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The Use of Pedagogical Humour in EFL Classrooms: The case of First LMD Students

**A DISSERTATION SUBMITTED FOR PARTIAL FULFILLMENT FOR THE
REQUIREMENTS
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Dedication

Great thanks to ALLAH who giving us the ability to finish this work.

This work is dedicated to my beloved parents,my husband,my sister

and my brother who help me and encourage me

to finish this work .

special thanks to all my classmates,particularly my friends

and my sister REKIA

Asmaa

Dedication

I would like to thank Allah to finish this humble work.

This work is dedicated to the fruit of our success my parents

To all family members sisters and their husbands.

To all my classmates especially my sister ASMAA

and our teachers at University of saida

Rekia

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Abstract

Teaching English as a Foreign Language is a large topic of interest. Moreover this subject helps many researchers and teachers to work hard and to create strategies and tools to facilitate students' learning .Thus, many studies examined on pedagogy focused on the use of humor in teaching. This modest work tries to investigate the implementation of using pedagogical humour in EFL classrooms. However, humour in the classrooms may create relaxed atmosphere and the learning will be enhanced and appreciated. This topic is chosen in order to give new color and insight in teaching as well as the aims of this research is to know how to use the above strategy in teaching to make learning more enjoyable and interesting .In addition ,to make learners motivate and self -confident in performing. A questionnaire chosen as research tool which addressed 26 of first year English students of Dr Moulay Taher University to see their opinions toward the use of humour in class, Moreover .Another questionnaire addressed to 8 teachersof English department to see also their attitudes toward the aim of these two questiannire is to collect data concerning the use of pedagogical humour in EFL class which will provide us to suggest some recommendations and suggestion to it effective use.

Key Words:

Humour, pedagogical, students 'learning, implementation, Teaching, classrooms, relax atmosphere.

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List of Abbreviation

EFL: English as Foreign Language.

L2: Second Language.

LMD: License ,Master, Doctorate.

TEFL: Teaching English as Foreign Language

Q: Question.

%: percentage.

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General Introduction

Researchers concentrated on the way students behave in classroom; especially they focused on the teachers who play a great role in the class to find appropriate ways of transforming information to achieve their goals. Moreover, to make the learners engage during the lesson; teachers play hard to facilitate teacher-students interaction and good classroom atmosphere. One of the most useful tools that are appropriate to use is that of using pedagogical humour in the class. This represents as a social and psychological aspect for both students and teachers that makes them relax, create a comfortable environment, and simply to make learning more enjoyable and fruitful.

In this respect, an investigation about the issue of the use of pedagogical humour in EFL classrooms is carried out at university Dr Moulay Taher particularly at the Department of English Language and Literature. Its main objectives are to detect the kind of attitudes of students hold towards the use of humor in the EFL classroom especially in first year students of English Department, and the reasons that motivate teachers to use this strategy in teaching. The study also concerns itself with the most common tools or strategies that the teacher depends on in the class that make students enjoy learning. Therefore, this would help to suggest pedagogical recommendations to how to use these strategies in good manner, and some guidelines to facilitate learning through the effective use of humour.

The study is mainly based on the following questions:

Does the use of humour in EFL classrooms achieve better results?

What is the appropriate humorous tool in teaching?

In order to answer the research questions we can set up the following hypotheses:

If we use a pedagogical humour in the classrooms the learner will be motivated and interested in their learning

The learner will grasp and progress if a teacher uses of humorous tools effectively in the right way.

In order to answer these questions as well as to test the above hypotheses, a questionnaire is used as research tool of collecting data. It addresses to both first year English students and English teachers of English Department. The questionnaire is made of open –ended questions and close –ended questions.

There are a number of limitations that are expected when carrying out the research. Some of the participants did not respond well to the questions they receive: they have selected random options for the closed-ended questions and totally ignore the open-ended questions. Another important limitation that should be taken into consideration is that the lack of recent book and articles in the library. However; not all the respondents were motivated in answering the questionnaire.

This research is divided into four chapters; the first chapter review of literature which provides theoretical background of the concept of humour. While the second chapter is the practical side of that research and the description of the study, in which we take first year English students as a case of the study and we apply a questionnaire as a research tool for both students and teachers. The third chapter is about the interpretations of the questionnaire and the results. Whereas the fourth chapter is about suggestions and recommendations in which we will have some guidelines for using humour in education.

1. Introduction

The concept of humour has been developed and increased in every human being. It is regarded as complex human features that not all the human being uses it in their daily life. Now teaching with the use of humour represents an innovative teaching strategy that can be used in education to reduce stress and promote good will for students.

This chapter shed lights on the overview and theoretical frame work about the concept of humour as a pedagogical tool in teaching. It consists of:

- Definitions of the concept of humour from different sources.
- The main theories of humour.
- The role, the benefits, the forms, and the principles of using humour in classroom.
- The effects of humour in motivation as well as in tests and exams.

2. Definitions of Humour

The concept of Humour defined in many ways:

The oxford defines humour as “the quality of being amusing or comic especially as expressed in literature or speech”.

Long man dictionary of contemporary English also defines the concept of humour as the quality or tendency to think what things are funny or funny things you say that show you have this ability.

Collins Concise dictionary defines humour as the ability to appreciate or express things that are humorous.

Humour also defines as “*an amusing communication that produces positive emotions and cognitions in the individual or in the group*” (Rmoeo and Guithirds ,2006.P59).

Saklin in 1975 describes the term of humour as “*tragedy when I cut my finger and comedy when you full into an open sewer and die*”.

Berk 1998 states that humour as “*the kindly contemplation of incongruities of life and the artistic expression thereof*”

Berk’s definition shed light that humour based on the incongruity; however, he classified this phenomenon on three components:

-Commonly understood situation that the familiar part of the psychological concept of humour where every persons of the audience can relate.

-A buildup of anticipation, tension and suspense which is many of humorous material related to the ordinary and everyday situations however the aim of these humorous materials is to build up their anticipation for thing coming next.

-An unexpected twist, trouble and response that everyone should be more aware about the humorous material because it considered being a sign and giving the comments at the end and also keep the audience want to know the rest of situation.

According to Vosler Sheid Lower 2011 who explained that humour is not being funny or saying what is laughable, but also is giving the impression of being friendly and having affinity with learners.

Gatt 2000 said also :

“It is the “breathing out” of the soul when during the lesson the learners only listen to the teacher who may be teaching in the same tone, and then it is as if they only breathe in and have no opportunity to breathe out. they need humor, which is the teacher can find in very different places , therefore the teacher must bring in humor during his lessons and his humor result from the validity of the lesson”.

Paul –Mc Ghee said that *“The study of humor reactions is easier than the study of creation, lending itself to the experimental presentation of humorous products in order to analyze how they are understood and appreciate”*

3. Theories of Humour

There are three theories concerning the humour: superiority theory, incongruity theory, and relief theory which they play a great role in this study. These theories show how the concept of humour works in education.

3.1. Superiority Theory

The origin of this theory is ancient Greece. This theory is one of the oldest themes in the analysis of humour. The two philosophers who called Plato and Aristotle believed that our feeling of superiority over people we laugh at gives us the pleasure of humour. Moreover, we find something humorous when we feel superior, for instance we laugh at a person misfortunes because we are luckier than him, as well as we laugh at a person's folly because we feel more intelligent than him.

The theorist Thomas Hobbes (1588-1679) explained that humour can present from "*a sense of superiority derived from disparagement of another person or of one's own past blunders or foolishness*" (Martin, 2007, P 44). He claims that laughter results from "misfortune "or "infirmities" of others and at our past mistakes. For instance, mistakes in the classroom in pronunciation bad grammar and the pleasure is that our feelings of superiority over those whom we laugh at .

Henri Breagson (1859-1941) the laughable for him "*something mechanical encrusted upon the living. These theorists consider humor as a reaction to what is inexplicable and laughing at ugly people because of the feeling of superiority over them*".

3.2. Relief Theory

This theory describe humour as a psychological processes that produce laughter. Freud (1856-1939) states that through humour we trick the internal in habitations "the censor " which allow us to indulge in forbidden thoughts until it is disarmed in some way. For instance, it is funny if it is appears at first sight to be a compliment .

Another most prominent relief theorist is Herbert Spencer who presents the basic ideas the laughter serves to release pent up energy, excitement and mental agitation.

3.3. Incongruity Theory

This theory states that humour is perceived at the moment of realization between what happens and what will happen. Monro mentioned "*humorous incongruity consists in regarding something exalted by bringing it into contact with something trivial or disreputable*"(1988 ,p.351) Spencer defines humour as "descending incongruity " .

Kant believes that humour "penetrating" which connects two elements which are different

the attitudes is appropriate to something but not to other, moreover; Spencer states that “laughter is an overflow of nervous energy, and that the abrupt transition from a solemn thought to a trivial or disreputable one leaves us with a fund of nerves energy which need to be expanded in laughter”.

4. Humour in the Classroom Environment

Humour may give a new sight in the classrooms atmosphere; it plays a great role in increasing the learning outcomes, however; the study of humour in classroom begun in 1960 s. This study makes the connection between humour itself and learning, in 1980s the study makes the effect of humor on motivation or the atmosphere in classrooms (Anttila 2008:6-7) If the use of humour in class in the appropriate way, teaching and learning processes will be enhanced as well as teacher and students relationship will be improved .

The materials that can be used to add humour in language class could be riddles, proverbs, music, games, comics, jokes, idiomatic expressions, or others. As Schmitz(2002:94) make an observation that these materials fit “ *any language teaching approach or method*”, moreover; the humour that is used in the class “*should be constructive ,understandable by all learners and be relevant to the content* ” Chabeli (2008:58) .The use of humour in EFL classrooms make the learning more enjoyable and successful ,however the classroom is the best place for learners to experience humorous and creative uses of the L2 .

