



**International Journal of Languages' Education and Teaching**  
**Volume 6, Issue 2, June 2018, p. 284-294**

Received	Reviewed	Published	Doi Number
20.04.2018	14.05.2018	30.06.2018	10.18298/ijlet.2820

**Turkish EFL Learners' Perceptions  
on Teachers' Using Humor in the EFL Classroom<sup>1</sup>**

*Murat HİŞMANOĞLU<sup>2</sup> & Yüksel ERSAN<sup>3</sup> & Yusuf Ziyaettin TURAN<sup>4</sup>*

**ABSTRACT**

Humor is a fundamental pedagogical tool that EFL teachers can utilize in the classroom to maximize their effectiveness. Furthermore, humor in pedagogy is a basic tool that can help teachers to create a motivating atmosphere in class to enhance student learning. For years, educational researchers have tried to investigate humor implementation in the classroom context and humor has been viewed as a classroom learning and teaching catalyzer. In this study, a questionnaire adapted from Morrison (2008), Askildson (2005), Pham (2014) was administered to 110 English preparatory program students at a developing state university located in the Aegean region of Turkey to collect data on their perceptions on teachers' using humor in the EFL classroom. The interpretation of the findings in this study indicated that the use of humor had positive effects (e.g. creating a more comfortable and conducive learning environment, making students feel more relaxed) in the classroom. All in all, the results showed that humor was important in the EFL classroom and that students indicated a high level of agreement on the positive role of humor in classroom teaching.

**Key Words:** Humor, Language Learning, language Teaching, English Preparatory Program.

## 1. Introduction

In recent years, humor has emerged as a powerful tool in education in general and L2 learning in particular (Latiff & Daud, 2013) by changing how teachers teach and deliver information in the EFL classroom. As Chiasson (2002) indicates, humor maximizes students' motivation to the lesson by eliminating stress, providing a more appealing classroom climate, enhancing learning enjoyment, promoting students' interaction with their peers or teachers and facilitating learning. Ziyaeemehr, Kumar & Abdullah (2011) state that the use of humor in the classroom increases instructional effectiveness, provides a non-threatening classroom context, increases students' motivation and contributes to clarifying the course material.

<sup>1</sup> This article is the extended form of the paper presented in the 4th World Conference on Educational and Instructional Studies, 2015; November 5-7, Antalya.

<sup>2</sup> Assoc. Prof. Dr., Uşak University, murat.hismanoglu@usak.edu.tr.

<sup>3</sup> Dr., Uşak University, yuksel.ersan@usak.edu.tr.

<sup>4</sup> Dr., Uşak University, yusufz.turan@usak.edu.tr.

The reason why the researchers in this paper have focused on Turkish EFL learners' perceptions on teachers' use of humor in the classroom is that very little research (e.g. Antilla, 2008; Zhang & Xu, 2011) has been conducted on Turkish EFL context. Therefore, this paper aims at investigating Turkish EFL learners' perceptions on teachers' using humor in the EFL classroom. It defines the concept of humor, gives the classification of humor types made by several researchers, expounds the benefits of humor, summarizes the previous research on using humor in L2 learning and teaching and finally presents the findings of a research study and relates the findings to those of previously conducted studies.

## **2. Definition of Humor**

The concept of humor has been defined by a number of researchers. Leung (2004) defines humour as 'the ability to understand, enjoy, and express what is amusing' (p.1). Wanzer, Frymier, Wojtaszczyk & Smith (2006) indicate that humour is 'anything that the teacher and/or students find funny or amusing' (p.182). According to Faulkner (2011), humor is 'any physical action or spoken statement intentionally or otherwise that causes students to react by laughing, giggling, smiling, etc.'

