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The Effectiveness of the Use of Humour on the Psycholinguistic

Behaviour of EFL Algerian Pupils:

*Study Case: Mostaganem High Schools - Ben Zaza Mustapha and July 5th 1962
Secondary Schools*

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Dedication

To my family who are my inspiration and support; and to everyone lived with us yesterday and left us today.

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Abstract

The research at hand aims at identifying the potential effects that the use of humour, as a pedagogical strategy, has on the linguistic and psychological behaviour of the Algerian secondary school pupils in EFL context. That is to say, to what extent can humour enhance the psycholinguistic level of EFL pupils? Yet, what can be suggested is that humour can be a massive milestone on the pupil linguistic behaviour, as well as, it may not affect his learning process. To answer the problematic of the current research, a mixed methodology is designed where qualitative and quantitative analysis will be used to tackle the inquiry. Therefore, this research is divided into three chapters. The first one explores TEFL methodologies providing a preamble to the field of teaching and learning English as a foreign language. The second chapter, sheds light on humour and its implication in Algerian EFL classrooms. The last chapter is concerned with the practical issues where a questionnaire and interview are distributed on two high schools' pupils and teachers of English of Mostaganem (Ben Zaza Mustapha and July 5th 1962 Secondary Schools). In this respect the questionnaire is given to the pupils whereas the interview is conducted with the teachers. By the end of the analyses of both pupils' and teachers' data, the reader will find that the findings prove the effectiveness of using humour to enhance the learning-teaching process.

Keywords: Humour, language play, irony, joking, banter, teasing, Teaching English as Foreign Language (TEFL).

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List of Abbreviations

EFL: English as a Foreign Language

ELT: English Language Teaching

FLT: Foreign Language Teaching

SL: Second Language

GTM: Grammar Translation Method

DM: Direct Method

ALM: Audio-Lingual Method

CLT: Communicative Language Teaching

TBL: Task-Based Learning

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General Introduction

Ever since the methods of teaching have been created and improved throughout the last century, there have always been new approaches, strategies and techniques that are implemented in the process of teaching. Teaching foreign languages is a considerable field in the arena of teaching. More particularly, teaching English as a foreign language is an interesting space where methods of teaching have noticed several crucial shifts. It has become more significant when many researchers, scholars, educators and educational psychologists have continuously carried out many works to enhance the teaching process.

However, there are many variables that researchers have always studied in terms of their impacts on teaching and learning processes generally, and on TEFL particularly. Those variables are all that can affect learners either positively or negatively and all that teachers should manage either to use or avoid humour. Indeed, the use of humour is a key variable in this respect. Many empirical studies have been conducted on using humour in classrooms, but what makes its use effective on the psychological behaviour of learners? And what forms of humour are adequate in TEFL context? Recently, after being ahead on the teaching stage, some questions have been raised to avoid what might not be expected in the teaching process. Since the learners need a comfortable sphere, some studies suggested that humour can be a solution if there is much learner-teacher interactions. In addition to that, humour can enhance pupils' learning process. As well as, when teachers feel bored of what they are doing to motivate learners, humour can be the alternative for all that.

Therefore, the present paper has been the result of the future teacher's curiosity about the real usefulness of such pedagogical strategy in EFL classrooms, that is to say humour. Crucially, good learning depends on good conditions that are the teachers' responsibilities. The

latter, include classroom management, avoiding students' negative attitudes, motivation and other important techniques. In addition, good learning depends on improving the learners' psychological status and behaviours. There is where the significant role of humour will appear.

This study aims at identifying the potential effects that the use of humour, as a pedagogical strategy, has on the linguistic and psychological behaviours of the Algerian pupils in EFL context. Therefore, to manage reaching the gist of the current enquiry, the study raises a main question. That is to say: to what extent does the use of humour in EFL Algerian educational context effect pupils' psycholinguistic behaviour? The answer to this problematic, other sub-questions are put on the table and they are as follow:

- Do Algerian EFL teachers are aware of the effectiveness of the use of humour?
- Can the use of humour be always useful in enhancing pupils' learning?
- Which type of humour is frequently used in terms of effectiveness?

Prior to the aforementioned main and sub-questions, this research hypothesizes that the Algerian secondary school teachers use humour in the EFL classroom. It also hypothesizes that their use of humour effects pupils' linguistics and psychological behaviours positively. There is another insight concerning the use of humour and that has to do with the credibility of the teacher and his class. In this respect, and as far as the current research is concerned the study is divided into three chapters.

The first chapter is devoted to introducing the significant TEFL methods that have commonly been used in the second half of the last century all over the world. This is meant to give an overview about the field of didactics. The reader here will face some essential key concepts and terminologies which will help him get familiar with the scope of teaching/learning English as a foreign language. On the other hand, the second chapter deals with introducing the use of humour in EFL context. Starting, first, by defining its terminology, presenting its main

theories and types, then, tackling the use of humour in EFL classrooms as a pedagogical strategy for both teachers and learners.

The last chapter deals with the practical issues where the analysis and the results take place. In this section, a mixed methodology is conducted, so to speak, a qualitative and quantitative analysis is processed to handle to the data collected from the participants. The latter, are a two groups; teachers and pupils from two different high schools in Mostaganem (Ben Zaza Mustapha and July 5th 1962 high schools). The investigation is made through two tools of investigation. First, a questionnaire is given to thirty-seven pupils from both high schools (20 pupils from July 5th 1962 high school and 17 pupils from Ben Zaza Mustapha). Second, the researcher will conduct an interview with four teachers from both aforementioned high schools.

Introduction

It is quite known, for the majority of people, that the first language (mother tongue) is acquired easily and naturally as they grow in a given environment. People who use that language are called the natives, however, for non-native speakers, the process of acquiring that language will become their second or foreign language. Learning another language beside the mother tongue requires a set of methodology and procedures. This is vividly seen with the English language as it is considered, nowadays, as a global language. Therefore, people seek to learn it. Due to this phenomenon, the field of teaching English language paid much attention to the study of English as Foreign Language (EFL). The chapter at hand, sheds light on general characterization; starting with defining its main key concepts and terminologies, then, moving to its most known methods through the line of a historical background, and last, dealing with the requirement that an effective teaching/learning of English as a foreign language.

I. ENGLISH AS A FOREIGN LANGUAGE

1. Key Concepts and Terminologies

A. What Is Language?

The Cambridge Dictionary of English defines language as a system of communication consisting of sounds, words, and grammar, or the system of communication used by people in a particular country or type of work. As a daily natural action, we produce forms of speech, writings or even signs to contact or interact with others. Language, in fact, is more than a means of communication; it affects our lives in many ways. The roles and powers of our languages define it very well. Yet, other than the social context, the language is the key that defines much about people in the linguistic context. Languages, moreover, have systems or levels through which linguists study them. Those levels are the sound, the form, the meaning, the use.... etc.

De Saussure defined the language a system of systems, this is vividly seen in Aitchison (2003, p. 31) where he explained that what Saussure meant by a system is a structure of units (sounds, words and sentences) and rules for their modifications and combinations represent the multilevel system of the language (phonology, morphology, syntax ...etc.). De Saussure described the language as a link between the thoughts and sounds. He also described it as a means of expressing thoughts. The spoken language, for him, is communication through sound images between a speaker and a listener. (Harris, 1990, p. 25)

We are born with an innate capacity; and whatever system of sounds we find would be our native language. The appropriate description for a mother tongue is the one we acquire and learn from our parents and close society at first phases of our lives. However, we live in challenges of understanding other people; the open society is full of new forms of language or even new languages. Throughout our course of life, we might learn a second, third or even fourth language, and many foreign languages.

To exemplify, 'A' is the mother tongue of the speaker 'X', and 'B' is the mother tongue of the speaker 'Y'. When language 'B' is learnt, or acquired by the speaker 'X' who lives within its social context, then 'B' is a second language. For instance, a French person living in Spain, Spanish is their second language. "C" is the language of "A" but learnt by those who do not have it as a mother tongue, and do not live within its social context either. Here, "C" is a foreign language; for instance, a Chinese person, living in China, learning Portuguese. The latter is a foreign language.

EFL stands for "English as a Foreign Language". It is mainly used to mean students or learners of English language whose native language is not English, and their learning is processed out of the English-speaking world societies. They could be learning EFL while living in their own country. (For example, an Algerian person learning English in Algeria.) ESL stands

for "English as a Second Language". It is mainly used to mean students or learners of English language whose native language is not English, and their learning is processed in one of the English-speaking world societies. (For example, a German person learning English in Canada.)

2. English as a Global Language

Today, English has become the most popular language in the world. It is the native spoken language of about sixty million people all over the world; as it is the most widely used language internationally. Indeed, during the last few decades, English has been globalized in different areas such as business, science, technology, medicine, tourism ...etc. The non-native English speakers are now more than native speakers. Thus, it is undeniable that the term 'global language' fits the English language since many people from different parts of the earth are brought together by such language, and the idea of considering it so has a total international acceptance.

Crystal (2003, p. 3) confirms that what makes a language global is its role; and when such role is achieved and accepted in all countries, it is then a global language. Being an official language is a way that makes it a world language, that is to say it will be chosen in academic fields and in government as Crystal clarifies: "...being used only in certain domains, or taking second place to other languages while still performing certain official roles." Charlie (2013, p. 5) said that the education priority that a language receives in the schooling systems of any nation can also define whether it is a world language or not.

3. English as Foreign Language

"A language is considered foreign if it is learned largely in the classroom and is not spoken in the society where the teaching occurs," that is how Moeller & Catalano (2015, p. 327) defined the foreign language. From such saying, the meaning of foreign is restricted in anything new or

different; as for the point that the society does not use such language, it is to differentiate between foreign and second languages. Indeed, studying another language has an important role in widening the horizons of learning more about other cultures and perspectives.

The common term 'English as a Foreign Language' (EFL) is used in non-English speaking world, namely in the field of teaching and learning such language. The use or the study of English in Algeria, for instance, is considered as EFL since Algerians are not native speakers of English and that language is not a local medium of communication in such country. That is, English is a foreign language in a country when it has no essential role in national and social life. (Broughton et al, 1980, p. 6)

Both Spanish and Portuguese are the medium of interaction and languages of communications and instruction in Spain and Brazil; yet, the English language is not really needed in the social and educational life as it has no varieties that represent the Spanish or Brazilian identity. Thus, the existence of a foreign language in such communities is dependent on geographical, political, cultural and social factors, and defining a foreign language like English today seems easier than how it was defined few decades ago. West (1953, pp. 89-90) explained the importance of being close in distance and culture to the foreign language. For instance, German learners of English as a foreign language are more likely to have a command into the English medium of communication than Japanese learners since their contact with native speakers of English language is greater. (Broughton et al: 1980, p. 8)

I. Teaching English as Foreign Language

English Language Teaching (ELT) can be traced back to the 15th century. The following centuries witnessed a continuous improvement in the ways English language had been taught to speakers of other languages, mentioning the European countries and the British colonies in

the first place. Throughout the last century, there have been many approaches to the process of teaching foreign languages in the classroom, each particular period had a new or different approach.

1. The Development of EFL Methodology

Various ways can characterize the methodology of teaching EFL: however, in the following trends in language teaching, light will be shed only on the main methods of teaching. Indeed, the notion of what links the theory to practice in teaching foreign languages changes over time. More precisely, English language teaching has become more important because of its status in the world in areas of trade, tourism, technology ...etc. Also, English has received a great attention as a medium of instruction in communities that teach it and learn it as a foreign language.

The terms approach, method, and technique are meant to represent modes of imparting education (Charlie, 2003, p. 17). In the area of EFL methodology, teachers need to distinguish between a method, an approach and a technique. Anthony (1963, p. 38) described them as the conceptualization levels; approaches are considered as sets of assumptions that deal with the nature of language being learned and/or taught, whereas methods are considered as the plans of the teaching system depending on a given approach. As for a technique, he defined it as the relevant and appropriate activity that is, consistently with a method, manifested in classrooms.

In this section, only the well-known methods of teaching in the field of EFL in the last century will be highlighted as follow:

A. The Grammar Translation Method

The Grammar Translation Method (GTM), also known as traditional method. It dominated EFL from 1840s to 1940s with continuous use in a variety of forms in the world. Based on and exemplified by teaching Greek and Latin (Chastain, 1988, p. 19), the GTM requires that

students learn to translate texts, particularly literary ones, and to use lots of grammatical rules as well as enormous vocabulary lists. When students master reading and translating classics or literary pieces, then the main goal of the GTM is reached.

GTM focus was on memorization of vocabulary, conjugations of verbs, declensions of nouns and adjectives, and translation of texts, all in the form of written exercises (Brown, 1994, p. 52). Grammar and translation were the knowledge of the taught language, and such knowledge is required to be gathered by studying a number of grammar rules and applying this knowledge to understanding texts. Through such method of learning the foreign language by getting familiar with it as being familiar with the native language, the speaking and writing of the former would improve (Larsen-Freeman, 2007, p. 38).

Regarding to the major characteristics of the GTM, it is necessary to mention that both skills of writing and reading are the primary skills. Also, learning a foreign language is the ability to read literature written in it. For that, literary language is superior to spoken language. Although learners cannot perform an oral communication, the success in learning is the success in translating a language into another. (Richards & Rodgers, 1986, p. 81) Generally, the GTM aim was to make learning a foreign or a second language easier through the reference system of the first language. (Stern, 1983, p. 455)

Furthermore, Richards and Rodgers (1986, p. 79) mentioned that, for the GTM, the sentence was the main unit to be considered, the accuracy was emphasized, grammar teaching was based on deduction, and the mother tongue was the medium of instruction. Also, other features of the GTM were apparent like focusing on the form rather than the content either in the way of instruction or in the exercises of grammatical analysis; as for the teaching of vocabulary, it was based on lists of isolated words. (as mentioned in Haydari Asl, 2015, p. 19)

GTM survived for so long because of its advantages. Its merit for the teachers is that it does not cost them as it is appropriate since it is teacher-centred. In addition, translation has the advantage of clarifying meanings with accuracy and removing the possible misunderstandings. Translation, also, is time-saving since the explanation of target language meanings are done quickly; thus, even teachers who have no fluency in that language can teach through such technique. Teachers can also be assured that students have learned because they face no challenges from students, who, in turn, have no problems in answering questions in their native language.

Chang (2011, p. 15) mentioned that the object of GTM is “to know everything about something rather than the thing itself.” (W.H.D Rouse, quoted in Kelly 1969) That is how the GTM was first criticized. Brown (1994, pp. 72-74), also, criticized the translations as unsatisfactory as they are done word by word, adding that the GTM “does virtually nothing to enhance a student's communicative ability in the language.” (as quoted in Chang, 2011, p. 15) Therefore, the translation of GTM is considered inefficient for learners to become fluent in the form of spoken language.

Other disadvantages of the GTM have been mentioned by many scholars. Shedding light more on the written form of language than the spoken one, preferring accuracy to fluency, using the mother tongue in class, and the absence of student-student interaction are the main disadvantages. However, learning the foreign language must be by use, experience, and exposure. Speaking, also, should be taken into account to learn and practice language communication. Even thinking in the target language is helpful in learning it. Hence, that led another method to rise.

B. The Direct Method

The Direct Method (DM) is also a method of language teaching that was developed in the end of the 19th century as a reaction to Grammar Translation Method (GTM). Due to the direct association with the target language used in the classroom context, the DM received popularity and attention. Moreover, no translation is allowed in the DM, and that is the basic rule as to help the lower level students in the class (Larsen-Freeman, 2007, p. 48). Also, the meanings should be taught directly in the target language through demonstrating, drawing and showing things without referring to the student's native language.