5. Benefits of Humor in Classrooms

Humour in classrooms encourage teacher to be aware and to have an idea about how to manage and to control their class. Moreover, this former have positive effects and benefits in classrooms. Bonjour 2011 states that Humour in the classroom is like a spice of food very necessary and important to add flavor and create interest. While Berk 1996 argues that humour strategies are effective in reducing anxiety, improving the ability of learning and helping students to make great efforts; other benefits of the use of humour in class are:

- It encourages a critical thinking.
- It creates a positive environment between student and the teacher.
- It helps learners to engage in learning process.
- It helps to gain students attention and keep them interested in the task that the teacher presents.
- Students will not have difficulty to ask question or make comments.
- It improves students' attitudes toward subjects matter and the teacher.
- By using humour the teacher will find that teaching is fun and enjoyable.
- Humour increases students attentiveness and boost their moral.

Morrison,(2008 p10) set a list of benefits of humour in classrooms for both psychological and physiological side that help teacher and students create a positive atmosphere in the class which are the following:

- Contributes to healthy mind /body balance.
- Support the change process.
- Creates optimal learning environments.
- Maximizes brain power.
- Facilitates communication.
- Enhance creativity.

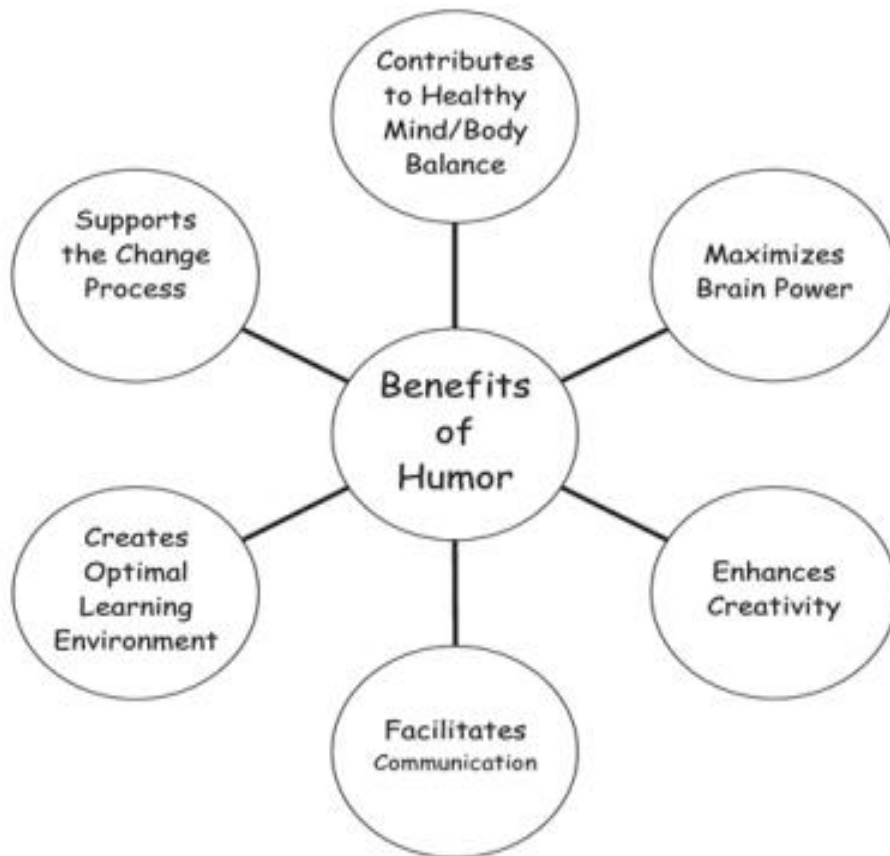


Figure 01 Benefits of Humour in Classrooms

6. Principles of Using Humour in Classrooms

In order to achieve goals in TEFL, teachers are obliged to look for the best ways and to follow some principles to guide them in the process of teaching. However, humour in classrooms effects on learning outcomes. Shade argues *“Using appropriate humor in a purposeful way in classroom may yield numerous benefits. However, as with most things in life, the benefits are accompanied by potential costs”* (Shade, 1996, p.85).

“The key to humor is to know when it works and how it can enhance the learning environment”

(Jonas, 2010, p.2).

The teacher should know how and when to use humour in classroom in order not to interrupt the learner during the lesson.

7. Forms of Humour in Classrooms

Researchers like Brayant, Chomisky and Zillman (1979) classified the use of humour in classroom in many forms precisely as: jokes, riddles, funny stories.....

-Riddle: is a kind of question that has a surprising answer, the purpose of this form is to teach learners to be intelligent in analyzing and discussing ideas, improve their vocabulary, spelling, and phonology.

-Telling joke: is the most explicit way to enter humour into a classroom, students prefer their teacher to be funny

-Humorous comments: is a statement that has humorous elements

-Visual humour: pictures, cartoons that convey a message.

-Games: generally is the practical part which comes after the presentation. The purpose of using game is to encourage students to interact and to communicate freely. However, this tool Increase the cooperation and the competition in the class

8. Humour and Motivation

The term motivation defines as *“The extent to which the individual works or strives to learn language, because of desire to do so and the satisfaction experiences in this activity”* (Gardner, 1985.P10).Motivation like humour which they are included in education, however; studies have investigated that motivation plays a significant role in language teaching, and Humour increased motivation *“most of students enjoy a lecture more ,if humor is used .fun is motivating”* (Gore 2004.p 76).Also Gilberston 2006 stated that unmotivated students pose a huge challenge for teachers, one way motivate and stimulate in a topic is to use humour so as to the more humorous will be used and the more students motivated will be.

9. Humour in Exam and Test

It is logical that sometimes students feel anxious and nervous in class as a result this reflects on their marks and their achievements; they will be worse and insufficient. Thus with the innovation and the intelligence of some researchers who found that the use of humour in teaching and education is a good way of improving learning. There is evidence which indicates the effect of using humour in classrooms, especially during assessments (exam or test). It reduces anxiety prior, during, and after test taking (Kuiper et al, 2004).in addition to the good performance. Humorous tests lead to better than do unhumorous tests. Rod Martin said that the only clearly significant main effects did apparently have some influence on the participants, enjoyments and perceptions.

10. Conclusion

Humour that is used by teachers as a pedagogical strategy plays an important role in EFL classrooms. It facilitates learning and teaching in general. However, Humour forces the relationship between students and teacher, because, it is up to the teacher to know the benefits that the humour add to teaching and to know how to use it during class .Furthermore, to respect the principles of using this strategy in classroom because to use humour in class is not an easy task, it needs experts and volunteers. It is seen in this chapter the main theories that are done by some researchers that help us to take a background about the topic which are: the superiority theory, the relief theory, and the incongruity theory. This helps us to make this theory in practical side, and to discover how this phenomenon is used in EFL classroom through forms such as joke, riddles, games, and so on.

1. Introduction

Humour in EFL classrooms may effect on the way students received information in order to get better results in their learning process. For this purpose two questionnaires are taken as a research tools. However, in this chapter we are going to present the description of the research design in details. It introduces procedure for collecting and analyzing data that enables us to have an idea about the available materials that are used by teachers and which enhance students learning. First year students and teachers of English Department of Moulay Taher University of Saida are taken as a case of study. However, the objective of this research design is to see the attitudes of students and teachers towards the effects of using pedagogical humour in class, and the most appropriate tools for learners.

2. The Structure of the Thesis

In conducting any research it is necessary to structure it, however; this thesis consists of four chapters. Starting by general introduction, which is the most important part that permits the reader to get a general background about the use of humour in education. In which researchers ask two research questions and they hypothesize two hypotheses, also they predict some limitations that they are facing when they are collecting data. The first chapter speaks about the theoretical frame work which gives the description of the concept humour as a pedagogical tool, theories concerning it, benefits of using humour in education that make learners relax in the class, and the forms of humour as jokes, riddles ,games and so on.

The second chapter leads to the methodology in which a questionnaire is chosen as a research tool. Teachers and students are taken as population in addition to the form of the questions that researchers used (open-ended questions and close-ended questions).However, the methods that are used in this work are qualitative and quantitative.

The third chapter deals with the interpretation and the analysis of data collection in which we interpret the findings that we have obtained from the questionnaire.

The fourth chapter researchers suggest some recommendations and guidelines for using humour in EFL classrooms effectively.

3. Methodology

Methodology is an integral part of any research for achieving the aim of research undertaken. The research is able to explain the nature of study, select the appropriate method and gather information and results.

This part describes the research design in details; it introduces procedures and strategies for collecting and analyzing data and it mentions the possible limitations that researchers can face. The research aims at uncovering the students' and teachers' attitudes about the use of humour in EFL classrooms by using a descriptive research as a research design. This method has been chosen because it is a systematic and easy way to collect both quantitative and qualitative data which meet the research's objectives.

3.1. Data Collection

One of the most important things in any aspect of research is to know how to collect data and gather information in a suitable way. However, data collection is a method in a research that impacts on the researcher to find and to know the results of any situation .In the present study the focus is on the use of pedagogical humor in which humor is used in EFL classes to make learning valuable .Data is collected from first year EFL students and EFL teachers of English department of Moulay Tahar University.

3.1.1. Procedures for Data Collection

In the present study two questionnaires are used as research tools which are addressed to both teachers and first year English students of English Department of Moulay Taher University of Saida.

