that it has a huge variety of exercises: role-playing games, dialogs, simulation of Real communication are used here.

At first, the communicative method was rejected, but now it again occupies a leading position along with the Traditional grammar-translation method.

These two techniques are preferred by the majority of university professors nowadays, and they are frequently combined. Because there aren't many teachers who are true native speakers and because of the level of preparation of the students, the direct approach is rarely used at higher education institutions.

After school is inadequate. Although the audiovisual and audio-lingual approaches aren't employed in their purest form at all, many university and institute lecturers occasionally hold classes using these techniques.

This enables you to fascinate kids and diversify the standard educational program.

1-3-5 DOGME

The DOGME approach, which emphasizes conversational exchanges between students and teachers as a means of developing knowledge and skills, is humanistic and communicative. In terms of methodology, it typically prefers real conversation and the development of discourse-level abilities above the use of textbooks and published materials. The instructor can scaffold language while paying attention to emerging forms. The selection of topics is based on their applicability to the students. Conversational exercises and exposure to the language through authentic texts, audio, and visual resources are examples of teaching methods.

1-3-6 Grammar Translation.

In order to prepare students for reading classical books in their original languages, particularly Latin, a method of language study is typically adopted. It is believed that pupils gain by studying the concepts of ancient philosophers, as well as from the strictness of memorization and the application of grammar rules.

Students typically learn grammar rules and vocabulary lists depending on the texts they are assigned. The written translation of texts into and out of the target language is then done using these. Often, instruction is conducted in the pupils' mother tongue. Speaking is not used much other than to recite passages of text.

Routine learning and drilling, translation exercises, and recitation are all techniques.

This method is occasionally the foundation for teaching classical languages like Latin or Greek but is rarely employed while teaching Modern Foreign Languages.

1-3-7 The Lexical Approach

A method based on the idea that lexical units make up language (chunks, collocations, and fixed phrases). The secondary skill of grammar is learned when you master these parts. The approach focuses on teaching groups of multi-word, phrase-level vocabulary and linguistic frames that the student can control via substitutions and adaptations. Many common EFL exercises can be modified to achieve this. Methods could include looking for lexical units in texts, playing collocation matching games, practicing lexical drills and chants, telling stories, employing fixed and semi-fixed phrases in role plays, engaging in activities with de-lexical verbs, and looking at concordances.

1-3-8 The Natural Approach

A method of learning languages that aims to emulate the way we learn our native tongues.

Approaches emphasize the option of 'acquiring' a second language as opposed to forcing learners to do it. The curriculum follows the order in which we learn our first language; there is a first "silent phase" during which the learner assimilates parts of the language before going on to producing it. The lessons are taught by native speakers. Mistakes are viewed as significant attempts to create and apply proper rules.

To facilitate meaningful interactions, techniques may include activities that require listening and following directions, memory games, miming, describing and guessing games, ordering activities, and memory games.

1-3-9 the Silent Way

According to the Silent method, learning a second language is a cognitive task that requires learners to be autonomously intelligent persons who can infer language use from well-structured material. Techniques include, for example, mapping individual sounds and sequences onto the colors or physical characteristics of the teaching aids, then having students infer rules based on recognizing the systematic similarities and differences in the input material. The methodology uses a graded structural syllabus, with the elements of language presented in a deliberately artificial way, using teaching aids such as charts and Cuisenaire rods.

1-3-10 Situational Language Teaching (SLT)

This method uses oral practice of sentence patterns and structures relevant to these particular scenarios and considers language as a purposeful tool of achieving goals in real-life settings. In practice exercises, real objects and props are frequently used.

Methods include verbal dialogues, situational role-plays, repetition and substitution exercises, and drills. The goal of oral practice is situational language accuracy and mastery, with the other three abilities coming later.

1-4 Classroom management

Education and classroom management is a process of encouraging and establishing student self-control through a process of promoting positive student achievement and behavior.

Teachers are the key to quality and learning in classrooms, and classroom management refers to the skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. When classroom management strategies are executed effectively, teachers minimize the behaviors that impede learning for both individual and groups of students, while maximizing the behaviors that facilitate or enhance learning. Classroom management is teachers' strategies that create and maintain an orderly learning environment and discipline means teachers' responses to student's misbehavior. The classroom environment provides a context for learning, including physical space, furnishings, resources and materials, as well as the class atmosphere, participants' attitudes and emotions, and the social dynamics of the learning experience.

Classroom management is the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. Teachers must recognize the influence of communication media outside the classroom on the students. The teacher is the leader formal designated and accepted by the students, and must propel the interaction in such a way that the varied needs of the learner are satisfied.

Classroom management involves motivating and disciplining students, as well as nurturing the interest of already motivated learners. This can be achieved by using a variety of strategies.

- Positive reinforcement and adopting a growth mindset instead of a fault-finding one towards learners.
- Making education activities both academic and extracurricular relevant, uplifting and meaningful.
- Engaging students in discussion and providing reassuring answers to their questions and concerns.
- Respecting students' personalities, recognizing and appreciating their strengths and shortcomings, and assisting them in creating positive work attitudes are all important.

Some implications for teachers to manage teaching situation

- We teach with smiles, not frowns.
- We may improve a student's self-esteem by being positive, encouraging, and passionate; by reminding them that they are important, that they matter, that they can succeed, and that they have values.

- Students act in terms of what appears to be true, based on how they perceive the facts.
- Teach not only the material but also what it means to them. Results are obtained not by telling someone he is worthy, but by trusting, listening, and developing a mutual respecting environment. A friendly, discerning, and welcoming instructor encourages students' self-concept, motivation, and learning.

Conclusion

English language teaching and learning are essential in today's world. Various methods and approaches, are employed to teach English as a foreign or second language. The communicative method, along with traditional grammar-translation, is commonly used in higher education. Other methods include CLIL, DOGME, and the Lexical Approach. Each approach has its own focus and techniques for language instruction. Ultimately, the goal is to develop effective communication skills and promote intercultural understanding in English language learners.

Section two: Humour in education

Introduction

To organize knowledge, use information, acquire skills, and ultimately act as constructive citizens in educational environments, education uses a variety of ways. In order to achieve those goals, these methods employ a wide range of methodologies and support a number of educational philosophies. Humour or educational humour, which is a teaching method and "an instructional tool that teachers can use in the classroom to boost their efficiency," is surely one of these strategies (Wanzer, 2002, p.116).

This section sheds light on humour in pedagogy. It, particularly, tackles the notion of humour in general, and in relation to education. It also provides some theories related to humour, its different forms, and the negative and positive sides of humour. The chapter also provides insights into the role of humour in education and in ELT classroom.

Wanzer, M. B. (2002). Humor as an instructional defibrillator: Evidence-based techniques in teaching communication. *Communication Education*, 51(2), 115-119.

2-1 what is Humour?

The Latin word humour, which implies liquid or fluid, is where the term "humour" originates (Wooten, 1996). In some contemporary definitions, such as Longman Dictionary (2008), humour is described as the capacity to recognize, appreciate, and make others laugh, or the attribute of amusing. In another dictionary, humour is described as the capacity to be amused by something seen, heard, or thought about, Cambridge (2008). Sometimes it is seen as what making you smile or chuckle, or a feature that makes something amusing.

Many academics view the relationship between humour and laughter in different ways. Several scholars "connect laughing to humour and employ these two concepts in the same context" (Mulder and Nijholt, p113. 2000). But while they are connected, humour and laughter are unquestionably not the same. Humour can cause laughing, although not all hilarious situations will do so. Humans can also laugh without being aware of being funny. LaFollette and Shanks (1993) came to the conclusion that humour is context-dependent,;as a result, it depends on the listener's beliefs, among other things.

2-2 Theories of humour

Humour has been traditionally examined to discover how humour affects language, culture, and societal behavior. A number of theories concerning humour have been developed to analyze it in a variety of situations, such as physiology, psychology, and pedagogy. There are three philosophical theories of humour that explain the motivations for its use (Attardo, 1994). The hostility/superiority theory, the release theory, and the incongruity-resolution theory are these philosophical doctrines. According to the incongruity-resolution theory, humour must be resolved since it conflicts with someone's expectations. For the Hostility/Superiority Hypothesis, which dates back to the time of the Greek philosophers Plato and Aristotle, humour is used to impose superiority upon others and is met with hostility by those who are subjected to it. The Release Theory views humour as it dissolves tension, animosity, and inhibitions as well as social and cultural norms (Attardo, p.2, 1994). According to Deneire (1995), a high level of sociolinguistic research on humour is necessary because of humour's diverse cultural and linguistic applications.

In addition to philosophical views, linguistic theories of humour exist. Theoretical understanding of textual humour and its interpretation are related to linguistics. Script-Based Semantic Theory of Humour (SSTH), Generic Theory of Verbal Humour (GTVH), Cognitive Linguistics (CL), and Relevance Theory (RT) are the four linguistic theories of humour (Gurillo and Ortega, 2013). According to the Script-Based Semantic Theory of Humour, the speaker internalizes the semantic data and connects it to his cultural context (Raskin, 1994).

The broad theory of verbal humour discusses the context of the text in different registers, the function of humor in lengthier texts like fiction and theatre, and the continuity of funny structure across history (Attardo, 1994).

According to Cognitive Linguistics, language originality reflect human cultural perceptions and experiences. The Relevance Theory argues that humour is best understood as a communicative tool when its creator formulates humoristic concepts in a way that allows the listener to choose their preferred interpretation. Humour is categorized by usage style in addition to philosophical and linguistic categories. Humour that is both self-serving and altruistic style is employed to communicate humorous messages and create social connections (Frijuniarsi and Marlianingsih, 2015). Individuals who adopt this coping mechanism make fun of themselves to get acceptance and strengthen interpersonal relationships. Humour that promotes self-improvement: is used to interpret life events in a specific way, viewing difficulties and conflicts

as humorous happenings. This sense of humour is said to be a technique for controlling emotions in trying circumstances by remaining composed and emotionally detached (Frijuniarsi and Marlianingsih, 2015).

A derogatory form of humour, aggressive humor aims to humiliate and ridicule others. This kind of humor harms relationships and desocializes people. A person who is self-deprecating often does so to shield himself from criticism or attacks on his character (Bell and Pomerantz, 2016). Humour offers numerous advantages for individuals as well as for society at large.

2.3 Forms of humour

2.3.1 Appropriate Humour

There are many different types of humour that are used in classrooms, but some of them are appreciated while others are not. There are many different ways to express humour, including jokes, riddles, puns, sarcasm, one-liners, stories, nonverbal cues, and cartoons (Cornett, 1986; Wanzer et al., 2006; Frymier et al., 2008). However, some types of humour are more popular with students than others. A sense of positive humour is revealed through appropriate humour because positive humour includes an attitude or viewpoint that eases tension in the classroom (Chabeli, 2008). Four forms of humour that were deemed appropriate by researchers have been identified: connected humour (Cornett, 1986), unrelated humour to class topic (Loomans & Kolberg, 1993), self-disparaging humour (Bryant & Zillmann, 1989), and inappropriate humour (Loomans & Kolberg, 1993), and unintentional or unplanned humour (Martin, 2007).

Appropriate humour comes in a variety of styles and delivery methods. Determine throughout the presentation where acceptable humour can be employed, choose the form of humour that best matches the situation, then assess the impact the chosen style of humour has on the students (Englert, 2010). Wanzer et al. (2006) discovered that media/external objects, jokes, examples, and stories were the top four associated humour uses. With today's technology, instructors have a wealth of resources at their disposal. A video used in class that is relevant to the material being studied is a media object, and in the modern classroom, YouTube is a popular resource with snippets and videos. Lectures and conversations require teachers to be inventive because there is crucial information that students must comprehend. A teacher who donned a scarlet clown nose to put the students at ease is an example of using extraneous things (Chiarello,

2010). Stories can be used in the classroom by teachers and/or students to communicate amusing or embarrassing circumstances, ideas, or experiences (Chauvet & Hofmeyer, 2007).

Also, the researchers think that telling stories to children helped them listen, made them laugh, and helped them embrace their classmates in the classroom. Also, teachers can use a personal narrative that is relevant to the lesson to draw students in. According to Hellman (2007), it's crucial to employ humour in the classroom at the right time. He continued by saying that before including the right kind of humour, teachers must build trust and credibility with their students. Use of irrelevant humour is another method for incorporating humour.

Unrelated humour has a role in the classroom even when it has nothing to do with the material being discussed. Jokes, hilarious tales, or punchlines used by a teacher but not enhancing the lesson can be considered unrelated humour (Loomans et al., 2002). Students benefit from unrelated humour since it helps them unwind and escape the tedium of lectures. Zhang (2005) discovered that students' likeability and efficacy rose when they engaged in small conversation, self-disclosure, and personal anecdotes. Arriving a few minutes before class is one opportunity for the teacher to engage in small talk. Teachers may find this to be a good opportunity to build rapport with their students. Because self-disclosure and casual chat belong under unconnected humour, Euphemisms and other inventive language can help teachers console their students. Euphemisms can help teachers make jokes; for instance, they could use the term "vertically challenged" to describe someone who is short (Hellman, 2007). This illustration shows how hilarious daily language can be used in the classroom. Self-disparaging humor was another sort of humour that Wanzer and colleagues studied. When a lecturer tells a funny story, students might capitalize on his or her sense of humour by adding their own jokes or comments to tie the story to a related subject. According to Frymier et al. (2008), humour-oriented people like lecturers who use sarcastic humour because their students frequently exhibit the same or similar amusing traits as their professor. So, it is advantageous for teachers to make an effort to relate to their students in order to include the necessary kind of humour. Students get the chance to employ humor themselves when the professor makes fun of himself. According to Hellman (2007), it's critical to let students enjoy themselves when using humour. The professor's willingness to provide students the chance to use or develop their sense of humour in the classroom demonstrates that the students are at ease with him or her. Humour that is self-deprecating has been demonstrated to increase students' motivation to process information (Wanzer et al., 2010).

Students relate to their teacher more readily when they contrast their personalities with those of their teachers. Last but not least, accidental humour can work well in the classroom. Instructors make mistakes and don't always express what they mean since they're human, which makes it easier to spot irrelevant humour (Wanzer et al., 2006). A slip of the tongue is another illustration of this. In order to establish and maintain attention, lecturers constantly consider what will be the next important issue to convey. In processing knowledge and passing it forward to students, teachers occasionally make comments they wish they could take back.

