

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mohamed Kheider University of Biskra
Faculty of Arabic Language Arts and Foreign languages
Department of Foreign Languages
Branch of English Studies



Impact of Using Humour on Raising EFL Teacher-student Interaction

A Case Study of First Year EFL Students of Mohamed Kheider University of Biskra

Research project submitted in partial fulfillment of the requirements for the degree of master
of sciences of the language

Presented by: FERRADI Youcef

Supervised by: Mrs. MEBARKI Amina Zohra

Board of Examiners

Chair: Dr. Bashar Ahmed

University of Biskra

Supervisor: Mrs. Mebarki Amina Zohra

University of Biskra

Examiners: Mrs. Rabehi Salima

University of Biskra

Mrs. Nachoua Hassina

University of Biskra

June, 2016

Dedication

In the Name of ALLAH the Most Gracious, the Most Merciful

All the Praise is due to ALLAH alone, the Sustainer of all the worlds

This work is dedicated:

To my mother Aldjia, the light of my life, and my father Messaoud, the dearest person to my heart, Thank you for all your sacrifices, your encouragement, and all your love.

To My lovely sister Nadjoua and her husband Mohamed Mezghich.

To my beloved brothers: Nabil, Amer

To my dear nephews: Reda and Abdessamad

To my dearest friends: ChoaiB Smatti, Ayoub Laamara, Farid Medoukali, Mohamed El-Hadi Khadraoui, Brahim Douida, Oubah Ahmed Esseddik, Walid Chaheb, Saad Bentoumi, Bekrar Fateh, Torchi Hamza, Ammar Mekmouch, Adel Benouda, Mohamed Kabache, Omar Kaid, Cherif Menadi, Houssame Sebti, Salim Sebti, Issam Mizab, Abdelkader Torchi, Said Ferradi, Saddam Ghiaba, Belkacem Mekhatria, Ishak Bezzou, Hicham Bezzou, Djillali Rabie, Djoudi Dhane, Ali Azzi, Mostafa Ben Ghezala, Hossin Djebbari, Hassen Djebbari, Abderaouf Djebbari, Brahim Helimet, Abdelkaoui Mazroua, Slimane Akhdar, Sadek Toumi, Mohamed Tounsi.

My dear sisters: Sara Belmabrouk, Sara Dhahoui, Nedjma Khelifa, Djebbloune Ferial, Ghourab Marwa, Tebina Hassiba, Hadjer Benbouzid, Widad, Hadjer Lachrafe, Imane, Ihsane Lachrafe.

To all my friends

To everyone who helped me in order to accomplish this work

And to all who love YUCEF FERRADI

Acknowledgments

As a devout Muslim, first and foremost praise be to Our Lord, Allah, as many as he has created, as large as the expansion of His Realm, and as heavy as the weight of his Throne, and as varied as His blessings have been.

My dissertation would not have been possible without my parents' love and generous support throughout years of education. So, thank you

I would like to express my sincere gratitude to my empathetic supervisor Mrs. Mebarki Amina Zohra, who had been a serious guide and a source of motivation.

I am enormously thankful to the members of the jury: Dr. Ahmed BASHAR, Mrs. Nachoua HASSINA, and Mrs. Salima RABEHI for reading and correcting my work with an generous good will, which will eventually help me to refine my work.

My thanks extend to some of my friends whose presence and faith helped me fight my difficulties: Miss. Nedjma Khelifa, Mr. Brahim Douida, and Mr. Chaheb Walid.

I am also grateful to all the teachers and students who were very helpful and cooperative in answering the questionnaire.

My limitless gratitude to all my teachers at the department of letters and foreign languages (Branch of English).

Abstract

It is claimed that teachers of English as a Foreign Language fail sometimes in managing their classes may be due to their lack of knowledge about their learners, or the lack of some special learning strategies or techniques that may help them to manage their classes. In fact, some teachers are not able to create the appropriate learning environment, in a way that may affect his/her students' motives to learn and to interact during lectures. The present study aims to highlight the impact of using humour on EFL teacher-student interaction by examining to what extent humour can raise teacher-student interaction, increase students' motivation, reduce some of their negative attitudes towards the learning process, create a strong teacher-students relationship, and create an effective learning environment in general. For the sake of obtaining a deeper understanding of the phenomenon of humour and its effects on the teaching- learning processes, the data were collected by the means of the questionnaire and classroom observation. The researcher designed the questionnaire to examine the students' attitudes towards the notion of humour as a teaching tool in order to raise their interaction with their teachers. Moreover, the researcher used the classroom to observe the students and their teachers' attitudes during a period of time in order to examine their adaptation to the employment of humour. The data obtained from the students' questionnaire and classroom observation were analyzed and discussed. Finally, the results confirm the research hypothesis and state humour can be applied in EFL classes as a teaching tool to raise teacher –student interaction.

List of Abbreviations and Acronyms

EFL: English as a foreign language

%: Percentage

T: Teacher

FL: Foreign Language

LMD: License/ Magister /Doctorate

CI: Classroom Interaction.

L2: Second Language.

Q: Question.

TL: Target language

List of Tables

Table 01: Students' Evaluation of their English Level.....	60
Table 02: Students' Motives of Studying English.....	61
Table 03: Students' Views on their English Learning in Terms of Difficulty	62
Table 04: Students' Perception of Teachers' Employing Humour.....	63
Table 05: Students' Belief as to Whether Teachers Have a Sense of Humour.....	65
Table 06: Teachers' Humour use Frequency.	66
Table 07: Forms of Humour Implemented by Teachers.....	67
Table 08: Views as to Whether Humour Fosters a Good Learning Environment.....	68
Table 09: Humour Impact on Students' Involvement.....	69
Table 10: Students' Views about the Impact of Humour on their Comprehension.....	70
Table 11: Humour Effect on Raising Interest Towards Learning.....	71
Table 12: Humour Effect on Students' Repose and Classroom Concentration.....	72
Table 13: Humour Effect on Student-teacher Intimacy.....	73
Table 14: Humour Impact on Lesson Deviation.....	74
Table 15: Humour as a Participation Stimulus.....	75
Table 16: Humour Usage Influence on Classroom Interaction.....	76
Table 17: Humour as a Memory Aid.....	77
Table 18: Humour Effect on Students' Thought-Communicating.....	78
Table 19: Students' References Regarding Teachers with a Sense of Humour.....	79
Table 20: Humour Use for Class Attendance Willingness.....	80
Table 21: Students' Perception on the Importance of Classroom Interaction.....	81
Table 22: students' Perceptions on the Importance of a Good Student- teacher Relationship.....	82
Table 23: Students' Reflections on the Instructions Provided.....	83

Table 24: Students' Opportunity to Participate Frequency.....	84
Table 25: Students' Interaction Incentives.....	85
Table 26: Students' Interaction Obstructions.....	86
Table 27: Cheerful Classroom-entrance Observing.	93
Table 28: Frequency of the Teacher's Humour Use in Introducing Lessons.	93
Table 29: The Teacher's Use of Different Humour-sorts Occurrence.	94
Table 30: The Teacher's Kind Requesting Recurrence.	95
Table 31: The Teacher's Cordial Responding Frequency.	95
Table 32: Absorbing Students' Sense of Humour Frequency.	96
Table 33: Appreciating Students' Attendance Occurrence.	96
Table 34: The Teacher's Seriousness Rate of Recurrence.	97
Table 35: The Teacher's Irritation Frequency.	97
Table 36: Students' Involvement With the Lesson.....	98
Table 37: Plainness of Lesson Delivery.	98
Table 38: Students' Attention Observing.	99
Table 39: Encouraging Participation Occurrence.	99
Table 40: Students' Timidity Observing.	100
Table 41: Thorough Answers and Explanations Recurrence.....	100
Table 42: Students' Motivation Rate	101
Table 43: Rectification of Students' Mistakes Frequency.	101
Table 44: Correct Sentence Formulation Recurrence.	102
Table 45: Students' Appreciation of the Teacher's Sense of Humour.	102
Table 46: Students' Negative Attitudes Towards the Teacher's Sense of Humour.....	103
Table 47: Students Lesson Comprehension Observing.	103
Table 48: Cheerful Classroom-entrance Observing.....	104
Table 49: Frequency of the Teacher's Humour Use in Introducing Lessons.	104
Table 50: The Teacher's Use of Different Humour-sorts Occurrence.	105

Table 51: The Teacher's Kind Requesting Recurrence.....	105
Table 52: The Teacher's Cordial Responding Frequency.	106
Table 53: Absorbing Students' Sense of Humour Frequency.	106
Table 54: Appreciating Students' Attendance Occurrence.	107
Table 55: The teacher's Seriousness Rate of Recurrence.	107
Table 56: The Teacher's Irritation frequency.	107
Table 57: Students' Involvement with the Lesson.....	108
Table 58: Plainness of Lesson Delivery.	109
Table 59: Students' Attention Observing.	109
Table 60: Encouraging Participation Occurrence.	110
Table 61: Students' Timidity Observing.	110
Table 62: Thorough Answers and Explanations Recurrence.....	111
Table 63: Students' Motivation Rate.	111
Table 64: Rectification of Students' Mistakes Frequency.	112
Table 65: Correct Sentence Formulation Recurrence.	112
Table 66: Students' Appreciation of the Teacher's Sense of Humour.	113
Table 67: Students' Lesson Comprehension Observing.....	113

List of Figures

Figure 01: Two-dimensional Model of humour.....	15
Figure 02: Classroom Interaction.....;	37
Figure 03: An Alternative Model of Relationship between Interaction and Language Acquisition.....	39
Figure 04: Interaction between Students.....	40
Figure 05: Interaction between the Teacher and the Students.....	42
Figure 06: A Model of Interaction.....	45
Figure 07: Students' Evaluation of their English Level	60
Figure 08: Students' Motives of Studying English.	61
Figure 09: Students' Views on their English Learning in Terms of Difficulty Levels.....	62
Figure 10: Students' Perception of Teachers Employing Humour.	63
Figure 11: Students' Belief as to Whether Teachers Have a Sense of Humour.....	65
Figure 12: Teachers' Humour use Frequency.	66
Figure 13: Forms of Humour Implemented by Teachers.	67
Figure 14: Students' Views as to Whether Humor Fosters a Good Learning Environment...	68
Figure 15: Humour Impact on Students' Involvement.....	69
Figure 16: Students' Views about the Impact of Humour on their Comprehension.....	70
Figure 17: Humour Effect on Raising Interest Towards Learning.....	71
Figure 18: Humour Effect on Students' Repose and Classroom Concentration.....	72
Figure 19: Humour Effect on Student-teacher Intimacy.....	73
Figure 20: Humour Impact on Lesson Deviation.....	74

Figure 21: Humour as a Participation Stimulus.....	75
Figure 22: Humour Usage Influence on Classroom Interaction.....	76
Figure 23: Humour as a Memory Aid.....	77
Figure 24: Humour Effect on Students' Thought-Communicating.....	78
Figure 25: Students' References Regarding Teachers with a Sense of Humour.....	79
Figure 26: Humour Use for Class Attendance Willingness.....	80
Figure 27: Students' Perception on the Importance of Classroom Interaction.....	81
Figure 28: students' Perceptions on the Importance of a Good Student- teacher Relationship.....	82
Figure 29: Students' Reflections on the Instructions Provided.....	83
Figure 30: Students' Opportunity to Participate Frequency.....	84
Figure 31: Students' Interaction Incentives.....	85
Figure 32: Students' Interaction Obstructions.....	86

Table of Contents

Dedication.....	I
Acknowledgements.....	II
Abstract.....	III
List of Abbreviations	IV
List of Tables	V
List of Graphs	VII
Table of Contents	X

General Introduction

Introduction.....	1
1. Statement of the Problem.....	2
2. Aims and Objectives of the Study.....	3
3. Research Questions	3
4. Research Hypothesis	4
5. Research Methodology and Data Gathering Tools.....	5
5.1. Population and Sample	5
5.1.1. Population	5
5.1.2. The Sample	5
5.2. Data Collection Tool	5
5.2.1. Students' Questionnaire	5
5.2.3. Classroom Observation	5
5.3. Data Analysis	5
6. Structure of the study	5

Chapter One: Humour and Education

Introduction	8
1. Definition of Humour.....	9
2. Theories of Humour	10

2.1. Relief Theory.....	10
2.2. Incongruity Theory	11
2.3. Superiority Theory	11
3. Styles of Humour	12
3.1. Affiliative Humour	12
3.2. Self-enhancing Humour	13
3.3. Aggressive Humour	14
3.4. Self-defeating Humour	14
4. Principles of Using Humor in Classroom	15
4.1. Humour and Naturalness	16
4.2. Humour and Spontaneity	17
4.3. Humour and Offensiveness	17
4.4. Humor and Subjectivity	18
4.5. Humour and Content	19
5. Humour in Education	20
5.1. Forms of Humour in the Classroom	20
5.1. Jokes	21
5.2. Riddles	21
5.3. Puns	22
5.2. Educational Benefits of Humour	22
5.2.1. Direct Benefits	23
5.2.2. Indirect Benefits	24
6. Humour in EFL Classes	26
6.1. The Importance of Using Humour in the EFL Classroom	26
6.1.1. Arguments from Educational Psychology	26
6.1.2. Arguments of Language Acquisition	27
6.1.3. Arguments of Rapport and Teacher Immediacy	29
6.1.4. The Competence Arguments	31

6.1.4.1. Humour and the Acquisition of Linguistic Competence.....	31
6.1.4.2.Humour and the Acquisition of Cultural Competence.....	31
Conclusion	33

Chapter Two: Classroom Interaction

Introduction	35
1. Definition of Interaction/Classroom Interaction	35
2. Interaction in the Language Acquisition.....	37
2.1. The Interaction Hypothesis.....	38
3. Types of Classroom Interaction	39
3.1. Student-student Interaction	40
3.2. Teacher-student Interaction	41
4. Aspects of Classroom Interaction	42
4.1. Negotiation of Meaning	42
4.2. Negotiation of Feedback	43
4.2.1. Explicit Feedback	45
4.2.2. Implicit Feedback	46
5. Techniques for Classroom Interaction	46
5.1. The Scaffolding Technique	46
5.2. The Questioning Technique	47
5.3. The Collaborative Learning Technique	47
6. The Interactional Strategies	48
6.1. Appeals for Help	48
6.2. Repetition Requests	48
6.3. Clarification Requests	49
6.4. Comprehension Checks.....	49
7. Strategies for Better Classroom Interaction	50
7.1. Asking Questions	50

7.2. Students' Engagement	50
8. The Importance of Classroom Interaction	51
9. The Management of Interaction in the Classroom	53
10. Developing Interaction among Learners	53
11. The Role of Humour in Classroom Interaction	54
11.1. Students' Engagement in Learning	55
11.2. Building Teacher-student Relationships	55
11.3. Reduction of Stress and Tension	56
Conclusion	57

Chapter Three: Field Work

Introduction.....	59
1. Students' Questionnaires	59
1.1. Aim of the Questionnaire	59
1.2. Description of the questionnaire.....	59
2. Results' interpretations	60
3. Results' discussion	87
4. Classroom Observation.....	91
4.1. Aims of the Classroom Observation.....	91
4.2. Description of the Observation	92
5. Results' Interpretations	93
6. Results' discussion	114
Conclusion	115
General Conclusion	117
Suggestions and Recommendations.....	119
References	120

Appendices

Appendix 01: Students' Questionnaire

Appendix 02: Classroom Observation Checklist

ملخص

General Introduction

Introduction

The learning process needs a comfortable atmosphere to motivate students and to enhance their interaction with teachers. It is highly crucial, since an effective learning depends on a good classroom management, that teachers try to deal with some negative attitudes of their students such as feeling stressed, anxious, and bored which may affect teacher -student interaction. Teachers' methods and strategies plays an important role in attracting their students during presenting the lectures. These strategies will help teachers create the appropriate learning environment and, whereupon, they will enable students to learn, to concentrate and to interact with them.

Teacher-student interaction is beneficial for both teachers and students because it is a vital element in teaching or learning a foreign language. Humor has been related to positive classroom management strategies, because it is an effective teaching tool used by teachers in order to develop their students' interaction and to engage them more in the learning process. Telling a joke or a funny anecdote, smiling, cheerful emotions, and being friendly, may engage students more, and enhance their interaction with their teachers.

The use of humor in the EFL classroom is necessary in the teaching and learning processes since it makes them enjoyable tasks. Teachers, hence, will be able to keep their students' attention, and to enhance their motivation, performance, and interaction. Humor can reduce stress levels and promotes interaction with teachers. Their sense of humour in this respect, plays a major role in raising students' interaction since it enables teachers to develop their students' concentration and keeps their attention during the sessions, it is also very important especially in encouraging students' creativity and creating a positive classroom atmosphere.

1. Statement of the Problem

Teacher-student interaction during a lecture plays a major role in learning a language in general and especially learning a foreign language. In fact, the classroom setting and the lecturing programs influence many EFL students. Teachers are responsible to follow the appropriate strategies in order to avoid being bossy which is not a suitable strategy for their students because it commonly leads them to negative attitudes, lack of self-esteem, and lack of motivation. Unlike bossy teachers, good leading teachers try to be friendly, democratic, lessons facilitators, classroom managers, and chiefly motivators. They try to play an important role in guiding their students and creating an effective learning environment.

Teacher-student interaction is considered as a central element of learning a foreign language in Algerian universities. One of the best ways that allow teachers to develop students' interaction is the use of humour that can smooth the progress of communication between teachers and their students since it can help students to participate and discuss the lesson. In fact, EFL students would be ready to interact with their teachers as long as they feel that they are in an appropriate situation to understand and receive information.

However, we observed that most teachers of English branch of at Biskra University matched teaching with a sense of seriousness and rigidity that may affect negatively their students' attitudes toward learning, such as feeling bored, uninterested, and unmotivated to learn. Hence, teachers should look for the appropriate strategies that allow them to raise their students' interaction, as well as motivating them. Teachers' sense of humour can be a successful teaching tool for that purpose. So, teachers should make a balance between being serious and being humorous, in fact, students will get ready to receive information and to interact with their teachers. This study will try to highlight the impact of using humour on raising teacher-student interaction.

2. Aims and Objectives of the Study

This study aims to examine the impact of using humour on the educational context, and to what extent does humour affect teacher-students interaction.

This aim underlines three main objectives:

1. Determining how does the use of humour as a teaching technique affects the interaction of EFL students with their teachers.
2. Investigating how can EFL students interact more through the teachers' sense of humour.
3. Studying the attitudes of both learners and teachers toward the use of humour inside the classroom.

3. Research Questions

This proposed study is intended to address one major question that is:

What is the impact of using humour on raising EFL teacher-student interaction?

This question includes the following sub-questions:

1. What is "humour"? what is "interaction" in class?
2. Is it important for teachers to use humour in order to raise their students' interaction?
3. How can EFL teachers use humour in an effective way to raise EFL learners' interaction?
4. How can EFL students interact more through the teachers' sense of humour?
5. To what extent can humour affect EFL student-teacher interaction?

4. Research Hypothesis

We hypothesize that:

- If EFL teachers use humour appropriately in their lectures, then teacher-student interaction will increase.

5. Research Methodology and Data Gathering Tools

The study is based on the qualitative method in order to reach more reliable answers, and to understand the feelings, attitudes, and perceptions towards the suggested technique. The present study is mainly descriptive in order to pinpoint clearly the relationship between the two variables which are teachers' sense of humour and EFL teacher-students interaction.

5.1. Population and Sample

5.1.1. Population

Since this study is about examining the impact of teachers' humour on raising EFL students' interaction, the researcher chose the first year LMD students at branch of English at Biskra University as a population (749 students).

5.1.2. The Sample

The researcher chose the respondents from students of the first year LMD students at branch of English at Biskra University as a sample of the study with a variety of age, and social status. They were selected randomly (66 students) and they were given questionnaires which were made for the purpose to get a closer look into the situation. In addition, the researcher intended to choose two teachers from the population in order to carry out the classroom observation.

5.2. Data Collection Tool

5.2.1. Students' 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 data that obtained from the learners' questionnaire were analyzed in order to examine the attitudes of EFL learners toward the use of humour.

5.2.2. Classroom Observation

In order to evaluate the outcomes referring to actions and events, we intended to conduct the classroom observation. The researcher used classroom observation in order to conduct this study by attending regular sessions with the first year teachers and students during a period of time.

5.2.3. Data Analysis

In order to deal with our data findings, we have used Microsoft Excel 2007 on Windows 7. The results were presented in the form of Diagrams, Tables, and graphs..

6. 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 humour, its definition, theories, forms, principles, styles, and bonuses. While the second chapter emphasizes on the main types of classroom interaction, its aspects and main techniques. Finally, the last chapter deals with data analysis. In the third chapter, we are going to analyze the data gathered from the students' questionnaires and classroom observation.

Chapter One

Humour and Education

CHAPTER ONE

HUMOUR AND EDUCATION

Introduction

Human life and social behavior are characterized by certain integral parts. The most common part is humour, which is the powerful side of our humanity. Learners try always to be comfortable and feeling relaxed when they learn. Teachers in their classes play an important role in improving their students' skills, as well as creating the suitable environment for an effective communication and providing knowledge successfully.

A sense of humour may be one of the helpful tools that allow teachers to create a non-threatening environment where learners feel comfortable and enjoy the learning process. Humour as a teaching tool may help both teachers and learners to build a successful relationship, as well as breaking down some barriers in classroom interaction and communication. Some students failed to learn a new language because of the difficulties found in their classrooms, especially the inappropriate learning environment where they feel stressed, anxious, feared of making mistakes, and many other negative attitudes and emotions. Here is the role of teachers' sense of humour in creating the a positive learning atmosphere through the use of jokes, puns, riddles, and smiling in a way that the learning process seems to be enjoyable through a non-threatening learning environment. Learning through humorous materials used by teachers makes learners at ease to learn where they feel more comfortable, humour may also raise teacher-students interaction since it enhances the relationship between them, and hence, enhancing the teaching-learning processes. In this chapter, we are going to shed the light on the topic of humour that involves: definition of humour, theories of humor, styles of humor, the principles of using humour in the classroom, using humour in education in general, and its use in EFL classes in particular.

1. Definition of Humour

Despite the difference in defining the term humour, the general definition refers to making others laughing and amused by saying or performing something. The term humour is derived from Latin “umor” which refers to one of the four bodily fluids (Choler, black bile, phlegm, and blood). In ancient Greek, the word humour is derived from humors which refers to the balance between body fluids. Moreover, Oxford Advanced Learner’s dictionary (2008) defines humour as “the quality of being amusing or comic”. Similarly, the term humour is defined by Merriam Webster’s dictionary as “the ability to be funny or to be amused by things that are funny”. Many authors defines humour in various ways; for instance, Morrison (2008) believes that humour in our lives affects mainly the cognitive development of human emotions. In addition, Romero and Cruthirds (2006) claim that: “humour is an amusing communication that produces positive emotions and cognitions in the individual or in the group.” (p. 59), they mean that humour is a way of communication which gives a good impression and formulates some positive feelings and emotions.

To go deeper, McGhee (2002) states that humour is “the shortest distance between two people” (Cited in Role, 2011, p. 4), McGhee means that a smile or anything is funny is directly makes two people closer to each other. For example, humour can be used by teachers in order to be closer to their students, this idea supported by Hurren (2006) who points out that humour can be either a verbal or non-verbal action or behavior that contains incongruous elements that aim to gain a positive mental or emotional response from others, such as being accepted or liked (Crawford, 1994). In relation to teaching, humour is considered as any message communicated by the teachers for the sake of making their students feel amused. Despite the complexity of humour as a multi-dimensional concept, Martin (2007) believes that there is a prevalent agreement among many scholars that humour may include many different meanings that are amusing in some manner. They agree that humour involves cognition, perception, and affective responses that include enjoyment.

2. Theories of Humour

The variety of humour definitions implies different perspectives relying on its various functions. Those perspectives indicate the varied theories of humour, which enable readers to understand how humour has been theorized in order to get its definition. According to Booth-Butterfield and Wanzer (2010), there are three theories of humour: the incongruity theory, the relief theory, and the superiority theory. However, each theory indicates certain theoretical and empirical areas of humour.

2.1. Relief Theory

Relief theorists considered humour 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) argues that the internal inhibition, as well as ‘censor’ can be tricked through humour in a way that obstructs our ‘natural impulses’. According to Freud, there is a need to release or to raise barriers of the internal inhibitions, such as stress and tension, in order to motivate the responses of humour to stimuli. He adds that humour is the preferable way to release the exaggerated, and therefore the unwanted nervous energy. The relief theory focuses on the emotional side of humour. Morreall (1991) suggests two ways to link this theory with the use of humour: promoting health through minimizing stress, and a role of social lubricant.

In relation to education, this theory is related to the understanding of the way of applying humour in the classroom setting. According to Lowenstein and Bradshaw (2004), providing the psychological relief of pent-up emotions “incorporates a physiological viewpoint in which laughter is seen as venting of nervous” (p. 55). Thus, teachers start their lectures by telling a funny joke or story in order to make their students laugh and thereby releasing their pent-up emotions such as anxiety and stress.

2.2. Incongruity Theory

The incongruity theory focuses more on the cognitive aspects of humour. According to

Jonas (2004), the incongruity theory based on the idea that considers humour as a result of an unexpected or surprising experiences, words or activities that happen. Humour, according to this theory, is understood as the moment of incongruity achievement between what is expected to occur and what really occur. The developers of this theory, Kant (in 1790) and Schopenhauer (1819), believe that humour occurs when people expect something and is suddenly, presented by unexpected form or way (As cited in Shade, 1996, p. 11).

The cognitive features of humor in the educational context appear in the ability of children to understand humour; this evidence supports McGhee's (2002) model of humour development concerning the efficiencies of children to understand different forms and meaning of humour during an advanced age. However, it cannot be realized only when teachers are aware of the importance of using humour in helping children to learn in the classroom. Schmidt (1994) and Ziv (1988) support this idea by considering humour as an effective teaching tool that enables students save and recall their information when humour takes place in the learning context., it means that humour can be a helpful factor in raising students' memory. According to Pascoe (1977), information that is given by teachers with humorous illustrations, is the most influential if teachers give the appropriate examples that should be totally related to the tutorial.

2.3. Superiority Theory

This theory dates back to the philosophers Plato and Aristotle, who argue that feeling of superiority experienced from others disparagement, laughter arises at gives us the pleasure of humour (Grunner, 1997; Martin, 2007; Morreall, 1987) An example of the superiority theory can be illustrated when we sometimes use humour to laugh at people, situation out of fear, ignorance, or losing our power and control. This type of humour seems to be a district form of prejudice since differences in religions, nationalities, races, or occupations may lead to feeling superior at others (Shade, 1996).

However, Monro (1988) claims that "humour is derisive" he adds that laughter always

trying to find others' mistakes in order to laugh at them; he considers the pleasure of humour as deriving from feeling superior at failed or defective person. Moreover, Monro (1988) claims that the originator of the superiority theory 'Thomas Hobbes' believed that laughter comes from 'vainglory', it means that laughter results from others 'misfortunes or 'infirmities' at our past mistakes. Therefore, the feeling of superiority over others is considered as the first reason of laughing at inferior or ugly people. Similarly, Hill (1988) believes that "we laugh maliciously when we possess superior knowledge over the people we ridicule. We laugh at people who have an inferior moral character or people who are uglier or distorted than ourselves" (p. 40). From Hill's point of view, humans who feel superior over their past situations, they laugh at inferior peoples' mistakes ignoring their past follies.

3. Styles of Humour

According to Romero and Cruthirds (2006), styles of humour are significantly different from one style to another depending on the ethnicity. Humour seems to have two dimensions (Langan-fox and Cooper, 2007). The first dimension, according to Martin (2007), considered to be relatively healthy or adaptive including affiliative humour and self-enhancing humour, while the second dimension seems to be relatively harmful and unhealthy involving the aggressive humour and self-defeating humour. With regard to humour focus, Martin (2007) sees that affiliative humour and aggressive humour are others focused, while the self-enhancing and self-defeating humour is self-focused.

3.1. Affiliative Humour

For the sake of enhancing social relationships and interaction, some people tend to use affiliative humour. This style of humour has been defined by Berk (2000) as the tendency to make others laugh or feel amused by saying something funny such as telling a joke. People in their affiliative humour use different forms such as telling funny stories to a particular group, playing a good-natured joke on people during some social events, or by performing such

funny things. Vaillant (1977) believes that people who show their affiliative humour are preferred by others, they are attractive and usually considered as non-threatening.

Affiliative humour functions as a social lubricant which helps in creating a positive environment and building a successful interpersonal interactions and relationships. Therefore, Gournelos and Greene (2011) cited that the more people use affiliative humour during a conflict discussion, the more others feel closer to them. In the classroom environment, the affiliative humour seems to be an effective teaching tool. For instance, the results of Role's (2011) survey, which was made to study the useful style of humor in the classroom, showed that most of teachers who exhibit affiliative humour are able to make most of their students laugh. Hence, this style of humour is appreciated by students since it enhances teacher-student rapport.