3.1.2. Questionnaire

It is a systematic compilation of questions that is prepared and distributed to sampling of population in order to give their opinions and facts about the pedagogical humour in other sense the use of humour in class. The aims behind implementing this research tool in our study are:

- To gather information from widely scattered sources.
- To collect different opinions of different people.
- It is also used where there is no particular reason to see their personality.
- To gather data that cannot be obtained from other sources.

3.1.3. Advantages of Questionnaire

A questionnaire is an economical in terms of money, materials and time .It has many advantageous such as:

- It is easier to range.
- It is applies standardized answers
- It encourages pre-coded answers
- It helps in conducting depth study.

In this research researchers prepare two questionnaires one for students and the other for teachers. Moreover, in this questionnaire the questions consist of three categories. First one is about students –teacher’s perceptions of the use of humour in EFL classrooms. The second is to know the objective of using these strategies in teaching, and the third is to know the appropriate and the useful tools that the teacher uses and the students prefer in classrooms. In addition to the form of questionnaire, it involves two kinds of questions:

- Open –ended questions which allow respondents to answer their own word toward the humor (4 questions address for teachers and 2 for students).
- Close –ended questions which include all possible answers ,prewritten response categories and respondents are asked to choose among them (7 close –ended questions address for teachers and 7 for students).

3.1.4. Population and Sample

The population that are taken as a case of study in this research are the first year students of English Language at English Department of Dr Moulay Tahar University in Saida .

The sample consists of 26 students from different group who are selected randomly without taking their academic achievements, gender, age

Moreover, 8 teachers were addressing about the use of humour in EFL classrooms .Teachers were asked to complete our questionnaire about the topic .They were interested ,helpful and offered extra help for us .as well as, we have given them the opportunity to give us their point of view and to add something about the topic.

3.1.5. Questionnaire for Teachers

Teachers play an important role in teaching and consider as leaders in classrooms, however; questionnaire of that research first is addressed to English teachers of English Department of Dr Moulay Tahar University of Saida. The questions that researchers have presented to teachers are close ended questions and open ended questions. They are about their sex, period of work at university, if they use humour in class, and what kinds of humorous strategy they found it appropriate in teaching. In this respect teachers were helpful and kind in answering the questions.

3.1.6. Questionnaire for Students

A questionnaire is also addressed to English students specifically to the first year English students at Dr Moulay Tahar University in Saida .Ten questions are presented for them which are mixed of open ended and close ended questions. They were about their gender to see different point of view, how they found humorous materials, what kinds of humour they prefer in class in addition to what kind of humour their teachers used in class. Some of the students answer seriously and were very helpful in giving their answer.

3.2. Limitations

Any researcher around the world during their journey of research faces a kind of hindrances which make the work somehow hard or difficult to be finished. Researchers in this work were limited because of the unavailability of references in the library and in the net. Moreover, concerning the questionnaire some of the students didn't answer carefully they neglect some questions especially those they need justifications.

3.3. Research Methods

The practical side of that research focused on the method that are used in analyzing data and gathering information .Its aims to give general picture of students attitudes toward the use of humor in class. The researchers have analyzed the collected data using a combination of quantitative and qualitative data.

3.3.1. Qualitative Research

It is a method of research which helps a researcher to understand the quality of phenomenon .in addition to the attitudes towards using the pedagogical humour in teaching as well as the reason behind this phenomenon in achieving students learning. The qualitative method is used to analyze open-ended questions.

3.3.2. Quantitative Research

It is research method in which the researcher needs to know the quantity of phenomenon, however; the quantitative method is meant for interpreting the answers of closed-ended questions.

4. Conclusion

This chapter presents the methodology of our research which plays an important role in conducting any research, however, the questionnaire is used as a research tool in which the respondents of questions are from different users (teachers) with different audiences (students) ,and observed what is the main steps in using humour during the whole session from teachers as well as these research tool help researchers to paint a more detailed picture of humour in EFL classrooms which will be analyzed and interpreted by them .in order to help to suggest and provide some recommendations in teaching by using this strategy.

1. Introduction

After the researchers are collecting data by using a questionnaire as a research tool for both teachers and students. Now it is logical in any research that data collection to be analyzed and interpreted. In the present chapter we are going to analyze and to interpret the questionnaire that is done for both first year students and teachers of English Department of Dr Moulay Taher University about the use of humour as a pedagogical tool in EFL classroom. Furthermore, to find the results those are obtained from this research tool to help us to provide some recommendations and solutions concerning this topic.

2. Data Analysis

2.1. Students Questionnaire

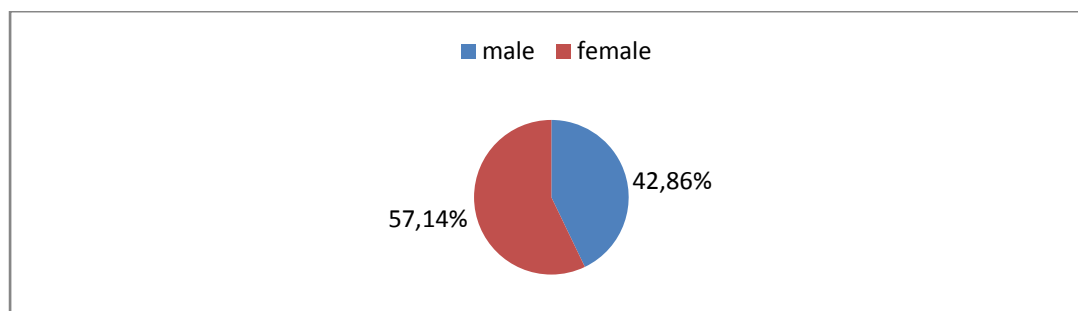
Q: 01 sex

Male

Female

Option	Number	Percentage
Female	12	57,14%
Male	9	42,86%
Total	21	100%

Table 01: Students Sex.



Pie –chart 01 students' sex

The rate of gender about 57,14% female and 42,86% male ,We have asked about sex to know if there are gender differences in point of views concerning the use of humor in EFL classrooms.

Q2: do you like:

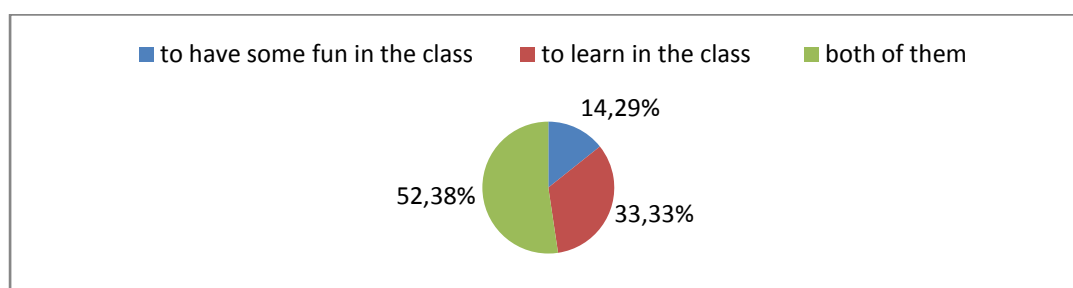
To have some fun in the class

To learn in the class

Both of them

Option	Number	Percentage
To have some fun in the class.	3	14,29%
To learn in the class.	7	33,33%
Both of them.	11	52,38%
Total	21	100%

Table 02: Learner's Preference in Class.



Pie-chart 02 :Learners' Preference in Class

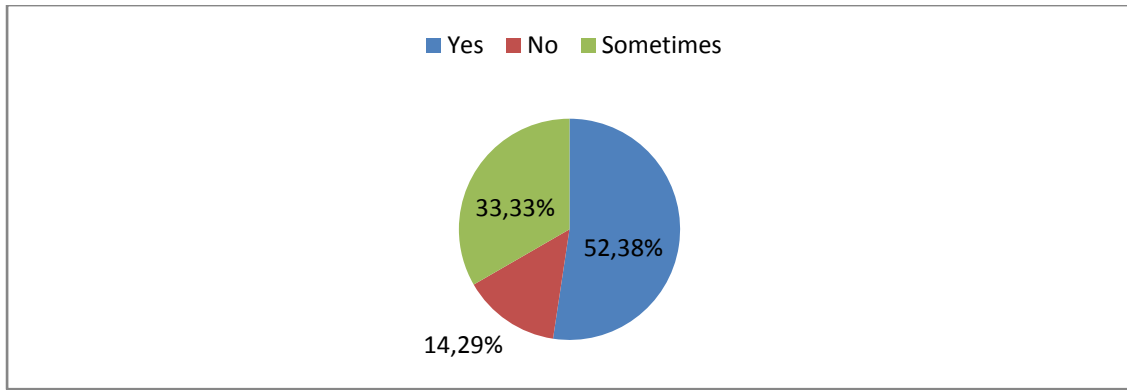
According to 14, 29 % of students who like to have some fun in the class, 33, 33% of students who prefer just to learn in the class and about 52,38% of students who prefer both of them .This allow us to say that the majority of students prefer to have fun and learn at the same time

Q03: Does your teacher use humour in the classrooms?

