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EXAMINING THE ROLE OF HUMOUR AS A CREATIVE TEACHING STRATEGY TO ENHANCE EFL LEARNERS' CLASSROOM PARTICIPATION:

The Case of First Year Students of English at HammaLakhdar University of El-Oued

Dissertation submitted to the Department of Foreign Languages as a partial fulfillment of the requirements for the degree of **Master in Sciences of Language**

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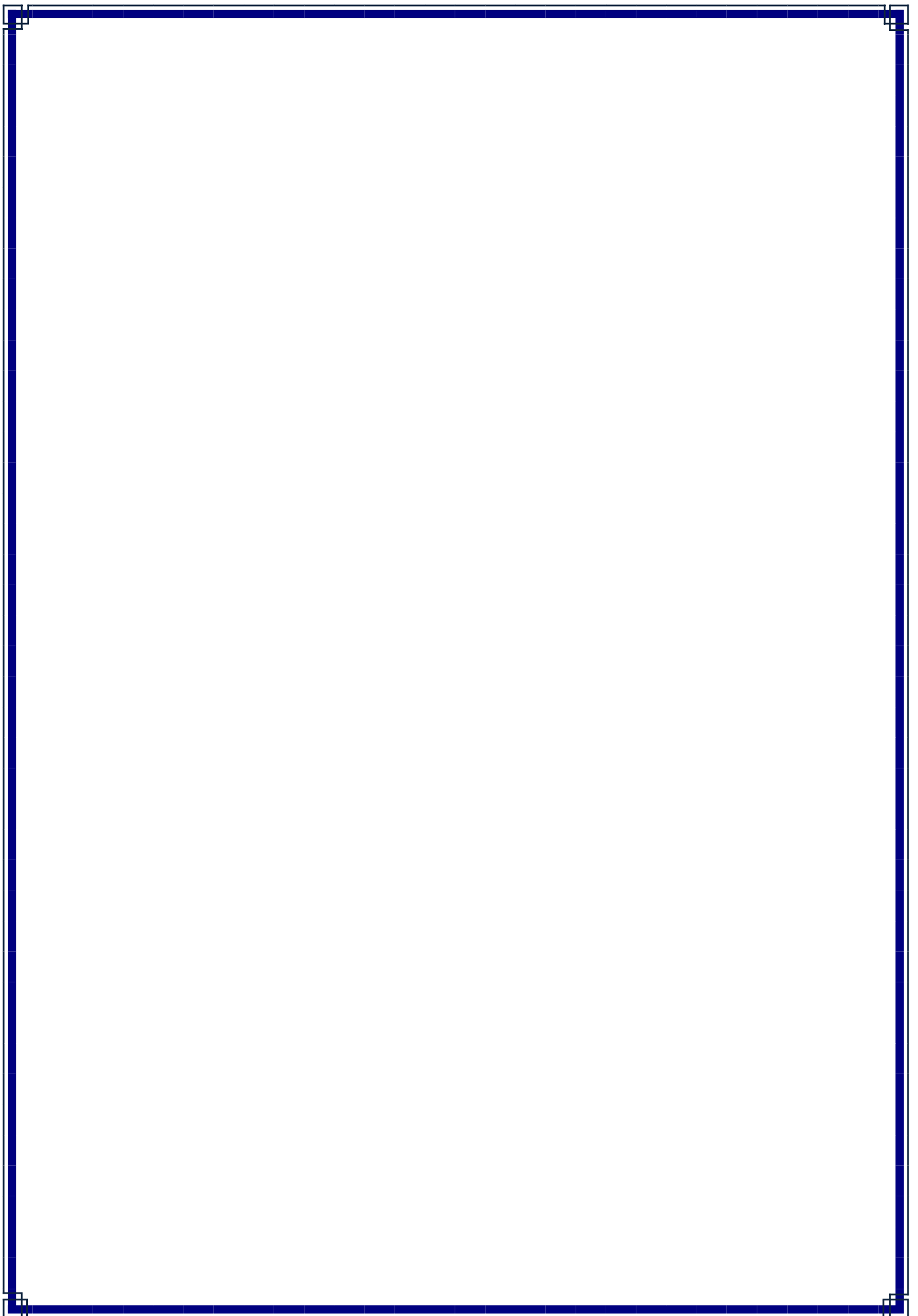
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DECLARATION

I, Nesba Fatima Zahra, do hereby solemnly declare that the work I presented in this dissertation is my own, and has not been submitted before to any other institution or university for a degree.

This work was carried out and completed at Mohamed KHEIDER University ofBISKRA, ALGERIA.

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Dedication

In the name of ALLAH, The Most Gracious, the Most Merciful,

All praise is due to ALLAH alone, the Sustainer of all the

world

I would like to dedicate this work to:

The most important person in my life: **my mother,**

To my father *who helped me to achieve my dream*

To my lovely sisters*; Meriem, Soumeia and Hadjer*

My brother *Youcef*

My wonderful nephews; Hadil, loudjayn, Mouad

wael, and Anas

My dear friends: *Houria Mehallou , Manel Salhi , Hana*

Ben Abdlkader, Zineb Menai, Hadjra Azzouz, and Safa Teksebti

To all my friends

To everyone who helped me in order to accomplish this work

And to all people whose love **ZAHRA**

Acknowledgements

Abstract

It is claimed that teachers of English as a Foreign Language fail sometimes in creating a good learning environment intheir classes. Perhaps, this is due to the lack of creative teaching strategies that may help them to manage their classes. In fact, some teachers do attempt to create the appropriate learning atmospherein a way that may affect their students' motives to interact and to participate during lecture activities. Our current study attempted to investigate the role of humour in enhancing EFL learners' classroom participation at the Section of English in the university of El-Oued. Therefore, our research aimed to highlight the importance of using humour as a creative teaching strategy among EFL learners, and to describe to what extent humour can raise learners' classroom participation. In this respect, we hypothesized that if EFL teachers integrate their sense of humour during lecturing, EFL learners will be engaged positively in classroom activities. Methodologically, a qualitative research approach was adopted in this study. Likewise, our investigation is a case study as a research strategy. In relevance to this approach, two data collection methods were used in order to investigatelearners' perceptions of, and reactions towards the use of humour. These tools included students'questionnaire and classroom observation. After the interpretation of the collected data, the results revealed that the use of humour can help EFL learners to enhance their classroom participation. Thus, it can be concluded through our investigation that the reached results confirmed our hypotheses.

Key Words: Creative teaching strategy,EFL learners, humour, learners' classroom participation, students' motives

List of Abbreviations and Acronyms

EFL : English as a Foreign Language

LMD: License, Master, Doctorate

Q: Question

RQ: Research Hypothesis

H: Hypothesis

IJRS: International Journal of Arts and Sciences

FLL: Foreign Language Learning

%: Percentage

Dr.: Doctor

&: and

i.e.: Id est

Et al.,: Et alii (And Others)

S/he: She or he

Ibid: Ibidem (latin) (the same previous source)

(n.d): No Date

p.: Page

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General Introduction

The teaching process is not a meretransferring of an idea from teacher or textbook intolearners'mind. It is about creating opportunities for deeperunderstanding on a positive classroom atmosphere. It is about how to support learners to express themselves freely in classroom activities. The good English Foreign Language (EFL) teacher is the one who facilitates and adopts his/her lesson according to learners' needs.The essential role ofthe teacher, in this context, is about how to motivate these learners and how to trigger their desire for learning because the learning process is first psychological rather than pedagogical.

Learnerswho are notengaged and involved productivelyin the lessonwill notretain information,and do not interact and participate. Some of them may even disrupt the teaching/learning process.Also, the learners may find teachers' methodsunenjoyable or even bored. So, this may lead to learners'misbehaviour and distract their concentration in the lecture .Hence, this research will presentthe humouras an alternative way of teaching to improve teacher's practice and break away from traditional methods of teaching.

1.Statement of the Problem

In our learning experience, we have observed aserious problem that faces teachers in lecturing. It is about how to trigger learners' desire in order to promote theirparticipation during the lesson.Indeed, first year English learners at El-oued University often suffer from the lack of participation. For many reasons,they are unmotivated, shy, or even feel bored.However, there are a number of ways in which teachers can follow them in order to integrate their learners in the lecture and motivate them to participate as much as possible.For that, this research will examine this problem to find an effective solution to increase learners' participation. In this respect, we do believe that the use of humouras a

creative teaching strategy can be a useful strategy that can enhance learners' interaction and participation in the classroom.

2.Research Questions

Based on what has been stated in the problematic, this study investigates these research questions:

RQ1: To what extent the use ofhumouraffects EFL learners' classroom participation?

RQ 2: When and how can teachers use humour in classroom?

RQ3: What are thehumourstrategies that a teacher should apply in order to raise the students'participation in classroom?

3.ResearchHypotheses

The present research is based on the following three hypotheses that shall be verifiedthrough this study:

H1: The use of humour in ELF classroom helps learners to interact and engageproductively in classroom activities.

H2: If teachers know when and how use the sense ofhumour in classroom, their teaching will be more effective.

H3: If the teachers use an effective humourstrategies, they will be able to raise their students' participation.

4.Research Aims

The general purpose of the present study is to contribute in the development of the EFL learners' classroom participation through the use of humour as a creative teaching

strategy. To realise this overall research aim, we state the following specific aims. So, these specific aims are:

1. To show the benefits of the sense of humour as a creative teaching strategy on EFL learners' classroom participation; and how they can interact more through the teachers' sense of humour.

2. To help EFL teachers to develop their teaching strategy in the classroom,and show how humour increases enjoyment in EFL classes.

3. To investigate the frequency of using humour among learners at the Section of English in the University of El-oued.

5. Research Methodology

As it has been already mentioned, the aim of this study is to show the benefits of using humour on learners' classroom participation. Thus,we will use a qualitative approach to gather data. In relevance, a case study will be adopted as a research strategy. To answer the research questions stated earlier, and reach the desirable aims, we will rely on two data collection methods: a questionnaire for EFL learners (First Year students at the at the Section of English in the University of El-oued)to survey their perceptions of using humour as a creative teaching strategy, and classroom observation to gather data about students' attitudes towards how teachers carry out their lessons, and see to what extent this aids the students to participate.So, we shall rely on the questionnaire and classroom observation to cater for both theoretical and applied research. The results of the questionnaire and classroom observation will be included in the dissertation.

6. Literature Review

Recent studies have determined the significance of humour in teaching and learning English as a foreign language.However, many learners suffer from the negative classroom

mood and what may make them feel anxious and bored most of the time. Many scholars are interested in this topic and state that usinghumour is an effective strategy for foreign language learning since it that can facilitate communication between teacher and learners. According to Mebarka(2012), this research topicaims to investigate to which extenthumour can reduce learners' boredom and anxiety, and create an appropriate atmosphere to enhance learning.She adds that humour can increase learners' sense of belonging to the class and decreases the formality of the academic situation.Rebekka (2015), in another study, takes the importance of humour in English language classrooms; she suggests that humour is an effect memory aid which motivates learners and creates a more relaxed and positive classroom atmosphere.

According to the International Journal of Arts and Sciences (IJRS,2009),humour is an effective tool in creating the affective English language classroom. This strategy aims to help learners pay more attention during class time and prompt learning difficult materials.In other words, this was expressed as follows, 'this research argues thathumorhas a positive effect on the language teaching setting in increasing motivation and success thereafter. Along with encouragement and praise, humor thought to be used by language teachers to make their classrooms more inviting and conducive to learning'. According to Péter (2009), humour in language teaching is one of the best motivational value, which creates congenial atmosphere at classroom, 'the main justification for using humour in language teaching. Humour: is a good vehicle for providing authentic cultural information,brings students close together and reinforces previously learnt items'(p.5).Melissa(n.d),refers to the positive outcomes of teacher humour use,which allow teachers to receive more positive learners' evaluation.She suggests some types of humour that can be used by teachers and classifies them into bad and good.

On the same point, we agree with the other scholars who review thatthe using of the sense of humour plays an important role to enhance classroom climate and develop learners' achievement. But in our study, we intend to get more focus on the role of humour as an   appropriate strategy whichenhances teacher-learner interaction and increases learners' participation at classroom time.

7. Significance of the Study

The teachers nowadays try to break away from traditional methods of teaching and aim to create innovative strategies for effective learning. They are used to help learners to improve their language proficiency. Besides, the current study would be significant if teachers adopt the use   ofhumour in their classrooms in order to create enjoyable atmosphere for learning. For sure, the sense of humour plays an important role to reduce learners' anxiety, increases their sense of belonging, and helps them to be involved in classroom activities.

Therefore, learners will be able to express themselves freely and productively in classroom. The latter increases their motivation to participate. Hence, humour can also foster the positive teacher- learner relationship.

8. Structure of the Dissertation

In order to understand the role of humour in enhancing EFL learners' classroom participation, and to yield clear facts and perspectives about our research topic, we attempted to conduct this study that encompassed:

The **First Chapter**introduces the term 'humour, explains its origins, definition, and its significance in EFL teaching, and what support it may provide to teachers in order to create a positive atmosphere for a better learning.

While the **Second Chapter**displays a theoretical overview of the classroom participation, including its definition, types, and importance. Moreover, it raises the major difficulties that EFL learnersencounter during participation. The chapter also presents various activities enhancing the students' participation and attempt to revealshow humour can affect learners' participation.

Finally, the **Third Chapter**is devoted to analyse and discuss the obtained data usingquestionnaire and classroom observation. The chapter presents the findings, and the discussion of results. At the end of this chapter , we illustrate general conclusion and some recommendations for ELL teachers.

CHAPTER ONE: CREATIVE TEACHING STRATEGIES: An Overview

CHAPTER ONE : CREATIVE TEACHING S TRATEGIES

Introduction

This chapter is devoted to general definitions of creative teaching strategies and their different types. Moreover, we will get focus on the humour as an effective teaching strategy in EFL classes; likewise, we are going to see the main theories of humour, forms of humour, styles and principles that a teacher should follow in order to be more effective. Additionally, the benefits of humour in EFL classes are to displayed.
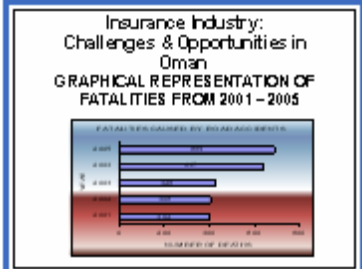
1.1 Creativity in Learning Process

Creativity is the use of nontraditional methods in learning process. It is any new educational strategy performed by teachers in the class. Herrman(2008) believes that innovation meet the needs of today's students. Innovative strategies should be used for effective learning process, to help teachers to design classroom activities assignments. Approaches to content, can also behelpful methods for teacher in developing their own teaching style.

