

Effectiveness of humor in English Language Learning: Bangladeshi perspective

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Inspiring Excellence

English and Humanities Department

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Effectiveness of humor in English Language Learning: Bangladeshi perspective

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By

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Dedication

I would like to dedicate my thesis to my parents

And my beloved husband who supported me a lot

in this journey

Acknowledgement

With immense blessing of my Almighty Allah, the ever graceful and merciful gave the researcher the strength and patience to complete the thesis of post-graduation.

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Declaration

Myself Sadia Margoob (ID: 16163005) a post-graduation student of English and Humanities Department of BRAC University declare that this thesis is my original work (Except where acknowledgement indicate otherwise. This paper follows proper citation American Psychological Association (APA 6th) and free from plagiarism.

Signature: Sadia Margoob

Date: ...

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Effectiveness of Humor in English language Learning: Bangladeshi Perspective

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Abstract

Humor is an interesting subject to everyone. Most importantly humor has been a part of our pedagogical system. It adds inspirational enthusiasm among learners. Teachers mention different humors to teach English Language. Humor is applied to teach various grammar items of English Language in relation to the major skills reading, writing, listening and speaking. With each language item and skill teachers present relevant examples of humor and thus help learners to capture input easily. Different hilarious examples have been using to make learning fun. Moreover, humor helps to overcome the tediousness of a classroom, makes teacher-students relationship stronger. Most interestingly, it improves group co-ordination among learners. Also, humor helps to grow love for English language. Thus, it develops integrative motivation which helps to become better learners of English language.

Introduction

People laugh, love to have fun. Experts suggest laughing is an important tool to promote learning the English language. However, now humor is confined within the compound of education and classroom. It is considered a significant strategy for modern English Language teachers. "A day without laughter is a day wasted" spoken by Charlie Chaplin the reputed English comic actor. Using humor today not only consisted within the walls of amusement, but eventually it already launches a new era in teaching especially English language learning.

Humor is good tactic to teach and learn. Humor has its own sphere, own meaning but experts believe that the success of any humor mainly depends on the participants' outlook. In our country, students are not enough proficient in English language culture. It happens because of less exposure to English language. Therefore, teachers now discover a new way to teach language to students. A general picture of our country says students are not willing to use English in daily conversation. In this context, humor is regarded a strong tool to make learners use English language. Humor endorses human communication, it makes people to enjoy. It sets up the connection with creativity. Humor tends to observe the surroundings and helps the stand-up comedians to come up with something innovative.

Humor is not same round the world. Very often it gets misunderstood very critically mainly due to boundary differences. However, Bell (2011) mentioned that humor varies to region to region. Therefore, experts are trying to introduce a new theory which will show how a word can make the big differences (p. 137). Moreover, we habitually refer to humor of other culture; try to match with our one and used interchangeably. Alongside, humor opens the door of kinship, leads the road to globalization.

However, the existence of humor in teaching and learning is still under debate especially in Bangladesh. Learning is grounded on entertainment now. Many teachers prefer to use humor in classroom, but still s along way to go. Many educational institutes still believe in traditional teaching method and thus students are lacking behind. Both the perspective of teachers and students are essential on applying humor in classroom.

Significance of the study

The significance of this study is it will help to expand the knowledge regarding this area. This domain incorporates the previous studies and improves the arguments with newly found information. In future it might contribute to explore other parts related with the content of humor in learning. It needs to mention that most of the researches had been done in western context, so those result may not match with our findings. Moreover, this research completely concentrates on the point of view of teachers and students, on how a single change can bring huge comfort in teaching arena.

Central Research Questions

1. What are the roles of humor to enhance group cohesion in second language classroom?
2. How humor brings integrative motivation among learners?

Purpose of the study

The main purpose of this study is to figure out the focus of research questions whether humor actually enhances group cohesion and build integrative motivation to learn English language.

Limitation of the study

The researcher at first faced obstacle in case of selecting the questions because the researcher had to design the questions simple to complex wise that can cover up all the areas of the research topic. On the other hand, for the researcher it was not possible to cover up a good number of universities and observe those classes because it would take much time.

Literature review

What is humor?

According to Cambridge dictionary, humor is the ability to find things funny, the way in which people see that some things are funny, or the quality of being funny. There are numerous definitions of humor.

“Humor can be defined as anything that is perceived to funny comical or amusing” (Pineiro, 2016, p. 2). According to, Sen (2012) said that humor is an amusing communication. It helps to foster positive emotions and cognitions among individual, group, or organization (p. 1). Through humor people try to make others laugh and proceed to create such a relaxing atmosphere. Additionally, Pollak & D. Freda (1997) referred to humor as a “Social Skill”. They suggested that humor helps to cope with stress, alleviate unhappiness, anxiety and depression and boosts self-image (p. 176). Humor has the potential to make people happy and encourage reducing tension, even if for a brief period of time.

Ross (1998) defined humor as ‘something that makes a person laugh or smile’ (p. 1). Humor can bring happiness in human life, but there are exceptions too. Sometimes humor is a reason for embarrassment. Anything that is funny to one person may not be equally humorous to another person. Ocon (2015) marked humor as a subjective view. He believed that it differs from person to person (p. 3).

From these definitions, it can be said that humor can be a very powerful tool to make people laugh. It helps to decrease psychological stress and bring satisfaction to the mind.

Humor and education

During the twentieth century Karobkin (1988) found that humor was considered unscholarly as a teaching strategy (p. 154). On the other hand, Dziegielewski et al (2003) said that in an educational setting humor is a good approach to facilitate learning. He further quoted Jerry King - a former teacher and National Education Association member - "We're missing the whole point; laughter does not prohibit learning, it enhances it" (p. 77). At present, teachers use humor in classroom teaching which includes jokes and funny short stories sometimes via technology.

The priority of humor is increasing in education system day by day. Gradually, we have moved away from the settings of traditional teaching process. Previously, teaching experience was focused on Grammar Translation Method (GTM), whereas currently the system is concentrated more on communication. Teachers use humor as a means of ice-breaking tool. At the beginning of the lesson, a mentor can tell a joke or riddle in front of the class to make them comfortable and to set up a good impression about the lesson. On a relevant issue, Wulf (2010) suggested using humor in test items in the form of multiple choice questions. He believed humor can defuse test anxiety in classrooms (p. 156). Moreover, it helps the teachers' job to make learning fun and fruitful. Minchew (2001) said teachers should apply some tactics to make learning fun and it is their duty to involve learners in that learning process (p. 60).

