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THE ATTITUDES OF ENGLISH LANGUAGE TEACHERS AND LEARNERS TOWARDS HUMOUR IN LANGUAGE CLASSROOMS

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Abstract

This research aims to investigate the attitudes of English language teachers and learners towards humour in language classrooms. Two sets of questionnaires are applied to explore the attitudes of English language teachers and learners towards humour in language classrooms. Loomax and Moosavi (1998) point out that anecdotal evidence suggests that humour is an extremely effective tool in education. They also suggest that using humour in the classroom reduces tension, improves classroom climate, increases enjoyment, increases student-teacher rapport and even facilitates learning. The attitudes of English language teachers and learners show that the teachers prefer humour than the learners. Therefore English language teachers assume that using humour is effective while English language learners assume that using humour is slightly effective. The findings show that using humour can increase the students-teachers rapport and the classroom climate.

Key words: humour, students-teachers rapport

Introduction

Humour has been used in education. A standard definition for humour is hard to find. Martin and Lafcourt (1984) said that humour is the frequency with which the individual smiles, laughs, and otherwise displays amusement in a variety of situations. According to Loomax and Moosavi (1998), humour is one of the effective ways of getting students' motivation to study and it can reduce students' tension, improves classroom climate, increases enjoyment, increases student-teacher rapport and even facilitates learning. Moreover Guegan-Fisher (1975) suggested that humour could be a very effective tool to make students remember what they should know about the traditions and beliefs manner and institutions of a culture. According to Duke (1982), classroom management is frequently conceptualized as a matter of control and prescriptive attitudes in the classroom atmosphere.

"The job of the teacher is to get students laughing and when their mouths are open, to give them something on which to chew" (cited by Tom Davis). That is true. Humour can do miracles. By using humour, the teachers can easily get students' interest. Humour can increase attention and interest in teaching-learning process.

The aim of this research is to investigate English language teachers and learners' attitudes towards humour in language classrooms. To provide the main aim, two sets of questionnaires are applied. In this research, Questionnaire (A) is applied to ask the responses of 145 language teachers. Questionnaire (A) consists of 12 items. English language teachers are requested to answer in a week. They returned their responses in a week time. Questionnaire (B) is applied to ask the responses of 125 language learners. Then English language teachers and learners' responses are analysed through the theory of Loomax and Moosavi (1998). Loomax and Moosavi (1998) suggested that the use of humour in the classroom reduces tension, improves classroom climate, increases enjoyment, increases student-teacher rapport and even facilitates learning.

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English language teachers and learners' responses show that using humour reduces tension, increases enjoyment, increases student-teacher rapport and facilitates learning. According to the responses of English language teachers and learners, their attitudes towards humour in language classroom are directed towards positive attitudes.

There are three objectives of this research to accomplish the aim. They are

- (i) to find out the effects of humour
- (ii) to explore the students-teachers rapport
- (iii) to investigate the classroom climate

Literature Review

Several attempts have been made to develop an instrument that will measure one's sense of humour. The immediate problem is that a sense of humour, as has already been discussed, is very difficult to define and consensus on a definition is even harder. Some instruments are self-evaluative in nature; this is problematic because humour is a highly prized quality that people may over-attribute to themselves. Some instruments seek to measure propensity to laugh as a measure of sense of humour, but laughter and humour are not synonymous. Despite these pitfalls, useful instruments have been developed and validated. In the most recent attempt, Thorson and Powell (1993) have developed a multidimensional sense of humour instrument scale with high validity that does not depend on measuring laughter. Their instrument measures humour in four major categories: (i) humour production, creative ability, and the ability to use humour to achieve social goals; (ii) coping or adaptive humour; (iii) humour appreciation; and (iv) attitudes towards humour. Some studies conducted in the past few decades have tried to measure the effects of humour on education.

Many teachers state experiences of using humour in their classrooms are beneficial in almost all aspects of the learning process. In contrast, the results of empirical studies on using humour in teaching offer mixed results as to its effectiveness. Zillman and Bryant (1983), before giving some tentative generalizations of humour in educational ventures, consequences of humour use for teaching and learning, are untenable. Studying the effects of humour on learning in general has led to mixed results.

Loomax and Moosavi (1998) point out that anecdotal evidence in past studies consistently suggests that humor is an extremely effective tool in education. They suggest that the use of humour in the classroom reduces tension, improves classroom climate, increases enjoyment, increases student-teacher rapport and even facilitates learning.

Research Methodology

The participants are language teachers from respective English Department and students attending Master Degree and Diploma in English Language Teaching Classes at University of Mandalay. Firstly, the attitudes of teachers and students have been investigated. Therefore questionnaire (A) is used to ask the language teachers to know their attitudes towards humour in language classrooms. The questionnaire for the teachers includes 12 items.

- (i) How would you rate yourself in terms of your overall effectiveness as a teacher?
- (ii) How often (on average) do you use humour (i.e. jokes, witticism, humorous facial expressions, funny stories, etc.) in your language classroom?
- (iii) How much of the humour that you use is related or relevant to the subject matter in a language classroom?
- (iv) To what degree does humour make your students feel more relaxed (i.e. less anxious) in the language classroom?
- (v) To what degree does humour in the foreign language increase your interest in teaching that language?

- (vi) Do you feel that your use of humour makes you more approachable to your students in class?
- (vii) Do you feel that humour generally improves your students' ability to learn a language in the classroom by creating a more comfortable and conducive learning environment overall?
- (viii) How often do you use actual words and / or other elements of a humorous example in the foreign language (i.e. a joke, pun, comic strip, funny story, etc to illustrate grammar, vocabulary, pronunciation, or any other particularity of the language during a typical class?
- (ix) To what degree do you feel that illustrative humour in the foreign language helps your students to learn the language they are studying?
- (x) In your opinion, what is the ideal amount of humour (i.e. number of humorous items employed) for a typical class period in order to create the classroom environment most conducive to learning?
- (xi) In your opinion, how important is humour to language learning in the classroom overall?
- (xii) How often (on average) do your students use humour to communicate in the foreign language in your language classroom?

Questionnaire (B) has been used to ask the language learners to know their attitudes towards humour in language classrooms. The questionnaire for the students includes 12 items.

