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EFL Teachers' Use of Humor to Increase Students' Motivation and Understanding

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Epigraph

“Your race, in its poverty, has unquestionably one effective weapon laughter. Power, money, persuasion, supplication, persecution these can lift at the colossal humbug push it a little weaken it a little, century by century, but only laughter can blow it to rages and atoms at a blast. Against the assault of laughter nothing can stand”

Mark twain.

Dedication

We would like to dedicate this work to our beloved mothers Aida and Fadila, for their undying support, their unwavering belief that we can achieve so much, who have meant and continue to mean so much to us. Thank you for all your sacrifices, your unconditional love. Your selflessness will always be remembered. To my little sister Lydia, the joy of my life and our dearest friends who have been such a big support in hard times. Their jokes, words, and good vibes have kept our moods uploaded. thank you all.

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Table of contents	
Dedication.....	II
Acknowledgement.....	III
Table of content.....	IV
List of tables	IX
List of figures	X
List of abbreviations and acronyms.....	XII
Abstract in English.....	XIII
Abstract in Arabic.....	XIV

Chapter one: General introduction

Introduction.....	1
1. Statement of the problem.....	1
2. Research Aim.....	2
3. Significance of the study	2
4. Research problem.....	3
5. Hypotheses.	3
6. Research methodology.....	3
7. Limitations of the study.....	4

Chapter two: Literature review: Humor in the classroom (Humor, motivation and understanding)

1. Humor in the classroom.....	5
--------------------------------	---

- Introduction.....5
- 1. Defining humor.....5
- 2. Historical account of humor.....6
- 3. Theories of humor.....7
 - 3.1. Incongruity theory.....7
 - 3.2. Superiority theory.....7
 - 3.3. Relief/Release theory.....8
- 1.4. Humor in educational settings..... 8
- 1.5. The five elements of humor.....9
 - 1.5.1. Humor identification.....9
 - 1.5.1.1. Forms of humor.....9
 - 1.5.1.1.1. Figural humor.....10
 - 1.5.1.1.2. Verbal humor..... 10
 - 1.5.1.1.3. Visual humor..... 10
 - 1.5.1.1.4. Auditory humor.....10
 - 1.5.1.2. Categories of humor.....11
 - 1.5.1.2.1. Nonsense..... 11
 - 1.5.1.2.2. Philosophical humor.....12
 - 1.5.1.2.3. Social satire..... 12
 - 1.5.1.2.4. Sexual humor..... 13
 - 1.5.1.2.5. Hostile..... 13
 - 1.5.1.2.6. Demeaning to men..... 14
 - 1.5.1.2.7. Demeaning to women..... 14

1.5.1.2.8. Ethnic humor.....	14
1.5.1.2.9. Sick humor.....	15
1.5.1.2.10. Scatological humor.....	15
1.5.2. Humor appreciation.....	17
1.5.3. Humor mirth response.....	17
1.5.4. Humor comprehension.....	17
1.5.5. Humor production.....	18
1.6. Advantages vs. disadvantages.....	18
1.6.1. Benefits of producing humor.....	18
1.6.1.1. General benefits.....	18
1.6.1.2. Benefits in education.....	19
1.6.2. Disadvantages of humor.....	21
1.7. How to infuse humor in subject area matter.....	22
1.7.1 How To's.....	23
1.7.2. Tips to consider when using humor.....	24
1.7.3. The lucky 12.....	25
1.7.3.1. Quotes or sayings.....	25
1.7.3.2. Cartoons.....	25
1.7.3.3. Current events.....	25
1.7.3.4. Definitions.....	25
1.7.3.5. Videos.....	26
1.7.3.6. Funny examples.....	26
1.7.3.7. Humor insertions.....	26

1.7.3.8. Activities involving skits.....	26
1.7.3.9. Games.....	27
1.7.3.10. Discussion questions/polling.....	27
1.7.3.11. Funny multiple-choice items.....	27
1.7.3.12. Responses to mistakes.....	27
2. Humor and students' motivation in the classroom.....	28
1. Defining motivation.....	28
2. Intrinsic motivation vs. extrinsic motivation.....	28
3. Positive classroom.....	29
4. Humor and motivation.....	30
3. Humor and students' understanding in the classroom.....	32
1. The role of humor in the classroom interaction and students' engagement.....	32
2. Defining understanding.....	33
3. Humor and understanding.....	34
Conclusion.....	35

Chapter three: Methods and procedures.

Introduction.....	36
1. Research approach.....	36
2. Sample and population.....	36
3. Data gathering instruments.....	37
3.1. Questionnaire design.....	37
3.1.1. Teachers' questionnaire.....	38

3.1.1.1. The aim of the questionnaire.....	38
3.1.1.2. Description of the questionnaire.....	38
3.1.2. Students' questionnaire.....	40
3.1.2.1. The aim of the questionnaire.....	40
3.1.2.2. Description of the questionnaire.....	40
Conclusion.....	41

Chapter four: Results and discussion.

Introduction.....	42
1. Teachers' questionnaire.....	42
1.1. Data analysis.....	42
1.2. Results discussion.....	59
2. Students' questionnaire.....	61
2.1. Data analysis.....	61
2.2. Results discussion.....	89
Conclusion.....	92

Chapter five: Conclusion and Recommendations.

1. Conclusion	93
2. Implications.....	94
3. Recommendations and suggestions.....	95
3.1. Recommendations for teachers.....	95
3.2. Recommendations for the educational system.....	96
Conclusion.....	96
References.....	97

Appendices

List of tables

Table 1.1: Teachers' Gender.....	42
Table 1.2: Teachers' Seniority.....	43
Table 1.3: Teachers' Degree.....	44
Table 1.4: Humor and better learning in a relaxing environment.....	45
Table 1.5: The Appropriate Time to include humor during the lesson.....	47
Table 1.6: the use of humor in the classroom.....	48
Table 1.7: the most used forms of humor.....	50
Table 1.8: the difficulties the teacher face when using humor.....	51
Table 1.9: Humorous vs. serious.....	53
Table 1.10: Humor and motivation.....	55
Table 1.11: Humor and comprehension.....	57
Table 2.1: Students' gender.....	61
Table 2.2: Student's grade.....	62
Table 2.3: Students' motives to study English.....	63
Table 2.4: Students' Evaluation of their English Level.....	65
Table 2.5: Students' preference of teachers' use of humor.....	67
Table 2.6: Teachers' Humor use Frequency.....	69
Table 2.7: Students' attitude towards humor and positive classroom atmosphere.....	71

Table 2.8: Role of humor.....	72
Table 2.9: Humorous yet serious teacher.....	74
Table 2.10: Form of Humor Most Used.....	77
Table 2.11: Students’ most useful forms.....	79
Table 2.12: Students’ perceptions of teaching with humor and traditional way of teaching.....	82
Table 2.13: Students' thoughts about the Impact of Humor on their Comprehension.....	85
Table 2.14: Students’ perceptions of the several benefits of humor.....	87

List of figures

Figure 1.1: Teachers’ Gender.....	43
Figure 1.2: Teachers’ Seniority.....	44
Figure 1.3: Teachers’ Degree.....	45
Figure 1.4: Teachers’ humor and better learning in a relaxing environment.....	46
Figure 1.5: The Appropriate Time to include humor during the lesson.....	47
Figure 1.6: The use of humor in the classroom.....	49
Figure 1.7: The most used forms of humor	50
Figure 1.8: The difficulties the teacher face when using humor.....	52
Figure 1.9: Humorous vs. serious.....	53
Figure 1.10: Humor and motivation.....	55
Figure 1.11: Humor and comprehension.....	57
Figure 2.1: Students’ gender.....	61
Figure 2.2: Student’s grade.....	62
Figure 2.3: Students’ motives to study English.....	64

Figure 2.4: Students' Evaluation of their English Level.....66

Figure 2.5: Students' preference of teachers' use of humor.....67

Figure 2.6: Teachers' Humor use Frequency.....70

Figure 2.7: Students' attitude towards humor and positive classroom atmosphere.....71

Figure 2.8: Role of humor.....73

Figure 2.9: Humorous yet serious teacher.....74

Figure 2.10: Form of Humor Most Used.....78

Figure 2.11: Students' most useful forms.....80

Figure 2.12: Students' perceptions of teaching with humor and traditional way of teaching.82

Figure 2.13: Students' thoughts about the Impact of Humor on their Comprehension.....85

Figure 2.14: Students' perceptions of the several benefits of humor.....88

List of Abbreviations and acronyms

EFL	English as a foreign language
IHPT	Instructor humor processing theory
ELT	English Language teaching

Abstract

Some EFL teachers are not able to create the appropriate learning environment for their students, students feel bored, anxious, and unmotivated to be engaged in the classroom. Apparently the strategies used by teachers are not as effective as they think. This descriptive study mainly aims at investigating the effects of Humor as a strategy on teaching and learning. The study seeks to prove whether teachers' sense of humor has a significant effect on Algerian EFL students' understanding and to what extent Humor can affect students' motivation. So, in order to gain a deeper understanding of the impact of Humor on EFL teaching and learning, the data is collected by the means of questionnaires. The population selected for this study has been presented by the third- year and master one LMD students at the English department of El Chadli Ben Djdid University, ElTaref. A random sampling procedure has been used in the selection of the sample for this study, two questionnaires have been designed one addressed to 5 teachers of the same English department for the sake of examining the notion of Humor as a teaching strategy in their point of view, And another questionnaire addressed 42 students to see their attitudes towards the use of humor in the classroom to increase their motivation and understanding. The data obtained from the students and teachers' questionnaires were analyzed and discussed, and the results confirm the research hypothesis; the teacher's sense of humor does affect Algerian EFL students' understanding and motivation positively.

Key words: Humor, motivation, understanding, learning.

مستخلص

بعض معلمي اللغة الإنجليزية كلغة أجنبية غير قادرين على خلق بيئة تعليمية مناسبة لطلابهم؛ فالطلاب يشعرون بالملل، وعدم التحفيز، و القلق، أو حتى الخجل من المشاركة في الفصل، و السبب وراء ذلك هو الإستراتيجيات التي يستخدمها المعلم و التي لا يبدو أنها فعالة كما يفترض. تهدف هذه الدراسة الوصفية بشكل أساسي إلى التحقق من فعالية الدعابة كإستراتيجية في التدريس و التعلم. و تسعى إلى إثبات ما إذا كان لحس الدعابة لدى المعلمين تأثير كبير على فهم الطلاب الجزائريين للغة الإنجليزية كلغة أجنبية وإلى أي مدى يمكن للدعابة أن تؤثر على تحفيز الطلاب. لذا، من أجل التعمق أكثر في فهم مدى تأثير هذه الإستراتيجية على تعليم و تعلم اللغة الإنجليزية، تم جمع البيانات عن طريق الاستبيانات. الفئة المختارة لهذه الدراسة هي السنة الثالثة و ماستر واحد في قسم اللغة الإنجليزية لجامعة الشاذلي بن جديد، الطارف. تم استخدام عينات عشوائية لاستكمال هذه الدراسة، و قد تم تصميم استبيانين أحدهما موجه إلى 5 مدرسين من نفس قسم اللغة الإنجليزية لمعرفة وجهة نظرهم، و استبيان آخر موجه ل 42 طالبا لمعرفة مواقفهم تجاه استخدام الدعابة في الفصل لزيادة تحفيزهم و فهمهم لدروس . تم تحليل و مناقشة البيانات التي تم الحصول عليها من خلال استبيانات الطلاب و المعلمين ، و أكدت النتائج فرضية البحث؛ ألا و هي أن روح الدعابة لدى المعلمين تؤثر إيجابا على تحفيز الطلاب الجزائريين و فهمهم للغة الإنجليزية كلغة أجنبية

الكلمات المفتاحية الدعابة. التحفيز. الفهم. التعلم

Chapter one: General introduction

Introduction

Speaking is considered to be one of the most important skills that students need to master when it comes to learning English as a foreign language because it is the most used skill in the classroom(Brown,1994). It is also regarded as the measurement of knowing a language. However, to be a fluent speaker ,who can easily practice his speaking ability in class ,is so difficult for EFL learners ; there are always some hinders, but they are not impossible to be overcome .Teachers can always find a way to deal with such problems by adopting some techniques and strategies that they find useful and appropriate to help their students solve their oral proficiency problems and what is better than providing a funny and smooth atmosphere where they feel at ease and get more motivated to concentrate and participate in class .One way to do so is being a teacher with a sense of humor in class which is a quality that not all teachers have.

1. Statement of the problem

Laughter has the power to fuel engagement and using humor in EFL classrooms helps teachers to engage their students in the learning environment and enhances their motivation and understanding. In fact, humor has been a topic of interest recently; however, it is a challenging matter for EFL teachers to create a humorous atmosphere and take advantage of it. For that, they need to be empowered with useful strategies and techniques including telling jokes, using funny gestures, games, videos...etc.

2. Aim of the study

The current study aims at investigating the effects of using humor on increasing students' motivation and improving their comprehension. To explore if really being a teacher with humor takes the classroom environment to a next level far from the boredom of the usual classroom and thus increases the will of students to be engaged and get more excited to be a part of his class. Moreover, the study is aimed at exploring the impact of humorous classrooms on making students understand the given lesson and get to speak more since they are in a smooth atmosphere where most of them feel relaxed and motivated or if it simply has negative impacts on them and if so, to provide recommendations for teachers of how to implement humor appropriately in EFL classrooms.

3. Significance of the study

It is undoubtedly that humor plays a big role in the classroom, and the researches for that are countless. Many researchers tackled the concept of humor in the classroom from different angles; for instance, teachers' use of humor has been linked to teaching effectiveness (Bryant, Comiskey, Crane and Zillman 1980, Norton and Nussbaum 1980), student learning (e.g., Gorham and Christophel 1990), creating an enjoyable classroom environment (Neuliep 1991). The current research tries to study a different topic linked to humor in the classroom which is the effects of teacher's humor on EFL students' motivation and understanding. The research findings may endorse for implementing Humor as a teaching method and an effective tool that will increase the students' motivation and understanding along with many other additional benefits.

It is very important to know how to appropriately, effectively and successfully deal with students' understanding and keep them motivated in a funny and enjoyable learning atmosphere.

Therefore, the importance of this study is to shed a light on how to accomplish that.

4. Research problem

Taking third year EFL students, master 1 EFL students and EFL teachers at University of El Tarf as a case study, this research tries to answer the following questions:

-Does teachers' sense of humor have a significant effect on Algerian EFL students' understanding at University of ElTarf?

- To what extent does the use of humor affect Algerian EFL students' motivation?

5. Hypotheses: The following pertinent hypotheses have been suggested in order to answer the aforementioned research questions:

H 01: yes it does

H 02: the use of humor affects Algerian EFL students' motivation a lot

6. Research methodology

The data are quantitatively gathered for more significance of the study and so it will be useful for further researches in the future. This present study is purposefully divided into five connected chapters. Started with a general Introduction as the first chapter which includes an introduction to the study, statement of the problem, research problem, hypotheses, aim of the study and research methodology. The second chapter is the literature review concerning the impact of using humor in the classroom. This chapter contains definition, theories and types of humor, definition of motivation and meaning of understanding.

Finally a number of useful activities for how to implement humor in the classroom. The third chapter is the research design and procedures include research approach, sample and population and data gathering instruments. The fourth chapter is concerned with analyzing, interpreting the data collected, and results discussion. The last chapter includes some recommendations for teachers, students, and the educational system and a general conclusion including a final answer for the research questions, agreeing or disagreeing with the suggested hypotheses. Hopefully, this study will be helpful.

7. Limitations of the study.

There are several limitations to this research. First of all, the pandemic (Covid -19) and quarantine made it so difficult for us to meet and work, we could only work via social media. Also, we didn't have the chance to schedule with the sample and give them the questionnaires face to face, so we had to send the questionnaires online, but they took so long to answer them. Besides, some of them gave random answers, others gave incomplete answers; they just answered for the sake of answering. In addition to that, we had some difficulties with reviewing the literature, since all the sources we could get were online sources and some of the books and journals required paying fees to get access to. There was another limitation that affected our research the most ; because of the recent crisis we had to swap from using students' questionnaire and teachers' interview to students and teachers questionnaires, our intended approach was supposed to be the mixed method , but we were unable to do the interview face to face with the teachers. Finally, when we used teachers' questionnaire, the teachers took so long to answer the questionnaire, and only a few of them replied to our emails and answered the questionnaire and that's the reason for our delay or else we would have finished our work.

Chapter two: Literature Review:Humor in the classroom (Humor, Motivation and understanding)

1. Humor in the classroom:

Introduction:

The concept of humor has been the center of attention of many researches recently for the many benefits it can bring to the teaching and learning processes. Researchers like those of Shade, Jonas, and Ocon tell us a lot about the power that humor has in fueling the engagement in the classroom specifically and in the field of education generally. Professor Ralph Ocon stated" using humor in the classroom can create an imaginative and can create excitement, and inspire students' interest and learning (2015). His idea is that students have needs and preferences; in fact, every generation prefers different ways of learning. The recent generations prefer to be in an entertained, positive, interactive, exciting learning environment free of traditional seriousness. But the use of humor in the classroom is tricky; humor is delightful, yet it can be devastating. For that it needs to be guided, and content-relevant. But before talking about the use of humor in the classroom we should first define humor and shed light on the meaning of this notion; what is humor, where and how did it first appear.

1.1. Defining humor:

There have been numerous definitions of humor from many different viewpoints. English Collins Dictionary defines humor as a quality in something that makes you laugh; for example, in a situation, in someone's words or actions, or in a book or film or it is the quality of being funny.

Also, humor implies for an ability to perceive the ludicrous, the comical and the absurd in human life and to express these usually without bitterness. (Meriam Webster Dictionary) While Gulas and Weinberger, 2006 claim that there is no universally accepted definition of humor. Consistent with much of the literature Gervais & Wilson, 2005; Martin (2007); McGraw and Warren, (2010) define humor as a psychological response characterized by the positive emotion of amusement, the appraisal that something is funny and the tendency to laugh. Thus, humor is indicated by at least one of three responses behavioral (laughing), cognitive (appraising something as "funny") or emotional (experiencing the positive emotion of amusement). We refer to a stimulus as humorous to the extent that it elicits greater perceptions of humor (on average). (As quoted in Warren and McGraw, 2015, p.1)

1.2. Historical account of humor:

The history and etymology for humor both noun and verb originates from Anglo-French *umor*, *umour*, from Medieval Latin *humor*, Latin *humour*, *umor* moisture ; akin to Old Norse *vōkr*, Latin *humèret* to be moist, and perhaps to Greek *hygros* wet.(Meriam Webster Dictionary). In the middle Ages, it was believed that a person's health and disposition were the result of a balance of four fluids in the body. These fluids were called humors, from the Latin word *humor*, meaning "moisture". The fluids were blood, phlegm, yellow bile, and black bile. If a person had a cheerful disposition, it was said to be a result of an excess of blood. A sluggish disposition was the result of an excess of phlegm. A hot-tempered disposition was said to be caused by an excess of yellow bile, and the disposition of a gloomy person was the result of an excess of black bile. In time, humor came to be used as a general term for «disposition or temperament ».