3.2. Self-enhancing Humour

Self-enhancing humour is similar to the affiliative humour in terms of its advantages in social interaction. People who use this style of humour have a positive view of life and they are not too affected by its misery. Self-enhancing humour, according to McGhee (2010), provides a high morale, maintains a positive perspective, and deals with such negative attitudes as stress and tension. Moreover, self-enhancing humour is positively related to self-esteem and other preferable emotions such as self-efficacy and self-control. Earleywine (2011) believes that the one who uses this style of humour seems to be less depressed, less anxious, and higher level of self-esteem. Therefore, Martin (2007) believes that dealing with many problems is the cope of self-enhancing humour, throughout this style of humour, people tend to be not anxious or frustrated from certain situations, for instance, when people feel sad or bored, and they try to remember funny things that happened in the past in order to be amused or feeling joy. According to Kerr (2010), people who relax and enhance themselves

may use many forms of humour, such as smiling, pretend smiling, or laughing, or making humour as a first aid kit using humour videos or pictures, cartoons, or zany props-anything.

3.3. Aggressive Humour

Aggressive humour, according to Janes and Olsen (2000), attempts to manipulate others in terms of implicit threat of irony. It can be used to make fun of those who are not liked, to insult people who are inferior, to belittle, victimize, or to disparage someone. Morreall (1987) states that this style of humour is definitely related to the superiority theory, which assumes people laugh at others when they feel that they are better than them for the sake of higher rank or status achievement. Moreover, aggressive humour is negatively related to agreeableness and conscientiousness (Martin, 2003). Gournelos and Greene (2010) believe that it is difficult to build a relationship or being closer to people who are using this style of humour. This style of humour, according to Berk (2000), tends to be used in order to manipulate or criticize others. Hence, since aggressive humour is relatively unhealthy, it should be avoided, especially in the classroom because it presents some negative human qualities among students.

3.4. Self-defeating Humour

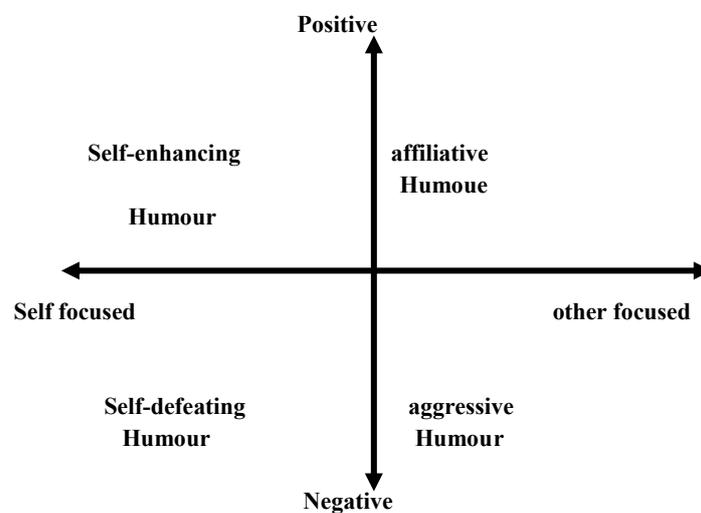
Andrews (2010) states that self-defeating humour means using humour excessively in a way that makes people to be the butt of others. Individuals who use self-defeating humor, seek to obtain others acceptance, as well as amusing them by including themselves. According to Martin (2007), self-defeating humour characterized by using extremely self-belittling humour for the sake of amusing others, or by telling or performing funny things at one's own expense in order to make others laugh when being ridiculed or disparaged (e.g., "I often try to make people like or accept me more by saying something funny about my own weaknesses, blunders, or faults") (p. 122). Moreover, he added that self defeating humour includes also the use of the defensive denial form of humour in order to avoid facing some deductive problems or to hide one's negative emotions. According to him, this style of

humour is considered as the tendency to obtain others' attention, interest, or acceptance at one's expense. However, Kerr (2011) claims that:

Learning to love your bloopers is one of the easiest ways to start laughing more often. It fosters a climate of creativity by encouraging people to take risks without fear of embarrassment. So forgive yourself, forgive others and laugh more often" (p. 199).

Kerr explains that self-defeating humour can be used positively by giving an impression that someone is modest, as well as helping people to recognize their mistakes significantly. Similarly, Berk (2002) who believes that self-defeating humour has a positive side, he points out that because it makes a powerful statement about the self-esteem of the person doing it.

Figure 01: Two-dimensional Model of humour (cited in Langan-Fox and Cooper, 2007, p. 221).



4. Principles of Using Humor in Classroom

Humour in the classroom is an art, it has specific requests and characteristics in order to be employed appropriately and there should be such principles that lead to an effective application of humour in the classroom. Using humour effectively is one of the main elements of successful teaching-learning processes. According to Shade (1996), humour may take place

in both social institutions and the school acts. Although, some teachers believe that using humour in their classrooms is simple, they confirm that it breaks down some sorts of seriousness, reduces teachers' respect, and decreases activities tendency and time-on-task attitudes. In fact, those educators are not apprehensive about the way of linking humour with the teaching and its additional benefits in the learning process. For instance, Shade (1996) states that: "Using appropriate humor in a purposeful way in the classroom may yield numerous benefits. However, as most things in life, the benefits are accompanied by the potential costs" (p. 85). Moreover, Jonas (2010) believes that humour is based mainly on knowing its appropriate time to use, as well knowing the way of using it in order to enhance the learning environment. Thus, there is a need to know the appropriate methods and times of using humour in classrooms, in addition to the principles of its usage.

4.1. Humour and Naturalness

The use of humour in classrooms, as Berk (2003) believes, should be natural because its naturalness provides an effective transmission. Teachers are not obliged to create humor in their classrooms, as Chaisson (2002) states: "don't try too hard, let humor arises naturally, don't force it", because authenticity requires less effort, so there is need to force humour because it will be nonessential. Moreover, being natural gives a sense of comfort, as Kerr (2001) suggests using humour naturally in order to be comfortable. Similarly, Provine (2000) believes that the lack of interaction between students and their teachers caused by teachers' ignoring of using humour; accordingly, teachers should not ignore using humour as a part of their daily tutorials. Thus, humour is considered as an integral part of the teaching process, and therefore, Chaisson (2002) agrees with the same idea, he believes that using humour naturally works better as an integral part of the teaching and learning processes. So, teachers should be aware of their use of humour, they should use it smoothly in order to foster a sense of openness and teacher-student respect.

4.2. Humour and Spontaneity

Teachers' sense of humour in the classroom should be spontaneous. Bonjour (2011) and Berk (2003) believe that humour should not be prepared, it should be spontaneous. Therefore, teachers with a sense of humour are considered to be more active and influential. Gibboney (1992) argues that humour is more effective when it reflects teacher's personality. Hence, most of the students seem to be influenced by their teachers' personalities, since humour plays a major role as a part of teachers' personality, that's why it should be spontaneous because spontaneity is more suitable to a strong personality. Chaisson (2002) states that using humour spontaneously provides a large comfort zone to teachers, as well as making them feel more relief. Similarly, Kerr (2001) states that: "everyone is allowed to be themselves. There is no line drawn between our work and personal lives. People are happier, more fun and more creative when they are free to be who they really are.", and humor produced spontaneously is funnier than prepared humor; "it is the simplest way to add more fun into your work day" (pp. 193-195). In fact, using humour spontaneously enables students to recognize their teachers type in order to be closer to them, it also allows them to know what kinds of humour they may use in the classroom, particularly with their teachers.

4.3. Humour and Offensiveness

Some kinds of humour seem to be not accepted by others, such as using ironic or belittled humour. An effective humour, according to Snetsinger and Grabowski (1993), does not contain any kind of racial offense at an individual or group because humour that includes laughing or joking at others may lead to various negative effects in the classroom, it can also affect students' learning since most students feel as they are isolated from the field of study. Therefore, it is better to avoid some sorts of humour unless the one that is used as an effective teaching tool in order to enhance the students-teacher rapport or to create an appropriate learning environment.

Shade (1996) and Berk (2002) state that the use of some kinds of humour that may

offend any student, such as racial, sick, belittling, hostile, religious, or sexual jokes should be avoided by both students and teachers since it may lead to bad judgments. For instance, it can be indicated by irony, belittle profanity, vulgarity, allusion, and sick jokes. Berk (2002) believes that humour may result some negative attitudes or emotions such as withdrawal, stress, anxiety, anger, tension, and dissatisfaction students. In fact, students feel recurrence or meeting their teachers, and then, they stop attending their lectures to avoid those negative feelings. Hence, it is better to use innocent humour through joking or laughing at the expense of oneself and never at the expense of others.

4.4. Humor and Subjectivity

People's sense of humour is similar to their senses (sense of smell or sense of taste). They have various preferences (Garner, 2003). A sense of humour is subjective; it is like our finger prints in terms of its uniqueness (Kerr, 2011). However, our sense of humour can be either positive or negative, as Romero and Gruthirds (2006) state that sense of humour is a sword with double-edge "because it can be perceived as humorous by one person yet quite offensive to another person" (p. 65). Accordingly, people should not think that everything makes them fun will be too for others, they should take others' differences depending on their age, gender, religion, ethnicity, and cultures. (Garner, 2003; Garner, 2005; Garner, 2006)

Concerning the gender, Kerr (2001) claims that our sense of humour involves general gender differences. For instance, Provine (2000) states that women react more with the sense of humour than men, females, as Berk (2002) explains, show their emotional reactions easily, while males seem to be cautious in their emotional responses. However, he states that men are better than women in terms of telling jokes, they try to be more formal when they are telling their jokes, they laugh at irony using innuendo jokes and stupidity, in contrast, women prefer to describe humorous stories or situations, without laughing at others (Barreca, 2001). With regard to the age, we should take the difference between teachers' age and students' age because what seems fun for adults may be not accepted by children (Chee, 2003), for

example, children are more interested humorous cartoons such as ‘Pink Panther’ or ‘Tom and Jerry’.

Considering the culture, Apte (1985) sees that humour is an international phenomenon, which can be used in many different countries, region, nationalities, and religions across the world. Moreover, Kruger (1996) states that when teachers are going to produce or to use some sorts of humour, they should take into consideration the cultural differences among their students. Moreover, White (2001) points out that some cultures consider expressing different kinds of humour as unsuitable attitudes in the society. In addition, Romero and Cruthirds (2006) claim that there are some cultures that consider the use of self-defeating humour as individuals’ weaknesses. Therefore, teachers should deal with their sense of humour carefully, because the classroom involves many students with different cultures, views, values and attitudes. Similarly, Berk (2002) argues that teachers should be aware of their students’ values and principles in order to avoid what may offend them (p. 12).

4.5. Humour and Content

In order to make humour more effective, it should be content-related. Using humour effectively requires being aware of the content, as well as being able to use humorous materials appropriately. Humour, according to Chaisson (2002), should be also understood by students in order to make them related to humour themes in the classroom. Moreover, Bonjour (2011) sees that humour is a communicative behavior that aims to make the lesson more dynamic and effective, he adds that teachers will be able to use humour effectively. In case that humour and content are not related, the learning process will be negatively influenced, as Shade (1996) claims that humour in that case is a ‘distraction’. He considers that humour has no relation to the topic may raise such negative attitudes as anxiety and tension instead of eliminating them. Consequently, humour should be used appropriately with regard to the content.

5. Humour in Education

The appropriate use of humour is considered as an effective factor in the teaching-learning processes. Many researchers have found that the suitable instructional humour is related positively to a successful and enjoyable learning environment (Bergin, 1999; Downs et al., 1988; Gilliland & Mauritsen, 1971; Kushner, 1988; Neuliep, 1991; Torok et al., 2004; Ziv, 1979).). For instance, Teslow (1995) states that: “humor has long been recognized as a beneficial strategy in education as a tension reliever” (p. 9). Therefore, scholars (Bryant & Zillmann, 1989; Cornett, 1986; Hill, 1988) have claimed that when teachers use humour in order to explain that their students’ mistakes are accepted and natural, as well as laughing at these errors, students may react positively by feeling comfortable and less stressed, so that they communicate better and take their mistakes into consideration in their future learning.

In addition, humour plays an important role in creating a positive classroom environment, and hence enhancing the learning process in general. According to Wanzer et al. (2010), the most important reason for using humour is enhancing the learning environment. Moreover, humour can be used for the sake of attracting and maintaining attention. Wakshlag, Day, and Zillmann (1981) claim that most children prefer learning through humorous programs. Additionally, Zillmann, Williams, Bryant, Boynton, and Wolf (1980) note that the use of humour seems to be a useful device in order to attract the attention of young children. They suggest employing short bursts frequently to maintain students’ interest.

5.1. Forms of Humour in the Classroom

It is evident that humour In the classroom may take different forms; it is difficult to between these forms. For instance, Norrick (2009) claims that forms of humour tend to “fade into each other in conversation” which makes it difficult to differentiate between these forms (as cited by Norrick, 2003, p. 1338). However, the present studies of humour aim to identify what forms of humour that seems more typical in the classroom, as Bryant, Comisky, and Zillmann (1979) state that humour in the classroom may be take the form of telling jokes, riddles, puns, humorous stories, or comments.

5.1.1. Jokes

A joke is referring to what is saying or performing something to make others laugh. The term 'joke' derived from Latin 'jocus' which refers to 'jest' or word play (Oxford Advanced Learner's dictionary, 2008). Jokes, according to Schmitz (2002), can be universal, cultural, or linguistic jokes. The universal jokes refer to "humor that is obtained mainly from the context and the general functioning of the world", while the cultural joke is based on cultural background knowledge where there is an essential need to possess abundant knowledge about the target society. The third group, according to him, is linguistic jokes which are "based on specific features in the phonology, morphology or syntax of particular languages" (p. 93). Linguistic jokes, as Shade (1996) claimed, can be explained as follows:

- Lexical: involves various meanings of words.
- Deep structure: includes alternative
- Metalinguistic: deals with the form of the language instead of its meaning
- Phonological: focuses on the phonological structure of words.

Moreover, Schmitz (2002) believes that this classification of jokes provides the order of learnability for understanding jokes in the classroom; he claims that learners should follow three stages: starting with universal jokes, followed by cultural jokes and finishing with linguistic jokes.

5.1.2. Riddles

Riddles have been defined as "a mystifying, misleading, or puzzling question posed as a problem to be solved or guessed" (Meriam Webster's dictionary). The term riddle is derived from old English Poetry, its origin dates back to Plato and Aristotle. Riddles were used as a witty tool in order to prove intelligence or wisdom. Poets started expressing themselves by using some kinds of riddles; they wrote poems that contain such riddles for the sake of making the reader stimulated, as well as getting their interests. Nowadays, riddles are used also in movies such as 'Saw' and 'Jigsaw'; an example of the riddles used is "Do you feel you

have enough faith to stick this out, or do you need the help of some higher power? Look around salvation may be right across the room”, this riddle’s answer was a cross (Your Dictionary)

Moreover, riddles have a specific format, they “can be a question with a quick witty answer. They can be just a sentence that makes you have a sudden realization” (Your dictionary). Riddles may be simple or difficult, for instance, ‘What is so fragile that when you say its name you break it?’ the answer is ‘silence’. According to Shade (1996), riddles allow teachers to provide the class with an enjoyable learning atmosphere in which students can use, analyze and discuss their ideas. They can be also a tool of teaching that enables teachers to provide their students with a large number of vocabulary or other skills.

5.1.3. Puns

Puns have been defined as “a humorous way of using a word or phrase so that more than one meaning is suggested” (Meriam Webster’s Dictionary), this means that pun is a form of joking in which a person say a word, but he/she means more than one sense. Puns are described as creative use of language (Partington, 2006), it means that are not just playing with one word, but include also playing with many words. Koestler (1964) supports the same idea by stating that “The pun is the bisociation of a single phonetic form with two meanings – two strings of thought tied together by an acoustic knot” (p. 65). From Koestler point of view, puns are two strings of thought which are linked together in order to mean various meanings.

5.2. Educational Benefits of Humour

Humour tends to be used in the educational context since it plays a major role in the teaching-learning processes. According to Maslow (1970), humour and laughter can be defined as a palatable form of education (Cited in Lowenstein & Bradshaw, 2001). Due to the positive effects of humour on the individual’s private life, teachers’ sense of humour in the should be employed in the educational setting. However, Morison (2008) and Tamblyn (2003)

believe that some teachers hesitate to use humour because of the fear of failure, silliness or looking unprofessional, lack of control, or distraction. According to Morreall (1983), “a teacher who integrates humour into the learning experience..., will have to put more effort into teaching.” (p. 98), some teachers consider teaching as it is not just a transmission of knowledge or skills in a precise and expected way. Moreover, Colwell and Wagle (1984) claim that humour provides a strong and positive relationship between the teachers and their students.

Although, some teachers believe that the lesson that is characterized by its flexibility and unpredictability seems to be unacceptable, or even threatening. A number of researches and scholars who have studied the potential of humor in education, they notify positive results. From the findings of their experimental studies, humour can be classified into two types according to its benefits in education: it can be directly beneficial in education since it helps students to raise their comprehension or retention of information, or indirectly beneficial since it takes an important part in treating a conducive environment of learning.

5.2.1. Direct Benefits

Humour has many benefits that are directly concerned with improving retention of knowledge, enhancing students’ comprehension or understanding of materials, as well as increasing their performance. Concerning its role in improving information retention, Garner (2006) has studied two groups of university students. He divided them randomly into humour condition group (42 participants) and a control condition group (52 participants). The same teacher presented the lesson in a form of a video talking about research methods and statistics. The humour group watched the video, but a funny story or example was inserted at some points during the presentation. The results indicate that the humour group had higher levels in understanding the lesson; students of the humour group were likely to retain and recall more information concerning the topic. Moreover, in Kaplan and Pascoe's (1977) study, lectures were given to 508 undergraduate students, in the form videos, these video lectures presented

in four versions (serious, concept humour, non-concept humour, mixed humour). After six weeks, students were tested on the same concepts; the first test showed that there is no difference in students' performance on humour items, while they were different in their performance concerning non-humour items. However, their performance on humorous items was improved during the post-test, the results showed that students who had been exposed to funny examples had considerably more retention of information.

According to Ziv (1988) study, students' learning with humour seems to be achieved enhanced by grater findings, he studied the teachers' use of humour during semester. Ziv (1988) made a test among two groups and he compared test results between a course that presented by using humorous materials, and a course that presented by using humour. The results indicated that learning with humour achieved a positive and higher test results. Consequently, direct benefits of humour in the educational framework are confirmed by a number of studies, except the study that points the need of calculating the amount of humour and its recurrence in order to be integrated into teaching.

5.2.2. Indirect Benefits

Humour has considerable indirect benefits in the educational context. it may be considered as a powerful tool that can be used in the classroom in order to put the students at ease, facilitate the learning process to make it enjoyable. It may also reduce such negative attitudes as stress and tension, enhance teacher-student interaction, and create a positive teaching-learning atmosphere. According to Ackerman and Dummer (1982), teachers who participate in their students' laughter enable them to be engaged more, since humour in the classroom aims to "stimulate, illustrate, motivate, and ease tension" (Cited in Kelly, 1983). Humour plays a major role in facilitating learning, as Goodman (1983) believes that "laughter and learning can go hand-in-hand, and in many cases, laughter can liberate learning" (p. 4). Thus, it is evident that when teachers' sense of humour aims to motivate students, the learning process will be easier and will occur smoothly.

The use of humour in the classroom may also lead to some negative attitudes, Gibbon (1988) states that humour "...has a central place, whether as a natural product or as a life-saving response to the exigencies of the institution - boredom, ritual, routine, regulations, oppressive authority." In the study of White (2001), questionnaires were given to 128 university teachers and 206 university students, they were asked to indicate to what extent they agree with the use of humour in the classroom. The results showed that both teachers and students agreed that humour usage was more likely to be used for the sake of relieving stress and tension, obtaining students' attention, and creating a healthy atmosphere of learning.

A classroom with less stress and tension, encourage students' creativity and imagination, as well as provide an enjoyable learning climate in which students seem more engaged and have positive attitudes towards learning. Similarly, Ziv (1983) suggests that students who use humorous answers of test questions are more creative. Goleman (1995) adds that humour is closer related to creativity. Moreover, these benefits, according to some researchers, are resulted from the great role played by the healthy classroom environment through the use of humour. Gorham (1981) claims that using humour in classrooms has a specific importance, it is considered as a way of enhancing students' 'humanness' (p. 52). Kelly (1983) believes that the main reason for making classes more enjoyable through the use of humour is to reduce students' negative attitudes and creating a positive learning climate.

To summarize, most studies showed that humour is a powerful tool that can be used in the classroom, Neuliep (1991) believes that humour is beneficial in creating a safer and more open classroom environment, he added that the use of humour in classes tends to put students at ease, to get their attention, to show the teacher's humanness, to keep the class more open and less formal, and to make learning more enjoyable. Hence, this positive atmosphere is considered as a primary factor that leads to a positive teacher-student interaction, so, it is a great value in enhancing the teaching process and the learning process as well.

6. Humour in EFL Classes

6.1. The Importance of Using Humour in the EFL Classroom

Schmitz (2002) divided classroom humour into three groups: universal, cultural, and linguistic; while other researchers focus more on the effects of these forms of humour in teaching and learning. For instance, Wagner and Urios-Aparisi (2011) note that humour usage is more related with some issues such as students' learning, effective teaching, classroom environment, students' motivation, and teachers' immediacy. However, they believe that measuring the direct effects of humour on students' learning may be difficult. Nevertheless, many researchers found numerous benefits of incorporating humour in the classroom depending on its effects on both teaching and learning processes. Most studies have confirmed that the employment of humour in foreign language classrooms has a great importance concerning its benefits on language acquisition, teacher immediacy, teacher-student relationship, and developing linguistic and cultural competencies.

6.1.1. Arguments from Educational Psychology

One of the most important arguments for the use of humour in EFL classrooms is raised in the field of educational psychology. According to Sambanis (2013), learning seem to be more successful when it is related with positive attitudes or behaviors and performed through a positive mood, because the main components of humour commonly appeared with a burst of cheerful laughter and trying to express a positive feeling, it may directly affect the learning process in classrooms. However, brain research indicates that humour “does not have a simple or attenuated representation in the human brain” (Fry, 2002, p. 347). There were other studies that considered humour to have a very important role in the learning process, especially in hippocampal region, the most common studies was established by Vrticka and Sambanis (2013)

The hippocampus is commonly known as the responsible for forming and retaining memory, it chooses information that has the same relation when new impressions deserved to retain, it also causes the formation of memories and making them become hard-wired in the

brain, and seem to be remembered for a long period of time (Fry, 2002). Accordingly, Sylwester (1994) claims that memories are linked to positive emotions through the hippocampal response to particular striking novel stimuli, he adds that the hippocampus “tend to be easily recalled during a similar emotional state later on” (p. 63). The positive impact of humour on learning and memory was established through many studies, for instance, Garner (2006) believes that lectures which contains humorous elements enable students to be at ease to remember more information than students who were hearing the same lecture, but without using humorous elements. Moreover, Schmidt’s findings (1994) demonstrate that students were able to recall more information from humorous sentences than non-humorous. Hence, humour can be considered to be more related with memory, since it makes students at ease to recall information.

Therefore, humour can help direct attention, enhances memory, facilitates learning process, since humorous elements used in the classroom enable to create positive emotions that have direct benefits in facilitating learning, while negative feelings such as tension, anxiety, and stress, are considered to affect negatively the retention of information and learning in general. In summary, a person’s ability to learn can be restricted by creating negative feelings or attitudes. From the perspective of educational psychology, Chabeli (2008) indicates that a sense of humour a dual-advantage: the first one is the use of humorous anecdotes or funny entertaining teaching materials that help students to remember the most important content of the materials given by their teachers. The second advantage is assisting in creating an appropriate learning environment, which in turn helps to reduce such negative emotions as stress and anxiety that are eliminated counterproductive factors to learning.

6.1.2. Arguments of Language Acquisition

Humour, according to the educational psychology argument, can enhance learning either directly through emotional appeal and stimulating our cognitive processes that are responsible for retaining information and memory, or indirectly by creating a successful learning

environment which in turn affects the learning process. From the language acquisition perspective, the purpose of using humour in the classroom can be easily determined. The use of humour in EFL classes is mainly based on Krashen's (1985) input hypothesis. Krashen developed his hypothesis within a second language learning context. He claims that students' feelings of anxiety may influence negatively individuals' reception of the input. Therefore, the learner will be not able to use his/her comprehensible input to acquire the language, and hence, s/he will not be able to make further achievement in his/her target language.

However, some researchers believe that forcing students to communicate in a language in a way that they cannot yet fully master of control, may cause a stressful classroom situation. Dornyei (2001) believes that students' learning a language includes a natural anxious feel; he states that "the language classroom is an inherently face-threatening environment, with learners being expected to communicate using a severely restricted code" (p. 91). The negative effects of anxiety on students' ability to perform in a foreign language may also affect their actual language. Similarly, Horwitz (1986) highlights that students' lack of some necessary efficiencies of learning a language, or lack of enough motivation that encourages them to be good performers, may lead their teachers to inaccurate assessment. Hence, it becomes very necessary for teachers to employ the suitable teaching techniques and tools in order to eliminate the degree of students' stress during their learning a foreign language, these techniques or tools may help teachers to create the appropriate and comfortable classroom environment and "allay students' anxiety" (Horwitz, 1986, p. 125)

One of the most effective management tools that can facilitate a reliable and a tense learning environment is the humorous discourse used by teachers through employing funny materials, infused teacher-students interaction, or a general conversational tone among students. In fact, the language acquisition perspective explains that using humour in EFL classes has a great deal with reducing some negative attitudes towards learning a foreign language, and hence, enabling students to be more engaged in the target language, as well as

encouraging them to attend their classes and to participate. According to Chabeli (2008), “using humor that is appreciated by learners can act as an intrinsic motivator because it will elicit positive emotions while generating sustained interest and involvement in the construction of one’s own learning” (p. 55).

6.1.3. Arguments of Rapport and Teacher Immediacy

Besides to the benefits of humour in reducing EFL students’ negative attitudes, many empirical studies demonstrated that it can also affect the teacher-student relationship since it is a crucial variable for learning in classrooms; in fact, humour may have a positive influence on enhancing that necessary variable. Therefore, humour may increase social relationships between people who have used such humorous discourses together. For instance, Fry (1994) studied the individual’s experience of humour in the biological processes; he believes that “an elevated level of mental and emotional interactiveness develops between people who have been laughing together, reflecting the infectiousness of this exhilaration” (p. 115). From a socio-psychological perspective, a sense of humour is related to the formation of some ‘in-group solidarity’ that is raised through exchanging experiences which have been notified to foster the dynamics of in-group and express a feeling of unity (Wagner and Urios-Aparisi, 2011, p. 411). Thus, using humour in the classroom is considered as a beneficial teaching tool to create and facilitate group processes.

Moreover, Wanzer (2011) claims that teachers may obtain their students’ tendency by using a sense of humour, he states that humour orientation is “a communication-based personality trait measured by the HO scale, which assesses an individual’s predisposition to use humor frequently and in a number of different situations as well as their self-perceived effectiveness in producing humorous communication” (p. 119). Accordingly, Thaler (2012) reports that most students are more engaged when their teachers employ a sense of humour, they seem more efficient and prefer to attend the lecture, while they did not the same attitudes with teachers who did not display a sense of humour (p. 7). Teachers may also employ a

humorous discourse for the sake of enhancing their attractiveness and efficiency.

With regard to teachers' immediacy, teacher-student intellectual distance can be reduced through a sense of humour, as Chabeli (2008) stated, "humor strengthens social relationships among learners and teachers, and is able to reduce the authoritarian position of the teacher" (p. 55); she adds that humour enables to provide what she called 'emotional intelligence', it is being aware of our emotions and others' feelings in order to motivate ourselves and to build a good emotional relationship (p. 56); she also believes that teacher-student relationship in the classroom is more likely related with the amount of humour used (p. 55). Similarly, Wanzer (2002) states that "when students view their professors as using humor frequently and effectively, they also view them as more immediate," he believes that in case that teachers are funny or immediate, they show the same attitudes and behaviors such as smiling often, using body language, or using gestures (p. 119).

Although its positive effects on creating a successful teacher-student relationship and a relaxed environment in the classroom, humour has a negative side when the teacher fail to employ it correctly, for instance, humour that tends to create a collectiveness feeling or in-group solidarity may not share the same background, in this case, it may be degraded to the out-group and leads students to feel left out. Thus, Chabeli (2008) claims that the incorrect or inappropriate use of humour could split in the classroom, and even creates some negative feeling such as anxiety, confusion, and frustration among students. In addition, the teacher' failure in using humour correctly or using humour in the form of self-disparaging may leads them to lose respect from their students, loosing their credibility as teachers, and even loosing their reputation because students, according to Wagner (2011), "and "because middle and high school students are especially sensitive to anything that might, even loosely, be perceived as a criticism, it is important to use humour with care." (p. 406).

