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

Specialty: **Linguistics**

Investigating Teachers Perspectives on The Role of Humor Discourse in EFL Classroom

“The Case of Teachers in Private Language Schools”

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DEDICATION

In the Name of Allah, the Most Gracious, the Most Merciful.

All praise and gratitude belong to Allah, who gave me the strength, patience, and determination to complete this work. Through every difficult moment, you guided my heart, enlightened my path, and blessed me with the courage to continue. May this humble work be a reflection of your mercy and endless blessings upon me?

To my beloved parents, Abdel Kader and Khadra:

Your unconditional love, endless sacrifices, and sincere prayers have been the greatest source of strength in my life. Every step I took toward this achievement was built upon your support, patience, and belief in me. Thank you for always encouraging me, comforting me in moments of weakness, and reminding me that I was capable of reaching my dreams. I dedicate this work to you with all the love and gratitude my heart can hold.

To my dear Brothers, Zakaria, Rabia and Akram:

You have always been my support system, my comfort, and my safe place during the hardest moments. Your encouragement, love, and presence gave me strength whenever I felt overwhelmed or exhausted. Life feels lighter and more beautiful because I have you beside me, and I will forever be grateful for your endless support.

To my Respected Supervisor Dr. Youcef Bencheik:

Thank you for your valuable guidance, patience, and encouragement throughout this academic journey. Your advice and support helped me grow both academically and personally, and I am truly grateful for everything you have taught me.

To my precious friends:

Thank you for every moment of support, every kind word, every laugh, and every time you stood beside me during stressful days. Your presence made this journey

easier and more beautiful than I could have imagined. I will always appreciate the memories we shared together.

To my partner in this work, Amira:

Thank you for your cooperation, understanding, and dedication throughout this academic journey. Sharing this experience with you made many challenges easier to overcome, and I truly appreciate all the effort we put together into this work.

Finally, to all my teachers, professors, and family members who supported me directly or indirectly:

Thank you for believing in me and inspiring me to continue learning and growing. I dedicate this humble work to all of you with love, respect, and sincere gratitude.

With heartfelt love, gratitude, and respect.

.Bouguerra loubna

Dedication:

All praise and gratitude are due to Allah, the source of guidance, strength, and knowledge, whose blessings made the completion of this dissertation possible.

I dedicate this work to my beloved parents, whose unconditional love, sacrifices, and constant prayers have been the foundation of my academic journey. Their belief in me has been a continuous source of strength and motivation.

I also dedicate this dissertation to my family for their understanding, encouragement, and unwavering support. My sincere appreciation goes to my teacher, whose trust, guidance, and belief in my abilities played a vital role in my academic growth.

To my friends, I extend my heartfelt thanks for their love, encouragement, and support throughout this journey. Finally, I dedicate this work to myself, in recognition of perseverance, resilience, and the determination to continue striving despite all difficulties.

. Meche Amira

ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious, the Most Merciful. All praise and thanks are due to Allah for granting us the strength, patience, and perseverance to complete this research work.

We would like to express our sincere gratitude and deepest appreciation to our supervisor, Youcef Bencheikh, for his invaluable guidance, encouragement, patience, and continuous support throughout the realization of this dissertation. His constructive advice and insightful remarks were of great help in the accomplishment of this work.

Our special appreciation is addressed to the members of the examining committee for devoting their time and effort to reading and evaluating this dissertation.

Finally, we would like to express our gratitude to everyone who supported, motivated, and encouraged us during the completion of this work.

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List of Abbreviations

CEIL:		Centre d'Enseignement Intensif des Langues
EF		English as a Foreign Language Fig.: Figure
IRF:		Initiation–Response–Feedback
L2:		Second Language
Q:		Question

General Introduction

1. Background of the Study

In recent years, greater focus has been placed on the influence of emotional factors in improving the teaching and learning experience, especially within English as Foreign Language (EFL) settings. Among these, humor has proven to be a valuable teaching strategy that fosters a supportive and dynamic classroom atmosphere. It is broadly recognized that language acquisition involves not just cognitive elements, but also emotional and social dimensions, in which students' motivation, self-assurance, and anxiety significantly impact their outcomes (Krashen, Stephen D., 1982).

Also in that which we term discourse analysis is the study of how language is used in the world at large as we consider social, cultural, and psychological aspects. As reported by Cook (1989) discourse is not only a matter of correct grammar but also of cohesiveness and what the participants know together.

From the point of view of discourse analysis classroom interaction is a dynamic process in which meaning is created through language use in context. As David___Nunan (1993) discourse is about language in use and puts attention to how meaning is made out in certain contexts. Also in terms of what transpires in the classroom, discourse refers to the exchange of ideas between teachers and students which in turn plays a key role in the design of the teaching process and determination of learning results. Also in this sense the use of humor in the classroom discourse may play a role in the type of interaction which is had by making communication more natural and less structured.

In this regard humor has become a key pedagogical tool which that contributes to creating a positive and dynamic class atmospheres. It is also well known that humor breaks the ice, increases students' interest, and provokes their engagement. As reported by Nancy D. Bell (2009) humor in the second language setting is a great asset for communication and in that which it gets students involved. In this sense humor is not at all a side issue of entertainment but in fact a tool which supports interaction and which also keeps students' focus throughout the lesson.

However in the field of language instruction the issue of humor is very complex and is based in great part on context. While it does improve learning for some it also at times causes confusion which is great in classes with students of low linguistic competence. As per research by D. Bell (2009) for humor in a second language to be understood it requires of both linguistic skills and cultural knowledge. Not all students are able to get humor. Also the success of using humor in the classroom is dependent on the teacher's ability to tailor it to the students' level of need and proficiency.

In addition, from the work of Paltridge (2012) we see that discourse analysis looks at how people use language to put across themselves in different settings and cultures. In EFL settings humor may thus be looked at as a discourse strategy which in turn shapes interaction patterns and promotes communication.

In that regard we have seen a growth in research which looks at the role of humor in EFL class settings. What we have is a wide range of study into how instructors use humor as well as what students think of it – which in turn gives us insight into what value it has as a tool and also how it play a role in terms of motivating students and what it does for the bottom line of what they learn.

2. Statement of the Problem

In recent past the integration of affective elements into English as a Foreign Language (EFL) instruction has been at the core of educational research. Among these elements humor has been growing in recognition as a pedagogical tool which in turn improves classroom interaction and facilitates language learning. Also in the classroom setting what is seen is a dynamic play out of various interactional factors which include teaching methods and student engagement. Nunan (1993) classroom interaction is a base element of language learning as it gives in to meaningful communication. At the same time in many EFL classrooms issues of low student participation, lack of motivation and high levels of anxiety play a role in preventing effective interaction from taking place.

However although humor is put forth as a benefit in EFL classroom settings it remains a very complex and under researched field. It is also put forward that humor is not a universal element, as it is tied in with learners' linguistic competence and cultural background. As D. Bell (2009) reports, understanding humor in a second language requires both language and cultural skills which many students may not have in equal measure.

In that which is at hand humor is put forth as a double edged tool. It is true that it may do much to set a very at ease and encouraging tone, but it is also very easy for it to bring up issues of misinterpretation or distraction if it is not used appropriately. In addition, the lack of formalized training for teachers regarding the effective integration of humor into classroom discourse raises questions about its actual pedagogical value. Therefore there remains a lack of clarity regarding how humor functions in EFL classroom settings and to what extent it improves interaction and learning outcomes.

More specifically, in Algerian private schools, EFL classrooms continue to face challenges related to limited student participation, low motivation, and weak classroom interaction. Despite the growing interest in humor as a discourse strategy, limited attention has been devoted to examining how humor is used within Algerian private school EFL classroom discourse and how it may contribute to improving communication and learner engagement.

This study is therefore conducted in response to the lack of research concerning the use of humor as a discourse tool in EFL classroom settings, particularly within Algerian private schools. It also aims to contribute to filling this gap in the existing literature.

3. Purpose of the Study

A large part of what is looked at in this study is how EFL teachers in Algerian private language schools see and put into practice humor as a

Discourse strategy in the classroom. The study looks at how Exactly teachers use humor in the class in terms of how it does or does not get the students more involved, get them to participate more, and improve their communication within the Algerian EFL context.

In other words this dissertation looks at what teachers think about the role of humor in EFL class interaction and also how it plays out in the class in terms of what works for them in Algerian private schools. It also looks at how much teachers think humor is a good tool for increasing student motivation, reducing anxiety, and promoting better communication.

Teacher surveys and classroom observations are used as research tools to get at both what teachers think and what they do in the class. Through these research tools the study attempts to bring to light the practical uses of humor in EFL settings and also what that use means for interaction and for what the students take away from the experience within Algerian private language schools.

4. Research Objectives

This research is committed to:

1. To explore how teachers of EFL understand and perceive the role of humor in EFL classrooms.
2. To identify the benefits that teachers associate with the use of humor in EFL classrooms.
3. To identify the challenges that teachers may face when using humor in EFL classrooms.
4. To examine the types of humor that teachers commonly use in EFL classrooms.

5. Research Questions

1. How do teachers of EFL perceive and interpret the role of humor in EFL classrooms?
2. What benefits do teachers associate with the use of humor in EFL classrooms?
3. What challenges do teachers face when using humor in EFL classrooms?
4. What types of humor are most commonly used by EFL teachers in EFL classrooms?

6. Research Hypotheses

The central hypothesis being examined is:

1. It is hypothesized that EFL teachers perceive humor as playing a significant role in EFL classrooms and interpret it in different ways.
2. It is hypothesized that EFL teachers associate the use of humor in EFL classrooms with various positive outcomes.
3. It is hypothesized that EFL teachers encounter different challenges when using humor in EFL classrooms.
4. It is hypothesized that EFL teachers tend to use various forms of humor frequently in EFL classrooms.

7. Structure of the Dissertation

The present dissertation is structured into a General Introduction, two main chapters, and a General Conclusion. The General Introduction presents the background of the study, the statement of the problem, as well as the research questions and hypotheses.

Chapter one examines the body of work that pertains to this study. It provides an overview of key terms which include classroom discourse, interaction in EFL settings, and the role of humor as a pedagogical and discourse strategy. It also reports

on relevant theoretical frameworks and previous empirical studies that have examined the use of humor in language teaching and learning.

Chapter Two presents the research conducted in this study. This chapter details the research design and methods used, including teachers' questionnaires and classroom observation. It also presents the data analysis and interpretation of the collected data, as well as the main results of the study.

Finally, the General Conclusion reports the main findings of the study, presents their pedagogical value, identifies research gaps, and puts forward suggestions for future research.

8. Definition of Key Terms

Humor: Amusing language, jokes, and expressive play are used in communication which in turn may create positive and engaging learning environments (Nancy D. Bell, 2009).

EFL (English as a Foreign Language): The instruction and acquisition of English in settings where it is not used primarily for communication.

Classroom Interaction: The exchange of communication between teachers and students as well as among students which supports language growth (Nunan, 1993).

Linguistic Competence: The which of language rules including grammar and vocabulary that enables individuals to produce and to make sense of meaningful sentences (Noam Chomsky, 1965).

Teachers' perspectives: what teachers think and feel about certain teaching practices which include the use of humor in the classroom.

Chapter One: Literature Review

1.1. Introduction

The process of acquiring knowledge in the context of English as a Foreign Language (EFL) classes is strongly dependent on the classroom setting, where the discourse serves as a medium for communication and education. In cases when there is no English spoken outside the classroom environment, teacher-student discourse emerges as the major source of linguistic information and learning experience. It is clear that the analysis of classroom discourse is critical in studying learning opportunities in EFL classes. From the discourse analytic point of view, classroom interaction is not value-free but rather mediated by teachers' interactional options. Since teachers control classroom discourse and regulate interactions in their classrooms, it becomes essential to consider EFL classroom discourse and teachers' and students' roles before exploring certain discourse strategies. Humor is one such strategy which has recently been found to be crucial in classroom interactions. It works as a discourse resource which helps establish a positive interactional atmosphere. This interactional device in the classroom discourse may have an impact on turn-taking procedures and patterns of participation in a class. Nonetheless, the use and significance of humor in classroom settings are subject to various factors, among which teachers' perspectives and context play key roles.

Therefore, the current theoretical section is focused on EFL classroom setting, classroom talk, teacher's role in classroom interaction, and humor in education. The current theoretical framework serves as a basis for understanding the role of humor in EFL classroom talk and interaction.

1.2 EFL classroom context

English as a Foreign Language (EFL) is the use of the English language in non-native English-speaking communities or places where English is used as a second language but not necessarily the first language in a particular society. In the case of EFL settings, English language learning takes place in institutionalized settings such as schools and language academies; thus, there is less exposure to the English language outside the learning settings. It is in such situations that class interactions become crucial for effective language learning. According to Broughton et al.(1980), in many parts of the world where English language learning takes place

in educational institutions, English does not take part in communicative activities among the nationals of those nations; thus, it is considered a foreign language. In this regard, the primary objective of teaching and learning the English language in such settings would be creating an environment conducive enough for the learners to learn the language, as well as enabling them to articulate their thoughts and feelings without necessarily imitating the teacher. This implies that the teaching and learning of the English language is a function of both intrinsic and extrinsic factors. Setiyadi (2006) argues that the teaching and learning processes depend on the characteristics of the language as well as the learning context.

Based on the general definition of English as a Foreign Language (EFL), learning in situations whereby English is not the predominant language entails infrequent use of English outside the classroom setting. In this regard, the limited usage of English socially limits the learners' interaction with the language in question apart from the classroom setting (Hibatullah, 2019). This aspect might lead to changes in the methods employed in teaching because of reliance on the native language of the learner to explain complex ideas. This leads to a reduction in exposure to English. EFL learning does not entail natural-language exposure from the surroundings since the learner does not have a chance of being exposed to English apart from class. Limited exposure to the language in social settings may result in psychological issues, which make the learning of English difficult for the learners. For instance, when English is rarely used socially, learners might lack interest in learning English (Akbari, 2015).

Extending the analysis beyond the realm of learning to the broader arena of the classroom, one more important term that helps in comprehending the phenomenon of interaction in education is the concept of "role." In sociological terms, as explained by Widdowson (1987), a role refers to a collection of norms and expectations attached to people holding certain positions (p.1). In the language classroom, the relevant positions are those of the teacher and the student, who form a social rather than a physical space. This social space is used as a "conventional script" dictating behavior in interaction in the classroom setting. Hence, for successful teaching to

take place, the first step to be taken is to position participants in appropriate interactional roles.

1.3classroom discourse in EFL

Classroom discourse refers to the language interactions that take place between teachers and students in classrooms. This involves various forms of speech interactions such as explanations, questions, instructions, feedbacks, and students' replies. In EFL environments, classroom discourse is viewed as an essential element in the educational process especially where the language is not used outside the classroom environment. The result is that classroom interaction becomes the major avenue for language exposure and practice for students (Tsui, 2008).