Yes no sometimes

Option	Number	Percentage
Yes	11	52,38%
No	3	14,29%
Sometimes	7	33,33%
Total	21	100%

Table 03: Teachers' Use of Humour in Classrooms



Pie-chart 03: Teachers' Use of Humour in Classrooms

52,38% of students who answer by “yes”, just 14,29% answer by “no” and other answer by “sometimes “ (14,29%) ,the majority of first year English teachers use humour in class

Q 04: do you think that humour in the class is a good tool in teaching

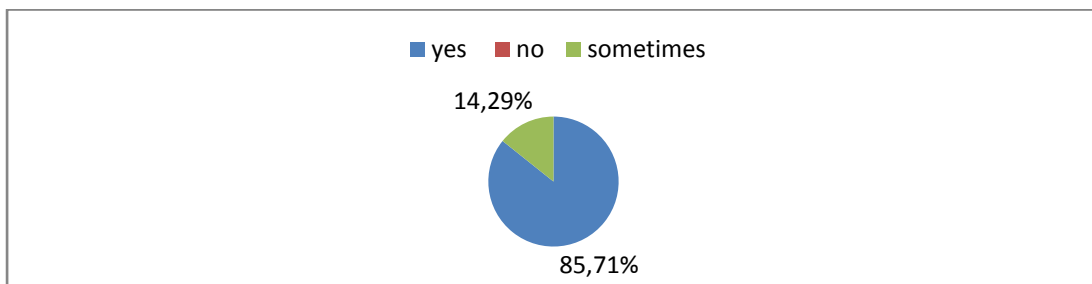
Yes

No

Sometimes

Option	Number	Percentage
Yes	18	85,71%
No	0	0%
Sometimes	3	14,29%
Total	21	100%

Table 04: Students Thought about Humour as a Good Tool of Teaching.



Pie –chart 04: Students Thought about Humor As a Good Tool of Teaching

In this question the majority of the students about 85,71% who said “yes” that humour is a good tool of teaching ,no one said “no” ,and the minority of them answered by sometimes (14,29%) because sometimes they see it inappropriate in class.

Q05: do you appreciate the use of it during the session?

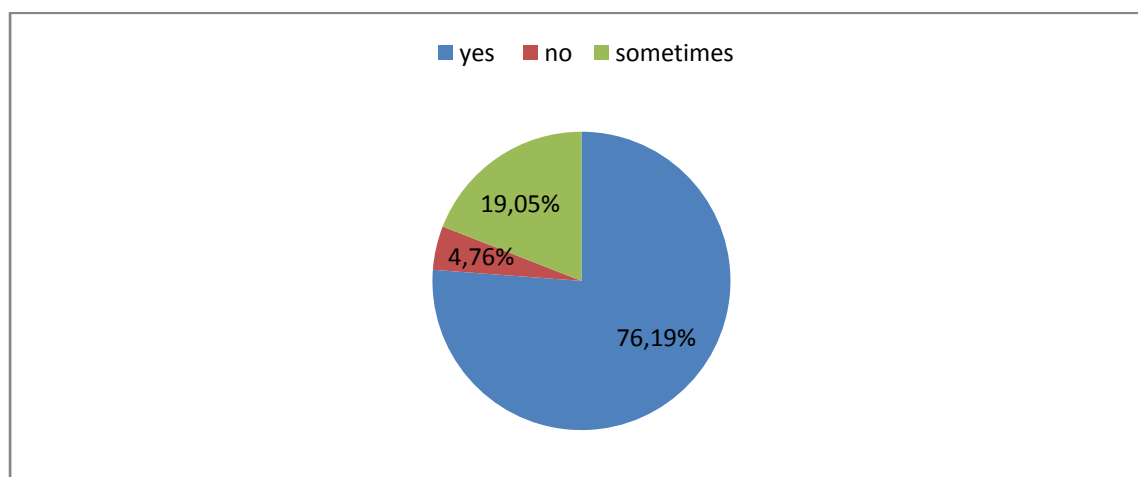
Yes

No

Sometimes

Option	Number	Percentage
Yes	4	19,05
No	1	4,76
Sometimes	16	76,19
Total	21	100

Table 05: Students’ Appreciation about the Use of Humour in the Classrooms.



Pie- chart 05: Students’ Appreciation about The Use of Humour During the Session

A great number of the respondents about 76,19% appreciate the use of humour during session ,only 4,76% of participants who don't appreciate the use of it at all, and the rest of them about (19,05%) who appreciate the use of humour but sometimes.

Q 06: which forms of humor does your teacher use in class:

Funny stories

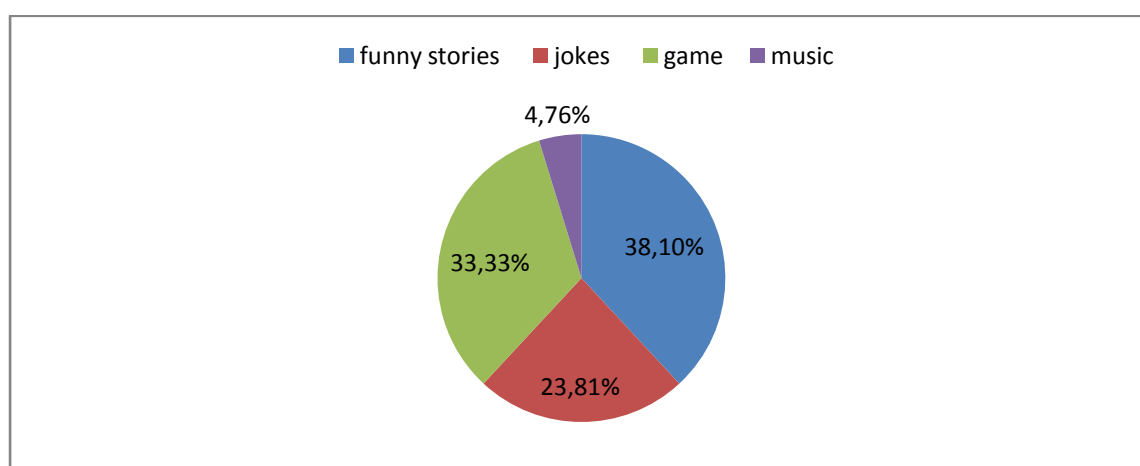
Jokes

Game

Music

Option	Number	Percentage
Funny stories	8	38,10
Jokes	5	23,81
Game	7	33,33
Music	1	4,76
Total	21	100

Table 06: The Forms of Humour in the Classrooms



Pie –chart 06: The Forms of Humour in Classrooms.

About 38,10% of participants who said that their teacher used funny stories others who said that their teacher used joke (23,81%) and 33,33% of the students who answered by games and only 4,77% who argue that their teacher uses music in the classrooms.

Q 07: which of these forms do you find helpful in your classes?

.....

Justify

In this question students are asked to select which of the humorous strategies are helpful in their classes and to justify why? For those students who prefer funny stories they argue that it permits them to remember everything about the lesson .one of the participants said that when she heard a funny story it will stay at her mind and it makes her remember the lesson .Other participant argues that when the teacher uses funny stories in class the time will be shorten and interesting and students will be active and not passive. On the other hand, other respondents argue that they prefer joke as helpful form in learning since they get more benefits from it by creating a good atmosphere and conveying a message in a good way .others find that music is the best form that helps students to learn, because it helps them to improve their listening skill and enjoying in learning process.

Q08: does the use of humour

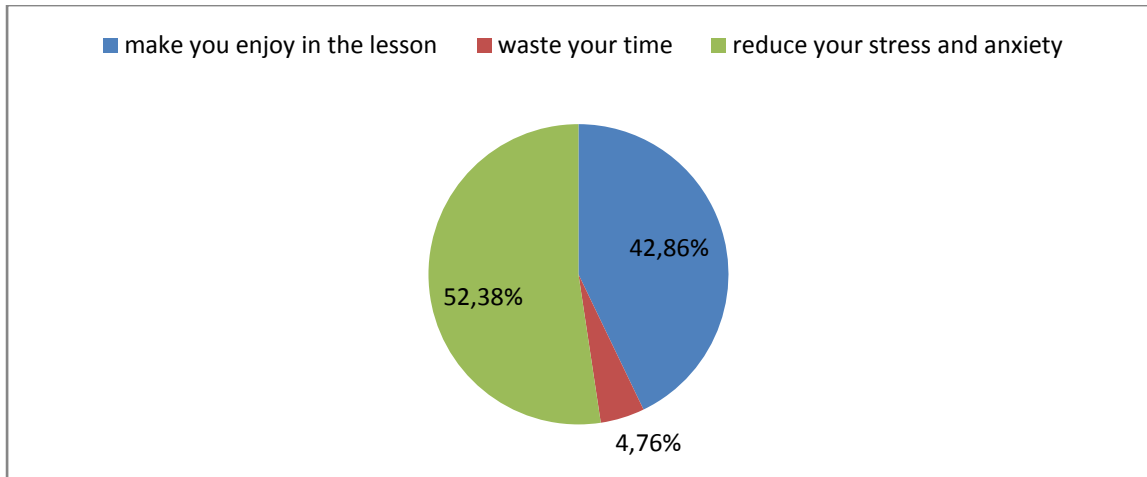
Make you enjoy in the lesson

Waste your time

Reduce your stress and anxiety

Option	Number	Percentage
Make you enjoy in the lesson	9	42,86%
Waste your time	11	52,38%
Reduce your stress and anxiety	1	4,76%
Total	21	100%

Table 07: The Benefits of Humour in Classrooms.



Pie –chart 07: The Benefits of Humour in Classrooms.

In this question students are asked to select the benefit behind the use of humour and the answers reveal that according to 42, 86% of students who are enjoying the lesson when using humour in class, 4, 76% of the participants answered by the use of humour waste our time because sometimes it creates a kind of noise in class, and 52, 38% who said that the use of humour in class reduce our stress and anxiety .