Teaching aims of the DM are conducted orally. Davies & Pearse (2000, p. 189) claimed that since language is believed to be a system of negotiating meaning, so the natural way of learning language is the best way, that is learning words and sentences in context, and then imitating them. Also, a significant feature of the DM is that the lessons instructed by teachers in classroom are attached more importance; unlike in the GTM, emphasizing on the role of interactive classroom activities initiated by the teachers for developing communicative skills. (Charlie, 2013, p. 43)

The majority of learners do not master the use of English language, so, easily this method can be the best motivator for them. Based on step-by-step progression and question-and-answer sessions, the DM, without any process of translation, makes the meanings directly connected with the target language. Through the use of pantomime or pictures, the teacher demonstrates any new word or expression. Hence, vocabulary items, in the DM, are taught through demonstration, picture, or through association of ideas (Kirch, 1967).

The DM is also known as a natural method, anti-grammatical method, reform method (Larsen-freeman, 2007, p. 20). This method teaches grammar inductively, that is to say there is no explicit grammar rules, and students have to extract them. In addition, students can correct

themselves while the teacher acts like a prompter that helps them indirectly. Reading aloud and dictation are also two of the main techniques in the DM. Generally, the aim of using such method is to help learners communicate since it is helpful for oral proficiency in foreign languages, focusing on vocabulary over grammar with attention to all four skills. (Larsen-Freeman, 2007, pp. 28-29)

However, the application of the DM has some drawbacks. Despite proposing innovations at the teaching level, the DM does not have enough or complete methodological ground. Further, the DM requires high proficiency of teaching skills, yet there are teachers who cannot stick firmly to the DM specifications. Also, among the limitations of this method is that an efficient way to comprehension could be done through the use of the student's native language. That means the strict obeying of the DM rules cannot be always productive. For such drawbacks and limitations, another method started to flourish.

C. The Audio-Lingual Method

There were various methods of teaching EFL to non-native speakers of the English language. The Audio-Lingual Method (ALM) represents the pedagogical process that implies the behaviourist theory of learning a foreign language. It flourished in America in the 1950s and 1960s, and was introduced by the American linguists and psycholinguists of the US army during the World War II. Indeed, its development sought to serve the purpose of military communication, so that the main aim of the teaching through such method was to train army officers quickly and effectively in foreign language skills.

The ALM succeeded in equipping groups of soldiers with the skills of the foreign language that they had been taught through the Army Specialized Training Programmes (ASTP). The ALM has two major techniques or activities; the dialogue repetition and substitution drilling.

This kind of activities is applied in order to make students communicate with the target language actively and automatically without stopping to think. This is achieved through the formation of new habits by students in the target language over their native one. (Richards and Rodgers, 2001, p. 46)

Taking into account that the ALM obtains proficiency of oral skills, it is assumed to contain or share some similarities with the use of the DM. That inter-relevance between the DM and the ALM, thus, has mainly represented the reaction to the GTM shortcomings. In addition, the ALM, like the DM, did not accept the idea of using the mother tongue while teaching a foreign language, more particularly when developing the listening and speaking skills. Nevertheless, the ALM, unlike the DM, focused on grammar more than vocabulary. (Charlie, 2013, p. 49)

Moreover, the ALM highlights learning the grammar structures in order to develop the students' communicative competence; therefore, when students master how to build the blocks of target language and master the rules of putting them together correctly, then they will be able to respond quickly with communicating the target language. That, also, helps them use the appropriate structures and lexis. It is obvious, then, that the ALM aims at building accuracy in both grammar and speaking.

The ALM, also, represents the language learning as habit-formation, where mistakes are considered as bad habits that should be avoided. Moreover, the more adequate foundations for language learning are analogies rather than analyses. The linguistic and cultural contexts, according to the ALM, are supposed to help the learners acquire the words' meanings. (Richards and Rodgers, 2001, p. 48) The most apparent characteristic of the ALM, though, is improving language skills through effective forms in teaching grammar and speaking.

The teacher, according to the ALM, is required to direct, manage and control the students' language behaviours. Then, more than a leader, the teacher provides students with good models of imitation. From those roles of teachers, the students are required to act as imitators; they respond to the directions of the teacher quickly. (Richards & Rodgers, 2001, pp. 50-66.) As a technique in the ALM, students listen to a dialogue, repeat it line by line, change words and phrases, then the dialogue would be the basis for pattern drills in which students substitute, change or reformulate.

D. Communicative Language Teaching

Initiations of various and new language teaching theories lead to the flourishing of Communicative Language Teaching (CLT), which can be traced back to the 1960s. It refers to many approaches that see the language more than as a system of rules, rather as a resource for making meanings. (Richards and Rodgers 2001) Therefore, the teaching of any foreign language should be targeting the communicative language among learners. Improving communicative abilities, then, is the main purpose of the classroom. For earlier advocates of CLT, an automatic acquisition of the language structures would be made by focusing on meanings.

The term 'communicative', in relation to language teaching, denotes a marked concern with semantic aspects of language. (Wilkins 1978, p. 16) One of the main goals of this communicative approach in foreign language teaching is to develop students' communicative competence. (Hymes, 1972, p. 81) The new ways that organized teaching materials were developed in the 1970s, and were initiated by functional-notional syllabi. The latter came to tell learners about the meanings to communicate. Speech acts like asking, describing or arguing are communicative functions, whereas concepts like place or time are communicative notions. (Brandl, 2008, p. 29)

The CLT makes use of real-life situations that necessitate communication. Students would live a classroom situation that is likely to be encountered in real life. Unlike the ALM, which relies on repetition and drills, the students' responses and reactions make various outcomes in the communicative approach. Also, their enthusiasm and desire to communicate meaningfully push them to be motivated to learn. Berns (1984) said:

Language is interaction; it is interpersonal activity and has a clear relationship with society. In this light, language study has to look at the use (function) of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social, or situational, context (who is speaking, what their social roles are, why they have come together to speak) (p. 5)

The CLT has lots of characteristics. The learner-centeredness is a key concept in CLT. Also, Richards and Rodgers (2001) listed some other features like: meanings are paramount, dialogues are communicatively functional and not to be memorized, pronunciation is sought to be as comprehensible as possible, the use of translation is possible, and the beginnings of CLT classes include motivation to reading and writing. As for the use of mother tongue according to CLT, it is more likely to be used judiciously. To add, fluency is a prior goal to accuracy; the latter is judged accordingly in the context.

Language, for the advocates of CLT, is created through trials and errors. That means a wider space of interaction is requested in order to learn more, that is to say students are asked to interact with other people. Despite all what is mentioned, CLT, as a method, does not clearly identify the content, a syllabus, and teaching routines. (Richards and Rodgers, 2001) That explains the fact that CLT came to modify some of the traditional ways of teaching and learning

a foreign language, mainly the communication oriented language teaching (Richards & Rodgers, 1986, p. 78)

Techniques of the CLT include role plays, simulations, drama, interviews, and problem solving. All those, as activities, share the communicative properties: choice, feedback and information gaps. In general, the CLT has greatly contributed in the modern EFL methodologies. Also, an adequate part of responsibility is passed to the learners of any foreign language by the CLT method, and that help them depend on their abilities in learning. Therefore, enjoying the class, being communicatively competent, and being confident in using the target language are all the goals of such method.

However, the challenges that teachers of CLT face are critical and they reveal some of the CLT disadvantages. Materials and motivation in a foreign language classroom are prepared by the teacher, yet the teacher alone cannot make all learners involved for the fact that such method needs a strict control and monitoring from the teacher. Moreover, learners when communicate in numerous groups will not help the teacher give feedback in the right timing. Hence, Brown (2001, p. 133) suggested that following some features of the CLT over and over again is not recommended. He, also, advised teachers of CLT to be aware of all its interpretations.

E. Task-Based Learning

The evolution of EFL methodologies of teaching has always allowed different aims and objectives of teaching the language effectively. One of the methods came to aim at improving both cognitive and communicative skills, and it is the Task Based Learning (TBL). Bygate, Skehan & Swain (2001) defined the task as “an activity which requires learners to use language, with emphasis on meaning, to attain an objective.” (as cited in Ellis, 2009, p. 5). Thus, being interactive and having an objective are the two main features of the classroom activity.

According to the TBL, the learners are required to produce the target language; meanwhile they need to comprehend it.

Lee (2000) mentioned that learners perform sets of work plans in order to understand the target language (as cited by Ellis 2009). Also, according to Nunan (1989, p. 65), activities make the learners involved in comprehending, manipulating, producing or interpreting in the target language (as cited in Ellis, 2003, p. 7) Indeed, to learn and improve the language are prior to the TBL than to realize an outcome or reach an outcome, and that is the actual aim of the task. Therefore, this method considers the learners as users of the language rather than just participants in the activity.

“Tasks involve cognitive processes such as selecting, reasoning, classifying, sequencing information, and transforming information from one form of representation to another” (Ellis, 2009, p. 7). That explains the aim of TBL which is improving the students' cognitive and communicative skills of language learning. Moreover, the TBL tends to make the process of learning authentic as the language is learnt in the real-world context. For that, making a successful task, depending on sets of activities to be performed, would foster the process of learning the language. (Brandl 2008, p. 31)

Willis (1996, p. 48) focused on the final tasks in the TBL framework that he developed. Also, he planned a detailed description of the task process, in which all tools and steps are authentic in terms of the needs. Particularly, Willis started the framework with the pre-task and task preparation where the teacher plays the role of the facilitator. The teacher, then, has to make the learners familiar with the context of the task before doing it as much as possible. As for the learners, they are required in those first stages to prepare their own input, and that implies brainstorming the necessary language for the task. (Brandl 2008, p. 33)

The task realisation is the core stage in the task framework. Willis described this step as the space where the task is performed, displayed, conducted or recorded in groups. Indeed, it is the chance for students to produce or perform or present the task, and the teacher then prepares for the final step which is the post task. The latter includes the notes of the teachers according to the language as vocabulary and structures. In addition, the success of the task is discussed through feedback sessions in this last stage in the task framework. (Brandl, 2008, p. 46) Thus, further tasks can be planned with regard to the evaluation of the given task that provides the teacher with useful insights and information.

A different way of understanding the language is given to the learners through the tasks planned by teachers of TBL. Also, through such tasks, teachers apply their abstract knowledge in the real world. The tasks, however, are required to meet the needs of learners. Further, Nunan (1989, p. 71) claimed that the task-based teaching has its emphasis on the skills that learners have to master, and more emphasis is highlighted on the process of learning as well as the needs of learning.

The revolution of the TBL in the age of EFL methodologies of teaching has been traced back to many factors. A primary factor is related to the learner-teacher interaction; group work and pair work that are done in classroom to intensify verbal interaction and the student-teacher contact both identify the contribution of such factor in the TBL significance. Thus, instead of individual work, the learners would cooperate, collaborate and coordinate in order to lift each other higher to improvement. Generally, the way students of a foreign language should interact has been quite significant and a key notion in the methodology of TBL. (Grace Ganta, 2013)

The TBL has many strengths. Nunan (1989, p. 78) related a major advantage of using the TBL as it is communication-based that helps learners bring their previous knowledge into new communicative contexts. That, therefore, allows the learners to be users of language as they

engage in meaning-focused usages. (Breen 1989 as cited in Ellis, 2009) Moreover, the TBL helps the learners to interact spontaneously and improve their vocabulary. It, also, opens the door for automaticity, that is to say the efficient performance that results from using the language creatively through communication.

However, the TBL has some disadvantages. The learners' performance can determine the difficulty of tasks; the level of familiarity with the context and the communication stress can also define the level of that difficulty. The TBL may lead to a mismatch of the perceptions; that means the learner of a given event or task will identify it differently from teachers, and it could be differently interpreted according to teachers and learners. (Kumaravadivelu, 1994, pp. 27-48) Moreover, the tasks require the most of the linguistic resources that the learner may have; yet, beginners may face the challenge of being totally engaged in the task because of their linguistic deficiency (Grace Ganta, 2013, p. 60)

2. Principles of Teaching EFL

Learners of any language are required, in general, to master the four language skills. Those skills are listening, speaking, reading, and writing. Donald and Kneale (2001) talked about those skills using conventionally known terms that describe them:

Language teachers conventionally distinguish between four aspects of language which are mastered by means of the “four skills”: listening, speaking, reading, and writing. Listening and reading might be taught as primarily ‘passive’ ‘receptive’ or ‘input’ skills, whilst speaking and writing are their ‘active’ ‘productive’ or ‘output’ counterparts. (p. 14)

The term "receptive" describes what the students receive or take, while the term "productive" describes what they produce or give. There is a strong interrelationship among the four skills because the learner cannot learn each skill separately. Further, the language operates through a system of skills aspects; and to transmit it appropriately, it is necessary for learners to know and learn the skills. A parameter of classifying skills is related to the direction of language, and this classifies them as productive and receptive skills. Another parameter classifies them according to the mode of language i.e. oral and written languages.

Communication can be oral or written, the oral one includes listening and speaking while the written one encompasses reading and writing. Those skills are, thus, grouped into: receptive skills, reading and listening, as they used in receiving information, and productive skills, speaking and writing, as they are used for producing and conveying information. According to teaching EFL, those four skills should be taught in an integrative way, and this theory has been supported by Brown (2001). He claims:

Despite our history of treating the four skills in separate segments of a curriculum, there is a trend toward skill integration. That is, rather than designing a curriculum to teach the many aspects of one skill, say, reading, curriculum designers are taking more of a whole language approach whereby reading skills, then, will also deal with related listening, speaking, and writing skills. (p. 232)

Clearly, those skills are manifested in an integrative way. For instance, a learner listens to the instructor, writes down notes, reads them, and builds questions to express understanding. Moreover, teaching the four skills should be carried out meaningfully so that no skill is taught separately. Harmer states, "It would make no sense to teach each skill in isolation since in

meaningful communication, people employ incremental language skills not in isolation, but in tandem.” (Hamer, 2007, p. 265)

A. Teaching Receptive Skills

Listening is one of the two receptive skills. It is an important skill that teachers should not neglect in the English classes. Most of teachers, though, think that such skill would improve automatically since learners keep listening to English inside or outside the class. However, the habit of listening then turns to be just hearing; so that teachers of EFL are required to use activities of listening to develop that skill and encourage students to be interested in listening. Students, in turn, need to demonstrate their comprehension to what they listen to. (Mundhe 2015, pp. 61-70)

There are several purposes, structures and features of the spoken forms like conversations, stories, instructions, announcements, songs ...etc. For listeners, it is necessary to consider the speech accent and speed. Brown (2001, p. 252) recommended that learners need to consider some features of speaking to understand the productive language easily. He mentioned eight features that learners should be aware of: clustering, redundancy, reduced form, performance variable, colloquial language, rate of delivery, stress, rhythm and intonation, and interaction.

There are several ways of teaching or designing a listening course that scholars explored. According to Sprat et al (2005, p. 32), any course of listening should consist of three steps that are introductory, main activity and post activity. An introduction to the target topic or text is initiated by teachers with regard to the useful kind of activities. The main activity deals with comprehension in order to develop the sub-skills of listening. The post activity requires the learner to relate the topic or the text to their experiences and pushes them to give their opinions.

Reading is the second receptive skill. According to Nunan (2003, p. 68), comprehension is the goal of reading, and he defined the latter as “a fluent process of readers combining

information from a text and their own background knowledge to build meaning". Also, as a silent activity, teachers are required to avoid the oral reading, and since the reading skill is already found in the first language, learners need only to transfer the reading skill into a new reading context of a new language (Nunan 2003, p. 69). That reveals two main aspects of teaching reading: the first is the case of learning reading for the first time, and the second is the case of having the reading skills in the first language (Nunan 2003, p. 68).