In most cases, classroom discourse is organized and has identifiable structures that make it possible to manage classroom interactions. According to research on language teaching, the initiation-response-feedback (IRF) pattern is among the most commonly used discourse structures in language classrooms. The IRF pattern consists of three phases –initiation by the teacher, response by the students, and feedback from the teacher. It is one of the most widely researched discourse structures in language teaching (Sinclair & Coulthard, 1975; Nunan, 1993). Even though this pattern makes it possible for teachers to control class activities and ensure discipline, it may affect spontaneity during class discussions because teacher talk dominates classroom interactions.

In addition, classroom discourse assumes an important position in L2 acquisition as it offers learners chances to engage in the target language in relevant contexts. Interaction enables learners to develop their skills of speaking, get feedback from their errors, and construct meaning with the teacher and other classmates. As Ellis (2008) notes, interaction within classroom helps facilitate language learning through comprehension and output production in the target language. Consequently, classroom discourse becomes not only an instrument of instruction but also an important aspect of developing learners' communicative competence.

Moreover, the success of discourse in the classroom relies heavily on the level of interaction that exists between the teacher and the learners. The teachers are

responsible for controlling the discussion, motivating the participants to participate, and ensuring that the chances for interaction are maximized. This will ensure that the learners become actively involved in the learning process.

1.3.1. Teachers' role in EFL classroom interaction:

In the EFL classroom setting, the teacher plays an important role in managing and facilitating classroom interaction. As English cannot be learned outside the classroom, it follows that the teacher is usually the central agent who controls classroom interaction by deciding when and how classroom conversation takes place. According to Steve Walsh (2011), teachers function as “managers of classroom discourse” whose interactional decisions shape learners’ opportunities to participate (p. 3). Similarly, Jack C. Richards (2011) states that effective teachers organize classroom talk in ways that “maximize meaningful learner involvement” (p. 20). Indeed, such an organizing role assumes special significance in EFL settings, since classroom interaction is often the main site for language use.

The interpersonal behavior of teachers can have a considerable impact on student involvement in classroom interaction. How teachers react to the input provided by the learners, how they correct mistakes made, and how they give feedback can encourage or hinder students from participating actively in discussions. Positive instructor behavior like being patient, positively encouraging learners and accepting their mistakes can help create a less tense environment and thus increase learners' willingness to participate. According to Rod Ellis (2008), the potential of interaction is realized fully only in cases where learners are allowed to take risks and try out their language without being negatively judged. In the same way, H. Douglas Brown (2007) suggests that non-judgmental atmosphere increases learners' motivation and confidence necessary for effective language acquisition.

Interaction between the teacher and students forms an important component in the acquisition of a second language in EFL settings. Interaction provides access to comprehensible input, facilitates language production, and creates opportunities for feedback in the process of developing learners' linguistic competence. As Rod Ellis (2008) puts it, “interaction links input, internal capabilities of the learner, and output in a positive way” (p. 163). Also, Steve Walsh (2011) argues that interaction in the

classroom aids meaning-making and facilitates communicative language use. However, the success of classroom interaction does not depend on only pedagogic methods but also on the emotional and social context in the classroom environment. Therefore, teachers often employ strategies in their interactions that help reduce classroom tension and increase participation in the class. One of those strategies may be humor, which not only improves the classroom atmosphere but helps create better classroom interaction. Humor thus becomes an important factor that needs to be studied in respect of classroom interaction in EFL settings, as will be explained below

1.3.2. Defining Humor:

Humor can be defined broadly as something which gives you joy, makes you laugh or enjoy communicating. The use of humor is extremely important for all forms of human communication. The primary function of humor in interpersonal communication is to facilitate communication between people and help create relationships. According to Rod A. Martin (2007), humor includes being able to identify, appreciate and show what we find amusing or entertaining. Similarly, humor can also be seen as a form of communication where individuals are able to convey their feelings and ideas through non-verbal means in an enjoyable way.

Humor can be present in a number of ways in everyday conversation. Jokes, for example, are commonly used short verbal statements meant to produce an amusing or laughable response during interpersonal interactions (Ruskin, 1985), as well as playful expressions or light-hearted comments that provide a relaxed and amiable atmosphere for conversation. Irony is another type of humor, involving an expression whose meaning is opposite to what it literally conveys, with various intentions including to be humorous, to evaluate, or to criticize (Attardo, 1994). Closely similar to irony, sarcasm is generally deployed to convey ridicule or criticism using hilarious linguistic tactics (Attardo, 1994). Furthermore, wordplay, such as puns, uses linguistic ambiguity to generate funny effects, while amusing anecdotes relate to brief personal or fictitious narratives given to entertain interlocutors and reinforce social cohesion. Overall, these forms indicate that humor serves as a versatile discourse technique rooted in ordinary social interaction.

Humor is an essential social communication device that brings people together; it strengthens interpersonal relationships through the process of engaging with one another. It helps relieve tension, remain attentive, and take part in an active conversation. According to Medgyes (2002), humor is able to create a less formal communicative environment and enhances friendly interactions between interlocutors. In academic settings, humor may also help enhance classroom climates and provide students a relaxed atmosphere conducive to interaction. This means that humor must be regarded not simply as entertainment, but also a functional and nonetheless efficient tool of social and communicative interaction.

1.3.3. Humor in Education:

Humor has been recognized as an effective pedagogical tool that is used in the education of various kinds. Its function in education is not limited to entertainment value, but rather performs a vital pedagogical and social function within the classroom. Humor can be used by teachers to make explanations easier, improve the interaction part in class and make students a bit more engaged. Appropriately used, humor serves to enhance the communication between teachers and learners and supports more active class participation (Medgyes, 2002).

Moreover, humor is also a large part of bringing the learners' affective filter down especially decreasing classroom anxiety. Less threatening learning environments allow students to participate in classroom activities with confidence and comfort (Banas et al., 2011), an important factor for individuals participating in a foreign language learning context. As Ziv (1988) states, humor can be an important contributor in the process of creating a relaxed nonthreatening learning environment and may increase students' contributions to both their own learning processes and to group sharing through movement towards active participation. Similarly, humor in education is particularly important because it has been shown to enhance motivation and engagement (Banas et al., 2011), which can have a positive impact on a learners psychological state, helping with classroom involvement.

Furthermore, humor also plays an important role in boosting student's motivation and helping them remain focused during classroom instruction. by making instructional content more enjoyable and less monotonous , humor enhances

students' engagement and encourages active participation in learning tasks. As Erdoğan and Çakıroğlu (2021) emphasize, humor can positively influence students' engagement and participation in learning environments. This positive emotional engagement often leads to improved concentration and a stronger willingness to interact with the learning material.

Lastly, humor plays an important role in developing a positive learning climate. It also encourages more teacher- learner relations, and enticing greater collaboration between learners by cultivating a positive and supportive classroom environment. The humor as an aspect of a positive classroom climate can positively contribute to learners' emotional well-being and improve communication and participation. For this reason, humor should not only be treated as a tool of entertainment place at the service of education but rather as an effective pedagogical resource that can serve to stimulate and support learning in cognitive and affective dimensions (Banas et al., 2011).

1.3.4. Humor Discourse in EFL classroom:

Teachers are frequent users of humor in EFL classrooms and use it as part of their instructional discourse in order to promote communication and to make lessons more interesting. Thus, they can clarify meaning, attract students' attention, and also release tension and make lessons less formal. Therefore, teachers use humor as support in teaching and in classroom communication and interaction. See Bell (2009), Medgyes (2002).

Humor can be a very effective discourse strategy, or way of communicating with learners, as it creates opportunities for interaction between teachers and learners and thus can create a more dialogic classroom. Communication in the classroom is always more natural when both teachers and learners feel at ease to communicate freely without the fear of failure. A classroom is a place where people feel anxious or even fearful, amongst others, because of possible failure; therefore teachers should create an atmosphere where learners feel comfortable to communicate freely. Humor can support teacher-student interaction and lead to more substantive classroom discourse (Banas et al. 2011).

One of the important roles of humor in EFL classroom is to encourage students' participation through creating relaxed and supportive learning environment. When students feel at ease in classroom, they are more likely to participate in speaking activities and discuss in class. By creating such atmosphere, humor can also help reduce learners' anxiety and encourage their participation in various classroom tasks (Ziv, 1988; Wanzer et al., 2010).

Whether humor is used in the EFL classroom and to what extent is not universal and is largely governed by the beliefs, personality and teaching style of teachers. Furthermore, there are expectations placed upon teachers within institutions to conduct classes within specific contexts and these greatly influence whether or not to use humor, as well as how and when it can be used. For some teachers humor is a constant feature of their pedagogy whereas for others more formal approaches are taken in light of specific circumstances that affect the classroom (Martin 2007).

1.4. Conclusion:

This theoretical chapter focuses on the EFL classroom environment as the site for language learning. It highlights how classroom discourse is the principal medium through which students and teachers interact and construct knowledge. The chapter especially draws attention to teacher-student interaction in contexts in which students are not exposed to English outside the classroom, emphasizing the important of examination of classroom talk is critical to determining learning opportunities in EFL classes .

This chapter also highlighted the point that classroom interaction is not neutral and is shaped by teachers' interactional choices, since teachers are in control of classroom discourse and regulate it. The roles of teachers and students are thus crucial and have been studied to uncover the communication patterns in EFL classrooms.

Furthermore, the chapter has discusses humor as a significant discourse strategy used in EFL classrooms. By employing humor in class interactions, teachers can create friendly interactions in the EFL classroom and manage their students' participation in

talks and interactions. However, teachers' use of humor is affected by several factors that are related to teachers' perspectives on using humor.

Overall, this theoretical framework provides a solid foundation for understanding the role of humor in EFL classroom talk and interaction, and it prepares the ground for the subsequent methodological and empirical parts of the study.

Chapter two: Methodology and Results

2.1. Introduction:

This chapter presents the methodological framework adopted in the present study. It outlines the research design and approach used to investigate the role of humor in EFL classroom discourse. The chapter also describes the data collection instruments, namely the teachers' questionnaire and classroom observation, as well as the procedures followed during data collection. In addition, it explains the methods used to analyze both quantitative and qualitative data. Finally, ethical considerations and the overall research process are discussed in relation to the study's research questions and objectives.

2.2. Research Design

This current study makes use of a descriptive mixed-method research design. Such an approach is deemed suitable since it provides an opportunity to investigate the function of humor in the English as a foreign language (EFL) classroom context through both perception and practice. Descriptive research seeks to explain phenomena without interfering with their natural occurrence. As such, it helps the researcher understand how certain issues are perceived in practice in relation to how they are actually done. As John W. Creswell puts it, "mixed methods research provides a richer understanding of a research problem because it combines quantitative information (usually trends) with rich qualitative descriptions." In this research, the mixed-method approach allows the researcher to conduct a thorough investigation of humor from the perspective of its usage in EFL classes. Quantitative research will help the researcher establish the general trends in terms of what EFL teachers say about humor, the problems it poses, its advantages, and types of humor that may be utilized. On the other hand, the qualitative approach will allow the researcher to observe how the identified themes manifest in reality by observing a class.

The present investigation employs a mixedmethod strategy, combining qualitative and Quantitative techniques. Quantitative research method has been employed by conducting teachers' questionnaire. In this way, information that can be analyzed using statistical measures such as frequency and percentage can be obtained. Qualitative data helps to understand the perception of teachers about humor and its

strengths, limitations, and types used in the EFL classes. On the other hand, the qualitative data has been collected by conducting classroom observation. Classroom observation enables the study of humor as it happens naturally. Since the main concern of this study is meaning, communication, and language in specific learning environments, the qualitative method of classroom observation would prove very useful. Moreover, the study will be also influenced by classroom discourse analysis, which is concerned with analyzing linguistic phenomena in educational context and interaction between teacher and students. As Guy Cook (1989) notes, discourse analysis not only focuses on grammatical structure but also pays attention to the process of meaning-making in society using language.

Furthermore, Partridge (2012) states that the essence of discourse analysis includes the exploration of communication purposes in a specific sociocultural and institutional context. The aforementioned points coincide with the main idea of the proposed research project, namely studying the notion of humor from the perspective of its teaching and interactional aspects and not for entertainment. The researcher can make such conclusions based on comparing teachers' beliefs and their behavior in classes.

2.3 Research Instruments:

Two main instruments were used for data collection in this study:

2.3.1. Teachers' Questionnaire

The teachers' questionnaire was designed to collect quantitative data related to EFL teachers' perceptions, experiences, and practices concerning the use of humor in classroom discourse. The questionnaire targets EFL teachers teaching in private language schools and has five (05) sections in all, which comprise a total of twenty-five (25) questions.

Section one deals with personal information encompasses questions regarding the teachers' gender, age, educational background, years of experience, and level of instruction taught.

The second section assesses teachers' use of humor in the classroom, including frequency of use, confidence in using humor, premeditated use of humor, and adaptability of humor to students' competence levels.

Section three examines teachers' pedagogical and professional perspectives on the use of humor in EFL teaching. It looks at teachers' perceptions regarding the necessity of humor in affecting learning, the potential of humor being distracting, and the requirement for training programs to deal with the appropriate use of humor.

Section four analyzes teachers' perceptions of humor in classroom discourse, specifically its impact on motivation, reducing anxiety, classroom interactions, understanding difficult material, and classroom management.

Section five, which is the last section, examines types and appropriateness of humor used in EFL classrooms, the appropriateness of such humor, and cultural humor sensitivity. Close-ended questions were chosen since their nature enables systematic data collection and allows comparisons among different individuals. It has been stated by Dörnyei (2007) that questionnaire is an effective instrument to collect data about the attitudes of a significant number of people.

2.3.2. Classroom observation

Classroom observations were utilized as a qualitative research tool to understand the use of humor in classroom settings. This technique helps the researcher understand natural interaction in the classroom setting and allows for the observation of teachers' utilization of humor in the classroom.

The observation took place using an observation checklist that had been prepared specifically for the purpose of the current study. Five (05) sessions of classroom observations were done in the private English as Foreign Language (EFL) classrooms. They involved different levels of proficiency and differed in length according to the proficiency level and type of the lesson being observed. The researcher chose to conduct all the observations within normal classroom times so that authentic data could be collected. He did this by adopting the role of a non-participant observer in order not to affect the behaviors of teachers and learners.

Several issues formed the focus of the observation in connection with humor usage in classroom discourse. Among those were the kind of humor employed by the teacher, the contexts in which it was used during teaching, students' reactions to such humor, their involvement, and the overall impact of humor on classroom discourse. The above mentioned issues were chosen to facilitate an objective analysis of the phenomenon. Classroom observation is especially useful for research in discourse analysis because it allows us to observe actual instances of communication and not just rely on the information we receive from our participants.(Nunan, 1993).

