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Submitted and Defended by:

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### The Effects of Using Humor on Raising EFL Students' Motivation.

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*Dedications*

In the Name of *Allah* the most Gracious, the most Merciful.

All the praise is due to *ALLAH* alone.

This work is dedicated To

My Mother, *Rabiala* the *Secret of my Happiness*

My Lovely sister, *Wassila*

My beloved brothers, *Houssam&TadjEddine*

My Family and my Friends

To all My Teachers, especially *Dr. Betka-Rezig Nadia*

To Second year Master Students

To every one who wishes to me good luck

*&*

To all who love *Mekhnache kenza*

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### *Abstract*

Usually the EFL teachers finds many difficulties in attracting their students attention and to lead them to motivate and keeping their focus in the classroom , and that happens due to many reasons for instance the presence of several complications may the learners face in this language, or because of the lack of creative and helpful skills and strategies that prevent the teacher from building and organizing the suitable environment with suitable learning conditions, as well as this reason prevent the learners also to have the desire and motives to learn and participate effectively during lectures. The following study aims to highlight the implementing of humor on EFL students motivation by examining to what extent humor can increase students motivation.

## List of abbreviations

**EFL** : English foriegn language

**T** : Teacher

**Q** : question

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### **Introduction**

The learning process is sensitive in nature, especially for learners, It needs a comfortable and proper atmosphere to motivate students and to enhance their relationships with their teachers, who are the main path , or manager who deal directly with the their learners needs in order to achieve effective learning through the effective management. Teachers ' strategies and methods play an essential role in motivating the students during the presentation of lectures . There is several strategies which help teachers to build and create suitable learning environment , and they will enable students to learn, focus, concentrate and motivate with them.As well as the motivational aspect is the main and the most beneficial elements in both teaching and learning processes,Accordingly; we present one of the most prominent, useful and helpful strategy which aims to facilitate and create a comfortable and enjoyable learning environment , which is humor

Teacher's sense of humor is very necessary in classroom especially in EFL ones, were make the learners have the appropriate desire to learn effectively and achieve high progress ,this strategy as teaching and motivational toolused by teachers to peak students interest, attention and motivation in order to create the suitable atmosphere which contributes on raising their motivation for successful learning process.

### **1.Statement of the problem**

In Teaching/Learning EFL , the classroom environment plays a major role, where teachers have the responsibility for good management within classroom through their selection of the appropriate strategies, In which he must stay away from the boring style in addition to his domination and compulsion during the lessons because this creates a kind of negative strikes on the psych of the student , while there is a good leading teacher try to be, friendly, lessons

facilitators classroom managers and chiefly motivators, Here they try to help their students to create an effective learning environment.

Students Motivation is very Important in learning especially in EFL , and one of the best ways that can allow teachers to develop their students motivation is the use of humor that can be a successful teaching tool which softens and moisturizes the learning environment for the learners.

Nowadays, we notice that the majority of teachers, especially in middle school , where students are reluctant to learn a new foreign language, first because It new for them, also because of the seriousness and the harsh sense that used by teachers, and this makes the learners feel apathy and lack of motivation for learn about this foreign language, from this pulpit teachers should use humor, the positive strategy , which can help students to participate and discuss the lesson effectively and get ready to motivate with their teachers. This study will try to highlight the impact of using humor on raising Students Motivation .

### **2.Aims and objectives of the study**

This study aims to examine the impact of using humor in the language Classroom , and to what extent does humor effect teachers- students motivation.

This aim underlines three main objectives:

1.Determining how does the use of humor as a teaching technique affects the motivation of EFL students with their teachers.

2. Investigating how can EFL students motivate more through the teachers' sense of humor.

3. Studying the attitudes of both learners and teachers toward the use of humor inside classroom.

### **3. Research questions**

1. Does adding humor to EFL classroom influence learning ?
2. To what extent Motivation is an Important aspect in learning ?
3. How does humor contributes in raising EFL students-motivation?

### **4. Research hypothesis**

If EFL teachers using humor appropriately during their lectures, then Teachers- students motivation will increase.

### **5. Research methodology**

The following study is based on the qualitative method in order to obtain answers from a variety of sources and more reliable, also to understand the feelings, attitudes, perceptions towards the suggested technique or strategy.

The study is mainly descriptive in order to show clearly the relationship between the two variables which are Teachers' sense of humor And EFL Teacher- students motivation.

### **6. Data collection tools**

#### **Teachers 'questionnaire**

We used the questionnaire as a means for our data collection, because it is the most suitable tool in the descriptive method . It gave us a general idea about our topic .the teachers' questionnaire aims at r their opinions about applying humor as a pedagogical tool to enhance students motivation.

#### **Classroom observation**

The researcher used classroom observation in order to conduct this study by attending regular sessions with the second year teacher and students during period of time.

### **7.Population**

Since this study is about examining the effects of teacher's sense of humor on raising EFL students motivation the researcher choose the second year middle school at Aroussi Mohammed Essadek as population (150 people)

### **8.Sample**

The researcher choose respondents from peoples of second year middle school at Arousal Mohammad Essadek as a sample of the study they were selected randomly (30 people ) , one group from five groups in addition; the researcher attended to choose one teacher from the population in order to carry out the classroom observation and another three teachers from the same population and they were given questionnaires.

### **9.Structure of the study**

The present dissertation consists of two main parts: descriptive part that includes two main chapters, and an empirical part that includes one chapter. The first chapter

Includes the main issues about humor, its definition, theories, styles, Benefits and its forms, while the second chapter emphasizes on the main theories of classroom motivation, its types and main strategies, finally in the last chapter we are going to analyze data gathered from the teachers' questionnaires and classroom observation.

## INTRODUCTION

Human life has a social aspect that influences his daily mood in a positive or negative way. Where does humor play distinctive role in processing and providing the suitable environment through reducing some negative attitudes, which allow him to achieve and deal with his goals in different fields of life comfortably.

Humor is a powerful side of our humanity as well as the educational aspect, where learners always search for the appropriate conditions for the sake of facilitating and achieving successful learning process. Teachers in their classes try to improve their students' abilities, and also creating the suitable environment for an effective performance.

A sense of humor may be one of the useful teaching tools that help teachers and allow them to provide a positive environment where their learners feel relaxed and enjoy the learning process. For example; EFL learners who find some difficulties in the early stages of learning this new language, Here the teacher should bring some sorts of humor during classroom and introduce them on the way that the learning process seems to be comfortable and enjoyable for learners, in addition, humor contribute and, help both participants in class to build a successful relationship which make some negative feelings and emotions disappear.

In this chapter we are going to shed the light on the topic of humor that includes: Definition of humor, theories of humor, styles, forms and, the Important of humor in the educational context especially in language classroom.



### 1.1 .Definition of humor

The term humor is derived from Latin “umor” which refers to one of the four bodily fluids. Whereas, In ancient Greek the word humor is derived from humors which means the balance between body fluids. Many dictionaries define humor differently, for instance; Merriam Webster dictionary deal with this terms as “the ability to be funny or amused by things that are funny “.

However; Remero and Gruthirds (2006) claims that “humor is an amusing communication that produces positive emotions and cognitions in the individual or in the group “(59). They mean that humor is considered as an Important and effective mean making others laugh and amused and give good impression by performing and saying something that formulates many positive feelings among peoples.

In addition; Thorson, et.al (as cited in Fabriana, 2014) propose four aspects of humor, namely:

- Humor production: this aspect expresses the human ability to create and invent ideas on creative way through some Jokes and stories that he performs with using his funny body language.
- Uses humor for coping: Here humor translates many problems that have many points of views differ from one person to another, so it used in order to calm down this kind of situations in a playful and comical way.
- Social uses of humor: This aspect is about employing humor in the social environment in order to solve several social issues.
- Attitudes toward humor and humorous people: It based on the person’s feelings towards the humorous peoples and its elements.

Finally; According to Rero & Gruthirds believes and, the Thorsons' aspects of humor we can conclude that all of them agreed that humor is every actions or statements that produce many positive feelings such as; fun, laughter, amusement and entertainment that additionally contributes in dealing with different issues.

## **1.2. Theories of humor**

Research on the structure of humorous discourse began in classical philosophy and still represents an essential research area for contemporary linguists .Many theories of humor have been advanced by famous philosophers such as Plato, Aristotle, Hobbes and Kant. All their theories dealt with the question of why people laugh at certain situations, whereas they do not show any reactions in others. They tried to explain the various mental processes that allow as to experience humor. However; there are three traditional theories of humor which are: the superiority theory, incongruity theory and, relief theory.

### **1.2.1. Incongruity theory:**

The incongruity theory focuses more on cognitive aspects of humor. According to Morreall (1987:6) considers the incongruity theory to be “the most popular current philosophical theory of humor “and stated further that it “holds that the formal object amusement is the ‘incongruous ‘”, and through what Morreall said, there are many researchers who supported and emphasized that the theory of incongruity is the main basic in electing humor.

According to Jonas (2004) the incongruity theory is based on the fact of humor occurs when people expect something to happen and surprised that something else and, unexpected happens. In addition; “rather than focusing on the physiological or emotional effect of hum our, incongruity theory emphasizes cognition “. (ibid, 2000, p.313).from this point in this theory we

take inconsideration the cognitive features of humor in the educational context which focus to indicate the learners' abilities in understanding the different sorts of humor. Furthermore, many philosophers support the following idea that state in consider humor as an effective and helpful teaching tool that contributes in raising student's memory.

### **1.2.2. Superiority theory**

Hostility theories, superiority theory (Moreall 1987). Also known as derision theories (MacHovec1988). Both philosophers Plato's and Aristotle's emphasized in their work that laughter is a means of power and superiority when it is come against people's mistakes and thus expresses their inferiority. Accordingly ; "From a superiority theory perspective, humor results, not just from something irrational or unexpected, but from seeing oneself as superior, right or triumphant in contrast to one who is wrong or defeated "( ibid, 2000, p. 314- 315). In addition to the fact that humor occurs from something unexpected to happen as well as the superiority theory its aims to emphasize that humor is achieved in the sake of seeing the individual onsuperior and successful picture.

Moreover; superiority theory encapsosulate in this definition "some evidence for superiority has been collected by running experiments that included racial Jokes or Jokes with specific ethnic or cultural groups- depending on whether the joke teller was the part of the group, the Jokes were more or less funny ; thus membership in reference group is important ". (Scheel, 2017, p. 15). Here this theory of humor shows that the difference in social groups and the multiplicity of cultures affects the joker and this happens according to his origins, if he is from the same group or no as well as his Jokes can be funny or no. Sometimes people start laugh at those who feel them inferior, even if that is not true, and this happens usually when racism is present.

### **1.2.3 Relief theory**

Relief theories considered humor as a process of releasing stress or tension in order to challenge pent-up emotions. The most common relief theorists are Herbert Spencer and Sigmund Freud. Freud (1960) states that this theory focuses on the emotional side of humor. He states that it is necessary for oneself to stay away from things that generate internal inhibitions such as; stress and tension, in order for the responses to humor and its elements effectively.

According to Morell (1991) who suggests two ways to link this theory of the sense of humor, the first one is promoting health through minimizing stress which means that physical health of individual affects his mental health, and the second way is the role of social lubricant.

Moreover; and in relation to the educational context, this theory aims to understand the way of employing humor in the classroom. During lectures when teachers say a Joke in order to adjust the mood of his students and eliminate the boredom of classroom. Lowenstein and Bradshaw (2004) emphasize this point as follows 'providing the psychological relief of pent-up emotions "incorporates a physiological view point in which laughter seen as a venting of nervous

### **1.3. Styles of humor**

According to Remero and Gruthirds (2006), styles of humor are significantly different, or we can say that focuses on the ways in which individuals differ in their use of humor, people of all ages and cultures respond to humor, but their use of it can vary greatly. Humor seems to have two dimensions, According to Martin (2007) the first one considered to be adaptive including affiliative, and self-enhancing humor, while the second dimension seems to be relatively harmful involving the aggressive and self-defeating humor.