Several considerable principles have been proposed by Nunan (2003, p. 74) for teaching the reading skill. It is necessary to mention that the reading rate should be increased and a firm vocabulary base should be built. Another principle is that the background knowledge of the reader needs to be exploited. In addition, teachers are required to motivate readers to improve their ways of readings into skills. Teachers of reading, also, must keep on encouraging learners to read; therefore, a continuous improvement in either reading and teaching reading will be accomplished.

B. Teaching Productive Skills

Spoken language is different from written one in that it is spoken slowly or fast with or without pauses. Unlike the written language that is kept and saved, the spoken one disappears just after producing it. Also, there is no capitalization or punctuation in speaking, meanings and sentences are distinguished through stress and intonation. Speaking consists of connected speech, complete and incomplete sentences and single words whereas writing consists of letters, words, sentences and punctuation joined together into text. Moreover, simple grammar and general vocabulary are used while speaking; yet in writing, complex grammar and exact vocabulary are used. (Sprat et.al. 2005, p. 30)

Speaking is the most important skill in learning a foreign language. As it is a productive skill, the language of EFL learners is crucially for interaction and communication. Further, teachers may not pay much attention to developing the speaking skill of EFL learners. That could be for such reasons like feeling less confident or less competent, or feeling that there is no need to learn speaking because they hardly get chances to speak in front of the class. The production of speech is a skill that should be taught well, and teachers are required to motivate learners to speak.

Writing is the second productive skill. It is assumed to be a process and a product. Flower & Hayes (1981, pp. 365-387) presented writing as a “recursive, nonlinear cognitive process in which the writer moves back and forth between pre-writing, writing, revising and editing until he/she is satisfied with his/her creation” It is not an easy task to produce a written piece in EFL courses; moreover, EFL beginner learners face obstruction while writing by their first language (Chen, 2006, p. 1). Thus, that can make writing an undesirable task.

Nunan (2003, p. 92) proposed some principles of teaching writing that teachers should take into account. Reasons and purposes of writing should be understood by teachers in order to provide learners with the sufficient and appropriate opportunities of writing. Also, learners need to receive meaningful, helpful feedback. Learners, when having a clear idea about how their writing will be evaluated, will eventually be motivated and well-involved in improving their writings. Tang (2006, para. 6) also proposed two main principles that are pushing learners to read in order to write, and helping them analyse their own ideas.

Conclusion

The sum up what have been dealt with, the chapter at hand, presented a preamble to the field of didactics in general and teaching/learning of English as a foreign language. This will

give a general understanding to readers who are not acquainted with the domain of education. In addition, the chapter is considered as a presentation of a scope in which our investigation is concerned with. It is considered as preliminary statement for the next chapter which deals with the use of humour in EFL context. Therefore, it is believed that it will not be appropriate if we have dealt with humour without dealing first with identifying what is EFL educational context.

Introduction

The present chapter deals with the multifaceted concept of humour. The study of humour can be looked at from different perspectives and a great deal of research has been done on the subject of humour in the EFL classroom. This part of the research will provide some definitions of humour. Then, it will list some types of humour, followed by the use of humour in the classroom. More specifically, humour is discussed in relation to classroom sphere and rapport. Finally, various types of humour will be dealt with in the secondary school context.

I. THE NOTION OF HUMOUR

1. Definition of Humour

Because it is complex human characteristic, “humour” is defined differently whether in dictionaries or other references. Sometimes it is perceived as being a quality, in other instances it is a “thing” (anything perceived funny). According to some of the lexicographers it is about amusement, but for others it is about fun and comicality. Conversely it is about incongruity in certain contexts. Different dimensions will be tackled in the pursuit of understanding how philosophers, psychologists and pedagogues conceived humour theoretically.

Anything that is perceived funny, comical or amusing is considered as humour. The Oxford English Dictionary defines humour as “a quality of action speech or writing excites amusement, oddity, jocularly, facetiousness, comicality, fun.” Thus, the faculty of perceiving what is ludicrous or amusing, or of depressing it in speech, writing or other composition is meant to be humour. However, Berk (2003, p 58) defined humour as “the kindly contemplation of incongruities of life and the artistic expression thereof.” That is to say, humour is based on incongruity or what is strange in a particular situation. Moreover, humour, in general, is

understood as something that is appreciated, enjoyed, and shared by all people to be funny (Raskin, 1985, pp. 1-2)

Generally, humour is a “universal human trait”, and responding to humour is a natural human behaviour (Raskin, 1985, p. 2). Also, humour is an interactive and social state that depends on the people and situation. Humour, in addition, is more apparent being among people than being interpersonal. Yet, the ones who laugh alone mostly do so in social-experience-like, such as watching television or reading a book (Martin & Kuiper 1999). As for the components of humour, Berk (2003, p. 65) listed three ones. The first is the common situation that anyone can be involved in. The second is the build-up of anticipation, tension and suspense that is the humorous material. The last one is the twist, troubles or responses that are all the unexpected part.

2. A Brief Historical Background of Humour

Indeed, humour is not a new phenomenon to be studied. It was an area of interest since the era of great Greek philosophers, namely Plato and Aristotle. That interest also lived till the era of Bergson and Freud (Chiaro, 1996, p. 1). However, studying humour, as an interdisciplinary field, has highly been the subject and interest of many fields and sciences, particularly philosophy, psychology, and pedagogy (Attardo 1994, p. 15). Since it is described as a universal human trait, humour is meant to be an on-going area of research. Thus, depending on various factors, different aspects of humour have been and are still being studied accordingly.

3. Types of Humour

Throughout the history of studying humour, it has always been quite difficult for people to distinguish among the categories of humour. Indeed, that was confirmed through the claim of Norrick (2003) who said that types of humour tend to “fade into each other in conversation” (p. 1338). However, this part of the study tries to provide a clear distinction among those forms of

humour. They could be mostly typical in specific social situation, yet there will be an emphasis on an EFL classroom situations later on. Also, it is necessary to give examples of each type. The types of humour explained below are: irony, teasing, banter, language play and joking.

A. Irony

Irony is referred to many domains. Yet, in this respect, only verbal irony will be referred to. Away from sticking to a clear fixed definition of irony, some aspects of irony can be discussed based on previous research. Generally, irony is the use of words that are the opposite of what someone means, as a way of being funny. According to ambiguous or implicit statements, we can refer to various forms of irony that imply more than one meaning (Pirainen-Marsh 2010).

In line with irony, Haiman (1998) cited that Brackman (1967) said that what is called meta-message is hidden in the speaker's remark (p. 18). He added, without any proved insincerity, there could always be the potential of irony or sarcasm, and that is quite puzzling. To make the intended message well-understood, a person is required to point out the use of irony; nonetheless, it is common that such use is not successful. Also, being ironic or sarcastic implies humorous intentions that, in turn, requires the same "knowledge of the world" that a target should have. That is to say, the speaker's "character and opinion" should have a target, who is the hearer, that is familiar with them (Brackman 1967, as cited by Haiman, 1998, p. 18). Thus, a humorous effect is built up by the close circle of understanding irony that includes the speaker's message and the hearer's benefit.

The term 'sarcasm' has been mentioned previously. It is considered as a subtype of irony, yet they are not really the same. Sarcasm is defined by Haiman (1998, p. 20) as "overt irony intentionally used by the speaker as a form of verbal aggression." Therefore, sarcasm is the use of remarks that clearly mean the opposite of what they really are, made in order to hurt someone's feelings or to criticize something in a humorous way. That is to say, its difference

from irony is that it is more aggressive and more likely to hurt its target than other simple forms of irony. However, in the present study, the term 'irony' will be used to refer to all humorous intentions, be it ironic or sarcastic.

B. Teasing

Neutrally defined by Keltner et al. (2001), teasing is “intentional provocation accompanied by playful off-record markers that together comment on something relevant to the target” (p. 229). The act of teasing may be positive and negative form of humour. It is, however, quite difficult to differentiate between the good and bad qualities of teasing (Keltner et al. 2001, p. 248). Since teasing is personal and has a direct clear target, it is hard to guess whether it is for good or not (Lilja 2010, p. 236). Indeed, the hearer may understand a positive teasing act negatively, or vice versa.

Teasing, also, is conceptualised as a higher-order concept (Drew, 1987, p. 260). It embraces jocular utterances, like mocking, threats and imitations, performing various pragmatic functions (Norrick, 1993, p. 39). The meaning of teasing is appreciated by the speaker and the recipient out of truth-oriented consideration. Moreover, teasing is inherently playful but aggressive. The level of this aggression is gradable; it appears as ostensible as it may not even exist. To clarify, the intention of a tease may not be genuinely offensive, but the target is then challenged jocularly. Therefore, some other meanings are implicitly conveyed whenever speaking is framed by humour, even if simultaneously (Drew, 1987, p. 263).

C. Banter

As a humorous way of conversations, banter is a term that is used as a specific form of teasing. Thus, Dynel (2008, p. 243) defined banter “a match of verbal ping-pong played by the two (or more) interlocutors within a jocular mode” (pp. 243-244). That is to say; when the teasing happens back and forth, it is called banter. However, to clarify the difference, the

recipients of banter participate in the act, whereas the targets of teasing often do not play along (Drew 1987, p. 219). Also, as (1993, p. 29) puts it, banter is a "rapid exchange of humorous lines oriented toward a common theme, though aimed primarily at mutual entertainment rather than topical talk."

Furthermore, there are some aspects of the way banter starts and stops. Plester & Sayers (2007, p. 159) referred the banter start usually to the focus on the target's habit or characteristic. Dynel (2008, p. 244) referred the banter stop to the state in which a participant "runs out of ideas to outdo the other." Social relationships, accordingly, are made up on accepting one another through the banter interactions. For that, Plester & Sayers (2007) claimed that: "the intention of banter is to create and reinforce relationship through social acceptance-friendship strategies" (p. 158). However, banter can lead to negative interaction when its intention is not successful and/or the targets have no response. Therefore, when banter is not successful, it will be negative teasing (p. 159).

D. Language Play

There are many ways to define language play. It is defined by Belz (2002) as "the conscious repetition or modification of linguistic forms, such as lexemes or syntactic patterns" (p. 16). Lexemes and phrasemes, as Melčuk (1995, p. 92) said, are the shortest humorous chunks. The novelty of lexemes and phrasemes implies their humorous potentials. That is to say, their new forms or constituents bring the possibility of their humorous sense as long as they carry new semantic meanings. Another definition of language play was by Lilja (2010, p. 236) who said that we pay attention to some language features, then we target them humorously.

Since we are dealing with both humour and interaction in this study, it is appropriate to stick to the definition of language play by Lilja. Further, it is interesting to tackle such type of humour in classrooms. That is justified by Pitkänen-Huhta (2003, p. 245) who proved that language

play is an effective type of interaction among students who play with words and meanings. Hence, language play is one of the humorous forms that has an important role in language learning for that it increases the knowledge of language structures. Also, Lilja (2010, p. 265) mentioned that language play generally enhance language learning.

E. Joking

Commonly, jokes are considered as prototypical forms of verbal humour. We intuitively get the meanings of jokes, yet we can difficultly define them. Hockett (1972, p. 82) claimed that this type of humour comprises a build-up and a punch. Moreover, Sherzer (1985, p. 216) defines a joke as "a discourse unit consisting of two parts, the set up and the punch line." The set-up is normally built of a narrative or/and a dialogue (Attardo & Chabanne 1992, p. 170), while the punch line is the text's final portion. The latter engenders surprise and leads to incongruity with the set-up (Suls 1972, p. 57).

Joking can be divided into two categories: conversational jokes and canned jokes. The first, on one hand, is an umbrella that covers the various types humour (irony, teasing, banter, language play). That is for the fact that it includes all different "forms and strategies" that result in laughter from the targets (Norrick 1993, p. 409). On the other hand, a canned joke is "used before the time of the utterance in a form similar to that used by the speaker [...]" (Attardo 1994, pp. 295-296). A knock-knock joke is an example of canned jokes. In such joke, the target knows the intention of the speaker.

Indeed, in order to amuse, a canned joke uses a familiar joke frame. However, conversational jokes are used more freely than canned ones. That is because the latter is not considered formally appropriate (Attardo 1994, pp. 297-298). The present study refers joking to the frequent canned jokes, since they have familiar frames to create humour. Other than that, there are also some subtypes of jokes different from the canned jokes. Some of them are like lengthy

stories that has no punch lines (Chiaro,1996, p. 12), some others are like riddles in forms of silly answers to riddle-like questions (Dienhart:1999, pp. 95-125), and some others are one-line jokes, that is the punch line is reduced to some words (Norrick, 1993, p. 411).

4. Theories of Humour

In the process of detecting and checking for humorous forms and items, there will always be a relevance to the three known theories (Billig, 2005, pp. 50-52; Morreall, 1983, p. 71). The present study explains those theories in relation to three main branches of philosophy, psychology and pedagogy.

A. The Superiority Theory

This theory maintains that if someone feels superior to someone or something, they will find things humorous in people, things or acts Morreall (1997, p. 20). This theory is originated in the era of ancient Greek whose philosophers, like Plato and Aristotle, had their thoughts living and dominant for so long. For instance, one laughs at an other's folly because they think and feel intelligent enough to get their humour. Also, when someone is luckier than others, they laugh at others' misfortunes. Billig (2005, pp. 50-52) added that the inferior self, that exists in our past, is also laughed at by ourselves.

Monro (1988, pp. 354-355) said that feeling the superiority with failed and defected people or things is the source of pleasure. He mentioned that the founder of this theory, Thomas Hobbes, stated that 'vainglory' is the source of laughter. That means, people laugh at misfortunes and infirmities of other people, even at their past mistakes. In addition, Cornett (1986) declared that "defects in others are humorous as long as they are not harmful to the victims" (p. 26). That explains the feeling of joy that humans live when being superior to others. Also, the mistakes of inferior people or our past represent reasons for laughter.

However, Morreall (1997) recognized laughter as a scorn act. He, then, described humour enjoyment as malicious and not really respectful. To him, that explains "the traditional opposition to laughter and humour" (p. 25). Moreover, Hill (1988) indicated that "we laugh maliciously when we possess superior knowledge over the people we ridicule" (p. 40). Therefore, such point reveals that the superiority theory cannot always explain all laughter-humour relations and actions. Morreall added that surprise, enjoyment or amazement can lead humans to laugh (p. 25-26). In line with this, another theory came to explain humour and laughter thoroughly.

B. The Incongruity Theory

This theory dominated in the psychological study of humour. This theory maintains that what makes something humorous is the incongruous juxtaposition of two, or more, people, objects, ideas, or expectations. Berk (2003, p. 98) called the incongruity as "contrast resolution" and defined it as "the juxtaposition of the 'expected' with the 'unexpected'." Morreall (1983, p. 74) explained that we see the face of clowns funny since the fact that there is something humorous is in the perspectives of our visions of the world. That is to say, something is funny because it is not ordinary or usual.

Yet, someone may not feel challenged or threatened as Morreall (1997, p. 31) related the incongruities to the pleasant way in which they should appear. For that, enjoying those incongruities is under some conditions. For instance, the happy-birthday surprise that friends prepare behind the door is incongruous with our expectations, but that is not true if any surprise was performed by armed people. Away from considering them as puzzles, one should live the joy of those incongruities and, thus, find humour in them (Morreall, 1997, p. 32). The magazine cartoons are an instance for such state presented by Morreall. Those cartoons triggered people to give solutions to their descriptions rather to be provided by fun.