2.4Sampling and participation

The participants in the current study include EFL teachers who are employed in private language schools. In this case, a convenient non-probability sampling method was used, where participants were chosen according to their availability and readiness to participate in the study. Such a sampling approach is regarded as suitable for exploratory studies, especially when it is not feasible to access private institutions. For instance, the survey questionnaire was distributed among fifteen (15) EFL teachers employed in private language schools, while classroom observations were conducted among five (05) EFL teachers within one private institution. This combination of participants allowed the researcher to examine both teachers' reported perceptions and their actual classroom practices.

2.5Data collection Procedure

Data gathering was done in private EFL classrooms February 2026. Questionnaires were administered to fifteen (15) EFL teachers working in different private language schools namely (Al-Mustaqbal School), CEIL (centre d'enseignement Intensif des langues), and (Imtiaz), including both the first branch and the second branch. And were gathered once completed. Classroom observations on the other hand were conducted in a single private EFL school, namely "CEIL" during regular class periods in order to get authentic data .It involved five (05) EFL teachers and were conducted using a written observation form. A non-participant role was played by the researcher in order not to influence the behaviors of both teachers and students while conducting classroom observations. Data collected were

systematically arranged before being analyzed. This was based on the research problem and questions to be answered. Ethics were observed at all times, and data gathered were strictly for academic purposes only.

2.6. Data Analysis

The data collected in this study were analyzed using both quantitative and qualitative approaches in order to obtain a comprehensive understanding of the role of humor in EFL classroom discourse.

2.6.1. Quantitative Analysis

The quantitative data obtained from the teachers' questionnaires were analyzed using percentages and frequency counts. These statistical measures were used to identify general trends in teachers' responses concerning the use of humor in EFL classrooms, including its advantages, challenges, and the different types of humor used during classroom interaction.

2.6.2. Qualitative Analysis

The qualitative data gathered through classroom observation were analyzed descriptively and interpretively. The analysis focused on examining how teachers use humor in real classroom contexts, the situations in which humor occurs, and students' reactions to it. Particular attention was given to the impact of humor on classroom interaction and student engagement.

2.6.3. Data Integration

The findings obtained from both the questionnaire and classroom observation were combined in order to provide a deeper understanding of the research issue. This integration allowed the researcher to compare teachers' perceptions of humor with their actual classroom practices, thereby offering a more comprehensive interpretation of the role of humor in EFL classroom discourse.

2.7. Conclusion

This chapter outlines the methodological framework of the present study. It explains the research design and approach taken to investigate humor in EFL classroom discourse. The chapter also outlines the methodology used for data collection with reference to the teachers' questionnaire and classroom observations, in addition to describing procedures for data collection and for the analysis

of quantitative and qualitative data from the study. Finally, the chapter outlines key ethical considerations of the research in addition to a full outline of the research process in relation to the study's research questions and overall objectives.

Chapter three: Findings and Discussion

3.1. Introduction:

While the previous chapter discussed the theoretical background (the literature review) of the study, this chapter is dedicated to report on how the research was conducted — looking into some aspects of classroom discourse in EFL contexts under what we call humor in EFL classroom interaction. In this chapter, we intend to explore the perceptions and uses of humor in EFL (English as a Foreign Language) classrooms. Two research instruments are employed to gather the required data. The previous instrument is a questionnaire designed for EFL teachers working in private language schools to collect data about their experience, attitudes and opinions on humor use in teaching. The second instrument is Classroom Observation that is used to find out how humor does actually work within real classroom situations, as well as its impact on students interaction and participation. These strategies are used in order to collect pertinent data that, at the end of the study, will be examined and interpreted and lead to valid results.

3.2. Teachers' Questionnaire

3.2.1. Aim of teachers Questionnaire

The current study seeks to determine the significance of humor in English language classroom discourse and the effects it has on teaching and learning. Considering that teachers have an important role in the process of teaching, this tool will seek to gather their views and perspectives, which are vital to validate the hypothesis proposed for this research. The teacher's survey is expected to identify teachers' understanding of the significance and effectiveness of humor in class as well as their views regarding humor as a teaching and discourse strategy.

3.2.2. The sample

In order to complete this questionnaire, 15 EFL teachers from private language schools are going to be approached and asked for their participation in this study. Since the aim of this research is to investigate the use of humor in classroom discourse, a sample of teachers who have had sufficient teaching experience and adequate exposure to classroom situations will be selected for this study.

With their years of teaching experience and educational background, the selected teachers should have sufficient knowledge and expertise as EFL teachers, and be able to critically evaluate the use of humor in EFL classrooms in terms of their effects on classroom interaction, learners' motivation and the classroom environment.

3.2.3 The Description of Teachers Questionnaire

The questionnaire is intended for EFL teachers in private language schools and consists of twenty-six (26) questions. There are both closed-ended and open-ended questions. Teachers can use a Likert scale to express their opinions, such as "strongly agree," "agree," "neutral," "disagree," and "strongly disagree," or they can choose the most appropriate response from a range of options for the closed questions. Other options include "yes," "no," and "maybe." Teachers are asked to explain their use of humor and its place in EFL classroom discourse in the open-ended questions. Additionally, the questionnaire is divided into five sections: types and appropriateness of humor, pedagogical perspectives, personal information, teachers' use of humor, and perceptions of humor in classroom discourse.

3.2.4. Section A: Personal Information (Questions 1-5)

This section consists of five questions where teachers were asked to specify their gender in question (01), their age in question (02), their highest academic qualification in question (03), their teaching experience question in (04) and the levels they teach in question (05). For these questions, teachers were required to tick the relevant box to represent their answers.

3.2.5. Section B: Teachers Use of Humor (Questions 6-11)

This section deals with teachers' use of humor in the classroom. Question (06) asks if the teacher uses humor in EFL lessons, Question (07) how comfortable the teacher feels with using humor, Questions (08) and (09) how often the teacher actually uses humor and whether the teacher plans using humor or not, Question (10) if the teacher adjust the use of humor in relation to the English students' level. Question (11) is if the teacher attended training workshops on 'Using humor in teaching'.

Throughout this section, answers were provided based on teachers' practices and experiences.

3.2.6. Section C: Pedagogical and Professional Perspectives (Questions 12-15)

This section examines teachers' pedagogical perspectives on using humor in EFL teaching. Question (12) interrogates whether teachers consider humor important for affective EFL teaching, while questions (13) and (14) explore whether teachers feel humor can distract from learning, and whether they think teaching training programmers should address the use of humor effectively respectively. Question (15) investigates whether teachers support incorporating humor as a pedagogical discourse strategy into the EFL curricula. The questions were designed to elicit from the teachers a degree of agreement with the provided statements.

3.2.7. Section D: Teachers' Perceptions of Humor in Classroom Discourse (Questions 16-21)

The perceptions of teachers regarding the effects of humor in the EFL classroom are presented in this section. The questions regarding this aspect of the study are Question (16) why do you use humor in class? Question (17) Do you think humor can increase students' motivation? Question (18) Do you think humor can reduce students' and teachers' anxiety in class? Question (19) Do you think humor can increase positive classroom interaction? Question (20) Do you think humor can help students understand difficult language points? Question (21) how do you use humor to discipline your students?

In this section, teachers chose the option that best describes their opinions.

3.2.8. Section E: Types and Appropriateness of Humor (Question 22-25)

The last section deals with the types of humor that teachers use and their appropriateness in the EFL classroom. Question (22) asks about the type of humor

that teachers use most; Question (23) asks if teachers avoid certain types of humor because they might be culturally inappropriate, Question (24) asks if teachers think students sometimes miss humor because of their limited command of the language and Question (25) asks if teachers think humor should always be pedagogically relevant. In this section teachers select the option that best describes their views.

Data analysis of Teacher's questionnaire

.Section A: Personal information

Q1) Gender



Figure N1: gender of the sample

It is clear from the table and figure that there are more female teachers in the sample than male teachers. In particular, 40% of the sample consisted of male teachers and 60% of the sample consisted of female teachers. These findings indicate that female teachers made up the bulk of participants who answered the questionnaire.

Q2) Age :

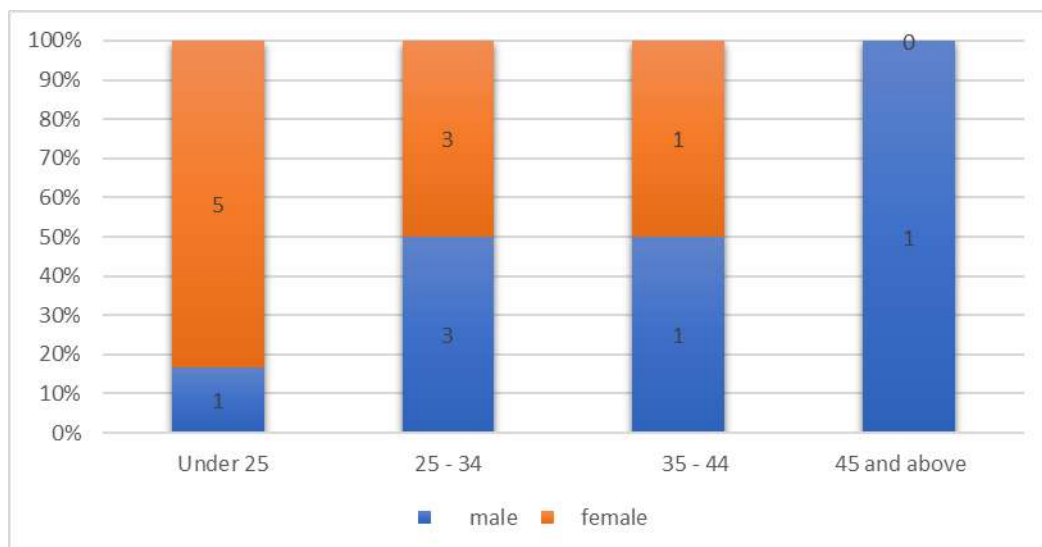


Figure N°2: the ages of the sample

The majority of the studied sample, or 40% of the participants, fall into the age groups of under 25 and 25–34, according to the table and figure that are provided. After that, 13.3% of the sample under study is between the ages of 35 and 44. The distribution of the remaining participants is as follows: 6.7% are 45 years of age or older. These findings show that the majority of the study's participating teachers are relatively young educators, which is consistent with the prevalence of early-career teachers in private language school.

(Q03) The highest qualification



Figure N°3: the highest qualification of the sample

It is clear from the table and figure that the majority of the sample under study—roughly 73.3% of the participants—have a Master's degree. Furthermore, only 6.7% of participants have a Doctorate, compared to roughly 20% of the studied sample with a bachelor's degree. These findings show that the majority of the teachers who took part in the study have strong academic credentials, which is indicative of their extensive training in the teaching profession.

Q4) Teaching experience:

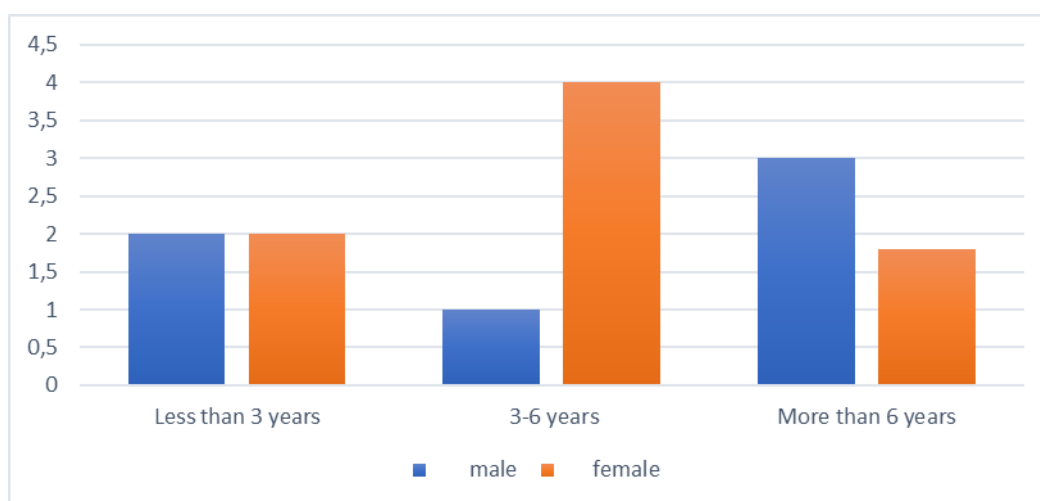


Figure N°4: Teaching experience of the sample

The table and figure show that most of the people in the study have been teaching for more than six years, which is about 40% of the participants. After this, around 33.3% of the sample studied has been teaching for 3 to 6 years. The other 26.7% of the people who took part have taught for less than three years. These findings suggest that the majority of teachers involved in this study have substantial teaching experience, which may affect their views on the incorporation of humor in EFL classroom discourse.

Q5) Level(s) you teach:

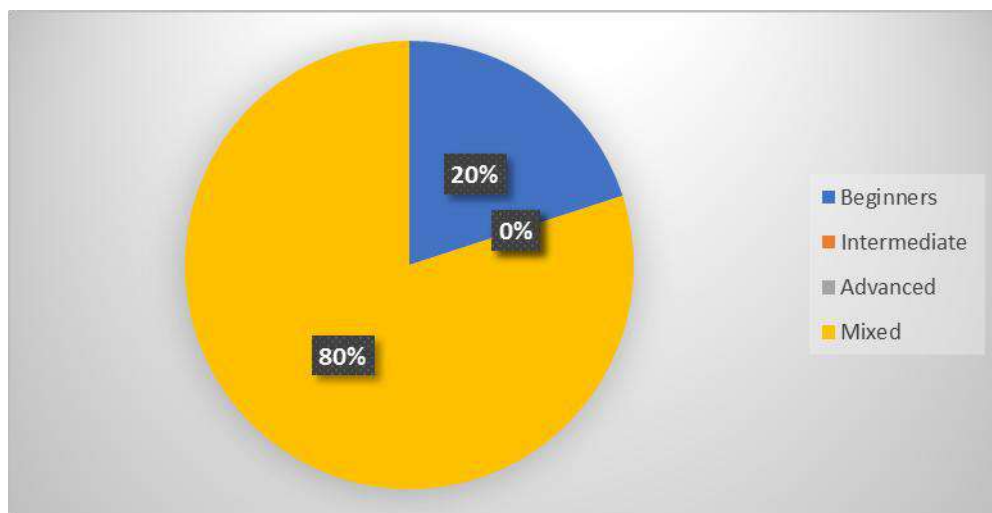


Figure N°5: level(s) you teach of the sample

According to the table and figure, most of the people in the study teach mixed levels, which is about 80% of the participants. On the other hand, about 20% of the teachers teach at the beginner level. It is important to note that none of the people in the studied sample teach intermediate or advanced levels, as both of these groups make up 0% of the responses. The results show that most teachers at private language schools teach classes with students of different skill levels. This means that teachers may need to use different teaching methods and strategies to meet the needs of all of their students.