6.1.4. The Competence Arguments

The use of humour has many benefits concerning the acquisition of foreign language skills. According to Deneire (1995), humour in English as a foreign language can be used “as a technique to introduce linguistic phenomena and cultural knowledge” and also “as an illustration and reinforcement of already acquired cultural and linguistic knowledge” (p. 286). In fact, the role is not only creating an enjoyable learning environment, but also enhancing students’ linguistic and cultural competencies. With regard to the acquisition of target language skills, many scholars believe that the use of humour is very important; they considered humour as an integral part in acquiring foreign language. For instance, Thaler (2012) claims that humour competence in teaching EFL classes seems to be favorable (p. 6), while Deneire (1995) states that “well-developed communicative competence implies humor competence and vice-versa” (pp. 294-295). Similarly, Wagner and Urios-Aparisi consider humor as an integral part in the syllabuses of foreign language teaching, they believe that:

Current approaches in world language acquisition promote authentic and communicative uses of language in the classroom and the integration of linguistic and cultural information. Consequently, being a crucial part of real-life communication, humour represents the content in world language classes. (p. 406)

Moreover, they added that students who want develop their language skills need to understand different forms humorous discourses in their target language. (pp. 406-407). Therefore, Deneire (1995) sees that humorous discourses or materials should be intentionally employed and taught content in the classroom for the sake of improving students’ communicative competence in their foreign language. (p. 294). Humour hence, can be beneficial in linguistic competence acquisition and cultural competence acquisition.

6.1.4.1. Humour and the Acquisition of Linguistic Competence

Most researchers and teachers agreed that students must be able to understand humorous situations and materials in their target language in order to achieve advanced linguistic skills. According to some linguists, employing humour in EFL classes can be a helpful teaching tool that facilitates the creating of linguistic awareness. For instance, Deneire

(1995) states that the use of humour enables students to become “sensitive to the structural and the semantic differences between different languages”(p. 291) Moreover, Schmitz (2002) believes that “English has a large stock of phonological jokes that bring together different meanings of a specific word or relate a different word sense that sound alike” (p. 101). Therefore, English students are expected to understand different jokes or puns in order to communicate successfully in their target language.

According to Schmitz (2002), puns and plays on words must be initially introduced at an advanced level of language, students then should acquire the appropriate linguistic competence for the sake of understanding these terms. In summary, from the linguistic perspective, the employment of humour in EFL classes may also help in motivating students and making them aware of certain characteristics of their target language, concerning phonology, syntax, and morphology. In fact, introducing humour in EFL classes may enable students to understand different forms and meanings of their target language.

6.1.4.2. Humour and the Acquisition of Cultural Competence

With regard to the acquisition of cultural competence, the use of humour in EFL classes seems to have many advantages. According to Wagner and Urios-Aparidi (2011), “humor is an integral and complex part of every culture that requires deeper understanding of certain phenomena, as well as factual knowledge.” (406) the use of humorous materials can be an enjoyable method in order to teach students certain customs and traditions that are related to their target culture. Therefore, this method can be effective, helpful, and authentic strategy to improve the acquisition of factual knowledge about the target culture, as Wagner and Urios-Aparisi (2011) state “the word language classroom offers the opportunity to observe and investigate cultural differences between languages and cultures of the participants of the classroom interactions as well as the target languages and cultures” (p. 401). Moreover, Schmitz (2002) points out that “cultural jokes serve as mirrors of the socio-cultural practices of the society and can inform the learner how some members of the community view

themselves”(p. 103). Thus, humour can be used in an advanced stage of learning a language as a motivational tool that can insert new knowledge about the target language and culture.

Conclusion

This chapter examined the literature related to the topic of Humour in Education, especially in EFL classes. The areas of attention through this chapter included a definition of humour, theories of humour, styles of humour, the principles of using humour in the classroom, and humour in the educational context in general and in the EFL classes in particular. We have focused on how can humour affects the teaching and learning processes. Many scholars, researchers and teachers argue that the use of humour is beneficial for both teachers and students in the classroom. Most studies have confirmed that using humour in the EFL classes has a significant role. Since it is a powerful teaching tool, it plays an important role in the effectiveness of teachers and the success of their students. Moreover, the use of humour can be an effective teaching strategy unless the teachers do not use it appropriately. In fact, teachers should follow the principles and rules of using humour in the classroom in order to be more effective. Hence, they will be able to employ it as an integral part of the material to be learned in a way that students will be at ease to learn and understand this material.

Chapter Two
Classroom Interaction

CHAPTER TWO

CLASSROOM INTERACTION

Introduction

In the field of teaching English as a foreign language, there are many elements that are considered as the heart of successful learning process. Classroom interaction in EFL classes is the most important element, since it is a way of learning that provides EFL students with the authentic instruments that may help them to develop their language skills. Classroom interaction is a very important and necessary element in the learning process since it plays a major role in creating a pleasant learning environment with a friendly, strong and successful relationships between teachers and their students. Moreover, the importance of classroom interaction lies also in its role in motivating and encouraging learners in general, and EFL students in particular, as well as changing their attitudes toward learning the target language.

In this chapter, we are going to shed the light on the classroom interaction. It involves: definition of interaction in general and classroom interaction in particular, interaction in language acquisition, types of classroom interaction, aspects of classroom interaction, techniques for classroom interaction, the interactional strategies, the importance of classroom interaction, the management of interaction in the classroom, developing interaction among learners, and the role of humour in classroom interaction.

1. Definition of Interaction/Classroom Interaction

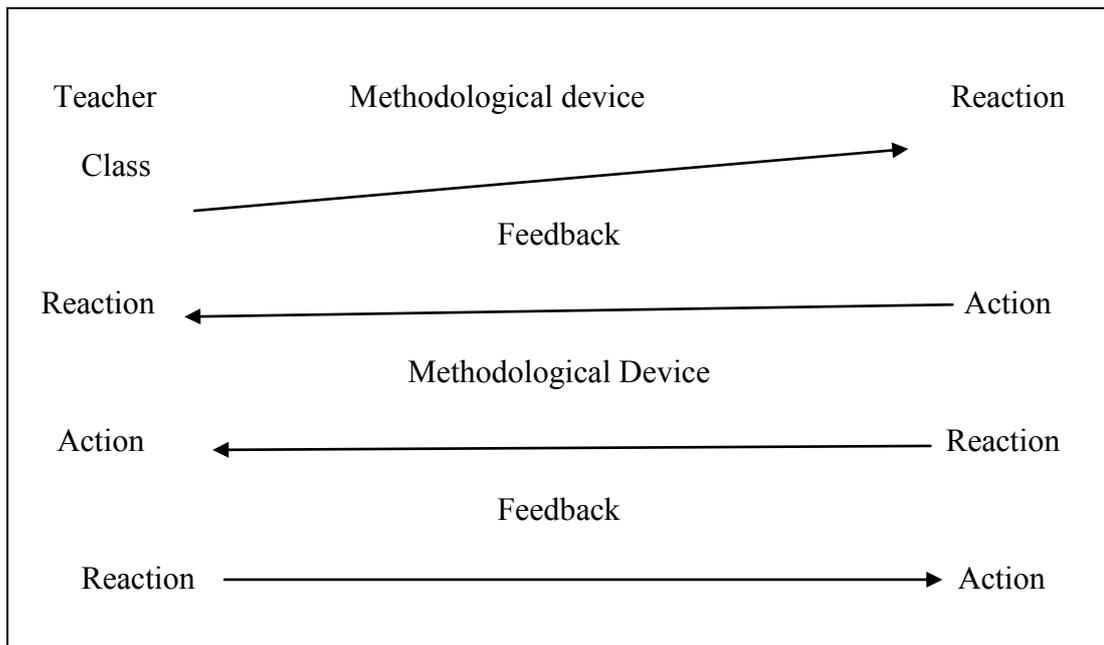
The concept of classroom interaction was defined from different perspectives, it includes defining the two terms separately (classroom and interaction). The term classroom is defined as the first situation in which the target language is used by the teacher and his/her students. Generally, the use of language in the classroom is described as a media that aims to

create a significant interaction during the lecture. Whereas English dictionaries defined the term interaction differently. For instance, Cambridge dictionary defined the verb ‘to interact’ as “communicate with or react (each other)” while Oxford dictionary defined the word interaction as “reciprocal action or influence”. The word interaction derived from Latin ‘inter’ which means between; and ‘ago’ that means to do or to act (Vocabulary Website).

Many scholars and researchers tend to give different definitions to the concept of classroom interaction from different angles. According to Robinson (1994), interaction is “to reciprocal face-to-face action. This can be verbal, channeled through written or spoken words, or nonverbal, channeled through touch, proximity, eye-contact, facial expression, gesture, posture; appearance, environment factors” (p. 7). Robinson tries to highlight the nature of interaction, he mentions that it is an action that can be face-to face, it means that it is a process that allows students to face each other or their teachers.

Moreover, Malamah –Thomas (1987) considers classroom interaction as a reciprocal action in which the process of sending and receiving is mastered in the classroom. She proposed a diagram for classroom interaction. This diagram explains the teacher-student relationship during an interaction. Malmah-Thomas (1987) claims that classroom interaction is a methodological instrument followed by a response in which the students are able to get their teachers’ feedback.

Figure 02: Classroom Interaction (Malamah-Thomas, 1987, p. 39).



However, the term interaction, according to Ellis (1999), is a “social behavior’ that occurs when one person communicates with another” (p. 1). Ellis tries to define interaction from the social perspective, he considers it as a social behaviour during a conversation between two persons, he argues that interaction is a behaviour more than it is an action.

2. Interaction in the Language Acquisition

The effects of classroom interaction on students’ language have been discussed by many researchers. Krashen (1981) argues that acquisition is an implicit and explicit process. The explicit process is related to the conscious attendance of the learners for the sake of comprehending and saving rules, while the implicit process occurs when the learners tend to use language in order to communicate. Moreover, Ellis (1999) states that language acquisition basically indicates the process in which learners can obtain both the communicative competence and linguistic competence. Hence, Ellis (1985) argues that classroom interaction is the heart of the language acquisition process and learning by stating that “the discourse jointly by the learner his and his interlocutors and input is the result of interaction” (p. 23)

Classroom interaction tends to facilitate language learning, encourages students to participate in the activities of language learning , as well as making extra language outputs.

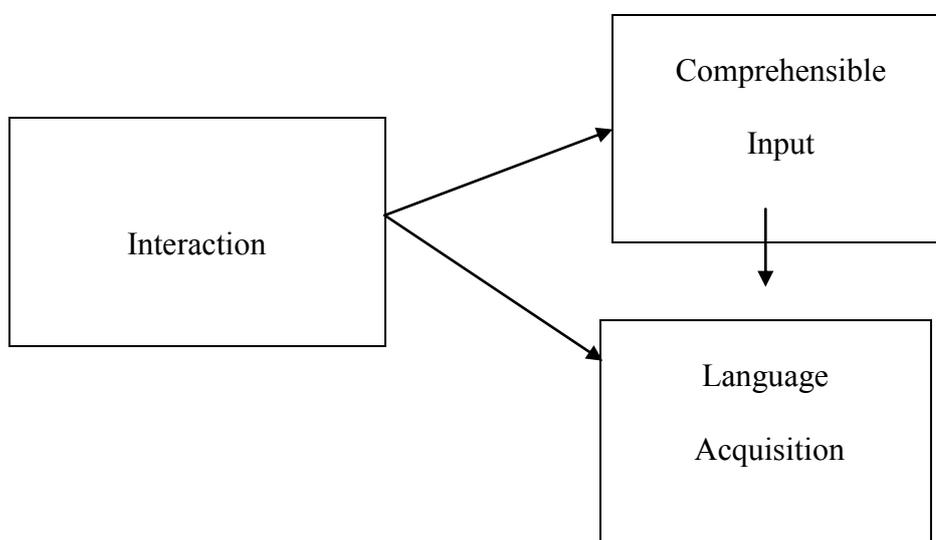
In the field of foreign language learning, language teachers are the initial part of language learning, including teacher questioning, teacher instruction, or further practices that aims to facilitate language acquisition for learners. Accordingly, Mackey (1999) shed the light on the relationship between interaction and second language acquisition, he argues that critical factors during any interaction are the nature of interaction and learners' role, he adds that the participation in the interaction is the only feature that interacts with the factors of the learners for the sake of facilitating development. Therefore, Long (1996) claims that language acquisition is the result of an interaction between the intellectual abilities of the learner and the linguistic environment, he adds that language acquisition is influenced mainly by the degree of interaction. Krashen (1981) believes that if students receive a comprehensible input, they will be able to create a comprehensible output.

2.1. The Interaction Hypothesis

The interaction hypothesis suggest that the individual and direct interaction are the most authentic processes in learning a new language. According to Long (1983), this hypothesis is the several modifications made by the native speakers or other interlocutors for the sake of making their input understandable by the learners. Hence, they should be active participants in the conversation through interacting and negotiating the mode of the input they receive in order to acquire a language.

In fact, there is a strong relationship between interaction and language acquisition, according to Long (1983), a speaker makes modification in his/her own language when they interact with other conversational participants, he tends to develop his/her understanding of the specific language, as well as learning or obtaining the structure of that language. To clarify the relationship between interaction and language acquisition, Long (1983) proposes the following model:

Figure 03: An Alternative Model of Relationship between Interaction and Language Acquisition (Long, 1983).



Moreover, the interaction hypothesis, according to Johnson and Johnson (1999), may be either strong or weak. In the former, the interaction itself tends to develop the language, while in the latter, interaction is a simple way in which learners find their opportunities to learn. Similarly, Ellis (1997) argues that the interaction hypothesis is similar to Krashen's input hypothesis in terms of the importance of comprehensible input for language learning. Accordingly, Brown (2001) believes that when learners have to negotiate for meaning, they greatly increase the effectiveness of comprehensible input. Furthermore, the relationship between interaction and language acquisition have been supported by many studies, since interaction is the link between comprehensible input and output. For instance, Vygotsky (1978) argues that interaction is a process in which knowledge occurs; he considers interaction as a social process.

3. Types of Classroom Interaction

Interaction plays an important role, especially in the foreign language classroom. According to Thurmond (2003), interaction in the classroom is the students' engagement with the content of the lecture, with other students, with teachers, or with technology. From this

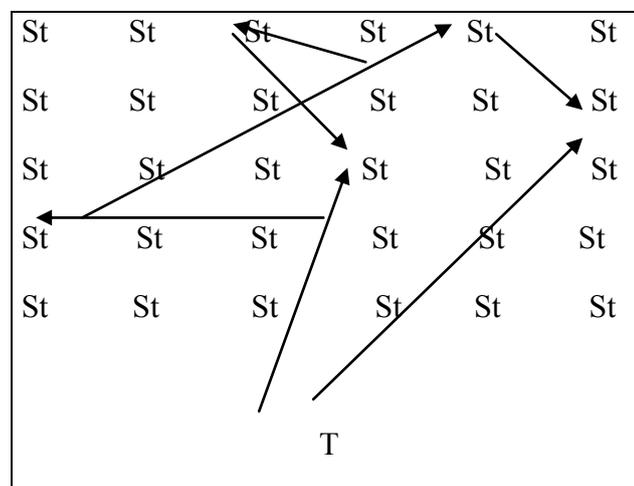
definition, Thurmond believes that there are four types of interaction: teacher- student interaction, student-student interaction, student-course content interaction, and student technology interaction. In this chapter, we will focus on two main types which are considered as the most important interaction types: student-student interaction and student- teacher interaction.

3.1. Student-student Interaction

According to Johnson (1995), student-student interaction has a great influence on the students' cognitive development, educational performance and emerging their social competencies. Hence, students will have the ability to create a social relationship during an interaction with other students. Moreover, Naegle (2002) states that " talking students will their peers about the content of the course is a powerful way for them to reinforce what they have learned" (p. 128). So, teachers should foster this kind of interaction among their students, since it helps them to facilitate learning activities, as well as minimizing passiveness between students.

Furthermore, Scrivener (2005) illustrates the way about how students interact with each other. He proposed a diagram in which he suggested the reciprocity of the learning process between students in terms of sharing information and getting feedback from their classmates.

Figure 04: Interaction between Students (Scrivener, 2005, p. 86)



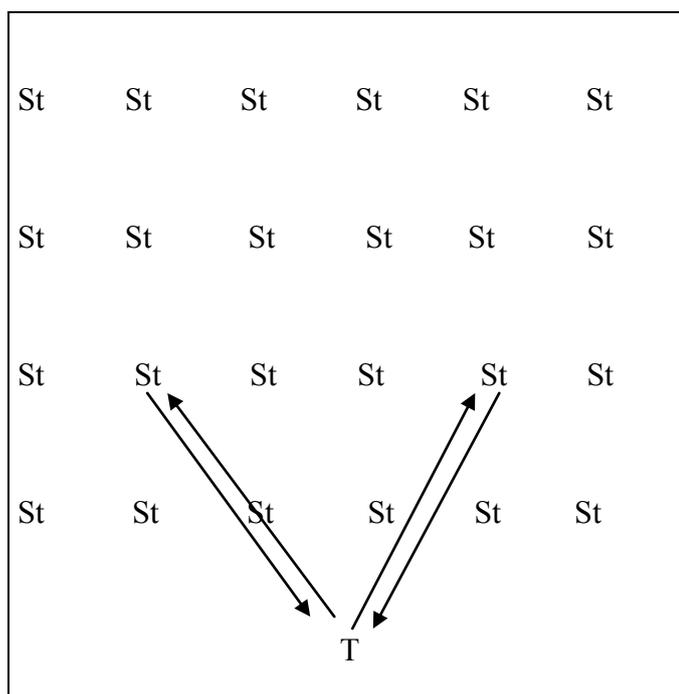
3.2. Teacher-student Interaction

This kind of interaction is considered as the most powerful element of the learning atmosphere. According to Coulthard (1977), teacher-student interaction happens between the teacher and one of his/her students or many students. So, the teacher is one of the participants in this interaction, s/he negotiates the content of the course with his/ her students, he may also ask them questions, guides them, and criticizes or justifies their responses. Student, hence, will benefit from the teachers' experience in order to be more effective through interaction. Similarly, Kundu (1993) believes that:

Most of the time we talk in class hardly ever giving our students a chance to talk, except when we occasionally ask them questions. Even on such occasions, because we insist on answers in full sentences and penalize them for their mistakes, they are always on the defensive (p. 13).

Furthermore, Harmer (2009) argues that during an interaction, teachers should concentrate on three things: the first one is being aware of the language used in the classroom, it should be understood by the students. The second is that teachers should pay attention to the content of the course s/he will give to students, and the last one is to identify the material and methods used in presenting the lecture. Hence, scrivener (2005) proposes the diagram below in which he illustrates teacher-student interaction by focusing on the way teachers interact with their students, Scrivener (2005, p, 85) in this diagram proposes the reciprocity of the teaching process in terms of transmitting information and getting students' feedback.

Figure 05: Interaction between the Teacher and the Students (Scrivener, 2005, p. 85).



4. Aspects of Classroom Interaction

There are two main aspects involved in the classroom interaction, the first aspect is the negotiation of meaning, and the second is the negotiation of feedback. An effective learning process primarily depends on these two aspects. According to Ellis and Foto (1999), interaction is privileged of meaning in case students receive feedback from their teachers or classmates, they point out that "interaction contributes to acquisition through the provision of negative evidence and through opportunities for modified output."

4.1. Negotiation of Meaning

Bygate (1987) defines negotiation of meaning as the ability to exchange ideas clearly in which participants have to understand these ideas. According to Ellis and Barkhuizen (2005), learners should make other learners at ease to understand their output, because the lack of comprehension makes many processes focus on reforming the interaction. Negotiation of meaning, then, is considered as a vital element in the classroom interaction, as Ur (1996) sees that it plays a major role in helping learners of the English language to get a comprehensible

input. For instance, when learners look for dividing the input into units in case the negotiation break down, they will be able to comprehend them. In addition, the negotiation of meaning may also provide learners with feedback about the way of using their second language, it means that many teachers intend to use their target language in order to correct their students' mistakes when they discuss (Ur, 1996). Moreover, Pica (1992) argues That the negotiation of meaning is very important in the classroom interaction, it encourages students to adjust, manipulate, and modify their personal output, since a successful negotiation depends on comprehensible outputs that are produced by students (as cited in Ellis, 2003).

Furthermore, Pica (1994) claims that interaction in language learning is very necessary, she highlights the negotiation of meaning as it is the most important aspect of interaction, she states that:

The modification and restructuring of interaction that occurs when learners and their interlocutors anticipate, perceive, or experience difficulties in message comprehensibility. As they negotiate, they work linguistically to achieve the needed comprehensibility, whether repeating a message verbatim, adjusting its syntax, changing its words, or modifying its form and meaning in a host of other ways. (p. 494)

To Sum up, the value of negotiation of meaning enables students to concentrate on the form, for instance, negotiation involves feedback and modification to Both input and output when students seek to repeat what they did not understand because of their problems in the use of language.

4.2. Negotiation of Feedback

Feedback is considered as the second beneficial aspect of interaction in the foreign language classes. Many researchers agreed that feedback is the key of interaction since it encourages students to learn more. For instance, Mackey (2007) claims that in interaction that involves feedback, students will concentrate on their errors in terms of the form, they will be

pushed to modify these errors in order to develop their skills; students then, must recognize their errors and try to correct them. Accordingly, Sárosdy, Farczàdibencze, Poor and Vandnay (2006) point out that “feedback refers to the information that learners receive from their teachers about their performance, which will help them to take self-corrective action and improve their achievement” (p. 253)

Moreover, most of students are mainly interested by their teachers’ feedback about their performance, they always try to avoid certain errors in order to get a positive feedback. The main role of feedback is improving the learning process. According to Voerman, Meijer, Korthagen and Simons (2012), the aim of feedback is the improvement of learning in general, they add that feedback is very necessary in promoting students’ learning and their achievement. Students then, are greatly influenced by their teachers’ feedback about what they have performed, they can get a positive feedback in case their teacher gives them positive remarks such as: good, excellent, great...etc, they may also get a negative feedback in case the teacher gives them remarks as: not good, no it is wrong, You did not get the idea...etc.

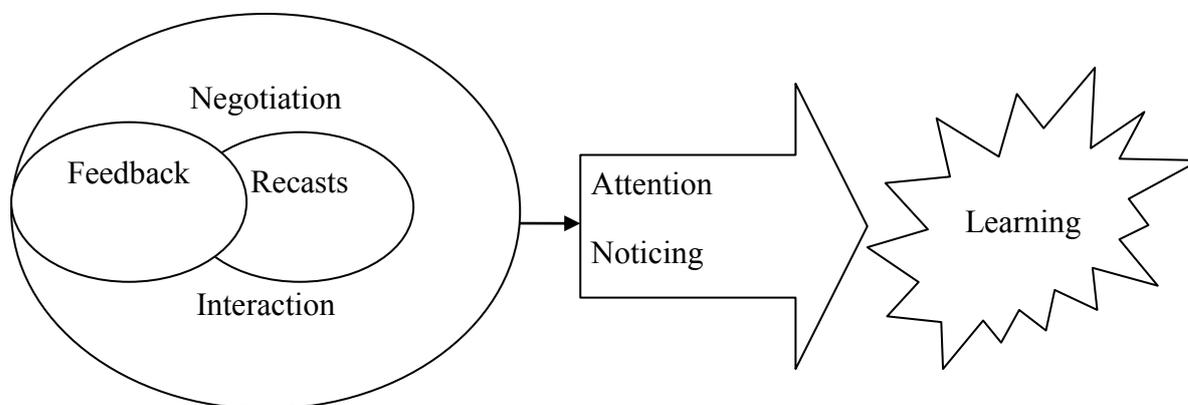
Furthermore, many scholars and researchers consider feedback as a motivational factor that aims to create a successful classroom interaction, they also declare that it is also a way to evaluate with assessment. For instance, Harmer (2001) states that: “the feedback encompasses not only correcting students, but also offering them an assessment of how well they have done” (p. 99)

Students’ work or participation need to be evaluated by teachers since it is an essential part of the assessment during classroom interaction. Brophy (1980) points out that “feedback is an essential aspect of any language learning and it is important that students get feedback about their classroom conduct” (p. 18), he sees that feedback is the most important aspect in learning any language where classroom interaction takes place.

Feedback is not provided only by teachers, it may also provided by learners. Therefore, feedback enables students to be sure about principles and rules of their language. Mackey

(2007) proposed a model for classroom interaction and feedback, he illustrates this model in the following diagram:

Figure 06: A Model of Interaction (Mackey, 2007, p. 79).



This diagram shows the relationship between interaction and feedback through changing roles / negotiation and recasts in which the learning process may be influenced in a way that students may negotiate for meaning, interact with their teachers or classmates, as well as getting feedback. Mackey (2007) therefore, suggests two forms of feedback, explicit feedback and implicit feedback.

4.2.1. Explicit Feedback

The explicit feedback refers to any feedback that indicates that students do not employ their second language correctly during their performance. This form of feedback is called meta-linguistic feedback, because it enables teachers to provide the linguistic form of their students' errors. Harmer (2001) defines the explicit feedback as: “form of feedback deals with the linguistic accuracy of students' performance. The teacher will record the errors the students are making during the activity, and will give a feedback on their successful achievement as well as discuss their errors and mistakes” (p. 246).

4.2.2. Implicit Feedback

The implicit feedback refers to the form of feedback that involves requests for clarification or recasts, it means that teachers tend to reformulate their learners' statements by another sentence or more sentence components. This form of feedback focuses more on the content of the learners' answers. It deals with changing their utterances by one utterance or more in order to make it correct. According to Harmer (2001), in the implicit feedback, the teachers focus shifts from the form to the content, it is also called the corrective feedback; he points out that “content feedback involves the assessment of how well the student's performance was in the communicative activity, focusing on their ability to perform the task rather than dealing with the correctness of their language used in the activity” (p. 246).

5. Techniques for Classroom Interaction

EFL teachers often use and follow certain techniques for the sake of increasing interaction in their classes, these techniques need to be fully accomplished in order to reach a successful classroom interaction. According to El-koumy (1997), EFL teachers should focus more on three important techniques which are the scaffolding technique, the questioning technique, and the collaborative learning technique.

5.1. The Scaffolding Technique

The teacher, in the scaffolding technique, should focus more on the metaphor scaffolding in order to use it in the process of interaction. This means that everything comes to mind can be considered as a form of temporal support which, in turn, may help in reaching certain areas, as well as helping in working on the inaccessible buildings. According to Celce-Muria (2001), the word scaffolding means that “a teacher or adult structures a learning task and provides directives and clues using dialogue to guide the learner's participation in the learning task” (p. 195). When students tackle some new materials or knowledge, teachers should provide them with these instructions and clues.

Moreover, scaffolding, according to Vygotsky, helps students in describing their

language process of moving from their knowledge of the material which seems to be unreachable. For instance, Discon-Krauss (1996) claims that student will be able to reach higher levels of achievement when they are helped by their teachers or knowledgeable peers, as well as allowing the access of the construction process through scaffolding.

5.2. The Questioning Technique

Classroom interaction seems to be greatly influenced by the questioning technique in which questions are addressed from teachers to their students. According to Aliponga (2003), EFL students do not initiate and maintain their language, so that teacher's question plays a major role in providing the appropriate stopping stones in order to encourage them to formulate or to answer questions. In an interactive class, the appropriate questioning can serve in many different functions, and most of the earlier studies conducted on the use of the questioning technique showed that this strategy had been exceedingly used in EFL classes. For instance, in Daly et al. (1994) study, they claim that “In classrooms, questioning on the part of teacher and students takes up a significant portion of the day. Across all grade levels, approximately 70% of average school day interaction is occupied with this activity. ..” (p. 27). However, Carlsen (1991) points out that the questions which have been asked to students seem to make a challenge among them in order to motivate and encourage them to learn, as well as raising their interaction.

5.3. The Collaborative Learning Technique

The technique of collaborative learning refers to the set of instructional tasks and activities in which students learn with each other and work together. Collaborative learning is considered to be more effective than the individual learning, it has a great influence as it is an instructional learning approach which includes the features of learner-centered approaches. According to Chafe (1988), learners in the collaborative learning, need to work together in groups for the sake of realizing a mutual objective (p. 74). For instance, when learners work together, they may maximize the opportunities to interact with each other in terms of

meaningful input, as well as the output in a supportive environment. Moreover, learning in groups provides students with greater opportunities to achieve a successful interaction with each other, to negotiate for meaning, to work on a set of projects that seem to be interesting to students, and to participate in real-world communicative tasks more frequently than traditional fronted classrooms.

6. The Interactional Strategies

Many studies gave a great importance to the interactional strategies. In this chapter, we are going to focus on the interactional strategies used between students and their teachers. The interactional strategies, according to Dornyei and Scott (1995), refer to the strategies which are used by both teacher and his/her students in order to exchange information cooperatively; in fact, they carry out a mutual successful understanding.

Dornyei and Scott (1995) believe that the interactional strategies consist of four strategies which are the appeals for help, the repetition requests, the clarification requests, and the comprehension checks. These strategies allow students to start interacting with their teachers in order to increase their understanding of the lesson or the instructions given by the teacher.

