Mohamed Khider University of Biskra

Faculty of Letters and Languages

Department of Foreign Languages

MASTER THESIS

Letters and Foreign Languages

English Language Division

Sciences of the Language

Submitted and Defended by:

HAMDAOUI Hana-roqiya

On:

Investigating the Role of Humour in EFL Literary Texts' Classrooms and its Effect on the Students' Speaking Skill:

The Case of First Year Students at University Mohamed Khider of Biskra

Board of Examiners:

Dr.	**BENIDIR Samira**	University of Biskra	President
Dr.	**MEHIRI Ramdane**	University of Biskra	Supervisor
Ms.	**MANSOURI Amina**	University of Biskra	Examiner

Academic Year: 2019/2020

Dedication

For all those people who answered the call and never hesitated

For those who were there with their support.

For them all go my gratitude and credit, and to them all

I dedicate this modest work.

Abstract

The purpose of this study is to investigate the role of humour in teaching literary texts in EFL classrooms, and its potential effects on the students' speaking skill. Differing from previous studies on the role of humour in EFL teaching, the present study aims primarily at relating humour to literary texts teaching since it is an important category of literature, and how its use may help in the improvement of the students' speaking skill. In order to fulfill this aim, a students' questionnaire and a teachers' interview, which aim to identify the students and the teachers' opinions concerning the use of humour in literary texts classrooms, have been developed and submitted to First Year EFL Students at Mohamed Khider University of Biskra and Literary Texts Teachers at the same University. The findings of this research indicated the benefits of using humour in teaching literary texts in EFL classrooms and its positive effect on the students' speaking skill. In addition, the results revealed that the use of humour by the literary texts' teacher should be wisely done in order to avoid appearing inappropriate in front of his students or having classroom discipline problems.

Keywords: humour, literary texts, speaking skill, First Year EFL Students.

List of Abbreviations and Acronyms

1. **EFL:** English as a Foreign Language

2. **ESL:** English as a Second Language

3. **ELT:** English Language Teaching

4. **FL:** Foreign Language

5. **HSQ:** The Humour Style Questionnaire

6. **L1:** First/Native Language

7. **L2:** Second Language

8. **SL:** Second Language

9. **TEFL:** Teaching English as a Foreign Language

List of Tables

List of Figures

Table of Contents

CHAPTER THREE: FIELD WORK

GENERAL INTRODUCTION

General Introduction

Ever since the methods of teaching have been created and improved throughout the last century, there have always been new approaches, strategies and techniques that are implemented in the process of teaching foreign languages. It is believed that the learning environment is an important accomplishment in foreign language learning. In fact, positive learning atmosphere leads to successful language learning. Teaching literary texts is considered an integral part of the foreign language teaching-learning process since scholars and specialists in the fields of linguistics and literature approved its significant in providing students with the ability to improve their reading, writing, listening, and speaking skills. Therefore, it has to be taught with strategies that make the classroom positive, enjoyable, and productive.

Using humour as a strategy or a technique is used in different educational systems in the global context. However, there are many variables that researchers have studied in terms of the impact of humour on the language teaching and learning process generally, and on TEFL particularly. Those variables are all how can this strategy affect the students' learning, and whether teachers should or should not use it. Indeed, the use of humour is a key variable in this respect. Many empirical studies have been conducted on using humour in classrooms, but what makes it effective in the literary texts classrooms in particular? And how it may enhance the students' speaking skill? In fact, since the learners need a comfortable sphere, some studies suggested that humour can be a solution to motivate EFL learners to participate more and use their oral language which in turn would be applied in the setting of literary texts classrooms.

Therefore, the present paper is the result of a previous first year student's and a future teacher's curiosity on how this strategy; i.e., humour, may be an important tool in the teaching of literature and its effectiveness on the part of students' participation and speaking

skill improvement. It is, however, the teacher's responsibility to improve his students' participation and make them speak more since every teacher's aim inside the classroom is to be effective, reflective, and motivator. That is to say, motivating his/her students through the use of humour would make the class more interesting and leads to a productive learning process.

This study aims at identifying the role of humour in literary texts classrooms, and the potential effects that it has on the first year students speaking skill in EFL context at Biskra University. Thus, the study raises a main question to be answered which is: what is the role of humour in literary texts classrooms? And how it affects the students' speaking skill? As well as other sub-questions that are as follows:

- To what extent do EFL teachers in Biskra University use humour in literary texts classrooms teaching?

- What are Biskra University EFL teachers' and students' perceptions of the role(s) of humour in literary texts classrooms teaching?

- How do first year EFL students respond to teachers' use of humour in literary texts class?

- What are the types of humour do Biskra University EFL literary texts teachers use and in which contexts?

Based on the aforementioned main and sub-questions, this research hypothesizes that EFL teachers in Biskra University prefer to use humour in some parts of their literary texts classes to provide students with more positive learning atmosphere. It also hypothesizes that believe that humour has an important role in literary texts classrooms when it is provided properly. In addition to that, First year EFL students of Biskra University in general find themselves capable to realize the information more when being in an enjoyable classroom atmosphere. Accordingly, teachers prefer to use anecdotes, jokes, irony, and language play as

types of humour when they are teaching to create such an environment. In this respect, and as far as the current research is concerned the study is divided into three chapters.

The first chapter is devoted to present a theoretical background concerning humour and its relation to teaching literature. It contains definitions of humour, theories, types, styles, and its benefits including deferent fields in life. Then, the reader here is going to understand how the use of humour in the English language classrooms helps in promoting the teaching-learning process, and the relation between literary texts humour through illustrating the role of the latter in teaching such course. On the other hand, the second chapter deals with identifying the concept of speaking, what may prevent students from speaking, the possible roles of the teacher to deal with such difficulties, and the necessary speaking activities that should be designed by the literary texts teacher to help his students to be an active part of the classroom.

The last chapter deals with the field work where the analysis and results of this study take place. In this part, a mixed methodology is conducted, that is to say, a quantitative and qualitative analysis is processed to discuss and interpret the collected data from the participants. The latter are first year English students at Biskra University, and their literary texts teachers. The investigation is made through two data collection tools; First, a questionnaire that is given to fifty (50) students. The second one is an interview which the research conducted with five (5) of English teachers who are teaching literary texts for first year students or have taught it before.

CHAPTER ONE: HUMOUR AND TEACHING LITERATURE

Introduction

The concept of 'humour' has been described in several fields; in medicine, in psychology, and in education. Tse et al (2010) view humour as a multifaceted function that involves cognitive, emotional, behavioural, psycho-physiological, and social aspects. In education, Chabeli (2006) claims that "Humor used as a pedagogical tool also helps the teacher to maintain a lively and engaged relationship with the learner" (p.51).

The English language is considered a live language. Thus, EFL teachers should always look for creative and attractive teaching strategies in order to create a positive and enjoyable learning environment in order to motivate their learners, help them get over their anxieties, build their self-confidence, encourage them to be part of the course, and enhance their language skills. Literary texts teachers should obtain humour as a teaching tool since its relation to literature is quite homogeneous considering it as a part of literature and its role in learning about literary works should not be questionable.

The present chapter is divided into three parts; the first part deals with defining the term of humour according to what is presented in literature, identifying its types, theories, styles, and its benefits from different perspectives. It also aims to illustrate the use of humour in the English language classrooms and how it helps in promoting the teaching-learning process. The second part tends to demonstrate the teaching of literary texts, the approaches and criteria that are directed to teaching such material. The third part deals with the relation of humour and literary texts, what role does it play in the teaching of literature, as well as the contribution of humorous literature in the teaching of literary texts.

1.1 The Notion of Humour

Humour is not a new phenomenon to be studied. However, Martin and Kuiper (2016) states that "Since the start of the 21st century, the investigation of various psychological aspects of humour and laughter has become an increasingly prominent topic of research" (p.498). According to ("Stanford Philosophy Encyclopaedia", 2012), Humour was an area of interest since the era of great Greek philosophers, namely Plato and Aristotle. The term was more related to science;

It originally referred to the four chief substances that ancient Greeks believed flowed through our bodies: yellow bile, black bile, blood, and phlegm. In ancient humoral theory, each of these substances was associated with a personality trait, and each person's unique mixture dictated their disposition (Mayer, 2019).

In the light of this idea, Boyd (2004) claims that "humour is uniquely a human trait, but it has deep biological root".

1.1.1. Definition of Humour

Since it is concerned with different human characteristics, "humour" is defined differently whether in dictionaries or other references. Sometimes it is recognized as a "quality", in other cases it is a "thing". According to some of the lexicographers humour is anything that is realized as funny, comical or amusing. Conversely, in other contexts, it is considered as incongruity (Mkadem, 2017, p.25).

(The Cambridge Dictionary) defines humour as "the ability to find things funny, the way in which people see that some things are funny, or the quality of being funny". Similarly, according to (Merriam-Webster Dictionary), "humour is that quality which appeals to a sense of the ludicrous or absurdly incongruous: a funny or amusing quality".

Adamle and Ludwick (2005) defined humour as "an intrinsic social phenomenon occurring in all groups throughout human history" (p.287). That is to say, it is one of the

innate abilities that a person develops when growing up and it could be affected by his/her life experiences (Olsson et al., 2002). However, Tanay, Roberts, and Ream (2012) claims that "there are divers perceptions of humour exist that may occur due to differences in social norms" (p.2131). Therefore what is perceived to be humorous by one person may not be by another.

Humour is considered a "universal human trait" (Raskin cited in Mkadem, 2017), thus, being funny or having the ability to understand what is actually amusing is related to human nature. Also, Martin and Kuiper (1999) in their study concerning Humour and its relationship with age, gender and type of personality believe that humour is an act of communication and a social state that depends on people's personality, gender, and life situations in which humour occurs (p.20). Martin and Kuiper (ibid) believe that humour is an act of communication among people more than when the person is alone. Yet, a person may laugh alone when he is watching the television or reading a book.

1.1.2. Types of Humour

The diversion of humour as being a human trait makes it appear as an on-going area of research (Mkadem, 2017, p.26). Thus, various aspects of humour have been studied. Accordingly, people may find difficulties in distinguish between the types of humour within a conversation which was confirmed through the study of Norrick (2003) who states that types of humour tend to "naturally fade into each other in conversation" (p. 1338). This part of the study aims to provide a distinction between those types of humour.

1.1.2.1. Irony. Generally, away from sticking to one definition, Irony is a figure of speech in which words are used in such a way that their intended meaning is different from their actual one. According to Campbell (2017), "Irony, unlike sarcasm, tends to be ambiguous, bringing two contrasting meanings into play". However, it may also be a situation that ends up in a different way than what is generally expected. In simple words, it

is a difference between appearance and reality. According to ("MasterClass", 2019), as a literary device, irony is defined as "a situation in which there is a contrast between expectation and reality. For example, the difference between what something *appears* to mean versus its literal meaning". That is to say, when there is a contradiction between what is being said by the speaker and what could be interpreted by the recipient, it is irony. It can further be divided into three main types: verbal, dramatic, and situational. However, the concern of this study is the verbal irony.

1.1.2.1.a Verbal irony. According to Sullivan (2019), "verbal irony is a linguistically embodied phenomenon marked by deliberate misdirection for communicative effect." (p.3). Thus, It is a statement takes place when the speaker intends to say something different from the actual meaning of the expression he uttered. Sullivan (ibid) assumes that the most common example to be referred to in this situation is in the case of saying in the middle of unexpected and unwanted heavy rain: 'what a lovely weather'. From these definitions, it can be assumed that verbal irony is always intentional on the part of the speaker.

In classroom setting generally, and literary texts classrooms particularly, verbal irony could be a double-edged sword. It may be perceived by the students as something comical, related to the general theme of the course, and creates a positive learning atmosphere. On the other hand, they may find it unsuitable to be used by their teacher and makes them feel uncomfortable if he/she uses it inappropriately. In this respect, the term 'sarcasm' seems to identify the type of irony used in such case. "It is the most typical form of verbal irony and often used to humorously convey thinly veiled disapproval, contempt, and scorn, as in the case of sarcastic criticisms" (Huang et al, 2015, p.163). Thus, students could find it harmful if their teacher criticizes them in a sarcastic way even if the comments are naturally humorous, however, they still considered as a misuse and bullying by the teacher towards his students.

1.1.2.2. Jokes. Commonly, jokes are considered as form of verbal humour. It is a concept that is used and functioned in everyday life language. However, there is a limitation in setting its definition. According to Driessen (2001), "A joke is something done or said in a playful manner to excite mirth. It may take the form of a short narrative or action in which boundaries are transgressed" (p.7992). He assumes that since it is a complex behavioural and cultural process in which what is said as a joke is as important as who said it, in what manner, and when, it requires intellectual effort to be understood (pp. 7992-7993).

The term of joke, according to Attrado (cited in Mkadem, 2017), is divided into two categories: conversational jokes and canned jokes. The first term is the types in which the irony, teasing, banter, and language play take place. The second term is quite similar; however, they differ in the level of formality and appropriateness of use. Accordingly, conversational jokes are used more freely than canned ones. That is because the latter is not considered formally appropriate (p.30).

In language classrooms, jokes are considered one of the main elements of teaching that creates an enjoyable learning atmosphere which in turn, helps in improving the teachers' performance and the classroom and the students' academic achievement (Ahmad et al, 2018, p.5039). However, there are also conditions of the appropriateness of use as it is the case with irony and the other types of humour. Therefore, jokes inside the classroom should be planned, not harmful or triggered towards any one of the students, also, should be limited to the course requirements. In the literary texts classrooms for instance, the teacher should use jokes that are related to his/her course and the points that are being discussed in the literary work under study in order to help the students understand the material being provided in a more positive and fun sphere.

1.1.2.3. Puns. Puns are considered as "a humorous use of a word or phrase that has several meanings or that sounds like another word" (Cambridge Dictionary). Accordingly,

puns deals with exploiting different meanings of a words or a similar word but has a different meaning in creating a humorous utterances. Lems (2013, p.26-27) indicates that "puns are a special form of jokes"; however, it has double meanings and based mainly on language play.

In the classroom setting, Lems (ibid) claims that in order to understand the meaning of puns used by their teacher EFL students must go through several steps that are:

First, they must recognize the meaning of the original word or phrase. In many cases, there is a common idiom or current phrase that needs to be explained. Then, they must recognize and be able to access a second meaning for one of the words. If it is a close-sounding pun, students must be able to figure out what the other word sounds like, which is a challenging task in one's second language. Then, they need to pull together the two possible meanings of the word and compare them in the context of the phrase or sentence. When all of those steps are complete, there is a moment where the two meanings come together, and it's time to laugh (p.30).

Puns would be a great opportunity for the literary texts teacher to teach his students different words meanings as well as new words that are close or similar in meaning in an enjoyable manner. This would enrich their linguistic capacity and helps them in understanding the literary texts that they are learning.

1.1.2.5. Anecdotes.   According to (Merriam-Webster Dictionary), an anecdote is "usually a short narrative of an interesting, amusing, or biographical incident". Similarly, Gultom (2016) indicates that anecdotes are short, interesting, involving actual persons, and based on real incidents stories. Although anecdotes are usually considered funny tales, however, they are not jokes because their general aim is not always to make others laugh, but to spot the light on something happened with a point revealing account of an individual person (p.65).

Pardede (2011) claims that a "recent trend in EFL teaching indicates the necessity of integrating literature because of its rich potential to provide an authentic model of language use" (p.14). That is to say, the use of literature in teaching ESL/EFL classes has become the interest on many language teachers and more studies including the use of literature in these classes started to be conducted (p.15). One of the essential type of narratives that started to be used as elements in EFL teaching are short stories generally, and anecdotes particularly due to its richness of vocabularies, emotions, and its relation to reality.

Accordingly, anecdotes as a type of short stories can be used in the EFL classroom to "enhance language skill, motivate students, and increase their cultural awareness and tolerance teaching literary texts courses should be the main concern of all teachers" (Abu Zahra & Farrah, 2015, p.12). Its effectiveness in teaching literary texts course either cannot be deniable since it is a category of literature, it breaks the wall between the teacher and his students because of its description of a real life event that happened to the teacher personally or to someone he knows, and it makes the students more encouraged to express himself through narrating a relevant incident which happened to him.

1.1.2.4. Language play. Everyone find enjoyment in playing with language elements and respond to them Crystal (1998, p.1). Belz (2002) defines language play as "a conscious repetition or modification of linguistic forms such as lexemes or syntactic patterns" (p.16). Indeed, according to Crystal (1998), playing with language means manipulating it in terms of enjoyment by taking some linguistic features such as a word, a phrase, a sentence, and makes it function in a way that it does not normally do.