Deckers & Kizers (1975), moreover, conditioned this theory of humour in the divergence between the expectations and the actions. In line with this, Kerr (2001) noted that:

Having a sense of humour is about having a sense of balance, perspective and proportion. A sense of humour is the ability to recognize the incongruities and absurdities that confront us on a daily basis. In other words, it is the ability to look at the same thing as everyone else and see something just a little different. (p. 2)

To simplify, the changes that occur incongruously bring a successful humour. Those changes may be as jokes or riddles; also, surprises, exaggerations, contradictions or understatements present incongruity in humour. However, Kant & Schopenhauer, the German philosophers and the developers of this theory, claimed that incongruity encompasses both the intellectual and emotional elements. (Shade, 1996, p. 11). The incongruity theory, despite its dominance, still cannot cover all incidents of laughter and humour.

C. Relief Theory

There is no space for incongruity when someone laughs after solving a puzzle. Such an instance some scholars, like Spencer and Freud, suggested the release or relief theory (Billig 2005, pp. 52). Through humour, as Freud suggested, the 'censor' can be tricked by people. Also, he considered his release theory similar to the theory of dream interpretation. For him, humour, like dreams, can beguile censors. Moreover, Freud said that we give 'vent' to our 'repressed desires' (as cited in Monro, 1988, pp. 354-355).

Seaward (2006, p. 62) regards humour as a response to stressful situations. Monro (1988, p. 353) highlights that relief is the core of humour. Also, this theory maintains that laughter is the result of a released nervous energy that is produced in a humorous situation. However, it is

seen, by this theory, that the society makes restraints for which humour is an outlet. That is to say, we may mention or enjoy things in the name of humour we would never say in polite conversations, especially repressed sexual and aggressive feelings (Billig, 2005, pp. 50-52; Morreall, 1983, p. 81).

Therefore, if we consider those views true, angry or stressed people will need the outlet of humour more than ever. Indeed, the cheerful people are the ones who produce humour and make other people optimistic. In all psychological cases, then, Morreall (1983, p. 95) claimed that any pleasant kind of shifts can associate with laughter. Yet, stress and anger are still the gaps of this theory. Thus, the relief theory covers some cases, but still cannot explain many other cases of laughter and humour.

5. The Use of Humour in EFL Classrooms

Generally, humour has been usually studied in psychological and philosophical fields. Yet, many researchers started to deal with humour and its use as a tool in the teaching-learning process. As in any social context, humour can also be in many forms in the classroom. Kher et al (1999: pp. 400-407) mentioned that there was a study on the forms of humour in the college done by Bryant, Chomsky, and Zillmann in 1979. They classified humour forms into: jokes, riddles, puns, funny stories, humorous comments, cartoons and comic verse. Humour, in the field of teaching, is defined by Faulkner (2011, pp. 39-40) as the actions or statements that, intentionally or unintentionally, cause students to react by laughing, giggling, smiling...etc.

As a social environment, the use of humour is always connected to the social status. Even among students, Robinson and Smith-Lovin (2001) claimed that people of a lower statuses are less likely to use humour than people of higher ones (as cited in Anttila, 2008, p. 52), They exemplified the case of an employee compared to a boss. Thus, according to the statuses of

students and teachers, the use of humour is relatively counted and evaluated. Also, humour should be appreciated through such statuses, identities and roles.

Teachers, then, need to be different in their way of teaching whence they use humour in the classroom. Morreall (1983) confirmed that by saying that "a teacher who integrates humour into the learning experience will have to put more effort into teaching.' (p. 98) Thus, the predefined and predictable ways of transmitting information is required. Moreover, other skills of both teachers and students will be improved in the sphere of humour practice. It is not acceptable, it is even threatening when lessons incorporate flexibility and predictability.

The potential of humour in education has been the concern of many researchers. Some of them dealt with the forms of humour in the classroom and some others dealt with what can the humour add to the learning process. Also, researchers concerned with reported positive and negative results and outcomes of humorous practices in the classroom (Bell, 2009, pp. 241-258). Speculations, anecdotes, and personal experiences can all be the originators of positive outcomes of humour (Bruner, 2002, p. 68). Empirical studies found that humour brings direct and indirect benefits in educational contexts (Wang & Wang, 2006, p. 43).

Shade (1996, p. 82) described the act of teaching as the act of cooking. To Shade, certain doses of certain ingredients are needed in the recipes prepared by teachers. That is to say, effective humour is meant to be necessary ingredients and its dose is represented in its appropriate use (Shade, 1996, p89). Since schools are social institutions, there must be some space for humour. Yet, it is argued by some scholars that educators sometimes feel worried and apprehensive about using humour in their classes for the reason that respect and serious intentions could be broken by the use of humour. As Shade (1996) added humour, to some educators, may reduce task orientation and time-on-task behaviours (p. 85).

Nonetheless, other scholars said that such educators could not be enough aware of the way and level of integrating humour in the classroom environment. Shade (1996) claimed that "using appropriate humour in a purposeful way in the classroom may yield numerous benefits. However, as with most things in life, the benefits are accompanied by potential costs" (p. 85). That explains that what humour can bring is a good supply to the processes of teaching and learning, but that takes good and clever efforts of controlling the humour use in classroom. Thus, teachers should know when and how to use humour in the classroom. Also, they should be aware of the boundaries and limits of such use. For that, Jonas (2010) stated that "the key to humour is to know when it works and how it can enhance the learning environment" (p. 2).

A. Humour at Elementary and Intermediate Levels

In elementary EFL courses, the teacher who wants to use humour in the classroom is of course restricted and controlled by various factors. For instance, the limited competence of the students should be taken into account so that the use of humorous acts can bring their expected outcomes. In addition, when the teacher introduces humour early to students, there should be a consideration to the necessity of providing students with appropriate vocabulary. Teachers, also, have to bear in mind that the students at this stage are far from being proficient. Thus, the appropriate use of humour should be objective. It would in most cases be expected that the linguistic and cultural jokes are beyond the level of competence of the students.

At intermediate levels, like the secondary school levels, the possibilities of reactions and interactions are naturally much wider for the students. A larger vocabulary and more solid control of the syntax of the language are manipulated by students. Therefore, humour should of course be continued throughout the program. Pieces of humorous discourse in the form of short narratives for reading are useful at this stage. Also, the use of puns, anecdotes and riddles is more likely to find laughter in students' replies. Generally, in the intermediate stage, most language students are ready to appreciate cultural jokes (Schmitz, 2002, p. 114).

B. Humour and Classroom Setting

Although it has been almost impossible to measure the direct effects that humour has on students' learning outcomes (Wagner and Urios-Aparisi, 2011, pp. 403-404), researchers nonetheless deduce many benefits of implementing humour in the classroom with regards to its effects on learning. The classroom setting is meant to support students to participate and encourage them to participate. As for the positive atmosphere, Kristmanson (2000) highlighted that such atmosphere is sought by implementing techniques like humour (pp. 1-5). In order to avoid any space for intimidating or threatening, humour should be implied in positive classroom management.

The teacher's use of humour has been mostly linked to the issues of teaching effectiveness, student learning, classroom atmosphere, student motivation, the evaluation of teachers by students and teacher immediacy. Therefore, the classroom should be well-set by implementing humour. Although motivation plays a significant role in the language learning success, but humour is a good motivating strategy that encourages students directly and indirectly to be engaged and involved in the learning process. Unmotivated students pose a huge challenge for teachers. One way to motivate and stimulate student interest in a topic is to use humour (Gilbertson, 2006, p. 91).

C. Humour in Tests and Exams

A very interesting space to implement humour in is the examination. It may increase the critical thinking of students as it surely reduces the stress and anxiety. Many researchers suggested that the inclusion of humorous question in tests or examinations may lead to improve students' performance. Connor et al (1985) investigated the incorporation of humour in test items by examining the test scores (pp. 147-150). Through modifying questions that contained funny items or expected funny responses, they have found disappointing results.

Some teachers add humorous items to tests, homework and assignments. Those items should be well-chosen. For instance, multiple choice exams that include humorous answers help to break the tension. Also, requiring an assignment that includes riddles to be done is a challenging idea to students. After all, the forms of humorous acts done by teachers should be relevant to the content. Simply because most of children and adolescents do not find any fun in schools, teachers have to fill that gap with their own ways of creating a humorous sphere, be it in courses, exams or even homework.

6. The Benefits of Humour

Humour brings many benefits to human beings, including physiological, psychological, pedagogical and other social ones. In education, humour helps increase students' comprehension or retention of information. It also effects on students psychologically. Berk (2003) said that "mounting evidence on psychological effects indicates that it can decrease anxiety and stress, improve self-esteem, and increase motivation and perceived quality of life" (p. 7). However, humour is usually used casually in EFL classrooms, but not really systematically practiced in order to obtain pedagogical effects (Berk, 2003, p. 8).

However, Some EFL teachers have a traditional prevailing view on the use of humour in classrooms. They have rife opinions towards humorous practices in education as unprofessional, unnecessary, undignified and uncontrolled distracting strategies and techniques to learning process. Therefore, some scholars brought the idea that entertaining is not educating. To them, also, learning is considered as the diametrical opposite of humour. Commenting on that, Shade (1996) said: and humour is the diametrical opposite of learning. Shade comments:

Traditionally, the attitude of teachers toward laughter and humour has been the notion that they are frivolous activities that detracts from content. This would lead us to the idea that life is basically serious

business. If laughter and humour have any place at all it is in the classroom. (p. 90)

Yet, humour is still an important tool for teachers in EFL classrooms (Arlene & Martha, 2004, p. 54). Some proofs represented in the studies of Gorham & Christophel (1992, pp. 239-252) revealed that humour in teaching is tension-reducer, stress-killer and boredom-fighter. Also, the humorous practices create better learning settings that are enjoyable. Moreover, it is proved that motivation and positive attitudes towards learning can be obtained through humour in the classroom (Bruner, 2002, p. 74). Martin (2007) talked on the effectiveness of humour when used as a tool of teaching in the classroom (p. 350).

Through those benefits, the importance of humour is reflected. Bonjour (2011) described the humour as "spice in the food- very necessary and important to add flavour and create interest." (p. 152). Humour, moreover, has more effects than inducing laughter, that is increasing motivation and self-confidence in learners. Therefore, a smooth learning is done by creating a positive classroom atmosphere. In addition, Bergen (1992) confirmed the importance of humour by saying that "teachers who use strategies that promote the connection between humour and learning usually provide students with their best school experiences" (p. 106). Generally, the diagram below highlights the benefits of humour in classrooms according to Morrison (2008, p. 10).

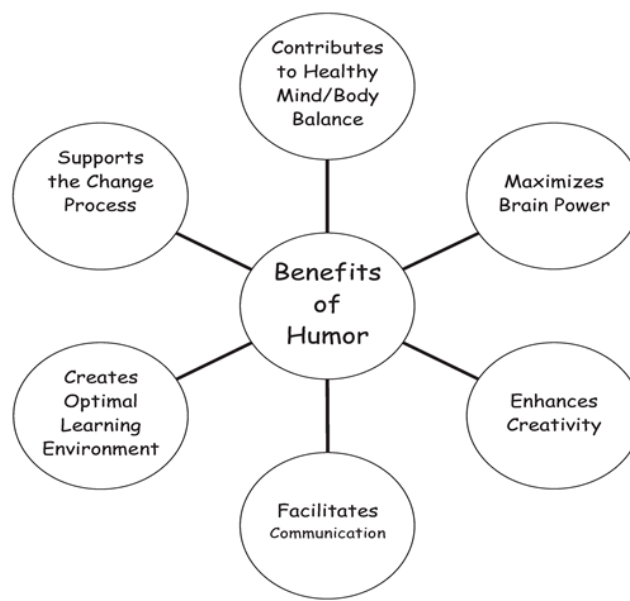


Figure 1: Benefits of humour in classroom (cited in Morrison, 2008, p. 10)

Furthermore, many researchers dealt with other indirect benefits of humour in education. For instance, Gorham (1988) found that, through humour, the teacher immediacy is increased and the distance between students and teachers is shortened. Also, Maurice (1983) found that humorous practices effectively filter the performance of lower students and create an open, safe classroom sphere. Although, there was no much concern on the negative effects of humour by researchers, the studies of Downs et al (1988: pp. 127-141) found that the overuse of humour or self-disclosure is not appropriate and moderate amounts are usually preferred. For that, many scholars dealt with how humour should be used.

7. The Needs of Adolescents in EFL Classrooms

Linguistic and cultural elements can be taught in the classroom through the different types of texts. Thus, and because the Algerian EFL classrooms advocate structure-based syllabi, humour offers an ideal avenue of presentation and practice of linguistic items in Algerian schools particularly. To deal with that, teachers need to be aware of what the students need.

However, what children need is different from what adolescents need in terms of age, level, and interests. In this study, only two basic needs will be highlighted.

A. Safety

Safe and secured environments are natural requirements to all humans. Although it is not a basic need, safety is still important to be felt and lived in classrooms. When students do not feel safe, they will feel always on guard, anxious, worried and stressed. Adults have little awareness of their security needs except in times of emergency or periods of disorganization in the social structure. Like adults, adolescent students need a healthy, stimulating, and supportive work environment. Students sometimes find themselves unsecure where abusive language injuries and prejudice are accepted in classroom.

Moreover, teachers preserving a sense of community, actively combat such the social inappropriate behaviours by encouraging students' interactions. That could be realized by using humour appropriately. Teachers need to create a community that ensures students safety. Also, teachers instruct to promote learning for all students including those with special needs. Zions (2002) described that by stating: "tension can be defused through humour when teachers are confronted with aggression or dangerous materials laboratory, violence" (p. 35)

However, the application of humour should be individualized. It should also be based on specific abilities that students have. The ability of understanding, for instance, can help teachers to find an interactional space for the humorous implications. After all, the purpose of seeking to realize this need is to create a comfortable environment. The need for safety can also be the sought goal of teachers, and that will help teaching prosper. Other than this need, students in the adolescence stage need fun as well.

B. Fun

Fun, also called playfulness, is one of the major adolescents' needs that should be realized by teachers' various effective techniques. The need of adolescent students to have fun is associated with being free to express themselves. If an adolescent is put in a repressive environment, this will trigger a series of reactions usually disruptive in classrooms. Teachers of Algerian secondary schools, for instance, should be aware of what acts bring students' reactions. Some kinds of reactions are frustration, boredom, daydreaming, or engaging teachers in games.

Conclusion

The present chapter has dealt with defining humour. It has also tackled the types and theories of humour. In line with what has been mentioned, and after dealing with all theoretical issues on humour in EFL classrooms, it is necessary to investigate that use and test the effects that humorous courses have on both teachers and students. Indeed, light will be shed on teachers and students towards the use of humour in EFL Algerian secondary school classrooms. This step will be the concern of the following chapter.

Introduction

After introducing the theoretical framework of TEFL and humour in EFL classrooms, the section at hands deals with the practical issues. The aim, thus, is identifying to what extent humour affects the linguistic and the psychological behaviour of pupils in EFL context? This research hypothesizes that the Algerian secondary school teachers use humour in the EFL classroom. The present chapter is an attempt to answer the aforementioned problematic through a set of steps; starting with providing an overview about the methodology conducted/designed, then moving to the data (how they were collected and how they were analysed). At last, results will be provided and some suggestions and recommendations will be presented to provide a legitimate significance.