6.1. Appeals for Help

According to Harmer (2001), appeals for help means that the learner needs an aid concerning a specific point of an interaction, this appears when he/she asks an explicit question, he/she may also guess an answer and then he/she will ask for help, verification, or correctness. Moreover, Faucette (2001) claims that this strategy is very necessary for the learners in order to learn new words, it allows them to employ their target language in a social framework, for example: “how can I say.....??” and could you tell us how.....?”

6.2. Repetition Requests

According to Dornyei and Scott (1995) Learners use these requests in case they did not hear or understand something properly. Furthermore, Pica (1988) argues that the explicit

requests or repetition used by non-native speakers are effective ways in order to adjust their utterances towards their partner's level. Concerning EFL learners, this strategy is very important in order to ensure the interaction context and time similarly, Alison (2007) points out that "Through processes of repetition, segmentation and rewording, interaction can serve to draw learners' attention to form meaning, relationship, and provide them with additional time to focus on encoding meaning." (p. 12), from Alison point of view, different processes need to be focused on the repair of interaction in case there is a lack of comprehension.

6.3. Clarification Requests

Dornyei and Scott (1995) claim that clarification requests refer to the learners' requests of explaining the unfamiliar meaning structures. Moreover, Lloyd (1991) sees that this strategy may help students develop their ability of communication, as well as giving them the chance to obtain a specific and detailed knowledge about new structures (as cited in Kasper and Kellerman (1997). For instance, there are many tools used in order to fulfill the clarification requests, such as: "what do you mean by....?", and "could you illustrate.....?"

6.4. Comprehension Checks

Comprehension checks refer to the learners' questions about checking if their understanding is correct. According to Long (1983), comprehension checks strategies enable students to resolve certain difficulties concerning their understanding, as well as make them negotiate the possible meaning. For instance, this strategy can be illustrated by many examples such as 'Is it correct...?' 'Does it have meaning if I say or write?' comprehension checks strategies are almost used by students, while teachers attempt to make efforts in order to keep an effective teacher-student interaction running. To clarify, both teachers and students play a major role in maintaining the classroom interaction through using comprehension checks strategy.

7. Strategies for Better Classroom Interaction

However, there are many strategies of classroom interaction; teachers should focus more on the most important strategies such as asking questions and students' engagement that may help them in reinforcing the classroom interaction in order to make it better.

7.1. Asking Questions

There are many tools that EFL learners do not possess in order to initiate and maintain their language. In EFL classes, the appropriate teacher's questions during an interactive situation serve different functions. According to Lynch (1991), a question is a semantic class that can be used for the sake of obtaining information or knowledge concerning particular subjects. Moreover, teacher's questions allow learners to be at ease when they produce their language without having to risk initiating language themselves.

In addition, when students fear of expressing their ideas, teacher's questions may play the major role in helping them to initiate their students' interaction. According to Brock (1986), asking many questions or spending a long time on 'display questions' may discourage interactive learning. However, Chaudron (1988) believes that classroom interaction has a significant influence by two major factors: wait time, or the amount of time given by teachers in order to make pauses after asking their questions, and before discussing the answers. In fact, the extra-wait time about five seconds may help EFL learners to get chances in order to interact more, I may also fit better with their cultural norms of interaction.

7.2. Students' Engagement

EFL teachers need to force their students' engagement in order to keep them concentrated and interested in the content of the classroom tasks. Students' engagement, according to Harlin, Roberts, Bries, Mowen, and Edgar (2007), is the most suitable technique or strategy to keep EFL students more attentive, which in turn, makes an interactive classroom. EFL teachers, then, have to encourage their students to learn in order to be able to produce their students' learning desires. According to Wolters and Daugherty (2007),

teachers who have a sense of efficacy “was best conceptualized as best conceptualized as three related dimensions reflecting teachers’ sense of efficacy for instruction, management and engagement.” (p. 190).

Moreover, an effective teacher is usually trying to help their students to stay involved, engaged or motivated to learn. However, students who are not motivated or engaged in the learning process seem discouraged. Thus, many scholars and researchers focus on the role of motivation in EFL classes in order to assist students to become engaged in their classes. For instance, Darling and Baratz (2006) see that the ability to motivate consists of “knowing what kinds of tasks support and feedback encourage students to put forth effort and strive to improve” (p. 8). In addition, 44 studies classified by Fredericks, Blumenfield, and Paris (2004), they divided them into three categories: the behavioural engagement, the emotional engagement, and the cognitive engagement. The behavioural engagement involves doing work and following its rules, the emotional engagement consists of interests, values and feelings or emotions, while the cognitive engagement incorporates motivation, effort, and the use of strategy.

Furthermore, students’ engagement in the process of learning may help EFL teachers to reduce certain difficulties and problems which they may face in the classroom; for example, it can minimize noise, since students are interested in the lecture, there will be less noise. In fact, students’ engagement will raise the teacher-student interaction.

8. The Importance of Classroom Interaction

The process of learning a foreign language depends mainly on the concept classroom interaction, where an enjoyable learning environment is created by teachers and students as well. In the same context, Allwright (1984) declares on the importance of classroom interaction in EFL classes by stating that it is “Inherent in the very notion of classroom pedagogy itself” (p. 158). However, the learners need to be active participants through this enjoyable learning atmosphere. Moreover, classroom interaction is very important because it

allows students to be good communicators, as well as enable them to enhance their amount of participation during the lecture by getting a comprehensible input from their teachers for the sake of producing a comprehensible output, as it was claimed by Krashen's theories.

Furthermore, Brown (2001) states that "In the area of communicative language teaching, interaction is, in fact, the heart of communication; it is what communication is all about" (p. 35). From Brown point of view, classroom interaction is an effective pedagogical tool that enables facilitating the process of language learning due to its capacities in creating turn-takings chances. Therefore, Choudhury (2005) claims that learners use different contexts of language in order to negotiate meaning and this is the importance classroom interaction for them. This negotiation of meaning may, in turn, lead to peer interaction. In addition, Allwright and Breen (1988) state that interaction is very important because it allows learners to decompose the structure of their target language, it gives them the opportunity to incorporate the target language structure into their own speech, and provide the construction between the teacher and his/her students (as cited in Chaudron, 1988)

Moreover, many scholars and researchers believe that a successful teaching depends on the classroom interaction because it creates the suitable atmosphere to both teachers and students. For instance, Levine (1989) believes that the process of classroom interaction is highly appreciated by teachers as it is an integral part of the teaching process; he points out that "Interaction is an extremely complex and difficult process, but it is also the part of teaching that many teachers say they enjoy and value the most" (p. 73). In fact, the two processes are greatly influenced by the concept of classroom interaction which are the process of learning and the process of learning management, as it is mentioned by Allwright (1984), classroom interaction "It is the process whereby classroom language learning is managed" (p. 156). According to Yu (2008), classroom interaction in the target language can construct the process of language development itself. (p. 28), this means that language development can

only be achieved through classroom interaction which plays the most important role in constructing the whole operation.

9. The Management of Interaction in the Classroom

Teachers' management and organization considered as the main components of a successful classroom interaction process. In EFL classes, students seem to be shy or anxious when their teachers ask them certain questions; the role of teachers is to create a more relaxed and appropriate learning environment before they ask them to answer, in case they fail, they need to employ their students' first language. According to Black (2005), the management of interaction among learners aims to enable every learner to use his/her language. Brown (2001) adds that teachers' performance inside the classroom seems to be a kind of students' guide that provides students with the appropriate knowledge about what they are going to learn. In fact, teachers and students need to be engaged in different classroom tasks in order to create conditions for the best use of language through an interactive language.

Furthermore, Brown (2001) argues that in order to make a meaning full and effective interaction, teachers need to know their students' well, they may also create a strong and positive relationship with them by providing an appropriate feedback, motivate and encourage them to voice their ideas and feelings, as well as valuing what their learners think or say. Brown (2001) added that being aware of the learners' psychological state is considered as the key of managing classroom interaction. The management of classroom interaction therefore, depends mainly on the amount of teachers' understanding of their students. So, teachers can only understand their learners' needs if they are able to understand them well.

10. Developing Interaction among Learners

EFL learners are always trying to use their English language effectively, fluently and accurately, as well as being competent to communicate and to show their ideas and feelings, but they do not have the enough experience. Taking the responsibility of learning is considered as an effective way that enables students to get the sufficient experience; this

responsibility involves knowing what to learn and how to learn it, it can be obtained during an interactive situation through a collaborative learning.

It is difficult to develop interaction among learners. However, Gower and Walters (1983, p. 155) gave some advices to teachers that may help them in developing interaction among their students. Some of these advices are stated them in the following points:

1. Teachers should give their students the opportunity to get the right things.
2. Teachers should encourage their students and help them by correcting their mistakes.
3. Learners should also be encouraged by their classmates in order to help each other correcting their errors.
4. Learners should not wait their turn to say something.
5. Teachers should provide their students with particular sessions in which learners may discuss their classroom difficulties and problems which they faced without interrupted by their teachers.
6. Teachers should allow their students to play the teacher's role in the classroom in order to be closer to them.

Moreover, teachers are able to use another important issue which is involving their learners in the classroom communicative activities because they are considered as the key of classroom interaction. In fact, both teachers and students are responsible at the same time in developing the classroom interaction.

11. The Role of Humour in Classroom Interaction

Teachers felt that their use of humour usually employed in order to enhance their students' interaction during the lesson, as well creating a strong relationship with them. According to Neuliep (1991), teachers tend to use humour for the sake of establishing a good relationship with their students, then, engage them in the learning process. He adds that most of the students are interested by their teacher's sense of humour and their strategies. In fact, the teacher's sense of humour plays a major role in the students' engagement, building a good

teacher-student relationship, as well as reducing certain negative emotions or feelings such as stress and tension.

11.1. Students' Engagement in Learning

Some teachers focus more on their sense of humour in order to make their students involved and interested during the lecture. Most of them prefer to have a spontaneous humour rather than incorporating humour in the plans of their lessons, since the spontaneous humour is a part of their personality; they tend to adopt a humorous approach towards lessons during lesson time, rather than to the learning of the material itself. Moreover, Ziv (1988) claims that students who receive humorous lectures may get higher scores than those who received the non-humorous lectures. Humour in the classroom can be used to engage students in learning by providing some insights into how can capture the students' attention and retention with their teachers' sense of humour. According to Rainsberg (1994), students appeared to recognize that humorous lectures usually captured their attention and maintain their interest through a positive classroom atmosphere provided by the teachers' sense of humour. In addition, Schmidt (1994) believes that students recognize the humorous the humorous messages which keep them more interested than the non-humorous ones, they report that the use of humour in the classroom increases their attention as well as motivating them.

11.2. Building Teacher-student Relationships

Many studies supported the idea the use of humour by teachers enables them to engage in a relationship with their students. For instance, Davis (2006) and Fovet (2009) argue that when the teacher uses humour with his/her student s/he will show his/her humanity. In fact, they will be closer to each other, since they will perceive humour as a contributory factor in building their relationship. Moreover, teachers considered the use of humour in the classroom as an integral step in the development of warm and constructive teacher-student rapport.

Furthermore, Davis (2006) and Fovet (2009) claim that humour may function as a 'link' or an effective teaching tool to bridge the psychological gap, as well as help to build strong

and positive teacher-student relationship. In addition, teacher's sense of humour may help him/her to be encouraged to use it constructively in order to reduce the psychological distance between him/her and the students, in addition to the reduction of certain negative beliefs of students about their teachers.

11.3. Reduction of Stress and Tension

Many scholars and researchers focus in their studies on the importance of using humour in the classroom in order to relax their students. For instance, Rainsberg (1994) found that humour in the classroom is integral to the reduction of stress and tension in the students. In addition, Führ (2002) sees that most of students perceived that humour were more effective when the teacher uses it in order to cheer them up. Therefore, students will be able to inform their teachers about feelings or emotional states such as being stressed or anxious; hence, teachers may help their students solve their problems or avoiding certain negative attitudes towards the learning process in general. In the same context, Mawhinney (2008) believes that the use of humour may help students to relax within the classroom and create an environment that is conducive to learning.

Furthermore, many teachers felt that their students need to feel sufficiently comfortable to take risks, to make choices and decisions during lessons in order to make mistakes and to learn from them without the fear of failure. According to O'Hara (2011), students support the humorous lecture in which they feel comfortable to improve their skills in problem solving tasks, challenges, and their exams as a real event. Students who were exposed to humour, demonstrated positive appraisals of their performance and towards exams in general than those who were not exposed to humour. Teachers hence, aim to help their students' attempt tasks, and cope with mistakes, despite the risk of failure or feeling stressed.

Conclusion

To sum up this chapter, the concept of classroom interaction is considered as one of the most important classroom processes in which teachers have the ability to keep their students involved in the learning process. Classroom interaction is seen as a blood-vessel of an effective and successful language teaching. Moreover, the main objective of most recent teaching methods is to maintain the process of classroom interaction; both teachers and students aim to use certain strategies and techniques that allow them to raise the classroom interaction with its different types. Therefore, teachers should have their own principals and play an effective role in maintaining the classroom, especially in EFL classes, they are suggested to minimize their time of talking in order to leave enough room to students and to create a relaxed atmosphere that enables them to interact more and to be engaged in the process of learning.

Consequently, classroom interaction is very important and necessary concept during learning the target language, since it enhances the performance of students and their works either the individual works or the group works. The participation of students in EFL classes is extremely recommended to foster the classroom interaction by allowing students to express and share their ideas and insights in a way that they can develop their skills, as well as progressing their interaction with their teachers.

Chapter Three

Field Work

CHAPTER THREE

FIELD WORK

Introduction

In the previous two chapters, we have tackled the literature related to humour and teaching, as well as the classroom interaction. Now, this last chapter is the field work of our research; it deals with the practical side of the study. Since our research is descriptive, we intend to obtain from students' questionnaires and classroom observation. The aim of this chapter is to analyze, interpret, and discuss the answers of students' questionnaires. Besides, it highlights how we conduct our classroom observation and mentions its results and analyses. Moreover, this chapter aims to get a better understanding of students' perception of humour as a teaching tool to raise their interaction with their teachers.

1. Students' Questionnaires

1.1. Aim of the Questionnaire

This questionnaire aims to discover students' attitudes, thoughts and beliefs concerning the use of humour in the classroom, whether they prefer to use it with their teachers or not, as well as its effects on their interaction and its helpfulness in learning in general. In order to do that, we have submitted sixty questionnaires to sixty English first year student group two at the University of Biskra, and they were given half an hour to answer the questionnaire.

1.2. Description of the questionnaire

The questionnaire is divided into three sections. The first section is about general information of the respondents concerning their level in English, their motives of studying English, and their views of learning English in terms of its difficulty. The second section is about humour and learning, the students are asked about their perception on teachers employing humour, their students' belief as to whether teachers have a sense of humour or not and the forms of humour used. In this section, the respondents are asked also about the impact

of humour on their involvement and comprehension, as well as giving them a table which involves ten statements and ask them to pick out the extent of their agreement with the statements given. The last section is about classroom interaction; the students in this section are asked about their perception on the importance of classroom interaction, their perceptions of the importance of a good student- teacher relationship, their students' reflections on the instructions provided, and their opportunities to participate in the classroom, as well as their interaction incentives and obstructions.

2. Results' Interpretations

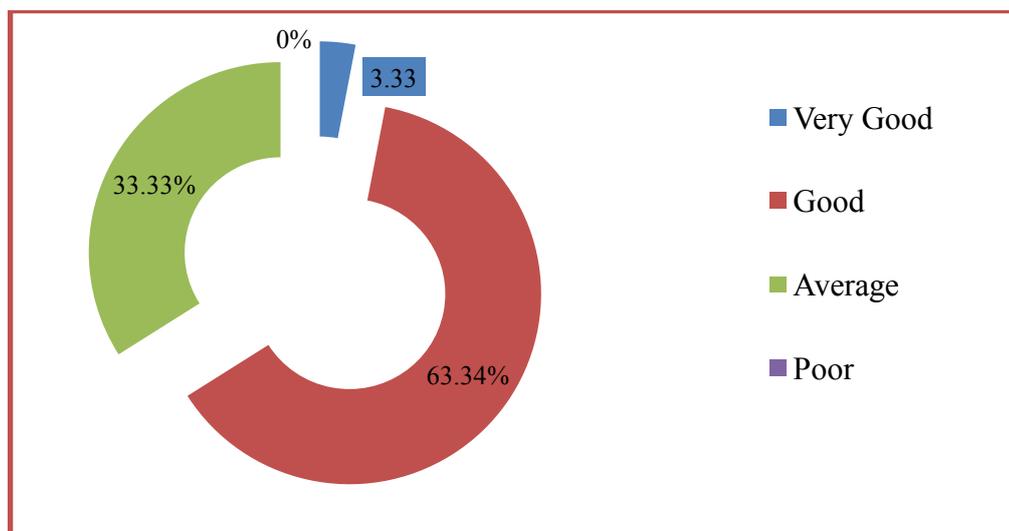
Section One: General Information

Q 1: How do you consider your level in English?

Table 01: Students' Evaluation of their English Level.

	Very good	Good	Average	Poor	Total
Number	02	38	20	00	60
Percentage	03.33%	63.34%	33.33%	00%	100%

Figure 07: Students' Evaluation of their English Level.



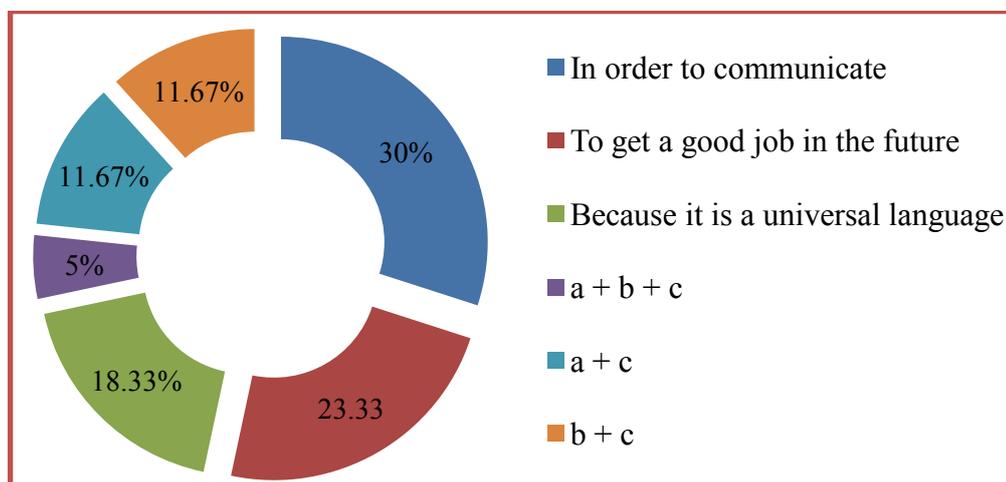
In this question, students were asked to indicate their levels in English language. The data from graph 01 shows that the majority of the respondents has answered that their level in English is good with a percentage of 63.34%, while 33.33% of them said their English is average, and just 03.33% for very good English level. Hence, no one considers his/her level in English as poor. It is clear that most of the students consider their level between good and average.

Q 2: Why did you choose to study English?

Table 02: Students' Motives of Studying English.

	Number	Percentage
a. In order to communicate	18	30%
b. To get a good job in the future.	14	23.33%
c. Because it is a universal language.	11	18.33%
a + b + c	03	05%
a + c	07	11.67%
b + c	07	11.67%
Total	60	100%

Figure 08: Students' Motives of Studying English



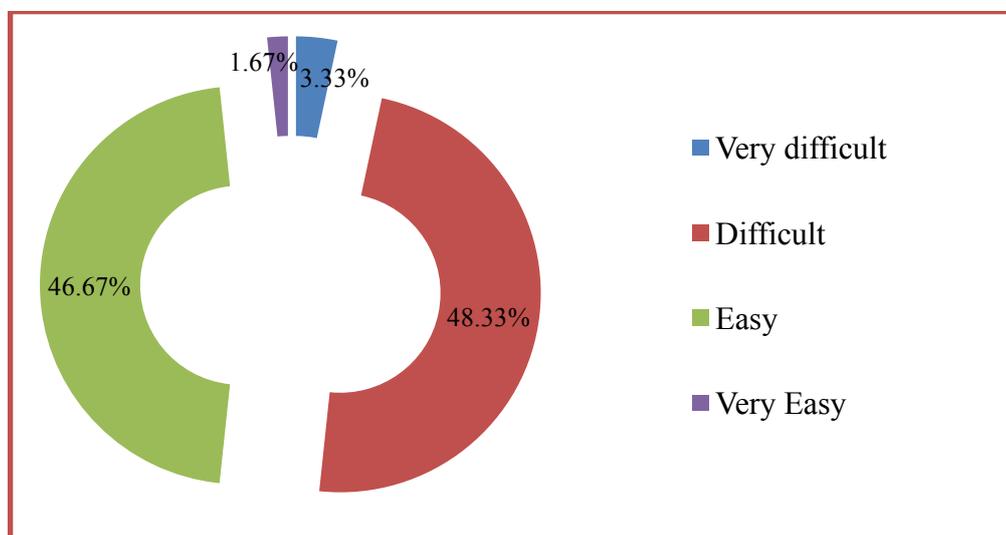
This question aims to discover the students' purposes of choosing English. It can be seen from the graph that eighteen students (30%) choose to study English in order to communicate. The number of students who study English to get a good job in the future equals fourteen students with a percentage of 23.33%; whereas, students who need to learn English because it becomes a universal language are eleven students with a percentage of 18.33%. Seventeen students (28.34%) answered different forms of answers (a+b+c, a+c, b+c).

Q 3: How do you find learning English?

Table 03: Students' Attitudes towards Learning English.

	Number	Percentage
Very difficult	02	03.33%
Difficult	29	48.33%
Easy	28	46.67%
Very Easy	01	01.67%
Total	60	100%

Figure 09: Students' Attitudes towards Learning English.



In this question, students were asked to indicate the difficulty levels concerning learning English language. The table above shows that the majority of students (48.33%) find learning English difficult. While (46.67%) of the students have answered that learning English is easy. Whereas, (03.33%) find learning English is very difficult, and (01.67%) of them answered that it is very easy. According to these results, most of the students find learning English between difficult and easy, this may confirm their levels in English which are evaluated between average and good. Concerning those who have a good level in English, they find that they are at ease to learn it, while the difficulties of learning founded by English students are due the their average level.

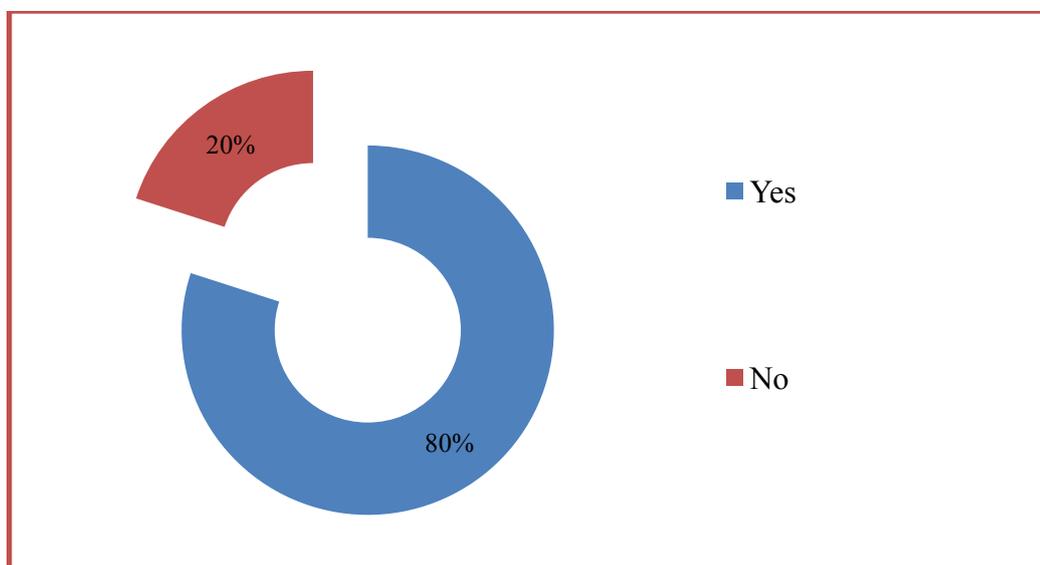
Section Two: Humour and Learning

Q 4: do you prefer to have a teacher who uses humour during the lesson?

Table 04: Students' Preference of Teachers' Employing Humour.

	Number	Percentage
Yes	48	80%
No	12	20%
Total	60	100%

Figure 10: Students' Preference of Teachers Employing Humour.



This question aims to discover the students' perception of their teachers' employment of humour. It can be seen from table 01 that forty eight (48) students with a percentage of 80%, which are the majority, prefer to have a teacher who uses humour during the lesson. They explain their choice as it is summarized in the following justification:

- Teachers' sense of humour creates a good learning environment for them.
- It helps them to participate more, since the lesson became more enjoyable.
- They think that using humour during the lesson is a smart step for the teacher in order to break down the routine in case the lesson is boring.
- It makes me feel good and comfortable during the lesson.
- It makes them love the teacher in an indirect way and the lesson given will be understood.
- It enables them to get more information.
- They believe that humour helps them to communicate more and to improve their relationships with teachers.
- They like humorous teachers because they can concentrate more with them and the lesson will not be boring, so they can understand the lesson easily.
- It encourages and motivate them to learn.
- They feel more relaxed with teachers who are smiling or funny, so they can easily concentrate and understand the lesson.
- During the exams, when they forget something, they remember the funny examples given in the lecture or used in the classroom.
- It allows them to attend the session with pleasure without feeling of tiredness or boredom.
- It provides them with a strong self-confidence.
- Because it is one of the causes that allows them to learn and discuss the content of the lesson.

- It decreases their stress and shyness.

While twelve (12) students with a percentage of 20% have indicated that they do not prefer to have a teacher who uses humour during the lesson. For them, they don't like that kind of teachers because they prefer serious teachers, they explain their point of views as follows:

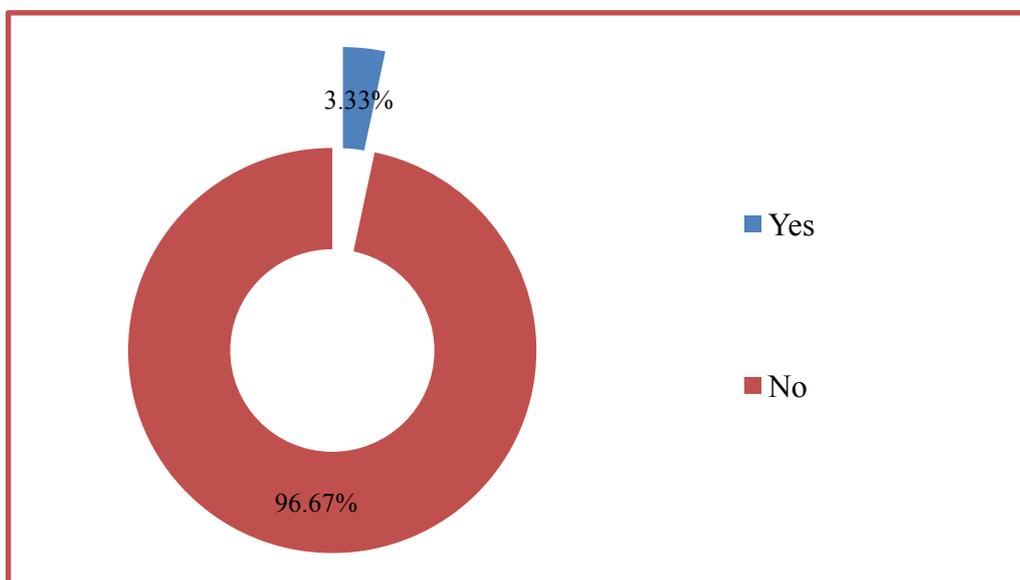
- Most teachers who have a sense of humour are not expert.
- It is a time waster.
- The teacher seems not respected by their students.
- Some examples or jokes may be considered as a kind of irony.

Q 5: Do you think that most of your teachers have a sense of humour?

Table 05: Students' Belief as to Whether Teachers Have a Sense of Humour.

	Number	Percentage
Yes	02	03.33%
No	58	96.67%
Total	60	100%

Figure 11: Students' Belief as to Whether Teachers Have a Sense of Humour.