1.2 Creative Teaching Strategies

1.2.1 Multimedia

Aicwa et al.,(n.d)state that teachers have to back away from traditional strategies. and assist them tointroduce their intended lesson in an innovative way. However, they define Multimedia as a set of various digital types such as text, images,audio and video, where teachers use it to present their lecture effectively. They suggest the main types of Multimedia in the following (table 1) :

TOOLS	METHODS	EXAMLES	METAPHORS
Mspowerpoint,Astound Graphics and Flash SlideShow Software	Easy to prepare and itcan be prepared with many of the popular multimedia elements like graphs, sound and video.		SLIDE BASED
Macromedia, Flash Authorware, BPP I Learn and I Pass	Presentation is created using icons to represent different media elements and placed in a flowline.		ICON BASED
Windows Movie Maker, Winampp, Macromedia Director	Presentation is created using moviemaking concepts of casts, sounds, pictures and scores		MOVIE BASED

Table 1.1: Various multimedia tools (Source: Aicwa et al., n.d).

Solnaki and Phil (2012) believe that the application of multimedia strategy has several advantages in language teaching. For them, the more effective the materials access to the learners, the more they get involved in classroom activities and even change their attitudes to the learning process. In addition, students can also show more attention to the content of lessons. Apparently, the implementation of multimedia can trainand develop learners' listening, speaking, reading and writing skills.

1.2.2Mind maps

Aicwa et al.,(ibid)mention that Mind maps were developed by Tony Buzan in the late 60's as a helpful strategy that enables students to make notes by only using key words

and images; but, they also can be used by teachers to clarify concepts in a quicker and innovative way. Furthermore, they can facilitate and evaluate remembering process due to their visual value.
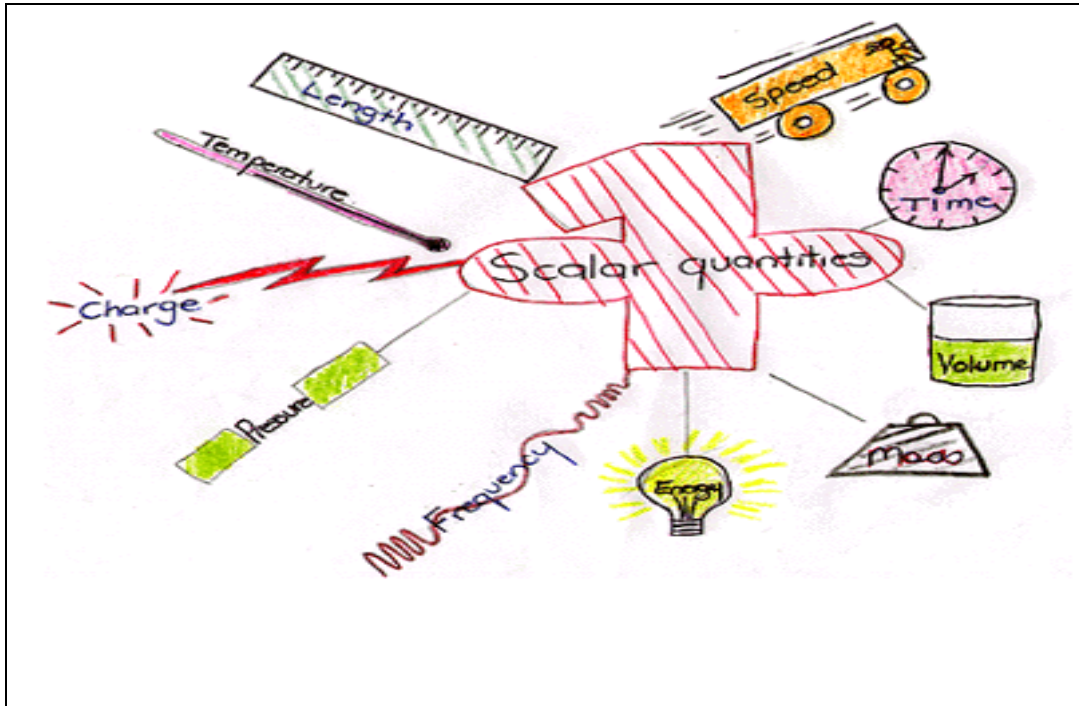
Figure1.1: An example of mind map for scalar quantities(Source:Aicwa et al.,(n.d)

The above figure presents an overview of the scalar quantities that will addressstudents. Mind map was developed as an effective strategy for create an associated ideas. Particularly, in writing essay where learners can use it to activate their thinking generating, organising and revising their thoughts(The University of Adelaide,2014).
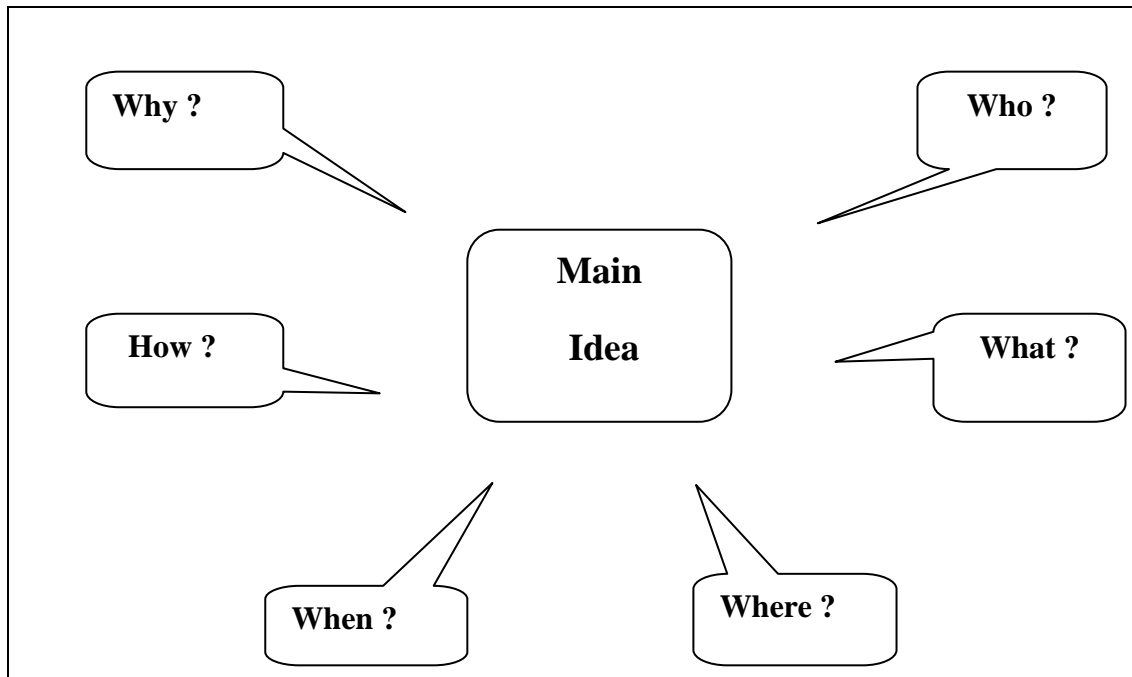
Figure 1.2: An example of mind map

The following mind map is a fundamental model which a learner can follow it to produce piece of writing or oral presentation,these questions would impact effectively on students' mind and improves their understanding and thinking.

1.2.3 Sense of humour

1.3 Definition of Humour

In general, humour is the ability to saying something that makes the others to be funny or amused by using jokes, stories according to Merriam-Webster Dictionary However (punyanut,1997) states that in latin,the word is derived from ' umor' which refers ' badly fluid'. While, in ancient Greek, it is derived from 'humors',which means 'the balance of fluids in the human body.Msnencantr's (n.d)defines humour as a set of simpledefinitionsas follow: funny quality such as jocks,story or presentation

thatelicitenjoyment and laughter. It is the ability to see that something is funny, and the material that is used to make people laugh.

Martin (2007) concludesthat the term humour is 'anything that people say or do that is perceived as funny and tends to make others laugh, as well as the mental processes that go into both creativity and perceiving such an amusing stimulus,and also the affective responses involved in the enjoyment of it' (page.12). In other words, the author regards humour as an intellectual process that needs innovation and encouragement.

For Adirian(2005),'humour is a general term that refers either to something intended to cause amusement or to whatever quality makes something amusing'(p.20). In other words, people may use jockes, ridicules or puns as a humourous strategy to entrain and laugh others in intentionally or spontaneous way. However, Lundberg(2002) points out that'humour is a very personal.What individual find humourous varies greatly from one person to another so much so, in fact that it often amazes us' (cited in Halula,2009). It meansthat each person entertains and amuses by such kind of humour thatdepends on his/ her mood. Moreover,(Langan et al., 2007) define humour as complex mental ability based on the combination of multiple cognitive–affective processes.

1.4 Theories of Humour

According to Martin (2007), it is difficult to understand humours' theory rather than to introduceits definition. Because each theory focuses on certain field, and each pioneer claims that his theory is the most reliable one.

1.4.1Superiority theory

Cornett(1986) asserts that as humans we feel pleasure at being better than others. We laugh at other people mistakes and at their own past   follies. He adds that the superiority theory tends to explain the humour that we find in a persons' defect whose

accordedgreat respect. According to Bardon (2005), in superiority theory we find humour in comedy and in life based on ridicule and he regards the object of amusement as inferiorand ourselves as superior.

1.4.2Incongruity theory

According to Gardon (1992),incongruitytheory deals with the cognitive processes involved in recognising humour and reacting to incongruities. In this theory,researchers have proposed two dimensions in studying incongruity of humour. The first dimension considers humour to be reaction to discovering that two incongruous elements are actually related , as an example someone fail on obtain a humour of the dog "tiny", because he did not know that the dog is actually a Great Dane. On the other hand, the author suggests that humour results from the surprising discovery of an incongruity itself such as an oxymoron.

1.4.3Relief theory

Relief theory is the last of the three main historical theories of beliefs that laugher is a release of repressed or unused energy. In another sense, humour is being venting of negative energy humor as being a venting of nervous energy(Garon,1992).

Bardon (2005) belives, its humour is an account of the physiological basis for the phenomenon oflaughter.He argues that laughter is a physical manifestation of the release of nervous energy. Similarly, Freud, considers that the humour is the perfect tool to release the exaggerated and unwanted energy. Sponcerstates that through humour we can trick the internal inhibition such as "censor" that often handicaps our "natural impulses", while Freud states that the relief theory tend to stress on the emotional side of humour. That is, we should release or raise obstacles of the inhibition, as well as stress and tension. He adds that humour is the perfect tool to release the exaggerated and unwanted energy. According

to Puninent (1997), release theory gives individuals freedom from the several constraints such as strictness of logic and individual's ego. The final perspective, relief theory believes that laugher is a release of repressed or unused energy, which means that humour is a venting of negative energy.

1.4 Forms of Humour in Classroom

Humour has a special role in the classroom, where it is considered as an effective tool for language teaching(Ron,2000). Teachers can build humour in the classroom via jockes, funny analogies, puns, allusions, comic or irony. Sarcasm or ridicule have also been discovered as other creative ways to integrate humour in classes (Daniel,2014).

1.5.1 Riddles

According to Oxford Advanced learner's Dictionnary, 'riddle is a question that is difficult to understand, and that has a surprising answer, that you ask somebody as a game; it is a mysterious event or situation that cannot explain'. This simply means that we use riddles when we want to hide certain ideas, to make the listener/ reader far away from the fact. Shade(1996), observes that riddles can be a good teaching tool in which may create an enjoyable learning atmosphere where students can be able to express themselves freely (cited in zebilla,2012).

1.5.2 Puns

Puns have been defined as; 'a humorous way of using a word or phrase so that more than one meaning is suggested' (Meriam Wesbster's Dictionary). In other word, a pun is a form of humour in which persons say words,but they mean more than one sense.Ritchie (2004) states that spontaneous puns are not very funny and sometimes reserved to be used another time.According to Partingtone, puns can take the form

of:reversals, blendings, anagrams,resegmentation or metanalysis, Reverse Coinages, Not-as-They-Seems'(Cited in Zebila, 2012).

1.5.3 Jokes

For some people, humour is a part of joke ,but we can say that the joke is the most common form of humour, It is something that you say or do to make people laugh, for example, a funny story that you tell (Medgyne, 2002).According to Schmitz (2002) jokes can be universal, cultural, or linguistic jokes. The universal jokes refer to 'humor that is obtained mainly from the context and the general functioning of the world'. However, the cultural joke is based on cultural background knowledge where there is a fundamental need to possess further knowledge about the target society. The last one, linguistic jokes which are,'based on specific features in the phonology, morphology or syntax of particular knowledge'(p.93).As Shade (1996)Sexual,Ethnic/Racial, Religious, Hostile,Demeaning to Men/ Women and Sick Jokes are types of jockes we should avoid in classroom.

Chee (2003) identifies four major forms of humour which are textual, pictorial, verbal, action/ games:

- TextualExamples: stories, jokes.

- Pictorial examples: cartoons, comics.

- Verbal Examples: puns, word games, acronyms.

- Action/ gameExamples*:* theater, video, role play, contests.

1.6 Styles of Humour

According to Martin (2007), there are four styles of humour. These are asFollows:

1.6.1 Affiliative humour

According to Martin (2007), affiliative humour is the talen t of amusing others in spontaneous way by telling funny things, or by playing jockes in ordercreate positive atmosphere. Martin (ibid) defines Affiliative humour 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 nonhostile, tolerant use of humor that is affirming of self and others and presumably enhances interpersonal cohesiveness (p.211).

Romeo and Cruthirds (2006), believe that affiliative humour has an intrinsic social value. It can facilitate interpersonal interaction and create congenial environment. These affiliative humour can be funny stories or jokes. Individuals who use a sense of humour are usually liked by others and perceived as non-aggressive people.

1.6.2 Self-enhancing humour

Martin(2007) points out that the self-enhancing style tends to maintain a humourous Perspective to cope the stress and problems. In other words, people tend to be humourous to keep themselves from getting overly upset and depressed about certain circumstances; In order to amuse ourselves if we felt bored, we should think about positive and enjoyable thing. Romeo and Cruthirds (2006) state that self-enhancing style mainly tend to cope our inevitable tribulations and to enhance individuals' image related to others. This style is negatively related to neuroticism while positively related self-esteem.

1.6.3 Aggressive humour

Romeo and Cruthirds (2006), consider that the aggressive humour is associated with superiority theory, which assumes that people make themselves.

feel better at another's expense. This style can be used to persecute, and belittle others, Aggressive humour is negatively related to agreeableness and conscientious and positively related to neuroticism. Martin (2007) defines the aggressive humour as a negative style of humour, its purpose mainly to criticise or manipulate others,as in teasing, ridicule or disparagement humour, For instance, when you tease someone about a mistake s/he made. The author summarises this idea, 'this type of humour is viewed as a means of enhancing the self at the expense of one's relationships of others'(p.278).