Q09: does the humorous strategies increase your:

Reading skill

Writing skill

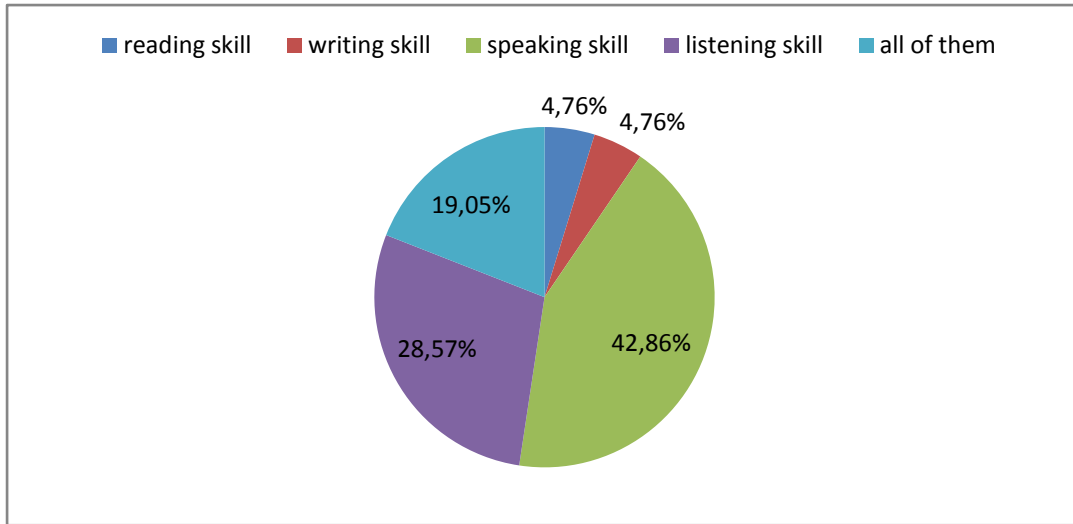
Speaking skill

Listening skill

All of them

Option	Number	Percentage
Reading skill	1	4,76%
Writing skill	1	4,76%
Speaking skill	9	42,86%
Listening skill	6	28,57%
All of them	4	19,05%
Total	21	100%

Table 08 : Humor and the Four Skills .



Pie- chart 08: Humour and the Four Skills

The majority of students about 42,86% said that humour improve their speaking skill in which they justified by saying that humour help them to express themselves ,according to 28,57% of the students who answer that humour increase their listening skill and the same rate of students about 4,76%who answer by humour increase their writing skill 4,76% of participants said that humour increase their reading skill, and around 19,05% of the students who answer the humorous strategies increase all the four skills.

2.2. Teachers’ Questionnaire

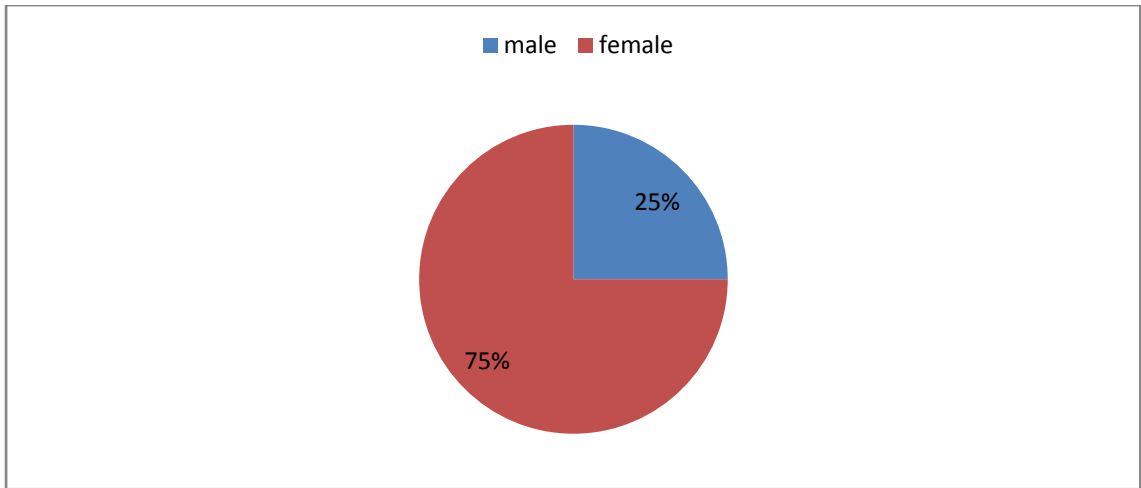
Q01: indicate your gender

Male

Female

Option	Number	Percentage
Male	2	25%
Female	6	75%
Total	8	100%

Table 09: Teachers’ Sex



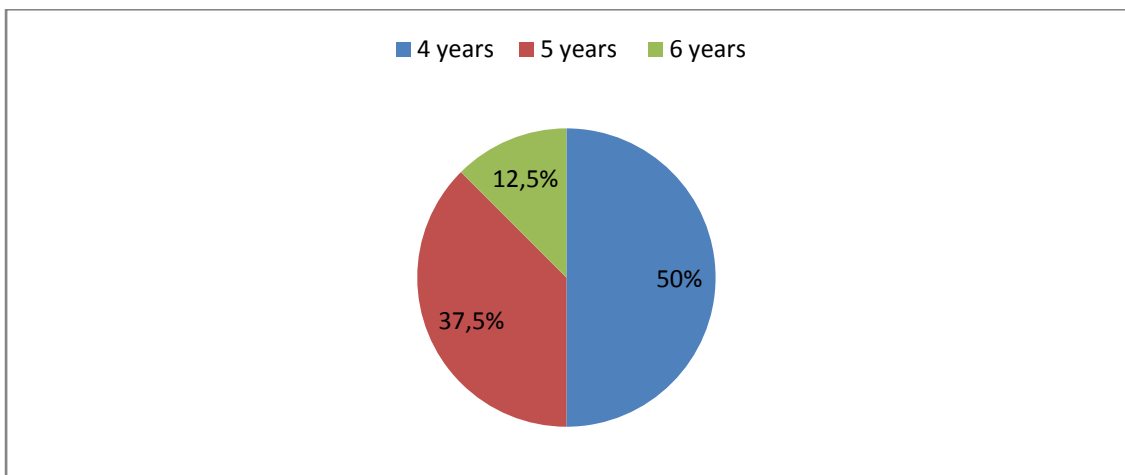
Pie –chart 09 Teachers’ Sex

The most respondents are female about 75% and about 25% are male. Hence different genders reflect different ways of thinking.

Q2: how long have you been teaching English at university?

Year	Number	Percentage
4 years	4	50%
5 years	3	37,5%
6 years	1	12,5%
Total	8	100%

Table 10: Teachers’ Teaching Experience



Pie-Chart 10 Teachers’ Teaching Experience

As far as teachers' experience is concerned ,most of the teachers have more than four years teaching ,moreover about 50% of teachers who have period of four years teaching at university and 37,5 % of them have 5 years experience while 12,5% of teacher who have only 6 years in teaching at university. This question is asked to see if the experience of teachers effect on the use of humour in class.

Q 03:do you think that students need short time of fun during the lesson ?

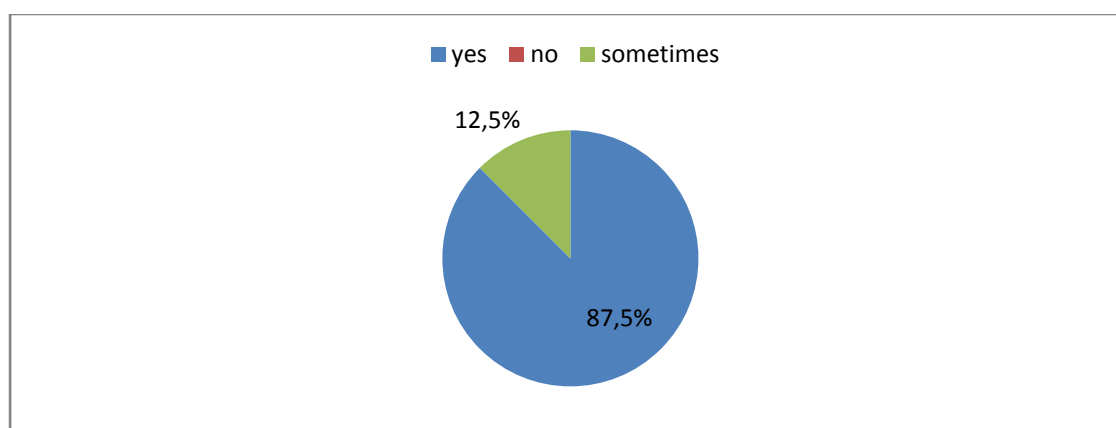
Yes

No

Sometimes

Option	Number	Percentage
Yes	7	87,5%
No	0	0%
Sometimes	1	12,5%
Total	8	100%

Table 11: Teacher Thought about the Need of Short Time of Fun During the Lesson.



Pie-chart 11: Teachers' Thought about the Need of Short Fun During the Lesson.

The majority of teachers (87, 5%) agree that students need short time of fun during the session .They justify by using fun in class encourages students to interact and communicate, however, fun can lower anxiety and student are highly motivating and entertaining since they can have more opportunity to express their opinions, relax learning atmosphere and the break will make them feel well. Others argue that the most memorable lectures are those in which humor was used. Whereas the minority of teachers about 12, 5% said that sometimes students need short time of fun they justify that it is up to the time to avoid wasting.

Q04: does the use of humour in the classrooms?