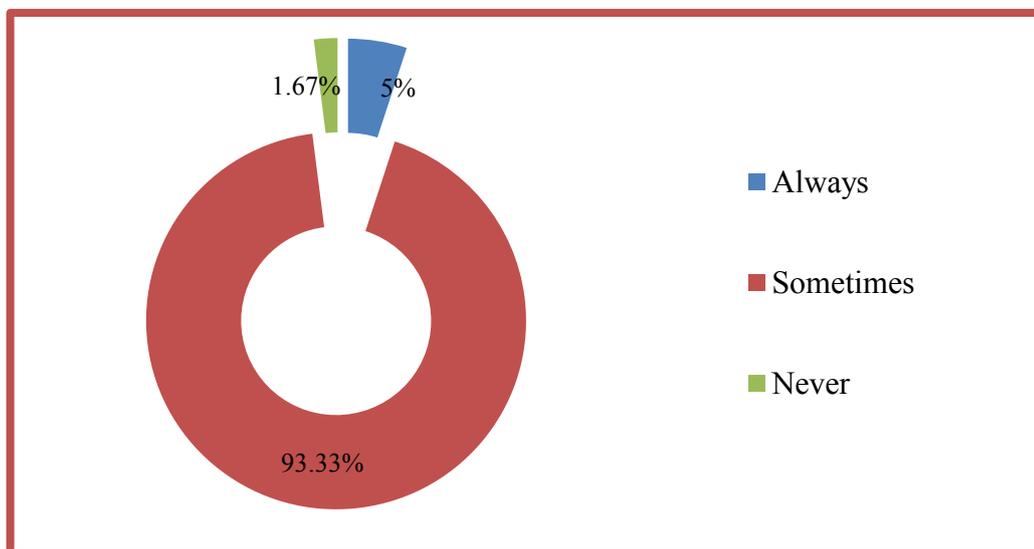
In this question, students were asked to indicate whether most of their teachers have a sense of humour or not. Fifty eight students (96.67%) think that most of their teachers do not have a sense of humour, while two students (03.33%) believe that most of their teachers have a sense of humour. From the results above, it can be seen that the majority of students believe that their teachers did not employ humour as a teaching tool, they think that most of them present the lesson seriously, this kind of teachers are not preferable for them.

Q 6: How often do they use humour?

Table 06: Teachers' Humour use Frequency.

	Always	Sometimes	Never	Total
Number	03	56	01	60
Percentage	05%	93.33%	01.67%	100%

Figure 12: Teachers' Humour use Frequency.



In this question, students were asked to state the frequency of using humour by their teachers. The majority of the students (56 students) indicates that their teachers employ humour sometimes, but not all the time, while three students respond with “always”, they believe that their teachers always use humour in the classroom. In addition to that, there is just

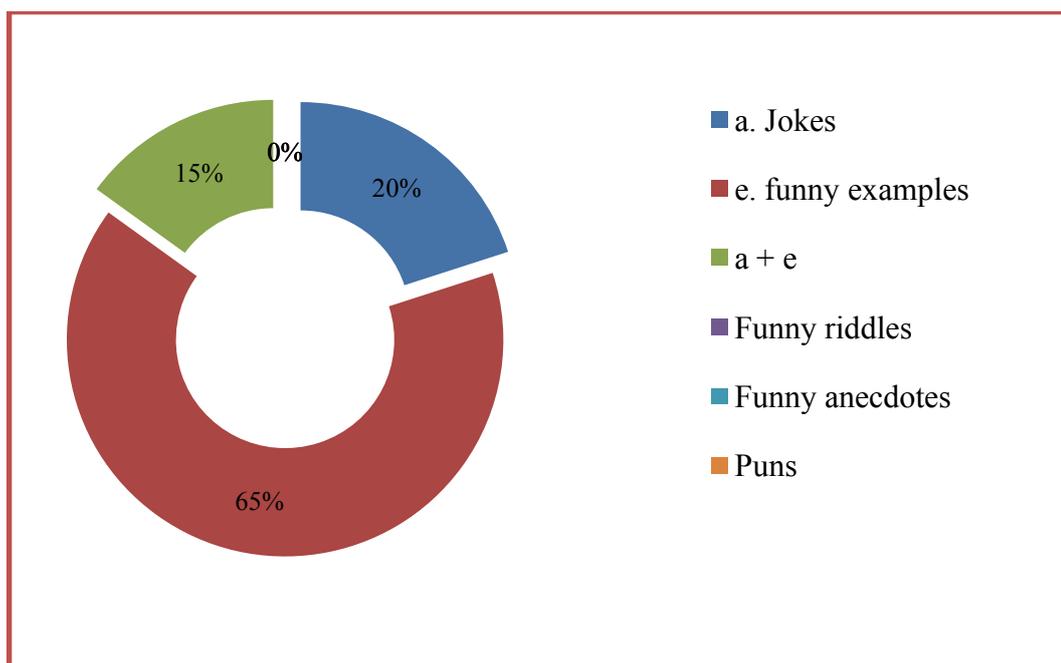
one student who believes that humour was not used at all. From these answers, it is clear that most of the students think that humour is used occasionally, that's why they indicate in the previous question that most of their teachers do not have a sense of humour.

Q 7: Which forms of humour do they use the most?

Table 07: Forms of Humour Implemented by Teachers.

	Number	Percentage
a. Jokes	12	20%
b. Funny riddles	00	00%
c. Funny anecdotes	00	00%
d. Puns	00	00%
e. Funny examples	39	65%
a + e	09	15%
Total	60	100%

Figure 13: Forms of Humour Implemented by Teachers.



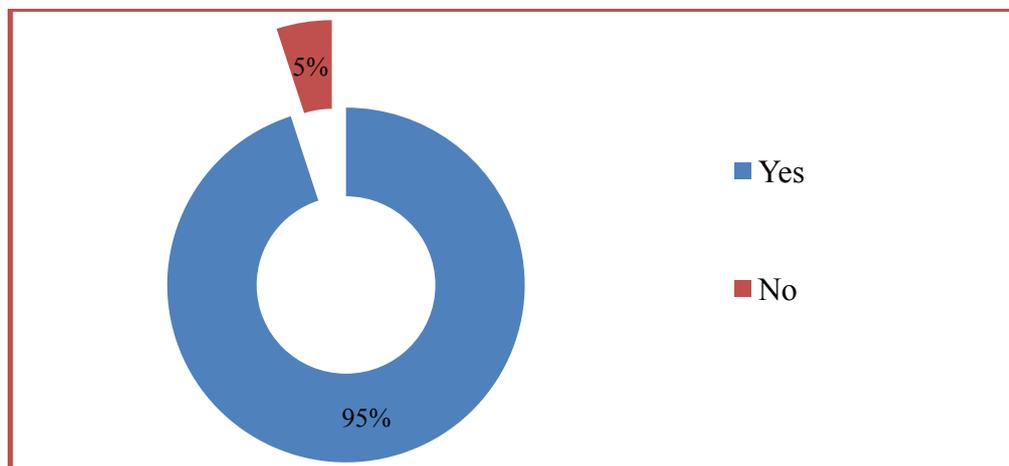
In this question, the students were to tick the forms of humour used by their teachers in the classroom. The graph above indicates that most of the students (65%) have answered that their teachers use funny examples. The number of students who indicate that their teachers employ humour in a form of jokes equals twelve students with a percentage of (20%); whereas, nine students (15%) indicate that their teachers use both forms jokes and funny examples. Concerning those who indicate other forms of humour, they claim that their teachers use many other forms involving a funny body language, acting, or Arab jokes and examples. According to these results, it is clear that useful forms of humour are jokes and funny examples. Since these forms of humour are just used sometimes, they can be observed easily by the students.

Q 8: Do you think that the teachers' sense of humour creates a good learning environment?

Table 08: Views as to Whether Humour Fosters a Good Learning Environment.

	Number	Percentage
Yes	57	95%
No	03	05%
Total	60	100%

Figure 14: Students' Views as to Whether Humor Fosters a Good Learning Environment.



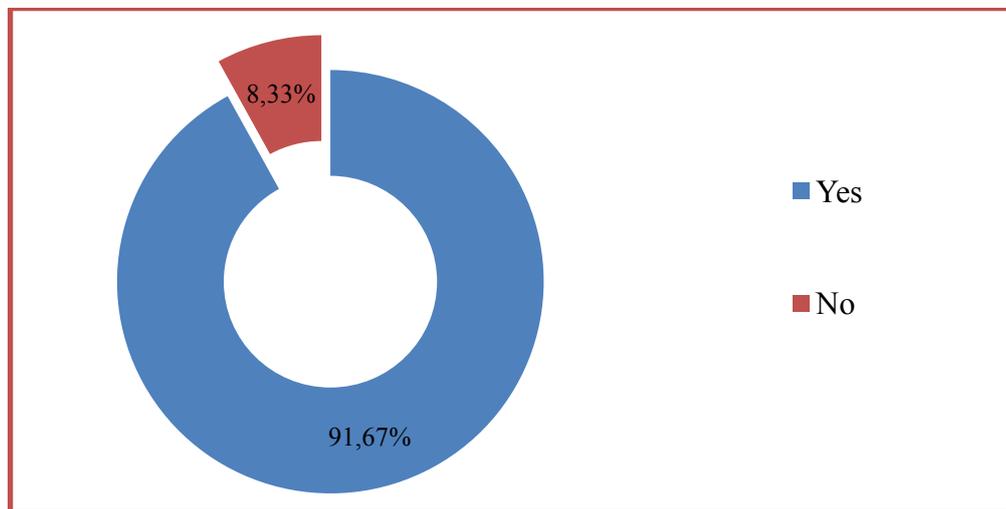
Since the learning environment is a very important element In the classroom interaction, this question aims to discover the students’ point of view concerning the role of teachers’ sense of humour in creating a good learning environment. Fifty seven students (95%) respond with “yes”, while just three students (05%) who do not believe that teachers’ sense of humour creates a good learning environment for them. These results confirm the students’ reasons to prefer teachers with a sense of humour.

Q 9: Does humour help you to participate more?

Table 09: Humour Impact on Students' Involvement.

	Number	Percentage
Yes	55	91.67%
No	05	08.33%
Total	60	100%

Figure 15: Humour Impact on Students' Involvement.



Students’ participation is a very necessary aspect in discovering the amount of classroom interaction. In this question, students were asked to indicate whether humour has an impact in increasing their amount of participation or not. It can be seen from the results above that the majority of students, which equals fifty five students (91.67%) believe that

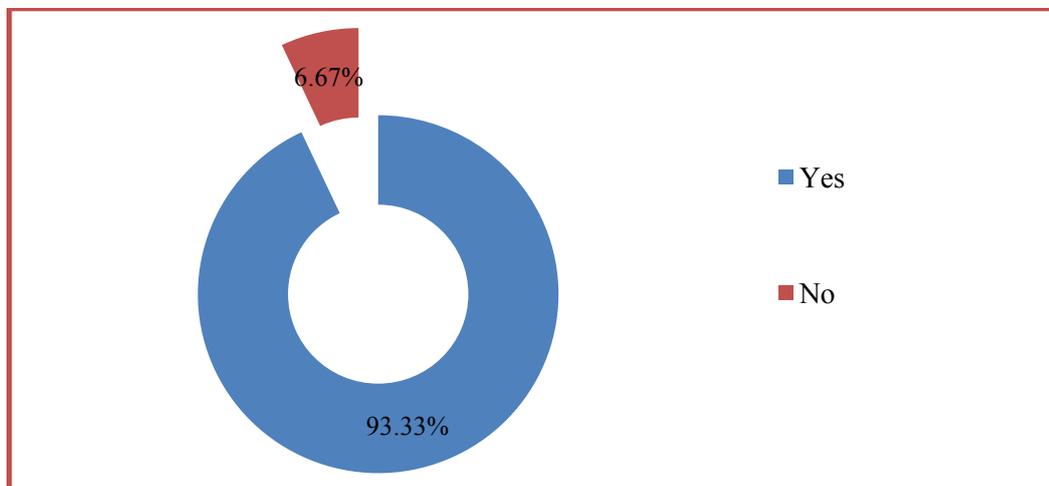
their teachers' sense of humour helped them to participate more in the classroom, while five students (08.33%) indicate that humour has no impact on their involvement. These results explain that most of the students react positively with their teachers' sense of humour because they enable them to participate more in the classroom.

Q 10: Do you think that your teachers' sense of humour may help you to understand the lecture?

Table 10: Students' Views about the Impact of Humour on their Comprehension.

	Number	Percentage
Yes	56	93.33%
No	04	06.67%
Total	60	100%

Figure 16: Students' Views about the Impact of Humour on their Comprehension.



This question aims to discover whether the use of humour has an impact on the students' comprehension or not. According to results from the table and graph above, it can be seen that most of the students (93.33%) have claimed that humour really helped them to understand the lecture, while very few others (06.67%) answered that it has no impact on their comprehension of the lesson. Depending on these results, it is clear that the majority of the

students prefer a teacher who has a sense of humour in which they will be able to improve their amount of comprehension.

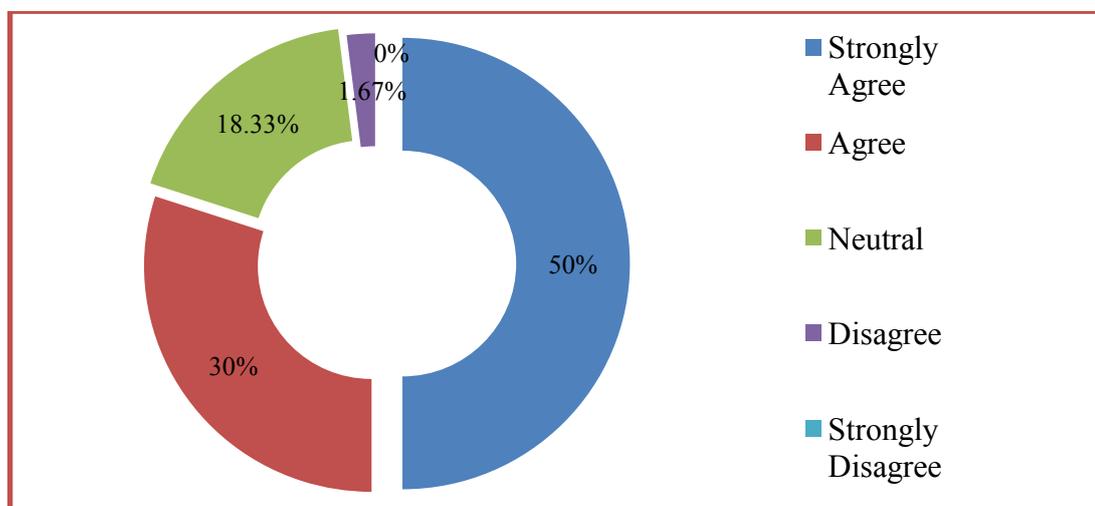
Q 11: To what extent do you agree with the following statements:

1. Teachers' humour increases my interest in learning a foreign language.

Table 11: Humour Effect on Raising Interest Towards Learning.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Teachers' humour increases my interest in learning a foreign language.	30	18	11	01	00	60
Percentage	50%	30%	18.33%	01.67%	00%	100%

Figure 17: Humour Effect on Raising Interest Towards Learning.



In this question, students were asked to indicate to what extent they agree with the statement which indicates that humour increases their interest in learning English. The results show that most of the learners answered with “strongly agree” (50%), while (30%) is the percentage of the students who respond with “agree”, making the total of (80%) of positive responses. Whereas, (18.33%) of the students who answered with “neutral”, while (01.67%) of them answered with “disagree”. These results clearly indicate that the majority of students

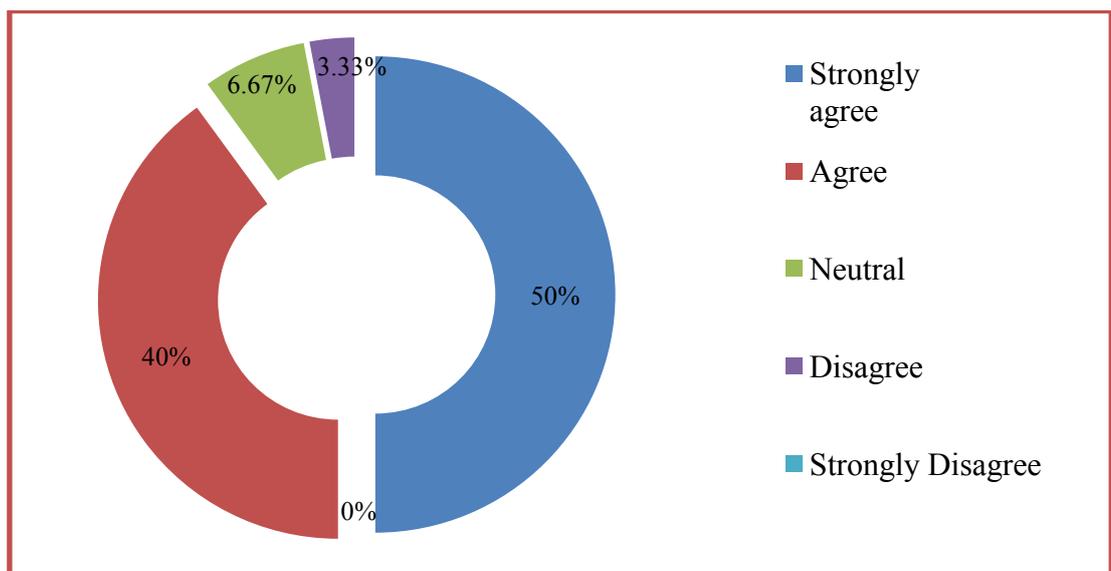
believe that humour is very necessary teaching tool that makes them feel comfortable in a way they will be able to concentrate more, they claim that it has a positive effect on raising their interest towards English learning.

2. Teachers’ sense of humour makes me feel more relaxed an helps me to concentrate in the classroom.

Table 12: Humour Effect on Students’ Repose and Classroom Concentration.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Teachers’ sense of humour makes me feel more relaxed and helps me to concentrate in the classroom.	30	24	04	02	00	60
Percentage	50%	40%	06.67%	03.33%	00%	100%

Figure 18: Humour Effect on Students’ Repose and Classroom Concentration



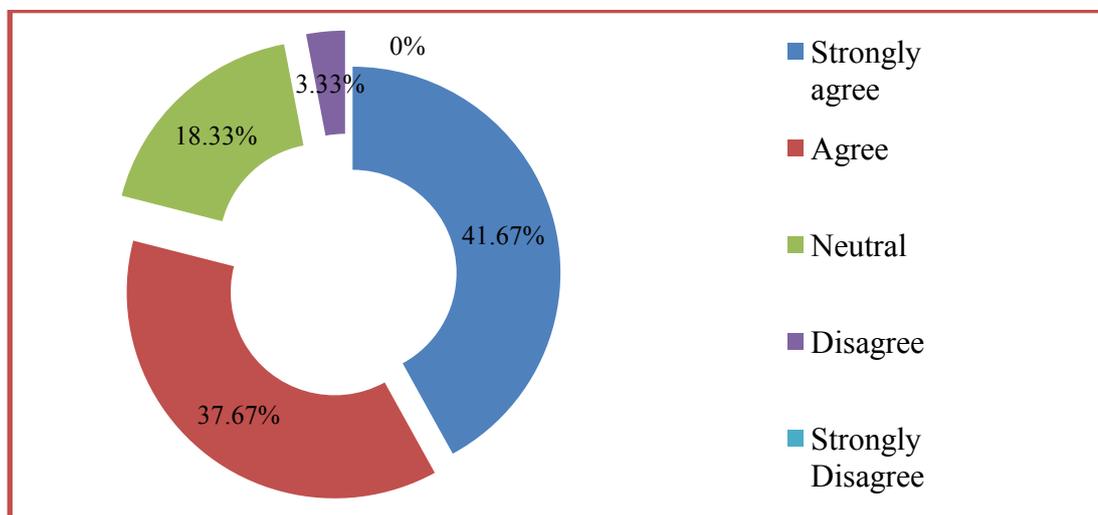
In order to discover the effects of humour on students' response and classroom concentration, students were asked to indicate to what extent they agree with the statement which indicates that humour makes them feel more relaxed and helps them to concentrate in the classroom. The results show that thirty students (50%) answered with "strongly agree", which they make the total of fifty four students (90%) who respond positively to the item stated. Whereas, four students (6.67%) opt for "neutral", and only two students (3.33%) answered with "disagree". According to these results, it is clear that most of the students believe that their teachers' sense of humour has a significant impact on their concentration, this high amount of students' concentration could be due to their feeling comfortable through the teachers' employment of humour during the lesson.

1. My teachers' sense of humour makes me feel closer to them.

Table 13: Humour Effect on Student-teacher Intimacy.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
My teachers' sense of humour makes me feel closer to them.	25	22	11	02	00	60
Percentage	41.67%	36.67%	18.33%	3.33%	00%	100%

Figure 19: Humour Effect on Student-teacher Intimacy.



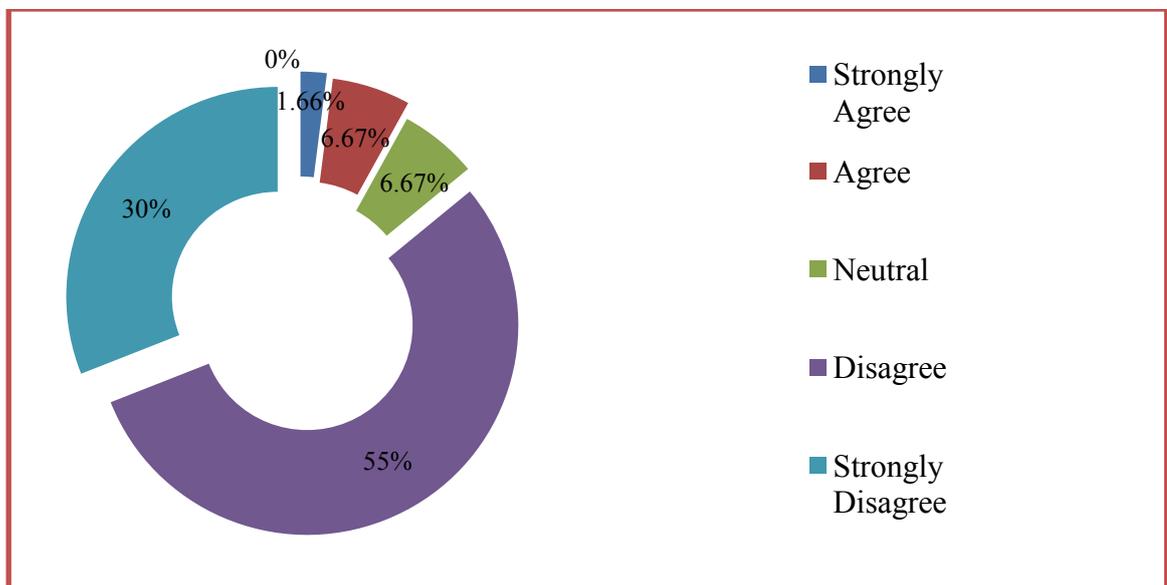
According to many students, having a good relationship with their teachers plays a major role in changing their attitudes towards learning. Hence, students were asked to indicate to what extent they agree with the statement which states that their teachers' sense of humour makes them feel closer to them. The results show the students' highest percentage of agreement (78.34%); in that, (41.67) of them indicate their strongly agreement, and (36.67%) of them respond with "agree". Whereas, (18.33%) of the respondents answered with "neutral", and (03%) of them indicate their disagreement. From these results, it is clear that the majority of students gave a considerable importance humour as it is a way of intimacy with their teachers.

3. The use of humour during the lesson is distracting.

Table 14: Humour Impact on Lesson Deviation.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
The use of humour during the lesson is distracting.	01	04	04	33	18	60
Percentage	01.66%	06.67%	06.67%	55%	30 %	100%

Figure 20: Humour Impact on Lesson Deviation.



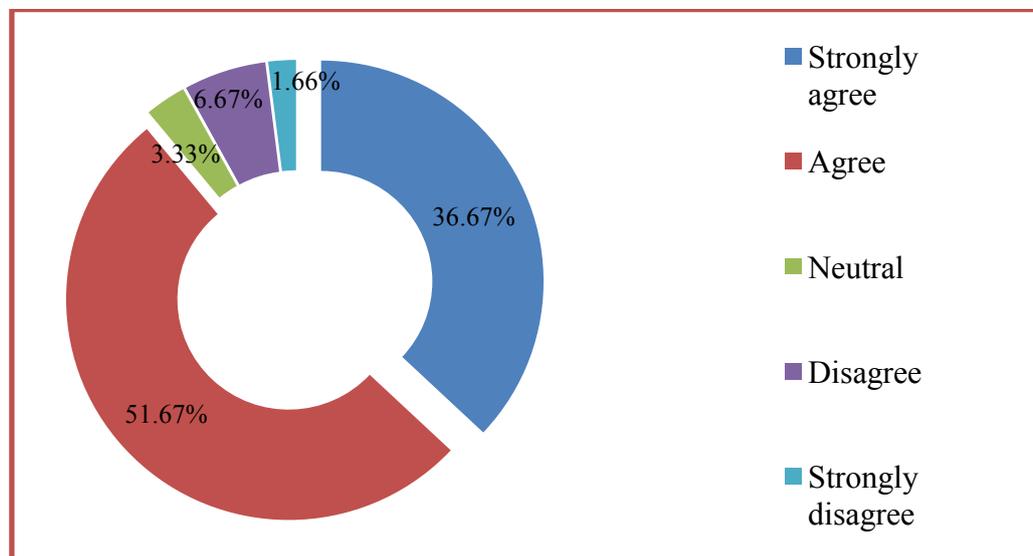
In this question, students were asked to indicate their agreement or disagreement with the statement which indicates that the use of humour during the lesson is distracting. The results show that thirty three students (55%) answered with “disagree”, and eighteen students (30%) state their strong disagreement. In addition to that, there are four students (06.67%) who answered with “neutral”, while four students (06.67%) indicate their agreement, and just one student (01.66%) respond with “strongly agree”. These results may confirm the students’ views concerning the use of humour, since they indicate in the previous questions the importance of humour and its benefits for them, then they confirm their point of view by indicating that humour during the lesson is not distracting.

4. I feel more motivated to participate when the teacher uses humour.

Table 15: Humour as a Participation Stimulus.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
I feel more motivated to participate when the teacher uses humour.	22	31	02	04	01	60
Percentage	36.67%	51.67%	03.33%	06.67%	01.66%	100%

Figure 21: Humour as a Participation Stimulus.



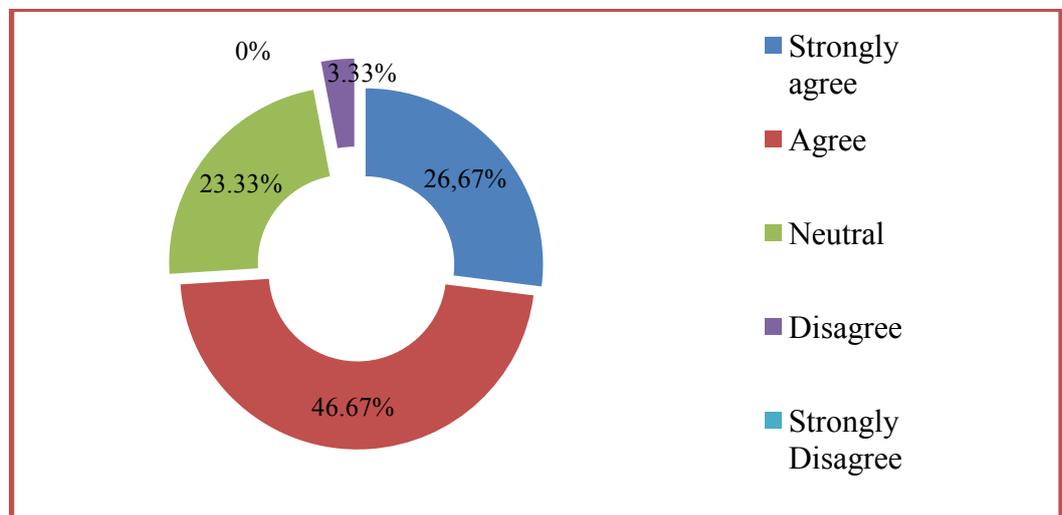
This statement aims to discover the students' beliefs concerning the use of humour as a participation stimulus. Hence, students were asked to indicate the extent of their agreement or disagreement with the statement which indicates that they feel more motivated to participate when the teacher uses humour. The results show most of the students (51.67%) indicate their agreement with the item stated, and (36.67%) of them respond with “strongly agree”, making the total (88.34%) that indicates their positive responses with the idea of using humour as a participation stimulus. Whereas, there are two students (03.33%) who have answered with “neutral”, while four students (06.67%) state their disagreement, and only one student (01.66%) answered with “strongly disagree”.

5. The teacher-student interaction is influenced by the degree of humour usage in the classroom.

Table 16: Humour Usage Influence on Classroom Interaction.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
The teacher-student interaction is influenced by the degree of humour usage in the classroom.	16	28	14	02	00	60
Percentage	26.67%	46.67%	23.33%	03.33%	00%	100%

Figure 22: Humour Usage Influence on Classroom Interaction.