Section B: Teachers use of humor

Q6) Do you use humor in your EFL classes?

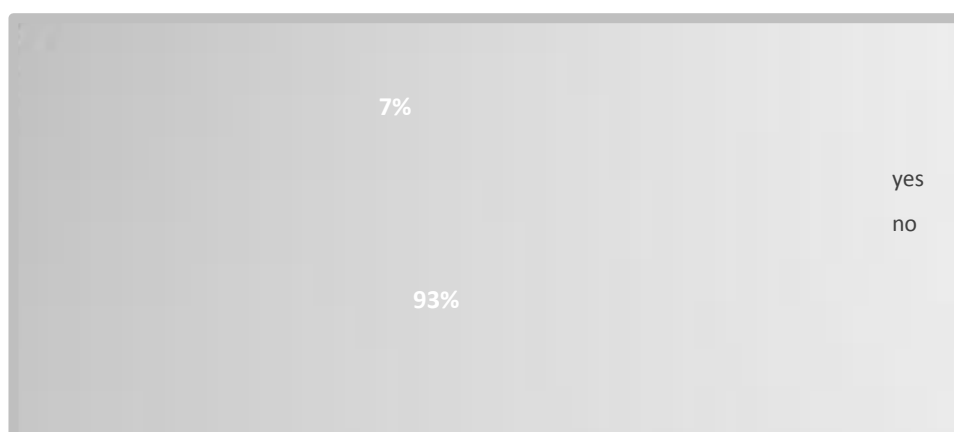


Figure N°6: The use of humor in EFL classes

The table and figure show that almost all of the people in the study sample (about 93.3%) support using humor in EFL classes. Conversely, merely 6.7% of the respondents expressed a negative response. These results show that teachers are very likely to use humor as a useful tool in the classroom, with very few people against it.

Q7) How comfortable do you feel using humor:

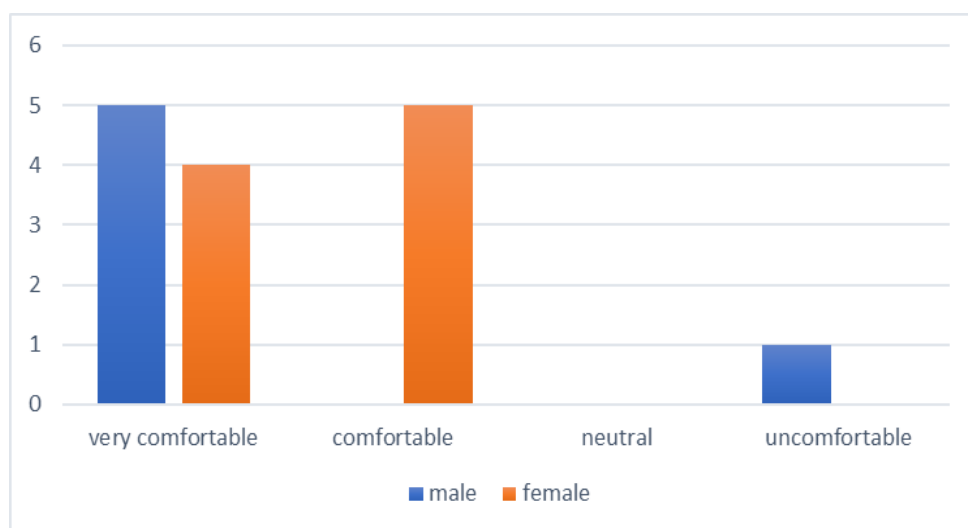


Figure N°7: comfort in using humor

From the table and figure given, it is clear that most of the people in the study sample (about 60%) feel very comfortable using humor. After this, around 33.3% of the teachers said they were okay with using humor in the classroom. Only 6.7% of the participants, on the other hand, said they felt uncomfortable, and none of the respondents chose the neutral option. These results indicate that the majority of teachers are comfortable employing humor in EFL classes, which demonstrates their favorable disposition towards incorporating humor as a pedagogical approach.

Q8) How often do you use humor in classes?

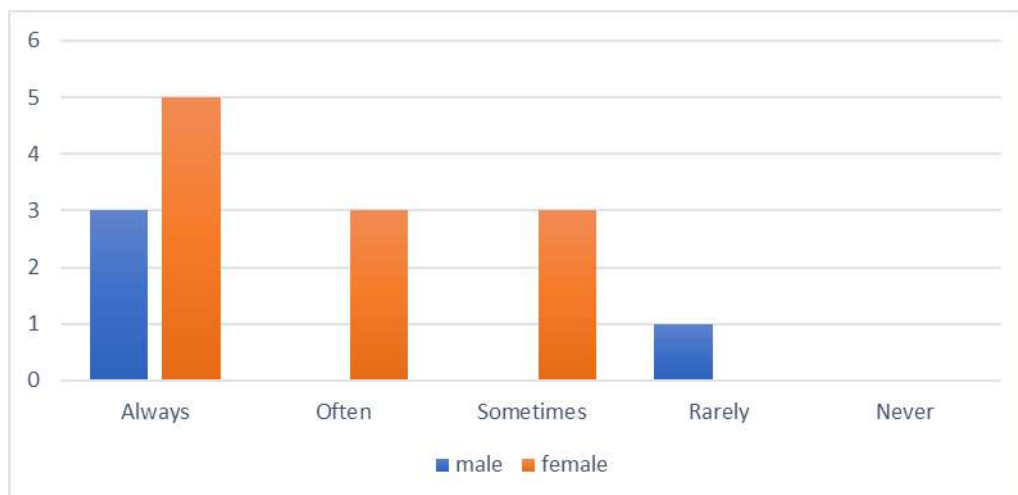


Figure N°8: the use of humor in classes

According to the given table and figure, it appears that most of studied sample are always use humor in classes (almost 53.3%). Next, around 20% of the teachers said they frequently use humor and a similar proportion reported doing so sometimes. On the other hand, 6.7% of the participants indicated that they seldom use humor, while none of them chose the never option (Fig. 4). The findings show that humor is a prevalent and valid teaching technique for teachers in EFL settings.

Q9) Do you plan your use of humor in advance?

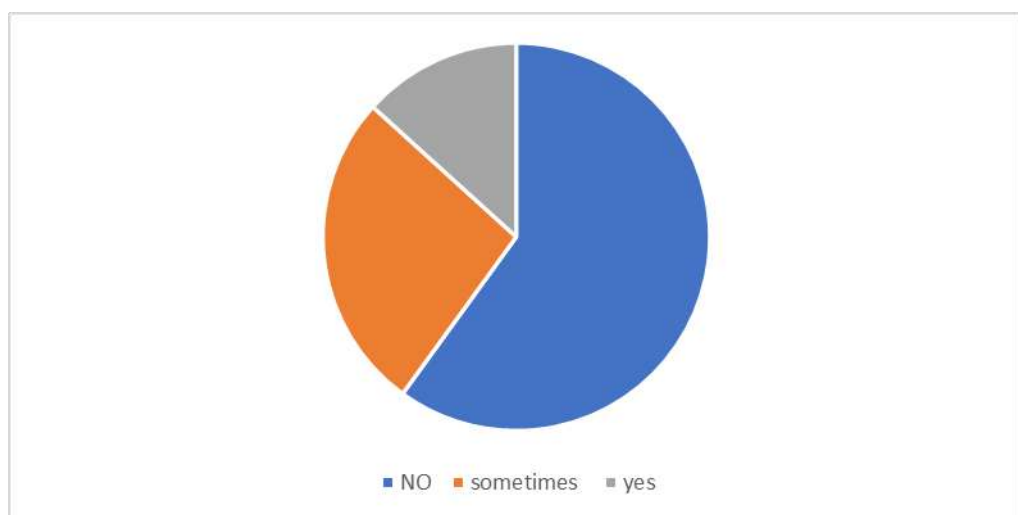


Figure N°9: plan the use of humor in advance

As detailed in the given table and figure, 60% of the sample reported a “No” answer, suggesting that the sample does not engage with this upstream conceptualization of humor over ‘instinctively’ using it. This was followed with approximately 26.7% of the teachers chosen “Sometimes”, indicating careless planning. On the other hand, only 13.3% of respondents answered “Yes” which indicates they prepare their teaching with humor in mind ahead of time. These findings indicate that humor use is spontaneous for most teachers rather than being used to plan the EFL classroom setting.

Q10) Do you adjust humor depending on the student’s English level?

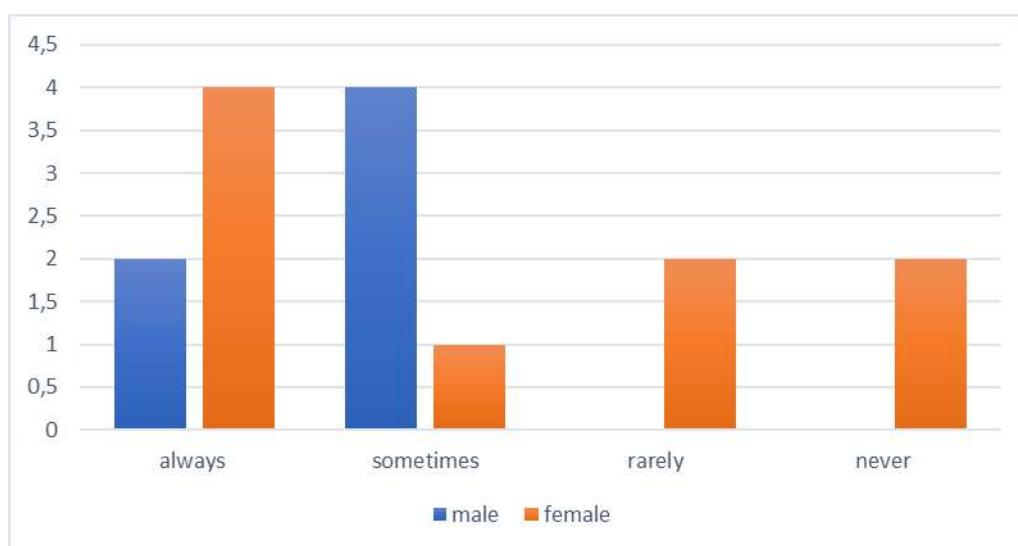


Figure N°10: adjusting humor depending on the students English level

Based on the data given, The largest number of participants (40%) adjusted humor according to the learners' level of English, while another 33.33% made occasional use of this strategy. Only 13.33% used humor very little and 13.33% never used humor to adjust to their students' levels of proficiency. While many teachers modify their humor based upon their students' proficiency, a substantial number did not consistently consider the level of English of all of their students.

Q11) Do you attend training workshops on the use of humor in teaching?

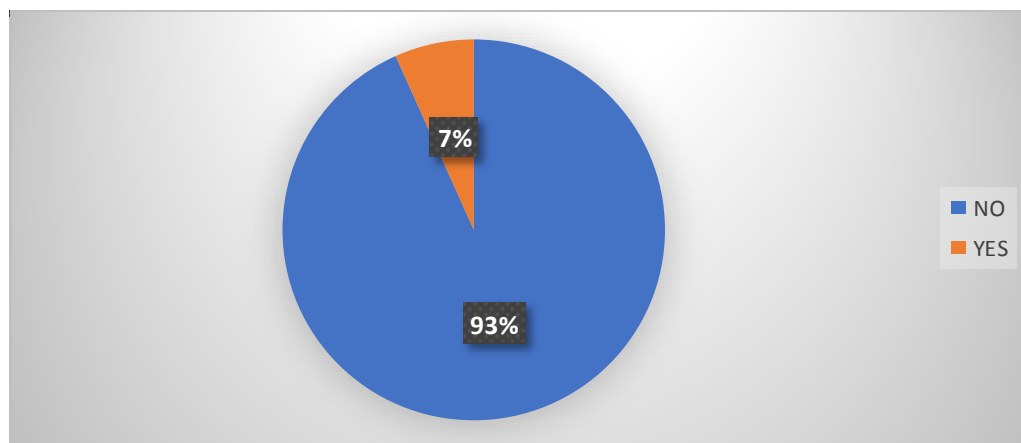


Figure N°11 : attending training workshops

According to the table and figure provided, it appears that the overwhelming majority of the sample (n=93.3%) responded “NO” in relation to whether or not they participate in training workshops focusing on using humor for instructional purposes, while only 6.7% responded “YES”. As most participants indicated that they have not received any type of formal training related to using humor for instructional purposes; it would seem that there will continue to be instances where humor is used in a spontaneous or impulsive manner rather than being based on a plan or systemic methodology in instruction.

Section C: Pedagogical and professional perspectives

Q12) Humor is an essential part of effective EFL teaching?

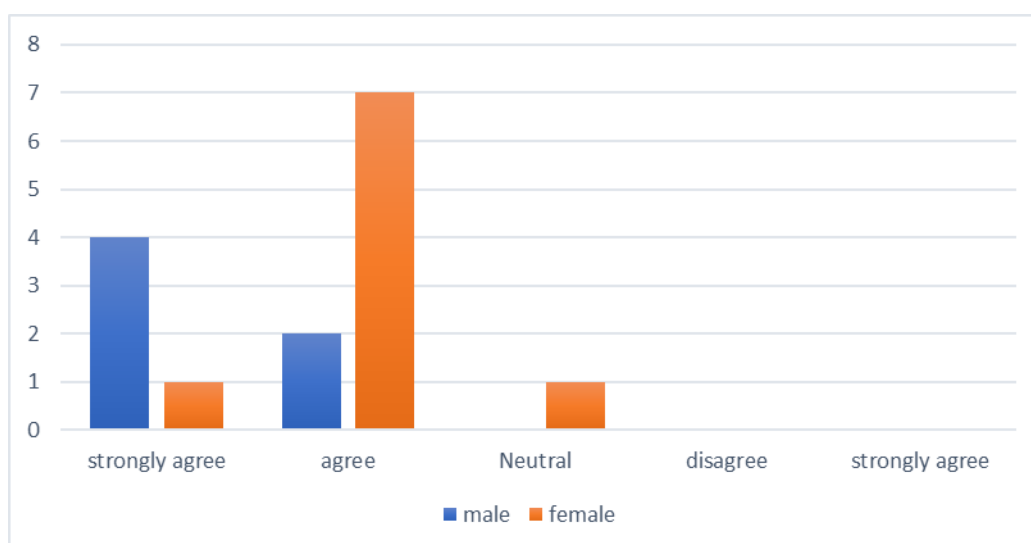


Figure N°12: humor is an essential part of effective EFL teaching

On the basis of the table and figure provided, it is noted that the majority of the studied sample agree with the idea that humor is an essential part of affective EFL teaching, which constitutes 60% of the participants. In addition, 33.3% of the participants in this study strongly agree with this idea. On the other hand, 6.7% of the participants in this study are neutral in their opinions, while none of them chose disagree or strongly disagree with this idea. The results show that there is a high level of consensus among teachers regarding the significance of humor in affective EFL instruction, emphasizing its contribution to the emotional and pedagogical dimension.