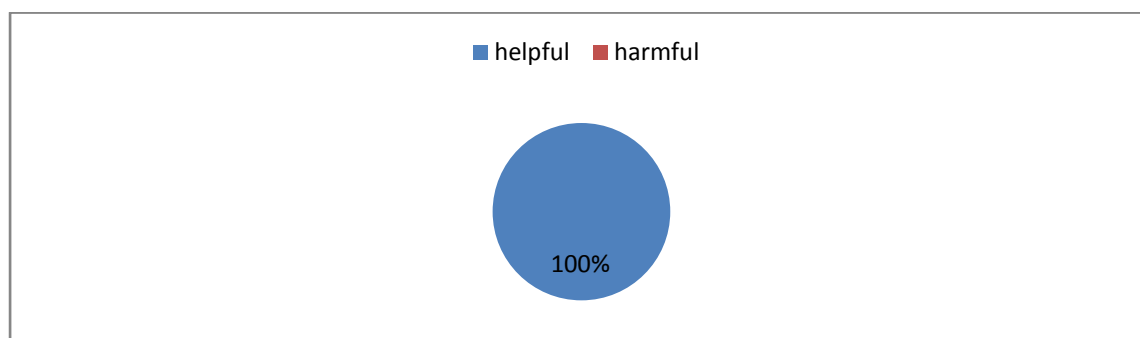
Helpful

Harmful

Justify

Option	Number	Percentage
Helpful	8	100%
Harmful	0	0%
Total	0	100%

Table 12: Teachers’ views about the Use of Humour in the Classrooms.



Pie-chart 12: Teachers’ Views about the Use of Humour in Classrooms.

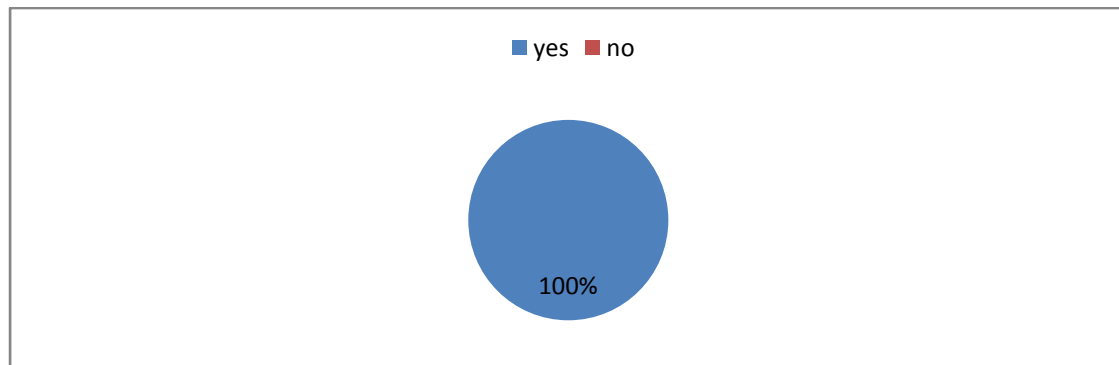
In this question all teachers argue that humour in classroom is helpful, because it is a powerful tool that can create positive, emotional and social environments. Moreover, it helps teachers to get closer to their students, it reduces stressfulness and increases the comfort among students, encourage creative and spontaneous use of language, promote communicative competence. But all teachers argue that humour is helpful with limit which is not to give time to learners to go out the lesson.

Q05: Do you think that humour is an effective tool for language teaching?

Yes No

Option	Number	Percentage
Yes	8	100%
No	0	0%
Total	8	100%

Table 13 : Teachers’ Thought about the Use of Humour in Language Teaching.



Pie-chart 13: Teachers’ Thought about the Use of Humour in Language Teaching .

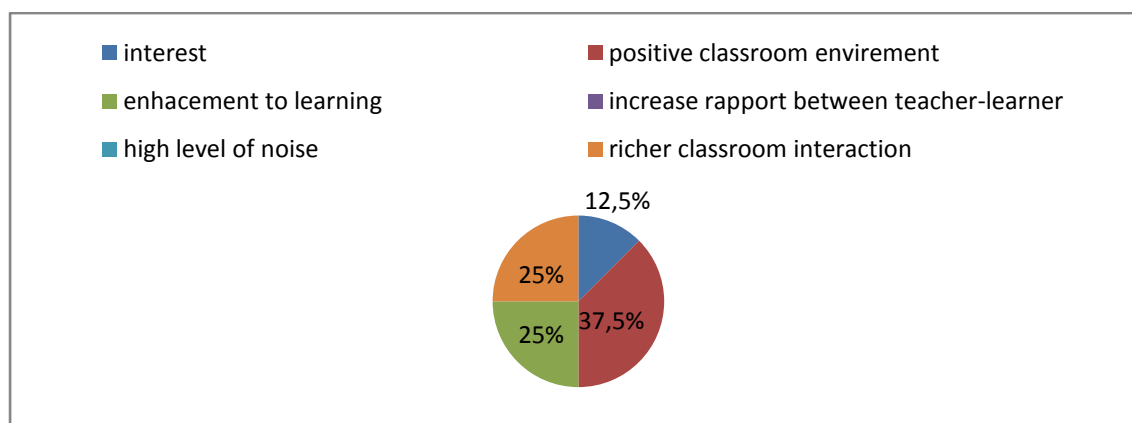
All teachers argue that humour is an effective tool for language teaching because of its benefits in classrooms .

Q06: Do you think that humour can bringto the classrooms?

- | | |
|--------------------------------|--|
| Interest. | d) Increase of rapport between teacher-learner |
| Positive classroom environment | e) High level of noise |
| Enhancement to learning | f) Richer classroom interaction. |

Option	Number	Percentage
Interest	1	12,5%
Positive classroom environment	3	37,5%
Enhancement to learning	2	25%
Increase of rapport between teacher-learner	0	0% %
High level of noise	0	0%
Richer classroom interaction	2	25%
Total	8	100%

Table 14: The Importance of Humour in the Classrooms.



Pie- chart 14: The Importance of Humour in Classrooms.

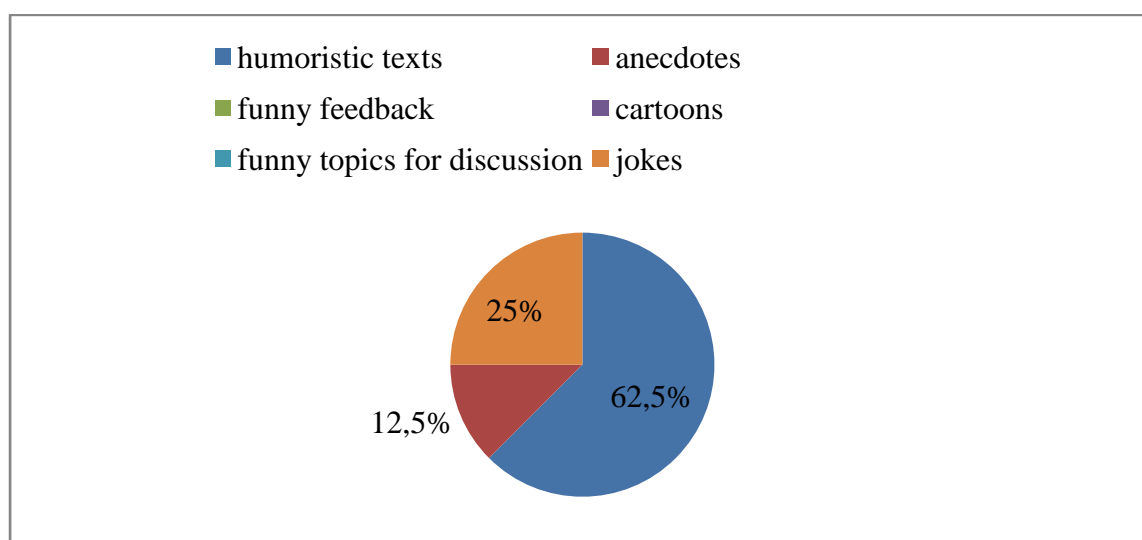
About 12, 5% of teachers argue that humour can bring interest in classroom, about 37, 5% of teachers who argue that humour can bring positive classroom environment and 25% of teachers who argue that humour enhance learning and the same rate 25% for teacher who argue that humour bring richer classroom interaction.

Q08: Do you usein your classes?

- a) Humoristic texts
- b) Anecdotes
- c) Funny feedback
- e) Cartoons
- f) Funny topics for discussions
- g) Joke

Option	Number	Percentage
Humoristic text	5	62,5%
Anecdotes	1	12,5%
Funny feedback	0	0%
Cartoons	0	0%
Funny topics for discussions	0	0%
Joke	2	25%
Total	8	100%

Table 15: Humorous Items in Classes



Pie-chart 15: Humorous Items in Classes.

The majority of teachers 62, 5% who use humoristic texts and found it the most appropriate in their classes, about 12, 5% of teachers who use anecdotes and the rest of teachers 25% use jokes in their classes.

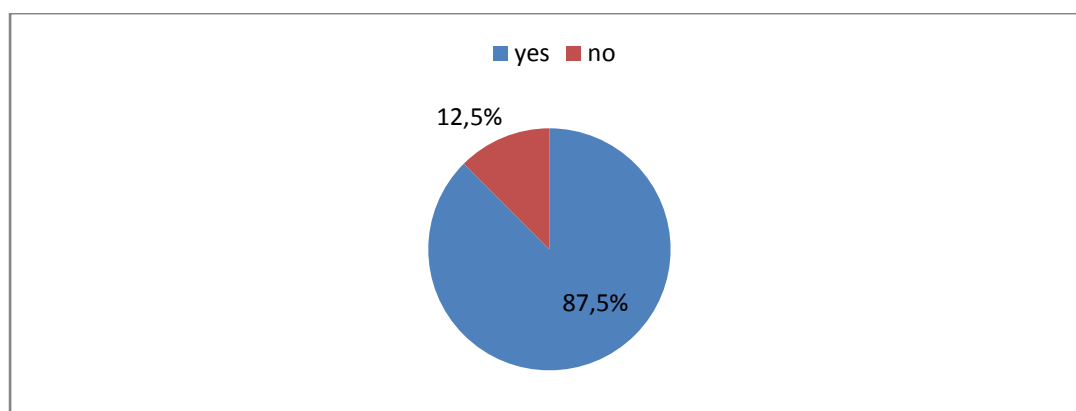
Q09: do you feel that your students are more motivated when you use humour in the class?