1.6.4Self- defeating humour

If you attemptto entertain others by doing or saying funny things about your weaknesses, blunders or faults just integrate yourself with others. You already utilise self-defeating humour (Martin,2007).

He explains the characteristics of self-defeating in the following passage:

> Self_defeating humour involves the use of excessively self-disparaging humour, 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").It also involves the use of humour as form of defensive denial, to hide one's underling negative feelings or avoid dealing constructively with problems. This style of humour is seen as an attempt to gain the attention and approval of others at one's own expense(p.211).

1.7 Principles of Humour

Effective humour can be a key for successful learning process. Thus, humour in classroom should take place in appropriately. Chaisson (2002) regards thatteachers should respect the main principles of humour, some of these are:

1.7.1 Humour and naturalness

Brek(2003) views that the use of humour in classroom should occur naturally. This naturalness provides its effective transmission to students.However, Provine (2002) believes that teachers who ignore using humour in classroom, offen suffer from the lack of interaction with their students. So ,they should be more aware about the role of humour in teaching process. (Cited in Zebila,2012).Chaisson (2002) believes thatusing humour in a natural way can be more useful in the teaching and learning processes. Therefore, teachers should use humour smoothly in a way that create genial teacher- students relationship. This author declares that, 'don't try too hard, let humor arises naturally, don't force it'. This simply means thatif teachers force humour, they will be non-effective.

1.7.2 Humour and spontaneity

According to Berk (2003), an effective humour should be spontaneous.Chaisson (2002) states that using humour in a spontaneous way presents to teachers a large comfort zone, and makes them feel rest. Edwards and Gibboney(1992) argue that a teacher's personality plays a crucial role in the achievement of students, in which spontaneous humour straightly affects teacher's personality. In other words, teachers should choose humour which reflects their personalities. As a result, students need also to be aware of what type their teacher is. This, enables them to be closer to him (Cited in Zebila,2012).

1.7.3Humour and offensiveness

There are some kinds of humour which seem to be annoyed to others, examples of these are sarcastic or ironic humour.Snetsinger and Grabowski(1993) stress that effective

humour should never be on the expense of others, The later may result in management problems in classroom or even this can keep students away from their teachers and classroom activities.

Shade (1996) and Berk (2002) consider that teachers should avoid racial, hostile, religious a sexual jokes in learning setting because they may lead to bad judgments. Berk (ibid) supposes that humour may lead to some negative emotions, such as stress, anxiety, nervousness, and students' frustration. In fact, a student may feel bored, and then stops attending the class to keep away from those feelings (Cited in Karin,1998). Thus, it is better for teachers to use joking and laughing inside classroom in innocent way in order to maintain respect with their students.

1.7.4Humour and content

Teachers' sense of humour should be content- related. This simply means using positive humour requires the ability to use humourous materials appropriately. Chaisson (2002) asserts that the use of humour should be comprehensible by students in order to engage them effectively with humour in classroom. Shade (1996) also regards humour that has no relation with a given topic and that may create negative outcomes to students instead of amuse them (Cited in zebila, 2012).

1.8 Benefits of Humour in EFL classrooms

Humour has been differently defined by many authors. According to péter (2002), 'humour is one of the best vehicles for language teaching and its motivational value cannot be over-estimated'(p.5). In other words, humour has a vital importance in teaching and learning language. It can improve learners' performance. Besides, humour can helps learner develop learners' creative thinking, release tension,introduces a refreshing change

from routine language learning procedures. Deiter(2000) points out that the use of humour in classroom has a positive psychological effect, that can reduce anxiety and stress, increases self- esteem and motivation among students, In brief, it can create more positive learning environment.

Morrison(2008) summarise the benefits of using humour in a classroom in the following diagramme:
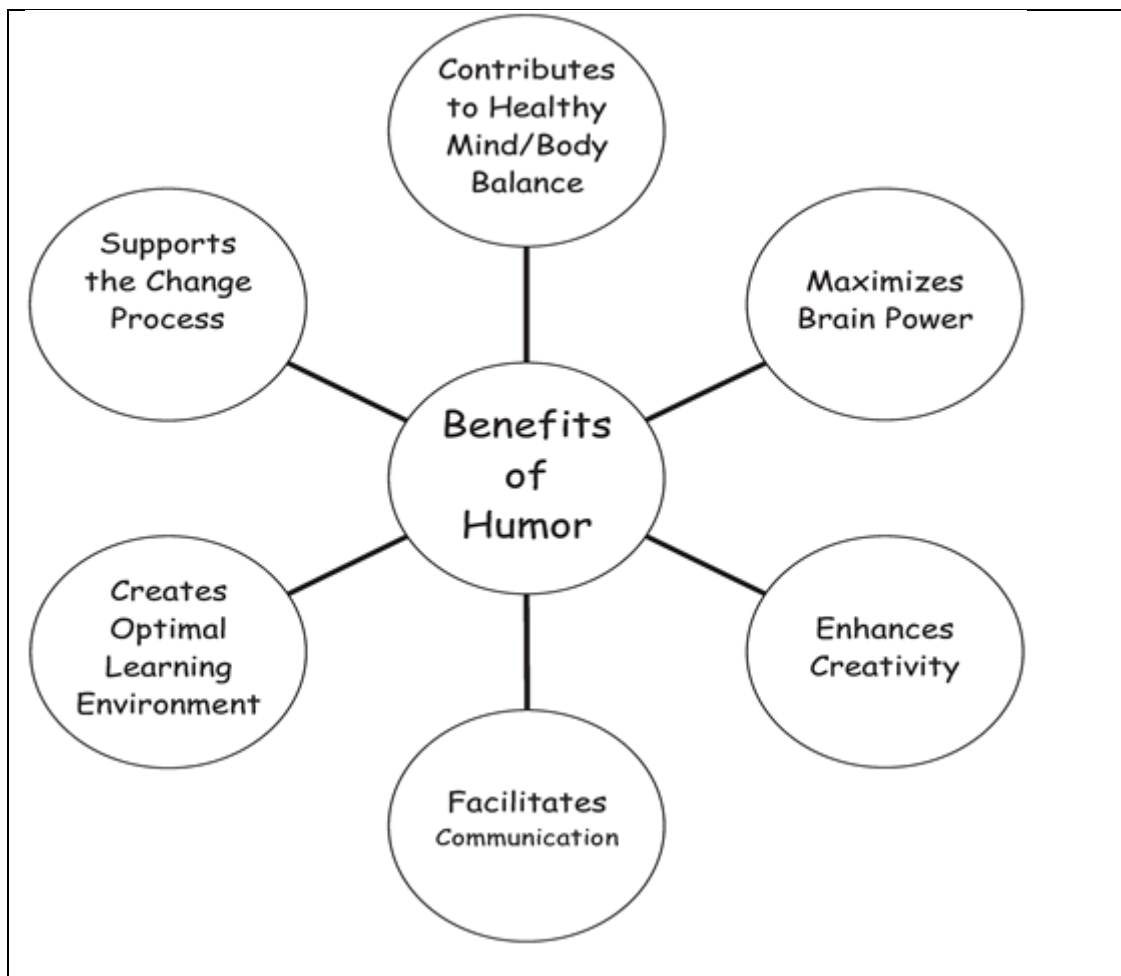
Figure 1.3: Benefits of Humor in Classroom (Source: Morrison, 2008, p. 10

As presented by the diagram below , using sense of humour in classroom Extremelyameliorated learning process.
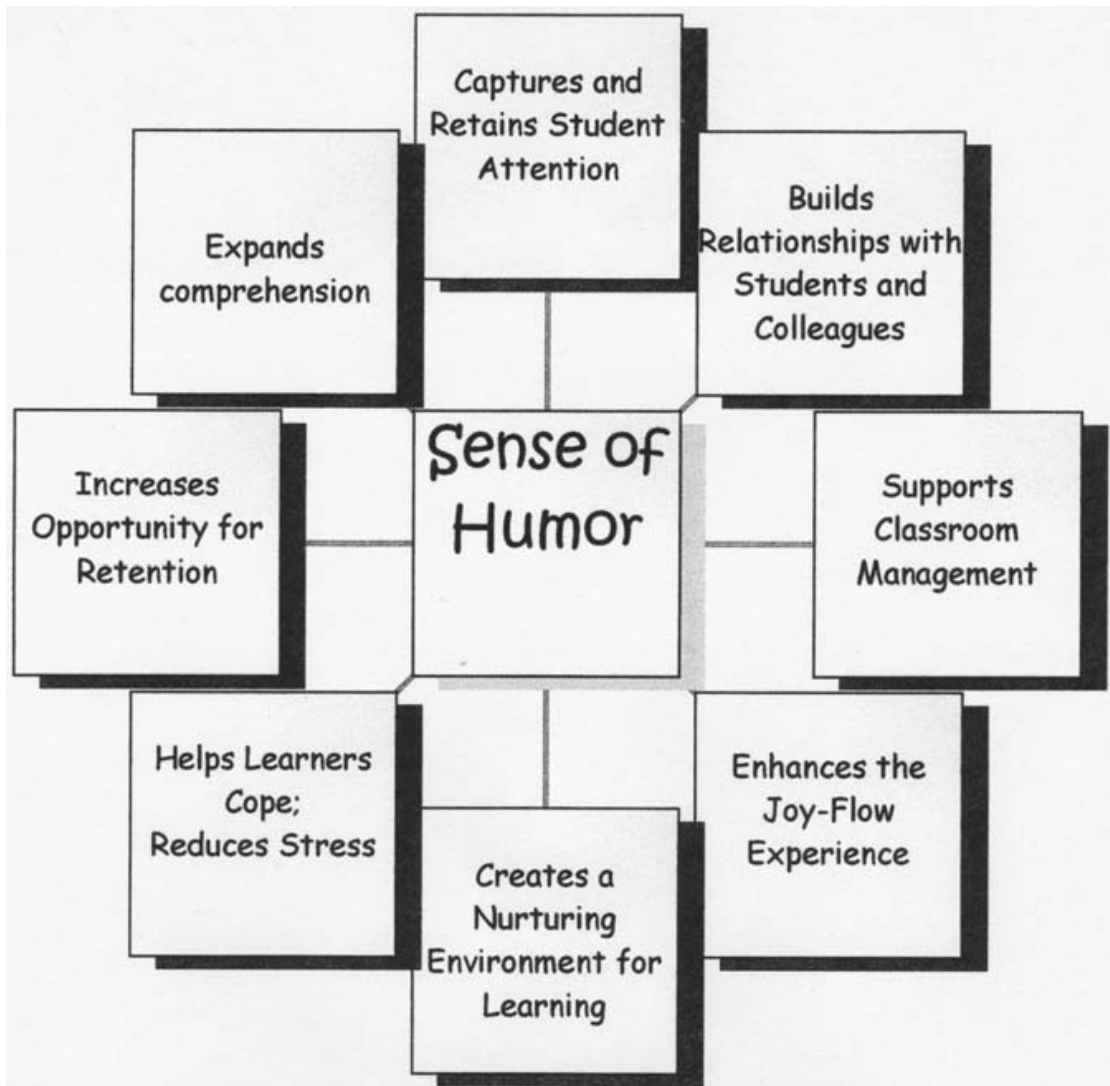
Figure 1.4: Using positive Humor to maximize learning (Source: Morrison, 2008,

p. 44)

1.8.1 Humour and students' humanisation

The Humanistic approach getsspecial stress on the students' emotions. Humanistic teachers believe that students' cognitive and emotional aspects have a basic effect on the learning process .In other words, as teachers we should take into account how to satisfy students' personal and interpersonal needs in order to aid them achieve their academic needs easily , definitively learning becomes easier with non threatening environment where students feel safe (Wrecsh,2009)
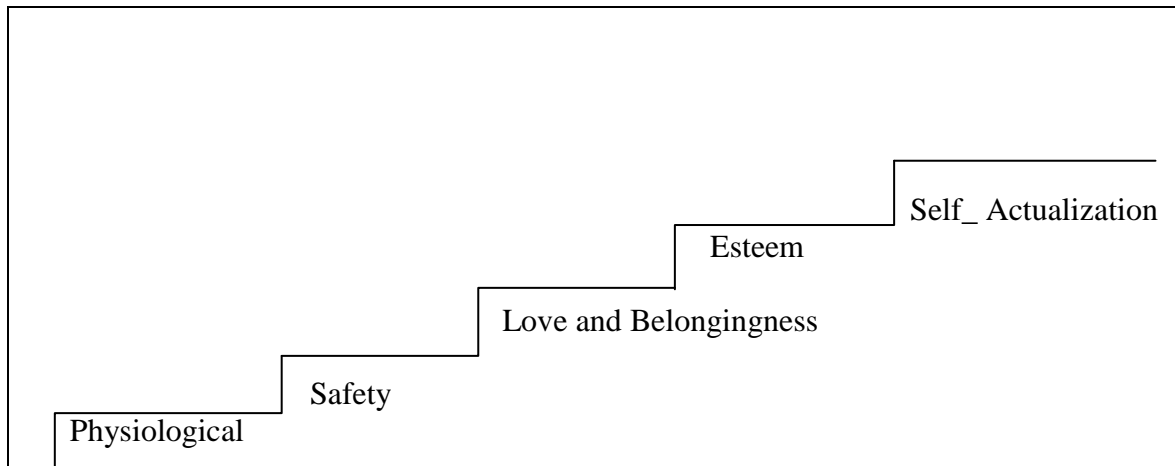
Figure 1.5: Maslow's Hierarchy of needs 1970 (as cited in Wrench, 2009, p. 53)

Maslow's hierarchy demonstrates that the student 's need that are crucial for the achievement of the learning task.Wrench(2009) explains the needs above as follow:

1. Physiological need. It is the most basic need. Without satisfying this needstudents cannot function well, and cannot move to the higher need. A psychological need involves the need for air, water, food, sleep, rest, and the need for activity and stimulation.

2. Safety need: is the need for being safe, protected from threats, stable, organised free from fear , structure and order.

3. Love and belongingness or affection; It is the need that includes 'good, strong, affectionate family relationships, peer relationships, and academic relationships'.

4. 'The esteem need: It is are affiliated with the desire to have statues, dignity, respect recognition, attention, and to be appreciated by others,people have the need to have high, stable opinion of one's own self'.

5. The self- actualization need: Itis the desire to do or be what one is uniquely suited for".
"A musician must make music, an artist must paint, a poet must write, if he is to be
ultimately at peace with himself' (cited in Wrench, 2009, p. 53).

1.8.1.2 Humour and emotional growth

Morisson (2008) defines the term positively emotion as follow,'a state of being in which the individual is said to flourish. The research is based on the belief that positive is said to flourish.The research is based on the belief that positive emotions extend the capacity of attention, cognition,and action", in other words, the

positive emotions, such as safety: self- confidence, motivation,and belongingness that are the keys to attain a successful learning process.