### **1.3.1. Affiliative humor**

This style of humor is one of the most useful styles of humor. According to Martin (2007) who defines this term as follows:

“Affiliative humor refers to the tendency to say funny things, to tell Jokes and to engage in spontaneous witty banter, in order to amuse others to facilitate relationships , and to reduce interpersonal tensions (e.g.,” I enjoy making people laugh “)” ( p.211) .Which means that this humorous form allows his users to participate in funny speeches or conversations through telling some Jokes , between two or more peoples for positive purposes , including strengthening and consolidating relationships.

Moreover; in Classroom setting; the affiliative humor considers to be an effective teaching tool. According to the results of Role’s (2011) survey which emphasized and showed that the majority of teachers who use this style of humor, they said that their students interacted with it and they start laughing.

### **1.3.2. Self—enhancing humor**

This style of humor has also a positive effect on the individual which is appears in releasing many negative feelings such as; stress, anxiety and tension. Kuiper et. al 1993 state that “ people who have a self- enhancing humor use absurdities and incongruities to deal with stressors and negative life events. “ Similarly; and according to McGhee (2010) who said that self- enhancing hum our provides and helps the oneself to have an effective positive perception, high moral and deal with some negative attitudes. From Kuiper, et. Al and, McGhee points of view toward this style of humor which emphasizes the idea that the ones who uses self- enhancing humor is the one who has the ability to control himself and keep it awayfrom all pressures , anxiety , or when it coincides with the several tense situations that he may face in his daily life.

Finally we can say that the aim of Self- enhancing humor is to stay positive whilst keeping oneself smiling and relatively unfazed in the face of life complexities

### **1.3.3. Aggressive humor**

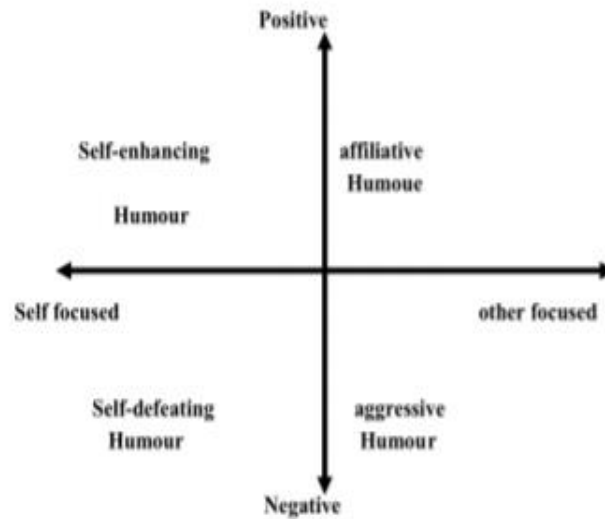
Style of humor is definitely related to superiority theory, which focus on the way of how people make themselves feel better and they have achieved their goals and great individuals' satisfaction, even if it is at the expense of the others. Where this humorous style prevents a person from establishing good relationships. We can support this point as follow;“the aggressive humor style is supposed to be mocking, criticizing and offensive and comprises a lack of respect for the feelings of others “(Ruch et. al , 2013, p.2) .Moreover; and according Gournelos and Greene (2010) that is difficult to build a relationship with people who are using Aggressive humor in their daily life.

The purpose of aggressive humor is subjective and non- social because the person feels joyful in the sometime when he ridiculing the others. Is relatively unhealthy it should be avoided especially in classroom.

### **1.3.4. Self- defeating humor**

This is essentially the opposite of self- enhancing humor. According to Martin (2007) self- defeating humor characterized by using or by telling, or performing funny things at one's own expense in order to make others laugh when being ridiculed or disparaged. The person who performs this humorous style encloses himself in order to gain the approval and admiration of others. In addition, this style is alike aggressive humor. “The self- defeating humor style mainly refers to making fun of oneself or having others laugh at oneself more than one feels comfortable.”(ibid, 2013. P.2) which means that the individual who use this style of humor in the

sake of gain others acceptance through use some sorts of ridicule by including themselves or make others laugh and put them out from their comfortable zone. Finally; self- defeating humor is also unhealthy styles of humor because of its negative effects on society.



**Figure 01 : Two-dimensional model of humor (cited in Lagan-Fox and Cooper, 2007, p221**

#### **1.4. Forms of humor**

It is Important for teachers and trainers to be intentional about how different forms of humor are integrated into the classroom and aware of how these may affect each learner and his or her motivation towards learning. These forms of humor effected students learning in both positive and negative ways , there are many forms which humor could be expressed and used in the classroom for example: wordplay, self-deprecation, Jokes, facial expressions, and ridicule/scorn, this two latter is more destructive forms of humor and they do not serve learning positively.

### **1.4.1. Positive forms**

#### **1.4.1.1. Jokes**

A Joke is referring to what is saying or performing something to make others laugh, the term 'joke' derived from Latin word 'jocus' which refers to jest or wordplay ( oxfordlearner's dictionary, 2008). It's commonly considered the prototypical form of verbal humor produced orally in conversation or published in collections. According to Sherzer (1985:216) defines a Joke as "a discourse unit consisting of two parts, the set up and the punch line ". The first part which is the set up is normally built of narrative or/ and dialogue. Attardo and Chabanne(1992) , while the punch line is the final portion of the text, which engenders, surprise and leads to incongruity with the set- up (Suls1972) . It is evident that humor in the classroom may take different forms, and the present studies of humor aim to identify a Joke as one of the most forms of humor that seems more typical in the classroom.

According to Schmitz (2002), Joke can be universal (context), cultural based on (background knowledge), and linguistic Jokes which deals wit( lexical, Deep structure, Metalinguistic...etc). According to him Is very Important to follow this classification of Jokes because it's the main step for understanding any Joke that presented in the classroom, and this latter (joke) also contain a few subtypes, I.e.: shaggydag- stories ( lengthystories without punch line ) ( chiaro1992), riddles ( questions followed by silly answers) ( chiaro 1992; Dienhart1999) .

#### **1.4.1.2. Wordplay**

Word play or wordplay (also: play- on – words) is a literary technique and a form of wit in which words used become the main subject of the work. Primarily for the purpose of untended Effect or amusement , examples of wordplay include phonetic, acronyms, anagrams, initialisms, and puns which is the most useful type if the humorous words.



#### **1.4.1.2.1. Pun**

Puns are the most kind of word that used in humors way which means the word or the expression have one or two meanings (Oxforddictionary the fourth edition). Furthermore; “ A pun is a writer’s use of word in deliberately ambiguous way often to draw parallels between to concept so as to make the light often, they are a common source of humor in Jokes and other comedic works. “ (Ritchie,2004.223) from this definition we can conclude that puns have a great role and function which considers as the main source of many works and Jokes in comedy,it’salso known as alliteration, it aims to balances between two concepts that share a specific point, or in another way we can say that puns is when someone say a word in joking way in which this word has more than one sense or meaning.

Lens; 2013 state four main categories of this type of wordplay; the sound like puns, lookalike puns close sounding puns and the texting puns. The following table shows each category of this puns with some examples in each one.

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

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

**Table 01: Examples of four pun categories (Lens, 2013, p29)**

### **1.4.2. Negative forms**

#### **1.4.2.1. Ridicule**

Is defined in the Merriam Webster dictionary as "the act of making fun of someone or something in a cruel or harsh way: harsh comments made by people who are laughing at someone or something. Some common synonyms of ridiculous are comical, comic, laughable, and ludicrous. While all these words mean "provoking laughter or mirth" ridiculous suggests extreme absurdity, foolishness, or contemptibility. The verb "ridicule " carries very negative connotation and actually is not intended to be funny.

Many studies have proven that making fun of others exposes individuals to a lack of self-respect, and leads to the person destroying his personality and self-confidence, and also leads to the occurrence of many psychological diseases such as anxiety and psychological disorder. Ridicule also works especially in the educational environment, to fragment the department's community system and sever relations between both, the teacher and his learners or between the learner in it self and his classmates.

### **1.5. Benefits of humor**

#### **1.5.1. Physiological benefits of humor**

The relief theory of humor incorporates on physiological view point in which laughter or humor is seen as a venting of nervous energy. Freud supported this theory of humor, He cited that psychic energy is used in humorous situation and, as it becomes overabundant, is released as laughter, a physical process. We can say "laughter is the best medicine" is proved with science. There is several scientific researches which deals with the physical benefits of humor which indicate that Laughter release the whole body. A good sense of humor relieves physical tension and stress, leaving your muscles relaxed , It's also boosts the immune system, It's decreases stress hormones and increases immune cells and infection, fighting antibodies, thus improving your resistance disease, also humor triggers the release of endorphins, protects the heart, and more than that It help to burns calories.

#### **1.5.2. Psychological benefits of humor**

Olpinand Hesson (2013, 368) illustrate the main psychological benefits of humor which consists in 1. reducing stress, anxiety, and tension. 2. Elevating and transforming mood, self-esteem, hope, energy. 3. Enhancing memory, creative thinking and problem solving, improving

interpersonal interactions (Olpin and Hesson, 2013, 368). However, humor aims to build and protect the mental health of humans, for example:

Humor stops distressing emotions.

Humor helps you relax and recharge.

Humor shifts perspective.

Laughter makes you feel good. And this positive feeling remains with you even after the laughter subsides. Humor helps you keep a positive, optimistic outlook through difficult and tense situations, disappointment and loss. More than just a respite from sadness and pain, humor gives you the courage and power to find new sources of meaning and hope.

Learning activities always cause a certain level of tension and anxiety in learners. Humor may act as an incentive to learners to find the learning process funny and enjoyable.



**Figure 02 : definition of humor in relation with different subfield of psychology**

### **1.5.3. Social benefits of humor**

Social benefits of humor are many. Strengthening of relationships, attracting people to each other, enhancing team work, defusing conflict, and promoting group bonding. People with a good sense of humor may be more socially competent thus better able to salve social tensions which in turn may result in more intimate relationships (Sinnott, 2013, 88).

Humor is one of the most effective tools for keeping relationships fresh and existing, and is also a powerful and effective way to heal resentment, disagreement, and hurts. Humor and playful communication strengthen our relationships by triggering positive feelings and fostering emotional connection. When we laugh with one another, a positive bond is created. This bond acts as a strong buffer against stress, and disappointment. Humor in relationships allows you to be more spontaneous, it helps you to forget resentment, judgment, doubts, and criticism. It also releases inhibitions, and expresses your true feelings where deeply felt emotions are allowed to rise to the surface.

### **1.5.4. Educational benefits of humor**

According to the several positive effects of humor on the individual's daily life as well as it may have also many advantages when the teacher employed his sense of humor in the educational setting. According to Morreall (1983) "a teacher who integrates humor into the learning experience..., will have to put more effort in teaching." The teacher who teaches with a sense of humor greets efforts, and this is what humor seeks in the classroom which makes the students more interested and absorbing to the lecture.

In general, it has been suggested that humor in the classroom helps reduce many negative attitudes such as stress, anxiety, and boredom. There are many direct benefits of humor in education such as: increased students performance (Berk, 1996; Ziv, 1988), better understanding

of materials (Lucas, 2005). In addition , another benefit of humor in Classroom include The improvement of problem solving , the promotion of expression and exchange ideas, humor reduce stress and negative talk during classes , It creates memorable lessons and leads to more work being completed , also It's lead to fewer discipline problems.

### **1.6. The role of humor in EFL classes**

In the EFL classroom where English language is not the mother tongue or the dominant language for learners which mean automatically they struggle with many problems and difficulties during their learning career , So the EFL teachers have a big responsibility to organize, manage all the techniques and methods that facilitate the process of learning and teaching also. Many studies proposed many strategies to reduce the different difficulties that happen in the EFL Classes, and the most common one is humor, which have indicated that humor has a lot to offer to both language Teachers and learners, through creating a positive classroom environment.