Unintentional humour occurs in many classes and is not always a bad thing; it demonstrates that even teachers make mistakes and are fallible when they conduct conversations or give lectures. In the study by Wanzer et al., the category of unintentional humour was the least frequently used (2006). Because it does not minimize them, teachers' inadvertent humour can be a suitable sort of humour and may benefit the students.

Students will gain from this kind of communication technique if teachers can use humour properly. Humour has the power to "humanize, illustrate, defuse, encourage, relieve fear, and keep people thinking" Torok et al. (p.14, 2004). Since humour has the capacity to have the aforementioned results, the frequency with which a teacher uses humour can have an impact on students' views of learning. Similar findings were presented by Neumann et al. (2009), who found that humour helped students keep their attention throughout the lesson. One student claimed that when humour is used, students pay more attention to the entire lecture because they don't want to miss the particular form of humour that was used. Several students claimed that when they weren't paying attention during the lesson, humour helped them to get back into it (Neumann et al, 2009). To train teachers who are more effective, it is crucial to study the use of humour as a teaching method.

2.3.2 Inappropriate Humour

Teachers should refrain from using humour in the classroom that does not promote engagement, involvement, or learning in order to avoid unfavorable effects. Inappropriate humour from the professor may lead students to believe that they are being violated in the classroom (Wanzer et al., 2010). Prior studies have identified unpleasant humour (Torok et al., 2004), unrelated humour (Ziv, 1988), student-disparaging humour (Martin, Puhlik-Doris, Larsen, Gray, & Weir, 2003), other-disparaging humour, and self-disparaging humour as examples of improper humour employed by teachers (Wanzer et al., 2006). Negative humour, according to Chabeli (2008), is "an attitude or perspective meant to denigrate, ridicule, discriminate, and

foster negativity among learners" (p. 52). So, negative humour can be defined as humour that is inappropriate. Furthermore, Ziv (1988) examined irrelevant humour and discovered that using it in the classroom did not enhance learning. Unrelated humour may divert students and make it more difficult for them to refocus on the material being taught in class.

Teachers must be mindful of their words and actions both within and outside the classroom because college students represent a varied population. Students may like or despise teachers who employ verbally abusive humour, depending on the student's viewpoint. Although the majority of students think this kind of humour is improper, some do think it's funny. Because they view verbal aggression as a positive interaction, verbally aggressive students favor aggressive humour (Frymier et al., 2008). Students who have an aggressive sense of humour may do well in a classroom when the teacher also has an aggressive sense of humour. Verbally aggressive people occasionally recognize hidden sentences that nonverbally aggressive people would not notice. Students who regard inappropriate humour as suitable humour may see it as a useful tool for communication, whereas other students may feel that they are being singled out as the punchline. Teachers must be careful not to employ offensive humour since some students think it appropriate while others find it inappropriate. College teachers should place a significant premium on fostering students' knowledge and learning.

The teacher must demonstrate that he or she cares about the class and the students enrolled in it. Frymier (2007) discovered that in order for a teacher and students to successfully build an interpersonal relationship, both parties must set relational goals before the class even starts. Creating a conducive learning atmosphere or fostering connection with students could be relational objectives for teachers. In order to preserve their professionalism while teaching, teachers must create a linked learning environment. Students' opinions of a supportive and civil communication environment were reported in a networked classroom environment by Dwyer, Bingham, Carison, Prisbell, Cruz, and Fus (2004). Humour that makes fun of others might have a harmful impact on students. If a teacher demeans students in front of the class or stereotypes college students in general, the classroom atmosphere is more susceptible to damage from the teacher. Positive interactions can be harder to establish when people get insulted. Teachers must take care not to offend students because doing so will lead to conflict between them and the students. Wanzer et al. (2006) provided examples of derogatory humour where the teacher made fun of the students' intelligence, gender, attractiveness, religion, and opinions. Students may feel as though they are being repeatedly singled out by the teacher when a teacher belittles them, which is considered a bad type of humour and can have adverse effects on the

relationship between the teacher and the class. Although a teacher cannot purposefully denigrate a student, the student may see any humour as demeaning or improper. Additional offensive jokes aimed towards non-student groups (Wanzer et al., 2006). Teachers should use humour professionally and in an acceptable way because classrooms include a diverse population. Students will be able to recognize their teacher as a professional as a result, helping to foster a pleasant learning atmosphere. It's crucial for instructors to understand the good and negative types of humour employed by teachers because prior study has shown that humour may be a useful teaching technique (Aylor & Oppliger, 2003; Torok et al., 2004).

Teachers will have a higher chance of fostering a supportive learning environment for students if they know how to use humour in the classroom effectively. Although the goal of using humour in the classroom has been examined, there are still some gaps in our understanding of how humour is perceived by men and women.

2.4 Advantages of humour

Humour has numerous educational, sociocultural, psychological, socio-physiological, linguistic, and pedagogical advantages. Humour boosts physiological processes such as blood flow, endorphin production, pain tolerance, muscle relaxation, immune system enhancement, respiratory improvement, blood pressure lowering, and aids in recuperation and repair (Al-Duleimi and Aziz, 2016). By distancing oneself from unpleasant memories, humour can work as a psychological coping mechanism against stress and physical discomfort (Tekul, 2014). Humour helps to reduce levels of tension, anxiety, and other negative emotions. Reducing negative mental experiences boosts self-assurance, motivation, cognitive and creative abilities, memory, and retention (Al-Duleimi and Aziz, 2016). At the cognitive level, humour awareness improves intellect. Humour, both verbal and visual, boosts dopamine release and keeps the left hemisphere of the brain engaged, activating the reward system (Tekul, 2014). Appreciating humour is associated with brain regions that improve cognitive abilities, self-confidence, mental performance, and metalinguistic awareness (Tekul, 2014). According to Al-Duleimi and Aziz (2016) Humour aids in the retention of grammar and vocabulary in second language learning and encourages sustained attention, concentration, alertness, and improved memory.

humour in language acquisition improves visual memory, encourages creative language use, improves problem-solving abilities, and increases language competency. According to a study by Krashen (1982), students' anxieties and worries cause them to develop an affective

filter, which prevents them from properly learning the language by blocking understandable input (Krashen, 1982).

On a socio-cultural level, humour fosters friendships, connections, and social contacts (Abdulmajeed and Hameed, 2016). Humour has numerous cultural components and brings together different social groupings (Deneire, 1995). Laughing and appreciating humour strengthen social bonds, interpersonal communication, teamwork, and relationships. Humour helps people become more flexible and receptive to the interchange of ideas, thoughts, opinions, and criticism by reducing conflict. Humour can be used to deal with criticism, complaints, and difficult situations (Al-Duleimi and Aziz, 2016). According to pedagogical theory, humour in the classroom helps students overcome their fear of making mistakes, fosters mutual trust and respect, fosters a positive and cohesive learning environment, eliminates tension, stress, and barriers between teacher and learner, enables students to communicate with ease (Tekul, 2014).

2.5 Shortcomings of Humour

Although there is less research on the potential negative effects of employing humour, Baid and Lambert (2010) found that improper humour can actually make a classroom unfriendly and cause students' self-esteem to drop.

Humour that is intentionally used negatively, or even accidentally misused, can be divisive and subversive (Rothwell, Siharath, Bell, Nguyen, & Baker, 2011). In a different study, student respondents provided 512 examples of offensive humour, which were divided into categories such "disrespectful humour directed at students," "disrespectful humour directed at others," and "offensive or provocative humour" (Wanzer, Frymier, Wojtaszczyk, & Smith, 2006). It's interesting to note that depending on the situation and the degree to which the instructor used self-deprecating humour, the students thought it was both suitable and improper.

2.6 Humour in pedagogy

Even though humour is something that many teachers avoid because they believe it to be a sign that they are losing control of the classroom. Teachers are unsure of how to use it in the classroom wisely 'Although I like humour, I don't know how to apply it. I don't want to come across as stupid'. Yet, greeting and engaging in conversation with friends are just as genuine and communicative as humour.

The use of humour and encouraging laughter in the classroom does not require instructors to be comedians. If humour can make studying more fun and can grab students' interest and attention in class, why not use it? Instructors' primary role is to make learning simpler.

Some teachers in the field of teaching English as a second language concur that humour can genuinely foster a beneficial learning environment, particularly in the classroom.

According to Watson and Emerson (1988), a supportive environment is created, there is a flexible attitude, and communication between the student and teacher is free and open when humour is planned as a part of the teaching technique. The learning environment is set up with freedom to investigate options while allowing for human mistake.

This lessens the instructor's position of authoritarianism and enables the teacher to act as a facilitator of the learning process.

As a relationship between student and instructor grows, fear and anxiety—which are only natural in a novel and uncharted situation—become less of a threat. (Watson & Emerson, p. 89, 1988). According to Kristmanson (2000), to take risks, you need a learning atmosphere where you don't feel threatened or intimidated, you must believe your voice will be heard and that what you have to say is important before you can start speaking. You must remain motivated to continue learning a language. You need a setting where anxiety levels are low and comfort levels are high if you want to achieve.

According to Guegan-Fisher (1975), humour can help students retain important information about a culture's traditions and beliefs, manners, and institutions. Humour greatly aided learners' purposeful learning, (Clabby, 1979). Larson (1982), humour may be useful for retaining students' attention, offering mnemonic examples, and fostering relationships between teachers and students. The usefulness of humour, Colwell and Wigle (1984), should be recognized in a reading and language arts curriculum. They demonstrated how various learning theories support the use of humor and how it may have positive affective and cognitive effects. Moreover, Crvikly (1986) noted that using humor in the classroom could foster a supportive and cohesive environment but could also have unanticipated negative effects.

2-6-1The role of humour in education

In order to compete with the Internet, the media, and other possibilities for home entertainment, Cornett (2001) satates that schools and teachers are continuously looking for

innovative and engaging methods and approaches to make classes and materials appealing,. According to Burgess et al. (2000), it is crucial for teachers to make the lesson engaging so that students can learn the information and appreciate the instruction. An excellent teacher makes lessons entertaining and motivates pupils in a number of ways (Powers, 2005).

As a teacher or educator plans, inspires, analyzes, organizes, examines, and pays attention to the curriculum's content and teaching methods, the question of how we teach, or the mode, should also not be overlooked (Gorham or Christophel 2009). Moreover, schools tend to concentrate more emphasis on testing and technique than on creating the best possible learning environment, (Owens and Song, 2009). Chye (2008) asserts that the potential value of teacher humor as a teaching strategy is underappreciated.

A successful teacher must have a sense of humor, thus teachers value the use of humor as well, according to Jonas (2000). We do not need to break down a joke into its component pieces, as in a traditional frog dissection, in order to analyze the effect of humor; rather, we might do so in an indirect manner. Humor and education work best when the teacher understands when and how to use it.

According to Tisljár (2011), and Suplicz (2012), humor demands intelligence, which includes cognitive abilities, diverse thinking, creativity, emotional identification, and empathy. Coordination of many processes (such as developing and observing expectations and linkages, identifying absurdities) is necessary to experience humour (Tisljár 2016).

The fact that we connect humor with a variety of other qualities only serves to emphasize how important humor is. Cann and Calhoun's (2001) research, for instance, found that those with a good sense of humor are also seen as sociable, outgoing, and approachable.

Almost all of our social interactions can involve humor. Laughter usually follows the ending of a comical situation, which releases tension. Humor's purpose in this process is to balance the soul and the self (Bagdy and Pap 2004). According to Latta (1998), laughter is a reaction to an amusing, unexpected, or unique circumstance and a means for conveying humor. The current social climate has a significant impact on the level of laughter reactions. Tisljár (2011), "humor transforms the patterns and framework of interpretation previously given to a situation; the individual feels in a lighter, less dangerous social setting, with all of its benefits." Owren and Bachorowski (2003) state that humor, the laughing it produces, and the good emotional state connected with humor.

Owren and Bachorowski (2003) claim that humour directly affects the emotional state of the other party through the laughter it causes and the pleasant emotional state it is connected with. The group's members can swiftly and efficiently coordinate on an emotional level through the phenomena of synchronization, which considerably increases the possibility that they will act effectively to achieve a shared objective (Csányi 1998). In both the parent-child and the teacher-student connection, humour, according to Lovorn (2008), plays a vital "feel-good" experience for youngsters. Good physical and mental health is based on this. Everyone, including kids, teenagers, and adults, needs to laugh heartily and hard from time to time.

According to Lazarus et al. (2011), humour has several positive benefits on students, including inspiring them to learn, making lessons interesting, lowering anxiety levels, encouraging creative thinking and raising attention, and improving the teacher-student relationship. According to Bönsch and Kauke (1999), Schreiner (2003), and Powers (2005), humour is a valuable tool for self-determination since it aids in setting personal boundaries and is effective at relieving anxiety and burdensome events by making people laugh. Teachers' use of humour can inspire and liberate students (Neuliep 1991; Pap, 2006).

Along with the preceding examples of positive humour, social circumstances frequently feature aggressive, insulting, harsh, or cruel humour as well. Self-serving humour creates the impression of inattention and social insensitivity, while aggressive, hurtful, and unconsidered humour resents and negatively affects the audience. Humorous insults can turn students against their teachers, and offensive humour puts the performer in an abusive position (Tisljár 2011). Only constructive humour that doesn't offend anyone can be thought of as valuable in the context of education in a teacher-student interaction (Bagdy and Pap 2004, Pap 2006). Pupils prefer a quality, stress-free education to clowning around (Gürtler 2005; Nikitscher 2015).

The use of humour can either be appropriate or inappropriate, according to Jonas (2000). Humour that is relevant to the subject or the teaching material is an example of appropriate humour use. Other examples include completely unexpected humour that is not necessarily related to the subject, self-ironic humour in which the teacher is the target of the joke due to his or her own errors and stumbles, and unintentional, unplanned humour. He mentions unpleasant and derogatory humour when speaking of inappropriate humour.

At the same time, it's critical to be mindful of the dangers of good humour, the laid-back environment, and classroom laughter during instructional activities. For instance, they lessen

critical sense and temperament (Forgács 2007). The use of humour could lessen the impact of events or cast doubt on their veracity.

Overusing humour can undermine students' feeling of responsibility and discipline, lower their drive to learn, and take away from the pedagogical and didactic purposes for which it is used (Gürtler, 2005; Nikitscher, 2015; Pap, 2006).