1.8.1.2.1 Humour and motivation

The use of humour is a major resource of motivation for students to participate in classroom activities (Ziyaeemehr, et al.2011). As an example of students' response about the benefits of humour, we can leave a look at this citation:

> Humour make me not to feel sleepy in the classroom. It keeps me awake during a hot afternoon class. It makes the class less boring. I feel not stressed in course work and exams .We feel comfortable .It makes me like the course . I love to come class even though I am in a lazy mood that day .It motivates me to attend the next class.(cited in Ziyaeem, et al.,2011)

In other words, students prefer to learn in vital and enthusiasm environment where straightly effect on their target achievement. While Chee (2003) adds that humour motivates the young learner to participate without being fear from criticism or ridicules, this can reduce anxiety and increases motivation in the English classes.

1.8.1.2.2 Humour and self- esteem

Self –esteem is an important aspect in language learning where a successful learning involves the assumption "I can do it." For Karen (1998), students who encounter low self esteem may feel unsecure and avoid interaction in classroom; they will be unable to achieve their learning objectives. Arnold (1999), sees tha using humour appropriately in classroom, teacher' and students' positive image will improve. Moreover, students will

be able to study , laugh and jocke or even make mistakes without embarrassment. Shade (1964)adds that humour urges sense of belongingness, obtain high level of self – confidence and sense of security (Cited in Zebila, 2012).

1.9 Humour and Learning Environment

According to Aristole,the environment plays an important role in effective communication. Using   humour is one of the most significant characteristic of a good teacher, where teacher and student work in unity to   create an   appropriate   learning atmosphere (Adam,1985),. Hill (1988) thinks that, 'humor is an importanttool in the creation of a positive leamingenvironment... Humour in the classroom promotes enjoyment and effectiveness of teaching and leamin'. (cited in Punyanunt, 1997, p25).Humour can serve as an outlet for frustration, boredom, hostility and anger. It is presented to create positive classroom environment. Cotreel (1987) summarises the role of humour in the classroom as follows:

> A warm, genuine, sense of humor can reveal humanness- a comfortable,secure attitude with themselves as instructors, with their course material(knowledge), with their students, and with their relationship with students.Certainly, one of the important benefits of humor is that it breeches thebroad gap between instructors and students. It brings them closer together-joining them, in a sense, in a quest for knowled (cited in Steele, 1998)

Chee(2003) adds that the positive   humour helps to create a positive atmosphere.The later encourages learners to take part in class conversations and activities. Aditionaly,'Students prefer to learn in an environment where positive emotions are elevated. Humorous teachers often take into consideration students'. emotions. They try to find the atmosphere which energises them'(Morrison ,2008).

1.10Humour and Communication

Using humour in classroom can facilitate communication.Punyanunt (1997) notes that humour in general is perceived as a positive communicative tool, that generates support, approval and goal achievement. Besides, Morrison (2008)indicates that the

purpose from using humour to provide successful communication is that teachers maintain, teachermaintains a good relationship among students and reduce fear, tension and anxiety.

Conclusion

This chapter examined the significance of humour in Education in general, and in EFL classesin particular. Humour as a funny material seems to be asuccessful teaching strategy that canameliorate the learning process.It can increase enjoyment,reduce stress, anxiety and tension, and even enhance cognitive abilities and critical thinking. Many authors suggest that the use of humour in EFL classes has a great deal with reducing some negative attitudes towards FL learning. It can be a motivator tool that enables students to take place in classroom activities, Also, humour plays a major role in raising students' interaction with teachers. It is very important, especially, in encouraging them toattend their classes and participate.

In the next chapter, we shall introduce an overview about classroom participation. Our focus will be on the difficulties that EFL learners' may face when participating in classroom.

CHAPTER TWO: LEARNERS' CLASSROOM PARTICIPATION

CHAPTER TWO: LEARENERS' CLASSROOM PARTICIPATION

Introduction

This chapter is devoted to analyse the main definitions of classroom participation. We are going to demonstrate the purpose and importance of it. Also, we will present the types of learners and participation. Moreover, we shall discuss somedifficulties EFL learners may face when participating in the classroom.

2.1 Definition of Classroom Participation

According toSiti, et al., (2010), classroom participationis aboutany comments or questions that the students present or raise in class. They deal with studentsclassification as active class participants. Also, see how these students perceive themselves to raise their hands and interrupt more frequently. This means that active students engage more in classroom activities in comparison to the less active student. Active learning involves providing opportunities for students to meaningfully talk,listen,write and read. It caninvolve several types of behaviours, such as:participating in group discussion and asking questions ,being on task and paying attention (Meyers, jones, 1993:61).

It is proved the fact that students learn better and retain more when they are active participants. Learning is an active process and should involve talking. In other words, participation is the core of active learning.Timothy(2007) considers that the 'ideal class discussion' is one in which all students participate, learn ,and listen to others' ideas, comments, and questions. In the same view, Brown (2001) asserts that participation usually means thata student speak in the class,asks questions, makes comments and joins in adiscussion. Students who do not participate inthose ways are due to personality as an effective factor of success and failure in masteringlanguage fluency.

2.2 Theories of Participation

Abebe and Deneke(2008) have improved the concept of participation in learning process and programmes as a motivated technique for students' engagement in learning

projects. The latter can function at a number of levels. Also, they have provided the common theories which they divide into single strand and composite that involve a number of strands.

2.2.1 Need hierarchy theory

Need hierarchy theory argues that participation depends on persons' abilities to meet a variety of primary and secondary needs, as well as the power of positive and negative forces. When a basic primary needs are met, students' economic and social position improves and higher needs are activated, As a result, students are more likely to take part in educational activities and actively participate in classroom tasks ,where there is some correspondence betweentheir perception of themselves, their self concept and the nature of the education environment (ibid).

2.2.2 Force-field theory

According Abebe and Deneke(ibid), this theory depends on Maslow's and Lewin's theories, which explain the connection between socio-economic status class and participation in adult education. They chart positive and negative forces and their relative strength.Rubenson (1977) argues that education is an achievement -oriented activity. That is, it is about people who want to move ahead and who will attempt to promote their personal achievement. The two authors suggest that expectancy and valence are the main factors in emerging motivation among students.

2.2.3 Life transitions theory

Abebe and Deneke (ibid) view that the concept of ' transition' has undertaken a much larger role in thinking about the promoting of education. This has been reflected, for instance, in shifts in the UK research regarding adolescents' participation. They argue

that the impact of 'life-changes' have had a significant impact. The basic assumption involved here is that participation in education projects is often linked to changes in life circumstances, such as changes in job and having children.

2.2.4 Reference group theory

Reference group theory is about the perception of normative and comparative reference groups . 'Normative' reference group is based on the notion that people are identified with the social and cultural group to which they belong. Whereas, 'comparative' reference group points to which those people aspire to belong. According to Abebe and Deneke (ibid), there is a number of studies which have investigated the effects of total environment and group membership to involvement in educational projects and programmes. Courtney (1991) argues that organisational settings, such as: schools, community groups and work play a significant role to seek motivation for learning. They suggest that these factors which motivate people to be part of organisations encourage forms of voluntary participation.

2.3 Types of Participation

Sityet al., (2010) stress that there are distinctions in the way faculty and students define participation. Students see participation as avariety of non-oral participation behaviours.Whereas,faculty defines participation as oral.

2.3.1 Graded oral participation

Oral participation frequently means students speaking in classroom,making comments, asking and answering questions, and engaging in classroom activities (Brown, 2000). So, students who do not participate are often considered passive and ignored when participation is graded.Hence, this type of participation is mainly depending on graded oral participation for classroom activities.Stuudentsare assessed from theirinvolvement in

classroom discussion. However, Wood (1996) argues, 'we must get away from the falseassumption that the amount one learns is directly connected to the amount one does or does not talk'(P.11). This means that the assessment of students' participation should not be limited to oral interaction. Indeed,students are not expected to participate in the same way or degree because of many unfair reasons of classroom participation, such as overcrowded class and time that discourage them. For that,the main teachers' goal is to make sure that students are able to participate inways that will help them achieve the learning goals; and that no one is prevented fromparticipating in the classroom.

2.3.2 Silent or non-oral participation

Petress (2001) asserts that graded and oral participation strategies appear not to be appropriate inlarge classes with limited time. However,   silence and speech are components of human communication . A number of researchers have investigated the role of silence in classroom participation.Petress (2001) suggests that silence might negatively influenceclassroom learning by reducing the teacher's effectiveness and students' benefits. He adds that the majority of teachers interpret silence as a criticism of their teaching. However, other students point out that silence in classroom is probably more effective in learning than oral participation because it provides students effective listening and thinking skills .

2.3.3 Classroom embodied action

According to Olsher(2004), the term 'embodied action' refers to 'a range ofvisible displays that contribute in someway to interaction, such as a hand or arm gesture, a head shake, a display of gazedirection'. Additionally, Kendon (1990)asserts thatthese actions are veryimportant in understanding the organisation of people's interactions , and analysis of speaker's must include   'where they look, when they speak or remain silent, how theymove, how they manage their faces, how they orient to one another, and how they

positionthemselves spatially'(p.3).In other words,it is useful to provide sufficient responses evenwithout a talk. While, participation has considered as constant engagement in order to understand how people act as collaborativemembers of particular group. According to Goffman (1964), understanding the properties of speech requireslooking at the physical setting in which speakers interpret their gestures. The lattercannot betotally described without looking at the environment where it occurs (cited in Nouiouet, 2015).

2.3.4 Classroom desk talk

In EFL classes, this type of participation is often used where students havenot the equal opportunity to participate orally. Classroom desk talkis defined as turns in which students select themselves to participate when the classroom discussion is going on. Besides, desk talk is organised in the same way to the procedures occurring in classroom interaction (Warayet, 2011). As Ohta (2001) views, this type of participation relies on the utterances are built on the evolution of the classroom oral activities. This type of talk has been exploited by students tocompensate their lack ofparticipation in the class discussion. However, theseare mainly designed for students sitting next to the speaker desk partner, while the other students are busy with theongoing talk. This however, excludes cases of 'private speech' in which turns aredesigned for the speakersthemselves and not for someone else.

2.4Importance of Classroom Participation

The absence of participation in classroom has a negative effect on the learning process and students' personal development in the future. Weimer(2005) states that students' presentations are an important aspect of participation. They could be encouraged to develop their participation and be able not just answering question and making comments, also in discussing lesson elements with each other.However, students' participation improvement is a crucial matter. The authorstates that'when getting students to participate feels like pulling hens' teeth. According to Weimer (2005), there are many

benefits of classroom participation. It adds interest among students when they hear another interpret or point of view instead of teacher. As well as, a good teachers' questions may trigger their students' desire and motivate them to think and engage in more with the content.

Furthermore, classroom participation can be used to develop students' speaking skills when they may need to offer information, ask questions, or argue for different solutions.Participation gives students the opportunities to practise using the language of the discipline, for instance, psychology, accounting, or political scienceoffered by a teacher in classroom. Similarly,Gebhard (1992) declares that participating in class is very important and necessary for learning foreign languages. It involves several types of behaviours, such as: being on- task, seeking help, paying attention,asking questions, and making good use of class time (cited in Bennecer, 2014).

Moreover,Weimer (2005, p.07) states that students should follow some rules to achievesuccess in class. They should:

- review their study notes;
- do all assignments before class;
- go to class on time;
- be active listeners in class; and know when and how to ask and respond to questions;

2.5 Factors Affecting Students' Participation in the Classroom

Active classroomparticipationplays an important role in the success of education and students' personal development in the future. Indeed, there are many factors that can affect students' participation.

2.5.1 Gender and age

Maziha, et al.,(2010) state that there have been a variety of reasons identified in previous studies as having influences in encouraging ordiscouraging students'participation.(Factors specific to the students, such as ageand gender). The latter has been regarded as an important affective factor that plays a specific role and influence in Foreign language acquisition.However, both males and females improve their performances; females achieve higher marks than boys in EFL learning, Similarly, olderstudents usually participate more actively in classroom than younger students. Thus, it is noticeable that female students tend to be more engaged in classroom while male students seem to be more interested on making comments or raising questions in class.

2.5.2 Personality and level of confidence

In EFL classes, personality is one of the main factors affecting foreign languagelearning. It has been studied in terms of number of personal traits,such as inhibition, shyness and self –confidence (Salihet al.,2015). In the same way, Brown(2000) argues that introvert and shy studentsmay feel more safe and comfortable by not taking active part in class discussions because they believe that their experiences and knowledge is inadequate. Consequently, class participation may result embracement for them.Self confidence these has a great effect on language learning, in the sense that the self confident person is a more successful language learner.

2.5.3 Educational and social class background

Educational and social class background are significant factors in determining differences between students and the way in which an individual assimilates and develops all the linguistic skills that they need to learn a foreign language. Social context surrounds language learners in many different forms. Montero et al., (2014) suggest that social capital may include: number of close friends, presence of two parents,extracurricular

activities and parent monitoring and involvement in education. They argue that children succeed in large part because of their family background , and what parents do to support their children in their education.Parenting style plays anessential role in setting the child educationalagenda. Guidelines about after – school and weekend activities, television watching, homeworkand other school- related decisions give the child structure and help the child setgoals (Dornbush et al.,1991). In the same perspective, Montero, et al., (2014) point out that the social context has an influence on students' attitudes and motivation by providingthem learning opportunities that will enhance learners' outcomes.

2.5.4 Cultural effect on classroom participation

Difference in cultural background doesalso have effect on students' classroom participation. Yi-Chun (2014) states that this refers to the beliefs, customs, way of life, and social organisation of a group or country. Culture, in the sense, encompasses comparisons with learners' native culture and the target culture they are learning. According to (ibid), culture has a significant role inteaching English as a foreign language. Culture influences language teaching and learning. If teachers are able to spend more time understanding target-language cultural contents, students will have better English learning with the support of cultural knowledge

2.6 Types of learner

Cieniewicz (2005) states that 'participation is an extremely crucial element for learning' (p.5) . It is a proved fact that students learn better and retain more when they are active participants. Galton et al.,(1980, p.67-68) mention four types ofstudents: the attention seekers, the intermitted workers, the solitary workers, and the quietcollaborator students(cited inAlman,2010).

2.6.1 The Attention seeker

The attention seeker students are often busy with their work that they spend timeseeking attention of the teacher inorder to discuss different subjects. The teacher should usespecific strategies in order to control. This type of students encourages them spend more time on communication and learn with others rather than just follow theteacher.

2.6.2 The Intermittent workers

The intermittent students attempt to avoid teachers' attention. When the teachers get nearer tothem, they show the best of them. But, as soon as they leave, they start talking about othertopics. It is noticed that this type of learners spend most of the time working, and theirachievement level is not much low than others. Teachers should focus their attention on whether these learners can increase the amount of participation in the classroom.