According to, Lujan and Di Carlo (2016) humor is a magical pill which reduces tension and works as a treatment for boredom. Both authors referred that humor is a free treatment without any negative issues which surely improves learning without forcing the memory (p. 433). Based on past few studies like Berk (2000), Darling & Civikly (1986-1987), Pollak & Freda (1997) it can be said that humor has a great effect on human psychology to build a positive setting to

foster learning in education field. It increases students' and teachers' interaction in classroom setting.

Pinheiro (2015) marked teaching as an “Interpersonal endeavor” and humor as “Common communication behavior” (p. 3). Humor is now a new formula in education. Good sense of humor of teachers proves that they have the willingness also the spirit for accepting the creativity of the pupils. On a relevant note, Crossman (1964) marked humor as the most valuable classroom tools which tends to include refreshing zest and sparkle to the class (p. 528). Poirier & Wilhelm (2014) said that very often humor can be used to better illustrate a difficult and tedious lesson in the classroom (p. 1).

Humor and learning

Teslow (1995) said “Learned with laughter is learned well”. Learners learn best when there is presence of humor, because it brings positive emotion among them. Aboudan (2009) claimed that even more important issue is humor also contributes to good classroom modes (p. 2). Humor establishes a good rapport between students and teachers, eases tension and anxiety, improves interest in classroom lecture; all these combinations are responsible for successful learning. Moreover, humor is not a consistent perception in education. Banas et al, (2010) refereed to humor as a non-homogenous concept. It not only focuses on learning but also it adds values on group cohesion in classroom learning (p. 117). On the other hand, Pescosolido (2008) said “We believe that group culture and shared group goals in particular will be positively impacted by the use of humor within groups (p. 403). Humor helps to achieve group goals by performing various classroom activities.

Creativity can be the second aspect of humor in learning. Indeed it helps learners' to think out of the box. McGhee (n. d.) claims that humor helps to nurture learners' creativity; they can bring something extraordinary out of ordinary (p. 4). A relevant example from (Owen, The Internet TESL Journal, 1998-2005):

Little Johnny: Teacher, can I go to the bathroom?

Teacher: Little Johnny, May I go to the bathroom?

Little Johnny: But I asked first!

The above example explains that humor makes learners think creatively. It helps learners to come up with a unique solution which might be presented in a different way.

Humor is an important tool to teach in classrooms because it endorses a new outlook and triggers new thoughts in any subject. College students actually tend to like those teachers who lessen the monotony of the classroom. If humor is applied wisely it makes learning fun. Pollak & D. Freda (1997) stated that even slight humor can grab the attention of an inattentive learner in classroom. Truly, students like those mentors who take time and explain serious issues with humor in a form of a story (p. 177). For example (Zeidan, The Internet TESL Journal, 1998-2005):

A teacher asked a student to write 55.

Student asked: How?

Teacher: Write 5 and beside it another 5!

The student wrote 5 and stopped.

Teacher: What are you waiting for?

Student: I don't know which side to write the other 5!

Another humor example form (Academictips.org, 1999-2017)

Teacher; John, why are you doing your math multiplication on the floor?

John: You told me to do without using tables.

Humor and learning now are interlinked and thus, they help to find out the linguistic connection. Some humors are written or told in such an ambiguous way. As a result, listeners or readers miss the essential parts and thus create a huge misunderstanding. Regarding this, Honig (1988) said that for better understanding of humor learners' definitely need good linguistic knowledge in order to avoid incongruity (p. 61). After all, proper linguistic comprehension can simplify the hidden meaning of the spoken or written humor. Such as a sample from Ross (1998) "Why does Edward Woodward have 4 D's in his name? Because if he didn't he'd be called E-war Woo-war" (p. 3).

Humor in second language learning

It is important to mention that according to Kachru's concentric circle in Bangladesh, English is the official language. Bruthiaux (2010) marked ESL (English as Second Language) learners as only those who study and use English language in regular life. A large number of people from India, Bangladesh and Pakistan use English language officially (p. 367). In Bangladesh English language is used in different institutions; therefore, learning English gets highest priority.

Currently, Humor plays an important role in English language learning. Teachers are trying to shed light on modern teaching formula. They consider humor a fruitful technique to make classroom learning successful. Hunsaker, (1988) tied second language learning and fun in the same frame. His argument revealed that humor can create a strong learning atmosphere which will increase the receptivity of the secondary learners. He tries to express that learning a language requires more innovation (p. 285)

Humor in Second Language Grammar

Grammar is a part and parcel of a language. Previously in GTM (Grammar Translation Method) grammar was taught deductively. Freeman, (2000) mentioned that students used to study grammar deductively; they were given the rule first and later apply on examples (p. 18). Additionally, Scrivener, (1994) said that only learning grammar rules do not ensure learning grammar (p. 157). Therefore, now day's teachers use humor in teaching grammar through inductive method (First talk about examples then rules) to make learning enjoyable. Sometimes teachers' show hilarious pictures like cartoons related to grammar items in second language classroom. Once again, Hunsaker (1988) proposed a valuable solution that teachers can hang several billboards in the classroom filled up grammar items with humors. Students can take a glance and look at those during break time (p. 285).

Currently, by using humor teachers teach English language grammatical items like parts of speech, intonation, paragraph writing, tense, phonology, morphology, syntax etc. The writer Askildson (2005) pointed out some of the examples that can lead to successful second language learning. "He suggests humor as a formidable tool for sensitizing students to phonological, morphological, lexical, and syntactic differences within a single language or between a student's L1 and the TL" (p. 49). He mainly talked about some linguistics elements' examples those lead to successful learning with humor. For example:

"An American in a British hospital asks the nurse: "Did I come here to die?"

The nurse answers, "No, it was yesterdie." (p. 50).

The example depicts phonological difference between British and Australian accent. Due to accent difference both speakers might get confused. Therefore, this kind of humorous dialogue teachers' can use and help learners to understand the difference of accent.

Sometimes teachers might act upon a dialogue or share his/her own jokes in class. They must have the idea in which situation a humor should be used. For example a teacher teaches “Comma” in the class. An example from (Oxford Royale Academy, 2016):

Let’s eat grandma - Let’s eat, grandma.

The sentence teaches the importance of putting a comma in the right place. The first portion indicates that the speaker will eat his/her grandmother, while the other suggests having lunch/dinner with grandmother. These types of funny samples can avoid monotony of learning English grammar.

