Attitudes towards Teachers’ Humorous Personality Impact on Students’ Anxiety in Foreign Language Classroom

The Case of Second year Language Stream at Malek Ben Nabi Secondary School- Tebessa-

Dissertation Submitted In Partial Fulfillment of the Requirements for the Degree of Master of Arts in Language Sciences and Teaching English as a Foreign Language

By

SOLTANI Bouchra

Supervisor:

Dr. Mokhtar Hamadouche
Dedication

For my beloved mother whose love always strengthens my will.

For the best dad for his confidence in me and for his support.

For all my brothers. For my sister

For my beloved grand-mother MIMA and my grand-father

To my uncles and ants

For all the rest of my family without exception.

For all my friends
Acknowledgement

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I would like to acknowledge my greatest debt to Miss. KHALDI who made me love studying English. Last but not least, I am grateful also to all my teachers.
Abstract

Learning a second language requires a positive classroom atmosphere. One of the variables to achieve that include teachers and their personalities. This present dissertation teacher humorous personality as an important factor in creating the affective second language classroom, and in building one’s self-confidence. In this dissertation confirms, consistently with past studies, that the use of humor in EFL classrooms reduces tension, stress, and anxiety, also improves classroom climate, enhance student-teacher relationship, and even facilitates learning. More specifically, students will feel a greater enjoyment of the learning process when humor is used. Our hypothesis is that sense of humor as teacher personality in EFL classroom reduce students’ anxiety.

Actually, this Research is descriptive where questionnaires are administered for teachers and student. This research argues that humor has a positive effect on the language teaching setting in reducing anxiety. Along with encouragement and praise, humor ought to be used by language teachers to make their classrooms more inviting and conducive to learning.
List of Abbreviation

**EFL:** English as Foreign Language

\(\%\): Percentage of teacher/student

\(N\): number of teacher/student
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General Introduction

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1. Statement of the Problem

It is observed that EFL learners do not use much English in the classrooms, and this makes their level very bad and their performance quite unsatisfactory. We think that this is due to the methods and techniques that are followed in the teaching process. It is noticed that many teachers focus on reaching educational goals without taking into consideration the psychological problems that students may face in learning a foreign language. The most common one is students’ anxiety which can have a great influence on students’ performance and achievement. Among the various factors that affect the students’ anxiety, and hence must be taken into consideration, is teachers’ personality. Teachers’ humorous personality is considered as the most important type which can have a profound impact on reducing students’ anxiety. The classroom is not typically associated with humorous interaction because education has traditionally been thought of as a serious undertaking.

It is often noticed that there are students in Malek Ben Nabi secondary school who have a high anxiety which can lessen their desire to learn, their ability to focus, and their willingness to take risks. Those students seem to be directly influenced by their teachers not only in terms of their level of competence and control of the content they present, but also in terms of the atmosphere they create in the classroom and the way they treat students. Consequently, the present investigation seeks to analyze the relationship between teacher’s humorous personality and students’ anxiety in foreign language classroom.

1. Aim of the Study

The purpose of the present study is to investigate the importance of teacher’s humorous personality in creating a positive environment where students’ anxiety can be reduced. It attempts to check whether teacher’s humorous personality has a role to play in reducing students’ anxiety or not. It also aims to provide some suggestions that can be adopted by teachers to make their students less anxious and improve their academic achievements.

2. Research Questions and Hypothesis

Since the present research aims to investigate the effects of teacher’s humorous personality on foreign language students’ anxiety, it sets out to answer the following research questions:
- Does the teacher’s humorous personality have an effect on the students’ anxiety in classroom?
- Can anxiety be reduced by using humor in classroom?
- Do students prefer one kind of teachers over the others?

In the light of these questions, the following hypothesis is put forward:

If students find some desired qualities in their teachers, they will become less anxious.

3. Research means

For the sake of investigating the impact of teachers’ humorous personality on the reducing students’ anxiety, we opt for a qualitative research design to gather data for this study. Two questionnaires are administered for both students and teachers at the Malek Ben Nabi secondary school. The student questionnaire is administered to second year, language stream namely (44) students In addition we have selected (8) teachers from the same school to help us accomplish this work. Teachers’ and Students’ questionnaires are analyzed and compared, and some conclusions and recommendations are to be made with regard to teacher’s humorous personality and its impact on students’ anxiety in foreign language classroom.

4. Structure of the Dissertation

The present dissertation is divided into two chapters; one is theoretical and one is practical. The first chapter include two sections; the first section deals with teacher’s humorous personality with a special focus on its influence on the learning process in general and on students’ psychological state in particular. The second section investigates the students’ anxiety and how it is affected by several factors. The second chapter entails the analysis and discussion of the results of the questionnaires.
Chapter One: Theoretical Part

Section One:
Teacher’s Humorous Personality

Introduction

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Introduction

The Personality factor is one of the most important factors for facilitating learning English as a foreign language, not only students’ personality, but also teachers’ personality. Among the different types of teachers’ personality is the humorous one which is considered as very effective in reducing EFL learners’ stress and anxiety. This section starts with examining the nature of personality as an umbrella term, it also examines humor as a valuable strategy in reducing students’ stress and anxiety with its definitions, types and forms in EFL classroom. In addition to that, it traces in brief the history of using humor in EFL classrooms by reviewing the main humor theories. Finally, it attempts to correlate the personal and emotional benefits of humor with some variables in educational settings.

1.1.1. Personality Definition

The term ‘persona’ was used to indicate the actions of an individual. In the modern world psychology, it has come to indicate the sum total of an individual’s characteristics and qualities. Various thinkers, social psychologists and others have defined personality in various ways.

According to Young (1979, p. 53), “Personality is a patterned body of habits, traits, attitudes and ideas of an individual’s, as these are organized externally into roles and statues and as they relate internally to motivation, goals, and various aspects of selfhood.” Allport (1961, p. 29) defines, personality as “the dynamic organization with the individual of those psycho-physical system that determine his unique adjustment to his environment.” By personality, Ogburn (1950, p. 211) refers to “the integration of the socio-psychological behavior of the human being, represented by habits of action and feeling, attitudes and opinions.”

Cruickshank, Jenkins, and Metcalf (2003, p. 5) for their part define personality as “the totality of character and behavioral traits unique to an individual. No two persons are alike in this respect, not even identical twins.” In addition, it is stated that personality is the performance of emotion, mind and behavior of each person which affect the environmental and social relationships among people (Trakoonngam, 1999, p.195 cited in Tungchitsomkid, 2001, p.132).
So, personality is a set of qualities that make a person distinct from one another; in other words, the charisma that make a person stand out from the crowd. It is the sum of the ideas, attitudes and values of a person which determine his role in society and form an integral part of his character. Personality is acquired by the individual as a result of his participation in group life.

1.1.2. The Importance of Teacher’s Personality

Personality is very crucial for the daily life of teachers. It affects their career. The teachers’ personality is important in controlling the lessons and the learning process. The interaction between teachers and students should be considered because personality plays an important role in it (Lew, 1977, p.10). Moreover, it is true that what teachers do influence what students do. If they show some personality traits which are bad, their students will imitate what they have done. “Many researchers believe that personality will be shown to have an important influence on success in language learning.” (Lightbown and Spada, 2003, p.56).

The first impression of students on their teacher may be external personality. It is very important and easy to demonstrate on the study. Consequently, there are five good personality factors which affect the learners in the classroom, namely enthusiasm, humor, credibility and knowledge.

Being enthusiastic teachers can create a lively and energetic classroom. Students will be satisfied with whatever teachers teach. Teachers can lead them in the learning process and make them follow as well (Cruickshank, Jenkins, and Metcalf, 2003, p332). The consideration is that teachers can communicate with speech, voicing and gestures. Moving the body around the classroom, dancing and using their hands to explain something are preferable.

Making students interested in the subject matter of the lesson requires teachers having a good sense of humor. This quality is exhibited by teachers who understand the difference between telling jokes and making fun of or belittling students. When teachers perform to laugh, it decreases students’ stress (Fontana, 1977, p.170) It is supported that humorous teachers can make students awake all the time (Highton, 1968, p.59) Besides, the
warmth signifies the good interaction between teachers and students. If teachers’ personality is warm, students will dare to speak and express their idea. It seems that students perceive as teachers being second parents (Cruickshank, Jenkins, and Metcalf, 2003p.332).

Teachers who have the power of credibility can make a significant differences on students’ achievement and progress. Credibility and trustworthiness which build a supportive and relaxed environment should be occurred in effective teachers.

Many researches include the Knowledge as one of teachers’ personality. Knowledge is essential for teachers. If they cannot memorize lots of subject, they will not be able to instruct students. Teachers have to remember everything that is important for their subject matter; accordingly, being a professional teacher requires a good memory. (Highet, 1968, p.64).

Among those characteristics Humor is powerful personality feature needed by teachers to create a good relationship teacher/student. It represents the effectiveness of communicative classroom since it helps avoid classroom stress and anxiety as well as it allows students’ self-confidence to arise. Humor does not only establishes students’ engagement and involvement in the lesson, but also develops students’ productivity in EFL through providing positive learning atmosphere.