2.6.3 The Solitary workers

They are characterised by their limited interaction with other learners and the teacher.They spend their time on the learning task. This type of learners is hardly seen interactingwith others. Most of the time, they are busy with their work. They even hope that the teacherwill leave them alone doing the work. They get the feedback from listening more thantalking or discussing matters with other colleagues.

2.6.4 The Quiet collaborators

Another type of learners, who share common characteristics with the solitary workers,interact limitedly with their colleagues and the teacher. In other words, they "hope thatthey will not be called upon to participate openly" (Littlewood, 1991: 93).As soon as theteachers get away, immediately they follow the solitary workers' style. They want to

beleft alone and spend time in concentrating on the work between hands. They also cooperatewith others through just doing not discussing or talking.

2.7 Problems that EFL Learners Face during Participation

In EFL classes, students may face many problems in speaking freely. These problemscan be classified into two types: linguistic problems and psychological problems.

2.7.1 Linguistic problems

As Thonbury (2005:11), linguistic knowledge plays an important role in thespeaking skill. He also stresses that if any characteristic from this knowledge is lacking,students can find problems in participation. These difficulties are the lack of vocabulary, pronunciation mistakes, and grammar mistakes.

2.7.2 Lack of vocabulary

Learning a foreign language requiresa great knowledge of its vocabulary. Thus,studentshave to select appropriate words when they are speaking,and using these words precisely. Thornbury (2005) thinks, 'spoken language also has a relatively high proportion of words and expression'(p.22). However, the common problem in EFL classes is that the majority of students often find some difficulties when they try to express what they want to say because they find themselves producing limited words and expression. Therefore, these limitations of vocabulary can affect students' amount of participation in the speaking skill.

2.7.3 Pronunciation mistakes

Speaking English language means having a good pronunciation.For that, EFL students have to be aware of the rules of sounds, such as intonation and stress. However, Sustarsic(n,d) argues that the most common pronunciation errors do not seem to result from the lack of preparation but from making wrong guesses about spelling versus

pronunciation when students are controlled with unfamiliar words.Pronunciation mistakes are one of the main factors that lead to the difficultly of participation.

2.7.4 Grammar mistakes

Grammar knowledge is an   importantaspect of being a good speaker. Getting a better understanding of grammar will help students gain confidence in their speaking ability. EFLstudents   have to achieve this knowledge to improve their participation in classroom.As Davies andPearse (2000) state, 'Many peopledo not like speaking in front of large groups ofpeople' (cited in Bennecer,2014). It means that in any foreign language, the students often worry about making mistakeswhen they speak in front of the whole class.Thus, a grammatical mistake is one of the barriers that hinders thestudents of foreignlanguage from participation.

2.7.2 Psychological barriers

According   to   Haidara   and   Mali   (2014),   psychological   factors   may negativelyinfluence students speaking practices   because it makes English speaking performancedifficult. In fact, Thonbury (2005, p.24) states that   the main problems that affect EFL students' Englishspeaking practices are: poor listening practice,fear ofmaking mistake,lack of self-confidence, and shyness.

2.7.2.1 Fear of making mistakes

In foreign language classroom, students are often feeling afraid when they are trying to express themselves in a foreign language. This often leads them not to participate appropriately for the reason that they are worried about making mistakes.Ur (2000) states, 'learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making, fearful of criticism or loosing face, or simply shy of the

attention that their speech attracts'(p.11).As a result, fear of making mistakes can beconsidered as another obstacle for students' participation.

2.7.2.2 Lack of self-confidence

In EFL classes, there are some students who prefer to keep their ideas, opinions andattitudes to themselves becausethey are not sure about their abilities to participate in the class tasks. For instance, they havenot enough confidence in themselves.Consequently, lacking self confidenceleads them just to say afew words in order to avoid making mistakes. It is alsodeemed asbarrier factorthat the majority of students suffer from.

2.7.2.3 Shyness

Shyness is a purely psychological problem that EFL students are suffering from.Bashosh et al., (2013)view shyness as a kind of worry and restraint. Others define it as uneasiness, inhibition and tendency to keep away fromappropriate participation in classroom tasks. Thus, Students often do not oftenparticipate in EFL classes in natural manner because of shyness; they are notable to perform in their tasks and achieve their goals. This will affect obviously theirparticipation.

2.7.2.4 Anxiety

Language anxiety is one of the main factors which influenceslanguage learning. According to Buchler (2013), anxiety in school-aged students affects both their quality of life and their abilityto benefit fully from their school experiences.Similarly,Saidi(2015) adds that foreign language anxiety directly affects the learning processthat oftenhandicapsforeign language learners' performance.Anxiety is also revealed more whenstudents try to participate in the classroom. So, they feel uncomfortable about speaking English language in front of their classmates. Littlewood (1981) confirms this

assumption, 'it is too easy for a foreign language classroom to create inhibition and anxiety'(p.93).

2.7.2.5Lack of motivation

According toBahous (2011), motivating EFL students in classroom is often a complex and difficult task. While, motivation has been defined as an effective strategy,that isused by the teachers to help the learners develop their English language skills, in EFL classes the atmosphere can be a motivating or non motivating factor for the students to participate. For that, the teacher is the main responsible to createa congenial learning atmosphere in order to assist the students to express themselves appropriately. A motivating atmosphere plays an important role in teaching and learning a foreign language. In this report,Littlewood(1981)argues that the real progress for speaking and developing communicativeskills can only take place if the learners have motivation. Indeed, EFL students really need a motivatingatmosphere that gives them the sense of security and value as individuals.

2.7.2.5 Lack of interest in the subject

According to cross (1988),EFL students may not participate or even keep silent during the session for the reason that the topic is not interesting ,or because of the limited knowledge of the teacher about the topic.Furthermore, abad relationship between the teacher and students may negatively affecton students' engagement on the tasks , In other words, if teachers do not provide students with enough information about the topic, they will never participate. They will prefer to keep silent. Thus, non-interesting topics are another factor that hindersstudents from participation in classroom activities (cited in Bennecer,2014).

2.7.2.6 Mother tongue use

According to Paker and Karaagaç (2015),The use of mother tongue in foreign language classes is aninevitable part of foreign language teaching in variouscontexts where both the teachers and thelearners have the same mother tongue. Learners often use the mother tongue when they could not express themselves in a foreign language. So, they borrow some words from their native language. Baker and Westrup (2003)state 'barriers to learningcan occur if students knowingly or unknowingly transfer the cultural rules from theirmother tongue to a foreign language'(p.12). Hence, this use of mother tongue breaks the students' communication in classroom. It also lessens their speaking abilities. Such students always run away from using the foreign language due to the lack of vocabulary in this language.

2.7.2.6 Overcrowded class

Overcrowded classes often areconsidered as one of the major obstacles for bothstudents andteachers and for the teaching -learning process.Kahan and Iqbal (2012) assert that classroom is said to be overcrowded when the number exceeds the optimum level that it causes handicap in the teaching and learning process.Weissberg (1988) proposes that in overcrowded classes the teacher cannot handle the classroom when students' opportunities decrease. However, large classes often prohibit EFL students from getting equal chance of participation during the lecture. In this way, EFL students often fearabout participation, especially, in oral expression. They also fear of showing the others they do not understand (cited in Bennecer,2014).

2.7.2.8 Poor listening practice

In EFL classes, poor listening practice can be an another problem that prevents students tolearning. Many students know all the rules of English. However, they find many obstacles when they try to speak and interact with people. These are because they do

not understand the other speakers. Speaking and listening are considered as basic skills in mastering the language. In other words, speaking cannot be developed unless listening is developed. For that reason, poor listening practice is a serious problem for students that will lead to a poorspeaking.

2.7.2.9 Time allocated

Time allocated is considered as an obstacle that EFL students and teachers are suffering from. The latter prohibits teachers from giving enough opportunities for their students to participate and speak. For that reason, teachers usually face negative attitudes from their students because they think that teachers are not fair with them. As a result, time allocated can beconsidered as a preventing obstacle of students' participation.

2.8 Activities Enhancing the Students' Participation

In EFL classes, teachers should provide a variety of activities andstrategiesin order to increase their students' participation and help them to develop their abilities in the speaking skill.Motivating thosestudents to speak and participate without any obstacles is the main goal of the teacherduring the lesson. EFL teachers must encourage their students to use the language in theclassroom and to get involved in the different activities.

2.8.1Role play

Thornbury(2005) argues that using a role play in classroom is significant in enhancing students' oral skills. The term 'role lay' refers to the set of activities in which students take an imaginative situations beyond the confines of the classroom, providing a useful spring broad for reallife language use. Similarly, Skelton et al (n,d) claim that 'role-play is used relatively little and that where it is used considered essentially as a fun activity, and one which has a psychologicalbenefit'. They consider role –play as a way of breaking up lessons' routine and tying relationship between the students as they share the endeavour and resources with each others.

2.8.2 Problem solving activity

In EFL classes, aproblem solving refers to student ability to use knowledge, facts, and data to find an effective solutions for a given problem. According to Klippel (1983) 'problem solving activities demand that the learnersthemselves decide upon the items to be ranked … thelanguage which is needed for problem solving activitiesdepends on the topic of each exercise, but in general studentswill have to make suggestion, give reasons, and accept,modify suggestions and reasons given by others'(p.103).Consequently, students find themselves participating and speaking when they are struggling tofind solution to the problem that is presented in problem-solving tasks.

2.8.3 Discussion and debates

Discussion and debates are the most commonly activities which develop the students'communicative abilities and help them to practise the language in different situations. They aim toengage the students' interest, opinions, histories, and experiences. Green, et al.,(1997) cited in Murcia (2001) state that, 'students will be more involved with andmotivated to participate in discussion if they are allowed to select discussion topics andevaluate their peers' performance' (p. 106). In addition, many teachers argue that the best discussions in classes are those that arisespontaneously from topics of interest of the students and selected by themselvesItmay take just few minutes or take whole lesson. Harmer (2001) considers discussion, as a speaking task can be seen as the most useful and interesting form of oralpractice in the classroom. It offers opportunities for students to exchange theiropinions, experiences and views to develop theircommunicative ability(cited in Loubazid,2012).

Conclusion

To sum up, this chapter revised the concept of classroom participation. It also attempted to tackle some basic considerations that are important and necessary to produce

during the learning of a foreign language.Besides, itpromoted the performance of students and their works either the individual , pairs or group works.Overall, we tried through this chapter to shed light on classroom participation, as well as the difficulties that EFL learners' face in participation during the lesson. For thatreason ,teachers haveto create some activities that may enhance learners' participation. However, many EFLlearners' do not participate due to somelinguistic and psychological problems. In fact, the useof the differentactivities ,such as, problem solving activity, discussion and debates may enhance the learners' participation and solve their speaking problems.

In the next chapter, we will be concerned with the field work and data analysis of the present research.

CHAPTER THREE: FIELD WORK AND DATA ANALYSIS

CHAPTER THREE : FIELD WORK AND DATA ANALYSIS

Introduction

In the previous two chapters, we have undertaken the literature related to humour and teaching, and the learners' classroom participation. Now, this last chapter presents the field work and the analysis of the collected data. At the beginning, it presents a theoretical background on the research methodology underlying the study. It attempts to describe the approach, the adopted strategy, and the data collection methods that are used to check out the hypotheses under- investigation. Besides, it provides the main reasons for the selection of each of the data collection methods. This chapter aims to get a better understanding of students' perceptions of humour as a creative teaching strategy to raise their participation in classroom activities. Furthermore, it deals with the practical side of the study. It provides an analysis of the collected data followed by a discussion based on the obtained findings.

3.1 Research Methodology : Theoretical background

3.1.1 Research Approach

The research methodology underlying this study was selected because it serves our research nature, and presents the appropriate data collection methods that serve our research hypotheses. In general, a research approach is the theoretical framework that underlie a particular study. Research approaches can be divided into: a quantitative approach, a qualitative approach, and a mixed- method approach.

According to Chelli (2017) the quantitative approach can be defined as an approach that is used to explore and understand a particular phenomenon. It deals with quantifying the variation rather that describing it. Furthermore, it is closely associated with numerical values and statistics. However, the qualitative approach can be defined as a process of

inquiry with the goal of understanding a social or human problem from multiple perspectives, conducted in a natural setting with the goal of building a complex and holistic picture of the phenomenon of interest Chelli (ibid). Lastly, the mixed method research approach involves the integration of both quantitative and qualitative research to obtain more understanding about the selected study.

Consequently, since the main aim of the present study is to draw general descriptions about the effects of humour on EFL learners classroom participation, the researcher intended to use the qualitative approach to probe the subject under-investigation. The selected approach is assumed to be appropriate to investigate the participants' perceptions, and reactions towards, using humour as a creative teaching strategy in EFL classes.

3.1.2 Research Strategies

According to Dörnyei (2007), there are eight strategies namely: Case Studies, Ethnographic Studies, Phenomenology, Experiments, Grounded Theory, Action Research, mixed-methods, and Longitudinal Studies. In this research, the researcher adopted a case study as a strategy. Chelli (ibid) explains that case study allows the researcher to closely investigate the phenomenon under-investigation, and collects detailed information about it through a variety of data collection procedures. Additionally, Hoadjli (2015) asserts, 'the main benefit of a case study approach is that the focus on one or few instances allows the researcher to deal with subtleties and intricacies of complex, social situations'(p.71).

3.1.3 Data Collection Methods

The selection of the appropriate data collection method depends upon the type of the research approach and strategy. These data collection methods allow the researcher to

collect data from various sources by using different tools, including: questionnaires, observation, structured or unstructured interviews, and so on.

3.1.3.1 Questionnaire

A questionnaire is a very convenient and practical way of collecting useful comparable data from a large number of individuals. According to Chelli (2017), The questionnaire can be defined as a set of questions which are used by the researcher in order to discover the respondents' attitudes, thoughts and beliefs. However, questionnaires can only produce valid and meaningful results if the questions are clear and precise and if they are asked consistently across all respondents. Mainly, questionnaires can include several types of questions, such as close-ended questions, open-ended questions, and also both of these. Moreover, questionnaires are the wide use in research because they are practical to be administered, and easy to be interpreted by the researcher.

3.1.3.2 Observation

An observation is another different way of collecting data. Chelli (2017) states that the distinctive feature of observation as a research process is that it offers to investigator the opportunity to gather 'live' data from naturally occurring social situations such as classrooms. Observation can be structured, semi-structured or unstructured. The structured observation is useful for testing hypotheses while the semi-structured and unstructured provide an efficient description of a situation which can lead to subsequent generation of data. Furthermore, observation provides a better understanding to the phenomenon by observing natural behaviours. However, Denscombe (2010) states that 'Observation does not rely on what people say they do, or what they say they think. It is more straightforward than this. Instead, it draws on the direct evidence of the eye to witness events at first hand.