Kuczaj (1982) states that types of language play are considered in the two mechanisms in which it involves that are: modification and imitation/repetition (p.199). The term modification involves transformation by producing the language through build-ups,

breakdowns, completions, and substitution patterns; imitation/repetition involves reproduction of other previous utterances through imitation. However, through repetition, the reproduction is concerned with ones' own previous utterances Kuczaj (1982, pp. 199-200).

The use of these types of humour by the teachers in EFL classrooms provides them with the ability to make their students laugh on their jokes as well as creates good relationships with them. Another advantage is that the teacher could enhance his students' thinking through trying to distinguish whether he is being serious or joking. The use of humour by teachers also creates a relaxed learning atmosphere and helps students to exceed their anxiety.

1.1.3. Theories of Humour.

What is considered funny or humorous had always been in great interest of philosophers and thinkers. According to Morreall (1986), Plato and Aristotle originated the theories of humour with the view that "laughter is an expression of feeling of superiority over another person" (p.1). Indeed, many thinkers including Freud and Kant pointed another aspect of laughter. Kant and Schopenhauer developed a theory claiming that "laughter is often a reaction to the perception of some incongruity", while Freud and Spencer theory states that "laughter is the venting of superfluous nervous energy" (Morreall, (ibid)). Their views and theories contributed in the understanding of humour in conversations. This contributions served as "the intellectual foundation of what is funny" (Conger, 2011).

1.1.3.1. The superiority theory. According to ("Stanford Encyclopaedia of Philosophy", 2012) it is a theory that originated in the era of ancient Greek by the great philosophers Plato, Aristotle, and Hobbes. Lintott (2016) states that "the superiority theory is concerned with the affective response that often accompanies comic amusement, which it maintains is an enjoyable feeling of superiority to the object of amusement" (p.347). That is to say, if someone feels superior to someone or something, they will find their things or acts

humorous (Morreall cited in Mkadem, 2017, p.31). For instance, during a discussion, someone laughs at the other's intervention because he thinks he is more intelligent than him and his arguments are stronger. Also, when someone is luckier than others, he laughs at their misfortunes.

1.1.3.2. The incongruity theory.   This term refers to different philosophical perspectives including Kant and Schopenhauer who claims that "incongruity is the source of amusement" (Kulka, 2007, p.320). Accordingly, Kulka (2007) states that "The Incongruity Theory maintains that the object of amusement consists in some kind of incongruity and that laughter is an expression of our enjoyment of the incongruous" (p.321). This theory is 'a subject-dependent theory of humour'. That is to say, people feel amused when they have an experience that operates against 'the normal order' of things according to their personal perspective of what the normal order of things is. Thus, what is funny to someone may not seem to be funny for others (Straus, 2014, p.6-7). Straus (2014) also claims that the incongruity theory functions in two ways. "First, it provides an explanation for why people find certain things funny. Second, it provides an explanation of what makes a situation itself funny" (p.6).

1.1.3.3. The relief theory.   "According to the Relief Theory, laughter operates like a safety valve in a steam pipe, releasing built-up nervous energy" (Morreall, 2009). The relief theory is more psychic and scientific in its perspective. "It considers laughter as a discharge of surplus energy which alleviates psychic tension" (Kulka, 2007, p.320). This indeed, supports the main concept of the theory that is generated by Sigmund Freud and Herbert Spencer as it mentioned previously. According to Morreall (2009), the relief theory has two versions simple and complex. The simple one by Spencer claims that laughter releases emotions then show them inappropriate. However, Freud's complex version introduces three laughter situations: jokes, comic, and humour. The psychic energy used in jokes is laughing

which is used to repress emotions such as hate and desire, the psychic energy in the comic is the energy used for thinking, and the energy in humour is the energy used to feel emotions that are unnecessarily recognized.

1.1.4. Styles of Humour.

Scholars and researchers of humour have argued on the fact that humour styles diverse between four styles which two of them considered positive and the other two negative. Accordingly, Frewen et al (2008), states that:

The humour style questionnaire (HSQ; Martin et al, 2003, 84) is recently developed a measure that distinguishes between the two potentially positive forms of humour, Affiliative and Self-enhancing and two negative forms of humour Self-defeating and Aggressive (p.181).

1.1.4.1. Affiliative humour. This style is concerned with using of all the types of humour in order to develop personal relationships. As Frewen et al (ibid) defines it as "The tendency to say funny things, to tell jokes, to engage in spontaneous witty banter to amuse others, to facilitate relationships, and to reduce interpersonal tensions". It is considered positive because it gives the opportunity to the ones who use it to be close to other and to be acceptable as they are. In classroom setting, teachers who use this style are able to make their students laugh, enjoy their course, get information, and create a good relationship with them during the learning process.

1.1.4.2. Self-enhancing humour. This positive style of humour is related to self-support. When a person faces a stressful situation, he creates something funny about it in order to reduce the intensity and to make things at ease for him/herself (Ford et al, 2017, p.2). Similarly, Martin et al (1993) in their study concerning humour and self-concept, and through the analysis of 100 university students (males and females), they found that people _no matter what their gender is_ who have a self-enhancing humour style find amusement in the

conflicts and disagreements of life and use humour to cope with stressors and negative life events. Here, the self-enhancing would be whether through facing those situations with laughter and smile, or finding anything funny about them to make themselves comfortable.

1.1.4.3. Aggressive humour. According to psychology researchers, aggressive humour is a style of humour which is addressed to make fun of others by teasing them. Steiger et al (2011), claims that the ones with an aggressive humour style tend to use humour in the form of sarcasm and ridicule to derogate or criticize others. That is to say, this style of humour is mainly supposed to form a lack of respect to others' feelings through mocking and criticizing them, and making them feel uncomfortable (Ruch & Heintz, 2013, p.2). The use of this style of humour by teachers generally, and EFL teachers particularly would be considered inappropriate and harmful on the part of students. Makewa et al (2011) in their study concerning teacher's use of humour and students' rating of their effectiveness found that the most frequent reason that makes teachers use aggressive humour is that sometimes they think of something as so funny that they cannot stop themselves from saying it even if it is not appropriate for the situation.

1.1.4.4. Self-defeating humour. In addition to the previous style, this style of humour is considered negative. It is not about making fun of others but of one self. "The self-defeating humour style mainly refers to making fun of oneself or having others laugh at oneself more than one feels comfortable with" (ibid, 2013, p2).

This Style of humour, however, would be harmful for the psychological health of the person using it. Kuiper (cited in Ford et al, 2017) claims that:

> Those with a self-defeating humour style appear to be unhappy not because they use humour in a way that exacerbates the stress of difficult situations, but because others tend to avoid interacting with them, making them feel isolate and rejected (p.3).

In the classroom setting, and from the perspective of teachers using it, Makewa et al (2011) found that they often try to make their students like or accept them more by saying something funny about their own weaknesses and faults. However, this does not mean that the use of such style would be more than it should since it may be considered as self-humiliation. In fact, both aggressive and self-defeating humour, are considered unhealthy and maladaptive styles of humour (Ford et al, 2017).

1.1.5. Benefits of humour.

Humour plays an important role in each part of human lives. Despite the fact that it could be negative in some contexts, however, it still contributes in a positive way. Al-Duleimi and Aziz (2016) considered humour as a multidisciplinary phenomenon which is cognitively and pedagogically important. Thus, it can be viewed from different perspectives: social, physiological, psychological, and pedagogical.

1.1.5.1. Physiological benefits. Laughter happens as a response to an act of humour. It has always been considered as a way of being optimistic and releasing negative energy that harms the mental and physical health. "Research shows that believing in the benefits of laughter alone is sufficient for the body to experience physiological benefits, such as decreased pain" (Wilkins & Eisenbraun, 2009, p.350). Fry & Rader (cited in Al-Duleimi & Aziz, (ibid)) assume that humour contributes in improving the body's immunity, lowering blood pressure, as well as increasing blood circulation and improving respiration.

1.1.5.2. Psychological benefits. According to researches into humour, it is believed that humour has a positive impact on the psychological health of the person. Robinson et al (2019) assume that "More than just a respite from sadness and pain, laughter gives you the courage and strength to find new sources of meaning and hope". Humour also may help a person to cope with negative and stressful life experiences, reduce the anxiety towards those

negative experiences, also some studies affirms that humour may be used as a mean of moderating depression (Capps, 2006, pp.394-409).

1.1.5.3. Educational benefits. In educational setting, humour in general, has always been suggested as a tool to reduce students' anxiety, stress, boredom, and helps to create good relationships with their teachers. In the light of this idea, Powell and Andresen (1985) claim that humour in classroom helps in promoting comprehension and retention, creating a positive classroom environment, encouraging students' involvement, fostering their cognitive development, and holding their attention; it also contributes in managing undesirable behaviour, building students' and teachers' self-confidence, as well as enhancing the quality of their lives (pp.80-81). Weaver and Cottrell (cited in Steele, 1998, p.10) summarized the roles that humour plays in classroom as:

> A warm, genuine, sense of humour 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 humour is that it breeches the broad gap between instructors and students. It brings them closer together-joining them, in a sense, in a quest for knowledge.

Accordingly, Morrison (cited in Hişmanoğlu, 2018, p.286) assumes that the use of humour in classroom contributes to healthy mind/body balance, supports the change process, maximizes brain bower, creates optimal learning environment, enhances creativity, and facilitates communication. The figure below shows the benefits of humour in classroom:

Figure 1.1

Benefits of humour in classroom Morrison (cited inHişmanoğlu, 2018, p.286)
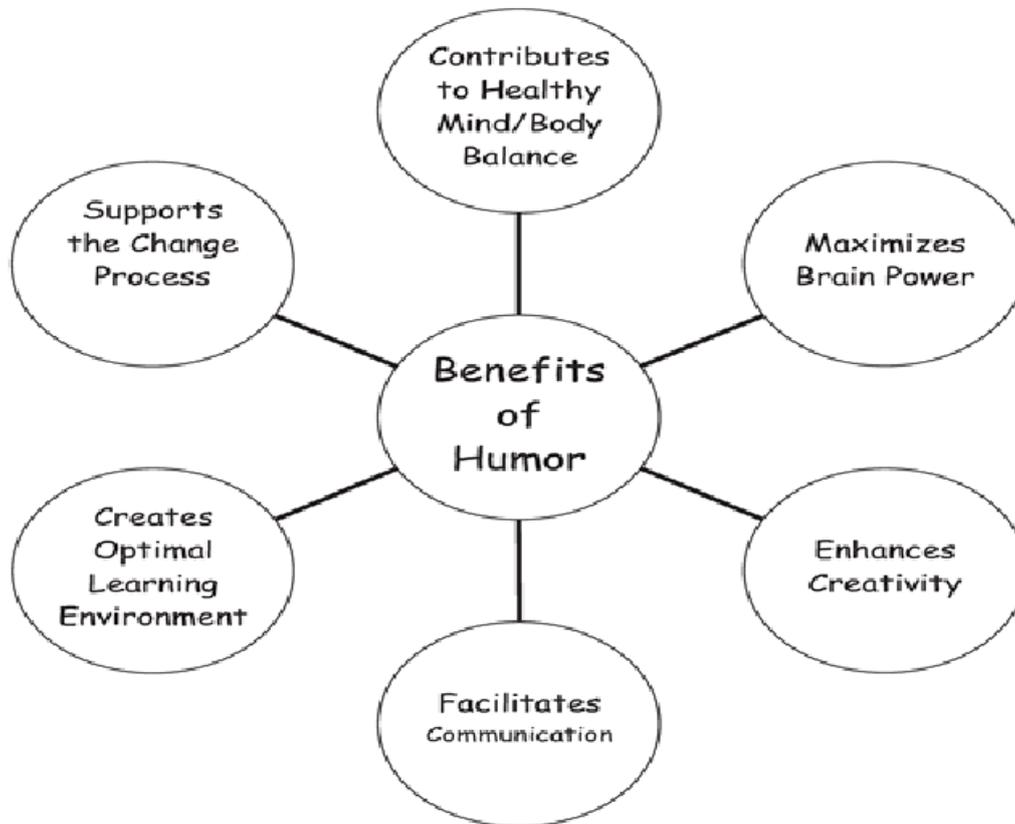
1.2. Using Humour to Promote Learning English

EFL/ ESL teachers need to use different methods and tools in order to create enjoyable and relaxed classroom atmosphere for their students. Concurrently, most of language learners while in classroom find themselves stressed, anxious, and lacking motivation to participate which in return prevent them from learning since "it is well recognized that students are more willing to participate in classrooms that allow them to feel supported" (Aboudan, 2009, p.90).

Humour as a language teaching tool has always been suggested that it helps in reducing anxiety, stress, and boredom as well as creating a positive learning environment. According to Al-Duleimi and Aziz (2016) "a sense of humour makes the classroom environment lively and it reduces anxiety by creating a free and easy atmosphere" (p.107).

Since it is the role of the teacher to control his class and makes it more encouraging for students to learn more, talk more, and part of the language learning process, as Kristmanson (cited in Azizinezhad & Hashemi, 2011), states that "when language learners need to take risks, speak, continue their language learning, or succeed, he/she need to create a welcoming classroom environment in which they do not feel threatened or intimidated" (p.2096).

Azizinezhad and Hashemi (2011) in their study about humour as a pedagogical tool for language learners have generated the following results: humour can help students to overcome their anxiety and stress and makes them more receptive learners, improve an atmosphere for the students who fear of making mistakes and lack self-confidence, it may motivate students by giving them another reason to attend the class, and it may have a calming and positive effect on the psychology of the students as well as creating a strong relationship between them and their teacher (p.2097). In addition to this, "Humour not only provides an ideal mode of instruction for discrete linguistic aspects of language it is also a powerful instrument for the illustration of cultural, pragmatic and discoursal patterns" (ibid).

However, humour in classroom could sometimes be negative. According to Jeder (2014), "humour is not always funny, especially when it is abusively used and it passes the ethical boundaries" (p.830). The use of different types of humour such as sarcasm and irony may become with an interpretation of hostile and offensive humour. Irony and sarcasm are carrying two meanings the appeared one and the hidden one. According to this, students may fail in interpreting what the teacher is really mean and feel offended by his/her sense of humour (ibid). The language teacher should be aware of what is the appropriate humour he/she could use, how much, and at which situations. Thus, he/she would not cause any harm to his students or make them feel offended, as Downs, Javidi, and Nussbaum (1988) claims that too much humour or self-disclosure is inappropriate. The negativity of humour may appear "when it results in distance, repulsion, nervousness" (Al-Duleimi & Aziz, 2016, p.107).

That is to say, when humour is done improperly, it may prevent students from learning as well as offends and distances them from the teacher. Therefore, the humour used in classroom should not criticize students personally in terms of appearance or views and beliefs (Zundel, 2018, pp.1-2).

According to Syafiq and Saleh (2012), the use of humour inside the classroom could be classified into four major categories:

- Figural humor that includes comic strips, cartoons and caricatures. This form of humor appears in a variety of media and involves the use of drawing to deliver the humor.

- Verbal humor that consists of jokes, puns, riddles, satire, parody, irony, wit, limerick and anecdote. This form involves the use of language and often depends on the use of incongruity as demonstrated through contradiction, understatement and exaggeration.

- Visual humor that includes sight gags, practical jokes, clowning, impersonation impressions, etc. This category depends on visual cues for the humor to be effective.

- Auditory humor that includes impersonations, impressions, noises and sounds (p.48).

1.3. Teaching Literary Texts

In order to learn EFL in higher education, students need to learn about the language and about the fields in which they use it. Thus, "teaching literary texts plays an important role in learning the English language" (Khan & Alasmari, 2018). It helps in motivating students to learn, enhancing their communication competence as well as their realization of the culture of the language that they are learning (ibid). Teaching a language is not concerned only with teaching linguistics and grammatical structures, it is also about the students' need to be guide

to the target language's culture (Sage, 1987). In the light of this idea, Mustakim, Mustapha, and Lebar (2014) claimed that:

> Literature in Education is aimed at developing the potential of students in a holistic, balanced and integrated manner encompassing the intellectual, spiritual, emotional and physical aspects in order to create a balanced and harmonious human being with high social standards. It is therefore, the primary aim of incorporating literature into the English Language syllabus is to improve students' language ability (p.35).

"Literary texts are representational rather than referential" (McRae cited in Membrive & Armie, 2020, p.7). Referential language tends to be informational by communicating at only one level of literary texts learning. The representational language of literary texts considers the learners as active recipients through involving them and engaging their emotions, as well as their cognitive faculties. Literary works help learners to use their imagination, enhance their sense of others and lead them to develop their own creativity. They also give students the chance to learn about literary devices that occur in other genres such as advertising.