1.1.2. Definition of Humor

Humor is a general term that refers either to something intended to cause amusement or to whatever quality makes something amusing. The presence of humorous content explains what makes a literary presentation a comedy. Humor is the quality that is the common element in farces, satires, absurdities, jokes, witticisms, and anything else that may be found to be amusing (Charney, 2005p. 462).

There are many of different definitions of humor. Crawford (1994: 57), for instance, defines humor as any communication that generates a “positive cognitive or affective response from listeners.” Romero and Cruthirds (2006: 59) define humor as “amusing communications that produce positive emotions and cognitions in the individual, group, or organization.”
According to Oxford Advanced Learners’ Dictionary, the term is derived from the Latin ‘umor’ which refers to ‘bodily fluid’ (control human health and emotion). Similarly, in ancient Greek, humor is derived from ‘humors’ that means ‘the balance of fluids in the human body’. Webster’s Dictionary defines humor as quality of imagination quick to perceive the ludicrous or to express itself in an amusing way; fun; caprice; disposition; mood; state of mind” (As cited in Shade, 1996, p. 9).

Humor has been differently defined by Levine (1969): “humor is regarded as trifling, destructive and degrading force to morality, religion, and art. Seen differently, it is liberating, socially constructive, and even ennobling art” (p.1). Morrison (2002, p.23) believes that our cognitive emotional growth is mainly influenced by the use of humor in our lives. Humor is “an amusing communication that produces positive emotions and cognitions in the individual or in the group” (Romero & Cruthirds, 2006, p. 59). However, Hurren (2006) thinks that humor is any message, verbal or nonverbal, communicated by the teacher and makes the students feel amused. Similarly, Vossler & Sheidlower (2011, p. 10) claim that humor is that strategy used to create rapport between teacher and students in a way makes them feel closer to their instructor.

1.1.3. Theories of Humor
1.1.3.1. Superiority Theory

According to this theory of humor, we laugh because there are certain types of situations make us feel superior to other people, it traces back to Plato and Aristotle. Cornett (1986) explains that humans feel joy at being superior to others. They laugh at inferior people mistakes which they never do. This idea means that our laughter expresses feelings of superiority over other people or over a former state of ourselves. Agreement to any superiority theory of humor, the laugher always looks down on whatever he laughs at, and so judges it inferior by some standard.

In this regard, Hilil (1988) indicates “we laugh maliciously when we possess superior knowledge over the people we ridicule. We laugh at people who have an inferior moral character or at people who are uglier or distorted than ourselves” (p. 40).
1.1.3.2. Relief Theory

The relief theory of laughter is when one is faced with a situation where tensions are created within us. As we try to cope with two sets of emotions and thoughts, we need a release and incongruity, and in this case the laughter will be referred as the relief laughter.

This theory has been reinforced by the psychological discoveries of Sigmund Freud (1856-1939). He mentions that through humor, we can trick the ‘censor’, the internal inhibitions, that handicap the achievement of our ‘natural impulses’. Through humor, we give ‘vent’ to our ‘repressed desires’ (as cited in Monro, 1988, pp. 354, 355).

Seaward (2006) regards humor as a response to stressful situations. Monro (1988, pp. 353, 354) highlights that relief is the core of humor. And defines humor as the temporary way adopted to get released from the restraint of the conventional social requirements.

1.1.3.3. Incongruity Theory

The second account of humor that arose in the 18th century to challenge the Superiority Theory was the Incongruity Theory. While the Superiority Theory says that the cause of laughter is feelings of superiority, and the Relief Theory says that it is the release of nervous energy, the Incongruity Theory says that it is the perception of something incongruous, something that violates our mental patterns and expectations. This approach was taken by many later philosophers and psychologists such as, James Beattie, Immanuel Kant, Arthur Schopenhauer, and Soren Kierkegaard. It is now the dominant theory of humor in philosophy and psychology.

Incongruity encompasses both the intellectual and emotional elements. Kant & Schopenhauer phrase that the mental component of humor realized when the unexpected connections between two things come about. Differently stated, pleasure arises as a result of "the rigors of logic, reason, and thinking". Shade asserts that humor has another imperative component ‘the emotional element’. ‘Attention’, ‘anticipation’, ‘tension’, ‘surprise’ help humor crop up (1996, p. 11).
Humor, according to incongruity theories, may be said to consist in the finding of the inappropriate within the appropriate. It is not merely that unexpected connections are found between apparently dissimilar things and our notions of propriety are also involved.

1.1.4. Forms of Humor in Classroom

Humor in the classroom can take many forms. For Bryant, Chomsky, and Zillmann (1979), humor in lectures can be classified as jokes, riddles and puns.

1.1.4.1. Riddles

Riddle is a question that is difficult to understand, having double or veiled meaning and that has a surprising answer that you ask somebody as a game. It is a word game; an enigma; a puzzling fact, it is similar in nature to a joke but with a specific format. For instance, “Matt: How do you keep fish from smelling? Jenny: Cut off their noses”. Riddles are preferably related to subject matter. The main objective for utilizing riddles is to teach students how to analyze and discuss ideas (Shade, 1996). For example, imagine that you are in a boat, in the middle of the sea. Suddenly you are surrounded by hungry sharks, just waiting to feed on you. How can you put an end to this? (The answer is: stop imagining). Such a humorous riddle brings students to use their higher order thinking in order to solve it. Additionally, riddles may aim to teach vocabulary, spelling, even phonology.

1.1.4.2. Puns

Pun is the clever or humorous use of a word that has more than one meaning, or words that have different meaning but sound the same (Oxford Advanced Learner’s Dictionary). Partingstone (2006, p. 110) describes pun by the “creative use of language”. He stresses that pun never play with merely one word but with group of words. In the same line of thoughts, Koestler (1964, p. 65) explains that “the pun is the bisociation of a single phonetic form with two meanings, two strings of thought tied together by an acoustic knot”.

1.1.4.3. Jokes

A joke is a type of humor in which words are used within a specific and well-defined narrative structure to make people laugh. The term ‘joke’ emerged in late
seventeenth century. It is seen by Morrison, (2001, p. 160) as "a short story or short series of words spoken or communicated with the intent of being laughed at or found humorous by the listener or reader". To be perceived laughable, jokes need comprehending the multiple meaning of words, idioms, and metaphors. For Hetzron (As cited in Galanter, 1930, p. 21) offers the definition:

"A joke is a short humorous piece of oral literature in which the funniness culminates in the final sentence, called the punchline… In fact, the main condition is that the tension should reach its highest level at the very end. No continuation relieving the tension should be added. As for its being "oral," it is true that jokes may appear printed, but when further transferred, there is no obligation to reproduce the text verbatim, as in the case of poetry."

1.1.5. Benefits of Humor in Classroom

Humor affects students physically as it relaxes muscles and controls hormones that relieve stress on the body (Berk, 1996). It also affects students psychologically as it decreases anxiety, stress, and tension; improves self-esteem and morale (Anderson & Arnoult, 1989).

1.1.5.1. Physical Benefit

The physical benefits of humor and laughter include relaxing muscles, stimulating circulation, improving respiration and exercising the lungs and chest muscles, when we laugh, we use parts of our anatomy that we do not use any other time. In Table 1.1 below, Berk (2002, p. 57), one of the prominent contemporary researchers on the subject of humor as an instructional technique, suggests and expands on 8 physiological benefits of laughter
<table>
<thead>
<tr>
<th>Benefit</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Improves Mental Functioning</td>
<td>Increases interpersonal responses, alertness, and memory</td>
</tr>
<tr>
<td>2. Exercises and Relaxes Muscles</td>
<td>Exercises facial, chest, abdominal, and skeletal muscles; improves muscle tone, decreases muscle tension; and relieves discomfort from neuralgias and rheumatism</td>
</tr>
<tr>
<td>3. Improves Respiration</td>
<td>Exercises the lungs and improves breathing and blood</td>
</tr>
<tr>
<td>4. Stimulates Circulation</td>
<td>Exercises the heart like aerobic exercise, followed by decreases in heart rate and blood pressure.</td>
</tr>
<tr>
<td>5. Decreases Stress Hormones</td>
<td>Reduces stress</td>
</tr>
<tr>
<td>6. Increases Immune System’s</td>
<td>Defenses</td>
</tr>
<tr>
<td></td>
<td>Fights viral and bacterial infections</td>
</tr>
<tr>
<td>7. Increases Pain Threshold and Tolerance</td>
<td>Decreases pain and produces a euphoric state without liquor, drugs, or aerobic exercise</td>
</tr>
<tr>
<td>8. Kills Common Viruses and</td>
<td>Bacteria</td>
</tr>
<tr>
<td></td>
<td>Relieves hemorrhoids, psoriasis, gangrene, gingivitis, and Malaria</td>
</tr>
</tbody>
</table>

*Table 1.1.1: Physical Benefits of Humor*
The table above present physical benefits of humor which has a great effect on almost body organs and systems; immune, mental and respiration. The table prove that by clearly asserting the physical benefits of humor and laughter. However, humor as an instructional technique offers more than just physical benefits.