Another grammatical item like pronoun, teachers can also apply funny jokes or riddles. These sets of humor can help the students get an idea regarding the agenda of class. Teachers can show hilarious examples and might ask them to do brainstorm. In case of teaching pronoun an example from (BuzzFeed, 2017)

Teacher “Name two pronouns”. I said, “Who Me”

Currently, many ESL (English as Second Language) teachers try various humors in teaching grammar items like dependent/independent clause, verb to be and many more. Minchew (2001) discovered some metaphors to teach clause such as “Family”. He compared the dependent clause with teenage members. On the other side, adults were classified as independent clause (p. 60-61). These kinds of chunk help to relate the topic with ease.

Furthermore, in case of another grammar topic “Verb to Be” ESL teachers also apply humor. For example (Jarrett, The Internet TSEL Journal, 1998-2011) mentioned:

ESL teacher: You must never begin a sentence "I is ...".

Clever student: Please sir, what's wrong with "I is a vowel".

It is common that learners might get confused about any grammar item, like tense. It is a wise choice to do elicitation before beginning the topic. Once more, Askildson (2005) referred a good interesting humor for “Tense” to nurture English language learning. He further added a story of a grammar teacher who was sick.

A student asks, “What’s the matter”. “The teacher replies with reference to her discomfort. The students pause for a moment and then say, “What was the matter? What has been the matter? What will be the matter...? (p. 51).

Therefore, this type of real life evidence can also be of great source of encouraging English language learning.

The author referred to another poem which clearly defines the use of apostrophe.

“You can say she’s a vision, can’t say she’s a sight, and no woman is skinny, she’s slender and slight; If she should burn you up say she sets you afire, And you’ll always be welcome, you tricky old liar” (p. 233).

Such kinds of poems easily describe grammar items and inspire second language learning in classrooms.

Humor in Second language vocabulary:

English language has a wide list of words. Bromley (2007) claimed “English is three times larger in total number of words than German and six times larger than French” (p. 528).

Sometimes some humorous chunks can aid to learn vocabulary in second language classroom. For example: “What begins with T, end with T and has T in it? – A Teapot (Lost in the pond, 2017).

Moreover, a few teachers use poems to teach vocabulary. The poetic rhymes are effective in covering many aspects of English language. Minchew & Hopper (2008) cited a poem by Mary

Ann Boyd Bean Arnold “Call a woman a kitten, but never a cat; You can call her a mouse; cannot call her a rat, Call a women a chicken; but never a hen; Or you surely not be caller again(p. 233). From this beautiful poetic rhythm, vocabulary can be taught easily like (Cat-kitten, hen-chicken).

Spelling check is another way to learn vocabulary via humor. Minchew & Hopper (2008) added a sample and drew attention on such issue. “The church will host an evening of fine dining, super entertainment and gracious *hostility*. Obviously, the correct word is *hospitality*, not *hostility*” (p. 234). Additionally, word play with humor can be used to teach many words like different homonyms’ synonyms and antonyms.

Humor in English language skills

Mastery of a language means someone is equally capable of four skills like reading, writing, speaking and listening. Humor can be applied while teaching these four skills in classroom.

Humor in reading skill

According to Motlagh et al (2014) reading helps to gain knowledge, new information, gives pleasure (p. 1). Humor plays a good role to promote reading skill. Sometimes, when readers face many obstacles in reading comprehension, humor can help overcome those. Hayati et al (2011) mentioned that laughter and humor is a powerful way in order to involve learners in reading comprehension (p. 653). Insertion of humorous reading materials can promote reading skill among learners’. Further, the author added that jokes in reading materials arouse enthusiasm. Also, it helps to pay more attention to the main content (p. 657). Different types of cartoons comic strips are a good source to develop reading habit. Again Motlagh et al (2014) said that in second language classroom if students’ like the teachers’ sense of humor they get

intrinsic motivation (p. 2). This intrinsic motivation helps to guide learners' to read target language materials for pleasure.

Humor in listening skill

Songs can be a reliable source for improving second language listening skill. English language learners use music to work on listening skill. Boothe & West (n.d.) said that humorous song not only develops listening skill, but also helps to recognize phonological difference as well (p. 3). Besides, some humorous television show like "Friends", "Modern Family" can also contribute to develop listening skill. Another English show "Mind Your Language" can be used as a useful material in this regard. These kinds of shows bring amusement in classroom and lowers learners' anxiety. In classroom via songs multiple choice questions can be a good way to practice listening.

Humor in writing skill

At a first glance writing is tough job. To encourage learners' in writing, humor plays a big role. Different comic books enable learners to have hilarious pictures, dialogue, graphics which finally lead them to think creatively. Gorijan (2016) said that comical pictures conversation work as a visual analogue. Those help them to generate new ideas. Sometimes they can reorganize their own jokes when they share their ideas through writing (p. 4). Furthermore, humor through comic magazines and newspaper is a good source of authentic materials and also can help in brainstorming. On the other hand, author also referred to books of graphic novels. Using images or story telling can promote writing skill. Sometimes, Akinkurolere (n.d.) said that funny news story headlines which combine humor are regarded another good source to work on writing skill (p. 14).

Humor in speaking skill

Speaking is another productive skill that learners need to work on. Teachers can ask students to share their own jokes in second language classroom. Brink (1997) talked about the extemporaneous speech in English language classroom. Mainly he mentioned that extemporaneous speech can satisfy learners' need and help them to improve speaking in classroom (p. 475). In addition, different humorous television shows like Jimmy Kimmel Live, The Tonight show, The Ellen DeGeneres show, Oprah are also good sources to focus on speaking. Besides, like listening skill, the "Mind your Language" show also can contribute to develop English language speaking like pronunciation.

Demerits of humor in language learning

Humor has its drawbacks too. Sometimes humor creates an unwanted situation that affects the atmosphere negatively. Some longitudinal studies like Hudson (2008), Bell (2009) sorted out that humor has adverse effect in classroom learning.

While humor can be beneficial, but creating humor is sometimes too difficult. Very often humor just does the opposite instead of fun in English language classroom. Every now and then teachers use very inappropriate humor in the classroom. Surely, it distracts the students' performance. It means if humor is not used properly then it becomes a disaster. Berk (2000) said that humor tends to loosen anxiety, tedium of classroom condition, but if it is misused then it can bring back the anxiety (p. 154). Moreover, a teacher does not intentionally make humor very rough, sometimes it just backfires and leaves dissentient effects on students' psychology and classroom performances.