- (xiii) How would you rate your teacher in terms of his / her overall effectiveness as a teacher?
- (xiv) How often does your teacher use humour (i.e. jokes, witticism, humorous facial expressions, funny stories, etc.) in your language classroom?
- (xv) How much of the humour used by your language teacher is related or relevant to the subject matter in a language classroom?
- (xvi) To what degree does humour make you feel more relaxed (i.e. less anxious) in your language classroom?
- (xvii) To what degree does humour in the foreign language increase your interest in learning that language?
- (xviii) Do you feel that your teachers' use of humour makes you more approachable in class?
- (xix) Do you feel that humour generally improves your ability to learn a language in the classroom by creating a more comfortable and conducive learning environment overall?
- (xx) How often does your teacher use actual words and / or other element of a humorous example in the foreign language (i.e. a joke, pun, comic strip, funny story, etc.) to illustrate grammar, vocabulary, pronunciation, or any other particularity of the language during a typical class?
- (xxi) To what degree do you feel that illustrative humour in the foreign language helps you to learn the language you are studying?
- (xxii) In your opinion, what is the ideal amount of humour (i.e. number of humorous items employed) for a typical class period in order to create the classroom environment most conducive to learning?
- (xxiii) In your opinion, how important is humour to language learning in the classroom overall?
- (xxiv) How often (on average) do you use humour to communicate in the foreign language in your language classroom?

Secondly the data have been collected from each questionnaire. At last, English language teachers and learners' responses will be analyzed to know the effect of humour in the language classrooms.

Data Collection and Data Analysis

Table (1) shows English language teachers' responses towards humour in language classroom. Then the data from two sets of questionnaires are analysed by using the theory proposed by Loomax and Moosavi (1998). In analysing questionnaire (A), 12 items are classified according to their responses.

Table (1): English Language Teachers' Attitudes towards Humour in Language Classroom

Item	English Language Teachers' Attitudes towards Humour in Language Classroom				
i	totally ineffective	slightly ineffective	moderately effective	effective	extremely effective
	0.7%	7.6%	42.7%	48.3%	0.7%
ii	none	1-3 times	4-7 times	8-11 times	12 times or more
	0.7%	58%	37.2%	4.1%	0%
iii	not at all	very little	somewhat	noticeably	considerably
	0.7%	13.1%	51.7%	31.7%	2.8%
iv	increases anxiety	no effect	slightly relaxed	noticeably relaxed	considerably relaxed
	1.4%	0%	33.1%	58.6%	6.9%
v	decrease in interest	no increase	slightly increase	noticeable increase	considerably increase
	0.7%	0.7%	42.8%	47.6%	8.2%
vi	less approachable	no effect	slightly more	more approachable	considerably more
	0.7%	1.3%	27%	63%	8%
vii	hamper learning	no effect	slight improvement	improvement	considerably improvement
	0%	1%	37%	57%	5%
viii	none	1-3 times	4-7 times	8-11 times	12 times or more
	5%	60%	34%	1%	0%

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Item	English Language Teachers' Attitudes towards Humour in Language Classroom				
ix	not at all	very little	somewhat	noticeably	considerably
	0.7%	9.7%	58%	29.6%	2%
x	none	1-3 times	4-7 times	8-11 times	12 times or more
	0.7%	60.7%	33.1%	5.5%	0%
xi	not at all	minimally	slightly	important	considerably important
	0%	5.5%	37.3%	53.8%	3.4%
xii	none	1-3 times	4-7 times	8-11 times	12 times or more
	18%	56%	25%	1%	0%

questionnaire B, 12 items are classified according to English language learners' responses. Table (2) shows English language learners' attitudes towards humour in language classrooms.

Table (2): English Language Learners' Attitudes towards Humour in Language Classroom

Item	English Language Learners' responses towards Humour in Language Classroom				
i	totally ineffective	slightly ineffective	moderately effective	effective	extremely effective
	1.6%	4.8%	28%	62.4%	3.2%
ii	use no humour	1-3 times	4-7 times	8-11 times	12 times or more
	1.6%	64%	27.2%	5.6%	1.6%
iii	none	a little	about half	most	all
	6.4%	56.8%	16%	18.4%	2.4%
iv	increases anxiety	no effect	slightly relaxed	noticeably relaxed	considerably relaxed
	4.8%	1.6%	44%	32.8%	16.8%

Item	English Language Learners' attitudes towards Humour in Language Classroom				
v	decrease in interest	no increase	slightly increase	noticeable increase	considerably increase
	5.6%	3.2%	44%	41.6%	5.6%
vi	less approachable	no effect	slightly more	more approachable	considerably more
	0%	5.6%	23.2%	54.4%	16.8%
vii	hamper learning	no effect	slight improvement	improvement	considerably improvement
	2.4%	4.8%	30.4%	52%	10.4%
viii	none	1-3 times	4-7 times	8-11 times	12 times or more
	7.2%	51.2%	28.8%	7.2%	5.6%
ix	not at all	very little	somewhat	noticeably	considerably
	2.4%	20.8%	25.6%	41.6%	9.6%
x	none	1-3 times	4-7 times	8-11 times	12 times or more
	4.8%	48.8%	31.2%	8.8%	6.4%
xi	not at all	minimally	slightly	important	considerably important
	1.6%	4%	31.2%	50.4%	12.8%
xii	never	1-3 times	4-7 times	8-11 times	12 times or more
	16%	46.4%	25.6%	9.6%	2.4%

Table (1) and table (2) show the attitudes of the teachers and students towards humour in language classroom. In item (iv) of the table (1), 58.6% (85) of teacher participants indicate that the use of humour makes learners noticeably relaxed.

As shown in table (1), 6.9% (10) of teacher participants indicate that their use of humour makes learners considerably relaxed in language classrooms. In table (1), the response from first response of item 7 is totally 0% (0). This shows that teaching by using humour cannot hamper learning. But 2.4% (3) of students assumed that humour can hamper learning according to the table (4). But 2.4% is not much. Most of the students also feel that humour can assist to improve their ability.

Table (1) shows that 58% (84) of teachers assumed that humour should be used 1-3 times in language classrooms. Moreover 37.2% (54) of teachers indicate that 4-7 times should be used in language classroom as the use of humour. Next 4.1% (6) of teacher participants assume that 8-11 times should be used as the use of humour. Therefore the use of humour should be applied 1-3 times in mostly.