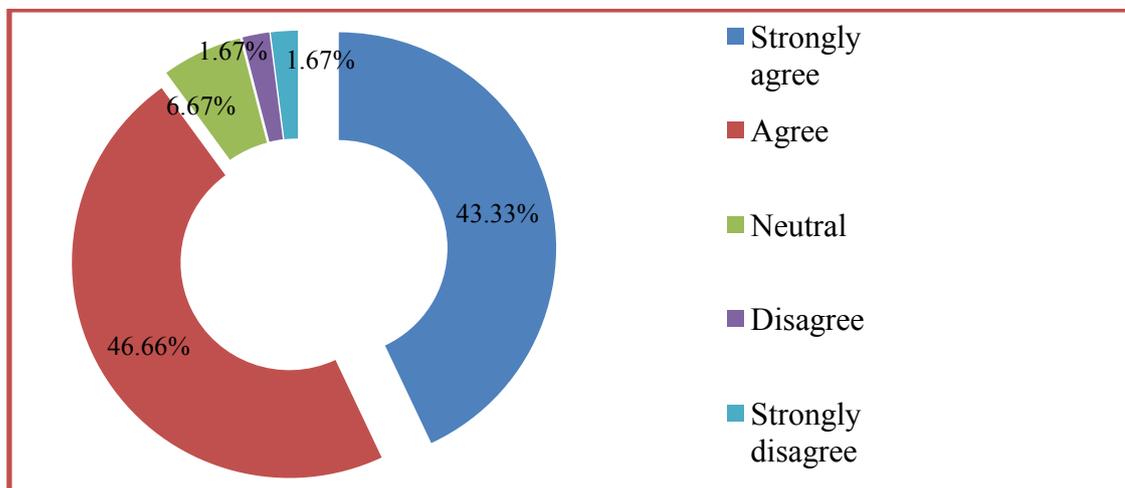
It can be seen from the results that the majority of students (44 students) indicates their positive responses concerning the statement which states that their interaction with teachers could be influenced by the degree of using humour in the classroom; in that, sixteen students (26.67%) indicate their strong agreement, and twenty eight students (46.67%) indicate their agreement. Whereas, fourteen students (23.33%) respond with “neutral”, and just two students (3.33%) have answered with “disagree”. From these results, it is clear students believe that they interact more when their teachers use more fun and humour during the lecture.

6. When I am taking my exam, I sometimes remember the funny examples that the teacher used in the lesson.

Table 17: Humour as a Memory Aid.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
When I am taking my exam, I sometimes remember the funny example that the teacher used in the lesson.	26	28	04	01	01	60
Percentage	43.33%	46.66%	06.67%	01.67%	01.67%	100

Figure 23: Humour as a Memory Aid.



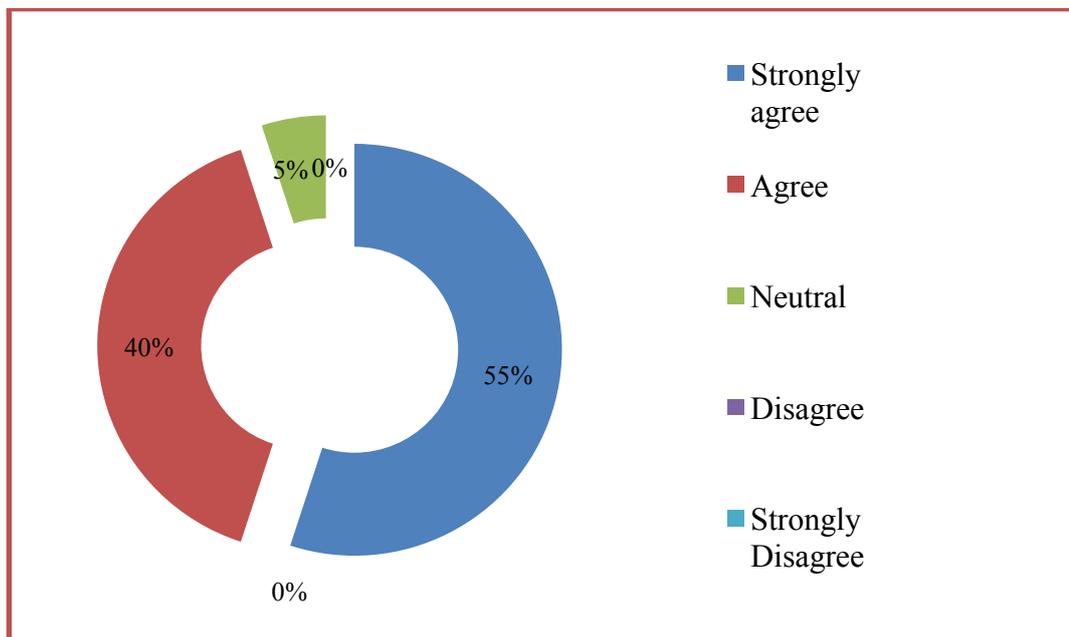
In this statement, students were asked to indicate whether the use of humour affects their memory when they pass their exams, did they remember the information given by the use of humour as a teaching tool. The table above shows that the positive responses of students equals the total (89.99%); in that, twenty eight students (46.66%) indicate their agreement, and twenty six (43.33%) students indicate their strong agreement. Whereas, four students (6.67%) answered with “neutral”, while one student (1.67%) respond with “disagree” and one student (1.67%) respond with “strongly disagree”. According to these results, humour in the EFL classes, plays a major role in helping students to remember information while passing their exams.

7. The teachers’ use of humour encourages me to express my ideas

Table 18: Humour Effect on Students' Thought-Communicating.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
The teachers’ use of humour encourages me to express my ideas.	33	24	03	00	00	60
Percentage	55%	40%	05%	00%	00%	100

Figure 24: Humour Effect on Students' Thought-Communicating.



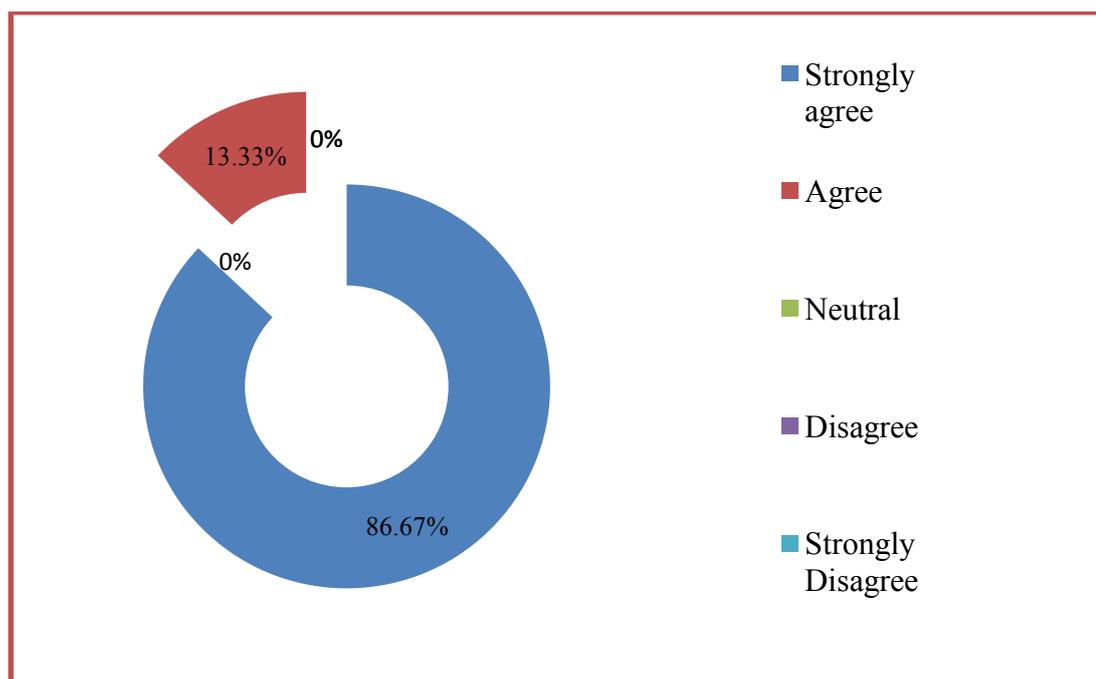
It can be seen from the table above that most students of our sample (57 students) believe that the use of humour positively affects their thought-communicating; in that, thirty three students (55%) indicate their strong agreement, and twenty four students (40%) indicate their agreement, while just three students (5%) respond with “neutral”. From these results, it is clear that EFL students’ thought communicating is highly influenced by their teachers’ sense of humour, which confirm their views concerning the use of humour in their classes, since it encourages them to express, discuss and communicate their ideas.

8. Teachers with a sense of humour are more loved by their students

Table 19: Students' References Regarding Teachers with a Sense of Humour.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Teachers with a sense of humour are more loved by their students.	52	08	00	00	0	60
Percentage	86.67%	13.33%	00%	00%	00%	100%

Figure 25: Students' References Regarding Teachers with a Sense of Humour.



In this statement, students were asked to indicate their agreement or disagreement with

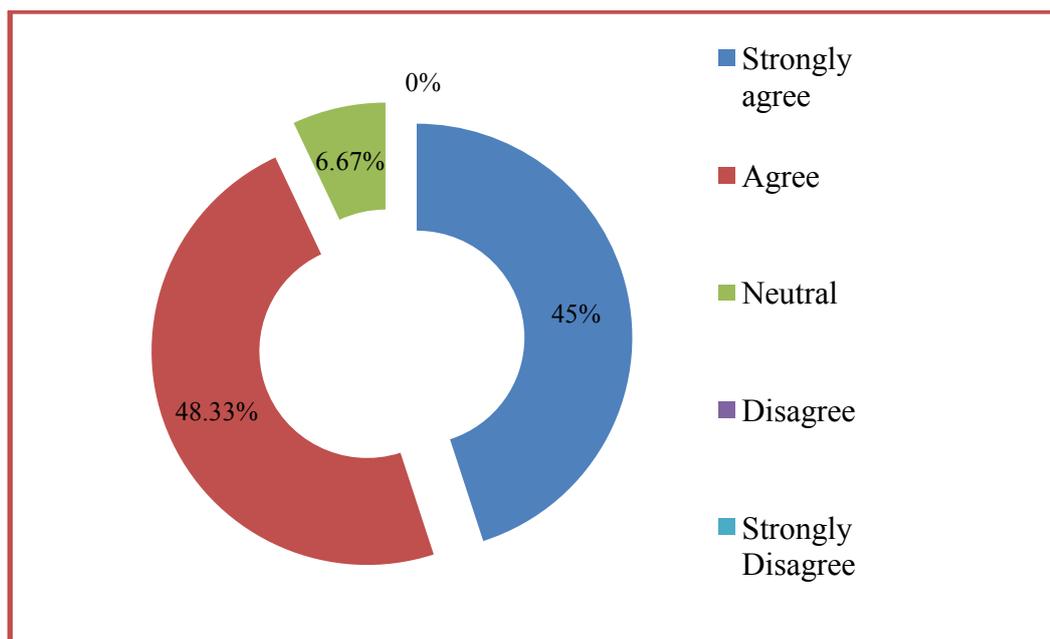
the idea which indicates that teachers with a sense of humour are more loved by their students. The results show that all the students (100%) indicate their positive responses concerning the statement stated; in that, fifty two students (86.67%) respond with “strongly agree”, and eight students (13.33%) have answered with “agree”. Depending on these results, we can say that the whole sample believe that the humorous teachers always loved by their students, since their sense of humour makes them closer to each other; in fact, they will enhance their relationships and views towards their teachers.

9. I am likely to attend class when the teacher uses humour.

Table 20: Humour Use for Class Attendance Willingness.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
I am likely to attend class when the teacher uses humour.	27	29	04	00	00	60
Percentage	45%	48.33%	06.67%	00%	00%	100%

Figure 26: Humour Use for Class Attendance Willingness.



This statement was stated in the aim of discovering students’views concerning the

impact of using humour on their class attendance willingness. The results show that twenty nine students (48.33%) answered with “agree”, while twenty seven students (45%) indicate their strongly agreement. In addition to that, there are four students (06.67%) who respond with “neutral”. It is clear from these results that the majority of students (93.33%) believe that they prefer the lectures in which the teacher employs some kinds of humour; as they have answered in the previous questions, their teachers’ sense of humour enables them to participate, encourages and enhance their amount of interaction, as well as creating the appropriate learning environment.

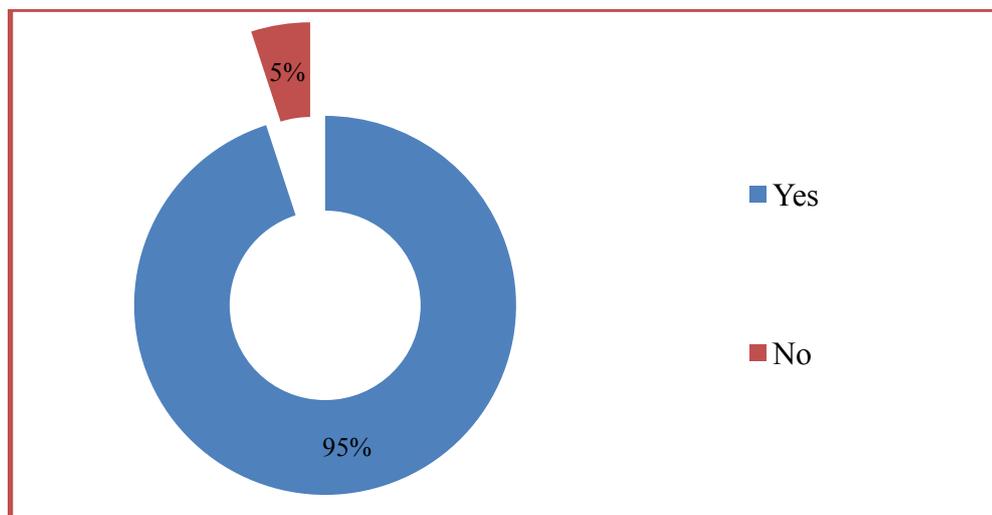
Section Three: Classroom Interaction

Q 12: Do you think that your interaction with your teacher in the classroom is important?

Table 21: Students' Perception on the Importance of Classroom Interaction.

	Number	Percentage
Yes	57	95%
No	03	05%
Total	60	100%

Figure 27: Students' Perception on the Importance of Classroom Interaction



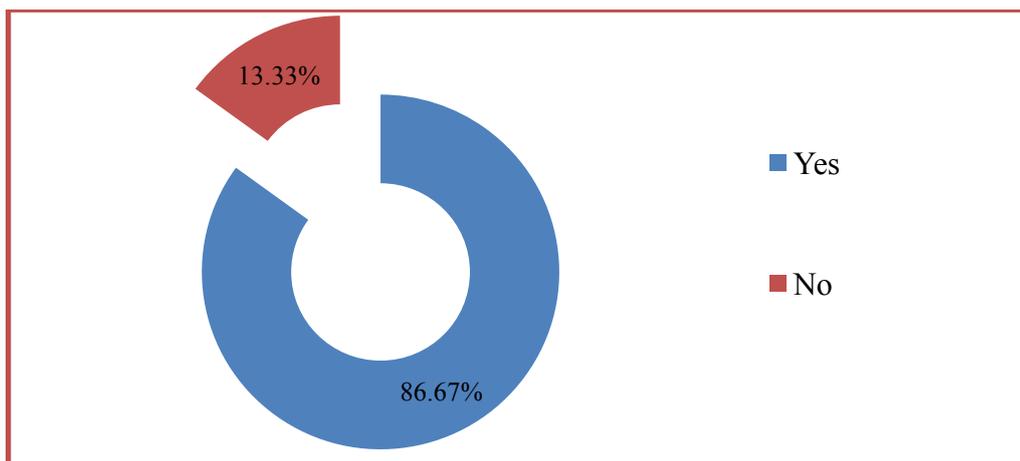
The table above shows the results of very important question in the students' questionnaire, since this question aims to investigate the students' perception concerning the importance of classroom interaction. Results obtained indicate that the majority of students (57 students) answered "yes" with a percentage of (95%), while just three students (5%) said "no", which means that almost all students agree with the assumption that classroom interaction is highly recommended in their classes.

Q 12: Is it necessary to enhance your relationship with your teachers in order to raise your interaction with them in the classroom?

Table 22: students' Perceptions on the Importance of a Good Student- teacher Relationship.

	Number	Percentage
Yes	52	86.67%
No	08	13.33%
Total	60	100%

Figure 28: students' Perceptions on the Importance of a Good Student- teacher Relationship.



This question aims to discover the students' perceptions concerning the importance of having a good relationship with their teachers. From the graph above, approximately the number of the students, who claimed that enhancing their relationships with their teacher fosters their interaction in the classroom equals fifty one students (86.67%). Whereas, the

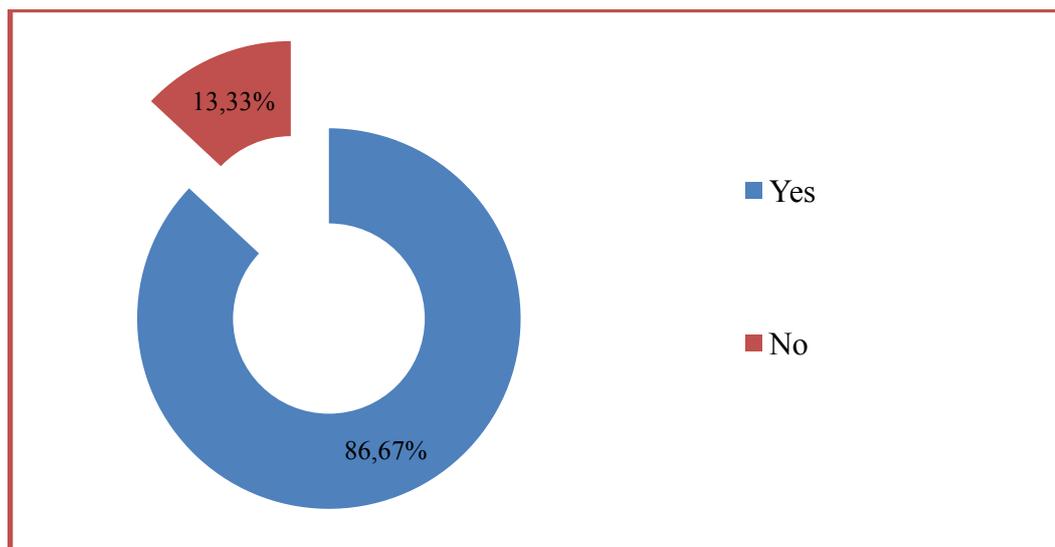
other nine students (13.33%) do not believe in making relationships with their class teacher because personal relations do not influence their desire to interact.

Q 13: Are the instructions provided by your teachers interactive?

Table 23: Students' Reflections on the Instructions Provided.

	Number	Percentage
Yes	51	85%
No	09	15%
Total	60	100%

Figure 29: Students' Reflections on the Instructions Provided.



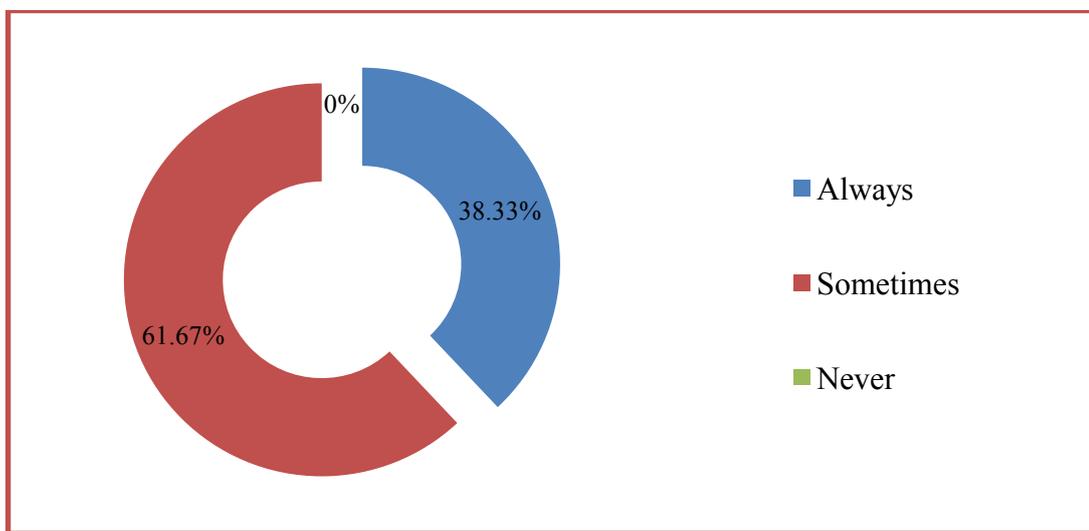
From the table above, it can be seen that fifty two students considered the instructions provided by their teacher as almost interactive. Their percentage is calculated around 86,67%. The rest eight students revealed that the instructions dealt with inside the classroom are not interactive, their percentage equals 13,33%. According to these results, the majority of the students indicates their positive reflections on the instruction provided by their teachers.

Q 14: How often your teachers give you the opportunity to participate?

Table 24: Students' Opportunity to Participate Frequency.

	Always	Sometimes	Never	Total
Number	23	37	00	60
Percentage	38.33%	61.67%	00%	100%

Figure 30: Students' Opportunity to Participate Frequency.



In this question, students were asked to indicate how often did their teachers give them the opportunity to participate. Most of the students (61.67%) stated that they are sometimes given the opportunity to participate; in the other hand, the number of students who say that they always given the opportunity to participate equals twenty three students (38.33%). Hence, no student answered that the teacher never gives them the opportunity to participate. Depending on these results, we can say that all the students believe that their teacher is the only one who dominates their amount of participation in the classroom.

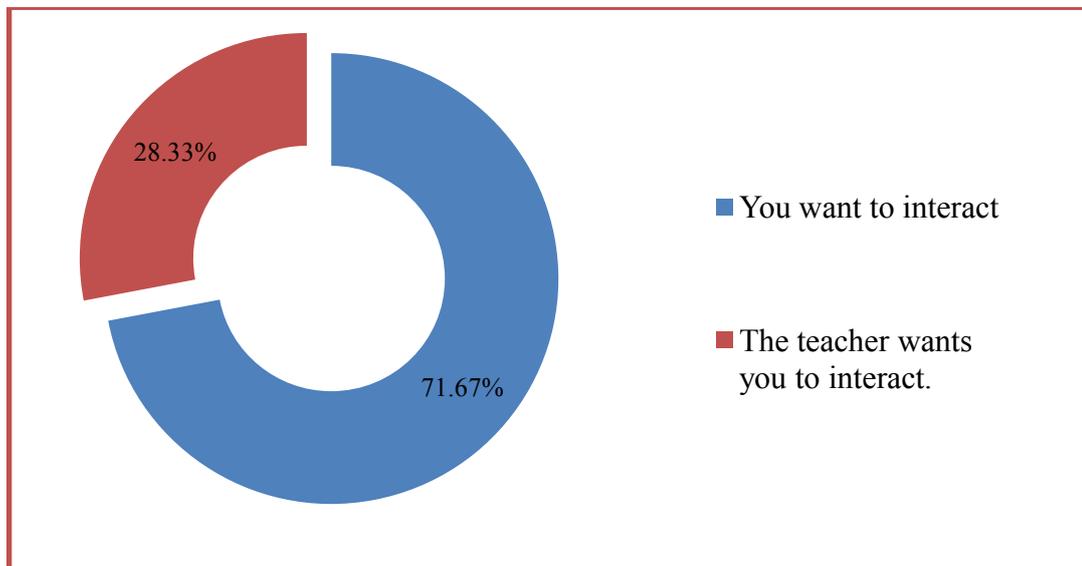
Q 15: When you engaged in an interaction with your teachers, is it because;

- a. You want to interact.**
- b. The teacher wants you to interact.**

Table 25: Students' Interaction Incentives.

	Number	Percentage
a.	43	71.67%
b.	17	28,33%
Total	60	100%

Figure 31: Students' Interaction Incentives.



This question aims to discover the students' incentives of their interaction in the classroom, hence, the respondents were asked to indicate whether their interaction in the classroom is a result of their desire or because of their teachers' desire. As can be seen from the table, forty three students (71.67%) revealed that when they engage in an interaction with their teachers, it is because they want to interact. While seventeen students (28.33%) have

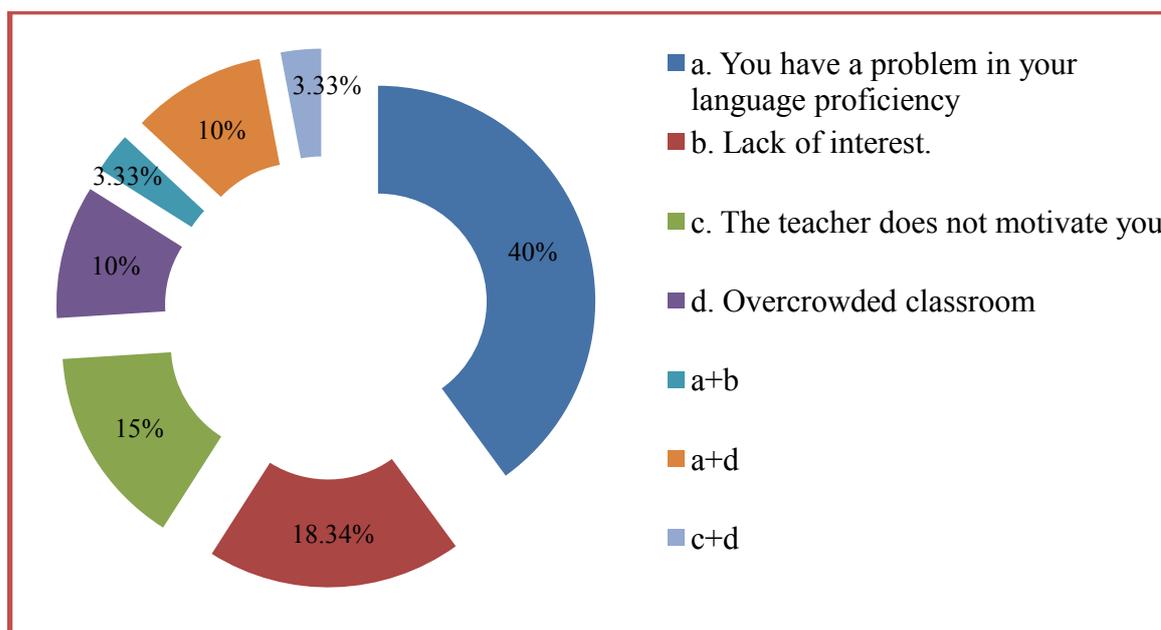
claimed that when they engage in an interaction with their teachers, it is because their teacher who wants them to interact. According to these results, it is clear that most of the first year students are always hardly trying to interact with their teachers, since they consider this interaction as the first step in understanding the content of the lecture and therefore, they will be able to learn English language.

Q 16: What are the reasons for which you do not interact with your teacher?

Table 26: Students' Interaction Obstructions.

	Number	Percentage
a. You have a problem in your language proficiency	24	40%
b. Lack of interest.	11	18.34%
c. The teacher does not motivate you	09	15%
d. Overcrowded classroom.	06	10%
a+b	02	03.33%
a+d	06	10%
c+d	02	03.33%
Total	60	100%

Figure 32: Students' Interaction Obstructions.



This question aims to discover the obstacles that prevent students from classroom interaction, they were given some suggested options to choose, and they were free to indicate other obstacles and state them. As can be seen from the table above, twenty four students (40%) revealed that they avoid interaction with their teacher as a result of such problems with their language's level of proficiency, and eleven students (18.34%) said that they avoid interaction inside the classroom because they lacked interest most of the time. Whereas, nine students (15%) claimed that they avoid interacting with their teacher because their teacher does not motivate them, and six students (10%) revealed that they avoid interacting with their teacher because of the overcrowded classroom. The rest ten students mentioned multiple options, for instance, two students (03.33%) chose the options a and b together, while six students (10%) chose the option a plus option d, and two students (03.33%) chose the options c and d together. Concerning those who have stated other reasons, they state the following:

- The teachers' critics that makes them feel that they are always wrong.
- Some teachers tend to be difficult in dealing with them.
- Stress and shyness.
- They don't have the answer to the teacher's questions.
- The teacher communicates only with specific students.
- Lack of concentration.
- Lack of self-confidence.
- Difficulties in expressing their ideas.
- Teachers' yelling.

3. Results' discussion

From the data analysis of the students' questionnaire, some facts and insights concerning the reaction of students and their attitudes towards implementing humour as a teaching tool for the sake of raising teacher-student interaction. Initially, our questionnaire started with the general information of our sample, learners' answers concerning their level in

English language were mainly between good and average. It is clear that most of EFL students are motivated to learn English, since they indicate that their reasons for choosing English were to communicate, to get a good job in the future, and because it becomes a universal language. The results show that EFL students evaluate English in terms of its difficulty between easy and difficult; this result confirms the evaluation of their levels in which students who have an average consider learning English as difficult, while those who have a good level consider it as easy. Whatever their evaluation and views, all of them share almost the same motives for learning English, since these motives are personal, they can be considered as a positive stimulus which push students to do their best in order to learn this language.