From this developed the sense of "a changeable state of mind "or" mood". More recently, humor has come to something that is funny.

1.3. Theories of humor:

There are several major theories in the literature related to the numerous concepts and ideas about humor. Most of them were developed by famous philosophers as they studied human nature and the human condition (Shade, p.10)

1.3.1. Incongruity theory:

Incongruity can take the form of contradiction, understatement, surprise, reversal, ludicrous or the totally unreal (...) German philosopher Immanuel Kant (1770) and Arthur Schopenhauer (1819) are credited for developing this theory. The basis of this theory is that humor is created when we expect one thing and are suddenly presented with another. Humor then is the result of these unexpected connections.

1.3.2. Superiority theory:

Mark twain once stated, "Everything is funny as long as it's happening to someone else" This statement serves as a great example and introduction to the superiority theory of humor. In summary, the superiority theory for Shade is when we laugh at the expense of others. It is usually by stereotyping or mocking those who are superior to us like world leaders, the boss ...etc to inflate our own ego. But, the rule says that it is humorous only when no one is getting hurt.

1.3.3. Relief/Release theory:

A third major theory was advanced by Freud during the twentieth century. According to the relief/release theory, laughter gives us some temporary freedom from the numerous restrictions under which we live our daily lives (...) in this case, humor may be used to rebel against repressive or uncontrollable (whether real or perceived) elements of society.

1.4. Humor in educational settings:

It should be noted that «laughter is a great gift that we can give to our students and an important skill that we can model" (Loomans & Kolberg, 2002, p.32) and that's what researchers over the years have proved. For instance, Wallinger (1997) found that humor is an excellent tool teachers can use to alleviate stress, improve communication, and defuse conflict. (Always keep your words soft and sweet, just in case you have to eat them) (as quoted in Jonas, 2009, p.23). Also, Research has shown that using humor in the classroom improves classroom instruction (Jonas, 2009, p.41). Jonas also mentioned that Schmidt and Williams (2001); Wierzbicki and Young (1978) claim that researchers have found that the use of humorous cartoons appears to support good memory performance. (2009, p.38). In addition, he claims that humor enhances both teaching and learning (2009, p.30). While J. F. Herbart states that in teaching, the greatest sin is to be boring (as cited in Jonas, 2009, p.27) this is because boring things don't attract the brain as Jhon Medina claims «the brain doesn't pay attention to boring things" (2014, p.68). Another claim is that of Gatt (2000). "Humor is breathing out of the soul. When during the lesson the pupils only listen to the teacher, who may be teaching at the same time, then it is as if they only breathe in and have no opportunity to breathe out. They need humor, which the teacher can find in very different places.

Therefore, the teacher must bring in humor during his lesson and this humor should result from the vitality and momentum of the lesson (as cited in Zebila 2012). while Vossler and Sheidlower (2011) say that it is not only being funny or saying what is laughable, but also is giving the impression of being friendly and having affinity with others(as cited in Zebila,2012). On the same path, Jeremy Harmer (1998) believes that, teachers' characteristics like being fed up and in a bad-humor negatively influences their learners. For him, students enjoy being entertained and amused (1998, p.1); this means that students get engaged more in an amusing and less boring environment where they feel happy which will help them to succeed more (as cited in zebila, 2012).

1.5. The 5 elements of humor:

In order to identify humor at classroom and make use of it Richard A Shade introduced five complementary elements related to humor showing that an individual's sense of humor is comprised of five elements .The 5 elements are:

1.5.1. Humor identification:

The element of identification in humor refers to the ability to distinguish and recognize something as humor, or to categorize an event or form of communication as humorous. Once we realize that humor is present, we can choose to analyze and categorize it (...) (Shade, 1996, p.9).

1.5.1.1. Humor forms:

To identify humor, one must differentiate between its forms. There are four main forms of humor which are figural, verbal, visual, and auditory.

1.5.1.1.1. Figural humor:

Includes the following: comic strips, cartoons (including animation), and caricatures. These forms of figural humor appear in a variety of media including television, movies, books, newspapers, and magazines and involve the use of drawings to deliver the humor (p.13)

1.5.1.1.2. Verbal humor:

It includes the following: jokes, puns, riddles, anecdotes, comic simile, comic metaphor, hyperbole, irony, limericks, parody, tall tales, yarns, tongue twisters, and wit. These forms of verbal humor involve the use of language and often depend on the use of incongruity as demonstrated through contradiction, understatement, exaggeration, surprise or reversal. (p.14)

1.5.1.1.3. Visual humor:

It includes the following: slapstick (boisterous farce or pantomime or low comedy), impersonation (To represent in character or form; to act a part on the stage to imitate), mime/pantomime (a farce in which scenes of real life are expressed by gestures only), practical joke (something said or done to provoke laughter; a prank; it includes pratfalls and visual sight gags (p.6)

1.5.1.1.4. Auditory humor:

It is associated exclusively with sounds and is a relatively small category (p.6). Auditory humor includes the following: impersonation, impressions, noises, and sounds. This form of humor is dependent on auditory cues for the humor to be effective (p.15).

1.5.1.2. Categories of humor:

Just as any example of humor can fit into one of the four forms of humor; it can also be ascribed to a category. Mindness et al. (1982) divided humor into 10 basic categories. In their book *The Antioch Humor Test: Making Sense of Humor* (see "References"), the authors developed a test and provided an analysis for an individual's scores and themes. Briefly described below are the various categories.

1. Nonsense:

Some humor may be categorized as silly, foolish, playful, or lighthearted. It may also border on the absurd.

Knock-knock jokes fall into this category. For example:

Knock, knock.

Who's there?

Banana

Banana who?

Knock, knock.

Who's there?

Banana

Banana who?

Knock, knock.

Who's there?

Orange.

Orange who?

Orange you glad I didn't say banana?

2. Philosophical:

Philosophical humor examines daily events related to the human condition. We discover humor when we are able to detect and perhaps appreciate the hypocrisy of a situation. Topics of philosophical humor include belief systems, relationships, religions, and the ultimate-the meaning of life itself. The following joke is an example of this humor category:

A group of scientists wanted to build the quintessential computer. Having constructed it, they asked it the question: "Is there a God?" The computer's lights blinked for several seconds, and then produced a piece of paper with the answer: "Now there is!"

Anyone still somewhat skeptical about the computer age can relate to this joke and the intended humor.

3. Social Satire:

Similar to philosophical humor, social satire is often sophisticated humor that makes a statement about the human social condition. Such satire pokes fun at the establishment, authority figures, social institutions, and conventional social practices. Examples include: Military intelligence is an oxymoron.

Once Democrat politician William Jennings Bryan, finding no stage at a country meeting on which to stand, climbed up on a manure spreader and said to the crowd, "Ladies and Gentlemen! This is the first time I have addressed an audience from a Republican platform!"

4. Sexual Humor:

Sexual humor most often takes the form of jokes, riddles, limericks, and anecdotes. Humorists such as Thurber and filmmakers such as Woody Allen often provide humor dealing with appreciation and tension between the sexes. This form of humor may range from mild flirting (fun) to outright crude or lewd (obscene) subject matter.

5. Hostile:

Hostile humor usually involves some form of direct put-down of someone. This humor may attack someone's dignity or insult them in some other way. Depending on your point of view, the following examples from *Classic Comebacks* (1981) may also be samples of clever wit, due to the immediacy of the comeback: Lady Astor once told Winston Churchill, "If you were my husband, I would put poison in your coffee!" Churchill immediately responded, "If you were my wife, I would drink it." A pushy Hollywood social climber tried to force herself upon Groucho Marx by saying that she was an old friend. Groucho looked at her for a moment and said, "You know, I never forget a face ... but I think I'll make an exception in your case." Will Rogers tell the story of a stranger who approached him in Will's hometown and asked, "Do you have a criminal lawyer in town?" "A lot of us think so," Will drawled, "but no one's been able to prove it yet."

6. Demeaning to Men:

These are often referred to as "dumb men" jokes, and are designed to put down or otherwise discredit men. Not surprisingly, they are more enjoyed by women and most often told by women.

Q: How can you best get your man to exercise?

A: Put the remote control between his toes.

Q: What's the difference between government bonds and men?

A: Government bonds mature!

Q: Why is it easier to psychoanalyze a man than a woman?

A: Because, when he needs to revert to a childlike state, a man is nearly there.

7. Demeaning to Women:

These are often designed to put down or otherwise discredit women. Not surprisingly, they are more enjoyed by men and most often told by men. Good examples of this form of humor include the "dumb blonde" jokes. For example:

Q: How do you know the blonde secretary has been at your word processor?

A: There's white-out on the screen.

Q: Why did God make a man before a woman?

A: He didn't want advice about how to do it.

8. Ethnic Humor:

Ethnic jokes put down or ridicule a particular group of people. Jokes are often aimed at Blacks, Hispanics, Poles, Russians, Italians, Irish, Iranians, as well as Catholics, Jews, Muslims, Baptists, and so on. Some individuals may find these jokes humorous; others find them offensive.

Some appreciate the humor, while others equate it to a racial or religious slur. Interestingly, it is often acceptable for a Black to tell other Blacks a joke about Blacks. The same is true for any other group. It is amazing how often people repeat these jokes, never realizing that they are participating in a form of bigotry, racism, and prejudice.

Examples include:

"How many Polacks does it take to ...?"

"There was a Jew, a Catholic, and a Baptist ..."

"A Polack, an Irishman, and an Iranian were ..."

However, some people use these jokes purposefully to denigrate, demean, or put down others. They often disguise their intent, claiming, "I was only joking," "It was only a joke," or "What's the matter? Can't you take a joke?"

9. Sick Humor:

Sick humor often pokes fun at deformity, death, and disease. Common jokes over the years have included "moron" jokes, Helen Keller jokes, and "dead baby" jokes. Recently, a number of stand-up comedians (Chris Fonseca, Geri Jewell, etc.) have built an entire comedy routine around their disability.

10. Scatological Humor:

This form of "bathroom" humor includes bodily noises and bodily functions. Many consider this form of humor to be too raunchy to be used in public. Although examples of humor generally fall into only one of the four forms of humor, as detailed earlier, these examples often may be able to be placed into more than one category. For example, a joke such as: It's the year 2095. Scientists have discovered people can become smarter by eating the brains of recently deceased smart people.

The brains are now sold in the grocery store. A young man seemed puzzled over the prices for the following:

Assistant professors' brains

Associate professors' brains

Full professors' brains

Deans' brains

\$ 5.00 per pound

\$10.00 per pound

\$25.00 per pound

\$200.00 per pound

The young man said, "I can see why it doesn't cost much for the Professors' brains, but why does it cost so much for the Deans' brains?" The grocer replied, "Son, do you know how many Deans it takes to get a pound of brains?" The previous joke is cross-categorical, as it can be considered social satire, philosophical, hostile, sick, and demeaning to a group of people. The joke combines five of the ten categories previously discussed. Many forms of humor, when analyzed, are cross-categorical. (Quoted in Shade, 1996, p.15-19)

1.5.2. Humor appreciation:

It is the second element. Appreciation of humor is an effective quality. We often hear jokes that we do not think are very funny, yet we appreciate the humor (to some degree) just the same. Webster's Dictionary defines appreciate as «to value justly». (p.26)

Humor appreciation as Shade claims has a link with thinking; while someone is trying to solve the problem or the difficulty of the joke, will appreciate it, a link with response because sometimes we appreciate a joke but don't laugh at it in that it could be inappropriate or not that funny, and a link with cultural differences especially when being exposed to new cultures for the first time (p.27-28)

1.5.3. Humor mirth response:

Facial mirth response is defined as the spontaneous response to humorous stimuli. It can be measured on the following likert scale, developed by Zigler, Levine, and Gould (1996): negative response grimace (0), no response (1), half-smile (2), full smile (3), and laugh (4). It is often not necessary that comprehending the joke will result in a positive response. One may not fully understand the humorous situation, but still laugh out loudly just for the way it's been told or shown: cartoon...etc.

1.5.4. Humor comprehension:

This element of humor is the ability to cognitively understand humorous stimuli (...). Comprehension of humor can be defined as the degree of agreement or match that exists between the cognitive abilities of an individual and the specific cognitive demands of the humor presented.

So, comprehension of humor is about the cognitive processes involved to decipher the meaning of jokes and humorous situations which is usually accompanied by an intrinsic pleasure as of how one successfully won the challenge.

1.5.5. Humor production:

"Yes you can learn to be funny"(Shade, p.52). The last element is humor production which is the ability to create or deliver humorous stimuli. Webster's Dictionary defines the verb produce as" to bring forth; to exhibit; to give birth to; to make; to cause" I like to use the synonym «create". (Shade, 52)

1.6. Advantages vs. disadvantages of humor:

Richard A Shade believes that if humor is appropriately used in classroom, it can be a success, although it has some disadvantages as well «humor has been viewed as both a hindrance and an advantage to classroom teaching and learning"

1.6.1. Benefits of producing humor:

In the process of creating humor, a number of direct and indirect benefits may occur, these include:

1.6.1.1. General benefits:

✓ You may become wittier, funnier, and even more self-confident. The use of humor in any form of public speaking is often received very positively by the audience. This positive reception has the potential to boost one's self-confidence.

✓ You may gain (and possibly persuade others to gain) a new perspective on a situation through the appropriate use of humor.

✓ You may turn a negative, possibly painful situation into a more positive, pleasurable, funny experience.

✓ You may improve your risk-taking ability by producing and then using appropriate humor. Think about it-there is always a chance of "bombing" when using your humor.

The reasons you might bomb include others not appreciating your humor, others not comprehending your humor, your timing is off, your humor is inappropriate, and so on. However, the more risks you take, that is, the more you try and work to refine your humor and its delivery, the greater the chance of improvement, self-confidence and success. The fear of bombing or "failure" is the biggest roadblock to creative success. Many sources of humor are there such as newspapers, magazines, periodicals...etc, also our day-to-day experiences.

1.6.1.2. Benefits in education:

Berk, 1996 and Jeder, 2015 found that humor has many benefits for learners, including the following:

✓ It decreases anxiety.

✓ It is good for health because it releases the Endorphins; the happy hormone.

✓ It improves attitude towards the subject «I like this course".

✓ It increases comprehension" I now understand".

✓ Cognitive retention" This stuff is good ".

✓ It increases interest «Bring it on ".

✓ It increases the motivation to learn and the satisfaction with learning. (Cited in Tize, 2015, October 30)

✓ Dr. Jimmy Manning of Northern Illinois University set three metaphors for the function of humor in classroom:

Highlighter:

Humor can be used as a highlighter. He found that students remember the concept better if it is said in a humorous way, if it is paired with a funny example or a funny situation just like pointing out a concept with a yellow highlighter to make it easier to be remembered for the exam.

Social lubricant:

Humor can be used as an ice breaker at the beginning of the class by telling a funny story or things happened at the weekend. Also, it can be used when the discussion is getting intense and make it easier to get through

Masseuse:

Humor can be used to massage the idea if students are having a hard time to understand it and make it easier for them to get what the teacher is saying. For instance, Dr. Manning had some students who did poorly in the exam and rather than lecture them and get them feel guilty, he used humor to tell them how excited he was to grade and he is whining and that he is the worst teacher ever for they were fearing the exam, so they didn't work

Well for the responsibility they had for fearing their exam. So, he used humor as a masseuse that massaged the bad news in a fun and exciting way (2016, October)

1.6.2. Disadvantages of humor:

Although humor is considered to be a useful teaching tool in the classroom, it also has some issues and disadvantages.

Garner (2006) claims that the use of humor is complicated because it may be highly personal, subjective, and contextual and we can't always predict the way it will be received. Things that one person might find humorous, ironic, or funny may be viewed by others as trite. So it's hard to make people laugh and one may lose face. (p.178)

Nguye (2009) stated four humor disadvantages as listed below:

a- Humor can disturb the learning environment when students start to laugh, they can forget about the lessons. Then, the teacher must work harder to get them into learning again.

b- Humor in the classroom hence the disruption that it creates. if a teacher uses and allows improper humor. The humor is not related to the content and relevant to the situation. It can be a distraction and offense the result of the learning.

c- The humor used in the classroom can lead to low self-esteem for some students who do not comprehend the humor and for the teacher who brings inappropriate humor.

d- Students can misinterpret the humor when a teacher or other students use humor with them they may feel teased and misinterpret that and get hurt. (Quoted in Algafar, 2017)

Dr. Drew .C. Appleby asked students in his three introductory psychology classes (mixed male and female ,18-19 years old ,first-time, full-time students) how an instructor's use of humor in the classroom affected: their learning, the opinions they formed about class and its instructor, the ways in which it could potentially affect their behaviors with and toward their instructors. The last item in his questionnaire was "please give an example of a situation in which one of your instructors tried to use humor in the classroom, But was unsuccessful and how this failure affected you" .So, he content analyzed the 93 responses to this item and figured out that:

- Humor can be negative when it involves demeaning or embarrassing students.

- Humor can be hard for students to get sometimes because they lack the background knowledge to understand it.

- Humor can be irrelevant to the subject matter being taught.

- Humor can include disturbing, violent or sexual content or references to minority groups.

- Humor often fails to be humorous because it is delivered in an awkward, rehearsed or embarrassing manner (2018).

1.7. How to infuse humor in subject Area Matter:

Shade also states that "Appropriate humor can be employed and strategically infused into any classroom environment to facilitate the learning of any academic content; here he means suitable methods, techniques and activities.

1.7.1. How To's:

To better understand how to intentionally infuse appropriate humor into any academic subject matter in any curriculum, Shade has decided to use Gagne's (1970) Events of Instruction as a framework. These conditions represent the general stages that often must be attained by the learner (with the help of the teacher), usually in the order presented, for learning to effectively occur. The teacher organizes and controls these events. The events are:

- Gaining and controlling attention.
- Informing the learner of expected objectives.
- Stimulating recall of relevant prerequisite capabilities (prior learning).
- Presenting the stimuli inherent to the learning task (material).
- Offering guidance for learning.
- Providing feedback.
- Appraising performance.
- Making provisions for transferability.
- Ensuring retention.

These events of instruction occur in teaching across all academic subject levels and all age levels. They may occur in various combinations, but typically form an instructional situation in the order listed.