1.1.5.2. **Psychological benefit**

Humor is seen as reducing discomfort and easing tension. Psychological effects of humor and laughter include decreasing of anxiety and stress, improving self-esteem, and increasing motivation (Berk, 1996, Cornett, 1986). Laughter has been shown to help people cope with stressful events, and help improve morale (Anderson & Arnoult, 1999; Philaretou, 2006; Stambor 2006). Laughter has shown therapeutic qualities such as relieving tension, increasing curiosity and comprehension, and reducing stress (Bennett, 2003; Garner, 2006).

1.1.5.3. **Educational Benefits of Humor**

Humor serves many educational functions as well. Maslow defines humor and laughter as "education in a palatable form" (Weaver & Cotrell, p. 168). Using humor in classroom, can stimulate students’ interest about learning, also it increases his attention and motivation. Many scholars agree that humor can elevates students’ confidence, inspires creativity, and encouraging risk-taking. Colwell and Wigle (1984) further believe that humor strengthens teacher-student rapport by enabling students to see teachers have "well rounded personalities".

Weaver and Cotrell (1987) summarize the educational role that humor plays in the classroom:

A warm, genuine, sense of humor can reveal humanness- a comfortable, secure attitude with themselves as instructors, with their course material(knowledge), with their students, and with their relationship with students. Certainly, one of the important benefits of humor is that it breeches the broad gap between instructors and students. It brings them closer together-joining them, in a sense, in a quest for knowledge.
1.1.6. Suggestions for using humor in classroom

Humor should be a powerful tool in education and should be used within the classroom to put the students at ease and make the learning process more enjoyable. As educators become active participants in their students’ laughter, they will have an opportunity to become engaged with them (Ackerman & Dummer, 1982). Effective humor is one of the most essential techniques for more effective teaching, it should be appropriate for the situation and topic (Edwards & Gibboney, 1992). Teachers should probably refrain from using humor that singles out or belittles a particular student. And avoid sarcasm and put-downs (Edwards & Gibboney, 1992) if students feel “picked on” or “belittled”, they may be less likely to participate or attend class. According to Gorham and Christophel (1990), even highly immediate teachers should refrain from picking on students in an effort to be funny because this is viewed as behavior that is out of character.

While both related and unrelated humor can be effective in the classroom it is probably a good idea to link the humor to the subject matter when possible. Humorous examples, jokes, and stories can help the student recall the material later. If a student can recall the humor, he or she may also be able to recall the concept or theory that the professor was attempting to illustrate. While unrelated humor can also be effective in the classroom as an icebreaker or affinity-seeking strategy.

Conclusion

Through this section, it can be conclude that teacher’s humorous personality is a vital factor that have an impact on students ‘psychological problems. Many scholars recommend the use of humor in educational settings. They argue its significance by a variety of studies conducted to survey its supportive role to enhance learning and reducing anxiety in classroom. In addition to psychological benefit of humor, it has many other benefits, educational, social, and physical. The important thing is how and when it should be used.
Section Two

Students’ Anxiety in Foreign Language Classroom

Introduction

1.2.1. Nature of Anxiety

1.2.2. Types of Anxiety

1.2.2.1. Trait Anxiety

1.2.2.2. Specific-situation Anxiety

1.2.2.3. State Anxiety

1.2.3. Causes of Foreign Language Anxiety

1.2.3.1. Communication Apprehension

1.2.3.2. Test Anxiety

1.2.3.3. Fear of Negative Evaluation

1.2.4. Signs of Foreign Language Anxiety

1.2.5. Communication Strategies for reducing Classroom Anxiety

1.2.6. Students’ Anxiety and Self-confidence

Conclusion
Introduction

It appears essential to have a look on anxiety, and self-confidence as significant affective filters. Many students suffer from school related anxiety, which have negative effects on students ‘academic performance in general and self-confidence in specific. Anxiety can also negatively affect classroom behavior it means low self-confidence and have been linked to higher levels of anxiety

This section deals first with first the nature of anxiety, its types, causes and signs of anxiety in classroom. By the end of this section we will give some suggestions to reduce anxiety in classroom.

1.2.1. Nature of Anxiety

Anxiety feeling of nervousness related to language learning is termed as “language anxiety.” It is a kind of troubled state of mind considered as an important variable in English as a foreign language classroom. According to Merriam Webster, Incorporated, (1993), the word “anxious” derives from a Latin word “angere” which means to strangle distress. The Concise Oxford Dictionary gives four meanings: “state of being anxious-troubled, uneasy in mind; about the future; serious desire (as in anxious to please or to succeed); moody state of excessive uneasiness” (cited in Crozier, 1997, p.123). Another definition is given by Penguin Dictionary of Psychology which states it that is “a vague unpleasant emotional state with qualities of apprehension, dread, distress and uneasiness” (Cited in Crozier, p.124). Horwitz (2001) found that anxiety is perceived as involuntary by many learners, negatively impact language learners and is found to be one among the most investigated variables in psychology and education.

Actually, anxiety is the feeling of unease, worry, nervousness and apprehension experienced when learning or using a second or foreign language. Foreign language anxiety is a form of what psychologists describe as specific anxiety reaction. Some individuals are more predisposed to anxiety than others, and may feel anxious in a wide variety of situations. Foreign language anxiety, however, is situation specific and so can also affect individuals who are not characteristically anxious in other situations.
1.2.2. Types of Anxiety

Anxiety, is like other affective factors such as: tiredness, boredom, anger and emotional disorders; it is entirely related to the psychology of the individual. According to MacIntyre (1999), there are three main types of anxiety, namely: trait anxiety, situation-specific anxiety, and state anxiety.

1.2.2.1. Trait Anxiety

Scovel (1978) defines trait anxiety as "a permanent predisposition to be anxious" (p.130). MacIntyre (1999) also defines trait anxiety as "a feature of an individuals' personality and therefore is both stable over time and applicable to a wide range of situations" (p. 28). As an example; a learner with high level of trait anxiety is generally nervous; He/she lacks emotional stability, while a learners with low trait anxiety is emotionally stable, usually calm and relaxed.

People who develop a more anxiety-trait are much more prone to reacting to a large level of stimuli, and will be more able to worry in less dangerous and hard situations. Those people will tend to have an attitude and reaction which reflects their ability to understand the nature of certain environmental stimuli and stressful situations as more or less difficult or threatening. In contrast, people with low trait anxiety are emotionally stable and tend to be calm and relax.

1.2.2.2. Situation-specific Anxiety

Just like the trait anxiety, the situation-specific anxiety is a feature of an individuals' personality experienced in a specific situation over time. However, how situation-specific anxiety differs from trait anxiety, is that the previous is applied to one context or situation only while the latter tends to manifest below any situations. Scovel (1978) argued that "situation-specific anxiety is caused by specific situation or event such as public speaking, examinations, or recitations" (p. 130). In fact, this type of anxiety helps him to improve the progress of learning and performance. Each situation is different, therefore, a person may be nervous in one situation but not in others.

1.2.2.3. State Anxiety
Scovel (1978) defines state anxiety as "a social type of anxiety that occurs under certain conditions. Those who are able to perceive situations as being threatening are said to have state anxiety" (p.130). As an example; A learner who experienced a state anxiety is more likely to feel stress and nervousness and unable to confront any event. In such moments, the learner may feel nervous and will simply react to external stimuli. State anxiety is therefore an unpleasant feeling which can seriously disturb the individuals' ability to react negatively any situation and in a certain environment.

A person who experienced a state anxiety is more likely to feel stress and nervousness or unable to confront any event. State anxiety is an unpleasant feeling which can seriously disturb the individual’s ability to react positively to any situation and in a certain environment. Moreover, high levels of state anxiety are particularly harmful. It can even disable the person’s tendency to engage in adaptive behavior aimed to end and overcome this feeling.

1.2.3. Causes of Foreign Language Anxiety

The causes of foreign language anxiety have been broadly separated into three main components which are communication apprehension, test anxiety, and fear of negative evaluation. Those components have a great effect on students’ educational and psychological state.

1.2.3.1. Communication Apprehension

Communication apprehension is a psychological response to evaluation. This psychological response, however, quickly becomes physical as our body responds to the threat the mind perceives. Our bodies cannot distinguish between psychological and physical threats, it is an individual level of fear or anxiety associated with either real or anticipated communication with another person. Communication apprehension, is quiet relevant to the conceptualization of foreign language anxiety. Learners who exhibit communication apprehension do not feel comfortable communicating in the target language in front of others, due to their limited knowledge of the language. Horwitz et al. (1986) define communication apprehension as “a type of shyness characterized by fear of
anxiety about communicating with people”. Most of research in the area of communication apprehension is based on McCroskey’s conceptualization of it as “the fear or anxiety associated with either real or anticipated communication with persons”. This apprehension is viewed according to the learner’s negative self-perceptions stemmed from “the ability to understand others and make himself understood” (MacIntyre & Gardner, 1989; cited in Ohata, 2005, p.137).

1.2.3.2. Test Anxiety

The second component that constitutes foreign language anxiety is test anxiety which is important for a better understanding of the construct of foreign language anxiety. Generally, the term “test anxiety” from a scientific point of view, refers to “the set of phenomenological, physiological, and behavioral responses that accompany concern about possible negative consequence or failure on an exam or similar evaluative situation” (Sieber, O’Neil, & Tobias, 1997; cited in Zeidner, 1998, p.18). Test anxiety is also explained by Horwitz et al. (1986) as “a type of performance anxiety stemming from a fear of failure” (p.127). Students with test anxiety often self-demand more than they actually could do not and worry about their performance.