### **2.1. Classification of humor types**

Various researchers (e.g., Shade, 1996; Chee, 2003; Ziyaemehr & Kumar; 2014) have made different categorizations of humor forms. Shade (1996) has categorized humor into four main sub-categories as (i) figural humor (e.g. comic strips, cartoons and caricatures), (ii) verbal humor (e.g., jokes, anecdote, parody, limerick, riddles, satire, puns, irony), (iii) visual humor (e.g., impersonation impressions, clowning, practical jokes, etc.) and (iv) auditory humor (e.g., impersonations, impressions, noises and sounds). Chee (2003) has sorted humor forms into four main groups as (i) textual forms (e.g., stories, jokes), (ii) pictorial forms (e.g., cartoons, comics), (iii) verbal forms (e.g., puns, word games and acronyms) and (iv) action/games (e.g., theater, video, role play, contests). Ziyaemehr & Kumar (2014) have identified humor as verbal humor, nonverbal humor and combined verbal and nonverbal humor. Puns, funny examples/stories, riddles, comic irony, word plays, hyperbole, content related jokes comprise verbal humor. Examples of non-verbal humor are gestures, making faces and funny facial expressions. Combined verbal and nonverbal humor comprise skit, parody, impersonation, satire and monologue. Turkish EFL teachers who aim to establish a positive classroom environment for their students should be familiar with these different classifications of humor. The concept of humor does not only include funny jokes and comics and cartoons as it seems to be on the surface. It has a number of forms ranging from riddles to puns, word games and theater, etc. In this vein, the present study stresses that Turkish EFL teachers should develop their humor competence by familiarizing themselves with numerous forms of humor.

### **2.2. Benefits of humor in the language classroom**

Humor provides a number of benefits for EFL learners. Humor is socially and psychologically beneficial to learners in that it contributes to relaxing learners, establishing a friendly classroom environment, creating ties among peers, increasing student interest, and making language learning more entertaining (Medgyes, 2001; 2002; Schmitz, 2002; Senior, 2001). Humor is instructionally beneficial to learners since it enhances comprehension and learning of L2 and develops the retention of the learning materials (Ziyaemehr, Kumar & Abdullah (2011).

As Ravichand (2013) states, using humor can decrease tension, minimize boredom and arouse interest due to its relaxing and tension reducing effect, its humanizing effect on teacher image and its student interest and enjoyment increasing effect. In Munoz's (2005) view, the use of humor in the classroom forms a cultural frame to language by offering a tone, expression and context to the material and hence it enhances students' cultural knowledge. In this vein, the use of humor can be viewed as a useful tool that can develop students' sociolinguistic and sociocultural competence (Ziyeaemehr et al., 2011).

Deneire (1995) stresses that the use of humor can sensitize students to microlinguistic differences (phonological, morphological, syntactic, semantic and lexical) between a student's L1 and the target language. Munoz (2005) highlights (a) that humor paves the way for building vocabulary, (b) that humor helps students to distinguish figurative meaning from literal meaning, (c) that humor contributes to developing students' visual memory and (d) that humor promotes students' ability to sort out linguistic problems.

Morrison (2008) indicates that the benefits of the use of humor in the classroom are creating optimal learning environment, supporting the change process, contributing to healthy mind/body balance, maximizing brain power, enhancing creativity and facilitating communication. Figure 1 below shows the benefits of humor in the classroom clearly:

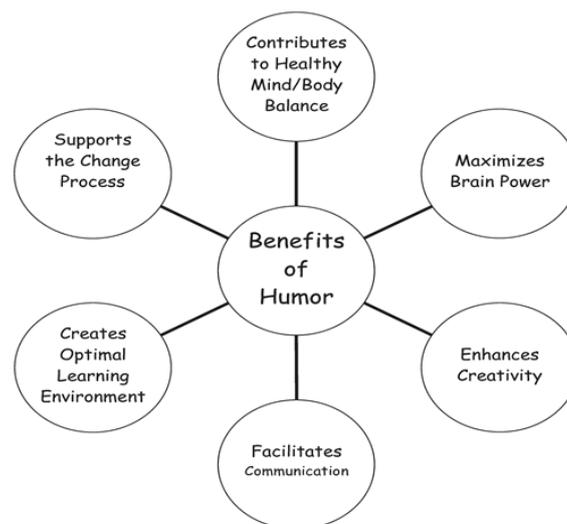


Figure 1. Benefits of Humor in Classroom (Morrison, 2008, p. 10)