It will take some time to regain focus on the task because humour also results in a relaxing of attention and discipline as well as the appearance of free associations (Suplicz, 2012). Teachers must be responsible and considerate when using humour and should consider its theme, scope, purpose, and quality.

Consequently, using humour in the classroom breaks up routine in certain circumstances, releases stress in others, often helps students better understand the topic, and sharing a laugh with others fosters a sense of community. In addition to being fun and uplifting, humour is essential in the classroom because it fosters collaboration, fosters community recognition, and provides an outlet for stress relief and productivity. It channel one's anger and hostile temper in a socially acceptable way.

Teachers need to develop their sense of humour since humour may be quite useful in a teaching environment. It is a huge challenge for them to find their own sense of humour and use humour as a teaching technique (Strom and Ernard, 1982; Pap, 2006). Students respect humour in class and value the teacher's sense of humour, according to numerous research analyzing the expectations of a good teacher's personality and traits.

2-6-2 Humour in ELT classroom

As was already mentioned, humour aids in language learning in a variety of ways. Understanding and appreciating verbal, literary, and semiotic manifestations of joy and delight are related to humour (Gurillo and Ortega, 2013). Wit functions slightly differently and is a sign of intellect, acuteness, and speed of perception and response, as well as inventiveness, creativity, and improved awareness and processing abilities (Al-Duleimi and Aziz, 2016). A necessity for accurate language comprehension and production is cultural awareness (Blake, 2007). Students are made aware of how the target language is utilized in the classroom through cultural components incorporated into the learning materials (Deneire, 1995). When teaching humour, it's crucial to focus on educating students about the various forms, functions, and types of humour as well as helping them use humour for socio-cultural and linguistic communication (Heidari-

Shahreza, 2020). Students with exceptional needs learn languages more effectively when they are amused. Humour facilitates communication and collaboration between the teacher and students in the TESOL classroom by bringing people together. Eliminating negative interactions, encouraging risk-taking, boosting self-confidence, encouraging reticent individuals to join in class activities, and enhancing cognitive growth all work to improve students' sense of community (Abdulmajeed and Hameed, 2016). A TESOL classroom culture that values humour encourages students to participate in language learning and production (Reddington, 2015). Using humour as a teaching method in the English language classroom has been shown to dramatically improve L2 students' cognition and confidence. Jokes are an important part of the TESOL curriculum because they assist students develop their creative language abilities and an understanding of the linguistic and cultural aspects of the English language (Askildson, 2005). In TV shows and movies like Monty Python, Mr. Bean, Laurel and Hardy, Faulty Towers, Jackass, and Saturday Night Live, humour is frequently used in the English language's inner circle (Britain, Ireland, Canada, the United States, Australia, and New Zealand) (Kachru and Smith, 2008). (Rucynski, 2017). Teaching humour in TESOL typically involves using puns, tales, wordplays, and content-based jokes to make students aware of the linguistic distinctions between their home language and English as a second language (Rochmawati, 2017). Using puns, jokes, comics, idioms, riddles, and proverbs improves language skills and creativity (Al-Duleimi and Aziz, 2016). Students' English competency levels can be taken into account when designing a humorous approach, with cartoons and other forms of visual humour being used with beginners (Al-Duleimi and Aziz, 2016).

2-6-3 Humour as communicative behavior

Humour is a crucial tool for behavior and communicative ability (Hunston and Oakey, 2010). Humorous material elicits meaning, comprehension, and enjoyment. The communication style between the speaker and the listener is revealed by how humour is transferred by the speaker and interpreted by the latter (Dainton and Zelle, 2019). Four communication strategies are employed by humour: social management, decommitment, mediation, and defunctionalization (Attardo, 1994). Humour has a social management role that helps with group cohesion, interaction, and rejection. There are many ways to use humour in social management, therefore it's important to look into them. The speaker employs humour as a social control technique to threaten or humiliate group members. In order to convey social norms, the speaker uses humour to highlight taboos and unacceptable behavior (Gurillo and Ortega, 2013).

With the ingratiation strategy, the speaker works to gain acceptability and likeability in order to get what they desire. Humour is employed in the discourse management technique to introduce, continue, and end the topic (Gurillo and Ortega, 2013). The listener's response affects the speaker's comprehension, focus, and engagement when establishing common ground. With the cleverness technique, sophisticated cognitive abilities are required to comprehend, appreciate, and produce humour (Attardo, 2017). Humour improves social affiliation and group bonding in social play strategy. In the repair strategy, uncomfortable circumstances are reduced, improving group dynamics, favorable perception, and optimism (Attardo, 2017). Gender differences have an impact on the communicative behavior of humour, which affects how humour is perceived (Holmes, 2013). According to the gender viewpoint, men regard humour as a tool for building dominance and hostility whereas women see it as a tool for imposing common values and connection (Attardo, 1994). Decommitment function: is the speaker's attempt to keep a straight face when his words are misunderstood by the audience. By analyzing the listener's response and saving his performance, the speaker avoids losing face (Martin, 2007). Many techniques are used by the decommitment function to achieve the intended behavioral communication. Humour is used in probing tactic to foresee the respondent's reaction. Humour fosters agreement or disagreement when animosity is present. The role of humour as a tool for expressing competition and shame serves as a mediator (Bell and Pomerantz, 2016). Defunctionalization/Loss of Meaning: occurs when language is used for humorous effect rather than to convey linguistic information. The Secondary Functions of Humour: are about real-world events, hilarious Speaker takes the themes into consideration for contextual use (Tekul, 2014; 2009).

2-6-4 Humour as pragmatic and discourse strategy

Discourse and pragmatics are both studies of language usage in context (Machin and Mayr, 2012). Discourse analysis is the study of how people use language in relation to linguistic content (McCarthy, 2000). In addition to analyzing language use, pragmatics also focuses on the purposes for which it is employed (Wei, 2014). The capacity for understanding and producing intended meaning in language context is known as pragmatic competence (Widdowsen, 2004). Gricean maxims are used as practical tactics in humour. Maxims are succinct proclamations of universal truths (Grice, 2004). The four forms of maxims employed in discussions, according to the Cooperative Principle of British linguist Paul Grice, are the maxims of quality (to be true), quantity (to be brief), relevance (to be relevant), and maxim of manner (to be clear) (Cots, 1995).

The application of cooperative principles to hilarious conversation involves deriving the meaning of utterances from the context in which they are employed. Humour is viewed as a communicative tactic under the pragmatics paradigm, and as such, it is socialized through acknowledgment, affirmation, and complicity to achieve its goals (Kreuz, 2010).

Contextualization indices in textual pragmatics (Fairclough, 2003) encourage readers to comprehend and infer the hilarious content (Attardo, 1994). After contextualization, appreciation occurs when the listener understands and agrees with the speaker's intended meaning (Brône et al., 2015). If the remarks are not taken into consideration, the humour will fail (Reddington, 2015).

Humour skill is critical for meaningful communication between the parties participating in a hilarious encounter, as is indicated by humorous conversation. The process of producing and interpreting humour based on awareness, comprehension, enjoyment, and consensus is known as humour competence. Jokes are the most prevalent forms of humour in text and conversation, and they serve as discourse techniques to bring people together or apart (Bell, 2009). The jokes fall into the following categories: offensive, sexual, social satire, degrading to men and women, ethnic, ill, scatological, philosophical, and absurd (Tekul, 2014). There are various ways to manufacture jokes, and how they are created and delivered can reveal something about their tone and delivery. Humorous pragmatic discourse employs speech acts. Speech acts are declarations made with the speaker's intention and their perception by the listener (Dubinsky and Holcomb, 2011).

Four different speech actions are used in hilarious discourse to accomplish goals. A representative act is when a speaker expresses a belief (Rochmawati, 2017). The speaker's promise to carry out an activity is referred to as a compliant. When a speaker tries to get their audience to do something, they are being directive. The speaker's manner of expressing himself is expressive. In the pragmatic and discourse approach, representative, commissive, directive, and expressive speech acts are crucial tools (Rochmawati, 2017).

2-6-5 Cross-Cultural analysis of humour

A society's culture is made up of its norms, traditions, beliefs, social and behavioral norms, gender and power dynamics, and values (Littlejohn and Foss, 2009). When learning a language, L2 learners must become familiar with social and cultural norms through cultural awareness, understanding, perspectives, and abilities, according to Hymes' (1972) communicative

competence. While being a universal phenomenon, humour in communication through jokes, wit, irony, and sarcasm is understood and appreciated differently depending on the culture (Rucynski, 2017).

While examining humour, the cross-cultural study considers instrumental and environmental elements (Martin, 2007). The use of humour is influenced by culturally specific linguistic codes through its medium (spoken, written, or visual), its structure (jokes, mockery, insults, mimicry, and humour), its topics (gender, religion, and politics), its style (nonsense, sentimental, or satirical), and its intention (Kotthof and Spencer-Oatey, 2007). (Rucynski, 2017). The use of humour reveals substantial cultural disparities in terms of power dynamics. While it is forbidden to make fun of superiors in Japan, doing so against political and corporate elites is a long-standing tradition in Korea (Davis, 2013).

Humour discourse varies not only between cultures and nations, but also within the same nation or culture. The use of humour is mirrored in local economic, political, and educational advancements as well as dialectical and ethnic distinctions in China, a country with a wide diversity of regional subcultures (Davis, 2013).

Insightful information on the cultural aspects of humour can be gained from cross-cultural comparisons and analyses in the inner, outer, and increasing circle of English-speaking nations in Europe, the Americas, Oceania, Africa, and Asia (Crystal, 2003). For instance, in British and Australian society, irony is often well-received, but not so much in American culture, where it is considered as an outright sign of impoliteness (Davis, 2013).

In British culture, self-deprecation—where the speaker minimizes himself to avoid judgment from others—is commonplace, but not in Australian society (Attardo, 1994). Through screening, assessment, debate, and reflective viewpoints, one might become aware of the cultural aspects of humour (Rucynski, 2017). The act of screening is a display of the quintessential humour from several civilizations. By examining variations in comprehension and appreciation and exploring the causes of these variations, humour can be appraised. It is possible to analyze amusing content's linguistic and cultural components through reflection or interpretation (Rucynski, 2017).

Humour may be a powerful tool for assisting students in overcoming anxiety and tension and increasing their openness to learning. Humour can also assist to lighten the mood, especially for those who are self-conscious about their speaking abilities or fear making errors. Yet, it's

crucial that we teach our students how to laugh at mistakes rather than at those who make them as a class. One of the most sincere and common speech acts in human dialogue is humour. Both the language teacher and the language learner can benefit greatly from the use of humour in second/foreign language training. A skilled language instructor can use humour as a potent tool to enhance language acquisition in the classroom. Student attendance may increase if humour is used in the classroom. An effective teacher will benefit much if we can make language learning more enjoyable. Several studies demonstrate that employing humour and laughing can have a relaxing, beneficial effect on language learners' minds and help to break down psychological barriers to better language learning. Humour has been demonstrated to lower the affective filter and drive the pro-social behaviors that are crucial for success in a communicative context, making this effectiveness particularly pertinent to the communicative language education classroom. In addition to being an effective tool for teaching certain linguistic components of language, humour can also be used to illustrate cultural and pragmatic concepts. Humour improves communication between students and teachers, lowers anxiety, adds excitement to the subject matter, and, if appropriate, may even help students remember the information better.

Conclusion

In the modern world, studying and teaching English is crucial. English is taught to students as a second or foreign language through a variety of techniques and strategies. In education, both the communicative approach and conventional grammar-translation are frequently used. The Lexical Approach, DOGME, and CLIL are more approaches. Each strategy for teaching languages has its own goals and methods. The ultimate objective is to encourage multicultural understanding among English language learners and to help them build effective communication skills. Humour may be a potent technique for helping student's get over their tension and anxiety and widen their learning minds. In particular for those who are self-conscious about their speaking talents or dread making mistakes, humour can help lighten the mood. But it's vital that we instruct our students how to laugh at your own errors rather than those of the group. Humour is one of the most sincere and frequent speech acts used in human communication. The use of humour in second/foreign language instruction can be extremely beneficial for both the language teacher and the language learner. A talented language teacher can effectively employ humor to improve language learning in the classroom. If humour is used in the classroom, student attendance might go up. If we can increase the enjoyment of learning a language, it will be very beneficial to a good instructor. A number of studies show that using humour and laughing can

help language learners relax, which is good for them and helps them overcome psychological hurdles to better language learning.

Humour has been shown to lower the affective filter and promote pro-social behaviors, both of which are necessary for success in a communicative context, making its effectiveness particularly relevant for communicative language education classrooms. Humour can be used to illustrate cultural and pragmatic ideas in addition to being a useful teaching technique for some linguistic aspects of language. Humour enhances student-teacher interaction, reduces tension, enlivens the subject matter, and, when used appropriately, may even aid in improving memory for the material.

Part two: Practical part

Introduction

The aforementioned body of literature focused mainly on the theoretical aspect of the current study, highlighting the key components related to humour and its impact on learning and teaching process. However, the focus of this chapter is on the study's practical aspects in order to evaluate the information that has been acquired and support the points made previously.

3.1 Teacher's questionnaire

3.1.1 Participants

In order to assess the impact of humour on the teaching and learning process, and to understand how teachers perceive classroom humour, and how teachers using it in classroom, we gathered large amounts of data by designing a questionnaire and distributing it to some teachers who are in charge of teaching different modules at the Department of English at University of Kasdi Merbah Ouargla.

3.1.2 The Description of Questionnaire

There are seventeen (17) questions on the questionnaire for 11 teachers. Either closed or open questions are presented. In closed questions, teachers select "yes" or "no" or "agree" or "disagree" or "not sure" responses or select the best response from a range of options, but in open questions, teachers are asked to provide reasons and opinions.