Very often humor gives birth to superiority. It harms the students very profoundly. Therefore, it has been underlined "These forms of humor often indicate malice or feelings so

superiority and derision rather than supportive, empathic communication” (Korobkin, 1988, p. 156). Where humor severs the motive to make learners happy, sometimes it brings the gloomier feelings to mind. However, mentors sometimes lack the quality to control the classroom discipline due to wrong delivery of humor. In another experimental study by Perkes (1981) it is demonstrated that sometimes humor does not help to maintain the balance of racism, sexism and gender stereotype.

Surveys claim that humor does not do any good to English language learning and using humor is totally wastage of time. Very often it adversely affects the teacher’s personality. An example by (Kelly, The Internet TESL journal, 1998-2011) shows the scenario.

Teacher: "Nick, what is the past participle of the verb to ring?"

Nick: "What do you think it is, Sir?"

Teacher: "I don't think, I KNOW!"

Nick: "I don't think I know either, Sir!"

So, this kind of expression affects teachers’ personality in classroom. Pinheiro (2016) found that learners do not want their mentors to act like a comedian or clown. They simply want their teachers to present the classroom topic with “Teaching Expertise” (p. 7).

Humor and culture share a very close relationship. The main focus of this research paper is humor; therefore it is better to make a distinction between humor and culture.

Having a poor understanding of humor sometimes leads to cross cultural misunderstanding. In a multilingual classroom culture is a big issue. Teachers have to take care of this fact. Thus, Neil Payne (2004) expanded some examples of cross cultural issues. Such as: “U.S. and British negotiators found themselves at a standstill when the American company proposed that they "table" particular key points. In the U.S. "Tabling a motion" means to not

discuss it, while the same phrase in Great Britain means to "bring it to the table for discussion." (p. 1). Therefore, it can be said that humor can cause communication breakdown in multicultural classroom. It is the teachers' duty to illustrate the phrase at the beginning of the class. However, Tuncay (2007) suggested that certain jokes are dissimilar from culture to culture. In this case it is better to give a background history if the humor belongs to another culture otherwise; the crucial purpose of humor cannot be comprehended (p. 4).

If humor is delivered in wrong way then it can be detrimental to second language learning. While using humor a teacher has to keep some crucial points in mind, like not to enhance stereotypes and limit the perspective of any topic. Sarcasm is not always good. Also, Poirier, et al (2014) examined that a wrong approach to deliver humor can hurt learners deeply; it might even make learners trackless and make them unconcerned (p. 1). Sometimes humor loosens group cohesion and causes isolation.

Conclusion

Humor makes the L2 classroom atmosphere congenial for interaction between teachers and pupils. "Similarly, language proficiency is defined as speakers' successful accomplishment of their communicative intentions across a wide variety of social settings. This is often referred to as communicative competence" (Enright & McCloskey, 1985, p. 434). Surely, humor is such a magic not for only promoting English language but also for prosperous implementation for teaching methods. Most importantly, still today, second language teaching teachers are not well trained for incorporating humor in our country, mainly in primary schools. They certainly need many seminars or workshops to work on this vital issue.

Methods of Data Collection

The methods used for this study include:

- Students' questionnaire survey
- Teachers' questionnaire survey
- Researcher's classroom observation using a checklist.

Research type

The study followed quantitative for teacher's and students' survey. There were 28 closed questions. The main motive to choose quantitative pattern is it allowed the researcher to get a numeric ratio which helped later to analyze the data sincerely. However, survey questions for students and teachers' were designed following by Lickert Scale. For example

Entirely disagree = 1, Disagree =2, Not sure = 3, Agree = 4, Entirely agree = 5

28 questions were filled up by participants with great care. The questions were systematically organized. As a result, the participants felt so comfortable and easy to be a part of the survey. The questionnaire basically asked about teachers-students opinion on using humor in English Language teaching. They just marked the appropriate ratio mentioned in the format of Lickert scale.

Classroom observation

The researcher's checklist was also same as teachers and students survey. Same queries helped to analyze data with ease. Classroom observation guided researcher to know about the real situation of classroom practice regarding humor.

Participants of the study

There were 80 participants in total, 10 teachers and 70 students. Participants' (1st year students) were from BRAC University. Teachers 'were from reputed schools of the country like

Oxford International School, Academia, Turkish Hope School and Australian International School.

Methods of Analysis

The researcher used the MS word for preparing the survey questions. In total there were 28 statements in the survey. All the questions were placed in an order of simple to complex. Later, their replies were analyzed seriously in the discussion portion.

Ethical Consideration

This study has been done by maintaining the comfort zone of the participants. The participants have given the proposal by the researcher by providing the survey sheet to take part in this study. They were not made bound to participate. A proper behavioral code has maintained and respect sustained at the time of data assortment. On the other hand, all the participants were curious to answer and be a part of this research.

Findings of the survey

This chapter includes the calculation of the survey of both teachers' and students'.

1. Humor is a natural ice breaking tool in English classroom

	Entirely disagree (1)	Disagree (2)	Not sure (3)	Agree(4)	Entirely Agree (5)
S:			8	40	32
T:				6	4

Students Mean = $8*3 = 24$, $40*4 = 160$, $32*5 = 160$, $160+160+24 = 344/80 = 4.3$

Teachers Mean = $4*6 = 24$, $5*4 = 20$, $20+24 = 44/10 = 4.4$

2. Humor is successful to facilitate second language learning

	Entirely disagree (1)	Disagree (2)	Not sure (3)	Agree(4)	Entirely Agree (5)
S:			16	48	16
T:				6	4

Students Mean = $48*4 = 192$, $16*5 = 80$, $16*3 = 48$, $192+48+80 = 320/80 = 4$

Teachers Mean = $6*4 = 24$, $4*5 = 20$, $20+24 = 44/10 = 4.4$

3. Humor creates a positive impact in learner's mind

	Entirely disagree (1)	Disagree (2)	Not sure (3)	Agree(4)	Entirely Agree (5)
S:			16	32	32
T:				6	4

Students Mean = $16*3 = 48$, $32*4 = 128$, $32*5 = 160$, $48+128+160 = 338/80 = 4.2$

Teachers Mean = $6*4 = 24$, $4*5 = 20$, $20+24 = 44/10 = 4.4$

4. Humor can be an important tool to explain difficult topics in second language

	Entirely disagree (1)	Disagree (2)	Not sure (3)	Agree(4)	Entirely Agree (5)
S:			32	8	40