Teaching the ELT using literature would become with the benefits on teaching the language as well as the literature itself. Pardede (2011) indicates four major advantages of teaching the English language using literature in general, short stories in particular. These advantages are "motivational, literary, cultural, and higher-order thinking benefits" (p.15). It provides the learners with authentic context and exposes them to different and unexpected themes when processing a language. It also improves their linguistic and grammatical structure skills due of the verity of the language structures used in literary works. It helps also in the exposure to the culture of the target language through reading and imagining the world from other people's eyes and perspectives. Since literature enables the language learners to

understand other cultures and ideologies, it encourages the development of their personal thinking and intellectual abilities (p.16).

1.2.1. Fun/Humorous activities for teaching literary texts

According to Cornett (1986), "Students learn more from the teachers they laugh with" (p.32). Thus, EFL/ESL teacher in general, literary texts teachers in particular, should obtain certain activities in their classrooms to make students motivated to speak/participate, understand the material, and to be cooperative students. These activities should be creative on the part of the teacher, fun to be used in the class, and suitable as a teaching tool.

1.2.1.1. Plays. According to (Dictionary.com), a play is "a dramatic composition or piece; drama", or "a dramatic performance, as on the stage". Cole (2013) believes that the use of plays is beneficial in making literature classroom more active and fun. However, it would be helpful when the students are outgoing and enjoy being in such activity. Otherwise, when students are introverted it would be challenging. In making the students more involved in such activity, the teacher should make students comprehend the basics of storytelling, how characters are used, and the plot in order to be able to understand a literary work and would be able to create a scene.

1.2.1.2. Story-telling. According to Dujmović (2006):

Storytelling, the art of narrating a tale from memory rather than reading it is one of the oldest of all art forms, reaching back to prehistoric times. Storytelling involves two elements – selection and delivery. Many EFL teachers are interested in storytelling as a resource in teaching. A successful storyteller chooses adequate stories and must be a good performer, for the delivery is crucial and requires both preparation and rehearsal (p.75).

Based on this, the literary texts teacher should use storytelling as a teaching method. He/she would tell personal stories/anecdotes or other people's ones in a fun and humorous

manner in order to make the learning environment more enjoyable and positive. This, indeed, would help the student in learning how to be a good storyteller as well.

1.2.1.3. Word Games. According to (Merriam-Webster Dictionary), word game is "a game in which players compete in forming, thinking of, or guessing words according to a set of rules". Generally, word games are the activities that are related to language play which deal with playing with words such as Scrabble, Pictionary or a round of Charades. These types of activities mainly focus on vocabularies, constructing of words and placing them in different situations, and based on group or peer work. It helps in encouraging students' vocabulary development as well as their communication skills.

1.4. Humour and the Teaching of Literature

Humour in its general sense means everything funny, comical, and amusing. However, in literature, it is a literary devise which engages in the forming of literary genres. Thus, it is about the ability to express and understand amusing texts. Also, it refers to the quality of being amusing or comical through expressions of incongruities present in a situation or character. It is about the emotional aspect of the literature. Sometimes it describes the brilliant banter used by a character, and other times it is the characterization of an amusing event or situation which lends in a book, story, poem or any literary piece (Singh, 2012, pp.65-66). Several researchers have defined humour as teaching pedagogy, set its benefits, and how it contributes in education, as Powell and Andresen (1985) claims "humour is a desirable characteristic of teaching and learning" (p.79).

Reyes and Roman (2014), in their study about using Humour to Promote Learning in Language and Literature Classrooms, organized a workshop which focuses on the uses of humour in second language acquisition learning and the instruction of world literature. Most ESL/EFL learning classes are taught by non-native teachers which makes quite difficult for them to teach literature and create strategies such as 'humour' to enhance students language

learning. However, the literary texts teacher should keep in mind that teaching requires performance. Thus, he/she should apply humorous strategies based on the texts being taught. The strategies include telling stories or personal experiences that happened to him/her which are similar to what they are teaching. The literary teacher should also, must be self-effacing, which means he/she must be modest and gives much attention to what the students need to be able to learn in a positive atmosphere. The last technique is body language. The teacher here should use different body languages to appear to explain what needed to be explained in a humorous manner like having an accent, moving his/her hands, or changing body position (pp.1-7).

Although there are several views on the role of humour in teaching, and in other fields such as teaching medicine as according to Ziegler (1998, p.346), humour could have a major role in the therapy of patients, mitigate the tension in the clinical setting, as well as being a tool in medical education, yet there is a limitation in the studies about its contribution in teaching literary texts courses. However, since humour is a major part of every literary genre as it described by Singh (2012) not as genre but as a tool which is often if not usually used in literary genres, it must be having an essential role in teaching the course of literary texts in order to help students relate what they are seeing and hearing from their teacher to what they are learning.

Accordingly, a recent study by Bist (2018) which investigates the role of literary genres, in teaching literary texts, shows that "The poetry, drama, novel, and short stories are prescribed in the course to make students familiar with fundamental elements of respective literary genres" (p.60). Pardede (ibid) claims that among the other literary genres short stories seem to be the most valuable type to be engaged in the process of teaching literature and works for the improvement of the four language skills (writing, reading, speaking, and listening). Accordingly, anecdotes which are the humorous type of short stories are the most

used type by teachers as Bell (1994) claims that "The anecdotes also enabled the teachers to reflect on their classroom teaching experiences and to reflect for new teaching activities" (p.575).

1.4.1. Humorous Literature in teaching literary texts context.

The term 'humorous literature' or 'literature of humour' did not notice that much of prosperity in the earlier ages of the English literature compared to others. In fact, it was widely used by great Arabic writers which became globally famous in that era of great characters such as   Al-djahidh (Arhami, 2013). However, the English writers and novelists started to become more interested in this type of literature and started to use it more in their works. Jane Austin, for example, who is considered one of the great novelists who put a print in the world of the English literature through her works which are full of humour, joy, and romantic comedy such as in 'Pride and Prejudice' and 'Emma'.

The use of humorous literature in teaching language or literature did not have a considerable interest of neither language scholars nor teachers as Zbaracki (2003) claims that "Humorous literature truly is an ignored genre" (p.1). Yet, most of the studies which were conducted concerning this topic aimed to investigate how humorous literature affects students' reading of literary texts as it is the case in Zbaracki (ibid) concerning how humour in literature serves to engage children in their reading or their writing as the study of Hempelmann (2016) concerning the use of humour in the teaching of writing. Reading and writing are considered one of the language skills which must be taught and learned carefully in order to obtain language proficiency. Thus, it cannot be deniable that they play an important part in improving teaching literary texts. Humorous literature could be an important tool in teaching all levels through encouraging them to read literary texts and help them to improve their writing as well.

In the light of this idea, Zbaracki (2003), in his study aimed to describe how humour in literature makes learners engage more in their reading. According to him, it is difficult to

make anyone engage in reading when there is no sense of interest towards reading. However, there are several ways to build learners reading engagement. Participating discussion groups in general, and humorous books group discussion provide all the learners with the opportunity and encourage them to express their thoughts and feelings (p.7). It would help teachers to bring their learners to the literacy experience, enhance their imagination, and challenge their intellectual capabilities when trying to know where the funny part is included. Klesius et al (1998) suggests several ways of how to include humorous literature in the literary texts context:

1. Set up a humorous literature center in the classroom. Focus on one genre or several books by one author or include a varied collection of humorous books. 2. Before putting a book in the literature center, conduct a "book sell" in which a thumbnail sketch is given. If it is a collection of jokes, riddles, or poems, read a few to whet students' appetites.

3. Read aloud one book by an author who writes humorous literature. Make other selections by the author available for student checkout.

4. Record humorous selections on tape for children to listen to and read along.

5. Adapt humorous poetry for readers' theatre or choral reading. Following repeated practice, provide opportunities for readers to perform for an audience.

6. Implement humorous literature units for particular types of books, e.g., tall tales, humorous poetry, word play books, or classic book adaptations.

7. Engage students in conducting their own research to determine which humorous literature selections have the greatest appeal to learners at various grade levels. They can prepare survey forms and graph the results (p.257).

Learning how to write in a SL or FL is a challenge for all learners no matter how proficient they are in that language. The challenge is in finding a style or a voice which

makes their writing looks academically rich. "Academic writing requires the development of an academic writerly voice, which can be challenging even for first-language writers" (Hempelmann, 2016, p.43). Humorous literature could also be a way of teaching literary texts writing. According to Hempelmann (ibid), humour in language classrooms in general and the classrooms which develop writing in particular, could be considered as a motivator. That is to say, Martin (cite in Hempelmann, (ibid)) believes that since humour is strongly related to emotions, especially those which motivate the learners to write, it would be an important way to encourage them to write or improve their writing in general. Students write about things that inspire them or effect their emotions and pushes them write. Accordingly, aggressive humour can be a contribution in the emotions of motivation; "When students have a sense of injustice about the uses of aggressive humour, they can be motivated to explore this strong emotion by writing about it" ((ibid), p.43).

Several researches into humour and education such as Syafiq and Saleh (2012) as well as Farahani and Abdollahi (2018) have approved on the effectiveness of humour on the learners' speaking. According to the study of Syafiq and Saleh (ibid) humour inside the classroom could be categorized into jokes, riddles, funny stories which are considered as humorous literature. Thus, the use of such types of humorous literature would create a classroom environment where students find themselves motivated to learn. As much as the learners participate and use their oral language, their speaking skill would be directly improved. The results of the study of Syafiq and Saleh (ibid) illustrated that most of students were in favour of using humour as a material to teach speaking skill more than the conventional methods, using humour to improve students' speaking competence by using anecdotes and personal stories, also using humour by their teachers motivates them to engage more in the classroom speaking activities (pp.50-51).

Conclusion

Throughout this chapter, a summation of theoretical aspects of humour was made. It illustrated the concept of humour in general as well as its types, styles, theories, and its physical, psychological, social, and pedagogical benefits. The chapter also, discussed the use of humour in the English language classrooms, and how important it is in promoting learning EFL. In particular, it studied the teaching of literary texts and how it contributes in the teaching of the English language through demonstrating the approaches to teach such course. It also, showed the relation between humour and teaching literary texts, however, taking into consideration the limitation of studies concerning this matter. Hence, the chapter covered the contribution of humorous literature in teaching literary texts through motivating students to read, improving their writing, and encouraging them to participate and use their speaking skill more.

CHAPTER TWO: THE SPEAKING SKILL

Introduction

Among the four language skills (listening, speaking, reading, and writing), Speaking is regarded as the most important and difficult skill to develop. Due to the close relation between learning the English language and using oral skills to produce it, the goal of English teachers should be to improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the linguistic, social and cultural rules, according to Ihejirika and Opara (2008), "...students who learn English as a Second Language should not only know how to write it but also be proficient in speaking it so that they can interact effectively and meaningfully" (p.302).

Whether in practice or in real linguistic situations, speaking does not only concern forming sentences that are grammatically correct, it considers also broad areas of mechanics, functions, paradigms and social interaction. Therefore, all the foreign language teaching methodologies inside the classroom had been and still used by teachers inside the classroom are based on these areas (Kurum, 2016, p.45).

The present chapter aims to present a brief description for EFL speaking skill based on what was presented in related literature. It tends to identify the concept of speaking and clarify the factors that affect students' speaking abilities, with specific expression of teachers' role in dealing with such difficulties, its contribution in learning EFL, the relation between literary texts and speaking teaching, and the necessary activities which must be designed by the teacher in the classroom in order to enable his learners to produce a successful and meaningful oral language.

2.1. The Concept of Speaking

In its broader sense, speaking has always been defined as the ability to produce the language and share ideas among interlocutors. In other words, the main point of speaking

activity is that the speaker communicates a message to the listener through production of the sounds that involve the message and the listener can receive, process, and respond to them. According to Romaine (2000), speaking is a way of living and functioning in community. It is the method which gathers people together or pushes them apart. In the classroom environment, it is the paradigm that relates students with each other as well as with their teachers.

    In this part of the study, a set of definitions in the light of what was considered by Webster Dictionaries as well as language scholars:

    According to (Merriam-Webster Dictionary), speaking is defined as the act that is done "to utter words or articulate sounds with the ordinary voice", while (Cambridge Dictionary) simply defined it as "The act or skill of giving a speech at a public event". The lexicographers in Lexico Oxford Dictionary defined speaking as "The action of conveying information or expressing one's feelings in speech".

    Bygate (1987) considered speaking as "a popular form of expression which uses the unprestigious 'colloquial' register through which the student uses his literary skills in a transient and improvised way". Nunan (cited in Kayi, 2006, p.1) defines speaking as "the use of language quickly and confidently with few unnatural pauses, which is called as fluency". He ensured the idea which considers that both accuracy and fluency are important in the communicative language teaching.

    Asfina (2017) says that "Speaking is the process of building and sharing meaning through verbal and non-verbal symbols in various contexts" (p.476). Furthermore, someone can communicate or express his ideas using words or cues of what he or she wants from another person and responses to another speaker. It means that in order to express someone's ideas, the speaker must also attend the aspect of speaking, in order that the massage is understandable to the listener (Florez, 1999).

According to Leong and Ahmadi (2017), speaking is oral communication. "It is a two-way process between speaker and listener and involves productive and receptive skills of understanding" (Byrne cited in Leong & Ahmadi, 2017), their study also regarded that speaking is the main skill in the act of communication. Based on this idea, it is comprehended that through speaking, one can communicate or express ideas or feelings in order to understand the other people.

From the definitions above it can be concluded that speaking is an ability to use language, to express ideas, feelings and emotions in order to be understood by others. Therefore speaking is a skill of transferring ideas to others in the form of spoken language. Thus, it is concerned with the use of language in daily activities in which people need to communicate with others to fulfil the need of socialization.

2.2. Types of Oral Language

The major use of the English language around the universe is in speaking it. According to Bergil (2016), the approaches or methods applied in the foreign language context are focused on the communicative competence and improving learners' speaking capacity. Bergil (ibid) also focuses on the fact that learners' differences should be taken into consideration by the teachers in order to help them become autonomous learners. Also, "the target language use should be authentically and communicatively over and above to get involved in outside the classroom communicative activities" (p.178). Thus, these activities are determined by the type of oral language the speaker is using that are:

```
                    ┌──────────────┐
                    │  Monologue   │
                    └──────────────┘
                      /          \
                     /            \
          ┌──────────────┐   ┌──────────────┐
          │   Planned    │   │  Unplanned   │
          └──────────────┘   └──────────────┘
```
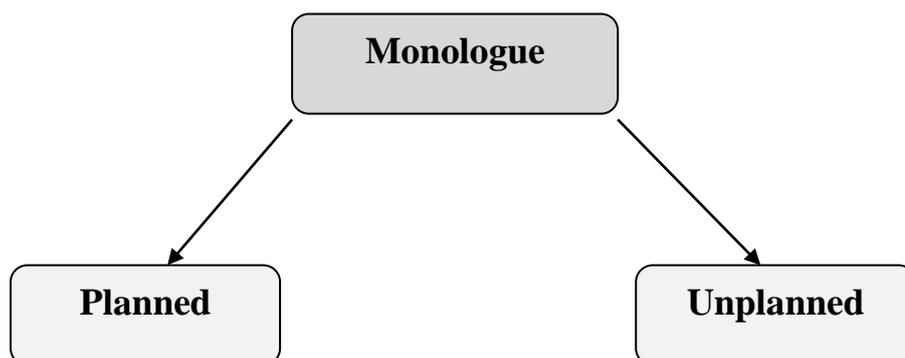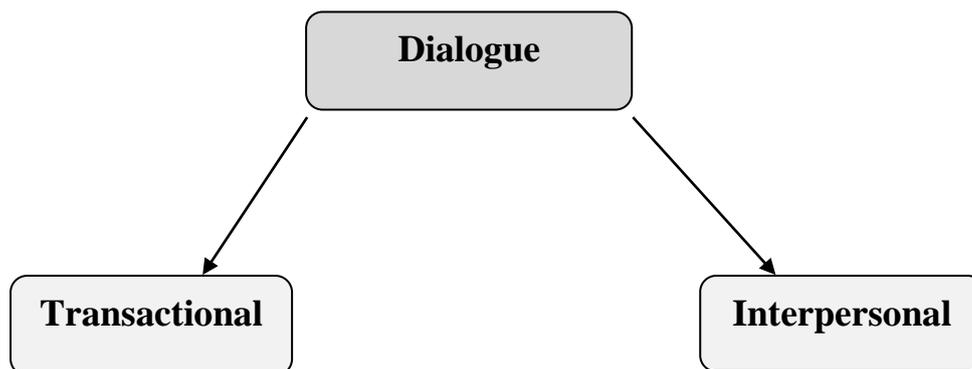
2.2.1. Monologue

According to Harmer (cited in Wahyuni, 2016), monologue is the act of speaking where one speaker uses oral language for any period of time, such as in speeches, lectures, readings, news, and the like, then the listener has to process the information without interruption and the speech will go on whether or not the listener comprehends what the speaker means.