It is based on the premise that, for certain purposes, it is best to observe what actually happens' (cited in Hoadjli, 2015, p.95).

3.2 Research Methodology: Procedures

The research design of this study was organised into sections and sub-sections. Each section presents the aim, structure, and validation of each of the data collection methods used in this study. It is important to point out that the researcher referred to Hoadjli (2015) to conceive a framework of the research design.

3.2.1 Student's Questionnaire

3.2.1.1 Rationale and aim

This questionnaire aims to discover students' perceptions, experiences, and feeling concerning the use of humour in Oral Expression sessions ,as well as its effects on their participation and its helpfulness in learning in general. It also intends to identify the main demotivating factors regarding participation.

3.2.1.2 Structure and content

The questionnaire utilized in this study was used to collect data about the subject matter under-investigation. It was submitted to a sample of first year LMD students. This questionnaire was a combination of close-ended questions, and open-ended questions. Meanwhile, the first one was used to collect direct answers using yes or no questions, multiple choices, and likert scales. The latter was used to obtain more details about the respondent' opinions by asking for justification.

The students' questionnaire was divided into four sections. These were: students' background information, perceptions of using humour in classroom and classroom

participation. The last section was an opinionnaire as a part of a piloting stage, where students gave their opinions about the layout and the type of questions.

Section One : *Background information (from item 1 to item 4)*

The first section is about general information of the respondents concerning Gender, Age, and their level in English Language , as well as their views of learning English Language in terms of its difficulty .

Section Two : *Students' Perceptions of Using Humour in Classroom   (from item 5 to item 12)*

This section attempted to investigate students' perceptions of using humour in classroom, whether teachers have a sense of humour, or not and the forms of humour used, In the present section, the respondents were asked about the impact of humour on their involvement and comprehension .

Section Three : *Students' Classroom Participation (from item   13 to item 16)*

This section was devoted to investigate students 'classroom participation; the students in this section were asked about their perceptions of the importance of classroom participation, their insights about teachers' roles in motivating them to participate and their opportunities to participate in the classroom, as well as their incentive participation and obstacles.

Section Four : *Opinionnaire (from item 17 to item 20)*

Table 3.1: Students' questionnaire in the piloting stage.

Structure	Content
Section One	**Background information (from item 1 to item 4)**
Section Two	**Students' Perceptions of Using Humour in Classroom (from item 5 to item 12)**
Section Three	**Students' Classroom Participation (from item 13 to item 16)**
Section Four	**Opinionnaire (from item 17 to item 20)**

3.2.1.3 Piloting and validation

Before the final administration, the students' questionnaire was tried-out to validate its content in order to obtain the required data. In essence, the purpose of the piloting phase was to check out the comprehensibility and clarity of the questions. Furthermore, the piloting stage aimd to validate the layout of the questionnaire in terms of attractiveness.

In the piloting stage, the students' questionnaires were submitted to five students from our sample of First Year LMD students. It is important to note that our supervisor agreed on the clarity of the questionnaire questions, as well as the instructions. From the pilot stage, we did not remark any comments to make changes in the layout. All the students agreed on that the questionnaire has an attractiveness layout. They revealed that no necessary changes should be made before the final distribution of our questionnaire.

3.2.1.4 Data collection procedures for the questionnaire

In the present stage, the students' final questionnaires were handed to 40 students of the first year LMD in the session of literature. There were no difficulties concerning the distribution. Our respondents delivered their questionnaires in the same session.

3.2.2 Classroom Observation

3.2.2.1 Rationale and Aim

classroom observation aims to evaluate the overall students' participation, as well as to discover the impact of using humour on the students and teachers' attitudes in the educational setting. Indeed, we conducted this observation with one teacher in different classes in order to investigate to what extent the teachers' sense of humour can affect the students' interaction .

3.2.2.2 Structure and Content

For the sake of supporting the results obtained from the students' questionnaire, we carried out classroom observation. In fact, we attended six sessions with different groups in order to obtain direct feedback, and detailed evidence to ensure that learners' needs are met. In terms of general description of the checklist, the latter consisted of two main sections, namely: teachers' sense of humour and learners' classroom participation. The

former aimed to observe the overall teachers' sense of humour in classroom. However, the latter was an attempt to observe learner's performance and involvement.

The checklist was designed in a form of a table that consisted in sixteen questions wherein it contained four columns. By using the table form, the observer had to tick the appropriate box that best described the teachers' sense of humour, and learners' engagement in classroom activities (See Appendix 3). Below is a short description about the main sections of the checklist.

As mentioned above the checklist table consisted 16 questions, in which divided into two main sections. The first section was designed in order to observe to the extent of teacher's sense of humour.

Basically, it was composed of seven descriptive sentences in which seven different states of teacher's sense of humour were provided. As for, the second section, using nine sentences, was an attempt to observe the overall frequency of participation in the tasks presented.

3.3 Research Sampling Technique

3.3.1 Population and Sample: General description

The population of this study was estimated 122 of First Year LMD students at the Department of Foreign Languages Section of English in the University of Hamma Lakhdar. From this population, 88 students was attended the observation sessions. Moreover, the sample consisted of 19 males and 69 females who had similar learning experiences. In addition, we have randomly chosen 40 students of First Year for the questionnaire. It is important to mention that the selection of the population was purposive. That is, we have chosen First Year LMD students because they are novice learners and they need motivational strategies that help them to participate.

3.4 Data Analysis Procedures

For the current study, we intended to use the descriptive method to analyse the data obtained from the questionnaire because it helped us to describe what the data show. Concerning the observation , we adopted the content-based-approach as a method, which may enable us an objective evaluation of that content.

3.5 The Results

3.5.1 Students' questionnaires

This sub-section summarises the results of the questionnaire:

Section One: *Background Information*

Q01. Please specify your gender?

Table 3.2: Students' Gender

Gender	Number	Percentage
Female	34	85
Male	06	15
Total	40	100

From the results, (it is clear that most respondents are females in first year LMD students). It is recorded that thirty four (34) = (85 %) female; while, only six (6) = (15%) male students have answered the questionnaire. We found that females are numerous than males. The reason is that female students have a tendency to study languages more than male students.

Q2. Please specify your age

Table 3.3: Students' age

Age	Number of students	Percentage
18 _ 20	33	82,5 %
21 _ 23	7	17,5 %
Total	40	100 %

This question sought to identify the average age of our respondents. The majority of respondents were aged between18 -20 years. However, only seven participants were aged between 21-23 years. This reveals that our respondents share the same comparable learning experiences.

Q3. How do you find learning English Language?

Table 3.4: Students' attitudes towards Learning English Language

	Very difficult	Difficult	Easy	Very easy	Total
Number	02	18	18	02	40
Percentage	05%	45%	45%	05%	100%

The table results present the students' opinions about learning English Language. The latter reveals that 45% of our respondents find learning English Language difficult. Equally, 45% of them find learning English Language is easy. Whereas, 05% of students have answered that learning English Language is very difficult, 05% of them have

reported that learning English is very easy. According to these results, most of the students find learning English between difficult and easy. This may confirm their levels in English Language which are evaluated between average and good. While, those who have a good level in English Language, find that they are capable to learn; It easily the difficulties of learning found by English students are due the their average level.

Q4. How do you evaluate your level in English Language?

Table 3.5: Students' evaluation of their English Language Level

	Very good	Good	Average	Poor	Total
Number	02	24		03	40
Percentage	05 %	60%	27,5%	1,5%	100%

In this question , students were asked to indicate their levels in English language. The table shows that the majority of the respondents have answered that their level in English Language is good with a percentage of 60%, while 27,5% of them said their English is average, and just (05%) have very good English level. Whereas, 7,5% consider their level in English as poor. It is clear that most of the students consider their level between good and average.

Section Two: *Students' Perceptions of Using Humour in Classroom*

Q5. Do you favour to have a teacher who uses a sense of humour during the lesson ?

Table 3.6: Students' preference of teachers' employing humour.

	Number	**Percentage**
Yes	39	97,5 %
No	01	2,5 %
Total	40	100%

This question considered students' opinions of the use of sense of humour during the lessons. It can be seen from the above table that the majority of the students 97,5% prefer to have a teacher who uses humour in classroom. They explain their choice as it is summarised in the following justification:

- Teachers' sense of humour creates a good learning environment for students.

- It encourages and motivate them to learn;

- It helps them to understand easily;

- they believe that using humour helps them to communicate more and to enhance their relationships with teachers;

- It increases enjoyment during the lesson.

- It allows them remember easily when they forget the information that a teacher gives them;

- It allows them to attend the session with pleasure without feeling of boredom;

- they believe that humour makes them more involved and engaged in the lecture.

- they feel more relaxed and comfortable with teachers who are smiling or funny. So, they can easily concentrate and understand the lesson.

- hey believe that humour helps them to construct new ideas.

While only one student has pointed out that he does not favour to have to a teacher who uses humour in classroom. For him, the use of humour during the lesson is a waste of time.

Q6. How often does your teacher use humour ?

Table 3.7 : Teachers' humour use frequency.

	Always	**Sometimes**	**Never**	**Total**
Number	0	38	02	60
Percentage	0%	95%	05%	100%

Referring back to the above rates, The majority of the students 38 students asserts that their teachers employ humour sometimes, While, only two students respond with Never. Hence, no one believes that his /her teacher always uses humour in classroom.

Q7. Which forms of humour do they use the most?

Table 3.8: Forms of humour employed by Teachers.

	Number	Percentage
Funny riddles	00	0%
puns	00	0%
Funny examples	27	67,5%
jokes	12	30%
Funny anecdotes	1	2,5%
Total	40	100%

This question sought to identify the forms of humour used by the teachers in the classroom. The table above indicates that thhe majority of the students 67,5% have answered that their teachers use funny examples. 30% of them assert that their teachers employ humour in the form of jokes. However, only one student indicates that funny anecdotes can be used by teachers as a form of humour in classroom. Whereas, no student indicates that his/ her teacher uses both puns and funny riddles .

Q8. Does humour help you to participate more?

Table 3.9: Humour impact on students' participation.

	Number	**Percentage**
Yes	39	97,5 %
No	01	2,5 %
Total	40	100%

The table attempts to identify whether humour has an impact on increasing students participation, or not. It can be seen from the above results that the majority of students 97,5% claim that their teachers' sense of humour helps them to participate more in the classroom, while only one student indicates that humour has no impact on their participation .

Q9. Do you think that your teachers' sense of humour may help you to understand the lecture?

Table 3.10: Students' views about the impact of humour on their understanding.

	Number	**Percentage**
Yes	40	100%
No	00	0 %
Total	40	100%

This question considered students' opinions of the impact of humour in their understanding. The rates denote that all our respondents 100% have claimed that humour really helps them to understand the lecture s. Concerning these results, it is clear that all the students prefer a teacher who has a sense of humour since he can help them to improve their comprehension.

Q10. Do you agree that the teachers' use of humour encourages you to express your ideas?

Table 3.11: Humour effect on students' thought-communicating.

	Strongly Agree	Agree	Neutrl	Disagee	Strongly Disagree	Total
Do you agree that the teachers' use of humour encourages you to express your ideas	13	22	05	00	00	40
Percentage	32,5%	55%	12,5%	00%	00%	100

This question sought to indentify to which extent our respondents agree and/ or disagree with the stated claim. It can be seen from the table above that majority of students (22 students) believe that the use of humour positively affects their thought-communicating, 32% of them indicate their strong agreement, while, just five students respond with 'Neutral'.

Q11. Does teachers' sense of humour make you feel closer to them?

Table 3.12: Humour effect on student-teacher relationship

	Number	Percentage
Yes	36	90%
No	4	40%
Total	40	100%

Refering back to the above rates, the majority of our respondent 36 students reported that using humour during the lesson makes them feel closer to the teacher. The latter plays a major role in changing their attitudes towards learning, whereas, just four students (10%) do not believe that teachers' sense of huour makes them closer to the teacher.

Q12. Do you think that the teachers' sense of humour creates a good learning

environment?

Table 3.13: The impact of teachers' sense of humour in creating a congenial learning environment.

	Number	Percentage
Yes	36	90%
No	4	40%
Total	40	100%

This question sought to indentify students' opinions concerning the role of teachers' sense of humour in creating a congenial learning environment. (36 students)

(90%) responded with 'yes', whereas, just four students (40%) do not believe that teachers' sense of humour creates a good learning environment for them.

Section Three : *Students' classroom participation*

Q13. Do you think that your participation in classroom is important ?

 Table 3.14 : Students' perception on the importance of classroom participation .

	Number	**Percentage**
Yes	37	92,5%
No	03	7,5 %
Total	40	100%

This question aims to discover the students' perceptions concerning the importance of their participation in classroom. From the table above 92,5% of the students believe that their participation fosters their understanding, as well as, it can develop their intellectual abilities. On the other hand , the other three students (7,5%) do not believe that participation can positively influence on their learning. Instead, they prefer to stay as introvert learners .

Q14. Do you think that your teacher can help you to participate

Table 3.15: Students' attitudes towards teachers' help

	Number	**Percentage**
Yes	38	95%
No	02	5%
Total	40	100%

In this question, students were asked to indicate whether teachers can help students to participate or not. The table above shows that the results are very important, since the questions aim to investigate the students' perceptions concerning the role of a teacher in increasing students' classroom participation. 95% of the students claim that their teachers have a great role in helping them to participate, whereas, just two students claim that the teacher does not have much influence on students' participation.

14.1 If yes, justify ?

Our respondents explain their choice as it is summarised in the following justification:

- They believe that the teacher who work hard can make the students feel responsible to improve their level;

- They think that the motivated activities have a great influence on students' engagement to improve their participation;

- They see that classroom participation help them to develop their communication skills; and

- These students believe that their interaction with teachers during the lesson can make them feel comfortable , and understand easily .

60

Q15. How often do your teachers give you the opportunity to participate?

Table 3.16: Students' opportunity to participate.

	Always	**Sometimes**	**Never**	**Total**
Number	14	26	00	40
Percentage	35%	65%	00%	100%

This question is designed to identify how often teachers give to the students the opportunity to participate. 65% of students reported that they are sometimes given the opportunity to participate, while, 14 students say that they always given the opportunity to participate. Hence, no students answered that the teacher never give them the opportunity to participate.

Q16. You do not participate because of ?

Table 3.17: Reasons for the lack of participating.

Options	**Number**	**Percentage**
You are afraid from making mistakes	29	72,5%
You are not interested in lesson and learning	05	12,5%
The teacher does not motivate you	06	15%
Total	40	100%

The results show that the most common problem that students encountered in participation is fear from making mistakes ,which takes 72,5%. While, five students claim that they do not participate because they are not interested in lessons and learning . Finally, six students with 15% argue that their teachers do not motivate them to participate, I think

that the latter do not create an attractive teaching strategies that help them to interact and participate.

