

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
Ministry of Higher Education and Scientific Research



University of Tlemcen
Faculty of Letters and Languages
Department of English

**The Effects of Using Humor on EFL Students'
motivation: The case of third year English at
University of Tlemcen.**

*Dissertation submitted to the Department of English as a partial
fulfilment of the requirements for the degree of Master in
Didactics and Assessment in English Language Education*

Presented by

Mr. Banat Fayssal

Supervised by

Prof. Radia Benyelles

BOARD OF EXAMINERS

Dr. N. BOUYAKOUB

President

University of Tlemcen

Prof. R. BENYELLESS

Supervisor

University of Tlemcen

Dr. A. BENSFAFA

Examiner

University of Tlemcen

Academic Year: 2017-2018

Dedications

This work is dedicated to my

Mother khadidja the sun of my life

My Father Abdelkader

My Family and friends

To Issam, Mohamed Zakaria Banat

To my future wife

To second year master students

To all my teachers especially Alaouari Maamar

*To my friends with whom I shared the university life in prosperity and
adversity*

To all who love Banat Fayssal

Acknowledgements

First and foremost, I would like to express my deep recognition to Allah for giving me the strength and desire to finish this work.

I am grateful to my teacher and my supervisor Prof. Radia Benyelles for her wise guidance, support and patience without her this work would be impossible, so thank you very much indeed

Deepest gratitude due to the honorable members of the jury including Dr. Abdelkader Bensafa and Dr. N, Bouyakoub who accepted to read and evaluate this work.

I convey special thanks to Mr. Boukhelkhal Oussama and Mr. Boubaker Temlali. I m also thankful to all the teachers in the department of English.

I am so grateful to all the students who were kind and accepted to answer the questionnaire and for all the teachers at the English department for providing me with knowledge and experience.

A word of thanks goes to Prof. Ismail Benmousset, Prof. Ali baiche and Dr. Terriche.

Abstract

Humor is a precious gift to the mankind. In fact, the use of humor in pedagogical setting creates a big clamour in the field of education. The curent study aims at investigating the influences of using humor on students' motivation. The population under study is the third year EFL learners in (Abou Bakr Belkaid) University of Tlemcen. Furthermore, this research attempts to answer the following question: what are the effects of using humor on students' motivation and what are the obstacles of using humor in classroom. In order to obtain deeper understanding about the present topic the researcher utilizes the three main research instruments: teachers' interview, students' questionnaire and classroom observation. Hence, the data gathered were analyzed both quantitatively and qualitatively. At the end, the results obtained show that the two hyphotesis are confirmed; the use of humor in classroom will increase and sustain the learner's motivation and promote the learning process. Otherwise, will lead to discipline problems.

Table of contents

Dedications	ii
Acknowledgements	iii
Abstract	iv
List of figures	vii
List of tables	viii
List of Abbreviations and Acronyms	ix
General Introduction	2
Chapter 1 : Literature Review: Humor and Motivation	5
1.1. Introduction	6
1.2. Humor in Medicine.....	6
1.3. Humor in Psychology	7
1.4. Humor in Education.....	8
1.4.1. Theories of Humor	11
1.4.1.1. <i>The Superiority Theory</i>	11
1.4.1.2. <i>The Relief Theory</i>	12
1.4.1.3. <i>The Incongruity Theory</i>	12
1.4.2. Forms of Humor	13
1.4.2.1. <i>Jokes</i>	13
1.4.2.2. <i>Puns</i>	14
1.4.2.3. <i>Riddles</i>	16
1.4.3. Styles of Humor.....	17
1.4.3.1. <i>Affiliative Humor</i>	17
1.4.3.2. <i>Self-enhancing Humor</i>	18
1.4.3.3. <i>Aggressive Humor</i>	19
1.4.3.4. <i>Self-defeating Humor</i>	20
1.5. Humor and Motivation	20
1.6. Definition of Motivation.....	21
1.6.1. Types of Motivation.....	22
1.6.1.1. <i>Intrinsic Motivation</i>	22
1.6.1.2. <i>Extrinsic Motivation</i>	22
1.6.2. Motivation toward Learning English	23
1.7. Positive Effects of being Humorous on Student’s Motivation	23
1.8. Negative effects of being humorous on student’s motivation	24
1.9. Conclusion	25

Chapter 2 :	Research design and procedures	27
2.1.	Introduction	28
2.2.	Research Design and Methodology	28
2.3.	Research Approaches	29
2.3.1.	Quantitative and Qualitative Approaches.....	29
2.4.	Sample and Population.....	30
2.5.	Data Collection Instruments	31
2.5.1.	Teachers' Interview	31
2.5.1.1.	<i>Semi Structured Interview</i>	31
2.5.1.2.	<i>Teacher's Interview Design</i>	32
2.5.2.	The Questionnaire.....	32
2.5.2.1.	<i>Types of Questionnaire</i>	33
a)	Open-ended questions	33
b)	Close ended-questions	33
2.5.2.2.	<i>Questionnaire Design</i>	33
2.5.3.	Classroom Observation.....	34
2.5.3.1.	<i>Description and Administration</i>	35
2.6.	Conclusion	36
Chapter 3 :	Research results and suggestions	38
3.1.	Introduction	39
3.2.	Data Analysis	39
3.2.1.	The Result of Teachers' Interview	39
3.2.2.	The results of Students' Questionnaire	43
3.2.3.	Classroom Observation's results.....	48
3.3.	Discussion and Interpretation of the main Results.....	49
3.4.	Suggestions.....	50
3.5.	Limitation of the study.....	51
3.6.	Conclusion.....	51
General Conclusion	53	
Bibliography	55	
Appendix: 1	59	
Appendix: 2	61	

List of figures

Figure 1.1 definition of humor in relation with different subfield of psychology	8
Figure 1.2 Benefits of Humor in Classroom (Morrison, 2008, p. 10)	10
Figure 3.1 teacher's seniority.	40
Figure 3.2 humorous teacher Vs less humorous teachers	44
Figure 3.3 the importance of using humor in learning	44
Figure 3.4 the appropriate size of using humor in classroom.....	45
Figure 3.5 students approve or disapprove the use of humor in classroom	45
Figure 3.6 less humorous teacher and students' motivation.....	46
Figure 3.7 the impact of humor on students' motivation (positively or negatively).....	47

List of tables

Table 1.1 Examples of four pun categories (Lens, 2013, p29)	15
Table 3.1 teachers' gender.....	39
Table 3.2 teachers' degree.	39
Table 3.3 teachers' seniority.....	40
Table 3.4 students' gender.....	43

List of Abbreviations and Acronyms

EFL	English as Foreign Language
HSQ	Humor Style Questionnaire
Q	Question
USA	United State of America

GENERAL INTRODUCTION

General Introduction

It is believed that the learning environment is an important accomplishment in foreign language learning. In fact, positive learning atmosphere leads to successful language learning. Scholars, practitioners and specialists have begun to search for suitable methods and techniques that create supportive learning environment which promote the teaching / learning process. In addition, reflective teacher and active learner are two key components of highly effective language learning. So, the consistence between them leads to better results and can create a good relation between teacher and learner. Also, it develops a strong personal relationship between learners.

Using humor as pedagogical tool is used in different educational systems taking example of Illinois schools (USA). Furthermore, many books and articles have been done on the effect of teacher sense of humor on EFL learners. However, sustaining learner's motivation is a serious matter that every teacher should take in order to create an engaging learning space which lead to better results. Using humor and knowing their influences on learner's motivation is serious subject for research since it breaks up the student daily routines and fire up their brain. Additionally, every teacher's goal is to be effective, reflective and motivator in his/her classroom. In other word, getting your students motivated by using humor will eliminate many discipline problems. Again create an effective lesson. The current study (the effect of using humor on EFL student's motivation) has been conducted by watching student' attitude toward humorous teacher and Capricorn one.

Taking third year EFL students at the University of Tlemcen as a case study. This research tries to answer the two following questions

- What are the effects of using humor on EFL student's motivation?
- What are the challenges of using humor in classroom?

In this investigation the researcher puts forward the two following hypothesis.

- The use of humor in classroom would increase and sustain the learner's motivation and promote the learning process.
- The use of humor as pedagogical tool would lead to discipline problems.

The present study aimed at testing if the use of humor will motivate the student or it has a negative impact. Moreover, results of this investigation can be used as platform for a further research. Equally important, to assess if humorous teacher is likely to hook the student's motivation. This dissertation is divided into three chapters; the first one is dealing with the theoretical background concerning the use of humor in classroom and their impact on learner's motivation. This part contains definition, theories, forms, styles of humor also the definition of motivation and their types. Then, the principles of using humor in classroom, finally the positive and negative influences of using humor on EFL student's motivation.

The second one is concerned with the research design; methods, procedures and the research instruments that used in collecting data and the purpose of utilize each tool. The third chapter deals with data analysis and its discussion, interpretation. Finally, the general conclusion which gives a concrete answer for the research questions and showing if the aforementioned hypotheses are proved or not.

Chapter One

Chapter 1 : Literature Review: Humor and Motivation

1.1.	Introduction.....	6
1.2.	Humor in Medicine.....	6
1.3.	Humor in Psychology.....	7
1.4.	Humor in Education.....	8
1.4.1.	Theories of Humor.....	11
1.4.1.1.	<i>The Superiority Theory</i>	11
1.4.1.2.	<i>The Relief Theory</i>	12
1.4.1.3.	<i>The Incongruity Theory</i>	12
1.4.2.	Forms of Humor.....	13
1.4.2.1.	<i>Jokes</i>	13
1.4.2.2.	<i>Puns</i>	14
1.4.2.3.	<i>Riddles</i>	16
1.4.3.	Styles of Humor.....	17
1.4.3.1.	<i>Affiliative Humor</i>	17
1.4.3.2.	<i>Self-enhancing Humor</i>	18
1.4.3.3.	<i>Aggressive Humor</i>	19
1.4.3.4.	<i>Self-defeating Humor</i>	20
1.5.	Humor and Motivation.....	20
1.6.	Definition of Motivation.....	21
1.6.1.	Types of Motivation.....	22
1.6.1.1.	<i>Intrinsic Motivation</i>	22
1.6.1.2.	<i>Extrinsic Motivation</i>	22
1.6.2.	Motivation toward Learning English.....	23
1.7.	Positive Effects of being Humorous on Student’s Motivation.....	23
1.8.	Negative effects of being humorous on student’s motivation.....	24
1.9.	Conclusion	25

1.1. Introduction

“Humor is the ability to cause or feel amusement or keep somebody happy by doing what they want”.