Generally there are two types of monologue:

2.2.1.1. Planned monologue. ("Educational Research Techniques", 2017) states that, when a monologue is planned there is little repetition of the ideas and themes of the subject. This makes it very difficult for ESL students to follow and comprehend the information. ESL students need to hear the content several times to better understand what is being discussed. Planned monologues include such examples as speeches, sermons.

2.2.1.2. Unplanned monologue. "The Educational Research Techniques" here describes the unplanned monologues as more improvisational in nature. The examples can include classroom lectures and one-sided conversations. There is usually more repetition in unplanned monologues which is beneficial. However, Cribb (2009) states that in an unplanned monologue there is no beforetime preparation, less lengthy, and spontaneously done.

2.2.2. Dialogue

It is different from the monologue; Nunan (cited in Wahyuni, 2016) says that dialogue is the act of speaking which involves two or more interlocutors. The interruption may happen in the speech when the listener does not comprehend what the speaker said.   Within dialogues, there are two main sub-categories which are interpersonal and transactional:

2.2.2.1. Transactional.   Brown (cited in Maharani, 2013) described transactional dialogue as "an extended form of responsive language. It is not just limited to give the short respond but it can convey or exchange specific information." (p.2).

2.2.2.2 Interpersonal.   Whereas, Brown (ibid) claimed that: "interpersonal dialogue is designed for the purpose of maintaining social relationships than transmission of fact and information". An example might be if a stranger asks you "where is the bathroom?" Such a question is not for developing relationships but rather for seeking information.

According to ("Educational Research Techniques", 2017), both interpersonal and transactional dialogues can be either familiar or unfamiliar. Familiarity has to do with how well interlocutors know each other. The more familiar they are the more intentions and hidden meanings they bring to the conversation. For example, people who work at the same the same place use all types of acronyms to communicate with each other which outsiders do not understand.

When two people are unfamiliar with each other, effort must be made to provide information avoiding by that any kind of confusion. This takes place when a native speaker interacts with EFL students in a familiar manner. The act of communication would fail because EFL students are not familiar enough with the language.

2.3. Teaching-learning Speaking

2.3.1. Learners' Speaking Difficulties

Language learners face several difficulties when acquiring a second or foreign language concerning the four key language skills. In listening or reading, they face issues in grasping what the other person is actually saying or intending to say. However, in writing, they may find issues in transferring an idea to a written item. This is similar to speaking, while producing oral language learners may face difficulties when transferring their ideas, thoughts, or feelings into words.

Al Hosni (2014) suggests that learners' difficulties in speaking may be due to the lack of attention that speaking as a skill has among the other skills in the academic setting. Learners' as well as their teacher's use of English is limited to passing an exam and move to the other year. Thus, the speaking skill gets less attention neglecting by that its importance in the language learning process. According to Diaab (2016), although situations where EFL is used put an emphasis on reinforcing the learners' linguistic competence, there still is among the speaking problems they face grammar structures, limitations of vocabulary and wrong pronunciation (p.342).

In EFL classrooms, there are certain conditions that should exist to improve students' performance including: learners' motivation, their opportunities to use the language, and teachers needed instructions. This leads to the fact that "oral language development has largely been neglected in the classroom, and frequently, oral language in the classroom is used more by teachers than by students" (Al Hosni, 2014, p.23).

Zhang (2009) argued that the speaking skill still considered the most difficult skill to master for the majority of EFL learners, and they still have difficulties in communicating orally in English. According to Ur (cited in Al Hosni, 2014), there are many factors that cause difficulty in speaking, and they are as follows:

2.3.1.1 Inhibition.   Generally, it happens when students are worried about making mistakes, their fear of criticism, or simply being shy. Horwitz (2001) suggests that inhibition, anxiety, low self-esteem and extraversion, may well shape the ultimate foreign language learning anxiety. According to Littlewood (cited in Guettal, 2008), inhibition from one side results from learners' feeling of ignorance in front of their teacher or instructor who they consider as the main source of input and the principle possessor of knowledge.

On the other hand, inhibition appears closely related with students' shyness, fear of making mistakes as well as criticism. Thus, because of their feeling of linguistic inferiority and their incapability to develop their communicative skills, they become ashamed when attempting to talk and they are careful about making errors while they talk; they prefer to reduce their speaking time and participation. In some cases this inhibition pushes learners to prefer not to speak at all and remain silent (ibid, 2008).

According to Kralova and Soradova (2015), the inhibited learners prefer not to participate in the communicative activities that are held in the classroom due to their fear of criticism. As a solution to that, teachers should engage them in an open discussion or classroom activity that considers the use of oral language.

2.3.1.2. Nothing to say/ lack of motivation.   Some EFL learners also lack the motivation to speak; they feel no real desire to learn or speak it. Actually, "Motivation is something that cannot be seen, but there is a psychological construct; behaviour, effort, attitudes, interest, and desire that lead to a successful language learning." (Ihsan, 2016, p.2). In language learning, a learner needs motivation and appreciation of abilities to develop his/her communicative skills since they are needed in the succession of the language learning process (Putri, 2016, p15).

Motivation is crucial in the EFL learning process and it helps in avoiding inhibition. Most of students aim to please their teachers and make them appreciate their efforts in learning. They need to feel proud about their achievements and successes in order to raise their self-esteem and continue giving their best to obtain such degree of interest to learn. However, it is their teachers' role to encourage them and to create different strategies to build their critical thinking skills. There are teachers who do not have any creativity in their teaching; they rarely seem excited to teach, they do not challenge their students through any type of classroom activities, and they rarely give them homework (Nagashibaevna, 2019, pp.797-798). Teachers' lack of motivation to teach affects their students' motivation and willingness to learn as well.

2.3.1.3. Mother tongue use. EFL Learners, despite their different backgrounds, face difficulties when it comes to learning the English language. It is found that the cause of such issues is due to mother-tongue interference; i.e., the effect of the learners' native language on the language he is learning. Ur (cited in Al Hosni, 2014) claims that, in the classroom, learners who share the same mother tongue tend to use it because it is easier and because they feel less anxious when they are speaking their mother tongue language. Mahmoud (2012) claims that:

> Supporters of only L2 claim that children do not learn with reference to another language. This model has been the basis of all 20th century teaching methodologies. Using L2 meant that learners got lots of practice in speaking and listening to English and had to "negotiate" meaning if they did not understand. Whereas supporters of L1 said that while communicating abstract ideas, with beginners, with tasks that involve problem solving and while giving instructions especially in teaching grammar L1 is unavoidable (p.1734).

During the speaking session, the reasonable use of the mother tongue (L1) is useful to control the class and to share some cultural matters like jokes; nevertheless, the use of L1 in the EFL classroom in an intensive manner can be counter-productive since students would use their mother tongue to communicate among themselves (Ellis, 2005). Similarly, He supports that "the more exposure learners receive, the more and the faster they will learn"; for this reason, there should be no L1 intervention in the EFL learning classroom setting. This is believed to encourage language learners to think in the L2 immediately when in the language classroom.

      2.3.1.4. Low or uneven participation. Ur (cited in Al Hosni, 2014) claims that, only one participant can talk at a time because of the large classes and the tendency of some learners to dominate, while others speak very little or not at all. Large classes cause uncomfortable environment for the teacher to provide the necessary information that students' should grasp as well as for the student's ability to express his/her ideas without being interrupted or disturbed. Also, there are students who prefer to take the advantage of being number one in class; thus, they try to dominate in participation during all the activities in a way they do not leave the opportunity for other students' engagement (Al Hosni, 2014, p.24).

2.3.2. Principles of Teaching Speaking

      English in Algerian is being taught as a foreign language. Therefore, there are some principles that teachers should comprehend to make the English teaching-learning process much easier. According to Finocchiaro (cited in Wahyuni, 2016) there are several principles to teach EFL learners the language through speaking, and they are as follows:

    a. Language items should be taught to the students in situations which will clarify their meaning. The essential feature of sound, structure, words, and the arrangements of these elements in the utterances of language used must be given clearly.

b. Good pronunciation should be showed to the students correctly, so that they can differentiate each word and the meaning well when they produce the language in their speaking. In current interactive language teaching, the teacher can easily "slip into interactive activities that do not capitalize on grammatical pointers or pronunciation tips" (Nababan, 2012).

c. In addition to the sound system, learners must be taught the structure system of the language. It can be applied by giving numerous examples; learners must be given comprehension into word order, inflection, derivation, and into the other meaningful features in English.

d. The essential aim of language learning through speaking is improving the ability to engage the classroom through asking and answering questions, make statements and responses appropriately. According to (Ramadan, 2019), when teaching speaking, the teacher should see the classroom as a community. The students should communicate with each other as well as with their teacher. The teacher should think of ways to engage all the students and make them speak in a reasonable manner.

e. According to (Wahyuni, 2016), confirming comprehension of the students can be solved by using some steps to teach speaking: selecting the material for intensive "active" presentation to make students interested to participate, grading it according to its complexity, ordering it according to criteria of frequency of use, and arranging the model utterances in a way that permits learners to observe the repetitive features so that the principle rule can be understood.

f. In spoken language, speakers do not only need to master and understand the language, they also need to learn culture, gestures, and the expressions that add meaning to the words or sentences. "The gestures that speakers produce along with their speech may actually help them to produce that speech" (Goldin-Meadow & Alibali, 2013,

p.259).The intonation patterns can also show the feeling of the speaker. It may express some kinds of expression; showing anger, happiness, sadness, etc.

2.3.3. Role of Teacher

Teachers generally play a vital role in educating EFL learners that are placed in their care. However, they need to serve other roles in the classroom to grasp all the needs of the learners. Each learner has a different ability when learning a foreign language. Some grasp it easily and develop sympathy to it; others struggle and have difficulties which could lead to being de-motivated and lack of interest. Since teaching speaking is different from teaching the other language skills, the role that the teacher undertakes while teaching speaking is specific to its requirements.

Nunan (cited in Keller, 2011) defines the teacher role as: "[...] the part teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants". This section provides the roles teachers play in teaching speaking for EFL learners which are:

2.3.3.1. Assessor. Francisco (2014) states that:

"As an assessor, a teacher must think critically, creatively, and logically. Assessing students gives the teacher an idea of how students learn, their attitudes, what skills they have, what skills they are working on, and how they are progressing".

The role as an assessor means assessing the students' level of learning, giving feedback and grading them. Most teachers are seen as assessors in the classroom, they offer help if students do not understand something, they give feedback over their activities and also grades them in different ways (Tultul, 2010, p.6).

During speaking activity, teacher as assessor or feedback provider must interpret in a considerable manner. For instance, giving over-correction to students' mistake may inhibit them to speak. However, kind-correction may get students out of difficult misunderstanding

and hesitation. Everything depends on teacher's policy and the appropriateness of his feedback in particular situations (Wahyuni, 2016).

2.3.3.2. Prompter.   Brown and Harmer (cited in Duannk, 2014) states that: "as a prompter, the teacher encourages students to participate and makes suggestions about how students may proceed in an activity" (p.2). However, the teacher in this situation should be helping students only when necessary. For effective teaching-learning process, motivation must account for both teachers and students. Sometimes students lose their motivation or they do not have any interest for the lesson so the teacher encourages them as a prompter Tultul (2010, p.7).

In speaking activity, when students are not sure of how to say what they are trying to say, they become unsure of how to proceed, or lose their fluency, the teacher can encourage them through discreetly nudging them. He should encourage students to participate and makes suggestions about how they may proceed in an activity. The suggestions should be direct without interrupting the students' chain of thoughts (Wahyuni, 2016).

2.3.3.3. Participant.   Usually teachers are not seen as participants. However, they sometimes need to take part in an activity done in the classroom. According to Tultul (2010), when a teacher is a participant s/he can know the things from inside when being in a group rather than staying outside and monitor the activity, and also "... a teacher as participant is to get students to talk and listen to each other, rather than directing all their talk through the teacher" (Fisher cited in Tultul, 2010, p.7).

During the speaking activity, the teacher may participate and be part of it through giving his opinion, suggesting some ideas that students would rely on for the rest of the activity or being a member of the group if his method of the activity was by grouping his students. However, in such position, the teacher has to be careful that he does not participate completely (Wahyuni, 2016). In addition, Wahyuni (ibid) claims that "a teacher should be a

good animator when asking students to produce language. It can be achieved by setting up an activity clearly and enthusiastically". Thus, interest class could be made easily.

2.4. The Contribution of Speaking Skill in Learning EFL

In these present days, the global world became one village in which people communicate in a variety of manners using one common language, i.e. English. The English language became the worlds' tongue controlling by that fields of sciences, information and technology, education, business, travel and tourism, media and newspapers, entertainment, marketing and so on. Thus, communication plays a crucial role in getting success in all fields (Rao, 2019, pp.6-7).

Learning how to speak English provides opportunities to communicate with it. The use of oral language or communication is important in helping people achieve their objectives and goals as well as interact with others who live in other parts of the globe. Any gap in communication may cause misunderstanding and issues among interlocutors. Due to the large exposure to the English language that technology and social media provides, EFL learners find themselves in a competition of who would speak better or communicate as natives do. Thus, "the speaking skill is regarded as/to be the most important skill to acquire foreign or second language" (Rao, (ibid)).

Qureshi (2016) suggests that the speaking skill engages in a set of advantages that contributes to enhancing the EFL learners' process of language learning. During classroom activities, they can immensely develop their speaking skill. Based on that, they can engage in the class's communication and debates enriching by that the ability to perform their language. Developing the ability to transfer thoughts, opinions, and feelings in the form of words and sounds helps EFL learners to build their self-confidence as well as motivates them to go further in developing the other language skills that are necessary for EFL acquisition.

2.5. The Implementation of Literature in Teaching Speaking

According to Phat (2013), in the earlier ages, literature was seen as something beyond what language teaching and learning practical objectives are. It was only considered as a way to teach culture and enrich students' aesthetic experiences. He claimed that "Due to the complexity of literary language, lots of language learners and teachers shared deep reservations about the potentials of literature in enhancing the communication skills" (p.1). It is this feature of language that demands materials dealing with culture. However, according to Keshavarzi (2012), Literature does not deal with the culture of a certain language; it is indeed, the culture of the ones who use that language. Besides, the use of literature in language learning classes may not only expose the learners to the real use of language, but it would also make them become critical thinkers by encouraging more thoughtful and purposeful language learning (p.555).

Keshavarzi in his study claims that all language teachers aim to provide their students with materials to inspire them to speak up, to seek out answers to questions, to voice their questions, and to read widely as well as deeply. An important goal of education is to provide students with materials to make them part of the society and function effectively within its members. English teachers are absolutely aware of this goal. Therefore, they attempt to create such situations for students of the English language by selecting materials based on exposure to culture and literature which leads to students' communication improvement.

2.5.1. Benefits of Literature in Enriching Language skills

Cağrı (2016) in his study about the use literature in language teaching found that "literature is a rich source of meaningful input for language learners and it is useful to enhance language proficiency" (p.82). According to him, the implementation of literature in language teaching helps in the improvement t of the language learning process. It develops learners' linguistic knowledge and makes them able to see how language structures functions,

improves their language skills, and provides them with the ability to see how characters in literary texts interact with each other which helps them develop their communicative competence. Using literature in the ESL and EFL classrooms has benefits in several main areas:

The use of literature in the EFL classes was supported by the study of Mohammed (2019), who argued that, literature not only enhances students' linguistic skills, but also leads them to be creative and critical thinkers in the end. In addition to that, "literature is the perfect place and platform, where all the linguistic phenomena and grammatical structures are well performed and practiced" (p14).

Brumfit (cited in Keshavarzi, 2012) shared the same idea that "literature was a skill subject, not content subject". Brumfit (ibid) also supported the idea that the use of literature in language classrooms works for the enrichment of the language learning process. Since literature is considered as a rich resource for language learning, as much as the language learner reads as much as he would be able to learn and produce the oral language effectively. Thus, the role of language teachers here is to provide their students with the reliable sources that help them to learn what to say and how to say it.

According to Keshavarzi (2012, p.555), the use of literature in teaching speaking has its advantages in terms of accuracy and relatedness to real-life situations. Since the language that is used in literature addresses certain readers, it should be clear and easy to be understood. During the speaking activity, the learner may use language structures he found in a piece of literature, apply it on situation that happened in real-life, and use in the context of his oral performance. In that way, he gets the opportunity to enrich his vocabulary, gain self-confidence, and provide strong evidences of his claims.