#### **1.6.1.Humor in teaching**

Mach has been written in recent years about the Importance of the effective environment in the second language Classroom; at times we overlook humor as essential element and an effective tool in teaching and in creating the effective second language classroom. However, the atmosphere of EFL classes it's differ according to the teacher and his personality, methods , and his strategies that prefer to include it in his teaching style. For instance there are a teachers who think that the use of humor may simply be a lack of knowledge, and if they use it during language classes they will be look foolish, while the others teachers believes that humorand It's use can be very beneficial .

### **1.6.1.1. Humor and content**

The teachers when start employing humor during lectures they should be go through some guidelines : the humor should primarily help students understand the information; though it's of course possible are use humor in general in order to make the classroom feel more welcoming, for the most part humor should to help students to understand the key concepts in the material ,in addition ; the use of humor should be limited ; to ensure that the use of humor is strategically limited to places where it can help the most .

To go deeper; When using humor in teaching make sure to use humor that is positive and you can employ it as learning aid in various ways, such as, by thinking of a humor ousmnemonic that help memorize a key concepts, or by finding a humorous example point that aim illus a crucial point. Furthermore; sense of humor can either positive or negative. Teachers should take in consideration the several forms of humor that he is use it in teaching English language such as ( Jokes, short stories and funny examples).and the appropriate amount of humor that he employed in classroom.

### **1.6.1.2. Humor and spontaneity**

According to Berk and (2003) and Bonjour (2011) who believe that humor should not be prepared and organized before it should be spontaneous. Tobe more active and beneficial for both participants.

The finding from humor- orientation research affirm Thaler's (2012, 07) line of argumentation who reports that students tend to evaluate teachers with a natural sense of humor higher, assign them more professional competence and generally like their lessons better in comparison with teachers who display a low or seemingly no sense of humor .Moreover , In term



of teachers immediacy, the teacher sense of humor is also often claimed to reduce the emotional and intellectual distances between teachers and learners, simply students seem to feel more comfortable participating and taking linguistic risks in the classroom when they have a strong bond or connection with the teacher, According to Berk (2002) ,”Humor can chop Down, smash, demolish, even vaporize the pre- existing barriers that sperat you from your students , It opens up communication that’s not based on fear or intimidation “. Humor serves as an effective way for teachers to create connection with their students.

### **1.6.1.3. Humor and subjectivity**

Concerning the cultural aspect , white (2001) who state that humor differ from one culture to another , which there is some culture believes that the use of various sorts of humor is unsuitable; as well as differ in its use due to the present situation of society.

Furthermore; The role that humor plays as a pedagogical tool in the context of teaching also include numerous advantages for the acquisition of foreign language skills, According to Denire (1995;286) point out, within the English as a foreign language classroom, humor can both used’ as a technique to introduce linguistic phenomenon and cultural knowledge “. Thus Humorit can be also used as a teaching device to enhance the students ‘language proficiency in both linguistic and cultural terms.

### **1.6.2. Humor in learning**

Humor plays an essential role in learning process, and it has a great impact on learners and on the atmosphere around them. However; Humor has a very important cognitive and neurological role to play in our abilities as learners, to retain information, handle incongruity, seek and recognize patterns. However, teachers, helping their students to share a Joke

perpetuating an ongoing humorous event that is shared by the class, can minimize stress and anxiety in students, and create a more comfortable learning environment.

To recap, and using this research as a Foundation, humor works well in Classrooms because:

It is neurologically stimulating

Has been shown to increase retention of information.

Enables a better classroom environment.

In general, Humor develops several aspects of the students as shown below Humor increases overall mental functioning: Using humor in the classroom exponentially increase student's overall mental functioning, Fry(1984, quoted in Berk 2002), highlights that laughter caused by a sense of humor causes an increase of a substance or a chemical property or The body which called ' catecholamine' , this latter help to improve the functioning of the right and left hemisphere of the brain, also Berk (2002) states, that learner's laughter an or during a lesson lead the students to improves memory capabilities this can make students remember and internalize language they encounter in class more effectively.

- Humor Keeps learners focused and engaged

Humor can serve as a strategic and helpful means of getting students to be on the class, and staying focused on the lesson,; most of teachers become annoyed when students talk during class or may be their cell phone rings during a lecture or discussion, so the majority of them, they have found using humor can stop the disruptive behavior while maintaining a positive classroom atmosphere. As Berk (2002)"regardless of what content you teach or how you teach, humor used as a systematic tool can serve as the hook or paddles of your dreams " (p.6), Berk highlights how humor can be an effective resource for motivating students to become active, attentive and engaged during Classroom time.

- Humor maximizes learner's ability to think creatively

Loomans and Kolberg (2002), explain that humor plays an important role in creating an suitable learning environment when the learners use a sense of joy and fun in the classroom to feel more relaxed resulting in an ability to be more creative. Moreover, Morrison (2008), He state that humor is a resource for increasing the desire for more divergent thinking among learners, also he is explain how the effective uses of humor and creativity in the classroom will promote a culture of learning where learners more critical thinking and problem solving skills.

- Humor helps learners become more positive

Learning a new language, especially in the first stages of the process, can be challenging for many students, because they don't have the tools needed to communicate successfully right from the beginning, and also due to their lack of understanding of the time It's takes for the learners to learn a foreign language, such as English, which results some kind of problems and pressures. However, Humor has a unique way of transforming those negative feelings into something more positive and beneficial for learning. According to Morrison (2008), "Humor can be applied to redirect one's negative energy into a positive form – a highly developed cognitive skill. Recognizing internal frustration and learning to react with humor is beneficial for our health "(p.109).Including humor during EFL classroom for instance it seeking to reduce or to adjust The difficult and potentially frustrating situations with adding a positive energy which help students relax, It's also reduce competitiveness, which in most cases results problems and disputes between the students of the same class, and to create bonds of 'we're all together '.

**Conclusion**

This chapter examined the literature related to the topic of humor in EFL classes. Where did we talk about the definition of humor, humor theories, types, and its role in the EFL classes, we highlighted humor as a valuable tool to use in educational context, and we have focused also on how can humor affect both the teaching and learning processes, in order to show it make people feel more interested in what going on, and more energized. Moreover, Humor is an effective teaching strategy, where teachers should follow and use a principals and rules of It to motivate their learners during EFL classes.

**Introduction**

Different factors contribute to the success of learning English as a foreign language, where motivation takes an important place and play an essential role during this process. According to Harmer (2007),” motivation is a kind of internal drive which pushes someone to do things in order to achieve something.” In addition to several empirical studies which indicate that the individual, especially students who are highly motivated, learn the language faster and better than those who see learning a foreign language difficult, and boring process. The term ‘motivation ‘is related to the teacher who can play an important role to increase the learner’s motivation. Therefore; this chapter presents a general idea about motivation in EFL learning, It explain the factors that affect motivation in this process, and the main strategies that teachers used and applying it during their teach English, also tackles the prominent motivational theories.

## 2.1. Definition of motivation

English dictionaries defined the term 'motivation' differently. For instance; and according to Merriam Webster dictionary, motivation 'is "the act of giving someone a reason for doing something; or the process of motivating someone."' According to (Shardrikov, 2001) who considered motivation as a "whole set of driving forces that stimulate person's activity and have certain goal orientation", It is a collection of feelings that drive and allow the individual or the learner to engage in learning activities that lead to achieving the desired goals. Furthermore; Ellis (1994, p.715), define motivation as the attempt which learners make for learning a second language because of "their need or desire to learn it" cited in (Mahadi and jafari, 2012, p.232) Needs generate motivation.

However; Motivation can be defined simply as follows: motivation corresponds to the sum total of internal and external forces that drive the students to contribute in the learning process, or the proposed activities and to participate actively in these activities and to make reasonable efforts to choose the most appropriate means of resolving problems. Motivation then comes at any moment of achieving an activity or during all stages of the pedagogical process. In short; Motivation in learning is a successful key for better achievement.

## 2.2. Motivation theories

### 2.2.1. Content theories

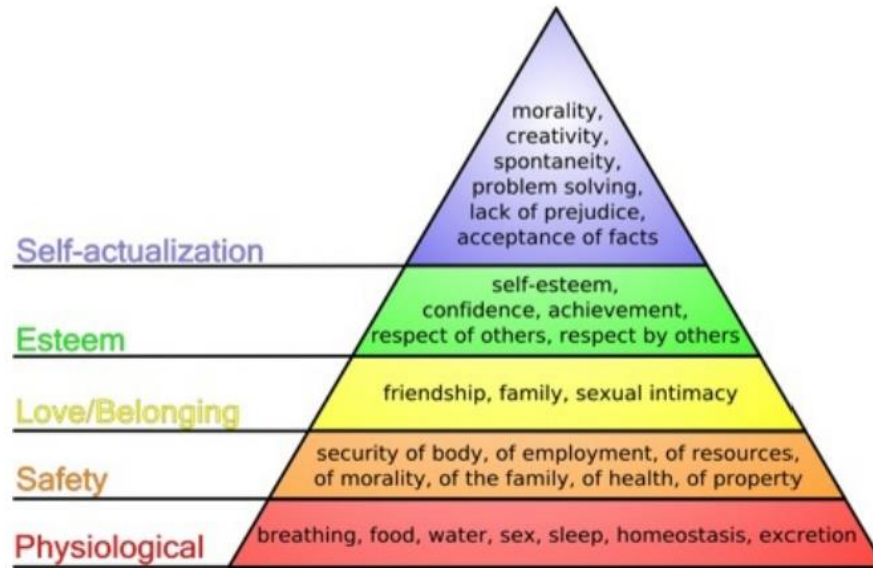
#### 2.2.1.1. Maslow's Hierarchy of Needs Theory

According to the theory "individuals are motivated to satisfy their needs ranked in a Hierarchy according to their level of importance" (Brooks, 2006, p.55). Maslow, emphasizes "that these needs are the most important factor determining the behavior of an individual by the thought that each behavior originates from the effort to resolve their specific needs." (Model,

2010, p.623). An individual's behavior depends on results from various activities and behaviors that are very important for him to meet his various basic needs in his life by making several efforts that may require mental, physical, or energies.

Maslow has created a hierarchy of needs pyramid with these thoughts, where did he arrange these needs from the lowest level to the highest level as following: physiological needs, Safety needs, belonging and Love needs, esteem needs, and finally self- actualization needs, we can get to know or identify these needs in more depth and go hand in hand with ( model, 2010, p.624; Özkalp and kirel, 2005, p.318, Thomas, 2004, p.57): physiological needs, are the needs for example: water, sleep, food,.....second category of needs which is safety needs that works and contributes in protecting the individual from various dangers and threats, whether its physical or emotional, In general this category of needs protects human life, possession ( property) , works, and everything that belongs to him. Needs for belonging and Love refers to where is the individual loved, accepted from his family, relatives and society. Needs of a person to respect firstly himself and his quest to create a good reputation and secondly improves himself and forces others to respect him as well under the term of needs esteem. Self- actualization needs are the needs for creativity of individual, ability to express him and the willingness to use his talent to the end.

According to the basic principles and as a result of the theory, “individuals will address themselves to the behavior directed by the things what they want (needs) and endeavors to satisfy these needs rather than what they have.” (koçel, 2010, p.625).the principle things that a person seek to achieve and possess is translated into different behaviors which seek also to meet the individual's requirements.