1.2.3.3. Fear of Negative Evaluation

Fear of negative evaluation is the learners’ feelings about how other teachers or classmates may negatively evaluate their language ability. Learners who experience fear of negative evaluation do not consider their language mistakes as a natural thing or as an attempt to learn a new language, but as a danger for them especially in front of their teachers or their peers. It is broader than the second component (test anxiety) of foreign language anxiety because it encompasses not only test taking situations, but any social, evaluative situation such as giving a speech in public, interviews for a job or speaking in second/foreign language class (Horwitz et al., 1986, p.127).

The conceptual basis of language anxiety with relation to its three components has been established. All the three components are strongly linked with learners’ sense of ‘self’, as it is learners’ self which is at risk of failure or being negatively evaluated in any test-
like situation, or a situation which requires communication in front of others. This risk to one’s sense of ‘self’ frequently occurs in second foreign language classroom.

1.2.4. Signs of Foreign Language Anxiety

Learner’ of any foreign language encounter some difficulties when using it, Therefore, the teacher can notice some signs on their faces, or behavior that show him/her that they are anxious, and are not likely to behave in a normal way. So, the signs of anxiety include psychological and physiological. The physical symptoms of anxiety are caused by the brain sending messages to parts of the body to prepare for the "fight or flight" response. The heart, lungs and other parts of the body work faster. The brain also releases stress hormones including adrenaline. The following table classifies the signs according to its nature signs can occur as a result.

<table>
<thead>
<tr>
<th>Physical symptoms</th>
<th>Psychological symptoms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abdominal</td>
<td>Insomnia</td>
</tr>
<tr>
<td>Diarrhea</td>
<td>Irritability or anger</td>
</tr>
<tr>
<td>Dry mouth</td>
<td>Inability to concentrate</td>
</tr>
<tr>
<td>Rapid heartbeat or palpitations</td>
<td>Fear of madness</td>
</tr>
<tr>
<td>tightness or pain in chest</td>
<td>Feeling unreal and not in control of your actions (depersonalization).</td>
</tr>
<tr>
<td>Shortness of breath</td>
<td></td>
</tr>
<tr>
<td>Dizziness</td>
<td></td>
</tr>
<tr>
<td>Frequent urination</td>
<td></td>
</tr>
<tr>
<td>Difficulty swallowing</td>
<td></td>
</tr>
</tbody>
</table>

Table 1.2.1: Physical and Psychological Symptoms of Foreign Language Anxiety

1.2.5. Communication Strategies for Reducing Classroom Anxiety

The researcher would like to provide a number of very effective communication strategies that have been put forward by Richmond, wrench and Gorhan, (2009, pp
100,102) and which can reduce classroom anxiety. Many of these strategies will also assist the students in acquiring the content. When our students’ classroom anxiety level is low, they are more capable and able to concentrate, process information, and recall information.

Fun: learning must be made to be an enjoyable process. In order to lessen classroom anxiety by exchanging fun ideas, telling interesting stories related to the content, funny jokes, and trying to make the classroom an environment where learning is fun.

Positive: communication with students be as positive as possible. Teachers should avoid the use of negative criticism and apply the use of reinforce statements, praise, and reward. Students of all ages and levels perform better and learn more in such environment where they are praised nor admonished for their efforts.

Similarity: teachers can reduce classroom anxiety by communicating about their similarities and likeliness to their students. This does not mean they become one of their students; however, if they can build some similarity, their communication will be more effective. Teachers should avoid being perceived as too different from their students. High level of dissimilarity will make students anxious because they do not know how or what to communicate with them.

Input: allowing students to have input in some classroom issues may reduce the likelihood of classroom anxiety emerging.

Solidarity: teachers should build affinity and solidarity with their students, as both factors increase and are present, classroom anxiety will decreased and students can communicate honestly with their teachers without fear of reprisals, reproaches, or reprimands.

Feedback: teachers should acknowledge and use students’ ideas and suggestions in their teaching and delivery of content. According to Flanders (1970): “when we use students’ ideas, we are showing that we accept and respect our students”, He suggests:

Acknowledging the pupils’ ideas by repeating the nouns he/she has expressed: modifying, rephrasing, or conceptualizing it in the teachers’ own words, comparing the ideas by drawing a relationship between the pupils’ ideas and one expressed earlier by neither a pupil or a teacher. Summarizing what was said by a pupil or a group of pupils; all give
weight and importance to students’ existence in the classroom which increases their feedback.

1.2.6. Students’ Anxiety and Self-confidence

Thus, it appears essential to have a look on anxiety and self-confidence as significant affective filters. Many students suffer from school related anxiety, which have negative effects on students ‘academic performance in general and self-confidence in specific. Anxiety can also negatively affect classroom behavior. Low self-confidence and have been linked to higher levels of anxiety.

Conclusion

To conclude, teachers should realize that the process language learning as a basic step of building one’s self-confidence is a potentially stressful situation for some students. Students’ anxiety in foreign language classroom may affect almost students’ behaviors and attitudes towards teaching and learning process, and that the tension, discomfort and anxiety related to language learning call for the attention of the language teaching profession.
Chapter Two: Teachers and Students Perceptions about the Impact of Teacher’s Humorous Personality on Students’ Anxiety in EFL classroom

Introduction

2.1. Students’ Questionnaire

2.1.1. Administration of the Questionnaire

2.1.2. Description of the Questionnaire

2.1.3. Interpretation of the findings

2.1.4. Discussion of the Results

2.2. Teacher’s Questionnaire

2.2.1. Administration of the Questionnaire

2.2.2. Description of the Questionnaire

2.2.3. Interpretation of the Findings

2.2.4. Discussion of the Results

Conclusion
Introduction

The aim of the present research study is to find out the effect of the teacher’s humorous personality on students’ anxiety. More specifically, it is to investigate whether teacher’s humorous personality at Malek Ben Nabi secondary school Tebessa has a role in reducing students’ anxiety in classroom. For this purpose, a descriptive research method is used, relying in students’ and teachers’ questionnaire. The present chapter consists of a description of research means and sampling, questionnaires administrating and analysis as well as the discussion of the obtained results.

2.1. Students’ Questionnaire

2.1.1. Administration of The Questionnaire

Second year languages steam students at Malek Ben Nabi Secondary School have chosen as the focus of this study. We have chosen the secondary school as population and not the university on the basis of time that the student spend with his/her teacher in the classroom, where interaction, participation, engagement and all educational and psychological concepts can be measured and noticed. In contrast at the university, were the student meets his/her teacher no more than twice per week, this would be ineffective to carry out our research, secondary school students are also at this age more influenced by teachers, and their personalities than university students. Concerning the stream, we chose language stream class because students are supposed to be more aware about the English language, as it is considered as an essential module in this stream. In addition to that, we have chosen English teachers from the same secondary school in order to accomplish our research.

2.1.2. Description of The Questionnaire

For the present research we have administered a questionnaire of (20) questions to students. The questions were developed, to explore the attitudes and perceptions of the second year languages stream at Malek Ben Nabi secondary school toward their feelings inside the classroom.
In the introduction of the students’ questionnaire, we explained its aim namely to investigate perceptions about the impact of teacher’s humorous personality on students’ anxiety in foreign language classroom. The questionnaire includes (30) questions organized in four sections: General information, teacher’s humorous personality, students’ anxiety, and further suggestions.

**Section One: General Information**

This section is aimed at obtaining general information about the respondents, namely, their gender, and their interest to study English

**Section Two: Teacher’s Humorous Personality**

This section is intended to investigate and find out students’ perceptions about several points concerning teacher’s humorous personality: weather using humor is an important factor for learning English and how it could enhance the relationship of the teacher and his students, ending by the benefits of humor.

**Section Three: Student Anxiety**

This section is intended to investigate students’ perceptions about students’ anxiety in classroom, how it relate with teacher personality and what are the factors, and situations of students’ anxiety in relation with teacher’s personality. By the end of the section, we intended to investigate the strategies of reducing students’ anxiety.

**Section Four: Further Suggestions**

This final section provides students with some space where they can add any comment or suggestion.
2.1.3. Interpretation of The Findings

Section one: General Information

Question 01: Please, Specify your sex?

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>14</td>
<td>32</td>
</tr>
<tr>
<td>Females</td>
<td>30</td>
<td>68</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>100</td>
</tr>
</tbody>
</table>

*Table 2.1: Students’ Sex*

The sample of the present study includes more females than males and this can be proved through our analysis. We found that female students represent the dominant gender (30) which is represented in figure one by 68%; whereas, 14 male students make the minority gender 32%.

Question 02: Do you like studying English?

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A lot</td>
<td>37</td>
<td>84</td>
</tr>
<tr>
<td>A little</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>Not at all</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>100</td>
</tr>
</tbody>
</table>

*Table 2.2: Students Interest in Studying English*

*Figure 2.1: Students’ Sex*

*Figure 2.2: Students Interest in Studying English*
According to table 2.2, the majority of our sample 84% like studying English, the rest of the sample about 16% like studying English a little. From the results, we can conclude that most students like studying English which is a positive thing.