### 3. Literature Review

Language teachers can utilize humor as an effective teaching tool when doing teaching in the classroom. Since the use of humor can provide a more positive learning environment for students, students feel comfortable and secure and they become more inclined to interact with their peers and the teacher (Aboudan, 2009; Ocon, 2015; Poirier & Wilhelm, 2014). Using humor in instruction can make the teacher more approachable, improve student-teacher relationships and develop student involvement in the lesson. If the EFL teacher uses humor effectively, it paves the way for the enhancement of student learning (Berk, 2007).

Researchers have mostly attempted to investigate (a) the effects of humor on learning, (b) the benefits of using humor, (c) the subject of incorporating humor into the language classroom, (d) the effects of the teacher's using humor on improving the four language skills such as listening, speaking, reading, writing and the language components such as vocabulary, pronunciation and grammar, e) the types of humor and f) L2 learners'/teachers' perceptions of humor implementation. Related to the effects of humor on learning, while some researchers have found that the use of humor develops learning (e.g., Kelley & Gorham, 1988; Wanzer & Frymier, 1999; Ziv, 1988), others have not found enhancement of learning with humor (e.g., Houser, Cowan, West, 2007).

With respect to the benefits of using humor, researchers have found that humor positively affects EFL learners in four aspects. Psychologically, it relaxes learners, creates a friendly classroom environment and makes language learning more entertaining. Socially, it increases students' interest, creates strong bonds between peers as well as with the teacher, enhances students' cultural knowledge. Instructionally, it develops comprehension and learning of L2 and enhances the retention of the learning materials (Medgyes, 2001; 2002; Munoz, 2005; Schmitz, 2002; Senior, 2001; Ziyaeemehr et al., 2011). Linguistically, it sensitizes students to microlinguistic differences (phonological, morphological, syntactic, semantic and lexical) between a student's L1 and the target language (Deneire, 1995; Munoz, 2005).

Relevant to the subject of incorporating humor into the language classroom, a number of studies have shown positive effects of incorporating humor into the classroom (e.g., Askildon, 2005; Bell, 2005, 2009, Berk, 2000; Pollack & Freda, 1997). Researchers have shown that incorporating humor into the language maximizes instructional effectiveness (e.g., Deiter, 2000; Wanzer, 2002), maximizes students' motivation to the lesson (McCroskey, Richmond, Bennett, 2006) and enhances student learning (e.g. Baringer & McCroskey, 2000). However, Deneire (1995) indicates that humor is still not utilized at the desirable level in the EFL classroom.

Related to the effects of the teacher's using humor on improving the four language skills such as listening, speaking, reading, writing and the language components such as vocabulary, pronunciation and grammar, researchers have found that humor improves EFL learners' listening comprehension (e.g., Rafiee, Kassaian, Dastjerdi, 2010), speaking ability (e.g., Sunani, 2012; Syafiq & Saleh, 2012), reading comprehension (e.g., Hayati, Shooshtari, Shakeri, 2011; Motlagh, Motallebzade, Fatemi, 2014; Piaw, 2012), writing ability (e.g. Latiff & Daud, 2013), vocabulary comprehension and retention (Blyth and Ohyama, 2011; Zabidin, 2015), grammatical ability (e.g. Salehi & Hesabi, 2014), pronunciation ability (e.g., Syafiq & Saleh, 2012).