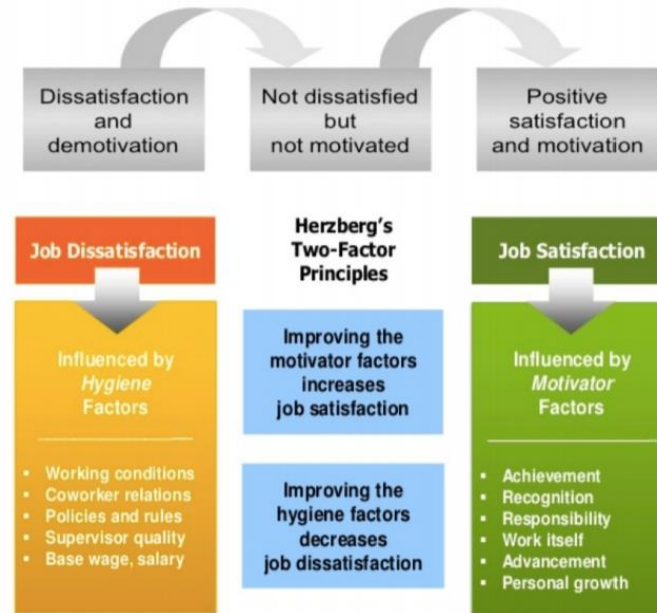
**Figure03: Maslow's Hierarchy on Needs (Finkelstein 2006)**

#### **2.2.1.2. Herzberg's Two factor theory (Hygiene Motivation Theory) (1959)**

This theory appeared by Herzberg, after his conducted a research with a group of engineers and accountants about job satisfaction. Where theorized that this has two dimensions. "In considering the participants' responses it was determined that they internal contents as achievement, responsibility when they feel good and highly satisfied, but they mention external content as wages, working conditions when they feel bad and unsatisfied." (Hampton, 1981, p.381) .After observing the reactions of the participating persons, and according to the results obtained from the study we conclude that both the internal and external content, It almost depends on the mood of the worker and his positions and how is treated in his work environment, If he feels satisfied, the work is a responsibility where it is restricted to the necessity of its completion. But if they start facing some problems for instance their feeling of dissatisfaction and also their failure to obtain their rights so they mention wages and some of disadvantages or working conditions. However; factors affecting job satisfaction are divided into categories: the



first one is the Hygiene factors covering the process of getting the job done (external factors) the second category is the motivating (internal factors) that make workers more productive and creative.



**Figure04: The two-factor theory of motivation (Weiner 2012)**

Herzberg Colleagues, in this study, concluded that “ job dissatisfaction occurs in the absence of the Hygiene factors but existence of these factors alone doesn’t provide job satisfaction and motivation , only with the presence of motivational ( internal ) factors job satisfaction accompanied with the motivation can be obtained “ (Özkalp and kirel , 2005, p.322) .Despite to the importance of the external factors such as Hygiene for workers and their negative consequences when they are absent, even if they are present, this does not make a big difference! And does not motivate workers as it should, but to achieve job satisfaction and in addition to this category of factors ( external) there are ( internal) motivating factors that seeks to motivate the worker to achieve his goal ( job satisfaction) .

## 2.2.2. Process theories

### 2.2.2.1. Vroom's Expectancy theory (1964)

In 1964, Victor vroom developed the theory of Expectancy through his study of the motivations behind making decision. This theory is relevant to the study of management. There are three main elements of the theory; valence, Expectancy and, instrumentality. The concept of valence is described “as a degree of preference of a particular prize of the individual.”(Lunenburg, 2011a) , or we can valence is the value that an individual put it on rewards for a specific result, which are based on their needs, goals, values, and sources of motivation .The expectancy , mentioned in the theory as a second concept is defined “ as estimation intended to achieve a reward as a result of work- related effort.”(Model, 2010, p.633) which means that expectancy is the results that he reaps from his various efforts towards his work. The belief that an individual's effort usually depends on the individual's prior experience and self- confidence is more likely to achieve the goals of the expectancy. Finally, the concept of instrumentality in theory describes that “the first reward to be obtained by the individual will be the first level reward and each first level reward will serve as a means to achieve the rewards in the second level.”(Koçel, 2010, p.633), the rewards that the worker or the individual obtains in his early beginnings as proof of his initial level, which in itself are positive motives for him to obtain other prizes that prove the development and advancement of his professional capabilities, this prizes are known as second level rewards, this reward may appear in the form of an increase in wage, recognition or feeling of accomplishment.

According to the theory it is possible to say that the individual will strive to do the work and have motivation in this direction in the situation of existence of high probability to reach a reward when he put his all efforts on the work before commencing a work.

### 2.2.2.2. Lawler and porter's expectancy theory (1968)

Lawler and porter's theory which has expanded from vroom's expectancy theory is separated from vroom's theory of the following point: Lawler and porter's theory based on the reward generated from performance as well as the providing satisfaction. According to this theory satisfaction is related to both performance and reward, where they put rewards as a mediator or bridge between performance and satisfaction .from this point, the individual's satisfaction is determined by how close the real rewards are with the rewards that are believed to be fair and consistent with the performance or the expended efforts, if the real prizes for performance are equal to, or more than the rewards that the individual believes are fair, the satisfaction achieved will push and motivate the worker to repeat the same efforts, but if the rewards are less than what the individual believe he deserves, as state of dissatisfaction will occur where does it stop the continuity of motivation in making efforts . In addition Lawler and porter divide rewards as intrinsic and extrinsic rewards, the first kind which is the Intrinsic rewards, that an individual feels when achieves a high achievement such as; self- development and revealing the full potential involved in the upper levels of the Maslow's theory while the extrinsic rewards, these are the rewards that an individual obtains from professional organization job which are for example; promotions, wages, and job security. Another distinguishing feature from the vroom's model is as follows: According to Lawler and porter the high performance is not the only factor for success.

Moreover; both skills and knowledge play a key role in achieving success. However; unlike vroom's model and according to the Lawler and porter's theory: Every worker must have a perception of role for himself in order to present performance. "Individuals should be prevented to undertake the roles of other employees."(Model, 2010, p.635; Sađlan , 2007, p. 35).

It is understood from the theory that the individual performance is due to his efforts and prior knowledge, in addition to his own skills and rules. As a result, he is rewarded with Intrinsic and Extrinsic, first and second level rewards. "Satisfaction and motivation occur as these rewards are equal to the perceived rewards by the individual. "(koçel, 2010, p.635).

### **2.2.3. Difference between content theories and process theories**

We can notice the difference between motivational content theories and motivational process theories after our study and taking samples from each type, where we can say that content theories it identifies the reasons for motivating an individual and explains the necessities and requirements for motivating a person, is considered as the closest theories that related to the concept of motivation, As for the process theories , which explain the different behavioral patterns of individuals in meeting their needs and requirements In short; content theory emphasizes on the reasons for changing the human needs frequently while the process theory focuses on the psychological processes which affect motivation, with regard to the expectations, goals and perceptions of equity.

### **2.3. Motivation in language learning**

Motivation is very important in learning or acquiring a foreign language successfully. According to Gardner (1985, p.11) who defines motivation in terms of language learning "as having a desire to learn the language, feeling enjoyment of the task and putting effort into the learning process." Here motivation was defined as the strong, positive and enjoyable will or desire that drives the students to learn any new language restricts him into its various aspects in term of learning and pushes him to show all his passion and perseverance in it to show better abilities.

However; and according to Ainely (2006)," In a school context, pupils tend to be motivated by topics that interest them and the role of interest in terms of motivation cannot be

understated.”Which means that the majority of pupils or all of them are more attuned and attracted to the most topics that interest them; from this point we can say that interest can generate motivation?

Moreover; Nagel and Scholes (2016,p .207) propose that “ a teachers beliefs and expectations about pupils ‘ abilities and capabilities will also influence pupils ‘ motivation “ . Nagel & Scholes they believe that the teacher has great role in motivating their students by showing them and their appreciation for the efforts made and the learning abilities , capacities of his students which make and push them to continue to show their active side and to become more motivated and also to gain the necessary confidence in themselves.

### **2.3.1. Integrative and Instrumental Motivation**

According to Gardner and Lambert (1972), “Integrative motivation is when a language is learned for personal growth, cultural enrichment or to integrate with a target culture.”That is, when students have a desire to learn that foreign language for several reasons, including engaging, joining and belonging to this language socially and culturally. By contrast, Instrumental motivation and also according to Gardner and Lambert (1972), “ Is when someone is motivated to learn a language in order to reach a specific goal, for instance acquiring a desire job or being able to travel around the world. “this type of motivation based on drawing and planning some of the goals that the students seeks to achieve through learning this language, which makes him more passionate and productive.

However; this two motivational terms, integrative and instrumental one for Gardner and Lambert’s they seem logical, but there is another’s for example (Dornyie&Ushioda, 2009) , they have been criticized and said: “ whether it is not possible to apply the concept of integrative motivation when there is no specific target group or culture .” According to my understanding to this point, that the following type of motivation is not only limited to the community, society or

the same culture of learned language, this language can contain many speakers from different cultures. So we can conclude that the integrative type it works at the level of one person, his efforts and his personal desire towards the wanted language .The Instrumental motivation will often be more short term directed, achieve good grades or get specific job as mentioned above.

Moreover; (Drew & Sorhein, 2016, p.22)show that “to optimize the motivation and outcome of language learning, it is necessary with varied activities, encouragement, guidance, and constructive feedback. “Here the teacher should be conscious in terms of his Choice of appropriate educational means, techniques and methodologies in order to increase the motivation and desire of students to learn the language which makes them more encouraged, persistent and persevering to obtain the best learning results.

### **2.3.2. Extrinsic, Intrinsic, and self- Determination Motivation:**

Extrinsic motivation has similarities to Gardner and Lambert’s (1972) instrumental motivation regarding short term involvement and practical outcome of the action. However; According to (Nagel & Scholes, 2016, p.206),“Extrinsic motivation such as rewards and punishment have a long history in school and indeed in western society.” this type of motivation has a great and special history in western schools, in addition to containing many similarities between it and the instrumental motivation on terms of the reactions resulting from the various actions of students. In Extrinsic motivation and according also to Gardner and Lambert’s (1972) the word reward for the English language learners is to get attention and good treatment from peoples surrounding him within the learning environment such as his friends, teachers and to achieve good marks, notes.

Intrinsic motivation can be seem in relation to integrative motivation in terms of personal passion and curiosity. According to (Nagel& Scholes, 2016) this type of motivation “is when

there is a personal passion or desire to complete something, such as excitement, satisfaction or curiosity. “Where its source is the learner himself, as he seeks to learn driven by an inner desire to satisfy himself and also he seeks to feel the pleasure of learning to complete the curious gaps towards this language. “Is based in the innate, organismic needs for competence and self-determination “( Deci&Rayn , 1985, p.32).Self- determination motivation was developed by Edward Deci and RichardRayn and promotes the importance of innate psychological need of competence autonomy and relatedness in terms of motivation (Deci& Rayn, 2000). According to (Reeve, 2009) Needs for competence means harnessing the best opportunities and challenges for the person, especially the student, in order to develop and improve his abilities and language skills. Autonomy, in a school context, where does the, student become behaving independently and leading himself during language and learning activities ases.” the Importance of relatedness reflects the desire to be emotionally connected to other people, which is very relevant in a classroom context.” (Reeve, 2009, p.162) . During Classroom , relatedness its plays an essential, emotional role because it seeks to consolidate and build relationships between members of family learning. When the language teacher try to connect the learning topics, content to the learners real life context it may have a positive effect on the classroom atmosphere.

Moreover; Deci and Rayn (1985) argue that people who are intrinsically motivated have more, interest, feel competence and self- determined, and experience confidence in the activity, from Here we can conclude that the Intrinsic motivation activity based on the need for self-determination.

Kuutila (2016) investigated how personalized learning can be implemented in teaching English in relation with the self- determination theory which focus with learners ‘autonomy, According to her the learner has the personal freedom to learn things that he feels are the most

useful and helpful for him to develop his language competence by making the necessary efforts with the support of his teacher.

### 2.3.3. Motivation in Three Stages

According to Dornyei (2001a) who presents the content of motivation model which consisting of three stages; the first one is choice motivation it is come in the early stages of learning, So that is defines and draws achievable goals, According to the student's competencies and abilities. Reeve (2009, p.227) proposes that "goals that are both challenging and specific generally improve performance, and they do so by producing motivational effects." Challenging and customized goals work on developing and enhancing the student's performance, which in itself contributes to increasing motivation.

The next step in the model is executive motivation, According to (Dornyei.2001b) this stage is "to energize the actions while it is being carried out". Here the students use several strategies and techniques that differ from one to another in order to maintain motivation and create a kind of enthusiasm while performing a particular activities or tasks.