Oxford dictionary the fourth edition

The term humor has been defined in many dictionaries, in oxford dictionary humor is the act of making the other feel perked and chuffed this happened by doing what they like and what they want. Hence, this definition can be explained in three bullet points; first, humor is craft mastered by those who can put the smiles upon another people’s face. Second, it reflects on the intimate relationship between the humorist and his target audience. Third, making other happy and amused is a key aspect in the definition of humor in itself.

1.2. Humor in Medicine

“A normal functioning bodily semi fluid or fluid (such as the blood or lymph).”

Merriam-Webster dictionary.

Humor is kind of communication referring to a reaction toward entertainment, fun or may be a fear or other feelings. Furthermore, medically speaking humor reduces the stress and tiredness hormones (endorphins). Recent studies show that a humorous person is likely protect his/her heart from diseases. Again, laughter releases endorphins and neurotransmitter. Also, it increases the number of T cells in the body, this latter has the ability to produce anti-bodies that fight virus and cancer cells (T cells are the natural defense in the human bodies). Accordingly, humor help to boost the immune system. Further, laughter develops the cognitive skill by fire up the brain, relaxes and activates muscles, being humorous aids you to burn calories and raises energy in the body. Doctor Jarvis was a professional public speaker who focused on humor and he defined it in two ways “humor is painful things told playfully”. Two,

“humor is tragedy separated by time and space”. In sum, humor is very important task in the human lives.

1.3. Humor in Psychology

Humor is psychological response characterized by emotion amusement, judgment that is funny. Equally important, humor is attractive, pleasurable, entertaining, develop creativity and ease criticism. Hence, “humor serves a number of “serious” social, cognitive and emotional functions” (Martin, 2007; xv). furthermore, “most investigators would agree, however, that humor involves an idea, image, text or events that is in some sense incongruous, odd, unusual, unexpected, surprising or out of the ordinary” (ibid,2007, p6).

Consequently, psychologists in general were interested on humor for over 100 years now (beginning with Freud’s jokes and their relation to unconscious). According to what has been mentioned, psychologists have divided the phenomenon of humor into four important components. First, social context. Second, a cognitive perceptual process. Third, emotional response. Forth, the vocal-behavioral expression. Bellow this illustration of definition of humor in relation with different subfield of psychology.



Figure 1.1 definition of humor in relation with different subfield of psychology

Humor also is used as therapy or scientifically called (therapeutic humor) in which psychologist use the power of smile and laughter to make patients feel better. In fact, some hospitals in developed countries use laughter as a method that release fear, anger, stress and anxiety of their patient. In this vein “Considering humor as a therapist quality, it is important to remember that perceptions of therapist qualities may also influence ratings of effectiveness. Cultural ideas about therapists are thought to influence perceptions about acceptable therapist behavior” (Lemma, 2000) cited in (Blevins, 2010, p3). In Europe, some centers use trained clown as valuable tool to help patient to solve his daily problems and to improve their life’s.

1.4. Humor in Education

Many books and articles have been written about the use of humor in classroom. Furthermore, psychologists have suggested the following function of humor starting from humor as therapy. Then, humor as sixth sense. After, humor as a safety valve and finally humor as counseling. Thus, laughing with and not the students is important act from a reflective teacher. Also, humor can provide a relief in tense moment and help to breakdown resistance to learning. Researchers in this field show that humorous teacher gives their students more support especially weak category

which will feel comfortable in the classroom. According to what has been mentioned, “Evidence from several studies indicates that many teachers tend to use humor quite frequently in classroom settings” (ibid, 2007, p351).

Many researches show that the use of humor as a pedagogical instrument leads to motivate student by creating an engaging lesson. Hence, reduces anxiety, stress, tension and boredom. It maintains a positive teacher-student and student-student relationships. All these factors provide an enjoyable learning environment. In this context, “Other research has shown that teachers who are observed to use more humor in the classroom are rated more positively by their students” (ibid, 2007; 352). Telling funny story, making funny face or humorous vocal style may aid teacher to illustrate some difficult points or may make the lesson memorable. Hence, humor not only help to create a positive learning space but also help learners to better understand, retain, storage and remember the information during and after lesson. However, exams and texts can be affected by the use of humor, the fact, “Some authors have suggested that the inclusion of humorous questions in examinations may help to reduce test anxiety and consequently lead to improved performance” (ibid, 2007, p356). Equally important, many several EFL books include funny jokes, cartoon, and caricature or may be other humorous materials that reflect information in the text this allows the student to have a better understanding on what is on the text book. This diagram will explain more the benefits of humor in classroom.

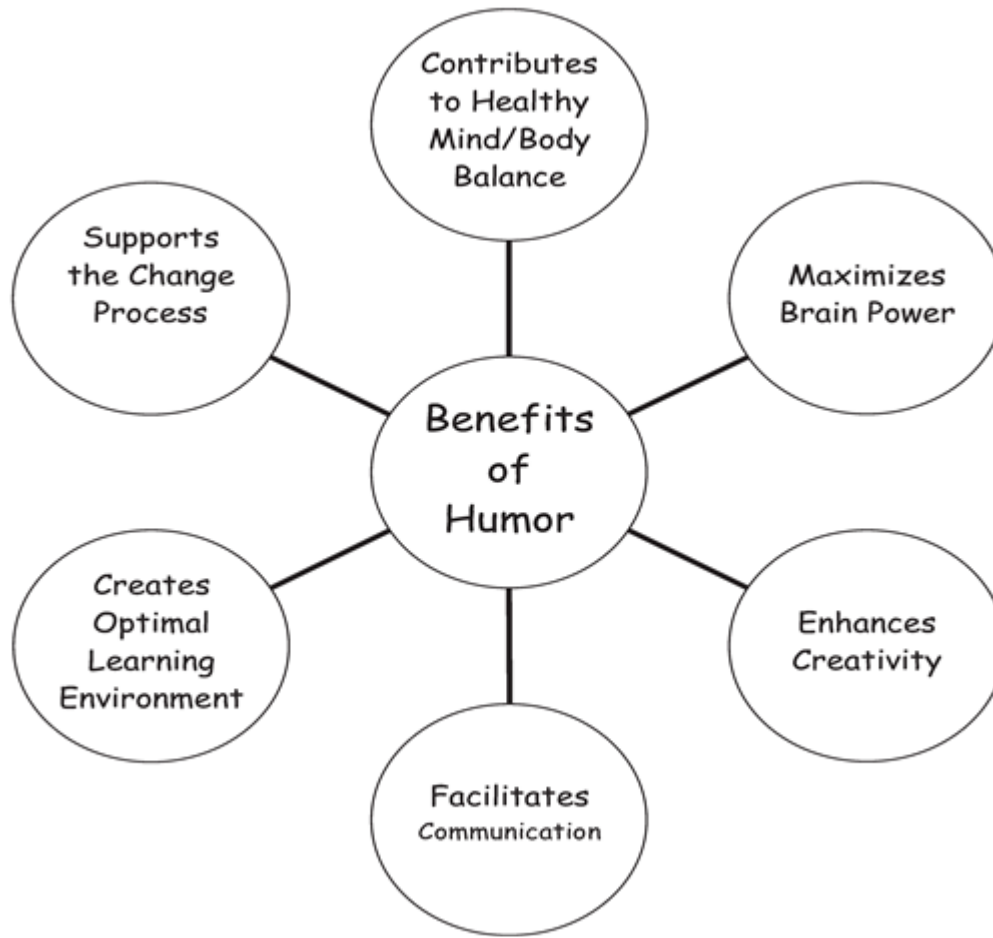


Figure 1.2 Benefits of Humor in Classroom (Morrison, 2008, p. 10)

On the other hand, some scholars, educationalists and practitioners caveat the use of humor in the learning process because of its negative influence on the students, teacher and the learning environment this illustrated by the use of some negative form of humor like sarcasm, ridicule and teasing which break down the student-teacher relationships. Too, using humor as pedagogical tool can be a kind of wasting time. In this context, “One of the reasons the use of humor is complicated is because of its multidimensional and multifunctional nature. For one, it is perceived highly personal, subjective and contextual; all features which make it problematic to predict the way humor will be received by the hearer.” (Alatalo, 2016, p68). In brief, using humor in classroom has created a big clamor in the field of education, thereupon, many books and articles are published yearly.

1.4.1. Theories of Humor

According to Long and Graesser (1988) humor is “anything done or said purposely or inadvertently, that is found to be comical or amusing”. Alternatively, researches evident that there are traditionally three (3) major humor’s theories the superiority theory; the relief theory and the incongruity theory. Furthermore, “thus, humor emerges in human thought through perception of incongruity, superiority and relief (Meyer, 2000). Moreover, “Three theories of humor creation emerge in humor research: the relief theory, which focuses on physiological release of tension; the incongruity theory, singling out violations of a rationally learned pattern; and the superiority theory, involving a sense of victory or triumph.” (Meyer, 2000, p310).

1.4.1.1. The Superiority Theory

The superiority theory is among the ancient theories traced back to Plato and Aristotle era. Accordingly, “from a superiority theory perspective, humor results, not just from something irrational or unexpected, but from seeing oneself as superior, right or triumphant in contrast to one who is wrong or defeated” (ibid, 2000, p314-315). In other word, “Two important effects of superiority humor follow: Human society is kept in order as those who disobey are censured by laughter, and people are made to feel part of Group by laughing at some ridiculed others” (ibid, 2000, p315) Superiority theory encapsulates in this definition:

Some evidence for superiority has been collected by running experiments that included racial jokes or jokes about specific ethnic or cultural groups—depending on whether the joke teller was part of the group, the jokes were more or less funny; thus, membership in reference groups is important (Scheel, 2017, p15)

Sometimes, we laugh at those who consider them inferior, this may be accompanied by a feeling of joy that we are superior to them even it is not true. Hence, this explain why we laugh at jokes we deal with stupid, miserly people. Sometimes, the basis are ethnic we laugh at Africans or Asians and others because we think that we are superior to them. In the classroom setting superiority theory characterized

sometimes student laugh at his mate during the learning process because s/he did a badly mistakes in grammar; he cannot pronounce well or he cannot spell the word correctly, this kind of humor may come from feeling superior to those we laugh at.

1.4.1.2. The Relief Theory

Researches into the relief theory of humor show that “Other versions of arousal theory posit that humor and laughter release built-up tension and stress. The coping functions of humor noted above are based on this tension-relief element of arousal theory” (Banas et al, 2011, p119). Furthermore, “arousal theories which focus on the role of psychological and physiological arousal in humor” (ibid, 2007, p57). Moreover, the Austrian psychologist Sigmund Freud separated the role of laughter in maintaining mental health and emptying energy. He goes on (to laugh at expressing mental depressions) in a way that allows her to pass through fun in humor, while laughter is a respite from these repressed, at the same time is a technique to provide mental energy. In classroom setting, saying a joke may release the student tension and anxiety so it is important to change the student’s mood time to times this may lead to a better learning. Equally important, we laugh in order to express the mental depressions in a way that allows them to pass through the pleasure of humor.