1.7.2. Tips to consider when using humor:

1-To be humorous yet kind; no need to be a bully so you can make others laugh (Manning, 2016). Exactly as Ellen DeGeneres states "Most comedy is based on getting a laugh at somebody else's expense. And I find that that's just a form of bullying in a major way. So I want to be an example that you can be funny and be kind and make people laugh without hurting somebody else's feelings"(cited in Manning, 2016)

2- Use safe and proven methods when using humor in your teaching methods: as Berk found in his study " Student ratings of 10 strategies for using humor in college teaching"(1996). (Tize, 2015)

3- Do not be afraid to use self deprecating humor. Focus on things that are not related to your competency like driving, sport, music, your look...; for example, how is my hair? Forgot to look in the mirror this morning. (Tize, 2015)

4- Use funny examples out of real life because it makes things more interesting and memorable.

5-Be warned to fall in some humor use flaws. Snitsiner claims that the power of humor in any ways must not be directed at an individual, or a group; i.e. ., no making fun of people, no racism no put-downs. Also, Harris states that an instructor must resist the temptation to refer to ethnicity (when it's your own), family, disability, appearance or any identifier that students might find offensive when couched in a humorous context. In addition, Jeder states «it is important for humor not to have humiliating derogatory or caustic shades and to affect in any ways those involved"(Tize, 2015)

1.7.3. The lucky 12:

Dr. Manning, an associate professor of communication theory at the communication department at Northern Illinois University, believes that we do not have to be stand-up comedians to be able to use humor. Any teacher can be humorous by adopting the appropriate techniques. For that he presented the lucky 12; 12 activities to be used at class:

1-Quotes or sayings:

One can use funny quotes or funny sayings to introduce the topic and loosen the atmosphere and then use those quotes to ask leading questions then start the lesson.

2- Cartoons:

There are many available cartoons to use .But while choosing the cartoons that a teacher will use in his lesson, ethical issues must be considered in order not to cause any misunderstanding.

3-Current events:

By sharing a story or an anecdote from a current event about how politics is now for example and the teacher can incorporate it in his lecture.

4-Definitions:

By using jokey definition; for example, a definition of family (noun):

- 1- The people who love you the most.
- 2- The people who drive you nuts.

So, this definition can open a discussion about how family members are loving sometimes and how they can make you go crazy other times.

5-Videos:

Videos are a great way to incorporate humor in topics even in very serious ones.

6-Funny examples:

Some possibilities for funny examples:

- Personal stories.
- Strange findings from research that might make a fun fact.
- Notable figures.
- Self-deprecation; often but not too much so that you lose credibility.

7-Humor insertions:

Some possibilities for insertions:

- Jokes/easy exam items
- Handout Easter eggs; fun pictures; pop culture reference that will make students smile when they are getting their assignments.
- Syllabus adornments: comics, jokes, quotes that a teacher puts in the syllabus to get laughter.
- Images or memes on blackboards that might find funny.

8-Activities involving skits:

Getting students to perform short comic performances not to get laughter, but to enlighten the mood.

9-Games:

Also is a good way to enlighten the mood not just to get the haha.

10-Discussion questions/polling:

By asking them funny questions that get them to start a discussion when the students seem out of it.

11-Funny multiple-choice items:

This is different from the funny exam questions, it is more lecture oriented.

12-Responses to mistakes:

Mistakes make the teacher nervous and stressed, but humor is a good way to break the mistake so, Dr. Manning suggests building a repertoire as response to mistakes .Based on his research some of the answers are:

- 1- "I was just seeing who was paying attention"(when a teacher makes a mistake on an exam).
- 2- " Does anyone want to try and translate for me"(when a teacher doesn't get a thought).
- 3- "Open mouth, Insert foot" (when students said something inappropriate or silly or something they should not have said having a statement like "open mouth, Insert foot" which may sound like a cliché, but very workable and they know that they said something wrong and he kind of addressed them in a humorous manner). (Manning, 2016)

2. Humor and students' motivation in the classroom:

2.1. Defining motivation:

Merriam Webster's Dictionary defines motivation as something that arouses action or activity. According to Dörnyei (2001, 1) motivation is "an abstract, hypothetical concept that we use to explain why people think and behave as they do (quoted in Diaz,ND). In other words, people's actions are guided by different motives which is explained in Deci and Ryan (1985) and Vallerand (1997) Self Determination Theory.

Reeve (2018) defines humor as an internal process whether we define it as a drive or a need; motivation is a condition inside us that desires a change, either in the self or the environment. When we tap into this well of energy, motivation endows the person with the drive and direction needed to engage with the environment in an adaptive, open-ended, and problem-solving sort of way. The essence of motivation is energized and persistent goal-directed behavior. When we are motivated, we move and take action (as cited in what is motivation, 2019).

2.2. Intrinsic motivation vs. extrinsic motivation:

Extrinsic motivation comes from things outside us, like money, position, or status and other predictable and/or market-value perks. While intrinsic motivation comes from within. Intrinsic rewards include things like immediate success ("what do you know, I did it"), satisfaction ("I'm always good at tasks like this"), novelty ("Ooh, how interesting"), role model motivation ("I want to do it as well as she did") and celebration (" let's hear it for outside"), and intrinsic rewards are the ones that get people most deeply invested in their work. For Tamblyn, fun is intrinsically rewarding. If the teacher used funny materials while teaching, students will be motivated to attend his class and like his lessons. (Tamblyn, 2003, p.23)

In addition, Harter (1980, 1981) claims that a child has an intrinsic orientation when classroom learning is determined by internal interests such as mastery, curiosity, and preference for challenge. A child has an extrinsic orientation when classroom learning is determined by external interests such as teacher approval and/or grades. For this study, children's motivation was measured by their responses to the children's self report scale of intrinsic versus extrinsic motivation in the classroom (cited in Syafiq & Saleh, 2012 October). In addition, Deci and Ryan (1985) and Vallerand (1997) in their Self Determination Theory, state that intrinsic motivation concerns behavior performed for its own sake in order to experience pleasure and satisfaction such as the joy of doing a particular activity or satisfying one's curiosity. Extrinsic motivation involves performing a behavior as means to an end, that is, to receive some extrinsic reward (e.g. good grades) or to avoid punishment. Human motives can be placed on a continuum between self-determined (intrinsic) and controlled (extrinsic) forms of motivation (Diaz, ND)

2.3. Positive classroom:

A positive classroom is a need satisfying classroom. This is one of the main points that Sullo targeted in his book "Activating the Desire to Learn». Karen Holshouser states in his review of the former book «defining the nature of motivation, Sullo first explains the idea of a "need-satisfying" classroom and how that relates to classroom behavior, just like relationships, positive classrooms tend to resolve upsets and disruptions faster than a negative classroom. A positive classroom setting is need-satisfying and the students feel a sense of belonging, power or competence, freedom and have fun (Holshouser, December 2010).So, Sullo's book focuses mainly on William Glasser's, Choice Theory, which is also referred to as an internal control theory by Sullo.

The basic idea behind Choice Theory is that there are basic needs similar to Maslow's hierarchy of needs that must be met for a person to be motivated (Bold, 2008). In short, we are all driven to fulfill five essential needs: to connect or to belong, to be competent, to make choices, to have fun and to be safe. If those needs are fulfilled in the classroom, it will be positively motivating for students to learn.

2.4. Humor and motivation:

Richmond (2015), in her book, explains that there is a link between teachers' sense of humor and students' motivation to learn better; she believes that if teacher used the several types of humor appropriately to support his courses, this will build a great and positive relationship with his students and as such they will be more motivated and have more interests and attention to their learning. She also found out that humorous messages serve a variety of purposes in the classroom. For example, humor can be used to gain and keep students' attention, generate interest in course material, put students at ease, and facilitate healthy relationship between teachers and students. Highet (1963); Baughman (1979) note that teachers' use of humor in the classroom can increase student interest in course material and help maintain students' attention during classes. Berk (2000a) adds that probably a student's peak levels of anxiety, and stress during any course occur when he or she walks into the classroom to take a test. Talk about aversive stimuli. Injecting humor into course tests can trigger that "detachment" mechanism in students' brains to reduce those negative responses and to increase test performance. (Berk,2002,p.60). He also ensures:"One of humor's most significant benefits is to create a relaxed, fun, and playful, but also intellectually stimulating environment conducive to learning.

This is accomplished by its anxiety, tension, and stress reduction effects on just about everyone in the class professor and students alike. Even if negative baggage is lugged into the room, the humor can detach a person's focus from that baggage and redirect it on classroom activities (Berk, 2002, p.59-60). On the same path, Yildiz and Turan state: "instructors' using humor and telling jokes is certainly motivating for students" (2018, p.241). They also state that it can be inferred from the explanations of the students that instructors' use of humor and jokes had a positive impact on their motivation. Most of them thought that teachers with this behavior increased their motivation to learn English by waking them up when they get sleepy or lose their concentration enabling them to be more active and energetic and drawing their attention to the lesson (Yildiz & Turan, 2018, p.241). An example of that is two of their students' comments: "Also I am motivated when teachers tell us jokes, praise me and talk in a polite way. These behaviors are one of the most influential ones on our motivation (Yildiz&Turan, 2018, p.241). In fact, studies to investigate the influences of using humor on EFL students' motivation are plenty; a study was conducted by a student at university of Tlemcen where he used a case study method and a mixed method with 36 (28 females, 8 males) third year students as his sample and interviewed 6 teachers(4 males, 2 females) to find out that being humorous teacher will help to increase the students' motivation also improve the students' physical and mental well being(Bannat,2017).Wanzer, Frymier and Irwin(2010) advanced the Instructor Humor Processing Theory(IHPT), which states that learning results from the ability of appropriate humor to create positive affect and attention, leading to a greater motivation on the part of students to process course material in effortful ways.(cited in Huss and Eastep,2016).

Additionally, Morreal explains that first, the positive emotion accompanying humor (I.e., Mirth) may become associated with the overall learning experience, giving students a more positive attitude towards education in general and increasing their motivation to learn, resulting in higher academic achievement (2008,p.354).

3. Humor and students' understanding in the classroom:

3.1. The Role of Humor in Classroom Interaction and Students' Engagement

Teacher-student interaction is beneficial for both teachers and students, the student-teacher rapport should be established which means that teachers should work on improving their relationship with their students and facilitate learning in other words the teacher should be able to present the lesson in an engaging way (Flanagan, 2007) engaging the students with the delivered courses is a huge challenge due to perceived difficulty of the course materials, One way to make the learners engage during the lesson and help create a comfortable environment is through the use of humor in the classroom. Many studies supported the idea of "the use of humor by teachers enables them to engage in a relationship with their students". For instance, teachers use humor for communication; it creates friendship as it facilitates the relationship between the students and the teachers and reduces the barriers between them and helps in learning difficult materials (Aboudan, 2009) .i.e., through humor the relationships are reinforced. One of these studies is the one conducted by Pedde (1996) discussing the relationship between a caring classroom and engaging students more, thus improving the learning process. Pedde studied middle-school students. The study involved 64 students and four teachers. The teachers were interviewed as to their "intent, purpose and awareness of their use of humor." (Pedde, 1996, p. 9)

And the students to whom humor was directed were interviewed where the students were asked about the use of humor and how it made them feel. (Pedde, 1996, p. 35)

The results indicated that the majority of the students were in favour of a teacher who uses humor in the classroom; all in all, the study by Pedde confirmed that humor "to be beneficial to establish caring relationships between teachers and students. Such relationships were found to be critical to the engagement of students in the classroom and therefore to also benefit students in their learning." (Pedde, 1996, p. iii).(cited in Halula, 2009). Confirming this, Micari and Pazos (2012) determined that the difference between students' perceptions of their class being "unreasonably hard" and being "a great learning experience" was their relationship with the instructor. Humor builds those relationships. When introducing the lesson humor can help to lighten the intensity and keep the students engaged. Teachers can use humor as a means of an ice-breaking tool telling a joke or riddle in front of the class to make them comfortable and set up a good impression about the lesson. Though it should be personalized to the content of the course to enhance and not take away from the lesson. For instance, the teachers can use memes and funny images that are content based that will help the students to better understand some points being tackled in the lesson.

3.2. Defining understanding:

One of the most important benefits of humor in the educational setting is the promotion of understanding according to Merriam Webster's Dictionary understanding is " a mental grasp; comprehension; the power of comprehending, especially: the capacity to apprehend general relations in particulars.

It is a psychological process related to an abstract or physical object, such as a person, situation, or a message whereby one is able to deal adequately with that object. Understanding is a relation between the knower and an object of understanding. Understanding implies abilities and dispositions with respect to an object of knowledge sufficient to support intelligent behavior. An understanding is the limit of a conceptualization. To understand something is to have conceptualized it to a given measure. (Definitions.net, 2020)

3.3. Humor and understanding:

Concerning its role in enhancing students' comprehension, humor promote understanding as it stimulates brain activity to help students' understanding of concepts and meaning (Meyer, 2000) moreover; Aboudan (2009) stated that general comprehension and retention of classroom messages were significantly improved by the use of humor. Similarly, Davies (2015) discovered that students' comprehension of material delivered with wit was increased over students whose instructors did not use humor. Along with Poirier & Wilhelm (2014) who claimed that very often humor can be used to better illustrate a difficult and tedious lesson in the classroom (p.1) In addition, humor increases student's attention and motivation, which helps students mentally connect to course materials (Shatz & Coil, 2008). Furthermore, Garner (2005) states that "Better comprehension, increased retention of material, and a more comfortable learning environment have all been attributed to the effective use of these (H.A.M.--humor, analogy and metaphor) strategies." In another study Garner (2006) has studied two groups of university students who watched a videotaped lesson presented by the same teacher the only difference was that one group (42 participants) watched the video with humorous comments and funny examples given by the teacher.

While in the other group (52 participants) no funny examples or comments were inserted. The results indicated that the first group had higher levels in understanding the lesson; students of the humor group were likely to retain and recall more information concerning the topic. In his study, Ziv (1988) tested two groups of university students where the teacher used relevant humor in one semester in the first group that consists of 51 female and 31 male, and no humor in the second group of 46 female and 33 male. Results indicated significant differences were found between the two groups in favor of the group learning with humor. Students learning with humor had better results consequently benefits of humor in the education are confirmed by a number of studies.

Conclusion

According to what has been mentioned previously in the literature review, it is notable that humor has plenty of benefits in language classrooms. However, its use is limited in the ELT in Algerian universities generally and the University of El Tarf specifically. For that reason, the present study tries to show the way Algerian teachers deal with the new changes happening in language teaching and learning; their implementation of humor in their courses as of how to make their students more motivated to learn and having a positive mood while they are explaining the lesson and if their use of humor facilitates things for their students; could it make it easy for them to understand what the teacher is saying if he is saying it in a humorous way. This depends on what teachers and students of EFL of El Chedli Ben Djedid University will say.

Chapter three: Methods and procedures

Introduction

The current study aims at investigating the students' perceptions toward teacher's humor in the classroom. Furthermore, this chapter deals with research design and methodology which is the first step to conduct any work. More specifically, in this chapter, the sample, population and the research instruments are presented.

1. Research approach:

In this work, the researchers use the quantitative approach via two types of questionnaires: teachers' questionnaire, and students' questionnaire.

2. Sample and population:

The present study has been conducted in Chedli Bendjedid University, ElTarf; it deals with the effects of using humor on students' motivation and comprehension. Third year and master one students were selected as the sample of this study. We chose third year/master 1 students because they spent 3 and 4 years in university; this means they must have experienced being taught by humorous and non-humorous teachers and also because they master English, so they will give strong , concrete and new ideas to support our research. In addition, teachers at University of El Tarf are also a part of our sample because their answers will add credibility and validity to our findings.

3. Data gathering instruments:

In this study, the researchers use two types of questionnaires to investigate teachers' attitudes toward using humor in the classroom and students' perceptions toward teachers' humor on students' motivation and comprehension. Also, to increase credibility and validity of our research.

3.1. Questionnaires' design:

In this work, the researchers used three types of questions:

1- Numeric questions:

To obtain numbers; for instance, teachers' background information such as, age, seniority.

2- Close-ended questions:

Most of the questions are close-ended questions where participants are required to choose from the pre-determined choices most of them are accompanied with follow-up questions as justifications and explanations to get more details. Most of the close-ended questions are in the form of scale questions where participants are restricted with only two multiple choice answers either by agreeing or disagreeing which is known as Likert scale, developed by Rensis Likert in 1932. The aim behind choosing those scale questions is that they are short, easy to answer, and easy to collect and analyze.

3- Open-ended questions:

Some of the questions are open-ended questions where participants are free to give their own answers without being restricted to the given choices. The aim for including this type of questions is to get different and new ideas.

3.2.1. Teachers' questionnaire:

3.2.1.1. The aim of the questionnaire:

This questionnaire aims at discovering teachers' attitudes, opinions, and thoughts concerning the use of humor in the classroom. Whether they should use humor among their teaching methods, would it be beneficial or not, whether it is motivating for their students or demotivating and if they can make their students understand the lesson better if they use humor.

3.2.1.2. Description of the questionnaire:

The questions revolve around 4 sections or headlines preceded by general questions. The first section is about the personal or background information of teachers, the second section covers the relationship between humor and teaching, the third section is about the effect of humor on motivation and the last or fourth one is about the effect of humor on comprehension each of the two last sections with two questions.

Section 1:

Background information (Q1, Q2, And Q3): the questions of this section are about teachers' gender, degree and seniority which appears to be a convention in any work, but it is useful for our research

Section2:

Humor and teaching (Q4, Q5, Q6, Q7, Q8 and Q9): in this section, researchers try to investigate if there is a relationship between teachers' humor and the teaching task. If humor would be effective for teacher's teaching.

In **Q4**: the teachers are asked to agree, strongly agree, disagree or strongly disagree whether students learn better if the teacher used humor in the classroom and give the reason behind their agreement or disagreement.

In **Q5**: teachers are required to indicate in which part of the lesson humor should be included (introductory, details, examples)

In **Q6**: teachers are asked to say if they use humor spontaneously or on purpose.

In **Q7**: teachers are given some forms of humor and asked to choose which of the given forms they prefer to use the most in the classroom and say why.

In **Q8**: teachers are required to State the difficulties that can occur when they use humor in the classroom from the multiple choice answers given.

In **Q9**: teachers are asked to indicate the meaning of being humorous by agreeing or disagreeing on the given question and stating their evidence to strengthen their claim.

Section3:

Humor and motivation (Q10): In this section, researchers tried to find out if there is a link between teachers' humor and students' motivation in the classroom.

In **Q10**: teachers are asked to give their opinions by agreement or disagreement on the claim that teachers' humor increases students' motivation with justification.

Section4:

Humor and comprehension (Q12, Q13): This section is to investigate if there is a correlation between teacher's humor and students' understanding of the lesson delivered.

In **Q12**: teachers should agree, or disagree whether students can understand the lesson better if the teacher delivered it while using humor.

In **Q13**: which is an essay question, teachers are asked to state how humor can help students understand the lesson better.