T: 10

Students Mean: $32*3 = 96, 8*4 = 32, 40*5 = 200, 200+96+32 = 328/80 = 4.1$

Teachers Mean: $4*10=40/10=4$

5. Humor is a teaching strategy for you

Entirely disagree (1)	Disagree (2)	Not sure (3)	Agree(4)	Entirely Agree (5)
S:	16	24		40
T:	2	2	2	4

Students Mean: $16*2 = 32, 24*3 = 72, 40*5 = 200, 200+72+32 = 304/80 = 3.8$

Teachers Mean: $2*2 = 4, 2*3 = 6, 4*5 = 20, 20+4+6 = 30/10 = 3$

6. Humor sometimes adverse effect in second language learning in classroom

Entirely disagree (1)	Disagree (2)	Not sure (3)	Agree(4)	Entirely Agree (5)
S:	24	24	24	8
T:		6	4	

Students Mean: $24*2 = 48, 24*3 = 72, 24*4 = 96, 5*8 = 40, 48+72+96+40 = 256/80 = 3.2$

Teachers Mean: $6*3 = 18, 4*4 = 16, 16+18 = 34/10 = 3.4$

7. Humor promotes critical thinking

Entirely disagree (1)	Disagree (2)	Not sure (3)	Agree(4)	Entirely Agree (5)
S:		6	74	
T:		1	9	

Students Mean: $6*3 = 18, 74*4 = 296, 296+18 = 314/80 = 3.9$

Teachers Mean: $1*3 = 3, 9*4 = 36, 36+3 = 39/10 = 3.9$

8. Humor creates optimism in learning

Entirely disagree (1)	Disagree (2)	Not sure (3)	Agree(4)	Entirely Agree (5)
S:	8		48	24
T:	2	4	4	

Students Mean: $8*2 = 16$, $48*4 = 192$, $24*5 = 120$, $120+192+16 = 328/80 = 4.1$

Teachers Mean: $2*2 = 4$, $4*3 = 12$, $4*4 = 16$, $16+12+4 = 32/10 = 3.2$

9. Humor defuses anxiety in classroom activities

Entirely disagree (1)	Disagree (2)	Not sure (3)	Agree(4)	Entirely Agree (5)
S:		16	32	32
T:		2	8	

Students mean: $16*3 = 48$, $32*4 = 128$, $32*5 = 160$, $48+128+160 = 338/80 = 4.2$

Teachers mean: $2*3 = 6$, $8*4 = 32$, $32+6 = 38/10 = 3.8$

10. Using humor in test items is perfectly fine

Entirely disagree (1)	Disagree (2)	Not sure (3)	Agree(4)	Entirely Agree (5)
S:		43	21	16
T:		10		

Students Mean = $21*4 = 84$, $43*3 = 129$, $16*5 = 80$, $84+129+80 = 293/80 = 3.6$

Teachers mean: $10*3 = 30/10 = 3$

11. Humor works as an authentic material in classroom teaching

Entirely disagree (1)	Disagree (2)	Not sure (3)	Agree(4)	Entirely Agree (5)
S:		16	48	16
T:		2	6	2

Students Mean = $48*4 = 192$, $16*5 = 80$, $16*3 = 48$, $192+48+80 = 320/80 = 4$

Teachers mean: $2*3 = 6$, $6*4 = 24$, $2*5 = 10$, $6+24+10 = 40/10 = 4$

12. Humor creates integrative motivation among learners

Entirely disagree (1)	Disagree (2)	Not sure (3)	Agree(4)	Entirely Agree (5)
S: 3		18	16	39
T:		8	2	

Students Mean = $3*1 = 3$, $18*3 = 54$, $16*4 = 64$, $39*5 = 195$, $3+54+64+195 = 316/80 = 3.9$
 Teachers mean: $4*2 = 8$, $8*3 = 24$, $24+8 = 32/10 = 3.2$

13. Humor develops group cohesion among learners

Entirely disagree (1)	Disagree (2)	Not sure (3)	Agree(4)	Entirely Agree (5)
S:		16	40	24
T:		2	8	

Students mean: $16*3 = 48$, $40*4 = 160$, $24*5 = 120$, $48+120+160 = 328/80 = 4.1$
 Teaches mean: $2*3 = 6$, $8*4 = 32$, $32+6 = 38/10 = 3.8$

14. Humor motivates learners to communicate in English outside classroom

Entirely disagree (1)	Disagree (2)	Not sure (3)	Agree(4)	Entirely Agree (5)
S: 8		8	56	8
T:	3	7		

Students mean: $8*1 = 8$, $8*3 = 24$, $56*4 = 224$, $8*5 = 40$, $8+24+224+40 = 296/80 = 3.7$
 Teachers mean: $3*2 = 6$, $7*3 = 21$, $21+6 = 27/10 = 2.7$

15. Humorous pictures helps to generate new ideas to work on writing skill

Entirely disagree (1)	Disagree (2)	Not sure (3)	Agree(4)	Entirely Agree (5)
S:		16	32	32
T:	2		6	2

Students Mean = $16*3 = 48$, $32*4 = 128$, $32*5 = 160$, $48+128+160 = 338/80 = 4.2$
 Teachers mean: $2*2 = 4$, $6*4 = 24$, $2*5 = 10$, $10+4+24 = 38/10 = 3.8$

16. Different comic strips improve reading skill

Entirely disagree (1)	Disagree (2)	Not sure (3)	Agree(4)	Entirely Agree (5)
S:			65	15

T: 10

Students Mean = $65*4 = 260$, $15*5 = 75$, $260+75 = 335/80 = 4.18$

Teachers mean: $10*4 = 40$, $40/10 = 4$

17. Different humorous shows aids to work on listening skill

Entirely disagree (1)	Disagree (2)	Not sure (3)	Agree(4)	Entirely Agree (5)
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S: 17 63

T: 7 3

Students Mean = $17*3 = 51$, $63*4 = 252$, $252+51 = 303/80 = 3.7$

Teachers mean: $7*4 = 28$, $3*5 = 15$, $28+15 = 43/10 = 4.3$

18. Sharing humor helps to overcome nervousness and stimulate speaking skill

Entirely disagree (1)	Disagree (2)	Not sure (3)	Agree(4)	Entirely Agree (5)
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S: 8 32 40

T: 4 3 3

Students Mean = $8*1 = 8$, $32*4 = 128$, $40*5 = 200$, $200+8+128 = 336/80 = 4.2$