Q13) Excessive humor may distract students from learning?

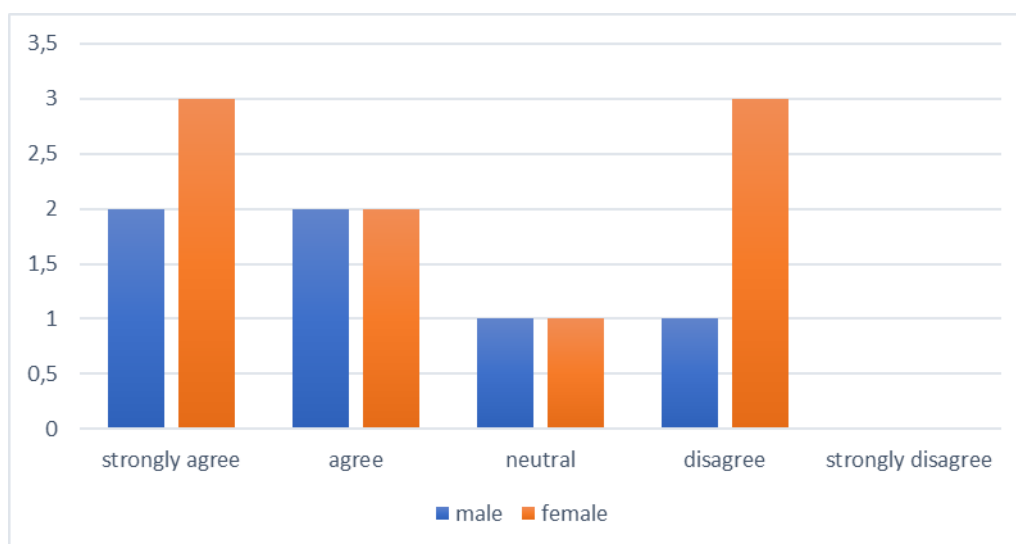


Figure N°13: Excessive humor may distract students from learning

On the basis of the information provided in the table and figure, it can be observed that a significant percentage of the studied sample believes that "excessive humor may distract students from learning." In this regard, it can be stated that 33.3% of the studied sample strongly agree with this particular statement, whereas 26.7% of the total participants agree with this particular statement. Contrary to this, 26.7% of the total participants express a dissenting opinion, whereas 13.3% of the total participants express a neutral opinion. It can be observed that no participant of the studied sample chose "strongly disagree" as a reaction to this particular statement. This suggests that teachers have mixed opinions about this issue, though a

slight majority of them see excessive use of humor as having the potential to be distracting in the process of learning.

Q14) Teacher training programs should include training on effective use of humor?

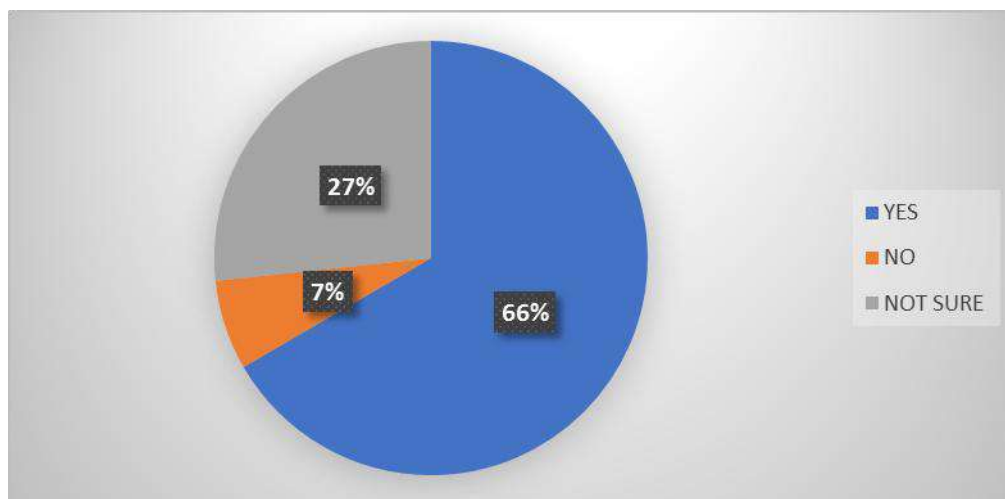


Figure N°14: training teachers to use humor effectively

Out of the results illustrated in the table and figure above, it is noticed that the majority of studied sample believe humor should be taken to consideration in teacher training programmers (66.7%). In comparison, the same group was uncertain (26.7% selected “Not sure”) or rejected the idea completely (6.7% answered “No”). Results showed that the number of teachers recognizing the value of including humor training in teacher education resources is large, but significant proportions are not sure whether humor is essential.

Q15) Would you support integrating humor as a discourse strategy in EFL curriculum?

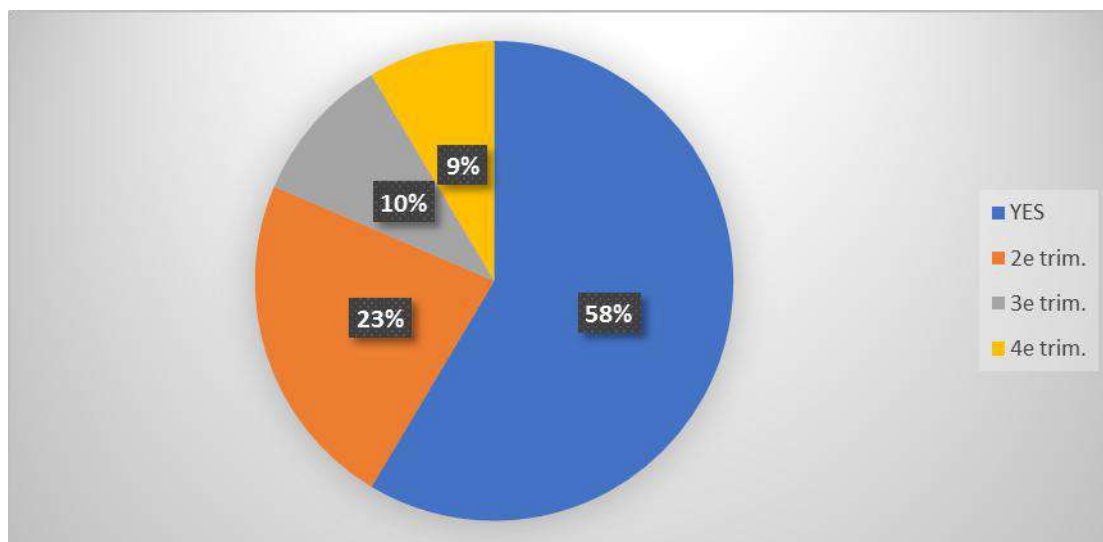


Figure N°15: Integrating humor in EFL teaching

According to the table and figure, nearly 60% of the studied sample was in favor (support) integration of humor as a discourse strategy in EFL curriculum. On the other hand, 26.7% of respondents marked as “No” in favor of this integration (out of which only a few were indeterminate), and 13.3% left an undecided. These findings imply that while the majority of teachers support an introduction of humor in the EFL syllabus, a significant number is against it—or at least skeptical about its usefulness.

Section D: Teachers perceptions of humor in classroom discourse

Q16) Humor helps build positive relationship with students?

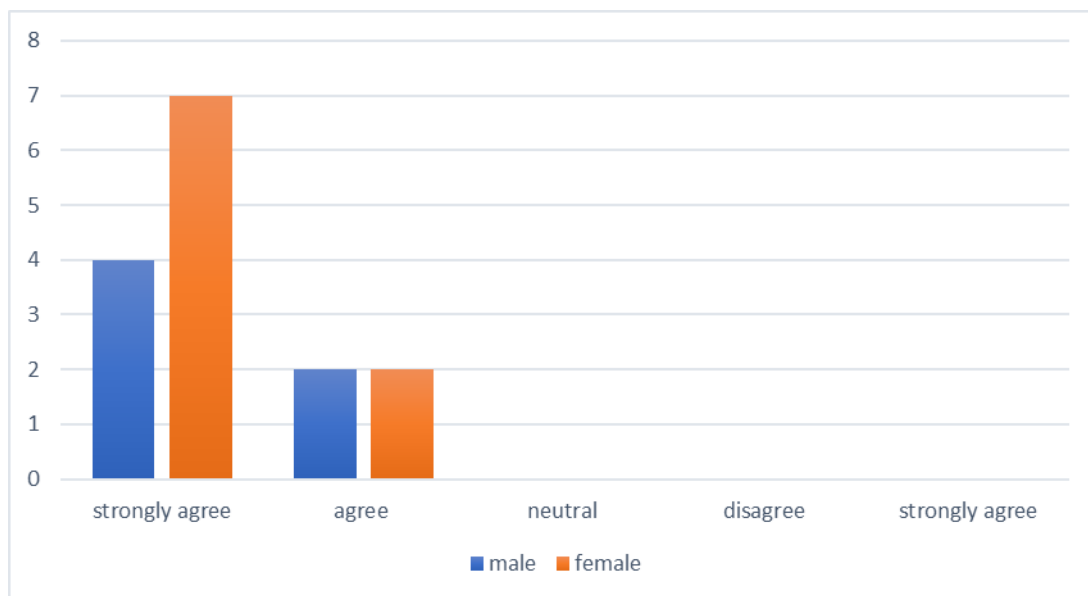


Figure N°16: Humor builds positive relationships

Based on both the table and graph, all of the participants indicated that they believe humor facilitates positive relationships with students. The overwhelming majority of those surveyed (73.3%) responded as ‘strongly agree’ and 26.7% indicated that they agree. Not one participant selected neutral, ‘disagree’ or ‘strongly disagree’. Therefore, this shows there is an absolute agreement among teachers concerning the role that humor plays in strengthening teacher–student relationships in the EFL classroom.

Q17) Humor increases student motivation?

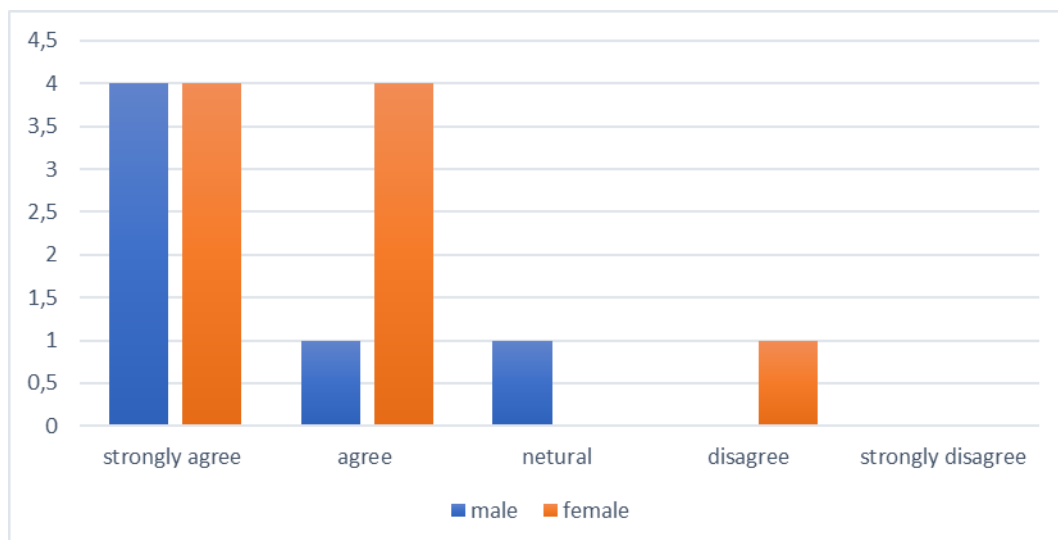


Figure N°17: humor increases student motivate

According to the table and figure, most of the sample believes that humor increases student motivation. Specifically, 53.3% of the participants strongly agree and 33.3% agree with this statement. Conversely, 6.7% of the participants had neither positive nor negative things to say about humor as a motivational tool and 6.7% did not agree; no participant had any significant hesitance toward the effectiveness of humor on motivation as a tool for teachers. These results suggest that most teachers consider humor an effective motivating factor for their students, however there are a small number of participants who were uncertain or did not agree.

Q18) Humor helps reduce classroom anxiety?



Figure N°18: humor reduce classroom anxiety

From the above table and figure, it can be seen that there was an agreement among all the participants regarding humor reduces anxiety from classroom environment. The highest response of the studied sample is that almost three quarters agree with the statement (73.3% strongly agree, 26.7% agree). Interesting is how none of the respondents neither chose neutral, disagree or strongly disagree. The results show a strong consensus among teachers regarding the effectiveness of humor as an important element in making EFL contexts less stressful and uncomfortable.

Q19) Humor improves classroom interaction?

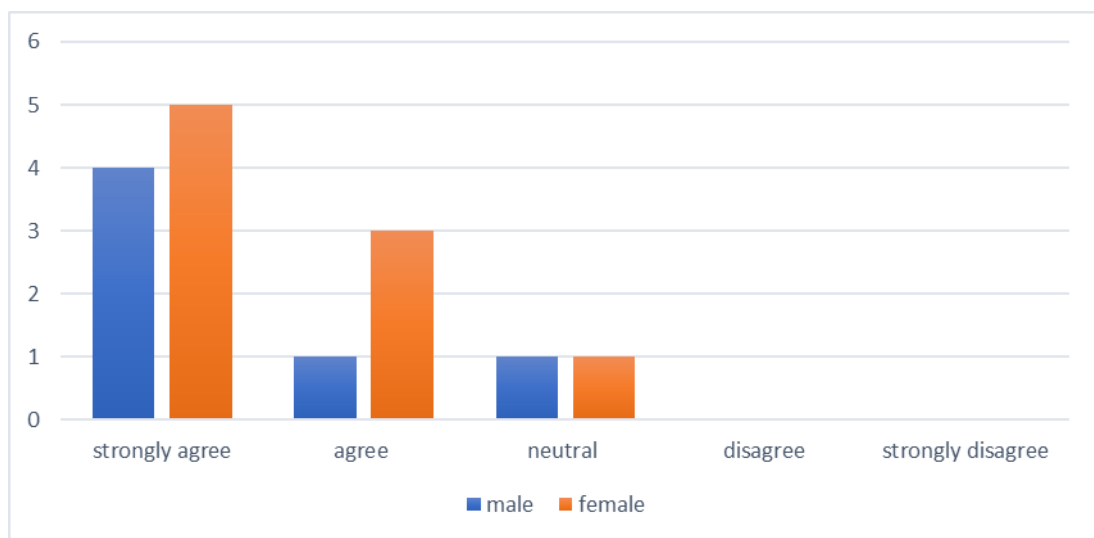


Figure N°19: humor improves classroom interaction

As the table and figure show, most people in the study see how humor changes how teachers and students talk to each other. For 60 % of the group, this belief is very strong. By contrast 26.7% of the group accept this idea. In 13.3% of the group, people stay in the middle of the scale - but no one in the study says that this idea is wrong. With those numbers, it is clear that teachers view humor as a tool that works to increase engagement. If some individuals are undecided, they represent a small part of the group.