3.1.3 Data analysis of Teacher's questionnaire

PERSONAL INFORMATON

Q1) Gender:

	N	%
Male	06	%20
female	05	%80
TOTAL	11	%100

TableN°1 : gender of the sample

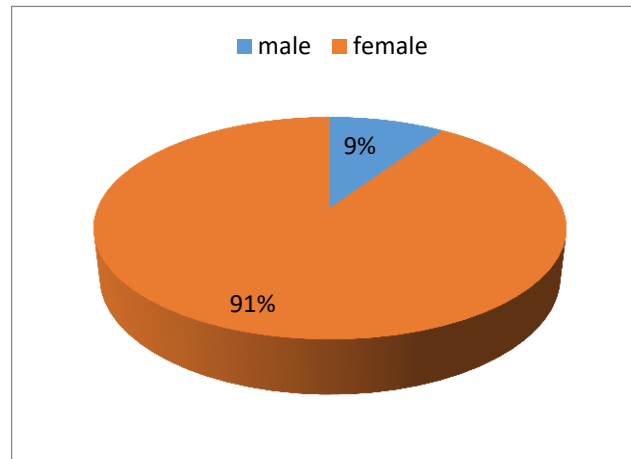


Figure N°1: gender of the sample

Based on the table and figure provided, it is evident that the percentage of females in the sample is higher than that of Males. Specifically, the percentage of females was 80%, while Males accounted for 20% of the sample. These findings are based on the distribution of the questionnaire to the participants.

Q2) Age:

	male		female		TOTAL	
	N	%	N	%	N	%
20-30	00	00	01	17	01	%09
30-40	03	60	04	17	04	36
40-50	01	20	01	66	05	46
50-60	01	20	00	00	01	09
TOTAL	05	100	06	100	11	%100

Table N°2: the ages of the sample

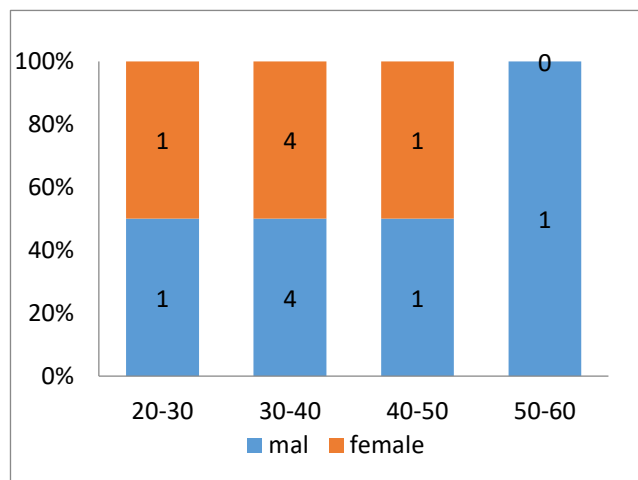


Figure N°2: the ages of the sample

Based on the provided table and figure, it is observed that the majority of the studied sample falls within the age range of 40 to 50 years old, constituting approximately 46% of the participants. Following this, approximately 36% of the studied sample falls within the age range of 30 to 40 years old. The remaining participants are distributed as follows: 09% fall within the age range of 20 to 30 years old, and another 09% fall within the age range of 50 to 60 years old.

Q3) Degree

	male		female		TOTAL	
	N	%	N	%	N	%
Phd	04	80	05	83	09	82
magister	01	20	01	17	02	18
TOTAL	05	%100	06	%100	11	%100

Table N°3: the degree of the sample

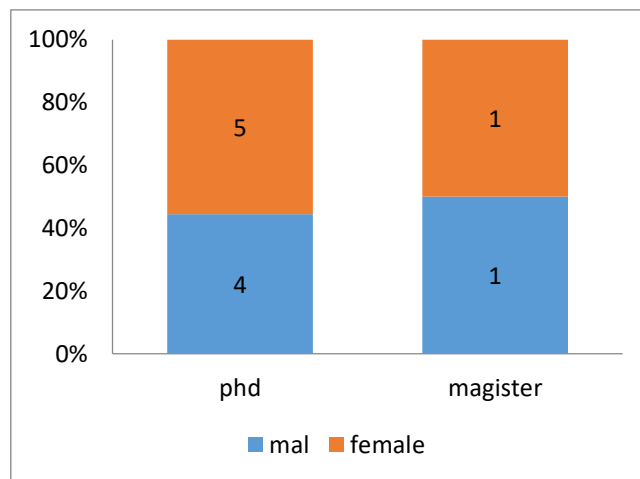


Figure N°3: the degree of the sample

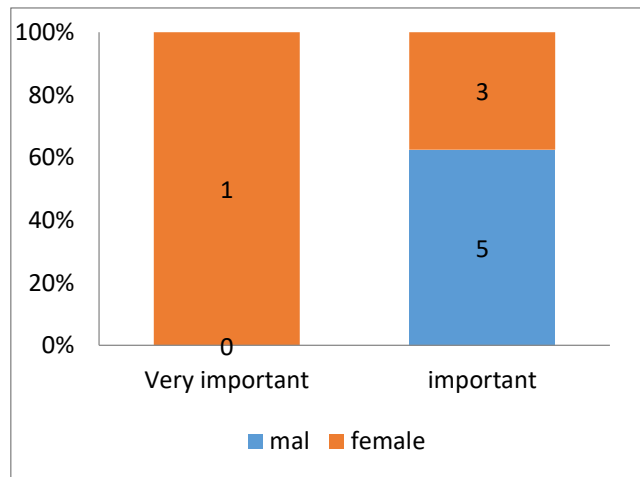
Based on the provided table and figure, it is evident that the majority of the studied sample holds a PhD degree, comprising approximately 82% of the participants. Additionally, approximately 18% of the studied sample holds a master's degree.

Section one

Q4) Do you think that the use of humour in classroom?

		male		female		TOTAL	
		N	%	N	%	N	%
Q4	Very important	00	00	03	50	03	11
	Important	05	100	03	50	08	89
	NOT Important	00	%00	00	%00	00	%00
TOTAL		05	%100	06	%100	11	%100

TableN°4: The importance of humour in classroom



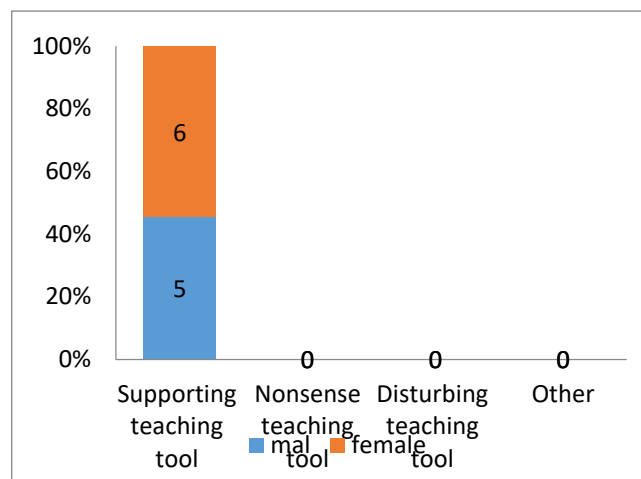
FigureN°4: The importance of humour in classroom

Based on these statistics, it is evident that the majority of the teachers (approximately 89% of the studied sample) strongly advocate the idea that the use of humor is important in the classroom. Additionally, a smaller portion of the sample (around 11%) indicates that the use of humor is deemed very important in the classroom. Notably, none of the participants in the studied sample expressed the opinion that the use of humor is not important in the classroom.

Q5) According to you, humour is considered as:

		Male		female		TOTAL	
		N	%	N	%	N	%
Q5	Supporting teaching tool	05	00	06	100	06	100%
	Nonsense teaching tool	00	%00	00	%00	00	%00
	Disturbing teaching tool	00	%00	00	%00	00	%00
	Other	00	%00	00	%00	00	%00
TOTAL		05	%100	06	%100	11	%100

Table N°5: The description of humour



FigureN°5: The description of humour

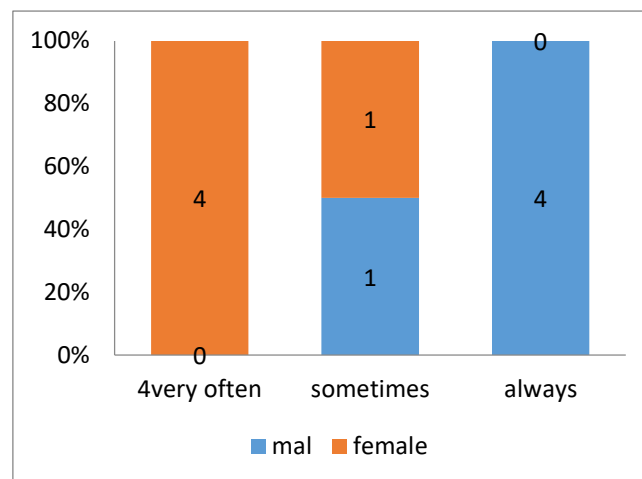
Based on these statistics, it is evident that all the teachers unanimously advocate the idea that humor considered as supporting, with a 100% agreement rate among the studied sample. Importantly, none of the participants in the sample indicate that humour considered as Nonsense teaching strategy or disturbing teaching strategy, and most of the teacher indicate that Humour will create a relaxing atmosphere and this will motivate the students to engage more in the classroom interaction. and also Humour reduces stress in the classroom and improves students' engagement. And it helps in engaging the students and drawing their attention to the lessons. Telling funny stories and examples while teaching helps students paint the lesson in their minds

and creates a flexible teaching-learning atmosphere. It enables students understand the lesson in a different light, and It creates a comfortable and relaxing classroom atmosphere

Q6) How often should humour be used in classroom?

		Male		female		total	
		N	%	N	%	N	%
Q6	very often	00	00	04	80	04	40
	sometimes	01	20	02	01	03	20
	always	04	80	00	00	04	40
	Rarely	00	%00	00	%00	00	%00
	Never	00	%00	00	%00	00	%00
TOTAL		05	%100	06	%100	11	%100

TableN°6: Times of using humour



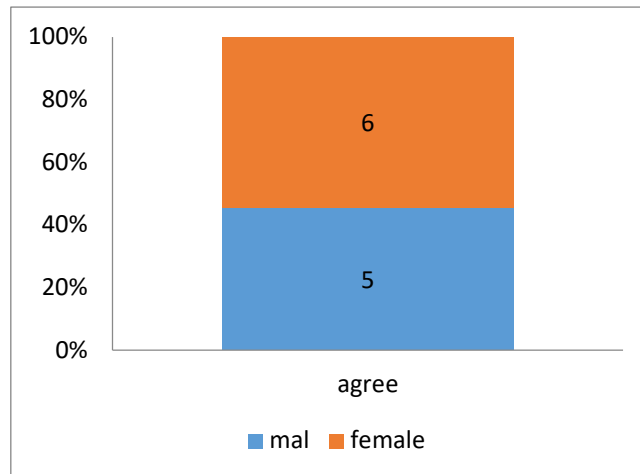
FigureN°6: Times of using humour

Based on the provided table and figure, it can be observed that among the studied sample, 40% believe that humor should be used very often in the classroom. An equal percentage of 40% also advocate for the use of humor always in the classroom. Additionally, 20% of the participants suggest that humor should be used sometimes in the classroom. It is worth noting that none of the participants in the studied sample indicated a preference for never or rarely using humor in the classroom.

Q7) Do you think that humour increase students comfort in the classroom?

		Male		female		TOTAL	
		N	%	N	%	N	%
Q7	agree	05	100	06	100	11	100
	Not sure	00	%00	00	%00	00	%00
	Disagree	00	%00	00	%00	00	%00
TOTAL		05	%100	06	%100	11	%100

Table N°7: humour and students comfort



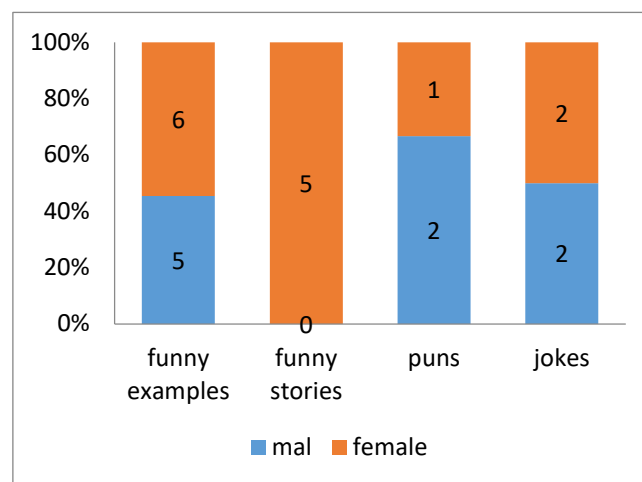
FigureN°7: humour and students comfort

Based on these statistics, it is evident that all the teachers unanimously advocate the idea that humor increases students' comfort in the classroom, with a 100% agreement rate among the studied sample. Importantly, none of the participants in the sample expressed any disagreement or selected the "not sure" choice regarding this matter.

Q8) what types of humour do you prefer to use in the classroom?

		Male		female		TOTAL	
		N	%	N	%	N	%
Q8	funny examples	05	23	06	43	11	48
	funny stories	00	00	05	36	05	22
	Puns	02	22	01	7	03	13
	Jokes	02	22	02	14	04	17
TOTAL		09	%100	14	%100	23	%100

TableN*8: Types of humour in the classroom



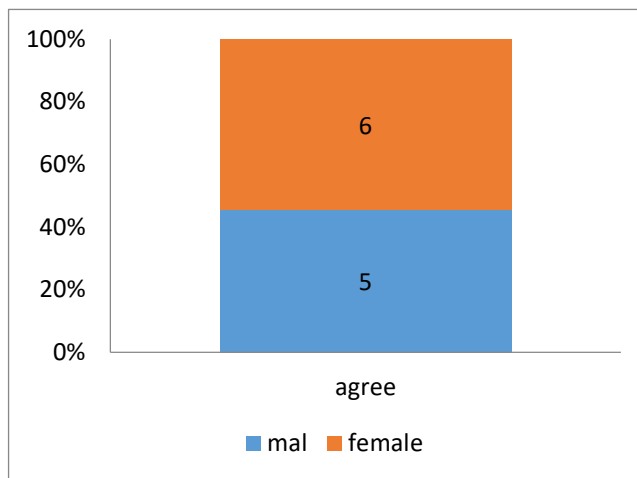
FigureN*8: Types of humour in the classroom

Based on the provided table and figure, it is apparent that the majority of the studied sample (approximately 48%) prefer to use funny examples in the classroom. Following this, approximately 22% of the participants favor using funny stories as teaching tools. Additionally, 17% of the sample prefer incorporating jokes into their classroom instruction, while 13% prefer utilizing puns. Furthermore, some teachers may incorporate additional types of humor, like Gestures, facial expressions.