As shown in table (2), 4.8% (6) of participants indicate that they feel anxious as a result of using humour. Next 82.8% (41) of participants indicate that their teachers' humour usage makes them noticeably relaxed. Moreover 16.8% (21) of students participants felt that the use of humour makes them considerably relaxed in language classroom. Then 44% (55) of participants feel that humour usage of their teachers makes them slightly relaxed. According to responses of item 2, 64% (80) students assume that the teachers should use 1-3 times as the use of humour. 57% (83) of teachers participants feel that humour generally improves their students' ability to learn a language in the classroom by creating a more comfortable and conducive learning environment overall. 30.41% (38) of student participants feel that humour can improve their ability.

In table (2), the responses of item 11 is totally 0% (0). This shows that teachers' attitudes towards humour in language classrooms are positive attitudes. Because they assumed that humour is important for language learning. The responses 51.2% (64) of students participants assume that humour is important for language learning. Humour can be used very effectively in a number of

ways and for different reasons in foreign language learning. Some EFL teachers ignore humour simply because they consider it is not serious for teaching purposes.

The responses of item (i), (ii) and (iii) show that 0.7% (1) of teacher participants ignore humour simply. But 0.7% is not much. Therefore 0.7% of the teacher's participants assumed that humour is not serious for teaching purposes. In a communicative classroom, humour can be used as an authentic material.

In a short way, the responses of English language teachers and students show that the use of humour is very effective way for teaching-learning process. Humour is the most effective mean to get students' motivation and interest. In table (1), 47.6% (69) of teachers assumed that humour in the foreign language noticeably increases their interest in teaching that language. Moreover, 44% (55) of students assume that humour in the foreign language slightly increases their interest in teaching that language. But 41.6% (52) of students assume that humour in the foreign language noticeably increases their interest in teaching that language.

Analysing the teachers and students' responses shows that the use of humour in the language classroom reduces tension, improves classroom climate, increases enjoyment, increases student teacher rapport and even facilitates learning.

Each response for each item is needed to highlight by using the theory proposed by Loomax and Moosavi (1998). According to the theory, the use of humour in the language classroom reduces tension, improves classroom climate, increases enjoyment, increases student teacher rapport and even fascinates learning. Item (iv) is needed to highlight to show that using humour can reduce tension. English language teachers and learners' responses towards reducing tension can be seen as follow.

Table (3): English Language Teachers and Learners' Responses towards Reducing Tension

English Language Teachers' Responses towards Reducing Tension					
Item iv	increases anxiety	no effect	slightly relaxed	noticeably relaxed	considerably relaxed
	1.4%	0%	33.1%	58.6%	6.9%
English Language Learners' Responses towards Reducing Tension					
Item iv	increases anxiety	no effect	slightly relaxed	noticeably relaxed	considerably relaxed
	4.8%	1.6%	44%	32.8%	16.8%

Item (iv) shows that 1.4% of English language teachers assume that humour can make their students to increase anxiety. 33.1% of English language teacher assume that humour makes their students feel slightly relaxed. Then, 58.6% of teachers assume that humour makes their students feel noticeably relaxed. 6.9% of teachers assume that humour makes their students feel considerably relaxed. The responses of the teachers show that using humour can make noticeably relaxed. But the responses of the students show that using humour can make them slightly relaxed. It can be said that the attitudes of teachers towards reducing tension are positive attitude and the attitudes of students are negative attitudes.

Item (vi) is needed to highlight to show that using humour can improve classroom climate. Table (4) shows English language teachers and learners' responses towards improving classroom climate.

Table (4): English Language Teachers and Learners' Responses towards Improving Classroom Climate

English Language Teachers' Responses towards Improving Classroom Climate					
Item vi	less approachable	no effect	slightly more	more approachable	considerably more
	0.7%	1.3%	27%	63%	8%
English Language Learners' Responses towards Improving Classroom Climate					
Item vi	less approachable	no effect	slightly more	more approachable	considerably more
	0%	5.6%	23.2%	54.4%	16.8%

As shown in table (4), 63% of teachers feel that their use of humour makes more approachable in class. 54.4% of students also feel that their teachers' use of humour makes more approachable in class. 8% of teachers feel that their use of humour makes considerably more approachable in language classrooms. 16.8% of students feel that their teachers' use of humour makes considerably more approachable in language classrooms. It can be said that using humour can improve classroom climate. Therefore the attitudes of teachers and students towards increasing classroom climate are positive attitudes.

Item (v) is needed to highlight to show that using humour can increase enjoyment. If the students increase their interest in learning, they will increase enjoyment. English language teachers' responses show that using humour can noticeably increase their interest in teaching-learning process. English language learners' responses show that slightly increase their interest in teaching-learning process. Table (5) shows English language teachers and learners' responses towards increasing enjoyment.

Table (5): English Language Teachers and Learners' Responses towards Increasing Enjoyment

English Language Teachers' Responses towards Increasing Enjoyment					
Item v	decrease in interest	no increase	slightly increase	noticeably increase	considerably increase
	0.7%	0.7%	42.8%	47.6%	8.2%
English Language Learners' Responses towards Increasing Enjoyment					
Item v	decrease in interest	no increase	slightly increase	noticeably increase	considerably increase
	5.6%	3.2%	44%	41.6%	5.6%

As shown in table (5), 47.6% of the teachers assume that using humour noticeably increases in interest. But 41.6% of the students assume that using humour noticeably increases in interest. 42.8% of the teachers assume that using humour slightly increase in interest. 44% of students assume that using humour slightly increase in interest. It can be said that the attitudes of teachers towards increasing enjoyment are positive attitudes and the attitudes of students are negative attitudes.

Item (i) is needed to highlight to show that using humour can increase students-teachers rapport. If the teaching process is effective for the students, it will be increased students-teachers rapport. Table (6) shows English language teachers and learners' responses towards students-teachers rapport.

Table (6): English Language Teachers and Learners' Responses towards Increasing Students-Teachers Rapport

English Language Teachers' Responses towards Increasing Students-Teachers Rapport					
Item i	totally ineffective	slightly ineffective	moderately effective	effective	extremely effective
		0.7%	7.6%	42.7%	48.3%
English Language Learners' Responses towards Increasing Students-Teachers Rapport					
Item i	totally ineffective	slightly ineffective	moderately effective	effective	extremely effective
		1.6%	4.8%	28%	62.4%

As shown in table (8), the attitudes of the teachers and the students towards improving students-teachers rapport are positive attitudes. Table (9) shows English language teachers and learners' responses towards facilitating learning.