Q20) Humor facilitates the understanding of difficult points?

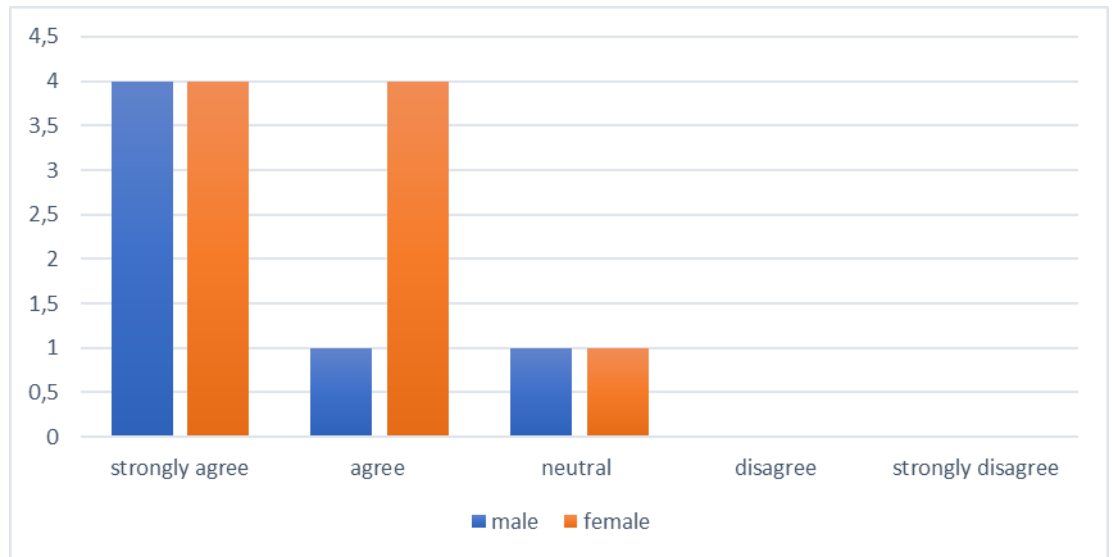


Figure N°20: Humor facilitates understanding

In the data from the table and figure, the largest portion of the group thinks that humor helps people understand difficult topics. To be specific 53.3% of those who answered have a very firm belief in this idea. And 33.3% of the individuals also support the statement - but 13.3% of the people do not take a side on the matter. For the other options, no one chooses to reject the claim - those figures show that many teachers use humor as a tool to make hard ideas simpler. If students need to learn better, teachers use this method for clarity. Then again a few individuals stay undecided about the practice

Q21) Humor helps manage classroom discipline?

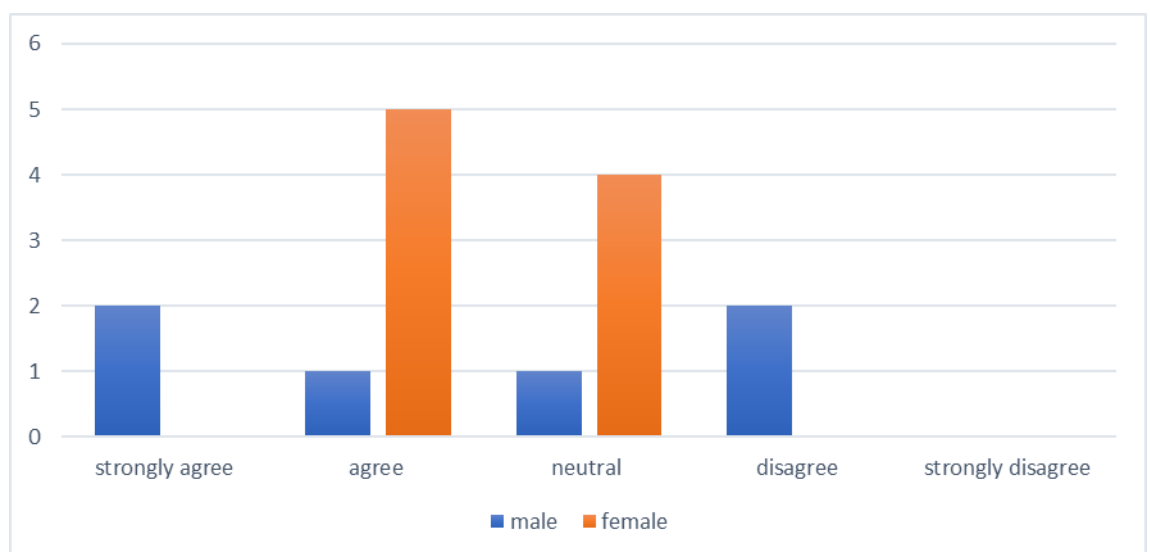


Figure N°21: Humor helps manage classroom discipline

According to the table and figure given, shows that the teachers are divided almost equally on whether humor manages classroom discipline or not. In percentage wise, 40% participants agree and 13.3 % strongly agree the statements. In comparison, 33.3% of the respondent's rate neutral and 13.3% disagree with that and none strongly disagree with it. While many teachers employed humor as an effective method of classroom discipline, a large percentage also seemed unsure or less convinced that it worked.

Section E: Types and appropriateness of humor

Q22) which type of humor do you use most often?

	Verbal jokes		Situational humor		Visual humor		Irony/sarcasm		TOTAL	
	N	%	N	%	N	%	N	%	N	%
Male	2	33,3	3	50	0	00	1	16,7	6	00
Female	3	33,3	5	55,6	00	00	1	11,1	9	00
Total		3,3		3,3	0	0		3,3	5	00

Table N°22: Type of humor you use most often

From this table and figure, it can be determined that situational humor is the most common type of humor used among the sample populations being assessed, which made up approximately 53.3% of all samples. The second most common, with 33.3% of teachers reporting it as something they do, was verbal jokes. On the other hand, 13.3% said they use irony or sarcasm and none of the subjects chose visual humor.

This suggests a preference for humor that is spontaneous or contextual by teachers as it allows more flexibility to the situation compared with other types which are not used so much.

Q23) Do you avoid humor that may be culturally inappropriate?

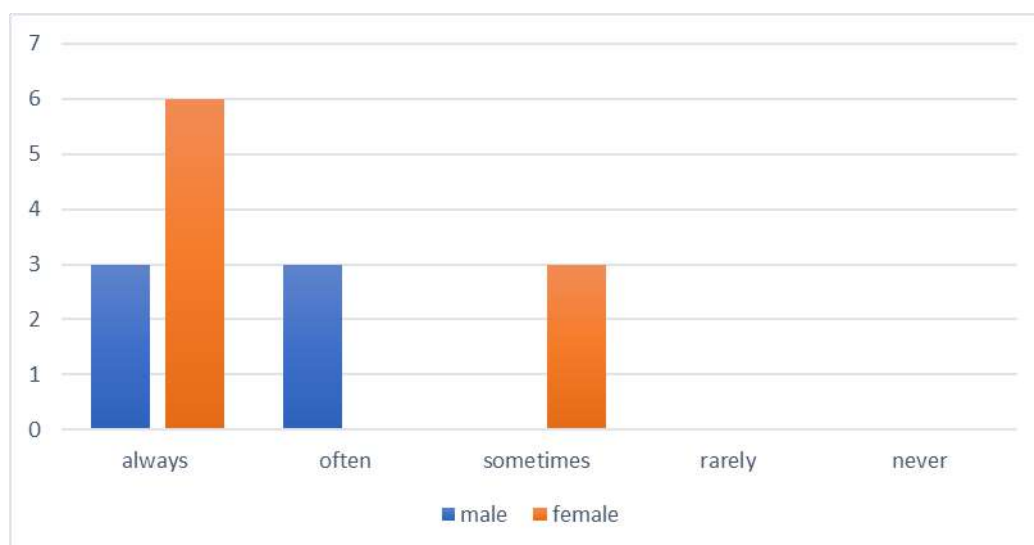


Figure N°23: avoid humor culturally inappropriate

As you can see from the table and figure given, most of the studied samples (roughly 60%) always avoid any sort of humor that may go against cultural norms. Subsequently, 20% of teachers stated that they often or sometimes avoid this kind of humor. Importantly, none of the respondents chose never or rarely. The results show that most of the teachers are quite aware of cultural sensitivity in general and make a real effort to maintain the appropriate use of humor.

Q24) Students sometimes misunderstand humor because of language limitations?

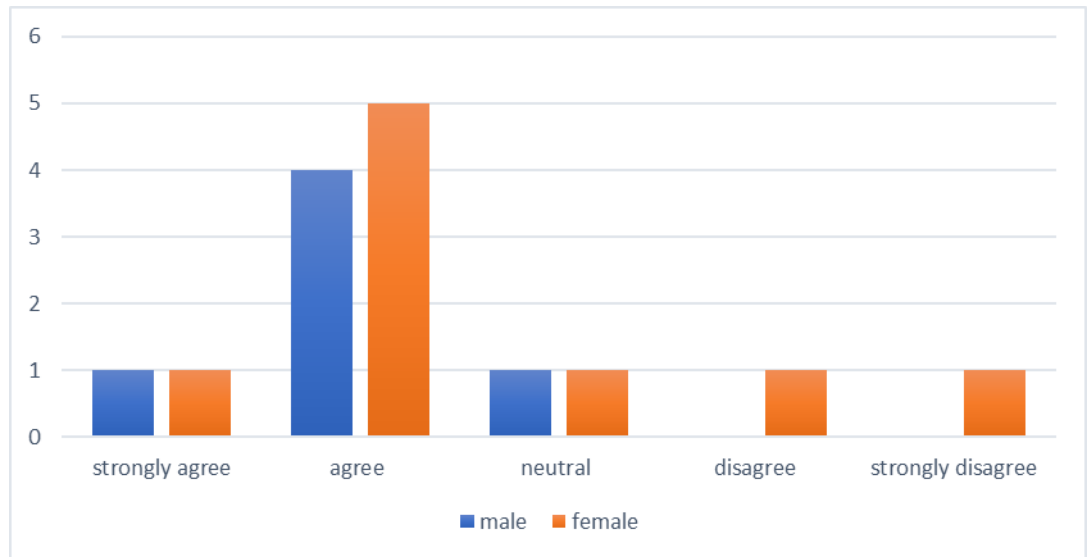


Figure N°24: language limits affect humor understanding

It can be seen from the table and figure, that the majority in this studied sample responded with sometimes to the answer discussing students are misunderstanding at times because of not having knowledge of language. More specifically, 60% agree and another 13.3% largely agree on this statement. On the other hand, 13.3% showed neutral perception while, 6.7% disagree and another 6.7% strongly disagree. The results highlight that while the majority of teachers acknowledge students' language limitations as a factor in understanding humor, a minority either believe otherwise or are uncertain on the issue.

Q25) Humor should always remain pedagogically relevant?

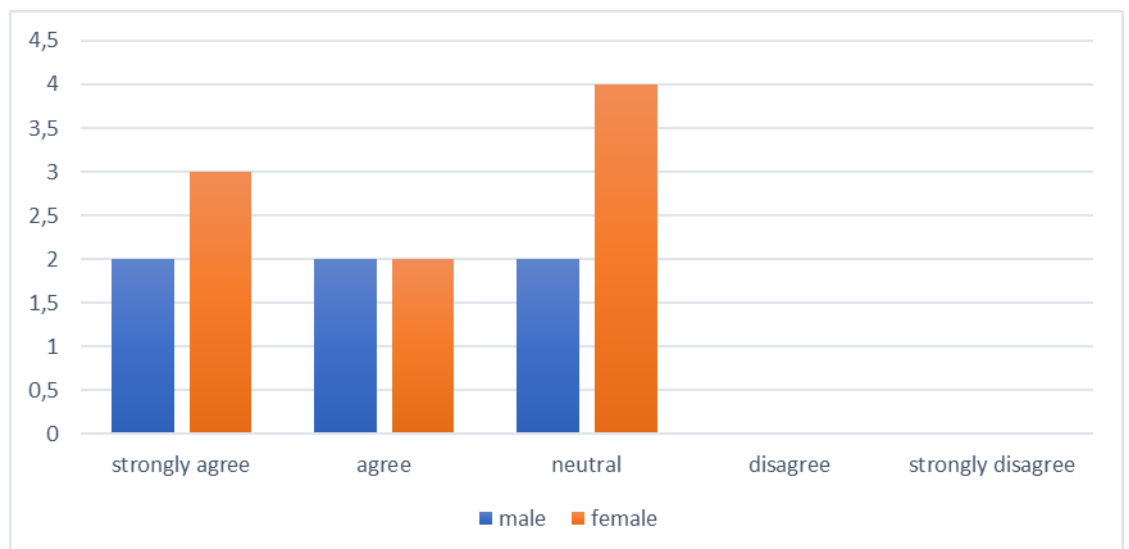


Figure N°25: Pedagogically relevant humor

The table and figure show that teachers agree about if humor must always be pedagogically relevant. 33.3 percent of the participants agree strongly with the above statement, and 26.7 percent agree. By contrast, a large number — 40% — were neutral while no one selected disagree or strongly disagree. When we look at such informal use of humor, these results point to a mixed discourse on the role humor should play in instructional contexts; even though many teachers agree on its pedagogical relevance, a significant number appear unsure, implying highly contested views of how strictly instruction-oriented humor should be.

3.3. Classroom observation results

3.3.1. Aim of Classroom Observation

As a vital research tool, classroom observation is used to collect qualitative data from real life classroom settings. In this study, the purpose of using classroom observation is to observe how humor is delivered by teachers in action and how students respond to it in actual teaching and learning situations in the EFL classroom. This study examines the roles of humor in enhancing teaching and learning in EFL classrooms through an in-depth analysis of classroom discourse. To achieve the objective of the study, classroom observations were carried out to capture different types of humor in use, their locations, functions and effects on lesson events. These observations reveal the significance of humor on raising students' motivation, engaging them in interaction, and shifting the tone of lesson events. Collected data will be analyzed and interpreted to clearly determine the efficacy of humor in pedagogical and discourse-based strategies within the English as a Foreign Language (EFL) setting.