With respect to the types of humor, various researchers (e.g. Shade, 1996; Ziyaeemehr & Kumar, 2014) have provided different classifications for humor in the classroom. To illustrate, Shade (1996) categorized humor into four main sub-categories as (i) figural humor (e.g. comic strips, cartoons and caricatures), (ii) verbal humor (e.g., jokes, anecdote, parody, limerick, riddles, satire, puns, irony), (iii) visual humor (e.g., impersonation impressions, clowning, practical jokes, etc.), (iv) auditory humor (e.g., impersonations, impressions, noises and sounds). Ziyaeemehr & Kumar (2014) have identified humor as verbal humor (e.g., puns, funny examples/stories, riddles, comic irony, word plays, hyperbole, content related jokes), nonverbal humor (e.g., gestures, making faces and funny facial expressions) and combined verbal and nonverbal humor (e.g., skit, parody, impersonation, satire and monologue).

Relevant to L2 learners'/teachers' perceptions of humor implementation, very few researchers (e.g., Bryant, Comisky, Crane & Zillmann, 1980; Pollak & Freda, 1997; Zhang & Xu, 2011) have found that learners/teachers have positive perceptions of humor implementation for L2 learning and teaching. For instance, Zhang & Xu (2011) investigated Chinese EFL learners' perceptions of humor in EFL teaching and learning. The results of the study indicated that all the participants had positive attitudes toward the use of humor by EFL teachers in class and that the use of humor in the EFL classroom had the power to humanize, stimulate, reduce anxiety, and ease the L2 learning process.

In spite of the focus on studying (a) the effects of humor on learning, (b) the benefits of using humor, (c) the subject of incorporating humor into the language classroom, (d) the effects of the teacher's using humor on improving the four language skills such as listening, speaking, reading, writing and the language components such as vocabulary, pronunciation and grammar, e) the types of humor, there is insufficient research into L2 learners'/teachers' perceptions of humor implementation. Such research can have a striking effect on language practitioners who wish to do effective teaching in a stress free classroom environment by infusing humor into their teaching.

## 4. Methodology

### 4.1 Sample characteristics

The study was conducted with the participation of 110 EFL learners getting English preparatory education in the Foreign Languages School of a state university in Turkey. The age of the students ranged from 18 to 23. Fifty-one were males and fifty-nine were females. All of the students were in their English preparatory year.

Table 1: "Demographic Properties of the Participants"

		Frequency	Percentage (%)
Age	18-20	89	81
	21-23	21	19
Gender	Male	51	46
	Female	59	54
Year	English preparatory year	110	100
<b>Total</b>		<b>110</b>	<b>100</b>

### 4.2 Instrument and data collection

A questionnaire adapted from Morrison (2008), Askildson (2005) and Pham (2014) was administered to English preparatory program students to collect data on their perceptions on teachers' using humor in the EFL classroom. The questionnaire consisted of two parts. In the first part, teachers were asked to complete demographic data such as age and gender. In the second part, there were nineteen items on Turkish EFL learners' perceptions on teachers' using humor in the EFL classroom based on a 5-point Likert scale (from 1=strongly disagree to 5=strongly agree).

Two native EFL teachers and three non-native EFL teachers evaluated the adapted questionnaire for content and face validity and they indicated that the questionnaire was suitable and comprehensive for the context of the study. To check reliability, the questionnaire was analyzed via the Cronbach's Alpha Coefficient  $\alpha = 0.67$ , which indicated a sufficient level of reliability. The questionnaire was administered to 110 English preparatory program EFL learners at one state university located in a rural area in Turkey during May 2015 and the return rate from these EFL teachers was 100 % (N=110).