Literature also deals with different moods as well as situations. Actually, different people speak and write differently based on their needs and desires. Besides, passion has its

own value in literature. According to Keshavarzi (ibid), when reading any kind of literature, the reader is engaged with the passionate aspect of the text. This may help the learner while producing the piece of literature to read and transfer it orally in the same passionate way it was written by. Thus, his oral language would be fluent, accurate, and more real-like language.

2.5.2. Literary Texts Classroom Activities to Promote Speaking

The aim of teachers in speaking lessons is to develop their students' communicative competence as well as their pronunciation, as Asrida (2016) states: "...teaching speaking in the classroom is to maintain students' ability to speak well and to improve their ability in oral communication" (p.61). However, learners' ability to produce oral language is related to their psychology and ability to express themselves in language that is different of their native language rather than to their knowledge of that language. Some learners may be having all the capacity to speak, yet they find difficulties to express their ides or to be part of the classroom activity.

Literary texts classrooms in particular, should be designed in a way to fulfil students' needs to overcome their anxiety and fear of speaking and use of oral language that they are learning. Since the lecture is based on literature such as novels, stories, poems...etc. Thus, much interaction between teacher and students is needed and students find themselves more exposed to engage in the session. Literature suggests that there are certain activities teachers should take into consideration while developing students' speaking skill which are based on creating an interactive setting for language learning where both teacher and learners collaborate and cooperate with one another to create a comfortable, enjoyable, and relaxed classroom atmosphere for a successful interaction (Guettal, 2008, p.46-47).

2.5.2.1. Discussion. Generally, it is the activity in which people debate or talk about something and tells each other their ideas or opinions. In classroom, it is considered one of

the best ways of presenting ideas and production of oral language in classroom speaking activities. Students may share ideas about a subject, make conclusions, or find solutions in their discussion groups, and it can provide them with some of enjoyable and productive speaking in language classroom (Harmer cited in Guettal, 2008).

According to Kayi (2006) "Before the discussion, it is essential that the purpose of the discussion's activity is set by the teacher"; in this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, in literary classroom, students can become involved in 'agree/disagree discussions'. In this type of discussion, the teacher can form groups of students, preferably 4 or 5 in each group, and provide them with two types of literature (fiction and poem) in which both of them handle the same topic and decide which one is convinced more than the other. Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. "This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others" (Kayi, 2006).

2.5.2.2. Role plays. Ur (cited in Guettal, 2008) defines it as follows:

"Role plays are used to refer to all sorts of activities where learners imagine themselves in a situation outside the classroom, sometimes playing the role of someone other than themselves, and using the language appropriate to this new context" (p.49).

In EFL classrooms, role-playing is another way of getting students to speak. Students may pretend they are in different social contexts and have a variety of social roles. However, "role-play is, of course, open to the potential of unruly behaviour, because in some cases it is

actually quite difficult to teach, demanding a great deal of judgement, skill and sensitivity to group dynamics" (McSharry & Jones, 2000, p.78). The teacher's aim should be concerned with the variation of the kinds of the language that is used in the classroom interaction (Guettal, 2008); he gives information to the learners such as who they are and what they think or feel (Kayi, 2006). Thus, the teacher instructs learners by giving certain role to each one of them in order to involve them in the classroom activity and increase their capability of expressing themselves in oral language. For example, the teacher prepares different roles and divides them on his students; student1: is a person who is ill and went to the doctor, student2: a person who is on the road asking for directions, and so one.

  2.5.2.3. Simulations. Simulations are very similar to role-plays but what makes simulations different than role plays is that they are 'itemized'. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, he/she brings a microphone to sing and so on... (Kayi, 2006).

  According to Chilcott (1996), "A classroom simulation is a method of teaching/learning or evaluating learning of curricular content that is based on an actual situation" (p.2). Thus, simulations are designed to replicate a real-life situation as closely as desired with the use of items elaborate the activity. Chilcott in her study claims that classroom simulations keeps students actively engaged in the learning process through motivating them and requiring that problem solving and decision-making skills be used to make the simulation happens. As the simulation takes place, it models a 'dynamic system' in which the learner is involved (plays a role).

  2.5.2.4. Storytelling. Guijosa (2018) defines storytelling as "a useful and emotional tool that teachers at any educational level or field of study can use to enhance the educational experience of their students". Storytelling activities are based on the telling of a narrative by the teacher or students with the intention of enhancing students' imagination by what they

hear from their teacher and their oral production concerning what they narrate. Using storytelling in the classroom, literary texts classroom in particular, is one way to develop students' autonomy, improve their creative thinking, and helps them express their ideas in an organized manner. In this way, "not only will the teacher address students' speaking ability, but also get the attention of the class" (Kayi, 2006), and it takes many forms:

2.5.2.4.a Story completion. In this activity, the whole class engage in a "free-speaking" activity in which students sit in circles. Then, the teacher starts to tell a story, but after a few sentences he or she stops narrating. After that, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

2.5.2.4.b Guess the lie. In this activity, the learners narrate three personal stories or give three personal information about themselves in which two of them are true and one is false. The information should not be private or life-revealing, it could be about simple hobbies, or past experiences that makes each one different from the other. After that the class guesses which one among the three narrates or information is the lie (Peterson, 2019).

2.5.2.4.c Insert the word. This activity is based on guessing as the previous one; however, the learners here are given a card in which an item or expression is written and has to be kept in secret. Then, a student has to tell his colleagues an anecdote in which he/she inserts 'the secret item' as unobvious as possible. After that, his class mates have to guess the secret word (Guettal, 2008).

2.5.2.5. Picture narrating. Kayi (2006) states that:

"This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating".

During this activity, the teacher uses 'picture strip story' which is a series of pictures that have a story which is designed to be read as a narrative in sequence. They can use this material as visual aids to help students improve their speaking skills (Pasaribu, 2018, p.6).

Conclusion

Throughout this chapter, a consultation or examination of some of the theoretical aspects that concern foreign language speaking skill was considered. It illustrated the concepts related to the speaking skill in its general concern. The chapter also, discussed the contribution of the speaking skill in learning EFL in the classroom in general. However, it studied in particular, the role of literary texts classroom activities and how it is essential and can be used as an instrument to stimulate and enhance oral language teaching and learning process. It covered the complexities and difficulties that EFL learners face when they are realizing the speaking skill. Thus, EFL teachers, particularly literary texts teachers, may adopt several classroom tasks and techniques to adjust learners' speaking ability, help them overcome their anxiety and difficulty to speak, motivate them to use literature in enhancing their speaking skill, and produce accurate and fluent oral language.

CHAPTER THREE: FIELD WORK

Introduction

After introducing the theoretical framework of teaching the speaking skill and the use of humour in teaching literature; the present chapter deals with the field work and the practical part of this study. The aim is to investigate the role of humour in EFL literary texts classrooms and its effect on the students' speaking skill. This chapter also is an attempt to discuss and prove the hypothesis which this study is concerned with. The researcher here is going to provide an overview about the methodology that is been designed, setting how the data were collected through illustrating the research tools and the case study, and how the data were analysed. At the end of this chapter, the results of the study will be provided, and some suggestions and recommendations will be presented in order to provide a valid significance.

3.1. Research Methodology

3.1.1 Research Tools

The study at hands is a descriptive exploratory study since it aims at knowing what the role of humour in literary texts classrooms is, and how it may affect the students' speaking skill. The mixed method approach is used in order to have a better understanding of the topic and to cover some weaknesses of each approach. Thus, the data collecting tools used are a questionnaire to be answered by students and an interview with their teachers. The number of questions in the students' questionnaire is eighteen (18) divided into three sections (see appendix I), and the number of the teachers' interview questions is nine (9) (see appendix II).

3.1.2 Case Study

The present study has been conducted in Mohamed Khider University of Biskra. First year EFL students have been chosen as the sample of this research. The purpose of choosing

this sample is that first year students in general feel anxious and less confident about using their oral language since they are unfamiliar with the university education, also they find themselves exposed to new courses which they have never studied in their middle or secondary school. Hence, concerning their situation, they would provide the needed answers for this study. The total number of the participants is fifty (n°=50). For the interview, five (5) literary texts teachers at the same university have been interviewed.

3.2. Data Collection and Analysis

The data collected for this study are extracted from the questionnaire that has been given to the first year students and their literary texts teachers' interview. In this section, a quantitative analysis of the students' answers is conducted. It is done through presenting each question with its answer and comment on it and giving explanations according to statistical charts and tables. Then, another kind of analysis is used, that is to say, a qualitative examination on the teachers' responses to the interview questions through taking the responses, reformulate, and describe/explain them.

3.2.1. The Students' Questionnaire Analysis

3.2.1.1. Section one: General Information

➢ **Students choice of English**

Table 3.1

Students Choice of English

Choice	Students' Number	Percentage (%)
Pesonal	45	90
Imposed	5	10
Total	50	100

Figure 3.2

Students' Choice of English
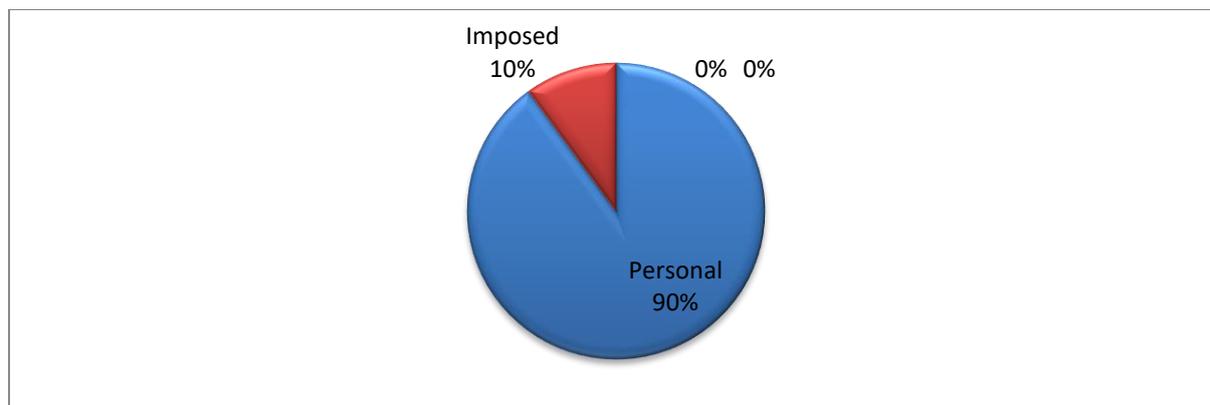
From the table and figure above, the number of students who have chosen English based on their personal choice is forty-five (45) which represents the majority of students with an approximate of (90%), and only five (5) were imposed to choose English. This means that the majority of students who choose studying the English language at university chose it based on their desire and willingness to study such language.

➢ **Students' level of English**

Table 3.2

Students' Level in English

Level	Students' Number	Percentage (%)
Intermediate	28	56
Upper-intermediate	18	36
Advanced	4	8
Total	50	100

Figure 3.3

Students' Level in English
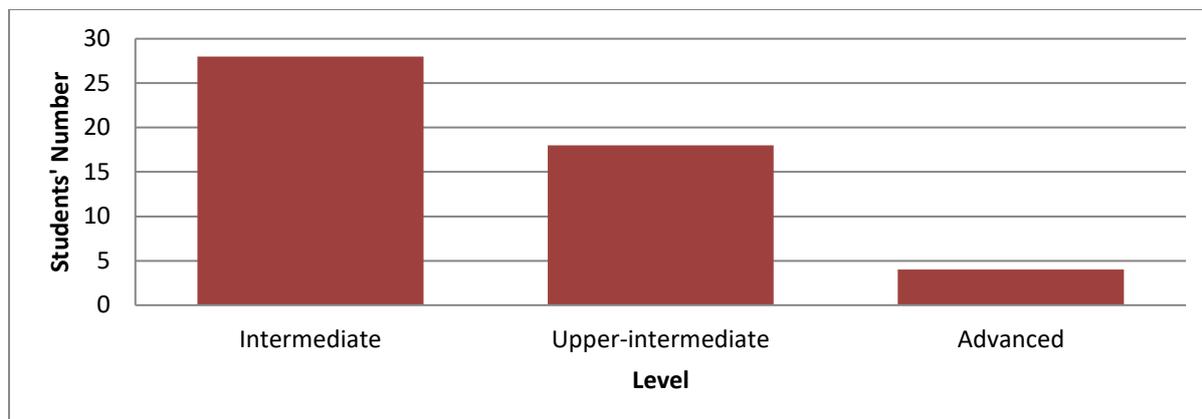
From the table and figure above, twenty-eight (28) of the students consider their level in English as intermediate, eighteen (18) of them upper-intermediate, and four (4) of them consider their level as advanced. The reason why (56%) of the students, which is the higher percentage, considered their lever intermediate is because they are still in their first year of EFL higher education learning and they think that their level is still not adequate enough to what higher education requires.

➤ **Students' consideration of English in higher education**

Table 3.3

Students' Consideration of Learning English

Difficulty	Students' Number	Percentage%
Extremely Hard	01	02
Hard	22	44
Easy	24	48
Very Easy	03	06
Total	50	100

Figure 3.4

Students' Consideration of Learning English
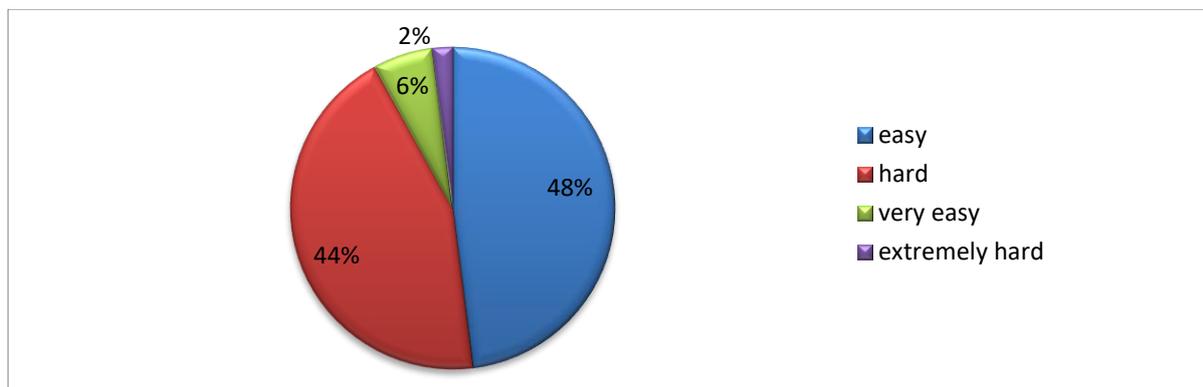
From the table and figure above, the majority of students (24); approximately (48%) answered that they find learning English in higher education easy, twenty-two (22) of them answered with hard, three (3) answered very easy, and only one (1) answered extremely hard. The number of students who find it easy and those who find it hard are nearly the same. This is due to the familiarity with the material being taught; some students find it easy to deal with new courses, vocabularies, and way of teaching in their first year and others find them-selves unfamiliar with everything and face difficulties to adjust.

3.2.1.2. Section two: Speaking and Literary Texts

➢ **Ranking language skill according to their importance**

Table 3.4

Most Important Language Skill

Rate	Skill	Students' Number	Percentage (%)
First	Speaking	20	40
	Listening	15	30
	Writing	13	06
	Reading	02	04

Second	Writing	16	32
	Speaking	13	26
	Listening	11	22
	Reading	10	20
Third	Reading	26	52
	Speaking	10	20
	Listening	07	14
	Writing	07	14
Fourth	Listening	21	42
	Reading	16	32
	Writing	11	22
	Speaking	02	04

From the table above, twenty (20) of the students ranked the speaking skill first which reached the highest percentage of approximately (40%), sixteen (16) of them ranked the writing skill as the second with an approximate of (32%), twenty-six (26) of them ranked reading the third with a percentage of (52%), and twenty-one (21) ranked listening the fourth with the highest percentage of (42%). According to these responses, it is clear that the majority of students believe that speaking is the most important language skill, writing is the second, reading the third, and listening as the last skill in terms of importance. This is due to the fact that most of EFL learners assume that they need to have proficiency in speaking in order to be able to communicate with it. Then, they need to be able to write academic and well-formed statements. The other skills (reading and listening) are considered to be the less

important ones since the students are familiar with the alphabets; they would not find much difficulty in reading them or listening and understand the spoken language.