I. Research Methodology

1. Research Tools

The study tools are a questionnaire to be answered by pupils and an interview with their teachers. The aim of this study is to investigate the use of humour in the Algerian EFL classroom and its effect on the psycholinguistic side on pupils. The number of questions in the pupils' questionnaire is nineteen (see appendix I), and the number of the interview questions is twelve (see appendix II) the process of analysis is quantitative and qualitative.

2. Study Case

The present study has been conducted in two Algerian secondary schools in the city of Mostaganem. The first school is July, 5th 1962 High School (school 1), and the second is Ben Zaza Mustafa High School (school 2). The participants of the questionnaire are from sixteen to eighteen years of age. They are of both genders, varied backgrounds and varied English

proficiency. The pupils are a mixture of both scientific and foreign languages streams in both schools. The number of participants from the first school (July, 5th 1962) is twenty (n° 20 / 100%) and from the second school (Ben Zaza Mustafa) is seventeen (n° 17 / 100%). The total number of participants is thirty-seven (n° 37). For the interview, four (4) teachers of English participated in the responses, two teachers from each school.

II. Data Collection and Analysis

The data collected for our enquiry are extracted answers from the questionnaire given to students from both high schools and teachers' interview. In this section, we are going to start by conducting a quantitative analyses of the pupils' responses. This is done by presenting each question with its answer and comment on it according to statistical charts. Then, we move to another kind of analysis, so to speak, a qualitative examination on teachers' responses to the questions of the interview.

1. The Analysis of Pupils' Questionnaire

➤ Humour is important in foreign language learning

As it is shown below in the figure, the majority of the first school (n° 16) of informants partly agreed on the statement "Humour is important in foreign language learning", two pupils totally agreed, and other two pupils partly disagreed. In comparison to the second school, the results are quite the same. Most of pupils (n° 9) partly agreed on the statement, five pupils strongly did. Whereas, one pupil was neutral, another partly disagreed and another totally disagreed.

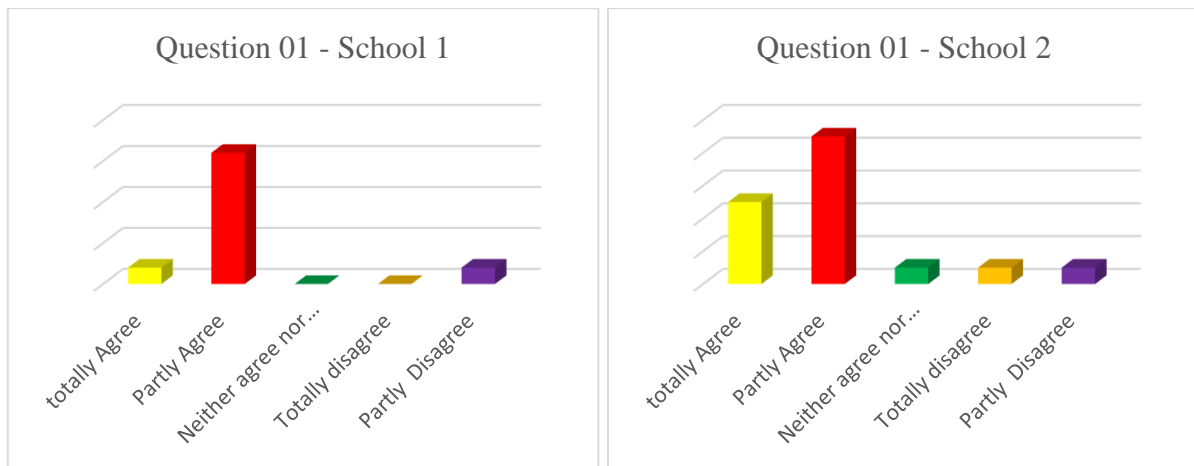


Figure 2: The importance of humour in foreign language learning

➤ **I can learn better when my foreign language teacher uses humour**

As shown in the figure below, many pupils from the first school (n° 13) strongly agreed on the statement. A considerable number of pupils (n° 4) partly agreed. Also, two pupils were neutral and one pupil totally disagreed. The results of disagreement, however, in the second school are more apparent than in the first one. Three pupils strongly disagreed on the statement, another one partly disagreed. Also, three pupils neither agreed nor disagreed. More than that, the percentage of agreement is still quite equal to the case of the first school. That is to say, seven pupils from the second school totally agreed on the statement, four other pupils partly agreed.

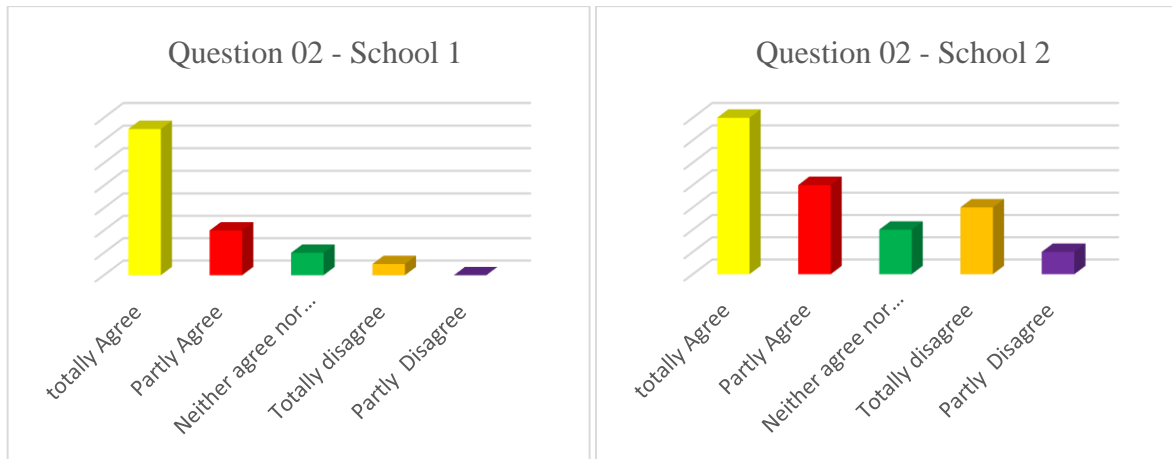


Figure 3: The effect of using humour by foreign language teachers

➤ **Humour is an important characteristic in a teacher**

The figure below shows that about two thirds of the pupils (n° 12) from the first school agreed on the statement "Humour is an important characteristic in a teacher", and the fifth of them (n° 4) strongly did. To a few pupils (n° 3), it is not important for teachers to be humorous, two of them strongly disagreed. However, in the second school, no one disagreed. Moreover, seven pupils totally agreed and six partly did. A considerable number of neutral pupils were in the second school (n° 4).

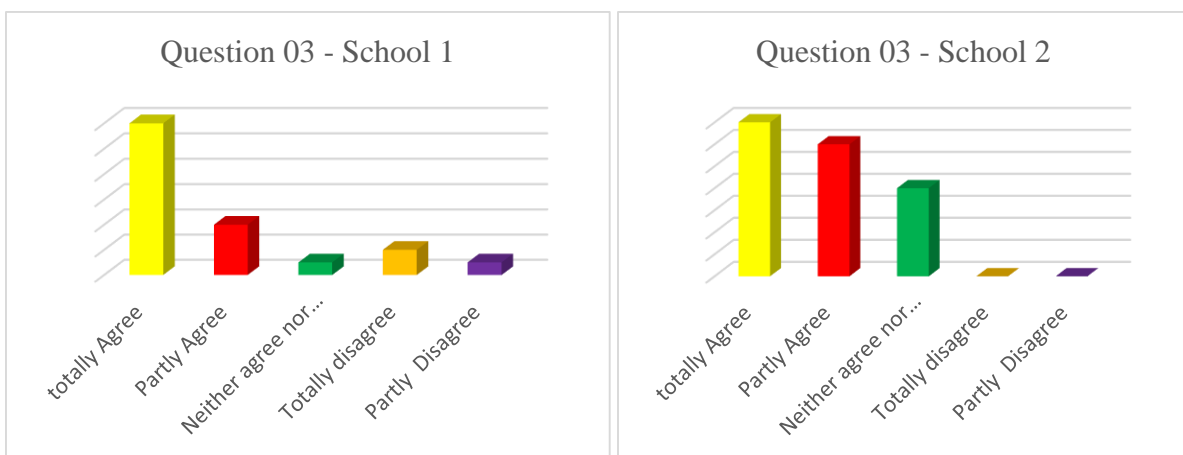


Figure 4: The importance of teachers having a sense of humour

- **While humour is important, learning requires a serious work environment with little time for humour.**

A large number of the participants from the first school (n° 17) totally agreed on this statement, and two pupils partly did. The same was for the second school, the majority (n° 15) strongly agreed, and two pupils partly did. The figure below shows that no one disagreed from both schools, yet one pupil from the first school was neutral.

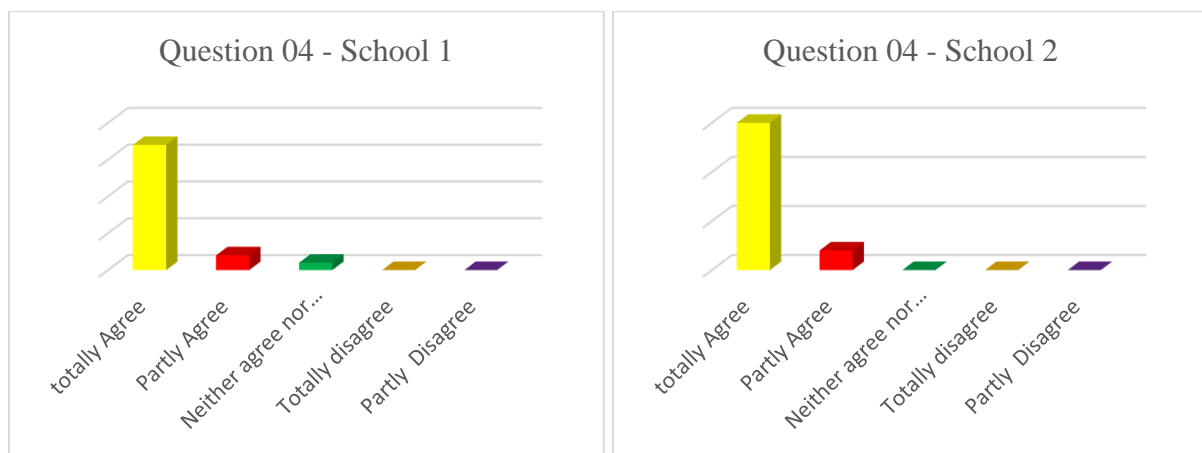


Figure 5: Serious work with little time for humour

- **If the class is laughing and joking, we are not learning**

As it is shown below in figure 04, five pupils from the first school (n° 16) approved the fact that learning can be destructed by laughter and jokes. Half of them strongly did. However, a considerable number of pupils (n° 3) did not claim whether they are for or against. Only one pupil from the first school totally disagreed. Whereas it is noticed that the majority did not answer (n° 7). Also, four pupils from the second school disagreed, three of them strongly did. The agreements of the second school pupils are considerable yet less than the ones of the first school. Four pupils totally agreed, and only two partly did.

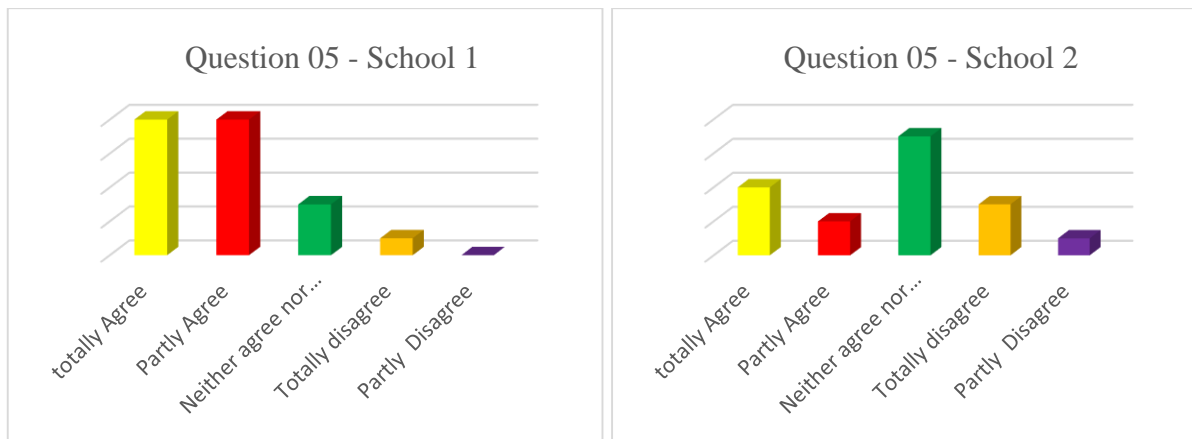


Figure 6: The negative effect of laughing and joking on learning

- **In English learning class, a student initiating humour is perceived to being a disruption to learning.**

In the first school, seven pupils partly agreed and six totally did on perceiving the initiations of humour as disruptive. A considerable number of pupils (n° 6), however, totally disagreed, and only one partly did. The agreement opinion was held by a considerable number from the second school (n°6), two of the pupils totally agreed and four partly did. The number of neutral pupils from the second school is four. Prominently, the highest number of students went strongly against the statement (n° 7).

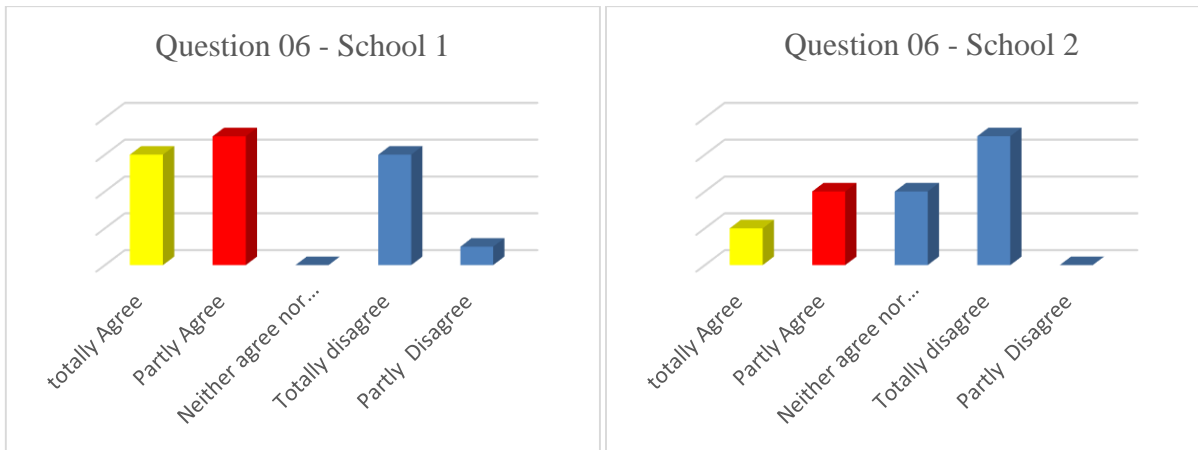


Figure 7: Perceiving the humour as disruption

➤ **Humour in the foreign language increases my interest in learning that language.**

The figure below shows that seven pupils from the first school totally agreed on this statement, whereas six partly did. A quarter of the pupils neither agreed nor disagreed. The least numbers went to the disagreement part; where one pupil partly disagree and another totally did. As for the second school, twelve pupils agreed on the statement, eight of them partly did. However, three pupils disagreed, and two were neutral.