Q9) Does humour make the lesson more vivid and interactive?

		Male		female		TOTAL	
		N	%	N	%	N	%
Q9	agree	06	06	05	05	11	100
	Not sure	00	%00	00	%00	00	%00
	Disagree	00	%00	00	%00	00	%00
TOTAL		06	100	05	%100	11	%100

TableN°9: Humour and classroom interaction



FigureN°9: Humour and classroom interaction

Based on the provided table and figure above, it is evident that all the teachers unanimously agree that humor makes the lesson more vivid and interactive, with a 100% agreement rate among the studied sample. Importantly, none of the participants in the sample expressed any disagreement or selected the "not sure" choice regarding this matter.

Q10) Do you agree that humour is a good strategy for classroom management?

		Male		female		TOTAL	
		N	%	N	%	N	%
Q10	agree	05	100	06	100	11	100
	Not sure	00	%00	00	%00	00	%00
	Disagree	00	%00	00	%00	00	%00
TOTAL		05	%100	06	%100	11	%100

Table N°10: Humour and classroom management

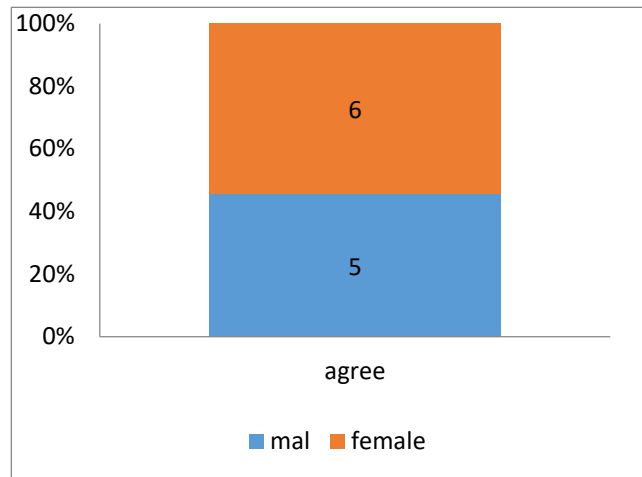


Figure N°10: Humour and classroom management

Based on these statistics, it is evident that all the teachers unanimously agree that humor is an effective strategy for classroom management, with a 100% agreement rate among the studied sample. Importantly, none of the participants in the sample expressed any disagreement or selected the "not sure" choice regarding this matter.

Q11) Do you think that you teach better with the presence of humour?

		Male		female		TOTAL	
		N	%	N	%	N	%
Q11	Yes	05	100	06	100	11	100
	NO	00	%00	00	%00	00	%00
	Not sure	00	%00	00	%00	00	%00
TOTAL		05	%100	06	%100	11	%100

TableN°11: Humour and teaching

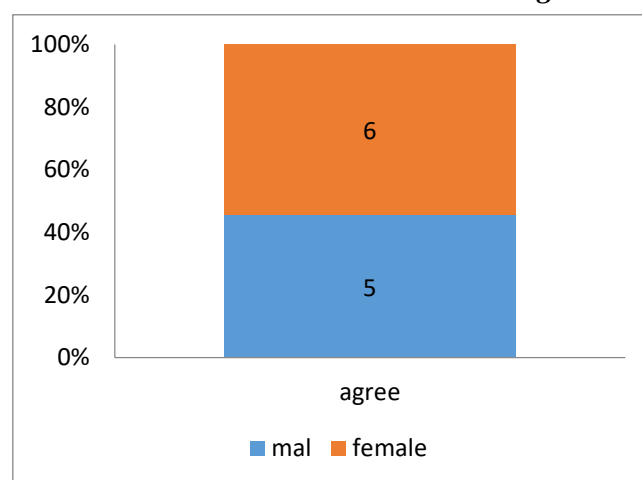


Figure N°11: Humour and teaching

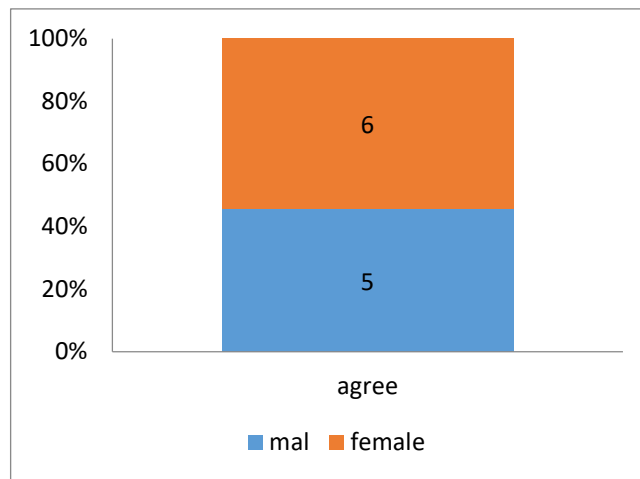
Based on these statistics, it is evident that all the teachers unanimously believe that they teach better with the presence of humor, with a 100% agreement rate among the studied sample. Importantly, none of the participants in the sample expressed any disagreement or selected the "not sure" choice regarding this matter.

Section two

Q12) Using humour in classroom facilitates learning

		Male		female		TOTAL	
		N	%	N	%	N	%
Q12	agree	05	100	06	100	11	100
	Not sure	00	%00	00	%00	00	%00
	Disagree	00	%00	00	%00	00	%00
TOTAL		05	%100	06	%100	11	%100

Table N°12: Humour and learning



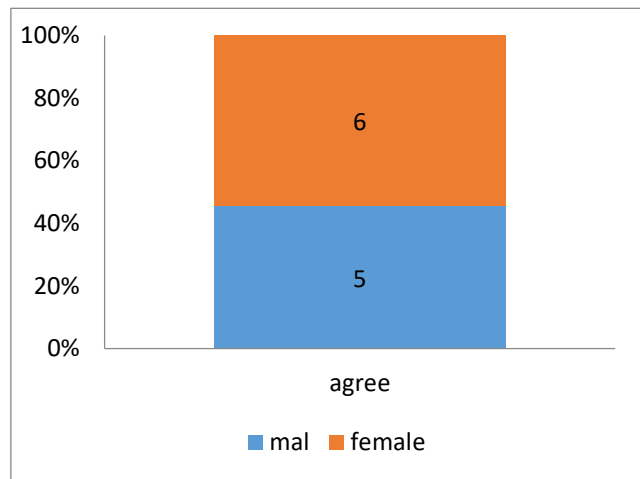
FigureN°12: Humour and learning

Based on the provided table and figure, it is evident that all the participants in the studied sample unanimously support the idea that using humor in the classroom facilitates learning, with a 100% agreement rate. Importantly, none of the participants indicated any disagreement or selected the "not sure" choice in the studied sample.

Q13) Do you think that humour motivates students to learn?

		Male		female		TOTAL	
		N	%	N	%	N	%
Q13	agree	05	100	06	100	11	100
	Not sure	00	%00	00	%00	00	%00
	Disagree	00	%00	00	%00	00	%00
TOTAL		05	%100	06	%100	11	%100

Table N°13: Humour and students motivation



FigureN°13: Humour and students motivation

Based on these statistics, it is evident that all the teachers unanimously believe that humor motivates students to learn, with a 100% agreement rate among the studied sample. Importantly, none of the participants in the sample expressed any disagreement or selected the "not sure" choice regarding this matter.

Q14) Does humour decrease students' anxiety?

		male		female		TOTAL	
		N	%	N	%	N	%
Q14	decrease anxiety	05	100	06	100	11	100
	No effect	00	%00	00	%00	00	%00
	Increases anxiety	00	%00	00	%00	00	%00
TOTAL		05	%100	06	%100	11	%100

Table N°14: Humour and student's anxiety

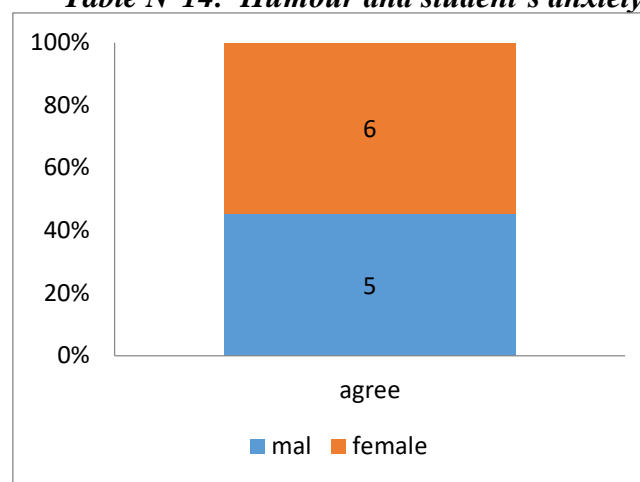


Figure N°14: Humour and student's anxiety

Based on these statistics, it is evident that all the teachers unanimously agree with the idea that humor decreases students' anxiety, with a 100% agreement rate among the studied sample. Importantly, none of the participants in the sample expressed any disagreement or selected the "not sure" choice regarding this matter.

Q15) Does humour affect the learning process positively?

		male		Female		TOTAL	
		N	%	N	%	N	%
Q15	agree	05	100	06	100	11	100
	Not sure	00	%00	00	%00	00	%00
	Disagree	00	%00	00	%00	00	%00
TOTAL		05	%100	06	%100	11	%100

Table N°15: The positive effects of humour

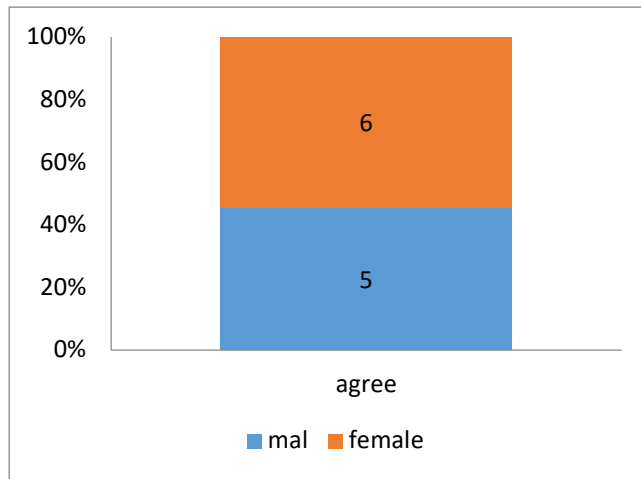


Figure N°15: The positive effects of humour

Based on these statistics, it is evident that all the teachers unanimously advocate the idea that humor positively affects the learning process, with a 100% agreement rate among the studied sample. Importantly, none of the participants in the sample expressed any disagreement or selected the "not sure" choice regarding this matter.

Q16) Do you agree that humour creates an interactive classroom?

		male		female		TOTAL	
		N	%	N	%	N	%
Q16	agree	05	100	06	100	11	100
	Not sure	00	%00	00	%00	00	%00
	Disagree	00	%00	00	%00	00	%00
TOTAL		05	%100	06	%100	11	%100

Table N°16: humour and classroom interaction

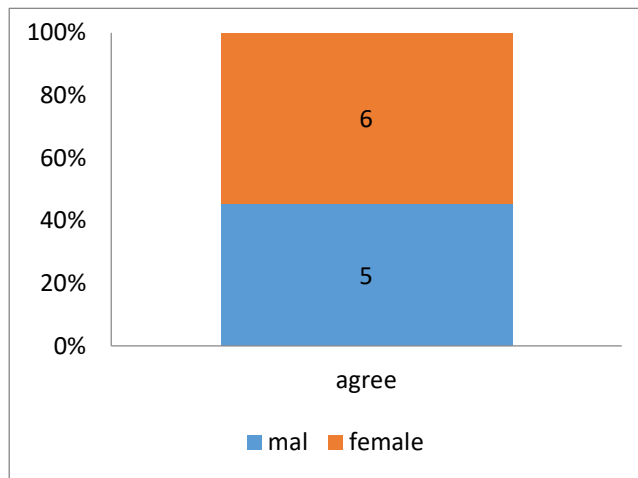


Figure N°16: humour and classroom interaction

Based on these statistics, it is evident that all the teachers unanimously support the idea that humor creates an interactive classroom environment, with a 100% agreement rate among the

studied sample. Importantly, none of the participants in the sample expressed any disagreement or selected the "not sure" choice regarding this matter.

Q17) Do you believe that humour may be harmful in the classroom?

		male		female		TOTAL	
		N	%	N	%	N	%
Q17	No	01	20	05	83	6	55
	Not sure	04	80	01	17	5	45
	Yes	00	%00	00	%00	00	%00
TOTAL		05	%100	06	%100	11	%100

Table N°17: Negative aspects of humour

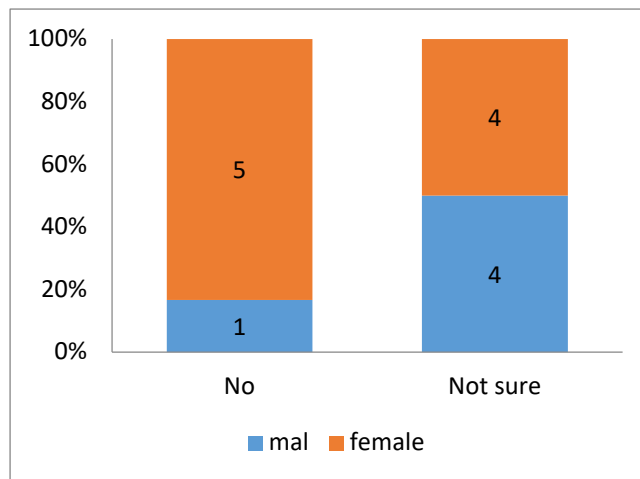


Figure N°17: Negative aspects of humour

Based on the provided table and figure, it is observed that the majority of the studied sample (approximately 55%) believed that humor is not harmful in the classroom. On the other hand, around 45% of the participants selected the "not sure" choice, indicating uncertainty about the potential harm of humor in the classroom. Notably, none of the participants supported the idea that humor may be harmful in the classroom.

3.1.4 Interpretation of the Results of teacher’s questionnaire:

The research in Section One demonstrates that the majority of instructors highly support the use of humor in the classroom. They feel that humor relaxes learners, decreases tension, increases engagement, and makes the instruction more vivid and participatory. All participants believe that humor is regarded helpful and has a favorable impact on classroom management.