The last stage motivation retrospective. "This stage begins after the goal has been achieved, the action has been terminated or when action is interrupted for a longer period. " Dornyei (2001b, p.90) .this stage is carried out by the teacher when the desire goal has been achieved or when interrupting it for a long period of time to revive and prepare the learner for further activities, also includes their reaction to their efforts, and their learning results satisfaction.

Dornyei's model of motivation, the model that contain three stages of motivation, when the pupils involved in choosing topic or teaching strategies and also involved in setting achievable goals Here they become more motivated to enhance their choice motivation, secondly; executive motivation It's happened if the teacher connects the topic to the pupils interests and their daily



life. Lastly; if the pupils are involved in evaluating different teaching methods, topic or learning materials motivation retrospective is covered, Dornyei (2001b, p. 59) refers to several research studies that provide evidence that second language motivation and learner autonomy go hand in hand.

#### **2.3.4. Interest and emotion**

For teachers, the key to motivate and engage pupils is to develop practices that stimulate positive affect. According to (Gervone,2015).The word affect in an educational context is described as the experiences of feelings and emotions. Affect, is a term that includes collection of special feelings or emotions that the students feels during their learning. Emotions have motivational power to us, and interest is one emotion that many increase motivation. Interest motivates the individual or the ,student to possess a keen desire to explore and know things in addition to his work on organizing knowledge, and processing feelings and emotions which is one of the responsibilities of language teachers . According to Ainely (2006, p.391) “Interest is conceptualized as an affective state that represents pupils’ subjective experience of learning and the state arises either from situational interest or individual interest.” Which means interest is a state that reflects or translates the student learning experience and self- efficacy this state is generated due to the learner’s interest in the direction of the environment and the educational situation or due his individual interest.

Situational interest means that a person will be more motivated in certain situations over others, typically dependent on the situations ‘ connection to personal interest it focus on the immediate feelings triggered by aspects of certain, object or situation. Situational interest is often temporary and context specific (Tin, 2013) .While Renninger (2000) defines the individual interest as" a person’s relatively enduring predisposition to reengage particular content over

time.” (Hidi & Renninger, 2006, p.113) , that is, person’s interest in reusing previous contents that may benefit him in his language learning and studies over a period of time.

Hidi and Renninger (2006) propose that the potential for interest is in the person but the content and the environment define the direction of interest and contribute to its development, from this, we can conclude that the learning process in Its content is related to pupils’ interest and real- life context which this later can consequently enhance EFL students motivation.

### **2.3.5 .Interest versus enjoyment in a learning context**

In learning context there is an important distinction between the two terms ‘Interest/enjoyment ‘. According to Tin (2016) , “ Interest actuates exploratory behavior and knowledge seeking “ , this term supports and develops student’s behavior, also programmes him to become more researchable and exploration for everything new arouses his interest. While enjoyment is a proven way to build strong and connected socially learning atmosphere. According to Tin (2016), “a learning activity that provides enjoyment will not necessarily foster a desire to explore or seek knowledge which is vital for successful language learning “. This feeling that sends positive energy inside a learner and makes him more motivating and energetic, is considered one of the most basic rules for successful language learning.

Many researchers have stated that interest facilitate the process of remembering, which is a sensitive and important thing for the student in his learning, pupils will not remember things that do not have an emotional value to them.

Ainely (2006, p.393), claims that what pupils bring to school in the form of predisposition , values and orientations, plays an important role in their response to the learning task .Knowledge, the various values and foundations on which the student grew up and using them within the context of learning language that contributes in raising his motivation toward learning. In topics

that pupils can connect to prior knowledge prompt further thinking an action in relation to the task and will be often motivating. If the pupils can use the language for instance in our case the English in relation to topics and situations they are interested in, that may increase their motivation and language proficiency.

According to Reeve there is a connection between interest, enjoyment and self-determination theory in ‘ understanding motivation and emotions ‘, “ when involved in activities that offer opportunities for self- direction, optimal challenge and frequent social interaction, people typically experience need involvement and feel interest In what they do when involved in activities that offer autonomy support positive feedback, and communal relationships, peoples typically experience need satisfaction and feel enjoyment in what they do.”(Reeve,2009 ,p.165).Most students feel self- satisfaction, when they join to various activities that open up opportunities for them to show their abilities through this three components of self- determination theory; need of autonomy, competence and relatedness, where they also feel several positive feelings that are the result of these enjoyable and satisfying experiences.

According to Reeve, pupils will develop interest in activities that is with a support social interest, relatedness and autonomy. Furthermore, pupils in order to build and develop their competence and motivation they should be more challenged and receive formative feedback.

#### **2.4. Factors affecting motivation in language learning**

Motivation plays a fundamental role in the process of learning foreign language , the success or the failure of students depends on many factors , these factors are related to the environment in which the learning process takes place, they can be psychological or they increase or decrease motivation such as, the effect of parents, teacher and classmates.

#### 4.1. The effect of parents

The family also has a great role in helping the child to be a distinguished individual in his society. Thus, education is not only the responsibility of the school, but it is a joint obligation of student's families, teachers and school. Therefore; parents should be involved in the educational process to ensure the quality of their children's' academic achievement.

Parental support is one of the other variables that influence language acquisition through its influence on motivation. According (Gardner 1985b: 110; Gardner and Clement , 1990, p.505), Gardner who differentiates between an ' active role ' and ' passive role ' played by parents in Affecting their child's second language learning .(cited in Irish, 2009,p.40).In the first category, where parents support is effective and encourages the progress of their children's through their continuous monitoring of them, while the second one where parents deal with their children according to their feelings and their relation to the target language. Cited, Also Gardner claims that the parental support for their children can be positive or negative.

According to Ohusiji (2016), the support of parents is play a huge role in motivating their children in learning, for example; the mothers who monitors and use a great efforts to control their children academic progress and the high educational level of father can contribute to solve several problems that child may face during their learning, and this kind of parents who hold such highly professions have to use English every day even at home, So they create the suitable environment for their children to speak and learn English the role of parents is not just influencing their children to learn English language, but also encouraging them to give an interest to their activities and to do them perfectly.

### 2.4.2. The effect of teachers

Teachers are the source of knowledge, they play a vital role in the classroom .it is very important for the teacher to be effective during session. English teachers should be productive ones towards their students through raises his learners interest, curiosity, inquiry ...ect. In another word; teachers have to understand the needs of their students in order to motivate them, because students when they start feel and understand that they are emotionally supported by their language teachers, their motivation to learn English as a foreign language will improve and rise.” A good teacher considers motivation as a part of or her duty in teaching foreign language.”(winked, 2005), Motivation as a term for some teachers, especially the professional ones, is the main factor in their success during his teaching career.

### 2.4.3. The Effect of Classmates

The situation and the environment of the classroom are very important for learners. Classroom as a social environment which includes the teacher and a group of students who are linked or related to each other's by special kind of interaction. Different studies argue that the classmate is considered as an Important factor in facilitating language learning, for instance; the difference in the level of students of the same class creates a kind of fierce competition between them, which makes them more motivated to achieve better results, According to ( Ohusiji, 2016), “ Since the classmate may create the suitable learning environment they help each other to facilitate the learning process. “Otherwise; also the difference in the academic level can build some of relationships for example; working in mixed groups containing excellent and average students, this positive thing for them where they do exchanging ideas, information and benefiting from each others.

### 2.5.1. Dornyei's Motivational Strategies

According to Dornyei (2001, p.28),” Motivational strategies refers to those motivational influence that are consciously exerted to achieve some systematic and enduring positive effect.” In learning context Motivational strategies refers to the several methods and techniques that a teacher follows or uses in a conscious way in order to make his students more motivated, active and creative during class. Dornyei (1999) cited in FuXiao (2013) mentioned that motivational strategies is divided into three main types and each type is divided also into several ways used by teacher to support and enhance learning English as a foreign language.

#### 2.5.1.1. Generating initial motivation

To examine the important of the students’ attitudes this type contain of two main strategies as we will show below :

##### a. Creating the basic motivational conditions:

- Establishing good relationships with learners.
- Create safe and organized classroom environment.
- Create a cohesive/ related learner group structure .

**b. Enhancing the learners ‘ language related value and attitudes:** This strategy relies in its work to present the language, its content and, focuses on the different types of motivation:

- The focus on the integrativeness.
- The focus on anticipated intrinsic learning.
- The focus on instrumental incentives.

In order to improve the student’s initial motivation, teachers should build and make the curriculum more relevant to increase their expectancy of success.

### 2.5.1.2. Maintaining and protecting Motivation

This type Shedding light on teacher's focus on supporting and encouraging the independence of their pupils. It includes different ways in order to increase the student's motivation, In this case they are responsible to increase and support their student's self-confidence, and help them to set their goals alone. This type focuses on:

- “Making learning stimulating and enjoyable”, (Dornyei, 2001, p.75), by breaking the monotony of classroom events. For instance; creating an energetic and fun atmosphere within classroom in order to eliminating boredom through diversity of learning tasks and other aspects of your teaching as much as you can, focus on the motivational side rather than the informational side.

- “Setting specific learners goals “,( Dornyei, 2001, p.81), during this there is several methods in the other hand a contract methods such as: ‘ learning contract ‘ where a specific and clear agreement is concluded between the teacher and the students before starting in teaching process. This contract simply makes the purpose of this process clear and its contributes in convincing students, and shows the educational resources they will resort to, and the nature of the several activities that they will practice, also agrees on the method and timing Evaluation. The use of this kind of contracting methods with students it seeks to formalize their goals commitment.

- “ Protecting the learners’ self- esteem and increasing their self- confidence “,( Dornyei, 2001,p.86), self- esteem and developing self- for learners are ones of the most Important success factors that the teacher should be maintain it.

### **2.5.1.3 .Rounding off the learning experience and encouraging positive self-Evaluation**

This type includes giving positive feedback and supporting students through prizes. In order to support and encourage positive self- Evaluation of the students, teacher has to promote their students efforts rather than their abilities increase their satisfaction.

- “ Promoting Motivational Attributions “,(Dornyei ,2001,p.118), for instance; giving a multiple chances to the learner to explain what they found particularly challenging about language tasks and the strategies that used to deal with this challenging also what they learn from the experience and According to all this the curriculum should be based on the capabilities of the learners.

- “Increasing learner satisfaction “, ( Dornyei, 2001, p.125), the teacher should be do things that make his students satisfied, because students satisfaction equals to his resulting academic output. For example; by allocating a certain time to celebrate with them about their success.

- “Offering rewards and grades in motivating manner “, (Dornyei, 2001, p127), providing rewards and prizes to students is one of the prominent motives in motivating and pushing them toward achieving better results.

## **2.6. The use of humor to enhance motivation**

One of the best characteristics of the teacher is create or increase motivation in students in order to teach English language , where they encourage their students question constantly, to search for answers, and to learn for the pure joy of learning.

However; a good sense of humor can be an effective and inspiring part of influence. Let’s take example from the educational field, especially in learning English as a foreign language, when the teacher is passionate his students by telling them some short and fun stories in order to



make learning environment which is language classroom more enjoyable and comfortable where the learners shows that they are able to accomplish their tasks and achieve high grades in easiest way so, they are motivated and automatically will be able to learn with more Love, passion, and interest.

Moreover; Humor is considered as a treatment for the student's psychological problems that he encounters during his learning, where the teacher plays the role of the psychiatrist where he use his sense of humor to adjust the mood of his students and breaks the barrier that is usually between him and his learners, which is one of the most prominent problems and boasts facing the majority of students, humor strengthening relationships and creates an entertaining atmosphere where the student finds himself capable to create, participate and, motivates to make the necessary efforts to achieve the desired progress.

Finally; we can conclude that the use of humor in the classroom is refreshing, motivating the learner and laughter will prompt the students to recharge their energy and focus more on what the teacher say and listen to, which also improves the performance of the English language teacher and develops his teaching, communication abilities. 'Teachers Motivation is a key element in students motivation '.