1.4.1.3. The Incongruity Theory

The incongruity theory concentrates on cognition. Consequently, “rather than focusing on physiological or emotional effect of humor, incongruity theory emphasizes cognition” (ibid, 2000, p313). Additionally, the importance for being humorous is the mixture of two ideas which felt to be utterly disparate. This theory is the most common famous theory in the interpretation of laughter, and perhaps due to the breadth which allowed to explain as many funny patterns. Besides, the incongruity theory is concerned with the causes of laughter and its concept as well. This explains the role of irony in the manipulation of the word.

1.4.2. Forms of Humor

Humor is something that is easy to remark but difficult to explain, there is no definition that everyone agrees on. Consequently, humor is the ability to surprise the audience by telling jokes, puns, riddles and funny stories. Again, relying on one kind of humor is predictable and predictable is not funny. “During the course of typical day, we encounter many different forms of humor communicated by different means and different purposes” (ibid, 2007, 10). These are the description of common form of humor:

1.4.2.1. Jokes

According to Merriam Webster dictionary “a joke is something said or done to cause laughter, or a brief story with surprising and funny ending”. In the classroom setting, a joke is kind of short humorous piece usually performed to keep the student’s attention or improving the student’s communicative skill. Furthermore, Sherzer (1985:216) defines a joke as “a discourse unit consisting of two parts, the set up and the punch line” cited in (Dynel, 2009, p1285). Hence, telling jokes during the learning process may help the teacher to control the student’s behavior, create a group of discussion and making teaching process professional. Here are two examples of jokes in the classroom.

Example one:

Teacher: do you do your homework?

Pupil: now and then.

Teacher: where do you do it?

Pupil: here and there.

Teacher: as a punishment I will put you in the closet.

Pupil: when will I get out?

Teacher: soon or later.

Example two:

Teacher: could you tell me two pronouns?

Pupil: who, me?

Teacher: well done!!

Jokes are not always appropriate for the learning process because they contain a negative content or not good to deal with for instance, sexual jokes, ethnic –Jokes, sick jokes ...etc.

1.4.2.2. Puns

Puns are the humorous use of words that sound the same or have two meanings (Oxford dictionary the fourth edition). Accordingly, puns are basically exploiting the different meaning of a word or a word that sound alike but have a different meaning. Furthermore, “A pun is a writer’s use of a word in a deliberately ambiguous way, often to draw parallels between two concepts so as to make light of them. They are a common source of humor in jokes and other comedic works; there are even specialized types of jokes, such as the feqhoot” (Ritchie, 2004, 223). Hence, to understand any pun, students learning English must go through several steps. First, they must recognize the meaning of the original word or phrase. In many cases, there is a common idiom or current phrase that needs to be explained. Then, they must recognize and be able to access a second meaning for one of the words. If it is a close-sounding pun, students must be able to figure out what the other word sounds like, which is a challenging task in one’s second language. Then, they need to pull together the two possible meanings of the word and compare them in the context of the phrase or sentence. When all of those steps are complete, there is a moment where the two meanings come together, and it is time to laugh (Lens, 2013).

Lens, 2013 states four categories of puns, the soundlike puns, lookalike puns, close-sounding puns and the texting puns. Thus, the table below summarizes all the four categories and illustrates each kind with an example:

Table 1.1 Examples of four pun categories (Lens, 2013, p29)

Four categories of puns
Soundalike puns :
1. Teacher: Tell me something that conducts electricity. Student: Why, er... Teacher: Yes, wire! Now name a unit of electrical power. Student: A what? Teacher: Yes, a watt! Very good
2. Two peanuts were walking down the street, and one was a salted (assaulted).
3. My three-year-old daughter is resisting a rest (arrest)!
4. I practice my handwriting because it's the write (right) thing to do.
Lookalike Puns :
1. Teacher: Selma, what's the highest form of animal life? Selma: A giraffe?
2. Barry: What travels faster, hot or cold? Mary: Hot. You can always catch cold.
3. Question: How do you stop a charging bull? Answer: Take away its credit card.
4. Question: What did the road say to the bridge? Answer: You make me cross.

Close-sounding Puns
1. The barber went to the bank and opened a shaving account.
2. Question: How did you keep your dog out of the street? Answer: I took her to the Barking Lot.
3. A skunk fell in a river and stank to the bottom.
4. Sign on a bake shop: “We bake to differ.”
Texting Puns (See the translations at the end of the article.)
1. GINVU!
2. R U L8?
3. Hotel sign : Gr8 r8s
4. Why is 10 scared? Because 7 8 9.

In short, making puns during the learning program introduces special obstacles but it has many recompenses.

1.4.2.3. Riddles

A riddle is a mystifying, misleading, or puzzling question posed a problem to be solved or guessed: or someone difficult to understand (Merriam Webster dictionary). The term riddle traced back to the Old English *rǣdels*, *rǣdelse* ‘opinion, conjecture, riddle’; related to Dutch *raadsel*, German *Rätsel* (oxford living dictionary). Moreover, “riddles in Africa have regularly been considered to be a type of art form. Albeit often of minor and children interest and have long been included in studies of oral literature” (Finnegan, 2012, p413). Riddles can be exemplified in metaphorical or poetic and even in form of proverb. Besides, riddles are demanded in schools especially among the children unlike riddles word play is important precursor to understand literal and

figurative language. Equally important, riddles can reflect some existed culture literature, ethnic and way of living. In this field, “the ninety-five riddles which have survived to present day are collected in Exeter book that include except the riddles, real master piece of Anglo Saxon word” (Fedorovena, 2014, p156).

In sum, using riddles in classroom help to enhance the teaching process by reaching the student’s vocabulary (new words, synonyms, antonyms and opposites) again, phonology and spelling are also concerned. Riddles can also develop the student’ cognitive skills.

Example of a Riddle.

“What gets wetter and wetter the more it dries?” A towel of course.

1.4.3. Styles of Humor

“The humor style questionnaire (HSQ; Martin et al, 2003, 84) is recently developed a measure that distinguishes between the two potentially positive forms of humor, affiliative and self-enhancing and two negative forms of humor self-defeating and aggressive” (Frewen et al, 2008, p181). In fact, researchers into humor have assessed four types (two positive and two are negative). Moreover, Martin 2007 states four of humor affiliative and self enhancing which are considered to be healthy and two unhealthy styles which are aggressive and self-defeating humor.

1.4.3.1. Affiliative Humor

Affiliative humor is the use of all forms of humor to develop a personal relationship. Furthermore, it is defined as follow:

Affiliative humor refers to the tendency to say funny things, to tell jokes, and to engage in spontaneous witty banter, in order to amuse others, to facilitate relationships, and to reduce interpersonal tensions (e.g., “I enjoy making people laugh”). This is hypothesized to be an essentially non hostile, tolerant use of humor that is affirming of self and others and presumably enhances interpersonal cohesiveness. (Martin, 2007, p211)

Moreover, in classroom settings, teacher who use this kind of humor are able to make their students laugh by telling jokes. Also, students appreciate this style because it creates a good relationship during the learning process. Hence, affiliative humor is positively related to playfulness. In sum, affiliative humor aims at entertaining others by telling jokes and funny stories about oneself. It is healthy and it can utilize to resolve conflict.

1.4.3.2. Self-enhancing Humor

Self – enhancing humor is another positive style of humor aims at releasing the state of stress, anxiety and tension. In this field, kuiper et al 1993state that “people who have a self-enhancing humor use absurdities and incongruities to deal with stressors and negative life events”. On the light of these two quotes, self-enhancing humor is usually proposed to develop social relationships by making people amuse. Again, it helps to face the absurdity and drawbacks of people’s lives. On the whole, here are some ways to reframe your stressor as stated by (Kerr, 2001, p209-210):

1. Take five minutes to write down “what’s working,” “what’s positive” and “what’s remotely funny” about an issue causing you stress.
2. Imagine the worst-case scenario. Exaggerate and have fun with the wildest possibilities to gain a more balanced view of a problem.
3. Imagine a positive reference point for you- last summer at the cabin, last weekend at the ski hill—anything that allows your mind to travel to a positive place.

4. Create your own silly version of a “Top-10 Ways to Deal with Stress” list and then read it to yourself the next time you’re feeling stressed out.

5. Have a slogan or goofy song to recall every time you face a stressful situation.

6. Reframe the event by looking at it through the eyes of your favorite comedian or superhero.

7. Ask yourself . . . what’s the *one* thing from this mess that I can take away, learn from or laugh at?

8. Imagine a wacky newspaper headline describing the event.

9. Complete the following sentence, “It could be worse . . . “

10. Switch sides in a debate and argue to ridiculous extremes from the other side.

11. Count to 10 and imagine how funny it will seem a year from today.

12. Visualize people you’re mad at as the name you’d like to call them.

13. Come up with a funny label or code to describe your common stressors.

1.4.3.3. Aggressive Humor

Researchers into psychology have described aggressive humor negatively. In fact, aggressive humor means making fun of the others by teasing them (put-down or insult them), this shows that somebody is underestimated. This style is usually featured by the use of sarcasm. Notwithstanding, one of the most representatives of this style are Don Rickles and Joan Rivers. Accordingly, “The aggressive humour style is supposed to be mocking, criticising and offensive and comprises a lack of respect for the feelings of others” (Ruch et al, 2013, p2). The purpose of this type of humor is subjective and non-social because the person feels joyful in the same when ridiculing the other and may take the form harmful sometimes racist or discriminatory (jokes

about the ethnic). Moreover, this type of humor, unlike the rest patterns, is strongly linked to religion. Some statistics have found that among religious people, there is less belief in Islam than Christianity. For instance, a person who says that he is better than you, he will not resort to direct speech, but to ridicule you and to lean around you and your point of view.

1.4.3.4. Self-defeating Humor

Self-defeating humor is alike the aggressive humor style. “The self-defeating humour style mainly refers to making fun of oneself or having others laugh at oneself more than one feels comfortable with” (ibid, 2013, p2). Furthermore, self defeating humor defined as follow:

self-defeating humor involves the use of excessively self-disparaging humor, attempts to amuse others by doing or saying funny things at one’s own expense, and laughing along with others when being ridiculed or disparaged (e.g., “I often try to make people like or accept me more by saying something funny about my own weaknesses, blunders, or faults

(ibid, 2007, p211)

Psychologically speaking, this can be an unhealthy form of humor, and it is sometimes used by targets of bullies to try to avoid attacks—making oneself the butt of jokes before others put you down”. Finally, self-defeating humor is unhealthy style since it is based on maladaptive humor.

1.5. Humor and Motivation

Research has shown that humor is valuable instrument in the classroom setting. Furthermore, it is believed that using humor in classroom setting have both positive and negative impacts on the students’ motivation. Hence, this research tries to state these effects and classify it positively or negatively.