## 5. Results

### 5.1 Students' scores on questionnaire

As seen in table 2, the results of the questionnaire indicated that although English preparatory program students agreed that (a) humor was important to foreign language learning (item 1,  $M=4.65$ ;  $SD=0.63$ ), (b) they could learn better when their foreign language teacher used humor (item 2,  $M=4.45$ ;  $SD=0.69$ ), (c) humor was an important characteristic in a teacher (item 3,  $M=4.38$ ;  $SD=0.87$ ), (d) humor made them feel more relaxed (i.e. less anxious) in their language classroom (item 8,  $M=4.41$ ;  $SD=0.77$ ), (e) their teacher's use of humor made them feel closer to him/her (item 17,  $M=4.28$ ;  $SD=0.87$ ), (f) humor generally improved their ability to learn a foreign language by creating a more comfortable and conducive learning environment overall (item 19,  $M=4.23$ ;  $SD=0.91$ ), (g) they learned more about the culture of the foreign language by being exposed to native humour of that language and culture (item 18,  $M=4.18$ ;  $SD=0.84$ ), (h) humor in the foreign language increased their interest in learning that language (item 7,  $M=4.16$ ;  $SD=0.93$ ), (i) humor in the classroom helped them to concentrate better on the lesson (item 9,  $M=4.14$ ;  $SD=0.88$ ), some of them were undecided about whether or not (a) they would like their teacher to use English humour in their English class (item 16,  $M=3.84$ ;  $SD=1.00$ ), (b) a student initiating humour in class was usually perceived as being a disruption to learning in Turkish education (item 6,  $M=3.59$ ;  $SD=1.24$ ), (c) they would like their teacher to use Turkish humour in their English class (item 15,  $M=3.55$ ;  $SD=1.20$ ), (d) they found it difficult to understand English humour in the classroom (item 14,  $M=3.10$ ;  $SD=1.16$ ), (e) learning required a serious work environment with little time for humor while humor was important (item 4,  $M=3.06$ ;  $SD=1.35$ ).

The results of the questionnaire also revealed that English preparatory program students disagreed that (a) humour was not a measurable characteristic and therefore had a questionable role in language learning (item 13,  $M=2.80$ ;  $SD=1.08$ ), (b) they would think he/she was not professional if a teacher used humor a lot (item 11,  $M=2.50$ ;  $SD=1.41$ ), (c) the use of humour during a lesson was distracting (item 12,  $M=2.24$ ;  $SD=1.33$ ), (d) humor was a waste of precious learning time in the classroom (item 10,  $M=2.18$ ;  $SD=1.31$ ), (e) they were not learning if their class was laughing and joking (item 5,  $M=2.14$ ;  $SD=1.39$ ). Overall, the results of the study showed that humor was important in the EFL classroom and that students indicated a high level of agreement on the positive role of humor in classroom teaching.

Table 2: "Distribution of Mean Scores on Turkish EFL learners' Perceptions on Teachers' Using Humor in the EFL Classroom"

Items	M	SD
1. Humour is important to foreign language learning.	4.65	0.63
2. I can learn better when my foreign language teacher uses humour.	4.45	0.69
3. Humour is an important characteristic in a teacher.	4.38	0.87
4. While humour is important, learning requires a serious work environment with little time for humour.	3.06	1.35
5. If my class is laughing and joking, we are not learning.	2.14	1.39
6. In Turkish education, a student initiating humour in class is usually perceived as being a disruption to learning.	3.59	1.24
7. Humour in the foreign language increases my interest in learning that language.	4.16	0.93
8. Humour makes me feel more relaxed (i.e. less anxious) in my language classroom.	4.41	0.77
9. Humour in the classroom helps me to concentrate better on the lesson.	4.14	0.88
10. Humour is a waste of precious learning time in the classroom.	2.18	1.31
11. If a teacher uses humour a lot, I will think he/ she is not professional.	2.50	1.41
12. The use of humour during a lesson is distracting.	2.24	1.33
13. Humour is not a measurable characteristic and therefore has a questionable role in language learning.	2.80	1.08
14. I find it difficult to understand English humour in the classroom.	3.10	1.16
15. I would like my teacher to use Turkish humour in my English class.	3.55	1.20
16. I would like my teacher to use English humour in my English class.	3.84	1.00
17. My teacher's use of humour makes me feel closer to him/her.	4.28	0.87
18. I learn more about the culture of the foreign language by being exposed to native humour of that language and culture.	4.18	0.84
19. Humour generally improves my ability to learn a foreign language by creating a more comfortable and conducive learning environment overall.	4.23	0.91
<b>Overall score</b>	<b>2.59</b>	<b>1.18</b>