**Conclusion**

Motivation is an important factor in teaching and learning English as a foreign language. This chapter presented a general idea about motivation, It highlights the most prominent motivation theories and, its types .In learning process where the learners' motivation can be affected by different variables or factors such as; parents, teachers and, classmates that have influence on the students outcome. In short; we have taken also the main 'Dornyie's motivational strategies In EFL Teaching '.

### **Introduction**

In the first two chapters. We have tackled the literature related to the humor in language classes as well as the classroom motivation. Now the third chapter which is the field work of our research, it deals with the practical work of the presented study. Since our research is descriptive, we intend to obtain from teachers' questionnaires and classroom observation. The goal of this part is to analyze, interpret, and discuss the answers of teachers' questionnaires. Besides, it highlights how we conduct our classroom observation with mentions its analyses and results. Moreover; this chapter aims to get more and better understanding of students, teachers' perception of humor as teaching tool and its affect in raising student's motivation.

- **Methodology**

The following study is based on the qualitative method, because it is the suitable ones for this kind of research, in order to reach more reliable answers, in addition to understanding and explaining different feelings, expectations and opinions towards the suggested technique.

This study is mainly descriptive in order to show and highlight accurately the relationships between the two variables which are teachers' sense of humor and EFL students' motivation.

- **The sample**

The researcher chose the respondents from pupils of the second year middle school at Aroussi Mouhammed Essaddek school, they were selected randomly (30 pupils) and one teacher of English language in order to carry out the classroom observation, In addition, the researcher intended to choose three teachers from the population and they were given questionnaires in order to know their opinion closely about the studied case.

- **Data collection tools**

- **Teachers' questionnaires**

We used the questionnaire as means for our data collection because it is the most appropriate tool in the descriptive method. It helps to get a general and comprehensive idea about our topic. The data that obtained from the teachers' questionnaires were analyzed in order to examine the attitudes of EFL teachers toward the use of humor as a teaching tool in EFL classrooms.

- **Classroom observation**

The researcher deals with classroom observation in order to know the influence of teacher s' sense of humor on student's motivation.

Classroom observation it is the suitable means to evaluate the outcomes referring to actions and events that obtained from the attending of many regular sessions with teacher of second year and her pupils.

### **3.1. Teachers' questionnaires**

#### **3.1.1. Aims of the questionnaires**

This questionnaire aims to discover teachers attitudes, thoughts and beliefs concerning the use of humor in EFL classes, whether they are use it with their students or not, as well as its effect in raising the EFL learners motivation and its helpfulness in education in general. In order to do that we have submitted three questionnaires to three English teachers at Arroussi Mohammad Essadek middle school.

#### **3.1.2. Description of the questionnaire**

The presented teachers' questionnaire is divided into three sections. The first section is about the general information of the participants concerning their experience, the main reasons for their choosing teaching English language, and their views of teaching English in terms of its difficulty.

The second section it's about classroom motivation, the teacher in this section are asked about the importance of motivation in educational context and, what are the main strategies that help them to motivate their learners in English class.

The last section it deals with humor in language classroom. The teachers are asked if they employing it or not and if their students are reacted positively with the several forms of humor using in presenting lesson. In this section the participants are asked to pick out the suitable answers for them from each statement.

### 3.1.3. Results' Interpretation

#### Section one: General Information

#### Q.1: Why do you choose to teach English?

- a. It's respectable and responsible job.
- b. I think this language is fascinating and I want to help learners to understand what language means or how it's work.
- c. English is used all over the world there will be always work for me.
- d. I loved learning language school and I hope to help others have a positive experience like I did.

**Table 02:** Teachers Motives of teaching English.

	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>Total</b>
<b>Number</b>	<b>00</b>	<b>02</b>	<b>00</b>	<b>01</b>	<b>03T</b>
<b>Percentage</b>	<b>00%</b>	<b>66.66%</b>	<b>00%</b>	<b>33.33%</b>	<b>100%</b>

In this question, teachers were asked to state the main reasons behind their choice to teach English as a foreign language. The data from table 01 shows that the majority of the participants has answered that they choose English language because of his desire to help students to understand the components of English language with a percentage of (66.66%), while (33.33%) of them said their choice is up to his intense love to English from the earliest stages of his learning life and, he seeks to convey this positive feeling towards this language to his students.

#### Q.2: what do you gain from your teaching experience?

- a. An understanding of the work environment.
- b. An opportunity to explore possible career options.

c. Increased self- understanding, and self- confidence.

d. a.b.c.

**Table 03:** The Effects of the teaching experience on teachers.

	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>Total</b>
<b>Number</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>03</b>	<b>03T</b>
<b>Percentage</b>	<b>00%</b>	<b>00%</b>	<b>00%</b>	<b>100%</b>	<b>100%</b>

In this question, and According to the results of table above, the teachers were asked to reveal about the main benefits that gain from their teaching experience. The results of the table above shows that all of teachers with (100%) choose the answer (D) that includes all the options above (a. b and ,c) which are ;understanding of the environmental work, explore the possible career options and, increased their self- understanding and confidence.

### **Q.3: How do you find teaching English?**

a. Very difficult.

b. Difficult.

c. Easy.

d. Very easy.

**Table 04:** Teachers attitudes towards teaching English.

	<b>Very difficult</b>	<b>Difficult</b>	<b>Easy</b>	<b>Very easy</b>	<b>Total</b>
<b>Number</b>	<b>01</b>	<b>01</b>	<b>01</b>	<b>00</b>	<b>03T</b>
<b>Percentage</b>	<b>33.33%</b>	<b>33.33%</b>	<b>33.33%</b>	<b>00%</b>	<b>100%</b>

This question aims to indicate the difficulty levels concerning teaching English language, the table above shows the diversity in the answers of participants (teachers) were (33.33%) find teaching English difficult , while (33.33%) of teachers have answered that teaching is very difficult. Whereas, (33.33%) find teaching English is easy. According to this results we observe that each of the three teachers has different answer from the other, where it confined between Easy and very difficult.

**Q.4: Depending on what do English teachers choosing the quality of the lessons that presenting during sessions?**

- a. Depending on the needs of the learners.
- b. Depending on the educational level of the learners.
- c. Depending on the educational curriculum.

**Table 05:** The basics on which the teachers choose the quality of their lessons.

	<b>a</b>	<b>b</b>	<b>c</b>	<b>Total</b>
<b>Number</b>	<b>01</b>	<b>01</b>	<b>01</b>	<b>03T</b>
<b>Percentage</b>	<b>33.33%</b>	<b>33.33%</b>	<b>33.33%</b>	<b>100%</b>

This question, teachers were asked to indicate on which basis they choose the quality of their lessons that they provide or present during sessions. The results of table above shows that (33.33%) which means one teacher has answered that he choose his lessons depending on the general needs of the learners, while the second one, another (33.33%) which answers was as follows; depending on the educational level of learners, and the last teacher with a percentage of (33.33%) who is said that he is making a choice depending on the educational curriculum. It is clear that each teacher chooses lessons based on different basses, but at the same time all this multiple options have related to the learner and his educational needs.



### Section Two: Classroom Motivation

#### Q.1: In your opinion why motivation is Important in Teaching/ Learning processes?

In this question ,the teachers were asked to present their point of view, when did each of them express and answer why motivation is so important in teaching and learning processes, and their answers was formulated in the form of small paragraphs as follows: two teachers had very similar answers which is motivation is Important because it's considered a tool to bring effectiveness, it helps in focusing goals and develop the learning abilities, while the third teacher express his point of view and he said that when learners are motivated they receive and accept anything from the teaching environment.

#### Q.2: what are the motivational strategies that you can as an English teacher employ it during classroom for effective teaching and learning?

- a. Encourage student's self- reflection.
- b. Give students sense of control.
- c. Make participation enjoyable and fun.

**Table 06 :** Motivational strategies Implemented by teachers.

	<b>a</b>	<b>b</b>	<b>c</b>	<b>Total</b>
<b>Number</b>	<b>00</b>	<b>01</b>	<b>02</b>	<b>03T</b>
<b>Percentage</b>	<b>00.00</b>	<b>33.33%</b>	<b>66.66%</b>	<b>100%</b>

This statement aims to discover the most useful strategies that used by teachers in Classroom in order to motivate their learners and to ensure the success of both learning and teaching processes. It can be seen from the table above that the majority of teachers of our sample (3T) with percentage of (66.66%) they said that one of most common strategies which use it to make participation more effective by allow their students to do some activities during session in

increasing and fun way, while the other (33.33%) the teacher who answered that he give his students sense of control which makes them more comfortable and more motivating.

**Q.3: what are the reasons for which your learners do not motivate with you during lectures?**

- a. You have a problem in your teaching style.
- b. Learners' lack of interest.
- c. Overcrowded classroom.
- d. a.b.c.

**Table 07:** The reasons behind unmotivated learners.

	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>Total</b>
<b>Number</b>	<b>00</b>	<b>02</b>	<b>02</b>	<b>00</b>	<b>03T</b>
<b>percentage</b>	<b>00%</b>	<b>50%</b>	<b>50%</b>	<b>00%</b>	<b>100%</b>

According to the answers of participants about the reasons that hinder and discourage the students to learn appropriately. As the results of the above table shows, the percentage is equally divided into two options, (50%) are going the answer that states that the learners' lack of interest is one of the main reasons that prevent them to motivate. Where the other (50%) they said that the overcrowded classroom another reason has a negative impact on the student and learning abilities.

**Q.4: How do you deal with your unmotivated learners?**

- a. Manage student's anxiety.
- b. Work to your student's interest.
- c. Chang layout regularly.

d. a.b.c.

**Table 08 :** Teachers' Attitudes toward unmotivated Learners.

	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>Total</b>
<b>Number</b>	<b>01</b>	<b>02</b>	<b>00</b>	<b>00</b>	<b>03T</b>
<b>Percentage</b>	<b>33.33%</b>	<b>66.66%</b>	<b>00%</b>	<b>00%</b>	<b>100%</b>

In this question, teachers were asked to pick the suitable answers for them, and clarify which of the following options is the most useful in Classroom to deal with their unmotivated learners. Two teachers (66, 66%) said that try to work on their students interest while the other teacher with a percentage of (33.33%) try to manage his students anxiety.

**Q.5: How you can make learning fun and meaningful for your English class?**

- a. Learn into positive competition.
- b. Give them breaks.
- c. Use of visual (flashcards) and audio aids.
- d. Incorporate games.

**Table 09:** The Teachers' Creative Touch In Making the Learning Process More Fun.

	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>Total</b>
<b>Number</b>	<b>01</b>	<b>01</b>	<b>01</b>	<b>03</b>	<b>03T</b>
<b>Percentage</b>	<b>16.66%</b>	<b>16.66%</b>	<b>16.66%</b>	<b>50%</b>	<b>100%</b>

This question aims to discover the several ways that teachers uses to break the boredom learning atmosphere and make it more fun, It can be seen that teachers with a percentage of (50%) have claimed that incorporate games in order to make fun and meaningful English class, while the other (50%) divided equally over the other answers with

a percentage of (16,66%) for each one which include: learn into competition, give a breaks during session and, use the visual / audio aids.

**Q.6: Do you consider humor as, an effective teaching tool and one of the most, powerful motivational strategy in English classroom?.**

a. Yes.

b. No

**Table10:** Teachers Consideration of Humor as an Effective Motivational Tool.

	<b>Yes</b>	<b>No</b>	<b>Total</b>
<b>Number</b>	<b>03</b>	<b>00</b>	<b>03T</b>
<b>percentage</b>	<b>100%</b>	<b>00%</b>	<b>100%</b>

In this question, were teachers asked to answer with ‘ yes' or ‘ no' on the following statement; ‘ If they consider humor as, an effective teaching tool, and as one of the most powerful motivational strategies ‘.the results was as shown, all of participants (3 teachers) with a percentage of (100%) who answered with ‘yes'.

### **Section Three: Humor in the language Classroom**

**Q.1: Do you prefer to use humor, or appealing your personality with a good sense of humor during sessions? Justify your answer?**

a. Yes.

b. No.