3.3.1. Students' questionnaire:

3.3.1.1. The aim of the questionnaire:

This questionnaire aims to discover students' attitudes, opinions, and thoughts concerning the use of humor in the classroom, whether they prefer to have a teacher who uses it or not, as well as its effects on their motivation and understanding and its benefits in learning in general. In order to do that, we have submitted forty two questionnaires to forty two EFL students third year and master one at the University of Chadli Bendjedid, ElTaref. We have chosen this sample as they have more experience than first year and second year.

3.3.1.2. Description of the questionnaire

The questionnaire is divided into four sections. The first section is about background information of the respondents concerning their gender and grade, their motives of studying English, their level in English. The second section is about humor and learning, the students were asked about their perception on teachers employing humor, and how often do their teachers use it, in this section also, the respondents were asked about the contribution of humor on establishing a positive atmosphere, and how does it help, giving them multiple answers to choose from.

The third section is about humor and teaching the students in this section were asked whether they agree on considering being humorous as part of being flexible and easy going teacher even if s/he is serious at the same time, and about the forms of humor used by their teacher and which of those forms they think is the most useful in the classroom. the last section is about motivation and comprehension; the students in this section were asked whether they think being taught with a humorous teacher motivates them better than having a teacher who follows the traditional way of teaching as well as giving them a question which involves four statements and ask them to pick out the extent of their agreement with the statements given.

Conclusion

This chapter presents the research methodology for this study. Throughout this chapter, brief information about the sample and population chosen and the descriptive design which is applied through two types of questionnaires (teacher and students questionnaire) was provided. A full description of the main features and aim for each questionnaire was also given to make things clearer and work easier in a more organized way.

Chapter four: Results and Discussion

Introduction

After reviewing the literature related to humor in language teaching and learning this chapter is devoted to the findings of our research, some recommendations and suggestions, and the limitations. It deals with the practical side of the study. Since our research is descriptive, we are seeking to obtain from students and teachers' questionnaires. The aim of this chapter is to analyze, interpret, and discuss the answers of students and teachers' questionnaires. Besides, it mentions its results and analyses. Moreover, this chapter aims to get a better understanding of student and teacher's perception of humor as a teaching tool to increase their motivation and understanding.

1. Teachers ' questionnaire :

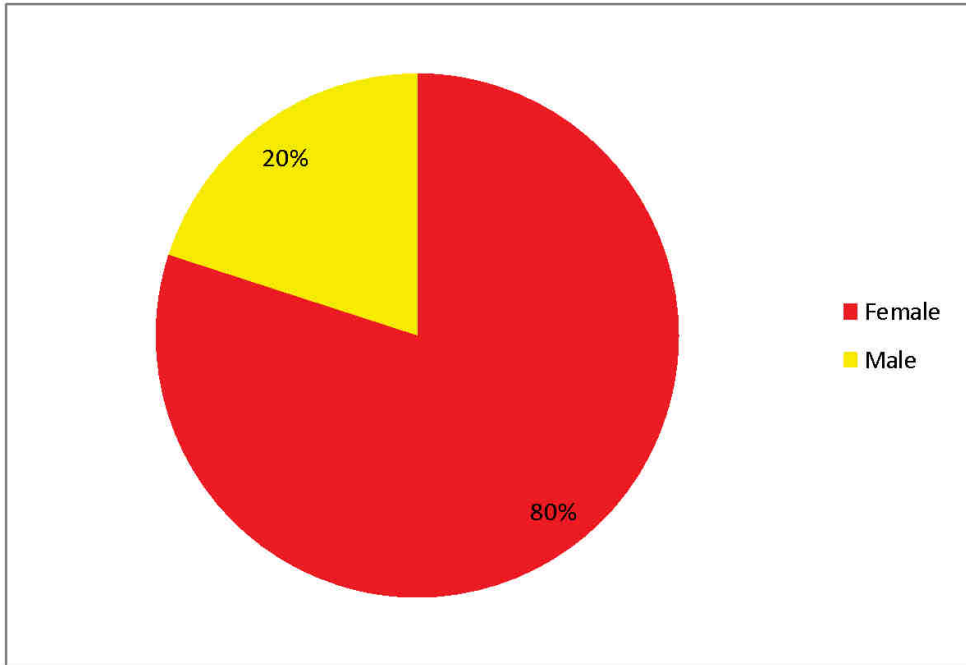
1.1. Data Analysis

Section one: personal Information.

Q 1: Gender

Table01: teachers' Gender

Gender	Subject	percentage
Female	4	80%
Male	1	20%



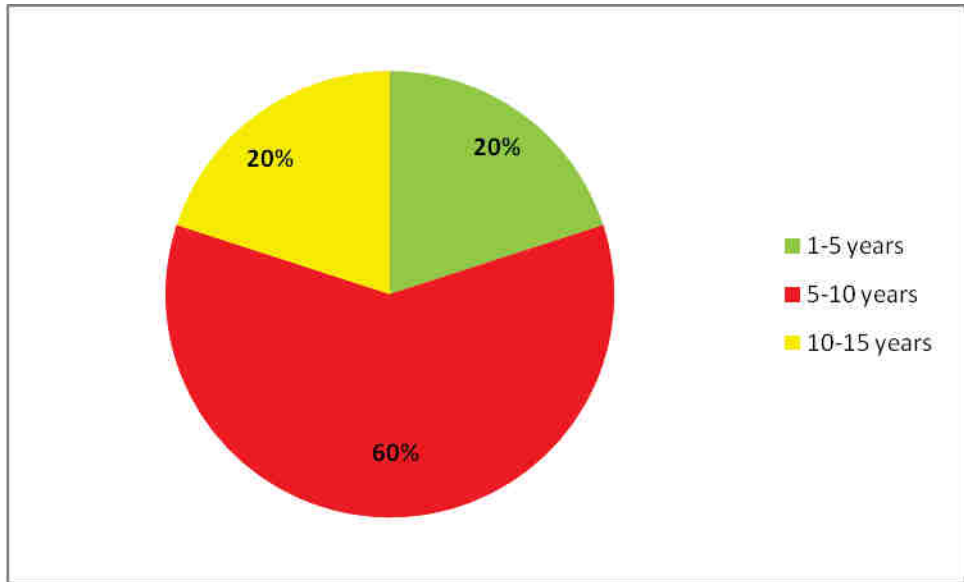
Pie-chart01: teachers' Gender

From the results, it is clear that most respondents are females. Four (4) = (80 %) female teachers out of five (5) have participated in this questionnaire. While only one (1) = (20%) male teacher has answered the questionnaire. Different genders mean different ways of thinking.

Q2: seniority (years of experience)

Table02: teachers' seniority

Seniority	Subject	Percentage
1-5 years	1	20%
5-10years	3	60%
10-15 years	1	20%



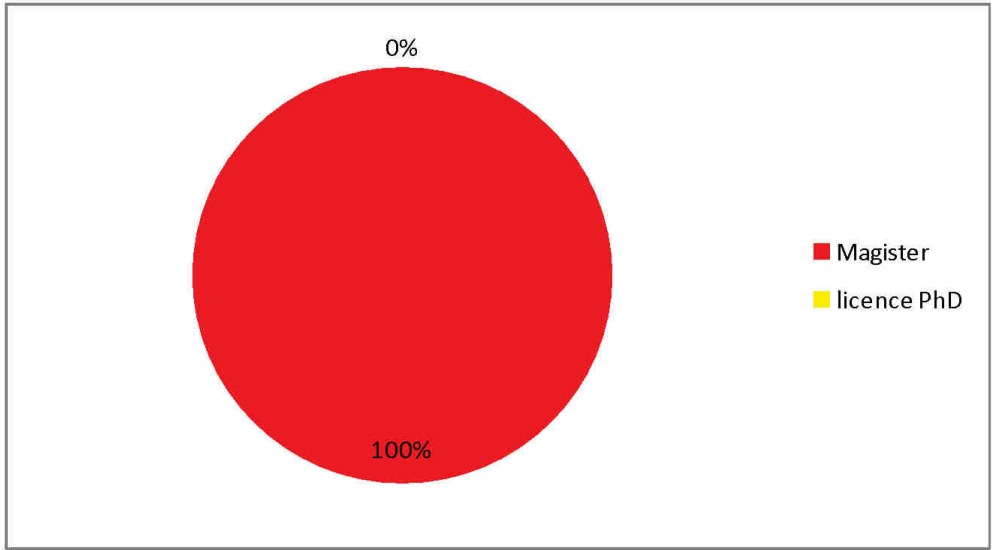
Pie-chart02: teachers' seniority

According to the table, 60% has from 5- 10 years of experience (one teacher has 7years, one has 8 years and the other has 10 years) 20% have from 1- 5 years (one teacher with 4 years of experience) and the remaining 20% have from 10- 15 years of experience (13 years) The experience tells us to what extent teachers can monitor the use of humor in the classroom.

Q3: degree

Table03: teachers' degree

Degree	Subject	Percentage
Magister	5	100%
Licence PhD	0	0%



Pie-chart03: teachers' degree

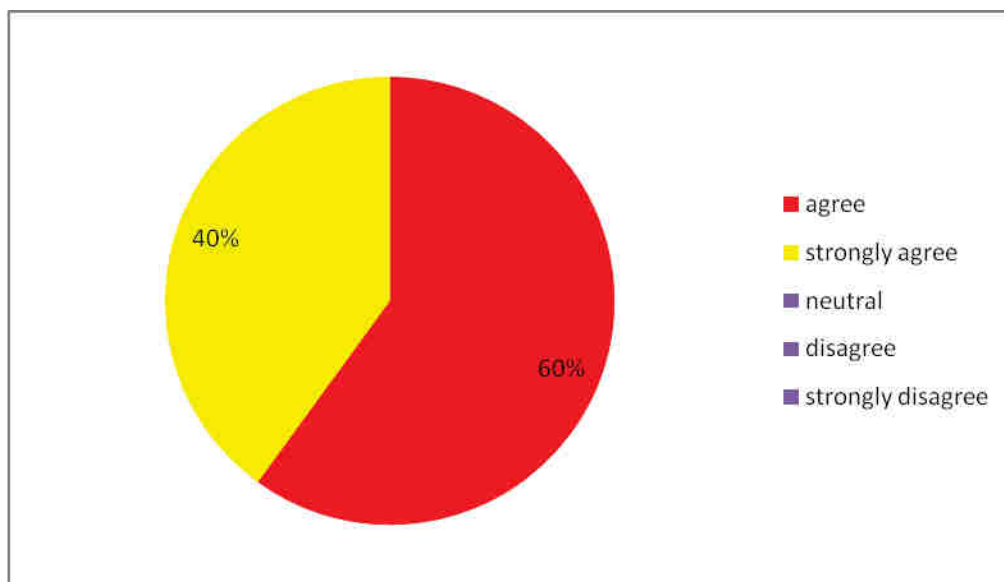
It appeared that all the participants with a percentage of (100%) have a Magister degree.

Section two: teaching and humor.

Q4: humor sets a relaxing environment for the students to learn better.

Table04: humor and better learning in a relaxing environment

Option	Subject	Percentage
Agree	3	60%
Strongly agree	2	40%
Neutral	0	0%
Disagree	0	0%
Strongly disagree	0	0%



Pie-chart04: humor and better learning in a relaxing environment

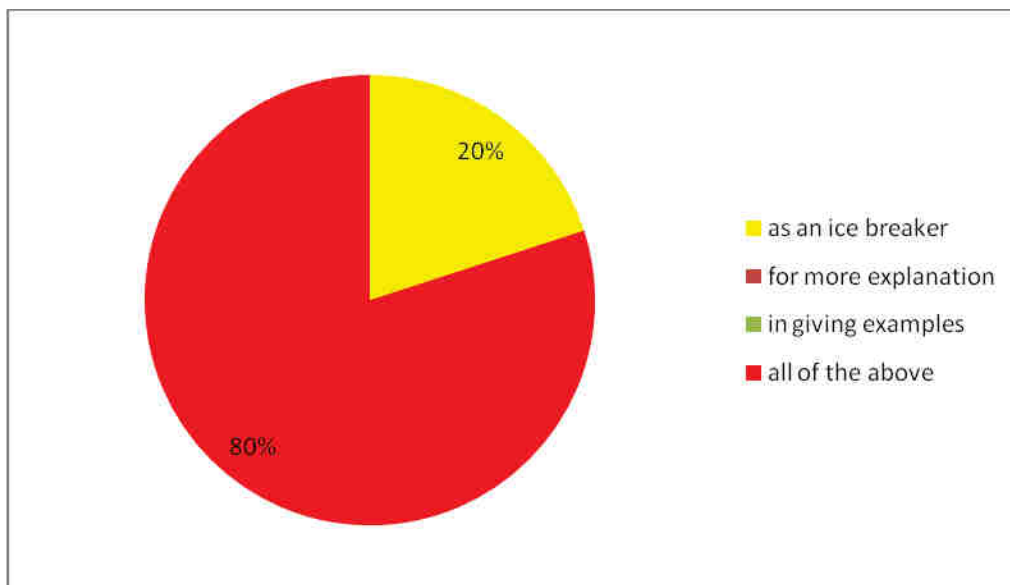
In this question the teachers are asked to agree, strongly agree, disagree or strongly disagree whether students learn better if the teacher used humor in the classroom and give the reason behind their agreement or disagreement. three out of five with a percentage of (60%) of the respondents agreed that humor does help in creating a relaxing environment and thus better learning, followed by the other two (40%) who strongly agree with this claim as well. This means that teachers appreciate the use of humor in the classroom. Since they are aware enough about the different benefits it serves to the teachers and learners (e.g. Motivation and understanding). Some of the explanations respondents gave are: humor attracts learners and raises their attention and interests in learning. And because it would create a kind of amusing, joyful atmosphere in class, making students more comfortable and motivated to learn, exchange and express their ideas freely.

And that relaxing environment means good exposing of lectures and good perceptions for the students so fruitful feedback and discussions.

Q5: in which part of the lesson humor should be included.

Table05: the appropriate time to include humor during the lesson

Option	Subject	Percentage
As an ice breaker	1	20%
For more explanation	0	0%
In giving examples	0	0%
All of the above	4	80%



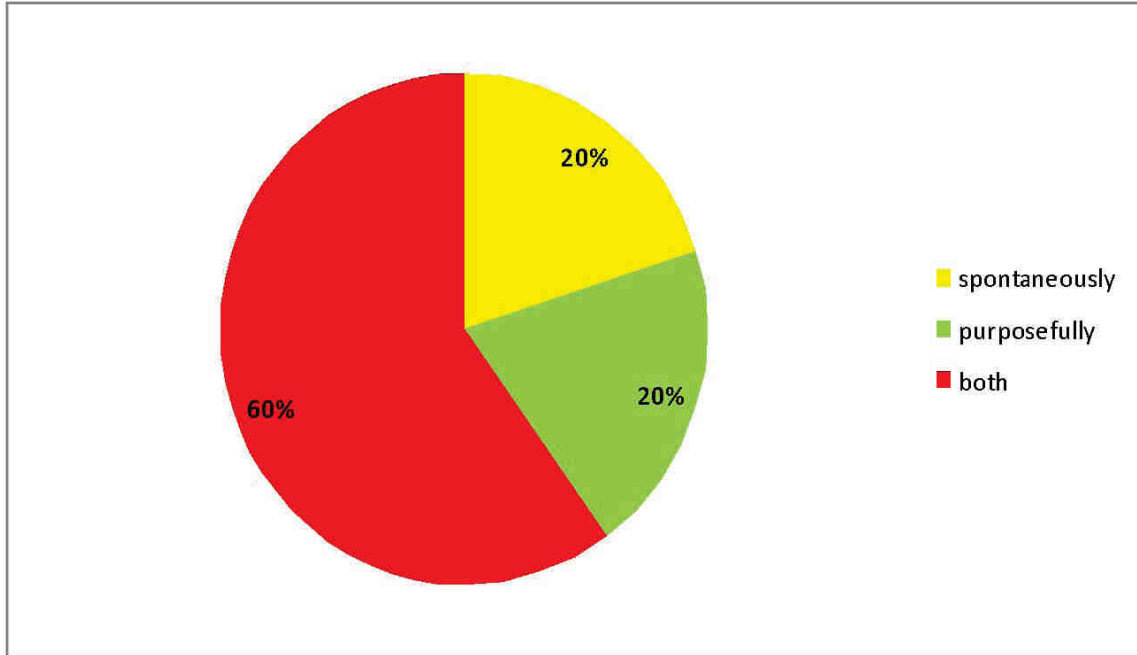
Pie-chart05: the appropriate time to include humor during the lesson

In this question teachers are required to indicate when it is necessary to use humor, at the beginning of the lesson as an ice breaker, during the lesson for more explanation or at the end of the lesson for giving examples Or all of the above, Considering the results on the table and graph, the teachers prefer to use humor at all lesson stages for the necessity of humor in the whole session. The highest percentage (80%) goes for “all of the above” while (20%) answered as an ice breaker.

Q6: Do you use humor spontaneously as a part of your personality or purposefully as a strategy at the classroom.

Table06: the use of humor in the classroom

Option	Subject	Percentage
Spontaneously	1	20%
Purposefully	1	20%
Both	3	60%



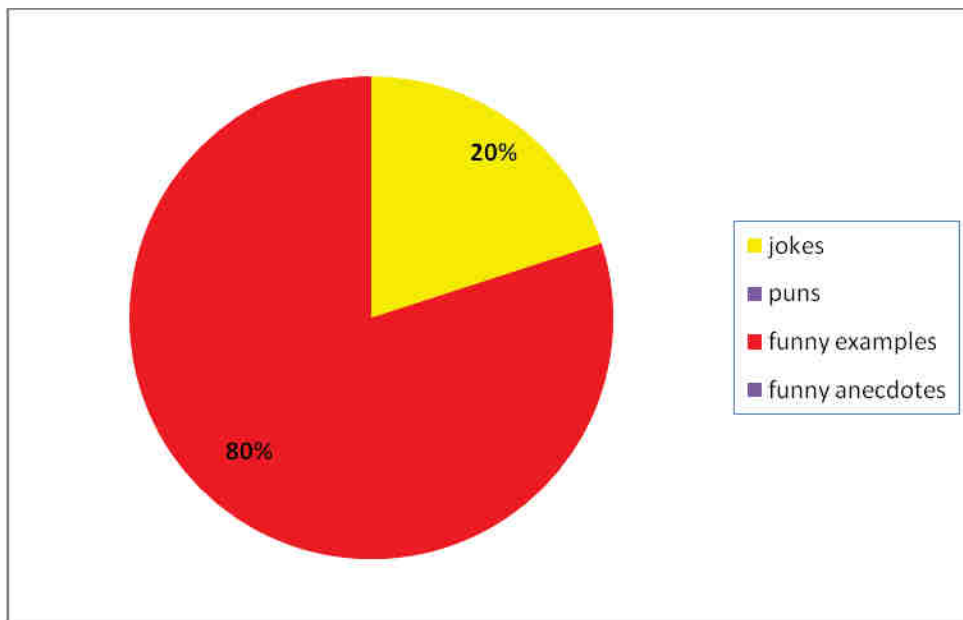
Pie-chart06: the use of humor in the classroom

In this question teachers are asked to determine whether they use humor spontaneously as part of their personality or purposefully as a strategy in the classroom. The majority of the participants (60%) said that they use it both ways spontaneously and purposefully depending on when it fits the situation. (20%) Said they include it purposefully as a strategy and the other (20%) said they use it spontaneously and naturally.