## 6. Conclusion

Humor in pedagogy is a basic tool that can help teachers to create a motivating atmosphere in class to enhance the students' learning. For years, educational researchers have tried to investigate humor implementation in the classroom context and humor has been viewed as classroom learning and teaching catalyzer (Rochmawati, 2011). When the findings of this study are interpreted, it can be indicated that the use of humor had positive effects (e.g. creating a more comfortable and conducive learning environment, making students feel more relaxed) in the classroom. This result was in line with the results of previous studies conducted by Medgyes (2001, 2002), Munoz (2005), Schmitz (2002), Senior (2001) and Ziyaemehr et al. (2011).

The results of previous studies conducted by Antilla (2008) and Zebila (2012) showed the negative effects of humor in the classroom (e.g. the use of humor during a lesson being distracting, humor being a waste of precious learning time in the classroom). However, the current study found the positive effects of humor in the classroom (e.g. the use of humor increasing students' interest in learning a foreign language, humor making students feel more relaxed in the classroom and humor helping students to better concentrate on the lesson).

Relevant to EFL learners' perceptions of teachers' using humor in the EFL classroom, this study provided evidence in support of previously conducted studies (e.g. Bryant, Comisky, Crane & Zillmann, 1980; Pollak & Freda, 1997; Zhang & Xu, 2011) that indicated that EFL learners had positive perceptions of their teacher's using humor in the EFL classroom for L2 learning and teaching. More specifically, the present study found (a) that humor was important to foreign language learning, (b) that students could learn better when their foreign language teacher used humour, (c) that their teacher's use of humor made them feel closer to him/her, (d) that they learned more about the culture of the foreign language by being exposed to native humour of that language and culture, (e) that humour generally improved their ability to learn a foreign language by creating a more comfortable and conducive learning environment overall. Undoubtedly, a motivating, non-threatening and relaxing learning environment positively affects student learning. However, a demotivating, boring and frustrating classroom environment may give rise to students' getting bored, frustrated or stressed, which may affect their learning negatively. At this juncture, it is the teacher's use of humor in the EFL classroom that can really work to provide effective learning and teaching process.

## 7. Future Directions

In future studies, Turkish EFL teachers' perceptions of humor implementation in the classroom can be compared and contrasted with international EFL teachers' perceptions of humor implementation to find out cross cultural differences among EFL teachers in terms of their perceptions of humor implementation. Studies that focus on classroom observation of humor oriented activities can also be conducted in the future to reveal whether or not humor oriented activities can maximize EFL learners' motivation to learn English as a foreign language. Furthermore, studies can be conducted to investigate the effects of EFL teachers' using humor on reducing anxiety and developing students' L2 speaking skill.

## REFERENCES

- Aboudan, R. (2009). Laugh and learn: Humor and learning a second language. *International Journal of Arts and Sciences*, 3(3), 90-99.
- Anttila, T. (2008). Lukiolaisten käsityksiä huumorista ja kokemuksia opettajista huumorin käyttäjinä. *Joensuun yliopiston kasvatustieteellisiä julkaisuja 126*. Joensuu: University of Joensuu.
- Askildson, L. (2005). Effects of humor in the language classroom: Humor as a pedagogical tool in theory and practice. *Arizona Working Papers in SLAT*, 10, 45-61.
- Baringer, D. K., & McCroskey, J. C. (2000). Immediacy in the classroom: Student immediacy. *Communication Education*, 49(2), 178-186.
- Bell, N.D. (2005). "Exploring L2 language play as an aid to SLL: A case study of humour in NS-NNS interaction." *Applied Linguistics*, 26(2), 192-218.
- Bell, N. D. (2009). Learning about and through humor in the second language classroom. *Language Teaching Research*, 13(3), 241-258.
-