**Question03:** Do you consider English as a potential major at university?

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>27</td>
<td>61.36</td>
</tr>
<tr>
<td>No</td>
<td>17</td>
<td>38.64</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>44</td>
<td>100</td>
</tr>
</tbody>
</table>

**Table 2.3:** English as potential major

From the data in the table, more than the half namely 61.36% consider English as potential major at university, they may be prefer to study English rather than other languages. The minority namely 38.64% of students do not consider English as a choice at university.

**Section Two: Teacher’s Humorous Personality**

**Question 04:** Using humor in the EFL classroom by the teacher is

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very necessary</td>
<td>23</td>
<td>52</td>
</tr>
<tr>
<td>Necessary</td>
<td>19</td>
<td>43</td>
</tr>
<tr>
<td>Not necessary</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>44</td>
<td>100</td>
</tr>
</tbody>
</table>

**Table 3.4:** Using Humor in Classroom

**Figure 3.4:** Using Humor in Classroom
There are different views concerning the necessity of using humor in classroom. Most of students 52% regard that humor is very necessary in classroom. 43% believe it is necessary, making the total 95% of positive responses, the rest 5% see that humor is not necessary. We may conclude that students support the use of humor in classroom.

**Question 05:** If you think that humor is very necessary or necessary, how much of it should be used in the classroom?

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Little</td>
<td>30</td>
<td>68</td>
</tr>
<tr>
<td>So much</td>
<td>12</td>
<td>27</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>44</td>
<td>100</td>
</tr>
</tbody>
</table>

**Table 2.5:** The amount of using Humor in class

Responses for the previous question, shown that the majority of students 68% prefer to use a little humor in the classroom. 27% prefer to use it so much and the minority 5% prefer to do not use humor at all. From the results of the two last questions. This could be due to students’ belief that humor may release their stress and anxiety so that it will be helpful for learning. In addition, the use of humor depends on some principles should be followed. For instance, effective humor is based on the appropriate amount of using it in classroom. Humor should be neither overused nor used never since that leads humor to lose its effectiveness.
**Question 06:** To what extent you think that the teacher’s humorous personality could facilitate the learning process?

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great extent</td>
<td>22</td>
<td>50</td>
</tr>
<tr>
<td>Some extent</td>
<td>16</td>
<td>36</td>
</tr>
<tr>
<td>Not important</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>100</td>
</tr>
</tbody>
</table>

**Table 2.6:** Teacher’s Personality and Learning Process

According to the findings in table 2.6, the half of the sample think that teacher’s humorous personality could facilitate the learning process to a great extent. They agree that there is a deep relationship between teacher’s personality and the learning process.

**Question 07:** Sense of humor is a paramount quality of the effective teacher.

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>10</td>
<td>23</td>
</tr>
<tr>
<td>Agree</td>
<td>25</td>
<td>57</td>
</tr>
<tr>
<td>Don't know</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>100</td>
</tr>
</tbody>
</table>

**Table 2.7:** humor and effectiveness

**Figure 2.6:** Teacher’s Personality and Learning Process

**Figure 2.7:** Humor and Effectiveness
According to the table 2.7, 57% of the student agree and, 23% strongly agree that sense of humor is very necessary to make an effective teacher. The results clearly indicate the teachers’ humorous personality as one of the main traits of good teacher according to students. Our sample are very aware that the instructor’s mood influences the students’ mood; thus, the humorous friendly teacher helps students feel more relaxed and less anxious so that they can participate in the classroom discussion.

**Question 08**: The use of humor helps to foster a positive classroom environment

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>strongly agree</td>
<td>25</td>
<td>57</td>
</tr>
<tr>
<td>Agree</td>
<td>10</td>
<td>23</td>
</tr>
<tr>
<td>don’t know</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>strongly disagree</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>100</td>
</tr>
</tbody>
</table>

**Table 2.8: Humor and Environment**

The table above presents the paramount importance of the positive environment for the learning process. 80% of student display their agreement: 57%, for strongly agree category and 23% for the agree category. The rest of the sample show their disagreement namely 18%. From the results we may conclude that humor reduces barriers between students and their teachers.
**Question 09:** The relationship teacher/student could enhance by the degree of humor in EFL classroom.

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>18</td>
<td>41</td>
</tr>
<tr>
<td>Agree</td>
<td>16</td>
<td>36</td>
</tr>
<tr>
<td>Don't know</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>100</td>
</tr>
</tbody>
</table>

In correlation with the previous question, most of students 77% agree that the good relationship teacher/student is enhanced by the use of humor. 23% show the disagreement about this item. From the results, positive classroom environment would enhance good relationship between teachers and their students.
Section three: Students’ Anxiety

Question 10: How often do you participate in the classroom activities?

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>Sometimes</td>
<td>11</td>
<td>25</td>
</tr>
<tr>
<td>Rarely</td>
<td>18</td>
<td>41</td>
</tr>
<tr>
<td>Never</td>
<td>10</td>
<td>23</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 2.10: Degree of participation

![Figure 2.10: Degree of participation]

From the table above, the high percentage 41% responds by participating rarely, the next percentage 25% they participate sometimes, and only 11% participate always and the rest about 23% they never participate. It may conclude that Participation and engagement in classroom affected by several features, among those teacher’s personality

Question 11: Do you face problems while participating in the classroom?

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>31</td>
<td>70</td>
</tr>
<tr>
<td>No</td>
<td>13</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 2.11: Problems in participation

![Figure 2.11: Problems in participation]
In responding to the question hold that they may face problems while participating in classroom. Most of the students 70% respond by Yes, the rest of them 30% respond by No. From the results we found that there are many problems that may face students in classroom those problems by the time would affect the students’ psychological state.

**Question 12: If yes, do you**

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forget the things you want to say</td>
<td>17</td>
<td>38.63%</td>
</tr>
<tr>
<td>Start trembling and your face becomes shaky</td>
<td>12</td>
<td>27.27%</td>
</tr>
<tr>
<td>Other</td>
<td>15</td>
<td>34.10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>44</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Table 2.12: Causes of Participation**

In relation to the previous question, students namely 38.63% face problems while participating because they forget the things they want to say. Other students namely 27.27% start trembling when they participate. The rest of students give other problems like a kind jerk and disturbance while participating.
**Question 13:** Do you feel anxious while participating in the classroom?

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>28</td>
<td>64</td>
</tr>
<tr>
<td>No</td>
<td>16</td>
<td>36</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>44</td>
<td>100</td>
</tr>
</tbody>
</table>

*Table 2.13: Anxious feeling*

From the table above, we found that most of students 64% feel anxious while participating and only 36% do not. As a result, anxiety is a probably one of the main reasons that obstacles from successful participation.

**Question 14:** If your answer is “Yes”, is it because (you can tick more than one box).

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fear of making mistakes</td>
<td>25</td>
<td>56.82</td>
</tr>
<tr>
<td>Fear of teacher’s negative feedback</td>
<td>19</td>
<td>43.18</td>
</tr>
<tr>
<td>Lack of self-confidence</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>44</td>
<td>100</td>
</tr>
</tbody>
</table>

*Table 2.14: Causes of anxiousness*

From the table 2.14, most of students namely 56.82% choose the same answer which is fear of making mistakes. Others, namely 43.18% fell anxious while participating because they fear of teacher’s negative feedback. From the results, it seems that students may affected by their teachers’ personality.
Question 15: What do you prefer your teacher do when you make mistake?

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct directly</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>Correct indirectly</td>
<td>20</td>
<td>45</td>
</tr>
<tr>
<td>Ignore the mistake</td>
<td>15</td>
<td>34</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 2.15: Teacher’s correction of Mistakes

According to the data in table 15, method of correcting mistakes indirectly was the most preferred one by students 45%; less than half of the students 34% supported the ignorance of mistake while the rest students 21% agreed on directly correction of mistakes.

Question 16: In your point of view, can anxiety be related to the teacher’s personality?

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>28</td>
<td>63.64</td>
</tr>
<tr>
<td>No</td>
<td>16</td>
<td>36.36</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 2.16: Anxiety and teacher’s Personality
From the table, the 64% of the students relate their anxiety to the teacher’s personality. The rest of the sample 36% do not. In fact, students may affect by their teacher’s attitudes and behaviors not only by their knowledge.

**Question 17:** If yes, please explain.

In responding to this question, students stated that factors such as kindness, being energetic, and listening with patience were quite important in providing a relaxed classroom atmosphere. Most of the students felt more comfortable if the lesson was taught by kind and energetic teachers. Almost all of the students thought that the main role of the teacher was to provide a comfortable atmosphere in class.

**Question 18:** To what extent does humor decrease students’ anxiety.

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>To great extent</td>
<td>24</td>
<td>55</td>
</tr>
<tr>
<td>To some extent</td>
<td>15</td>
<td>34</td>
</tr>
<tr>
<td>Not at all</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>100</td>
</tr>
</tbody>
</table>

**Table 2.18:** Humor and Anxiety

More than half the students 55% thinks that humor can to a great extent decrease anxiety, 34% think that it can decrease anxiety to some extent. Just 11% respond by not at all. From the results, when humor used in the correct manner, it can help to reduce the distance between teachers and students, who would remember more if they are enjoying themselves; however, inappropriate humor can also increase this distance.
**Question 19**: According to you, what other things can teachers do to reduce classroom anxiety?