Q7: the form of humor you prefer using the most.

Table07: the most used forms of humor

Option	Subject	Percentage
Jokes	1	20%
Puns	0	0%
Funny anecdotes	0	0%
Funny examples	4	80%



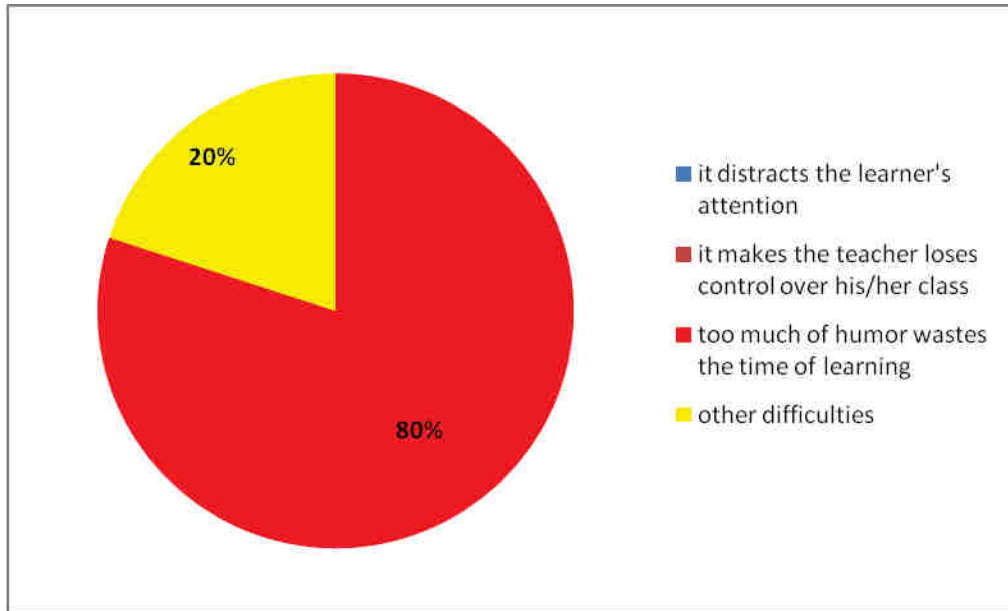
Pie-chart07: the most used forms of humor

In this question the teachers are given some forms of humor and asked to choose which of the given forms they prefer to use the most in the classroom and say why. The majority of the participants (80%) answered with funny examples as the most used form .Some of them explained that funny examples can always be related to the content of the lesson without losing one's professionalism, also funny examples can be controlled, whereas (20%) of the respondents answered with jokes saying that they facilitate ideas for better understanding of the lesson.

Q8: the difficulties that may occur when adopting humor among your teaching methods.

Table08: the difficulties the teacher face when using humor

Option	Subject	Percentage
It distracts the learner' attention	0	0%
It makes the teacher loses control over his/her class	0	0%
Too much of humor wastes the time of learning	4	80%
Other difficulties	1	20%



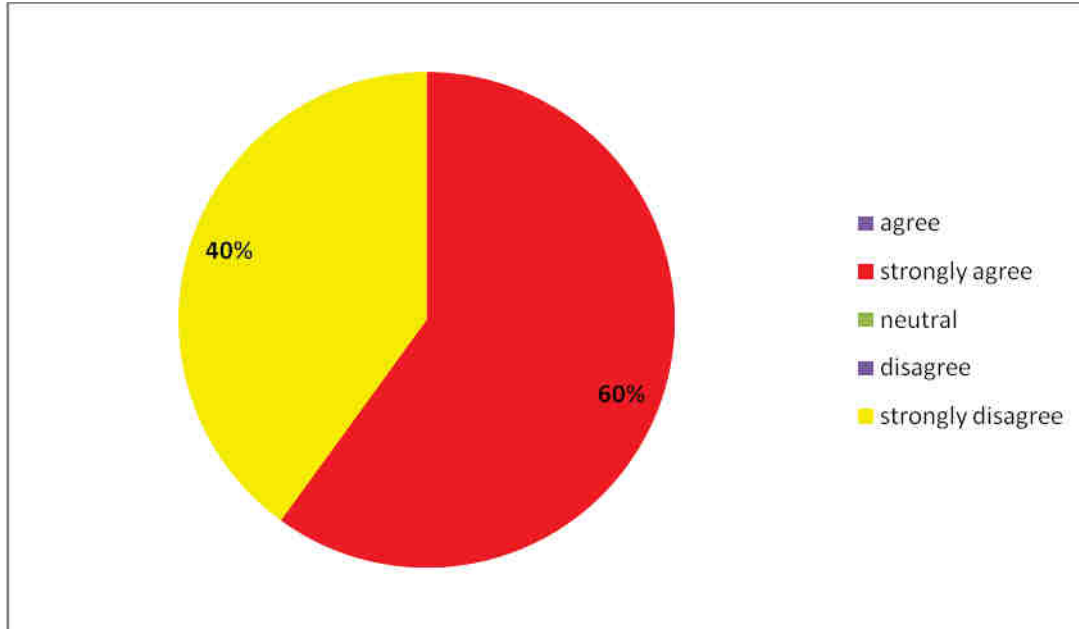
***Pie-chart08:** the difficulties the teacher face when using humor*

In this question, the teachers are required to State the difficulties that can occur when they use humor in the classroom from the multiple choice answers given and one column left opened to their other suggestions. The majority of the respondents said that too much of humor wastes the time of learning with a percentage of (80%) while other teachers (20%) suggested another difficulty that may face the teachers when using humor in their opinion some students unfortunately won't take that teacher who uses humor excessively in a serious way, maybe, they won't respect him/her that much either, so, it's up to the teacher to choose what kind of humor, when and how to use it.

Q9: being humorous doesn't mean not being serious.

Table09: humorous vs. Serious

Option	Subject	Percentage
Agree	1	20%
Strongly agree	2	40%
Neutral	0	0%
Disagree	0	0%
Strongly disagree	2	40%



Pie-chart09: humorous vs. Serious

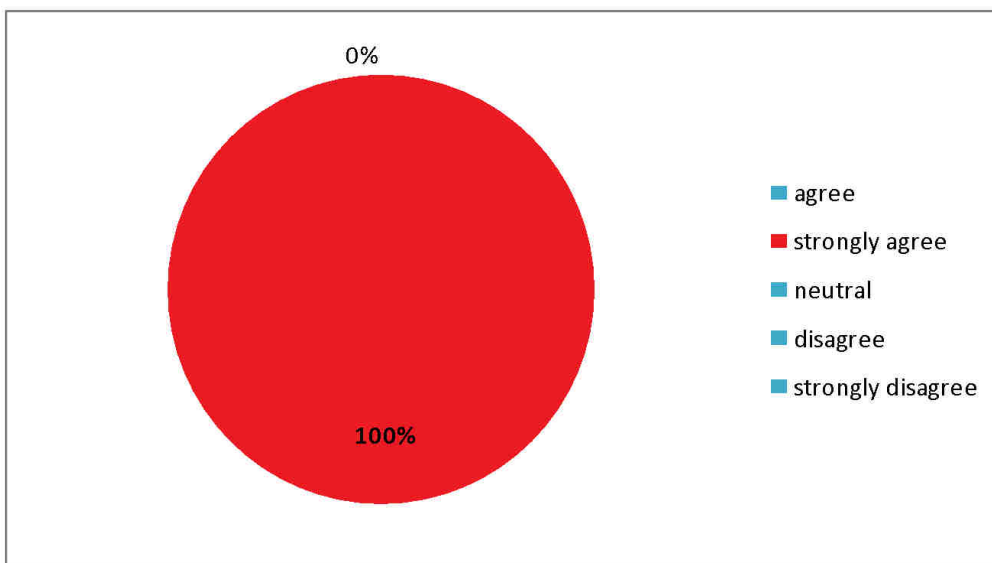
In this question, teachers are asked to indicate the meaning of being humorous by agreeing or disagreeing on the given question and stating their evidence to strengthen their claim. According to the results (60%) of the subjects are in the strongly agree slot saying that it depends on the way humor is used and controlled in class. So, the teacher can be both funny and serious depending on the situation as far as there is no excessive use of humor. Humor is indeed needed in the classroom, but the teacher shouldn't loosen the control over the class at the same time; the teacher has to manage his ways between being a little bit serious as well as a little bit humorous. The teacher's mood will definitely influence his students' mood, so being too serious will have students being scared and hesitated to deal with him; on the other hand, being too humorous will have them underestimate him and eventually he'll lose control over his class, so the right thing to do is to be both. (40%) is concerned with the teachers, who strongly disagree with the statement, saying that you cannot be humorous and serious at the same time because once you act humorously the students will not take you seriously. And when the teacher uses too much humor he will lose control over the class.

Section three: humor and motivation

Q10: Teachers' humor increases students' motivation and helps them to be always involved in the classroom discussion.

Table10: humor and motivation

Option	Subject	Percentage
Agree	0	0%
Strongly agree	5	100%
Neutral	0	0%
Disagree	0	0%
Strongly disagree	0	0%



Pie-chart10: humor and motivation

In this question teachers are asked to give their opinions by agreement or disagreement on the claim that teachers' humor increases students' motivation with justification. As we can see from the table and graph all participants with a percentage of (100%) are in the strongly agree slot the subjects explain their answers as following:

-using humor during the course breaks the shyness of the students who have difficulty participating in class or even have some questions and could not ask.

-from my personal experience I totally agree.

-I witnessed this in my oral expression class as I used humor with my students and encouraged them to do the same and we really enjoyed the subject as that really eased their tension, encouraged their participation and increased their creativity.

-A humorous teacher leads to an active class and makes students always motivated

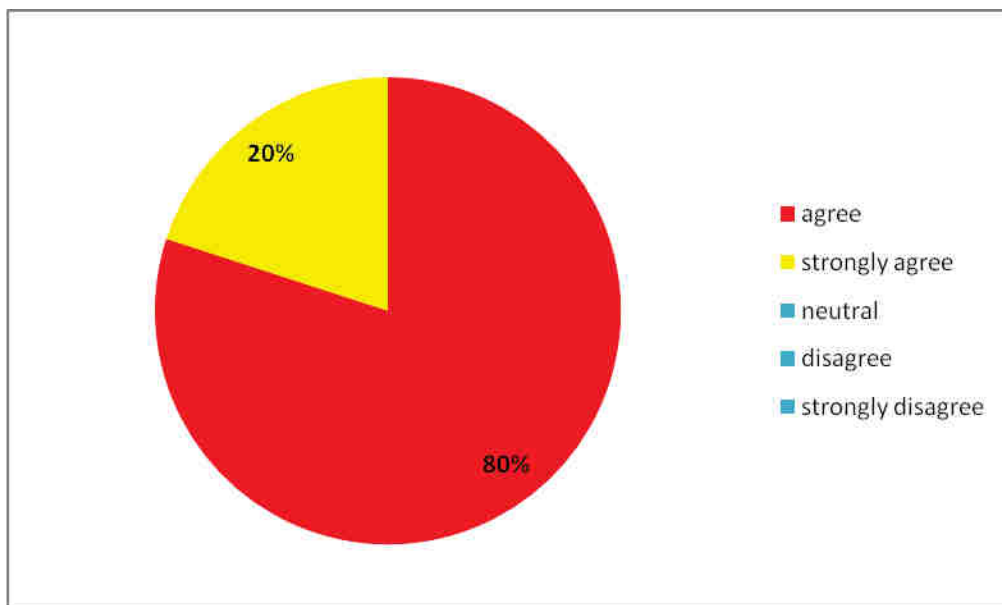
- using humor helps the students to break free from the stress, low self-confidence as it creates a safe and relaxing atmosphere for them to express themselves and speak up their thoughts.

Section four: humor and comprehension.

Q11: When teaching using humor, students can understand the material delivered better.

Table11: humor and comprehension

Option	Subject	Percentage
Agree	4	80%
Strongly agree	1	20%
Neutral	0	0%
Disagree	0	0%
Strongly disagree	0	0%



Pie-chart11: humor and comprehension

Teachers should agree, or disagree whether students can understand the lesson better if the teacher delivered it while using humor. The table above summarizes the results obtained. The results are encouraging where (80%) of the subjects chose the agree slot along with the remaining (20%) who strongly agree that humor does help students to better understand the lesson.

Q12: How can humor help students understand the lesson better?

In question number 12 which is an essay question, teachers are asked to state how humor can help students understand the lesson better. The answers given by the subjects are stated as the following:

-In particular contexts when students could not understand some points, the teacher could explain them by giving a funny situation or story just to embody or make a representation about the questioning. Furthermore, they will learn in a more automatic way as they feel themselves more engaged and can ask their teacher about anything they want to know without feeling embarrassed or shy particularly for those who have such attitudes.

- Since there is humor in the class, the learning atmosphere will be more enjoyable so that students would be more engaged in the course and communicate meaning freely and easily.

- When it is used appropriately by the teacher, humor can be a great factor behind better understanding of the subject matter.

- Because they won't be afraid, for example, to talk to their teacher and may ask him/her any question about the lesson that they do not understand and that would better enhance their comprehension

-To have a sense of humor this attracts the attention of young learners and activates their memories for better understanding and easier storing.

1.2. Results' discussion:

The analysis of the questionnaire designed for teachers revealed some important insights about teachers' attitudes toward using humor to increase students' motivation and understanding in the classroom.

1-To start with, males and females have different perspectives on humor, though they answered almost in the same way.

2-The more experiences teachers have, the more teaching methods they achieve and humor must be one of them as it seems to add a lot to their professional credibility.

3-It appears that humor can serve the learning process by offering a relaxing environment where students feel more comfortable, motivated and free to express their ideas and thus learn better.

4-Humor can be used whenever and for whatever purpose; it can be used at the beginning of the session as an ice breaker to smooth the atmosphere and prepare the students for the mood of learning, in the middle of the session to give students a clearer idea about the subject matter being learned or at the end of the session by giving them examples from real life to help them retain the information.

5-Humor is either used spontaneously or purposefully, but it can be also used both ways depending on the situation where the humor is needed. Teachers can manage that with what suits their students' needs and course objectives.

6-Funny examples are the most used form of humor by teachers because they can help them facilitate difficult topics, they are authentic, easy to be understood by students and teachers can use them in any kind of topics and all stages.

7-The unawareness of how much humor should be used in the classroom can be a very serious difficulty facing teachers because it wastes the time of learning or makes the teacher lose his respect and control over his class. Therefore, teachers should be aware of the amount of humor used in the classroom otherwise it will lose its function and effectiveness.

8-Teachers can be humorous as well as serious .It doesn't have to always be black or white; a little bit of color is even better and more effective. In other words, teachers can be both; humorous and serious at the same time depending on the situation. This means that teachers are aware of their students' needs and how to fulfill them.

9-Humor always has a big role in increasing students' motivation by getting them overcome their anxiety, low-self confidence, shyness, and stress and by increasing their creativity and participation in the classroom.

10-The more enjoyed students they are , the more interested , attentive and engaged they become the more information they will grasp and the funnier the examples given and situation was , the longer it will stick in their mind . Eventually, the whole learning product will seem easy for them to understand.

2. Students' questionnaires:

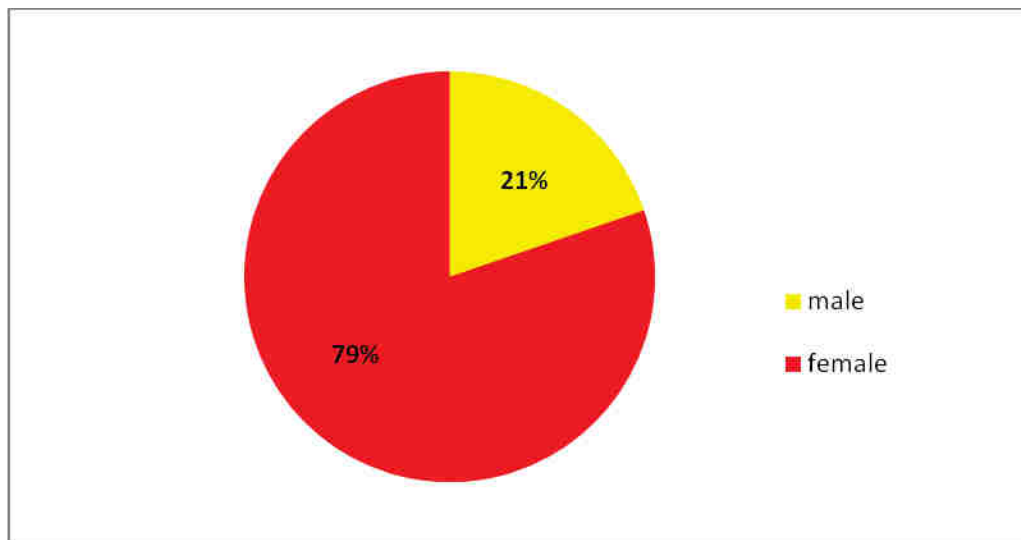
2.1. Data analysis

Section one: background Information

Q 1: Gender

Table01: Students' gender

Gender	Number	Percentage
Male	9	21%
Female	33	79%
Total	42	100%



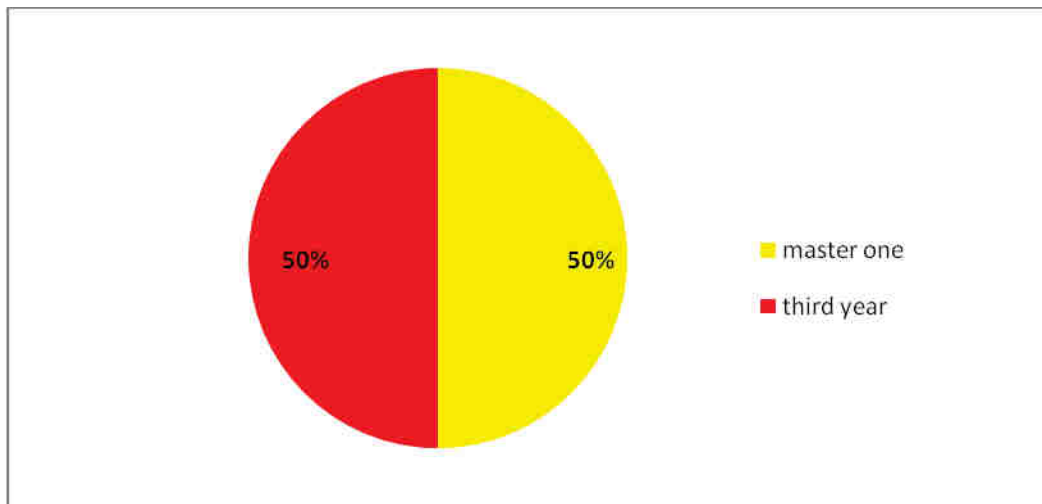
Pie-chart01: Students' gender

From the results, it is clear that most respondents are females. It is recorded that thirty three (33) = (79 %) female out of forty two (42) have participated in this questionnaire. While only nine (9) = (21%) male have answered the questionnaire. From the results we can say that different genders reflect different ways of thinking.