➢ **The most difficult language skill to be improved (may choose more than one)**

Table 3.5

The Most Difficult Skill to Be Improved

The Skill	Frequency	Percentage (%)
Speaking	33	41
Writing	24	30
Listening	14	17
Reading	10	12
Total	81	100

From the table above, the speaking skill is repeated 33 times; approximately (68%) of the students have chosen speaking as the most difficult language skill to be improved, twenty-four (25); as an approximate of (44%) is for the writing skill, fourteen (14) for listening, with an approximate of (17%), and ten (10) for reading as the less difficult one with approximately (12%). Thus, the majority of the students considered speaking and writing as the most difficult and listening and reading as the less difficult skill. Accordingly, they believe that as an Arabic natives and French as second language learners, using the English language in practice such as speaking or writing it is not as easier as only listening to it or reading a written material. They need to choose carefully what to say, how to say it, and in which context, as well as their need to know how to write texts in a correct, accurate, and academic way.

➢ **The important of learning the speaking skill in achieving language proficiency**

Table 3.6

Importance of Speaking Skill in Language Proficiency

Importance	Students' Number	Percentage (%)
Highly important	36	72
Important	12	24
Somewhat important	02	04
Not important	00	00
Total	50	100

From the table above, the majority of the students which means thirty-six (36) with the percentage of (72%) think that learning speaking is highly important in order to achieve language proficiency, twelve (12) of them think that it is important, two (2) of them find it somewhat important, and no one answered with not important. This is due to its importance in communicating, participating, discussing and providing significant arguments, and describing their feelings. The use of oral language in their everyday life or in the classroom with confidence and in a fluent and accurate manner would provide them with the ability to use it in other contexts such as in listening, writing, or reading which in turn leads to language proficiency.

> ➤ **Literary texts course provides students with the ability to speak more than other courses**

Table 3.7

Literary Texts Course Provides Students with the Ability to Speak

Answers	Students' Number	Percentage (%)
Yes	14	28
Not really	28	56

No	08	16
Total	50	100

From the table above, fourteen (14) of the students assume that the literary texts course provide them with the ability to speak more than the other courses, eight (8) of them answered with an absolute no, and twenty-eight (28) which is the highest percentage with an approximate of (56%) answered with not really. The ones who answered with 'yes' believe that the general theme of this course and the topics which it includes provide them with the opportunity to give their opinions and discuss different matters with their. The ones who have chosen 'no' and 'not really' as an answer believe that the material which is being taught in this course does not interest them or motivate them to speak as well as their teachers' strategy of teaching. Also, there are other courses which give them the opportunity to speak more than literary texts such as oral expression course.

- ➢ **Students' participation during Literary texts course**

Table 3.8

Students' Participation during Literary Texts Course

Answers	Students' Number	Percentage (%)
Rarely	22	44
Sometimes	22	44
Often	05	10
Always	01	02
Total	50	100

From the table shown above, the number of the students who answered that they rarely and sometimes participate in literary texts class is equal. Twenty-two (22) of them

answered rarely and twenty-one (22) answered sometimes with an approximate of (44%) for each answer. Five (5) answered with often and only one (1) answered with always. Since a considerable number of students; approximately (56%) (Table3.7) do not find the literary texts course as an opportunity to speak; they would not be motivated to participate or engage in the classroom activities.

> ➢ **The reason(s) that prevent students from participating in literary texts courses**
>
>   **(may choose more than one)**

Table 3.9

Reasons that Prevent Students from Participating

Reasons	Frequency	Percentage (%)	Relative Frequency
Subjects do not motivate you to speak	24	36	0.48
Lack of confidence to participate	23	34	0.46
Teacher's strategy is not motivating	13	19	0.26
Fear of making mistakes and being criticised	04	06	0.08
All of them	03	05	0.06
Total	67	100	/

From the table above, students have chosen that subjects do not motivate them to speak twenty-four (24) times with the highest percentage of (36%) and relative frequency of (0.48), the answer of lack of confidence to participate have been chosen twenty-two (22) times; approximately (34%), teacher's strategy is not motivating have been chosen thirteen (13) times, worry about making mistakes and be criticized four (4) times, and the answer of all of them have been chosen three (3) times with a percentage of (5%) and relative frequency of (0.06). Students suggest that since there is a lack of time concerning this course and there

is no space for each student to speak, the teacher should use different strategies to encourage them and help them to do so.

  ➢ **Literary texts' teacher who use humour helps the students to speak more than the ones who do not**

Table 3.10

Humorous Literary Texts Teacher Helps Students to Speak

Answers	Students' Number	Percentage (%)
Yes	44	88
Not really	05	10
No	01	02
Total	50	100

From the table above, forty-four (44) of the students, which means the majority of them; approximately (88%) assume that the literary texts' teacher who uses humour helps them to speak more than the ones who do not, five (5) of them with a percentage of (10%) answered with not really, and only one (1) answered with no. Most of the students find that the topics which are being held during literary texts courses are neither interesting nor motivating. Thus, the teacher should use humour to make the course more fun and desirable to be learned. They believe that humorous teachers would create a positive and enjoyable classroom environment and help them to learn with more fun.

  ➢ **Intensive use of humour by the literary texts teacher prevents students from participating**

Table 3.11

Intensive Use of Humour Prevents Students from Participating

Answers	Students' Number	Percentage (%)
Yes	26	52

I don't Know	13	26
No	11	22
Total	50	100

From the table above, twenty-six (26) of the students with an approximate of (52%) answered with yes, thirteen (13) of them; approximately (26%) responded with I don't know, and eleven (11) with a percentage of (22%) answered with no. Students believe that the intensive use of humour by their teachers would be inappropriate in many ways: it may be harmful or offensive to the students, reduce the seriousness of the course, makes students feel uncomfortable, or makes the teacher loses his respect as the controller of the class. Thus, the use of humour by the teachers of literary texts should be limited and in an appropriate amount of use.

3.2.1.3. Section three: Humour and Literary Texts

➤ **Literary texts teachers at Biskra University use humour in their classrooms**

Table 3.12

Literary Texts Teachers Use Humour

Answers	**Students' Number**	**Percentage (%)**
Yes	16	32
Sometimes	29	58
No	05	10
Total	50	100

From the table above, sixteen (16) of the students; approximately (32%) answered with yes, twenty-nine (29) with the highest percentage of (58%) answered with sometimes, and five (5) of them with a approximate of (10%) answered with no.

Generally, most teachers prefer to use humour wisely during their classes in order to do not lose their control on the class.

➢ **The extent use of humour by literary texts teachers**

Table 3.13

The Extent Use of Humour by Literary Texts Teachers

Answers	Students' Number	Percentage (%)
Rarely	05	10
Sometimes	34	68
Often	11	22
Always	00	00
Total	50	100

From the table above, thirty-four (34) of the students with the highest percentage of approximately (68%) answered with sometimes, eleven (11) with the percentage of (22%) answered with often, and five (5) with an approximate of (10%) answered rarely, while there is no answers for always. Since a considerable number of students (58%) (table12) said that their teachers sometimes use humour inside their literary texts classrooms, it is relevant that the most chosen answer for the extent of the use of humour by these teachers is sometimes.

➢ **The Importance of Humour in teaching Literary Texts course**

Table 3.14

The Importance of Humour in Literary Texts Classrooms

Importance	Students' Number	Percentage (%)
Very Important	14	28
Important	32	64
Somewhat important	04	08

Not at all important	00	00
Total	50	100

From the table above, fourteen (14) of the students with a percentage of (28%) answered with very important, thirty-two (32) with the highest percentage of approximately (64%) answered with important, four (4) with the percentage of (8%) answered with somewhat important, and no answer with not at all important. Students believe that the use of humour by their literary texts teacher would make the course less boring, creates a positive and enjoyable learning environment, gets their interest and attention, motivates them to participate more, also helps them to relate what they are learning since humour is part of literature to what they are experiencing from their teacher.

➢ **The benefits of the use of humour by literary texts teachers**

Table 3.15

Benefits of Humour by Literary Texts Teachers

Benefits	Frequency	Percentage(%)	(RV)
Creates a positive classroom atmosphere	39	26	0.78
Motivates you to participate more	35	23	0.7
Makes you understand the material more	27	18	0.54
Makes you close to your teacher	27	18	0.54
Helps you to overcome your e anxiety	24	15	0.48
Total	152	100	/

From the table above, students have chosen that humour creates a positive atmosphere thirty-nine (39) times with an approximate of (26%) and a relative frequency of (0.78) which is the highest among the other answers, thirty-five (35) is the number of times that the answer

of humour motivates them to participate more have been chosen, twenty-seven (27) is for both humour makes them understand the material more and makes them close to their teacher, and twenty-four (24) is the number of times that the answer of humour helps them to overcome their anxiety have been chosen with approximately (15%) and a relative frequency of (0.48).

> ➢ **The types of humour that are used by the literary texts teachers**

Table 3.16

Types of Humour Used by Literary Texts Teachers

Type	Frequency	Percentage (%)	(RV)
Jokes	33	33	0.66
Anecdotes	28	28	0.56
Irony	19	19	0.38
Language Play	17	17	0.34
All of them	03	03	0.05
Total	100	100	/

From the table above, jokes have been chosen thirty-three (33) times with a relative frequency of (0.66), anecdotes have been chosen twenty-right (28) times, Irony have been, chosen nineteen (19) times, Language play have been chosen seventeen (17) times, and the answer of all of them have been chosen three (3) times with a relative frequency of (0.05). Based on this information, the most used type of humour by literary texts teachers is jokes with an approximate of (33%) followed by Anecdotes with (28%). This is relevant since the majority of students which have been questioned about which type do they think is useful to be used by their literary texts teacher believe that jokes and anecdotes are the most useful types.

3.2.2. Teachers' Interview Analysis

3.2.2.1. Section one: teachers' profile and general information

> **Literary texts teachers' Seniority**

Table 3.17

Teachers' Seniority

Teachers	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5
Years	14 years	4 years	6 years	13 years	11 years

Figure 3.5

Teachers' Seniority
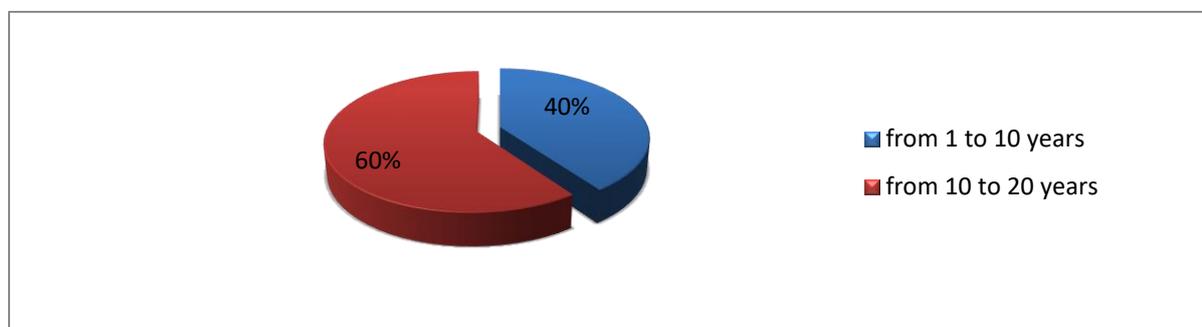
From the table and figure above, three (3) teachers have been teaching in higher education for more than ten (10) years which presents the higher percentage of approximately (60%), and two (2) of them have been teaching for less than 10 (ten) years with an approximate of (40%). Teachers' seniority is important considering this study in which it shows how experienced these teachers are, and to which extent they are familiar with teaching this category.

> **Literary texts teachers' choice of teaching literature**

Teachers were asked about the reason(s) that made them choose to teach literary texts. One (1) teacher answered that it is part of his speciality which is linguistics and literature. Another teacher described literature as his love and obsession which lead him to learn more about it and be specialized in it. The other three (3) teachers said that they are found of

reading the English literature in general; the richness of its language and emotions makes it interesting to be learned and taught.

3.2.2.2.Section two: literary texts and students speaking

➢ **Students' participation during literary texts course compared to other courses**

Three (3) teachers claim that students' participation during the literary texts course is "very weak, and not satisfying". They see that most of the students are lacking interest concerning this course because they are not interested in reading or in literature in general. However, two (2) teachers believe that in the recent years, students started to give a better reaction concerning literary texts course and they became more interested in participating during the session whether "out of personal interest, or they just find it easier". Even though we are in the era of technology, the students' interest in reading literature and imagining the life of previous eras cannot be deniable.

➢ **Techniques that literary texts teachers use to motivate their students to use their oral language**

Two (2) teachers said that they motivate their students to participate through helping them to identify themselves with the content of the literary texts, and relating the latter to the real life. Accordingly one (1) teacher claims that "I teach my students literature as if I am telling them stories". That is to say, he simplifies the topics and relates them to real life situations. Three (3) teachers answered that they prefer to use fun techniques to make their students feel comfortable to speak and be part of the session such as: videos, movies, audio files, humorous comments, and comics or graphic novels (Manga). One (1) teacher pointed that he engages his students in classroom activities such as story-telling and language plays in order to motivate them to speak as well as to enhance their language productivity and critical thinking skills.

3.2.2.3. Section three: humour and literary texts

➢ **Literary texts teachers' perception of the role of humour in the classroom**

Four (4) teachers believe that using humour inside the classroom boosts the students' participation and motivates them to speak more. It also works on changing the general mood of the classroom through creating a positive learning environment and makes students more comfortable to perceive and produce. One (1) teacher answered that if we deal with humour as a category of literature it has two roles; a literary significance and a pleasant and enjoyable learning experience. Second, if it means a strategy to teach literary texts, students would be more engaged in the course; however, it cannotbe compatible with the teaching of all literary texts types.

➢ **Literary texts teachers' extent of using humour during the course**

One (1) teacher answered that he uses humour only when it is required; he cannot use it while he is teaching tragedy. Another teacher said that he often uses it, and it is considered one of the most used strategies during literary texts course or other courses being taught by him. The other three (3) teachers use humour inside their classes very often. However, this use must be wise according to every detail in the lecture, also with the consideration of the specification of the situation where it used. All the five (5) teachers approved on the idea that no matter how important and beneficial the use of humour during literary texts classrooms is, it must be limited to the course requirements and it would not make a negative reflection on the students' learning psychology.

➢ **First year EFL students responding to the use of humour in literary texts classes**

One (1) teacher claimed that "if humour is used sporadically students would react positively,if not, they would consider it irrelevant and so lacking of interest due to mental weariness". Accordingly, another teacher believes that students respond to the use of humour is related to how their teacher uses it. If it is used appropriately they would react positively. If

it used unwisely, students would lose their interest. Three (3) teachers said that students react positively with the use of humour through giving positive feedback and better interaction than without. Even if the use of humour during the lecture is related to the teacher and how he uses it; however, students may control whether it is a successful and motivational use, or it would be considered as a fail and makes them feel uncomfortable and lose their interest.

➢ **Type(s) of humour that they use and the context where they use it**

All the five (5) teachers answered that they use anecdotes, jokes and sometimes irony to make the classroom atmosphere less intense and more enjoyable. However, they suggest that this use must always be related to the lecture presented and serves the students' learning needs such as their understanding of the material being taught and their engagement. Thus, one (1) teacher pointed that he uses anecdotes and sometimes irony only to illustrate a point or idea in the literary text which makes it easier for the students to understand it and make the necessary comments about it. Another teacher said that he uses all the types of humour including: anecdotes, jokes, irony, and language play; however, the choice depends on what is appropriate to every situation and/ or if it serves the delivery of his information.

➢ **Teachers' suggestions concerning the use of humour in literary texts classrooms and pieces of advice to motivate students to speak more**

One (1) teacher said that literary texts course should be taught with fun and enjoyable way and humour should be a main characteristic of the literary texts teacher since it is an important category of literature. However, another teacher believes that the use of humour in the literary texts class should be limited. It is considered useful as long as it converges on the content of the literary text and/or structure or design of the lesson. Two (2) teachers suggest that students should read more books, watch documentaries, as well as prepare some jokes, anecdotes and language plays so that they can be active students in the literary texts classrooms and be familiar with the material that is provided. One (1) teacher advices

students to deal with literary texts in a simple and easy way such as everything else in life need to be dealt with.

3.3. Discussion and Interpretation of the Main Results

Through the analysis of the students' questionnaire and the teachers' interview, it is deduced that the use of humour by literary texts teachers and its effect on the students' speaking skill is important and evident in the classroom setting. Accordingly, this pushed the researcher to check the role it plays and in what way it would affect the students' speaking. Thus, what has been achieved from the students' questionnaire is that most of the students prefer not to participate, in other words use their speaking skill, giving the reasons that the subjects do not motivate them to speak as well as their lack of confidence. However, the majority of them believe that the literary texts teacher who uses humour during his course helps them to speak more than the others who do not. Similarly, from the teachers' responses to the interview, the majority of them assume that their students react positively when they use humour during their courses. Furthermore, from both students' and teachers' perspectives, humour is important in the teaching of literary texts since it creates a positive learning atmosphere, motivates students to participate more, as well as helps them to perceive and produce more. Regarding the results gained from both the students' questionnaire and the teachers' interview, teachers of literary texts in Biskra University prefer to sometimes/often use humour in their classes through jokes, anecdotes, language play, and irony; however, the most used ones are jokes and anecdotes. Finally, Both students and teachers see that even if humour plays an important role in the teaching of literary texts course and helps the students to speak more, yet the intensive use of such teaching tool would be harmful for both of them; it would reduce the seriousness of the class, makes the students uncomfortable, and makes the teacher loses his respect as the controller of the class.