In responding to this question, some students like their teachers to be as tutor and guider in sense of talking with them about their problems and even solving it. Other students prefer their teachers provide them with new techniques and activities and play with them games in order to kill boredom. Some of them prefer that the teacher should not punish students when they make mistakes and avoid the direct corrections of their mistakes and he/she should deal with them according to their level not teacher level.

**2.1.4. Discussion of the Results**

The analysis of the questionnaire designed for students has disclosed important insights about students’ attitudes toward using humor in EFL classroom in order to reduce students’ anxiety. In the first section, students show likeness and interest in studying English. Concerning the second section, students support the use of humor by their teachers in classroom because of in one hand the great benefit in creating a healthy atmosphere which enhance teacher/student relationship and help them to achieve better. In the other hand, they believe that humor is a quality of effective teacher, they seem to recognize the effectiveness of humor on the learning process. Thus, humor provides them with the positive energy that absolutely helps to facilitate learning. In fact, students learn better when they are amused. They keep attention and engagement in the whole session. In section three, students seem to have problems in classroom especially when they participate because of many factors, the most important one is the teachers i.e. negative feedback and direct correction of mistakes, students at this age do affect by their teachers, not only their knowledge and behaviors, but also their personalities. Students in this section agree that humor may release their stress and anxiety and help them to kill boredom and to achieve better their goals in addition to raise their self-confidence and self-image.
2.2. Teacher’s Questionnaire

2.2.1. Administration of the Questionnaire

In the present study, we administered a questionnaire for eight teachers of English at Malek Ben Nabi secondary school in Tebessa. The questionnaire aims at investigating teacher’s perceptions about the impact of humorous personality on students’ anxiety in EFL classroom.

In the introduction of the teacher’s questionnaire, we explained its aim namely to investigate perceptions about the impact of teacher’s humorous personality on students’ anxiety in foreign language classroom. The questionnaire includes (30) questions organized in four sections: General information, teacher’s humorous personality, students’ anxiety, and further suggestions.

2.2.2. Description of the Questionnaire

Section one: General Information

This section is aimed at obtaining general information about the respondents, namely, their sex, and their teaching experience.

Section two: teacher’s humorous personality

This section is intended to investigate teachers' perceptions about several points concerning teacher’s humorous personality: weather using humor is an important factor for learning English and how it could enhance the relationship of the teacher and his students, ending by the benefits of humor.

Section three: student anxiety

This section is intended to investigate teachers' perceptions about students’ anxiety in classroom, how it relate with teacher personality and what are causes, signs, and situations of students’ anxiety. By the end of the section, we intended to investigate the strategies of reducing students’ anxiety.
Section four: Further Suggestions

This final section provides teachers with some space where they can add any comment or suggestion.

2.2.3. Interpretation of the Findings

Section one: General Information

Question 01: Please, specify your sex

<table>
<thead>
<tr>
<th>Sex</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>3</td>
<td>37,5</td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
<td>62,5</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 2.19: Sex

Question 02: How long have you been teaching in secondary school?

<table>
<thead>
<tr>
<th>Experience</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>From 1 to 5</td>
<td>3</td>
<td>37,5</td>
</tr>
<tr>
<td>From 5 to 10</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>More than 10</td>
<td>1</td>
<td>12,5</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 2.20: Teacher’s Experience
The results show that half of the informants, namely (50 %) have a teaching experience which goes between 5 and 10 years.

**Section Two: Teacher Humorous Personality**

**Question03:** How would you describe yourself as a teacher?

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enthusiastic</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Credible</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Funny</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>

**Table 2.21: Teacher’s Kind**

The table 2.21 shows different perspective about teacher’s kind, 25% describe themselves as enthusiastic, 37.5% as credible teachers, 25% as Knowledgeable teachers, and just 12.5% as funny teachers. This means that teachers do not consider funny personality as having a primary importance in classroom.
**Question04:** Do you think that using humor in classroom is?

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very necessary</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Necessary</td>
<td>5</td>
<td>62.5</td>
</tr>
<tr>
<td>Not necessary</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>

**Table 2.22:** Using Humor

From the table 2.22, more than (87%) are agree about the necessity of humor in classroom and only (12.5) are disagree about using humor. Form the results, we find that most of teachers prefer the use of humor in classroom.

**Question05:** If you think that humor is very necessary or necessary, how much of it should be used in the classroom,

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Little</td>
<td>7</td>
<td>87.5</td>
</tr>
<tr>
<td>So much</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>

**Table 2.23:** Amount of Humor

The majority of teacher namely 87.5% prefer to use some humor in classroom, only 12.5% prefer not. From the results, it seems that teachers consider humor as an important factor should use in classroom.
**Question06:** To what extent do you think that using humor in classroom would have an impact on the learning process?

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>To great extent</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>To some extent</td>
<td>3</td>
<td>37,5</td>
</tr>
<tr>
<td>Not important</td>
<td>5</td>
<td>62,5</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>

**Table 2.24: Humor and Learning**

The table shows surprise results, more than the half namely 62% do not consider humor important in the learning process, and only 37.5% consider humor important in learning to some extent. Form the results, we may conclude that the use of humor may not enhance the learning process.

**Question07:** Do you use humor inside the classroom?

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>5</td>
<td>62,5</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>37,5</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>

**Table2.25: Using Humor**

In responding to this question, the majority of teachers 62.5% use humor in their classroom; but, some teachers 37.5% do not use humor at all in the classroom, they may prefer to be serious in order to keep control.
**Question 08:** If yes what type of humor you use most?

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Riddles</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>Puns</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Joke</td>
<td>5</td>
<td>62.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>

**Table 2.26: Type of humor**

![Figure 2.26: Type of humor]

From the table, most of teachers namely 62.5% choose jokes as type of humor, the rest of teachers namely 37.5% choose riddles type. No one prefers to use puns as a type of humor.

**Question 09:** The use of humor helps to foster a positive classroom environment?

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Agree</td>
<td>5</td>
<td>62.5</td>
</tr>
<tr>
<td>Don’t know</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>

**Table 2.27: Humor and Environment**

![Figure 2.27: Humor and Environment]

Teachers agree that using humor in classroom may create a healthy atmosphere for leaning, this agreement represented by 62.5%, only 12.5% represent the disagreement. The rest of teachers respond by don’t know.
**Question10:** the relationship teacher/student could enhance by the degree of humor in EFL classroom.

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
<td>75</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>

**Table 2.28: Teacher/Student Relationship**

From the table 2.28, we find different perspectives about teacher/student relationship. Most of teachers 75% do not agree that using humor in classroom may enhance teacher/student relationship, may be they consider classroom as an educational setting and no place for fun.

**Question11:** If there are any other benefits of using humor in the classroom, please state them below.

Some of teachers believe that humor may have a significant benefit on students not only in education. According to teachers it may has a great psychological benefit as a source of alleviation of pain, stress, depression, and all internal problems. Others appreciate how humor encourages sense of trust and improve students’ moral as a social benefit of humor.
**Section three: students’ anxiety**

**Question 12:** Do you take into consideration the psychological state of your students in the classroom (anxiety, boredom, lack of motivation, etc.)?

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>

*Table 2.29: Psychological state*

From the results, it may conclude that all teachers take into consideration the psychological state of their students. They are more aware about the psychological problems that student may face in classroom.

**Question 13:** What are the most common psychological problems students face in the classroom? (Please order the elements from 1-6).

<table>
<thead>
<tr>
<th>Options</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Anxiety</td>
<td>3</td>
<td>37.5</td>
<td>2</td>
<td>25</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Boredom</td>
<td>1</td>
<td>12.5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Lack of confidence</td>
<td>1</td>
<td>12.5</td>
<td>1</td>
<td>12.5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Lack of motivation</td>
<td>1</td>
<td>12.5</td>
<td>1</td>
<td>12.5</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>Stress</td>
<td>1</td>
<td>12.5</td>
<td>3</td>
<td>37.5</td>
<td>2</td>
<td>25</td>
</tr>
</tbody>
</table>
The table 13 shows that teachers have different opinions about what to grade first, second...etc. supporting anxiety it means option “a” is ranked as first with 37.5%, stress is ranked second with 37.5%, with the same percentage lack of motivation is ranked third and fourth, than lack of confidence is ranked fifth with 50%, ending with boredom which is ranked sixth with 50%. From the results we may observe that the most common students’ problem in classroom is anxiety.

**Question 14:** In your opinion, what factors may lead to students’ anxiety? (You can tick more than one box).

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acd</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Cd</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Ac</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>All of them</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>

**Table 2.31: Anxiety Factors**

The table 2.31 shows that teachers have different perspectives about anxiety factors, the most answered option is “a” it means teachers’ personality, than “d” which is difficulties in learning. From the results, teachers consider their personality as an important
factor that may cause anxiety in the classroom in addition to difficulties in learning which is a neutral factor in learning a foreign language.