Q2. What's your grade?

Table02: Students' grade

Grade	Number	Percentage
Master one	21	50%
Third year	21	50%
Total	42	100%



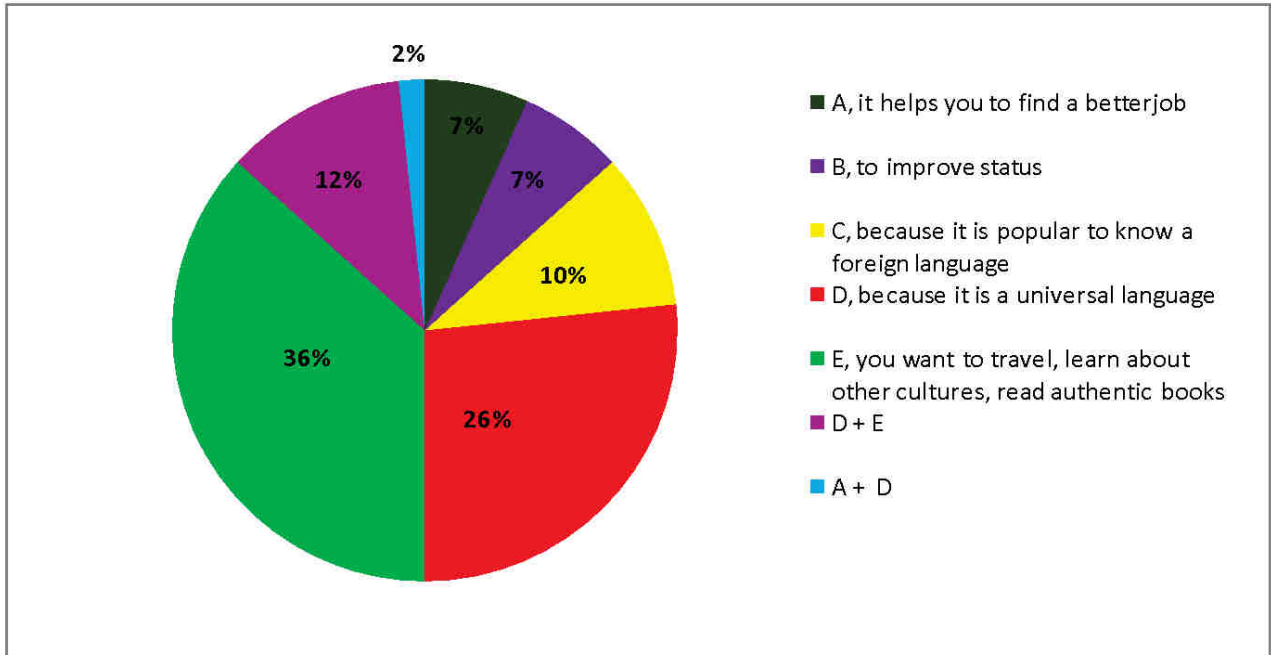
Pie-chart02: Students' Grade

In this question, students were asked to indicate their grade. The data from graph 02 shows that the number of respondents who are master one is equal to those of third year students (21/21) with a percentage of (50%) for each.

Q3. Why did you choose to study English?

Tabel03: Students' motives to study English

Option	Number	Percentage
A. It helps you to find a better job	3	7%
B. To improve status	3	7%
C. Because it is popular to speak a foreign language	4	10%
D. Because it is a universal language	11	26%
E. You want to travel ,learn about other cultures ,read authentic books	15	36%
D+E	5	12%
A+D	1	2%
Total	42	100%



Pie-chart03: Students' motives to study English

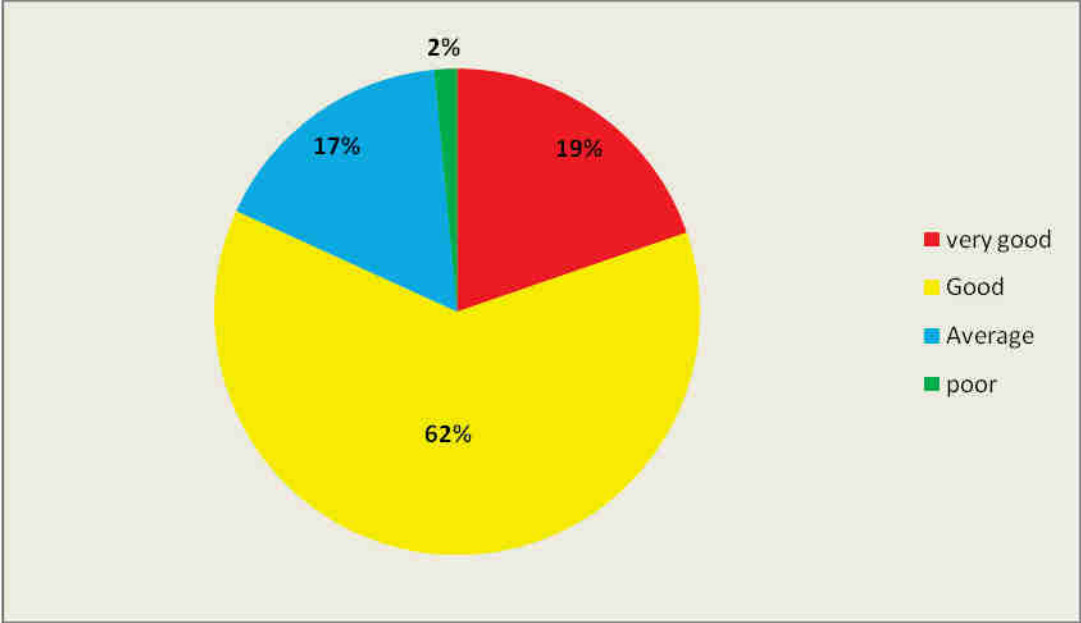
This question aims to discover the students' purposes of choosing English. It can be seen from the graph 03 that fifteen students (15) with a percentage of (36%) choose to study English because they want to travel, learn about other cultures, read authentic books, The number of students who study English because it is a universal language equals eleven (11) students with a percentage of (26%) whereas, three students (3) with a percentage of (7%) responded with to get a better job with the same number of students (3) who chose to learn English to improve status, while four students (4) answered because it is popular to know a foreign language with a percentage of (10%) .

five students (5) with a percentage of (12%) responded with because it is a universal language and they want to travel, learn about other cultures, read authentic books , and only one student answered it helps you to find a better job because it is a universal language with a percentage of (2%)

Q4. How do you consider your level in English?

Table04: Students' Evaluation of their English Level

Option	Number	Percentage
Very good	8	19%
Good	26	62%
Average	7	17%
Poor	1	2%
Total	42	100%



Pie-chart04: Students' Evaluation of their English Level

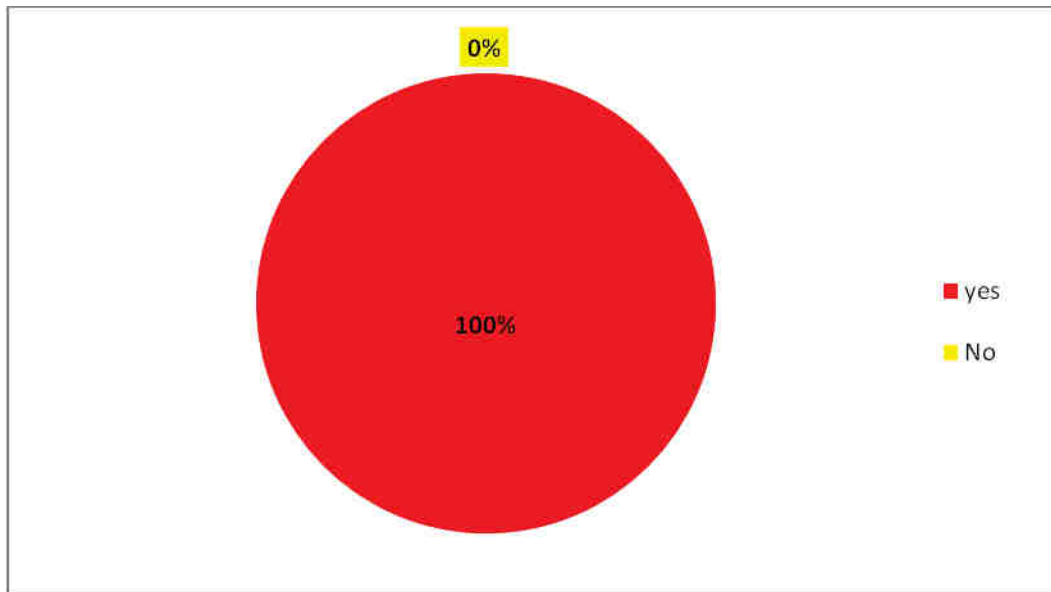
In this question, students were asked to indicate their levels in English language. The data from graph 04 shows that the majority of the respondents (26) out of (42) has answered that their level in English is good with a percentage of (62%), while seven students (17%) said their English is average, and eight (19%) for a very good English level. Hence, only one person considers his/her level in English as poor (2%). It is clear that most of the students consider their level between good and very good.

Section Two: humor and learning.

Q5: do you prefer to have a teacher who uses humor during the lesson? Yes/ no and why?

Table05: Students' preference of teachers' use of humor

	Number	Percentage
Yes	42	100%
No	0	0%
Total	42	100%



Pie-chart05: Students' preference of teachers' use of humor

This question aims to discover the students' perception of their teachers' use of humor. It can be seen from table05 that forty two (42) students with a percentage of 100%, which is the whole sample, prefer to have a teacher who uses humor during the lesson. They explain their choices as it is summarized in the following justification:

- Teachers' sense of humor creates a better learning atmosphere for them.
- They think that when the teacher uses humor the lesson will be more interesting and enjoyable” it's a great strategy to break the ice when presenting a boring lesson”.
- It makes them feel more comfortable as it reduces their anxiety and stress.
- In their opinion a fun atmosphere makes better learning experience that will eventually be stuck in the memory rather than boring lifeless methods.
- It motivates them to attend more and to participate more in the classroom.
- It makes them concentrated more and the lesson given will be understood.
- It gets them more involved with the lesson and gives them the desire to be a part of the class discussion.
- It enhances student-teacher relationship as it enables them to communicate more.
- “I feel more interested in the teacher's explanation and easily get the information provided by him”.
- Learning can be a lot easier if it's mixed with fun in a smart way.

-The teacher being serious all the time stresses me out and I can't participate or understand the lesson given.

- It is a smooth way to transfer the information to the students it makes the lesson remain for long term memory needed especially in exams.

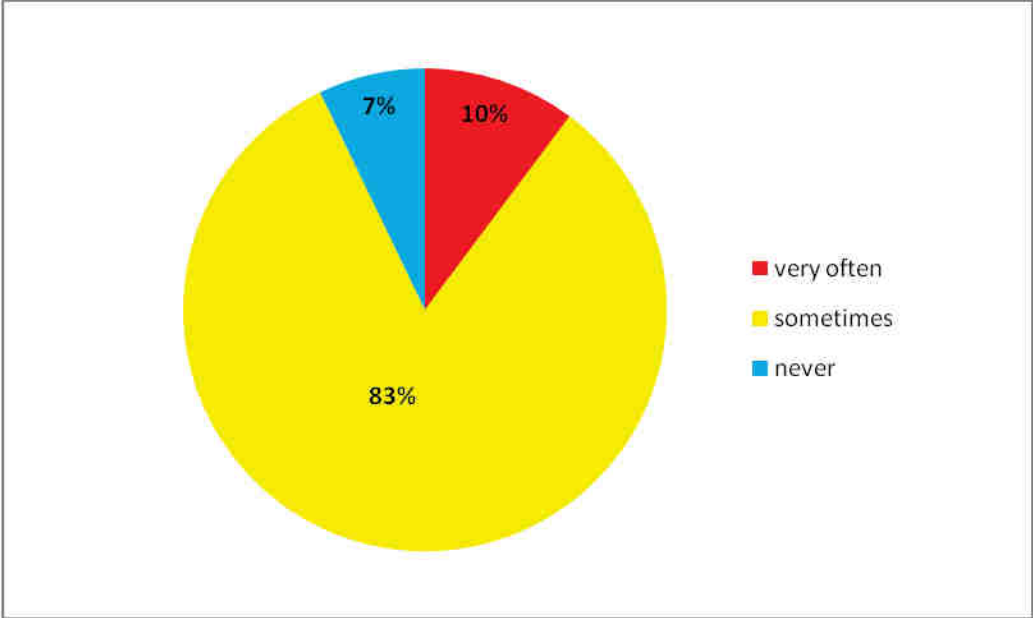
- When the teacher is funny, they can easily concentrate and understand the lesson.

-It makes us forget that we're studying in the first place so it comforts them, improves their self-confidence and helps in decreasing their shyness in the classroom.

Q6: How often do they use humor?

Table06: *Teachers' Humor use Frequency*

Option	Number	Percentage
Very often	4	9,5%
Sometimes	35	83,3%
Never	3	7,1%
Total	42	100%



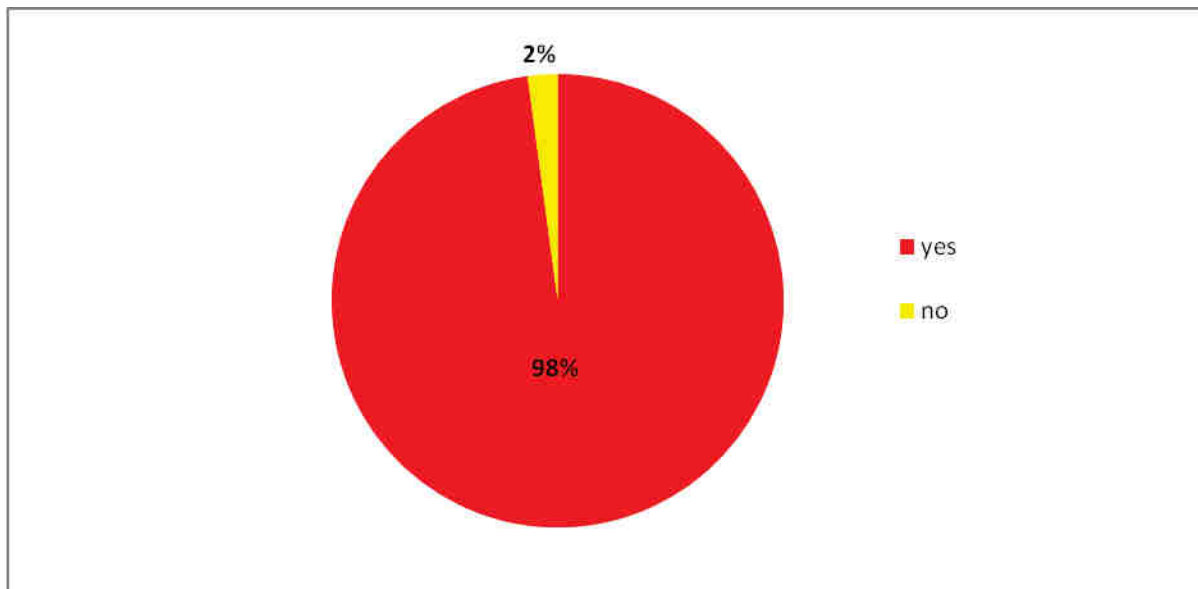
Pie-chart06: Teachers' Humour use Frequency

In this question, students were asked to state the frequency of using humour by their teachers. The majority of the students (35) with a percentage of (83%) indicated that their teachers employ humor sometimes, while four students (10%) responded that their teachers use humor very often. There are only three students (3) with a percentage of (7%) responded with never from these answers, we can say that most of the students think that humor is used occasionally by their teachers.

Q7: Do you think that the teachers' use of humor contributes to a positive Atmosphere?

Table07: Students' attitude towards humor and positive classroom atmosphere

Option	Subject	Percentage
Yes	41	98%
No	1	2%
Total	42	100%



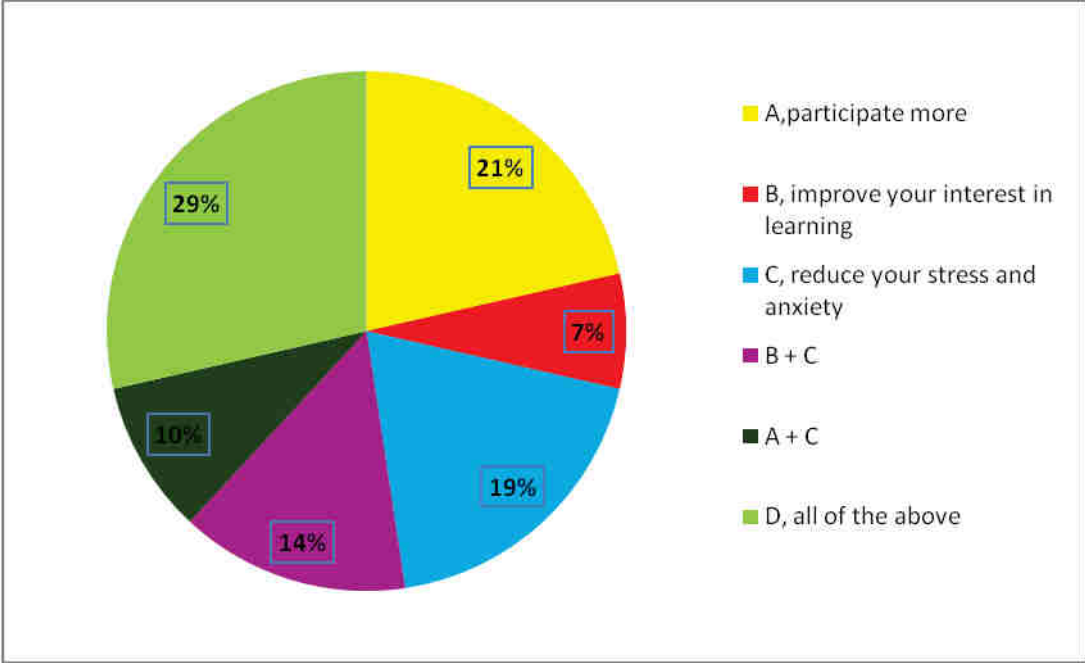
Pie-chart07: Students' attitude towards humor and positive classroom atmosphere

In this question the majority of the students (41) with a percentage of (98%) who said “yes” that humor does contribute to a positive classroom atmosphere, only one person with a percentage of (2%) answered with “no”.