1.6. Definition of Motivation

According to Merriam Webster dictionary, motivation is “the act of giving someone a reason for doing something: the act or process of motivating someone”. Furthermore, “Motivation is a whole set of driving forces that stimulate person’s activity and have certain goal orientation” (Shadrikov, 2001). Moreover, Ellis (1994, p. 715) considers motivation as the attempt which learners make for learning a second language because of “their need or desire to learn it” cited in (Mahadi and jafari, 2012, p232)

Motivation can be defined as arousing an individual's behavior in order to satisfy certain needs. Similarly, it is the development of a desire to make a higher level of efforts towards achieving the objectives of the institution, and that these efforts to satisfy some of the needs of individuals. In other words, incentives are the stimuli that motivate a person to respond and to do specific behavior to achieve a specific goal and to help the organization to accomplish a certain performance. Motives are the desires and needs that drive and direct students’ behaviors towards certain goals. Hence, motivation means to push a learner to achieve better behavior either by saying, acting or signaling, provided that such action is as motivated. Equally important, it is a moral or material encouragement that positively affects an individual's performance and responses within the environment in which he or she lives and works or it is the process that allows individuals to be driven and directed through specific incentives towards desired behavior or specific efforts to achieve the goal. Further, “In reality, teacher’s awareness about learner’s attitude and its relation with teaching process provides a framework by which language teacher can use more useful and more effective methods” (ibid,2012, p233). To sum, motivation in learning is a successful key for better achievement.

1.6.1. Types of Motivation

Much importance has been placed on the types of motivation. Accordingly, in Deci and Ryan's (1985) state "based on many reasons it is distinguished two basic type of motivation intrinsic and extrinsic motivation". To sum, intrinsic and extrinsic are two different types of motivation.

1.6.1.1. Intrinsic Motivation

Intrinsic motivation is defined as follow "the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards" (Ryan et al, 2000, p56).

Integrative motivation is the dynamic existence of the human being for a given action, also it may also be caused by the arousal of curiosity optimal degree of challenge, feelings of competence, awareness of developing skills and mastery in a chosen area, self-efficacy. In the classroom setting, only good teacher can sustain intrinsic motivation of his student by (1) know the student's interest and what are the factors that motivate him (2) create a useful lesson plan that meet the student's interest (3) eliminate extrinsic rewards (4) develop a supportive learning environment (5) challenge the student to find a new/other solution (6) allow the student to work in pair or groups ... etc. To sum up, intrinsic motivation is all the internal factors (motifs) in individual's mind that affect his /her whole live.

1.6.1.2. Extrinsic Motivation

intrinsic motivation has defined as follow "is clearly an important type of motivation, most of the activities people do are not, strictly speaking, intrinsically motivated" (ibid, 2000, p60).

In contrast, instrumental motivation is basically related on enticement and intimidation. Again, it can be material incentives which take the form of bonuses or rewards or moral incentives. For instance, the involvement of the workers in setting goals and increasing their role and their interaction with the organizations in which

they work. In the educational setting, teachers are responsible for rewarding their students by adding extra points or supplying gifts for smart students also to less active learners. Hence, it can also be a kind of punishments.

1.6.2. Motivation toward Learning English

Since English is becoming the global language, it is necessary to deal with it. In fact, Reddy (2016) acknowledges that: “learning and studying the English language in a necessity in several domains such as business, education, getting jobs, media, entertainment, official communication, international relation and for doing research”

In the same vein, “Research has shown that foreign language study offers many benefits to students in terms of improved communicative ability, cognitive development, cultural awareness, and job opportunities” (Pop Anamaria-Mirabela, Sim Monica-Ariana, p175). Learning English become a necessity for doing research. Hence, improving students’ motivation to learn English is becoming more necessary for success in one’s life. To conclude, English now is the dominated language in economic, industry, education and all the domain of live. Learn it must be an achieved goal.

1.7. Positive Effects of being Humorous on Student’s Motivation

Humor is the "most powerful resource" to achieve lots of beneficial educational outcomes (Cornett, 1986; p.8). Martin et al (2003) differentiates in their model of humor functions between humor that enhances the self and humor that enhances one’s relationships with others. “Concurrent with the aim of the individual, humor functions can be neutral, enhancing or derogative. Furthermore, “Humor serves many educational (communication) functions as well” (Steele, 1998, p9). Additionally, “Humor is a powerful tool in education and can be used within the classroom to put the students at ease and make the learning process more enjoyable (ibid, 1998). Hence, Humor “...has a central place whether as a natural product or as a life-saving response to the exigencies of the institution - boredom, ritual, routine, regulations, oppressive authority” (Gibbon, 1988). Most importantly, Being humorous teacher may help you

to develop your capacities (1) create an engaging learning environment (2) control the student's behavior (3) encapsulate the discipline problem during the lesson (4) enhance the student grade by motivating him to work hard (5) Create the spirit of challenge between student (6) decrease stress and reduce anxiety and boredom (8) help student to solve his daily problem (9) create a good relation between teacher and student (10) fire up the student's brain (11) help student to speak and give his/her point of view (12) aid to improve student physical and mental skill (13) ...etc. In general, humor develops the student's physical, mental, cognitive skills and help to deal with sociological, psychological problems.

1.8. Negative effects of being humorous on student's motivation

Humor is not always funny and suitable for learning process especially when it passes the limits. In fact, many educationalists and researchers deal with the drawbacks of using humor in the classroom. Furthermore, "Different forms of humor such as irony or sarcasm may become variations of hostile, offensive, potentially conflictual humor. In this vein, "Both irony and sarcasm is met in the classroom also as a sanction directed towards the students" (Jeder, 2014, p830). Equally important, Jeder2014 adds "using irony, sarcasm, nicknaming students and giving them weak marks may cause tension among the students". Moreover, Negative influences of humor are characterized by the use of negative form such as irony, sarcasm, ridiculousness. Also using too much humor during the session may lead to discipline problem and wasting of time. Offensive humor, excessive humor and aggressive humor are negative styles that are inappropriate for EFL learner.

Sense of humor teacher may affect student negatively since humor make student make noise in classroom (1) students disrespect the teacher (2) too much of humor may be a kind of wasting time (3) affect the students psychologically (4) use humor in classroom may hinder learning (5) also leads to discipline problem ... etc.

1.9. Conclusion

In this chapter the researcher provides the reader with definition of humor from different point of view medically, psychologically and the main view of educationalist on using humor in classroom setting. Also, theories of humor (superiority theory, the relief theory and the incongruity theory) are discussed. Then, jokes, puns and riddles are the main forms of humor. Again, the researcher tries to deal and explain the style of humor which includes two positive styles (affiliative and self enhancing style), aggressive and self-defeating styles are considered negatively. The second part is concerned with the definition of motivation and its types which includes intrinsic and extrinsic motivation. Also, motivation to learn English is mentioned according to its value in this work. Finally, the researcher provides a clear distinction between the positive and negative influences of using humor in classroom setting this distinction is illustrated by some examples.

Chapter Two

Chapter 2 : Research design and procedures

2.1.	Introduction	28
2.2.	Research Design and Methodology	28
2.3.	Research Approaches	29
2.3.1.	Quantitative and Qualitative Approaches.....	29
2.4.	Sample and Population.....	30
2.5.	Data Collection Instruments	31
2.5.1.	Teachers' Interview	31
2.5.1.1.	<i>Semi Structured Interview</i>	31
2.5.1.2.	<i>Teacher's Interview Design</i>	32
2.5.2.	The Questionnaire.....	32
2.5.2.1.	<i>Types of Questionnaire</i>	33
a)	Open-ended questions.....	33
b)	Close ended-questions	33
2.5.2.2.	<i>Questionnaire Design</i>	33
2.5.3.	Classroom Observation.....	34
2.5.3.1.	<i>Description and Administration</i>	35
2.6.	Conclusion	36

2.1. Introduction

The current study aims at investigating the influences of using humor on EFL learner's motivation. Furthermore, this chapter deals with research design and methodology which includes the definition and the features of both qualitative and quantitative approach and presenting the sample population. Moreover, it states the research instruments; interview, questionnaire and observation.

2.2. Research Design and Methodology

Methodology is a general term for the various processes on which any science is based and to be used in the study of the phenomenon in its field of competence. Thus, it is important for dealing with any research in any domain. According to Clifford Woody "research comprises defining and redefining problems, formulating hypothesis or suggested solutions; collecting, organizing and evaluating data; making deductions and reaching conclusions; and at last carefully testing the conclusions to determine whether they fit the formulating hypothesis" cited in (Kothari,2004 p1). Hence, research design is defined as follows: "is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data. As such the design includes an outline of what the researcher will do from writing the hypothesis and its operational implications to the final analysis of data" (ibid, 2004, p3). In general, methodology is need for doing any research in any domain.

This investigation adopts a case study method and both qualitative and quantitative approaches have been used. A case study tries to identify a problem and give a set of suggestions and solutions. In this context, case study is defined "a very popular form of qualitative analysis and involves a careful and complete observation of a social unit, be that unit a person, a family, an institution, a cultural group or even the entire community" (ibid,2004, p113). Hence, there are different types of case study. first, type of case study according to the purpose of research includes; descriptive case study which aims at describing the phenomenon it concentrates on

features of a certain problem it answers the question ‘what’, explanatory case study answers the questions ‘why’ it deals with reasons behind the problem and exploratory case study which answers both question ‘what’ and ‘how’ it focuses on the study of certain problem to understand to understand the issue and bring idea about the way of improving the existing situation. Second, type of case study according to the number of cases it includes single case study which focuses on one case in fact, it involves intrinsic and instrumental case study, multiple case study also called collective case study it is usually used to compare several cases in a single research work. Finally, types of case study according to the unit of analysis, this includes holistic case study which has one unit of analysis. Therefore, a global view is provided about the nature of the studied object which leads the case to function as one unit of analysis. On the other hand, embedded case study, which is divided into multiple units that are analyzed separately to give a general result about the case.

The current work is a descriptive exploratory case study since it aims at knowing what are the effects of using humor in classroom and how can humorous teacher motivate his/her students to a successful language learning.

2.3. Research Approaches

In this work, the researcher uses the mixed method approach; the qualitative and quantitative approaches have been utilized.