Furthermore, the majority feel that humor helps them teach better. When it comes to preferred sorts of humor, teachers favor amusing examples and stories. Overall, the findings show a high conviction in the value of humor in the classroom and its good influence on teaching and learning.

In Section Two, the study shows that all participants agree that employing humor in the classroom enhances learning, inspires students, reduces fear, and has a good impact on the learning process. They also believe that humor fosters an engaging learning environment in the classroom. Interestingly, the majority of participants agree that humor is not damaging in the classroom, while a smaller minority is unsure. These data show that instructors generally agree on the positive impacts of humor on numerous areas of the learning environment.

In summary, the findings from both parts indicate that the majority of instructors favor the use of humor in the classroom. They feel it has several advantages, such as generating a calming environment, increasing participation, promoting learning, and favorably influencing classroom management. According to the findings, humor is frequently viewed as an excellent strategy for improving the teaching and learning experience.

3.2 Student's questionnaire

3.2.1 Participants

In order to assess the impact of humour on the teaching and learning process, and to understand how students perceive classroom humour, we gathered large amounts of data by designing a questionnaire and distributing it to 60 students at the Department of English at University of Kasdi Merbah Ouargla.

3.2.2 The Description Student's questionnaire

There are sixteen (16) questions on the questionnaire for 60 students. Either closed or open questions are presented. In closed questions, students select "yes" or "no" or "agree" or "disagree" or "not sure" responses or select the best response from a range of options, but in open questions, students are asked to provide reasons and opinions.

3.2.3 Data analysis of Student’s questionnaire

Personal information

Q1) gender: the following table shows the distribution of the sample members in terms of gender (Male -female).

	N	%
Male	12	%20
female	48	%80
TOTAL	60	%100

Table N°18: The gender of studied sample members

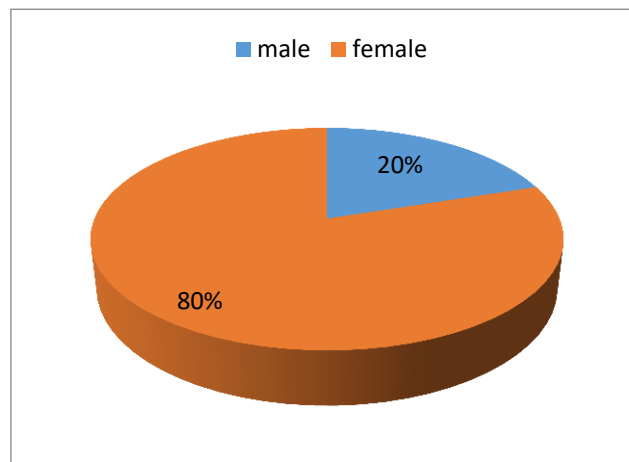


Figure N°18: The gender of studied members

Based on the provided table and figure, it is evident that the percentage of female s in the sample is higher than that of Male s, with female s accounting for approximately 48% and Male s representing 12%. This indicates that a significant majority of English students in the surveyed sample are female. These findings are based on the distribution of the questionnaire to the participants.

Q2) Age: the following table shows the distribution of the sample members in terms of age.

	Male		female		total	
	N	%	N	%	N	%
18-30years old	08	%67	42	%87.5	50	%83
50-60years old	04	%33	06	%12.5	10	%17
TOTAL	12	%100	48	%100	60	%100

Table N°19: The ages of studied sample member

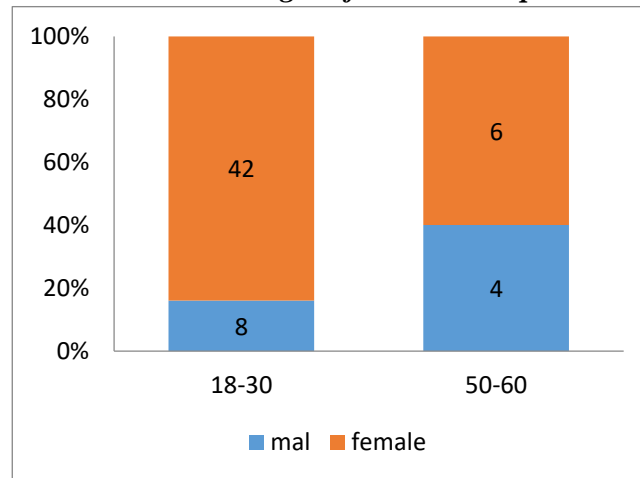


Figure N°19: The ages of studied sample members

Based on the provided table and figure, it is evident that the majority of the studied sample falls within the age range of 18 to 30 years old, comprising approximately 83% of the participants. Following this, approximately 17% of the studied sample falls within the age range of 50 to 60 years old. Notably, there were no participants in the age ranges of 30 to 40 years old or 40 to 50 years old within the studied sample.

Q3) Level of the student:

	male		female		Total	
	N	%	N	%	N	%
Second year	08	%67	20	%42	28	%47
First master	02	%17	18	%37	20	%33
Third year	01	%08	10	%21	11	%18
First year	01	%08	00	%00	01	%02
TOTAL	12	%100	48	%100	60	%100

Table N°20: The levels of the studied sample members

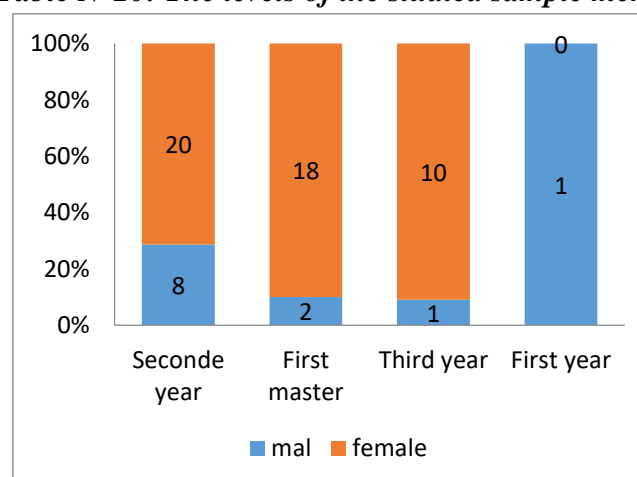


Figure N°20: The levels of the studied sample members

Based on the provided table and figure, it is evident that the majority of the studied sample consists of second-year students, comprising approximately 47% of the participants. Following this, first-year master's students make up approximately 33% of the sample, while third-year students account for approximately 18%. Additionally, first-year students represent a smaller proportion, comprising only 2% of the sample. These findings indicate that the percentage of second-year students is higher compared to the percentages of first-year master's, third-year, and first-year students within the distributed questionnaire sample.

Section one: humour in pedagogy

Q4) Does the use of humour in classroom make you enjoy the lesson?

		male		female		Total	
		N	%	N	%	N	%
Q4	agree	12	%100	12	%25	24	%40
	Not sure	00	00	30	%62	30	%50
	Disaagree	00	00	06	%13	06	%10
TOTAL		12	%100	48	%100	60	%100

Table N°21: humour and students enjoyment in classroom

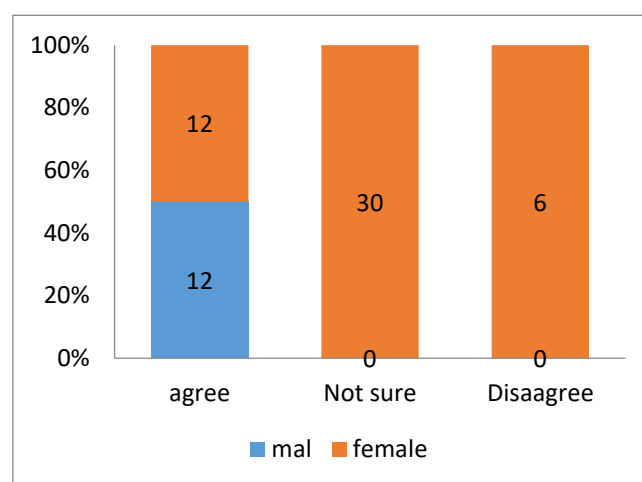


Figure N°21: humour and students enjoyment in classroom

Based on the provided table and figure, it is evident that the majority of the studied sample members (approximately 50%) selected the "not sure" choice. Additionally, around 40% of the

participants supported the idea that using humor in the classroom makes them enjoy the lesson. However, it is noteworthy that approximately 18% of the studied sample members indicated their disagreement with this idea.

Q5) Do you agree that humour can improve your ability to learn?

		Male		female		Total	
		N	%	N	%	N	%
Q5	agree	12	%100	24	%50	36	%60
	Not sure	00	%00	18	%37	18	%30
	Disaagree	00	%00	06	%13	06	%10
TOTAL		12	%100	48	%100	60	%100

Table N°22: Humour and students learning ability

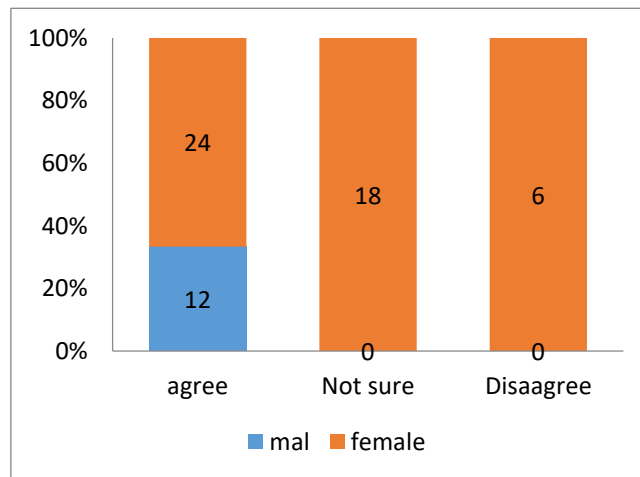


Figure N°22: Humour and students learning ability

The question mentioned above was posed to the students in order to investigate their perspective on whether humor can enhance students' learning ability. From the provided figure, it is evident that a significant majority of students (60%) supported the idea that humor can improve students' ability to learn. In contrast, only 30% of the respondents selected the "not sure" choice, while 10% expressed their disagreement. This result strongly supports the notion that humor plays an important role in enhancing learning ability.

Q6) According to you, do you agree that humour is important as a learning motivator in the

		Male		Female		Total	
		N	%	N	%	N	%
Q6	<i>agree</i>	07	%58	36	%75	43	%72
	Not sure	05	%42	12	%25	17	%28
	Disagree	00	00	00	00	00	%00
TOTAL		12	%100	48	%100	60	%100

teaching process?

Table N°23: the importance of humour as a learning motivator

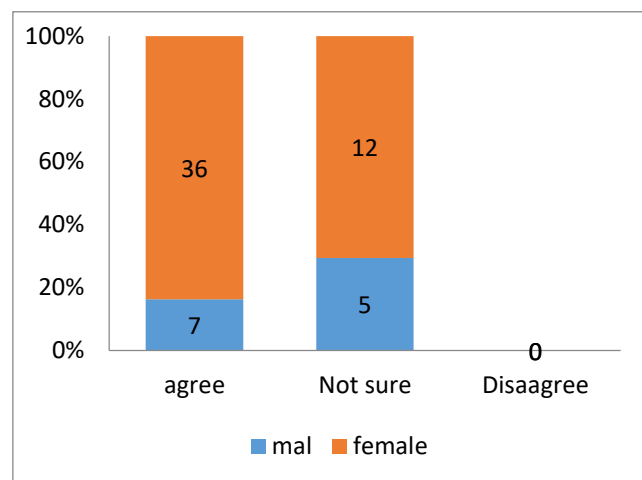


Figure N°23: the importance of humour as a learning motivator

Based on the provided table and figure, it is evident that the majority of students agree that humor is an important learning motivator, with an estimated rate of 42%. Additionally, 28% of the students selected the "not sure" choice, indicating some uncertainty regarding the role of humor as a motivator. Notably, none of the respondents indicated their disagreement with this idea.

Q7) Does humour create a fun educational atmosphere?

		Male		female		Total	
		N	%	N	%	N	%
Q7	Yes	08	%67	24	%50	32	%53
	Not sure	00	%00	18	%37	18	%30
	NO	04	%33	06	%13	10	%17
TOTAL		12	%100	48	%100	60	%100

Table N°24: Humour and educational atmosphere

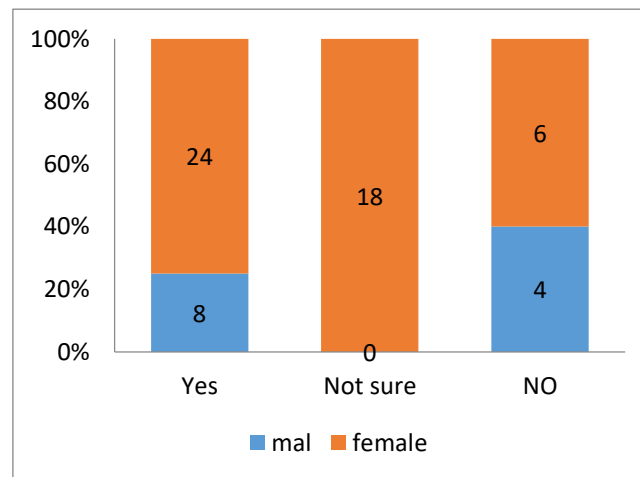


Figure N°24: Humour and educational atmosphere

Based on these statistics, it is evident that a majority of the students advocate the idea that humor can create a fun educational atmosphere, with an estimated rate of 53%. Following this, approximately 30% of the sample selected the "not sure" choice, indicating some uncertainty regarding the potential of humor to create a fun educational atmosphere. On the other hand, around 17% of the students believe that humor cannot create a fun educational atmosphere.

Q 8) Do you agree that humour creates an interactive classroom?