**Question 15:** What are the observable signs of students’ anxiety in the classroom?

All teachers respond by the same answer which is "f" (all of them). It means that teachers agree about the signs of students’ anxiety in the classroom, silence, embracement, confusion, even crying all of them may signify anxiety. From the answer of this question, teachers are aware about those observable signs, they may already face in their classroom.

**Question 16:** What do you do when your students make a mistake in the class?

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directly</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>Indirectly</td>
<td>5</td>
<td>62.5</td>
</tr>
<tr>
<td>Ignore the mistake</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>

**Table 2.32:** Correction of errors

According to the data in the table 2.32, method of correcting mistakes directly was the most preferred one by teachers 62.5%; less than the half of the teachers (37.5%) supported the indirect method correction while none of the teachers agreed on ignoring the mistakes.
**Question 17:** Please, justify your choice.

Some teachers choose indirect correction because they believe that students may be adapted to negative attitudes and feelings towards learning in general and teacher in particular when teacher tries to correct every mistake. According to them indirect correction indicates in some implicit way it means it may not affect students’ self-confidence.

**Question 18:** Do you think that giving your students some freedom to choose what and how to learn will reduce their anxiety?

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
<td>75</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>

**Table 2.33:** Anxiety and choice

The table 2.33 shows that teachers disagree about giving students the opportunity to decide what to learn. They provided a similar reason that students may know their needs but they cannot take decisions about their learning since they do not know what is good or bad for them. Hence, only teachers can do that.
**Question 19:** In your point of view, can anxiety be related to the teacher’s personality?

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>5</td>
<td>62.5</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>

**Table 2.34: Anxiety and Teacher’s Personality**

![Figure 2.33: Anxiety and Teacher’s Personality](image)

Similarly to the students’ answers, teachers also agree that there is a relationship between teacher’s personality and students’ anxiety with 62.5%. Others about 37.5% they do not agree about teacher’s personality and anxiety. From the results, we find that teacher’s personality has an effect on students’ anxiety it may decrease or increase anxiety in classroom.

**Question 20:** To what extent does humor decrease students’ anxiety?

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>To great extent</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>To some extent</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>Not at all</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>

**Table 2.35: Humor and Anxiety**

![Figure 2.34: Humor and Anxiety](image)
From the table 2.35 there is a great agreement that humor may decrease anxiety in classroom namely 87.5%. From the results there is little or no doubt that humor is an invaluable teaching aid in the English classroom and that almost all English teachers use humor at one point of time or another in their lesson. As a matter of fact, students have listed humor as an essential quality of a good teacher.

**Question 21**: As soon as anxiety is reduced, students’ self-confidence would be increased.

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>Don’t know</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>

**Table 2.36**: Anxiety and Self-confidence

According to the table, less than the half of teachers 37.5% believe in the relationship of anxiety and self-confidence, they agree that low self-confidence have been linked to higher levels of anxiety. Other teachers namely 25% are disagree about this relationship. The rest of teachers 37.5% answer by don’t know.

**Question 22**: According to your teaching experience, what kind of suggestions would you provide in order to reduce students’ anxiety?

According to some teachers from our sample, they argue that teachers should focus on the learners' characteristics that are causing the anxiety, as well as what they, do as
teachers and what goes on inside the classroom. Also teachers should help learners by adopting the attitude that mistakes are a part of language and are created by everyone. Mistakes do not seem to be bad; in fact, they indicate that learners are actually learning, going through the language-learning process. In addition to that teachers should also use a selection of activities in the class personalize language instruction, and encourage learners to have realistic expectations for their language study and be less competitive with each other.

2.2.4. Discussion of the Results

The analysis of teachers' questionnaires has demonstrated that most of teachers are aware of the importance of their in-class charisma in reducing students’ anxiety. In the first section we obtain information about participants, generally the majority of them have good experience from 5 to 10 years. The second section illustrated that more teachers are in favor of humor in the EFL classroom than against. Teachers pointed out that humor help students in learning difficult material. They indicated that jokes help students pay more attention during class time and increases their level of concentration; they were in favor of using humor periodically. In addition to that Teachers believe that humorous teacher is effective teacher since he is active, open-minded, learning facilitator and friendly. Also, they believe in the seriousness of humor in which humor should establishes comfortable environments, creates lively class, it lights the classroom darkness and pumps life in classroom. Teachers advocate that the setting can be one of the main reasons that make students feel bored and exhausted especially in certain time; some humor can lighten the classroom and involve the students in spite of such conditions. Also most of teachers agree that using humor in classroom have several benefits on students specially to reduce their classroom anxiety.

About the section three, teachers shows that they are more aware about what psychological problems can student have in foreign language classroom specially anxiety which the focus of this section. They support the use of humor to cope with students’ problems; also they intend to give some suggestions in order to reduce students’ anxiety.
Conclusion

Although teachers and students respond to the questionnaires mostly in the same way. This analysis showed that the majority of subjects agreed with the items dealing with the use of humor in secondary school situations as a means of coping. One may conclude from the results of the study that well over 50% of all subjects agreed with the effectiveness of humor as both a stress and anxiety reducer. Similarly, research indicated that humor was an effective tool in fostering a positive classroom climate. Several statements were aimed at factors contributing to a positive classroom environment such as effectiveness of the teacher and teacher/student rapport and relationship.

General Conclusion

Throughout this dissertation, we have attempted to investigate whether teachers' humorous personality in the secondary school Malek Ben Nabi Tebessa reduce students' anxiety.

We have discussed using humor in foreign language classroom as a type of teacher’s personality and how this factor may reduce students’ anxiety. In the first section, we have tackled teachers’ personality, discussed its definition, types, in addition to include humor as an effective factor to release students’ anxiety discuss its definition, types, forms and main theories throughout history with suggestions for using humor in an appropriate way. In the second section, we tackled the students’ anxiety, stated its definition in general then in relation to foreign language classroom. After that, we explained each of the three causes of classroom anxiety, ending by some strategies to reduce this problem.

For our practical part, one means of data collection has been used, the questionnaire. We have handed two questionnaires, one for students and another for teachers. They aim at gathering data about both teachers and students' perceptions regarding two important issues. First of all, the impact of using humor in classroom, second, how this factor can reduce students’ anxiety.

The results obtained in the questionnaires confirm our hypothesis. First both teachers and students' questionnaires confirm that students' level of anxiety is high. Second,
it is demonstrated that students and teachers have the same perceptions about the positive impact of using humor in foreign language classroom and its role in creating a healthy atmosphere and fostering good teacher/student relationship. Also both teachers and students are totally agree that using humor in foreign language classroom can reduce tension and anxiety.

**Recommendations**

On the basis of the questionnaires' results, and in order to make the psychological problems of students of the Secondary School Malek Ben Nabi Tebessa reduced and satisfying learning for students. A recommendation for further research would be an investigation of the applicability of the anxiety reducing effect of humor to situations beyond the classroom environment. One such area that could be examined to some extent would be the physiological aspect and the effect of humor on reducing stress and anxiety. With the increased number of deaths due to heart attack and stroke, anxiety being a major contributor, humor may be a factor useful in creating a decline in this rate. Another recommendation to be considered is that teachers should model the utilization of appropriate forms of humor. This practice equips students with the vital tools to survive in an extremely stressful society.

When used appropriately, the potential benefits of humor are endless. Based upon the findings of this dissertation, this research suggests that teachers consider the use of humor as a mechanism for reducing stress and anxiety and creating a more positive learning environment.
Bibliography

- Berk, R. A. (2003). *Professors are from Mars, students are from Snickers: How to Write and deliver Humor in Classroom and in a Professional Presentation*. Virginia: Stylus Publishing, LLC.


- Symptoms of anxiety retrieve from http://www.soencouragement.org/forms/Symptoms%20of%20Anxiety.pdf
Dear student,

This questionnaire is designed to investigate the impact of humor on students’ anxiety and your answers will be of a great value for the research we are undertaking.

Please tick (x) the right box (es) and / or give complete answers in the broken lines

May I thank you in advance for your cooperation and the time devoted to answering the questionnaire

Section one: General Information

1-Please specify your sex:
   a- Male □
   b- Female □

2-Do you like studying English?
   a- A lot □
   b- A little □
   c- Not at all □

3- Do you consider English as a potential major at university?
   a- Yes □
   b- No □

Section two: Teacher's Humorous Personality

4- Using humor in the EFL classroom by the teacher is:
   a- Very necessary □
   □
5- If you think that humor is very necessary or necessary, how much of it should be used in the classroom?
   a- None
   b- Little
   c- So much

6- To what extent do you think that the teacher’s humorous personality could facilitate the learning process?
   a- To a great extent
   b- To some extent
   c- Not important at all

7- Sense of humor is a paramount quality of the effective teacher
   a- Strongly agree
   b- Agree
   c- Don’t know
   d- Disagree
   e- Strongly disagree

8- The use of humor helps to foster a positive classroom environment
   a- Strongly agree
   b- Agree
   c- Don’t know
   d- Disagree
9- The relationship teacher/student could be enhanced by the degree of humor in EFL classroom

a- Strongly agree
b- Agree
c- Don’t know
d- Disagree
e- Strongly disagree

Section three: Students’ Anxiety

10- How often do you participate in the classroom activities?

a- Always
b- Sometimes
c- Rarely
d- Never

11- Do you face problems while participating in the classroom?

a- Yes
b- No

12- If yes, do you

a- Forget the things you want to say
b- Start trembling and your face becomes shaky
c- Other, please specify
13- Do you feel anxious while participating in the classroom?
   a- Yes □
   b- No □

14- If your answer is “Yes”, is it because (you can tick more than one box)
   a- Fear of making mistakes □
   b- Fear of teacher’s negative feedback □
   c- Lack of self-confidence □

15- What do you prefer your teacher do when you make mistake?
   a- correct you directly □
   b- correct you indirectly □
   c- ignore the mistake □

16- In your point of view, can anxiety be related to the teacher’s personality?
   a- Yes □
   b- No □

17- If “Yes”, please explain

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18- To what extent does humor decrease students’ anxiety?
   a- To a great extent □
   b- To some extent □
19- According to you, what other things can teachers do to reduce classroom anxiety?