Q8: Does humor help you to:

Table08: Role of humor

Option	Number	Percentage
Participate more	9	21%
B. Improve your interest in learning	3	7%
C. Reduce your stress and anxiety	8	19%
B+ C	6	14%
A+ C	4	10%
D. All of the above	12	29%
Total	42	100%



Pie-chart08: Role of humor

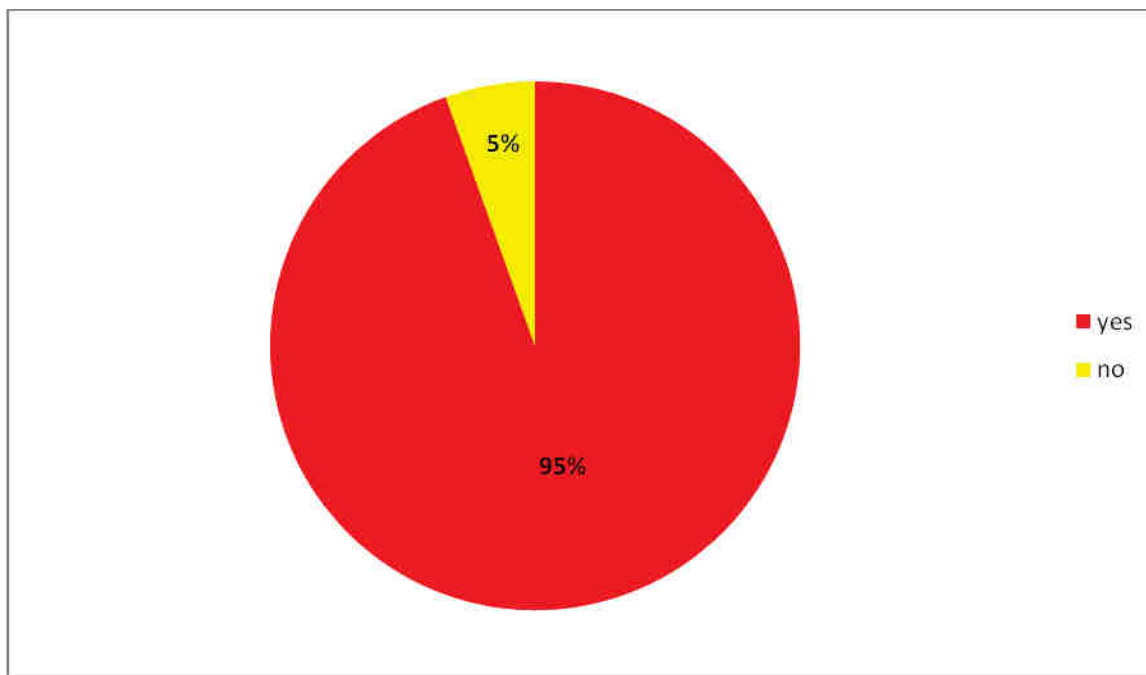
In this question about nine (9) students (21%) responded that humor helps them to participate more, whereas three(3) students (7%) said it helps them to improve status, while eight (8) students (19%) think it reduces their anxiety, And six (6) students (14%) answered it helps them to improve their interest in learning and reduces their anxiety at the same time, four (4) students (10%) believe that it helps them to participate more and reduces their anxiety and twelve (12) students (29%) answered with all of the above.

Section Three: humor and teaching

Q9: Do you consider being humorous as a part of being a flexible/easy-going teacher even if s/he is serious at the same time? Yes /no explain.

Table09: humorous yet serious teacher

Option	Number	Percentage
Yes	40	95%
No	2	5%
Total	42	100%



Pie-chart09: humorous yet serious teacher

In this question students are asked whether they consider being a humorous teacher as a part of being a flexible/easy-going teacher even if s/he is serious at the same time and to justify why? According to table09, the results are encouraging. Forty students (95%) out of forty two are in the agree slot which is yes, whereas only two students (5%) who responded with no they don't consider being humorous as a part of being flexible/easy-going teacher and serious at the same time, students explain their choices for yes and No as it is summarized in the following justification:

-I agree the teacher knows how to handle different situations. He can manage to get students into a comfortable setting by incorporating humor in class and a bit of seriousness is needed to prevent the classroom from getting out of control.

- being a serious teacher doesn't mean that u can't have a bit of humor.

-Humorous side can help teachers transfer the information in a flexible and fluid way and the serious side will keep the class in order, the students will respect their teacher and follow his instructions while having fun learning.

- An easygoing teacher is the one who should be both humorous and serious at the same time to make the balance in his classroom.

-Humor is a technique to create a better atmosphere for learning and teachers make use of it; they just switch to humor whenever needed.

- Yes I agree because this is a part of the job, being humorous doesn't mean not being serious at work. It's just a tool to improve the student - teacher interaction and break the ice of shyness therefore make a joyful atmosphere for students to feel free to talk and participate.

-generally speaking being serious doesn't mean being angry or humor is prohibited, there's no problem with being a serious and easygoing at the same time unless the teacher was talking about a historical tragedy or something like that,

-The teacher can make students feel motivated, but do not allow them to go beyond the limits or disrespect him.

-being humorous doesn't mean going out of the subject course it could content related humor.

- If the teacher is serious and humorous at the same time, it's going to be easier for the student to both understand the explanation of the teacher and takes it seriously.

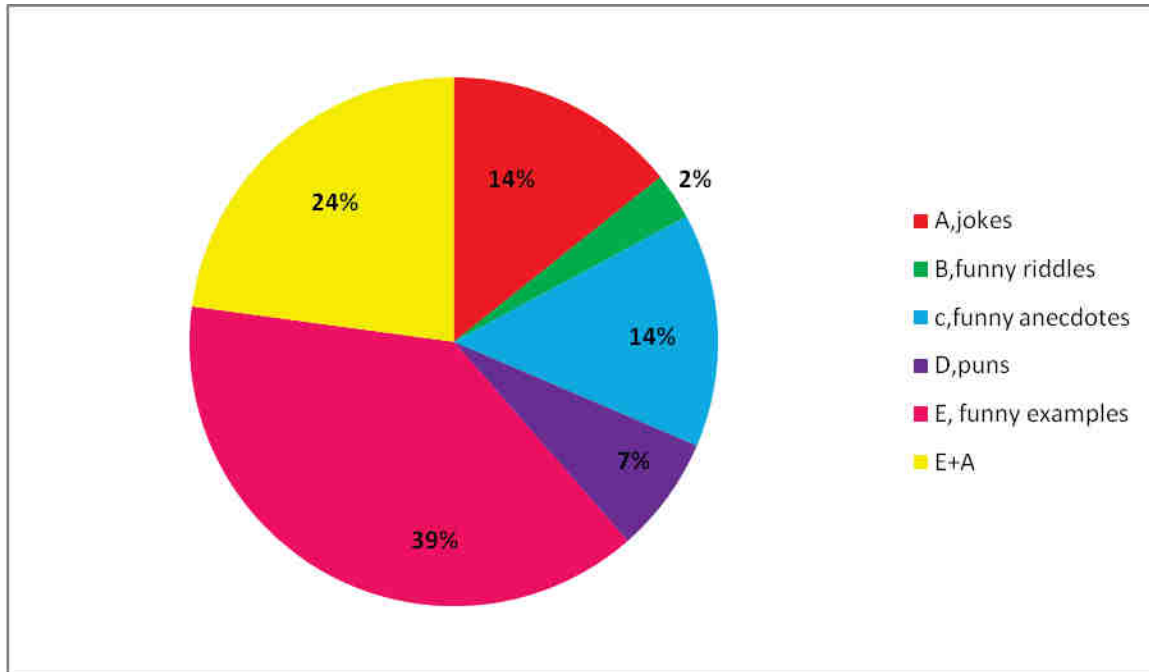
-Using humor by teachers gives them a sort of flexibility dealing with students and all kinds of situations that can occur in the classroom. If the teacher is usually a serious or a strict person, this habit of being humorous won't wash away their main character known by the students. It'll rather empower, strengthen the bond between him and the students and help each one of them to get out of their comfort zone.

-For the ones who said no they justified their choice by saying that it's very difficult for the teacher to switch out from mood to mood every time and if s/he overuses humor, it will devalue his status in the classroom and threaten his authority and he won't be taken seriously anymore.

Q10: Which of these forms of humor teachers use the most?

Table 10: the most used Forms of Humor

Option	Number	Percentage
A. Jokes	6	14%
B. Funny riddles	1	2%
C. Funny anecdotes	6	14%
D. Puns	3	7%
E. Funny examples	16	39%
E+A	10	24%
Total	42	100%



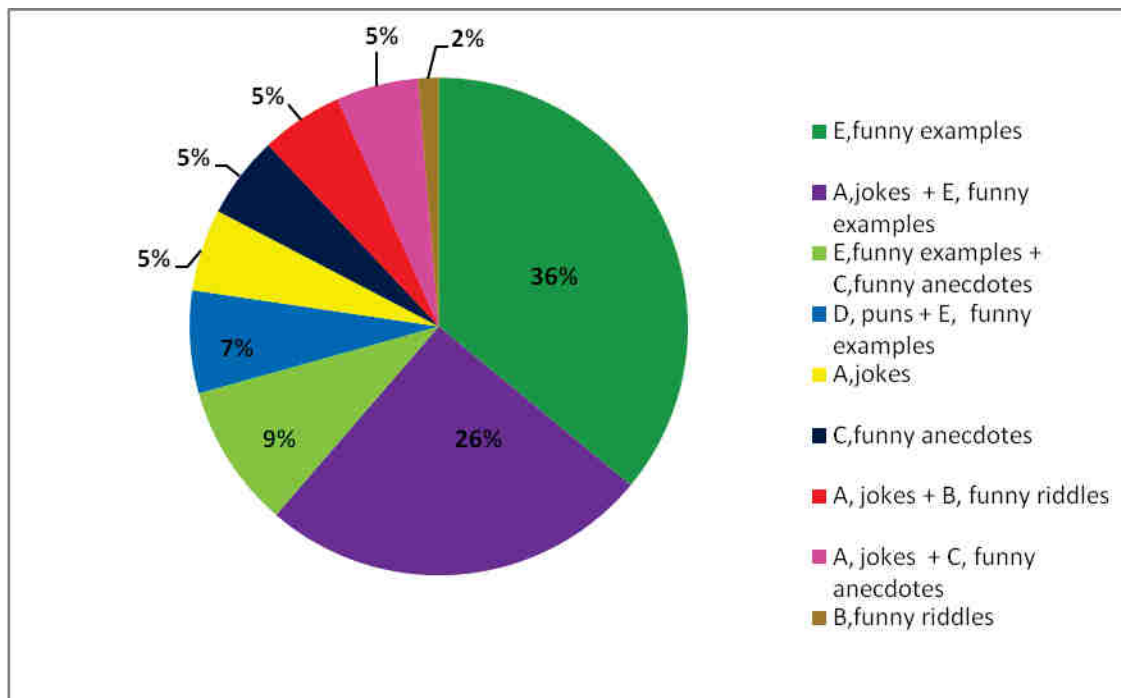
Pie-chart10: the most used Forms of Humor

In this question students are asked to indicate which form of humor is the most used by their teachers, sixteen students (39%) said that their teacher uses funny examples, six students responded that their teacher uses jokes (14%) other six students (14%) who answered by funny anecdotes and one student (2%) who argue that their teacher uses funny riddles and three students (7%) said that their teacher uses puns while 10 students (24%) chose funny examples and jokes in the classroom.

Q11: which of those forms do you find useful in your classes? Justify

Table 11: the most useful forms according to the students

Option	Number	Percentage
E.	15	36%
A+E	11	26%
E+C	4	9%
D+E	3	7%
A.	2	5%
C.	2	5%
A+B	2	5%
A+C	2	5%
B.	1	2%
Total	42	100%



Pie-chartII: the most useful from according to the students

In this question participants are asked to choose the most used humor forms by their teachers in the classroom and to justify why? for those fifteen students (36%) who chose funny examples they argue that it gives opportunities for some passive students to participate by giving other examples, and it permits them to remember everything about the lesson saying funny examples stick to the mind and make them remember the lesson in the exams.

Plus they are clear and understood by everyone because not all teachers can use jokes or puns appropriately. The number of students who indicate that their teachers employ humor in form of jokes and funny examples equals eleven students with a percentage of (26%) they argue that when their teacher uses jokes and funny examples in the classroom the time will be shortened and interesting and you will forget that you're studying. In the first place, and students will be active.

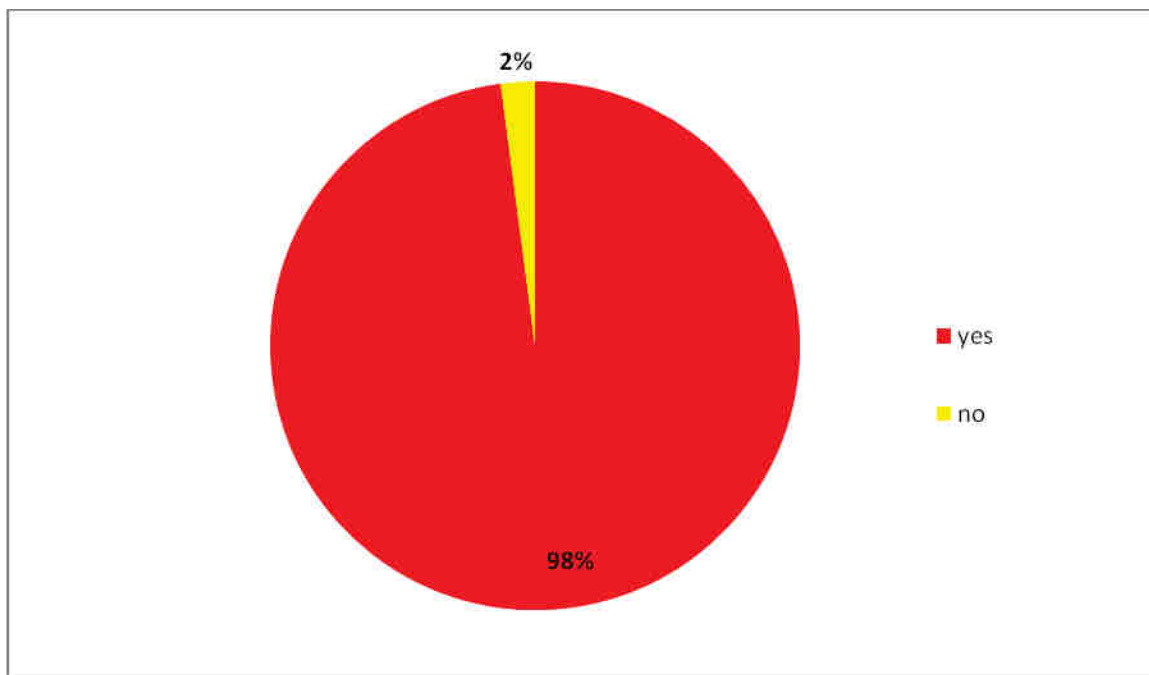
Whereas four students (9%) answered with funny examples and funny anecdotes, saying that they're enjoyable and take you out of the stressful classroom atmosphere. and will increase students' engagement in the classroom plus they give a relaxing vibe and make everybody more comfortable.three students (7%) chose puns and funny examples, according to them they make you less stressful, you laugh and learn something at the same time. and it makes the students interested and energetic while receiving the input therefore successful outcomes will be achieved. On the other hand, two other respondents (5%) chose jokes, they argue that they prefer joke as helpful form in learning since they get more benefits from it by creating a good atmosphere and conveying a message in a good way in addition, they think they can be understood by the majority of the students unlike riddles or examples that can be a bit hard for some of them. There are two students (5%) responded with funny anecdotes they argue that funny anecdotes are more useful and authentic in which they can bring real life situations into the classroom, telling an interesting previous story about a person or a situation encountered by the teacher will boost the students' way of thinking.Two students (5%) chose jokes and funny riddles to be the most used humor forms in their classrooms, they find that jokes and riddles are the best forms that help students to learn, because they help them improve their listening skill and enjoying in learning process.while two students (5%) answered jokes and funny anecdotes in their opinion Jokes and funny anecdotes are the most useful forms of humor as they help the learners to get an idea about what is about to be taught and understand the lessons and the difficult concepts. Only one student (2%) chose funny riddles saying it helps them in grasping new words and improves their vocabulary and it encourages them to participate more as it boosts their intelligence.

Section four: motivation and comprehension

Q12: Don't you think that being taught with a humorous teacher motivates you better than just having a teacher who follows the traditional way of teaching? Yes/No Justify?

Table12: students' perceptions of teaching with humor and traditional way of teaching

Option	Number	Percentage
Yes	41	98%
No	1	2%
Total	42	100%



Pie-chart12: students' perceptions of teaching with humor and traditional way of teaching

In this question the students were asked to indicate whether they think that being taught with a humorous teacher motivate them better than just having a teacher who follows the traditional way of teaching and to justify why, according to the table the majority of the students (41) responded with yes in favour of the humorous teacher with a percentage of (98%) and only one student with a percentage of (2%) answered with no in favour of the traditional way of teaching both sides justified their responses for yes and No as it is summarized in the following justification:

- when the teacher uses humor the students will be motivated because humor helps students to overcome their anxiety and boosts them to participate and be part of the classroom discussions and encourages them to attend and not be intimidated.

- I think I would be taught better with a humorous teacher because we all want to learn but at the same time we all get bored quickly so having a teacher who matches between learning and humor is better for learning.

-Humorous teachers motivate me because I feel more relaxed and at ease while serious teachers who always follow the traditional way of teaching are so boring and i lose interest so fast.

-I have already been taught by a humorous teacher and it was a great experience.

- being taught with a humorous teacher leads you to better understanding and opens your appetite to learn more far away from the routine of the traditional way.

- Strict teacher makes us feel uncomfortable, it is good to smile and share some positive vibes.

- Teachers with humorous methods attract the students more. They can provide a comfortable and a vivid space for learning unlike teachers with traditional methods.

- It does motivate us better because who doesn't want to have fun.

-Each session it will be totally different from the previous one which makes the students excited and eager to study.

-Being humorous affects the way students understand, they understand better and get more information than the traditional way.