2.3.1. Quantitative and Qualitative Approaches

This research is based on the two research approaches quantitative and qualitative. Dornyei 2007 acknowledges that “**Quantitative approach** is basically rely on numerical data, prior categorization, variables rather than cases as discussed in section, statistics and language of statistic section, standardized procedures to assess objectives reality section”. In this vein, “quan proponents usually emphasize that at its best the quantitative inquiry is systematic, rigorous, focused, and tightly controlled, involving precise measurement and producing reliable and replicable data that is generalizable to other contexts” (Dornyei, 2007, p34). While, **qualitative approach** is

used in this work simply because it usually works with recorded interview, rely on small sample size, interpretive analysis qualitative research is fundamentally interpretive. Thus, “Qualitative research is concerned with developing explanations of social phenomena. That is to say, it aims to help us to understand the social world in which we live and why things are the way they are” (Hancock, 2007, p7).

According to researchers mixed method research has been defined as third research approach. In this context, (Creswell et al, 2003) define mixed approach as follow :

Researchers have been referring to studies that combine qualitative and quantitative methods under variety of names, such as multitrait-multimethod research, interrelating quantitative and qualitative data, methodological triangulation, multimethodological research, mixed model studies, and mixed method research

Cited in (Dornyei, 2007 p42)

The purpose for dealing with the mixed approach is to have a better understanding of the topic. Hence, cover some weaknesses of each approach.

2.4. Sample and Population

This study has been conducted in Abou Bakr Belkaid University of Tlemcen; it deals with the influences of using humor on EFL student’s motivation. The researcher selectes the third year EFL student as case study, group nine (28 females and 8 males), the purpose of choosing this sample is that they spend three years in the university so they can provide the researcher with concrete and strong answers since they have dealt with both humorous and less humorous teachers. Also, they master the English language as result; they give systematic replies and supply the researcher with new ideas about the research topic. Hence, six teachers (4 males and 2 females) of different modules have been interviewed.

2.5. Data Collection Instruments

In this work, the researcher uses the three main research tools questionnaire, interview and observation (triangulation) to investigate the positive and negative effects of using humor in classroom setting and to increase credibility and validity of the research.

In this context, (Heales et al, 2013) states “triangulation in research can be defined as the use of multiple theories, data sources, methods in studying certain phenomenon”. Furthermore, “the purpose of using triangulation is to increase the credibility and validity of the results” (Yeasmin et al, 2012). In general, observation; interview and questionnaire are keys components of good research and better results.

2.5.1. Teachers’ Interview

The interview is a technique of gathering data needed for doing research. Accordingly, “the use of the interview in research marks a move away from seeing human subjects as simply manipulable and data as somehow external to individuals, and towards regarding knowledge as generated between humans, often through conversations” (Kvale, 1996:11). Furthermore, “... the interview is not simply concerned with collecting data about life: it is part of life itself, its human embeddedness is inescapable” (Cohen et al, 2000, p267). So, interview is very important task in doing research. Hence, interviews are necessary parts of live.

2.5.1.1. Semi Structured Interview

“The semi-structured interview is a valuable data collection method applicable in qualitative language pedagogy research” (Datko, 2015, p142). For this study, semi-structured interview is useful since it takes less time to analyze and interpret the data and it provides much detailed answer. In addition, it can provide reliable, comparable qualitative data. In sum, the researcher needs the teacher views about whether the use of humor in classroom is effective tool to sustain motivation during the learning process

2.5.1.2. Teacher's Interview Design

In this study, the interview was administered to six teachers (4males and 2 females) who taught different modules and teaching third years EFL learners. Accordingly, it relies on two types of questions close ended and open ended. In addition, all the teacher' interviews were recorded in order to facilitate the analyses and interpretation of the data collection. The Teacher's interview is divided into three rubrics:

The first is concerned with the teacher's background information (gender, degree and seniority)

The second rubric consists of four (4) questions about teaching and humor:

Q1: concerns with the teacher perception about the use of humor.

Q2: deals with the size of using humor in classroom.

Q3: aims at knowing the appropriate kind of humor that is used by teachers.

Q4: aims at knowing if teachers use humor spontaneously or purposefully.

The third rubric is about teacher's sense of humor and student's motivation; it is composed of four (4) questions:

Q1: the relation between the use of humor in classroom and students' motivation.

Q2: the relation between less humorous teacher and students' motivation.

Q3: interests with how does humorous teacher effects students' motivation.

Q4: reveals the difficulties that face adopting humor in classroom.

2.5.2. The Questionnaire

Many researches have been done on the questionnaire and its values in research methodology. Accordingly, Wilson and McLean, 1994 state that "the questionnaire is a widely used instrument for gathering information, providing structured, often numerical data, it can be administered without the presence of the researcher" cited in (ibid, 2000, p 245). Moreover, Munn & Dreyer note that "questionnaires provide

anonymity for the respondents, also it doesn't cost time and it supplies the possibility of high return rates". In short, Questionnaire is well established instrument used in research methodology in order to gain data from a specific population.

2.5.2.1. Types of Questionnaire

In this study, the researcher deals with two types of question; open-ended and close-ended.

a) *Open-ended questions*

"...Enable respondents to write a free response in their own terms, to explain and qualify their responses and avoid the limitations of pre-set categories of response" (ibid, 2000, p248). This type of question is utilized to help participant to give a concrete answer, also to make sure that they are feeling comfortable when they answering the questions and to avoid bias.

b) *Close ended-questions*

"Closed questions lock respondents into arbitrarily limited alternatives" (Foddy, 1993, p127). In this study, the researcher provides the respondents with series of choices and the participant has to select the appropriate answers.

2.5.2.2. Questionnaire Design

Designing questionnaire is a very difficult task since the researcher must carefully design the question depending on specific objectives. The actual questionnaire is administered to thirty (30) students (third year EFL student at the University of Tlemcen). It is designed to investigate the effect of using humor on EFL student motivation. The questionnaire is actionably divided into two sections:

The first part in the current questionnaire is concerned with student's background information (student's gender and age), this is necessary for any questionnaire.

Section one: humor and learning.

In this section, it is necessary to mention the value of using humor in EFL classroom. In other word, the researcher tries to establish links between humor and learning environment. Then, series of question are asked.

- In (Q1): aims at knowing if students were taught by humorous teacher or not.
- In (Q2): Students' perceptions about using humor during the learning process
- In (Q3): Students' opinions about the appropriate time that is required for an effective lesson.
- In (Q4): Students approve or disapprove the use of humor as a learning tool.

Section two: humor and motivation.

In this section, the researcher attempts to investigate if the use of humor will motivate the EFL student positively or negatively during the learning process. Hence, it is obligatory to mention the relationships between humor and student's motivation. However, this section is composed of close-ended and open-ended question, it contains six (5) questions listed from (Q5) to (Q10). Additionally, the researcher in this section wants to know whether the use of humor in classroom influences the student's motivation positively or negatively. Finally, teachers are asked to add suggestions and comments about the current topic.

2.5.3. Classroom Observation

Observation is such technique or method used to collect information needed for research. Thus, "Observation is a complex research method because it often requires the researcher to play a number of roles and to use a number of techniques, including her/his five senses, to collect data" (Baker, 2006, p172). Equally important, observation is defined as follow:

Observations have led to some of the most important scientific discoveries in human history. Charles Darwin used observations of the animal and marine life at the Galapagos Islands to help him formulate his theory of evolution that he describes in *On the Origin of Species*. Today, social scientists, natural scientists, engineers, computer scientists, educational researchers, and many others use observations as a primary research method.

(Driscoll, 2011, p160)

The researcher uses the observation method in order to know the influences of teacher's sense of humor on student's motivation. Most importantly, to obtain results that can't be achieved by the use of questionnaire and interview. Thus, observation provides a good description of instructional practices and stimulates change and verifies that the changes occurred.

2.5.3.1. Description and Administration

The observation occurred in Abou Bakr Belakaid (University of Tlemcen) dealing with the third year EFL learners. The sample consists of thirty six (36) students (8 males and 28 females). The students were observed during one week starting from April 25th till 3rd May. The researcher observes the student's motivation with both humorous and less humorous teacher and in different sessions. Also, it is necessary to take a look before and after teacher uses humor as a teaching tool. Again, the researcher concentrates on student's attitudes and behaviors of students toward teacher and their mates.

Observation is a commonly used method to gather data by watching, viewing and seeing the behavior of people. In this study, the covert and participant observation is selected; Covert observation to let the students behave and work naturally, participant observation since the researcher is a part of the group that is being observed.

2.6. Conclusion

This chapter is aimed at supply the definition of research methodology and design. Thus, it provides the reader with the main characteristics of the selected population. Hence, interview and semi-structured interview are defined. Then, it is obligatory to mention the strength of utilizing questionnaire and states its types and the design of each instruments. Finally, observation's definition, administration and description is also described in this part.

Chapter Three

Chapter 3 : Research results and suggestions

3.1. Introduction	39
3.2. Data Analysis	39
3.2.1. The Result of Teachers' Interview.....	39
3.2.2. The results of Students' Questionnaire.....	43
3.2.3. Classroom Observation's results.....	48
3.3. Discussion and Interpretation of the main Results.....	49
3.4. Suggestions.....	50
3.5. Limitation of the study.....	51
3.6. Conclusion.....	51

3.1. Introduction

The current chapter deals with the data analysis of the three instruments; teacher semi-instructed interview, students' questionnaire and observation. Furthermore, it is requisitely to analyze the data collected and to discuss and interpret the main finding. Again, more suggestions based on findings are provided for further research.

3.2. Data Analysis

In this part, the researcher provides a clear analysis of the data collected from the teachers' interview, students' questionnaire and the classroom observation.

3.2.1. The Result of Teachers' Interview

Rubric one: teacher's profile is a very crucial component in this research.

Table 3.1 teachers' gender

Gender	Subjects	Percentage (%)
Males	4	67%
Females	2	33%

From the results, it is mentioned that the majority of respondents are males. Hence, four (4) out of six (6) teachers are males. Whereas, two females are concerned in this interview. Hence, the researcher relay on both gender since it provides different point of view.

Teachers' degree

Table 3.2 teachers' degree.

Teacher one	Teacher two	Teacher three	Teacher four	Teacher five	Teacher six
PhD. (Doctorate)	PhD. (Doctorate)	PhD. (Doctorate)	PhD. (Doctorate)	PhD. (Doctorate)	MA.

					(Magister)
--	--	--	--	--	------------

The current table shows that the majority of teachers have (Doctorate) degree (five out of six interviewees). While, one teacher has the magister degree. As a result, teachers' degrees are important in this research.

Teachers' seniority.

Table 3.3 teachers' seniority.

Teacher one	Teacher two	Teacher three	Teacher four	Teacher five	Teacher six
25 years	10 years	30 years	10 years	21 years	4 years

This figure represents the previous table.