Table (7): English Language Teachers and Learners' Responses towards Facilitating Learning

English Language Teachers' Responses towards Facilitating Learning					
Item xi	not at all	minimally	slightly	important	considerably important
		0%	5.5%	37.3%	53.8%
English Language Teachers ' Responses towards Facilitating Learning					
Item xi	not at all	minimally	slightly	important	considerably important
		1.6%	4%	31.2%	50.4%

Table (7) shows that 53.8% of teachers assume that using humour is important in language classrooms. 50.4% of students also assume that using humour is important in language

classrooms. It can be said that using humour can facilitate learning. The attitudes of teachers and students towards facilitating learning are positive attitudes.

Data Interpretation

As shown in figure (1), 1.4% of English language teachers assume that humour can make their students to increase anxiety. 31.1% of English teachers show that humour makes their students feel slightly relaxed. Then, 58.6% of teachers assume that humour makes their students feel noticeably relaxed. 6.9% of the teachers state that humour makes their students feel considerably relaxed. Figure (1) shows English language teachers' responses towards reducing tension.

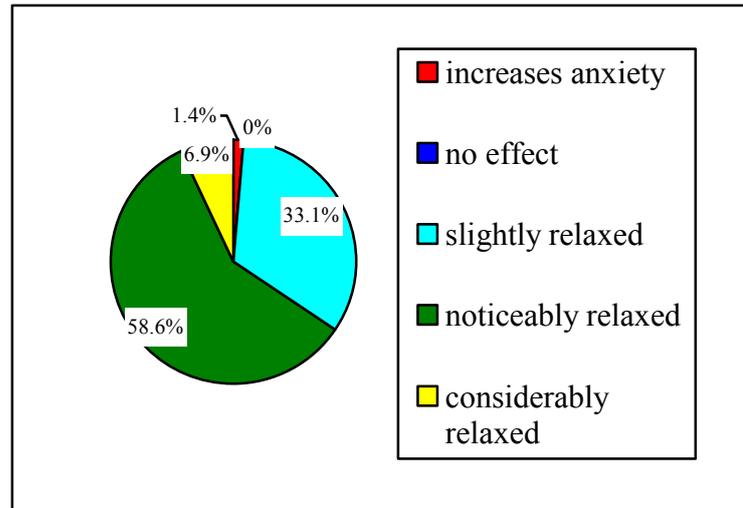


Figure (1): English Language Teachers' Responses towards Reducing Tension

As shown in figure (1), most of English language teachers consider that using humour can make their students noticeably relaxed.

On the other hand, 4.8% of students indicate that they feel anxious as a result of their teachers' responses. 32.8% of students indicate that using humour makes them noticeably relaxed. Moreover 16.8% of students feel that the use of humour makes considerably relaxed in language classroom. Then 44% of students feel that the use of humour makes them slightly relaxed. Figure (2) shows English language learners' responses towards reducing tension.

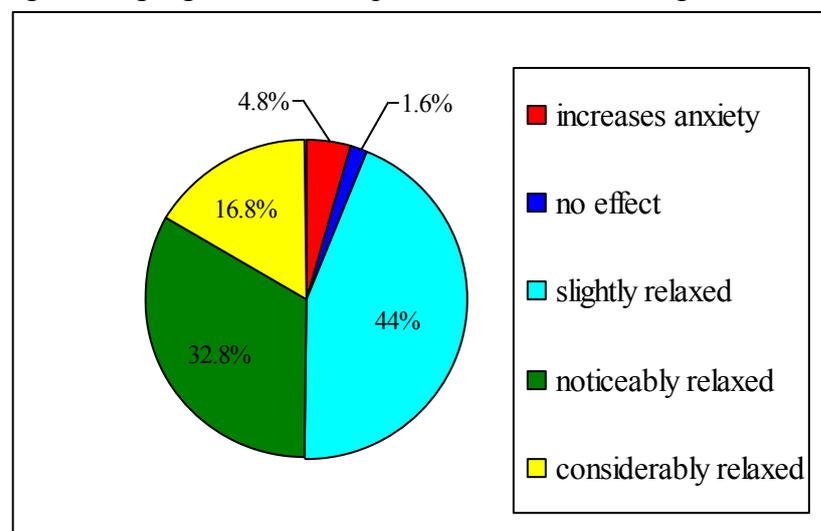


Figure (2): English Language Learners' Responses towards Reducing Tension

As shown in figure (1) and figure (2), the maximum response of the teachers is noticeably relaxed and the maximum response of the students is slightly relaxed. The maximum response of English language is greater than the maximum response of English language learners.

Therefore the responses of teachers and learners towards reducing tension show that the teachers' attitudes are positive attitudes and the learners' attitudes are negative attitudes. Figure (3) shows English language teachers and learners' attitudes towards reducing tension.

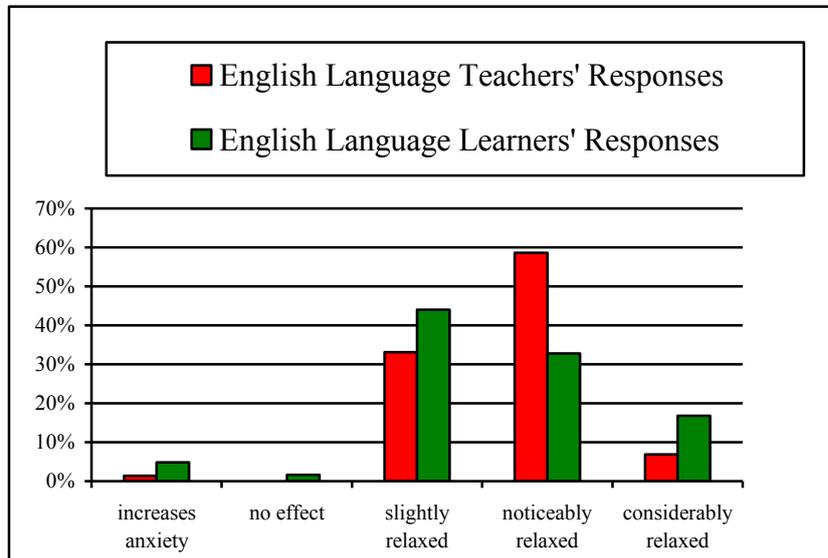


Figure (3): English Language Teachers and Learners' Attitudes towards Reducing Tension

English language teachers and learners' attitudes towards reducing tension show that the teachers prefer humour than the learners.