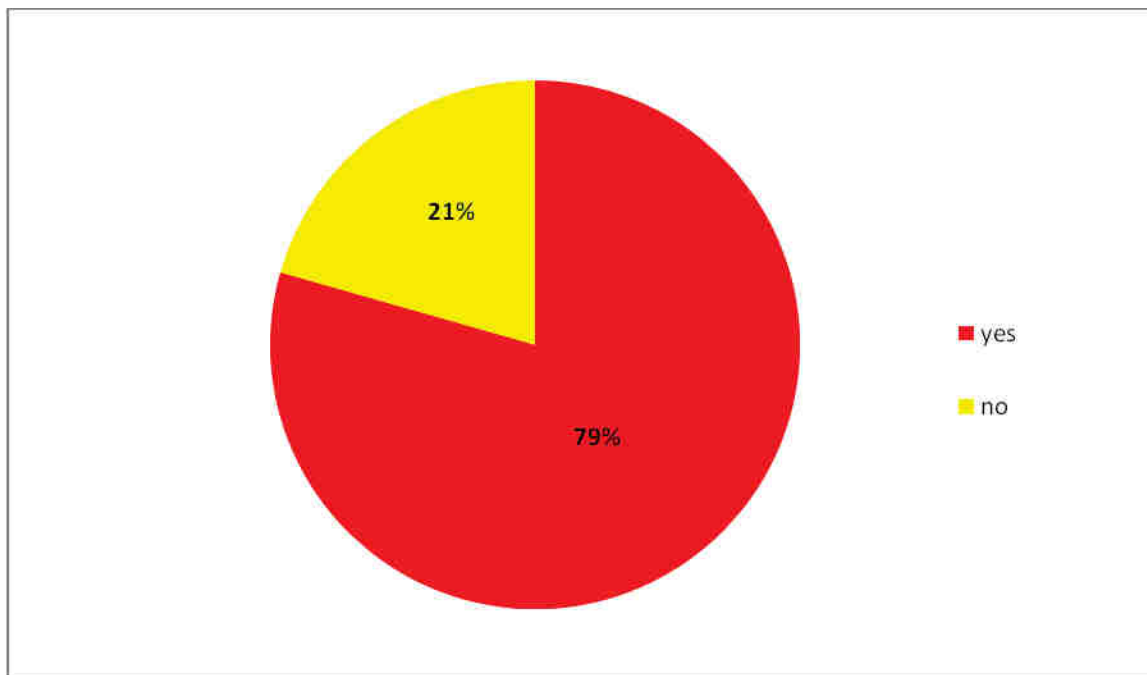
- The traditional way of teaching is becoming boring, complicated and less creative unlike when using humor which will create a strong bond between teachers and students who won't be anxious of asking questions or asking for repetition and it will establish an enjoyable learning environment.

-There is only one student who responded by no and justified his/her choice by saying traditional teachers are better in some cases especially if the students fear that teacher they will definitely perform better.

Q13: Do you think that your teacher's use of humor may help you better understand the lesson?

Table 13: Students' thoughts about the Impact of Humor on their Comprehension

Option	Number	Percentage
Yes	33	79%
No	9	21%
Total	42	100%



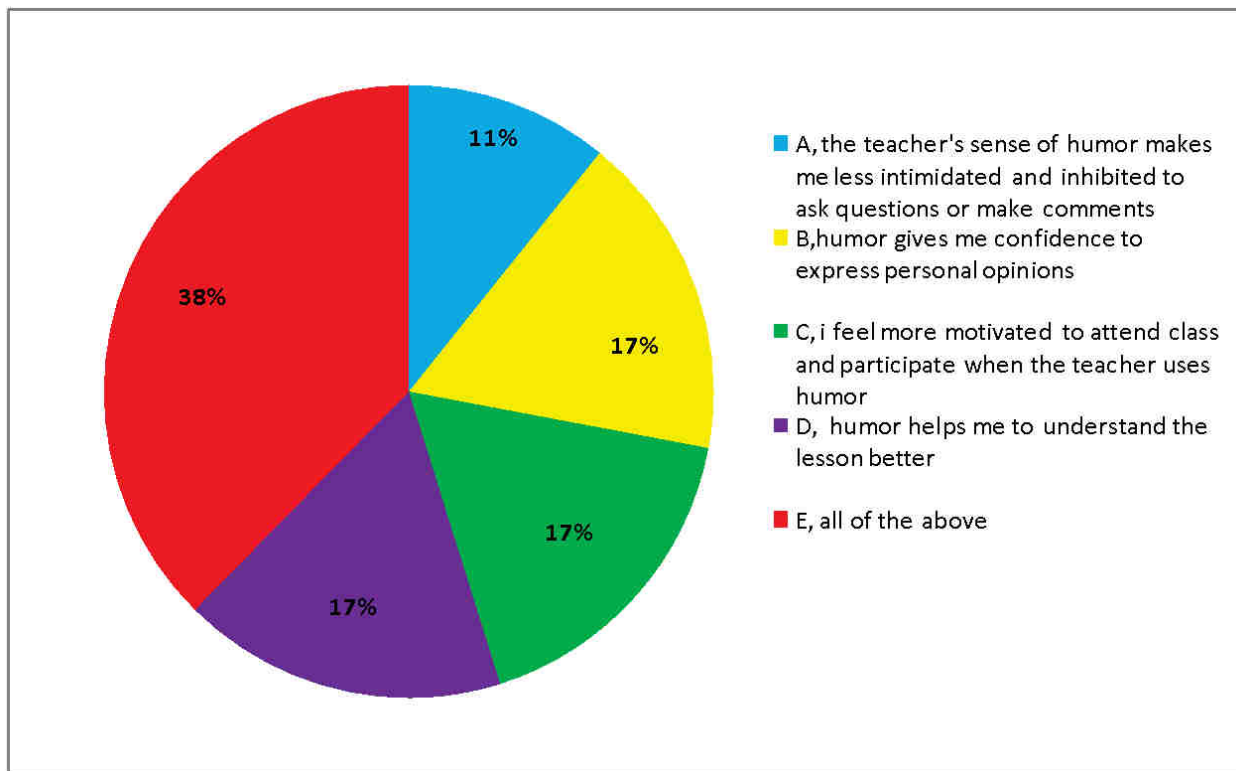
Pie-chart13: Students' thoughts about the Impact of Humor on their Comprehension

This question aims to discover whether the use of humor has an impact on the students' comprehension or not. According to results from the table and graph above, it can be seen that thirty three of the students (79%) have claimed that humor really helped them to understand the lesson, while only nine others (21%) answered that it has no impact on their comprehension of the lesson. Depending on these results, it is clear that the majority of the students prefer a teacher who has a sense of humor in which they will be able to improve their amount of comprehension.

Q14: which of the following statements do you agree on and suit you the most?

Table14: students' perceptions of the several benefits of humor

Option	Number	Percentage
A. The teacher's sense of humor makes me less intimidated and less inhibited to ask questions or make comments	5	11%
B. Humor gives me confidence in expressing personal opinions	7	17%
c. I feel more motivated to attend class and participate when the teacher uses humor	7	17%
D. Humor helps me to understand the lesson better	7	17%
E. All of the above	16	38%
Total	42	100%



Pie-chart14: students' perceptions of the several benefits of humor

In the classroom, humor can be a useful teaching tool that helps students in many ways. Students are asked to choose which of the given statements they agree on and suit them the most. The results show that seven (17%) students agree that humor gives them confidence to express personal opinions, also other seven (17%) students feel more motivated to attend class and participate when the teacher uses humor. another seven (17%) students said humor helps them to understand the lesson better. Only, five students (11%) agree that the teacher's sense of humor makes them less Intimidated and less inhibited to ask questions or make comments. The rest of the students (16) chose all of the above mentioned statements (38%)

2.2. Results' discussion:

From the findings of this study based on the views and experiences of the participants' questionnaire, we've come to realize some facts and insights concerning students' attitudes towards implementing humor as a teaching tool for the sake of increasing their motivation and understanding. Firstly, our questionnaire started with the general background information of our sample, they indicated their gender, grade, the reasons they choose to study English which were because it is a universal language and they want to travel, learn about other cultures and read authentic books as the most chosen choices then it helps them to find a better job, to improve status, because it's popular to know a foreign language, for their level in English language it was mainly between good and very good.

The second section of the questionnaire was about humor and learning. The first question in this section was about students' preference of teachers' use of humor, the results show that the whole samples (100%) appreciate the employment of humor by their teachers; they said that humorous teachers push them to attend and participate more, reduces their anxiety and create a better atmosphere, as it enhances their relationship with their teachers. They think that humorous teachers have the ability to increase their interest in learning, as well as motivating them to learn. When they were asked about how often their teachers use humor, most of them (83, 3%) answered that their teachers employ humor only sometimes. And about whether humor contributes to a positive atmosphere students' answers were mostly yes (97, 6%) the majority of the students agreed that humor contributes to a positive atmosphere because a humorous teacher always gives positive vibes in the classroom.

Concerning how humor help them whether it helps them to participate more or reduces their stress and anxiety or it improves their interest in learning, students chose all of the above as the most chosen choice (28, 5%) then it helps them to participate then it reduces their stress and anxiety then it improves their interest in learning from the results we can say that humor has more than one role or more than one benefit in the classroom. The third section was about humor and teaching. The students were asked whether they consider being humorous as a part of being a flexible/easygoing teacher even if s/he is serious at the same time the majority of the answers were yes (95, 3%) the students explained their choices by saying that the teacher knows how to handle different situations. He can manage to get students into a comfortable setting by incorporating humor in class and a bit of seriousness is needed to prevent the classroom from getting out of control. Only two students said no and explained their choice by saying that the teacher can't manage being humorous and serious at the same time.

In addition, when students were asked about the forms of humor used by their teachers, they indicated that teachers are using all forms, but the most used form is funny examples (51, 6%) Then they were asked which of those forms do you find useful and to justify, the most useful form according to them is funny examples (35,7%) they argue that funny examples give opportunities to some passive students to participate and it permits them to remember everything about the lesson saying funny examples stick to the mind and make them remember the lesson in the exams plus they are clear and understood by everyone. then jokes and funny examples (26,2%) and they argue that when their teacher uses jokes and funny examples in the classroom the time will be shortened and interesting and you will forget that you're studying in the first place.

The last section of our questionnaire was mainly about motivation and comprehension where the students were asked if they think that being taught with a humorous teacher motivates them better than just having a teacher who follows the traditional way of teaching where the majority of the students said yes (97,6%) they argue that when the teacher uses humor the students will be motivated because humor help students to overcome their anxiety and boosts them to participate and be part of the classroom discussions and encourages them to attend and not be intimidated. There is only one student who responded by no and justified his/her choice by saying that the traditional teacher is better especially, if the students fear that teacher they will definitely perform better. For the question number 13 students were asked if they think that the teacher's use of humor may help them better understand the lesson in which the majority (78,6%) said yes and they see that their comprehension is greatly affected by teachers' sense of humor, since they consider it as a motivational teaching tool which helps and encourages them to learn.

Conclusion

Throughout this chapter, the data collected were analyzed and discussed; the data gathered from the students' and teachers' questionnaires are analyzed in the form of tables and graphs. Every question stated in these questionnaires is presented through a statistical table and graph that shows the percentage, and finished with a comment about the results which have been presented in that table and graph; the analysis of data is followed by the discussion of the results.

Chapter five: Conclusion and recommendations

1. Conclusion

This current study is sought to investigate the effects of teacher's humor on EFL students learning; the research is an attempt to prove that teacher's humor can increase students' motivation and get them understand the lesson better.

The findings revealed that both students and teachers appreciate the use of humor at the classroom, the results obtained show that when the teacher use humor, his students feel safe and at ease because their motivation depends on the amount of humor employed as it encourages them to participate and interact more, discuss, share and express their ideas freely, as well as engaging them more in the classroom, they are more attentive and their information retention will be increased as well as raising their amount of understanding of the material where teachers may explain some difficult points of the lesson by using jokes or funny examples that are related to the content of the course. Moreover, humor is the solution to strengthen the teacher-students relationship. Without forgetting its major role in reducing students' anxiety, stress, and shyness as it makes them feel more comfortable in a way that helps them to concentrate better with their teachers.

At last, it's worth mentioning that humor indeed has countless benefits in the educational field, but also negative sides and this is the responsibility of the teacher to take into consideration the significant amount of humor used during the sessions and make sure that it is appropriate so it will lead to a positive result.

Throughout the discussion of the collected data, the main objective of this research has been achieved, and the data obtained confirms the research hypotheses, as well as its main questions. Teachers' use of humor "does affect Algerian EFL students' understanding and motivation, the teachers and students participating in the questionnaires demonstrated their beliefs in the effectiveness of using humor in the classroom. Consequently, the main question of this research

2. Implications

The findings of this study suggest an effective and feasible technique that allows EFL teachers at Chadli Bendjedid University to improve and increase their students' motivation and understanding. As well as strengthening their relationship with their students this will make the classroom a safer place for students. Also, The use of humor adds more benefit to course planning and to the time devoted to courses. If the teacher used humor appropriately, he will successfully grab his students' attention and his students' interest and motivation will be increased; as a result, they will concentrate more with him and will consume a lesser time in explaining and managing his class.

To conclude, this research, if taken into account will add more benefits to the teaching and learning of English as a foreign language, to students-teacher relationship at university of El Chadli ben djedid and to the reputation of the university as a whole.

3. Recommendations and suggestions:

3.1. Recommendations for the teachers

-Teaching is not only about the amount of knowledge delivered by teachers , but also about delivering it in the most appropriate, useful and effective methods.

-Teachers should consider the use of humor as one of the tools to be pedagogically used and infuse it among their syllabi, day-to-day discussions and also assessment techniques very often.

-Being humorous doesn't mean always laughing and being serious doesn't mean always boring; the teacher should be flexible and know how to make a parallel between both to keep his students motivated, comfortable and at ease, yet in control.

-Using humor doesn't mean to be a stand-up comedian, and it's not always about getting the "haha", but it is about strengthening that bond between the teacher and students as well as increasing that energy that helps the students and teachers to control their negative emotions towards the teaching- learning setting.

-We recommend teachers to be very careful when using humor in the classroom. humor used should be content-relevant and free of any violation towards any individual or group of people.

-When choosing the forms of humor to be applied in the classroom, teachers should adapt the ones appropriate and considered as effective or useful by students.

-Students' needs must be of a great consideration when designing the course, and when choosing the techniques and methods of teaching. Teachers' objective is to create a positive classroom where students' needs are met.

-If the teacher's humor seemed of no use, it is better being avoided in order for things not to get out of control.

3.2. Recommendations for the educational system

As have been mentioned before in the findings, an easygoing teacher is a flexible teacher; a teacher who can make a parallel between when to be serious and when to be humorous, but this is not an easy thing to do. For that reason, the educational system is highly advised to consider the importance of incorporating humor in pedagogy to serve students' needs and teachers' objectives by organizing a training course for teachers before being assigned in which they will learn more about the great role humor plays in facilitating learning and making a positive classroom atmosphere. We also recommend the university to think about supporting teachers to implement at least one of the activities suggested or other activities that they find useful and effective.

Conclusion

In this chapter, a conclusion was drawn from the discussion of the results. Besides some implications were presented. Based on the implications and conclusion, a set of recommendations and pedagogical suggestions were provided by the researchers to pave the way for a successful implementation of humor in order to provide a positive, motivating, understandable learning environment at classrooms at Chadli Bendjedid University.

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Appendix A:

Teachers' questionnaire:

Dear teachers,

This questionnaire is prepared to investigate the effect of teachers' humor on students' motivation and comprehension. It will be very kind of you if you cooperate with us and answer the following questions. Your answers will absolutely help us conduct our research.

Section one: personal information

Q1: gender:

Male female

Q2: seniority (years of experience)

.....

Q3: Degree

Magister

Licence PhD

Section 2: teaching and humor

Q4: Students sometimes learn better in a relaxing environment where the teacher uses humor.

Agree.

Strongly agree

Neutral

Disagree

Strongly disagree

Q5: If you decide to use humor, in which part of the lesson it should be included:

A- As an ice breaker

B- For more explanation

C- in giving examples

D- All of the above

Q6: Do you use humor spontaneously or purposefully?

.....

Q7: Which form of humor do you prefer using the most?

A- Jokes

B- Puns

C- Funny anecdotes

D- Funny examples

Q8: If a teacher adopts humor among his teaching methods, what could be the difficulties that can occur?

A- It distracts the learner's attention

B- It makes the teacher loses control over his class

C- Too much humor wastes the time of learning

D- Other difficulties

Q9: Being humorous doesn't mean not being serious

Agree

Strongly agree

Neutral

Disagree

Strongly disagree

Section 3: Humor and motivation:

Q10: Teachers' humor increases students' motivation

Agree

Strongly agree

Neutral

Disagree

Strongly disagree

Section 4: Humor and comprehension:

Q11: When teaching with humor, students can understand the material delivered better

Agree

Strongly agree

Neutral

Disagree

Strongly disagree

Q12: How can humor help students understand the lesson better?

.....
.....

Appendix B

Student's Questionnaire:

Dear students,

This questionnaire is conducted by students at Chadli Bendjedid University, El-Taref. It is designed to investigate the effect of using humor on EFL students' motivation and understanding.

To answer the questionnaire, you are requested to tick (√) the appropriate option(s). There is no right or wrong answer. We assure you that your answers will be kept anonymous. We are immensely grateful to you for accepting to answer this questionnaire.

Thank you for your collaboration.

Section one: background information

Gender

Male female

What's your grade?

Third year master one

Q 1: Why did you choose to study English?

A. it helps you to find a better job

B. to improve status

C. because it's popular to know a foreign language

D. Because it is a universal language.

E. you want to travel, learn about other cultures, read authentic books

Q 2: How do you consider your level in English?

A. Very Good

B. Good

C. Average

D. Poor

Section Two: humor and learning

Q3: do you prefer to have a teacher who uses humor during the lesson? If yes say why

Yes

No

Why?

Q 4: How often do they use humor?

Very often

Sometimes

Never

Q5: Do you think that the teachers' use of humor contributes to a positive Atmosphere?

Yes

No

Q6: Does humor help you to:

A. Participate more

B. Improve your interest in learning

C. Reduce your stress and anxiety

D. All of the above

Section Three: humor and teaching

Q7: Do you consider being humorous as a part of being a flexible/easygoing teacher even if s/he is serious at the same time?

Yes

No

..... Explain

Q8: Which of these forms of humor teachers use the most?

A. Jokes

B. Funny riddles

C. Funny anecdotes

D. Puns

E. Funny examples

Q9: which of those forms do you find useful in your classes?

.....justify

Section four: motivation and comprehension

Q10: Don't you think that being taught with a humorous teacher motivates you better than just having a teacher who follows the traditional way of teaching?

Yes

No

Justify

Q11: Do you think that your teacher's use of humor may help you better understand the lesson?

Yes

No

Q12: which of the following statements you agree on and suit you the most?

A. The teacher's sense of humor makes me less intimidated and less inhibited to ask questions or make comments.

B. Humor gives me confidence in expressing personal opinions.

C. I feel more motivated to attend class and participate when the teacher uses humor.

D. Humor helps me to understand the lesson better.

E. all of the above