3.4. Suggestions

Using humour in literary texts classrooms needs a careful teacher who has the ability to distinguish between when it is appropriate to use it and when it is not to avoid any kind of discipline problems in his class. Thus, these are the main suggestions by the researcher about the use of humour inside the classroom:

➢ Literary texts teachers should know how to use humour and select the appropriate types.

➢ They should be creative while using humour in their sessions and use different fun/humorous activities to create an enjoyable learning environment.

➢ They should use humour only when it meets the objectives of the course provided.

➢ Teachers should avoid using humour when it does not achieve better results.

➢ Humour in not always advantageous in classroom; it may lead to discipline problems so the teacher would lose his/her students' respect.

➢ Humour is not desirable when it breaks the classroom ordinance.

➢ The use of humour should be in the benefit of both students and teachers.

3.5. Limitations of the Study

Before concluding the chapter, it is important to mention certain difficulties encountered during the research. On one hand, the findings of the research are limited to a small group of students (sample) compared to the population since the questionnaire was submitted online and the researcher cannot find a larger sample. On the other hand, the methods of collecting data which were supposed to be used are triangulation, i.e., questionnaire, interview, and classroom observation; however, the latter could not be possible due to the study suspension and quarantine because of Covid-19.

Conclusion

Throughout this chapter, a consultation and examination of the field work concerning this study has been made. The chapter started with presenting an overview about the methodology that has been used during the research as well as the collection data methods that were used. After that, both students' questionnaire and teachers' interview have been analysed through presenting the quantitative analysis of the statistical data in tables and figures and making comments and explanations. In addition to that, a qualitative examination of the teachers' responses to the interview questions was made through detailed description. At the end, the researcher provided a discussion and interpretation of the results as well as the limitations were encountered in the course of this research.

GENERAL CONCLUSION

General Conclusion

The use of humour in the classroom setting creates a big clamour in the field of education as well as in humour research. However, the role that humour plays in teaching literary texts has never been in a big interest of scholars and researches as well as the limitation in the studies that works on the investigation of such subject although humour is a category of literature and its role in teaching it should be taken into consideration. Thus, its usefulness and impact on teaching such course and its effectiveness on the students' speaking skill has been the concern of this study. Indeed, since it is the literary texts teacher's role to motivate his students and to make them interested in his class and enjoying it while learning, humour is considered as a solution to do so. Hence, the main objective of this study has been to investigate the role of humour in the EFL literary texts classrooms and its effect on the students' speaking skill.

The researcher divided this work into three chapters; the first one dealt with humour and teaching literature through presenting definitions concerning this topic, types, theories, styles, benefits, suggested fun classroom activities to help in applying such tool, the relation between humour and literary texts, as well as the use of humorous literature in teaching such course. The second chapter dealt with the speaking skill including general concepts concerning this topic, its types, the difficulties that students face when speaking, and the teachers' role to help them overcome such difficulties, as well as activities that should be applied by teachers to help their students improve their speaking skill. The third and last chapter dealt with the field work and the practical issues that were encountered in conducting this study starting by setting the methodology, the data collection and analysis methods, as well as suggestions and recommendation for the teachers concerning this matter.

In this regard, and in the sake of achieving a successful EFL teaching-learning process, this study indicates how using humour by literary texts teachers is considered as a way to create a positive and enjoyable classroom, reduces students' anxiety, and motivates them to participate and to use their oral language more. In addition, it is beneficial for the teachers also, since it makes them able to catch the students' attention, and changes the general classroom atmosphere. Despite the aforementioned benefits of humour in teaching literary texts, teachers are highly recommended to create a balance in their use of types of humour. They may use jokes, anecdotes, irony, and language play in order to explain an idea, to refresh the sphere of the classroom, or to attract the students' attention. The use of these types should be wise so that the teacher would not lose his students' respect or appear in inappropriate image in front of them, also he would still providing the information in a relaxed and enjoyable manner. What even more highly recommended to teachers is the use of natural, spontaneous, and content-relevant humour. Consequently, the main questions of this research would be answered through highlighting the role of humour in EFL literary texts classroom at the Biskra University and its effect of the first year students' speaking skill, also the hypothesis has been proved.

This study could be a ground for further research or studies such as: the use of humour as a category of literature to teach literary texts, the implementation of humorous literature in teaching literary texts and improving the students' speaking in higher education, the possibility to increase students' sense of humour through cooperative tasks, humorous literature and the teaching of speaking, literary texts and the speaking skill interrelation, and many other issues. Researchers, however, will always find a way to prove or improve their thoughts. A failure in proving an idea is a way to improve it in order to be investigated and proved, or it could be a start of succeeding in proving another one.

REFERENCES

References

Aboudan, R. (2009). Laugh and Learn: Humor and Leaning a second Language. *International Journal of Arts and Sciences,* 3(3), 90-99.

Abu Zahra, N. A., & Farrah, M. A. (2015). Using Short Stories in the EFL Classroom. *IUG Journal of Humanities Research,* 24, 11-24.

Adamle, K. N., & Ludwick, R. (2005). Humor in hospice care: Who, where, and how much?. *American Journal of Hospice and Palliative Medicine.* doi: 10.1177/104990910502200410

Ahmad, N. A., Mohamed, S., Husnan, KH. A., Ali, N., & Puad, F. N. A. (2018). The Use of Teacher's Joke Increases Student's Involvement inside Classroom. *The International Journal of Social Sciences and Humanities Invention,* 5(10), 5039-5046. doi: 10.18535/ijsshi/v5i10.06

Al-Duleimi, A. D. D., & Aziz, R. N. (2016). Humour as EFL Learning-Teaching Strategy. *Journal of Education and Practice,* 7(10), 105-115.

Al Hosni, S. (2014). Speaking Difficulties Encountered by Young EFL Learners. *International Journal on Studies in English Language and Literature (IJSELL),* 2(6), 22-30.

Arhami, J. (2013). The Arabs and Humorous Literature (Blog post). Retrieved from https://knowledge0world.blogspot.com/2013/11/blog-post_6.html

Asfina, R. (2017). Ability in Transactional and Interpersonal Conversation. *National Seminar Proceeding*. State University: Malang.

Asrida, D. (2016). Communicative Activities of Teaching Speaking for the Students. *Ta'dib,* 17(1).doi: 10.31958/jt.v17i1.259

Azizinezhad, M., & Hashemi, M. (2011). Humour : A Pedagogical Tool for Language Learners. *Procedia – Social and Behavioral Sciences,* 30, 2093-2098. doi: 10.1016/j.sbspro.2011.10.407

Bell, B. (1994). Using Anecdotes in Teacher Development. *International Journal of Sciences Education,* 16(5), 575-584. doi: 10.1080/0950069940160507

Belz, J. A. (2002). Second Language Play as a Representation of the Multicomponent Self in Foreign Language Study. *Journal of Language, Identity & Education,* 1(1), 13–39. doi:10.1207/s15327701jlie0101_3

Bergil, A. S. (2016). The Influence of Willingness to Communicate on Overall Speaking Skills among EFL Learners. *Procedia - Social and Behavioral Sciences*, 232, 177-187. doi: 10.1016/j.sbspro.2016.10.043

Bist, R. B. (2018). Role of the Literature in ELT Course of Mid-Western University. *Journal of NELTA Surkhet,* 5, 56-64.

Boyd, B. (2004). Laughter and Literature : A Play Theory of Humor. *Philosophy and Literature,* 28(1), 1-22. doi: 10.1353/phl.2004.0002

Bygate, M. (1987). *Speaking.* Widdowson, H.G. & Cndlin, C.N. (Eds). *Language Teaching: A Scheme for Teacher Education.* Retrieved from https://books.google.dz/books?id=XozCwaqSJFIC&printsec=frontcover&dq=bygate+1987&hl=en&sa=X&ved=2ahUKEwiy5KGUmozrAhWWQxUIHb9MCH4Q6AEwAHoECAIQAg#v=onepage&q=bygate%201987&f=false

Cağrı, T. M. (2016). The Use of Literature in Language Teaching. *Journal of Educational and Instructional Studies in the World,* 6(2), 77-83.

Cambridge Dictionary. (n.d.).

Campbell, J. (2017). Types of Humor. *Excellence in Literature.* Retrieved from https://excellence-in-literature.com/types-of-humor/

Capps, D. (2006). The Psychological Benefits of Humor. *Pastoral Psychology,* 54(5), 393–
411. doi:10.1007/s11089-005-0007-9

Chabeli, M. (2006). Humor: A Pedagogical Tool to Promote Learning. *Department of
Nursing, University of Johannesburg*, 31(3), 51-59.

Chilcott, J. D. (1996). Effective Use of Stimulations in the Classroom. *Creative Learning
Exchange.*

Cole, L. (2013). Teaching Tips: Making Classroom Literature Active and Fun. Retrieved
from http://broadwayeducators.com/teaching-tips-making-classroom-literature-active-
and-fun/

Conger, C. (2011). Is There a Sientific Formula of Funny?. Retrieved from
https://science.howstuffworks.com/life/inside-the-mind/human-brain/formula-for-
funny1.htm

Cornett, C. E. (1986). *Learning Through Laughter: Humor in the Classroom*. Retrieved from
https://files.eric.ed.gov/

Cribb, M. (2009). *Discourse and the Non-Native English Speaker.* Retrieved from
https://books.google.dz/books?id=UiqbSvxPZ_gC&pg=PA59&dq=unplanned+monolog
ue&hl=en&sa=X&ved=2ahUKEwjL4onsvozrAhVkUBUIHfGMAPcQ6AEwAHoECA
MQAg#v=onepage&q=unplanned%20monologue&f=false

Crystal, D. (1998). Language Play. Retrieved from
https://books.google.dz/books?hl=ar&lr=&id=yTgi2Kn5VBIC&oi=fnd&pg=PA1&dq=la
nguage+play+and+linguistic+intervention&ots=_gZQe1QcT3&sig=SuynoP2Tl7j5_BYl
6o5J_VNHYPo&redir_esc=y#v=onepage&q=language%20play%20and%20linguistic%
20intervention&f=false

Diaab, S. (2016). Role of Faulty Instructional Methods in Libyan EFL Learners "Speaking Difficulties". Procedia - Social and Behavioral Sciences. doi: 10.1016/j.sbspro.2016.10.032

Dictionary.com Dictionary. (n.d.).

Downs, V. C., Javidi, M. M., & Nussbaum, J. F. (1988). An analysis of teachers' verbal communication within the college classroom: Use of humor, self-disclosure, and narratives. *Communication Education,* 37(2), 127–141. doi : 10.1080/03634528809378710

Driessen, H. (2001). Jokes and Joking. *International Encyclopedia of the Social & Behavioral Sciences, 7992–7995.* doi:10.1016/b0-08-043076-7/00898-6

Duannk, L. (2014). *The Roles of the English Teachers in Whilst Teaching Activity.* Retrieved from http://jim.stkip-pgri-sumbar.ac.id/jurnal/download/1958

Dujmović, M. (2006). Storytelling as a Method of EFL Teaching. *Pregledni rad,* 75-88.

Educational Research Techniques. (2007). Retrieved from https://educationalresearchtechniques.com/2017/01/13/types-of-oral-language/

Ellis, R. (2005). Principles of Instructed Language Learning. *Asian EFL Journal.* Retrieved from https://asian-efl-journal.com/sept_05_re.pdf

Farahani, A. A. Kh., & Abdollahi, Z. (2018). Incorporating Humor to Develop EFL Learner's Speaking Ability and Willingness to Communicate. *Journal of Language Teaching and Research,* 9, 205-211. doi: 10.17507/jltr.0901.26

Florez, M. A. C. (1999). Improving Adult English Language Learners' Speaking Skills. *National Clearinghouse for ESL Literacy Education Washington DC.*

Ford, T. E., O'connor, E. C., Lappi, Sh. K., & Banos, N. C. (2017). Manipulating humor Styles: Engaging in Self-enhancing Humor Reduces State Anxiety. *Humor – International Journal of Humor Research,* 30(2), 1-23. doi: 10.1515/humor-2016-0113

Francisco, R. (2014). *A Teacher's Role as an Assessor.* Retrieved from https://prezi.com/0uvjzaqrhz3e/a-teachers-role-as-an-assessor/?fallback=1

Frewen, P. A., Martin, R. A., Dozois, D. J. A.? & Brinker, J. (2008). Humor Styles and Personality-Vulnerability to Depression. *Humor – International Journal of Humor Research,* 21(2), 179-195. doi: 10.1515/HUMOR.2008.009

Goldin-Meadow, S., & Alibali, M. W. (2013). Gesture's Role in Speaking, Listening, and Creating Language. *Annual Review of Psychology,* 64(1), 257-283. doi: 10.1146/annurev-psych-113011-143802

Guettal, I. (2008). *Introducing Storytelling Activities as a Basic Technique to Develop Students' Oral PerformanceAn Experimental Approach Case Study: Second Year Students of English at Batna Universit (Master's Thesis, University of Biskra).*

Guijosa, Ch. (2018). Nine Tips to Use Storytelling in the Classroom. Retrieved from https://observatory.tec.mx/edu-news/nine-tips-to-use-storytelling-in-the-classroom

Gultom, F. E. (2016). Anecdote Text Vs Spoof Text. Retrieved from https://media.neliti.com/media/publications/79137-EN-anecdote-text-vs-spoof-text.pdf

Hempelmann, Ch. F. (2016). Humor in the Teaching of Writing : A Microethnographic Approach. *EuroAmerican Journal of Applied Linguistics and Language*, 3(2), 42-55. doi: 10.21283/2376905X.5.72

Hişmanoğlu, M. (2018). Turkish EFL Learners' Perception of Teachers' Using Humor in the EFL Classroom. *International Journal of Language Education,* 6(2), 284-294. doi:10.18298/ijlet.2820

Horwitz, E. (2001). Language Anxiety and Achievement. *Annual Review of Applied Linguistics*, 21. doi: 10.1017/S0267190501000071

Huang, L., Gino, F., & Galinsky, A. D. (2015). The Highest Form of Intelligence: Sarcasm Increases Creativity for Both Expressers and Recipients. *Organizational Behavior and Human Decision Processes,* 131, 162-177. doi: 10.1016/j.obhdp.2015.07.001

Ihejirika, R. C., & Opara, Ch. (2008). *Speaking Skills.* Readings in Basic English for Higher Education. Retrieved from https://www.researchgate.net/publication/324942300_Speaking_Skills

Ihsan, M. D. (2016). Students' Motivation in Speaking English. *JEES (Journal of English Educators Society),* 1, (1). doi: 10.21070/jees.v1i1.147

Jeder, D. (2015). Implications of Using Humor in the Classroom. The 6th International Conference Edu World 2014 "Education Facing Contemporary World Issues", 7th – 9th November 2014. *Procedia – Social and Behacioral Sciences,* 180, 828-833. doi: 10.1016/j.sbspro.2015.02.218

Kayi, H. (2006). Teaching Speaking: Activities to Promote Speaking in a Second Language . *The Internet TESL Journal*. Retrieved fromhttp://iteslj.org/Techniques/Kayi-TeachingSpeaking.html

Keller, T. (2011). *The Various Roles of the Teacher in the English Classroom*. Retrieved from https://www.grin.com/document/319479

Keshavarzi, A. (2012). Use of Literature in Teaching English. *Procedia - Social and Behavioral Sciences*, 46, 554-559. doi: 10.1016/j.sbspro.2012.05.159

Khan, M., &Alasmari, A. M. (2018). Literary Texts in the EFL Classrooms: Applications, Benefits and Approaches. *International Journal of Applied Linguistics & English Literature,* 7(5), 167-179. doi: 10.7575/aiac.ijalel.v.7n.5p.167

Klesius, J., Laframboise, K., & Gaier, M. (1998). Humorous literature: Motivation for reluctant readers. *Literacy Research and Instruction,* 37(4), 253–261. doi: 10.1080/19388079809558269

Kralova, Z., & Soradova, D. (2015). Foreign Language Learning Anxiety. *Teaching Foreign Languages to Learners with Special Educational Needs*. doi: 10.17846/SEN.2015.91-100

Kuczaj, S. A. (1982). Language Play and Language Acquisition. *Advances in Child Development and Behavior,* 17, 197–232. doi:10.1016/s0065-2407(08)60360-2

Kulka, T. (2007). The Incongruity of Incongruity Theories of Humor. Retrieved from http://www.klemens.sav.sk/fiusav/doc/organon/2007/3/320-333.pdf

Kurum, E. Y. (2016). *Teaching Speaking Skill.* Teaching Language Skill for Prospective English Teachers. Pelikan, 45-64.