		Male		female		Total	
		N	%	N	%	N	%
Q8	agree	10	%83	24	%57	34	%63
	Not sure	02	%17	06	%14	08	%15
	Disaagree	00	%00	12	%29	12	%22
TOTAL		12	%100	42	%100	54	%100

Table N°25: Humour and classroom interaction

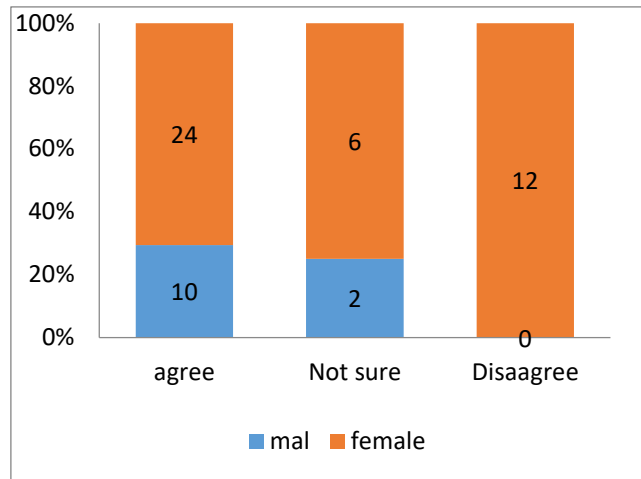


Figure N°25: Humour and classroom interaction

Based on the provided table and figure, it is apparent that the majority of students support the idea that humor creates an interactive classroom environment, with an estimated rate of 63%. Conversely, 22% of the students did not agree with this idea, while 15% of the students selected the "not sure" choice.

Section two

Q 9) Using humour in classroom facilitates learning:

		Male		female		Total	
		N	%	N	%	N	%
Q9	agree	06	%50	30	%62	36	%60
	Not sure	06	%50	12	%25	18	%30
	Disaagree	00	%00	06	%13	06	%10
TOTAL		12	00	48	%00	60	%100

Table N°26: Humor and Learning

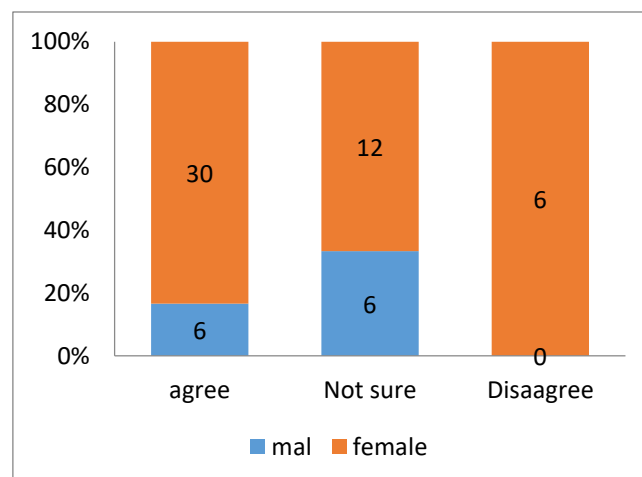


Figure N°26: Humor and Learning

Based on the provided table and figure, it is evident that the majority of students agree with the idea that the use of humor in the classroom facilitates learning, with an estimated rate of 60%. On the other hand, 10% of the students did not agree with this idea, while 30% of the students expressed uncertainty about it.

Q10) Do you think that humour can enhance your communication skills?

		Male		female		Total	
		N	%	N	%	N	%
Q10	agree	08	%67	18	%37.5	26	%43
	Not sure	04	%33	24	%50	28	%47
	Disaagree	00	%00	06	%12.5	06	%10
TOTAL		12	%100	48	%100	60	%100

Table N°27: Humour and communication skills

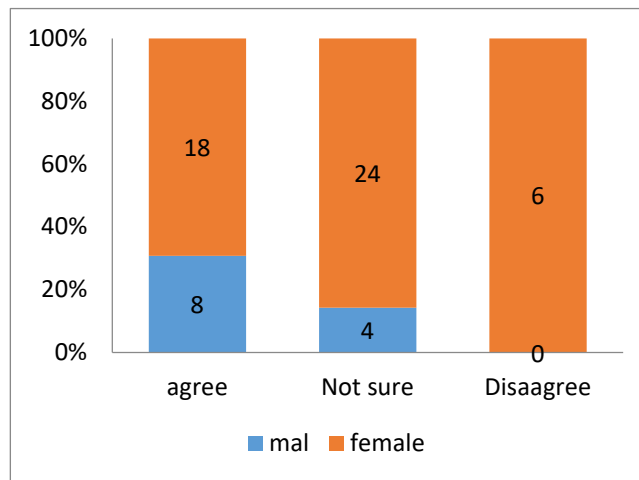


Figure N°27: Humour and communication skills

Based on the provided table and figure, it is observed that the majority of students, with the highest percentage (47%), selected the "not sure" choice regarding whether humor can enhance their communication skills. Following this, approximately 43% of the students believed that humor can enhance their communication skills, while 10% of the students expressed the opinion that humor cannot enhance their communication skills.

Q11) Do you think that humour motivates you to learn?

		Male		female		total	
		N	%	N	%	N	%
Q11	agree	06	%50	36	%75	42	%70
	Not sure	06	%50	00	%00	06	%10
	Disagree	00	%00	12	%25	12	%20
TOTAL		12	%100	48	%100	60	%100

Table N°28: humour and motivation

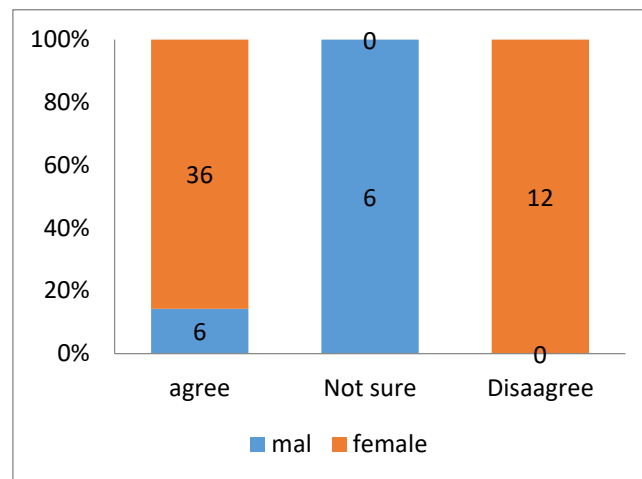


Figure N°28: humour and motivation

. The analysis of the provided figure and table reveals that 70% of the sample indicates that humor serves as a motivation for students to learn. In contrast, 20% of the sample believes that humor cannot motivate students to learn, while 10% of the sample selected the "not sure" choice.

Q12) Does humour increase students comfort in the classroom?

		Male		female		total	
		N	%	N	%	N	%
Q12	agree	06	%100	30	%62.5	36	%60
	Not sure	06	%100	12	%25	18	%30
	Disagree	00	%00	06	%12.5	06	%10
TOTAL		12	%100	48	%100	60	%100

Table N°29: Humour as a comfortable tool of teaching process

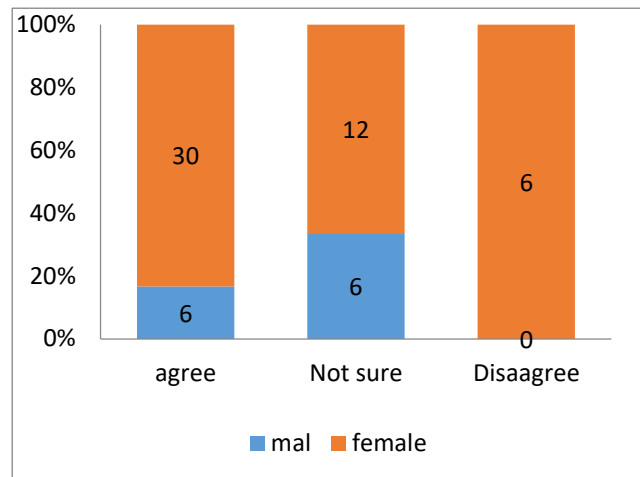


Figure N°29: Humour as a comfortable tool of teaching process

Based on the provided table and figure, it is evident that the majority of students agree with the idea that humor increases students' comfort in the classroom, with an estimated rate of 60%. Additionally, 30% of the sample selected the "not sure" choice, indicating some uncertainty about the impact of humor on student comfort. However, a small proportion of students, with the lowest percentage of 10%, believe that humor cannot increase students' comfort in the classroom.

Q13) Does humour decrease student's anxiety?

		Male		female		total	
		N	%	N	%	N	%
Q13	Not effect	05	%41	36	%75	41	%69
	decrease anxiety	07	%59	12	%25	19	%31
	Increases anxiety	00	%00	00	%00	00	%00
TOTAL		12	%100	48	%00	60	%100

Table N°30: Humor as an Anxiety and Reducer

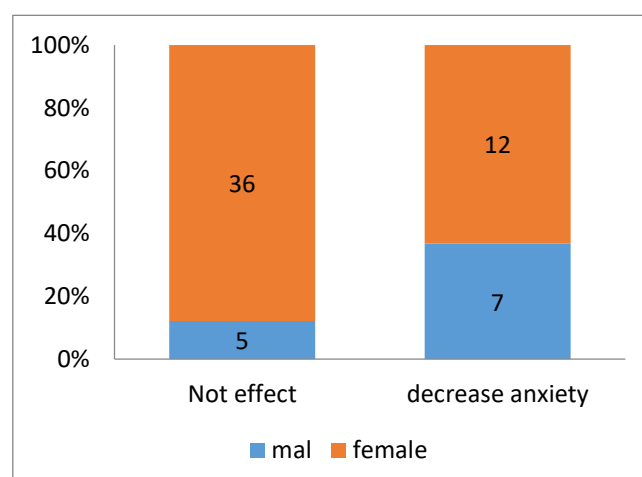


Figure N°30: Humor as an Anxiety and Reducer

The analysis of the provided figure and table reveals that the majority of the studied sample, with an estimated rate of 69%, selected the "no effect" choice. Following this, approximately 31% of the studied sample indicated that humor decreases student anxiety. Notably, none of the studied sample members indicated that humor increases student anxiety.

Q 14) Do you remember any of the humour used?

		male		Female		Total	
		N	%	N	%	N	%
Q14	yes	05	%41	00	%100	05	%08
	Not sure	07	%59	18	%37.5	25	%42
	NO	00	%00	30	%62.5	30	%50
TOTAL		12	%100	48	%100	60	%100

Table N°31: Types of humour

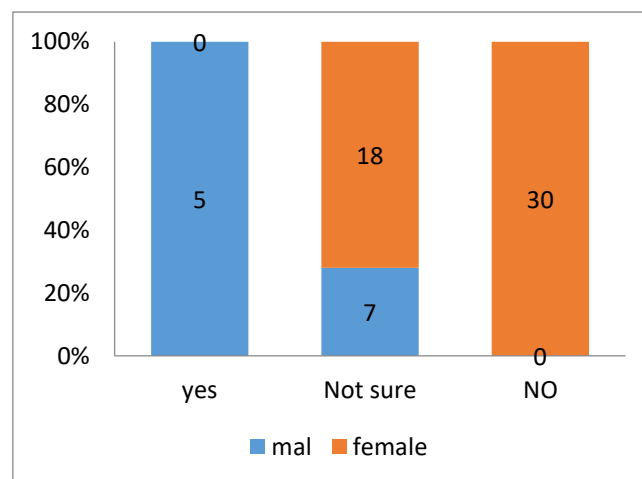


Figure N°31: Types of humour

Based on the provided table and figure, it is observed that the majority of the studied sample, with an estimated rate of 50%, do not remember any humor used. Additionally, 42% of the studied sample selected the "not sure" choice, indicating uncertainty about their recollection of humor used. Interestingly, 8% of the studied sample indicated that they remember some humor used, but no specific type of humor was mentioned.

Q15) Does the humour help you to understand new concepts, theories or topic?

		male		Female		Total	
		N	%	N	%	N	%
Q15	yes	12	%100	18	%37.5	30	%50
	Not sure	00	%00	24	%50	24	%40
	NO	00	%00	06	%12.5	06	%10
TOTAL		12	%100	48	%100	60	%100

Table N°32: Humour and comprehension

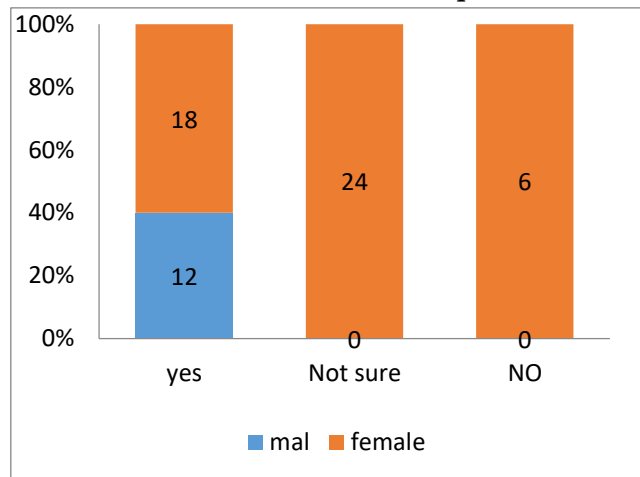


Figure N°32: Humour and comprehension

Based on the provided table and figure, it is evident that the majority of the studied sample, with the highest percentage of 50%, indicate that humor helps them understand new concepts, theories, or topics. Conversely, 40% of the studied sample selected the "not sure" choice, indicating uncertainty regarding the effectiveness of humor in enhancing understanding. Furthermore, 10% of the studied sample indicated that humor cannot help them understand new concepts, theories, or topics.