3.3.2. The sample

The current classroom observation study looked at EFL classes in private language schools. The lessons were observed on regular teaching days. The learners in the observed classes had a variety of proficiency levels, from beginners to advanced learners of English. This sample was selected because it offers an appropriate setting to observe humor in authentic classroom scenarios. Additionally, by including learners at various proficiency levels, the researcher can analyze how

humor is employed and modified in relation to students' language skills. Consequently, this sample is deemed suitable for investigating the function of humor in EFL classroom discourse and its effects on student interaction, motivation, and overall classroom environment.

3.3.3. Description of Classroom Observation

Observation of classroom activity takes place at normal class times in private English Language Schools. In this case a number of different classes are observed with various levels of student proficiency, representing the target population for this research project. The researcher will observe teacher use of humor in numerous lessons, typically one-hour long, to investigate how teachers utilize humor as an instructional tool within their lesson and how they react when students do. The focus of this observation was on many elements relative to the teacher's use of humor in the classroom (such as how often, what type(s), when, etc.) and the reaction of the students to the teacher's use of humor (participation, level of engagement, etc.).

This classroom observation will be done using a checklist format which has all of the components grouped into three main categories; 1) observing the teacher's use of humor, 2) examining how it affects student/teacher interaction, and 3) evaluating whether or not it fosters a positive learning environment.

3.3.4. .Rubric one: Observation of Teachers Use of Humor

The focus of this rubric was on how teachers were using humor within their EFL classrooms. The purpose of this rubric is to help identify (how/when) teachers are using humor during lessons. First, the rubric assesses if teachers are utilizing humor to create a welcoming environment and to reduce the level of distance created between teachers and students.

Second, the rubric seeks to identify what types of humor (jokes, funny comments, situational etc.) are being utilized by the teacher. Thirdly, the rubric assesses the frequency (how often) the teacher utilizes humor during the lesson. Lastly, the rubric examines (assesses) when the teacher uses humor in relation to phases of the lesson (explanation phase, classroom activities etc.) and/or at the conclusion of the session. In addition to these aspects, the present rubric considers

the use of humor from an educational perspective (the pedagogical function of humor) for example in enhancing students' comprehension, their motivation and active participation. It seeks to identify if humor can be an aid to the management of classroom discipline and to maintain students' interest.

The rubric finally tries to find out if the teacher makes appropriate use of humor; that is, it takes into account the level of students' proficiency in their mother tongue, and if possible their socio-cultural background, and if they integrate humor as part of a conscious and deliberate teaching strategy or simply react to events occurring during the lessons.

3.3.5. Rubric Two: Observation of students Reactions to humor

This Rubric looks at Student Reactions to Humor in the EFL Classroom. The main focus is on determining how Students React to Humorous Situations during Class, i.e., by Laughing, Smiling, etc. Additionally, it determines if humor makes students more active participants in the class interactions. Further, the Rubric looks into the Effects of Using Humor on Students' Motivation and Engagement for Learning, and the Role of Humor in Creating an Atmosphere that is Relaxed and Comfortable for Learning. Lastly, the Rubric identifies if using humor Distracts or Causes Misunderstandings among Students, particularly because of Language Barriers, and to What Degree Does it Affect the Overall Dynamics of the Class.

3.3.6. Analysis of Classroom Observation

The results of classroom observation

The tables below display the results of five (05) classroom observation sessions conducted at a selected private school; involving five teachers and different proficiency levels.

1. Use of humor:

Observation Item	T1 (starter)	T2 (A1)	T3 (A2)	T4 (B2)	T5 (C1)	Total
Teacher use humor	Yes	Yes	Yes	No	Yes	04
Humor appeared naturally	Yes	Yes	Yes	No	Yes	04
Humor was appropriate	Yes	Yes	Yes	No	Yes	04

Table 01: the use of humor

The observation suggests that the majority of teachers used humor. Four out of five teachers employed humor in their lessons, but one did not in the **B2** level class. Humor emerged naturally and was suitable for the classes it was used in .This demonstrates how humor is frequently used as a teaching strategy in private schools , whereas its application varies according on the teacher and the students' level.

2. Types of humor observed:

The observation checklist examined each type of humor using a presence/ absence approach, meaning that teachers could use certain forms of humor but not all of them.

Types of humor	T1(start er)	T2 (A1)	T3 (A2)	T4 (B2)	T5 (C1)	To tal
Jokes	Yes	Yes	Yes	No	Yes	04
Funny comments	Yes	Yes	Yes	No	Yes	04

Short stories/anecdotes	Yes	No	No	No	No	01
Wordplay/puns	No	No	Yes	No	No	01
Classroom related humor	Yes	Yes	Yes	No	No	03
Situational humor	Yes	Yes	Yes	No	No	03

Table02: types of humor observed

Others: (T2) (A1): students generated humor. / **(T3) (A2):** Humor through examples.

NB: (T4) since the teacher did not use any humor .all of them are No.

Table 2 demonstrates that teachers did not employ all types of humor equally, while jokes and funny comments were frequently seen in classrooms from the starter to C1. Short stories and wordplay /puns were less common. Classroom –related and situational humor were only occurred in starter, A1, and A2 classes. The B2 level class (T4) did not encounter any type of humor during the observation, and the session was conducted in a more professional and instruction-focused manner

3. Timing of humor:

Timing	T1 (starter)	T2 (A1)	T3 (A2)	4 (B2)	5 (C1)	Total
Beginning of lesson	Yes	Yes	Yes	o	o	03
During explanation	No	Yes	Yes	o	o	02
During activities	Yes	Yes	Yes	o	Yes	04
End of lesson	Yes	Yes	Yes	No	Yes	04

Table 03: timing of humor

According to table 03, the most common times to include humor into a class during the active and ending parts. Four out of five teachers used humor during the “ during activities “ and “ end of lesson “ phases , which both had the highest level of use .

This implies that teachers commonly use humor to keep students engaged throughout assignments to leave them with the positive final impression once the class ends.

On the other hand, humor was least common during the explanation phase, with only two (02) out of five (05) teachers using it. This suggests that when teachers are teaching new or complex content, they often prefer a more serious or focused tone to make sure everyone understands. The data also shows a big difference between levels: the lower-level classes (T1, T2, and T3) used humor almost all the time, but the higher-level classes (T4, and T5) were more selective. For example, the B2 teacher (T4) did not use humor at all during this observation.

4. Functions of humor:

Function of humor	T1 (starter)	T2 (A1)	T3 (A2)	T4 (B2)	T5 (C1)	Total
To reduce classroom tension	Yes	Yes	Yes	No	Yes	04
To motivate participants	Yes	Yes	Yes	No	Yes	04
To explain content	Yes	Yes	Yes	No	Yes	04
To manage behavior	Yes	Yes	Yes	No	No	03
To build rapport	Yes	Yes	Yes	No	No	03

Table 04: functions of humor

According to the data, humor fulfills a number of crucial purposes in the classroom, with primary focus on the students' emotional and cognitive needs. Eighty percent (80%) of teachers who were observed used humor to explain content, encourage participation, and reduce classroom tension . This means that humor is not just for fun, it is also used on purpose to calm students and make hard-to- understand information easier to understand.

Additionally, sixty percent (60%) of the teachers used humor to establish rapport and control classroom behavior. The fact that teachers at the starter, A1, A2, levels always said “yes” shows that humor is an important way to build a good relationship between teachers and students in the early stages of language learning. In line with earlier research, the B2 level session was the only one where no pedagogical functions of humor were noted. This shows that humor was used in a more formal way at that level.

5. Students' reactions:

Students' reaction	T1 (starter)	T2 (A1)	T3 (A2)	T4 (B2)	T5 (C1)	Total
Students laughed or smiled	Yes	Yes	Yes	No	Yes	04
Students showed increased participation	Yes	Yes	Yes	No	Yes	04
Students were distracted	No	No	No	No	No	00
Humor improved the classroom atmosphere	Yes	Yes	Yes	No	Yes	04

Table 05: student's reactions

The data in Table 05 shows that students' reactions to humor were mostly positive and helpful. Every time humor was employed, students laughed or smiled, which immediately improved the classroom environment. Most significantly, the data

indicates that humor made 80% of classes more interesting, which means that it is a useful tool for engagement rather than just a diversion.

A significant finding is that none of the teachers indicated that the use of humor distracted their students. This puts to rest the common worry that humor could make it hard to control the classroom. The “No” results in the distraction category, along the “Yes” results for enhancing the atmosphere, demonstrate that humor is a safe and beneficial pedagogical tool. As noted in previous sections, the lack of data for the B2 level (T4) aligns with the teacher’s choice to avoid using humor during that specific session.

6. Overall classroom atmosphere:

Overall classroom atmosphere	T1(starter)	T2 (A1)	T3 (A2)	T4 (B2)	T5 (C1)	Total
Humor created Positive environment	Yes	Yes	Yes	No	Yes	04
Humor supported learning	Yes	Yes	Yes	No	Yes	04
Humor led disruption	No	No	No	No	No	00

Table 06: Overall classroom atmosphere:

Table 06 shows that humor is a great way to make a classroom a good place to learn. Humor was found to foster a positive environment and aid in learning in 80% of the observed sessions. This suggests that humor does more than just make students happy, it also helps them learn by getting them interested in the material.

Most importantly, the data indicates that none of the five (05) teachers experienced any disruption from humor (0%). It did not result in a loss of control or a chaotic atmosphere, even for the teachers who used humor frequently. This implies that the teachers under observation are very adept at striking a balance between instructional discipline and entertainment. The B2 level (T4) session was formal and did not use humor, which was consistent with the rest of the study. This led to “No”

responses for the positive impact categories, but it also confirmed that the lack of humor does not always result in disruption.

Additional descriptive findings:

Along with the structured checklist, the following specific observations were made during the sessions:

Teacher 01(starter): in a starter level, humor tends to be simple and related to the classroom context because students have limited English vocabulary.

Teacher 02(A1): the teacher's use of humor was well timed and relevant to the lesson. It increased student's engagement and maintained positive learning environment. Classroom management was not negatively affected.

Teacher 03(A2): the teacher used humor naturally and appropriately to support learning. Humor helped reduce student's anxiety and created a relaxed classroom atmosphere without causing any disruption.

Teacher 04(B2): no humor was observed during this session. The teacher maintained a strict, formal academic tone.

Teacher 05(C1): at this level, humor came easily and went both ways. The students were able to "joke back" with the teacher, using advanced language like sarcasm and wordplay. This showed a lot of confidence and a strong, friendly bond between the teacher and the students.

3.5. Conclusion

In this dissertation study we focus on humor's function within EFL classroom communication. In this part of the dissertation we describe our empirical investigation into the subject matter. We explain the qualitative and quantitative methods (a teacher's questionnaire and classroom observations) used to analyze, interpret and discuss the data collected.

Ultimately, the study showed that humor has a considerable effect on students' motivation, promotes students' comprehension, improves student-teacher/student-student interactions and fosters a comfortable and happy learning environment. Thus,

humor should be viewed as an excellent tool for both the educational process (teaching) and language acquisition (learning).

3.4. Discussion of the findings

Introduction:

The results of the current study are discussed in this chapter in connection to the research question: How do teachers of EFL perceive and interpret the role of humor in classroom? The discussion is based on data obtained using two research instruments: a teacher's questionnaire and classroom observations conducted in selected private schools. This chapter aims to analyze the findings and explain their significance in understanding teachers' attitudes, perceptions, and classroom practices concerning humor. The chapter provides a more comprehensive understanding of humor as both a perceived and enacted element of EFL classroom discourse by integrating self-reported data with observational evidence.

3.4.1. Discussion of Teachers' Questionnaire Results

The first part of this chapter looks at the answers given by EFL teachers from randomly chosen private schools, based on the questionnaire created for this study. This method functions as a means to value teachers' professional experiences and personal perspectives, and their responses act as a rich source of information regarding how humor is understood and evaluated in EFL teaching. This section explores how teachers feel about using humor in the classroom, how often and in what ways they use it, the emotional and teaching benefits they associate with it, as well as the difficulties they face and the importance they place on receiving training in this area. The goal is to understand what teachers think about humor and how they see it fitting into the bigger picture of conversations that happen in the classroom.

Teachers' Attitudes toward Humor in EFL Teaching:

The results from the survey indicate that most teachers have a favorable view regarding the use of humor in English as Foreign Language classrooms. The perception among teachers was that the use of humor was an appropriate and beneficial approach in the education process regardless of different educational

backgrounds or experiences in teaching. It shows that people generally agree humor has a place in teaching. The teachers' use of humor shows that they see it as a way to improve communication and build a better environment for learning. It's especially important in lessons for learning a new language, because students might feel nervous or unsure.

Frequency and Planning Of Humor Use:

The questionnaire results indicate that humor is frequently used by many teachers; however, it is rarely planned in advance. Teachers said that humor usually comes up naturally in the classroom, like when students make funny comments or when certain situations happen. This finding suggests that teachers view humor as a natural and flexible practice rather than a formally structured pedagogical technique. Spontaneity can add authenticity and immediacy to lessons, the absence of planning also indicates the informal nature of humorous approaches in teaching. This shows that lesson planning usually relies on teachers' sense and previous experience instead of using structured teaching approaches.

Humor as an affective and pedagogical tool:

In general, participants viewed humor as a valuable affective element that enhances the process of teaching. Many teachers thought that using humor can help boost students' motivation, lower their stress levels, and make them more willing to take part in class. Activities. It is especially applicable to EFL classes, where students may experience high levels of stress while communicating in a foreign language. Besides its emotional effects, teachers also saw the educational benefits of using humor. They pointed out that it can help explain tough ideas, keep students focused, and make lessons easier to remember. This dual understanding of humor shows how it helps with both emotional connection and mental understanding.

Contextual and cultural awareness in humor use:

One important aspect was that teachers had taken into consideration the cultural and contextual background while making use of humor. Teachers expressed caution regarding the kind of humor they use, especially when considering cultural appropriateness and the varying levels of language proficiency among students. The

teachers pointed out that humor could be misinterpreted by the students who possessed less knowledge about language, thus reducing its effectiveness. Although they faced these challenges, teachers still saw humor as mostly beneficial, indicating that they considered minor misinterpretations as something they could handle, and that the overall advantages of using humor in the classroom were more significant.

Teachers' Views on Training and Professional

Development:

The findings also highlight a significant absence of formal training concerning the pedagogical application of humor. Most participants indicated that they have never been trained or attended any workshop aimed at teaching them how to make use of humor in class. Despite this, a significant number of people showed a clear desire to incorporate humor-related topics into teacher training programs. This indicates that teachers understand the importance of using humor in their teaching but primarily depend on their own past experiences and experimenting through trial and error instead of following a more organized approach to guidance. The demand for training shows that teachers want to use humor in a more planned and assured way during their teaching activities.