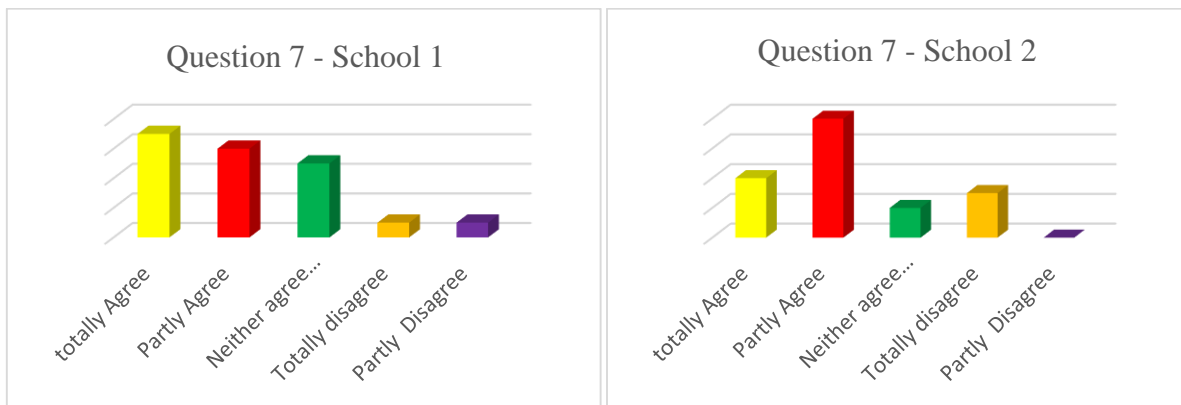


Figure 8: Humour's contribution in increasing the learning interest

➤ **Humour makes me feel more relaxed (less anxious) in my language classroom.**

Pupils’ opinions about the specific effect of feeling at ease that humour provides during their foreign language learning are expressed in the figure below. Half of the pupils of the first school (n° 10) partly agreed on the statement, eight other pupils totally did. Moreover, one pupil disagreed, and another was neutral. By contrast, no one disagreed in the second school. Other than that, eleven pupils strongly agreed, four partly did, and two were neutral.

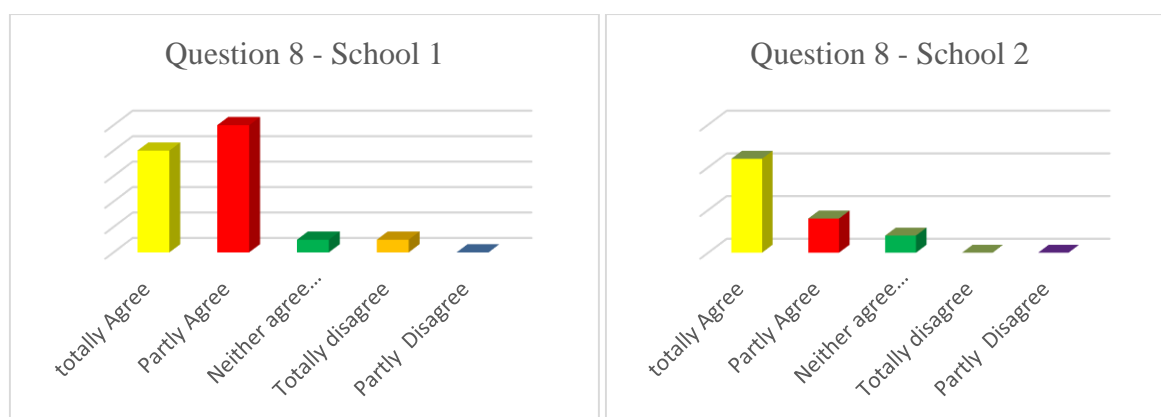


Figure 9: Humour as a factor of relaxation and anxiety-killer

➤ **Humour in the classroom helps me to concentrate better on the lesson.**

The figure below shows the pupils’ opinions about the possible contribution of humour to learning. Those who disagreed are more than those who agreed in the first school; but for the second school, it was slightly the opposite. Nine pupils from the first school agreed, two of them strongly did. While eight pupils from the second school agreed, two of them strongly did. However, ten pupils from the first school disagreed, six of them totally did; and only five pupils from the second school disagreed, four of them strongly did. Also, the neutrals were four in the second school.

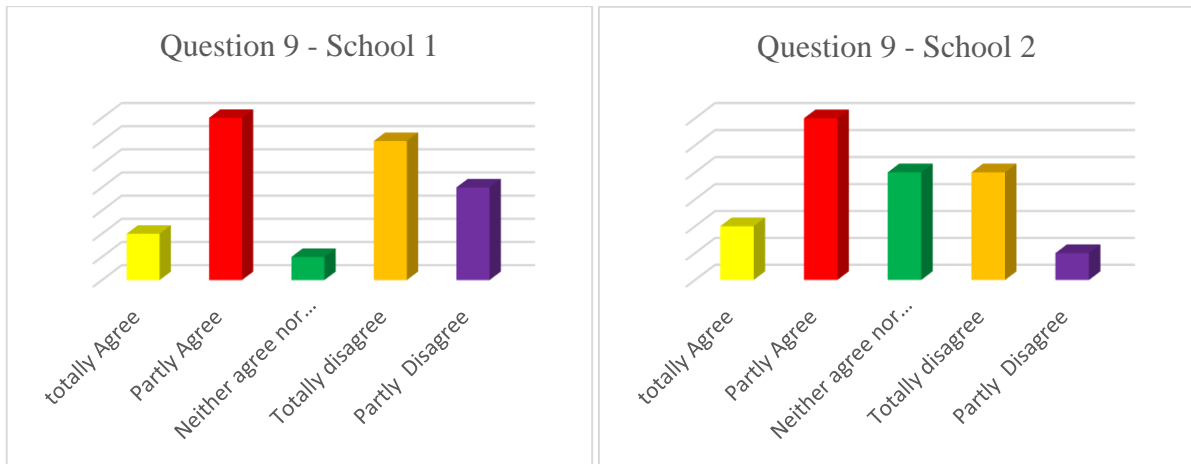


Figure 10: Humour as a factor of concentration

Humour is a waste of precious learning time in the classroom.

The majority, from the first school, agreed on this statement. Eight pupils partly agreed, and one totally did. However, seven pupils disagreed, two of them strongly did. Whereas, the fifth were neutral (n° 4). In the second school, the majority disagreed on the statement; nine pupils totally did. Yet, only one pupil went for each option of agreements (totally and partly). Other than that, five pupils neither agreed nor disagreed.

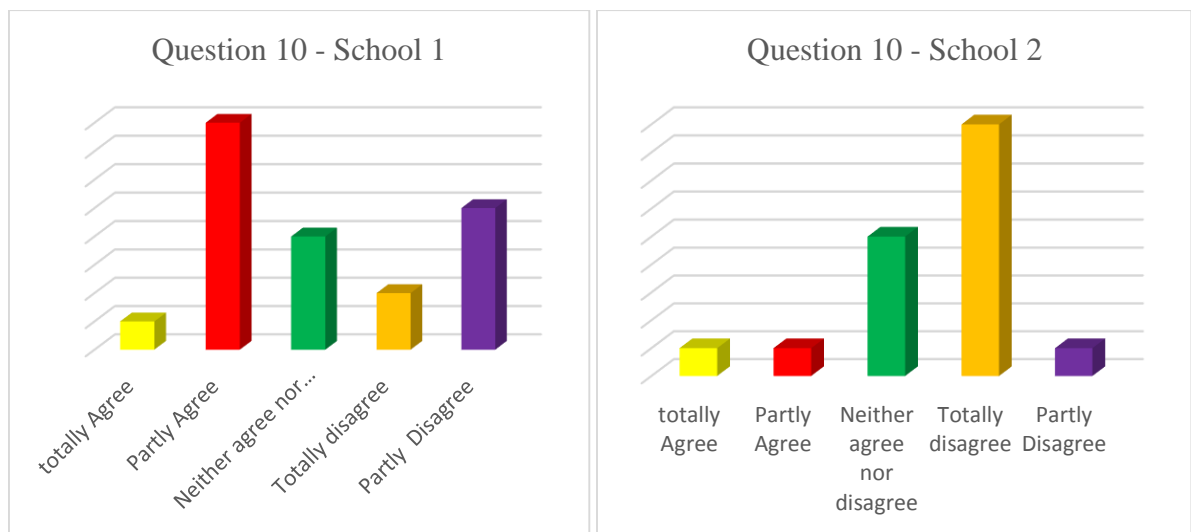


Figure 11: Humour as a waste of time

➤ **If a teacher uses humour a lot, I will think s/he is not professional.**

The figure below shows pupils' opinions on denying the feature of being professional in teachers who use humour. In the first school, six pupils agreed on that, half of them strongly did. While the majority (n° 11) disagreed, two of them totally did. In the second school, eight pupils disagreed on the statement, five of them totally did. Also, three pupils partly agreed, and three totally did. The neutral pupils in both first and second schools were three for each.

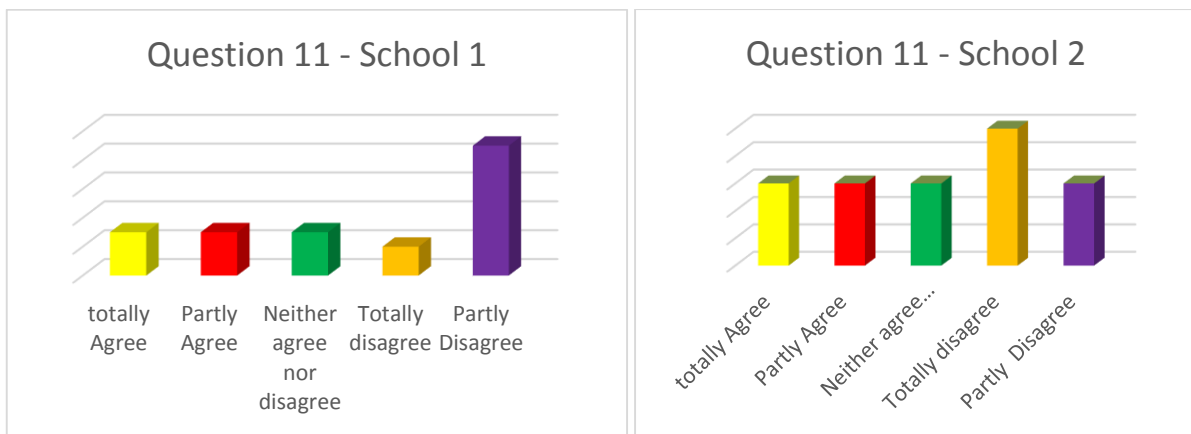


Figure 12: The overuse of humour as unprofessional way of teaching

➤ **The use of humour during a lesson is distracting.**

As the figure below shows, many pupils from the first school (n° 8) totally disagreed on the statement. Also, three pupils partly disagreed. However, seven pupils agreed on that, five of them strongly did; and only two pupils were neutral. In the second school, the high number represents the neutral pupils (n° 7). Moreover, seven pupils disagreed on the statement, six of them totally did. Yet, three pupils agreed, one of them totally did.

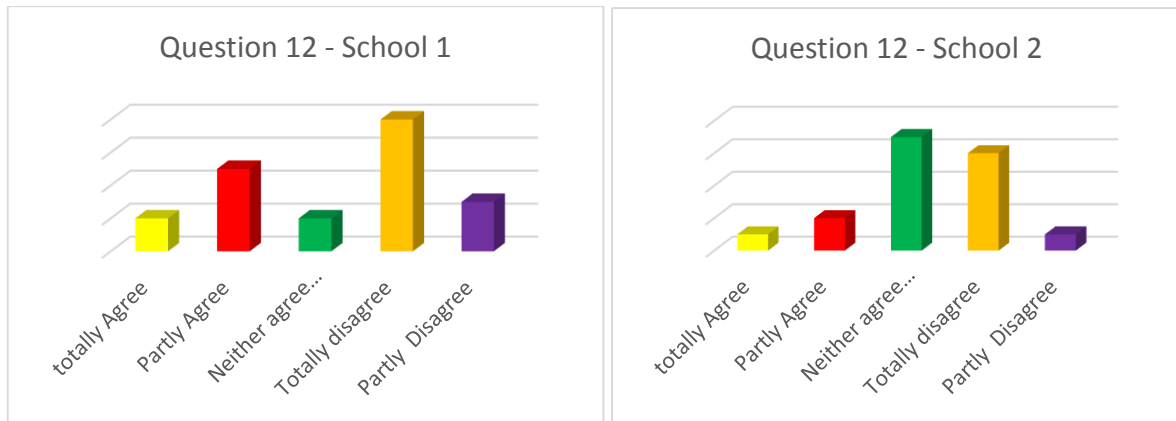


Figure 13: Humour as a distraction in the lesson

- **Humour is not a measurable characteristic and therefore has a questionable role in language learning.**

In the first school, total disagreement was the reply of two fifths of pupils (n° 8). Yet, six pupils agreed, two of them strongly did. Other than that, six pupils neither agreed nor disagreed. However, agreements, in the second school, were quite apparent. Eight pupils agreed, two of them totally did. While only four disagreed, two of them totally did. The number of neutral pupils in the second school is five.

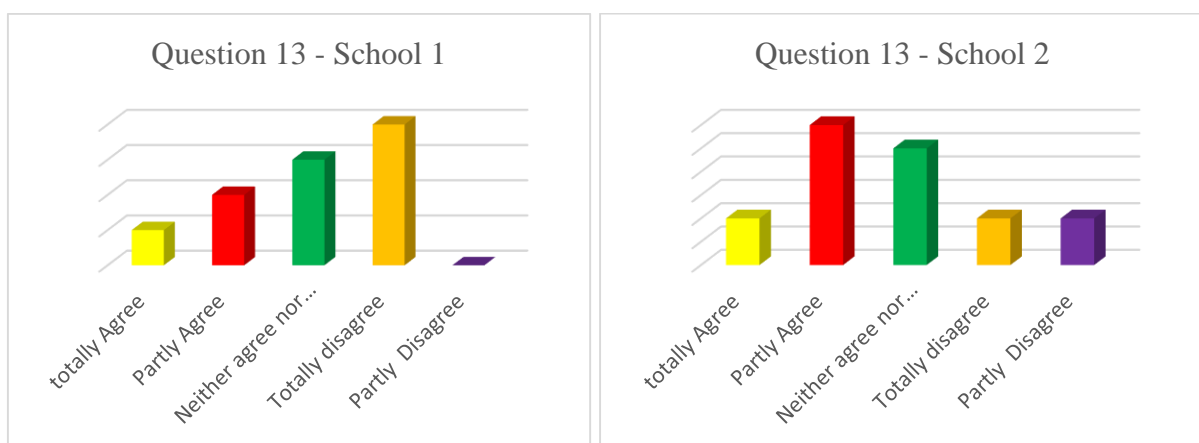


Figure 14: The questionable role of humour

➤ **1 find it difficult to understand English humour in the classroom.**

When asked whether they found it difficult to understand English humour, half of the pupils (n° 10) in the first school disagreed. Seven pupils, however, agreed on that, one of them strongly did. The others were neutral. In the second school, no one agreed on the statement, and two pupils were neutral. What is noticeable in the second school is that almost all pupils disagreed (n° 15), nine of them totally did.