Teachers mean: $3*4 = 12$, $3*4 = 12$, $3*5 = 15$, $12+15+12 = 39/10 = 3.9$

19. Humor makes learners attentive in the classroom

Entirely disagree (1)	Disagree (2)	Not sure (3)	Agree(4)	Entirely Agree (5)
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S: 24 25 31

T: 1 9

Students Mean = $24*3 = 72$, $25*4 = 100$, $31*5 = 155$, $72+100+155 = 327/80 = 4.08$

Teachers mean: $3*1 = 3$, $9*4 = 36$, $36+3 = 39/10 = 3.9$

20. Sometimes it is tough to create humor in classroom

Entirely disagree (1)	Disagree (2)	Not sure (3)	Agree(4)	Entirely Agree (5)
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S:	8	8	39	25
T:			10	

Students Mean = $8*1 = 8$, $8*3 = 24$, $39*4 = 156$, $25*5 = 125$, $8+24+156+125 = 313/80 = 3.9$

Teachers mean: $10*4 = 40$, $40/10 = 4$

21. Humor portrays teacher's personality in classroom atmosphere

Entirely disagree (1)	Disagree (2)	Not sure (3)	Agree(4)	Entirely Agree (5)
S:		23	25	32
T:		2	5	3

Students Mean = $23*3 = 69$, $25*4 = 100$, $32*5 = 160$, $69+100+160 = 329/80 = 4.1$

Teachers mean: $2*3 = 6$, $5*4 = 20$, $3*5 = 15$, $6+20+15 = 41/10 = 4.1$

22. Humor helps to build a good relationship between teacher and students

Entirely disagree (1)	Disagree (2)	Not sure (3)	Agree(4)	Entirely Agree (5)
S:	8	9	63	
T:		3	7	

Students Mean = $2*8 = 16$, $9*3 = 27$, $63*4 = 252$, $16+27+252 = 295/80 = 3.6$

Teachers mean: $3*3 = 9$, $7*4 = 28$, $9+27 = 36/10 = 3.6$

23. Humor ensures active participation of learners in classroom

Entirely disagree (1)	Disagree (2)	Not sure (3)	Agree(4)	Entirely Agree (5)
S:	6	16	24	34
T:	1	4	5	

Students Mean = $2*6 = 12$, $16*3 = 48$, $24*4 = 96$, $34*5 = 170$, $12+48+96+170 = 299/80 = 3.7$

Teachers mean: $1*2 = 2$, $3*4 = 12$, $5*4 = 20$, $2+12+20 = 34/10 = 3.4$

24. Humorous poetic vocabulary helps to learn English language

Entirely disagree (1)	Disagree (2)	Not sure (3)	Agree(4)	Entirely Agree (5)
S:		32	27	31
T:			10	

Students Mean = $32*3 = 96$, $27*4 = 108$, $31*5 = 155$, $96+108+155 = 359/80 = 4.4$

Teachers mean: $10*4 = 40$, $40/10 = 4$

25. Humor play a big role to grammar learning

Entirely disagree (1)	Disagree (2)	Not sure (3)	Agree(4)	Entirely Agree (5)
S:		38	40	2
T:	1		9	

Students Mean: $38*3 = 114$, $4*40 = 160$, $2*5 = 10$, $114+10+160 = 284/80 = 3.5$

Teachers mean: $1*2 = 2$, $9*4 = 36$, $38/10 = 3.8$

26. To understand humor learners need a good linguistic understanding

Entirely disagree (1)	Disagree (2)	Not sure (3)	Agree(4)	Entirely Agree (5)
S:	5	24	40	11
T:			7	3

Students Mean = $5*1 = 5$, $24*3 = 72$, $40*5 = 200$, $11*5 = 55$, $5+72+200+55 = 332/80 = 4.1$

Teachers mean: $7*4 = 28$, $3*5 = 15$, $28+15 = 43/10 = 4.3$

27. Humor and culture shares a close relationship

Entirely disagree (1)	Disagree (2)	Not sure (3)	Agree(4)	Entirely Agree (5)
S:			5	75
T:				10

Students Mean: $5*4 = 20$, $75*5 = 375$, $20+375 = 395/80 = 4.9$

Teachers mean: $10*5 = 50/10 = 5$

28. Humor sometimes does not balance racism, sexism issues in classroom

Entirely disagree (1)	Disagree (2)	Not sure (3)	Agree(4)	Entirely Agree (5)
S:			45	35
T:	3		7	
Students Mean: $45*4 = 180$, $35*5 = 175$, $180+175 = 355/80 = 4.4$				
Teachers mean: $3*2 = 6$, $7*4 = 28$, $34/10 = 3.4$				

Discussion

After synchronizing the entire data, the researcher used them in the discussion chapter to come up with an outcome of the study.

According to the ratio of survey, both teachers (Mean-4.4) and students (Mean-4.3) consider humor is a natural icebreaking tool in the classroom. Through humor, teachers can make a class very interactive, lively and collaborating. Also, it can provide a chance to know each other before the classroom activity gets started. In the literature review Dziegielewski et al (2003) referred that now humor is an effective way to start English language lesson (p. 77). According to the researcher's opinion, while using humor as ice breaking tool teachers have to keep a connection with classroom agenda. Otherwise, sometimes it can distract students, teachers might fail to control the class and it could waste precious time as well.

Based on the survey result, teachers (Mean-4.4) and students (Mean-4) said that humor is successful to facilitate second language learning. Grammar and pronunciation can be explained via humor in classroom. Additionally, teaching with humor promotes (Communicative Language Teaching) CLT. Students also share their ideas in front of everyone. As a result, the discussion becomes fruitful. The point the researcher wants to add is that if a grammar topic is taught with humor then learners can easily connect with their mnemonic device. For example: "And don't start a sentence with a conjunction" (Humorous Grammar Rules, 2011). If teachers use this type of template in the classroom then learners can keep this information in long term memory without any difficulty. However, it also helps to think divergently. Eagen (2010) stated that humor initiates general interest and helps to think divergently and creatively (para.3). The survey mean also supported what Eagen (2010) has been delivered. Thus, keeping connection with

previous statement the ratio tells that teachers (Mean-4.4) and students (Mean-4.2) humor creates a positive impact in learners' mind to a great deal.

Using humor helps to overcome students' nervousness and defuses classroom anxiety and makes them comfortable in discussion. In this case teachers' (Mean-3.8) and students' (Mean-4.2). However, a good second language classroom could have an effect on students' psychology too. These authors like Berk (2000), Darling & Civikly (1986-1987), Pollak & Freda (1997) referred about diminishing classroom anxiety through humor. According to the researcher's observation, in real life humor actually works very well to defuse boredom as well as uneasiness. It makes the brain and muscles very relaxed and fosters learning.