Yes

No

Option	Number	Percentage
Yes	7	87,5%
No	1	12.5%
Total	8	100%

Table 16: Humour and Motivation



Pie –chart 16: Humour and Motivation

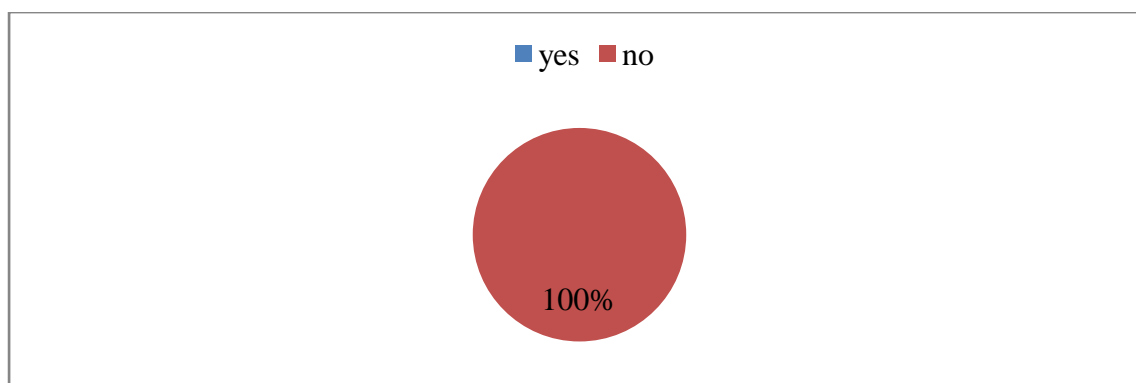
The majority of teachers 87, 5% feel that their students are more motivated when they use humour in class, others 12, 5% answer negatively that their students aren't motivated when they use humour in class and they justify by sometimes.

Q10: do you find any problems to provide humorous items in the classrooms?

Yes No

Option	Number	Percentage
Yes	0	0%
No	8	100%
Total	8	100%

Table 17: Teachers' Feedback in providing Humorous Items in Classroom.



Pie-chart 17: Teachers' Feedback in providing Humorous Items in Classrooms

In this question all teachers (100%) state that they don't find any problems in providing humorous items in classrooms.

Q11: feel free to add any other comment on the topic

-Additional comments of teachers

-Humour should be related to the topic

-It is possible to learn language as well as to enjoy oneself at the same time and one of the best way of doing this is through games .They aren't just time filling activities but they have great educational value.

-it very interesting topic, because not all students think to such encouraging topic. I hope all teachers try to use some fun in their classes of course if the atmosphere is available, Because the channel of communication between teachers and students should be suitable to give more in the professional life.

2.3. The Interpretation

The major purpose of this study is to show the importance of the use of humour as a pedagogical tool in EFL classrooms .However, the findings of this study based on the views and experiences of the participants are analyzed and discussed accordingly:

2.3.1. Students' Findings

The findings reveal that the majority of the students prefer to have some fun in the class in addition to learning .With creating a kind of humour in class can make students progress and achieve better results. However, first year students of English Department of Moulay Tahar university state that their teachers use humour in the classrooms, because they see it more preferable and helpful to attract their students .Moreover, it is a good tool in teaching because students appreciate the use of it during the session; they see the teacher not only

source of knowledge, but also a friendly person who is intimate to them. First year English teachers use funny stories jokes, games, music in class. And the most important that they found it helpful in their class and it motivate their students .They use two forms (funny stories, games).they make their learners live freely in class in expressing their ideas as well as they create relationship between teacher –students .The use of humour in class makes student enjoy the lesson as well as reduce their stress and anxiety ;moreover ,the use of humorous strategies increased all the four skills especially speaking because it is the most important skill that learners face difficulty in doing in class.

2.3.2. Teachers’ Findings

Due to the experience of teachers in teaching at university; they see that students need short time of fun during the lesson, because this short time and break encourage students to interact and communicate. As Shade (1996) state that “*if you engage in appropriate classroom humor you are not going to endanger your personal or professional credibility .In fact, in some ways you may enhance it*” (p.85) .However, it can lower anxiety relax learning atmosphere, it makes them feel well, in addition to that the use of humour in classroom is helpful since it is an effective tool that enhances learning and teaching. Moreover, pedagogical humour bring interest, positive classrooms environment, increase of rapport between teacher-learner ,and make richer classrooms interaction .First year teachers use humoristic text ,anecdotes, jokes in class because they find their students more motivated when they use them in classrooms. In addition to that teachers don’t find any problem in providing them in class.

3. Conclusion

The questionnaire focused on the teachers-learners knowledge, understanding and preferred activities that help students in their learning .Moreover, it identifies the interpretation and the results of the use of humor in EFL classrooms in order to solve latter’s problematic and reach its objectives. Both students and teachers show different perspectives towards humour, hence these findings have confirmed the research hypotheses that are the use of humour in classrooms make learners motivated and interested in their learning process in addition to that learners will grasp and progress if the teacher know how to use humorous strategies in class. Though it is worth noting that learners are also required their own responsibility of their learning process.

1. Introduction

Humour in classrooms is one of the crucial pedagogical tools in teaching .It presents as a key of learning that helps learners and even teachers to cope with stress and to enhance the sense of well being. In the previous chapters it is shown the humour in practical side and we have provided interpretations of the findings concerning the use of humor in class. This chapter outlines on the main suggestions and recommendations about the use of pedagogical humour in EFL classrooms with some guidelines and activities that help students to acquire knowledge more efficiency in easy way.

2. Guidelines to facilitate Learning Through the Effective Use of Humour

There are numbers of guidelines about the use of humour in class to facilitate the learning process, among them are the following:

- Adopt a light to help establish a safe learning environment
- Adopt laughing –ready attitude and use facial animation like smile
- Use relax voice
- Develop your ability to read your learner tension levels.
- When you face tension, try to defuse it by making a humorous remark or telling a funny story.
- Integrate humour to the content
- Tape your own imagination for innovative ways to bring many benefits of humour
- Humour must be relevant to the content and understandable by all learners.
- Recognize bad or distinctive humour for example sarcasm is dangerous and inappropriate in class, because it demoralize students.
- The best kind of humour is just in time
- Don't try too hard to use humour
- Learners should associate the curriculum with fun and become committed to paying attention.
- Enforce rules that keep the class professional and productive.
- When learners are excited they will learn faster and retain information more fully.
- Develop a style and comfort zone with humour.
- Try not to overuse humour; it could lose its value and effect.
- As a teacher try to be sensitive to the fact that too much serious is just counterproductive.
- Create an emotional connection with students by sharing quotes, jokes, and humorous illustration. ” *people remember better when the learning is accompanied by strong emotions*” (Harris,1991:3).

-Professional meetings, seminars, conferences, can provide teacher with an opportunity to use activities in their own classrooms.

3. The Main Humorous Items Use by Teacher in the Classrooms:

Humorous items considers as the material that should use by teacher to keep students motivated and happy, moreover the following humorous items with some examples help both teacher and student to create a positive atmosphere in learning

3.1. Games: the aim in doing game is to show students' competencies and skills

“Work can be fun; it should be fun” (Harris,1991:3).

The below activity is about a vocabulary game for pairs on being able to make up suitable definitions for ten words so that the other person can guess what words are .

3.1.1. Method

1-copy out the handout of the below activity for students A and on the other activity for students B .The students facing each other ,making sure that they cannot see what is written on each others' papers

2-explain the rules, namely that students A starts by asking students B to explain the ten missing words on his/her sheet.(they can be taken in any order)to make it slightly easier, certain letters in the missing words are already given .student A writes down the answer if (s)he thinks (s)he knows it .DO NOT CHECK YET!

3-student B now asks student A to explain the missing words on his /her sheet. Again, the answers are written down.

4-let them check their answers by comparing handouts.

Student A

Try to find what these words are

Ask what s number (1)

1-

-O - - L - - -

2

--N- - Y

3-

--T - - - H - - -

4-

-R - - - A - T

5-

6-

- R - - - T

7 -

- - T- - - S

8-

D - - - B - - - - N -

9-

- - - F - -

10-

S - - P - - - -

- - C - - T - -

- Now try to explain

1 divorce (n)

6 choir (n)

2 emigrate (vb)

7 exaggerate (vb)

3 biography (n)

8 boring (adj)

4 cheerful (adj)

9 crawl (vb)

5 brochure (n)

10 voluntary (adj)

e.g.(NO 3)

It's a (*noun*) it's a person life story, but written by someone else, etc.

Student B: Try to explain

1 complain (vb)

6 arrest (vb)

2 lonely (adj)

7 witness (n)

3 hitch-hike (vb)

8 disobedient (adj)

4 pregnant (adj)

9 profit (n)

5 slippery (adj)

10 dictator (n).

e.g.(NO 3)

It's a (*verb*) and it's what you might do when you can't afford the bus fare or the brain fare, etc.

Now, try to find what these words are.

Ask : what's number (1)?

1-

6-

-L - - R - -

- H - - -

2-

7-

E - - - - - T -

E - - - G - - - - E

3-

8-

--O - R - - - Y

- - R - - G

4-

9-

--E - - - -

C - - - L

5-

10-

-R- - H - - -

- O - - N - - - Y

3.2. Complete the Story

In this activity students will think about the rest of story; the purpose of this is to improve students writing skill and they will challenge their creativity and imagination.