As shown in table (4), 63% of teachers feel that their use of humour makes more approachable in class. According to the responses, 8% of teachers feel that their use of humour makes considerably more approachable. 27% of the teachers feel that their use of humour makes slightly more approachable in language classrooms. 1.3% of the teachers assume that there is no effect. 0.7% of the teachers assume that using humour makes less approachable. Therefore most of the teachers think that using humour can improve classroom atmosphere. Figure (4) shows English language teachers' responses towards improving classroom climate.

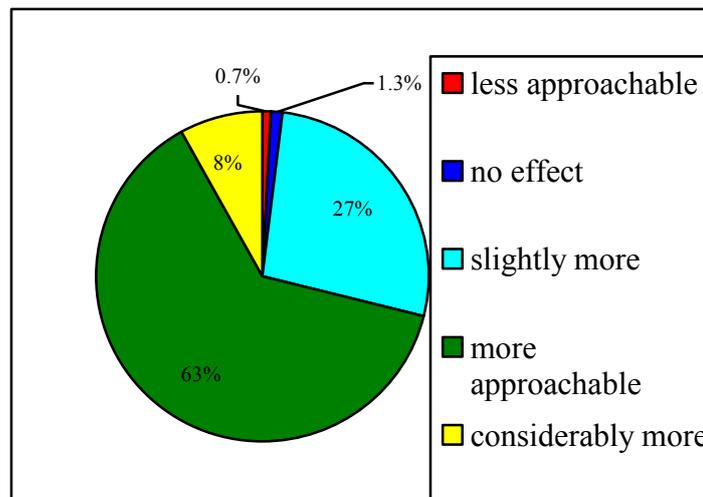


Figure (4): English Language Teachers' Responses towards Improving Classroom climate

As shown in figure (4), most of the language teachers feel that their use of humour makes more approachable in class. Responses of the language teachers show that using humour can improve classroom climate.

On the other hand, according to Table (4), 16.8% of students feel that the use of humour makes considerably more approachable in language classroom. 5.6% of the students assume that there is no effect. 23.2% of students assume that the use of humour makes slightly more approachable. 54.4% of students assume that using humour makes more approachable in language classroom. Therefore the responses of the students show that using humour can improve classroom climate. Figure (5) shows English language learners' responses towards improving classroom climate.

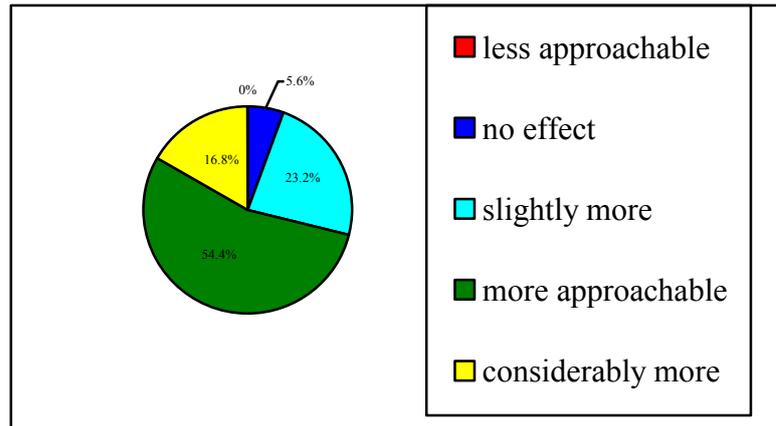


Figure (5): English Language Learners' Responses towards Improving Classroom Climate

As shown in figure (4) and figure (5), the responses of teachers and learners towards improving classroom climate show that language teachers and learners' responses are positive attitudes. The responses of teachers and students show that humour is an important interaction which could be used as an effective teaching material. Moreover classroom climate influenced by the teacher has a major impact on students' motivation and attitudes humour in language classroom. The maximum response of teachers is more approachable. The maximum response of learners is also more approachable. Therefore the attitudes of teachers and learners are positive attitudes. Figure (6) shows English language teachers and learners' attitudes towards improving classroom climate.

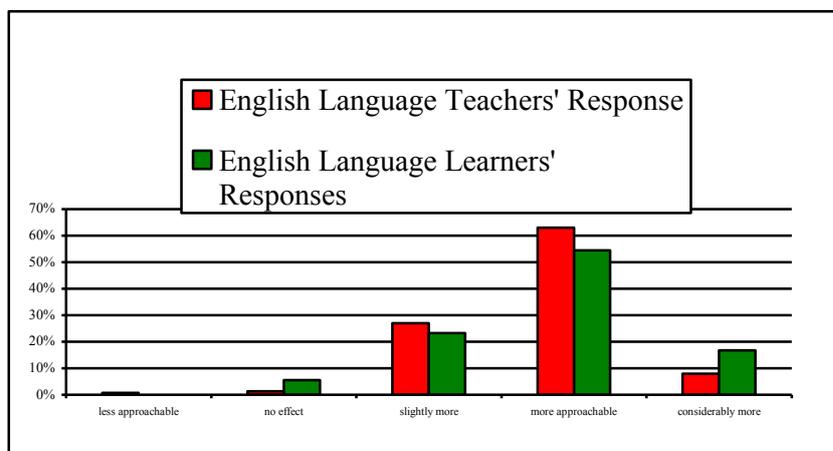


Figure (6): English Language Teachers and Learners' Attitudes towards Improving Classroom Climate

As shown in figure (6), the attitudes of teachers and learners' attitudes are positive attitudes.

According to table (5), 47.6% of the teachers assume that using humour noticeably increases in interest. 42.8% of the teachers assume that using humour can slightly increase in interest. 0.7% of the teachers assume that there is no increase. 0.7% of the teachers consider that using humour decreases in interest. 8.2% of the teachers assume that using humour considerably increase in interest. Figure (7) shows English language teachers' responses towards increasing enjoyment.