**Table11:** Teachers Preference of Employing Humor.

	<b>Yes</b>	<b>No</b>	<b>Total</b>
<b>Number</b>	<b>03</b>	<b>00</b>	<b>03T</b>
<b>Percentage</b>	<b>100%</b>	<b>00%</b>	<b>100%</b>

It can be seen from the results that all of teachers indicates their positive response concerning the statement which states that teachers prefer to integrate their sense of humor during Classroom and according to their justifications over their answers that by using humor the teaching and learning processes becomes more enjoyable for them and for their learners.

**Q.2: which forms of humor do you use the most?**

- a. Jokes.
- b. Short stories.
- c. Funny examples.

**Table 12:** Forms of humor Implemented by teachers.

	<b>a</b>	<b>b</b>	<b>c</b>	<b>Total</b>
<b>Number</b>	<b>00</b>	<b>00</b>	<b>03</b>	<b>03T</b>
<b>Percentage</b>	<b>00%</b>	<b>00%</b>	<b>100%</b>	<b>100%</b>

In this question, the teachers were asked to tick the most useful forms that used by them during classroom. The table above indicates that all teachers with a percentage of (100%) have answered that prefer to use funny examples, According to these results; it is clear that funny examples is the most useful form of humor for them.

**Q.3: Do you think that your sense of humor during Classroom creates a good, suitable learning environment?**

- a. Yes.
- b. No.

**Table 13:** Teachers' Views about the Impact of Humor in creating a suitable learning environment.

	<b>Yes</b>	<b>No</b>	<b>Total</b>
<b>Number</b>	<b>03</b>	<b>00</b>	<b>03T</b>
<b>Percentage</b>	<b>100%</b>	<b>00%</b>	<b>100%</b>

Since the learning environment is a very important element in the classroom motivation, this question aims to discover the teachers' point of view concerning the role of their sense of humor in creating a good learning atmosphere. The three teachers with a percentage of (100%) responded with 'yes'. This results confirm that teachers believe that their sense of humor play an essential role in creating a successful, suitable learning environment.

**Q.4: Teachers with a sense of humor are more loved by their students?**

- a. Yes.
- b. No.

**Table14:** Humor Effect on student- teacher Intimacy.

	<b>Yes</b>	<b>No</b>	<b>Total</b>
<b>Number</b>	<b>03</b>	<b>00</b>	<b>03T</b>
<b>Percentage</b>	<b>100%</b>	<b>00%</b>	<b>100%</b>

According to many teachers, having a good relationship with their learners that help them in enhancing their student's attitudes toward learning. Hence teachers were asked to answered with 'yes' or 'no' on the statement which states that their sense of humor make them feel closer and more loved by their students. The results show that all the participants with a percentage of (100%) responded with 'yes'. It is clear from the teachers' answers that their sense of humor plays a major role in creating strong and positive relationships between them and their students.

**Q.5: Does Humor consider as one of the most strategies that you use in order to raise your students' motivation in Classroom?**

- a. Yes.
- b. No.

**Table 15:** Humor usage influence on classroom motivation.

	<b>Yes</b>	<b>No</b>	<b>Total</b>
<b>Number</b>	<b>03</b>	<b>00</b>	<b>03T</b>
<b>Percentage</b>	<b>100%</b>	<b>00%</b>	<b>100%</b>

This statement aims to discover the teachers' beliefs concerning the use of their sense of humor as participation stimulus. Hence, teachers were asked to answer with 'yes' or 'no' on the following statement which indicates if they consider humor as technique or, strategy of raising students' motivation. The results also in this case show that all of participants respond with 'Yes'.

**Q.6: Give your point of view about the essential role and the Importance of using humor in the language Classroom?**

The last question ,which is one of the most important question in our teachers' questionnaire. Since this question aims to investigate the teachers perception concerning the importance of using humor during language classroom. Were they given their answers in a form of small paragraphs ?Where did their point of views have the same point of similarity which are for example; they beliefs with importance of humor as teaching tool and its benefits for them and as motivational aid for their students.

**3.1.4. Results' Discussion**

From the data analysis of the teachers' questionnaire, some facts and opinions concerning the reaction of teachers towards using humor as teaching tool for the sake of raising their students' motivation.

Our questionnaire started with the general information of our sample, in these section teachers relied on their answers to indicate the main reasons for their choice to teach English; According to their answers, were to help learners to understand the meaning, function of this language, and also to help others to have a positive experience towards English language like them. It is clear that all the participants states that this job has made them reap many benefits in addition to their Evaluation about teaching English in terms of its difficulty between Easy and difficult. The last question in this section was about the main sources or basis on which the teacher depends in choosing the quality of their lessons where did all their answers support students learning needs.

The second section of our questionnaire was about classroom motivation. According to the EFL teachers students motivation is very Important aspect in learning process, were all of



them (100%) said that this aspect is play an essential role in order to develop their learners' abilities and to achieving their desired goals in terms of effective learning. The results also reveals that the majority of teachers with (66.66%) they use 'fun learning 'in order to motivate their learners for more participation during sessions. Furthermore; (50%) of our respondents indicates that the overcrowded Classrooms It prevents the learner from being motivated while the rest percentage said that learners lack of interest it makes a kind of inhibition in classroom. The following questions was about how to motivate learners during sessions and make learning more enjoyable that considered as one of the most prominent and useful motivational strategies. Finally, the last question was linked between the second and the third section, about whether EFL teachers considered using their sense of humor as an effective teaching tool and motivational strategy. In fact; (100%) of participants were likely to consider humor in their Classrooms.

The last section of our questionnaire was about humor in the language classroom. In this section teachers were asked to answer with 'yes' or 'no'. The results of the first question show that all of the participants prefer the employment of humor by their students .in addition; to the second question were teachers asked about the forms of humor, who indicates that are using funny examples more than the other forms. As for as on questions (4,5,and 6) teachers' answers were all 'yes' on the statement that state , that humor creates a different, enjoyable and more appropriate atmosphere in Classroom for better students learning and indicate their positive response towards humor and its impact in raising EFL students motivation.

## **3.2. Classroom observation**

### **3.2.1. Aims of the classroom observation**

We carried out on classroom observation in order to discover the affect of using humor on the EFL classroom. We conducted this observation with the same teacher, but into two different teaching styles. The first one the teacher use her sense of humor while in the second one she does not use it. In fact, our aims behind this observation is to compare between the two different teaching styles in order to investigate to what extent teachers with using her sense of humor can affect the learners' motivation with her. In addition; we intended to select the same group with the same teacher to be able to confirm our results and to achieve our goals.

### **3.2.2. Description of the observation**

In addition to the teachers' questionnaires and for the sake of strengthening and support the obtained results from the first data gathering tool ( teachers' questionnaire) we decide to carried out with classroom observation which is one of the most suitable and useful tools in order to collect qualitative data. In fact; we attended eight sessions divided and programmed According to the teachers' time distribution.

However, our attendance was with the same teacher, but within two different ways of teaching. In the first one, the teacher kept her usual method of teaching were uses her sense of humor in order to raise her pupils' motivation, while in the second way she added a kind of seriousness and rigor to her style. We intended to compare between the two different teaching ways , were we observe the affect of using teachers' sense of humor and some of its forms in EFL classes on pupils' motivation.

Moreover; and according to my previous knowledge to the teacher and her teaching style, which made me to choose her without the need to inform her about my topic in the early stages

and the first sessions of our observation, in order to make the results of the observation be more credible without any previous preparation but in the second stage of the observation, in the Last four out of eight sessions, I asked the teacher kindly to change her style little bit with avoid using her sense of humor. The observer was setting in the front of the classroom, exactly on the teachers' desk and, next to her. Where does this site facilitate the observation process for the observer which does also allow him to see the facial expressions, the pupils' movements and their reactions to everything that teacher brings up during the lesson.

Our observation was conducted by using checklist that was including a set of items divided into two sections, the first one was about teachers' sense of humor, it contained nine items, while the second section contained eight items.

### **3.2.3. Results Interpretation**

#### **Section one: teachers' with her sense of humor**

##### **Session 01**

The classroom is clean, organized, decorated, large, the colors of walls are cheerful, calm and the tables are covered, it consists of three ranks and according to the health protocol that is still in effect, every pupil must sit alone this made the class less crowded, the teacher greets the students in a funny and gentle way and starts to pave the way for the coming lesson, she presents and introduces the lesson by using some of jokes and funny examples, once the lesson started focus and attention were clearly present during the lecture, the pupils are active and ready to answer and participate, the bell has rung and the teacher did not finish presenting her lesson, so she asked the students to check it at home.

##### **Session 02**

After all the pupils joined to the class, the teacher saluted them, and she started reminding and asking them about the previous lesson without forcing them to answer, the students were

interacting with their teacher. She brings with her some flashcards in order to complete the second part of the lesson as well as to support her ideas and make it easier for her pupils to understand more quickly which make them more excited and motivated. The learning environment was full with a lot of fun, laugh and some of ridiculous comments about the content of the posters between learners even the teacher joined to them with using her funny body language. The pupils feeling comfortable, participated more, and their motivation was clear as they tried to grasp the information taught and took notes. In general, both teachers and pupils shared the sense of fun and appreciated the lesson presentation. In the end of session as usual, the teacher thanked her pupils for their regular and continuous attendance.

### **Session 03**

In the third session, where did the teacher decide to be an application session about the lesson presented in the Previous two sessions, in order to assess her pupils understanding through a set of exercises, she divided all the students of the class in a form of small groups in term of positive competition, the pupils were excited about the team work which contributes in increasing their desire, love and enjoying with the learned language. This competition was under two main conditions which are: record time and the answers must be correct and accurate. The teacher stated that the first group who finish their work and answer correctly in this classroom competition will get extra points, as we all know points are one of the main factors that make the learner do his best and be more motivated to achieve the desired goals. Pupils start making noise; the teachers try to say something comical to say it in this tense situation, her seriousness translated through her sense of humor, where did the teacher succeed in calming and controlling the situation. The competition passed in cooperative conditions between learners, which allowed several pupils from different academic level to exchange and share information with each others and to correct some mistakes together. It was observed during this session that the teachers' sense

of humor considers as a basic principle to manage, control and solve many problems, in addition, to help the teacher in enhancing their relationships with their learners.

#### **Session 04**

In the last session of the first section of our observation, where does the teacher keep using her sense of humor, she moved to the next lesson. The class was as usual with active and enjoyable atmosphere, pupils have all the freedom to answer or ask questions about the lesson. In addition to the teacher's distinctive vocal tone which attracts her student's attention. The teacher with her funny style and her fun personality makes her learners more close to her. During session, pupils show the extent of their motivation; enthusiasm and positive attitude towards the teacher's sense of humor in its different forms, there are even some of them who use their sense of humor during class, the teacher accepts and appreciate that. However; the class is full of positive energy, the majority of pupils like participates and show their abilities without any kind of shyness or fear.

#### **Section two: Teacher without her sense of humor**

##### **Session 01**

The session number (05), and the first one on the second part of our observation, where the teacher continuous to present the scheduled lessons at the same pace, But Before that the teacher greets the students strictly and she set on her desk, she appointed one of the pupils to write the date on the board. Students start making noise, the teacher immediately ordered them to open their copy book on the appropriate page and read in silent, signs of surprise and astonishment appeared on the class, she start explain the lesson in different way, pupils keep silent, the majority of them they did not participate during lesson. The session is over and, before leaving the class the teacher informs her pupils to prepare the rest of lesson at home.

**Session 02**

During the second session, the teacher started asking her students about the previous lesson she does not find enough responses. A kind of silence and laziness fills the classroom, student's comprehension, participation was absent. The pupils observe that their teacher's style of teaching change, she stooped telling them some of Jokes, short stories and funny examples whether in or out the course, which made the classroom environment very boring and the pupils Los their passion to show their abilities, to participate and taking notes. The teacher continued explaining and writing the lesson on the board.