3.2.1 Method

Copy the handout on the below activity one and it copy for each students.

Either read through the two extracts with the whole class or allow them to go through the questions after each extract

Check orally, asking various pairs /groups for their answers.

3.2.2. Follow up

You can ask the students to write an extra paragraph for each extract for homework .they can choose to write the paragraph that comes before the extract or after it.

3.2.3. What do you think is the Rest of the Story?

These short texts are only fragments of a story ,discuss the questions with someone else if you can't answer a question, ignore it and find another question you can answer .above all, remember that there is no one "correct answer". There are only many different answers.

1

The woman was well-dressed and in her late twenties. She was sitting at one of the corner tables with an older man. He was talking to her intensely, but in very low voice.

'No', she suddenly said.

She threw a glass of wine in his face .Then she jumped up, and ran out of the restaurant.

'Jenifer. For god's sake, stop. Try to understand', he shouted .it was raining and the street was badly lit. a car had just turned the corner and was coming towards her very fast.

And the driver probably didn't see her .and she didn't seem to notice the car as she ran out into the middle of the street.

1-What do you think they were talking about? Try to imagine something one or the other actually said.

2-What do you think happen after she ran out into the street?

3-Imagine you happened to pass the restaurant only a few minutes later .describe what you saw and heard

4-How do you 'see' either the woman or the man? Try to describe what he or she was wearing ,the color of her hair or his hair, etc

5-What do you think are some other 'fragments' of this story-either something that had happened before or later?

I had just gone into a big department store in London. I saw a young man in a t-shirt running the “up” escalator. He had a bag of some kind in one of his hands couldn’t really see it very well .the other shoppers tried to get out of his way. He ran past me and out of the door into the street.

The I saw another man .he came running down the “up” escalator, too. He was wearing a kind of suit and was about thirty. I watched him as he ran out of the door into the street ,too.he stopped for moment .looked to his right and then to his left .then he began running again.

1-why was the young man running?

2-why was the other man running?

3-imagine you had gone into the store a few minutes earlier .you saw the young man on one of the other floors just before he started running .describe everything you saw or what you think happened.

4-why did the older man stop when he ran out of the floor?

5-why did he begin running again?

6-what happened after that?

7-describe what the younger man did a few hours later .where was he?who spoke to him? What did they actually say?

3.3. Fun with grammar activities

In the below activity students have to fill in the missing prepositions in several short jokes.

3.3.1. Method

-Students work in pairs, gives each pair a copy of the handout below.

-Do the first sentence orally, then let them continue on their own by giving them a time-limit.

-Check the answers orally by asking different pairs to read out the jokes.

3.3.2. Key

1 before...after,2 for, 3 for,4 about....into,5 of,6 after....after,7 at,8 for,9 in,10 in ...near,11 for,12 from,13 on...around/round,14 with,15 of.

-Fill in the missing prepositions in the following jokes:

1-chickens are the only animals that you can eatthey are born and alsothey are dead.

2-a good marriage lasts.....ever. a bad one just seems to.

3-i kept reading in the papers that smoking was badyou. So finally I decided to give up reading the papers.

4-people who complainpaying income-tax can be divided.....two types: men and women.

5-BULLDOG FOR SALE: will eat anything .Very fond.....children.

6-*doctor*: did you think your orange juice.....your bath?

Patient: no, becausedrinking the bath I didn't have too much room for the orange juice (*same preposition, used twice*).

7-'my cousin's very goodbird impression'

'Really?'

'Yes. He eats worms!'

8-I know carrots are goodthe eyes ,but I nearly go blind every time I stick them in.

9-'what's the fastest vegetablein the world?'

'a runner bean'

10-'how come you were born.....Manchester?'

'I wanted to bemy mother'

11-*piano turner*: I've come to tune your piano.

Man: but I didn't sentyou

Piano turner: no, but your neighbors did.

12-business is so bad, some hotels steal towels.....the guests.

13-it's easy to understand modern art .if it hangsthe wall, it's a painting. If you can walk.....it, it's a sculpture.

14-'can you give me a rooma bath?'

'I can give you the room, but you'll to take your own bath.'

15-*Teacher*: where are you from?

New pupil: Germany

Teacher: which part?

New pupil: Allme

4. Conclusion

This chapter proposes a number of recommendations and practical solutions concerning the use of pedagogical humour in EFL classrooms, based on the findings of the previous chapter. The suggestions are meant for the teachers who should take actions to establish and to maintain a good atmosphere of learning in class. These suggestions are kind of guidelines and funny activities. Moreover, teachers play a crucial role in reducing anxiety and stress by using a kind of humorous games, funny grammar activities and completing stories...etc to change the way of learning and to develop students' competencies and skills.

General Conclusion

If we see students calm and angry in the classroom, here the classroom is regarded as empty and dark. In this case it needs some lights as the use of humorous items that can give a life for both students and their teacher. Teacher's role is to implement humour in the class to help students express themselves without stress or criticism.

This study aims at investigating the implementation of humour as a pedagogical strategy in teaching and its roles that have in increasing students' interests and motivation in learning English as a Foreign Language. A growing body of research shows the issue of humour in education and how it creates a good learning environment in the classroom, in which it encourages participation, creativity, and exploration. In addition to its impact in tests and exams.

The purpose of the current study is to make humour as a heart of teaching and learning process with taking students' needs into account "If a students' personal and interpersonal needs are not met, the academic needs may be never met" (Wrench,2009,p.42).Therefore, the research was undertaken at the Department of English Language and Literature in Dr. Moulay Taher University through choosing first year students as a case of study.The main goals behind student's questionnaire are to know students' attitudes towards the appropriate strategies that can help them in learning.

The obtained data from the students' and teachers' questionnaires reveal that the use of humorous strategies in the EFL classrooms may help students to develop and to show their competencies as well as to reduce the distance between themselves and their teachers.

The results that are drawn from the collected data confirmed the research hypotheses which claim that if we use a pedagogical humour in the EFL classroom, the learner will be motivated and interested in their learning. This is what was mentioned by students and teachers of English Language.However, teachers can select and think about the appropriate strategies when they use humour in their classes in order to improve the comprehension and learning of their students.

Effectively, the last chapter is devoted for suggestions and recommendations, mainly to the EFL teachers through providing some guidelines to facilitate learning through the use of humour, some games, and funny activities.

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Appendix 1: Students' Questionnaire

Dear students we would like to take into consideration of your point of view by answering the following questions about the use of humour in EFL classrooms at university for students of first year

1-Sex Male Female

2-Do you like?

-To have some fun in the class

-To learn in the class

-Both of them

3-Does your teacher use humour in the classrooms?

Yes No sometimes

4-Do you think that humour in the class is a good tool in teaching?

Yes No sometimes

5-Do you appreciate the use of it during the session

Yes No sometimes

6-Which forms of humour in the class do your teacher use

-Funny stories

-Joke

-Game

-Music

-Others

7-Which of these forms do you find helpful in your classes

.....

-Justify

.....

.....

8-Does the use of it

-Make you enjoy in the lesson

-Waste your time

-Reduce your stress and anxiety

-Others

9-Does the humorous strategies increased your

-Reading skills

-Writing skills

-Speaking skills

-Listening skills

-All of them

-Justify

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Appendix 2 :Teachers' Questionnaire.

Dear teachers,

This question is prepared to investigate the use of humour in EFL classes and the learning process .it will be very kind of you to answer the following questionnaire.

Note: *Tick in appropriate boxes unless indicated otherwise*

1. Indicate your gender

-Male

-Female

2. How long have you been teaching English at university?

3. Do you think that students need short time of fun during the lesson?

Yes No Sometimes

Justify

.....
.....

4. Does the use of humour in the classroom?

Helpful Harmful

Justify

.....
.....

5. Do you think that humour is an effective tool for language teaching?

Yes NO

6 -Do you think that humour can bringto the classroom?

- a) Interest
- b) Positive classroom environment
- c) Enhancement to learning
- d) Increase of rapport between teacher-learner
- e) High level of noise
- f) Richer classroom interaction
- g) Other (s)

8. Do you use.....in your classes?

- a) Humorous texts
- b) Anecdotes
- c) Funny feedback
- d) Cartoons
- e) Funny topics for discussions
- g) Jokes
- h) Others

9. Do you feel that your students are more motivated when you use it in the class?

Yes No

10. Do you find any problems to provide humorous items in the classrooms?

Yes No

Feel free to add any other comment on the topic

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Glossary

Anecdote : short amusing or interesting story about real incident or person.

Anxiety: feeling of worry, nervous or unease about something with uncertain out come.

Artistic :having natural skill in art.

Blunders: Serious or foolish mistakes.

Censor: official authorized to suppress or expurgate books, films, news etc, on grounds of obscenity, threat to security, etc.

Counterproductive: having the opposite of the desired effect.

Disparagement: regard or represent at being of little worth.

Foolishness: lacking good sense or judgment; unwise.

Funny: causing laughter or amusement; use to emphasize something is unpleasant or wrong and should be regarded seriously or avoided.

Humour: the quality of being amusing or comic especially as expressed in literature or speech

Incongruity: the state of being incongruous ,in comparability .

Infirmities : physical or mental weakness.

Misfortune : bad luck (Nate condition or event).

Motivation : a reason or reasons for acting behaving in a particular way.

Pedagogy : the method and practice of teaching especially as an academic subject or theoretical concept.

Relief :feeling or reassurance and relaxation following release from anxiety or attitude.

Sarcasm :the use of irony to mock or convey contempt .

Superiority :the state of being superior, “an attempt to establish superiority over other “.