Both students and teachers believe that humor is considered as one of the best teaching strategies in a classroom. In this case the survey result is (teachers' mean-3) and (students' mean-3.8). Today laughter has a good deal of pedagogical value. Simin & ketabi (n.d) pointed out a quote from Reader's Digest that "Laughter is the best medicine" (p. 2). The researcher's checklist also supports this statement that humor should be applied in English language classrooms. However, there is a misconception that students do not take second language learning seriously if there is much laughing in classroom. In this regard Lei, Cohen, & Russle (2010) mentioned that laughter in a classroom means learners are awake and listening to their teachers attentively (para. 4). An important suggestion would be to always use humor with some specific objectives and goals; it should not be overused by instructors during lectures.

Teachers' average is 4 while students mean is 4.1 which supports that humor is used to explain difficult topics in classrooms. The researcher's classroom observation says that humor can indeed be used to illustrate difficult English language topics more clearly. An example

would be: students make spelling mistakes most of the time. Teachers can use humorous examples to avoid spelling mistakes. “I now pronouns you he and she” (23 Witty Grammar Jokes & Puns to Satisfy Your Inner Grammar Nerd, 2017). The correct sentence is “I now pronounce you he and she”. From this sort of hilarious example teachers can easily elaborate, make them to concentrate on “Spelling Mistakes” or “Correct Pronunciation” in classroom teaching.

Humor promotes critical thinking. In the survey the ratio of both participants is the same 3.9. Humor helps to process the brain in the right way. According to students and teachers, nowadays humor is an authentic material in the classroom. The main reason is it helps to make the classroom atmosphere friendlier and easier. Moreover, humor helps learners to concentrate more on problematic issues and come up with a creative solution. Thus, it can be said that humor helps to be creative in real life and brings optimism in English language learning. For example: Internet TESL Journal, 1998-2005)

“Teacher: Conjugate the verb “to walk” in simple present

Students: I walk ...you walk

Teacher: (interrupts him) Quicker please

Students: I ran ...you ran..”

Based on classroom observation the researcher’s opinion regarding group cohesion is very positive. Humor makes a path to develop a good group bonding among learners in second language classroom. In the issue the mean is (students - 4.1, teachers -3.8) which is slightly less

compared to students' one. Whenever teachers give any team work with humorous worksheets, every member tries to solve the puzzle. Here every one values each other's opinion until they reach an answer. As a result, during group work the intimacy as well as friendship grows. Also, they begin to learn to respect each other. It also helps to grow a sense of belief, as per the quotation by Mattie Stepanek "Unity is strength, when there is team work and collaboration, wonderful things can be achieved". Furthermore, through group work the most reserved students specially those who feel uncomfortable about public speaking can participate in group discussion without any tension. Another standpoint can be attached with this section. While working in group it creates co-operative goals rather than competitive goal among learners. Nina & Spada (2006) termed co-operative work in their book *How Languages are Learned*. They said that co-operative tasks are designed to work together for problem solving (p. 65). Every person gets equal priority in such kind of team work, which brings self-confidence. On the other hand, such particular humor must be understood by all members of a group. As Pescosolido (2008) stated that group humor succeeds only then when the humor is interpreted equally by all members (p. 399).

Motivation is the key to any success and humor does help to build up integrative motivation for English language. Integrative motivation is learning a language for personal interest which has no particular goals. People love to learn English culture due to their own interest and passion. The mean of this statement in the survey shows (Students – 3.9), (Teachers- 3.2). Although there is (0.7) difference between students and teachers average score, still the researcher tends to believe that integrative motivation can be raised via using humor in English language classroom teaching. Moreover, teachers can play the biggest responsibility to inspire

students by referring to many English Language jokes. For example: teaching vocabulary in classroom (Jokes4us.com, 2017)

Q: Is there a word in the English language that uses all the vowels including "y"?

A: Unquestionably!

Q: What English Word Begin and End with the same 3 letters?

A: Underground

If teachers share these kinds of funny jokes in lectures then there is a glimpse that students might get motivated to know more English language jokes. Gradually, genuine love, passion and dedication might arise among learners to know English Language culture. In addition, humor more or less influences learners to communicate in English outside the classroom. Students' average score (3.7) says that they agree with above statement, but the teachers do not think the same (Teaches mean- 2.7). In reality, the observation says there is a mixed reaction. Generally, in leisure time students tend to use their mother tongue. Very few use the target language. To motivate students to use English Language, different types of motivation quotes can work. Teachers should hang various eye catching pictures in school corridors as a possible solution for this issue.

Students like pictures a lot. A colorful classroom is always attractive to students. Humorous pictures are a good source to teach English language in the classroom. Definitely, a single picture can give birth to thousand new ideas. Students' average is a bit higher than teachers' mean score which is 4.2 and 3.8. Skills are very important facts because a person is competent enough in a language if he/she is equally capable of four skills (Reading, writing, speaking and listening). For that reason, bright colorful pictures can play the central role to generate ideas for writing skill. Wright (1989) explained that indeed what we see plays a

profound role in affecting us and to give us information (p. 2). Therefore, those lovely pictures help us to think, to deduce and guide us to give a shape of our thinking via writing. Along with writing skill, different types of humorous shows are also considered a guide book to practice speaking and listening skill. The result is more or less the same.

	Students' Mean	Teachers' Mean
Listening	3.7	4.3
Speaking	4.2	3.9

In fact, according to researcher, various types of humorous shows helps to practice these skills. Moreover, teachers can play humorous video like “Mind Your Language” in classroom via multimedia. These sorts of visualizations are viewed as authentic materials. Different types of comic books are really a good source to nurture reading skill. Comics are loved by all kids. By reading subconsciously they are making themselves competent in reading skill. Balcikanli (2009) referred that language teachers can be easily benefitted from You Tube. They can let learners practice via reading comprehension which leads to work on writing skill as well.

Both teachers' mean (4.1) and students mean (4.1) indicates that humor portrays teachers' personality in a classroom environment. In reality, students tend to like those teachers who usually refer about jokes, funny stories or riddles in between lectures. Monotonous lecture makes the classroom environment gloomy, whereas students want diversity in learning. As Simin & Ketabi (n.d.) mentioned that humorous course material certainly add variation in lecture (p. 4). Therefore, it leads to a productive classroom discussion. Nevertheless, teachers have to be extra careful while delivering the humor. Very often too much laughter leads to chaos. Consequently,

students' grant the course too lightly. Teachers fail to maintain the authority of the classroom. Surely, humor reduces the authoritarian position in classroom, but still teachers should maintain his/her personality. Both participants share the same mean of their opinion 3.6 on the statement that humor aids to build a good association with teachers. According to classroom observation, students feel free to ask for any inquiries, their state of mind feels relaxed which helps to capture input easily.