**Session 03**

As the third session on the first section of our observation, where did the teacher given her students a sit of exercises, but this time each pupil work alone , she gave them 20 minutes to deal with it. When they finished, they didn't try to participate or search for the correct answers, their teacher started choose the pupils who will be answer on the board randomly, this made them nervous. Pupils start showing their negative attitude toward teachers' and her teaching style , they feel uncomfortable and unmotivated. In general; both teacher and her pupils did not benefit from the information that obtained from the lesson since the sense of fun was absent during session.

**Session 04**

This is the last session in our observation, the teacher passed to the next Lesson, she carrion introduce, present and explain the lesson without using her sense of humor. The first thing it was observed during this session was the lack of attendance as well as the performance, the pupils didn't answer or asks questions about lesson uncomfortable way, the teacher with her boring style made her students Los their ability to focus, the lesson seems to be incomprehensible for pupils and the majority of them start feeling that learning this language seems become boring , in

addition; to their teachers' strictness and seriousness, she destroyed and created many gaps in her relation with her pupils.

#### **3.2.4. Results Discussion**

After we carried out our classroom observation, the results obtained emphasis that the use of humor as teaching tool in EFL classes, plays an essential role in raising students motivation.

As it observed during the first four sessions that we have attended with the teacher when she was keep using her sense of humor, when she used some kinds of it in order to greets her pupils and introduce the lesson, while the seriousness of the same teacher in the other sessions of the next part on our observation she avoid using her sense of humor she made some difficulties during introducing the lesson.

Moreover; the teacher using some sorts of humor like; Jokes, and funny examples , which used as memorable tool because it helps in explain some important points about the presented lecture and maintain the pupils' concentration also It's allow them to remember the main information given to the next lesson.

Furthermore; humor in language classroom has a great influence on the EFL students motivation, As it was observed during the first four sessions that we attended, the pupils were more likely to participate when the teacher use her sense of humor, and they have a desire to fir asking questions with courage and self- confidence, without fear of making mistakes . While in the second section of our observation ' teacher's without sense of humor ' , thus the students motivation was less observed than it was with same teacher but with her sense of humor.

Humor plays an essential role in both teaching and learning processes, for the teacher ; humor as an effective teaching tool that facilitate the presentation and explanation of the lecture, in addition to its ability to maintain their learners attention and interest during session, and creating a different learning atmosphere, as well as building a strong relationships with their

learners. While for the EFL learners with the teacher who use a sense of humor they are more motivated to learn it considers also as motivational tool where make them participate excitedly, be more closer to their teacher, it also modifies their mood, and allows them to enjoy during classroom .



**Conclusion**

In the end of this chapter, and after the analysis and discussion of our data tools, were we deal first with the data gathered from the teacher' questionnaire which analyzed in the form of tables, the most of questions stated in this questionnaire is presented through statistical tables that show the percentage, and finished with a comments about the tables' results except for two questions that doesn't need tables we analyzed them through short comments, whereas, the data obtained from the classroom observation are analyzed directly in form of descriptive paragraphs and its followed by the discussion of results.

### General Conclusion

This study is conducted to examine the effect and the Important of humor in the educational context to deal with many problems that may be faced the teachers and their students in learning environment .which aims to investigating the role of EFL teacher's sense of humor on raising EFL students motivation, a case of second years at Aroussi Mohammed Essadek middle school. We hypothesized: if EFL teachers use their sense of humor appropriately during classroom, the EFL pupils motivation will be increases.

However; The use of humor is helpful and useful teaching tool which help the EFL teachers and their students for the sake of facilitating both teaching- learning processes. Humor in class has a function like a pump where its provides both participants teachers and their learners with the appropriate energy to achieve the desired goals with a lot of fun and enjoyment. Where also humor changes the educational environment by modifying the mood of students as well as their teacher and transforming it from boring to fun through employing some jokes, short stories or funny examples...ect.

Moreover; As motivational tool; the teacher's may explain some difficult points in the lecture by using some sorts of humor that are related to the content of the material in order to facilitate understanding, strengthen consternation and motivate students for better participation. When the EFL students feels comfortable and enjoying with it's learning environment, he motivated automatically to show all his abilities in front of his teacher and classmates without any kind of shyness and fear. In fact; learners are likely to attend their classes their teachers use some forms of humor, this means that it has an effective role in increasing students attendance which is one of the main reasons for an effective performance.

## General Conclusion

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Due to the conducted research that based on our hypothesis; we deal by the theoretical part composed of two chapters the first one concerning the literature about humor, its definition, theories ( incongruity, superiority and, relief theory) , forms and its benefits in different fields, also we highlight the role of humor in EFL classes. While in the second chapter we presented the concept of motivation in classroom with its definition, its different theories, types, we distinguished also the main Dornyei's motivational strategies and we take in consideration the use of humor in classroom in terms of motivational and effective teaching tool.

The following study supports the application of humor in the educational setting due to its psychological and educational benefits for the learners and their teacher, especially in raising students motivation .through the discussion of the collected data the desired goals of this conducted research has been achieved, were the results confirmed to the hypothesis as well as its question. Consequently, the main question of the following study can be answered through emphasizing the positive effect of employing humor in EFL classes on raising student's motivation.

### **Suggestions and Recommendations:**

➤ EFL teachers should be use humor in the language classroom in a beneficial and useful way, so that contributes to raising the positive emotions and feelings of the students and making them feel more comfortable toward learning process.

➤ Since humor play an essential role as an effective motivational tool, the teacher should regard the appropriate time, situation as well as the amount of humor that employed in in order to increasing the desire to motivate and to learn effectively and enjoyably.

➤ Using humor consider as an Important teaching tool, where the teacher should employ some sorts of humor( Jokes, short stories and, funny examples..) in class which helps his students maintaining their motivation in order to participate and, keep their interest, comprehension during lectures.

➤ Even if the EFL teachers doesn't have a sense of humor, for instance; in our case the EFL teachers who teach this new language with its new rules of grammar and the strange ( letters, words) pronunciation, even they don't have the essence of humor , he can use his personality as human with his distinctive body language and may be a special vocal tone or, by using some pictures and drawings which allows him to a create a comfortable, suitable learning environment .

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## Appendix 01

### Teachers' Questionnaire

*Dear Teachers ,*

You are kindly requested to fill in this questionnaire which is an attempt to gather information needed for the accomplishment of a master dissertation. We direct this questionnaire to investigate about **The effect of using humor on raising EFL students' motivation** . We would so grateful if you could help us and answer sincerely with the following questions. Be sure, please; to provide us with precise, Frank and, clear answers, So that support our research.

Please, put a tick      In the appropriate box, give a full answer wherever it is needed.

#### Section Two: General information

1. Why do you choose to teach English language?
  - a. It's a respectable and responsible job.
  - b. I think this language is fascinating and I want to help learners to understand what language means or how It's work.
  - c. English is used all over the world there will be always work for me.
  - d. I loved learning language at school and I hope to help others have a positive experience like I did.
  
2. What do you gain from your teaching experience?
  - a. An understanding of the work environment.
  - b. An opportunity to explore possible career options.
  - c. Increased self- understanding and self- confidence.
  - d. a.b.c.
  
3. How do you find teaching English?
  - a. Very difficult.
  - b. Difficult.
  - c. Easy.
  - d. Very Easy.



4. Depending on what do English teachers choosing the quality the lessons that presenting during sessions?

- a. Depending on the needs of the learners.
- b. Depending on the Educational level of the learners.
- c. Depending on the Educational curriculum.

**Section Two: Classroom Motivation**

1. In your opinion why motivation is Important in teaching/learning processes?

2. What are the motivational strategies that you can as an English teacher employ it in Classroom for effective teaching and learning?

- a. Encourage students self- reflection.
- b. Give students a sense of control.
- c. Make participation be more enjoyable.

3. What are the reasons for which your learners do not motivate with you during lectures?

- a. You have a problem in your teaching style.
- b. Learners ‘ lack of interest.
- c. Overcrowded classroom.
- d. a.b.c.

4. How do you deal with your unmotivated learners?

- a. Manage students anxiety.
- b. Work to your students interest.
- c. Change layout regularly.
- d. a.b.c.

5. How you can make learning fun and meaningful for your English class?

- a. Learn into positive competition.
- b. Give them breaks during session.
- c. Use of visual and audio aids.
- d. Incorporate games.

6. Do you consider humor as, an effective teaching tool and one of the most powerful motivational strategies in English class. ?

- Yes.
- No.

### Section three: Humor in the language classroom

1. Do you prefer to use humor, or appealing your personality with good sense of humor during session? Justify your answer.

- Yes.
- No.

2. Which forms of humor do you use the most?

- Jokes .
- Short stories.
- Funny examples .

3. Do you think that your sense of humor during classroom creates a good learning environment?

- Yes.
- No.

4. Teachers with a sense of humor are more loved by their students?

- Yes.
- No.

5. Does Humor considers one of the most common strategies that you use in order to raise your students' motivation in Classroom?.

- Yes.
- No.

6. Give your point of view about the essential role and the importance of using humor in the language classroom.

**Appendix 2**

**Classroom Observation Checklist**

**Teacher :**

**Date:**

**Observer :**

**Time:**

**Class observed :**

**Branch:**

Observation	Items	N	S	A
<b>TEACHER' S SENSE OF HUMOUR</b>	<ul style="list-style-type: none"> <li>• The teacher greets his student in a funny and gentle way.</li> </ul>			
	<ul style="list-style-type: none"> <li>• The teacher presents the lesson by using some kind and form of humor( jokes, short stories, funny examples).</li> </ul>			
	<ul style="list-style-type: none"> <li>• The teacher look for something comical to say when he is in tense situation.</li> </ul>			
	<ul style="list-style-type: none"> <li>• The teacher lose his sense of humor when student start making noise.</li> </ul>			
	<ul style="list-style-type: none"> <li>• The teacher allow the students to respond comfortable.</li> </ul>			
	<ul style="list-style-type: none"> <li>• The teacher answers his /_her students questions cheerfully .</li> </ul>			
	<ul style="list-style-type: none"> <li>• The teacher appreciate those students who generate humor.</li> </ul>			
	<ul style="list-style-type: none"> <li>• The teacher shows his grateful and thanks his students for attending the lesson.</li> </ul>			
	<ul style="list-style-type: none"> <li>• Teachers Seriousness.</li> </ul>			

<b><i>STUDENTS MOTIVATION</i></b>	<ul style="list-style-type: none"> <li>• The student are motivated .</li> </ul>			
	<ul style="list-style-type: none"> <li>• Students are participating and asking questions about the lesson.</li> </ul>			
	<ul style="list-style-type: none"> <li>• Student shows their interest about the presented lesson.</li> </ul>			
	<ul style="list-style-type: none"> <li>• Students take notes and trying to correct their mistakes.</li> </ul>			
	<ul style="list-style-type: none"> <li>• Increasing students desire and their love to the learned language ,class and teacher.</li> </ul>			
	<ul style="list-style-type: none"> <li>• Students positive attitudes toward the teachers sense of humor and its forms.</li> </ul>			
	<ul style="list-style-type: none"> <li>• Students negative attitudes toward the teachers sense of humor.</li> </ul>			
	<ul style="list-style-type: none"> <li>• The students seem to understand the lesson.</li> </ul>			

N : Never

S : Sometimes

A : Always

## ملخص

عادة يجد أساتذة اللغة الانجليزية عدة صعوبات في جذب انتباه التلاميذ وجعلهم أكثر تركيزا وتحفيزا في القسم وهذا راجع إلى عدة أسباب منها التعقيدات المختلفة التي يواجهها التلاميذ في تعلم هذه اللغة أو لنقص الاستراتيجيات الإبداعية والمساعدة مما يمنع المعلم من تنظيم وبناء المحيط المناسب للظروف التعليمية الملائمة، بالإضافة إلى أن هذا السبب يمنع التلاميذ أيضا من امتلاكهم للرغبة المناسبة والتي تحفزهم على المشاركة والتعلم بفعالية خلال الدرس . الدراسة التالية هدفها الرئيسي أن تسلط الضوء على استخدام الدعابة ودورها في تحفيز التلاميذ.