The second section of our questionnaire was about humour and learning. The first question in this section was about students' perception of teachers' employing humour, the results show that the majority of EFL students (80%) appreciate the employment of humour by their teachers; they said that humorous teachers are only ones who can push them to participate them, create a relaxed learning atmosphere, build a strong relationships with their students. This fact indicates that most of the students are influenced by their teachers' sense of humour, they thought that humorous teachers have the ability to increase their interest, as well as motivating them to learn. But unfortunately, most of the students (97%) believe that almost teachers do not have a sense of humour, and their humorous teachers employ humour only sometimes, most of them tend to be serious. Hence, teachers cannot communicate the content of lectures since they will lose their motives to learn, they should employ some kinds of humour in order to motivate to learn since most of their students prefer their teachers' sense of humour as a teaching tool.

In addition, when students were asked about the forms of humour used by their teachers, EFL students' answers indicate that teachers are using two forms which are jokes and funny examples. Jokes are used in order to create an enjoyable environment, while funny

examples are used for the sake of keeping students' attention and interest. In the next question, the respondents confirmed their views by considering humour as a teaching tool that fosters a good learning environment. EFL students always want to be amused when they learn, that's why they stated in the question 09 that teachers' sense of humour has a positive in their involvement, since it helps them to participate more in their classes. Therefore, it can be seen that students' interaction has a significant influence by the employment of humour during the presentation of lecture; they tend to interact more if their teachers use some sorts of humour. Besides, students' comprehension is also affected by the use of humour, this what can be explained from the results of question 10 in which the majority (94%) see that their comprehension is greatly by teachers' sense of humour, since they consider it as a motivational teaching tool which helps and encourage them to learn.

Concerning the effects of humour on EFL students' attitudes towards learning, the results show also that the use of humour has a positive impact on their behaviours and attitudes towards the learning process. The majority of students, therefore, indicate their positive responses with the statements given in the question 11; from the analysis of these statements, we find that almost all respondents asserted that their teachers' sense of humour increases their interest in learning, helps them to to concentrate in the classroom, and makes them feel more relaxed, as well as making them feel closer to their teachers. This indicates the importance of using humour in terms of its psychological aspects to students, since it can enhance their relationships with their teachers, raise their interest and concentration In the classroom, and create the suitable learning environment in which EFL students feel comfortable to learn.

Although many teachers consider humour as it is distracting, most of the students indicate their disagreement with this idea, this can explain their views concerning the benefits of humour in their learning. For them, employing humour during the lesson plays a major role as a participation stimulus; in fact, humour is considered as an effective teaching tool that

helps in raising teacher-student interaction through an enjoyable learning environment in which students feel amused to learn. Moreover, the majority of EFL learners (80%) have confirmed that their interaction with their teachers is greatly influenced by the amount of humour employed, this result reveals also on the importance of humour for teachers to raise their students' interaction, so, the use of humour by teachers can be raised or decreased depending on the amount of humour used. Besides, when students were asked to indicate their views concerning humour as a memory aid, almost all of them (90%) said that the funny examples used during the lectures helped them to remember the information forgotten, so, they can easily answer to some questions during their exams. Hence, the amount of humour affects the students' memory, and therefore, it is a positive factor for students' success.

Concerning the effects of humour on students' thought-communicating, most of the respondents have answered that their teachers' sense of humour helped them to be at ease to express and communicate their information and ideas, since they feel comfortable and closer to their teachers in a way that they can easily participate, interact, and express their ideas. Students, therefore, considered humorous teachers as the ones who are more loved by their students. In fact, most of the students (93%) were likely to attend their classes where their teachers employ some sorts of humour, this indicates that students' attendance and interest in learning are raised when humour is implemented as a teaching tool.

The last section of our questionnaire was mainly about teacher-student interaction. According to EFL learners, teacher-student interaction is a very important aspect of the learning process, most of them said that this aspect enables them to learn new vocabularies, to express themselves, and to discuss their information and ideas. The result also reveals that the process of classroom interaction is very important for teachers in order to be able to evaluate their students' amount of concentration and interest concerning the content of the lesson. Since students are very interested in enhancing their relationships with their teachers, they focused more on the role of classroom interaction on raising their classroom interaction.

Students therefore, considered classroom interaction as one of the main elements in the learning process.

Furthermore, the majority of our respondents (87%) evaluate their teachers' instructions as interactive, this fact made their personal willingness to interact, (71%) of the respondents have claimed that their interaction is a result of their personal desire, and only few students (29%) who said that it is a result of their teachers' desire; these resulted can be explained by the interactive instructions provided by teachers. However, EFL students are given the opportunity to participate only sometimes, which means that teachers are almost the only ones who dominate their amount of talking and discussing the content.

Finally, students think that the obstructions that prevent them from interacting with their teachers are: the overcrowded classrooms, the problems in their language proficiency, the lack of interest, the lack of motivation, the teachers' moods, shyness, the lack of concentration, or the lack self-confidence. EFL students, therefore, do not interact because they cannot hear their teachers' explanation in an overcrowded classroom; so, they lose their interest and their interaction generally. Students' problems in their their language proficiency are another reason that obstructs the process of classroom interaction. These two main reasons (the students' problems in language proficiency and the overcrowded classrooms) are considered as the initial factors which entailed such negative attitudes as shyness, boredom, and the lack of self-confidence. In fact, they make the process of teacher-student interaction difficult, and even impossible in some cases.

4. Classroom Observation

4.1. Aims of the Classroom Observation

We carried out our classroom observation in order to discover the impact of using humour on the students and teachers' attitudes in the educational setting. We conducted this observation with two different teachers, the first teacher has a sense of humour, while the

second teacher does not have it. In fact, our objectives behind this observation is to compare between the teachers in order to investigate to what extent teacher's sense of humour can affect the students' interaction with him/her. Moreover, we intended to select one group with the same teachers in order to be able to confirm our findings, and to achieve our objectives.

4.2. Description of the Observation

For the sake of supporting the results obtained from the students' questionnaire, we carried out classroom observation. The classroom observation is considered as one of the main methods of that is used by the researcher in order to collect qualitative data. In fact, we have attended eight sessions with the same group with two different teachers; in that, we have attended two sessions per week, the first session was conducted with teacher A, while the second session was conducted with teacher B.

Furthermore, our attendance was with two different types of teachers, the first teacher (teacher A) who uses his sense of humour and some of its forms in order to raise her students' interaction, while the second teacher (teacher B) who is known with his seriousness without employing humour in his sessions. Our objectives behind this observation were observing the impact of employing humors in the EFL classes on teacher-student interaction, we intended to compare between the two teachers.

Moreover, we have attended with those teachers without telling them about our topic in order to make them spontaneous, and to avoid anything prepared to maintain the credibility of the information that will be obtained during the observation. In addition to that, the observer was sitting in the last corner of the classroom, which enabled him to observe all the movement of both the teacher and his/her students.

Our observation was conducted by using a checklist that was including a set of items under tow section. The first section was mainly about the teacher's sense of humour, it contained nine items, all of them were concerned with teacher's sense of humour and its impact on the students' attitudes towards the learning process. Whereas, the second section is

presented to observe teacher-student interaction, and it includes twelve items.

5. Results' Interpretations

Teacher A

Section One: Teacher's Sense of Humour

Item one: The teacher was smiling when she entered the classroom and cheerfully greeted her students.

Table 27: Cheerful Classroom-entrance Observing.

Rating Scales	Never	Rarely	Sometimes	Always
Sessions				4
Percentage				100%

From this item, we aimed to observe the classroom entrance of the teacher A, whether it is cheerful or not. In all the sessions, we have noticed that the teacher was always smiling when she entered the classroom and cheerfully greeted her students. In fact, students were always reacting with the entrance of their teacher and her greetings. We can notice that this entrance and cheerful greeting played a major role in creating a strong relationship between the teacher and her students, in addition to its role in starting the lesson easily.

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

Table 28: Frequency of the Teacher's Humour Use in Introducing Lessons.

Rating Scales	Never	Rarely	Sometimes	Always
Sessions			2	2
Percentage			50%	50%

The next step in our observation is observing the way of how the teacher A introduced her lessons. During the four sessions that we have attended, we noticed that the teacher A

introduced the lesson by using some kinds of humour, but at least sometimes; in that, in the first and fourth session, she employed some kinds of humour in order to introduce her lesson, whereas, in the second and third session, she tended to employ her sense of humour always (such as jokes and riddles). The teacher's sense of humour and her techniques to introduce the lesson seem to be beneficial for students, since they interact with her, and they were always ready to start the lesson.

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

Table 29: The Teacher's Use of Different Humour-sorts Occurrence.

Rating Scales	Never	Rarely	Sometimes	Always
Sessions			3	1
Percentage			75%	25%

During the four sessions that we were observing, we have noticed that the teacher A made a balance in employing some sorts of humour during every session, she was using funny examples which are related to the content of the lecture, she was also moving in the classroom and using her body language in order to explain what seems ambiguous for her students. We have noticed also that the teacher A tend to be always a humorous teacher through using her smile, funny anecdotes, jokes, riddles....etc. Through employing humour as a teaching tool, we have observed that the majority of students showed their interest in their teacher's explanations and instructions.

Item Four: The teacher kindly asks his/her students to answer or to keep silent.

Table 30: The Teacher's Kind Requesting Recurrence.

Rating Scales	Never	Rarely	Sometimes	Always
Sessions			1	3
Percentage			24%	75%

Any teacher wants always to discover their students' amount of interest and comprehension, they tend always to ask his/her students some questions about the topic of the lesson, but teachers are different from one to another on the way of asking these questions. This item aims to confirm the employment of humour by the teacher A for the sake of testing her students' understanding of her explanation. Almost in all the sessions, we found that the teacher was always using polite requests for her students whether to answer or to keep silent. The students of group two were always trying to answer her teacher's questions, this can be explained by the polite request used by the teacher, in which she appeared respected by them.

Item Five: The teacher answers her students' questions cheerfully.

Table 31: The Teacher's Cordial Responding Frequency.

Rating Scales	Never	Rarely	Sometimes	Always
Sessions				4
Percentage				100%

This item aims to confirm the teacher's sense of humour through observing her ways to answer students' questions. During the four sessions that we have attended, we have observed that the teacher A was usually answered her students' questions cheerfully. She was always employed certain words that make the students feel that their questions are very interesting; in fact, students felt comfortable to ask any question, since the teacher have

appreciated their questions and showed her interest on it by saying: very good question, excellent question, thanks for your question and so on. This strategy can be considered as a reward for students in order to raise their interaction.

Item Six: The teacher accepts her students' sense of humour.

Table 32: Absorbing Students' Sense of Humour Frequency.

Rating Scales	Never	Rarely	Sometimes	Always
Sessions			3	1
Percentage			75	25

In a session where a teacher uses his/her sense of humour, it is natural that students may respond by using their sense of humour. Through this item, we tend to observe the extent of teachers' may accept his/her students' sense of humour. From the four sessions that we have attended, we noticed that the teacher accepted a higher extent of her students' sense of humour only in the second session; whereas, in the first session, the third and the fourth session, she was sometimes trying to avoid her students' sense of humour in order to avoid noise or what can be distracted.

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

Table 33: Appreciating Students' Attendance Occurrence.

Rating Scales	Never	Rarely	Sometimes	Always
Sessions				4
Percentage				100%

At the end of every session that we have attended, we have noticed that the teacher A always thanks her students for their attendance. The teacher's appreciating of her students' attendance may be considered as one of the her main strategies that she were using in order to be always closer to her students, as well as encouraging them to attend the rest sessions.

Item Eight: The teacher's seriousness.

Table 34: The Teacher's Seriousness Rate of Recurrence.

Rating Scales	Never	Rarely	Sometimes	Always
Sessions		2	2	
Percentage		50%	50%	

Since we have observed that the teacher A was always humorous, we have noticed that her seriousness was rarely (session 01 and 02) and sometimes (session 03 and 04). It can be seen that the teacher was able to make a balance between her employment of humour and her seriousness, she was always trying to be in the suitable situation that may enable her her students, as well as being able to create an appropriate learning environment for her students.

Item Nine: The teacher's anger.

Table 35: The Teacher's Irritation Frequency.

Rating Scales	Never	Rarely	Sometimes	Always
Sessions	3	1		
Percentage	75%	25%		

Through this item, we aimed to observe the teacher's irritation frequency. In the first session that we have attended, we noticed that the teacher's anger was never observed, while it is rarely observed in the second session where students made some sorts of noise. Whereas, in the third and fourth session, we did not observe any kind of irritation from the teacher. It is clear that the mutual respect between the students and their teacher affects the frequency of teacher's anger. This respect made the teacher at ease to control her class, it can be a result of her sense of humour which reflects the strong relationship with her students.

Section Two: Teacher-student Interaction.

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

Table 36: Students' Involvement With the Lesson.

Rating Scales	Never	Rarely	Sometimes	Always
Sessions		1	2	1
Percentage		25%	50%	25%

This item aims to observe the students' involvement with the lesson, in which we were going to observe their participation and asking questions. During the first session, we noticed that students were sometimes participating and asking some questions about what seems ambiguous for them. At the next session, we have the students' involvement seemed to be always, they were participating and discussing more than the first session. However, students were rarely involved in the third session, only one or two students were participating, while the rest were just listening and took notes. During the fourth session, the number of students who were involved was raised, we have observed that some students who were not participating in the previous session, were trying in this session to participate and discuss the content of the lesson.

Item Two: The teacher speaks loudly and uses simple words.

Table 37: Plainness of Lesson Delivery.

Rating Scales	Never	Rarely	Sometimes	Always
Sessions				4
Percentage				100%

During the four sessions that we have attended, we noticed that the teacher was always speaking loudly and using simple words. The loud voice of the teacher enabled all the students to hear her explanations and instructions, in addition to the simple words used which

may affect the students' comprehension, as well as their involvement with the lesson. Even the teacher has used some difficult words, we have observed that she was always followed these difficult words with their meanings, explaining them by using simple explanations, or asking students to look for them in the dictionary.

Item Three: Students are listening, interested, and taking notes.

Table 38: Students' Attention Observing.

Rating Scales	Never	Rarely	Sometimes	Always
Sessions			3	1
Percentage			75%	25%

We have proposed this item for the sake of observing students' attention. During the four sessions that we have attended, we noticed that almost all students were listening to their teacher, they were also interested and they took notes when their teacher was talking and explaining the lesson. In fact, students' attention seemed to be regular during their sessions, it has been observed at least sometimes in some sessions, while it was usually in other sessions.

Item Four: The teacher encourages his/her students to participate, uses reward (additional marks), and praises (good, excellent...)

Table 39: Encouraging Participation Occurrence.

Rating Scales	Never	Rarely	Sometimes	Always
Sessions			1	3
Percentage			25%	75%

Almost all students prefer the teacher who encourages them to participate, uses reward (additional marks), and praises (good, excellent...). This item aims to observe whether the teacher A is following this strategy or not. We have noticed that the teacher was always encouraging her students by using rewards and praises. The teacher used certain words such

as: very good, excellent, yes, please go ahead; in addition, she was using the additional marks or giving a gift for the student who participates. In fact, the students seemed to be motivated, they were always trying to participate in order to be thanked by their teacher, or to get the gift which was prepared by the teacher.

Item Five: Students' shyness.

Table 40: Students' Timidity Observing.

Rating Scales	Never	Rarely	Sometimes	Always
Sessions		3	1	
Percentage		75%	25%	

Students' shyness during three sessions was rarely observed, while it was observed only sometimes in the second session. This fact is a result of the motivational strategy used by their teacher, since when they were participating, discussing and asking questions, their shyness seems to be decreased. Students, therefore, should be motivated by their teachers in order to keep them involved, as well as decreasing their shyness in a way that they will be at ease to interact with their teachers.

Item Six: The teacher answers her students' questions, uses repetition, and explains more.

Table 41: Thorough Answers and Explanations Recurrence.

Rating Scales	Never	Rarely	Sometimes	Always
Sessions			1	3
Percentage			25%	75%

In the sessions that we spent observing the teacher's thorough explanation and answers to her students' questions, we have noticed that the teacher was always answering her students' questions, using repetition for those who did not hear the explanation at the first time, as well as using more explanation in order to deliver the suitable information to her

students. In fact, students will be at ease to gain information, to discuss their ideas, and to ask questions directly.

Item Seven: The students are motivated.

Table 42: Students' Motivation Rate.

Rating Scales	Never	Rarely	Sometimes	Always
Sessions			2	2
Percentage			50%	50%

During the four sessions that we have attended, we noticed that the majority of students were motivated, some of them seemed unmotivated because of their shyness or being afraid of participating or involved within the lesson. This reveals that the motivational strategies followed by the teacher played a major role in encouraging her students to participate, raising their interaction, and enhancing the students' stimulus of learning in a way that made them always motivated.

Item Eight: The teacher corrects her students' mistakes.

Table 43: Rectification of Students' Mistakes Frequency.

Rating Scales	Never	Rarely	Sometimes	Always
Sessions		2	2	
Percentage		50%	50%	

In the first session that we spent observing the teacher's rectification of students' mistakes, we noticed that the teacher corrected her students' mistakes, only sometimes, while they were rarely corrected in the second and third session. In the fourth session started correcting only some of her students' mistakes. This reveals that the teacher tended to avoid correcting her students' mistakes in order to not interrupt them while speaking, and keeping their main ideas from being forgotten in case she stops them to correct their mistakes.

Item Nine: The students formulate correct sentences.

Table 44: Correct Sentence Formulation Recurrence.

Rating Scales	Never	Rarely	Sometimes	Always
Sessions			4	
Percentage			100%	

During all the sessions that we have attended, we noticed that the students sometimes formulate correct sentences, while they sometimes formulate sentences that contain grammatical mistakes such as forgetting to add the letter ‘s’ with the regular verbs in the present simple. The teacher, as it has been mentioned before, did not correct these mistakes in order to gain the main ideas that students were trying to say, while she corrected some of these mistakes, but after finishing their talk.

Item Ten: Students’ positive attitudes toward the teacher’s sense of humour and its forms (jokes, riddles, puns.....)

Table 45: Students' Appreciation of the Teacher's Sense of Humour.

Rating Scales	Never	Rarely	Sometimes	Always
Sessions			1	3
Percentage			25%	75%

We have proposed this item in order to observe the students’ interaction after the employment of humour of their teacher. During the first session that we have attended, we noticed the positive interaction of some students with their teacher’s sense of humour and its forms. Whereas, in the rest three sessions that we spent in observing students’ attitudes concerning their teacher’s sense of humour, we have observed that almost all students indicated their positive reaction when their teacher was laughing, telling a joke or writing some funny examples on the board.

Item Eleven: Students' negative attitudes toward the teacher's sense of humour and its forms (jokes, riddles, puns.....)

Table 46: Students' Negative Attitudes Towards the Teacher's Sense of Humour.

Rating Scales	Never	Rarely	Sometimes	Always
Sessions	2	2		
Percentage	50%	50%		

During all the sessions that we have attended, almost all the students did not indicate any negative reaction towards their teacher's sense of humour and its forms. The jokes or funny examples used by the teacher seemed to be very liked by her students, since they were always feeling amused, participating, and discussing those jokes or funny examples. This reveals that the teacher's sense of humour played an important role in decreasing the students' negative attitudes towards the learning process, and raising their interaction with both the teacher and the lesson.

Item Twelve: The students seem to understand the lesson.

Table 47: Students Lesson Comprehension Observing.

Rating Scales	Never	Rarely	Sometimes	Always
Sessions			1	3
Percentage			25%	75%

Finally, at the end of every session, we intended to observe the students' amount of comprehension. During the first session that we spent in our observation, only some of the students seemed to understand the lesson, while during the rest three sessions that we have attended, we noticed that the majority of students seemed to understand the lessons presented; students' comprehension can be shown through their questions concerning the additional information about the content, since they wanted to benefit from their teacher's

feedback and her experience and background information in order to reach a high amount of comprehension.

Teacher B

Section One: Teacher's Sense of Humour

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

Table 48: Cheerful Classroom-entrance Observing.

Rating Scales	Never	Rarely	Sometimes	Always
Sessions	2	2		
Percentage	50%	50%		

From this item, we aimed to observe the classroom entrance of the teacher A, whether it is cheerful or not. In all the sessions, we have noticed that the teacher was not smiling when he entered the classroom and greeted his students only by saying 'Good morning'. In fact, some of the students continued talking with each other, they did not react with the entrance of their teacher during his entrance. We can notice that this entrance was not suitable for the teacher and his students, he will find some difficulties to draw their students' attention, as well as finding difficulties in starting the presentation of the lesson.

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

Table 49: Frequency of the Teacher's Humour Use in Introducing Lessons.

Rating Scales	Never	Rarely	Sometimes	Always
Sessions	4			
Percentage	100%			

The next step in our observation is observing the way of how the teacher B introduced his lessons. During the four sessions that we have attended, we noticed that the teacher A never introduced his lesson by using some kinds of humour. He was always serious and

started directly explaining the lesson, while the students were talking to each other, they seemed to be not ready to start the lesson, the classroom was full of noise. However, the teacher succeeded in reducing the noise and attract them to be concentrated with him, but he took a about ten minutes to do that.

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

Table 50: The Teacher's Use of Different Humour-sorts Occurrence.

Rating Scales	Never	Rarely	Sometimes	Always
Sessions	4			
Percentage	100%			

During the four sessions that we were observing, we have noticed that the teacher B did not use any funny example, or joke, he was sitting in front of his students and explaining the lesson from the handouts or what was written on the board.. We have noticed also that the teacher A tend to be always serious. At that time, the majority of students were just listening to him without participating or asking questions, some of them were still talking, using their mobile phones, or reading something some books that are not related to the module.

Item Four: The teacher kindly asks his students to answer or to keep silent.

Table 51: The Teacher's Kind Requesting Recurrence.

Rating Scales	Never	Rarely	Sometimes	Always
Sessions		2	2	
Percentage		50%	50%	

Any teacher wants always to discover their students' amount of interest and comprehension, they tend always to ask his/her students some questions about the topic of the lesson, but teachers are different from one to another on the way of asking these questions. This item aims to confirm the employment of humour by the teacher A for the sake of testing

her students' understanding of his explanation. During the first two sessions that we spent in our observation, we found that the teacher was sometimes using polite requests for his students whether to answer or to keep silent. Whereas, in the two other sessions, his requests were rarely observed. Some of the students of group two were trying to answer their teacher's questions, and some of them were just looking at each other.

Item Five: The teacher answers his students' questions cheerfully.

Table 52: The Teacher's Cordial Responding Frequency.

Rating Scales	Never	Rarely	Sometimes	Always
Sessions			4	
Percentage			100%	

This item aims to observe the teacher's cordial responding through observing his ways to answer students' questions. During the four sessions that we have attended, we have observed that the teacher A was usually answered her students' questions, but not cheerfully, he also tended to be serious in his answers.

Item Six: The teacher accepts his students' sense of humour.

Table 53: Absorbing Students' Sense of Humour Frequency.

Rating Scales	Never	Rarely	Sometimes	Always
Sessions	3	1		
Percentage	75%	25%		

In a session where a teacher uses his/her sense of humour, it is natural that students may respond by using their sense of humour. Through this item, we tend to observe the extent of teachers' may accept his/her students' sense of humour. Since the teacher B tended to be always serious, we noticed that the teacher did not accept any kind of humour from his

students, he was always trying to avoid the noise made by his students in order to avoid what can be distracted.

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

Table 54: Appreciating Students' Attendance Occurrence.

Rating Scales	Never	Rarely	Sometimes	Always
Sessions		2	2	
Percentage		50%	50%	

At the end of every session that we have attended, we have noticed that the teacher A did not thank his students for their attendance. After finishing the explanation of the lesson, the teacher went directly to his office and started collecting his handouts.

Item Eight: The teacher's seriousness.

Table 55: The teacher's Seriousness Rate of Recurrence.

Rating Scales	Never	Rarely	Sometimes	Always
Sessions				4
Percentage				100%

During all the sessions that we spent in observing the teacher's seriousness, we have observed that the teacher was always serious, she was always trying to be in the suitable situation that may enable her students to concentrate with him within a calm learning atmosphere in which they may hear all what he was going to say or to explain.

Item Nine: The teacher's anger.

Table 56: The Teacher's Irritation frequency.

Rating Scales	Never	Rarely	Sometimes	Always
Sessions	3	1		
Percentage	75%	25%		

Through this item, we aimed to observe the teacher's irritation frequency. In the first session that we have attended, we noticed that the teacher's anger was never observed, while it is rarely observed in the second session where students made some sorts of noise. Whereas, in the third and fourth session, we did not observe any kind of irritation from the teacher. It is clear that the mutual respect between the students and their teacher affects the frequency of teacher's anger. This respect made the teacher at ease to control his class, it can be a result of his seriousness.

Section Two: Teacher-student Interaction.

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

Table 57: Students' Involvement with the Lesson.

Rating Scales	Never	Rarely	Sometimes	Always
Sessions	2	1	1	
Percentage	50%	25%	25%	

This item aims to observe the students' involvement with the lesson, in which we were going to observe their participation and asking questions. During the first session, we noticed that students were participating but only sometimes, and they did not ask any question about what they did not understand. At the next session, we have the students' involvement seemed to be never observed, they were not participating or discussing their ideas. Similarly, students were rarely involved in the third session, only one or two students were participating, while the rest were just listening and took some notes. During the fourth session, the number of students who were involved was raised, we have observed that some students who were not participating in the previous session, were trying in this session to participate and discuss the content of the lesson.

Item Two: The teacher speaks loudly and uses simple words.

Table 58: Plainness of Lesson Delivery.

Rating Scales	Never	Rarely	Sometimes	Always
Sessions				4
Percentage				100%

During the four sessions that we have attended, we noticed that the teacher was always speaking in a low voice. Since the loud voice of the teacher may enable all the students to hear the explanations and instructions, in addition to the simple words used which may affect the students' comprehension, as well as their involvement with the lesson. In fact, the some of the students, especially those who were sitting at the back, they did not hear what the teacher was saying. Even the teacher has used simple words, we have observed that most of the students did hear their teacher's words because of his low voice, so, they were not able to understand the lesson.

Item Three: Students are listening, interested, and taking notes.

Table 59: Students' Attention Observing.

Rating Scales	Never	Rarely	Sometimes	Always
Sessions		4		
Percentage		100%		

We proposed this item for the sake of observing students' attention. During the four sessions that we attended, we noticed that some of the students were rarely listened to their teacher, while some of them they were interested and they took notes when their teacher was talking and explaining the lesson. In fact, students' attention seemed to be irregular during their sessions, it has been observed at some students, while it was not observed at other students.

Item Four: The teacher encourages his students to participate, uses reward (additional marks), and praises (good, excellent...)

Table 60: Encouraging Participation Occurrence.

Rating Scales	Never	Rarely	Sometimes	Always
Sessions	4			
Percentage	100%			

Almost all students prefer the teacher who encourages them to participate, uses reward (additional marks), and praises (good, excellent...). This item aims to observe whether the teacher B is following this strategy or not. We have noticed that the teacher was never encouraged his students or using rewards and praises in order to motivate them. The teacher was always serious and just explaining his lesson. In fact, the students seemed to be not motivated, they were listening, taking notes, or reading their handouts in order to understand more, only some of them who were asking what they did not understand.

Item Five: Students' shyness.

Table 61: Students' Timidity Observing.

Rating Scales	Never	Rarely	Sometimes	Always
Sessions			2	2
Percentage			50	50

Students during three sessions were shy most of the time, during the first and the fourth sessions that we spent in observing them, while it was observed at least sometimes in the second and third sessions. This fact is a result the students were not motivated by their teacher, since when they were not participating, discussing or asking questions, their shyness seems to be raised. Students, therefore, should be motivated by their teachers in order to keep

them involved, as well as decreasing their shyness in a way that they will be at ease to interact with their teachers.

Item Six: The teacher answers his students’ questions, uses repetition, and explains more.

Table 62: Thorough Answers and Explanations Recurrence.

Rating Scales	Never	Rarely	Sometimes	Always
Sessions				4
Percentage				100%

In all sessions that we spent observing the teacher’s thorough explanation and answers to her students’ questions, we have noticed that the teacher was always answering his students’ questions, using repetition for those who did not hear the explanation at the first time, as well as using more explanation in order to deliver the suitable information to her students. In fact, students will be at ease to gain information, to discuss their ideas, and to ask questions directly.

Item Seven: The students are motivated.

Table 63: Students' Motivation Rate.

Rating Scales	Never	Rarely	Sometimes	Always
Sessions			4	
Percentage			100%	

During the four sessions that we have attended, we noticed that the majority of students were sometimes motivated after their teacher’s answers to their students’ questions, using repetition for those who did not hear the explanation at the first time, as well as using more explanation in order to deliver the suitable information to her students. However, some of them seemed unmotivated because of their shyness, being afraid of participating, or involved within the lesson. This reveals that the motivational strategies followed by the

teacher played a major role in encouraging students to participate, raising their interaction, and enhancing the students' stimulus of learning in a way that made them always motivated.

Item Eight: The teacher corrects his students' mistakes.

Table 64: Rectification of Students' Mistakes Frequency.

Rating Scales	Never	Rarely	Sometimes	Always
Sessions	1	3		
Percentage	25%	75%		

In the first session that we spent observing the teacher's rectification of students' mistakes, we noticed that the teacher rarely corrected her students' mistakes, while they were never corrected in the second session. In the third and fourth sessions, the teacher rarely correcting his students' mistakes. This reveals that the teacher tended to avoid correcting her students' mistakes in order to not interrupt them while speaking, and keeping their main ideas from being forgotten in case he stops them to correct their mistakes.