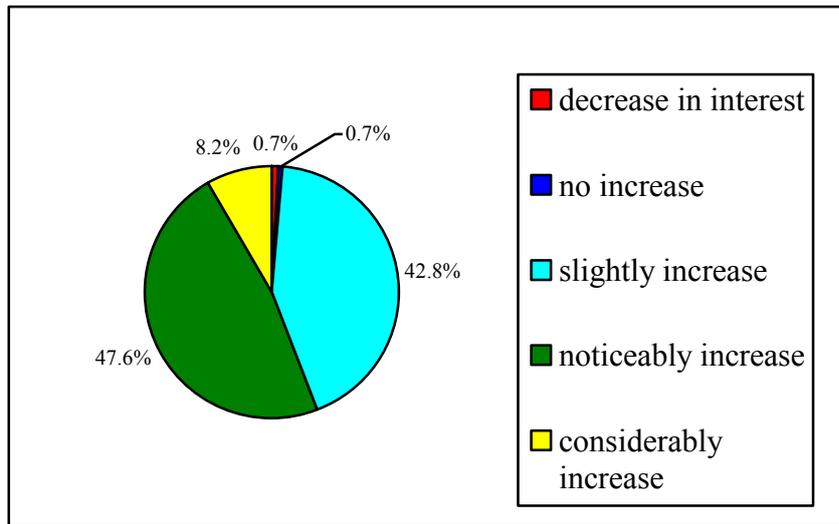


Figure (7): English Language Teachers' Responses towards Increasing Enjoyments

As shown in figure (7), most of English language teachers consider that using humour noticeably increases in interest. Therefore the attitudes of teachers towards increasing enjoyments are positive attitudes.

On the other hand, according to table (5) 5.6% of students assume that using humour decreases in interest. 3.2% of students assume that there is no increase. 44% of students assume that using humour slightly increases in interest. 41.6% of students assume that using humour noticeably increases in interest. But 5.6% of students assume that using humour considerably increases in interest. Figure (8) shows English language learners' responses towards increasing enjoyment.

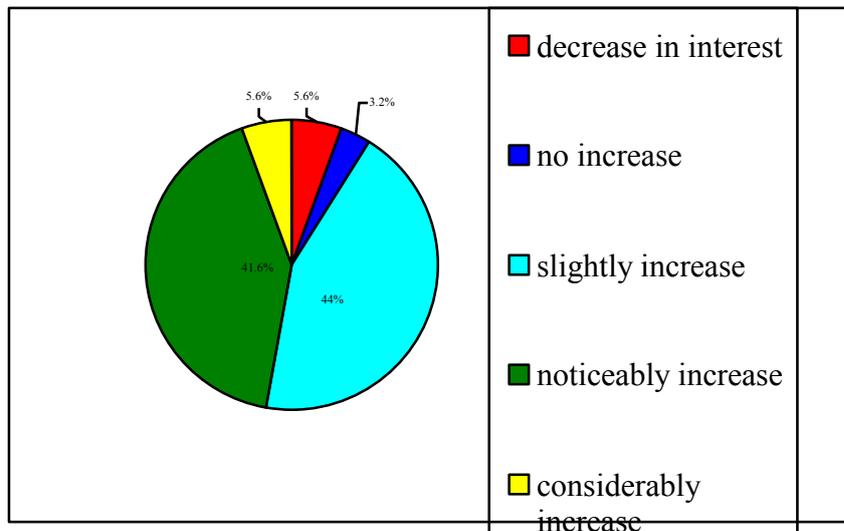


Figure (8): English Language Learners' Responses towards Increasing Enjoyment

As shown in figure (7) and figure (8), the maximum response of the teachers states that using humour noticeably increases in interest and the maximum response of the students shows that using humour slightly increase in interest. Therefore, the responses of teachers show positive attitudes and the responses of students show negative attitudes. As teachers assume that using humour noticeably increase in interest, it can be said that using humour can increase enjoyment. But the responses of students show that using humour can slightly increase enjoyment. Thus humour can increase attention and interest in teaching-learning process according to responses of teachers. Figure (9) show English language teachers and learners' attitudes towards increasing enjoyment.

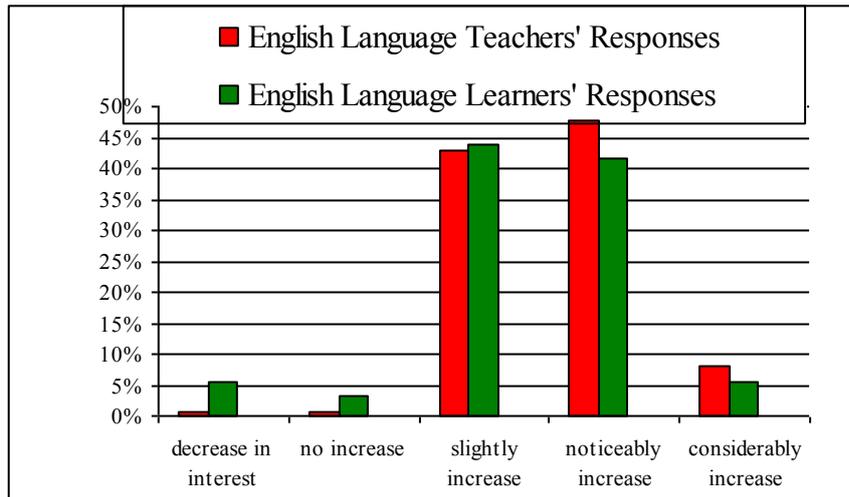


Figure (9): English Language Teachers and Learners' Attitudes towards Increasing Enjoyment

As shown in figure (9), most teachers assume that using humour noticeably increases in interest. Most students assume that using humour slightly increases in interest. Moreover 8.2% of teachers assume that using humour considerably increases in interest. But 5.6% of students assume that using humour considerably increases in interest. Therefore the attitudes of teachers towards increasing enjoyment are positive attitudes and the attitudes of students are negative attitudes.

According to table (6), 48.3% of teachers consider that their teaching is effective. 0.7% of teachers assume that their teaching is extremely effective. 42.7% of the students assume that their teaching is moderately effective. If the teaching process is effective for the students, students-teachers rapport will also be increased.

Figure (10) shows English language teachers' responses towards students-teacher rapport.

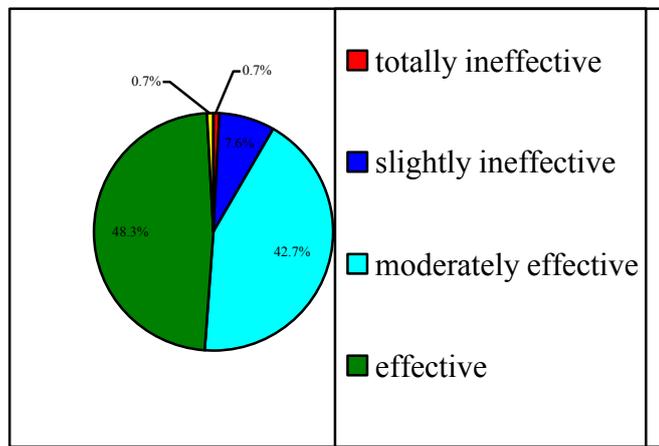


Figure (10): English Language Teachers' Responses towards Increasing Students - Teachers Rapport

On the other hand, 62.4% of the students also assume that their teachers' teaching is effective. 3.2% of the students assume that their teachers' teaching is extremely effective. 28% of the students assume that their teachers' teaching is moderately effective. 3.2% of the students assume that their teachers' teaching is extremely effective. Therefore humour is an effective way to help students to improve their teaching-learning process. Figure (11) shows English language learners' responses towards increasing students-teachers rapport.