- 
- Berk, R. A. (2000). Does humor in course tests reduce anxiety and improve performance? *College Teaching*, 48, 151-158.
- Berk, R. A. (2007). Humor as an instructional defibrillator. *The Journal of Health Administration Education*, 24(2), 97-116.
- Blyth, A., & Ohshima, T. (2011). Using humour in EFL classes. In A. Stewart (Ed.), *JALT 2010 Conference Proceedings*. Tokyo: JALT. Retrieved October 20, 2015 from [jalt-publications.org/files/pdf-article/jalt2010proc-72.pdf](http://jalt-publications.org/files/pdf-article/jalt2010proc-72.pdf).
- Bryant, J., Crane, J.S., Cominsky, P.W., & Zillmann, D. (1980). Relationship between college teachers' use of humor in the classroom and students' evaluations of their teachers. *Journal of Educational Psychology*, 72, 511-519.
- Chee, A. W. S. (2003). *Humor in TEYL- reducing classroom anxiety*. Retrieved August 25, 2015 from the World Wide Web: <http://www.teyl.org/article2.html>.
- Chiasson, P. E. (2002). Using humor in second language learning. *The Internet TESL Journal*, 3(3). Retrieved from <http://iteslj.org/Techniques/Chiasson-Humour.html>.
- Deiter, R. (2000). The use of humor as a teaching tool in the college classroom. *NACATA Journal*, 20-28.
- Deneire, M. (1995). Humor and foreign language teaching. *Humor: International Journal of Humor Research*, 8 (3), 285-298.
- Faulkner, T. O. (2011). Is humor a useful classroom tool to motivate and help young Korean learners to remember? Unpublished Master's Thesis, Birmingham, England.
- Hayati, A. M., Shooshtari, Z. G. & Shakeri, N. (2011). Using humorous texts in improving reading comprehension of EFL learners. *Theory and Practice in Language Studies*, 1(6), 652-661.
- Houser, M. L., Cowan, R. L., & West, D. A. (2007). Investigating a new education frontier: Instructor communication behavior in CD-ROM texts-do traditionally positive behaviors translate into this new environment? *Communication Quarterly*, 55, 19-38.
- Kelley, D. H., & Gorham, J. (1988). Effects of immediacy on recall of information. *Communication Education*, 37, 198-207.
- Latiff, A. A. & Daud, N. M. (2013). Pre-service ESL teachers' perceptions of parody integration in digital stories. *World Applied Sciences Journal*, 21, 28-35.
- Leung, B. (2004). Development of an objective humour appreciation measure (HAM). Paper presented at AARE 2004 International Education Research Conference, The University of Melbourne, Victoria, Australia (28th Nov. – 2nd Dec. 2004).
- McCroskey, J. C., Richmond, V. P., & Bennett, V. E. (2006). The relationships of student end-of-class motivation with teacher communication behaviors and instructional outcomes. *Communication Education*, 55(4), 403-414.

Medgyes, P. (2001). How's this for fun? The role of humour in the ELT classroom and ELT teaching materials. In *Reflections on language and language learning: in honour of Arthur van Essen* (pp. 105-18). Philadelphia, PA: John Benjamins.

Medgyes, P. (2002). *Laughing Matters: Humor in the language classroom*. Cambridge: Cambridge University Press.

Morrison, M. K. (2008). *Using humor to maximize learning: The link between positive emotions and education*. Maryland: Roman and Littlefield Education.

Motlagh, F. G., Motallebzade, K. & Fatemi, M. A. (2014). On the effects of teacher's sense of humor on Iranian's EFL learners' reading comprehension ability. *International Journal of Applied Linguistics & English Literature*, 3(4), 1-5.

Munoz, B. J. (2005). Learning through humor: using humorous resources in the teaching of foreign languages. *The A.T.I.S Bulletin*, 42-46.

Ocon, R. (2015). Using humor to create a positive learning environment. Retrieved May 18, 2018 from: <https://www.asee.org/public/conferences/56/>.

Pham, H. N. (2014). The use of humor in EFL teaching: A case study of Vietnamese university teachers' and students' perceptions and practices. University of Canberra: Unpublished Doctoral Dissertation, Australia.