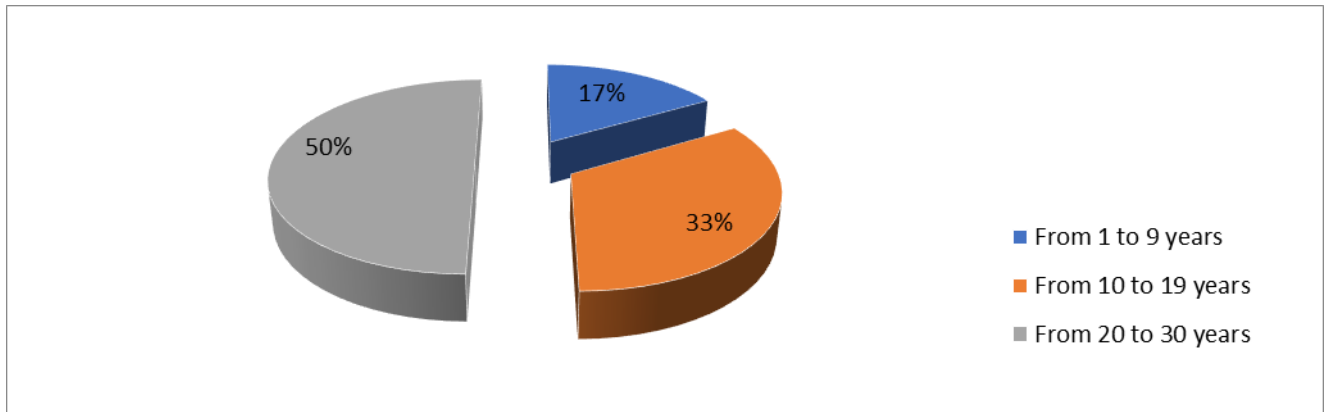


Figure 3.1 teacher's seniority.

From the graph above, three (3) teachers have been teaching English for more than twenty (20) years. Two (2) teachers have been teaching English for ten (10) years. Again, one (1) teacher taught English less than ten years (four years). Most importantly, teacher's seniority is required in this research.

Rubric two: humor and teaching.

Item 1: teachers' views about the use of humor in classroom.

From the results of the teachers' interview about how teachers see the use of humor in classroom, they all agree that humor is very important task in the teaching process

Because :

- ✓ It develops a friendly atmosphere between teacher and students.

- ✓ It helps to decrease stress.
- ✓ It facilitates learning in general.
- ✓ It aids to meet the lesson's objectives.
- ✓ It facilitates tasks for both teacher and students.

Item 2: the time that teacher uses humor in classroom.

From the obtained results, it is deduced that humor is widely used in classroom. In this interview's part, three teachers said that "I use humor all of the time", two teachers claimed "I use humor depending on the situation" in other words, humor is utilized to create a supportive learning environment. Too, one teacher noted that "I seldom use humor in classroom". These different views reflect the importance of humor in the educational setting.

Item 3: the kind of humor is mostly used.

The six teachers answered that they use a mixture between jokes, riddles, funny stories and funny life experiences. This diversity reflects the personality of each teacher. In other words, each teacher has his/her own way of using humor as a pedagogical strategy to enhance learning.

Item 4: knowing whether teachers use humor spontaneously or purposefully.

Most of teachers (five out of six) reported that they use humor spontaneously and purposefully depending on the situation. While, one teacher noted that humor is used only as an instructional strategy in learning.

Rubric three: humor and motivation

In this part of the interview, the researcher seeks to know how humor can affect students' motivation. In addition, it aimed at establishing links between humor and motivation. This section contains six items.

Item 5: the relationships between humor and student's motivation.

All the six teachers agree that the use of humor motivates students during the learning process because; it makes student feel at ease (1) develops a good relationship between teacher and students (2) creates an engaging learning atmosphere (3) facilitates learning (4).

Item 6: the relation between less humorous teacher and student's motivation.

Concerning the relationships between less humorous teacher and students' motivation, all the interviewees maintain that less humorous teacher doesn't necessary mean that he/she fails in teaching, s/he just uses other techniques to enhance student's motivation. In other words, teacher's sense of humor doesn't always lead to successful language learning.

Item 7: humor and student's motivation?

When teachers were asked about how humor affects students' motivation. In fact, series of responses are provided. Furthermore, all teachers said that humor affects student motivation in positive ways:

- ✓ Humor is delivered to show the mastery of a particular syllabus.
- ✓ Humor is very inductive way to motivate groups.
- ✓ Humor creates a familiar atmosphere.
- ✓ Humor helps students to deal with their daily problems.
- ✓ Humor reduces stress, anger, boredom and anxiety.
- ✓ Humor pushes students to participate.
- ✓ Humor motivates students to talk and share their ideas

Item 8: the challenges that face using humor in classroom.

During the interview, teachers were asked about the difficulties that face the use of humor in classroom. The answers revealed that they face problems when applying humor as a pedagogical strategy to enhance learning. These are the main obstacles that have been mentioned by teachers:

- ✓ Losing respect of your students

- ✓ Losing the control of the classroom.
- ✓ Causing some psychological problems to your students.
- ✓ Failed attempts at humor.
- ✓ Humor that backfires (trying to cover mistakes by telling jokes).
- ✓ Laughing at own jokes.
- ✓ Selecting the appropriate types of humor.

As a final conclusion to this interview, teachers were asked to provide the researcher with extra information and suggestions about the dealt topic.

3.2.2. The results of Students' Questionnaire.

Background questions

Students' gender.

Table 3.4 students' gender

Gender	Subjects	Percentage %
Males	5	17
Females	25	83

From the table above, the number of females' students is more than the males' students. In fact, twenty-five (25) out of thirty (30) students are females. This shows that females are more interested in studying the English language rather than males.

Section one: humor and learning.

Question one: aimed at knowing whether students have dealt with humorous teacher or not.

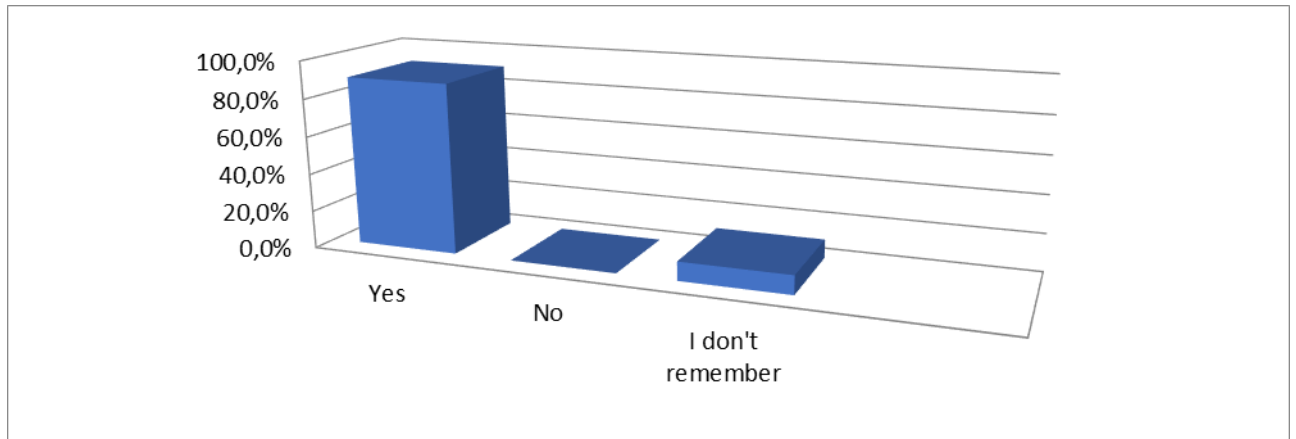


Figure 3.2 humorous teacher Vs less humorous teachers

The result in the graph shows the majority of students; twenty-seven (27) out of thirty (30) were taught by humorous teacher, this shows that humor is widely used in teaching. Hence, students are always remembering teacher who uses humor in his/her teaching process (humorous teachers are always unforgettable).

Question two: the importance of using humor in classroom

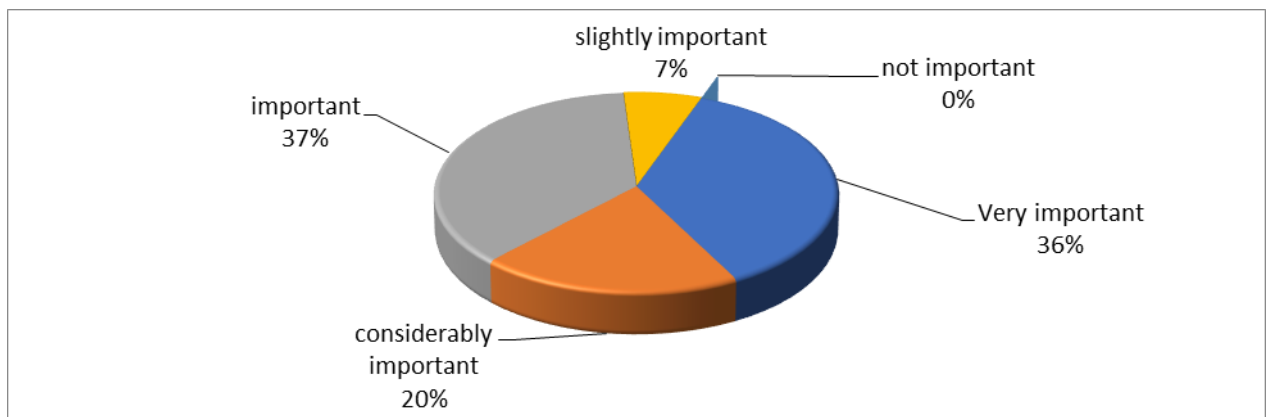


Figure 3.3 the importance of using humor in learning

The results recorded in the graph show that thirty seven percent (36%) of students consider that the use of humor in the learning process is very important. Hence, twenty percent (20%) of them answered that humor is considerably important. Then, thirty seven percent (37%) reply that humor is important. seven percent (7%) shows that the use of

humor is slightly important, and no one note that humor is not important during the learning process.

Question three: purposed at knowing how much student needs humor in classroom.