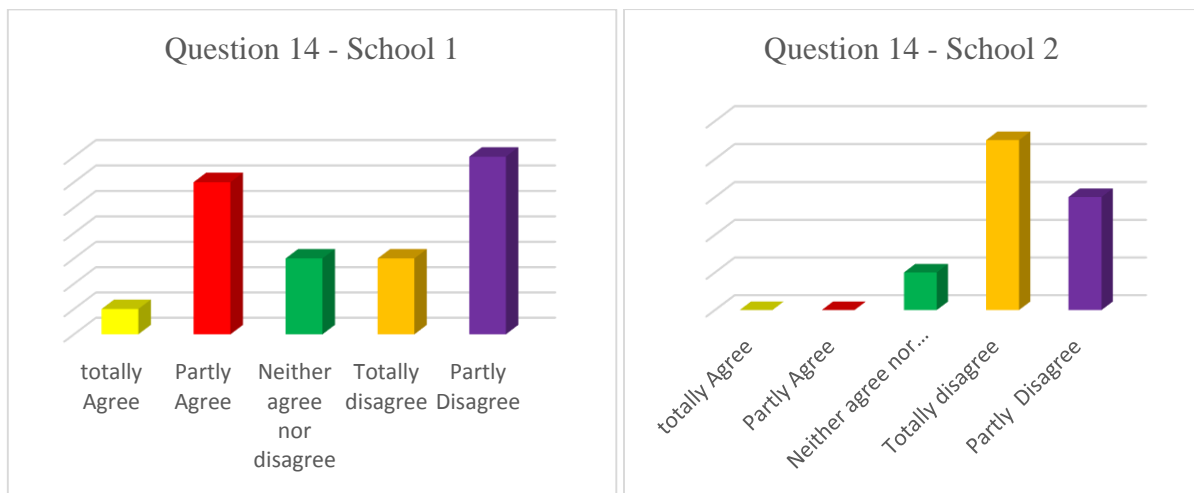


Figure 15: The difficulty of understanding humour

➤ **1 would like my teacher to use humour in my English class.**

The figure below shows that no one disagreed from the first school. Where seventeen agreed, six of them strongly did; and three pupils were neutral. However, the neutrals in the second school were more than that (n° 6). There was only one total disagreement case. The majority agreed on the statement (n° 10), six of them strongly did.

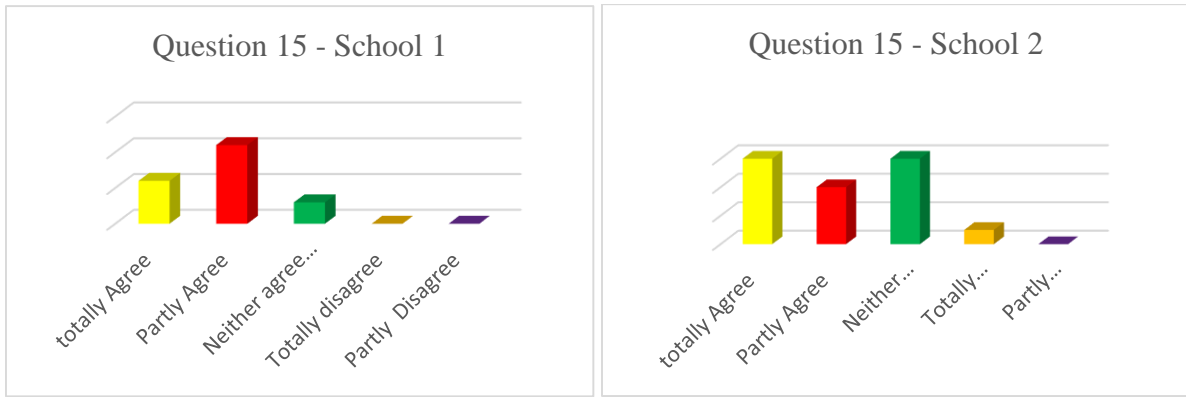


Figure 16: Preferring the use of humour

➤ **1 would like my teacher to use Algerian humour in my English class.**

As the figure below shows, there were approximant rates of all options of answering. In the first school, half of the pupils (n° 10) agreed, four of them strongly did. However, six pupils disagreed, half of them totally did. Whereas the fifth (n° 4) were neutral. In the second school, nine pupils agreed on the statement, four of them totally did. While five pupils disagreed, three of them totally did. Other than that, three pupils neither agreed nor disagreed.

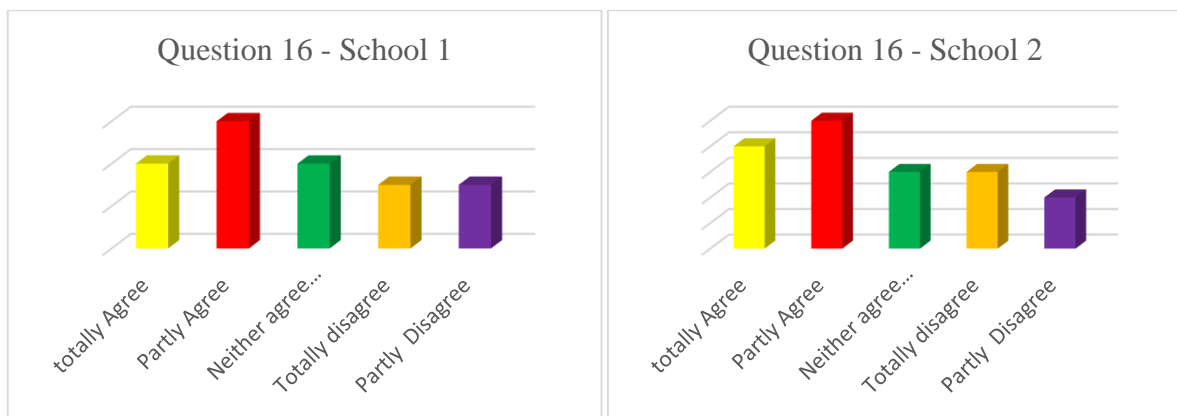


Figure 17: Preferring the use of Algerian humour in English courses

➤ **My teacher’s use of humour makes me feel closer to him/ her.**

According to this statement, almost all pupils from both schools agreed; eighteen pupils from the first school, (fourteen of them strongly did), and fifteen pupils in the second school (eleven of them strongly did). The neutrals were one in the first school and two in the second. No disagreement from the second school whereas only one totally disagreed from the first school

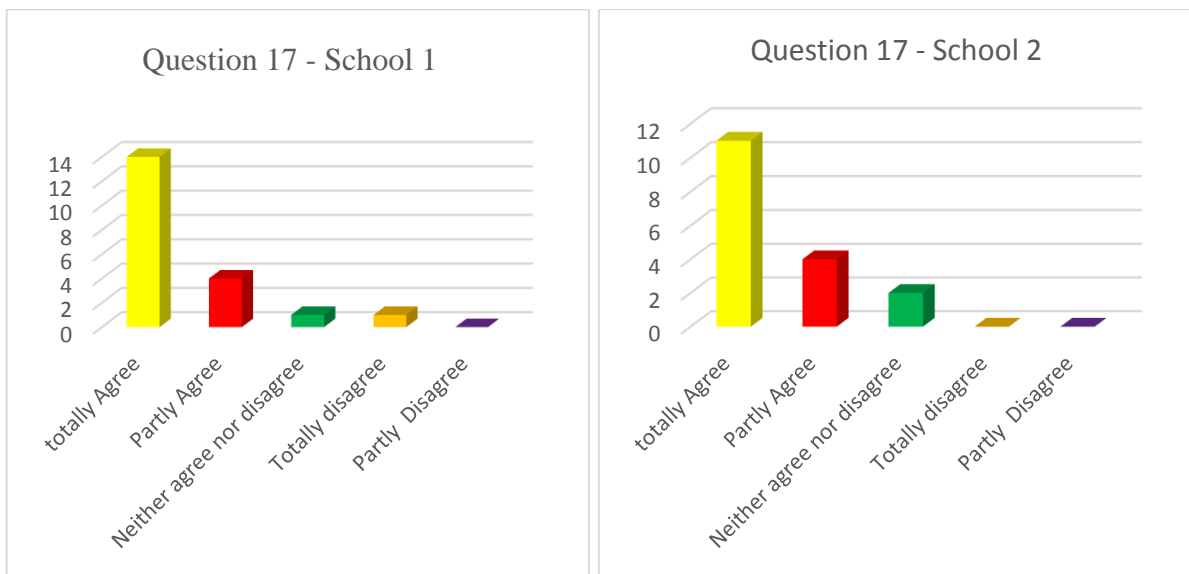


Figure 18: Humour as a factor improving the pupil-teacher relation

➤ **1 learn more about the culture of the foreign language by being exposed to native humour of that language and culture.**

For this statement. The majority of the first school pupils (n° 18) agreed, eleven of them totally did. However, one was neutral, and another totally disagreed. Almost the same case for the second school, where eleven pupils agreed, nine of them totally did. Also, three pupils disagreed, two of them totally did. The number of neutral pupils in the second school is three.

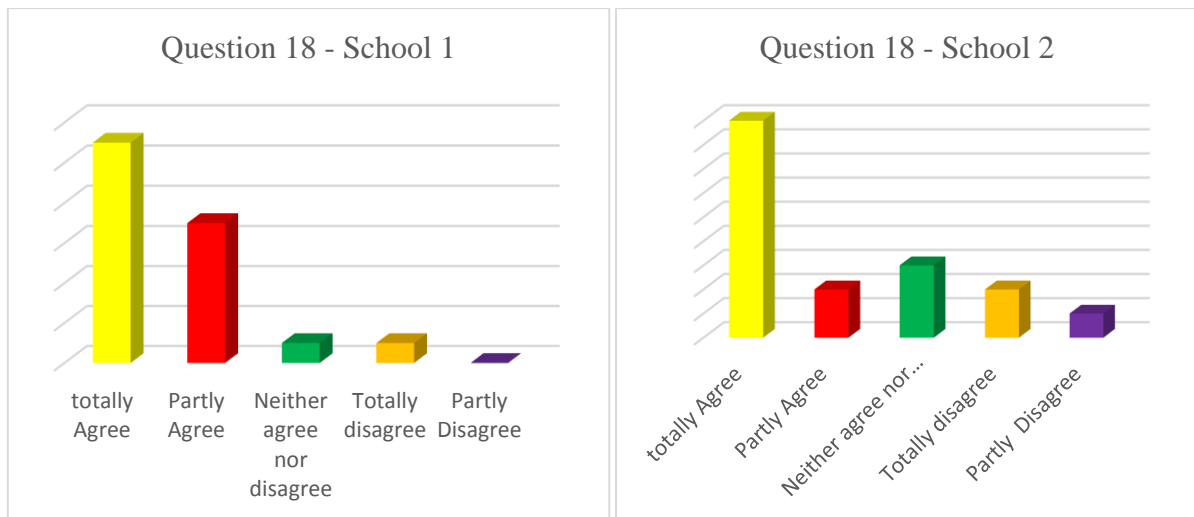


Figure 19: Knowing more about the culture through being exposed to its humour

- **Humour generally improves my ability to learn a foreign language by creating a more comfortable and conducive learning environment overall.**

All pupils from the first school but one (n° 19) agreed on this statement, fourteen of them strongly did. The left pupil totally disagreed. However, there were various answers from the second school pupils. The majority (n° 12) agreed, ten of them totally did. While two pupils strongly disagreed, and three were neutral.

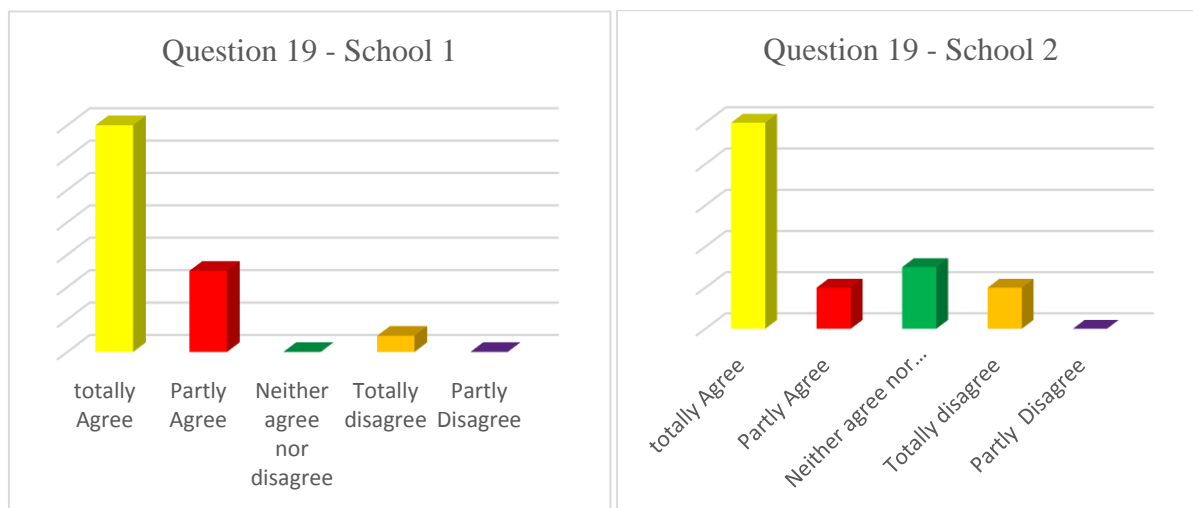


Figure 20: Improving the learning abilities generally through humour

2. The Analysis of Teachers' Interview

After attending one lesson in each school, four teachers of English, as the interviewees of the study, had to answer twelve questions (see Appendix II). Some of them are related to the lesson, some others are concerned with the use of humour in general, and others are concerned with the attitudes of both pupils and teachers towards the use of humour in EFL classrooms.

➤ The use of humour in the lesson

The first question in the interview tries to confirm whether teachers did use humour or not. All teachers answered positively.

➤ The effectiveness of the lesson

Two teachers answered the second question by relating the effectiveness of the lesson to the fact that pupils felt motivated and interacted well. Another one approved the effectiveness by saying that pupils faced no boredom so that the reaction of pupils to the lesson was successful. The last teacher just replied by saying that the lesson was simplified, not complicated.

➤ The extent of humour effectiveness

There was no clear determined answer on the extent of humour effectiveness. All teachers confirmed that it was effective. Two teachers said that pupils' attitudes would always prove how effective the humorous forms were. From their answers, they clarified that passive pupils became active, even those of low level of English. One teacher highlighted that pupils would see the teacher so friendly when using humour, thus they would never be afraid of ashamed to ask or react.

➤ **Pupils' reactions to the use of humour**

A teacher, first, said that the pupils reacted beneficially, participated more frequently, and performed well in class. Another teacher reported the pupils' happiness in moments of humour and their eagerness to listen to jokes or any humorous act. The other two teachers just mentioned the involvement of pupils that increased and improved.

➤ **Purposes of using anecdotes, jokes, remarks ... etc.**

One teacher said that his purpose of using jokes in to entertain pupils. Another one aimed in the use of humour at having fun, meanwhile he wanted to reduce pupils' anxiety. The third teacher used funny stories and anecdotes because they attract pupils' attention. The last teacher used remarks for that they are easy and direct.

➤ **An effective humour act instance**

An example mentioned by a teacher is the lesson of coordinating conjunctions. The example is "Halima is ugly but George loves her. Although Halima is ugly, George loves her". Other teachers did not mention exact full instance, they rather reported the use of pupils' names in examples, their common behaviours in stories and their qualities as to refer to some characters in textbooks, puzzles or jokes. All teachers approved their effectiveness.

➤ **A failing humour act instance**

One teacher reported that the use of some jokes is irrelevant sometimes for the level of pupils or because they are not motivated. Another claimed that one sort of humour was used in more than one class, yet the reaction of understanding was variant. That is described by the teachers in terms of the matter, the lesson and the mood of both teachers and pupils. One teacher referred the failures in using humour to the lessons of grammar where pupils show no reaction.