Q16) Do you think that humour affects the learning process negatively?

		male		Female		Total	
		N	%	N	%	N	%
Q16	yes	00	%00	06	%12.5	06	%10
	Not sure	06	%50	18	%34.5	24	%40
	NO	06	%50	24	%50	30	%50
TOTAL		12	%100	30	%100	42	%100

Table N°33: Humor and Negative Effects

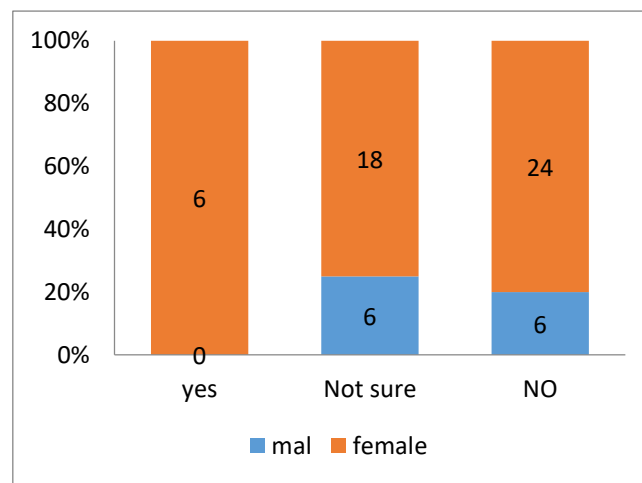


Figure N°33: Humor and Negative Effects

Based on the provided table and figure, it is observed that the majority of students, with an estimated rate of 57%, selected the "not sure" choice. Furthermore, 28% of the students believed that humor cannot negatively affect the learning process, while a smaller percentage of students, approximately 15%, thought that humor does have a negative impact on the learning process. Notably, no other comments were made by the studied sample regarding the negative effects of humor. So according to what was mentioned previously, the hypothesis are confirmed. Interpretation of the Results of student's questionnaire

3.2.4 Interpretation of the Results of Student's questionnaire:

Based on the data presented, it appears that the findings from Sections One and Two support the hypothesis that humor has a favorable impact on numerous components of the learning environment. The majority of students agreed in Section One that humor in the classroom makes them enjoy the lecture, increases their capacity to learn, serves as a learning incentive, produces an enjoyable educational environment, and encourages an engaging classroom. Similarly, in

Section Two, the majority of students believed that humor aids learning, improves communication skills, pushes students to study, boosts classroom comfort, and does not increase anxiety.

The hypothesis that humor improves the learning environment is supported as a consequence of the replies and analysis. According to the findings, students consider humor to be beneficial in terms of enjoyment, learning capacity, motivation, classroom atmosphere, and comfort, as long as it does not increase anxiety or negatively impact the learning process.

It should be noted that these results are based on the specific sample and replies presented in the tables and figures.

Conclusion

The present study highlights that both teachers and learners are well aware of the significance of utilizing humor in the teaching and learning process. Upon analyzing the gathered data, it was evident that a majority of participants acknowledged the positive impact of humor on both learning and teaching. The incorporation of humor in instructional practices was associated with heightened enjoyment, engagement, and comprehension of concepts, as reported by students. Furthermore, teachers recognized the importance of humor as an effective educational tool, emphasizing its ability to cultivate a supportive and collaborative learning environment.

General Conclusion

General conclusion

The junction between Teaching English as a Foreign Language (TEFL) and the use of humor in education was investigated in this research. The first section of the dissertation gave an in-depth description of TEFL and stressed the need of providing an engaging and participatory learning environment. The study found that using humor can improve student enthusiasm, understanding, and classroom dynamics.

The dissertation's second section concentrated on a practical research that studied students' and instructors' perceptions of humor in the classroom. The examination of the obtained data demonstrated that the majority of participants recognized the positive influence of humor on learning. When humor was included into their teachings, students reported enhanced enjoyment, engagement, and grasp of ideas. Teachers recognized the significance of humor as an educational tool as well, noting its capacity to foster a supportive and collaborative learning environment.

Overall, the data from both parts of the dissertation emphasized the use of humor in education. Humor has been found to assist learning, improve student comfort, inspire learners, improve communication skills, and create an engaged classroom environment. These findings emphasize the potential benefits of using humor as an effective teaching and learning method.

This dissertation is intended to add to the current literature on TEFL and humor in education by giving insights for educators, practitioners, and scholars in the subject. The findings support the idea that humor may be a beneficial and powerful resource in language teaching and learning, allowing for increased student engagement and accomplishment. More study and inquiry in this area is welcomed in order to broaden our understanding and utilize the potential of humor in TEFL.

Bibliography

Bibliography

- Berk, R. A. (1996). Effects of four teacher behaviors on students' achievement gains: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education*, 10(4), 327-340.
- Bryant, J., & Zillmann, D. (1988). Effects of humor on sentence memory. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 14(3), 387-393.
- Brown, H. D. (2007). *Principles of language learning and teaching*. Pearson Education.
- Cambridge Dictionary. (2008). In Cambridge University Press (Ed.), *Cambridge advanced learner's dictionary* (3rd Ed.). Cambridge University Press.
- Cosby, J. (2011). Humour: A pedagogical Tool for Language Learners. *Procedia - Social and Behavioral Sciences*, 30, 2093-2098.
- Cornett, C. E. (1986). The effects of humor on learning in a biology class. *Journal of Biological Education*, 20(4), 280-285.
- Downs, D. J., Javidi, M., & Nussbaum, J. F. (1988). Factor analysis of college students' self-disclosure in the college classroom. *Communication Education*, 37(1), 19-27
- Fisher, M. (1997). *Humor in learning: A guidebook for facilitators and trainers*. Human Resource Development Press.
- Garner, R. (2006). Humor in pedagogy: How ha-ha can lead to aha!. *College Teaching*, 54(1), 177-180.
- Goodboy, A. K., Myers, S. A., & Bolkan, S. (2015). Instructor humor as a catalyst for student engagement and learning in the college classroom. *Communication Education*, 64(3), 306-326.
- Granitz, N. A., Koernig, S. K., & Harich, K. R. (2009). Now it's personal: Antecedents and outcomes of rapport between business faculty and their students. *Journal of Marketing Education*, 31(3), 224-236.
- Harland, T. (2012). *University Teaching: An Introductory Guide*. London, England: Routledge.
- Huss, J., & Eastep, S. (2016). The attitudes of university faculty toward humor as a pedagogical tool: Can we take a joke? *Journal of Inquiry & Action in Education*, 8(1).
- Hidayet, T. (2007). Welcome to HELL: Humor in English Language Learning. *ELT Journal*, 61(2), 112-117.
- Hellman, C. M. (2007). Humor in pedagogy: How ha-ha can lead to aha!. *Journal of the Scholarship of Teaching and Learning*, 7(2), 1-12.
- Interaction, and management tool. *The European Journal of Humour Research*, 3(4), 24-35.
- Kember, D., & McNaught, C. (2007). *Enhancing university teaching: Lessons from research into award-winning teachers*. London, England: Routledge.
- Kher, N. A., Molstad, S., & Donahue, P. (1999). Using humor in the college classroom to enhance teaching effectiveness in young and old: A case analysis. *Journal of Education for Business*, 74(6), 348-353.

- Lovorn, M., & Holaway, C. (2015). Teachers' perceptions of humour as a classroom teaching, Liberian, L. (2021). Humour as pedagogy in EFL classroom. Faculty of Education & Social Sciences, MEd Teaching English to Speakers of Other Languages, University of the West of Scotland.
- Longman Dictionary. (2008). In Pearson Education Limited (Ed.), Longman dictionary of contemporary English (4th ed.). Pearson Education Limited.
- LaFollette, H., & Shanks, N. (1993). Humor. In E. Craig (Ed.), *Routledge Encyclopedia of Philosophy*. Routledge.
- Meyer, J. C. (2000). Humor as a Double-Edged Sword: Four Functions of Humor in Communication. *Communication Theory*, 10(3), 310-331. doi:10.1111/j.1468-2885.2000.tb00194.x
- Mulder, I., & Nijholt, A. (2000). Humor and laughter in design. In M. Rauterberg (Ed.), *Design and aesthetics in human-computer interaction* (pp. 111-121). CRC Press.
- Nehru, P. (2008). *English language teaching (methods, tools & techniques)*, India: sunrise publisher & distributors.
- Powell, J. P., & Andresen, L. W. (1985). Humour and teaching in higher education. *Studies in Higher Education*, 10(1), 79-90. doi:10.1080/03075078512331378726.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching*. Cambridge University Press.
- Szentes, E., Horváth, Z.-I., & Harangus, K. (2020). The Role of Humour in Teaching: Teacher Training Students' Image of Teacher and Views on Teaching. *Acta Universitatis Sapientiae, Philologica*, 12(2), 84-98. <https://doi.org/10.2478/ausp-2020-0014>
- Shatz, I. M., & Helitzer, M. L. (2005). Empirical evidence of the effectiveness of concept cartoons as an instructional tool for college chemistry. *Journal of College Science Teaching*, 34(1), 34-39.
- Santhanam, V. (2022, September 9). Classroom management. Avinashilingam University.
- Torok, S., McMorris, R. F., & Lin, Y. (2004). Is humor an appreciated teaching tool? Perceptions of professors' teaching styles and use of humor. *College Teaching*, 52(1), 14-20.
- Turner, M. *English language teaching: Approaches, methods, and techniques*. TEFL Toolkit. Retrieved from <https://tefl-toolkit.com/blogs/the-tefl-toolkit-blog/english-language-teaching-approaches-methods-and-techniques>.
- Wanzer, M. B., & Frymier, A. B. (1999). The effect of humor on student perceptions of instructor credibility. *Communication Education*, 48(1), 48-62.
- Wooten, W. (1996). The theory and practice of humor in human resource development. *Advances in Developing Human Resources*, 6(4), 446-458.
- Zdoru, A. M., & McMorris, R. F. (2013). Humor as an educational tool: Perceptions of professors' teaching styles and use of humor. *Journal of Management Education*, 37(2), 218-248.

Appendices

Appendices

- According to you, humour is considered as:

Supporting teaching tool	Nonsense teaching tool
1	2
Disturbing teaching tool	other
3	4

□□ Why?

.....
.....

- How often should humour be used in classroom?

Always	Very often	Sometimes
1	2	3
	Rarely	Never
	4	5

- Do you think that humour increase students comfort in the classroom?

Agree	Not sure	Disagree
1	2	3

- What types of humour do you prefer to use in the classroom?

Jokes	Funny stories	puns	Funny examples
1	2	3	4

□□ If there are other types, state them please:

.....
.....

Appendices

- Does humour make the lesson more vivid and interactive?

Agree Not sure Disagree

1 2 3

- Do you agree that humour is a good strategy for classroom management?

Agree Not sure Disagree

1 2 3

- Do you think that you teach better with the presence of humour?

Yes not sure No

1 2 3

- Using humour in classroom facilitates learning:

Agree Not sure Disagree

1 2 3

- Do you think that humour motivates students to learn?

Agree Not sure Disagree

1 2 3

- Does humour decrease students' anxiety?

Decreases anxiety no effect increases anxiety

1 2 3

- Does humour affect the learning process positively?

Agree Not sure Disagree

1 2 3

- Do you agree that humour creates an interactive classroom?

Appendices

Agree	Not sure	Disagree
1	2	3

- Do you believe that humour may be harmful in the classroom?

Yes	Not sure	No
1	2	3

Please, if you have any other comments state them below:

.....

....

Thank you

Appendices

Agree	Not sure	Disagree
1	2	3

- According to you, do you agree that humour is important as a learning motivator in the teaching process?

Agree	Not sure	Disagree
1	2	3

- Does humour create a fun educational atmosphere?

Yes	Not sure	No
1	2	3

- Do you agree that humour creates an interactive classroom?

Agree	Not sure	Disagree
1	2	3

- Using humour in classroom facilitates learning:

Agree	Not sure	Disagree
1	2	3

- Do you think that humour can enhance your communication skills?

Agree	Not sure	Disagree
1	2	3

Appendices

- Do you think that humour motivates you to learn?

Agree	Not sure	Disagree
1	2	3

- Does humour increase students comfort in the classroom?

Agree	Not sure	Disagree
1	2	3

- Does humour decrease students' anxiety?

Decreases anxiety	no effect	increases anxiety
1	2	3

- Do you remember any of the humour used?

Yes	Not sure	No
1	2	3

If yes, describe one:

.....

.....

- Does the humour help you to understand new concepts, theories or topic?

Yes	Not sure	No
1	2	3

- Do you think that humour affects the learning process negatively?

Yes	Not sure	No
1	2	3

If yes, why:

.....
.....

Thank you

Résumé

Cette recherche vise à étudier l'efficacité de l'humour sur le processus d'apprentissage et sa contribution à l'amélioration du niveau des élèves en classe EFL. Il vise également à connaître les perceptions des enseignants et des élèves à l'égard de l'humour en classe. Dans tout milieu d'apprentissage ou d'enseignement, l'humour est un phénomène social et un moyen de communication qui ne doit pas être ignoré. Elle est cruciale pour favoriser l'harmonie et l'unité entre les élèves et les enseignants. L'importance de la part de l'humour est due au fait qu'il favorise l'apprentissage et la compréhension interculturelle. Il offre une pause d'ennui et permet aux étudiants de rester concentrés sur leurs professeurs. Cette recherche traite également des différents rôles joués par l'humour et de son impact sur l'environnement d'apprentissage.

Cette étude est basée sur un questionnaire administré aux enseignants et aux étudiants de l'Université Kasdi Merbah, Ouargla à différents niveaux pour obtenir des informations sur l'impact de l'humour sur le processus d'apprentissage et aussi sur le développement du niveau d'apprentissage des apprenants. Cela pourrait être réalisé en étudiant les perceptions des enseignants et des élèves à l'égard de l'humour en classe.

Mots-clés : humour, pédagogie, humour en classe.

ملخص

هدف هذا البحث إلى التحقق من فاعلية الفكاهة في عملية التعلم، ومساهمتها في تحسين مستوى الطلاب في صف اللغة الإنجليزية كلغة أجنبية. كما يهدف إلى معرفة تصورات كل من المعلمين والطلاب للفكاهة في الفصول الدراسية. في كل بيئة تعليمية أو تعليمية، الفكاهة هي ظاهرة اجتماعية ووسيلة اتصال لا ينبغي تجاهلها. إنه أمر بالغ الأهمية في تعزيز الانسجام والوحدة بين الطلاب والمعلمين. ترجع أهمية جزء الفكاهة إلى حقيقة أنها تدعم التعلم والتفاهم بين الثقافات. تقضي على الملل وتحافظ على تركيز الطلاب على اساتذتهم أثناء الشرح. يناقش هذا البحث أيضا الأدوار المختلفة التي تلعبها الفكاهة وتأثيرها على بيئة التعلم.

تستند هذه الدراسة على استبيان تم توجيهه لكل من المعلمين والطلاب في جامعة قاصدي مرباح، ورقلة على مستويات مختلفة للحصول على معلومات حول تأثير الفكاهة على عملية التعلم وأيضا على تطوير مستوى تعلم الطلاب. يمكن تحقيق ذلك من خلال التحقيق في تصورات المعلمين والطلاب للفكاهة في الفصول الدراسية.

الكلمات المفتاحية: الفكاهة، بيداغوجية التدريس (علم اصول التدريس)، الفكاهة أثناء الصف.