Lems, K. (2013). Laughing All the Way: Teaching English Using Puns. *English Teaching Form,* 1, 26-33.

Leong, L. M., & Ahmadi, S. M. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. *International journal of Research in English Education,* 2(1). doi: 10.18869/acadpub.ijree.2.1.34

Lexico.com Dictionary. (n.d.).

Lintott, Sh. (2016). Superiority in Humor Theory. *Journal of Aesthetics and Art Criticism,* 347-358.

Maharani, R. (2013). Teaching Transactional and Interpersonal Dialogue Using Spontaneous Role Play. Tanjungpura University: Pontianak.

Mahmoud, S. S. (2012). The Effect of Using L1 (Arabic Language) in the L2 (English Language) Classroom on the Achievement in General English of Foundation Year Students in King Abdulaziz University. *Sinou-US English Teaching,* 1733-1738. Retrieved from https://www.academia.edu/8345392/Effects_of_L1_on_L2_teaching

Makewa, L. N., Role, E., & Ayiemba Genga, J. (2011). Teachers' Use of Humor in Teaching and Students' Rating of Their Effectiveness. *International Journal of Education, 3(2).* doi:10.5296/ije.v3i2.631

Martin, R. A., Kuiper, N. A., Olinger, L. J., & Dance, K. A. (1993). Humor, Coping with Stress, Self-Concept, and Psychological Well-Being. *Humor – International Journal of Humor Research,* 6(1), 89-104. doi: 10.1515/humr.1993.6.1.89

Martin, R. A. & Kuiper, N. A. (1999). Daily Occurrence of Laughter : Relationships with Age, Gender, and Type A Personality. *Humor – International Journal of Humor Research,* 12(4), 355-384. doi: 10.1515/humr.1999.12.4.355

Martin, R. A., & Kuiper, N. A. (2016). Three Decades Investigating Humor and Laughter: An Interview with Professor Rod Martin. *Europe's Journal of Psychology,* 12(3), 498-512. doi: 10.5964/ejop.v12i3.1119

MasterClass. (2019). *What Is Irony? Different Types of Irony in Literature, Plus Tips on How to Use Irony in Writing.* Retrieved from https://www.masterclass.com/articles/what-is-irony-different-types-of-irony-in-literature-plus-tips-on-how-to-use-irony-in-writing#quiz-0

Mayer, J. (2019). The Origin of the Word 'Humor'. *Science Diction.* Retrieved from https://www.sciencefriday.com/articles/the-origin-of-the-word-humor/

McSharry, G., & Jones, S. (2000). Role-play in Science Teaching and Learning. *School Science Review,* 82, 73-82.

Membrive, V., & Armie, M. (2020). Using Literature to Teach English as a Second Language. Retrieved from https://books.google.dz/books?id=hEThDwAAQBAJ&dq=Literary+texts+are+representational+rather+than+referential&source=gbs_navlinks_s

Merriam-Webster Dictionary. (n.d.).

Mkadem, S. (2017). The Effectiveness of the Use of Humour on the Psycholinguistic Behaviour of EFL Algerian Pupils (Master Thesis, Mostganem University). Retrieved from http://e-biblio.univ-mosta.dz/handle/123456789/9214

Mohammed, A. (2019). The advantages of using literature in the language learning classes. *SageSubmissions. Preprint*. doi: 10.31124/advance.10026860.v1

Morreall, J. (1986). The philosophy of Laughter and Humor. Retrieved from https://philpapers.org/rec/MORTPO-48

Morreall, J. (2009). Humor as Cognitive Play (Abstract). In *JLToline.* Retrieved from http://www.jltonline.de/index.php/articles/rt/printerFriendly/238/713

Morreall, J. (2016). Philosophy of Humor. In *Stanford Encyclopaedia of Philosophy.* Retrieved from https://plato.stanford.edu/entries/humor/

Mustakim, S. S., Mustapha, R., & Lebar, O. (2014). Teacher's Approaches in Teaching Literature: Observations of ESL Classroom. *Malaysian Online Journal of Educational Sciences,* 2(4), 35-44.

Nababan, S. (2012, November 24). Principles for Teaching Speaking (Blog post). Retrieved from http://surianyade.blogspot.com/2012/11/principles-for-teaching-speaking.html

Nagashibaevna, Y. K. (2019). Students' Lack of Interest: How to Motivate Them?. *Universal Journal of Educational Research,* 7(3), 797-802. doi: 10.13189/ujer.2019.070320

Norrick, N. R. (2003). Issues in Conversational joking. *Journal of Pragmatics,* 35(9), 1333-1359.

Olsson, H., Backe, H., Sorensen, S., & Kock, M. (2002). The Essence of Humour and Its Effect and Functions: A Qualitative Study. *Journal of Nursing Management,* 10(1), 21-26. doi: 10.1046/j.0966-0429.2001.00272.x

Pardede, P. (2011). Using Short Stories to Teach Language Skills. *JET (Journal of English Teaching),* 1, 14-27. doi: 10.33541/jet.v1i1.49

Pasaribu, A.L. (2018). The Use of Picture Strip in Teaching Speaking Skill to the First Grade Students at SMKN 1 MAROS. Alauddin State Islamic University of Makassar.

Peterson, D. (2020). How to Play 2 Truths and a Lie. Retrieved from
https://www.thoughtco.com/2-truths-lie-idea-list-1-31144

Phat, C. H. (2013). The Implementation of Literature in Teaching Speaking for Advanced
Students. *LEARN Journal,* 6(2). https://so04.tci-thaijo.org/index.php/LEARN/article/view/102715

Powell, J. P., & Andresen, L. W. (1985). Humour and teaching in higher education. *Studies in
Higher Education,* 10(1), 79–90. doi:10.1080/03075078512331378726

Putri, A. (2016). Low Motivation in Learning Speaking. *Journal Anglo-Saxon,* 7(1)*,* p.15.

Qureshi, I. A. (2016). *The Importance of Speaking Skills for EFL Learners.* Retrieved from
https://upload.wikimedia.org/wikipedia/commons/e/e3/Speaking_Skills.pdf

Ramadan, M. (2019). 6 Principles for Teaching Speaking to EFL Classes. English Language
Teaching & Testing Guide. Retrieved from https://elttguide.com/6-principles-for-teaching-speaking-in-efl-classes/

Rao, P. S. (2019). The Importance of Speaking Skills in English Classrooms. *Alford Council
of International English & Literature Journal(ACIELJ),* 2(2), 6-18.

Robinson, L., Smith, M., & Segal, J. (2019). Laughter is the Best Medicine. *The Health
Benefits of Humor and Laughter.* Retrieved from
https://www.helpguide.org/articles/mental-health/laughter-is-the-best-medicine.htm

Romaine, S. (2000). *Language in Society: An Introduction to Sociolinguistics (2nd ed).*
Retrieved from
https://books.google.dz/books?id=1QZXbCGIhvMC&printsec=frontcover&dq=romaine
+2000&hl=en&sa=X&ved=2ahUKEwjNyu-miYzrAhVFTBoKHbn4DPEQ6AEwAXoECAIQAg#v=onepage&q=romaine%202000&f=false

Roman, J., & Reyes, B. (2014). Make'em Laugh: Using Humour to Promote Learning in Language and Literature Classrooms. *Teaching Innovation Projects,* 4(2).

Ruch, W., & Heintz, S. (2013). Humour Styles, personality and Psychological well-being: What's Humour Got to Do with It?. *European Journal of Humour Research,* 1(4), 1-24. doi: 10.5167/uzh-96340

Sage, H. (1987). Incorporating Literature in ESL Instruction. Language in Education: Theory and Practice.

Singh, R. K. (2012). Humour, Irony and Satire in Literature. *International Journal of English and Literature (IJEL),* 3(4), 65-72. Retrieved from https://www.academia.edu/4541187/Humour_Irony_and_Satire_in_Literature?auto=download

Steele, K. E. (1998). The Positive and Negative Effects of the Use of Humor in the Classroom Setting (Master Thesis, University of Salem-Teikyo).

Stieger, S., Formann, A. K., & Burger, C. (2011). Humor styles and their relationship to explicit and implicit self-esteem. *Personality and Individual Differences,* 50(5), 747–750. doi: 10.1016/j.paid.2010.11.025

Straus, I. J. (2014). Incongruity Theory and the Explanatory Limits of Reason (Undergraduate Thesis). *UVM Honors College Senior Thesis.* Retrieved from https://scholarworks.uvm.edu/cgi/viewcontent.cgi?article=1024&context=hcoltheses

Sullivan, A. (in press). The Varieties of Verbal Irony : A New Neo-Gricean Taxonomy. *Lingua.* doi: 10.1016/j.lingua.2019.102740

Syafiq, A. N., & Mursid, S. (2012). Humor English Teaching Material for Improving Students' Speaking Skill with High and Low Learning Motivation. *Language Circle: Journal of Language and Literature,* 7(1), 45-53.

Tanay, M. A., Roberts, J., & Ream, E. (2012). Humour in Adult Cancer Care: A Concept Analysis. *Journal of Advanced Nursing,* 69(6). doi: 10.1111/jan.12059

Tse., M. M. Y., Lo, A. P. K., Cheng. T. L. Y., Chan, E. K. K., Chan, A. H. Y., & Chung, H. S. W. (2010). Humor Therapy: Relieving Chronic Pain and Enhancing Happiness for Older Adults. *Journal of Aging Research.* doi:10.4061/2010/343574

Tultul, U. S. (2010). An Analysis of Teacher's Role: A Case Study (Bachelor Degree, BRAC University).

Wahyuni, A.D. (2016). *Theoretical Review.* The Effectiveness of Shot Movie for Teaching Speaking. Muhammadiyah Purwokerto University.

Wilkins, J., & Eisenbraun, A. J. (2009). Humor Theories and the Physiological Benefits of Laughter. *Holistic Nursing Practice,* 23(6), 349-354.

Zbaracki, M. A. (2003). A Descriptive Study of How Humor in Literature Serves to Engage Children in Their Reaing (Doctoral Thesis, The Ohio State University). Retrieved from https://etd.ohiolink.edu/!etd.send_file?accession=osu1049147319&disposition=inline

Zhang, S. (2009). The Role of Input, Interaction and Output in the Development of Oral Fluency. *English Language Teaching,* 2(4).

Ziegler, J. B. (1998). Use of humour in medical teaching. *Medical Teacher,* 20(4), 341-348. doi:10.1080/01421599880779

Zundel, B. (2018). Humor in the Classroom: The Good, The Bad and The Ugly. Presented at 34th Annual Clinical Laboratory Educators' Conference, Houston: Texas, February 23, 2018.

APPENDICES

Students' Questionnaire

Dear students,

You are kindly requested to answer this questionnaire, which is designed to collect information for the accomplishment of a master dissertation. Through this questionnaire, we attempt to "Investigate the Role of Humour in EFL Literary Texts' Classrooms and its Effect on the Students' Speaking Skill". Therefore, we would be grateful if you provide clear and complete answers to help us gather the needed data for this study. Please choose and tick (✓) the appropriate answer(s) and answer with full statements whenever it is necessary.Your collaboration would be appreciated.

Researcher's name: Hana-roqiya Hamdaoui

Email: rokaia008@gmail.com

Supervised by: Dr. Ramdane Mehiri

Section One: General Information

Q1: Your choice of English was:

Personal ☐

Imposed ☐

Q2: You consider your level in English as:

Intermediate ☐

Upper-intermediate ☐

Advanced ☐

Q3: You consider learning English in higher education:

Extremely Hard ☐

Hard ☐

Easy ☐

Very easy ☐

Section Two: Speaking and Literary Texts

Q1: Rank the following language skills according to how important they are to you:

	Speaking	Listening	Reading	Writing
Ranked the first	☐	☐	☐	☐
Ranked the second	☐	☐	☐	☐

| Ranked the third | □ | □ | □ | □ |
| Ranked the forth | □ | □ | □ | □ |

Q2: The most difficult one to be improved is: (You may choose more than one)

Listening ☐

Speaking ☐

Reading ☐

Writing ☐

Please, justify your answer.

....

....

Q3: In order to achieve language proficiency, learning the speaking skill is considered to be:

Highly important ☐

Important ☐

Somewhat important ☐

Not important ☐

Q4: Literary Texts course provides the student with the ability to speak more than other courses.

Yes ☐

Not really ☐

No ☐

Justify your answer, please.

....

....

Q5: Your participation in literary texts classroom happens:

Rarely ☐

Sometimes ☐

Often ☐

Always ☐

Q6: The reason(s) that make you speak less in literary texts sessions is/are: (You may choose more than one)

Lack of confidence ☐

You worry about making mistakes and being criticized ☐

The topics do not motivate us to speak ☐

The teacher's strategy of teaching is not motivating ☐

All of them ☐

If other(s), specify please.

....

....

Q7: Literary texts' teachers who use humour helps the student to speak more than the ones who do not

Yes ☐

Sometimes ☐

No ☐

Explain, please.

....

....

Q8: Too much use of humour by your literary texts teacher would prevent you from participating

Yes ☐

I do not know ☐

No ☐

Would you please justify why?

....

....

Section Three: Humour and Literary Texts

Q1: Your literary texts teacher uses humour during the session

Yes ☐

Sometimes ☐

No ☐

Q2: If yes, how often does he/she use it?

Rarely ☐

Sometimes ☐

Often ☐

Always ☐

Q3: The role of humour in literary texts classrooms teaching is:

Very important ☐

Important ☐

Less important ☐

Not at all important ☐

Justify, please.

....

....

Q4: As a first year English student,the use of humour by your literary texts teacher would:

(You may choose more than one)

Help you to overcome your anxiety ☐

Make you understand the material more ☐

Create a positive classroom atmosphere ☐

Motivate you to participate more ☐

Make you closer to your teacher ☐

If other(s), specify please.

....

....

....

Q5: The type(s) of humour your literary texts teacher use is/are: (You may choose more than one)

Jokes ☐

Anecdotes ☐

Irony ☐

Language Play ☐

All of them ☐

If other(s), please mention.

....

....

Q6: Which type do you think is useful to be used by your teacher?

....

....

Q7: If you have any suggestions, please do write them below:

....

....

....

....

Appendix II

<u>Teachers' Interview</u>

1. For how long you have been teaching in higher education?

2. How or for what reason did you choose teaching literature?

3. As a literary text teacher how do you see students' participation during the class compared to other courses?

4. What techniques do you prefer to use to motivate them to participate or use their oral language more?

5. What are your perceptions of the role of humour in literary texts classrooms?

6. To what extent do you use humour during literary texts class?

7. How do you seefirst year EFL students responding to the use of humour in literary texts classes?

8. What types of humour do you use (including anecdotes, jokes, irony, language play) and in which context?

9. As a final question would you like to give some suggestions or pieces of advice to first year students in order to be motivated to use their oral language without anxiety?

Thank you for your cooperation

الملخص:

الهدف من هذه الدراسة هو تقصي دور الفكاهة في تدريس الأدب الإنجليزي في أقسام تعليم اللغة الإنجليزية كلغة أجنبية وتأثيراتها المحتملة على مهارة التكلم لدى الطلبة. خلافا للدراسات السابقة فيما يخص دور الفكاهة في تدريس الأدب الإنجليزي كلغة أجنبية، تطمح هذه الدراسة لربط الفكاهة بتدريس الأدب الإنجليزي حيث أنها جزء أو صنف من الأدب، وكيف أن استعمالها يساعد على تحسين مهارة التكلم لدى الطلبة. ولهذا الغرض تم استخدام استبيان لطلبة السنة أولى لغة إنجليزية في جامعة محمد خيضر بسكرة وأساتذة الأدب الإنجليزي في نفس الجامعة من أجل معرفة آرائهم فيما يخص هذا الموضوع. النتائج المتحصل عليها أظهرت فوائد استعمال الفكاهة في أقسام الأدب الإنجليزي وتأثيرها الإيجابي على تحسين مهارة التكلم لدى الطلبة. بالإضافة إلى أن النتائج المتحصل عليها قضت بضرورة استخدام الفكاهة بحكمة لتجنب الظهور بشكل غير لائق والتسبب في مشاكل عدم الانضباط داخل القسم.

الكلمات المفتاحية: الفكاهة، الأدب الإنجليزي، مهارة التكلم.