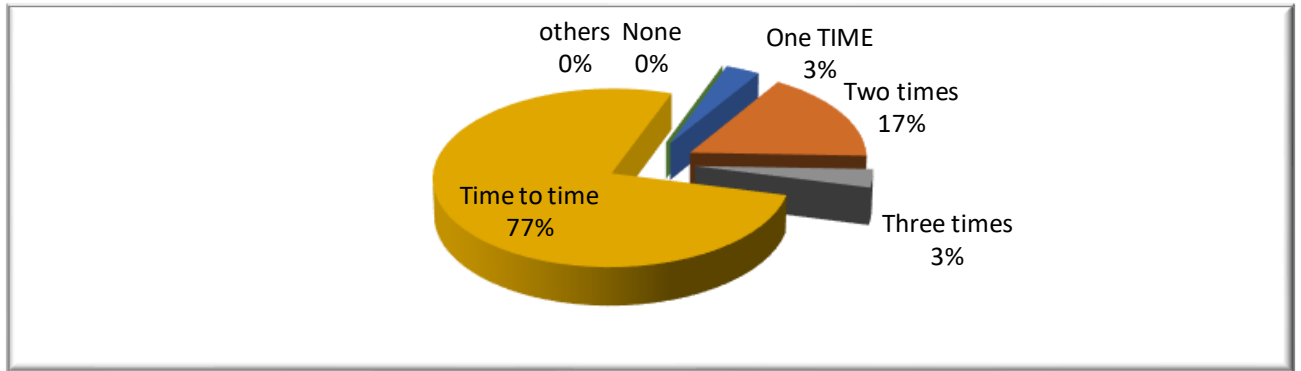


Figure 3.4 the appropriate size of using humor in classroom

Regarding the obtained results, twenty-three (23) participants note that using humor from time to time is appropriate for an effective lesson. Five (5) participants said that using humor two times is very beneficial. One participant (3%) notes that using humor one time is sufficient for effective lesson; other participant (3%) said that being humorous is good for an effective lesson. These responses may come from their friction with humorous teacher(s).

Question four: aimed at knowing student’s views about if they approve or disapprove the use of humor in classroom.

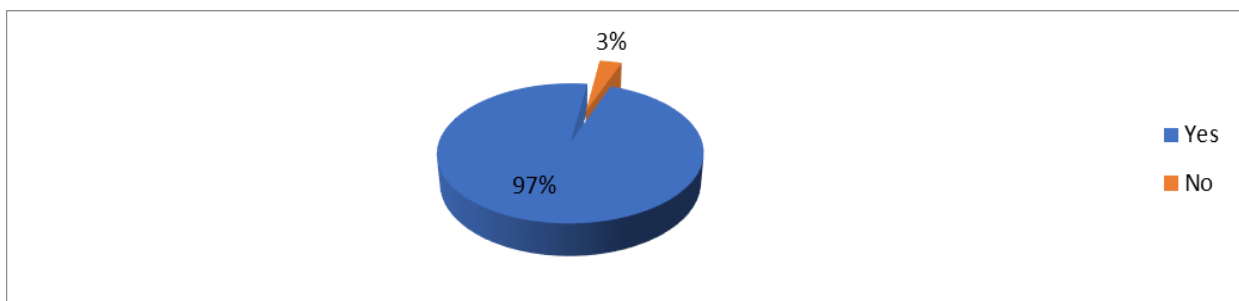


Figure 3.5 students approve or disapprove the use of humor in classroom

From the result above, it is stated that twenty-nine students approve the use of humor in classroom setting. While, only one student maintains that humor is disproved in the learning atmosphere.

In this section, the researcher tries to provide a clear image about humor and learning. Furthermore, it is mentioned that humor is mostly appreciated by EFL learners since they have agreed on its value.

Section two: humor and motivation.

Question five: student's point of views about humor and motivation.

To elicit the data on students' opinion about humor and motivation. They were asked whether the use of humor increase the student's motivation or not. The obtained results revealed that all of them (100%) agree that humor sustain motivation.

Question six: The relationships between less humorous teacher and enhancing the student motivation.

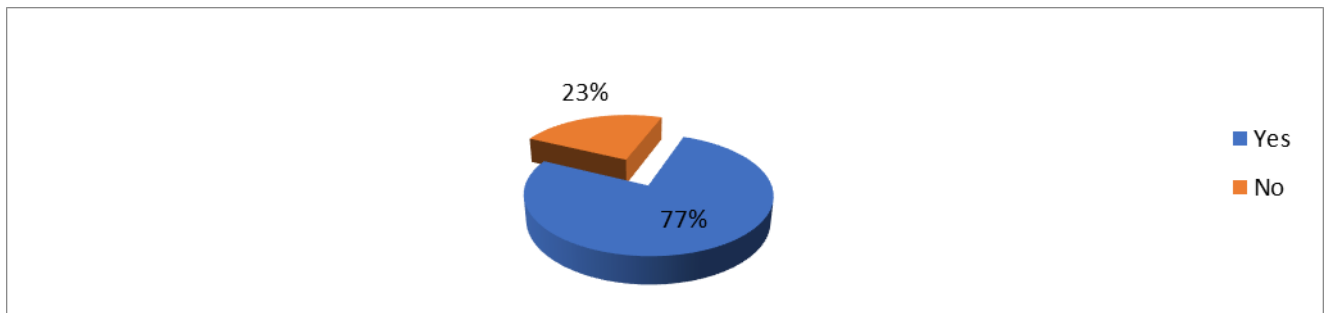


Figure 3.6 less humorous teacher and students' motivation

This question has a tight relationship with the previous one. It seeks to establish a link between humor and motivation. Indeed, seventy seven percent (77%) state that less humorous teacher cannot maintain the student's motivation. Whereas, twenty three percent (23%) note that that less humorous teacher can help student to be motivated. The results gained show that students prefer using humor as pedagogical tool.

Question seven: aimed at knowing how humorous teachers can influence the student's motivation.

Students note that teacher' sense of humor impacts the students' motivation by:

- ✓ Making the students feel at ease during the learning process.
- ✓ Reducing stress and anxiety.
- ✓ Encouraging students to participate.
- ✓ Lesson will not be boring.
- ✓ Creating a good relationship between teacher and students.

Question eight: administered to know if humor affects student's motivation positively or negatively.

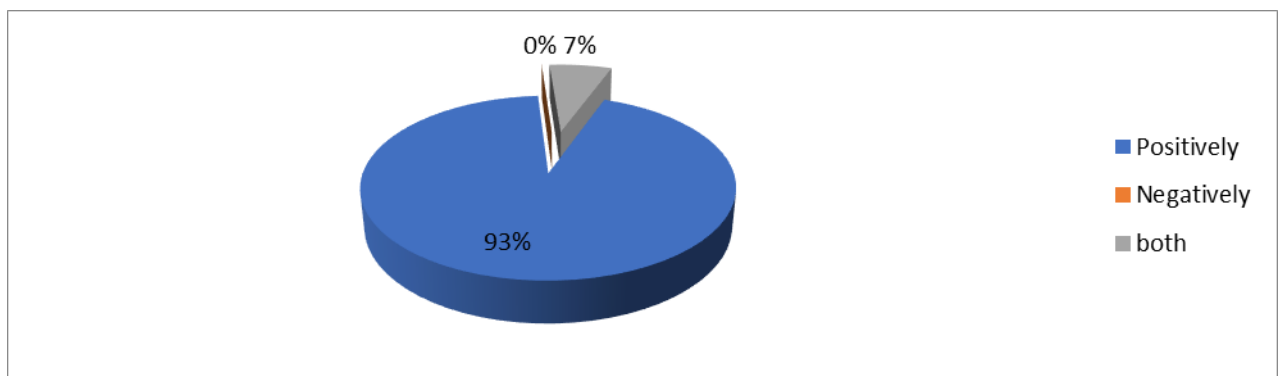


Figure 3.7 the impact of humor on students' motivation (positively or negatively).

The analysis of the above graph shows that over ninety three percent (93%) of the sample note that humor affects the student' motivation positively. Whereas, seven percent (7%) of the population said that humor has a negative influence on student' motivation.

According to the respondents; Humor impacts student's motivation positively because:

- ✓ Helps students to focus on the lesson.
- ✓ Makes students feel more comfortable.
- ✓ Aids to create a joyful and supportive learning atmosphere.
- ✓ Builds self-confidence.
- ✓ Provides a positive energy.

Humor affects students' motivation negatively because:

- ✓ Students disrespect the teacher
- ✓ Students make noise.
- ✓ Leads to a discipline problem.

Question nine: administered to know the challenges that face using humor in classroom

The results of this question show that there are two contradicted categories; the first one posits that humor can not cause any problem during the learning process. While, the second category states that the use of humor during the learning process may cause:

- ✓ Distracting the learners' attention.
- ✓ Losing the classroom control.
- ✓ Students disrespect the teacher.
- ✓ Using too much humor wastes the time of learning
- ✓ Discipline problems.

Question ten: delivered to provide more information about the current topic.

In this question the students are asked to add extra information and comments about the current topic all of them agreed that humor is a necessary task but teachers should know how to deliver it and how to create a supportive learning atmosphere for better results.

3.2.3. Classroom Observation's results

Item1: humorous and less humorous teachers.

Teachers have utilized different types of humor such as jokes, funny jesters and smiling in their sessions. In fact, researcher has watched the students' attitude and behavior during one week and sees whether they are motivated or not. Humorous teacher is likely to make his/her students feel at ease (1) push students to speak and give their opinions (2) push students to participate during the session (3) create a supportive

learning atmosphere (4) student are motivating to learn (5), the only non desirable act happened is that students make some noise. On the other hand, less humorous teacher sessions are usually non preferable since the majority of students wants to have fun while they learn. In addition, students feel little bit bored. It is necessary to mentioned that less humorous teachers use other techniques to motivate students such as creating competition between students and it usually supplies a good result.

Item 2: before and after using humor in the sessions.

The researcher has tried to watch the student's attitude and behavior before and after humor is used in classroom. First, before teacher used humor students were listening and few of them were participating (six out of thirty-six). But, when teacher started using humor the mood of students was directly changed and they started following him. Also, most of them start participating, the only bad thing is that students make some noise.

From obtained results, it is necessary to state some student's reaction toward teacher's sense of humor.

- ❖ Students are always feeling relaxed when teachers use humor in the classroom.
- ❖ Students are always appreciating teachers whom use humor during the learning process.
- ❖ Humorous teachers can easily create an engaging learning atmosphere compared to less humorous teachers.
- ❖ Humorous teachers are usually pushing students to work hard in order to achieve a better result.
- ❖ Humorous teachers reduce their student's tension, anxiety and fear.

3.3. Discussion and Interpretation of the main Results.

Through the classroom observation, teachers' interview and students' questionnaire, it is deduced that humor is widely used as a pedagogical instrument in classroom setting. Accordingly, this pushes researcher to check whether humor is

beneficial for the teaching/ learning process or not. In fact, the use of humor as pedagogical tool has many advantages and disadvantages. So, what has been achieved from students' questionnaire is that the majority of students prefer the use of humor as pedagogical tool to enhance learning. Hence, what has been also mentioned is that humor is used to develop familiar atmosphere and this is necessary to create a good student-student and student-teacher relationships. Furthermore, from the result obtained from teacher's semi- structured interview; all teachers agree on the great value of using humor in the learning process. Nonetheless, humor should be limited to the course objectives in order to provide better results. Moreover, teachers' notice that humor is difficult to apply since it is difficult to choose the appropriate type. Again, other obstacles are identified when instructional humor is utilized. Regarding to the results gained from classroom observation, it is necessary to mention that humor helps teacher to create a supportive learning environment but it leads to discipline problems. Thus, it is believed that using too much humor is not beneficial since it wastes the time of learning. Finally, from the obtained results, this study revealed that instructional humor has many benefits but it is obligatory to know how to use it to achieve success in the learning process.