Piaw, C. Y. (2012). Using content-based humorous cartoons in learning materials to improve students' reading rate, comprehension and motivation: It is a wrong technique. *Procedia - Social and Behavioral Sciences*, 64, 352-361. Retrieved September 05, 2015 from: <http://www.sciencedirect.com/>.

Poirier, T. I., & Wilhelm, M. (2014). Use of Humor to Enhance Learning: Bull's Eye or Off the Mark. *American Journal of Pharmaceutical Education*, 78(2), 27.

Pollack, J. & Freda, P. (1997). Humor, learning, and socialization in middle level classrooms. *The Clearing House*, 70.

Rafiee, M., Kassaian, Z., & Dastjerdi, H. (2010). The application of humorous songs in EFL classrooms and its effects on listening comprehension. *English Language Teaching*, 3(4), 100-108.

Ravichand, M. (2013). Humor: An aid to learning and instruction. *Journal of Humanities and Social Science*, 11(1), 18-21.

Rochmawati, D. (2011). Teaching the humorous texts in English as a foreign language (EFL) Classroom. *Tahun*, 7(12), 1-14.

Salehi, F. & Hesabi, A. (2014). Impact of teaching grammar through humor on Iranian EFL learners. *Theory and Practice in Language Studies*, 4(8), 1641-1652.

Schmitz, J. R. (2002). Humor as a pedagogical tool in foreign language and translation courses. *Humor: International Journal of Humor Research*. 15(1), 89-113.

Senior, R. (2001). The role of humour in the development and maintenance of class cohesion. *Prospect*, 16(2), 45-54.

- 
- Shade, A. R. (1996). *License to laugh: Humor in the classroom*. Connecticut: Greenwood Publishing.
- Sunani, W. (2012). The effect of using humor strategy toward speaking ability of the second year students at SMPN 2 singing district kuantan singing regency. Unpublished Bachelor's Degree Graduation Thesis. Faculty of Education and Teacher Training of State Islamic University of Sultan.
- Syafiq, A. & Saleh, M. (2012). Humorous English teaching material for improving students' speaking skill with high and low learning motivation. *Language Circle: Journal of Language and Literature*, 7, 45-54.
- Wanzer, M. (2002). Use of humor in the classroom: The good, the bad, and the not-sofunny things that teachers say and do. In J. L. Chesebro & J. C. McCroskey (Eds.), *Communication for Teachers* (pp. 116-126). Boston: Allyn & Bacon.
- Wanzer, M. B. & Frymier, A. B. (1999). The relationship between student perception of instructor humor and students' reports of learning. *Communication Education*, 48, 48-62.
- Wanzer, M. B., Frymier, A. B., Wojtaszczyk, A. M., & Smith, T. (2006). Appropriate and inappropriate uses of humor by teachers. *Communication Education*, 55, 178-196.
- Zabidin, N. B. (2015). The use of humorous texts in improving ESL learners' vocabulary comprehension and retention. *English Language Teaching*, 8(9), 104-111.
- Zebila, M. (2012). Using humor as a pedagogical strategy to reduce students' boredom: The case of first year students of English at Biskra University. Unpublished Master's Thesis, University of Mohammed kheider – Biskra, Algeria.
- Zhang, W. & XU, X. (2011). Chinese EFL learners' perceptions of humor in teaching and learning. In Z. Lu, W. Zhang, & A. Crippen (Eds.), *Issues in English language teaching and learning at tertiary level* (pp. 312-323). Hong Kong: Hong Kong Polytechnic University.
- Ziv, A. (1988). Teaching and learning with humor: Experiment and replication. *Journal of Experimental Education*, 57, 5-15.
- Ziyaeemehr, A. & Kumar, V. (2014). The relationship between instructor humor orientation and students' report on second language learning. *International Journal of Instruction*, 7(1), 91-106.
- Ziyaeemehr, A., Kumar, V. & Faiz Abdullah, M.S. (2011). Use and non-use of humor in academic ESL classrooms. *English Language Teaching*, 4(3), 111-119.