16.1 If there are other reasons , please state them.

- I do not participate because of overcrowded class. I do not get the chance to participate according to the huge number of students.

- I feel shy among my classmates and my teacher.

- I do not feel comfortable when I participate.

Section Three: *Opinionnaire*

Q17. Do you think that the questions in this questionnaire are difficult to answer?

Table 3.18 : Difficulty of questions.

Choice	Number	Percentage
Yes	0	0 %
No	5	100%
Total	5	100%

The table above shows that all of respondents we questioned (100%) revealed that the questions of the questionnaire were not difficult to answer.

Q18. Do you think that the layout of the questionnaire is attractive?

Table 3.19: The layout of the questionnaire

Choice	Number	Percentage
Yes	5	100%
No	0	0%
Total	5	100%

Regarding this question, all our respondents asserted that the questionnaire's layout was attractive. However, no one claimed that the quality of the questionnaire in terms of layout was poor.

Q19. Are there any ambiguous questions?

Table 3.21: Clarity of questions.

Choice	Number	Percentage
Yes	0	0%
No	5	100%
Total	5	100%

Referring back to the above table, this question is designed to identify the clarity of the questions . The results showed that 100% of our respondents confirmed that the questions of this questionnaire definitively were not ambiguous.

Q20. Are there any repeated questions?

Table 3.22 : The Repetition of questions

Choice	Number	Percentage
Yes	0	0%
No	5	100%
Total	5	100%

This question was designed to identify the repeated questions. 100% of the respondents claimed that there were no repeated questions.

3.5.2 The Observation

Section One: Teacher's Sense of Humour

- **Item one:** The teacher was smiling when he entered the classroom and cheerfully greeted his/her students.

Table 3.23 : Cheerful Classroom-entrance observing.

Rating scales	Never	Rarely	Sometimes	Always
Sessions	00	00	00	06
Percentage	0%	0%	0%	100%

From this item, we aimed to observe the classroom entrance of the teacher in oral expression sessions and see, whether it is cheerful, or not and the impact of this cheerful greeting on students' interaction and participation. In the six sessions, we noticed that the teacher was always smiling when he entered the classroom and cheerfully greeted his

students. Indeed, students were always responding positively with the entrance of their teacher and his greeting. Furthermore, we noticed that this entrance and cheerful greeting played an important role in creating a strong relationship between the teacher and his students .

- **Item Two:** The teacher introduces the lesson by using some kinds of humour.

Table 3.24: Frequency of the teacher's humour use in introducing lessons.

Rating scales	Never	Rarely	Sometimes	Always
Sessions	00	00	03	03
Percentage	0%	0%	50%	50%

During the six sessions that we were observing, we noticed that the teacher introduced the lesson by using some kinds of humour. In the second, fourth and fifth sessions, he employed some kinds of humour in order to introduce his lesson, while, in the first, third and sixth sessions, he tended to employ his sense of humour, 'such as funny examples and funny body language'. Using humour   as a creative teaching strategy to introduce the lesson seems to be valuable for students since they interact with their teacher, and they were always ready to start the lesson.

- **Item Three:** The teacher uses funny examples/ funny anecdotes/ jokes/ riddles/ puns/ funny   body language.

Table 3.25: The Teacher's use of different humour- forms occurrence

Rating scales	Never	Rarely	Sometimes	Always
Sessions	00	00	03	03
Percentage	0%	0%	50%	50%

During the six sessions that we observed, we noticed that the teacher attempted to accomplish some forms of humour during each session. He was using funny examples which are related to the topic of the lesson. He was also moving in the classroom and using his body language in order to explain any ambiguity for his students. We also noticed that the teacher tended to be always a humorous teacher through using his smile, and funny anecdotes.

- **Item Four:** The teacher answers his students' questions cheerfully.

Table 3.26: The Teacher's pleasant responding frequency

Rating scales	Never	Rarely	Sometimes	Always
Sessions	00	00	00	06
Percentage	0%	0%	0%	100%

During the six sessions that we attended in oral expression class, we observed that the teacher was usually answered his students' questions cheerfully. He was usually used motivational expressions that made the students feel that their questions are interesting and beneficial for other students. Indeed, the students felt at ease to ask any questions since the teacher appreciated their questions and showed his interest on it by saying: very

good question, excellent question, thanks for your question and so on. This strategy can be considered as a reward for students in order to raise their participation .

- **Item Five :** The teacher accepts his students' sense of humour.

Table 3.27: Absorbing students' sense of humour frequency.

Rating scales	Never	Rarely	Sometimes	Always
Sessions	00	00	05	01
Percentage	0%	0%	83%	17%

Through this item, we tended to observe the extent to which the teachers may accept his students' sense of humour. From the six sessions that we attended, we noticed that the teacher accepted a higher extent of his students' sense of humour only in the third; whereas, in the other sessions, he sometimes tried to avoid his students' sense of humour in order to avoid noise or what he thought it can distract and make them not concentrated more on the content of the lecture .

- **Item Six:** The teacher seriousness.

Table 3.28: The Teacher's seriousness rate of recurrence.

Rating scales	Never	Rarely	Sometimes	Always
Sessions	00	03	03	00
Percentage	0%	50%	50%	0%

During the six session, we observed that the teacher was always humorous, we also noticed that his seriousness was rare (session 1,3 and 4) and even sometimes (session 2, 5and 6). It can be seen that the teacher was able to make a balance between his

employment of humour and his seriousness. He was always tried to be in the suitable situation that may enable his students to participate. In addition, being able to create an appropriate learning environment for his students was also one of this targets.

Item Seven : The teacher thanks his students for their attendance.

Table 3.29 : Appreciating students' attendance occurrence.

Rating scales	Never	Rarely	Sometimes	Always
Sessions	00	00	00	06
Percentage	0%	0%	0%	100%

At the end of every session that we attended, we noticed that the teacher always thanked his students for their attendance. The teacher intentionally appreciated his students for their attendance in order to keep them closer to him, as well as the he encouraged them to attend the rest of the sessions.

Section Two : Students' classroom participation

- **Item One :** The teacher encouraged his students to participate, used reward (additional marks), and praised them (good, excellent…).

Table 3.30 : Encouraging students' participation.

Rating scales	Never	Rarely	Sometimes	Always
Sessions	00	00	02	04
Percentage	0%	0%	33%	67%

Approximately all the students preferred the teacher who encourages them by using additional marks, and praises them when saying, good, excellent, and so on. Regarding this

item, we noticed that the teacher always encouraged his students by using rewards and praises. In most times, the teacher used certain expressions, such as : good, excellent, ok , go ahead. Besides , he gave a simple gift for students who often participates . As a result , the students seemed to be motivated. They were always trying to participate in order to be thanked by their teacher, or to get the gift which was prepared by the teacher.

- **Item two :** Students are listening , Interested, and take notes.

    Table 3.31: Students' attention observing.

Rating scales	Never	Rarely	Sometimes	Always
Sessions	00	00	05	01
Percentage	0%	0%	83%	17%

This item was submitted for the sake of observing students' concentration and attention in oral expression session. During the six sessions that we attended, we noticed that the students were listening to their teacher. They were also interested in and took notes when their teacher was explaining the lesson. In fact, students' attention seemed to be regular during the sessions. It had been observed at least sometimes in some sessions, while it was usually in other sessions.

Item three: Students are participating and asking questions about the lesson.

 Table 3.32: Students' participation during the lesson.

Rating scales	Never	Rarely	Sometimes	Always
Sessions	00	01	04	01
Percentage	0%	17%	66%	17%

Through this item, we aimed to observe the students' participation during the lesson in which we were going to observe their participation and asking questions. During the first four sessions, we noticed that the students were sometimes participating and asking some questions about the contents of the lessons and about what seemed ambiguous for them. At the fifth session, the students' participation seemed to be always. They were discussing more than the previous sessions. However, the students rarely participated in the last session that we attended. Only four students participated while the rest were just listening. During the six sessions, the number of students who were involved raised. We observed that some of the students, who were not participating in the previous sessions, were trying in this session to participate and discuss what seemed ambiguous for them.

Item Four: Students' shyness.

Table 3.33: Students' shyness observing.

Rating scales	Never	Rarely	Sometimes	Always
Sessions	00	04	02	00
Percentage	0%	34%	44%	0%

During the six sessions that we attended , students' shyness was rarely observed since our attendance caused them some embarrassment . This fact is the result of the motivational strategies used by their teacher. Hence, the students should be motivated by their teachers in order to keep them involved, as well as he should work hard to decrease their shyness in a way that makes them easily interacting with their teachers.

- **Item Five:** Students' positive attitudes towards the teacher's sense of humour and its forms (jokes, riddles, puns……

Table 3.34 : Students' appreciation of the teacher's sense of humour.

Rating scales	Never	Rarely	Sometimes	Always
Sessions	00	00	02	04
Percentage	0%	0%	44%	34%

During all the sessions that we attended, the majority of the students indicated that they preferred the teachers who use humour as a motivational strategy . Furthermore, we noticed the positive interaction of some students with their teacher's sense of humour and its forms, They indicated their positive reactions when their teacher was laughing, telling a joke or writing some funny examples on the board.

- **Item Six: :** Students' negative attitudes towards the teacher's sense of humour and its forms (jokes, riddles, puns……)

Table 3.35: Students' negative attitudes towards the teacher's sense of humour.

Rating scales	Never	Rarely	Sometimes	Always
Sessions	03	03	00	00
Percentage	50%	50%	0%	0%

During all the sessions that we attended, approximately all the students did not indicate any negative reactions towards their teacher's sense of humour. The funny examples used by the teacher seemed to be very liked by his students since they were always feeling entertained, participating, and discussing those funny examples. This revealed that the teacher's sense of humour played an important role in decreasing the

students' negative attitudes towards the learning process. Such an atmosphere raised their participation.

- **Item Seven :** The students are motivated.

Table 3.36: Students' motivation rate.

Rating scales	Never	Rarely	Sometimes	Always
Sessions	00	00	03	03
Percentage	0%	0%	50%	50%

During the six sessions that we attended, we noticed that the majority of the students were motivated. Some of them seemed unmotivated because of their shyness or being afraid of participating. This revealed that the major role of the teacher is encouraging his students to participate, raising their interaction, and enhancing their educational level .

Item Eight : The students seem to understand the lesson.

Table 3.37: Students lesson comprehension observing.

Rating scales	Never	Rarely	Sometimes	Always
Sessions	00	00	01	05
Percentage	0%	0%	17%	83%

Finally, at the end of every session, we intended to observe the students' lesson comprehension. During the first session that we attended, only some of the students seemed to understand the lesson while during the rest five sessions that we attended, we noticed that the majority of students seemed to understand the lessons presented. The latter can be shown through their questions concerning the content of the lesson, their passion to

benefit from their teacher's experience, and background information in order to reach a high amount of comprehension.

3.6 Discussion and Summary of the Findings

To review, the aim of the present study was to examine the usefulness of using humour as a creative teaching strategy to enhance learners' classroom participation. That is, it aimed to help learners to engage productively in Oral Expression activities, and reduce the amount of boredom during the lesson. Moreover, we intended through this study to support the adaptation of creative teaching practices using a sense of humour to enhance learners' motivation in Oral Expression course.

The findings that have been drawn from the analysis of the two data collection methods that were used in this study were positive in many aspects. Initially, students' questionnaire revealed that the majority of students appreciated the employment of humour by their teachers; students said that teachers who use humour are able to trigger their desire to participate, create a good learning environment, build a strong relationships with their students. Indeed, almost of these students indicated that they are influenced by their teachers' sense of humour. They believe that humorous teachers have the ability to increase their interest; as well as, they can motivate them to learn. However, some students believed that the majority of teachers do not have the sense of humour. Most of them tend to be serious and strict. The latter prevent students from discussing the content of the lecture or even ask about what seemed unclear for them. Hence, the students believed that these teachers should employ some kind of humour as a creative teaching strategy in order to motivate their students to learn.

Furthermore, the rates provided in the questionnaire revealed that the use of humour has a positive impact on EFL learners' behaviours and attitudes towards the learning process; teachers' sense of humour increases learners' interest in learning. It also

helps them to concentrate in the classroom. And it can make them feel more relaxed, as well as help them feel closer to their teachers. In addition, humour as a teaching tool can create the suitable learning environment in which learners feel comfortable to learn. Concerning the effects of humour on students' communication and participation, almost of the students believed that teachers who employ the sense of humour can help them to express and communicate their ideas easily. They feel comfortable and closer to their teacher in a way that they can easily interact and participate. In fact, students' attendance and interest in learning are raised when humour is implemented as a teaching strategy.

The observation analysis also revealed that using humour plays a major role in raising EFL students' participation. In addition, they can be an effective strategy to reduce students' negative attitudes towards learning, mainly shyness and anxiety. As it is observed during the six sessions that we attended , the teacher used some kinds of humour in order to greet his students and introduce the lessons that help them to be ready to learn. Moreover, we also noticed that the teacher, during the explanation of the lessons, used some funny examples that assisted the learners to get the main ideas of the lesson. Also, this helped them to remember the information that were given to the next session .

In summary, teachers' sense of humour is a creative teaching strategy in EFL classes since humour can provide students with the positive energy that absolutely helps to facilitate learning. Also it can help timid and shy students to talk freely and express themselves easily, especially, in team and group work. Moreover, humour can reinforce students' self- confident and self-esteem. Hence, it can make students active, good communicators and cooperators. In fact, students can learn better when they are amused,

Conclusion

The present chapter has discussed the field work of the present study. Initially, a theoretical background was provided in order to draw an overview about the methodology underlying the study. Basically, the data collected were analyzed and discussed using the different procedures. Students' questionnaire data analysis was presented through tables and percentages. Whereas, the observation data analysis was presented through tables followed by comments on the results. Therefore, the data analysis of each procedure was briefly discussed. Finally, we can conclude that the chapter reported valuable results that have made the picture clear enough for us on research topic.

General Conclusion and Recommendations

Ultimately, this study was an attempt to prove that humour is an effective teaching strategy that can help to raise learners' classroom participation, especially in EFL classes. As it has been previously explained, the use of humour is considered as a helpful tool for learners for the sake of achieving a successful teaching-learning process. It is an additional technique for both teachers for and students, in order to control their emotions, as well as change some of their negative attitudes towards learning and teaching settings. Since humour is a learning defibrillator, the latter can be seen as it is a link between teachers and their students through which they can build a strong relationship; create an appropriate learning environment, as well as raise the students' participation.