Item Nine: The students formulate correct sentences.

Table 65: Correct Sentence Formulation Recurrence.

Rating Scales	Never	Rarely	Sometimes	Always
Sessions			4	
Percentage			100%	

During all the sessions that we have attended, we noticed that the students sometimes formulate correct sentences, while they sometimes formulate sentences that contain grammatical mistakes such as forgetting to add the letter 's' with the regular verbs in the present simple. The teacher, as it has been mentioned before, did not correct these mistakes in order to gain the main ideas that students were trying to say.

Item Ten: Students’ positive attitudes toward the teacher’s sense of humour and its forms (jokes, riddles, puns.....)

Table 66: Students' Appreciation of the Teacher's Sense of Humour.

Rating Scales	Never	Rarely	Sometimes	Always
Sessions	4			
Percentage	100%			

Since the teacher tended to be always serious, any kind of humour was observed. In fact, there were any positive or negative attitudes of students towards humour

Item Eleven: Students’ negative attitudes toward the teacher’s sense of humour and its forms (jokes, riddles, puns.....)

Item Twelve: The students seem to understand the lesson.

Table 67: Students Lesson Comprehension Observing

Rating Scales	Never	Rarely	Sometimes	Always
Sessions			4	
Percentage			100%	

Finally, at the end of every session, we intended to observe the students’ amount of comprehension. During the four sessions that we spent in our observation, only some of the students seemed to understand the lesson, while the rest of the students were just taking notes or asking their teacher or colleagues at the end of sessions about what they did not understand, their amount of comprehension seemed to be insufficient.

6. Results’ Discussion

After we carried out our classroom observation, we started directly to analyze its results. The results obtained helped us a lot in deducing that the use of humour as a teaching tool in EFL classes, plays a major role in raising teacher-student interaction, in addition to

reduce some of the students' negative attitudes towards learning, especially shyness and anxiety.

The teacher's sense of humour plays an important role in the readiness of both the teachers and their students. As it is observed during the four sessions that we have attended with the teacher A, the teacher employed some kinds of humour in order to greet her students, and to introduce her lesson, while the seriousness of the teacher B made some difficulties in introducing the lesson, since the students were not ready to start. In fact, the employment of humour helped both of them to be ready to learn and to get information.

Moreover, during the explanation of the lesson, using some jokes or funny examples is an effective teaching tool that helped students to get the main ideas from their teachers' instructions, they helped them also to remember the information given in the next sessions, especially the funny examples which were used to explain some points in the lecture, this indicates the role of humour as a memory aid. This appeared when the teacher A employed some funny examples or jokes that are related to the content of the lecture in order to explain some points which seemed to be not understood by the students. We have noticed that those jokes and funny examples gave a clear idea about what the teacher was saying or wanted to say, the teacher's explanation seemed to be understood by her students, since they answered some questions in the next session.

Furthermore, the employment of humour has a great influence on the students' interaction. As it was observed during the four sessions that we attended, the students were more likely to participate with the teacher A who employed her sense of humour, students' were also discussing and sharing their ideas, as well asking some question without the fear of making mistakes or being criticized by their teacher or their classmates. So, the teacher's sense of humour plays also a major role in reducing such negative emotions or feelings of the students towards learning. We noticed that shyness, anxiety, stress and tension were less

observed with the teacher A, while they were observed in the sessions of teacher B. Thus, the students' interaction was less observed than it was with the teacher A.

To sum up, the teacher's sense of humour is an effective strategy in EFL classes, since it is beneficial for both integral parts in the educational setting. For teachers, the use of humour helps them in facilitating the explanation of lecture, keeping the students' attention and interest, creating an appropriate learning environment, as well as building a strong relationship with their students. Concerning the benefits of employing humour for EFL learners, it was observed that the teacher's sense of humour motivated them to learn. It is a motivational strategy that may help them to concentrate more in their classes, to enjoy learning, to raise their amount of participating and discussing their ideas, to be involved more with their lectures, to be closer to their teachers, as well as to get rid of some negative attitudes such as the fear of making mistakes, or being criticized, anxious or stressed in a way that makes them feel more relaxed and self-confident.

Conclusion

Through this chapter, the data collected were analyzed and discussed following the different stages of a research. The data gathered from the students' questionnaire are analyzed in the form of tables and graphs. Every question stated in this questionnaire is presented through a statistical table and graph that shows the percentage, and finished with a comment about the results which has been presented in that table and graph. Whereas, the data obtained from the classroom observation are analyzed only by tables followed by comments on the results. The use of graphs aims to show how statistics compare with one another. The analysis of data is followed by the discussion of the results. This chapter ends with some recommendations, as well as the limitations of the study.

General Conclusion

Due to the importance of humour in our private lives, especially in our humanity, this study is conducted to examine its effects in the educational context; it is also an attempt to prove that humour is an effective teaching tool that helps to raise teacher-student interaction, especially in EFL classes.

As a teaching tool, the use of humour is considered as a helpful tool for teachers and their students for the sake of achieving a successful teaching-learning process. The employment of humour in EFL classes is an additional energy for both participants in the teaching and learning processes, i.e. teachers and their students, in order to control their emotions, as well as changing some of their negative attitudes towards learning and teaching settings, since humour is a learning defibrillator, it is a link between teachers and their students, through which they can build a strong relationship with them, create an appropriate learning environment through employing some jokes or funny examples, as well as raising their students' interaction with them.

As motivational tool, the teacher's sense of humour encourages students to participate, to discuss and share their ideas, as well as raising their amount of understanding of the material. Hence, students' motivation depends on the amount of humour employed. They are ready to interact more within an environment where they feel amused to learn, and they are at ease to express themselves, since some of their negative attitudes such as anxiety, stress, shyness and tension can be reduced through the enjoyable learning environment where their teachers use humour as a teaching tool. Teachers, then, should take the amount of using humour into consideration, they should make a balance in the use of humour during their sessions in order to maintain their students' attendance and concentration. In order to maintain students' comprehension and concentration, teachers may explain some difficult points in the lecture by using some jokes or funny examples that are related to the content of the material, thus, students can be motivated to participate and to discuss the material.

Moreover, humour in EFL classes, plays a major role in increasing students' concentration and interest; it makes them feel more comfortable in a way that helps them to concentrate with their teachers, as well as being able to express themselves without fear of ridicule or being criticized. In fact, they are likely to attend their classes where their teachers employ some sorts of humour. For the sake of maintaining its application and its effectiveness in the educational setting, the use of humour should be preceded by some special goals and objectives. For instance, it should be used spontaneously and naturally, it should be also content-related, non offensive and non subjective. In addition to that, teachers should also take the most popular and the most appropriate forms of humour into their consideration such as: jokes, puns, riddles, funny anecdotes, and funny examples.

Apart from the principles and forms of humour, this study has revealed that both integral parts in teaching-learning processes: the teacher and students appreciate its application, as well as its effectiveness as a teaching tool, due to its psychological and educational benefits, especially in raising students' interaction and their amount of comprehension, as well reducing such negative emotions and feelings. Through the discussion of the collected data, the main objective of this research has been achieved, besides to that, the data obtained confirms the research hypothesis, as well as its main questions. The Teachers' use of humour raises the teacher-student interaction in EFL classes, teachers and students demonstrate their beliefs in the effectiveness of using humour in raising EFL teacher-student interaction, as well as reducing such negative attitudes towards learning and teaching processes such as anxiety, stress, shyness, and tension. Consequently, the main question of this research can be answered through emphasizing the positive impact of using humour in EFL classes on raising teacher-student interaction.

Suggestions and Recommendations

- EFL teachers should be aware of the role of using humour as a teaching tool enables them to be closer to their students, so that they can understand their ideas or their problems to learn. It is also an effective teaching strategy to create an enjoyable learning atmosphere for students, since most of the students prefer to be amused to learn, so, employing some joke or funny example in order to make the lesson enjoyable without feeling bored, anxious or stressed.
- With regard the amount of humour that should be employed, it is favorable to increase it from one session to another, since the use of humour is a motivational tool that helps to keep the students' involvement in their classes, as well as to raising their amount of comprehension and their interaction with their teachers.
- Concerning the humour content-based, it is better to choose some jokes or funny examples that are related to the content of the lecture, so that teachers can keep their students' concentration and interest, as well as maintaining their motivation in order to participate, to share their ideas, and to discuss them easily through an enjoyable learning environment.
- In addition, using humour is also an effective teaching tool that reforms the learners' self-confidence and self esteem; in fact, some of the learners' negative emotions such as anxiety stress and tension can be at ease to be reduced. For that reason, the teacher should subscribe in the application of humour, as well as being aware of its importance.
- Concerning the lack of sense of humour in teacher's personality, the teacher should not be afraid or hesitated to add some sorts of humour at least sometimes, even they will not be spontaneous. Using humour does not require to be a comedian, the teacher may just express his/her sense of humanity through using his/her face, or even drawing or writing something funny on the board, in a way that students will feel more relaxed and ready to get knowledge. Following this technique may help teachers who do not have a sense of humour in order to raise their students' interaction.

REFERENCES

- Alison, J., & Centre for Information on Language Teaching and Research. (1993). *Not bothered?: Motivating reluctant language learners in Key Stage 4*. London: CILT.
- Allwright, R. L. (1984). The Importance of Interaction in Classroom Language Learning. *Applied Linguistics*, 5(2), 156-171.
- Andrews, L. W. (2010). *Encyclopedia of depression*. Santa Barbara, CA: Greenwood Press.
- Apte, M. L. (1985). *Introduction: Joking relationships/sexual inequality in humor ; humor, ethnicity, and intergroup relations*. Ithaca: Cornell Univ. Press.
- Barreca, R. (2001). *They used to call me Snow White ... but I drifted: Women's strategic use of humor*. Lebanon: University Press of New England.
- Berk, R. A. (2000). Does Humor in Course Tests Reduce Anxiety and Improve Performance? *College Teaching*, 48(4), 151-158.
- Bradshaw, M. J., & Lowenstein, A. J. (2004). *Innovative teaching strategies in nursing and related health professions*. Sudbury, MA: Jones and Bartlett Publishers.
- Brock, C. A. (1986). The Effects of Referential Questions on ESL Classroom Discourse. *TESOL Quarterly*, 20(1), 47.
- Brophy, J. E. (1980). *Teacher praise: A functional analysis*. East Lansing: Institute for Research on Teaching, Michigan State University.
- Brown, H. D. (1994). *Teaching by principles: An interactive approach to language pedagogy*. Englewood Cliffs: Prentice Hall Regents.
- (2001). *Using surveys in language programs*. Cambridge, U.K: Cambridge University Press.
- Bygate, M. (1987). *Speaking*. Oxford: Oxford University Press.
- Carlsen, W. S. (1991). Questioning in Classrooms: A Sociolinguistic Perspective. *Review of Educational Research*, 61(2), 157-178.

- Celce-Murcia, M. (2001). *Teaching English as a second or foreign language* (3rd ed.). Boston: Heinle & Heinle.
- Chabeli, M. (2008). Humor: A pedagogical tool to promote learning. *curationis*, 31(3).
- Chaudron, C. (1988). *Second language classrooms: Research on teaching and learning*. Cambridge [Cambridgeshire: Cambridge University Press].
- Coulthard, M. (1977). *An introduction to discourse analysis*. London: Longman Group Limited.
- Crawford, C. B. (1994). *Strategic humor in leadership: Practical suggestions for appropriate use*. Paper presented at the Kansas Leadership Forum.
- Daly, J. A., Kreiser, P. O., & Roghaar, L. A. (1994). Question-asking comfort: Explorations of the demography of communication in the eighth grade classroom. *Communication Education*, 43(1), 27-41.
- Davis, H. (2006). Exploring the Contexts of Relationship Quality between Middle School Students and Teachers. *The Elementary School Journal*, 106(3), 193-223.
- Deneire, M. (1995). Humor and foreign language teaching. *Humor - International Journal of Humor Research*, 8(3).
- Dörnyei, Z. (2001). Teaching and Researching Motivation (Applied Linguistics in Action Series). *TESOL Quarterly*, 35(4), 622.
- Earleywine, M. (2011). *Humor 101*. New York: Springer Pub.
- Ellis, R. (1985). *Understanding second language acquisition*. Oxford: Oxford University Press.
- Ellis, R. (1997). *Second language acquisition*. Oxford: Oxford University Press.
- (1999). *Learning a second language through interaction*. Amsterdam: J. Benjamins.
- (2003). *Task-based language learning and teaching*. Oxford, U.K: Oxford University Press.

- Fovet, F. (2009). The use of humour in classroom interventions with students with social, emotional and behavioural difficulties. *Emotional and Behavioural Difficulties*, 14(4), 275-289.
- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School Engagement: Potential of the Concept, State of the Evidence. *Review of Educational Research*, 74(1), 59-109.
- Fry, W. F. (2002). Humor and the brain: A selective review. *Humor - International Journal of Humor Research*, 15(3).
- Führ, M. (2002). Coping humor in early adolescence. *Humor - International Journal of Humor Research*, 15(3). doi:10.1515/humr.2002.016
- Garner, R. L. (2006). Humor in Pedagogy: How Ha-Ha can Lead to Aha! *College Teaching*, 54(1), 177-180.
- Georgieva, M. (1999). Review. Communication Strategies: Psycholinguistic and Sociolinguistic Perspectives. G Kasper, E Kellerman(eds). *Applied Linguistics*, 20(3), 404-408. doi:10.1093/applin/20.3.404
- Goleman, D. (1995). *Emotional intelligence*. New York: Bantam Books.
- Goodman, J. (1983). How to Get More Smileage Out of Your Life: Making Sense of Humor, Then Serving It. *Handbook of Humor Research*, 1-21.
- Gorham, J. (1981). The relationship of teachers' use of humor in the classroom to immediacy and student learning. *Comm. Educ*, 39(1), 46-62.
- (1988). The relationship between verbal teacher immediacy behaviors and student learning. *Communication Education*, 37(1), 40-53.
- Gournelos, T., & Greene, V. (2011). Introduction. *A Decade of Dark Humor*.
- Gower, R., & Walters, S. (1983). *Teaching practice handbook*. London: Heinemann Educational Books.

- Harlin, J., Roberts, G., Briers, G., Mowen, D., & Edgar, D. (2007). A Longitudinal Examination Of Teaching Efficacy Of Agricultural Science Student Teachers At Four Different Institutions. *Journal of Agricultural Education*, 48(3), 78-90.
- Harmer, J. (1998). *How to teach English: An introduction to the practice of English language teaching*. Harlow: Longman.
- _____ (2001). *The practice of English language teaching*. England: Longman.
- Robinson. (1994). *The Ethnography of Empowerment: Transformative Power of Classroom Interaction*. Taylor & Francis.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign Language Classroom Anxiety. *The Modern Language Journal*, 70(2), 125.
- Humour | Definition of Humour by Merriam-Webster. (n.d.). Retrieved from <http://www.merriam-webster.com/dictionary/humour>
- humour noun - Definition, pictures, pronunciation and usage notes | Oxford Advanced Learner's Dictionary at OxfordLearnersDictionaries.com. (n.d.). Retrieved from http://www.oxfordlearnersdictionaries.com/definition/english/humour_1
- Hurren, B. L. (2006). The effects of principals' humor on teachers' job satisfaction. *Educational Studies*, 32(4), 373-385.
- interaction - Dictionary Definition : Vocabulary.com. (n.d.). Retrieved from <https://www.vocabulary.com/dictionary/interaction>
- Johnson, K. (1998). *Encyclopedic dictionary of applied linguistics: A handbook for language teaching*. Oxford [u.a.: Blackwell.
- Johnson, K. E. (1995). *Understanding communication in second language classrooms*. Cambridge: Cambridge University Press.
- Jonas, P. M. (2004). *Secrets of connecting leadership and learning with humor*. Lanham, MD: ScarecrowEducation.

- Kaplan, R. M., & Pascoe, G. C. (1977). Humorous lectures and humorous examples: Some effects upon comprehension and retention. *Journal of Educational Psychology*, 69(1), 61-65.
- Kerr, M. (2001). *You can't be serious!: Putting humor to work*. Canmore: M. Kerr.
- Krashen, S. D. (1981). *Second language acquisition and second language learning*. Oxford: Pergamon Press.
- Kundu, Nguyen Thi Kim Nhu, & Luu Trong Tuan. (2010). *Theoretical Review on Oral Interaction in EFL Classrooms*. Canadian Academy of Oriental and Occidental Culture.
- Langan-Fox, J., Cooper, C. L., & Klimoski, R. J. (2007). *Research companion to the dysfunctional workplace: Management challenges and symptoms*. Cheltenham, UK: Edward Elgar.
- Levine, S. L. (1988). *Promoting adult growth in schools: The promise of professional development*. Boston: Allyn and Bacon.
- Lloyd, P. (1991). Strategies used to communicate route directions by telephone: a comparison of the performance of 7-year-olds, 10-year-olds and adults. *Journal of Child Language*, 18(01), 171.
- Long, M. H. (1983). Does Second Language Instruction Make a Difference? A Review of Research. *TESOL Quarterly*, 17(3), 359.
- Long, M. H. (1996). The Role of the Linguistic Environment in Second Language Acquisition. *Handbook of Second Language Acquisition*, 413-468.
- Lynch, T. (1991). Questioning roles in the classroom. *ELT Journal*, 45(3), 201-210.
- Mackey, A. (1999). INPUT, INTERACTION, AND SECOND LANGUAGE DEVELOPMENT. *Studies in Second Language Acquisition*, 21(04).
- (2007). *Conversational interaction in second language acquisition: A collection of empirical studies*. Oxford: Oxford University Press.

- Malamah-Thomas, A. (1987). *Classroom interaction*. Oxford [Oxfordshire: Oxford University Press.
- Martin, R. A. (2007). *The psychology of humor: An integrative approach*. Burlington, MA: Elsevier Academic Press.
- Mawhinney, L. (2008). Laugh so you don't cry: teachers combating isolation in schools through humour and social support. *Ethnography and Education*, 3(2), 195-209.
- Mcghee, P. (2002). *Humor as survival training for a stressed-out world: The 7 humor habits program*. Bloomington, IN: Authorhouse.
- Morreall J. (1991). *Humour and work*. *Humour*,4,359-373.
- Morrison, M. K. (2008). *Using humor to maximize learning: The links between positive emotions and education*. Lanham, MD: Rowman & Littlefield Education.
- Naegle, P. (2002). *The new teacher's complete sourcebook-- middle school*. New York: Scholastic Professional Books.
- Neuliep, J. W. (1991). An examination of the content of high school teachers' humor in the classroom and the development of an inductively derived taxonomy of classroom humor. *Communication Education*, 40(4), 343-355.
- Norricks, N. R., & Chiaro, D. (2009). *Humor in interaction*. Amsterdam: John Benjamins Pub. Co.
- Partington, A. (2006). *The linguistics of laughter: A corpus-assisted study of laughter-talk*. London: Routledge.
- Pica, T. (1994). Research on Negotiation: What Does It Reveal About Second-Language Learning Conditions, Processes, and Outcomes? *Language Learning*, 44(3), 493-527.
- Provine, R. R. (2000). *Laughter: A scientific investigation*. New York: Viking.
- Role, E. (2011). Teachers' Use of Humor in Teaching and Students' Rating of Their Effectiveness. *IJE*, 3(2).

- Romero, E., & Cruthirds, K. (2006). The use of humor in the workplace. *IEEE Engineering Management Review*, 34(3), 18-18.
- Rozenberg, M. (2015). Michaela Sambanis. Fremdsprachenunterricht und Neurowissenschaften. Narr: Tübingen 2013, 160 S. *Glottodidactica. An International Journal of Applied Linguistics*, 42(1), 105.
- Sárosdy, J. (2006). *Applied linguistics I: For BA Students in English*. Budapest: Bölcsész Konzorcium.
- Schmidt, S. R. (1994). Effects of humor on sentence memory. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 20(4), 953-967.
- Schmitz, J. R. (2002). Humor as a pedagogical tool in foreign language and translation courses. *Humor - International Journal of Humor Research*, 15(1).
- Scrivener, J. (2005). *Learning teaching: A guidebook for English language teachers* (2nd ed.). Oxford: Heinemann Publishers (Oxford) Ltd.
- Shade, R. A. (1996). *License to laugh: Humor in the classroom*. Englewood, CO: Teacher Ideas Press.
- Thurmond, V. A. (2003). *Examination of interaction variables as predictors of students' satisfaction and willingness to enroll in future web-based courses while controlling for student characteristics*.
- Ur, P. (1996). *A course in language teaching: Practice and theory*. Cambridge [England: Cambridge University Press.
- Voerman, L., Meijer, P. C., Korthagen, F. A., & Simons, R. J. (2012). Types and frequencies of feedback interventions in classroom interaction in secondary education. *Teaching and Teacher Education*, 28(8), 1107-1115.
- Vrticka, P., Black, J. M., & Reiss, A. L. (2013). The neural basis of humour processing. *Nature Reviews Neuroscience*, 14(12), 860-868.

- Vygotskiĭ, L. S. (1978). *Mind in society: The development of higher psychological processes*.
Cambridge: Harvard University Press.
- Wagner, M., & Urios-Aparisi, E. (2011). The use of humor in the foreign language classroom:
Funny and effective? *Humor - International Journal of Humor Research*, 24(4).
- Wolters, C. A., & Daugherty, S. G. (2007). Goal structures and teachers' sense of efficacy:
Their relation and association to teaching experience and academic level. *Journal of
Educational Psychology*, 99(1), 181-193.
- Yu, R. (2008). Interaction in EFL Classes. *Asian Social Science*, 4(4).
- Ziv, A. (1988). Teaching and Learning with Humor. *The Journal of Experimental Education*,
57(1), 4-15.

APPENDICES

Appendix 1

Students' Questionnaire

Dear students,

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 impact of using humour on raising EFL Teacher-Students Interaction*. We would be so grateful if you could sincerely answer the following questions, so please, give us precise answers as you can. Be sure that the answers you provide will certainly remain confidential and will only be used for research purposes.

Please, put a tick “√” in the appropriate box, give a full answer whenever necessary., and justify your answer wherever it is needed.

Thank you for your time and for your

Section One: General Information

1- How do you consider your level in English ?

Very good Good Average
Poor

2- Why did you choose to study English? (You may tick more than one option).

- In order to communicate.
- To get a good job in the future.
- Because it is a universal language.

3- How do you find learning English?

Very difficult

Difficult

Easy

Very easy

Section Two: Humour and Learning

1- Do you prefer to have a teacher who uses humour during the lesson?

Yes

No

➤ Why? Why not?

.....

.....

.....

.....

.....

2- Do you think that most of your teachers have a sense of humour?

Yes

No

3- How often do they use humour ?

Always

Sometimes

Never

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

- Jokes

- Funny riddles

- Funny anecdotes

- Puns

- Funny examples

- Other forms:

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

Yes No

6- Does humour help you to participate more?

Yes No

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

Yes No

8- Please pick (✓) in the appropriate box:

	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
Teachers' humour increases my interest in learning a foreign language.					
Teachers' sense of humour makes me feel more relaxed and helps me to concentrate in the classroom.					
My teachers' sense of humour makes me feel closer to them.					
The use of humour during the lesson is distracting.					
I feel more motivated to participate when the teacher uses humour.					
The teacher-student interaction is influenced by the degree of					

humour usage in the classroom.					
When I am taking my exam, I sometimes remember the funny examples that the teacher used in the lesson.					
The teachers' use of humour encourages me to express my ideas.					
Teachers with a sense of humour are more loved by their students.					
I am likely to attend class when the teacher uses humor.					

Section Three: Teacher-Student Interaction

1- Do you think that your interaction with your teacher inside the classroom is important?

Yes No

2- Is it necessary to enhance your relationship with your teachers in order to raise your interaction with them inside the classroom?

Yes No

3- Are the instructions provided by your teachers interactive?

Yes No

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

Always Sometimes Never

5- When you engage in an interaction with your teachers, is it because:

- You want to interact
- The teacher wants you to interact

6- You do not interact with your teacher because:

- You have a problem in your language proficiency
- Lack of interest.
- The teacher does not motivate you
- Overcrowded classroom.

➤ If there are other reasons, please state them.

.....

.....

.....

.....

Please accept my sincere gratitude.

Appendix 2

Classroom Observation Checklist

Teacher:

Date :

Observer:

Time :

Class observed:

Branch:

N: Never

R: Rarely

S: Sometimes

A: Always

Observation	Items	N	R	S	A
Teacher's Sense of Humour	<ul style="list-style-type: none"> The teacher was smiling when he entered the classroom and cheerfully greeted his students. 				
	<ul style="list-style-type: none"> The teacher introduces the lesson by using some kinds of humour. 				
	<ul style="list-style-type: none"> The teacher uses funny examples/ funny anecdotes/jokes/riddles/puns/ funny body language. 				
	<ul style="list-style-type: none"> The teacher kindly asks his/her students to answer or to keep silent. 				
	<ul style="list-style-type: none"> The teacher answers his/her students' questions cheerfully. 				
	<ul style="list-style-type: none"> The teacher accepts his/her students' sense of humour. 				
	<ul style="list-style-type: none"> The teacher thanks his/her students for their attendance. 				
	<ul style="list-style-type: none"> Teacher's seriousness. 				
	<ul style="list-style-type: none"> Teacher's anger. 				

Teacher-Student Interaction	<ul style="list-style-type: none"> • Students are participating and asking questions about the lesson. 				
	<ul style="list-style-type: none"> • The teacher speaks loudly and uses simple words. 				
	<ul style="list-style-type: none"> • Students are listening , interested, and take notes. 				
	<ul style="list-style-type: none"> • The teacher encourages his/her students to participate, uses rewards (additional marks), and praises (good, excellent...) 				
	<ul style="list-style-type: none"> • Students' shyness. 				
	<ul style="list-style-type: none"> • The teacher answers his/her students' questions, uses repetition, and explains more. 				
	<ul style="list-style-type: none"> • The students are motivated. 				
	<ul style="list-style-type: none"> • The teacher corrects his/her students' mistakes. 				
	<ul style="list-style-type: none"> • The students formulate correct sentences. 				
	<ul style="list-style-type: none"> • Students' positive attitudes toward the teacher's sense of humour and its forms (jokes, riddles, puns.....) 				
	<ul style="list-style-type: none"> • Students' negative attitudes toward the teacher's sense of humour and its forms (jokes, riddles, puns.....) 				
	<ul style="list-style-type: none"> • The students seem to understand the lesson. 				

Suggestions and comments:

ملخص

من خلال هذه المذكرة، قمنا بدراسة وتحليل ظاهرة استعمال حس الدعابة (الفكاهة) ك وسيلة تدريسية في عمليتي التعلم والتعليم والتي تمكن الأستاذ من خلق جو وبيئة تعليمية مناسبة يسودها طابع التحفيز وراحة الطلبة بطريقة ترفع من تفاعلهم مع أساتذتهم. حيث أجريت هذه الدراسة على ستين (60) طالب من طلاب السنة الأولى تخصص انجليزية بجامعة محمد خيضر بسكرة، وكذا أستاذان (02) من نفس التخصص ونفس الجامعة. حيث تهدف الدراسة أساسا إلى اكتشاف كيفية تأثير حس الدعابة ك اجراء تعليمي على تفاعل الطلبة مع اساتذهم بالإضافة إلى نحقق من كيفية تفاعل هؤلاء الطلبة من خلال حس الدعابة لدى أساتذتهم كما يهدف هذا البحث إلى دراسة ردة فعل كل من الأساتذة والطلبة عند إدماج حس الدعابة كوسيلة تدريسية وبهدف إثبات فرضيتنا اعتمدنا على وسيلتين أساسيتين ألا وهما الاستبيان والملاحظة الصفية، حيث وجه الاستبيان إلى ستين (60) طالب من السنة الأولى تخصص انجليزية بجامعة محمد خيضر بسكرة، أما الملاحظة الصفية فقد أجريت من خلال حضور ثمانين (08) حصص مع أستاذين من أساتذة الانجليزية بجامعة محمد خيضر بسكرة، بحيث قمنا بحضور أربعة (04) حصص مع أستاذ يمتلك حس الدعابة، أما الأربعة (04) حصص الأخرى مع أستاذ جدي لا يمتلك حس الدعابة وذلك بغرض ملاحظتهما أثناء تقديم الدروس، وكذا ملاحظة مدى تأثير استعمال الفكاهة أو عدم استعمالها على تفاعل الطلبة معهما. ثم تأتي بعد ذلك عملية تحليل النتائج المتحصل عليها من استبان الطلبة والملاحظة الصفية ثم مناقشتها. وفي الأخير فان النتائج المتحصل عليها أكدت لنا صحة الفرضية القائمة على دور حس الدعابة في رفع تفاعل الطلبة مع أساتذتهم ، لنختم دراستنا بتقديم بعض النصائح والتوصيات التي تعنى بهذه المسألة.