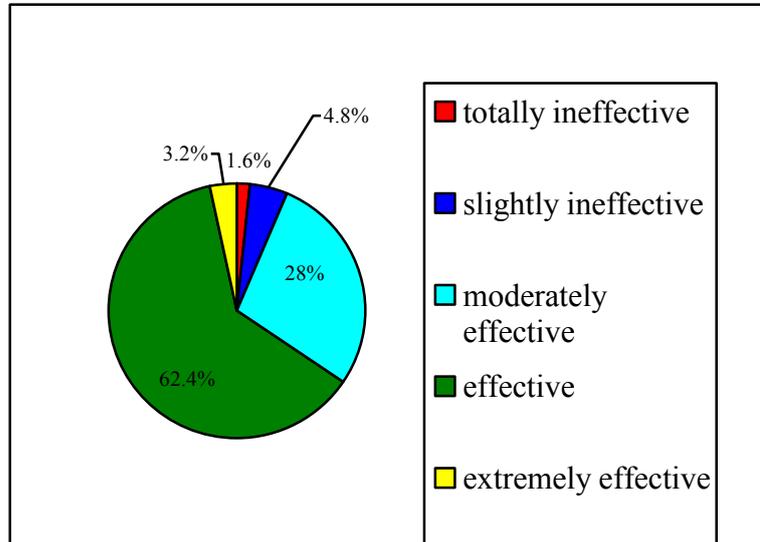


Figure (11): English Language Learners' Responses towards Increasing Students - Teachers Rapport

As shown in figure (10) and figure (11), the attitudes of teachers and students are same. Their attitudes towards increasing students-teachers rapport are positive attitudes. Most of teachers assume that their teaching is effective and most of students assume that their teachers' teaching is effective.

Table (6) is needed to highlight to show that using humour can increase students-teachers rapport. The job of the teacher is to get students laughing and when their mouths are open, to give them something on which to chew. That is true. Humour can be used as a teaching material to become effective classroom. Figure (12) shows English language teachers and learners' attitudes towards increasing students-teachers rapport.

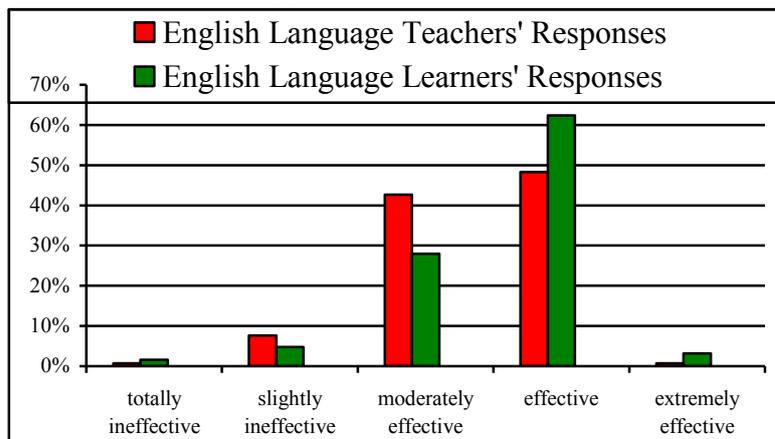


Figure (12): English Language Teachers and Learners' Attitudes towards Increasing Students - Teachers Rapport

As shown in figure (12), the attitudes towards increasing students-teachers rapport are positive attitudes.

Table (7) is needed to highlight to show that using humour can facilitate learning. 5.5% of language teachers assume that using humour is minimally important. 37.3% of teachers assume that using humour is slightly important. 53.8% of teachers assume that using humour is considerably important. Therefore using humour is important. Figure (13) shows English language teachers' responses towards facilitating learning.

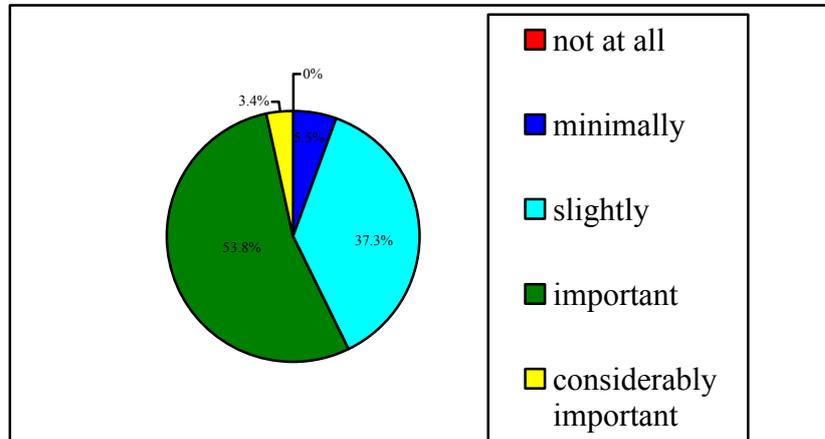


Figure (13): English Language Teachers' Responses towards Facilitating Learning

As shown in figure (13), most of English language teachers assume that using humour is important. Therefore using humour can facilitate learning.

On the other hand, 31.2% of students assume that using humour is slightly important. 50.4% of students assume that using humour is important. 12.8% of students assume that using humour is considerably important. Therefore the attitudes of students are also positive attitudes. As students assume that using humour is important, it can be said that using humour can facilitate learning. Figure (14) shows English language learners' responses towards facilitating learning.