➤ **Spontaneity and preparedness for humour**

Two teachers confirmed the two natures of humour, the prepared and spontaneous ones. One mentioned an example of a prepared activity ("Aunt Agony task" from first year textbook- unit three: Budding Scientist) that consists of a love story and entailed with asking pupils to send their problems to Aunt Agony for solutions. Pupils engaged well in writing the letters. Another example of spontaneous humour act is when pupils are not attracted, the teacher says a joke, an irrelevant sentence or song or even acts strangely to attract their attention again. One teacher, moreover, reported the intentional use of humour in the lesson of reported speech. That, in turn, opened doors to spontaneous uses of humorous forms in the class. Another teacher mentioned that what is expected from pupils is never planned, for that he prepares the humorous forms, then in class there are more spontaneous ones.

➤ **The use of materials to generate humour**

One teacher described texts as the core material. Other teachers mentioned various tools that humorous forms can be implemented through. One teacher highlighted the use of the projector to show videos of stories or songs. The variety of teaching materials, as all teachers confirmed, can always allow teachers to be humorous and use all forms of humour. As one teacher mentioned that the teacher is the generator of all materials, so she or he is the basic material for the humour use.

➤ **Roles and effects of humour in foreign language learning**

A successful way, as one teacher mentioned. The humour facilitates the task to be understood, and to interpret what pupils have understood. Another teacher claimed that the pupils' attention is hard to be caught, and humour is most of the time the best solution. A third teacher said that its role is that it creates a friendly and entertaining sphere that would enhance teaching proficiency and pupils' achievement. The last teacher refers the important role of humour to the fact that it reduces the pupils' boredom and increases their activeness.

➤ **Pupils' preference of using humour**

Pupils prefer the use of humour by teacher because, as one teacher said, pupils cannot keep on behaving seriously in the learning process. The need for changing the mood is, to another teacher, a reason for the use of humour and a reason for preferring it. All teachers, also, pointed at the fact that pupils want to laugh or listen to funny stories even though they do not express that. Teachers, however, know well how pupils are in a serious need for a humorous sphere.

➤ **Frequency of using humour**

One teacher asserted that there is no certainty about using humorous forms in the classroom, yet they are used from time to time. Another teacher rated his use of humour highly by saying that he uses humour almost in every lesson. A third teacher said that he uses humour rarely by ranking it as once or twice per week. The last teacher confirmed that the lesson, needs and class conditions determine the frequency of humour use in the class.

III. Findings and Discussions

First, regarding the pupils' responses, most of pupils have, indeed, made sure that learning a foreign language needs such an important element, like humour, to be occurring in class. For the least of them, humour could be not a very important element in EFL contexts. Perhaps, the

views of some pupils on the importance of humour correlate with their current case of learning EFL. In all cases, the use of humour in classroom was enjoyable for a considerable number of pupils, or else the majority of them would not have agreed on the value and effectiveness of humour. After all, the importance of such element in teaching cannot be easily assessed.

Moreover, the teachers of EFL classes, as noticed, affect the pupils positively by improving their interest and motivation for learning. Although some responses relate the positive effect of using humour to the teacher and the need for that element. That is to say, the serious teachers may not be using humour frequently; thus, even when they use it, humour cannot be an effective motivator as it is used by other kinds of teachers. Further, the way pupils see humour or the frequency of using it by their teachers may affect their learning negatively. Such effects may include distractive or destructive forms of humour.

By linking results to one another, it is obvious that pupils believe in the positive impact of humour as long as the teacher has a sense of humour. That, however, could be related to the number of teachers who succeeded in their process of teaching without or with less use of humour. Yet, it is necessary to consider that teaching a foreign language particularly requires many characteristics in the teacher, and having a sense of humour is no exception. By contrast, the pupils well-aware that humour is important in the first place; yet, when responding to the questionnaire, they were thinking of the frequency and time of using it in the classroom, and how they (time and space) might affect the learning process. That explains the necessity of humour and proves its importance as a characteristic in the teacher.

In the case of the fifth statement (see appendix I, figure 5), the pupils' understanding of the statement might have been related to the overuse of humorous forms or using irrelevant humorous acts. Also, this can be related to the statement of seriousness in classroom that showed acceptance from many pupils. Then, pupils see that it is necessary for teachers to

control the laughing classroom. The required rate of seriousness from the learners' part is also relevant here. Although, the two variant elements –humour and seriousness- have had almost similar numbers of supporters, but the importance of and need for humour is still favourable in the foreign language classrooms.

Some statements were included with the intention of an exploration of pupils' perceptions of humour in their own learning contexts. An instance of the neutral response in the seventh statement (see appendix I, figure 7), the factor of pupils' level and interaction in the foreign language classroom is considered. Indeed, they would have agreed if they had enough skills and abilities to understand the humorous forms. In the first place, if they were interested in learning a foreign language, they would have found humour pushing them forward and increasing their interest.

From the results, namely of the eighth statement, it is obvious that humour is an effective factor that kills anxiety. Indeed, pupils have experienced anxious moments when the humorous forms treated them well. For the pupils, the enjoyable moments after certain humorous forms allow them to understand and keep them in line with the teacher. As for the minority that was against the fact that humour helps them follow the course. That is justified, indeed, when teachers use irrelevant or useless forms of humour. For that, some pupils might have related the uselessness of humour to the irrelevant contexts in which they are used or to the humorous forms that are not related to the lesson.

In addition, regarding the eleventh statement (see appendix I, figure 11), being funny and humorous may also mean being not professional. That is quite an unwritten fear among teachers (Morrison, 2008, p. 11). Pupils showed their interest in humour and favouring it as a good characteristic in a teacher of a foreign language. By contrast, the opposite opinion may suggest that some pupils do not appreciate the humorous forms their teachers perform. Also, it can be

related to the case of humour as disruptive. In short, it may be said that pupils preferred humorous teachers since they were closer to them, but this did not mean the teachers lost their professionalism.

Distraction, moreover, could be caused by any action in the classroom. Yet, when it is caused by humour, it is not noticed or considered as distraction by the majority of pupils. It is not denied that other pupils thought that there are limitations to the dose of humour to be used or else the humour may turn into a distraction. Their answers may be also related to their understanding of the lesson because a potential of distraction can be caused by content-irrelevant humour in the lesson. Above all, questioning humour as a reason for distraction was to confirm the pupils' opinions about the roles and position of humour in foreign language learning.

Probably, the options dealt with the fact that humour is not a measurable characteristic because the meant statement (see appendix I, figure 13) seemed quite appropriate for teachers more than for pupils. That is to say, some pupils just believe in the role humour has in the classroom without being certain of that role. The neutral pupils in the mentioned statement – and perhaps other statements-could have been sure of that their position and level would not assure them whether humour has a role in EFL classes or not. In line with this point, the quality and type of humorous acts determine the potential understanding from pupils.

Much as the pupils may welcome English humour, yet understanding it may still be an impediment for some. Considering that the respondents of the questionnaire were mainly pupils who are still beginner or intermediate learners of English, the result of the fourteenth statement (see appendix I, figure 14), for instance, seems surprising. That could be because of the kinds of humorous acts a teacher uses and their relevance to the content. It is also possible that the

representations of the native culture through humour is less apparent. That is to say, the local culture representations through humour provide pupils with better understanding.

Conclusion

Throughout this chapter, the data collected using the selected procedures has been analysed. Questionnaire data analysis has been presented through statistics illustrated by figures showing percentages. Whereas, the interview data analysis has been presented through reporting and stating notes and comments. Data analysis of both the questionnaire and the interview has been discussed. This chapter has ended by some recommendations.

IV. Suggestions and Recommendations

The purpose of most of the academic researches is to provide a solution, a way out, an in-depth insight of the inquiry which has been tackled, and this research is no exception. In this respect, this section is devoted to provide what the researcher sees as helpful recommendation for a better way of teaching/learning English as a foreign language.

- Teachers must be aware of the usefulness of humour in an EFL context.
- It is best to organize training workshops for both teachers and pupils for a better teaching/learning process
- In the learning process, EFL teachers are required to remove anxiety and build a sphere of relaxation for pupils
- Serious –or less humorous- spheres for pupils are good because the process of learning requires an interactive, interested, motivated and engaged pupil in the course.
Teachers, also, need to create a base for their respect, level, value and necessity on pupils' minds.
- For the sake of credibility, teachers must show to their pupils that humour is a kind of a teaching/learning strategy, so that they take their teachers seriously
- Using humour can be used on two different cultures (in our case, Algerian and English culture) because the teacher is considered as an intercultural speaker.

GENERAL CONCLUSION

Because of its importance in our lives, it is necessary to consider how useful humour is. Simply, its role in an ordinary conversation creates bridges between people to communicate with one another comfortably. As for its usefulness in the teacher-learner context, investigating the impacts of humour on learners and teachers has been the concern of this study. The objective has been to verify the extent of its effectiveness as a pedagogical strategy on Algerian learners of EFL. In this regard, and for the sake of achieving a successful teaching-learning process, humour is considered as a helpful tool that teachers use to kill boredom, treat anxiety, remove stress and motivate learners. In addition, this tool is beneficial to teachers as well. Implementing humour in EFL classes is an additional energy for both teachers and learners. That is proved by the fact that using humour controls the emotions of both teachers and learners, and it changes some of the learners' negative attitudes towards learning.

Having the sense of humour usually gives good impressions among people. Interestingly, a teacher who has a sense of humour seems to be more engaging in encouraging the learners to participate, discuss and share their ideas. Even their amount of understanding of the material is raised through the teacher's humorous acts. The feelings of being amused to learn, being at ease to express, being out of stress and shyness are all the most noticeable merits that humour implants in learners. After all, the enjoyable learning environment reduces tension and anxiety and increases motivation.

Despite all the aforementioned positive impacts of humour on EFL learners, teachers are highly recommended to create a balance in their use of humorous forms. Jokes, funny stories and puns can be used to explain an idea, to refresh the sphere of the classroom, or to attract learners' attention. Other than that, those humorous forms push learners to take risks and use

more the foreign language. What is even more highly recommended to teachers is the use of natural, spontaneous and content-relevant humour.

Only when teachers are aware of the role of humour in EFL classroom will they be able to choose appropriately the humorous form. That will eventually shape the learners' emotional, psychological and linguistic reactions and behaviours. Consequently, the main questions of this research can be answered through highlighting the usefulness of humour in the Algerian EFL classes and its effect on the secondary school pupils' psychological and linguistic behaviours. Thus, the hypothesis is also proven.

What could be a ground for further studies are the materials of humour, the possibility of increasing learners' humorous through cooperative tasks, the relevance of using humour as medication for learning illnesses, the culture-humour interrelation, and many other issues. Researchers will always find a way to either prove or improve their thoughts. A failure in proving something is a way of improving the perspective through which it should be done, investigated or checked.

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Appendices

Appendix 1: Pupils' Questionnaire

In the light of attempting an investigation concerning the use of humour in EFL classroom and its effect on the psycholinguistic side on pupils, we prepared this questionnaire to sustain our inquiry which is composed of multiple statements. It would be of a great help to provide us with credible comments and answers.

لا أوافق بشدة	لا أوافق جزئياً	حيادي	أوافق جزئياً	أوافق بشدة	البيانات/statements	
					الفكاهة مهمة في تعلم اللغة الأجنبية. Humour is important to foreign language learning.	1
					يمكنني التعلم بشكل أفضل عندما يستعمل أستاذ اللغة الأجنبية الفكاهة. I can learn better when my foreign language teacher uses humour.	2
					الفكاهة ميزة مهمة في الأستاذ. Humour is an important characteristic in a teacher.	3
					بغض النظر عن أهمية الفكاهة، التعلم يتطلب بيئة عمل جدية مع القليل من الوقت للفكاهة. While humour is important, learning requires a serious work environment with little time for humour.	4
					إذا كان القسم يضحك وينكت فلا نستطيع التعلم. If the class is laughing and joking, we are not learning.	5
					أثناء تعلم اللغة الإنجليزية، عندما يبادر طالب ما بالفكاهة في القسم عادة ما ينظر إليها على أنها إزعاج للتعلم. In English learning class, a student initiating humour is perceived to being a disruption to learning.	6
					الفكاهة في اللغة الأجنبية تزيد من اهتمامي في تعلم تلك اللغة. Humour in the foreign language increases my interest in learning that language.	7
					الفكاهة تجعلني مرتاحاً أكثر، أي أقل قلقاً، في حصص اللغة. Humour makes me feel more relaxed (i.e. less anxious) in my language classroom.	8
					الفكاهة في القسم تساعدني على التركيز بشكل أفضل على الدرس. Humour in the class helps me focus better on the lesson.	9

					Humour in the classroom helps me to concentrate better on the lesson.	
					الفكاهة هي تضييع لوقت التعلم الثمين في القسم. Humour is a waste of precious learning time in the classroom.	10
					إذا استعمل الأستاذ(ة) الفكاهة بكثرة فسأعتبره(ها) غير مهني. If a teacher uses humour a lot, I will think he/ she is not professional.	11
					استعمال الفكاهة في القسم هو تشتيت. The use of humour during a lesson is distracting.	12
					الفكاهة ليست سمة قابلة للقياس، وبالتالي لها دورها في تعلم اللغة مشكوك فيه. Humour is not a measurable characteristic and therefore has a questionable role in language learning.	13
					أواجه صعوبة في فهم الفكاهة باللغة الإنجليزية في القسم. I find it difficult to understand English humour in the classroom.	14
					أود لو أن أستاذي يستعمل الفكاهة في حصص الإنجليزية. I would like my teacher to use humour in my English class.	15
					أود لو أن أستاذي يستعمل الفكاهة الجزائرية في حصص الإنجليزية. I would like my teacher to use Algerian humour in my English class.	16
					استعمال الأستاذ(ة) للفكاهة يجعلني أحس أنني قريب(ة) منه(ها). My teacher's use of humour makes me feel closer to him/ her.	17
					أتعلم الكثير عن ثقافة اللغة الأجنبية بالتعرض للفكاهة الأصلية لتلك اللغة والثقافة. I learn more about the culture of the foreign language by being exposed to native humour of that language and culture.	18
					الفكاهة عموما تحسن من قدرتي على تعلم اللغة الأجنبية عن طريق خلق بيئة تعليمية أكثر راحة وملائمة. Humour generally improves my ability to learn a foreign language by creating a more comfortable and conducive learning environment overall.	19

Appendix 2: Teachers' Interview

Humour in these statements includes verbal and non-verbal types of humour, and humorous materials in English

1. Did you use humour in this lesson?
2. In general, how effective did you find this lesson?
3. Was your use of humour in this lesson effective? Why or why not?
4. What do you think of the students' reaction to your use of humour in this lesson?
5. At this point, you used [an anecdote, a joke, a remark, etc.]. Why did you use it?
6. Please tell me about one instance in which you used humour effectively [to enhance the lesson quality, to increase student participation, to engage students more, etc.]
7. Please tell me about one instance in which you used humour not so effectively. What do you think was the reason(s) for that failure?
8. In general, is your use of humour in class prepared or spontaneous? Please explain your preference.
9. Do you purposefully choose materials that are likely to generate humour? [to be core texts or supplementary materials]
10. What do you think about the role(s) and/ or effect(s) of humour in foreign language teaching?
11. Do you think that students want teachers to use humour when teaching? Why or why not?
12. How often do you use humour? [every lesson, once in a couple of weeks, once in a couple of months, or once a year]