3.4.2. Discussion of the Classroom Observation Results:

The second section of this chapter analyzes the findings from classroom observations undertaken in select private schools. The purpose of the second part is to investigate how teachers utilize humor in the process of interaction with their pupils in the classroom and how students respond to this phenomenon in the practice of teaching. Classroom observations allow for a more in-depth evaluation of teachers' instructional behavior and provide empirical evidence to supplement questionnaire data. This section provides a more nuanced assessment of the role of humor in EFL classroom discourse by comparing observed. Practices to stated impressions by teachers.

Humor and Classroom Atmosphere:

Through classroom observation, it can be concluded that humor contributes in creating a pleasant learning environment in class. Students appeared more at ease,

alert, and eager to participate in classroom activities when humor was present. This clearly indicates that teachers make use of humor as a tool of minimizing tension in a classroom, making it a conducive environment for learners. The observation of a happy classroom climate lends credence to the notion that humor serves as an affective technique that improves learners' emotional readiness for language learning.

Variation of humor across proficiency levels:

It is apparent that there are differences in the use of humor depending on students' proficiency level. There were more instances of humor used in the lower-level classes, and the humor used tended to be simpler and situational, hence allowing the students to understand and appreciate it. This style of humor seemed to alleviate fear and enhance participation among less skilled student. In contrast, humor was utilized less frequently in higher-level classes; but where it occurred, it tended to involve complex language and learner-generated humor. This variation suggests that teachers tailor their use of humor to students' linguistic ability and classroom dynamics.

Pedagogical functions and timing of humor:

Another key discovery is the timing and function of humor during lessons. Teachers preferred to use humor during group activities or class discussion and also during the closing of classes, but not during the introduction of new concepts to students. This shows that teachers believe humor is more useful for retaining engagement and promoting interaction than for imparting complex information. Another finding was that humor can be used for different purposes during the process of teaching. Including encouraging students, explaining ideas, building rapport, and lowering tension during difficult tasks.

Students' reactions and classroom interaction:

Throughout the observed classrooms, students' reactions to humor were consistently favorable. Students would respond by laughing, smiling, and being more involved, thus making it clear that humor was helping students become more involved in class discussions. Importantly, humor did not cause classroom disturbance or loss of instructional control in any of the observed sessions. This implies that teachers can effectively employ humor without losing any authority or

concentration in the process. Supporting the view of humor as a desirable and manageable teaching method.

3.5. Conclusion

Thus, the results obtained through both the teachers' questionnaire and classroom observation demonstrate that EFL teachers who work in private schools tend to consider humor as a crucial aspect of good teaching. Humor is considered a means to motivate students, reduce their anxiety levels, form positive relations, and promote communication. Teachers understand that humor has limits in different situations and cultures, even though they don't always plan when to use it. The alignment between teachers' perceptions and practices increases the credibility of the study results as well as their importance.

General Conclusion

4.1. Summary of the Major Findings

This study explored the use of humor in EFL classroom discourse within Algerian private language schools. Based on the analysis and interpretation of both the teachers' questionnaire and classroom observation, it is concluded that humor plays an important role in teaching and learning processes. The findings reveal that humor is not merely a source of entertainment, but rather an effective pedagogical and interactional strategy that contributes positively to classroom communication and student engagement. More specifically:

1. EFL teachers hold the view that humor is a component of good classroom discourse. The majority of teachers are of the opinion that humor contributes to establishing a positive learning environment and facilitates the communication between teachers and students.
2. Results suggest that humor has a considerable positive effect on students' motivation and engagement. Respondents indicated that humorous interaction contributed to increased learner involvement in class discussions and activities.
3. The study also showed that the use of humor can relieve stress and anxiety in the classroom and in particular in foreign language classes, where learners tend to experience anxiety or fear of uttering errors when speaking English.
4. What Classroom Observation Revealed: Humor can have a positive effect on class climate and class interaction. Students often responded with smiles, laughter, and a higher level of participation indicating they were feeling comfortable and supported in their learning environment.
5. Most of the humor during the classroom interaction was situational, with some funny jokes comments and verbal jokes. Humor was employed more frequently and more naturally in an unplanned manner.
6. The results also indicated that teachers modify their humor use based on students' language proficiencies and cultural background to prevent potential misunderstandings or inappropriate communications.

7. While there were positive attitudes expressed towards humor, the findings indicated that the majority of teachers had not received any formal education on the pedagogical exploitation of humor. However, a significant number of respondents were in favor of introducing training on humor in teaching in teacher education programmes.

8. On balance, the present study confirmed that in the observed lessons humor was not a cause for class interruption. Rather, it promoted learning, contributed to teacher–student relationship, and enhanced the entire class environment.

4.2. Implications of the Study

This study gives us useful understanding about the pedagogical function of humor in EFL classroom discourse. The following are its implications:

1. This study contributes to the analysis of classroom discourse by focusing on the intersection of humor, interaction, and language learning. It will also be of interest to Master students as well as to academics and researchers in the fields of linguistics, discourse analysis, education and EFL teaching.

2. The results suggest that EFL teachers should make better use of humor in the classroom, so as to establish motivating, interactive, and less stress learning atmospheres.

3. The research also underlines the necessity of increasing pre-service and in-service teacher training on this issue.

4. In terms of pedagogy, findings of this study imply that humor can be used as an effective teaching technique to facilitate comprehension, classroom management and students' participation, as well as establishing positive communication.

5. In addition, this work adds to the conceptualization of classroom discourse as a fluid social interaction with emotional–affective dimensions that are instrumental in language acquisition.

4.3. Limitations and suggestions for further research

As is common in any scientific study, there were some limitations that occurred during the process of the present study, which can be listed as follows:

1. The current study was carried out using a small number of teachers in private language schools, and thus the results cannot be generalized for all EFL classes in Algeria.
2. The classroom observation used five observations only in one private institution, which could not fully reflect all classroom activities involving the use of humor.
3. The study paid attention to teachers' attitudes toward humor use in EFL classes but did not analyze students' views on this matter.
4. This research was limited to the topic of humor in EFL classes and did not involve other possible affective strategies.
5. Humor being a very context-bound notion, the results obtained can vary under other circumstances.

Given these issues, some recommendations for future research might be made:

1. The sample of participants in future research might consist of a large number of subjects enrolled in public schools and universities.
2. Further research might reveal how students perceive the use of humor in the process of teaching English as a foreign language and whether their attitudes differ from those of teachers.
3. Another recommendation would be to study the connection between humor and particular language skills such as speaking, listening, vocabulary acquisition, and pronunciation.
4. The various types of humor and their impact on communication in the classroom setting should also be explored.

5. Further research should be conducted on the influence of teacher-training courses on the teachers' use of humor.

In conclusion, this dissertation made an attempt to explore the role of humor in EFL classroom discourse in Algerian private language schools through teachers' perceptions and classroom practice. With the aid of teachers' questionnaire and classroom observation, it was found that humor has important pedagogical and interactive roles in facilitating a better atmosphere in the classroom, increasing motivation, decreasing anxiety, and fostering good communication. In other words, the findings demonstrate that humor is an efficient discourse strategy for teaching and learning if employed properly. Finally, this dissertation contributes to the literature on classroom discourse.

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Appendices

Appendix A

Teachers' Questionnaire on the Role of Humor in EFL Classroom Discourse

This questionnaire is part of a Master's study exploring teachers' perceptions of the role of humor in EFL classroom discourse in private language schools. All responses are anonymous and will be used solely for academic research purposes.

Thank you for your cooperation

. Section A: Personal Information

Gender:

☐ Male ☐ Female

Age:

☐ under 25 ☐ 25–34 ☐ 35–44 ☐ 45 and above

Highest qualification:

☐ License/Bachelor ☐ Master's ☐ Doctorate

Teaching experience:

☐ Less than 3 years ☐ 3–6 years ☐ More than 6 years

Level(s) you teach:

☐ Beginners ☐ Intermediate ☐ Advanced ☐ Mixed levels

Section B: Teachers' Use of Humor

Do you use humor in your EFL classes?

☐ Yes ☐ No

How often do you use humor in class?

☐ Always ☐ Often ☐ Sometimes ☐ Rarely ☐ Never

How comfortable do you feel using humor?

☐ Very comfortable ☐ Comfortable ☐ Neutral ☐ Uncomfortable

Do you plan your use of humor in advance?

☐ Yes ☐ Sometimes ☐ No

Do you adjust humor depending on the students' English level?

☐ Always ☐ Sometimes ☐ Rarely ☐ Never

Section C: Teachers' Perceptions of Humor in Classroom Discourse

For the following statements, please indicate your level of agreement.

Humor helps build rapport with students

. ☐ strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ strongly disagree

Humor increases student motivation.

☐ strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ strongly disagree

Humor helps reduce classroom anxiety.

☐ strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ strongly disagree

Humor facilitates understanding of difficult content.

☐ strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ strongly disagree

Humor improves classroom interaction.

☐ strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ strongly disagree

Humor helps manage classroom discipline.

☐ strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ strongly disagree

Section D: Types and Appropriateness of Humor

Which type of humor do you use most often?

- ☐ Verbal jokes ☐ Situational humor ☐ Visual humor (memes, pictures)
☐ Irony / sarcasm

Do you avoid humor that may be culturally inappropriate?

- ☐ Always ☐ Often ☐ Sometimes ☐ Rarely ☐ Never

Students usually react positively to your humor.

- ☐ strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ strongly disagree

Students sometimes misunderstand humor because of language limitations.

- ☐ strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly disagree

Humor should always remain pedagogically relevant.

- ☐ strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ strongly disagree

Section E: Pedagogical and Professional Perspectives

Humor is an essential part of effective EFL teaching.

- ☐ strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ strongly disagree

Excessive humor may distract students from learning.

- ☐ strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ strongly disagree

Teacher training programs should include training on effective use of humor.

- ☐ Yes ☐ No ☐ not sure

Would you support integrating humor as a discourse strategy in the EFL curriculum? ☐ Yes ☐ No ☐ Maybe

Appendix B

This appendix shows the class observation checklist that was used as the data collection tool in this research. This checklist was developed to observe humor in the EFL class in terms of its existence, kinds, timing, functions, and students' reactions toward it. The checklist was filled out during the class observations made in private schools.

Teacher's Name: ____

Date: ____

School: ____

Class Level: ____

Duration: ____

1. Use of Humor

The teacher used humor during the lesson.

No ☐ Yes ☐

Humor appeared naturally in the flow of teaching.

No ☐ Yes ☐

Humor was appropriate to the classroom context.

No ☐ Yes ☐

2. Types of Humor

Observed ☐ Jokes ☐ Funny comments ☐ Short stories/anecdotes ☐

Wordplay/puns ☐ Classroom-related humor ☐ Situational humor

Other (please specify): ____

3. Timing of Humor

Used at the beginning of the lesson.

No ☐ Yes ☐

Used during content explanation.

No ☐ Yes ☐

Used during classroom activities.

No ☐ Yes ☐

Used at the end of the lesson.

No ☐ Yes ☐

4. Functions of Humor

To reduce classroom tension.

No ☐ Yes ☐

To motivate participation.

No ☐ Yes ☐

To explain or simplify content.

No ☐ Yes ☐

To manage classroom behavior.

No ☐ Yes ☐

To build rapport with students.

No ☐ Yes ☐

5. Students' Reactions

Students laughed or smiled.

No ☐ Yes ☐

Students showed increased participation.

No ☐ Yes ☐

Students appeared distracted.

No ☐ Yes ☐

Humor improved the classroom atmosphere.

No ☐ Yes ☐

6. Overall Classroom Atmosphere

Humor created a positive learning environment.

No ☐ Yes ☐

Humor supported the learning process.

No ☐ Yes ☐

Humor caused disruption.

No ☐ Yes ☐

Additional Notes

ABSTRACT

This research examines the function of humor in the EFL classroom talk at Algerian private language schools. The study attempts to investigate the teachers' opinion about humor and the use of humor in language teaching. The research also attempts to discover the influence of humor on students' motivation, participation, and class atmosphere and teacher-student communication. In order to achieve these aims, a mixed method strategy was used to collect data via teachers' questionnaire and classroom observation. The questionnaire was distributed to the EFL instructors in the private's language schools, and an observing of class was held in order to penetrate into humor utilization in class talk. The review of the findings indicated that humor has a pivotal pedagogical and interactional function in EFL classrooms. According to the teachers, humor is a good way to teach and that it contributes to having a positive classroom environment, motivating, and involving the students as well as calming the class. One more affirmation of that humor has a positive influence on classroom interaction as well as on teacher-student relationships. The results also revealed that humor is most often employed spontaneously in the form of jokes, funny remarks, and situational context jokes. In general, the research regards humor as an effective and accessible supportive discourse strategy in foreign language teaching and learning and essential within such a teaching context.

Key Terms: humor, EFL classroom discourse, classroom interaction, teacher–student communication, motivation, classroom observation.

RÉSUMÉ :

Cette recherche examine la fonction de l'humour dans la discussion en classe d'EFL dans les écoles privées de langues algériennes. L'étude tente d'examiner l'opinion des enseignants sur l'humour et l'utilisation de l'humour dans l'enseignement des langues. La recherche tente également de découvrir l'influence de l'humour sur la motivation des élèves, leur participation et l'atmosphère de classe ainsi que la communication enseignant-élève. Afin d'atteindre ces objectifs, une stratégie de méthode mixte a été utilisée pour collecter des données via le questionnaire des enseignants et l'observation en classe. Le questionnaire a été distribué aux instructeurs d'EFL dans les écoles de langues privées, et une observation de la classe a eu lieu afin de pénétrer dans l'utilisation de l'humour en classe. La revue des résultats a indiqué que l'humour a une fonction pédagogique et interactionnelle essentielle dans les classes d'EFL. Selon les enseignants, l'humour est un bon moyen d'enseigner et il contribue à avoir un environnement de classe positif, motivant et impliquant les élèves ainsi qu'à calmer la classe. Une autre affirmation de cet humour a une influence positive sur l'interaction en classe ainsi que sur les relations enseignant-élève. Les résultats ont également révélé que l'humour est le plus souvent employé spontanément sous la forme de blagues, de remarques amusantes et de blagues en contexte situationnel. En général, la recherche considère l'humour comme une stratégie de discours de soutien efficace et accessible dans l'enseignement et l'apprentissage des langues étrangères et essentielle dans un tel contexte d'enseignement.

Termes clés : humour, discours en classe EFL, interaction en classe, communication enseignant-élève, motivation, observation en classe.