In order to approach the aim, we used a qualitative research approach. As a matter of fact, teachers' sense of humour was put into application as in order to examine the effects that they may convey regarding learners' classroom participation, as well as motivation. The obtained results revealed that the use of humour has remarkable effects on EFL learners' classroom participation. Learners showed interest to the funny examples that were presented to them, as well as it enables them express their positive attitudes towards their teacher's sense of humour.

Moreover, the present study aimed to identify the importance and effectiveness of humour in enhancing learners' classroom participation. Hence, this study was carried out to confirm or reject the hypothesis stating that humour can enhance learners' classroom participation, and create positive attitudes among EFL learners. First Year EFL learners were chosen to be the case study of our research with a teacher of oral expression. The results that we obtainedt from the analysis of both questionnaires of learners and the classroom observation confirmed our hypothesis. They also showed positive attitudes

towards the use of humour as a creative teaching strategy in the classroom among EFL learners and teachers.

Since our main purpose from this study is to yield beneficial suggestions in order to shed light on the role of using humour to enhance learners' classroom participation , some recommendations are suggested for teachers in order to apply the humour in EFL classes:

- EFL teachers are invited to be aware of the role of using humour as a creative teaching strategy, so that they can create an enjoyable learning atmosphere for students;

- with regard to the amount of humour that should be employed, it is favourable to increase it from one session to another since the use of humour is a motivational tool that can help to keep the students' involvement in their classes,

- concerning the humour content-based, it is better to choose some jokes or funny examples that are related to the content of the lectures, so that teachers can keep their students' concentration and interest, as well as maintaining their motivation in order to participate;

- finally, concerning the lack of sense of humour in teacher's personality, the teacher should not be afraid or hesitated to add some kinds of humour at least sometimes, even they will not be spontaneous. Using humour does not require to be a comedian, the teacher may just express his/her sense of humanity through using his/her face, or even drawing or writing something funny on the board, in a way that students will feel more relaxed and ready to get knowledge. Following this technique may help teachers who do not have a sense of humour in order to raise their students' interaction and participation.

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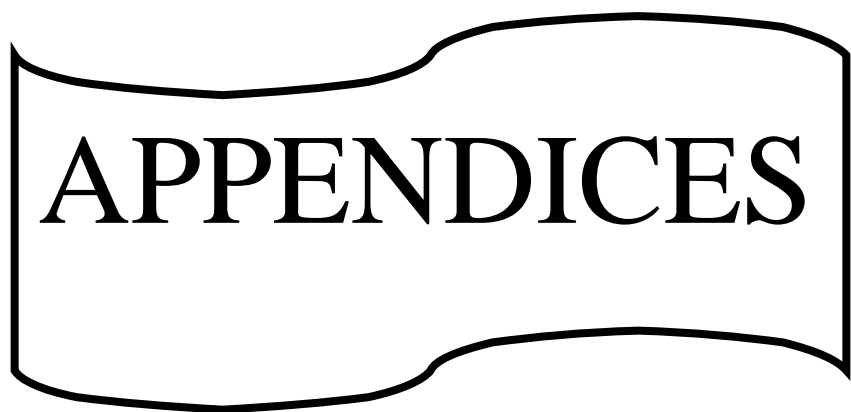
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APPENDICES

Appendix 1

Students' Questionnaire: Piloting stage

This questionnaire intends to provide comprehensive data about students' attitudes towards the role of humour in enhancing their classroom participation as a part of a master dissertation, it is worthy to provide your information by being active participant to this research area inquiry . So, please, give us precise answers as you can. Be sure that the answers you provide will certainly remain confidential and will only be used for research purposes.

Please, you are required to put a tick (✓) in the right box or make full answers where necessary. Thank you in advance for your collaboration.

Section One :Background Information

1- Gender

    a- Male ☐

    b- Female ☐

2- Age ....……….. years old

3- How do you find learning English?

  Very difficult ☐   Difficult ☐

  Easy ☐   Very easy ☐

4- How do you evaluate your level in English ?

Very good ☐ Good ☐ Average ☐ Poor ☐

Section Two: Students Perceptions of Using Humour in Classroom

5- Do youfavour to have a teacher who uses sense of humour during the lesson?

Yes [ ]   No [ ]

➤ Why?Whynot?

……

……

……..

6- How often do your teacher use humour?

Sometimes [ ]   Always [ ]   Never [ ]

7- Which forms of humour do they use the most?

-Funny riddles [ ] okes   [ ]

- Puns [ ]   - Funny anecdotes [ ]

-Funny examples [ ]

8- Does humour help you to participate more?

Yes [ ]   No [ ]

9- Do you think that your teachers' sense of humour may help you to understand the

lecture?

Yes [ ]   No [ ]

10- Do you agree that the teachers' use of humour encourages you to express your ideas?

☐   ☐   ☐

Strongly agree ☐   Agree   Neutral

Disagree   Strongly disagree ☐

11- Does teachers' sense of humour makes you feel closer to them?

Yes ☐   No ☐

12- you think that the teachers' sense of humour creates a good learning environment?

Yes ☐   No ☐

Section Three : Students' Classroom Participation

13- Do you think that your participation in the classroom is important?

Yes ☐   No ☐

14- Do you think that your teacher can help you to participate ?

Yes ☐   No ☐

Justify ?………………………………………………………………………………

………………………………………………………………………………………

………

15- How often your teachers give you the opportunity to participate?

Always ☐   Sometimes ☐   Never ☐

16- You do not participate because of :

- You are afraid from making mistakes   ☐

- You are not   interested in lesson and learning   ☐

- The teacher does not motivate you   ☐

➢ If there are other reasons, please state them.

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

………………………………………………

Section Four: Opinionnaire

17- Do you think that the questions in this questionnaire are difficult to answer?

Yes ☐   No ☐

If yes, please mention what are these difficult questions

……………………………………………………………………………………………

18- Do you think that the layout of the questionnaire is attractive?

Yes ☐   ☐

19- Are there any ambiguous questions?

Yes ☐   ☐

   If yes, please what are they?

   …………………………………………………………………………………………

20- Are there any repeated questions?

Yes   No ☐   ☐

   If   yes, please mention them

   …………………………………………………………………………………………

Thank you for your collaboration

Appendix 2

Students' Questionnaire

This questionnaire intends to provide comprehensive data about students' attitudes towards the role of humour in enhancing their classroom participation as a part of a master dissertation, it is worthy to provide your information by being active participant to this research area inquiry . So, please, give us precise answers as you can. Be sure that the answers you provide will certainly remain confidential and will only be used for research purposes.

Please, you are required to put a tick (✓) in the right box or make full answers where necessary. Thank you in advance for your collaboration.

Section One :Background Information

1- Gender

    a- Male ☐

    b- Female ☐

2- Age ...…………….. years old

3- How do you find learning English?

Very difficult ☐   Difficult ☐

Easy ☐   Very easy ☐

4- How do you evaluate your level in English ?

Very good ☐   Good ☐   Average   Poor ☐

Section Two: Students' Perceptions of Using Humour in Classroom

5- Do you favour to have a teacher who uses sense of humour during the lesson?

Yes [ ]   No [ ]

➢   Why? Whynot?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

………………………………………………………………………………………………….

6- How often do your teacher use humour?

Sometimes [ ]   Always [ ]   Never [ ]

7- Which forms of humour do they use the most?

-Funny riddles [ ]   -Jokes [ ]   [ ]

- Puns [ ]   - Funny anecdotes [ ]

-Funny examples [ ]

8- Does humour help you to participate more?

Yes [ ]   No [ ]

9- Do you think that your teachers' sense of humour may help you to understand the

lecture?

Yes [ ]   No [ ]

10- Do you agree that the teachers' use of humour encourages you to express your ideas?

Strongly agree ☐   Agree ☐   Neutral ☐

Disagree ☐   Strongly disagree ☐

11- Does teachers' sense of humour makes you feel closer to them?

Yes ☐   No ☐

12- you think that the teachers' sense of humour creates a good learning environment?

Yes ☐   No ☐

Section Three : Students' Classroom Participation

13- Do you think that your participation in the classroom is important?

Yes ☐   No ☐

14- Do you think that your teacher can help you to participate ?

Yes ☐   No ☐

Justify ?……………………………………………………………………………………
………………………………………………………………………………………………
………

15- How often your teachers give you the opportunity to participate?

Always ☐   Sometimes ☐   Never ☐

16- You do not participate because of :

- You are afraid from making mistakes   ☐

- You are not   interested in lesson and learning   ☐

- The teacher does not motivate you   ☐

➢ If there are other reasons, please state them.

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

………………………………………………………

Thank you for your collaboration

Appendix 3

Université Mohamed Khider
–Biskra–
Faculté des lettres et des Langues
Département des Langues
Etrangères
Filière de la Langue Anglaise

جـامعة محمد خيضر – بسكرة –
كلية الآداب و اللغات
قسم الآداب و اللغات الأجنبية
شعبة اللغة الانجليزية
الرقم: ؟؟؟؟/أش.إ/2017

إلى السيد/ مسؤول شعبة اللغة الإنجليزية
بجامعة حمه لخضر الوادي

الموضوع: طلب تصريح لإجراء تربص

يشرفني أن ألتمس من سيادتكم تمكين الطالب(ة): **نصبة فاطمة الزهراء**
رقم التسجيل: 12/9047515 من إجراء تربص مع الطلبة و الأساتذة في
مؤسستكم.

أحيطكم علما أن هذه الطالبة تدرس لغة إنجليزية في السنة الثانية ماستر وهي
بحاجة إلى هذا التربص من أجل إتمام مذكرة تخرجها.

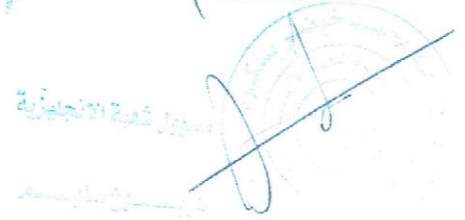وفي انتظار قبول هذا الطلب , تقبلوا منا سيدي فائق الاحترام وخالص الشكر
والإمتنان.

Kebbas Brahim

بسكرة في: 2017

نائب العميد المكلف بما بعد التدرج والبحث العلمي
والعلاقات الخارجية

مسؤول الشعبة

د/ عمار ربيح
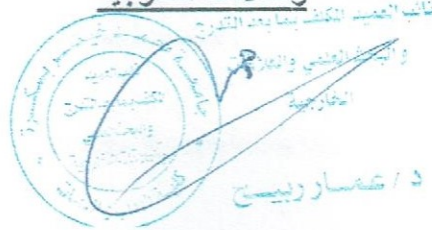
Appendix 4

Classroom Observation Checklist

Observer :	Classroom:
Course:	Date &Year:
Session :	Academicyear:

N: Never **R:** Rarely **S:** Sometimes **A:**Always

Observations	**N**	**R**	**S**	**A**
1. Teacher'sSense of Humour **Item 1:**The teacher was smiling when he entered the classroom and cheerfully greeted hisstudents. **Item 2 :**The teacher introduces the lesson by using some kinds of humour. **Item 3:**The teacher uses funny examples/ funny anecdotes/jokes/riddles/puns/ funny body language **Item 4:**The teacher answers his students' questions cheerfully. **Item 5:**The teacher accepts his students' sense of humour **Item 6 :** The teacher's seriousness. **Item 7:**The teacher thanks his students for their attendance.				

2. Learners' Classroom participation **Item 1:**The teacher encourages his students to participate, uses rewards (additional marks), and praises (good, excellent…) **Item 2:** Students are listening , interested, and take notes. **Item 3**: Students are participating and asking questions about the lesson. **Item 4:** Students' shyness. **Item 5 :** Students' positive attitudes towards the teacher's sense of humour and its forms (jokes, riddles, puns…… **Item 6: :** Students' negative attitudes towards the teacher's sense of humour and its forms (jokes, riddles, puns…… **Item 7:** The students are motivated. **Item 8:**The students seem to understand the lesson				

Glossary

Humour: The ability to say something that makes the others to be funny or amused by using jokes and funny stories.

Superiority theory: The laugh at inferior or ugly individuals, because we feel a joy at feeling superior to them.

Incongruity theory: States that humour is perceived at the moment of realization of incongruity between a concept involved in a certain situation and the real objects thought to be in some relation to the concept;

Relief theory: Believes that laugher is a release of repressed or unused energy by which psychological tension is reduced.

Riddle: Is a puzzling question that is difficult to understand, and that has a surprising answer.

Pun: Is a humourous way of using a word or phrase so that more than one meaning is suggested.

Affiliative humour: Is the talent of amusing others in a spontaneous way by telling funny things in order to create congenial environment.

Self-enhancing humour: Self enhancing style occurs when people tend to be humourousto keep themselves from getting overly upset and depressed about certain circumstances.

الملخص

إن الدراسة الحالية تهدف إلى البحث في مدى فعالية إدراج حسن الدعابة (الفكاهة) كوسيلة تدريسية مبتكرة

في عمليتي التعلم والتعليم , و ذلك بهدف تعزيز تفاعل الطلبة و مشاركتهم فالقسم . حيث أجريت هذه الدراسة على

أربعون (40) طالبلمن طلاب السنة الأولى تخصص انجليزية بجامعة حمه لخضر الوادي. حيث تهدف الدراسة أساسا

إلى اكتشاف كيفية تأثير حس الدعابة كإجراء تعليمي على تفاعل الطلبة مع أساتذتهم بالإضافة إلى نحقق من كيفية تفاعل

هؤلاء الطلبة من خلال حس الدعابة لدى أساتذتهم كما يهدف هذا البحث إلى دراسة ردة فعل كل من الأساتذة والطلبة

عند إدماج حس الدعابة كوسيلة تدريسية مبتكرة وبهدف إثبات فرضيتنا اعتمدنا على وسيلتين أساسيتين ألا وهما

الاستبيان والملاحظة الصفية، حيث وجه الاستبيان إلى أربعون (40) طالب من السنة الأولى تخصص انجليزية بجامعة

حمه لخضر الوادي، أما الملاحظة الصفية فقد أجريت من خلال حضو ر ستة (06) حصص مع أستاذ لغة انجليزية

بجامعة حمه لخضر الوادي ، وركزنا على أن يكون هذا الأخير معتمد على حس الدعابة في أسلوب شرحه   ، وكذا

ملاحظة مدى تأثير ها تفاعل الطلبة معه . ثم تأتي بعد ذلك عملية تحليل النتائج المتحصل عليها من استبان الطلبة

والملاحظة الصفية ثم مناقشتها.

وفي الأخير فان النتائج المتحصل عليها أكدت لنا صحة الفرضية القائمة على دور حس الدعابة في رفع تفاعل

الطلبة مع أساتذتهم, ودورها الكبير في خلق جو تحفيزي تعليمي, إضافة إلى إثراء طاقة الكلام لدى الطلبة.