On the other contrary, creating humor is a difficult task. Sometimes teachers cannot make humor instantly. Teachers score (4) and students mean (3.9) completely agree with this issue in survey. All on a sudden, if teachers randomly say something and learners fails to understand then there is a huge possibility to lose impression over students. Therefore, it also says that to understand humor students have to have a good linguistic knowledge. The scenario of the survey is almost same (teachers mean- 4.3, students' mean- 4.1). If the humor is not acknowledgeable to learners then the teachers just waste the precious classroom time. A simple suggestion would be that teachers should take care of word choice based on students' proficiency level. Therefore, alertness can be the way to avoid this kind of circumstances or the mentor can give a clear background of words if meaning is unknown to learners.

If the classroom surrounding is good enough then learning occurs at its best cap. Learners feel very keen to participate. Students mean score (4.08) reveals that they remain attentive in classroom discussion. On the other hand, teachers survey score (3.9) also believe that humor is such kind of instrument which certainly bring back learners attention. However, it ensures their good participation, share different ideas; listen to others with great care. Additionally, humor plays a big role to explain grammatical topics (teachers' mean- 3.8, students' mean-3.5) and vocabulary teaching. (Teachers mean- 4, students' mean-4.4). There are plenty of examples in

internet; also teachers can make their own as well. Grammatical example (Hubspot, 2017): “The past, the present and the future walked into the bar. It was tense”

These kinds of humorous examples actually help a lot to sustain the main theme of grammar in learners mind. If somehow they forget the main theme of the lesson, these types of jokes can work well to recall it. However, it is not wise to add humor during examination. More or less the survey indicates also the same (Teachers mean- 3, students’ mean-3.6). A large number of learners and teachers are not sure whether to add humor in test items or not. According to researcher, slight humor can reduce the test anxiety. Teachers should not lose focus from main theme; they can rather present the question in a different way.

Humor sometimes leaves adverse effect in learning. Sometimes teachers unintentionally hurt students’ ego and culture as well. As a consequence, it sometimes creates a distance and dislike for certain group of teaches (Teachers mean- 3.4, students mean-4.4). Humor does not balance the racism, sexism in classroom, but the researcher thinks teachers do not intentionally want to bring this kind of circumstances in classroom. All students are equal for him/her. Furthermore, all cultures have humor (Teachers mean- 5, students mean-4.9). Foreign teachers should take care of this issue whenever they teach outside their region. They can refer to their culture in classroom before they share any humor. Thus, both participants can grow the sense of culture ethnocentrism.

Above and all humor is an important issue. It has some social, pedagogical, cognitive values in educational sector. Humor can be a fundamental tool for maximum learning if a teacher makes the best and appropriate use of it. Also, it needs to recall that much humor might adversely affect the learning and teacher’s personality. The primary goal should always be a successful teaching plan, with humor being used to help and facilitate the leaning process.

Conclusion

The overview of this discussion presents the idea of humor being effectively used as a tool to help learning in the classroom. The survey findings, as well as the academic references, strongly support this viewpoint.

The benefits are quite visible from the findings presented by the researcher. Correct use of humor can reduce tension/anxiety among students, as well as between students and the teacher. It can help to stimulate creative thinking and expression of ideas. It can also help promote cooperation and solidarity when students are working in groups. A humorous example can help students better understand of classroom topics.

However, the pitfalls of using incorrect or excessive humor should also be considered carefully by teacher. Using too much humor is not a wise job as students could start to take things lightly. This could also waste valuable class time. Inappropriate humor, such as remarks that may be sexist, racist, biased or hurtful in any way should be avoided by the teacher.

In conclusion, while teachers should be free to use humor as part of the classroom teaching strategy, it should be used appropriately. It is a valuable tool that builds communication skills and aids in learning (particularly language learning) for students, as long it is utilized effectively by the teacher.

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Appendix

Each of the items has 5 points scale where 1= Entirely disagree, 2= Disagree, 3= Not sure, 4= Agree, 5= Entirely agree. Tick the appropriate number for your opinion about each statement.

No.	Statements	Entirely disagree	Disagree	Not sure	Agree	Entirely agree
A. Humor in learning						
1.	Humor is a natural ice breaking tool in English classroom					
2.	Humor is successful to facilitate second language learning	1	2	3	4	5
3.	Humor creates a positive impact in learner's mind	1	2	3	4	5
4.	Humor can be an important tool to explain difficult topics in second language	1	2	3	4	5
5.	Humor is a teaching strategy for you	1	2	3	4	5
6.	Humor sometimes adverse effect in second language learning in classroom					
7.	Humor promotes critical thinking					
8.	Humor creates optimism in learning					
B. Activities and Tasks						
9.	Humor defuses anxiety in classroom activities	1	2	3	4	5
10.	Using humor in test items is perfectly fine	1	2	3	4	5
11.	Humor works as an authentic material in classroom teaching					
C. Motivation via humor						
12.	Humor creates intrinsic motivation among learners	1	2	3	4	5
13.	Humor develops group cohesion among learners	1	2	3	4	5
14.	Humor motivates learners to communicate in English outside classroom	1	2	3	4	5
C. Language Skills						
15.	Humorous pictures helps to generate new ideas to work on writing skill	1	2	3	4	5
16.	Different comic strips improve reading skill	1	2	3	4	5
17.	Different humorous shows aids to work on listening skill					
18.	Sharing humor helps to overcome nervousness and stimulate speaking skill					

D. Humor and classroom management						
19.	Humor makes learners attentive in the classroom					
20.	Sometimes it is tough to create humor in classroom					
21.	Humor portrays teacher's personality in classroom atmosphere					
22.	Humor helps to build a good relationship between teacher and students					
23.	Humor ensures active participation of learners in classroom					
E Humor and vocabulary, Grammar						
24.	Humorous poetic vocabulary helps to learn English language					
25.	Humor play a big role to grammar learning					
26.	To understand humor learners need a good linguistic understanding					
F Culture and Negative aspect of humor						
27.	Humor and culture shares a close relationship					
28.	Humor sometimes does not balance racism, sexism issues in classroom					