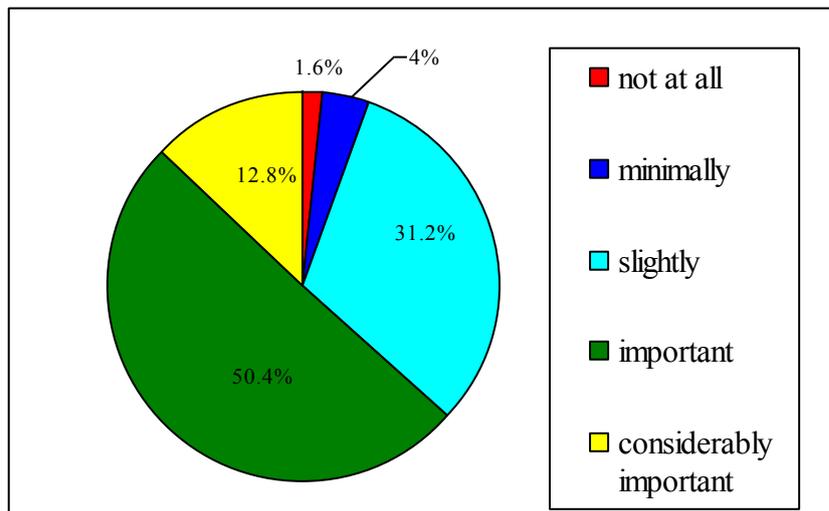


Figure (14): English Language Learners' Responses towards Facilitating Learning

As shown in figure (13) and figure (14), the maximum responses of teachers and students are same. Therefore their attitudes towards facilitating learning are the same. Most of them assume that using humour is important. Therefore the attitudes of teachers and students towards facilitating learning are positive. It can be said that using humour can facilitate learning according

to the attitudes of English language teachers and learners. Humour may play a role in helping students and teachers to involve in an effective classroom. Figure (15) shows English language teachers and learners' attitudes towards facilitating learning.

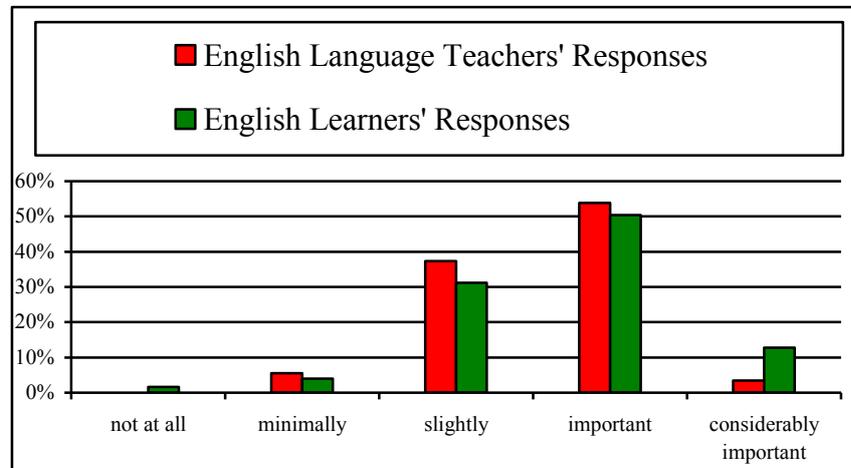


Figure (15): English Language Teachers and Learners' Attitudes towards Facilitating Learning

As shown in figure (15), the attitudes of English language teachers and learners towards facilitating learning are positive attitudes. Therefore using humour is important in language classroom. In a short way, using humour can facilitate learning according to the attitudes of English language teachers and learners. As shown in all figures, the attitudes of teachers show that using humour is effective. But the attitudes of learners show that using humour is slightly effective.

Findings and Discussion

The job of the teacher is to get students laughing and when their mouths are open, to give them something on which to chew (cited by Tom Davis). Moreover Loomax and Moosavi (1998) suggest that the use of humour reduces tension, improves classroom climate, increases enjoyment, increases students-teachers rapport and even facilitates learning. As shown in table (3), most of the teachers assume that using humour is noticeably relaxed. Thus the attitudes of teachers towards reducing tension are positive attitudes. But most of the students assume that using humour is slightly relaxed. Therefore the attitudes of students towards reducing tension are negative attitudes.

As shown in table (4), most of the teachers think that using humour is more approachable in language classroom. Most of the students also assume that using humour is more approachable in language classroom. Therefore the attitudes of the teachers and students towards improving classroom climate are positive attitudes.

As shown in table (5), most of the teachers consider that using humour can noticeably increase. But most of the students assume that using humour can slightly increase. Therefore the attitudes of teachers towards increasing enjoyment are positive attitudes. But the attitudes of students towards increasing enjoyment are negative attitudes.

As shown in table (6), most of the teachers feel that their teaching is effective. Most of the students also assume that their teacher' teaching is effective. Therefore the attitudes of teachers and students towards students-teachers rapport are positive attitudes.

As shown in table (7), most of the teachers assume that humour is important in language classroom. Most of the students also assume that humour is important in language classroom.

Therefore the attitudes of teachers and students towards facilitating learning are positive. The attitudes of teachers show that using humour is effective. But the attitudes of students show that using humour is slightly effective.

Conclusion

The aim of this research is to find out teachers and learners' attitudes towards humour in language classrooms. To investigate the attitudes of teachers and students, two sets of questionnaire are applied. Questionnaire (A) is applied to ask the responses of 145 English language teachers. Questionnaire (B) is applied to ask the responses of 125 language learners.

Moreover the theory proposed by Loomax and Moosavi (1998) is used in this research. According to Loomax and Moosavi (1998), the use of humour in the classroom reduces tension, improves classroom climate, increases enjoyment, increases student-teacher rapport and even facilitates learning. The job of the teacher is to get students laughing and when their mouths are open, to give them something on which to chew (cited by Tom Davis). This research mainly focuses on the effect of humour based on the attitudes of teachers and students.

The responses of English language teachers and learners show that the attitudes of teachers are positive attitudes and the attitudes of learners are negative attitudes.

The first objective of this research is to find out the effects of humour. English language teachers' attitudes show that using humour in the language classroom is very effective though the students' attitudes are not.

The second objective is to explore the student-teacher rapport. The attitudes of English language teachers and learners are used to explore the students-teachers rapport. Table (6) shows that using humour can increase students-teachers rapport. The third objective of this research is to investigate the classroom climate. Table (4) shows that using humour can improve classroom climate.

Loomax and Moosavi (1998) point out that anecdotal evidence suggests that humour is an extremely effective tool in education.

In conclusion, the attitudes of English language teachers show that using humour is effective. But the attitudes of English language learners show that using humour is slightly effective.

References

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