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Section four: Further Suggestions

20- Please, feel free to add any suggestions/recommendations related to the aim of this questionnaire

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Dear teacher,

This questionnaire is part of a research work carried out in the framework of a Master degree. It aims at investigating the effect of the teacher's humorous personality on reducing students' anxiety. Your opinions will be of a great value for the research.

Please tick (√) the appropriate box(es) and make full statements when needed.

Thank you in advance for your cooperation

Section One: General Information

1- Please, specify your sex
   a- Male
   b- Female

2- How long have you been teaching in secondary school?
   a- From 1 to 5 years
   b- From 5 to 10 years
   c- More than 10 years

Section Two: Teacher Humorous Personality

3- How would you describe yourself as a teacher?
   a- Enthusiastic teacher
   b- Credible teacher
   c- Knowledgeable teacher
   d- Funny teacher

4- Do you think that using humor in classroom is?
   a- Very necessary
   b- Necessary
   c- Not necessary at all
5- If you think that humor is very necessary or necessary, how much of it should be used in the classroom?
   a- None
   b- Little
   c- So much

6- To what extent do you think that using humor in classroom would have an impact on the learning process?
   a- To a great extent
   b- To some extent
   c- Not important at all

7- Do you use humor inside the classroom?
   a- Yes
   b- No

8- If yes what type of humor you use most?
   a- Riddles
   b- Puns
   c- Jokes

9- The use of humor helps to foster a positive classroom environment?
   f- Strongly agree
   g- Agree
   h- Don’t know
   i- Disagree
   j- Strongly disagree

10- The relationship teacher/student could enhanced by the degree of humor in EFL classroom
    a- Strongly agree
    b- Agree
    c- Don’t know
    d- Disagree
    e- Strongly disagree
11- If there are any other benefits of using humor in the classroom, please state them below:


Section Three: Students’ Anxiety

12- Do you take into consideration the psychological state of your students in the classroom (anxiety, boredom, lack of motivation, etc.)?
   a- Yes [ ]
   b- No [ ]

13- What are the most common psychological problems students face in the classroom? (please order the elements from 1-6)
   a- Anxiety [ ]
   b- Boredom [ ]
   c- Lack of confidence [ ]
   d- Lack of motivation [ ]
   e- Stress [ ]
   f- Fear of negative feedback [ ]

14- In your opinion, what factors may lead to students’ anxiety? (you can tick more than one box)
   a- Teacher personality [ ]
   b- Lack of self-confidence [ ]
   c- Classroom environment [ ]
   d- Difficulties in learning process [ ]
   e- Others, please specify……………………………………………………………………

15- What are the observable signs of students’ anxiety in classroom?
   a- Silence [ ]
   b- Avoidance of eye-contact [ ]
   c- Embarrassment and confusion [ ]
   d- Misbehavior [ ]
65

e- Crying or showing other emotional signs □
f- All of them □

16- What do you do when your students make a mistake in the class?
a- Correct his/her mistake directly □
b- Correct his/her mistake indirectly □
c- Ignore his/her mistake □

17- Please, justify your choice
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................................................................................................................................................

18- Do you think that giving your students some freedom to choose what and how to learn will reduce their anxiety?
a- Yes □
b- No □

d- To a great extent □
e- To some extent □
f- Not at all □

20- To what extent does humor decrease students’ anxiety?

21- As soon as anxiety is reduced, students’ self-confidence would be increased

22- According to your teaching experience, what kind of suggestions would you provide in order to reduce students’ anxiety?
Section Four: Further Suggestions

23- Please, feel free to add any suggestions/recommendations related to the aim of this questionnaire.
Dear student,

This questionnaire is designed to investigate the impact of humor on students’ anxiety and your answers will be of a great value for the research we are undertaking.

Please tick (x) the right box (es) and/or give complete answers in the broken lines

May I thank you in advance for your cooperation and the time devoted to answering the questionnaire

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b- Necessary

c- Not necessary

5- If you think that humor is very necessary or necessary, how much of it should be used in the classroom?

a- None

b- Little

c- So much

6- To what extent you think that the teacher’s humorous personality could facilitate the learning process?

a- To a great extent

b- To some extent

b- Not important at all

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a- Strongly agree

b- Agree

b- Don’t know

d- Disagree

e- Strongly disagree

8- The use of humor helps to foster a positive classroom environment

a- Strongly agree

b- Agree

b- Don’t know

d- Disagree
9- The relationship teacher/student could be enhanced by the degree of humor in EFL classroom

a- Strongly agree
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d- Disagree
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c- Other, please specify
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15- What do you prefer your teacher do when you make mistake?
   a- correct you directly
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   b- To some extent
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Please tick (✓) the appropriate box(es) and make full statements when needed.

Thank you in advance for your cooperation

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   j- Strongly disagree

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   d- Lack of motivation
   e- Stress
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   e- Others, please specify

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17- Please, justify your choice

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   a- Yes
   b- No

19- In your point of view, can anxiety be related to the teacher’s personality?
   c- Yes
   d- No

20- To what extent does humor decrease students’ anxiety?
   d- To a great extent
   e- To some extent
   f- Not at all

21- As soon as anxiety is reduced, students’ self-confidence would be increased
   a- Strongly agree
   b- Agree
   c- Don’t know
   d- Disagree
   e- Strongly disagree

22- According to your teaching experience, what kind of suggestions would you provide in order to reduce students’ anxiety?
Section Four: Further Suggestions

23- Please, feel free to add any suggestions/recommendations related to the aim of this questionnaire
الملخص

ان دراسة اللغة الإنجيلبية يتطلب توفر ظروف ملائمة و شروط مناسبة لنجاح رسالة التعليم و هذا يشمل المعلمين وشخصياتهم. هذه المذكرة تناقش روح الدعابة و المرح عند الاستاذ باعتبارها عاملًا هامًا في تحسين الجو العام للقسم، وفي بناء الفهرة بالنفس للتعليم. تهدف هذه الدراسة إلى التحقق من تأثير شخصية الاستاذ في القسم في التقليل من حدة التوتر للتعليم. بما يتوافق مع الدراسات السابقة، أن استخدام الفكاهة في الفصول الدراسية للغة الإنجيلبية كلغة أجنبية يقلل من التوتر، والإجهاد، والقلق، كما يحسن مناخ الفصول الدراسية، ويعزز العلاقة بين التلميذ والمعلم، كما يسهّل التعليم و التلقية. يشعر التلاميذ بمزيد من الراحة و الاسترخاء في القسم التعليم عند استخدام الفكاهة. فرضيتنا هي أن روح الدعابة يوصفها شخصية المعلم في اللغة الإنجيلبية كلغة أجنبية في الفصول الدراسية تقلل من التوتر لدى التلاميذ. في الواقع، هذا البحث هو وصفي حيث استخدم فيه استبيانات للمعلمين والتلاميذ. ويرى هذا البحث أن التكلفة لها تأثير إيجابي على وضع تعليم اللغة في الحد من التوتر. جداً إلى جنب مع التشجيع والثناء، ويرجى أن يتم استخدامهم من قبل معلمي اللغة الإنجيلبية لجعل صفوفهم أكثر فعالية.
Résumé

Pour étudier une langue étrangère exige des conditions favorables appropriées à la réussite du processus de l'éducation et cela inclut les enseignants et leurs personnalités. Cette note traite de classe de l'anglais comme une langue étrangère réduit la tension, le stress, l'anxiété et améliore le climat de la classe et améliore la relation entre l'élève et l'enseignant, et facilite l'apprentissage et de réception. Et les élèves se sentent plus à l'aise et détendu dans la section d'apprentissage lors de l'utilisation d'humour. Notre hypothèse est que le sens de l'humour comme un tuteur personnel en anglais comme une langue étrangère dans la classe à réduire l'anxiété chez les étudiants. En fait, cette recherche est descriptive où il a utilisé des questionnaires aux enseignants et aux élèves. De l'avis de cette recherche que l'humour a un impact positif sur le développement de l'enseignement des langues dans la réduction de l'anxiété et de tension. Avec l'encouragement et de louange, et il doit être utilisé par les enseignants de langues étrangères pour rendre leurs classes plus intéressant.