3.4. Suggestions

Using humor as a pedagogical strategy needs a careful teacher who can know how to utilize humor without any discipline problems among his/ her sessions. Besides, these are the main suggestions that are provided by the researcher about using humor in a very nice manner:

- Teachers should know how to supply humor and select the appropriate types.
- Teachers are obliged to meet the course objectives when using humor in classroom setting.
- Humor is allowably when it is delivered to create a supportive learning atmosphere.
- Humor is not always advantageous during the session. In other words, humor derives to discipline problems so teacher loses the respect of his/her students.

- Humor is not permissible when it doesn't work. In other words, when humor does not achieve better results it is necessary to avoid using it.
- Humor is not desirable when it breaks the classroom ordinance.

3.5. Limitation of the study.

Before concluding the topic, it is important to mention certain difficulties encountered during the research. First, the findings of research are limited to very small group as a consequence of the case study approach; so that generalization is difficult to be made. Second, the researcher cannot confirm the responses of the participant because they are self-reported. Furthermore, there was a great difficulty in collecting observational data because of the respondents' timidity. Above all, time constraint posed a great challenge to obtain representative data. So, it is suggested that more time should be given to address this multi-faced issue.

3.6. Conclusion.

The current chapter has dealt to the qualitative and quantitative analysis of the research tools starting with the teachers' interview, the students' questionnaire and the classroom observation. Hence it is important to state additional suggestions also limitations of the study are mentioned.

General Conclusion

General Conclusion

The use of humor in classroom setting creates a big clamour in the field of education. In fact, many countries around the world allowed the use of humor in their educational system. Furthermore, being humorous teacher will help to increase the students' motivation also improve the students' physical and mental well-being. However, using too much humor or dealing with negative types may lead to a discipline problem.

The current study aims at knowing the influences of using humor on EFL students' motivation. Another purpose of this study is to know how to provide an engaging learning atmosphere by using humor. So, in order to reach these objectives two research questions were raised:

1. What are the effects of using humor on EFL student's motivation?
2. What are the challenges of using humor in classroom?

The following hypotheses spring out from these pre-mentioned research questions:

1. The use of humor in classroom will increase and sustain the learner's motivation and promote the learning process.
2. The use of humor as pedagogical tool will lead to discipline problems.

The researcher divides this work into three chapters; the first one deals with literature review and previous research related to humor and motivation. The second one describes the data collection instruments. The last chapter deals with data analysis of the teachers' interview, students' questionnaire and classroom observation. Furthermore, the researcher provides some suggestions about using humor in classroom to achieve better results.

To sum up, one may say that the use of humor in classroom setting has both many advantages and disadvantages. Further more, this research can be a platform for further researches that may improve the quality of teaching in Algeria.

Bibliography

Bibliography

Alatalo, S. & Poutiainen, A. (2016). Use of Humor in Multicultural Classroom. *The Israeli Journal of Humor Research*, 5(1), 65-79.

Baker, L. (2006). Observation: A complex research method. *Library trends*, 55(1), 171-189.

Banas, J. A., Dunbar, N., Rodriguez, D., & Liu, S.-J. (2011). A review of humor in educational settings: Four decades of research. *Communication Education*.

Blevins, T. L. (2010). *Humor in Therapy : Expectations, Sense of Humor, and Perceived Effectiveness*. Auburn University.

Cohen, L. Manion, L. & Morrison K. (2000). *Research Methods in Education*. London : Routledge Falmer

Cornett, C. E. (1986). *Learning through Laughter : Humor in the Classroom*. Fastback 241. Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402.

Creswell, J. W. (1994). *Research design: Qualitative and quantitative approaches*. Sage Publications, Inc.

Deci, E. L., & Ryan, R. M. (1985). *Intrinsic Motivation and Self-Determination in Human Behavior*. New York: Plenum.

Driscoll, D. L. (2011). Introduction to primary research: Observations, surveys, and interviews. *Writing spaces: Readings on writing*, 2, 153-174.

Dynel, M. (2009). Beyond a joke: Types of Conversational Humour. *Language and Linguistics Compass*, 3(5), 1284-1299.

Ellis, R., and Ellis, R. R. (1994). *The Study of Second Language Acquisition*. Oxford University.

Fedorovna, Y. I. (2014). Anglo-Saxon riddles: the language mirror of the world. *European science review*, (5-6).

Finnegan, R. (2017). *Oral literature in Africa* (p. 614) . Open Book Publishers.

Foddy, W. (1993): *Constructing Questions for Interviews and Questionnaires: Theory and Practice in Social Research*. Cambridge: Cambridge University Press.

Frewen, P. A., Brinker, J., Martin, R. A., and Dozois, D. J. (2008). Humor styles and personality-vulnerability to depression.

Jeder, D. (2014). Implications of using humor in the classroom. *Procedia-Social and Behavioral Sciences*, 180, 828-833.

Juraj D. (2015). Semi-structured interview in language pedagogy research *Journal of Language and Cultural Education*, 3(2) ISSN 1339-4045

Hancock B., Windridge K., and Ockleford E. (2007). *An Introduction to Qualitative Research*. The NIHR RDS EM / YH.

Heale, R., & Forbes, D. (2017). Understanding triangulation in research. *Evidence-Based Nursing*, ebnurs-2013.

Kerr, M. (2001). *You Can't Be Serious : Putting Humor to Work*. Canada.

Kothari, C. R. (2004). *Research methodology : Methods and techniques* (second revised edition). New Age International.

Kuiper, N. A., Martin, R. A., & Olinger, L. J. (1993). Coping humour, stress, and cognitive appraisals. *Canadian Journal of Behavioural Science/Revue canadienne des sciences du comportement*, 25. 81–96.

Kvale, S., & Brinkmann, S. (1996). *Interviews* London. England : Sage.

Lemma, A. (2000). *Humour on the couch : Exploring humour in psychotherapy and everyday life*. Philadelphia, PA : Whurr.

Lems, K. (2013). *Laughing All the Way : Teaching English Using Puns*. Washington, DC 20037.

Long, D. L., & Graesser, A. C. (1988). Wit and humor in discourse processing. *Discourse Processes*, 11(1), 35–60.

Mahadi, T. S. T., & Jafari, S. M. (2012). Motivation, its Types, and its Impacts in Language Learning. *International Journal of Business and Social Science*, 3(24).

Marriam Webster dictionary.

Martin, R. A. (2007). *The psychology of humor : An integrative approach*. Burlington : Elsevier Academic Press.

Meyer, J. C. (2000). Humor as a double-edged sword : Four functions of humor in communication. *Communication theory*.

Mirabela, P. A., & Ariana, S. M. (2013). Benefits Of English Language Learning-Language Proficiency Certificates - A Prerequisite For The Business Graduate. *Annals of Faculty of Economics*, 1(2), 167-176.

Morrison, M. K. (2008). *Using Humor to maximize learning : The Links between positive Emotions and Education*. Maryland : Roman and Littlefield Education.

Munn, P., & Drever, E. (1990). *Using Questionnaires in Small-Scale Research. A Teachers' Guide*. Scottish Council for Research in Education, 15 St. John Street, Edinburgh, EH8 8JR, Scotland, United Kingdom.

Oxford dictionary the fourth edition.

Oxford living dictionary.

Ritchie, G. D. (2004). *The Linguistic Analysis of Jokes*. London : Routledge.

Ruch, W. F., Heintz, S. (2013). Humour styles, personality and psychological well-being : What's humour got to do with it ? *European Journal of Humour Research*, 1(4) :1-24.

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and Extrinsic Motivations : Classic Definitions and New Directions. *Contemporary educational psychology*, 25(1), 54-67.

Scheel, T., and Gockel, C. (2017). *Humor at Work in Teams, Leadership, Negotiations, Learning and Health*. Springer Briefs in Psychology.

Sherzer, J. (1985). Puns and jokes. *Handbook of Discourse Analysis : discourse and dialogue*, ed. by Van Dijk, T. A., 213–21. London : Academic Press.

Steele, K. E. (1998). *The Positive and Negative Effects of the Use of Humor in the Classroom Setting*.

What is humor ? An attempt at definition (2013).
<http://www.psychologyofhumor.com/2013/09/01/what-is-humor-an-attempt-at-definition/>

Wilson, N. and McLean, S. (1994) *Questionnaire Design : A Practical Introduction*. Newtown Abbey, Co. Antrim : University of Ulster Press.

Yeasmin, S., & Rahman, K. F. (2012). Triangulation' Research Method as the Tool of Social Science Research. *BUP journal*, 1(1), 154-163.

Zoltán, D. (2007). *Research methods in applied linguistics : Quantitative, qualitative, and mixed methodologies*. Oxford University Press.

Appendices

Appendix: 1

Student' questionnaire

Dear student

The following questionnaire is part of a research work dealing with the effects of using humor on EFL student's motivation. This study have been designed for EFL student third year at university of tlemcen

I would be very thankful if you could answer the following questions.

A) Student's background information:

Male: Female:

Section one: Humor and learning

1) Did you face a humorous teacher (s) during your academic process?

Yes no I don't remember

2)Do you think that using humor in the learning process is:

Very important	considerab ly important	Impor tant	slightly important	not important

3)How much time of humor do you think is appropriate for an effective lesson?

One time two times hree times
 Time to time none

4)Do you approve or disapprove of using humor as a/ learning tool?

Yes no

Section two: humor and motivation

5) Do you think that humor increases students' motivation?

Yes no

6) Do you think that less humorous teachers motivate the student toward better learning?

Yes no

7) How can humorous teacher effects the students' motivation?

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

8). Does the use of humor effect student's motivation positively or negatively? Explain?

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

9) What are the challenges learner's faces when using humor during the learning process?

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

10) Would you add any further comments or suggestions?

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

Appendix: 2

Teacher's Interview

A) Teacher's background information:

Male:	<input type="checkbox"/>	female:	<input type="checkbox"/>
Degree:	<input type="checkbox"/>	seniority:	<input type="checkbox"/>

B) During your career as an EFL teacher at the university of tlemcen:

1: how do you see the use of humor in classroom?

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

2: How often do you use humor in the classroom?

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

3: What kind of humor do you prefer to use?

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

4: Do you prefer using humor spontaneously or purposefully?

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

5: Do you think that the use of humor motivates students during the learning process?

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

6: Do you think that less humorous teacher motivates students during the learning process?

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

7: how does humorous teacher effects the student motivation?

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

8: What are the challenges teacher faces when using humor in the classroom?

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

9: Would you like to add any further comments or suggestions?

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